

SCHOOL BOARD ACTION REPORT



DATE: June 12, 2018
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Dr. Eric Anderson, Director, Research & Evaluation
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Dr. Michael Tolley, Associate Superintendent for Teaching and Learning
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For Introduction: June 27, 2018
For Action: July 11, 2018

1. TITLE

Amend and rename Policy No. 2090, 'Program Evaluation & Assessment' to 'District Educational Research & Evaluation'

2. PURPOSE

This Board Action Report makes edits to Board Policy No. 2090, Program Evaluation & Assessment, to reflect changes to the District's approach to program review and evaluation, as well as to remove assessment language that is covered in Board Policy No. 2080.

Routing alongside this BAR is a revised 2090SP that would replace the existing 2090SP.

3. RECOMMENDED MOTION

I move that the Board approve the amended and renamed Board Policy No. 2090, District Educational Research & Evaluation.

4. BACKGROUND INFORMATION

a. Background

Board Policy No. 2090 was last revised in 2013. Since that time, the District has made substantive changes to its district educational research and evaluation agenda, prioritizing a number of different types of studies that contribute to continuous improvement of programs, initiatives, and services Districtwide. This revised Policy No. 2090 details three elements of the program evaluation and review process:

- 1) The District shall submit to the School Board an annual District Educational Research and Evaluation Plan, including different types of possible studies;
- 2) The School Board shall have the opportunity to provide feedback on the Plan; and
- 3) The District shall annually report to the School Board findings pertaining to each study included in the Plan.

The current Policy 2090 also includes outdated and unclear language pertaining to assessments. The revised version clarifies that the policy pertains solely to the evaluation

of educational services and programs conducted by the District. In July 2017, the Board has adopted a revised Assessment Policy, Policy No. 2080, that provides comprehensive guidance on assessment policies and practices, including the elements of parent/guardian rights.

The 2090SP, which is included in the routing for the Policy 2090 BAR, includes more details on the process by which the annual Plan would be developed, as well as the timeline and process by which the Plan would be brought before the Board of Directors for review and feedback.

b. Alternatives

The alternative considered was to keep the current Policy No. 2090 language intact. This is not recommended, as the policy has not been updated in five years and does not reflect current practices in instructional programs research, nor does it reflect the comprehensive revisions to Policy No. 2080, Assessment.

c. Research

To inform the design of this revised Policy No. 2090, the District engaged in a year-long pilot of new processes and procedures for research and evaluation. This pilot year, which was conducted with guidance from the School Board and in accordance with 2016-17 Superintendent SMART Goal #3, began with a systematic review of other Districts' research policies and practices. A summary of these policies is included in an attached brief.

Using insights from this research, the District then engaged in a pilot year of program review (2016-17). This pilot year yielded two reports: 1) International Education/Dual Language Immersion; and 2) Advanced Learning/SPECTRUM. Following completion of both reports, the District held a School Board Work Session to both explain findings and receive input from the School Board about future approaches to program review and evaluation projects.

The District has also held briefings with all School Board Directors to get feedback on the policy revisions and accompanying Superintendent Procedure.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be **none**, beyond the current staffing of the Research & Evaluation Department. The proposed policy language may include studies conducted by external third parties (using a competitive bidding process or smaller contracts), but these activities are pending available funding and clear District need.

The revenue source for this motion is **not applicable**.

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

During the design/planning stage, the Research & Evaluation Department conducted outreach to district leaders, external researchers, and other districts’ research offices to get feedback on ideal processes and procedures. The Department regularly reported on progress to these goals to the Board C&I Committee and in Friday Memos to the Board.

For this BAR process, Research & Evaluation has additionally reached out for Tier 1 engagement in the following ways:

- Offered optional briefings with School Board members in advance of the BAR introduction in order to review postponed policy changes and gather additional Board input.
- Communicated with PASS and SEA leaders about proposed policy changes.
- Presented on program review processes (and findings from the International Education pilot review) at the Washington Educational Research Association (WERA) conference and the American Education Research Association (AERA).
- Launched a revised Seattle Public Schools website (with contact information) to ensure accessibility for all community members to existing and forthcoming program reviews, evaluations, and strategic research.
- Introduced to the Board Curriculum & Instruction Committee a research and evaluation plan for the current school year, 2017-18, which provided committee members with insights into how a plan will be developed each year.

7. EQUITY ANALYSIS

See attachment.

8. STUDENT BENEFIT

The intent of all instructional research and evaluations is to provide actionable information regarding educational services and programs, including design, implementation and outcomes so that stakeholders can improve outcomes for students.

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

Policies Nos. 2080 and 2090 are implicated as discussed above.

11. BOARD COMMITTEE RECOMMENDATION


This motion was discussed at the June 12, 2018 Committee meeting on Curriculum & Instruction. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the policy will be finalized and updated on the website. No additional training or community engagement is required.

