Seattle Public Schools

Strategic Plan

2013-2018

Mission, Vision & Core Belief Statements

Mission: Seattle Public Schools is committed to ensuring equitable access, closing the opportunity gaps and excellence in education for every student.

Vision: Every Seattle Public Schools' student receives a high-quality, 21st century education and graduates prepared for college, career and life.

Core Beliefs: We believe that the districtwide commitment to these core beliefs is vital at all levels of the organization and will enable students to succeed and become responsible citizens.

Our Students Come First
- We believe it is essential to place the interests of students above all others in every decision we make.
- We believe that the core work of the district is supporting student learning.
- We believe it is our responsibility to do whatever it takes to ensure that every child, regardless of race, gender, socioeconomic status, language proficiency, learning style or disability, achieves to their highest level.

High-Quality Teaching and Learning are the Keys to Student Success
- We believe high-quality instruction is key to our students' success and is built on a rigorous and relevant curriculum that is aligned to standards, measurable outcomes, positive relationships, appropriate professional development and equitable access to educational opportunities.
- We believe in high expectations for all students and staff built on a culture that respects individual differences and includes fair treatment, honesty, openness and integrity.

A Safe and Orderly Learning Environment Supports Student Success
- We believe schools are the heart of our communities and are committed to providing healthy and safe school environments.

A High Performing District includes Effective Leadership, Accountability, Effective Organizational Systems and an Engaged Community
- We believe in demonstrating a commitment to continuous improvement through collaboration and integrated decision making.
- We believe effective leadership is vital at all levels of the organization and will create student success.
- We believe it is our public duty to properly steward district resources through ethical behavior, compliance to the law, transparency of processes and sound fiscal controls.
- We believe community partnerships and family engagement are fundamental to achieving and sustaining student success.
- We believe in a district, including the central office and support staff, which is dedicated to providing high-quality service in support of teaching and learning.

At Seattle Public Schools, it is our vision that every student graduates prepared for college, career and life. In order to accomplish this goal, our community came together to develop a five-year strategic plan.

As part of this plan, more than 65 stakeholders -- including families, principals, teachers, staff and community members – met over four months to talk about what is most important for our students and our school system.

Our goals for the next five years are to:

- Ensure Educational Excellence and Equity for Every Student
- Improve Systems Districtwide to Support Academic Outcomes and Meet Students' Needs
- Strengthen School, Family and Community Engagement

These key priorities will guide much of our work, but this does not limit us to these three goals. We will continue our ongoing commitment to early learning, implementing Common Core standards and improving arts access for all of our students. And I will continue to push for equity, access and opportunities for each student to succeed.

I want to thank the members of the task force for their participation and collaboration in developing this strategic plan. It was not easy. There is much work to be done and it is challenging to come to consensus on areas of priority. But this work will pay off. Having three areas of focus over the next five years will allow us to prioritize our resources and work effectively on behalf of our nearly 50,000 students. I also want to thank our staff, who worked hard to make sure we developed a sustainable plan that can be implemented and measured over the next five years.

I am so proud of the direction that Seattle Public Schools is taking. Our enrollment is on the rise, our community recently supported two major school levies that will help us meet the needs for our future, and our graduation rate is increasing. We still have a lot of work to do, but together we can make sure that Seattle Public Schools offers each and every student a world class education that prepares them to compete in the 21st century. This strategic plan will serve as a road map to ensure we meet our goals over the next five years.

Sincerely,

José Banda
Superintendent
Seattle Public Schools

Introduction

Seattle Public Schools is the largest district in the State of Washington, with almost 50,000 students in 95 schools and 8,000 staff. We serve an economically and ethnically diverse population, with more than 40 percent of our students qualifying for free or reduced price lunch. Students and families come to Seattle from 147 countries. Approximately 30 percent of our students speak a language other than English at home, with 120 languages/dialects spoken around the district.

In June 2008, the Seattle School Board adopted a five-year strategic plan, *Excellence for All*, which was aimed at ensuring all students graduate from high school ready for college, career and life. During the final year of the plan, the School Board directed Superintendent José Banda to develop an updated plan to guide the district for the next five years. The goal was not to write a new plan, but to build upon our successes and revise where needed.

A Foundation for Success

In August 2012, the Seattle School Board adopted School Board Policy No. 0030, "Ensuring Educational and Racial Equity." This historic and foundational policy serves as a guide for our collective efforts to close the opportunity gap and organize Seattle Public Schools to deliver on our promise to ensure all students are prepared for success in college, career and life. Our updated Strategic Plan provides a road map to meet this responsibility. We have written a plan that supports and fosters a culture of organizational excellence, high expectations and provides the strategies necessary for nurturing equity and excellence. Implementing systemic change to enable all students to be successful, regardless of circumstance, is a fundamental belief inherent in this plan. The Strategic Plan has been developed in collaboration with, and input from, our families and community stakeholders. These conversations have been integrated into the goals, strategies, objectives and metrics.

Community Engagement

Over the course of six months, the district engaged the community to gather feedback on setting the district's academic and operational goals for the next five years. The district formed a taskforce of families, teachers, principals, staff, and community and business members which met over four months to discuss the lessons learned from the current plan, *Excellence for All*, as well as recommend new priorities moving forward. In addition, two surveys were conducted to hear from the broader community.

Five regional community meetings were held to gather information on a draft framework to hear whether it mirrored the interests of the community. Further, draft documents were discussed in depth by the Board at a work session and two Board retreats.

Throughout the writing process, the district's writing team used all of the information collected at each step from the taskforce, community and Board to build and continually revise the plan.

Implementation of the Strategic Plan

The district's commitment to monitoring progress as we move forward with the implementation of the Strategic Plan is a high priority for our School Board, staff, families and community members. We have built clear targets for continuous improvement and raised the bar for students and adults. This plan reflects the responsibility of the entire school system and all of its stakeholders to ensure that each and every student succeeds. To that end, the strategic coordination within and between central office departments and schools and the realignment of resources is built into the objectives and metrics of the Strategic Plan.

We have provided identifiable ways to measure our success on each of our goals and strategies. All of the work in this plan represents ongoing improvement efforts and initiatives that are aligned to our mission, vision and core beliefs. This plan represents our theory of action for delivering on each of these. Over the next few months, central office departments will develop a full scope of work that builds out the action steps needed to operationalize this plan. As we implement this plan, we will hold regular "check ins" with the community, staff and Board to monitor whether our strategies and initiatives are moving us toward our goals, or whether we need to amend certain elements to course correct.

