



# SPS District Scorecard

2009-10 School Year

Annual Growth: **12**  
 On-Track for 2013: **4**  
 ✓ = Yes

Total of 23 Goals

## Academic growth and student outcomes

SPS Strategic plan milestone	Measure	SPS 07-08	SPS 08-09	SPS 09-10	State 09-10	SPS 2013 Target	Annual Growth	On-Track for 2013
<b>District-wide Goals</b>	Free/Reduced Lunch students proficient on state reading test	56%	57%	<b>53%</b>	56%	83%		
	Free/Reduced Lunch students proficient on state math test	35%	37%	<b>39%</b>	37%	69%	✓	
	Percent of students with fewer than 10 absences	60%	60%	<b>62%</b>	N/A	80%	✓	
	English Language Learners making gains on state reading test	65%	64%	<b>60%</b>	N/A	80%		
<b>Elementary students on grade level</b>	3rd graders proficient on the state reading test	73%	74%	<b>75%</b>	72%	88%		
	3rd graders exceeding standard on the state reading test	40%	44%	<b>46%</b>	39%	50%	✓	✓
	4th graders proficient on the state math test	56%	60%	<b>62%</b>	54%	80%	✓	
	4th graders exceeding standard on the state math test	35%	42%	<b>32%</b>	21%	50%		
<b>7th graders ready for Algebra in 8th grade</b>	6th graders passing all classes	83%	83%	<b>86%</b>	N/A	90%	✓	✓
	7th graders proficient on the state math test	53%	56%	<b>64%</b>	55%	80%	✓	✓
	7th graders exceeding standard on the state math test	29%	35%	<b>33%</b>	21%	50%	✓	
<b>9th graders ready for high school</b>	First-time 9th graders earning sufficient credits	82%	85%	<b>87%</b>	N/A	90%	✓	✓
	Repeat 9th graders earning sufficient credits	48%	49%	<b>44%</b>	N/A	75%		
<b>10th graders passing state tests</b>	10th graders proficient on the state reading test	81%	82%	<b>75%</b>	79%	95%		
	10th graders proficient on the state math test	50%	49%	<b>45%</b>	42%	82%		
	10th graders proficient on the state writing test	86%	85%	<b>84%</b>	86%	95%		
	10th graders proficient on the state science test	37%	42%	<b>47%</b>	45%	80%	✓	
<b>Students ready for college and work</b>	Students graduating in 4 years or fewer	62%	66%	<b>67%</b>	N/A	80%	✓	
	Students graduating in 6 years or fewer	68%	67%	<b>70%</b>	N/A	85%		
	Graduates prepared for a 4-year college	49%	44%	<b>46%</b>	N/A	80%		
	Graduates enrolling in higher education within 1 year of graduation	61%	65%	<b>67%</b>	N/A	80%	✓	
	Graduates taking a college-level course during high school (AP or IB)	51%	53%	<b>59%</b>	N/A	80%	✓	
	Of graduates taking a college-level test in high school, percent passing college-level test	67%	64%	<b>65%</b>	N/A	75%		

### Demographics

Data as of October 1, 2009 (unless noted)

American Indian	2%
African American	21%
Chicano/Latino	12%
Asian	22%
White	44%
Free/Reduced Lunch (Oct 2009)	40%
English Language Learners (June 2009)	12%
Special Education (June 2009)	14%
Advanced Learning	7%

### Student Proficiency on State Tests

Subgroup	Reading		Math	
	2009-10 Average	1 Yr. Trend	2009-10 Average	1 Yr. Trend
American Indian	57%	↓ -4%	42%	↓ -3%
African American	49%	↓ -5%	30%	↓ 0%
Chicano/Latino	56%	↓ -5%	42%	↑ 2%
Asian	73%	↓ -4%	69%	↑ 3%
White	86%	↓ 0%	77%	↓ -2%
Free/Reduced Lunch	53%	↓ -4%	40%	↑ 2%
ELL	23%	↓ -10%	24%	↑ 2%
Special Education	45%	↓ -3%	29%	↓ 0%
Advanced Learning	98%	↓ 0%	98%	↓ -1%

### 2009-10 Annual Yearly Progress

Did the district make AYP overall?	<b>NO</b>
What improvement step is the district in?	<b>STEP 2</b>
Percent of district AYP goals met:	<b>70.1%</b>
Percent of schools making AYP:	<b>34.8%</b>



