



Seattle Public Schools



Photos by Susie Fitzhugh

2017-18 District Scorecard

Research & Evaluation Department

Introduction

Outline

- Key Summary Results
- Spotlight on *Formula for Success* Measures
 - Grade 3 ELA
 - Grade 8 Algebra
 - Grade 9 Credits & Graduation Rate
 - Attendance, Discipline & School Climate
- Looking Ahead



Final District Scorecard for 2013–2018 Strategic plan



Three Goals in 2013-2018 Plan



Ensure educational excellence and equity for every student



Improve systems district-wide to support academic outcomes



Strengthen school, family and community engagement

Key Summary Results

Key Summary Results for 2017-18



- ✓ SPS continues to improve overall student achievement and widen its lead compared to the state as a whole
- ✓ Gaps are closing for graduation rates and students completing college level courses in high school
- ✓ Gaps are not closing in ELA and Math proficiency or students completing Algebra in middle school
- ✓ Suspension rates down, but discipline still disproportionately high for African American males and other students of color
- ✓ Significant racial disparities remain in student perceptions of schools as welcoming and inclusive environments

Progress Toward Targets

2017-18 District Scorecard Year 5 of 2013-2018 Strategic Plan

Academic Milestones	Early Learning Foundations	Kindergarteners demonstrating readiness to be successful learners	Year 0	Year 1	Year 2	Year 3	Year 4	2017-18	Change	Baseline	Target	Met	
			--	--	47.5%	52.2%	66.8%	64.2%	-2.6%	5.6%	56.5%	✓	
		3rd graders demonstrating grade level proficiency in ELA	--	--	61.1%	64.1%	61.7%	65.4%	3.7%	1.4%	67.1%	✗	
		3rd graders demonstrating grade level proficiency in mathematics	--	--	63.0%	67.7%	66.7%	66.9%	0.2%	1.3%	69.0%	✗	
	Core Academic Development	5th graders demonstrating grade level proficiency in science	New Science Assessment in 2017-18						65.8%	--	--	--	--
		7th graders demonstrating grade level proficiency in ELA	--	--	61.1%	65.7%	67.8%	70.4%	2.6%	3.1%	67.1%	✓	
		7th graders demonstrating grade level proficiency in mathematics	--	--	59.2%	62.1%	61.8%	65.8%	4.0%	2.2%	65.2%	✓	
		8th graders demonstrating grade level proficiency in science	New Science Assessment in 2017-18						62.6%	--	--	--	--
	On-Time Graduation	9th graders earning six or more credits	New Baseline in 2017-18 for changing credits reqmts.						84.0%	--	--	--	--
		10th graders passing all state exams required for graduation	New assessment requirements for 2017-18						54.7%	--	--	--	--
		High school students graduating in four years or fewer	70.5%	74.1%	76.3%	76.9%	79.0%	81.7%	2.7%	2.2%	78.0%	✓	
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	51.9%	49.5%	50.6%	47.0%	45.7%	46.0%	0.3%	-1.2%	61.9%	✗	
		Students taking and passing a college level course by 12th grade	65.8%	66.9%	67.9%	70.1%	72.0%	72.0%	0.0%	1.2%	73.3%	✗	
		10th graders demonstrating college-ready proficiency in ELA	New grade level and baseline in 2017-18						74.6%	--	--	--	--
10th graders demonstrating college-ready proficiency in mathematics		New grade level and baseline in 2017-18						52.4%	--	--	--	--	
Commitment to Equity	Opportunity Gaps	Opportunity Gap in grade level ELA proficiency (3rd-8th grades)	--	--	37.8%	38.1%	39.3%	39.3%	0.0%	0.5%	33.3%	✗	
		Opportunity Gap in grade level mathematics proficiency (3rd-8th grades)	--	--	38.3%	38.6%	38.6%	39.8%	1.2%	0.5%	33.8%	✗	
	Proportionality Gaps	Proportionality Gap for students in special education programs (K-12th)	7.3%	7.1%	7.1%	6.7%	6.8%	6.6%	-0.2%	-0.1%	4.8%	✗	
		Proportionality Gap for students suspended or expelled (6th-12th grades)	10.0%	8.1%	8.3%	7.5%	8.1%	6.8%	-1.3%	-0.6%	7.5%	✓	
Positive School Environments	Climate/Learning Environment	Positive student responses to school climate survey	--	60.5%	59.2%	53.1%	52.0%	51.9%	-0.1%	-2.2%	68.5%	✗	
	Student Motivation/Engagement	Positive student responses to motivation and engagement survey	--	--	--	61.0%	60.3%	61.3%	1.0%	0.2%	64.0%	✗	
	School Professional Environment	Positive school staff responses to professional environment survey	--	72.9%	70.7%	70.0%	72.4%	69.8%	-2.6%	-0.8%	78.9%	✗	
Stakeholder Engagement & Satisfaction	Family Engagement	Positive family responses to family engagement survey	--	71.8%	68.6%	72.0%	73.4%	72.8%	-0.6%	0.3%	77.8%	✗	
		Percent of families responding to family engagement survey	--	--	24.3%	28.3%	31.6%	27.8%	-3.8%	1.2%	30.3%	✗	
	Family Satisfaction	Positive family responses to district satisfaction survey	--	39.2%	36.6%	31.2%	39.7%	40.8%	1.1%	0.4%	51.2%	✗	
		Positive family responses to school satisfaction survey	--	78.0%	76.5%	79.7%	81.0%	78.9%	-2.1%	0.2%	84.0%	✗	
	Quality Customer Service	Positive school leader responses to customer satisfaction survey	--	--	63.8%	66.2%	70.8%	76.6%	5.8%	4.3%	69.8%	✓	

Met 2017-18
Target: 6 of
20 measures

15 of 20 measures had a positive percentage point change (of any amount) since baseline year
[Note: Baseline year varies for each metric]

Progress Toward Targets



2017-18 District Scorecard Year 5 of 2013-2018 Strategic Plan

		Percent Increase Since Baseline	Met Minimum Target?
Academic Milestones	Kindergarteners demonstrating readiness to be successful learners	35.2%	✓
	3rd graders demonstrating grade level proficiency in ELA	7.0%	✗
	3rd graders demonstrating grade level proficiency in mathematics	6.2%	✗
	7th graders demonstrating grade level proficiency in ELA	15.2%	✓
	7th graders demonstrating grade level proficiency in mathematics	11.1%	✓
	High school students graduating in four years or fewer	15.9%	✓
	Students taking and passing the district algebra course by 8th grade	-11.4%	✗
	Students taking and passing a college level course by 12th grade	9.4%	✗
Commitment to Equity	Opportunity Gap in grade level ELA proficiency (3rd-8th grades)	4.0%	✗
	Opportunity Gap in grade level mathematics proficiency (3rd-8th grades)	3.9%	✗
	Proportionality Gap for students in special education programs (K-12th)	-9.6%	✗
	Proportionality Gap for students suspended or expelled (6th-12th grades)	-32.0%	✓
Positive School Environments	Positive student responses to school climate survey	-14.2%	✗
	Positive student responses to motivation and engagement survey	0.5%	✗
	Positive school staff responses to professional environment survey	-4.3%	✗
Stakeholder Engagement & Satisfaction	Positive family responses to family engagement survey	1.4%	✗
	Percent of families responding to family engagement survey	14.4%	✗
	Positive family responses to district satisfaction survey	4.1%	✗
	Positive family responses to school satisfaction survey	1.2%	✗
	Positive school leader responses to customer satisfaction survey	20.1%	✓

Percent Increase

7 of 20 measures

Had a positive *percent increase of 10% or more* since baseline.

NOTE:

If a measure increased from 50% to 55%, this would be:

- A 5 percentage point increase
- A 10 percent increase

If a measure increased from 10% to 15%, this would be:

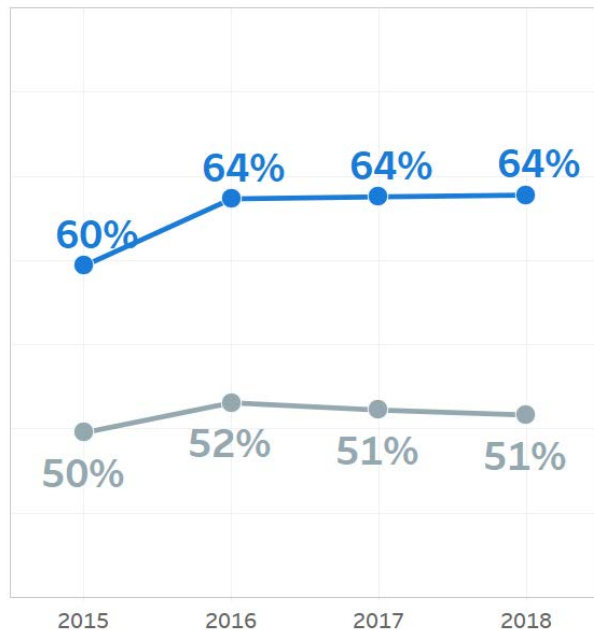
- A 5 percentage point increase
- A 50 percent increase

Achievement Trends for *All Students*

SPS students outperform the state average by **13 points** in Math and **10 points** in ELA.

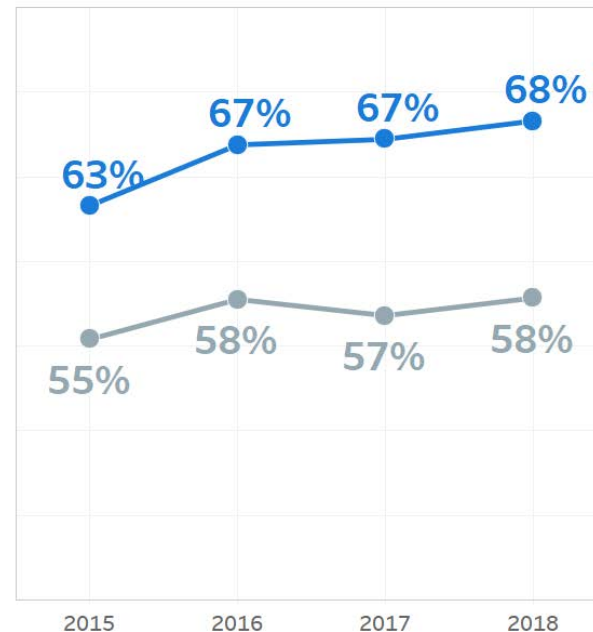
Math Proficiency

Grades 3-8 Combined



ELA Proficiency

Grades 3-8 Combined



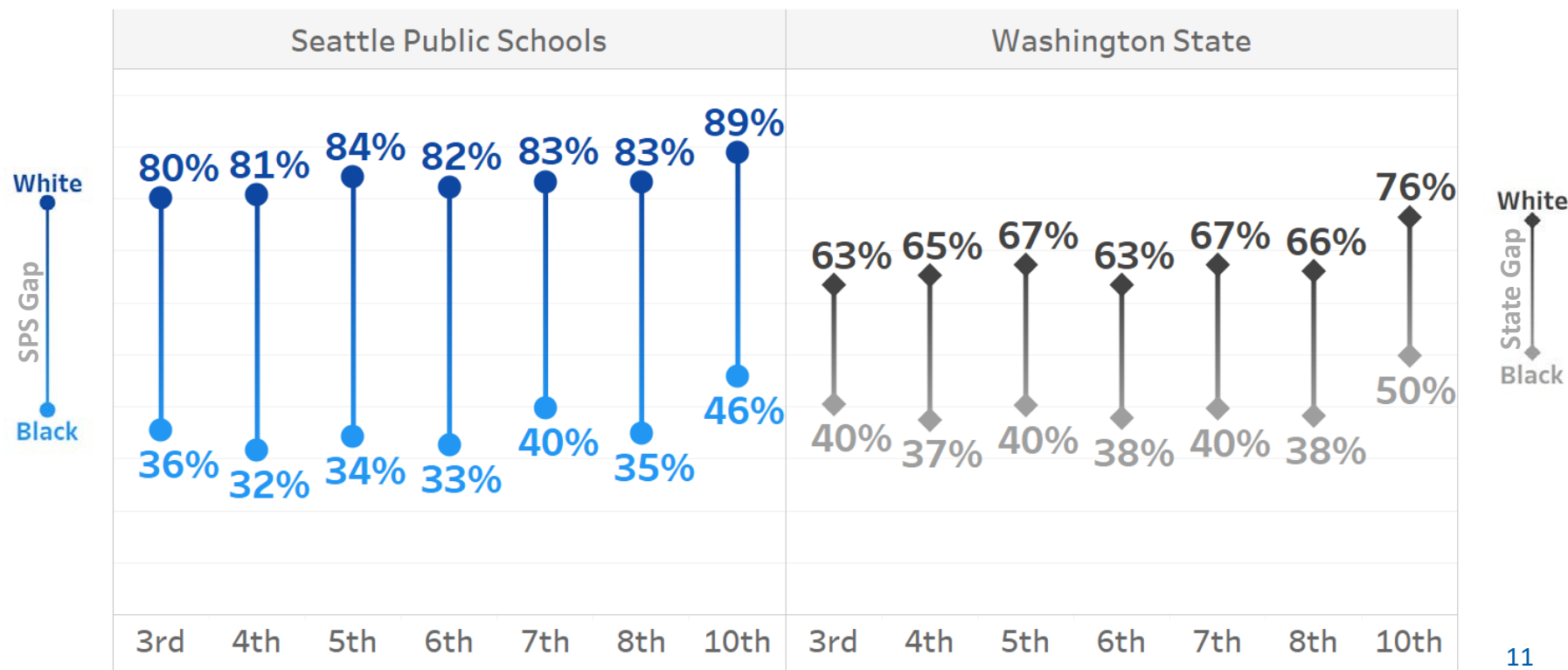
Seattle Public Schools
(All Students)

WA State
(All Students)

Persistent Achievement Gaps Remain

The SPS Black-White Achievement Gap for ELA is **greater than 40 points** for all grade levels.

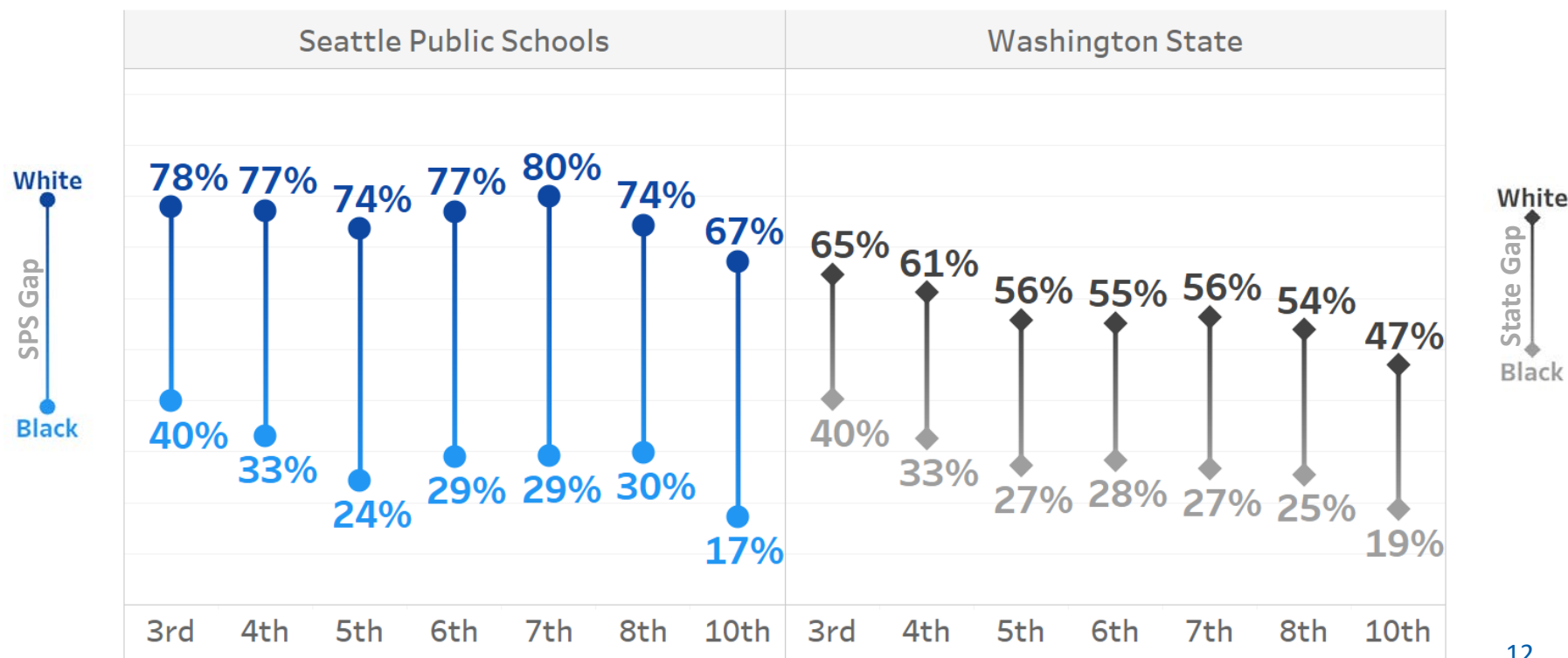
ELA Black-White Achievement Gap by Grade Level SPS vs State, 2018 SBA



Persistent Achievement Gaps Remain

For Math, the gap for SPS students reaches **51 points** in 7th and 10th grade.

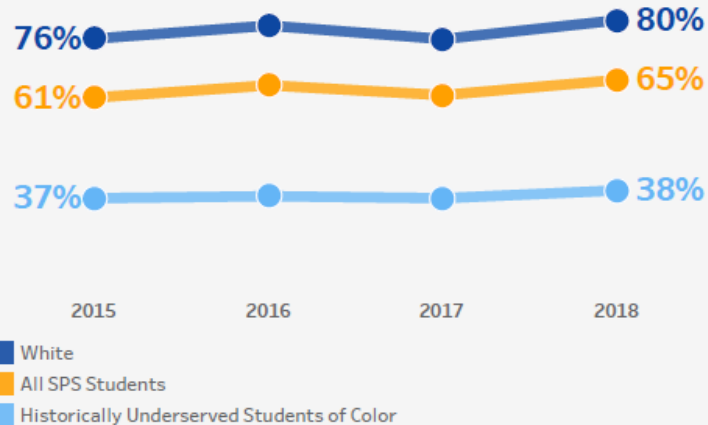
Math Black-White Achievement Gap by Grade Level SPS vs State, 2018 SBA



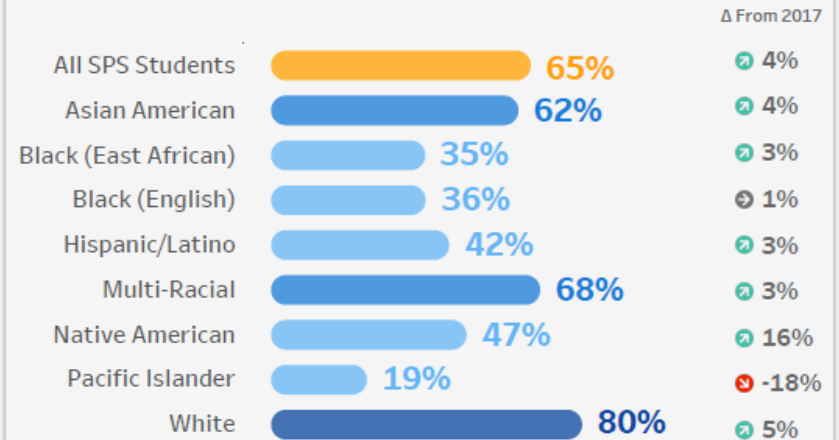
Spotlight Measures: 3rd Grade ELA

3rd Grade ELA Proficiency

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

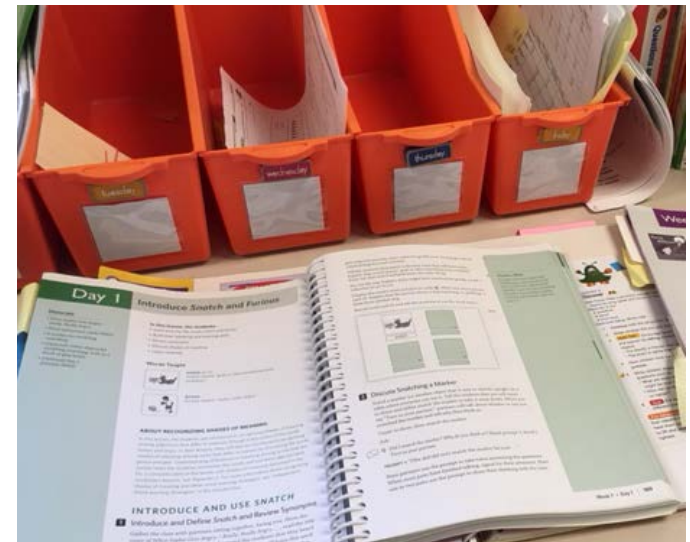
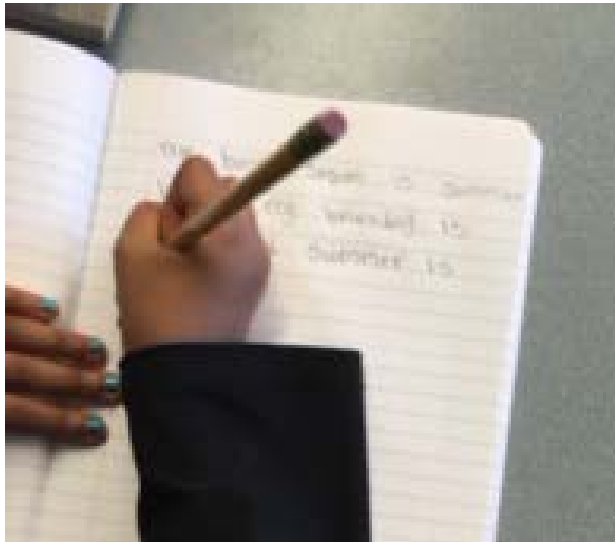


Detailed Data by Student Group

	2015	2016	2017	2018
All SPS Students	61.1%	64.1%	61.7%	65.4%
Asian American	58.1%	65.1%	58.2%	61.9%
Black (East African)	28.9%	33.5%	32.4%	35.4%
Black (English)	35.1%	32.4%	34.9%	35.5%
Hispanic/Latino	41.7%	41.8%	39.1%	42.2%
Native American	36.0%	30.0%	31.6%	47.1%
Multi-Racial	63.2%	67.5%	65.2%	68.1%
Pacific Islander	33.3%	36.4%	36.8%	18.8%
White	75.5%	78.7%	75.4%	80.0%
English Language Learners	19.2%	20.4%	17.1%	18.6%
Special Education	36.5%	37.7%	38.0%	39.1%

K-5 ELA Curriculum Adoption Study

We are in Year 2 of a three-year evaluation study of implementation and effectiveness of the district's core strategy for early literacy success: the \$5.6m investment in Center for the Collaborative Classroom (CCC).



