Board Special Meeting
Work Sessions: Board Evaluation; District Annual Operations Data Dashboard & District Scorecard
November 13, 2019, 4:30 – 6:00 p.m.
Auditorium, John Stanford Center
2445 3rd Avenue South, Seattle WA 98134

Agenda

Call to Order   4:30pm

Work Session: Board Evaluation   4:30pm

Work Session: District Annual Operations Data Dashboard & District Scorecard 5:00pm

Adjourn   6:00pm*

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. *Times given are estimated.*

WORK SESSION

2019 Board Self-Evaluation

November 13, 2019

2019 Board Self-Evaluation | Agenda

- Review Board Policies related to goal-setting and self-evaluation

- Review process for the development of 2019 Board Goals

- Review 2019 Board Goals

- Gather feedback on implementation of 2019 Board Goals

- Outline next steps for finalization of 2019 Board Self-Evaluation and development of 2020 Board Goals

Board Policy No. 1810, Annual Goals & Objectives

"Each year the Board will formulate goals and objectives. The goals and objectives may include but are not limited to the Board functions of vision, structure, accountability and advocacy.

At the conclusion of the school year the Board shall reflect on the degree to which the goals and objectives have been accomplished by conducting a Board self-evaluation and engaging in Board development activities where needed."

Board Policy No. 1820, Evaluation of the Board

"At the conclusion of each school year, the Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board's self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year."

2019 Board Self-Evaluation | Background

Timeline for 2019 Goals Development and Self-Evaluation

- **September 2018 – December 2019:** Executive Committee developed proposed Board goals for 2019.

- **December 12, 2018:** Presentation of Executive Committee-proposed 2019 Board Goals and opportunity for full Board's feedback.

- **January 23, 2019**: Board adoption of 2019 Board Goals

- **January – November 2019**: Board implemented 2019 Board Goals

- **Today**: Board holds work session to evaluate its performance in relation to adopted 2019 Board Goals

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1. Board Racial Equity Training

The Board will engage in racial equity training during the 2018-19 school year. In consultation with District staff, the Board President and Executive Committee will work to determine the priorities, methodology, and timing of training. All Directors will participate in the training.

2. Board Collaboration & Governance

The Board will review and discuss those Board Series 1000 policies speaking to the role of the Board, its officers, and committees. This review will be led by the Executive Committee and will focus on Director collaboration, the role of Committee Chairs, and the current system of communications amongst Directors.

The purpose of the review will be to develop a shared understanding of and commitment to existing Board policy on these topics in order to foster stronger internal alignment, better communication, and increased trust and respect amongst Directors. Where gaps in the existing policies or practice are identified, the Board will work toward developing policy or practice updates.

3. Board Community Engagement

The Board will hold two work sessions off-site as a pilot during the 2019 calendar year. The Executive Committee will identify the work sessions, giving consideration to the topics and locations so as to expand community access. The Executive Committee will evaluate lessons learned from the pilot.

2019 Board Self-Evaluation | Next Steps

Finalizing 2019 Board Self-Evaluation

- **November 13-14, 2019:** Directors Harris and DeWolf incorporate Director feedback from November 13 Work Session into 2019 Board Self-Evaluation Narrative

- **November 15, 2019:** 2019 Board Self-Evaluation Narrative posted to November 20 Regular Board Meeting agenda

Developing 2020 Board Goals

- **December 14, 2019:** Directors discuss 2020 Board Goals during School Board Retreat

- **January-February 2020:** Executive Committee continues work to develop proposed 2020 Board Goals and full Board adopts 2020 Board Goals

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Seattle Public Schools Board Performance Self-Evaluation November 2019:

Under Board Policy No. 1820, Evaluation of the Board, the Board evaluates its own performance each school year. The policy reads, in its entirety:

At the conclusion of each school year, the Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board's self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year.

At the January 23, 2019 legislative meeting, the Board unanimously approved for itself three specific goals aligned with our Board governance priorities.

As described below, three goals have been identified: Racial Equity training; Board Collaboration and Governance; and Board Community Engagement. Specific components accompany each goal to describe the steps needed to complete the goal.

Goal 1: Board Racial Equity Training

This goal involved our Board participating in a racial equity training institute, which invited our Board to deeply engage in the important work of developing our collective racial equity lens.

Beginning in early 2019, after the approval of the 2019 Board Goals, the Executive Committee worked with Department of Racial Equity Advancement to develop the priorities, methodology, and timing of the training. After careful consideration and a strong commitment to a year-long racial equity institute, we planned for racial equity trainings at each of our 2019 Board Retreats.

The conversations we had around developing our racial equity analysis were incredibly fruitful—Directors learned a great deal about the historical roots of race and oppression, both institutional and structural racism, and the intersection of race and public education. We take great responsibility in holding the knowledge close to our hearts and minds as we navigate complex subjects that will impact our students and community today and into the future.

At one of our Board Retreats, in which we spent the whole day in a racial equity training, a student observer noted at the closing of our meeting, "I don't always know what the Board does. And as a student of color, I don't often feel a sense of hope in my school or our District but witnessing our Board participate in this racial equity training and really dive into the work brought me hope for the first time in a long time."

This goal is completed.

Goal 2: Board Collaboration & Governance

This goal involved the Executive Committee, the Superintendent and the appropriate staff engaging in important discussions about the role of the Board, its officers, committees, and developing our collaboration framework in order to foster stronger internal alignment, better communications, and— ultimately—more trust and respect among, between and with Directors and SPS.

It is important to note that a common feeling that surfaced was around trust. In our District, trust has been a component to our ability to move forward alignment with each other on key issues that come before the Board and the District.

The three steps of planning for discussion, the process for review, and the work to identify steps needed to make improvements to Board Series 1000 policies while it produced multiple meaningful discussions and collaboration between the Board and the Superintendent, we did not come to a conclusion as to the final wording and language. It is important to note that this goal required us to ultimately work toward developing policy or practices updates—which we have done—we are still in the final stages of bringing this forward to the full Board for review and approval.

As per our approved Board goal, however, this goal is completed.

Goal 3: Board Community Engagement

This goal involved the Board identifying two work sessions to be held off-site during the 2019 calendar year.

Many Board Directors, particularly after the 2017 election cycle, heard the community's call to make our meetings more accessible to our students, families, and community. It was an important opportunity to identify creative ways for the Board to bring our meetings out of the John Stanford Center. While there are certain limitations, both structural and administrative that make this goal difficult without proper planning, including need for a sound system and identifying a school that doesn't already have events scheduled, for example.

The Board was grateful to have hosted its first off-site work session at Garfield High School in Seattle Public Schools District 5, specifically focusing on Budget and BEX 5. The space identified had its limitations and challenges but it provided us the chance to do something unique to engage our community differently, especially on a topic such as the budget. Most importantly, folks commented that because of the accessibility and moving the meeting into community they could prioritize attending.

Since our goal is to hold two off-site work sessions in the 2019 calendar year, this goal is in progress with a completion date of December 2019 when we hold our second work session off-site at Lincoln High School.

District Annual Operations Data Dashboard

2018-2019

www.seattleschools.org | Work Session | November 13, 2019

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.

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Current State

The previous District strategic plan ran from 2013 – 2019. The current Operations Data Dashboard was designed five years ago and reflects past work. The current dashboard has four different goals, and thirty-one different data indicators, or performance measures, within those goals. This is the last year this dashboard will be used. A new dashboard aligned to the new 2019-24 District Strategic Plan will be developed in 2019-20.

Current Dashboard's Goals

Goal 1: High Performing Staff.

Goal 2: Community Support.

Goal 3: Fiscal Integrity.

Goal 4: Efficient Processes.

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GOAL 1: High Performing Staff

#	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017-2018 Actual	2018-2019 Actual	Business Owner
1	Percent of school leaders returning to their schools	72%	76%	75%	82%	78.00%	85.00%	Clover Codd
2	Percent of Principals' evaluations completed on time	93.0%	99.5%	100%	98% (z)	98.00%	99.00%	Clover Codd
3	Principal leadership metric (a) (b)	N/A	62.8%	62.3%	68.0%	64.90%	65.20%	Wyeth Jessee
4	Five year retention rate of teachers	70%	63%	67%	73%	62.00%	68.50%	Clover Codd
5	Percent of Teachers' evaluations completed on time (aa)	95%	97%	100%	99.6%	95.00%	96%/98%	Clover Codd
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%	62.0%	62.20%	63.00%	Diane DeBacker
7	Percent of lost instructional days due to teacher absences (d)	7.0%	3.4%	9.0%	7.0%	6.00%	5.90%	Clover Codd
8	Annual retention rate for central office employees	88%	76%	84%	82%	78.00%	83.60%	Clover Codd
9	Percent of Central Office evaluations completed on time	72%	94% (v)	99.9%	99.7%	71.00%	86.00%	Clover Codd

GOAL 2: Community Support

#	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017-2018 Actual	2018-2019 Actual	Business Owner
10	Percent of positive responses "The school is preparing my child well for the future" (f) (g)	73.9%	72.3%	80.9%	81.0%	79.50%	79.00%	Diane DeBacker
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%	74.3%	73.00%	73.00%	Diane DeBacker
12	Positive family responses to family engagement survey (g)	71.8%	68.6%	72.0%	73.4%	72.80%	72.40%	Carri Campbell
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)	WIP	100.00%	#N/A	Keisha Scarlett
14	The district central office is responsive to the input and concerns of families (g) (k) (ab)	27.9%	26.0%	21.5%	28.2%	28.70%	28.90%	Carri Campbell
15	Percent of students responding that they feel safe in a school (g)	75.9%	76.0%	70.8% (n)	69.4%	67.20%	66.60%	Wyeth Jessee

GOAL 3: Fiscal Integrity

#	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017-2018 Actual	2018-2019 Actual	Business Owner
16	Percent of budget spent on instruction (s)	77.2% (y)	78.0%	78.8%	77.3%	77.10%	WIP	JoLynn Berge
17	Percent of Fund Balance - General Fund (t)	4.1%	4.3%	4.1%	3.0%	3.80%	WIP	JoLynn Berge
18	Central Office administration as a percent of total expenditures (d) (u)	5.8%	6.4%	6.2%	6.2%	6.20%	WIP	JoLynn Berge
19	Percent of Prior Years' Audit issues resolved	81.0%	62.5%	68.9%	72.0%	67.00%	WIP	JoLynn Berge
20	Audit findings resolved as determined by subsequent audits (w) (x)	86.0%	73.0%	78.3%	91.3%	92.00%	WIP	JoLynn Berge
21	Strategic sourcing as a percent of total spend	17.0%	21.6%	25.7%	17.1%	19.00%	WIP	JoLynn Berge
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	AA/Aaa	AA/Aaa	WIP	JoLynn Berge
23	OSPI Financial Indicator Index - Below 1.5 is "Financial Warning"	3.25	3.25	TBD by OSPI in Mar 2017	3.40	3.35%	WIP	JoLynn Berge

GOAL 4: Efficient Processes

#	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017-2018 Actual	2018-2019 Actual	Business Owner
24	Percent of Teacher vacancy on 1st day of school (d) (l)	3.1% (90 p)	2.4% (77 p)	3% (94 p)	2.2% (80 p)	1.6 (60 p)	0.8% (30 p)	Clover Codd
25	Percent of schools with comprehensive safety inspection completed (m)	100.0%	100.0%	100.0%	100.00%	100.00%	97.00%	Fred Podesta
26	Percent of emergency facility work orders completed on time	99.0%	99.9%	99.97%	99.90%	100.00%	100.00%	Fred Podesta
27	Percent of high priority facility work orders completed on time	80.0%	84.6%	89.54%	89.00%	92.70%	93.00%	Fred Podesta
28	Percent of capitasl projects on schedule and on budget	88.2%	81.0%	94%	87.50%	100.00%	90% on schedule, 100% on budget	Fred Podesta
29	Percent of students enrolled prior to first day of school	96.3%	98.8%	99.97%	99.21%	99.30%	99.30%	Concie Pedroza
30	Accuracy of District enrollment projection	99.65%	99.30%	98.58%	99.99%	98.20%	98.60%	Concie Pedroza

GOAL 4: Efficient Processes Continued

#	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017-2018 Actual	2018-2019 Actual	Business Owner
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%	Breakfast 11.5% Free: 30.3%, Reduced: 22.2%, Paid: 2.7%	Breakfast 11.4% Free: 29.9%, Reduced: 24.1%, Paid: 3.1%	Breakfast 10.7% Free: 29.2% Reduced: 22.9%, Paid: 2.9%	Fred Podesta
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%	Lunch 30.8% Free: 60.4%, Reduced: 56.1%, Paid: 13.6%	Lunch 27.4% Free: 56.6%%, Reduced: 55.2%, Paid: 13.7%	Lunch 26.6% Free: 56.1%, Reduced: 51.7%, Paid: 13.6%	Fred Podesta
33	Safe driving – Miles driven between accidents (q)	63,430	79,063	82,546	82,746	60,139	43,450	Fred Podesta
34	Technology Help Desk first contact resolution rate	73.9%	76.0%	79.0%	77.8%	76.00%	73.00%	JoLynn Berge
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%	District: 73% ES: 76%; MS: 70%; HS: 62%	District: 68% ES: 69%; MS: 58%; HS: 67%	District: 72% ES: 75%; MS: 67%; HS: 55%	Fred Podesta
36	District Wireless Proliferation (% of schools with full Wi-Fi)	60%	100%	100%	100%	100.00%	100.00%	JoLynn Berge

Footnotes

(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.

