

# Board Special Meeting



2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134

Work Session: District Scorecard/Operations Data Dashboard;  
Work Session: Growth Boundaries Amendments; Executive Session: Evaluate the  
performance of a public employee  
Wednesday, November 09, 2016, 4:30-7:30pm  
Auditorium, John Stanford Center

## Agenda

<b><u>Call to Order</u></b>	4:30pm
<b><u>Work Session: District Scorecard/Operations Data Dashboard</u></b>	
<b><u>Work Session: Growth Boundaries Amendments</u></b>	5:30pm*
<b><u>Executive Session<sup>1</sup>: Evaluate the performance of a public employee</u></b>	6:30pm*
<b><u>Adjourn</u></b>	7:30pm*

*\*Time given is estimated.*

*<sup>1</sup>Executive Sessions are closed to the public.*



# Board Work Session Materials

November 9, 2016

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School Board Office  
206-252-0040

The following pages are presentation materials reviewed at the November 9, 2016 Board work session.



# Seattle Public Schools



Photos by Susie Fitzhugh

## 2015-16 District Scorecard

Research & Evaluation Department

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# Agenda



- **Presentation** 15 minutes
  - Overview of District Scorecard
  - Closer look at select indicators & opportunity gaps
- **Q&A / Discussion** 15-20 minutes



# 2013–2018 Strategic plan



# Three Goals



Ensure educational excellence and equity for every student



Improve systems district-wide to support academic outcomes



Strengthen school, family and community engagement

<b>Academic Milestones</b>	Kindergarteners demonstrating readiness to be successful learners
	3rd graders demonstrating grade level proficiency in English language arts **
	3rd graders demonstrating grade level proficiency in mathematics **
	5th graders demonstrating grade level proficiency in science
	7th graders demonstrating grade level proficiency in English language arts **
	7th graders demonstrating grade level proficiency in mathematics **
	8th graders demonstrating grade level proficiency in science
	9th graders earning sufficient credits
	10th graders passing all state exams required for graduation
	High school students graduating in four years or fewer
	Students taking and passing the district algebra course by 8th grade
	Students taking and passing a college level course by 12th grade
	11th graders demonstrating college-ready proficiency in English language arts
	11th graders demonstrating college-ready proficiency in mathematics
<b>Commitment to Equity</b>	Opportunity Gap in grade level English language arts proficiency (3rd-8th grades) **
	Opportunity Gap in grade level mathematics proficiency (3rd-8th grades) **
	Proportionality Gap for students in special education programs (K-12th)
	Proportionality Gap for secondary students suspended or expelled (6th-12th grades)
	Students participating in a licensed pre-school program before kindergarten
<b>Effective Teachers and</b>	Students receiving instruction in arts/music and physical education (K-12th)
	Free/reduced priced meal students taught by a highly effective teacher
<b>Positive School Environments</b>	Annual retention rate for highly effective teachers and leaders
	Positive student responses to school climate survey
	Positive student responses to motivation and engagement survey
<b>Stakeholder Engagement &amp; Satisfaction</b>	Positive school staff responses to professional environment survey
	Positive family responses to family engagement survey
	Percent of families responding to family engagement survey
	Positive family responses to district satisfaction survey
	Positive family responses to school satisfaction survey
	Positive school leader responses to customer satisfaction survey
	Positive community organization responses to partner satisfaction survey

# District Scorecard

31 Measures in  
5 Categories

# Year 3 Overall Progress (2015-16)

Progress Key	
On-Track for Stretch Target	✓ +
On-Track for Minimum Target	✓
Not On-Track to Meet Targets	✗
Progress tracking not available **	--

On-track to meet 2017-18 target: **13 of 24** measures

Made improvement (or) On-Track: **17 of 24** measures



# Part 1. Academic Milestones



### Early Learning Foundations

Kindergarten Ready  
3rd Grade ELA  
3rd Grade Math

### Core Academic Development

5th Grade Science  
7th Grade ELA  
7th Grade Math  
8th Grade Science

### Graduate College & Career Ready

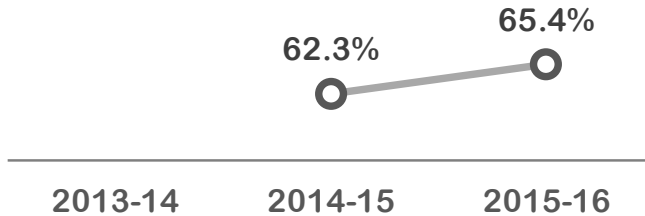
8th Grade Algebra  
9th Grade Credits  
10th Grade Exit Exams  
College level courses  
4-Year Graduation rate

## Academic Milestones

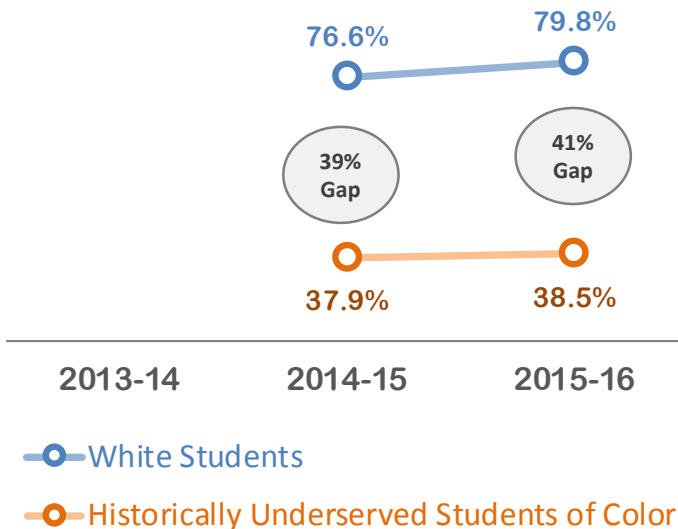
# 3<sup>rd</sup> Grade ELA Proficiency



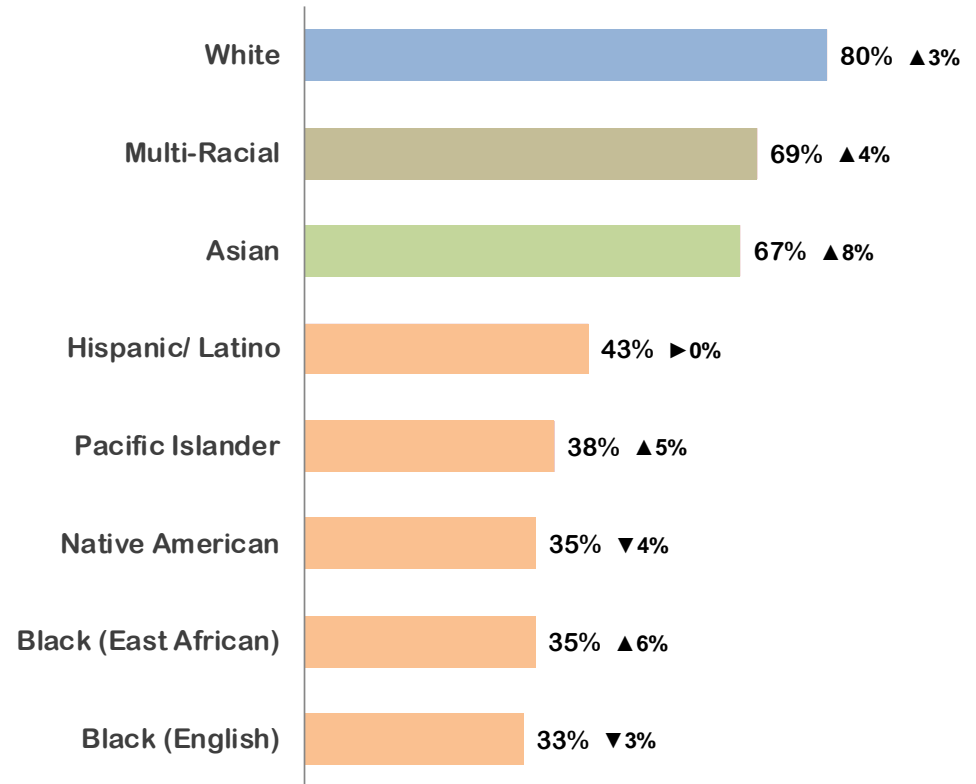
## Trend for All Students



## Opportunity Gap Trend



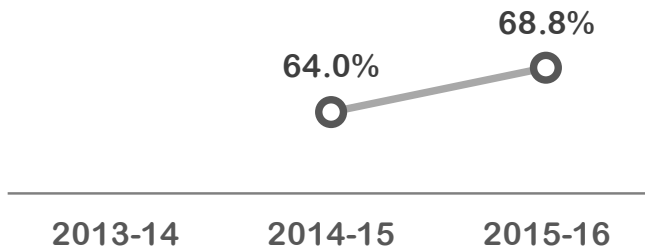
## 2015-16 Results by Race/Ethnicity



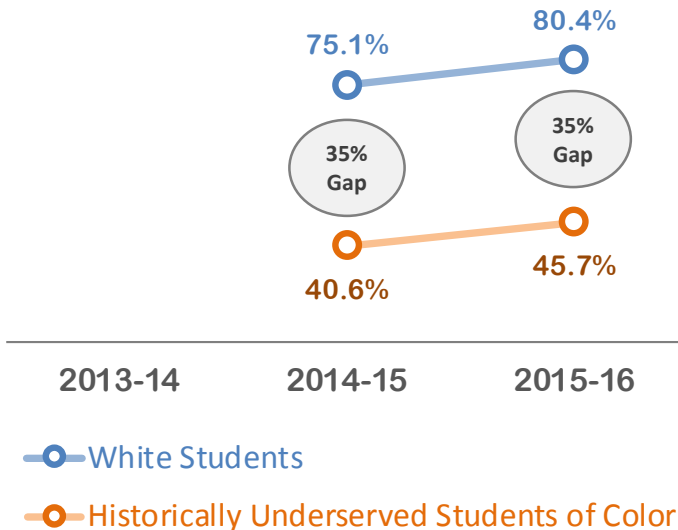
# 3<sup>rd</sup> Grade Mathematics Proficiency



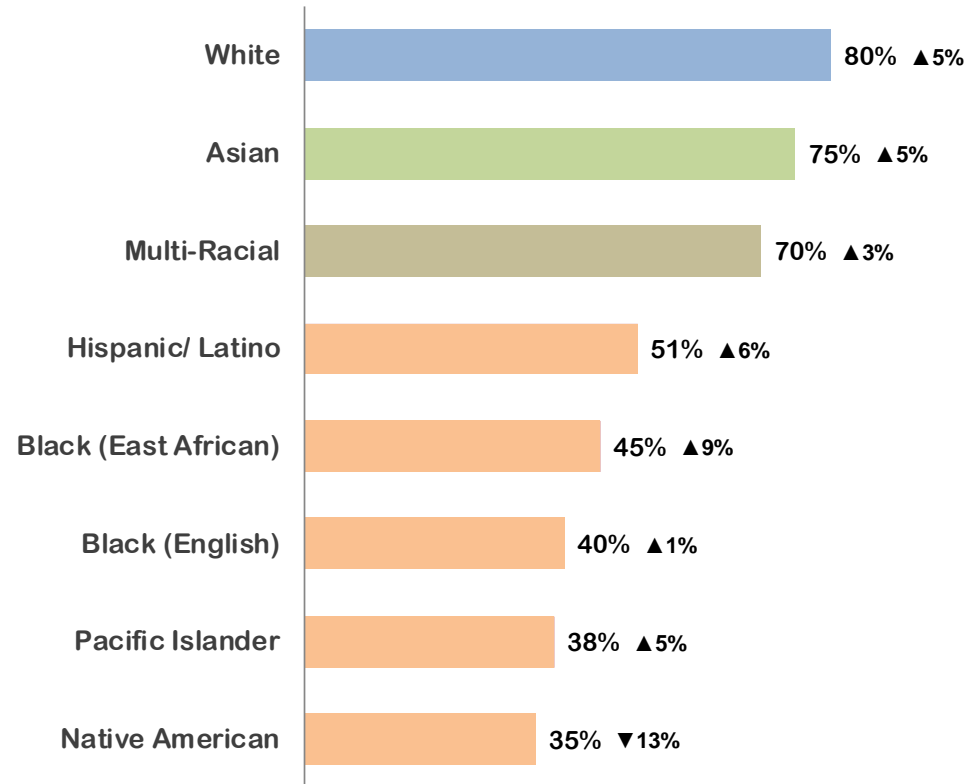
## Trend for All Students



## Opportunity Gap Trend



## 2015-16 Results by Race/Ethnicity

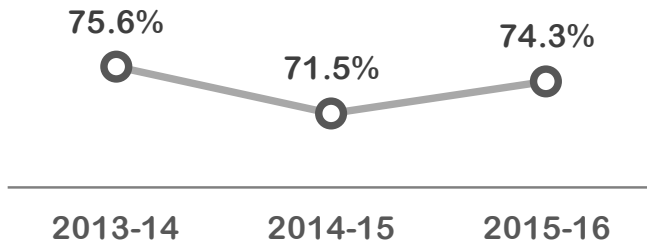


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

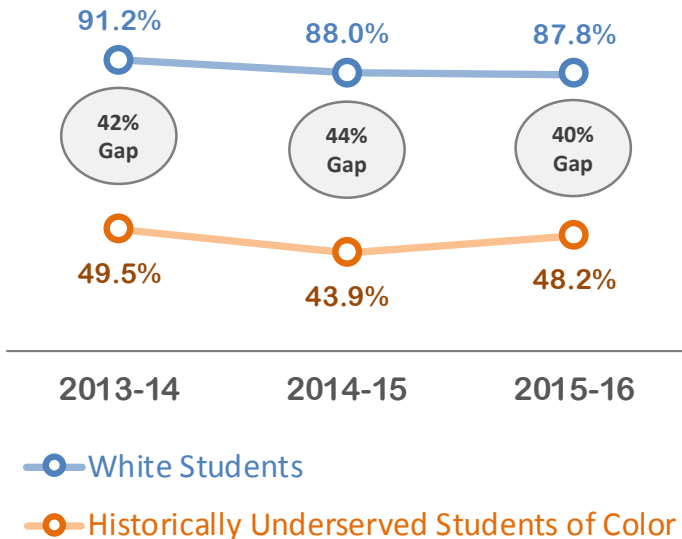
# 5<sup>th</sup> Grade Science Proficiency



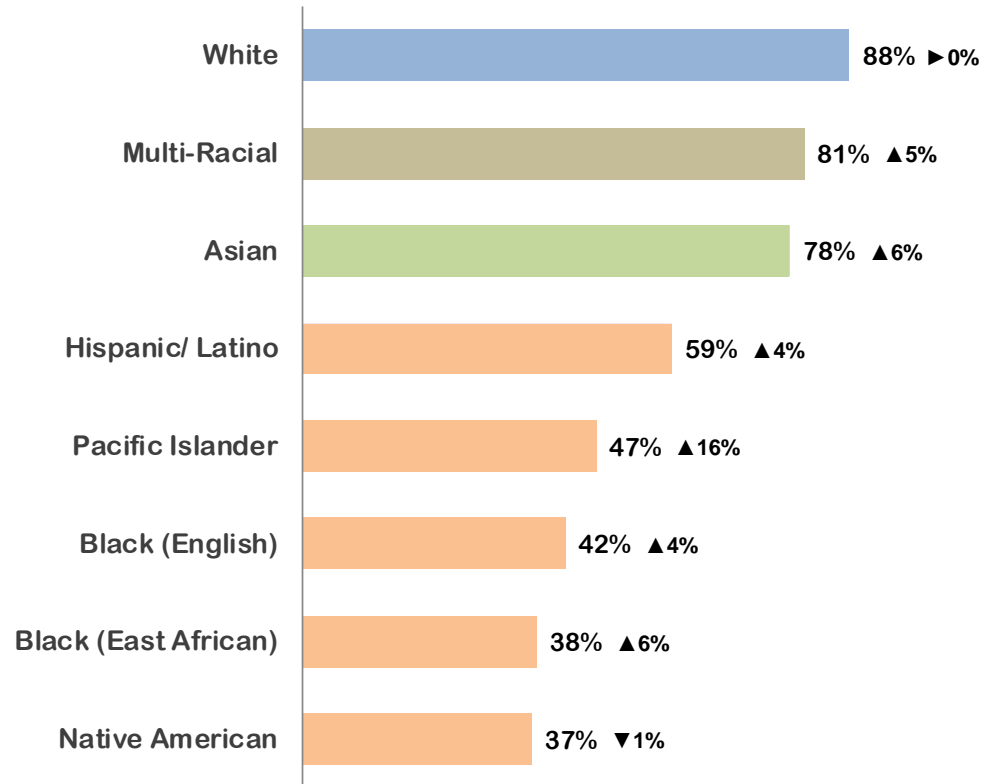
## Trend for All Students



## Opportunity Gap Trend



## 2015-16 Results by Race/Ethnicity

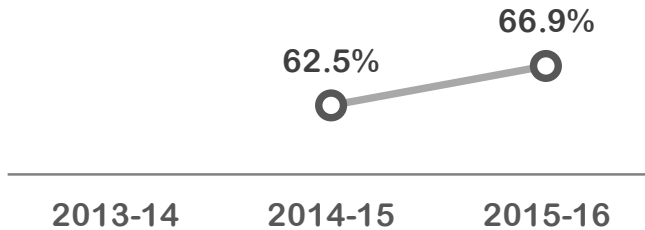


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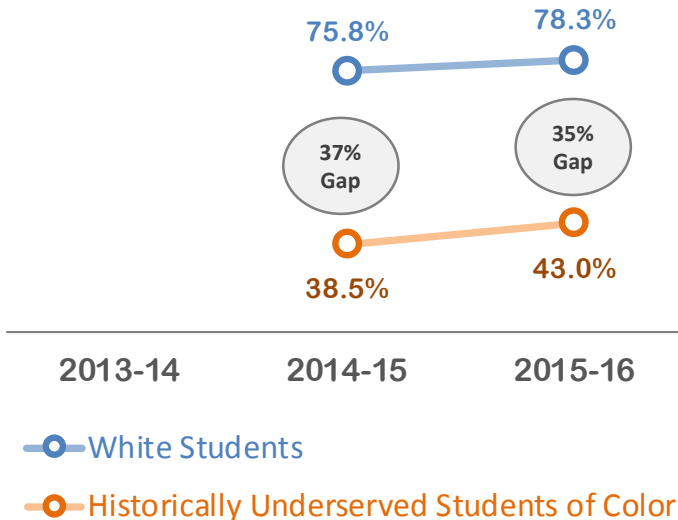
# 7<sup>th</sup> Grade ELA Proficiency



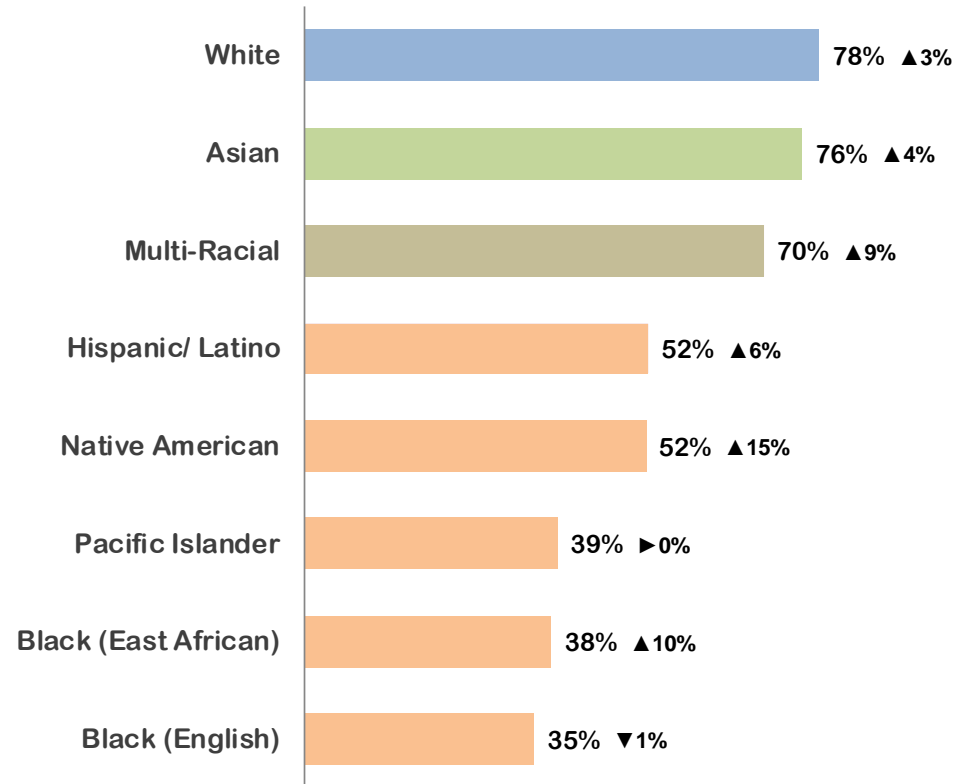
## Trend for All Students



## Opportunity Gap Trend



## 2015-16 Results by Race/Ethnicity

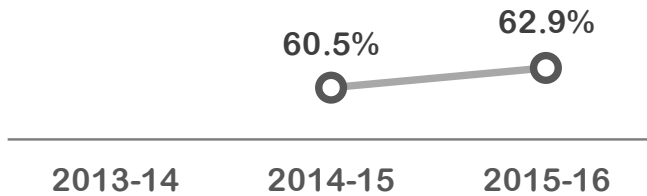


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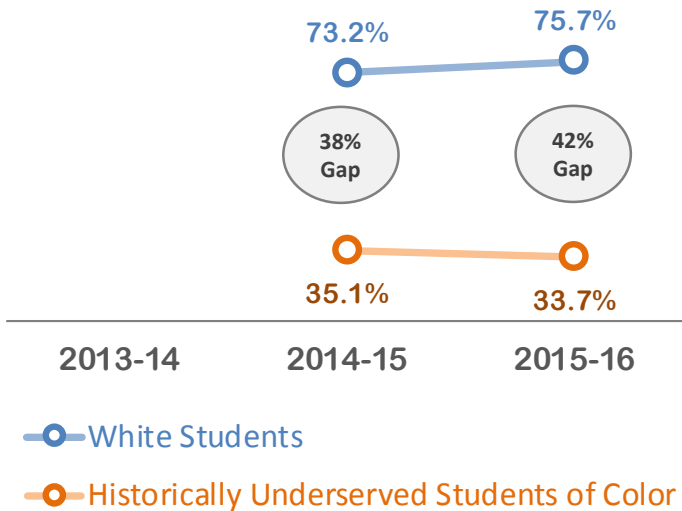
# 7<sup>th</sup> Grade Mathematics Proficiency



