

To: School Board
Cc: Senior Leadership Team
From: Superintendent Manhas
Date: March 22, 2007
Subject: Mid-Year Update on Priority Projects from the 2006-07 Workplan

OVERVIEW

A detailed document on the progress of the priority projects from the 2006-07 Workplan is attached. Through the project tracking system that is under development as well as additional discussions with project managers, we have captured information on:

1. What have we accomplished through February 2007?
2. Are we on-track to complete the project by August 2007?

The table below reports on the status of our priority projects with respect to completion by August 2007. 16 projects (or almost 60% of the total) are expected to be completed on-time and another 10 projects are expected to be at least partially completed by August 2007.

Table 1: Forecasted Completion of Priority Projects

Strategic Theme	Completion Expected by August 2007?			
	Yes	Partial	Not Started	Total
Academic Achievement & the Achievement Gap	4	4	1	9
Leadership & Accountability	1	1	1	3
Fiscal & System Sustainability	7	2	0	9
Family & Community Engagement	4	3	0	7
GRAND TOTAL	16	10	2	28

KEY ACCOMPLISHMENTS

As noted above, the District is on-track to complete a significant number of projects as planned. This section highlights some of the key accomplishments.

Academic Achievement & the Achievement Gap

- **Independent Libraries in Every K-2 Classroom** – The District will ensure that every K-2 classroom will have an independent & leveled 500 book library at the start of the 2007-08 school year. A project plan has been developed, a needs assessment is underway and a bid will be initiated to ensure that the books are purchased by August 2007. (1.B.11)
- **Budget Additions for FY08 Aligned with Academic Priorities** – The FY08 Learning & Teaching budget reflects significant additions in the areas of school-based coaches (one school coach for each Title I elementary school), an international schools manager, and an extended learning manager.
- **After-School Instruction for 800 Elementary Students** – After-school program focused on 800 4th & 7th grade students who were Level 2 on the WASL in the previous school year. The program is providing 35 hours of after-school instruction from January – April 2007 in a small class environment (10 student classes) that is being taught exclusively by certificated instructional staff using a

structured curriculum. Program is delivering additional training and coaching to support the 150 teachers that are participating in the program on a voluntary basis.

- **Middle School Writers Workshop** – The District has rolled out the Columbia Teachers’ College Writers Workshop to seven Middle Schools this school year. 90 teachers have received professional development. Each of the seven schools has two teachers that have received intensive training and coaching. Each school has instructional coaching support as well. (1.B.5)
- **Benchmark Assessments in Math** – All students in grades 3-8 as well as Pathways students in grades 9-11 are receiving from 2-5 assessments throughout the school year in order to support our math teachers and inform their instructional practice. As many as 30,000 students are being assessed per testing cycle. (1.B.9)
- **Program Evaluations that Inform Instructional Practice** – Program evaluations are in-process or planned for completion by August 2007 in Bilingual Education, Special Education, At-Risk Students, Rainier Beach High School, and the Flight School Program. (1.E.1, 1.E.2, 3.C.1)

Leadership & Accountability

- **Summer Principal Academy** – In partnership with PASS, the District has established a two-week professional development program in August for principals. In addition, the District is working with the Center for Performance Assessment (CPA) to develop a professional learning community for principals focused on more effectively utilizing student data to inform instructional practice. Professional development for our principals will continue in order to improve the leadership capacity of principals, the instructional practices of teachers, and the learning outcomes of students. (1.A.3, 2.B.1)
- **Central Support Initiative For Schools** – Two rounds of all-hands meetings and informal coffee chats with District leadership have been held and the FISH! Philosophy has been introduced in the District. Customer Service Recognition awards are being given out on a regular basis. Expect to deliver the first customer satisfaction survey to school leaders and central office employees by May 2007. Survey results will be a key component into the performance measurement initiative underway for the operations departments. (2.D.1)

Fiscal & System Sustainability

- **Passage of Operating Levy & BEXIII Capital Bond** – On February 6, 2007, the voters of Seattle showed their support for the children of Seattle by passing both measures. (3.B.2)
- **Aggressive Legislative Agenda in Olympia** The District has pursued an aggressive legislative agenda in Olympia, successfully collaborating with other districts across the state to focus on a state budget with increased funding for basic education. We are hopeful at this point that significant progress will be made in terms of funding for pupil transportation, classified staffing ratio, special education, and non-employee related costs. (3.B.3)
- **Board Adoption of the Move to Weighted Staffing Standards** – In February 2007, the Board approved the move to Weighted Staffing Standards (WSS) which combines the allocation of resources to schools based on the individual needs of their students with the more simple staffing standards

model for allocating staff to schools. The Budget Advisory Team (BAT) under the leadership of the CAO and CFO and Board guidance are on-track to implement WSS for the 2008-09 school year. (3.A.1)

- **Completing Phase I Closures** – A multi-departmental team has been working to facilitate the successful transition of students and staff as well as the actual moves out of the closed buildings and into the receiving buildings. Principals have been appointed for the four consolidated schools. The closure of the John Marshall building has been delayed pending the recommendations of comprehensive review of programs that serve at-risk students. (3.C.1)
- **Transportation** – Board approval to initiate an RFP to solicit bids from bus transportation vendors in January 2007. RFP has been issued, bids under review and vendor selection will be completed by April 2007. In addition, conversion of all high school students to Metro was approved by the Board in January 2007. (3.C.3)

Family & Community Engagement

- **Flight Schools** - Home visits were made to over 800 families as part of this innovative program. Learning more about the cultures their students come from is critical to helping schools better support its students to achieve in school and go on to college. (4.B.1)
- **Personal contact with families over important decisions** - An outreach campaign was undertaken to contact every family with students at schools that are merging as well as the John Marshall Building. To date, most of the families of the over 800 students at Fairmount Park, Rainier View, Viewlands, and Whitworth have been contacted individually as well as most students at John Marshall. (3.C.1)\
- **Partnerships with Community Organizations** – With support from the Seattle Council PTSA and Public Affairs Department, multi-lingual interpretation equipment is used for family and community meetings. The equipment has 100 receivers and can transmit in six languages simultaneously. Six middle school and twelve elementary school Community Learning Centers serve 600 students and families. The Community Alignment Initiative supports out-of-school time programs at 90 school sites. In partnership with several community organizations, an October 13-14, 2006 Educational Summit at Mercer Middle School developed a Community Action Plan to address the achievement gap. Efforts are underway to implement the action plan. (4.A. 4, 4.C.2)
- **Positive discipline training and data monitoring** - Positive Discipline in the Classroom training is occurring in 10 schools with 140 staff involved. The approach includes collecting and using office referral data and implementing class meetings. One District wide staff training occurred with 36 participants. (4.A.1)



