THE WASHINGTON STATE BOARD OF EDUCATION

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**Required Action District (RAD) Recommendations**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The Board will receive a recommendation from the Office of the Superintendent of Public Instruction (OSPI) to designate four districts for required action. The Board will hear from a panel of administrators representing each of the districts.	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☒ Designate	
Materials Included in Packet:	☐ Memo ☒ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint	
Synopsis:	RCW 28A.657.030(3) states that the SBE shall designate districts recommended by OSPI as required action districts (RAD). The Board will receive a brief presentation on each district, review data on the required action schools, and hear from district administrators. The Board will have the opportunity to ask questions of OSPI staff and the district administrators. Information on the districts will be helpful for future considerations of the Board in approval of the required action plans the districts will be developing.	

Note: Some data reports on the schools recommended for required action are provided in this Board packet in hard copy. These data reports and additional data reports are available in color in the online version of the Board packet,at http://www.sbe.wa.gov/materials.php.

State of Washington
Office of
Superintendent of Public Instruction
OSPI

Office of Student and School Success

Required Action District (RAD) Recommendations:

A Collaborative Commitment to Differentiated Support and Accountability for ALL Washington Schools

Our Mission...

"Ensure equality of outcome for Washington State's 1.1 million students"

Andy Kelly, Assistant Superintendent

Required Action Districts (RAD)

RCW 28A.657.030

Required action districts — Recommendation for designation — Reconsideration — Designation — Notice.

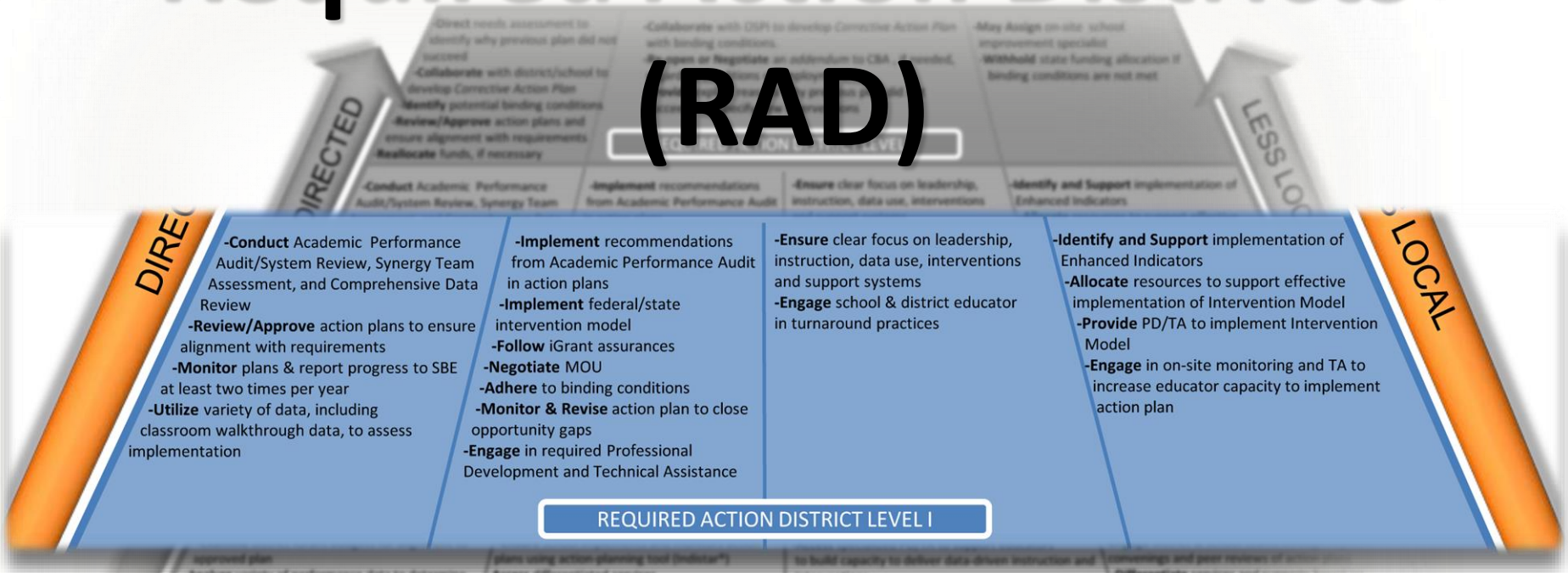
(1) Beginning in January 2011, the superintendent of public instruction shall annually recommend to the state board of education school districts for designation as required action districts. A district with at least one school identified as a persistently lowest-achieving school according to the criteria established by the superintendent of public instruction under RCW 28A.657.020 shall be designated as a required action district. However, a school district shall not be recommended for designation as a required action district if the district was awarded a federal school improvement grant by the superintendent in 2010 or 2011 and for three consecutive years following receipt of the grant implemented a federal school intervention model at each school identified for improvement. The state board of education may designate a district that received a school improvement grant in 2010 or 2011 as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest-achieving and meets the criteria for designation established by the superintendent of public instruction.

(2) The superintendent of public instruction shall provide a school district superintendent with written notice of the recommendation for designation as a required action district by certified mail or personal service. A school district superintendent may request reconsideration of the superintendent of public instruction's recommendation. The reconsideration shall be limited to a determination of whether the school district met the criteria for being recommended as a required action district. A request for reconsideration must be in writing and served on the superintendent of public instruction within ten days of service of the notice of the superintendent's recommendation.

(3) The state board of education shall annually designate those districts recommended by the superintendent in subsection (1) of this section as required action districts. A district designated as a required action district shall be required to notify all parents of students attending a school identified as a persistently lowest-achieving school in the district of the state board of education's designation of the district as a required action district and the process for complying with the requirements set forth in RCW 28A.657.040 through 28A.657.100.

[2013 c 159 § 4; 2010 c 235 § 103.]

Required Action Districts (RAD)



District Considerations for RAD

Tacoma School District • Stewart Middle School

Dr. Joshua Garcia, Deputy Superintendent

Marysville School District • Tulalip Elementary School

Dr. Becky Berg, Superintendent

Yakima School District • Washington Middle School

Dr. Elaine Beraza, Superintendent

Mrs. Cece Mahr, Associate Superintendent

Wellpinit School District • Wellpinit Elementary

Mr. Tim Ames, Superintendent

Stewart Middle School

Tacoma School District

Dr. Joshua Garcia, Deputy Superintendent

Stewart Middle School

Tacoma School District

The table below provides a profile of students who attended the school in the 2012-13 school year

Enrollment		
October 2012 Student Count		596
May 2013 Student Count		599
Gender (October 2012)		
Male	314	52.7%
Female	282	47.3%
Race/Ethnicity (October 2012)		
Asian/Pacific Islander	65	10.9%
Black / African American	172	28.9%
Hispanic / Latino of any race(s)	94	15.8%
White	252	42.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	461	77.0%
Special Education (May 2013)	74	12.4%

Stewart Middle School

Tacoma School District

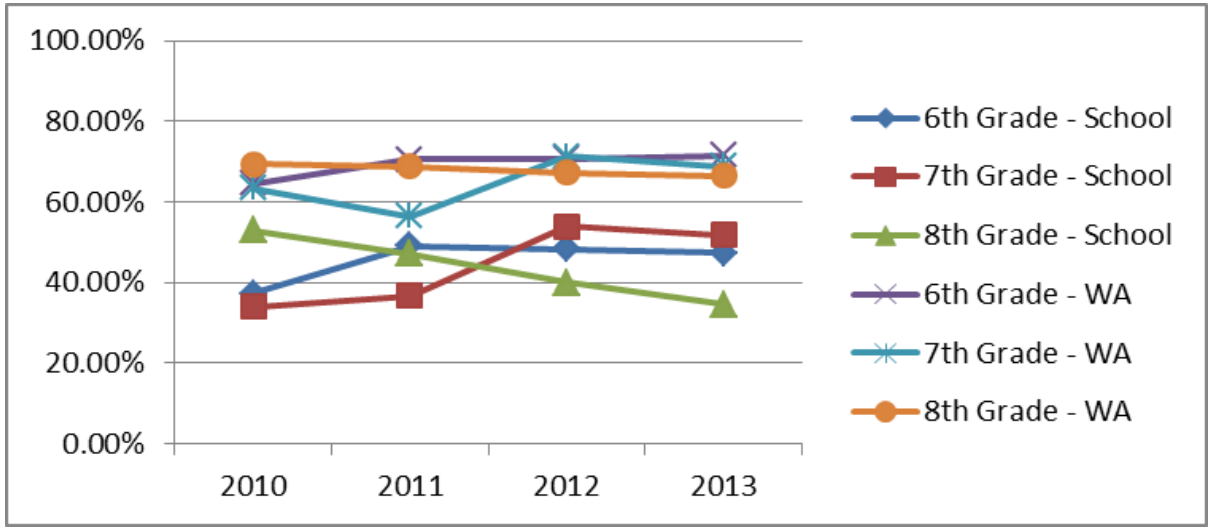
Stewart Middle School	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 6	37.30%	49.00 %	48.30 %	47.30 %	10.00%
Reading grade 7	33.90%	36.70 %	53.80 %	51.80 %	17.90%
Reading grade 8	52.90%	47.10 %	40.00 %	34.50 %	-18.40%
Math grade 6	19.60%	30.60 %	34.20 %	35.80 %	16.20%
Math grade 7	24.30%	25.90 %	18.70 %	37.90 %	13.60%
Math grade 8	27.60%	25.20 %	11.70 %	17.30 %	-10.30%

Achievement Data on State Assessments from Baseline (2010) to 2013

Stewart Middle School

Tacoma School District

Achievement Data On State Assessments In Reading From Baseline (2010) To 2013



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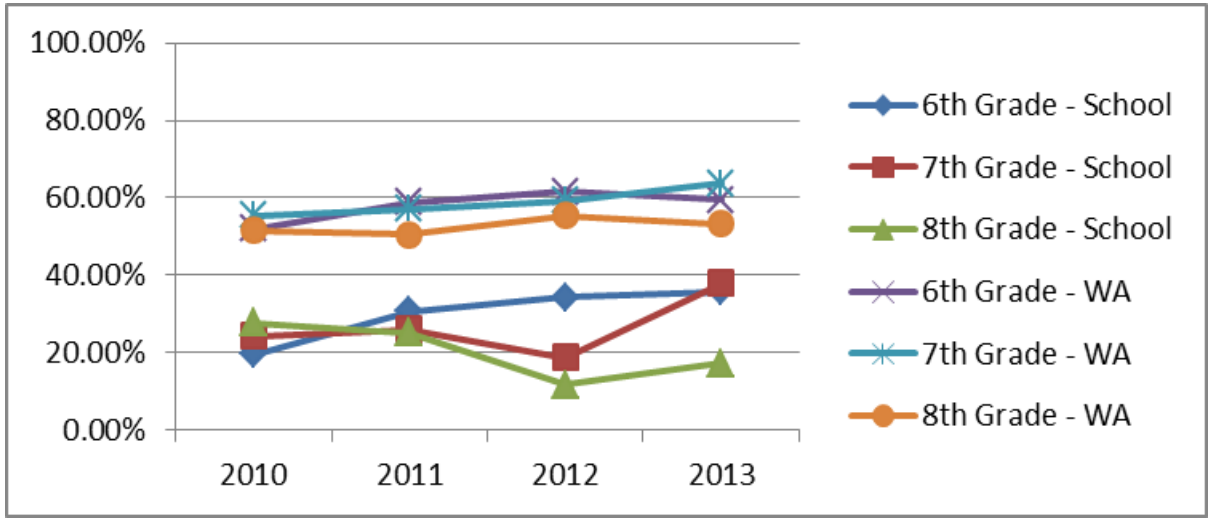
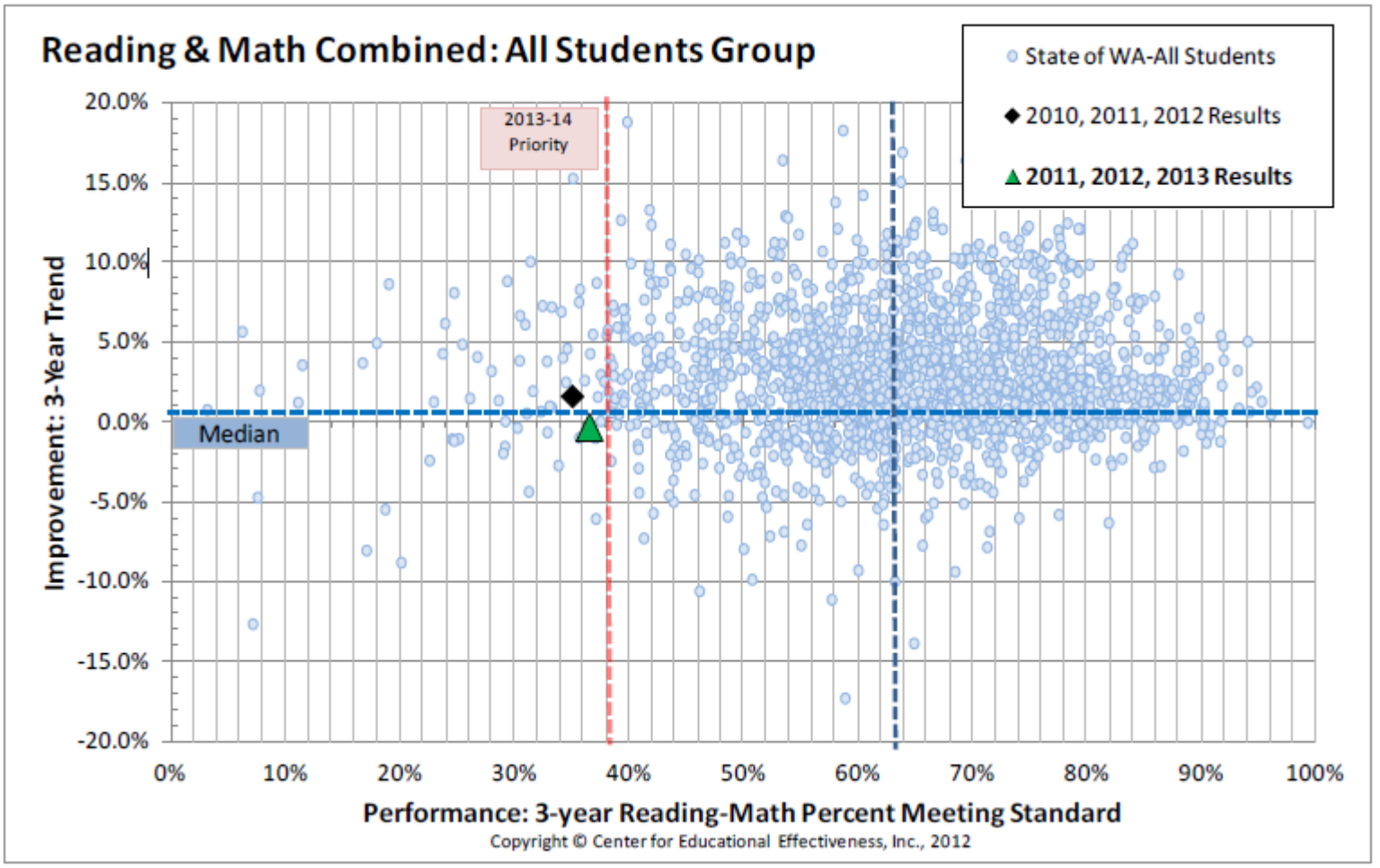


Stewart Middle School

Tacoma School District

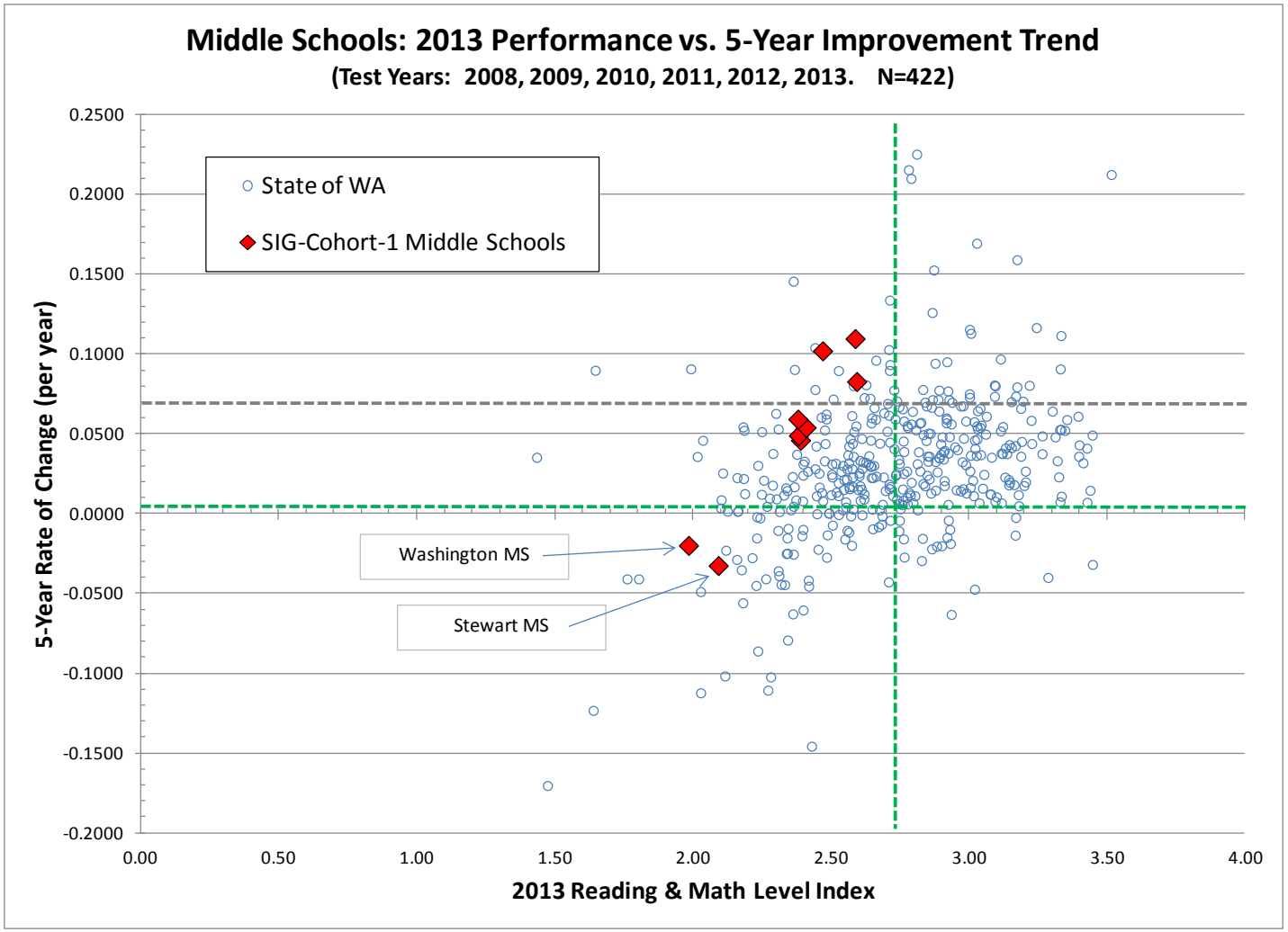
The table below provides a 3-Year Improvement Trend



Stewart Middle School

Tacoma School District

The table below provides a 5-Year Improvement Trend



Tulalip Elementary School

Marysville School District

Dr. Becky Berg, Superintendent

Tulalip Elementary School

Marysville School District

The table below provides a profile of students who attended the school in the 2012-13 school year

Enrollment		
October 2012 Student Count		289
May 2013 Student Count		300
Gender (October 2012)		
Male	128	44.3%
Female	161	55.7%
Race/Ethnicity (October 2012)		
American Indian/Alaskan Native	157	54.3%
Hispanic / Latino of any race(s)	45	15.6%
White	38	13.1%
Two or More Races	47	16.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	230	76.7%
Special Education (May 2013)	53	17.7%
Transitional Bilingual (May 2013)	10	3.3%

Tulalip Elementary School

Marysville School District

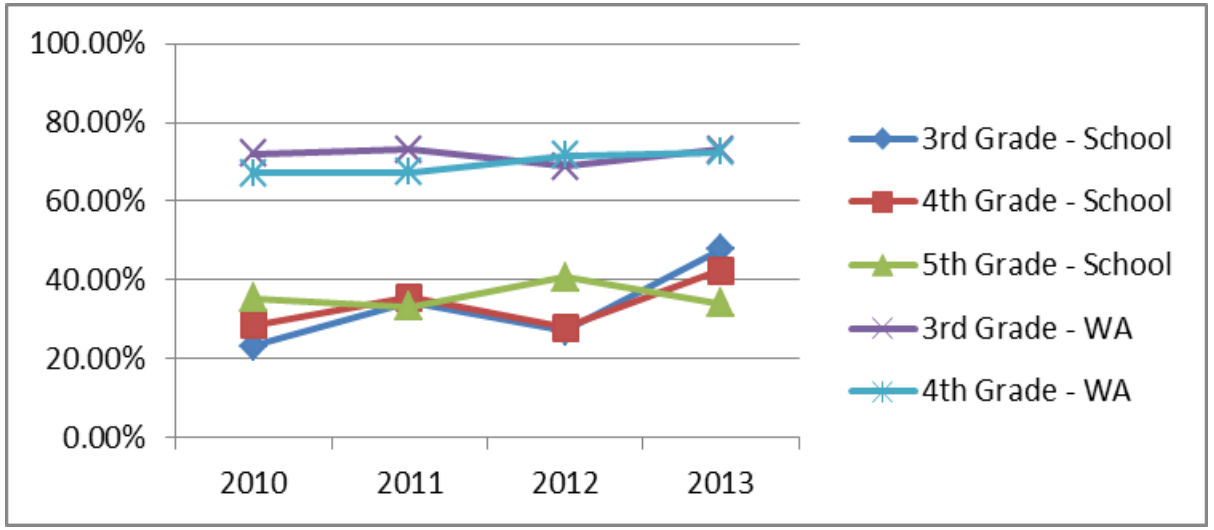
Tulalip ES	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 3	23.30 %	34.30 %	27.00 %	47.70 %	24.40%
Reading grade 4	28.60 %	35.50 %	27.80 %	42.50 %	13.90%
Reading grade 5	35.30 %	33.30 %	40.60 %	34.10 %	-1.20%
Math grade 3	13.30 %	14.30 %	10.80 %	20.50 %	7.20%
Math grade 4	20.00 %	38.70 %	5.60 %	27.50 %	7.50%
Math grade 5	22.90 %	21.20 %	21.90 %	22.00 %	-0.90%

Achievement Data on State Assessments from Baseline (2010) to 2013

Tulalip Elementary School

Marysville School District

Achievement Data On State Assessments In Reading From Baseline (2010) To 2013



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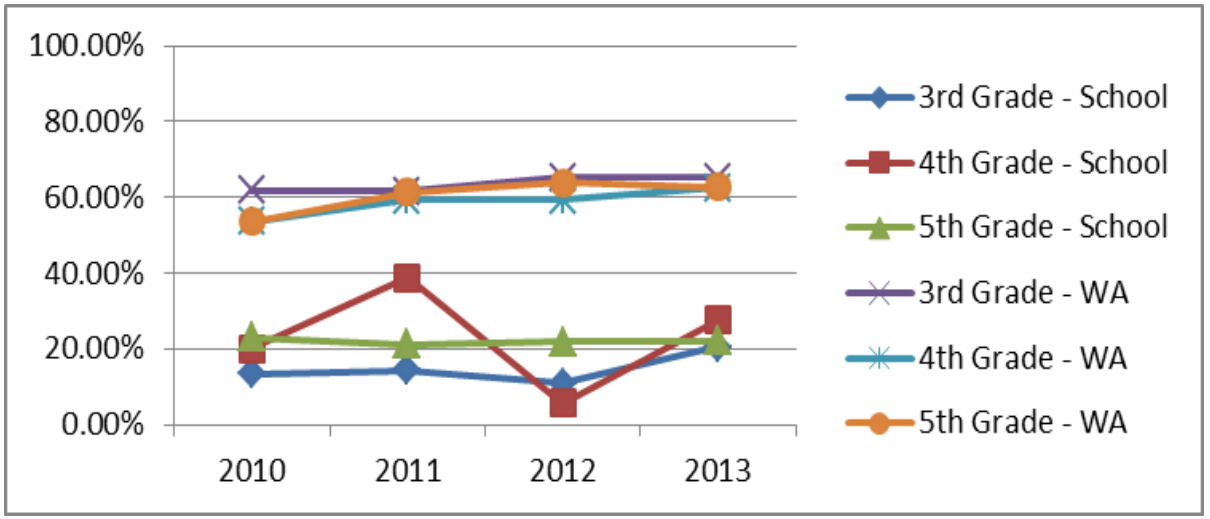

Tulalip Elementary School

Marysville School District

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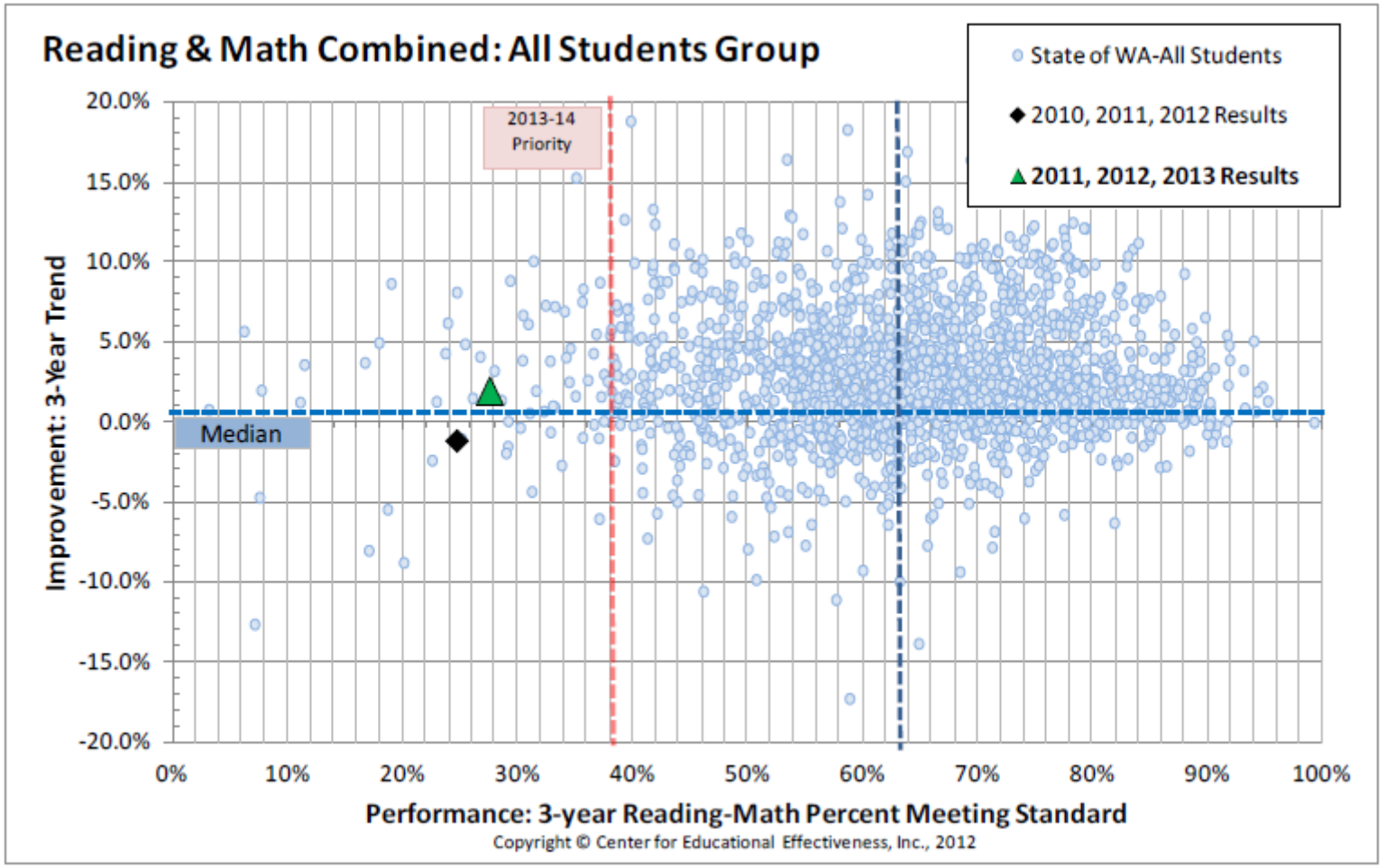

Tulalip Elementary School

Marysville School District

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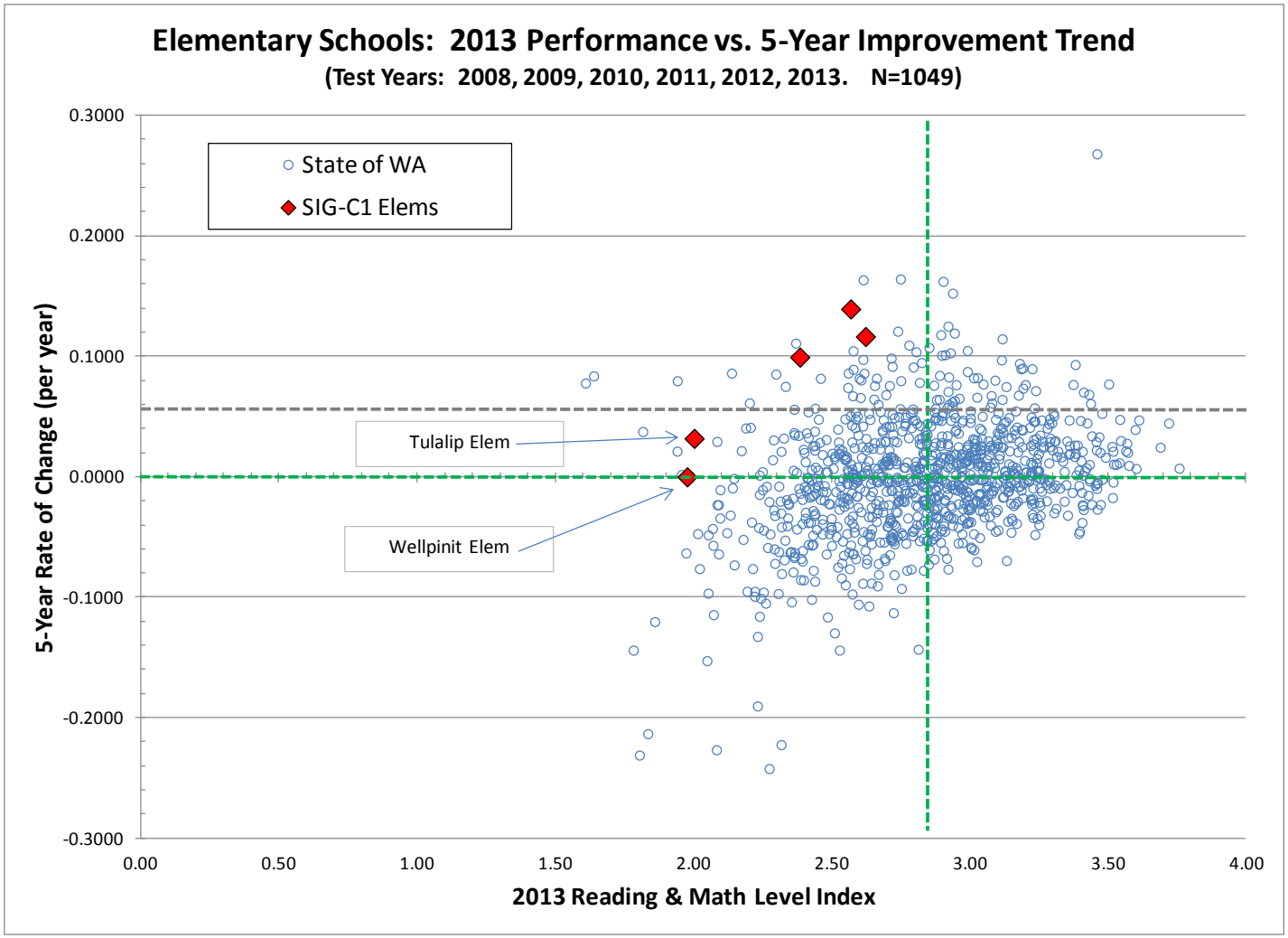


Washington Middle School

Yakima School District

Dr. Elaine Beraza, Superintendent

Mrs. Cece Mahr, Associate Superintendent

Washington Middle School

Yakima School District

The table below provides a profile of students who attended the school in the 2012-13 school year

Enrollment		
October 2012 Student Count		694
May 2013 Student Count		692
Gender (October 2012)		
Male	352	50.7%
Female	342	49.3%
Race/Ethnicity (October 2012)		
Black	9	1.3%
Hispanic	637	91.8%
White	40	5.8%
Special Programs		
Free or Reduced-Price Meals (May 2013)	673	97.3%
Special Education (May 2013)	60	8.7%
Transitional Bilingual (May 2013)	261	37.7%
Migrant (May 2013)	197	28.5%

Washington Middle School

Yakima School District

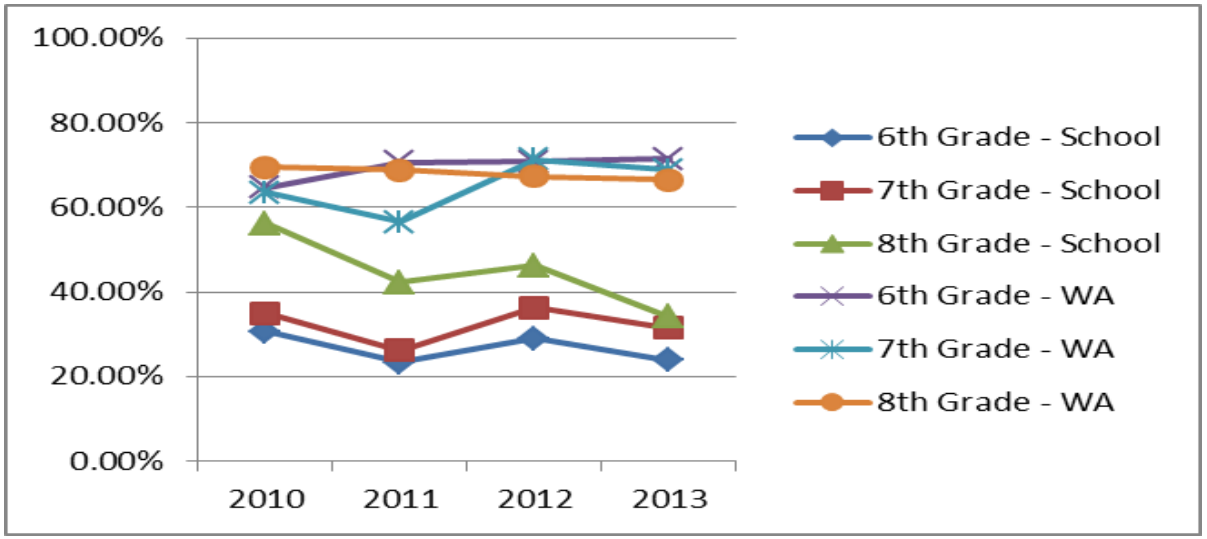
Washington MS	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 6	30.70%	23.40 %	28.90 %	23.80 %	-6.90%
Reading grade 7	35.00%	26.20 %	36.20 %	31.40 %	-3.60%
Reading grade 8	56.10%	42.20 %	46.20 %	34.10 %	-22.00%
Math grade 6	14.10%	19.00 %	21.90 %	18.00 %	3.90%
Math grade 7	17.90%	15.30 %	34.40 %	44.50 %	26.60%
Math grade 8	20.00%	20.70 %	15.40 %	22.30 %	2.30%

