



Seattle Public Schools



Photos by Susie Fitzhugh

2016-17 District Scorecard

Research & Evaluation Department



2013–2018 Strategic plan



Three Goals



Ensure educational excellence and equity for every student



Improve systems district-wide to support academic outcomes



Strengthen school, family and community engagement

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

District Scorecard

31 Measures in 5 Categories

Year 4 Overall Progress (2016-17)

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

On-track to meet 2017-18 target: **7 of 24** measures **

Made improvement (or) On-Track: **10 of 24** measures **

** Only includes measures for which data is available

Key Themes for 2016-17



Academic Excellence & Equity

- ✓ SPS continues to improve overall student achievement and widen its lead compared to the state as a whole
- ✓ Gaps are closing for students completing college level courses in high school and graduating on time
- ✓ Gaps are not closing based on state assessments
- ✓ Discipline rates are down, but disproportionality still high for students of color

Key Themes for 2016-17



Schools, Families, & Community

- ✓ Student perceptions of school climate unchanged
- ✓ Improved school staff perceptions of professional culture and school leadership
- ✓ Improved family perceptions of schools as welcoming culturally responsive environments
- ✓ Improved family perceptions of central office responsiveness and engagement
- ✓ Improved school leaders perceptions of district leadership and central office departments

Academic Milestones



Early Learning Foundations

Kindergarten Ready
3rd Grade ELA
3rd Grade Math

Core Academic Development

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

Graduate College & Career Ready

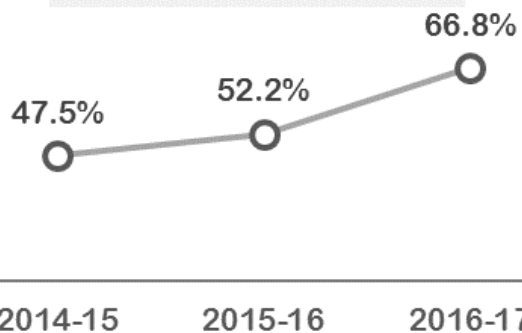
8th Grade Algebra
9th Grade Credits
10th Grade Exit Exams
College level courses
4-Year Graduation rate

Academic Milestones

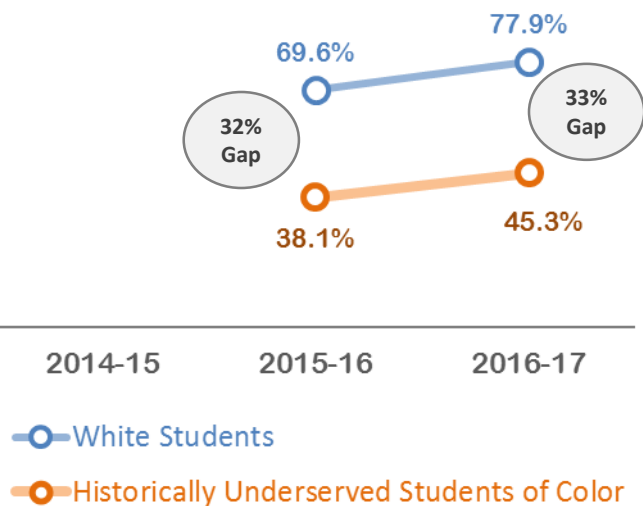
Kindergarteners Demonstrating Readiness (WaKIDS, Fall)



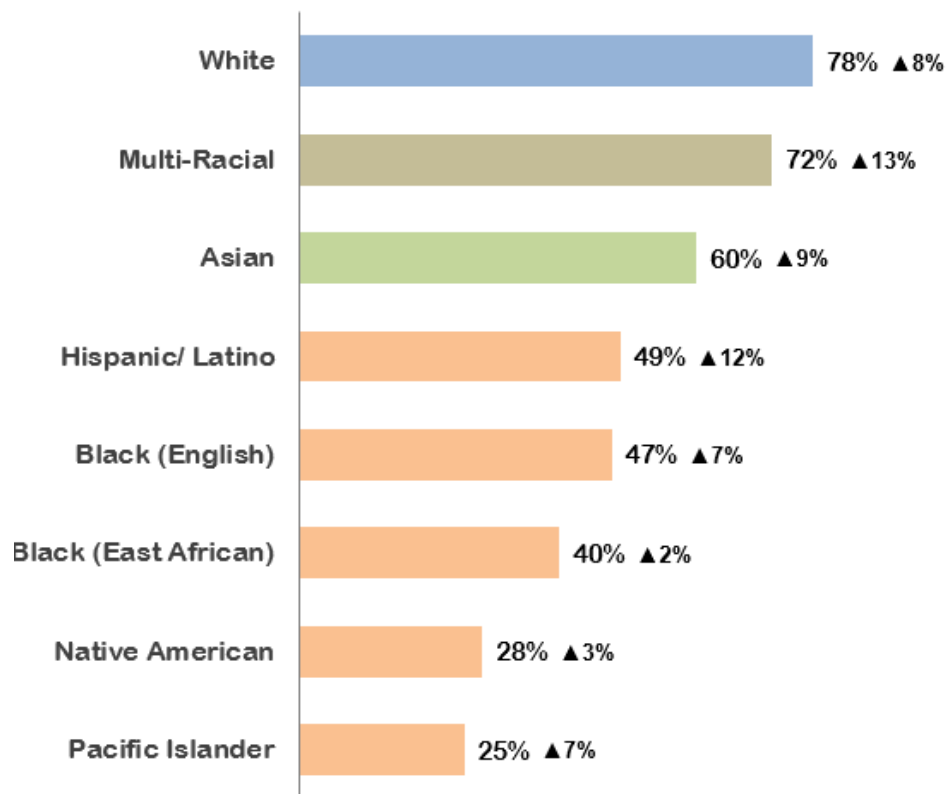
Trend for All Students



Opportunity Gap Trend



2016-17 Results by Race/Ethnicity



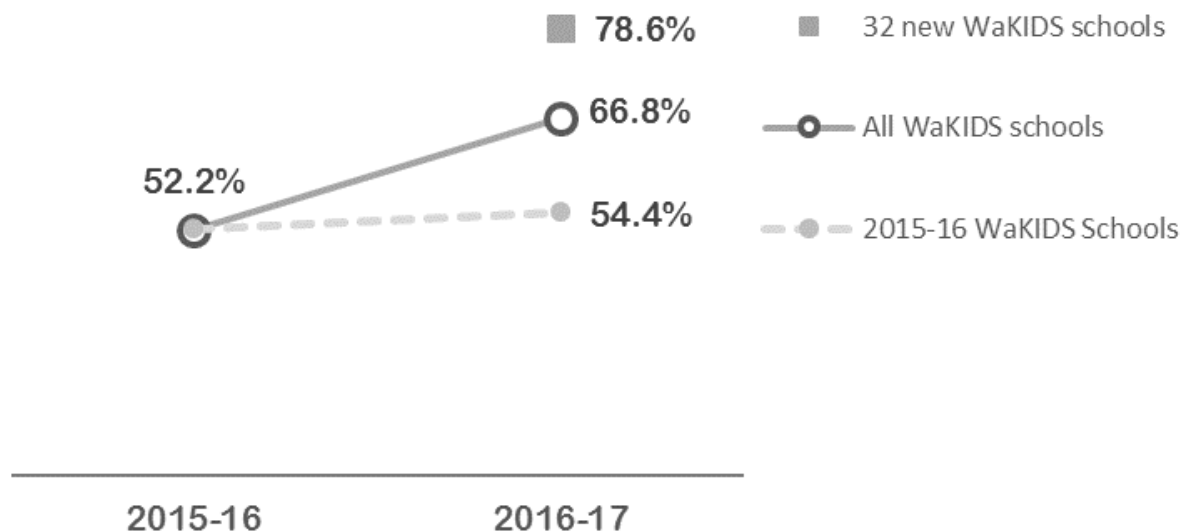
Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

Kindergarteners Demonstrating Readiness (WaKIDS, Fall)



- Most of the 14.6 point increase comes from 32 non-Title I schools that began administering WaKIDS in 2016-17
- The 2016-17 fall kindergarten readiness rate for schools that administered in 2015-16 was 54.4% (+2.2)

