Washougal School District Ends Report

October 13, 2026

WASHOUGAL
SCHOOL DISTRICT

STRATEGIC PLAN 2026-2031 GOALS

Goal 1 – Academic Foundation

We will prepare students for future success with a solid academic foundation and high expectations. We will inspire them to pursue their path with rigorous, relevant, and future ready learning.

Goal 2 - Behavior supports

We will foster a positive, supportive, and safe learning environment resulting in a collaborative and respectful community of learners.

Goal 3 – Learning Partnerships

We will amplify student voices and create authentic learning partnerships alongside students, families, and the community so our schools become vibrant hubs in Washougal.







Goal 1 - We will prepare students for future success with a solid academic foundation and high expectations. We will inspire them to pursue their path with rigorous, relevant, and future ready learning.

To do this, we will:

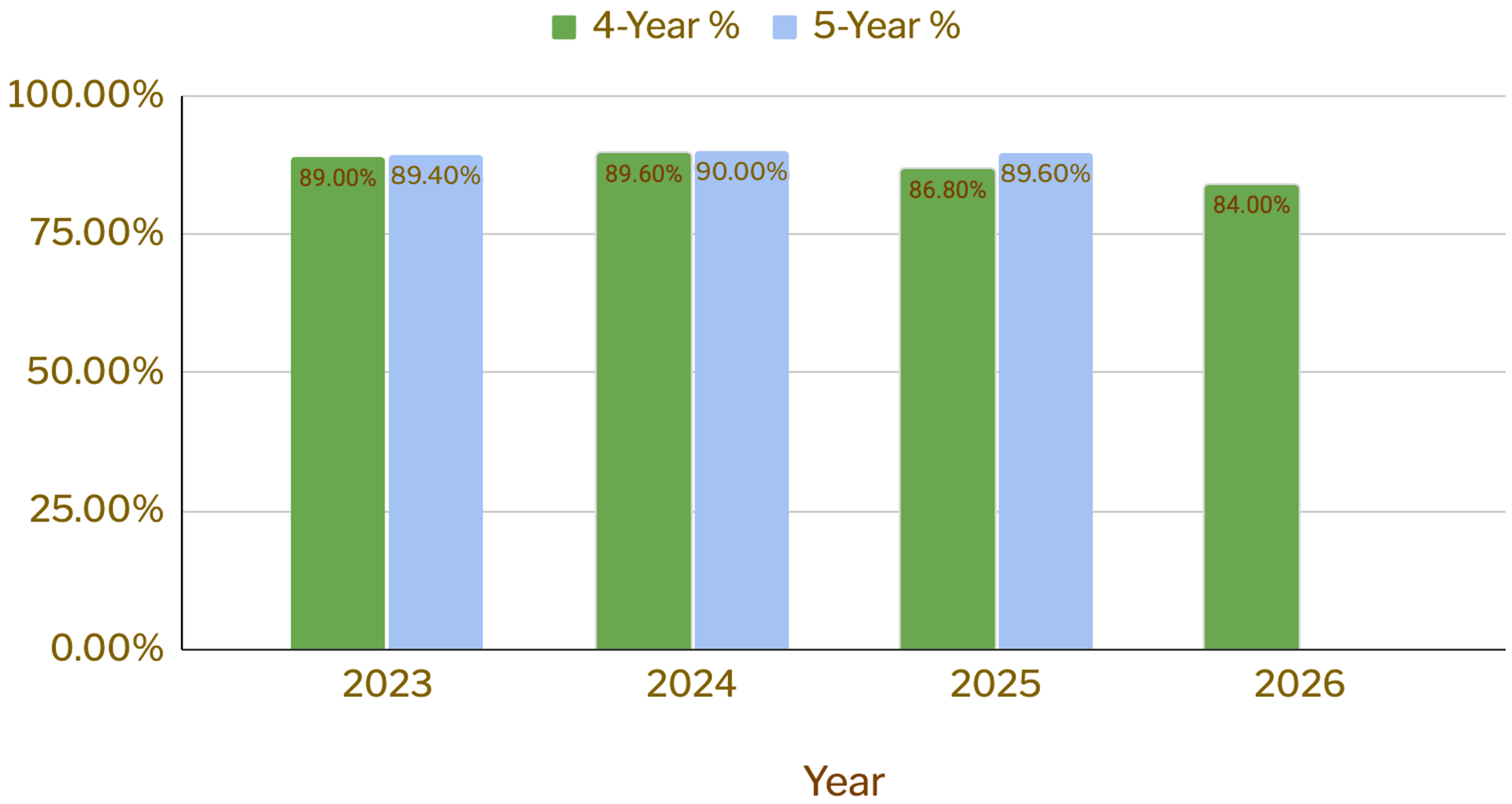
- Provide real world hands-on learning opportunities
- Teach and model critical thinking, problem-solving, and perseverance.
- Create safe and welcoming classrooms that hold students accountable for their actions and celebrate successes.
- Hold staff accountable for following academic expectations
- Engage stakeholders in decision-making, seek feedback, and maintain transparent communication
- Provide continuous staff professional learning opportunities

Goal 1 Measurements of progress:

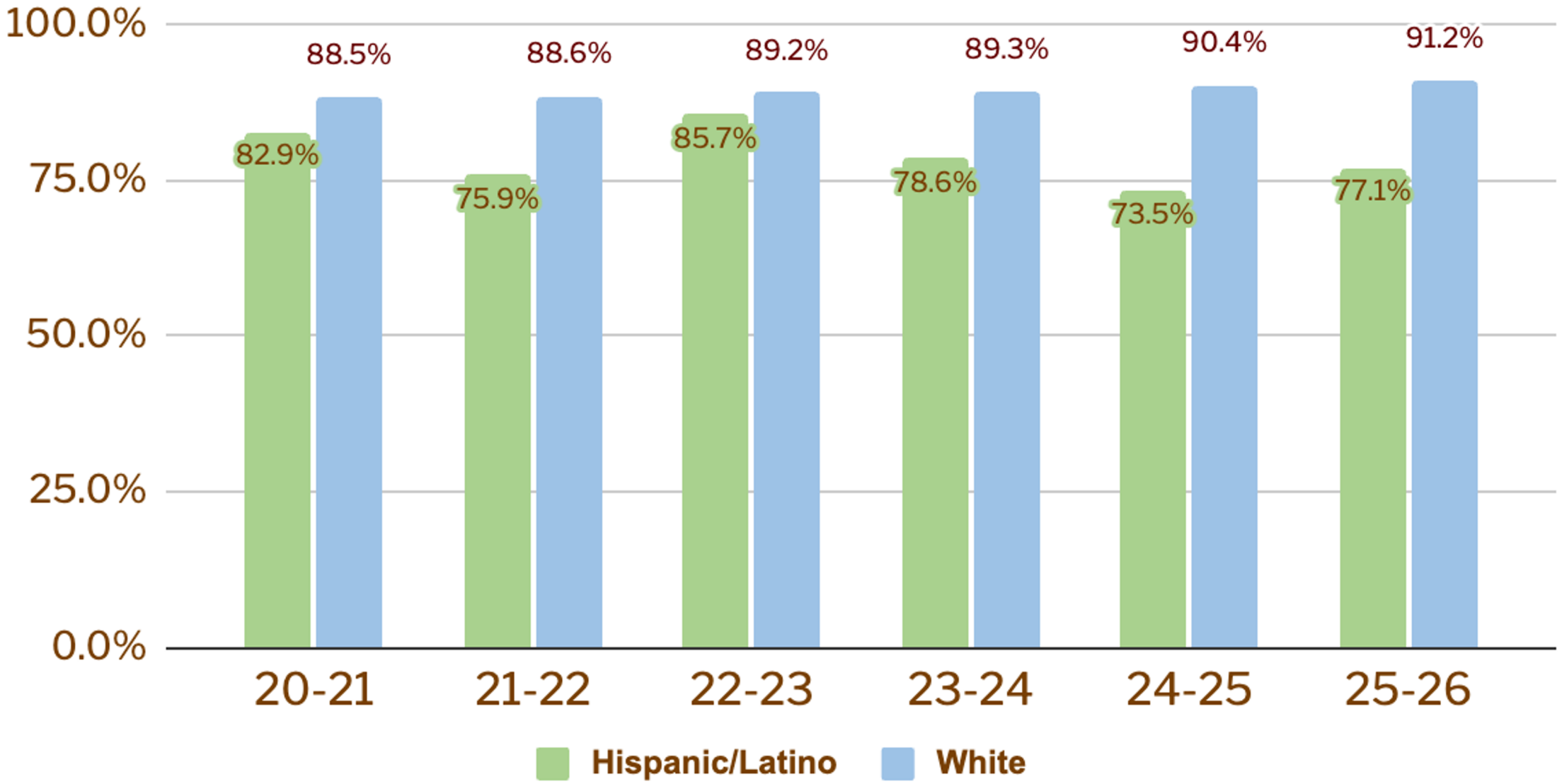
- Graduation rate
- 9th graders On-Track rate
- Elementary School English Language Arts and Math score trends
- Middle & High School English Language Arts and Math score trends
- Attendance rate
- Enrollment trends