(b): This was a new metric when reported for 2014-2015, thus a 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, except vacancies or long-term leaves. Classroom teachers only.

(f): This metric is 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 our annual family climate survey: The district central office is responsive to the input and concerns of families. Percentage shown is percentage of favorable responses (strongly agree + agree). For 2018-19, total responses = 10,576; total positive responses = 3,053 (28.9%); total neutral responses = 5,266 (49.8%); total negative responses = 2,257 (20.3%).

(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 subsequent surveys compared to prior years. 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

(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.

(z): 100% of all evaluations were completed, with 98% of them submitted by the due date.

(aa): 96% of certificated classroom teacher evaluations turned in on time; 98% of non-classroom certificated evaluations turned in on time

Future State

A new Operations Data Dashboard aligned to the new 2019-24 Strategic Plan will be developed by June 2020 so our metrics are consistent with priorities identified in the plan.

for other people
for each other

Thank you!

STRATEGIC PLAN PRIORITIES

- High-Quality Instruction and Learning Experiences
- Predictable and Consistent Operational Systems
- Culturally Responsive Workforce
- Inclusive and Authentic Engagement

Baseline Strategic Plan KPI Report

- **High-Quality Instruction and Learning Experiences**
  - 3rd Grade ELA **
  - 5th & 7th Grade Math
  - On-Track for Graduation
  - College and Career Readiness
  - Safe & Welcome Schools **

** 2019-20 Focus Goals

- **Culturally Responsive Workforce**
  - Culturally Responsive Practices **
  - Educator Diversity

- Appendix – Data Tables

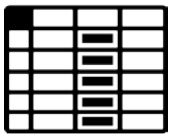**SEATTLE EXCELLENCE**
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Focus

This report focuses on established student key performance indicators identified in the 2019-2024 Strategic Plan. A full **Year 1** report will be available in Fall of 2020. This presentation includes three types of views:

- **Standard views of each established student KPI,** with a targeted focus on our Strategic Plan priority student groups: African American Males and Students of Color Furthest from Educational Justice.*

- **Deeper insights and data exploration,** providing additional context for our standard views (e.g., growth in addition to proficiency)

- **Table views of each established KPI in the *Appendix*,** providing disaggregated results by Student Demographic Group and Program for each available measure and year.

Grounding our Approach

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Targeted Universalism

Black Excellence

Safe & Welcoming Schools

SAFE & WELCOMING SCHOOLS

Targets

Discipline incidents per 100 students							
Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	15.9	14.3	13.7	12.1	10.5	8.9	N/A
Students of Color FFEJ	6.8	6.1	5.4	4.7	4	3.3	N/A

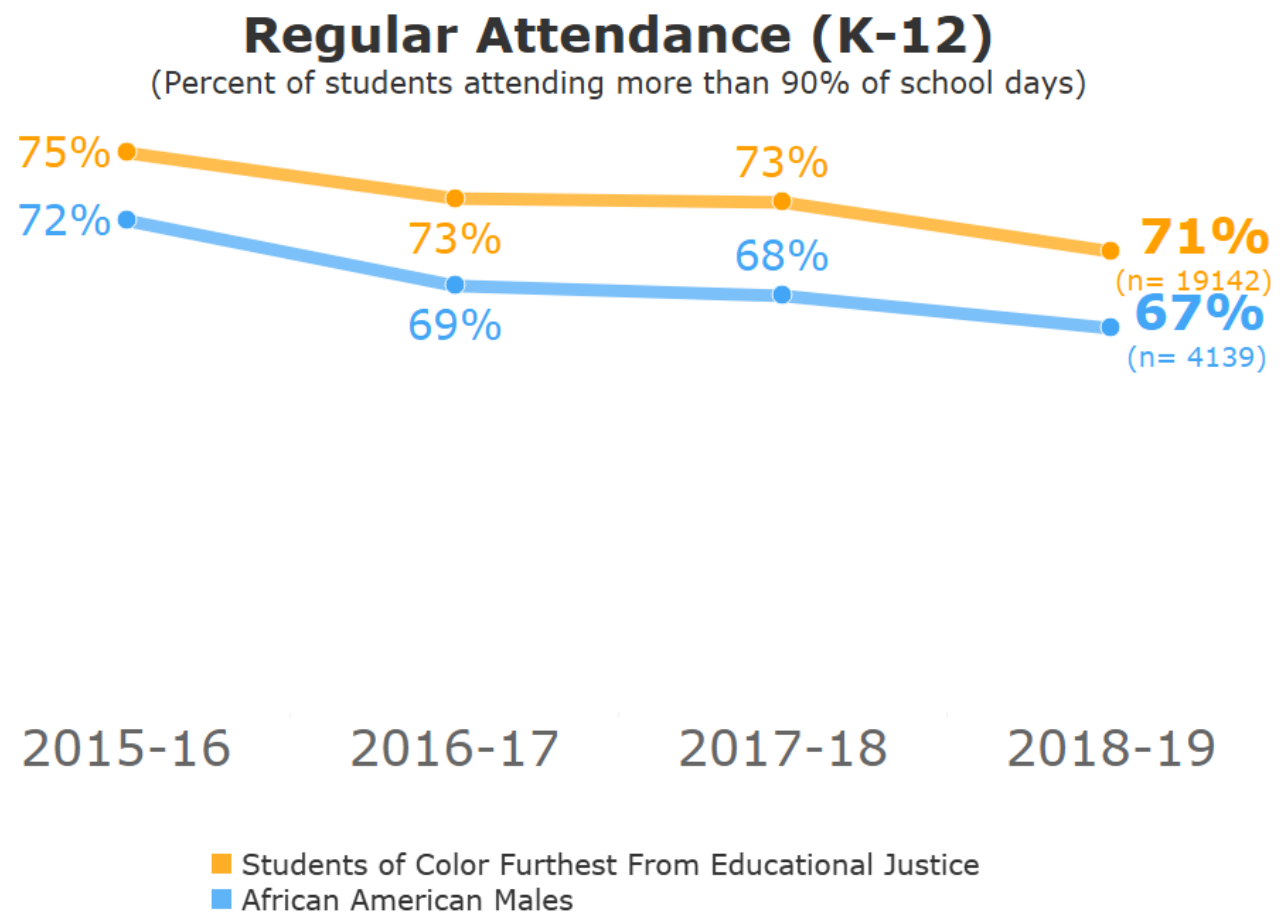| Regular Attendance							
Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	66.9%	68%	72%	74%	77%	80%	N/A
Students of Color FFEJ	68.8%	71%	74%	76%	78%	82%	N/A

Regular Attendance

Creating safe and welcoming school environments provides the conditions necessary for students to be engaged in learning, leading to strong attendance and positive behavior.

Regular Attendance (K-12)
(Percent of students attending more than 90% of school days)

75%
72%
73%
69%
73%
68%
71%
(n= 19142)
67%
(n= 4139)

2015-16   2016-17   2017-18   2018-19

■ Students of Color Furthest From Educational Justice
■ African American Males

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

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Discipline Incidents

Creating safe and welcoming school environments provides the conditions necessary for students to be engaged in learning, leading to strong attendance and positive behavior.

Incidents per 100 Students (K-12)
(State-reportable exclusionary discipline incidents per 100 students)

| 2015-16 | 2016-17 | 2017-18 | 2018-19 |

African American Males: 22.2, 20.3, 16.6, 15.9 (n= 4340)

Students of Color Furthest From Educational Justice: 9.3, 9.2, 7.5, 6.8 (n= 20011)

■ Students of Color Furthest From Educational Justice
■ African American Males

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
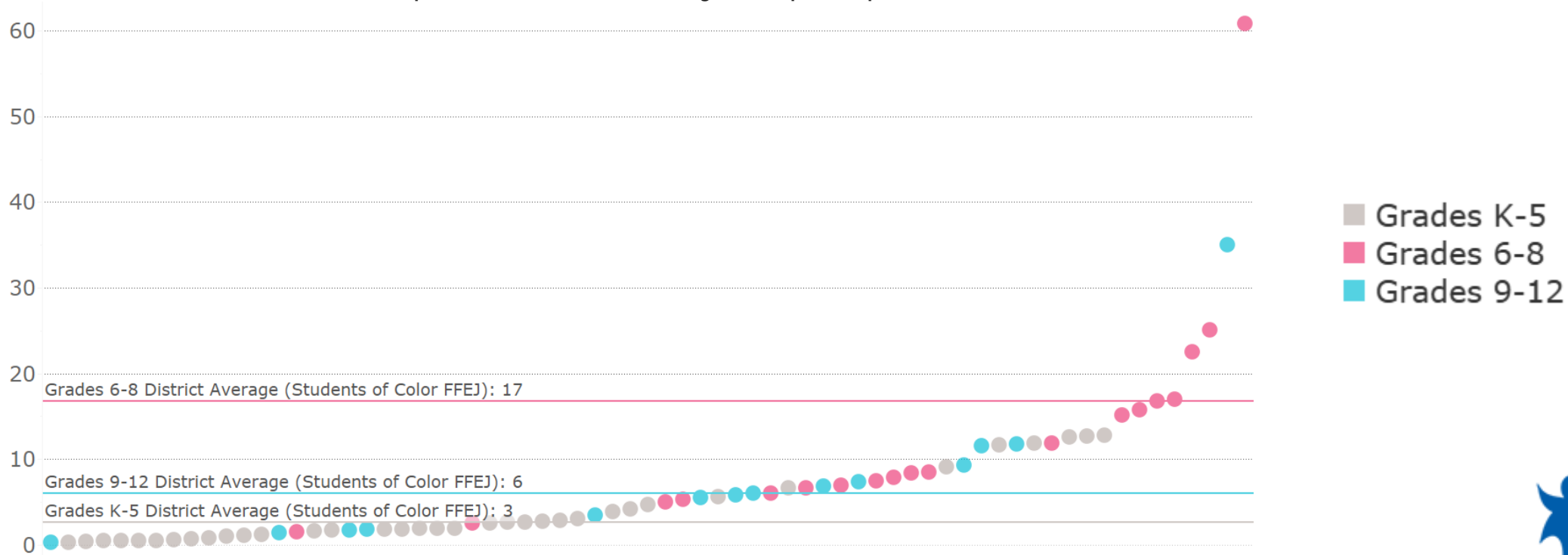
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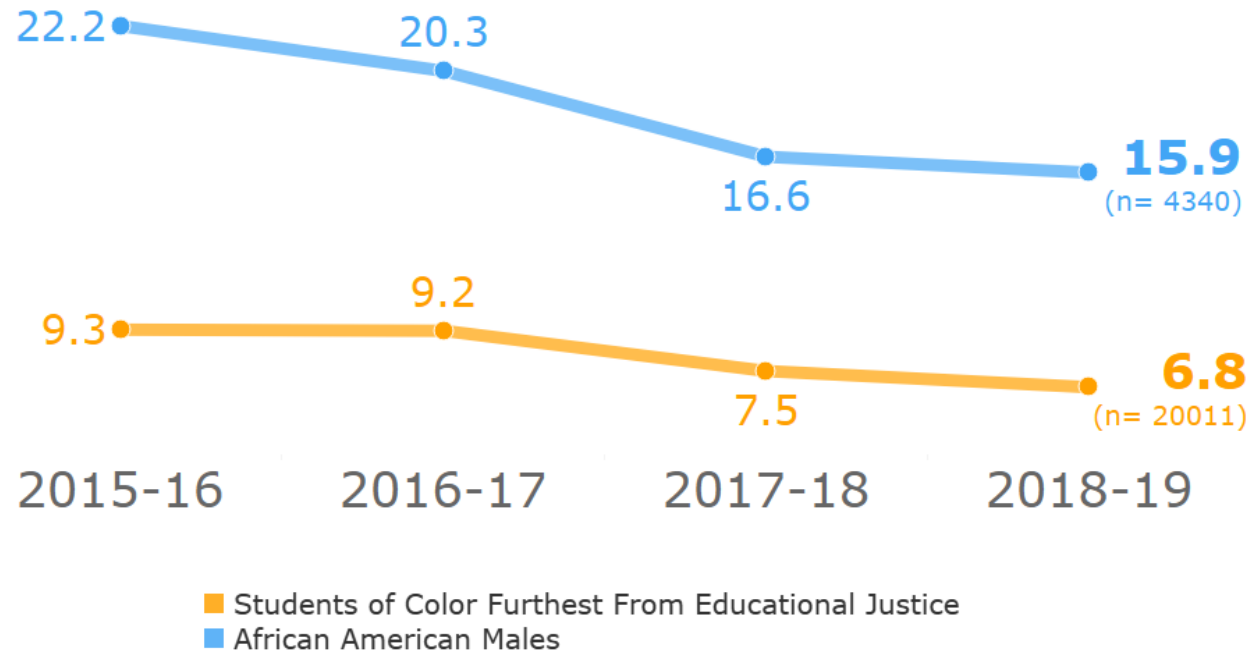
Discipline Incidents by School

State-reportable suspensions spike considerably in middle school, with an average of 17 incidents per 100 students for Students of Color Furthest from Educational Justice.

