Friday Memo to the Board
Superintendent’s Highlights
For the Week of May 11-15, 2020

This Week’s Events:

- Joined affinity meetings with the Somali/East African community, the Native community and the Asian Pacific Islander community. Thank you to Directors who sat in on those meetings to listen and learn with me.
- Met with SEA leadership-Congratulations to Jennifer Matter, the SEA president-elect.
- Held the first ever Educator Town Hall with over 1000 participants!
- Shared budget wonders, summer school planning and start of school preparation with State Legislators
- Attended state superintendent meetings hosted by PESD
- Co-hosted a FB Live event with Carrie Nicholson and Public Health to share the science we are studying to make our decisions about re-opening schools. We are committed to the health and safety of our students, staff and families.
- Dropped in on the Alliance for Education virtual board meeting to share our work.
- Worked with the executive committee to finish the draft of my 2020-21 evaluation.

As you learned during the Superintendent Comments this week, we are reviewing research from around the world as we consider what learning will look like this summer and next school year. I am committed to leading with our values and letting our strategic plan, *Seattle Excellence*, drive our work. These past 8 weeks of remote learning have tried our faith in the school system, challenged our individual resolve and brought us to an even clearer understanding of the importance of our work for students and families furthest from educational justice. We are building new systems and are dedicated to constructing systems that serve those who are furthest from educational justice. My team and I are more devoted to *Seattle Excellence* than ever. I know the critics out there can be loud; however, I am so pleased with the work of our staff. I am thankful to lead with you during this pandemic. Stay healthy and wash your hands.
Friday Memo to the Board  
Equity, Partnerships & Engagement  
For the Week of May 11-15, 2020

DREA (Department of Racial Equity Advancement)
  • Ethnic Studies

  o As a follow up to last year’s Ethnic Studies Institute, we plan to hold another institute this summer for educators that centers ethnic studies and helps develop a more deeply integrated racial equity analysis. Depending on the social distancing guidelines, it may be an in-person institute the last week in July and the first week in August. Ethnic Studies will continue to be offered with the Anti-Racist Pedagogy series for educators, and the Ethnic Studies frameworks will continue to be used by educators who’ve had Ethnic Studies training.

  o Six high school courses were approved for cross-crediting with Ethnic Studies and are scheduled to be taught in some of the high schools. The Social Justice Standards (from Teaching Tolerance) will be presented to the Board for approval in the fall.
Friday Memo to the Board

Outreach, Engagement, Development & Support
For the Week of May 11-May 15, 2020

As an office we are furthering our support of A.A. male seniors and their graduation achievement. Additionally, we are revamping the scope, and scope of our workplan due to Covid19 school closure and its social distancing impacts; relative to our listening and learning campaign.

5/11: **YMP Brotherhood Cypher Facilitators Meeting & AAMA and King Makers of Oakland**
5/12: **EPE Huddle**
5/13: **Engagement - SLC Kings (Health and Wellness Checks) (distribution of journals and canvases)**
5/14: **District Service: Community Engagement: Town Hall with East African/Somali Community; PAC/American Indian families meeting with Superintendent (distribution of journals and canvases)**
5/15: **Policy 0030 Report; Engagement - SLC Kings Positive Self Image Virtual Portrait Painting Session**

**KOO Meeting - Evolving our practices amidst COVID-19 school closures**
- Strategic Planning: Listening and Learning Campaign
- Emergent Outreach Strategies
- Reverse Engineering

**Student Leadership Council Weekly Virtual Meeting**
- Process= 1.) Establish learner outcomes/intention; activities and supplies needed 2.) Email kings and parents 3.) Follow up call to kings, and their family 4.) Drop off supplies, Establish meeting share link; 5.) Engagement- virtual meeting 6.) Track Engagement in log.
- AAMA managers conducted academic, social and spiritual wellness checks (boredom is impacting all student leaders in varying ways).
- Student leaders participated in discussions about character, and positive self-thinking and were engaged in positive self-thinking activities.
- Students were challenged to track their thought about activities they would engage in over the next week in their journals; and positive self-portrait activity.
Friday Memo to the Board
Teaching and Learning Division
Essential Information for the week of May 11-15, 2020

RESEARCH & EVALUATION

3rd Grade Reading Goal
Research & Evaluation provides strategic research support for the Seattle Excellence Plan. A significant focus of the department’s work this year is focused on our priority goal for African American males and other Students of Color Furthest from Educational Justice to read at or above grade level by 3rd grade. Much of R&E’s work-to-date will be included as artifacts in the Superintendent Evaluation for this Goal.

- **Family and Community Engagement**: In April, R&E analyzed results from a survey conducted by the Family Engagement dept. to assess outreach during COVID-19 school closures. R&E also reported data from the 2020 Teacher Survey re: Academic Parent Teacher Teams (APTT).

- **Practitioner Capacity**: In April, R&E reported data from the 2020 Teacher Survey regarding literacy coaching efforts and the integration of early literacy into other subjects (e.g. social studies). R&E is also currently working on a literature review of best practices in coaching, which will be used to develop the professional development plan for coaching for next fall.

