



Education Summit Advisory Board City of Seattle

Seattle Public Schools

Dr. Larry Nyland, Superintendent

March 14, 2016

Photos by Susie Fitzhugh

Who We Are



52,324 Students
Enrolled (up by 336)



147 Countries of Origin



98 Schools



135 Languages/Dialects



37% Free &
Reduced Lunch



3,208 Teachers



12.9% English
Language Learners



\$753 Million Budget



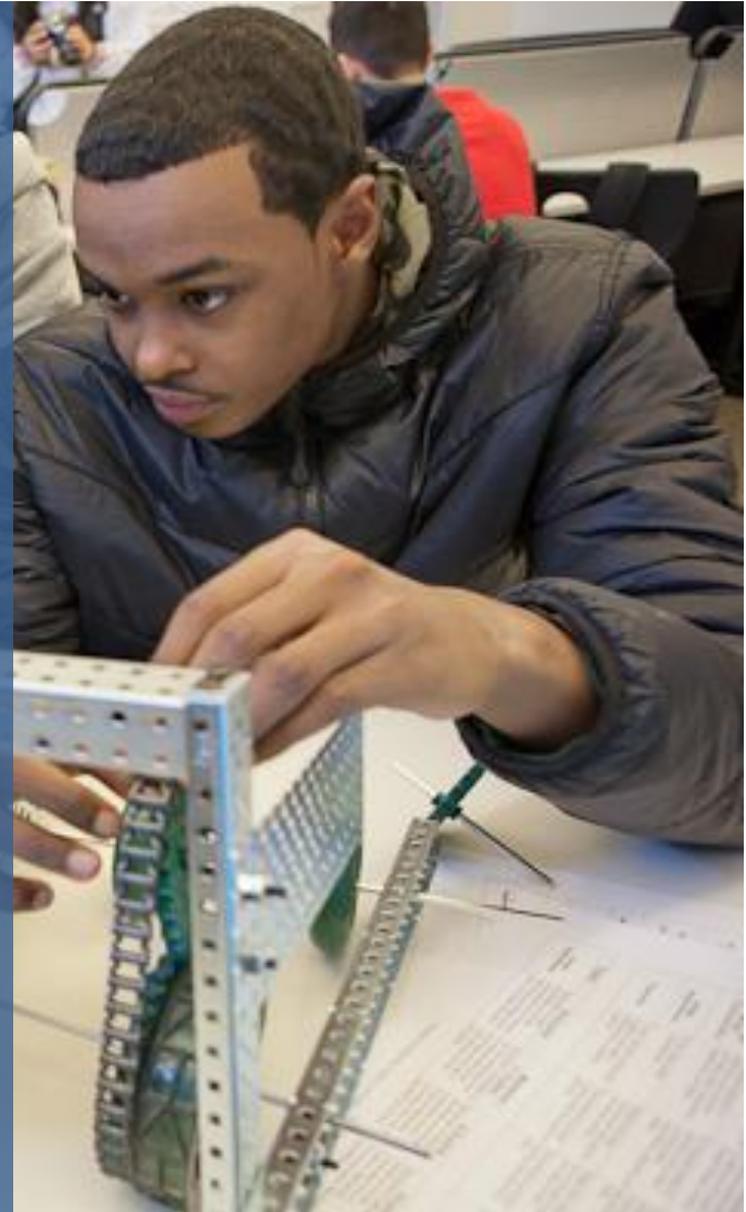
2,776 Homeless
Students



4 New Schools
Under Construction



Our Opportunity
Our Challenge
Our Work in Progress
Our Work Together





OUR OPPORTUNITY

-
- Steadily rising student achievement
 - Outperforming the State and peer districts
 - 12 Schools of Distinction recognized by OSPI
 - Reduced underperforming schools (33>13)
 - Rising number of positive outlier schools – *beating the odds*

Our Successes

“Mia believes absolutely in the capacity of our children, and woe to anyone who says otherwise.”

