

*"A Melody in Jazz," by
Lucy McDaniel, Eckstein
Middle School*



A Creative Decade



The Creative Advantage 10-year Report

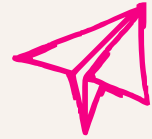
*"scrumpy," by
Ty Demaine, West
Seattle High
School*



*Visual arts students
at James Baldwin
Elementary*



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*Performance at
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Elementary with
music teacher
Helen Zhou*





10 years of The Creative Advantage

In 10 years, The Creative Advantage has changed the way Seattle Public Schools provides high-quality equitable arts education to 50,000+ students through a focus on neighborhood K-12 pathways, teaching and learning, partnerships, and systems change. This report shares successes and opportunities for further transformation.

The Creative Advantage is a citywide collective to establish equitable access to arts education for every student in Seattle Public Schools. It is a collaboration between **Seattle Public Schools, Seattle Office of Arts & Culture, Seattle Foundation, and community arts partners.**

Highlights

Arts instruction in schools has increased, particularly in schools that are furthest from educational justice

The Creative Advantage prioritized hiring more arts teachers, developing district guidelines to meet basic education laws, and supporting more resources for Seattle Public Schools.

In part due to the efforts of this initiative, Seattle Public Schools saw an increase across all grades (K-12) in the number of certificated visual and performing arts teachers – by 34% over the past 10 years. In addition, as of the 2022-2023 school year, 100% of K-5 students have at least one arts discipline taught at their school.

Additionally, The Creative Advantage has implemented teaching and learning systems such as the 21st Century Arts Common Assessments, the Visual & Performing Arts Course Catalog, The Roots Culturally Responsive & Antiracist Arts Framework, and the Media Arts Skills Center.

Students are receiving a more predictable arts education across the district, from kindergarten through high school

Having clear strategies are key to meeting arts goals and closing arts equity gaps. Each school in Seattle Public Schools is unique in its strengths and challenges. Over the past 10 years, The Creative Advantage has supported arts planning in neighborhood K-12 pathways (a neighborhood's elementary, middle, and high school that feed into each other), bringing together principals, teachers, staff, students, and families and supporting them in developing long-term arts visions and action plans that articulate their school's unique goals for creating greater access through arts instruction, integration, partnerships, and community arts events.

By the 2022-2023 school year, 87 out of 104 schools in the district have developed arts vision and action plans. By 2024-2025, all schools in the district will have developed their plans and be Creative Advantage schools.

Schools are connected to a robust roster of community arts partners

Since its start in 2012, the Community Arts Partner Roster, which is a searchable database of teaching artists and community arts organizations who provide student residencies or teacher professional development, has grown immensely. This is a critical resource that brings a diverse array of artforms and culture bearers into classrooms, enlivening schools through culturally relevant and responsive teaching.

Today, the Roster has grown to over 100 organizations and individual teaching artists. Over the years, we've seen an increase in partnerships as schools embrace the power of collaborating with the community in this way.

Seattle Public Schools' visual and performing arts teachers have access to professional development

The Creative Advantage collective and the Visual & Performing Arts program support professional development for arts teachers and teaching artists annually through training, summer institutes, networking events, discipline-specific coalitions, cohorts, and curriculum work groups.

By the end of the 2023 school year, there were **9** Summer Institutes, **194** training opportunities for teachers and teaching artists, and **7,744** educators that were served.

Racial equity

In 2012 and prior, race, home language, socio-economic, and special education status were the greatest predictors of whether or not a student had access to the arts (dance, media arts, music, theatre, and visual arts) in Seattle Public Schools. Students of color were most likely to attend schools with little to no arts instruction and below-average enrollment in art courses.

After 10 years of implementation, The Creative Advantage has seen great progress in equitable access to arts education. For example, as of the 2021–2022 school year, students of color and white students were nearly on par with one another in access to arts courses.

However, it must be noted that Black/African American males in arts courses have only increased by 10 percentage points over the last decade – whereas other demographics have reached parity or are close to parity on the Seattle Public Schools Equity Index, which was analyzed by The BERG Group, Inc. to measure equitable representation in arts courses over time.

Accountability and next steps

The Creative Advantage is currently engaging with Rainbow Research, a consulting firm, to aid in creating a strategic direction that will support the initiative in its continued work.

Here are some of the areas The Creative Advantage team will explore as they develop a new strategic plan:

- ▶ Increase access to arts for Black boys and students of color furthest from educational justice
- ▶ Form a Student Arts Advisory Team to center the voices of students in decision-making
- ▶ Establish an adopted curriculum for kindergarten through 12th grade that is culturally responsive, relevant, antiracist, and builds students arts skills
- ▶ Strengthen funding mechanisms for things such as instructional materials in the arts and arts partnerships
- ▶ Build collective understanding and share stories about the value of arts education

A Cleveland High School student plays with Seattle Youth Symphony Orchestra



Seattle Public Schools, at a glance

Mission

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Vision

Every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community.

2022-2023 District information

- 50,056** Total enrollment
- 130** Languages/dialects
- 36%** Free/reduced price meals
- 14%** English language learners
- 14%** Special Education Services
- 87.6%** Graduation rate
- \$1.142 billion** Budget



Students from KUOW's RadioActive Youth Media program



Urban Artworks at John Rogers Elementary



North Seattle Mariachi students with Orquesta Northwest

Background

Why The Creative Advantage was created 10 years ago

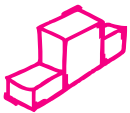
Since 2007, Seattle Public Schools and Seattle Office of Arts & Culture have collaborated to increase student access to arts education in historically underserved schools. In 2012, Seattle Public Schools conducted a needs assessment and learned that there were significant barriers facing students in accessing arts instruction, especially students of color, those receiving free and reduced lunch, those in special education programs, and multilingual learners.

To address these barriers, the Seattle K-12 Arts Plan was created, which outlines strategies for all students to receive a high-quality and predictable arts education. In the 2012-2013 school year, The Creative Advantage was launched to realize the goals in the arts plan.

The Creative Advantage is a citywide initiative to establish equitable access to arts education for every student in Seattle Public Schools. It is a collaboration between Seattle Public Schools, Seattle Office of Arts & Culture, Seattle Foundation, and community arts partners.

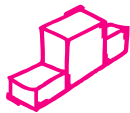
Roles

The Creative Advantage maximizes the powers of the following entities into collective action:



Seattle Public Schools (backbone entity)

Seattle Public Schools expands students' access to arts teachers and classes, transforms visual and performing arts curriculum to be culturally responsive and incorporate 21st Century Skills, and helps schools develop arts-rich communities.



Seattle Office of Arts & Culture (backbone entity)

The Seattle Office of Arts & Culture increases students' access to professional artists and arts organizations and provides training for teaching artists and teachers.



Community arts partners

Community arts partners engage students and teachers in learning that integrates arts into other subject areas and in cultural arts experiences.



The Seattle Foundation

The Seattle Foundation is our fiscal partner that accepts donations and grant funding for our work.



*"Untitled," by
Jadaka Canley,
Roosevelt High
School*

The importance of arts education

Equitable access to quality arts education is critical because it teaches students:



Multiple perspectives

There are many ways to see and interpret the world.



Complex problem-solving

Problems can have more than one solution and questions can have more than one answer.



Subtleties

Small differences can have large effects.

