HIGHLINE PUBLIC SCHOOLS

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
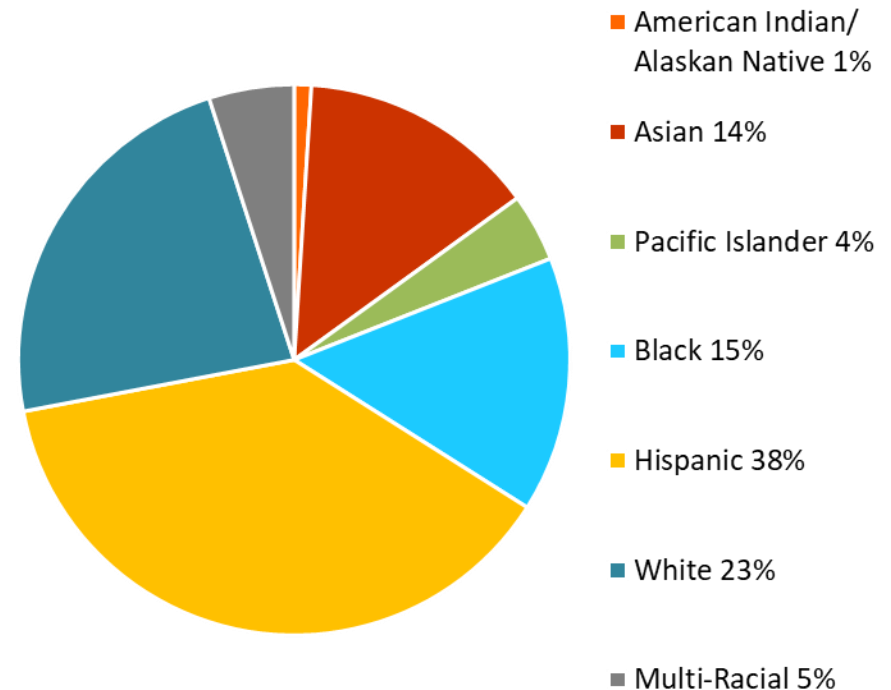
Who We Are

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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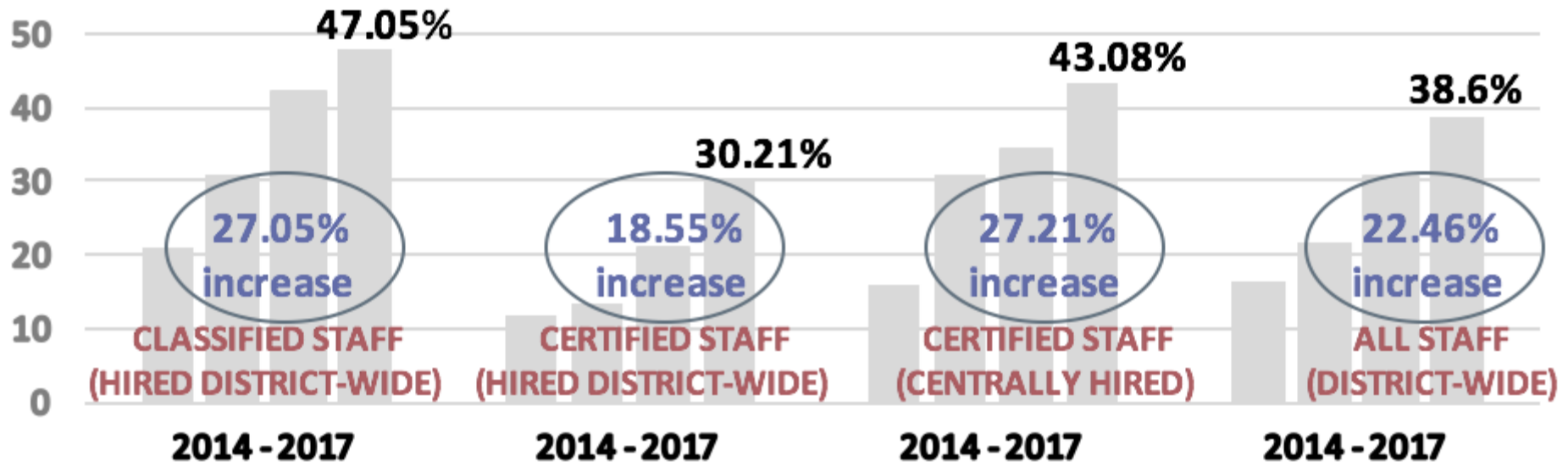
Equity Policy