- Teacher, Aki Kurose



Principal of the Year!
Mia Williams, Aki Kurose MS



OUR CHALLENGE

“This is THE
issue of our
time.”

-Superintendent Larry Nyland





SEATTLE
PUBLIC
SCHOOLS



ENSURING
EDUCATIONAL AND
RACIAL EQUITY

Policy No. 0030

August 15, 2012

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The Seattle School Board is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career and life. We believe that the responsibility for student success is broadly shared by District Staff, administrators, instructors, communities and families. We are focused on closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all students. Additionally, we believe that it is the right of every student to have an equitable educational experience within the Seattle Public School District.

The concept of educational equity goes beyond formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of their race, class or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, have the opportunity to benefit equally.

This means differentiating resource allocation, within budgetary limitations, to meet the needs of students who need more supports and opportunities to succeed academically. A student whose history and heritage are appreciated and celebrated will learn better and be more successful than if that student is forced to overcome a cultural barrier.

- With these commitments in mind, Seattle Public Schools will:
- Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students;
 - Eliminate the racial predictability and disproportionality in all aspects of education and its administration (e.g., the disproportionate over-application of discipline to students of color, their over-representation in Special Education, and their under-representation in various Advanced Learning programs);
 - Ensure all students regardless of race or class graduate from Seattle Public Schools ready to succeed in a racially and culturally diverse local, national, and global community.

In order to achieve educational equity for our students, the district shall:

Policy #0300

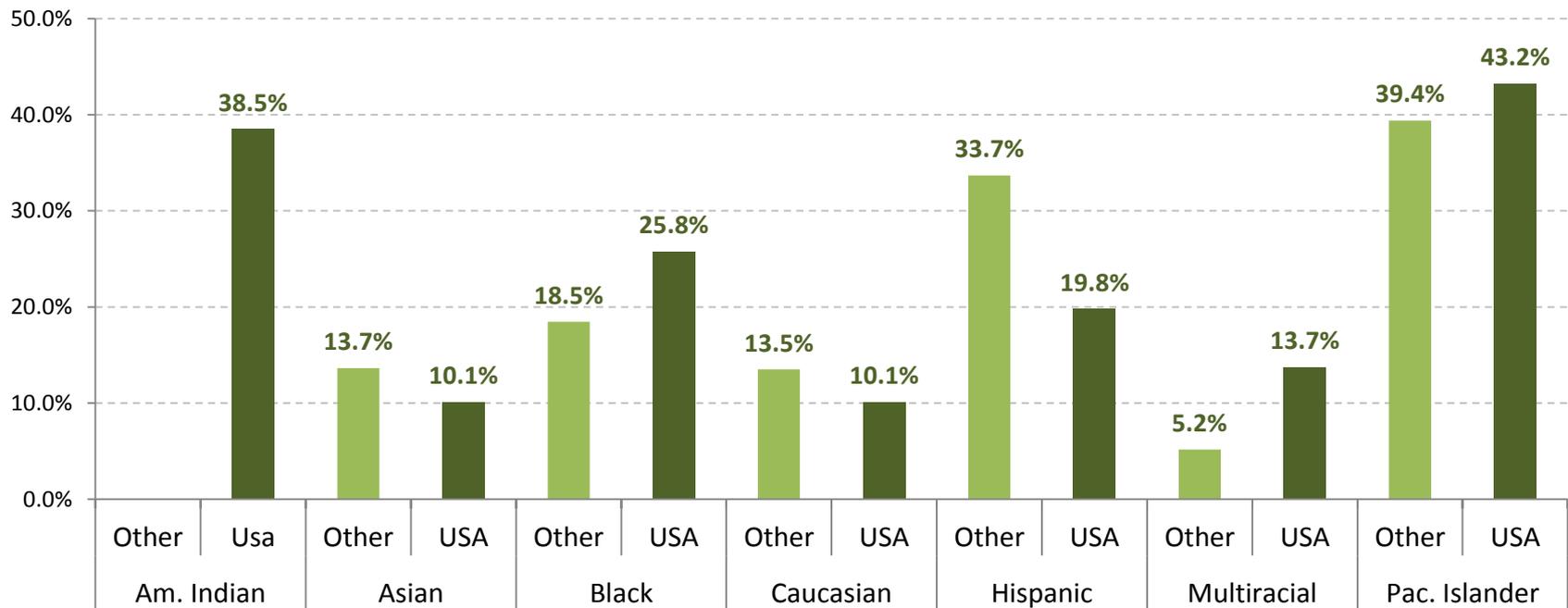
Ensuring Educational and Racial Equity

Disproportionate Discipline

- Positive Trend Line
- Moratorium on non-violent elementary suspensions
- Reduction of 30% in the last year
- **HOWEVER ...** African American students still three times as likely to be suspended