Arts education supports communities and society, because research shows students who receive robust arts education are:

- ▶ Well-rounded, empathetic individuals
- ▶ Motivated in their learning and active in their school
- ▶ Have improved test scores and academic performance
- ▶ Develop life and career skills, including entering college
- ▶ More civically-engaged as adults

"X Dimension," by Jocefina Luna, South Shore K-8

The Seattle K-12 Arts Plan

The Seattle K-12 Arts Plan outlines three strategies designed to create transformational changes to systems, policies, and practices that create more equity in and access to arts education across Seattle Public Schools:

Strategy 1

Transform the district central office in support of schools and regional K-12 arts pathways.

Strategy 2

Provide culturally-relevant K-12 arts curricula and instruction that emphasizes the development and assessment of 21st Century Skills.

Strategy 3

Implement a coordinated citywide support structure for arts education partnerships, governance, and evaluation.



Arts goals

Out of the strategies, five arts goals emerged that focus on teaching and learning for students:

- ▶ High quality arts instruction that teaches sequential arts skills and techniques, develops students' 21st Century Skills, and is culturally responsive
- ▶ Instruction from certified arts teachers
- ▶ Integrated arts instruction
- ▶ Arts partnerships with community-based organizations and teaching artists
- ▶ Opportunities to connect arts to careers in high school

Defining 21st Century Skills

Seattle Public Schools is a proponent of 21st Century Skills, an international movement focusing on teaching young people the skills needed to be successful in all areas of life and career in Seattle and beyond. These skills are uniquely suited to being taught through the arts.

Seattle Public Schools define 21st Century Skills as:

- ▶ Communication
- ▶ Critical Thinking
- ▶ Growth Mindset
- ▶ Collaboration
- ▶ Creativity
- ▶ Perseverance

Measuring 21st Century Skills

To track the effectiveness of 21st Century Skills, Seattle Public Schools co-developed the 21st Century Arts Common Assessments with art teachers, district leaders, and teaching artists from Arts Corps. The assessments are designed to teach arts skills and techniques in dance, media arts, music, theatre, and visual arts K-12, as well as higher level 21st Century Skills. Seattle Public Schools Visual & Performing Arts program launched the implementation of the assessments during the 2016-2017 school year and continues to use them annually to assess student learning in the arts.

A timeline of arts education

1960s

Seattle Public Schools becomes a nationally recognized leader in music education, employing 30 elementary music teachers in the district.

1974

Seattle Public Schools pilots the Arts and Education Program to add dance, drama, media, and literary arts to the already existing music and visual arts programs.

1975

The 1973-1975 U.S. Recession leads to a double school levy failure. All elementary arts teachers are cut.

1980

Seattle Public Schools changes from a neighborhood model to school choice to promote desegregation.

2000

Seattle Public Schools Office of Arts Education is eliminated along with other positions in the district's central Office of Education.

2007

Seattle Arts Commission and Seattle Office of Arts & Culture partner with Seattle Public Schools to re-establish the Visual & Performing Arts Department. A program manager for the department is hired.

2008

An arts education partnership between the City of Seattle and Seattle Public Schools launches. A K-12 Instructional Services Music Coach is hired.

2009

Seattle Public Schools changes from school choice to neighborhood assignment plan.

2010–2012

Seattle Public Schools' School Board adopts new music curriculum and allocates over \$400,000 for new instruments.

2011

Seattle Public Schools receives a \$1 million grant from the Wallace Foundation that allows the district to collaborate with the

Seattle Office of Arts & Culture, community arts organizations, and teachers to develop a comprehensive multi-year arts plan. The idea of The Creative Advantage is born.

2011

The City of Seattle Families and Education Levy passes.

2012

Washington State Supreme Court rules that the state must fund K-12 education by 2018.

2012

Building Excellence IV (BEX IV) Capital Levy passes. This launches new and remodeled schools to have industry standard music, media arts, theatre, and visual arts facilities. These are voter approved funds that support school facilities, curriculum, and technology.

2013

The Creative Advantage launches its first K-12 neighborhood pathway. Every 1-2 years, a new pathway is started.

2014

21st Century Arts Common Assessments are collaboratively developed with arts teachers, Arts Corps, and teaching artists.

2014–2023

The Creative Advantage launches into nine additional K-12 neighborhood pathways.

2018

The Media Arts Skill Center launches serving its first cohort of students.

2019

Arts Sustainability Funds launches. These funds are available to Creative Advantage schools after they have used their initial funding.

2020

The Creative Advantage pauses expansion due to COVID-19 and shifts to develop over 125 online arts videos, for remote learning, and ALL ACCESS classes with Seattle Parks and Recreation, for free virtual arts classes.

2021

Visual & Performing Arts debuts The Roots Culturally Responsive & Antiracist Arts Framework.

2022

Washington state passes the "Arts Instruction" law requiring school districts to provide instruction in at least one visual or performing art throughout the school year. Students must receive instruction in at least one arts discipline throughout kindergarten through grade 8. For grades 9-12, students follow the arts graduation requirements.

2023

Performance Exhibition and Festival Funds are piloted.

Looking ahead



2024–2025

The final two K-12 neighborhood pathways will launch. The Creative Advantage will be in every school in the district.



Racial justice decision-making in the arts!

One of the goals of the Seattle K-12 Arts Plan is for every elementary student to have both music and visual arts taught by certificated teachers.

In the 2012–2013 inaugural year of The Creative Advantage, Seattle Public Schools had 69 elementary/K-8 schools, of which there were only 24 music programs and 24 visual arts programs. Through collaborative advocacy with school leaders, funding for staffing and curriculum materials, and systems level decision-making, by 2022–2023 all 73 elementary/K-8 schools offered at least one arts discipline, with 40 schools (55%) providing both music and visual arts.

To get there, The Creative Advantage prioritized K-12 neighborhood pathways that had the highest arts needs based on race and ethnicity data and that had capacity to engage in the three-year arts planning and partnerships process. To close arts access gaps in the first two pathways, Seattle Public School provided enhanced

funding for certificated visual and performing arts teachers at 16 schools with significant barriers to the arts. Most of these schools had higher populations of students of color, students receiving free and reduced lunch, students in special education programs, and multilingual learners. Then, in the 2016–2017 school year, Seattle Public Schools implemented a systems approach to ensuring predictable access to arts education by requiring elementary schools to prioritize music and visual arts teachers in their staffing.

Today, students are thriving and making personal connections to the arts they are learning.

“I play sports and sometimes you need to partner [music] to it,” said third-grader Fernando, who attends Concord International Elementary. “You can put the beat into it and it is very fun.”

“I like [that] you can mess up,” said fifth-grader Monique, who attends James Baldwin Elementary School. “You can

always turn it into something cool. There’s no mistakes in our [visual arts] class.”

Teachers agree, as they find interesting and novel ways to continue connecting the classroom to the arts.

“Academic practices really feed into what the students can do in music,” Kaity Cassio, a music teacher at Concord, said. “The students are brimming with creativity, and I’d be a fool not to [honor that].”

“The diversity of concepts, mediums, and processes in art weaves together skills students are learning in their unique everyday lives and uncovers passions they want to give attention to,” said Ben Barber, a visual arts teacher at James Baldwin Elementary. “Whatever capacity students choose to pursue the arts in, being introduced at a young age gives them ways to delight in their life experience and a toolkit to communicate their true selves with the world.”



Concord Elementary students practice "Eye of the Tiger" with teacher Kaity Cassio Faye in general music class.