Prioritizing Resources

The strategic plan outlines our blueprint for improving the education and achievement outcomes for all students in the Seattle Public Schools. This will guide the work of the district for the next five years. It is fundamental to the success of this plan to ensure that we develop a priority-based budgeting process that supports the implementation of the goals and strategies set forth in this plan. The strength of this plan is in the continued alignment of support and resources dedicated to seeing this plan to fruition.

The district must find new methods for determining the equitable allocation of resources and models for sustainable funding. Critical to this endeavor are the reallocation of existing resources and the cultivation of new sources of revenue. This process will be thoughtful and collaborative as we engage stakeholders in the redeployment of resources. This may include the difficult decision to postpone, stop or slow the growth of popular yet expensive programs if they are not aligned to the strategic plan. However, going through a rigorous process will result in a collective dedication to the execution of this plan.

For each of the strategies and initiatives identified, the central office will work collaboratively to clearly define the scope of work and set key performance indicators of success. Through these efforts, projected costs will be identified across a timeline. This includes design and development of needs, milestones and an execution plan. Much of the current work of the district is embedded into this revised strategic plan. Development and implementation costs for the strategies will vary depending on their complexity. We will identify current funding sources and potential gaps for implementation costs. As we develop and implement this process, we will do two things to address any funding gaps:

1. Reallocate existing funds against these priorities; and
2. Seek outside assistance through philanthropic and other grants where possible

The original *Excellence for All* had a strong focus on increasing the efficiency of the central office and in the provision of a high level of services by the central office to schools. This streamlining will remain in place with additions and/or modifications being made in consultation with the priorities of the strategic plan. To this end, Key Performance Indicators (KPIs) will be developed and tracked to measure achievement and greater rigor will be placed on the financial controls, checks and balances.

Funding the strategies in each of our three goals is complex work as each has planning and implementation costs. While many of these strategies will be accounted for in the proposed 2013-14 budget, there are strategies that will require outside experts and assistance. For these more complicated strategies that are not already budgeted, we will seek outside assistance to cover the design and development costs.

The District's annual operating budget must be viewed as the budget for the Strategic Plan, for all of our work must be focused and aligned toward the goals set forth in the Plan. This includes, to the extent possible, federal and state categorical funding allocated to schools on an annual basis.

At this point, the 2013-14 budget contains, in whole or in part, many of the strategies in the Plan, including:

- The implementation of academic assurances;
- The development of Multi-Tiered Systems of Support (MTSS);
- A focus on bringing Special Education services into alignment with state and federal rules and regulations;
- Initiatives to address disproportionality in student discipline;
- Implementation of the Professional Growth and Evaluation systems for teachers and leaders;
- Implementation of evaluation systems for central office staff;
- Implementation of teacher residency, induction and mentoring programs; and
- Implementation of professional development activities to increase cultural competency among all staff

The budgeting process dedicated to the realignment and deployment of resources to the strategic plan will begin immediately after the Board adopts this refreshed and revised strategic plan.

Goals & Strategies

Ensure Educational Excellence and Equity for Every Student

- Challenge and support each student by providing equitable access to a rigorous and relevant curriculum aligned to Common Core State Standards and 21st Century skills
- Elevate professional practice by investing in effective, culturally responsive teachers, staff and leaders
- Commit to early learning as the foundation for future academic success

Improve Systems Districtwide to Support Academic Outcomes and Meet Students' Needs

- Ensure proper stewardship of resources by evaluating performance and strengthening internal controls
- Adopt a sustainable annual budget aligned with district goals in a manner that assures an equitable distribution of resources that prioritizes the needs of students
- Integrate and align operational, business, technology and academic systems to support the needs of students, teachers and schools

Strengthen School, Family and Community Engagement

- Ensure each school's culture promotes equitable outcomes in student learning through a welcoming, supportive, safe and healthy environment
- Support proactive and transparent communication with all stakeholders to foster trust and collaboration
- Build partnerships among students, families, staff, labor partners and the community to support academic success

Goal 1: Ensure Educational Excellence and Equity for Every Student

Background

Student academic performance has been steadily increasing despite annual cuts in the district's budget due to the recession. Overall, SPS students continue to outperform their statewide peers by wider margins on state proficiency tests such as the Measures of Student Progress (MSP). In 4th grade math, for example, Seattle's students outperformed the state by 7.5 percentage points in 2011-12 compared to just a 2.8 point advantage in 2007-08. In 8th grade science, Seattle improved from a minus 2.4 point deficit compared to the state to a positive 8.4 point advantage in 2011-12.

	2007-08			2011-12		
	Seattle	WA State	Difference	Seattle	WA State	Difference
3rd Grade Reading	73.2%	70.7%	2.5%	74.0%	68.8%	5.2%
4th Grade Math	56.4%	53.6%	2.8%	66.9%	59.4%	7.5%
5th Grade Science	48.9%	43.0%	5.9%	71.5%	66.3%	5.2%
6th Grade Reading	71.2%	68.9%	2.3%	74.5%	70.7%	3.8%
7th Grade Math	52.6%	50.5%	2.1%	67.4%	59.2%	8.2%
8th Grade Science	45.8%	48.2%	-2.4%	74.8%	66.4%	8.4%
10th Grade Reading	80.7%	81.8%	-1.1%	79.1%	81.3%	-2.2%

The percentage of students graduating from high school in four years increased by 12% between 2008 and 2012, up to 74%. The percentage of elementary, K-8, and middle schools identified as the lowest performing in the school district based on a combination of absolute and growth scores has declined by more than half, from 20% to 7%, since academic year 2008–09, while the percentage identified as highest performing has almost doubled, from 15% to 27%, in the same period of time.

One reason for this continued improvement in student achievement may be attributed to the intense work around curriculum alignment. A comprehensive curriculum audit was conducted in 2007 and 2008, in which reviewers called particular attention to the fact that in Seattle each school has historically developed and planned its own curriculum, and recommended the district develop an overall plan to ensure that students are expected to learn the same content and skills at each grade level, no matter the programs in which they are involved or what school they attend. In response, the district aligned curricular resources and instruction to Washington State Standards.

In addition, after three decades of school choice in Seattle, SPS's School Assignment Plan, implemented in 2010, has returned the district to a neighborhood school system in which students are assigned to schools based on their home address. The focus on neighborhood schools allows, for the first time in decades, planned regional K-12 continuums of learning in core subjects and state required services, including the arts, physical education, career & technical education, highly capable, special education and ELL services, for every student within

their neighborhood school and/or region. Now that the majority of students are assigned to their neighborhood school, families should be assured students have access to arts with clear K-12 pathways of learning in every region of the city.

