



Seattle Public Schools

Leadership Profile Report

AUGUST 2025

HYA

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PURPOSE

Hazard, Young, Attea & Associates (HYA) presents its findings from the Leadership Profile Assessment for the Seattle Public Schools superintendency search. The assessment was conducted throughout the Spring and Summer of 2025.

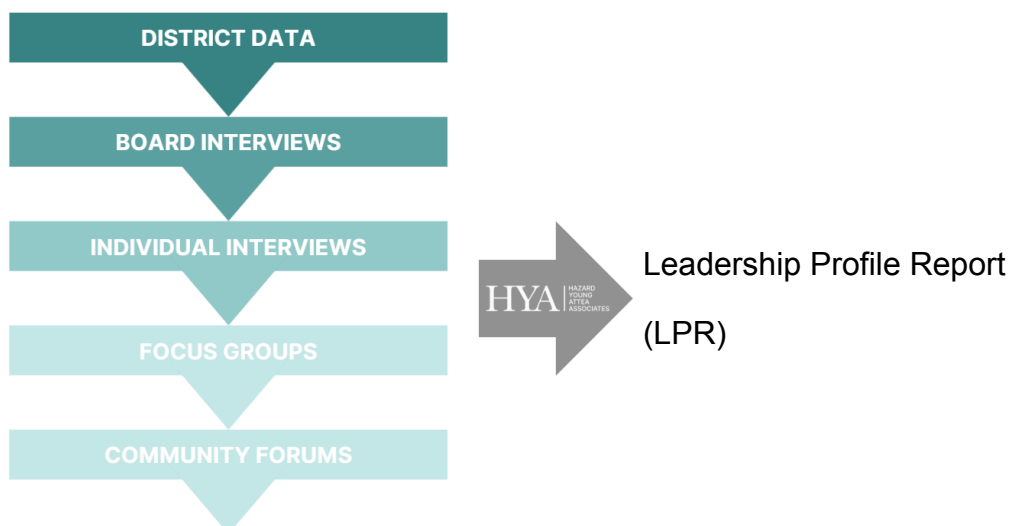
The insights contained within this report are derived from two primary sources: direct stakeholder engagement via interviews and focus groups facilitated by HYA consultants, and quantitative data from an online survey developed by HYA. The purpose of this data collection was to assist the Board in defining the ideal characteristics of a new superintendent, while also gathering information on the district's strengths and challenges. It should be noted that the findings represent a qualitative synthesis of recurring themes, not a scientific sampling. This Leadership Profile Report also includes achievement, demographic, and financial data on Seattle Public Schools. The information provides candidates with a shared data set to reference during the interview process, helping them connect examples and outcomes from districts they have led to the needs of Seattle Public Schools.

In partnership, HYA and the Board will endeavor to identify a candidate who embodies the skills and traits outlined in this profile. The recruitment strategy will be targeted at leaders whose qualifications are congruent with the district's goals of raising academic standards and meeting the distinct needs of its schools.

We extend our sincerest gratitude to all participants who contributed to this process.

PROFILE DEVELOPMENT

The Leadership Profile and its corresponding set of desired characteristics were established by HYA Associates through the collection and analysis of data from numerous sources. This profile will serve as the foundation for the recruitment and selection of the next Superintendent of Seattle Public Schools.



DESIRED CHARACTERISTICS

The criteria for the next Superintendent of SPS have been directly shaped by stakeholder feedback and survey data. These inputs point to a collective desire for an innovative and experienced leader with a proven ability to foster trust, ensure equity and accountability, and elevate academic performance and student and staff well-being throughout the district. The information was synthesized into five areas, intended to document the perspectives gathered from the Seattle Public Schools community during the engagement phase. The views and themes summarized here are those of the participants and should not be interpreted as positions or endorsements by HYA.

Equity-Driven and Student-Centered Leader

Across all stakeholder groups, there is an overwhelming demand for a leader with a deep, demonstrated, and unapologetic commitment to equity. This was not seen as a policy point but as the core of the leader's values and actions. The feedback indicates a desire for a leader who moves beyond rhetoric and embeds equity into the district's daily operations.

Details from Feedback:

- **Prioritizes Marginalized Students:** The leader must actively champion and advocate for students of color (specifically Black and Native students), students with disabilities (SPED), English Language Learners (ELL), neurodiverse students, and LGBTQ+ youth. The phrase "all means all" was used to summarize this expectation.
- **Cultural Competence:** Stakeholders, particularly the NAACP Youth Council, Indian Parent Advisory Committee (IPAC) and Equity and Race Advisory Committee (ERAC) groups, and the Chinese, Somali, and Latino communities, desire a leader with proven experience working with diverse communities, an understanding of Seattle's historical context (especially South Seattle), and a commitment to culturally responsive curriculum and practices.
- **Action-Oriented Anti-Racism:** The leader must have experience in anti-racist leadership and be prepared to address systemic inequities, such as the disproportionate discipline of Black students, opportunity gaps between North and South End schools, and a lack of staff diversity.
- **Student-First Mentality:** The superintendent's primary focus must be on student outcomes and well-being. Students, parents, and community partners repeatedly called for a "student-centered vision" where student voice is actively sought and integrated into decision-making.

Strong Financial and Operational Manager

Given the district's significant financial challenges, including a structural deficit, declining enrollment, and the looming threat of school closures, stakeholders urgently want a superintendent with proven financial acumen and operational expertise.

Details from Feedback:

- **Budgetary Expertise:** The Principals and Community Partners groups specifically highlighted the need for a leader with prior experience managing districts with budget shortfalls. This leader must be able to make difficult, data-informed financial decisions and communicate the rationale transparently.
- **Systems Thinker:** The feedback points to a desire for a leader who can analyze and streamline inefficient district systems, address decentralization issues, and ensure that resources are aligned with strategic priorities.
- **Resource Management:** The new superintendent will be expected to manage resources equitably across the district, find creative funding solutions (such as grants), and address staffing shortages, teacher retention, and facility needs effectively.

Authentic Relationship Builder and Communicator to Rebuild Trust

A profound lack of trust in district leadership was a dominant theme across nearly every focus group. Stakeholders are seeking a superintendent who can repair relationships and build trust through authentic engagement, transparency, and exceptional communication.

Details from Feedback:

- **Visible and Accessible Leadership:** Multiple groups, including students, cabinet members, and parents, want a leader who is present and engaged in schools and the community, not just at the central office. They desire a leader with an "open-door policy" who actively listens to all stakeholders.
- **Transparent and Honest Communication:** Feedback frequently cited "dishonest," "disingenuous," and "terrible" communication from the district. The next leader must communicate clearly, proactively, and honestly, ensuring that multilingual families are reached through effective translation and culturally relevant platforms.
- **Collaborative Partner:** The superintendent must be able to build strong, collaborative relationships with the School Board, labor partners (especially the teachers' union), city and state elected officials, community-based organizations, and families. This involves treating stakeholders as genuine partners in the work.

Visionary and Courageous Changemaker

Stakeholders are not looking for a manager to maintain the status quo. There is a strong desire for a bold, forward-thinking, and resilient leader who can set a clear vision for the future of Seattle Public Schools and has the courage to see it through.

Details from Feedback:

- **Bold and Decisive:** The Certificated Staff and Principal groups called for a "brave visionary leader who is not afraid of making people mad" by addressing real problems. They want someone who can make tough decisions and stand by them without "back-pedaling."
- **Innovative and Creative:** Students and staff expressed a desire for a leader who is "non-conventional, creative, and thinks outside the box." This includes bringing fresh ideas to teaching and learning and being willing to challenge ineffective long-standing practices.
- **Resilience and Long-Term Commitment:** The feedback reflects a need for a stable leader who is resilient in the face of adversity, has a "thick skin," and is committed to staying with the district long enough to see meaningful change implemented.

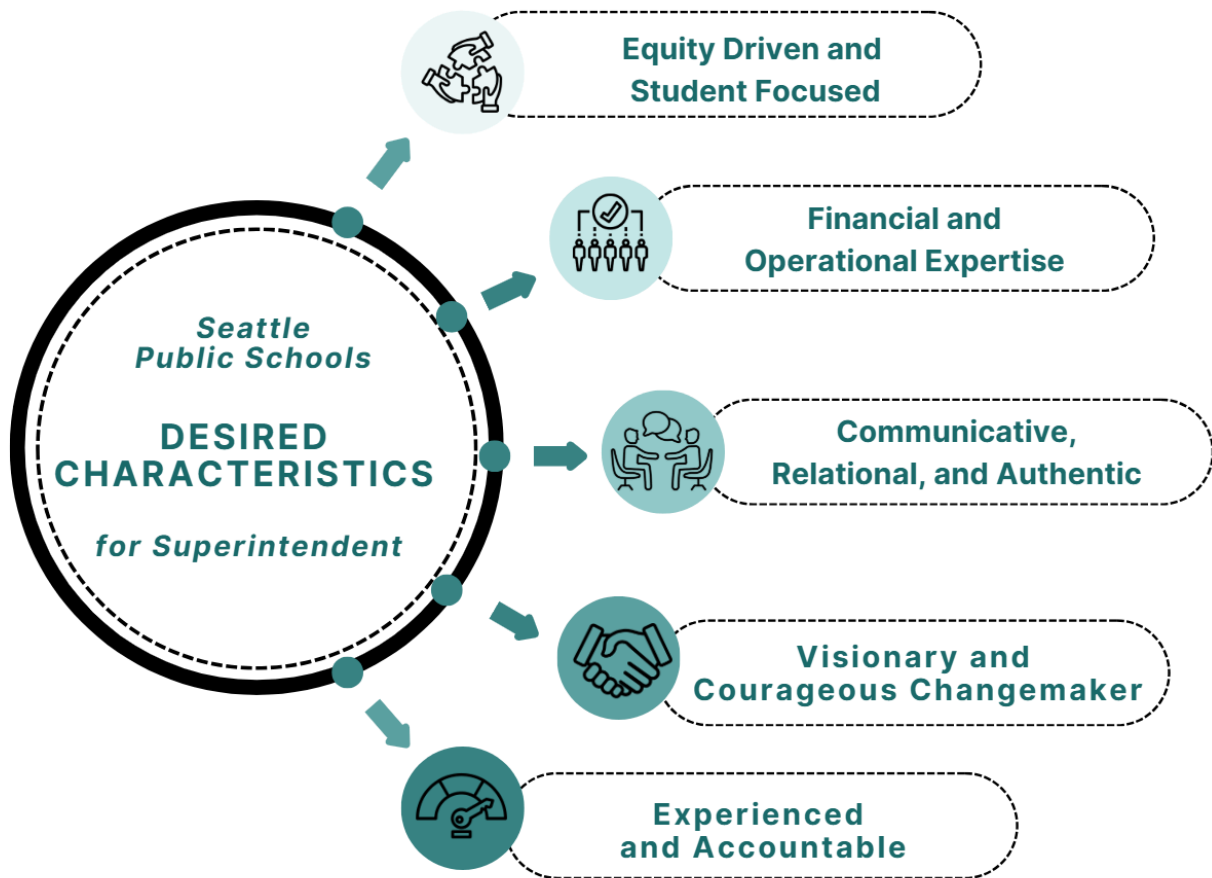
Experienced and Accountable Leader

There is a clear expectation that the next superintendent will be a proven leader who takes ownership of the district's performance and holds the entire system accountable for results, from the central office to the classroom.

