

Friday Memo to the Board

Superintendent's Office

for the week of November 16-20, 2020

Happenings:

- Attended the In-Person Reopening Leadership Team to discuss recommendations for eventual in-person, in-building learning to the Board.
- Dr. Williams and I visited with the Seattle Times about the great work happening in the Office of AAMA.
- Met with school leaders at our monthly PASS Resolution Meeting.
- Talked with Washington state and national superintendents in our weekly meetings.
- Had an interview with Washington Post about SPS enrollment, “missing students.” our work during strong start and our continual work regarding attendance and student engagement.
- Met with Extended Cabinet in our monthly meeting-50 central office leaders collaborating around the work of racial equity and our strategic plan.
- Met with my Student Advisory Board. We discussed remote learning challenges, the pulse survey results and whether those results resonated with their experiences? We also talked about how we can ask better questions and ways to better engage students on the survey so we can get more robust outcomes and information.
- Small cabinet continues to reach out to meet with school-based PTAs to update families about SPS activities and answer questions.
- Led a conversation of Native students from across the country for a Native American Heritage Month event - sponsored by Character Playbook –a partnership with the Seattle Seahawks.

The Remote Learning Task Force page-

https://www.seattleschools.org/families_communities/committees/remote_learning -is up to date with upcoming meeting dates and other information. The next meeting is Tues, Nov. 24.

Friday Memo to the Board
Department of Technology Services
for the week of November 16 – November 20, 2020

Applications and Systems Status Webpage

DoTS continues its commitment to improving the delivery of support and service to our staff, students, and families. To provide faster information to our larger base of users, we are pleased to inform our community about our new systems status webpage.

This new webpage will make available, in real-time, status information and updates on incidents, outages, and scheduled maintenance for major applications and systems used by Seattle Public Schools. We feel that having this information readily available will help our users see more easily whether an outage may be affecting their work. They won't need to call for support, wait for an email announcement, or spend time troubleshooting on their own. If they see that there is a system issue, they can more readily adjust their activities until the problem is cleared.

Check current health of systems and applications at [SPS Technology Status](#).

Friday Memo to the Board
Office of African American Male Achievement
for the week of November 16-20, 2020

Our focus for this week was related to forward thinking (7 generations to be exact) our office alongside our strategic plan partners engaged with Kingmakers of Oakland and Dr. Rogers Ard to curate a through line (Red Thread) through all of our work related to young Black boys and teenagers. This work led to deeper explorations of our strategic drivers. Similarly, the joint partnerships between AAMA/EPE showed great promise as evidenced in our EPE huddle and Extended Cabinet meetings this week; across our district we are re-engaging the work "We Dare Say Love" as we push through Anti-Racism and toward Pro Black agenda's, initiatives, philosophies, and praxis. Our Cross functional collaborations included Research Practice Partnership, In Person Reopening Leadership Committee. External engagements included RPAC and ACE Academy- Black Male Educators Café.

We are ending our 2nd successful week of the first cohort of Kingmakers of Seattle Extended (KOSE). This week's lesson focused on the power of choice, how it is an act of will and leadership as it relates to pursuing goals/aspirations. The importance of faith in one's abilities was also highlighted as the lesson explored the power of the mind/brain, the function of the frontal cortex and its role in decision making and confidence to follow through. The engagement with and from the Kings in KOSE continues to be astonishing and we want to be sure to lift up (in the theme of this week's lesson) the fact that these young Kings are "choosing" to participate in these affinity groups after a long day of online learning.

The SLC members are working on their writing for future OAAMA newsletters. Kevin and Adams spent some time individually engaging with the Kings to discuss your writing.

This week we have had the opportunity to meet with members of The Breakfast Group and Don Cameron of Seattle CARES mentoring. Also, we participated in Culturally Responsive and Anti-Racist Teaching Co-Design Research Planning meeting, an IEP meeting and engaged with a couple of leaders from schools regarding some needed support.

Lastly, attached you will find our updated OAAMA one pager with our core messaging. Please stay tuned for the Equal Opportunity Schools additional data that was asked for during the school board meeting on November 18, 2020.

THE OFFICE OF AFRICAN AMERICAN MALE ACHIEVEMENT

The Office of African American Male Achievement (AAMA) works to ensure that every aspect of the educational environment supports the brilliance and excellence of Black boys and teens. AAMA is committed to the long journey required for the positive transformation of SPS, and has been working to achieve that vision every day since its founding in 2019.



AAMA'S MISSION *"Nothing About Us Without Us"*

AAMA is a driver of systemic change, not a program. AAMA is reconstructing Seattle Public Schools' educational environment across the system to support the brilliance and excellence of Black boys and teens. By listening to the experiences and solutions of students and inviting engagement from families and the greater community, AAMA ensures that SPS centers the social, emotional, and educational needs of Black male students; and provides the resources for students to advance a successful career, actively participate in their community, and build a meaningful life and relationships. Actively becoming an anti-racist educational system—and ensuring Black male students thrive—will improve conditions for everyone in Seattle Public Schools.



AAMA'S WORK FOCUSES ON FOUR STRATEGIC AREAS:

- **Culture:** rituals, routines, and practices that honor students' strengths
- **Conditions:** policies, structures, and systems that support welcoming and safe learning spaces
- **Competencies:** skills and knowledge that educators must have to effectively reach and teach Black boys and teens and building. To build a culturally responsive workforce, SPS will also work to hire more African American male educators and leaders to better reflect the diversity of our students."
- **Community Connection:** direct service supports and community networking opportunities for students to thrive.

COMMUNITY ENGAGEMENT *“Listen. Act. Repeat.”*

AAMA actively involves students, families, partners, community elders, and the greater Seattle community in building a system that celebrates the brilliance of Black boys and teens throughout Seattle Public Schools (SPS). With support and input from AAMA's Student Leadership Council, AAMA's listening and learning campaign is fully underway. Community input will directly inform district action and lay the foundation for development of a multi-year work plan. To overcome hurdles related to COVID-19, we've been connecting with students, families and the community with virtual events and socially-distanced, in-person opportunities.



STUDENT LEADERSHIP COUNCIL *“Listening to and Centering Our Black Male Students”*

To ensure that SPS is centering and listening to the voices of Black male students, AAMA has established the Student Leadership Council (SLC), a network of student leaders who support each other at their schools and across the district while also providing guidance to Seattle Public Schools leadership and holding leadership accountable on priority initiatives of AAMA. The SLC has so far offered valued insights and helped create policy to support SPS' grading practices, anti-racism efforts, student engagement, Fall 2020 planning, and more.

AAMA LEADERSHIP STAFF

Dr. Mia Williams, *Chief*

Adam Haizlip, *Manager*

Kevin Loyal, *Manager*

William King, *Mentoring Program Coordinator*

*Reach out to AAMA
at aama@seattleschools.org.*



Friday Memo to the Board
Business and Finance Department
Essential Information for the week of November 16-20, 2020

New School Budget Report

The Budget Office has developed a new, summary report, of each school's budget and year-to-date expenditures that will be emailed to schools approximately once per quarter to support management of the schools' resources throughout the year.