In August 2012, the School Board adopted an Equitable Access to Services and Programs policy. This policy holds the district accountable for providing quality education for all students within the context of the current neighborhood Student Assignment Plan and across each of the five regions.

Further, improving the quality and effectiveness of teachers, staff and leaders is at the heart of our mission to ensure every student has access to high-quality teaching, a rigorous curriculum and educational opportunities. Elevating and improving professional practice begins with the district-wide implementation of enhanced evaluation and support systems for teachers and leaders. First introduced in 2010, the district's evaluation systems establish clear expectations for high-quality teaching and instructional leadership practice and links student outcomes. Leveraging multiple measures of effective teaching and leadership has enabled the district to provide targeted feedback and support based on identified needs, and to recognize and reward our most outstanding teachers and leaders based on evidence of practice and student learning.

The Need

While we are making gains, there is still work to be done. Like many urban school districts, SPS still faces a significant demographic achievement gap. For example, in 2012, measuring third graders, 88.8% of White students were proficient on the state reading test, while only 72.9% of Asian/Pacific Islander students, 58.6 % of Hispanic students, 52.9% of Native American students, and 47% of Black students achieved the same proficiency. In addition, there is continued disproportionality with regard to special education placement, advanced learning placement and discipline practices.

2013 internal and outside evaluations of academic programs and services revealed that SPS students do not have the same access to academic assurances as defined by Washington State Basic Education. For example, 40% of K-3 students do not receive any arts instruction from a certificated arts teacher and students' access to physical education is lower than mandated by the state. This audit highlights the need to provide more direction and support to schools to comply with state law on basic education, Board expectations and the development of K-12 learning pathways.

Further, Washington State is adopting the Common Core State Standards (CCSS) and Smarter Balanced Assessments, which are to be fully implemented during the 2014-2015 school year. The Common Core State Standards embed the 21st Century skills, such as perseverance, critical thinking and collaboration that are necessary for life success.

The strategies outlined in this goal are in direct response to the identified needs and stakeholder feedback. Principals have requested that consistent understanding of CCSS be a top priority

based on a needs assessment of more than 30% of schools, just behind their request for enhanced support to implement academic assurances (the district's response to the state's definition of basic education).

SPS is committed to building a school system that closes opportunity gaps and ensures all students graduate prepared for college, career, and life. To do so we must build out new programs to meet the state's basic education requirements and align the curriculum to the Common Core State Standards in every school so that all students are held to the same high expectations. We must also ensure that all students have the supports necessary to meet the new standards that are set.

Recommended Work

Strategy 1: Challenge and support each student by providing equitable access to a rigorous and relevant curriculum aligned to Common Core State Standards and 21st century skills

We are committed to providing equitable access PreK-12 to high quality academic assurances and culturally responsive curriculum and instruction aligned to Common Core State Standards and 21st century skills. We will implement a Multi-Tiered System of Supports (MTSS) in order to ensure all students have access to differentiated instructional strategies that provide the foundation to meet and exceed rigorous grade level standards and graduate on time ready for postsecondary college and careers. We will build the capacity of our teaching and leadership core through job-embedded professional development and access to curricular resources to support instruction aligned to the CCSS in all content areas.

Strategy 2: Elevate professional practice by investing in effective, culturally responsive teachers, staff and leaders

Looking ahead, SPS will work to make sure every evaluator is trained to accurately rate teaching and leadership practice using rubrics based on the Charlotte Danielson Framework for Teaching and the AWSP Leadership Framework. In addition, an evaluation system for central office personnel will be fully implemented to promote the professional growth of all employees and to ensure shared accountability for student outcomes at all levels of the organization. SPS will continue to expand the availability of career ladder positions so that our most highly effective teachers are recognized and rewarded with increased responsibilities and higher compensation. SPS will continue to recruit and retain high-quality teachers and leaders through several initiatives, including an innovative 4-way partnership with the University of Washington, Alliance for Education, and the Seattle Education Association to establish a new teacher residency program to recruit, support and retain a diverse teaching workforce.

Strategy 3: Commit to early learning education as the foundation for future academic success

SPS recognizes the impact high-quality early learning education has on a student's academic success. In order to ensure all students have the necessary skills to be school ready, we are investing in deepening our collaboration with city, state and federal partnerships. We are also committed to building the capacity of our teaching core by aligning our professional development offerings PreK-5 to CCSS.

Immediate Actions:
- Create a comprehensive plan and timeline for meeting the academic assurances
- Develop instructional resources, including scope and sequence, units and assessments, aligned with CCSS across content areas
- Provide professional development to teachers and leaders in increasing culturally competency and providing instruction aligned with CCSS
- Provide professional development and resources to support differentiated instruction PreK-12
- Continue full implementation of Multi-Tiered Systems of Support in additional schools
- Implement Seattle Teacher Residency program with first cohort of 25 residents matched to 25 mentor teachers in the 2013-2014 school year.
- Identify professional development opportunities to support English Language Learners (ELL) and Special Education students

Longer-Term Actions:
- Develop teacher leader capacity to provide job embedded support around implementation of CCSS
- Establish equitable access to academic assurances in accordance with the student assignment plan through:
    - Increased advanced learning opportunities, CTE, etc.
    - Providing recommended instructional minutes in arts and music with certificated teachers
    - Offering continuum of quality Special Education (SPED) programs within each school and/or region
- Implement equitable criteria for advanced learning placement, allocating resources to support student intervention and identifying students for special education services
- Implement the Creative Advantage K-12 Arts Plan to provide equitable access to the arts for all students in SPS
- Support a curriculum aligned with the CCSS and state standards PK-12
- Implement opportunities for general education teachers to become endorsed in ELL and SPED

GOAL 1: Ensure Educational Excellence & Equity for Every Student

Strategy 1: Challenge and support each student by providing equitable access to a rigorous and relevant curriculum aligned to Common Core State Standards (CCSS) and 21st Century skills