Seattle Public Schools

**SUPERINTENDENT'S
WORK PLAN PRIORITIES
2006-2007**

**Mid-Year Update
On Superintendent's Priority Projects
March 7, 2007**

1) ACADEMIC ACHIEVEMENT & THE ACHIEVEMENT GAP

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
1.A.1	Provide professional development in focused areas: 3rd grade reading, middle school literacy, and in the math curriculum <i>(Relates to CACIEE recommendations 7 & 8)</i>	Linda Hoste	<ul style="list-style-type: none"> • Middle School Literacy: Two Instructional Services coaches continue to support the middle school teachers involved in the Writers Workshop. 90 teachers have received PD on the Writers Workshop. Coaches have recently been trained in greater depth in the Readers Workshop model from Columbia Teacher's college in New York and will continue to be in classrooms with teachers doing model lessons, planning and looking at student work. • Math Curriculum: Elementary has offered DMI classes and computational fluency classes. In High School, classes in complex instruction (working with kids in groups for the inquiry process), best practices in questioning skills and increased cognitive demand, and how to conduct peer observations and video case studies (through a grant from NSF). See 1.B.4 for more detail on PD for the Middle School Math Adoption. • Elementary & Middle School Literacy: Continuing the PD offerings across the district with a focus on Creating an Active Literacy Classroom for Comprehension Development (650 K-8 teachers), Teaching of Reading for Kids with Special Needs, Addressing the 5 Components of Reading, Literacy Centers at Primary (100 K-2 teachers), Writers Workshop at elementary (100 K-5 teachers). Response to the PD from teachers has been very favorable, with many classes having to be repeated due to high registration. 	PARTIAL	<ul style="list-style-type: none"> • Middle School Literacy - On track to finish the Writers Workshop this year; • Middle School Math - On track to finish this year • 3rd Grade Reading: Expect to have PD plan for 2007-08.
1.A.2	Provide instructional coaching focused on middle school literacy and math	Dan Coles, and Rosalind Wise	<ul style="list-style-type: none"> • Project has not been started 	NOT STARTED	<ul style="list-style-type: none"> • Did not have the infrastructure in place this year but redirecting central office coaches to schools in 2007-08.

1) ACADEMIC ACHIEVEMENT & THE ACHIEVEMENT GAP

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
1.B.4	Implement middle school math adoption <i>(Relates to CACIEE recommendation #8)</i>	Rosalind Wise	<ul style="list-style-type: none"> • Use of a single curriculum that is aligned to Standards – CMP2 • Mandated initial use training for all teachers; regular ed, special ed and ELL (approximately 140 teachers were trained) • Trainings for a core group of substitute teachers on the use of CMP2, so that learning is not disrupted when teachers are out being trained. • A Middle School Principals Academy for principals to be trained in the content and pedagogy of the specific units 	YES	<ul style="list-style-type: none"> • On-going follow-up training and implementation of materials according to a pacing calendar. Both the trainings and the pacing have been on schedule. • Ongoing follow up trainings for each unit before it is scheduled to be taught • Coaching for middle schools that need extra support.
1.B.5	Develop middle school reading and writing curriculum <i>(Relates to CACIEE recommendation #8)</i>	Dan Coles	<ul style="list-style-type: none"> • Middle School Writers Workshop program from the Columbia Teachers' College is being implemented in 2006-07 to seven Middle Schools. • 90 teachers have received professional development. The seven schools have two teachers each that have received intensive training and coaching. • Each school has instructional coaching support. 	PARTIAL <i>(Yes for Writing)</i>	<ul style="list-style-type: none"> • Continue implementation of the Writers Workshop with additional intensive support continuing into the next school year. • Begin planning for the implementation of the Readers Workshop that will begin next school year.

1) ACADEMIC ACHIEVEMENT & THE ACHIEVEMENT GAP

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
1.C.1	Continue the work with Flight Schools. Implement Flight 2 for 06-07	Pat Sander and Glenda Morgan	<ul style="list-style-type: none"> • Training - 50 school staff attended a three-day session with Rick DuFour on Professional Learning Communities. Family Engagement Training held for Flights 1 and 2. (Aug 2006) • Home Visits - 540 staff were paid to participate in 13,500 hours of home visits (Aug – Oct 2006) • Other Support - Provided curriculum mapping software for schools requesting support. Provided site-based coaches in literacy and mathematics in schools in Flights 1 & 2. Gave K-8 students beginning of the year and mid-year mathematics assessments and brought multiple school sites together to analyze students' work (Oct 2006 – Feb 2007) • Program Evaluation – Contracted with the BERCC Group as an external program evaluator. • Other - Convened Flights 1 & 2 site leadership teams for January meeting at Denny. Supported NEA Foundation's three day film project. Identified secondary staff to attend NEA Literacy Symposium in Washington DC in March, '07 	YES	<ul style="list-style-type: none"> • Exploring funding for Flight 3 and continuation of Flights 1 & 2. • Program Evaluation by the BERCC Group expected to be completed by Fall 2007.

1) ACADEMIC ACHIEVEMENT & THE ACHIEVEMENT GAP

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
1.C.2	<p>Continue the implementation of the Pathways program for high school students who didn't pass the WASL. This includes providing summer college, extended learning, supplemental classes and digital learning <i>(Relates to CACIEE recommendation #11)</i></p>	John Thorp and Barb Salo	<ul style="list-style-type: none"> Analyzed data from year 1 in order to refine the program. Hired a full-time position for summer school. Developing seamless program from Project Excel, Summer College, and Pathways. As of Feb 2007, over 2,800 10th and 11th graders are being served by the Pathways program, approximately 2,100 in math and 700 in literacy. Services being provided include math and literacy support classes (including on-line options), tutoring (during school, after school, on Saturdays), WASL practice seminars, mentoring, support for family involvement through community partners, and assistance with the COE (Collection of Evidence) option for students who have not met standard on their second WASL attempt. Planning is underway for summer services to include Summer College (prep for taking the WASL in August) and an 8th to 9th Grade Transition program (preparing students for high school success). 	YES	<ul style="list-style-type: none"> The project is ongoing. Even though it got a late start, the Deans and Teachers have worked hard to build and implement the project. Preliminary assessment data indicates that students are making progress. Next fall we will have programs in place on day one giving students more time to improve their skills before taking the WASL.
1.C.4	<p>Provide a continuum of systemic reading interventions for any students experiencing challenges in developing reading skills</p>	Dan Coles	<ul style="list-style-type: none"> Process of selecting a core list of interventions that addresses each of the five components of reading development. Limited to one resource per component and many of these have been field tested by school-based literacy coaches. 	PARTIAL	<ul style="list-style-type: none"> Selection of the core list of interventions expected to be complete by the end of school year. Additional dialogue necessary to determine whether or not interventions will be purchased by the schools or centrally.

1) ACADEMIC ACHIEVEMENT & THE ACHIEVEMENT GAP

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
1.E.1	Complete Special Ed and Bilingual reviews <i>(Relates to CACIEE recommendations 6 & 19)</i>	Ramona Pierson	<ul style="list-style-type: none"> • Bilingual Review – In process to evaluate how Seattle Public Schools is meeting the needs of English Language Learner students. • Special Education Review - Review questions have been identified and approved for the special education program evaluation. The review will be conducted primarily by an outside reviewer and efforts are underway to identify potential candidates to conduct the review. • Additional Program Reviews – A program evaluation for At-Risk Students had been initiated. In addition, a program evaluation of advanced learning programs is expected to be started in the next few months. 	YES	<ul style="list-style-type: none"> • Bilingual Review – Planning on completing the review by late Spring 2007. • Special Education Review – Planning on completing the review by August 2007. • At-Risk Students – Planning on completing the review by late Spring 2007.
1.E.2	Complete a review of two comprehensive high schools <i>(Relates to CACIEE recommendation #10)</i>	Ramona Pierson	<ul style="list-style-type: none"> • The Rainier Beach review has been initiated by SPS's internal Research, Evaluation, and Assessment Department. The review plan has been developed and the review team has begun conducting meetings with the BLT of Rainier Beach to agree on timelines, parent survey, and learning walk approach. 	PARTIAL	<ul style="list-style-type: none"> • Planning on completing the Rainier Beach review by August 2007. • The planned second high school review will not begin until at least Fall 2007.