The report gathers data from multiple places within the district's financial, human resource and grant systems and puts the data all in one place. It is not anticipated that it will replace the other systems for detailed information but will provide early warnings to schools of unspent funds or potential overspending of resources.

Schools should continue to use regular SAP reports to explore and monitor details about specific budgets, spending and planned spending on a regular basis. A sample of the report can be found on the Budget Office's web site [here](#).

Friday Memo to the Board

Office of Public Affairs

Essential Information for the week of 11/13/20 - 11/20/2020

Goal 1: Media Relations

- Fox News – 11/19/20 - “Seattle mom calls out teacher for cancelling class because she lives in a forest and lost power” <https://video.foxnews.com/v/6210889168001#sp=show-clips>
- Seattle Times – 11/18/20 – “SPS needs to keep its superintendent, key to its ambitious strategic plan” <https://www.seattletimes.com/opinion/seattle-public-schools-needs-to-keep-its-superintendent-key-to-its-ambitious-strategic-plan/>
- KUOW – 11/17/20 – “Teachers balk at returning to school as covid cases surge in Seattle area” <https://www.kuow.org/stories/the-outlook-for-in-person-learning-in-washington-state>
- KUOW – 11/13/20 “Two families seek \$4M in damages after abuse by SPS staff” <https://www.kuow.org/stories/two-families-seek-4-million-in-damages-after-abuse-by-seattle-public-schools-staff>

Goal 2&3: District Messaging – Outbound Communications, Customer Service

- This Thursday, we sent out our weekly newsletter to school leaders, staff, families, and partners. The newsletter was translated and sent out in our top six languages, including English, to families. Around 100,000 people receive these weekly newsletters. Last week, over 40% of families read the email.
- The Web Team
 - Continues to plan for the launch of the new MySPS website. The new site will go live on Dec. 2 at 8 a.m
 - Held a Web Editing 101 class for school web editors
 - Planned engagement (focus groups and surveys in multiple languages) for the district and school websites with a focus on outreach to families and students furthest from educational justice
 - Developed an accessible template for the Elementary Progress Reports (EPR) in The Source
 - Revised and restructured the Academy for Rising Educators webpages www.seattleschools.org/are
 - Published story and slideshow of selected excerpt of the "Our Students, Their Stories" project. https://www.seattleschools.org/district/calendars/news/what_s_new/student_portrait_project
- Supported a number of COVID-19 related communications (via webpage posts, staff and family letters, partnerships). Example: https://www.seattleschools.org/district/calendars/news/what_s_new/aki_kurose_meal_site
- *Feature story:* Transgender Day of Remembrance is November 20 https://www.seattleschools.org/district/calendars/news/what_s_new/transgender_day_of_remembrance
- *Feature story:* "Our Students, Their Stories" Project Highlights LGBTQ+ Young People https://www.seattleschools.org/district/calendars/news/what_s_new/student_portrait_project
- *Feature story:* Ethnic Studies Update https://www.seattleschools.org/district/calendars/news/what_s_new/ethnic_studies_update
- Continued strategic plan presentations/remote learning update at schools. This week included Nathan Hale High School.
- SPSTV completed a wellness video from Denise to staff: <https://vimeo.com/480877894/cf428c7c2a>
- SPSTV also created “teaser” videos for the I am Native Video and new nutrition services video. We are pushing out promotion on YouTube this month.
- Continuing the strategic plan social media campaign. This week we posted updates on Culturally Responsive Hiring practices.
- The Customer Affairs Department, formally Customer Service, is expanding Let’s Talk to all departments. This is part of our Customer Service Campaign. To launch this work with all central office staff the team, including SPSTV, put together an informational video: <https://vimeo.com/466730190/c07734eeb9>

Friday Memo to the Board

Student Support Services

for the week of November 16-20, 2020

Chief Dr. Concie Pedroza:

Thank you Chief DeBacker and Chief Jessee for attending the Special Education PTSA meeting. I know our parent community appreciated you being there and answering their questions about inclusion and school accountability.

I want to thank the Admissions staff for their dedication to families. They continue to come into the JSCEE in service of our families. We still have families coming into the building to get support for Enrollment questions and I appreciate each and every one of them. Special thanks to Faauu Manu for coordinating and organizing the space to ensure safety and assurances to staff.

Admissions:

Beginning this week, Admissions Office will maintain in-person customer service for families Monday's only, office hours will be 9am – 3pm thru December 31 or until further notice.

We will begin posting the signage for this new schedule and update the website.

Athletics:

The Washington Interscholastic Activity Association (WIAA) Executive Board decided to adjust their plan for high school sports seasons. Originally proposed for late December 2020, the current WIAA model tentatively plans for the athletic season to start in February 2021. As each high school season approaches, the state association staff will determine if enough schools can participate, or if a sport will move seasons. The proposed season schedule can be found in WIAA's website: [WIAA Executive Board Announcement](#).

The initial middle and K-8 school athletic season is tentatively scheduled to begin February 2021. The Athletic Office will continue to track King County's response to the current pandemic and adjust athletic seasons based on King County's risk transmission level. A final decision regarding middle and K-8 school sport offerings will be made by January 11th.

Special Education:

Special Education staff are continuing to serve students through a combination of synchronous and asynchronous methods. The department teams have established regular office hours for special education teachers to connect, receive support, and technical assistance for providing services. Also, support teams have been created for educators serving in similar service pathways to problem-solve, provide professional and educational supports, and share resources.

Professional development and guidance documents have been provided to our staff and are hosted internally. Over 3000 for educators and administrators attended the Sept Inclusive Practices training and all Special Education staff engaged in the Progress Monitoring and Reporting training.

We are partnered with Washington Education Association (WEA) to ensure staff are provided with professional development on teaching in a remote setting, including providing accommodations, progress monitoring and reporting, and inclusionary practices. Approximately 450 educators attended this training on Accommodations and Modifications in the Remote setting.

Friday Memo to the Board

Operations

for the week of Nov. 16-20, 2020

Capital Projects and Planning

- **City of Seattle's Proposed Cultural Space Agency Public Development Authority**
 - The Seattle Mayor's Office is accepting public comment through Dec. 8 on the creation of the Cultural Space Agency Public Development Authority. According to its charter, the agency will be organized as a mission-driven and values-based cultural space real estate development company dedicated to the support of cultural spaces throughout the region and committed to centering racial equity, to fighting cultural and economic displacement, to building community wealth, and to retaining cultural identity. It is intended to work in partnership with an associated nonprofit corporation to maximize the benefits of both organizational structures.
 - The Visual and Performing Arts Department and the Skills Center staff has collaborated with the City of Seattle Office of Arts and Culture to identify shared space in a central location for creative instruction. The district's 10-year Capital Plan for the Seattle Skills Center, submitted to OSPI on Jan. 15, 2020, notes the district seeks more equitable access for students around the district by developing or leasing two spaces within downtown Seattle for media arts education and production. Once developed, these instructional spaces would offer Skills Center courses like Media Arts and Video Game Design. Locating Skills Center instructional spaces closer to downtown Seattle would implement the district key actions described in the Career and Technical Education Annual Report (Strategy 4) of offering a majority of Skills Center courses in a more central location and improving transportation of students to Skills Center courses.
 - Directors are encouraged to read more about the proposal on the [City of Seattle website](#) and provide input.