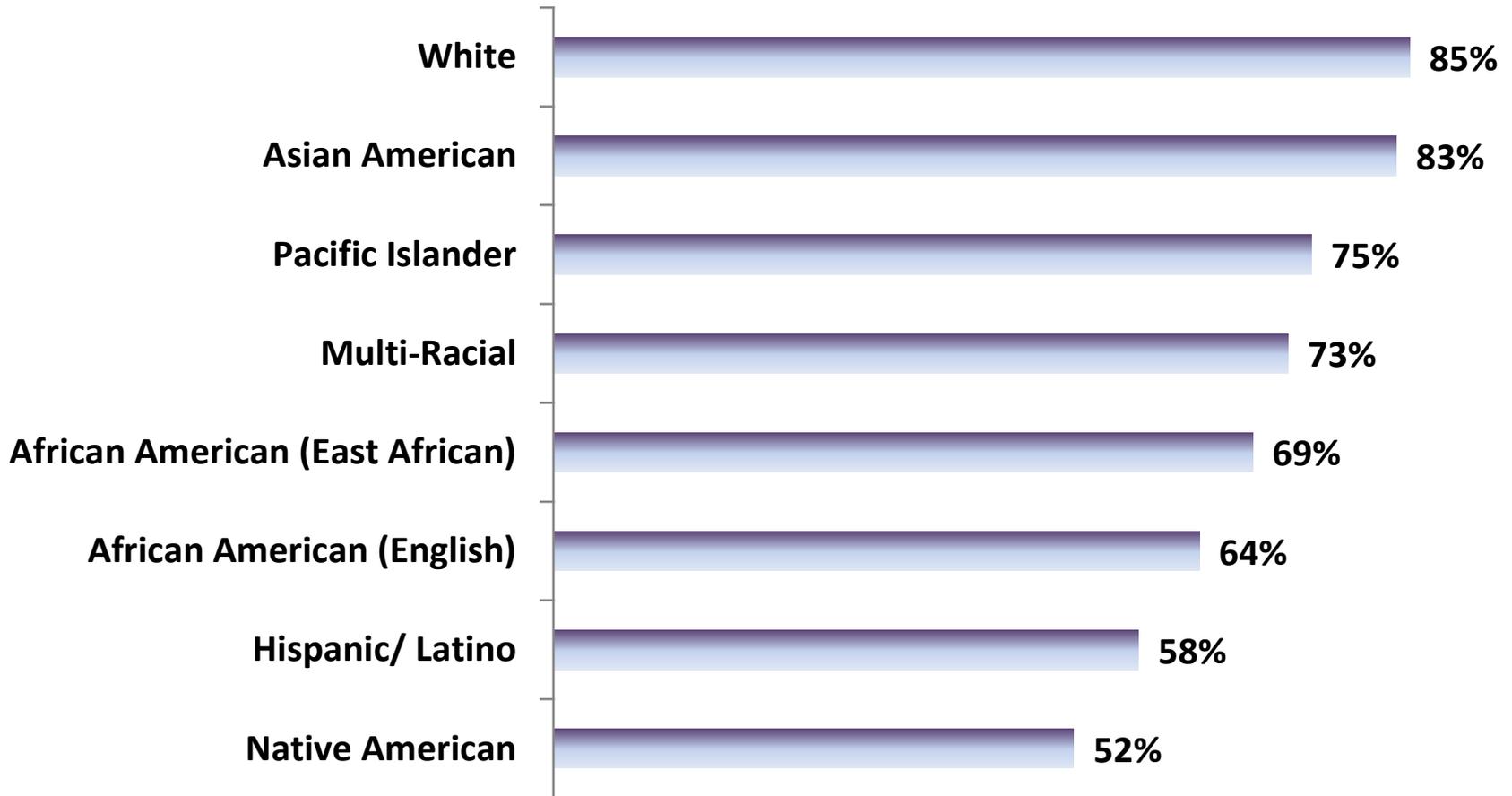
High Rates of Chronic Absenteeism

Percent Chronically Absent **
by Race/Ethnicity Group and Country of Origin (2014-15)



** Missed 10% or more of days enrolled (for any reason)

On-time Graduation Rate (2015)



A photograph of a female teacher with long dark hair, wearing a patterned cardigan, leaning over a desk to read a book to a young child with curly hair. The child is wearing a dark t-shirt with a graphic. They are in a classroom setting with bookshelves and other students in the background. A blue semi-transparent banner is overlaid at the bottom of the image.

OUR WORK in PROGRESS

2015-2020 Action Plan for Accelerating Achievement for African American Males and Other Students of Color



At Seattle Public Schools, our fundamental aim is to ensure that **each and every student** entrusted to us attains **high levels of academic achievement**. While this is already a reality for some of our students, it remains a dream deferred for many others. That is why our top priority is to eliminate opportunity gaps and accelerate achievement for all students, without exception.

For many years, our school system has not lived up to its commitment to a significant proportion of our students, especially our **African American Males and other students of color**. We can do better. **We must do better.**



This Action Plan expresses our community-wide recommitment to improving educational experiences and learning outcomes for our traditionally underserved and underperforming students. We are committed to closing opportunity and achievement gaps for each and every student.

- Dr. Larry Nyland
Superintendent

CLOSING OPPORTUNITY GAPS

An Action Plan for Accelerating Achievement for **African American Males** and Other Students of Color

2015 - 2020 Action Plan





It's about...

Positive Beliefs

Positive Relationships

Positive Learning

Positive Beliefs

- Transform adult beliefs
- Growth Mindset
- Social-Emotional Learning (e.g. RULER)
- Culturally Responsive instruction
- School Race and Equity Teams

Positive Relationships

- Know students by name, strength, and need
- Trauma Informed Practices
- Positive Behavioral Intervention & Support (PBIS)
- Restorative Justice
- Family Engagement Action Teams

Positive Learning

IF we ...

- Have assessments for learning
- Work together in teams
- Teach from student strengths to needs
- Culturally responsive instruction

THEN we will see...

