

SCHOOL BOARD ACTION REPORT



DATE: September 23, 2019
FROM: Denise Juneau, Superintendent
LEAD STAFF: Diane DeBacker, Chief Academic Officer,
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Eric Anderson, Director of Research & Evaluation
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For Introduction: October 16, 2019
For Action: November 6, 2019

1. TITLE

Approval of the 2019-20 District Educational Research & Program Evaluation Plan.

2. PURPOSE

This Board Action Report introduces the 2019-20 District Educational Research & Program Evaluation Plan for formal review and approval by the School Board.

3. RECOMMENDED MOTION

I move that the Board approve the 2019-20 District Educational Research & Program Evaluation Plan, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

a. Background

Substantial revisions to Board Policy No. 2090 were approved by the School Board in December 2018. Consistent with the revised policy, the District has made substantive changes to its annual educational research and evaluation processes, prioritizing a number of different types of studies that contribute to the continuous improvement of programs and initiatives aligned to District strategic goals and objectives. The revised Policy No. 2090 detailed two elements of the program evaluation and review process:

- 1) The District shall submit to the School Board an annual District Educational Research and Program Evaluation Plan for formal approval each year; and
- 2) The District shall annually report to the School Board findings pertaining to each study included in the Plan.

Consistent with the revised policy, the District has developed and attached to this Board Action Report the 2019-20 District Educational Research and Program Evaluation Plan for review and approval by the School Board.

b. **Alternatives**

Not applicable. The policy requires the Superintendent to submit to the School Board a District Educational Research and Program Evaluation Plan for approval each year.

c. **Research**

To inform revisions to Policy No. 2090, the District engaged in a 2016-17 pilot of new processes and procedures for research and evaluation. This pilot year, which was conducted with guidance from the School Board, began with a systematic review of other Districts’ research policies and practices. Building upon these initial efforts, the District has in subsequent years developed its processes for conducting evaluation studies consistent with Board priority goals and District objectives for improving its educational programs. In December 2018, consistent with the revised policy, the School Board formally approved the 2018-19 Educational Research and Program Evaluation Plan.

Consistent with Policy 2090, the District is committed to leveraging rigorous research and evaluation to support evidence-based decision making, continuous improvement, and public transparency and accountability. In order to meet these goals and to further develop its internal competencies for conducting evaluation studies, the District continues to consult with School Board Directors, District and school leaders, community partners, and expert outside researchers in developing its annual plan for research and evaluation.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be **none**, beyond the current staffing of the Research & Evaluation Department. 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

In developing the 2019-20 Plan, the Research & Evaluation Department conducted initial outreach and engagement involving district staff, community stakeholders, and outside research partners. With guidance from the District’s Community Engagement Toolkit, the action to

develop the 2019-20 Plan was determined to merit the *Tier 2: Consult/Inform* level of community engagement. Outreach for this engagement is ongoing and has to date included consultation with District staff and stakeholders that represent families and communities.

Community stakeholders who were engaged (to date) in developing the 2019-20 Plan include:

- Manuela Slye, President, Seattle Council PTSA
- Erin Okuno, Executive Director, Southeast Seattle Education Coalition
- Donald Felder, Council of Elders, African American Male Advisory Committee
- Marquita Prinzing, Director, SEA Center for Racial Equity

District staff who were engaged (to date) in developing the 2019-20 Plan include:

- Diane DeBacker, Chief Academic Officer
- Keisha Scarlett, Chief of Equity, Partnerships and Engagement
- Concie Pedroza, Chief of Student Support Services
- Mia Williams, Executive Director, African American Male Achievement
- Cashel Toner, Executive Director, Curriculum, Assessment and Instruction
- Pat Sander, Executive Director, Coordinated School Health
- Kirk Mead, Director of Stakeholder Engagement
- Lindsay Berger, Director of Professional Growth & Evaluation, Human Resources
- Laura VanDerPloeg, Manager, Professional Development, Human Resources
- Uti Hawkins, Department of Racial Equity & Advancement
- Tracy Gill, Ethnic Studies Program Manager

The Research & Evaluation Department is scheduled to provide an information session for all school principals at the November 5, 2019 Leadership Learning Day (LLD). During this session, school principals will have an opportunity to provide input on implementing the 2019-20 Plan, particularly with respect to any planned research activities to be conducted in schools.