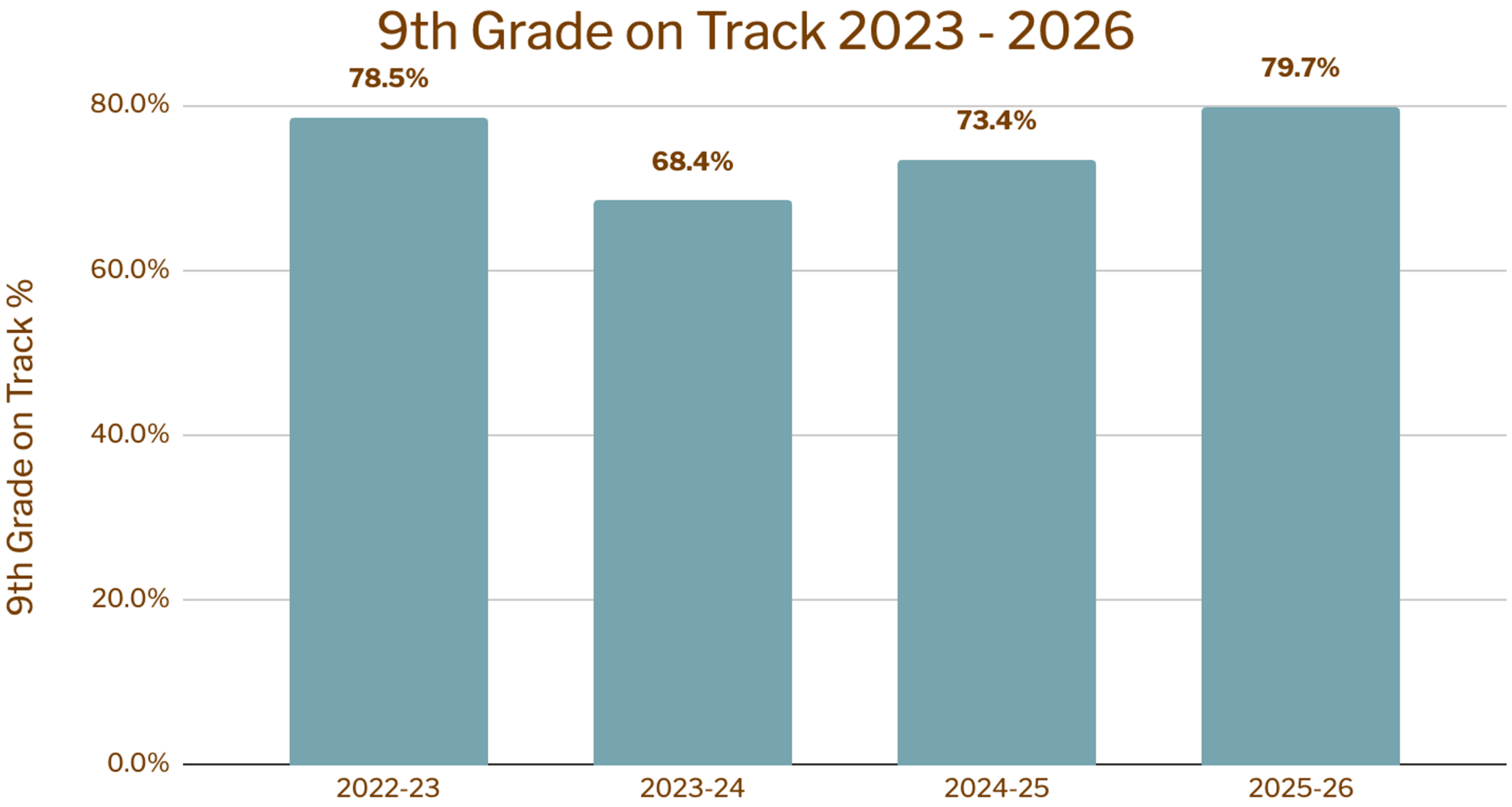


Washougal High School Graduation Data



Washougal School District Graduation Rate by Race/Ethnicity

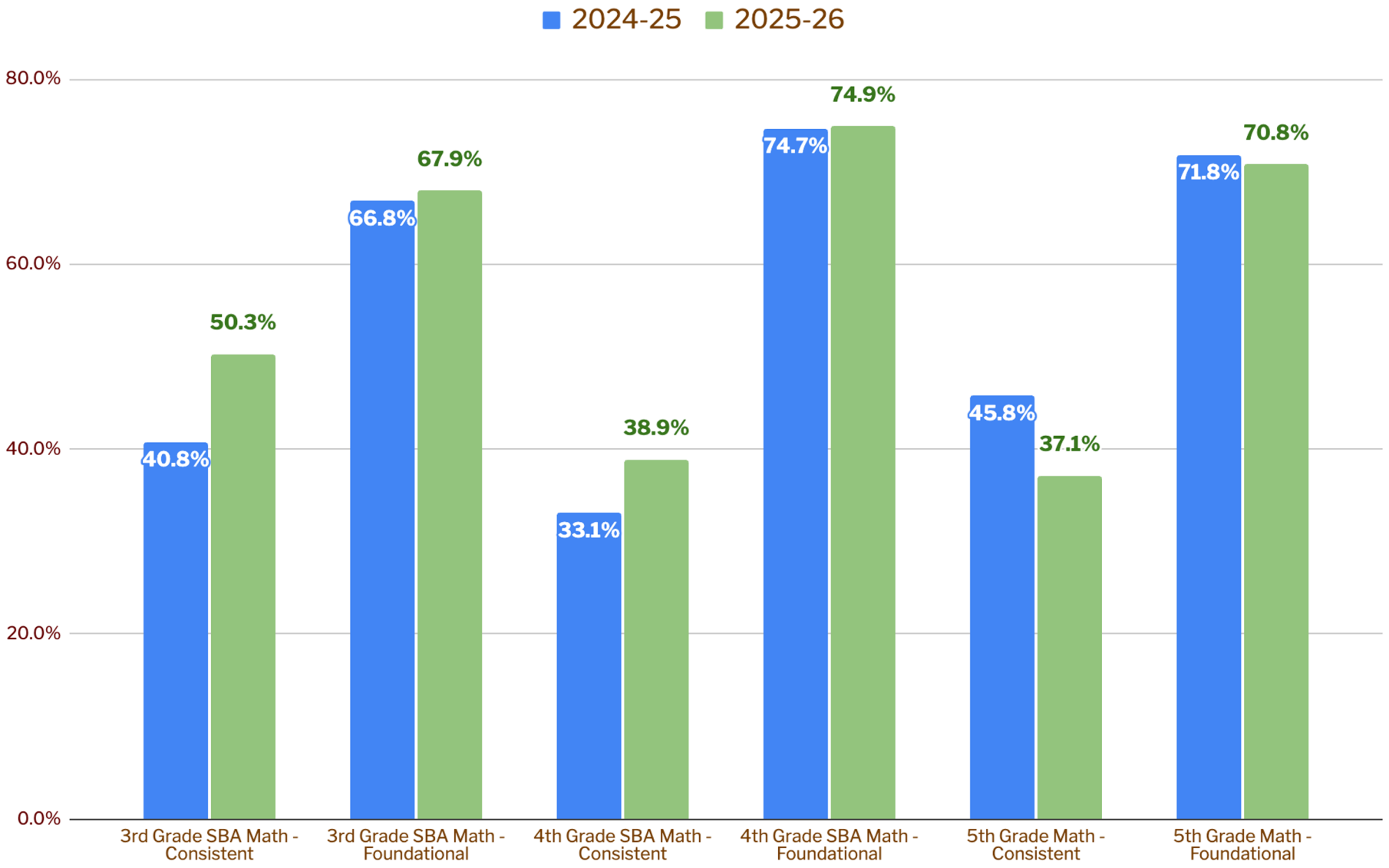




Earn 6 credits

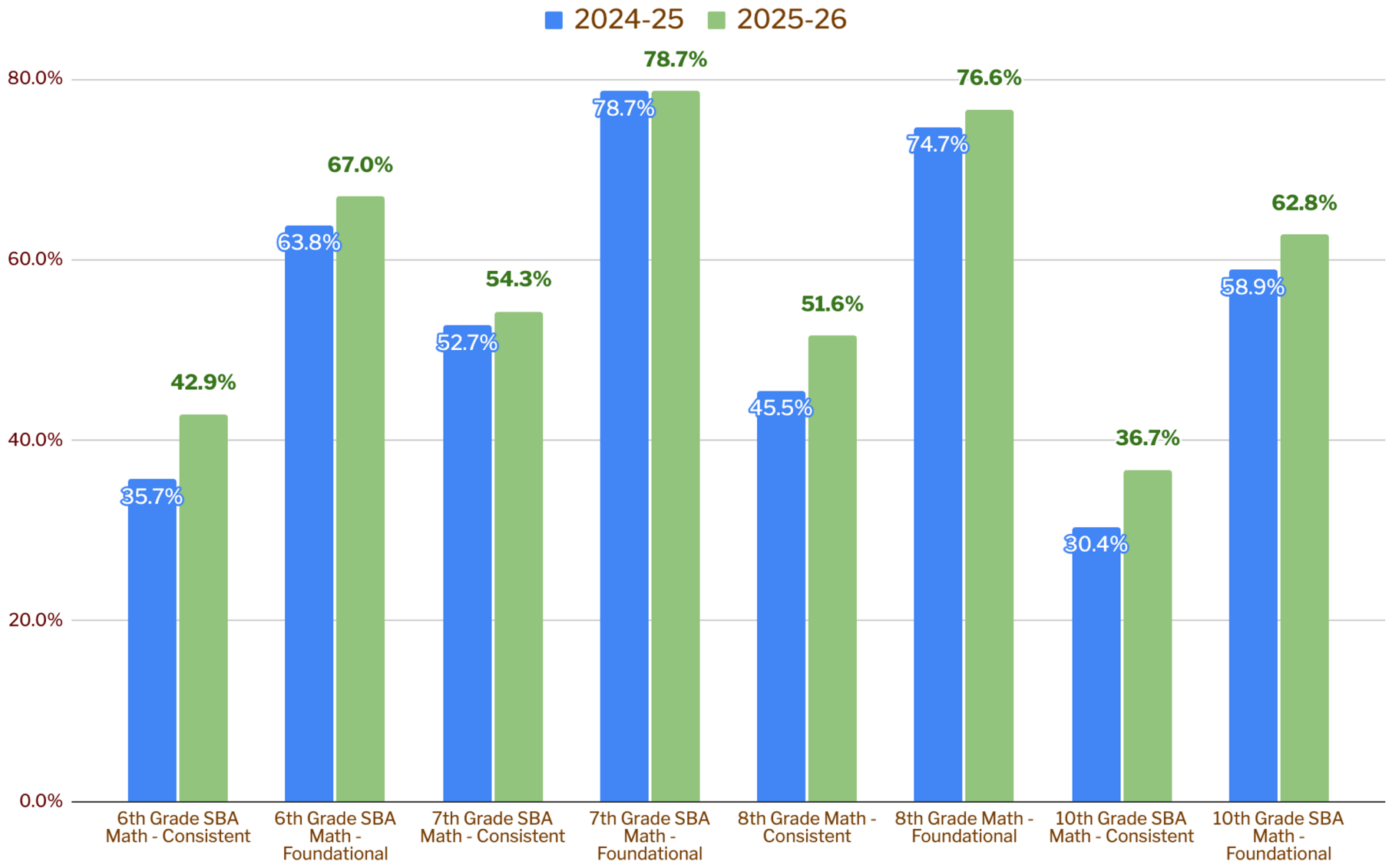
