



**Eliminating Opportunity Gaps:
Our Challenge, Our Opportunity**
Brent Jones, PhD - Seattle Public Schools
July 21, 2016





Today's Objectives:

- Discuss current state of SPS
- Share our challenges and opportunities for elimination of opportunity gaps
- Highlight SPS focus for 2016-2017
- Get your insights along the way

Who We Are in 2015-16



53,872 Students
Enrolled



148 Countries of Origin



98 Schools



128 Languages/Dialects



39% Free &
Reduced Lunch



3,185 Teachers



11.4% Bilingual
Served



\$753 Million Budget

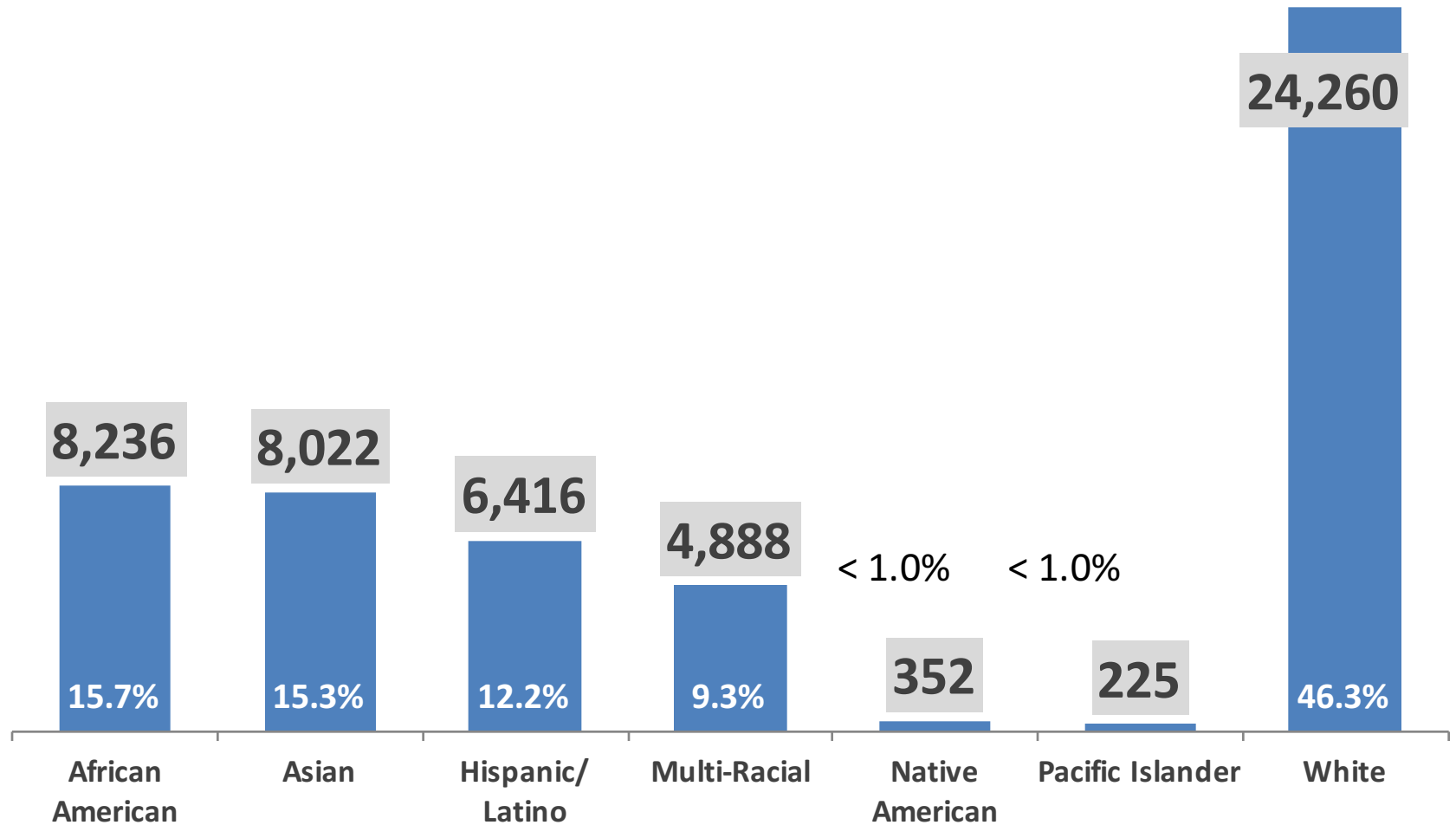


2,851+ Homeless
Students



5 New Schools
Opening in 2016-17

Current Enrollment by Race/Ethnicity





Our Challenge

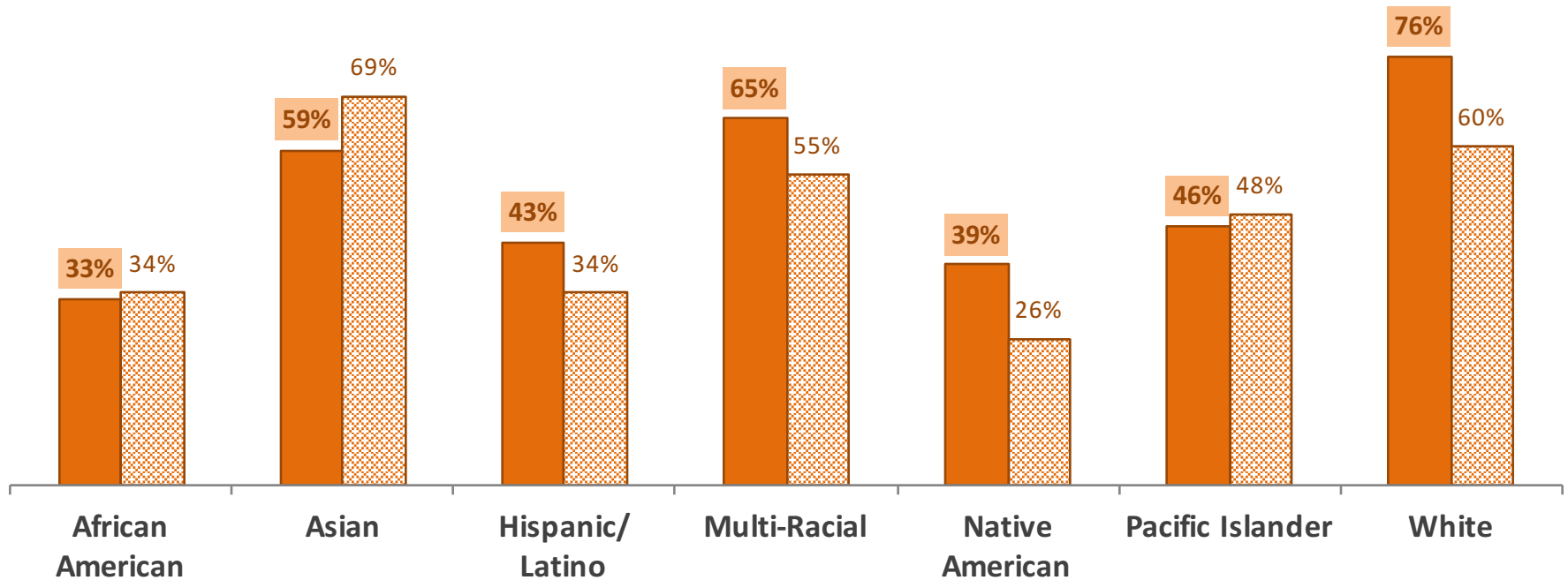
What problem are we trying to solve?