Research Questions

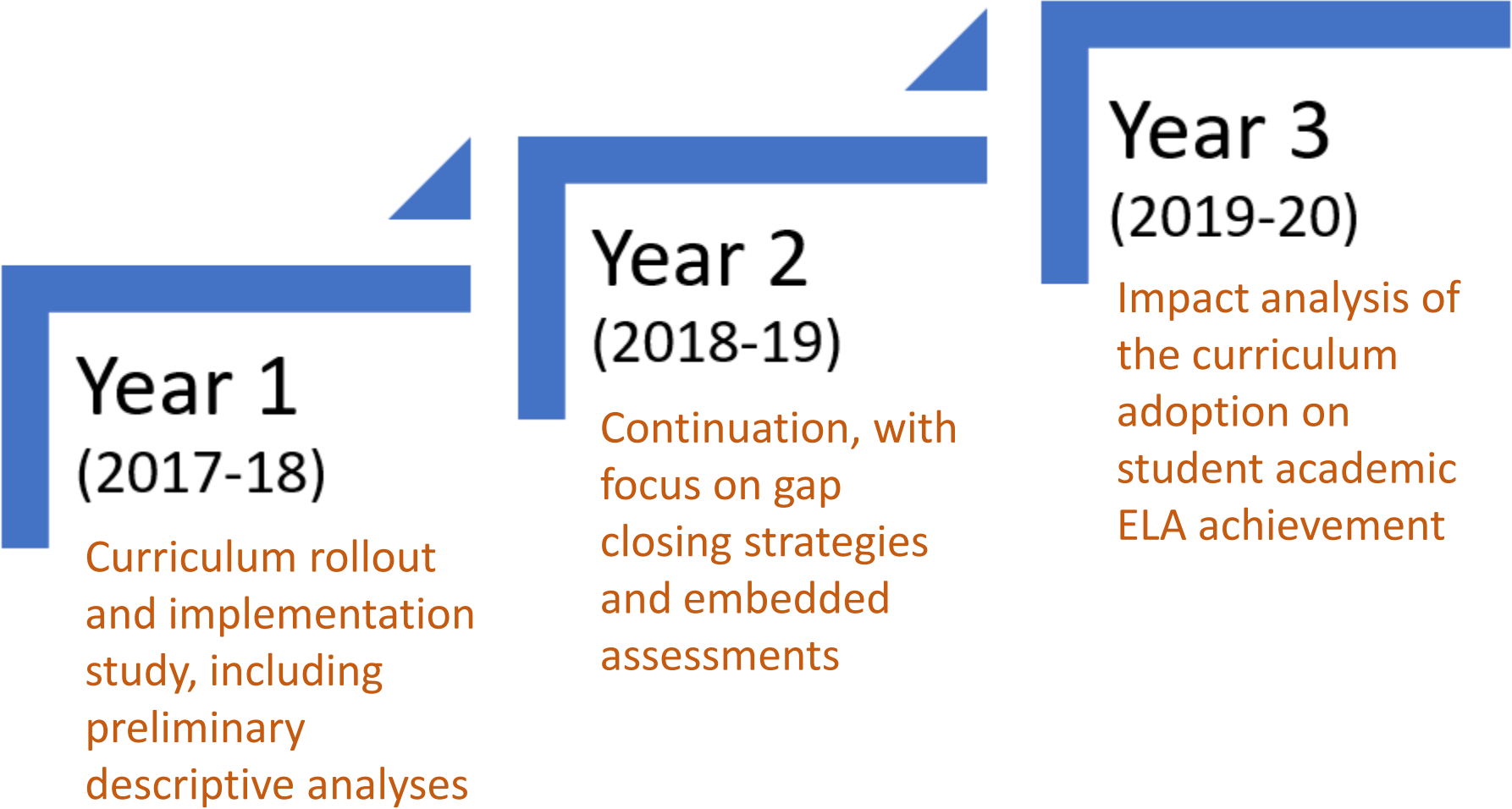
1. To what extent is the CCC curriculum adoption causing educators to shift practices in service of student achievement and eliminating opportunity gaps?
2. What can we learn from the implementation of CCC that inform both this and future district curriculum adoptions?

K-5 ELA Adoption Study

As part of our districtwide commitment to continuous improvement, R&E and CAI have partnered to make data-informed decisions on CCC implementation and share findings with school leaders, other stakeholders

Research Finding	Action
No evidence of a Year 1 “implementation dip” in test scores	Communications for school leaders (SLI)
Teacher survey shows some CCC strategies (e.g., foundational skills, vocabulary) are not being implemented with fidelity	Common regional PDs that focus on “just in time” content in these specific areas
Principals want to learn alongside teacher leaders	Joint PD in Year 2
Teachers have concerns about aspects of the CCC pedagogy and structures	Understand and address teacher misconceptions (for CCC <u>and</u> future adoptions)
School “implementation levels” based on survey data	Differentiated groupings for targeted PD

K-5 ELA Adoption Study Next Steps



Year 1 (2017-18)

Curriculum rollout and implementation study, including preliminary descriptive analyses

Year 2 (2018-19)

Continuation, with focus on gap closing strategies and embedded assessments

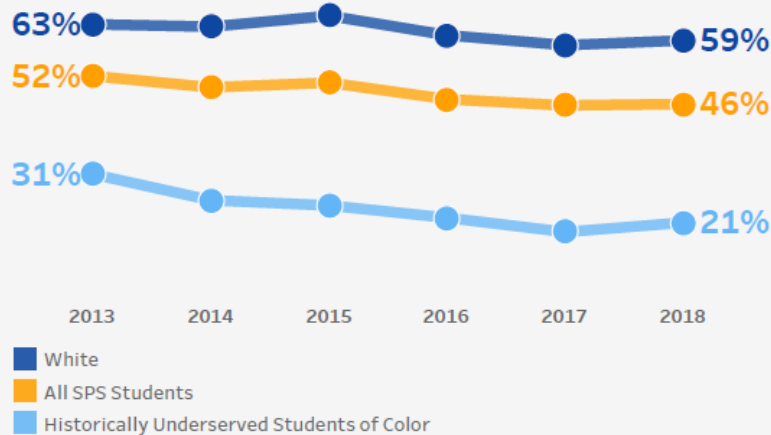
Year 3 (2019-20)

Impact analysis of the curriculum adoption on student academic ELA achievement

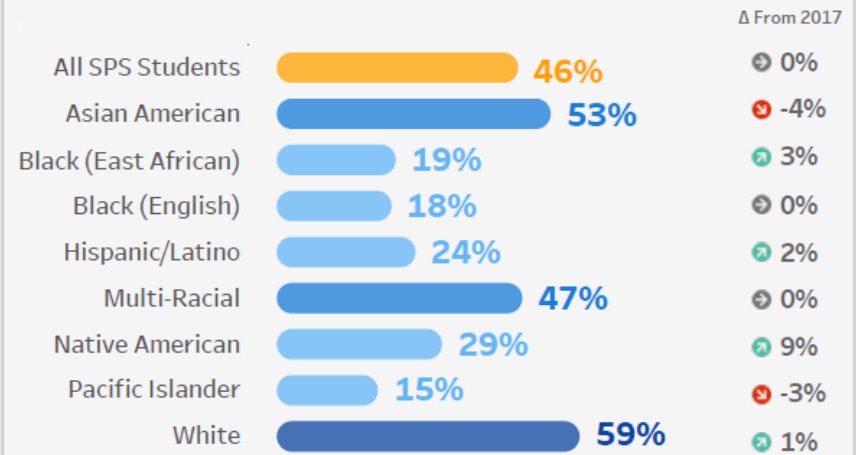
Spotlight Measure: 8th Grade Algebra

Passing Algebra by 8th grade

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

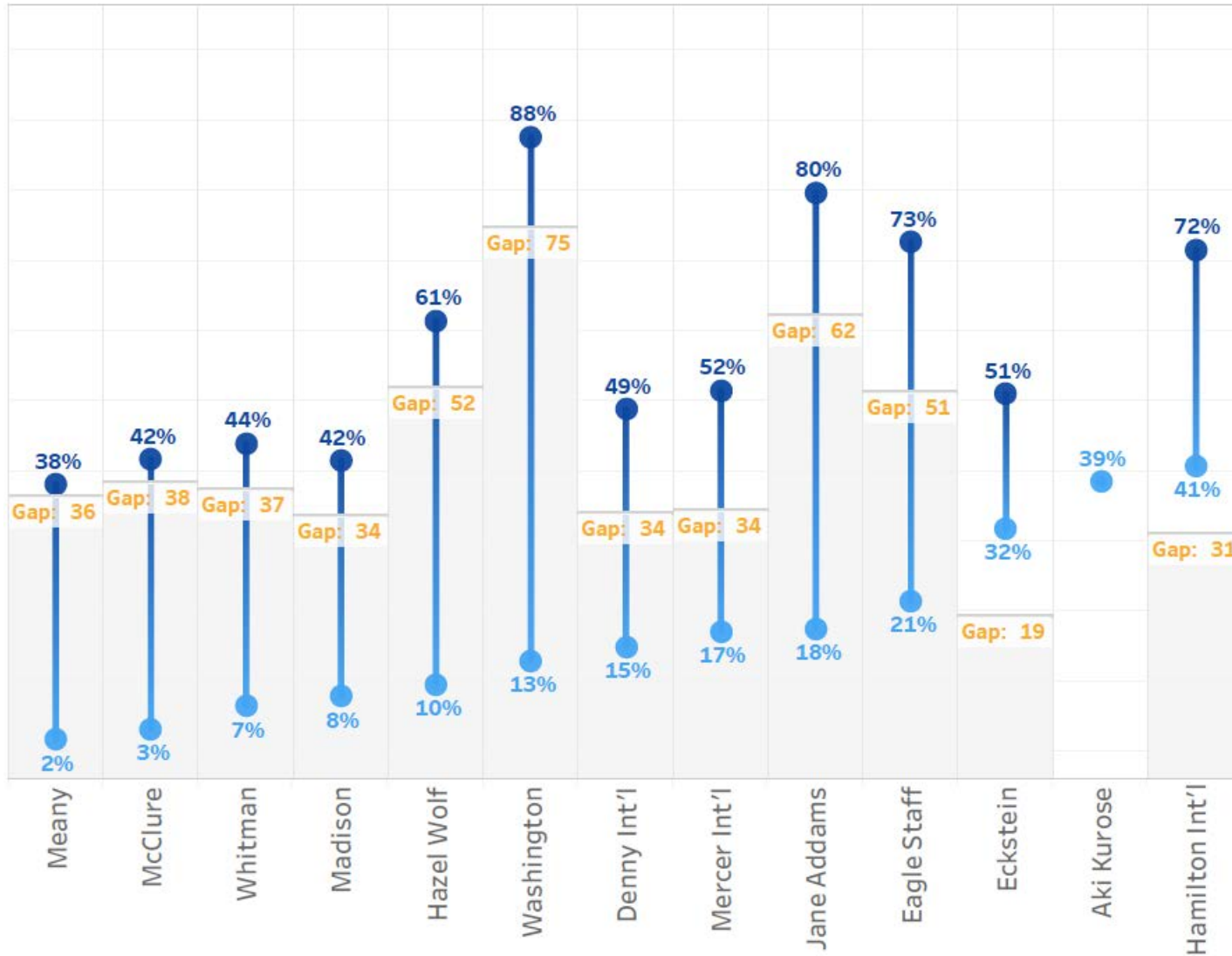


Detailed Data by Student Group

	2013	2014	2015	2016	2017	2018
All SPS Students	51.9%	49.5%	50.5%	47.0%	45.7%	46.0%
Asian American	64.2%	58.0%	60.2%	56.3%	57.2%	53.1%
Black (East African)	28.5%	19.0%	18.2%	17.6%	15.9%	19.3%
Black (English)	35.3%	23.9%	26.1%	24.0%	18.2%	18.4%
Hispanic/Latino	28.6%	31.4%	26.7%	23.8%	21.3%	23.6%
Native American	23.4%	26.5%	31.4%	17.2%	20.7%	29.4%
Multi-Racial	53.9%	54.2%	50.2%	48.8%	47.0%	46.9%
Pacific Islander	46.7%	5.0%	14.3%	11.8%	18.2%	15.4%
White	62.8%	62.3%	64.6%	60.5%	58.4%	59.4%
English Language Learners	14.9%	14.9%	13.6%	11.1%	6.1%	8.8%
Special Education	11.4%	12.9%	14.0%	9.7%	12.5%	10.0%

Outcome Gaps by School

Students taking and passing the district algebra course by 8th grade

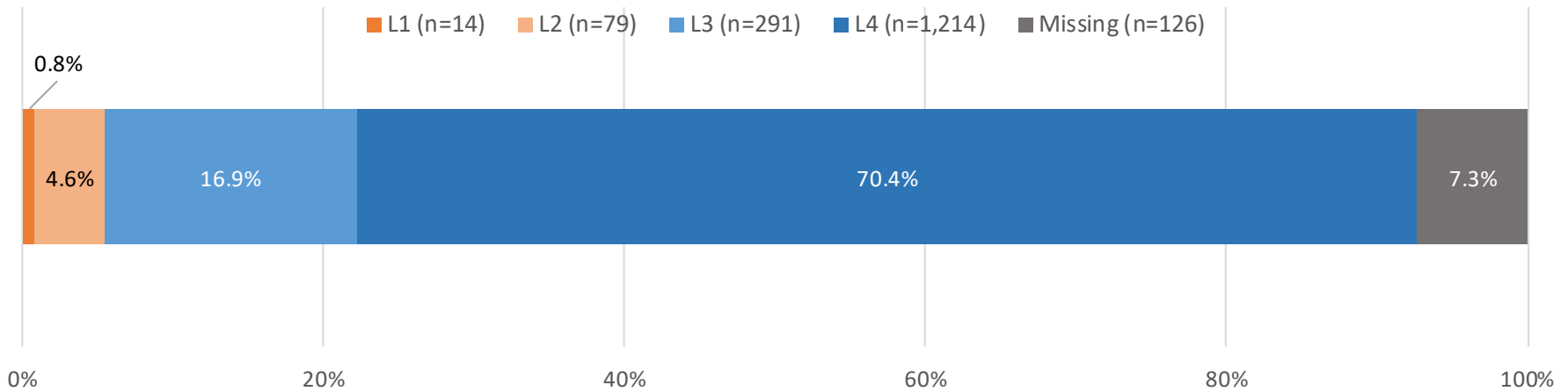


White

Historically Underserved
Students of Color

7th Grade Math Proficiency (SBA) and 8th Grade Algebra

Percent of 2016-17 8th Grade Algebra Students by 7th Grade Assessment Level



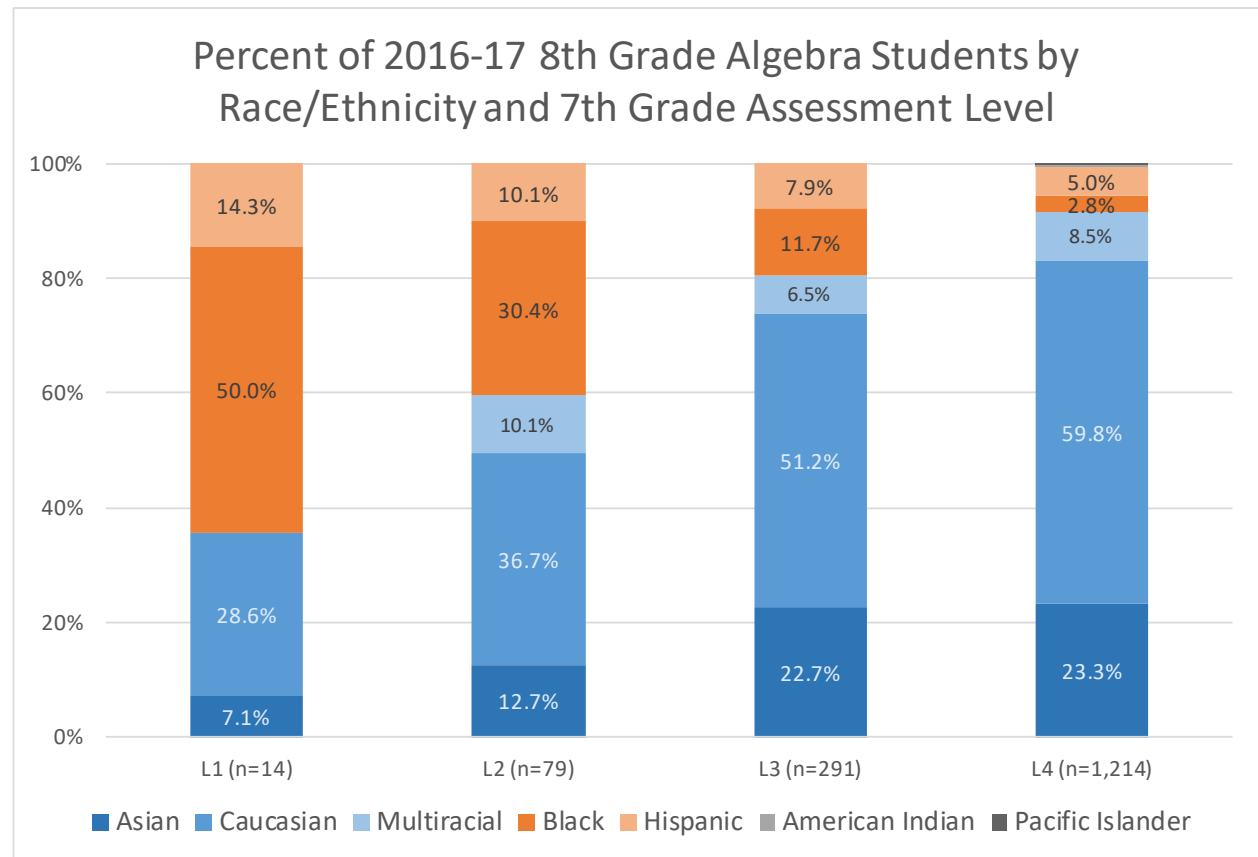
Of Students who took Algebra in 8th Grade in 2016-17...

- 87.3% scored L3 or L4 on the 7th grade SBA.
- 5.4% scored L1 or L2 on the 7th grade SBA

7th Grade Math Proficiency (SBA) and 8th Grade Algebra



L1 and L2 students
enrolled in 8th
Grade Algebra are
disproportionately
Historically
Underserved
Students of Color



Research Literature

- Early *correlational research* signaled a variety of positive achievement, college, and employment outcomes for students who took Algebra by 8th grade.
- More recent studies using *quasi-experimental methods* to remove selection bias show mixed results.
 - *Universal 8th grade Algebra policies* increase Algebra enrollment and higher-level math course-taking for Historically Underserved students.
 - Positive achievement results have only been found when universal 8th grade Algebra policies are enacted with supports for students and preparation/alignment in the earlier grades.

Increasing Access to Advanced Math

SPS goal: *Double the % of African American males and other students of color completing Algebra 1 in middle school.*

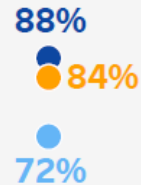
Beginning in 2018-19, and extending through 2020-21:

- Evaluate supports in use; make recommendations about best interventions and tiered supports
- Ensure HS endorsed teachers are hired for middle school math
- Provide PD around elementary math at 10 schools
- Provide PD for enVision math at all Middle Schools and K-8s
- Vertical curriculum alignment (5th to 6th grade transition)

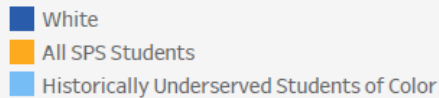
Spotlight Measures: 9th Grade Credits & On-Time Graduation

9th graders earning 6+ credits

Opportunity Gap Trend

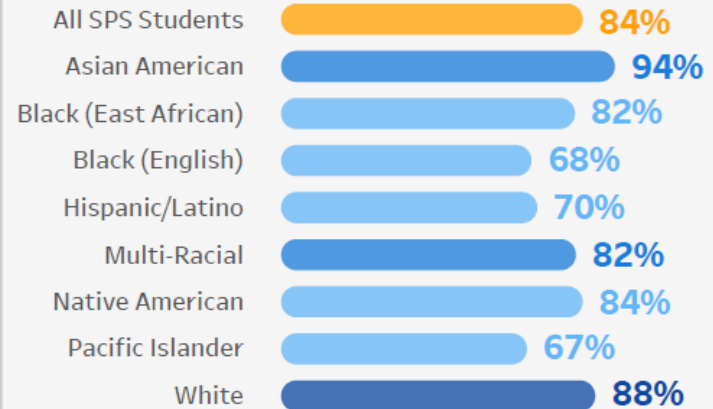


2018



2017-18 Results by Race/Ethnicity

Δ From 2017

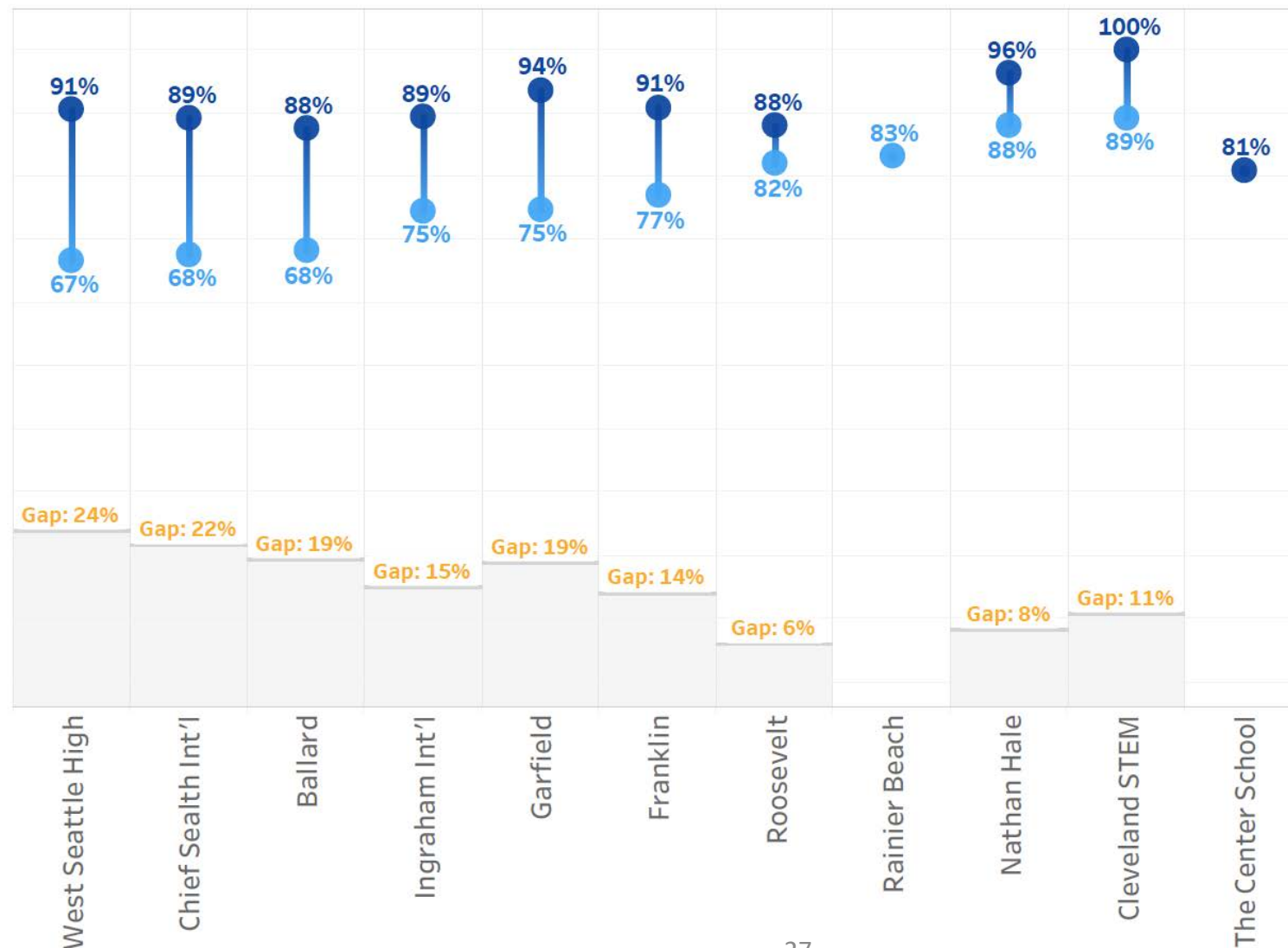


Detailed Data by Student Group

	2018
All SPS Students	84.0%
Asian American	94.0%
Black (East African)	81.6%
Black (English)	68.1%
Hispanic/Latino	69.9%
Native American	84.0%
Multi-Racial	81.9%
Pacific Islander	66.7%
White	87.9%
English Language Learners	70.6%
Special Education	69.2%

