SCHOOL BOARD ACTION REPORT

DATE: June 12, 2018
FROM: Denise Juneau, Superintendent
LEAD STAFF: Dr. Eric Anderson, Director of Research & Evaluation
emanderson@seattleschools.org
Michael Tolley, Chief Academic Officer
mftolley@seattleschools.org

For Introduction: November 14, 2018
For Action: December 5, 2018

1. TITLE

Amend and rename Policy No. 2090, 'Program Evaluation & Assessment' to 'District Educational Research & Program Evaluation' and approval of 2018-19 District Educational Research & Program Evaluation Work Plan.

2. PURPOSE

This Board Action Report makes edits to Board Policy No. 2090, Program Evaluation & Assessment, to reflect changes to the District's approach to program review and evaluation, as well as to remove assessment language from Policy No. 2090 that is covered in Board Policy No. 2080.

Routing alongside this BAR is a revised 2090SP that would replace the existing 2090SP.

Per the updated policy, this BAR also introduces the 2018-19 District Educational Research & Program Evaluation Work Plan for formal review and approval by the School Board.

3. RECOMMENDED MOTION

I move that the Board amend and rename Board Policy No. 2090, District Educational Research & Program Evaluation, and that the Board approve the 2018-19 District Educational Research & Program Evaluation Work Plan, as attached the Board Action Report

4. BACKGROUND INFORMATION

a. **Background**

Board Policy No. 2090 was last revised in 2013. Since that time, the District has made substantive changes to its district educational research and evaluation agenda, prioritizing a number of different types of studies that contribute to continuous improvement of programs, initiatives, and services Districtwide. This revised Policy No. 2090 details two elements of the program evaluation and review process:

1) The District shall submit to the School Board an annual District Educational Research and Program Evaluation Plan for formal approval each year; and
2) The District shall annually report to the School Board findings pertaining to each study included in the Plan.

The current Policy 2090 also includes outdated and unclear language pertaining to assessments. The revised version clarifies that the policy pertains solely to the evaluation of educational services and programs conducted by the District. In July 2017, the Board has adopted a revised Assessment Policy, Policy No. 2080, that provides comprehensive guidance on assessment policies and practices, including the elements of parent/guardian rights.

The 2090SP, which is included in the routing for the Policy 2090 BAR, includes more details on the process by which the annual Plan would be developed, as well as the timeline and process by which the Plan would be brought before the Board of Directors for input and formal approval.

Consistent with the updated policy 2090 and 2090SP language, the District has developed and attached to this BAR the 2018-19 District Educational Research and Program Evaluation Plan for review and approval by the School Board.

This BAR was previously brought to the Board in June 2018 and has been revised to incorporate Board feedback.

b. **Alternatives**

The alternative considered was to keep the current Policy No. 2090 language intact. This is not recommended, as the policy has not been updated in five years and does not reflect current practices in instructional programs research, nor does it reflect the comprehensive revisions to Policy No. 2080, Assessment.

c. **Research**

To inform the design of this revised Policy No. 2090, the District engaged in a year-long pilot of new processes and procedures for research and evaluation. This pilot year, which was conducted with guidance from the School Board and in accordance with 2016-17 Superintendent SMART Goal #3, began with a systematic review of other Districts' research policies and practices. A summary of these policies is included in an attached brief.

Using insights from this research, the District then engaged in a pilot year of program review (2016-17). This pilot year yielded two reports: 1) International Education/Dual Language Immersion; and 2) Advanced Learning/SPECTRUM. Following completion of both reports, the District held a School Board Work Session to both explain findings and receive input from the School Board about future approaches to program review and evaluation projects.

The District has also held briefings with all School Board Directors to get feedback on the policy revisions and accompanying Superintendent Procedure.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be **none**, beyond the current staffing of the Research & Evaluation Department. The proposed policy language may include studies conducted by external third parties (using a competitive bidding process or smaller contracts), but these activities are pending available funding and clear District need.

The revenue source for this motion is **not applicable**.

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

During the design/planning stage, the Research & Evaluation Department conducted outreach to district leaders, external researchers, and other districts' research offices to get feedback on ideal processes and procedures. The Department regularly reported on progress to these goals to the Board C&I Committee and in Friday Memos to the Board.

For this BAR process, Research & Evaluation has additionally reached out for Tier 1 engagement in the following ways:
- Offered optional briefings with School Board members in advance of the BAR introduction in order to review postposed policy changes and gather additional Board input.
- Communicated with PASS and SEA leaders about proposed policy changes.
- Presented on program review processes (and findings from the International Education pilot review) at the Washington Educational Research Association (WERA) conference and the American Education Research Association (AERA).
- Launched a revised Seattle Public Schools website (with contact information) to ensure accessibility for all community members to existing and forthcoming program reviews, evaluations, and strategic research.

- Introduced to the Board Curriculum & Instruction Committee a research and evaluation plan for the 2017-18 school year, which provided committee members with insights into how a plan will be developed each year.

7. EQUITY ANALYSIS

See attachment.

8. STUDENT BENEFIT

The intent of all instructional research and evaluations is to provide actionable information regarding educational services and programs, including design, implementation and outcomes so that stakeholders can improve outcomes for students.

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: _____

10. POLICY IMPLICATION

Policies Nos. 2080 and 2090 are implicated as discussed above.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the November 6, 2018 Committee meeting on Curriculum & Instruction. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the policy will be finalized and updated on the website, and the 2018-19 District Educational Research & Program Evaluation Work Plan will be implemented. No additional training or community engagement is required.

13. ATTACHMENTS

- 2018-19 District Educational Research & Program Evaluation Work Plan (for approval).
- Board Policy No. 2090, District Educational Research & Program Evaluation– clean (for approval)
- Board Policy No. 2090, District Educational Research & Program Evaluation– redline (for reference)
- Superintendent Procedure 2090 – clean (for reference)
- Superintendent Procedure 2090 – redline (for reference)
- Board Policy No. 2080, Assessment (for reference)
- Board Policy No. 2200, Equitable Access to Programs and Services (for reference)
- Superintendent Procedure 2200, Equitable Access to Programs and Services (for reference)
- Racial Equity Analysis Tool Report for Policy 2090 (for reference)
- Research Brief of Other Districts' Evaluation Policies (for reference)

Department of Research and Evaluation

2018-19 District Educational Research & Program Evaluation Work Plan

Draft Submitted for Board C&I Committee

November 6, 2018

SEATTLE PUBLIC

RESEARCH & EVALUATION

About the Department of Research and Evaluation

The mission of Research & Evaluation (R&E) is to support evidence-based decision-making, public accountability and organizational learning aligned to District strategic goals and objectives.

R&E's primary areas of responsibility include:

- **District Educational Research & Program Evaluation:** Consistent with *Board Policy No. 2090*, which governs Educational Research & Program Evaluation in Seattle Public Schools, R&E partners with district leadership, outside researchers, and other stakeholders to develop and implement an annual portfolio of internal and external evaluations and strategic research studies that support evidence-based decision-making aligned to District goals and objectives.

- **Performance Measurement & Accountability:** Consistent with *Board Policy No. A02.00* governing "Performance Management" in Seattle Public Schools, R&E oversees the design and production of annual district and school performance frameworks and accountability reports. This work includes reporting annually to the School Board and public on District and School progress for key performance indicators (KPIs) aligned to the District Strategic Plan.

- **Research Review:** Consistent with *Board Policy No. 4280* governing "Research Activity" in Seattle Public Schools, R&E manages the formal review process for external research requests., evaluating proposals to ensure they are relevant to district strategic priorities, rigorous in methodological approach, and low risk and low burden for study participants.

- **District Surveys:** R&E designs and administers districtwide surveys that support performance measurement and accountability, organizational learning and improvement. District surveys include school climate surveys, customer satisfaction, and employee engagement surveys.

- **Requests for Data, Analysis or Technical Assistance:** R&E provides on-demand research and data analysis support as requested by the Superintendent and other senior district leaders. R&E also advises and supports central office departments seeking to conduct their own research, analyze data or measure the progress and impact of their programs and initiatives.

Context for the Annual Plan

In accordance with proposed changes to *Board Policy No. 2090* governing research and program evaluation in Seattle Public Schools, the **2018-19 District Educational Research & Program Evaluation Work Plan** was prepared for review by the Curriculum & Instruction Committee of the School Board. Pending the Committee's recommendation, the Work Plan will subsequently by reviewed for formal approval and adoption by the full School Board. This is the first formal annual Work Plan developed by the Research & Evaluation department. The plan identifies programs and initiatives within Seattle Public Schools that will be studied or evaluated during the 2018-19 school year. The evaluations and strategic research studies outlined in this plan were identified and scoped in a collaborative manner, with input from the Chief Academic Officer, other cabinet-level leaders, and program directors and managers.