Facilities

- **Policy 6810 Natural Resources Conservation Annual Report Part 1**

Seattle Public Schools (SPS) is committed to modeling environmental stewardship by managing our natural resources.

 - **Water/Sewer/Storm Water.** As to be expected, the pandemic has left many SPS facilities at significantly reduced occupancy. This reduction in occupancy has resulted in significant savings in the water/sewer budget. When compared to March-October 2019, expenditure has been reduced by nearly \$600K in the same time frame for 2020.
 - **Thornton Creek:** Numerous deficiencies in watershed management have been identified during the past year at the stretch of Thornton Creek that runs through SPS property at Nathan Hale High School. One pervasive issue has been increased flooding, with smaller rain events seemingly having larger impacts. SPS has successfully obtained an "Expedited Hydraulic Project Approval" to trim two stumps in the creek bed, which should significantly improve flood conditions. This work must be performed by Dec. 25, 2020. Another issue along the creek is invasive species, with large stands of Japanese Knotweed and Himalayan Blackberry. SPS is in partnership with Forterra, a conservancy non-profit, and a multi-year treatment to remove the knotweed will begin in spring 2021. SPS also has formed a working group for a longer-term remediation and management strategy for Thornton Creek.
 - **Major Leak Repairs:** SPS has identified major leaks at Martin Luther King Jr. (MLK) and Aki Kurose, and minor leaks at Thornton Creek, John Marshall, John Rogers, B.F. Day, Decatur, Green Lake, and Memorial Stadium. SPS has worked with Seattle Public Utilities

to obtain bill adjustments for the major leaks at MLK, Aki Kurose, and Memorial Stadium that total more than \$50K.

- **Water Bottle Filling Stations:** With the support of the City of Seattle's Office of Sustainability & Environment (OSE), SPS is installing 35 water bottle filling stations at high-need K-12 schools across the district. This work is funded by the Seattle Sweetened Beverage Tax, which supports efforts to improve child health, increase food security, and increase access to early learning opportunities. With access to cold, clean drinking water, students will be able to make healthier beverage choices and reduce waste that comes from plastic water bottles. This work represents one of the many ways the City and SPS are partnering to create safer, healthier, and more equitable learning environments. SPS hopes to scale these stations to all schools through future partnership and capital levies.
- **OSPI Lead in Water Fixture Replacement:** SPS has obtained approximately \$117K to replace existing fixtures that have been known to have a presence of lead. Roughly 350 fixtures are expected to be replaced at 60 schools. This project is at almost 25% completion. Funds expire in June 2021.
- **Broadview Thomson Waterline Replacement:** Through working on the OSPI grant, a larger issue has been identified at Broadview-Thomson that requires more extensive waterline replacement, as it is not specific to individual fixtures but to galvanized pipe. This problem will have to be addressed through the next BTA cycle. The issue has been communicated to Capital.
- **Surface Water Fee Evaluation:** Surface water fees paid to King County through Seattle Public Utilities (SPU) have been identified as a major expenditure to the district. These fees escalate rapidly based on SPU rate adjustments. Cost mitigation strategies are being discussed by both Capital and Operations. Increased awareness is growing within Capital as to how decisions around impervious surfaces impact the fees paid for from the utility budget.
- **Irrigation Policy:** Discussions are happening within Operations to extend the policy that limits irrigation for new construction to two years. Although extending the policy would likely result in an increase in water use and expense, it would also ensure we are properly managing our massive investments in landscaping, which struggle to survive if the water is shut off after two years. This will require further discussion but should be considered by SPS.

Nutrition Services (NS)

- **Community Outreach:** NS partnered with District 7 PTA Community Members (on Nov. 17) and Southeast Seattle Education Coalition (on Nov. 19) to host community information sessions discussing the resources available to students and families during COVID-19 as well as open dialogue to explore additional community needs. More community information sessions are to come.
- **Meal Delivery Service Partnership Program with Amazon:** NS is working toward coordinating the sign up of this program to streamline communications, updates, production, and operations of the program. Unless otherwise noted by the school principal and/or school administration, all sign-ups will need to be done by the school site contact, which usually is the school principal. Only Seattle Public Schools staff are eligible to sign up students using their SPS login-information and submitting this [online form](#).

Warehouse

- The warehouse is processing 7,000 grocery bags (nearly double the usual amount) from the Backpack Brigade for distribution to families for the upcoming holidays. They also received a large shipment of donated diapers that they will distribute.

Friday Memo to the Board

Equity, Partnerships & Engagement (EPE)

For the Week of November 16-20, 2020

EPE Division

- **Equity and Race Advisory Committee (ERAC)**
 - EPE hosted the first ERAC meeting of the school year on Monday, November 16. Over 15 community members and SPS staff attended, as well as special guest Director Lisa Rivera-Smith. Attendees heard a recap of the Equity Synergy event in October and a brief history of Policy 0030 Ensuring Education & Racial Equity. They also received an update on the development of Policy 0040 Anti-Racism and discussed strategies for membership and areas of focus for the year.
- **Digital Equity Program Manager**
 - EPE and the Department of Technology Services (DoTS) worked in collaboration with our partners from Sea-Citi, Tableau and City of Seattle Digital Equity Manager to hire a new SPS Digital Equity Program Manager. Aishah Bomani most recently worked in SPS as a Student and Family Advocate. Her start date is December 1st. We are excited for her to join the DOTs team and be supported across multiple departments and divisions.

Department of Racial Equity Advancement (DREA)

- DREA met with ERAC, the SPS/SEA/UW Research Practice Partnership, the NAACP Youth Council, and Racial Equity Teams across SPS this week to discuss different lines of work in DREA including, but not limited to: Policy 0040, Anti-Racist Systems-Change in Community Engagement and Research, hiring an Ethnic Studies Manager, and utilizing the Racial Equity Tool in schools.
- **DREA and CAI Partnership for Ethnic Studies and Black Studies**
 - A collaborative team will meet with Dr. Gholdy Muhammad, author of the book *Cultivating Genius: _An Equity Framework for Culturally and Historically Responsive Literacy* to discuss a proposal to partner with her to implement the Equity Framework for Culturally and Historically Responsive Literacy within Ethnic Studies and Black Studies. Additionally, there is a proposed partnership to support instructional practices for family engagement and partnership through our new Family Connectors initiative across 13 Focus Elementary Schools. Ultimately, we want to build educators' instructional and professional capacity to teach Ethnic Studies and Black Studies curriculum efficiently and effectively without doing harm to students.