Following Board approval of the 2019-20 Plan, Research & Evaluation will work collaboratively to develop detailed research designs for each study *in consultation with District staff who lead the programs and initiatives to be studied*. In planning the research studies, *key District partners and community stakeholders will continue to be consulted*— including, for example, participants in Strategic Plan goal work groups, district and school-based practitioners, and outside researchers.

7. EQUITY ANALYSIS

The Racial Equity Analysis Tool was used to develop the 2019-20 District Educational Research & Program Evaluation Plan. That analysis is **attached** for reference to this Board Action Report.

8. STUDENT BENEFIT

The intent of all instructional research and evaluations is to provide actionable information regarding educational programs and initiatives, 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. 2090, District Educational Research & Program Evaluation, provides the Board shall approve this item.
- Other: _____

10. POLICY IMPLICATION

Board Policy No. 2090 is implicated as discussed above.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the October 8, 2019 Curriculum & Instruction Policy Committee meeting. 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, detailed planning and preparations to implement the 2019-20 District Educational Research & Program Evaluation Plan will be initiated. The general timeline for research and evaluation studies included in the 2019-20 annual plan is as follows:

- Fall 2019: Detailed research design developed for each study in the Plan
- Winter/Spring 2020: Data collection activities (quantitative and qualitative)
- Summer 2020: Data analysis and report development
- Fall 2020: Final reports shared with the School Board

The Research & Evaluation Department will provide detailed evaluation designs for reference to the Board Curriculum & Instruction Policy Committee. Quarterly updates to the full School Board on the implementation of studies in the 2019-20 Plan will be provided in Friday Memos. Formative research findings from studies included in the Plan will be shared with District staff during the year. Final reports will be disseminated to the School Board in the Fall of 2020.

13. ATTACHMENTS

- Board Policy No. 2090, District Educational Research & Program Evaluation (for reference)
- 2019-20 District Educational Research & Program Evaluation Work Plan (for approval).
- Racial Equity Analysis Tool Report for Policy 2090 (for reference)

	DISTRICT EDUCATIONAL RESEARCH AND PROGRAM EVALUATION	Policy No. 2090 December 5, 2018 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 based on the Strategic Plan. Accordingly, the Superintendent shall provide an Annual District Educational Research and Program Evaluation Work Plan for review and approval by the School Board each year.

The Annual Plan shall include in-depth evaluation studies of specific District programs, services and initiatives. The Annual Plan may also include strategic research studies of broader educational focus not limited to specific programs or services. 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 develop the Annual Plan with input from Board Directors, and will present the Plan to the full School Board for formal approval each year. 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. The Superintendent or designee will develop procedures to implement this policy.

Adopted: December 2011
Revised: December 2018; 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:

Department of Research & Evaluation

2019-20 District Educational Research & Program Evaluation Plan

Prepared for Approval by the School Board

September 2019



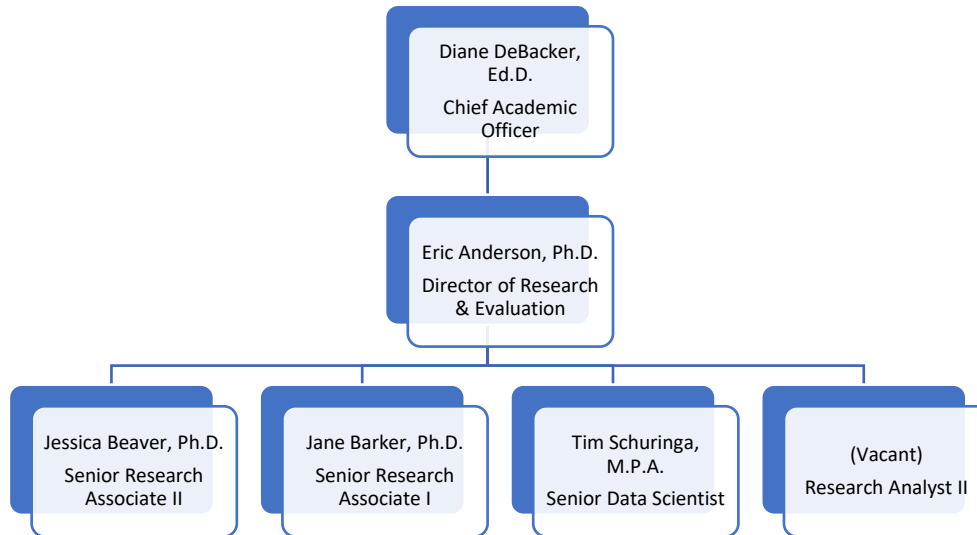
About the Department of Research and Evaluation