Measurement of Progress by Year

Smarter Balanced Assessment Results - Math 3rd - 5th



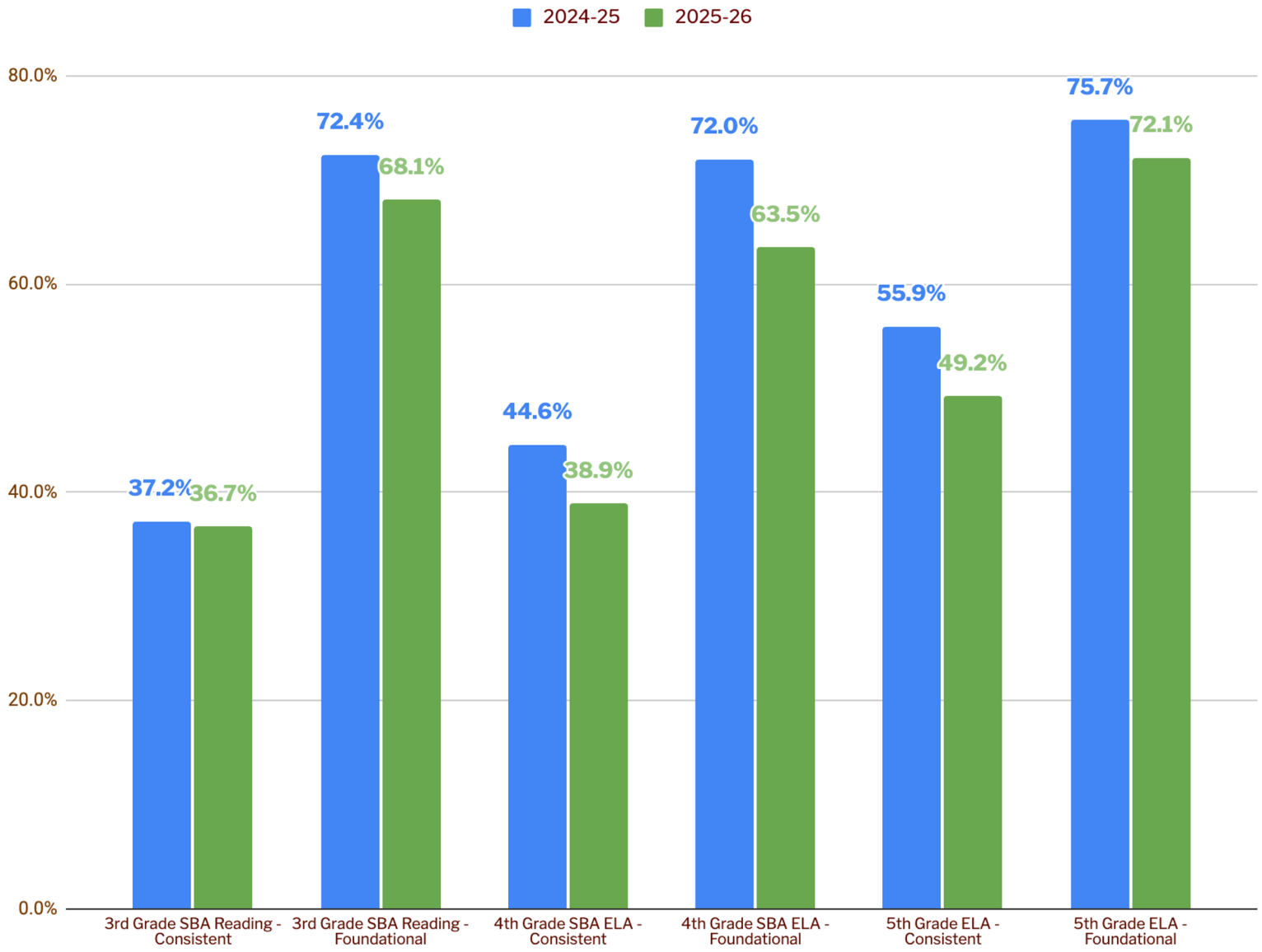
Smarter Balanced Scores by Grade including both Consistent and Foundational Percentages for 3rd - 5th Grade