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

47.05%

43.08%

38.6%

30.21%

27.05% increase

18.55% increase

27.21% increase

22.46% increase

CLASSIFIED STAFF (HIRED DISTRICT-WIDE)

CERTIFIED STAFF (HIRED DISTRICT-WIDE)

CERTIFIED STAFF (CENTRALLY HIRED)

ALL STAFF (DISTRICT-WIDE)

2014 - 2017   2014 - 2017   2014 - 2017   2014 - 2017

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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 positons

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Systems and Structures: Dispel Myths

Myths

– Myth of out-of-state hiring

– Myth that WA schools hire for diversity: we don't (Goldhaber- UW WA)

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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

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Out-of-School and In-School Suspensions: 2011-12 vs 1016-17
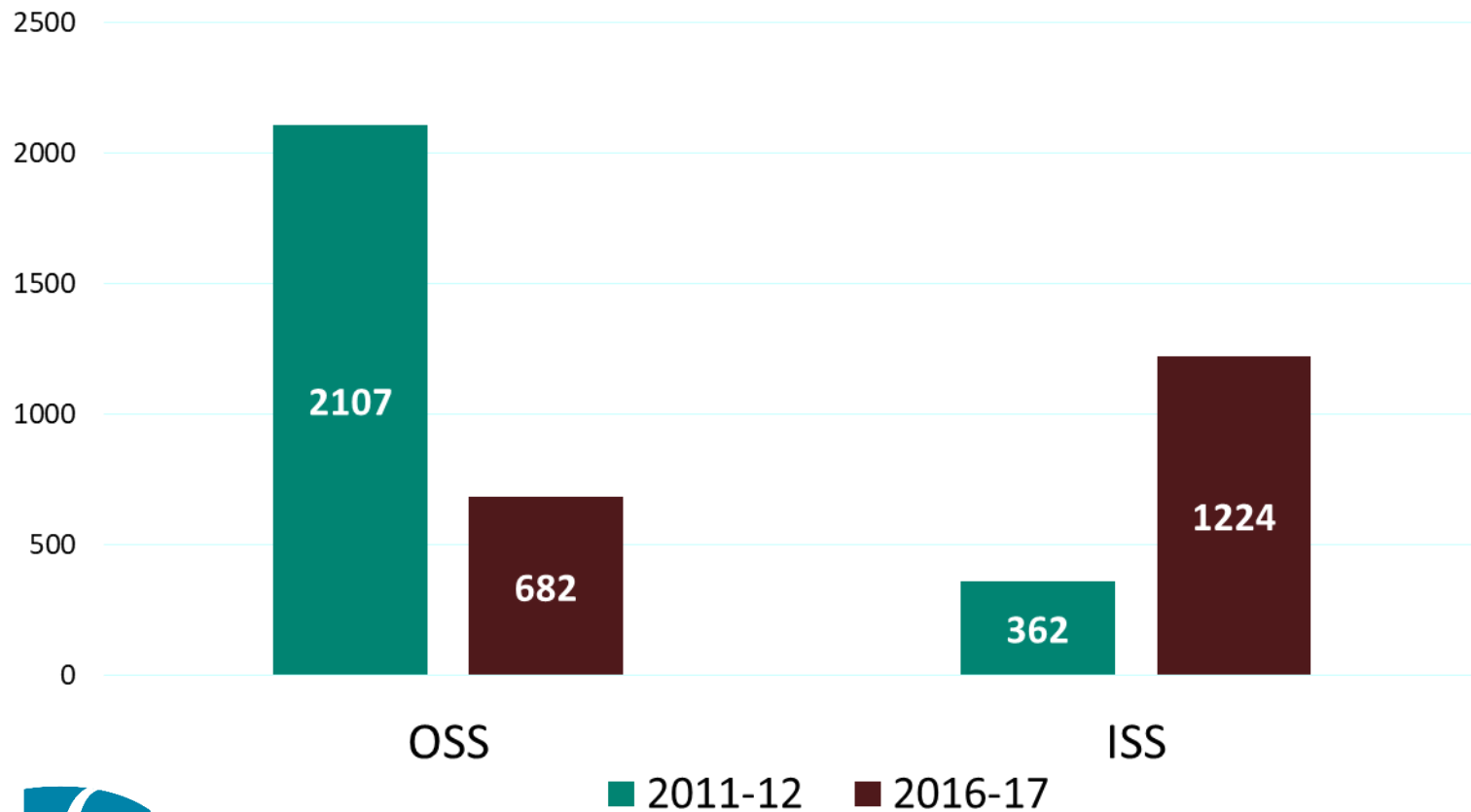
Top 3 Reasons for Suspensions (OSS and ISS)