2) LEADERSHIP & ACCOUNTABILITY

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
2.B.2	Begin leadership training program for central administrators <i>(Relates to CACIEE recommendation #1)</i>	Brad Bernatek	<ul style="list-style-type: none"> • Initial planning and needs assessment for a comprehensive program has started. • Related training programs have been delivered in Advanced Leadership Communications and Developing Budgets. 	PARTIAL	<ul style="list-style-type: none"> • A recommended approach will be completed and approved by April 2007. • Internally-developed training modules will be developed in project management, data-based decision-making, process analysis, and developing presentations by July 2007.
2.B.3	Implement new central staff evaluation process <i>(Relates to CACIEE recommendation #4)</i>	Laurie Taylor	<ul style="list-style-type: none"> • Draft of a new evaluation form in September 2006. 	NOT STARTED	<ul style="list-style-type: none"> • The changeover in HR directors will delay the implementation of this project.
2.D.1	Initiate school support initiative for central office departments <i>(Relates to CACIEE recommendation #1)</i>	Michelle Corker-Curry and COO Staff	<ul style="list-style-type: none"> • Two rounds of all-hands meetings and informal coffee chats with District leadership have been held and the FISH! Philosophy has been introduced in the District. • Suggestion box has been established at JSCEE. • Customer Service Recognition awards are being given out on a regular basis. 	YES	<ul style="list-style-type: none"> • This customer service philosophy is in the process of being cascaded down to the department-level at JSCEE. • Expect to deliver first customer satisfaction survey to school leaders and central office employees by May 2007. Survey results will be a key component into the performance measurement initiative also underway for operations departments.

3) FISCAL & SYSTEM SUSTAINABILITY

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
3.A.1	Adopt new school funding formula based on staffing standards <i>(Relates to CACIEE recommendation #3)</i>	Linda Sebring and Duggan Harman	<ul style="list-style-type: none"> Weighted Staffing Standards approved in concept by the Board in February 2007. Preliminary school-by-school proposal has been developed as a starting point to facilitate discussions. BAT Committee will act as the vehicle to implement for the 2008-2009 school year with Art Jarvis and Carla Santorno as co-chairs. 	PARTIAL	<ul style="list-style-type: none"> With Board direction and oversight from BAT as a vehicle to implement, we are on-track for implementation in 2008-09.
3.A.2	Utilize program evaluation and academic priorities in school and central budget building for FY07-08 <i>(Relates to CACIEE recommendation #18)</i>	Linda Sebring and Duggan Harman	<ul style="list-style-type: none"> Academic needs have guided budget development. Operations & L&T have worked collaboratively instead of in isolation. Where possible, Operations will fund the gap and L&T has funded new initiatives through cuts, redeployments, and new revenue. School-budgeting process has begun. 	YES	<ul style="list-style-type: none"> The FY08 Learning & Teaching budget reflects significant additions in the areas of school-based coaches (one school coach for each Title I elementary school), an international schools manager, and an extended learning manager.
3.B.1	Build plan to create structurally balanced budget within five years <i>(Relates to CACIEE recommendations 2&3)</i>	Linda Sebring	<ul style="list-style-type: none"> Updated 5 year forecast will be presented to the Finance Committee on 3/22/07 to reflect Governor's budget, updated enrollment projections and other new information 	PARTIAL	<ul style="list-style-type: none"> Still need to move beyond the 5-year problem view to a 5-year solution view. Changeover in CFO has slowed the process.
3.B.2	Develop and place operating and capital levies on Feb 2007 ballot	Art Jarvis and Fred Stephens	<ul style="list-style-type: none"> Operating Levy and Capital Bond successfully passed on 2/6/07. 	YES	<ul style="list-style-type: none"> Operating levy and BEX III capital bond passed and moving into the implementation phase.

3) FISCAL & SYSTEM SUSTAINABILITY

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
3.B.3	Develop and implement annual legislative plan in collaboration with District partners that advocates the Board's legislative priorities as well as push aggressively for state funding reform with Washington Learns and the 2007 Legislative Session.	Mark Green	<ul style="list-style-type: none"> • The District has pursued an aggressive legislative agenda in Olympia, successfully collaborating with other districts across the state to focus on a state budget with increased funding for basic education. • Plan developed and adopted by the Board. • Lobbyist hired. Superintendent coordination and lobbying on-going. 	YES	<ul style="list-style-type: none"> • We are hopeful at this point that significant progress will be made in terms of funding for pupil transportation, classified staffing ratio, special education, and non-employee related costs.
3.B.4	Adopt new facilities use plan/policy that places greater emphasis on increased revenue, including real estate and fields <i>(Relates to CACIEE recommendations 14 & 15)</i>	Ron English	<ul style="list-style-type: none"> • Completed Surplus vs. Inventory property analysis and make recommendations to the Board in March 2007. • Proposal for rental rate increases as well as a District policy presented to the Finance Committee on 3/8/07. 	YES	<ul style="list-style-type: none"> • Upon approval, market or develop individual sites as appropriate.

3) FISCAL & SYSTEM SUSTAINABILITY

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
3.C.1	Complete Phase II of school closures and prepare to implement all closures in 2007-08 <i>(Relates to CACIEE recommendation #14)</i>	Hajara Rahim and Kathy Johnson	<ul style="list-style-type: none"> • Received School Board approval to close 7 buildings (one of which, Hughes, was already closed) • Did not receive School Board approval to close an additional 2 buildings in Phase II (Genesee Hill and AS #1) • Delayed the implementation of one closure (Marshall) to allow for a comprehensive review of programs that serve at-risk students. • Delayed implementation of a second closure (Columbia) to accommodate an interim site for the New School. • Successfully appointed principals for the 4 consolidated schools • Broadview-Thomson and Viewlands families are showing increasing excitement about the opportunity to come together and grow into a K-8 • A staffing process was agreed to by SPS and SEA that gives "super priority" to displaced staff from closed or receiving schools • A multi-departmental team has been working to facilitate the actual moves out of the closed buildings and into the receiving buildings • A multi-departmental team is working to facilitate the successful transition of students and staff 	YES	<ul style="list-style-type: none"> • Phase II closures will not be moving forward. • Communication plan for central departments to talk to schools and the public needs to be developed and followed • The at-risk review has a project manager and the evaluator needs to be hired in order to complete the evaluation by July 31 2007 • End-of-year celebrations at the closed schools need to be planned and announced. • Start-of-year celebrations at the merged schools need to be planned. • Continued work with HR and budget for staffing mitigation (if necessary) in fall 07
3.C.3	Complete transportation study and adopt appropriate structural and system changes <i>(Relates to CACIEE recommendation #16)</i>	Ammon McWashing- ton	<ul style="list-style-type: none"> • Board approval to continue outsourcing in Jan. 2007. RFP issued and bids received on February 23, 2007. • Conversion of all high schools to Metro approved by Board in January 2007. • Transportation cost analysis with respect to the assignment plan on-going. 	YES	<ul style="list-style-type: none"> • Outsourcing bids under review and vendor selection to be completed by April 2007. Planning for the next group of high schools for Metro (for 2007-08) underway. Implementation of a new software system (Versatran) underway.