Achievement Data on State Assessments from Baseline (2010) to 2013

Washington Middle School

Yakima School District

Achievement Data On State Assessments In Reading From Baseline (2010) To 2013



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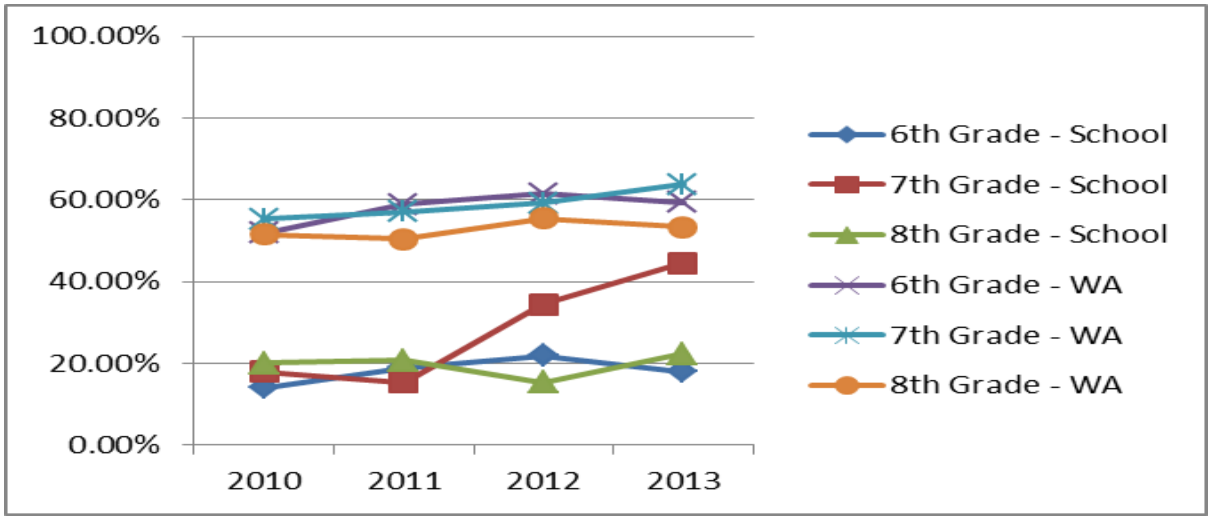

Washington Middle School

Yakima School District

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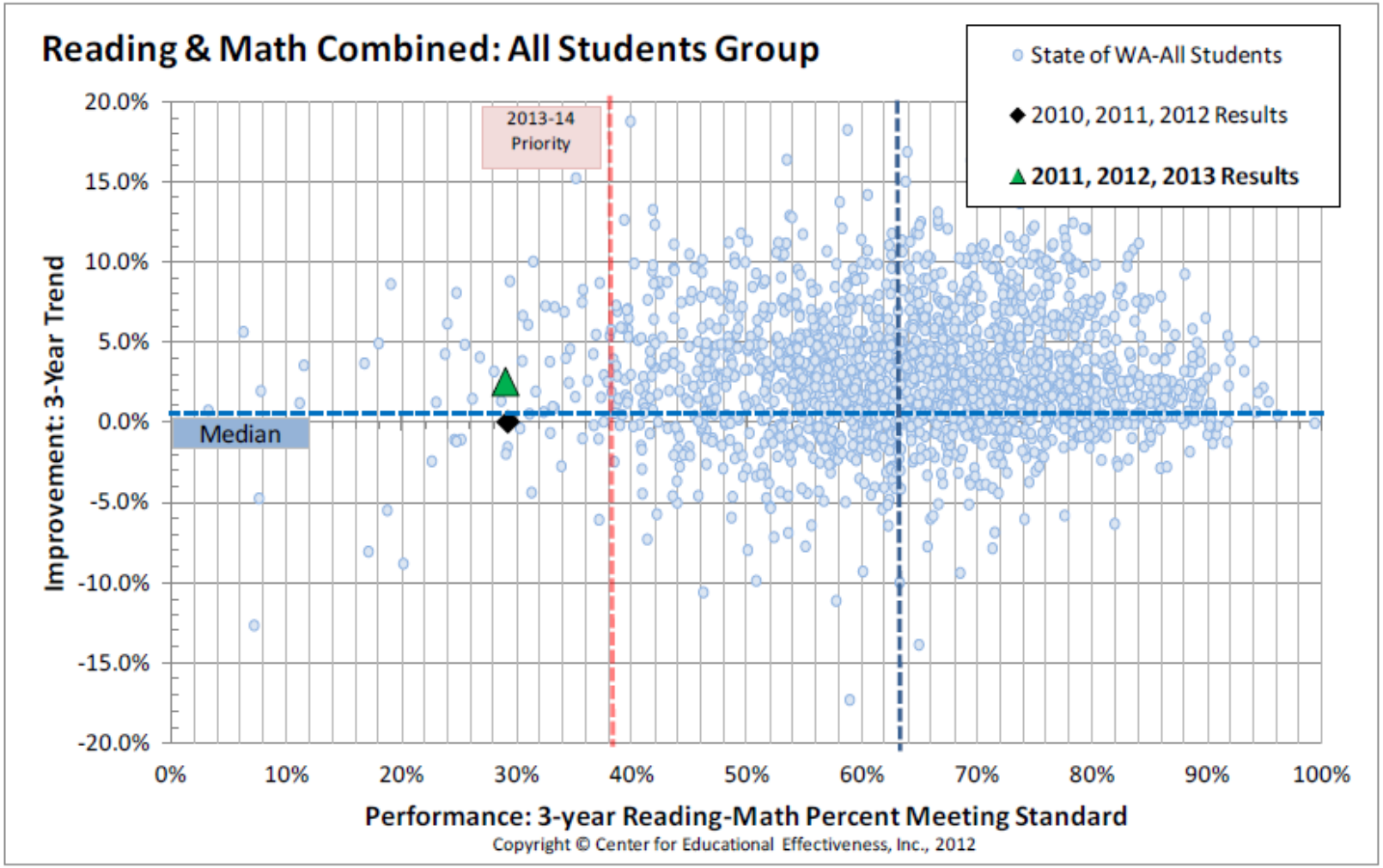

Washington Middle School

Yakima School District

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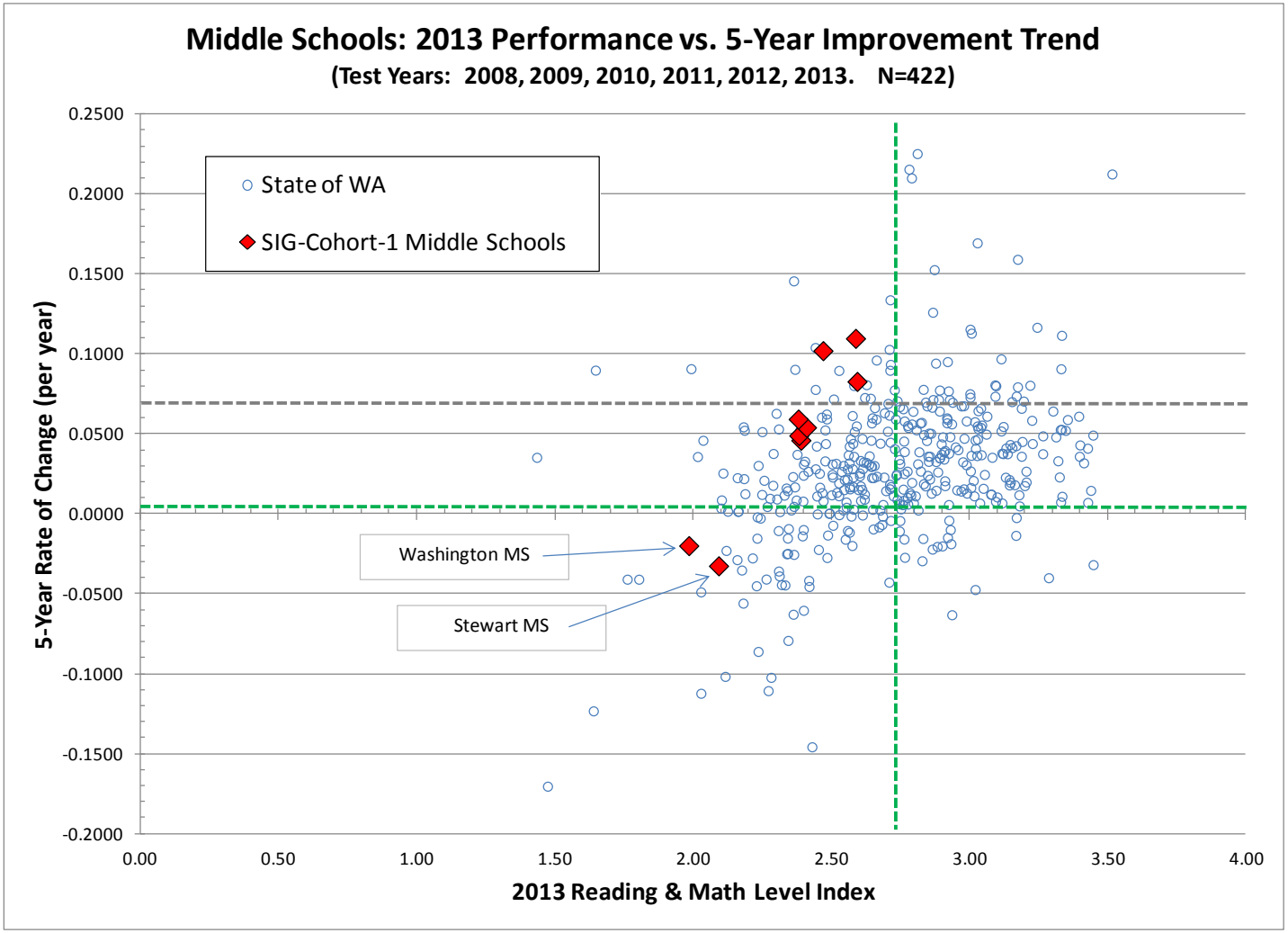


Wellpinit Elementary School

Wellpinit School District

Mr. Tim Ames, Superintendent

Wellpinit Elementary School

Wellpinit School District

The table below provides a profile of students who attended the school in the 2012-13 school year

Enrollment		
October 2012 Student Count		161
May 2013 Student Count		163
Gender (October 2012)		
Male	91	56.5%
Female	70	43.5%
Race/Ethnicity (October 2012)		
American Indian/Alaskan Native	127	78.9%
Hispanic / Latino of any race(s)	15	9.3%
White	3	1.9%
Two or More Races	15	9.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	141	86.5%
Special Education (May 2013)	26	16.0%

Wellpinit Elementary School

Wellpinit School District

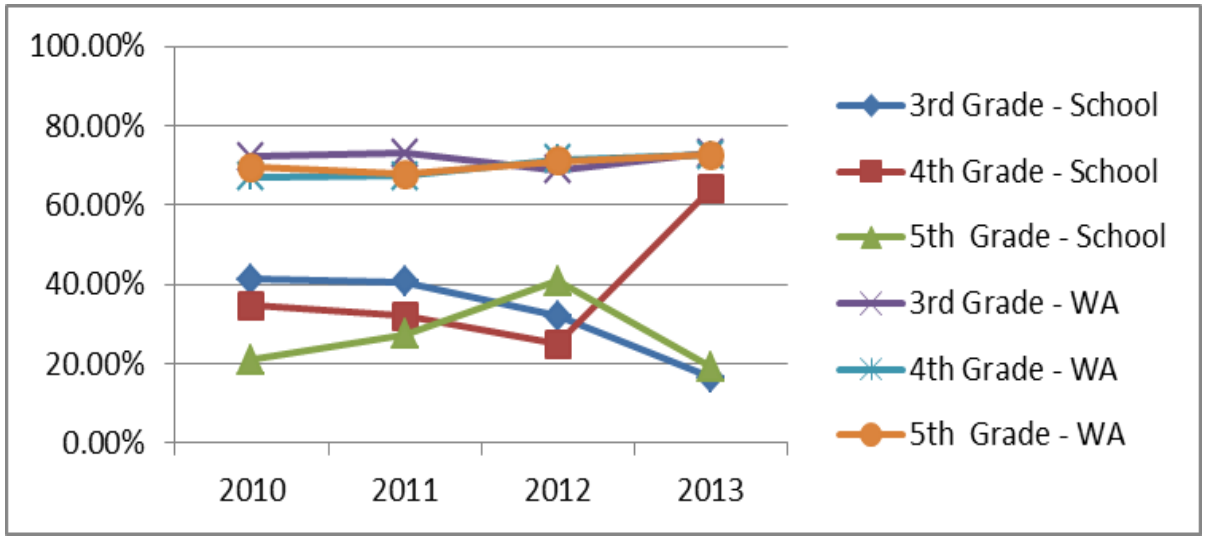
Wellpinit ES	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 3	41.40%	40.60%	32.00%	16.70%	-24.70%
Reading grade 4	34.60%	32.00%	25.00%	64.00%	29.40%
Reading grade 5	21.10%	27.30%	40.90%	19.20%	-1.90%
Math grade 3	44.80%	34.40%	60.00%	5.60%	-39.20%
Math grade 4	15.40%	16.00%	29.60%	52.00%	36.60%
Math grade 5	0.00%	13.60%	27.30%	11.50%	11.50%

Achievement Data on State Assessments from Baseline (2010) to 2013

Wellpinit Elementary School

Wellpinit School District

Achievement Data On State Assessments In Reading From Baseline (2010) To 2013



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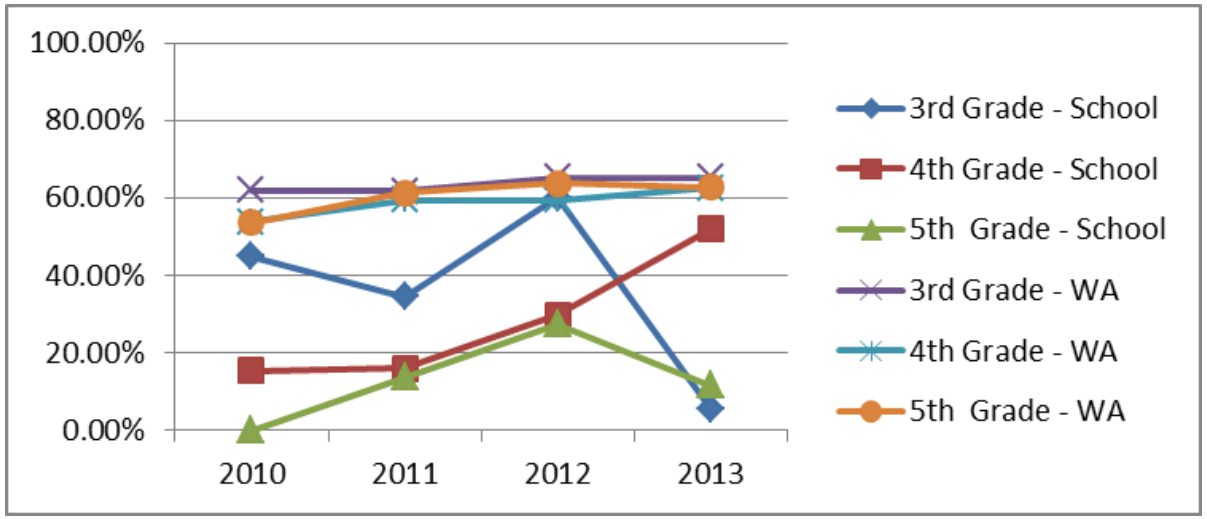

Wellpinit Elementary School

Wellpinit School District

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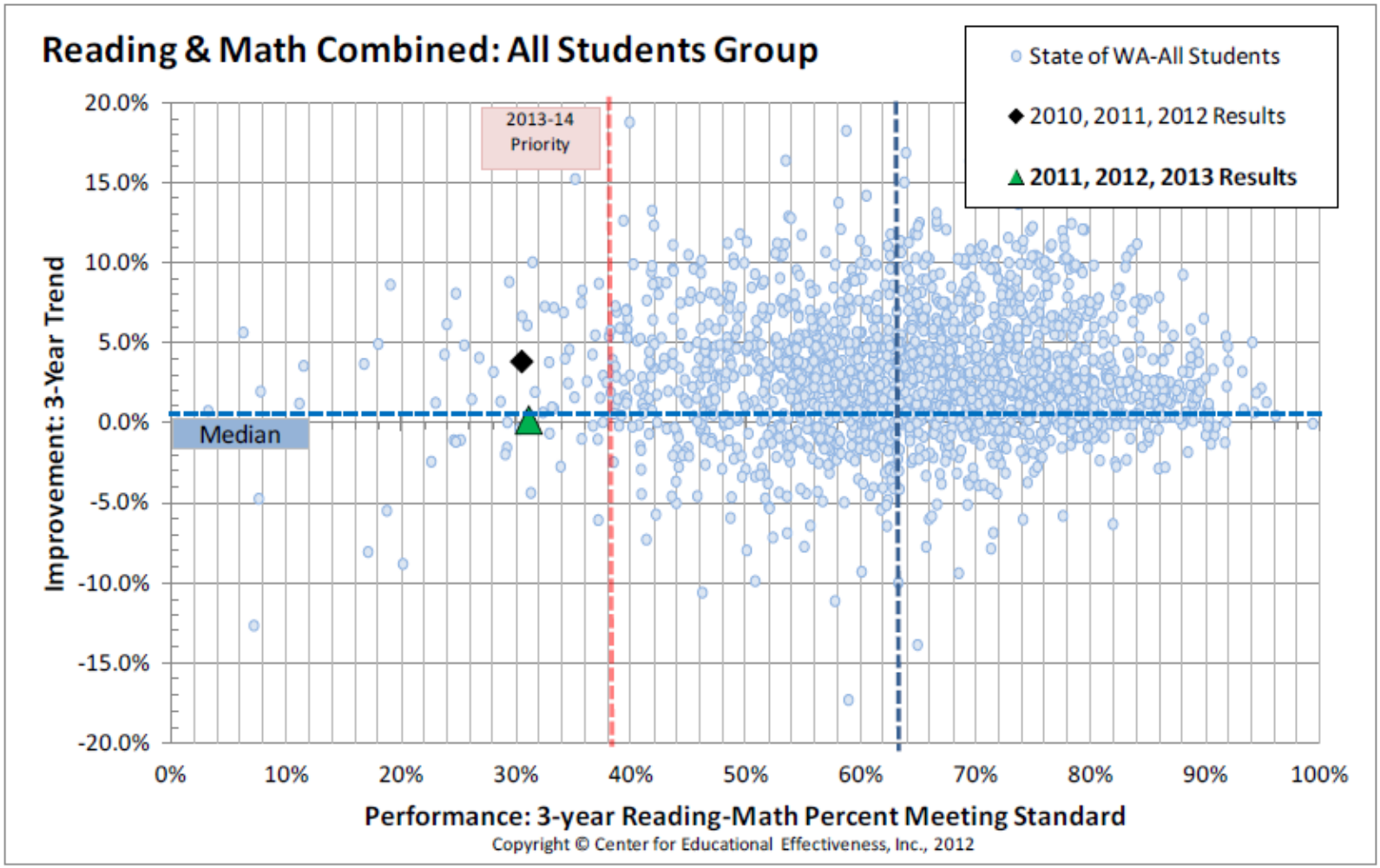

Wellpinit Elementary School

Wellpinit School District

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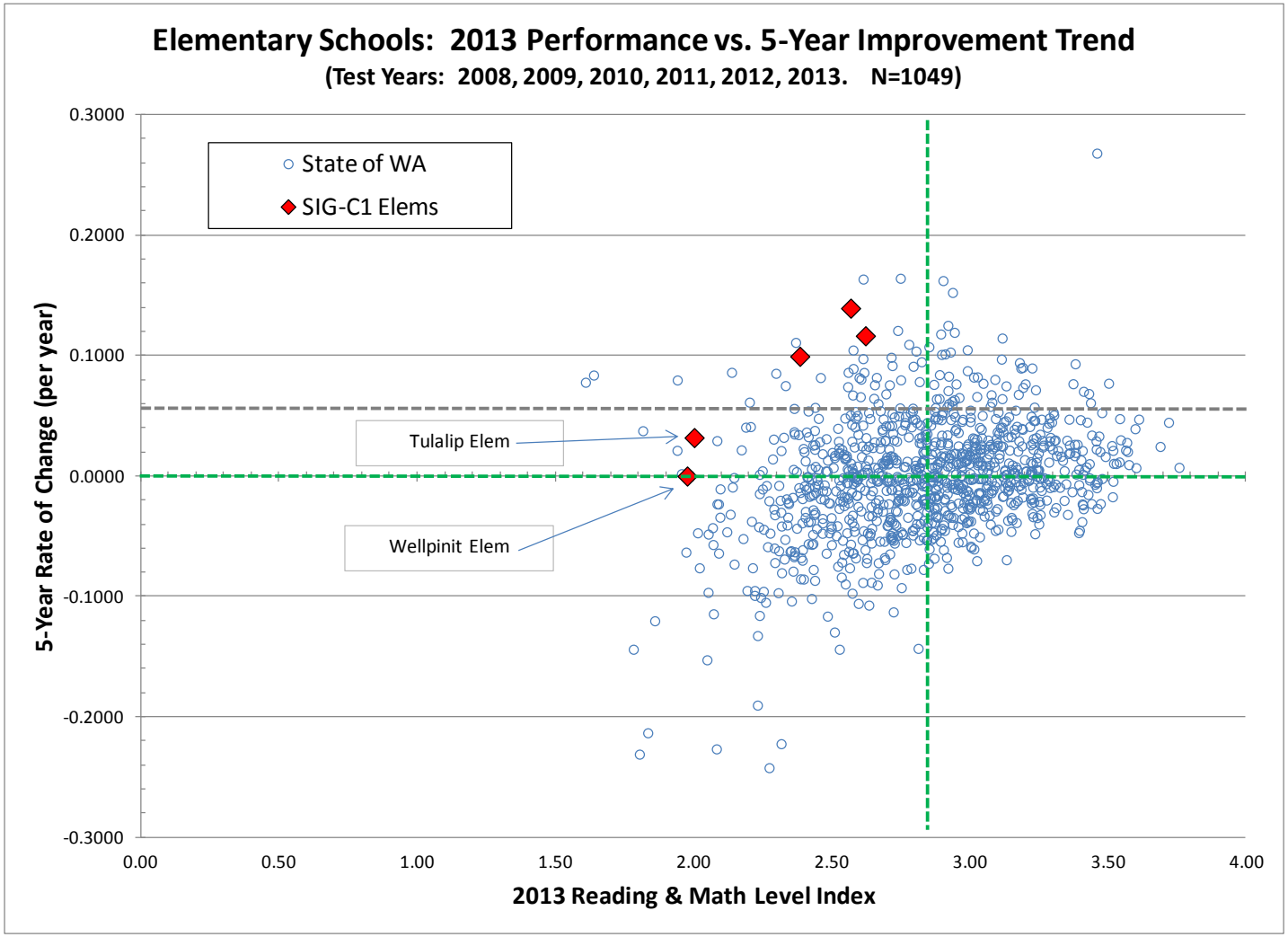


Required Action District (RAD), Level One
Frequently Asked Questions

1. Which school districts can become a required action district?
The Office of Superintendent of Public Instruction (OSPI) is required to annually recommend to the State Board of Education (SBE) school districts for designation as required action districts. A district with at least one school identified as persistently lowest achieving may be designated as required action district. The SBE may designate a district that received a school improvement grant in 2010 or 2011 as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest achieving and meets the criteria for designation established by the superintendent of public instruction. See **RCW 28A.657.020** and **RCW 28A.657.030** for additional information.

2. How does a school district superintendent request reconsideration?
A school district superintendent may request reconsideration of the superintendent of public instruction's recommendation. The reconsideration shall be limited to a determination of whether the school district met the criteria for being recommended as a required action district. A request for reconsideration must be in writing and received by superintendent of public instruction within ten days of receipt of the letter notifying the school district of the superintendent's recommendation. See **RCW 28A.657.030** for additional information.

3. What are the requirements for required action districts?

a) External Review (Academic Performance Audit): OSPI will provide an external review team to conduct an academic performance audit of the district and each persistently lowest achieving school. The audit will identify potential reasons for the school's low performance and lack of progress. The review team will consist of persons who have expertise in comprehensive school and district reform. The team may not include staff from the agency, the school district that is the subject of the audit, or members or staff of the SBE. The audit is based on criteria developed by OSPI and **must include** but not be limited to an examination of the following:

- Student demographics
- Mobility patterns
- School feeder patterns
- The performance of different student groups on assessments
- Effective school leadership
- Strategic allocation of resources
- Clear and shared focus on student learning
- High standards and expectations for all students
- High level of collaboration and communication
- Aligned curriculum, instruction, and assessment to state standards
- Frequency of monitoring of learning and teaching
- Focused professional development
- Supportive learning environment
- High level of family and community involvement
- Alternative secondary schools best practices and
- Any unique circumstances or characteristics of the school or district.

Audit findings must be made available to the local school district, its staff, the community, and the SBE. See **RCW 28A.657.040** for additional information.

b) School Improvement Model: The district must select and implement a federal- or state-approved school improvement model. Federal models include Closure, Restart, Transformation, and Turnaround. The district may adopt Washington State's Synergy Model that was developed by the Office of Student and

School Success. The selected model must address the concerns raised in the academic performance audit and be designed to increase educator capacity and substantially improve student achievement.

c) **Required Action Plan:** The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the SBE for approval. The SBE will establish submission dates for required action plans. A required action plan must be developed in collaboration with administrators, teachers, and other staff; parents; unions representing any employees within the district; students; and other representatives of the local community. The school board must conduct a public hearing to allow for comment on a proposed required action plan. See **RCW 28A.657.040** and **RCW 28A.657.050** for additional information.

d) **Online action-planning platform (Indistar®):** Districts and schools must use OSPI's approved online action-planning platform (Indistar®) to create, implement, monitor, and revise their required action plans. Staff in OSPI's Office of Student and School Success will provide support to district and school teams to use Indistar® as the platform for their action planning.

e) **Parent notification:** A district designated as a required action district must notify all parents of students attending a school identified as a persistently lowest achieving school in the district of the SBE's designation of the district as a required action district and the process for complying with the required action district requirements. See **RCW 28A.657.040** through **28A.657.100**.

f) **Collective Bargaining Agreement:** The parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010 by a required action district must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. If the school district and the employee organizations are unable to agree on the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the required action plan, must request the public employment relations commission to, and the commission shall, appoint an employee of the commission to act as a mediator to assist in the resolution of a dispute between the school district and the employee organizations. See **RCW 28A.657.040** for specific guidance for mediation of an addendum or modification of an existing collective bargaining agreement and other information.

g) **Professional development and technical assistance (PD/TA):** School and district teams will engage in required PD/TA to build leadership and instructional capacity to effectively implement their action plan.

4. What elements must be included in the Required Action Plan?

a) The plan must include the following.

i. **Selection and implementation of an approved school improvement model**. The approved school improvement model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the SBE within three years of implementation of the plan. The required action plan for districts with multiple persistently lowest achieving schools must include **separate plans** for each school as well as a plan for how the school district will support the schools collectively.

ii. **Funding**: The district must submit an application to OSPI for federal or state funds for school improvement.

iii. **Budget**: The plan must include a budget that provides for adequate resources to implement the selected model and any other requirements of the plan.

iv. **Changes to existing policies, practices, etc.:** The plan must include descriptions of changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school.

v. **Academic Performance Audit:** The district must also describe how it intends to address the findings of the academic performance audit.

vi. **Data measures**: The plan must identify the measures that the school district will use in assessing the school's student achievement. Measures will include those related to closing the educational opportunity gap, improving mathematics and reading or English language arts student achievement, and improving graduation rates as defined by OSPI; these measures will also be used to determine the school's status as a persistently lowest achieving school.

b) Assistance with the required action plan: OSPI will provide guidelines for the development of required action plans, as well as a list of research and evidence-based school improvement models to be implemented in the plan. If requested, OSPI will provide a school district with assistance in developing its plan. The local school board will first submit the plan to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. After OSPI approves the plan is consistent with federal and state guidelines, the local school district must submit its required action plan to the SBE for approval. See **RCW 28A.657.040** for additional information.

c) Review of the required action plan: The required action plan developed by a district's school board and superintendent must be submitted to the SBE for approval. The SBE shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. Any addendum or modification to an existing collective bargaining agreement, negotiated under RCW 28A.657.050 or by agreement of the district and the exclusive bargaining unit, related to student achievement or school improvement shall not go into effect until approval of a required action plan by the SBE. *Note.* The SBE must accept for inclusion in any required action plan the final decision by the superior court on any issue certified by the executive director of the public employment relations commission under the process in RCW 28A.657.050. See **RCW 28A.657.060** for additional information.

d) Timeline for implementing the action plan: If federal or state funds for this purpose are available, a required action plan must be implemented in the immediate school year following the district's designation as a required action district. See **RCW 28A.657.060** for additional information.

e) Technical Assistance and Progress Monitoring: OSPI must provide the required action district with technical assistance and federal or state funds for school improvement, if available, to implement an approved plan. The district must submit a report to OSPI that provides the progress the district is making in meeting the student achievement goals based on the state's assessments, identifying strategies and assets used to solve audit findings, and establishing evidence of meeting plan implementation benchmarks as set forth in the required action plan. OSPI will report to the SBE twice a year on the progress of a required action district in implementing the required action plan. See **RCW 28A.657.090** for additional information.

5. How can a required action district be released from the designation?

OSPI must recommend to the SBE that a school district be released from the designation as a required action district after the district implements a required action plan for a period of three years; has made progress as defined by the superintendent of public instruction using the criteria adopted under RCW 28A.657.020 including progress in closing the educational opportunity gap; and no longer has a school within the district identified as persistently lowest achieving. The SBE shall release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release.

If the SBE determines that the required action district has not met the requirements for release after at least three years of implementing a required action plan, the board may recommend that the district remain in required action and submit a new or revised plan under the process in RCW 28A.657.050, or the SBE may direct that the school district be assigned to level two of the required action process as provided in RCW 28A.657.105. If the required action district received a federal school improvement grant for the same persistently lowest achieving school in 2010 or 2011, the SBE may direct that the school district be assigned to level two of the required action process after one year of implementing a required action plan under this chapter if the district is not making progress. Before making a determination of whether to recommend that a school district that is not making progress remain in required action or be assigned to level two of the required action process, the SBE must submit its findings to the education accountability system oversight committee under RCW 28A.657.130 and provide an opportunity for the oversight committee to review and comment. See **RCW 28A.657.100** for additional information.

Additional information regarding the required action plan follows.

6. What if the SBE rejects the required action plan?

If the SBE does not approve a proposed plan, it must notify the local school board and local district's superintendent in writing with an explicit rationale for why the plan was not approved. With the assistance of OSPI, the superintendent and school board of the required action district shall either: (1) submit a new plan to the SBE for approval within forty days of notification that its plan was rejected, or (2) submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the SBE's rejection within ten days of the notification that the plan was rejected. See **RCW 28A.657.040** for information.

7. What is the required action plan review panel?

A required action plan review panel is composed of five individuals with expertise in school improvement, school and school district restructuring, or parent and community involvement in schools. Two of the panel members shall be appointed by the speaker of the House of Representatives; two shall be appointed by the president of the Senate; and one shall be appointed by the governor. The panel is to provide an objective, external review of a request from a school district for reconsideration of the SBE's rejection of the district's required action plan or reconsideration of a level two required action plan developed only by the superintendent of public instruction as provided under RCW 28A.657.105. The review and reconsideration by the panel shall be based on whether the SBE or the superintendent of public instruction gave appropriate consideration to the unique circumstances and characteristics identified in the academic performance audit or level two needs assessment and review of the local school district. See **RCW 28A.657.070** for additional information.

9. What happens if the school district does not submit the required action plan in time?

The SBE may direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received SBE approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings. See **RCW 28A.657.080** for information.

Tulalip Elementary School Summary – Marysville School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2012-13 school year.

