

District Scorecard Presentation

Annual report on Key Performance Indicators

Baseline report for 2019-2024 Strategic Plan

Research & Evaluation Department

Seattle Public Schools

November 13, 2019





STRATEGIC PLAN PRIORITIES



High-Quality Instruction and Learning Experiences



Predictable and Consistent Operational Systems



Culturally Responsive Workforce



Inclusive and Authentic Engagement

Baseline Strategic Plan KPI Report



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

** 2019-20 Focus Goals



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

- Appendix – Data Tables

Focus

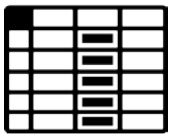
This report focuses on established student key performance indicators identified in the 2019-2024 Strategic Plan. A full **Year 1** report will be available in Fall of 2020. This presentation includes three types of views:



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



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



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

Grounding our Approach



SEATTLE EXCELLENCE
Educate. Engage. Empower.

**Targeted
Universalism**

**Black
Excellence**

Safe & Welcoming Schools



Targets

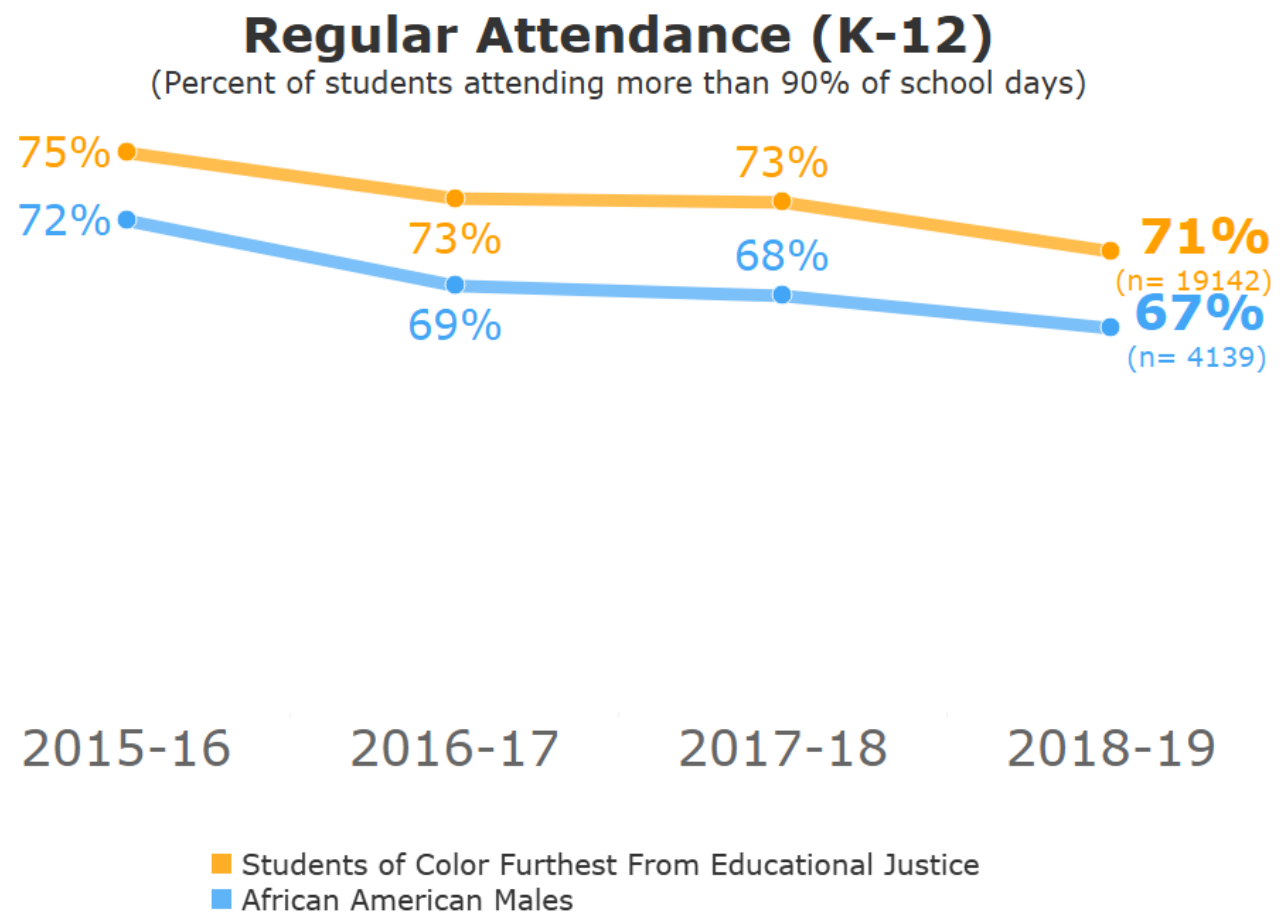
Discipline incidents per 100 students							
Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	15.9	14.3	13.7	12.1	10.5	8.9	N/A
Students of Color FFEJ	6.8	6.1	5.4	4.7	4	3.3	N/A

