



SCHOOL BOARD ACTION REPORT

DATE: May 19, 2021
FROM: Dr. Brent C. Jones, Interim Superintendent
LEAD STAFF: JoLynn Berge, Chief Financial Officer; James Bush; Chief of Equity, Partnerships, and Engagement; Carri Campbell, Chief of Public Affairs; Rob Gannon; Deputy Superintendent; Greg Narver, Chief Legal Counsel; Dr. Concie Pedroza, Chief of Student Support Services; Fred Podesta, Chief Operations Officer; Dr. Keisha Scarlett, Chief Academic Officer, Noel Treat, Chief Human Resources Officer; Dr. Mia Williams, Chief of the Office of African American Male Achievement; Dr. Caleb Perkins, Executive Director of College & Career Readiness; Julia Warth, Director of Board Relations and Strategic Initiatives, jcwarth@seattleschools.org, 206.252.0124

For Introduction: May 19, 2021
For Action: May 26, 2021

1. TITLE

Approval of Resolution 2020/21-24, approving Seattle Public Schools' Academic and Student Well-Being Recovery Plan for submission to OSPI on June 1, 2021.

2. PURPOSE

This Board Action would approve Resolution 2020/21-24 and the Seattle Public Schools' Academic and Student Well-Being Recovery Plan for submission to OSPI on June 1, 2021, as required in House Bill 1368, Chapter 3, Laws of 2021.

3. RECOMMENDED MOTION

I move that the School Board approve Resolution 2020/21-24 and the attached Academic and Student Well-Being Recovery Plan for submission to OSPI on June 1, 2021, as required by House Bill 1368, Chapter 3, Laws of 2021 and approve receipt of Elementary and Secondary School Emergency Relief (ESSER III) funding.

4. BACKGROUND INFORMATION

- a. Background** The Washington State Legislature passed House Bill 1368 during the 2021 legislative session. The bill requires school districts to submit an Academic and Student Well-Being Recovery Plan to the Office of the Superintendent of Public Instruction (OSPI) by June 1, 2021 in order for districts to receive their Elementary and Secondary School Emergency Relief (ESSER III) funding as authorized by the America Rescue Plan Act of 2021. OSPI created a template for the plan, including components required in HB 1368 to address student academic and well-being needs "resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic." The

OSPI template includes identification of diagnostic assessment tools by grade level, identification of student learning and well-being needs, strategies to support students most impacted by building closures, community engagement, and the use of an equity tool. The plan must be approved by the Board at a public meeting and there must be an opportunity for public comment, which can occur at a regular meeting of the Board. The opportunity for public comment is being provided through testimony during the May 19, 2021 Regular Board meeting as well as through a Let's Talk form available online until May 25, 2021 at 12:00 p.m. at the following link: <https://www.k12insight.com/Lets-Talk/Dialogue.aspx?k=PR2B78N4B9LT@WF7G2YLT@DY6Z1KXLT>. Feedback received through Let's Talk will be shared with the Board. The plan must also be posted on the district website in an ADA accessible format with translation available prior to submitting to OSPI.

The American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2 also requires districts to create plans in order to receive ESSER III funds. The plan elements include those required by OSPI, as well as how the district will adhere to CDC health and safety guidance and ensure continuity of academic and other services for students. ~~The ARP ESSER plan focuses on planned expenditures for the ESSER III funds, while the Safe Return to In-Person and Continuity of Services Plan focuses more on the services and strategies. The Safe Return to In-Person and Continuity of Services Plan must be submitted 30 days after receipt of ESSER III funds by the district. The plans must be posted online publicly in an ADA accessible format and with translation available. The plans may be combined by OSPI.~~

Seattle Public Schools submitted earlier plans for the 2020-21 school year to OSPI regarding instructional model and health and safety, as required. To accompany those plans, the Board also passed resolutions to provide guidance on additional educational innovations, such as outdoor and community education. These resolutions, along with the Board's current work on student outcomes focused governance in relation to the district strategic plan, Seattle Excellence, have informed the current plan.

Instructional Model

Based on state requirements from the Governor and State Superintendent as well as the district's desire to serve students, SPS is planning to have five full days of in-person instruction at all 104 schools in the fall. Staff will spend the next few months working to ensure that this in-person experience is safe, welcoming, and engaging. The district is committed to working with our community to open schools and to welcome back students to in-person learning. At the same time, some students and families will make the request to continue their learning in a fully remote setting. For these students and families, staff are developing virtual options.

All options will be guided by the district's strategic plan, Seattle Excellence, and the student outcome priorities identified by the Board. In addition, the district will draw on everything learned from the many engagement efforts with students and families this year, including the work of the Remote Learning and Outdoor and Community-Based

Education Task Forces. And ultimately, the district strives to support all students in their ongoing learning trajectories with all available tools, resources, and opportunities.

OSPI Academic and Student Well-Being Recovery Plan

The template provided by OSPI for districts to submit the Academic and Student Well-Being Recovery Plan includes six themes: student well-being; student and family voice; professional learning; recovery and acceleration; diagnostic assessment tools; and community partnerships. The plan also requires the use of an equity tool and updates to be made in Fall 2021 and Spring 2022 in a model of continuous improvement. Elements of Seattle Public School's Strategic Plan and Board goals show a high level of alignment with the required six themes. Many of the themes will be addressed by ongoing, already established initiatives in instructional improvement, current assessments used, future re-examination of our assessment program, social-emotional learning, and community and family engagement. Other examples of workstreams are initiatives that were being planned for the beginning of next school year.

All of the data, evidence, and engagement we gathered over the past year informed the plan and emphasis for the start of 21-22 of student well-being and wellness, as well as efforts to make curriculum more responsive to African American males. Staff will continue to engage families and students, monitor data and explore ways in which SPS can better support students and families in a model of Listen, Act, Deliver as part of our continuous improvement strategy.

Student Well-Being. Seattle Public Schools is developing a comprehensive plan for well-being of all students, "A Culture of Care." Components of this plan may include: Tier 1 supports such as monthly community circles; restorative practices; social emotional and trauma informed lessons and supports incorporated into daily instruction; processes to identify students in crisis and access appropriate acute or longer-term supports; strengthening of partnerships with community-based organizations and culturally relevant agencies; and evaluation of supports using the SPS racial equity analysis tool.

Student and Family Voice. The Office of Public Affairs (OPA) and the Division of Equity, Partnerships & Engagement (EPE) commenced a start of school outreach and engagement plan that has committed to ongoing engagement with over 20 community based organizations that primarily serve students of color furthest from educational justice. Moving forward, OPA and EPE will convene an internal SPS workgroup to support the ongoing two-way engagement with students, families and communities related to Summer and Fall Start of School. (For additional outreach, see Community Engagement below and Attachment 3).

Professional Learning. Professional learning is central to implementation of components of the Recovery Plan and will include training on "Culture of Care" practices (see above and Attachment 3); Science of Reading course for all certificated K-3 teachers; support for culturally responsive instruction; and continue to support professional learning on

recent curricular adoptions for Science K-12, Math 6-8, ELA K-5, and Spanish 6-12. These professional development sessions will provide detailed guidance on curriculum, assessment, and instruction to promote culturally relevant, antiracist practices and to maintain high, standards-based expectations for all students.

Recovery and Acceleration. Recovery and acceleration efforts will include both universal and targeted supports, including: continuous school improvement plans (CSIP) for every school with specific processes targeting sustained; improvements to implementation of MTSS at the building level; MTSS framework that ensures strong Tier 1 and Tier 2 instruction in foundational literacy skills; Comprehensive Recovery Plans for summer and fall of 2021 for PreK-21 Students with IEPs; continued efforts to expand access to core instruction for multilingual students through co-teaching, co-planning, student schedules, student course advising and scaffolding; and providing additional, targeted resources at 13 priority schools where more than 50% of the district's K-3 African American boys are enrolled. The professional learning across content areas described above will also help us provide differentiated instruction for all learners, including English Learners, students with IEPs, and advanced learners, so that our classrooms can be more effective and inclusive. In particular, this will help us support a more inclusive approach to our content area classes in the middle school level, especially in Science and Social Studies.

Diagnostic Assessments. SPS has a rich set of tools to collect both quantitative data as well as more narrative qualitative data. These include: a draft of an annual assessment calendar, reviewed by a joint SPS-SEA committee and approved by the superintendent by August 15, 2021, that includes assessments to inform shifts in instruction to meet student needs; intensive training, materials, and support for early literacy intervention program; Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS); monitoring of CSIPs quarterly using varied, available student data aligned to goals; family and student surveys; African American Male Achievement Listen and Learns; and Youth Participatory Action Research.

Community Partnerships. Seattle Public Schools has a long history of partnerships which will continue to support schools, including: the City of Seattle supporting school day and out-of-school time; work in partnership with school staff and community-based organizations, including academic intervention, social emotional learning, identity development, family support, and mental/physical health; partnerships with 18 licensed childcare providers across 68 elementary and K-8 schools, providing academic support, youth development, enrichment, and this past year supporting students in accessing remote learning; and partnerships with over 450 organizations overall across schools and central office, providing a wide variety of programming and supports to students in multiple program areas.

Additional Federal requirements

Health and Safety. Seattle Public Schools will continue to monitor and comply with the most up-to-date health and safety regulations and guidelines. SPS has also partnered with the Indian Health Board, City of Seattle, Seattle Fire Department, and area hospitals to

provide vaccines for staff and students—and will continue to partner with these and other public health agencies.

School Facility Safety. Seattle Public Schools will continue to monitor and comply with the most up-to-date regulations and guidelines relating to school facilities. Ventilation systems have been inspected and upgraded to achieve improved filtration and airflow.

- a. **Alternatives** Not approve Resolution 2020/21-24 and the attached Academic and Student Well-Being Recovery Plan. This alternative is not recommended as it would prohibit the district from receiving federal ESSER III funds.
- b. **Research** SPS Research & Evaluation department conducted, and will continue to conduct, research and data collection efforts during remote learning. We contextualize these analyses by stating that good data is comprehensive, holistic, and includes qualitative research as a complement to quantitative data to better contextualize the lived experiences behind the numbers and to provide a more complete picture of important issues. We have sought to connect data and evidence to community-centered planning and decision-making efforts using authentic, culturally responsive research methods. Sources include the African American Male Achievement (AAMA) – Student & Family Listen and Learns, Remote Learning Experience Surveys, Intent to Enroll Family Surveys, Online Learning Data Analysis, Youth Participatory Action Research, Centering Black Families During Remote Learning RPP Report, and other student data, such as attendance.

Findings from district research efforts have been, and will continue to be, used to improve practice and plan supports and programming, particularly for students and families who are furthest from educational justice. Research indicates the need for identity affirmation, sense of belonging, emotional and physical safety, reduction in anti-black racism, and a focus on relationships, as well as culturally responsive instruction. There are also differences in remote and in-person learning preferences, attendance, and other metrics according to race and other demographic categories. For more information, see Attachment 4.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be the receipt of \$92,971,000 in federal ESSER III funding. These funds are one-time federal grant funds and must be spent by September 30, 2024.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

SPS has initiatives underway to continually engage student and family voice to inform our planning and implementation in a cycle of continuous improvement, including [the following previous or ongoing initiatives](#):

- AAMA Listen & Learns – Black family and student engagement
- Multilingual families of students were engaged through community-based organizations, English Language Learner department hosted meetings and/or school based community meetings
- Family information sessions regarding the upcoming early literacy assessments
- Spring and fall surveys on remote and in-person learning
- Focused engagement in affinity groups with students with IEPs and their families and students furthest from educational justice about their experience with remote learning, in-person services, and what they would like to see occur in fall.
- Weekly reopening school town halls [were](#) held with former Superintendent Juneau

7. EQUITY ANALYSIS

The Department of Racial Equity Advancement (DREA) is working to institutionalize and socialize the Racial Equity Toolkit (RET) in both schools and Central Office. The RET was reformatted and provided as a resource to school and Central Office leaders, as well as staff. In response to COVID-19, DREA updated the RET creating a tool that incorporated COVID-19 impacts and implications in the racial equity analysis—this tool was also provided as a resource to school and Central Office leaders, as well as staff. This tool was used in the development of this plan and will be used going forward to assess the equity, impact, and effectiveness of our strategies.

As indicated in the research and community engagement findings, there are disparities in student experience of remote learning and -also significant differences in preferences for returning in-person and preference for in-person instruction for students of color furthest from educational justice, African American boys and teens, students experiencing homelessness, and students receiving special education services. -When families who chose to remain in 100% remote learning were asked what they 'need to return to in-person learning,' families of students of color furthest from educational justice were much more likely to select the option 'my family prefers 100% remote learning' than other families, and less likely to select any of the survey options for ameliorating their concerns. Indeed, research has shown that urban districts across the country have experienced high levels of hesitancy about returning to in-person education, with families of color often choosing to learn from home rather than returning to physical classrooms at higher rates. These higher rates of hesitancy are connected to deeply systemic concerns, for example, equitable access to quality healthcare services, biased disciplinary policies and actions in schools, and deep-seated trust gaps with historically underserved families of color in many school districts. (Camp & Zamarro, 2021; Levinson et al., 2021, Shapiro et al., 2021)

The COVID-19 pandemic has laid bare the ongoing impact of historical racism, and economic and educational inequalities. It is even more important during times of crisis to focus on equity and not default to equality. We have had to lean into our strategic plan focus to hold us accountable for our values. Strategies included in this plan are intended to mitigate the concerns of families of color about the return to in-person, and support students who have encountered barriers to engaging in both online and in-person learning during COVID-19, such as English learners, ~~and~~ students experiencing homelessness, and students receiving special education services.

8. STUDENT BENEFIT

This action will benefit students by allowing the district to receive the ESSER III Funds that will be essential to providing students with supports to address the impacts of building closures and the COVID-19 pandemic. These supports include additional instructional time and other instructional strategies to address learning impacts, access to behavioral and other well-being services, and continued efforts to ensure the health and safety of our students and staff in buildings.