Successful independent learners



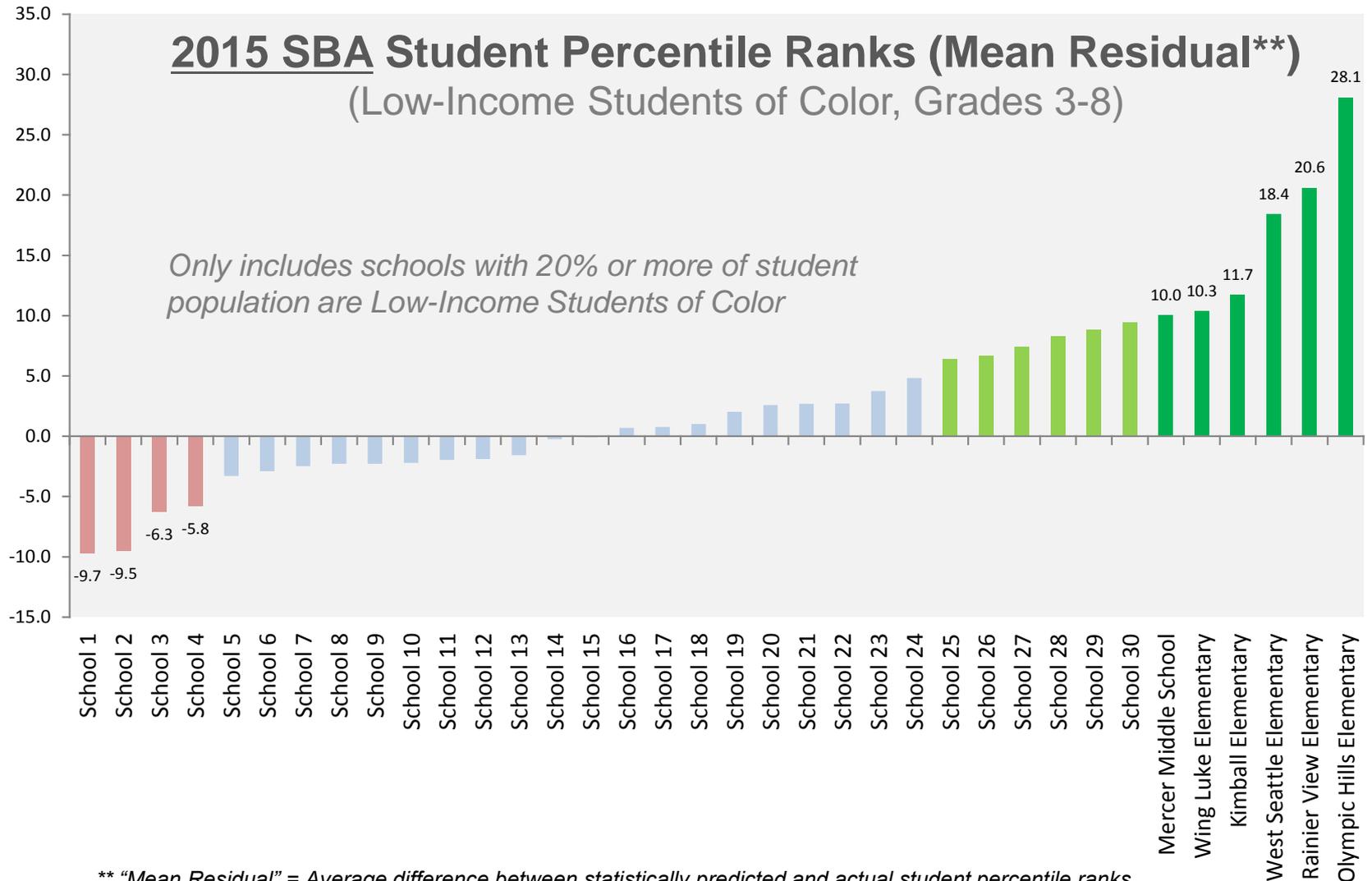
Think, Pair, Share

What implications does the shift from
Excellence for All
to
Each and Every Student
have for OUR work?