Details from Feedback:

- **Proven Track Record:** Many stakeholders, particularly parents and business partners, emphasized the need for a leader with a successful track record in managing large, complex organizations. While K-12 classroom and administrative experience is highly valued by staff, leadership and management skills are paramount.
- **Accountability for All:** Principals and staff noted a significant lack of accountability within the central office. They want a superintendent who will model accountability and ensure that all staff are held to high standards, just as teachers and principals.
- **External Perspective:** A strong preference was voiced by multiple groups, including principals, community partners, and parents, for an external candidate. This is seen as a way to bring a fresh perspective, challenge internal politics, and address existing issues without bias.

DESIRED CHARACTERISTICS



FOCUS GROUP PROTOCOLS

To supplement the stakeholder survey, focus groups were conducted to provide the Board of Education with more detailed community insights. Facilitated by HYA, these sessions explored the district's strengths, its challenges, and the ideal characteristics for a new superintendent. The environment was intentionally open and collaborative, with a guarantee of confidentiality to ensure participants felt comfortable providing authentic commentary. This format, enhanced by follow-up questions, allowed for a rich discussion where ideas could be expanded upon by the group.

ENGAGEMENT PARTICIPATION

As part of the superintendent search process, HYA conducted a series of engagement sessions to hear directly from its diverse community of constituents. These sessions provided families, staff, students, and community members an opportunity to share their perspectives on the district's strengths, the challenges it faces, and the leadership qualities most desired in the next superintendent. The feedback gathered through these conversations served as critical source data in the development of the Leadership Profile, ensuring the profile reflects the priorities and aspirations of the Seattle community.



The following table reflects the wide range of perspectives gathered during the Engagement Phase of the superintendent search.

DATE	SCHOOL SUPPORTER	ENGAGEMENT GROUPING
May 29	Students	School Based
May 29	Students	School Based
June 3	Certificated Staff	School Based
June 3	Classified Staff	School Based
June 5	Central Office	School Based
June 5	Certificated and Classified Staff	School Based
June 9	NAACP-YC	Focus Groups
June 10	Student Leadership	Focus Groups
June 13	Cabinet Leadership	School Based
June 16	Chinese	Single Language
June 17	Amharic	Single Language
June 17	Indian Parent Advisory Committee (IPAC) and Equity and Race Advisory Committee (ERAC) groups	Focus Groups
June 20	Building Leaders	School Based

DATE	SCHOOL SUPPORTER	ENGAGEMENT GROUPING
June 20	Community Based Organizations	SPS Community
June 20	Parents	SPS Community
June 21	Community Based Organizations	SPS Community
June 21	General Community	SPS Community
June 24	Deaf and Hard of Hearing (DHH) community	Single Language
June 25	Alliance for Education/Business Community and Philanthropic Organizations	Focus Groups
June 25	Elected Officials	Focus Groups
June 25	Seattle Education Association (SEA), Principal Association of Seattle Schools (PASS), and other labor partners	Focus Groups
June 26	Spanish-speaking Community	Single Language
June 26	Somali Community	Single Language
June 27	General Community	SPS Community
June 27	Vietnamese Community	Single Language
June 28	Parents	SPS Community
June 30	SCPTSA/SpEd PTA	Focus Groups
July 22	Amharic Community	Single Language
July 24	Vietnamese Community	Single Language
July 25	Spanish-speaking Community	Single Language
July 25	General North-End Community	SPS Community
July 26	General South-End Community	SPS Community
August 11	Native Community	Focus Groups
August 12	Black Community	Focus Groups
August 13	Native Community	Focus Groups
August 14	Black Community	Focus Groups

PROBES/GUIDING QUESTIONS

The following prompt was used at the beginning of each focus group session:

When HYA & Associates recruit, the organization looks for someone who desires an extended tenure in the district, so it is important that your new superintendent has the skills necessary to address both current, as well as future issues. This focus group will begin with the following probes:

- What do you, as a stakeholder/constituent, value regarding the schools? What strengths of the district do you desire to retain and build upon?
- What are the issues this District currently faces, and, as importantly, will be facing in the next three to five years?
- What are the personal and professional characteristics you and your community expect a superintendent to possess?

SUMMARY OF FOCUS GROUPS

The purpose of summarizing focus group notes is to synthesize key insights, themes, and perspectives gathered during the sessions into a clear, concise, and actionable format. This helps decision-makers, stakeholders, and leadership teams understand the collective voice of participants as the following summaries highlight recurring topics, concerns, and values expressed across different constituent groups.

Probe: What do you, as a stakeholder/constituent, value regarding the schools?

The summary of stakeholders' voices regarding what they value has been organized by theme. These themes are Supportive and Inclusive Communities, Diverse Academic and Programmatic Opportunities, and Commitment to Equity and Student Support.

Supportive, Strong, and Inclusive School Communities, and City Partnerships

A recurring theme is the value placed on the people and the environment within the schools. Stakeholders appreciate supportive relationships, the focus on inclusion, and the individual character of school communities that make students feel seen and valued.

Details from Feedback:

- **Caring Staff and Strong Relationships:** Students, parents, and staff repeatedly mentioned the quality and dedication of teachers, principals, and support staff. Phrases like "feeling seen and supported by staff," "amazing frontline educators," and "dedicated and caring teachers" were common. The Amharic-speaking community appreciated principals who know students by name.

- **Diversity and Inclusion as a Strength:** Many groups, including students, certificated staff, and the Spanish-speaking community, identified the racial, cultural, and linguistic diversity of SPS as a major strength. There is strong value placed on inclusive environments that support immigrant families, neurodiverse students, LGBTQ+ youth, and students with disabilities.
- **Student-Centered Culture:** Multiple groups noted that students feel known and appreciated. The Seattle Education Association (SEA), Principal Association of Seattle Schools (PASS), and other labor partners highlighted a "student-centered culture," while students themselves pointed to "positive collaboration between administrators and students" and initiatives where they "feel heard."
- **Strong Community Hubs:** Especially in the South-End, schools like South Shore are valued as "diverse community hubs with deep relationships and trust." The General Community session also noted a "deep appreciation for school communities" and the "individual character of neighborhood schools."

Diverse Academic and Programmatic Opportunities

Stakeholders value the variety of academic programs, learning models, and support services that cater to different student needs and interests. There is a strong desire to retain and build upon these options.

Details from Feedback:

- **Variety of Learning Models:** Parents and staff expressed strong support for "option schools," "small school models," K-8 configurations, and alternative learning environments like the Cascade Parent Partnership, which effectively serve students who may not thrive in traditional settings.
- **Advanced and Specialized Programs:** There is significant appreciation for advanced learning opportunities like AP, IB, Highly Capable Cohorts (HCC), and college credit programs such as Running Start and Seattle Promise. STEM, arts, and dual-language immersion programs were also frequently cited as strengths.
- **Support for Diverse Learners:** The district is valued for its services for specific student populations. The Chinese and Vietnamese communities highlighted strong ELL and bilingual programs. The Deaf and Hard of Hearing (DHH) community noted that Seattle offers better programs for Deaf and Hard of Hearing (DHH) students than other districts. Strong special education (SPED) services were also mentioned as a key strength by staff and parents.
- **Extracurricular and Enrichment Activities:** Parents and elected officials value robust offerings like music, athletics, field trips, and CTE (Career and Technical Education) programs that contribute to a well-rounded educational experience.

Commitment to Equity and Student Support

While equity was also named a major challenge, many groups acknowledged and valued the district's stated commitment and existing structures aimed at supporting all students, particularly those from marginalized communities.

Details from Feedback:

- **Support for Multilingual Families:** The Chinese and Spanish-speaking communities appreciated the district's efforts in providing translation services, using communication tools like TalkingPoints, and having a strong bilingual department. One group noted SPS is "viewed favorably compared to other districts for its support of families who do not speak English as a first language."
- **Equity-Focused Initiatives:** The Indian Parent Advisory Committee (IPAC) and Equity and Race Advisory Committee (ERAC) groups recognized "equity-focused teacher training efforts," the development of programs like Kingmakers with its focus on Black boys, and progress in expanding advanced learning to South End students. The Seattle Education Association (SEA), Principal Association of Seattle Schools (PASS), and other labor partners valued access to diverse books and the celebration of Black Lives Matter Week.
- **Student Support Services:** Students valued access to support resources and effective tutoring programs. The Spanish-speaking community also appreciated weekend tutoring opportunities. Cabinet leadership values the focus on mental health and food access partnerships.

Strong Community and City Partnerships

The collaborative relationships between the district, families, community-based organizations (CBOs), and the City of Seattle are seen as a significant asset that enhances the educational experience and provides critical resources.

