

District Scorecard Presentation

Annual report on Key Performance Indicators

Year 1 (2019-20) report for 2019-2024 Strategic Plan

Business Intelligence in partnership
with Research & Evaluation

Seattle Public Schools

November 12, 2020



2019-20* Disclaimer



The COVID19 pandemic and subsequent school building closures have impacted data availability for several Strategic Plan measures. Due to the cancellation of State Assessments, we do not have 2019-20 progress data to share for 3rd grade ELA or 5th and 7th grade Math proficiency goals. Other measures (e.g., Attendance and Discipline) were still produced, but are limited to data collected from September 2019 to March 11, 2020, the date of building closures.

Measures impacted by the COVID19 pandemic are marked with “*”.

For these reasons, specific targets for the student measures are not displayed in this year’s report. Target information is provided in the Appendix, but may be subject to change in the future, pending analysis and available research about the impact of the COVID19 pandemic on district goals. Progress towards targets on Culturally Responsive Workforce measures is displayed, because these measures were not as greatly impacted by the pandemic for 2019-20.

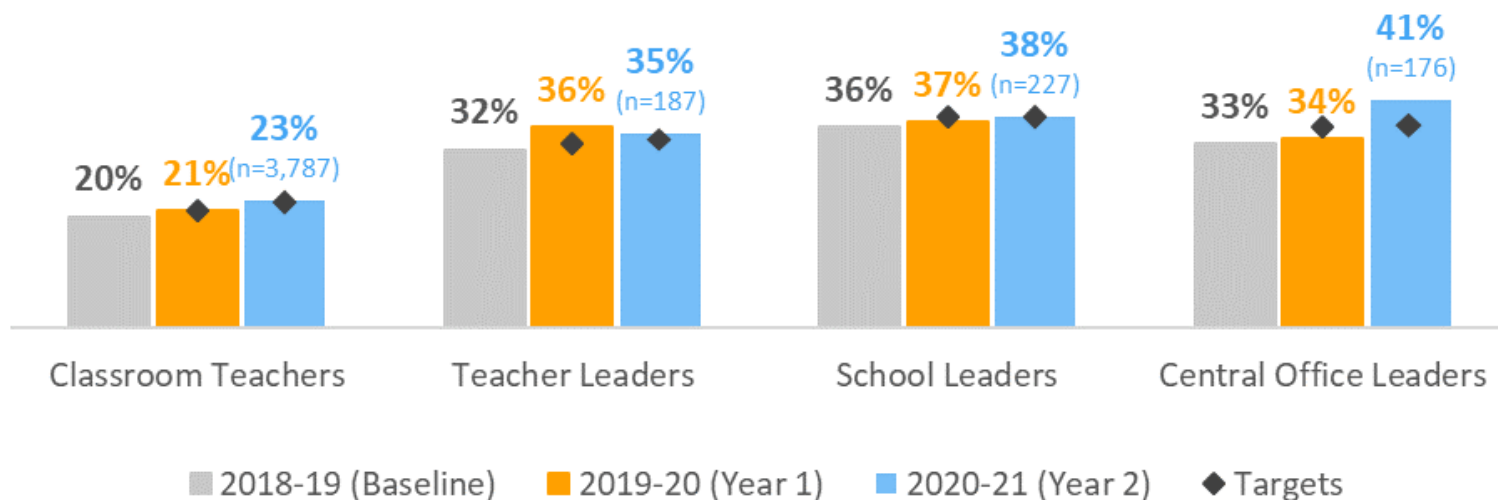
Culturally Responsive Workforce



Overall Makeup of SPS Workforce

The overall composition of the Seattle Public Schools workforce continues to move toward a greater percentage of staff identifying as people of color.

Seattle Public Schools Workforce Composition Teachers and Leaders of Color



Staff of Color – African American/Black, American Indian or Alaskan Native, Asian/Pacific Islander, Latinx, Two or More Races
Note: Some HR metrics are calculated in the summer prior to the start of new school year; data for 2020-21 (Year 2) is shown where available.