Initiatives/Objectives
A. Implement academic assurances in all schools for all students across the district (e.g. Arts, Physical Education, English Language Learners (ELL), Special Education, and Highly Capable services)
B. Ensure all schools implement curriculum and instructional strategies aligned to Common Core State Standards (CCSS) and 21st Century skills
C. Develop and implement Multi-Tiered Systems of Support (MTSS) for research-based, data-driven and differentiated instruction to support and challenge each and every student
D. Develop common scope and sequence, units, and assessments to monitor and support standards-based instruction and allow for differentiated learning in all content areas
E. Implement professional development to increase cultural competence among all staff

Strategy 2: Elevate professional practice by investing in effective, culturally responsive teachers, staff and leaders

Initiatives/Objectives
A. Fully implement Professional Growth and Evaluation systems for teachers and leaders based on multiple measures, including student growth
B. Fully implement evaluation systems for central office staff
C. Recruit, develop and retain an effective, culturally competent and more diverse workforce of teachers, staff and leaders to better meet the needs of our diverse student population
D. Implement residency, induction, and mentoring programs to ensure new teachers and leaders are trained and supported to be successful
E. Recognize and reward highly effective teachers and school leaders by expanding career ladder positions in schools

Strategy 3: Commit to early learning education as the foundation for future academic success

Initiatives/Objectives
A. Further develop and align city, state and federal partnerships to enhance kindergartner readiness
B. Implement an early learning mathematics plan aligned to CCSS
C. Strengthen early intervention strategies for literacy
D. Increase and ensure training and certification for early learning in ELL and Special Education

GOAL 1: Ensure Educational Excellence & Equity for Every Student

Strategy 1: Challenge and support each student by providing equitable access to a rigorous and relevant curriculum aligned to Common Core State Standards (CCSS) and 21st Century skills

Initiatives/Objectives

A. Implement academic assurances in all schools for all students across the district (e.g. Arts, Physical Education, English Language Learners (ELL), Special Education, and Highly Capable services)
   o *Metric 1: Increase % of schools meeting academic assurances in each service area*
   o *Metric 2: Increase % of students participating in music and arts programs*

B. Ensure all schools implement curriculum and instructional strategies aligned to Common Core State Standards (CCSS) and 21st Century skills
   o *Metric 1: Increase % of schools with curriculum, assessment, and instructional practices aligned to CCSS (based on professional development implementation rubric)*
   o *Metric 2: Increase % of students making adequate annual growth (student growth percentiles based on common district and state assessments)*
   o *Metric 3: Increase % of students graduating who meet eligibility requirements for four-year college or university (Washington Student Achievement Council requirements)*

C. Develop and implement Multi-Tiered Systems of Support (MTSS) for research-based, data-driven and differentiated instruction to support and challenge each and every student
   o *Metric 1: Decrease % of opportunity gaps for specific student populations (e.g. Special Education, ELL, diverse populations) as measured by disaggregated results on state assessments*
   o *Metric 2: Decrease % of disproportionate groups receiving special education services (ELL, diverse populations)*
   o *Metric 3: Increase % of first-time 9th grade students earning sufficient credits to move to the 10th grade*
   o *Metric 4: Decrease the % of students failing one or more classes in 8th grade*

D. Develop common scope and sequence, units, and assessments to monitor and support standards-based instruction and allow for differentiated learning in all content areas
   o *Metric 1: Increase % of students meeting and exceeding standards (based on state and/or district assessments)*
   o *Metric 2: Increase % of schools using common scope and sequence, units and assessments in all content areas (based on professional development implementation rubric)*
   o *Metric 3: Increase % of 3rd graders meeting standard in reading*

E. Implement professional development to increase cultural competence among all staff
   o *Metric 1: Increase % of staff who complete cultural competency professional development*

Strategy 2: Elevate professional practice by investing in effective, culturally responsive teachers, staff and leaders

   Initiatives/Objectives

   A. Fully implement Professional Growth and Evaluation systems for teachers and leaders based on multiple measures, including student growth
   - *Metric 1: 100% of evaluators meet evaluation deadlines*
   - *Metric 2: 100% of evaluators trained and calibrated in the evaluation frameworks*
   - *Metric 3: Increase % of teachers and leaders who annually show growth on their summative evaluation score*
   - *Metric 4: Increase % of teachers and school leaders who perceive evaluation process as improving their professional practice (staff perception surveys, WestEd)*

   B. Fully implement evaluation systems for central office staff
   - *Metric 1: 100% of evaluators who meet evaluation deadlines*
   - *Metric 2: 100% of central office staff who are evaluated using performance evaluation framework*

   C. Recruit, develop and retain an effective, culturally competent and more diverse workforce of teachers, staff and leaders to better meet the needs of our diverse student population
   - *Metric 1: Increase % of teachers rated effective or highly effective in years 1, 3, and 5*
   - *Metric 2: Increase % of teachers and school leaders who are found proficient or distinguished in criterion 1, 3, 5, 7 and 8 of their performance evaluation*
   - *Metric 3: Increase % of teachers and leaders who complete cultural competency professional development*
   - *Metric 4: Increase # of applicants and interviewees who indicate they are a person of color*

   D. Implement residency, induction, and mentoring programs to ensure new teachers and leaders are trained and supported to be successful
   - *Metric 1: Increase % of new teachers who are meeting or exceeding minimum performance expectations (based on evaluations)*
   - *Metric 2: Increase % of teachers on support/improvement plans who demonstrate improvement (based on evaluations)*
   - *Metric 3: Increase % of stakeholders who rated residency, induction, and/or mentoring programs as effective (staff perception surveys)*

   E. Recognize and reward highly effective teachers and school leaders by expanding career ladder positions in schools
   - *Metric 1: Increase # and % of teachers who are eligible for career ladder positions*
   - *Metric 2: Increase % of stakeholders who rated career ladder programs as effective (staff perception surveys)*
   - *Metric 3: Increase # of eligible teachers who applied for career ladder positions*

Strategy 3: Commit to early learning education as the foundation for future academic success

> *Initiatives/Objectives*
> A. Further develop and align city, state and federal partnerships to enhance kindergartner readiness
>   o   *Metric 1: Increase # of entering kindergarten students who participate in preschool partnership programs*
>   o   *Metric 2: Increase % of entering kindergarten students demonstrating kindergartner readiness skills (WaKIDS)*
> B. Implement an early learning mathematics plan aligned to CCSS
>   o   *Metric 1: Increase % of 3rd graders meeting standards in math*
>   o   *Metric 2: Increase % of elementary teachers endorsed in math and/or science*
> C. Strengthen early intervention strategies for literacy
>   o   *Metric 1: Increase % of 3rd graders meeting standard in reading*
>   o   *Metric 2: Increase % of 4th graders meeting standard in writing*
> D. Increase and ensure training and certification for early learning in ELL and Special Education
>   o   *Metric 1: Increase % of early learning teachers with ELL and Special Education endorsements*

Goal 2: Improve Systems Districtwide to Support
Academic Outcomes and Meet Students' Needs

Background

Well-functioning Central Administrative Support Services are instrumental to school success and student learning. It serves as a foundation, providing needed systems of support and resources for our schools, staff and students. For example, the Department of Technology Services provides general technical support and basic technology utilities to schools throughout the district, as well as central services including student assignment, district accounting, student information system and academic systems data. The SPS Financial Services Division is responsible for budgeting, financial management, contracting and accounting, as well as related financial and operational services. Each operational division of Seattle Public Schools is responsible for the proper and compliant stewardship of district resources and for their transparent and efficient use of resources that are in support of our students, staff and schools.