The mission of Research & Evaluation (R&E) is to support evidence-based decision-making, organizational learning and continuous improvement aligned to District educational goals in the Strategic Plan. Consistent with *Board Policy No. 0030*, R&E is committed to **Ensuring Educational and Racial Equity**, and endeavors to provide research and evaluation services that support the success of every student in each of our schools and the District mission of ensuring that all students graduate ready for college, career and life. Research and Evaluation activities are focused on closing opportunity gaps so that every student has an equitable educational experience within Seattle Public Schools.

Department areas of responsibility include:

- **Educational Research & Program Evaluation Studies:** Consistent with *Board Policy No. 2090, District Educational Research & Evaluation*, R&E partners with district leaders, program managers, practitioners and outside researchers to conduct in-depth studies aligned to District goals.
- **Performance Measurement & Accountability:** Consistent with *Board Policy No. A02.00, Performance Management*, R&E oversees the development of annual district and school performance reports for accountability and continuous improvement. Conducted in partnership with Teaching & Learning and the Business Intelligence Department, this work includes reporting annually to the School Board and public on District and School progress toward Strategic Plan goals.
- **Dedicated Support for Strategic Plan Goals:** R&E team members are assigned to provide dedicated research support for each of 12 Goals across 4 Priority areas specified in the Strategic Plan. This support includes defining measures and targets and providing background research and data analyses to support the work of Strategic Plan Workgroups and Goal Leads.
- **District Surveys:** R&E is responsible for the design, administration and data reporting of districtwide surveys that support performance measurement and continuous improvement. Current surveys include school climate surveys of students, staff and families; employee engagement surveys for central office staff; community partners survey; and customer satisfaction surveys. In 2019-20, R&E will begin work to improve the alignment of District surveys to the new Strategic Plan.
- **Other Department Functions:**
 - **Research Review:** Consistent with *Board Policy No. 4280, Research Activity*, R&E manages the review of external research applications, evaluating proposals to ensure they are rigorous, relevant to district priorities, and low risk and burden for study participants.
 - **Research Requests:** R&E provides on-demand research and data analysis requested by the Superintendent and Chief Academic Officer, and for other district and school leaders.
 - **Data Sharing:** R&E executes data sharing agreements and provides data to external researchers conducting formally approved research studies in partnership with SPS
 - **Technical Assistance:** R&E advises and supports central office departments seeking to conduct their own surveys, analyze data and/or evaluate their programs and initiatives.

Research & Evaluation Organization Chart for 2019-20



2019-20 District Educational Research & Program Evaluation Plan

Context for the Annual Plan

In accordance with *Board Policy No. 2090* governing educational research and program evaluation in Seattle Public Schools, the **2019-20 District Educational Research & Program Evaluation Plan** was prepared for review and approval by the School Board. The plan identifies key programs and initiatives within Seattle Public Schools that will be studied during the 2019-20 school year.

Projects & Timelines

The 2019-20 Educational Research & Program Evaluation Plan includes five multi-year projects, which are described in the following pages. The table below shows the planned duration for each project.

PROJECT	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Strategic Plan 2019-2024 Evaluation			Year 1	Year 2	Year 3	Year 4	Year 5
K-5 ELA Curriculum Evaluation (CCC)	Year 1	Year 2	Year 3				
MS Math Curriculum Evaluation (enVision)		Year 1	Year 2	Year 3			
K-12 Science Curriculum Evaluation			Year 1	Year 2	Year 3	Year 4	
Strategic Research: Detracking		Year 1	Year 2				

2019-20 District Educational Research & Program Evaluation Plan

Upon approval of the 2019-20 Plan by the School Board, detailed planning and preparations to implement the research and evaluation studies will be initiated in the Fall of 2019. Research & Evaluation will develop **detailed research designs for each project** in consultation with District staff leading the programs and initiatives to be studied. Key partners and community stakeholders will also be consulted during the planning process – including, for example, participants in Strategic Plan Workgroups, District equity leaders, school-based practitioners, and outside researchers.