Types of studies in the Annual Plan

The Annual Plan includes in-depth **evaluations** of specific District educational programs, curriculum adoptions, and strategic initiatives. Evaluations typically include descriptive background summaries of the program being reviewed; analyses of program implementation based on qualitative research (e.g., surveys, focus groups, observations); descriptive analysis of student outcomes; and/or educational impact analyses using rigorous statistical methods to estimate program effects. The Annual Plan also includes **strategic research** studies not limited to specific programs, but which contribute to organizational learning, educational innovation, program planning and/or policy development. Strategic research typically involves inquiry into broader areas of educational focus not limited to a specific program. Examples may include reviewing educational innovation in schools (e.g., cases studies) and background "best practice" research to inform innovation and improvement; and/or in-depth analysis of data trends of critical interest (e.g., opportunity gaps) to inform strategic planning and decision-making.

Process for development of the Annual Plan

The process for development of the annual plan is as follows:

> **Step 1.** The Research & Evaluation department will identify evaluation and strategic research projects for potential inclusion within the Annual Plan. In prioritizing projects for inclusion in the Work plan, R&E will consider project feasibility; alignment to district educational priorities; equity analysis; and alignment to specific District processes for planning and decision-making.
>
> The following information will be included in the work plan for each potential project:
>
> > o Project Team and Sponsorship
> > o Description of Project
> > o Objectives and Research Questions
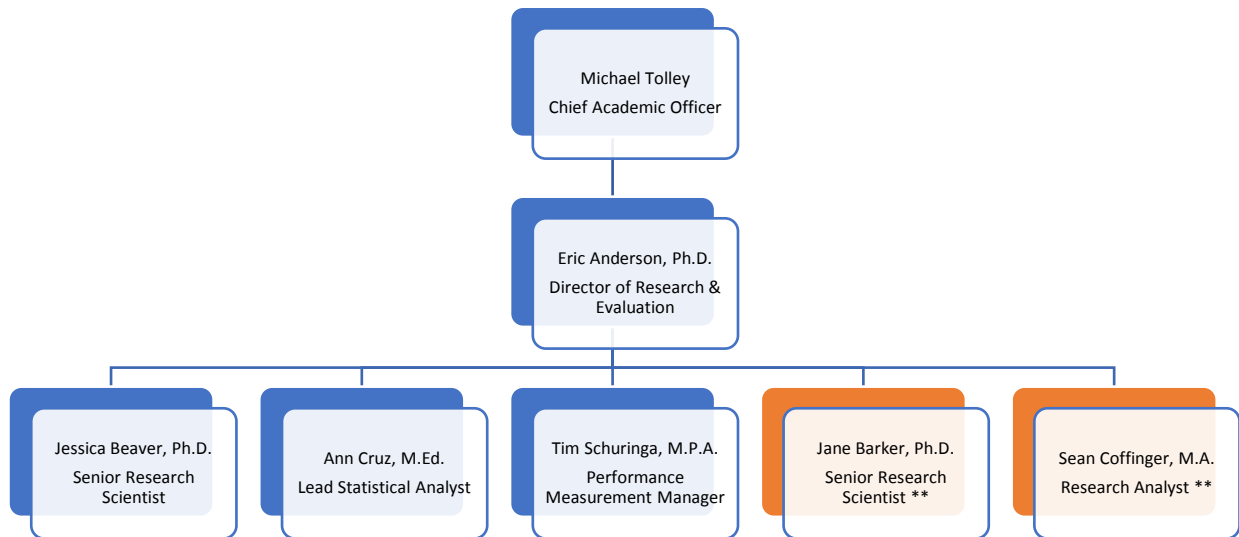> > o Project Design and Methodology
> > o Timeline and Deliverables
>
> **Step 2.** Research & Evaluation will engage District leadership and staff, as well as the Board Curriculum & Instruction Committee, to review prospective projects and identify priority areas.
>
> **Step 3.** District staff, leaders, and Board Directors will calibrate the Annual Plan to available District resources. Considerations include:
>
> > o Funding and staffing availability to support research and evaluation projects, including internal and external sources of funding
> > o Scope of each study
> > o Duration of each study
> > o Depth of inquiry for each study
> > o Whether each study will be conducted by District staff (internal), by contracted researchers (external), or as part of a research-practice partnership with higher education researchers
>
> **Step 4.** Present proposed Annual Plan to Board of Directors and follow Board Action Report process for formal approval.

Research & Evaluation Organization Chart for 2018-19

Michael Tolley
Chief Academic Officer

Eric Anderson, Ph.D.
Director of Research & Evaluation

Jessica Beaver, Ph.D.
Senior Research Scientist

Ann Cruz, M.Ed.
Lead Statistical Analyst

Tim Schuringa, M.P.A.
Performance Measurement Manager

Jane Barker, Ph.D.
Senior Research Scientist **

Sean Coffinger, M.A.
Research Analyst **

** Denotes team member funded by 2018-19 District SMART Goal budget allocations.

2018-19 District Educational Research & Program Evaluation Work Plan

Table of Contents

I.   Evaluations

Strategic Initiatives

Curriculum

Program Reviews

II.   Strategic Research

Educational Innovation & Policy

Other Strategic Research-Practice Partnerships

** Denotes continuation of a project from 2017-18
++ Denotes project conducted by external research partner contracted through an RFP process
^^ Denotes research-practice partnership (RPP) with higher education researchers

District SMART Goal: Multi-Tiered Systems of Support (MTSS)

Project Team and Sponsorship

Evaluation Director: Dr. Eric M. Anderson, Director of Research & Evaluation
Evaluation Staff: Tim Schuringa, Performance Measurement Manager
                          Sean Coffinger, Research Analyst
Initiative Lead(s):   Wyeth Jessee, Chief of Student Support Services
                          Kari Hanson, Director of Student Support Services
Executive Sponsor: Michael Tolley, Chief Academic Officer

Description

This District SMART Goal is focused on the implementation of a Multi-Tiered Systems of Support (MTSS) framework that uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the District's shift to prevention (Tier 1) and monitoring of student growth. A significant component of this initiative is to establish a tiered framework to support schools identified for targeted assistance leveraging dedicated central office support teams that help school develop MTSS systems to better meet the academic and social emotional needs of all students.

Objectives and Research Questions

This multi-year evaluation study will examine the implementation of the District's MTSS initiative at both the school level and central office level and provide specific recommendations based on a comparative analysis of implementation data as well as student and school outcomes:

- **Evaluation of MTSS Implementation in schools**: The objective is to measure broad-based fidelity of implementation of MTSS practices in schools, including: (1) MTSS teams that monitor student progress on academics and behavior to evaluate the effectiveness of tiered instruction and supports; (2) Data-based decision-making processes to tier supports for students based on academic and behavioral needs; (3) Consistent structures and procedures for teacher collaboration in Professional Learning Communities (PLCs) to improve teaching practice.

- **Evaluation of Central Office Tiered Supports for Schools**: The objective is to evaluate the implementation of the Central Office Tiered Supports delivery model in which Central Office teams working with 25 identified schools in 2018-19 to support MTSS implementation and improve student outcomes.

Project Design and Methodology

Data collection may include surveys of teachers and school leaders; interviews with central office teams; site visits to select schools; and analysis of student data. This mixed-methods study will use qualitative and quantitative methods in concert to provide a holistic window into MTSS implementation and service delivery model.

Timeline and Deliverables

Qualitative data collection will occur during winter and spring 2018-19. Deliverables will include two implementation reports (Phase I by spring 2019 and Phase II by summer 2019) and a final Year 1 report (delivered by fall 2019) that provides recommendations for adjustments to the program delivery model.

District SMART Goal: Secondary Revisioning for the 21ˢᵗ Century

Project Team and Sponsorship

Evaluation Director: Dr. Eric M. Anderson, Director of Research & Evaluation
Lead Researcher: Dr. Jane Barker, Senior Research Scientist
Evaluation Staff: Dr. Jessica Beaver, Senior Research Scientist
                         Anna Cruz, Lead Statistical Analyst
Initiative Lead: Dr. Caleb Perkins, Director, College & Career Readiness
Initiative Staff   Emily Harrison, Project Manager, Secondary Revisioning
Executive Sponsor: Michael Tolley, Chief Academic Officer

Description

This District SMART Goal is focused on longer term revisioning of District secondary schools to help all students, particularly African-American males and other students of color, to meet new **24 credit state graduation requirements** and graduate ready for future college and career pathways in the 21ˢᵗ century. This multi-pronged, multi-year initiative aims to help students develop skills that will prepare them for their futures by engaging them in specific experiences (i.e., college-level, career-specific coursework, internships), and to improve postsecondary planning and rates of postsecondary success for graduates.