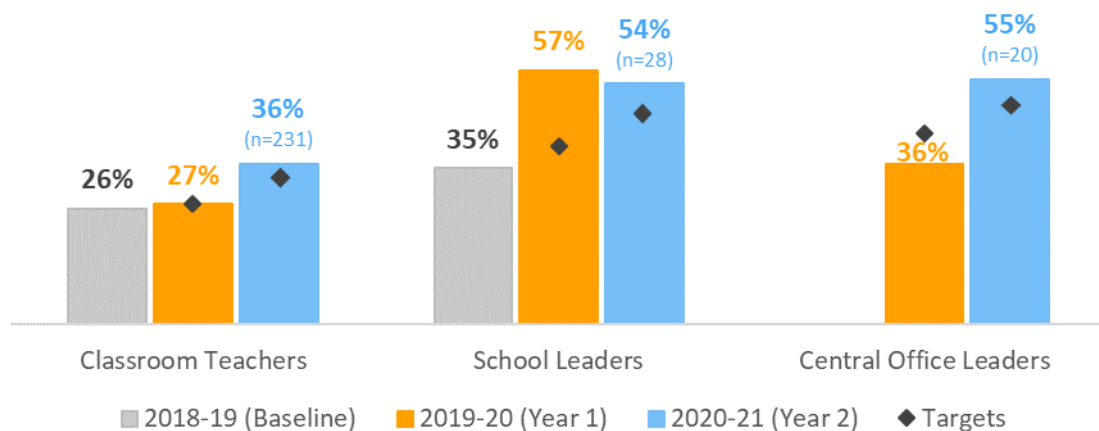
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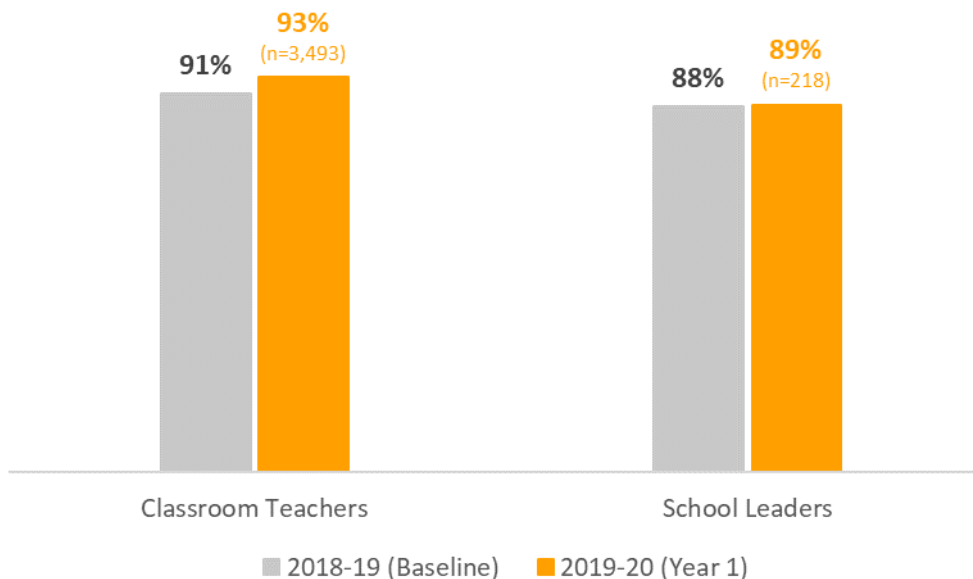
Recruitment, Hiring and Retention

Targeted and focused recruitment and hiring of teachers and staff of color have led to large gains in the past three years. Additionally, a greater percentage of those staff are staying with the district. These factors combined contribute to the overall increase in the number and percentage of staff of color teaching and leading in Seattle Public Schools.

Recruitment and Hiring of Staff of Color
(Percent of new hires who are staff of color)



Retention of Staff of Color
(Percent of staff retained from October 1 of the previous year)

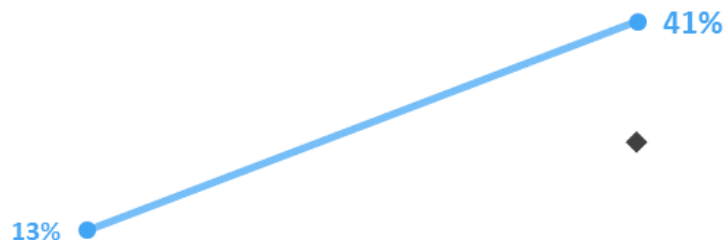




Cultural Responsiveness Training

Overall Culturally Responsive Training

(Annual percentage of certificated staff completing any culturally responsive training**)



2018-19 (Baseline)