Smarter Balanced Assessment Results - Math 6th - 10th



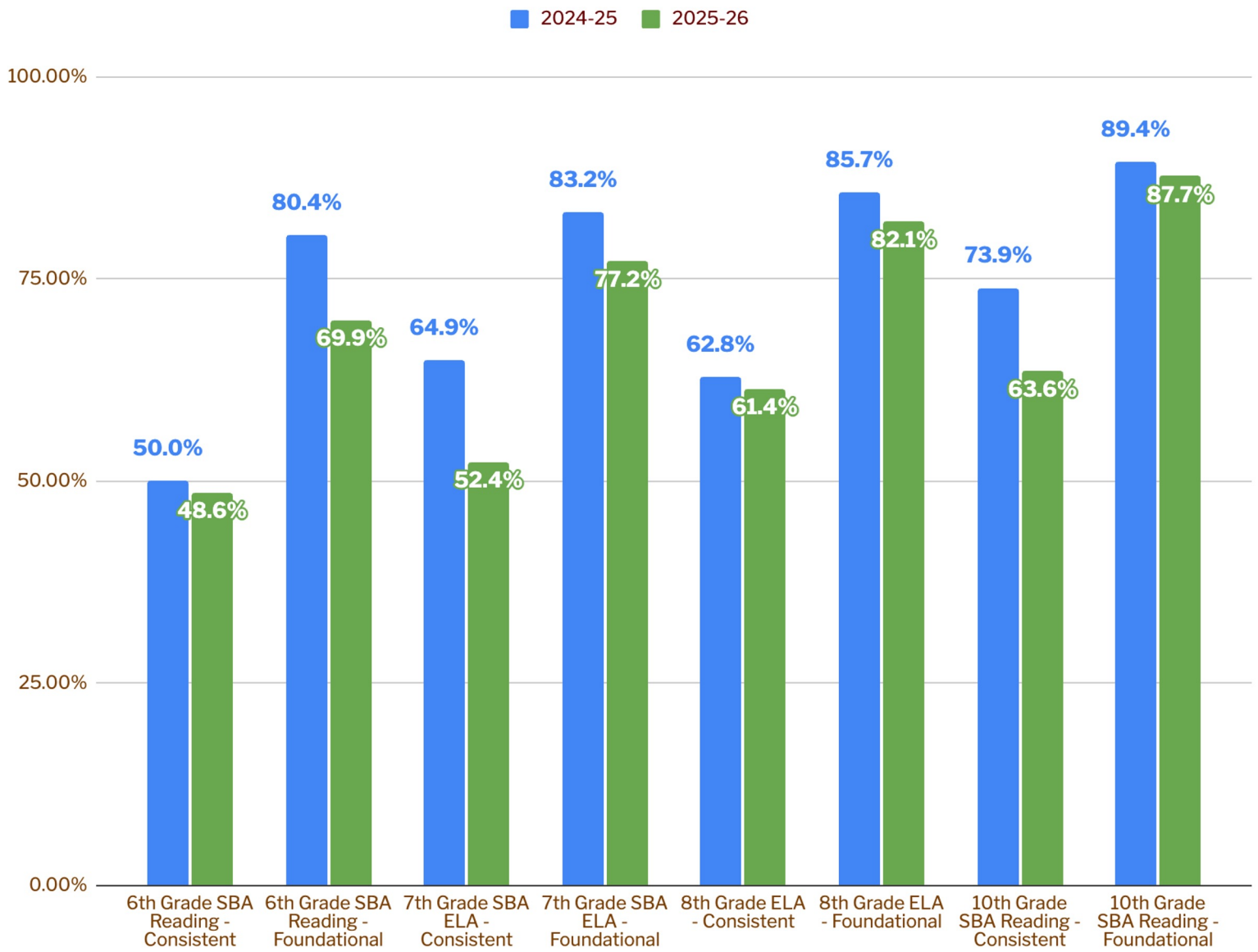
Smarter Balanced Scores by Grade, including both Consistent and Foundational Percentages for 6th - 10th Grade

Smarter Balanced Assessment Results - English Language Arts 3rd - 5th



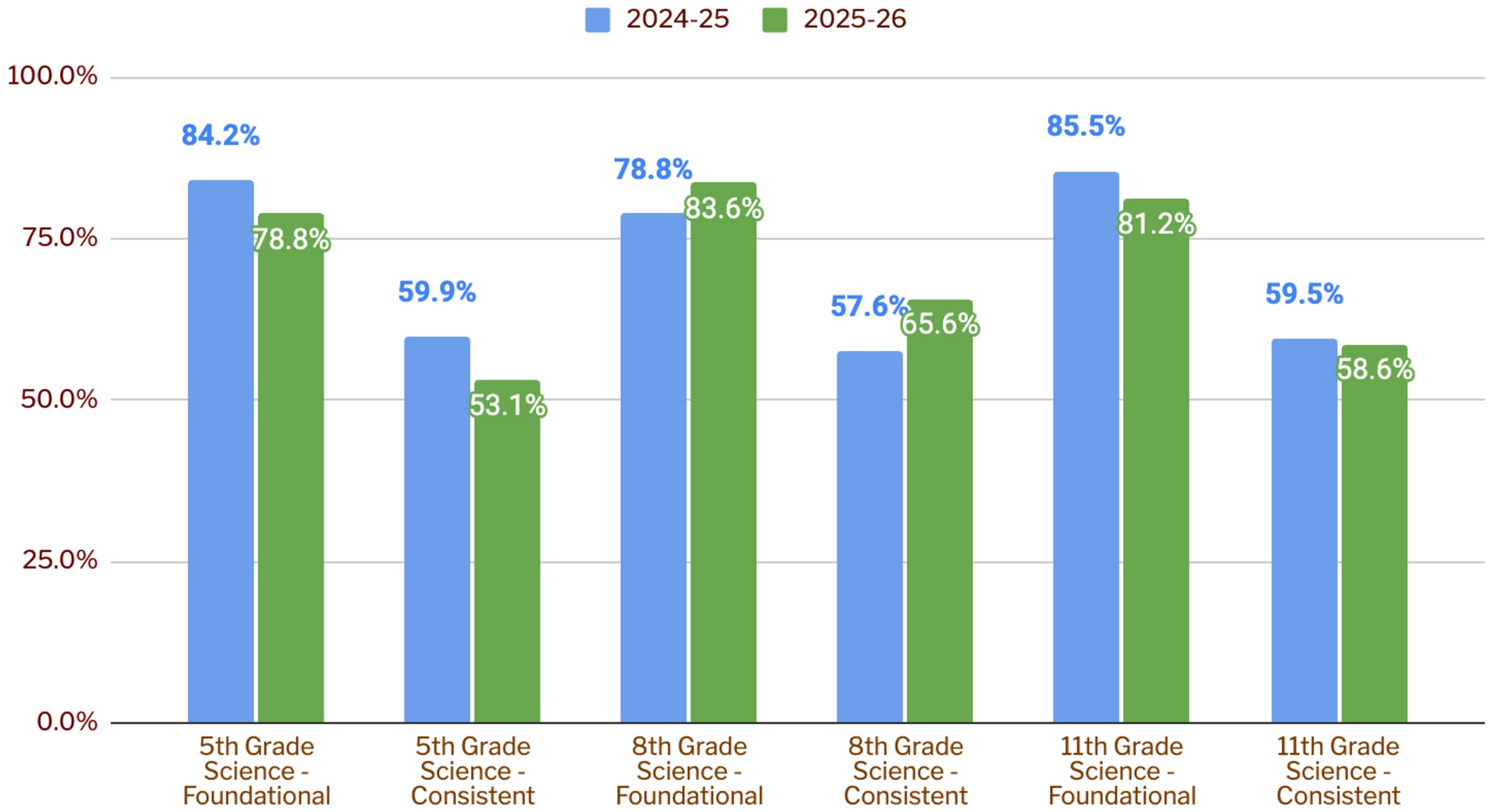
Smarter Balanced Scores by Grade including both Consistent and Foundational Percentages for Grades 3rd - 5th

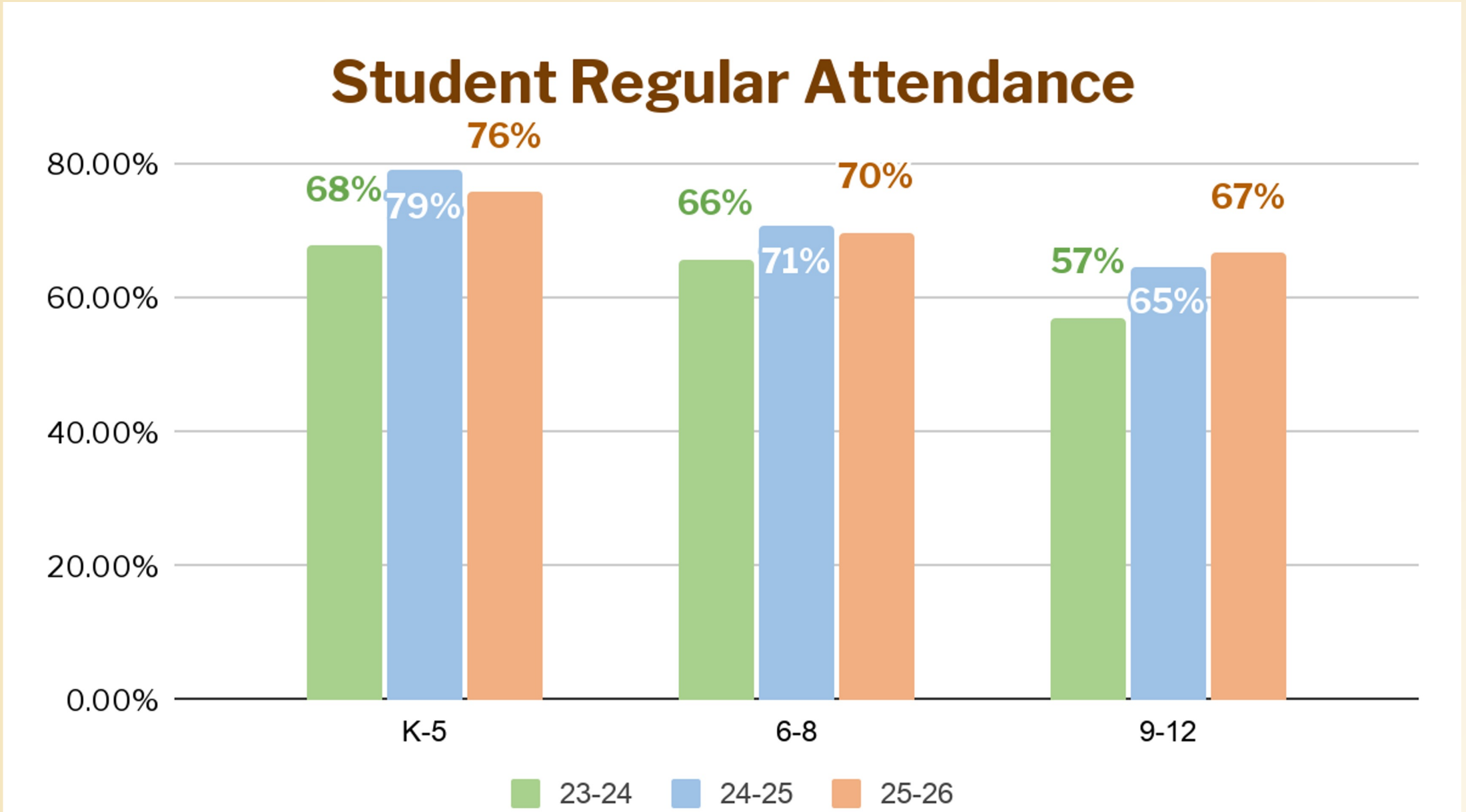
Smarter Balanced Assessment Results - English Language Arts 6th - 10th