13. ATTACHMENTS

- Board Policy No. 2090, District Educational Research & Evaluation– clean (for approval)
- Board Policy No. 2090, District Educational Research & Evaluation– redline (for reference)
- Superintendent Procedure 2090 – clean (for reference)
- Superintendent Procedure 2090 – redline (for reference)
- Board Policy No. 2080, Assessment (for reference)
- Board Policy No. 2200, Equitable Access to Programs and Services (for reference)
- Superintendent Procedure 2200, Equitable Access to Programs and Services (for reference)
- Racial Equity Analysis Tool Report for Policy 2090
- Research Brief of Other Districts’ Evaluation Policies

	DISTRICT EDUCATIONAL RESEARCH AND EVALUATION	Policy No. 2090 DATE Page 1 of 1
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The Board shall provide for District capacity to conduct continuous and rigorous research and evaluation focused on its educational programs, services and initiatives in order to determine the degree to which the District is successfully meeting its priority goals and objectives. Accordingly, the Superintendent shall provide the Board with an annual District Educational Research and Evaluation Plan.

The Plan shall include evaluation projects and strategic research projects. Evaluations are in-depth studies of specific District programs, services and initiatives. Strategic research is in-depth inquiry into broader educational areas and initiatives not limited to a specific program or service. The Annual Plan may include projects conducted by District staff and/or by external researchers, either contracted for or in partnership with District staff.

The Superintendent shall present the plan to Board Directors before it is finalized. The Superintendent shall communicate key research and evaluation findings to District leadership and School Board directors in a timely manner, and will provide a summary to the School Board of all studies in the project portfolio on an annual basis.

Adopted: December 2011
Revised: Date, July 2013
Cross Reference: 4280 and 4280SP, 2200 and 2200SP
Related Superintendent Procedure: 2090SP
Previous Policies: C40.00; C42.00; C42.01; C45.00
Legal References:



DISTRICT EDUCATIONAL
RESEARCH AND
EVALUATION PROGRAM
~~EVALUATION
& ASSESSMENT~~

Policy No. 2090

~~July 9, 2013~~
DATE

Page 1 of 2

The Board ~~requires efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall provide:~~ shall provide for District capacity to conduct continuous and rigorous research and evaluation focused on its educational programs, services and initiatives in order to determine the degree to which the District is successfully meeting its priority goals and objectives. Accordingly, the Superintendent shall provide the Board with an annual District Educational Research and Evaluation Plan.

The Plan shall include evaluation projects and strategic research projects. Evaluations are in-depth studies of specific District programs, services and initiatives. Strategic research is in-depth inquiry into broader educational areas and initiatives not limited to a specific program or service. The Annual Plan may include projects conducted by District staff and/or by external researchers, either contracted for or in partnership with District staff.

The Superintendent shall present the plan to ~~provide sufficient opportunity for Board Directors to provide feedback~~ before it is ~~the annual Plan is~~ finalized. The Superintendent shall communicate key research and evaluation findings to District leadership and School Board directors in a timely manner, and will provide a summary to the School Board of all studies in the project portfolio on an annual basis.

- ~~A. A clear statement of strategic goals and objectives expectations for improving the dDistrict's instructional programs and eliminating opportunity gaps;~~
- ~~B. Summary of investments in Sstaff, resources and support to achieve the stated goals and objectives expectations; and~~
- ~~C. A plan for evaluating instructional programs and services to determine how well expectations are being met.~~

~~The district will utilize a variety of assessment processes to:~~

- ~~A. Determine the effectiveness of the instructional programs;~~
- ~~B. Assess the progress of individual students in attaining student learning goals or standards;~~
- ~~C. Identify the needs of individual students who are not progressing at their~~

~~expected rates, and~~

~~D. Identify students who are in need of specialized programs.~~

~~Parents who wish to examine any assessment materials may do so by contacting the Superintendent or his or her designee. Parents will be notified of their child's performance on any test or assessment conducted under the Washington State Assessment Program.~~

~~The Superintendent shall prepare an annual report which reflects the degree to which district goals and objectives related to the instructional program have been accomplished. The Superintendent shall annually review the assessment processes and procedures to determine if the purposes of the evaluation program are being accomplished. Specifically, the district shall adjust its instructional program if student performance under the Washington State Assessment Program indicates the district's students need assistance in identified areas.~~

Adopted: December 2011

Revised: Date, July 2013

Cross Reference: 4280 and 4280SP, 2200 and 2200SP

Related Superintendent Procedure: 2090SP

Previous Policies: C40.00; C42.00; C42.01; C45.00

Legal References: ~~Chapter RCW 28A.230 Compulsory Coursework and Activities; WAC 392-500-020 Pupil tests and records—Tests—School district policy in writing; WAC 392-500-030 Pupil tests and records—Certain tests, questionnaires, etc.—Limitations; WAC 392-500-035 Pupil tests and records—Diagnostic personality tests—Parental permission required~~

Management Resources: ~~*Policy News*, December 2012; December 2000~~

Superintendent Procedure 2090SP
District Educational Research and Evaluation
Approved by: _____ Date: _____



Superintendent

This procedure outlines the manner in which Seattle Public Schools will prioritize projects for inclusion in the annual District Educational Research and Evaluation Plan in accordance with Policy 2090. It also provides greater detail into the types of research and evaluations conducted, the research and evaluation timeline, and the governance structures for the approval of the Plan. Policy 2090 and this Superintendent Procedure apply to projects that are part of the District's internal research agenda. Policies and procedures for external research projects are outlined in Policy 4280 and 4280SP, Research Review.