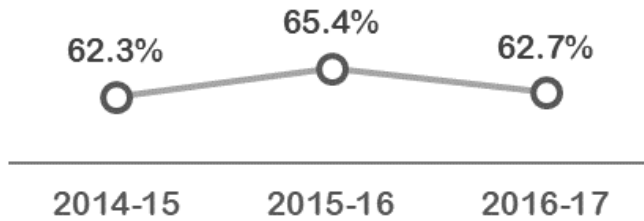
WaKIDS Kindergarten Readiness Trend



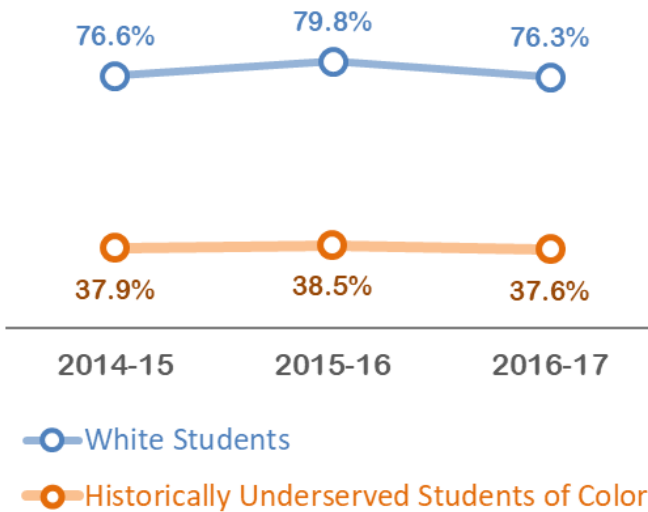
3rd Grade ELA Proficiency



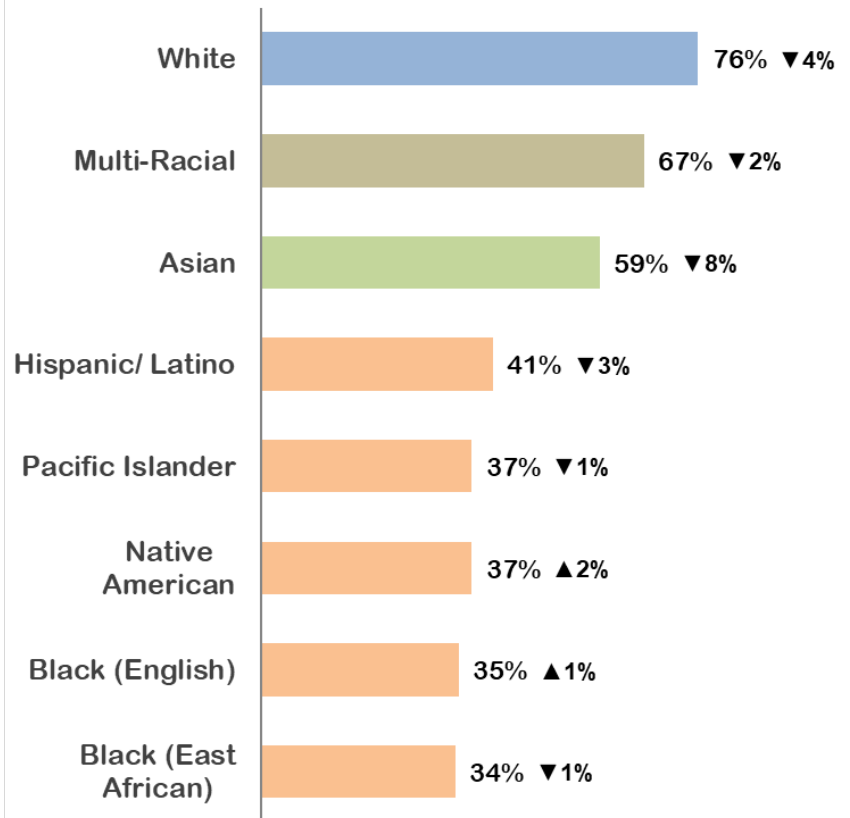
Trend for All Students



Opportunity Gap Trend



2016-17 Results by Race/Ethnicity

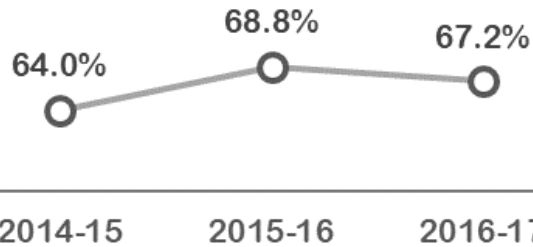


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

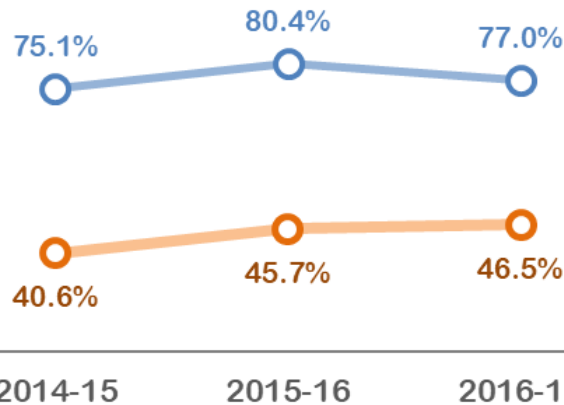
3rd Grade Mathematics Proficiency



Trend for All Students



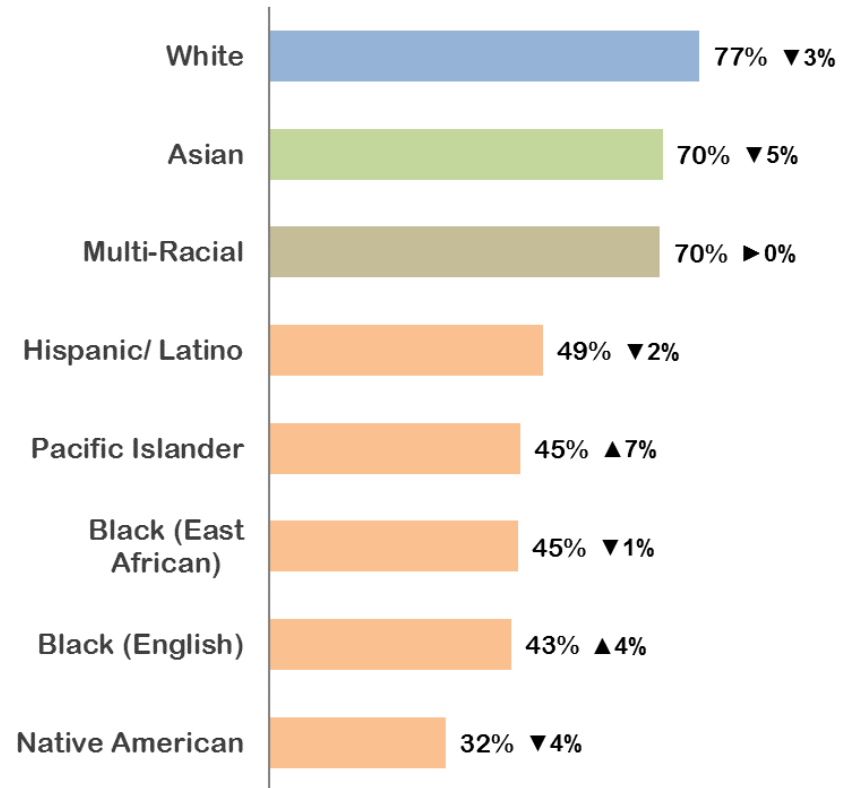
Opportunity Gap Trend



○ White Students

○ Historically Underserved Students of Color

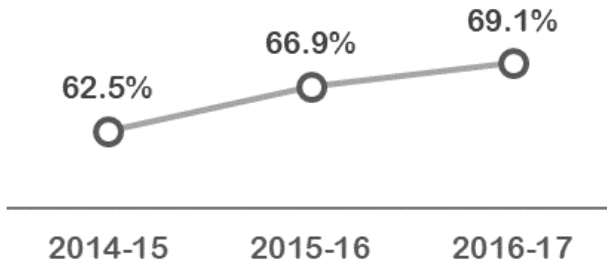
2016-17 Results by Race/Ethnicity



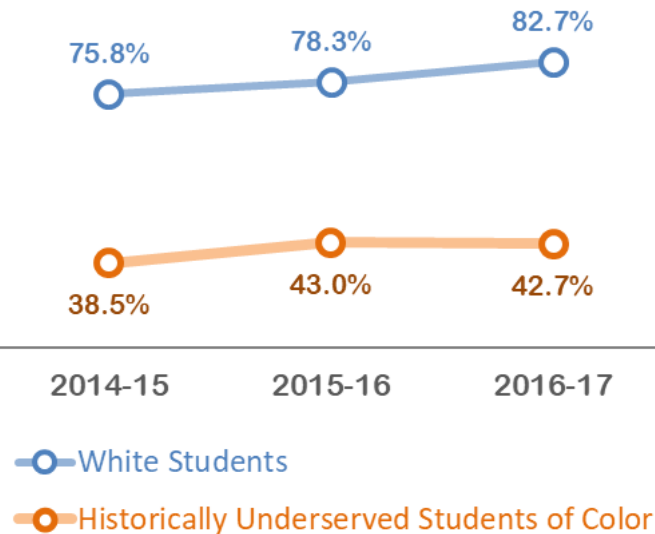
7th Grade ELA Proficiency