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



Regular Attendance

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



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

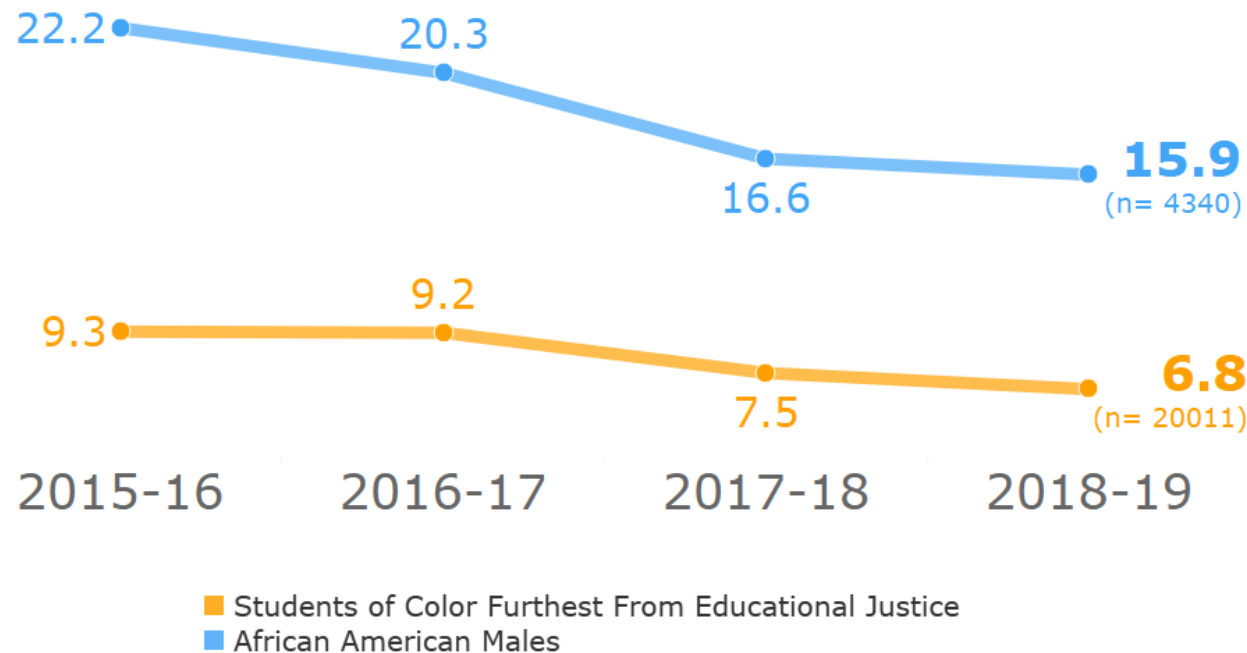




Discipline Incidents

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

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

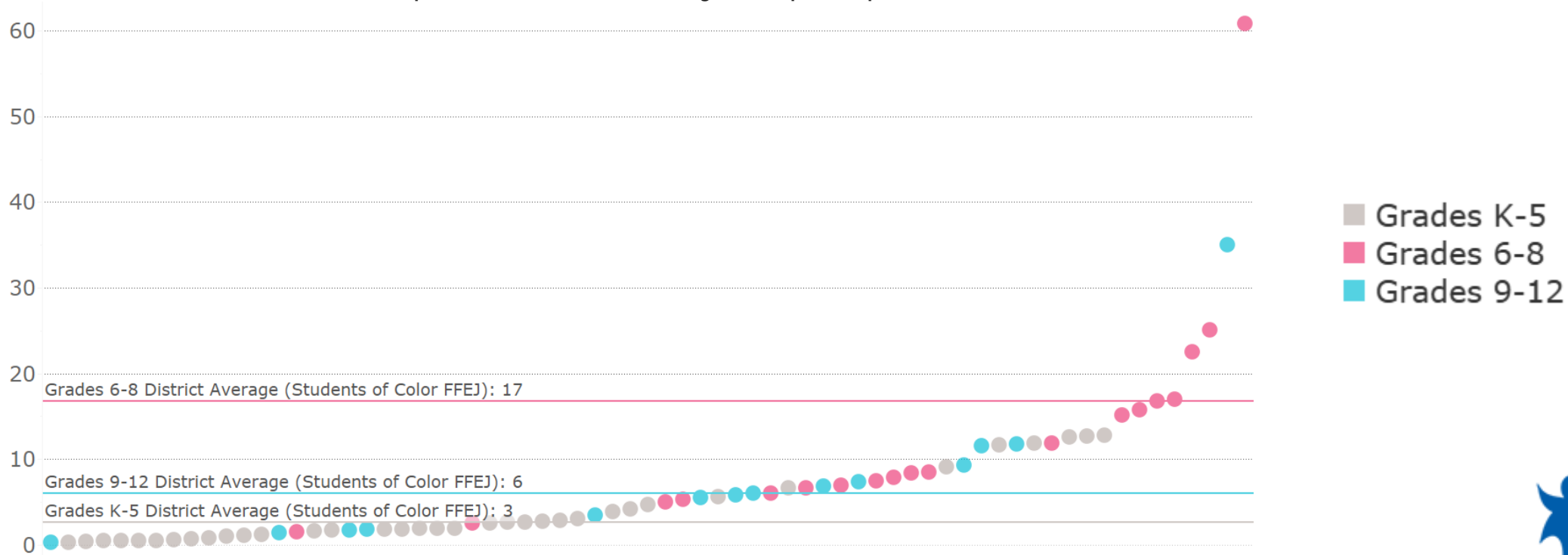




Discipline Incidents by School

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

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



Schools
(26 Schools with 0 Incidents not pictured)

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

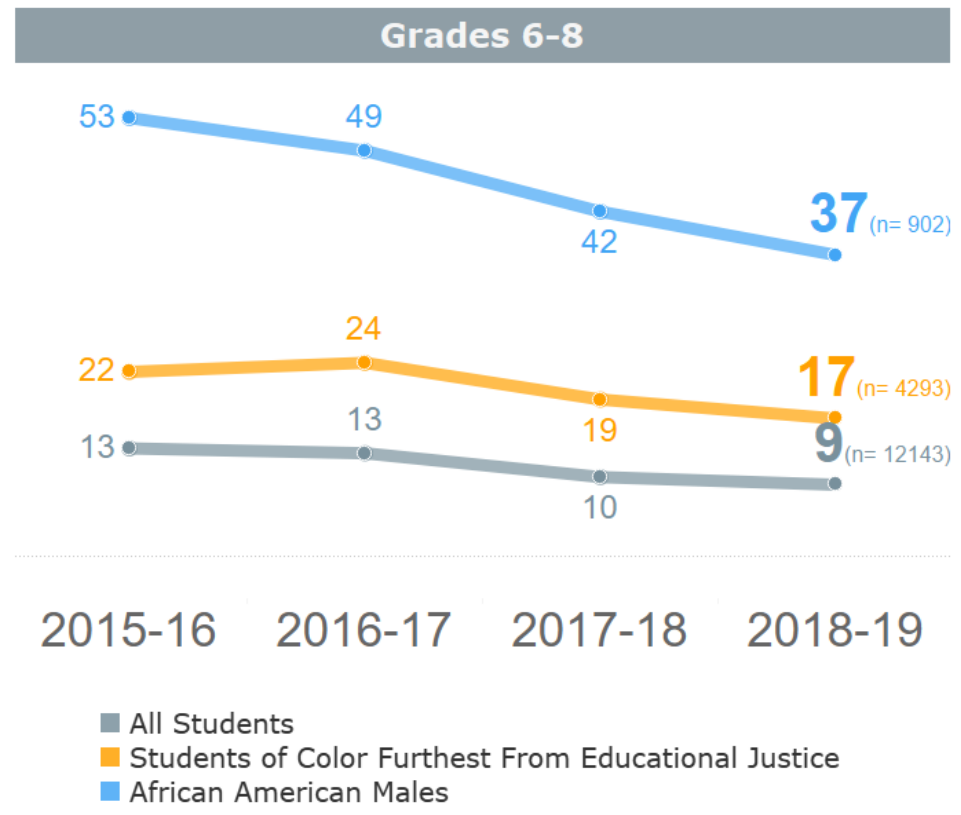




Discipline Incidents: Grades 6-8

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

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



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



SEATTLE SUPER READERS

3rd Grade ELA



3rd Grade Reading



Targets

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



3rd Grade ELA Proficiency

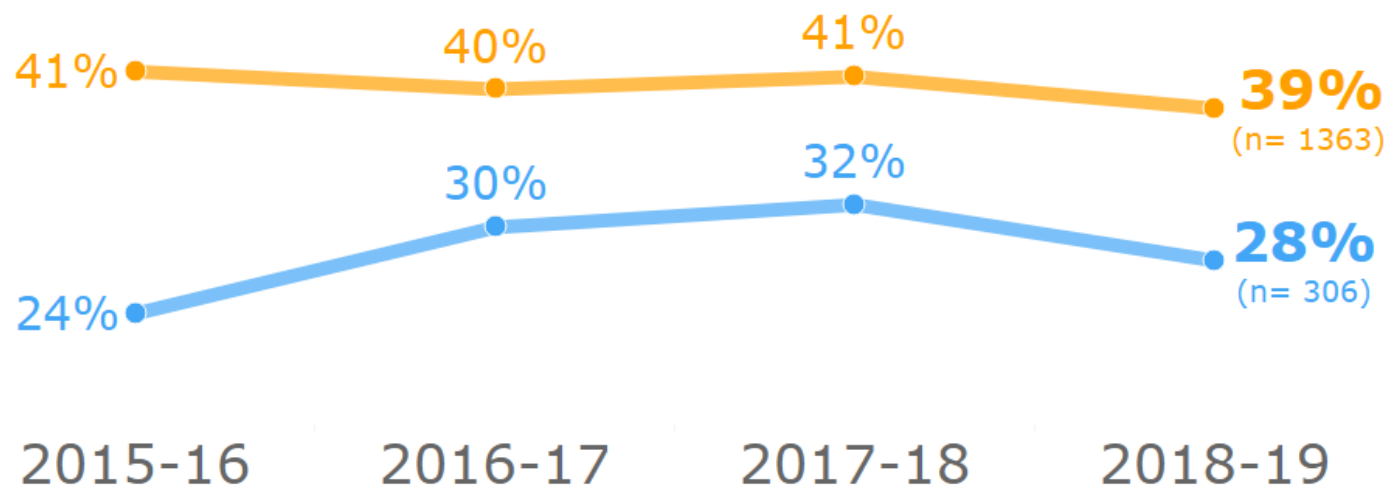
Meeting early literacy benchmarks by the end of 3rd grade is predictive of high school graduation and life success. Students who aren't proficient readers by 3rd grade are four times more likely to leave school without a diploma. **

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

By 4th grade, students are **reading to learn**, where they apply their early literacy skills to more technical and specialized texts, both in ELA and other content areas

3rd Grade English Language Arts

(Percent Meeting Standard on Smarter Balanced Assessment)