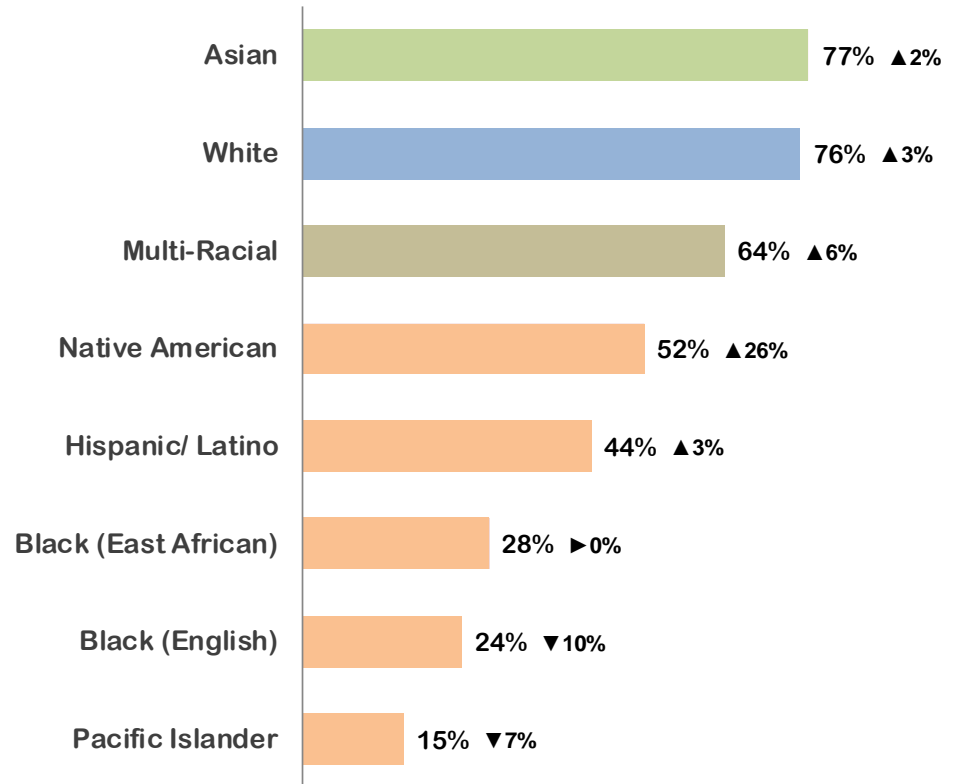
## Trend for All Students



## Opportunity Gap Trend



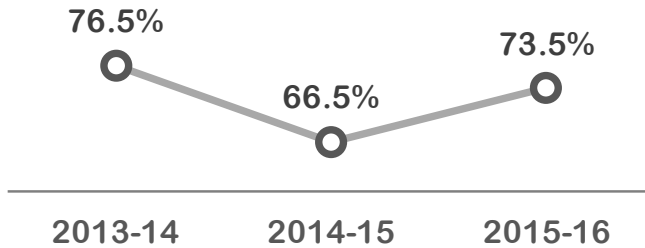
## 2015-16 Results by Race/Ethnicity



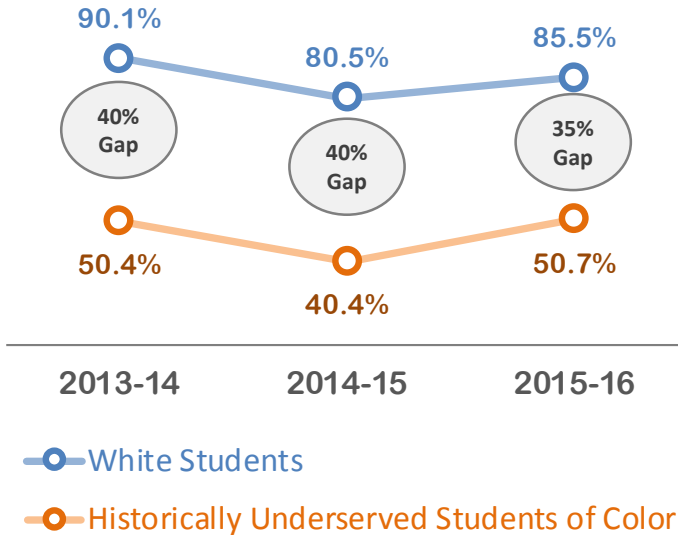
# 8<sup>th</sup> Grade Science Proficiency



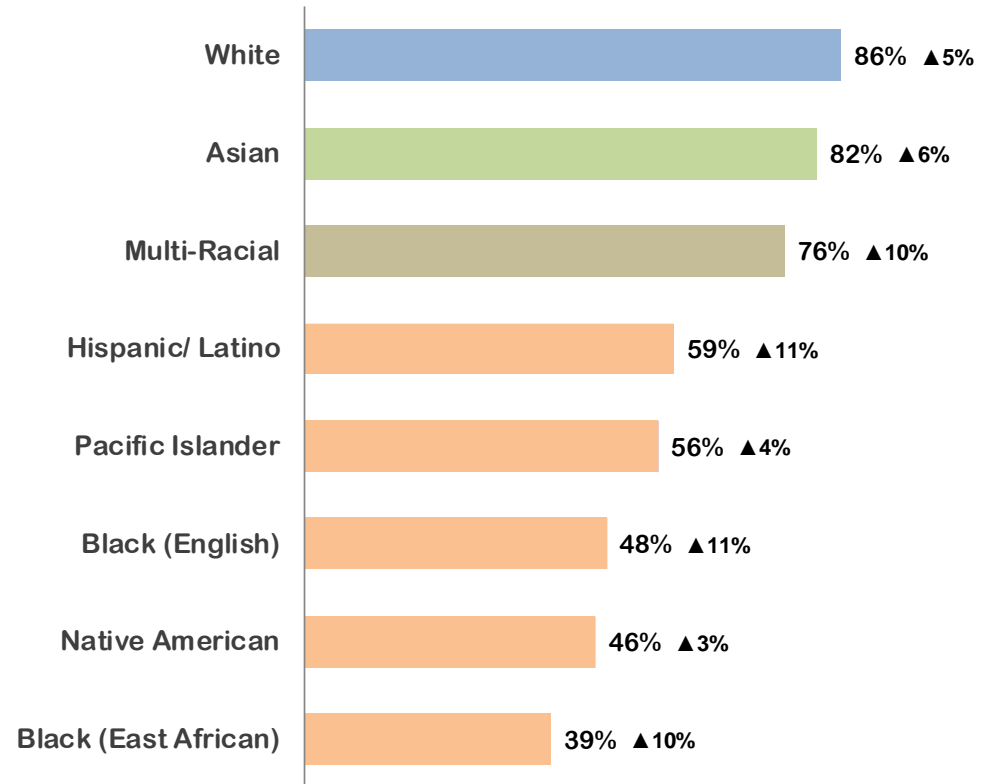
## Trend for All Students



## Opportunity Gap Trend



## 2015-16 Results by Race/Ethnicity

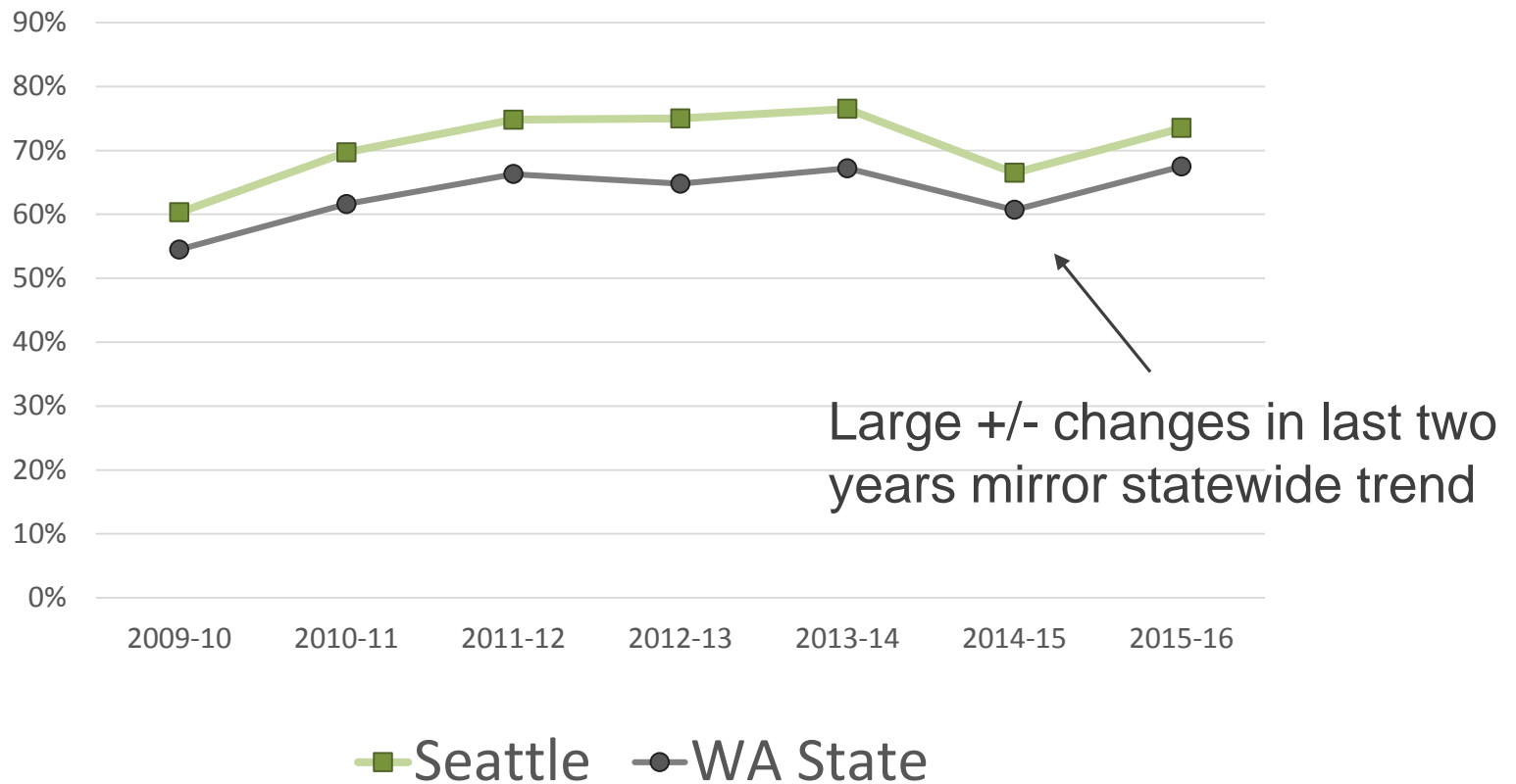




# 8<sup>th</sup> Grade Science Proficiency



## 8th Grade MSP Science Trend

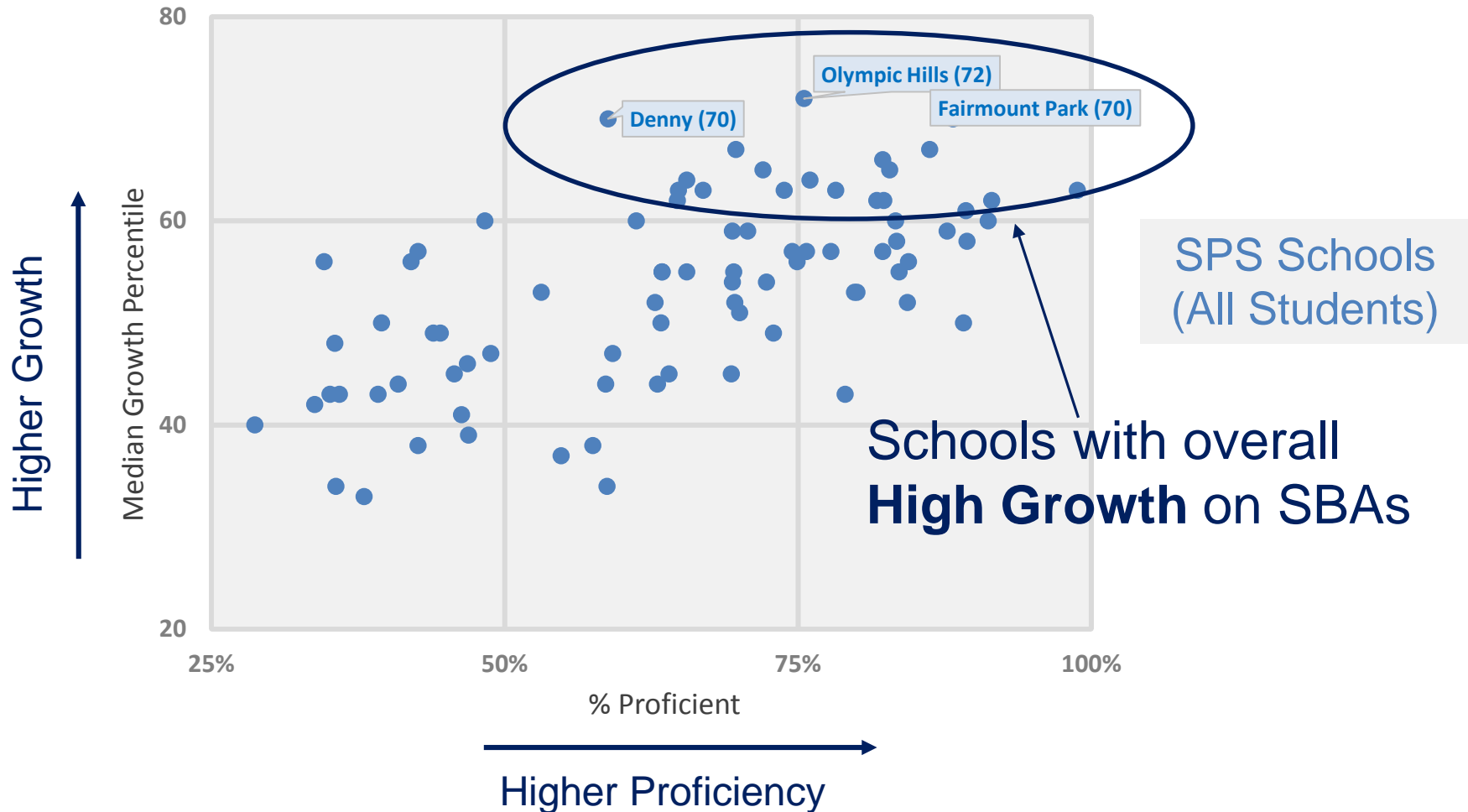


# Data Exploration: Proficiency vs. Growth

# Data Exploration: Proficiency vs. Growth



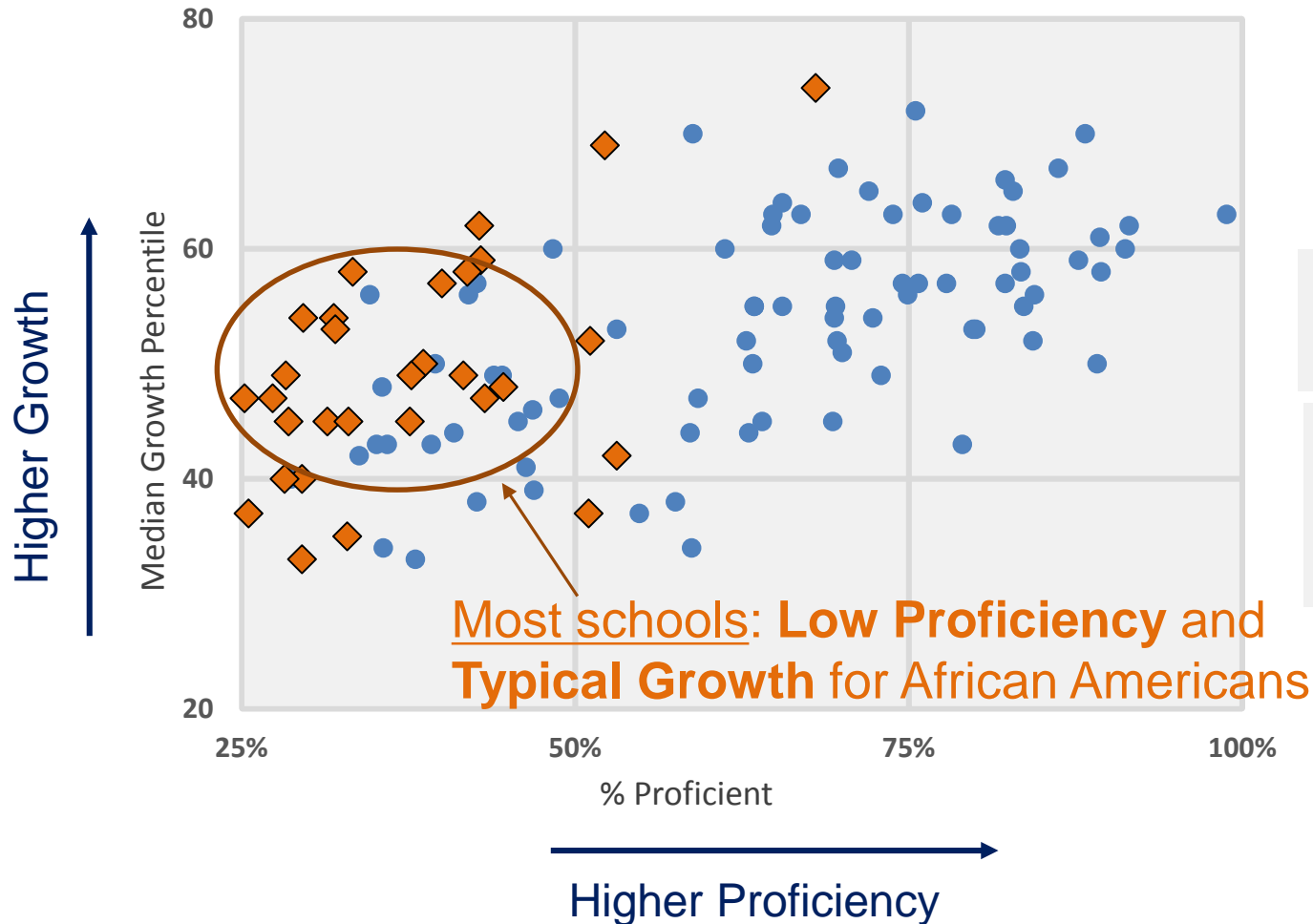
2015 & 2016 SBAs, Math & ELA, Grades 3-8 Combined



# Data Exploration: Proficiency vs. Growth



2015 & 2016 SBAs, Math & ELA, Grades 3-8 Combined



SPS Schools  
(All Students)

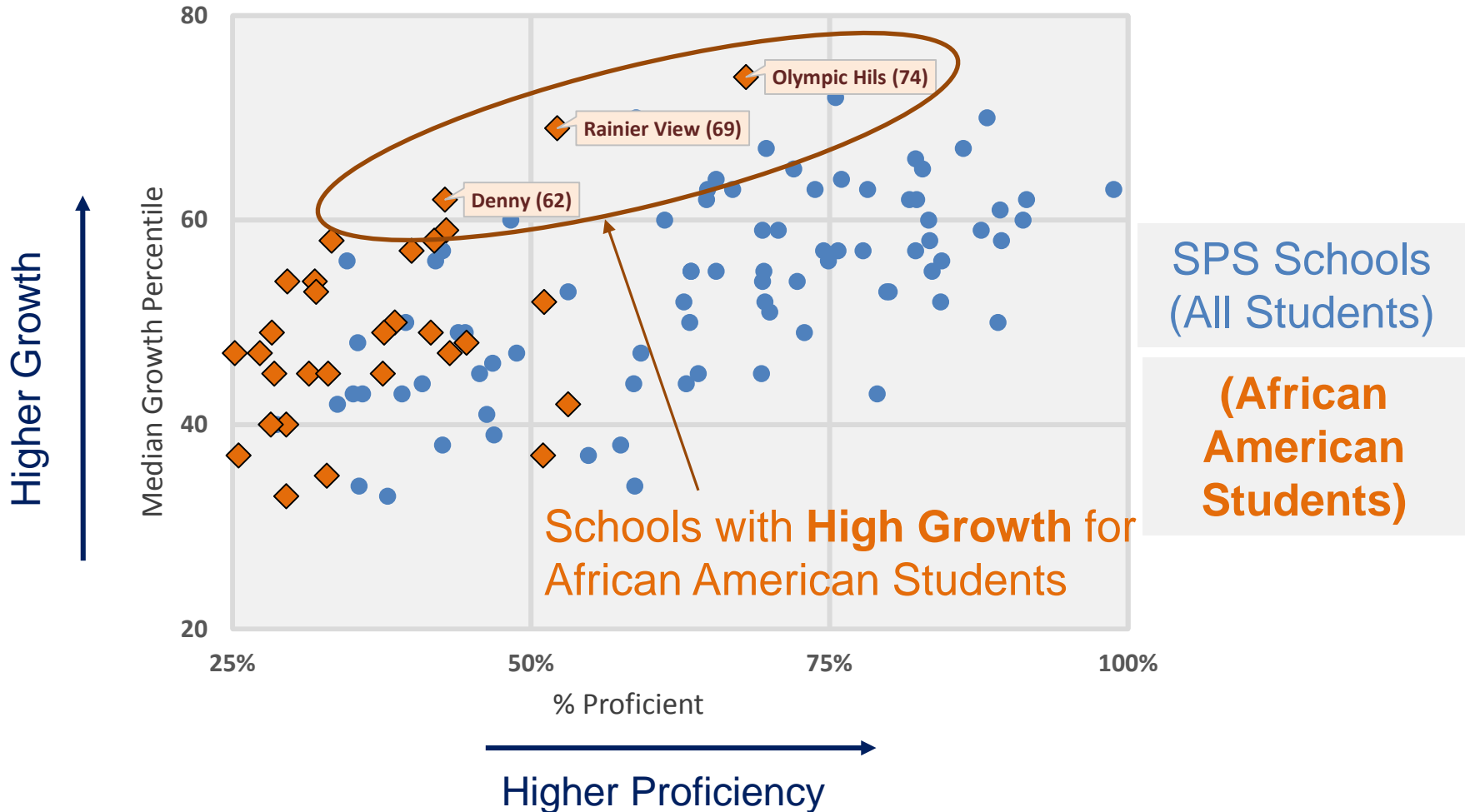
(African  
American  
Students)