3) FISCAL & SYSTEM SUSTAINABILITY

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
3.C.4	Adopt a simplified student assignment plan for 2008-09 supports academics and results in cost savings <i>(Relates to CACIEE recommendation #16)</i>	Tracy Libros	<ul style="list-style-type: none"> Board workshop held in Fall 2006. Working through the Operations Committee to present analysis on the current state of assignment plan and potential changes. Recently met to update Student Learning Committee. 	YES	<ul style="list-style-type: none"> Changes to student assignment will require extensive board and community buy-in. Parent survey being developed. Meetings with Board Operations Committee being held.

4) FAMILY & COMMUNITY ENGAGEMENT

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
4.A.1	Training and awareness of discipline data and relationship to student success	Ruth McFadden	<ul style="list-style-type: none"> Positive Discipline in the Classroom training is occurring in 10 schools with 140 staff involved. The approach includes collecting and using office referral data and implementing class meetings. One District wide staff training occurred with 36 participants. Charts relating discipline data to student success have been created for each school at the end of the first quarter. A second report at the end of the semester is being created at this time. In the future, the charts will be generated twice a year, at the semester and at the end of the school year 	YES	<ul style="list-style-type: none"> We are on-track to complete notifying principals about discipline issues and training staff.
4.A.2	Targeted focus on student attendance and health	Jill Lewis, Ruth McFadden, and Lin Carlson	<ul style="list-style-type: none"> Truancy rosters have been sent to schools three times since the beginning of the school year. School staff are conducting family conferences and student attendance agreements. A total of 11,458 students have been identified with 18,058 health concerns. Nurses have written 4,590 individual health plans to support students with chronic conditions to be safe and successful in school. Staff training and mitigation strategies have been implemented for 945 life threatening allergies identified among students. 	PARTIAL	<ul style="list-style-type: none"> In the future, the charts will be generated twice a year, at the semester and at the end of the school year. We do not have enough information at this time to determine if all of the FEL health related targets will be met. The number of truant students is larger than the Office can respond to and this is being addressed in 2007-08 budget development.

4) FAMILY & COMMUNITY ENGAGEMENT

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
4.A.3	Train for effective family, student, and staff relationships	New position	<ul style="list-style-type: none"> Discussions have been held among Learning and Teaching staff and the School-Family Partnership Advisory Committee about the development of this work plan and a job description. This project is awaiting the hiring of the Family and Community Engagement Coordinator. 	PARTIAL	<ul style="list-style-type: none"> We are currently not on track to complete this work. A training and education plan is to be developed by June 15th. Much work needs to occur between now and June 15th for a district wide staff training and family education plan to be developed.
4.B.3	Increase communication to parents / families regarding credits for HS graduation <i>(Relates to CACIEE recommendation #13)</i>	Bob Conroy and Cothron McMillian	<ul style="list-style-type: none"> Meeting with DOTS and Ed Tech to discuss strategies for increasing parent access to information about graduation requirements. Assessing what is available now centrally and attempting to identify which parents are not getting the information. Comparing which students are not meeting graduation requirements compared to which students are in Pathways and collecting other data. Mike Donlin is providing training to community agencies to increase knowledge of and access to the Source and District/School websites. Working with HS counselors to review school strategies for helping students and families track progress towards graduation and half of the plans have been received thus far. 	PARTIAL	<ul style="list-style-type: none"> Making good progress and focusing on increasing the knowledge of the families of the kids most at risk for not graduating. The project needs to address all families in the District and that is an ongoing project.

4) FAMILY & COMMUNITY ENGAGEMENT

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
4.C.1	Collaborate with the City of Seattle on Families and Ed programs <i>(Relates to CACIEE recommendations 12 & 13)</i>	Lin Carlson and Joanne Hill	<ul style="list-style-type: none"> The City of Seattle's Office of Education, participating community organizations, and school staff are implementing FEL services with higher performance targets for 2006-07. Family Support Workers (FSW) are serving 51 elementary and K-8 schools and targeting 1,542 focus families and assisting a total of 3,260 students and their families. The Family and Community Partnership Project serves 400 families in collaboration with the FSW Program at ten elementary schools and involves four community partners in this work. The 2005-06 FEL annual report indicated that most outcomes were met or exceeded and that targets should be increased. Planning is underway for the 2007-08 school year. 	YES	<ul style="list-style-type: none"> We are on track to complete the project. We will not know about our success in meeting performance targets until later in the summer.
4.C.3	Work cooperatively with School-Family Partnership Advisory Committee to implement plans <i>(Relates to CACIEE recommendation #13)</i>	New position	<ul style="list-style-type: none"> The School-Family Partnership Advisory Committee is meeting monthly and receives staff support. The Committee has reviewed and commented on the Family and Community Engagement Coordinators job description and the Family and Community Engagement work plans. 	YES	<ul style="list-style-type: none"> Expectation that the Family and Community Engagement Coordinator will be on board soon.
4.D.1	Develop a district-wide strategic communications plan <i>(Relates to CACIEE recommendation #5)</i>	Bridgett Chandler	<ul style="list-style-type: none"> Communications department is now fully staffed with new Communications Director, Bridgett Chandler and Media Specialist, David Tucker. The Alliance for Education has helped secure pro-bono services of a public affairs consultant. 	YES	<ul style="list-style-type: none"> Completion of the plan is expected in late Spring 2007.

OTHER PROJECTS

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
1.A.3	Provide professional development to principals across subject areas so they know what to look for in the classroom <i>(Relates to CACIEE recommendation #1)</i>	Gloria Mitchell	<ul style="list-style-type: none"> Contracted with the Center for Performance Assessment (CPA). CPA is working with principals to develop a professional learning community to more effectively utilize student data to inform instructional practice. We have conducted four Administrative Leadership Training sessions specifically focused on data analysis. We have also had "Data-Driven Decision Making" seminars that placed special emphasis on the implementation of data teams in every school to drive academic achievement for all students. Contracted with Center for Educational Leadership (CEL) to provide support on strengthening instructional leadership in terms of walk-throughs and peer to peer coaching. 	YES	<ul style="list-style-type: none"> We are delivering the professional development training program to the Principals as planned. Professional development for our principals will continue in order to improve the leadership capacity of principals, the instructional practices of teachers, and the learning outcomes of students.

OTHER PROJECTS

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
1.B.9	Implement benchmark assessments at the middle schools as part of the recent middle school math adoption	Rosalind Wise, Ramona Pierson	<ul style="list-style-type: none"> • Grades 3-8 and Pathways Students (9 -11) currently being assessed in Math in all elementary and Middle schools. Including, the team provided additional K, 1, 2 Math Assessments three times a year. Scoring of Baseline and Benchmark assessments grades K-8 has occurred (twice for Elementary, 3 times for Middle School) • Principals were training in October to score student work and identify trends in student responses in a Trainer of Trainers model. Principals then facilitated building level scoring sessions and PLC work to plan instruction to address learning gaps • Two Doug Reeves Data Team training sessions for principals has increased principals skills in leading teams to use data to inform instruction • Flight schools have worked together to look at student work and analyze data to reflect on their practice. 	YES	<ul style="list-style-type: none"> • Yes, the assessment calendar has been followed with timely release of disaggregated data and rubrics for scoring of student work.
1.B.11	Acquire a classroom library for every K-2 classroom in the District	Dan Coles	<ul style="list-style-type: none"> • Planning for this project is well underway and funding has been identified to provide 500 book libraries in every K-2 classroom. 	YES	<ul style="list-style-type: none"> • The assessment of current libraries will be completed by March 15. • A working committee will determine the core titles in each classroom. • A bid will be put out in Spring 2007 and the libraries will be placed in every classroom by September 2007. • A Professional Development plan is being developed to accompany the rollout of the libraries.