** Early Warning! Why Reading by the End of Third Grade Matters - Annie E. Casey Foundation (2010)

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

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

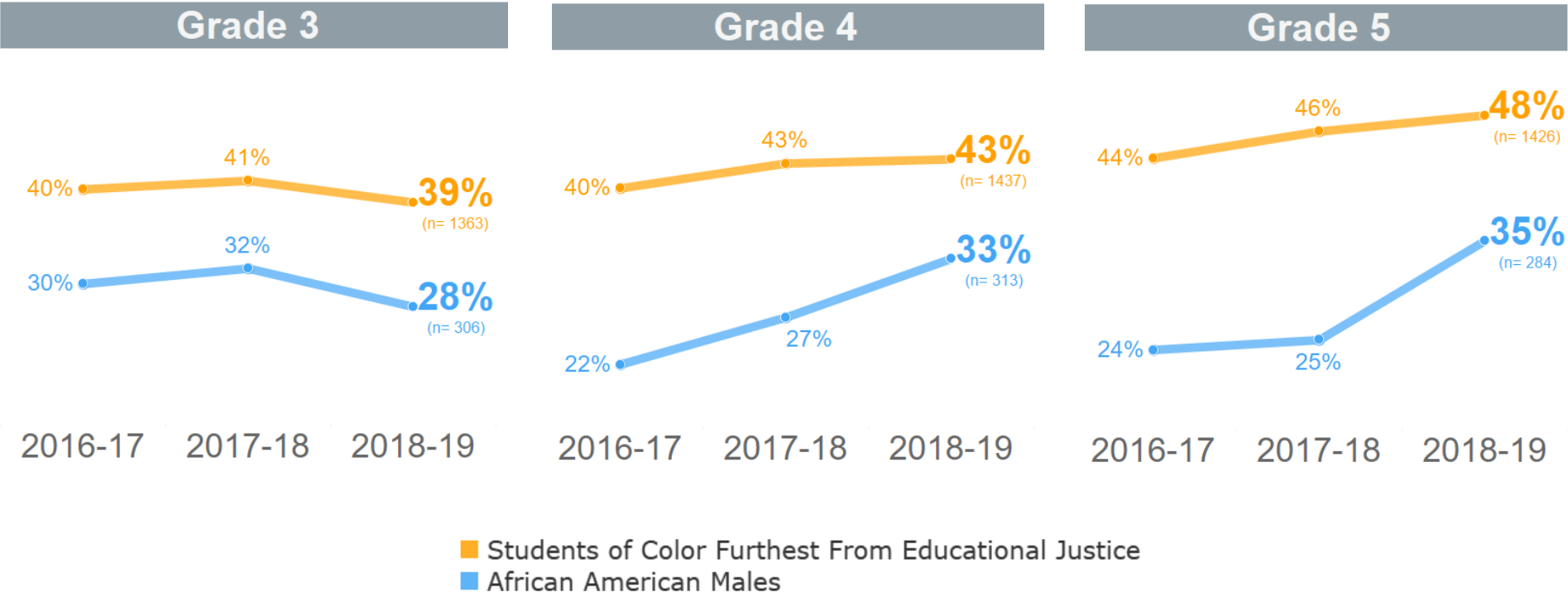




3rd - 5th Grade ELA: Proficiency

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

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



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





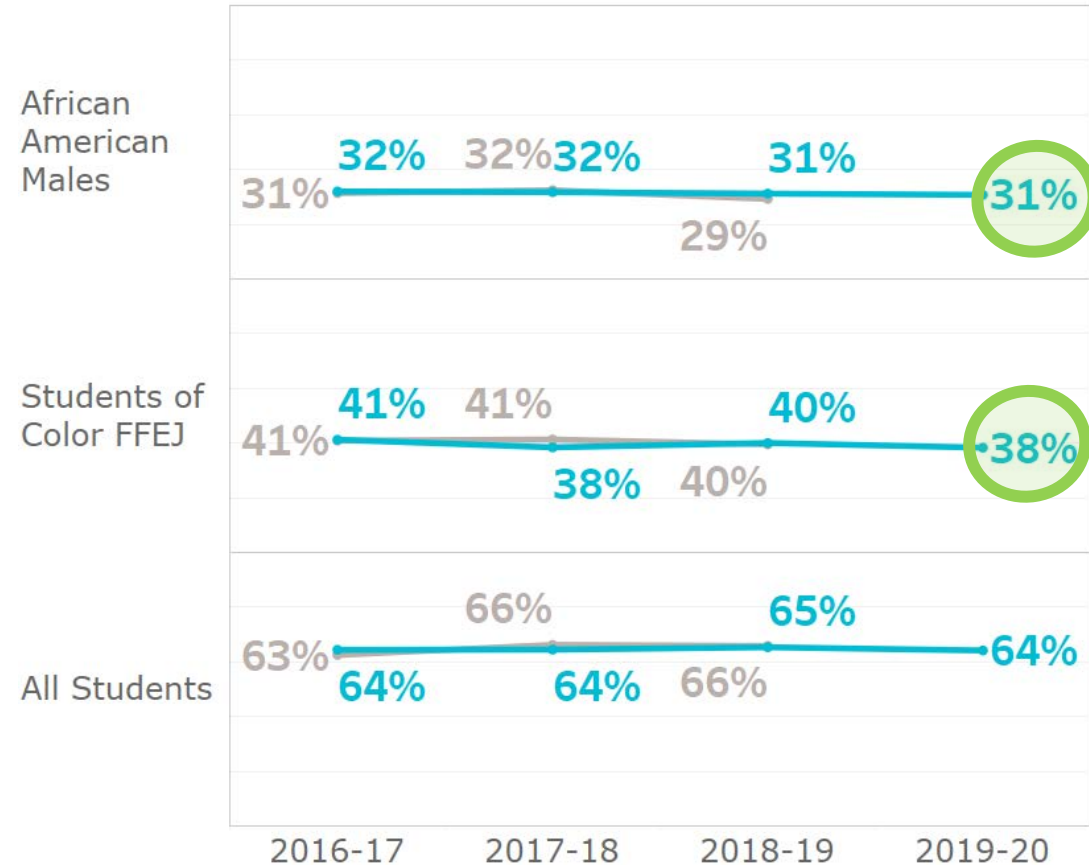
Predicting 3rd Grade SBA Proficiency

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

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

Predicted 3rd Grade ELA Proficiency Rates

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



■ Actual Proficiency (3rd Grade SBA)
■ Predicted (2nd Grade Spring MAP)

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

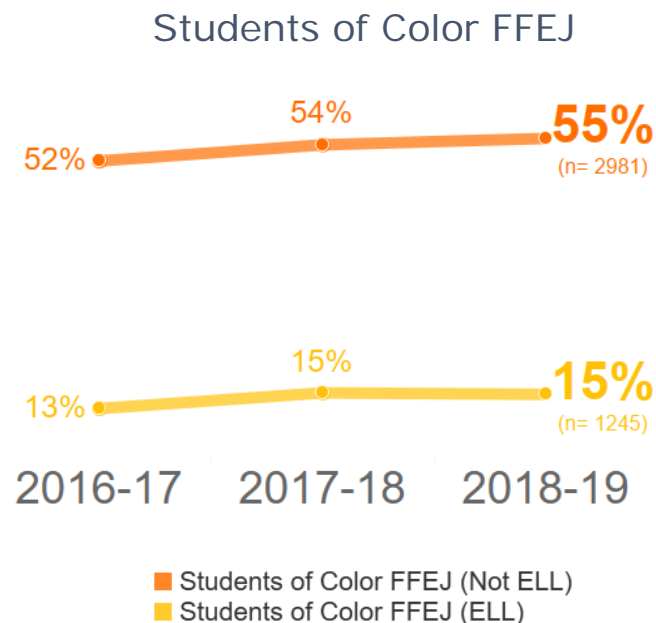
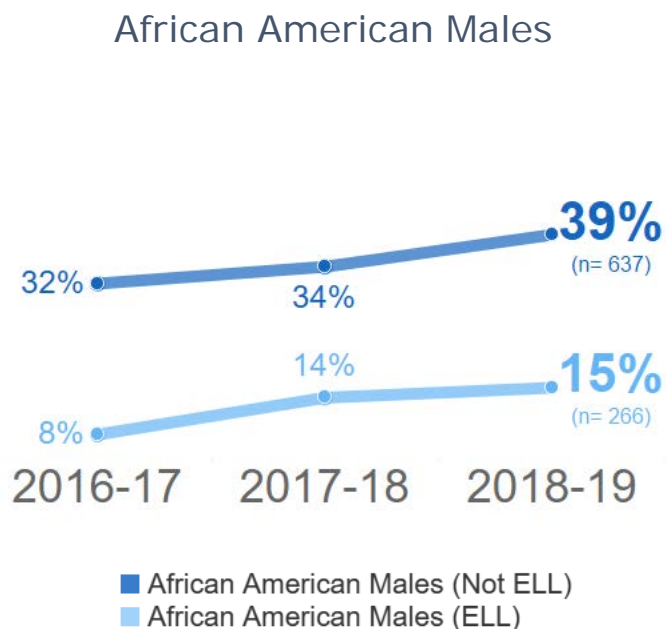