Most schools: Low Proficiency and  
Typical Growth for African Americans

# Data Exploration: Proficiency vs. Growth



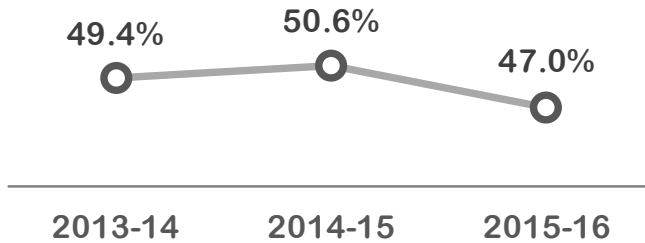
2015 & 2016 SBAs, Math & ELA, Grades 3-8 Combined



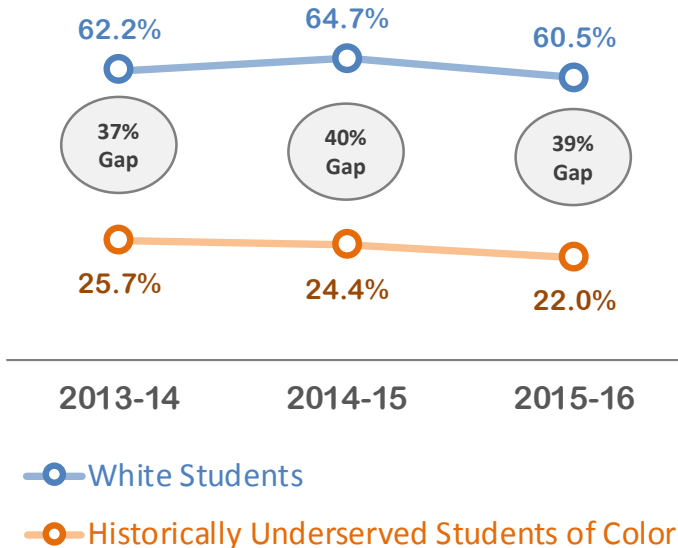
# Completing Algebra Course by 8<sup>th</sup> Grade



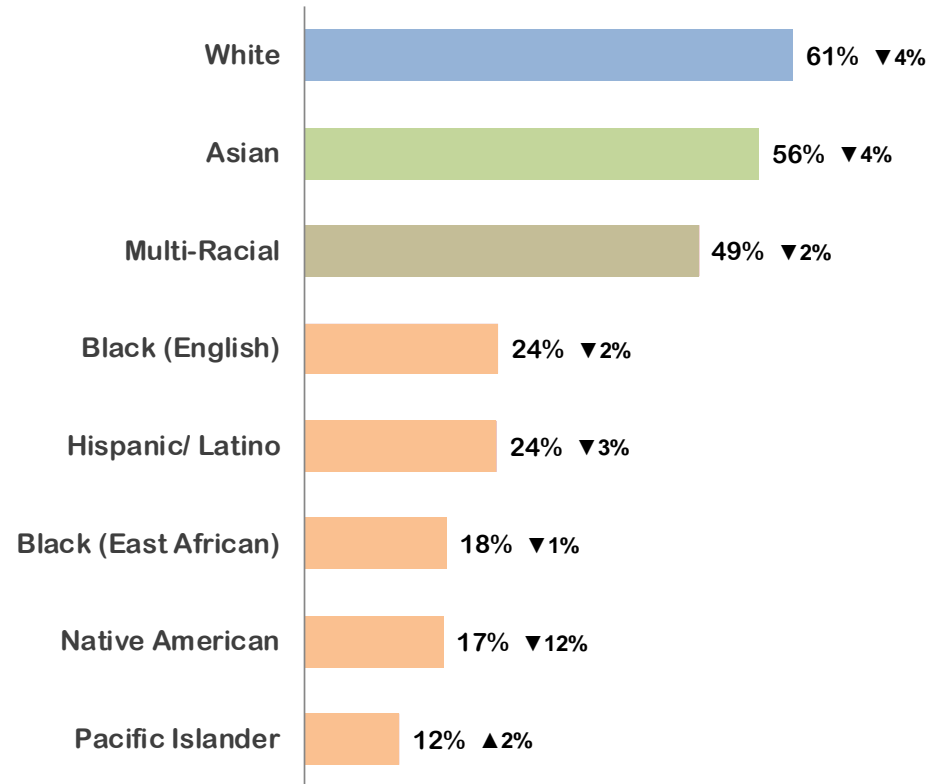
## Trend for All Students



## Opportunity Gap Trend



## 2015-16 Results by Race/Ethnicity



Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

# Completing Algebra Course by 8<sup>th</sup> Grade



What explains the drop in students completing Algebra course by 8<sup>th</sup> grade?

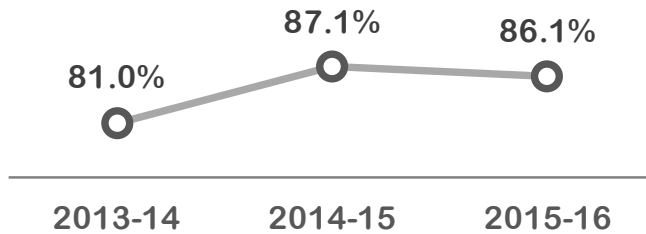
## **New math standards raise the bar:**

- More challenging for students to demonstrate grade level mastery
- Schools may be less likely to promote students to Algebra (i.e., *skip 8<sup>th</sup> grade Math*) if 7<sup>th</sup> grade standards not mastered
- However there is still inconsistency in how students progress in math course taking across middle schools

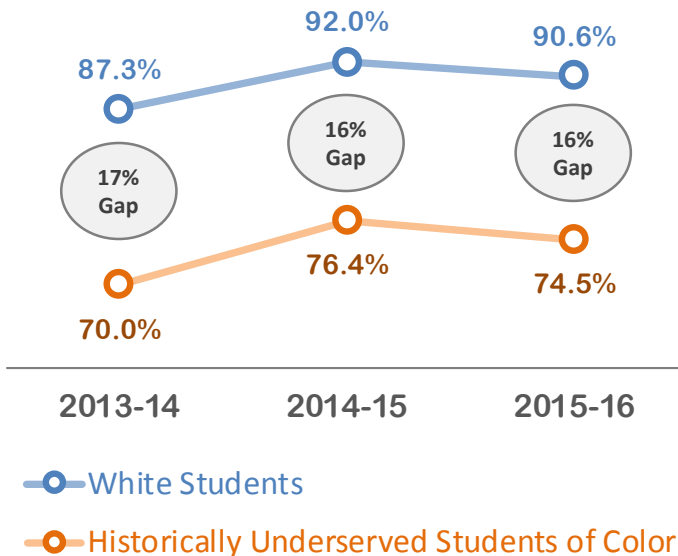
# 9<sup>th</sup> Graders earning Sufficient Credits



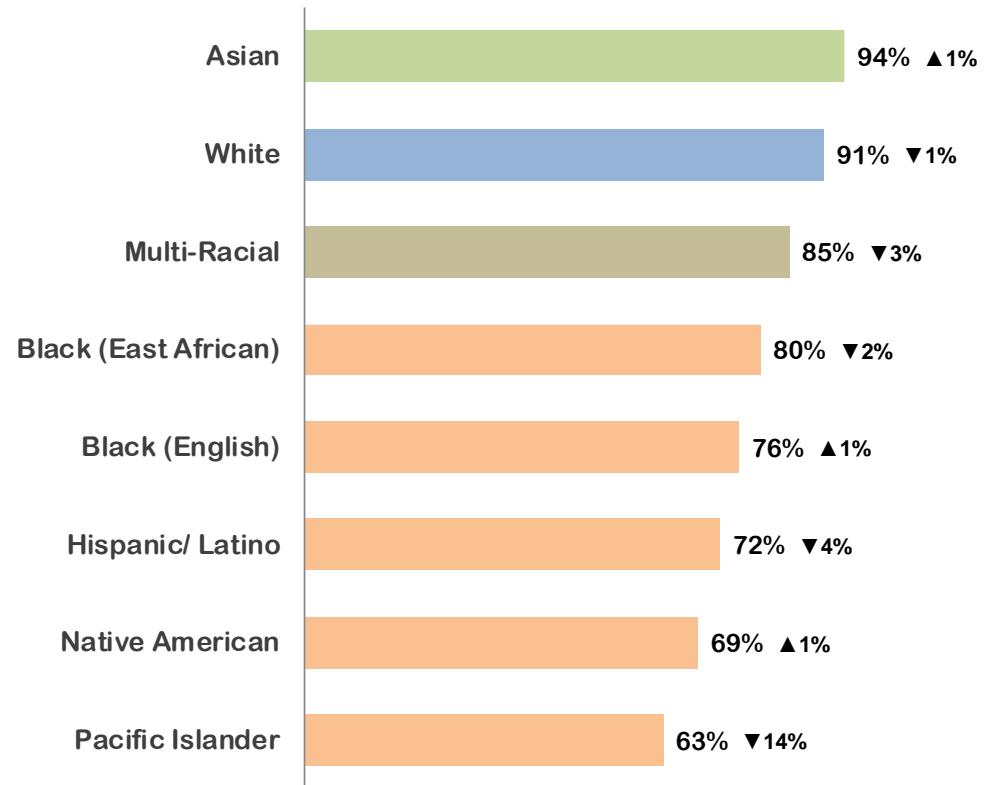
## Trend for All Students



## Opportunity Gap Trend



## 2015-16 Results by Race/Ethnicity



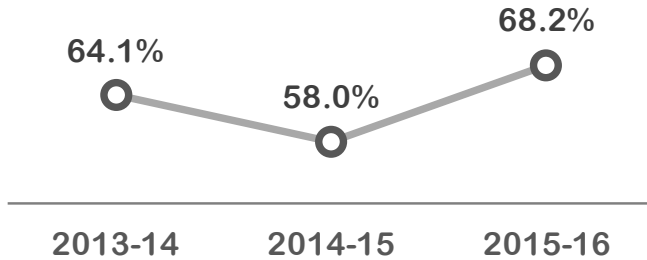
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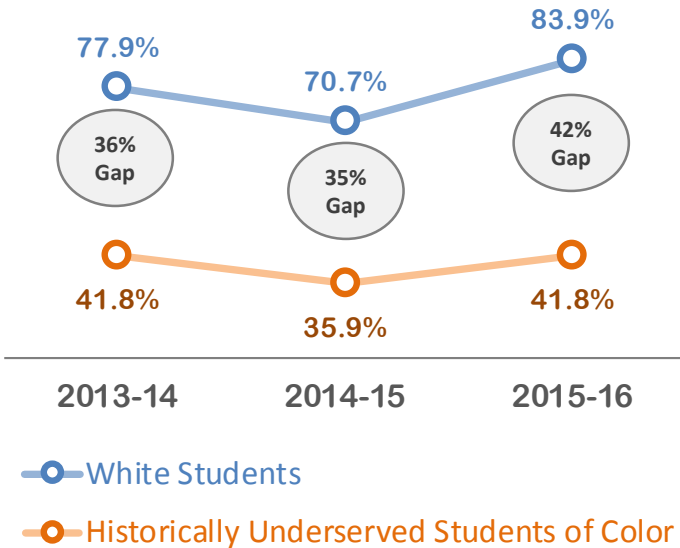
# Passing All State Exit Exams by 10<sup>th</sup> Grade



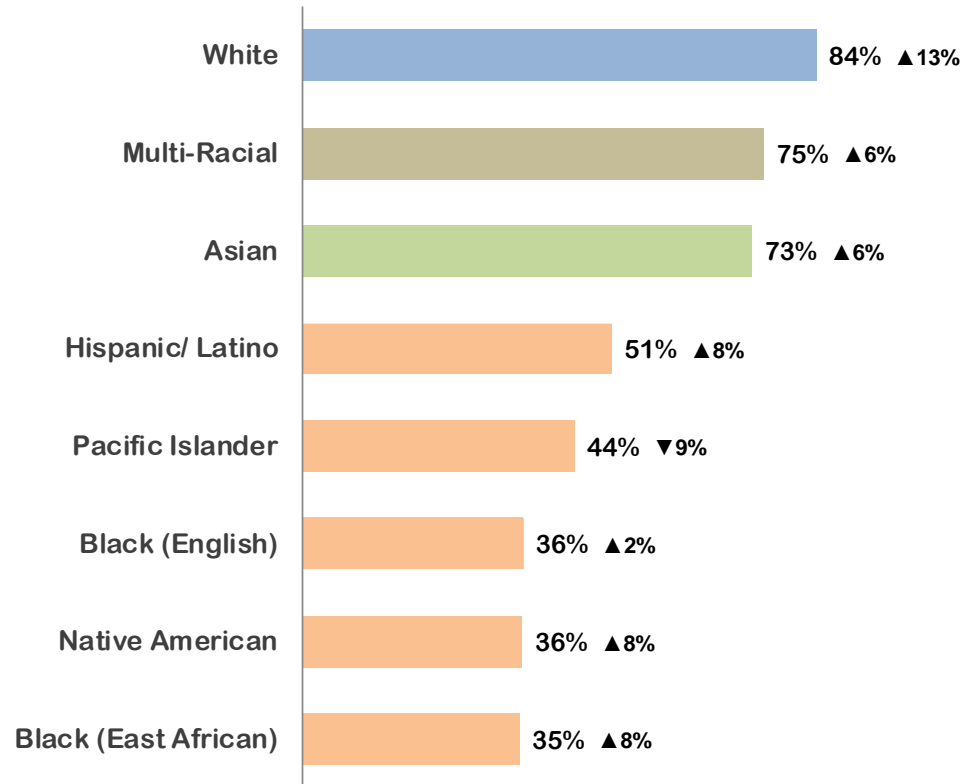
### Trend for All Students



### Opportunity Gap Trend



### 2015-16 Results by Race/Ethnicity



Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

# Passing All State Exit Exams by 10<sup>th</sup> Grade



What explains the large increase in 10<sup>th</sup> graders passing all state exit exams?

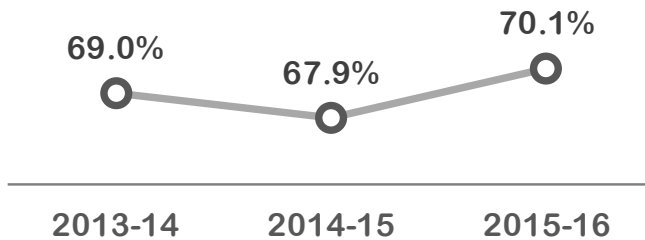
		2014-15	2015-16	Change
% of 10th Grade Cohort	Passed ELA (SBA)	69%	78%	+9.6%
	Passed Math (EOC)	79%	83%	+4.1%
	Passed Science (EOC)	70%	75%	+5.7%
	<b>Passed ALL 3 Exams</b>	<b>58%</b>	<b>68%</b>	<b>+10.2%</b>
		2014-15	2015-16	Change
	Took the 10th grade ELA (SBA)	81%	91%	+10.3%

Significant increase in % of cohort taking the ELA exam

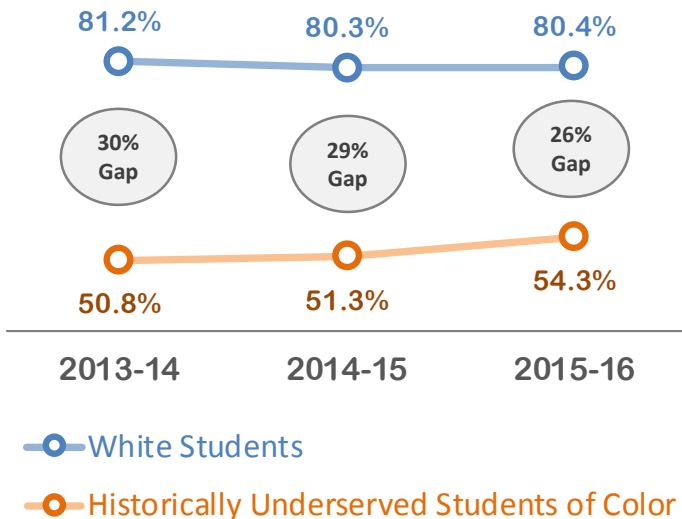
# Completing a College Level Course by 12<sup>th</sup> Grade



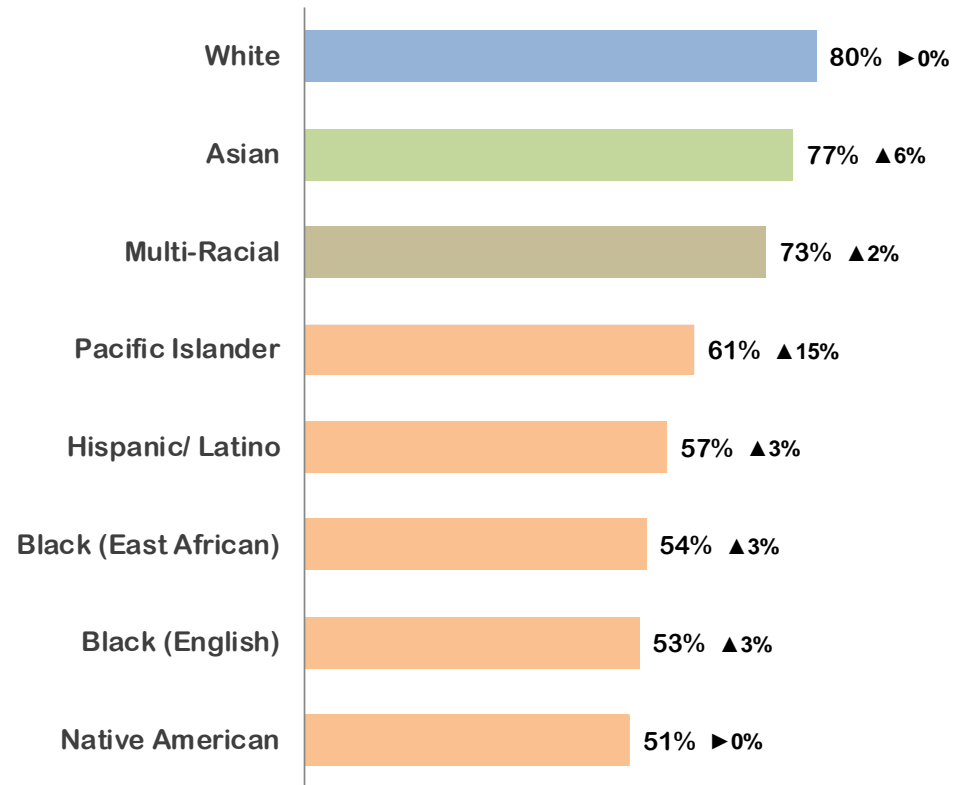
## Trend for All Students



## Opportunity Gap Trend



## 2015-16 Results by Race/Ethnicity

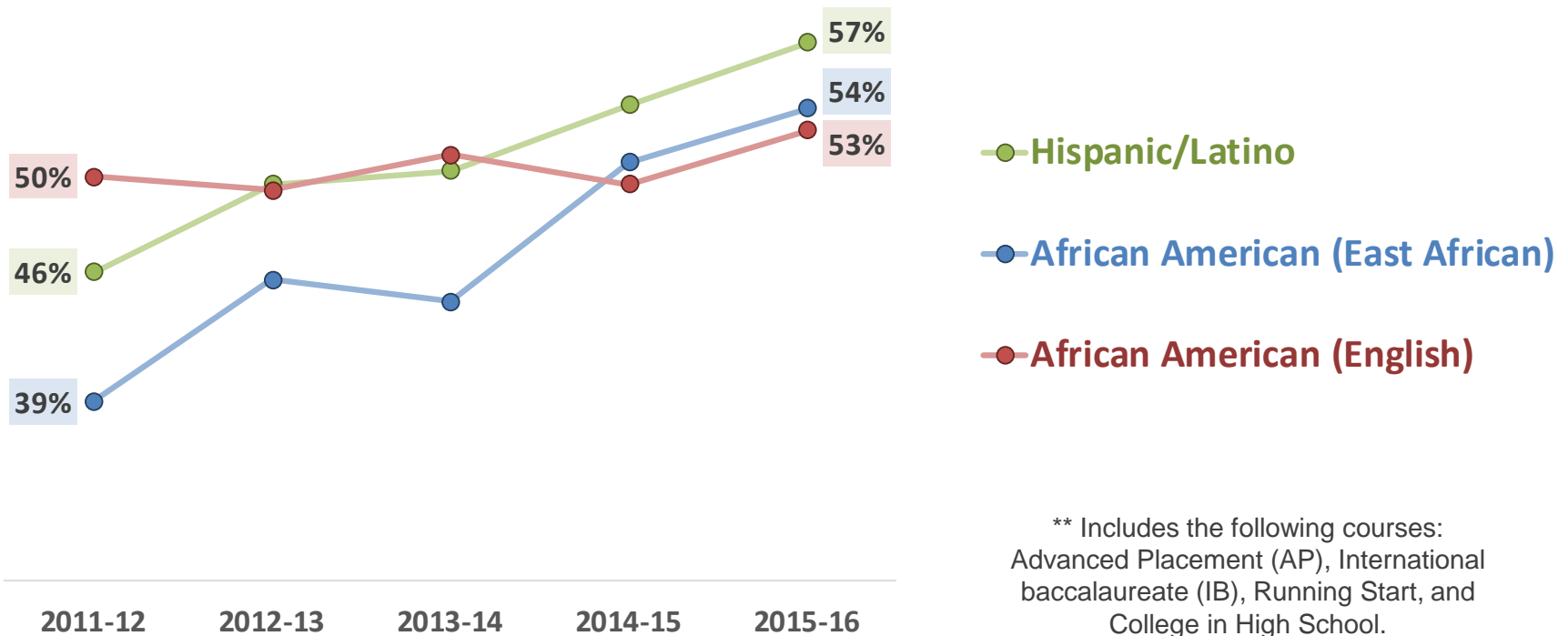


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

# Completing a College Level Course by 12<sup>th</sup> Grade



Steadily improving trend for equitable access to college level coursework \*\*

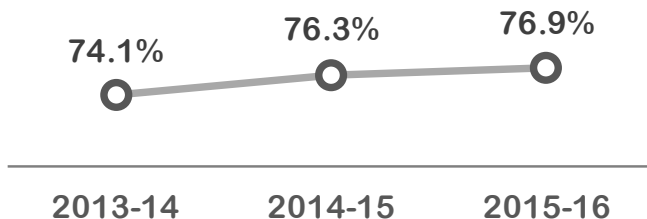


\*\* Includes the following courses: Advanced Placement (AP), International baccalaureate (IB), Running Start, and College in High School.