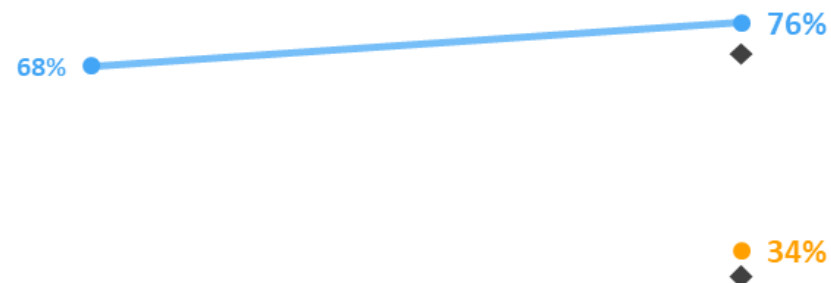
2019-20 (Year 1)*

—●— All school-based staff

◆ Target

Foundational Coursework

(101 Series: Annual percentage of 1st year certificated teachers completing;
201 Series: Annual percentage of 2nd and 3rd year certificated teachers completing***)



2018-19 (Baseline)

2019-20 (Year 1)*

—●— Course 101

—●— Course 201

—●— Course 301 (TBD)

*2019-20 measures impacted by COVID19 and subsequent building closures and policy changes.

** Some staff may be counted more than once in the totals due to current limitations in tracking completion across different trainings.

*** 201 Series not currently offered to all 2nd & 3rd year teachers due to capacity limitations.



Safe & Welcoming Schools

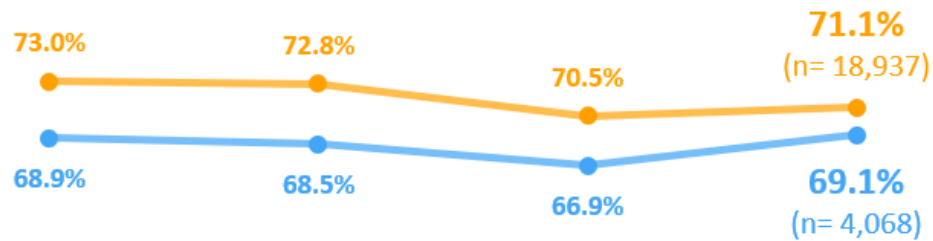


Attendance and Discipline

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

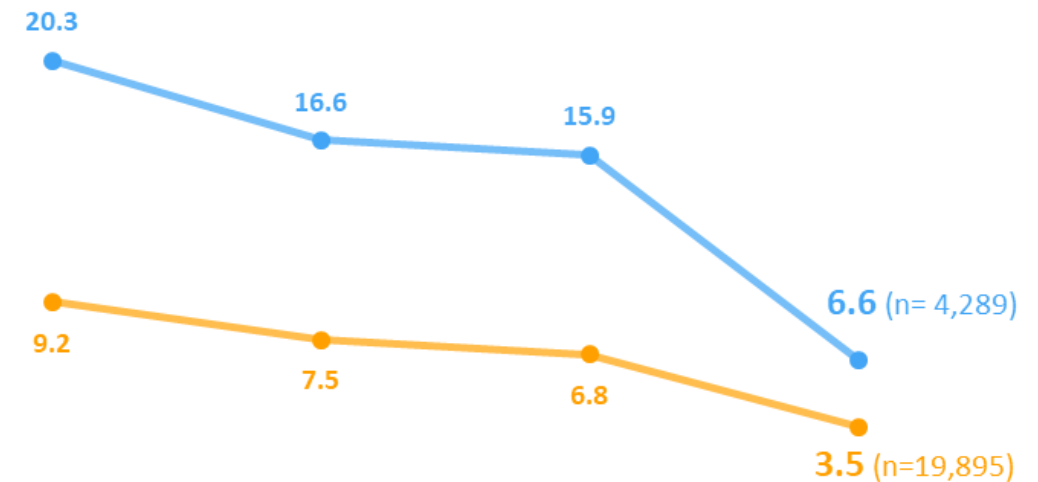
Regular Attendance (K-12)

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



Incidents per 100 Students (K-12)

(State-reportable exclusionary discipline incidents per 100 students)



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

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

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
*2019-20 measures impacted by COVID19 and subsequent building closures and policy changes.