School and Community Partnerships

- SPS is partnering with FamilyWorks on a satellite family resource center, located at the south entrance at Nathan Hale High School. Every Wednesday from 12:45pm to 3pm, FamilyWorks offers holistic family services and connection to resources such as rental assistance and enrollment in public benefits. During resource center hours on November 18th, two families were able to get connected to services:
 - Nathan Hale staff referred a NHHS family that is losing their housing at the end of the month, due to the refusal of their landlord to renew their lease. FamilyWorks

will be working with the family to secure transitional housing or placement in one of the affordable housing communities in the city.

- A parent who arrived for meal pickup saw the FamilyWorks sign and explained that his family is currently surviving on one income due to a job loss. Their car was also recently stolen. While they are keeping up with the rent, he needs assistance with transit costs and utilities. FamilyWorks is working with this parent to apply for a subsidized ORCA card and Seattle City Light's utility assistance program.
- On Tuesday, November 17th, The School and Community Partnerships Department offered a training for community partners called Heal the Soil, Heal the Root: Healing Centered Engagement as a Tool for Transformation. The training was led by LaKesha Kimbrough and was attended by over 30 representatives of community-based organizations who partner with Seattle Public Schools, as well as some SPS staff. The training was part of the [Professional Development Calendar for Education Partners](https://www.seattleschools.org/departments/communitypartnerships/professional_development_for_education_partners), the annual calendar of professional learning opportunities organized by the Community Partnerships Department. https://www.seattleschools.org/departments/communitypartnerships/professional_development_for_education_partners
- On Wednesday, November 18th, the Research and Evaluation Department attended the bi-monthly meeting with childcare providers organized by the School and Community Partnerships Department. They conducted a focus group with childcare providers to hear their perceptions of how remote learning is going for students, families, and educators. The meeting was attended by 20 representatives of childcare organizations providing services in SPS buildings.

Stakeholder Engagement

- **Trans Awareness Week: Nov. 13th-19th** | *"Each year between November 13 – 19, people and organizations around the country participate in [Transgender Awareness Week](#) to help raise the visibility about transgender people and address issues members of the community face. The week before [Transgender Day of Remembrance](#) on November 20, people and organizations around the country participate in Transgender Awareness Week to help raise the visibility of transgender people and address issues members of the community face. **Transgender Day of Remembrance**, is an annual observance on November 20 that honors the memory of the transgender people whose lives were lost in acts of anti-transgender violence that year."* <https://www.glaad.org/transweek>
- **Academic Parent-Teacher Teams (APTT)** | Rising Star held its first meeting last week. Teachers taught parents literacy strategies to support reading practice at home. The evening started with a community-building exercise, and then the families learned a literacy skill and practiced it in a game. The families will continue to practice until their next meeting. Families also reviewed student data. Families learned the importance of sight words, fluency, and setting SMART goals for their students' learning.
- **Family Connectors University (FCU)** | We just completed week six (6) of FCU. Families are deeply engaged in this cohort. Principal Janine Roy is co-teaching the class. Our themes were generated from family needs. The classes are focused on self-calming strategies during the pandemic, talking to children about race, teaching children literacy, exploring our intersectional identities, and their impact on others. The last class is scheduled for December 15.

- **Family Connector Liaisons** | We have staffed ten of our thirteen priority schools with a liaison to support the third-grade literacy goal for African American boys and families furthest from educational justice (FFFEJ). Three are working on their staffing. We had an orientation session in late October. Liaisons are hired in hourly positions for an annual total of 630 hours. They work in partnership with families, teachers, literacy coaches, and principals. This work is in partnership with the early learning department.
- **Tour of the Schools meetings** | The Stakeholder Engagement team continues to introduce our growing body of work and learn about the body of work, struggles, and joys of school leadership throughout the district. This week we met with Baily Gatzert Principal Ronnie Belle.
- **Partnership for Racial Equity (PRE)** | A research practice partnership between University of Washington, Seattle Education Association, and Seattle Public Schools to bring together the vast and siloed work of working with black men and boys in Seattle schools to share findings, practices, and research to consolidate and better serve and engage Black families and communities with more transparency, authenticity, and less duplication of efforts and taxing of families' voices.
- **Pulse Survey Advisory Committee** | Consulting and supporting the redesign of digital equity and demographic information, especially as it pertains to Gender and Sexuality for District-wide surveys.
- **Digital Equity Partnerships** | Our team has been meeting with Seattle Housing Authority and the Equity in Education Coalition to build frameworks of support and connections for incoming housing and digital equity team members. Aiming to increase communication avenues between SPS and local equity groups and initiatives to increase our capacity for digital equity.
- **Earth Educators of Color** | In partnership with Puget Sound Educational Service District (PSESD), Enumclaw School District, and science educators across the region, helping foster a space for indigenous POC-centered science education. How to develop communities of practice and curriculum that use non-western ways of knowing and building retention and empowerment of educators of color.
- **Educators of Color Leadership Cohort** | Exploring the development of a Queer and Trans People of Color support and engagement group. How could that translate to retention and support within SPS? Additionally, co-facilitating the Indigenous/Pacific Islander Educator Affinity group.
- **District Training Development** | Working on a series of capacity and competency training to improve authentic and compassionate community engagement. Training in the works include Intersections of Gender, Race, and Identity and the planning phase of a discussion series on Building Black & Indigenous Solidarity at SPS.

Friday Memo to the Board

Teaching and Learning Division

Essential Information for the week of November 16-20, 2020

RESEARCH & EVALUATION

2019-20 Educational Research & Evaluation Reports

Board Policy No. 2090 provides that our annual **District Educational Research & Program Evaluation Plan** be reviewed by the Board for formal approval each year – and for summary reports from the previous year to be shared with the School Board. Consistent with this obligation, reports completed for last year, 2019-20, have been uploaded to the SPS public website on the [Research & Evaluation Department](#) page. Here is the [direct link to 2019-20 reports](#) (and also reports from previous years) completed by Research & Evaluation (R&E). The 2019-20 reports include links to research briefs, reports and evaluations aligned to Strategic Plan goals and major curriculum adoptions:

2019-20 Seattle Excellence Reports:

- **3rd grade Reading Goal:** Reports from the first year of implementation of initiatives and efforts associated with the four priority areas within the 3rd Grade Reading Goal.
- **9th grade On-Track Goal:** Literature scan and historical trend analyses to inform the development of an Early Warning Indicator System (EWIS) for supporting on-time graduation across 9th grade students.
- **Culturally Responsive Workforce Goal:** Summary report of 2019-20 research activities and findings from a multi-year research-practice partnership between SPS and the University of Washington.
- **Operations Goal:** Summary report of findings from the 2019-20 School Leader Survey about Central Office leadership, Department customer service, and management of District Operations.
- **Authentic Engagement Goal:** Research brief to support the improvement of climate survey processes to ensure that data collection centers the voices and perspectives of families furthest from educational justice.