Smarter Balanced Scores by Grade, including both Consistent and Foundational Percentages for Grades 6th - 10th

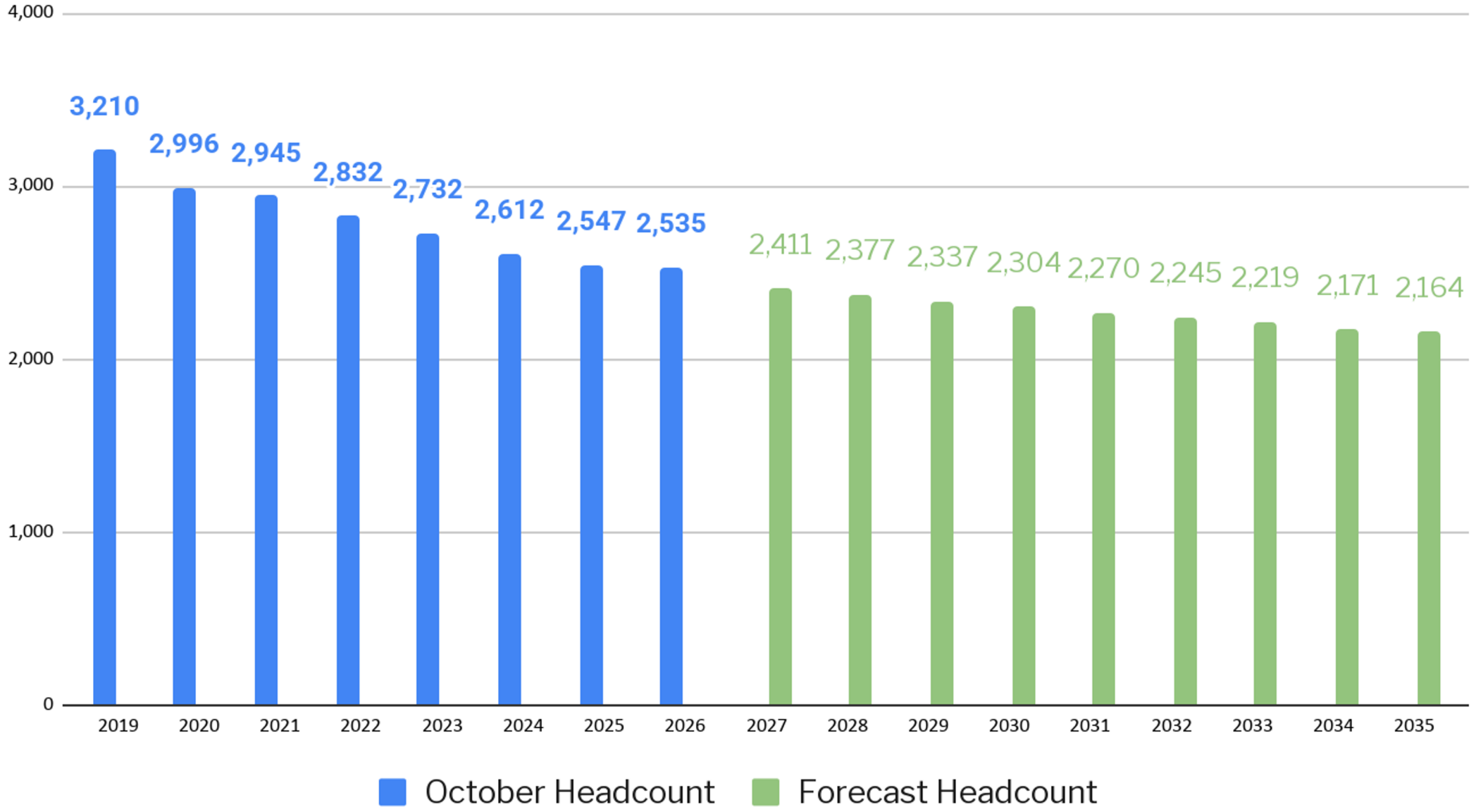
Washington Comprehensive Asessment of Science 5th, 8th & 11th





Regular Attendance: OSPI defines regular attendance as missing less than two school days each month

Headcount Trend and Projection Through 2035



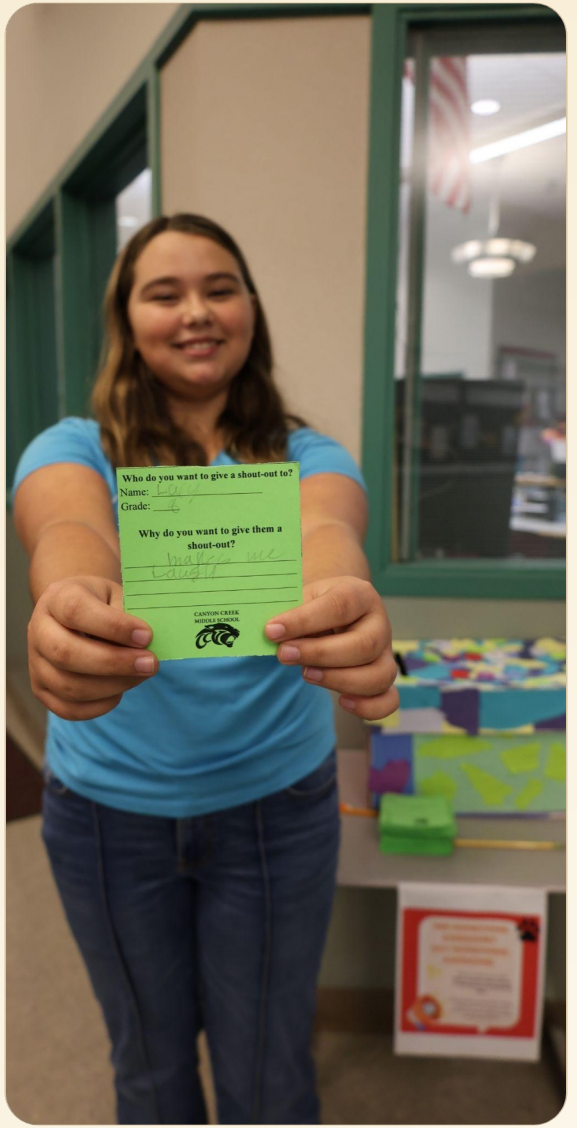
Goal 2 - We will foster a positive, supportive, and safe learning environment resulting in a collaborative and respectful community of learners.

To do this, we will:

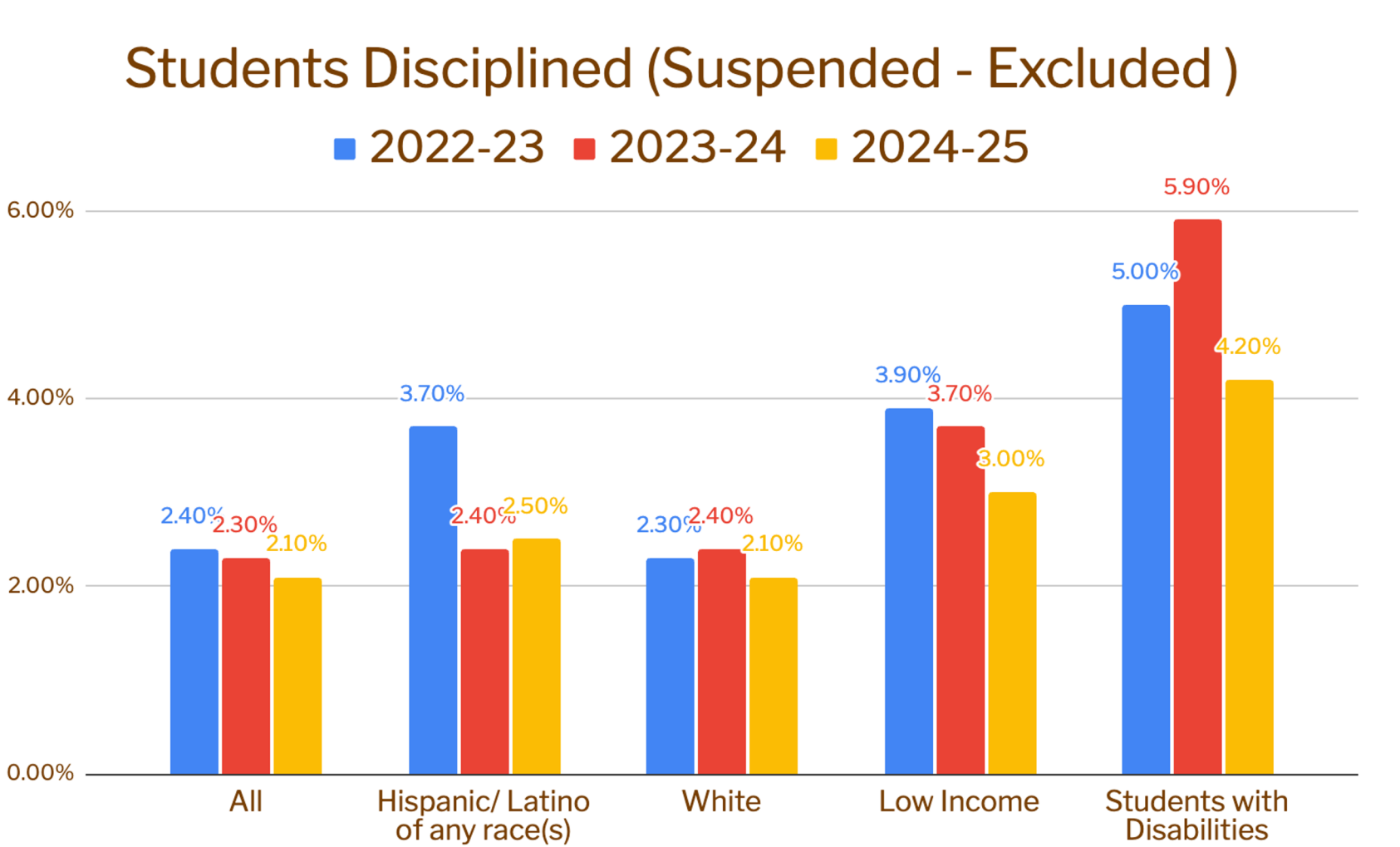
- Model, teach, and reinforce positive behavior and social-emotional learning (SEL) skills.
- Promote flexible thinking, respectful dialogue, and civil discourse.
- Establish and clearly communicate behavior expectations to students, staff, and families.
- Provide systems of support and professional learning on student well-being, social emotional learning, and trauma-informed practices.
- Educate students and families on behavior management and social/emotional wellness.
- Ensure consistent implementation of expectations through shared language, standards, and policies.

Goal 2 Measurements of progress:

- Track Student Discipline (Short-Term Suspension, Long-Term Suspension, Emergency Expulsion, or Expulsion for a discipline related incident)
- Track behavior intervention and support implementation
- Students sense of belonging as measured by Social Emotional Learning surveys/screeners for staff and students
- Positive communication between teachers and parents as measured by communication survey



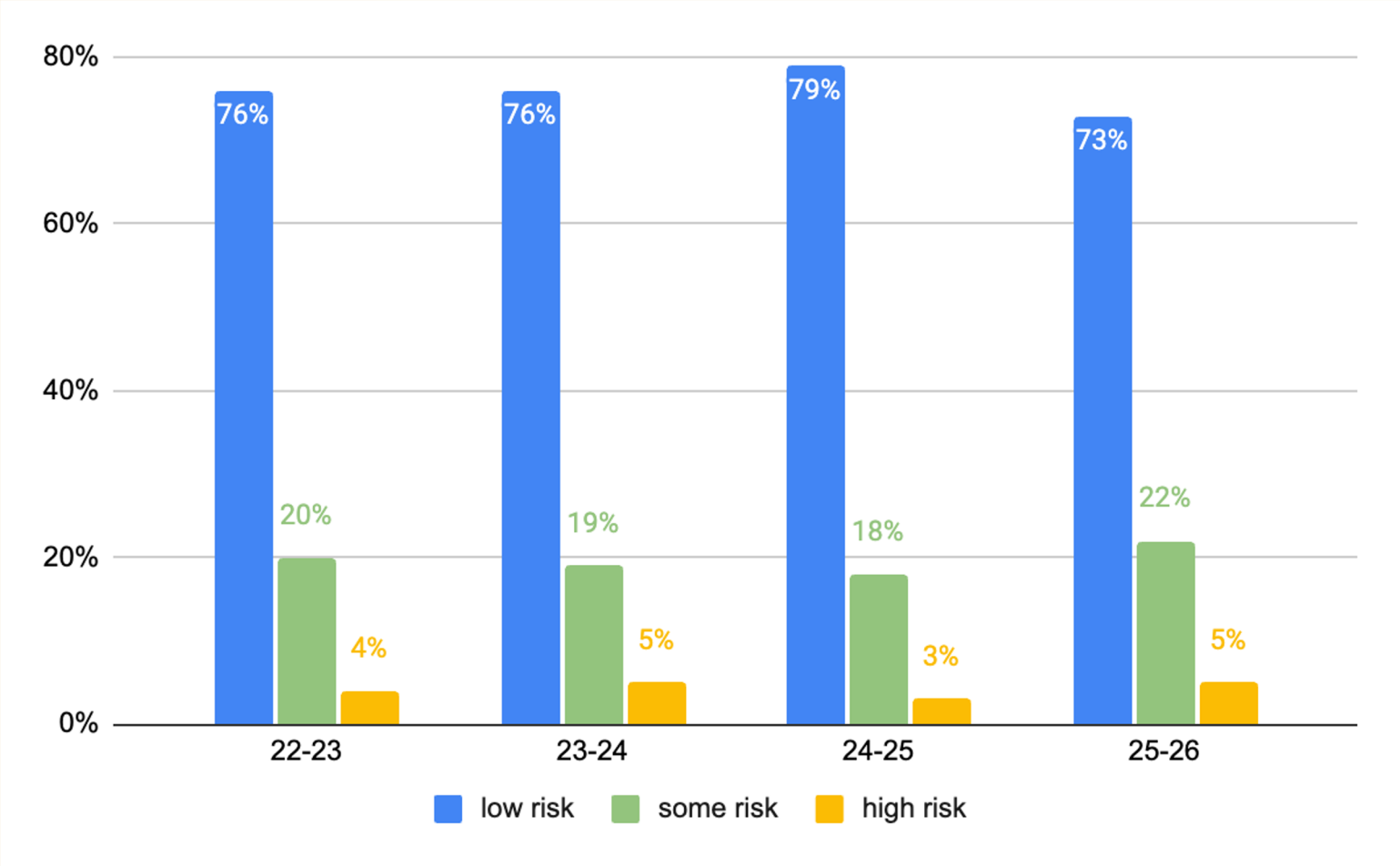
Student Discipline (2021 - 2025)



During the school year the following number of students received a Short-Term Suspension, Long-Term Suspension, Emergency Expulsion, or Expulsion for a discipline related incident:

- 2024-25 students 62
- 2023-24 students 67
- 2022-23 students 73

Social Emotional Screener Results (2022 - 2025)



- MySAEBRS measures a students self reported risk level for Social, Emotional and Academic behaviors
- K-12 screener
- With low-risk rates holding steady in the 70s, our universal supports continue to effectively serve a majority our students