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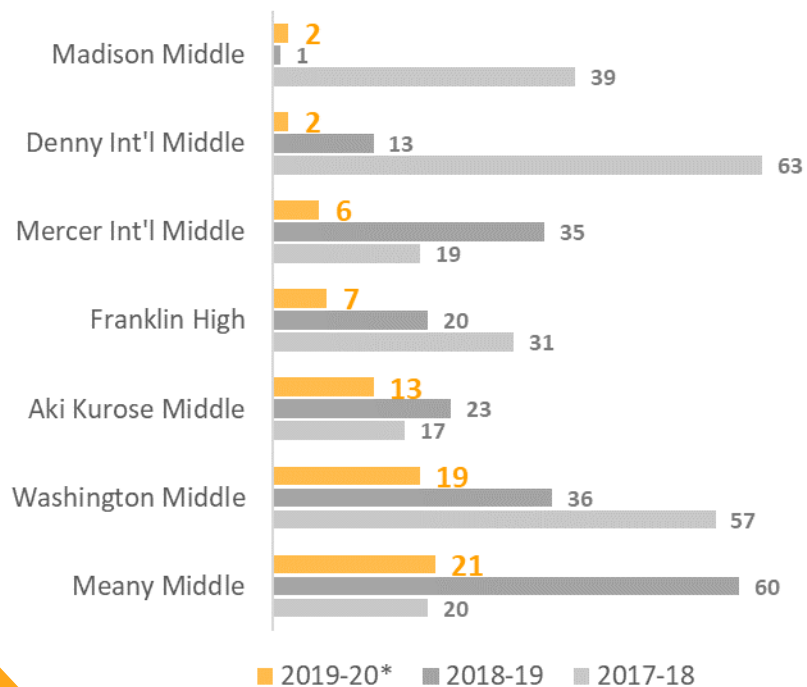


Attendance and Discipline

Comprehensive Coordinated Early Intervention Services (CCEIS) focuses on improving discipline disproportionality for African American students with IEPs. Progress is measured by the number of state-reportable discipline incidents.

CCEIS Seven Focus Schools

State-Reportable Exclusionary Discipline Incident Counts



CCEIS Schools - State Reportable Discipline Incident Counts for African American Students with IEPs

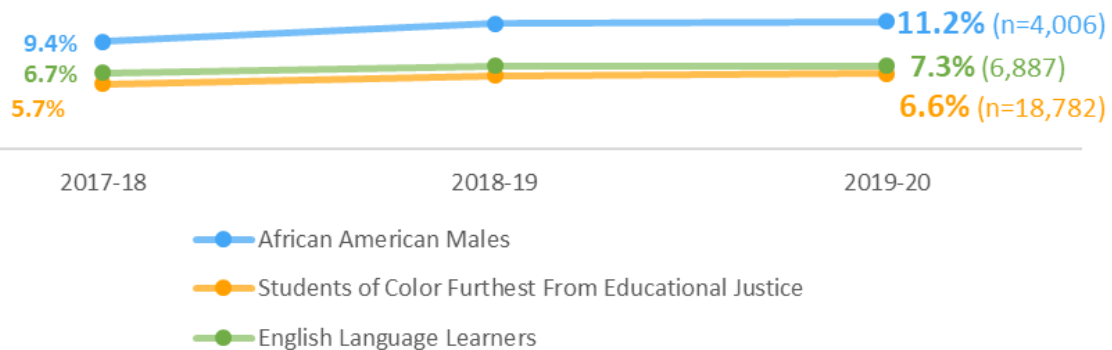
SchoolName	2016-17 Incidents	2017-18 Incidents	2018-19 Incidents	3-Year Avg (2016-2018)	2019-20 Targets	2019-20 Incidents	Met Target	New 3-Year Avg
Meany Middle	-	20	60	40	50	21	✓	34
Washington Middle	102	57	36	65	34	19	✓	37
Aki Kurose Middle	20	17	23	20	20	13	✓	18
Franklin High	32	31	20	28	21	7	✓	19
Mercer Int'l Middle	23	19	35	26	29	6	✓	20
Denny Int'l Middle	33	63	13	36	13	2	✓	26
Madison Middle	17	39	1	19	30	2	✓	14
South Shore PK-8 (6-8)	20	6	11	12	10	1	✓	6
Emerson Elementary	5	4	0	3	3	0	✓	1
Gatewood Elementary	2	2	0	1	2	0	✓	1
Laurelhurst Elementary	9	10	1	7	10	0	✓	4
Madrona K-5	7	3	12	7	8	0	✓	5
Northgate Elementary	10	8	0	6	6	0	✓	3
Roxhill Elementary	1	1	0	1	1	0	✓	0
South Shore PK-8 (K-5)	14	8	12	11	10	0	✓	7
Van Asselt Elementary	6	6	0	4	4	0	✓	2
West Seattle Elementary	8	12	8	9	7	0	✓	7



Equitable Access to Services

Special Education (K-12)

(Percent of students identified for Intensive Service Pathway)