2019-20 Curriculum Evaluation Reports:

- **K-5 ELA Curriculum:** Findings from the third year of a three-year study of implementation of the K-5 ELA curriculum, Center for the Collaborative Classroom (CCC).
- **Middle School Math Curriculum:** Findings from the second year of a three-year study of implementation of the curriculum for students learning middle school math content, enVisionMath2.0.
- **K-12 Science Curriculum:** Findings from the first year of a four-year study of instructional materials for elementary (Amplify Science) and secondary (Amplify Science and the various adoptions for HS courses).

R&E provides **mixed-methods research support** for District leaders who oversee major initiatives and programs, based on their specific needs. This support takes multiple forms, but in general, may include any of the following:

- **Background research:** literature reviews and/or scans of best/promising practices in comparable districts, typically to provide a research-basis for the design and implementation of initiatives and programs.
- **Qualitative implementation research:** systematic collection of stakeholder perceptions to measure implementation and impacts on practice, including surveys, interviews, focus groups or observations. R&E uses formal data collection protocols and systematic coding and analysis of data to develop themes, and often includes illustrative quotes in reports to highlight and elevate the voices/perspectives of stakeholders.
- **Quantitative research:** includes descriptive or exploratory data analysis and data visualization and/or inferential statistical analysis to examine correlations of variables or estimate causal program effects.

The uploaded reports reflect a substantial body of work, but only represent a portion of the work of Research & Evaluation from 2019-20. Other areas of responsibility for R&E that require significant effort each year include: [District Surveys](#); data and accountability reports (e.g., [District Scorecard](#)); ad hoc research/data requests; external [Research review](#) and data sharing; technical assistance; and leadership support for district initiatives.

CURRICULUM, ASSESSMENT, & INSTRUCTION

Elementary Progress Report and Parent Teacher Conferences

Resources for Elementary Progress Reports and Parent Teacher Conferences were sent to all school leaders and educators from Cashel Toner on 11/19 in both the School Leaders Communicator (SLC) and School Beat:

- Elementary Progress Reports for T1 are due December 8, 2020. Guidance shared included Sample Progress Reports, standard marking guidance, comment examples, and guidance for discussing SEL skills with families. Guidance for marking standards that were not evaluated during T1 was also included in this communication.
- Parent Teacher Conferences for elementary and K-8 students will take place next week, Nov. 23-25. Guidance for conducting conferences virtually was shared, including SEL guidance and ideas for how to make the most out of this short amount of time with families.

Preliminary Data on “Incompletes” for Quarter 1 of 2020-21

This memo entry is the first of a two-part update on the data we have collected from the Quarter 1 submission of middle and high school grades. This update includes *preliminary* data on the number of “Incompletes” at the Quarter 1 mark. The number of high school students earning an “Incomplete” at the quarter mark is 8,612 (out of a total of 91,633 possible marks) and the number of middle schools is 1,921 (out of a total of 85,070 possible marks). As context and as was shared at the September 16 Board Work Session, in a typical pre-COVID year, there are about seven thousand Ds and Es at the end of each semester. We also anticipate that educators will take steps between the quarter and semester mark to help students make progress towards standard and earn credit and a grade of “A-C-” following the guidance in the SPS grading guidelines for 2020-21.

To help us begin to analyze this data, particularly as it relates to our strategic plan, *Seattle Excellence*, below is a summary chart of potential “Incompletes” at the Quarter 1 mark broken down by a number of categories, including African American male students and Students of Color Furthest from Educational Justice:

Grade Level	Category	Unique Students With Marks	Unique Students w/ 1+ Incomplete	% of Total Enrollment	% of Unique Students	Total Marks	Total Incomplete Marks	% of Total Marks
High School	TOTAL	14,480	3,814	26.3%	—	91,633	8,612	9.4%
High School	SoC Furthest from Ed Justice	5,613	2,028	36.1%	53.2%	36,457	4,803	13.2%
High School	African American Males	1,138	509	44.7%	13.3%	7,489	1,321	17.6%
High School	African American	2,247	921	41.0%	24.1%	14,575	2,195	15.1%
High School	Caucasian	6,445	1,270	19.7%	33.3%	39,693	2,616	6.6%
High School	Hispanic	2,031	795	39.1%	20.8%	13,171	1,912	14.5%
High School	Multiracial	1,329	341	25.7%	8.9%	8,461	820	9.7%
High School	Asian American	2,274	418	18.4%	11.0%	14,739	890	6.0%
High School	Native American	79	40	50.6%	1.0%	503	104	20.7%
High School	Pacific Islander	75	29	38.7%	0.8%	491	75	15.3%
High School	Advanced Learning	3,511	415	11.8%	10.9%	22,230	762	3.4%
High School	IEP	2,042	766	37.5%	20.1%	12,587	1,766	14.0%
High School	ELL	1,450	566	39.0%	14.8%	9,810	1,304	13.3%
High School	504	692	203	29.3%	5.3%	4,198	443	10.6%
High School	504 & Advanced Learning	220	46	20.9%	1.2%	1,320	99	7.5%
High School	ELL & IEP	350	129	36.9%	3.4%	2,295	278	12.1%
Middle School	TOTAL	11,906	1,075	9.0%	—	85,070	1,921	2.3%
Middle School	SoC Furthest from Ed Justice	4,200	601	14.3%	55.9%	31,144	1,136	3.6%
Middle School	African American Males	844	147	17.4%	13.7%	6,210	276	4.4%
Middle School	African American	1,716	268	15.6%	24.9%	12,650	486	3.8%

Middle School	Caucasian	5,430	310	5.7%	28.8%	37,668	488	1.3%
Middle School	Hispanic	1,644	265	16.1%	24.7%	11,969	530	4.4%
Middle School	Multiracial	1,476	143	9.7%	13.3%	10,454	254	2.4%
Middle School	Asian American	1,541	71	4.6%	6.6%	11,598	124	1.1%
Middle School	Native American	48	9	18.8%	0.8%	334	24	7.2%
Middle School	Pacific Islander	51	9	17.6%	0.8%	397	15	3.8%
Middle School	Advanced Learning	3,206	81	2.5%	7.5%	22,410	110	0.5%
Middle School	IEP	1,910	261	13.7%	24.3%	13,558	454	3.3%
Middle School	ELL	1,082	176	16.3%	16.4%	8,112	354	4.4%
Middle School	504	393	38	9.7%	3.5%	2,733	67	2.5%
Middle School	504 & Advanced Learning	133	6	4.5%	0.6%	920	10	1.1%
Middle School	ELL & IEP	343	53	15.5%	4.9%	2,572	85	3.3%

Part 2 of this update will be in the 12/4 Friday Board Memo. It will include additional data points that will seek to help us more clearly understand the possible reasons for these potential “Incompletes” and give us a broader context for this data (e.g., how this data compares to data from Quarter 1 in prior years, how the Incomplete data breaks down by grade level, how attendance data correlates grading).