Disproportionality

State Assessment Results by Ethnicity

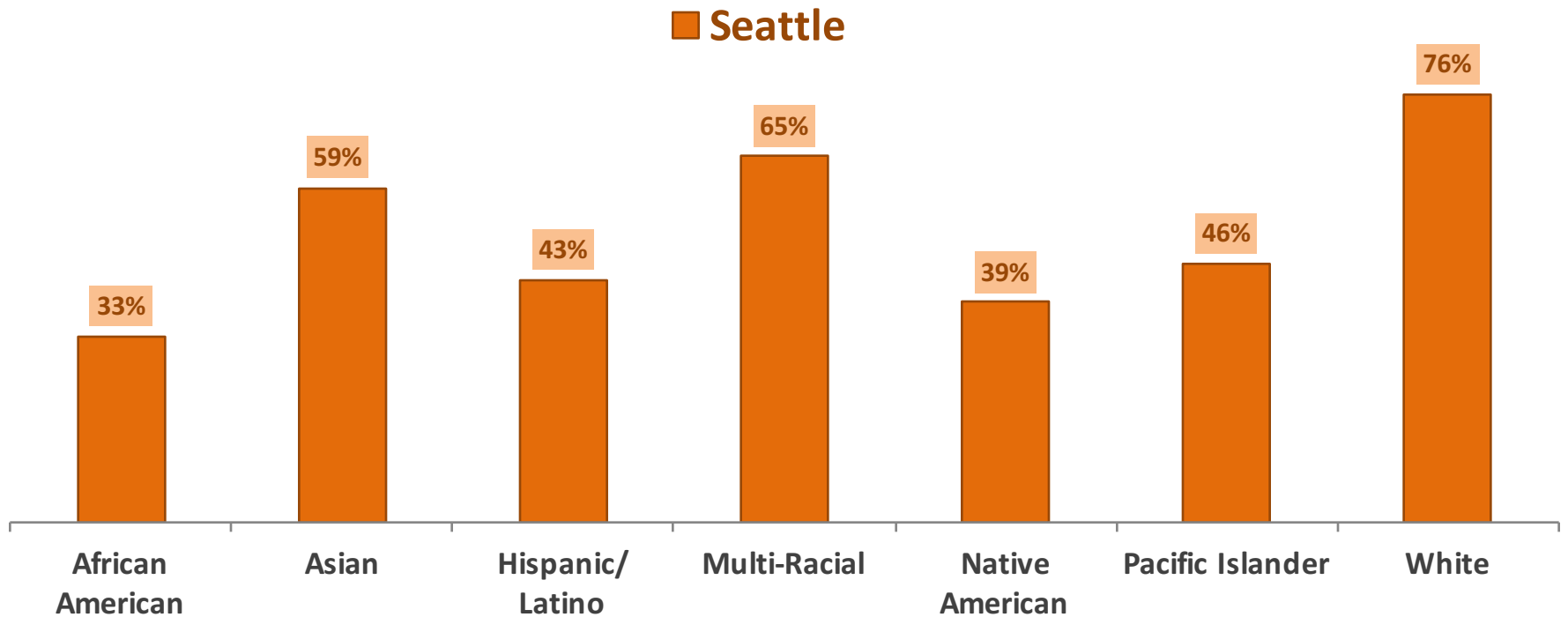
SPS students proficient in 3rd Grade ELA (2014-15)

■ Seattle ▨ WA State



State Assessment Results by Ethnicity

SPS students proficient in 3rd Grade ELA (2014-15)

