Oversight Work Session: Strategic Planning & Partnerships
Tuesday, June 28, 2016, 6:00-7:00pm
Board Office Conference Room, John Stanford Center

Minutes

Call to Order
The meeting was called to order at 5:59pm. Directors Patu, Blanford, Burke, Geary, Pinkham, and Harris were present. Director Peters not present.

Mission
Brent Jones gave an outline of the meeting agenda and passed out index cards to collect feedback at the end of the meeting. He spoke about his move to the Department of Strategy & Partnerships in February and noted the new focus on equity.

Dr. Jones introduced the directors on his team: Dr. Eric Anderson, Audrey Querns, Nikka Lemons, and Bernardo Ruiz (not present). He noted the directors are all working toward a shared mission:

- We exist to share research, promote promising practices, leverage partnerships, and create opportunities for learning.
- We make it happen through Strategic alignment and integration, race and equity, family and community partnerships, and organizational learning and data.
- We are committed to eliminating opportunity gaps and ensuring every student has great college and career choices.

Dr. Jones summarized the department organizational charts and major accomplishments over the past few years. These accomplishments included:

- Professional development plans for partners, school staff, leadership, and central office
- Expansion of Creative Advantage into Denny feeder pattern (23 schools now enrolled)
- Regional partnership coordination model (i.e. Deep Dive 3 grant)
- Over $1.5 million in external funding secured to enhance and accelerate partnerships and student outcomes
- Quality new hires within department
- African American Male Advisory Committee – first meeting was successful!
- Student and family climate survey redesign and positive outlier school research
- New school-based coordination tools and funding models
- Logic model for closing opportunity gaps
- MENDR research-practice partnership

- US Department of Education Grant to strengthen family engagement in high schools
- Family Connectors University Programs in English, Spanish, Somali and Chinese
- Strengthened partnerships to offer Advanced Family Connectors University Program for graduates
- Coordinated Neighbor-to-Neighbor Program
- Engaged 256 Black male role models for National Black Parent Involvement Day
- Graduated over 350 Family Connectors University students
- Over 1500 families engaged at SPS family engagement events
- Finalist for Wallace Social Emotional Learning planning grant – site visit this month!
- Gap elimination framework and infrastructure
- Strengthened relationship with Mayor's Office of Education and City Department of Early Learning

Budget & Staffing
Dr. Jones and Audrey Querns spoke about the community partnerships budget, noting that the grant is taking some time to spend down because there have been delays in hiring. Ms. Querns confirmed the Gates Foundation has agreed to allow funds to be held until the new staff person is hiring on. Director Blanford asked for clarification around the purpose of the grant and Ms. Querns noted that it will be used to build systems infrastructure in SPS and SHA so that both organizations better align in policy and practice. Last year strategies that were developed to drive partner services and dual-generation support.

Dr. Anderson spoke about budget requests that fall under the SMART goals, noting the partnership between the Departments of Technology (DoTS), Curriculum & Instruction (C&I), Special Education, and Strategy & Partnerships, to support data systems and schools. Dr. Jones added that there is currently a $2 million ask for pedagogy district-wide.

Board Policies & Superintendent Procedures
Dr. Jones summarized the board policies and procedures that guide the work of the department:

- Board Policy 0030 and Superintendent Procedure 0030SP, Ensuring Education and Racial Equity
- 2090SP, Program Evaluation & Assessment
- Board Policy 2200 and Superintendent Procedure 2200SP, Equitable Access to Programs & Services
- Board Policy 4129 and Superintendent Procedure 4129SP, Family Engagement
- Board Policy 4130 and Superintendent Procedure 4130SP, Title I Family Involvement
- Board Policy 4265 and Superintendent Procedure 4265SP, School and Community Partnerships
- Board Policy 4270 and Superintendent Procedure 4270SP, Lead Partner
- Superintendent Procedure E14.04SP, Research Activity &Test Administration

Director Blanford asked how Board Policy 0030 and Superintendent Procedure 0030SP, Ensuring Education and Racial Equity, have been implemented and Dr. Jones confirmed all of the work that the Department of Strategy & Partnerships does is done though the racial equity

lens with the goal in mind of eliminating opportunity gaps. He added that there are technical things that must be done to "operationalize" the Equity Toolkit for the entire district.