Objectives and Research Questions

This multi-year evaluation study will examine the implementation and impact of the District's investments in secondary revisioning across the four initiative strands:

- **High School Professional Development Plans:** The objective is to evaluate District investments in school-based PD plans to improve academic rigor and student engagement through deeper learning and more authentic, experiential pedagogy (e.g., project-based learning). This strand also includes investments in improved utilization of instructional technology to support learning.
- **Supports for 9ᵗʰ & 10ᵗʰ Grade Students:** The objective is to evaluate District investments in school-based plans to enhance supports for students, particularly students of color, to ensure higher rates of attendance, positive behavioral outcomes and on-track credit accumulation.
- **Career & Technical Education Plan:** The objective of Year 1 of this study will be to examine current district career technical education (CTE) course offerings and strategies for improving career connected learning (CCL) considering emerging best practices around the country.
- **Postsecondary planning and advising:** The objective will be to examine the current state of High School & Beyond Planning (HSBP) and high school student advisory periods, and to assess baseline implementation of the new Naviance platform to support postsecondary planning.

Project Design and Methodology

Data collection may include surveys of teachers and school leaders; site visits to select schools; and analysis of student data. This mixed-methods study will use qualitative and quantitative methods in concert to provide a holistic window into implementation and impact on student outcomes.

Timeline and Deliverables

Qualitative data collection will occur during winter and spring 2018-19. Deliverables will include two implementation reports (Phase I by spring 2019 and Phase II by summer 2019) and a final Year 1 report (delivered by fall 2019) that includes the rigorous quantitative analysis of student outcomes.

Peer Assistance & Review (PAR)

Project Team and Sponsorship

Lead Researcher: Dr. Min Sun, Professor, University of Washington College of Education
Project Lead for R&E: Dr. Eric M. Anderson, Director of Research & Evaluation
Initiative Lead: Clover Codd, Chief of Human Resources
Initiative Staff   Lindsay Berger, Manager, Teacher & Principal Evaluation
Executive Sponsor: Clover Codd, Chief of Human Resources

Description

Starting from 2018-19, SPS will embark on a major joint labor-management program—**Peer Assistance and Review (PAR)**—with the Seattle Education Association (SEA). The PAR system will apply to the District's new-to-profession teachers, as well as to veteran teachers who are identified as needing improvement based on annual evaluation ratings. PAR aims to build an integrated talent management system to effectively support teachers' professional growth as well as exit persistently struggling teachers. Although PAR has been implemented in dozens of districts across the United States, the body of research examining the effective implementation and impacts of PAR initiatives is currently limited.

Objectives and Research Questions

Drawing on HR administrative data and qualitative research, this **research-practice partnership** (RPP) with the UW College of Education will explore the key components of PAR and how it is implemented, as well as assess over time whether PAR is associated with improvements in teacher effectiveness. Specifically, this partnership seeks to accomplish two aims: (a) to develop foundational knowledge for assessing PAR by gathering evidence on baseline teacher effectiveness and practices for supporting educator professional growth, particularly for beginning and struggling veteran teachers; (b) to conduct rapid cycle, iterative, and problem-driven data inquiries to study the initial PAR implementation and refine its theory of action.

The research partnership will also explore the state of **equitable access to high quality teachers** in Seattle Public Schools for historically underserved students of color by examining patterns of teacher-student assignments – both within and across schools. Several key teacher attributes that will be examined include teacher effectiveness captured by the TPEP scores, background characteristics, years of experience, and rates of turnover and retention.

Project Design and Methodology

This mixed methods evaluation project will use longitudinal, quantitative data on teacher demographics, professional backgrounds, effectiveness, and working conditions from district and state administrative datasets. The research team will also collect qualitative data through surveys, interviews and logs to assess HR talent management practices, particularly for beginning and veteran struggling teachers, before and after the implementation of PAR; and provide alternative data sources to corroborate the quantitative evidence to develop a more complete understanding of the PAR process and impacts.

Timeline and Deliverables

Data collection and analysis will occur during winter and spring 2018-19. Deliverables will include short research briefs focusing on baseline PAR implementation and equitable access to high quality teachers. A final Year 1 report will be delivered by fall 2019 that includes impact analysis of student outcomes.

K-5 ELA Curriculum Adoption (Center for the Collaborative Classroom)

Project Team and Sponsorship
Evaluation Supervisor: Dr. Jessica Beaver, Senior Research Scientist
Evaluation Staff: Anna Cruz, Lead Statistical Analyst
Program Lead: Dr. Kyle Kinoshita, Chief of Curriculum, Assessment and Instruction
Program Staff: Kathleen Vasquez, ELA Program Manager
                 Kristin Nichols, Literacy Curriculum Specialist
Executive Sponsor: Michael Tolley, Chief Academic Officer

Description
In spring 2017, the Board approved a $5.6 million investment in districtwide implementation of Center for the Collaborative Classroom (CCC). This year (2018-19) marks the second year of implementation.

Objectives and Research Questions
In Year 1, the evaluation studied the initial rollout and implementation of CCC in the 2017-18 school year. In Year 2, the study will continue to examine implementation and student achievement trends, with a focus on curricular elements specifically aimed to eliminate gaps in ELA achievement by 3rd grade (e.g., embedded social emotional learning, vocabulary instruction, and small group guided instruction).

Key Research Questions include:

- What can we learn from the implementation of CCC that informs both this and future district curriculum adoptions?
- To what extent is the CCC curriculum adoption causing educators to shift practices in service of student achievement and eliminating opportunity gaps?

Project Design and Methodology
Data collection activities will include: surveys of teachers, teacher leaders, and school leaders; site visits to select classrooms and/or schools; and analysis of student-level data. The mixed-methods analysis approach will use qualitative and quantitative methods in concert to provide a holistic window into curriculum implementation. By Year 3, the study will shift to analyzing the impact of the curriculum on desired student outcomes.

Emergent findings will be shared with the CAI department on a regular basis to inform possible shifts in support for CCC and other curriculum adoptions that are underway districtwide. Additionally, formative findings – along with summative findings at the end of the 2018-19 school year – will be shared with a broad audience that includes District executive leadership, school leaders, and the School Board.

Timeline and Deliverables
Qualitative data collection will occur during winter and spring 2018-19. Deliverables will include two implementation reports (Phase I by spring 2019 and Phase II by summer 2019) and a final Year 2 report (delivered by fall 2019) that includes the quantitative descriptive analysis of student outcomes.

Deliverables also include formative, continuous improvement reporting to CAI and school leaders, updates at School Board Curriculum and Instruction Committee, and other reports as requested.

Middle School Math Curriculum Adoption (enVisionmath2.0)

Project Team and Sponsorship

Evaluation Supervisor: Dr. Jessica Beaver, Senior Research Scientist
Evaluation Staff: Anna Cruz, Lead Statistical Analyst
Program Lead: Dr. Kyle Kinoshita, Chief of Curriculum, Assessment and Instruction
Program Staff: Anna Box, Math Program Manager
Sara Burke, Math Curriculum Specialist
Executive Sponsor: Michael Tolley, Chief Academic Officer Learning

Description

The School Board recently approved a $2 million investment in enVisionmath2.0, which includes textbooks and associated materials for grades 6-8. These materials were selected based on evidence from a pilot in approximately 30 classrooms. The curriculum adoption includes professional development for teachers and school leaders. Over 200 teachers have received the new materials and completed mandatory professional development for the 2018-19 school year. Additionally, the District has released guidance on expectations for teaching the curriculum "as intended."

Objectives

Research & Evaluation will embark on a three-year study of the implementation and impact of the middle school math curriculum adoption. Year 1, the 2018-19 school year, will focus on implementation fidelity, support for implementation, and initial descriptive analysis aligned to the District's strategic objective to close gaps in the completion of Algebra I by 8th grade for students of color. Future years will go deeper on specific topics of interest and include an eventual impact analysis on student outcomes.

The primary Year 1 research questions are:

1) What can we learn from the implementation of enVisionmath2.0 that informs both this and future district curriculum adoptions?
2) To what extent is the adoption causing educators to shift practices in service of student achievement and eliminating opportunity gaps?

Project Design and Methodology

Emergent findings will be shared with the CAI department on a regular basis to inform possible shifts in this and other curriculum adoptions underway districtwide. Additionally, these findings – along with summative descriptive findings at the end of the 2018-19 school year – will be shared with a broad audience that includes District executive leadership, school leaders, and the School Board.

The study will examine the perceptions of school leaders, teachers, and students regarding initial curriculum rollout and supports; classroom practices (fidelity of implementation, promising practices, challenges, student work); and student math achievement (interim/summative assessments).

Timeline and Deliverables

Fall 2018: Planning and research design
Winter/Spring 2019: Data collection, interim assessment trend analysis
Spring/Summer 2019: Descriptive SBA data analysis

Deliverables include continuous improvement reporting to CAI and school leaders, updates at School Board Curriculum and Instruction Committee, and other reports as requested.

Preliminary Program Review: English Language Learners

Project Team and Sponsorship

Lead Researcher: Dr. Rachel Lagunoff, WestEd
Project Lead for R&E: Dr. Eric M. Anderson, Director of Research & Evaluation
Project Staff: Anna Cruz, Lead Statistical Analyst
Program Lead: Michelle Ota, Director of ELL Programs
Program Staff: Miguel Castro, Staff Member, ELL Programs
Executive Sponsor: Wyeth Jessee, Chief of Student Support Services

Description

SPS has budgeted up to $30,000 to fund a preliminary program review to support recommendations to help determine the service delivery models best suited for English Language Learners in Seattle Public Schools (SPS). **WestEd** was selected as the District's external research partner through a competitive RFP process. Pending available funding, this preliminary review may be followed by a more in-depth evaluation based on identified areas for deeper inquiry in the 2019-20 school year.