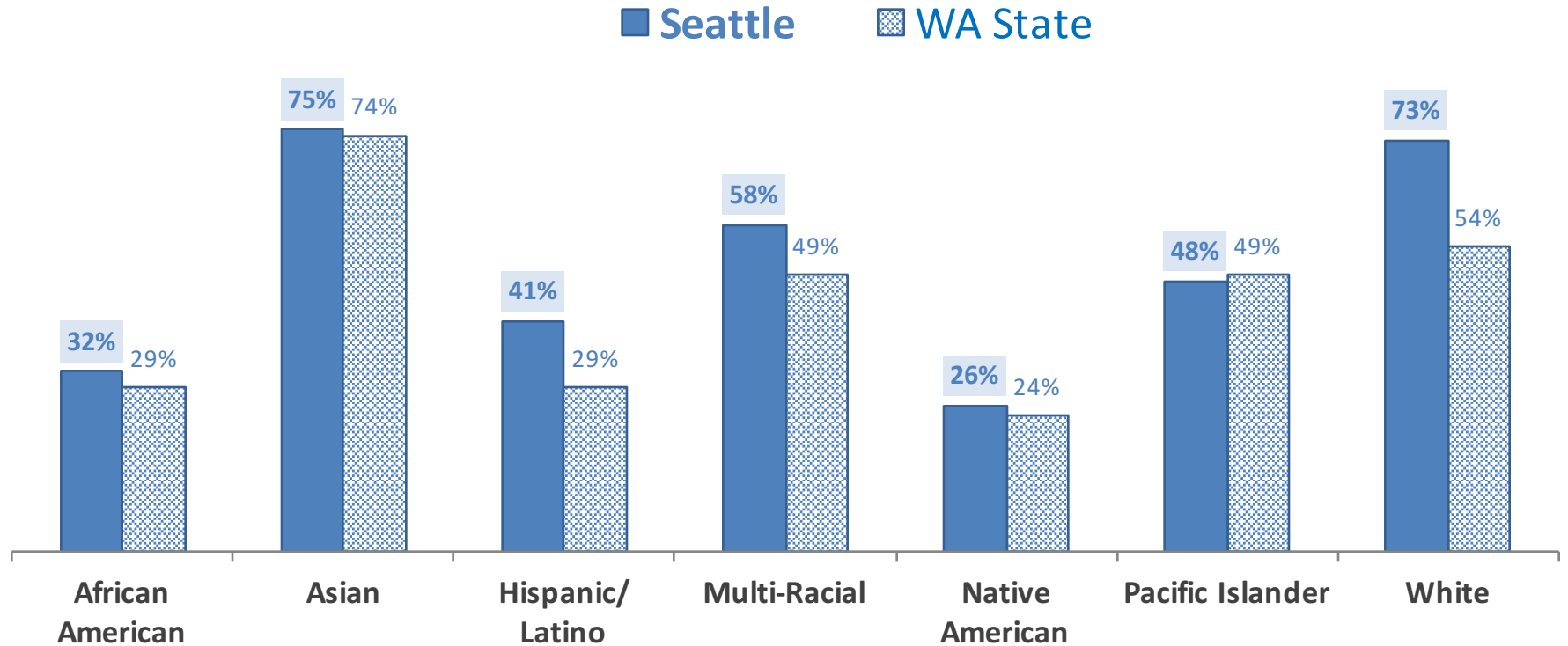


“You're supposed to be able to go to a teacher when you need help whether school work or out of school... But you're not going to go to a teacher if you feel like they don't care for you.”