# SPS District Scorecard

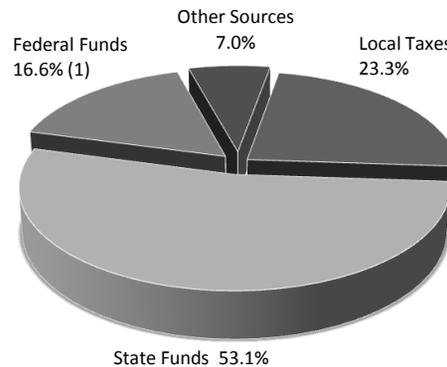
2009-2010 School Year

## District Operational Measures

Strategies	Measure	SPS 2013				On-Track for 2013
		07-08	08-09*	09-10*	Target	
<b>Ensure Excellence in Every Classroom</b>	Families that are satisfied with quality of schools	-	-	84%	95%	✓
	Seattle teachers who are National Board Certified	2%	3%	5%	-	n/a
<b>Strengthen Leaders System-Wide</b>	Evaluations of Central Office staff completed on time	-	-	50%	95%	✓
	Student computers under 3 years old	92%	62%	66%	76%	✓
<b>Build an Infrastructure That Works Well</b>	Budget spent on instruction	77%	78%	78%	82%	✓
	Capital projects completed on time and on budget	100%	96%	100%	95%	✓
	Schools satisfied on timeliness and quality of maintenance services	-	-	50%	70%	✓
	K-8 student riders with ride time less than 40 minutes	75%	71%	84%	95%	✓
	Reduction in greenhouse emissions (M kg CO2 emissions)	3%	4%	9%	11%	✓
	District strategic projects on schedule	60%	95%	64%	85%	✓
<b>Improve Our Systems</b>	District strategic projects on schedule	60%	95%	64%	85%	✓
	District strategic projects on schedule	60%	95%	64%	85%	✓
<b>Engage Stakeholders</b>	Families feeling positive about family engagement	-	-	85%	95%	✓
	Schools meeting their objectives in their Family Engagement Team	-	-	84%	95%	✓

\*Depending on the performance measure, this is the year for measuring progress going forward; however, data from the prior year, if available, is provided for trending purposes.

### Sources of Revenues

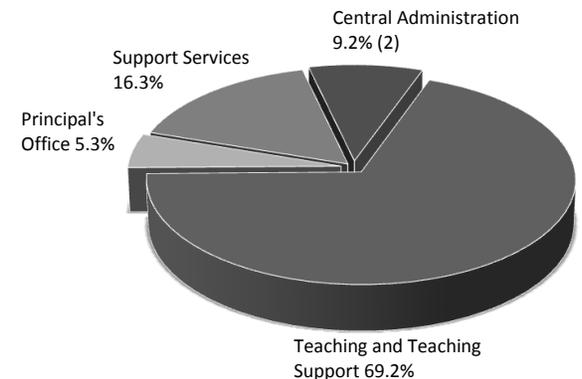


(1) Includes Federal Stimulus Funds.

(2) Correcting for miscodings for instructional coaches and academic reserves, central administration is 6.8% of total budget.

Source: 2009-2010 Budget (F-195)

### Expenditures



**Mission:** Enabling all students to achieve to their potential through quality instructional programs and a shared commitment to continuous improvement