Outcome Gaps by School

9th graders earning sufficient credits, 2017-18



White

Historically Underserved
Students of Color

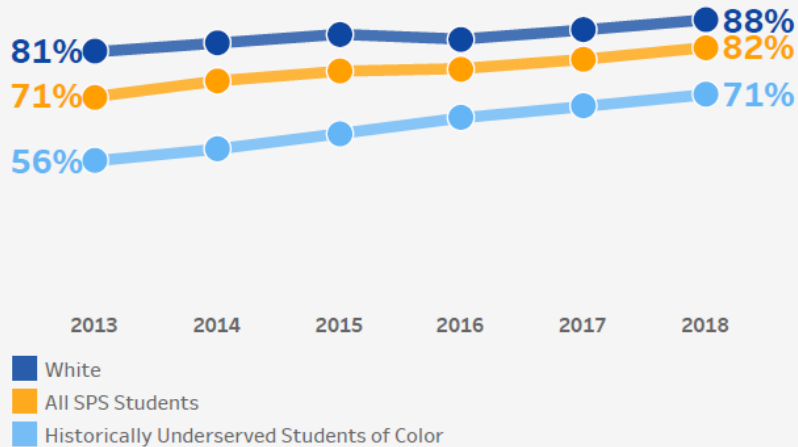
9th Grade Credits



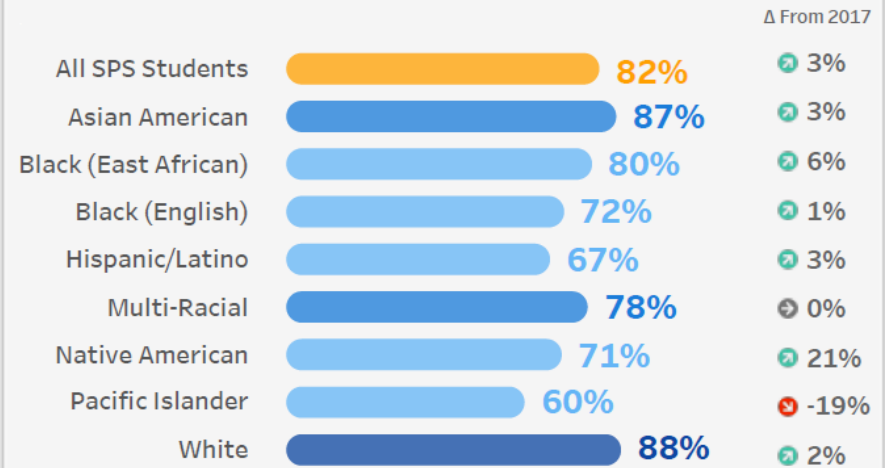
- 2017-18 9th graders are the first cohort of students who will need to graduate with 24 credits.
- We are providing schools with additional funding for 9th and 10th graders this year to help keep those students on track to earn 6 credits, and also to recover credits if necessary.
- Pending available funding, will be working to refine the supports and interventions that schools are employing given what we learn this year. Our work will include sessions on race and equity to promote strategies for eliminating opportunity gaps.

Four-year Graduation Rates

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

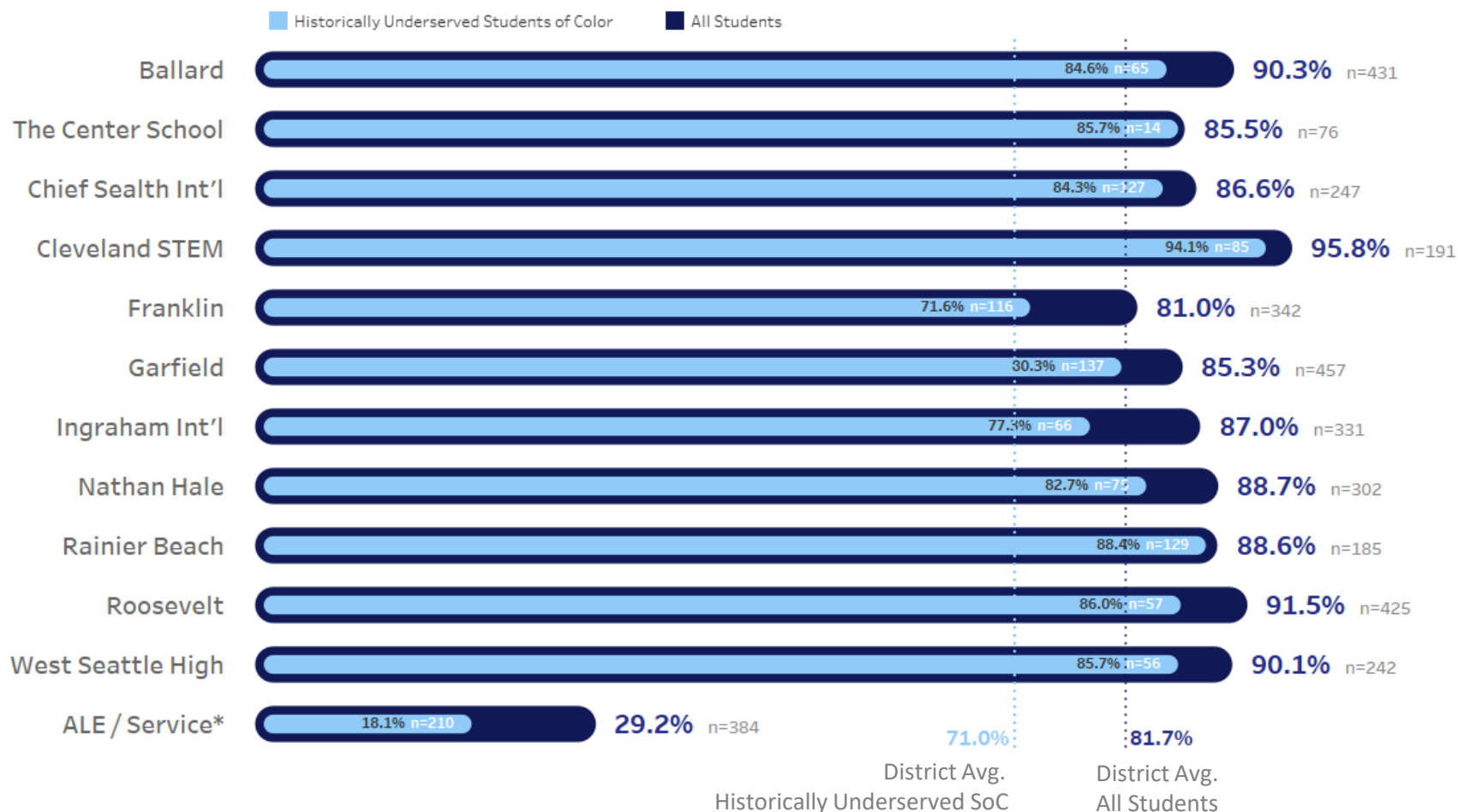


Detailed Data by Student Group

	2013	2014	2015	2016	2017	2018
All SPS Students	70.5%	74.1%	76.3%	76.9%	79.0%	81.7%
Asian American	75.9%	82.3%	83.4%	81.4%	83.3%	86.6%
Black (East African)	55.0%	66.5%	69.2%	68.9%	74.0%	79.6%
Black (English)	60.7%	57.1%	63.9%	69.9%	70.5%	71.5%
Hispanic/Latino	52.7%	57.1%	57.9%	61.8%	64.1%	67.4%
Native American	43.1%	50.0%	51.5%	54.5%	50.0%	70.8%
Multi-Racial	65.6%	80.4%	72.7%	76.8%	78.4%	78.3%
Pacific Islander	50.0%	50.0%	75.0%	57.7%	78.6%	60.0%
White	80.7%	82.7%	84.7%	83.6%	85.7%	88.0%
English Language Learners	39.0%	49.3%	47.4%	46.3%	46.8%	55.3%
Special Education	42.1%	49.2%	55.0%	55.1%	52.6%	58.2%

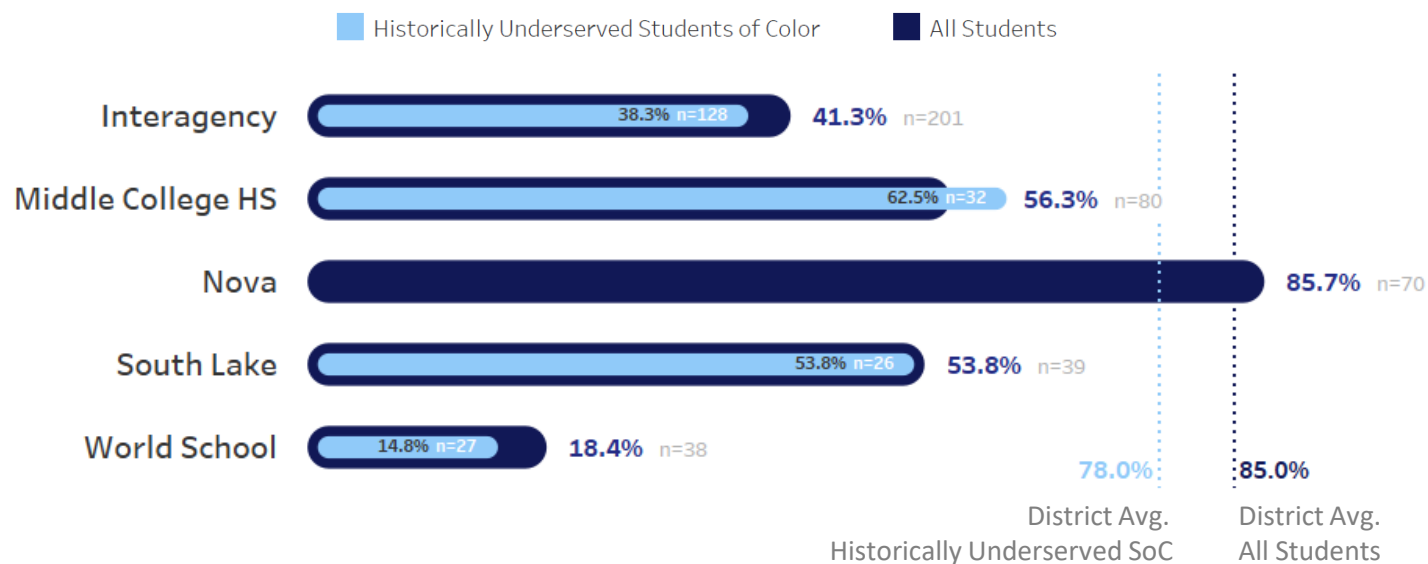
Historically Underserved Students of Color: Black, Hispanic/Latino, Native American, and Pacific Islander

Four-Year Graduation Rate by School (2017-18) - Preliminary



*ALE / Service Schools = Interagency, Middle College, NOVA, South Lake, and World School

Six-Year Graduation Rate, ALE & Service Schools (2017-18) - Preliminary



Four-Year Graduation Rates



- Class of 2018 graduation rates have increased by nearly **3 percentage points** over last year and **11 points** over 2013.
- District and School leaders have pointed to several factors likely contributing to positive gains, including:
 - District focus and training on equity and positive beliefs
 - Aligned goal-setting and cycle of inquiry work at schools
 - Close monitoring of early warning indicators and enhanced case management approaches
- Graduation requirements have increased for students starting in the Class of 2021 and we are working to support all students on their path to graduation

College-ready graduation



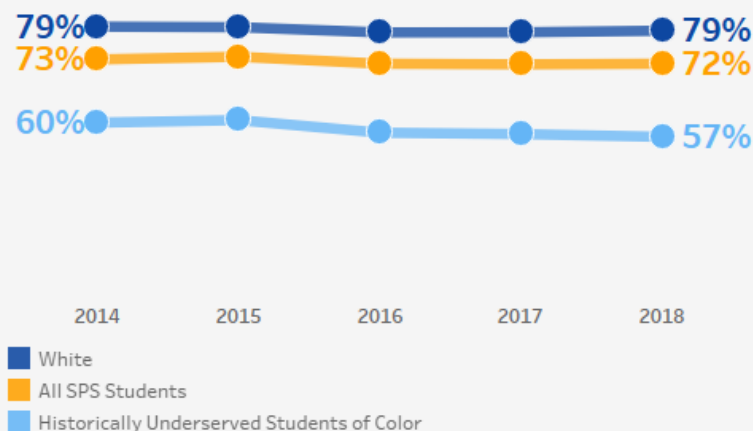
- We are also working to increase academic rigor across all grades so that our graduates are prepared for **post-secondary education**.
- The latest college-going data from National Student Clearing House shows a **3 point increase** in the percentage of SPS graduates enrolling in a two- or four-year college the year after graduation: from **71%** for **Class of 2016** to **74%** for **Class of 2017**.

Spotlight Measure: Attendance, Discipline & Climate

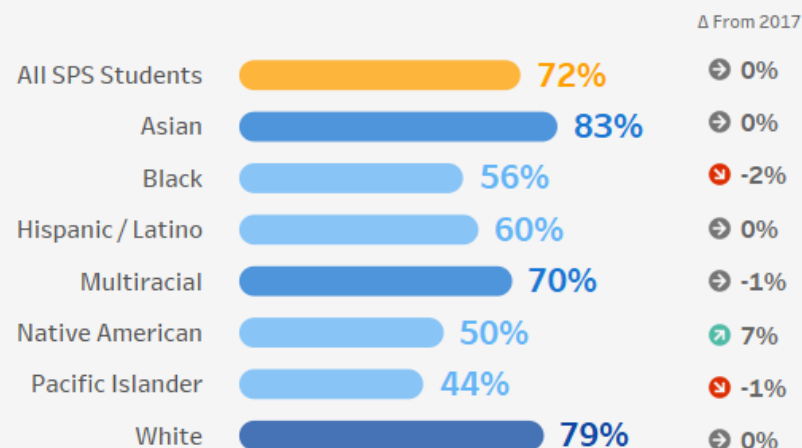
Attendance

Students with 90%+ Attendance Rate (6-12)

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity



Detailed Data by Student Group

	2013-14	2014-15	2015-16	2016-17	2017-18
All SPS Students	72.8%	73.4%	71.9%	71.8%	71.9%
Asian	81.3%	83.4%	82.0%	82.1%	82.5%
Black	60.3%	60.5%	57.4%	57.1%	55.5%
Hispanic / Latino	61.4%	61.9%	60.2%	59.7%	59.9%
Multiracial	72.0%	71.7%	72.1%	70.5%	69.6%
Native American	47.0%	51.5%	49.6%	43.4%	50.0%
Pacific Islander	46.7%	45.1%	35.2%	45.2%	44.1%
White	79.5%	79.4%	78.3%	78.3%	78.7%
English Language Learners	68.4%	70.7%	67.7%	66.4%	63.8%
Special Education	59.9%	60.8%	60.5%	58.6%	59.6%

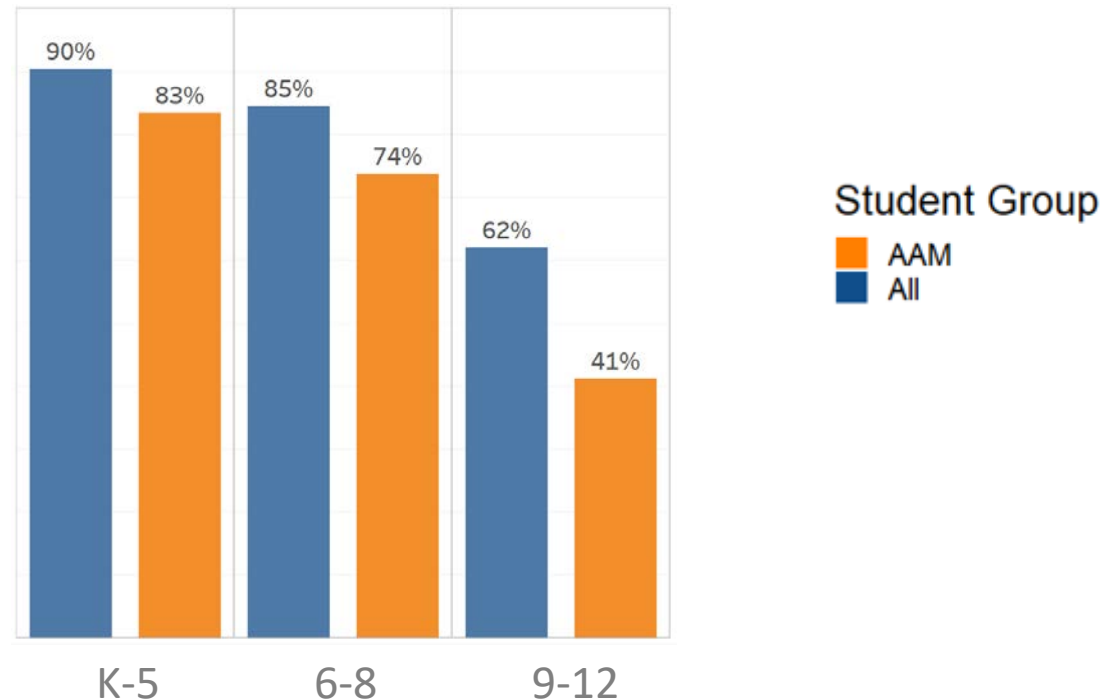
Students with 90%+ Attendance Rate

African American Males compared to District Average



The gap between African American Males and all students grows substantially after elementary school. In high school last year, only **41% of African American Males** attended 90%+ of days of school.

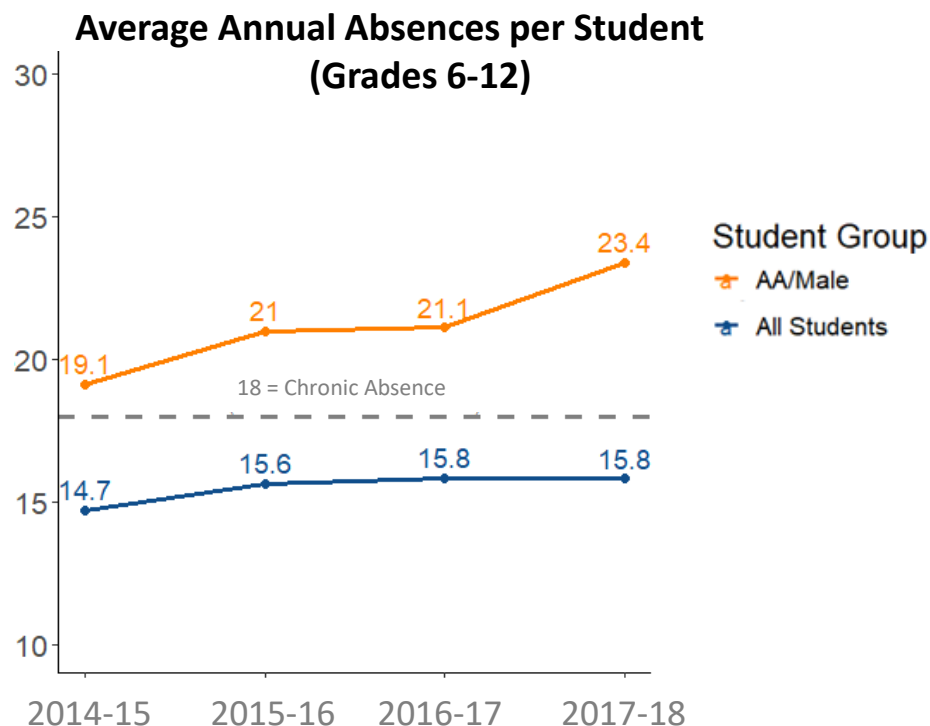
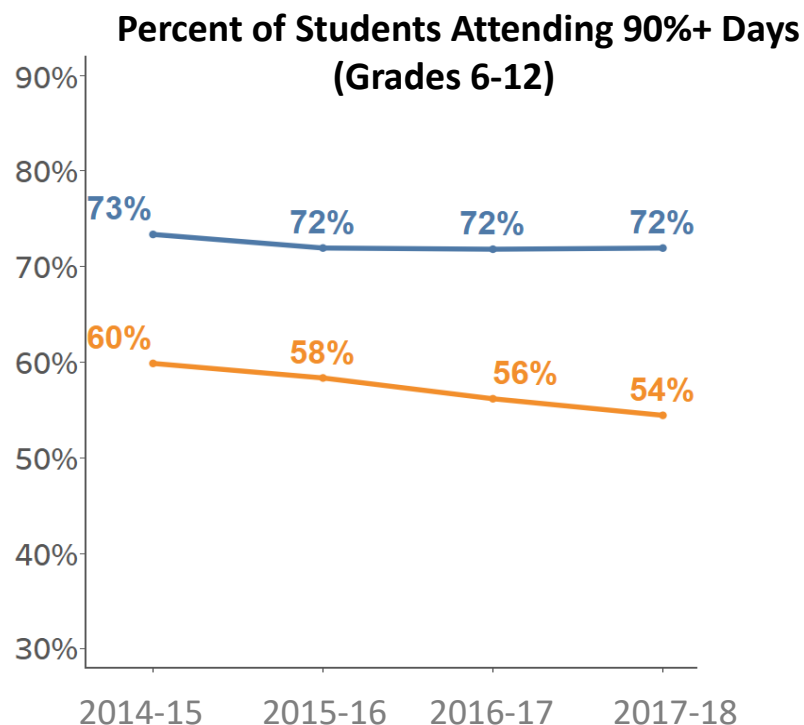
Percent of Students With 90%+ Attendance Rate by Grade Level (2017-18)



Attendance Trends

African American Males compared to District Average (Grades 6-12)

African American male attendance rates in Grades 6-12 have declined over the past four years. Last year, the average number of days missed by **African American males** (23.4) was significantly higher than the **district average** (15.8).