ELA Proficiency: English Learners

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

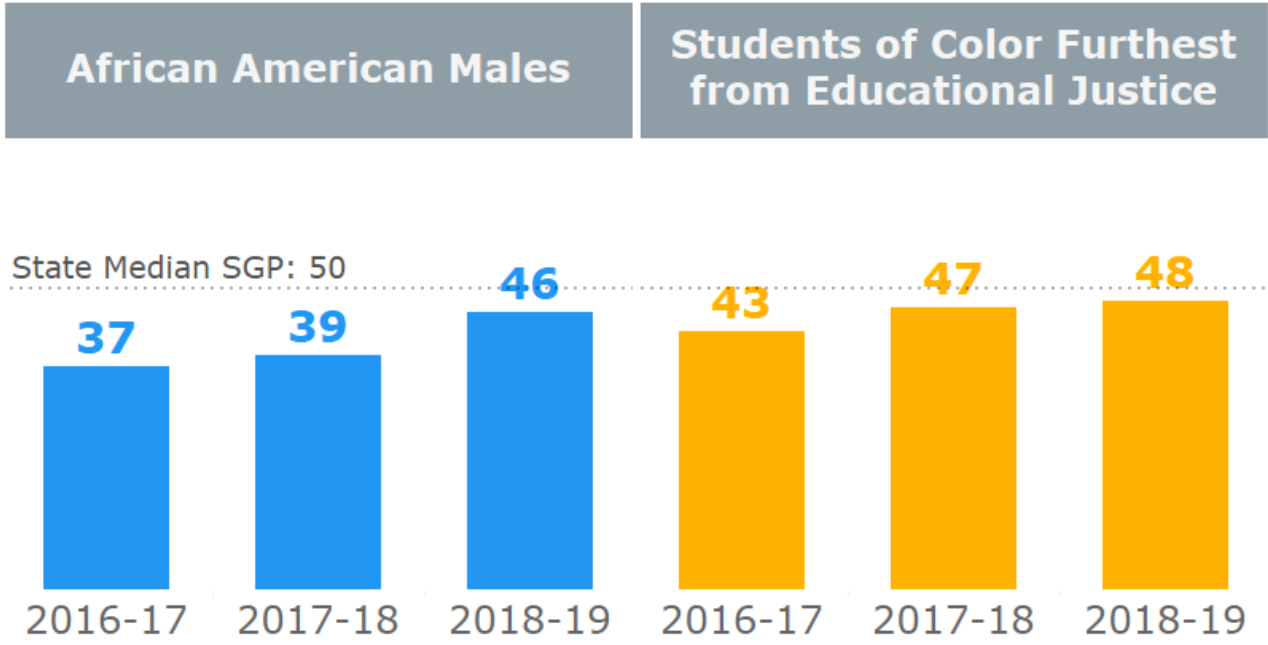
Smarter Balanced ELA (Percent Meeting Standard, Grades 3-5)



ELA Growth: Grades 4 & 5

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

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



What is a Student Growth Percentile?