Enrollment		
October 2012 Student Count		289
May 2013 Student Count		300
Gender (October 2012)		
Male	128	44.3%
Female	161	55.7%
Race/Ethnicity (October 2012)		
American Indian/Alaskan Native	157	54.3%
Hispanic / Latino of any race(s)	45	15.6%
White	38	13.1%
Two or More Races	47	16.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	230	76.7%
Special Education (May 2013)	53	17.7%
Transitional Bilingual (May 2013)	10	3.3%

Student Achievement

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Cells with no shading represent minimal change over time (less than 2%).**

Table 2. Achievement Data on State Assessments from Baseline (2010) to 2013

Tulalip Elementary	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 3	23.30%	34.30%	27.00%	47.70%	24.40%
Reading grade 4	28.60%	35.50%	27.80%	42.50%	13.90%
Reading grade 5	35.30%	33.30%	40.60%	34.10%	-1.20%
Math grade 3	13.30%	14.30%	10.80%	20.50%	7.20%
Math grade 4	20.00%	38.70%	5.60%	27.50%	7.50%
Math grade 5	22.90%	21.20%	21.90%	22.00%	-0.90%

Figure 1. Achievement Data on State Assessments in Reading from Baseline (2010) to 2013

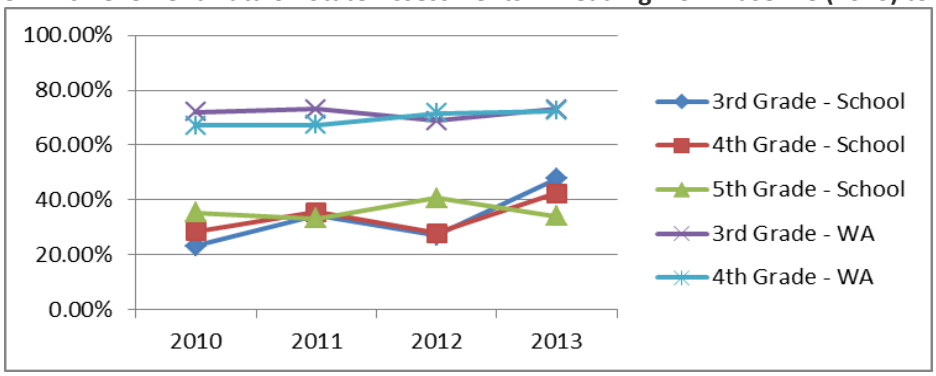
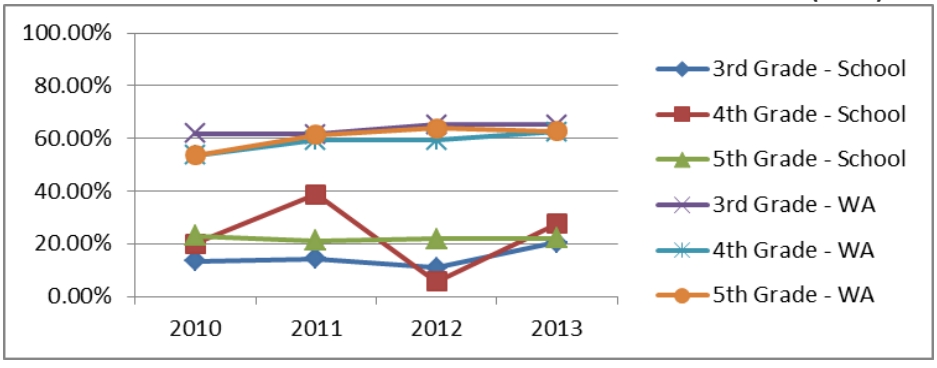


Figure 2. Achievement Data on State Assessments in Math from Baseline (2010) to 2013



Student Achievement-

Whole School

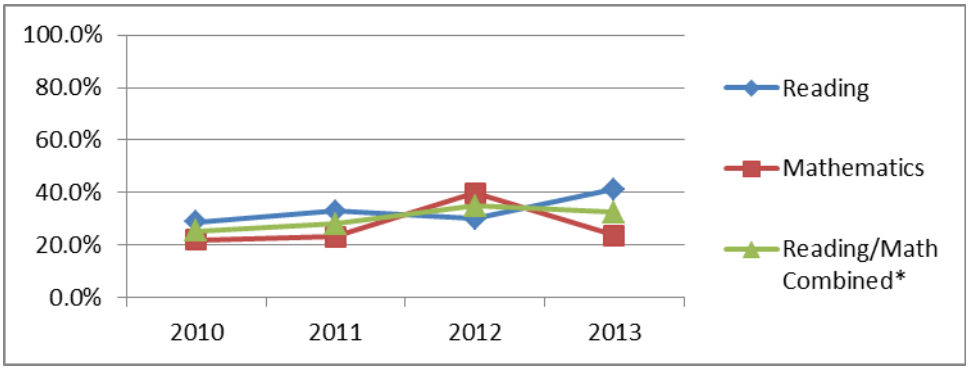
Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Percents are rounded to the nearest tenth.**

Table 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013

Tulalip	2010	2011	2012	2013	Change Baseline to 2013
Reading	28.7%	33.0%	29.9%	41.2%	12.5%
Mathematics	21.9%	23.1%	39.7%	23.7%	1.8%
Reading/Math Combined*	25.3%	28.0%	34.8%	32.5%	7.1%

Figure 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

Student Achievement-

Subgroup Data

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Percents are rounded to the nearest tenth.**

Table 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Tulalip	2010	2011	2012	2013	Change Baseline to 2013
All	24.0%	28.6%	21.6%	32.5%	8.5%
American Indian	15.3%	19.8%	15.7%	31.6%	16.3%
Low Income	18.2%	28.2%	19.2%	31.5%	13.3%

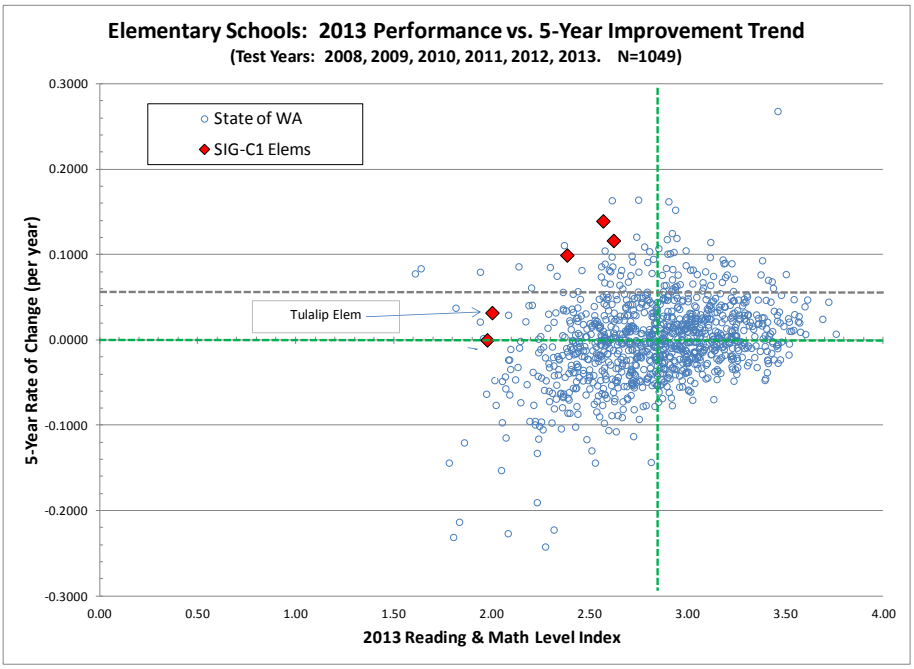
Figure 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Student Achievement-

Whole School

Source: Center for Educational Effectiveness and OSPI State Report Card

Figure 5. Five-Year Improvement Trend from 2009 to 2013



2013 School Data Dashboard

Site:	Quil Ceda Elem
District:	Marysville

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)

	Reading 2013	Reading 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	64.3%	37.4%	⇧	26.9%	Below
Grade 4	50.0%	58.8%	⇩	-8.8%	Below
Grade 5	44.2%	45.2%	⇨	-1.0%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		2.2%	-0.5%
Grade 4		1.9%	0.1%
Grade 5		0.2%	-0.3%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)

	Math 2013	Math 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	39.0%	32.4%	⇧	6.6%	Below
Grade 4	39.0%	25.5%	⇧	13.5%	Below
Grade 5	27.9%	33.3%	⇩	-5.4%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		1.0%	-0.7%
Grade 4		5.7%	1.1%
Grade 5		-0.2%	1.3%

WRITING

STATUS (Percent Meeting Standard)

	Writing 2013	Writing 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 4	26.2%	37.3%	⇩	-11.1%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 4		2.7%	-1.0%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)

	Science 2013	Science 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 5	41.9%	23.8%	⇧	18.1%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 5		9.1%	9.6%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the school's 2013 results to the district's to determine whether they are above or below (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

2013 School Data Dashboard

Site:	Quil Ceda Elem
District:	Marysville

READING: Impact of Programs for Level-1 Students

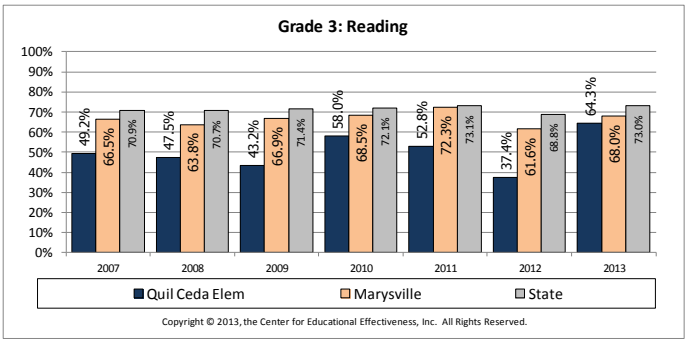
	STATUS (Percent at Level-1)						5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	23.8%	16.2%	🔴	7.6%		Larger 🔴	Grade 3	🟢	-0.7%	0.3%
Grade 4	9.5%	9.8%	🟡	-0.3%		Equal 🟡	Grade 4	🟢	-1.9%	-0.5%
Grade 5	11.6%	21.4%	🟢	-9.8%		Larger 🔴	Grade 5	🟢	-1.7%	-0.4%

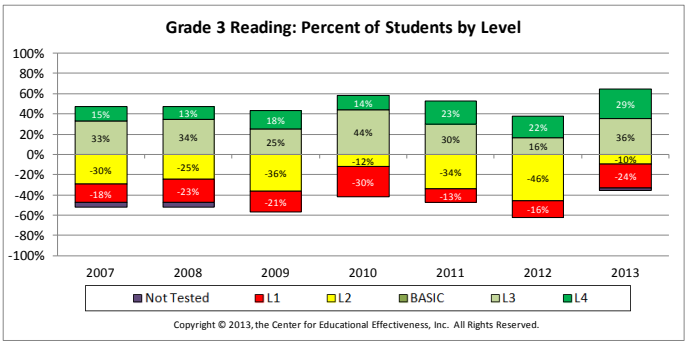
MATH: Impact of Programs for Level-1 Students

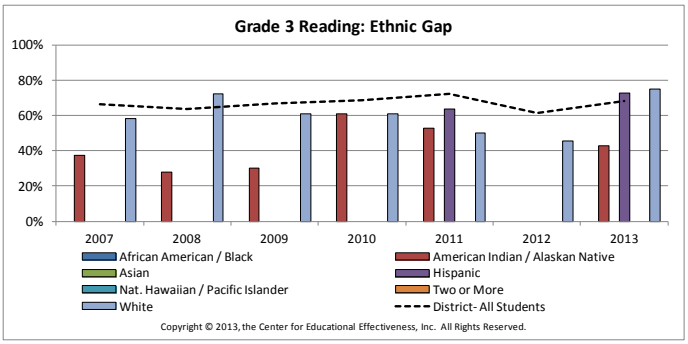
	STATUS (Percent at Level-1)						5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	39.0%	43.2%	🟢	-4.2%		Larger 🔴	Grade 3	🟡	-0.2%	-0.6%
Grade 4	51.2%	51.0%	🟡	0.2%		Larger 🔴	Grade 4	🟢	-2.2%	0.5%
Grade 5	41.9%	38.1%	🔴	3.8%		Larger 🔴	Grade 5	🟡	-0.9%	-1.5%

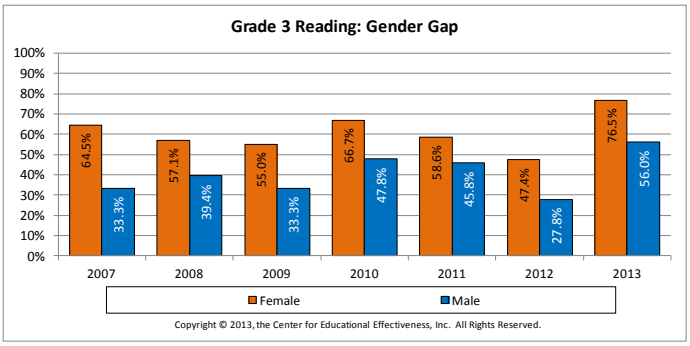
Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of interventions for struggling students. For Change, we want the percentage of students at Level-1 to decline– so negative values are best. The 5-year Trend looks at whether the school is shrinking the percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students at Level-1.