A. Definitions

Evaluations: Evaluations are in-depth studies of existing district programs and services and, as outlined in 2200SP, may include Basic Education, Services, Programs, Curricular Focuses, and Schools. These studies may include: descriptive summaries of specific District programs, implementation analyses, descriptive reporting on student outcomes, and educational impact analyses. Evaluations will be conducted in accordance with the American Evaluation Association's Guiding Principles for Evaluators (AEA, 2013).

Strategic Research: Strategic research is in-depth inquiry into broader educational areas and initiatives not limited to a specific program or service. Examples may include reviews of strategies in place in schools across the District, best practices research to inform school and District improvement, and data trends for groups of students.

B. Process Overview

In accordance with Policy 2090, the District will develop an annual District Educational Research and Evaluation Plan for program evaluation and research. The Plan will include varying types of proposed evaluations and strategic research that are aligned to identified District priorities, resource commitments, gaps in understanding, and decision points. The School Board will have an opportunity to provide feedback on the Plan. The District will communicate findings to District leadership and School Board directors in a timely manner, and will provide a summary to the School Board of all research and evaluation studies in the portfolio on an annual basis.

C. Identification of Programs for Evaluation

To develop the Plan, a process will be followed to examine and prioritize District evaluation and strategic research projects. The steps in this process are detailed below:

Step 1. The Research & Evaluation department will identify evaluation and strategic research projects for potential inclusion within the annual project portfolio. The following information will be included for each potential project:

- Type of project (i.e. evaluation, strategic research) and area of focus (i.e. strategic initiatives, core curricular programs, student services, intervention programs, school programs and models)
- Outline of research questions and methodological approach
- Feasibility analysis, which includes factors such as:
 - An identified theory of action linking the research to measurable outcomes, including, if necessary, the availability of student-level data with appropriate program participation flags
 - Sufficient scale and/or financial commitment of the initiative, program or service to merit review
 - An identified lead or content expert in the District

Step 2. Research & Evaluation will engage District leadership and staff to review the prospective list of projects and identify priority areas based on the following criteria:

- Alignment to District educational priorities (e.g., District Strategic Plan, Superintendent goals, major initiatives)
- Alignment to specific District processes for educational planning and decision-making (e.g., Student Assignment Plan, Budget, District Task Forces)
- Defined success criteria for the program, initiative or topic area being studied (e.g. by completing the statement: “the intervention program would be considered successful if...”)
- Executive sponsorship for the research project
- Equity analysis consistent with Policy 0030
- Required stakeholder engagement (prior to, during, and/or upon completion of the project)
- Format and dissemination strategy for final products

Step 3. District staff and leaders will calibrate the Plan to available District resources. As part of this process, District staff and leaders will consider:

- Funding availability to support research and evaluation projects, including internal and external sources of funding
- Scope of each study
- Duration of each study
- Depth of inquiry for each study

- Whether each study will be conducted by District staff (internal), by contracted researchers (external), or as part of a research partnership with higher education

Step 4. Present proposed annual Plan to Board of Directors (see Section D below).

D. Evaluation Plan Development Process and Timeline

The annual plan for program evaluation and strategic research will be developed collaboratively by the Research & Evaluation Department, relevant program managers and directors, and District leadership.

The timeline for the development and confirmation of the annual plan is as follows:

- Spring/Summer: Annual planning process begins, including steps 1, 2, and 3 of the above guidelines for identification of programs;
- Early fall: Draft annual plan shared with district leadership, followed by presentation to C&I Committee;
- Late Fall: Plan presented to Board of Directors.

Gathering and incorporating Board feedback into the annual Plan may occur at an Curriculum & Instruction Committee or at a full Board Work Session.

Approved: December 2011

Revised: Date

Cross Reference: Policy No. 2090, Policy No. 2200, 2200SP

Superintendent Procedure 2090SP

District Educational Research and Evaluation Program **Evaluation & Assessment**



Approved by: _____ Date: _____

Superintendent

This procedure outlines the manner in which Seattle Public Schools will prioritize projects for inclusion in the annual District Educational Research and Evaluation Plan in accordance with Policy 2090. It also provides greater detail into the types of research and evaluations conducted, the research and evaluation timeline, and the governance structures for the approval of the Plan. Policy 2090 and this Superintendent Procedure apply to projects that are part of the District's internal research agenda. Policies and procedures for external research projects are outlined in Policy 4280 and 4280SP, Research Review.

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- Whether each study will be conducted by District staff (internal), by contracted researchers (external), or as part of a research partnership with higher education

Step 4. Present proposed annual Plan to Board of Directors (see Section D below).

D. Evaluation Plan Approval Process and Timeline

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- Late Fall: Plan presented to Board of Directors.

Gathering and incorporating Board feedback into the annual Plan may occur at an Curriculum & Instruction Committee or at a full Board Work Session.