Incidents per 100 Students by School & Grade level, Students of Color FFEJ*
(State-reportable exclusionary discipline per 100 students)

Grades K-5
Grades 6-8
Grades 9-12

Grades 6-8 District Average (Students of Color FFEJ): 17

Grades 9-12 District Average (Students of Color FFEJ): 6

Grades K-5 District Average (Students of Color FFEJ): 3

Schools
(26 Schools with 0 Incidents not pictured)

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
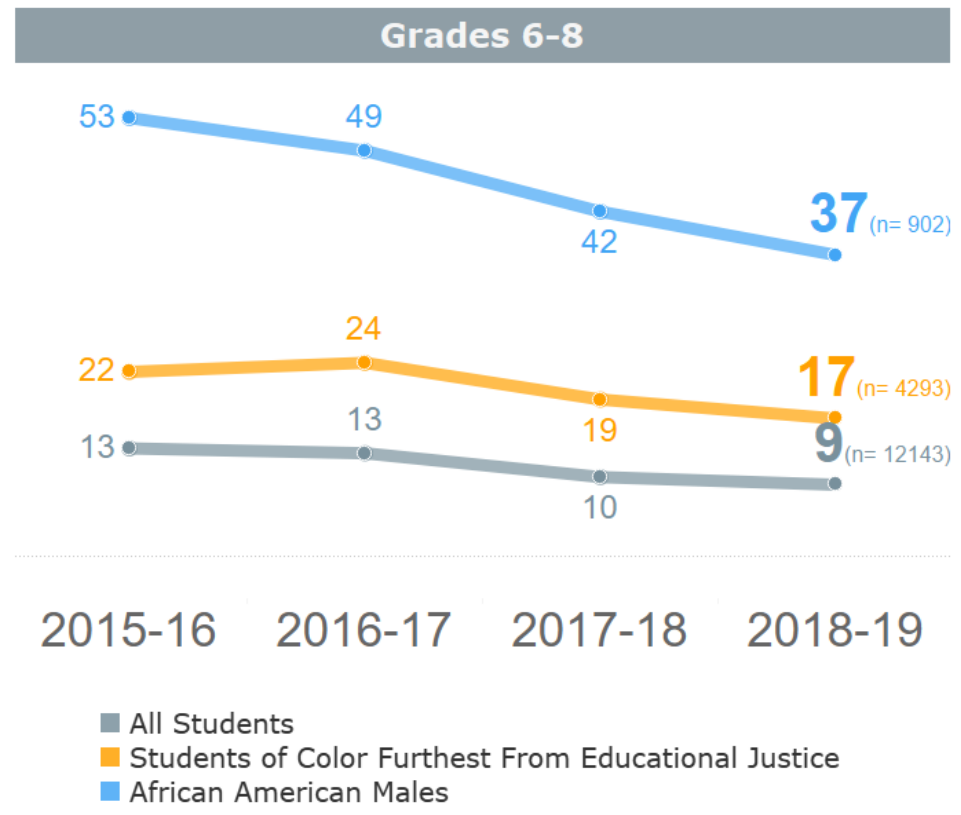
Discipline Incidents: Grades 6-8

While the number of incidents for African American males has decreased by more than 30% over the past three years in middle school, the incidents per 100 students (37) remains more than four times the district average (9).

Incidents per 100 Students, Grades 6-8
(Exclusionary discipline, includes all state-reportable suspensions)

Grades 6-8

	2015-16	2016-17	2017-18	2018-19
African American Males	53	49	42	37 (n= 902)
Students of Color Furthest From Educational Justice	22	24	19	17 (n= 4293)
All Students	13	13	10	9 (n= 12143)

Legend:
- All Students
- Students of Color Furthest From Educational Justice
- African American Males

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3rd Grade Reading

Targets

| Proficiency Rates on the Smarter Balanced Assessments (SBA)							
Focus Groups (if applicable)	Baseline 2018-19	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Anchor Goal
African American Males	28%	33%	40%	48%	58%	70%	100%
Students of Color FFEJ	39%	42%	46%	52%	60%	70%	100%

3rd Grade ELA Proficiency

Meeting early literacy benchmarks by the end of 3rd grade is predictive of high school graduation and life success. Students who aren't proficient readers by 3rd grade are four times more likely to leave school without a diploma.**

In grades PK-3, students are *learning to read* – they become familiar with the value of reading and practice foundational literacy skills such as phonemic awareness, vocabulary, and fluency.

By 4th grade, students are *reading to learn*, where they apply their early literacy skills to more technical and specialized texts, both in ELA and other content areas
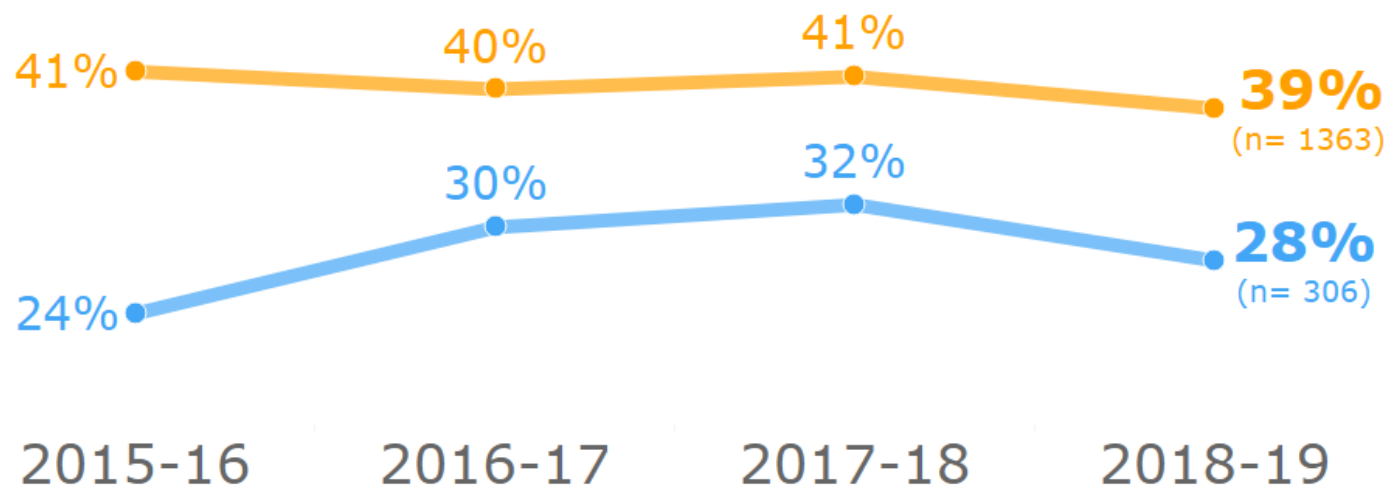
*** Early Warning! Why Reading by the End of Third Grade Matters - Annie E. Casey Foundation (2010)*

3rd Grade English Language Arts
(Percent Meeting Standard on Smarter Balanced Assessment)

41% 40% 41% **39%** (n= 1363)

24% 30% 32% **28%** (n= 306)

2015-16   2016-17   2017-18   2018-19

■ Students of Color Furthest From Educational Justice
■ African American Males

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Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
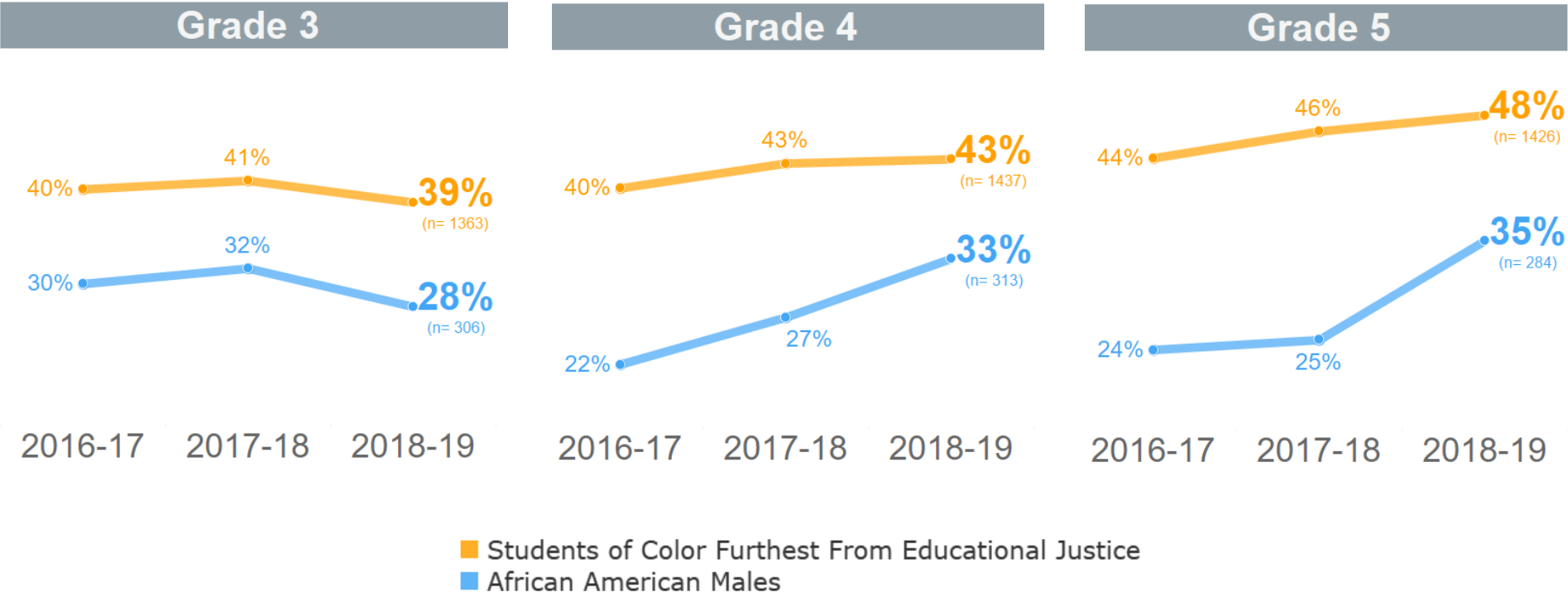
3rd – 5th Grade ELA: Proficiency

While 3rd Grade ELA scores did not improve last year, 4th and 5th grade ELA Smarter Balanced results increased overall, with a **6 point increase** for 4th grade African American Males and a **10-point increase** for 5th Grade African American Males.

3rd – 5th Grade English Language Arts
(Percent Meeting Standard on Smarter Balanced Assessment)

Grade 3

	2016-17	2017-18	2018-19
Students of Color Furthest From Educational Justice	40%	41%	**39%** (n= 1363)
African American Males	30%	32%	**28%** (n= 306)

Grade 4

	2016-17	2017-18	2018-19
Students of Color Furthest From Educational Justice	40%	43%	**43%** (n= 1437)
African American Males	22%	27%	**33%** (n= 313)

Grade 5

	2016-17	2017-18	2018-19
Students of Color Furthest From Educational Justice	44%	46%	**48%** (n= 1426)
African American Males	24%	25%	**35%** (n= 284)

■ Students of Color Furthest From Educational Justice
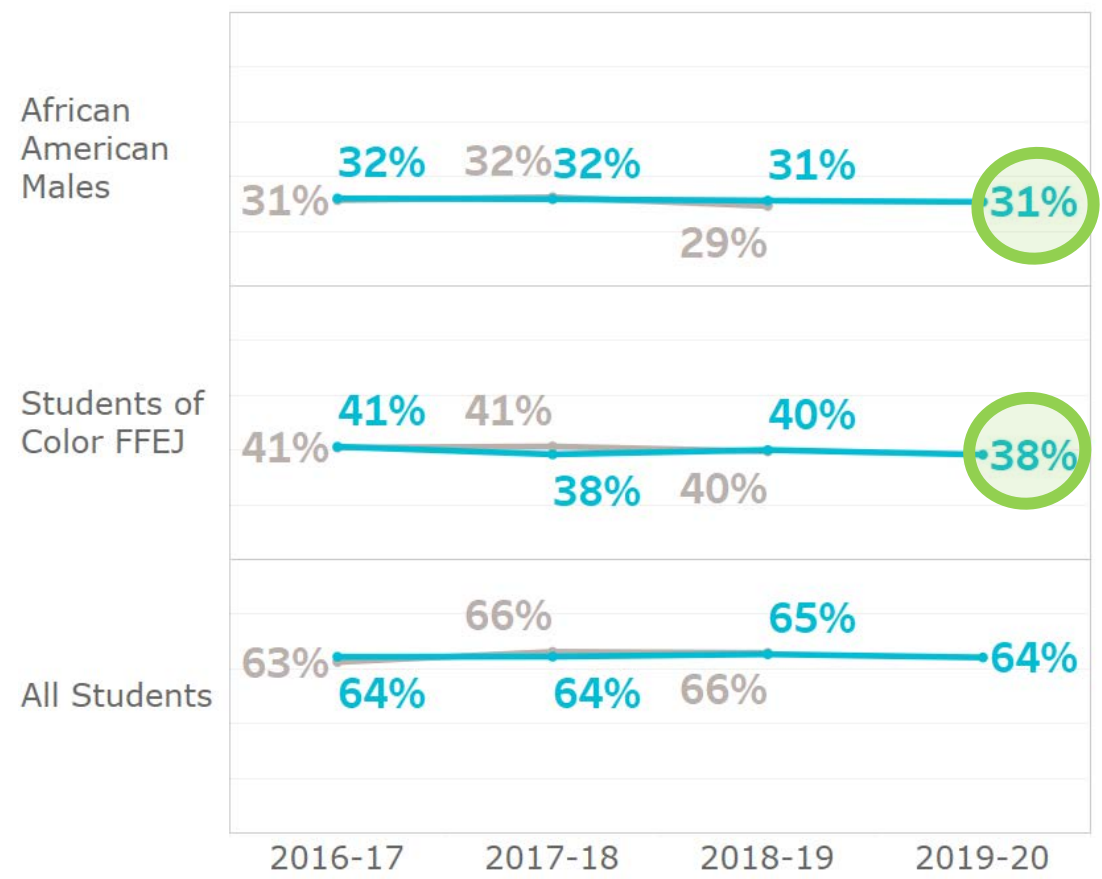■ African American Males

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Predicting 3rd Grade SBA Proficiency

Second Grade Spring MAP Reading scores have reliably predicted 3rd Grade Smarter Balanced ELA proficiency rates within 1 to 2 points for the past three years for Seattle Public Schools.