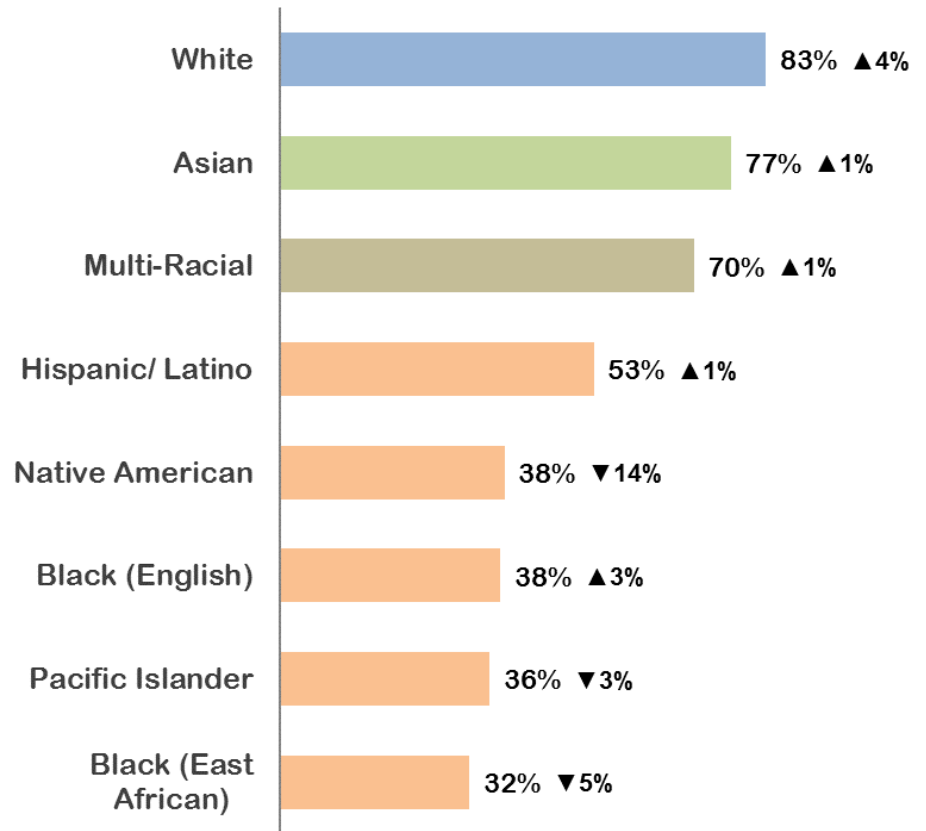
Trend for All Students



Opportunity Gap Trend



2016-17 Results by Race/Ethnicity

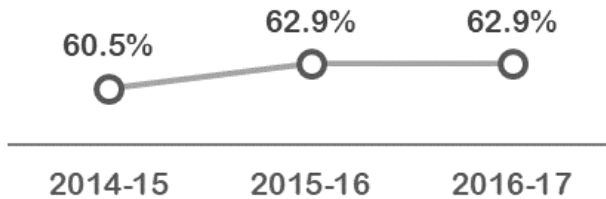


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

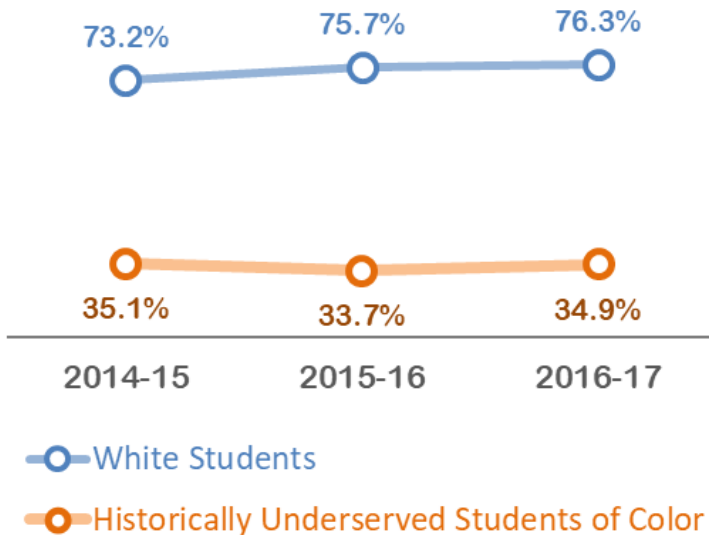
7th Grade Mathematics Proficiency



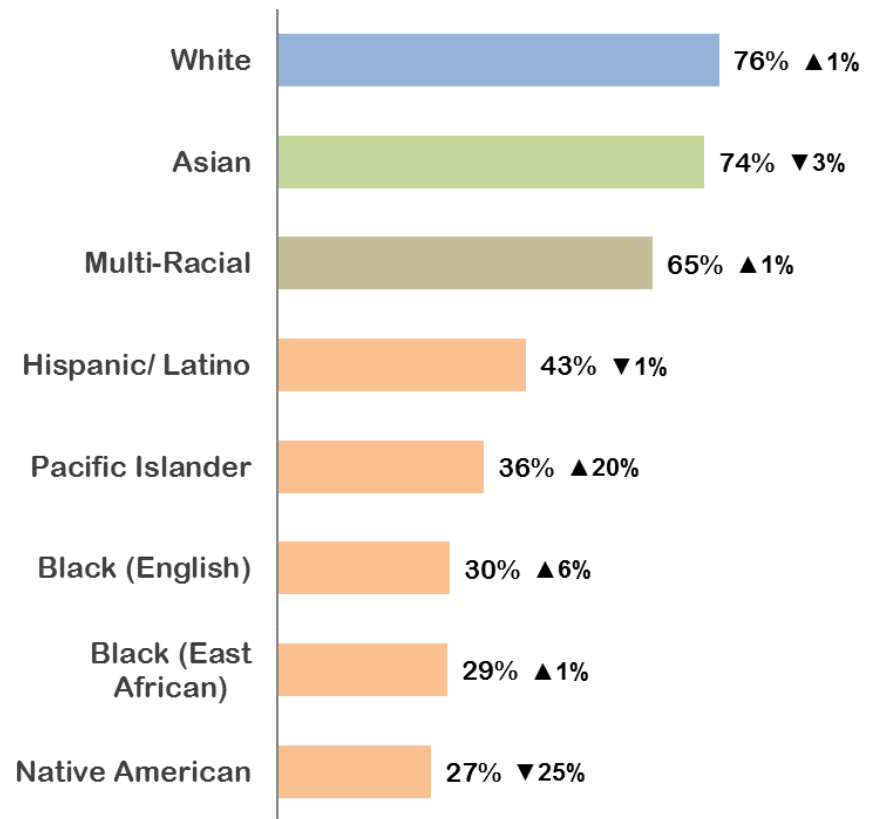
Trend for All Students



Opportunity Gap Trend



2016-17 Results by Race/Ethnicity

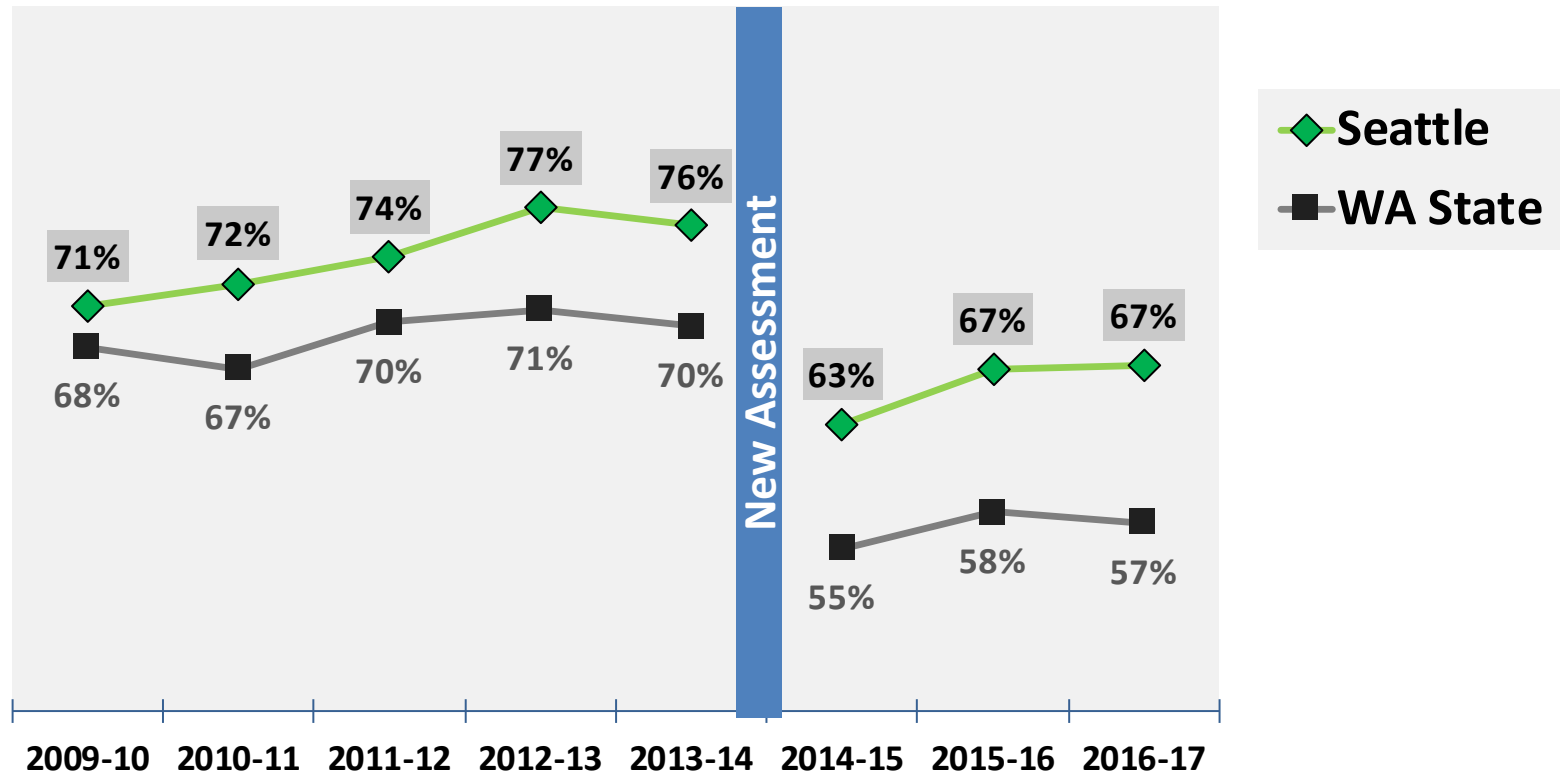


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

SPS Achievement Trend vs. WA State



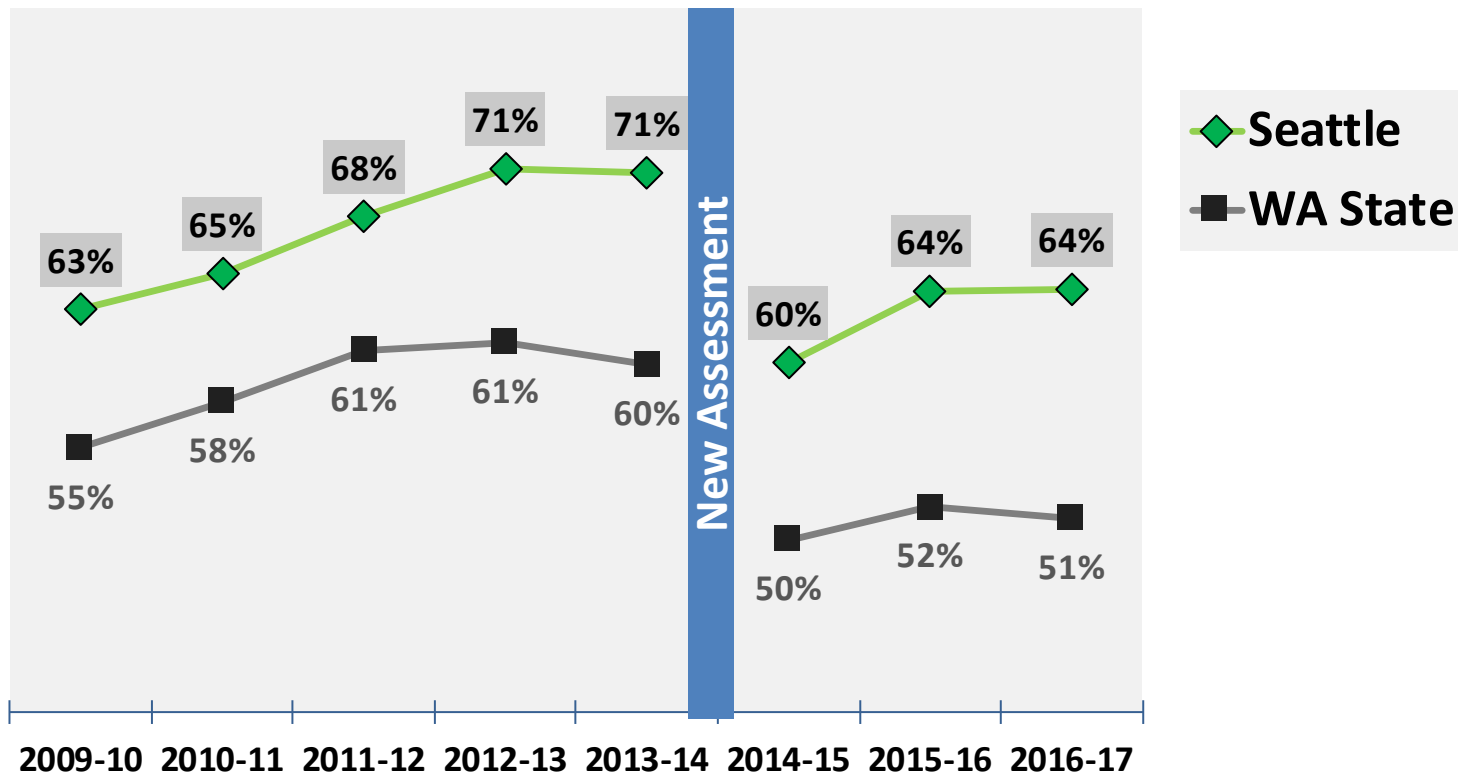
Proficiency in Reading/ELA (Grades 3-8 Combined)



SPS Achievement Trend vs. WA State



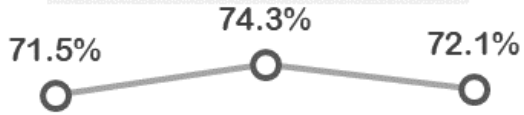
Proficiency in Mathematics (Grades 3-8 Combined)