- **P-3 Assessments**: R&E staff are key members of the P3 Assessment Committee, as well as the Dyslexia Screener Workgroup. In April and May, staff have researched foundational skills assessments, interviewed principals from the 13 priority schools on P3 assessment strategies and needs, presented survey findings on teachers’ use of existing standardized and embedded curriculum assessments, and planned for upcoming field tests of the Dyslexia Screener tool.

- **P-3 Pathways**: In April, R&E presented data from the 2020 Teacher Survey to the Early Learning department. Findings focused on Pre-K to K transition activities, collaborative practices, and literacy alignment. R&E also presented analyses investigating longitudinal patterns of enrollment between preschool and same-school kindergarten classrooms.

Curriculum Adoption and Implementation Studies
Research & Evaluation is evaluating district investments in new instructional materials for K-5 ELA, Middle School Math, and K-12 Science. These multi-year studies are intended to inform the effective implementation of these adoptions, as well as evaluate progress toward district student achievement goals.

- **K-5 ELA**: Results from the Feb. 2020 Curriculum & Instruction Teacher Survey were shared with the ELA department, and will be shared with a larger group of stakeholders in May. Findings contain trend data across the three years of implementation of the curriculum, and focus on implementation fidelity, needed implementation supports (e.g. supports for culturally relevant textual materials) and perceptions of student learning and achievement with the materials.

- **K-12 Science**: R&E shared elementary results from the February 2020 Curriculum & Instruction Teacher Survey. For secondary, R&E presented findings from a school leader survey in April and is planning further outreach with secondary teachers this spring (along with the Science Dept).

- **Middle School Math**: R&E is currently analyzing results from the February 2020 Curriculum & Instruction Teacher Survey and will present results to stakeholders by early June.

Coming in next week's Friday Memo from Research & Evaluation (Part 2 of 2):
- Research support for Safe & Welcome Schools / Culturally Responsive Workforce goals
- Research and data analysis support specific to COVID-19 School Closures

CURRICULUM, ASSESSMENT, AND INSTRUCTION
Following up on a Director's request, below are the number of seniors in each SPS high school.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Total 12th Grade Students*</th>
<th>School Name</th>
<th>Total 12th Grade Students*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballard High School</td>
<td>497</td>
<td>Nathan Hale High School</td>
<td>277</td>
</tr>
<tr>
<td>BRIDGES Transition</td>
<td>130</td>
<td>Non-Public Agencies</td>
<td>7</td>
</tr>
<tr>
<td>Chief Sealth Intl High School</td>
<td>247</td>
<td>Nova High School</td>
<td>60</td>
</tr>
<tr>
<td>Cleveland STEM High School</td>
<td>231</td>
<td>Private School Services</td>
<td>1</td>
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<tr>
<td>Franklin High School</td>
<td>303</td>
<td>Rainier Beach High School</td>
<td>176</td>
</tr>
<tr>
<td>Garfield High School</td>
<td>454</td>
<td>Roosevelt High School</td>
<td>455</td>
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<tr>
<td>Ingraham Intl High School</td>
<td>378</td>
<td>Seattle World School</td>
<td>77</td>
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<tr>
<td>Interagency Academy</td>
<td>251</td>
<td>South Lake High School</td>
<td>33</td>
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<tr>
<td>Interagency at KC Youth Svc</td>
<td>3</td>
<td>The Center School</td>
<td>46</td>
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<tr>
<td>Interagency Open Doors</td>
<td>51</td>
<td>West Seattle High School</td>
<td>269</td>
</tr>
<tr>
<td>Middle College High School</td>
<td>12</td>
<td>District Total</td>
<td>3958</td>
</tr>
</tbody>
</table>

*Indicates students enrolled as of 5/8/20. Counts include 5-7th year seniors

If you have any questions, please contact Dr. Diane DeBacker, Chief Academic Officer at dmdebacker@seattleschools.org.
Operations
For the week of May 11-15, 2020

Transportation, regarding impact of West Seattle Bridge closure – responses to questions from School Board Director Leslie Harris

- **Question**: How many students are grandfathered into West Seattle to Washington Middle School and Garfield High School Highly Capable Cohort (HCC) pathways?
  - Eighty-nine Garfield students reside in West Seattle. Of those, 87 are HCC and two are general education. Transportation plans to carry over the two Garfield/Washington routes in place for the 2019-20 school year and possibly add a third if needed to accommodate timing issues. These routes are scheduled to only serve Garfield students in 2020-21 because the grandfathered Washington students have graded up. There are six Washington Middle HCC students residing in West Seattle, who chose Washington Middle after the HCC pathway was changed. These students did not have bus service last year. Transportation will revisit possibly busing those Washington students after completing the initial tiering which in mid-June.

- **Question**: Traffic is already bad on the 1st Avenue Street Bridge. Would it be possible to make a deal with Alpine Fence to move all or some of the buses in the South Park Bus Barn?
  - Transportation is still working on the logistics of the West Seattle Bridge closure and will collaborate with First Student on ways to mitigate the impact of increased traffic around the south lot.