OTHER PROJECTS

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
2.B.1	Expand principal leadership academy for Summer 2007 <i>(Relates to CACIEE recommendation #1)</i>	Gloria Mitchell	<ul style="list-style-type: none"> New PASS contract allowed for extended professional development in August which the District will implement in August 2007. Scheduling and planning is underway by Learning & Teaching. 	YES	<ul style="list-style-type: none"> Two-week principal academy is scheduled for August 2007.
4.A.4	Develop cohesive department vision for strategic implementation of family and community engagement priorities	Caprice Hollins	<ul style="list-style-type: none"> The district is using a Family and Community Engagement framework that was developed in collaboration with the School-Family Partnership Advisory Committee. A cohesive department vision for family and community engagement has been developed. 	YES	<ul style="list-style-type: none"> Project has been accomplished.
4.C.2	Partnerships to sustain Community Learning Centers and out of school programs	Lisa Taylor	<ul style="list-style-type: none"> With support from the Seattle Council PTSA and Public Affairs Department, multi-lingual interpretation equipment is used for family and community meetings. The equipment has 100 receivers and can transmit in six languages simultaneously. Three middle school and twelve elementary school Community Learning Centers serve 600 students and families. The Community Alignment Initiative supports out-of-school time programs at 90 school sites. In partnership with several community organizations, an October 13-14, 2006 Educational Summit at Mercer Middle School develop a Community Action Plan to address the achievement gap. Efforts are underway to implement the action plan. 	YES	

OTHER PROJECTS

#	Project Description	Project Manager	What have we accomplished? (through Feb. 2007)	Are we on-track to complete by August 2007? Please explain.	
TBD	Arts Curriculum	Sara Liberty-Laylin	<ul style="list-style-type: none"> • Compiled a database of staff in all four sub-disciplines and all staff invited to meet. • Two training sessions on state requirements have been held and two more planned. • Draft of Memorandum of Understanding (MOU) between the Arts Consortium and the District. • Actively working on securing a large grant for arts education in the District. • Setting up a new department for visual and performing arts. 	YES	<ul style="list-style-type: none"> • MOU with Arts Consortium expected to be completed. • Two additional training sessions on state requirements will be held. • Arts goals will be incorporated in School Transformation Plans. • Set-up of new department for visual and performing arts will be completed.
TBD	Project Excel	Joanne Testa-Cross	<ul style="list-style-type: none"> • After-school intervention program focused on 800 4th & 7th grade students who were Level 2 on the WASL in the previous school year. • Providing 35 hours of after-school instruction from January – April 2007 in a small class environment (10 student classes) that is being taught exclusively by certificated instructional staff using a structured curriculum. • Program is delivering additional training and coaching to support the 150 teachers that are participating in the program on a voluntary basis. • Pre/post assessments are being conducted every month. 	YES	<ul style="list-style-type: none"> • Program is delivering instructional services as planned.

APPENDIX 1
2005-2006 ACADEMIC RESULTS
(From Department of Education Technology/REA)

2006 WASL Summary

WASL Facts

- The total number of 4th, 7th and 10th graders participating in the Spring 2006 WASL was 8899 (3286, 4th; 3030, 7th; 2583, 10th).
- Of the 3286 4th graders, 752 were Asian, 719 were Black, 371 were Hispanic, 76 were Native American, and 1360 were White.
- Of the 3030 7th graders, 706 were Asian, 691 were Black, 376 were Hispanic, 67 were Native American and 1187 were White.
- Of the 2583 10th graders, 604 were Asian, 480 were Black, 232 were Hispanic, 49 were Native American and 1193 were White.

WASL Trend Data:

2000 – 2006 Grades 4 and 7

Test	Grade	2000	2005	2006*	Growth over time: 2000- 2006 (percentage points)	Growth this year: 2005- 2006 (percentage points)
Reading	Grade 4	63.6%	77.3%	80.3%	16.6	3.0
	Grade 7	39.8%	63.5%	59.3%	19.4	-4.2
Writing	Grade 4	40.8%	57.6%	63.8%	23.0	6.2
	Grade 7	40.3%	57.8%	65.2%	24.8	7.4
Math	Grade 4	44.3%	59.1%	59.5%	15.2	0.4
	Grade 7	30.9%	47.3%	47.4%	16.4	0.1
Science	Grade 5		37.0%	39.6%		2.6
	Grade 8		31.7%	37.0%		5.3

* 2006 data are *preliminary*.

- Writing scores for both 4th and 7th grades have increased. At 4th grade, there was a 6.2 point gain from 2005 to 2006 and a 23 point gain since 2000. At 7th grade, there was a 7.4 point gain from 2005 to 2006 and a 24.9 point gain since 2000.
- At 4th grade, gains were made between 2005 and 2006 in all three core subjects (3.0 for reading, 6.2 for writing, .4 for math).
- At 4th grade, steady gains have been made over time in all three core subjects since 2000 (16.7 for reading, 23 for writing, 15.2 for math).
- At 7th grade, steady gains have been made over time in all three core subjects since 2000 (19.5 for reading, 24.9 for writing, 16.5 for math).

2006 WASL Summary

WASL Trend Data:

2004 – 2006 Grade 10

Reclassification of 10th grade students

In January 2006, a decision was made to adhere to a board policy (D46.01, 1989) that defined grade level status based solely on accrued credits. As a result, 930 10th grade students were reclassified 9th graders because they did not have the 5 credits required for 10th grade status. These students did not take the 2006 WASL in Spring 2006. In order to be able to compare performance from year to year, it was necessary to go back to previous years' data (2004 and 2005) and attempt to remove comparable groups of students who would not have been classified as 10th graders under the 2006 policy change. The comparison is shown with both the old data and the “reclassified” data.

Test	Group	2004	2005	2006*	Gains 2004–2006
Reading	Original	55.1%	66.9%		
	Reclassified	60.9%	73.1%	82.4%	21.5
Writing	Original	54.6%	54.6%		
	Reclassified	60.1%	60.9%	79.8%	19.7
Math	Original	38.6%	40.8%		
	Reclassified	44.3%	47.2%	55.7%	11.4
Science	Original	28.0%	32.3%		
	Reclassified	32.6%	38.1%	39.0%	6.4

* 2006 data are *preliminary*.

Comparing the reclassified years, the following statements can be made about students who are on track to graduate:

- Gains have been made in all four subject areas (Reading, Writing, Mathematics, Science).
- The gain from 2004 to 2006 is 21.5 percentage points in Reading.
- The gain from 2004 to 2006 is 19.7 percentage points in Writing.
- The gain from 2004 to 2006 is 11.4 percentage points in Math.
- The gain from 2004 to 2006 is 6.4 percentage points in Science.

2006 WASL Summary

WASL Trend Data:

2000 – 2006 Growth by Ethnic Groups

Gap Reduction

The goal of Seattle Public Schools is to have high achievement for students of all ethnic groups. Historically, White students have achieved at a higher level than students of other ethnic groups on test measures. The reduction of this “achievement gap” is a priority for the district. The gap is measured by looking at the difference between of the scores of White students and those of each of the other ethnic groups. A reduction in that gap would be an indicator of progress being made over time by Asian, Black, Hispanic, and Native American students.

Because of the policy of reclassification for 10th graders, gains by ethnic groups are shown for 4th and 7th grade only at this time.