Male Junior

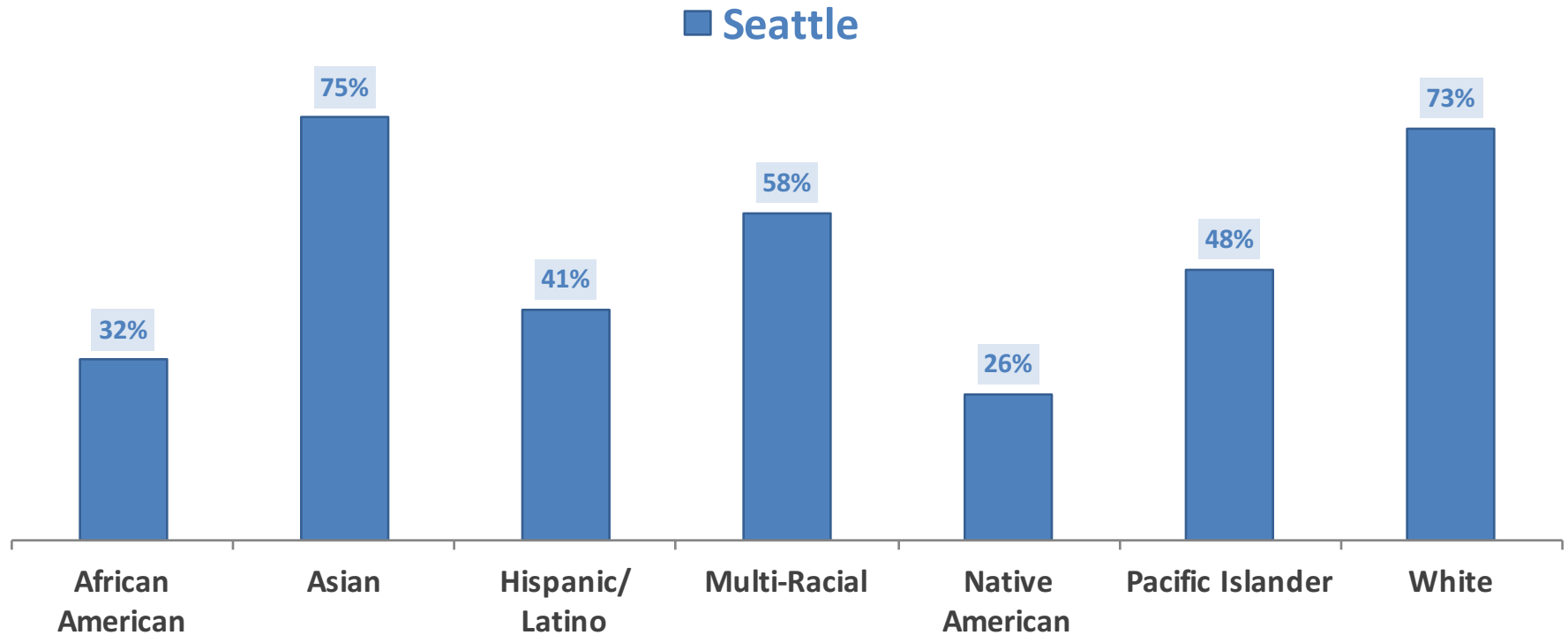
State Assessment Results by Ethnicity

SPS students proficient in 7th Grade Mathematics (2014-15)



State Assessment Results by Ethnicity

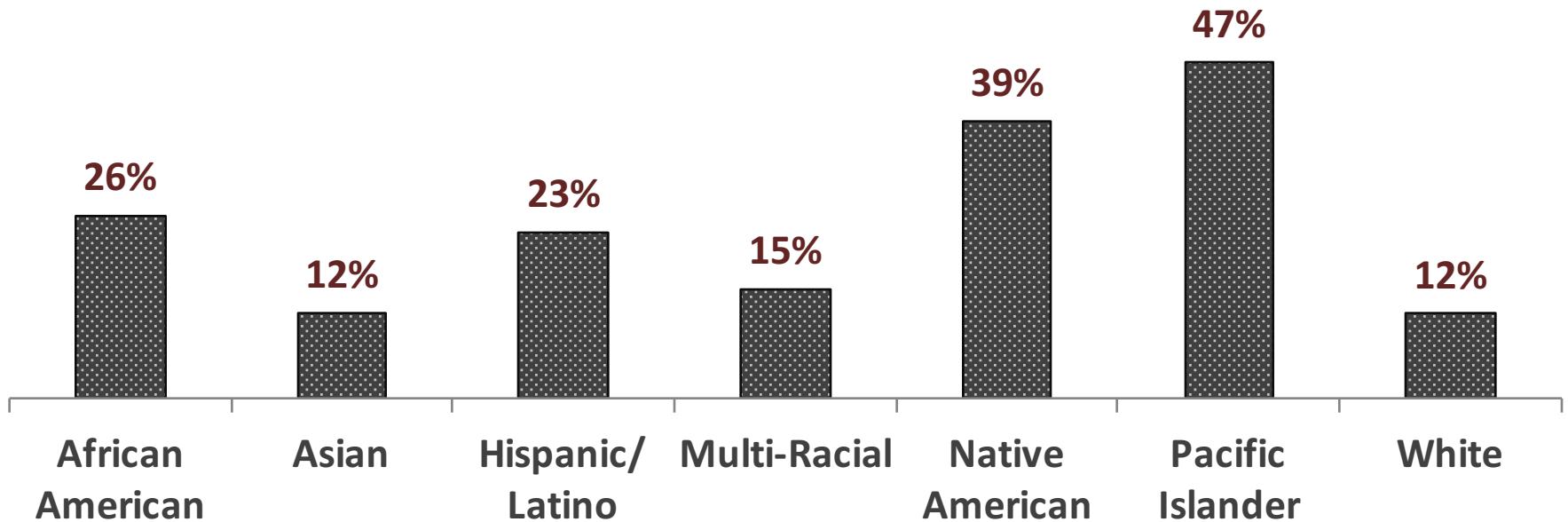
SPS students proficient in 7th Grade Mathematics (2014-15)



“Teachers that are able to like, create a relationship with students and care beyond the subject that they’re teaching, more about their well-being, um, students can really connect to them and I think it really helps learning, because they have someone, you know, to help them. I mean, they can see that someone cares about them.”