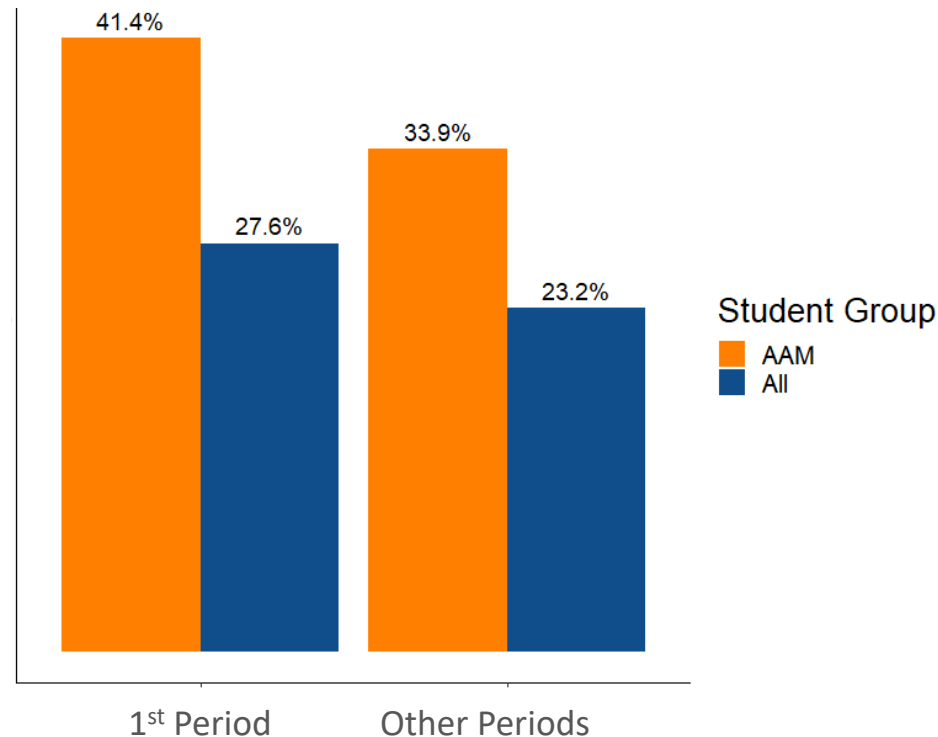


Absences by Period

African American Males compared to District Average (Grades 6-12)

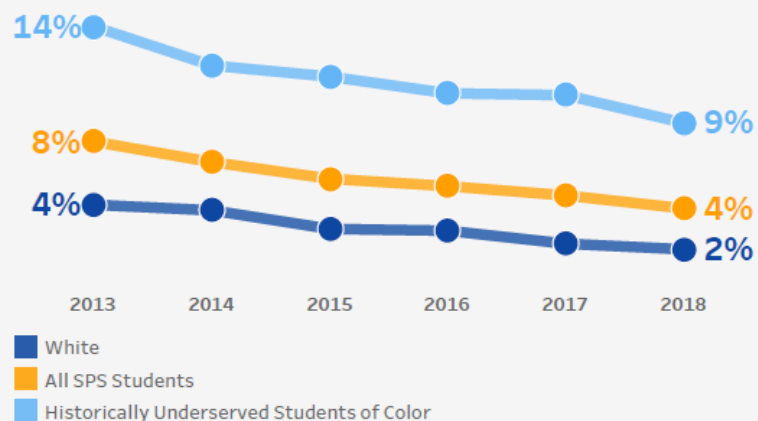
First period is the most likely period to be missed by all students, but the gap for African American males is greater.

Percent of students missing 10%+ of Classes (2017-18)

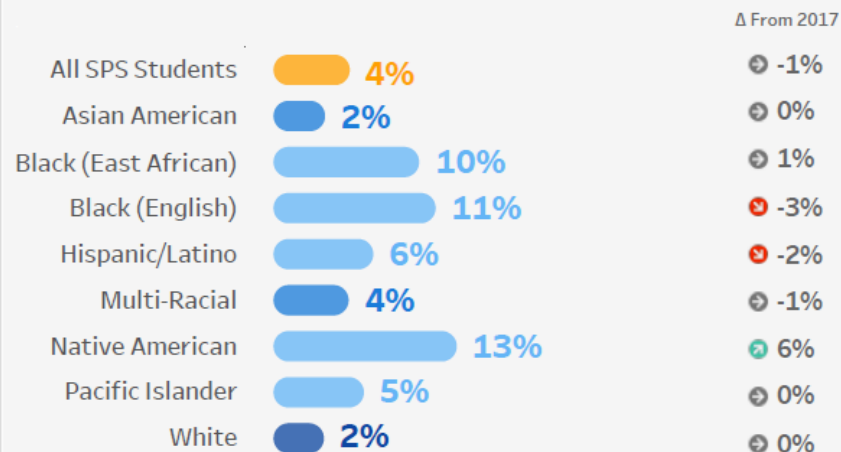


Students suspended or expelled (6th-12th grades)

Opportunity Gap Trend



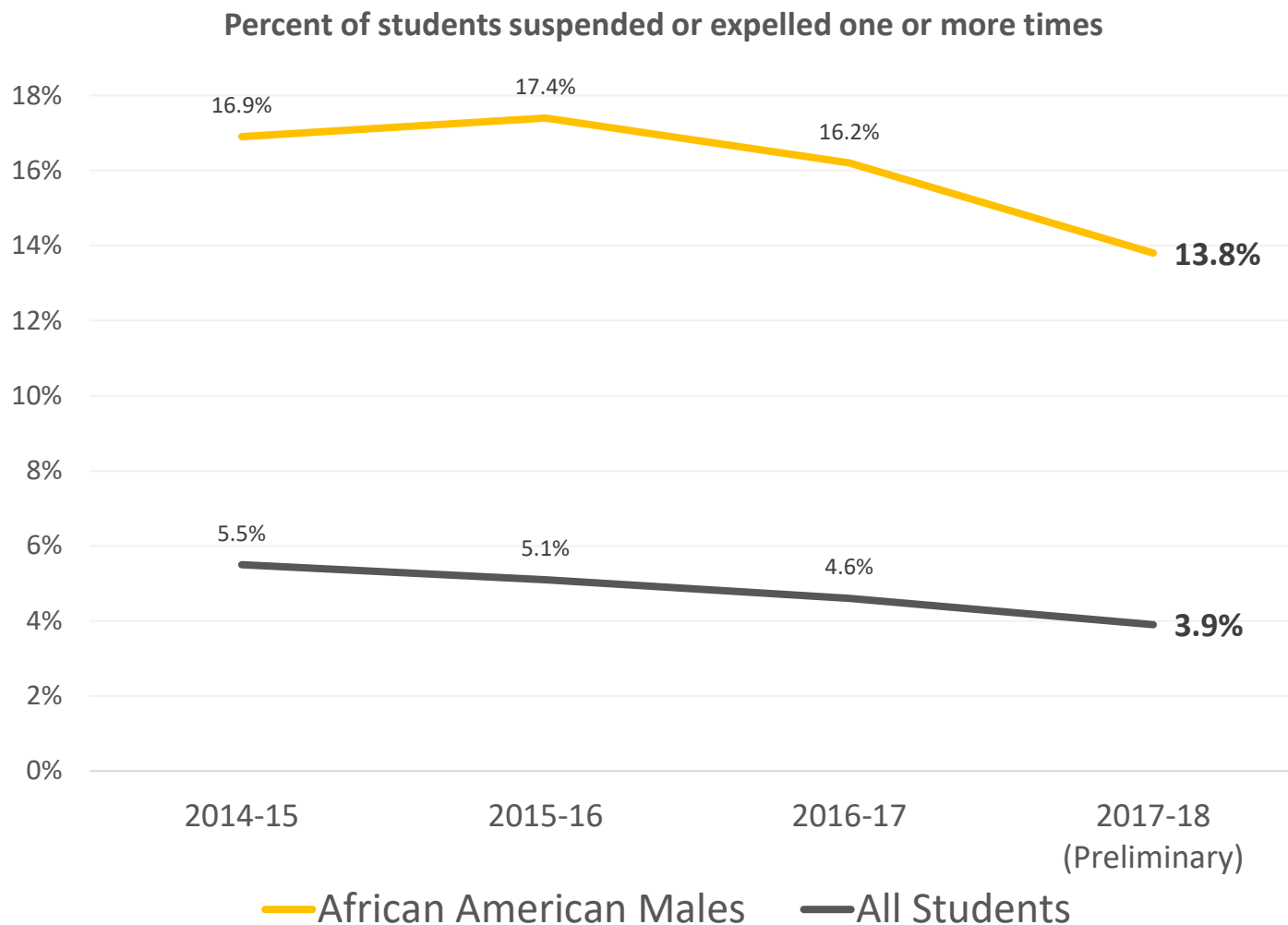
2017-18 Results by Race/Ethnicity



Detailed Data by Student Group

	2013	2014	2015	2016	2017	2018
All SPS Students	7.5%	6.4%	5.5%	5.1%	4.6%	3.9%
Asian American	3.1%	2.8%	2.5%	2.3%	1.7%	1.8%
Black (East African)	11.4%	8.5%	9.4%	10.3%	9.2%	9.8%
Black (English)	19.9%	16.4%	15.6%	13.7%	14.1%	11.2%
Hispanic/Latino	8.5%	8.5%	7.7%	7.1%	7.4%	5.9%
Native American	13.2%	13.2%	9.6%	6.9%	7.5%	13.0%
Multi-Racial	8.4%	6.3%	5.6%	5.8%	4.7%	3.8%
Pacific Islander	7.3%	9.9%	10.4%	4.0%	4.7%	5.1%
White	4.1%	3.8%	2.8%	2.7%	2.0%	1.7%
English Language Learners	9.4%	8.0%	8.6%	8.4%	7.6%	6.5%
Special Education	17.8%	15.1%	12.9%	12.8%	10.7%	9.1%

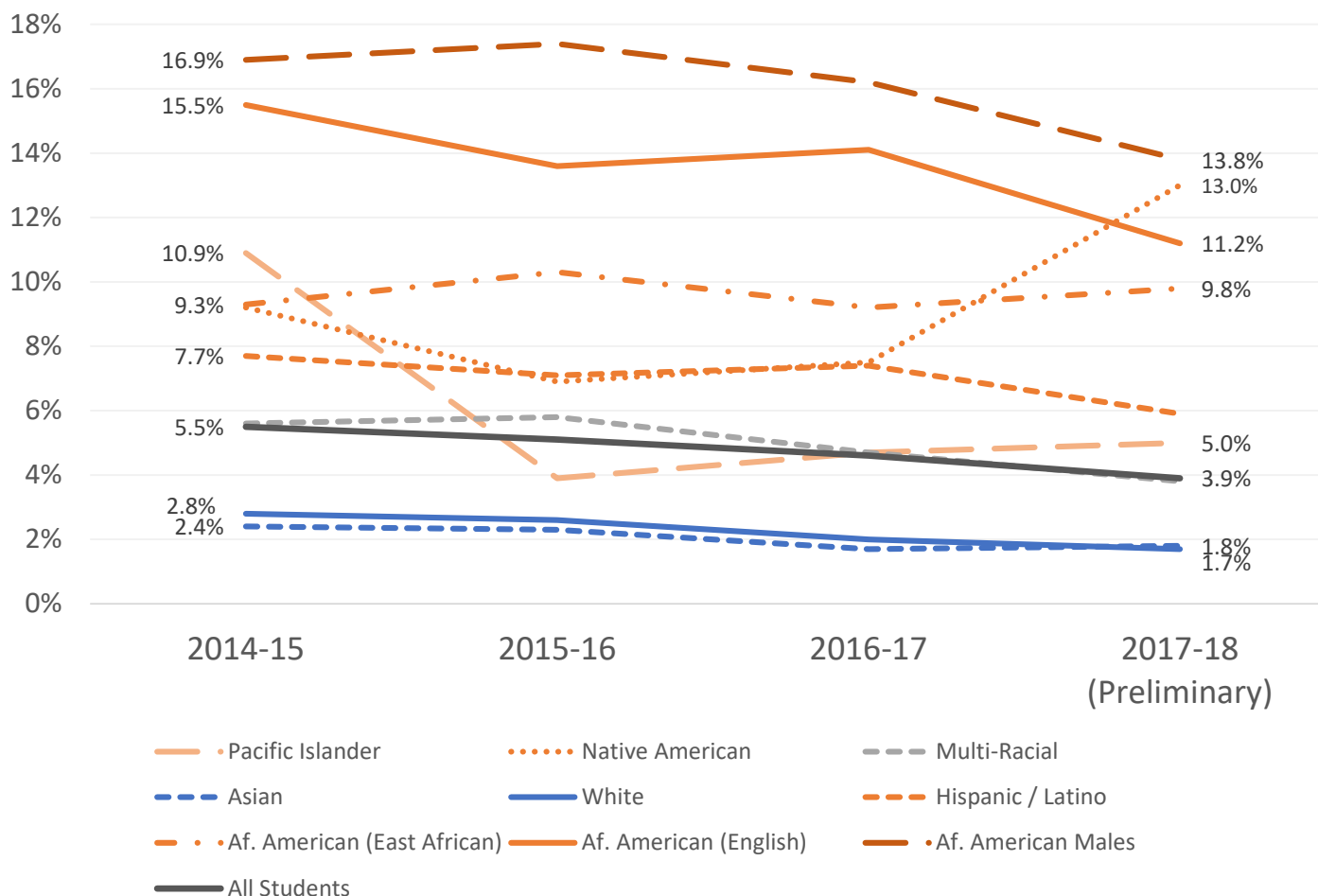
A Closer Look at Discipline



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

A Closer Look at Discipline

Percent of students suspended or expelled one or more times



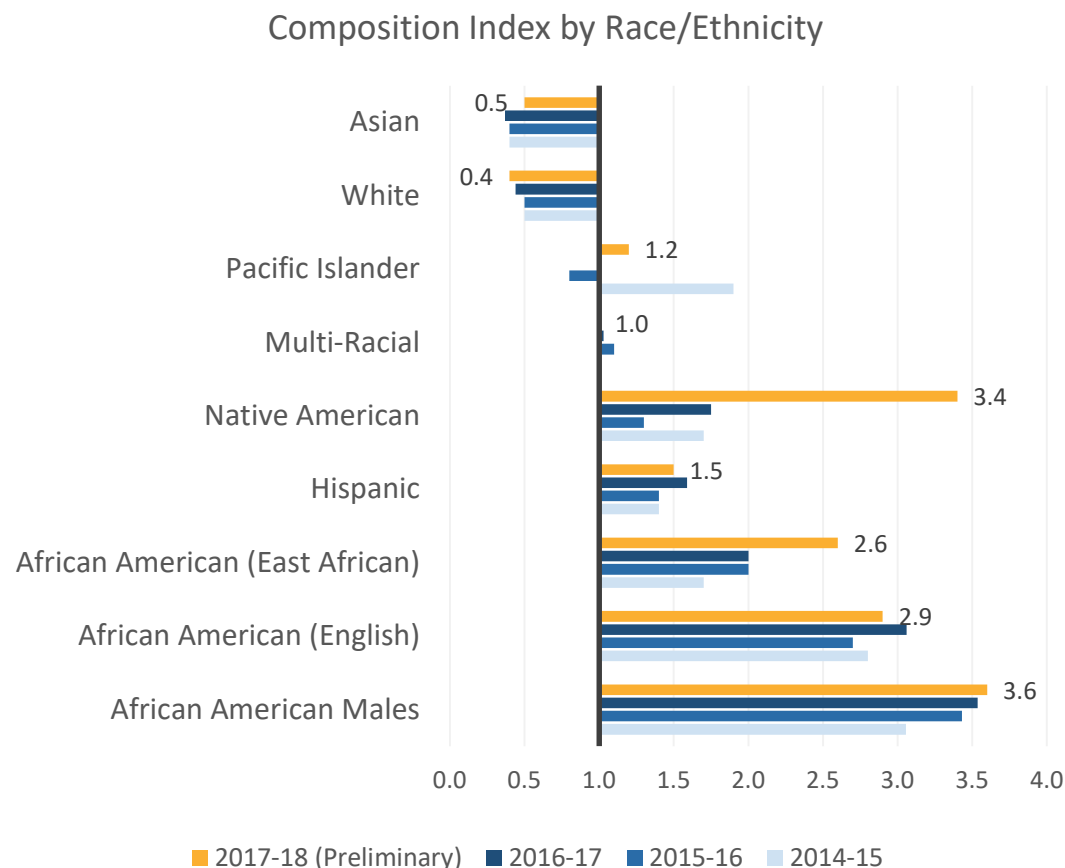
Note: Grades 6-12 and state reportable suspensions/expulsions only. Includes in-house suspensions.

A Closer Look at Discipline

In 2017-18, African American males made up **8.1%** of the student body, but **28.9%** of suspended or expelled students.

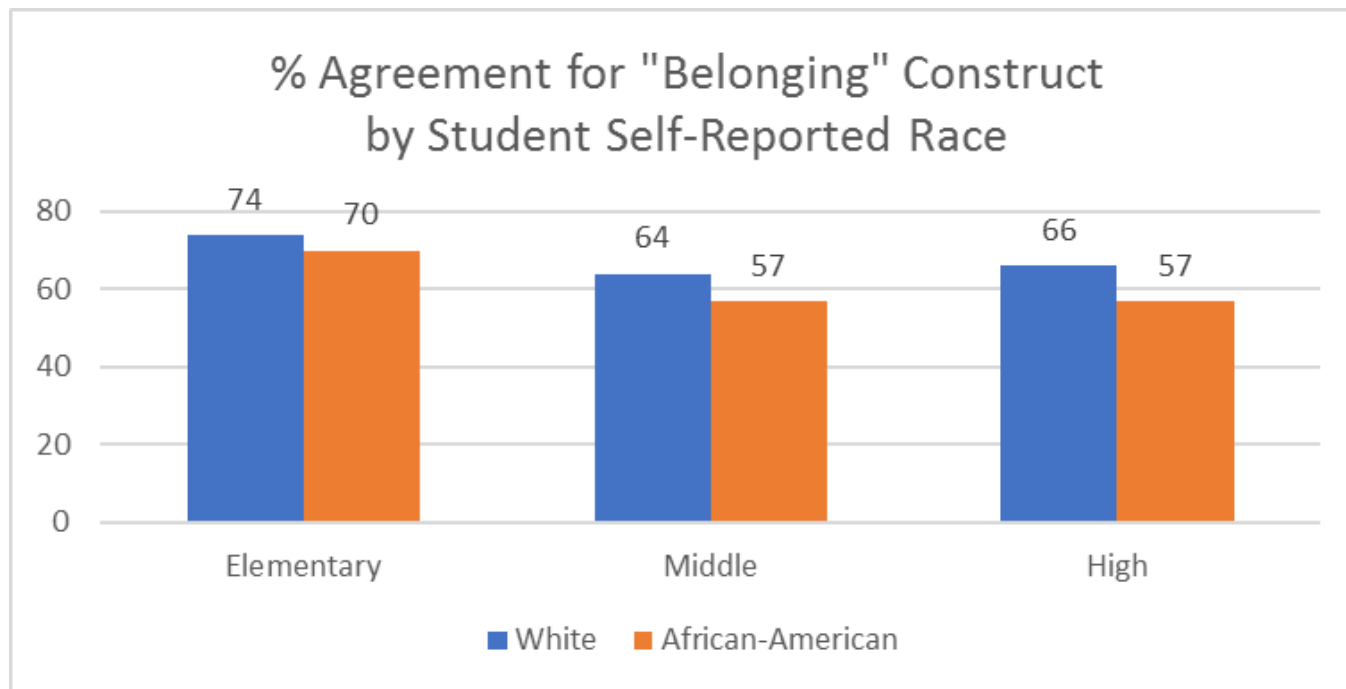
The **composition index** measures whether groups of students are suspended or expelled at a rate proportionate to their representation in the student population. The closer the composition index is to one, the more proportionate the discipline rate is for that specific group.

E.g., $28.9\% \div 8.1\% = 3.6$



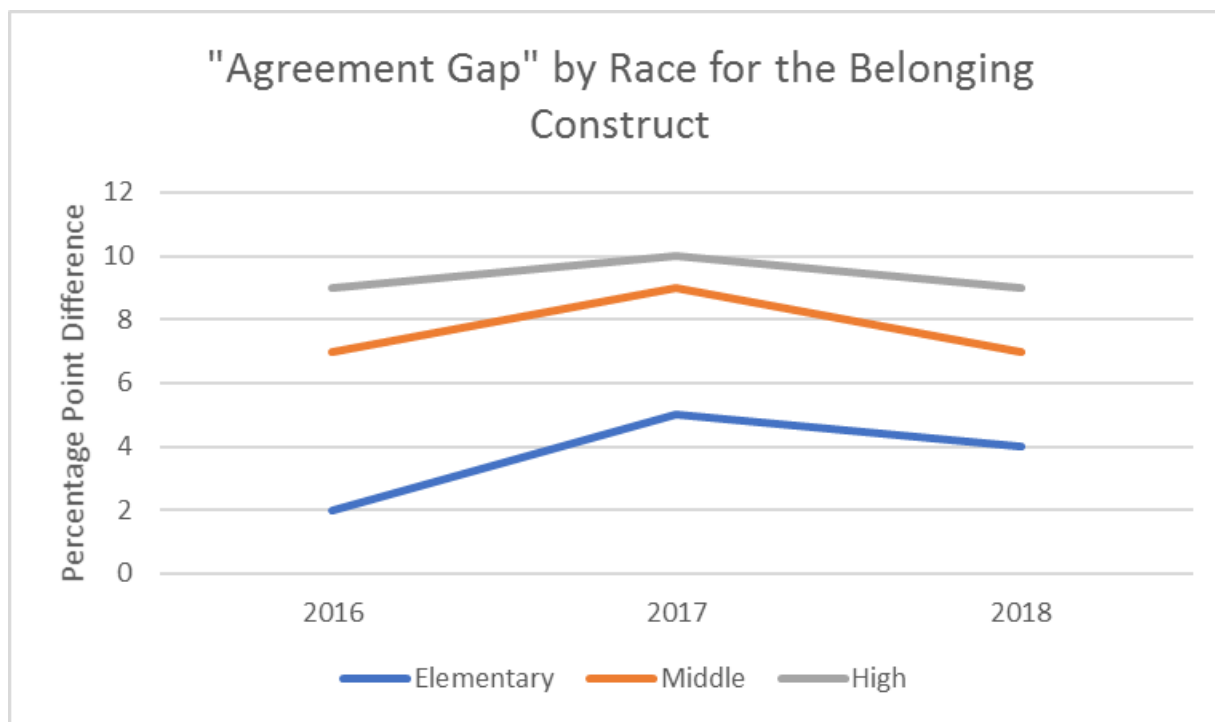
Student Climate Survey

“Belonging” construct asks how connected students feel in relation to their peers and trusted adults. Black/African-American students consistently answered these questions more negatively than their White peers – and the gap widens from elementary to middle to high school.