PROMISING PRACTICES

Positive Outlier Schools in 2015

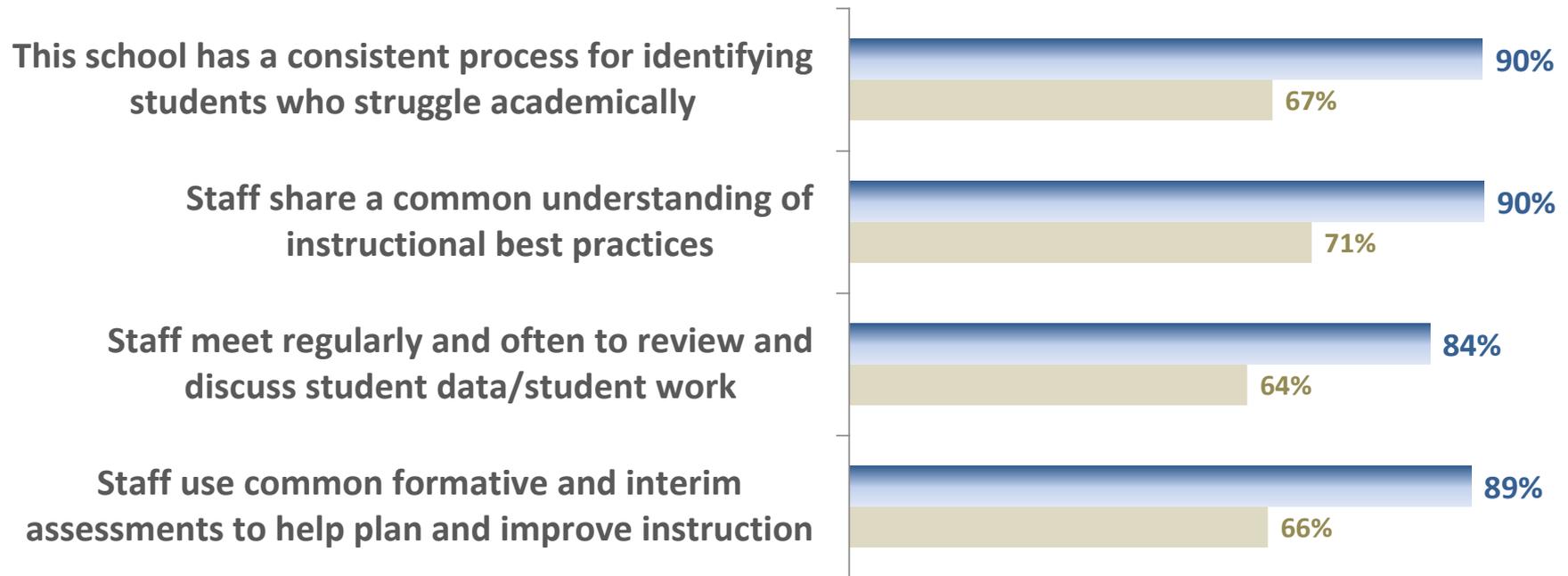


** "Mean Residual" = Average difference between statistically predicted and actual student percentile ranks

Positive Outlier School Research

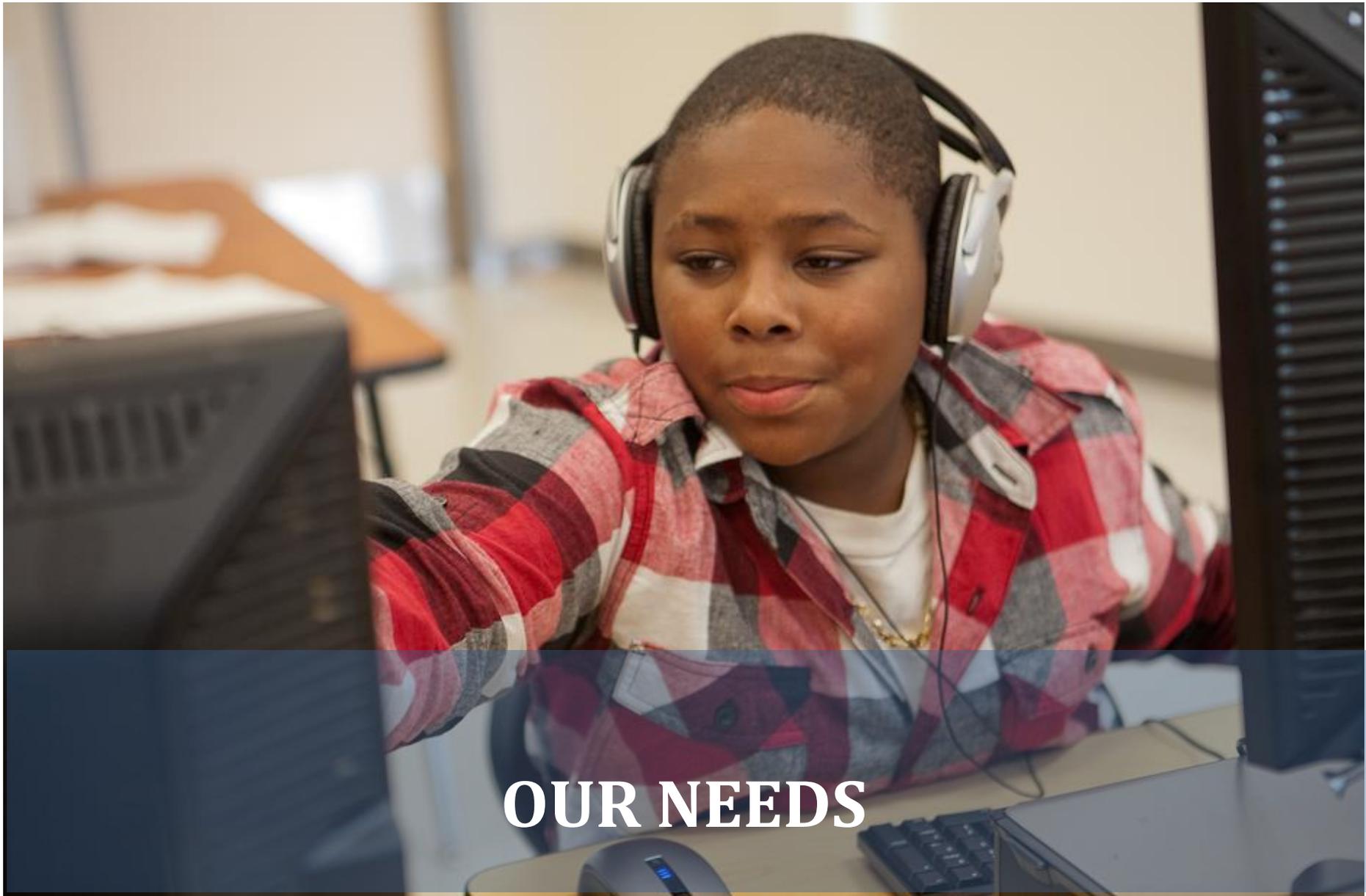
■ Positive Outlier Schools (Elementary)

■ District Average (Elementary)