9. WHY BOARD ACTION IS NECESSARY

Contract initial value or amendment value exceeds applicable threshold (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. _____, [TITLE], provides the Board shall approve this item

Other: _____

10. POLICY IMPLICATION

As stated in Board Policy No. 6110, Revenues from Local, State, and Federal Sources, “It is the policy of the Seattle School Board to pursue systematically those funding opportunities that are consistent with district priorities from federal, state, and other governmental units, as well as from private and foundation sources.” Consistent with this policy, and as required by Board Policy No. 6115, Gifts, Grants, Donations and Fundraising Proceeds, this item would approve the receipt of Elementary and Secondary School Emergency Relief (ESSER III) funding as authorized by the America Rescue Plan Act of 2021.

Consistent with Board Policy No. 1430 and Board Procedure 1430BP, Audience Participation, there will be an opportunity for public comment during introduction to the Board at the May 19, 2021 Regular Board Meeting.

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was not discussed at committee prior to introduction.

12. **TIMELINE FOR IMPLEMENTATION**

- **Phase 1 — June 1, 2021** submission
- **Phase 2 — November 2021:** Review/analyze student data from the implemented Phase 1 strategies/interventions for each student group identified.
 - Reflect and build on learning.
 - Adjust and begin longer-term planning of recovery and acceleration strategies/interventions for implementation over the winter and throughout the school year 2021–22.
- **Phase 3 — April 2022:** Continue improvement cycle for strategies/interventions implemented in Phases 1 and 2
 - Review/analyze Phase 1 and 2 data inform next steps
 - Engage in long-term sustained strategies for the next school year and beyond (2022–23+)

13. **ATTACHMENTS**

- Resolution 2020/21-24 (for approval)
- Washington LEA Academic and Student Well-Being Recovery Plan Template (for approval)
- Seattle Public Schools Academic and Student Well-Being Recovery Plan detail (for reference)
- [Research Summary](#) (for reference)
- [Presentation for the May 19, 2021 Regular Board Meeting](#) (for reference)

**Seattle School District #1
Board Resolution**

Resolution No. 2020/21-24



A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington approving the district’s Academic and Student Well-Being Recovery Plan.

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state’s Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19); and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19; and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2 provides funding for eligible school districts to use to address academic recovery and learning loss and authorizes the Office of the Superintendent of Public Instruction to distribute such ESSER funds to Washington school districts via the Title I funding formula. The federal law further specifies that in order for school districts to access these ESSER funds, they must submit a plan that included seeking public comment prior to the adoption and public posting of that plan. The Office of the Superintendent of Public Instruction has determined that school board approval of this plan meets the federal requirement for seeking public comment, as it involves public posting and provides the opportunity for public comment. The Office of the Superintendent of Public Instruction has further required that a school district must post its adopted plan on its website, making it accessible for those with disabilities and those in the community whose first language is one other than English;

WHEREAS, House Bill 1368 – COVID – Federal Funding (2021) Sec 12 created a new section of Chapter 43.70 RCW, setting forth certain requirements for the appropriation of federal funds, including that school districts submit an Academic and Student Well-Being Recovery Plan to the Office of the Superintendent of Public Instruction by June 1, 2021 to address student needs resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic. This state law included specific requirements for school districts’ Academic and Student Well-Being Plans and requires school districts to use the template developed by the

Office of the Superintendent of Public Instruction to support the creation of a plan that addresses all the required components. This state law also authorized the Office of the Superintendent of Public Instruction to identify and include additional requirements for the plan in the template it developed;

WHEREAS, Seattle Public Schools is focused on centering students furthest from educational justice and recognizes that these same students and their communities have been disproportionately impacted by the COVID-19 crisis and by access to education during the crisis due to inequities in technology, transportation, food security, and family flexibility;

WHEREAS, the Board has identified priority goals and guardrails within the strategic plan, Seattle Excellence, to guide the work of Seattle Public Schools. The goal areas of literacy, numeracy, social emotional learning, and high school graduation and guardrails of community engagement and anti-racism inform the targeted and universal strategies included in the Academic and Student Well-Being Plan, as well as its development and implementation;

WHEREAS, the Seattle Public Schools Board previously adopted Resolutions 2020/21-4, 2020/21-4.1, and 2020/21-4.2, which approved innovations in education service delivery, such as outdoor and community-based education, partnerships with the City of Seattle, and improved service delivery of remote learning, which have informed the development of the Academic and Student Well-Being Plan;

WHEREAS, Seattle Public Schools is committed to following the evolving health and safety guidelines from the federal, state and county governments to ensure a safe return to in-person learning for our students, educators, staff, and families;

NOW, THEREFORE BE IT RESOLVED, that after an Open Public Meeting, which included public notice and the opportunity for public comment, the Seattle School Board has reviewed and hereby adopts its Academic and Student Well-Being plan, which was created using and in conformity with the template developed by the Office of Superintendent of Public Instruction, including the use of an equity analysis tool;

BE IT FURTHER RESOLVED that the Board directs that its adopted plan be posted on the district's website, making it accessible for those with disabilities and those in the community whose first language is one other than English.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. The adoption of this Academic and Student Well-Being Plan by resolution pertains exclusively to the 2020-2021 and 2021-2022 school years and sunsets no later than that time. The Board reserves the right to update and revise this plan as part of engaging in and planning for continuous improvement cycles.

ADOPTED this 26th day of May, 2021

Chandra N. Hampson, President

Brandon K. Hersey, Vice President

Lisa Rivera-Smith, Member-at-Large

Zachary DeWolf

Erin Dury

Leslie S. Harris

Liza Rankin

ATTEST: _____
Dr. Brent C. Jones, Interim Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: Seattle Public Schools

Please enter the name of the point of contact for this survey: Robert Gannon

Please enter point of contact email address: rwgannon@seattleschools.org
OSPI will use this email for questions regarding the contents of this survey.

Please enter the grade levels served by your LEA: PK-12

Part II: Attestations and Public Posting

1. Seattle Public Schools (LEA name) attests that the School Board approved this plan after allowing for public comment.

Please enter the date this plan was approved:

2. Seattle Public Schools (LEA name) attests that an equity analysis tool was used in the development of this plan.

Please provide the name of the equity analysis tool used: SPS Racial Equity Analysis Tool

Please provide a link to the equity analysis tool used:

https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/DREA/racial_equity_analysis_tool.pdf

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website:

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan:

Part III: Universal Supports for All Students

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

Acceleration Academy

- Additional Instructional Time Before or After School
- Additional School Days
- Balanced Calendar
- Summer School
- Building Relationships
- Common Assessments
- Early Learning (K-4 literacy)
- Equitable Grading Practices
- Extended Day Partnerships (CBOs)
- Extracurricular Activities
- High-quality Tutoring
- Inclusionary Practices
- Mastery Learning/Project-Based learning
- Multi-tiered System of Supports
- Narrowing Standards
- Professional Learning
- SEL and Mental Health Supports
- Strategic Staffing (teacher advocates, advisory, looping)
- Student Voice and Perception
- Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)
- Other

Part IV: Diagnostic Assessments

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students’ specific knowledge, skills, and understanding in order to build on each student’s strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

5. Please select the **academic** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Academic Diagnostic Assessments	
<input type="checkbox"/>	Accelerated Reader (AR)
<input type="checkbox"/>	ACE
<input type="checkbox"/>	AIMSweb
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)
<input type="checkbox"/>	CEE
<input type="checkbox"/>	CPAA (NWEA)

Academic Diagnostic Assessments	
<input checked="" type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input checked="" type="checkbox"/>	DIBELS
<input type="checkbox"/>	Discovery Education Predictive Assessment
<input type="checkbox"/>	DRA (Developmental Reading Assessment)
<input type="checkbox"/>	DRP (Degrees of Reading Power)
<input type="checkbox"/>	EasyCBM
<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)
<input checked="" type="checkbox"/>	Fountas & Pinnell
<input type="checkbox"/>	Gates Macginitie
<input type="checkbox"/>	GMADE
<input checked="" type="checkbox"/>	GOLD (WaKids)
<input type="checkbox"/>	GRADE
<input type="checkbox"/>	iReady
<input type="checkbox"/>	IRLA
<input type="checkbox"/>	iStation
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)
<input type="checkbox"/>	IXL
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)
<input type="checkbox"/>	Lexia
<input checked="" type="checkbox"/>	MAP Math
<input checked="" type="checkbox"/>	MAP Reading
<input type="checkbox"/>	Mastery Connect
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension
<input checked="" type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/>	Other - Write In (Required)
<input type="checkbox"/>	PALS
<input type="checkbox"/>	Panorama Education School Climate Survey
<input type="checkbox"/>	Read 180 (assessment tools)
<input type="checkbox"/>	Read Well
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input type="checkbox"/>	Running Records
<input type="checkbox"/>	Sight Words
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input checked="" type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments
<input checked="" type="checkbox"/>	Smarter Balanced Math Summative Assessments
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)
<input type="checkbox"/>	SpringBoard Assessments
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input type="checkbox"/>	STAR Early Literacy
<input type="checkbox"/>	STAR Math

Academic Diagnostic Assessments	
<input type="checkbox"/>	STAR Reading
<input type="checkbox"/>	Student COVID Impact Surveys
<input type="checkbox"/>	Success for All (SFA)
<input type="checkbox"/>	SuccessNet
<input type="checkbox"/>	SWIS
<input checked="" type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
<input type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input checked="" type="checkbox"/>	WA-KIDS
<input type="checkbox"/>	Well-being resources
<input checked="" type="checkbox"/>	WIDA MODEL for Kindergarten
<input checked="" type="checkbox"/>	WIDA MODEL (Grades 1-12)
<input checked="" type="checkbox"/>	Other WCAS for Science

Please select the **well-being** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Well-Being Diagnostic Assessments	
<input type="checkbox"/>	Accelerated Reader (AR)
<input type="checkbox"/>	ACE
<input type="checkbox"/>	AIMSweb
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)
<input type="checkbox"/>	CEE
<input type="checkbox"/>	CPAA (NWEA)
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	Discovery Education Predictive Assessment
<input type="checkbox"/>	DRA (Developmental Reading Assessment)
<input type="checkbox"/>	DRP (Degrees of Reading Power)
<input type="checkbox"/>	EasyCBM
<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)
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<input type="checkbox"/>	Gates Macginitie
<input type="checkbox"/>	GMADE
<input type="checkbox"/>	GOLD (WaKids)
<input type="checkbox"/>	GRADE
<input type="checkbox"/>	iReady

Well-Being Diagnostic Assessments	
<input type="checkbox"/>	IRLA
<input type="checkbox"/>	iStation
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)
<input type="checkbox"/>	IXL
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)
<input type="checkbox"/>	Lexia
<input type="checkbox"/>	MAP Math
<input type="checkbox"/>	MAP Reading
<input type="checkbox"/>	Mastery Connect
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/>	Other - Write In (Required)
<input type="checkbox"/>	PALS
<input checked="" type="checkbox"/>	Panorama Education School Climate Survey
<input type="checkbox"/>	Read 180 (assessment tools)
<input type="checkbox"/>	Read Well
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input type="checkbox"/>	Running Records
<input type="checkbox"/>	Sight Words
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments
<input type="checkbox"/>	Smarter Balanced Math Summative Assessments
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)
<input type="checkbox"/>	SpringBoard Assessments
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input type="checkbox"/>	STAR Early Literacy
<input type="checkbox"/>	STAR Math
<input type="checkbox"/>	STAR Reading
<input type="checkbox"/>	Student COVID Impact Surveys
<input type="checkbox"/>	Success for All (SFA)
<input type="checkbox"/>	SuccessNet
<input type="checkbox"/>	SWIS
<input type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
<input type="checkbox"/>	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
<input type="checkbox"/>	WA-KIDS
<input type="checkbox"/>	Well-being resources
<input type="checkbox"/>	WIDA MODEL for Kindergarten
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)
<input checked="" type="checkbox"/>	Other:

Well-Being Diagnostic Assessments
SEL measures – Elementary Progress Reports SBIRT Check Yourself SDQ Screener Healthy Youth

6. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Academic Diagnostic Assessments	Grade(s)
<input type="checkbox"/> Accelerated Reader (AR)	
<input type="checkbox"/> ACE	
<input type="checkbox"/> AIMSweb	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)	
<input type="checkbox"/> CEE	
<input type="checkbox"/> CPAA (NWEA)	
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12
<input checked="" type="checkbox"/> DIBELS	K-2
<input type="checkbox"/> Discovery Education Predictive Assessment	
<input type="checkbox"/> DRA (Developmental Reading Assessment)	
<input type="checkbox"/> DRP (Degrees of Reading Power)	
<input type="checkbox"/> EasyCBM	
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)	
<input checked="" type="checkbox"/> Fountas & Pinnell	K-5
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
<input checked="" type="checkbox"/> GOLD (WaKids)	K
<input type="checkbox"/> GRADE	
<input type="checkbox"/> iReady	
<input type="checkbox"/> IRLA	
<input type="checkbox"/> iStation	
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)	
<input type="checkbox"/> IXL	
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)	
<input type="checkbox"/> Lexia	
<input checked="" type="checkbox"/> MAP Math	K-2
<input checked="" type="checkbox"/> MAP Reading	K-2
<input type="checkbox"/> Mastery Connect	
<input type="checkbox"/> McLeod Assessment of Reading Comprehension	
<input checked="" type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia	K-2
<input type="checkbox"/> Other - Write In (Required)	

Academic Diagnostic Assessments	Grade(s)
<input type="checkbox"/> PALS	
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Read 180 (assessment tools)	
<input type="checkbox"/> Read Well	
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys	
<input type="checkbox"/> Running Records	
<input type="checkbox"/> Sight Words	
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments	
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-11
<input type="checkbox"/> Smarter Balanced Math Interim Assessments	
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-11
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)	
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)	
<input type="checkbox"/> SpringBoard Assessments	
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)	
<input type="checkbox"/> STAR Early Literacy	
<input type="checkbox"/> STAR Math	
<input type="checkbox"/> STAR Reading	
<input type="checkbox"/> Student COVID Impact Surveys	
<input type="checkbox"/> Success for All (SFA)	
<input type="checkbox"/> SuccessNet	
<input type="checkbox"/> SWIS	
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	3-11
<input type="checkbox"/> Teacher Recommendation	
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	
<input checked="" type="checkbox"/> WA-KIDS	K
<input type="checkbox"/> Well-being resources	
<input checked="" type="checkbox"/> WIDA MODEL for Kindergarten	K
<input checked="" type="checkbox"/> WIDA MODEL (Grades 1-12)	1-12
<input checked="" type="checkbox"/> Other WCAS for Science	5-6, 8-9, 11-12