The general timeline for 2019-20 research and evaluation studies is as follows:

- **Fall 2019:** Detailed research design developed for each study in the Plan
- **Winter/Spring 2020:** Data collection activities (quantitative and qualitative)
- **Summer 2020:** Data analysis and report development
- **Fall 2020:** Final reports shared with the School Board

Research & Evaluation will provide detailed research designs to the Board Curriculum & Instruction Committee for reference. Formative research findings will be shared with District staff during the year. Quarterly updates on the progress of research and evaluation studies will be provided to the full Board in Friday Memos. Final reports will be disseminated to the School Board in fall 2020.

Project Descriptions

Strategic Plan Evaluation - Year 1

Research & Evaluation will initiate a five-year evaluation of the **2019-2024 District Strategic Plan** during the 2019-20 school year. The purpose is to support ongoing systematic analysis of the implementation of Strategic Plan initiatives. In future years of the evaluation, we expect to employ rigorous statistical techniques to estimate the longitudinal impact of district investments on student outcomes.

The evaluation will focus principally on how district initiatives are benefitting *students of color furthest from educational justice, and especially African American male students*. Evaluations will aim to authentically incorporate the views and lived experiences of these students and their families and will employ strengths-based approaches that acknowledge the assets of communities of color.

The Year 1 evaluation will be centered around three “Focus Goals” in the Strategic Plan selected as priorities for the 2019-20 school year – See below. A detailed research design for each focus goal will be developed collaboratively in consultation with Goal Leads and other key partners and community stakeholders– including participants in Strategic Plan Workgroups and outside researchers.

Strategic Plan Focus Goal: 3rd Grade Reading

Project Supervisors: Jessica Beaver, Senior Research Associate II
Jane Barker, Senior Research Associate I

Goal Lead: Cashel Toner, Executive Director, Curriculum Assessment & Instruction

Executive Sponsor: Diane DeBacker, Chief Academic Officer

Description

A priority focus goal is for *students of color furthest from education justice to read at grade level by 3rd grade*. To meet this goal, multiple strategic initiatives and investments are planned across four categories: (1) Engaging Families and Communities; (2) Building P-3 Practitioner Capacity; (3) Establishing a P-3 Assessment Portfolio; and (4) Establishing Early Learning Pathways.

In 2019-20, the first year of implementation, the research design and focus will be tailored to these investment areas. Approaches may include design research (e.g. literature reviews, national scans, alignment to comprehensive literacy frameworks); emergent best practices in Seattle Public Schools (e.g. case studies); descriptive data analyses (e.g. student assessment data); and focused implementation studies (e.g. Seattle Super Readers, literacy accelerators).

Strategic Plan Focus Goal: Safe & Welcome Schools

Project Supervisor: Eric Anderson, Director of Research & Evaluation
Goal Lead: Pat Sander, Executive Director, Coordinated School Health
Executive Sponsor: Wyeth Jessee, Chief of Schools and Continuous Improvement

Description

A second priority focus goal is for *students of color furthest from education justice to feel safe and welcome in school*. To meet this goal, multiple strategic investments are planned across four categories: (1) Shifting adult beliefs and practices; (2) Systems and structures to support the whole child; (3) Family and community partnerships; and (4) Equity in discipline and special education referrals.

In 2019-20, the first year of implementation, the research design will be tailored to these investment areas. Approaches may include survey design (e.g. school culture and climate surveys) to measure student and family perceptions of safe and welcome school environments; emergent best practices in Seattle Public Schools (e.g. case studies); descriptive data analyses (e.g. attendance, discipline); and focused implementation studies (e.g. PBIS cohort schools, care coordinators).

Strategic Plan Focus Goal: Educator Culturally Responsive Practices

Project Supervisor: Eric Anderson, Director of Research & Evaluation
Goal Lead: Lindsay Berger, Director of Professional Growth & Evaluation
Executive Sponsor: Clover Codd, Chief of Human Resources

Description

A third priority focus goal is for *educators to improve their culturally responsive practice to improve educational outcomes for students of color furthest from education justice*. The strategy for ensuring staff improve culturally responsive practices has four initiatives: (1) Teacher Leader Cadre; (2) Culturally Responsive Teaching Cadre; (3) Foundational Coursework; and (4) Building Leadership Teams (BLT).

