2016-17 District Scorecard

Dr. Larry Nyland, Superintendent

SEATTLE PUBLIC SCHOOLS

Progress Summary for 31 Measures **					
2016-17 Results Available	Baseline Previously Established	Positve Annual Change	On-Track 2017-18 Minimum Target	On-Track 2017-18 Stretch Target	Met Target or Positive Annual Change
24 of 31	24 of 31	10 of 24	7 of 24	1 of 24	10 of 24

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

Category	Subcategory	Measure	Summary Annual Results						2017-18 Targets				
			2012-13 Baseline	2013-14 Year 1	2014-15 Year 2	2015-16 Year 3	2016-17 Year 4	2016-17 Annual Change	2017-18 Minimum Target	Minimum Target Average Increment	2017-18 Stretch Target	Stretch Target Average Increment	On Track to Meet Target?
Academic Milestones	Early Learning Foundations	Kindergarteners demonstrating readiness to be successful learners	--	--	47.5%	52.2%	66.8%	14.6%	56.5%	3.0%	63.3%	5.3%	✓+
		3rd graders demonstrating grade level proficiency in English language arts **	--	--	62.3%	65.4%	62.7%	-2.7%	68.3%	2.0%	73.6%	3.8%	✗
		3rd graders demonstrating grade level proficiency in mathematics **	--	--	64.0%	68.8%	67.2%	-1.6%	70.0%	2.0%	74.8%	3.6%	✗
	Core Academic Development	5th graders demonstrating grade level proficiency in science	74.8%	75.6%	71.5%	74.3%	72.1%	-2.2%	82.3%	1.5%	87.4%	2.5%	✗
		7th graders demonstrating grade level proficiency in English language arts **	--	--	62.5%	66.9%	69.1%	2.2%	68.5%	2.0%	73.8%	3.8%	✓
		7th graders demonstrating grade level proficiency in mathematics **	--	--	60.5%	62.9%	62.9%	0.0%	66.5%	2.0%	72.4%	4.0%	✗
		8th graders demonstrating grade level proficiency in science	75.0%	76.5%	66.5%	73.5%	74.0%	0.5%	82.5%	1.5%	87.5%	2.5%	✗
	On-Time Graduation	9th graders earning five or more credits	81.6%	80.5%	87.1%	86.1%	88.5%	2.4%	86.6%	1.0%	90.8%	1.8%	✓
		10th graders passing all state exams required for graduation	60.4%	64.0%	58.0%	68.2%	--	--	67.9%	1.5%	75.2%	3.0%	--
		High school students graduating in four years or fewer	70.5%	74.1%	76.3%	76.9%	79.0%	2.1%	78.0%	1.5%	85.3%	3.0%	✓
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	51.9%	49.5%	50.6%	47.0%	45.7%	-1.3%	61.9%	2.0%	71.0%	3.8%	✗
		Students taking and passing a college level course by 12th grade	65.8%	66.9%	67.9%	70.1%	72.0%	1.9%	73.3%	1.5%	82.9%	3.4%	✓
		11th graders demonstrating college-ready proficiency in English language arts	Data not available for this measure *						Targets not available for this measure *				
		11th graders demonstrating college-ready proficiency in mathematics	Data not available for this measure *						Targets not available for this measure *				