For each **well-being** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Well-Being Diagnostic Assessments	Grade(s)
<input type="checkbox"/> Accelerated Reader (AR)	
<input type="checkbox"/> ACE	
<input type="checkbox"/> AIMSweb	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)	

Well-Being Diagnostic Assessments	Grade(s)
<input type="checkbox"/> CEE	
<input type="checkbox"/> CPAA (NWEA)	
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
<input type="checkbox"/> DIBELS	
<input type="checkbox"/> Discovery Education Predictive Assessment	
<input type="checkbox"/> DRA (Developmental Reading Assessment)	
<input type="checkbox"/> DRP (Degrees of Reading Power)	
<input type="checkbox"/> EasyCBM	
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)	
<input type="checkbox"/> Fountas & Pinnell	
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
<input type="checkbox"/> GOLD (WaKids)	
<input type="checkbox"/> GRADE	
<input type="checkbox"/> iReady	
<input type="checkbox"/> IRLA	
<input type="checkbox"/> iStation	
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)	
<input type="checkbox"/> IXL	
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)	
<input type="checkbox"/> Lexia	
<input type="checkbox"/> MAP Math	
<input type="checkbox"/> MAP Reading	
<input type="checkbox"/> Mastery Connect	
<input type="checkbox"/> McLeod Assessment of Reading Comprehension	
<input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia	
<input type="checkbox"/> Other - Write In (Required)	
<input type="checkbox"/> PALS	
<input checked="" type="checkbox"/> Panorama Education School Climate Survey	PK-12
<input type="checkbox"/> Read 180 (assessment tools)	
<input type="checkbox"/> Read Well	
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys	
<input type="checkbox"/> Running Records	
<input type="checkbox"/> Sight Words	
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments	
<input type="checkbox"/> Smarter Balanced ELA Summative Assessments	
<input type="checkbox"/> Smarter Balanced Math Interim Assessments	
<input type="checkbox"/> Smarter Balanced Math Summative Assessments	
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)	
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)	
<input type="checkbox"/> SpringBoard Assessments	
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)	

Well-Being Diagnostic Assessments	Grade(s)
<input type="checkbox"/> STAR Early Literacy	
<input type="checkbox"/> STAR Math	
<input type="checkbox"/> STAR Reading	
<input type="checkbox"/> Student COVID Impact Surveys	
<input type="checkbox"/> Success for All (SFA)	
<input type="checkbox"/> SuccessNet	
<input type="checkbox"/> SWIS	
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
<input type="checkbox"/> Teacher Recommendation	
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	
<input type="checkbox"/> WA-KIDS	
<input type="checkbox"/> Well-being resources	
<input type="checkbox"/> WIDA MODEL for Kindergarten	
<input type="checkbox"/> WIDA MODEL (Grades 1-12)	
<input checked="" type="checkbox"/> Other SEL Measures on elementary progress reports SBIRT Check Yourself SDQ Screener Healthy Youth	K-5 7 6, 9 6, 8, 10, 12

7. For each **academic** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning.

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> Accelerated Reader (AR)			
<input type="checkbox"/> ACE			
<input type="checkbox"/> AIMSweb			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)			
<input type="checkbox"/> CEE			
<input type="checkbox"/> CPAA (NWEA)			
<input checked="" type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12		x
<input checked="" type="checkbox"/> DIBELS	K-2		x
<input type="checkbox"/> Discovery Education Predictive Assessment			
<input type="checkbox"/> DRA (Developmental Reading Assessment)			
<input type="checkbox"/> DRP (Degrees of Reading Power)			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> EasyCBM			
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)			
<input checked="" type="checkbox"/> Fountas & Pinnell	K-5		x
<input type="checkbox"/> Gates Macginitie			
<input type="checkbox"/> GMADE			
<input checked="" type="checkbox"/> GOLD (WaKids)	K	x	
<input type="checkbox"/> GRADE			
<input type="checkbox"/> iReady			
<input type="checkbox"/> IRLA			
<input type="checkbox"/> iStation			
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)			
<input type="checkbox"/> IXL			
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)			
<input type="checkbox"/> Lexia			
<input checked="" type="checkbox"/> MAP Math	K-2	x	
<input checked="" type="checkbox"/> MAP Reading	K-2	x	
<input type="checkbox"/> Mastery Connect			
<input type="checkbox"/> McLeod Assessment of Reading Comprehension			
<input checked="" type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia	K-2		x
<input type="checkbox"/> Other - Write In (Required)			
<input type="checkbox"/> PALS			
<input type="checkbox"/> Panorama Education School Climate Survey			
<input type="checkbox"/> Read 180 (assessment tools)			
<input type="checkbox"/> Read Well			
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys			
<input type="checkbox"/> Running Records			
<input type="checkbox"/> Sight Words			
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments			
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-11		x
<input type="checkbox"/> Smarter Balanced Math Interim Assessments			
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-11		x
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)			
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)			
<input type="checkbox"/> SpringBoard Assessments			
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)			
<input type="checkbox"/> STAR Early Literacy			
<input type="checkbox"/> STAR Math			
<input type="checkbox"/> STAR Reading			
<input type="checkbox"/> Student COVID Impact Surveys			
<input type="checkbox"/> Success for All (SFA)			
<input type="checkbox"/> SuccessNet			

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> SWIS			
<input checked="" type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	3-11	X	
<input type="checkbox"/> Teacher Recommendation			
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			
<input checked="" type="checkbox"/> WA-KIDS	K	x	
<input type="checkbox"/> Well-being resources			
<input checked="" type="checkbox"/> WIDA MODEL for Kindergarten	K	x	
<input checked="" type="checkbox"/> WIDA MODEL (Grades 1-12)	1-12	x	
<input checked="" type="checkbox"/> Other WCAS for Science	5-6,8-9, 11-12	x	

For each **well-being** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> Accelerated Reader (AR)			
<input type="checkbox"/> ACE			
<input type="checkbox"/> AIMSweb			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)			
<input type="checkbox"/> CEE			
<input type="checkbox"/> CPAA (NWEA)			
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
<input type="checkbox"/> DIBELS			
<input type="checkbox"/> Discovery Education Predictive Assessment			
<input type="checkbox"/> DRA (Developmental Reading Assessment)			
<input type="checkbox"/> DRP (Degrees of Reading Power)			
<input type="checkbox"/> EasyCBM			
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)			
<input type="checkbox"/> Fountas & Pinnell			
<input type="checkbox"/> Gates Macginitie			
<input type="checkbox"/> GMADE			
<input type="checkbox"/> GOLD (WaKids)			

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> GRADE			
<input type="checkbox"/> iReady			
<input type="checkbox"/> IRLA			
<input type="checkbox"/> iStation			
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)			
<input type="checkbox"/> IXL			
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)			
<input type="checkbox"/> Lexia			
<input type="checkbox"/> MAP Math			
<input type="checkbox"/> MAP Reading			
<input type="checkbox"/> Mastery Connect			
<input type="checkbox"/> McLeod Assessment of Reading Comprehension			
<input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia			
<input type="checkbox"/> Other - Write In (Required)			
<input type="checkbox"/> PALS			
<input checked="" type="checkbox"/> Panorama Education School Climate Survey	PK-12		X
<input type="checkbox"/> Read 180 (assessment tools)			
<input type="checkbox"/> Read Well			
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys			
<input type="checkbox"/> Running Records			
<input type="checkbox"/> Sight Words			
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments			
<input type="checkbox"/> Smarter Balanced ELA Summative Assessments			
<input type="checkbox"/> Smarter Balanced Math Interim Assessments			
<input type="checkbox"/> Smarter Balanced Math Summative Assessments			
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)			
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)			
<input type="checkbox"/> SpringBoard Assessments			
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)			
<input type="checkbox"/> STAR Early Literacy			
<input type="checkbox"/> STAR Math			
<input type="checkbox"/> STAR Reading			
<input type="checkbox"/> Student COVID Impact Surveys			
<input type="checkbox"/> Success for All (SFA)			
<input type="checkbox"/> SuccessNet			
<input type="checkbox"/> SWIS			
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
<input type="checkbox"/> Teacher Recommendation			
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> WA-KIDS			
<input type="checkbox"/> Well-being resources			
<input type="checkbox"/> WIDA MODEL for Kindergarten			
<input type="checkbox"/> WIDA MODEL (Grades 1-12)			
<input checked="" type="checkbox"/> Other: SEL measures on elementary progress reports SBIRT Check Yourself SDQ Screener Healthy Youth Survey	K-5 7 6, 9 6, 8, 10, 12	 X X X	X

Part V: Student and Family Voice

8. In what ways did your LEA include the following voices in the development of this plan? *(Student, Family, and Community Organizations)*

- Interviews
- Conferences (in-person and/or virtual)
- Advisory Groups
- Surveys

Part VI: Strategic Supports for Students

9. Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? (Select all that apply)

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino of any race(s)
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White
- English language learners
- Low-income
- Students with disabilities
- Students experiencing homelessness
- Students in foster care

Part VII: Strategic Supports for Identified Student Groups

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

10. Please select the specific strategies/interventions implemented to support student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results. (Select all that apply)

Strategies	
<input type="checkbox"/>	Acceleration Academy
<input checked="" type="checkbox"/>	Additional Instructional Time Before or After School
<input checked="" type="checkbox"/>	Additional School Days
<input type="checkbox"/>	Balanced Calendar
<input checked="" type="checkbox"/>	Summer School
<input checked="" type="checkbox"/>	Building Relationships
<input checked="" type="checkbox"/>	Common Assessments
<input checked="" type="checkbox"/>	Early Learning (K-4 literacy)
<input checked="" type="checkbox"/>	Equitable Grading Practices
<input checked="" type="checkbox"/>	Extended Day Partnerships (CBOs)
<input type="checkbox"/>	Extracurricular Activities
<input checked="" type="checkbox"/>	High-quality Tutoring
<input checked="" type="checkbox"/>	Inclusionary Practices
<input type="checkbox"/>	Mastery Learning/Project-Based learning
<input checked="" type="checkbox"/>	Multi-tiered System of Supports
<input checked="" type="checkbox"/>	Narrowing Standards
<input checked="" type="checkbox"/>	Professional Learning
<input checked="" type="checkbox"/>	SEL and Mental Health Supports
<input type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)
<input checked="" type="checkbox"/>	Student Voice and Perception
<input checked="" type="checkbox"/>	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)

11. Please select the specific **student group(s)** for whom the strategies/interventions are implemented.

Strategies	Student Group(s)
<input type="checkbox"/> Acceleration Academy	
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	Students Furthest From Educational Justice; Special Education PreK-12
<input checked="" type="checkbox"/> Additional School Days	Students Furthest From Educational Justice;

Strategies	Student Group(s)
	Special Education PreK-12
<input type="checkbox"/> Balanced Calendar	
<input checked="" type="checkbox"/> Summer School	Students Furthest From Educational Justice; Special Education PreK-8
<input checked="" type="checkbox"/> Building Relationships	Students Furthest From Educational Justice
<input checked="" type="checkbox"/> Common Assessments	Students Furthest From Educational Justice
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	13 schools with highest number of African American Male students; Students Furthest From Educational Justice
<input checked="" type="checkbox"/> Equitable Grading Practices	Students Furthest From Educational Justice
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	Students Furthest From Educational Justice
<input type="checkbox"/> Extracurricular Activities	
<input checked="" type="checkbox"/> High-quality Tutoring	504 or Special Education (IEP determined)
<input checked="" type="checkbox"/> Inclusionary Practices	Students with 504 plans, PreK-12 Targeted (UDL training including Highly Capable K-8), English Learners, Students Furthest From Educational Justice
<input type="checkbox"/> Mastery Learning/Project-Based learning	
<input checked="" type="checkbox"/> Multi-tiered System of Supports	Students Furthest From Educational Justice; School CSIPs also address specific groups of students; Students with IEPs, 504, Highly Capable K-8
<input checked="" type="checkbox"/> Narrowing Standards	All students
<input checked="" type="checkbox"/> Professional Learning	All students; Students Furthest From Educational Justice
<input checked="" type="checkbox"/> SEL and Mental Health Supports	Health Advisory Groups and 9th grade students in health courses
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	

Strategies	Student Group(s)
<input checked="" type="checkbox"/> Student Voice and Perception	African American male students
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Students Furthest From Educational Justice; Special Education PreK to K, 5 to 6, 8 to 9

12. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

Strategies	Student Group(s)	Grade(s)
<input type="checkbox"/> Acceleration Academy		
<input checked="" type="checkbox"/> Additional Instructional Time Before or After School	Students Furthest From Educational Justice; Special Education	P-12
<input checked="" type="checkbox"/> Additional School Days	Students Furthest From Educational Justice; Special Education	P-12
<input type="checkbox"/> Balanced Calendar		
<input checked="" type="checkbox"/> Summer School	Students Furthest From Educational Justice; Special Education	K-12
<input checked="" type="checkbox"/> Building Relationships	Students Furthest From Educational Justice	9-12
<input checked="" type="checkbox"/> Common Assessments	Students Furthest From Educational Justice	K-12
<input checked="" type="checkbox"/> Early Learning (K-4 literacy)	13 schools with highest number of African American Male students: Students Furthest From Educational Justice	P-3
<input checked="" type="checkbox"/> Equitable Grading Practices	Students Furthest From Educational Justice	6-12
<input checked="" type="checkbox"/> Extended Day Partnerships (CBOs)	Students Furthest From Educational Justice	K-12
<input type="checkbox"/> Extracurricular Activities		
<input checked="" type="checkbox"/> High-quality Tutoring	504 or Special Education (IEP determined)	K-12
<input checked="" type="checkbox"/> Inclusionary Practices	Students with 504 plans, PreK-12 Targeted (UDL training including Highly Capable K-8), English Learners, Students Furthest From Educational Justice	K-12
<input type="checkbox"/> Mastery Learning/Project-Based learning		

Strategies	Student Group(s)	Grade(s)
<input checked="" type="checkbox"/> Multi-tiered System of Supports	Students Furthest From Educational Justice; School CSIPs also address specific groups of students; Students with IEPs, 504, Highly Capable K-8	P-12
<input checked="" type="checkbox"/> Narrowing Standards	All students	K-12
<input checked="" type="checkbox"/> Professional Learning	All students; Students Furthest From Educational Justice	K-12
<input checked="" type="checkbox"/> SEL and Mental Health Supports	Health Advisory Groups and 9th grade students in health courses	9th grade
<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)		
<input checked="" type="checkbox"/> Student Voice and Perception	African American male students	6-12
<input checked="" type="checkbox"/> Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	Students Furthest From Educational Justice; Special Education PreK to K, 5 to 6, 8 to 9	P-12

Part VII: Monitoring Student Progress

13. Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

For example:

“Our district uses an equity analysis process every three months to monitor progress, adjust strategies and identify student learning gaps.”