- **2011-12**
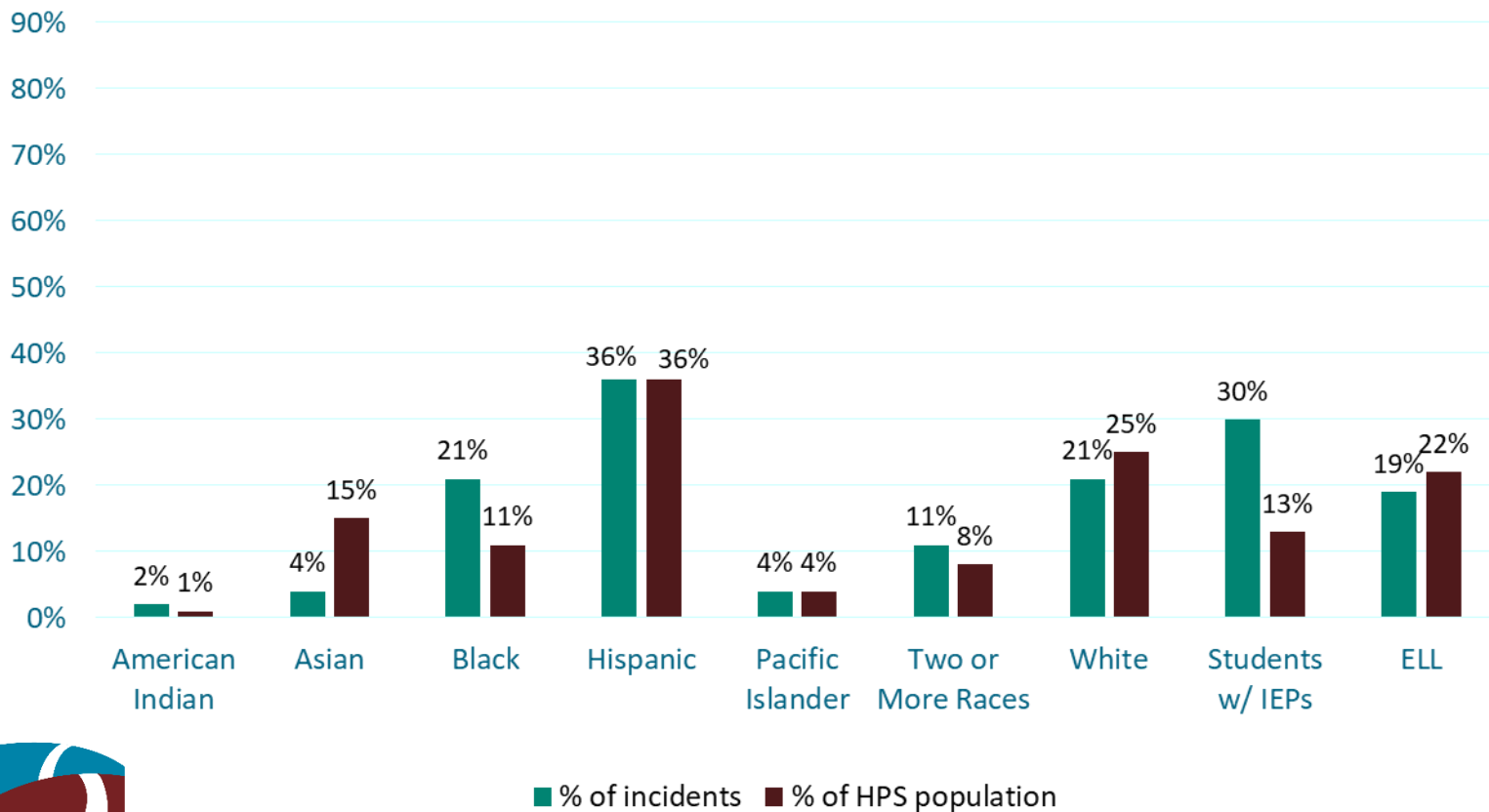 - Defiance
  - Fighting
  - Drugs