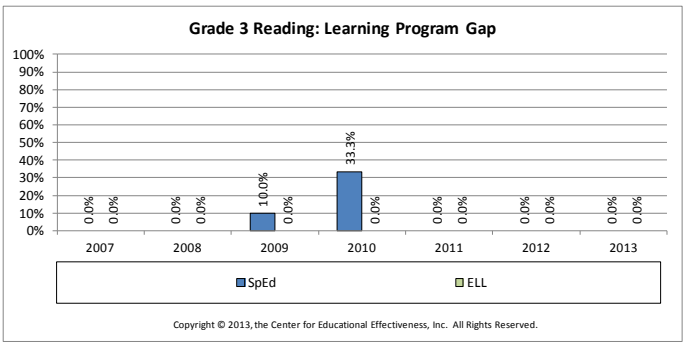
Reading Grade 3

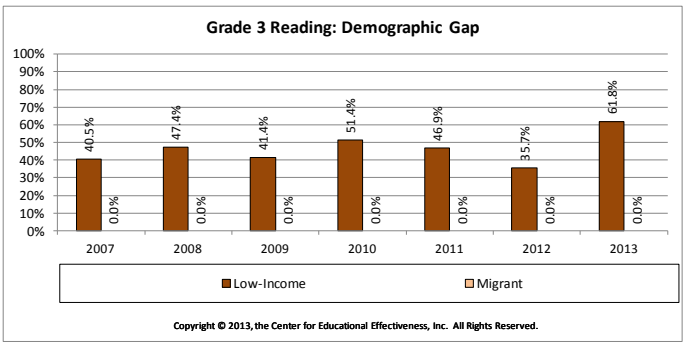




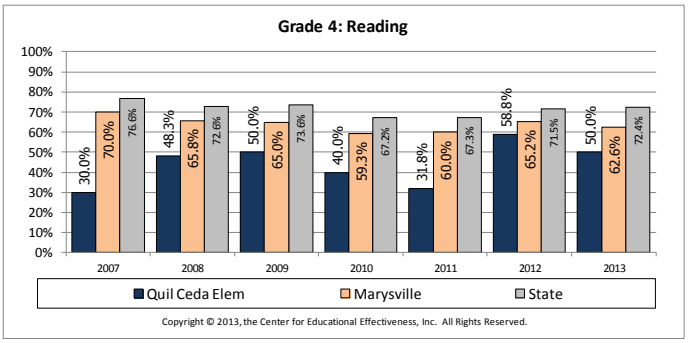


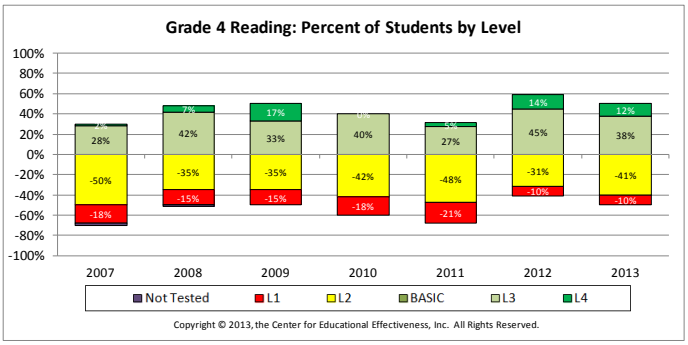


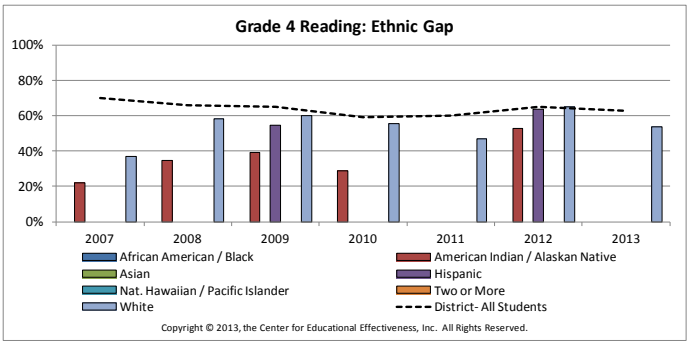


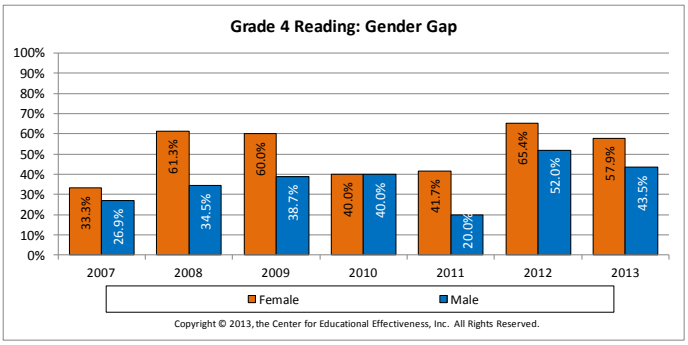


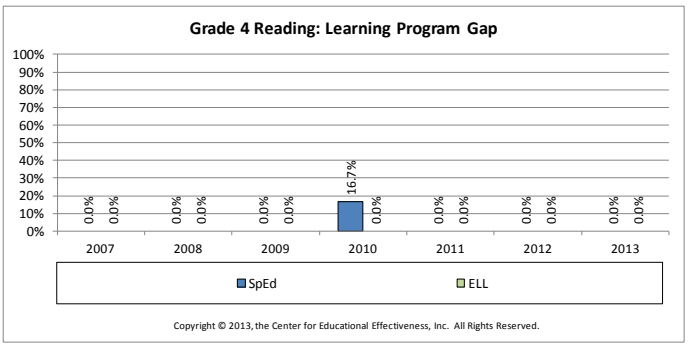
Reading Grade 4

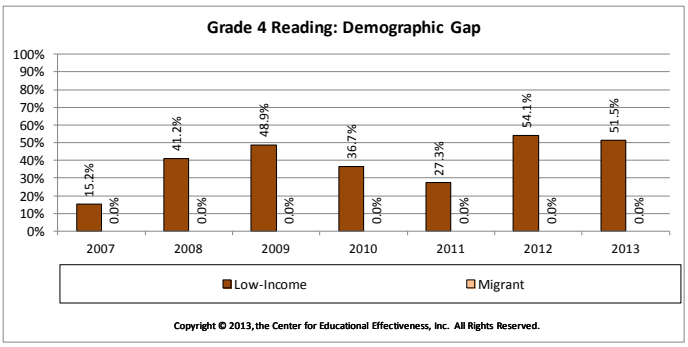




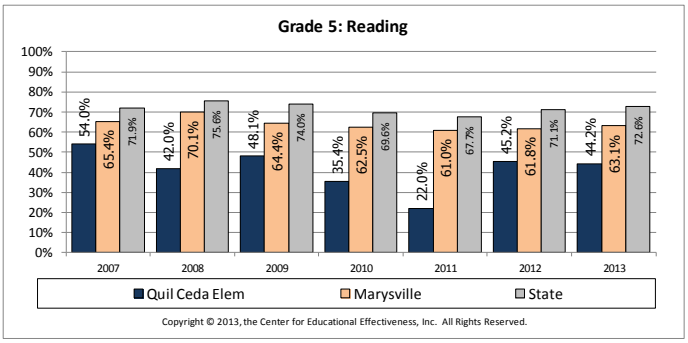


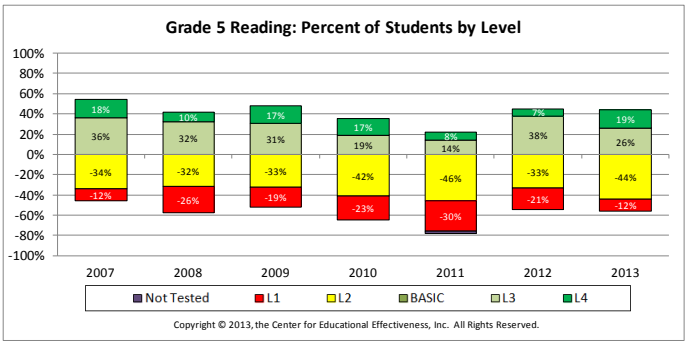


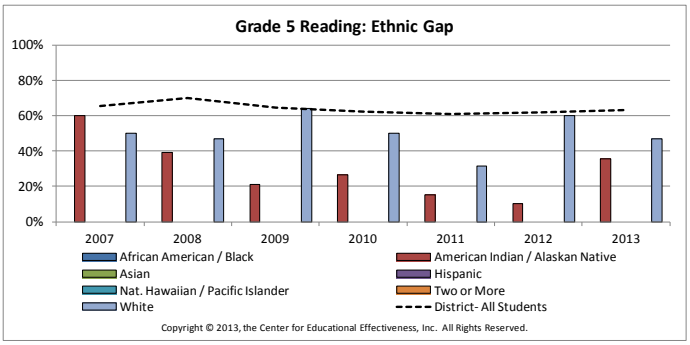


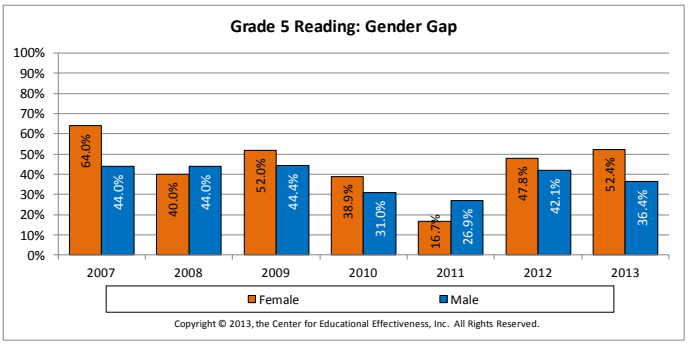


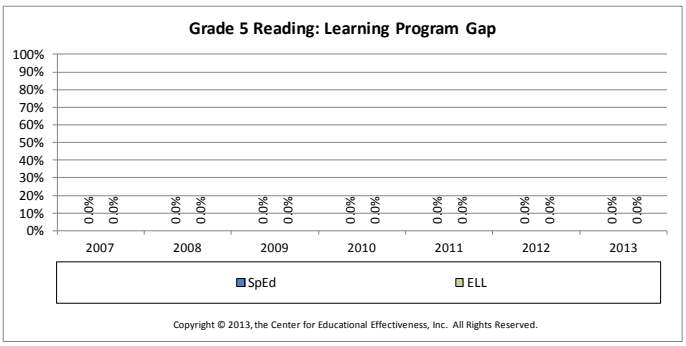
Reading Grade 5

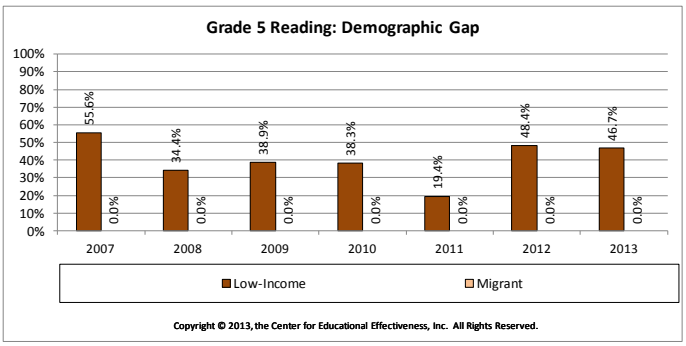




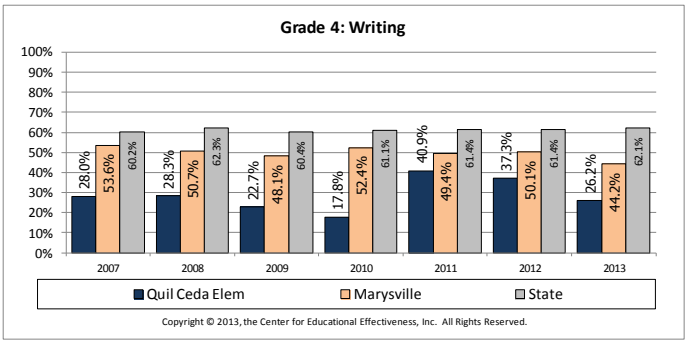


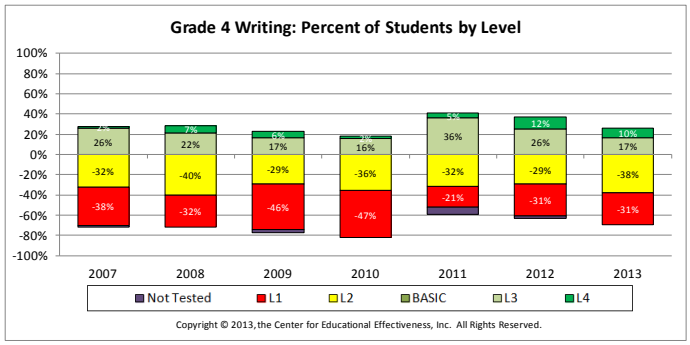


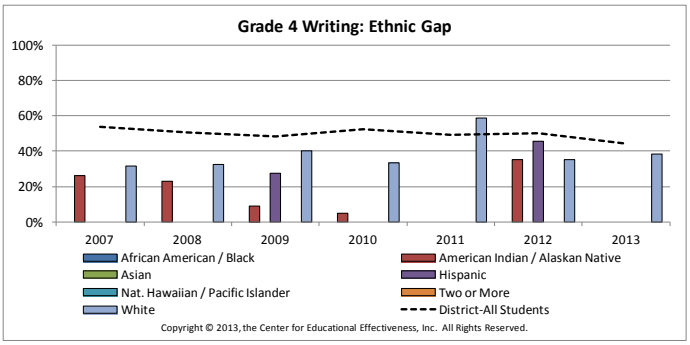


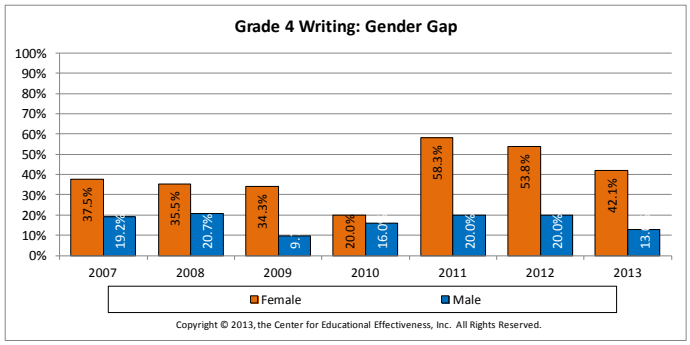


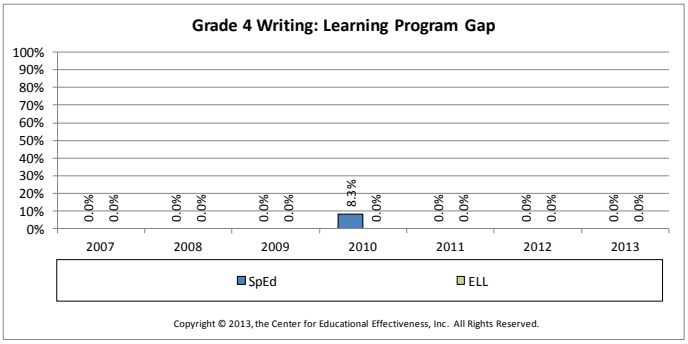
Writing Grade 4

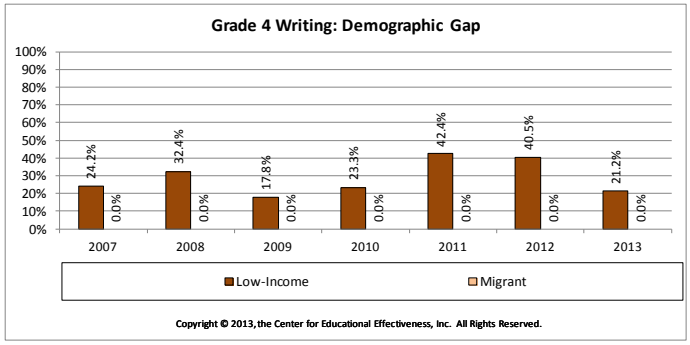




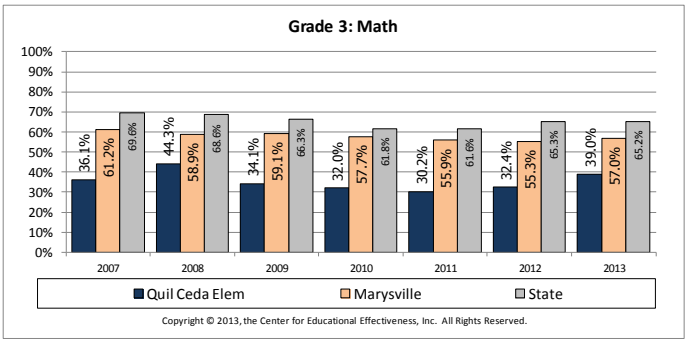


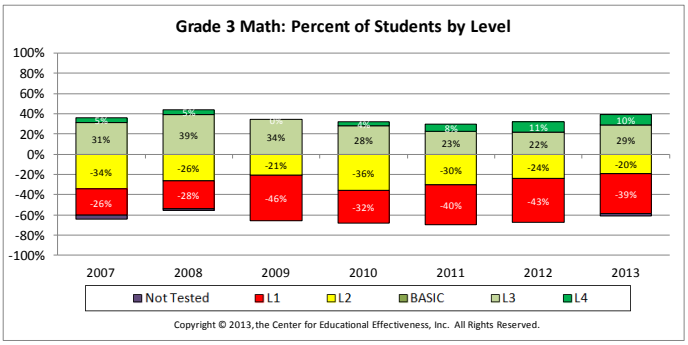


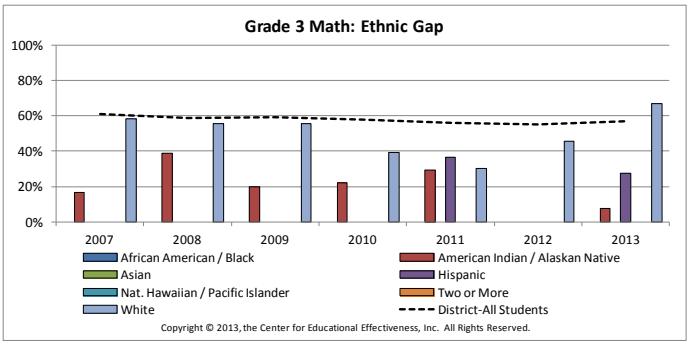


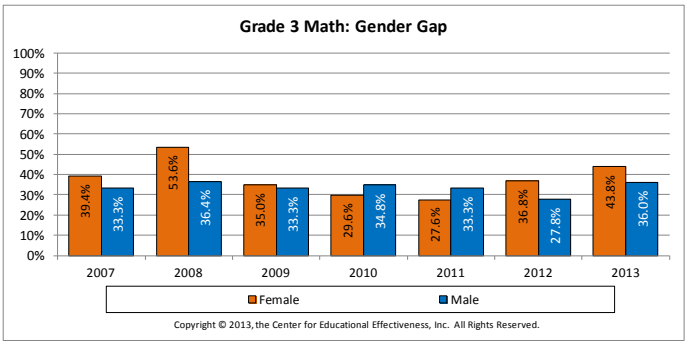


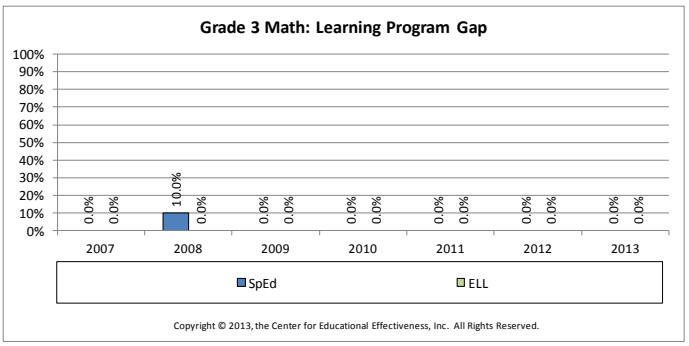
Math Grade 3

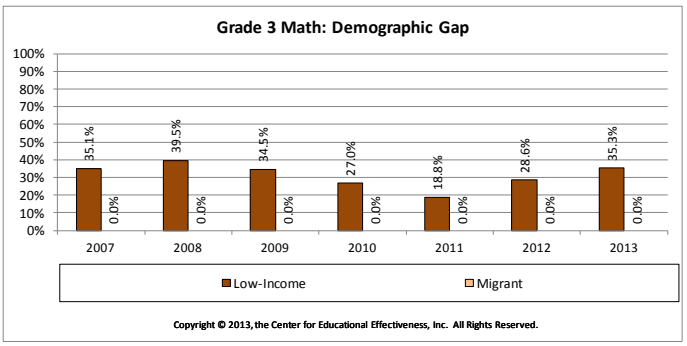




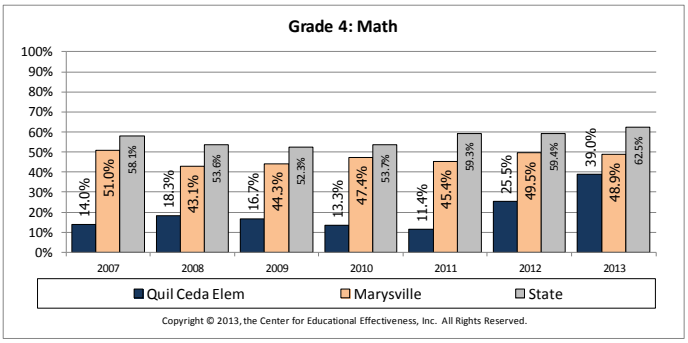


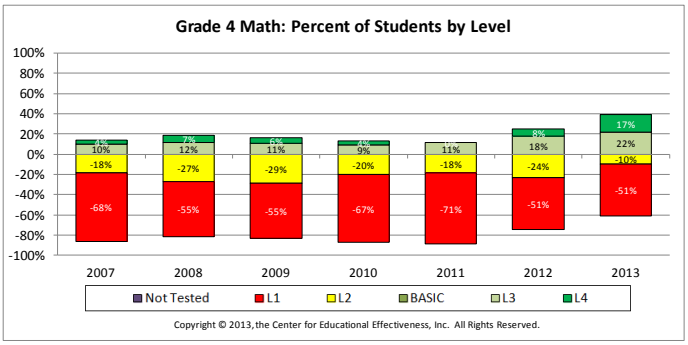


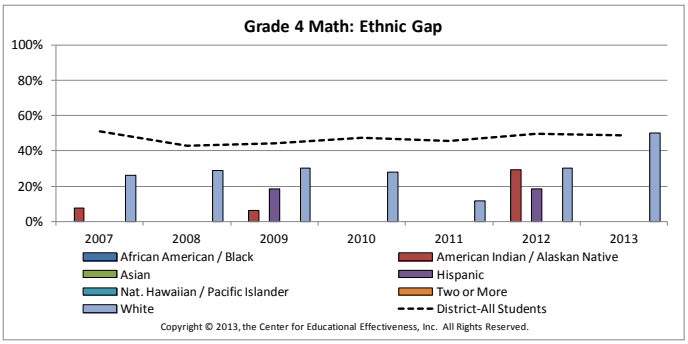


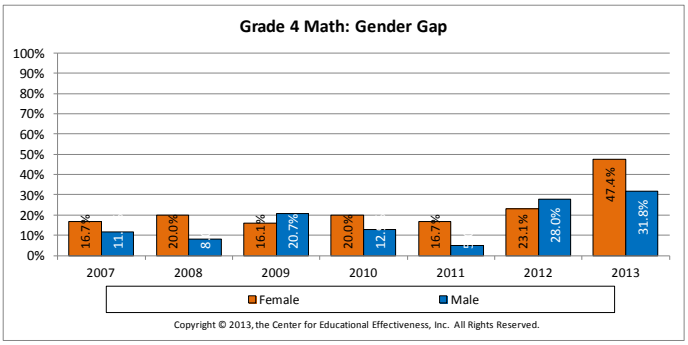


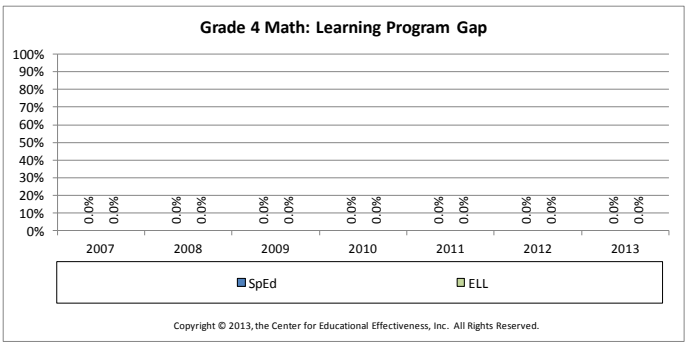
Math Grade 4

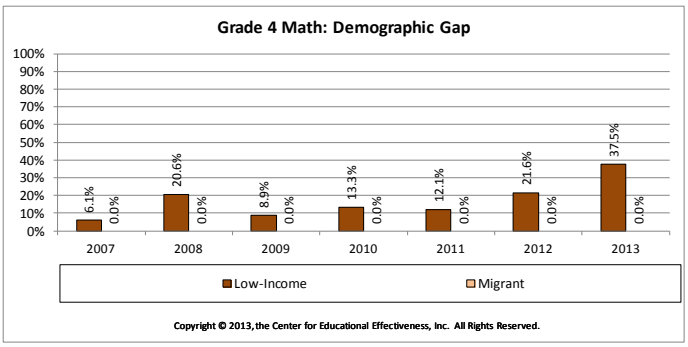




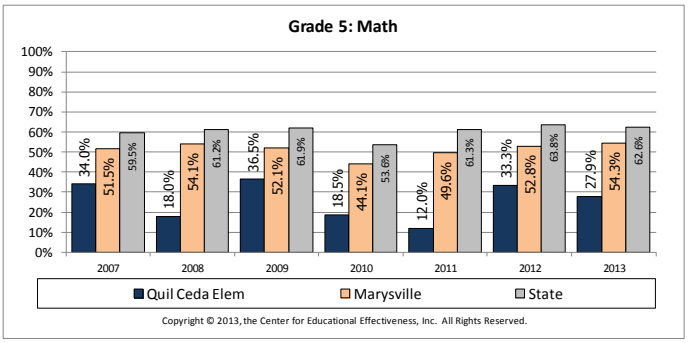


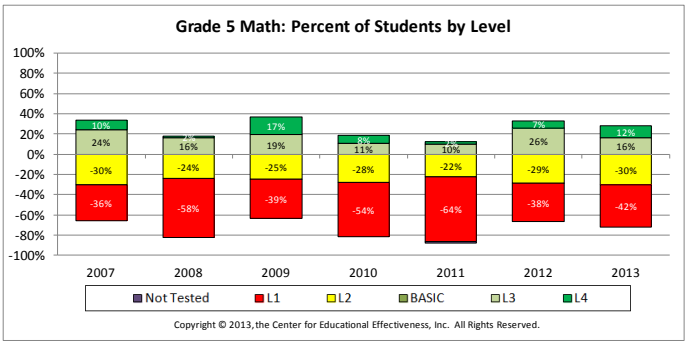


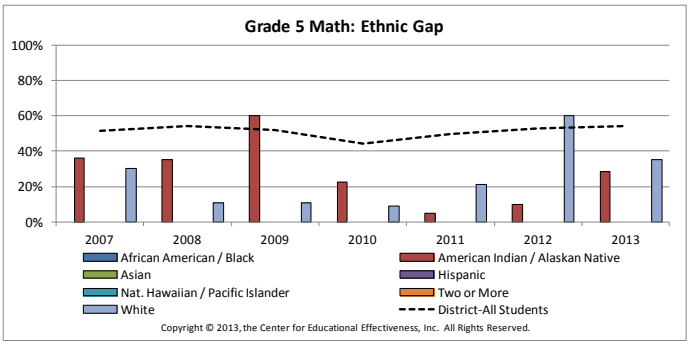


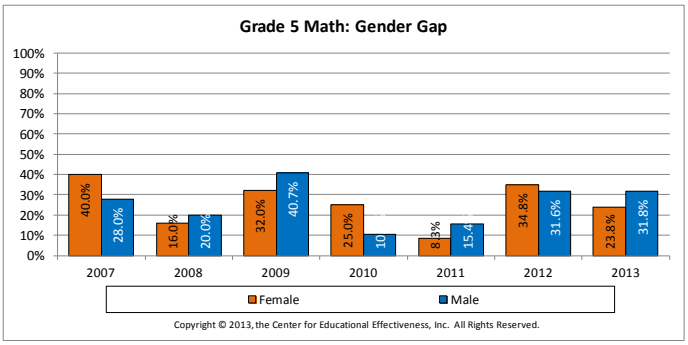


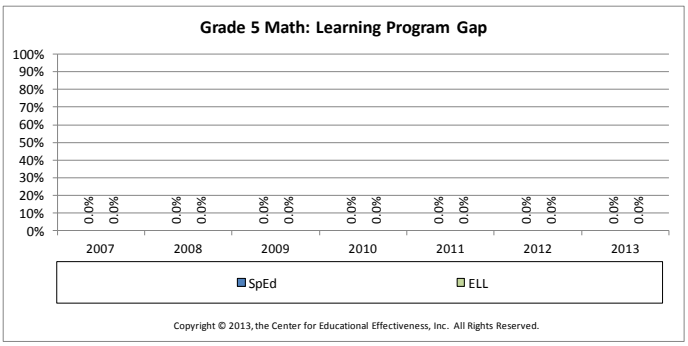
Math Grade 5

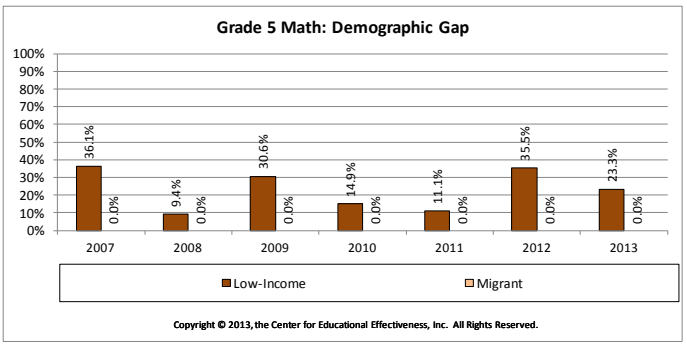




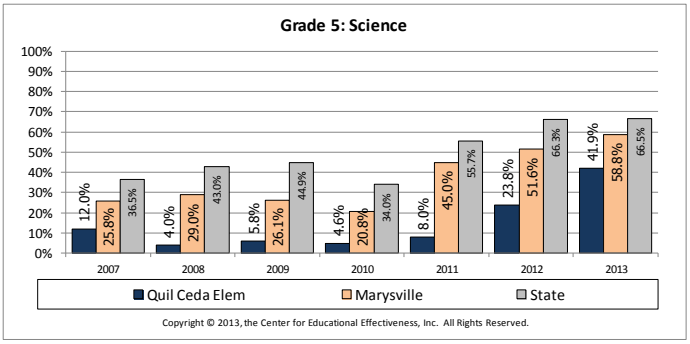


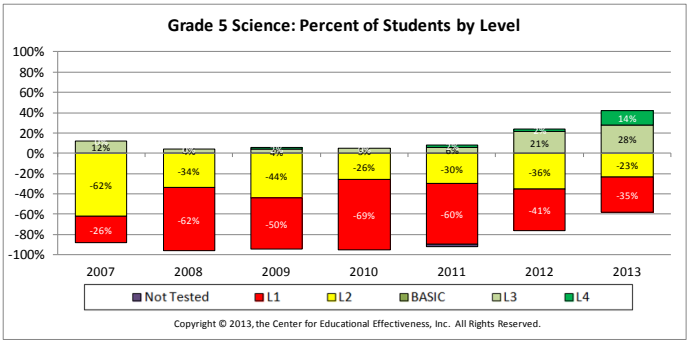


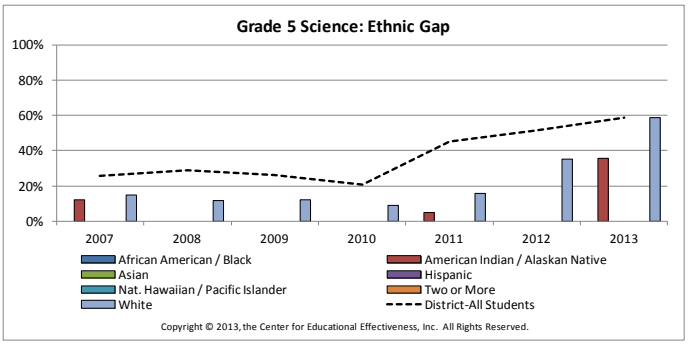


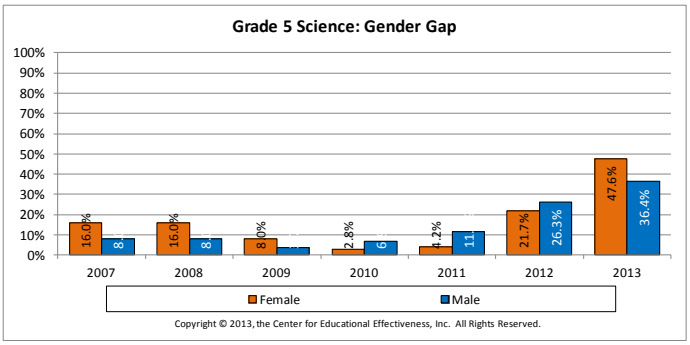


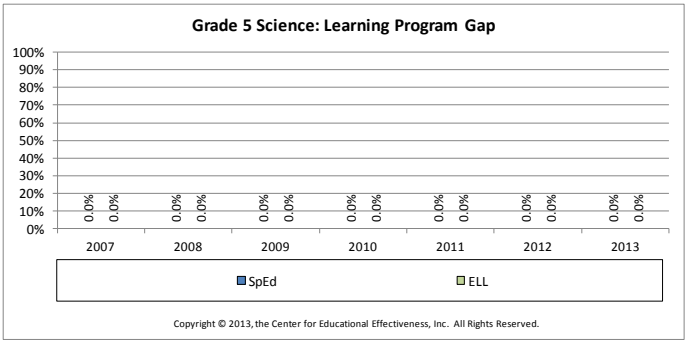
Science Grade 5

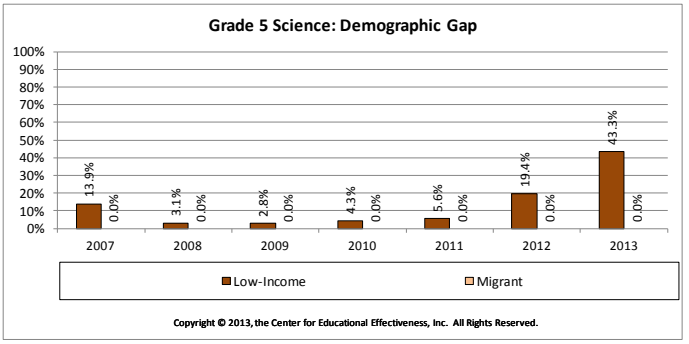












2013 School Data Dashboard

Site:	Tulalip Elem
District:	Marysville

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)

	Reading 2013	Reading 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	47.7%	27.0%	↑	20.7%	Below
Grade 4	42.5%	27.8%	↑	14.7%	Below
Grade 5	34.1%	40.6%	↓	-6.5%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		5.7%	-0.5%
Grade 4		-2.1%	0.1%
Grade 5		0.3%	-0.3%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)

	Math 2013	Math 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	20.5%	10.8%	↑	9.7%	Below
Grade 4	27.5%	5.6%	↑	21.9%	Below
Grade 5	22.0%	21.9%	→	0.1%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		-1.0%	-0.7%
Grade 4		-0.9%	1.1%
Grade 5		2.5%	1.3%

WRITING

STATUS (Percent Meeting Standard)

	Writing 2013	Writing 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 4	27.5%	25.0%	↑	2.5%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 4		-3.3%	-1.0%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)

	Science 2013	Science 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 5	29.3%	18.8%	↑	10.5%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 5		5.1%	9.6%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the school's 2013 results to the district's to determine whether they are above or below (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

2013 School Data Dashboard

Site:	Tulalip Elem
District:	Marysville

READING: Impact of Programs for Level-1 Students

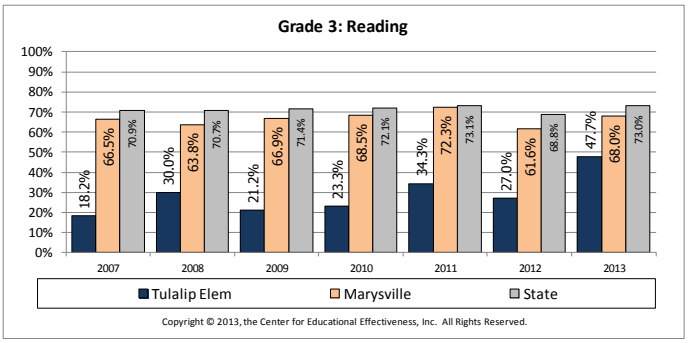
	STATUS (Percent at Level-1)					5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)		Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	34.1%	40.5%		-6.4%	Larger		Grade 3	-2.0%	0.3%
Grade 4	15.0%	19.4%		-4.4%	Larger		Grade 4	-2.4%	-0.5%
Grade 5	24.4%	28.1%		-3.7%	Larger		Grade 5	-3.6%	-0.4%

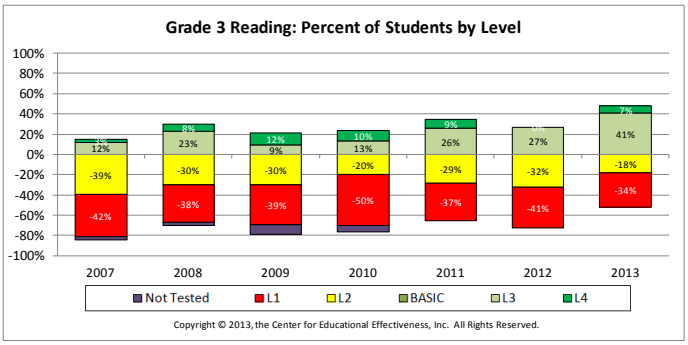
MATH: Impact of Programs for Level-1 Students

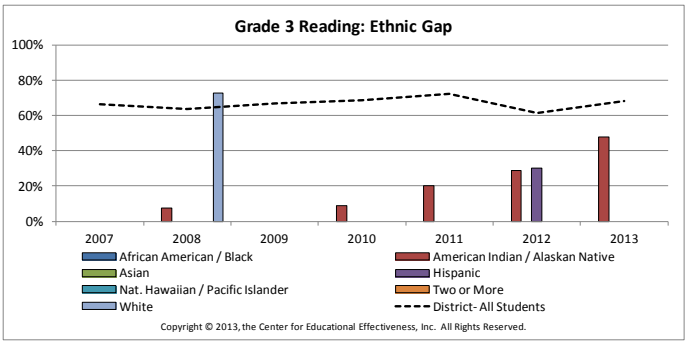
	STATUS (Percent at Level-1)					5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)		Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	52.3%	67.6%		-15.3%	Larger		Grade 3	0.7%	-0.6%
Grade 4	60.0%	72.2%		-12.2%	Larger		Grade 4	4.1%	0.5%
Grade 5	53.7%	53.1%		0.6%	Larger		Grade 5	-2.4%	-1.5%

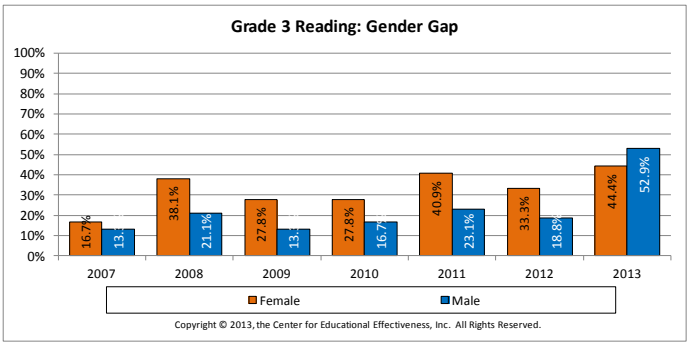
Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of interventions for struggling students. For Change, we want the percentage of students at Level-1 to decline– so negative values are best. The 5-year Trend looks at whether the school is shrinking the percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students at Level-1.