"Untitled," by Charlie Journee, Cascade Parent partnership



The Creative Advantage approach and outcomes

Building an infrastructure to support arts in schools

In order to realize the Seattle K-12 Arts Plan strategies and arts goals, a series of approaches were designed and are still carried out today. These approaches are:

- 1 Increase arts instruction in schools
- 2 Facilitate arts planning in K-12 neighborhood pathways
- 3 Fund, connect, and support community arts partnerships
- 4 Provide professional development for educators and teaching artists
- 5 Stay accountable



Students in ceramics class with teacher Peter Avriett at Jane Addams Middle School

1 Increase arts instruction in schools

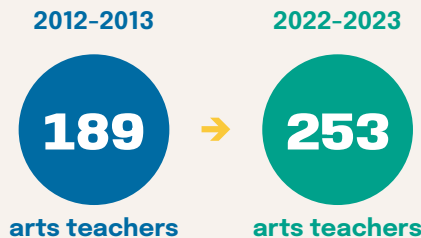
The Creative Advantage prioritizes hiring more arts teachers in Seattle Public Schools, developing district guidelines to meet Washington State Basic Education laws and providing resources like instruments, art supplies, and textbooks to ensure that every student has a well-rounded arts education and access to high quality instruction taught by certified arts teachers.

While the **2022 state law for arts instruction** (RCW 28A.230.305) requires all elementary students to have ongoing learning in visual and/or performing arts, Seattle Public Schools had already met this mandate in the 2022-2023 school year – in large part because of The Creative Advantage.

Outcomes

Arts teachers

Seattle Public Schools saw an increase across all grades (K-12) in the number of certificated visual and performing arts teachers.



Elementary school arts instruction over time

The goal is for all elementary schools to have both music and visual arts taught by certificated teachers.

2012



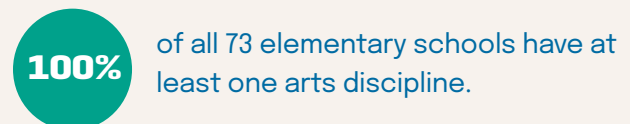
2013

To close arts access gaps, Seattle Public Schools provided enhanced funding for certificated visual and performing arts teachers at **16 schools** with significant barriers to the arts. Most of these schools had higher populations of students of color, students receiving free and reduced lunch, students in special education programs, and multilingual learners.

2016-2017 school year

A systems approach was implemented to ensure predictable access to arts education, which required elementary schools to prioritize music and visual arts teachers in their staffing. This was incorporated into the budgeting process for schools.

2022-2023 school year



Racial equity

When this effort began, data showed that access to the arts was predicted by race, home language, socio-economic, and special education status, with these students having lower representation in the arts. This became the primary focus for The Creative Advantage initiative.

The most recent evaluation by The BERG Group, Inc. shows that today, the largest gains in racial equity are seen in students of color furthest from educational justice (SOCFFEJ), which Seattle Public Schools defines* as “Black/African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Hispanic/Latino, Southeast Asian, Middle Eastern/North African, and multiracial students from these groups.” In addition, Hispanic/Latino and Black/African American students show a significant increase in access to the arts.

**Note: Seattle Public Schools follows the “final guidance on maintaining, collecting, and reporting racial and ethnic data to the U.S. Department of Education.” It requires the use of seven aggregated racial and ethnic categories when reporting.*

Background

In 2011, a comprehensive study was conducted by Beyond the Divide on the state of access to arts education. The report, “Arts Access Survey and Cohort Analysis Results,” found inconsistent access to arts education for students throughout Seattle Public Schools.

This study found:

- ▶ At the elementary level, Black, Hispanic, and Asian* students were overrepresented in schools with no music instruction.
- ▶ There was an inverse relationship between music offerings and discipline rates, with

schools offering the highest levels of music instruction reporting the lowest discipline rates, and vice versa.

- ▶ Students eligible for free and reduced lunch, students with high discipline counts, students qualifying for the transitional bilingual program, and students identifying as Black/African American, Hispanic/Latino, or American Indian/Alaskan Native were overrepresented in below-average enrollment in arts courses.

**Note: “Asian” is used in this instance because at the time of the report (2011), Seattle Public Schools wasn’t disaggregating the data by SOCFFEJ, which is when Southeast Asian became part of the data.*

Progress

From the start, The Creative Advantage has tracked racial equity gains and has seen students of color furthest from educational justice increase in representation in almost all art areas, from 2012 onward.

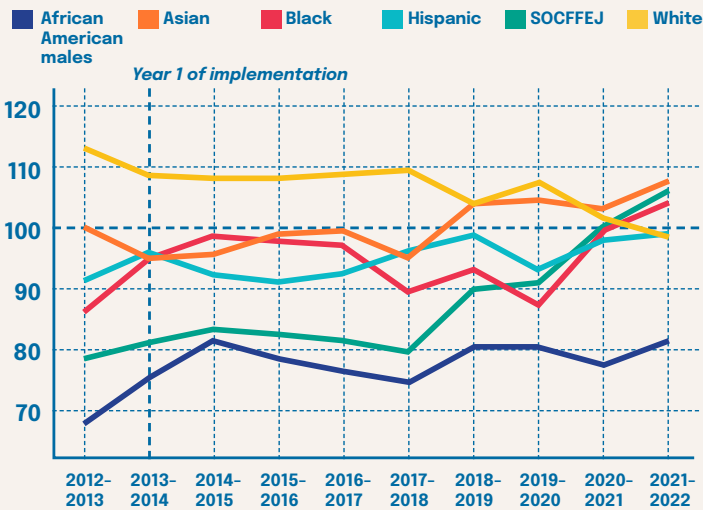
The Seattle Public Schools Equity Index, put together by The BERG Group, Inc., measures equitable representation in middle and high school arts courses over time. In 2012, Black/African American males and students of color furthest from educational justice were underrepresented, both below 80% (equity is met at 100%). Hispanic/Latino and Black/African American students were near or below 90% representation. Additionally, white students were overrepresented, at over 110%.

As of the 2021–2022 school year, there’s been great progression in racial equity, with Black/African American, Asian, Hispanic/Latino, students of color furthest from educational justice, and white students near or slightly over 100% on the equity index.

However, it must be noted that Black/African American males have only reached 80% on this

index – a gain of about 10 percentage points from just under 70% in 2012.

Seattle Public Schools Equity Index All Arts Courses



The Creative Advantage team is committed to looking deeper into this to understand why Black/African American males have not reached equity. In addition, both SOCFEJ and Black/African American males have low participation in music courses and higher participation in other arts disciplines. This offers the opportunity to identify the types of courses these students would like to take and the expansion of those courses across the district. Overall, this data is a call to action and closing this gap will be a focus in the coming years of The Creative Advantage.

New implementations

The Creative Advantage helped build teaching and learning systems in alignment with best practices in education over time, including:

The 21st Century Arts Common Assessments

These are designed to deepen student learning by teaching and assessing what’s most important in the arts and the 21st century skills of communication, collaboration, critical thinking, creativity,

perseverance, and growth mindset. They were developed by Seattle Public Schools teachers in dance, media arts, music, theatre, and visual arts, in partnership with Arts Corps teaching artists and Wolf Brown Associates.

The Seattle Public Schools Visual & Performing Arts Course Catalog

All middle and high school courses were revised to reduce barriers and be more inclusive, especially for students of color. The courses also created a clear pathway for arts learning that can lead to college and/or careers in the creative industries.

The Roots Culturally Responsive and Antiracist Arts Framework

This inquiry-based instructional model supports educators to disrupt Eurocentric beliefs about teaching so that students experience arts learning as relational, liberatory, healing, transparent, and empowering. The framework also guides educators to do the ongoing internal work to examine their own identities, biases, and teaching practices for the betterment of students.

The Media Arts Skills Center

This skills center was developed based on a request from students to have more career-connected learning opportunities in the arts. It was initially funded by the Paul G. Allen Family Foundation, Seattle Office of Arts & Culture, and Seattle Public Schools – it is now self-sustaining.