Details from Feedback:

- **Family and Community Involvement:** The Somali and Vietnamese communities emphasized strong family connections and the importance of parent networks. The Black Community group valued "strong community partnerships, stakeholders, and volunteers." Community-Based Orgs recognized the "strong parent network and active family involvement."
- **Partnerships with CBOs and Businesses:** Elected officials and the Alliance for Education and Business Community cited productive relationships with CBOs and businesses that allow for direct engagement to meet mutual goals. The Indian Parent Advisory Committee (IPAC) and Equity and Race Advisory Committee (ERAC) groups noted positive partnerships with Seattle Pacific University (SPU).

- **City-District Collaboration:** Elected officials expressed pride in the 25-year partnership with the City of Seattle, which has resulted in programs like Seattle Promise, the Seattle Preschool Program, and school-based health centers.
- **Community Financial Support:** Community-Based Organizations pointed to "community support for school levies as a sign of continued investment in public education."

<p>Probe: What strengths of the district do you desire to retain and build upon?</p>

The summary of stakeholders' voices regarding what they want to retain and build upon has been organized by theme. These themes are Diverse and High-Quality Academic Programming, Supportive, Inclusive, and People-Centered School Cultures, A Commitment to Equity and Student Support Systems, and Robust Community and City-Wide Partnerships.

Diverse and High-Quality Academic Programming

A primary strength identified by a wide range of stakeholders is the district's array of academic programs and learning models designed to meet the varied needs and interests of its student population. There is a strong desire to protect, retain, and expand these opportunities.

Details from Feedback:

- **Variety of Learning Models:** Parents and staff expressed strong support for retaining "choice and option programs," "small school models," and K-8 configurations that effectively engage students who may not thrive in traditional settings. The Cascade Parent Partnership was specifically praised for supporting neurodiverse students.
- **Advanced and Specialized Programs:** Stakeholders consistently valued "outstanding academic programming," including Advanced Placement (AP), International Baccalaureate (IB), and Highly Capable Cohort (HCC) programs. College-preparatory programs like Seattle Promise and Running Start were also highlighted as significant strengths.
- **Language Immersion and Biliteracy:** Dual-language and bilingual programs were cited as essential for preserving cultural identity and supporting language development. The South-End community specifically mentioned a desire to expand these, even suggesting a Somali dual language option and strengthening the Seal of Biliteracy.
- **Well-Rounded Education:** Elected officials and parents appreciated robust music, arts, and athletic programs, as well as the expansion of Career and

Technical Education (CTE), which provides pathways beyond traditional four-year college tracks.

Supportive, Inclusive, and People-Centered School Cultures

Beyond specific programs, stakeholders deeply value the human element of the schools: the dedicated staff, the strong sense of community, and the inclusive environments that make students feel safe and supported.

Details from Feedback:

- **Dedicated and Caring Staff:** A constant refrain across nearly all groups was the appreciation for "amazing teachers," "passionate teachers," and supportive staff. The Vietnamese community praised educators who "go above and beyond," and students reported "feeling seen and supported by staff and administration."
- **Diversity as a Core Strength:** The racial, cultural, and linguistic diversity of the student and staff population was frequently named a major asset. The Spanish-speaking community valued the representation that makes immigrant families feel respected, and the South-End community cited the "cultural richness of South Seattle" as a key strength.
- **Inclusive Environments:** Parents and staff value schools as safe spaces for all students, including those who are neurodiverse, gender-expansive, or part of the LGBTQ+ community. The Deaf and Hard of Hearing (DHH) community noted that Seattle offers superior programs and a more inclusive culture for Deaf and Hard of Hearing students compared to other districts.
- **Strong School Communities:** Many groups, particularly in the North and South-End sessions, praised the strong, unique identities of their local schools. Words like "community hub," "deep relationships," and a "sense of community" were used to describe what they want to preserve.

A Commitment to Equity and Student Support Systems

Stakeholders recognize and value the district's intentional efforts and established structures aimed at promoting equity and providing targeted support for students, especially those from multilingual and marginalized communities.

Details from Feedback:

- **Support for Multilingual Families:** The Chinese and Vietnamese communities expressed strong appreciation for the district's support for English Language Learners (ELL) and their families, highlighting effective translation services, the bilingual department, and communication tools that foster a sense of belonging.
- **Equity-Focused Initiatives:** Groups like Indian Parent Advisory Committee (IPAC) and Equity and Race Advisory Committee (ERAC) groups and the Black

Community pointed to specific equity initiatives as strengths to build on, including "equity-focused teacher training," the development of programs like Kingmakers, the presence of Black Student Union (BSU) staff, and access to diverse books and social justice topics in schools.

- **Specialized Student Services:** Strong Special Education (SPED) and extended resource programs were valued by staff and parents. Students and families also appreciated academic support like tutoring partnerships with local universities and individualized student support plans.

Robust Community and City-Wide Partnerships

The district's ability to form and maintain strong partnerships with families, community organizations, and city entities is seen as a critical strength that provides invaluable resources and reinforces a collective commitment to public education.

Details from Feedback:

- **Family and Community Engagement:** Stakeholders value the "strong parent network," active family involvement, and multicultural celebrations that build community. The Somali community specifically mentioned its partnership with the Seattle Council PTSA as a strength.
- **Collaboration with CBOs and Businesses:** The district's "productive relationships with community-based organizations (CBOs)" and its ability to engage directly with local businesses and philanthropic partners were identified as key assets.
- **City-District Partnership:** Elected officials expressed great pride in the long-standing, voter-approved collaboration with the City of Seattle, which supports essential programs like the Seattle Preschool Program and school-based health centers.
- **Public Support:** The noted "community support for school levies" was seen as a powerful indicator of the public's continued investment in and value for its public schools.

Probe: What are the issues this district currently faces, and, as importantly, will be facing in the next three to five years?

The summary of stakeholders' voices regarding what issues the district currently faces and will face in the next three to five years has been organized by theme. These themes are Pervasive Distrust and Systemic Communication Failures, Deep and Persistent Inequities in Access and Resources, Declining Academic Rigor and Inadequate Student

Support, and Unsafe School Environments and Unaddressed Student and Staff Well-being.

Pervasive Distrust and Systemic Communication Failures

A profound and widespread lack of trust in district leadership is the most consistent theme across nearly every stakeholder group. This is fueled by perceptions of poor communication, a lack of transparency, and a failure to follow through on promises, creating a significant disconnect between the central office and school communities.

Details from Feedback:

- **Lack of Transparency and Follow-Through:** Parents, community organizations, and staff universally cited a "widespread frustration over a lack of trust, transparency, and follow-through." The Somali community pointed to nepotism and conflicts of interest, while community partners noted that input is often taken but not acted upon.
- **Poor Communication:** Communication was described as "absolutely terrible," "dishonest," and "disingenuous." Multilingual families (Spanish, Somali, and Vietnamese) reported significant barriers, including poor-quality translations, a lack of consistent outreach, and technology that is inaccessible to many.
- **Toxic and Fearful Culture:** Multiple groups alluded to a negative internal culture. The Indian Parent Advisory Committee (IPAC) and Equity and Race Advisory Committee (ERAC) groups community mentioned a "culture of fear... at the central office," and parents reported a "toxic workplace culture," with staff fearing retaliation for advocating for students or accommodations.
- **Leadership Disconnect:** The district is perceived as being "disconnected from families, especially immigrant and tribal communities." This is compounded by a perceived "leadership vacuum," slow response times, and a lack of accountability at all levels.

Severe Financial Crisis and Operational Instability

Stakeholders are acutely aware of the district's dire financial situation, which is seen as a primary driver of instability. Declining enrollment, budget deficits, and the resulting cuts are threatening the core functions of the schools.

Details from Feedback:

- **Budget Deficits and School Closures:** The "structural deficit," "ongoing fiscal constraints," and "looming closures" were top concerns for parents, staff, and community partners. Many questioned the management of public funds and expressed anxiety about which programs and schools would be cut next.

- **Declining Enrollment and Staffing Crises:** The financial issues are directly linked to "declining enrollment" and major "staffing and retention challenges." Multiple groups highlighted teacher burnout, shortages of substitutes, and the difficulty of retaining key staff, which disrupts student learning and school stability.
- **Inadequate and Overcrowded Facilities:** Even as enrollment declines overall, some groups pointed to "overcrowded facilities" and buildings in need of significant maintenance. Members of the Somali community expressed concerns about facility conditions in a particular program, citing instances where students reportedly lacked access to lunch and running water. While this feedback is important, it was shared in a limited context and should not be interpreted as representative of broader district conditions.

Deep and Persistent Inequities in Access and Resources

A strong belief exists that SPS operates as a "two-tiered" system, where a student's access to high-quality programs, resources, and even basic support is determined by their ZIP code, race, or disability status.

Details from Feedback:

- **The North-South Divide:** Certificated staff described the district as "almost two districts depending upon where the school is located." This was echoed by the Indian Parent Advisory Committee (IPAC) and Equity and Race Advisory Committee (ERAC) groups, which noted a shortage of sports programs in South End schools, and the Spanish-speaking community, which requested that dual-language programs be expanded beyond North Seattle.
- **Under-resourced Special Education (SPED):** The challenges facing SPED are a crisis point. Feedback from parents, staff, and the Somali community described the program as "subpar," with "overwhelmed staff," "non-compliance," "weak IEP implementation," and a "sharp increase in IEPs and 504 plans" without a corresponding increase in funding or support.
- **Racial and Cultural Inequities:** Stakeholders from the Black, Native, Somali, and Latino communities reported systemic issues, including the "disproportionate discipline of Black students," a lack of culturally relevant curriculum, insufficient staff diversity, and a failure to prioritize the concerns of tribal communities.
- **Unequal Access to Programs:** Students and parents pointed to the "inequitable access to advanced courses" and the fact that not all schools offer the same enrichment opportunities, creating significant "opportunity gaps."

Declining Academic Rigor and Inadequate Student Support

Alongside financial and equity concerns, there is a growing fear that the district's academic quality is declining. Stakeholders noted a lack of academic rigor, inconsistent instruction, and insufficient support for struggling students.