Commitment to Equity	Opportunity Gaps	Opportunity Gap in grade level English language arts proficiency (3rd-8th grades) **	--	--	36.8%	37.3%	38.7%	-1.4%	32.3%	1.5%	25.8%	3.7%	✗
		Opportunity Gap in grade level mathematics proficiency (3rd-8th grades) **	--	--	37.5%	37.8%	38.1%	-0.3%	33.0%	1.5%	26.3%	3.8%	✗
	Proportionality Gaps	Proportionality Gap for students in special education programs (K-12th)	7.3%	7.1%	7.1%	6.7%	6.8%	-0.1%	4.8%	0.5%	3.7%	0.7%	✗
		Proportionality Gap for secondary students suspended or expelled (6th-12th grades)	10.0%	8.1%	8.3%	7.5%	8.1%	-0.6%	7.5%	0.5%	5.0%	1.0%	✗
	Equitable Access and Opportunity	Students participating in a licensed pre-school program before kindergarten	Data not available for this measure *						Targets not available for this measure *				
		Students receiving instruction in arts/music and physical education (K-12th)	Data not available for this measure *						Targets not available for this measure *				
Effective Teachers and Leaders	Equitable Access	Free/reduced priced meal students taught by a highly effective teacher	Data not available for this measure *						Targets not available for this measure *				
	Annual Retention	Annual retention rate for highly effective teachers and leaders	Data not available for this measure *						Targets not available for this measure *				
Positive School Environments	Climate/Learning Environment	Positive student responses to school climate survey	--	60.5%	59.2%	53.1%	52.0%	-1.1%	68.5%	2.0%	80.3%	4.9%	✗
	Student Motivation/Engagement	Positive student responses to motivation and engagement survey	--	--	--	61.0%	60.3%	-0.7%	64.0%	1.5%	68.8%	3.9%	✗
	School Professional Environment	Positive school staff responses to professional environment survey	--	72.9%	70.7%	70.0%	72.4%	2.4%	78.9%	1.5%	86.5%	3.4%	✗
Stakeholder Engagement & Satisfaction	Family Engagement	Positive family responses to family engagement survey	--	71.8%	68.6%	72.0%	73.4%	1.4%	77.8%	1.5%	85.9%	3.5%	✗
		Percent of families responding to family engagement survey	--	--	24.3%	28.3%	31.6%	3.3%	30.3%	2.0%	41.0%	5.6%	✓
	Family Satisfaction	Positive family responses to district satisfaction survey	--	39.2%	36.6%	31.2%	39.7%	8.5%	51.2%	3.0%	69.6%	7.6%	✗
		Positive family responses to school satisfaction survey	--	78.0%	76.5%	79.7%	73.4%	-6.3%	84.0%	1.5%	89.0%	2.8%	✗
	Quality Customer Service	Positive school leader responses to customer satisfaction survey	--	--	63.8%	66.2%	70.8%	4.6%	69.8%	2.0%	74.7%	3.6%	✓
	Community Partnerships	Positive community organization responses to partner satisfaction survey	--	--	60.7%	59.9%	57.0%	-2.9%	66.7%	2.0%	72.5%	3.9%	✗