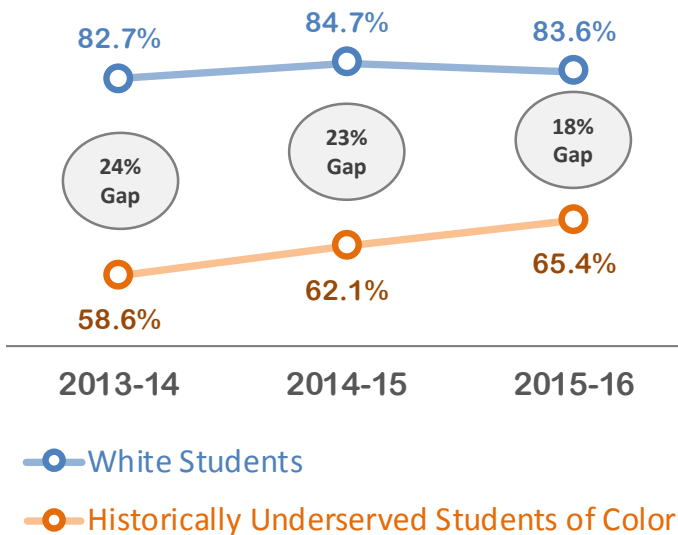
# High School Students Graduating in 4 years or Less



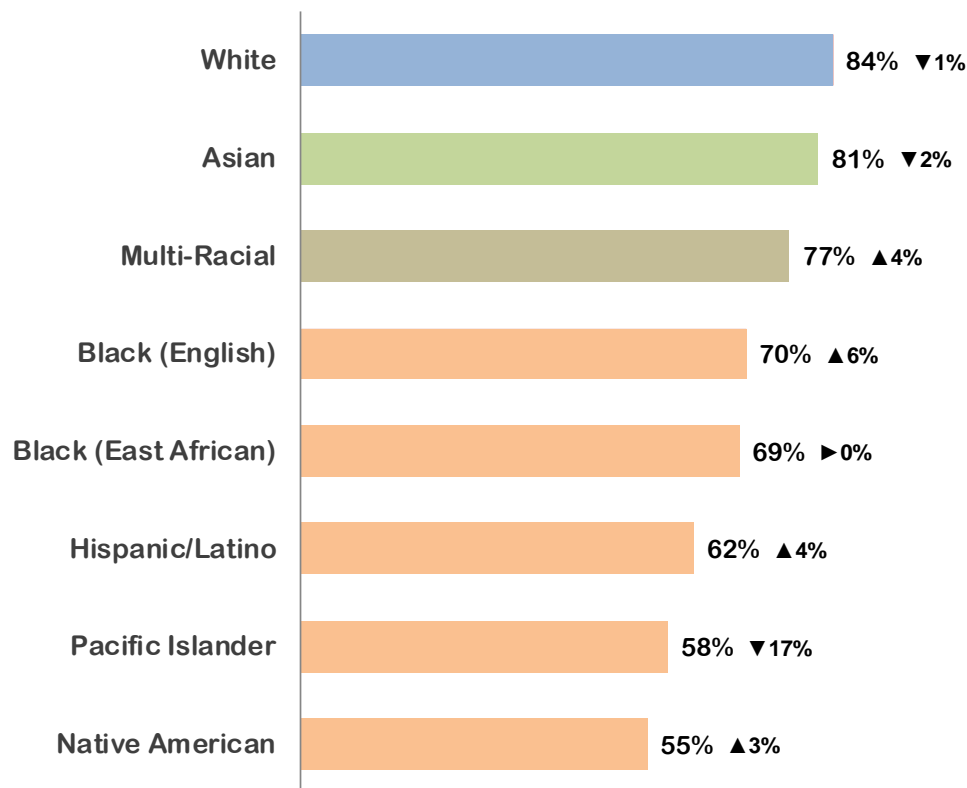
## Trend for All Students



## Opportunity Gap Trend



## 2015-16 Results by Race/Ethnicity

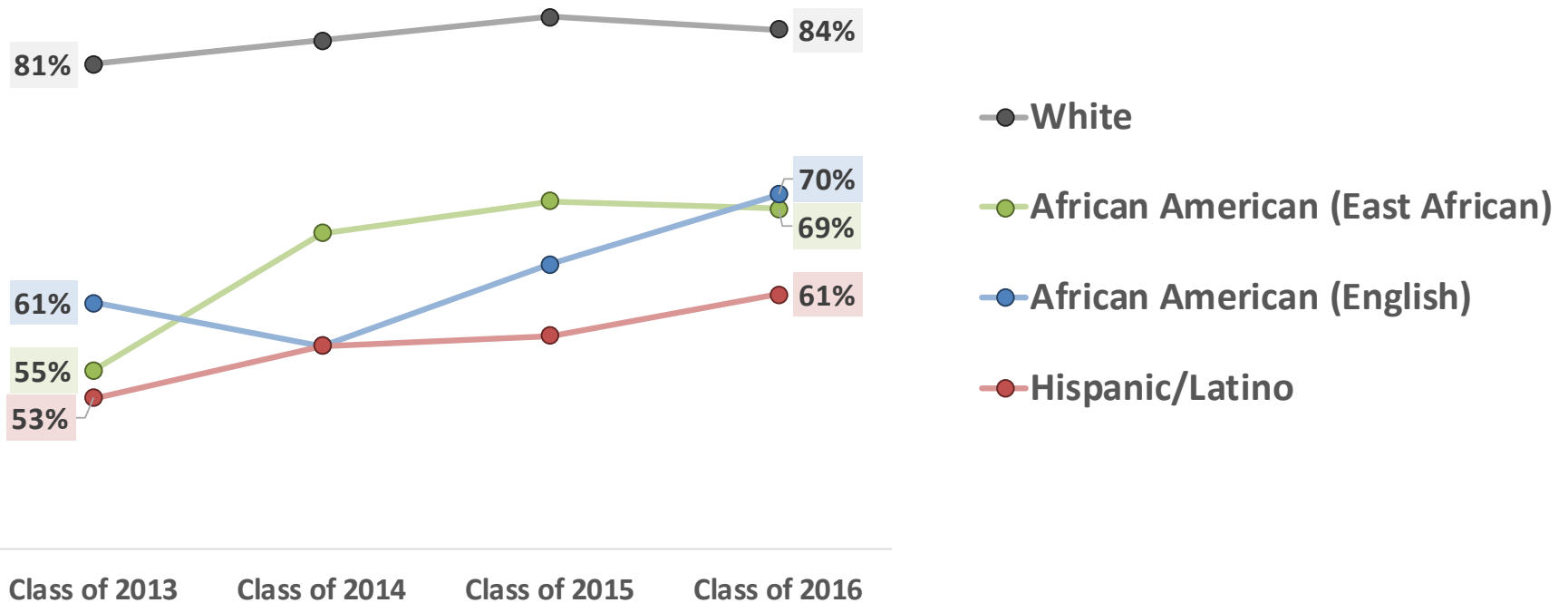


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

# High School Students Graduating in 4 years or Less



Positive 4-Year graduation rate trend for historically underserved students of color

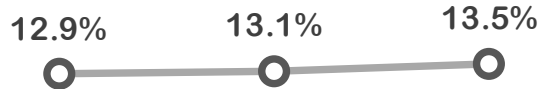


## Part 2. Commitment to Equity

# Students in Special Education Programs (K-12)

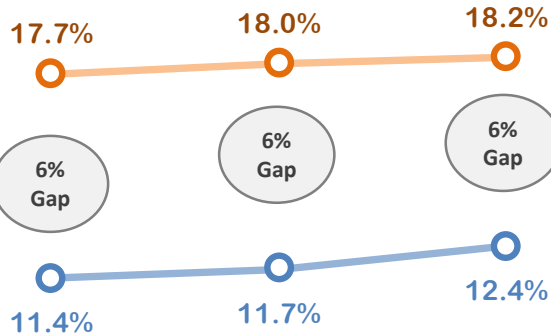


## Trend for All Students



2013-14      2014-15      2015-16

## Proportionality Gap Trend

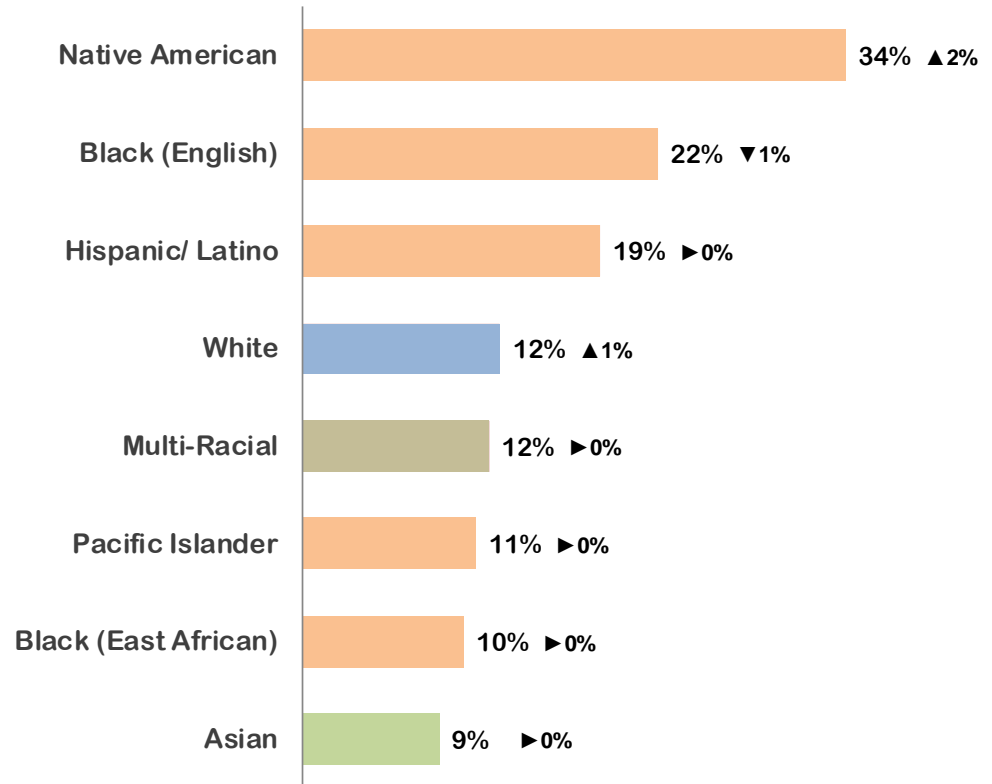


2013-14      2014-15      2015-16

—○— White Students

—○— Historically Underserved Students of Color

## 2015-16 Results by Race/Ethnicity

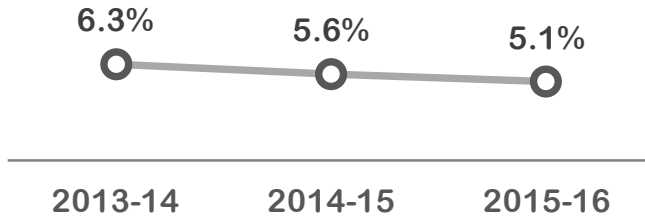




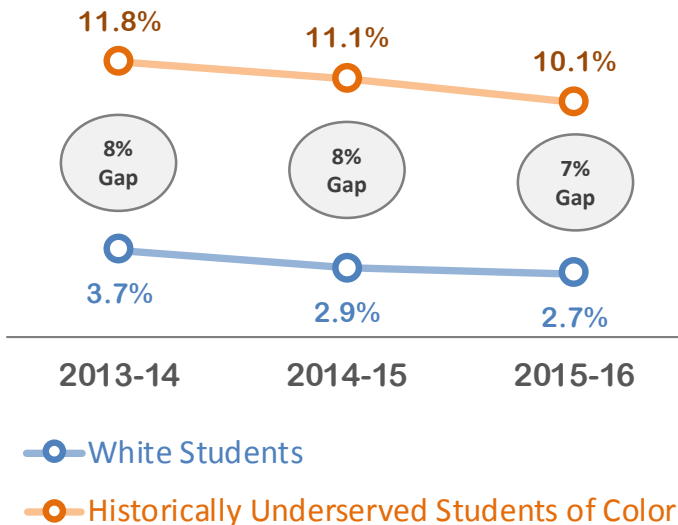
# Students Suspended or Expelled (6<sup>th</sup>-12<sup>th</sup> Grades)



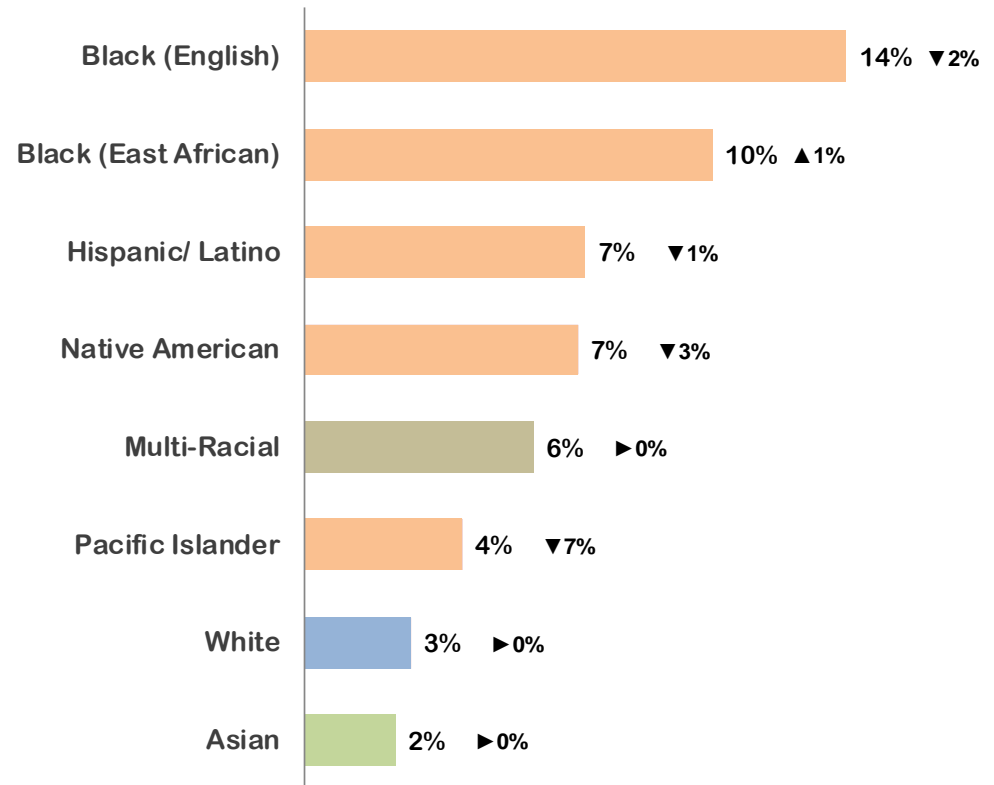
## Trend for All Students



## Proportionality Gap Trend



## 2015-16 Results by Race/Ethnicity

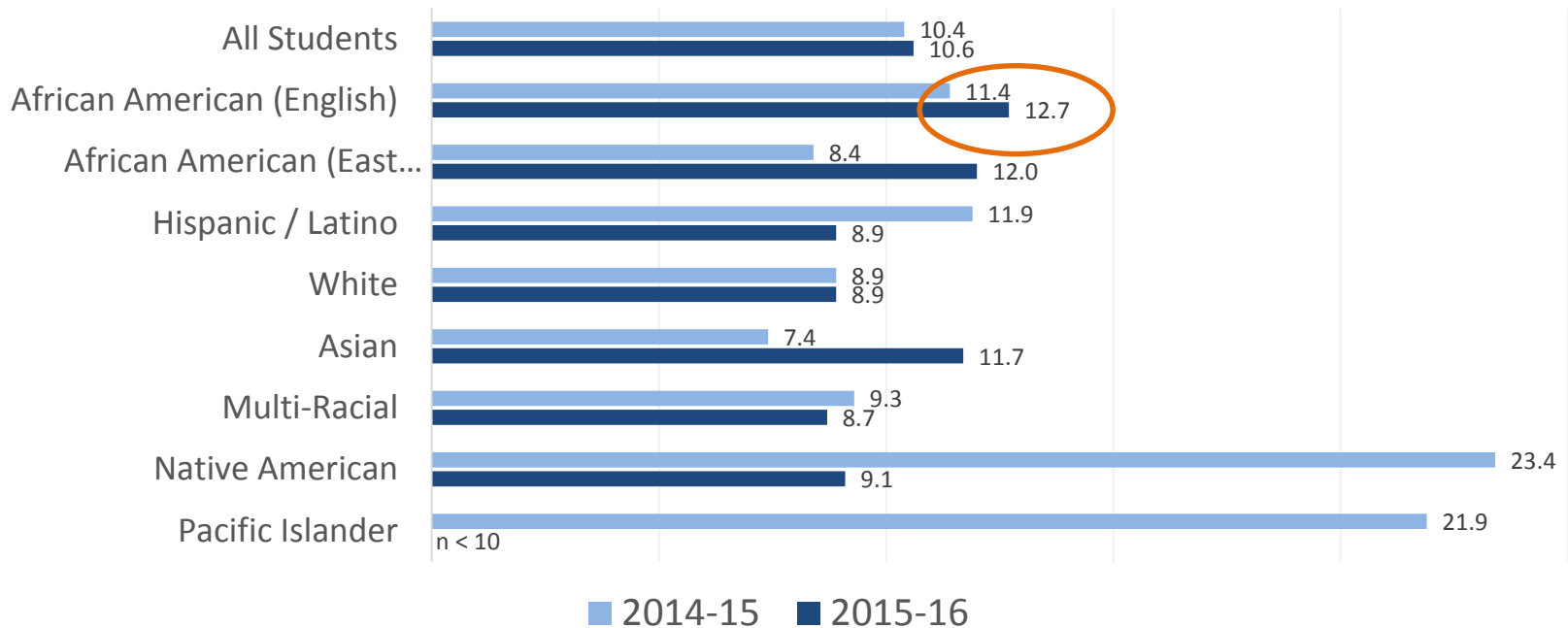


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

# A Closer Look at Discipline



## Average Total Days Lost for Students Suspended or Expelled

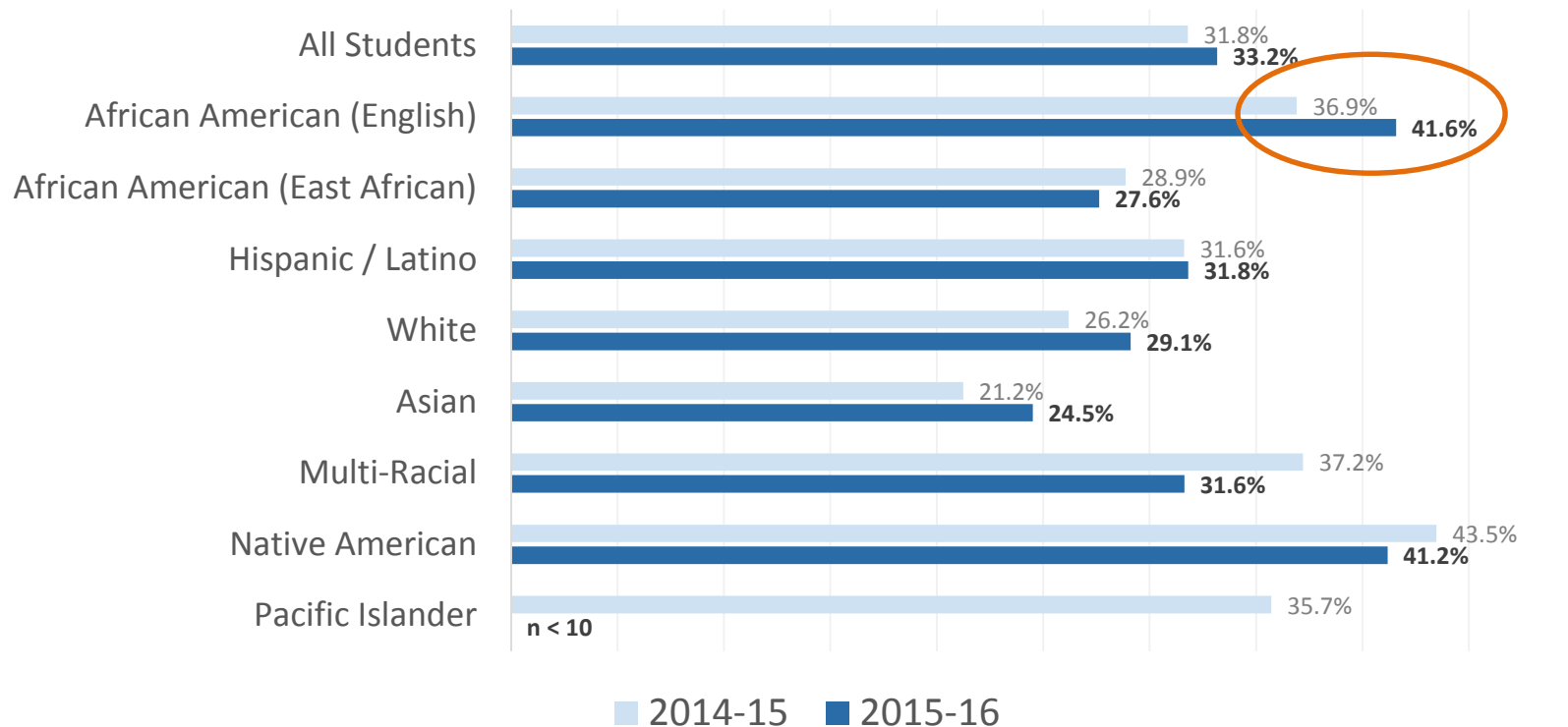


**In 2015-16, African American (English) students who were suspended lost an additional 1.3 days of instruction as compared to previous year.**