Details from Feedback:

- **Lowered Expectations and Literacy Issues:** Certificated staff and community members identified "low expectations and literacy issues" as key challenges. The Black Community group cited a "weak reading/writing curriculum" and a "lack of focus on math and literacy fundamentals."
- **Curriculum and Instruction Gaps:** The Chinese community noted "curriculum misalignment, especially in math from middle to high school." Staff and parents also mentioned an overemphasis on ELA and Math at the expense of critical thinking and other subjects.
- **Lack of Interventions:** A key challenge is the "absence of interventionists to support struggling students." The Chinese community specifically pointed to a "lack of reading specialists and math teachers," leaving classroom teachers to manage a wide range of academic needs without adequate support.

Unsafe School Environments and Unaddressed Student and Staff Well-being

Stakeholders expressed significant and growing concern about school safety and the district's capacity to address the complex social, emotional, and physical health needs of students and staff.

Details from Feedback:

- **Physical Safety Concerns:** Parents and students raised alarms about "bullying," "vaping," and safety issues related to "guns, drugs, [and] teen crime." The Latino community expressed deep concern about a lack of security at high schools, while the Deaf and Hard of Hearing (DHH) community noted that school events can be challenging for those needing accommodations.
- **Insufficient Mental Health and Wraparound Services:** Multiple groups stated that mental health and social-emotional support is critically underfunded. There is a strong desire for more full-time counselors, social workers, and wraparound services, especially for immigrant students navigating trauma.
- **Rising Student Behavior Issues:** Staff and families are worried about "student behavior concerns" and a "lack of timely responses" from the district. The Amharic and Black communities both highlighted the need for better classroom management support for teachers.

Probe: What are the personal and professional characteristics you and your community expect a superintendent to possess?

The summary of stakeholders' voices regarding personal and professional characteristics desired have been organized by theme. These themes are Personal Qualities, Professional Qualities, and Additional Considerations.

Personal Qualities

Stakeholders are seeking a leader with a strong moral compass, deep empathy, and the fortitude to lead through significant challenges. The ideal candidate is not just a manager but a person of integrity who can inspire and connect with Seattle's diverse communities on a human level.

Key characteristics mentioned include:

- **Integrity and Trustworthiness:** A consistent demand for a leader who is honest, humble, transparent, trustworthy, and who follows through on promises. This is seen as essential for rebuilding trust with staff, families, and the community.
- **Courage and Resilience:** The ability to be a "brave" leader who is not afraid to make difficult or unpopular decisions for the good of students. Stakeholders want someone with "thick skin" who can "push through adversity" and remain emotionally grounded.
- **Passion and Empathy:** A leader who "genuinely loves the SPS community," is passionate about public education, and demonstrates compassion. This includes the ability to listen actively, value diverse voices, and understand the lived experiences of vulnerable students and families.
- **Humility and a Learner's Mindset:** A desire for a leader who is a "life-long learner," willing to be wrong, and open to learning from staff, students, and community partners, especially regarding the needs of diverse groups like the Native and disability communities.

Professional Qualities

The feedback points to a need for a highly skilled, strategic, and experienced leader who can manage the district's complex operational challenges while driving a clear, student-focused vision for the future.

Key characteristics mentioned include:

- **Visionary and Strategic Leadership:** A strong call for a "visionary" and "systems thinker" who can set a clear direction, think outside the box, and be a "changemaker." This leader must be able to develop and execute a long-term strategic plan.

- **Exceptional Communication and Relationship-Building:** The ability to communicate clearly and effectively with all stakeholders is paramount. This includes being a "master at relationship-building," fostering collaboration, being visible in schools, and practicing an "open-door" mindset.
- **Strong Financial and Operational Acumen:** Given the district's budget crisis, the superintendent must have proven experience with school finance, managing budget shortfalls, and overseeing the operations of a large, complex organization.
- **Unwavering Commitment to Equity:** A non-negotiable quality is a deep professional background in equity, anti-racism, and culturally responsive leadership. This includes using data to address opportunity gaps and ensuring equitable resource distribution.
- **Accountability and Decisiveness:** The leader must be "accountable" for student outcomes and hold the entire system, including the central office, accountable. They need to be decisive, fair but firm, and able to make and stick to hard decisions.
- **Instructional Leadership:** Many stakeholders, particularly staff, value a leader with an academic background, including classroom or administrative experience, who understands instructional practice and can re-establish the district as a leader in teaching and learning.

Additional Considerations

Beyond personal and professional traits, stakeholders raised several key considerations regarding the ideal candidate's background and their commitment to the role and the community.

Key considerations mentioned include:

- **Preference for an External Candidate:** A strong and recurring preference was voiced by principals, parents, and community partners for a leader from *outside* the district to bring a fresh perspective, challenge the status quo, and address issues without internal bias.
- **Commitment to Longevity:** There is a clear desire for a superintendent who is willing to make a long-term commitment to Seattle Public Schools to provide stability and see long-range plans through to fruition.
- **Understanding of the Seattle Context:** While an external perspective is valued, the candidate must be able to quickly learn and navigate Seattle's unique educational, political, and cultural landscape, including building relationships with local government, treaty tribes, and community partners.

- **Bilingual or Bicultural Background:** The Spanish-speaking community specifically mentioned that a bilingual or bicultural leader would be a major asset in connecting with and understanding the needs of Seattle's diverse, multilingual families.

SURVEY RESULTS

Below is the report of findings from the survey that was conducted. Those findings are included in this section. The survey report includes the following sections:

- Methodology
- Executive Summary
- Overall Quality of Education Summary
- State of the District Summary
- Academic Expectations Summary
- Priorities for the Future Details
- Appendix I: State of the District Item Analysis
- Appendix II: Priorities for the Future Item Analysis
- Appendix III: Quality of Programs Item Analysis
- Appendix IV: Equity Item Analysis

METHODOLOGY

The survey results contained in this document are based on HYA's research. The State of the District summary reports responses in four performance areas:

- Vision and Values (VV) - Leadership's ability to provide a clear and compelling vision for the future, align district programs to the broader vision of the district, and uphold high expectations for all stakeholders
- Teaching and Learning (TL) - Leadership's ability to guide educational programs, make data-driven decisions, and implement effective instructional change
- Community Engagement (CE) - Leadership's ability to be the voice of the district, engage with the community, and involve stakeholders in realizing the district's vision
- Management (M) - Leadership's ability to guide operations, manage resources, recruit and retain highly effective personnel, and create an equitable accountability system for all employees

ANALYSIS

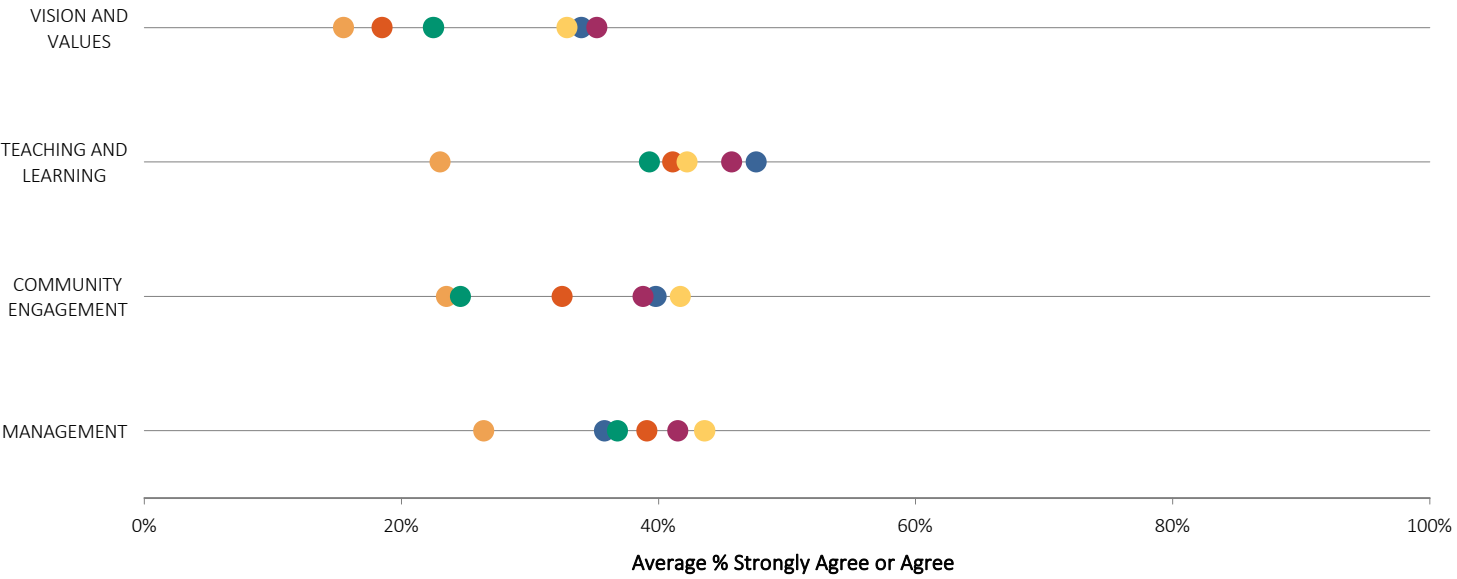
Overall Quality of Education Rating

Respondents were asked to rate the overall quality of education in the District on a scale of 1 (Unsatisfactory) to 5 (Excellent). Percent of constituent groups responding "Good" or "Excellent" are presented below.



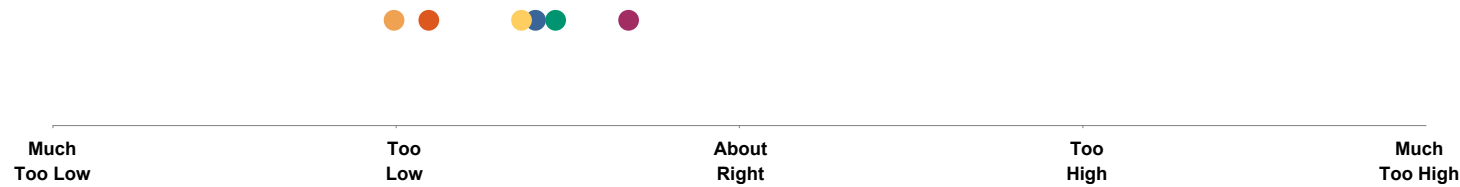
State of the District Summary

Respondents rated statements related to the state of the district on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported in the appendix.