Female Junior

Chronic Absenteeism Rates (2014-15)



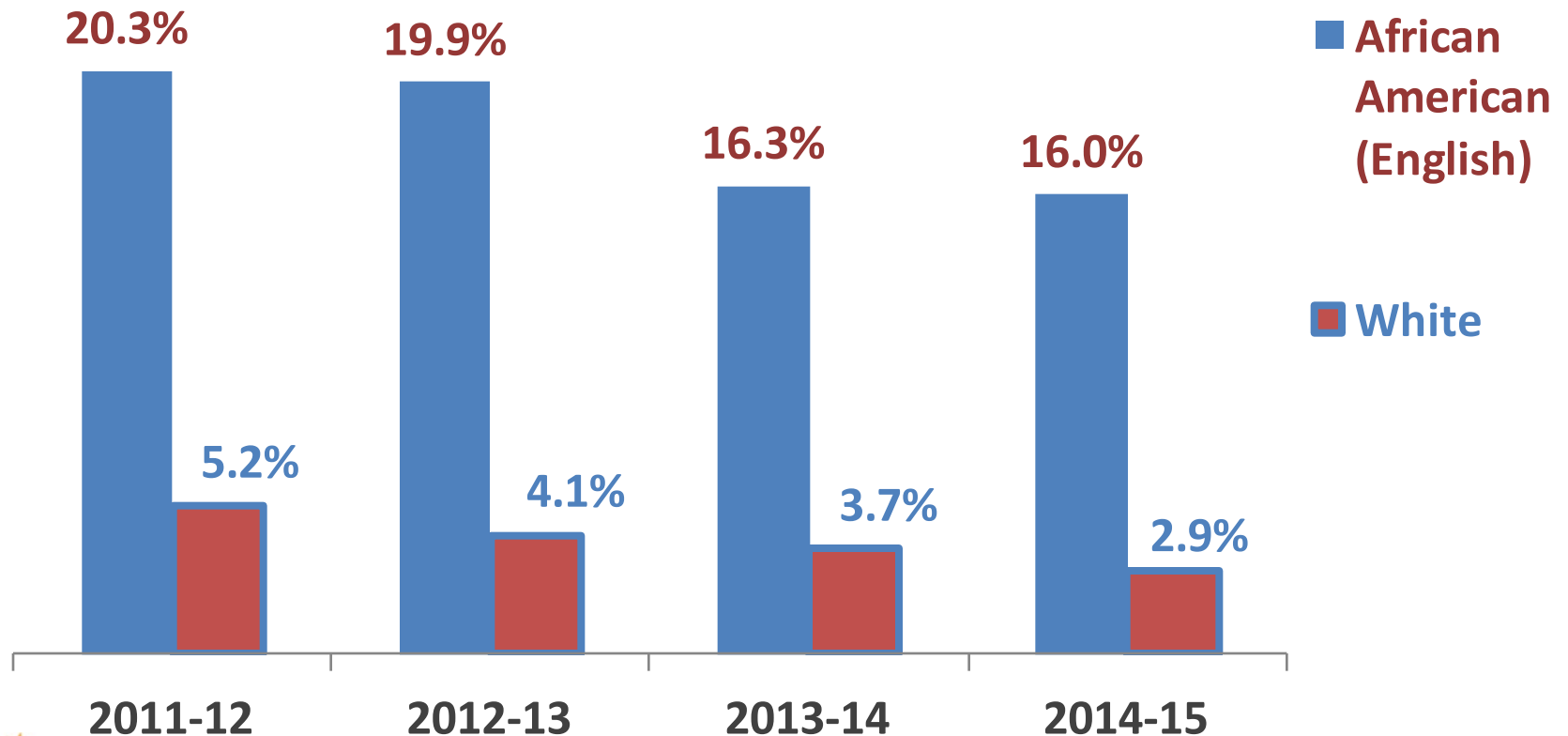
Percent missing 10% or more of possible instructional days (for any reason)

“Well I don't know like it's kind of complicated...Like there's one teacher who I have who like he screams everybody he'll be cussing and stuff and like I could tell he doesn't care because he's always mean and stuff but then there's another teacher who is always like accusing me of not working when I come in and work every single day like I'm here for a reason right? I don't come here to not work you know?”