5th Grade Science Proficiency



Trend for All Students



2014-15 2015-16 2016-17

Opportunity Gap Trend

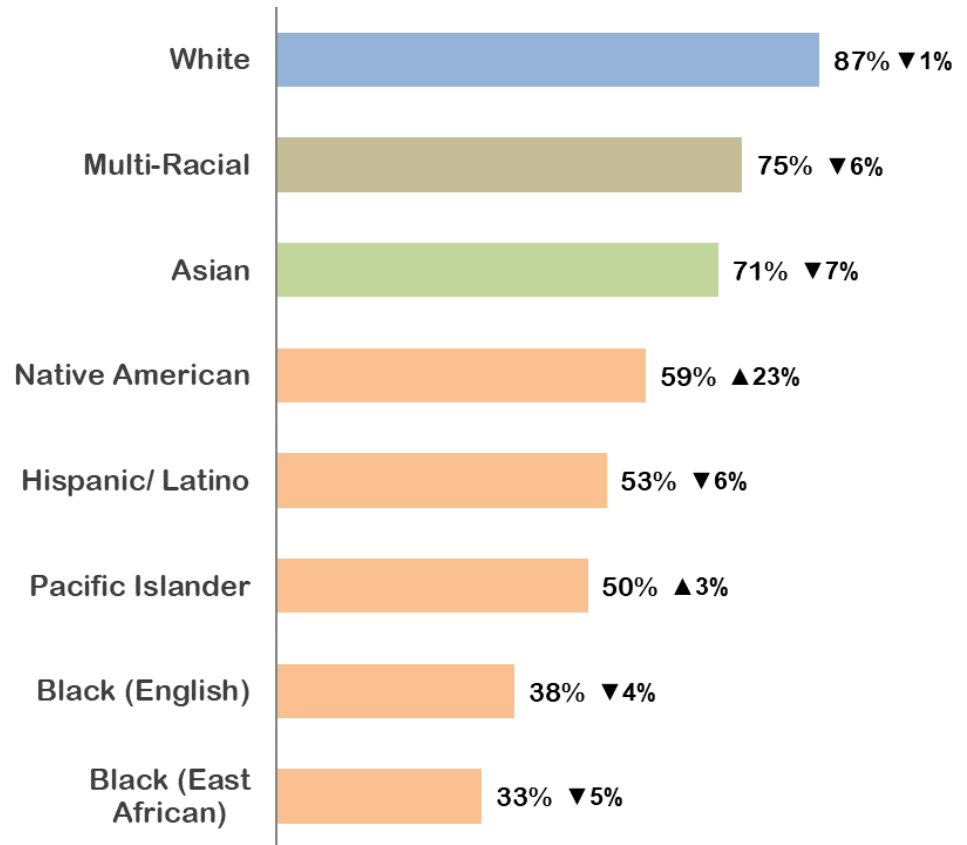


2014-15 2015-16 2016-17

—○— White Students

—○— Historically Underserved Students of Color

2016-17 Results by Race/Ethnicity

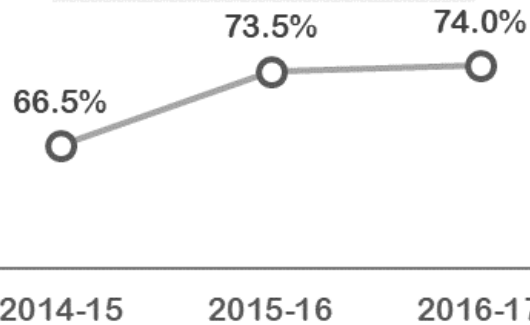


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

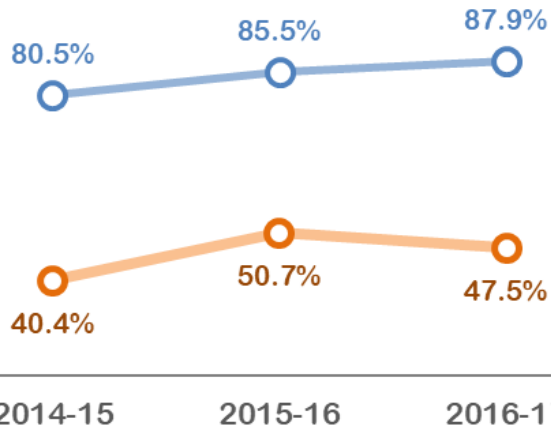
8th Grade Science Proficiency



Trend for All Students



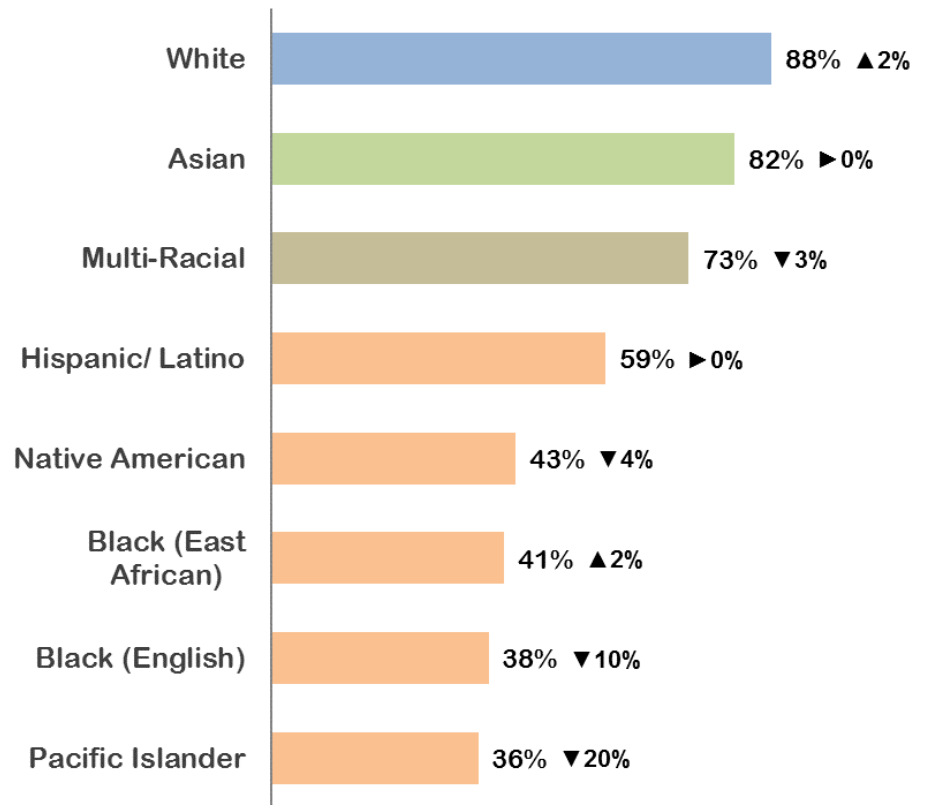
Opportunity Gap Trend



—○— White Students

—○— Historically Underserved Students of Color

2016-17 Results by Race/Ethnicity

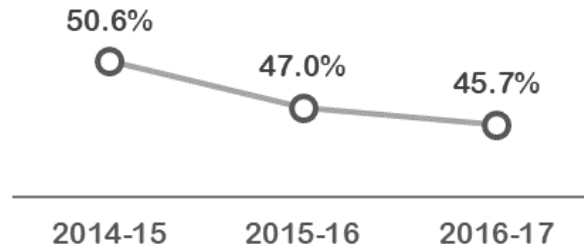


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

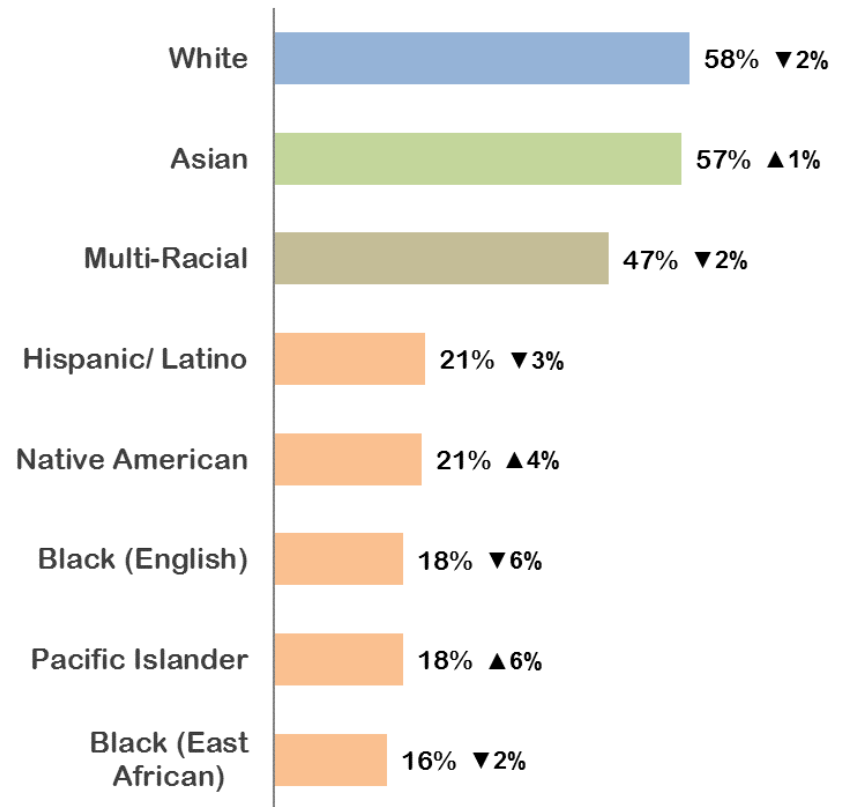
Completing Algebra Course by 8th Grade



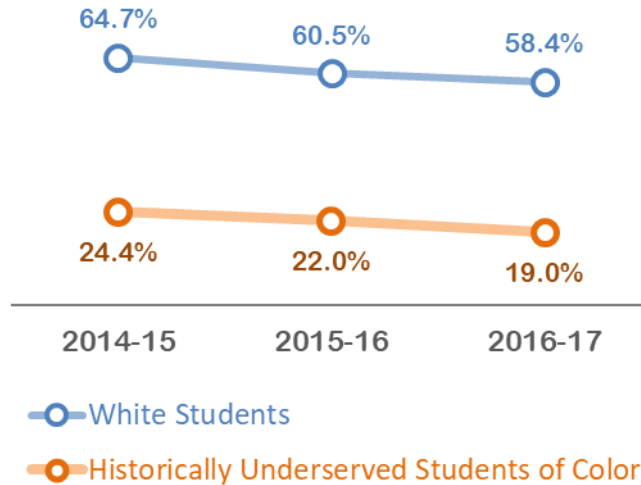
Trend for All Students



2016-17 Results by Race/Ethnicity



Opportunity Gap Trend

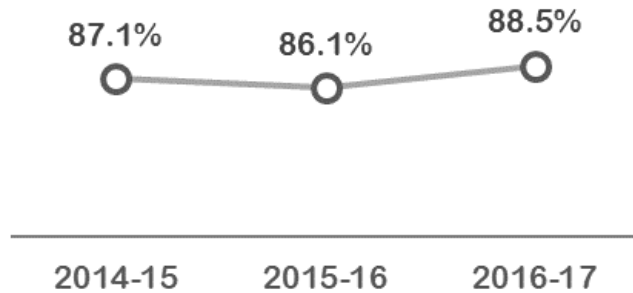


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

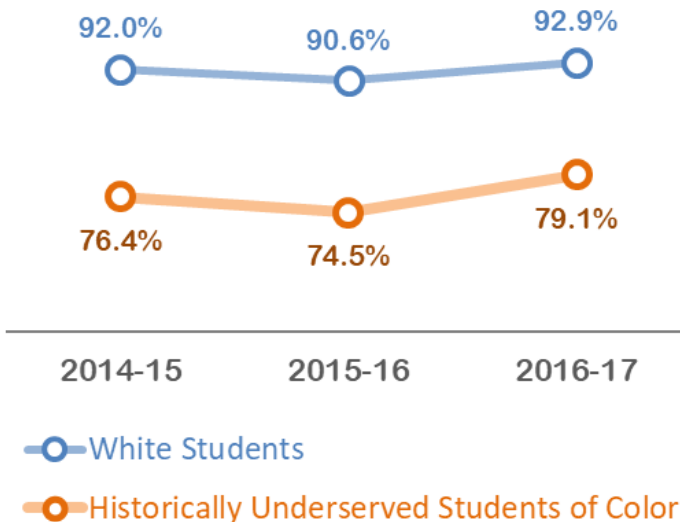
9th Graders earning Sufficient Credits



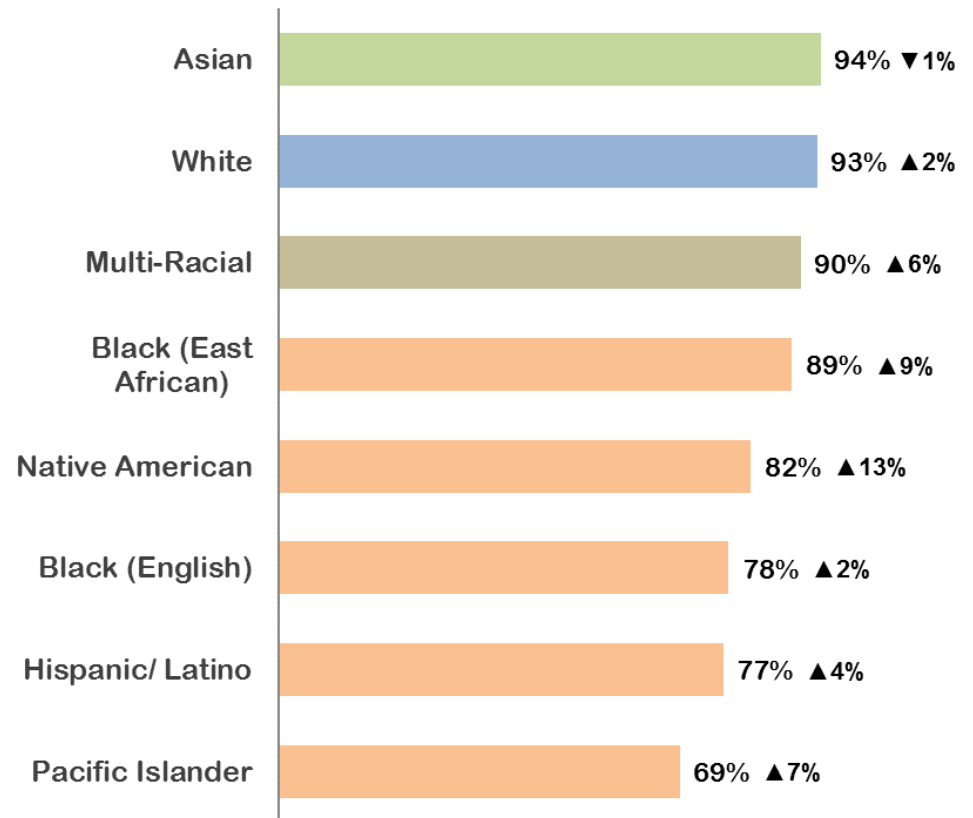
Trend for All Students



Opportunity Gap Trend



2016-17 Results by Race/Ethnicity



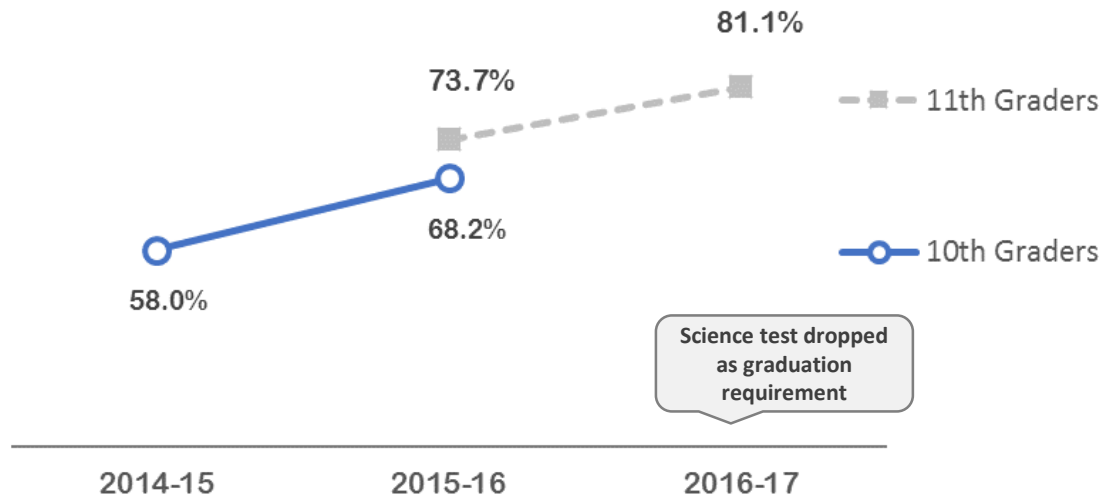
Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

10th graders passing all required state exams



- Metric not produced this year, since 2016-17 was first year that majority of students had not taken a math state assessment by 10th grade
- Exploratory metric for 11th graders shows 81.1% met math and ELA requirements in 2016-17
- ELA & Math SBA switch back to 10th grade in 2017-18

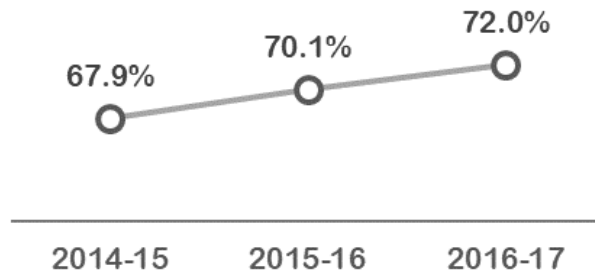
Students meeting state test requirements



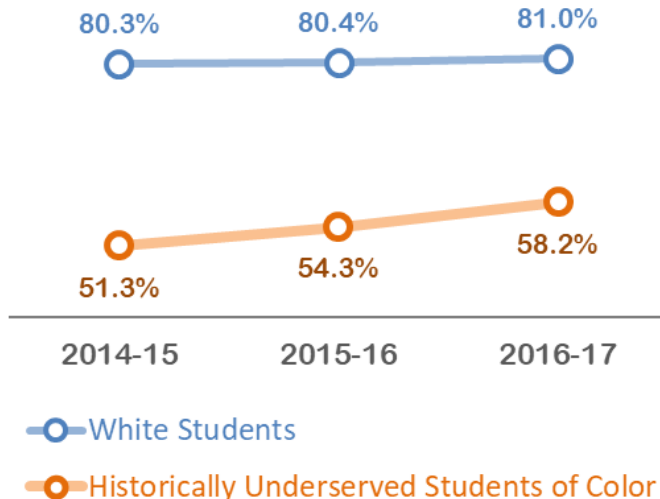
Completing a College Level Course by 12th Grade



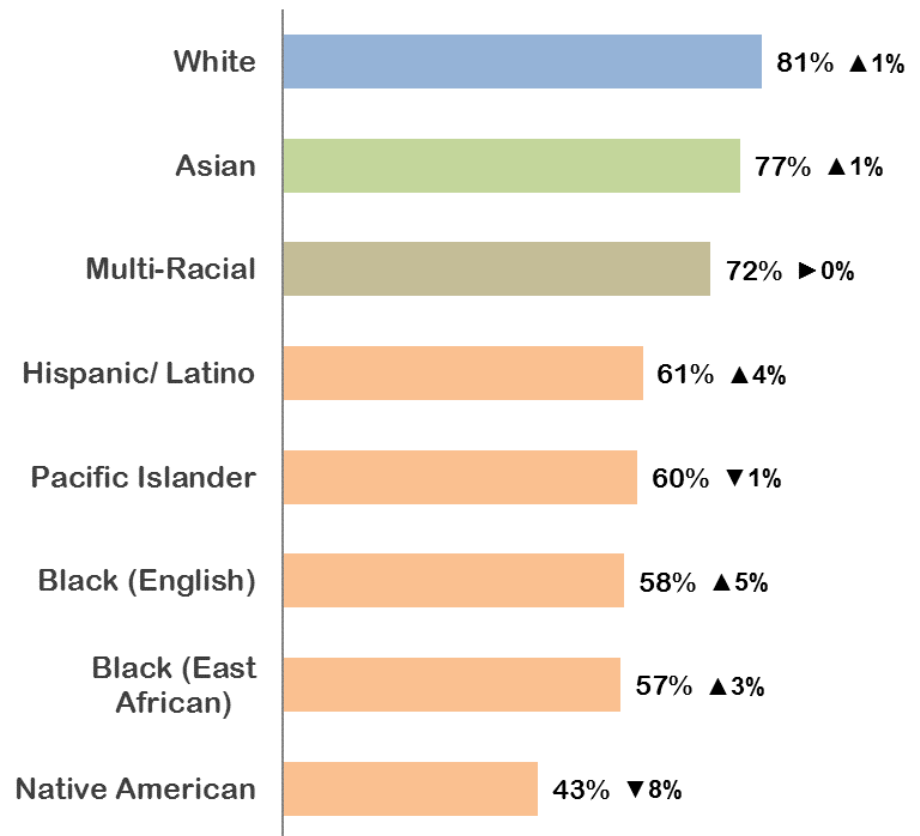
Trend for All Students



Opportunity Gap Trend



2016-17 Results by Race/Ethnicity



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

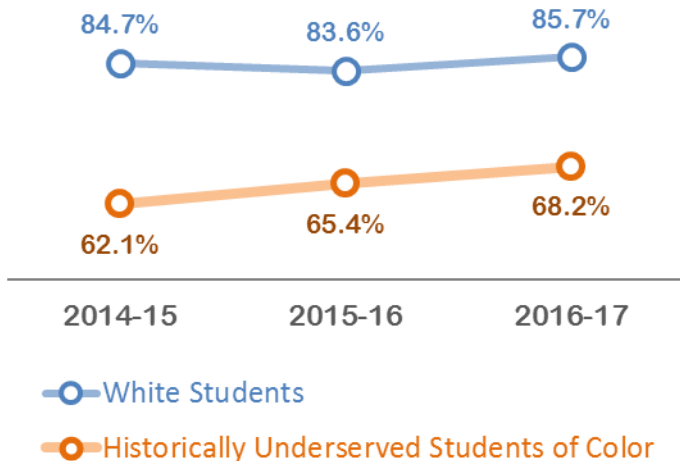
High School Students Graduating in 4 years or Less