# A Closer Look at Discipline



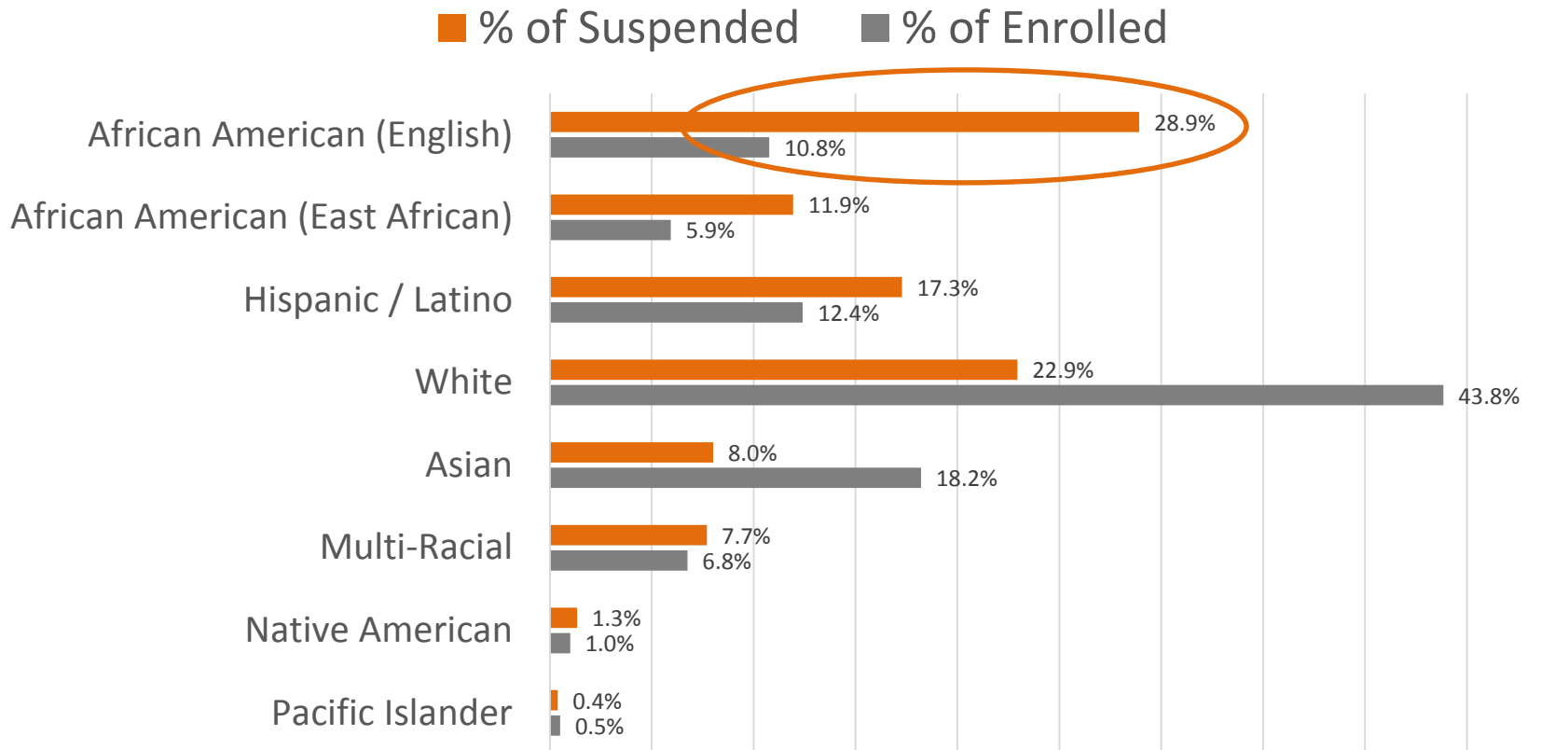
## % of students with multiple incidents



**In 2015-16, the percent of African American (English) students who were suspended more than once increased by 4.7% as compared to previous year.**

*Note: Grades 6-12 and state reportable suspensions/expulsions only. Includes in-house suspensions.*

# A Closer Look at Discipline



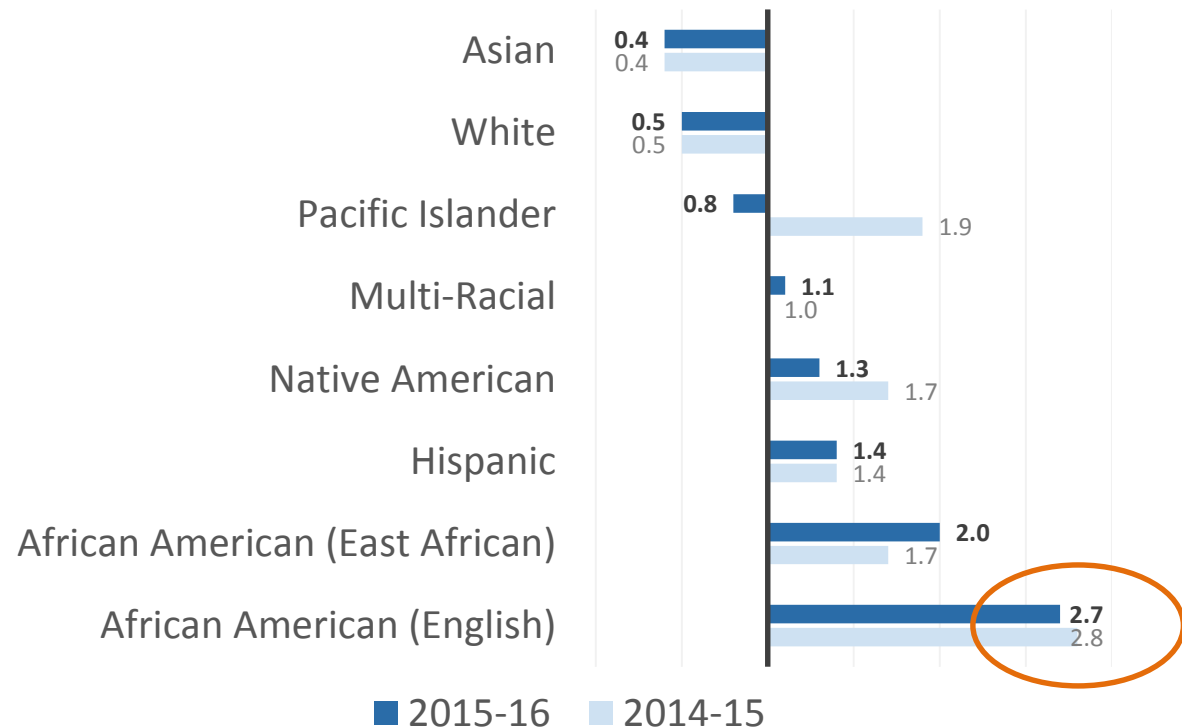
**In 2015-16, African American (English) students made up 10.8% of the student body, but 28.9% of all suspended/expelled students.**

# A Closer Look at Discipline

## Has disproportionality decreased?

**Composition index:** measures whether suspension rates for groups of students are proportionate to their representation in the student population.

Composition Index by Race/Ethnicity



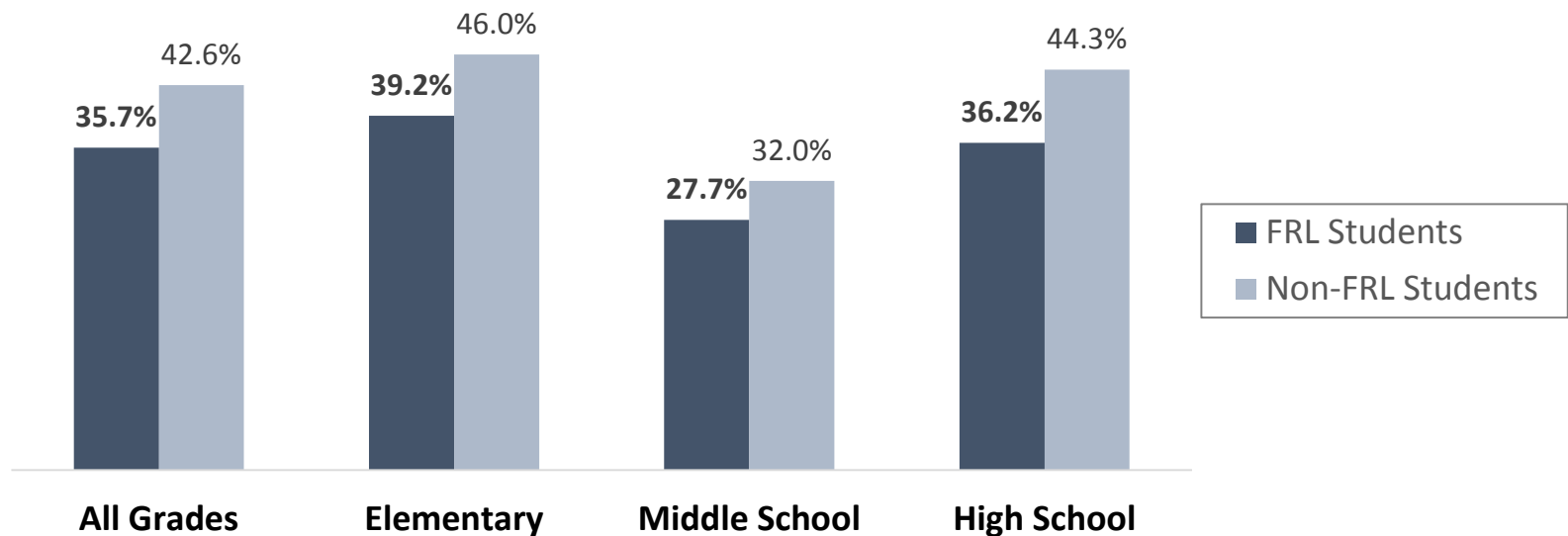
# Part 3. Effective Teachers & Leaders

# FRL Students Taught by a Highly Effective Teacher



## EXPLORATORY DATA from 2014-15

% Courses taught by a Distinguished Teacher (on average)



*\*Courses taught by teachers who do not have a ranking were excluded from analysis.*

# Part 4. Positive School Environments



# Positive School Environments



## School Climate (Student Survey)

	2014-15	2015-16	Annual Change
I am treated with as much respect as other students	73.6%	63.8%	-9.8%
Adults at school care about me	69.9%	69.9%	0.0%
Adults at school treat students fairly	63.0%	57.6%	-5.4%
I feel proud of my school	65.9%	61.6%	-4.3%
Students in my class(es) are friendly to each other	58.1%	52.0%	-6.1%
Students in my class(es) are respectful to adults	51.4%	43.0%	-8.4%
Students in my class(es) help each other learn	55.2%	51.5%	-3.7%
Students in my class(es) are focused on learning	42.8%	37.3%	-5.5%
I feel safe at my school	76.0%	70.8%	-5.2%
Adults notice if someone is being bullied at school	44.0%	35.5%	-8.5%
Adults at school are able to stop someone from being a bully	50.6%	40.7%	-9.9%
<b>Total for All Survey Questions</b>	<b>59.2%</b>	<b>53.1%</b>	<b>-6.1%</b>

Student survey administered April/May 2016

# Positive School Environments



The order of response options on student survey forms was reversed in 2016. This likely contributed to systematically lower results on the 2016 climate survey compared to the previous year.

## 2016 Survey Form

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I enjoy going to school most days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015 Survey Form

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1. I am treated with as much respect as other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

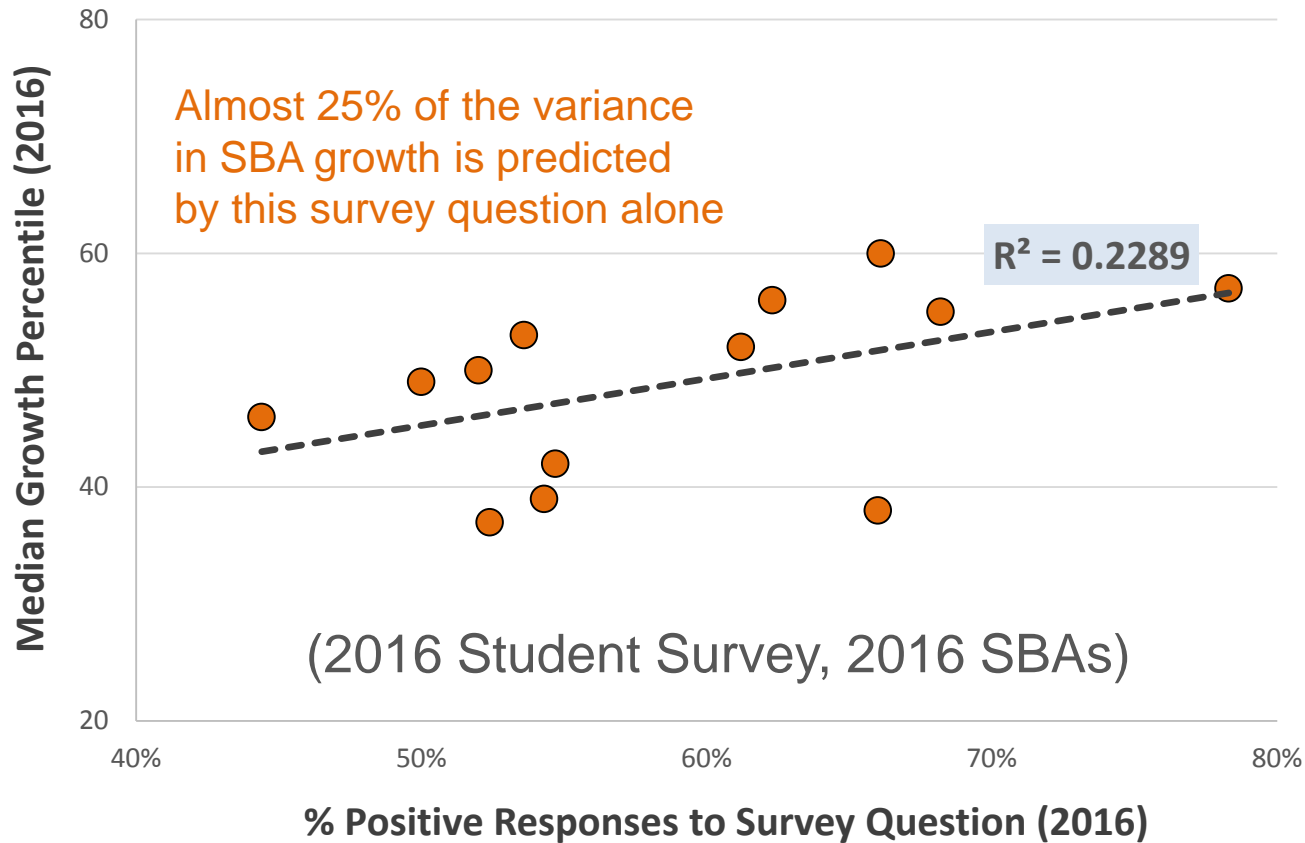
Research shows the order of response options can have significant effects.

# Data Exploration: Climate Survey & Academic Growth

# Positive School Environments



*“Adults at school care about me”*



SPS Middle Schools  
(African American Students)

# Positive School Environments



## Motivation and Engagement (Student Survey)

	2014-15	2015-16	Annual Change
My teacher makes what we learn in class interesting	--	55.2%	--
My teacher makes me feel included in class	--	68.0%	--
My teacher encourages me to keep trying when I feel like giving up	--	62.7%	--
My teacher gives me new challenges if the work in class is too easy	--	50.4%	--
My teacher gives me extra help and support if I need it	--	68.5%	--
<b>Total for All Survey Questions</b>	<b>--</b>	<b>61.0%</b>	<b>--</b>

New baseline established due to 2016 survey redesign. New questions focus on teacher role in supporting student motivation and engagement

Student survey administered April/May 2016

# Positive School Environments



## Professional Environment (School Staff Survey)

	2014-15	2015-16	Annual Change
I enjoy working at this school most days	90.4%	89.0%	-1.4%
I am treated with as much respect as other staff members	82.6%	81.5%	-1.1%
School has an effective process for making group decisions and solving problems	56.6%	56.3%	-0.3%
I feel included in the decision-making process at this school	58.6%	59.3%	0.7%
This school has a collaborative work culture	74.7%	74.1%	-0.6%
My colleagues and I share information effectively at this school	76.0%	74.7%	-1.3%
Conflict among staff is resolved in a timely and effective manner	48.3%	47.5%	-0.8%
Continuous professional learning is highly valued by staff	78.3%	77.2%	-1.1%
<b>Total for All Survey Questions</b>	<b>70.7%</b>	<b>70.0%</b>	<b>-0.7%</b>

School staff survey administered February/March 2016

## Part 5. Stakeholder Engagement & Satisfaction

# Stakeholder Engagement & Satisfaction



## School-Family Engagement (Family Survey)

	2014-15	2015-16	Annual Change
School does a good job sharing information about my child's academic progress	65.8%	67.5%	1.7%
The school is responsive to the input and concerns of families	62.4%	62.4%	0.0%
I am greeted warmly when I call or visit the school	75.8%	79.2%	3.4%
My home culture and home language are valued by the school	69.2%	76.2%	7.0%
I know what my child will learn this year at school	61.9%	68.4%	6.5%
I feel confident discussing my child's education with teachers at school	79.6%	84.9%	5.3%
School reaches out when decisions important to families need to be made	65.4%	65.5%	0.1%
<b>Total for All Survey Questions</b>	<b>68.6%</b>	<b>72.0%</b>	<b>3.4%</b>

Family survey administered May 2016



# Stakeholder Engagement & Satisfaction



## District Satisfaction (Family Survey)

	2014-15	2015-16	Annual Change
The district central office is responsive to the input and concerns of families	26.0%	21.5%	-4.5%
It is easy to find useful information on the district website	33.6%	32.8%	-0.8%
District reaches out when decisions important to families need to be made	49.4%	39.3%	-10.1%
<b>Total for All Survey Questions</b>	<b>36.6%</b>	<b>31.2%</b>	<b>-5.4%</b>

## School Satisfaction (Family Survey)

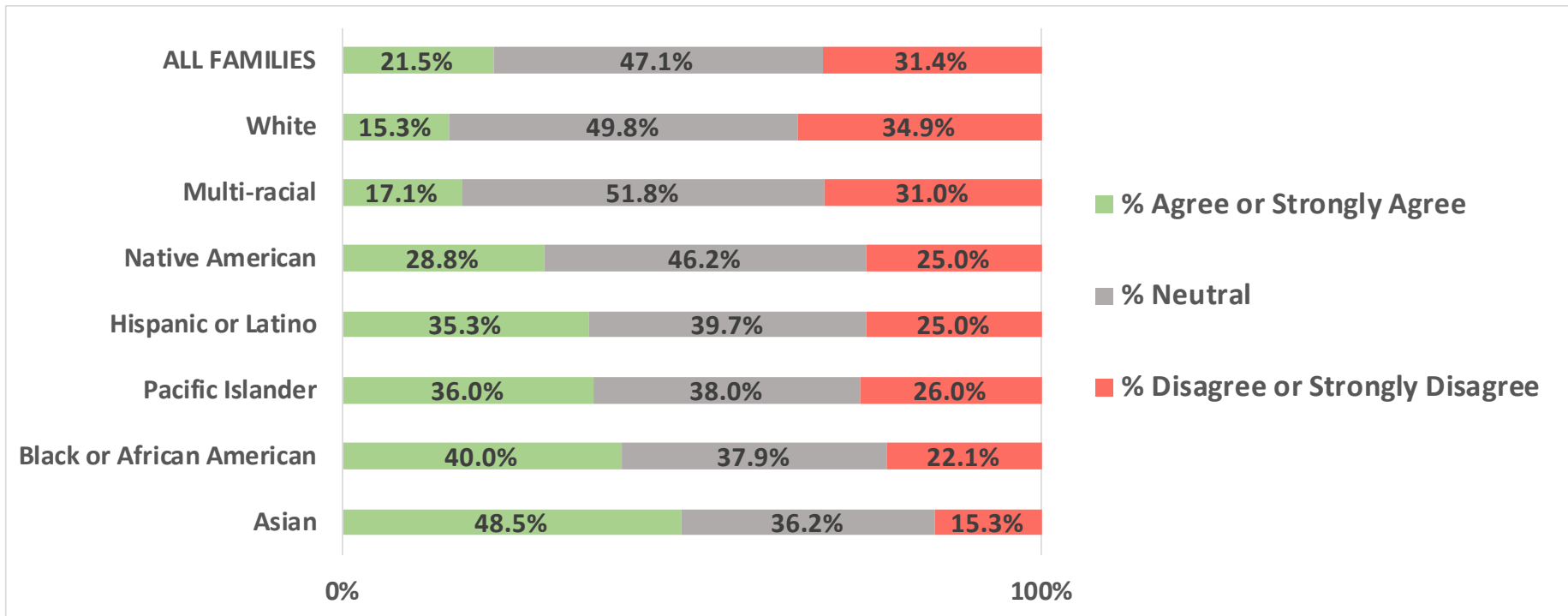
	2014-15	2015-16	Annual Change
Teachers/staff care a lot about my child's academic success, personal wellbeing	81.1%	84.4%	3.3%
My child is treated with as much respect as other students	83.1%	86.0%	2.9%
Teachers/staff are knowledgeable and respectful of different cultures and races	74.1%	68.1%	-6.0%
I feel my child is safe at school	82.0%	84.6%	2.6%
The school is preparing my child well for the future	72.3%	80.9%	8.6%
Teachers at my school know how to meet the specific learning needs of my child	66.3%	73.6%	7.3%
<b>Total for All Survey Questions</b>	<b>76.5%</b>	<b>79.7%</b>	<b>3.2%</b>