Objectives and Research Questions

Research & Evaluation will partner with the English Language Learner (ELL) department to support WestEd's preliminary program review focused in the following areas:

- **Preliminary review of current ELL programs and services** based on documentary analysis, survey research, and/or select in-person interviews or focus groups with SPS leaders, district and school staff, with emphasis on our configuration of ELL services, including:
  - Central office ELL Department organizational structure, roles and responsibilities
  - School-based ELL specialists (e.g., SPS Bilingual Instructional Assistants)
  - Services for newcomers (e.g., Bilingual Orientation Centers; Seattle World School)
  - Training and professional development for ELL teachers and specialists
  - Certification/endorsements and training for general education teachers

- **Background research on best practices for ELL service delivery models** that places our configuration of services in context with comparable districts around the country.

- **Baseline data report for measuring district success for ELL students**, including SPS data compiled for identified key performance indicators measuring ELL student outcomes and ELL program success over time. (Note: The Research & Evaluation and ELL departments will assist WestEd with compiling baseline SPS data for this phase of the study.)

Project Design and Methodology

This preliminary program review conducted by WestEd will be based on documentary analysis, survey research, and/or select in-person interviews or focus groups with SPS leaders, district and school staff.

Timeline and Deliverables

Background research and data collection will occur during winter and spring 2018-19. Deliverables will include a final report delivered by spring 2019 that includes the components described above.

Program Review: International Baccalaureate (IB)

Project Team and Sponsorship
Evaluation Director: Dr. Eric M. Anderson, Director of Research & Evaluation
Evaluation Staff: Anna Cruz, Lead Statistical Analyst
Program Lead: Dr. Caleb Perkins, Director of College & Career Readiness
Executive Sponsor: Michael Tolley, Chief Academic Officer

Description
International Baccalaureate (IB) is a feature program in SPS that supports college and career readiness and eliminating gaps in student access to rigorous college preparatory coursework. Each year, the School Board is asked to authorize funding to support District IB programs. To support understanding of how the program is being implemented and its benefits to our students, Research & Evaluation is partnering with College & Career Readiness to conduct research on the implementation and impact of IB in our three high schools offering the program: Chief Sealth, Ingraham, and Rainier Beach.

Objectives and Research Questions
Research & Evaluation conducted site visits during spring 2018 to gather the perceptions of school leaders, school staff and students about their experience participating in the IB program. Key research questions guiding these school site visits included:

- **Student Identification and Recruitment:** How are students identified and recruited to participate? What supports does the school provide to 9th and 10th graders to prepare them for IB and to increase enrollment and access for Historically Underserved students?

- **Program Implementation:** To what extent are IB program components implemented across the three schools with fidelity? What additional training and resources do staff need to implement IB? What are teacher perceptions of training and support for IB implementation?

- **Student Perceptions:** To what extent does IB positively influence students in terms of their academic identity, learning behaviors, and confidence in the future and access to opportunities?

In addition to the site visits, R&E will analyze high school and postsecondary achievement outcomes for IB students: Are IB students more likely, after controlling for their background characteristics, to graduate on-time, prepared for postsecondary success? Are they more likely to enroll in a four-year university? The analysis will include comparisons to AP course outcomes for similar students.

Project Design and Methodology
This study will use qualitative and quantitative methods in concert to provide a holistic window into program implementation and student outcomes.

Timeline and Deliverables
Qualitative data collection will continue during winter 2018-19. Deliverables will include a final report summarizing program implementation findings and quantitative impact analysis (delivered by fall 2019).

De-Tracking: Equitable Access to Advanced Learning Opportunities

Project Team and Sponsorship

Project Director: Dr. Eric M. Anderson, Director of Research & Evaluation
Project Staff: Anna Cruz, Lead Statistical Analyst
Project Advisors: Kari Hanson, Director of Student Support Services
                      Jaclyn Cable, Advanced Learning Specialist, Student Support Services
                      Dr. Keisha Scarlett, Executive Director, Equity & Partnerships
Executive Sponsors: Wyeth Jessee, Chief of Student Support Services
                      Michael Tolley, Chief Academic Officer

Description

The 2018-19 school year represents Year 3 of efforts by **Garfield High School (GHS)** to implement a new de-tracking approach for 9th and 10th grade English Language Arts courses. Originally termed **"Honors for All,"** the intent of this effort is to create more heterogenous learning environments in which historically segregated student populations at GHS are blended into a de-tracked curriculum. The program goals are to provide students the opportunity to learn alongside peers of varied cultures and backgrounds in a "full honors curriculum." GHS staff continue to work toward developing differentiated instructional supports for students and to deepen collaborative learning amongst students.

This effort at GHS is one of several school-based efforts in SPS to de-track and de-segregate learning opportunities in general – and advanced learning opportunities, in particular – to ensure students of color and other historically underserved students are not educationally isolated and marginalized, while at the same time increasing equitable access to high quality, rigorous curriculum and instruction.

Objectives and Research Questions

The objective of this strategic research is to examine recent efforts at select schools in Seattle Public Schools to de-track and increase access to advanced learning opportunities (ALOs) for Historically Underserved students. The study will aim to categorize different approaches to educational de-tracking in Seattle Public Schools. Recognizing that there often exists an inherent educational logic for differentiating course pathways based on demonstrated, accumulated student skills, this study will use a case study approach to identify common challenges and issues as well as promising approaches. The study will include a background literature synthesis of the educational costs and benefits to students at all achievement levels – both academic and social emotional – of alternative de-tracking approaches.

Project Design and Methodology

Data collection may include surveys of teachers and school leaders; site visits to select schools; and may include descriptive analysis of student data for select schools. This study will use qualitative and quantitative methods in concert to provide a holistic window into this innovation challenge.

Timeline and Deliverables

Qualitative data collection will occur during winter and spring 2018-19. Deliverables will include a final report (delivered by fall 2019) that includes background literature synthesis and summary of findings.

Best Practices Research: Performance Management

Project Team and Sponsorship
Project Director: Dr. Eric M. Anderson, Director of Research & Evaluation
Project Staff: Tim Schuringa, Senior Researcher
                         Sean Coffinger, Research Analyst
                         Devin Cabanilla, Senior Project Manager for Continuous Improvement
Project Advisor: Wyeth Jessee, Chief of Student Supports
Executive Sponsor: Michael Tolley, Chief Academic Officer

Description
During the 2018-19 school year, Seattle Public Schools will develop a new Strategic Plan to define its priority goals and objectives for the next 3 years. In conjunction with developing the new Strategic Plan, the School Board requested a review of current District **performance management** policy and practice, which is formally governed by *Board Policy No. A02.00* – and which outlines the District's philosophy and approach to **continuous improvement** at multiple levels: District, School, Department, Employee. The existing policy was last revised in 2010 and articulates approaches no longer consistent with current practice in Seattle Public Schools; nor is it necessarily consistent with best practice nationwide.

Objectives and Research Questions
The objective of this strategic research is to conduct background national research about the current "state of the art" for performance management policy and practice in the K-12 educational context. This project will explore how other large urban school districts organize performance management and continuous improvement and review the research literature for evidence of effective practices.

- **Performance Management for Schools:**
    - What methods should SPS employ to identify high-performing vs. struggling schools across multiple dimensions of performance – e.g., academic, social emotional, equity?
    - What program, policy, and budgetary decisions should be informed by a school performance framework? How should SPS leverage a performance framework to deliver targeted supports to struggling schools or learn from successful schools?
    - Balancing central vs. site-based management: Are there non-negotiables all schools are expected to follow? What level of autonomy does SPS encourage to support innovation?
- **Performance Management for Central Office:**
    - What are best practices for aligning central office and school-level goals and strategies?
    - Should SPS develop a **District Balanced Scorecard** that aggregates KPIs across multiple dimensions - e.g., student outcomes, stakeholder satisfaction, employee engagement, operational effectiveness, compliance and controls, fiscal responsibility?
    - How should the District operationally support departmental continuous improvement?

Project Design and Methodology
Background national research; review of the literature on performance management in K-12 education.

Timeline and Deliverables
Background research will occur during fall 2018-19. Deliverables will include research briefs focused on performance management in schools and the district central office (delivered by winter/spring 2019).

Other Strategic Research-Practice Partnerships

The following strategic research-practice partnerships with higher education researchers are supported by the Research & Evaluation Department. R&E does not manage or conduct the research activities, but rather provides support for data sharing, participates in project meetings, and assists with disseminating research findings to relevant district leaders and staff.