- **2016-17**
  - Disruptive Conduct/ Unsafe Activity
  - Fighting
  - Marijuana

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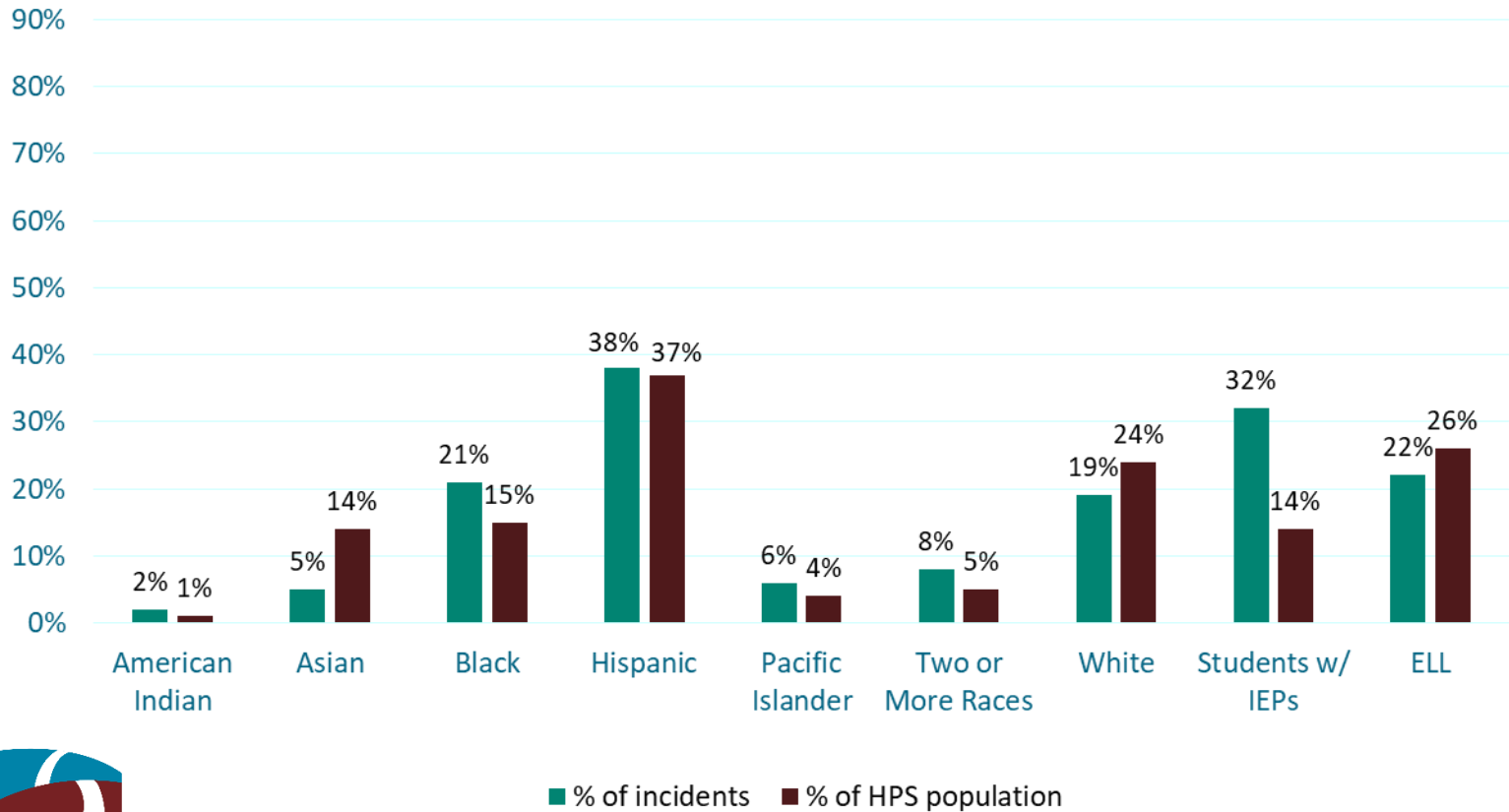## Percentage of In- and Out-of-School Suspensions vs Percentage of HPS Population
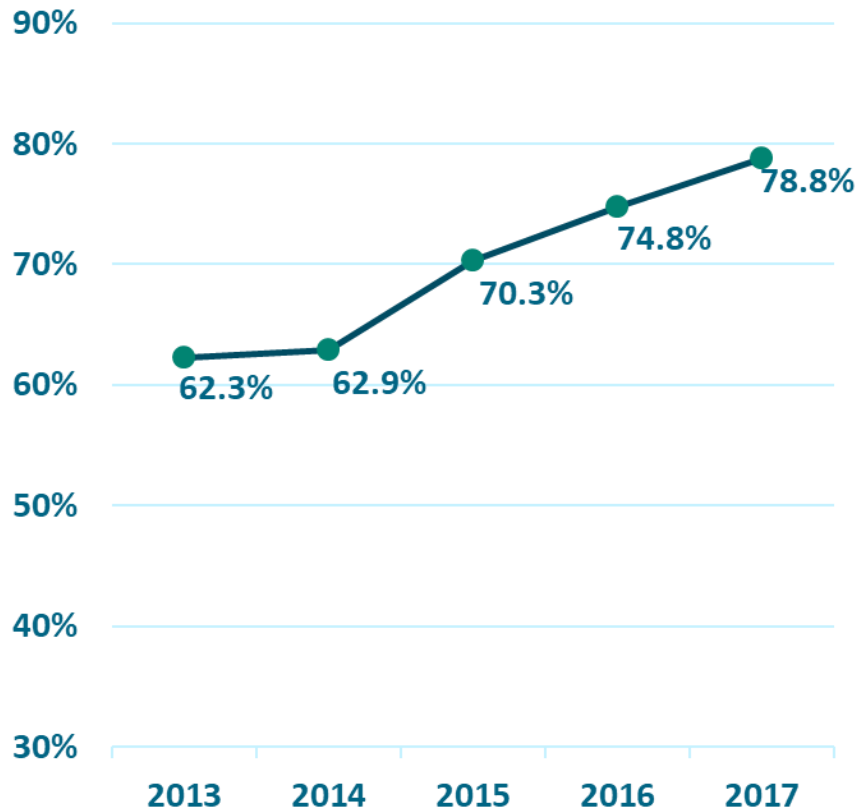
2011-12