Academic Expectations in the District

Respondents rated the academic expectations in the district on a scale of 1 (Much too low) to 5 (Much too high). Each constituent group's mean is presented below.



Constituent Group Legend



PRIORITIES FOR THE FUTURE DETAILS

Respondents were asked to select 4 statements that best represent what they believe should be the priority and focus of the Board of Education and Superintendent in the next 3-5 years. Results by constituent group are presented below. Each constituent group’s top 4 most frequently selected statements are depicted by blue cells (reading the chart vertically); consensus is illustrated as multiple constituent groups selected the same statements (reading the chart horizontally).



APPENDIX I: STATE OF THE DISTRICT ITEM ANALYSIS

Percentages of respondents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (3526)	Administrator (45)	Community Member (207)	Faculty (291)	Parent Of Student Attending School (2441)	Student (457)	Support Staff (85)
OVERALL							
Please rate the overall quality of education in the District. (5 - Excellent or 4 - Good)	30%	40%	28%	29%	28%	41%	49%
VISION AND VALUES							
The district has a clear and compelling shared vision for the future.	17%	36%	10%	20%	14%	32%	24%
The district is heading in the right direction.	14%	23%	8%	12%	12%	28%	24%
The district has high performance standards for all students.	18%	35%	13%	24%	14%	32%	34%
The district makes decisions based on information from data and research.	18%	21%	15%	18%	15%	37%	34%
The district is working to close achievement and opportunity gaps.	39%	53%	31%	39%	37%	48%	51%
TEACHING AND LEARNING							
The district provides a well-rounded educational experience for all students.	23%	33%	15%	15%	21%	38%	28%
Teachers personalize instructional strategies to address individual learning needs.	39%	46%	25%	63%	35%	45%	40%
District schools are safe.	39%	49%	26%	33%	42%	34%	37%
The social and emotional needs of students are being addressed.	44%	54%	21%	32%	48%	37%	36%
Students are on track to be ready for the next grade and ultimately college and career ready.	30%	34%	13%	22%	31%	38%	30%
Technology is integrated into the classroom.	69%	71%	39%	70%	69%	80%	81%
COMMUNITY ENGAGEMENT							
The district engages the community as a partner to improve the school system.	27%	46%	15%	20%	27%	32%	40%
There is transparent communication from the District.	19%	15%	11%	10%	20%	24%	28%
The district engages with diverse racial, cultural and socio-economic groups.	52%	59%	45%	43%	51%	61%	57%
MANAGEMENT							
Facilities are well maintained.	40%	40%	33%	25%	43%	37%	35%
The district is fiscally responsible.	14%	17%	8%	8%	12%	29%	21%
The district employs effective teachers, administrators and support staff in its schools.	57%	49%	40%	58%	60%	51%	59%
Employees are held accountable to high standards.	35%	24%	26%	45%	34%	39%	44%
District technology infrastructure is sufficient to support use of technology in the classroom.	46%	49%	25%	46%	47%	51%	59%

APPENDIX II: PRIORITIES FOR THE FUTURE ITEM ANALYSIS

Respondents were asked to select 4 statements that best represent what they believe should be the priorities and focus of the Board of Education and Superintendent in the next 3-5 years. Results are presented below by constituent group.

	All (3336)	Administrator (39)	Community Member (189)	Faculty (277)	Parent Of Student Attending School (2341)	Student (409)	Support Staff (81)
Preparing students to be ready for the next grade and ultimately college and career ready	62%	49%	66%	52%	64%	61%	54%
Hiring and retaining quality teachers and administrators	62%	59%	55%	65%	64%	51%	60%
Providing a safe environment for students and employees	55%	64%	60%	55%	54%	57%	62%
Ensuring a well-rounded experience for all students	35%	18%	33%	36%	36%	34%	33%
Addressing students' social and emotional needs	33%	26%	21%	50%	31%	40%	35%
Ensuring fiscal health	31%	69%	47%	31%	30%	20%	43%
Providing personalized instruction for students	30%	10%	18%	15%	34%	28%	16%
Addressing achievement and opportunity gaps	28%	49%	38%	43%	26%	25%	28%
Maintaining a positive relationship with the community	20%	21%	21%	22%	19%	22%	27%
Ensuring high student achievement on standardized tests	16%	8%	15%	6%	17%	19%	10%
Ensuring facilities can support a modern learning environment	13%	13%	8%	17%	11%	22%	19%
Integrating current technology into teaching and learning	7%	5%	5%	4%	7%	11%	9%

APPENDIX III: QUALITY OF PROGRAMS ITEM ANALYSIS

Percentages of respondents selecting 5 (Excellent) or 4 (Good) for each program listed below.

	All (3102)	Administrator (31)	Community Member (154)	Faculty (263)	Parent Of Student Attending School (2213)	Student (378)	Support Staff (63)
Library and other resource centers	50%	45%	24%	39%	50%	62%	45%
Physical education (PE) and health	43%	48%	24%	43%	44%	43%	33%
Intramurals and/or athletics	42%	41%	40%	43%	39%	57%	50%
Fine arts (visual arts, music, theatre)	41%	52%	25%	36%	39%	58%	49%
Extra-curricular	35%	43%	28%	28%	34%	50%	47%
Student services (guidance counselors, counseling, social work, nursing)	33%	33%	14%	21%	33%	46%	37%
Social studies/history	33%	22%	18%	21%	32%	51%	34%
English/language arts/reading and writing	33%	36%	21%	27%	31%	50%	33%
Math	31%	45%	13%	29%	28%	52%	26%
Special education	31%	36%	20%	23%	32%	37%	32%
Science	30%	50%	13%	24%	28%	51%	31%
English Language Learners (ELL)	29%	41%	25%	19%	30%	35%	39%
World languages (foreign language)	27%	43%	17%	17%	25%	46%	22%
Career education	22%	52%	12%	26%	19%	34%	35%
Advanced Placement, talented and/or gifted, highly capable	21%	22%	22%	18%	18%	35%	24%

Respondents were asked to rate the academic expectations in the district:

	All (3149)	Administrator (36)	Community Member (167)	Faculty (264)	Parent Of Student Attending School (2234)	Student (375)	Support Staff (73)
Much too low	540 17%	2 6%	40 24%	29 11%	434 19%	29 8%	6 8%
Too low	1,367 43%	15 42%	78 47%	100 38%	1,047 47%	94 25%	33 45%
About right	899 29%	15 42%	32 19%	110 42%	545 24%	172 46%	25 34%
Too high	70 2%	0 0%	2 1%	13 5%	26 1%	27 7%	2 3%
Much too high	26 1%	0 0%	1 1%	4 2%	11 0%	9 2%	1 1%
Don't know	247 8%	4 11%	14 8%	8 3%	171 8%	44 12%	6 8%

APPENDIX IV: EQUITY

Percentages of constituents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (2940)	Administrator (32)	Community Member (158)	Faculty (257)	Parent Of Student Attending School (2081)	Student (345)	Support Staff (67)
Students have at least one trusted adult in the building that they can rely on for help.	69%	74%	32%	74%	72%	60%	58%
Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs.	64%	66%	52%	59%	67%	56%	67%
Minority students are encouraged to participate in extra-curricular sports and activities.	58%	74%	56%	59%	57%	60%	56%
Minority student voices are sought out for representation on school committees.	55%	58%	52%	51%	56%	53%	58%
Discipline practices that avoid suspension and expulsion are practiced.	53%	52%	34%	64%	53%	54%	51%
Under-represented minority students have equal opportunity to participate in advanced programming.	42%	40%	34%	28%	44%	49%	35%
The district allocates resources to ensure struggling students receive support.	37%	28%	30%	19%	38%	45%	42%
The district has eliminated practices that place under-represented minority students in lower level programming.	35%	25%	24%	28%	35%	42%	32%
The diversity of the student population is represented in the teaching faculty and administration.	33%	19%	21%	18%	35%	42%	27%
Discipline policies are equitably applied to all students.	29%	29%	16%	23%	31%	36%	19%

Respondents were asked how they self-identify:

	All (2997)	Administrator (35)	Community Member (168)	Faculty (256)	Parent Of Student Attending School (2129)	Student (340)	Support Staff (69)
American Indian or Alaska Native	11 0%	1 3%	0 0%	1 0%	5 0%	3 1%	1 1%
Asian	236 8%	1 3%	10 6%	9 4%	189 9%	26 8%	1 1%
Black or African American	125 4%	3 9%	4 2%	19 7%	74 3%	17 5%	8 12%
Hispanic or Latino/a	223 7%	3 9%	11 7%	9 4%	112 5%	85 25%	3 4%
Native Hawaiian or Pacific Islander	11 0%	0 0%	1 1%	1 0%	7 0%	2 1%	0 0%
Prefer not to respond	438 15%	6 17%	33 20%	32 13%	334 16%	17 5%	16 23%
Two or More Races	275 9%	2 6%	14 8%	20 8%	181 9%	52 15%	6 9%
White or Caucasian	1,678 56%	19 54%	95 57%	165 64%	1,227 58%	138 41%	34 49%

ACHIEVEMENT, DEMOGRAPHIC, AND FINANCIAL DATA

Providing candidates with a consistent and comprehensive data set during the interview process is an important practice in ensuring fairness, equity, and rigor in leadership selection. When all candidates are working from the same foundation of information, the process not only eliminates the advantage of unequal access to district data but also highlights the true distinctions in how each leader analyzes, interprets, and responds to the district's needs. This approach creates a more level playing field, where the focus shifts from access to information to the quality of a candidate's insights, vision, and demonstrated ability to lead.

The Leadership Profile Report serves as the cornerstone of this process by providing key achievement, demographic, and financial data specific to Seattle Public Schools in addition to perception data received through focus groups, interviews, and survey. These data points are carefully selected to reflect the realities of the district and the priorities identified by the community and Board of Directors. By engaging with this report, candidates are encouraged to ground their responses in the authentic context of the district, rather than in abstract or generalized leadership philosophies. This ensures that their examples, strategies, and proposed solutions are both relevant and evidence-based.