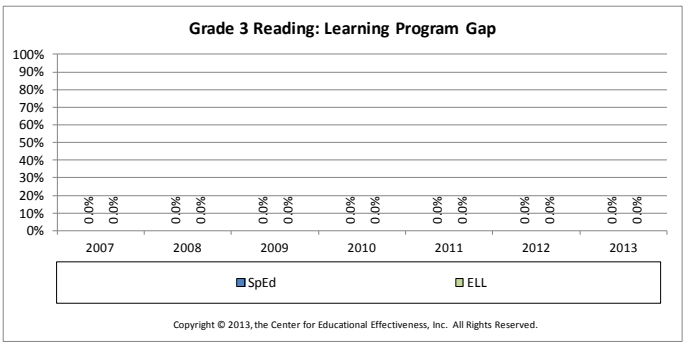
Reading Grade 3

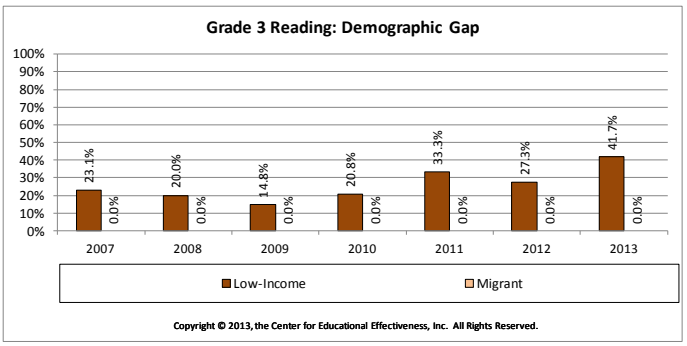




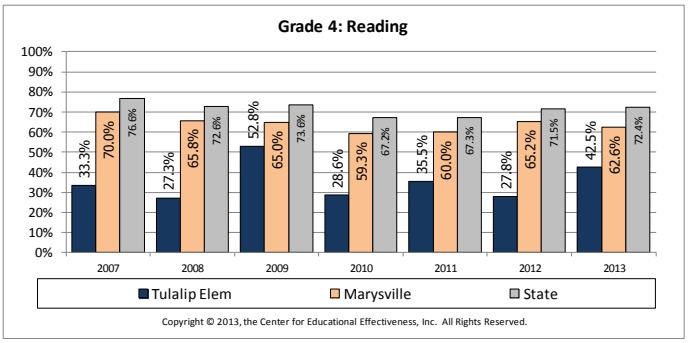


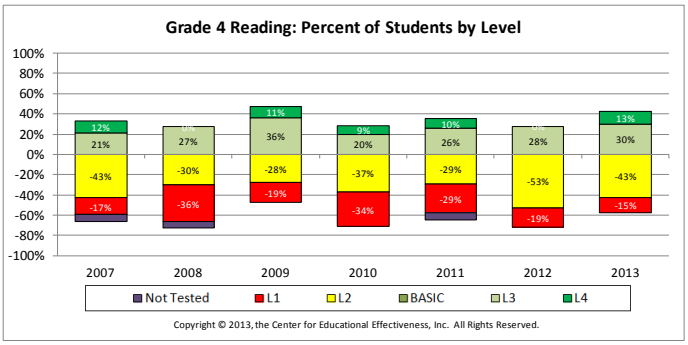


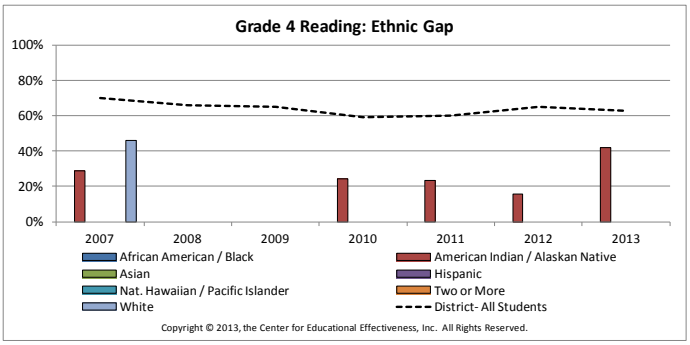


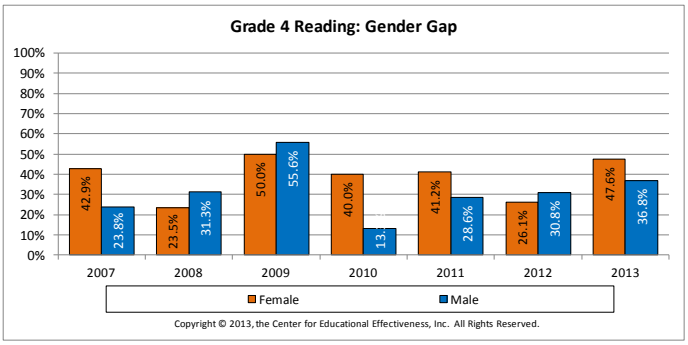


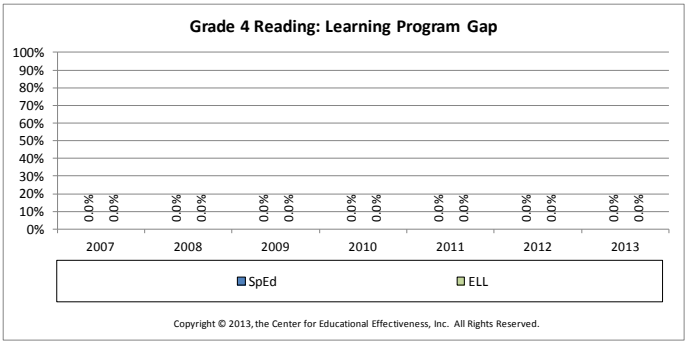
Reading Grade 4

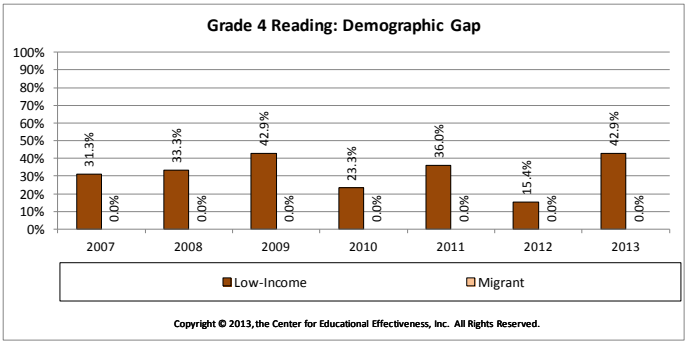




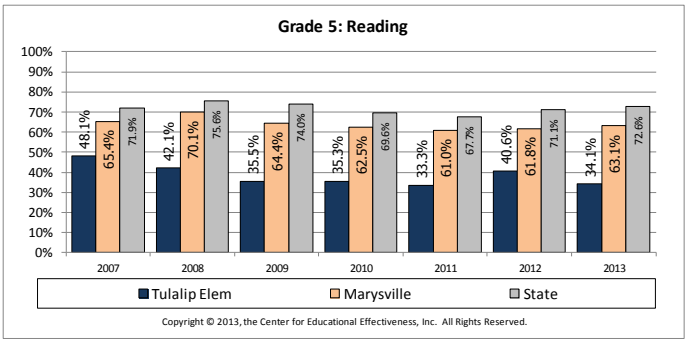


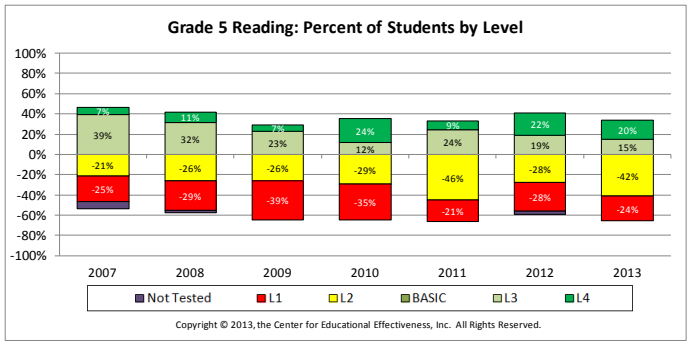


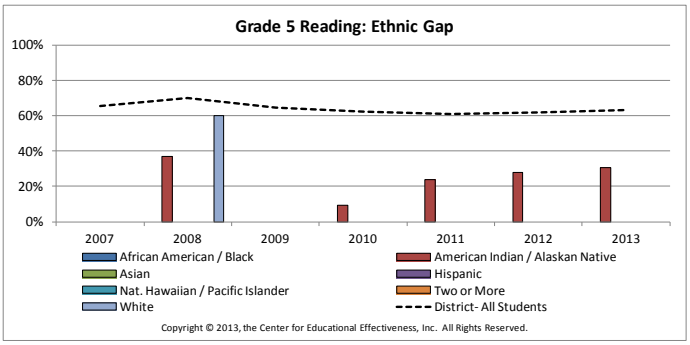


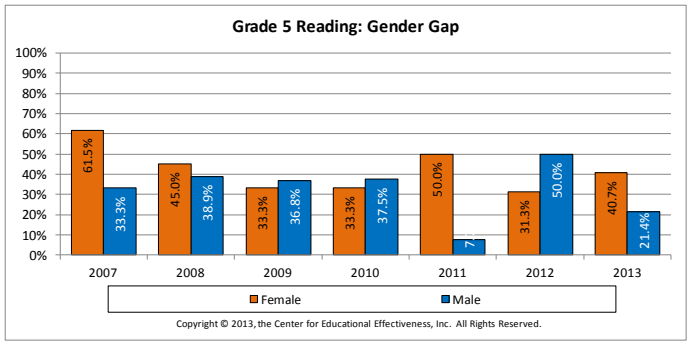


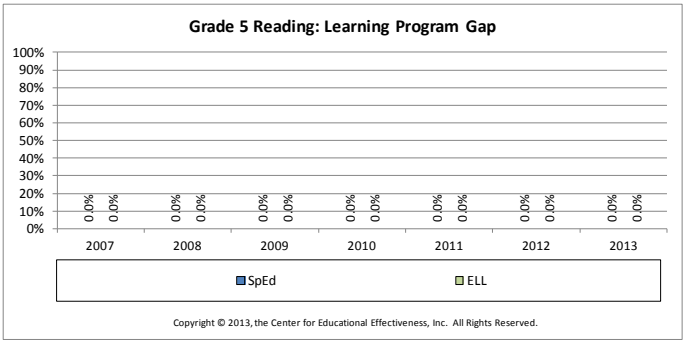
Reading Grade 5

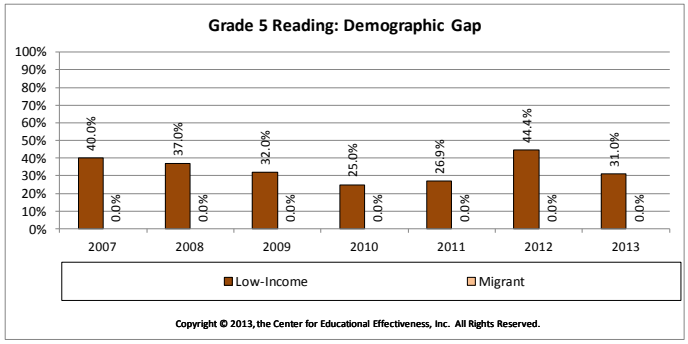




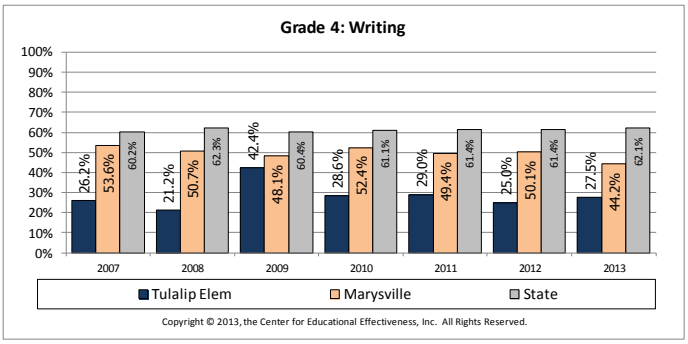


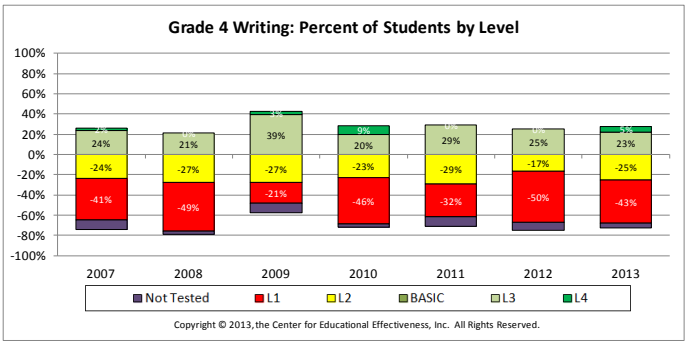


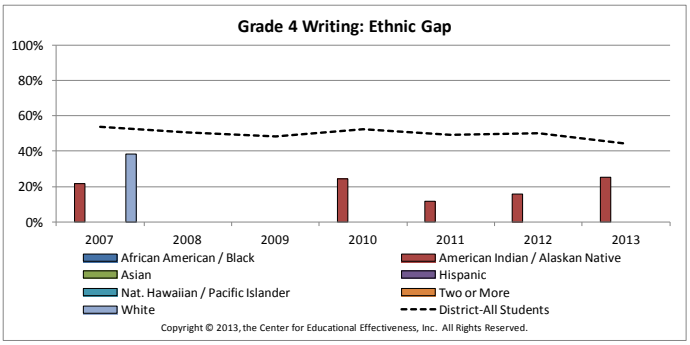


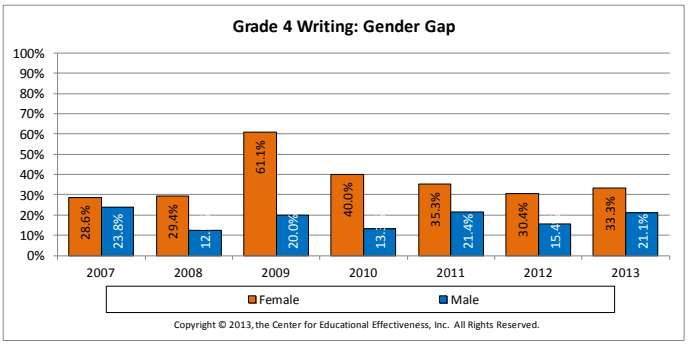


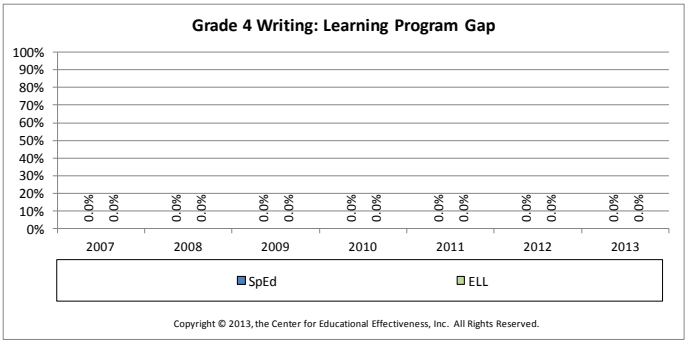
Writing Grade 4

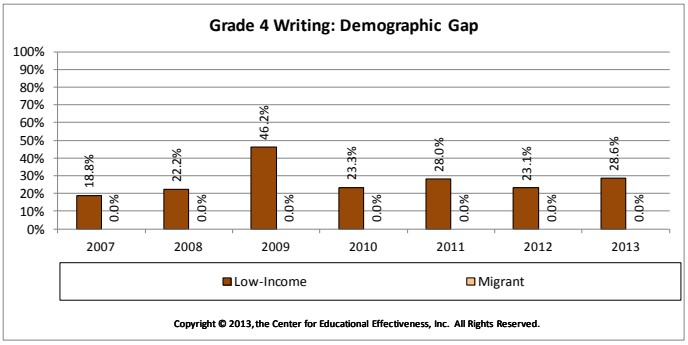




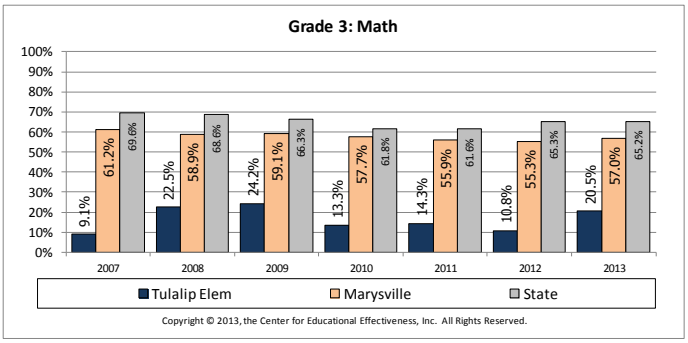


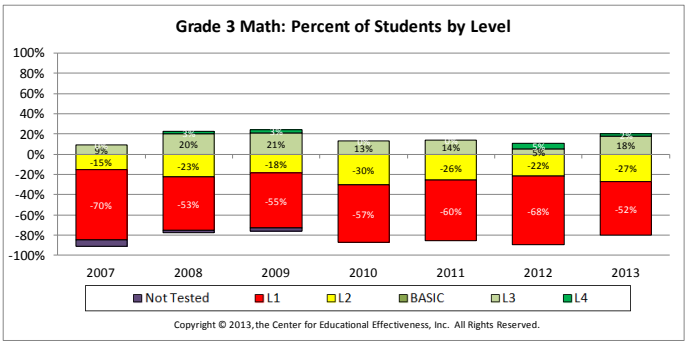


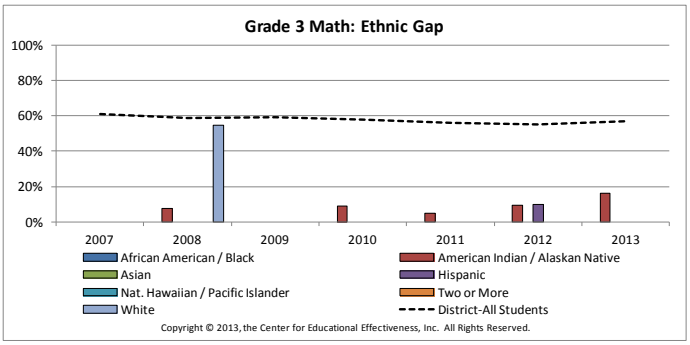


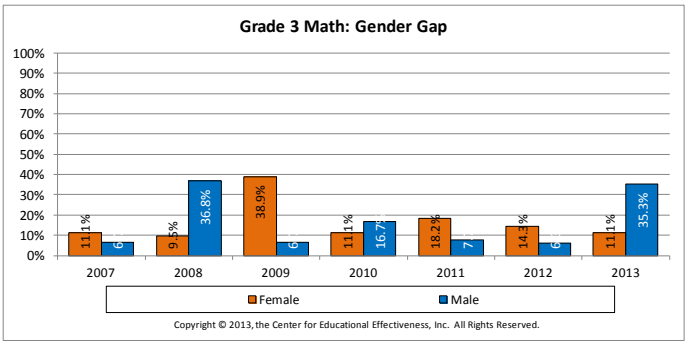


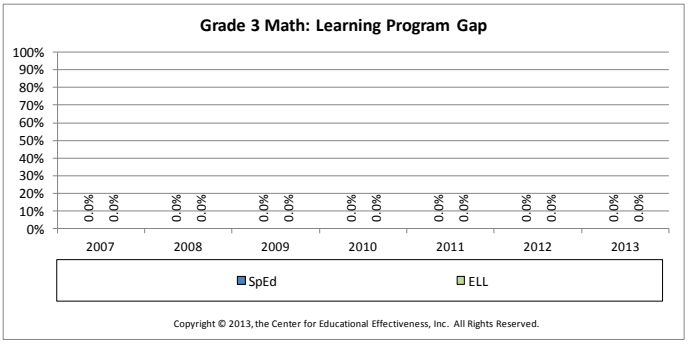
Math Grade 3

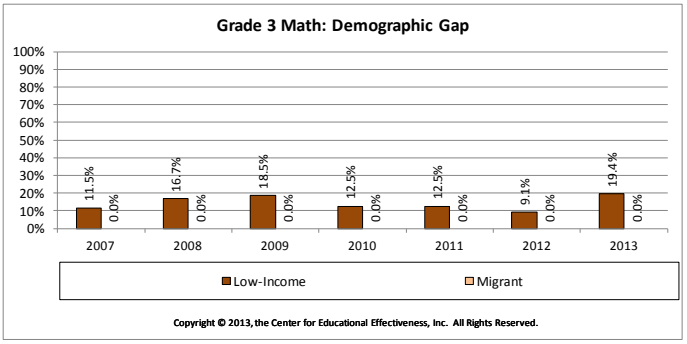




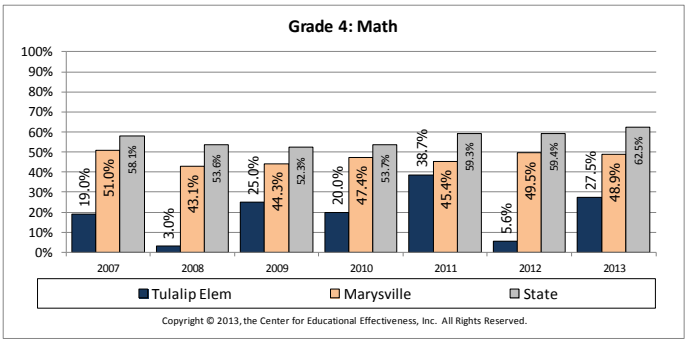


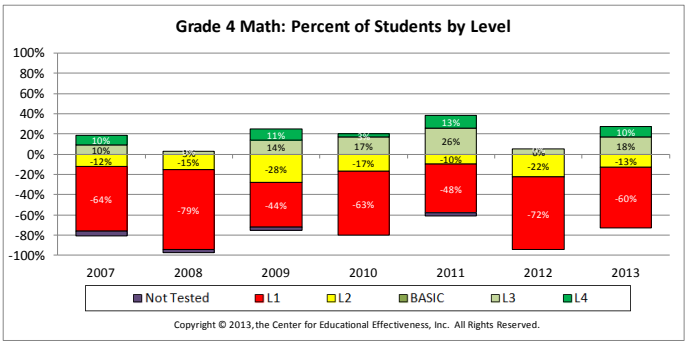


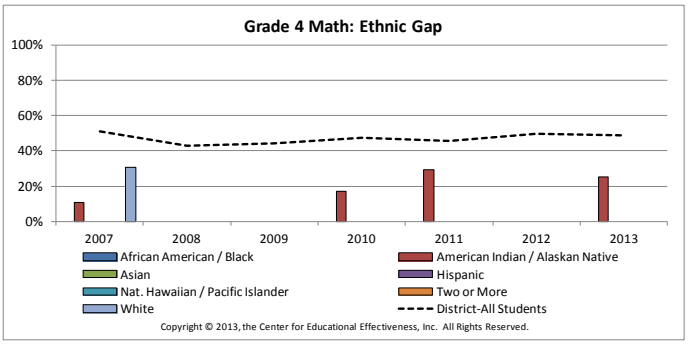


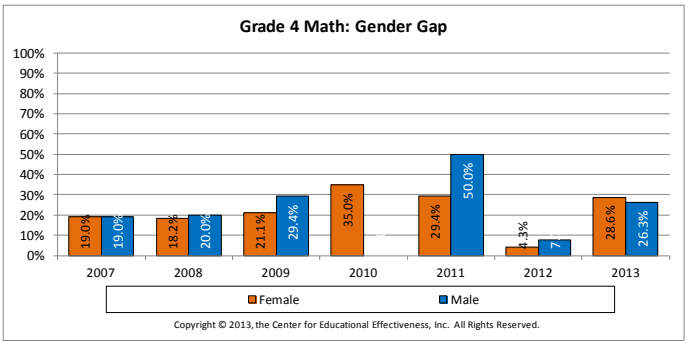


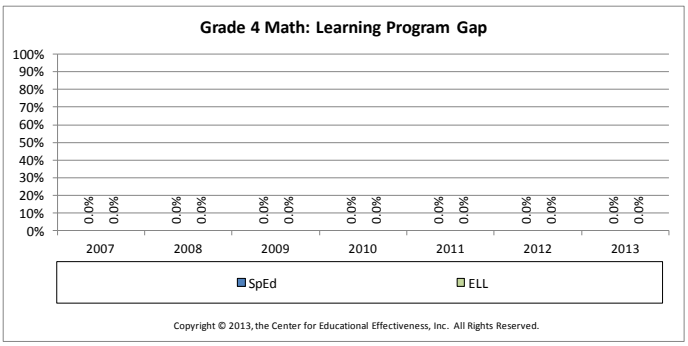
Math Grade 4

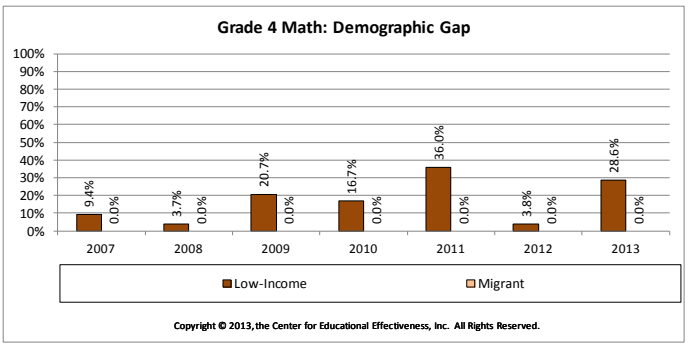




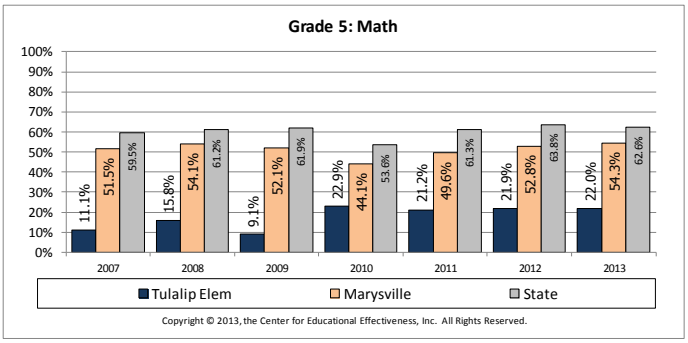


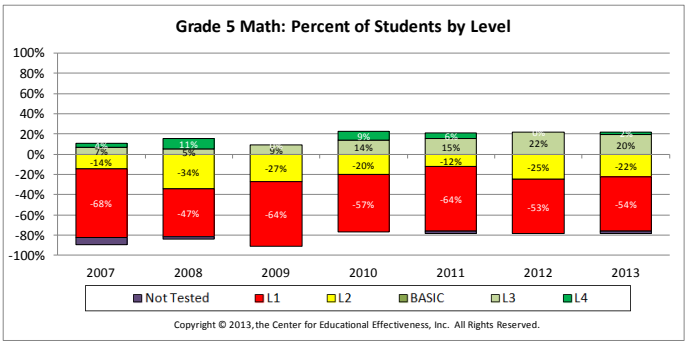


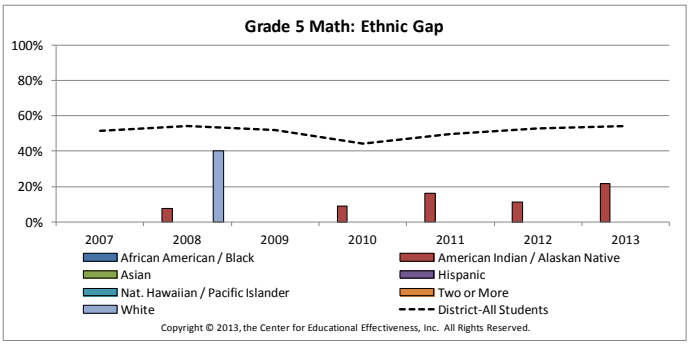


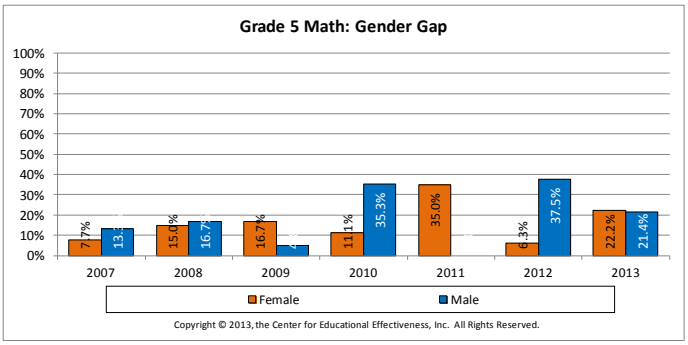


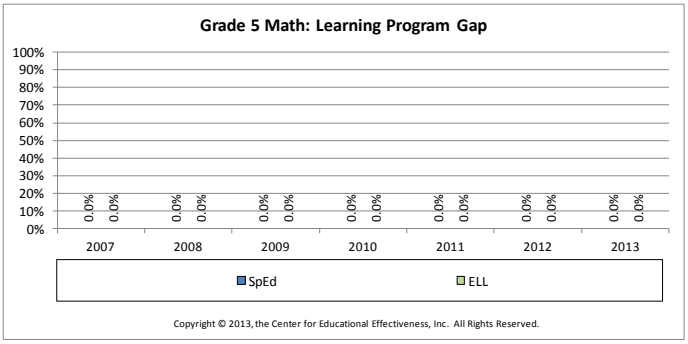
Math Grade 5

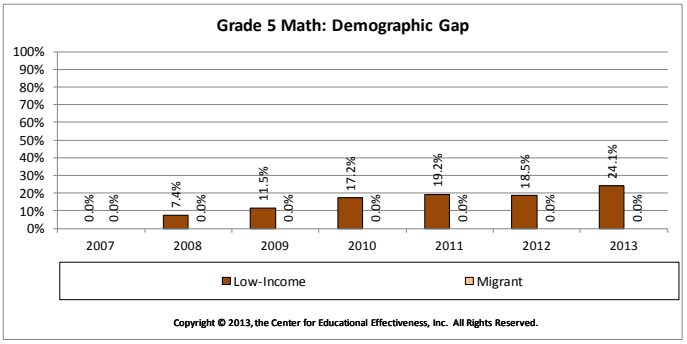




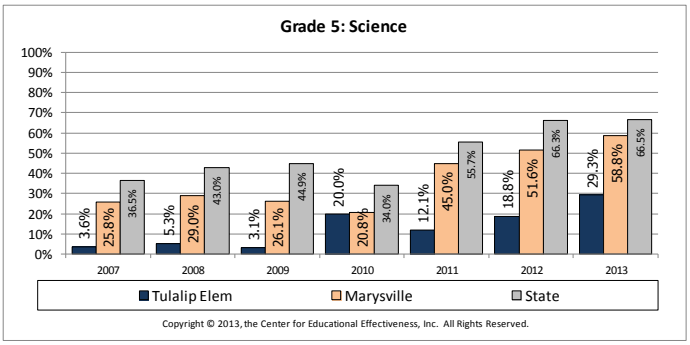


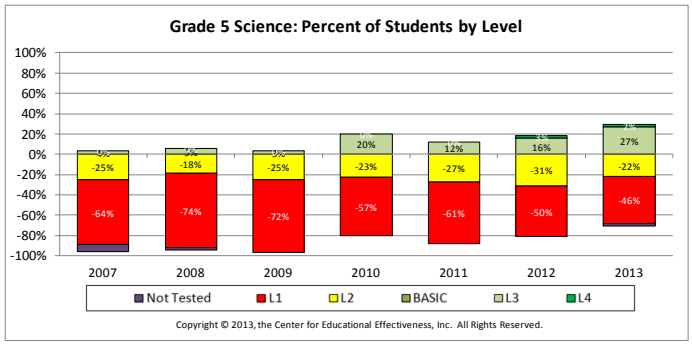


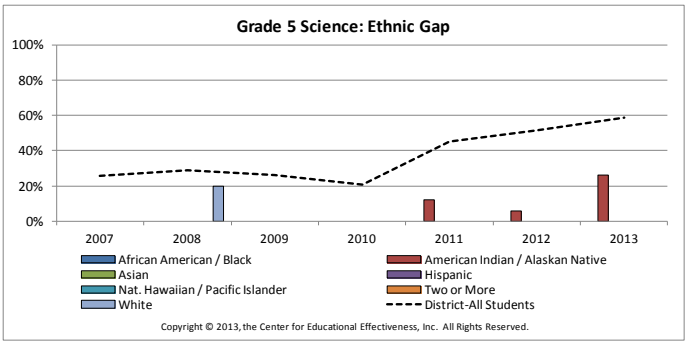


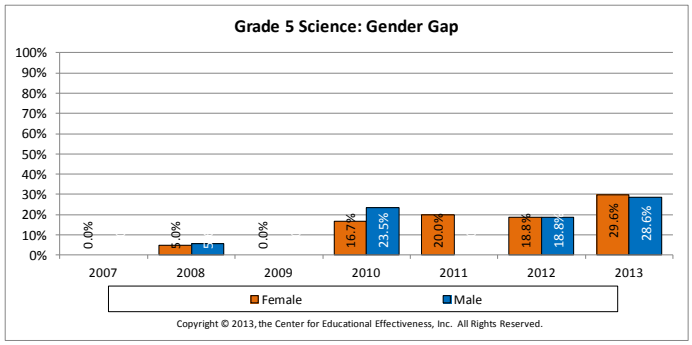


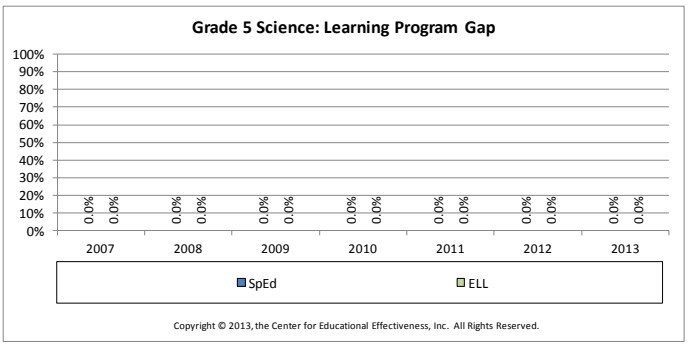
Science Grade 5

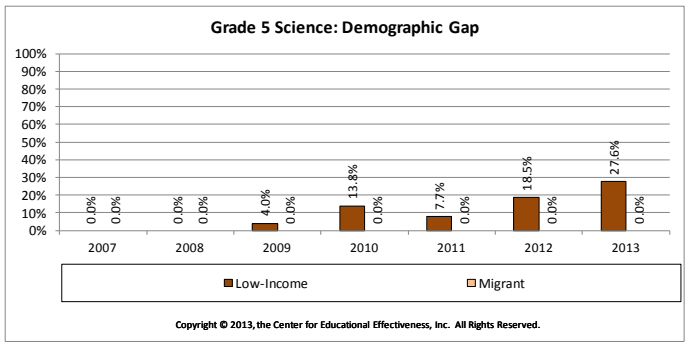












Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

Updated with 2013 Data

The Center for Educational Effectiveness

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District	MARYSVILLE
School	QUIL CEDA ELEM

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3-Year Academic Achievement Performance Characteristics

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- Subgroups by Content Area: The "N of 20" (N>=20) rule is applied in each content area (Reading and Mathematics). In order to be considered, the sum of all students tested in BOTH Reading AND Mathematics must have been at least 20 students. This applies to all subgroups.
- For example, if a K-5 elementary school had 8, 7 and 6 English learners tested in grades 3, 4, and 5 respectively in Reading and in Mathematics, total tested would be 21 in Reading and 21 in Mathematics. Therefore, the total would satisfy the "N of 20" rule for BOTH Reading and Mathematics, and performance would be reported for that subgroup.

Subgroup Details

The size of the subgroup should be a factor as you analyze and act upon the data contained in this report.

Average Subgroup Sizes (3 year average of students tested) (2011, 2012, and 2013 Testing Years)	**Size**
All Students	113
American Indian	35
Asian/Pacific Islander	3
Black/African American	0
Hispanic	22
Limited English	14
Low Income	82
Special Education	16
White	40

Note: In order for a subgroup to be considered, the N of 20 rule must be met in each of the three years used to identify the school as Priority, Focus, or Emerging. Therefore, a school ***could have an average greater than or equal to 20 in the table above but not have a point on the graphs on subsequent pages).***

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All Students View

QUIL CEDA ELEM

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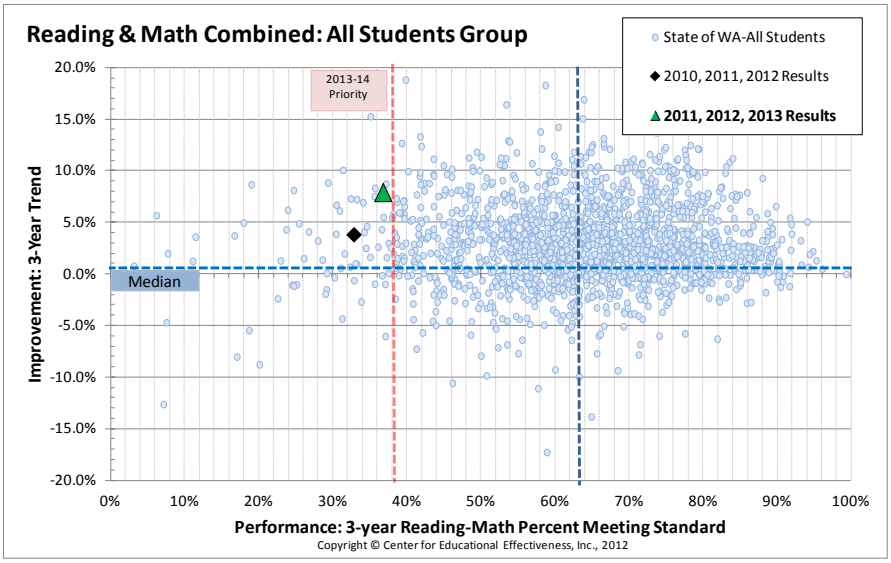

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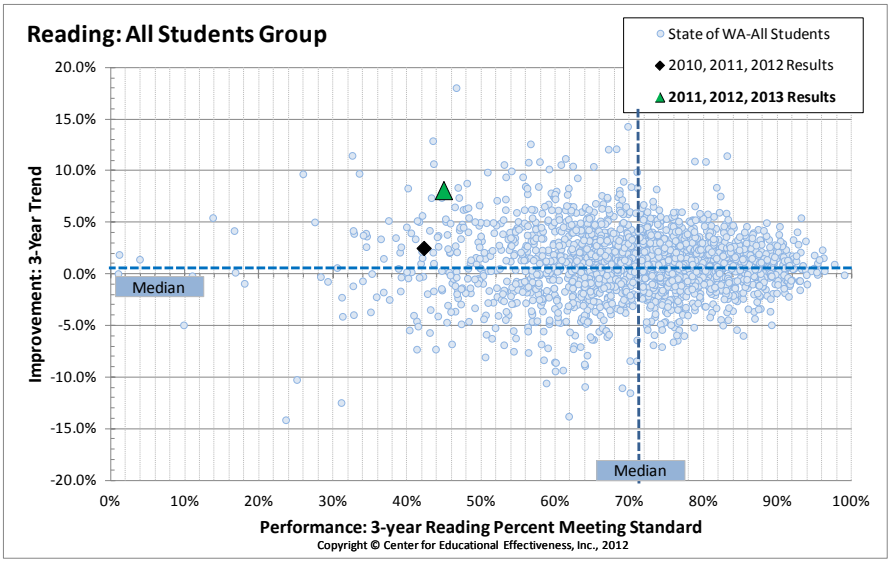

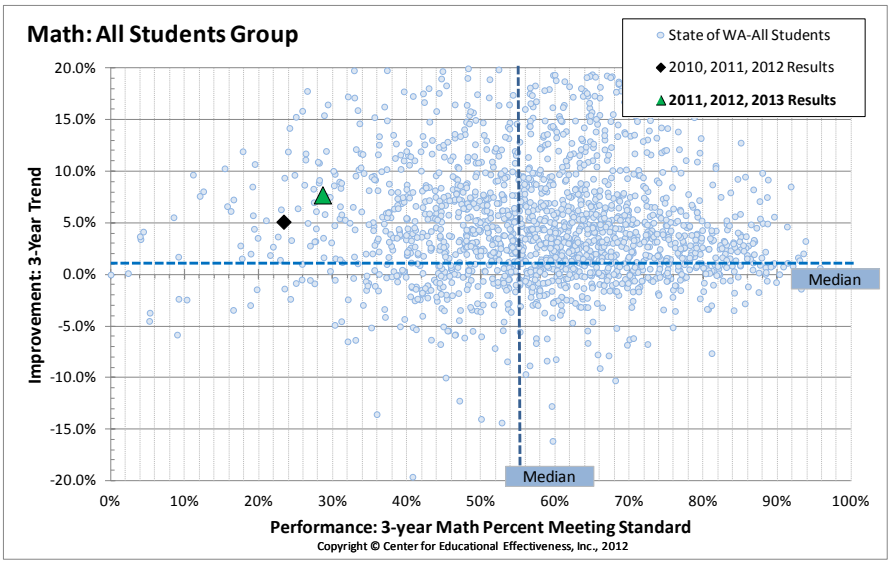

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Low-Income

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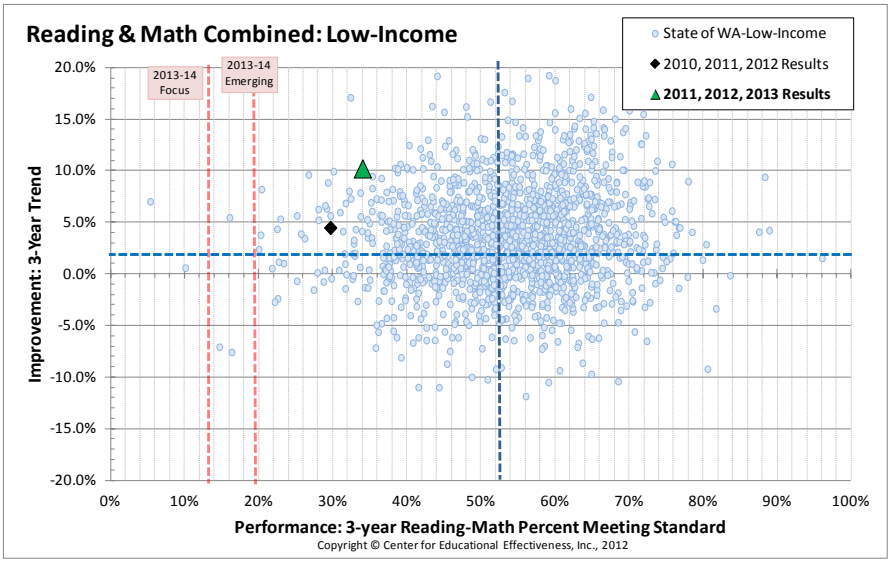

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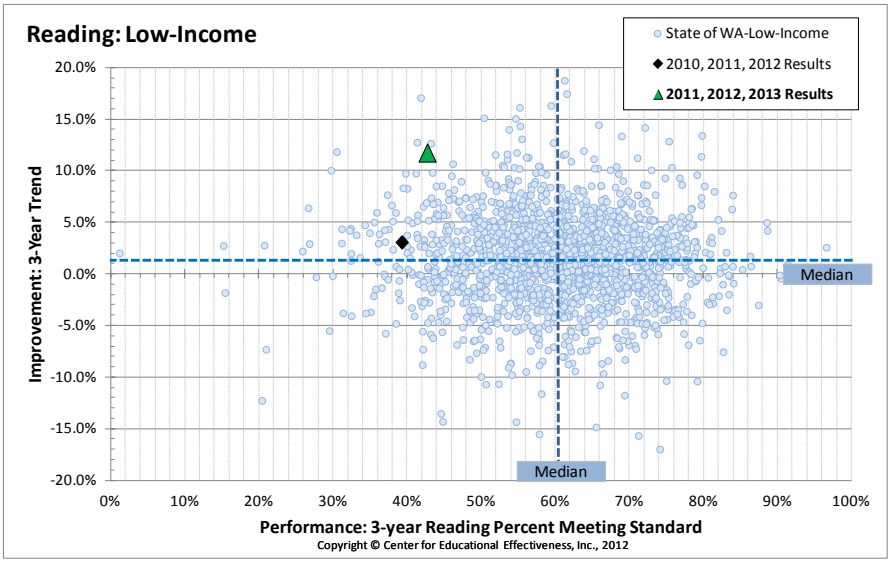

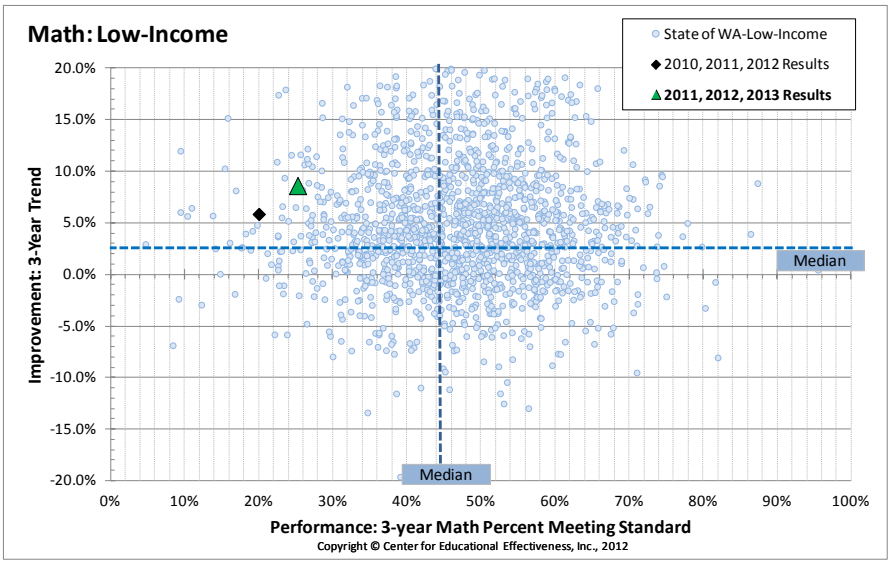

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American Indian / Alaskan Native

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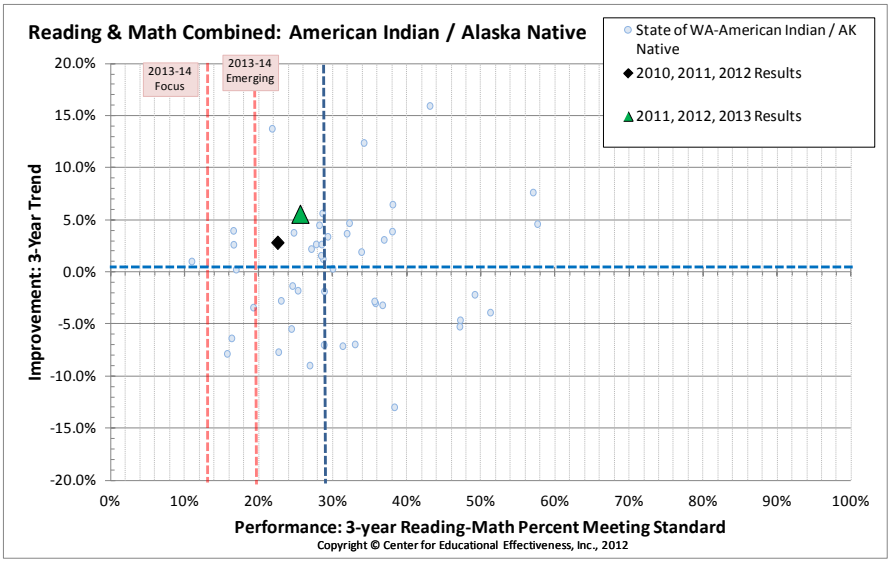

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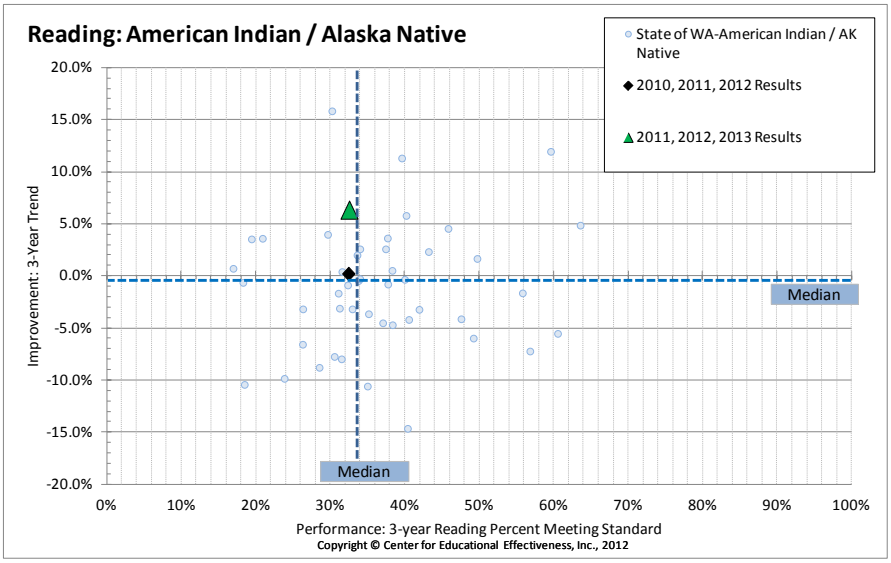

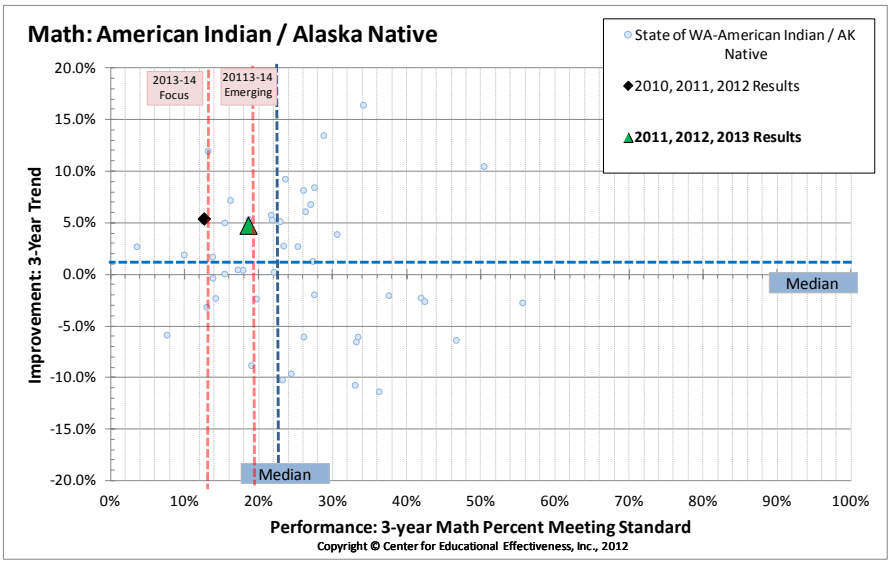

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Hispanic

QUIL CEDA ELEM

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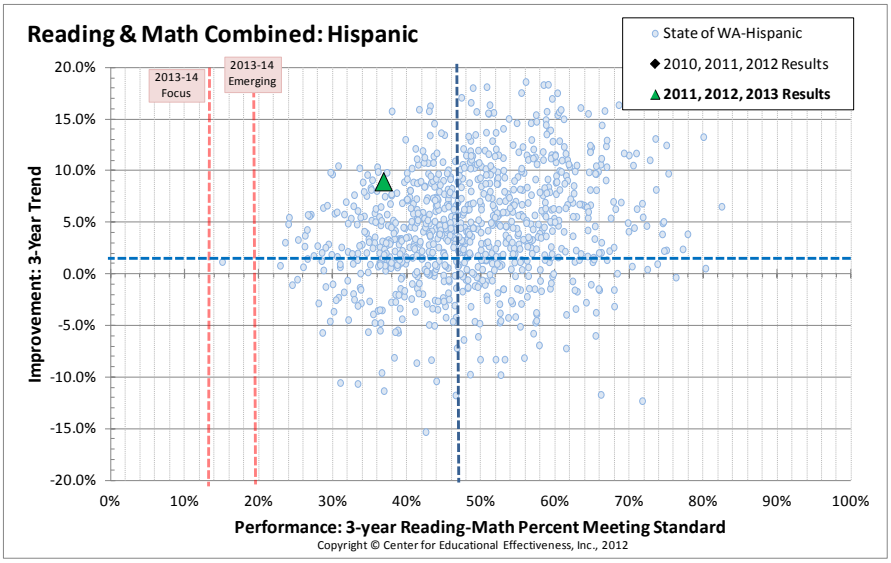

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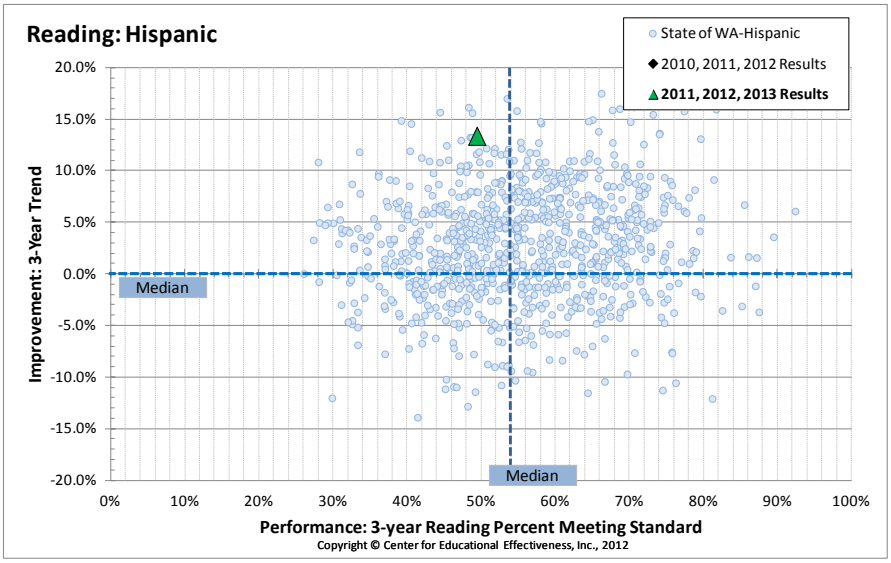

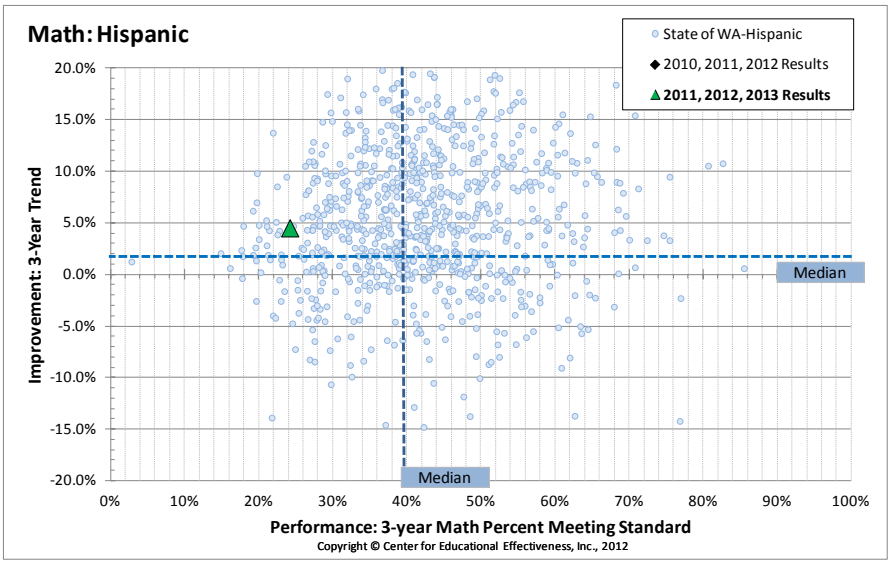

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White

QUIL CEDA ELEM

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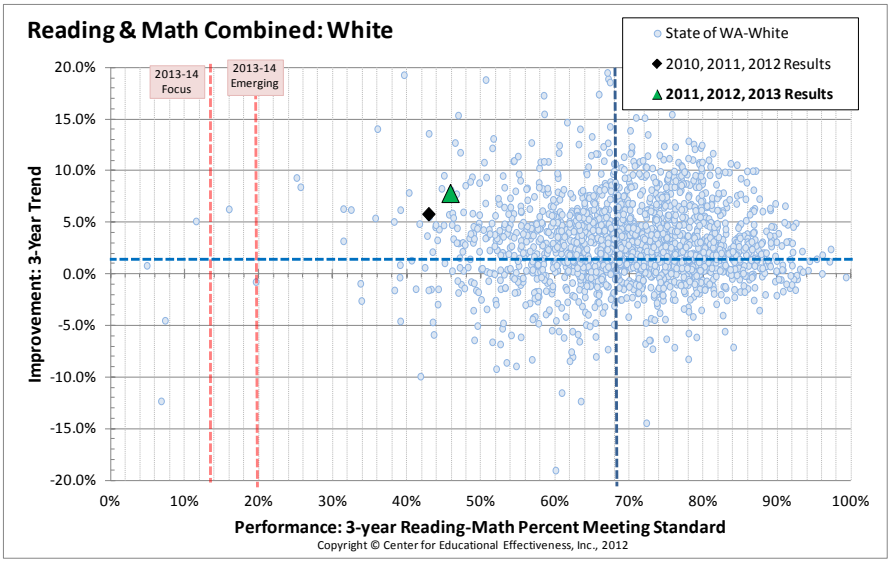

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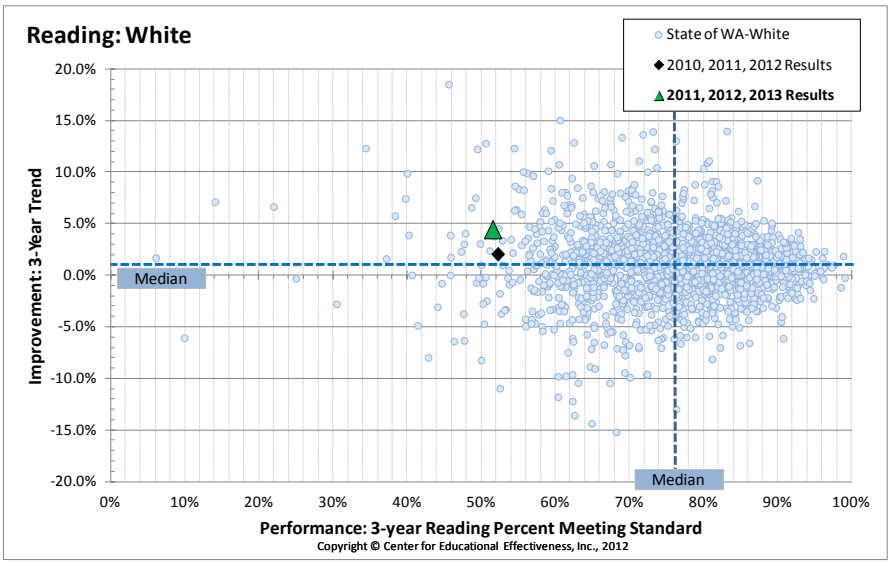

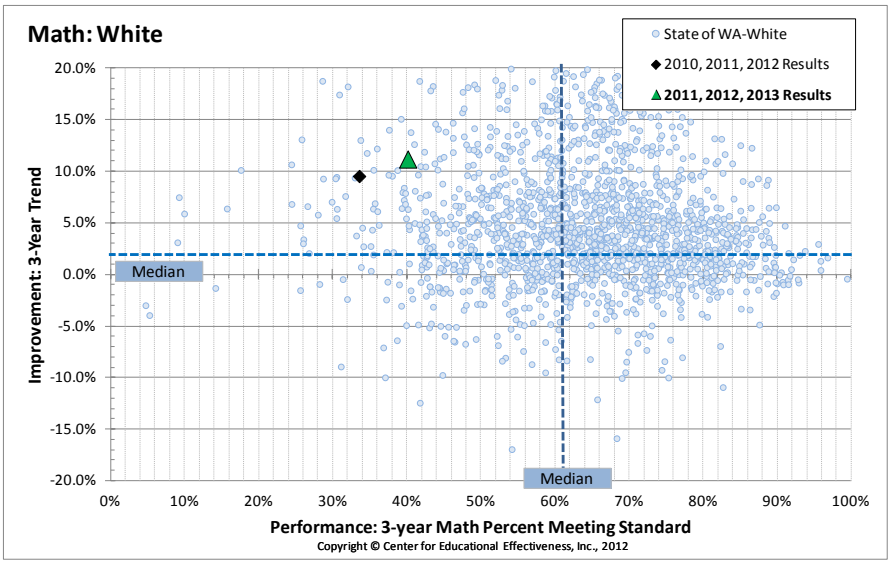

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Subgroup Details

The size of the subgroup should be a factor as you analyze and act upon the data contained in this report.