For the 2020-21 school year, SPS has monitored learning engagement data (attendance, virtual platform log ins, assignment completion, in-person attendance) daily to weekly with focused attention on our identified priority groups of students particularly our students identified as receiving support of McKinney-Vento. As student attendance, participation and engagement data demonstrated need for response, Family Support Workers in partnership with building leaders, interventionists, nurses and other staff designed and delivered tiered support to students and families to ensure students received foundational and personalized instruction and outreach for sustained attendance and engagement in accordance with OSPI and District expectations.

For the 2021-2022 school year, the continuous school improvement plans (CSIP) for all schools include specific processes targeting sustained, improvements to implementation of MTSS at the building level. All CSIP plans will be reviewed and refreshed by building leaders in collaboration with building leadership teams prior to the start of school and MTSS action plans customized to suit the return to school model for fall 2021. CSIP plans are monitored quarterly using varied, available student data aligned to goals.

All CSIP planning is conducted in alignment with the SPS Strategic Plan: Seattle Excellence which is grounded in SPS School Board Policy No. 0030 Ensuring Educational and Racial Equity. Building leaders develop and annually update CSIP action with application of the SPS Racial Equity Analysis Tool.

Student progress and effectiveness of supports/interventions in the SPS "Culture of Care" will be measured by student and family climate surveys. For students receiving special education services, student progress and effectiveness of supports/interventions will be measured by how they are progressing with their IEP goals, as well as family surveys

Part VIII: Supports for Strategies/Interventions

- 14.** Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.
 - 1) Focus on achievement for African American males
 - 2) Engagement strategies for families of color
 - 3) Foundational skills for K-2 learners.

- 15.** Of the strategies/interventions your LEA has implemented or is planning to implement, please identify **up to three** strategies for which your LEA needs more support.
 - 1) SEL strategies
 - 2) Alignment of assessments
 - 3) Communication strategies for on-line learning.

Attachment 3: Academic and Student Well-Being Recovery Plan Details

Background

The Washington State Legislature passed House Bill 1368 during the 2021 legislative session. The bill requires school districts to submit an Academic and Student Well-Being Recovery Plan to the Office of the Superintendent of Public Instruction (OSPI) by June 1, 2021 in order for districts to receive their Elementary and Secondary School Emergency Relief (ESSER III) funding as authorized by the America Rescue Plan Act of 2021. OSPI created a template for the plan, including components required in HB 1368 to address student academic and well-being needs “resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic.” The OSPI template includes identification of diagnostic assessment tools by grade level, identification of student learning and well-being needs, strategies to support students most impacted by building closures, community engagement, and the use of an equity tool.

The American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2 also requires districts to create plans in order to receive ESSER III funds. The plan elements include those required by OSPI, as well as how the district will adhere to CDC health and safety guidance and ensure continuity of academic and other services for students.

Introduction

The COVID-19 pandemic has laid bare the ongoing impact of historical racism, and economic and educational inequalities. We had to lean into our strategic plan focus to hold us accountable for our values and focus on students furthest from educational justice. Community engagement, data, and staff feedback have provided insights into the challenges faced by our students, families, and educators, as well as the successes. We have seen that a sense of belonging and safety is critical to the academic success of students and will focus on relationships, anti-racism, and culturally responsive pedagogy in our return to school. We have seen that our system can be nimble in response to changing needs and will take the successes in moving to a 1:1 technology model and innovation in culinary services into our return to school. And we know that we don’t yet know the full impact of the COVID-19 pandemic on our students, families and educators and will continue to engage, explore, and improve our supports and practice, centering the voices of students of color furthest from educational justice.

Our strategies are guided by the district’s strategic plan, Seattle Excellence, and the student outcome priorities identified by the Board in the areas of literacy, numeracy, high school graduation, and social emotional learning. In addition, the district will draw on everything learned from the many engagement efforts with students and families this year. And ultimately, the district strives to support all students in their ongoing learning trajectories with all available tools, resources, and opportunities.

This document provides additional information about the strategies in the Academic and Student Well-Being Recovery Plan template required by OSPI. It is organized by the same themes.

Instructional Model

Based on state requirements from the Governor and State Superintendent as well as our own desire to serve students, SPS is planning to have five full days of in-person instruction at all 104 schools in the fall. We will spend the next few months working tirelessly to ensure that this in-person experience is safe, welcoming, engaging, and better than what SPS students have had before the pandemic. For students and families who wish to remain fully remote, we are developing virtual options.

For all options, we will be guided by the district's strategic plan, Seattle Excellence, focusing on the student outcomes goals that the Board has prioritized in literacy, numeracy, social emotional learning, and high school graduation. In addition, we will draw on everything we learned from the many efforts we made to engage with students and families this year. And ultimately, we want to support all students in their *ongoing learning trajectories* with all available tools, resources, and opportunities.

Other work informing our instructional model and educational service delivery strategies include:

Remote Learning Task Force

According to the Seattle School Board Substitution Resolution 2020/21-4, Seattle Public Schools formed a Superintendent Remote Learning Task Force (RLTF). The RLTF is made up of parents, teachers, principals, students, and community members to monitor the remote learning model's progress, implementation, and efficacy. The task force began convening in October 2020, and will convene until June 2021. The task force formulated recommendations that were provided to the school board. The team utilized data from SPS's pulse survey and Remote Learning Playbook to help form their recommendations. Other sources of information include data from the SPS Pulse Survey, District Behavior Data, Student Town Hall video on remote learning, Gradebook summary data, and Elementary Progress Report family access data. As the task force approaches the end of its convening in June, it will produce a final report to the Superintendent and Board leadership regarding finalized recommendations and improvement ideas for the district.

Outdoor and Community Based Education

In accordance with Seattle School District School Board Resolution No. 2020/21-4, a Task Force comprised of students, family members, educators, SPS staff, community-based organizations, labor partners, and educational foundations was formed. The Task Force will study the feasibility of and make recommendations related to the implementation of community schools and outdoor education in Seattle Public Schools. The Task Force first convened on March 17th and meetings will be held twice a month for the current year and a 2nd year task force is desired.

Two separate strategic efforts are being formed now for short term & long-term needs

- Best Practices for Outdoor programs at schools in 21-22

- Policy Recommendations for District-wide implementation of Outdoor education

The Task Force seeks to provide avenues for creating outdoor spaces as a safe 'third place' alternative to indoor classrooms and online instruction to meet their social, emotional and academic learning goals for this transition year. In the future the Task Force will seek to implement outdoor and community-based education strategies as a central tool for engaging and serving diverse communities in SPS education.

Six OSPI Themes

Elements of Seattle Public School's Strategic Plan and Board goals show a high level of alignment with the required six themes. Many of the themes, for example, will be addressed by ongoing, already established initiatives in instructional improvement, current assessments used, future re-examination of our assessment program, social-emotional learning and community and family engagement. Other examples of workstreams are initiatives that were being planned for beginning of next school year.

- Student well-being
- Student and family voice
- Professional learning
- Recovery and acceleration
- Diagnostic assessment tools
- Community partnerships

Student Well-Being

Culture of Care

Seattle Public Schools is developing a comprehensive plan for well-being of all students "A Culture of Care". Components of this plan may include:

- Tier 1 supports such as monthly community circles, restorative practices, social emotional and trauma informed lessons and supports incorporated into daily instruction.
- Processes to identify students in crisis and access appropriate acute or longer-term supports.
- Strengthening of partnerships with community-based organizations and culturally relevant agencies
- Evaluation of supports using SPS racial equity analysis tool
- District-wide Well-Being Campaign for All Students
- Clear access point and communication for school leaders and educators on tier 1, universal supports for all students that are informed by a racial equity analysis.
- Clear access point, communication, and triage process for school leaders and educators on how to identify students in crisis and access appropriate acute or longer-term supports for them.
- Clear contact information for schools who do not have counselor, social worker, or care coordination staffing in their buildings and need support for students.

- Review of current contracts with Community Based Partners and strengthening of partnerships with culturally relevant agencies with a focus on mental health, counseling and supports..
- Analysis of current resources and budget and identified additional needed budget.
- Student progress and effectiveness of supports/interventions will be measured by student and family climate surveys.

Social Emotional Learning

Social Emotional Learning (SEL) is a critical part of developing connection, increasing belonging, building relationships, and creating safe and welcoming school environments. Seattle Public Schools aligns its SEL content, practices, and strategies with the Washington State SEL Standards and are informed by Social Justice Standards as well as literature surrounding an anti-racist approach to SEL.

Throughout remote learning, the SEL team developed 30 lessons for each grade band preK-3, 4/5, MS, and HS. These lessons were developed in collaboration with classroom teachers, counselors, social workers, and community partners. The lessons were intentionally designed to address the specific needs our students faced during the dual pandemic of COVID-19 and the response to white supremacy and increase in hate speech and violence toward people of color. The lessons addressed content such as online safety, stress and anxiety, self-esteem, racism, communication skills, connecting with a trusted adult, goal setting, and more. Throughout the development of the classroom lessons, stakeholders were engaged in seeking age-appropriate and culturally-responsive content. The SEL team also developed at-home strategies and activities for families during remote-learning.

SEL efforts looking ahead to 2021-2022 include:

- Establishing two-way communication with student, family and community partners regarding SEL practices
- Partnering with community agencies and key stakeholders to align SEL practices to out-of-school-time efforts
- Partnering with City of Seattle levy-funded schools to align efforts to anti-racist SEL practices
- Collaborating with content specialists to embed SEL skills across all content areas
- Developing SEL lesson content in partnership with communities
- Aligning Social Justice Standards to SEL lessons and practices
- Providing SEL professional development offerings prek-12
- Collaborating with Department of Racial Equity Advancement, African American Male Achievement, Family Engagement, and Behavioral Health departments to align efforts
- Tracking and monitoring student progress and effectiveness of supports in partnership with SPS Research and Evaluation

Partnerships

The Office of Public Affairs (OPA) and the Division of Equity, Partnerships & Engagement (EPE) commenced a start of school outreach and engagement plan that has committed to ongoing engagement with over 20 community based organizations that primarily serve students of color furthest from educational justice. Moving forward, OPA and EPE will convene an internal SPS workgroup to support the ongoing two-way engagement with students, families and communities related to Summer and Fall Start of School.

Engagement and Research

- AAMA Listen & Learns – Black family and student engagement
- Focused engagement in affinity groups with students with IEPs and their families and students furthest from educational justice about their experience with remote learning, in-person services, and what they would like to see occur in fall.
- Multilingual families of students were engaged through community-based organizations, English Language Learner department hosted meetings and/or school based community meetings
- Family information sessions regarding the upcoming early literacy assessments
- Spring and fall surveys on remote and in-person learning
- Surveys:
 - Spring 2020 family and educator surveys (Attuned)
 - Fall remote learning surveys (Panorama)
 - Spring student “return to school” survey about remote/hybrid learning (*in progress; survey closes May 19*)
- Focus groups/Qualitative research:
 - SPS-UW research-practice partnership report (“*Centering Black Families and Justice-Focused Educators During Pandemic Remote Schooling*”)
 - AAMA Listen & Learns – Black family and student engagement
 - Youth Participatory Action Research (YPAR) project (*still in progress*)
- We also have our curriculum and 3rd grade reading research (surveys of educators about Math, Science, Literacy).
- We have also expanded on our initial analysis of online platform usage (Teams, Schoology)

Engagement with students with IEPs

As part of developing our District’s recovery plan for fall, we have been holding community forums, organized by affinity groups, to hear from families of students with IEPs and students furthest from educational justice about their experience with remote learning, in-person services, and what they would like to see occur in fall.

- Forums are co-designed and co-facilitated by SPS staff and a member of the affinity group with special attention to the intersectionality of race, culture, language and disabilities.
- We are using a continuous improvement cycle to incorporate and implement feedback and input from each forum and bring iterations back to each group to further refine.
- Information and updates from the community forums are shared with general education and special education educators across the district.

Professional Learning

Professional learning is central to implementation of components of the Recovery Plan and will include training on “Culture of Care” practices (see above and Attachment 3); Science of Reading course for all certificated K-3 teachers; support for culturally responsive instruction; and continue to support professional learning on recent curricular adoptions for Science K-12, Math 6-8, ELA K-5, and Spanish 6-12. These professional development sessions will provide detailed guidance on curriculum, assessment, and instruction to promote culturally relevant, antiracist practices and to maintain high, standards-based expectations for all students. In addition, with data and input from various stakeholder groups, including educators and school leaders, the following two instructional priorities were developed to provide focus and coherence across our content professional development: Students engage in productive struggle for learning with challenging tasks in a culturally responsive and inclusive classroom environment and the cognitive work of learning is primarily done by students.

Early Literacy (3rd Grade Reading Goal / Early Literacy Screener)

Instructional response will be guided by an MTSS framework that ensures strong Tier 1 and Tier 2 instruction in foundational literacy skills (phonological awareness, decoding, and fluency). To bolster the effectiveness of the MTSS framework in early literacy, SPS requires all certified K-3 teachers to participate in a course on Science of Reading, the 40+ years of academic research the best instructional approaches to teaching reading. Ensuring that all teachers are grounded in the research-based rationale for structured literacy instruction will position the SPS system to respond to student need effectively. In addition, in the 21-22 school year, schools with significant populations of students identified as needing additional support may opt-in to receive intensive training, materials, and support around SPS’s early literacy intervention program, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS).