Using a shared data set allows candidates to illustrate how their prior leadership experiences translate into actionable strategies for Seattle Public Schools. By connecting outcomes they achieved in other districts to the challenges and opportunities evident in the data, candidates can provide concrete demonstrations of their capacity to drive improvement. This process not only elevates the quality of the interview dialogue but also enables the Board and stakeholders to assess the degree of alignment between each candidate's skills and the district's most pressing needs.

Ultimately, providing candidates with a common data set strengthens both the integrity and the outcomes of the interview process, emphasizing the importance of data-informed leadership. Most importantly, it helps identify leaders who are prepared to meet the unique challenges of Seattle Public Schools with insight, experience, and a demonstrated ability to connect past success to future potential.

The data provided is a State Percentile Analysis juxtaposed with Seattle School District's data for the school years ending in 2023 and 2024. ECRA Group, a national leader in data analytics, predictive modeling, and evidence based practice provides this analysis for HYA. The information is organized into the following sections: Purpose, Methods, Student Achievement, High School Achievement, High School Outcomes, Financial Information, Student Demographics, District Characteristics, and Proficiency in ELA, Math, and Science, for all students and disaggregated by Low Income.

Purpose

The purpose of this report is to examine how Seattle School District No. 1 compared to other Washington districts during the 2022-2023 and 2023-2024 school years. Percentiles are used to indicate where Seattle School District No. 1 falls in the distribution of school districts across the state of Washington on a wide variety of metrics related to student achievement, financial information, student demographics, district characteristics, and high school achievement.

Methods

Data were collected across the areas listed below from the Washington Office of Superintendent Public Instruction website <https://ospi.k12.wa.us/data-reporting/data-portal.html>. Financial information was collected from the the Washington State Open Data Portal https://data.wa.gov/education/Per-Pupil-Expenditure_AllYears/vnm3-j8pe/about_data :

<u>Student Achievement</u>	<u>High School Achievement*</u>	<u>High School Outcomes*</u>	<u>Financial Information</u>	<u>Student Demographics</u>	<u>District Characteristics</u>
Proficiency - ELA, Math & Science	% Taking AP	Post-Secondary Enrollment	Instructional Expenditures Per Pupil	Ethnicity	Enrollment
Participation - ELA, Math & Science	% Students Taking College in High School	Post-Secondary Persisted Beyond 1st year	Total Expenditures Per Pupil	English Language Learners (ELL)	Attendance
Growth – ELA & Math	9 th Grade on Track	Highest Degree Obtained 8 Years After HS	Regular Instruction Expenditures Per Pupil	Low Income	% Taking CTE Tech Prep
	Dual Credit		Districtwide Support Service Expenditures Per Pupil	Homeless	% Taking Running Start
	Graduation Rate			Student with Disabilities	Average Class Size
					Student to Teacher Ratio
					Average Teacher Experience
					Teachers with Advanced Degrees

*Only reported for districts with high school data

Percentiles were calculated by ranking all Washington districts who had data on the particular metric appearing in the Washington School Report Card. A percentile of 50 would indicate that a district had an indicator value that was the same or higher than 50% of districts across Washington. A percentile of 99 would indicate that a district had an indicator value that was the same or higher than 99% of districts across Washington. Note that it may not be desirable to have high percentile rankings for all indicators. For example, it may be preferable to have an average or lower percentile ranking for metrics such as truancy or class size.

The tables in this report display the values corresponding to the state 50th percentile, the district values, and the district percentile rankings within the state of Washington for the 2022-2023 and 2023-2024 school years. Note that the state value is the 50th percentile value across all districts in the state. The change in the value and percentile between these two school years is also reported. Figures 1-3 visualize the shift in the state's distribution of ELA, Math, and Science proficiency from the Spring of 2023 to the Spring of 2024. The vertical lines represent the District proficiency in the Spring of 2023 and the Spring of 2024. Figures 4 and 5 show the percentage of students designated as low income against the percentage of all students meeting ELA, math, and science proficiency across the district in the spring of 2024.

Table 1. Student Achievement

* The state value columns report values at the 50th percentile across all districts in the state.

Indicator	State Value*	2023 District Value	District Percentile	State Value*	2024 District Value	District Percentile	Change 2023 to 2024 District Value	District Percentile
% Meets - ELA	44.8%	63.6%	92	45.8%	64.1%	92	0.5%	0
% Meets - Math	33.5%	53.5%	92	34.0%	55.2%	92	1.7%	0
% Meets - Science	41.3%	48.3%	72	43.2%	50.9%	76	2.6%	+4
ELA Participation	97.3%	94.6%	17	96.9%	94.9%	21	0.2%	+4
ELA Median SGP	48.0	56.0	87	50.0	56.0	84	0.0	-3
ELA Percent High Growth	31.4%	39.1%	87	32.8%	38.7%	79	-0.4%	-8
ELA Percent Typical Growth	34.1%	33.9%	44	33.9%	33.9%	51	0.0%	+7
ELA Percent Low Growth	33.9%	27.1%	12	32.8%	27.4%	18	0.4%	+6
Math Participation	97.1%	93.4%	14	96.7%	94.0%	15	0.6%	+1
Math Median SGP	48.0	54.0	76	49.5	56.0	82	+2.0	+6
Math Percent High Growth	32.1%	37.6%	78	32.5%	39.7%	84	2.1%	+6
Math Percent Typical Growth	34.0%	33.7%	46	33.8%	32.9%	35	-0.8%	-11
Math Percent Low Growth	33.6%	28.7%	23	33.3%	27.4%	20	-1.3%	-3
Science Participation	93.5%	80.1%	4	92.9%	82.5%	7	2.4%	+3

Notes:

Table 2. High School Achievement

* The state value columns report values at the 50th percentile across all districts in the state.

Indicator	State Value*	2023		State Value*	2024		Change 2023 to 2024	
		District Value	District Percentile		District Value	District Percentile	District Value	District Percentile
% Students Taking AP	15.9%	29.6%	88	10.0%	31.4%	92	1.8%	+4
% Students Taking College In High School	14.7%	15.4%	53	13.7%	16.2%	56	0.8%	+3
9th Grade on Track	70.0%	87.2%	90	71.8%	85.6%	89	-1.5%	-1
Dual Credit	57.2%	55.8%	49	55.0%	54.1%	49	-1.7%	0
HS 4-Year Graduation Rate	86.7%	88.0%	56	88.0%	86.5%	40	-1.5%	-16
HS 5-Year Graduation Rate	89.6%	90.2%	59	89.7%	89.8%	51	-0.4%	-8
HS 6-Year Graduation Rate	90.3%	90.2%	49	90.0%	90.6%	56	0.4%	+7
HS 7-Year Graduation Rate	92.0%	91.2%	46	91.0%	90.5%	47	-0.8%	+1

Notes:

Table 3. High School Outcomes

* The state value columns report values at the 50th percentile across all districts in the state.

Indicator	State Value*	2021 District Value	District Percentile	State Value*	2022 District Value	District Percentile	Change 2021 to 2022 District Value	District Percentile
Post-Secondary Enrollment - 4 Year	24.0%	48.0%	95	26.0%	51.0%	94	3.0%	-1
Post-Secondary Enrollment - 2 Year/CTC	19.0%	27.0%	87	19.0%	29.0%	91	2.0%	+4
Post-Secondary Enrollment - Not Enrolled	56.0%	25.0%	1	53.0%	20.0%	2	-5.0%	+1
Post-Secondary Persisted Beyond 1st year - 4 yr	84.5%	94.0%	94	84.8%	93.0%	90	-1.0%	-4
Post-Secondary Persisted Beyond 1st year - 2 yr/CTC	60.0%	66.0%	73	61.0%	64.0%	61	-2.0%	-12
Highest Degree Obtained 8 Years After HS - Associate	12.0%	11.0%	31	12.0%	10.0%	25	-1.0%	-6
Highest Degree Obtained 8 Years After HS - Bachelor	24.0%	46.0%	94	25.0%	46.0%	93	0.0%	-1
Highest Degree Obtained 8 Years After HS - No Degree	61.0%	43.0%	8	61.0%	45.0%	10	2.0%	+2

Note that data in this table are always 2 years in arrears to coincide with the release of state data

Notes:

Table 4. Financial Information

* The state value columns report values at the 50th percentile across all districts in the state.

Indicator	State Value*	2023		State Value*	2024		Change 2023 to 2024	
		District Value	District Percentile		District Value	District Percentile	District Value	District Percentile
Instructional Expenditures Per Pupil	\$ 13,387	\$ 14,093	62	\$ 13,692	\$ 14,592	64	+\$ 500	+2
Total Expenditures Per Pupil	\$ 18,667	\$ 22,114	76	\$ 18,870	\$ 22,564	76	+\$ 450	0
Regular Instruction Expenditures Per Pupil	\$ 8,816	\$ 9,559	64	\$ 8,905	\$ 9,218	58	-\$ -341	-6
Districtwide Support Service Expenditures Per Pupil	\$ 4,535	\$ 4,652	54	\$ 4,580	\$ 4,711	52	+\$ 59	-2

Notes:

Table 5. Student Demographics

* The state value columns report values at the 50th percentile across all districts in the state.

Indicator	State Value*	2023 District Value	District Percentile	State Value*	2024 District Value	District Percentile	Change 2023 to 2024 District Value	District Percentile
White	65.0%	45.5%	27	64.5%	45.3%	28	-0.2%	+1
Black	0.8%	14.6%	96	0.8%	14.1%	96	-0.5%	0
Hispanic	15.3%	13.9%	44	16.1%	14.6%	46	0.6%	+2
Asian	1.0%	12.3%	95	1.0%	12.4%	95	0.1%	0
Two or More Races	6.2%	12.7%	89	6.3%	12.6%	89	-0.1%	0
English Language Learner (ELL)	4.7%	13.7%	76	5.1%	13.9%	76	0.2%	0
Low Income	55.5%	35.3%	18	55.9%	34.3%	17	-1.0%	-1
Homeless	2.2%	2.7%	58	2.4%	3.2%	65	0.5%	+7
Students with Disabilities	15.7%	16.5%	59	16.1%	17.8%	69	1.3%	+10

Notes:

Table 6. District Characteristics

* The state value columns report values at the 50th percentile across all districts in the state.