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

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

2016-17 District Scorecard

Dr. Larry Nyland, Superintendent

SEATTLE PUBLIC SCHOOLS

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	62.7%	52.6%	**10.1%**	18.2%	16.9%	**1.3%**	44.5%	24.7%	**19.8%**
		3rd graders demonstrating grade level proficiency in mathematics	67.2%	57.8%	**9.4%**	37.5%	29.3%	**8.2%**	46.7%	28.4%	**18.3%**
	Core Academic Development	5th graders demonstrating grade level proficiency in science	72.1%	63.4%	**8.7%**	20.9%	18.8%	**2.1%**	49.2%	32.6%	**16.6%**
		7th graders demonstrating grade level proficiency in English language arts	69.1%	60.1%	**9.0%**	9.5%	9.9%	**-0.4%**	34.6%	18.5%	**16.1%**
		7th graders demonstrating grade level proficiency in mathematics	62.9%	49.9%	**13.0%**	19.7%	9.6%	**10.1%**	31.5%	12.6%	**18.9%**
		8th graders demonstrating grade level proficiency in science	74.0%	65.9%	**8.1%**	21.3%	15.2%	**6.1%**	46.1%	29.6%	**16.5%**
	On-Time Graduation	9th graders earning five or more credits	88.5%	n/a	--	75.7%	n/a	--	80.2%	n/a	--
		10th graders passing all state exams required for graduation	--	n/a	--	--	n/a	--	--	n/a	--
		High school students graduating in four years or fewer	79.0%	n/a	--	46.8%	n/a	--	52.6%	n/a	--
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	45.7%	n/a	--	6.1%	n/a	--	12.5%	n/a	--
		Students taking and passing a college level course by 12th grade	72.0%	n/a	--	30.6%	n/a	--	30.8%	n/a	--
Commitment to Equity	Opportunity Gaps	Grade level English language arts proficiency (3rd-8th grades)	67.0%	n/a	--	15.5%	n/a	--	41.2%	n/a	--
		Grade level mathematics proficiency (3rd-8th grades)	63.9%	n/a	--	26.4%	n/a	--	37.8%	n/a	--
	Proportionality Gaps	Students in special education programs (K-12th)	13.6%	n/a	--	17.9%	n/a	--	100.0%	n/a	--
		Secondary students suspended or expelled (6th-12th grades)	4.6%	n/a	--	7.6%	n/a	--	10.7%	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	62.7%	33.9%	34.6%	59.1%	40.5%	66.9%	36.8%	36.8%	76.3%
		3rd graders demonstrating grade level proficiency in mathematics	67.2%	44.6%	43.3%	70.4%	49.0%	69.9%	31.6%	45.0%	77.0%
	Core Academic Development	5th graders demonstrating grade level proficiency in science	72.1%	32.9%	38.2%	70.9%	53.0%	74.8%	59.3%	50.0%	87.2%
		7th graders demonstrating grade level proficiency in English language arts	69.1%	32.3%	37.5%	76.7%	53.4%	70.4%	38.2%	35.7%	82.7%
		7th graders demonstrating grade level proficiency in mathematics	62.9%	29.4%	29.8%	73.8%	43.0%	64.9%	26.5%	35.7%	76.3%
		8th graders demonstrating grade level proficiency in science	74.0%	41.0%	38.2%	81.5%	58.7%	73.4%	42.9%	36.4%	87.9%
	On-Time Graduation	9th graders earning five or more credits	88.5%	88.5%	77.6%	93.5%	76.7%	90.1%	81.5%	69.2%	92.9%
		10th graders passing all state exams required for graduation	--	--	--	--	--	--	--	--	--
		High school students graduating in four years or fewer	79.0%	74.0%	70.5%	83.3%	64.1%	78.4%	50.0%	78.6%	85.7%
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	45.7%	15.9%	18.2%	57.2%	21.3%	47.0%	20.7%	18.2%	58.4%
		Students taking and passing a college level course by 12th grade	72.0%	57.1%	57.8%	77.3%	60.9%	72.4%	43.2%	60.0%	81.0%
Commitment to Equity	Opportunity Gaps	Grade level English language arts proficiency (3rd-8th grades)	67.0%	32.9%	34.0%	70.9%	48.3%	69.8%	40.7%	31.6%	81.1%
		Grade level mathematics proficiency (3rd-8th grades)	63.9%	34.1%	30.7%	73.5%	44.1%	65.4%	32.9%	38.4%	76.2%
	Proportionality Gaps	Students in special education programs (K-12th)	13.6%	10.1%	22.5%	8.6%	19.0%	11.8%	31.4%	15.0%	12.6%
		Secondary students suspended or expelled (6th-12th grades)	4.6%	9.2%	14.1%	1.7%	7.4%	4.7%	7.5%	4.7%	2.0%

2016-17 District Scorecard
Detailed Results by Question for Survey-Based Measures

Positive School Environments

Positive student responses to school climate survey	2014-15	2015-16	2016-17	Annual Change
I am treated with as much respect as other students	73.6%	63.8%	62.5%	-1.3%
Adults at school care about me	69.9%	69.9%	67.9%	-2.0%
Adults at school treat students fairly	63.0%	57.6%	55.7%	-1.9%
I feel proud of my school	65.9%	61.6%	57.6%	-4.0%
Students in my class(es) are friendly to each other	58.1%	52.0%	51.4%	-0.6%
Students in my class(es) are respectful to adults	51.4%	43.0%	41.8%	-1.2%
Students in my class(es) help each other learn	55.2%	51.5%	51.1%	-0.4%
Students in my class(es) are focused on learning	42.8%	37.3%	38.1%	0.8%
I feel safe at my school	76.0%	70.8%	69.4%	-1.4%
Adults notice if someone is being bullied at school	44.0%	35.5%	36.1%	0.6%
Adults at school are able to stop someone from being a bully	50.6%	40.7%	40.7%	0.0%
Total for All Survey Questions	**59.2%**	**53.1%**	**52.0%**	**-1.1%**