# Stakeholder Engagement & Satisfaction



## 2015-16 Response Distribution:

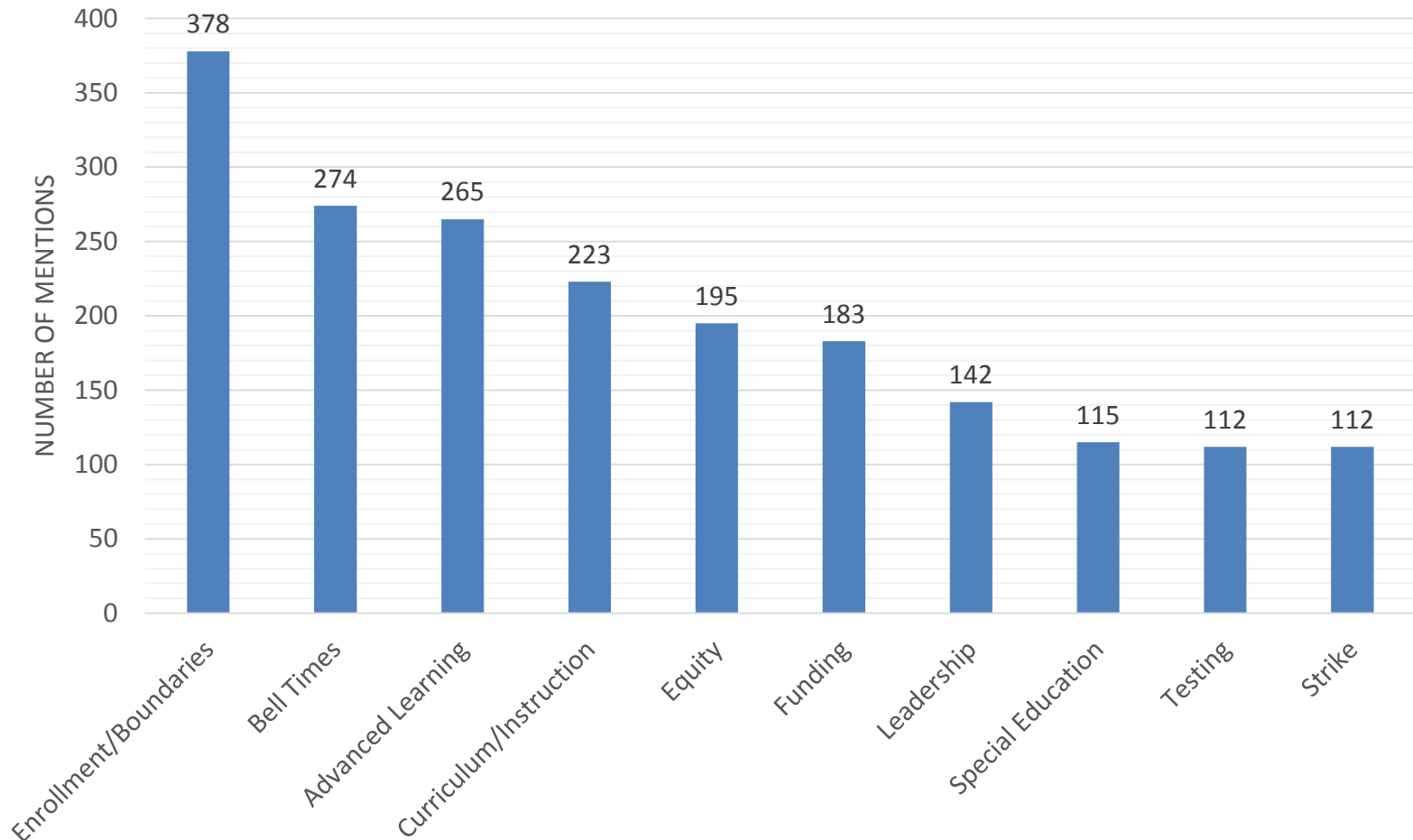
*“The district central office is responsive to the input and concerns of families.”*



# Data Exploration: Community Engagement

# District Engagement Issues

## Open-Ended Responses: Top 10 Issues Mentioned



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# District Engagement Issues



Research & Evaluation analyzed over 10,000 comments to open-ended response questions on the survey. The analysis identified the following general **themes**:

- SPS needs to better articulate its mission, goals
- District information can be unclear, untimely
- District engagement is often insufficient
- Families generally don't feel like true partners
- The district appears to prioritize opinions of specific groups (e.g., loudest or wealthiest families)

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# Engagement Example: Bell Times



## While some respondents had positive feedback about Bell Times engagement...

- *“I feel informed and included. One example is with regarding school start times. I feel like they are taking opinions of parents into account.”*
- *“I was consulted multiple times about bell times, and appreciated that effort.”*

## Others expressed concerns...

- Central office engagement and communication were lacking
  - *“The district held outreach sessions, but largely had already made their decision before the meetings were ever held. The meetings were just to placate the parents.”*
- Decisions themselves were disappointing (e.g. made for wrong reasons; don't take into account working parents or parents with children)
  - *“I'm not happy about the new start time. I want to know the metrics that the district will use to determine if the new late start times are effective.”*
  - *“Changing of start times is a nightmare. Was there any consideration to parents working and older siblings being available to pick up younger siblings after school? “*

# Stakeholder Engagement & Satisfaction



## Customer Satisfaction (School Leader Survey of Central Office Depts.)

	2014-15	2015-16	Annual Change
My school receives effective responsive customer service from the _____ dept.	69.8%	71.6%	1.8%
District systems and processes are clear and well managed by the _____ dept.	59.4%	61.4%	2.0%
My school receives useful information and/or training from the _____ dept.	60.3%	64.1%	3.7%
<b>Total for All Survey Questions</b>	<b>63.8%</b>	<b>66.2%</b>	<b>2.4%</b>

## Partner Satisfaction Survey (Survey of Community Based Organizations)

	2014-15	2015-16	Annual Change
Positive and productive interactions with district central office	73.8%	67.2%	-6.6%
Positive and productive interactions with school staff	69.0%	69.7%	0.7%
Effective systems and processes to support community partnerships	46.7%	48.8%	2.1%
<b>Total for All Survey Questions</b>	<b>60.7%</b>	<b>59.9%</b>	<b>-0.8%</b>

Customer satisfaction survey administered November 2015  
 Partner satisfaction survey administered September 2015

# Stakeholder Engagement & Satisfaction



Positive trend for school leader satisfaction with central office. Below are departments that made the **largest year-over-year improvements**.

Department	Question Category	Nov 2015	Nov 2016	Change
		% Pos	% Pos	
Special Education	Information/Training	34.1%	60.0%	25.9%
Special Education	Systems/Processes	31.0%	56.7%	25.8%
Special Education	Customer Service	50.4%	69.0%	18.6%
Community Partnerships/CBOs	Customer Service	52.5%	68.7%	16.2%
DoTS (Technology Support)	Systems/Processes	60.7%	76.1%	15.4%
DoTS (SIS/Data Reporting)	Systems/Processes	52.9%	67.5%	14.6%
DoTS (Technology Support)	Information/Training	65.5%	80.0%	14.5%
Advanced Learning	Customer Service	30.1%	44.3%	14.2%
Admissions/Enrollment Services	Customer Service	35.1%	49.1%	14.0%
Budget	Customer Service	70.2%	82.8%	12.6%
Admissions/Enrollment Services	Information/Training	31.4%	43.3%	11.9%
Transportation	Customer Service	49.6%	59.8%	10.2%
Facilities-Maintenance	Systems/Processes	42.7%	52.9%	10.2%





# 2015-16 District Scorecard

Dr. Larry Nyland, Superintendent

Progress Summary for 31 Measures **					
2015-16 Results Available	Baseline Previously Established	Postive Annual Change	On-Track 2017-18 Minimum Target	On-Track 2017-18 Stretch Target	Met Target or Positive Annual Change
25 of 31	24 of 31	13 of 24	11 of 24	2 of 24	17 of 24

Progress Key	
On-Track for Stretch Target	✓+
On-Track for Minimum Target	✓
Not On-Track to Meet Targets	✗
Progress tracking not available **	--

Category	Subcategory	Measure	Summary Annual Results					2017-18 Targets				
			2012-13 Baseline	2013-14 Year 1	2014-15 Year 2	2015-16 Year 3	2015-16 Annual Change	2017-18 Minimum Target	Minimum Target Average Increment	2017-18 Stretch Target	Stretch Target Average Increment	On Track to Meet Target?
Academic Milestones	Early Learning Foundations	Kindergarteners demonstrating readiness to be successful learners	--	--	47.5%	52.2%	4.7%	56.5%	3.0%	63.3%	5.3%	✓
		3rd graders demonstrating grade level proficiency in English language arts **	--	--	62.3%	65.4%	3.1%	68.3%	2.0%	73.6%	3.8%	✓
		3rd graders demonstrating grade level proficiency in mathematics **	--	--	64.0%	68.8%	4.8%	70.0%	2.0%	74.8%	3.6%	✓+
	Core Academic Development	5th graders demonstrating grade level proficiency in science	74.8%	75.6%	71.5%	74.3%	2.8%	82.3%	1.5%	87.4%	2.5%	✗
		7th graders demonstrating grade level proficiency in English language arts **	--	--	62.5%	66.9%	4.4%	68.5%	2.0%	73.8%	3.8%	✓+
		7th graders demonstrating grade level proficiency in mathematics **	--	--	60.5%	62.9%	2.4%	66.5%	2.0%	72.4%	4.0%	✓
		8th graders demonstrating grade level proficiency in science	75.0%	76.5%	66.5%	73.5%	7.0%	82.5%	1.5%	87.5%	2.5%	✗
	On-Time Graduation	9th graders earning sufficient credits	81.6%	80.5%	87.1%	86.1%	-1.0%	86.6%	1.0%	90.8%	1.8%	✓
		10th graders passing all state exams required for graduation	60.4%	64.0%	58.0%	68.2%	10.2%	67.9%	1.5%	75.2%	3.0%	✓
		High school students graduating in four years or fewer	70.5%	74.1%	76.3%	76.9%	0.6%	78.0%	1.5%	85.3%	3.0%	✓
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	51.9%	49.5%	50.6%	47.0%	-3.6%	61.9%	2.0%	71.0%	3.8%	✗
		Students taking and passing a college level course by 12th grade	65.8%	66.9%	67.9%	70.1%	2.2%	73.3%	1.5%	82.9%	3.4%	✗
11th graders demonstrating college-ready proficiency in English language arts		Data not available for this measure *					Targets not available for this measure *					
Commitment to Equity	Opportunity Gaps	Opportunity Gap in grade level English language arts proficiency (3rd-8th grades) **	--	--	36.8%	37.3%	-0.5%	32.3%	1.5%	25.8%	3.7%	✗
		Opportunity Gap in grade level mathematics proficiency (3rd-8th grades) **	--	--	37.5%	37.8%	-0.3%	33.0%	1.5%	26.3%	3.8%	✗
	Proportionality Gaps	Proportionality Gap for students in special education programs (K-12th)	7.3%	7.1%	7.1%	6.7%	0.4%	4.8%	0.5%	3.7%	0.7%	✗
		Proportionality Gap for secondary students suspended or expelled (6th-12th grades)	10.0%	8.1%	8.3%	7.5%	0.8%	7.5%	0.5%	5.0%	1.0%	✓
	Equitable Access and Opportunity	Students participating in a licensed pre-school program before kindergarten	Data not available for this measure *					Targets not available for this measure *				
		Students receiving instruction in arts/music and physical education (K-12th)	Data not available for this measure *					Targets not available for this measure *				
Effective Teachers and Leaders	Equitable Access	Free/reduced priced meal students taught by a highly effective teacher	Data not available for this measure *					Targets not available for this measure *				
	Annual Retention	Annual retention rate for highly effective teachers and leaders	Data not available for this measure *					Targets not available for this measure *				
Positive School Environments	Climate/Learning Environment	Positive student responses to school climate survey	--	60.5%	59.2%	53.1%	-6.1%	68.5%	2.0%	80.3%	4.9%	✗
	Student Motivation/Engagement	Positive student responses to motivation and engagement survey	--	--	--	61.0%	--	64.0%	1.5%	68.8%	3.9%	--
	School Professional Environment	Positive school staff responses to professional environment survey	--	72.9%	70.7%	70.0%	-0.7%	78.9%	1.5%	86.5%	3.4%	✗
Stakeholder Engagement & Satisfaction	Family Engagement	Positive family responses to family engagement survey	--	71.8%	68.6%	72.0%	3.4%	77.8%	1.5%	85.9%	3.5%	✗
		Percent of families responding to family engagement survey	--	--	24.3%	28.3%	4.0%	30.3%	2.0%	41.0%	5.6%	✓
	Family Satisfaction	Positive family responses to district satisfaction survey	--	39.2%	36.6%	31.2%	-5.4%	51.2%	3.0%	69.6%	7.6%	✗
		Positive family responses to school satisfaction survey	--	78.0%	76.5%	79.7%	3.2%	84.0%	1.5%	89.0%	2.8%	✗
	Quality Customer Service	Positive school leader responses to customer satisfaction survey	--	--	63.8%	66.2%	2.4%	69.8%	2.0%	74.7%	3.6%	✓
Community Partnerships	Positive community organization responses to partner satisfaction survey	--	--	60.7%	59.9%	-0.8%	66.7%	2.0%	72.5%	3.9%	✗	

\* See data glossary for explanation of why data and targets are not available for certain measures.

\*\* Progress tracking not available for measures without a baseline result from a previous year



# 2015-16 District Scorecard

Dr. Larry Nyland, Superintendent

## Disaggregated Student Outcomes

Category	Subcategory	Measure	ALL STUDENTS			English Language Learners			Special Education		
			District Result	Statewide Result	Difference Compared to State	District Result	Statewide Result	Difference Compared to State	District Result	Statewide Result	Difference Compared to State
Academic Milestones	Core Academic Development	3rd graders demonstrating grade level proficiency in English language arts	65.4%	54.3%	11.1%	22.5%	20.6%	1.9%	46.8%	26.3%	20.5%
		3rd graders demonstrating grade level proficiency in mathematics	68.8%	58.9%	9.9%	38.5%	31.4%	7.1%	48.4%	29.5%	18.9%
		5th graders demonstrating grade level proficiency in science	74.3%	65.3%	9.0%	24.7%	23.1%	1.6%	54.7%	36.1%	18.6%
		7th graders demonstrating grade level proficiency in English language arts	66.9%	58.5%	8.4%	15.4%	10.3%	5.1%	34.0%	18.7%	15.3%
		7th graders demonstrating grade level proficiency in mathematics	62.9%	49.8%	13.1%	23.2%	10.7%	12.5%	30.0%	13.8%	16.2%
		8th graders demonstrating grade level proficiency in science	73.5%	67.5%	6.0%	34.0%	16.9%	17.1%	41.1%	31.1%	10.0%
	On-Time Graduation	9th graders earning sufficient credits	86.1%	n/a	--	70.8%	n/a	--	75.9%	n/a	--
		10th graders passing all state exams required for graduation	68.2%	n/a	--	13.7%	n/a	--	32.4%	n/a	--
		High school students graduating in four years or fewer		n/a	--		n/a	--		n/a	--
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	47.0%	n/a	--	11.1%	n/a	--	9.7%	n/a	--
Students taking and passing a college level course by 12th grade		70.1%	n/a	--	29.5%	n/a	--	27.4%	n/a	--	
Commitment to Equity	Opportunity Gaps	Grade level English language arts proficiency (3rd-8th grades)	66.9%	n/a	--	20.1%	n/a	--	41.4%	n/a	--
		Grade level mathematics proficiency (3rd-8th grades)	63.9%	n/a	--	28.7%	n/a	--	38.8%	n/a	--
	Proportionality Gaps	Students in special education programs (K-12th)	13.5%	n/a	--	17.9%	n/a	--	100.0%	n/a	--
		Secondary students suspended or expelled (6th-12th grades)	5.1%	n/a	--	8.4%	n/a	--	12.8%	n/a	--

Category	Subcategory	Measure	District Results by Race/Ethnicity								
			All Students	African American (East African)	African American (English)	Asian American	Hispanic/Latino	Multi-Racial	Native American	Pacific Islander	White
Academic Milestones	Core Academic Development	3rd graders demonstrating grade level proficiency in English language arts	65.4%	35.2%	33.4%	66.6%	43.3%	69.1%	35.3%	38.1%	79.8%
		3rd graders demonstrating grade level proficiency in mathematics	68.8%	45.2%	39.7%	74.9%	50.8%	69.7%	35.3%	38.1%	80.4%
		5th graders demonstrating grade level proficiency in science	74.3%	37.6%	42.2%	78.2%	59.3%	80.5%	36.8%	47.1%	87.8%
		7th graders demonstrating grade level proficiency in English language arts	66.9%	37.6%	35.0%	75.7%	52.3%	69.8%	51.9%	38.5%	78.3%
		7th graders demonstrating grade level proficiency in mathematics	62.9%	28.3%	24.2%	77.0%	43.9%	64.2%	51.9%	15.4%	75.7%
		8th graders demonstrating grade level proficiency in science	73.5%	39.3%	48.1%	81.6%	58.9%	76.4%	46.4%	56.3%	85.5%
	On-Time Graduation	9th graders earning sufficient credits	86.1%	79.5%	75.7%	94.2%	72.4%	84.5%	68.6%	62.5%	90.6%
		10th graders passing all state exams required for graduation	68.2%	35.4%	36.0%	73.4%	50.5%	75.3%	35.9%	44.4%	83.9%
		High school students graduating in four years or fewer	76.9%	68.9%	69.9%	81.4%	61.8%	76.8%	54.5%	57.7%	83.6%
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	47.0%	17.6%	24.0%	56.3%	23.8%	48.8%	17.2%	11.8%	60.5%
Students taking and passing a college level course by 12th grade		70.1%	53.7%	52.6%	76.7%	57.0%	72.5%	51.1%	61.3%	80.4%	
Commitment to Equity	Opportunity Gaps	Grade level English language arts proficiency (3rd-8th grades)	66.9%	34.4%	36.2%	72.0%	48.5%	70.3%	37.7%	37.0%	80.2%
		Grade level mathematics proficiency (3rd-8th grades)	63.9%	33.9%	31.6%	74.1%	45.0%	66.1%	37.3%	33.0%	76.1%
	Proportionality Gaps	Students in special education programs (K-12th)	13.5%	10.1%	22.3%	8.6%	18.7%	11.7%	34.1%	10.9%	12.4%
		Secondary students suspended or expelled (6th-12th grades)	5.1%	10.3%	13.7%	2.3%	7.1%	5.8%	6.9%	4.0%	2.7%

# 2015-16 District Scorecard

## Detailed Results by Question for Survey-Based Measures

### Positive School Environments

Positive student responses to school climate survey	2013-14	2014-15	2015-16	Annual Change
I am treated with as much respect as other students	69.3%	73.6%	63.8%	-9.8%
Adults at school care about me	70.1%	69.9%	69.9%	0.0%
Adults at school treat students fairly	64.3%	63.0%	57.6%	-5.4%
I feel proud of my school	65.7%	65.9%	61.6%	-4.3%
Students in my class(es) are friendly to each other	63.1%	58.1%	52.0%	-6.1%
Students in my class(es) are respectful to adults	56.8%	51.4%	43.0%	-8.4%
Students in my class(es) help each other learn	53.4%	55.2%	51.5%	-3.7%
Students in my class(es) are focused on learning	43.4%	42.8%	37.3%	-5.5%
I feel safe at my school	75.9%	76.0%	70.8%	-5.2%
Adults notice if someone is being bullied at school	48.4%	44.0%	35.5%	-8.5%
Adults at school are able to stop someone from being a bully	55.0%	50.6%	40.7%	-9.9%
<b>Total for All Survey Questions</b>	<b>60.5%</b>	<b>59.2%</b>	<b>53.1%</b>	<b>-6.1%</b>

Positive student responses to motivation and engagement survey	2013-14	2014-15	2015-16	Annual Change
My teacher makes what we learn in class interesting	--	--	55.2%	--
My teacher makes me feel included in class	--	--	68.0%	--
My teacher encourages me to keep trying when I feel like giving up	--	--	62.7%	--
My teacher gives me new challenges if the work in class is too easy	--	--	50.4%	--
My teacher gives me extra help and support if I need it	--	--	68.5%	--
<b>Total for All Survey Questions</b>	<b>--</b>	<b>--</b>	<b>61.0%</b>	<b>--</b>

Positive school staff responses to professional environment survey	2013-14	2014-15	2015-16	Annual Change
I enjoy working at this school most days	90.3%	90.4%	89.0%	-1.4%
I am treated with as much respect as other staff members	82.3%	82.6%	81.5%	-1.1%
This school has an effective process for making group decisions and solving problems	60.7%	56.6%	56.3%	-0.3%
I feel included in the decision-making process at this school	60.8%	58.6%	59.3%	0.7%
This school has a collaborative work culture	75.1%	74.7%	74.1%	-0.6%
My colleagues and I share information effectively at this school	76.5%	76.0%	74.7%	-1.3%
Conflict among staff is resolved in a timely and effective manner	57.3%	48.3%	47.5%	-0.8%
Continuous professional learning is highly valued by staff	79.9%	78.3%	77.2%	-1.1%
<b>Total for All Survey Questions</b>	<b>72.9%</b>	<b>70.7%</b>	<b>70.0%</b>	<b>-0.7%</b>

# 2015-16 District Scorecard

## Detailed Results by Question for Survey-Based Measures

### Stakeholder Engagement & Satisfaction

Positive family responses to family engagement survey	2013-14	2014-15	2015-16	Annual Change
The school does a good job sharing information about my child's academic progress	71.5%	65.8%	67.5%	1.7%
The school is responsive to the input and concerns of families	65.3%	62.4%	62.4%	0.0%
I am greeted warmly when I call or visit the school	75.9%	75.8%	79.2%	3.4%
My home culture and home language are valued by the school	70.7%	69.2%	76.2%	7.0%
I know what my child will learn this year at school	69.1%	61.9%	68.4%	6.5%
I feel confident discussing my child's education with teachers at school	81.9%	79.6%	84.9%	5.3%
The school reaches out to families when decisions important to families need to be made	67.6%	65.4%	65.5%	0.1%
<b>Total for All Survey Questions</b>	<b>71.8%</b>	<b>68.6%</b>	<b>72.0%</b>	<b>3.4%</b>

Positive family responses to district satisfaction survey	2013-14	2014-15	2015-16	Annual Change
The district central office is responsive to the input and concerns of families	27.9%	26.0%	21.5%	-4.5%
It is easy to find useful information on the district website	39.8%	33.6%	32.8%	-0.8%
The district reaches out to parents when decisions important to families need to be made	48.9%	49.4%	39.3%	-10.1%
<b>Total for All Survey Questions</b>	<b>39.2%</b>	<b>36.6%</b>	<b>31.2%</b>	<b>-5.4%</b>

Positive family responses to school satisfaction survey	2013-14	2014-15	2015-16	Annual Change
Teachers and staff at school care a lot about my child's academic success and personal wellbeing	83.0%	81.1%	84.4%	3.3%
My child is treated with as much respect as other students	85.7%	83.1%	86.0%	2.9%
Teachers and staff at school are knowledgeable and respectful of different cultures and races	75.6%	74.1%	68.1%	-6.0%
I feel my child is safe at school	80.8%	82.0%	84.6%	2.6%
The school is preparing my child well for the future	73.8%	72.3%	80.9%	8.6%
Teachers at my school know how to meet the specific learning needs of my child	68.4%	66.3%	73.6%	7.3%
<b>Total for All Survey Questions</b>	<b>78.0%</b>	<b>76.5%</b>	<b>79.7%</b>	<b>3.2%</b>