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

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

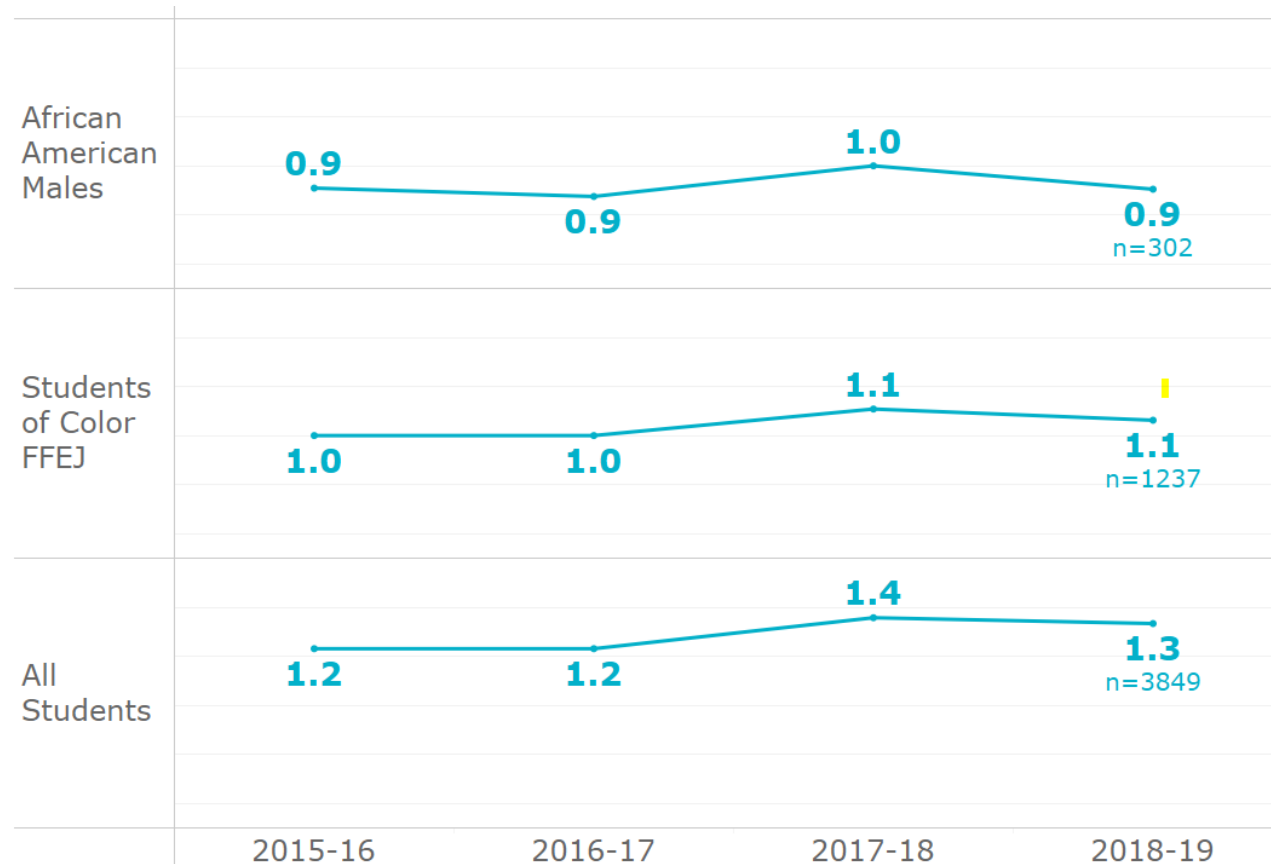


ELA Growth: Grade 2

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



Median MAP Growth Ratio, 2019 Grade 2 Spring Reading



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

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



SEATTLE
PUBLIC
SCHOOLS



5th & 7th Grade Math

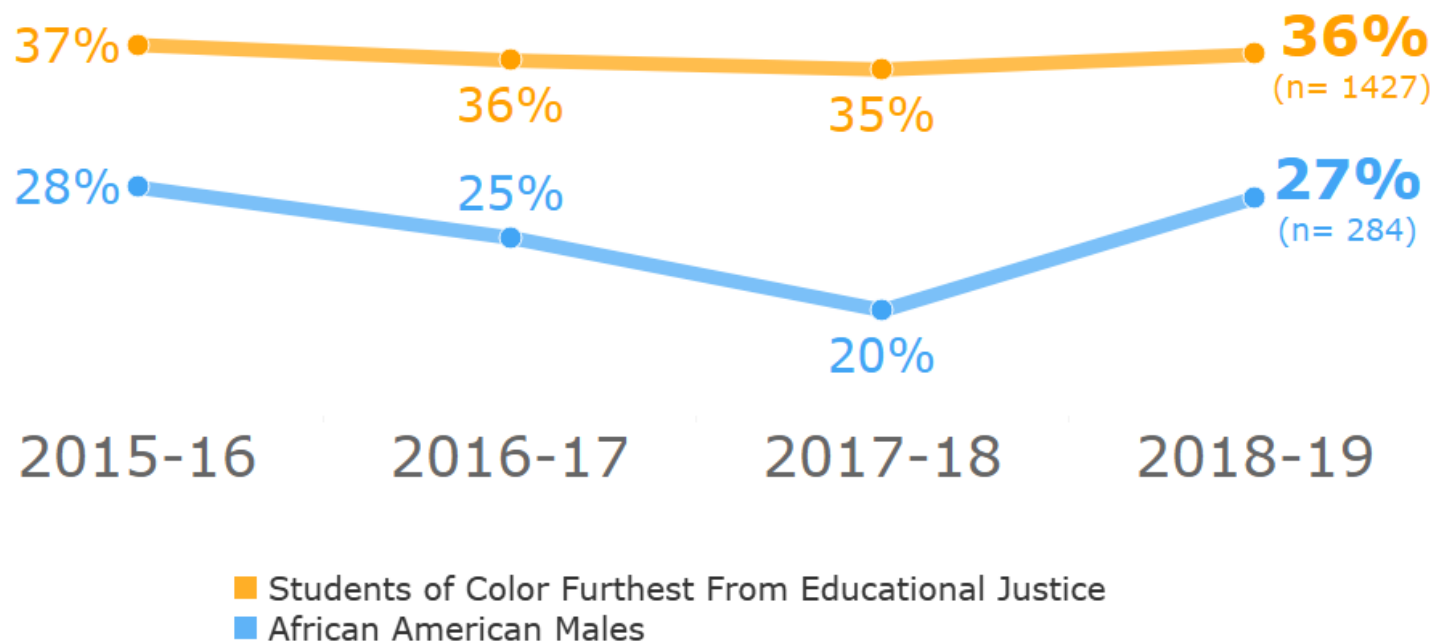




5th Grade Math Proficiency

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

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

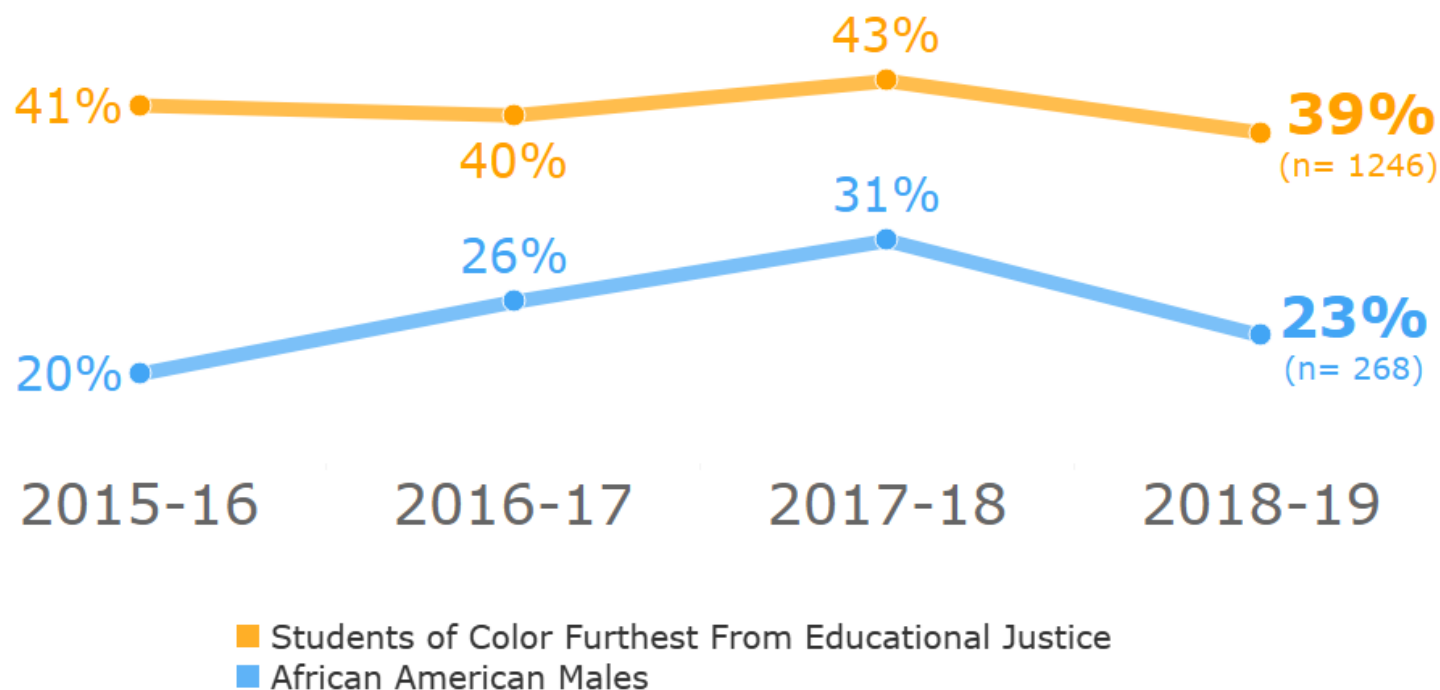




7th Grade Math Proficiency

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

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



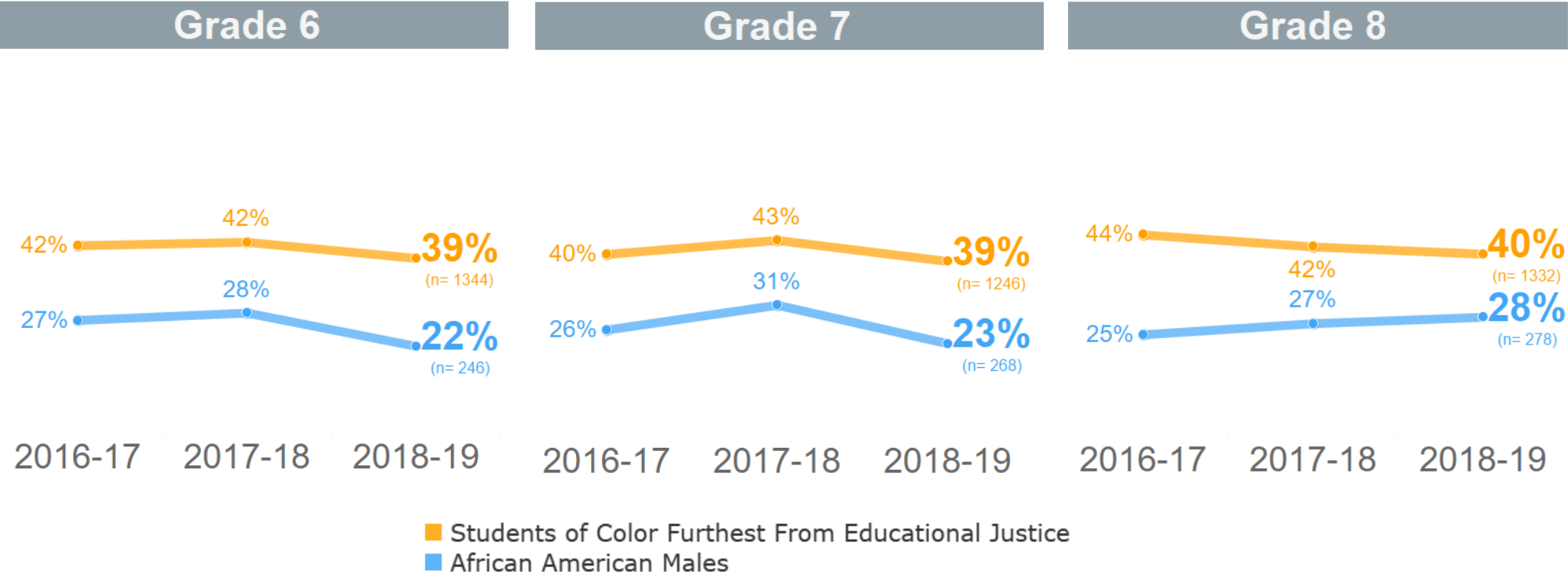


6 - 8th Grade Math Proficiency

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

6th – 8th Grade Math

(Percent Meeting Standard on Smarter Balanced Assessment)



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

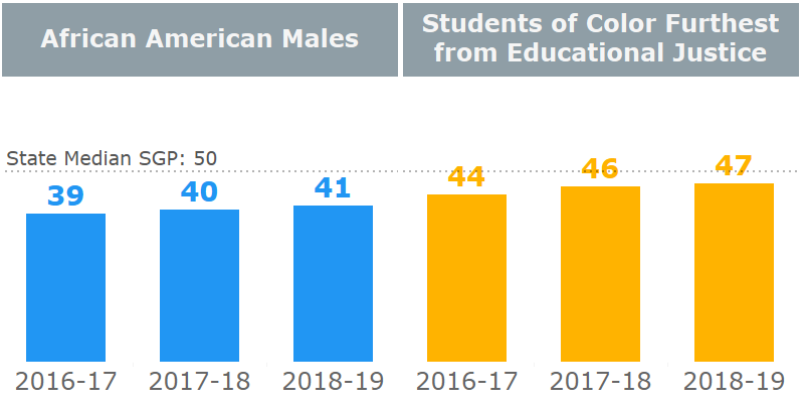


Math Growth: Grades 3 - 8

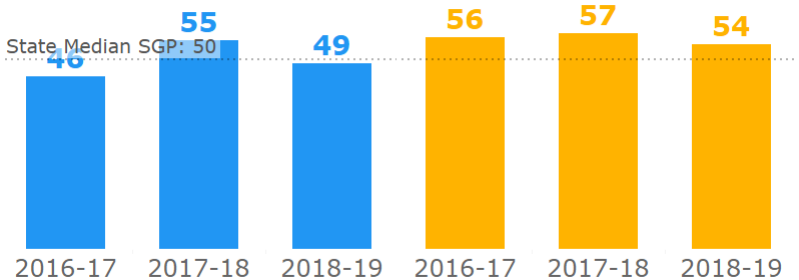
Student math growth in middle school continues to exceed the state median Student Growth Percentile of 50 for Students of Color Furthest from Educational Justice. Grades 4-5 math growth has remained near 40 for African American male students.

Math Growth (Median Student Growth Percentile)

Grades 4 & 5



Grades 6, 7 & 8



What is a Student Growth Percentile?