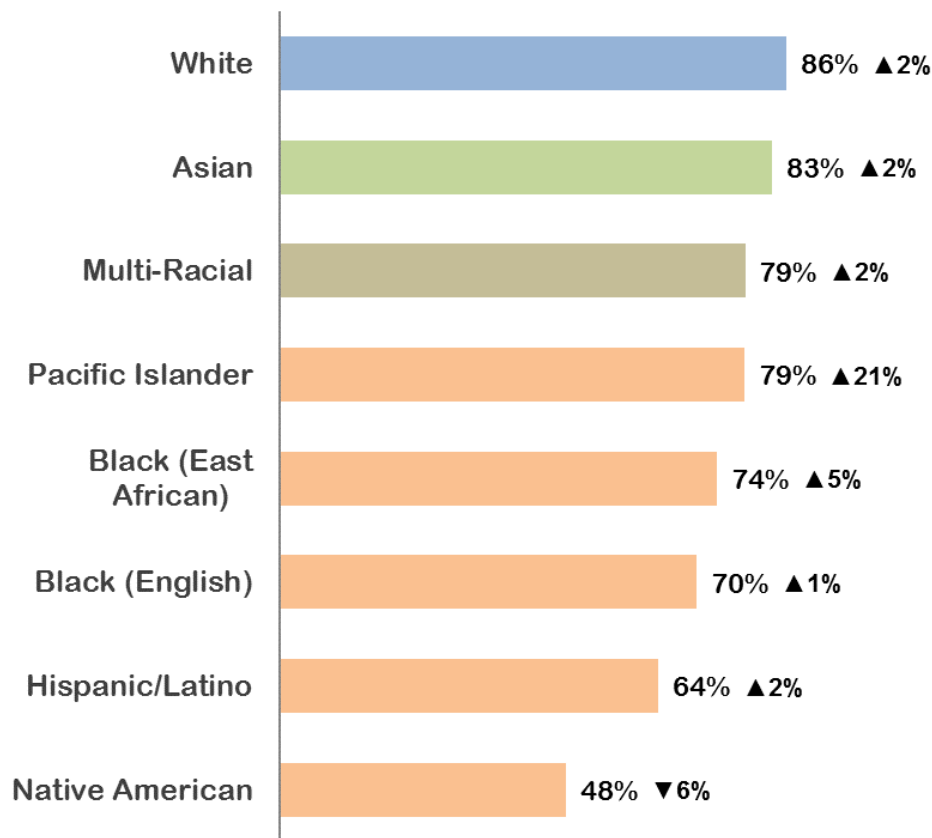
Trend for All Students



Opportunity Gap Trend



2016-17 Results by Race/Ethnicity

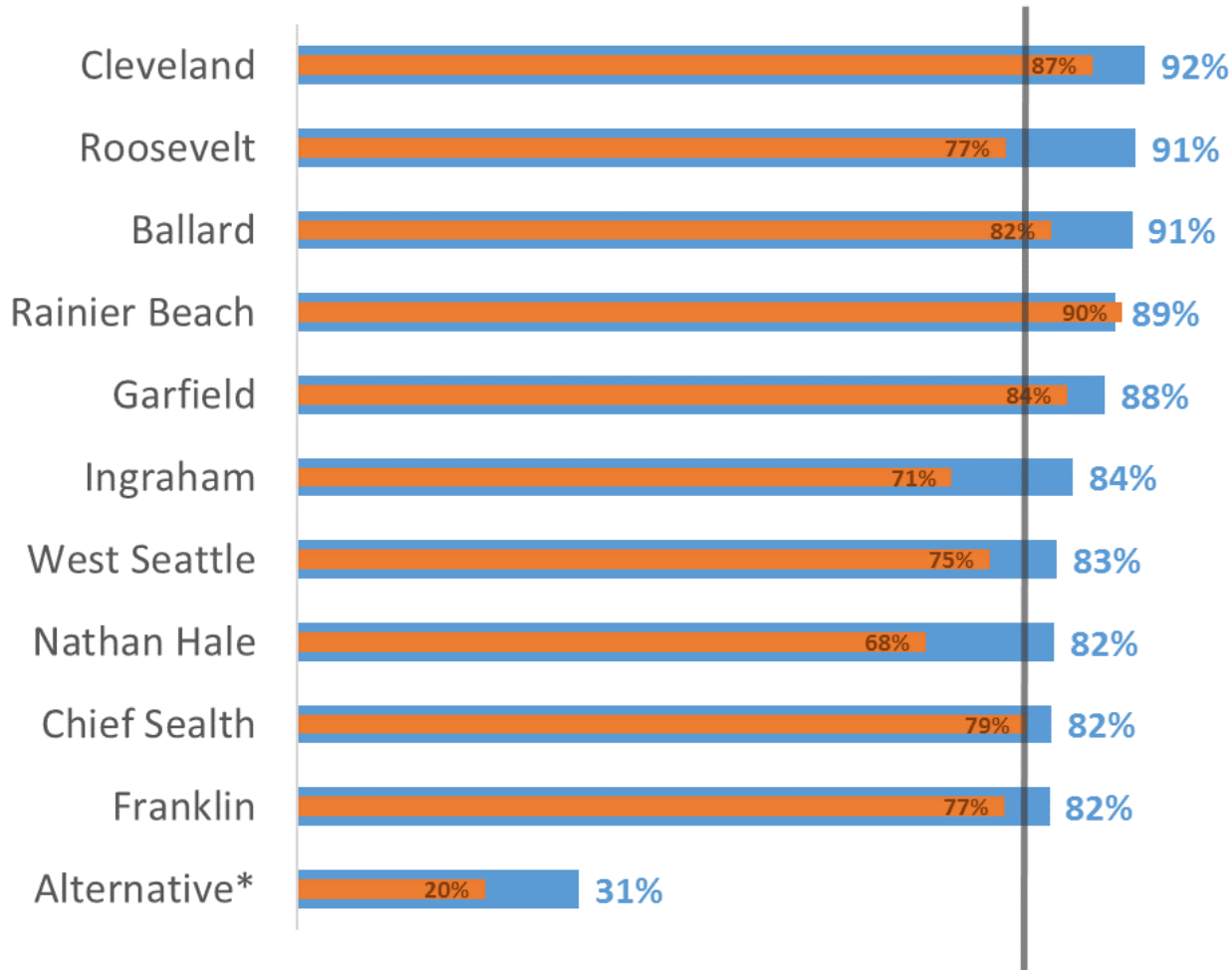


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

High School Students Graduating in 4 years or Less



Class 2017 Graduation Rates by School

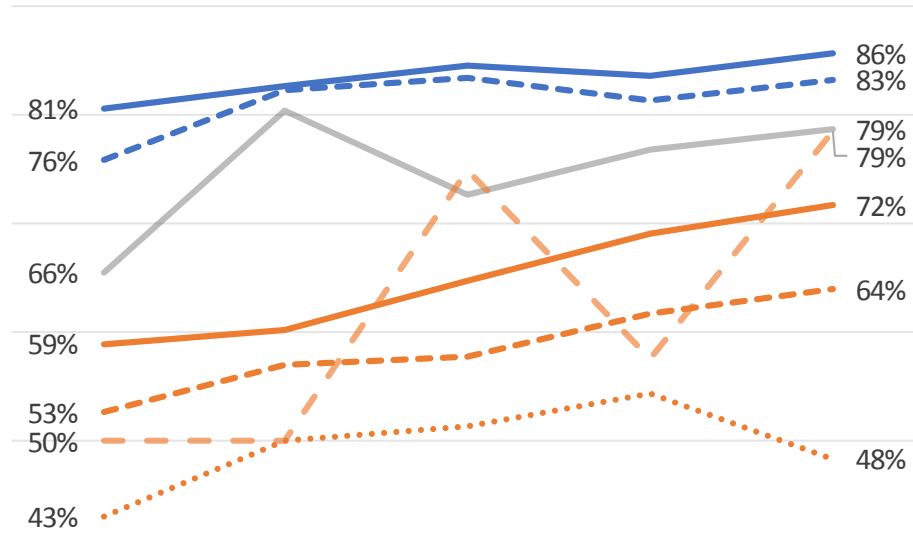


*Interagency Academy, Middle College, Seattle World School, NOVA, South Lake HS, The Center School, BRIDGES

High School Students Graduating in 4 years or Less



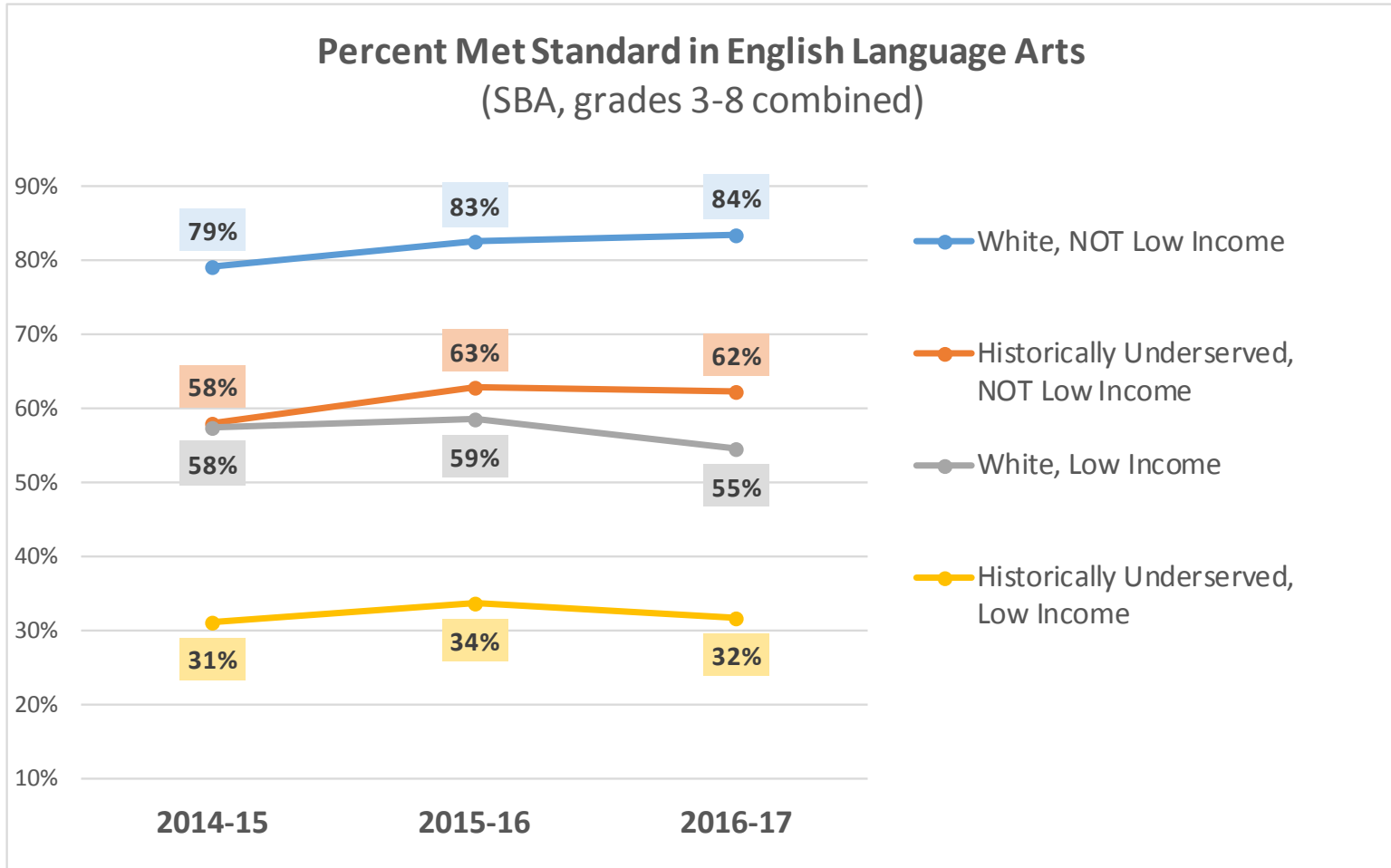
5-Year Graduation Trend by Race/Ethnicity



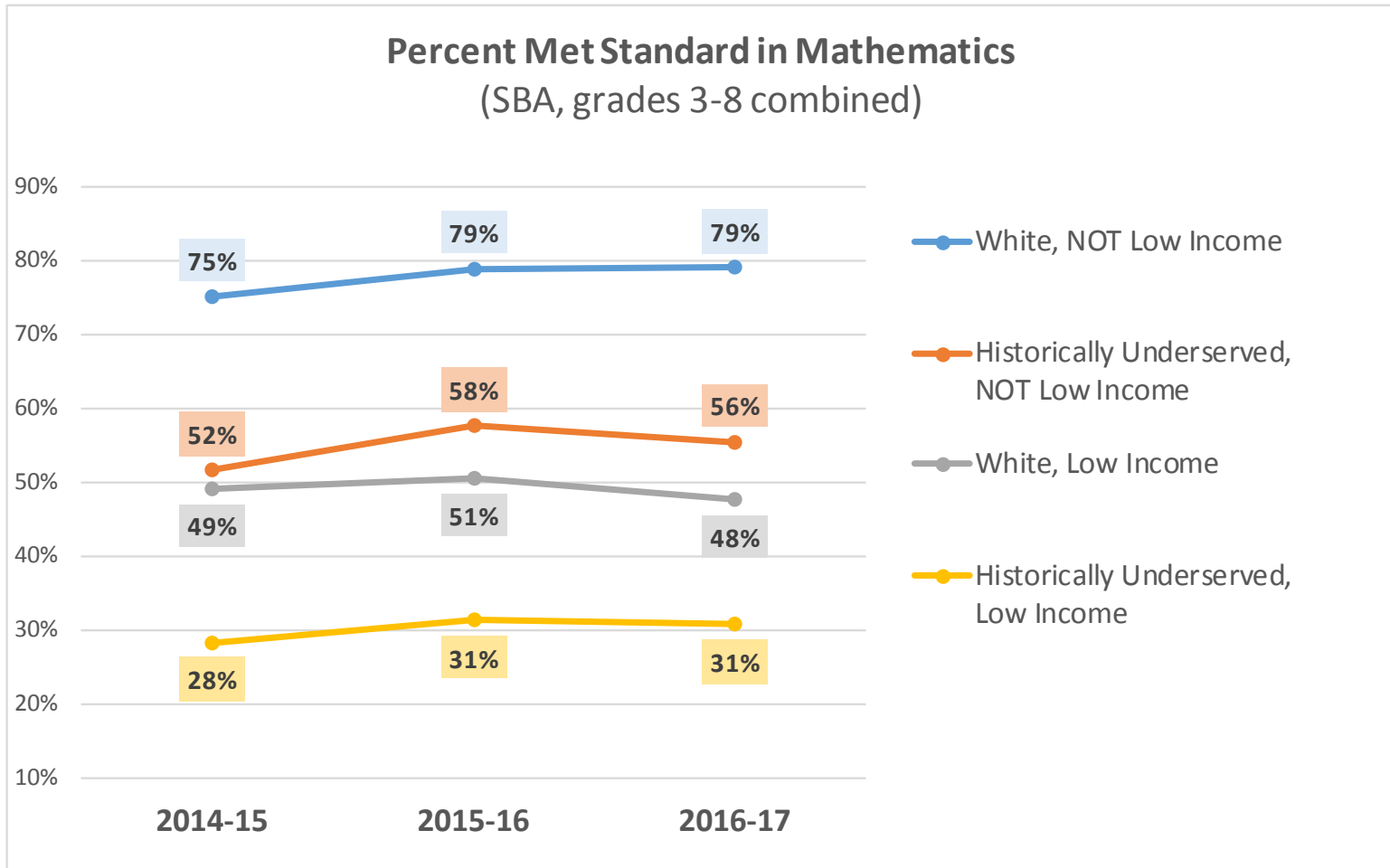
	2013	2014	2015	2016	2017
— White	81%	83%	85%	84%	86%
- - - Asian	76%	82%	83%	81%	83%
— Multi-Racial	66%	80%	73%	77%	79%
- - - Pacific Islander	50%	50%	75%	58%	79%
— Black	59%	60%	65%	69%	72%
- - - Hispanic/Latino	53%	57%	58%	62%	64%
..... Native American	43%	50%	52%	55%	48%