Counts of Students Identified for Intensive Service Pathway

	2017-18	2018-19	2019-20
Not Students of Color FFEJ	1,106	1,284	1,314
Caucasian	810	927	922
Multiracial	198	259	286
Not Southeast Asian	98	98	106
Students of Color FFEJ	1,073	1,177	1,243
African American or Black	519	595	624
<i>African American Males</i>	<i>384</i>	<i>430</i>	<i>450</i>
American Indian	25	27	24
Southeast Asian	136	143	147
Hispanic	377	401	438
Pacific Islander	16	11	10
Grand Total	2,179	2,461	2,557

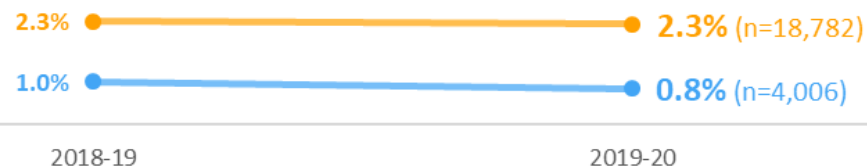
Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
Intensive Service Pathways – Access, Deaf & Hard of Hearing, Distinct, Focus, Medically Fragile, Moderate, Social & Emotional



Equitable Access to Services

Highly Capable (K-12)

(Percent of students served by Highly Capable program)



—●— African American Males

—●— Students of Color Furthest From Educational Justice

Counts of Referrals for the Highly Capable Program

	2018-19	2019-20	% Change
Not Students of Color FFEJ	3,922	4,455	14%
Caucasian	2,750	3,043	11%
Multiracial	751	845	13%
Not Southeast Asian	421	567	35%
Students of Color FFEJ	557	823	48%
African American or Black	183	331	81%
<i>African American Males</i>	<i>87</i>	<i>165</i>	<i>90%</i>
American Indian	n<10	n<10	
Southeast Asian	109	150	38%
Hispanic	257	335	30%
Pacific Islander		n<10	
Grand Total	4,479	5,280	18%



On-Time Graduation



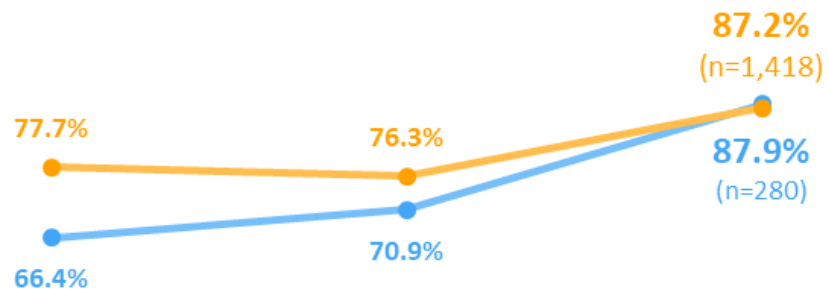


9th Grade Credits and Graduation Rate

The percentage of 9th grade students earning 6 or more credits increased from 2018-19 to 2019-20 for both African American Males and Students of Color Furthest From Educational Justice. Graduation rates also increased by 4.2 percentage points for Students of Color Furthest from Educational Justice and 2 percentage points for African American Males.

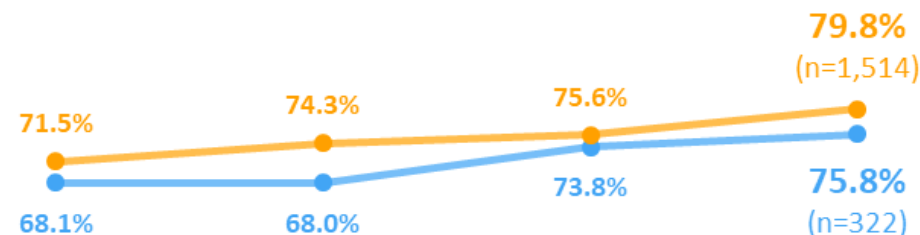
9th Graders Earning 6+ Credits

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



Four-Year Graduation Rate

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



2017-18

2018-19

2019-20*

—●— African American Males

—●— Students of Color Furthest From Educational Justice

2016-17

2017-18

2018-19

2019-20*

—●— African American Males

—●— Students of Color Furthest From Educational Justice

Students of Color Furthest From Educational Justice: African American, Latinx, Pacific Islander, Southeast Asian, and Native American Students
*2019-20 measures impacted by COVID19 and subsequent building closures and policy changes.