Results from 2014-15 Districtwide School Staff Surveys

(Percent of School Staff who *Agree* or *Strongly Agree* with each statement)



OUR NEEDS

Our Need

Full State Funding

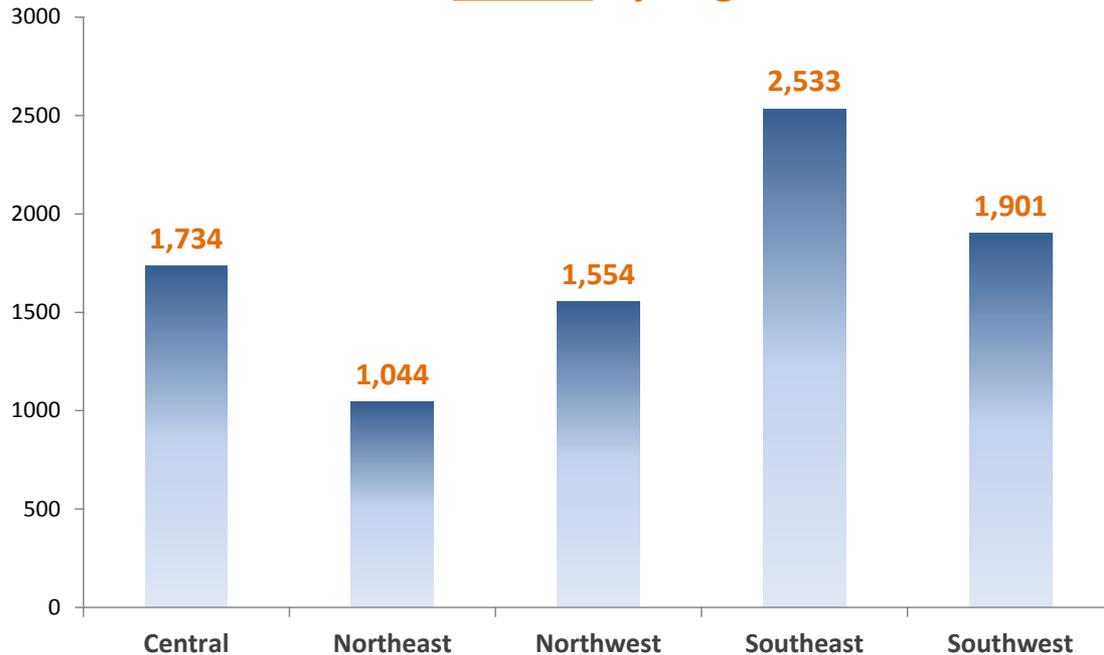
- High need schools get state, district, city support
- Level one-two students, district-wide, get less support

