Achieving Educational Racial Equity through Policy and Beyond
Highline Public Schools
Where Does Equity Live?
Our Panel

- Angelica Alvarez: School Board Director
- Dr. Steve Grubb: Chief Talent Officer
- Kisa Hendrickson: Chief Engagement & Partnership Officer
- Teshon Christie: Executive Director of Digital Information & Management
- Michelle Thomassian: Career Access Manager
- Janet Blanford: Director of Secondary Success and College Readiness
- Susanne Jerde: Chief Academic Officer

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Highline Public Schools
Washington

Who We Are

May 2017 Student Total 19,760
Students in Special Education Programs 2,968
English Language Learners 5,322
Free or Reduced-Price Meals 65%

NUMBER OF SCHOOLS
Elementary Schools 18
Middle Schools 4
Grades 7-12 Schools 2
High Schools 7
Skills Center 1
Early Childhood Center 1
Homeschool Center 1
Other Instructional Programs 5

Ethnic Diversity

- American Indian/Alaskan Native 1%
- Asian 14%
- Pacific Islander 4%
- Black 15%
- Hispanic 38%
- White 23%
- Multi-Racial 5%

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**Strategic Plan Goals**

**MASTERY by Grade 3**
At least **19 out of 20** students entering Kindergarten in 2013 will meet or exceed standards in all core subjects by the end of Grade 3.

**SUCCESS In Algebra**
At least **19 out of 20** students entering Grade 6 in 2013 will **pass Algebra** by the end of Grade 9.

**High School GRADUATION**
At least **19 out of 20** students entering Grade 9 in 2013 will **graduate** prepared to choose their future.

**ZERO Suspensions**
Out-of-school suspensions will **drop to zero** by 2015 *(except when critical for student and staff safety)*.

**BILINGUAL BILITERATE**
**Every student** in the class of 2026 will graduate bilingual and biliterate.

**TECH-SAVVY, TECH-LITERATE**
**Every student** in the class of 2026 will graduate tech-savvy and tech-literate.

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Equitable Access
to rigorous, standards-based instruction.

Results-Focused
professional learning and collaboration.

Strong Partnerships
with families and community.

A Culturally-Responsive organization.

HIGHLINE PUBLIC SCHOOLS
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Equity Policy

Why Policy is Important

• Actionable

• It is not just conceptual:
  » Embedded into our jobs
  » Opportunity

Examples: listening to families (Firs and bell schedule)

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Impact of Changing Practices

Highline Public Schools – % of Diverse Hires

- Classified Staff (Hired District-Wide): 27.05% increase to 47.05%
- Certified Staff (Hired District-Wide): 18.55% increase to 30.21%
- Certified Staff (Centrally Hired): 27.21% increase to 43.08%
- All Staff (District-Wide): 22.46% increase to 38.6%

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Change Hiring Practices

• Change 5000 policy and procedures to encourage or require diverse hiring teams

• Enforce, under the authority of HR department (with sponsorship of superintendent), that interview teams and candidate pools include candidates of color

• Make the “business case” for increased diversity in teacher and administrative positions
Myths

– Myth of out-of-state hiring

– Myth that WA schools hire for diversity: we don’t (Goldhaber- UW WA)
Our Students: Pipelines & GYO strategies

1. Teaching academy
2. Para educator pathways
3. Teacher residencies
4. Partner with colleges, mentor students along the way
5. Teacher leadership
6. Administration pathways
Out-of-School and In-School Suspensions: 2011-12 vs 2016-17

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2016-17</th>
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</thead>
<tbody>
<tr>
<td>OSS</td>
<td>2107</td>
<td>682</td>
</tr>
<tr>
<td>ISS</td>
<td>362</td>
<td>1224</td>
</tr>
</tbody>
</table>
Top 3 Reasons for Suspensions (OSS and ISS)

• 2011-12
  – Defiance
  – Fighting
  – Drugs

• 2016-17
  – Disruptive Conduct/Unsafe Activity
  – Fighting
  – Marijuana
Behavior Disproportionality
Percentage of In- and Out-of-School Suspensions vs Percentage of HPS Population

2011-12
Behavior Disproportionality
Percentage of In- and Out-of-School Suspensions vs Percentage of HPS Population

2016-17

<table>
<thead>
<tr>
<th>Group</th>
<th>% of Incidents</th>
<th>% of HPS Population</th>
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</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
<td>14%</td>
</tr>
<tr>
<td>Black</td>
<td>15%</td>
<td>21%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>38%</td>
<td>37%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>19%</td>
<td>24%</td>
</tr>
<tr>
<td>Students w/ IEPs</td>
<td>32%</td>
<td>14%</td>
</tr>
<tr>
<td>ELL</td>
<td>22%</td>
<td>26%</td>
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</tbody>
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Legend:
- % of incidents
- % of HPS population
Graduation

Graduation Requirement Year 2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>62.3%</td>
</tr>
<tr>
<td>2014</td>
<td>62.9%</td>
</tr>
<tr>
<td>2015</td>
<td>70.3%</td>
</tr>
<tr>
<td>2016</td>
<td>74.8%</td>
</tr>
<tr>
<td>2017</td>
<td>78.8%</td>
</tr>
</tbody>
</table>

School (All)

<table>
<thead>
<tr>
<th>Graduation - Original Cohort*</th>
<th>Graduation - All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>82.20%</td>
<td>78.80%</td>
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*Original Cohort = students who entered Grade 9 in Highline in 2013

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HPS Graduation Rates by Student Group
Class of 2017

Overall: 78.8%
Native American: 60.0%
Asian: 79.0%
Black/African American: 76.3%
Hispanic or Latino: 75.1%
Pacific Islander: 78.9%
Two or More Races: 75.4%
White: 84.3%
ELL: 59.1%
SPED: 53.9%
FRL: 75.5%
Our Data Trajectory: In support of equity

- All data - moving away from single data points.
- Data Stories - what are we looking for?
- Data Literacy/Maturity - What do I see?
- Quality Conversations - What do we see?
- Intentional Actions - What am I doing?
Ongoing Work

• Ensuring equity is a part of all department/school thinking and decisions as a priority in the district

• Ensuring the coherent development of strategies

• Ensuring continuity of the work and clarity of vision through transitions