Testing Program

~~A district committee comprised of district staff and a representative group of school principals and test administrators will meet at least once per year to review the district assessment program. The committee shall submit its recommendation to the Superintendent for the following year's assessment program by May 15. The recommendation shall include a schedule for all assessment activities to be conducted during the year. In its review, the committee shall consider such factors as:~~

- ~~A. Validity. Do the proposed assessment materials measure the district's objectives? Are the items compatible with the district's instructional program?~~
- ~~B. Administration. Are directions clear for the teacher? For the student? What are the implementation considerations for the assessment program?~~
- ~~C. Interpretation of Results. Are results reported in a form that is meaningful to the teacher, the student, the district, the family?~~

~~The proposed schedule shall be approved by the Superintendent with input from the committee. The schedule shall be distributed to individual schools by August 15. The district office shall be responsible for ordering tests, distributing materials and scoring sheets, and distributing administration instructions. After tests have been scored, the district office shall be responsible for:~~


- ~~A. Preparing reports on test results for Board, instructional staff, parents/guardians and the general public.~~

- ~~B. Interpreting scores for staff and interested persons.~~
- ~~C. Disseminating individual scores to staff responsible for counseling, screening and special placement of individuals.~~
- ~~D. Preparing reports to evaluate the instructional program and assist staff in implementing changes and improvements in the instructional program.~~

Approved: December 2011

Revised: Date

Cross Reference: Policy No. 2090, Policy No. 2200, 2200SP

	<p>ASSESSMENT</p>	<p>Policy No. 2080</p> <p>July 5, 2017</p> <p>Page 1 of 4</p>
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I. Belief/Philosophy Statement

The Board of Directors of Seattle Public Schools, in alignment with Policy No. 0010, Instructional Philosophy, believes that assessments are a critical component of our education system used to inform instruction through identification of student strengths, assessment of learning growth, and diagnosis of barriers and areas of support.

II. Purpose of Assessment

The district utilizes the core principles of the Multi-Tiered System of Support (MTSS) process which combines a district-wide balanced assessment framework, decision-making and a multi-tiered services delivery model to improve educational and social and emotional behavioral outcomes for all students. A balanced assessment framework is a system comprised of multiple assessments (formative and summative), used to gather a variety of types of information in order to support student learning. A common, balanced assessment framework, designed in partnership with the district’s labor partners per the collective bargaining agreement, allows a team of educators to know each student’s strengths and needs.

Principles of Effective Assessment

- Allow Families to:
 - Understand their child’s progress
 - Provide support outside of school
 - Celebrate learning and student accomplishments
- Allow Students to:
 - Demonstrate their learning and understanding
 - Reflect on their learning progress and outcomes
 - Guide future action (including setting learning goals)
- Allow Teachers to:
 - Collect data that both informs student progress and documents growth
 - Guide the direction of future instruction in regards to content and differentiation
 - Collaboratively reflect on student needs
- Allow Schools/Districts to:

- Evaluate the impact of curriculum and instructional practices across school boundaries
- Identify and respond to the performance patterns over time of schools or groups of student and staff populations
- Follow all legal mandates and contractual obligations

III. Types of Assessments:

Assessments are presented in a variety of formats in order to serve different purposes, all of which may be utilized to inform instruction and programmatic decisions (e.g., curricula, professional development) in order to accelerate achievement for each and every student.

Four general types of assessments within the balanced assessment framework are used in Seattle Public Schools:

1. **Formative:** A range of formal and informal assessment procedures conducted on a short-term and frequent basis during the learning process in order to modify teaching activities to improve student learning. Formative assessments are generally classroom-based and integrated into the instructional process. (e.g., exit slips, observations of students, teacher questioning, short quizzes)
2. **Interim/Benchmark:** Administered periodically at set intervals during the school year to evaluate where students are in their learning progress toward attaining end-of-year learning standards. Interim assessments are more formal than classroom assessments. However, interim assessments play a formative role in helping educators make decisions about instruction. Interim assessments demonstrate which standards have been learned over time, and may be predictive of performance on summative assessments. Interim assessments may be standardized, normed against a comparative population, or judged against a set of criteria. (e.g., formal assessment of oral reading or computer scored assessment administered at the end of a quarter or trimester)
3. **Summative:** Used to evaluate student learning, skill acquisition, and academic achievement of learning standards at the conclusion of a **defined** instructional period such as the end of a project, unit, course, semester, program, or school year. Summative assessments may be standardized, normed against a comparative population, or judged against a set of criteria. (e.g., end-of-year state-mandated assessments)
4. **Performance:** Typically require students to complete a complex task. Performance assessments measure the acquisition of large bodies of diverse knowledge and skills over a period of time. (e.g. rubrics to assess writing assignment, science experiment, speech, presentation, performance, or long-term project)

IV. Assessment Selection

The School Board recognizes the need to select both formal and informal assessment tools that are high-quality, culturally responsive, provide valuable

data, and are free from bias. All assessments for district-wide use will be reviewed for approval by the School Board, with the exception of any test that is mandated for state or federal accountability. District-wide assessments are those that are funded centrally and used by all applicable district schools. All assessments that have contracts exceeding the threshold set forth in Policy No. 6220 will be reviewed for approval by the School Board. Assessments should be reviewed with input from stakeholders, in alignment with any applicable procedures outlined in the Collective Bargaining Agreement, with consideration for how each assessment reflects our district's commitment to a balanced assessment framework.

