Board Review/Approval Date: September 27, 2016

Washougal School District Ends Report 2015-16 School Year

The Washougal School District annual ends report is a snapshot of student performance across a variety of grade levels and multiple areas measured against established targets. The Ends allows the Board to reflect on achievement over time, analyze patterns and trends, and establish future indicators of success to drive district work and student outcomes.

June 2015 Data and September 2015 Data	September 2016 Data	Areas of Growth	Areas of Concern

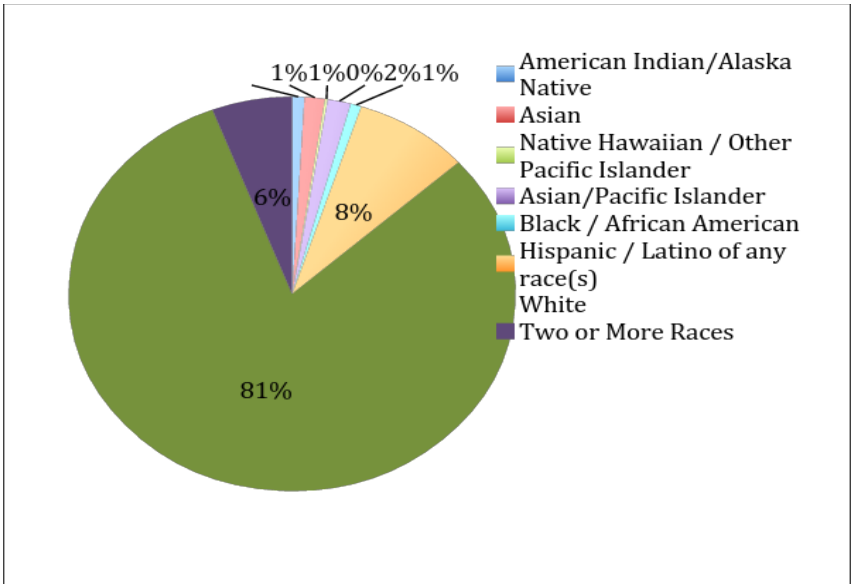
Student Learning Milestones	Indicator	3 Year Target 2016-17	13-14	14-15	15-16
Grade 6 HYS Data	% of students who report feeling safe at school – 85.6% in 2012	98%	N/A	87%	NA at this time
Grade 10 HYS Data	% of students who report feeling safe at school – 82.2% in 2012	95%	N/A	87.3%	NA at this time
ODOs	# of office discipline offenses/# of individual students	2456 1511	3369 2073	2872 1032	846 391
Grade 5 Reading MSP/ SBA	% of students meeting standard on the state outcome reading assessment	90% MSP	72.7% MSP	69.7% SBA	69.1% SBA
Grade 3 Reading MSP/SBA	% of students meeting standard on the state outcome reading assessment	TBD	MSP	56% SBA	65.4% SBA
Grade 5 Math MSP/SBA	% of students meeting standard on the state outcome reading assessment	90% MSP	62.7% MSP	61.9% SBA	52.1% SBA
Grade 3 Math MSP/SBA	% of students meeting standard on the state outcome reading assessment	TBD	MSP	62% SBA	70.4% SBA
Grade 6 – 8 Subgroup performance English Language Arts	% of students with disabilities, free/reduced lunch (poverty); Hispanic students meeting standard on Grade 6 – 8 state reading outcome assessment	62% SWD	40%	13.3%	20.7%
		79% F/R	71.1%	46%	49.9%
		77% HSP	60.3%	50.4%	55.9%
Grade 6 – 8 Subgroup performance Math	% of students with disabilities, free/reduced lunch (poverty); Hispanic students meeting standard on Grade 6 – 8 state reading outcome assessment	56% SWD	24.8%	9.9%	15.6%
		72% F/R	45.4%	31%	35.6%
		75% HSP	35.3%	25.7%	37.5%
Special Education LRE 80 – 100%	% of students enrolled 80-100% of day with typically developing peers	70%	45.2%	57.7%	90%

Students meeting district financial literacy requirement	# of students completing the district financial literacy requirement		N/A	N/A	N/A
WHS: Secondary math and science	% of students meeting standard on 11th Grade Math Assessment and Biology assessments	75% EOC1	65.1%	33%	NA
		88% EOC2	25.6%	67%	NA
		84% BIO	71.1%	74%	72.1%
EHS: Secondary math and science	% of students meeting standard on 11th Grade Math Assessment and Biology assessments	75% EOC1	65.1%	33%	NA
		EOC 2 Need baseline data		NA	NA
		Biology Need baseline data		75.4%	<5.0%
Graduation Rate	Adjusted 4 year 89.5% ('12) Adjusted 5 year 84.2% ('11)		81.7% ('13)	80.2%	75.9%
			85.4% ('12)	84.5%	83.3%
Parent and Community	Parent's perspective Survey- Given in January of each year	Need baseline			
Students taking and passing AP Exams (3)			75/35	78/29	50/20
CTE Enrollment and Completion HS level		Need baseline	162 and 179	131 and 178	152 and 172
CTE Enrollment at MS level		Need baseline	3.6	26	46