Fiscally responsible strategic management requires continuous and ongoing analysis to ensure that programs and initiatives are aligned to strategic objectives, and that resources are efficiently allocated to implement them. As a component of *Excellence for All*, SPS instituted a new performance management system for central office and schools focused on data-driven continuous improvement. Efforts included enhanced oversight of projects and initiatives and the development of new tools, processes, and reports to support data-driven decision-making.

The Need

The integration and alignment of support systems for districtwide use is critical for a large organization.

The central office acts as a hub for the distribution of resources and services in support of our schools. In meetings with the community and staff, it was determined that greater transparency, clearer communication and strategic alignment of all resources were necessary. While this work has improved over the past five years as transparency in district financial operations has increased, the district continually works toward improving methods for equitable resource distribution and improving technological systems. It is recognized that more work in these areas remains to be done.

Fundamental to the success of the strategic plan is ensuring that we develop a priority-based budgeting process that supports the implementation of the goals and strategies. Critical to this endeavor will be a process by which the reallocation and prioritization of existing resources is completed. In addition, the district will be working on identifying and acquiring new sources of revenue.

Further, the performance management system needs to be revised to align to our new strategic objectives. SPS is committed to enhancing its performance management systems and financial controls to ensure it is working cost-effectively in pursuit of its strategic objectives.

Recommended Work

Strategy 1: Ensure proper stewardship of resources by evaluating performance and strengthening internal controls

SPS will implement a revised central office performance management system, with each department developing key performance indicators (KPIs) aligned, where appropriate, to the Strategic Plan. SPS will also revise and update its annual Academic Scorecard and School Performance Framework to align to the goals and targets of the new plan. Schools will continue to be "segmented" into levels (1-5) based on their progress toward meeting the strategic targets. SPS will also develop its capacity to systematically evaluate the effectiveness of specific academic programs and interventions. Further, SPS will continue its efforts to implement a robust and transparent system of financial controls and checks and balances. Annual audit efforts through the Department of Internal Audit will produce areas of focus and commendation that SPS will utilize to improve systems and controls. Subsequent management plans and audit response will identify how they will be addressed and resolved.

Strategy 2: Adopt a sustainable annual budget aligned with district goals in a manner that assures an equitable distribution of resources that prioritizes the needs of students

A budget process will be designed to ensure that adequate and sustainable funding has been identified to support the plan's implementation. The district will focus on increasing the amount of philanthropic and other grant funding to support strategic initiatives to fill funding gaps. Further, the Weighted Staffing Standards (WSS); the district's method of allocating funds to schools, will be reviewed and revised as appropriate to be aligned with the goal of achieving the equitable distribution of resources.

Strategy 3: Integrate and align operational, business, technology and academic systems to support the needs of students, teachers and schools

The district will enhance its services through improved integration and support. The district will improve its technology infrastructure at schools to support web-based blended learning and computer-based assessments. Further, SPS will improve student readiness to learn by increasing the percentage of on-time school bus arrivals and meal participation rates of students who qualify for free or reduced lunch. In addition, to respond to school facility needs, the district will focus on completing facility work orders on-time and in the most cost-effective manner possible. Finally, the district will decrease the number of homerooms in portables as BEX IV-funded buildings become available.

Immediate Actions:
- KPIs are identified for all central departments
- Develop a process for presenting transparent quarterly capital reviews regarding project and financial performance
- Support schools to increase the number of students who are ready to learn
- Evaluate and update facilities plan to ensure facilities meet educational needs and increase resource conservation

Longer-Term Actions:
- Revise C-SIP planning process and school performance framework to align to the Strategic Plan
- Revise and enhance the WSS formula
- Increase the number of schools prepared to administer Common Core assessments

GOAL 2: Improve Systems Districtwide to Support Academic Outcomes and Meet Students' Needs

Strategy 1: Ensure proper stewardship of resources by evaluating performance and strengthening internal controls

Initiatives/Objectives:

   A. Implement a performance management system to routinely review and discuss data and key performance indicators (KPIs) for central office departments to identify challenges, opportunities and compliance requirements
   B. Implement a revised Continuous School Improvement Plan (C-SIP) planning process and school performance framework (segmentation) aligned to the Strategic Plan
   C. Implement a robust system of financial controls and checks and balances
   D. Establish performance measures to evaluate the effective implementation of interventions and initiatives outlined in the Strategic Plan

Strategy 2: Adopt a sustainable annual budget aligned with district goals in a manner that assures an equitable distribution of resources that prioritizes the needs of students

Initiatives/Objectives:

   A. Develop a budget process that supports and funds the implementation of the Strategic Plan
   B. Develop and implement a plan for the equitable distribution of resources

Strategy 3: Integrate and align operational, business, technology and academic systems to support the needs of students, teachers and schools

Initiatives/Objectives:

   A. Integrate and improve data reporting, automation and data quality across processes and systems
   B. Improve technology infrastructure at schools to support web-based blended learning and computer-based assessment
   C. Improve districtwide resource conservation
   D. Effectively respond to school facility needs in a timely manner
   E. Improve student readiness to learn

<u>**GOAL 2: Improve Systems Districtwide to Support**</u>
<u>**Academic Outcomes and Meet Students' Needs**</u>