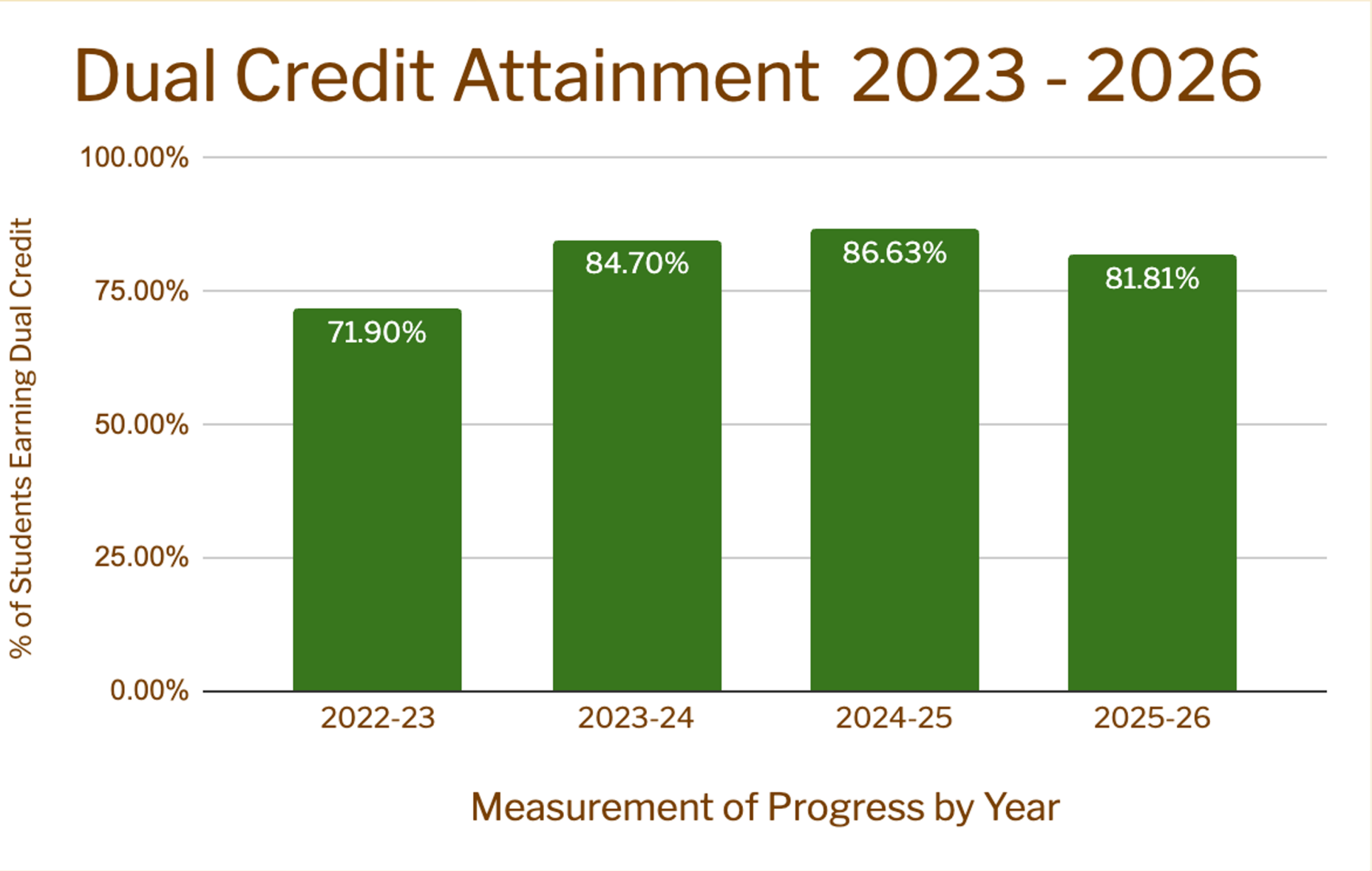
Goal 3 Measurements of progress:

- Dual credit participation – includes Running Start, AP, IB, College in the High School, CTE dual credit
- Participation in extracurricular activities (hi-cap, clubs, sports, etc)
- Track and highlight the number of community facing events and percentage of participation in key events
- Surveys for student, staff, and community reflections (Principal attributes for HES & GES; Budget priorities; Student AI survey; Highly Capable survey)
- List of community conversations/Listening tours

Goal 3 - We will amplify student voices and create authentic learning partnerships alongside students, families, and the community so our schools become vibrant hubs in Washougal.

To do this, we will:

- Provide authentic opportunities for students, families, and community members to engage in school activities and decision-making.
- Promote student voice, self-advocacy and leadership through classroom engagement and feedback opportunities
- Encourage two-way communication with students and families
- Partner with volunteer and community organizations to support student learning.
- Develop diverse, relevant courses and experiences aligned with student interest.

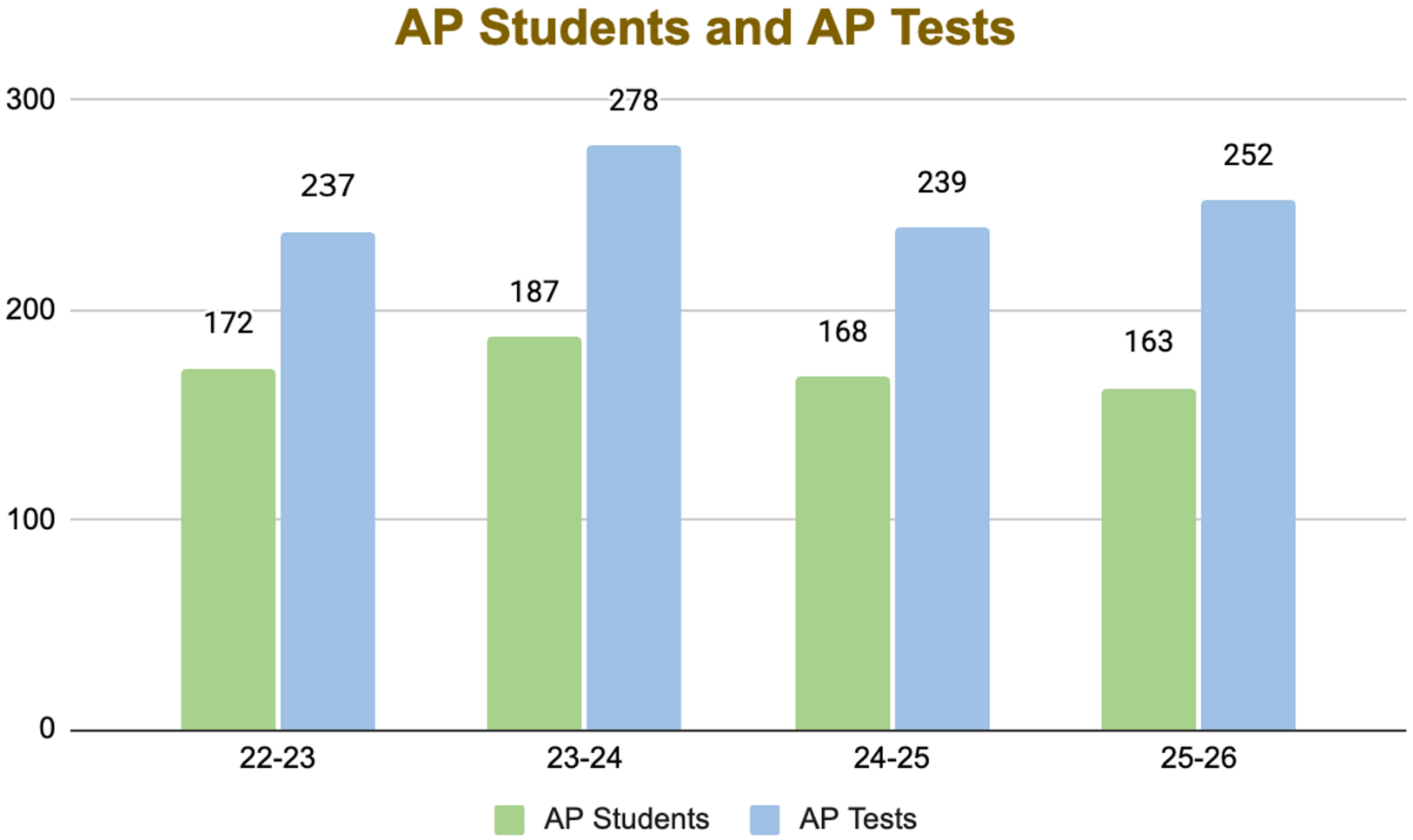


What is Dual Credit?

- College in the High School Courses through Eastern, Central, and University of Washington
- Advanced Placement (AP) Courses
- *Career Technical Education (CTE) Courses
- Cascadia Technical Academy (CTA)
- Running Start Program through Clark College

