Friday Memo to the Board  
Superintendent’s Highlights  
For the week of May 18-22, 2020  

This Week’s Events:
- Held monthly meeting with SCPTSA. The topic was Family Engagement. Thank you, SCPTSA, for your partnership and commitment to families furthest from educational justice!
- Co-hosted FB Live with Chief Jessee and shared about our enhanced summer programming. The application for families will go live next week.
- Continued meeting with community leaders to share our work and learn from them.
- Updated the Strategic Plan Steering Committee on the great work we have done with the plan that they helped develop. Huge shout out to all the teams that presented—we have done a lot in our first year of implementation!

Graduation Update:  As you know, we asked the graduating class of 2020 how they would like to celebrate their graduation. We received over 2000 student responses. While they overwhelmingly want to do something in person ASAP, we know we cannot accommodate in-person celebrations in June. We will have virtual graduation ceremonies/celebrations the week of June 15-19, with the possibility of something in person in late July, early August or even next summer. Each live or pre-recorded event will include at a minimum a picture of every student, the name of every student read aloud, a diverse set of student voices, and a message from the principal, the superintendent and one board member. Stay tuned for more information on how you can be involved in these important events.

Committee Meetings: Thank you all for your thoughtful conversations during these meetings. My team and I would find it helpful and would likely move the meeting along if Directors would send Chiefs, with a CC to me and Sherri, the questions prior to the meetings. This will ensure that my staff are ready with answers.

Superintendent Procedures (SPs): The question has come up in committees about bringing the SPs with BARs or during discussion. To clarify, staff often cannot write procedures and will not bring them to a committee before a policy is approved by the Board. Superintendent Procedure 1310SP https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/Procedures/Series%201000/1310SP.pdf states, “In the majority of cases, procedures are developed and approved by the Superintendent. However, on occasion a procedure will be adopted by the School Board. Procedures that are adopted by the School Board include those that are specifically required by law or those that regulate School Board actions. All Board-approved procedures are required to use the attached template, called “School Board-Approved Procedure Template.

Upon creation of a new Superintendent Procedure that is related to a new or revised Board policy, the new procedure may be presented to the Board for review at the same time as the new or revised policy is presented. Procedures that are developed separate from a new or revised policy, or that are revised mid-year, will be presented to the Board for information at the annual procedure report that the Superintendent presents to the School Board.”
Internet Access Update
Through a combination of multiple surveys and data analysis, the district is currently estimating a need for internet access of about 5565 families (hotspots and/or access to wifi).

During past weeks, DoTS team has facilitated the access to district resources by engineering a mixture of internet access solutions (Comcast, hotspots, Collocated Access points) to better serve students with the most need. We continue to reach those 2415 estimated families requiring hotspots for internet access – given the lack of access through other means. For the remaining 3150 families a Comcast Internet Essentials (IE) and Xfinity Wi-Fi On Demand solutions are in negotiation in collaboration with City of Seattle and Comcast.

To date we have purchased over 2000 hotspots:

Initial purchase of 900 hotspots (Verizon).
- Nearly 400 hotspots have been issued.
- 200 more devices (estimated need) are being held for McKinney Vento students.
- Distribution through Counselors for Homeless students, students furthest from educational justice, with a special focus on ELL, SPED, and Running Start.

Purchased 1144 more hotspots (Mobile Beacon), which is in progress.

Additionally, there is an opportunity for purchasing additional hotspots from Mobile Beacon in August, in anticipation for internet access needs supporting remote continuous learning into fall. DoTS team is fully engaged and will remain persistent ensuring every student requiring internet access is reached and a solution is provided.

We confirmed a pretty big development today with Comcast. Thank you April and Devin for being on that call and helping get the details of the program clarified.

Summary of information from Comcast about Comcast eligibility for students with no fixed address, which is called Xfinity Wi-fi on Demand:

1. It is a different program than Internet Essentials (IE), with different set of promo codes
2. IE would be used for those families with a fixed address, this Xfinity Wi-fi on Demand is for others
3. Cost is the same, $10/month (which SPS would cover)
4. There are no access limitations (e.g. only 40 hours per week of connection time or anything like that)
5. This provides access to residential wifi; the user needs to be in proximity to one of these devices for connectivity
6. The user has to sign up on & use the same single device for connectivity;
7. The access needs to be renewed each month with a new promo code
School and Community Partnerships

- Youth Programming Services RFQ
  - A Request for Qualifications (RFQ) for Youth Programming Services has been developed to build a pre-qualified list of community-based organizations serving youth in SPS schools that will receive school or district funds exceeding a total of $9,999 that can meet basic legal requirements and have experience offering programs that are in line with our strategic plan.
  - Communication announcing the release of the RFQ was delivered to principals, over 600 current or prospective SPS partners, and Contracting Services Department’s list of contractors at or above 10K. Additionally, an RFQ pre-proposal information session was held on April 21st.
  - 32 submissions were received after the initial May 7th deadline and are currently being reviewed. Notifications will be sent the week of May 26th. The RFQ is an on-going process and will be re-released in June with monthly review dates in July and August, and quarterly review dates thereafter.
Friday Memo to the Board
Teaching and Learning Division
Essential Information for the week of May 18-22, 2020