Commitment to Equity

Gaps by Race/Ethnicity and Income

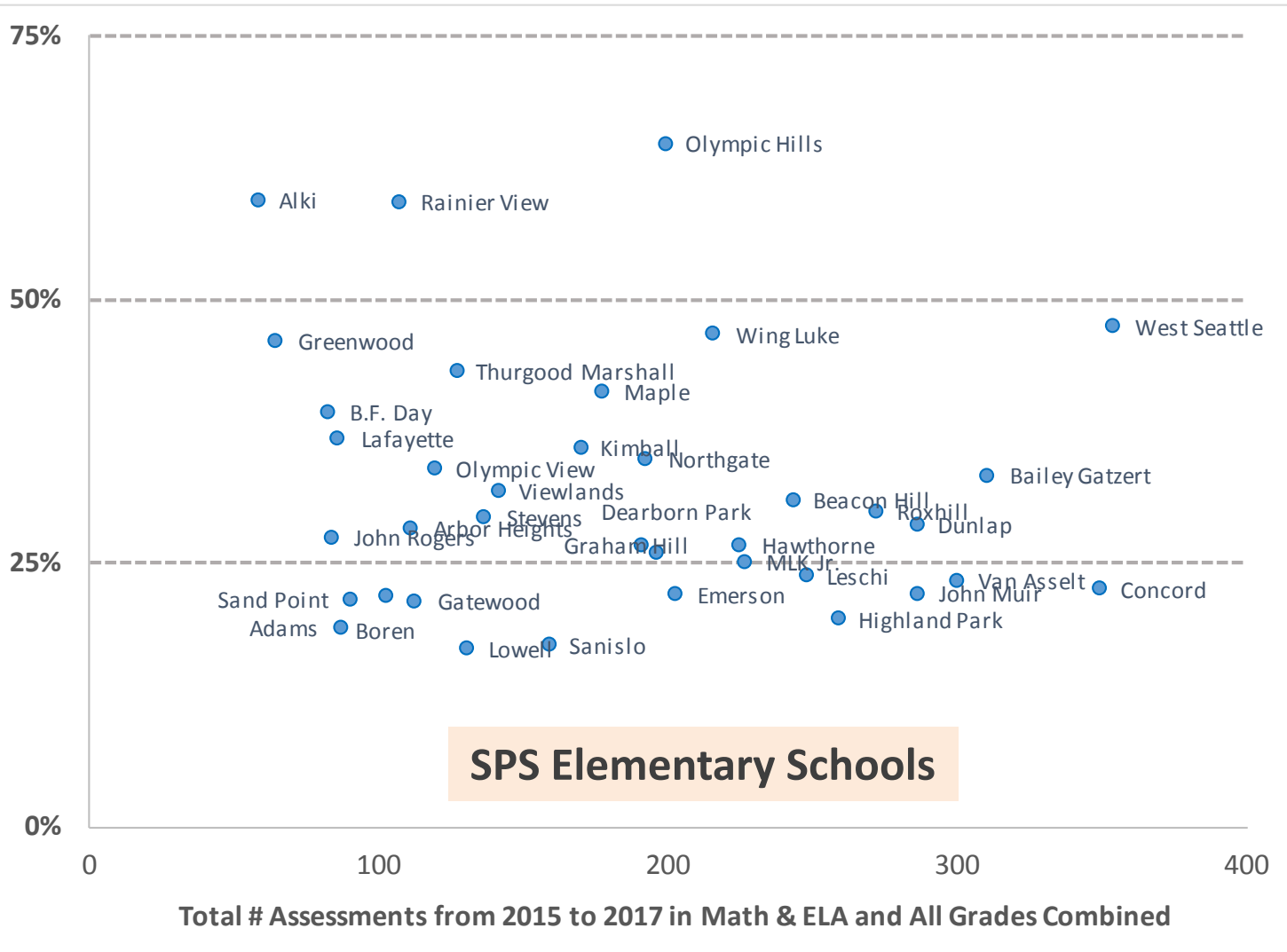


Gaps by Race/Ethnicity and Income



3-Year SBA Pass Rates by School

Low Income Historically Underserved Students of Color

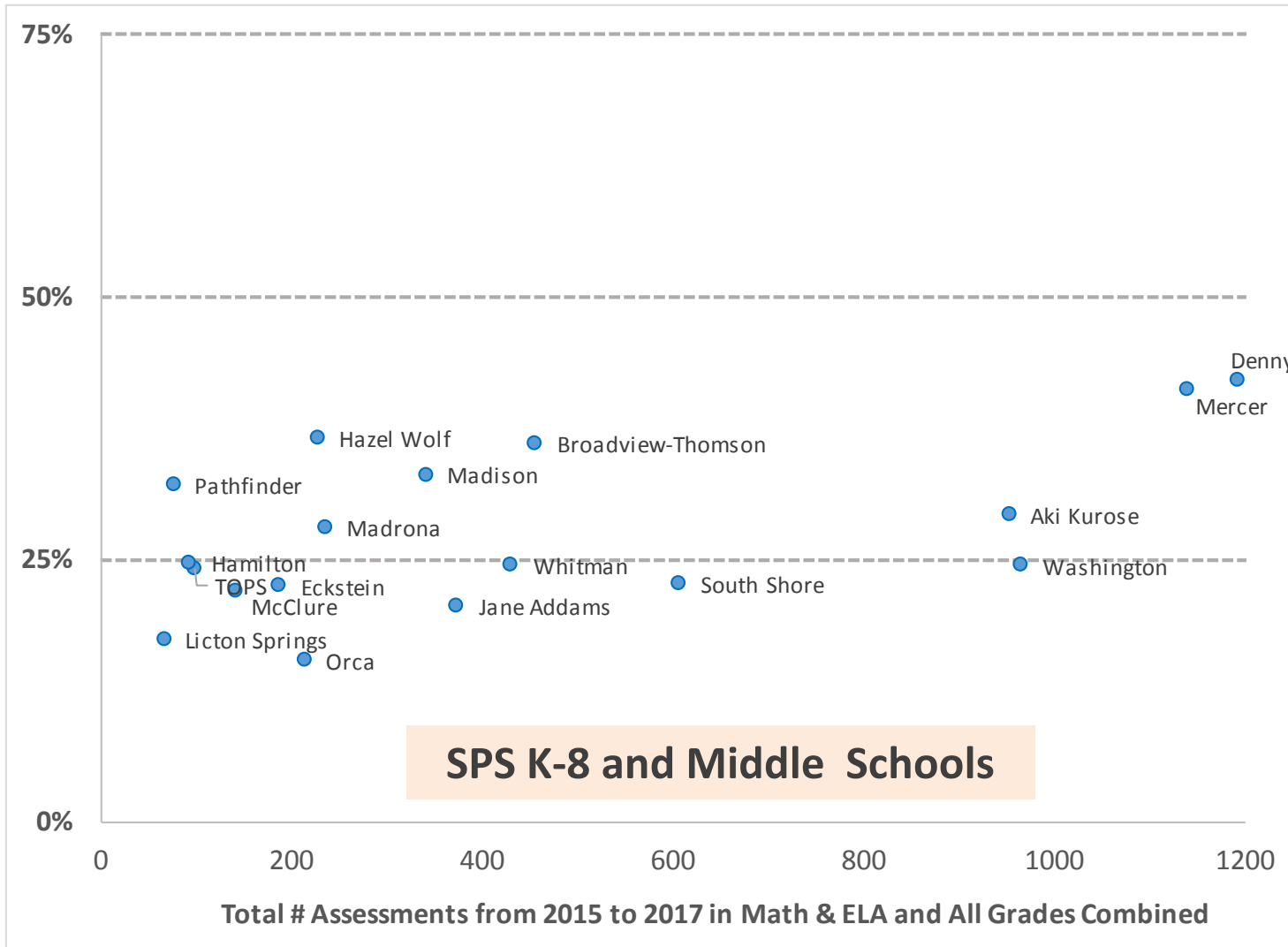


3-Year combined SBA pass rates from 2015 to 2017 in Math & ELA and all grades combined.

SPS Elementary Schools

3-Year SBA Pass Rates by School

Low Income Historically Underserved Students of Color

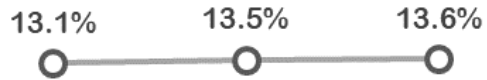


3-Year combined SBA pass rates from 2015 to 2017 in Math & ELA and all grades combined.

Students in Special Education Programs (K-12)

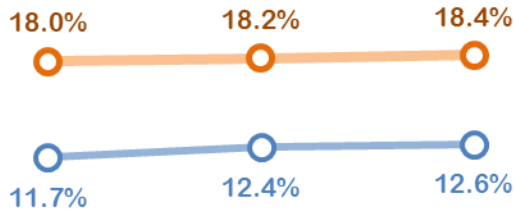


Trend for All Students



2014-15 2015-16 2016-17

Opportunity Gap Trend

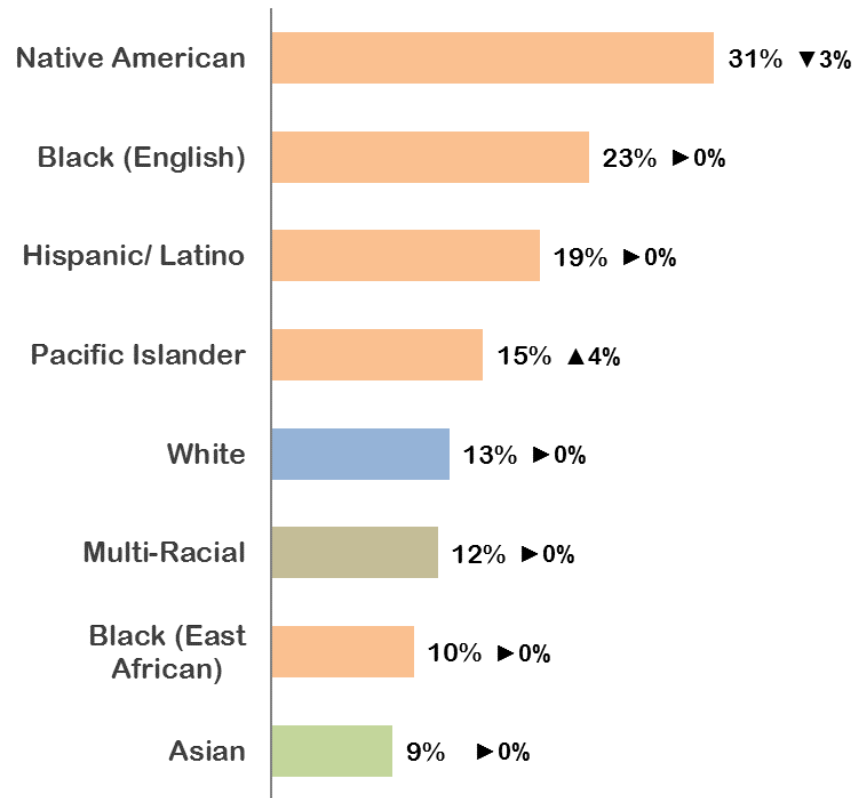


2014-15 2015-16 2016-17

—○— White Students

—○— Historically Underserved Students of Color

2016-17 Results by Race/Ethnicity



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

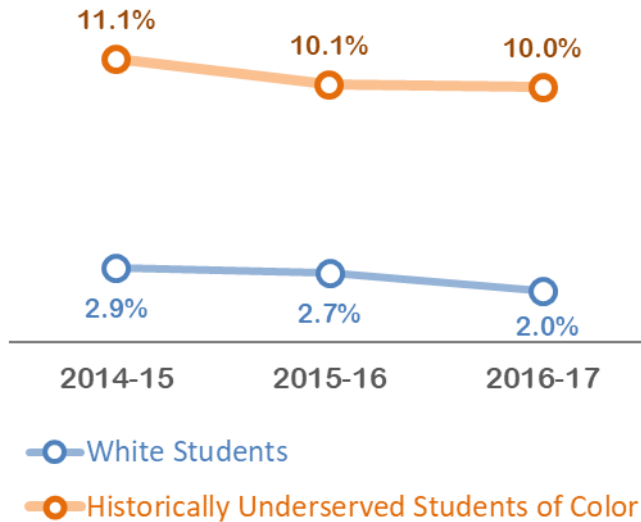
Students Suspended or Expelled (6th-12th Grades)