**Vision:** Every student achieving, everyone accountable

**Values:** Collaboration; Getting Results; Decision Quality and Problem Solving; Integrity; Accountability

## Explanation for 2009-10 District Scorecard: Academic Growth and Student Outcomes

What we measure		How we measure it	Why it is important
SCORECARD OVERVIEW	SPS 07-08, SPS 08-09, SPS 09-10	Actual results for Seattle Public Schools (SPS) for the respective school year (e.g. 09-10 equals the 2009-10 school year that ended in June 2010).	
	State 09-10	Average for the State of Washington for the 2009-10 school year where available. "N/A" indicates the measure is not publicly available from the state. State graduation rate is available but was considered less precise than the District's student-level cohort methodology that been in place for several years.	
	SPS 2013 Target	Seattle Public School's performance target for the 2012-13 school year as originally articulated in the District's strategic plan, Excellence for All.	
	Annual Growth	Indicates whether SPS achieved at least 1.0 percentage point of growth from 2008-09 to 2009-10. The year-to-year results are compared to the tenth of a point so although several measures show increases of 1 point on the scorecard due to rounding, only measures that increased by a full 1.0 percentage point are shown as making annual growth.	
	On-Track for 2013	Indicates whether SPS achieved percentage growth from 2008-09 to 2009-10 that, if sustained, would allow SPS to achieve the 2013 Target.	
ACADEMIC GROWTH AND STUDENT OUTCOMES	Free/Reduced Lunch students proficient on the state reading & math tests	Average % of free/reduced lunch students who earn scores on the state reading or math test at or above the cutoff the state defines as "meeting standard" in grades 3-8 and 10.	SPS works to serve all students and needs to be accountable for supporting all students in achieving academic success in reading and math.
	Percent of students with fewer than 10 absences	% of students who have missed fewer than 10 days of school during the school year	If students do not attend school, they are unlikely to learn and more likely to drop out.
	English Language Learners making significant gains on the state english proficiency test	% of English Language Learner students with two consecutive years of state test results making gains on the state WASL/MSP assessments. Gains are calculated by the % of students at or above the 33rd percentile of growth from year to year on the state test using the Colorado Growth Model. The Colorado growth model estimates a "growth percentile" for each student with at least two years of test data by creating a peer group of all students in the same grade who had a similar test history, and then rank this group of students by their test scores in the current year.	English language proficiency is an important skill that our schools should be supporting in all students.
	3rd graders proficient on the state reading test	% of 3rd grade students who earn scores on the state reading test at or above the cutoff the state defines as "meeting standard."	Students should leave 3rd grade with a reading level that will keep them on track in all subjects throughout elementary school.
	3rd graders exceeding standard on the state reading test	% of 3rd grade students who earn scores on the state reading test at or above the cutoff the state defines as "exceeding standard."	SPS strives to support students in excelling academically. Strong reading skills are important for success in many subjects.
	4th graders proficient on the state math test	% of 4th grade students who earn scores on the state math test at or above the cutoff the state defines as "meeting standard."	Students should leave 4th grade ready to succeed in 5th grade math.
	4th graders exceeding standard on the state math test	% of 4th grade students who earn scores on the state math test at or above the cutoff the state defines as "exceeding standard."	SPS strives to support students in excelling academically. Strong math skills are a foundation for later academic success.
	6th graders passing all classes	% of 6th grade students passing all classes during 6th grade.	Most 6th graders transition from elementary to middle school in 6th grade and we want to make sure they succeed in their first year of middle school.
	7th graders proficient on the state math test	% of 7th grade students who earn scores on the state math test at or above the cutoff the state defines as "meeting standard."	Students should leave 7th grade ready to succeed in 8th grade math.
	7th graders exceeding standard on the state math test	% of 7th grade students who earn scores on the state math test at or above the cutoff the state defines as "exceeding standard."	SPS strives to support students in excelling academically. Strong math skills are a foundation for later academic success.
	First-time 9th graders earning sufficient credits	% of 9th graders who earn 5 credits in their first year in high school – enough to be promoted to 10th grade. (1)	We want to make sure 9th graders succeed and don't need to repeat 9th grade, which leads to many of them dropping out of school.
	Repeat 9th graders earning sufficient credits	% of repeating 9th graders who earn 5 credits in their most recent year in high school – indicating that they are earning enough credits to get back on track.	Schools need to support students in getting back on track if they fall behind.
	10th graders proficient on the state reading , math, writing, and science tests.	% of 10th grade students who earn scores on the state test at or above the cutoff the state defines as "meeting standard."	The state subject tests show how a student is doing on Washington's academic standards. Every student should meet standard to succeed in high school and beyond.
	Students graduating in 4 / 6 years or fewer	% of students who graduated within 4 / 6 years of starting high school. For a particular school year these measures reflect <u>two different cohorts of students</u> : one that started 4 years earlier and one that started 6 years earlier.	At a minimum, all students should graduate from high school; they should not drop out.
	Graduates prepared for a 4-year college	Students that meet the minimum college admissions standards as defined by the Washington Higher Education Coordinating Board	Students are much more likely to succeed if they attend college or training after high school. They should finish high school ready to learn and succeed in college and career.
	Graduates enrolling in higher education within 1 year of graduation	% of the prior year's graduating students who have entered 2-year or 4-year colleges or public technical programs in the year after graduating. (1)(2)	Research shows that young people who pursue post-secondary education have significantly more positive lifetime outcomes.
	Graduates taking a college-level course during high school	% of all graduates who have taken at least one Advanced Placement or International Baccalaureate course during high school. (2)	Taking these courses during high school prepares students for college-level coursework.
Of graduates taking a college-level test in high school, percent passing college-level test (AP or IB)	Of all graduates who have taken Advanced Placement or International Baccalaureate tests during their high school career, % who have passed at least one test.	Passing these tests shows that students have learned college-level material during high school and in many cases provides them with college credit.	
OTHER	Demographics	Number of students in each category as a percentage of total enrollment. Note: Students can be in multiple categories.	Provides basic information on the characteristics of the district's students.
	Student Proficiency on State Tests	% of students in each category who earn scores on the state reading/math tests at or above the cutoff the state defines as "meeting standard."	SPS works to serve all students and needs to be accountable for supporting all students in achieving academic success.
	2009-10 Adequate Yearly Progress	As reported on the OSPI website for the 2009-10 school year.	As part of the federal No Child Left Behind (NCLB) act, districts are required to meet Adequate Yearly Progress towards proficiency goals.