Looking ahead to 2019-20, 2nd Grade Spring MAP Reading scores for 3rd Grade students enrolled as of 10/1/2019 are the same as or slightly lower than last year's cohort, underscoring the importance of making literacy gains in 3rd grade as well as in K-2.

Predicted 3rd Grade ELA Proficiency Rates
(Using Spring 2nd Grade MAP Reading scores, 3rd Grade Students enrolled as of October 1)

Legend:
- Actual Proficiency (3rd Grade SBA)
- Predicted (2nd Grade Spring MAP)

African American Males
- 31%, 32%, 32%, 32%, 31%, 31%
- 29%

Students of Color FFEJ
- 41%, 41%, 41%, 40%, 38%
- 38%, 40%

All Students
- 63%, 66%, 65%, 64%
- 64%, 64%, 66%

2016-17 2017-18 2018-19 2019-20

Note: Predicted 3rd Grade Proficiency rates are based on the percentage of students with 2nd Grade Spring MAP Reading scores *at or above the 53rd Percentile*. Based on analysis of historical SPS data, this cutpoint yields the most accurate prediction of 3rd Grade Proficiency rates (Approximately 81% prediction accuracy with balanced Type 1 and 2 errors). NWEA advises using a higher cutpoint when making **student-level on-track decisions**, to account for measurement error of the assessment.
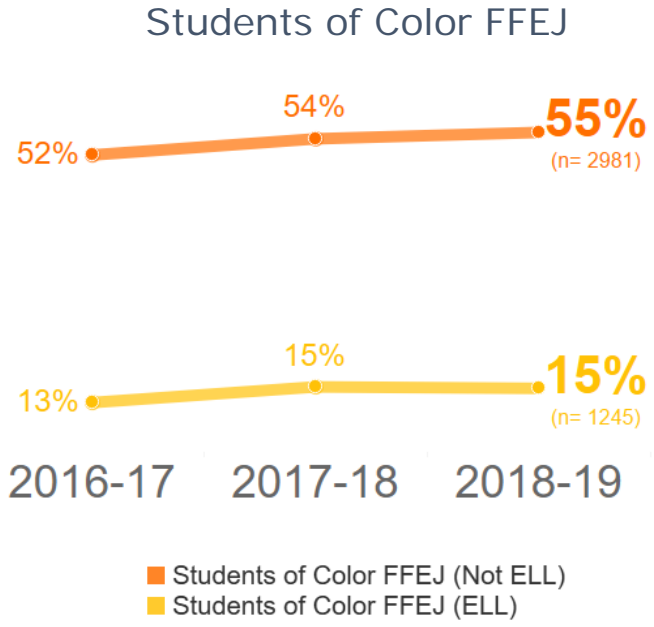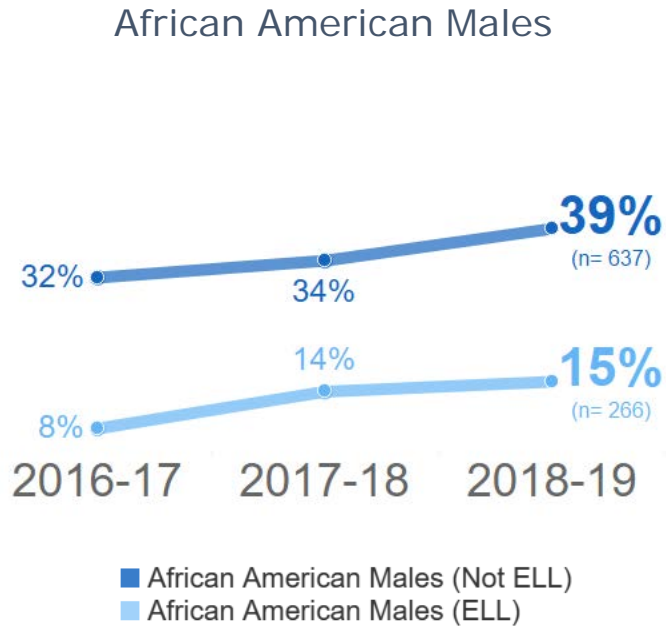
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ELA Proficiency: English Learners

More than a quarter of Grade 3-5 African American Male students and Students of Color Furthest From Educational Justice are English Learners. On average across these grades, 15% of English Learners meet standard on Smarter Balanced.

Smarter Balanced ELA (Percent Meeting Standard, Grades 3-5)

African American Males

- 32% → 34% → **39%** (n= 637) — African American Males (Not ELL)
- 8% → 14% → **15%** (n= 266) — African American Males (ELL)

2016-17   2017-18   2018-19

■ African American Males (Not ELL)
■ African American Males (ELL)

Students of Color FFEJ

- 52% → 54% → **55%** (n= 2981) — Students of Color FFEJ (Not ELL)
- 13% → 15% → **15%** (n= 1245) — Students of Color FFEJ (ELL)

2016-17   2017-18   2018-19

■ Students of Color FFEJ (Not ELL)
■ Students of Color FFEJ (ELL)

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
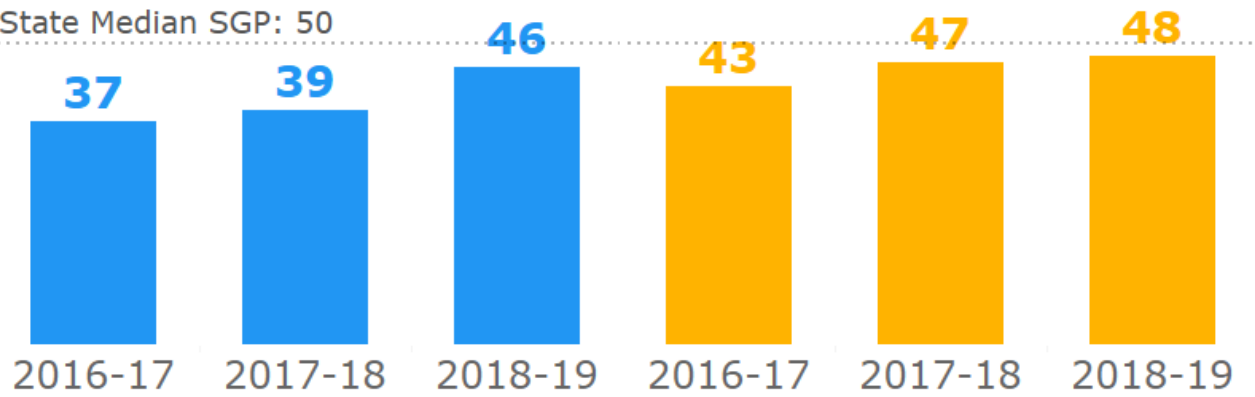
ELA Growth: Grades 4 & 5

Student growth in 4th and 5th Grades has improved over the past three years, with the median Student Growth Percentile for African American Males and Students of Color Furthest from Educational Justice nearing the state average of 50 in 2018-19.

English Language Arts Growth, Grades 4 & 5
(Median Student Growth Percentile)

African American Males			Students of Color Furthest from Educational Justice		
37	39	46	43	47	48
2016-17	2017-18	2018-19	2016-17	2017-18	2018-19

State Median SGP: 50

What is a Student Growth Percentile?

The Student Growth Percentile (SGP) represents a student's growth relative to the growth of other students who had similar scores in prior years. Each tested student receives an SGP from 1 to 99. A 50 means that the student scored higher than 50 percent of students in the state with similar scores in previous years.

The **Median SGP** represented here is a common way to represent the typical SGP for a group of students. If a group of students had a Median SGP of 40, it would mean half of the students had an SGP below 40 and half above 40.
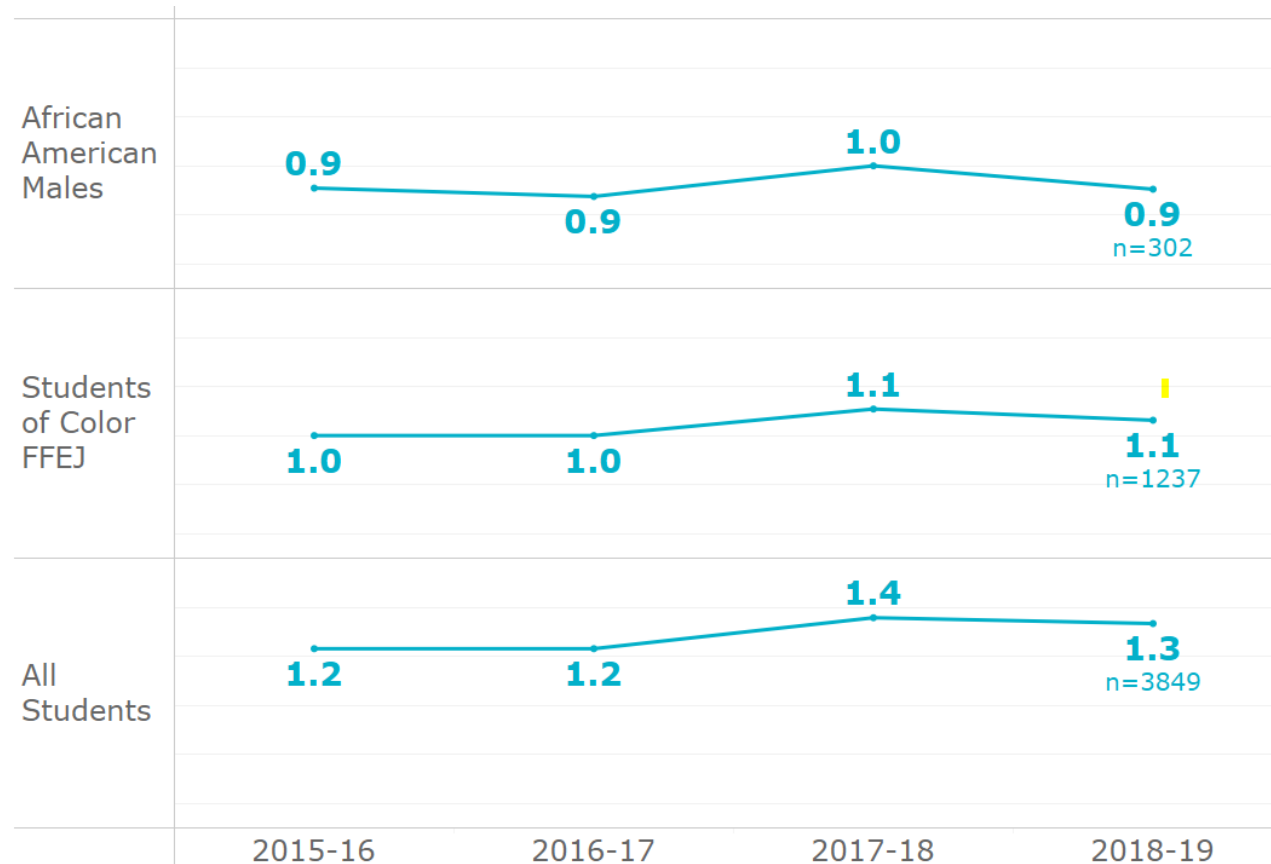
Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

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ELA Growth: Grade 2

Early Elementary Growth (Growth in MAP from 1st to 2nd Grade)

Median MAP Growth Ratio, 2019 Grade 2 Spring Reading

1.0 = 100% of expected (typical) growth (on average)

We do not see similar ELA growth gains for 2nd grade students based on Spring MAP reading scores. Here, a 1.0 ratio represents expected MAP growth in 2nd grade. In 2018-19, African American males and Students of color achieved **(on average) similar amounts of growth as in previous years, with African American males (0.9) slightly below expected growth and Students of Color Furthest from Educational Justice slightly above (1.1).**

5th & 7th Grade Math

5th Grade Math Proficiency

Meeting grade level benchmarks in Math by 5th grade and 7th grade are predictive of on-time graduation and taking advanced math in high school, which can expand access to college bound pathways and career opportunities.