The SPS-SEA Joint Assessment Steering Committee will review and identify standardized or common assessments to recommend for building, regional, or district-wide use, as well as developing recommendations for reducing the impact of testing on instructional time and student access to resources. Assessments recommended by the SPS-SEA Joint Assessment Steering committee will contain a discussion of why the assessment was chosen, including why the test is valid, reliable, and unbiased, with consideration for the needs of students receiving special education and English Language Learner services. In order to implement a balanced assessment framework, the SEA-SPS Assessment Steering committee will consider the time and impact of assessments on students. In addition, an Assessment Advisory Committee will be formed annually with representatives from Teaching and Learning, SEA, PASS and the community to provide implementation recommendations to the SPS-SEA Joint Assessment Steering Committee. In service of transparency, an annual assessment report will be prepared for the full board which indicates all assessments being used district-wide within Seattle Schools, as well as an overview of the selection process being utilized for assessments not mandated by State or Federal Requirements.

V. Legal requirements:

The District will implement and comply with the administration of all student assessments required by Washington state and federal law.

VI. Parent/Guardian & Student Rights Related to Assessment:

The Board of Directors of Seattle Public Schools, in alignment with Policy No. 0010, Instructional Philosophy, believes that students have a right to a safe, secure, and supportive environment for instruction and assessment. Students have a right to participate in an assessment environment that is conducive to their best performance. Students who do not participate in district or state assessments for any reason have a right to appropriate learning activities and shall not be subjected to punitive or exclusionary treatment for non-participation.

Seattle Public Schools recognizes that families have a right to be informed of the assessments being utilized to support student learning and measure progress along standards. In addition, the School Board recognizes the right of parents/guardians to be notified of all state and district-mandated student

assessments, including objectives and educational benefits, rights of refusal and effects of non-participation, and to receive the results from these assessments in a timely manner.

The district will make available a public calendar of required state and district assessments by August 15th of each year. Parents/guardians have the right to view their students state testing records per guidelines by the Office of Superintendent of Public Instruction (OSPI) and appeal assessment scores required for graduation. Student information as related to assessment is protected under the guidelines of the Federal Educational Rights and Privacy Act (FERPA).

VII. Annual Review:

The Superintendent shall annually review the assessment processes and procedures to determine if the purposes of the program are being accomplished.

Adopted: July 2017

Revised:

Cross Reference: School Board Policies 0010, 2090, 2163; School Board Resolution 2015/16-15

Related Superintendent Procedure: Superintended Procedure 209OSP

Previous Policies: N/A


Legal References: RCW 28A.230.095 Essential academic learning requirements and assessments

RCW 28A.655.010 Washington commission on student learning; RCW 28A.655.100 Performance

goals—Reporting requirements; WAC 392-500-020 Pupil tests and records—Tests; WAC 392-

500-025 Pupil tests and records—Pupil personnel records

Management Resources:

	<p>EQUITABLE ACCESS TO PROGRAMS & SERVICES</p>	<p>Policy No. 2200 June 1, 2016 Page 1 of 2</p>
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It is the policy of the Seattle School Board that programs and services be developed, replicated, and placed in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the current student assignment plan.

School Board Policy F21.00 delegates to the Superintendent the authority to make all of the closure and placement decisions for services not governed by the student assignment plan or other Board policies, and the placement decisions for programs not governed by the student assignment plan. This authority includes actions to make changes to existing programs or services, the development of new programs or services, the replication of existing programs or services, the relocation of existing programs or services, and the closure of existing services. This policy does not apply to changes in programs or services which are reserved by law or other Board policies to the School Board or Superintendent. Board approval is required for the closure of a school or instructional site.

Prior to making programmatic or service changes, including those requiring School Board approval under Policy F21.00, the Superintendent will take the objectives listed below into account, balancing competing needs to achieve the result that is in the best interests of students, all factors considered:

1. Place programs or services in support of district-wide academic goals;
2. Place programs or services equitably across the district;
3. Place programs or services where students reside;
4. Place programs or services in accordance with the rules of the current student assignment plan, and as appropriate, equitably across each middle school feeder region;
5. Engage stakeholders in a timely and publicly visible manner by informing, involving, and/or consulting with them as appropriate, and consider their input in the decision-making process when feasible;
6. Utilize physical space resources effectively to assure that instructional and program space needs are equitably met across the district;
7. Ensure that fiscal resources are taken into consideration, including analyzing current and future fiscal impacts; and
8. Analyze the impact of any decision before it is made, by using data, research and best practice

The relevant factors considered and the basis for each change shall be documented in writing, distributed to the School Board for its reference, and kept on file. On a quarterly basis the Superintendent or designee shall provide an update to the School Board on decisions made during the previous quarter and a preview of upcoming decisions, if known. These quarterly updates should be provided to the School Board in April, July and October.

