



# 2017-18 District Scorecard

## Year 5 of 2013-2018 Strategic Plan

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



# 2017-18 District Scorecard

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## Disaggregated Student Outcomes

Category	Subcategory	Measure	ALL STUDENTS			English Language Learners			Special Education		
			District Result	Statewide Result	Difference Compared to State	District Result*	Statewide Result	Difference Compared to State	District Result	Statewide Result	Difference Compared to State
Academic Milestones	Early Learning Foundations	3rd graders demonstrating grade level proficiency in English language arts	65.4%	55.5%	9.9%	19.2%	18.5%	0.7%	39.1%	25.2%	13.9%
		3rd graders demonstrating grade level proficiency in mathematics	66.9%	56.5%	10.4%	32.9%	27.6%	5.3%	40.4%	27.9%	12.5%
	Core Academic Development	5th graders demonstrating grade level proficiency in science	65.8%	55.1%	10.7%	13.4%	11.7%	1.7%	39.8%	23.2%	16.6%
		7th graders demonstrating grade level proficiency in English language arts	70.4%	59.6%	10.8%	9.3%	11.4%	-2.1%	27.8%	16.3%	11.5%
		7th graders demonstrating grade level proficiency in mathematics	65.8%	49.0%	16.8%	13.9%	10.8%	3.1%	24.7%	11.5%	13.2%
		8th graders demonstrating grade level proficiency in science	62.6%	52.9%	9.7%	8.2%	8.1%	0.1%	24.5%	15.8%	8.7%
	On-Time Graduation	9th graders earning six or more credits	84.0%	n/a	--	70.6%	n/a	--	69.2%	n/a	--
		10th graders passing all state exams required for graduation	54.7%	n/a	--	9.7%	n/a	--	15.5%	n/a	--
		High school students graduating in four years or fewer	81.7%	n/a	--	55.3%	n/a	--	58.2%	n/a	--
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	46.0%	n/a	--	8.8%	n/a	--	10.0%	n/a	--
		Students taking and passing a college level course by 12th grade	72.0%	n/a	--	33.8%	n/a	--	29.3%	n/a	--
		10th graders demonstrating college-ready proficiency in ELA	74.6%	69.5%	5.1%	20.2%	16.4%	3.8%	31.2%	21.0%	10.2%
10th graders demonstrating college-ready proficiency in mathematics		52.4%	40.6%	11.8%	14.8%	7.7%	7.1%	9.3%	5.3%	4.0%	
Commitment to Equity	Opportunity Gaps	Grade level English language arts proficiency (3rd-8th grades)	68.2%	n/a	--	14.4%	n/a	--	35.8%	n/a	--
		Grade level mathematics proficiency (3rd-8th grades)	63.9%	n/a	--	22.1%	n/a	--	31.7%	n/a	--
	Proportionality Gaps	Students in special education programs (K-12th)	14.0%	n/a	--	18.8%	n/a	--	100.0%	n/a	--
		Secondary students suspended or expelled (6th-12th grades)	3.9%	n/a	--	6.5%	n/a	--	9.1%	n/a	--