School facilities

Since the beginning of the initiative, 30 schools have been redesigned to include facilities that are industry standard in music, theatre, and visual arts, as well as instructional materials to support those programs. For example, many performing arts centers were newly designed with light and sound booths, orchestra pits, LED lights, rigging systems, and more.

2 Facilitate arts planning in K-12 neighborhood pathways

The Creative Advantage is implemented in neighborhood K-12 pathways to ensure sequential arts learning from kindergarten through 12th grade. A K-12 pathway is defined by a neighborhood's elementary, middle, and high schools. As part of the implementation, schools develop arts vision and action plans that articulate their unique goals for creating greater access through arts instruction, integration, partnerships, and community arts events.

Implementation

Prioritization

While this initiative was intended for all schools, there were two factors that drove prioritization. The Creative Advantage started with the neighborhood pathways that had the highest need to eliminate arts education gaps and that were ready to engage in a three-year commitment to develop the arts for their students and families.

Arts teams

Schools develop arts teams made up of school leaders, teachers, students, parents, and community partners. A robust arts team led by the principal or assistant principal ensures the work moves forward at the school and at the district level.

Vision and action plans

Arts planning and support for K-12 neighborhood pathways occurs over a three-year period so that schools have the space and time to build new processes and to courageously shift culture. They do this by creating a school-wide arts vision that informs year 1 and year 2 action plans and a final arts sustainability plan to ensure the arts thrive beyond the initial implementation.

Arts Leadership Coaches

Arts Leadership Coaches are school principals committed to arts education. They work with Creative Advantage school arts teams to develop arts vision and action plans over a three-year period. Arts Leadership Coaches are trained in the Principals Arts Leadership program from ArtsEd Washington and the Technology of Participation methods so they can support schools in creating arts rich cultures specific to their community.

Sustainability

After the three-year arts planning period, schools are empowered to continue arts planning independently, and utilize Arts Sustainability Funds to engage in arts partnerships into the future.



*"Four Seasons Mug,"
by Kaylee Turner,
Whitman Middle
School*



Broadview-Thomson K-8 students on stage at McCaw Hall for their Pacific Northwest Ballet Discover Dance performance

Outcomes

By the 2022–2023 school year, 87 out of 104 schools in the district had developed arts vision and action plans. In 2024–2025, all schools in the district will have developed their arts plans and be Creative Advantage schools.

Schools that have implemented their visions, action plans, and that have engaged in arts partnerships report more joy in their buildings for both students and staff. Some examples that principals have shared over the years include:

- ▶ More laughter in the teachers' lounge
- ▶ More color in the hallways with artwork by students displayed for all to see
- ▶ Murals in and/or outside of the building that reflect the school community
- ▶ Arts nights with things like talent shows, art-making, and intergenerational cultural exchanges



Teachers and teaching artists at The Creative Advantage's Artful Solidarity workshop



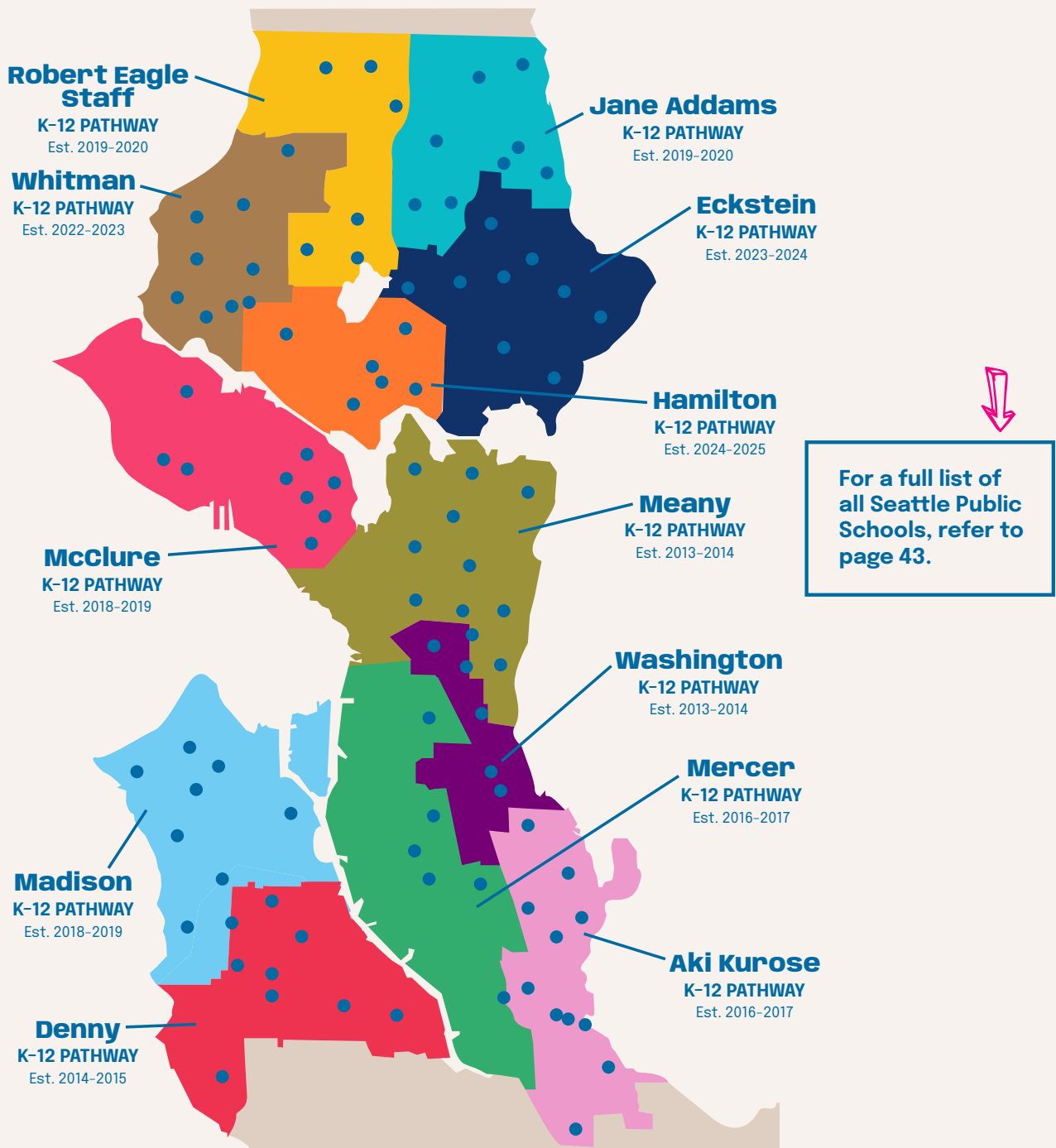
A Thurgood Marshall Elementary student presents their speech at the end of their Speak With Purpose residency.



K-12 Arts Pathways over time

Seattle Public Schools is the largest school district in Washington state. This map is organized by K-12 neighborhood pathways. It includes the pathway name, when The Creative Advantage launched into that pathway, and the location of the schools in that pathway. Change in a large urban school district takes time. It will take 11 years to be in every pathway.

As of this report, The Creative Advantage has persevered through four mayors, four superintendents, many principal and teacher transitions, and the COVID-19 global pandemic. The Creative Advantage believes change is possible and is committed to making it happen.