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

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





SEATTLE
PUBLIC
SCHOOLS

On-Time Graduation

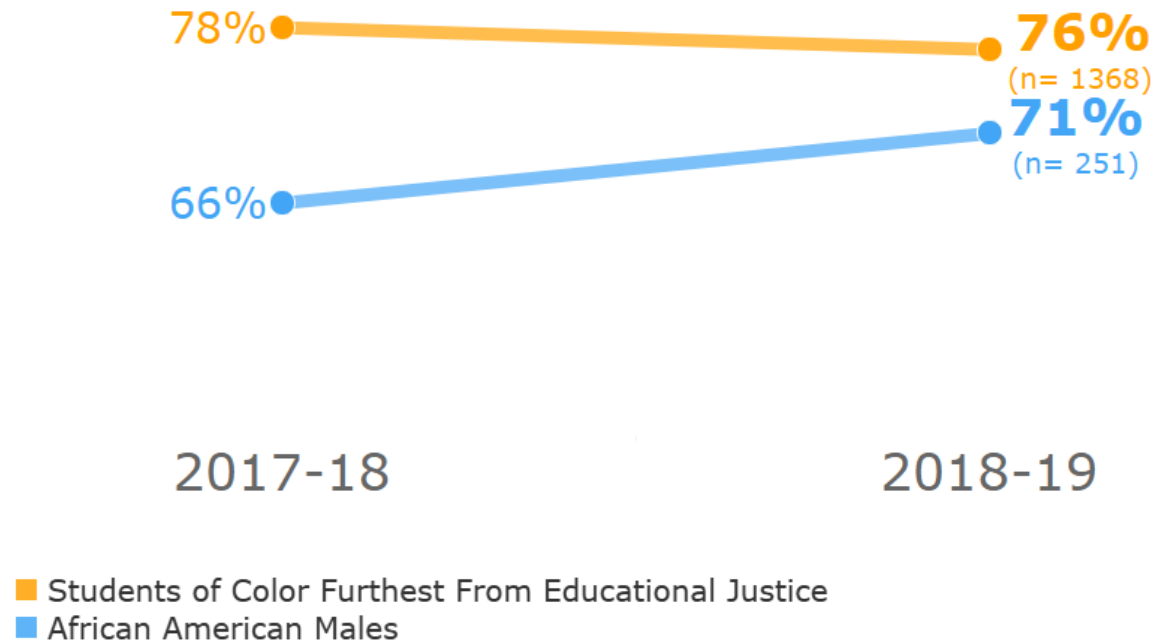


9th Grade Credits

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

9th Graders Earning 6+ Credits

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





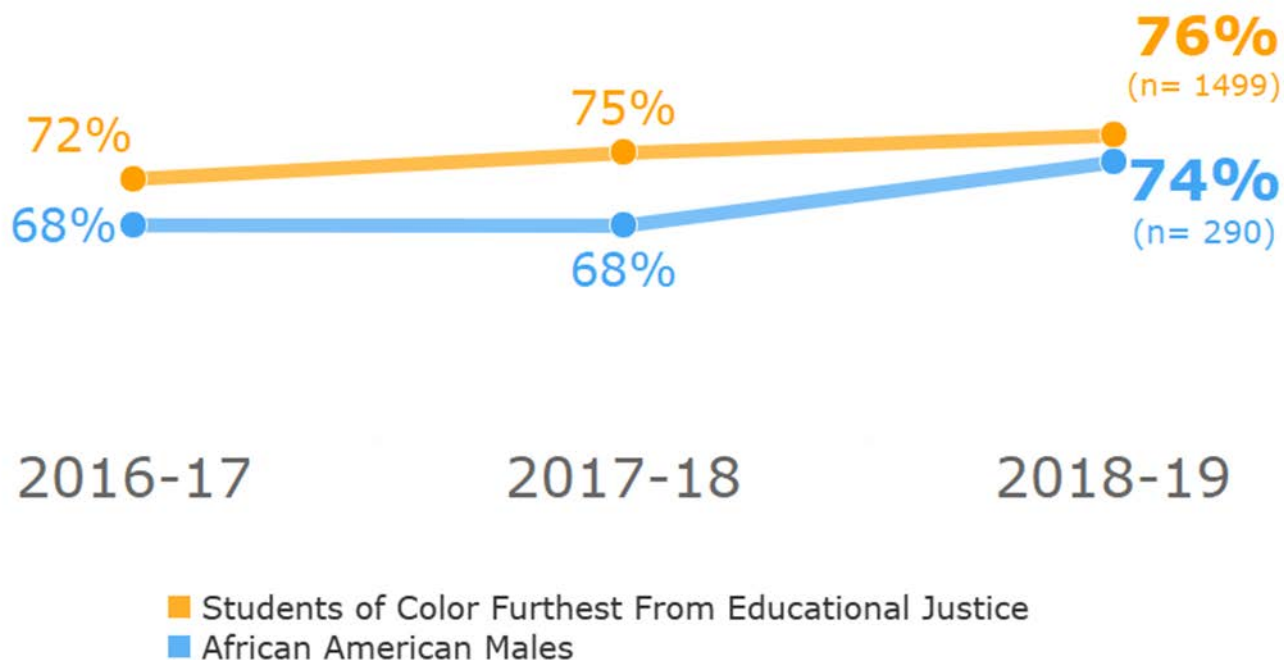
Four-Year Graduation Rate

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

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

Four-year Graduation

(Percent of students in cohort graduating in four years or fewer)



College & Career Readiness

College & Career Readiness KPIs



KPI Redevelopment Under the 2019-24 Strategic Plan

- ***Seattle Excellence*** establishes new measures of student College and Career Readiness. In future years, SPS will report the percentage of graduating students demonstrating readiness via **one or more of the following pathways**:
 - Demonstration of college readiness in ELA via a standardized assessment or college-level coursework
 - Demonstration of college readiness in Mathematics via a standardized assessment or college-level coursework
 - Demonstration of career readiness via completion of an Advanced CTE pathway

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

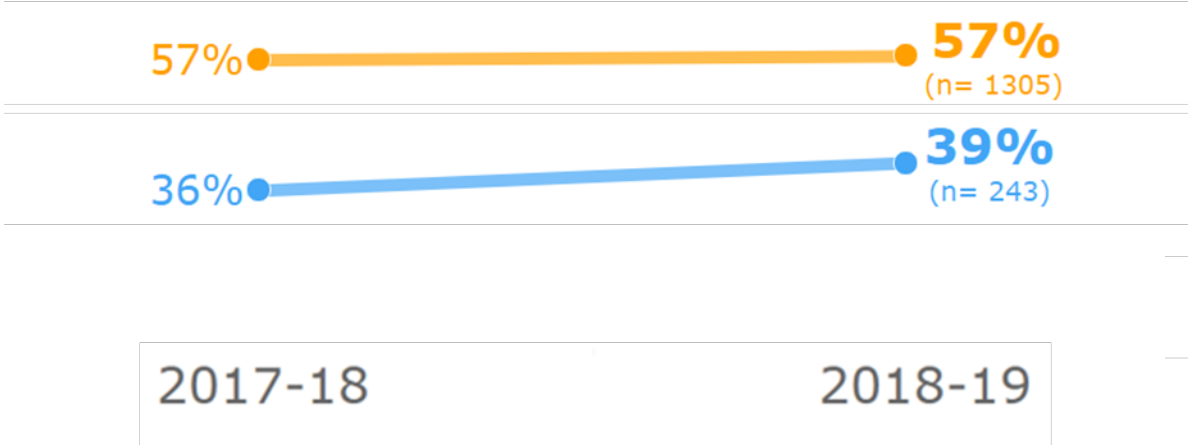


10th Grade Smarter Balanced Assessments

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

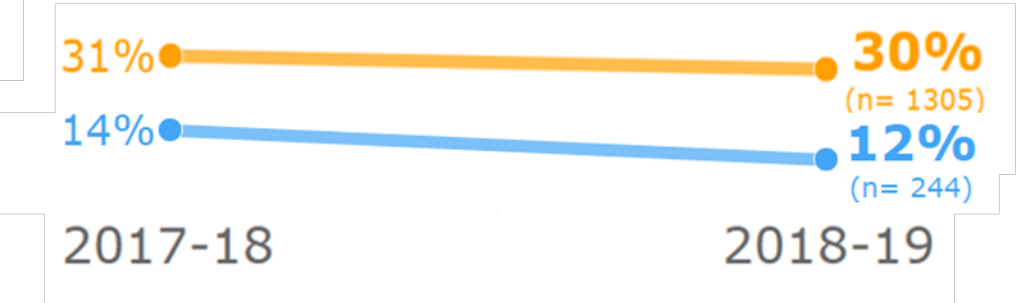
10th Grade English Language Arts

(Percent Meeting Standard on Smarter Balanced Assessment)



