



SCHOOL BOARD ACTION REPORT

DATE: April 27, 2020
FROM: Denise Juneau, Superintendent
LEAD STAFF: Jolynn Berge, Chief Financial Officer
jdberge@seattleschools.org, (206) 252-0087
Diane DeBacker, Chief Academic Officer
dmdebacker@seattleschools.org, (206) 252-0180
Cashel Toner, Executive Director of Curriculum & Instruction
cctoner@seattleschools.org, (206) 252-0049
Hong-Nhi Do, Administrator on Special Assignment
htdo@seattleschools.org

For Introduction: May 27, 2020
For Action: June 10, 2020

1. TITLE

Satterberg Foundation Elementary Feeder School Grant

2. PURPOSE

This Board Action Report approves a grant from the Satterberg Foundation in the amount of \$950,000 for the 2020-2021 school year.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to accept the Satterberg Foundation Elementary Feeder School Grant funds in the amount of \$950,000.

4. BACKGROUND INFORMATION

- a. **Background:** In 2015, the Nesholm Foundation reached out to the Satterberg Foundation to share the widely recognized gap-closing successes from their *Kids in the Middle* investment at Aki Kurose Middle School, Denny International Middle School and Mercer International Middle School. As a result, the Satterberg Foundation met with District and school personnel to discuss opportunities to partner together to expand that work.

The principals of the three middle schools identified a critical area of need that would greatly enhance the success of district students, particularly as it aligns to SPS's district-wide focus on elevating the academics of African American males and other students of color: intervene earlier by focusing on the highest need feeder elementary schools. Although these three middle schools are doing some of the state's most successful gap-closing work, too many students of color are starting 6th grade far below standard in literacy. By intervening at our highest need elementary schools, the district will be able to close the gap even further and earlier on. The Satterberg Foundation Elementary Feeder School Grant (also referred to as Satterberg Literacy Initiative) provides funds to 10 feeder elementary schools to improve student literacy achievement.

The Satterberg Foundation Elementary Feeder School Grant is now in its third full year of implementation. In alignment with the theory of action for the Nesholm Foundation, the Feeder Elementary Grant focuses on: developing teachers' knowledge, skills and practices in reading and writing instruction; maintaining high professional standards; applying research tested instructional practice; and developing school leader skills in leading this instructional transformation.

The following are the feeder elementary schools that currently receive grant support:
Aki Feeder Schools: Dunlap, Emerson, Graham Hill, Martin Luther King, Jr.
Denny Feeder Schools: Concord, Highland Park, Roxhill, Sanislo
Mercer Feeder Schools: Hawthorne, Rising Star at African American Academy

During the 2016-2017 school year, the Satterberg Foundation provided initial funding to begin supporting the elementary feeder schools. The first full year of implementation of the Satterberg Initiative was the 2017-2018 school year. The 10 schools worked collectively and were grouped in pathways with 3 full-time literacy coaches and an administrator on special assignment. In the 2018-2019 school year, a fourth literacy coach was brought on board to specifically support Concord International Elementary School in order to meet that school's unique professional development needs.

The current 2019-2020 school year is the third full year of implementation of the initiative. Four literacy coaches and an administrator on special assignment work with the 10 elementary schools to support the ongoing learning needs of teachers through literacy coaching, providing professional development for teachers, and strengthening alignment of school practices, systems and structures. In the fall, Satterberg literacy coaches and Nesholm Literacy Assistant Principals observed literacy lessons at their feeder elementary and middle schools. In January 2020, leaders of elementary and middle pathway schools met to plan visits to their feeder schools along with 5th and 6th grade teachers.

For the 2020-2021 school year, the grant will allow for the hiring of an additional literacy coach so that each coach will be at two schools rather than three. The Satterberg coaches and administrator will continue to provide literacy coaching and professional development for teachers; help to strengthen alignment of schoolwide literacy systems and structures; and continue the elementary to middle school pathway work.

- b. **Alternatives:** The main alternative to receiving this grant to enhance supports and resources for teachers and leaders around literacy instruction would be to rely on funds and professional development available through the Curriculum and Instruction Department and through Title 1. This is not the preferred option due to limited resources available, particularly given the current budget climate and the amplified needs at high-poverty schools for high-quality professional development and given the high number of novice teachers serving the students in our Satterberg elementary schools.
- c. **Research:** The Satterberg Literacy Initiative has already seen an impact on student achievement in the first two years of implementation. Smarter Balanced (SBAC) English Language Arts aggregate data across the 10 elementary schools show positive cohort

achievement outcomes. Fifth grade students in the 2018-2019 school year scored proficient or above by eight percentage points more than they did in third grade.