(1) Historical results vary slightly from data in the strategic plan due to refinements in how the measure is calculated. Results will be calculated with new methodology going forward. 2013 goals were adjusted as appropriate to reflect revised 07-08 baseline data.

(2) Please note that because this measure focuses specifically on the outcomes for graduates, students that drop out are not reflected in the calculation. If all dropouts from a particular cohort were included, then this measure would be reduced by approximately one-third based on current graduation rates (e.g. graduates taking college-level course would be 36% rather than 53%).

**Explanation for 2009-10 District Scorecard: District Operational Measures**

What we measure	How we measure it	Why it is important
Families that are satisfied with quality of schools	Based on climate surveys. This measure is a compilation of six questions asked of the parents regarding their children's education.	The District should understand the areas families are satisfied with and those where more attention is needed
Seattle teachers who are National Board Certified	Percentage of Seattle Public School teachers who have completed the requirements of the National Board Certification	Teachers with National Board Certification have met rigorous national standards and demonstrated effective instruction
Evaluations of Central Office staff completed on-time	Human Resources department tracks all evaluation timelines and submission of completed evaluations. 2009-2010 acts as our baseline year to measure progress going forward.	The annual goal-setting and evaluation process is a critical way to ensure employees are focused on the right things and making progress
Student computers under 3 years old	Percentage of student computers less than three years old, as tracked by the District's annual computer inventory process.	Demonstrates the effectiveness of the District's plan to regularly update/replace computers and keep the most relevant, available technology in the classroom
Budget spent on instruction	Seattle Public Schools' direct instructional spending is defined by the OSPI's (state) activity codes 21 through 29 (e.g., Teaching, Teaching Support, Principals Office, etc.)	Demonstrates the District's commitment to keep as many resources as possible in the classroom
Capital projects completed on time and on budget	Percentage of annual capital projects finished on time and on budget	Capital projects completed on time and on budget demonstrates good stewardship and efficient use of resources
Schools satisfied on timeliness and quality of maintenance services	Based on surveys -- A sampling of schools' administration are surveyed on an annual basis. The survey started in June 2010.	Students and teachers are more likely to thrive in a clean and healthy environment
K-8 student riders with ride time less than 40 minutes	Measured by our transportation system showing the number of K-8 riders with less than 40 minutes planned trip time.	Efficiently designed transportation routes are a crucial element in ensuring students do not have unnecessarily long rides to and from school
Reduction in greenhouse gas emissions	Level of greenhouse gas emissions, a measure that encompasses energy usage, paper usage and fuel. An average of 2003 - 2006 is used as a base year to measure the reduction in greenhouse emissions.	The District has a responsibility to protect the environment and model responsible practices
District strategic projects on schedule	The District tracks the monthly status of projects as reported by each project manager. This number represents a snapshot of performance at the end of 2009-10.	Strategic projects have to stay on schedule in order to achieve the academic goals of the District
Families feeling positive about family engagement	Based on climate surveys. This measure is a compilation of several questions asked of the parents regarding how they are engaged by the school and the District.	An engaged parent/guardian helps support the education of our students
Schools meeting their objectives in their Family Engagement Team Plans	Based on the percentage of school Family Engagement Teams meeting their planned objectives as tracked by the School Family Partnership Department	Research shows that schools with more involved communities are better able to meet the needs of all students