Demographic Information:

Number of Schools	7
Enrollment	3158
Free or reduced lunch	36.7%-
Special education	13.4%+
Transitional-Bilingual	2.2%
Number of certificated teachers	182
Teachers with master's degree or above	65.4%+
Number National Board Certified teacher	7+
Total number of staff	435 - 440

Ethnic Diversity:



Student Learning Milestone	What we measure	How we measure it	Why it is important
Safe Learning Environment	6th Grade perception of safety at school	Health Youth Survey: Percentage of Grade 6 students who report feeling safe in school	Research supports that optimal learning takes place when students feel safe at school. The HYS is administered statewide every other year. Students' removal from class impacts both their opportunity to respond and time on task. Teaching prosocial skills to students impacts academic performance.
	10th grade perception of safety at school	Health Youth Survey: Percentage of Grade 10 students who report feeling safe in school	
	Office Discipline Referrals	School discipline data	
Grades 3 and 5 Reading	Grades 3 and 5 students meeting or exceeding reading standard	Percentage of Grade 5 students meeting or exceeding standard on state outcome assessment	Grade 3 is our first indicative measure in how our students are succeeding as a result of K-2 instruction. State outcome trend data analysis indicates a "dip" in reading and mathematics scores of students from Grades 3 to Grade 5. Success at Grade 5 impacts students' transitional success to the middle grades.
Grade 3 and 5 Mathematics	Grades 3 and 5 students meeting or exceeding mathematics standard	Percentage of Grade 5 students meeting or exceeding standard on state outcome assessment	
Grades 6 - 8 Reading Subgroups: Students with disabilities Free/Reduced lunch Hispanic	Grade 6 - 8 identified subgroups of students meeting or exceeding reading standard	Percentage of Grade 6 – 8 students in the following subgroups: students with disabilities; free/reduced lunch; and Hispanic meeting or exceeding standard on state outcome assessment	Odds ratio indicate these three subgroups to be the most at risk for educational disparities in our system. Students entering the high school system "on track" are more likely to stay engaged with and graduate from the system. Having a high school diploma impacts future earning levels.
Grade 6 - 8 Mathematics Subgroups: Students with disabilities Free/Reduced lunch Hispanic	Grade 6 - 8 identified subgroups of students meeting or exceeding mathematics standard	Percentage of Grade 6 – 8 students in the following subgroups: students with disabilities; free/reduced lunch; and Hispanic meeting or exceeding standard on state outcome assessment	
Special Education Least Restrictive Environment (LRE)	LRE placement according to students' IEPs	Percentage of students in each grade level spending 80 – 100% in the general education setting	Federal special education regulations require that a child with a disability not be removed from the regular classroom to receive instruction unless his educational needs cannot be met with supplemental aids and services in regular classes. All placement decisions are made by the IEP team with parent input, are based on the IEP, and are reviewed at least annually.

			Research suggest that including students in the general education environment helps provide access to grade level standards and ensures high expectations.
Financial Literacy	Students meeting standard on district developed financial literacy course.	Number of students meeting standard on district developed financial literacy course.	It is widely believed that lack of financial literacy in our society was a major factor in the recent financial crisis. Financial literacy in today's world is almost as important as learning to read and write and one could argue that a student's credit history is just as important to his or her future as his/her grade point average. Financial literacy helps to equip students with tools to make wiser financial decisions.
Secondary Mathematics and Science	Students meeting or exceeding standard on the EOC Algebra, Geometry, and Biology assessments	Percentage of students meeting or exceeding standard on EOC Algebra, Geometry, and Biology assessments	The End of Course (EOC) is the new Washington state mathematics and science graduation requirement. Passage of these assessments show that students know and can demonstrate the most fundamental concepts in Algebra, Geometry, and Biology.
Parent & Community Perceptions	Parent/ and community perception surveys	This will be completed for WHS/EHS in the fall	This metric serves as an indicator of community members' perceptions of how well a school/the district is performing and how well students are prepared. Consider random sampling of all community stakeholders to gather data in November – January of each school year. This will be completed for WHS/EHS in the fall
College and Career Readiness	Graduation rate ● On-time ● Extended	On time graduation rate is the percentage of students who entered our system as 9th graders, stayed in our system, and graduated in 4 years. Extended graduation rate is the percentage of students who entered our system as 9th graders, stayed in our system, and graduated within one calendar year of their assigned graduation year.	Graduation indicates that a student has mastered fundamental concepts in core subjects, met their credit requirements, and has completed a career plan. High school graduation is the gatekeeper for further education. Research shows that each successive diploma is equated to better career and economic outcomes throughout life.
	Students who pass AP exams	Percentage of students who are enrolled and pass at least one AP exam	Rigorous AP courses prepare students to be successful in college and increase the likelihood of admission. Passing an AP courses indicates that a student has learned

			and can demonstrate upper-level course material.
	CTE enrollment and completion HS	The kind of courses and number of students completing each CTE course.	CTE offers a unique opportunity to engage students in an enormous variety of subjects, incorporating academic, creative and technical skills, with the specific goal no where else in their education, of preparing students for life that comes after high school.