Male Sophomore

Disproportionate Discipline

Student Suspension Rates (Grades 6-12)



Turn and Talk

*What other data do we need to
look at and why?*

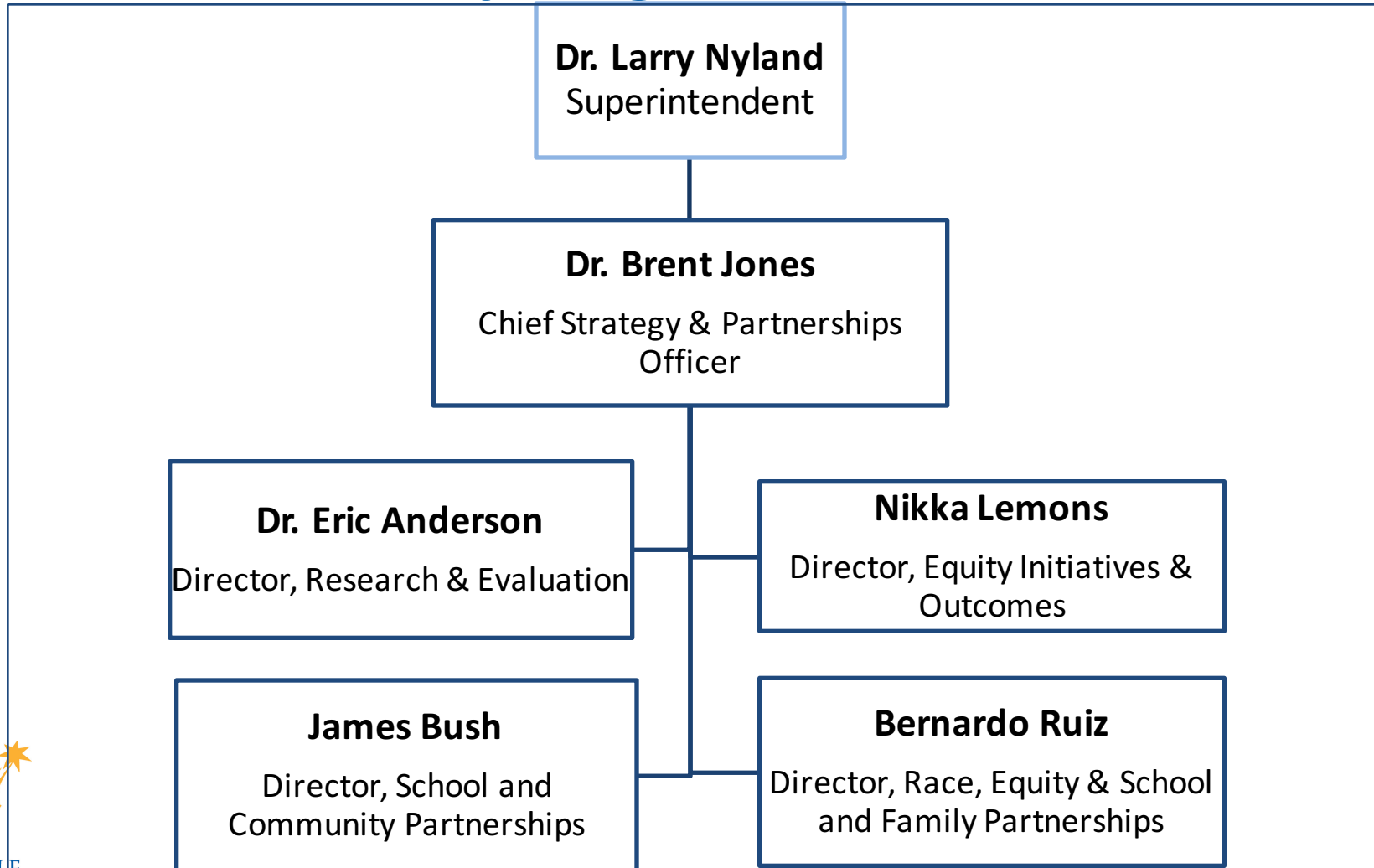
*What else do we need to tell the
story?*

