



SEATTLE
PUBLIC
SCHOOLS

Excellence For All

May 2008

Every student achieving, everyone accountable.

How We've Listened



- The school district has **engaged hundreds of internal and external partners**, critics and stakeholders
- These conversations have helped us understand **what is working in the system and what needs more attention.**
- This **input has been invaluable** and undergirds the following proposal.
- **Continued outreach and involvement** from multiple stakeholders will be critical to the district's long-term success.

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Our Vision



We see a city where...

All students achieve at high levels, receive the support they need and leave high school prepared for college, career and life

Every school is a high quality school – zip code is not a determiner of quality

District **leadership and staff model excellence and accountability**

The whole **community is engaged as partners** in supporting and strengthening the school system

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Where We Are



- Too many of our third-grade students are not reading at grade level (*27% did not meet standard in reading*)
- Too many seventh-grade students are not at standard in math (*47% did not meet standard in math*)
- Too many high school students never graduate or graduate unprepared for college or career (*graduation rate is 61%*)

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Building on Our Strengths



We have core strengths – that we must recognize and build upon.

- ◇ **Student performance that outpaces the state average**
- ◇ **Successful reading & writing programs**
- ◇ **Building a ‘rainy day fund’**

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Acknowledging our Weaknesses



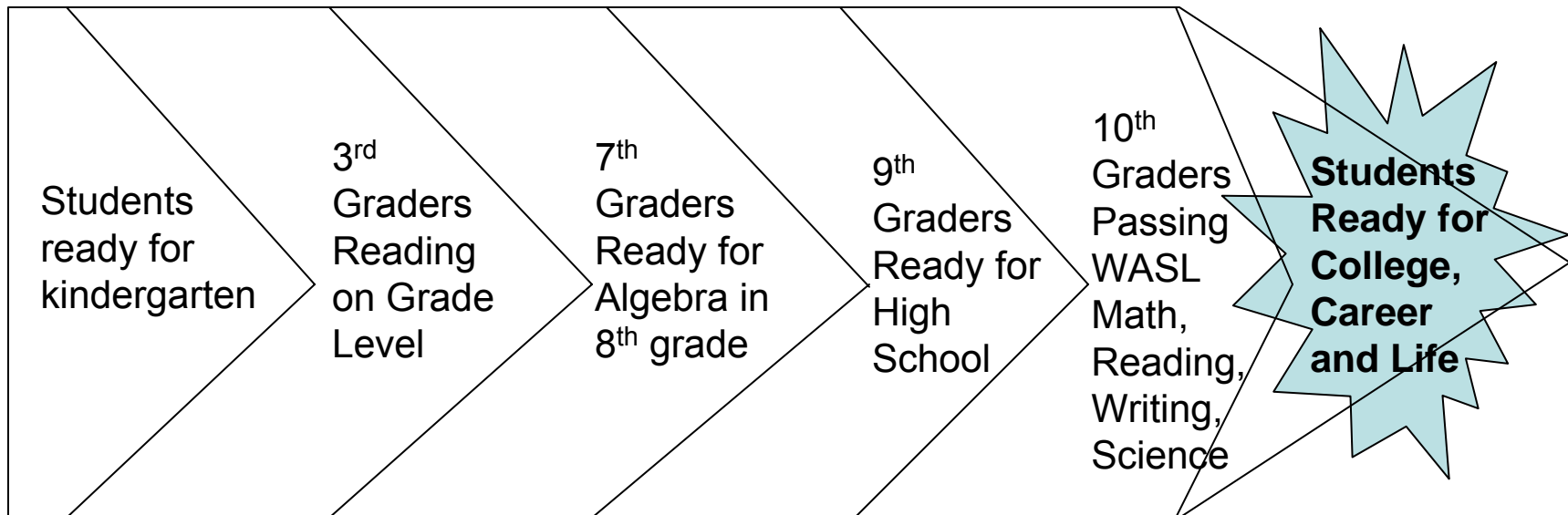
- Math and science performance lags
- Tools for tracking progress are absent or insufficient
- Struggling schools and students receive inconsistent and inadequate support
- Teachers and principals receive little guidance or support – from the hiring process through their careers
- Outdated HR and IT systems and tools hamper progress

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Academic Milestones – *What we Need to Measure*



Academic Milestones



We will hold ourselves accountable for achievement and growth at all levels K-12. We will judge our success in both closing the achievement gap and accelerating learning for all students.