The fourth quarterly update shall be an annual report that provides detail about all the decisions that were made in the prior year and how those decisions relate to the eight decision making criteria outlined in this policy. The annual report should be provided to the School Board in January.

The Superintendent is authorized to establish Superintendent Procedures or administrative guidelines to implement this policy. Changes to the Superintendent Procedures will be shared with the appropriate Board committee for its information.

Adopted: August 2012

Revised: June 2016

Cross Reference: Policy Nos. A01.00, 1005, 1620, 1640, F21.00; H01.00

Related Superintendent Procedure:

Previous Policies: C56.00

Legal References: N/A

Management Resources: N/A

Superintendent Procedure 2200SP

Equitable Access to Programs & Services

Approved by: s/José Banda Date: 5/29/13

José Banda, Superintendent



Seattle Public Schools is committed to developing, replicating, and placing programs and services in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the student assignment plan. The following procedure guides how the district will implement School Board Policy No. 2200, Equitable Access to Programs & Services.

Definitions: The following definitions are to be used in implementing Policy No. 2200.

1. **Basic Education:** “Shall be to provide opportunities for every student to develop the knowledge and skills essential to:
 - ❖ Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
 - ❖ Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
 - ❖ Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
 - ❖ Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.” RCW 28A.150.210
2. **Service:** A service is a supplementary support to basic education that is required by federal, state or local law and/or regulations. Required services should be provided at appropriate locations that give students equitable access to the services. Locations and capacity need to be flexible to meet changing student needs for required services. Required services are Special Education, English Language Learners, and highly capable students, as defined by the state.
3. **Program:** A program may offer educational opportunities that are not mandated by federal, state or local law or regulation. While schools offer a variety of approaches to instruction, using a particular teaching strategy does not create a program under this policy. Students access programs through an established assignment process consistent with the student assignment plan. Students must opt in and/or qualify for the program.

A program is not an Office of the Superintendent of Public Instruction (OSPI) registered school. Programs can be at multiple sites and should be equitably distributed, although can be limited by resources and feasibility.

4. **Curricular Focus:** A curricular focus is a teaching or an instructional approach offered at the local school level and not directly accessed through the district student assignment process. A curricular focus includes, but is not limited to, Career and Technical Education, Science Technology Engineering Math (STEM), and Language Immersion.
5. **School:** A school is an OSPI-registered school defined by state statutes. A school provides or directly supervises the PK-12 educational services, programs, or curricular foci received by students in one or more PK-12 grade groups. A school may have more than one program within it.

Community Engagement: Stakeholders are to be engaged as indicated below in a timely and publicly visible manner by informing, involving, and/or consulting with them as appropriate, and considering their input in the decision-making process when feasible.

1. **Levels**

- a. *Inform:* Provide timely, balanced and objective information to assist stakeholders in understanding the problem, alternatives, opportunities, and/or solutions. May include fact sheets, website postings, or open houses.
 - i. Used for most program and service decisions, including changes to existing programs or services.
- b. *Consult:* Obtain feedback on analysis, alternatives and/or decisions. May include public meetings and/or surveys.
 - i. Used when an existing program or service is replicated, closed and/or relocated.
- c. *Involve:* Work directly with the public throughout the decision-making process to ensure concerns and aspirations are consistently understood and considered. May include workshops, opinion polling, or focus groups.
 - i. Used when a new program or service is developed.

2. **How to Engage**

- a. Engagement should be directed at the community most affected by the proposed decision, but may include a broader reach in order to gather input from a larger audience.
- b. Equity and access to engagement tools should be considered in determining methods of engagement, so as to be able to reach a diverse audience.

3. **When to Engage**

- a. Community engagement should occur by open enrollment, whenever feasible.

Documentation: The relevant factors considered and the basis for each change shall be documented and kept on file by the Teaching & Learning department.

Quarterly Updates/Annual Report: Quarterly updates are to be provided to the School Board in April, July and October. An annual report is to be provided in January.

1. Topics to Cover

a. *April, July, and October Annual Reports*

- i. Decisions made during the previous quarter regarding the following topics, to the extent that the programs or services have an impact on budgets, hiring or placement of staff or space within a building:
 1. Changes to existing programs or services;
 2. The development of new programs or services;
 3. The replication of existing programs or services; and/or
 4. The closing and/or relocation of existing programs or services
- ii. Preview of upcoming decisions, if known.

b. *January Annual Report*

- i. Detail about all of the decisions that were made in the prior year, including how those decisions relate to the eight decision criteria outlined in Policy No. 2200.