2006 WASL Summary

Reading

Grade	Ethnic Group	2000	Gap 2000 (percentage points)		Gap 2005 (percentage points)		Gap 2006* (percentage points)	CHANGE in Gap 2000- 2006* (percentage points)	CHANGE in Gap 2005- 2006* (percentage points)
			2005	2006*					
4th	White	81.4%		90.9%		90.4%			
	Asian	62.0%	19.4	77.4%	13.5	84.2%	6.2	13.2	7.3
	Black	40.3%	41.1	61.6%	29.3	61.3%	29.1	12.0	0.2
	Hispanic	50.7%	30.7	60.8%	30.1	71.5%	18.9	11.8	11.2
	Nat Amer	52.3%	29.1	71.0%	19.9	71.4%	19	10.1	0.9
7th	White	58.1%		78.9%		78.7%			
	Asian	37.3%	20.8	66.8%	12.1	58.5%	20.2	0.6	-8.1
	Black	15.4%	42.7	39.3%	39.6	33.7%	45	-2.3	-5.4
	Hispanic	33.5%	24.6	51.8%	27.1	44.5%	34.2	-9.6	-7.1
	Nat Amer	34.6%	23.5	55.7%	23.2	42.2%	36.5	-13.0	-13.3

4th grade

- Positive growth trend for all groups from 2000-2006 (Asian, 62.0% to 84.2%; Black, 40.3% to 61.3%; Hispanic, 50.7% to 71.5%; Native American, 52.3% to 71.4%; White, 81.4% to 90.4%).
- Over time from 2000-2006, the gap has been reduced for all ethnic groups:
 - ▶ Asian – gap closed by 13.2 points.
 - ▶ Black – gap closed by 12 points.
 - ▶ Hispanic – gap closed by 11.8 points.
 - ▶ Native American – gap closed by 10.1 points.

7th grade

- Positive growth trend for all groups from 2000-2006 (Asian, 37.3 to 58.5%; Black, 15.4% to 33.7%; Hispanic, 33.5% to 44.5%; Native American, 34.6% to 42.2%; White, 58.1% to 78.7%).
- Over time from 2000-2006, the gap has increased for all groups except Asian.
 - ▶ Asian – gap closed by .6 points.
 - ▶ Black – gap increased by 2.3 points.
 - ▶ Hispanic – gap increased by 9.6 points.
 - ▶ Native American – gap increased by 13 points.

2006 WASL Summary

Writing

Grade	Ethnic Group	2000	Gap 2000		Gap 2005		Gap 2006*	CHANGE in Gap 2000- 2006*	CHANGE in Gap 2005- 2006*
			(percentage points)	2005	(percentage points)	2006*			
4th	White	51.8%		68.7%		73.2%			
	Asian	47.5%	4.3	63.6%	5.1	73.1%	0.1	4.2	5
	Black	20.2%	31.6	43.1%	25.6	44.3%	28.9	2.7	-3.3
	Hispanic	31.7%	20.1	38.7%	30	50.7%	22.5	-2.4	7.5
	Nat Amer	27.5%	24.3	40.6%	28.1	46.2%	27	-2.7	1.1
7th	White	52.7%		68.8%		76.3%			
	Asian	44.6%	8.1	65.7%	3.1	70.6%	5.7	2.4	-2.6
	Black	20.1%	32.6	39.2%	29.6	48.3%	28	4.6	1.6
	Hispanic	34.5%	18.5	43.4%	25.4	52.5%	23.8	-5.3	1.6
	Nat Amer	32.7%	20	46.4%	22.4	40.3%	36	-16	-13.6

4th grade

- Positive growth trend for all groups from 2000-2006 (Asian, 47.5% to 73.1%; Black, 20.2% to 44.3%; Hispanic, 31.7% to 50.7%; Native American, 27.5% to 46.2%; White, 51.8% to 73.2%).
- Over time from 2000-2006, the gap has been reduced for:
 - ▶ Asian – gap closed by 4.2 points.
 - ▶ Black – gap closed by 2.7 points.
- Over time from 2000-2006, the gap has increased for:
 - ▶ Hispanic – gap increased by 2.4 points.
 - ▶ Native American – gap increased by 2.7 points.

7th grade

- Positive growth trend for all groups from 2000-2006 (Asian, 44.6 to 70.6%; Black, 20.1% to 48.3%; Hispanic, 34.5% to 52.5%; Native American, 32.7% to 40.3%; White, 52.7% to 76.3%).
- Over time from 2000-2006, the gap has been reduced for:
 - ▶ Asian – gap closed by 2.4 points.
 - ▶ Black – gap closed by 4.6 points.
- Over time from 2000-2006, the gap has increased for:
 - ▶ Hispanic – gap increased by 5.3 points.
 - ▶ Native American – gap increased by 16 points.

2006 WASL Summary

Mathematics

Grade	Ethnic Group	2000	Gap 2000 (percentage points)		Gap 2005 (percentage points)		Gap 2006* (percentage points)		CHANGE in Gap 2000- 2006* (percentage points)	CHANGE in Gap 2005- 2006* (percentage points)
			2005	2006*	2006*	2006*				
4th	White	62.9%		79.6%		75.9%				
	Asian	43.3%	19.6	60.5%	19.1	66.3%	9.6	10	9.5	
	Black	17.2%	45.7	33.1%	46.5	31.2%	44.7	1	1.8	
	Hispanic	31.5%	31.4	37.4%	42.2	39.6%	36.3	-4.9	5.9	
	Nat Amer	40.0%	22.9	49.3%	30.3	47.4%	28.5	-5.6	1.8	
7th	White	46.5%		65.1%		67.6%				
	Asian	30.8%	15.7	53.7%	11.4	51.2%	16.4	-0.7	-5	
	Black	6.3%	40.2	17.4%	47.7	17.7%	49.9	-9.7	-2.2	
	Hispanic	21.5%	25	33.4%	31.7	27.7%	39.9	-14.9	-8.2	
	Nat Amer	26.9%	19.6	36.1%	29	30.3%	37.3	-17.7	-8.3	

4th grade

- Positive growth trend for all groups from 2000-2006 (Asian, 43.3% to 66.3%; Black, 17.2% to 31.2%; Hispanic, 31.5% to 39.6%; Native American, 40.0% to 47.4%; White, 62.9% to 75.9%).
- Over time from 2000-2006, the gap has been reduced for:
 - ▶ Asian – gap closed by 10.0 points.
 - ▶ Black – gap closed by 1 point.
- Over time from 2000-2006, the gap has increased for:
 - ▶ Hispanic – gap increased by 4.9 points.
 - ▶ Native American – gap increased by 5.6 points.

7th grade

- Positive growth trend for all groups from 2000-2006 (Asian, 30.8% to 51.2%; Black, 6.3% to 17.7%; Hispanic, 21.5% to 27.7%; Native American, 26.9% to 30.3%; White, 46.5% to 67.6%).
- Over time from 2000-2006, the gap has increased for all groups.
 - ▶ Asian – gap increase by .7 points.
 - ▶ Black – gap increased by 9.7 points.
 - ▶ Hispanic – gap increased by 14.9 points.
 - ▶ Native American – gap increased by 17.7 points.

2006 AYP Summary

2006 AYP by Schools in Need of Improvement

- Roosevelt High School and Whitworth Elementary *exited* improvement status.
- 18 schools made AYP in 2006 that had missed AYP in 2005.
- 5 schools missed AYP in 2006 that had made AYP in 2005.
- 24 schools missed AYP in both 2005 and 2006.
- 53 schools made AYP for both years and are *not* in need of improvement.