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Our Goals – *Where We Are Headed*



Academic Achievement Metric	2006-7 Results	2011-12 Goal
3rd graders meeting or exceeding READING standard	72%	88%
7th graders meeting or exceeding MATH standard	53%	80%
9th graders earning FIVE CREDITS	82%	90%
10th graders meeting or exceeding READING standard	78%	95%
10th graders meeting or exceeding MATH standard	50%	82%
10th graders meeting or exceeding WRITING standard	81%	95%
10th graders meeting or exceeding SCIENCE standard	33%	80%
Students who GRADUATE from high school in four years	62%	75%
Graduates meeting 4-year COLLEGE ENTRANCE reqs.	17%	40%

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A Plan with a Difference



- **Students First** – we will only do what is best for all students
- **Clear Goals** – we know where we are and where we need to be
- **Transparency and Accountability** – we will hold ourselves accountable for performance
- **Focus** – we will prioritize and not over-commit
- **Based in OUR Reality** – we will work within our funding and enrollment realities

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PELP- The Plan's Framework



PELP Coherence Framework



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Foundational Strategies First



- We will meet these goals by tightly focusing our work in three foundational areas:
 - ◇ **Ensure excellence in every classroom**
 - ◇ **Strengthen leadership throughout the system**
 - ◇ **Build an infrastructure that works well**

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Ensure Excellence in Every Classroom



Strengthen our teaching of **math and science** and build on our success with reading and writing

Develop **assessment tools** to consistently track student progress and use data to drive improvements

Create a system that **recognizes high performing** schools and helps struggling schools

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Strengthen Leaders System-wide



Retain and hire the **best teachers and principals**

Provide **targeted support** so that all employees can meet high expectations

Implement effective **performance evaluations** at all levels

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Build an Infrastructure that Works Well



Adapt technologies to support streamlined hiring process
and more efficient student assignment

Develop **spending protocols and program evaluation tools** to ensure efficiency and efficacy

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Systems – *Supporting the Strategic Priorities*



In addition to a strong infrastructure, we need a system-wide **performance management** effort focused on continuous improvement.

We will start with three things:

- ◇ **district goals** tracking student progress against our academic milestones
- ◇ **school performance framework** that allows for targeted supports, interventions and flexibilities to schools
- ◇ **central office dashboard** that identifies what central office staff is held accountable for and progress toward those goals

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Culture and Structure – *Supporting the Strategic Priorities*



- **Culture** – we will model...
 - ◇ High expectations for all and a sense of urgency around the work
 - ◇ Individual responsibility and collective accountability
 - ◇ A customer-service commitment
 - ◇ Pride in serving this city’s families

- **Structure**
 - We will organize ourselves to maximize our talent and best support our goals and our work.

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Outreach Activities



In the coming months, we will focus our outreach on two primary areas:

- **Involving the community** in developing a plan for how the district engages families and community
- **Gathering feedback** on the proposed strategic plan

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Resources



- The district will only commit to those things for which there are resources
- We are factoring into the district's budget the costs associated with each of the proposed strategies
- We are ensuring alignment of current resources through reallocation and prioritization
- We are identifying funding gaps and proposing solutions

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Our Commitments



- We will **put students first** – always
- We will have **clear goals** and **hold ourselves accountable** for meeting those goals
- We will **share our progress and be transparent** about where we are headed and what we're doing to get there
- We will be **focused**
- We will operate within our **funding and enrollment realities**

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