2. How to Present

a. *April, July, and October Annual Reports*

- i. Presented to the C&I Policy Committee
- ii. All documentation sent to the full Board via Friday Memo
- iii. Documents posted on Friday Memo website for public access

b. *January Annual Report*

- i. Presented to the full Board at a regular Board meeting
- ii. Documents linked to regular Board meeting agenda for public access

Approved: January 2013

Revised: May 2013

Cross Reference: Policy No. 2200; WAC 458-16-270; RCW 28A and 28B

Racial Equity Analysis Tool: Policy 2090

Step 1: Set Outcomes, Identify and Engage Stakeholders

1. What does your department/division/school define as racially equitable outcomes related to this issue?

The goal of district educational research and evaluation is to

- a. Provide a **rigorous, systematic process** for evaluating programs, services, and initiatives
- b. Produce **actionable formative data** to improve student outcomes
- c. Improve **decision-making** by deepening understanding of program, service, and initiative design, implementation, results/outcomes, and cost/benefits.

At a broad level, racially equitable outcomes for Policy 2090 would be defined as using a conscious equity lens in **all** evaluations. Practically speaking, this might involve the following: selecting programs, services and initiatives that might benefit from deeper inquiry into effective practices for improving student achievement for Historically Underserved students of color; examining outcomes by race/ethnicity/language learner status; and valuing student voice at all stages during research design, data collection and analysis.

In terms of the outcomes examined in the evaluations themselves, Policy 2090 will encourage high quality reviews that systematically track, measure, and make sense of achievement outcomes for students, particularly Historically Underserved students of color. These outcomes may include: attendance, behavior (e.g., discipline referrals), climate survey findings, course completion, standardized test scores (growth, proficiency), GPA, graduation rates, and college-going rates. An equity-focused lens includes examining disproportionality (under-representation or over-representation) in outcomes, and equitable access to high quality, rigorous educational opportunities for Historically Underserved students.

Racially equitable outcomes, therefore, would constitute equally desirable student outcomes for students of all races and ethnicities.

2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?

The proposed revisions to Policy 2090 stipulate that the District must engage with the School Board to present an annual District Educational Research and Evaluation Plan, and then follow up with an annual report of findings from those evaluations and strategic research projects. In advance of both the Plan and the report(s), the Research & Evaluation Department (R&E) will engage with district stakeholders for racial equity to inform the evaluation design, including data collection, analysis, and presentation of findings.

The process for prioritizing projects, as well as the design of the evaluation scope can be found in the Superintendent Procedure to accompany Policy 2090. Included in this Superintendent

Procedure is explicit language that all potential evaluation and strategic research projects will undergo analysis for alignment to Policy 0030, Ensuring Education and Racial Equity.

3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?

The Research & Evaluation Department (R&E) is the key leader for work under Policy 2090 and the department has a close working relationship with the Department for Racial Equity Advancement (DREA), as both departments are in the same Division (Strategy & Partnerships). Accordingly, R&E will consult with DREA leadership during the research design phase, and solicit feedback about how best to engage a broader stakeholder group that includes communities of color, including students who are English language learners and students who have special needs.

Step 2: Engage Stakeholders in Analyzing Data

1. How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?

This is not anticipated to be an issue. As stated above, all evaluations and strategic research projects are aimed at providing decision-makers with valid and reliable information about the relationship between SPS programs and student achievement outcomes, with a specific attention to outcomes for Historically Underserved students of color. The design of evaluation research, and findings from evaluation studies, will in all cases consider the impact of district programs, services and initiatives on improving conditions for communities of color, and eliminating opportunity gaps for Historically Underserved students and their families. Included in the Superintendent Procedure to accompany Policy 2090 is explicit language that all potential evaluation and strategic research projects will undergo analysis for alignment to Policy 0030, Ensuring Education and Racial Equity.

2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?

No negative impacts are anticipated for student demographic groups, including English language learners or students with special needs.

Step 3: Ensuring Educational and Racial Equity

1. What are the potential benefits or unintended consequences?

Policy 2090 explicitly states the commitment as a District to examine “district improvement in priority areas,” which is inclusive of the District’s commitment to eliminate opportunity gaps for Historically Underserved students of color. There is a clear benefit to examining programs that would improve the quality of education for all students, and in particular for Historically Underserved students of color.

However, given limited resources for program evaluation, it is possible that evaluation and strategic research might focus on programs serving a high proportion of students of color. Ideally, evaluation and strategic research would examine *all* district programs, services, and initiatives including those that serve students of color in more isolated environments.

2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

The intent of the revised Policy 2090 is to provide decision-makers with valid, reliable, and actionable information that can inform future policy and programmatic decisions. In that sense, Policy 2090 is intended as a *catalyst* for improved decisions in service of ensuring educational and racial equity for every student. To be fully effective, Policy 2090 would benefit from robust funding to ensure rigorous study of all district programs and services serving all students.

Step 4: Evaluate Success Indicators and/or Mitigation Plans

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?

The proposed revisions to Policy 2090 stipulate that the District must engage with the School Board to present an annual District Education Research and Evaluation Plan, and then follow up with an annual report of findings from those projects. In advance of both the Plan and the report(s), the Research & Evaluation (R&E) department will engage with stakeholders for racial equity to inform the evaluation design, including data collection, analysis, and presentation of findings. These processes are detailed in Policy 2090SP.

2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?