Indicator	State Value*	2023 District Value	District Percentile	State Value*	2024 District Value	District Percentile	Change 2023 to 2024 District Value	District Percentile
Enrollment	811	51,528	99	806	50,968	99	-560	0
% Regular Attendance	67.8%	74.8%	76	72.7%	76.7%	69	1.8%	-7
% Taking CTE Tech Prep	41.2%	21.5%	21	32.0%	15.8%	34	-5.7%	+13
% Taking Running Start	8.1%	8.5%	55	5.3%	5.4%	52	-3.1%	-3
Average Class Size	15.8	21.3	92	15.7	21.8	91	+0.5	-1
Student to Teacher Ratio	14.5	14.0	46	14.5	14.1	44	+0.1	-2
Average Teacher Experience	12.9	11.4	35	12.9	11.6	35	+0.2	0
Teachers with Advanced Degrees	68.9%	79.1%	94	69.1%	79.7%	90	0.6%	-4

Notes:

The graphs below illustrate the percentage of students meeting proficiency standards in ELA, math, and science in each school district across Washington. The distributions of these percentages in 2023 and 2024 are captured under the grey and purple curves respectively. The state median is noted for each year as well. The vertical lines illustrate the percentage of students meeting proficiency each year in your district.

Figure 1. Proficiency Distribution of Washington Districts - ELA

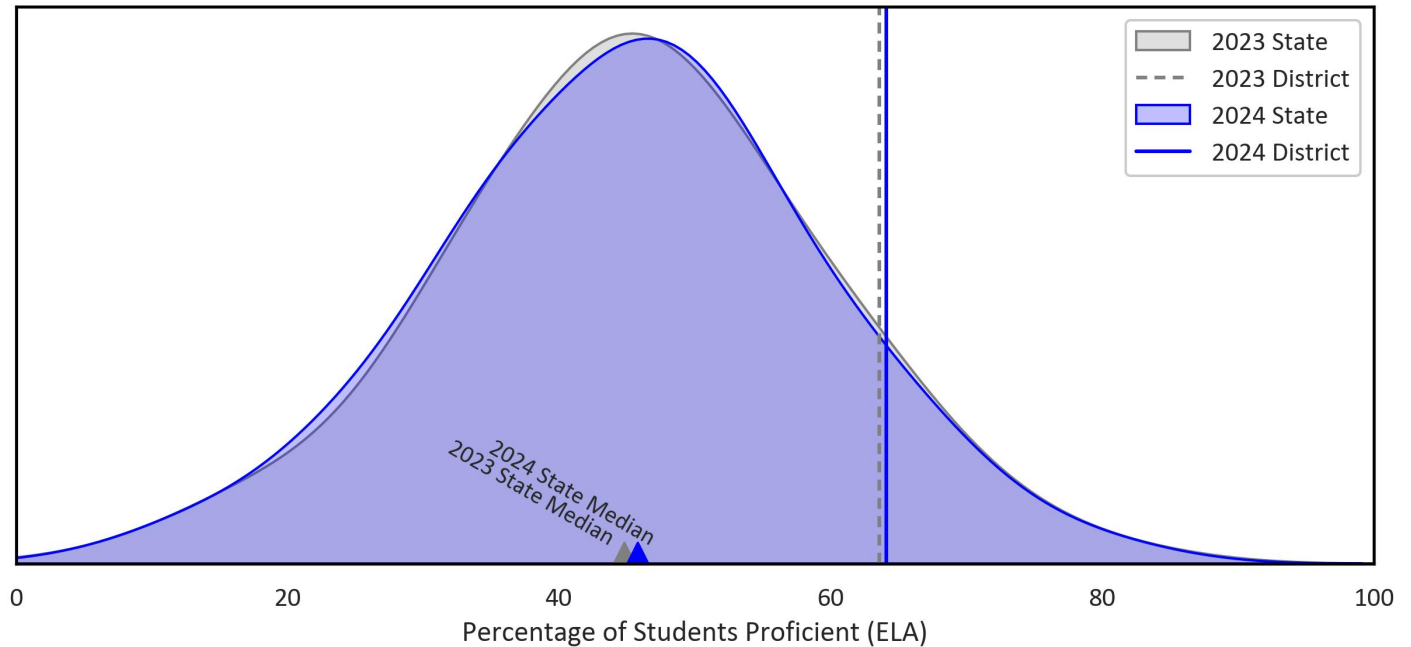


Figure 2. Proficiency Distribution of Washington Districts - Math

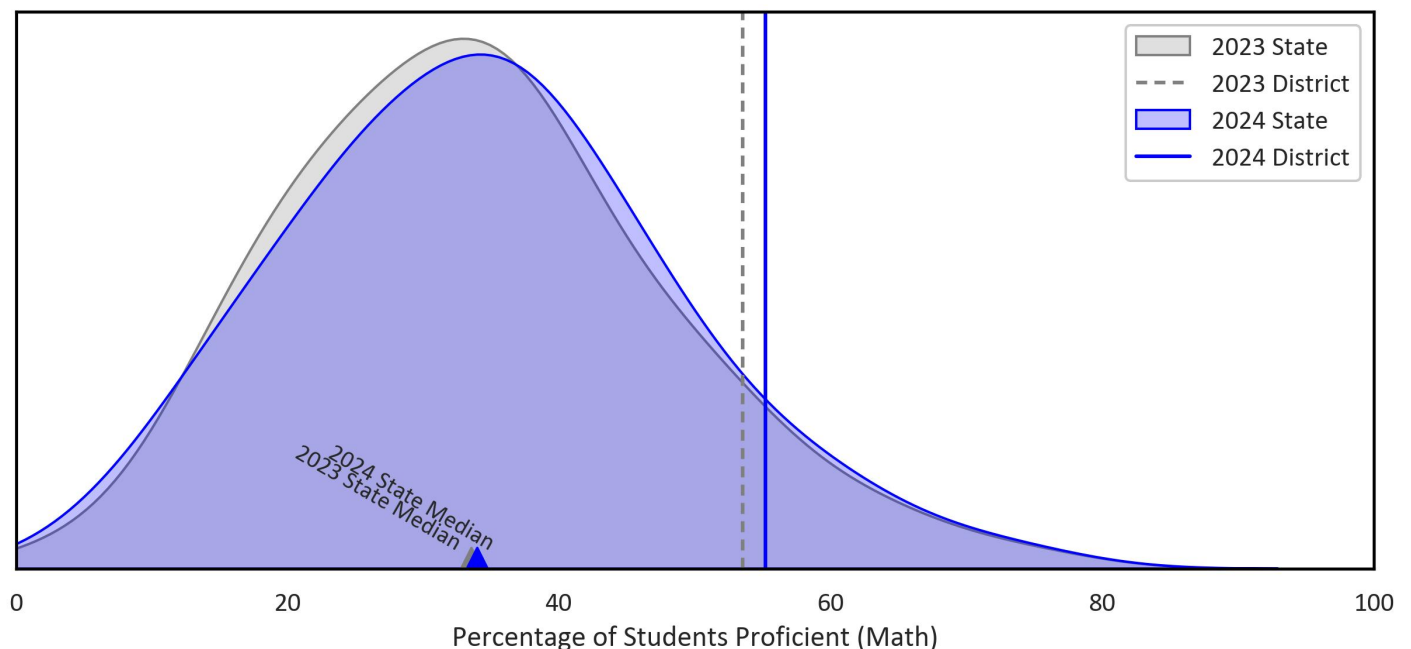
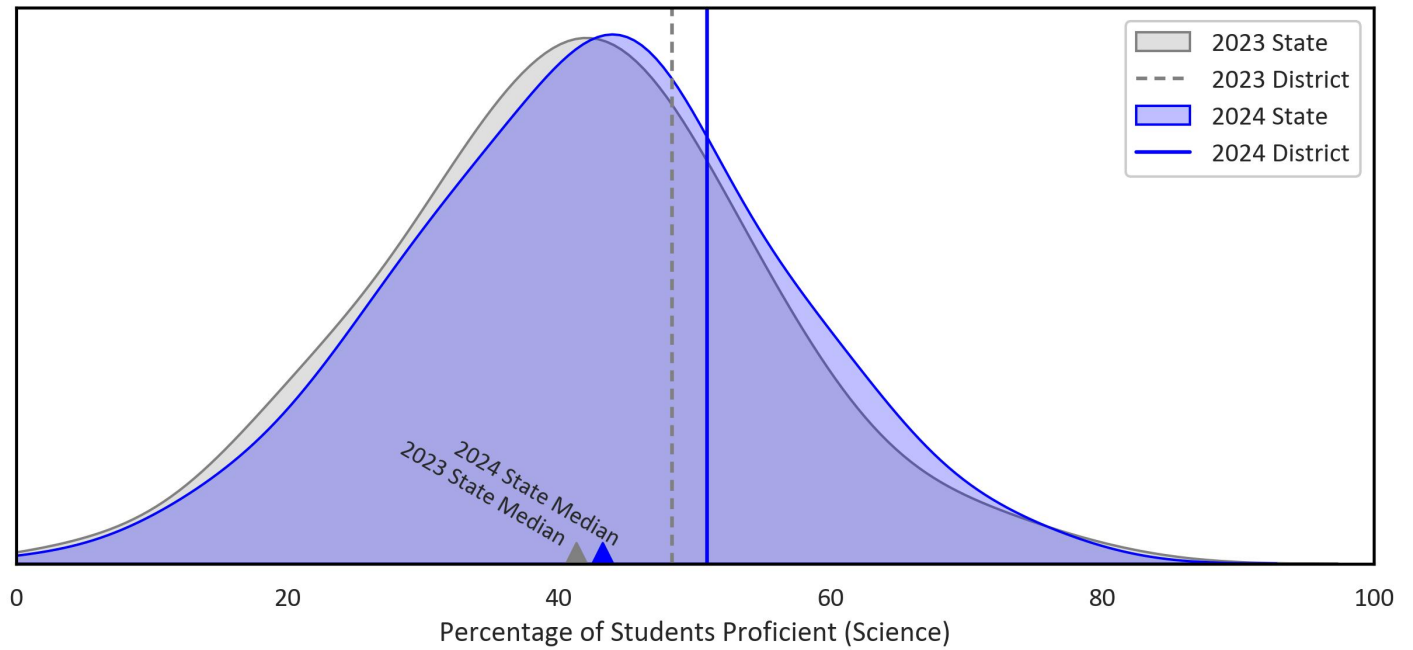


Figure 3. Proficiency Distribution of Washington Districts - Science



The graphs below depict the percentage of students designated as Low Income against the percentage of all students meeting ELA, math, and science proficiency in the Spring of 2024 across the district. The proficiency grey dots represent all other school districts in the state, with a trend line included through the center of the distribution meeting proficiency.