Social Emotional Learning

The SEL team led sessions at a School Leaders Institute (SLI) in August 2020, and at the district all staff professional development day (TRI Day). These sessions focused on educator practices, staff wellness, and anti-racist-SEL approaches for students.

Recovery and Acceleration

- Continuous school improvement plans (CSIP) for all schools include specific processes targeting sustained, improvements to implementation of MTSS at the building level
- MTSS framework that ensures strong Tier 1 and Tier 2 instruction in foundational literacy skills (phonological awareness, decoding, and fluency).
- PreK-12 Students with IEPs Comprehensive Recovery Plan for implementation for summer and fall of 2021.
- Continued efforts to expand access to core instruction for multilingual students through co-teaching, co-planning, student schedules, student course advising and scaffolding. Schools also submit to the department in CSIPs on how multilingual students will be served.

- As a part of SPS Strategic Plan, providing additional, targeted resources at 13 priority schools where more than 50% of the district's K-3 African American boys are enrolled. Teachers from these 13 schools engage in a comprehensive system of support that includes year-long professional development coupled with job-embedded coaching and extra personnel dedicated to strengthening family engagement in the area of literacy.

Native American Education/ Since Time Immemorial

The Native American Education Program strives to make sure all Native American students are career and college ready. Ongoing supports include Secaqib middle and high school classrooms, a family support worker, a reentry intervention specialist to promote regular attendance and on-time tracks for graduation, student and family wrap around services, teacher professional development and support, implementing a Native American Racial Equity Tool to detect Anti-Indian bias in classroom materials, creating a required Washington state history course that emphasizes and integrates Since Time Immemorial curriculum, creating and developing an American Indian Resource Library, and developing district-specific STI materials and supports. Three of the organizations we are currently working with are Cowlitz Tribal Health, Chief Seattle Club, and the Seattle Indian Health Board to address basic living needs and pandemic-induced student and family trauma.

Black Studies

- The Dept. of Integrated Curriculum embodies both the Ethnic Studies Program and the Black Education Program. In developing the desired outcomes and key performance indicators, department staff engaged with students, families, and community leaders-- particularly BIPOC-- to inform decision making. This was achieved through focus groups, listening tours, and collaborative workshops.
- We will center community engagement in our future planning processes in alignment with the Racial Equity Toolkit. Currently, the Dept. of Integrated Curriculum launched its efforts with the first-ever district-wide Black Studies course for 11th grade US History. Sixty students have been registered, and feedback from both students and parents indicates that student engagement, experience, learning, and critical analysis of US History through Black Studies are positive and empowering and that students would recommend the course to their peers.

English Learners

- We are approaching our students with an asset-based mindset and are looking at opportunities to highlight and draw on what our English Learners can do and contribute to our community.
- Our priority is to allow access to core instruction for our students through co-teaching, co-planning, student schedules, student course advising and scaffolding.
- Schools have been given the ALDs (Achievement Level Descriptors) to progress monitor the language acquisition of students.
- World Language Credit Testing is offered to our Multilingual learners in the high school where they can earn up to 4 credits for literacy in their heritage language.
- Through the Learning Support Teams and the CSIPs we are able to support schools with specific needs for Multilingual learners. Our students who are acquiring English are included at the school level in the MTSS protocol. Language and time in the country are factors that are taken into consideration when looking at a student through MTSS.
- Schools also submit to the department a plan on how they will serve their multilingual students. The plan is a tool to help center instruction and support on language acquisition.
- Families of Multilingual students have had opportunities to engage and have their voices heard through CBO meetings SPS has participated in, department hosted meetings and/or school-based community meetings. Some common themes we hear are questions or comments on what can parents/guardians do at home to help language acquisition, what do supports look like at different levels and at different schools, how can their student be prepared for college, who can they go to at the school for support.

Continuous School Improvement

For the 2020-21 school year, SPS has monitored learning engagement data (attendance, virtual platform log ins, assignment completion, in-person attendance) daily to weekly with focused attention on our identified priority groups of students particularly our students identified as receiving support of McKinney-Vento. As student attendance, participation and engagement data demonstrated need for response, Family Support Workers in partnership with building leaders, interventionists, nurses and other staff designed and delivered tiered support to students and families to ensure students received foundational and personalized instruction and outreach for sustained attendance and engagement in accordance with OSPI and District expectations.

For the 2021-2022 school year, the continuous school improvement plans (CSIP) for all schools include specific processes targeting sustained, improvements to implementation of MTSS at the building level. All CSIP plans will be reviewed and refreshed by building leaders in collaboration with building leadership teams prior to the start of school and MTSS action plans customized to suit the return to school model for fall 2021. CSIP plans are monitored quarterly using varied, available student data aligned to goals.

All CSIP planning is conducted in alignment with the SPS Strategic Plan: *Seattle Excellence* which is grounded in *SPS School Board Policy No. 0030 Ensuring Educational and Racial Equity*. Building leaders develop and annually update CSIP action with application of the SPS Racial Equity Analysis Tool.

Graduation & College and Career Readiness

- Partnership with Equal Opportunity Schools to develop a more equitable process for Advanced coursework access and success, to provide PD to principals and teachers on embedding culturally responsive practices in instruction in Advanced courses as well as working to change adult beliefs around student recruitment into advanced coursework.
- 2021-2022 Began offering principals PD for developing an equitable Master Schedule which centers students of color furthest from educational justice, graduation requirements and graduation pathways.
- Provide regular school summaries of the graduation pathway and graduation requirement data to help principals make decisions to support career and college ready student graduates.
- CAI will continue partnership with Special Education on development and updates to course offerings for differentiated course offerings, beginning with Math and Science.
- School counseling will finish the bargaining workgroup this year which will lead to a new evaluation tool and job descriptions should be implemented by the fall. PD will continue to focus on improved school counselor practice which impacts student skill development in decision making, problem solving, career and college vocabulary and knowledge, and financial information needed to make educated post-secondary planning decisions in a culturally competent way.
- Collaborating with CTE to expand internships and worksite learning opportunities are added to Naviance (similar to scholarship feature).
- The Office of African American Male Achievement will be rolling out college and career oriented mentoring for African American boys in high school.
- Additional case managers are being hired and trained to provide care coordination for African American boys.
- A 9th Grade Success Tracker is being developed and will be piloted in the 2021-22 school year.

Support for students with IEPs

Seattle Public Schools is following guidance from IDEA and OSPI to ensure that all students with Individualized Education Programs (IEPs) have access to a free and appropriate public education (FAPE). In addition, we have developed a PreK-21 Comprehensive Recovery Plan for implementation for summer and fall of 2021.

Early literacy

In selecting the resources and tools to offer aligned tier 1 core, tier 2 academic interventions and an Early Literacy screener, the SPS Racial Analysis Tool was utilized to provide a filter for adoption committees to evaluate the resources for their implications to racial disparities as well as marginalized racial and educational groups, such as Special Education and English Language Learners. Families and community members were also surveyed to gather their interests, request

and concerns, and the surveys are translated into the top five languages. Using survey data and student performance data, the adoption committee prioritized resources that best support instruction in high need, gap-closing areas (e.g., vocabulary and phonics and phonemic awareness). Once the materials had been purchased and teachers have been trained to use them as intended, the evaluation of the resources began.

The Research and Evaluation Department of SPS studied the efficacy of the purchased tier 1 resources through a racial equity lens. Data from the study illuminated areas requiring augmentation and teacher professional development in tier 1 with an aim to better serve students furthest from educational justice and to supply teachers what they need to strategically target and address under-served populations.

Additionally, SPS tracked student data from the Smarter Balanced Assessment, the Fountas and Pinnell grade level benchmark assessment and the Measures of Academic Progress (MAP) assessment over the three years of the study. SPS employs a Multi-Tiered System of Support Framework to strategically target and provided recommended supports to decrease educational inequities and close instructional gaps. Collecting and disaggregating data to address student needs allowed teachers to respond with actionable steps, using the aligned tier 2 reading intervention. Teachers and reading interventionists have also been able to analyze data and notice patterns and trends to determine whether the various racial and academic groups are responding to the core curricula and interventions effectively. In the first three years of implementation, positive outcomes indicated African American male student achievement had increased over the three years as did data for Special Education students.

Diagnostic Assessment Tools

SPS has a rich set of tools to collect both quantitative data as well as more narrative qualitative data. Some examples are:

- An annual assessment calendar, reviewed by a joint SPS-SEA committee and approved by the superintendent
- Intensive training, materials, and support for early literacy intervention program, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS).
- In addition, to support SPS efforts to improve foundational skills in PK-3 and facilitate achieving Strategic Plan literacy goals for 3rd grade African American boys, the mClass DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will be piloted
- CSIP plans are monitored quarterly using varied, available student data aligned to goals.

Reports

This year SPS has developed and implemented several reports in support of goals 4 and 5 on high school graduation, to increase student success. Some examples are:

- Grade reporting: To support students, SPS created an Incomplete process allowing students an additional semester to make up failing grades. To proactively support that process, the CCR team (In partnership with BI) sent student grade level data to all secondary schools, two times per quarter. Also, at the end of each quarter, a final grade

report was produced. The report is disaggregated by race/ethnicity, school, gender, and service

- Graduation Pathways Status: This report tracks student level pathway data disaggregated by race/ethnicity, grade and service. Specifically, the report highlights whether specific pathways (ELA, Math, CTE) have been met or not met.
- Graduation Credit Tracker: This report tracks student level credit achievement towards graduation. The data is disaggregated by grade, cohort year pathway status, credit achievement in multiple areas. The report highlights an individual student's overall progress towards graduation
- Goals 4 and 5 dashboard: Currently there is work underway to develop a comprehensive dashboard. This dashboard is slated to be released during the 2021-22 school year.
- As part of the 9th Grade Success Tracker initiative, a new report is being developed that shows attendance and grade data and will be used to monitor student and school progress towards every 9th grader finishing the school year on track.

Grading:

Before the start of the 2020-21 school year, the Curriculum, Assessment, and Instruction department created district grading guidelines, including a process for Incomplete grades and a revised EPR for Elementary students. This included a central office reporting system consisting of individual school reports created in partnership with our Business Intelligence team and a district-wide family usage report for the Elementary Progress Report.

Elementary:

- Educators were guided as best practice to communicate to students and families their students' progress using Traditional Standards marking and a scale of 1-4, using Power Standards w/Robust comments. Guidance is also provided to our educators on monitoring and evaluating students in Social-Emotional Learning. Educators marked standards with an (*) if they were not able to evaluate a standard during the progress reporting period.

Secondary:

- The Board-approved grading option for the 2020-21 school year was A-C- "or "Incomplete." Schools were sent a list of recommended equitable grading practices at the beginning of the school year. Furthermore, the staff was reminded that grades should be aligned with content standards and communicate what a student knows and not be based on subjective measures such as behavior.

This year for grades K-12, we utilized various methods to improve our grading/standards marking process. We engaged stakeholder groups to gather feedback informing the creation of grading FAQ. We improved the accessibility of our reports by making them ADA compliant. Student real-time grade book data was collected to inform schools better and encourage proactive intervention and outreach to SPS students. We have also communicated on student progress throughout the school year, using various methods, including SchoolBeat, School Leader Communicator, Principal F.A.Q., teachers via Registrars, meetings with school leaders, and grading help desk support for district educators.

Continuous Improvement for grading includes utilizing the district’s racial equity tool to evaluate the district’s grading/standards marking process to help inform best practices. The district will also use several sources of data, including pulse surveys sent to families periodically throughout the year, data gathered from engagement with families in community forums, student focus groups, and cross-departmental workgroups. Further engagement to assist us in measuring the efficacy of our grading practices include engaging task forces formed with parents, teachers, principals, community members, and parents.

Support for students with IEPs

Student progress and effectiveness of supports/interventions will be measured by how they are progressing with their IEP goals, as well as family surveys.

Early Literacy (3rd Grade Reading Goal / Early Literacy Screener)

Seattle Public Schools will use combined data from curriculum embedded assessments and Amplify’s mClass-DIBELS early literacy screener to identify students currently or at risk of experiencing reading difficulty. The Curriculum, Assessment, and Instruction department engaged the community by holding family information sessions to ensure our community is informed regarding the upcoming screener. The department plans to continue engaging the community through family forums during the 2021-22 school year, so we can hear their voice and receive feedback that will help measure the effectiveness of the implemented screener. Data collected through progress monitoring embedded in the screening tool and data collected by classroom teachers will be used throughout the year to measure the efficacy of the screener and how it is being used.

Social Emotional Learning

Social-Emotional Skills are included on the elementary report card, and report card guidance for educators is available on the SEL website. This guidance includes strategies for student and family engagement in this process.

A School Climate Survey will be used to establish baseline for assessing school connectedness, belonging, and engagement. The SEL team is working with the Research and Evaluation department and has identified five survey questions that will be used to establish baseline and track progress over the course of the 2021-22 school year. Both the fall 2020 survey and the spring 2021 survey have a consistent set of five questions about school culture/climate. These will likely continue into future surveys, and will come alongside a much broader set of items in these important areas, including anti-racist practices, belonging and identity, etc.

Community Partnerships

Seattle Public Schools has a long history of partnerships which will continue to support schools:

- Partnerships with the City of Seattle that supports school day and out-of-school time work in partnership with school staff and CBOs, including academic intervention, social emotional learning, identity development, family support, and mental/physical health

- Partnerships with 18 licensed childcare providers across 68 elementary and K-8 schools, providing academic support, youth development, enrichment, and this past year supporting students in accessing remote learning
 - Partnerships with over 450 organizations overall across schools and central office, providing a wide variety of programming and supports to students in multiple program areas
-

Digital Learning

The Digital Learning Department partnered with Research & Evaluation in a short-cycle research project to assist district leaders and Attuned Partners in their efforts to calibrate district supports and investments for digital learning in the summer of 2020. This report includes data collection from two sources. The Research and Evaluation team, with support from the digital learning department, created online discussion groups held with Digital Learning Cohort teachers, Educational Technologists, and Dynamic Learning Project participants (Partnership with Digital Promise). The Digital Learning Dept also participated in three focus groups with mostly educators of color within select schools that have taken a collaborative, schoolwide approach to digital learning. To improve our process and future planning, the Digital Learning Dept. will center their work in partnering with content managers and specialist to collaborate and prioritize outcomes for students and families.