We will continue to communicate and strategize with school staff during Quarter 2 as they support students who are at risk of earning “Incompletes”. Quarter 1 communication included best practices to help ensure students are being given every opportunity to show that they are making adequate progress towards priority standards during remote learning and the expectation that teachers will communicate every other week with students who are at risk of earning an “Incomplete” along with their families. We have also communicated with educators at several points including the release of the initial grading guidelines on the Playbook website on 9/10. We sent School Beat entries on 9/24, 10/1, 10/8, and 10/29 and district quarter 1 grading guidance to all secondary teacher and registrars on 10/28. Finally, for school leaders, SLC entries were sent on 9/3, 9/10, 9/17, 9/24, 10/1, and 10/29. We also gave reports to principals on potential "Incompletes" every 4-5 weeks and discussed Incomplete guidance with high school principals on 10/30. We also have developed and shared regular reports on credit-earning and graduation pathway completion to principals. We look forward to sharing additional ideas for communications and support in the 12/4 Friday Board Memo.

For additional information, please contact Dr. Diane DeBacker at dmdebacker@seattleschools.org.

Friday Memo to the Board

Schools & Continuous Improvement

for the week of November 16-20, 2020

Family Services – McKinney-Vento

Continuation of Service Support and Collaboration

The Family Services McKinney Vento (MKV) program staff continue their support of students and families with online learning. In the past two weeks the MKV team worked with various departments, school staff, and families to keep students furthest from educational justice connected to school. As part of that work, the MKV team continued to meet weekly with Interagency to support MKV students. The initial focus will be on MKV Interagency seniors who are struggling with graduation or attendance. Resources shared with the team include, identifying and signing MKV students up for MKV funded tutoring and prioritized MKV Right Now Need Funds to connect students with \$100/gift cards for the holidays. In addition to our work with Interagency, the MKV program responded to a request from YouthCare's unaccompanied youth and young adult shelter program, when they reached out this week with internet connection issues. The MKV Liaison coordinated with SPS to locate hot spots and then delivered them to the shelter. The YouthCare Executive Director, Melinda Giovengo, identified staff that will be working ongoing with the MKV program and will be looped in to SPS facilitated shelter meetings. Lastly, the Family Services team met with Chief Dr. Mia Williams, of the African American Male Achievement division, to discuss how MKV can prioritize our African American male students. Currently, 10% of SPS African American male students are enrolled in MKV services. The team reviewed data and discussed how we will set program goals to support our African American male students this year.

MKV data for the week 11/17/20:

- 2,098 Students enrolled in the MKV program total (+23)
- 1,175 (56%) Doubled up families (+17)
- 357 (17%) Transitional housing (no change)
- 222 (10.5%) Shelters for families (including DV shelters) (+1)
- 201 (9.5%) Unaccompanied youth doubled up (183) /group home & youth shelter (18)) (+4)
- 67 (3%) Hotel/motel (+15)
- 42 (2%) Unsheltered (on streets (18)/vehicle (24))
- 51 (2%) Blank housing status (+3)

District Information around attendance

Following up from the Board Work Session discussing the District's performance in 2019-20 on the goals listed in Seattle Excellence, we are providing additional data related to performance for this school year in the area of attendance. As discussed in other Board Work Sessions, school and central office teams are using a shared data dashboard to monitor both student attendance and utilization of district supported online platforms (Schoology, Teams and SeeSaw). We can drill down from a district level to a specific school to the student levels and across demographic groups and qualification for programmatic services. As we continue to monitor student attendance and participation working through inquiry cycles at the different levels of the organization, we are taking a targeted universal approach for African American boys and teens. Following is the utilization of the online platform data by student groups since the beginning of the school year as well as more recent data for each school.

Platform Usage by School between November 2-13

School Name	School Type	Region	Currently Enrolled	Average Daily	Average Daily	Currently	Average Daily	Average Daily	Currently	Average Daily	Average Daily
			Students - All	Attendance -	Use on Any	Enrolled	Attendance -	Use on Any	Enrolled	Attendance -	Use on Any
			Students	All Students	Platform - All	Students - Soc	SoC FFEJ	Platform - SoC	Students -	AAM	Platform -
					Students	FFEJ		FFEJ	AAM	AAM	AAM
Adams Elementary	Elementary School	Northwest	430	98.7%	97.6%	45	98.3%	96.8%	*		
Aki Kurose Middle School	Middle School	Southeast	718	96.8%	94.6%	563	96.8%	94.6%	104	95.5%	93.7%
Alan T. Sugiyama High School	Alternative & Service	Southeast	44	50.4%	50.7%	36	48.2%	48.9%	*		
Alki Elementary	Elementary School	Southwest	320	98.6%	97.7%	58	96.6%	94.1%	*		
Arbor Heights Elementary	Elementary School	Southwest	532	98.2%	96.8%	110	96.0%	96.1%	12	100.0%	100.0%
B.F. Day Elementary	Elementary School	Northwest	360	98.6%	97.6%	59	98.7%	96.4%	16	99.3%	100.0%
Bailey Gatzert Elementary	Elementary School	Central	286	93.7%	93.5%	220	94.0%	94.0%	90	95.7%	95.6%
Ballard High School	High School	Northwest	1,663	97.8%	96.0%	213	96.5%	94.7%	26	93.4%	89.8%
Beacon Hill International School	Elementary School	Southeast	392	98.5%	98.3%	184	98.1%	97.2%	12	97.2%	89.8%
BRIDGES Transition	Other	Other	157	94.1%	52.7%	63	92.8%	56.6%	14	92.9%	38.9%
Broadview-Thomson K-8 School	K–8 School	Northwest	573	94.5%	95.6%	298	94.1%	94.4%	75	94.2%	93.9%
Bryant Elementary	Elementary School	Northeast	514	99.6%	98.1%	48	99.8%	99.1%	*		
Cascade Parent Partnership	Alternative & Service	Northeast	191	100.0%	90.0%	31			11		
Cascadia Elementary	Elementary School	Northwest	500	99.5%	99.3%	49	98.4%	98.4%	*		
Catharine Blaine K-8 School	K–8 School	Central	532	99.3%	98.5%	61	99.5%	97.3%	*		
Cedar Park Elementary	Elementary School	Northeast	185	97.2%	98.1%	28	98.0%	99.2%	*		
Chief Sealth International High School	High School	Southwest	1,068	91.9%	92.4%	720	90.9%	91.7%	104	88.6%	87.4%
Cleveland STEM High School	High School	Southeast	869	97.5%	90.6%	570	97.1%	90.0%	108	94.4%	83.3%
Concord International School	Elementary School	Southwest	312	96.1%	92.6%	220	95.6%	91.3%	11	94.9%	88.9%
Daniel Bagley Elementary	Elementary School	Northwest	367	99.4%	97.9%	63	99.3%	95.6%	*		
Dearborn Park International School	Elementary School	Southeast	305	97.4%	97.9%	169	96.3%	96.6%	34	97.1%	97.7%
Denny International Middle School	Middle School	Southwest	873	98.0%	94.6%	549	97.9%	93.9%	96	98.7%	96.3%
Dunlap Elementary	Elementary School	Southeast	255	96.5%	96.0%	204	96.5%	95.7%	50	96.0%	94.0%
Eagle Staff Middle School	Middle School	Northwest	771	97.7%	99.0%	215	97.6%	99.1%	26	94.0%	98.3%
Eckstein Middle School	Middle School	Northeast	1,116	97.7%	97.9%	177	94.7%	96.0%	35	89.5%	91.4%
Emerson Elementary	Elementary School	Southeast	346	94.6%	94.5%	277	95.6%	95.6%	78	97.0%	97.3%
Experimental Education Unit	Other	Other	17			*					
Fairmount Park Elementary	Elementary School	Southwest	453	97.3%	96.2%	106	93.9%	95.0%	16	91.0%	96.5%
Franklin High School	High School	Central	1,198	94.0%	94.7%	784	92.7%	93.6%	149	90.8%	92.0%
Frantz Coe Elementary	Elementary School	Central	499	99.3%	99.6%	51	98.7%	99.8%	*		
Garfield High School	High School	Central	1,639	96.4%	96.0%	644	94.3%	93.8%	203	93.0%	92.3%
Gatewood Elementary	Elementary School	Southwest	364	98.0%	98.4%	54	96.7%	99.2%	12	98.1%	99.1%
Genesee Hill Elementary	Elementary School	Southwest	592	98.2%	98.5%	73	94.2%	94.8%	*		
Graham Hill Elementary	Elementary School	Southeast	297	98.2%	97.6%	208	97.8%	96.9%	57	97.9%	95.5%
Green Lake Elementary	Elementary School	Northeast	349	97.8%	96.9%	45	95.6%	91.0%	*		