*Complication with a staffing emergency absence

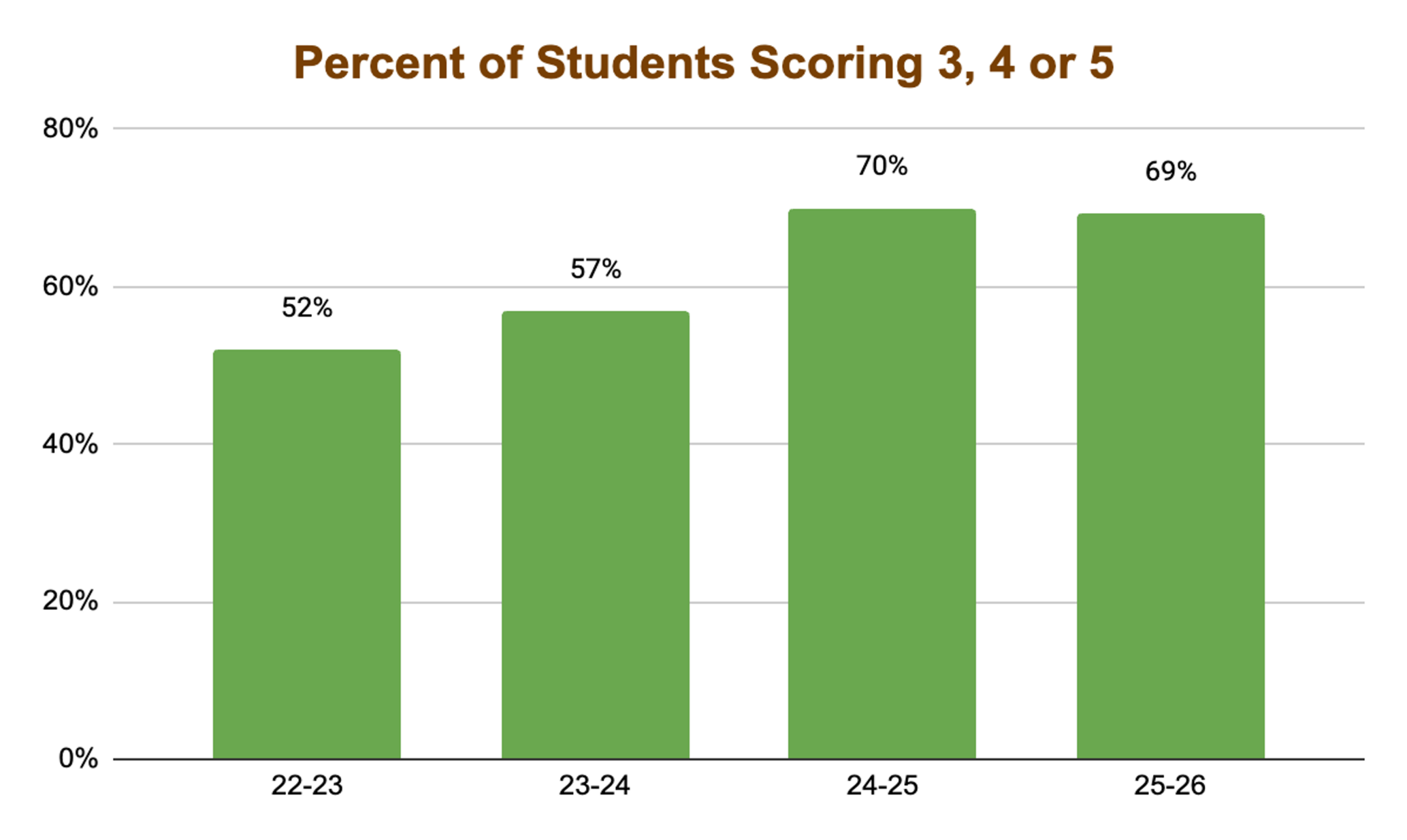
Advanced Placement



Advanced Placement Courses:
Art & Design
Biology
Calculus AB
Eng. Language & Composition
Eng. Literature & Composition
Environmental Science
Physics 1
Psychology
US Government & Politics
US History
World History

*In general, scores of 3, 4, or 5 indicate earned college credit.

Advanced Placement



Washington School Improvement Framework (WSIF)

The WSIF evaluates and identifies how schools can improve education for all students by combining 10 key indicators into a 1–10 score:

10 Performance Indicators

- **01** ELA Proficiency
- **02** Math Proficiency
- **03** ELA Growth
- **04** Math Growth
- **05** Regular Attendance
- **06** Ninth Grade On Track
- **07** English Language Progress
- **08** Dual Credit
- **09** Graduation
- **10** Extra Credit for Graduation



Recognized School

Gause

Washington State Recognized School Awardee



Recognized School

Canyon Creek

Washington State Recognized School Awardee

Note: If no data is displayed, please select a school on the Summary/School Selection page.

Canyon Creek Middle School
Final Score by Student Group

Jemtegaard Middle School
Final Score by Student Group

Deciles

1.0 — 10.0

Note: If no data is displayed, please select a school on the Summary/School Selection page.

Washougal High School
Final Score by Student Group



Deciles

1.0 — 10.0

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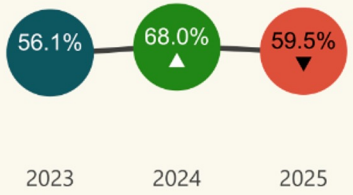
Annual Snapshot on Student Opportunity and Outcomes – 2025

Washougal School District

A Closer Look into OSPI's Key Focus Areas from Early Learning to Graduation

Pre-Kindergarten Learning

Kindergarten Readiness
Ready in All 6 Domains

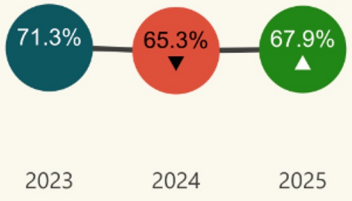


Foundational and Accelerated Elementary Learning

Dual Language Access
Dual, Tribal, and/or Heritage Language Programs in 2024–25

1

4th Grade Reading
Foundational Grade-Level or Higher

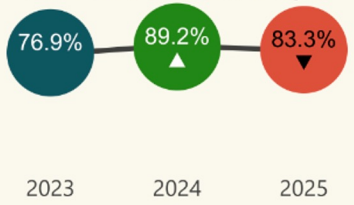


Highly Capable Program Participation

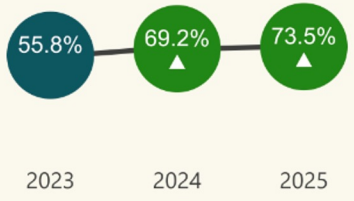


Preparation for High School Success

8th Grade Reading
Foundational Grade-Level or Higher



8th Grade Math
Foundational Grade-Level or Higher

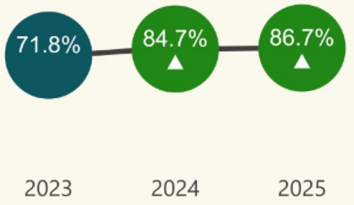


High School Level Math in 8th Grade
Algebra I in 8th Grade

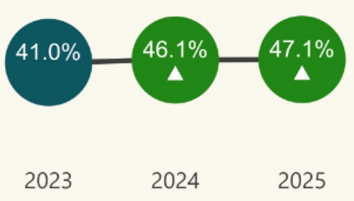


Options Aligned to Interests & Goals

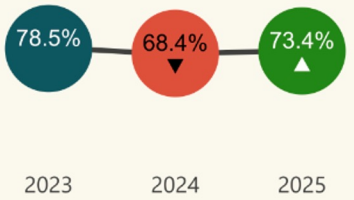
Dual Credit Participation
Including CTE



Dual Credit Participation
Excluding CTE

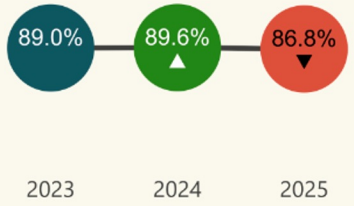


9th Graders on Track
Passed All 9th Grade Courses

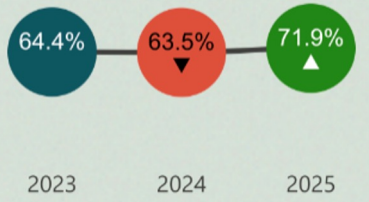


Preparation for Postsecondary Success

4-Year Graduation Rate



Regular Attendance
Fewer Than 18 Days Absent



Annual Snapshot on Student Opportunity and Outcomes (OSPI)

Category / Metric	2023	2024	2025	2026
Kindergarten Readiness (Ready in all 6 domains)	56.10%	68.00%	59.50%	64.9%
4th Grade Reading (Foundational grade-level+)	71.30%	65.30%	67.90%	63%
8th Grade Reading (Foundational grade-level+)	76.90%	89.20%	83.30%	81%
8th Grade Math (Foundational grade-level+)	55.80%	69.20%	73.50%	76.00%
Algebra I (High school level math in 8th grade)	18.50%	24.20%	29.10%	
9th Graders on Track (Passed all courses)	78.50%	68.40%	73.40%	79.71%
Dual Credit Participation (Including CTE)	71.80%	84.70%	86.70%	80.9%
Dual Credit Participation (Excluding CTE)	41.00%	46.10%	47.10%	43.4%
4-Year Graduation Rate	89.00%	89.60%	86.80%	84%
Regular Attendance (Fewer than 18 days absent)	64.40%	63.50%	71.98%	71.3%
Highly Capable Program Participation	2.30%	2.40%	2.90%	3.5%

OSPI Assessment Levels Framework (Foundational vs. Consistent Mastery)

OSPI categorizes assessment results (such as the Smarter Balanced Assessment) across four reporting levels:**Level 4 (Advanced):** Advanced grade-level knowledge and skills with deep understanding and a full range of complexity.

Level 3 (Proficient): Proficient grade-level knowledge and skills with a broad range of complexity. Meets consistent grade-level expectations.

Level 2 (Foundational Level): Foundational grade-level knowledge and skills with a limited range of complexity (demonstrates basic concepts, building toward consistency).

Level 1 (Emerging): Achievement that is not yet consistently on grade level.

Questions?

WASHOUGAL
SCHOOL DISTRICT