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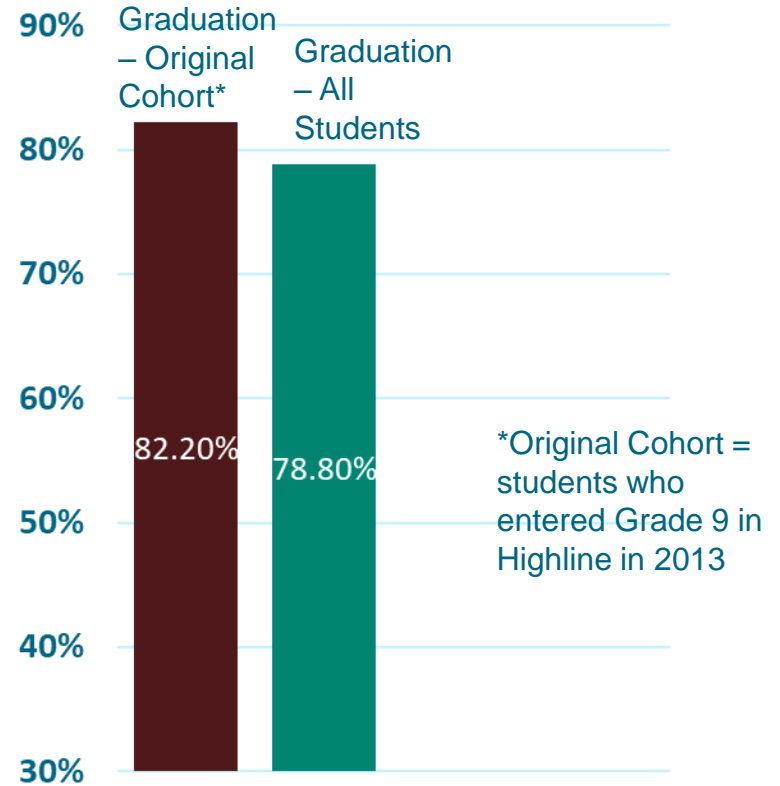