Building Systemic Equity through Racial Equity Teams

Lead Researchers:	Dr. Ann Ishimaru, Professor, UW College of Education
	Dr. Filiberto Barajas, Professor, UW College of Education
	Dr. Min Sun, Professor, UW College of Education
Project Support:	Dr. Eric M. Anderson, Director of Research & Evaluation
	Dr. Keisha Scarlett, Executive Director, Equity & Partnerships
	Dr. Concie Pedroza, Director of Racial Equity Advancement

In 2015, Seattle Public Schools, in partnership with Seattle Education Association, launched its Racial Equity Team (RET) initiative as part of a broader campaign to institutionalize racial equity in schools as mandated by *District Policy No. 0030*. To build organizational knowledge about how RETs catalyze equity-based systemic improvement in schools – and to inform how the District can best support the efforts of RETs currently in place in over 50 schools – SPS is partnering with the UW College of Education to undertake a systematic data collection and inquiry into our RET initiative. Key research questions include: How can RETs function most effectively to build educator and leadership efficacy to address racial inequities and culturally responsive practices in classrooms and schools? What organizational conditions hinder or foster teams' efforts to shift policy and practice to foster greater racial equity? How can SPS and the Seattle Education Association best partner to support the work of RETs at buildings?

Equitable ELL Student Access to Advanced Math & Science Courses

Lead Researchers:	Dr. Manka Varghese, University of Washington, College of Education
	Dr. Elizabeth Sanders, University of Washington, College of Education
Project Support:	Dr. Jessica Beaver, Senior Research Scientist
	Anna Cruz, Lead Statistical Analyst
	Michelle Ota, Director of ELL Programs

Project PIMSELA ("Partnering to Investigate Math and Science English Learners' Access and Achievement") is a collaborative policy-oriented project between the UW College of Education and Seattle Public Schools that aims to understand English Language Learners' (ELL) access to and achievement in Math and Science, as well as to identify factors that impact the academic success of ELLs throughout middle and high school in SPS. The goal of this investigation is to propose feasible policy changes that can boost ELL participation and achievement in Math and Science, in turn promoting improved graduation rates and postsecondary opportunities for ELLs. In 2017-18, the UW research team released a questionnaire to better understand course-taking patterns and access for ELL students in our comprehensive high schools. Information gleaned from this survey will inform future qualitative and quantitative analyses, and will help SPS to understand the barriers to access to advanced courses for ELL students, including differences within and across our high schools.

The Board shall provide for District capacity to conduct continuous and rigorous research and evaluation focused on its educational programs, services and initiatives in order to determine the degree to which the District is successfully meeting its priority goals and objectives based on the Strategic Plan. Accordingly, the Superintendent shall provide an Annual District Educational Research and Program Evaluation Work Plan for review and approval by the School Board each year.

The Annual Plan shall include in-depth evaluation studies of specific District programs, services and initiatives. The Annual Plan may also include strategic research studies of broader educational focus not limited to specific programs or services. The Annual Plan may include projects conducted by District staff and/or by external researchers, either contracted for or in partnership with District staff.

The Superintendent shall develop the Annual Plan with input from Board Directors, and will present the Plan to the full School Board for formal approval each year. The Superintendent shall communicate key research and evaluation findings to District leadership and School Board Directors in a timely manner, and will provide a summary to the School Board of all studies in the project portfolio on an annual basis. The Superintendent or designee will develop procedures to implement this policy.

~~The Board requires efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall provide:~~

~~A. A clear statement of expectations for the district's instructional programs,~~
~~B. Staff, resources and support to achieve the stated expectations; and~~
~~C. A plan for evaluating instructional programs and services to determine how well expectations are being met.~~

~~The district will utilize a variety of assessment processes to:~~

~~A. Determine the effectiveness of the instructional programs,~~
~~B. Assess the progress of individual students in attaining student learning goals or standards,~~
~~C. Identify the needs of individual students who are not progressing at their expected rates, and~~
~~D. Identify students who are in need of specialized programs.~~

~~Parents who wish to examine any assessment materials may do so by contacting the Superintendent or his or her designee. Parents will be notified of their child's performance on any test or assessment conducted under the Washington State Assessment Program.~~

~~The Superintendent shall prepare an annual report which reflects the degree to which district goals and objectives related to the instructional program have been accomplished. The Superintendent shall annually review the assessment processes and procedures to determine if the purposes of the evaluation program are being accomplished. Specifically, the district shall adjust its instructional program if student performance under the Washington State Assessment Program indicates the district's students need assistance in identified areas.~~

The Board shall provide for District capacity to conduct continuous and rigorous research and evaluation focused on its educational programs, services and initiatives in order to determine the degree to which the District is successfully meeting its priority goals and objectives based on the Strategic Plan. Accordingly, the Superintendent shall provide an Annual District Educational Research and Program Evaluation Work Plan for review and approval by the

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Superintendent Procedure 2090SP
District Educational Research and Program Evaluation
Approved by:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ Date:⎯⎯⎯⎯⎯⎯
           Superintendent

This procedure outlines the manner in which Seattle Public Schools will prioritize projects for inclusion in the **Annual District Educational Research and Program Evaluation Work Plan** in accordance with Policy 2090. It also provides greater detail into the types of research and evaluations conducted, the timeline for developing the Annual Plan, and the governance structures for the approval of the Annual Plan. Policy 2090 and this Superintendent Procedure apply to projects that are part of the District's internal research agenda. Policies and procedures for external research projects are outlined in Policy 4280 and 4280SP, Research Review, and Policy 3232 and 3232SP, Parent & Student Rights in Administration of Surveys, Analysis or Evaluations.

A. Definitions

Evaluations:	In accordance with the definitions provided in 2200SP, evaluation studies may involve Basic Education, Services, Programs, Curricular Focuses, and/or Schools. These studies may include: descriptive summaries of specific District programs, implementation analyses, descriptive reporting on student outcomes, and educational impact analyses. Evaluations will be conducted in accordance with the American Evaluation Association's Guiding Principles for Evaluators (AEA, 2013).
Strategic Research:	Strategic research is in-depth inquiry into broader areas of educational focus not limited to specific programs or services, but which contribute to program planning and/or policy development. Examples may include reviews of strategies in place in schools across the District, best practices research to inform school and District improvement, and analysis of data trends and outcomes for groups of students.

B. Process Overview

In accordance with Policy 2090, the District will develop an annual District Educational Research and Program Evaluation Plan ("Annual Plan") for program evaluation and research. The Annual Plan will include varying types of proposed evaluations and strategic research that are aligned to the major goals and objectives of the District Strategic Plan or other identified District priorities, major resource commitments, or gaps in understanding to inform planning and decision making. The School Board will have an opportunity to provide feedback on the planned

portfolio of research studies, and will formally approve the Annual Plan each year. The District will communicate findings to District leadership and School Board directors in a timely manner, and will provide a summary to the School Board of all research and evaluation studies in the portfolio on an annual basis.

C. Identification of Programs for Evaluation

To develop the Annual Plan, a process will be followed to examine and prioritize District evaluation and strategic research projects. The steps in this process are detailed below:

Step 1. The Research & Evaluation department will identify evaluation and strategic research projects for potential inclusion within the Annual Plan. In prioritizing projects for inclusion in the Work plan, R&E will consider project feasibility; alignment to district educational priorities; equity analysis; and alignment to specific District processes for planning and decision-making. The following information will be included for each potential project:
   - Project Team and Sponsorship
   - Description of Project
   - Objectives and Research Questions
   - Project Design and Methodology
   - Timeline and Deliverables

Step 2. Research & Evaluation will engage District leadership and staff, as well as the Board Curriculum and Instruction Committee, to review the prospective list of projects and identify priority areas.

Step 3. District staff, leaders, and Board Directors will calibrate the Annual Plan to available District resources. Considerations include:
   - Funding and staffing availability to support research and evaluation projects, including internal and external sources of funding
   - Scope of each study
   - Duration of each study
   - Depth of inquiry for each study
   - Whether each study will be conducted by District staff (internal), by contracted researchers (external), or as part of a research partnership with higher education researchers

Step 4. Present proposed Annual Plan to Board of Directors and follow Board Action Report process for formal approval.

D. Timeline

The timeline for the development and confirmation of the Annual Plan is as follows:
   - Winter: Annual planning process for the next school year begins, including identifying prospective projects (Steps 1 and 2 of the above guidelines);

- Spring: Formal development of Annual Plan, including calibration to projected available resources in the next school year (Step 3)
- Fall: Annual Plan presented to Board of Directors for formal approval; Summary of findings from prior year's project portfolio presented to staff, District leaders, and Board of Directors.