Category	Subcategory	Measure	District Results by Race/Ethnicity								
			All Students	African American (East African)	African American (English)	Asian American	Hispanic/Latino	Multi-Racial	Native American	Pacific Islander	White
Academic Milestones	Early Learning Foundations	3rd graders demonstrating grade level proficiency in English language arts	65.4%	35.4%	35.5%	61.9%	42.2%	68.1%	47.1%	18.8%	80.0%
		3rd graders demonstrating grade level proficiency in mathematics	66.9%	46.4%	34.3%	70.6%	47.9%	70.0%	41.2%	56.3%	77.9%
	Core Academic Development	5th graders demonstrating grade level proficiency in science	65.8%	29.7%	27.9%	66.4%	44.7%	70.0%	52.6%	23.5%	81.3%
		7th graders demonstrating grade level proficiency in English language arts	70.4%	40.3%	40.0%	79.4%	48.6%	73.0%	29.4%	23.5%	83.2%
		7th graders demonstrating grade level proficiency in mathematics	65.8%	30.6%	27.7%	76.4%	44.8%	66.7%	23.5%	35.3%	79.9%
		8th graders demonstrating grade level proficiency in science	62.6%	22.4%	27.5%	64.9%	40.3%	65.7%	29.4%	38.5%	80.6%
	On-Time Graduation	9th graders earning six or more credits	84.0%	81.6%	68.1%	94.0%	69.9%	81.9%	84.0%	66.7%	87.9%
		10th graders passing all state exams required for graduation	54.7%	20.6%	21.7%	64.9%	28.4%	57.9%	18.5%	13.3%	71.7%
		High school students graduating in four years or fewer	81.7%	79.6%	71.5%	86.6%	67.4%	78.3%	70.8%	60.0%	88.0%
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	46.0%	19.3%	18.4%	53.1%	23.6%	46.9%	29.4%	15.4%	59.4%
		Students taking and passing a college level course by 12th grade	72.0%	64.8%	54.8%	78.6%	57.1%	71.6%	59.4%	45.8%	80.8%
		10th graders demonstrating college-ready proficiency in ELA	74.6%	44.4%	46.9%	80.0%	55.3%	76.3%	50.0%	57.1%	88.6%
10th graders demonstrating college-ready proficiency in mathematics		52.4%	16.8%	18.1%	66.8%	26.9%	56.0%	19.2%	0.0%	67.0%	
Commitment to Equity	Opportunity Gaps	Grade level English language arts proficiency (3rd-8th grades)	68.2%	34.9%	34.8%	71.3%	47.5%	71.3%	39.3%	36.4%	82.2%
		Grade level mathematics proficiency (3rd-8th grades)	63.9%	33.7%	29.5%	72.8%	41.7%	66.3%	38.0%	36.7%	76.6%
	Proportionality Gaps	Students in special education programs (K-12th)	14.0%	10.3%	23.1%	8.8%	19.2%	12.6%	29.5%	16.9%	13.1%
		Secondary students suspended or expelled (6th-12th grades)	3.9%	9.8%	11.2%	1.8%	5.9%	3.8%	13.0%	5.1%	1.7%

\*See glossary note



# 2017-18 District Scorecard

## Detailed Results by Question for Survey-Based Measures

### Positive School Environments

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

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

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



# 2017-18 District Scorecard

## Detailed Results by Question for Survey-Based Measures

### Stakeholder Engagement & Satisfaction

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

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

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

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

## 2017-18 District Scorecard Glossary of Terms

Category	Subcategory	Measure	Definition
Academic Milestones	Early Learning Foundations	Kindergarteners demonstrating readiness to be successful learners	Of kindergarten students who were tested in all six domains of the Washington Kindergarten Inventory of Developing Skills (WaKIDS) assessment in the fall of their kindergarten year, the percentage who demonstrated characteristics of entering kindergarteners in all six domains. More information about the WaKIDS assessment can be found here: <a href="http://www.k12.wa.us/wakids/">http://www.k12.wa.us/wakids/</a>
		3rd graders demonstrating grade level proficiency in English language arts	Washington students are tested regularly by the state to assess their progress as they move through school. State tests include Smarter Balanced assessments (SBA) for English language arts (ELA) and mathematics and the Measurements of Student Progress (MSP) for science. For each test and grade level listed, the percent of students demonstrating grade level proficiency is equal to the number of students who earned passing scores (based on the cutoff the state defines as “meeting standard”) divided by the total number of students required to take the test (not including students with valid exemptions). In alignment with state and federal reporting guidelines, only students scoring a Level 3 or 4 are now counted as meeting standard for all reported years.  *On page 2 of District Scorecard, ELL student state test figures are reported using State ELL data, which varies slightly from district-generated ELL figures.
		3rd graders demonstrating grade level proficiency in mathematics	
	5th graders demonstrating grade level proficiency in science		
	7th graders demonstrating grade level proficiency in English language arts		
	7th graders demonstrating grade level proficiency in mathematics		
	8th graders demonstrating grade level proficiency in science		
	On-Time Graduation	9th graders earning six or more credits	
	10th graders passing all state exams required for graduation	Of students who were in 10 <sup>th</sup> grade as of June 1, the percentage that have passed all state tests or state-approved alternatives to testing required for graduation in the areas of math and ELA. <i>Metric re-baselined in 2017-18, the first year that SBA ELA and Math assessments were required for 10<sup>th</sup> Graders.</i>	
	High school students graduating in four years or fewer	The percentage of students who graduate within 4 years as determined by their ‘Class Of’ or ‘cohort’ year, which is set when students first enter 9th grade. It is calculated by dividing the number of students who graduated within 4 years (or the ‘on time’ cohort) by the total number of students in each high school cohort of the given reporting year. (Students who transfer out of the district are not included in the total number.) OSPI releases final graduation rates in the spring of the following year.	
	College & Career Readiness	Students taking and passing the district algebra course by 8th grade	Of students who were in 8 <sup>th</sup> grade as of June 1, the percentage who took and passed Algebra 1B in any year during middle school.
		Students taking and passing a college level course by 12th grade	Of students who were in 12 <sup>th</sup> grade on June 1, the percentage who received a passing grade in one or more of the following types of courses in any year during high school: Advanced Placement (AP), International baccalaureate (IB), Running Start, and College in High School.
		10th graders demonstrating college and career readiness in English language arts	The percent of students demonstrating grade level proficiency is equal to the number of students who earned passing scores (Level 3 or Level 4) divided by the total number of students required to take the test (not including students with valid exemptions). <i>Metric re-baselined in 2017-18, the first year that both SBA ELA and Math assessments were required for 10<sup>th</sup> Graders.</i>
		10th graders demonstrating college and career readiness in mathematics	