5th Grade Math SBA
(Percent Meeting Standard on Smarter Balanced Assessment)

	2015-16	2016-17	2017-18	2018-19
Students of Color Furthest From Educational Justice	37%	36%	35%	36% (n= 1427)
African American Males	28%	25%	20%	27% (n= 284)

■ Students of Color Furthest From Educational Justice
■ African American Males

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

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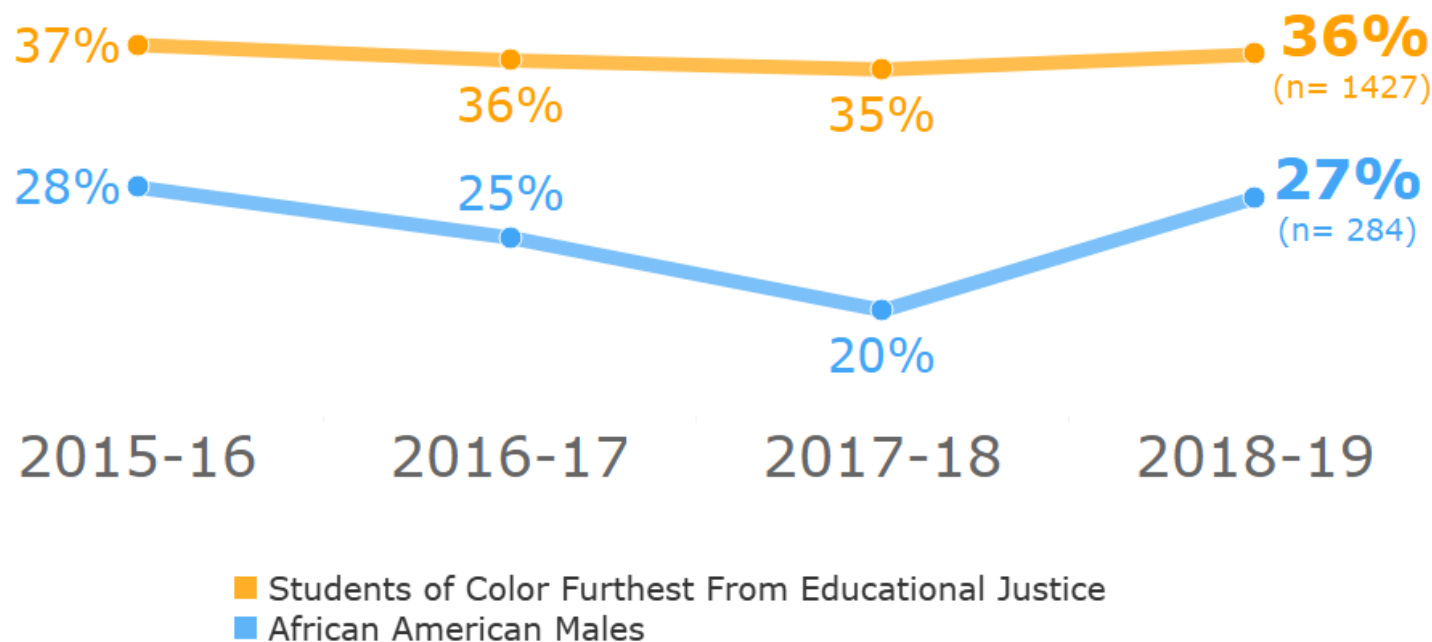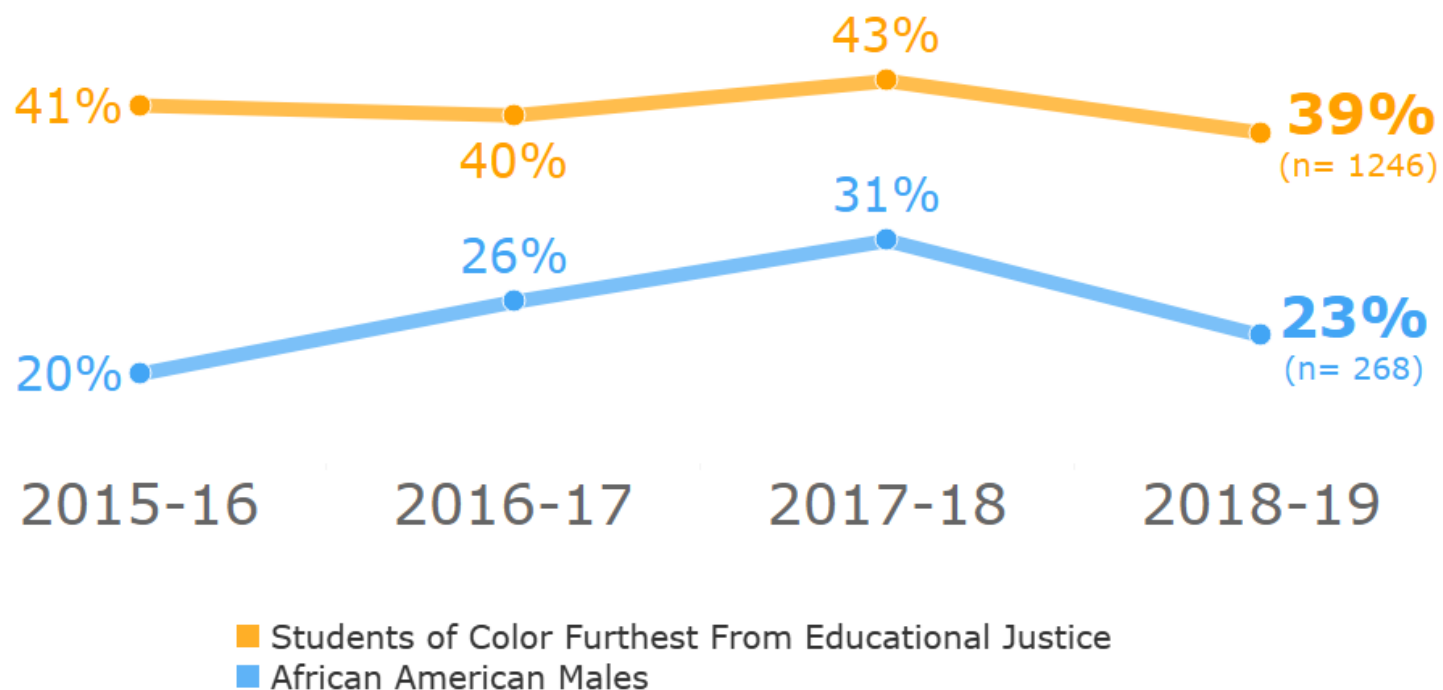
7th Grade Math Proficiency

Meeting grade level benchmarks in Math by 5th grade and 7th grade are predictive of on-time graduation and taking advanced math in high school, which can expand access to college bound pathways and career opportunities.

7th Grade Math SBA
(Percent Meeting Standard on Smarter Balanced Assessment)

Students of Color Furthest From Educational Justice:
- 2015-16: 41%
- 2016-17: 40%
- 2017-18: 43%
- 2018-19: 39% (n= 1246)

African American Males:
- 2015-16: 20%
- 2016-17: 26%
- 2017-18: 31%
- 2018-19: 23% (n= 268)

■ Students of Color Furthest From Educational Justice
■ African American Males

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
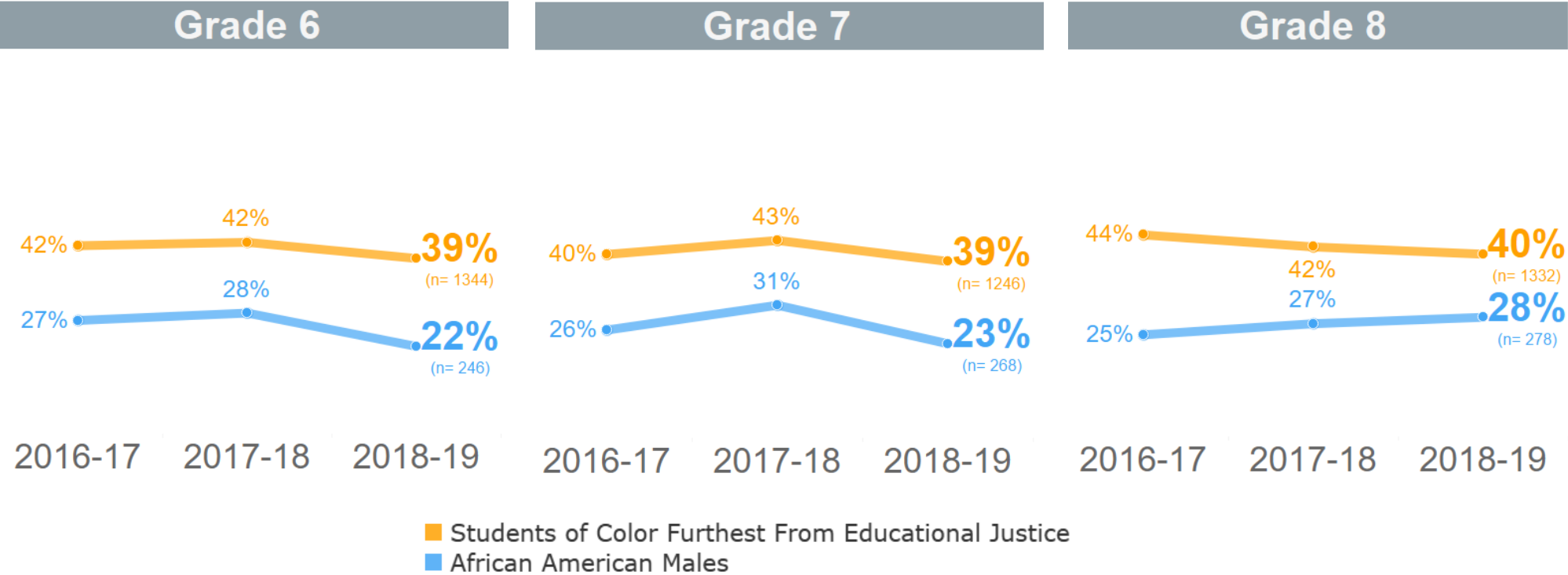
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6 - 8th Grade Math Proficiency

Declines were seen in both 7th Grade and 6th Grade Math proficiency for our focus groups; Changes to 8th Grade proficiency rates were smaller from 2018 to 2019.

6th – 8th Grade Math
(Percent Meeting Standard on Smarter Balanced Assessment)

Grade 6	Grade 7	Grade 8

Grade 6
- Students of Color Furthest From Educational Justice: 42%, 42%, **39%** (n= 1344)
- African American Males: 27%, 28%, **22%** (n= 246)

Grade 7
- Students of Color Furthest From Educational Justice: 40%, 43%, **39%** (n= 1246)
- African American Males: 26%, 31%, **23%** (n= 268)

Grade 8
- Students of Color Furthest From Educational Justice: 44%, 42%, **40%** (n= 1332)
- African American Males: 25%, 27%, **28%** (n= 278)

Years: 2016-17, 2017-18, 2018-19

Legend:
- ■ Students of Color Furthest From Educational Justice
- ■ African American Males

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
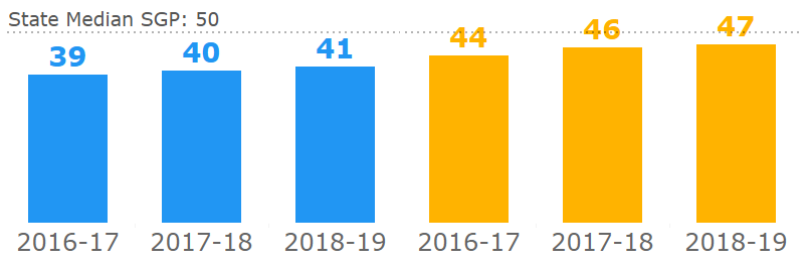
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Math Growth: Grades 3 - 8

Student math growth in middle school continues to exceed the state median Student Growth Percentile of 50 for Students of Color Furthest from Educational Justice. Grades 4-5 math growth has remained near 40 for African American male students.
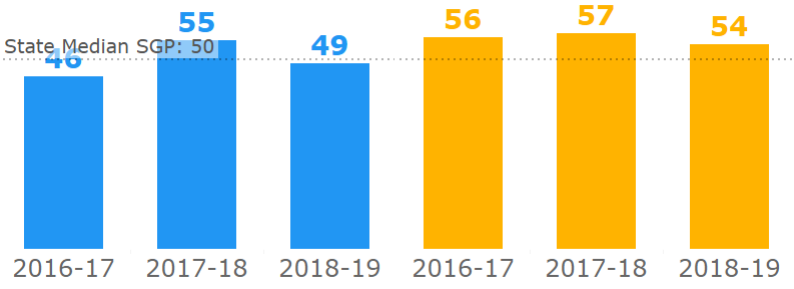
Math Growth
(Median Student Growth Percentile)

African American Males	Students of Color Furthest from Educational Justice

Grades 4 & 5

State Median SGP: 50

- 2016-17: 39
- 2017-18: 40
- 2018-19: 41
- 2016-17: 44
- 2017-18: 46
- 2018-19: 47

Grades 6, 7 & 8

State Median SGP: 50

- 2016-17: 46
- 2017-18: 55
- 2018-19: 49
- 2016-17: 56
- 2017-18: 57
- 2018-19: 54

What is a Student Growth Percentile?

The Student Growth Percentile (SGP) represents a student's growth relative to the growth of other students who had similar scores in prior years. Each tested student receives an SGP from 1 to 99. A 50 means that the student scored higher than 50 percent of students in the state with similar scores in previous years.

The **Median SGP** represented here is a common way to represent the typical SGP for a group of students. If a group of students had a Median SGP of 40, it would mean half of the students had an SGP below 40 and half above 40.

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

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On-Time Graduation

9th Grade Credits

The percentage of 9th grade students earning 6 or more credits to stay on-track for on-time graduation showed no change from 2017-18 to 2018-19. On-track rates for African American male students increased by 5% over the same period.