Approved: December 2011
Revised: Date
Cross Reference: Policy No. 2090, Policy No. 2200, 2200SP

Superintendent Procedure 2090SP
District Educational Research and Program Evaluation ~~& Assessment~~

Approved by: _s/S. Enfield_ Date: ~~12/14/11~~

~~Dr. Susan Enfield, Interim~~ Superintendent

~~**Testing Program**~~

~~A district committee comprised of district staff and a representative group of school principals and test administrators will meet at least once per year to review the district assessment program. The committee shall submit its recommendation to the Superintendent for the following year's assessment program by May 15. The recommendation shall include a schedule for all assessment activities to be conducted during the year. In its review, the committee shall consider such factors as:~~
~~A. Validity. Do the proposed assessment materials measure the district's objectives? Are the items compatible with the district's instructional program?~~
~~B. Administration. Are directions clear for the teacher? For the student? What are the implementation considerations for the assessment program?~~
~~C. Interpretation of Results. Are results reported in a form that is meaningful to the teacher, the student, the district, the family?~~

~~The proposed schedule shall be approved by the Superintendent with input from the committee. The schedule shall be distributed to individual schools by August 15. The district office shall be responsible for ordering tests, distributing materials and scoring sheets, and distributing administration instructions. After tests have been scored, the district office shall be responsible for:~~
~~A. Preparing reports on test results for Board, instructional staff, parents/guardians and the general public.~~
~~B. Interpreting scores for staff and interested persons.~~
~~C. Disseminating individual scores to staff responsible for counseling, screening and special placement of individuals.~~
~~D. Preparing reports to evaluate the instructional program and assist staff in implementing changes and improvements in the instructional program.~~

This procedure outlines the manner in which Seattle Public Schools will prioritize projects for inclusion in the **Annual District Educational Research and Program Evaluation Work Plan** in accordance with Policy 2090. It also provides greater detail into the types of research and evaluations conducted, the timeline for developing the Annual Plan, and the governance structures for the approval of the Annual Plan. Policy

2090 and this Superintendent Procedure apply to projects that are part of the District's internal research agenda. Policies and procedures for external research projects are outlined in Policy 4280 and 4280SP, Research Review, and Policy 3232 and 3232SP, Parent & Student Rights in Administration of Surveys, Analysis or Evaluations.

A. Definitions

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Strategic research is in-depth inquiry into broader areas of educational focus not limited to specific programs or services, but which contribute to program planning and/or policy development. Examples may include reviews of strategies in place in schools across the District, best practices research to inform school and District improvement, and analysis of data trends and outcomes for groups of students.

B. Process Overview

In accordance with Policy 2090, the District will develop an annual District Educational Research and Program Evaluation Plan ("Annual Plan") for program evaluation and research. The Annual Plan will include varying types of proposed evaluations and strategic research that are aligned to the major goals and objectives of the District Strategic Plan or other identified District priorities, major resource commitments, or gaps in understanding to inform planning and decision making. The School Board will have an opportunity to provide feedback on the planned portfolio of research studies, and will formally approve the Annual Plan each year. The District will communicate findings to District leadership and School Board directors in a timely manner, and will provide a summary to the School Board of all research and evaluation studies in the portfolio on an annual basis.

C. Identification of Programs for Evaluation

To develop the Annual Plan, a process will be followed to examine and prioritize District evaluation and strategic research projects. The steps in this process are detailed below:

Step 1. The Research & Evaluation department will identify evaluation and strategic research projects for potential inclusion within the Annual Plan. In

prioritizing projects for inclusion in the Work plan, R&E will consider project feasibility; alignment to district educational priorities; equity analysis; and alignment to specific District processes for planning and decision-making. The following information will be included for each potential project:
- o Project Team and Sponsorship
- o Description of Project
- o Objectives and Research Questions
- o Project Design and Methodology
- o Timeline and Deliverables

Step 2. Research & Evaluation will engage District leadership and staff, as well as the Board Curriculum and Instruction Committee, to review the prospective list of projects and identify priority areas.

Step 3. District staff, leaders, and Board Directors will calibrate the Annual Plan to available District resources. Considerations include:
- o Funding and staffing availability to support research and evaluation projects, including internal and external sources of funding
- o Scope of each study
- o Duration of each study
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- Spring: Formal development of Annual Plan, including calibration to projected available resources in the next school year (Step 3)
- Fall: Annual Plan presented to Board of Directors for formal approval; Summary of findings from prior year's project portfolio presented to staff, District leaders, and Board of Directors.

Approved: December 2011
Revised: Date
Cross Reference: Policy No. 2090, Policy No. 2200, 2200SP

| | ASSESSMENT | Policy No. 2080

 July 5, 2017

 Page 1 of 4 |

I.   Belief/Philosophy Statement

The Board of Directors of Seattle Public Schools, in alignment with Policy No. 0010, Instructional Philosophy, believes that assessments are a critical component of our education system used to inform instruction through identification of student strengths, assessment of learning growth, and diagnosis of barriers and areas of support.

II.   Purpose of Assessment

The district utilizes the core principles of the Multi-Tiered System of Support (MTSS) process which combines a district-wide balanced assessment framework, decision-making and a multi-tiered services delivery model to improve educational and social and emotional behavioral outcomes for all students. A balanced assessment framework is a system comprised of multiple assessments (formative and summative), used to gather a variety of types of information in order to support student learning. A common, balanced assessment framework, designed in partnership with the district's labor partners per the collective bargaining agreement, allows a team of educators to know each student's strengths and needs.

Principles of Effective Assessment
- Allow Families to:
  - o   Understand their child's progress
  - o   Provide support outside of school
  - o   Celebrate learning and student accomplishments
- Allow Students to:
  - o   Demonstrate their learning and understanding
  - o   Reflect on their learning progress and outcomes
  - o   Guide future action (including setting learning goals)
- Allow Teachers to:
  - o   Collect data that both informs student progress and documents growth
  - o   Guide the direction of future instruction in regards to content and differentiation
  - o   Collaboratively reflect on student needs
- Allow Schools/Districts to:

- Evaluate the impact of curriculum and instructional practices across school boundaries
- Identify and respond to the performance patterns over time of schools or groups of student and staff populations
- Follow all legal mandates and contractual obligations

III.   <u>Types of Assessments:</u>

Assessments are presented in a variety of formats in order to serve different purposes, all of which may be utilized to inform instruction and programmatic decisions (e.g., curricula, professional development) in order to accelerate achievement for each and every student.

Four general types of assessments within the balanced assessment framework are used in Seattle Public Schools:

1. **Formative**: A range of formal and informal assessment procedures conducted on a short-term and frequent basis during the learning process in order to modify teaching activities to improve student learning. Formative assessments are generally classroom-based and integrated into the instructional process. (e.g., exit slips, observations of students, teacher questioning, short quizzes)
2. **Interim/Benchmark**: Administered periodically at set intervals during the school year to evaluate where students are in their learning progress toward attaining end-of-year learning standards. Interim assessments are more formal than classroom assessments. However, interim assessments play a formative role in helping educators make decisions about instruction. Interim assessments demonstrate which standards have been learned over time, and may be predictive of performance on summative assessments. Interim assessments may be standardized, normed against a comparative population, or judged against a set of criteria. (e.g., formal assessment of oral reading or computer scored assessment administered at the end of a quarter or trimester)
3. **Summative**: Used to evaluate student learning, skill acquisition, and academic achievement of learning standards at the conclusion of a **defined** instructional period such as the end of a project, unit, course, semester, program, or school year. Summative assessments may be standardized, normed against a comparative population, or judged against a set of criteria. (e.g., end-of-year state-mandated assessments)
4. **Performance:** Typically require students to complete a complex task. Performance assessments measure the acquisition of large bodies of diverse knowledge and skills over a period of time. (e.g. rubrics to assess writing assignment, science experiment, speech, presentation, performance, or long-term project)

IV.   <u>Assessment Selection</u>

The School Board recognizes the need to select both formal and informal assessment tools that are high-quality, culturally responsive, provide valuable

data, and are free from bias. All assessments for district-wide use will be reviewed for approval by the School Board, with the exception of any test that is mandated for state or federal accountability. District-wide assessments are those that are funded centrally and used by all applicable district schools. All assessments that have contracts exceeding the threshold set forth in Policy No. 6220 will be reviewed for approval by the School Board. Assessments should be reviewed with input from stakeholders, in alignment with any applicable procedures outlined in the Collective Bargaining Agreement, with consideration for how each assessment reflects our district's commitment to a balanced assessment framework.

The SPS-SEA Joint Assessment Steering Committee will review and identify standardized or common assessments to recommend for building, regional, or district-wide use, as well as developing recommendations for reducing the impact of testing on instructional time and student access to resources. Assessments recommended by the SPS-SEA Joint Assessment Steering committee will contain a discussion of why the assessment was chosen, including why the test is valid, reliable, and unbiased, with consideration for the needs of students receiving special education and English Language Learner services. In order to implement a balanced assessment framework, the SEA-SPS Assessment Steering committee will consider the time and impact of assessments on students. In addition, an Assessment Advisory Committee will be formed annually with representatives from Teaching and Learning, SEA, PASS and the community to provide implementation recommendations to the SPS-SEA Joint Assessment Steering Committee. In service of transparency, an annual assessment report will be prepared for the full board which indicates all assessments being used district-wide within Seattle Schools, as well as an overview of the selection process being utilized for assessments not mandated by State or Federal Requirements.