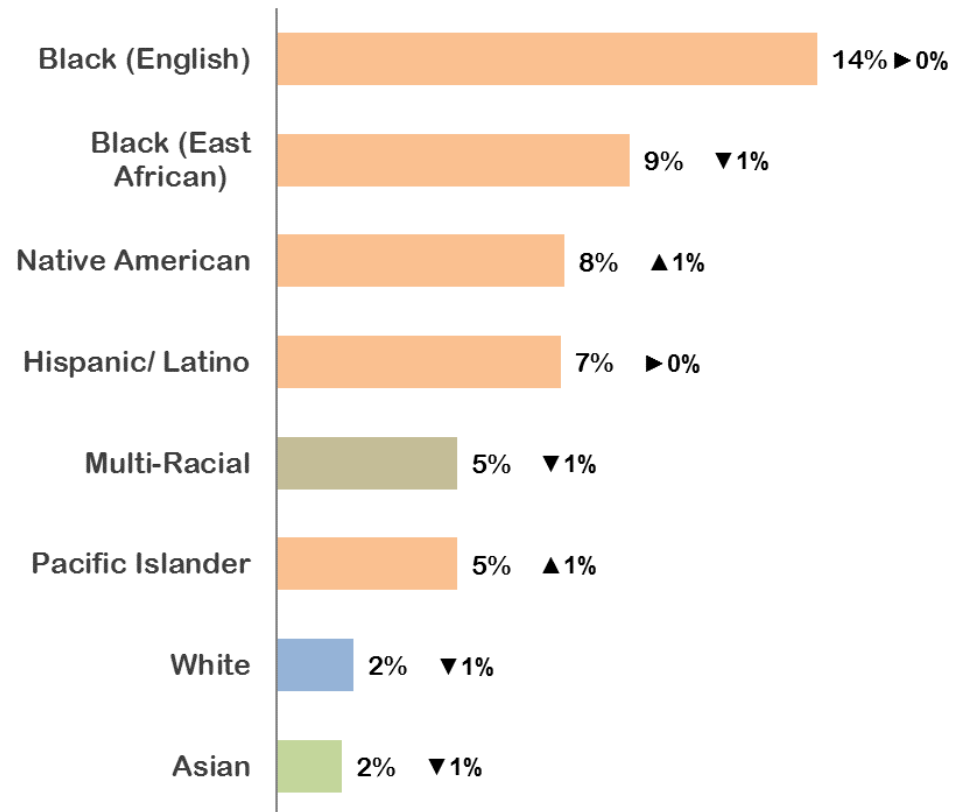
Trend for All Students



Opportunity Gap Trend



2016-17 Results by Race/Ethnicity

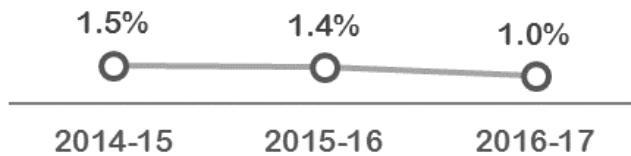


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

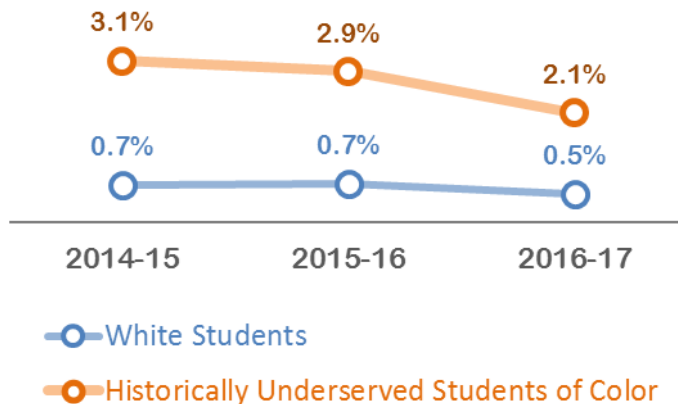
Students Suspended or Expelled (K-5th Grades)



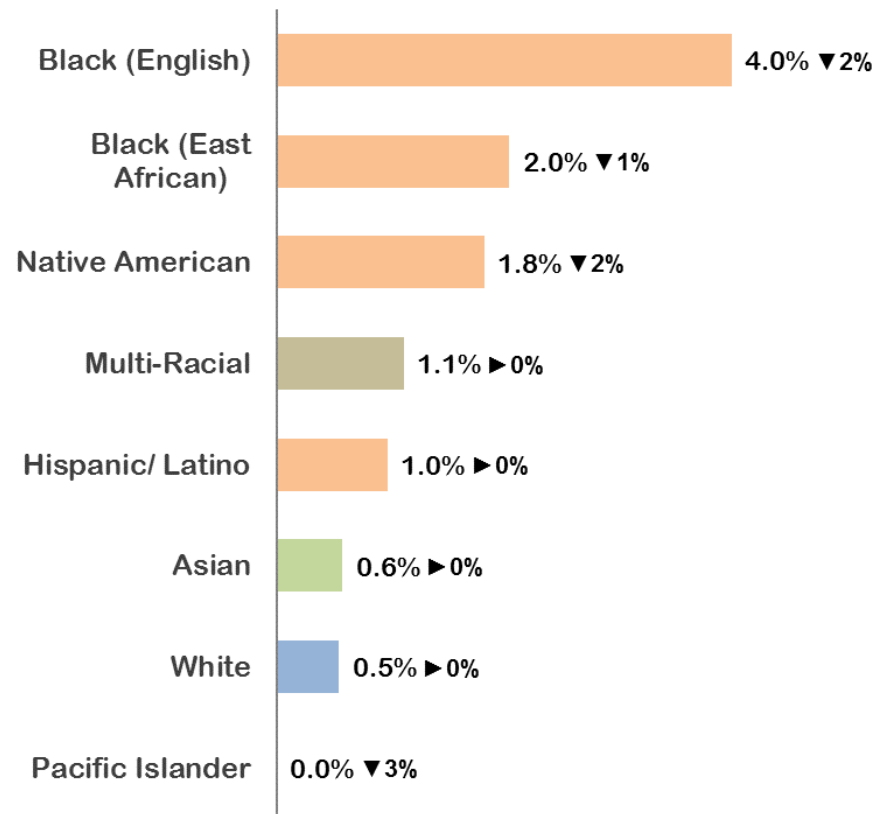
Trend for All Students



Opportunity Gap Trend



2016-17 Results by Race/Ethnicity

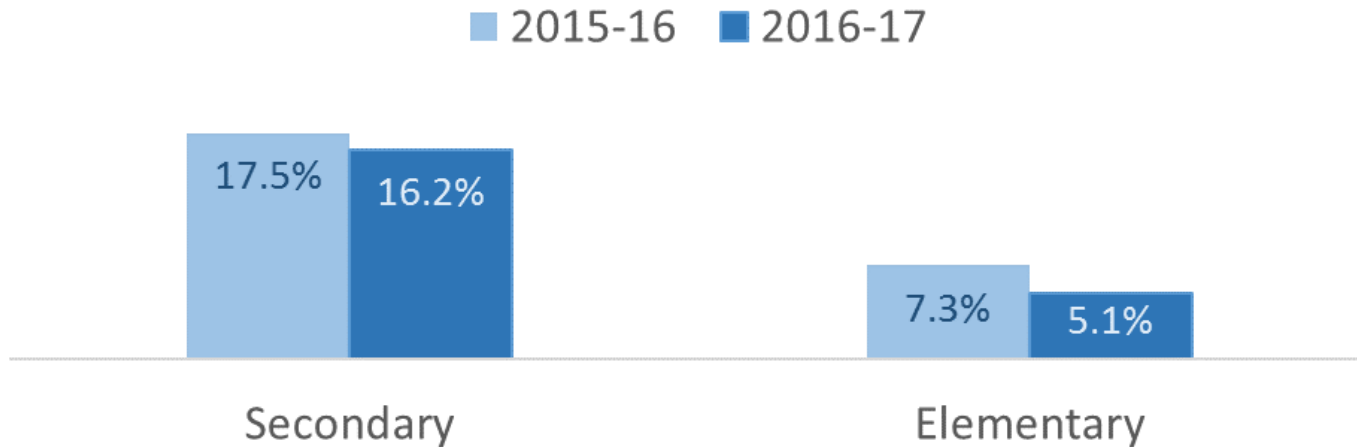


Historically Underserved Students of Color includes African-American, Hispanic/Latino, Native American and Pacific Islander students

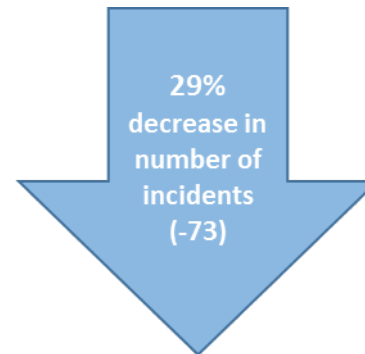
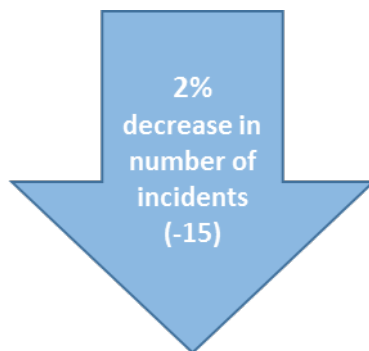
Students Suspended or Expelled (African American Males)



Discipline Rates for African American Males



Total Incidents reported



Positive School Environments

Positive School Environments



School Climate (Student Survey)

	2015-16	2016-17	Annual Change
I am treated with as much respect as other students	63.8%	62.5%	-1.3%
Adults at school care about me	69.9%	67.9%	-2.0%
Adults at school treat students fairly	57.6%	55.7%	-1.9%
I feel proud of my school	61.6%	57.6%	-4.0%
Students in my class(es) are friendly to each other	52.0%	51.4%	-0.6%
Students in my class(es) are respectful to adults	43.0%	41.8%	-1.2%
Students in my class(es) help each other learn	51.5%	51.1%	-0.4%
Students in my class(es) are focused on learning	37.3%	38.1%	0.8%
I feel safe at my school	70.8%	69.4%	-1.4%
Adults notice if someone is being bullied at school	35.5%	36.1%	0.6%
Adults at school are able to stop someone from being a bully	40.7%	40.7%	0.0%
Total for All Survey Questions	53.1%	52.0%	-1.1%

Student survey administered April/May

Every Student. Every Classroom. Every Day.

Positive School Environments



Motivation and Engagement (Student Survey)

	2015-16	2016-17	Annual Change
My teacher makes what we learn in class interesting	55.2%	54.1%	-1.1%
My teacher makes me feel included in class	68.0%	67.3%	-0.7%
My teacher encourages me to keep trying when I feel like giving up	62.7%	62.3%	-0.4%
My teacher gives me new challenges if the work in class is too easy	50.4%	49.9%	-0.5%
My teacher gives me extra help and support if I need it	68.5%	68.1%	-0.4%
Total for All Survey Questions	61.0%	60.3%	-0.7%

Student survey administered April/May

Every Student. Every Classroom. Every Day.

Positive School Environments



Professional Environment (School Staff Survey)

	2015-16	2016-17	Annual Change
I enjoy working at this school most days	89.0%	90.2%	1.2%
I am treated with as much respect as other staff members	81.5%	83.2%	1.7%
This school has an effective process for making group decisions and solving problems	56.3%	59.4%	3.1%
I feel included in the decision-making process at this school	59.3%	63.1%	3.8%
This school has a collaborative work culture	74.1%	75.3%	1.2%
My colleagues and I share information effectively at this school	74.7%	77.0%	2.3%
Conflict among staff is resolved in a timely and effective manner	47.5%	52.2%	4.7%
Continuous professional learning is highly valued by staff	77.2%	78.2%	1.0%
Total for All Survey Questions	70.0%	72.4%	2.4%

School staff survey administered annually in February

Staff Survey: Principal Leadership



School staff perceptions of **Principal Leadership** increased by **+4%** to **+8%** across all topics

<i>Topic</i>	<i>2017 % Favorable</i>	<i>Change over last year</i>
Creating a culture	71%	▲ 6%
Ensuring school safety	78%	▲ 5%
Planning with data	59%	▲ 7%
Aligning Curriculum	59%	▲ 5%
Improving instruction	65%	▲ 6%
Managing resources	78%	▲ 4%
Engaging communities	59%	▲ 6%
Closing the gap	72%	▲ 8%

Staff Survey: Principal Leadership

Largest increase was for **“Closing the Gap,”**
with an **+8% increase** overall in this topic.

QUESTION

› The principal accepts responsibility for impacting the achievement gap.

73%
responded
favorably

▲ 8
from Spring 2016

QUESTION

› The principal consistently uses data to define, monitor and impact achievement gaps.

72%
responded
favorably

▲ 7
from Spring 2016

QUESTION

› The principal builds the capacity of the staff in cultural competence to work with diverse groups of stakeholders.

68%
responded
favorably

▲ 10
from Spring 2016

QUESTION

› The principal seeks and provides evidence of student growth through multiple data points.