Limited support for:

- Social-Emotional Needs
- Race and Equity Teams in 30% of schools
- PBIS is in 20% of schools
- Family Engagement & Family Support

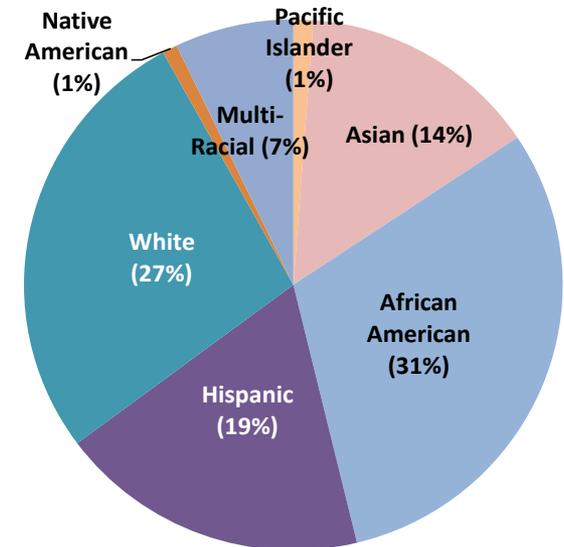
Students Need Support Across Our City

Total Counts by Region



Students Not Proficient in Math and/or ELA **

Breakdown by Race/Ethnicity



** 2015 Smarter Balanced Assessment, Grades 3-8



WE CAN'T DO IT ALONE

PARTNERSHIPS



NESHOLM FAMILY
FOUNDATION



BILL & MELINDA
GATES foundation



EL CENTRO de la RAZA



SEATTLE
UNIVERSITY



Parks

Childcare Libraries
Partnerships
Expanded Learning
SYVPI
Seattle Preschool Program

Whole Child

Race and Social Justice
Summer Learning
Fields
Homelessness Initiative
Pools
Whole Family
Community Learning Centers
Human Services
Arts and Culture
School Health Care
K-12 Education
Summer Food Program
Creative Advantage
DEEL



City of Seattle

Potential Needs

- College and Career Readiness - STEM
- Transformation Zone – Miracle in the Middle
- Summer School / Expanded Learning
- Social-emotional focus including trauma, homelessness, and weekend food security
- Every student ... reads by 3rd grade ... attends every day ... early learning



ACTIVITY

What resonated with you?

What key questions do you still have for the District?



“Let’s imagine creating a better world by imagining better classrooms, where the possibilities are constantly explored of how it could be otherwise” Maxine Greene



ACTIVITY

How might we partner to advance a

Whole Child effort

(academic, behavioral, social-emotional)

within a system that is now focused on the success
of *Each and Every Student?*

Aspirations

Dr. Nyland
&
Director Chappelle





SEATTLE
CITY HALL

Thank You