Positive student responses to motivation and engagement survey	2014-15	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%**

Positive school staff responses to professional environment survey	2014-15	2015-16	2016-17	Annual Change
I enjoy working at this school most days	90.4%	89.0%	90.2%	1.2%
I am treated with as much respect as other staff members	82.6%	81.5%	83.2%	1.7%
This school has an effective process for making group decisions and solving problems	56.6%	56.3%	59.4%	3.1%
I feel included in the decision-making process at this school	58.6%	59.3%	63.1%	3.8%
This school has a collaborative work culture	74.7%	74.1%	75.3%	1.2%
My colleagues and I share information effectively at this school	76.0%	74.7%	77.0%	2.3%
Conflict among staff is resolved in a timely and effective manner	48.3%	47.5%	52.2%	4.7%
Continuous professional learning is highly valued by staff	78.3%	77.2%	78.2%	1.0%
Total for All Survey Questions	**70.7%**	**70.0%**	**72.4%**	**2.4%**

2016-17 District Scorecard
Detailed Results by Question for Survey-Based Measures

Stakeholder Engagement & Satisfaction

Positive family responses to family engagement survey	2014-15	2015-16	2016-17	Annual Change
The school does a good job sharing information about my child's academic progress	65.8%	67.5%	67.4%	-0.1%
The school is responsive to the input and concerns of families	62.4%	62.4%	65.4%	3.0%
I am greeted warmly when I call or visit the school	75.8%	79.2%	80.5%	1.3%
My home culture and home language are valued by the school	69.2%	76.2%	77.6%	1.4%
I know what my child will learn this year at school	61.9%	68.4%	69.0%	0.6%
I feel confident discussing my child's education with teachers at school	79.6%	84.9%	85.2%	0.3%
The school reaches out to families when decisions important to families need to be made	65.4%	65.5%	68.9%	3.4%
Total for All Survey Questions	**68.6%**	**72.0%**	**73.4%**	**1.4%**

Positive family responses to district satisfaction survey	2014-15	2015-16	2016-17	Annual Change
The district central office is responsive to the input and concerns of families	26.0%	21.5%	28.2%	6.7%
It is easy to find useful information on the district website	33.6%	32.8%	37.5%	4.7%
The district reaches out to parents when decisions important to families need to be made	49.4%	39.3%	52.9%	13.6%
Total for All Survey Questions	**36.6%**	**31.2%**	**39.7%**	**8.5%**

Positive family responses to school satisfaction survey	2014-15	2015-16	2016-17	Annual Change
Teachers and staff at school care a lot about my child's academic success and personal wellbeing	81.1%	84.4%	85.1%	0.7%
My child is treated with as much respect as other students	83.1%	86.0%	86.7%	0.7%
Teachers and staff at school are knowledgeable and respectful of different cultures and races	74.1%	68.1%	72.7%	4.6%
I feel my child is safe at school	82.0%	84.6%	86.1%	1.5%
The school is preparing my child well for the future	72.3%	80.9%	81.0%	0.1%
Teachers at my school know how to meet the specific learning needs of my child	66.3%	73.6%	74.0%	0.4%
Total for All Survey Questions	**76.5%**	**79.7%**	**81.0%**	**1.3%**

Positive school leader responses to customer satisfaction survey **	2014-15	2015-16	2016-17	Annual Change
My school receives effective responsive customer service from the _____ department	69.8%	71.6%	74.9%	3.3%
District systems and processes for _____ are clear and well managed by central office	59.4%	61.4%	67.9%	6.5%
My school receives useful information and/or training from the _____ department	60.3%	64.1%	67.8%	3.8%
Total for All Survey Questions	**63.8%**	**66.2%**	**70.8%**	**4.6%**