Positive school leader responses to customer satisfaction survey	2013-14	2014-15	2015-16	Annual Change
My school receives effective responsive customer service from the ____ department	--	69.8%	71.6%	1.8%
District systems and processes for ____ are clear and well managed by central office	--	59.4%	61.4%	2.0%
My school receives useful information and/or training from the ____ department	--	60.3%	64.1%	3.7%
<b>Total for All Survey Questions</b>	--	<b>63.8%</b>	<b>66.2%</b>	<b>2.4%</b>

Positive community organization responses to partner satisfaction survey	2013-14	2014-15	2015-16	Annual Change
Positive and productive interactions with district central office	--	73.8%	67.2%	-6.6%
Positive and productive interactions with school staff	--	69.0%	69.7%	0.7%
Effective systems and processes to support community partnerships	--	46.7%	48.8%	2.1%
<b>Total for All Survey Questions</b>	--	<b>60.7%</b>	<b>59.9%</b>	<b>-0.8%</b>

## 2015-16 District Scorecard Glossary of Terms

Category	Subcategory	Measure	Definition
Academic Milestones	Early Learning Foundations	Kindergarteners demonstrating readiness to be successful learners	Of kindergarten students who were tested in all six domains of the Washington Kindergarten Inventory of Developing Skills (WaKIDS) assessment in the fall of their kindergarten year, the percentage who demonstrated characteristics of entering kindergarteners in all six domains. More information about the WaKIDS assessment can be found here: <a href="http://www.k12.wa.us/wakids/">http://www.k12.wa.us/wakids/</a>
		3rd graders demonstrating grade level proficiency in English language arts	Washington students are tested regularly by the state to assess their progress as they move through school. State tests include Smarter Balanced assessments (SBA) for English language arts (ELA) and mathematics and the Measurements of Student Progress (MSP) for science. For each test and grade level listed, the percent of students demonstrating grade level proficiency is equal to the number of students who earned passing scores (based on the cutoff the state defines as “meeting standard”) divided by the total number of students required to take the test (not including students with valid exemptions).
		3rd graders demonstrating grade level proficiency in mathematics	
	Core Academic Development	5th graders demonstrating grade level proficiency in science	
		7th graders demonstrating grade level proficiency in English language arts	
		7th graders demonstrating grade level proficiency in mathematics	
		8th graders demonstrating grade level proficiency in science	
	On-Time Graduation	9th graders earning sufficient credits	
		10th graders passing all state exams required for graduation	Of students who were in 10 <sup>th</sup> grade as of June 1, the percentage that have passed all state tests or state-approved alternatives to testing required for graduation in the areas of math, English language arts, and science. For more information about testing requirements for graduation see: <a href="http://www.k12.wa.us/assessment/StateTesting/default.aspx">http://www.k12.wa.us/assessment/StateTesting/default.aspx</a>
		High school students graduating in four years or fewer	The percentage of students who graduate within 4 years as determined by their ‘Class Of’ or ‘cohort’ year, which is set when students first enter 9th grade. It is calculated by dividing the number of students who graduated within 4 years (or the ‘on time’ cohort) by the total number of students in each high school cohort of the given reporting year. (Students who transfer out of the district are not included in the total number.) OSPI releases final graduation rates in the summer of the following year.
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	Of students who were in 8 <sup>th</sup> grade as of June 1, the percentage who took and passed Algebra 1B in any year during middle school.
		Students taking and passing a college level course by 12th grade	Of students who were in 12 <sup>th</sup> grade on June 1, the percentage who received a passing grade in one or more of the following types of courses in any year during high school: Advanced Placement (AP), International baccalaureate (IB), Running Start, and College in High School.
		11th graders demonstrating college and career readiness in English language arts	No baseline figure is produced on the District Scorecard due to low participation rates on the 11th grade Smarter Balanced state assessment. This measure should be available in future years after these assessments become graduation requirements and participation rates increase. Results for 11 <sup>th</sup> grade state assessments are reported for each school and the district as a whole on OSPI’s Washington State Report Card website and on SPS School Reports (available in December).
		11th graders demonstrating college and career readiness in mathematics	

## District Scorecard Glossary of Terms

Category	Subcategory	Measure	Definition
Commitment to Equity	Opportunity Gaps	Opportunity Gap in grade level English language arts proficiency (3rd-8th grades)	<p>To establish a single equity measure to benchmark our annual progress in closing opportunity and proportionality gaps, we use the difference in outcomes between the following two student groups:</p> <ul style="list-style-type: none"> <li><b>Opportunity Gap Students</b> — African-American, Hispanic/Latino, Native American and Pacific Islander students — belong to historically underserved race/ethnic groups that have had limited access to the opportunities and supports that lead to college, career and life success.</li> <li><b>White and Asian-American students</b> belong to race/ethnic groups that historically have had greater access to the opportunities and support that lead to college, career and life success.</li> </ul> <p>Opportunity gaps in math and English language arts are based on combined average proficiency rates on state assessments for students in 3<sup>rd</sup> through 8<sup>th</sup> grade on June 1 of the reporting year. The opportunity gap measure is the aggregate proficiency rate for White and Asian students <u>minus</u> the aggregate proficiency rate for students belonging to an Opportunity Gap race/ethnicity (as defined above).</p> <p>The percentage of students served by special education programs. The Proportionality Gap measure is the percentage for students with Opportunity Gap race/ethnicities minus the percentage for White or Asian students. (See above for definition of students included as Opportunity Gap ethnicities.)</p> <p>Of students who were in 6<sup>th</sup> to 12<sup>th</sup> grade on June 1, the percentage who were suspended or expelled (suspensions include in-school suspensions). The Proportionality Gap measure is this percentage for students with Opportunity Gap race/ethnicities minus this percentage for White or Asian students. (See above for definition of students included as Opportunity Gap ethnicities.)</p> <p>Figures are not available for these measures, as business rules and data quality issues are being thoroughly reviewed to ensure accuracy and consistency in annual reporting.</p>
		Opportunity Gap in grade level mathematics proficiency (3rd-8th grades)	
	Proportionality Gaps	Proportionality Gap for students in special education programs (K-12th)	
		Proportionality Gap for students suspended or expelled (6th-12th grades)	
	Equitable Access and Opportunity	Students participating in a licensed pre-school program before kindergarten	
		Students receiving instruction in arts/music and physical education (K-12th)	
Effective Teachers and Leaders	Equitable Access	Free/reduced priced meal students taught by a highly effective teacher	
	Annual Retention	Annual retention rate for highly effective teachers and leaders	
Positive School Environments	Climate/Learning Environment	Positive student responses to school climate survey	<p>The district administers annual climate surveys to all students, staff and families during the second semester of each reporting year. All students and staff take a paper survey in school whereas families are surveyed by e-mail (households without email addresses are mailed a paper survey).</p> <p>Each survey-based category represents the average positive responses for a subset of questions. The specific questions used for each measure are provided in the Appendix attached to the District Scorecard. Detailed climate survey results for each school including additional survey questions can be found at the School Reports web page: <a href="http://www.seattleschools.org/performance">www.seattleschools.org/performance</a></p> <p>The percent of families responding to family engagement survey: Of households receiving a family survey, the percentage who responded to a survey for at least one student.</p> <p>The district also administers an annual customer satisfaction survey to school leaders (principals and assistant principals) and an annual community partner survey to direct service providers with formal contracts or memoranda of understanding through the Community Alignment Initiative or the School and Community Partnership Department.</p>
	Student Motivation/Engagement	Positive student responses to motivation and engagement survey	
	School Professional Environment	Positive school staff responses to professional environment survey	
Stakeholder Engagement & Satisfaction	Family Engagement	Positive family responses to family engagement survey	
		Percent of families responding to family engagement survey	
	Family Satisfaction	Positive family responses to district satisfaction survey	
		Positive family responses to school satisfaction survey	
	Quality Customer Service	Positive school leader responses to customer satisfaction survey	
Community Partnerships	Positive community organization responses to partner satisfaction survey		



# Seattle Public Schools



## 2015-16 District Annual Operations Data Dashboard

Dr. Larry Nyland  
Superintendent

November 9, 2016

# Background

## Why are we here?

- The District Annual Operations Data Dashboard is mandated by Policy No. 1010 – Board Oversight of Management. The policy goals are:
  - Evaluate each oversight area’s implementation plans, goals and objectives.
  - Enable the board to perform appropriate oversight of management of each oversight area by monitoring progress toward performance indicators.
  - Ensure the district has qualified personnel overseeing its programs.
  - Ensure compliance with state law and board policies and procedures.
- Policy No. 1010 states that the board will develop and use a **district annual operations data dashboard** for monitoring all oversight areas, which shall be separate from and in addition to the district academic scorecard.
- The operations data dashboard consists of a limited number of carefully selected indicators that communicate the operational health of the district. The dashboard shall include key performance indicators for each Oversight Area.
- District annual operations data dashboard is one of the tools mandated by Policy No. 1010. This policy also identifies other ways the School Board is able to maintain management oversight including Oversight Work Sessions, Committees, receiving monthly financial statements, internal audit reports, other annual program oversight and performance reports, and others.



# Goal 1. High Performing Staff

Nbr	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	Change from last year (up = improved, down = declined)
1	Percent of school leaders returning to their schools	72%	76%	75%	↓
2	Percent of Principals' evaluations completed on time	93.0%	99.5%	100%	↑
3	Principal leadership metric (a) (b)	N/A	62.8%	62.3%	↓
4	Five year retention rate of teachers	70%	63%	67%	↑
5	Percent of Teachers' evaluations completed on time	95%	97%	100%	↑
6	Percent of positive responses from staff indicating that they have access to strategies and materials to support all learners in our classes (c)	56.1%	61.5%	59.6%	↓
7	Percent of lost instructional days due to teacher absences (d)	7.0%	3.4%	9% (e)	↓
8	Annual retention rate for central office employees	88%	76%	84%	↑
9	Percent of Central Office evaluations completed on time	72%	94% (v)	99.9%	↑

**Notes:**

(a): This is a metric created in 2013-2014, part of the Center for Excellence Education CEE principal leadership survey, to assess the effectiveness of a principal's learning-centered leadership behaviors, aligned to the Association of Washington School Principals (AWSP) leadership framework adopted statewide for principal evaluation. The summary overall % positive responses for 2014-2015 was 62.8%.

(b): This was a new metric when reported for 2014-2015, baseline was established as 62.8%.

(c): Data is collected from the climate survey administered every year to all teachers

(d): A lower number indicates better performance or result

(e): Includes all reasons for absence, does not include vacancies. With vacancies, it is 11%. Classroom teachers only.

(v): Preliminary data

## Goal 2. Community Support

Nbr	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	Change from last year (up = improved, down = declined)
10	Percent of positive responses "The school is preparing my child well for the future" (f) (g)	73.9%	72.3%	80.9%	↑
11	Percent of families indicating that teachers know how to meet the specific learning needs of their child (f) (g)	68.4%	66.3%	73.6%	↑
12	Positive family responses to family engagement survey (g)	71.8%	68.6%	72.0%	↑
13	Schools meeting their objectives as outlined in their Family Engagement Team plan	93% (43 of 46) (h)	89% (41 of 46) (i)	93% (28 of 30) (j)	↑
14	The district central office is responsive to the input and concerns of families (g) (k)	27.9%	26.0%	21.5%	↓
15	Percent of students responding that they feel safe in a school (g)	75.9%	76.0%	70.8% (n)	↓

**Notes:**

(f): New metric, part of the Center for Excellence Education CEE principal leadership survey, used to help assess the effectiveness of a principal's learning-centered leadership behaviors. The survey questions are aligned to the Association of Washington School Principals (AWSP) leadership framework adopted statewide for principal evaluation.

(g): Part of climate survey

(h): For 2013-2014, 43 of the 46 or 93% Family Engagement Action Team (FEAT) schools met their FEAT plan objectives. We did not meet our 100% target because we added two new schools from for the 13-14 SY. We only had 43 FEATs when we created the 100% target metric at the beginning of the 13-14 SY.

(i): For 2014-2015, 41 (89%) of the 46 FEAT schools met their Family Engagement Team plan objectives. We did not meet our 100% target because we added two schools for the 2014-2015 school year as we lost a staff member whom we reassigned to support families of children with special needs.

(j): Due to large turnover of Principals and teachers we were forced to reduce the number of Family Engagement Action Teams we have at our schools to 30 from 46. We are adding 20 new teams (high and middle schools this year as part of the Engaging Families on High School Success grant) for this school year.

(k): Result based on responses to the following survey item on the our annual family climate survey: The district central office is responsive to the input and concerns of families. For 2015-2016: total responses = 9,229; total positive responses = 1,988; total neutral responses = 4,346; total negative responses = 2,895.

(n): Per the Research & Evaluation Department: The order of response options on student survey forms was reversed in 2016. This likely contributed to systematically lower results on the 2016 survey compared to the previous year. Specifically, "Strongly Disagree" is now the first option (reading from left to right on the form), whereas in previous years the first option was "Strongly Agree." Research shows the order of response options can have significant effects.

## Goal 3. Fiscal Integrity

Nbr	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	Change from last year (up = improved, down = declined)
16	Percent of budget spent on instruction (s)	77.2% (y)	78.0%	78.8%	↑
17	Percent of Fund Balance - General Fund (t)	4.1%	4.3%	4.1%	↓
18	Central Office administration as a percent of total expenditures (d) (u)	5.8%	6.4%	6.2%	↑
19	Percent of Prior Years' Audit issues resolved	81.0%	62.5%	68.9%	↑
20	Audit findings resolved as determined by subsequent audits (w) (x)	86.0%	73.0%	78.3%	↑
21	Strategic sourcing as a percent of total spend	17.0%	21.6%	25.7%	↑
22	Standard & Poor's non-tax vs tax; Moody's non-tax vs tax bond ratings	AA/AA+ Aa1/Aaa	AA/AA+ Aa1/Aaa	AA/AA+ Aa1/Aaa	no change
23	OSPI Financial Indicator Index - Below 1.5 is "Financial Warning"	3.25	3.25	TBD by OSPI in Mar 2017	TBD

**Notes:**

(d): A lower number indicates better performance or result

(s): Source is F-196 Statement of Revenue, Expenditures, and Changes in Fund Balance.

(t): Defined as (Committed to Economic Stabilization + Unassigned FB) / Non-grant expenditures.

(u): Source is F-195 General Fund Summary, and F-196 Activity Expenditure Summary.

(w): Metric 20: Minor change is to remove the word "state". Original metric name: 'Audit findings resolved as determined by subsequent state audits'. The new metric's name: 'Audit findings resolved as determined by subsequent audits'. The District's new Audit Response Manager feels the consolidated measure address the core of the issue: How timely the district closes out audit issues.

(x): Metric 20 definition: Audit issues include all Financial, Federal, Accountability, Performance, and Investigative findings as measured by Audit Reports issued by the State Auditor's Office (SAO) and by the Seattle Public Schools internal auditor. Per Audit Standards the District must report on the status of prior audit findings. The data comes from the Audit Log prepared by the Audit Response Manager.

(y): Data revised from previously reported performance.

## Goal 4. Efficient Processes

Nbr	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	Change from last year (up = improved, down = declined)
24	Percent of Teacher vacancy on 1st day of school (d) (l)	3.1% (89.9 p)	2.4% (77 p)	3% (94 p)	↓
25	Percent of schools with comprehensive safety inspection completed (m)	100.0%	100.0%	100.0%	no change
26	Percent of emergency facility work orders completed on time	99.0%	99.9%	99.97%	↑
27	Percent of high priority facility work orders completed on time	80.0%	84.6%	89.54%	↑
28	Percent of capital projects on schedule and on budget	88.2%	81.0%	94%	↑
29	Percent of students enrolled prior to first day of school	96.3%	98.8%	99.97%	↑
30	Accuracy of District enrollment projection	99.65%	99.30%	98.58%	↓

**Notes:**

(d): A lower number indicates better performance or result

(l): p = number of positions

(m): In 2015-16, targeted security audits were completed to ensure qualification for upcoming grant opportunities.

## Goal 4. Efficient Processes

Nbr	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	Change from last year (up = improved, down = declined)
31	Percent of Breakfast Participation (o), (p)	Breakfast 12.4% Free: 28.4%, Reduced: 21.7%, Paid: 2.1%	Breakfast 12.1% Free: 28.7%, Reduced: 21.0%, Paid: 2.4%	Breakfast 11.9% Free: 29.0%, Reduced: 23.2%, Paid: 2.7%	↓ overall, ↑ for subcategories shown
32	Percent of Lunch Participation (o), (p)	Lunch 34.4% Free: 64.3%, Reduced: 63.7%, Paid: 13.9%	Lunch 32.6% Free: 62.8%, Reduced: 59.9%, Paid: 13.8%	Lunch 30.8% Free: 60.8%, Reduced: 57.8%, Paid: 13.6%	↓ overall, ↓ for subcategories shown
33	Safe driving – Miles driven between accidents (q)	63,430	79,063	82,546	↑
34	Technology Help Desk first contact resolution rate	73.9%	76.0%	79%	↑
35	Percent of schools within Space Utilization tolerance levels (i.e. between 85%-120% of capacity) - includes the use of portables	District: 75% ES: 78%; MS: 56%; HS: 73%	District: 86% (y) ES: 90%; MS: 60%; HS: 83%	District: 80% ES: 84%; MS: 60%; HS: 69%	↓ overall, ↓ for subcategories shown
36	District Wireless Proliferation (% of schools with full Wi-Fi)	60%	100%	100%	no change

**Notes:**

(o): Percentage of total enrolled students had breakfast or lunch in school

(p): Percentages of all students who qualify for free, reduced or paid meals that had breakfast or lunch in school. For example in 15-16 SY, of all students that qualify for free meals, 29.0% had breakfast in school

(q): Metric 31 is reported both to State of Washington and the Council of Great City Schools CGCS. Metric definition: Total number of annual miles driven divided by the number of annual accidents

(y): Data revised from previously reported performance.

## Next Steps

- The District's strategic plan runs from 2013 – 2018. Staff recommend refreshing the Operations Data Dashboard when the new strategic plan is created so our metrics are consistent with priorities identified in the plan and School Board goals.
- Until the new strategic plan is created, staff will continue to monitor and manage District progress using the current metrics.

## 2015-2016 SPS District Annual Operations Data Dashboard 11-9-16

Goal	Nbr	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	Change from last year (up = improved, down = declined)
Goal 1. High Performing Staff	1	Percent of school leaders returning to their schools	72%	76%	75%	↓
	2	Percent of Principals' evaluations completed on time	93.0%	99.5%	100%	↑
	3	Principal leadership metric (a) (b)	N/A	62.8%	62.3%	↓
	4	Five year retention rate of teachers	70%	63%	67%	↑
	5	Percent of Teachers' evaluations completed on time	95%	97%	100%	↑
	6	Percent of positive responses from staff indicating that they have access to strategies and materials to support all learners in our classes (c)	56.1%	61.5%	59.6%	↓
	7	Percent of lost instructional days due to teacher absences (d)	7.0%	3.4%	9% (e)	↓
	8	Annual retention rate for central office employees	88%	76%	84%	↑
	9	Percent of Central Office evaluations completed on time	72%	94% (v)	99.9%	↑
Goal 2. Community Support	10	Percent of positive responses "The school is preparing my child well for the future" (f) (g)	73.9%	72.3%	80.9%	↑
	11	Percent of families indicating that teachers know how to meet the specific learning needs of their child (f) (g)	68.4%	66.3%	73.6%	↑
	12	Positive family responses to family engagement survey (g)	71.8%	68.6%	72.0%	↑
	13	Schools meeting their objectives as outlined in their Family Engagement Team plan	93% (43 of 46) (h)	89% (41 of 46) (i)	93% (28 of 30) (j)	↑
	14	The district central office is responsive to the input and concerns of families (g) (k)	27.9%	26.0%	21.5%	↓
	15	Percent of students responding that they feel safe in a school (g)	75.9%	76.0%	70.8% (n)	↓
Goal 3. Fiscal Integrity	16	Percent of budget spent on instruction (s)	77.2% (y)	78.0%	78.8%	↑
	17	Percent of Fund Balance - General Fund (t)	4.1%	4.3%	4.1%	↓
	18	Central Office administration as a percent of total expenditures (d) (u)	5.8%	6.4%	6.2%	↑
	19	Percent of Prior Years' Audit issues resolved	81.0%	62.5%	68.9%	↑
	20	Audit findings resolved as determined by subsequent audits (w) (x)	86.0%	73.0%	78.3%	↑
	21	Strategic sourcing as a percent of total spend	17.0%	21.6%	25.7%	↑
	22	Standard & Poor's non-tax vs tax; Moody's non-tax vs tax bond ratings	AA/AA+ Aa1/Aaa	AA/AA+ Aa1/Aaa	AA/AA+ Aa1/Aaa	no change
	23	OSPI Financial Indicator Index - Below 1.5 is "Financial Warning"	3.25	3.25	TBD by OSPI in Mar 2017	TBD
Goal 4. Efficient Processes	24	Percent of Teacher vacancy on 1st day of school (d) (l)	3.1% (89.9 p)	2.4% (77 p)	3% (94 p)	↓
	25	Percent of schools with comprehensive safety inspection completed (m)	100.0%	100.0%	100.0%	no change
	26	Percent of emergency facility work orders completed on time	99.0%	99.9%	99.97%	↑
	27	Percent of high priority facility work orders completed on time	80.0%	84.6%	89.54%	↑
	28	Percent of capital projects on schedule and on budget	88.2%	81.0%	94%	↑
	29	Percent of students enrolled prior to first day of school	96.3%	98.8%	99.97%	↑
	30	Accuracy of District enrollment projection	99.65%	99.30%	98.58%	↓
	31	Percent of Breakfast Participation (o), (p)	Breakfast 12.4%, Free: 28.4%, Reduced: 21.7%, Paid: 2.1%	Breakfast 12.1%, Free: 28.7%, Reduced: 21.0%, Paid: 2.4%	Breakfast 11.9%, Free: 29.0%, Reduced: 23.2%, Paid: 2.7%	↓ overall, ↑ for subcategories shown

