

SPS-SEA-UW

Partnering for Racial Equity

Research-Practice Partnership

Board Report

Fall 2019

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Contrasting Approaches to Addressing Racial Inequities

	Conventional RESEARCH Approach	Conventional DISTRICT Approach	Research-Practice PARTNERSHIP Approach
AGENDA- Setting	Researchers determine gaps in knowledge, disseminate to practitioners	District mandate, top-down implementation	Jointly <u>co-construct</u> agenda, iteratively evolve work
CHANGE STRATEGY	Document existence of racial disparities	Remediate individual students & change educator “hearts & minds”	Develop <u>systems capacity and adult practices</u>
LEVERS of CHANGE	Evaluate what “works” and “doesn’t work”	Train (& evaluate) individual teachers	Leverage local <u>leadership of teams</u> to foster collective learning
ROLE of DATA	Use standardized achievement scores to assess effectiveness	Use data to evaluate programs or monitor accountability	Use multiple forms of <u>data to inform and assess iterative improvements</u>

What are Racial Equity Teams? (RETs)

In 2015, the **Seattle Public Schools (SPS) Department of Racial Equity and Advancement (DREA)**, in partnership with the **Seattle Education Association (SEA)**, launched a multi-year initiative to develop Racial Equity Teams in district schools in order to advance the institutionalization of educational and racial equity district-wide as mandated by **Board Policy No. 0030, *Ensuring Educational and Racial Equity***.

The goal of implementing **Racial Equity Teams** is to support strong, sustainable and effective school-led efforts to improve racial equity by:

1. Aligning with District-wide efforts to implement the SPS Racial Equity Policy to eliminate racial disproportionality in graduation and discipline rates;
2. Building capacity among principal, teachers, staff, and students in transforming school policies and practices;
3. Strengthening the voices and participation of students, families and community to inform school policies, practices and procedures.

Partnership GOALS aligned to SPS Strategic Plan Priorities

Partnering for Racial Equity aims to:

- Develop and support **educator knowledge and practices** to disrupt racial inequities in student learning and outcomes (Priority 1)
- Build a system of **equity indicators** to inform system-wide progress (Priorities 1, 3 & 4)
- Strengthen collective leadership and **culturally responsive capacity** to transform systems for equity districtwide (Priority 3)
- Partner in continuous improvement for racial equity by authentically **engaging students and communities of color** (Priority 4)



3 PHASES of PARTNERSHIP ACTIVITIES

Phase 1 (2015-2017)

- **Established** research-practice partnership
- Studied Racial Equity Team program as part of a **landscape scan** of district-wide racial equity initiatives

Phase 2 (2018-present)

- Conducted in-depth **case studies** of 4 schools with Racial Equity Teams
- **Piloted measures** of Culturally Responsive Practice and Racial Equity Learning Climate
- **Preliminary quantitative analyses** of RETs and student outcomes

Phase 3 (Upcoming)

Partnership codesign research to:

1. Support ongoing development of culturally responsive teaching and learning practices
2. Strengthen organizational conditions (policy, leadership, etc.) for addressing systemic inequities
3. Develop a system of equity-focused measures

Partnership Accomplishments

The partnership has played a key role in supporting systemic shifts in Seattle Public Schools toward:



Supporting efforts to center racial equity in district policies & initiatives

Contributed to:

- Collective bargaining agreements
- District equity policy
- Draft Anti-racism policy
- Strategic plan



Working with data and developing a system of measures focused on racial equity

Research conducted:

- RET surveys
- Racial Equity Institute feedback loops
- Culturally-responsive practices survey
- School case studies



Evolving the district theory of change to focus on capacity for racial equity

Helped evolve:

- Multiple asset-based equity measures
- Multi-level capacity-building
- Focus on culturally-responsive practices

Findings from Racial Equity Team Early Implementation Survey Report (2017)