Average Subgroup Sizes (3 year average of students tested) (2011, 2012, and 2013 Testing Years)	**Size**
All Students	93
American Indian	53
Asian/Pacific Islander	0
Black/African American	0
Hispanic	15
Limited English	3
Low Income	72
Special Education	17
White	12

Note: In order for a subgroup to be considered, the N of 20 rule must be met in each of the three years used to identify the school as Priority, Focus, or Emerging. Therefore, a school ***could have an average greater than or equal to 20 in the table above but not have a point on the graphs on subsequent pages).***

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All Students View

TULALIP ELEM

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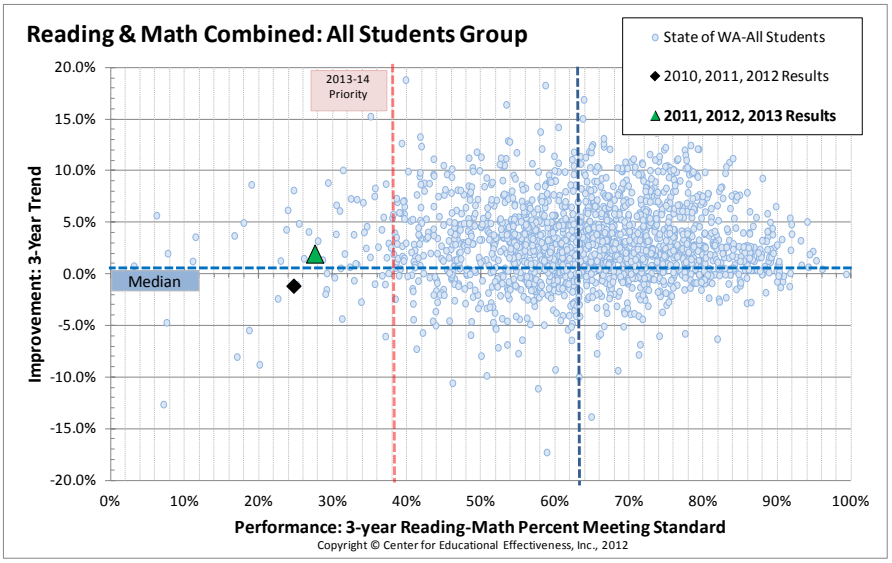

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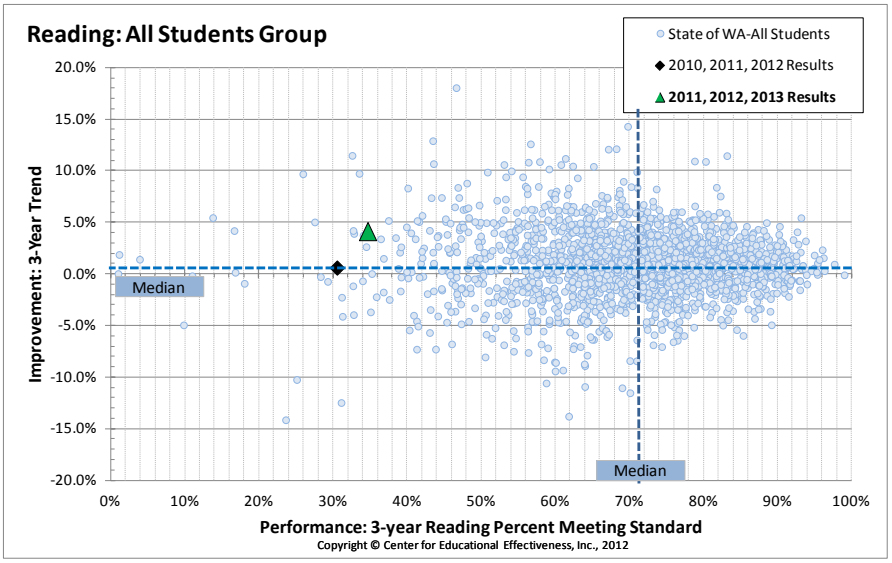

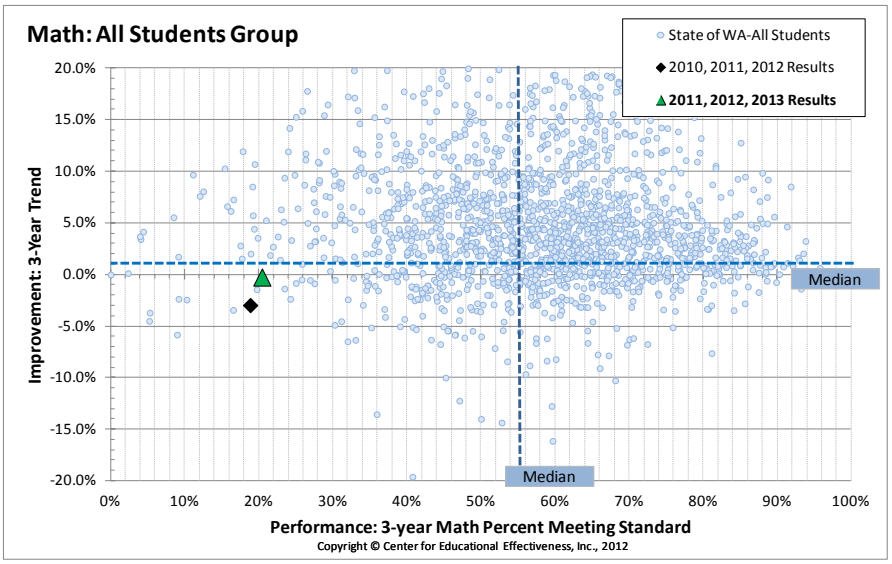

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Low-Income

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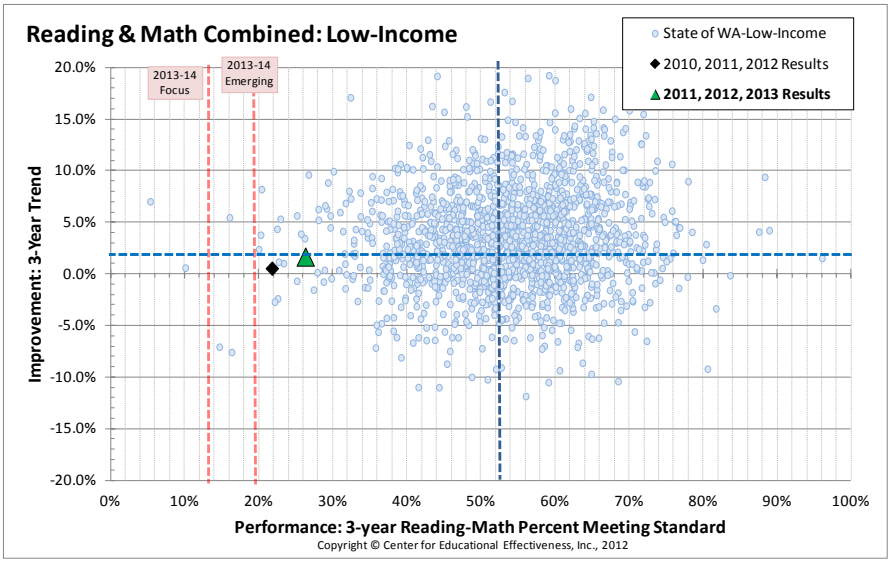

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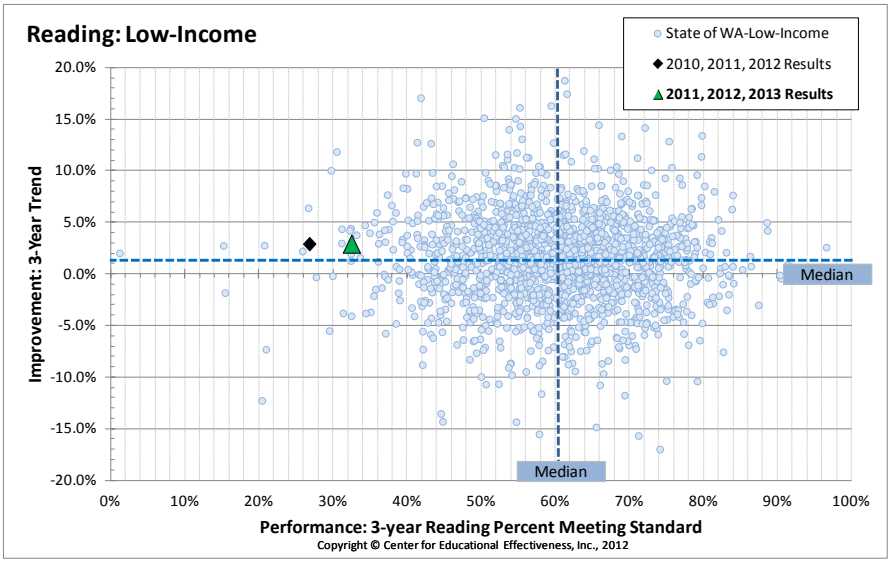

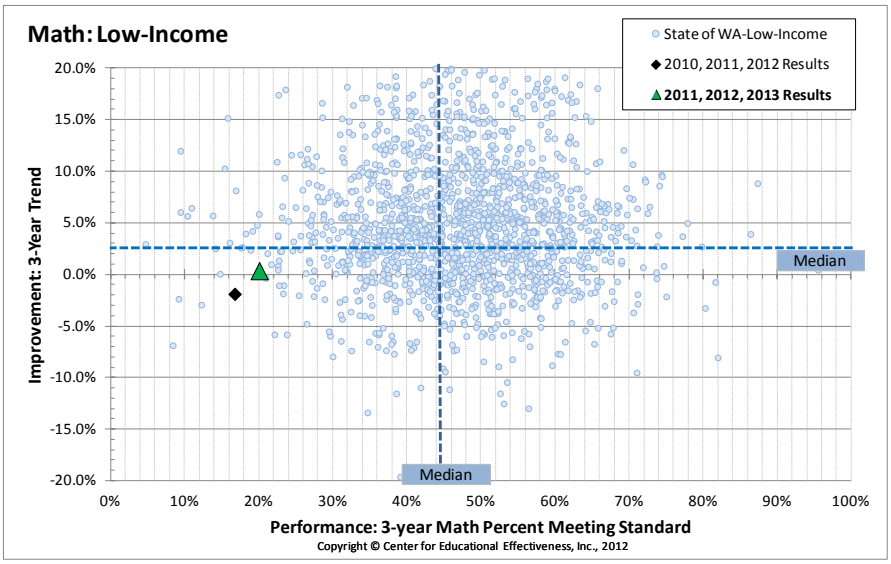

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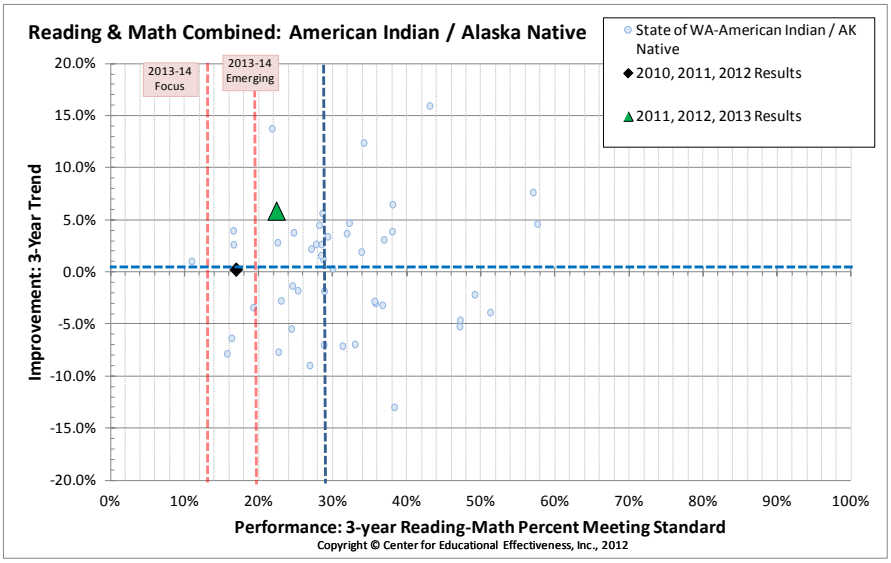

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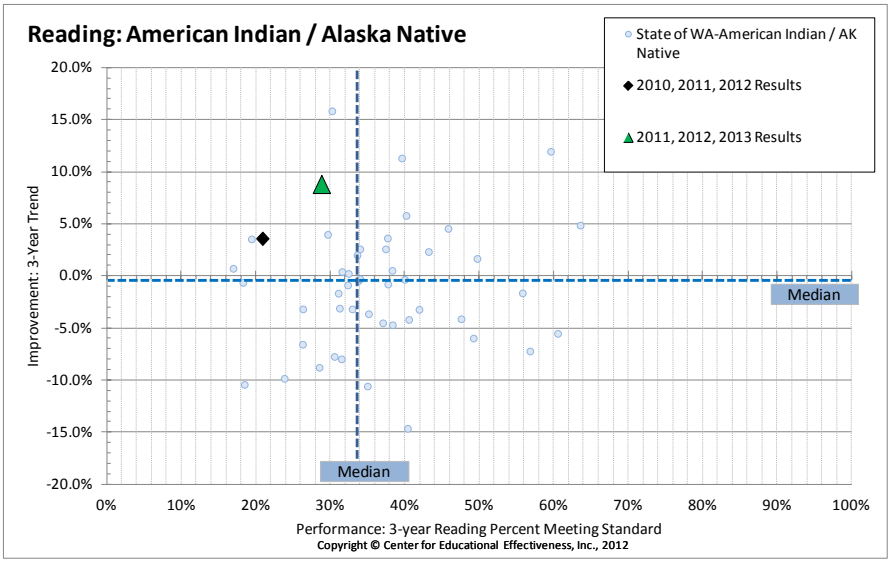

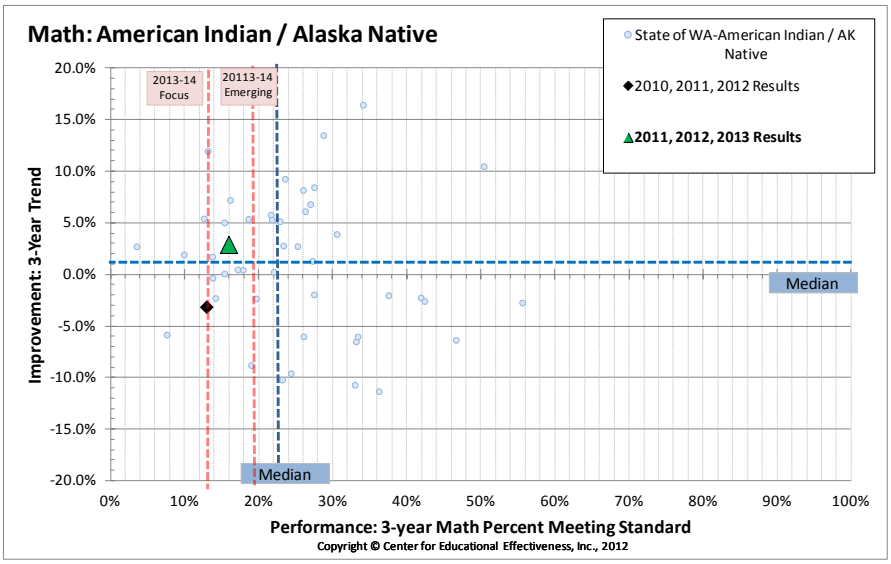

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Stewart Middle School Summary – Tacoma School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2012-13 school year.

Enrollment		
October 2012 Student Count		596
May 2013 Student Count		599
Gender (October 2012)		
Male	314	52.7%
Female	282	47.3%
Race/Ethnicity (October 2012)		
Asian/Pacific Islander	65	10.9%
Black / African American	172	28.9%
Hispanic / Latino of any race(s)	94	15.8%
White	252	42.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	461	77.0%
Special Education (May 2013)	74	12.4%

Student Achievement

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Table 2. Achievement Data on State Assessments from Baseline (2010) to 2013

Stewart Middle School	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 6	37.30%	49.00%	48.30%	47.30%	10.00%
Reading grade 7	33.90%	36.70%	53.80%	51.80%	17.90%
Reading grade 8	52.90%	47.10%	40.00%	34.50%	-18.40%
Math grade 6	19.60%	30.60%	34.20%	35.80%	16.20%
Math grade 7	24.30%	25.90%	18.70%	37.90%	13.60%
Math grade 8	27.60%	25.20%	11.70%	17.30%	-10.30%

Figure 1. Achievement Data on State Assessments in Reading from Baseline (2010) to 2013

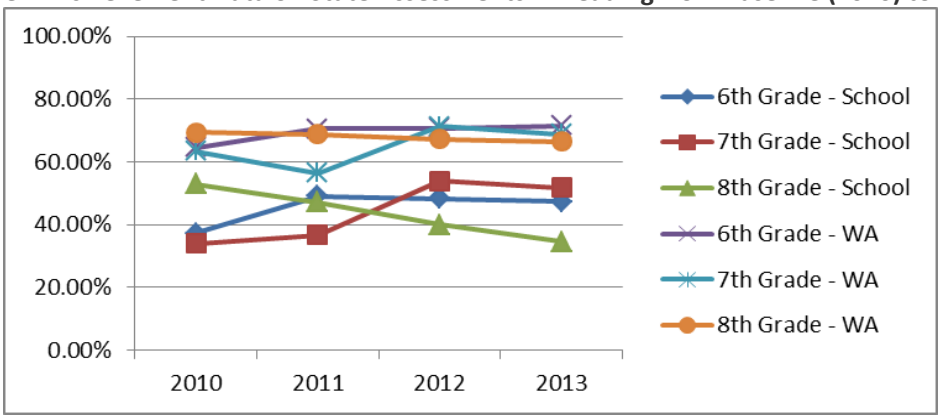
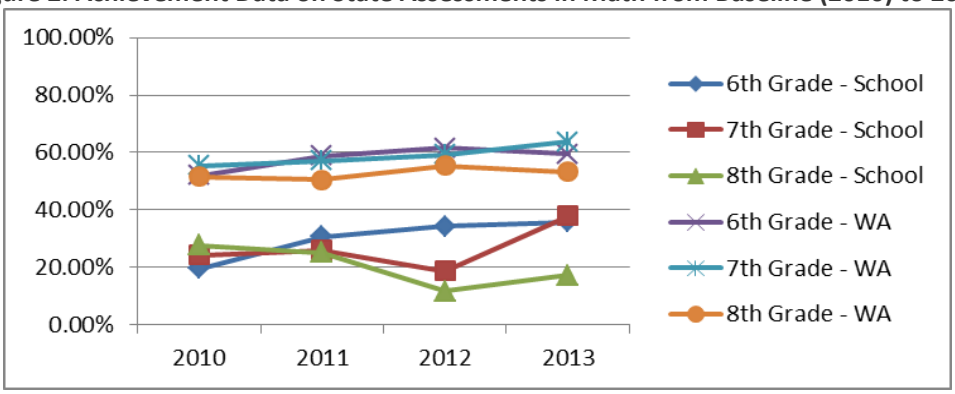


Figure 2. Achievement Data on State Assessments in Math from Baseline (2010) to 2013



Student Achievement-

Whole School

Source: OSPI State Report Card

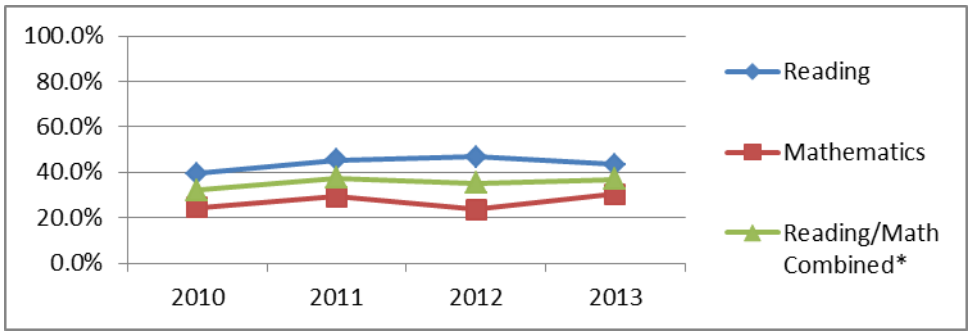
Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Percents are rounded to the nearest tenth.

Table 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013

Stewart	2010	2011	2012	2013	Change Baseline to 2013
Reading	39.5%	45.4%	46.9%	43.3%	3.8%
Mathematics	24.6%	29.4%	23.6%	30.3%	5.7%
Reading/Math Combined*	32.1%	37.4%	35.3%	36.8%	4.7%

Figure 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

Student Achievement-

Subgroup Data

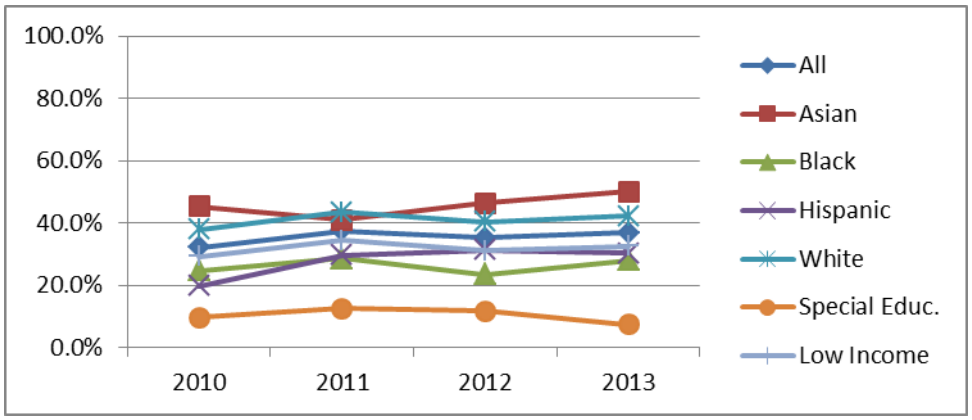
Source: OSPI State Report Card
Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Percents are rounded to the nearest tenth.

Table 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Stewart	2010	2011	2012	2013	Change Baseline to 2013
All	32.1%	37.4%	35.3%	36.8%	4.7%
Asian	45.3%	41.0%	46.4%	50.0%	4.7%
Black	24.8%	28.6%	23.5%	28.1%	3.3%
Hispanic	19.8%	29.7%	31.3%	30.4%	10.6%
White	37.8%	43.5%	40.4%	42.2%	4.3%
Special Educ.	9.6%	12.5%	11.8%	7.5%	-2.1%
Low Income	29.2%	34.4%	31.2%	32.6%	3.3%

Figure 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

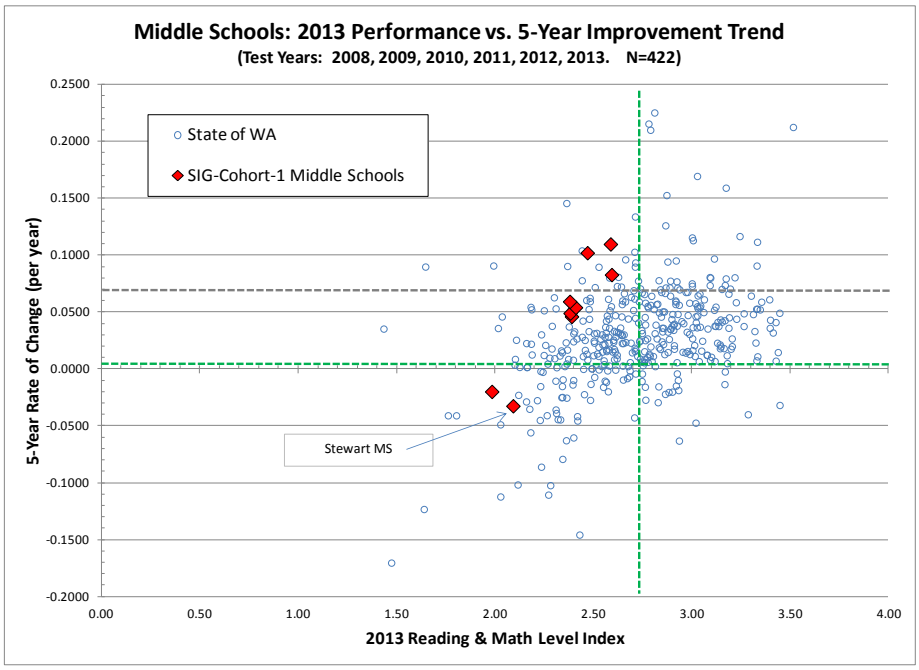


Student Achievement-

Whole School

Source: Center for Educational Effectiveness and OSPI State Report Card

Figure 5. Five-Year Improvement Trend from 2009 to 2013



2013 School Data Dashboard

Site:	Stewart MS
District:	Tacoma

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)

	Reading 2013	Reading 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 6	47.3%	48.3%	⇨	-1.0%	Below
Grade 7	51.8%	53.8%	⇨	-2.0%	Below
Grade 8	34.5%	40.0%	⇩	-5.5%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 6		-0.8%	0.5%
Grade 7		4.4%	3.3%
Grade 8		-5.3%	-2.5%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)

	Math 2013	Math 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 6	35.8%	34.2%	⇨	1.6%	Below
Grade 7	37.9%	18.7%	⇧	19.2%	Below
Gr. 8 (MSP)	17.3%	11.7%	⇧	5.6%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 6		2.0%	3.1%
Grade 7		0.3%	3.7%
Gr. 8 (MSP)		-4.1%	0.3%

WRITING

STATUS (Percent Meeting Standard)

	Writing 2013	Writing 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 7	41.2%	32.4%	⇧	8.8%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 7		-5.2%	-0.8%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)

	Science 2013	Science 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Gr 8. (MSP)	32.4%	39.1%	⇩	-6.7%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Gr 8. (MSP)		3.2%	3.5%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the School's 2013 results to the District's to determine whether the school is above or below the district (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

The Center for Educational Effectiveness

2013 School Data Dashboard

Site:	Stewart MS
District:	Tacoma

READING: Impact of Programs for Level-1 Students

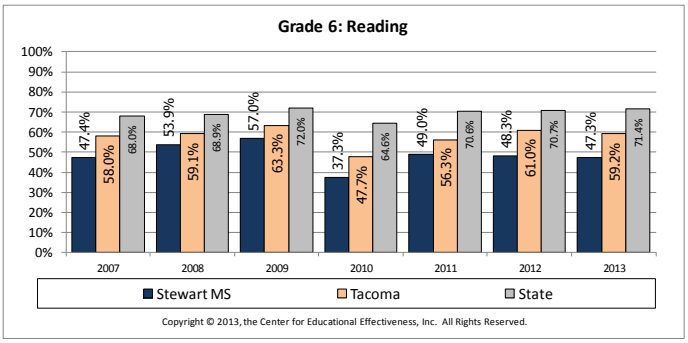
	STATUS (Percent at Level-1)						5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)		Is Level-1 larger than the District?			School Trend vs. District	School	District
Grade 6	14.2%	22.6%		-8.4%	Equal		Grade 6		-0.5%	0.2%
Grade 7	16.1%	17.3%		-1.2%	Larger		Grade 7		-1.0%	-1.3%
Grade 8	39.6%	30.6%		9.0%	Larger		Grade 8		6.8%	2.9%

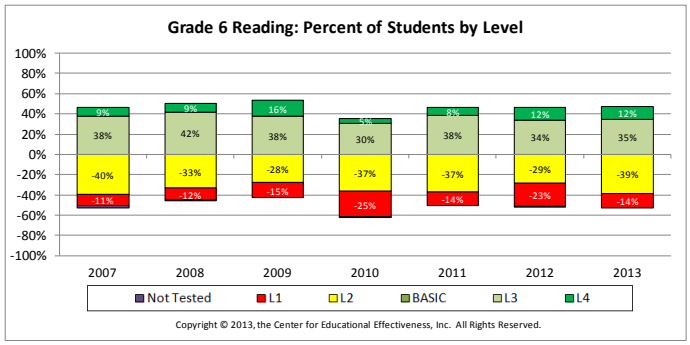
MATH: Impact of Programs for Level-1 Students

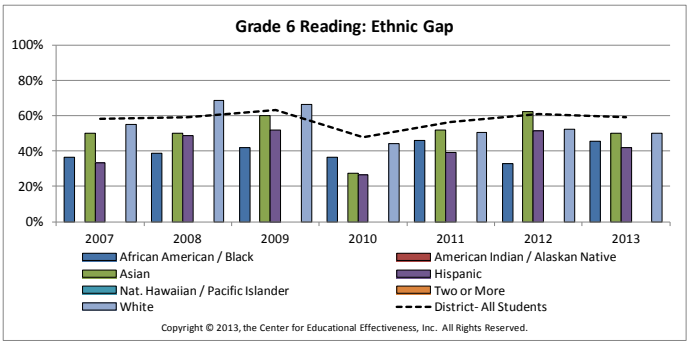
	STATUS (Percent at Level-1)						5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)		Is Level-1 larger than the District?			School Trend vs. District	School	District
Grade 6	39.2%	39.7%		-0.5%	Larger		Grade 6		-2.3%	-2.3%
Grade 7	36.6%	55.1%		-18.5%	Larger		Grade 7		-2.0%	-4.1%
Grade 8	60.9%	61.7%		-0.8%	Larger		Grade 8		5.6%	1.1%

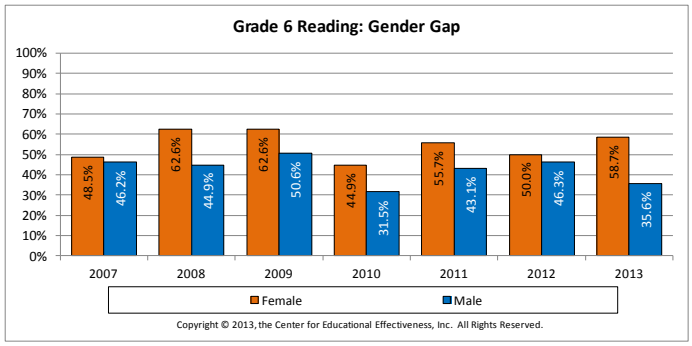
Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of programs for struggling students. For Change, we want the percentage of students at Level-1 to decline– i.e., negative values are best. The 5-year Trend looks at whether the school is shrinking it's percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students performing at Level-1.