Platform Usage by School between November 2-13

School Name	School Type	Region	Currently Enrolled Students - All	Average Daily Attendance -	Average Daily Use on Any Platform - All	Currently Enrolled Students - Soc	Average Daily Attendance -	Average Daily Use on Any Platform - SoC	Currently Enrolled Students -	Average Daily Attendance -	Average Daily Use on Any Platform -
			Students	All Students	Students	FFEJ	SoC FFEJ	FFEJ	AAM	AAM	AAM
Greenwood Elementary	Elementary School	Northwest	307	98.7%	96.5%	35	98.1%	97.1%	*		
Hamilton International Middle School	Middle School	Northwest	1,031	99.6%	99.3%	155	99.7%	98.9%	17	99.3%	100.0%
Hawthorne Elementary	Elementary School	Southeast	424	96.5%	96.8%	174	94.3%	94.4%	45	94.6%	95.1%
Hazel Wolf K-8 School	K–8 School	Northeast	743	99.3%	98.1%	150	98.9%	97.3%	36	100.0%	96.9%
Highland Park Elementary	Elementary School	Southwest	307	94.8%	94.4%	203	93.3%	93.9%	34	90.7%	90.4%
IN/Tandem	Other	Other	19	88.9%	84.2%	10	86.7%	84.4%	*		
Ingraham International High School	High School	Northwest	1,423	94.7%	94.4%	442	90.4%	90.2%	78	89.9%	90.4%
Interagency Academy	Alternative & Service	Southeast	336	52.3%	48.0%	249	50.7%	47.2%	79	51.5%	49.3%
Interagency at KC Youth Service	Alternative & Service	Southeast	18	100.0%	0.0%	13	100.0%	0.0%	*		
Interagency Open Doors	Alternative & Service	Southeast	58	86.0%	2.1%	37	88.5%	2.6%	*		
Jane Addams Middle School	Middle School	Northeast	1,000	97.8%	99.0%	271	95.9%	98.3%	43	94.3%	96.4%
John Hay Elementary	Elementary School	Central	381	97.9%	97.4%	77	96.8%	96.4%	*		
John Muir Elementary	Elementary School	Central	357	97.3%	97.9%	264	97.2%	98.0%	98	97.7%	98.2%
John Rogers Elementary	Elementary School	Northeast	287	95.7%	95.5%	102	93.7%	94.2%	32	95.5%	97.9%
John Stanford International School	Elementary School	Northwest	459	97.8%	97.5%	131	99.2%	99.1%	*		
Kimball Elementary	Elementary School	Southeast	423	96.7%	97.0%	220	94.7%	95.3%	53	88.1%	89.3%
Lafayette Elementary	Elementary School	Southwest	417	97.6%	97.1%	78	96.2%	97.0%	15	94.1%	94.8%
Laurelhurst Elementary	Elementary School	Northeast	270	94.4%	94.0%	59	91.0%	91.5%	17	88.9%	90.2%
Lawton Elementary	Elementary School	Central	346	99.2%	98.6%	40	99.4%	99.4%	*		
Leschi Elementary	Elementary School	Central	336	93.3%	83.4%	181	91.8%	77.7%	67	93.0%	80.8%
Licton Springs K-8 School	K–8 School	Northwest	132	93.6%	92.9%	59	91.7%	92.4%	10	95.6%	95.6%
Lincoln High School	High School	Northwest	975	98.1%	98.7%	138	96.7%	98.0%	15	92.4%	96.2%
Louisa Boren STEM K-8 School	K–8 School	Southwest	529	97.4%	96.5%	215	97.7%	96.9%	61	96.4%	95.3%
Lowell Elementary	Elementary School	Central	265	90.5%	88.9%	133	89.6%	89.1%	38	91.2%	92.4%
Loyal Heights Elementary	Elementary School	Northwest	459	98.6%	97.8%	44	98.7%	96.0%	*		
Madison Middle School	Middle School	Southwest	1,023	98.1%	98.1%	200	96.6%	96.3%	29	96.6%	96.9%
Madrona Elementary	Elementary School	Central	248	96.2%	96.1%	119	95.3%	96.1%	49	96.1%	96.1%
Magnolia Elementary	Elementary School	Central	289	97.8%	97.9%	56	96.4%	97.8%	*		
Maple Elementary	Elementary School	Southeast	492	98.8%	97.9%	168	97.7%	97.0%	13	93.2%	89.7%
Martin Luther King Jr. Elementary	Elementary School	Southeast	277	94.1%	96.3%	239	94.4%	96.2%	76	93.1%	95.6%
McClure Middle School	Middle School	Central	477	97.9%	98.3%	105	95.8%	96.1%	15	93.3%	91.9%
McDonald International Elementary	Elementary School	Northwest	473	99.0%	98.9%	91	98.8%	98.2%	*		
McGilvra Elementary	Elementary School	Central	224	98.2%	95.2%	41	98.6%	93.5%	*		
Meany Middle School	Middle School	Central	477	93.8%	94.7%	227	92.2%	93.5%	82	92.5%	95.3%
Mercer International Middle School	Middle School	Southeast	1,172	99.3%	96.1%	638	99.0%	95.0%	122	99.1%	93.1%