CURRICULUM, ASSESSMENT, AND INSTRUCTION

Update on the Grading Policy & Preliminary Data on Potential Incompletes

The temporary grading policy approved by the Board on April 20th made "A" or "Incomplete" the only grading options for high school credit-bearing courses this semester to minimize the negative impact of the school closure on students, particularly those furthest from educational justice. Based on the Board Action Report and the Board’s input when approving this BAR, district staff issued detailed grading guidelines that articulated the expectation that students will receive As in nearly all cases in their second semester high school credit-bearing courses. These guidelines also indicate that in the rare case that a teacher thinks a student should receive an “Incomplete”, the teacher will need to follow a multi-step process before submitting the final grade. The first step in this process concluded on Friday, May 15th. By this date, teachers considering a student for an Incomplete needed to provide initial communication with their building administration, the student, and the student’s family and take additional steps if the student has an IEP or 504 plan. They also needed to document this work in a SharePoint site developed by the College and Career Readiness team.

The preliminary data appears to confirm that Incompletes will be rare for this semester. This data indicates out of a total of over 80,000 second semester high school course grades (15,000 9th-12th grade students x ~6 courses), there were 294 total entries of potential Incompletes by May 15th. The total number of unique students who received incompletes was 264. High school students accounted for 261 of the unique students, while middle school students accounted for 3 student entries. This represents approximately 0.4% of possible course grade entries for the semester and 1.8% of students and it should be noted that this is just the first step in the multi-step process. The following is a breakdown of this data. There were 24 students who were entered for multiple “Incompletes”. 19 students entered twice. 5 students entered three times. There were a total of 37 teachers that entered incompletes. The chart below provides additional detail:

<table>
<thead>
<tr>
<th></th>
<th># of Potential Incompletes</th>
<th>% of the 264 Potential Incompletes</th>
<th>% of Total District Enrollment for this Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>41</td>
<td>16%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>110</td>
<td>42%</td>
<td>46.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>52</td>
<td>20%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>32</td>
<td>12%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Asian American</td>
<td>27</td>
<td>10%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Native American</td>
<td>&lt; 10</td>
<td>&lt; 1%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>&lt; 10</td>
<td>&lt; 1%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Advanced Learning</td>
<td>39</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>IEP</td>
<td>31</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>ELL</td>
<td>&lt; 20</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>504</td>
<td>&lt; 20</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>504 &amp; Advanced Learning</td>
<td>&lt; 20</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>ELL &amp; IEP</td>
<td>&lt; 10</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

As noted, this process has just started and it is anticipated that the number of potential Incompletes will come down as educators have more opportunities to engage these students. Before any of these students receives an Incomplete, the teacher will need to complete additional steps including developing additional engagement efforts, drafting an individual student learning plan, and conforming with the school administration and where necessary, the IEP case manager.

Finally, SPS staff verbally previewed this data at the C&I Policy Committee meeting on May 19th and refined the presentation of this data based on the input from School Board Directors during that meeting. School Board Directors also asked staff to share an update on the Incomplete data at the June C&I Policy Committee meeting and consider analyzing this data to see what lessons we can learn as we seek to ensure our grading practices are promoting our goals for equity.

RESEARCH & EVALUATION

School Closure Data Analyses

During school closure, Research & Evaluation has worked closely with multiple departments to support inquiries into the impacts of school closure on students across the district.

- **Impact on Student Grades:** In March/April, R&E developed reports analyzing on-track credits in grades 9-12 and projected impact of maintaining standard grading practices on student GPAs during school closure. Findings were included in a BAR presented by College and Career Readiness.
- **Impact on Seniors:** To support efforts to ensure on-time graduation this year, R&E developed data summaries using counselor reports of 12th grade student internet access, contact methods, and credit earning. This work linked survey data collected by the CCR department to student credit earning data.
- **High School Laptop Distribution:** In May, R&E developed a report analyzing laptop distribution to secondary students, providing insights into distribution trends disaggregated by student demographic characteristics. Data were also linked to March/April counselor surveys on student access needs.

Strategic Plan Priority: Culturally Responsive Workforce

Research & Evaluation continues to work closely with Human Resources and researchers from the University of Washington College of Education do implement a rigorous measurement and evaluation framework for our strategic plan goals. This year, this ongoing work has included the following:

- Redesigning school climate surveys to triangulate perceptions of students, teachers, and families
- Phase I research to evaluate the effectiveness and impact of Culturally Responsive Teaching PD
- In-depth analysis of data trends and patterns in teacher retention and recruitment for diversity
- Development of improved exit surveys to assess reasons teachers leave SPS
- Developing data collection plan for Academy of Rising Educators (ARE)

If you have any questions, please contact Dr. Diane DeBacker, Chief Academic Officer at dndebacker@seattleschools.org.
Chief Concie Pedroza, Ed. D.