Figure 4: Low Income vs. ELA Proficiency 2024

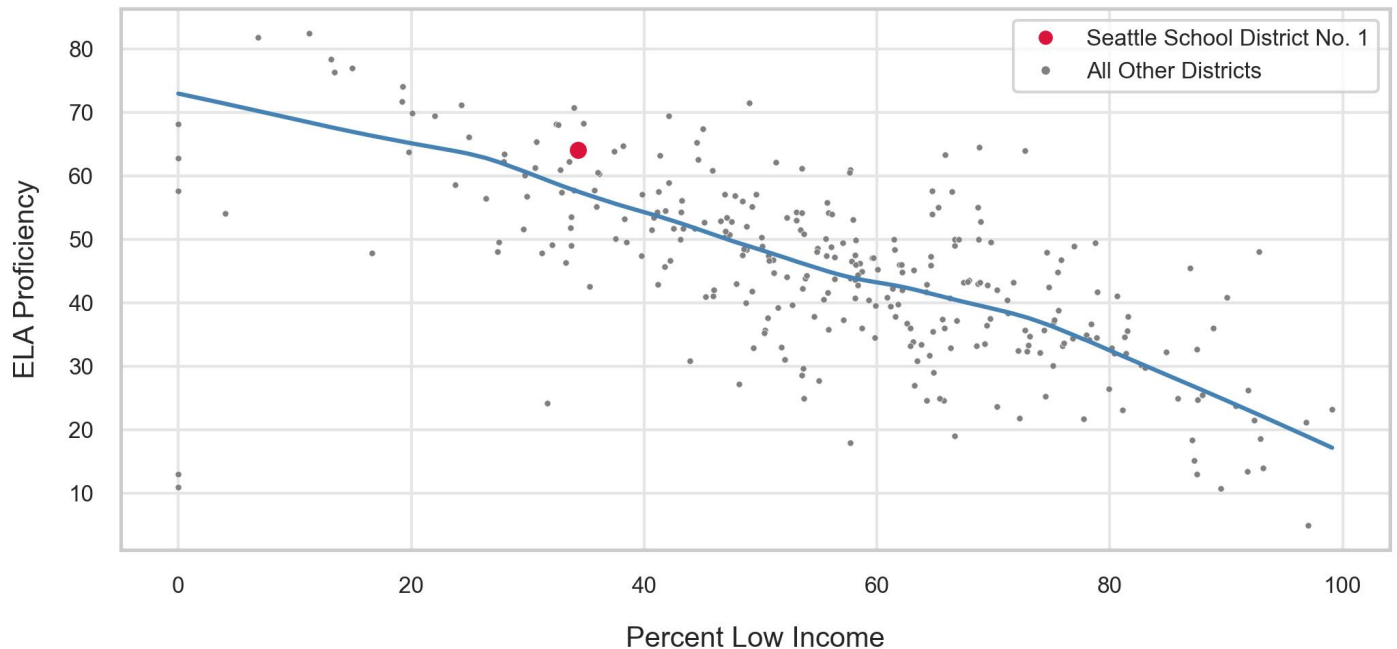


Figure 5: Low Income vs. Math Proficiency 2024

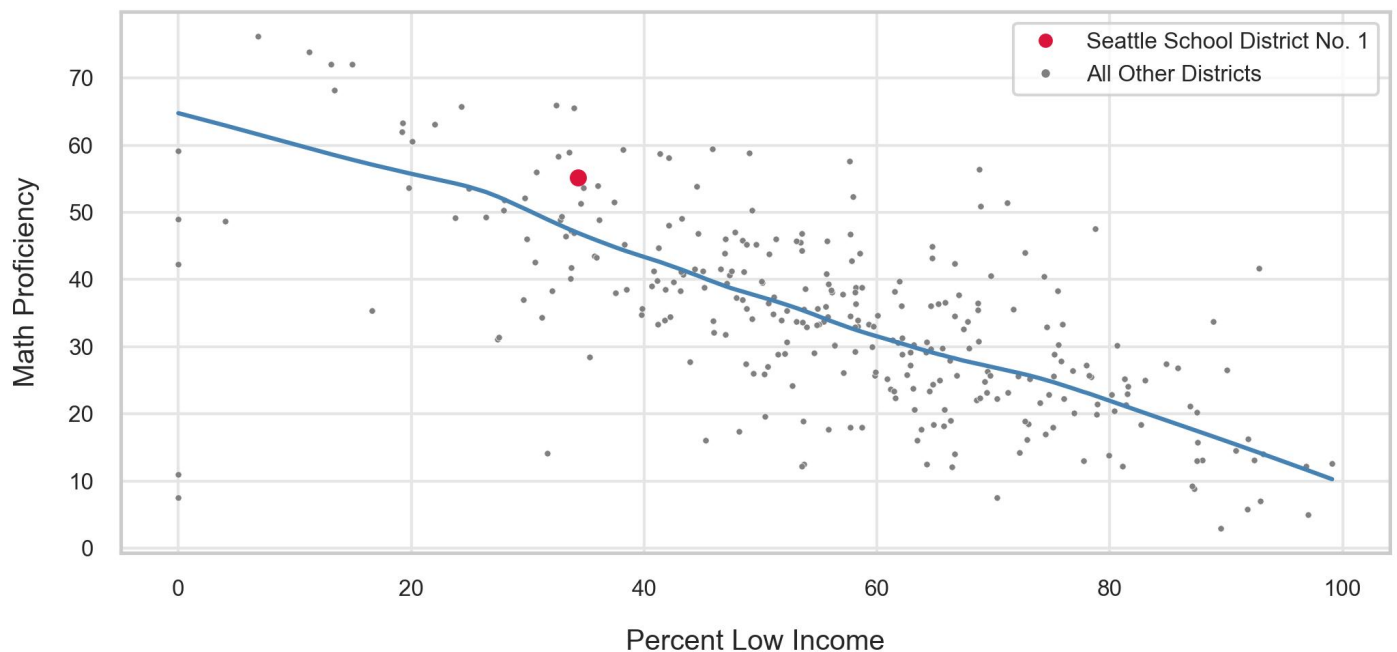
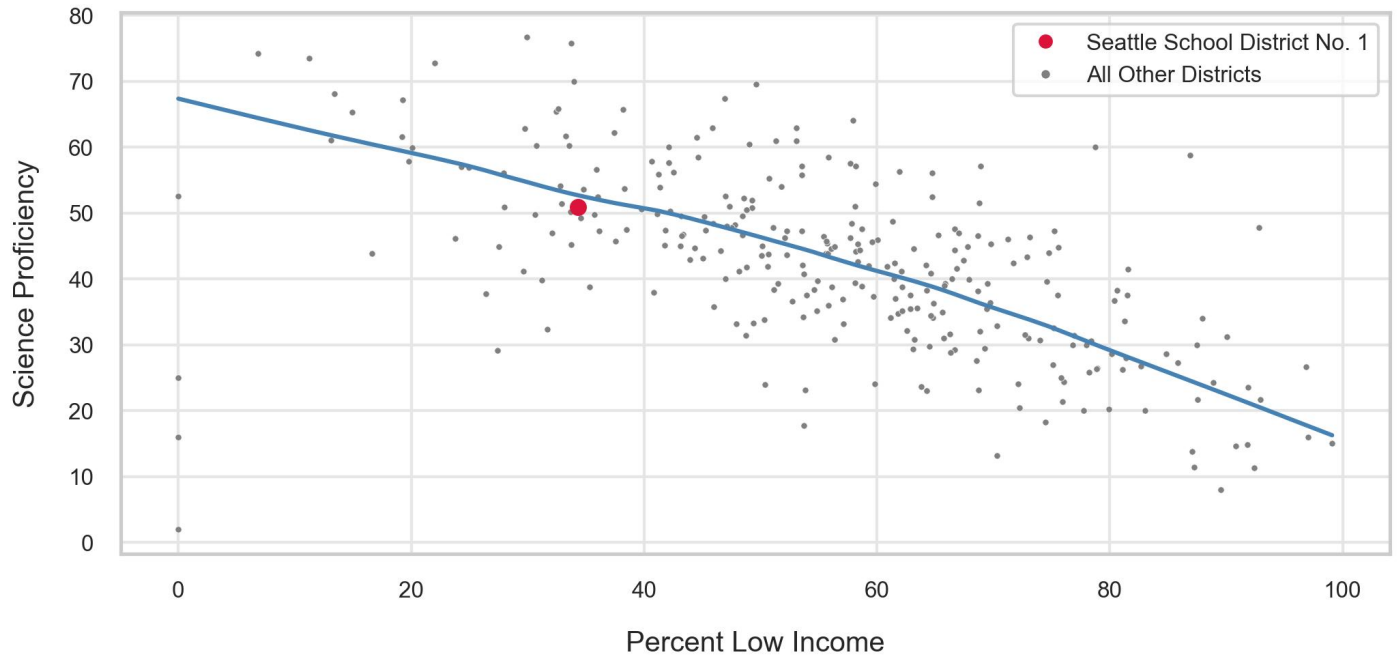
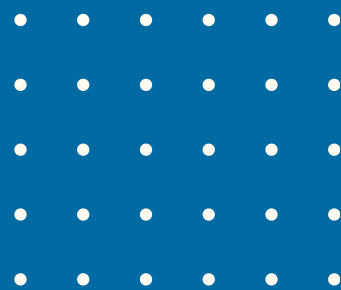


Figure 6: Low Income vs. Science Proficiency 2024





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