9th Graders Earning 6+ Credits
(Percent of students earning 6+ credits by the end of 9th Grade)

78% ———————————— 76% (n= 1368)

71% (n= 251)

66% ————————————

2017-18   2018-19

■ Students of Color Furthest From Educational Justice
■ African American Males

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
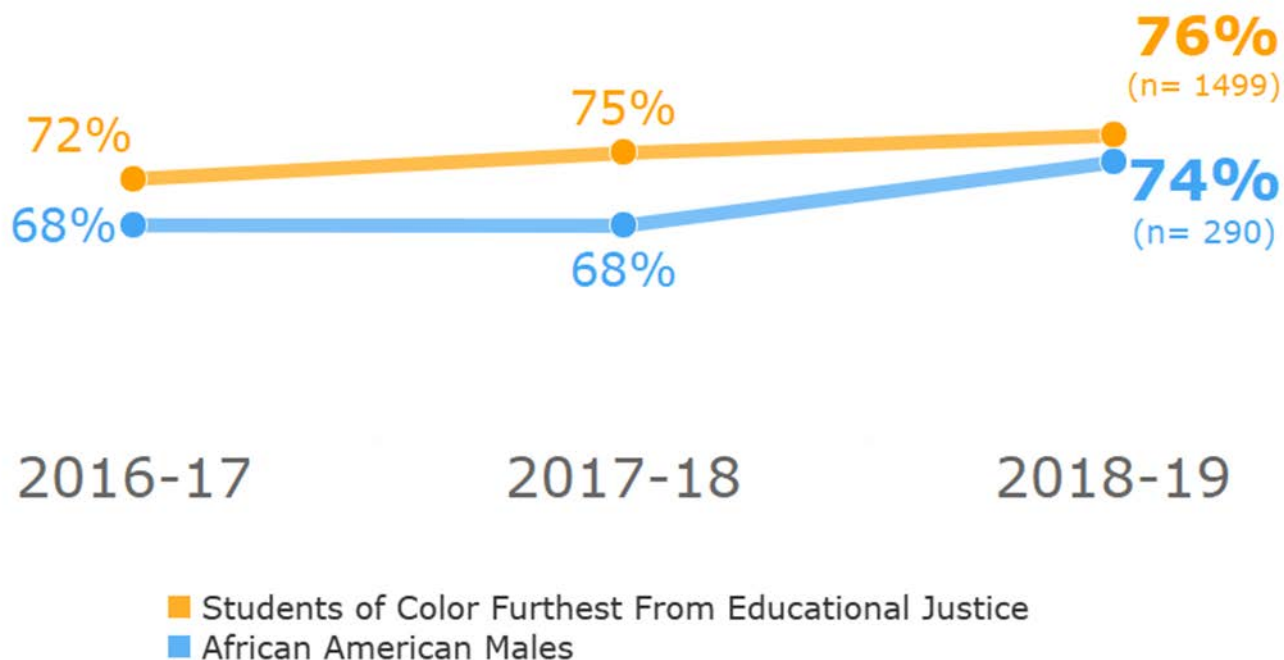
SEATTLE PUBLIC SCHOOLS
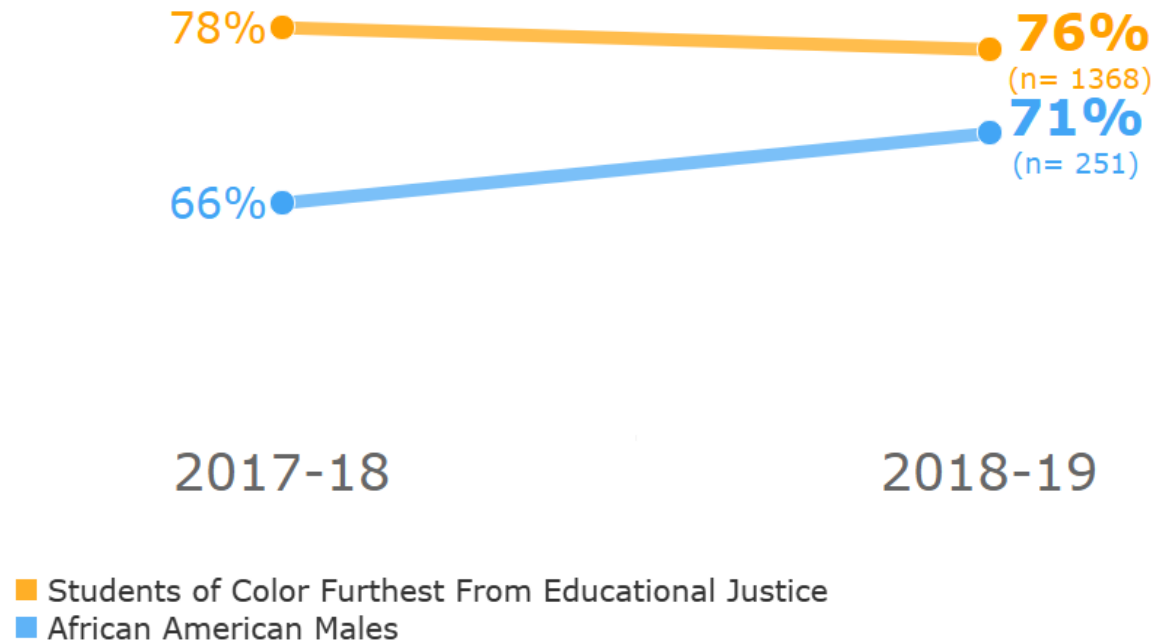
Four-Year Graduation Rate

Ensuring students stay on-track beginning in 9th grade helps to improve on-time graduation rates. 74% of African American male students in the Class of 2019 graduated within four years, an increase of 6% from 2018-19.

Note: Graduation rate data is preliminary data as of October 21, 2019. OSPI plans to finalize data by November 22, 2019.

Four-year Graduation
(Percent of students in cohort graduating in four years or fewer)

72% 75% 76% (n= 1499)

68% 68% 74% (n= 290)

2016-17 2017-18 2018-19

■ Students of Color Furthest From Educational Justice
■ African American Males

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

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College & Career Readiness

College & Career Readiness KPIs

KPI Redevelopment Under the 2019-24 Strategic Plan

- *Seattle Excellence* establishes new measures of student College and Career Readiness. In future years, SPS will report the percentage of graduating students demonstrating readiness via **one or more of the following pathways**:

    - Demonstration of college readiness in **ELA** via a standardized assessment or college-level coursework

    - Demonstration of college readiness in **Mathematics** via a standardized assessment or college-level coursework

    - Demonstration of career readiness via completion of an **Advanced CTE pathway**

SPS is currently establishing baseline targets for each measure and evaluating compatibility with WA House Bill 1599, which establishes new graduation pathways.
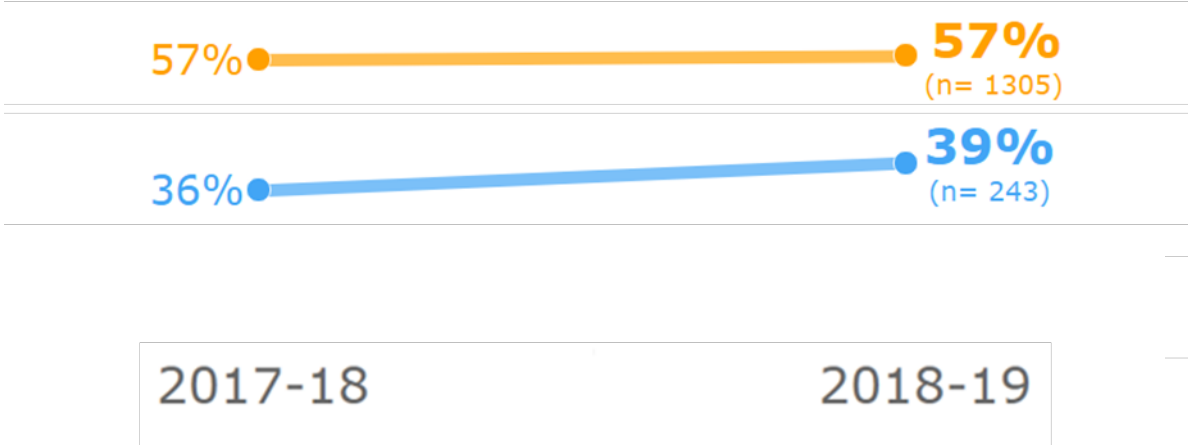
10ᵗʰ Grade Smarter Balanced Assessments

Achieving a Level 3 or higher on the 10ᵗʰ Grade SBA is a marker of college and career readiness. The percentage of African American male students meeting the readiness benchmark **declined by 2%** in Math and **increased by 3%** in English Language Arts (ELA)
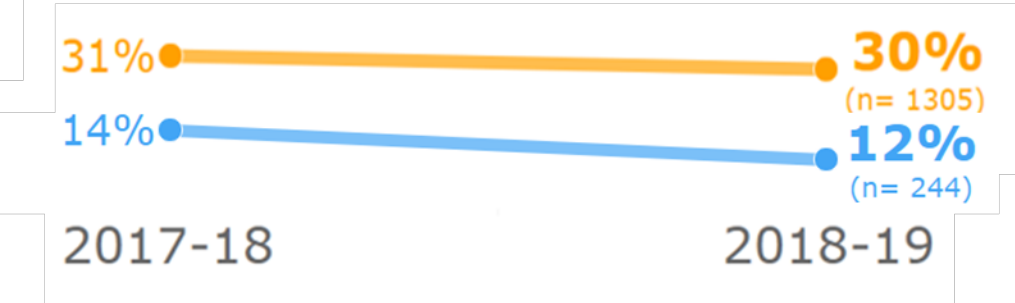

10th Grade English Language Arts
(Percent Meeting Standard on Smarter Balanced Assessment)

57% — 57% (n= 1305)
36% — 39% (n= 243)
2017-18   2018-19

10th Grade Math
(Percent Meeting Standard on Smarter Balanced Assessment)

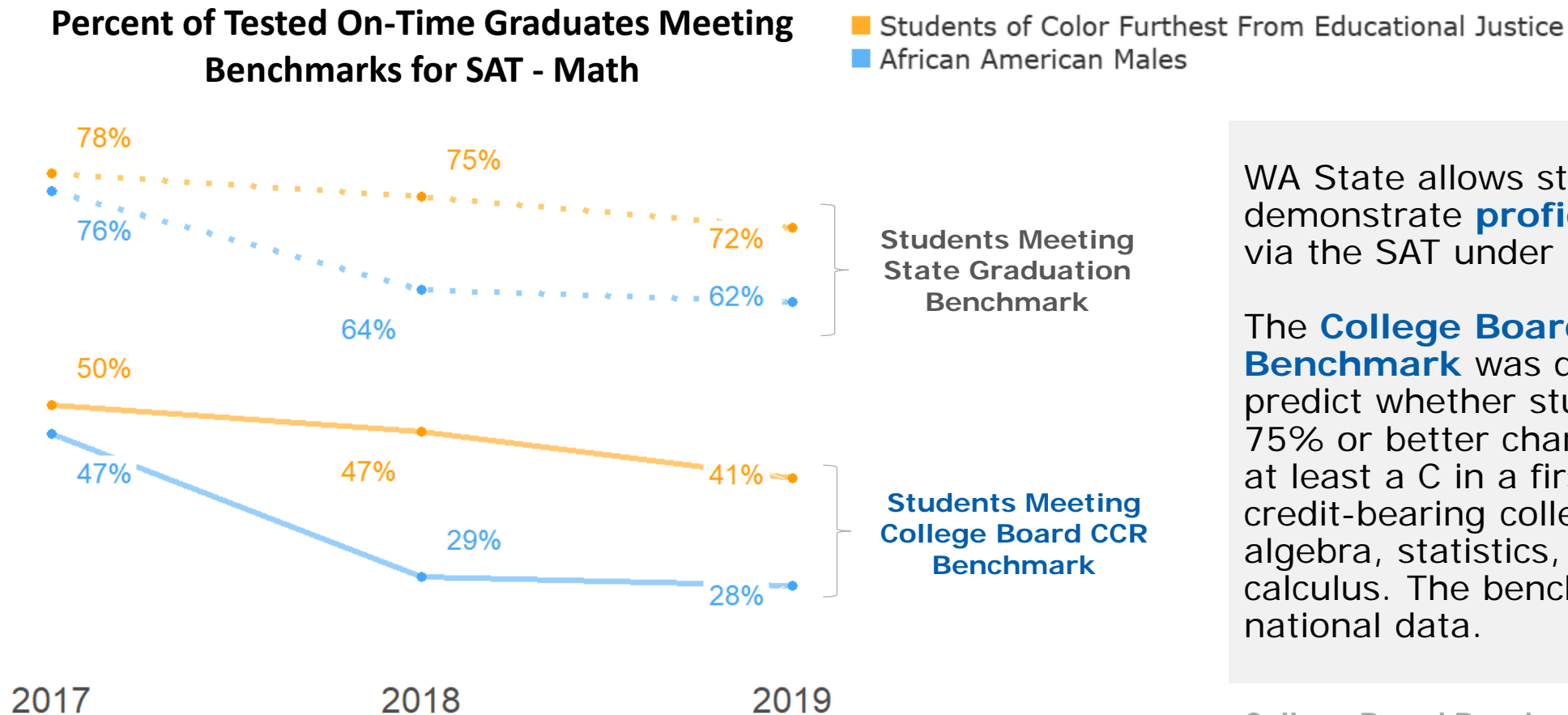31% — 30% (n= 1305)
14% — 12% (n= 244)
2017-18   2018-19

■ Students of Color Furthest From Educational Justice
■ African American Males

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

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SAT Markers of Postsecondary Readiness

The 2019-24 Strategic Plan includes student SAT performance as an indicator of postsecondary readiness. **SAT Math performance** has been used as a state graduation benchmark and as a predictor of success in college.