Strategy 1: Ensure proper stewardship of resources by evaluating performance and strengthening internal controls
> *Initiatives/Objectives:*
> A. Implement a performance management system to routinely review and discuss data and key performance indicators (KPIs) for central office departments to identify challenges, opportunities and compliance requirements
>> o *Metric 1: 100% of relevant KPIs identified for all central departments and annually reported*
>> o *Metric 2: Increase % of central office departments annually meeting their KPIs*
>> o *Metric 3: Increase % of identified departmental KPIs aligned to the Strategic Plan*
> B. Implement a revised Continuous School Improvement Plan (C-SIP) planning process and school performance framework (segmentation) aligned to the Strategic Plan
>> o *Metric 1: Decrease the number of Level 1 & 2 schools*
>> o *Metric 2: Increase the number of Level 4 & 5 schools*
>> o *Metric 3: Increase % of schools with high-quality C-SIPs based on evaluation rubric*
> C. Implement a robust system of financial controls and checks and balances
>> o *Metric 1: 100% of prior year's audits issues addressed*
>> o *Metric 2: Increase % of prior year's audits issues resolved*
>> o *Metric 3: Present transparent quarterly capital reviews regarding project and financial performance*
> D. Establish performance measures to evaluate the effective implementation of interventions and initiatives outlined in the Strategic Plan
>> o *Metric 1: Increase the % of interventions and initiatives that have a positive impact on student achievement*

Strategy 2: Adopt a sustainable annual budget aligned with district goals in a manner that assures an equitable distribution of resources that prioritizes the needs of students
> *Initiatives/Objectives:*
> A. Develop a budget process that supports and funds the implementation of the Strategic Plan
>> o *Metric 1: Increase % of Strategic Plan initiatives with identified funding source (100% by year 5)*
>> o *Metric 2: Revenues equal or exceed expenditures*
>> o *Metric 3: Increase amount of philanthropic and other grant funding targeting strategic initiatives*
> B. Develop and implement a plan for the equitable distribution of resources
>> o *Metric 1: Increase % of identified gaps in academic assurances addressed (100% by year 5)*
>> o *Metric 2: Revise and enhance Weighted Staffing Standards (WSS) to support schools' needs through the equitable distribution of resources*

Strategy 3: Integrate and align operational, business, technology and academic systems to support the needs of students, teachers and schools

   Initiatives/Objectives:

   A. Integrate and improve data reporting, automation and data quality across processes and systems
      o *Metric 1: Increase # of subject areas incorporated into Academic Data Warehouse*
      o *Metric 2: Increase % of users who rate central office systems as easy to use (customer satisfaction survey)*

   B. Improve technology infrastructure at schools to support web-based blended learning and computer-based assessment
      o *Metric 1: Increase network throughput by a factor of x (TBD)*
      o *Metric 2: Increase # of schools prepared to administer Common Core assessments (Smarter Balance assessments) (100% by year 3)*

   C. Improve districtwide resource conservation
      o *Metric 1: Increase % of schools with an active Green Team*
      o *Metric 2: Increase % of City of Seattle's resource conservation goals being met (e.g. solid waste, recycle, utilities and carbon footprint)*
      o *Metric 3: Increase % of operational savings through the implementation of sustainable building resolution on BEX IV levy projects*

   D. Effectively respond to school facility needs in a timely manner
      o *Metric 1: Increase % of facility work orders completed on time*
      o *Metric 2: Increase % of schools within space utilization threshold*
      o *Metric 3: Decrease # of homerooms in portables as BEX IV-funded buildings are available*

   E. Improve student readiness to learn
      o *Metric 1: Increase meal participation rate of students who qualify for free or reduced lunch*
      o *Metric 2: Increase on-time school bus arrival time*
      o *Metric 3: Increase % of students enrolled prior to first day of school*
      o *Metric 4: Increase % of students immunized*
      o *Metric 5: Decrease % of students responding that they feel unsafe at school*

Goal 3: Strengthen School, Family and Community Engagement

Background

Families are the first teachers and most important advocates of our children. While our schools have the responsibility for student achievement, there can be no doubt that meaningful School-Family and Community Partnerships are very important in creating the expectations and providing the support necessary to prepare all students for college, careers and life. This revised plan builds off of the past efforts outlined in *Excellence for All*, in which five areas were prioritized to enhance and strengthen stakeholder engagement: 1) update the SPS website, 2) engage families more often and more effectively, 3) conduct effective outreach and engage community leaders, 4) engage staff as key stakeholders, and 5) be focused and collaborative in partnerships.

School-Family Partnerships: Effective school-family partnerships require the sustained mutual collaboration, support and participation of a school's staff and families. In addition, engaging in at-home and at-school activities directly affects the success of a student's learning. If families are to work with schools as equal and full partners in the education of our children, schools must provide families with the opportunities to support their children's learning. The district is committed to the creation and implementation of culturally inclusive and effective school-family partnerships throughout the district and believes these partnerships to be critical to the academic success of every student. The district's family engagement efforts will be comprehensive and based on national best practices.

Community Partnerships: Engaging families, staff, labor partners and community members in the life of the school as a community center of learning is vitally important to the success of our students. We are committed to the creation and implementation of effective school-community partnerships that enhance academic outcomes by providing high quality services and instruction before, after and during the school day.

The Need

Each of the five engagement priority areas from *Excellence for All* were implemented and designed to strengthen public confidence. However, to that end, there is still much work to be done. A consistent theme from the Strategic Plan Stakeholder Taskforce was the need for families and community members to feel connected to the work in schools and at central office. Further, Seattle Public Schools must foster strategic partnerships with organizations that have positive impacts on student outcomes and further the district's vision, mission, and goals.

In order for each student to be able to succeed, the district must ensure that schools are safe, healthy and supportive. To meet that need, schools must offer an equitable environment emphasizing positive behavior interventions that is free from racial disparity. In addition, given the school tragedies in recent years, each school must maintain an effective school safety plan.

Recommended Work

Strategy 1: Ensure each school's culture promotess equitable outcomes in student learning through a welcoming, supportive, safe and healthy environment

We will implement strategies that directly impact all students by developing a plan to eliminate the racial disproportionality and disparity in discipline actions and student attendance. We will also focus on increasing the response rate on the Family Climate Survey to guide our practice as we work with school staff and community partners to create a school environment that is socially, emotionally and physically safe.

Strategy 2: Support proactive and transparent communication with all stakeholders to foster trust and collaboration

While we have multiple means of communication going out from our schools and central office, we know we need to improve our outreach to families and the community. One important element is to continue to support and build upon our successful work with the Family Engagement Action Teams, Family Connectors and the district's School-Family Partnerships Advisory Committee.