In 2019-20, the first year of implementation, the research design will be tailored to these investment areas. Approaches may include survey design (e.g. student, teacher and family surveys) to measure perceptions of culturally responsive practices in schools and classrooms; emergent best practices in Seattle Public Schools (e.g. case studies); and focused implementation studies (e.g., impact of Foundational Coursework and Teacher Cadres on improving culturally responsive practices).

District Curriculum Adoption Evaluations

Research & Evaluation will continue to conduct multi-year evaluations of major District curriculum adoptions. The purpose is to support ongoing systematic analysis of the implementation of new curriculum across schools. Where appropriate, the evaluation studies may employ rigorous statistical techniques to estimate the longitudinal impact of district investments on student outcomes.

K-5 ELA Curriculum Adoption (Center for the Collaborative Classroom)

Project Supervisor: Jessica Beaver, Senior Research Associate II
Program Lead: Cashel Toner, Executive Director, Curriculum, Assessment and Instruction
Program Manager: Kathleen Vasquez, ELA Program Manager

Description

In spring 2017, the School Board approved a \$5.6 million investment in districtwide implementation of Center for the Collaborative Classroom (CCC). Research & Evaluation is partnering with Curriculum, Assessment & Instruction (CAI) in a three-year review of the curriculum. The 2019-20 school year marks the third year of implementation. In Year 3, the study will continue to examine implementation and student achievement trends, with a focus on early literacy as per the Seattle Excellence's core goal of ELA proficiency by 3rd grade for students of color furthest from educational justice, particularly African American males. Year 3 will also include a rigorous impact analysis of the curriculum on reading achievement. Deliverables include continuous improvement reporting to CAI and school leaders, updates at School Board Curriculum and Instruction Committee, and other reports as requested.

Middle School Math Curriculum Adoption (enVision)

Project Supervisor: Jessica Beaver, Senior Research Associate II
Program Lead: Cashel Toner, Executive Director, Curriculum, Assessment and Instruction
Program Manager: Anna Box, Math Program Manager

Description

In 2018, the School Board approved a \$2 million investment in enVisionmath2.0, a textbook and associated materials for grades 6-8. Research & Evaluation has embarked on a three-year study of the implementation and impact of the math curriculum adoption. The 2019-20 school year marks the second year of implementation, and the study will focus on implementation fidelity, support for implementation, and initial analysis of student achievement data for students of color furthest from educational justice, particularly African American males. Emergent findings will be shared with the CAI department on a regular basis to inform possible shifts in adoption planning. Additionally, these findings – along with summative descriptive findings at the end of the school year – will be shared with a broad audience that includes District executive leadership, school leaders, and the School Board.

K-12 Science Curriculum Adoption

Project Supervisors: Jessica Beaver, Senior Research Associate II
Jane Barker, Senior Research Associate I
Program Lead: Cashel Toner, Executive Director, Curriculum, Assessment and Instruction
Program Manager: MaryMargaret Welch, Science Program Manager

Description

In spring 2019, the School Board approved the adoption of science instructional materials for grades K-5, 6-8, and 9-12. Approval was contingent upon rigorous review and evaluation of curriculum implementation and effectiveness. We are therefore embarking on a four-year evaluation of the respective curriculum adoptions, with Years 1-3 focusing on implementation and alignment to the Next Generation Science Standards (NGSS), progress monitoring, and descriptive reporting of student outcomes. In Year 4, we will conduct a quasi-experimental impact analysis of curriculum effectiveness. The elementary adoption study will be mainly consultative in scope, as SPS will participate in a Networked Improvement Community (NIC) with the University of Washington School of Education, as funded through the Discovery Research K-12 Grant from the National Science Foundation. The middle school and high school studies will be conducted internally by the Research & Evaluation department.

Strategic Research Studies

Detracking Efforts in Seattle Public Schools

Project Supervisor: Eric Anderson, Director of Research & Evaluation
Executive Sponsor: Concie Pedroza, Chief of Student Support Services

Description

Research & Evaluation will continue its research into detracking efforts to improve equitable access to advanced courses and create more blended, less segregated learning environments. This second-year study will build upon a preliminary 2018-19 case study of **Garfield High School's "Honors for All" program**, which focused on Garfield's program purpose and vision and the challenges associated with effective implementation.