Goal	Nbr	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	Change from last year (up = improved, down = declined)
Goal 4. Efficient Processes	32	Percent of Lunch Participation (o), (p)	Lunch 34.4% Free: 64.3% Reduced: 63.7% Paid: 13.9%	Lunch 32.6% Free: 62.8% Reduced: 59.9% Paid: 13.8%	Lunch 30.8% Free: 60.8% Reduced: 57.8% Paid: 13.6%	↓ overall, ↓ for subcategories shown
	33	Safe driving – Miles driven between accidents (q)	63,430	79,063	82,546	↑
	34	Technology Help Desk first contact resolution rate	73.9%	76.0%	79%	↑
	35	Percent of schools within Space Utilization tolerance levels (i.e. between 85%-120% of capacity) - includes the use of portables	District: 75% ES: 78%; MS: 56%; HS: 73%	District: 86% (y) ES: 90%; MS: 60%; HS: 83%	District: 80% ES: 84%; MS: 60%; HS: 69%	↓ overall, ↓ for subcategories shown
	36	District Wireless Proliferation (% of schools with full Wi-Fi)	60%	100%	100%	no change

**Notes:**

- (a): This is a metric created in 2013-2014, part of the Center for Excellence Education CEE principal leadership survey, to assess the effectiveness of a principal’s learning-centered leadership behaviors, aligned to the Association of Washington School Principals (AWSP) leadership framework adopted statewide for principal evaluation. The summary overall % positive responses for 2014-2015 was 62.8%.
- (b): This was a new metric when reported for 2014-2015, baseline was established as 62.8%.
- (c): Data is collected from the climate survey administered every year to all teachers
- (d): A lower number indicates better performance or result
- (e): Includes all reasons for absence, does not include vacancies. With vacancies, it is 11%. Classroom teachers only.
- (f): New metric, part of the Center for Excellence Education CEE principal leadership survey, used to help assess the effectiveness of a principal’s learning-centered leadership behaviors. The survey questions are aligned to the Association of Washington School Principals (AWSP) leadership framework adopted statewide for principal evaluation.
- (g): Part of climate survey
- (h): For 2013-2014, 43 of the 46 or 93% Family Engagement Action Team (FEAT) schools met their FEAT plan objectives. We did not meet our 100% target because we added two new schools from for the 13-14 SY. We only had 43 FEATs when we created the 100% target metric at the beginning of the 13-14 SY.
- (i): For 2014-2015, 41 (89%) of the 46 FEAT schools met their Family Engagement Team plan objectives. We did not meet our 100% target because we added two schools for the 2014-2015 school year as we lost a staff member whom we reassigned to support families of children with special needs.
- (j): Due to large turnover of Principals and teachers we were forced to reduce the number of Family Engagement Action Teams we have at our schools to 30 from 46. We are adding 20 new teams (high and middle schools this year as part of the Engaging Families on High School Success grant) for this school year.
- (k): Result based on responses to the following survey item on the our annual family climate survey: The district central office is responsive to the input and concerns of families. For 2015-2016: total responses = 9,229; total positive responses = 1,988; total neutral responses = 4,346; total negative responses = 2,895.
- (l): p = number of positions
- (m): In 2015-16, targeted security audits were completed to ensure qualification for upcoming grant opportunities.
- (n): Per the Research & Evaluation Department: The order of response options on student survey forms was reversed in 2016. This likely contributed to systematically lower results on the 2016 survey compared to the previous year. Specifically, “Strongly Disagree” is now the first option (reading from left to right on the form), whereas in previous years the first option was “Strongly Agree.” Research shows the order of response options can have significant effects.
- (o): Percentage of total enrolled students had breakfast or lunch in school
- (p): Percentages of all students who qualify for free, reduced or paid meals that had breakfast or lunch in school. For example in 15-16 SY, of all students that qualify for free meals, 29.0% had breakfast in school
- (q): Metric 31 is reported both to State of Washington and the Council of Great City Schools CGCS. Metric definition: Total number of annual miles driven divided by the number of annual accidents
- (r): Targets were defined as a 2% yearly increase from 2013-2014 baseline.
- (s): Source is F-196 Statement of Revenue, Expenditures, and Changes in Fund Balance.
- (t): Defined as (Committed to Economic Stabilization + Unassigned FB) / Non-grant expenditures.
- (u): Source is F-195 General Fund Summary, and F-196 Activity Expenditure Summary.
- (v): Preliminary data
- (w): Metric 20: Minor change is to remove the word “state”. Original metric name: ‘Audit findings resolved as determined by subsequent state audits’. The new metric’s name: ‘Audit findings resolved as determined by subsequent audits’. The District’s new Audit Response Manager feels the consolidated measure address the core of the issue: How timely the district closes out audit issues.
- (x): Metric 20 definition: Audit issues include all Financial, Federal, Accountability, Performance, and Investigative findings as measured by Audit Reports issued by the State Auditor’s Office (SAO) and by the Seattle Public Schools internal auditor. Per Audit Standards the District must report on the status of prior audit findings. The data comes from the Audit Log prepared by the Audit Response Manager.
- (y): Data revised from previously reported performance.



## **Growth Boundaries Director Amendments (as of November 2nd Board meeting)**

- **Amendment 1** - Approval of this item would amend the proposed 2017-18 Implementation Amendments to the 2013-20 Growth Boundaries plan in order to implement grandfathering at the elementary school level for all current Green Lake Elementary School students living in areas 41 and 44. (Directors Burke and Geary)
- **Amendment 2** - Approval of this item would amend the proposed 2017-18 Implementation Amendments to the 2013-20 Growth Boundaries plan in order to retain area 45 within the Eckstein Middle School attendance area and direct staff to note where appropriate in the upcoming 2017-18 Student Assignment Plan that this area would be an exception to the rule that an elementary school attendance area feeds into a single middle school attendance area. (Director Geary)
- **Amendment 3** - Approval of this item would amend the proposed 2017-18 Implementation Amendments to the 2013-20 Growth Boundaries plan in order to implement grandfathering at the elementary school level for all current K-4th grade West Woodland Elementary School students living in area 126 and implement grandfathering for current 6th and 7th graders living in area 126 to allow those students to finish middle school at Hamilton Middle School. (Directors Burke and Peters)
- **Amendment 4** - Approval of this item would amend the proposed 2017-18 Implementation Amendments to the 2013-20 Growth Boundaries plan in order to retain area 124 within the West Woodland Elementary School attendance area and Hamilton Middle School attendance area. (Directors Burke and Peters)
- **Amendment 5A** - Approval of this item would amend the proposed 2017-18 Implementation Amendments to the 2013-20 Growth Boundaries plan in order to open the new Cedar Park Elementary site as an option school, rather than an attendance area school, establish a geozone for Cedar Park, retain area 88 in the attendance area for Olympic Hills, retain area 95 in the attendance area for John Rogers, provide focused district support for new school visioning and community engagement prior to and during the open enrollment process, and place a high priority on mitigation spending for the new Cedar Park Elementary until the earlier of the first two years of operation are completed or until enrollment reached 80% of capacity. (Directors Burke, Geary, Pinkham)
- **Amendment 5B** - Approval of this item would amend the proposed 2017-18 Implementation Amendments to the 2013-20 Growth Boundaries plan in order to open the new Cedar Park Elementary site as a Kindergarten roll-up attendance area school, allowing current students at John Rogers and Olympic Hills to remain at those schools, and direct staff to initiate a community planning process to determine a curricular focus for an option school at Cedar Park Elementary starting in the 2018-19 school year and provide the Board recommendations by September 2017 for this transition. (Directors Burke, Geary, Pinkham)
- **Amendment 6A** - Approval of this item would amend the proposed 2017-18 Implementation Amendments to the 2013-20 Growth Boundaries plan in order to not implement the elementary school boundary adjustments in areas 18, 128, 117, 90, 93, 101, 122, and 120. (Directors Burke, Geary, Pinkham)

- [Amendment 6B](#) - Approval of this item would amend the proposed 2017-18 Implementation Amendments to the 2013-20 Growth Boundaries plan in order to allow grandfathering for elementary school boundary adjustments in areas 18, 128, 117, 90, 93, 101, 122, and 120. (Directors Burke, Geary, Pinkham)
- [Amendment 7](#) - Approval of this item would amend the proposed 2017-18 Implementation Amendments to the 2013-20 Growth Boundaries plan in order to retain the portion of area 117 that is west of SR99 in Viewlands Elementary and Whitman Middle School attendance areas and retaining area 18 in the attendance area for Broadview-Thomson Elementary and Eagle Staff Middle School. (Director Geary)
- [Motion To Postpone](#) - Approval of this motion would postpone consideration of the proposed 2017-18 Implementation Amendments to the 2013-2020 Growth Boundaries Plan until such time that staff comes back with the 2017-18 Student Assignment Plan, to include middle school pathways, a report for Lincoln High School boundaries and use, and the demographic and Free/Reduced Lunch/socio-economic status and disaggregated data regarding racial balance or imbalance for each proposed change. (Director Harris)

### **Additional Suggested Growth Boundaries Director Amendments**

#### **(documents attached in this packet)**

- **Amendment 8** - Approval of this motion would allow for the grandfathering at the elementary school level of all rising 4th and 5th grade students who live within any areas that are changing from one elementary school to another for the 2017-18 school year and do not already have a provision providing grandfathering for rising 4th and 5th graders students within such area. (Director Peters)
- **Amendment 9** - Approval of this motion would allow for the grandfathering at the middle school level of all rising 8th grade students who live within any areas that are changing from one middle school to another for the 2017-18 school year and do not already have a provision providing grandfathering for rising 8th graders within such area. (Director Peters)
- **Amendment 10** - Approval of this motion would, in the event that a second elementary pathway for north-end Highly Capable Cohort (HCC) students is deemed necessary for reasons of capacity in the 2017-18 Student Assignment Plan (SAP), designate in the SAP this second site as an alternative, optional pathway for HCC students assigned to Cascadia Elementary, instead of requiring a forced geographic split. (Director Peters)



# School Board Briefing/Proposed Action Report

**Informational** (no action required by Board)     **Action Report** (Board will be required to take action)

**DATE:** November 7, 2016  
**FROM:** School Board Director Sue Peters

*Note: Other Board amendments may address elementary school grandfathering in specific areas. The effect of this amendment will be to add limited grandfathering in those areas where it has not been addressed more comprehensively.*

## **I. TITLE**

Amendment 8 to the 2017-2018 Implementation  
Amendments to 2013-2020 Growth Boundaries Plan:  
Allow Grandfathering for All Rising 4<sup>th</sup> and 5<sup>th</sup> Graders

**For Introduction:** Nov. 16, 2016  
**For Action:** Nov. 16, 2016

## **II. WHY BOARD ACTION IS NECESSARY**

Board action is necessary for any formal amendments to another proposed Board action.

## **III. FISCAL IMPACT/REVENUE SOURCE**

The precise impact of this amendment on school capacity issues and transportation costs is difficult to determine at this time. This amendment could potentially create additional capacity constraints and additional transportation costs. Schools that face capacity constraints either have to repurpose existing space or add portables, where possible. Each additional portable costs the District approximately \$160,000. Each additional bus needed for transportation costs the District approximately \$68,000.

The revenue source for this motion is N/A.

Expenditure:     One-time     Annual     Other Source

## **IV. POLICY IMPLICATION**

Board Policy No. 3130, Student Assignment, states that students shall have the opportunity to attend an elementary, middle, or high school in a designated attendance area based upon home address, unless the school designated by a student's home address does not have the appropriate services for the student's needs, as determined by the District.

Any changes to boundaries, geographic zones, or assignment rules subsequent to implementation of the Student Assignment Plan require Board action.

## **V. RECOMMENDED MOTION**

I move that the School Board amend the proposed 2017-2018 Implementation Amendments to the 2013-2020 Growth Boundaries Plan to permit and implement grandfathering at the elementary school level for all rising 4<sup>th</sup> and 5<sup>th</sup> graders in the 2017-2018 school year who live within any areas that a) are changing from one elementary school to another for the 2017-18

school year and b) do not already have a provision providing grandfathering for rising 4<sup>th</sup> or 5<sup>th</sup> graders.

#### **VI. BOARD COMMITTEE RECOMMENDATION**

This motion was not discussed by a Board Committee.

#### **VII. BACKGROUND INFORMATION**

Under the 2013-2020 Growth Boundaries Plan, a number of boundary changes are scheduled for the 2017-18 school year with the purpose of redistributing capacity and aligning entire elementary school attendance areas with middle school feeder patterns. Directors have heard concerns with the amount of disruption these changes cause to families and school communities.

This amendment would mean that all students rising to the 4<sup>th</sup> and 5<sup>th</sup> grades next year would be able to continue through 5<sup>th</sup> grade at their current 2016-17 elementary school and thus matriculate from the school that they are currently attending. Dir. Peters has proposed this amendment as a way to minimize disruption for these students and families, in accordance with the commitment to students outlined in the District's Strategic Plan: "Our Students Come First: We believe it is essential to place the interests of students above all others in every decision we make."

This amendment would not affect any areas that have been separately approved for grandfathering in either approved staff recommendations or an approved Director amendment.

#### **VIII. STATEMENT OF ISSUE**

Whether to permit grandfathering of all rising 4<sup>th</sup> and 5<sup>th</sup> grade students who live within any areas that are changing from one elementary school to another for the 2017-18 school year.

#### **IX. ALTERNATIVES**

1. Proceed with previously approved boundary adjustments for the 2017-18 school year. This is not recommended as implementing boundary changes without grandfathering would create significant disruption by reassigning families.

#### **X. RESEARCH AND DATA SOURCES / BENCHMARKS**

None.

#### **XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT**

Upon approval of this motion, the underlying Board Action Report for the 2017-2018 Implementation Amendments to 2013-2020 Growth Boundaries Plan would be amended.

#### **XII. ATTACHMENTS**

None.



# School Board Briefing/Proposed Action Report

**Informational** (no action required by Board)     **Action Report** (Board will be required to take action)

**DATE:** November 7, 2016  
**FROM:** School Board Director Sue Peters

## I. TITLE

Amendment 9 to the 2017-2018 Implementation  
Amendments to 2013-2020 Growth Boundaries Plan:  
Allow Grandfathering for All Rising 8<sup>th</sup> Graders

**For Introduction:** Nov. 16, 2016  
**For Action:** Nov. 16, 2016

## II. WHY BOARD ACTION IS NECESSARY

Board action is necessary for any formal amendments to another proposed Board action.

## III. FISCAL IMPACT/REVENUE SOURCE

This amendment could have significant financial implications. It would limit the 8<sup>th</sup> grade enrollment in the District's two new middle schools, Eagle Staff and Meany. As a result, significant mitigation funding for staffing may be needed in order to provide a comprehensive middle school experience at these schools in their initial years of operation. The exact amount of this mitigation is difficult to determine at this time because there is no recent precedent for this action.

This amendment could also potentially create additional capacity constraints and additional transportation costs at the existing schools for the grandfathered students, particularly Hamilton and Washington. Schools that face capacity constraints either have to repurpose existing space or add portables, where possible. Each additional portable costs the District approximately \$160,000. Each additional bus needed for transportation costs the District approximately \$68,000.

The revenue source for this motion is N/A.

Expenditure:     One-time     Annual     Other Source

## IV. POLICY IMPLICATION

Board Policy No. 3130, Student Assignment, states that students shall have the opportunity to attend an elementary, middle, or high school in a designated attendance area based upon home address, unless the school designated by a student's home address does not have the appropriate services for the student's needs, as determined by the District.

Any changes to boundaries, geographic zones, or assignment rules subsequent to implementation of the Student Assignment Plan require Board action.

## V. RECOMMENDED MOTION

I move that the School Board amend the proposed 2017-2018 Implementation Amendments to the 2013-2020 Growth Boundaries Plan to permit and implement grandfathering at the middle school level for all rising 8<sup>th</sup> graders in the 2017-2018 school year who live within any areas that a) are changing from one middle school to another for the 2017-18 school year and b) do not already have a provision providing grandfathering for rising 8<sup>th</sup> graders within such area.

## **VI. BOARD COMMITTEE RECOMMENDATION**

This motion was not discussed by a Board Committee.

## **VII. BACKGROUND INFORMATION**

Under the 2013-2020 Growth Boundaries Plan, a number of boundary changes are scheduled for the 2017-18 school year with the purpose of sending students to two new middle schools, Eagle Staff and Meany.

This amendment would mean that all students rising to the 8<sup>th</sup> grade next year would be able to continue through 8<sup>th</sup> grade at their current 2016-17 middle school and thus matriculate from the school that they are currently attending. Dir. Peters has proposed this amendment as a way to minimize disruption for these students and families, in accordance with the commitment to students outlined in the District's Strategic Plan: "Our Students Come First: We believe it is essential to place the interests of students above all others in every decision we make."

The implication of this change would be to open the two new middle schools with full 6<sup>th</sup> grade and 7<sup>th</sup> grade classes, but potentially limited numbers of 8<sup>th</sup> grade students. The two schools' planning principals have been actively working with their communities to plan for an opening with full classes at all three grades and, in November, will be starting the search for their school leadership team. The amendment also potentially poses additional capacity challenges over the next year for Hamilton and Washington Middle Schools, which are currently overenrolled.

The last comprehensive middle school to open, Jane Addams, was opened with full classes at all three grades. The 2013 Facilities and Capacity Management Advisory Committee recommended this approach over a "roll up" approach that starts with only 6<sup>th</sup> graders, stating this approach "will facilitate the strongest start for new schools or programs and in doing so will offer both a high quality and comprehensive educational experience during the brief three-year cycle of middle school." However, this plan was also disruptive to many students, and resulted in removing students from their existing middle school, preventing 8<sup>th</sup> graders from matriculating from their school. This caused great anguish for students and families and is not in the best interest of student stability.

This amendment would not affect any areas that have been separately approved for grandfathering in either approved staff recommendations or an approved Director amendment. Any costs or impacts would be restricted to this one transitional year.

## **VIII. STATEMENT OF ISSUE**

Whether to implement all grandfathering of rising 8<sup>th</sup> grade students who live within any areas that are changing from one middle school to another for the 2017-18 school year.

**IX. ALTERNATIVES**

1. Proceed with previously approved boundary adjustments for the 2017-18 school year. This is not recommended as implementing boundary changes without grandfathering would create significant disruption by reassigning families and preventing eighth grade students from matriculating from their school.

**X. RESEARCH AND DATA SOURCES / BENCHMARKS**

None.

**XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT**

Upon approval of this motion, the underlying Board Action Report for the 2017-2018 Implementation Amendments to 2013-2020 Growth Boundaries Plan would be amended.

**XII. ATTACHMENTS**

None.



# School Board Briefing/Proposed Action Report

**Informational** (no action required by Board)     **Action Report** (Board will be required to take action)

**DATE:** November 7, 2016  
**FROM:** School Board Director Sue Peters

## I. TITLE

Amendment 10 to the 2017-2018 Implementation  
Amendments to 2013-2020 Growth Boundaries Plan:  
Potentially Include Optional Alternative Pathway for  
North-End Highly Capable Cohort Students in the 2017-  
18 Student Assignment Plan

**For Introduction:** Nov. 16, 2016  
**For Action:** Nov. 16, 2016

## II. WHY BOARD ACTION IS NECESSARY

Board action is necessary for any formal amendments to another proposed Board action.

## III. FISCAL IMPACT/REVENUE SOURCE

The fiscal impact of this amendment is difficult to determine because it is difficult to predict how many students would choose to opt into the potential alternative site. Should that site be under-enrolled and Cascadia Elementary over-enrolled, there could be potential cost impacts in the form of mitigation funding for the under-enrolled site and cost impacts to address capacity and transportation issues at Cascadia.

The revenue source for this motion is N/A.

Expenditure:     One-time     Annual     Other Source

## IV. POLICY IMPLICATION

Board Policy No. 3130, Student Assignment, states that students shall have the opportunity to attend an elementary, middle, or high school in a designated attendance area based upon home address, unless the school designated by a student's home address does not have the appropriate services for the student's needs, as determined by the District.

Any changes to boundaries, geographic zones, or assignment rules subsequent to implementation of the Student Assignment Plan require Board action.

## V. RECOMMENDED MOTION

I move that the School Board amend the proposed 2017-2018 Implementation Amendments to the 2013-2020 Growth Boundaries Plan as follows: In the event that a second elementary pathway for north-end Highly Capable Cohort (HCC) students is deemed necessary for reasons of capacity in the 2017-18 Student Assignment Plan, the Student Assignment Plan will designate this second site as an alternative, optional pathway for HCC students assigned to Cascadia Elementary, instead of requiring a forced geographic split.



## **VI. BOARD COMMITTEE RECOMMENDATION**

This motion was not discussed by a Board Committee.

## **VII. BACKGROUND INFORMATION**

Under the 2013-2020 Growth Boundaries Plan, a number of boundary changes are scheduled for the 2017-18 school year with the purpose of redistributing capacity and aligning entire elementary school attendance areas with middle school feeder patterns. Directors have heard concerns with the amount of disruption these changes cause to families and school communities.

HCC students in particular have been moved from their schools, experienced their schools divided in half, or been relocated numerous times since 2009. Historically, some of the same students have been required to move from their existing school multiple times, throughout elementary and middle school. This is not in the best interest of student stability and is in violation of the mission and vision of the District's Strategic Plan which states: "Our Students Come First: We believe it is essential to place the interests of students above all others."

This amendment would address capacity challenges in a manner that does not force removal of students from their schools. This would instead follow the successful models of Ingraham High School and Fairmount Park Elementary as optional pathways for HCC students, which also serve to alleviate capacity challenges in over-enrolled schools.

## **VIII. STATEMENT OF ISSUE**

Whether to potentially establish within the Student Assignment Plan an optional pathway, if needed, for north-end elementary HCC for the 2017-18 school year.

## **IX. ALTERNATIVES**

1. Proceed with previously approved boundary adjustments for the 2017-18 school year. This is not recommended as implementing boundary changes by dividing a school community unnecessarily is not in the best interest of student stability.
2. Consider this amendment during the Student Assignment Plan discussion that is currently scheduled for introduction to the Board on December 7.

## **X. RESEARCH AND DATA SOURCES / BENCHMARKS**

None.

## **XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT**

Upon approval of this motion, staff would be directed to implement this change in the 2017-18 Student Assignment Plan that is coming to the Board for consideration.

## **XII. ATTACHMENTS**

None.