Strategy 3: Build partnerships among students, families, staff, labor partners and the community to support academic success

We will review, modify, and implement the district's School-Family Partnerships Plan, with the goal of providing a roadmap to work with families and community members as equal partners in the education of our students. We will leverage community partners and family expertise as resources to meet student and school needs.

We will also continue to ensure community partnerships are outcome focused, use data to monitor progress and are tied to academic improvement and/or factors that are directly related to student academic achievement. The focus of our work will be to build capacity with external organizations to support student learning. Additionally, we will leverage partnerships with local, state, and government agencies, as well as philanthropic partners, to ensure students in Seattle Public School students receive an excellent education.

Immediate Actions:
- Develop and implement a comprehensive communication procedure to ensure transparency and foster trust with stakeholders
- Evaluate and update a robust safety and security plan for every building
- Provide clear pathways and equitable access for community organizations to understand Seattle Public School protocols for accessing student data appropriately
- Support principals and schools in selecting outcomes-focused community based organizations

Longer-Term Actions:
- Develop and implement a comprehensive plan to eliminate disproportionality and disparity in student attendance and disciplinary actions district-wide.
- Collaborate with community partners and families to develop culturally responsive and inclusive partnerships

GOAL 3: Strengthen School, Family and Community Engagement

Strategy 1: Ensure each school's culture promotes equitable outcomes in student learning through a welcoming, supportive, safe and healthy environment

Initiatives/Objectives

   A. Develop and implement a comprehensive plan to eliminate racial disproportionality and disparity in student attendance and disciplinary actions districtwide within and across schools while implementing positive behavior interventions
   B. Create a socially, emotionally, physically safe and equitable school environment that meets the needs of the whole child, family, staff and community
   C. Evaluate and update a robust safety and security plan for every building

Strategy 2: Support proactive and transparent communication with all stakeholders to foster trust and collaboration

Initiatives/Objectives

   A. Develop and implement a comprehensive procedure to ensure two-way communication with all stakeholders
   B. Conduct professional development with central office and school leaders on how to engage the community

Strategy 3: Build partnerships among students, families, staff, labor partners and the community to support academic success

Initiatives/Objectives

   A. Review, modify, and implement the school, family and community partnerships plan
   B. Strengthen and build upon strategic partnerships with community, civic, business and faith-based organizations who have demonstrated positive impacts on student outcomes

GOAL 3: Strengthen School, Family and Community Engagement

Strategy 1: Ensure each school's culture promotes equitable outcomes in student learning through a welcoming, supportive, safe and healthy environment

Initiatives/Objectives

A. Develop and implement a comprehensive plan to eliminate racial disproportionality and disparity in student attendance and disciplinary actions districtwide within and across schools while implementing positive behavior interventions
   o *Metric 1: Decrease the % of students missing 10 or more days of school (disaggregating attendance data)*
   o *Metric 2: Decrease the % of students receiving suspensions, referrals and exclusions (disaggregating student discipline data)*

B. Create a socially, emotionally, physically safe and equitable school environment that meets the needs of the whole child, family, staff and community
   o *Metric 1: Decrease the % of students and staff indicating they feel unsafe at school*
   o *Metric 2: Increase % of families and community members that indicate they feel welcome at schools*
   o *Metric 3: Decrease the % of students who feel isolated at their schools*
   o *Metric 4: Increase % of students who perceive their peers as respectful of adults*
   o *Metric 5: Increase % of students who perceive their peers as friendly to each other*

C. Evaluate and update a robust safety and security plan for every building
   o *Metric 1: 100% of schools will annually review and submit school safety plans to central office by October 1st*
   o *Metric 2: Increase % of school safety plans annually reviewed by local emergency management partners*

Strategy 2: Support proactive and transparent communication with all stakeholders to foster trust and collaboration

Initiatives/Objectives

A. Develop and implement a comprehensive procedure to ensure two-way communication with all stakeholders
   o *Metric 1: Increase % response rate on family, staff and student climate surveys*
   o *Metric 2: Increase # of schools with Family Engagement Action Team (FEAT) plans*
   o *Metric 3: Increase % of schools with a family connector in order to build capacity of, and leadership opportunities for, families*
   o *Metric 4: Increase the % of positive responses from the community who perceive the district website as easy to use and helpful in finding needed information*
   o *Metric 5: Increase the % of positive responses from the community who indicate the school or central office were responsive to their concerns*

B. Conduct professional development with central office and school leaders on how to engage the community

- *Metric 1: Develop and implement culturally responsive professional development on how to effectively engage our diverse community*
- *Metric 2: Increase % of central office and school leaders participating in community engagement professional development*
- *Metric 3: Increase % of responses from families indicating they feel positive about family engagement in the district (family climate survey)*

Strategy 3: Build partnerships among students, families, staff, labor partners and the community to support academic success

Initiatives/Objectives

A. Review, modify, and implement the school, family and community partnerships plan
   - *Metric 1: Increase % of schools meeting their objectives as outlined in their FEAT plans*
   - *Metric 2: Increase % of goals in each school's Continuous School Improvement Plan (C-SIP) that address engagement strategies with families and community members*
   - *Metric 3: Increase % of teachers and school leaders trained to work with families as equal partners in the education of their children*

B. Strengthen and build upon strategic partnerships with community, civic, business and faith-based organizations who have demonstrated positive impacts on student outcomes
   - *Metric 1: Increase # of students receiving out-of-school interventions to support increased student academic achievement*
   - *Metric 2: Increase the # of partnerships with community based organizations (CBOs) that track their direct impact on school and district goals and metrics*
   - *Metric 3: Increase the # of partnerships with organizations that adhere to the Statewide Youth Program Quality Standards in order to ensure high quality of programming for SPS students and schools*
   - *Metric 4: Track and increase the # and type of organizations that are approved to use new SPS pathways to access data*
   - *Metric 5: Track and increase the # and type of organizations that participate in quarterly training around FERPA and data usage*
   - *Metric 6: Increase % of schools that provide integrated arts supported by community partnerships*

Definitions

Academic Assurances provide students with equitable access to services, including general education, special education, English language learners, and state-defined highly capable education.

Career Ladder Teachers retain their primary role in classroom instruction and also provide professional support and guidance to fellow teachers. In addition to their regular contracted duties, they model effective instructional and professional practices, and support the professional growth and instructional effectiveness of fellow teachers at their school by providing mentoring services. The career ladder program is based on the continued growth of teachers, and creates a culture that focuses on elevating teacher practice as a key to improving our student achievement.