V. Legal requirements:
The District will implement and comply with the administration of all student assessments required by Washington state and federal law.

VI. Parent/Guardian & Student Rights Related to Assessment:
The Board of Directors of Seattle Public Schools, in alignment with Policy No. 0010, Instructional Philosophy, believes that students have a right to a safe, secure, and supportive environment for instruction and assessment. Students have a right to participate in an assessment environment that is conducive to their best performance. Students who do not participate in district or state assessments for any reason have a right to appropriate learning activities and shall not be subjected to punitive or exclusionary treatment for non-participation.

Seattle Public Schools recognizes that families have a right to be informed of the assessments being utilized to support student learning and measure progress along standards. In addition, the School Board recognizes the right of parents/guardians to be notified of all state and district-mandated student

assessments, including objectives and educational benefits, rights of refusal and effects of non-participation, and to receive the results from these assessments in a timely manner.

The district will make available a public calendar of required state and district assessments by August 15th of each year. Parents/guardians have the right to view their students state testing records per guidelines by the Office of Superintendent of Public Instruction (OSPI) and appeal assessment scores required for graduation. Student information as related to assessment is protected under the guidelines of the Federal Educational Rights and Privacy Act (FERPA).

VII.   <u>Annual Review:</u>
The Superintendent shall annually review the assessment processes and procedures to determine if the purposes of the program are being accomplished.

It is the policy of the Seattle School Board that programs and services be developed, replicated, and placed in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the current student assignment plan.

School Board Policy F21.00 delegates to the Superintendent the authority to make all of the closure and placement decisions for services not governed by the student assignment plan or other Board policies, and the placement decisions for programs not governed by the student assignment plan. This authority includes actions to make changes to existing programs or services, the development of new programs or services, the replication of existing programs or services, the relocation of existing programs or services, and the closure of existing services. This policy does not apply to changes in programs or services which are reserved by law or other Board policies to the School Board or Superintendent. Board approval is required for the closure of a school or instructional site.

Prior to making programmatic or service changes, including those requiring School Board approval under Policy F21.00, the Superintendent will take the objectives listed below into account, balancing competing needs to achieve the result that is in the best interests of students, all factors considered:
1. Place programs or services in support of district-wide academic goals;
2. Place programs or services equitably across the district;
3. Place programs or services where students reside;
4. Place programs or services in accordance with the rules of the current student assignment plan, and as appropriate, equitably across each middle school feeder region;
5. Engage stakeholders in a timely and publicly visible manner by informing, involving, and/or consulting with them as appropriate, and consider their input in the decision-making process when feasible;
6. Utilize physical space resources effectively to assure that instructional and program space needs are equitably met across the district;
7. Ensure that fiscal resources are taken into consideration, including analyzing current and future fiscal impacts; and
8. Analyze the impact of any decision before it is made, by using data, research and best practice

The relevant factors considered and the basis for each change shall be documented in writing, distributed to the School Board for its reference, and kept on file. On a quarterly basis the Superintendent or designee shall provide an update to the School Board on decisions made during the previous quarter and a preview of upcoming decisions, if known. These quarterly updates should be provided to the School Board in April, July and October.

The fourth quarterly update shall be an annual report that provides detail about all the decisions that were made in the prior year and how those decisions relate to the eight decision making criteria outlined in this policy. The annual report should be provided to the School Board in January.
The Superintendent is authorized to establish Superintendent Procedures or administrative guidelines to implement this policy. Changes to the Superintendent Procedures will be shared with the appropriate Board committee for its information.

Adopted: August 2012
Revised: June 2016
Cross Reference: Policy Nos. A01.00, 1005, 1620, 1640, F21.00; H01.00
Related Superintendent Procedure:
Previous Policies: C56.00
Legal References: N/A
Management Resources: N/A

Superintendent Procedure 2200SP
Equitable Access to Programs & Services
Approved by: *s/ Denise Juneau*   Date: __9/18/18
Denise Juneau, Superintendent

Seattle Public Schools is committed to developing, replicating, and placing programs and services in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the student assignment plan. The following procedure guides how the district will implement School Board Policy No. 2200, Equitable Access to Programs & Services.

<u>**Definitions**</u>: The following definitions are to be used in implementing Policy No. 2200.

1. **Basic Education:** "Shall be to provide opportunities for every student to develop the knowledge and skills essential to:

   • Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;

   • Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;

   • Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and

   • Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities." RCW 28A.150.210

2. **Service**: A service is a supplementary support to basic education that is required by federal, state or local law and/or regulations. Required services should be provided at appropriate locations that give students equitable access to the services. Locations and capacity need to be flexible to meet changing student needs for required services. Required services are Special Education, English Language Learners, and highly capable students, as defined by the state.

3. **Program**: A program may offer educational opportunities that are not mandated by federal, state or local law or regulation. While schools offer a variety of approaches to instruction, using a particular teaching strategy does not create a program under this policy. Students access programs through an established

assignment process consistent with the student assignment plan. Students must opt in and/or qualify for the program.

A program is not an Office of the Superintendent of Public Instruction (OSPI) registered school. Programs can be at multiple sites and should be equitably distributed, although can be limited by resources and feasibility.

4. **Curricular Focus**: A curricular focus is a teaching or an instructional approach offered at the local school level and not directly accessed through the district student assignment process. A curricular focus includes, but is not limited to, Career and Technical Education and Science Technology Engineering Math (STEM).

5. **School**: A school is an OSPI-registered school defined by state statutes. A school provides or directly supervises the PK-12 educational services, programs, or curricular foci received by students in one or more PK-12 grade groups. A school may have more than one program within it.

Community Engagement: Stakeholders are to be engaged as indicated below in a timely and publicly visible manner by informing, involving, and/or consulting with them as appropriate, and considering their input in the decision-making process when feasible.
1. **Levels**
    a. *Inform*: Provide timely, balanced and objective information to assist stakeholders in understanding the problem, alternatives, opportunities, and/or solutions. May include fact sheets, website postings, or open houses.
        i. Used for most program and service decisions, including changes to existing programs or services.
    b. *Consult*: Obtain feedback on analysis, alternatives and/or decisions. May include public meetings and/or surveys.
        i. Used when an existing program or service is replicated, closed and/or relocated.
    c. *Involve*: Work directly with the public throughout the decision-making process to ensure concerns and aspirations are consistently understood and considered. May include workshops, opinion polling, or focus groups.
        i. Used when a new program or service is developed.
2. **How to Engage**
    a. Engagement should be directed at the community most affected by the proposed decision, but may include a broader reach in order to gather input from a larger audience.
    b. Equity and access to engagement tools should be considered in determining methods of engagement, so as to be able to reach a diverse audience.
3. **When to Engage**
    a. Community engagement should occur by open enrollment, whenever feasible.

Documentation: The relevant factors considered and the basis for each change shall be documented and kept on file by the Teaching & Learning department.

<u>Quarterly Updates/Annual Report</u>: Quarterly updates are to be provided to the School Board in April, July and October. An annual report is to be provided in January.

1. **Topics to Cover**
   a. *April, July, and October Annual Reports*
      i. Decisions made during the previous quarter regarding the following topics, to the extent that the programs or services have an impact on budgets, hiring or placement of staff or space within a building:
         1. Changes to existing programs or services;
         2. The development of new programs or services;
         3. The replication of existing programs or services; and/or
         4. The closing and/or relocation of existing programs or services
      ii. Preview of upcoming decisions, if known.
   b. *January Annual Report*
      i. Detail about all of the decisions that were made in the prior year, including how those decisions relate to the eight decision criteria outlined in Policy No. 2200.
2. **How to Present**
   a. *April, July, and October Annual Reports*
      i. Presented to the C&I Policy Committee
      ii. All documentation sent to the full Board via Friday Memo
      iii. Documents posted on Friday Memo website for public access
   b. *January Annual Report*
      i. Presented to the full Board at a regular Board meeting
      ii. Documents linked to regular Board meeting agenda for public access

Approved: January 2013
Revised: May 2013 September 2018
Cross Reference: Policy No. 2200; WAC 458-16-270; RCW 28A and 28B

Racial Equity Analysis Tool: Policy 2090

Step 1: Set Outcomes, Identify and Engage Stakeholders

1. **What does your department/division/school define as racially equitable outcomes related to this issue?**

   The goal of district educational research and evaluation is to
   a. Provide a **rigorous, systematic process** for evaluating programs, services, and initiatives
   b. Produce **actionable formative data** to improve student outcomes
   c. Improve **decision-making** by deepening understanding of program, service, and initiative design, implementation, results/outcomes, and cost/benefits.

   At a broad level, racially equitable outcomes for Policy 2090 would be defined as using a conscious equity lens in <u>all</u> evaluations. Practically speaking, this might involve the following: selecting programs, services and initiatives that might benefit from deeper inquiry into effective practices for improving student achievement for Historically Underserved students of color; examining outcomes by race/ethnicity/language learner status; and valuing student voice at all stages during research design, data collection and analysis.