- **Question**: Are additional lights and crossing guards possible to deal with safety issues on the way to the 15th Street Bridge in South Park for Concord students who cross Cloverdale?
  - Transportation has posted and prioritized openings for Concord crossing guards. The department is looking at ways they can advertise crossing guard positions by using communication channels such as School Messenger. The challenge in recruiting now for a position that doesn’t start until September is that applicants may find other work before September.
Friday Memo to the Board

Schools & Continuous Improvement

Essential Information for the week of May 11-15, 2020

Monitoring of Student Engagement
Within our new remote learning model, we have built in oversight mechanisms to both monitor and make adjustments, where necessary, regarding student engagement. Teachers, as well as support specialists, monitor student participation for each posted assignment and/or online class session. Staff provide follow-up correspondence with students and families to inquire around engagement. Support specialists or school leaders provide follow-up correspondence when issues arise around participation, other surrounding issues and identified basic needs. Central office personnel also engage with families qualified for special programs: in-person, phone and/or online. These efforts are intended to support relationships, keep students and families engaged and assist with overall wellness and daily living.

School leaders also monitor lessons on our learning management system (Schoology), join live classes within Microsoft Teams and correspond daily with families. These are efforts to check that both our efforts and outcomes meet our desire to engage all 54,000 students in our district. The Director of Schools monitor each school’s weekly teacher and student participation rates using Schoology and PowerSchool. Average weekly usage rates of Schoology prior to mid-March for staff and students were 20 and 45 percent, respectively. Last week the usage rates for Schoology for staff and students were at 95 and 70 percent, respectively. (Soon participation rates will be available in Microsoft Teams and Zoom as we source data). This provides a third layer of checks-and-balances to monitor and adjust our work, especially as we transition to common platforms, to engage students.
Friday Memo to the Board
Office of Public Affairs
Essential Information for the week of 05/15/20– 05/22/20

Goal 1: Media Relations
- 5/14/20 KIRO 7 “Local school marching band performs virtual concert”
  https://www.kiro7.com/video/?id=4904041
- 5/13/20 Seattle Times “How WA school districts are succeeding and struggling since coronavirus shut them down”
  https://www.seattletimes.com/education-lab/everything-we-know-about-what-washington-school-districts-have-been-doing-since-coronavirus-shut-them-down/
- 5/12/20 Seattle Times - “Seattle high school student charged with rape, additional allegations under investigation”
- 5/11/20 KNKX – “School districts in WA are seeing fraudulent claims for unemployment”
  https://www.knkx.org/post/school-districts-washington-are-seeing-fraudulent-claims-unemployment-benefits
- 5/11/20 KUOW – “Seattle math teacher who punched student in the face is leaving the district”

Goal 2&3: District Messaging – Outbound Communications, Customer Service
- The RFP selection team completed review of the CMS RFP. The group considered 12 bidders and have moved their final recommendations to the project sponsors. The RFP selection team focused on the bidding agency's consideration and understanding of the Seattle Public Schools strategic plan, Seattle Excellence, and the vendor's team experiences and expertise. Review of the BAR is scheduled for the Audit and Finance Meeting on June 2.
- The communications team supported a Virtual Town Hall via Facebook Live with Superintendent Juneau. Supt. Juneau was joined by Carrie Nicholson, Seattle Public School assistant manager of student health services, and Sara Rigel from Public Health to talk about the science and considerations behind re-opening schools. After some technical difficulties on Tuesday due to unexpected upgrades to chrome and FB live, the event was successfully rescheduled to Wednesday. This was our best attended Virtual Town Hall to date. We had 409 peak live viewers during the event and have already had 7,295 views in one day since the event. Our average is around 120 peak live viewers and 4,000 total views after the event.
- Developed format and supported Superintendent Juneau’s Educator Roundtable in partnership with Human Resources. Supports included agenda and structure development, invitation text, and prompts for educators to respond to, as well as backend supports during the meeting. Over 1,000 educators engaged and close to 600 comments were collected including examples of innovative practices educators are using to support students furthest from educational justice at this time.
- Supported or developed and distributed multiple family communications:
  - Monday and Thursday letter to all families including a translated CAI survey and complementary telephone poll for DoTs to gather input on family internet access; the telephone poll is a new solution we have never used before and could provide useful in the future.
  - Outreach to families about tech support, including translated flyers.
- “Zoo to You - Chilean Flamingos” video was completed and programmed on SPSTV and sent out through social media. https://youtu.be/Yn2No9ikxmE The video is the first in a collaborative series with the Woodland Park Zoo. SPS created the animated graphics, edits the pieces, and Zoo provide the raw clips. The intent of the series is to allow the students to take a virtual field trip and learn about animals at the same time.
- 3/21/20- 5/13/20 - SPS TV learning videos Stats - 240,050 total views, 3509 new subscribers & 19,233.9 watched hours
- Last 30 Days in Let’s Talk: 1,147 dialogues received! New tool updates are coming so we can split dialogues and send messages to two departments separately.