Director Blanford asked about how the implementation of 0030 is being scheduled district-wide and how this is done in similar districts. Superintendent Nyland noted Minneapolis/St. Paul visited SPS to share their work with diversity and site councils (which are similar to committees/ taskforces at SPS). Dr. Nyland noted discussions he has with Bernardo around training staff on using the Equity Toolkit, and mandating its use.

Director Blanford spoke about a similar policy to 0030 in the Portland School District that has consistent language Dr. Nyland confirmed that the Racial Equity Toolkit has already been applied to issues such as Bell Times and Transportation, and Ms. Querns confirmed the community partnerships team also uses the Racial Equity Toolkit when accepting grants.

Dr. Anderson spoke about how pleased he is with the commitment that the leadership team at SPS has made to equity, particularly how Dr. Starosky has added equity as a vital component of the school leadership lens. He added that there may need to be a commitment to this in Human Resources, namely recruitment and retention, as well.

Director Blanford spoke about the strong pockets of equity work that he sees, but noted that the next step is to mobilize the lens in other areas where the toolkit should be a priority such as Curriculum & Instruction.

Internal & External Controls
Dr. Jones summarized the internal and external controls that dictate the work of Strategy & Partnerships:

- Protection of Pupil Rights Amendment (PPRA)
- Internal auditor review of DEEL data systems/processes
- Annual reports to School Board and Superintendent on district adopted School Family Partnerships Plan
- OSPI Comprehensive Program Review Title I Chapter 1118 No Child Left Behind Act
- Federal and State audits
- Regular reports to PSESD, DD3 partners, and school staff on RTTT, DD3 grant
- Annual school climate surveys
- Annual reports to Gates Foundation on Seattle Housing Authority/SPS Partnership
- Executive reports to Board and Superintendent on progress of implementing Ensuring Educational and Racial Equity Policy
- Annual DOE/IES Reports for MENDR research-practice partnership grant
- Annual program evaluation & assessment to School Board
- Implementation Plan of the Racial Equity Analysis Toolkit
- Annual principal scorecard per PASS CBA
- Health Insurance Portability and Accountability Act (HIPAA)
- Instructional Leaders, Educators & Staff surveys from Racial Equity & Culturally Responsive Leadership Professional Development
- Annual district scorecard to School Board
- Annual school segmentation report published

- Annual reports to Mayor's Office for Art & Culture
- 30 School-Based Racial Equity Teams in yearly phases per SEA CBA
- Family Educational Rights and Privacy Act (FERPA)
- Improved data processes and required trainings for community partners
- End-of-the-year Family Engagement Action Team or other system providing measurable outcomes reports
- Annual public school reports per RCW 28A.655.110

Key Stakeholders
Dr. Jones summarized the key stakeholders, with students as the primary constituent:
- Students
- Families (parents and guardians)
- Principals, Teachers and Staff
- Central Office Leaders and Staff
- Seattle Housing Authority
- Community, Arts and Faith Based Organizations
- School Board
- City of Seattle (Early Learning,
- Arts, Police, Libraries, Neighborhoods)
- Ethnically/Linguistically Diverse Families
- Colleges and Universities

Major Service contracts
Dr. Jones summarized the major contracts currently in place such as PSESD, Race to the Top, Deep Dive III Grant, Mayor's Office for Arts & Culture, Seattle Housing Authority, Panorama, and the U.S. Department of Education (John Hopkins).

Information technology systems
Dr. Jones listed the technological
- SPS website
- Survey monkey
- School messenger Email, Interpreter equipment

Research & Evaluation: Functions, Goals, KPIs, Benchmarking, and S.W.O.T. Analysis
Dr. Anderson spoke about the core operational work of his department, noting particularly intensive work with the Special Education Department. He noted the strategic nature of the work his team does to bring quality data 40 district leaders, the Eliminating Opportunity Gaps Committee, general district and external conversations around disproportionality and other subjects, partnerships data, and ensuring integration, statistic alignment, and visibility.

Dr. Anderson summarized the attributions of the District scorecard and noted school reports/segmentation, to include:
- Performance measurement & accountability - principal scorecard
- Districtwide stakeholder surveys
- Student data systems (technical assistance/support)
- Positive outlier/gap elimination research
- Program evaluation/impact (technical assistance/support)

- Research-Practice Partnerships
- External Research Review
- Key themes for next year: family voice, community voice.