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College & Career Readiness

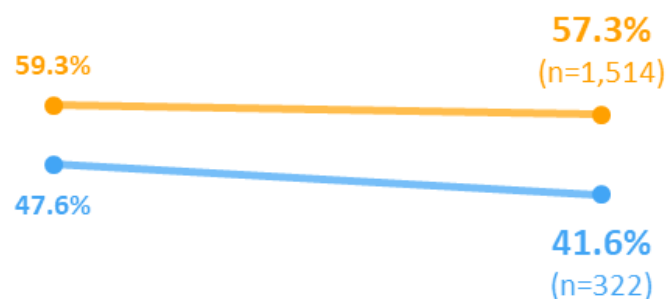


College & Career Readiness – ELA

The percentage of Students of Color Furthest From Educational Justice successfully completing advanced coursework remained stable from 2018-19 to 2019-20 and decreased for African American males by 6.5%.

College & Career Readiness in ELA Assessment

(Percent of cohort meeting CCR standards on SBA, SAT, or ACT)



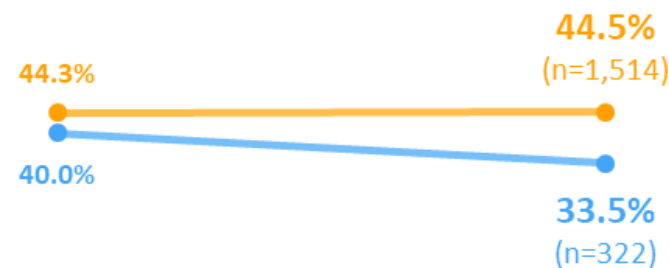
2018-19

2019-20*

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

College & Career Readiness in ELA Advanced Coursework

(Percent of cohort earning C+ or passing exam score in AP, IB, or other college-level advanced course)



2018-19

2019-20*

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

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

*2019-20 measures impacted by COVID19 and subsequent building closures and policy changes. COVID19 had some effect on students' access to assessment and some advanced coursework in the Spring of 2020.



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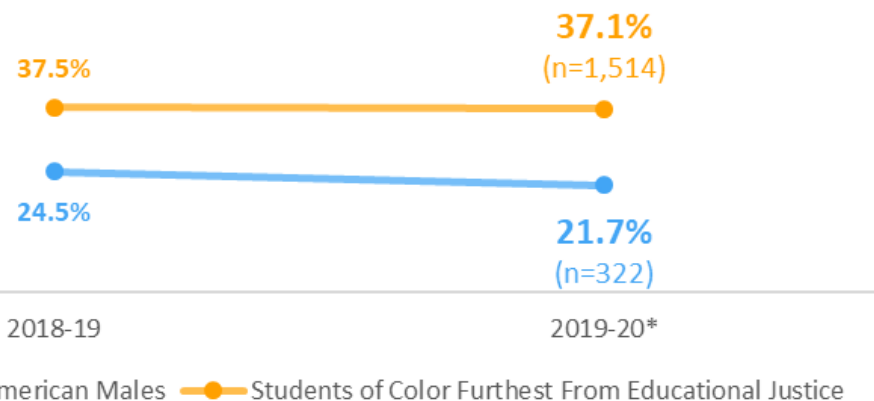


College & Career Readiness – Math

The percentage of students successfully completing advanced coursework in Math increased by 3% for African American Males and by 5.4% for Students of Color Furthest From Educational Justice, but remains low overall.

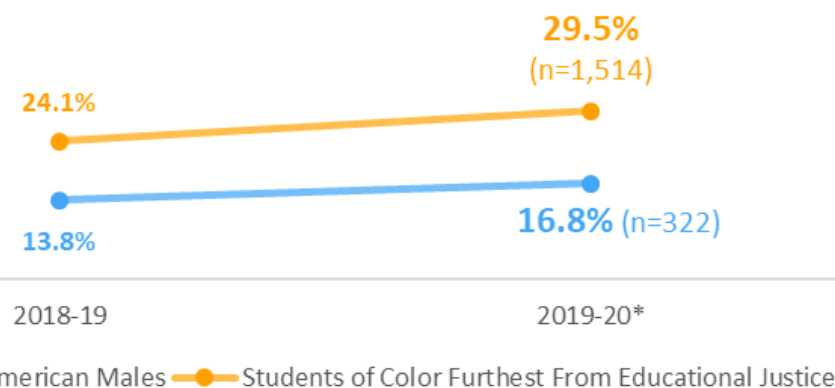
College & Career Readiness in Math Assessment

(Percent of cohort meeting CCR standards on SBA, SAT, or ACT)



College & Career Readiness in Math Advanced Coursework

(Percent of cohort earning C+ or passing exam score in AP, IB, or other qualified advanced course)



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

*2019-20 measures impacted by COVID19 and subsequent building closures and policy changes. COVID19 had some effect on students' access to assessment and some advanced coursework in the Spring of 2020.