Positive community organization responses to partner satisfaction survey ***	2014-15	2015-16	2016-17	Annual Change
Positive and productive interactions with district central office	73.8%	62.1%	66.9%	4.8%
Positive and productive interactions with school staff	69.0%	69.7%	67.7%	-2.0%
Effective systems and processes to support community partnerships	46.7%	48.8%	40.8%	-8.0%
Total for All Survey Questions	**60.7%**	**59.9%**	**57.0%**	**-2.9%**

2016-17 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/
	Core Academic Development	3rd graders demonstrating grade level proficiency in English language arts	Washington students are tested regularly by the state to assess their progress as they move through school. State tests include Smarter Balanced assessments (SBA) for English language arts (ELA) and mathematics and the Measurements of Student Progress (MSP) for science. For each test and grade level listed, the percent of students demonstrating grade level proficiency is equal to the number of students who earned passing scores (based on the cutoff the state defines as "meeting standard") divided by the total number of students required to take the test (not including students with valid exemptions).
		3rd graders demonstrating grade level proficiency in mathematics	
		5th graders demonstrating grade level proficiency in science	
		7th graders demonstrating grade level proficiency in English language arts	
		7th graders demonstrating grade level proficiency in mathematics	
		8th graders demonstrating grade level proficiency in science	
	On-Time Graduation	9th graders earning sufficient credits	This measure is calculated by dividing the number of 9th grade students who earned at least 5 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 10th 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 English language arts. *Metric not produced for 2016-17 since 10th graders were not expected to take math assessment.*
		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 8th 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 12th grade on June 1, the percentage who received a passing grade in one or more of the following types of courses in any year during high school: Advanced Placement (AP), International baccalaureate (IB), Running Start, and College in High School.
		11th graders demonstrating college and career readiness in English language arts	No baseline figure is produced on the District Scorecard due to low participation rates on the 11th grade Smarter Balanced state assessment. This measure should be available in future years after these assessments become graduation requirements and participation rates increase. Results for 11th grade state assessments are reported for each school and the district as a whole on OSPI's Washington State Report Card website and on SPS School Reports (available in December).
		11th graders demonstrating college and career readiness in mathematics	

District Scorecard Glossary of Terms

Category	Subcategory	Measure	Definition
Commitment to Equity	Opportunity Gaps	Opportunity Gap in grade level English language arts proficiency (3rd-8th grades)	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: • **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. 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 minus the aggregate proficiency rate for students belonging to an Opportunity Gap race/ethnicity (as defined above).
		Opportunity Gap in grade level mathematics proficiency (3rd-8th grades)	
	Proportionality Gaps	Proportionality Gap for students in special education programs (K-12th)	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.)
		Proportionality Gap for students suspended or expelled (6th-12th grades)	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.)
	Equitable Access and Opportunity	Students participating in a licensed pre-school program before kindergarten	Figures are not available for these measures, as business rules and data quality issues are being thoroughly reviewed to ensure accuracy and consistency in annual reporting.
		Students receiving instruction in arts/music and physical education (K-12th)	
Effective Teachers and Leaders	Equitable Access	Free/reduced priced meal students taught by a highly effective teacher	
	Annual Retention	Annual retention rate for highly effective teachers and leaders	
Positive School Environments	Climate/Learning Environment	Positive student responses to school climate survey	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). 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
	Student Motivation/Engagement	Positive student responses to motivation and engagement survey	
	School Professional Environment	Positive school staff responses to professional environment survey	
Stakeholder Engagement & Satisfaction	Family Engagement	Positive family responses to family engagement survey	
		Percent of families responding to family engagement survey	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. 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.
	Family Satisfaction	Positive family responses to district satisfaction survey	
		Positive family responses to school satisfaction survey	
	Quality Customer Service	Positive school leader responses to customer satisfaction survey	
	Community Partnerships	Positive community organization responses to partner satisfaction survey	