   In terms of the outcomes examined in the evaluations themselves, Policy 2090 will encourage high quality reviews that systematically track, measure, and make sense of achievement outcomes for students, particularly Historically Underserved students of color. These outcomes may include: attendance, behavior (e.g., discipline referrals), climate survey findings, course completion, standardized test scores (growth, proficiency), GPA, graduation rates, and college-going rates. An equity-focused lens includes examining disproportionality (under-representation or over-representation) in outcomes, and equitable access to high quality, rigorous educational opportunities for Historically Underserved students.

   Racially equitable outcomes, therefore, would constitute equally desirable student outcomes for students of all races and ethnicities.

2. **How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?**

   The proposed revisions to Policy 2090 stipulate that the District must engage with the School Board to present an annual District Educational Research and Evaluation Plan, and then follow up with an annual report of findings from those evaluations and strategic research projects. In advance of both the Plan and the report(s), the Research & Evaluation Department (R&E) will engage with district stakeholders for racial equity to inform the evaluation design, including data collection, analysis, and presentation of findings.

   The process for prioritizing projects, as well as the design of the evaluation scope can be found in the Superintendent Procedure to accompany Policy 2090. Included in this Superintendent

Procedure is explicit language that all potential evaluation and strategic research projects will undergo analysis for alignment to Policy 0030, Ensuring Education and Racial Equity.

3. **How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?**

   The Research & Evaluation Department (R&E) is the key leader for work under Policy 2090 and the department has a close working relationship with the Department for Racial Equity Advancement (DREA), as both departments are in the same Division (Strategy & Partnerships). Accordingly, R&E will consult with DREA leadership during the research design phase, and solicit feedback about how best to engage a broader stakeholder group that includes communities of color, including students who are English language learners and students who have special needs.

Step 2: Engage Stakeholders in Analyzing Data

1. **How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?**

   This is not anticipated to be an issue. As stated above, all evaluations and strategic research projects are aimed at providing decision-makers with valid and reliable information about the relationship between SPS programs and student achievement outcomes, which a specific attention to outcomes for Historically Underserved students of color. The design of evaluation research, and findings from evaluation studies, will in all cases consider the impact of district programs, services and initiatives on improving conditions for communities of color, and eliminating opportunity gaps for Historically Underserved students and their families. Included in the Superintendent Procedure to accompany Policy 2090 is explicit language that all potential evaluation and strategic research projects will undergo analysis for alignment to Policy 0030, Ensuring Education and Racial Equity.

2. **Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?**

   No negative impacts are anticipated for student demographic groups, including English language learners or students with special needs.

Step 3: Ensuring Educational and Racial Equity

1. **What are the potential benefits or unintended consequences?**

Policy 2090 explicitly states the commitment as a District to examine "district improvement in priority areas," which is inclusive of the District's commitment to eliminate opportunity gaps for Historically Underserved students of color. There is a clear benefit to examining programs that would improve the quality of education for all students, and in particular for Historically Underserved students of color.

However, given limited resources for program evaluation, it is possible that evaluation and strategic research might focus on programs serving a high proportion of students of color. Ideally, evaluation and strategic research would examine *all* district programs, services, and initiatives including those that serve students of color in more isolated environments.

2. **What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?**

The intent of the revised Policy 2090 is to provide decision-makers with valid, reliable, and actionable information that can inform future policy and programmatic decisions. In that sense, Policy 2090 is intended as a *catalyst* for improved decisions in service of ensuring educational and racial equity for every student. To be fully effective, Policy 2090 would benefit from robust funding to ensure rigorous study of all district programs and services serving all students.

Step 4: Evaluate Success Indicators and/or Mitigation Plans

1. **How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?**

The proposed revisions to Policy 2090 stipulate that the District must engage with the School Board to present an annual District Education Research and Evaluation Plan, and then follow up with an annual report of findings from those projects. In advance of both the Plan and the report(s), the Research & Evaluation (R&E) department will engage with stakeholders for racial equity to inform the evaluation design, including data collection, analysis, and presentation of findings. These processes are detailed in Policy 2090SP.

2. **What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?**

The R&E department will continually advocate for funding to support evaluation and strategic research to extend the reach of this important work. As part of every study the District conducts internally or outside entities conduct externally (i.e. as part of Research-Practice Partnerships), the equity lens will guide the work and be a key consideration during research design. Additionally, achievement outcomes for every student will be detailed in any presentation of evaluation findings, and R&E will reach out to relevant stakeholders to help make sense of findings with the goal of continuous improvement.

Best Practices in Districtwide Evaluation Policies and Practices

R&E May 2018

Overview: As we revise Policy 2090, it is helpful to understand the range of approaches that districts currently employ across the country. This literature review presents district examples, organized by topic. However, a key finding is what is NOT included in the literature review, namely that the vast majority of districts across the country do not engage in the systematic review of their programs aside from what is required through local, state, and federal reporting.

Note: Although for the purposes of Policy 2090 and 2090SP we refer to "District Educational Research and Evaluation" projects, districts typically refer to their systematic review projects as "program evaluation." In this review, we use their terminology.

Goal and Scope of Review

The scope of review varies greatly from district to district. While some districts evaluate all major district programs, services and initiatives (see, for example Dallas ISD), other districts pick and choose what they evaluate. This may be due to staff capacity – districts with extensive evaluation capacity can have as many as twenty-five full-time staff working to execute this work for the district.

The stated goals of program evaluation are typically carefully crafted to make clear that the process is intended to improve the programs in a formative way.

- Anchorage School District: "The most important purpose of program evaluation is to improve the effectiveness of a program. Evaluation is not a one-time accountability measure of the program, but an ongoing process to improve the program and help stakeholders better understand the impact of the program on student achievement and other district goals."
  The district also posts a 6-step plan to collaborate with departments on program evaluation
- Houston ISD: "Evaluations are conducted to comply with state and federal funding and program guidelines and to provide district and school administrators with timely reports of successful practices and strategies to support the school improvement process."

Some districts evaluate every program – or nearly every program – every year. These districts usually are larger and have multiple dedicated staff for this exclusive purpose. Smaller districts seem to evaluate their programs on a cycle. Rockwood School District, for example, evaluates 21 different programs, but does only 7-12 evaluations per year (see pg. 12 of doc).

Austin ISD submits an annual plan for planned research in September of every year. The evaluation plan contains background on the overall scope of program evaluation, as well as details (purpose, research questions, timeline, objectives, products, etc.) for each planned research project.

Types of Review

There are two types of reports from districts: research briefs and formal reports.

- Research briefs are typically descriptive statistics around a particular initiative or program, with a quick background, methodology, findings, and summary. They range in length from 1-5 pages.

This could be a place where we highlight our "short cycle research projects" from R&E. Examples include the School District of Philadelphia's research briefs or Dallas ISD's "At a Glance" reports. Austin ISD also specifically calls out ad hoc requests from their board as separate briefs.

- Formal reports are typically mixed-method reports that range in length from 5-40 pages. Most are implementation analyses, not impact analyses. For example, Houston ISD has a formal process that evaluates all district programs on a cyclical basis.

A key finding is that nearly all districts conduct *implementation studies* rather than full-blown *impact analyses.* There was only one example of a district-led program evaluation with quasi-experimental design: Dallas ISD, which did a matched comparison design with statewide data. That said, implementation studies can be fairly sophisticated. Here are some examples:

- Houston ISD's report on their AP Leadership Program
- The School District of Philadelphia's CityYear report provides a good example of how to use descriptive statistics to explain fidelity of implementation

Whatever the degree of sophistication and formality of these reports, a common thread is that there is a set branding for the Research & Evaluation departments, and that the template generally follows this structure: abstract/overview, program description, major evaluation questions and results, and summary/recommendations.

With regard to cost analyses, some districts do ask in the evaluation process what additional funds might accomplish, and where cost savings might be found. However, the cost analysis is not specific – rather, it is intended as fodder for conversation, along the lines of Rockwood School District's example recommendation for its social studies program of "asking all vendors for shipping and volume discounts" or "explore grant opportunities to fund training for American History, geography, and economics." Dallas ISD also reports out costs, and strikes the right balance by reporting costs for the program (including funds spent, funds leftover) but not reaching into more sophisticated analyses.

Reporting

The careful framing of recommendations is key to these reports. San Francisco Unified frames its recommendations as "Issues to Consider for Continual Improvement." The Anchorage School District has a six-step process for program evaluation, and the sixth step is to create an action plan for the program that involves both recommendations and the timeline, resources, and assignments of follow-up actions.

Not all districts that engage in program review post their reports on their websites. Districts that do typically have an archive available for past reports, with the most recent reports at the top. Dallas ISD is the most comprehensive example – they have one central page where all evaluations are listed. The district creates both "at a glance" abstracts and full reports – some programs merit both. A website lists all the program evaluations by school year. Austin ISD also has a structure that organizes its report by topic area (early childhood education, family and community, etc.)

Finally, some districts post summary reports to the school board on their websites. Examples include Philadelphia School District and Dallas ISD.