Common Core State Standards (CCSS) are adopted by the state of Washington and will replace our current state standards. Common Core State Standards and Next Generation Science Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and career readiness, which will place our students in a position in which they can compete in a global economy.

Continuous School Improvement Plan (CSIP) is an action plan for each school that identifies the areas a school plans to focus on in the current and coming school year, the performance goals they want students to achieve, and how the school plans to collaboratively meet these goals. The plans are updated regularly to reflect the strategies being used at each school. This document also serves as the school-wide improvement plan for Title I schools.

Cultural Competence is the ability to understand and respect values, attitudes, beliefs, and traditions that differ across cultures, and to consider and respond appropriately and effectively to these differences in planning, implementing, and evaluating education.

Disproportionality in education is the irregular representation of racial and ethnic student groups in suspensions and expulsions, special education, advanced learning programs and related educational services overall, which is the result of inappropriate identification.

Family Connectors are SPS families who have graduated from a 10-week Family University Program and volunteer for the District's Office of School-Family Partnerships for one year. Connectors are well-trained liaisons whose goal is to strengthen meaningful, intentional and strategic school-family partnerships that increase student success for each and every student.

Family Engagement Action Teams (FEATs) are formal school committees that develop, design, conduct implementation, and monitor progress of School Family and Community Partnerships Plans that support student academic achievement. FEAT plans are linked to the goals of the Continuous School Improvement Plans. FEAT membership includes families, teachers, principal/administrator, community representatives, support staff and students at the high school level. FEATs work collaborative with school staff and community members to create and sustain a climate of meaningful partnerships where each and every family is engaged and supports student learning.

Educational Equity fosters a barrier-free environment where all students, regardless of their race, class or other personal characteristics such as creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability, have the opportunity to benefit equally.

Key Performance Indicators (KPIs) are quantifiable goals and measurements designed to express whether an organization is meeting predefined targets, and to compare target achievements over weeks, months or years. KPIs allow the organization and its constituencies to evaluate how the organization has been performing and provides estimates relating to the future operation of the organization.

Induction provides support and guidance to novice educators in the early stages of their careers. This includes strategies such as mentoring, coaching and professional development.

Multi-Tiered Systems of Support (MTSS) is an equitable access framework defined as the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions. Strong core instruction is the foundation, including embedded strategies to enhance core instruction for students with disabilities, English language learners and advanced learners. The purpose of the interventions is to accelerate learning for students performing both far below and far above grade level standards.

Opportunity Gaps are disparities in access to present and future educational, career and life opportunities among specific student populations. Unless students have equitable access to educational opportunities in school, and receive the supports they need to succeed, they will fall behind, and will face limited access to opportunities in the future.

School Segmentation Levels (1-5) are determined every year based on each school's success in meeting districtwide academic targets. Level 4 & 5 schools are currently near or above the district targets, whereas Level 1 & 2 schools remain far below the targets and are not making significant annual progress toward district goals.

Scope & Sequence are a clearly stated set of K-12 learning objectives that reflect local, state and national expectations. Sequence is the order in which those objectives are taught.

Weighted Staffing Standards (WSS) are a set of allocation rules intended to ensure all Seattle Public Schools get the essential administrative and support staff funding required to operate effectively and serve the needs of students in an equitable manner. The WSS are intended to ensure that every school receives the basic administrative and support staff that is necessary to operate. Weighting factors, such as school enrollment, Special Education enrollment and Free/Reduced Lunch percentages, are used to adjust the staffing allocations of a school to accommodate differing needs.

21st Century Skills include:
- *Growth Mindset and Perseverance*: A belief that intelligence and ability can be increased with effort and in one's own capabilities and capacity to learn. A growth mindset is

foundational to perseverance; persisting in a task through to completion; and looking for ways to reach one's goal in the face of obstacles.

- *Creative and Critical Thinking*: To create new and useful ideas, innovations, and products; and to elaborate, refine, analyze and evaluate one's own and others' ideas.
- *Communication Skills*: The ability to articulate thoughts and emotions effectively using oral, written, and nonverbal skills; listen effectively; inform, instruct, motivate, persuade; negotiate; and give and receive feedback.
- *Collaboration Skills*: To demonstrate ability to work effectively and respectfully with diverse teams: involves flexibility, sharing, responsibility, and being open and responsive to new and diverse perspectives.

Milestone Category	Academic Achievement Metric	2007-08 Result (Baseline for Current Plan)	2011-12 Result	2012-13 Result (Baseline for New Plan)	2017-18 Goal	Rate of Growth	
						Last 4 Years	5-Year Goal
Early Learning Foundations	3rd graders passing the state reading test	73%	74%	*To Be Determined*	*To Be Determined*	1%	*To Be Determined*
	4th graders passing the state math test	56%	67%			19%	
	5th graders passing the state science test	49%	72%			46%	
Successful Academic Development	6th graders passing the state reading test	71%	75%	*To Be Determined*	*To Be Determined*	5%	*To Be Determined*
	7th graders passing the state math test	53%	67%			28%	
	8th graders passing the state science test	46%	75%			63%	
	ELL students making progress in English proficiency on the WELPA	n/a	n/a			n/a	
	First-time 9th graders earning sufficient credits	82%	88%			7%	
College & Career Readiness	8th graders taking and passing the state Algebra EOC exam	n/a	n/a	*To Be Determined*	*To Be Determined*	n/a	*To Be Determined*
	10th graders passing all state EOC exams (Algebra, Geometry, Biology)	n/a	n/a			n/a	
	Students graduating in 4 years or fewer	62%	74%			19%	
	Graduates taking and passing an AP/IB exam	n/a	n/a			n/a	
	Graduates meeting minimum 4-year WSAC college admissions standards	n/a	n/a			n/a	
	Graduates enrolling in higher education within one year	61%	67%			10%	
	Graduates taking a remedial course in college	n/a	n/a			n/a	

Five-year goals for 2017-18 will be established in the fall of 2013-14 after compilation and review of baseline data for all metrics, including new metrics listed above for which data is currently not available. Additional metrics beyond those listed above may be considered for inclusion in the annual District Academic Scorecard, and will be presented for review by the School Board in the fall of 2013-14. Going forward, 2012-13 will be considered Year 0, with the five-year goals beginning with the 2013-14 school year. Most data is available by the fall after the end of the school year, with the exception of post-secondary enrollment, which has a two-year lag. Detailed notes and explanations for all finalized metrics and targets will be provided in a forthcoming technical supplement report.