2016-17

Category	% of incidents	% of HPS population
American Indian	2%	1%
Asian	5%	14%
Black	21%	15%
Hispanic	38%	37%
Pacific Islander	6%	4%
Two or More Races	8%	5%
White	19%	24%
Students w/ IEPs	32%	14%
ELL	22%	26%

Graduation
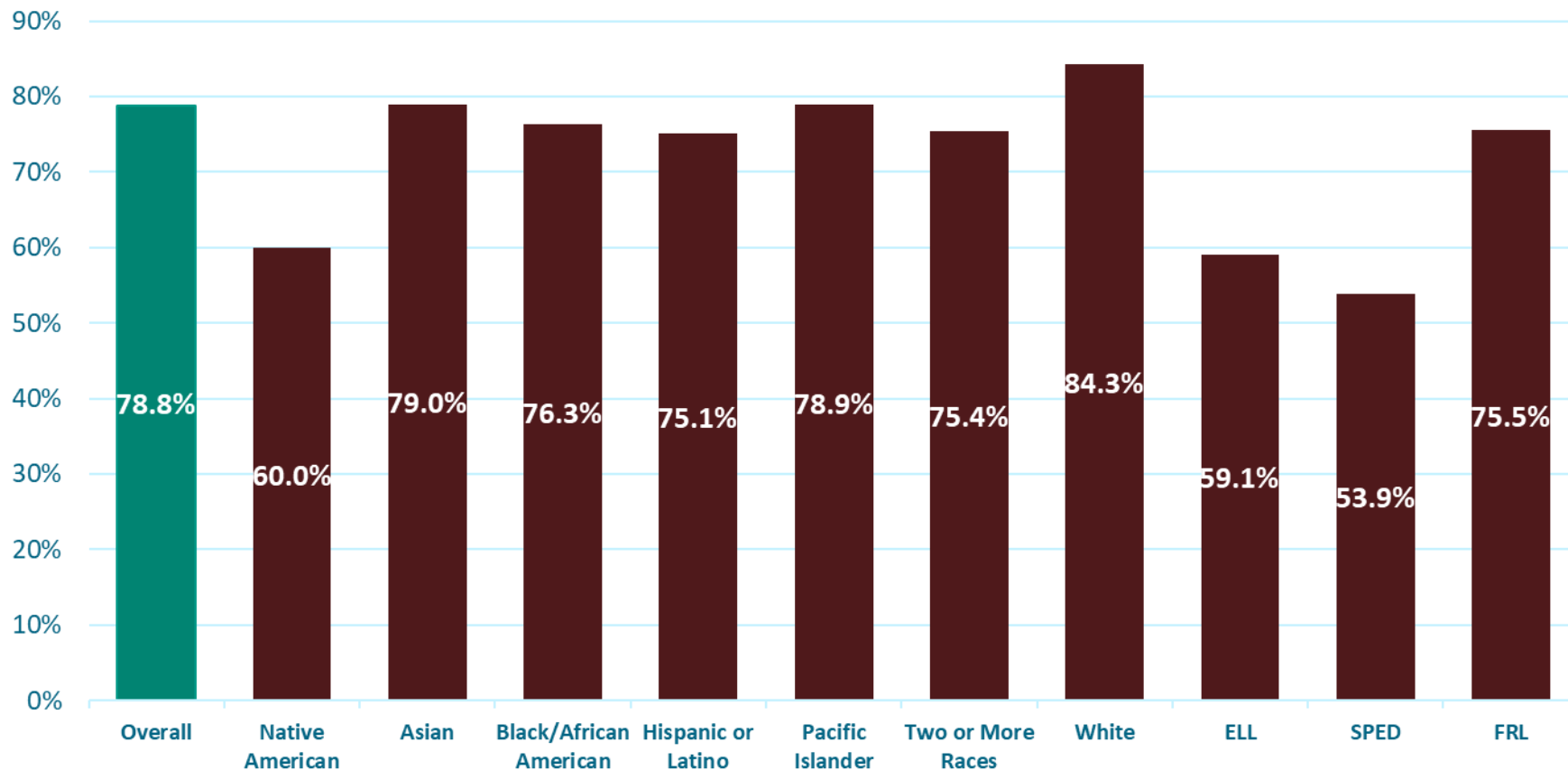
HPS Graduation Rates by Student Group
Class of 2017

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?

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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

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