The R&E department will continually advocate for funding to support evaluation and strategic research to extend the reach of this important work. As part of every study the District conducts internally or outside entities conduct externally (i.e. as part of Research-Practice Partnerships), the equity lens will guide the work and be a key consideration during research design. Additionally, achievement outcomes for every student will be detailed in any presentation of evaluation findings, and R&E will reach out to relevant stakeholders to help make sense of findings with the goal of continuous improvement.

Best Practices in Districtwide Evaluation Policies and Practices

R&E May 2018

Overview: *As we revise Policy 2090, it is helpful to understand the range of approaches that districts currently employ across the country. This literature review presents district examples, organized by topic. However, a key finding is what is NOT included in the literature review, namely that the vast majority of districts across the country do not engage in the systematic review of their programs aside from what is required through local, state, and federal reporting.*

Note: *Although for the purposes of Policy 2090 and 2090SP we refer to “District Educational Research and Evaluation” projects, districts typically refer to their systematic review projects as “program evaluation.” In this review, we use their terminology.*

Goal and Scope of Review

The scope of review varies greatly from district to district. While some districts evaluate all major district programs, services and initiatives (see, for example [Dallas ISD](#)), other districts pick and choose what they evaluate. This may be due to staff capacity – districts with extensive evaluation capacity can have as many as twenty-five full-time staff working to execute this work for the district.

The stated goals of program evaluation are typically carefully crafted to make clear that the process is intended to improve the programs in a formative way.

- [Anchorage School District](#): “The most important purpose of program evaluation is to improve the effectiveness of a program. Evaluation is not a one-time accountability measure of the program, but an ongoing process to improve the program and help stakeholders better understand the impact of the program on student achievement and other district goals.”
The district also posts a 6-step plan to collaborate with departments on program evaluation
- [Houston ISD](#): “Evaluations are conducted to comply with state and federal funding and program guidelines and to provide district and school administrators with timely reports of successful practices and strategies to support the school improvement process.”

Some districts evaluate every program – or nearly every program – every year. These districts usually are larger and have multiple dedicated staff for this exclusive purpose. Smaller districts seem to evaluate their programs on a cycle. [Rockwood School District](#), for example, evaluates 21 different programs, but does only 7-12 evaluations per year (see pg. 12 of doc).

Austin ISD submits an [annual plan](#) for planned research in September of every year. The evaluation plan contains background on the overall scope of program evaluation, as well as details (purpose, research questions, timeline, objectives, products, etc.) for each planned research project.

Types of Review

There are two types of reports from districts: research briefs and formal reports.

- Research briefs are typically descriptive statistics around a particular initiative or program, with a quick background, methodology, findings, and summary. They range in length from 1-5 pages.

This could be a place where we highlight our “short cycle research projects” from R&E. Examples include the [School District of Philadelphia](#)’s research briefs or [Dallas ISD](#)’s “At a Glance” reports. [Austin ISD](#) also specifically calls out ad hoc requests from their board as separate briefs.

- Formal reports are typically mixed-method reports that range in length from 5-40 pages. Most are implementation analyses, not impact analyses. For example, [Houston ISD](#) has a formal process that evaluates all district programs on a cyclical basis.

A key finding is that nearly all districts conduct *implementation studies* rather than full-blown *impact analyses*. There was only one example of a district-led program evaluation with quasi-experimental design: [Dallas ISD](#), which did a matched comparison design with statewide data. That said, implementation studies can be fairly sophisticated. Here are some examples:

- [Houston ISD](#)’s report on their AP Leadership Program
- The [School District of Philadelphia](#)’s CityYear report provides a good example of how to use descriptive statistics to explain fidelity of implementation

Whatever the degree of sophistication and formality of these reports, a common thread is that there is a set branding for the Research & Evaluation departments, and that the template generally follows this structure: abstract/overview, program description, major evaluation questions and results, and summary/recommendations.

With regard to cost analyses, some districts do ask in the evaluation process what additional funds might accomplish, and where cost savings might be found. However, the cost analysis is not specific – rather, it is intended as fodder for conversation, along the lines of [Rockwood School District](#)’s example recommendation for its social studies program of “asking all vendors for shipping and volume discounts” or “explore grant opportunities to fund training for American History, geography, and economics.” [Dallas ISD](#) also reports out costs, and strikes the right balance by reporting costs for the program (including funds spent, funds leftover) but not reaching into more sophisticated analyses.

Reporting

The careful framing of recommendations is key to these reports. [San Francisco Unified](#) frames its recommendations as “Issues to Consider for Continual Improvement.” The [Anchorage School District](#) has a six-step process for program evaluation, and the sixth step is to create an action plan for the program that involves both recommendations and the timeline, resources, and assignments of follow-up actions.

Not all districts that engage in program review post their reports on their websites. Districts that do typically have an archive available for past reports, with the most recent reports at the top. [Dallas ISD](#) is the most comprehensive example – they have one central page where all evaluations are listed. The district creates both “at a glance” abstracts and full reports – some programs merit both. A website lists all the program evaluations by school year. [Austin ISD](#) also has a structure that organizes its report by topic area (early childhood education, family and community, etc.)

Finally, some districts post summary reports to the school board on their websites. Examples include [Philadelphia School District](#) and [Dallas ISD](#).