2006 AYP Results by Ethnic Groups

	<i>Reading</i>	<i>Math</i>
4th Grade	<ul style="list-style-type: none"> • Met AYP in participation and proficiency overall and for Asian, Black, White, Special Education and Low Income students. • Not enough students to determine AYP for Native American, Hispanic and Limited English students. 	<ul style="list-style-type: none"> • Met AYP in participation overall and for Asian, Black, White, Special Education and Low Income students. • Met AYP in proficiency overall and for Asian and White students, but not for Black, Special Education or Low Income students. • Not enough students to determine AYP for Native American, Hispanic and Limited English students.
7th Grade	<ul style="list-style-type: none"> • Met AYP in participation overall and for Asian, Black, White, and Low Income groups. • Met AYP in proficiency overall and for Asian and White students, but not Black and Low Income students. • Not enough students to determine AYP for Native American, Hispanic, Special Education, and Limited English students. 	<ul style="list-style-type: none"> • Met AYP in proficiency overall and for Asian and White students, but not Black and Low Income students. • Not enough students to determine AYP for Native American, Hispanic, Special Education, and Limited English students.
10th Grade	<ul style="list-style-type: none"> • Met AYP in participation overall and for Asian, White and Low Income students. • Met AYP in proficiency overall and for Asian and White students. • Not enough students to determine AYP for Native American, Black, Hispanic, Special Education, Limited English students. 	<ul style="list-style-type: none"> • Met AYP in participation overall and for Asian, White and Low Income students. • Met AYP in proficiency overall and for Asian and White students. • Not enough students to determine AYP for Native American, Black, Hispanic, Special Education, Limited English students.

2006 AYP Summary

Preliminary 2006 Adequate Yearly Progress School List

School	Met AYP?		Improvement Step	
	2005	2006	2005	2006
Adams Elementary School	Yes	Yes		
AE #2 (Decatur)	Yes	Yes		
African American Academy K-8 *	No	No	2	3
Aki Kurose Middle School	No	No	2	3
Alki Elementary School	Yes	Yes		
Arbor Heights Elementary School	Yes	Yes		
AS #1 (Pinehurst) K-8	No	No	1	2
B F Day Elementary School *	Yes	Yes		
Ballard High School	No	Yes	2	2
Beacon Hill Elementary School *	Yes	Yes		
Brighton Elementary School *	Yes	No		
Broadview-Thomson Elementary School *	Yes	Yes		
Bryant Elementary School	Yes	Yes		
Career Link	Yes	Yes		
Catharine Blaine K-8	Yes	Yes		
Cleveland High School	Yes	No	2	2
Coe Elementary School	Yes	Yes		
Concord Elementary School *	Yes	Yes		
Cooper Elementary School *	No	Yes		
Daniel Bagley Elementary School	Yes	Yes		
Dearborn Park Elementary School *	No	Yes		
Denny Middle School	No	No		1
Dunlap Elementary School *	No	Yes		
Eckstein Middle School	Yes	Yes		
Education Service Centers	No	No	1	2
Emerson Elementary School *	No	Yes		
Fairmount Park Elementary School *	No	Yes		
Franklin High School	No	No	2	3
Garfield High School	No	Yes	2	2
Gatewood Elementary School	Yes	Yes		
Gatzert Elementary School *	No	No		1
Graham Hill Elementary School *	Yes	Yes		
Green Lake Elementary School	Yes	Yes		

* indicates 2006 Title I schools.

Continued next page

2006 AYP Summary

Preliminary 2006 Adequate Yearly Progress School List (continued)

School	Met AYP?		Improvement Step	
	2005	2006	2005	2006
Greenwood Elementary School *	Yes	Yes		
Hamilton International Middle School	No	No		1
Hawthorne Elementary School *	No	No		1
Hay Elementary School	Yes	Yes		
High Point Elementary School *	Yes	No		
Highland Park Elementary School *	No	No		1
Home School Resource Center	No	No		1
Hutch School	Yes	Yes		
Ingraham High School	No	No	2	3
Interagency Programs	No	No		
John Marshall High School	No	Yes		
John Muir Elementary School *	Yes	Yes		
John Rogers Elementary School	Yes	Yes		
John Stanford International Elementary	No	Yes		
Kimball Elementary School *	Yes	Yes		
Lafayette Elementary School	Yes	Yes		
Laurelhurst Elementary School	Yes	Yes		
Lawton Elementary School	Yes	Yes		
Leschi Elementary School *	No	Yes		
Lowell Elementary School	Yes	Yes		
Loyal Heights Elementary School	Yes	Yes		
Madison Middle School	No	No	2	3
Madrona K-8 *	No	No		1
Maple Elementary School *	Yes	Yes		
Martin Luther King Elementary *	Yes	Yes		
McClure Middle School	No	Yes		
McGilvra Elementary School	Yes	Yes		
Meany Middle School	No	No	1	2
Mercer Middle School	No	No	2	3
Middle College High School	No	Yes		
Montlake Elementary School	Yes	Yes		
Nathan Hale High School	No	Yes		
North Beach Elementary School	Yes	Yes		

* indicates 2006 Title I schools.

Continued next page

2006 AYP Summary

Preliminary 2006 Adequate Yearly Progress School List (continued)

School	Met AYP?		Improvement Step	
	2005	2006	2005	2006
Nova High School	Yes	Yes		
Olympic Hills Elementary School *	Yes	Yes		
Olympic View Elementary School	Yes	Yes		
Orca (Columbia) *	Yes	Yes		
Pathfinder K-8	No	Yes		
Rainier Beach High School	No	Yes	3	3
Rainier View Elementary School *	No	No	2	3
Residential Consortium	Yes	No		
Roosevelt High School	Yes	Yes	1	
Roxhill Elementary School *	Yes	Yes		
Sacajawea Elementary School	Yes	Yes		
Salmon Bay School	Yes	Yes		
Sanislo Elementary School *	Yes	Yes		
Schmitz Park Elementary School	Yes	Yes		
Seahawks Academy *	No	Yes		
Sealth High School	No	No		1
Secondary Bilingual Orientation Center *	No	No		1
South Lake High School	No	Yes	2	2
Stevens Elementary School	Yes	Yes		
Summit K-12 *	No	No		1
T T Minor Elementary School *	Yes	No		
The Center School	Yes	Yes		
Thurgood Marshall Elementary *	No	No		1
Tops K-8	Yes	Yes		
Van Asselt Elementary School *	No	Yes		
View Ridge Elementary School	Yes	Yes		
Viewlands Elementary School *	Yes	Yes		
Washington Middle School	No	No		1
Wedgwood Elementary School	Yes	Yes		
West Seattle High School	No	Yes	2	2
West Woodland Elementary School	Yes	Yes		
Whitman Middle School	Yes	Yes		
Whittier Elementary School	Yes	Yes		

* indicates 2006 Title I schools.

2006 SAT Summary

SAT Facts

- The SAT is administered seven times a year at testing centers. The basic test costs \$41.50 per student and scores are sent directly to the colleges students select.
- Scores are on a scale from 200 to 800 points (800 is a perfect score) on each section.
- Sections include Critical Reading, Mathematics, and Writing.
- Writing is a new section on the test; 2005 was first year it was administered.
- Questions about Algebra II were added to the Math section in 2005.