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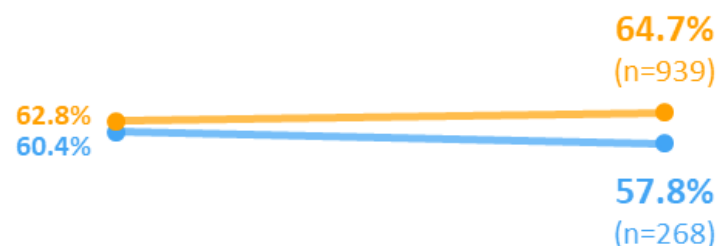


College Enrollment

First year college enrollment for the Class of 2019 decreased by 2.6% for African American Males and increased by 1.9% for Students of Color Furthest From Educational Justice. Enrollment in Seattle Promise increased from 399 students for the Class of 2019 to 696 students for the Class of 2020, including 445 students of color in 2020. The percentage of students from the Class of 2017 who did not enroll in remedial coursework increased substantially for both groups (note: ERDC reporting lags by 2 years).

First Year College Enrollment

(Percent of students enrolled in any postsecondary institution within one year of high school graduation)



Class of 2018

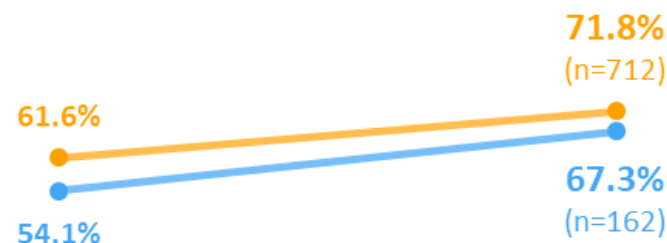
Class of 2019*

—●— African American Males —●— Students of Color Furthest From Educational Justice

Data source - National Student Clearinghouse (NSC)

College Enrollment Without Remediation

(Of students enrolled at WA public postsecondary institutions, percent who did not enroll in remedial coursework)



Class of 2016

Class of 2017

—●— African American Males —●— Students of Color Furthest From Educational Justice

Data source - Educational Research & Data Center (ERDC)

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

*2019-20 measures impacted by COVID19 and subsequent building closures and policy changes.



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





Appendix: Targets and Glossary



Targets Culturally Responsive Workforce



Make Up of Overall Workforce at SPS in Key Categories							
Key Groups	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
Classroom Teachers	20%	21%	22%	23%	24%	25%	53%
Teacher Leaders	32%	33%	34%	35%	36%	38%	53%
School Leaders	36%	38%	38%	40%	40%	43%	53%
Central Office Leaders	33%	36%	37%	39%	41%	43%	53%

Recruitment/Hiring of Staff in Key Categories							
Key Groups	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
Classroom Teachers of Color	26%	27%	29%	32%	35%	40%	53%
School Leaders*	35%	40%	43%	44%	45%	45%	53%
Central Office Leaders	N/A	43%	44%	44%	45%	45%	53%





Targets Culturally Responsive Workforce



Overall Culturally Responsive Training							
Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
N/A	13%	27%	38%	50%	62%	73%	100%

Foundational Coursework							
Course	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
101	68%	70%	73%	78%	82%	90%	100%
201	N/A	29%	70%	75%	85%	90%	100%
301	N/A	N/A	TBD	TBD	TBD	TBD	TBD





Targets **Safe & Welcoming Discipline and Attendance**



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



Targets

9th Grade On-Track & Four-year Graduation Rate



9 th Grade On-Track Rate							
Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	71%	73%	76%	80%	85%	90%	100%
Students of Color FFEJ	76%	78%	80%	84%	88%	92%	100%

On-Time Graduation							
Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	74%	74%	70%	TBD	TBD	TBD	100%
Students of Color FFEJ	76%	76%	72%	TBD	TBD	TBD	100%





Targets

College & Career Readiness Advanced Coursework



Targets: Successful Completion of Advanced ELA Coursework

Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	38%	38%	42%	47%	52%	57%	100%
Students of Color FFEJ	44%	44%	47%	50%	53%	56%	100%

Targets: Successful Completion of Advanced Math Coursework

Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	14%	14%	18%	23%	28%	33%	100%
Students of Color FFEJ	25%	25%	28%	31%	34%	37%	100%





Targets

College & Career Readiness Assessment (SBA, SAT, or ACT)

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Targets: ELA Performance in SBA, SAT or ACT

Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	49%	49%	52%	55%	58%	61%	100%
Students of Color FFEJ	62%	62%	64%	66%	68%	70%	100%

Targets: Math Performance in SBA, SAT, or ACT

Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	25%	25%	28%	31%	34%	37%	100%
Students of Color FFEJ	39%	39%	41%	43%	45%	47%	100%



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Data Glossary

Measure	Definition
Smarter Balanced Proficiency Rates	For each test and grade level, the percentage 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 percentage 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 percentage 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).
Equitable Access to Services - Special Education	The percentage of students enrolled in grades K-12 on June 1st who were receiving services through a Special Education Intensive Service Pathway.
Equitable Access to Services - Highly Capable	The percentage of students enrolled in grades K-12 on June 1st who were served by the Highly Capable Cohort (HCC) program.

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.)

Data Glossary

Measure	Definition
9 th Graders earning 6+ Credits	The percentage 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.
College & Career Readiness in ELA - Assessment	Of students graduating in the graduating cohort (as defined above), the percentage meeting or exceeding the college and career readiness benchmark on the SBA ELA exam, the SAT Evidenced-Based Reading and Writing composite, or the ACT ELA composite. College and Career Readiness standards are determined by the test developer and are defined as a Level 3 on the SBA ELA exam, a 460 on the SAT EBRW composite, and a 20 on the ACT ELA composite.
College & Career Readiness in ELA - Advanced Coursework	Of students in the graduating cohort (as defined above), the percentage who meet at least one of the following criteria: (a) earn 1 or more credits in a qualifying AP or IB ELA course, passing all credits with a C+ or higher; (b) pass a qualifying IB test in an ELA subject area with a score of 4 or higher; (c) pass a qualifying AP test in an ELA subject area with a score of 3 or higher; (d) pass a dual college credit course in ELA (Running Start/College in High School).
College & Career Readiness in Math - Assessment	Of students in the graduating cohort (as defined above), the percentage meeting or exceeding the college and career readiness benchmark on the SBA Math exam, SAT Math exam, or the ACT Math exam. College and Career Readiness benchmarks are determined by the test developer and are defined as a Level 3 on the SBA Math exam, a 510 on the SAT Math exam, and a 22 on the ACT Math exam.
College & Career Readiness in Math - Advanced Coursework	Of students in the graduating cohort (as defined above), the percentage who meet at least one of the following criteria: (a) earn 1 or more credits in a qualifying AP or IB mathematics course, passing all credits with a C+ or higher; (b) pass a qualifying IB test in a math subject area with a score of 4 or higher; (c) pass a qualifying AP test in a math subject area with a score of 3 or higher; (d) pass a dual college credit course in mathematics (Running Start/College in High School).
First Year College Enrollment	The percentage of graduates in a given academic year who enrolled in a 2- or 4-year postsecondary institution within one year of graduation. These data are provided by National Student Clearinghouse (NSC).
College Enrollment Without Remediation	Of graduates in a given academic year who enrolled in a public Washington 2- or 4-year postsecondary institution, the percentage who enrolled in remedial or developmental coursework in mathematics or ELA within one year of graduation. These data are provided by the Washington State Education and Research Center (ERDC).

Data Glossary

Measure	Definition
SPS Workforce Composition	The racial/ethnic make up of employees in four areas: classroom teachers, teacher leaders (career ladder positions), school leaders (Assistant Principals and Principals) and central office leaders (all employees in grades 70 or higher on the non-represented salary schedule and managers of programs or people in grade 69 on the non-represented salary schedule).
Recruitment and Hiring of Staff of Color	The percentage of new hires in each of the four named areas above who identify as people of color (POC).
Retention of Staff of Color	As of October 1, the percentage of staff of color who were retained to the District from October 1 of the prior year, either because they remained in their same or like position or were promoted to a higher level position.
Overall Culturally Responsive Training	To date, the percentage of certificated employees who have taken at least one of the following courses: Foundational Coursework 101, Foundational Coursework 201, BLT 102, Racial Equity Literacy 101, 102 or 103, Culturally Responsive Teaching 101, 102, or 103, or Ethnic Studies 101, 102 or 103.
Foundational Coursework	For FC 101, the percentage of first year teachers who completed 3 or 4 of the FC 101 sessions in a given year. For FC 201, the percentage of 2nd or 3rd year teachers who participated in FC 201 in a given year.

Groups	Definition
Staff of Color	Includes staff who identify as African American/Black, American Indian or Alaskan Native, Asian/Pacific Islander, Latinx, and Two or More Races