Our Current Work



Strategy & Partnerships Division

Strategy & Partnerships: Leadership Organizational Chart



Strategy & Partnerships

Department Functions



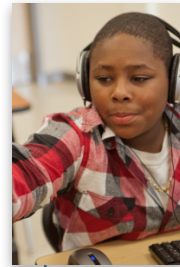
Community
Partnerships



Family
Partnerships



Race & Equity



Research &
Evaluation



Equity Initiatives
& Outcomes

Eliminating Opportunity Gaps/ Racial Equity

“This is THE
issue of our
time.”

Superintendent Larry Nyland



Why?

We must eliminate the opportunity gaps in order to get our children “Seattle Ready”

Our Evolution in Gap Closing...

FROM Excellence for All
TO **Each** and **Every** student

FROM Closing the Achievement Gap
TO **Eliminating Opportunity Gaps**

FROM Universal
TO **Targeted** strategies

Our Investments in Equity Work

- Policy #0030, Ensuring Education & Racial Equity
- Strategic plan goals / Superintendent goals
- Advisory committees
- Eliminating Opportunity Gaps framework
- Focus on authentic community engagement
- Family engagement
- Chief of Strategy and Partnerships
- Equity Initiatives and Outcomes Office

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- **Equity Initiatives and Outcomes Office**

New

Equity Initiatives and Outcomes Office

- Director of Equity Initiatives and Outcomes
- Project management office for equity
- Tracking district-wide equity initiatives
- Staff EOG steering committee
- Convene groups (stakeholders) around equity
- Research / Data on equity
- Tools / Dashboard

Superintendent S.M.A.R.T. Goals 2016-2017

Goal #1: Ensure Educational Excellence for Each and Every Student – MTSS

Goal #2: Eliminate the Gap in Students' Opportunities to Access and Receive High Quality Instruction and Learning Supports

Turn and Talk

What are your impressions about the focus on equity?

What resonates?

What is missing?



Our Opportunity

How are we going to solve the problem?



Positive Beliefs

Positive Relationships

Positive Learning

Positive Partnerships



Positive Beliefs

Shift the beliefs, attitudes and behaviors of adults to recognize and cultivate the gifts and strengths of each and every student



Positive Relationships

Nurture students' sense of belonging and validate their identity



Positive Learning

Provide responsive and culturally relevant instruction that engages students in their learning and prepares them for college and careers of the 21st century



Positive Partnerships

Support reciprocal partnerships that ensure students are known, challenged and supported

Our Equity Focus for 2016-2017

2016-2017 Gaps

1. Increasing attendance and reducing chronic absenteeism
2. Improving school climate
3. Leverage community, family and student partnerships
4. MTSS (Multi Tiered System of Supports)

2016-2017 Gaps

1. Increasing attendance and instructional time and reducing chronic absenteeism
2. Improving school climate
3. Leverage community, family and student partnerships
4. MTSS (Multi Tiered System of Supports)

Absences matter at all grade levels

- Chronically absent kindergartners and 1st graders are less likely to be reading at grade level by the 3rd grade.
- By 6th grade, chronic absenteeism becomes one of the leading indicators that a student will drop out of high school.
- A student that is chronically absent for any year between 8th - 12th grade is over 7x times more likely to drop out.

Strategies

1. Make the case that chronic absenteeism matters – awareness
2. Map chronic absences
3. Engage partners in unpacking why chronic absenteeism occurs
4. Learn from positive outlier schools
5. Embed actions into existing initiatives

Theory of Action

If:

- We focus on prevention (early warning indicators)
- We manage relationships (case management)
- Track student progress (utilize data)
- Engage parents and partners
- Coordinate services (wrap around)

Then:

- Chronic absenteeism will be reduced and the instructional time opportunity gap will be eliminated

Turn and Talk

What do you think about the focus on attendance and absenteeism?

What are the benefits?

What are the challenges?

Questions?