Demographics of Seattle Test-Takers

- 19% increase in the total number of SPS students taking the SAT since 2002 (from 1324 to 1580).
- Number of Black students taking the SAT has increased by 50% since 2002 (from 142 to 213).
- Number of Asian students taking the SAT increased by 26% since 2002 (from 332 to 417).
- Number of Hispanic students taking the test has more than doubled since 2002 (from 12 to 25).
- Number of White students taking the test has increased by 56% since 2002 (from 440 to 668).
- Number of students in other ethnic groups taking the test decreased from 115 in 2002 to 112 in 2006.
- 30% of students who took the SAT in 2006 speak English and another language.
- 46% of test takers in 2006 were male and 54% were female.
- 25% of students taking the test have a family income of less than \$25,000 and 30% have parents with a high school diploma or associate degree.

Overview of 2006 Scores

- These comparisons are valid given the changes in the SAT over the past five years.

Reading

Mean Scores and Point Change by Year

	2002	2003	2004	2005	2006	5 Year Change
Seattle	526	531	531	534	530	+4
Change:		+5	0	+3	-4	
Washington	525	530	528	532	527	+2
Change:		+5	-2	+4	-5	
National	504	507	508	508	503	-1
Change:		+3	+1	0	-5	

2006 SAT Summary

- SPS students scored an average of 530 (out of 800) in reading.
- The mean reading score is slightly down (-4 points) from last year.
- The mean has fluctuated within a 5-point range over past five years.
- SPS mean score is 3 points above the state average and 27 points above the national average.

Math

Mean Scores and Point Change by Year

	2002	2003	2004	2005	2006	5 Year Change
Seattle	532	540	535	532	530	-2
Change:		+8	-5	-3	-2	
Washington	529	532	531	534	532	+3
Change:		+3	-1	+3	-2	
National	516	519	518	520	518	+2
Change:		+3	-1	+2	-2	

- SPS students scored an average of 530 (out of 800) in math.
- Mean SAT math score is slightly down (-2 points) from last year.
- New Algebra II questions may be related to some of the fluctuation.
- Mean math score has fluctuated within a 10-point range over past five years.
- Mean math score is 2 points under the state average and 12 points above the national average.

Writing

Mean Scores by Year

	2006
Seattle	512
Washington	511
National	497

- No trend data available (2005-06 was first year of administration).
- SPS students scored an average of 512 (out of 800) in writing.
- SPS mean writing score is one point above the state average and 15 points above the national average.

2006 SAT Summary

SAT by Ethnicity

Fluctuations in the scores below reflect cohort differences as well as test differences. The SAT was rewritten and the 2006 scores reflect the new writing section and the Algebra II questions, and an increase in test length. Changes in the test make it difficult to compare scores across time since this year (2006) is a baseline year.

Reading

Mean Scores by Race/Ethnicity

		2002	2003	2004	2005	2006
Asian	Mean	468	479	471	476	469
	N	332	349	374	423	417
Black	Mean	450	437	419	423	437
	N	142	152	199	209	213
Hispanic	Mean	489	471	491	531	490
	N	12	20	27	25	25
Mexican American	Mean	462	500	462	508	490
	N	25	25	32	39	28
Native American	Mean	499	480	535	593	477
	N	20	11	15	23	17
White	Mean	590	583	592	589	588
	N	440	455	524	690	688

- In 2006, Asian students' average reading score (469) in SPS is slightly below the state (504) and below the national (510) averages for Asian students.
- In 2006, Black students' average reading score (447) in SPS is below the state average (458) and above the national average (434) for Black students.
- In 2006, Hispanic students' average reading score (490) in SPS is above the state average (485) and the national average (458) for Hispanic students.
- In 2006, Mexican American students' average reading score (490) is above the state average (465) and above the national average (454) for Mexican American students.
- In 2006, Native American students' average reading score (477) is below the state (492) and the national (487) average for Native American students.
- In 2006, White students' average reading score (588) is above the state average (537) and above the national average (527) for White students.

2006 SAT Summary

Math

Mean Scores by Race/Ethnicity

		2002	2003	2004	2005	2006
Asian	Mean	523	532	516	517	511
	N	332	349	374	423	417
Black	Mean	441	431	419	420	436
	N	142	152	199	209	213
Hispanic	Mean	498	552	471	528	490
	N	12	20	27	25	25
Mexican American	Mean	456	481	482	503	458
	N	25	25	32	39	28
Native American	Mean	473	469	507	558	491
	N	20	11	15	23	17
White	Mean	578	573	580	564	573
	N	440	455	524	690	688

- In 2006, Asian students' average math score (511) in SPS is below the state (550) and below the national (578) averages for Asian students
- In 2006, Black students' average math score (436) in SPS is below the state (445) and above the national (429) averages for Black students
- In 2006, Hispanic students' average math score (490) in SPS is above the state average (479) and the national average (463) for Hispanic students
- In 2006, Mexican American students' average math score (458) is below the state (468) and national (465) averages for Mexican American students
- In 2006, Native American students' average math score (491) is the same as the state average (491) and lower than the national average (494) for Native American students
- In 2006, White students' average math score (573) was higher than the state average (538) and the national average (536) for White students

Gender Differences

- In 2006, male test takers scored an average of 37 points higher than the females on the math section (men scored an average of 550; women scored an average of 513 out of 800)
- Average reading scores were the same for men and women (530 out of 800 points)
- Women scored an average of 14 points higher on writing (men scored an average of 504; women scored an average of 518 out of 800)

2006 ACT Summary

ACT Facts

- The ACT is administered six times a year and costs \$29.00 per student.
- There are four sections on the test (English, Math, Reading, and Science) which are scored on a scale from 1 (lowest) to 36 (highest).
- Students also receive a Composite Score, which is an average of their scores from each of the four sections.

Total Students Tested

Grad. Year	Seattle	State
2001-02	320	9247
2002-03	397	9566
2003-04	437	9796
2004-05	415	10091
2005-06	450	9685

Seattle Test-Takers

- 450 students took the ACT in 2005-06, an increase of 35 students from 2004-05.
- ACT does not provide data on test-takers' ethnicities.

Student Scores

Five-Year Trend — Average ACT Scores

Grad Year	English		Mathematics		Reading		Science		Composite		
	Seattle	State	Seattle	State	Seattle	State	Seattle	State	Seattle	State	Nat'l
2001-02	20.5	21.7	21.3	22.0	21.4	23.0	20.5	21.9	21.1	22.3	20.8
2002-03	21.7	22.0	21.3	22.1	23.0	23.3	21.4	22.0	22.0	22.5	20.8
2003-04	22.0	21.9	21.8	22.1	22.7	23.2	21.5	22.0	22.2	22.5	20.9
2004-05	22.3	22.3	22.0	22.4	23.3	23.5	21.6	22.3	22.4	22.7	20.9
2005-06	23.2	22.4	22.7	22.7	24.1	23.6	22.4	22.4	23.2	22.9	21.1

- SPS students' average score in English (23.2) is below the state average (22.4).
- SPS students' average score in Math (22.7) is the same as the state average (22.7).
- SPS students' average score in Reading (24.1) is above the state average (23.6).
- SPS students' average score in Science (22.4) is the same as the state average (22.4).
- SPS students' composite score (23.3) is above the state average (22.9) and above the national average (21.1).

Trends: SPS Students' Scores Increasing

- SPS students' composite scores have increased over the past five years from 21.1 to 23.2.
- SPS students' scores in English have increased over the past five years from 20.5 to 23.3.
- SPS students' scores in math have increased over the past five years from 21.3 to 22.7.

2006 ACT Summary

- SPS students' scores in reading have increased over the past three years from 22.7 to 24.1.
- SPS students' scores in science have increased over the past five years from 20.5 to 22.4.