Dr. Anderson spoke to benchmarking and gave a brief S.W.O.T. analysis of his scope of work.

Director Blanford noted that the REA team at SPS is one of the most comprehensive and needed departments at the District. He thanked Dr. Anderson for the work his team does around outlier data.

Community Partnerships
Ms. Querns spoke about how the Department of Community Partnerships has evolved over the past two years. She introduced the team to the Board.

Ms. Querns briefly summarized the functions and scope of work to include:
- Develop and manage strategic partnerships
- School-based partnership alignment and coordination
- Build and disseminate model partnership structures
- Support partnership data access and system development
- Support partner capacity building
- Support improvement of central office partnership practices
- Over 650 unique partnerships, many managed by schools, principals, PTSAs, and other groups

Ms. Querns spoke how the responsibility of controlling and managing frameworks that assist partners in navigating systems, confirming that is not the responsibility of the team to actually manage individual partnerships.

Looking forward, Ms. Querns noted that the team hopes to be able to deepen supports with the Whole Student Framework so that it better meets the needs of all students. She spoke to improvements in the progress of the team, where nearly all objectives have been exceeded.

Equity Initiatives & Outcomes
Nikka Lemons spoke about the charge of her department, which is to:
- Provide project management support district-wide to determine performance, alignment, coherence
- Track all departments with a universal dashboard so that best practices are used with each body of work
- Develop a strategic toolkit to determine if best practices and avoid strict learning curves
- Facilitate community engagement
- Developing a performance management system for equity and gap elimination
- Support project/initiative leads and executive sponsors
- Staff the Eliminating Opportunity Gaps steering committee

Ms. Lemons spoke about the African American Advisory Committee and other projects.

Family Partnerships and Race & Equity
Dr. Jones acknowledged the time constraints of the meeting and asked that Directors look over the Family Partnerships and Race & Equity sections of the presentations and forward any questions that may come up.

Director Patu asked about the success of the trainings that Bernardo has done with teachers and Dr. Anderson noted that the University of Washington's College of Education agreed to design a project around school equity team work and how implementation varies in different schools. Director Patu asked about the expertise the UW brings, and Dr. Anderson noted that the College of Education is well known in the area of research and implementation, and that the assistance is free to SPS. Dr. Anderson gave examples of discrepancies in surveying students, such as how common it is for academically successful students of color to still not comfortable in their classrooms.

Looking ahead
Dr. Jones thanked the Board for their time, and summarized what is ahead of the Department of Strategy & Partnerships:
- Develop partnership advisory committee – school based and strategic partners
- Develop logic model, theory of action, key data elements, and corresponding narrative
- Help Curriculum & Instruction implement the academic data dashboards and balanced assessments necessary for MTSS
- Develop program review process to measure implementation and impact of programs
- Principal scorecard and school segmentation redesign
- Whole Child Framework
- Develop aligned and integrated meeting structures and forums for central office leadership development and continued focus on SMART goals - a learning organization
- Revision of School and Community Partnership Board policies and new partnership service delivery model
- Develop infrastructure for eliminating the opportunity gaps
- Develop strategies for reduction in chronic absenteeism and increases in quality instructional time
- Fund development
- Develop a case study of positive outlier schools focused on highly effective Tier 1 classroom instruction

Dr. Jones passed out notecards to collect questions on the presentation.

Adjourned
The meeting was adjourned at 7:08pm.

Additional Questions from Directors
- Can you supply a list of CBOs that currently or previously partnered with SPS that had/have an American Indian/Alaskan Native focus?
    1. *Seattle Indian Health Board*
    2. *Urban Native Education Alliance*
    3. *Red Eagle Soaring Youth Theater*
    4. *United Indians of All Tribes Foundation*

- What is the SWOT for moving Indian Ed to C&I?
  Native American Education was moved back to Curriculum & Instruction because this was the demand by our families and community. The understanding is that Native Education should be directly aligned to the classroom and improving outcomes for students. Their Title VII grant is academic-focused and the department provides curriculum development and professional development for school staff and students.

- Race & Equity Tool: way to use in budget process?
  Since the budget process is a combination of many decisions made by senior leaders, an updated training for Cabinet level staff and other departmental managers on how to use and make descisions with the Race & Equity Tool could be very useful.