School stats

2012-2013

- 95** Total schools
- 59** Elementary schools
- 10** K-8 schools
- 9** Middle schools
- 17** High schools (includes option schools)

2022-2023

- 104** Total schools
- 63** Elementary schools
- 11** K-8 schools
- 12** Middle schools
- 18** High schools (includes option schools)

Arts stats

2016-2017

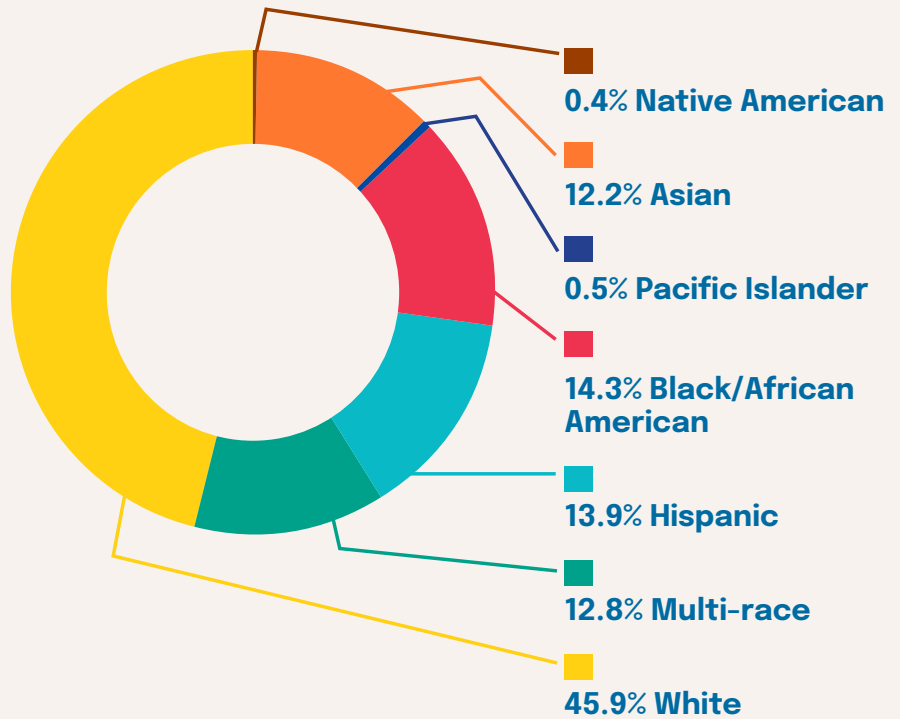
- 2** Schools with dance
- 11** Schools with multi-arts
- 68** Schools with music
- 15** Schools with theatre
- 62** Schools with visual arts
- n/a*** Schools with media arts

2022-2023

- 4** Schools with dance
- 4** Schools with multi-arts
- 75** Schools with music
- 19** Schools with theatre
- 92** Schools with visual arts
- 15** Schools with media arts

**Note: Media arts wasn't counted, as it wasn't part of the state arts standards at the time*

Seattle Public Schools, demographics



"Valve," by Julia LaBelle, TOPS K-8



3 Fund, connect, and support community arts partnerships



The Creative Advantage has a coordinated method for schools and arts partners to engage in residencies and professional development in the arts.

Tiers of partnership funding

Every school in Seattle Public Schools receives \$15,000 over the first three years as they create their arts plans and decide on partnerships to meet their equity needs. After the initial funding, schools may apply annually for Arts Sustainability Funds to maintain and extend schools partnership goals. All of these funds are provided by Seattle's Office of Arts & Culture and placed directly into each school's budget.

The Community Arts Partner Roster

The Community Arts Partner Roster is a searchable database of teaching artists and arts organizations who provide student residencies or teacher professional development. Since its start in 2013, the Roster has grown to over 100 organizations and individual teaching artists.

The Community Arts Partner Roster is open to new arts organizations and teaching artists. To reduce barriers and to be more responsive to new partners, the online application is open year-round with info sessions and mentorship. There is a Roster Advisory team of Seattle Public School

teachers and community arts educators that review applications three times annually

Outcomes

The Community Arts Partner Roster continues to grow, year after year. When it was first launched in the 2013–2014 school year, there were 20 arts partnerships between Community Arts Partners and Seattle Public Schools. In the 2022–2023 school year, there were 73 arts partnerships. Over 10 years of The Creative Advantage, there have been 428 partnerships in total.

Partnerships over the years

20	28	37	42	22
2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
35	63	62	46	73
2018–2019	2019–2020	2020–2021	2021–2022	2022–2023

currently

125+ partners currently on the Community Arts Partner Roster

4 Provide professional development

Key arts partners in professional development have been **Seattle Art Museum** for annual trainings, **Arts Corps** for the 21st Century Arts Common Assessments, and **Arts Impact** for arts integration.

Professional development in The Creative Advantage has two components. One is through Seattle Public Schools' Visual & Performing Arts Program, which convenes teachers for district-led trainings. The other is through The Creative Advantage's professional development series, which brings together teachers and community arts partners for shared learning.

The Creative Advantage's professional development is:

- ▶ **Relevant** – trainings are aligned to teacher and teaching artists needs and interests, state standards in the arts, as well as Seattle Public Schools policies and goals
- ▶ **Interactive** – facilitators provide context and participants actively engage in the learning process
- ▶ **Iterative** – feedback from participants at the close of each professional development training is reviewed to inform future professional development

What professional development looks like throughout the school year

- ▶ **Annual trainings** – with a focus on arts integration, culturally responsive teaching, antiracist practices, social and emotional learning, trauma-informed practices, and 21st Century Skills development
- ▶ **The Creative Advantage Summer Institute** – A full day of learning in and through the arts in August, informally, to kick off the school year, co-hosted by Seattle Art Museum

- ▶ **Fall networking events** – for school leaders, arts teams, and arts partners to build community, learn from the successes of their peers, and explore new collaborations
- ▶ **Discipline-specific coalitions** – for teachers and community art partners, which focus on theatre, visual arts, and music education that culminate in day-long professional development opportunities
- ▶ **Cohorts** – for deeper learning in specific subject areas, like antiracist strategies, culturally responsive teaching, social and emotional learning, and discipline specific instructional practices
- ▶ **Curriculum work groups** – for developing curriculum, courses, and assessment tools aligned across the district in dance, media arts, music, theatre, and visual arts

Outcomes

By the end of the 2023 school year, The Creative Advantage and Visual & Performing Arts Program ...

- ▶ hosted **9 Summer Institutes**, with **856 attendees**
- ▶ created **194 training opportunities** for teachers and teaching artists, and
- ▶ served **7,744 educators!**

5 Stay accountable

Evaluation is a core part of the work to stay accountable to racial equity goals and to ensure that the approaches and strategies are making an impact. The Creative Advantage team is in a constant iterative process of planning, implementing, reflecting, and assessing.

The Creative Advantage is evaluated by a third party evaluator annually. For more than 10 years, The BERG Group, Inc. has been the evaluation partner, and has tracked students' access to arts learning across the district, the quality of arts instruction, the use of culturally responsive teaching practices, students' demonstration of 21st Century Skills, the K-12 pathway implementation strategy, and the impact of The Creative Advantage as a whole.