Equity Analysis

- The OSPI Recovery Plan requires the adoption and use of an equity analysis tool. SPS, as mandated by Policy 0030, has developed and required the use of its Racial Equity Analysis Tool
- The REAT was used to examine components of the Recovery Plan in preparation for Board approval.
- The Department of Racial Equity Advancement (DREA) is working to institutionalize and socialize the Racial Equity Toolkit (RET) in both schools and Central Office. The RET was reformatted and provided as a resource to school and Central Office leaders, as well as staff. In response to COVID 19, DREA updated the RET creating a tool that incorporated COVID-19 impacts and implications in the racial equity analysis—this tool was also provided as a resource to school and Central Office leaders, as well as staff.
- During the 2020-2021 school year, DREA also held multiple group coaching sessions with Racial Equity Teams to explore how to incorporate the RET into action planning. Group coaching sessions first targeted SPS Racial Equity Teams. Currently, DREA is developing a plan to expand into Central Office by establishing divisional CORE Teams (Central Office Racial Equity Teams) during the 2021-2022 school year and offering ongoing RET workshops for CORE Teams, including sessions targeting extended and small cabinet. Lastly, DREA is planning a webpage revamp that will include a resource hub where the RET and supporting resources will be available to school and Central Office leadership and staff.

Federal Requirements

Health and Safety

Seattle Public Schools will continue to monitor and comply with the most up-to-date health and safety regulations and guidelines. SPS has also partnered with the Indian Health Board, City of Seattle, Seattle Fire Department, and area hospitals to provide vaccines for staff and students—and will continue to partner with these and other public health agencies.

School Facility Safety

Seattle Public Schools will continue to monitor and comply with the most up-to-date regulations and guidelines relating to school facilities. Ventilation systems have been inspected and upgraded to achieve improved filtration and airflow.

Next Steps

- **Phase 1 — June 1, 2021** submission
- **Phase 2 — November 2021:** Review/analyze student data from the implemented Phase 1 strategies/interventions for each student group identified.
 - Reflect and build on learning.
 - Adjust and begin longer-term planning of recovery and acceleration strategies/interventions for implementation over the winter and throughout the school year 2021–22.
- **Phase 3 — April 2022:** Continue improvement cycle for strategies/interventions implemented in Phases 1 and 2
 - Review/analyze Phase 1 and 2 data inform next steps
 - Engage in long-term sustained strategies for the next school year and beyond (2022–23+)

Seattle Public Schools will continue to engage our families, students, educators and community in a cycle of continuous improvement to iterate on our strategies and ensure we are meeting the academic and well-being needs of our students, particularly those furthest from educational justices.



Board Action Report: Approval of Resolution 2020/21-24, approving Seattle Public Schools' Academic and Student Well-Being Recovery Plan for submission to OSPI on June 1, 2021

Attachment 4: Research Summary

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

School Board Office
boardoffice@seattleschools.org

Attachment 4 describes research and data collection efforts conducted by the SPS Research & Evaluation department during remote learning.

Below are research and data collection efforts conducted by the SPS Research & Evaluation department during remote learning. We contextualize these analyses by stating that good data is comprehensive, holistic, and include qualitative research as a complement to quantitative data to better contextualize the lived experiences behind the numbers and to provide a more complete picture of important issues. We have sought to connect data and evidence to community-centered planning and decision-making efforts using authentic, culturally responsive research methods. Findings from District research efforts have been (or will be) used to plan improvements to our implementation of remote and hybrid learning, particularly for students and families who are furthest from educational justice.

Student Well-Being

Sources:

- **Remote Learning Experience Surveys**

Fall surveys of students, families, and school staff were followed by intentional engagement and outreach with key stakeholder groups, including district and school leaders, childcare providers, the Superintendent's Student Advisory Board, and the Remote Learning Task Force. This month (May 2021), SPS is again surveying students to ask about their experiences and how we can improve remote and hybrid instruction.

Key Findings:

- Based on the [Fall 2020 Remote Learning Survey](#), students and families across all grade levels combined (3to12) identified more opportunities to be social with other students as needing the most improvement. Analysis of 2,447 recorded student comments indicated that excessive workload is overwhelmingly the top concern about Instruction/Learning for High School students – and is also the top concern in Middle School. The top Elementary concern expressed in student comments is a desire for more peer-to-peer collaborative learning opportunities.

Student and Family Voice

Sources:

- **African American Male Achievement (AAMA) – Student & Family Listen and Learns.** Focus groups to understand how Black male students and their families have experienced remote learning – and what learning environments look like when they celebrate cultural identities, ensure equitable treatment, and in which strong relationships with educators are the norm.
- **Remote Learning Experience Surveys**
Fall surveys of students, families, and school staff were followed by intentional engagement and outreach with key stakeholder groups, including district and school leaders, childcare providers, the Superintendent's Student Advisory Board, and the Remote Learning Task Force. This month (May 2021), SPS is again surveying students to ask about students' experiences during the pandemic, access to and quality of remote and hybrid instruction, and school climate and culture.
- **Youth Participatory Action Research** – This student-led effort is supported by the Research and Evaluation team to uplift the issues and voices of district high school students through action-

focused research. Students are recruiting their peers for focused conversations about returning to in-person learning, as well as how to improve the educational experience in general **Findings will be available in Summer 2021.**

- **Centering Black Families During Remote Learning RPP Report**

The University of Washington and Seattle Public Schools have collaborated in a Partnering for Racial Equity Research-Practice Partnership (RPP) since 2015. During the pandemic, the RPP supported community engagement and data collection through efforts to center Black, Indigenous, and People of Color (BIPOC) voices and concerns during remote learning. A jointly produced report, “Centering Black Families and Justice-Focused Educators During Pandemic Remote Schooling,” summarizes findings from these partnership engagement activities. {Link to report: https://www.education.uw.edu/pre/wp-content/uploads/2021/03/2021.2-Centering-Black-Families-and-Justice-Focused-Educators-Report-FINAL_Website_Compressed.pdf}

Key findings:

- Based on the [Fall 2020 Remote Learning Survey](#), students and families across all grade levels combined (3to12) identified more opportunities to be social with other students as needing the most improvement. Secondary families identified more check-ins with teachers and clearer expectations for supporting remote learning as really needing improvement. School staff across all levels identified better technology tools for remote learning as top area to improve. In terms of overall feelings about remote learning, disaggregated results do not reveal large differences in perceptions for students of families of African American males (AAM) or students of color furthest from educational justice (SOCFFEJ), but do display statistically significant more negative feelings about remote learning for students who self-identified as having an IEP or 504 Plan, LGBTQ students, and students who say they typically do not get good grades in school. Lastly, while most white students and families reported feeling better about remote learning (than they did Spring 2020), Black students and families across grade-levels, indicated that their overall experiences with remote learning had not improved. Data collection is underway for the **May 2021 Student Survey**. Questions focus on students’ experiences during the pandemic, access to and quality of remote and hybrid instruction, and school climate and culture. Results will be available mid-June.
- Findings from the **Centering Black Families During Remote Learning** focus groups aimed to engage with families, communities and educators to understand the *impacts of* the shift to remote learning. Qualitative themes resulted in five recommendations: 1) Prioritize and invest resources that address the specific concerns, insights, and expertise of Black families and communities, with a particular focus on student safety and wellbeing; 2) Innovate with community-specific data collection methods and data use to advance racial equity across the district; 3) Resource and build from home and community learning to address Black student interests/needs and foster more culturally responsive instruction; 4) Build alignment and collaboration across initiatives and departments to share BIPOC student and family experiential data; and 5) Leverage BIPOC district and community expertise to inform district-level decision-making.

- Building from this work and acknowledging that COVID-19 has only served to heighten enduring racial inequities, the district launched a **Listen and Learn** focus group series with Black students (August 2020-April 2021) and families (February 2021). Preliminary findings have revealed the creativity, and resilience of families, communities and students as well as their calls for **school environments** that are: emotionally, physical safe, and work to reduce anti-Black racism in both attitudes and policies. Students and families called for **instruction** that: centers Black education and identity affirmation, is engaging and uses critical pedagogy, is individualized and prepares students for life beyond high school. Lastly, initial themes around **educator relationships** focused on: high expectations, deep care and accountability towards students, cultivating strong peer relationships and brotherhood, and Black educator representation as community advocates and mentors.

Professional Learning

Sources:

- **Early Literacy (grades PK-3) Teacher Data**
The SPS Research & Evaluation department provides data support for the district's commitment to promote grade-level reading by third grade for students of color furthest from educational justice, and in particular our African American male students. Research & Evaluation is administering a teacher survey in May 2021 that probes on early literacy strategies, in particular the 2020-21 supports to teachers in the 13 Priority Schools that enroll many of our African American male students. These supports include SIPPS/Being a Reader foundational skills instruction, literacy coaching supports to teachers, and the Science of Reading PD series.
- **Curriculum Implementation Studies**
As part of SPS's ongoing commitment to evaluate the implementation of its adopted curricula, the SPS Research & Evaluation department included questions in annual teacher surveys about remote learning supports and adjustments made to accommodate remote learning environments. Topic areas included K-12 science, middle school math, and

Key Findings:

- Results from the **Early Literacy (grades PK-3) Teacher Survey** and **Curriculum Implementation Studies** will be available in June 2021.

Diagnostic Assessment Tools

Sources:

- **Intent to Enroll Family Surveys**
A series of surveys were administered this year to determine if parents would opt to return their children to in-person learning or remain in remote learning – and to assess family priorities for a safe return to in-person instruction. The surveys were used to plan staffing needs for reopening and to assign students to in-person or remote classrooms.
- **Online Learning Data Analysis**
Student data from Microsoft Teams and Schoology are being analyzed to understand school use of these tools and student engagement patterns. Preliminary analysis indicates there are significant differences across student groups (e.g., by race/ethnicity) in the number of hours

spent online and the frequency of online interaction with our learning management system. We are still in the early stages of this analysis, which will need to be followed by deeper, thoughtful reflection and root cause analysis to support action.

Key Findings:

- Across student groups, we have seen very different decisions regarding the return to in-person learning. White, Multiracial, and Hispanic families have been most interested in returning in-person. Overall, through online surveys, phone calls from schools, and community outreach we have been able to contact 93% of our students regarding their preference for remote or in-person learning.

Student In-Person Learning Preferences: May 12, 2021				
Student Group	Currently Enrolled	In-Person	Remote	No Response
All Students	53693	59%	34%	7%
Asian	7051	39%	50%	12%
Black	8249	38%	45%	16%
Hispanic	7096	54%	35%	11%
Multiracial	6566	64%	32%	4%
Native American	219	44%	43%	13%
Pacific Islander	230	45%	39%	16%
White	24281	73%	25%	3%
Students of Color FFEJ	19023	44%	42%	14%
African-American Male Students	4177	40%	44%	16%
Special Education Students	8093	59%	31%	10%
ELL Served Students	6541	41%	45%	13%
Homeless Students	2053	44%	37%	19%
Highly Capable Students	4880	71%	26%	2%

- When asking families about their needs and priorities for a return to remote learning, the most important topics were the availability of vaccinations for students and adult family members and schools' health and safety protocols. See the appendix of this report for four figures summarizing these responses.
- There are substantial differences across student groups and school levels in the amount of times spent in Microsoft Teams' meetings. This table presents averages across student groups, but does not account for differences in school contexts or learning plans.

Average Hours Per School Day Spent on Microsoft Teams, Semester 1, 2020-21					
Student Group	Elementary Schools	K8 Schools	Middle Schools	High Schools	Self-Contained Schools
All Students	2.8	2.7	2.9	2.3	2.4
Native American	2.7	3.0	2.6	2.1	n < 10
Asian	3.0	2.8	3.2	2.3	2.9
Black	2.8	2.7	2.9	2.1	2.5
Hispanic	2.7	2.7	2.9	2.2	n < 10
Multiracial	2.8	2.7	2.8	2.3	n < 10
Pacific Islander	2.8	3.1	3.1	2.1	n < 10
White	2.7	2.7	2.8	2.3	2.3
Students of Color FFEJ	2.8	2.7	2.9	2.2	2.4
African American Males	2.7	2.6	2.8	2.2	2.6
Special Education Students	2.8	2.7	2.8	2.3	1.9
Section 504 Students	3.1	2.6	2.7	2.2	n < 10
ELL Served Students	2.9	2.8	3.1	2.3	n < 10
Homeless Students	2.6	2.5	2.7	2.0	n < 10
Highly Capable Students	3.2	2.8	3.0	2.4	n < 10

Averages are based on student level data and are aggregated by school reporting type. Cells with fewer than 10 students are suppressed.

For this table we exclude schools with low rates of Teams usage, which suggests that they are using alternative tools. Excluded schools include: Alan T. Sugiyama High School, BRIDGES Transition, Cascade Parent Partnership, Concord International School, IN/Tandem, Interagency Academy, Interagency at KC Youth Service, Interagency Open Doors, Leschi Elementary, Non-Public Agencies, Nova High School, Open Doors Youth Reengagement (1418-SVI), Private School Services, Roosevelt High School, Seattle World School, TOPS K-8 School, and West Seattle Element. Schools were excluded based on meeting any of the following criteria – the average student has one or more Teams meetings on 40 days or less, the average student has fewer than 100 total hours of Teams use, the average student has fewer than 60 days with a record in the Teams log. These criteria were developed by examining the distribution of these variables across schools and selecting empirically occurring gaps in the distributions.

Community Partnerships

Sources:

- **Digital Learning Educators Report**

Research & Evaluation partnered with the Digital Learning Department on a short-cycle research project to assist district leaders and Attuned Partners in their efforts to calibrate district supports and investments for digital learning in the summer of 2020. This report includes data collection from two sources. The first is online discussion groups held with Digital Learning Cohort teachers, Educational Technologists, and Dynamic Learning Project participants (through the Digital Promise Initiative). The second is a series of three focus groups in select schools that have taken a collaborative, schoolwide approach to digital learning. Within these schools, we made efforts to recruit educators of color.