Nine out of the 10 Satterberg schools saw great proficiency growth by grade level between the 2017-2018 and 2018-2019 school year: Fifth grade at Highland Park increased by six percentage points; Fifth grade at Roxhill increased by 10 percentage points; Third and Fifth grades at Graham Hill increased by 11 percentage point; Fourth grade at Hawthorne increased by 13 percentage points; Fifth grade at Rising Star increased by 13 percentage points; Fourth grade at Sanislo increased by 13 percentage points; Fourth grade at Emerson increased 18 percentage percent; Fifth grade at Martin Luther King, Jr. increased by 22 percentage points; and Third grade at Dunlap increased by 26 percentage points.

For the 2020-2021 school year, the 10 Satterberg Schools will work together to focus and commit to these practices: having a common assessment calendar; utilizing data to inform instruction and learning; using an aligned scope and sequence; participating in grade level literacy professional learning; conducting literacy walkthroughs in our schools; building out the 5th to 6th grade middle school pathways; supporting literacy coaching work; engaging in professional development to grow district practices; and engaging with families.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be an acceptance of funds in the amount of \$950,000.

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

The district has engaged principals and teachers in Tier 1 and Tier 2 community engagement in developing the grant proposal. Tier 3 community engagement with families and staff is an expectation as the district continues to implement the grant and improve teaching and learning in the area of literacy at the 10 elementary schools. Through family literacy nights and student conferences, families will learn strategies to support the strengthening of their children’s reading and writing skills.

7. **EQUITY ANALYSIS**

Using the Seattle Public Schools Racial Equity Analysis Tool, the following lessons have been identified as next steps:

- 1.) Continued partnership among SPS school teams, school communities, and SPS central staff is needed to identify school specific family engagement literacy strategies.
- 2.) Intentional coordination across stakeholders (City Levy, SPS Initiatives, and Satterberg) is needed to continue to align professional development and instructional practices.

The purpose of this grant is to promote educational equity in our highest poverty, most diverse schools by providing the resources needed (teacher and principal professional development, literacy coaching support, enhanced family engagement, books and materials) to ensure high-quality literacy teaching and learning in every classroom and reading and writing success for each and every student. Equitable outcomes desired from this grant are the closing of the opportunity and achievement gaps in our schools, where students regardless of race, socio-economic status, English Language proficiency and gender achieve at the highest levels in literacy. The district will be accountable for the results to students and families and will work with Research, Evaluation and Assessment (REA) to monitor and evaluate efforts.

The Satterberg Literacy Initiative is a targeted investment approach that will support SPS's Strategic Plan. The District will continue to partner with Satterberg schools to ensure that Racial Equity Analyses are fully integrated into the Satterberg Literacy Initiative.

8. **STUDENT BENEFIT**

As a result of these grant funds, students in the 10 identified elementary schools will be given increased opportunities to experience high-quality literacy instruction in every classroom. Students will experience more alignment of high-quality instruction and pedagogy as well as assurances that they will be given access to high-quality, standards-based core curriculum and intervention programs.

9. **WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Per Policy No. 6114, *Gifts, Grants, Donations, and Fundraising Proceeds*, acceptance of grant funds in excess of \$250,000 requires School Board approval.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Audit & Finance Committee meeting on May 18, 2020. The Committee reviewed the motion and moved it forward to the full Board with the recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the District will move forward with accepting the grant funds, as outlined in the attached Letter of Intent.

13. ATTACHMENTS

- Letter of Intent from the Satterberg Foundation

April 27, 2020

Michael Stone
Director of Grants, Fiscal Compliance and Strategic Partnerships
Seattle Public Schools
2445 3rd Avenue South
Seattle, WA 98124

Satterbergfoundation

Dear Michael,

On behalf of the Board of Directors at the Satterberg Foundation, I am pleased to inform you that a grant has been approved to the Seattle Public Schools for \$950,000 for support of the Elementary Feeder School Literacy Initiative (Satterberg Schools) for the 2020-2021 school year. Working with Hong-Nhi Do, Carmela Dellino and the many talented educators in the district has been exciting, engaging and educational for our Foundation. We are very grateful for the opportunity to continue this partnership with you in support of this initiative on behalf of the students and families being served and the educators being supported.

825 Securities Building
1904 Third Avenue
Seattle, Washington
98101

Below is the approved budget for the Elementary Feeder School Literacy Initiative during the 2020-2021 school year. Seattle Public Schools will not charge indirect or other costs to this grant.

(206) 441-3045 phone
(206) 374-9336 fax
info@satterberg.org

Approved Budget for the Elementary Feeder School Literacy Initiative:

Item	Description	Total
Salaries & Benefits	Administrator on Special Assignment (Literacy), includes COLA	\$180,000
Salaries & Benefits	5 Literacy Coaches, includes COLA	\$750,000
Contractual Services	Contractual services with outside provider.	\$20,000
Miscellaneous	Printing, mileage, supplies, etc.	\$10,000
	Total Budget	\$950,000

If you wish to discuss this grant, please contact me at 206-441-3045 or sarahw@satterberg.org.

Sincerely,



Sarah Walczyk
Executive Director