Approaches to stay accountable include:

- ▶ **Leadership meetings** that happen annually with executive leaders from Seattle Public Schools and Seattle's Office of Arts & Culture to share progress and onboard new staff

- ▶ **Arts partner surveys** and **stakeholder meetings** that happen annually
- ▶ **Student surveys** across the district to learn about their experiences
- ▶ **The Community Arts Partner Roster advisory team** made up of teachers and arts partners who serve for a year at a time and help review new applications through a panel process
- ▶ **Progress reports** for the broader community to share goals and impacts
- ▶ **Monthly Arts Education newsletters** to city and district stakeholders
- ▶ **Local and national conferences** to present data and strategies in support of arts education
- ▶ **Program evaluation** annually and **strategic planning** every 3-5 years



"Classroom," by Xelli Berg, Ballard High School

Visual arts students at West Seattle Elementary create with teacher Amber Simonton



Outcomes

Over the past 10 years, The Creative Advantage has:

- ▶ Partnered with four Seattle mayors, four Seattle Public Schools superintendents, and twelve executive leaders across Seattle’s Office of Arts & Culture and Seattle Public Schools.
- ▶ Utilized arts partner surveys and professional development evaluations to inform future work and supports.
- ▶ Implemented two student surveys about their experiences in the arts and used the data to inform teaching and learning for middle and high school course offerings and student-centered teaching practices.
- ▶ Collaborated with a range of advisory groups to make collective decisions about arts education such as more than 40 arts partner roster panelists, The Creative Advantage Advisory Team, the Regional Arts Festival Student Advisory Group, and teacher advisors for curriculum development.

- ▶ Presented at the Arts Education Partnership conference on the 21st Century Arts Common Assessments and The Creative Advantage research and evaluation design; the Washington Cultural Congress on how The Creative Advantage collective impact partnership centers racial equity; the Art of Belonging Conference on culturally responsive and antiracist teaching practices; the National Art Education Association conference on the value of 21st Century Skills and arts learning; and more. The Creative Advantage is also part of a national professional learning community with districts doing similar work including Boston, Houston, and Chicago.
- ▶ The Creative Advantage has been evaluated every 1-2 years by The BERG Group, Inc.
- ▶ In the future, The Creative Advantage team is engaging with Rainbow Research, Inc., a consulting firm that will support in strategic planning for 2025 and beyond.



*“Tell me to Stay,”
by Aspen Brubaker,
Lincoln High School*





Arts rich cultures across the district!

The Creative Advantage’s 3-year process for schools to develop an arts rich culture starts with establishing a School Arts Team that works together to create a school vision for what they want the arts to look like. They then develop an arts action plan with goals based on that vision. These plans are developed with guidance

from Principal Arts Leadership Coaches – principals who have demonstrated a great commitment to the arts and have been trained in The Creative Advantage consensus building model to support schools in developing an arts culture.

“The Creative Advantage approach works!” said Arts Leadership Coach Julie

Breidenbach. “Schools create their own vision and action plans based on what needs to be in place to ensure students have a well-rounded arts learning experience.”

The types of things that schools put into their visions runs the gamut! Cedar Park Elementary envisions youth-led collaborative creations where students lead projects about issues

they care about, and where older students grow as art mentors for their younger peers. Denny International Middle School and Chief Sealth International High School envision culturally affirming and global arts experiences.

“It’s been a pleasure to coach the teams and watch as the schools take full ownership of their plans,” added Julie.



“Honey Bloom Album Redesign,” by Eli Wolfe-Jones, Chief Sealth High School



*Orchestra students
rehearsing with teacher
Emily Schaefer at Jane
Addams Middle School*



Student voices amplified through arts partnerships!

“Our partnership with Jack Straw enables our students to see themselves as friends, part of a caring community, and capable of so much,” said Shelby Leyland, a teacher at Lowell Elementary. “Our time with teaching artists helps students identify as both poets and musicians, with potential to compose about themselves and their school.”

Jack Straw Cultural Center is a partner on The Creative Advantage Community Arts Partner Roster and has worked for many years to provide youth with disabilities, English language learners, and Spanish dual language speakers access to relevant and engaging programs. Jack Straw is a multidisciplinary arts center with recording studios and a New Media Gallery in Seattle’s University District dedicated to keeping art, culture, and heritage vital through sound.

“Every student deserves to have positive self-identity, and this partnership ensures that our budding second-graders get what they need to see themselves as positive, tenacious, and vital

creative thinkers,” added Shelby, referring to her students.

Jack Straw’s programs range from poetry and song to audio stories and podcasts. Some of their notable series with students are Immigration Portraits, where students and community share their coming-to-America stories; Bill of Rights, about creating scenarios illustrating different rights; and Family Celebrations, where students create audio stories of their family’s favorite holiday.

Jack Straw collaborates with many elementary, middle, and high schools in the district and have long standing partnerships at Lowell Elementary, Concord Elementary, Denny International Middle School, and Seattle World School. These engagements support students with tools to tell their stories using audio technology. Students, individually and in groups, work with artists from several disciplines, including theatre, writing, music, visual arts, movement, and digital media, in integrated arts residencies, both in school classrooms and in Jack Straw’s studios.

Jack Straw’s team of artists lead audio arts residencies at 8–10 schools annually that run for 2–4 months. Their programs provide students with inclusive opportunities to be creative, learn more about each other, and improve their communication skills. In addition, students build self-esteem as they share stories with each other, with their families, and with the greater community through a Jack Straw project webpage, anthologies, and events.

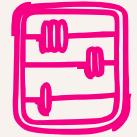
“It is an honor to support the partnership between Denny International Middle School and Jack Straw Cultural Center,” said Liz Barry, a teacher at Denny. “This year, we had the pleasure of working again with poet Raúl Sánchez. His gentle approach and humor softened many students and helped them build confidence as poets. This is our ninth year doing this poetry project and my deep appreciation for the work of Jack Straw’s amazing staff grows each year. I am incredibly grateful for their patience, persistence, understanding, and immense talent.”



Lowell Elementary students on site at Jack Straw Cultural Center



Then versus now



How the Seattle K-12 Arts Plan goals were met and how they shifted over time

When the Seattle K-12 Arts Plan was originally conceived more than 10 years ago, one of the goals was to articulate how much arts instruction students should receive in elementary, middle, and high school, as well as the quality and type of learning students deserve.

Over 10 years, The Creative Advantage collectively met most of these goals and shifted others in response to structural and funding variables.

2012 vs 2023

Elementary school

Status	K-12 Arts Plan goals	Actual outcomes
In-progress, goal updated	60 minutes per week of visual arts and 60 minutes per week of music taught by a certificated arts teacher	The updated goal is for every elementary student to have music and visual arts instruction for an average of 30+ minutes each, per week. This goal was shifted because it's not possible to meet the original goal given the length of the school day and requirements in other subject areas. Currently, 55% of schools are meeting the updated goal of having both music and visual arts programs. In addition, Seattle Public Schools is already meeting the state requirement for elementary arts instruction.
In-progress, goal updated	Integrated arts instruction in every elementary classroom	Capacity to realize the original intent of this goal was beyond what the district and city could support. As a result, arts partnerships became the vehicle through which schools are able to integrate arts in other subject areas.
Completed, goal shifted	Instruction from master cultural artists that is integrated into core arts classrooms and responsive to the school's community	This goal has shifted to include partnerships with community-based cultural artists and organizations in both arts and non-arts classes.
In-progress	Dance instruction in physical education classes, supported by community arts organizations.	Dance instruction in physical education units were created with Pacific Northwest Ballet and the physical education department in grades K-2. Next steps are to create units in other grades.
In-progress	Sequential arts education that leads to participation in secondary arts programs	Sequential arts instruction is almost complete with the increase in elementary visual arts and music programs. In addition, a curriculum adoption is needed to ensure sequential alignment K-12.