Percent of Tested On-Time Graduates Meeting Benchmarks for SAT - Math

- Students of Color Furthest From Educational Justice
- African American Males

78%
75%
76%
72%
Students Meeting State Graduation Benchmark
64%
62%

50%
47%
Students Meeting College Board CCR Benchmark
47%
29%
41%
28%

2017   2018   2019

WA State allows students to demonstrate **proficiency in Math** via the SAT under HB 1599.

The **College Board Math Benchmark** was designed to predict whether students have a 75% or better chance of earning at least a C in a first-semester, credit-bearing college course in algebra, statistics, pre-calculus, or calculus. The benchmark draws on national data.

College Board Benchmark: 510 (11th Grade)
State Graduation Benchmark: 430

SAT Markers of Postsecondary Readiness

The 2019-24 Strategic Plan includes student SAT performance as an indicator of postsecondary readiness. **SAT ELA performance** has been used as a state graduation benchmark and as a predictor of success in college.

Percent of Tested On-Time Graduates Meeting Benchmarks for SAT - ELA

■ Students of Color Furthest From Educational Justice
■ African American Males
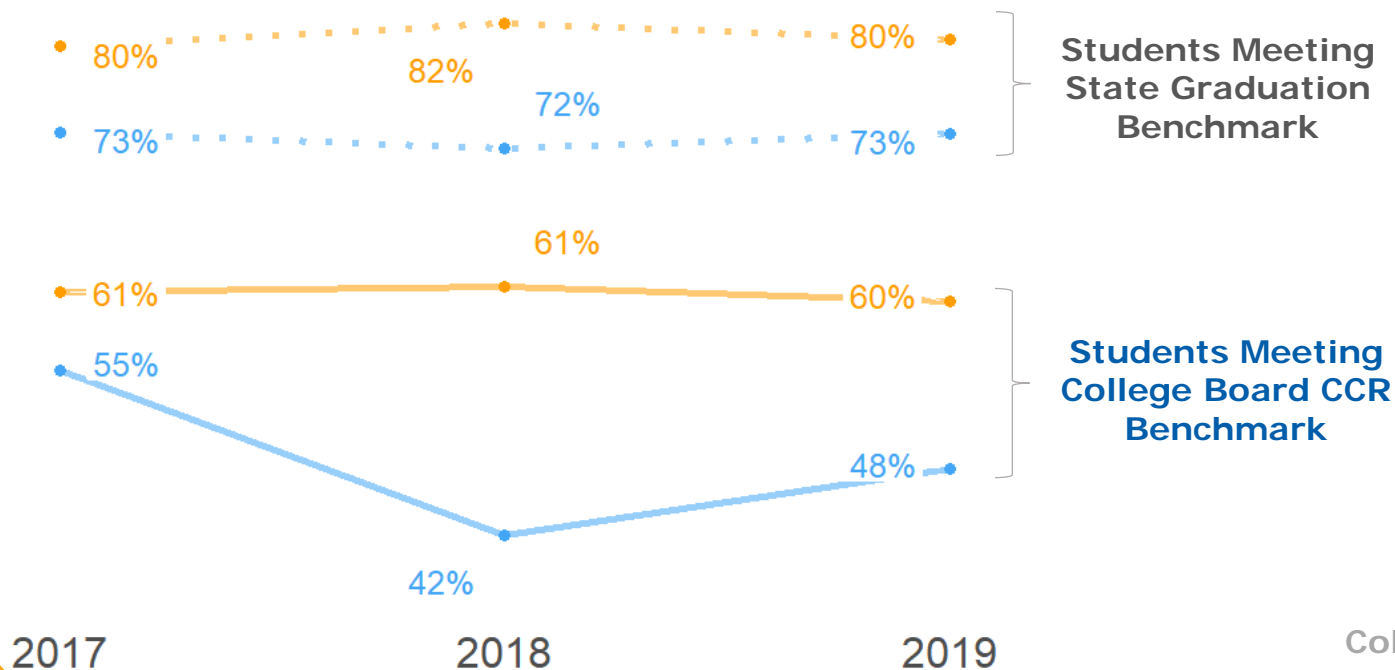
WA State allows students to demonstrate **proficiency in ELA** via the SAT under HB 1599.
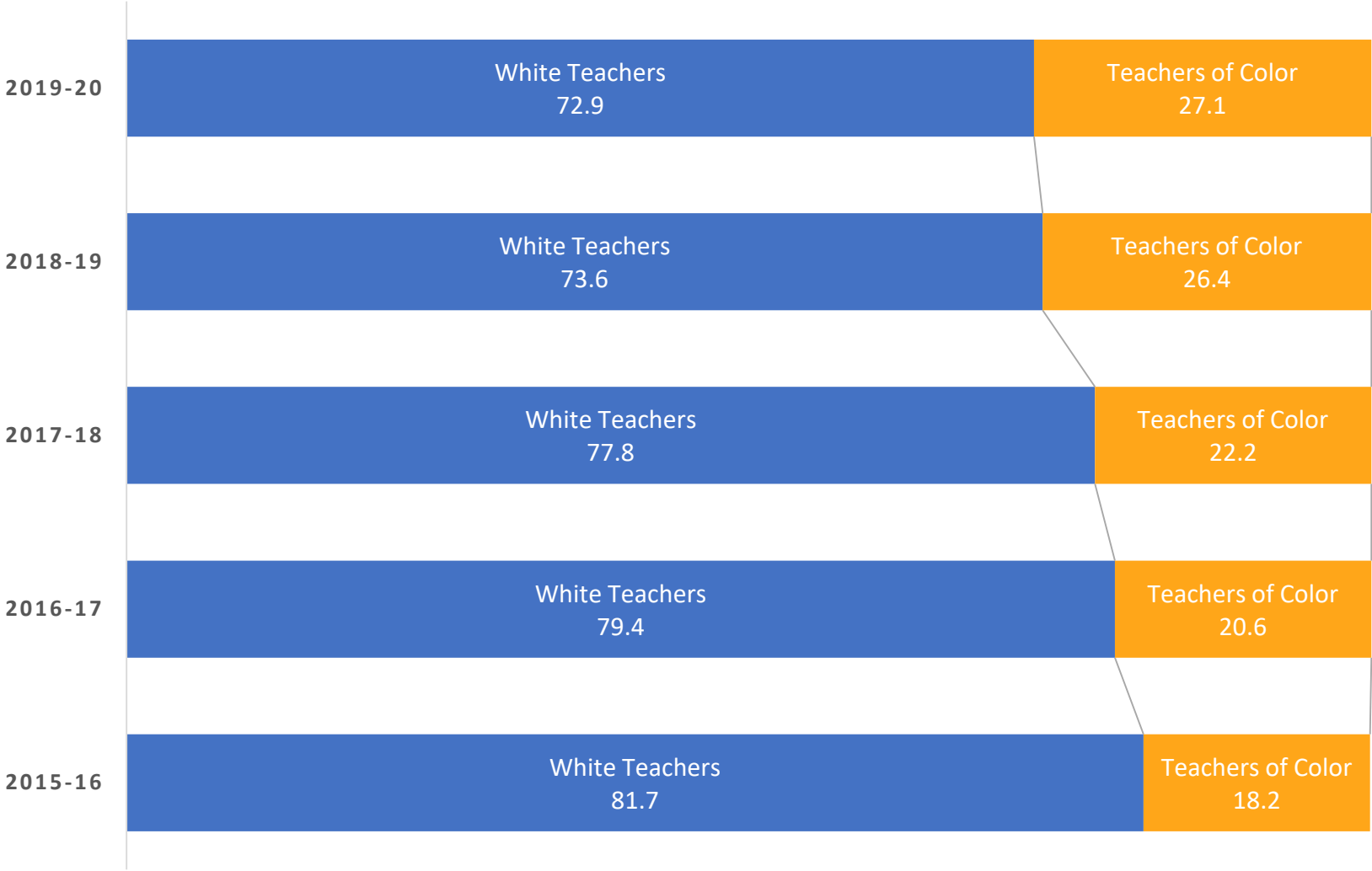
The **College Board Evidence-Based Reading & Writing Benchmark** was designed to predict whether students have a 75% or better chance of earning at least a C in a first-semester, credit-bearing college course in history, literature, social science or writing, drawing on national data.

Students Meeting State Graduation Benchmark

80% — 82% — 80%
73% — 72% — 73%

Students Meeting College Board CCR Benchmark

61% — 61% — 60%
55% — 42% — 48%

2017   2018   2019

College Board CCR Benchmark: 460 (11th Grade EBRW)
State Graduation Benchmark: 410

Culturally Responsive Workforce

New Teacher Recruits Growing in Diversity

2019-20	White Teachers 72.9	Teachers of Color 27.1
2018-19	White Teachers 73.6	Teachers of Color 26.4
2017-18	White Teachers 77.8	Teachers of Color 22.2
2016-17	White Teachers 79.4	Teachers of Color 20.6
2015-16	White Teachers 81.7	Teachers of Color 18.2

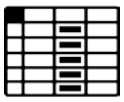# School Leader Hiring More Closely Reflects Student Populations
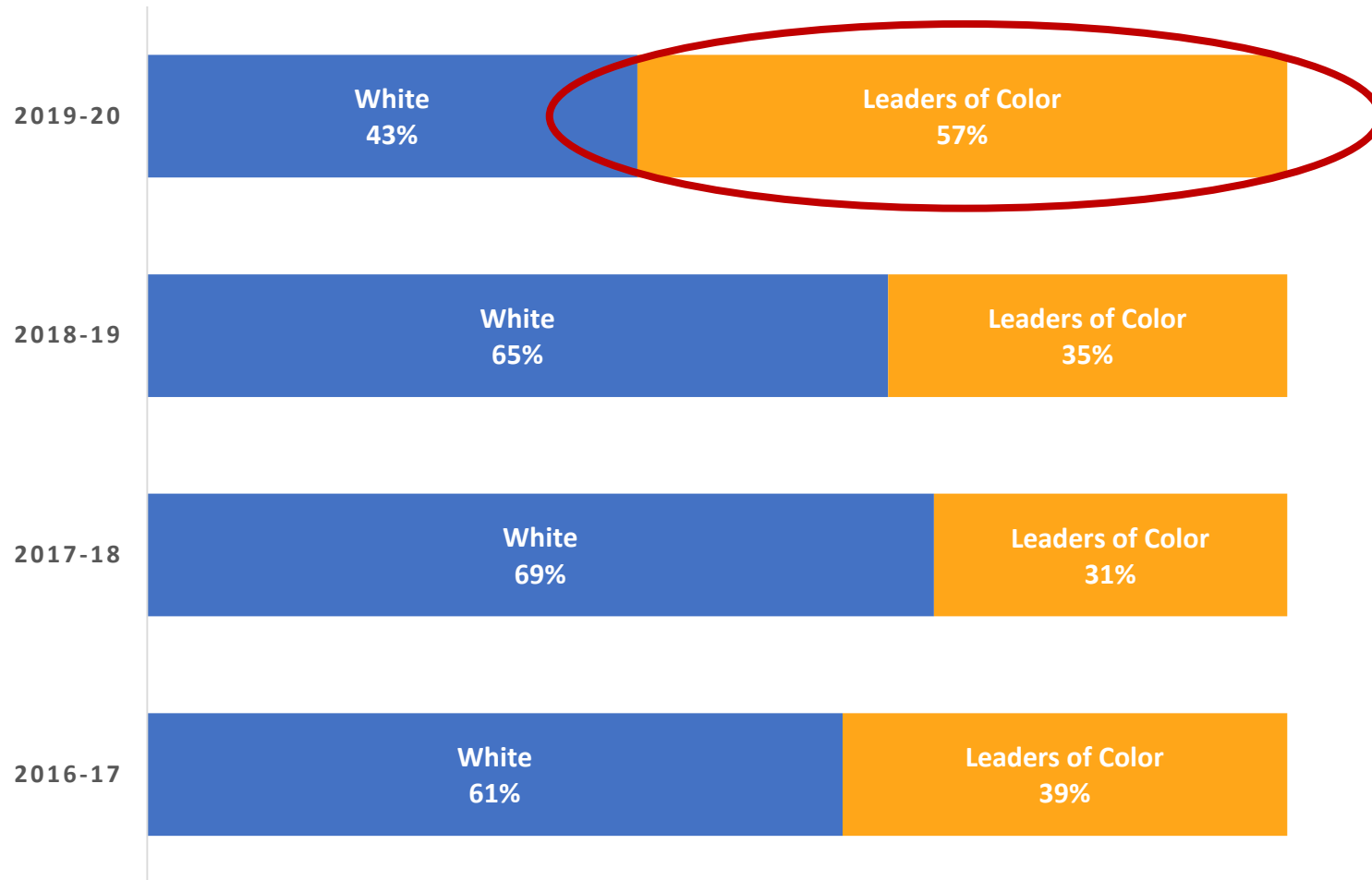
Next Steps

- Finalize Year 1 Targets (Fall/Winter 2020)

- Implement 2019-20 Educational Research & Evaluation Plan (Fall 2019 to Fall 2020)

- Re-tool and administer District Surveys (Winter/Spring 2020)

- District Scorecard Re-Design and Development (Spring to Fall 2020)

- Year 1 District Scorecard Presentation (Fall 2020)

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For questions or more information about this report, please email:
research@seattleschools.org

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Appendix:
Data Tables and Glossary

3rd Grade ELA: Student Groups

3rd Grade English Language Arts
(Percent Meeting Standard on Smarter Balanced Assessment)