10th Grade Math

(Percent Meeting Standard on Smarter Balanced Assessment)



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

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

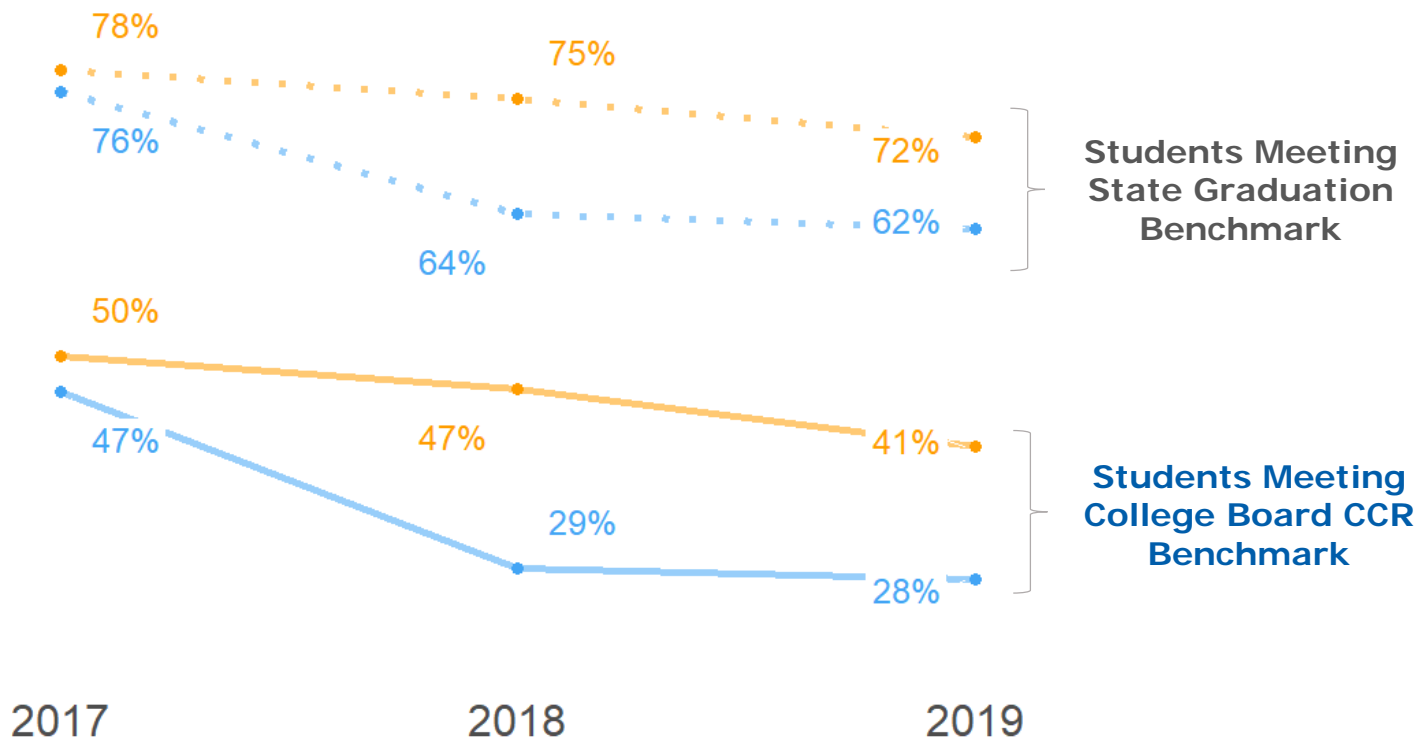


Q SAT Markers of Postsecondary Readiness

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

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

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



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

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

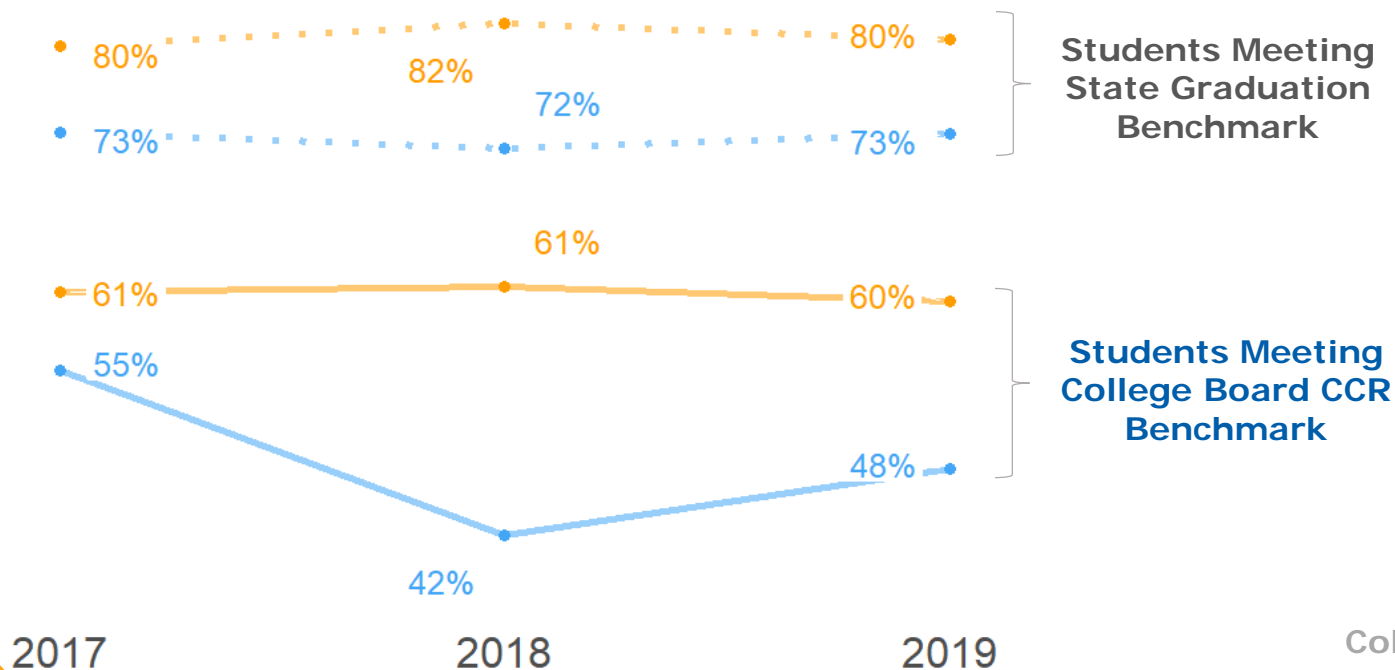
College Board Benchmark: 510 (11th Grade)
State Graduation Benchmark: 430

Q SAT Markers of Postsecondary Readiness

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

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

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



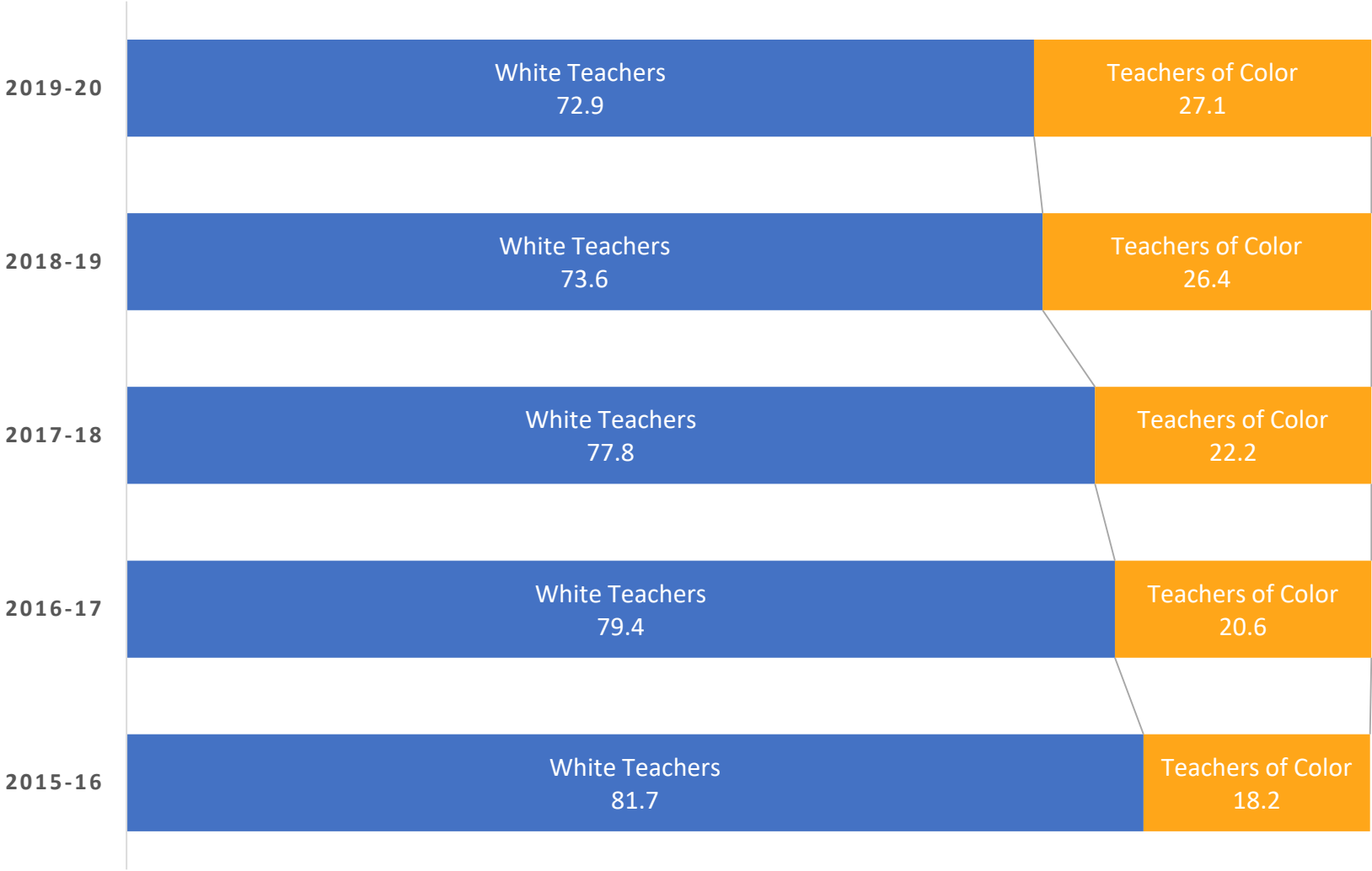
WA State allows students to demonstrate **proficiency in ELA** via the SAT under HB 1599.