Middle school

Status	K-12 Arts Plan goals	Actual outcomes
In-progress, goal updated	A minimum of 2 semesters of visual, performing, or media arts classes	In 2018-2019, Seattle Public Schools recommended 2 semesters of visual, performing, or media arts classes to all middle schools in the district. As it was a recommendation and not a mandate, outcomes at schools varied. In 2022, Washington state made it a requirement for students to have a semester of visual or performing arts in 6th, 7th, and 8th grades. Seattle Public Schools will begin implementation in 2024-2025.
In-progress, goal updated	Integrated arts instruction in a sixth-grade language arts, science, or social studies class	Capacity to realize the original intent of this goal was beyond what the district and city could support. As a result, arts partnerships became the vehicle through which schools are able to integrate arts in other subject areas.
Completed	Arts options that are diverse and relevant, and lead to sequential learning opportunities in high school	In 2020-2021, the Seattle Public Schools Visual & Performing Arts Program revised all middle school courses to be more student-centered, relevant, and accessible creating more opportunities for high school progression. This work will continue based on student recommendations.

High school

Status	K-12 Arts Plan goals	Actual outcomes
Completed	4+ semesters of visual, performing, or media arts classes	This goal was completed in 2014-2015, when Washington state passed new graduation requirements, which included a requirement of 2.0 credits (4 semesters) of visual or performing arts.
In-progress, goal updated	Integrated arts instruction in a ninth-grade language arts or social studies class	Capacity to realize the original intent of this goal was beyond what the district and city could support. As a result, arts partnerships became the vehicle through which schools are able to integrate arts in other subject areas.
Completed	Sequential learning opportunities in visual arts, music, theatre, and media arts programs	This goal was completed in 2019-2020, when the Visual & Performing Arts Program revised all high school courses to create clear pathways for post-secondary success in dance, media arts, music, theatre, and visual arts.
Completed	Opportunities to connect arts to careers at Media Arts Skills Centers, available to juniors and seniors districtwide	In 2018-2019, the Media Arts Skills Center opened with funding from the Paul G. Allen Family Foundation and Seattle Office of Arts & Culture. It is now self-sustaining.

Up next



The Creative Advantage team is proud of what has been accomplished in the first 10 years of the initiative. The mission is for every student to have equitable access to a high-quality arts education. Many of the original goals related to this mission have been met.

At the same time, there are many areas that would benefit from continued efforts to strengthen arts education in the coming years. In 2024, The Creative Advantage is engaging with Rainbow Research, Inc., a consulting firm that will support the development of a new strategic direction to further the reach and impact of the arts for students.

As part of this process, The Creative Advantage is committed to collective decision-making that includes students, families, teachers, school leadership, arts partners, and the broader community.

In the meantime, here are some of the areas The Creative Advantage team will explore as they develop a new strategic plan:

- ▶ Increase access to the arts for Black boys and students of color furthest from educational justice
- ▶ Form a Student Arts Advisory Group to center the voices of students in decision-making
- ▶ Establish an adopted curriculum that is culturally responsive, relevant, antiracist, and builds students arts skills kindergarten through 12th grade
- ▶ Strengthen funding mechanisms for things such as instructional materials in the arts and arts partnerships
- ▶ Build collective understanding and share stories about the value of arts education

*"Untitled,"
by Liora
Greenwhich,
Cleveland High
School*



*"Enchanted 'Non
La,'" by Nguyen
Tran, Rainier
Beach High School*



Current funding and future gaps

The Creative Advantage receives funding for the work through a combination of sources such as Seattle’s Office of Arts & Culture, Seattle Public Schools, grants, and individual donations.

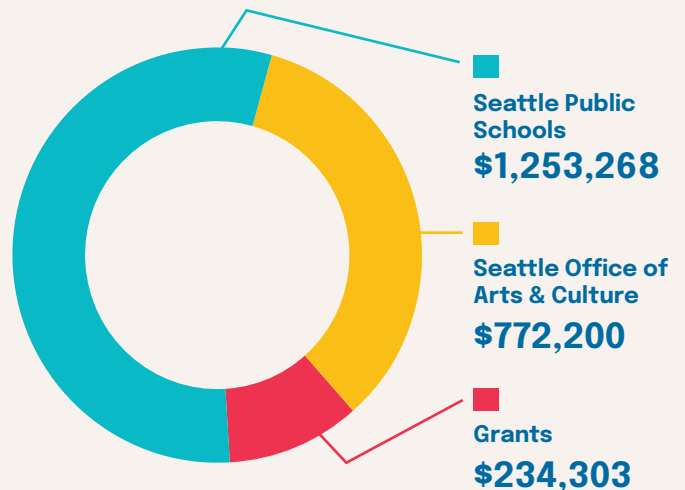
However, to continue the impact and grow for the next 10 years and beyond, there needs to be an increase in the number of grants and individual donations that support arts programs at schools, arts partnerships, professional development, and curriculum.

There are complex issues that affect resources in the arts. Public education has been historically underfunded across the state and nationally. Because of this, districts and schools rely on support from families, parent teacher associations, booster groups, community, and grants to fill the gaps. While this can ease the financial strain, it exacerbates arts learning inequities for students as wealth disparities persist on a neighborhood-to-neighborhood basis. There needs to be a solution to ensure students at every school receive the same level of arts education regardless of their neighborhood.

Diversifying funding sources is now more important than ever for The Creative Advantage.

Funding

The chart reflects staff and program investments from 2023–2024.



Donate

To support The Creative Advantage, visit creativeadvantageseattle.org/donate.

“Lavender,” by Mekenai Kebede, Interagency School





Liberatory practices in the classroom!

Blake Saunders teaches choir, drumline, and musical theatre at Garfield High School and has used The Roots Culturally Responsive & Antiracist Arts Framework in his classes.

The Roots Framework is an inquiry-based instructional model that supports educators to disrupt Eurocentric beliefs about teaching so that students experience arts learning as relational, liberatory, healing, transparent, and empowering. The framework also guides educators to do the ongoing internal work to examine their own identities, biases, and teaching practices for the betterment of students.

When asked how it has impacted his teaching, this is what he had to share:

Q: How does the Roots Framework show up in your classes?

A: My Roots work has exemplified itself in things like circle games, talking about who we are as musicians, and mostly being full humans with authentic identities. In my classes, students run things – they decide the songs, they do the field trip paperwork, budget,

organize travel plans and more. They take control of the class. I facilitate and guide them. They hold each other accountable to what they want, which is to sing well and to drum well.

The Roots Framework says student-centered relationships are critical. How do you foster this?

Class is like family. Whenever students do a solo, we have a ritual. I'll say, "As it's scary to perform in front of our peers, we choose to send them love and support." Then, I'll say, "In 3-2-1," and the whole class responds with, "Love! Support!" and we'll all clap.

The Creative Advantage has been working toward racial and social justice for over 10 years. What kind of changes have you seen or experienced?

When I think back to when The Creative Advantage started, one of the big goals was trying to get students of color in music to increase representation. Over time, the shift for me has become less about targeting students of color and more about, "How do we make music open?"

For my concert choir, an entry-level course, anyone can sign up for it. I want it to be a "y'all-come-

sing" kind of situation. All of those opportunities for students to want to come and make art have to be created with openness. How do I incorporate student authenticity and who they are bringing as their best selves into the class? A traditional music class often centers the music teacher's experience – limiting their ability to modify their teaching for their students. A concert choir with no barriers to entry needs to be truly open.

Can you talk a bit about how this approach in the classroom is also expansive and meaningful outside of the classroom?

Centering our activities on questions in The Roots Framework, with its antiracist thought practices, allowed for success for these students as humans as well as artists. School isn't just about choir – students are able to respond to the world in the choir space.