		2019 Student Count	2016-17	2017-18	2018-19
Strategic Plan Focus Groups	African American Males	n= 306	30.4%	32.0%	28.1%
	Students of Color Furthest from Educational Justice	n= 1,363	40.2%	41.0%	38.8%
Program	English Learners	n= 588	17.1%	18.8%	21.8%
	Students Receiving Special Education Services	n= 692	38.0%	39.4%	39.5%
	Low Income	n= 1,350	33.4%	35.4%	35.3%
Race/Ethnicity	African American	n= 596	34.4%	35.6%	33.1%
	Asian	n= 517	58.2%	61.9%	63.1%
	Latinx	n= 501	39.1%	42.2%	41.5%
	Multiracial	n= 627	65.2%	68.1%	68.3%
	Native American	n= 17	31.6%	47.1%	29.4%
	Pacific Islander	n= 15	36.8%	18.8%	20.0%
	White	n= 2,153	75.4%	80.1%	79.7%
All students	All Students	n= 4,426	61.7%	65.4%	65.1%

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

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5th Grade Math: Student Groups

5th Grade Math
(Percent Meeting Standard on Smarter Balanced Assessment)

		2019 Student Count	2016-17	2017-18	2018-19
Strategic Plan Focus Groups	African American Males	n= 284	24.6%	20.1%	27.1%
	Students of Color Furthest from Educational Justice	n= 1,427	35.7%	35.2%	36.1%
Program	English Learners	n= 413	16.5%	15.0%	15.0%
	Students Receiving Special Education Services	n= 700	30.7%	30.4%	29.9%
	Low Income	n= 1,346	33.3%	31.4%	31.2%
Race/Ethnicity	African American	n= 598	26.2%	24.2%	27.9%
	Asian	n= 559	65.1%	70.3%	66.9%
	Latinx	n= 530	35.5%	35.1%	35.8%
	Multiracial	n= 531	63.2%	62.5%	62.3%
	Native American	n= 13	50.0%	52.6%	23.1%
	Pacific Islander	n= 20	35.7%	23.5%	30.0%
	White	n= 2,111	73.4%	73.6%	74.5%
All students	All Students	n= 4,362	59.6%	59.9%	60.6%

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

7th Grade Math: Student Groups

7th Grade Math
(Percent Meeting Standard on Smarter Balanced Assessment)

		2019 Student Count	2016-17	2017-18	2018-19
Strategic Plan Focus Groups	African American Males	n= 268	25.8%	30.6%	23.1%
	Students of Color Furthest from Educational Justice	n= 1,246	40.5%	43.2%	39.1%
Program	English Learners	n= 281	16.0%	13.9%	16.0%
	Students Receiving Special Education Services	n= 562	23.7%	24.8%	23.1%
	Low Income	n= 1,147	39.5%	39.3%	33.6%
Race/Ethnicity	African American	n= 480	27.3%	29.2%	23.8%
	Asian	n= 522	73.0%	76.5%	70.7%
	Latinx	n= 468	40.8%	44.7%	40.8%
	Multiracial	n= 420	64.8%	66.7%	65.7%
	Native American	n= 18	22.9%	23.5%	44.4%
	Pacific Islander	n= 14	35.7%	35.3%	28.6%
	White	n= 1,838	75.5%	79.8%	76.2%
All students	All Students	n= 3,760	61.8%	65.8%	62.8%

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
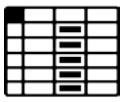
Regular Attendance: Student Groups

Regular Attendance (K-12)
(Percent of students attending more than 90% of school days)

		2019 Student Count	2016-17	2017-18	2018-19
Strategic Plan Focus Groups	African American Males	n= 4,139	68.9%	68.5%	66.9%
	Students of Color Furthest from Educational Justice	n= 19,142	73.0%	72.8%	70.5%
Program	English Learners	n= 7,110	80.7%	80.4%	76.2%
	Students Receiving Special Education Services	n= 7,747	72.0%	72.7%	69.8%
	Low Income	n= 17,702	70.1%	70.1%	67.2%
Race/Ethnicity	African American	n= 8,090	69.8%	69.3%	67.0%
	Asian	n= 7,416	86.2%	86.6%	85.9%
	Latinx	n= 6,923	72.7%	72.6%	69.4%
	Multiracial	n= 6,383	82.4%	82.7%	79.9%
	Native American	n= 286	53.9%	61.3%	55.6%
	Pacific Islander	n= 251	54.0%	52.1%	49.4%
	White	n= 25,262	86.7%	86.9%	85.3%
All students	All Students	n= 54,611	81.4%	81.6%	79.7%

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
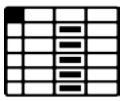
Incidents per 100 Students: Student Groups

Incidents per 100 Students (K-12)
(Exclusionary discipline incidents per 100 students)

		2019 Student Count	2016-17	2017-18	2018-19
Strategic Plan Focus Groups	African American Males	n= 4,340	20.3	16.6	15.9
	Students of Color Furthest from Educational Justice	n= 20,011	9.2	7.5	6.8
Program	English Learners	n= 7,195	5.4	5.0	4.0
	Students Receiving Special Education Services	n= 8,071	14.3	11.8	11.3
	Low Income	n= 18,394	10.5	8.8	8.0
Race/Ethnicity	African American	n= 8,454	14.8	11.7	11.6
	Asian	n= 7,679	1.6	1.5	1.3
	Latinx	n= 7,279	6.3	5.5	4.1
	Multiracial	n= 6,570	4.2	3.6	3.6
	Native American	n= 309	9.9	11.2	4.5
	Pacific Islander	n= 259	2.3	5.3	4.6
	White	n= 26,095	2.0	1.6	1.5
All students	All Students	n= 56,645	4.8	3.9	3.6

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

Discipline Rate: Student Groups

Discipline Rate (K-12)
(Percent of students with one or more disciplinary exclusions)

		2019 Student Count	2016-17	2017-18	2018-19
Strategic Plan Focus Groups	African American Males	n= 4,340	10.5%	9.1%	8.3%
	Students of Color Furthest from Educational Justice	n= 20,011	5.1%	4.5%	3.9%
Program	English Learners	n= 7,195	3.4%	3.0%	2.5%
	Students Receiving Special Education Services	n= 8,071	7.1%	6.2%	5.7%
	Low Income	n= 18,394	5.7%	4.9%	4.6%
Race/Ethnicity	African American	n= 8,454	7.7%	6.6%	6.2%
	Asian	n= 7,679	1.2%	1.2%	1.0%
	Latinx	n= 7,279	4.0%	3.5%	2.6%
	Multiracial	n= 6,570	2.5%	2.1%	1.9%
	Native American	n= 309	5.5%	7.6%	3.9%
	Pacific Islander	n= 259	1.9%	3.6%	4.2%
	White	n= 26,095	1.3%	1.1%	1.0%
All students	All Students	n= 56,645	2.8%	2.4%	2.2%

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

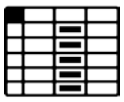SEATTLE PUBLIC SCHOOLS

9th Grade Credits: Student Groups

9th Graders Earning 6+ Credits
(Percent of students earning 6+ credits by the end of 9th Grade)

		2019 Student Count	2017-18	2018-19
Strategic Plan Focus Groups	African American Males	n= 251	66.4%	70.9%
	Students of Color Furthest from Educational Justice	n= 1,368	77.7%	76.3%
Program	English Learners	n= 356	71.5%	66.0%
	Students Receiving Special Education Services	n= 458	70.6%	63.3%
	Low Income	n= 1,179	74.4%	72.3%
Race/Ethnicity	African American	n= 513	74.0%	74.1%
	Asian	n= 589	95.0%	92.4%
	Latinx	n= 478	70.8%	69.7%
	Multiracial	n= 292	84.3%	82.9%
	Native American	n= 34	87.5%	64.7%
	Pacific Islander	n= 15	66.7%	66.7%
	White	n= 1,681	89.0%	90.2%
All students	All Students	n= 3,602	85.1%	84.6%

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
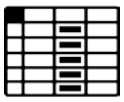
10th Grade English Language Arts
(Percent Meeting Standard on Smarter Balanced Assessment)

		2019 Student Count	2017-18	2018-19
Strategic Plan Focus Groups	African American Males	n= 243	35.8%	38.7%
	Students of Color Furthest from Educational Justice	n= 1,305	56.8%	57.2%
Program	English Learners	n= 263	20.2%	17.5%
	Students Receiving Special Education Services	n= 455	31.3%	31.9%
	Low Income	n= 1,109	53.4%	52.1%
Race/Ethnicity	African American	n= 509	45.8%	47.2%
	Asian	n= 615	80.2%	81.0%
	Latinx	n= 452	55.7%	57.3%
	Multiracial	n= 294	76.8%	76.2%
	Native American	n= 23	50.0%	56.5%
	Pacific Islander	n= 18	57.1%	16.7%
	White	n= 1,695	88.9%	88.1%
All students	All Students	n= 3,606	74.9%	75.7%

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

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10th Grade Math: Student Groups

10th Grade Math
(Percent Meeting Standard on Smarter Balanced Assessment)

		2019 Student Count	2017-18	2018-19
Strategic Plan Focus Groups	African American Males	n= 244	14.3%	12.3%
	Students of Color Furthest from Educational Justice	n= 1,305	31.1%	30.3%
Program	English Learners	n= 273	14.6%	11.4%
	Students Receiving Special Education Services	n= 457	9.4%	9.4%
	Low Income	n= 1,114	29.0%	26.9%
Race/Ethnicity	African American	n= 508	17.2%	16.3%
	Asian	n= 620	66.9%	66.5%
	Latinx	n= 451	27.1%	26.2%
	Multiracial	n= 296	56.4%	51.4%
	Native American	n= 23	19.2%	26.1%
	Pacific Islander	n= 18	0.0%	22.2%
	White	n= 1,694	67.2%	63.6%
All students	All Students	n= 3,610	52.6%	51.3%

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

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Graduation Rate: Student Groups

Note: Graduation rate data is preliminary data as of October 21, 2019. OSPI plans to finalize data by November 22, 2019.

Four-year Graduation
(Percent of students in cohort graduating in four years or fewer)

		2019 Student Count	2016-17	2017-18	2018-19
Strategic Plan Focus Groups	African American Males	n= 290	68.1%	68.0%	73.8%
	Students of Color Furthest from Educational Justice	n= 1,499	72.3%	74.6%	76.3%
Program	English Learners	n= 431	55.6%	60.9%	61.7%
	Students Receiving Special Education Services	n= 468	54.0%	61.6%	57.7%
	Low Income	n= 1,583	69.1%	72.7%	73.3%
Race/Ethnicity	African American	n= 584	71.5%	74.2%	77.1%
	Asian	n= 672	83.3%	86.6%	85.4%
	Latinx	n= 457	63.9%	67.4%	68.7%
	Multiracial	n= 268	79.5%	78.4%	82.1%
	Native American	n= 29	50.0%	70.8%	62.1%
	Pacific Islander	n= 21	78.6%	60.0%	57.1%
	White	n= 1,518	85.7%	87.9%	89.1%
All students	All Students	n= 3,549	79.0%	81.7%	82.9%

Notes: Program flags for this measure (e.g., English Learner or Special Education) include students served by the program or service at any point during grades 9 through 12. This aligns with the way that these figures are reported by OSPI and may differ slightly from historical data reported by Seattle Public Schools in other formats.

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students

SEATTLE PUBLIC SCHOOLS

Data Glossary

Measure	Definition
Smarter Balanced Proficiency Rates	For each test and grade level, the percent of students demonstrating grade level proficiency is equal to the number of students who earned passing scores (Level 3 or Level 4, the cutoff defined by the state as "meeting standard") divided by the total number of students required to take the test (not including students with valid exemptions).
Regular Attendance	Of students enrolled at least 20 days in the district, the percent with an attendance rate over 90%. Attendance is calculated on a period-by-period basis within the school day and includes both excused and unexcused absences. The measure differs from the attendance measure produced by OSPI, which does not include period-level absence data.
Discipline Rate	Of students enrolled in the district at any time during the school year, the percent with one or more state-reportable incident resulting in exclusion (in-school suspension, short-term or long-term out-of-school suspensions, or expulsion).
Incidents per 100 Students	The number of state-reportable exclusionary discipline incidents per 100 students. Includes state-reportable incidents resulting in exclusion (in-school suspension, short-term or long-term out-of-school suspensions, or expulsion).
9th Graders earning 6+ Credits	The percent of ninth-grade students who earned at least 6 credits by the end of the academic year. Note that in some cases, the credits could have been earned in middle school and subsequently added to the student's high school transcript.
Four-year Graduation Rate	The percentage of students who graduate within four 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 four years (the 'on time' cohort) by the total number of students in each cohort. (Students who transfer out of the district are not included.) Program flags for this measure (e.g., English Learner or Special Education) include students served by the program or service at any point during grades 9 through 12.

Student Groups	Definition
Students of Color Furthest From Educational Justice	Includes African American, Latinx, Native American, Pacific Islander, and Southeast Asian students, based on the most recent race/ethnicity information available for each student each year. In the coming year, the definition for this group may change, as Seattle Public Schools works to align with the City of Seattle and Department of Early Learning and Education.
Race / Ethnicity & Program Definitions	All Race/Ethnicity, Gender and Program groups (English Learner, Special Education, and Low Income) are based on each student's status as of June 1 of each year. For students no longer enrolled in Seattle Public Schools as of June 1, the most recent available status is used. For some measures, student groupings may differ slightly from similar measures reported by OSPI depending on the time of year the demographic or program status is calculated. (See also the note on Four-Year Graduation rate, which uses OSPI logic for student demographic and program flags.)