Student Climate Survey

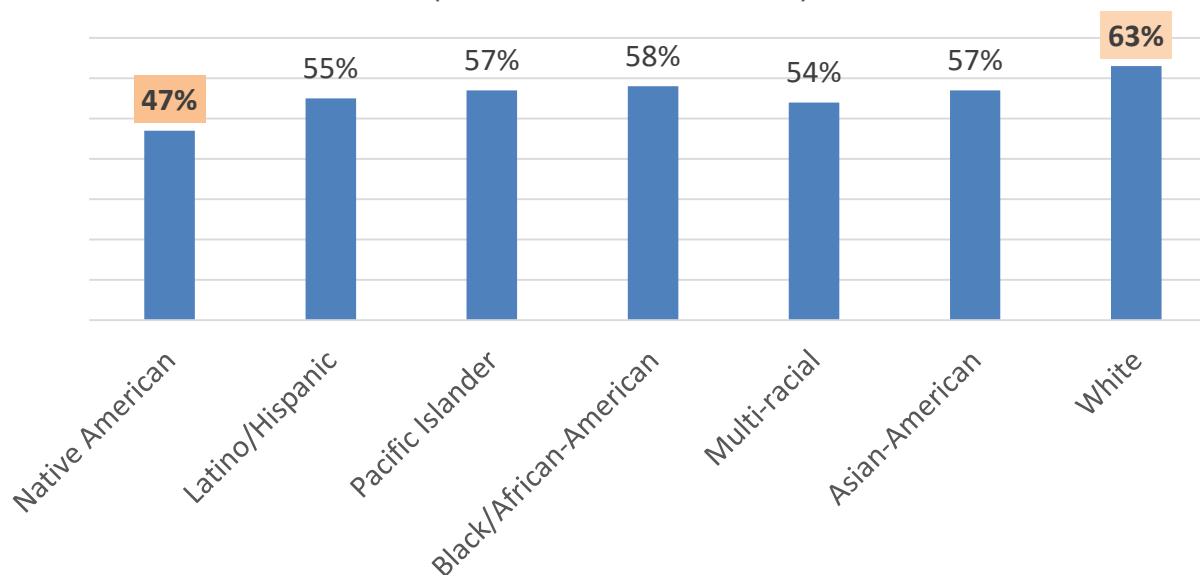
These gaps are concerning, and they are not new. This chart details how the gaps in student perception have persisted over time. Although there appears to be a slight decrease in the gap in 2018, the three-year trends don't show major movement.



Student Climate Survey

The climate survey asks how teachers engage students in learning. For the question “My teachers make me feel included in class,” we see a 16-point gap between Native American students and their White peers in middle school.

"My Teacher Makes me Feel Included in Class"
(Middle School Students)



Welcoming Environments in Every School



- To create *safe, healthy school climate and culture* where students are supported and engaged, we aim to provide support schools to:
 - Build adult capacity and efficacy to create the conditions for learning
 - Positive beliefs, positive relationships (addressing implicit bias)
 - High expectations, high support (“warm demanders”)
 - Create culturally responsive learning environments in which students from diverse backgrounds feel connected and engaged
 - Culturally responsive pedagogy
 - Ethnic Studies/Since Time Immemorial
 - Apply positive alternatives to discipline by increasing instructional time and student engagement
 - Positive Behavioral Supports
 - Trauma Responsive Practices
 - Restorative Practices
 - Wrap Around Case Management (Tier 2)

Looking Ahead...

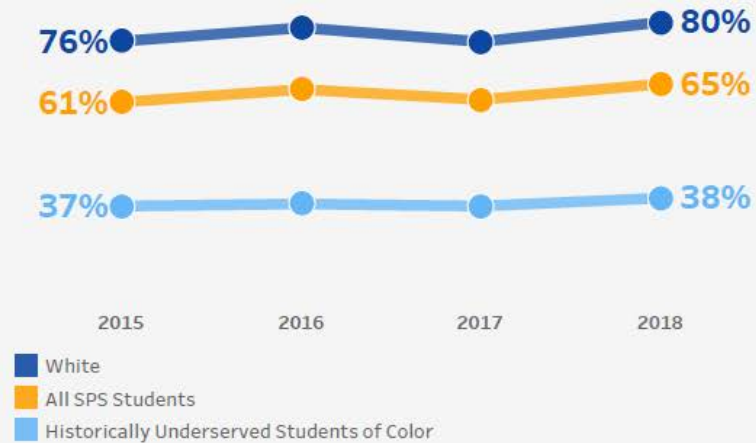
Anticipated Future Changes for District Scorecard



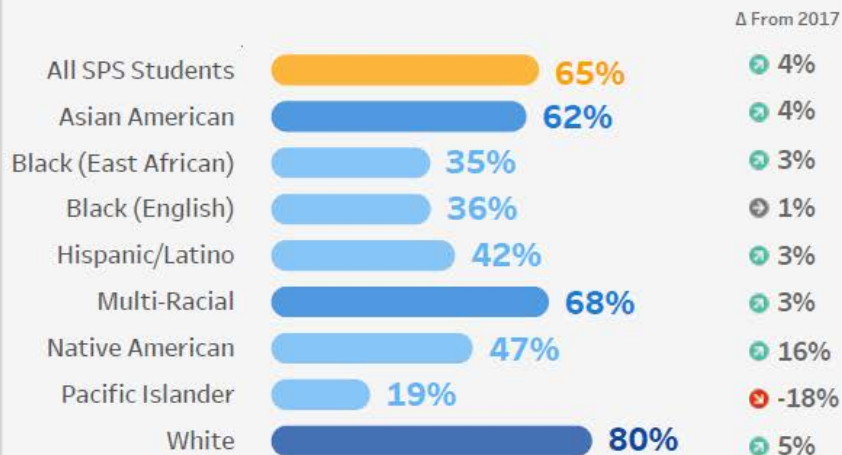
- ✓ Realignment of metrics and measurement instruments (e.g., school climate surveys) to new Strategic Plan
- ✓ Annual presentation will combine data outcomes with findings from research and evaluation studies (Policy 2090)
- ✓ Improved visualization and presentation of key metrics, including online interactive reports (publicly accessible)
- ✓ *Recommendation:* longer worksession format to allow for more in-depth exploration of data and research findings and discussion of strategies to improve outcomes, reach targets

3rd Grade ELA Proficiency

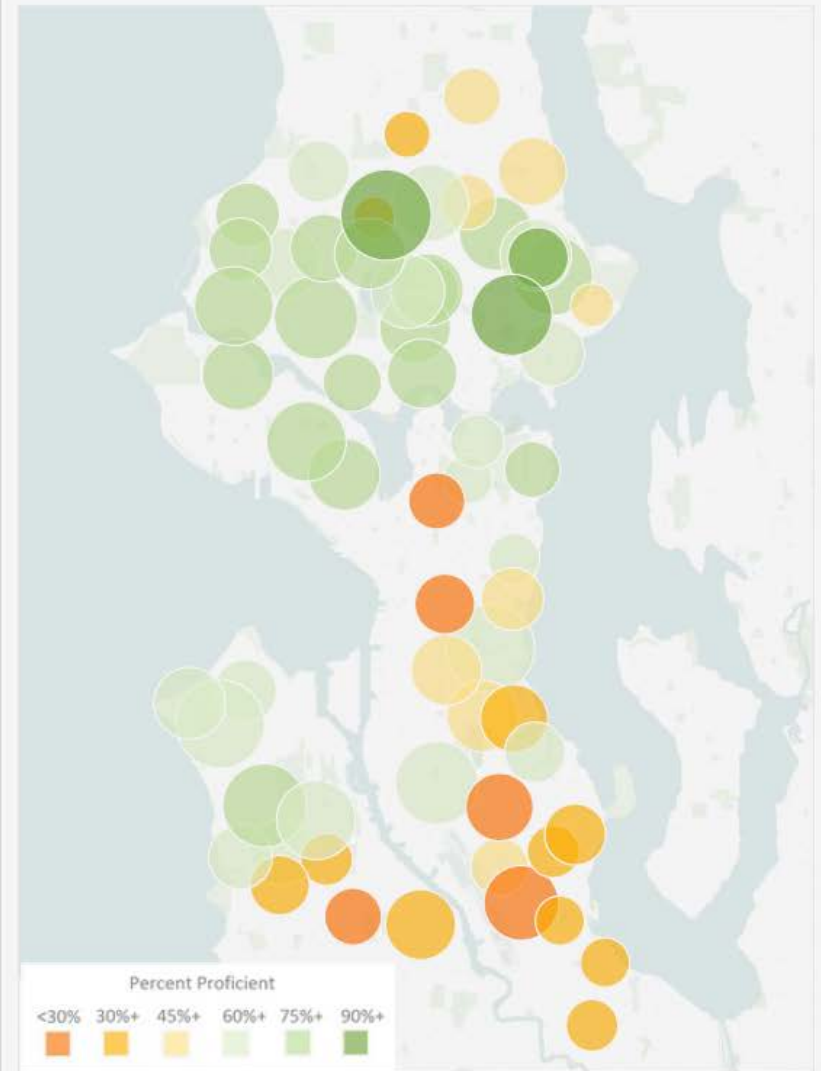
Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

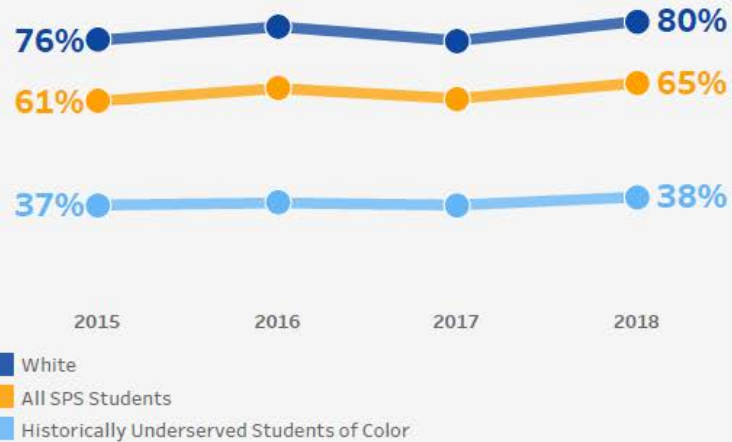


2017-18 Results by School

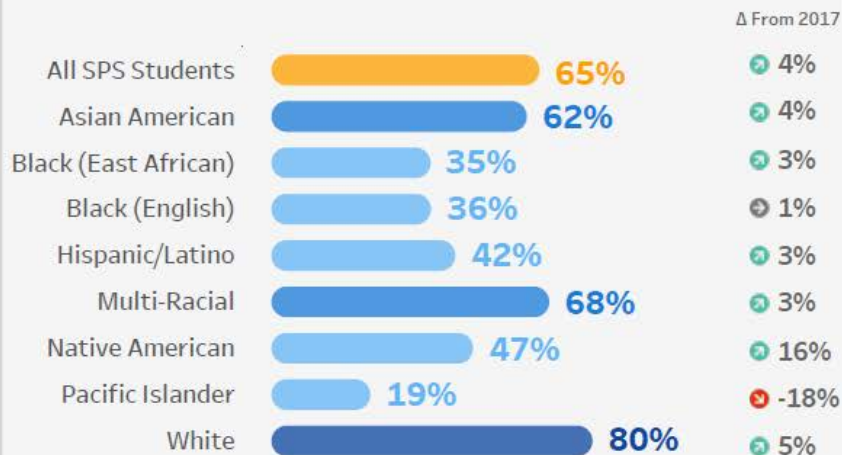


3rd Grade ELA Proficiency

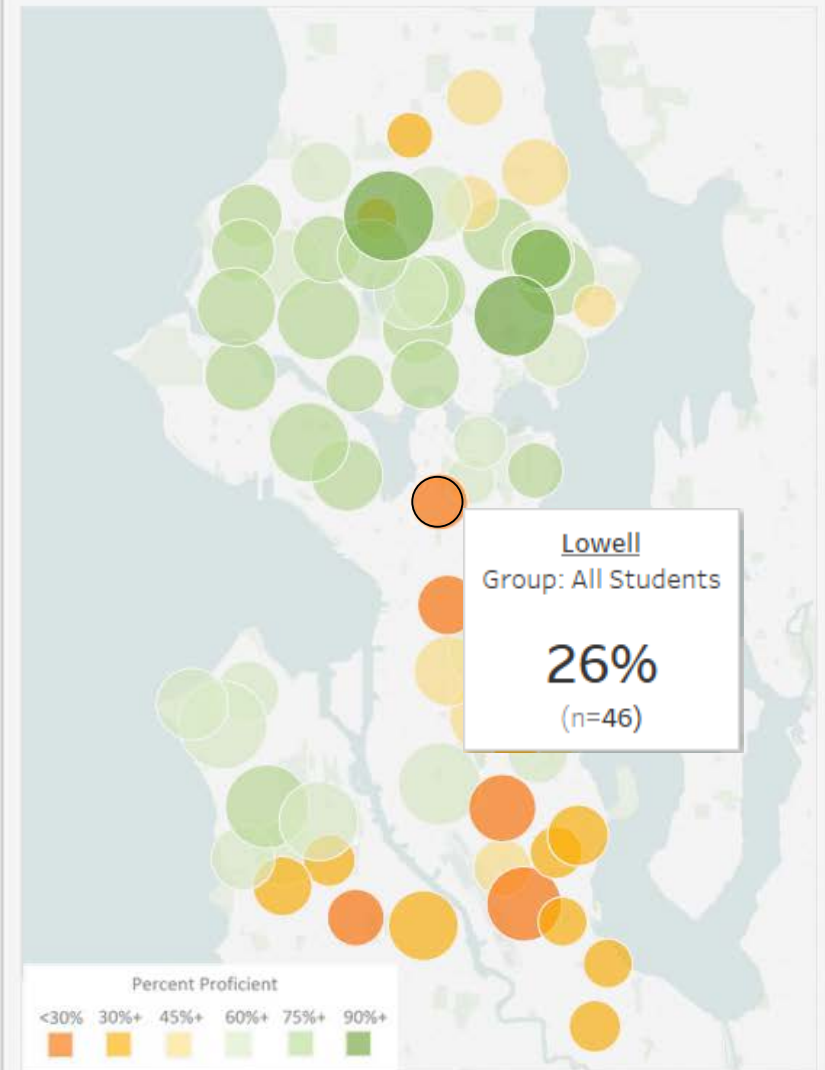
Opportunity Gap Trend



2017-18 Results by Race/Ethnicity



2017-18 Results by School

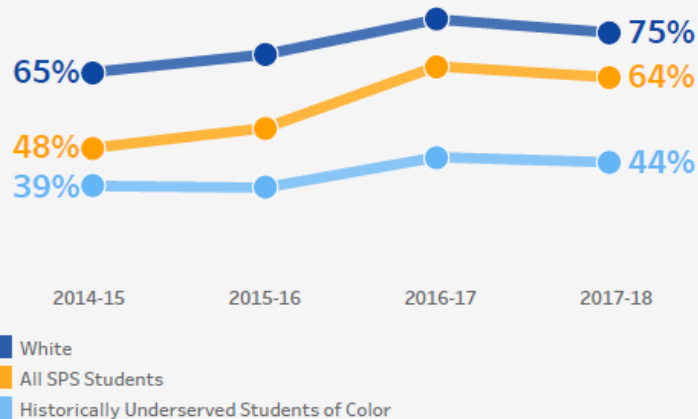


Data Appendix

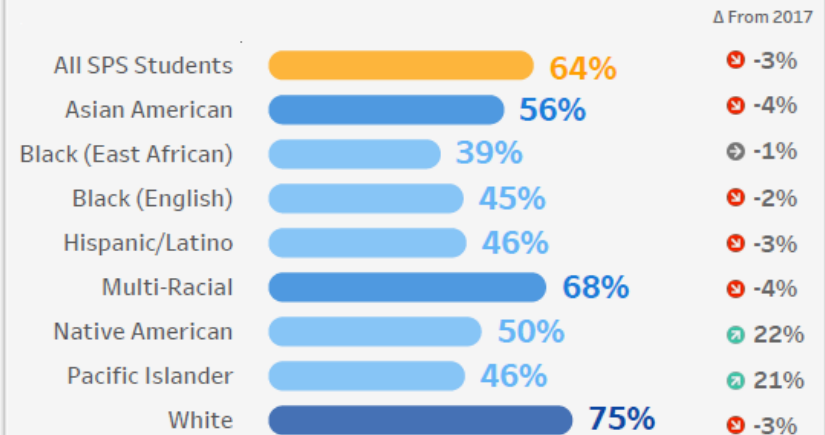
Academic Milestones

Kindergarteners demonstrating readiness (WaKids, Fall)

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

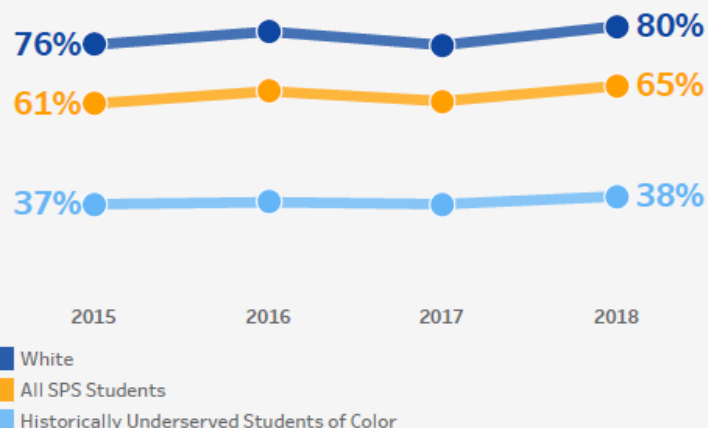


Detailed Data by Student Group

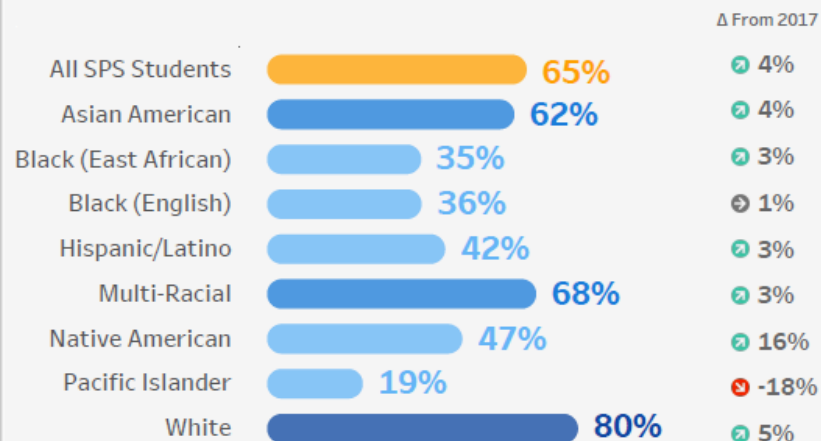
	2014-15	2015-16	2016-17	2017-18
All SPS Students	47.5%	52.2%	66.8%	64.2%
Asian American	41.2%	51.2%	60.3%	56.2%
Black (East African)	40.3%	37.7%	39.5%	38.9%
Black (English)	42.9%	40.4%	47.4%	45.1%
Hispanic/Latino	32.7%	36.5%	48.7%	45.9%
Native American	33.3%	25.0%	27.8%	50.0%
Multi-Racial	61.5%	59.1%	71.7%	67.6%
Pacific Islander	36.4%	18.2%	25.0%	45.5%
White	65.4%	69.6%	77.9%	74.8%
English Language Learners	33.4%	38.9%	44.1%	40.0%
Special Education	22.9%	21.7%	30.3%	30.7%

3rd Grade ELA Proficiency

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

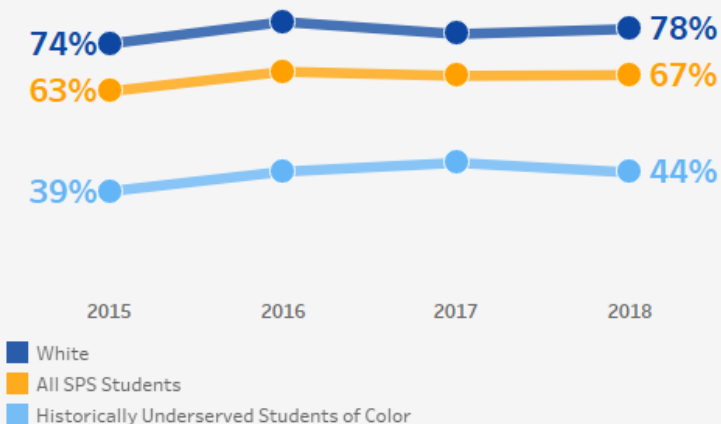


Detailed Data by Student Group

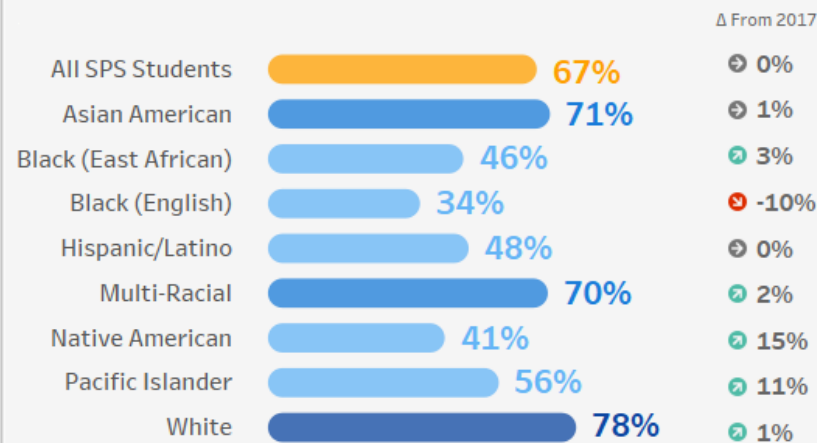
	2015	2016	2017	2018
All SPS Students	61.1%	64.1%	61.7%	65.4%
Asian American	58.1%	65.1%	58.2%	61.9%
Black (East African)	28.9%	33.5%	32.4%	35.4%
Black (English)	35.1%	32.4%	34.9%	35.5%
Hispanic/Latino	41.7%	41.8%	39.1%	42.2%
Native American	36.0%	30.0%	31.6%	47.1%
Multi-Racial	63.2%	67.5%	65.2%	68.1%
Pacific Islander	33.3%	36.4%	36.8%	18.8%
White	75.5%	78.7%	75.4%	80.0%
English Language Learners	19.2%	20.4%	17.1%	18.6%
Special Education	36.5%	37.7%	38.0%	39.1%

3rd Grade Math Proficiency

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

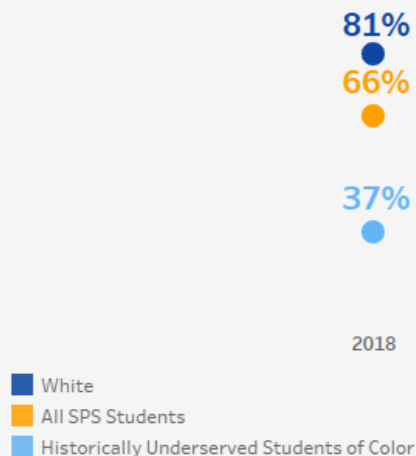


Detailed Data by Student Group

	2014-15	2015-16	2016-17	2017-18
All SPS Students	63.0%	67.7%	66.7%	66.9%
Asian American	70.1%	74.3%	70.0%	70.6%
Black (East African)	37.0%	43.6%	43.6%	46.4%
Black (English)	35.8%	38.7%	44.4%	34.3%
Hispanic/Latino	42.5%	48.6%	48.2%	47.9%
Native American	52.0%	30.0%	26.3%	41.2%
Multi-Racial	64.7%	69.4%	68.2%	70.0%
Pacific Islander	33.3%	36.4%	45.0%	56.3%
White	74.4%	79.6%	76.7%	77.9%
English Language Learners	30.2%	36.8%	37.0%	32.7%
Special Education	36.5%	41.3%	43.3%	40.4%