If I really want my students to be incredible artists and choose to engage in the challenges of the art form, teaching the human is first. We cannot teach without having an idea who we are. We cannot learn without having an idea of why we should.



Choir students at Garfield High School with teacher Blake Saunders

“You can be creative [in Mr. Saunders class]. It’s more about learning than proving what you learned.” – Percussion student

Garfield High School students rehearse “Into the Woods.”





Working to improve systems for students!

One of The Creative Advantage's values is being accountable to students and community.

In focus groups with high school students conducted in 2012, students said they wanted more opportunities to make connections between arts and careers, specifically in animation, gaming, fashion, and music.

In response to this need, the Media Arts Skills Center launched in 2018, providing 21st Century Skills development with a pathway for careers in the creative industries. The Media Arts Skills Center is one of many courses offered by The Seattle Skills Center program, which includes career fields such as firefighting, nursing, automotive technology, and more. It's an all-district draw available to juniors and seniors that attend for a half-day, Monday through Friday, for a full school year. All courses, including Media Arts, are driven by market demand.

Research shows that arts-related jobs are created in Seattle every year. According to a study from the Seattle Office of Economic Development,

"There's Something About Seattle: 2019 Creative Economy Report," growth in creative occupations outpaced Seattle's overall job growth by 23.4% from 2012 to 2017. Workers in Seattle's creative industries earned \$6.75 billion in 2017 and creative industries sold \$24 billion worth of goods and services.

"There are so many career possibilities in media [it's] one of the most influential cultural products that exists!" said Reed Forrester, the Media Arts Skills Center teacher. "The value of this course is that students can really get a head start on acquiring in-demand skills and they can begin using those skills immediately to create their own media. In this class, for instance, students are learning to create logos, posters, videos – and the real-world use of these skills is clear, and that motivates them."

"This class teaches me how to give feedback, good or bad," said one of Reed's students. "It teaches me the process and time it takes to do big and small projects and gives me a head start for the career I want."

"It allows me to spend a big portion of my day using my creativity and imagination," said another student. "It's like experiencing art school before I actually go."

As part of this, Seattle Public Schools Visual & Performing Arts program collaborated with the Career & Technical Education program to expand media arts courses and created a Media Arts Pathway offering credentials and certifications that support careers post-secondary. Career and technical education courses prepare students for a wide-range of high-skill, high-demand careers.

"We've had multiple students take the initiative to sell their work online or at craft fairs," said Reed. "Others take on design jobs or create t-shirt designs. One of my students used their portfolio to get a \$40,000 scholarship for college."

The Media Arts Skill Center at Seattle Skills Center was funded by the Paul G. Allen Family Foundation, Seattle Office of Arts & Culture, and Seattle Public Schools. It is now self-sustaining.



*Media Arts Skill Center
students and teacher
Reed Forrester*

Thank you!



Past and current

Without partners, advocates, and funders, The Creative Advantage wouldn't exist. Thank you to everyone who has supported this collective work over the last 10 years.

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BAYFest Youth Theatre
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Living Voices
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Stone Soup Theatre
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Education
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The Greater Seattle Bureau
of Fearless Ideas
The Rhapsody Project
The Vera Project
The Williams Project
Theatre of Possibility
Think, Move, Learn
Thistle Theatre
Toka Valu
Totem Star
Town Hall Seattle
Tracy Hyland
Union Cultural Center
Urban Artworks
Valencia Carroll
Washington Capoeira
Center
Whistle Stop Dance
Wing Luke Museum
Young Shakespeare
Workshop
Young Producers Group
Young Women Empowered
Youth in Focus
Youth Speaks Seattle
206 Zulu

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Art and photo credits

The artwork throughout the report is from the 2024 Naramore Art Show, which annually celebrates over 200 artworks by Seattle Public Schools middle and high school students.

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Teachers participate in The Creative Advantage's 2023 Summer Institute at Seattle Art Museum.



Seattle Theatre Education Coalition Professional Development Day at The 5th Avenue Theatre



K-12 Neighborhood Pathways*

Meany

K-12 Pathway

Est. 2012–2013

Nova High School
Seattle World School
Meany Middle School
Leschi Elementary
Lowell Elementary
Madrona Elementary
McGilvra Elementary
Montlake Elementary
Stevens Elementary

Washington

K-12 Pathway

Est. 2012–2013

Garfield High School
Washington Middle School
Bailey Gatzert Elementary
John Muir Elementary
Thurgood Marshall
Elementary

Denny

K-12 Pathway

Est. 2014–2015

Chief Sealth International
High School
Interagency Academy
Denny International Middle
School
Louisa Boren STEM K-8
Arbor Heights Elementary
Concord International
Elementary
Highland Park Elementary
Roxhill Elementary
Sanislo Elementary
West Seattle Elementary
BRIDGES

Aki Kurose

K-12 Pathway

Est. 2016–2017

Rainier Beach High School
Alan T. Sugiyama High
School
Aki Kurose Middle School
South Shore PK-8
Dunlap Elementary
Emerson Elementary
Graham Hill Elementary
Martin Luther King, Jr.
Elementary
Rainier View Elementary
Wing Luke Elementary

Mercer

K-12 Pathway

Est. 2016–2017

Cleveland STEM High School
Franklin High School
Mercer International Middle
Orca K-8
Beacon Hill International
Elementary
Dearborn Park International
Elementary
Hawthorne Elementary
Kimball Elementary
Maple Elementary
Rising Star Elementary

McClure

K-12 Pathway

Est. 2018–2019

The Center School
McClure Middle School
Catharine Blaine K-8
TOPS K-8
Coe Elementary
John Hay Elementary
Lawton Elementary
Magnolia Elementary
Queen Anne Elementary

Madison

K-12 Pathway

Est. 2018–2019

West Seattle High School
Madison Middle School
Pathfinder K-8
Alki Elementary
Fairmount Park Elementary
Gatewood Elementary
Genessee Hill Elementary
Lafayette Elementary

Robert Eagle Staff

K-12 Pathway

Est. 2019–2020

Ingraham High School
Robert Eagle Staff Middle
School
Broadview-Thomson K-8
Daniel Bagley Elementary
Cascadia Elementary
Greenwood Elementary
James Baldwin Elementary

Jane Addams

K-12 Pathway

Est. 2019–2020

Nathan Hale High School
Jane Addams Middle School
Middle College High School
Hazel Wolf K-8
Cedar Park Elementary
Decatur Elementary
John Rogers Elementary
Olympic Hills Elementary
Olympic View Elementary
Sacajawea Elementary

Whitman

K-12 Pathway

Est. 2022–2023

Ballard High School
Whitman Middle School
Adams Elementary
Loyal Heights Elementary
North Beach Elementary
Viewlands Elementary
Whittier Elementary
Salmon Bay K-8

Eckstein

K-12 Pathway

Est. 2023–2024

Roosevelt High School
Eckstein Middle School
Bryant Elementary
Green Lake Elementary
Laurelhurst Elementary
Sand Point Elementary
Thornton Creek Elementary
View Ridge Elementary
Wedgwood Elementary
Licton Springs K-8

Hamilton

K-12 Pathway

Est. 2024–2025

Lincoln High School
Cascade Parent Partnership
Hamilton International
Middle School
B.F. Day Elementary
John Stanford International
Elementary
McDonald International
Elementary
West Woodland Elementary

* Schools in K-12 neighborhood pathways can change over time. This list reflects the schools in each pathway when it was established as part of The Creative Advantage.




Photography students at Chief Sealth International High School with teacher Marta Wambaugh



"Coca-Cola and Chopsticks,"
by Mina Huynh, Garfield High School

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