The **College Board Evidence-Based Reading & Writing Benchmark** was designed to predict whether students have a 75% or better chance of earning at least a C in a first-semester, credit-bearing college course in history, literature, social science or writing, drawing on national data.

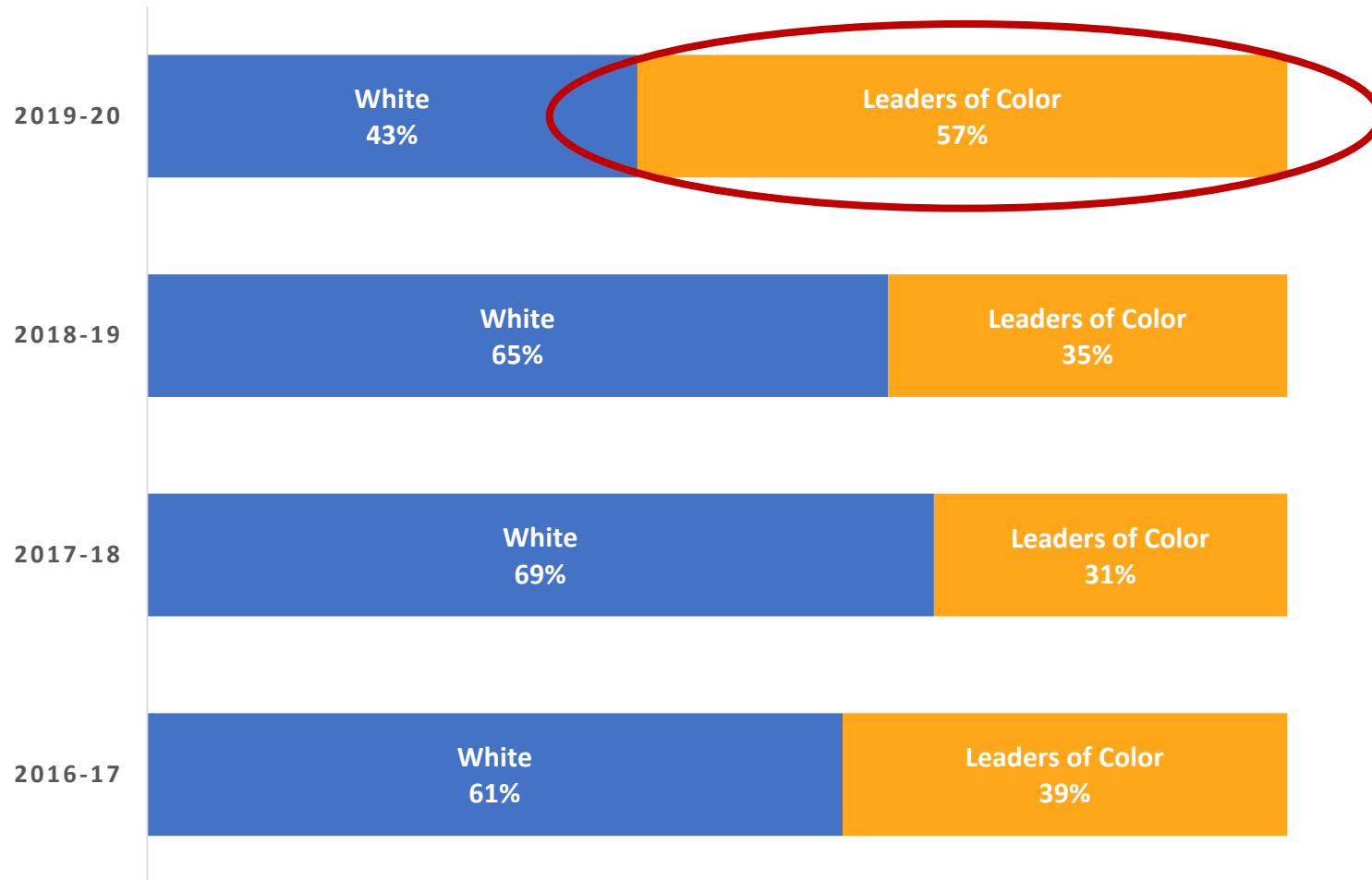
College Board CCR Benchmark: 460 (11th Grade EBRW)
State Graduation Benchmark: 410

Culturally Responsive Workforce

New Teacher Recruits Growing in Diversity



School Leader Hiring More Closely Reflects Student Populations



Next Steps

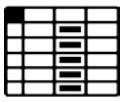
- Finalize Year 1 Targets (Fall/Winter 2020)
- Implement 2019-20 Educational Research & Evaluation Plan (Fall 2019 to Fall 2020)
- Re-tool and administer District Surveys (Winter/Spring 2020)
- District Scorecard Re-Design and Development (Spring to Fall 2020)
- Year 1 District Scorecard Presentation (Fall 2020)

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





Appendix: Data Tables and Glossary



3rd Grade ELA: Student Groups

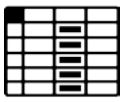
3rd Grade English Language Arts

(Percent Meeting Standard on Smarter Balanced Assessment)

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

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





5th Grade Math: Student Groups

5th Grade Math

(Percent Meeting Standard on Smarter Balanced Assessment)

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

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





7th Grade Math: Student Groups

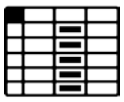
7th Grade Math

(Percent Meeting Standard on Smarter Balanced Assessment)

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

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





Regular Attendance: Student Groups

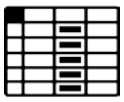
Regular Attendance (K-12)

(Percent of students attending more than 90% of school days)

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

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





Incidents per 100 Students: Student Groups

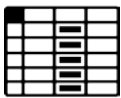
Incidents per 100 Students (K-12)

(Exclusionary discipline incidents per 100 students)

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

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





Discipline Rate: Student Groups

Discipline Rate (K-12)

(Percent of students with one or more disciplinary exclusions)

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

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



SEATTLE
PUBLIC
SCHOOLS



9th Grade Credits: Student Groups

9th Graders Earning 6+ Credits

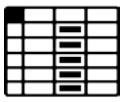
(Percent of students earning 6+ credits by the end of 9th Grade)

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

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



SEATTLE
PUBLIC
SCHOOLS



10th Grade ELA: Student Groups

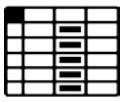
10th Grade English Language Arts

(Percent Meeting Standard on Smarter Balanced Assessment)

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

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





10th Grade Math: Student Groups

10th Grade Math

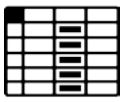
(Percent Meeting Standard on Smarter Balanced Assessment)

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

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



SEATTLE
PUBLIC
SCHOOLS



Graduation Rate: Student Groups

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

Four-year Graduation

(Percent of students in cohort graduating in four years or fewer)

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

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

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



Data Glossary

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

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