Key Findings:

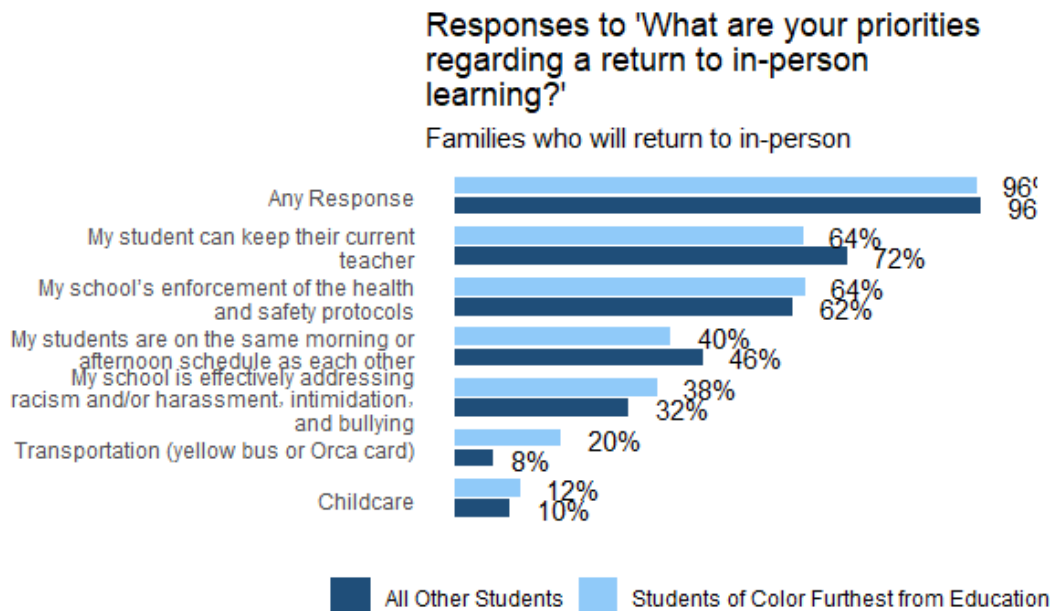
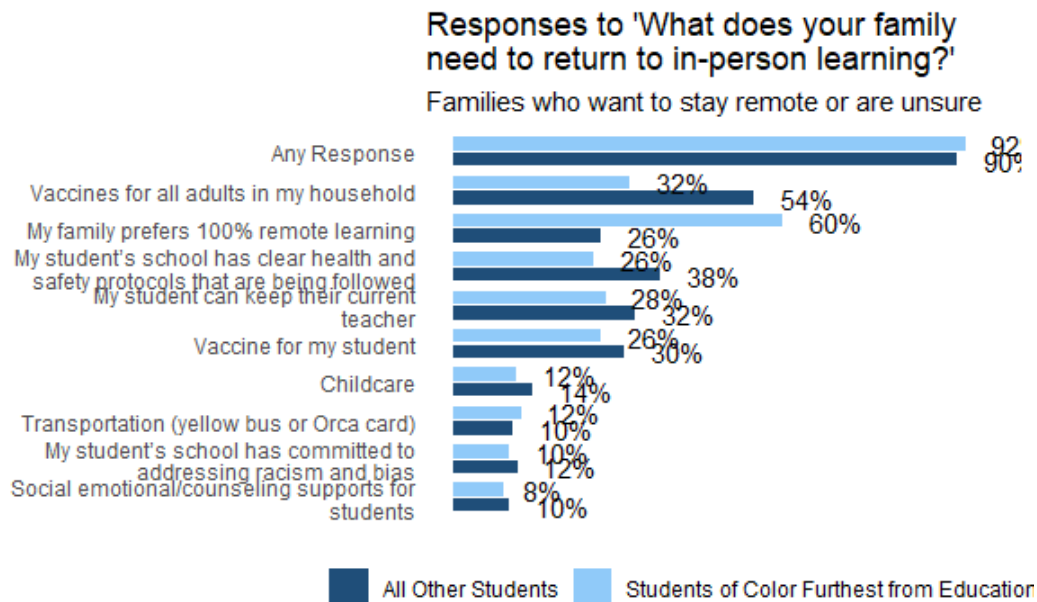
- Based on the Spring 2020 [Digital Learning Educators Report](#), educators highlight the need for comprehensive district-wide planning for school opening that prioritize the following: Investments in supportive and understanding teacher-student relationships that acknowledge and address the many social and emotional needs; explicit instruction in how to use technology

tools for students and families; and culturally responsive remote instruction that engages students, sets high expectations for learning, and provides meaningful feedback that allows students to excel and thrive academically.

Appendix: Families Needs and Priorities for a return to in-person learning

On the grades K-5 and grades 6-12 return to in-person learning surveys families who opted to stay remote were asked what their family needed to return to in-person learning. Families who opted to return to in-person were asked about their needs and priorities. Families were encouraged to check all responses that applied. Overall, vaccination and health and safety protocols were the most important issues for families, along with ensuring that students could remain with their current teacher.

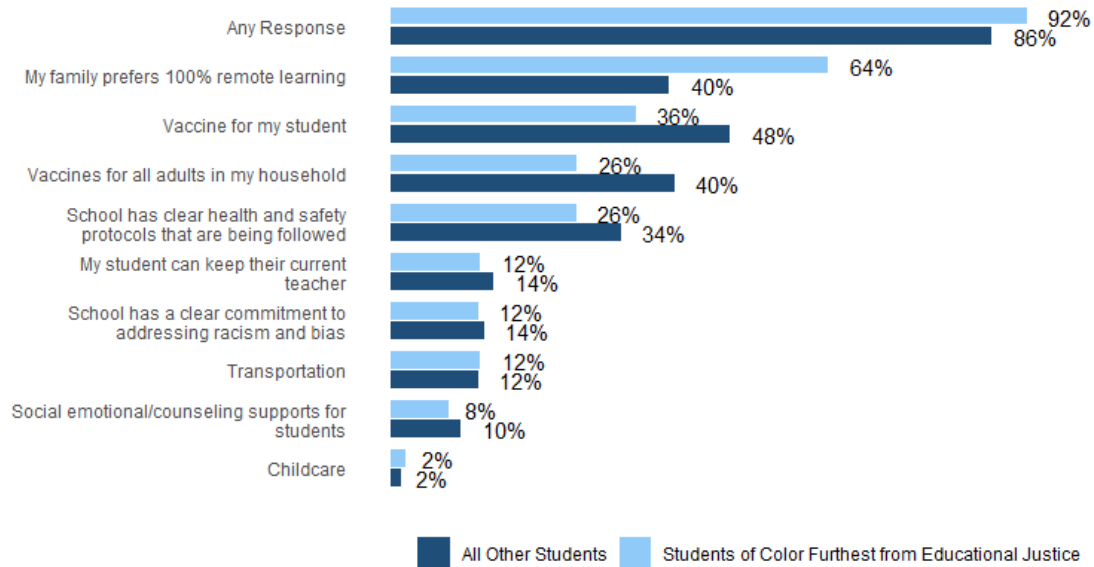
Grades K-5 Survey: March 19-24th, 2021



Grades 6-12 Survey: April 2nd-6th, 2021

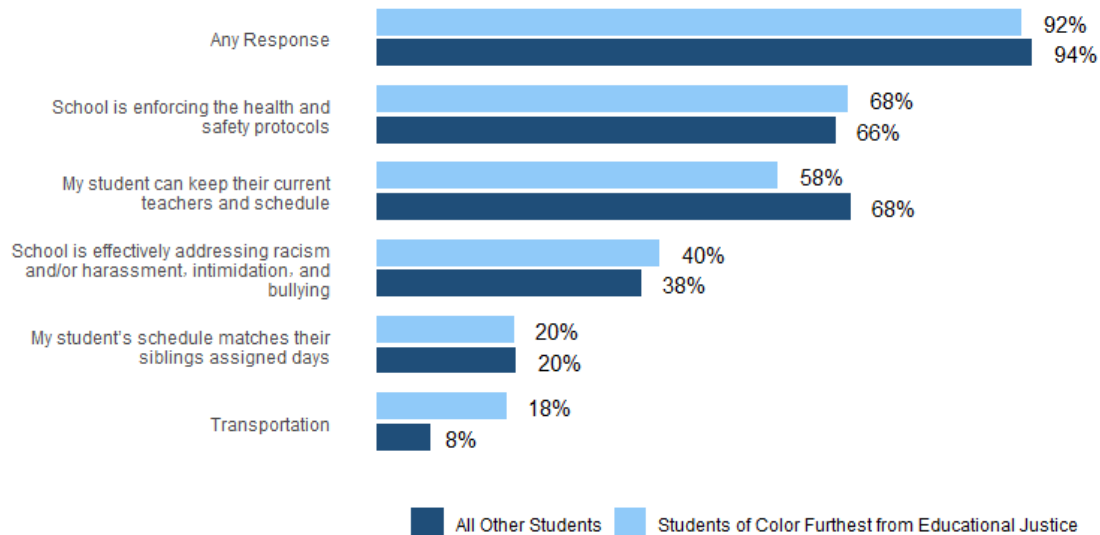
Responses to 'What does your family need to return to in-person learning?'

Families who want to stay remote or are unsure



Responses to 'What are your priorities regarding a return to in-person learning?'

Families who will return to in-person



In-Person Enrollment K-5, as of 5/7/21

Student Group	Total Number of K-5 Students Enrolled	Total Number of K-5 In-Person Students Enrolled	% K-5 In-Person
Total Students	25167	16568	65.8%
American Indian	85	41	48.2%
Asian	2922	1377	47.1%
Black	3758	1609	42.8%
Hispanic	3144	1890	60.1%
Multiracial	3547	2430	68.5%
Pacific Islander	93	49	52.7%
White	11618	9172	78.9%
SoC FFEJ	8249	4101	49.7%
AAM	1919	858	44.7%
SpEd	3420	2326	68.0%
504 Plan	197	153	77.7%
ELL	3974	1794	45.1%
Homeless	810	397	49.0%
HC Eligible	1495	1149	76.9%

In-Person Enrollment

Student Group	Total Number of 6-12 Students Enrolled	Total Number of 6-12 In-Person Students Enrolled	% 6-12 In-Person
Total Students	26888	14541	54.1%
American Indian	132	54	40.9%
Asian	3854	1257	32.6%

Black	4082	1392	34.1%
Hispanic	3731	1821	48.8%
Multiracial	2862	1677	58.6%
Pacific Islander	131	54	41.2%
White	12096	8286	68.5%
SoC FFEJ	10018	3897	38.9%
AAM	2060	708	34.4%
SpEd	4140	2162	52.2%
504 Plan	1135	710	62.6%
ELL	2539	929	36.6%
Homeless	1186	479	40.4%
HC Eligible	3320	2337	70.4%

Average Daily Attendance Data as of 5/7/21

	Percentage of Remote Students with ≥ 50% Average Attendance	Percentage of In-Person Students with ≥ 50% Average Attendance
Grades K-5		
Total Students	95.4%	97.5%
American Indian	92.3%	95.1%
Asian	98.7%	99.0%
Black	94.0%	94.2%
Hispanic	94.3%	96.6%
Multiracial	94.2%	97.5%
Pacific Islander	81.6%	95.9%
White	95.9%	98.1%
SoC FFEJ	94.7%	95.8%
AAM	94.0%	94.5%
SpEd	92.3%	96.0%
504 Plan	95.1%	99.3%
ELL	96.1%	97.0%
Homeless	88.9%	87.7%
HC Eligible	97.4%	98.8%

	Percentage of Remote Students with ≥ 50% Average Attendance	Percentage of In-Person Students with ≥ 50% Average Attendance
Grades 6-12		
Total Students	90.9%	93.7%
American Indian	88.5%	90.7%
Asian	93.3%	94.9%
Black	89.7%	88.4%
Hispanic	91.4%	90.5%
Multiracial	89.8%	93.0%
Pacific Islander	89.4%	100.0%
White	90.2%	95.3%
SoC FFEJ	90.9%	90.3%
AAM	88.7%	89.5%
SpEd	89.5%	90.2%
504 Plan	80.5%	92.3%
ELL	93.9%	88.7%
Homeless	82.6%	82.9%
HC Eligible	93.4%	96.4%

On-track to Graduate and Incompletes

Students in the Class of 2021 are the first SPS students who will need to earn 24 credits to graduate. CCR closely monitors credit earning at the end of each semester for students in grades 9-12, and regularly provides reports to schools showing on-track rates across the district and for each school. On-track rates (at least 3 credits for 9th graders; 9 credits for 10th graders; 15 credits for 11th graders; 21 credits for 12th graders) for students at the end of semester 1 can be seen in table 1 below. It is important to note that 77% of 11th graders (71% of students of color furthest from educational justice, and 61% of African American males) finished the 2019-20 school year on track. As you can see, a higher percentage of those students, who are now 12th graders, are on track now. That increase can be at least partially attributed to the district’s efforts to offer expanded credit recovery and other credit earning opportunities in summer of 2020.

Table 1: Semester 1 On-Track Rates for 2020-21 School Year

Grade	All Students	Students of Color Furthest from Educational Justice	African American Males
9	93%	90%	88%
10	88%	84%	85%
11	80%	72%	65%
12	82%	75%	63%

*Data based on 10/1/20 enrollment counts. Credit-earning data generated February 2021.

** Data includes 40 students who received marks of D+, D, E, or N which are not valid grades due to policy changes for remote learning.

***Excludes BRIDGES Transition, Cascade Parent Partnership, Interagency at KC Youth Service, Interagency Open Doors, Non-Public Agencies, and Open Doors Youth Reengagement (1418-SVI).

This school year, CCR is also closely tracking Incompletes for all students and providing reports to school leaders. Table 2 below shows the number of semester 1 Incompletes for all students, students of color furthest from educational justice, and African American males. The College and Career Readiness team is now working with schools to determine how best to help these students resolve the Incompletes and earn credit for the courses. As students resolve the Incompletes throughout semester 2, more and more students will get back on track to graduate on time.