This week has been focusing on impact for our Student Services Support Team. As we begin to plan for summer school, ESY: Extended School Year (Special Education) and the fall; we continue to take a continuous improvement stance in our work with understanding how remote learning is impacting our students while continuing the work of our division’s current shifts. In understanding impact, our departments have met with various stakeholder groups and other agencies to continue to do so to understand areas of strengths and challenges to improve our systems. Some highlights are:

- Seattle Council PTSA Meeting – Monday, May 18
- Special Education General PTSA Meeting – Tuesday, May 19
- Special Education PTSA Board Meeting – Wednesday, May 20 (meet weekly)
- Southeast Seattle Education Coalition (SESEC) – Thursday, May 21
- Washington MS Highly Capable 6th grade Families Meeting, Thursday, May 21

Our meetings are designed to support families in answering questions to clarify information from the various departments or communications of Student Support Services. We will continue to center that as we continue to work on remote learning and our goals of access and opportunities.

Advanced Learning

In order to train staff for Advanced Placement testing, we are currently registering 25-30 high school teachers for the virtual Advanced Placement (AP) Summer Institute.

The Advanced Learning team comprised of logistics teams and teaching and learning teams, meets weekly for racial equity training. Our team is growing in self-awareness of our individual journeys in understanding implicit bias, the types of racism that are inherent in our system, and that our departmental decisions must align to the SPS strategic plan.

With the uncertainty due to COVID-19 and there being between 5,000 and 10,000 testing sessions scheduled each year and in an effort to avoid the confusion if the testing were to take place as previously planned, the referral window for the 2020-2021 advanced learning placement testing is being postponed. When the referral window opens families may refer their students and be able to automatically scheduled for a testing session. Our Advanced Learning web pages will be updated with more information next week.
COVID-19 testing site at Rainier Beach High School

- Beginning May 23, Harborview Medical Center is offering free drive-up and walk-up COVID-19 testing at the Rainier Beach High School parking lot off S Henderson Street every Wednesday and Saturday this summer from 10 a.m. to 3 p.m. Appointments are not required, and registration will be on-site. The site has the capacity to test 100 people per day and will not ask patients for their citizenship or immigration status.

- Seattle Public Schools worked with the City of Seattle and Harborview Medical Center to provide use of this school site, so that communities of color, shown by studies to be most at risk of death from COVID-19, have equitable access to testing. Centers for Disease Control guidelines will be followed at the school site.

- Communication of this testing site was shared on the district website and by Principal Keith Smith with Rainier Beach High School families.
Friday Memo to the Board  
Office of Public Affairs  
Essential Information for the week of 05/22/20– 05/29/20

**Goal 1: Media Relations**
- 5/20/20 KOMO tv “SPS to offer online summer lessons to all students”
- 5/20/20 KUOW - “Summer school in Seattle goes ahead, on a short schedule”
- 5/20/20 KCPQ – “School districts across Washington work to finalize summer school plans amid covid-19”
- 5/19/20 Seattle Times – “SPS to offer summer school to all students”

**Goal 2&3: District Messaging – Outbound Communications, Customer Service**
- Completed first ASL (American Sign Language) video for our non-reading, deaf, early learners
- In process of adding ASL to K-2 SPSTV past learning videos; currently all videos are captioned in family selected language on our YouTube channel.
- Completed 2nd video in the Zoo to You Series, this one features the giraffe
  [https://vimeo.com/420888744/520d7ca69e](https://vimeo.com/420888744/520d7ca69e)
  Working with Summer Learning staff to align virtual field trips and SPSTV content to **The Summer of Learning** program (July 6-August 7).
- Developed and distributed multiple family communications:
  - Monday and Thursday letter to all families
  - Supported Advance Learning announcements
  - Outreach to families about tech support
- Hosted a Virtual Town Hall Facebook Live with Superintendent Juneau and Chief Jessee to share information on summer learning. They were joined by an ASL interpreter who provided live interpretation for the presentation and question and answer portion of the Town Hall. This Town Hall had strong attendance, at its peak, we had 309 peak live viewers.
- Supported **The Summer of Learning** launch including a marketing plan. Lifted revised webpages, provided guidance on enrollment, branding, and messaging. Produced a feature story and distributed a related letter to both staff and families on Thursday. Developed FAQ based on questions received from families and staff in partnership with the Summer Learning team.
- Created “run of show” for virtual graduations and shared with school leaders. Facilitated contract with outside vendor to support the 10 comprehensive high schools. Met with all small school leaders to audit their needs and are in process of developing unique formats for schools. SPSTV will support virtual graduations for all small schools. Draft SPSTV broadcast and YouTube premiere schedule created and will be shared early next week.
- Finalized selection of new Content Management System (CMS) firm and have entered negotiations. The BAR will be presented at the June A&F meeting.