Platform Usage by School between November 2-13

School Name	School Type	Region	Currently	Average Daily	Average Daily	Currently	Average Daily	Average Daily	Currently	Average Daily	Average Daily
			Enrolled	Attendance -	Use on Any	Enrolled	Attendance -	Use on Any	Enrolled	Attendance -	Use on Any
School Name	School Type	Region	Students - All	All Students	Platform - All	Students - Soc	SoC FFEJ	Platform - SoC	Students -	Attendance -	Platform -
			Students	All Students	Students	FFEJ	SoC FFEJ	FFEJ	AAM	AAM	AAM
Middle College High School	Alternative & Service	Southwest	83	93.7%	90.1%	35	93.6%	92.6%	11	91.9%	90.9%
Montlake Elementary	Elementary School	Central	233	99.4%	96.4%	22	99.5%	97.0%	*		
Nathan Hale High School	High School	Northeast	1,070	95.9%	94.4%	352	94.3%	92.0%	77	94.5%	93.0%
Non-Public Agencies	Other	Other	59	97.9%	72.3%	15	100.0%	0.0%	*		
North Beach Elementary	Elementary School	Northwest	350	98.7%	98.9%	39	98.3%	98.0%	*		
Northgate Elementary	Elementary School	Northwest	200	95.4%	96.3%	126	95.9%	97.1%	17	90.8%	93.5%
Nova High School	Alternative & Service	Central	227	100.0%	100.0%	51			10		
Olympic Hills Elementary	Elementary School	Northeast	458	97.5%	94.8%	241	97.0%	93.9%	58	94.4%	92.5%
Olympic View Elementary	Elementary School	Northeast	396	96.7%	96.0%	145	95.2%	94.3%	31	92.8%	89.6%
Open Doors Youth Reengagement (1418-SV)	Alternative & Service	Southeast	87			32			*		
Orca K-8 School	K–8 School	Southeast	422	98.6%	96.1%	184	98.1%	95.6%	47	97.6%	95.5%
Pathfinder K-8 School	K–8 School	Southwest	489	97.3%	96.4%	75	91.2%	91.7%	*		
Private School Services	Other	Other	37	100.0%	75.0%	11	100.0%	77.8%			
Queen Anne Elementary	Elementary School	Central	225	99.4%	97.1%	22	98.5%	98.0%			
Rainier Beach High School	High School	Southeast	782	93.2%	87.5%	651	92.9%	87.4%	182	93.5%	88.8%
Rainier View Elementary	Elementary School	Southeast	240	93.5%	94.2%	190	92.8%	93.6%	47	93.6%	90.5%
Rising Star Elementary	Elementary School	Southeast	350	95.1%	95.7%	231	94.7%	95.5%	67	91.5%	93.5%
Roosevelt High School	High School	Northeast	1,630	97.0%	96.5%	206	92.9%	91.5%	35	92.7%	90.2%
Roxhill Elementary	Elementary School	Southwest	249	94.7%	91.3%	156	94.2%	89.5%	28	89.7%	82.9%
Sacajawea Elementary	Elementary School	Northeast	199	99.2%	95.3%	51	99.3%	90.8%	*		
Salmon Bay K-8 School	K–8 School	Northwest	661	97.9%	97.7%	65	97.3%	97.9%	11	91.9%	93.9%
Sand Point Elementary	Elementary School	Northeast	199	92.6%	91.0%	68	84.3%	81.9%	16	93.8%	91.0%
Sanislo Elementary	Elementary School	Southwest	195	95.6%	97.3%	114	95.0%	96.7%	18	90.1%	92.0%
Seattle World School	Alternative & Service	Central	277	71.8%	70.3%	257	70.1%	68.7%	29	90.0%	90.8%
South Shore PK-8 School	K–8 School	Southeast	566	97.1%	96.6%	417	97.2%	96.5%	148	97.8%	96.7%
Stephen Decatur Elementary	Elementary School	Northeast	213	99.7%	99.8%	15	100.0%	100.0%	*		
Stevens Elementary	Elementary School	Central	189	96.3%	94.2%	47	92.2%	90.3%	13	98.3%	96.6%
The Center School	High School	Northwest	245	96.6%	94.2%	43	95.6%	88.1%	*		
Thornton Creek Elementary	Elementary School	Northeast	544	98.7%	97.3%	50	95.8%	94.2%	*		
Thurgood Marshall Elementary	Elementary School	Central	447	98.9%	94.1%	170	97.6%	89.7%	51	97.4%	90.4%
TOPS K-8 School	K–8 School	Northeast	490	98.6%	93.5%	107	98.2%	89.7%	29	96.6%	87.0%
View Ridge Elementary	Elementary School	Northeast	416	99.3%	97.7%	57	97.5%	91.8%	*		
Viewlands Elementary	Elementary School	Northwest	339	96.0%	95.1%	110	95.3%	93.5%	21	97.9%	89.9%
Washington Middle School	Middle School	Central	607	97.6%	96.8%	299	96.3%	95.3%	90	96.0%	94.2%
Wedgwood Elementary	Elementary School	Northeast	409	99.2%	98.8%	44	99.2%	99.2%	*		

Platform Usage by School between November 2-13

School Name	School Type	Region	Currently	Average Daily	Average Daily	Currently	Average Daily	Average Daily	Currently	Average Daily	Average Daily
			Enrolled	Average Daily	Use on Any	Enrolled	Average Daily	Use on Any	Enrolled	Average Daily	Use on Any
			Students - All	Attendance -	Platform - All	Students - Soc	Attendance -	Platform - SoC	Students -	Attendance -	Platform -
			Students	All Students	Students	FFEJ	SoC FFEJ	FFEJ	AAM	AAM	AAM
West Seattle Elementary	Elementary School	Southwest	383	96.5%	92.7%	317	97.1%	94.0%	132	97.1%	95.5%
West Seattle High School	High School	Southwest	1,083	95.7%	95.9%	243	90.8%	92.1%	33	79.3%	81.0%
West Woodland Elementary	Elementary School	Northwest	471	98.8%	98.4%	40	97.8%	95.3%	*		
Whitman Middle School	Middle School	Northwest	655	97.0%	98.7%	114	91.4%	96.5%	13	85.0%	91.3%
Whittier Elementary	Elementary School	Northwest	412	98.7%	98.6%	32	98.6%	99.3%	*		
Wing Luke Elementary	Elementary School	Southeast	305	96.9%	97.4%	239	96.8%	97.3%	84	95.0%	95.8%
TOTAL			52,433	96.7%	95.5%	18,245	94.3%	92.6%	3,929	93.5%	91.5%

Students Active on Any Platform (Schoology, Teams, & SeeSaw from 9.4.2020 to 11.13.2020)