73%
responded
favorably

▲ 6
from Spring 2016

Stakeholder Engagement & Satisfaction

Stakeholder Engagement & Satisfaction



School-Family Engagement (Family Survey)

	2015-16	2016-17	Annual Change
The school does a good job sharing information about my child's academic progress	67.5%	67.4%	-0.1%
The school is responsive to the input and concerns of families	62.4%	65.4%	3.0%
I am greeted warmly when I call or visit the school	79.2%	80.5%	1.3%
My home culture and home language are valued by the school	76.2%	77.6%	1.4%
I know what my child will learn this year at school	68.4%	69.0%	0.6%
I feel confident discussing my child's education with teachers at school	84.9%	85.2%	0.3%
The school reaches out to families when decisions important to families need to be made	65.5%	68.9%	3.4%
Total for All Survey Questions	72.0%	73.4%	1.4%

Family survey administered annually in May

Stakeholder Engagement & Satisfaction



District Satisfaction (Family Survey)

	2015-16	2016-17	Annual Change
The district central office is responsive to the input and concerns of families	21.5%	28.2%	6.7%
It is easy to find useful information on the district website	32.8%	37.5%	4.7%
The district reaches out to parents when decisions important to families need to be made	39.3%	52.9%	13.6%
Total for All Survey Questions	31.2%	39.7%	8.5%

School Satisfaction (Family Survey)

	2015-16	2016-17	Annual Change
Teachers & staff at school care a lot about my child's academic success & personal wellbeing	84.4%	85.1%	0.7%
My child is treated with as much respect as other students	86.0%	86.7%	0.7%
Teachers and staff at school are knowledgeable and respectful of different cultures and races	68.1%	72.7%	4.6%
I feel my child is safe at school	84.6%	86.1%	1.5%
The school is preparing my child well for the future	80.9%	81.0%	0.1%
Teachers at my school know how to meet the specific learning needs of my child	73.6%	74.0%	0.4%
Total for All Survey Questions	79.7%	81.0%	1.3%

Family survey administered annually in May

District Satisfaction (Family Survey)



- All nine Family Survey items about the district central office showed improvements over 2016

* QUESTION › The district central office is responsive to the input and concerns of families.	28% responded favorably	▲ 6 from Spring 2016	QUESTION › The district provides a good education that prepares children to be successful in college, career and life.	52% responded favorably	▲ 8 from Spring 2016
* QUESTION › It is easy to find useful information on the district website.	38% responded favorably	▲ 5 from Spring 2016	QUESTION › Communications from the district central office are clear, timely and informative.	50% responded favorably	▲ 15 from Spring 2016
QUESTION › I understand the strategic goals and priorities of the district.	40% responded favorably	▲ 10 from Spring 2016	QUESTION › I receive effective service and support when I call or visit the district administration or central office.	34% responded favorably	▲ 6 from Spring 2016
QUESTION › I support the strategic goals and priorities of the district.	38% responded favorably	▲ 10 from Spring 2016	QUESTION › The district does a good job engaging the community about issues and concerns that matter to my family.	42% responded favorably	▲ 13 from Spring 2016
* QUESTION › The district reaches out to parents when decisions important to families need to be made.	53% responded favorably	▲ 14 from Spring 2016			

* Items included on the District Scorecard Measure

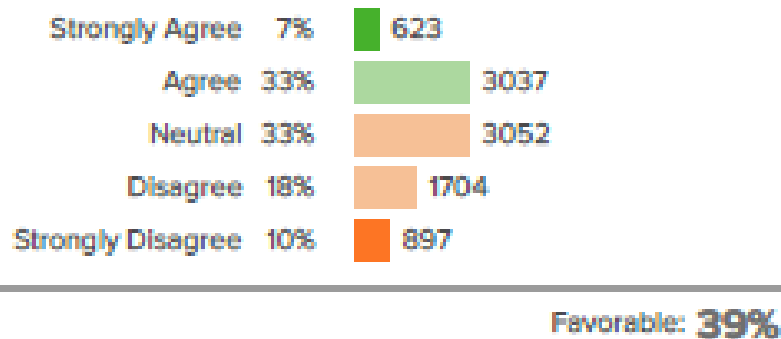
District Satisfaction (Family Survey)



Q: The District reaches out to parents when decisions important to families need to be made.

2016 Survey

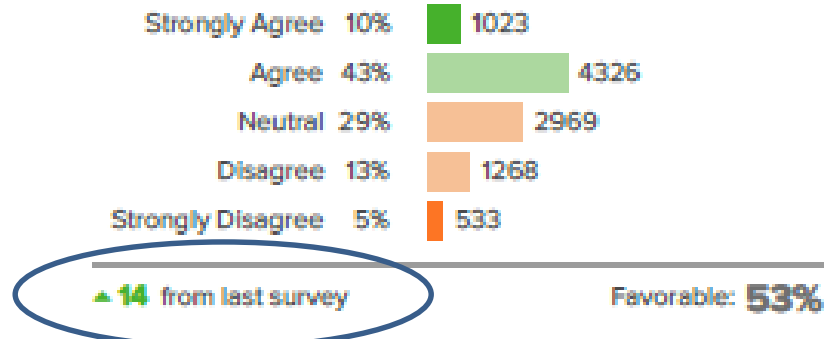
Q.5: The district reaches out to parents when decisions important to families need to be made.



In 2016, families were 1.4 times more likely to agree/strongly agree than disagree/strongly disagree

2017 Survey

Q.5: The district reaches out to parents when decisions important to families need to be made.



In 2017, families were 3.0 times more likely to agree/strongly agree than disagree/strongly disagree

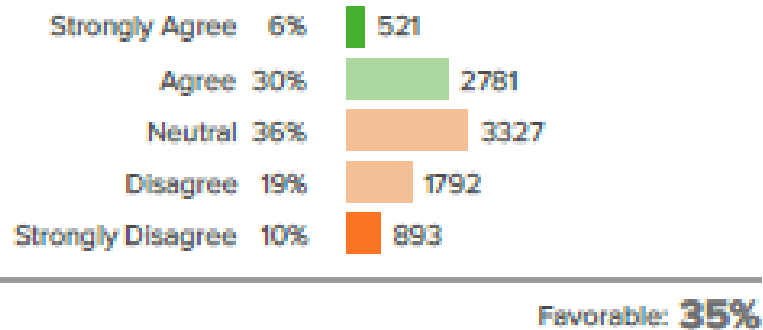
District Satisfaction (Family Survey)



Q: *Communications from the district central office are clear, timely and informative.*

2016 Survey

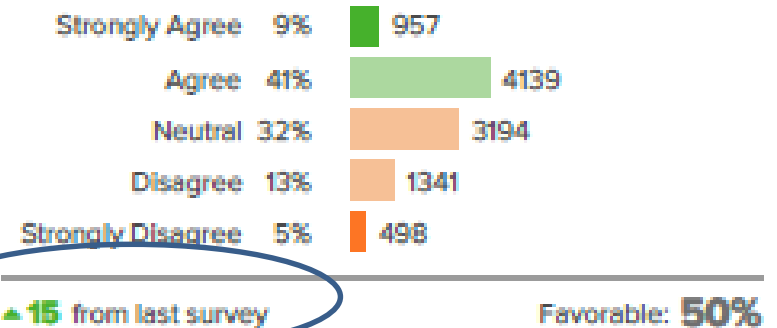
Q.7: Communications from the district central office are clear, timely and informative.



In 2016, families were 1.2 times more likely to agree/strongly agree than disagree/strongly disagree

2017 Survey

Q.7: Communications from the district central office are clear, timely and informative.



In 2017, families were 2.8 times more likely to agree/strongly agree than disagree/strongly disagree

Family Perceptions of Schools

In 2017, family perceived schools to be increasingly **welcoming environments**, with the largest increases in the area of **cultural responsiveness and respect**.

Teachers and staff at school are knowledgeable and respectful of different cultures and races.

73% ▲ 4.6%

The school has successfully overcome cultural barriers between staff and families.

53% ▲ 4.2%

Stakeholder Engagement & Satisfaction



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

	2015-16	2016-17	Annual Change
My school receives effective responsive customer service from the _____ department	71.6%	74.9%	3.3%
District systems and processes for _____ are clear and well managed by central office	61.4%	67.9%	6.5%
My school receives useful information and/or training from the _____ department	64.1%	67.8%	3.8%
Total for All Survey Questions	66.2%	70.8%	4.6%

Partner Satisfaction Survey (Survey of Community Based Organizations)

	2015-16	2016-17	Annual Change
Positive and productive interactions with district central office	62.1%	66.9%	4.8%
Positive and productive interactions with school staff	69.7%	67.7%	-2.0%
Effective systems and processes to support community partnerships	48.8%	40.8%	-8.0%
Total for All Survey Questions	59.9%	57.0%	-2.9%

Partner satisfaction survey administered in October 2017
 Customer Satisfaction survey administered in November 2016

Improving School Leader Satisfaction with Central Office



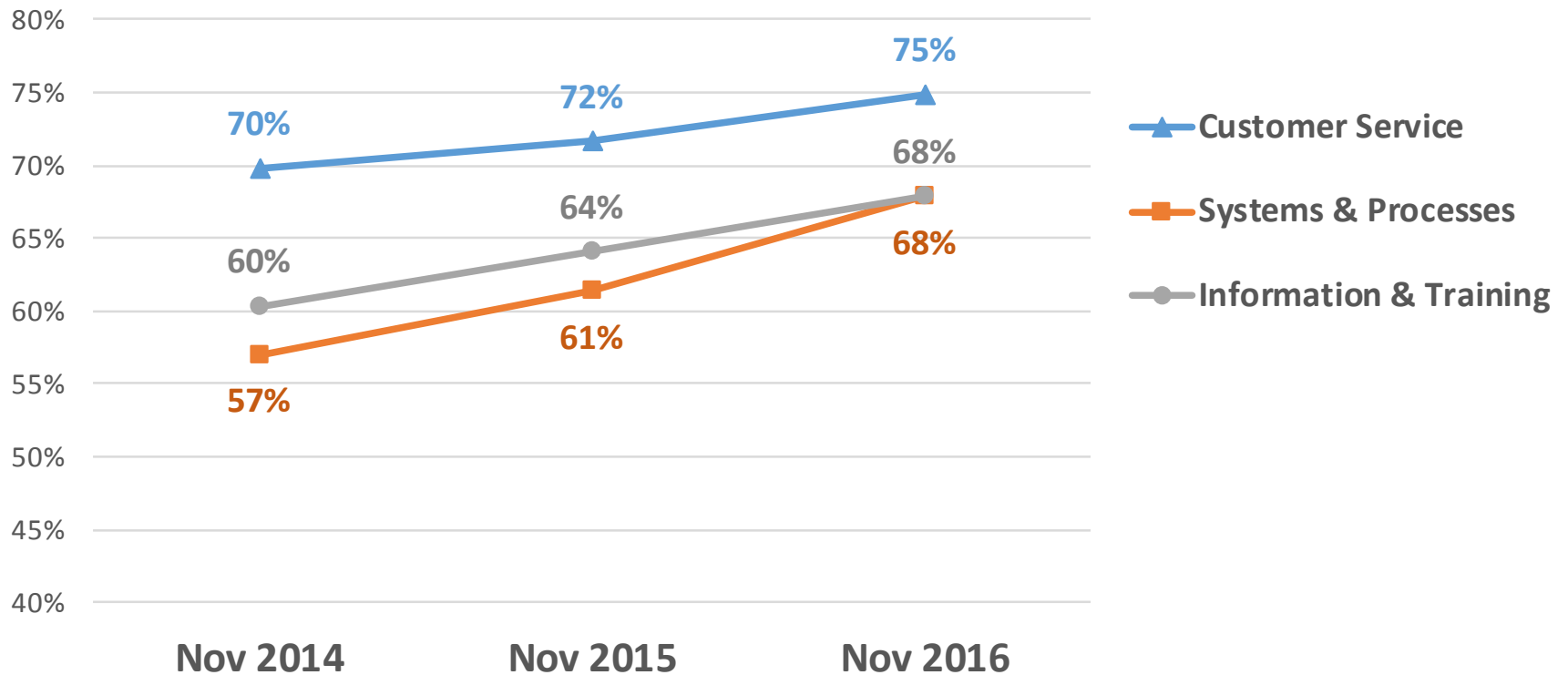
District Leadership Questions

Question	% Positive Nov 2014	% Positive Nov 2015	% Positive Nov 2016	3-Yr. Change (2014 to 2016)
I am aware of the top priorities for Seattle Public Schools for this school year	95.3%	96.3%	98.6%	3.3%
I can see a clear link between my work and the top district priorities	79.5%	84.0%	94.4%	14.9%
The top district priorities are likely to improve student achievement	77.8%	83.8%	93.4%	15.6%

Improving School Leader Satisfaction with Central Office



3-Year Trend for % Positive Responses (All Departments)



Improving School Leader Satisfaction with Central Office



Departments Improving by **+20 points or more** since 2014-15

Category	Department	Nov 2014	Nov 2015	Nov 2016	(2014 to 2016)
Customer Service	Enrollment Planning	22.9%	31.0%	62.8%	39.9%
	Special Education	50.4%	69.0%	81.1%	30.7%
	Community Partnerships	52.5%	68.7%	77.0%	24.5%
	Admissions/Enrollment Services	35.1%	49.1%	58.0%	22.9%
Category	Department	Nov 2014	Nov 2015	Nov 2016	(2014 to 2016)
Systems & Processes	Enrollment Planning	16.5%	18.4%	54.3%	37.8%
	Special Education	31.0%	56.7%	66.7%	35.8%
	Admissions/Enrollment Services	29.2%	34.3%	60.4%	31.2%
	Budget	51.6%	49.5%	78.6%	27.1%
	Community Partnerships	44.9%	54.4%	68.6%	23.7%
	DoTS (SIS/Data Reporting)	52.9%	67.5%	76.6%	23.7%
	Human Resources (Hiring & Staffing)	59.5%	66.4%	80.8%	21.3%
Category	Department	Nov 2014	Nov 2015	Nov 2016	(2014 to 2016)
Information & Training	Special Education	34.1%	60.0%	72.2%	38.1%
	Enrollment Planning	22.1%	24.5%	56.4%	34.3%
	Admissions/Enrollment Services	31.4%	43.3%	51.9%	20.5%
	DoTS (Technology Support)	65.5%	80.0%	85.6%	20.1%