Table 2: Semester 1 2020-21 School Year: Incompletes

Grade	All Incompletes out of All Marks	Incompletes Earned by Students of Color Furthest from Educational Justice	Incompletes Earned by African American Males
9	451 out of 24,498	259	75
10	579 out of 25,844	309	59
11	534 out of 20,664	329	100
12	530 out of 20,433	305	80

*This is the count of total Incompletes earned in courses, not unique students.



OSPI Plan Presentation

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Julia Warth
Director of Board Relations
and Strategic Initiatives,
Board Office
jcwarth@seattleschools.org

The OSPI Plan Presentation is the slide deck for the staff presentation to the board on the Academic and Student Well-Being Recovery Plan at the May 19, 2021 meeting. The information contained in the slides can also be found in the Board Action Report and accompanying attachments.

OSPI Academic and Student Well Being Recovery Plan

Presentation to Regular School Board

May 19th



Outline

- Overview of BAR & Plan
- Guiding Principles – Student Outcomes & Community Values
- Findings
- Progress, Plans, & Initiatives
- Next Steps

OVERVIEW

Fulfilling Federal and State Requirements

- The Board is approving SPS submission of the on-line Recovery Plan document to the Office of the Superintendent of Public Instruction (OSPI).
- Federal requirement to receive Elementary and Secondary School Emergency Relief (ESSER) III **funds** (education portion of the American Recovery Plan)
- Requirement fulfilled by comprehensive recovery plan to OSPI
- All 295 Washington school districts submit a Phase 1 plan due on June 1, with Board approval, public posting and opportunity for comment
- This presentation elaborates on the major components of the Plan.

Components of the Plan

- State Guided Process
 - Required questions from OSPI
 - OSPI 6 themes
- Iterative Plan Connected to District Vision
 - Connected to
 1. **SPS Strategic Plan – Seattle Excellence**
 - Goals & Guardrails
 2. Staff Action Plans
 - Informed by engagement and data
 - Description of initiatives and plans *in draft* (Attachment 3)

Instructional Model for 2021-22

- Based on state requirements from the Governor and State Superintendent as well as the district's desire to serve students, SPS is planning to have **five full days of in-person instruction at all 104 schools in the fall.**
- The district is committed to working with our community to open schools and to welcome back as many students as possible to in-person learning.
- We are developing **virtual options** for students who will stay fully remote. We will have more information on these options by June 5th Board Retreat.

GUIDING PRINCIPLES

Seattle Excellence – Student Outcomes & Community Values

- Student Outcomes
 - Early Literacy
 - Numeracy
 - Graduation
 - Social and Emotional Learning
- Community Values
 - Community Engagement
 - Cultural Responsiveness & Anti-Racism



Prior Board Actions

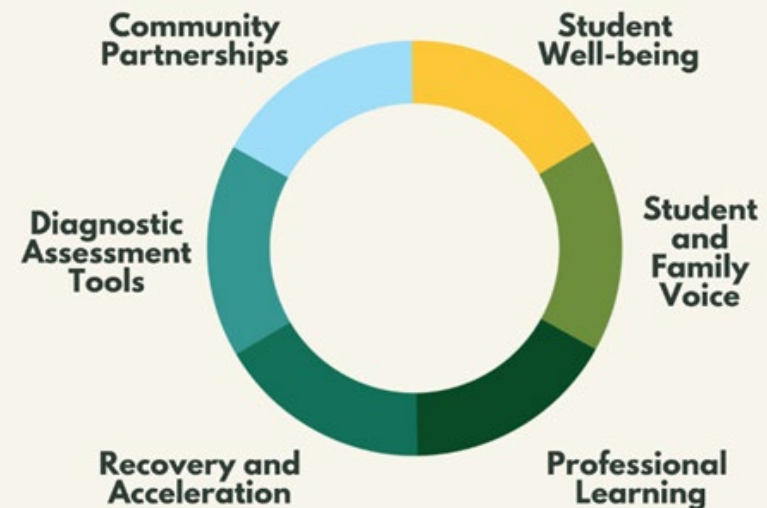
- Reviewed and approved plan for 2020-21 in August, 2020 updated in December 2020 and February 2021, including :
 - Outdoor Education task force
 - Partnerships with City and CBOs
 - Focus on students furthest from educational justice

Introduction—Themes of OSPI Recovery Plan

The OSPI Recovery plan addresses academic and student well-being by requiring districts to speak to six themes:

- Student and family voice
- Student well-being
- Professional learning
- Recovery and acceleration
- Diagnostic assessment tools
- Community partnerships

KEY THEMES



FINDINGS

Theme: **Student and family voice**

Findings from the **Centering Black Families And Justice-focused Educators During Pandemic Remote Schooling** research aimed to engage with families, communities and educators to understand the *impacts* of the shift to remote learning. Five recommendations:

- 1) Prioritize and invest resources that address the specific concerns, insights, and expertise of Black families and communities, with a particular focus on student safety and wellbeing;
- 2) Innovate with community-specific data collection methods and data use to advance racial equity across the district;
- 3) Resource and build from home and community learning to address Black student interests/needs and foster more culturally responsive instruction;
- 4) Build alignment and collaboration across initiatives and departments to share BIPOC student and family experiential data; and
- 5) Leverage BIPOC district and community expertise to inform district-level decision-making.

Theme: **Student and family voice**

Findings from Research & Evaluation (*continued*):

- District launched a **Listen and Learn** focus group series with Black students (August 2020-April 2021) and families (February 2021)
- Students and families call for ***school environments*** that are: emotionally, physical safe, and work to reduce anti-Black racism in both attitudes and policies
- Students and families called for ***instruction*** that: centers Black education and identity affirmation, is engaging and uses critical pedagogy, is individualized and prepares students for life beyond high school
- Initial themes around ***educator relationships*** focused on: high expectations, deep care and accountability towards students, cultivating strong peer relationships and brotherhood, and Black educator representation as community advocates and mentors

Theme: **Student well-being**

Findings from Research & Evaluation:

- Based on the [Fall 2020 Remote Learning Survey](#), students and families across all grade levels combined (3to12) identified more opportunities to be social with other students as needing the most improvement
- Analysis of 2,447 recorded student comments indicated that excessive workload is overwhelmingly the top concern about Instruction/Learning for middle and high school students
- The top Elementary concern expressed in student comments is a desire for more peer-to-peer collaborative learning opportunities

Theme: **Student and family voice**

Student In-Person Learning Preferences: May 12, 2021 *				
Student Group	Currently Enrolled	In-Person	Remote	No Response
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Special Education Students	8093	59%	31%	10%
ELL Served Students	6541	41%	45%	13%
Homeless Students	2053	44%	37%	19%
Highly Capable Students	4880	71%	26%	2%

*Note: We assume that the reasons for choosing to stay remote were multiple and varied, including concerns about transportation, the need to provide childcare for siblings, etc.

Theme: **Community partnerships**

Findings from Research and Evaluation:

- Based on the Spring 2020 [Digital Learning Educators Report](#), educators highlight the need to prioritize the following:
 - Investments in supportive and understanding teacher-student relationships that acknowledge and address the many social and emotional needs;
 - Explicit instruction in how to use technology tools for students and families; and
 - Culturally responsive remote instruction that engages students, sets high expectations for learning, and provides meaningful feedback that allows students to excel and thrive academically.

Theme: Diagnostic assessment tools

Average Hours Per School Day Spent on Microsoft Teams, Semester 1, 2020-21					
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Multiracial	2.8	2.7	2.8	2.3	n < 10
Pacific Islander	2.8	3.1	3.1	2.1	n < 10
White	2.7	2.7	2.8	2.3	2.3
Students of Color or FFEJ	2.8	2.7	2.9	2.2	2.4
African American Males	2.7	2.6	2.8	2.2	2.6
Special Education Students	2.8	2.7	2.8	2.3	1.9
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Homeless Students	2.6	2.5	2.7	2.0	n < 10
Highly Capable Students	3.2	2.8	3.0	2.4	n < 10

Averages are based on student level data and are aggregated by school reporting type. Cells with fewer than 10 students are suppressed.

PROGRESS, PLANS, & INITIATIVES

Theme: **Student and family voice**

SPS has initiatives underway to continually access student and family voice:

- **AAMA Listen & Learns** – Black family and student engagement
- Community forums, by affinity groups, to hear from families of **students with IEPs and students furthest from educational justice** about their experience with remote learning, in-person services
- **Multilingual families** of students engagement opportunities through community-based organizations, English Language Learner department hosted meetings and/or school-based community meetings
- Family information sessions regarding the upcoming **early literacy** assessments
- Spring and fall **surveys** on remote and in-person learning

Theme: **Student well-being**

Seattle Public Schools is developing a comprehensive plan for well-being of all students **“A Culture of Care”**. Components of this plan will include:

- Tier 1 supports -monthly community circles, restorative practices, social emotional and trauma informed lessons and/or supports incorporated into **daily instruction**
- Processes to identify **students in crisis** and access appropriate acute or longer-term supports.
- Strengthening of **partnerships** with community-based organizations and culturally relevant agencies
- Evaluation of supports using SPS **racial equity analysis tool**

Theme: **Professional learning**

Professional learning is central to implementation of components of the Recovery Plan

- To support all MTSS tiers, **required participation** of all certified K-3 teachers to in a 6-hour course in the **Science of Reading**, based on 40+ years research on strong foundational literacy skills
- Continued support of **recent curricular adoptions** in K-12 Science, 6-8 Math, K-5 ELA, and 6-12 Spanish
- Training on “**Culture of Care**” practices
- Support for initiatives on **culturally-responsive instruction**

Theme: **Recovery and acceleration**

- Continuous school improvement plans (**CSIP**) - improvements to implementation of MTSS at the building level
- MTSS framework that ensures strong Tier 1 and Tier 2 instruction in **foundational literacy skills** (phonological awareness, decoding, and fluency)
- **PreK-21 Students with IEPs** Comprehensive Recovery Plan for implementation for summer and fall of 2021
- Continued efforts to expand access to core instruction for **multilingual students** through co-teaching, co-planning, student schedules, student course advising and scaffolding
- Decolonizing Social Studies: **Since Time Immemorial, Black Studies, and Ethnic Studies**

Theme: **Recovery and acceleration** *(continued)*

- Additional, targeted resources at **13 priority schools** where more than 50% of the district's **K-3 African American boys** are enrolled
- Teachers from these 13 schools engage in a **comprehensive system of support** that includes year-long professional development coupled with job-embedded coaching and extra personnel dedicated to strengthening **family engagement** in the area of literacy
- **College and career readiness** efforts – continue partnership with Equal Opportunity Schools, Naviance, AAMA and others to improve supports for students navigating pathways to postsecondary success

Theme: **Recovery and acceleration**

(continued)

- Seattle Public Schools Recovery Services Plan for students receiving special education services shall include:
 - Tutoring – including small group remote, in-person and individual
 - Summer of Learning opportunities
 - Two years of Expanded ESY summer programming
 - Extended Breaks (instruction during school breaks)
 - Contracted Services
 - Professional Training, supports, materials and additional staffing hours support

Theme: **Diagnostic assessment tools**

SPS has a rich set of tools to collect both quantitative data as well as more narrative qualitative data. Some examples are:

- An **annual assessment calendar**, reviewed by a **joint SPS-SEA** committee and approved by the superintendent
- Intensive training, materials, and support for early literacy intervention program, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (**SIPPS**)
- Support for SPS efforts to improve foundational skills in PK-3 and facilitate achieving Strategic Plan **literacy goals** for 3rd grade African American boys
- **mClass DIBELS** (Dynamic Indicators of Basic Early Literacy Skills) will be piloted to closely progress monitor reading instruction
- **CSIP plans** are monitored quarterly using varied, available student data aligned to goals

Theme: **Diagnostic assessment tools** *(continued)*

- New College and Career Readiness reports to inform schools on student **credit-earning and pathway completion**.
- **9th Grade Success Tracker** to ensure schools are supporting 9th graders towards postsecondary readiness
- **Improved grading** guidance and reports to help schools promote equity-minded grading practices and will be included in a Goals 4-5 dashboard
- **Social-Emotional Skills** are included on the elementary report card, and report card guidance for educators is available on the SEL website
- **School Climate Survey** will be used to establish baseline for assessing school connectedness, belonging, and engagement

Theme: **Community partnerships**

Seattle Public Schools has a long history of partnerships which will continue to support schools:

- Partnerships with the **City of Seattle** that supports school day and out-of-school time work in partnership with school staff and CBOs, including academic intervention, social emotional learning, identity development, family support, and mental/physical health
- Partnerships with 18 licensed **childcare providers** across 68 elementary and K-8 schools, providing academic support, youth development, enrichment, and this past year supporting students in accessing remote learning
- Partnerships with over **450 organizations** overall across schools and central office, providing a wide variety of programming and supports to students in multiple program areas

Description of SPS racial equity analysis practices

- The OSPI Recovery Plan requires the adoption and use of an equity analysis tool
- SPS, as mandated by Policy 0030, developed and has required the use of the Racial Equity Analysis Tool (REAT)
- SPS developed and regularly uses a **COVID-19 Racial Equity Analysis Tool** to inform planning
- The REAT was used to examine components of the Recovery Plan in preparation for Board approval

NEXT STEPS

Next steps

- **Phase 1 — June 1, 2021** submission
 - ***SPS Staff develop Action Plans* – June - September***
- **Phase 2 — November 2021:** Review/analyze student data from the implemented Phase 1 strategies/interventions for each student group identified.
 - Reflect and build on learning.
 - Adjust and begin longer-term planning of recovery and acceleration strategies/interventions for implementation over the winter and throughout the school year 2021–22.
- **Phase 3 — April 2022:** Continue improvement cycle for strategies/interventions implemented in Phases 1 and 2
 - Review/analyze Phase 1 and 2 data inform next steps
 - Engage in long-term sustained strategies for the next school year and beyond (2022–23+)

**SPS Staff plan to provide regular updates on the implementation of these plans as they relate to the student outcomes, goals, and guardrails from the SPS Strategic Plan.*

QUESTIONS?