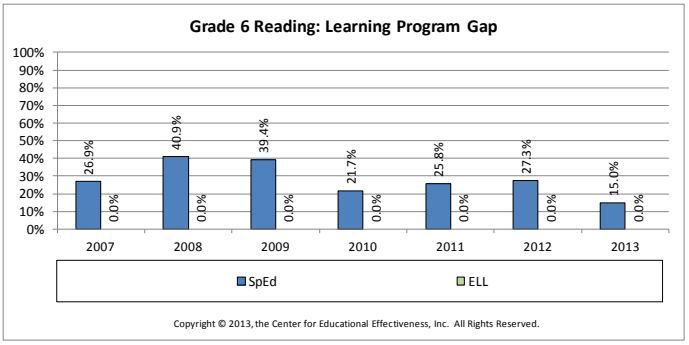
Reading Grade 6

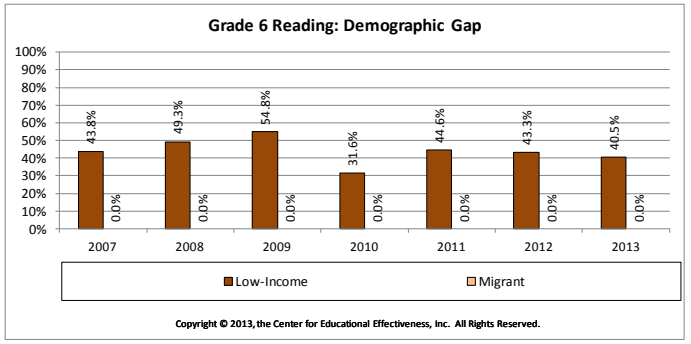




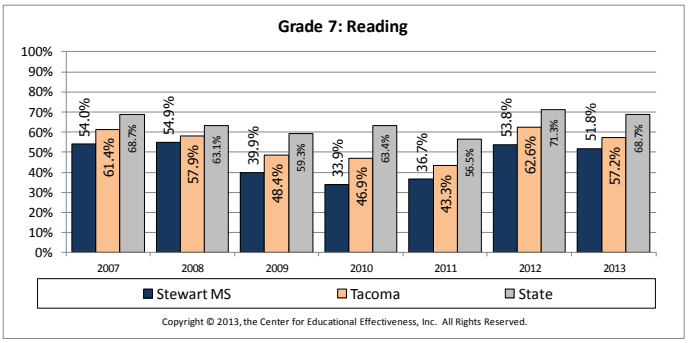


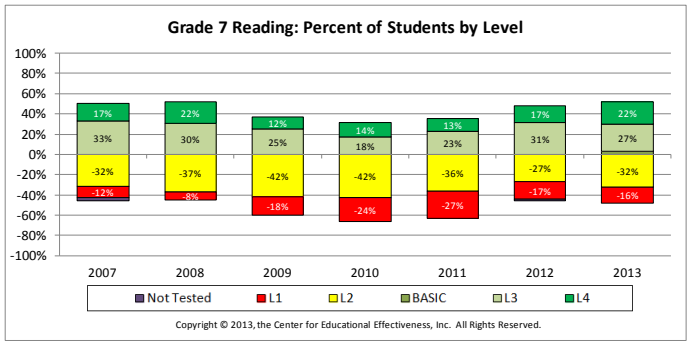


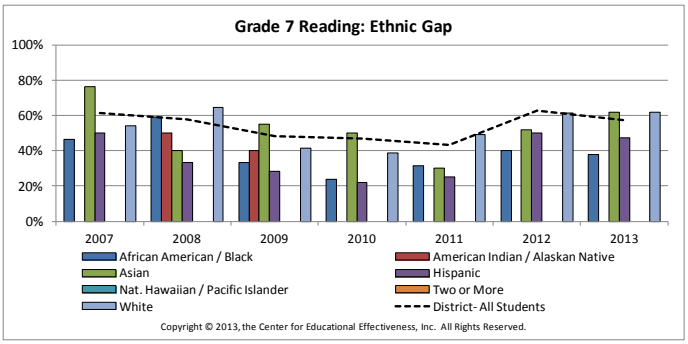


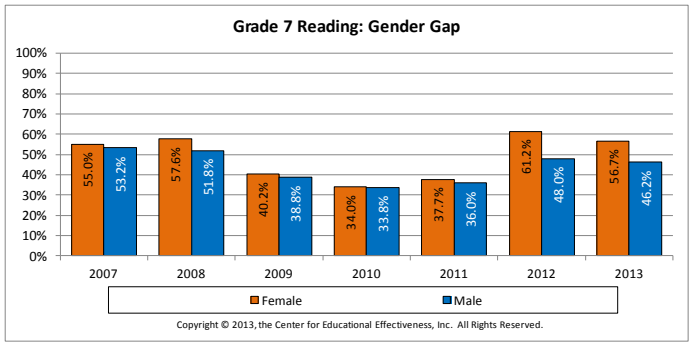


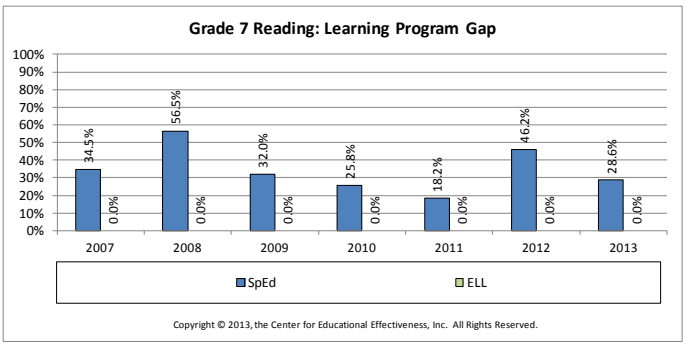
Reading Grade 7

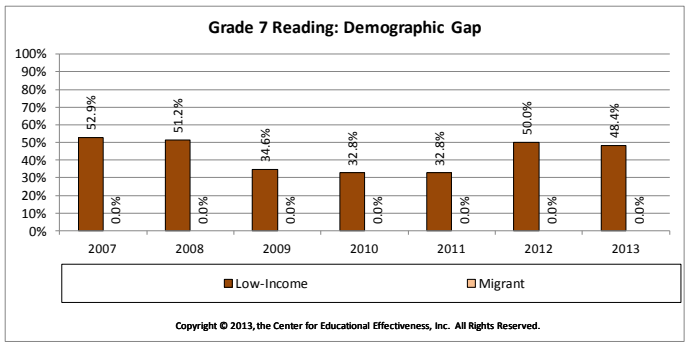




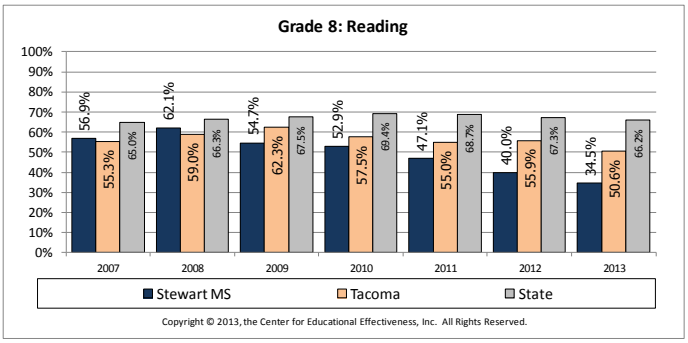


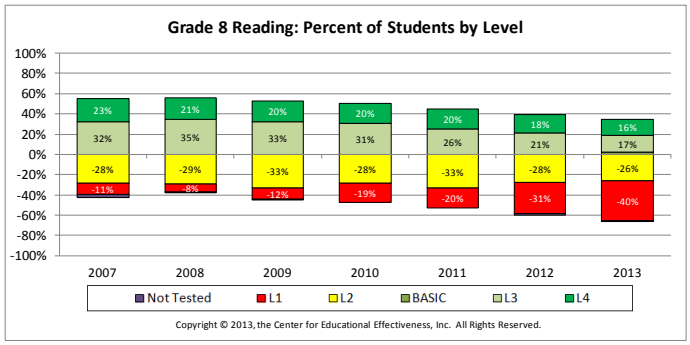


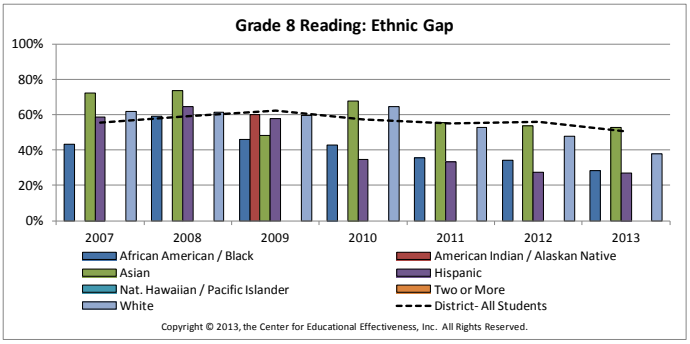


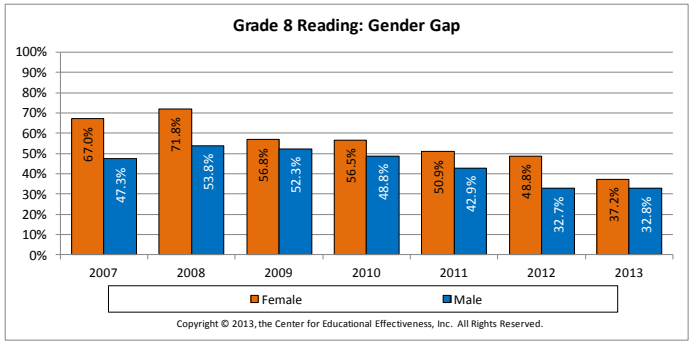


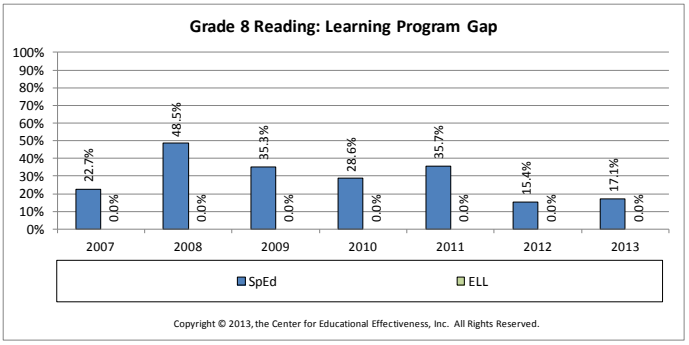
Reading Grade 8

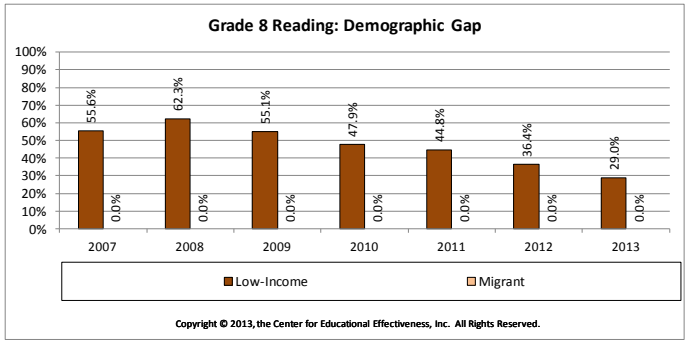




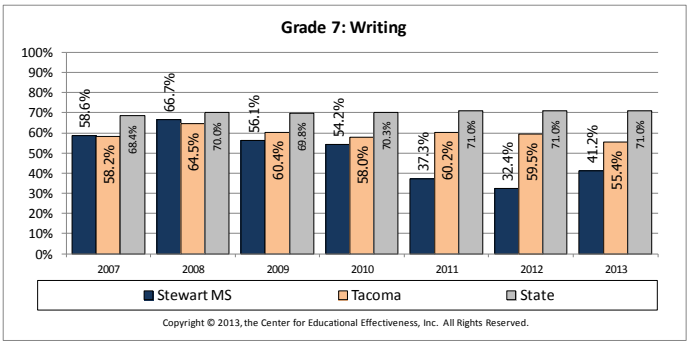


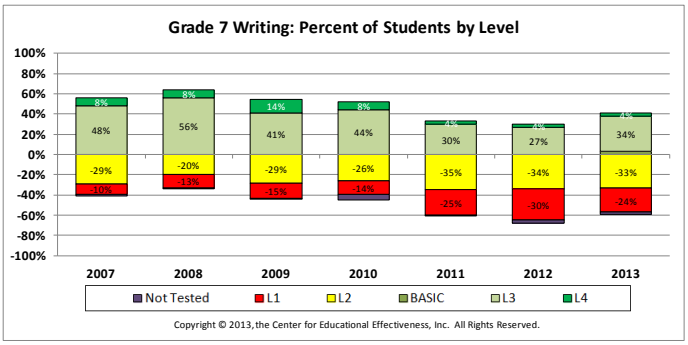


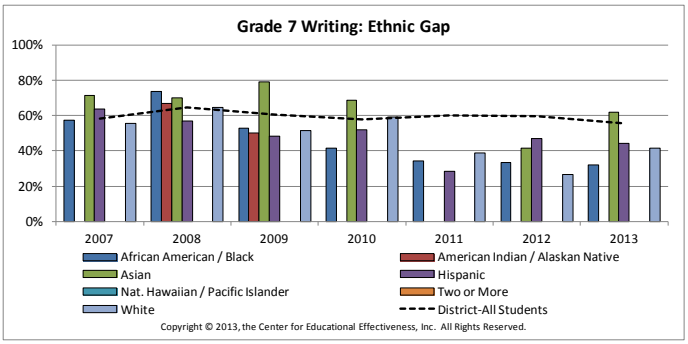


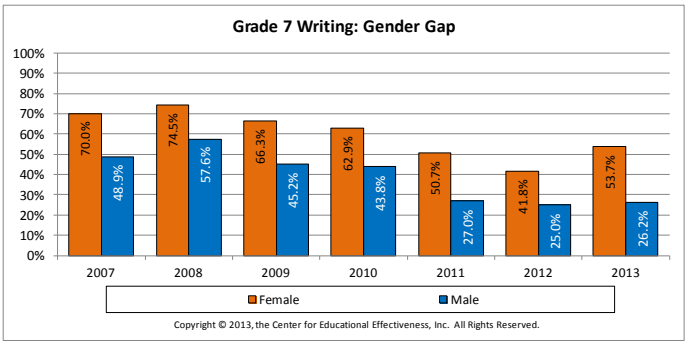


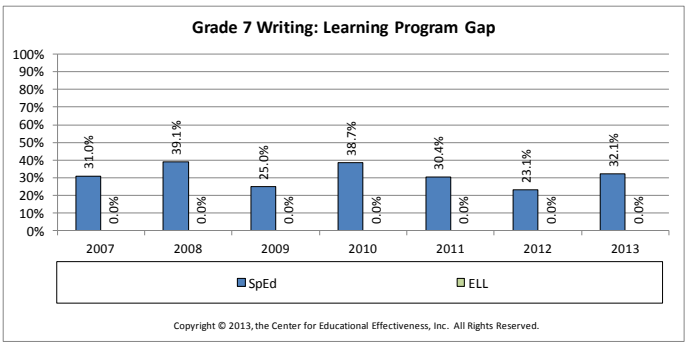
Writing Grade 7

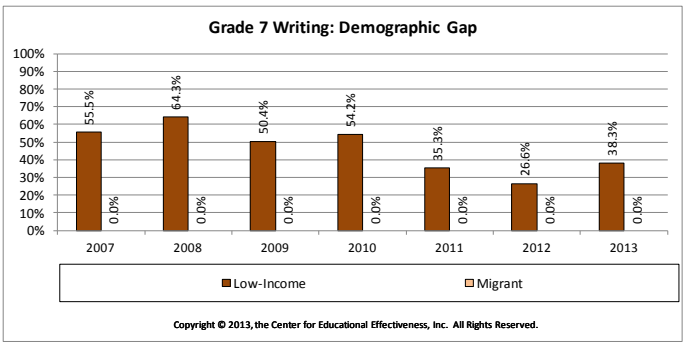




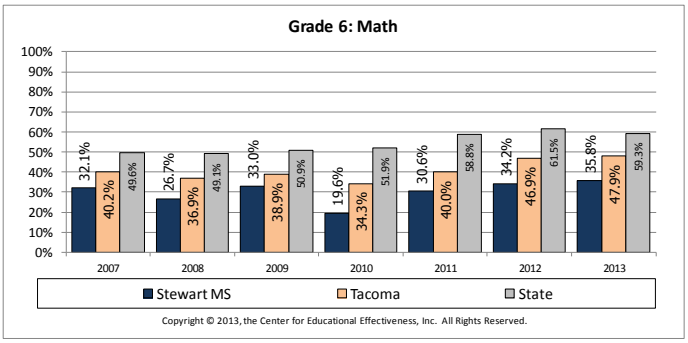


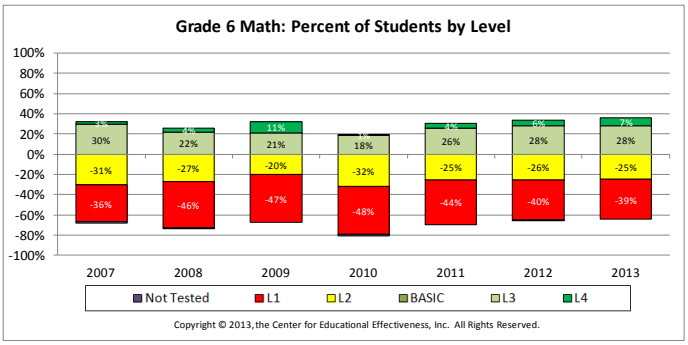


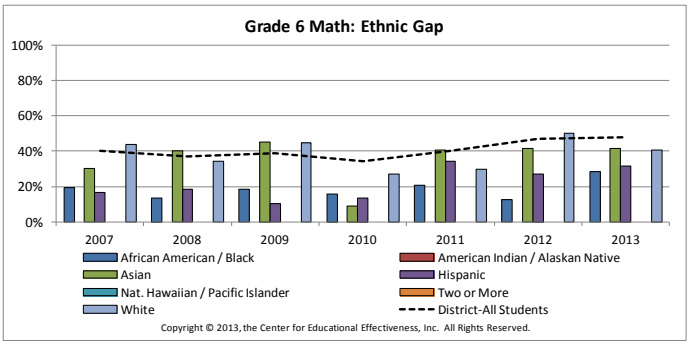


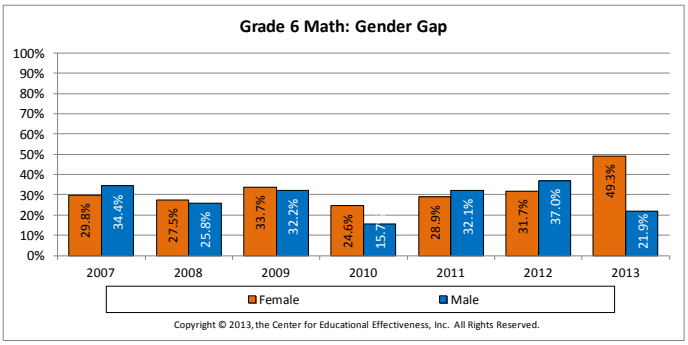


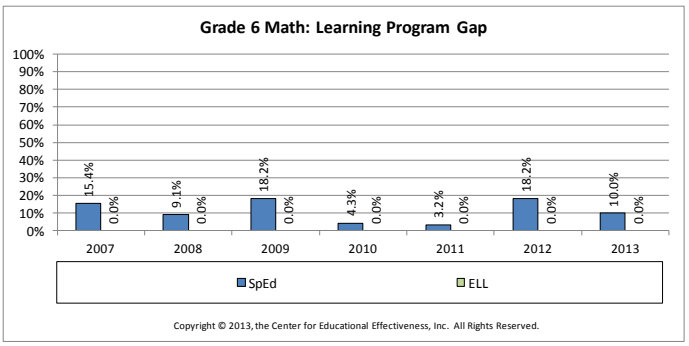
Math Grade 6

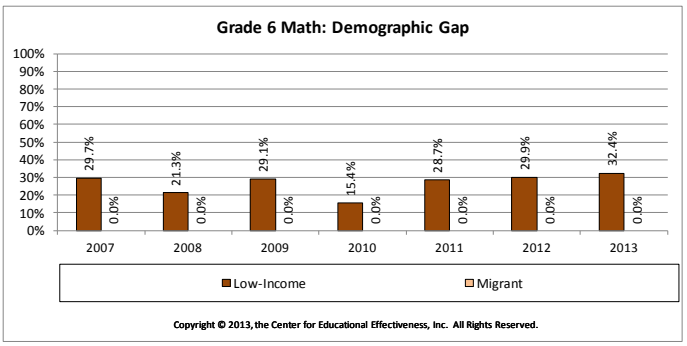




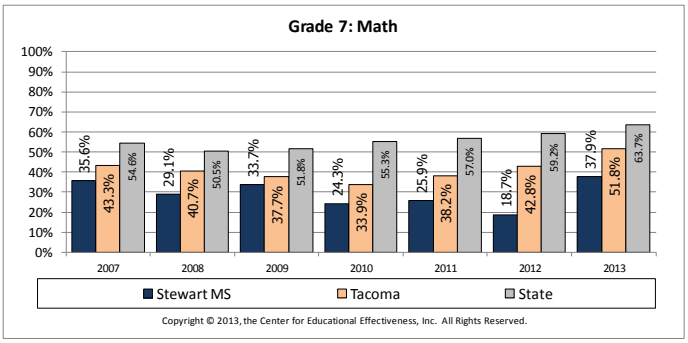


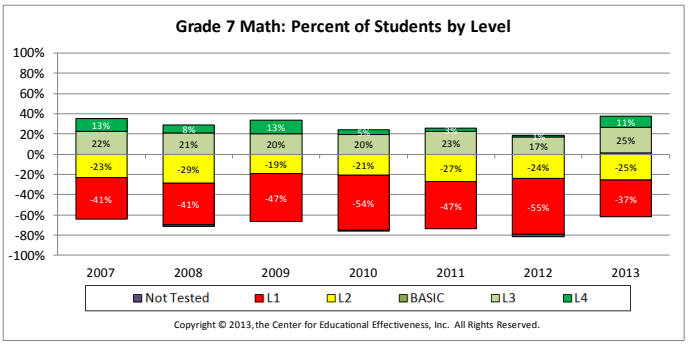


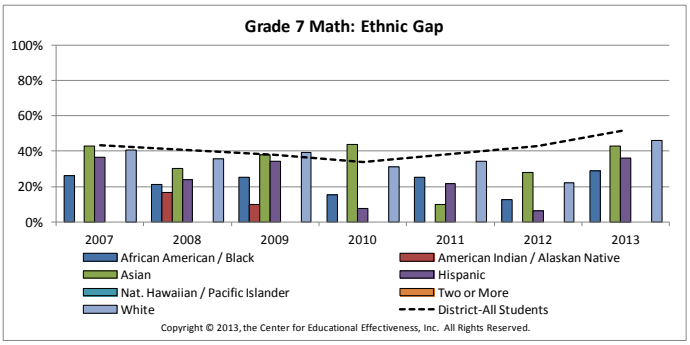


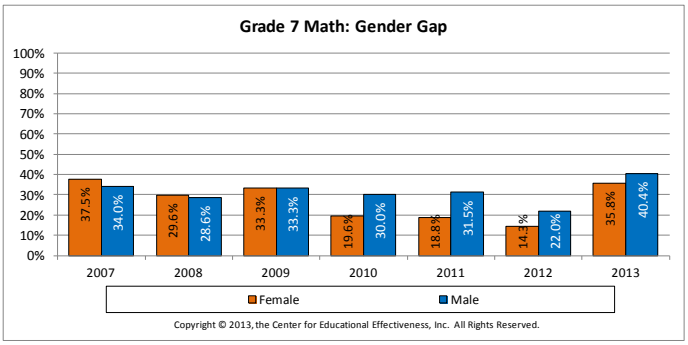


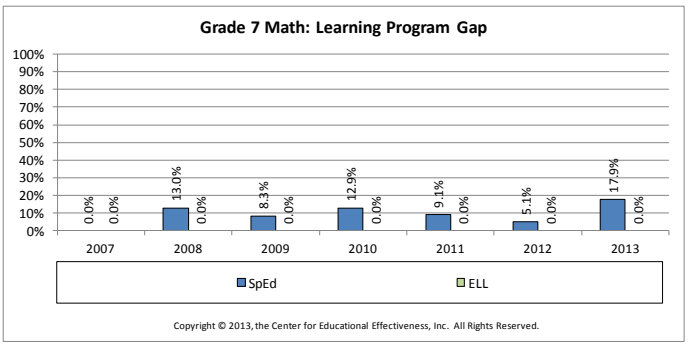
Math Grade 7

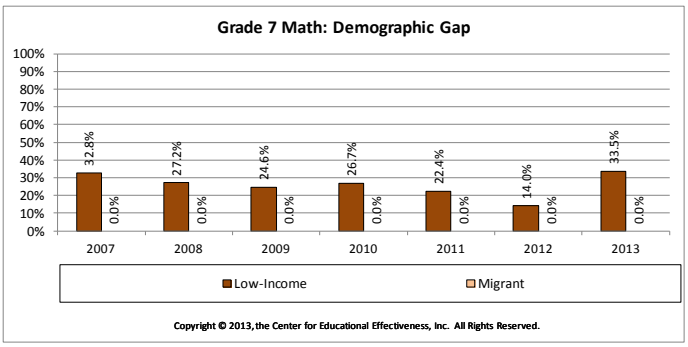




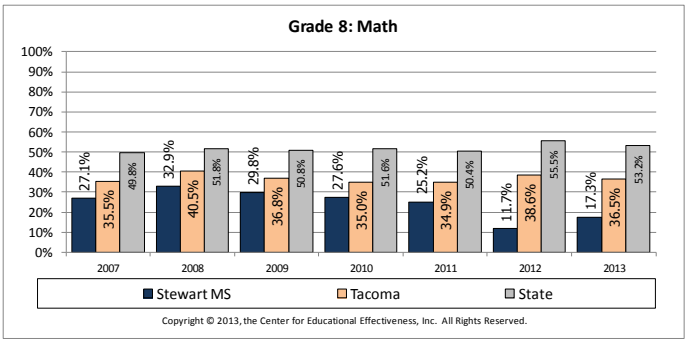


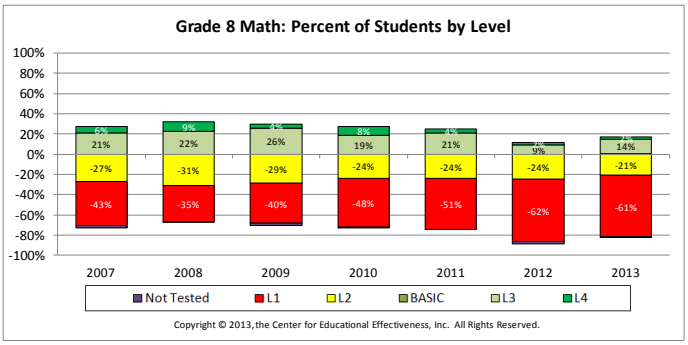


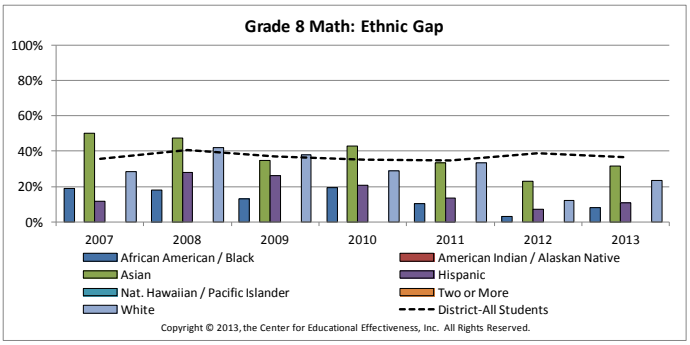


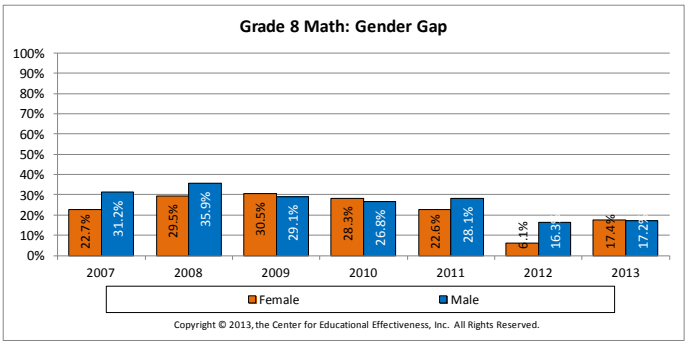


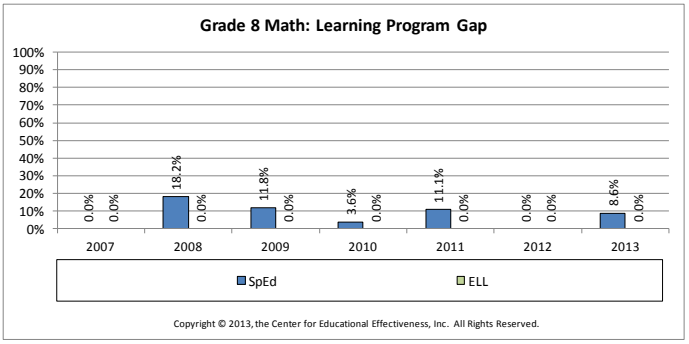
Math Grade 8

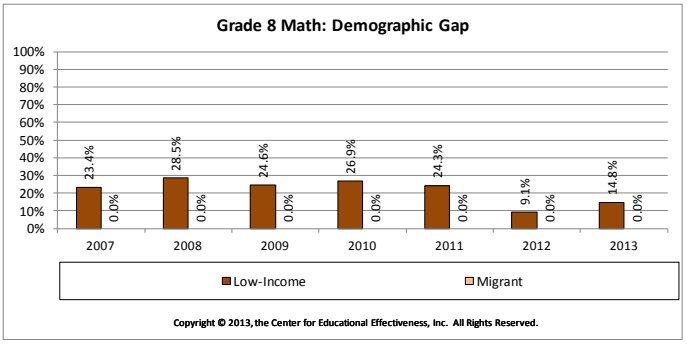








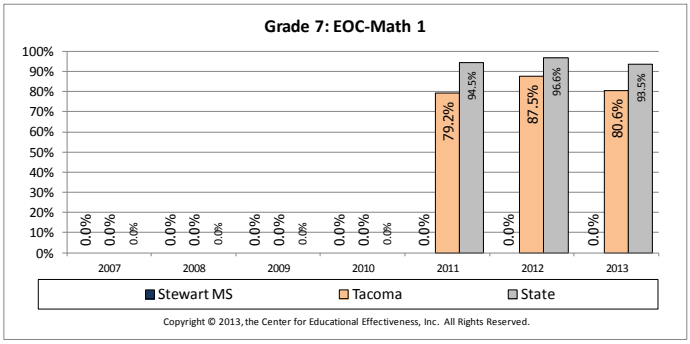




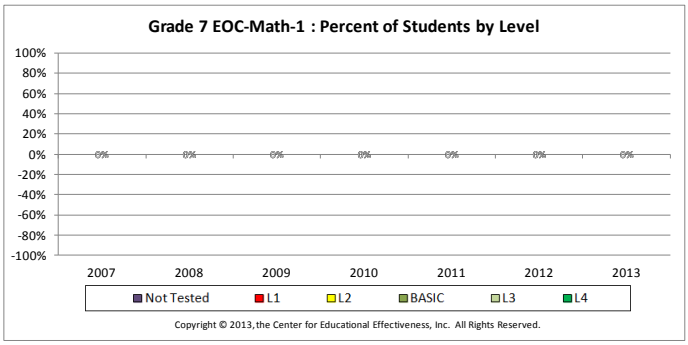
End-of-Course Math-1 Grade 7

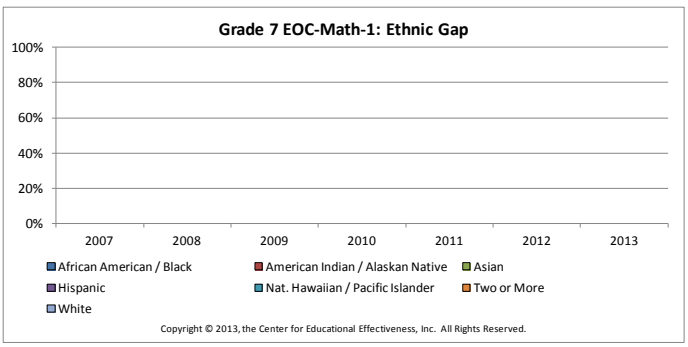
NOTE: End-of-Course assessments are not taken by all students at this grade level

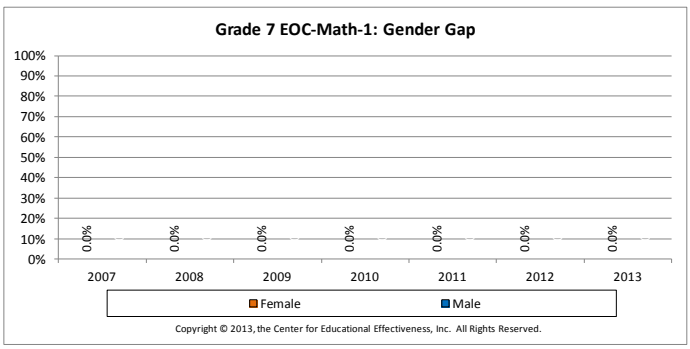
% Meeting Standard includes students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

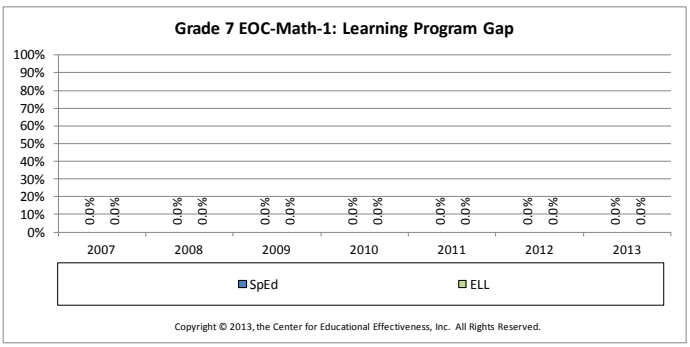


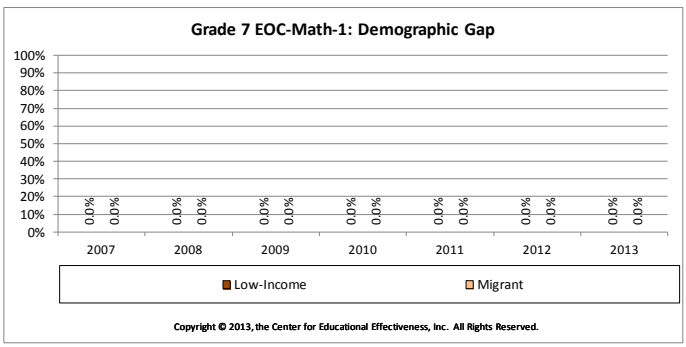
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.







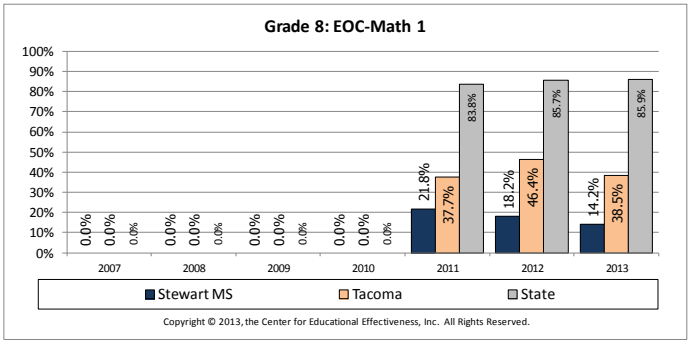




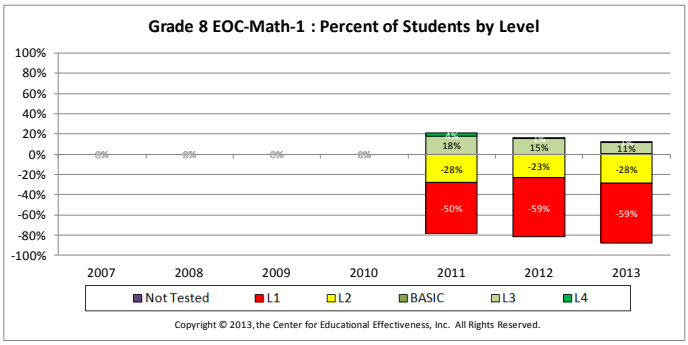
End-of-Course Math-1 Grade 8

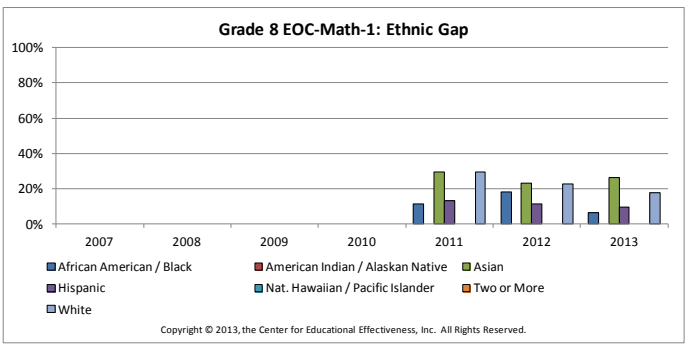
NOTE: End-of-Course assessments are not taken by all students at this grade level

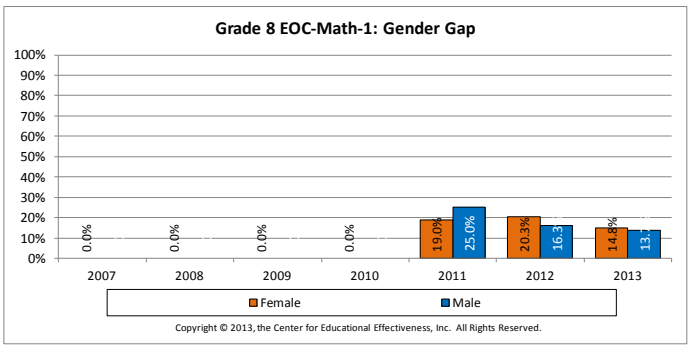
% Meeting Standard includes students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

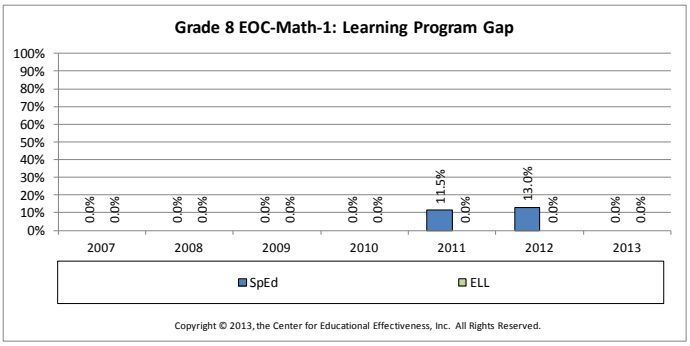


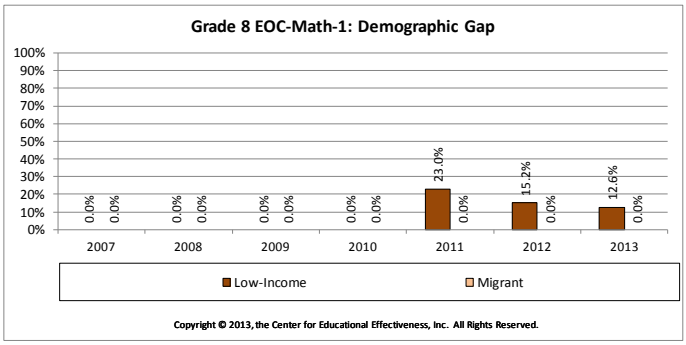
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.