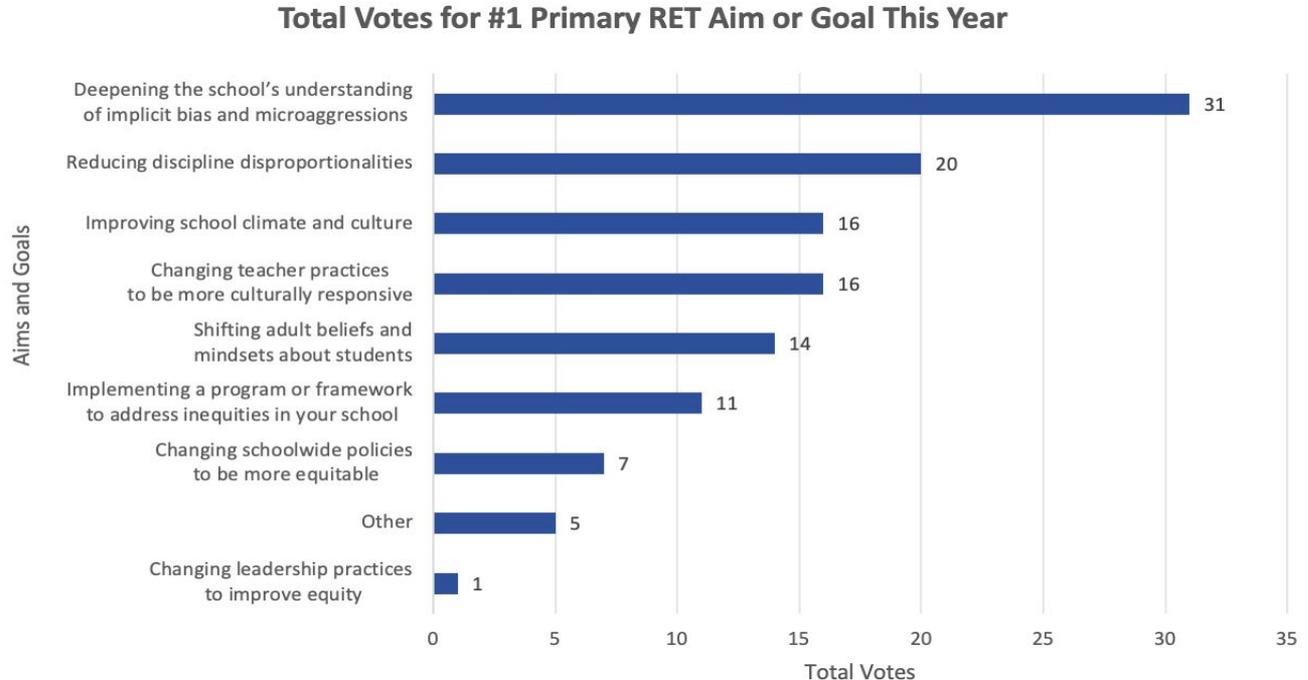
Racial Equity Team
Survey Results
2017

- 1. Teams Focused on Building Staff Understandings of Racial Inequities**
Most RETs prioritized building their staff understanding of inequities through professional development and trainings.
- 2. Positive Racial Equity Learning Climates, Less So for Teachers of Color**
Schools with RETs reported relatively positive organizational conditions for racial equity work, though teachers of color perceived, on average, significantly less conducive conditions.
- 3. Strong Self-Reports & Desire for Supports in Culturally Responsive Practice**
Educators in schools with RETs consistently rated their culturally-responsive practice as above average but reported a need for more supports and professional development.

Racial Equity Teams Early Implementation

In Early Implementation (2016-17), most RETs prioritized building their schools' understanding of inequities through professional development and trainings

Respondents (from 32 schools with RETs) ranked the top 3 aims and goals of their RETs that year.



2018 Case Study Findings on Early RET Implementation

- Consistent with the Early Implementation survey, RETs are shifting color-evasive school cultures to build **teacher capacity & collaboration for racial equity**.
- A growing number of RETs are seeking to foster a **supportive learning climate** by focusing on student voice and quality of schooling experiences.
- Following the early focus on reducing disproportionate discipline, **culturally responsive instruction** and **family engagement** have emerged as critical priorities for RETs moving forward.

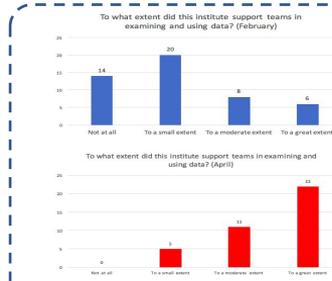
An Example of Partnership in Working with Data

How do we know practices are changing?

RET District Report

This report summarized outcomes from the fall 2017 RET survey and identified potential needs of 1) data use help and 2) collaboration time across teams

Data Use Routine Developed by SPS & UW
SPS & UW co-design a data use routine for April's Saturday Institute



Marked improvement from Feb to April!
Measure the impact of changes based on feedback, make next plans for improvement of co-design supports

Jan. 2018

February

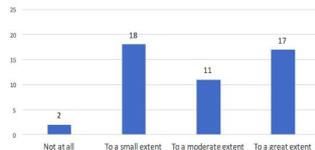
March

April

May

RET Saturday Institute Feedback Survey

To what extent did this institute give teams opportunities to engage in collective learning with other teams?



RET participants in February's Saturday Institute were asked to what extent the institute supported data use and provided opportunities to collaborate, feedback suggests there is a need for more of this

Exit survey from April Saturday Institute

After leading the data use routine as part of the Saturday Institute, SPS & UW survey RET participants again about how well they're feeling supported with data use and opportunities for collaboration

RET Saturday Institute - 04.21.18
Exit Ticket

Question: To what extent did this institute...	To a great extent	To a moderate extent	To a small extent	Not at all
Give teams opportunities to engage in collective learning with other teams?		✓		
Support teams in examining and using data?	✓			
Support teams in translating equity concepts into instructional and school practice?	✓			

Broader Impact

The RPP has contributed to national research and practice on addressing racial inequities in educational systems through:

- A \$400,000 **grant** from the Spencer Foundation & small grants from UW COE and WERA to support the goals of our Research-Practice Partnership
- **State-level** presentation at WERA (2017)
- **National** presentations at:
 - Spencer Foundation's National RPP Convening (2018)
 - American Educational Research Association (2019)
 - University Council of Educational Administration annual meeting (2019)

Partnership Products

Racial Equity Team Early
Implementation Survey
Report (2017)

RET Early Implementation
Case Studies (2018)

RET Codesign Survey Data
Analyses (2018)

5 Literature Review Briefs
on Racial Equity Initiatives
(2018)

Beyond "Gap-Gazing":
Building Systemic Racial
Equity Capacity
(white paper in process,
2019)



**Educator Teams &
Organizational Development
for Racial Equity**

Annotated Bibliography and Literature Synthesis

1.27.19

By Sherman Miller
Research Assistant
(with Dr. Ann M. Johnson)



**Racial Equity Team
Survey Results
2017**

Next Steps

- Co-designing culturally responsive practices across schools
- Developing system of equity measures
- Supporting ongoing knowledge-building networks