Year 2 of the study will extend the strategic research to additional case studies in SPS and seek to examine in more depth the challenges identified in the Year 1 Garfield study, including maintaining high expectations and rigor, effective differentiation, and culturally responsive practices to ensure high quality instruction within highly diverse, integrated classrooms. The research will also continue to examine longitudinal student data to understand the longer-term impact of detracking for students.

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 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 racial equity lens in all research and evaluation studies. In developing the **2019-20 District Educational Research & Program Evaluation Plan**, we sought to select programs and initiatives for study that are aligned to District goals to improve outcomes for *students of color furthest from educational justice* or which might benefit from deeper inquiry into effective practices for reducing racial disparities in outcomes and equitable learning experiences. In conducting the studies, we aim to disaggregate student outcomes by race/ethnicity/language learner status; and authentically center the perspectives and lived experiences of students and their families during all phases: research design, data collection, analysis, and reporting findings.

We hope to design and implement high quality studies that systematically evaluate the degree to which programs and initiatives benefit outcomes for *students of color furthest from educational justice*. Key outcomes examined will be aligned to measures specified in the 2019-2024 Strategic Plan, and may include for example: attendance, advanced course completion, test scores, graduation rates, and college-going rates. An equity-focused lens includes examining student and family perceptions of school climate and culture, and disproportionality (under-representation or over-representation) in discipline outcomes and access to services.

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

Policy 2090 stipulates that the District must engage with key stakeholders in preparing the annual District Educational Research and Evaluation Plan for review and approval by the School Board and follow up each year with an annual report of findings from approved research and evaluation projects. In developing and implementing the annual Plan, the Research & Evaluation Department will authentically engage with key stakeholders – including district leaders/staff and community partners who help guide racial equity work in Seattle Public Schools – to inform the evaluation design, including development of specific research questions, data collection and analysis, and summarizing research findings and recommendations in final reports.

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?

Research & Evaluation has close professional relationships with key District leaders and departments who provide leadership and guidance for improving racial equity – including the Department for Racial Equity Advancement (DREA), the Department of African American Achievement, and the Department for Stakeholder Engagement. Accordingly, R&E will continue to consult with leaders and staff from these departments during the research design phase and solicit feedback about how best to authentically engage key stakeholder groups for communities of color, students who are English language learners and students who have special needs. In conducting research studies, community partners will continue to be consulted– including, for example, are community members participating in Strategic Plan Workgroups.

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 research and evaluation projects are aimed at providing decision-makers with research findings that inform the design and effective implementation of SPS programs and initiatives for improving student outcomes, with specific attention to outcomes for students of color furthest from educational justice. The design of evaluation research, and findings from evaluation studies, will in all cases primarily consider the impact of district programs and initiatives on eliminating opportunity gaps and ensuring equitable educational conditions for students and communities of color.

- 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 and improve outcomes for students of color furthest from educational justice. There is a clear benefit to evaluating programs and initiatives that impact the quality of education for every student, and students of color furthest from educational justice, in particular.

Given limited resources for implementing program evaluation studies, it is however possible that evaluation projects may in some cases focus on programs or schools serving a comparatively high proportion of students of color (e.g., Title I schools). Ideally, the research teams implementing the studies would have adequate capacity to fully examine implementation of district programs and initiatives across the District – in *all* schools and *all* educational settings, including those that serve fewer 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 2019-20 District Educational Research & Program Evaluation Plan is to provide decision-makers with valid, reliable, and actionable information to inform the future design and improvement of programs and initiatives. The requirement under Policy 2090 to develop and implement an annual plan is intended as a *catalyst* for improved decisions in service of ensuring educational and racial equity in SPS. 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. Research & Evaluation will engage with key leaders and 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 Research & Evaluation department will continue to advocate for adequate funding to implement a robust, comprehensive District research and evaluation plan each year. As described above, a racial equity lens will guide the work during the research design and conducting research activities. R&E will continue to reach out to relevant stakeholders to help make sense of findings consistent with the District goal of improving racial equity.