## 2017-18 District Scorecard Glossary of Terms

Category	Subcategory	Measure	Definition
Commitment to Equity	Opportunity Gaps	Opportunity Gap in grade level English language arts proficiency (3rd-8th grades)	<p>To establish a single equity measure to benchmark our annual progress in closing opportunity and proportionality gaps, we use the difference in outcomes between the following two student groups:</p> <ul style="list-style-type: none"> <li><b>Opportunity Gap Students</b> — 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.</li> <li><b>White and Asian-American students</b> belong to race/ethnic groups that historically have had greater access to the opportunities and support that lead to college, career and life success.</li> </ul> <p>Opportunity gaps in math and English language arts are based on combined average proficiency rates on state assessments for students in 3<sup>rd</sup> through 8<sup>th</sup> grade on June 1 of the reporting year. The opportunity gap measure is the aggregate proficiency rate for White and Asian students <u>minus</u> the aggregate proficiency rate for students belonging to an Opportunity Gap race/ethnicity (as defined above).</p>
		Opportunity Gap in grade level mathematics proficiency (3rd-8th grades)	
	Proportionality Gaps	Proportionality Gap for students in special education programs (K-12th)	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 6 <sup>th</sup> to 12 <sup>th</sup> 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.)
Positive School Environments	Climate/Learning Environment	Positive student responses to school climate survey	<p>The district administers annual climate surveys to all students, staff and families during the second semester of each reporting year. All students and staff take a paper survey in school whereas families are surveyed by e-mail (households without email addresses are mailed a paper survey).</p> <p>Each survey-based category represents the average positive responses for a subset of questions. The specific questions used for each measure are provided in the Appendix attached to the District Scorecard. Detailed climate survey results for each school including additional survey questions can be found at the School Reports web page: <a href="http://www.seattleschools.org/performance">www.seattleschools.org/performance</a></p>
	Student Motivation/Engagement	Positive student responses to motivation and engagement survey	
	School Professional Environment	Positive school staff responses to professional environment survey	
Stakeholder Engagement & Satisfaction	Family Engagement	Positive family responses to family engagement survey	<p>The percent of families responding to family engagement survey: Of households receiving a family survey, the percentage who responded to a survey for at least one student.</p>
		Percent of families responding to family engagement survey	
	Family Satisfaction	Positive family responses to district satisfaction survey	<p>The district also administers an annual customer satisfaction survey to school leaders (principals and assistant principals) and an annual community partner survey to direct service providers with formal contracts or memoranda of understanding through the Community Alignment Initiative or the School and Community Partnership Department.</p>
		Positive family responses to school satisfaction survey	
Quality Customer Service	Positive school leader responses to customer satisfaction survey		