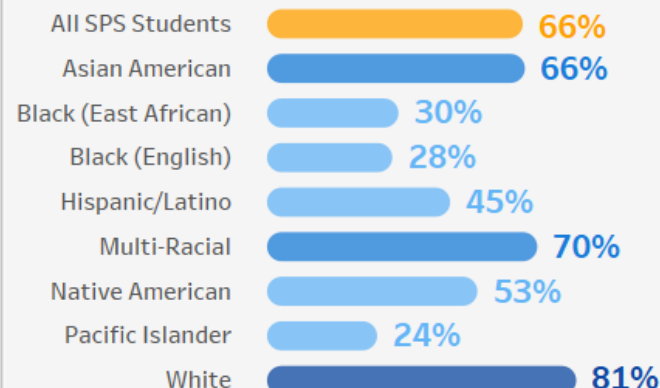
5th Grade Science Proficiency (WCAS)

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

Δ From 2017

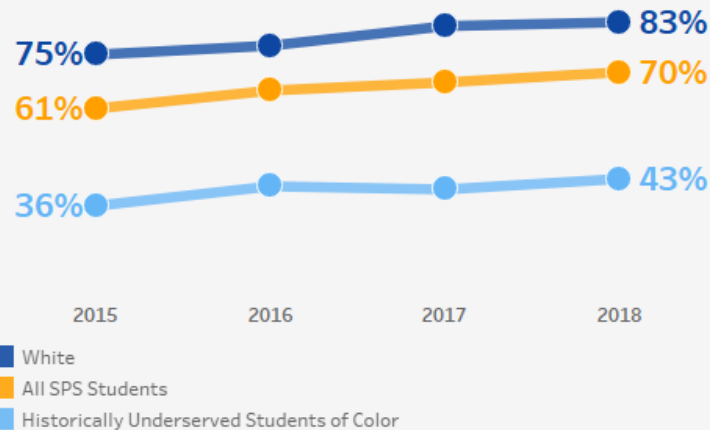


Detailed Data by Student Group

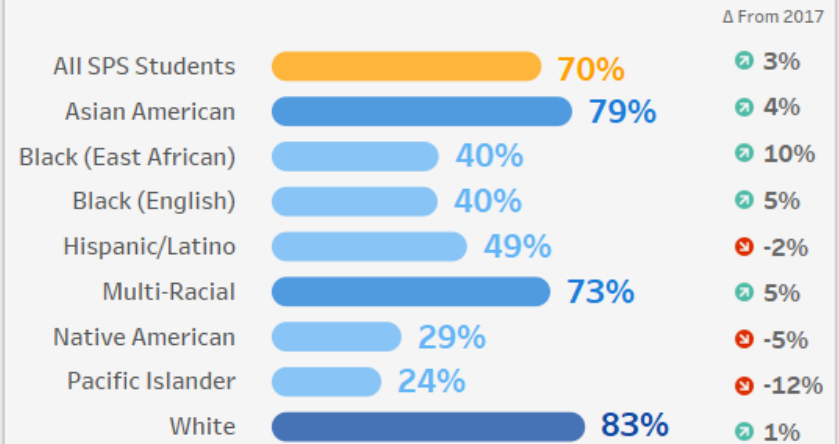
	2017-18
All SPS Students	65.8%
Asian American	66.4%
Black (East African)	29.7%
Black (English)	27.9%
Hispanic/Latino	44.7%
Native American	52.6%
Multi-Racial	70.0%
Pacific Islander	23.5%
White	81.3%
English Language Learners	13.4%
Special Education	39.8%

7th Grade ELA Proficiency

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

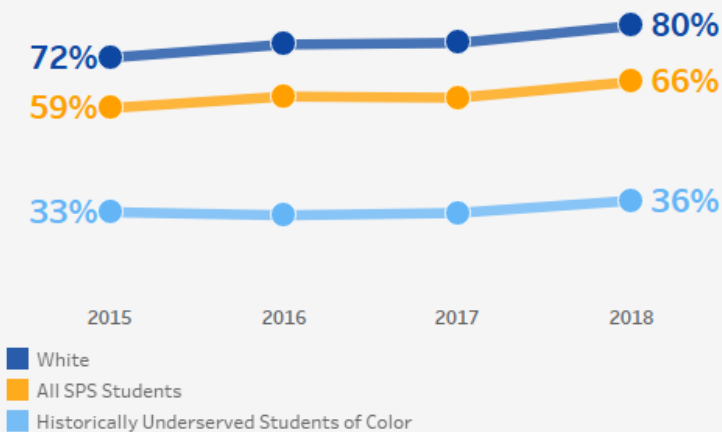


Detailed Data by Student Group

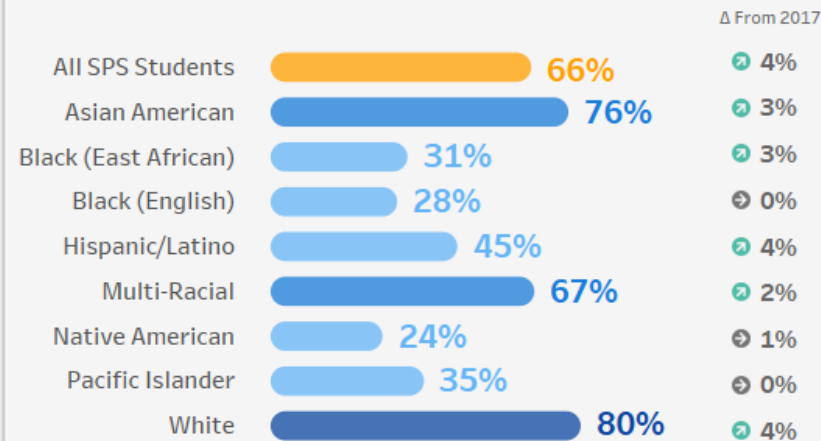
	2014-15	2015-16	2016-17	2017-18
All SPS Students	61.1%	65.7%	67.8%	70.4%
Asian American	71.2%	75.0%	75.4%	79.4%
Black (East African)	26.4%	36.2%	30.8%	40.3%
Black (English)	32.8%	33.8%	35.1%	40.0%
Hispanic/Latino	44.0%	50.1%	50.6%	48.6%
Native American	34.4%	50.0%	34.3%	29.4%
Multi-Racial	59.0%	68.8%	68.4%	73.0%
Pacific Islander	36.8%	30.8%	35.7%	23.5%
White	74.9%	77.2%	82.2%	83.2%
English Language Learners	11.6%	13.0%	6.1%	8.3%
Special Education	18.5%	25.1%	24.9%	27.8%

7th Grade Math Proficiency

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity



Detailed Data by Student Group

	2014-15	2015-16	2016-17	2017-18
All SPS Students	59.2%	62.1%	61.8%	65.8%
Asian American	74.3%	76.4%	73.0%	76.4%
Black (East African)	27.3%	28.8%	27.8%	30.6%
Black (English)	30.1%	21.6%	27.6%	27.7%
Hispanic/Latino	39.7%	42.8%	40.8%	44.8%
Native American	27.3%	46.2%	22.9%	23.5%
Multi-Racial	57.1%	63.7%	64.8%	66.7%
Pacific Islander	21.1%	15.4%	35.7%	35.3%
White	71.9%	75.2%	75.6%	79.9%
English Language Learners	23.5%	21.7%	16.0%	13.9%
Special Education	16.5%	24.3%	23.7%	24.7%

8th Grade Science Proficiency

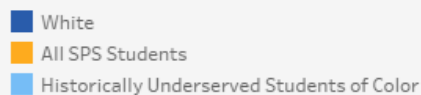
Opportunity Gap Trend

81%

63%

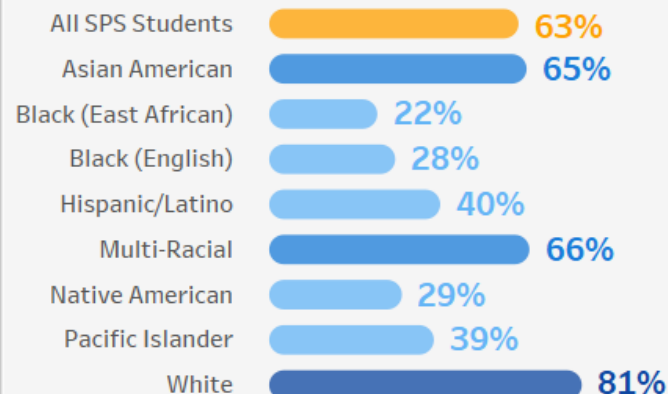
32%

2018



2017-18 Results by Race/Ethnicity

Δ From 2017



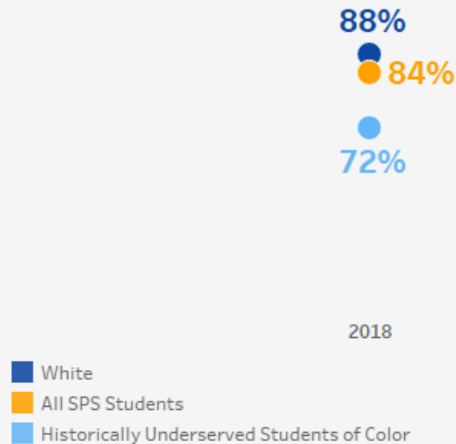
Detailed Data by Student Group

2017-18

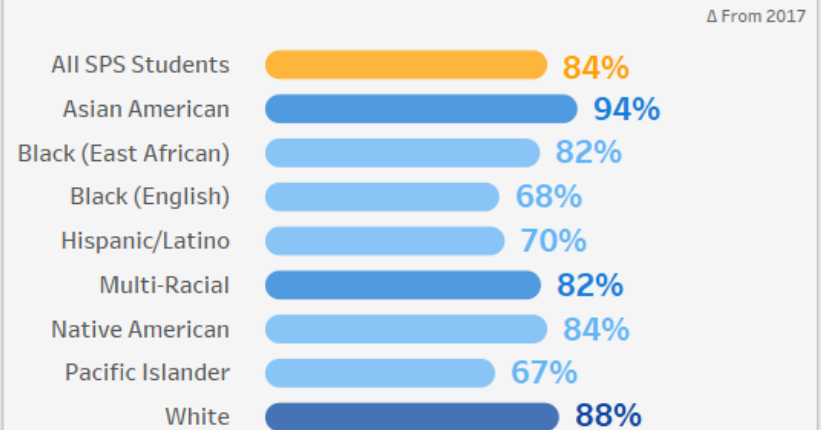
All SPS Students	62.6%
Asian American	64.9%
Black (East African)	22.4%
Black (English)	27.5%
Hispanic/Latino	40.3%
Native American	29.4%
Multi-Racial	65.7%
Pacific Islander	38.5%
White	80.6%
English Language Learners	7.6%
Special Education	24.5%

9th graders earning 6+ credits

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

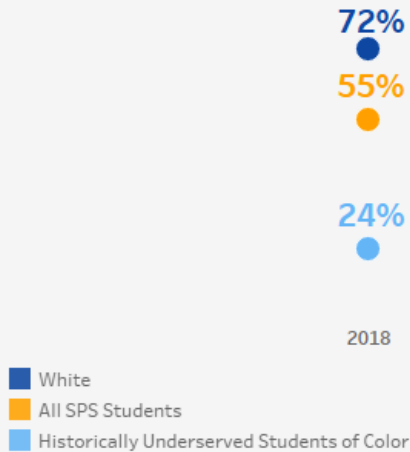


Detailed Data by Student Group

	2017-18
All SPS Students	84.0%
Asian American	94.0%
Black (East African)	81.6%
Black (English)	68.1%
Hispanic/Latino	69.9%
Native American	84.0%
Multi-Racial	81.9%
Pacific Islander	66.7%
White	87.9%
English Language Learners	70.6%
Special Education	69.2%

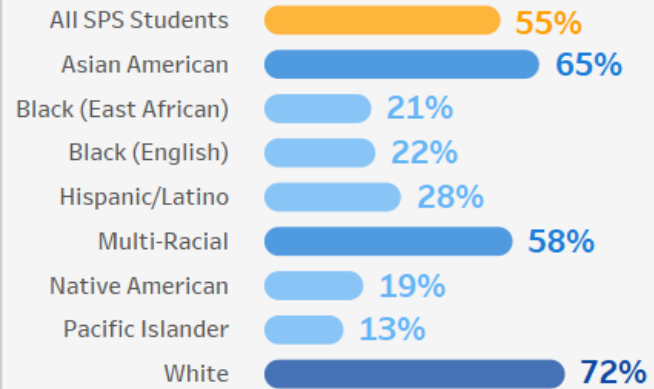
10th graders passing state exams required for graduation

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

Δ From 2017



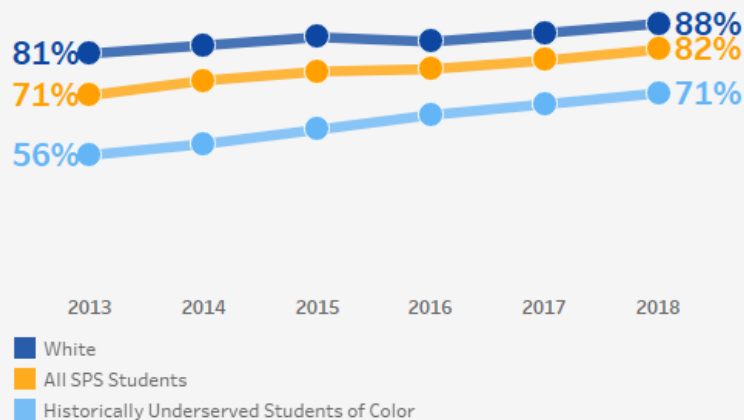
Detailed Data by Student Group

2017-18

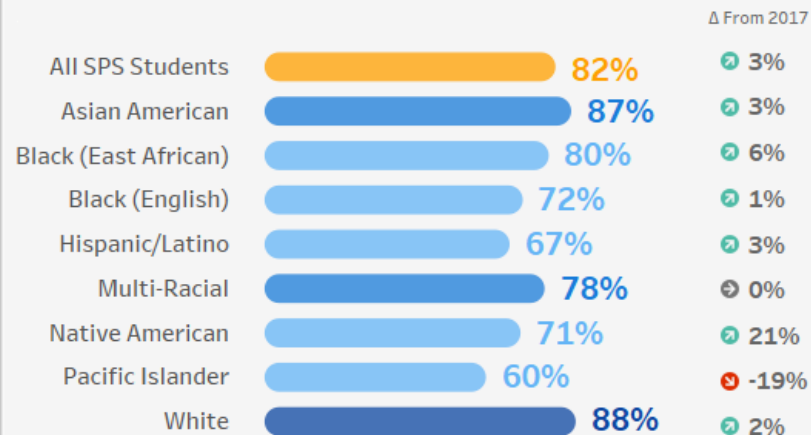
All SPS Students	54.7%
Asian American	64.9%
Black (East African)	20.6%
Black (English)	21.7%
Hispanic/Latino	28.4%
Native American	18.5%
Multi-Racial	57.9%
Pacific Islander	13.3%
White	71.7%
English Language Learners	9.7%
Special Education	15.5%

Four-year Graduation Rate

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

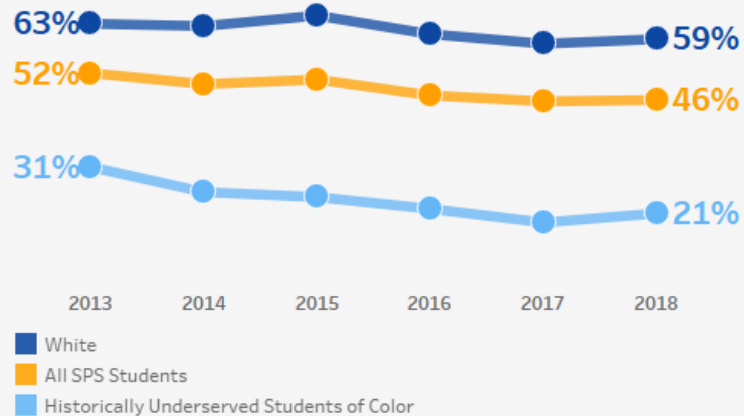


Detailed Data by Student Group

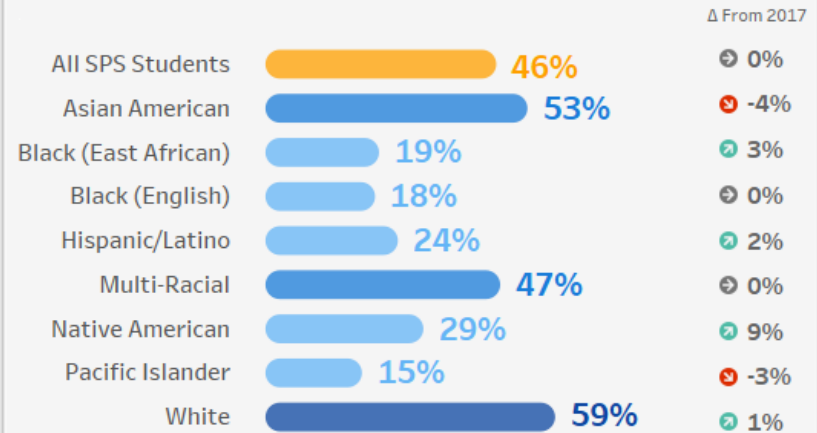
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All SPS Students	70.5%	74.1%	76.3%	76.9%	79.0%	81.7%
Asian American	75.9%	82.3%	83.4%	81.4%	83.3%	86.6%
Black (East African)	55.0%	66.5%	69.2%	68.9%	74.0%	79.6%
Black (English)	60.7%	57.1%	63.9%	69.9%	70.5%	71.5%
Hispanic/Latino	52.7%	57.1%	57.9%	61.8%	64.1%	67.4%
Native American	43.1%	50.0%	51.5%	54.5%	50.0%	70.8%
Multi-Racial	65.6%	80.4%	72.7%	76.8%	78.4%	78.3%
Pacific Islander	50.0%	50.0%	75.0%	57.7%	78.6%	60.0%
White	80.7%	82.7%	84.7%	83.6%	85.7%	88.0%
English Language Learners	39.0%	49.3%	47.4%	46.3%	46.8%	55.3%
Special Education	42.1%	49.2%	55.0%	55.1%	52.6%	58.2%

Passing Algebra by 8th grade

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

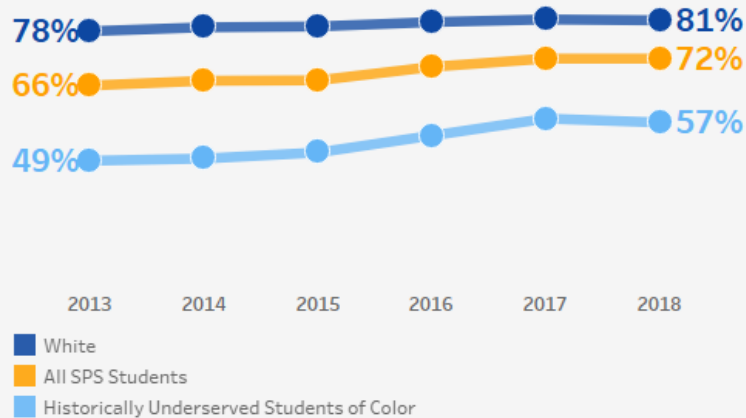


Detailed Data by Student Group

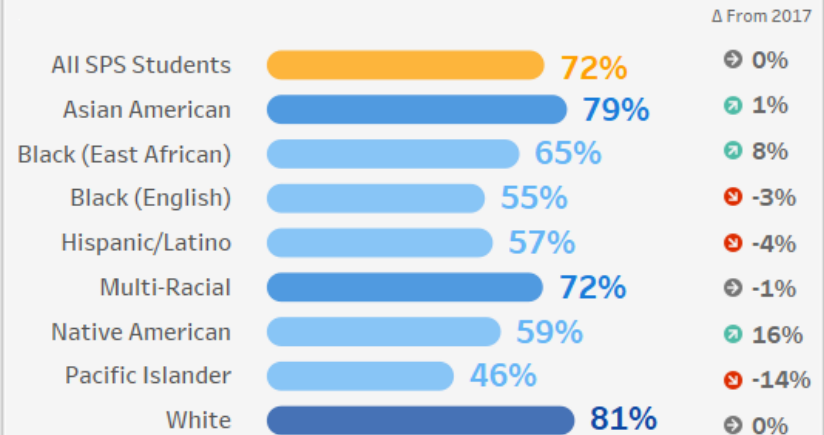
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All SPS Students	51.9%	49.5%	50.5%	47.0%	45.7%	46.0%
Asian American	64.2%	58.0%	60.2%	56.3%	57.2%	53.1%
Black (East African)	28.5%	19.0%	18.2%	17.6%	15.9%	19.3%
Black (English)	35.3%	23.9%	26.1%	24.0%	18.2%	18.4%
Hispanic/Latino	28.6%	31.4%	26.7%	23.8%	21.3%	23.6%
Native American	23.4%	26.5%	31.4%	17.2%	20.7%	29.4%
Multi-Racial	53.9%	54.2%	50.2%	48.8%	47.0%	46.9%
Pacific Islander	46.7%	5.0%	14.3%	11.8%	18.2%	15.4%
White	62.8%	62.3%	64.6%	60.5%	58.4%	59.4%
English Language Learners	14.9%	14.9%	13.6%	11.1%	6.1%	8.8%
Special Education	11.4%	12.9%	14.0%	9.7%	12.5%	10.0%

Passing a college level course by 12th grade

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

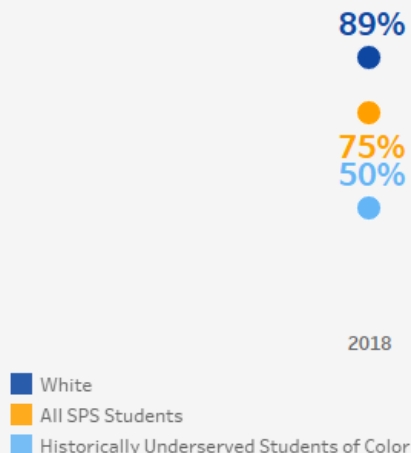


Detailed Data by Student Group

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All SPS Students	65.8%	66.9%	67.0%	70.1%	72.0%	72.0%
Asian American	69.2%	71.2%	70.4%	76.7%	77.3%	78.6%
Black (East African)	45.1%	44.0%	51.2%	53.7%	57.1%	64.8%
Black (English)	49.6%	51.4%	48.2%	52.6%	57.8%	54.8%
Hispanic/Latino	49.9%	50.6%	53.2%	57.0%	60.9%	57.1%
Native American	45.2%	46.7%	50.0%	51.1%	43.2%	59.4%
Multi-Racial	67.5%	74.1%	69.5%	72.5%	72.4%	71.6%
Pacific Islander	35.3%	36.8%	46.2%	61.3%	60.0%	45.8%
White	78.3%	79.2%	79.4%	80.4%	81.0%	80.8%
English Language Learners	20.0%	22.4%	24.0%	29.5%	30.6%	33.8%
Special Education	16.6%	24.1%	28.9%	27.4%	30.8%	29.3%

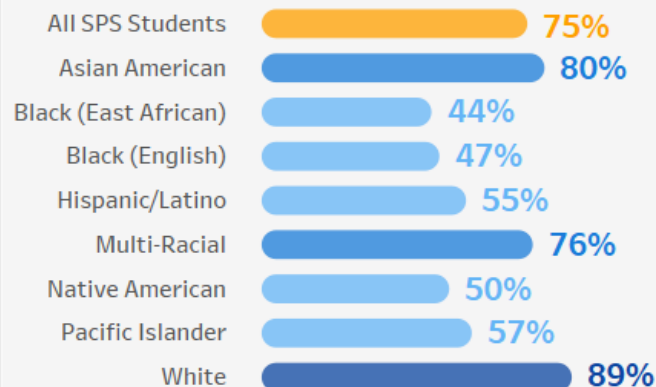
10th Grade ELA Proficiency

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

Δ From 2017



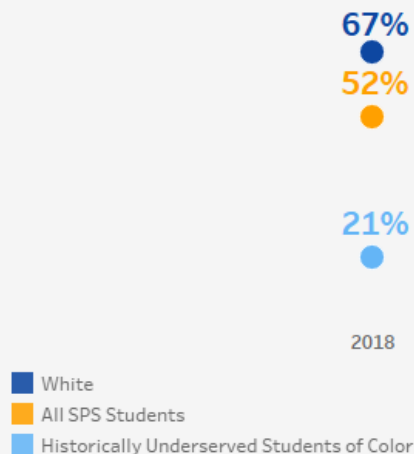
Detailed Data by Student Group

2017-18

All SPS Students	74.6%
Asian American	80.0%
Black (East African)	44.4%
Black (English)	46.9%
Hispanic/Latino	55.3%
Native American	50.0%
Multi-Racial	76.3%
Pacific Islander	57.1%
White	88.6%
English Language Learners	20.5%
Special Education	31.2%

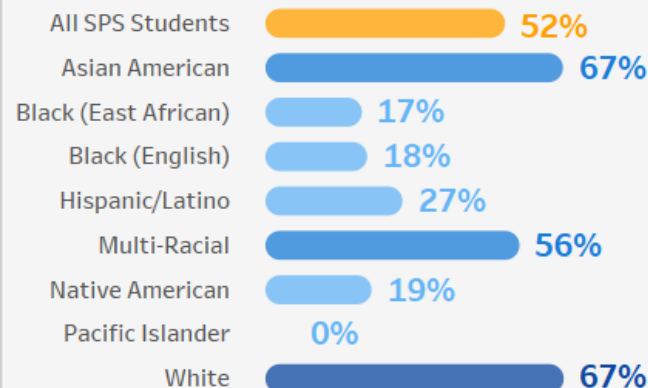
10th Grade Math Proficiency

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

Δ From 2017



Detailed Data by Student Group

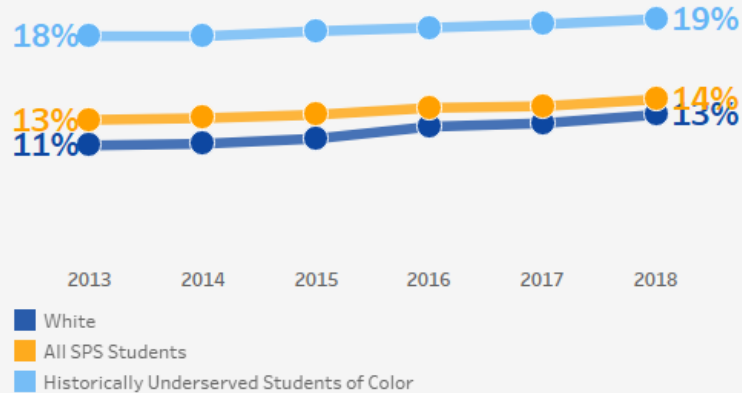
2017-18

All SPS Students	52.4%
Asian American	66.8%
Black (East African)	16.8%
Black (English)	18.1%
Hispanic/Latino	26.9%
Native American	19.2%
Multi-Racial	56.0%
Pacific Islander	0.0%
White	67.0%
English Language Learners	14.9%
Special Education	9.3%

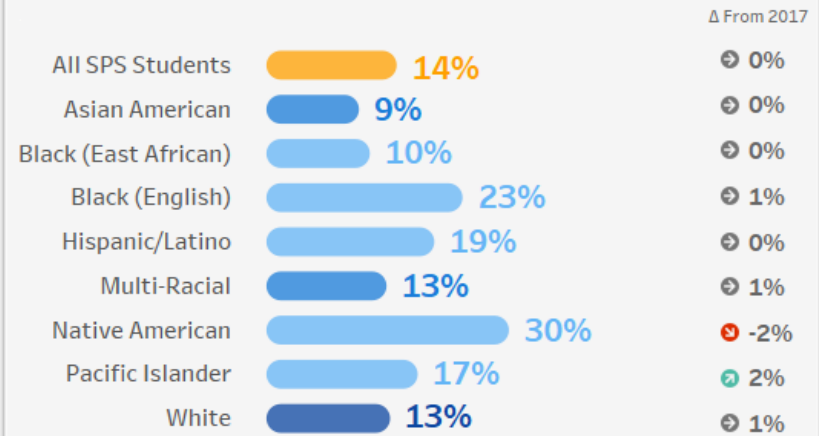
Commitment to Equity

Students in a special education program (K-12th grades)

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity

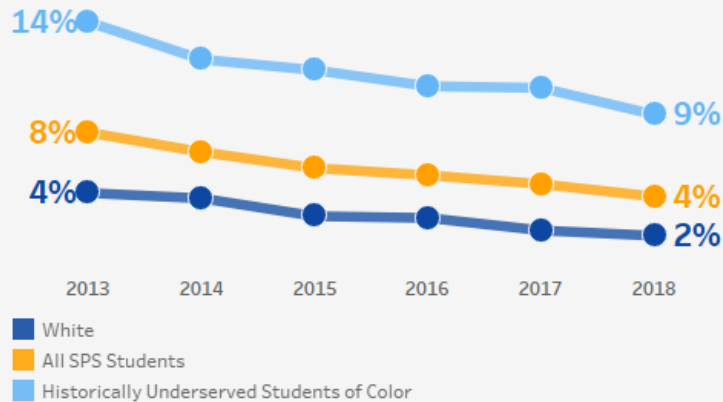


Detailed Data by Student Group

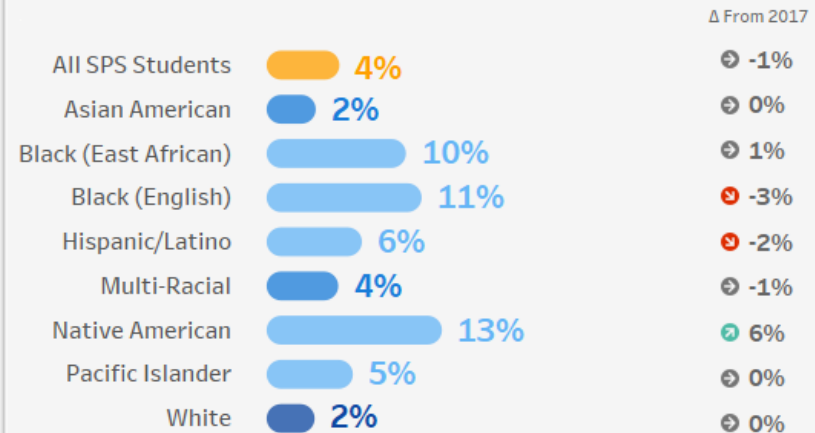
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All SPS Students	12.8%	12.9%	13.1%	13.5%	13.6%	14.0%
Asian American	8.2%	8.4%	8.4%	8.6%	8.6%	8.8%
Black (East African)	9.1%	9.6%	9.9%	10.1%	10.1%	10.3%
Black (English)	21.8%	22.4%	22.9%	22.3%	22.5%	23.1%
Hispanic/Latino	17.7%	17.4%	18.2%	18.7%	19.0%	19.2%
Native American	28.1%	30.4%	30.7%	34.1%	31.4%	29.5%
Multi-Racial	11.8%	11.7%	11.5%	11.7%	11.8%	12.6%
Pacific Islander	12.9%	12.2%	11.0%	10.9%	15.0%	16.9%
White	11.3%	11.4%	11.7%	12.4%	12.6%	13.1%
English Language Learners	18.6%	17.5%	17.4%	17.9%	17.9%	18.8%
Special Education	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Students suspended or expelled (6th-12th grades)

Opportunity Gap Trend



2017-18 Results by Race/Ethnicity



Detailed Data by Student Group

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All SPS Students	7.5%	6.4%	5.5%	5.1%	4.6%	3.9%
Asian American	3.1%	2.8%	2.5%	2.3%	1.7%	1.8%
Black (East African)	11.4%	8.5%	9.4%	10.3%	9.2%	9.8%
Black (English)	19.9%	16.4%	15.6%	13.7%	14.1%	11.2%
Hispanic/Latino	8.5%	8.5%	7.7%	7.1%	7.4%	5.9%
Native American	13.2%	13.2%	9.6%	6.9%	7.5%	13.0%
Multi-Racial	8.4%	6.3%	5.6%	5.8%	4.7%	3.8%
Pacific Islander	7.3%	9.9%	10.4%	4.0%	4.7%	5.1%
White	4.1%	3.8%	2.8%	2.7%	2.0%	1.7%
English Language Learners	9.4%	8.0%	8.6%	8.4%	7.6%	6.5%
Special Education	17.8%	15.1%	12.9%	12.8%	10.7%	9.1%

Positive School Environments

Positive School Environments

School Climate (Student Survey)

Positive student responses to school climate survey	2015-16	2016-17	2017-18	Annual Change
Adults at school are able to stop someone from being bullied at school	40.7%	40.7%	42.5%	1.8%
Adults at school care about me	69.9%	67.9%	69.5%	1.6%
Adults at school treat students fairly	57.6%	55.7%	56.4%	0.7%
Adults notice if someone is being bullied at school	35.5%	36.1%	35.6%	-0.5%
I am treated with as much respect as other students	63.8%	62.5%	62.8%	0.3%
I feel proud of my school	61.6%	57.6%	56.6%	-1.0%
I feel safe at my school	70.8%	69.4%	67.2%	-2.2%
Students in my class(es) are focused on learning	37.3%	38.1%	37.7%	-0.4%
Students in my class(es) are friendly to each other	52.0%	51.4%	50.6%	-0.8%
Students in my class(es) are respectful to adults	43.0%	41.8%	41.1%	-0.7%
Students in my class(es) help each other learn	51.5%	51.1%	50.3%	-0.8%
Total for All Survey Questions	53.1%	52.0%	51.9%	-0.1%

Student survey administered in April

Positive School Environments

Motivation & Engagement (Student Survey)

Positive student responses to motivation and engagement survey	2015-16	2016-17	2017-18	Annual Change
My teacher encourages me to keep trying when I feel like giving up	62.7%	62.3%	63.8%	1.5%
My teacher gives me extra help and support if I need it	68.5%	68.1%	68.9%	0.8%
My teacher gives me new challenges if the work in class is too easy	50.4%	49.9%	51.2%	1.3%
My teacher makes me feel included in class	68.0%	67.3%	68.5%	1.2%
My teacher makes what we learn in class interesting	55.2%	54.1%	54.1%	0.0%
Total for All Survey Questions	61.0%	60.3%	61.3%	1.0%

Student survey administered in April

Positive School Environments

Professional Environment (School Staff Survey)

Positive school staff responses to professional environment survey	2015-16	2016-17	2017-18	Annual Change
Conflict among staff is resolved in a timely and effective manner	47.5%	52.2%	49.3%	-2.9%
Continuous professional learning is highly valued by staff	77.2%	78.2%	76.4%	-1.8%
I am treated with as much respect as other staff members	81.5%	83.2%	81.0%	-2.2%
I enjoy working at this school most days	89.0%	90.2%	88.1%	-2.1%
I feel included in the decision-making process at this school	59.3%	63.1%	60.2%	-2.9%
My colleagues and I share information effectively at this school	74.7%	77.0%	74.4%	-2.6%
This school has a collaborative work culture	74.1%	75.3%	74.0%	-1.3%
This school has an effective process for making group decisions & solving problems	56.3%	59.4%	54.6%	-4.8%
Total for All Survey Questions	70.0%	72.4%	69.8%	-2.6%

School staff survey administered annually in February

Stakeholder Engagement & Satisfaction

Stakeholder Engagement & Satisfaction



School-Family Engagement (Family Survey)

Positive family responses to family engagement survey	2015-16	2016-17	2017-18	Annual Change
I am greeted warmly when I call or visit the school	79.2%	80.5%	80.7%	0.2%
I feel confident discussing my child's education with teachers at school	84.9%	85.2%	84.6%	-0.6%
I know what my child will learn this year at school	68.4%	69.0%	67.9%	-1.1%
My home culture and home language are valued by the school	76.2%	77.6%	78.1%	0.5%
The school does a good job sharing information about my child's academic progress	67.5%	67.4%	67.6%	0.2%
The school is responsive to the input and concerns of families	62.4%	65.4%	63.7%	-1.7%
The school reaches out to families when decisions important to families need to be made	65.5%	68.9%	66.7%	-2.2%
Total for All Survey Questions	72.0%	73.4%	72.8%	-0.6%

Family survey administered annually in May

Stakeholder Engagement & Satisfaction



District Satisfaction (Family Survey)

Positive family responses to district satisfaction survey	2015-16	2016-17	2017-18	Annual Change
It is easy to find useful information on the district website	32.8%	37.5%	38.5%	1.0%
The district central office is responsive to the input and concerns of families	21.5%	28.2%	28.7%	0.5%
The district reaches out to parents when decisions important to families need to be made	39.3%	52.9%	54.8%	1.9%
Total for All Survey Questions	31.2%	39.7%	40.8%	1.1%

School Satisfaction (Family Survey)

Positive family responses to school satisfaction survey	2015-16	2016-17	2017-18	Annual Change
I feel my child is safe at school	84.6%	86.1%	79.3%	-6.8%
My child is treated with as much respect as other students	86.0%	86.7%	85.5%	-1.2%
Teachers & staff at school are knowledgeable and respectful of different cultures and races	68.1%	72.7%	71.8%	-0.9%
Teachers & staff at school care a lot about my child's academic success & personal wellbeing	84.4%	85.1%	83.9%	-1.2%
Teachers at my school know how to meet the specific learning needs of my child	73.6%	74.0%	73.0%	-1.0%
The school is preparing my child well for the future	80.9%	81.0%	79.5%	-1.5%
Total for All Survey Questions	79.7%	81.0%	78.9%	-2.1%

Family survey administered annually in May

Stakeholder Engagement & Satisfaction



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

Positive school leader responses to customer satisfaction survey **	2015-16	2016-17	2017-18	Annual Change
District systems and processes for _____ are clear and well managed by central office	61.4%	67.9%	75.1%	7.2%
My school receives effective responsive customer service from the _____ department	71.6%	74.9%	80.4%	5.5%
My school receives useful information and/or training from the _____ department	64.1%	67.8%	72.4%	4.6%
Total for All Survey Questions	66.2%	70.8%	76.6%	5.8%

Customer Satisfaction Survey administered in November 2017



2017-18 District Scorecard

Year 5 of 2013-2018 Strategic Plan

			Year-By-Year Results						Summary Change		2017-18 Targets	
			2012-13 Year 0	2013-14 Year 1	2014-15 Year 2	2015-16 Year 3	2016-17 Year 4	2017-18 Year 5	2017-18 Annual Change	Average Annual Change Since Baseline	2017-18 Minimum Target	Met Minimum Target?
Academic Milestones	Early Learning Foundations	Kindergarteners demonstrating readiness to be successful learners	--	--	47.5%	52.2%	66.8%	64.2%	-2.6%	5.6%	56.5%	✓
		3rd graders demonstrating grade level proficiency in ELA	--	--	61.1%	64.1%	61.7%	65.4%	3.7%	1.4%	67.1%	✗
		3rd graders demonstrating grade level proficiency in mathematics	--	--	63.0%	67.7%	66.7%	66.9%	0.2%	1.3%	69.0%	✗
	Core Academic Development	5th graders demonstrating grade level proficiency in science	New Science Assessment in 2017-18					65.8%	--	--	--	--
		7th graders demonstrating grade level proficiency in ELA	--	--	61.1%	65.7%	67.8%	70.4%	2.6%	3.1%	67.1%	✓
		7th graders demonstrating grade level proficiency in mathematics	--	--	59.2%	62.1%	61.8%	65.8%	4.0%	2.2%	65.2%	✓
		8th graders demonstrating grade level proficiency in science	New Science Assessment in 2017-18					62.6%	--	--	--	--
	On-Time Graduation	9th graders earning six or more credits	New Baseline in 2017-18 for changing credits reqmts.					84.0%	--	--	--	--
		10th graders passing all state exams required for graduation	New assessment requirements for 2017-18					54.7%	--	--	--	--
		High school students graduating in four years or fewer	70.5%	74.1%	76.3%	76.9%	79.0%	81.7%	2.7%	2.2%	78.0%	✓
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	51.9%	49.5%	50.6%	47.0%	45.7%	46.0%	0.3%	-1.2%	61.9%	✗
		Students taking and passing a college level course by 12th grade	65.8%	66.9%	67.9%	70.1%	72.0%	72.0%	0.0%	1.2%	73.3%	✗
		10th graders demonstrating college-ready proficiency in ELA	New grade level and baseline in 2017-18					74.6%	--	--	--	--
		10th graders demonstrating college-ready proficiency in mathematics	New grade level and baseline in 2017-18					52.4%	--	--	--	--
Commitment to Equity	Opportunity Gaps	Opportunity Gap in grade level ELA proficiency (3rd-8th grades)	--	--	37.8%	38.1%	39.3%	39.3%	0.0%	0.5%	33.3%	✗
		Opportunity Gap in grade level mathematics proficiency (3rd-8th grades)	--	--	38.3%	38.6%	38.6%	39.8%	1.2%	0.5%	33.8%	✗
	Proportionality Gaps	Proportionality Gap for students in special education programs (K-12th)	7.3%	7.1%	7.1%	6.7%	6.8%	6.6%	-0.2%	-0.1%	4.8%	✗
		Proportionality Gap for students suspended or expelled (6th-12th grades)	10.0%	8.1%	8.3%	7.5%	8.1%	6.8%	-1.3%	-0.6%	7.5%	✓
Positive School Environments	Climate/Learning Environment	Positive student responses to school climate survey	--	60.5%	59.2%	53.1%	52.0%	51.9%	-0.1%	-2.2%	68.5%	✗
	Student Motivation/Engagement	Positive student responses to motivation and engagement survey	--	--	--	61.0%	60.3%	61.3%	1.0%	0.2%	64.0%	✗
	School Professional Environment	Positive school staff responses to professional environment survey	--	72.9%	70.7%	70.0%	72.4%	69.8%	-2.6%	-0.8%	78.9%	✗
Stakeholder Engagement & Satisfaction	Family Engagement	Positive family responses to family engagement survey	--	71.8%	68.6%	72.0%	73.4%	72.8%	-0.6%	0.3%	77.8%	✗
		Percent of families responding to family engagement survey	--	--	24.3%	28.3%	31.6%	27.8%	-3.8%	1.2%	30.3%	✗
	Family Satisfaction	Positive family responses to district satisfaction survey	--	39.2%	36.6%	31.2%	39.7%	40.8%	1.1%	0.4%	51.2%	✗
		Positive family responses to school satisfaction survey	--	78.0%	76.5%	79.7%	81.0%	78.9%	-2.1%	0.2%	84.0%	✗
	Quality Customer Service	Positive school leader responses to customer satisfaction survey	--	--	63.8%	66.2%	70.8%	76.6%	5.8%	4.3%	69.8%	✓



2017-18 District Scorecard

Page 2

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	Early Learning Foundations	3rd graders demonstrating grade level proficiency in English language arts	65.4%	55.5%	9.9%	19.2%	18.5%	0.7%	39.1%	25.2%	13.9%
		3rd graders demonstrating grade level proficiency in mathematics	66.9%	56.5%	10.4%	32.9%	27.6%	5.3%	40.4%	27.9%	12.5%
	Core Academic Development	5th graders demonstrating grade level proficiency in science	65.8%	55.1%	10.7%	13.4%	11.7%	1.7%	39.8%	23.2%	16.6%
		7th graders demonstrating grade level proficiency in English language arts	70.4%	59.6%	10.8%	9.3%	11.4%	-2.1%	27.8%	16.3%	11.5%
		7th graders demonstrating grade level proficiency in mathematics	65.8%	49.0%	16.8%	13.9%	10.8%	3.1%	24.7%	11.5%	13.2%
		8th graders demonstrating grade level proficiency in science	62.6%	52.9%	9.7%	8.2%	8.1%	0.1%	24.5%	15.8%	8.7%
		9th graders earning six or more credits	84.0%	n/a	--	70.6%	n/a	--	69.2%	n/a	--
	On-Time Graduation	10th graders passing all state exams required for graduation	54.7%	n/a	--	9.7%	n/a	--	15.5%	n/a	--
		High school students graduating in four years or fewer	81.7%	n/a	--	55.3%	n/a	--	58.2%	n/a	--
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	46.0%	n/a	--	8.8%	n/a	--	10.0%	n/a	--
		Students taking and passing a college level course by 12th grade	72.0%	n/a	--	33.8%	n/a	--	29.3%	n/a	--
		10th graders demonstrating college-ready proficiency in ELA	74.6%	69.5%	5.1%	20.2%	16.4%	3.8%	31.2%	21.0%	10.2%
		10th graders demonstrating college-ready proficiency in mathematics	52.4%	40.6%	11.8%	14.8%	7.7%	7.1%	9.3%	5.3%	4.0%
Commitment to Equity	Opportunity Gaps	Grade level English language arts proficiency (3rd-8th grades)	68.2%	n/a	--	14.4%	n/a	--	35.8%	n/a	--
		Grade level mathematics proficiency (3rd-8th grades)	63.9%	n/a	--	22.1%	n/a	--	31.7%	n/a	--
	Proportionality Gaps	Students in special education programs (K-12th)	14.0%	n/a	--	18.8%	n/a	--	100.0%	n/a	--
		Secondary students suspended or expelled (6th-12th grades)	3.9%	n/a	--	6.5%	n/a	--	9.1%	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	Early Learning Foundations	3rd graders demonstrating grade level proficiency in English language arts	65.4%	35.4%	35.5%	61.9%	42.2%	68.1%	47.1%	18.8%	80.0%
		3rd graders demonstrating grade level proficiency in mathematics	66.9%	46.4%	34.3%	70.6%	47.9%	70.0%	41.2%	56.3%	77.9%
	Core Academic Development	5th graders demonstrating grade level proficiency in science	65.8%	29.7%	27.9%	66.4%	44.7%	70.0%	52.6%	23.5%	81.3%
		7th graders demonstrating grade level proficiency in English language arts	70.4%	40.3%	40.0%	79.4%	48.6%	73.0%	29.4%	23.5%	83.2%
		7th graders demonstrating grade level proficiency in mathematics	65.8%	30.6%	27.7%	76.4%	44.8%	66.7%	23.5%	35.3%	79.9%
		8th graders demonstrating grade level proficiency in science	62.6%	22.4%	27.5%	64.9%	40.3%	65.7%	29.4%	38.5%	80.6%
		9th graders earning six or more credits	84.0%	81.6%	68.1%	94.0%	69.9%	81.9%	84.0%	66.7%	87.9%
	On-Time Graduation	10th graders passing all state exams required for graduation	54.7%	20.6%	21.7%	64.9%	28.4%	57.9%	18.5%	13.3%	71.7%
		High school students graduating in four years or fewer	81.7%	79.6%	71.5%	86.6%	67.4%	78.3%	70.8%	60.0%	88.0%
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	46.0%	19.3%	18.4%	53.1%	23.6%	46.9%	29.4%	15.4%	59.4%
		Students taking and passing a college level course by 12th grade	72.0%	64.8%	54.8%	78.6%	57.1%	71.6%	59.4%	45.8%	80.8%
		10th graders demonstrating college-ready proficiency in ELA	74.6%	44.4%	46.9%	80.0%	55.3%	76.3%	50.0%	57.1%	88.6%
		10th graders demonstrating college-ready proficiency in mathematics	52.4%	16.8%	18.1%	66.8%	26.9%	56.0%	19.2%	0.0%	67.0%
Commitment to Equity	Opportunity Gaps	Grade level English language arts proficiency (3rd-8th grades)	68.2%	34.9%	34.8%	71.3%	47.5%	71.3%	39.3%	36.4%	82.2%
		Grade level mathematics proficiency (3rd-8th grades)	63.9%	33.7%	29.5%	72.8%	41.7%	66.3%	38.0%	36.7%	76.6%
	Proportionality Gaps	Students in special education programs (K-12th)	14.0%	10.3%	23.1%	8.8%	19.2%	12.6%	29.5%	16.9%	13.1%
		Secondary students suspended or expelled (6th-12th grades)	3.9%	9.8%	11.2%	1.8%	5.9%	3.8%	13.0%	5.1%	1.7%

*See glossary note

2017-18 District Scorecard

Detailed Results by Question for Survey-Based Measures

Positive School Environments

Positive student responses to school climate survey	2015-16	2016-17	2017-18	Annual Change
Adults at school are able to stop someone from being bullied at school	40.7%	40.7%	42.5%	1.8%
Adults at school care about me	69.9%	67.9%	69.5%	1.6%
Adults at school treat students fairly	57.6%	55.7%	56.4%	0.7%
Adults notice if someone is being bullied at school	35.5%	36.1%	35.6%	-0.5%
I am treated with as much respect as other students	63.8%	62.5%	62.8%	0.3%
I feel proud of my school	61.6%	57.6%	56.6%	-1.0%
I feel safe at my school	70.8%	69.4%	67.2%	-2.2%
Students in my class(es) are focused on learning	37.3%	38.1%	37.7%	-0.4%
Students in my class(es) are friendly to each other	52.0%	51.4%	50.6%	-0.8%
Students in my class(es) are respectful to adults	43.0%	41.8%	41.1%	-0.7%
Students in my class(es) help each other learn	51.5%	51.1%	50.3%	-0.8%
Total for All Survey Questions	53.1%	52.0%	51.9%	-0.1%

Positive student responses to motivation and engagement survey	2015-16	2016-17	2017-18	Annual Change
My teacher encourages me to keep trying when I feel like giving up	62.7%	62.3%	63.8%	1.5%
My teacher gives me extra help and support if I need it	68.5%	68.1%	68.9%	0.8%
My teacher gives me new challenges if the work in class is too easy	50.4%	49.9%	51.2%	1.3%
My teacher makes me feel included in class	68.0%	67.3%	68.5%	1.2%
My teacher makes what we learn in class interesting	55.2%	54.1%	54.1%	0.0%
Total for All Survey Questions	61.0%	60.3%	61.3%	1.0%

Positive school staff responses to professional environment survey	2015-16	2016-17	2017-18	Annual Change
Conflict among staff is resolved in a timely and effective manner	47.5%	52.2%	49.3%	-2.9%
Continuous professional learning is highly valued by staff	77.2%	78.2%	76.4%	-1.8%
I am treated with as much respect as other staff members	81.5%	83.2%	81.0%	-2.2%
I enjoy working at this school most days	89.0%	90.2%	88.1%	-2.1%
I feel included in the decision-making process at this school	59.3%	63.1%	60.2%	-2.9%
My colleagues and I share information effectively at this school	74.7%	77.0%	74.4%	-2.6%
This school has a collaborative work culture	74.1%	75.3%	74.0%	-1.3%
This school has an effective process for making group decisions & solving problems	56.3%	59.4%	54.6%	-4.8%
Total for All Survey Questions	70.0%	72.4%	69.8%	-2.6%

2017-18 District Scorecard

Detailed Results by Question for Survey-Based Measures

Stakeholder Engagement & Satisfaction

Positive family responses to family engagement survey	2015-16	2016-17	2017-18	Annual Change
I am greeted warmly when I call or visit the school	79.2%	80.5%	80.7%	0.2%
I feel confident discussing my child's education with teachers at school	84.9%	85.2%	84.6%	-0.6%
I know what my child will learn this year at school	68.4%	69.0%	67.9%	-1.1%
My home culture and home language are valued by the school	76.2%	77.6%	78.1%	0.5%
The school does a good job sharing information about my child's academic progress	67.5%	67.4%	67.6%	0.2%
The school is responsive to the input and concerns of families	62.4%	65.4%	63.7%	-1.7%
The school reaches out to families when decisions important to families need to be made	65.5%	68.9%	66.7%	-2.2%
Total for All Survey Questions	72.0%	73.4%	72.8%	-0.6%

Positive family responses to district satisfaction survey	2015-16	2016-17	2017-18	Annual Change
It is easy to find useful information on the district website	32.8%	37.5%	38.5%	1.0%
The district central office is responsive to the input and concerns of families	21.5%	28.2%	28.7%	0.5%
The district reaches out to parents when decisions important to families need to be made	39.3%	52.9%	54.8%	1.9%
Total for All Survey Questions	31.2%	39.7%	40.8%	1.1%

Positive family responses to school satisfaction survey	2015-16	2016-17	2017-18	Annual Change
I feel my child is safe at school	84.6%	86.1%	79.3%	-6.8%
My child is treated with as much respect as other students	86.0%	86.7%	85.5%	-1.2%
Teachers & staff at school are knowledgeable and respectful of different cultures and races	68.1%	72.7%	71.8%	-0.9%
Teachers & staff at school care a lot about my child's academic success & personal wellbeing	84.4%	85.1%	83.9%	-1.2%
Teachers at my school know how to meet the specific learning needs of my child	73.6%	74.0%	73.0%	-1.0%
The school is preparing my child well for the future	80.9%	81.0%	79.5%	-1.5%
Total for All Survey Questions	79.7%	81.0%	78.9%	-2.1%

Positive school leader responses to customer satisfaction survey **	2015-16	2016-17	2017-18	Annual Change
District systems and processes for _____ are clear and well managed by central office	61.4%	67.9%	75.1%	7.2%
My school receives effective responsive customer service from the _____ department	71.6%	74.9%	80.4%	5.5%
My school receives useful information and/or training from the _____ department	64.1%	67.8%	72.4%	4.6%
Total for All Survey Questions	66.2%	70.8%	76.6%	5.8%

2017-18 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: http://www.k12.wa.us/wakids/
		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). In alignment with state and federal reporting guidelines, only students scoring a Level 3 or 4 are now counted as meeting standard for all reported years. *On page 2 of District Scorecard, ELL student state test figures are reported using State ELL data, which varies slightly from district-generated ELL figures.
		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 six or more credits	This measure is calculated by dividing the number of 9th grade students who earned at least 6 credits during the school year by the total number of 9th graders.
		10th graders passing all state exams required for graduation	Of students who were in 10 th 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 and ELA. <i>Metric re-baselined in 2017-18, the first year that SBA ELA and Math assessments were required for 10th Graders.</i>
		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 spring of the following year.
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	Of students who were in 8 th 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 th 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.
		10th graders demonstrating college and career readiness in English language arts	The percent of students demonstrating grade level proficiency is equal to the number of students who earned passing scores (Level 3 or Level 4) divided by the total number of students required to take the test (not including students with valid exemptions). <i>Metric re-baselined in 2017-18, the first year that both SBA ELA and Math assessments were required for 10th Graders.</i>
		10th graders demonstrating college and career readiness in mathematics	

2017-18 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"> Opportunity Gap Students — 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. White and Asian-American students belong to race/ethnic groups that historically have had greater access to the opportunities and support that lead to college, career and life success. <p>Opportunity gaps in math and English language arts are based on combined average proficiency rates on state assessments for students in 3rd through 8th 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>
		Opportunity Gap in grade level mathematics proficiency (3rd-8th grades)	
	Proportionality Gaps	Proportionality Gap for students in special education programs (K-12th)	<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 6th to 12th 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>
		Proportionality Gap for students suspended or expelled (6th-12th grades)	
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: www.seattleschools.org/performance</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	<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>
		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	



Operations Data Dashboard

2017-2018 Operations Data Dashboard

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

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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.



Seattle Public Schools



2017-18 District Annual Operations Data Dashboard

Denise Juneau
Superintendent

January 16, 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.

Goal 1. High Performing Staff

Nbr	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017-2018 Actual	Business Owner
1	Percent of school leaders returning to their schools	72%	76%	75%	82%	78.0%	Clover Codd
2	Percent of Principals' evaluations completed on time	93.0%	99.5%	100%	98% (z)	98.0%	Clover Codd
3	Principal leadership metric (a) (b)	N/A	62.8%	62.3%	68.0%	64.9%	Mike Starosky
4	Five year retention rate of teachers	70%	63%	67%	73%	62.0%	Clover Codd
5	Percent of Teachers' evaluations completed on time	95%	97%	100%	99.6%	95% (bb)	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%	62.2%	Diane DeBacker
7	Percent of lost instructional days due to teacher absences (d) (e)	7.0%	3.4%	9.0%	7.0%	6.0%	Clover Codd
8	Annual retention rate for central office employees	88%	76%	84%	82%	78.0%	Clover Codd
9	Percent of Central Office evaluations completed on time	72%	94% (v)	99.9%	99.7%	71% (aa)	Clover Codd

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.

(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.

(aa): 99% of all evaluations were completed. Percentage shown was on time.

(bb): 98% of all evaluations were completed. Percentage shown was on time.

Goal 2. Community Support

Nbr	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017-2018 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%	79.5%	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%	73.0%	Diane DeBacker
12	Positive family responses to family engagement survey (g)	71.8%	68.6%	72.0%	73.4%	72.8%	Carri Campbell
13	Schools meeting their objectives as outlined in their Family Engagement Team plan	93% (43 of 46)	89% (41 of 46)	93% (28 of 30)	95.0%	100.0%	James Bush
14	The district central office is responsive to the input and concerns of families (g) (k)	27.9%	26.0%	21.5%	28.2%	28.7%	Carri Campbell
15	Percent of students responding that they feel safe in a school (g)	75.9%	76.0%	70.8% (n)	69.4%	67.2%	Wyeth Jessee/ Pegi McEvoy

Notes:

(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; (g) The 17-18 percentage point drop was driven by survey responses from high school students:

- o High School Students dropped by 9 points from spring 2017 to 2018 (from 70% to 61%).

- o Elementary students (75% favorable) and middle school students (62%) had no change over last 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 2017-18 total responses for survey item = 9491; total positive responses = 2726 ; total neutral responses = 4,778; total negative responses = 1,987.

(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.

Goal 3. Fiscal Integrity

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

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.

WIP = Work In Progress

Goal 4. Efficient Processes

Nbr	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017-2018 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)	Clover Codd
25	Percent of schools with comprehensive safety inspection completed (m)	100.0%	100.0%	100.0%	100.0%	100.0%	Pegi McEvoy
26	Percent of emergency facility work orders completed on time	99.0%	99.9%	99.97%	99.9%	100.0%	Richard Best
27	Percent of high priority facility work orders completed on time	80.0%	84.6%	89.54%	89.0%	92.7%	Richard Best
28	Percent of capital projects on schedule and on budget	88.2%	81.0%	94%	87.5%	100.0%	Richard Best
29	Percent of students enrolled prior to first day of school	96.3%	98.8%	99.97%	99.21%	99.3%	Richard Best
30	Accuracy of District enrollment projection	99.65%	99.30%	98.58%	99.99%	98.2%	Richard Best

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 (continued)

Nbr	Performance Measure	2013-2014 Actual	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017- 2018 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: 7.4%	Breakfast 11.4% Free: 29.9%, Reduced: 24.1%, Paid: 3.1%	Pegi McEvoy
32	Percent of Lunch Participation (o), (p)	Lunch 34.4% Free: 64.3%, Reduced: 63.7%, Paid: 48.8%	Lunch 32.6% Free: 62.8%, Reduced: 59.9%, Paid: 48.8%	Lunch 30.8% Free: 60.8%, Reduced: 57.8%, Paid: 48.8%	Lunch 30.8% Free: 60.4%, Reduced: 56.1%, Paid: 48.8%	Lunch 27.4% Free: 56.6%, Reduced: 55.2%, Paid: 13.7%	Pegi McEvoy
33	Safe driving – Miles driven between accidents (q)	63,430	79,063	82,546	82,746	60,139	Pegi McEvoy
34	Technology Help Desk first contact resolution rate	73.9%	76.0%	79.0%	77.8%	76.0%	John Krull
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%	Richard Best
36	District Wireless Proliferation (% of schools with full Wi-Fi)	60%	100%	100%	100%	100%	John Krull

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.
- On October 4, 2017, the School Board approved an extension of the current strategic plan for one year, through the end of the 2018-19 school year.
- Until the new strategic plan is created, staff will continue to monitor and manage District progress using the current metrics.

18-19 SMART Goal #4	Goal 4: Engagement/Collaboration - By June 2019, Seattle Public Schools will work with stakeholders at all levels, including internal staff and external partners, to build a collaborative culture with a foundation of trust and confidence in Seattle Public Schools using established guidelines, protocols and training.
Problem Statement	The district hasn't had a consistent engagement and collaborative decision-making framework, practices and accountability. As a result, external and internal stakeholders don't perceive the district central office as responsive to input and concerns. Over time, this has created an environment where trust has been broken with our families and communities, as well as our staff. Central Office is not perceived as transparent in our decision making thus leading to a lack of confidence in SPS.
Target, June 2019	Proficient
Committee	Executive Committee

WORST

Low Red

High Red

Low Yellow

High Yellow

Low Green

High Green

BEST

Key Organizational Behaviors

	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Communications: Two-way Engagement	BASIC	<p>High Yellow Select and implement 2 to 3 online 2-way engagements; create a project plan and budget for each engagement; train key staff and stakeholders on use; supplement with focus groups including home language and students; analysis of data gathered and report back to the public; provide post action report to cabinet and school board.</p> <p><u>Survey Central Office departments to determine what success looks like in relation to community engagement.</u></p> <p>CHANGE FROM ORIGINAL:</p> <ul style="list-style-type: none"> • Elimination of online engagement after June 2019 (ThoughtExchange) and PD plan for TE • No supplementation of focus groups • No report-out on previous ThoughtExchange data <p>RATIONALE FOR CHANGE:</p> <ul style="list-style-type: none"> • Create a needs assessment of what we want to accomplish by engaging community • Cost savings of \$103K by discontinuing TE contract • TE not inclusive of whole community, especially historically underserved populations (English, Spanish & French are the only supported languages) <p>Evidence/Outcome Measures: Number of families engaged and increase in underrepresented families over time. A reduction in dissatisfaction related to Family Climate Survey data item: The district reaches out to parents when decisions important to families need to be made. 2018 baseline is 54.8% (will be available in June 2018).</p>	<p>Low Red Pilot and refine use of "professional version" of Thought Exchange tool. Select a maximum of fifteen department engagement leads or school leaders to train and pilot the tool. Collect feedback. Integrate findings and best practices into the Community Engagement toolkit. Support individuals in developing communication/engagement plans; analyzing data; and reporting back to the community.</p> <p><u>Create a Community Engagement Advisory Committee (CEAC) and support the CEAC in developing a menu of authentic engagement strategies</u></p> <p>CHANGE FROM ORIGINAL:</p> <ul style="list-style-type: none"> • Elimination of professional version of TE • Support of individuals (assumed to be Central Office leaders) in developing engagement plans moved to Basic metric <p>RATIONALE FOR CHANGE: <u>Development of engagement plans a logical first step</u></p> <p>Evidence/Outcome Measures: Number of leaders trained; written support materials; integration of use into toolkit and ongoing trainings.</p>	<p>Working in collaboration with newly formed Community Advisory Committee, the Communications and Engagement Department will review current board policies and superintendent procedures (e.g. taskforce and advisory committees). Revisions or new policies and or procedures will be developed in order to formally strengthen our commitment and accountability to authentic engagement. This would be performed in Year 2</p> <p><u>Align the CEAC's strategies with the Racial Equity Analysis toolkit; produce a menu of best practices</u></p> <p>CHANGE & RATIONALE FROM ORIGINAL:</p> <ul style="list-style-type: none"> • <u>Community Engagement Advisory Committee moved to Proficient metric in order to include their expertise and voice, and allow time, in creating engagement plans</u> • <u>Engagement plans should be aligned with racial equity analysis</u> <p>Evidence/Outcome Measures: New or revised policy and procedure to support community engagement.</p>

	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Community Engagement Model: School- Based Implementation	BASIC	<p>Low-Red Continue to provide a comprehensive professional development plan and training opportunities for central office staff on community engagement/improved communications. Continue current trainings: Why, What, How: Building and Authentic Engagement Plan; and Engagement Evaluation. Provide new trainings such as: Collaboration 101; Closing the Loop. Work with the Community Advisory Committee to create course objectives. Continue to develop online trainings to support sustainability of work.</p> <p><u>Provide training and support to principals on consensus building facilitation. Select 2 – 3 schools to support. Review the principles of authentic community engagement and the existing SPS community engagement toolkit.</u></p> <p><u>CHANGE FROM ORIGINAL:</u></p> <ul style="list-style-type: none"> • <u>Move one half of the Distinguished metric to baseline (train school leaders); reduce number of schools to support from 9 – 10 to 3 - 4</u> • <u>Eliminate the PD plan for Central Office</u> <p><u>RATIONALE FOR CHANGE:</u></p> <ul style="list-style-type: none"> • <u>Train school leaders is a logical first, not last, step in order to have them operationalize the work</u> • <u>Zero EPE staff capacity to lead PD trainings</u> <p><u>Deeper investment and support</u></p>	<p>Low-Red Develop, integrate into current principal PD structures training on the revised Community Engagement Toolkit for schools and school leaders.</p> <p><u>Analyze user experience in relation to the principles and the toolkit; align and sync the principles of authentic community engagement and SPS community engagement toolkit with the Racial Equity Analysis toolkit; work with the Community Advisory Committee to produce a menu of best practices.</u></p> <p><u>CHANGE FROM ORIGINAL</u> <u>Existing community engagement principles should be analyzed so that the baseline is understood by all before embarking on PD</u></p> <p>Evidence/Outcome Measures: 25% of schools participate in first year of training; exit survey responses.</p>	<p>Develop a peer coaching model that brings family engagement, community engagement and partnership coordination into alignment. Select 3 "partnership and engagement" coaches (current principals with proven practice). Train principals on consensus building facilitation. Select 9-10 schools to support. Work with schools to audit current practice; create a vision; multi-year action plan to improve areas of focus. In year 2 expand support to another 10 schools.</p> <p><u>Pilot the best practices and make available as a resource</u></p> <p>Evidence/Outcome Measures: Schools' vision and draft plans. Increased family climate survey data for participating schools.</p>

	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)												
Collaboration, Problem Solving, and School-Based Supports (HR Department) NO CHANGES TO THIS AREA	BASIC	Increase the capacity of individual managers and school leaders to effectively understand the context of workplace conflict, and skills for improving communication and collaborative problem solving. This would include Tier 1 and Tier 2 training. Evidence/Outcome Measures: 1) Manager and principal attendance in conflict resolution training 2) Participant evaluations of training quality and effectiveness	Increase the capacity of departments and school/program based teams to effectively understand the context of conflict and provide tools for improving communication and collaborative problem solving. This would include BLT training on a quarterly basis (for new teams and/principals) and implementation of a JSCEE Employee Engagement and recognition program. Evidence/Outcome Measures: 1) 100% of schools will have participated in BLT Training (including those trained in 17-18 school year) 2) Participant evaluations of training quality and effectiveness 3) Increase employee engagement perception survey by 5% points on how departments effectively deal with conflict (Baseline is 49.9%. Target is 55%)	Implement an Alternative Dispute Resolution Process to be accessed by employees, where there is a continuum of support for employees engaged in conflict with others. This model would include Conflict Engagement Specialists. Evidence/Outcome Measures: Increase employee engagement perception survey by 5% points on how departments effectively deal with conflict and perceptions around support in role all three constructs:												
				<table><tr><th>Construct</th><th>Baseline</th><th>Target</th></tr><tr><td>Role</td><td>84.6%</td><td>89%</td></tr><tr><td>Culture</td><td>70.4%</td><td>75%</td></tr><tr><td>Support</td><td>69%</td><td>74%</td></tr></table>	Construct	Baseline	Target	Role	84.6%	89%	Culture	70.4%	75%	Support	69%	74%
				Construct	Baseline	Target										
Role	84.6%	89%														
Culture	70.4%	75%														
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	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Family Engagement NO CHANGES TO THIS AREA	BASIC	<p>Effectively engage families by developing a family engagement professional development plan that leverages the recommendations provided by the 17-18 Family Engagement Scan and Family Engagement multi-year action plan (to be completed Spring 2018).</p> <p>Evidence/Outcome Measures: Number of central and school-based partnerships (goal 150 staff)</p>	<p>Integrate family engagement PD into existing SPS training structures (Leadership Learning Days and Student Support Summit) to increase the efficacy of Building Leaderships Teams, Racial Equity Teams, MTSS teams, etc.</p> <p>Evidence/Outcome Measures: Family Engagement PD is identified and integrated as key elements in trainings across district initiatives.</p>	<p>Establish an integrated accountability structure consisting of parent leaders and central office/school staff that aligns existing resources and develops new structures that work collectively to implement SPS's new Family Engagement vision (to be completed Spring 2018) and provides increased support to existing school based family engagement groups (e.g. PTSA/PTO, FEAT, etc.); aligning both internal and external partners to a district wide framework.</p> <p>Evidence/Outcome Measures: Implement 1-2 engagement activities identified in the multi-year family engagement action plan.</p> <p>Members of the PLC / PAC collaborate to develop and deliver 1-2 trainings related to best practices.</p>

	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
<u>Strategic Plan Community Engagement</u> NEW CONTENT NOT IN ORIGINAL		<u>Develop a calendar for Strategic Plan engagement with the community</u> CHANGE FROM ORIGINAL: <ul style="list-style-type: none"> • <u>Added to goal work</u> • <u>New metrics identified at each level</u> RATIONALE FOR CHANGE: <u>Include existing work stream that has a mandate of community engagement</u>	<u>Identify community partners to lead the engagements</u>	<u>Employ partners to refine and strengthen the Strategic Plan; publish a synthesis on the engagement process</u>