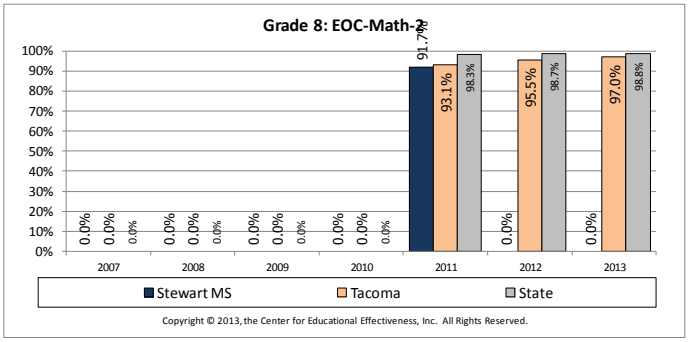




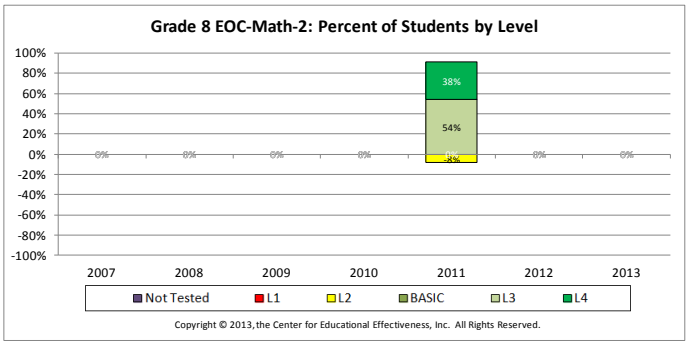
End-of-Course Math-2 Grade 8

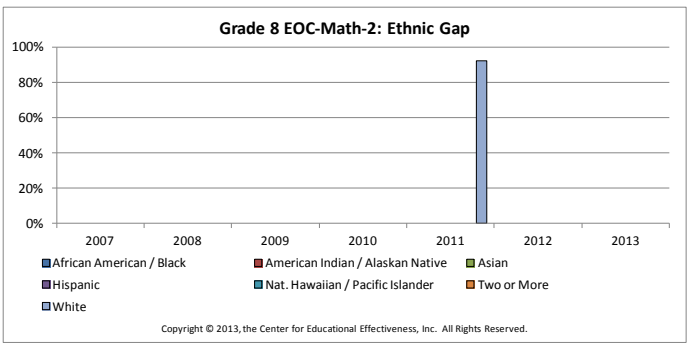
NOTE: End-of-Course assessments are not taken by all students at this grade level

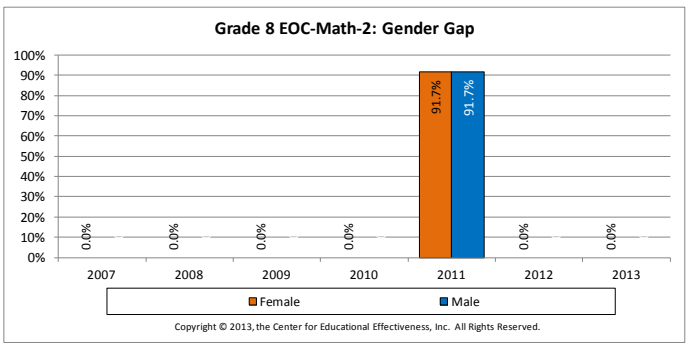
% Meeting Standard includes students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

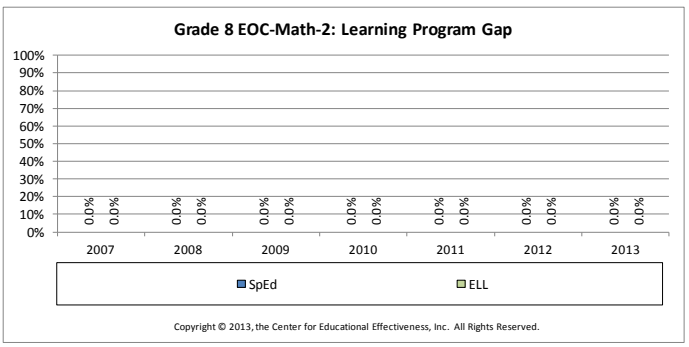


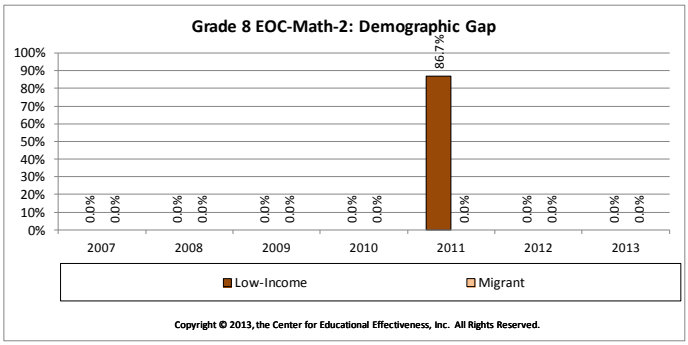
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.



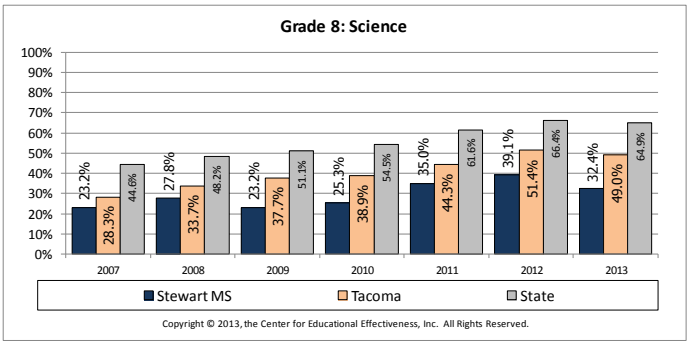


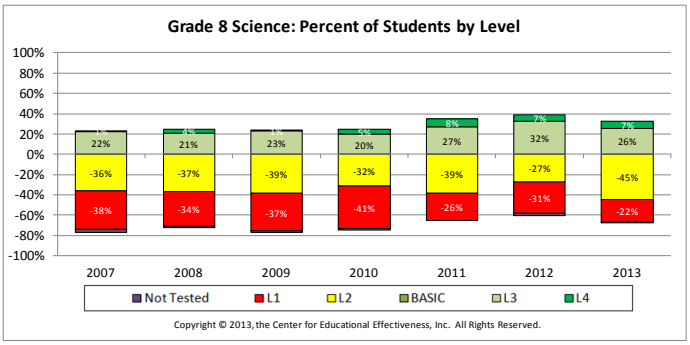


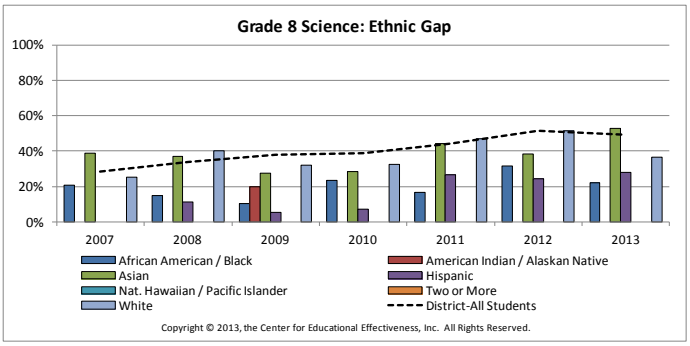


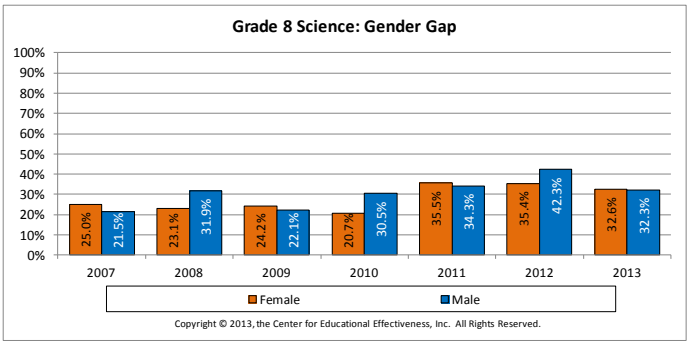


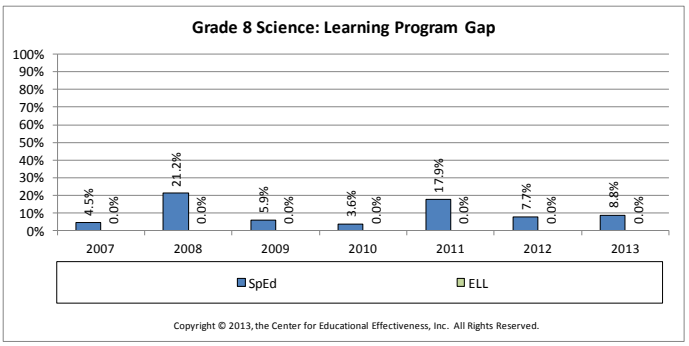
Science Grade 8

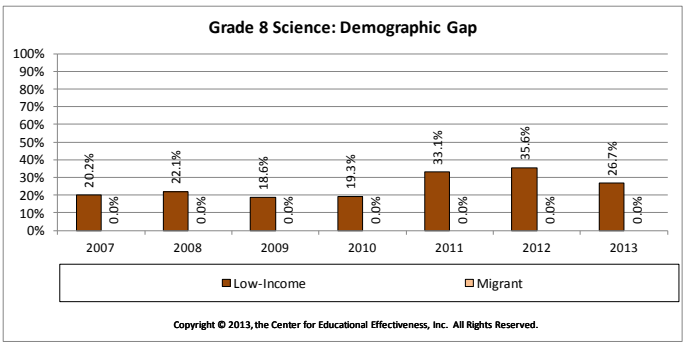








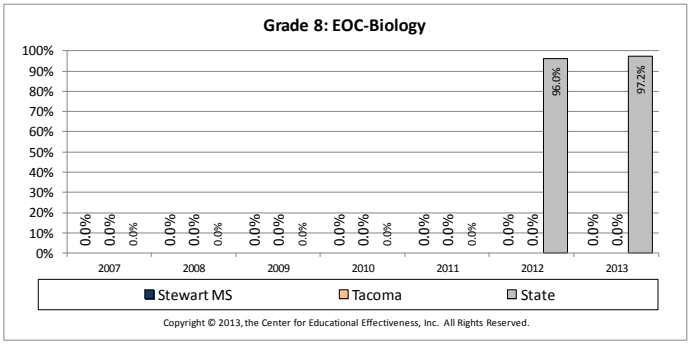




End-of-Course Biology Grade 8

NOTE: End-of-Course assessments are not taken by all students at this grade level

% Meeting Standard includes students who "previously passed" the assessment in an earlier test window and are in this grade cohort.



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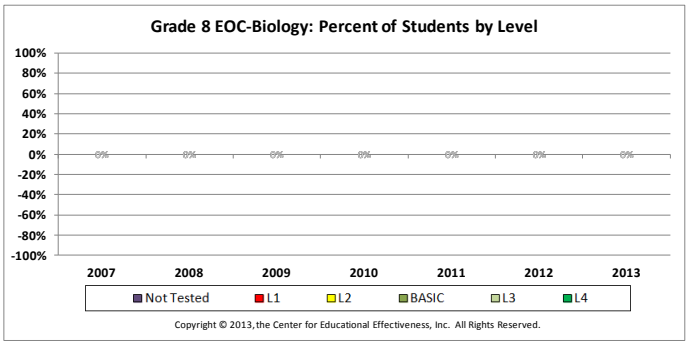

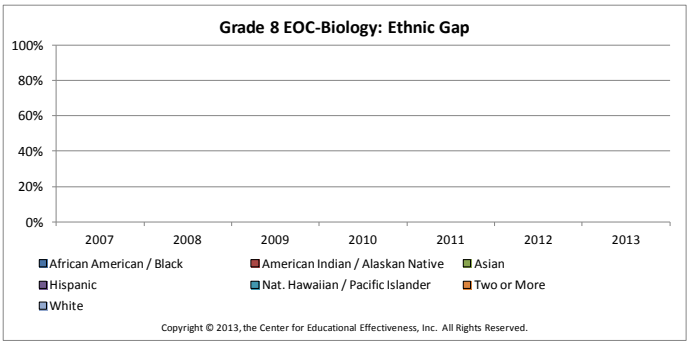

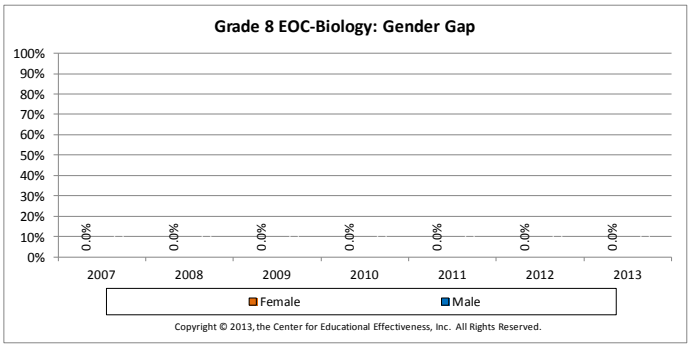

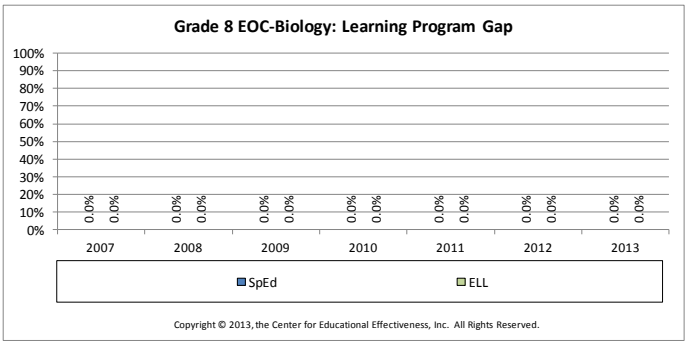

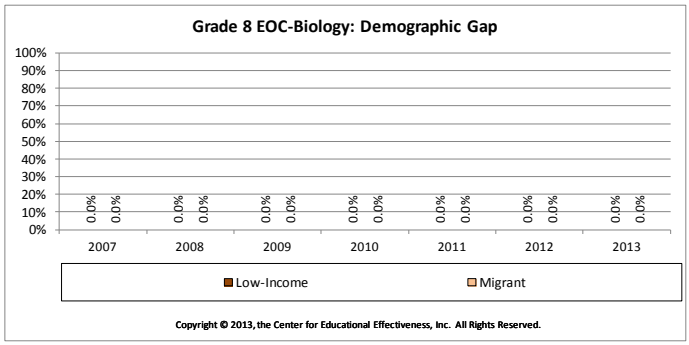

Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

Updated with 2013 Data

The Center for Educational Effectiveness

Special NOTE

The charts on the following pages contains vertical (dotted) red lines showing the thresholds for identification using 2010, '11, and '12 results.

These thresholds have NOT been updated for 2013 results!

District	TACOMA
School	STEWART MS

2013 UPDATE NOTES

This report provides graphs of the All-Students and subgroup views showing both your 2010-2011-2012 three-year view (used in spring-2013 for Flexibility Waiver designation) and the 2011-2012-**2013** UPDATED view.

Interpreting the two data points on each chart:

◆ 2010, 2011, 2012 Results

▲ 2011, 2012, 2013 Results

Better Data. Better Decisions. Better Schools.

Questions? Info@effectiveness.org or
www.effectiveness.org

Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

The Center for Educational Effectiveness

It is important to understand the key points in the calculations used to identify Priority, Focus, and Emerging Schools.

Points to consider:

- The data includes only continuously enrolled students.
- No margin of error is applied.
- Subgroups by Content Area: The "N of 20" (N>=20) rule is applied in each content area (Reading and Mathematics). In order to be considered, the sum of all students tested in BOTH Reading AND Mathematics must have been at least 20 students. This applies to all subgroups.
- For example, if a K-5 elementary school had 8, 7 and 6 English learners tested in grades 3, 4, and 5 respectively in Reading and in Mathematics, total tested would be 21 in Reading and 21 in Mathematics. Therefore, the total would satisfy the "N of 20" rule for BOTH Reading and Mathematics, and performance would be reported for that subgroup.

Subgroup Details

The size of the subgroup should be a factor as you analyze and act upon the data contained in this report.

Average Subgroup Sizes (3 year average of students tested) (2011, 2012, and 2013 Testing Years)	**Size**
All Students	482
American Indian	9
Asian/Pacific Islander	46
Black/African American	124
Hispanic	74
Limited English	11
Low Income	361
Special Education	64
White	205

Note: In order for a subgroup to be considered, the N of 20 rule must be met in each of the three years used to identify the school as Priority, Focus, or Emerging. Therefore, a school ***could have an average greater than or equal to 20 in the table above but not have a point on the graphs on subsequent pages).***

Usage Hint:

- *All tables and graphs in this report can be easily copied from this PowerPoint and pasted into any other document or presentation.*

Simply right-click on the graph, select "copy", and then paste into your favorite PowerPoint or Word document.

All Students View

STEWART MS

Special NOTE

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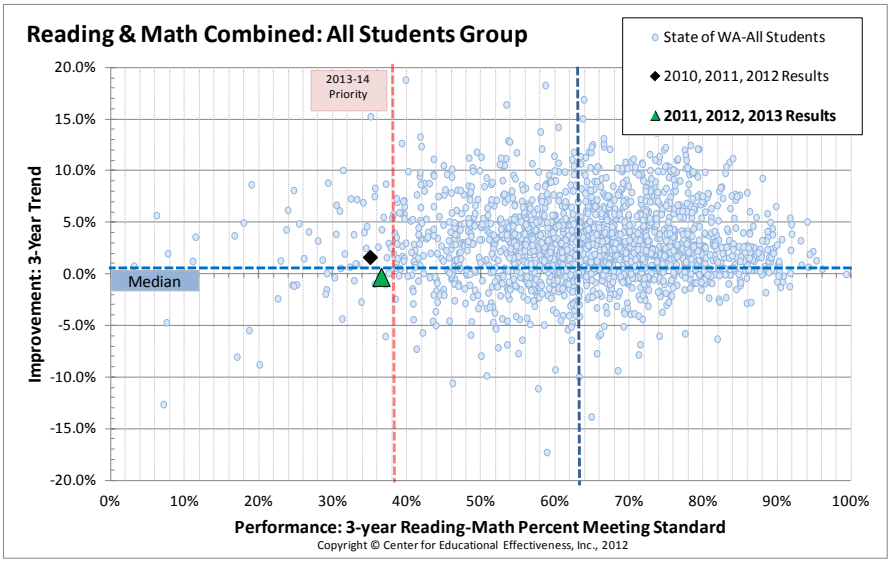
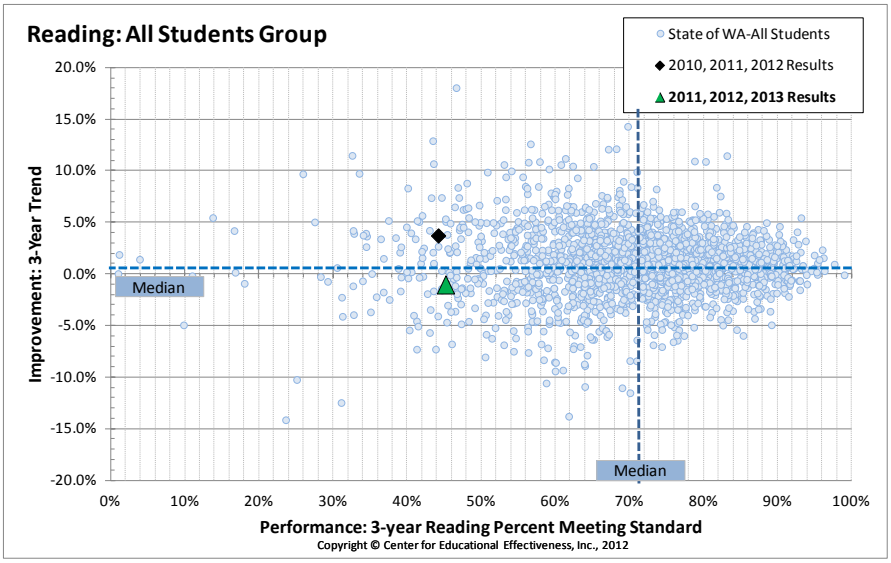
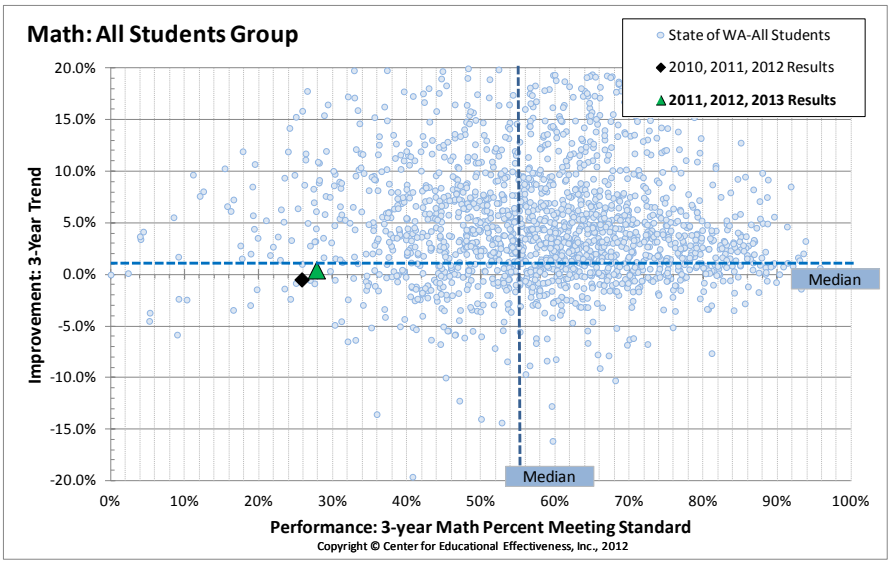


Content-specific graphs below: These are not used in designation but are provided to assist your planning activities





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Students with Disabilities (Special Education)

STEWART MS

Special NOTE

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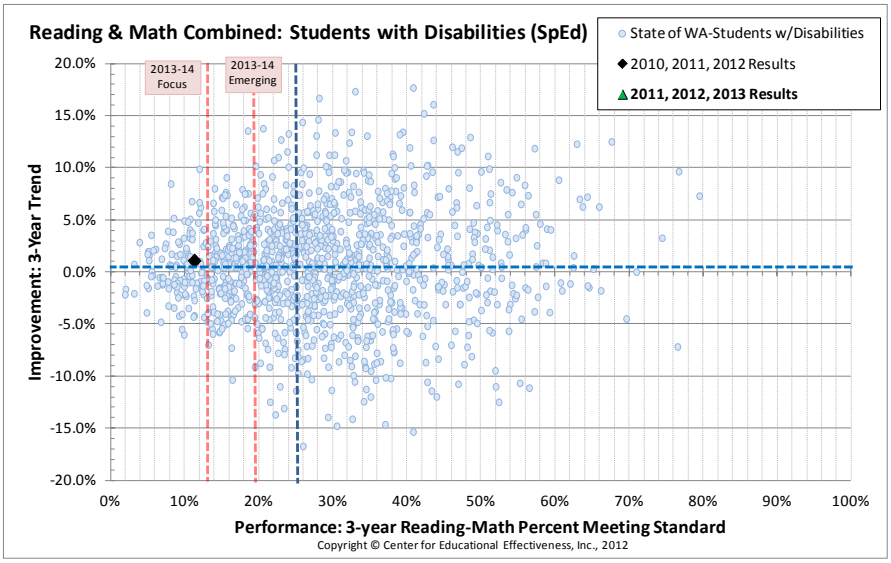

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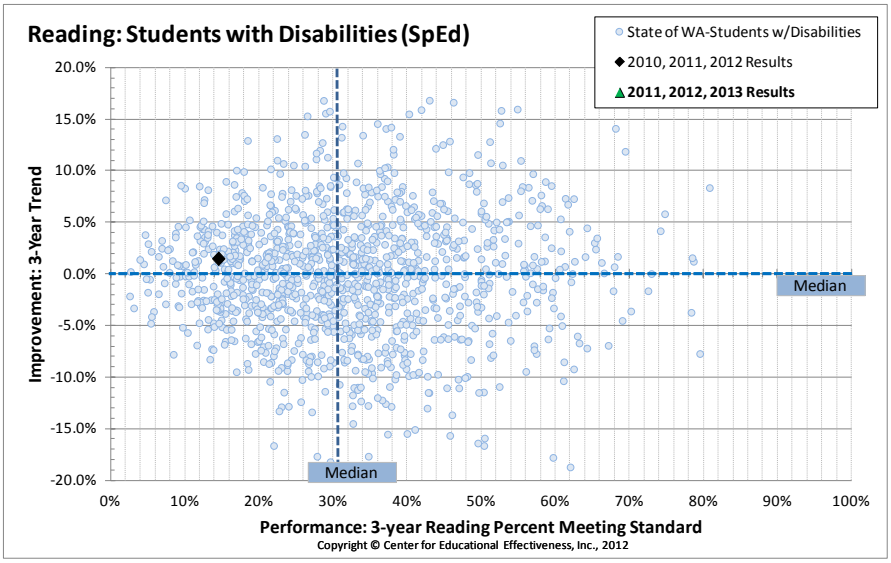

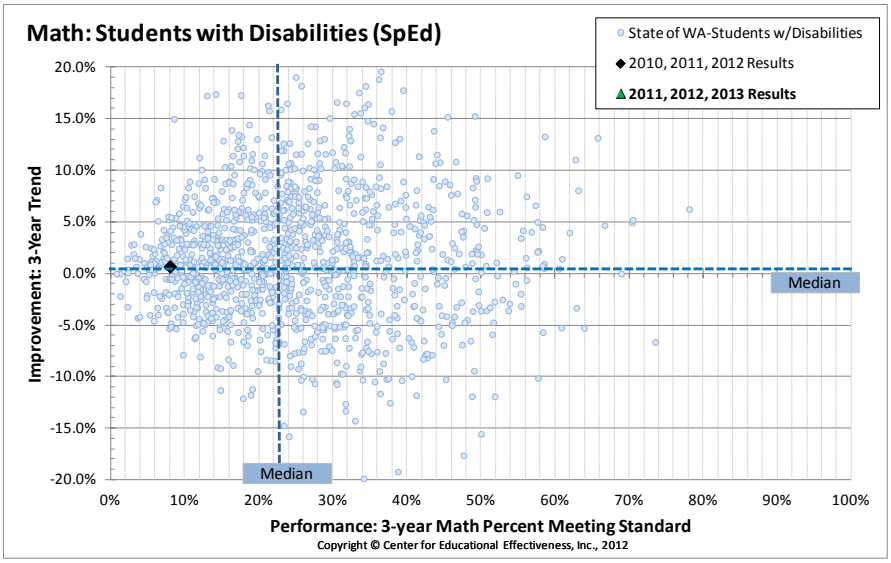

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Low-Income

STEWART MS

Special NOTE

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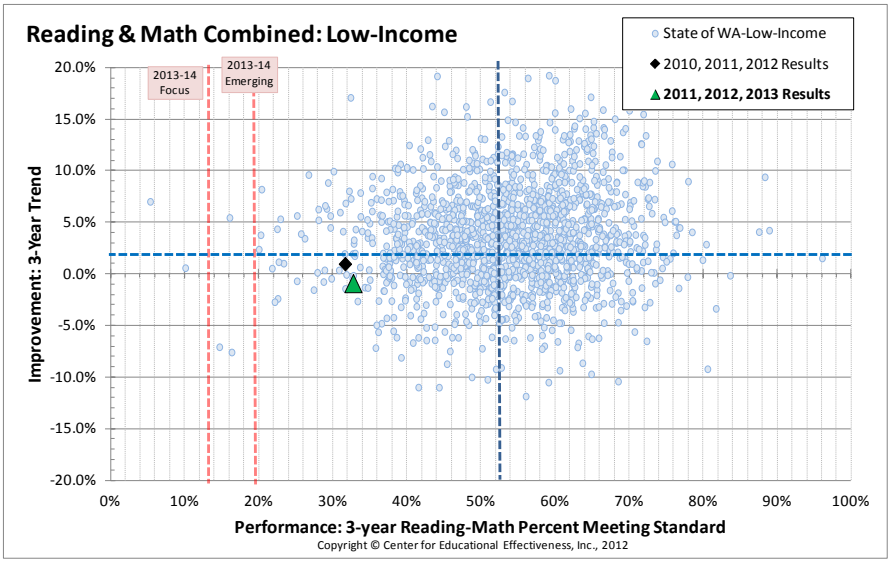

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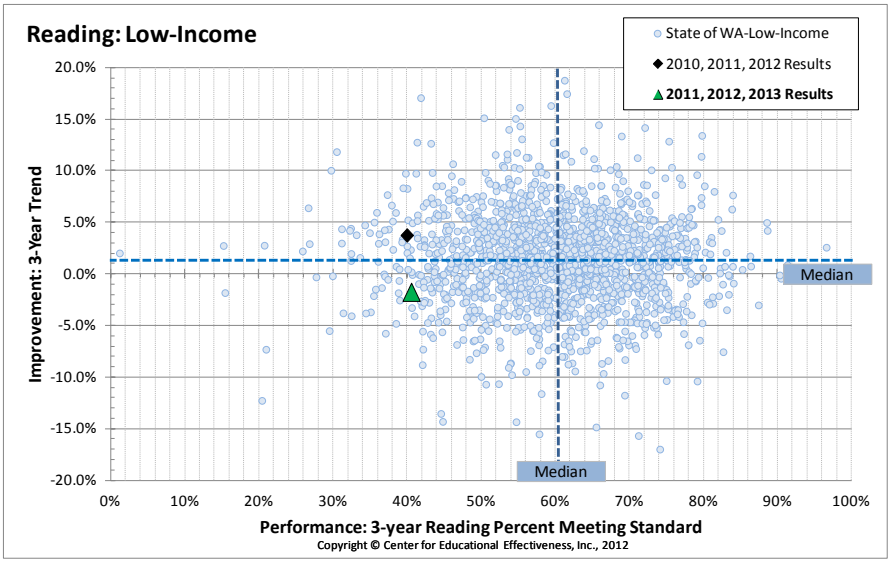

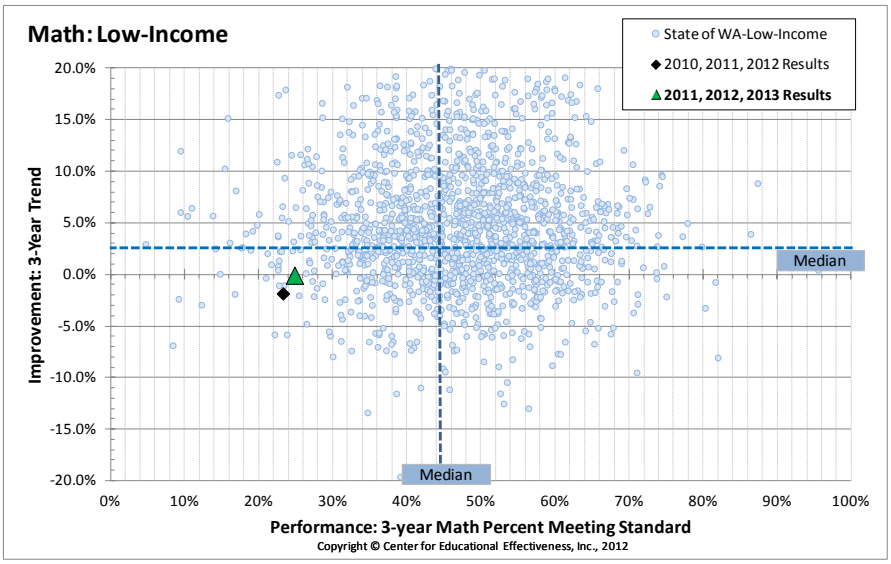

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Asian / Pacific Islander

STEWART MS

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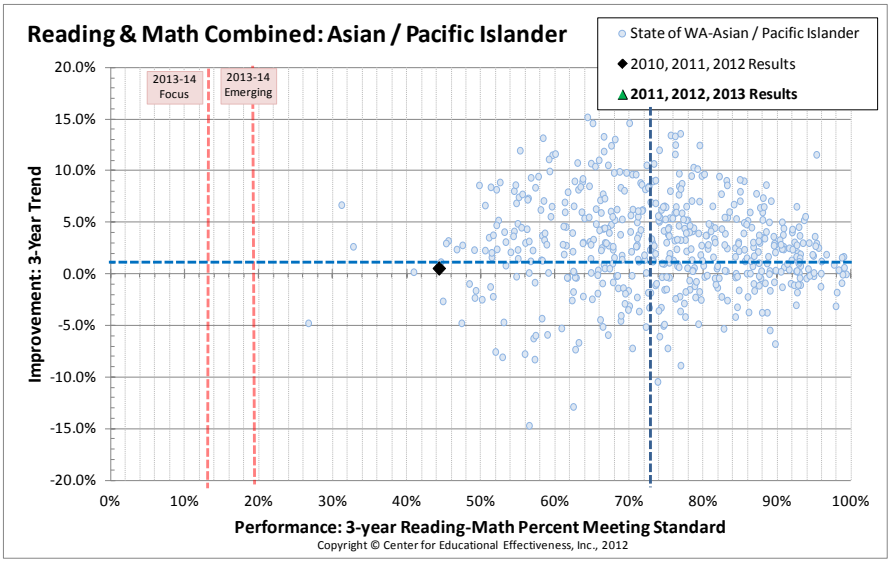

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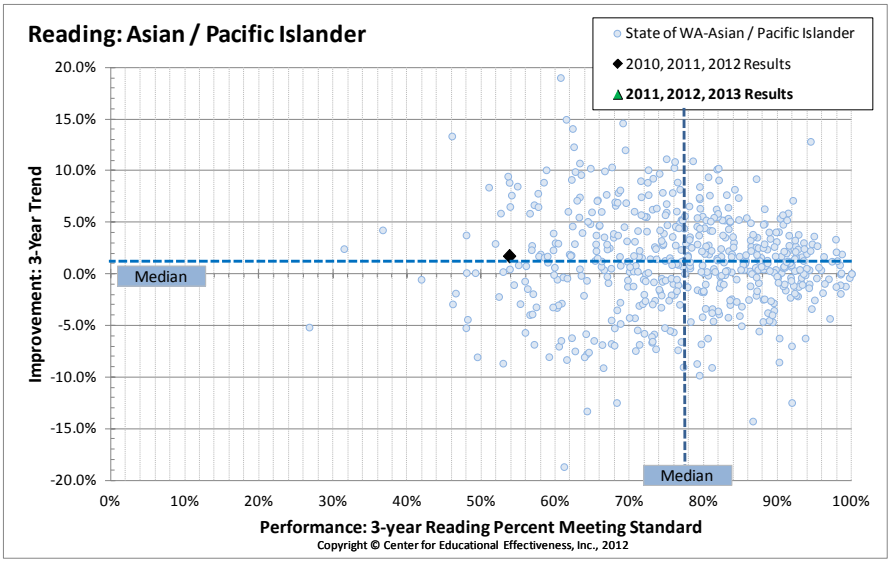

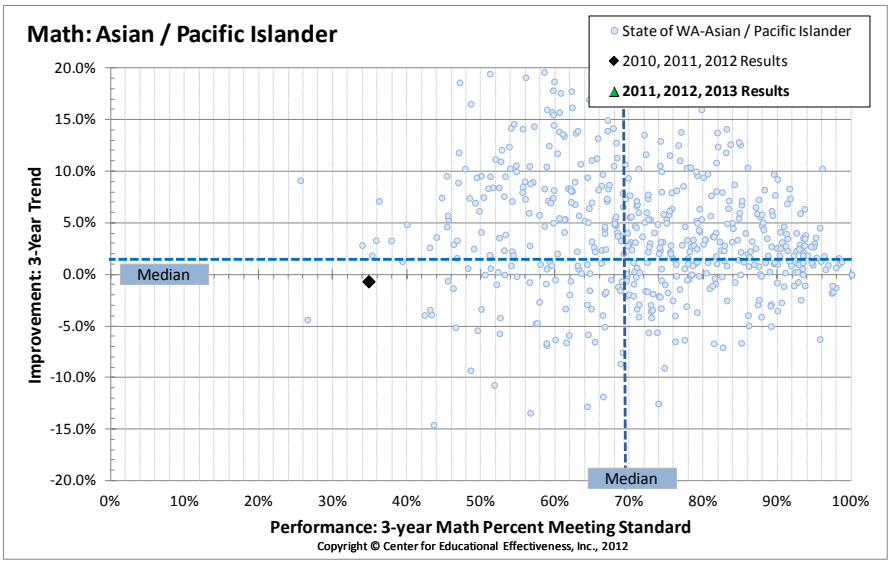

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Black / African American

STEWART MS

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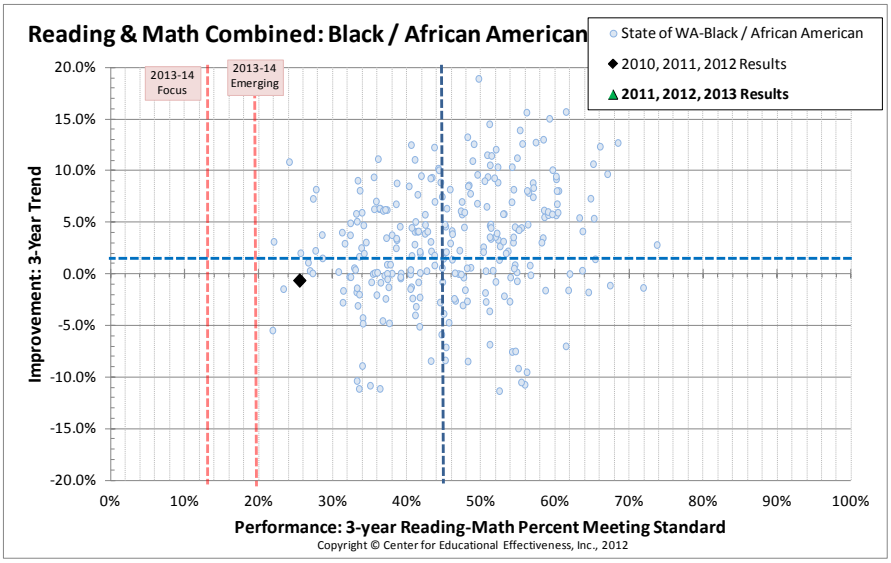

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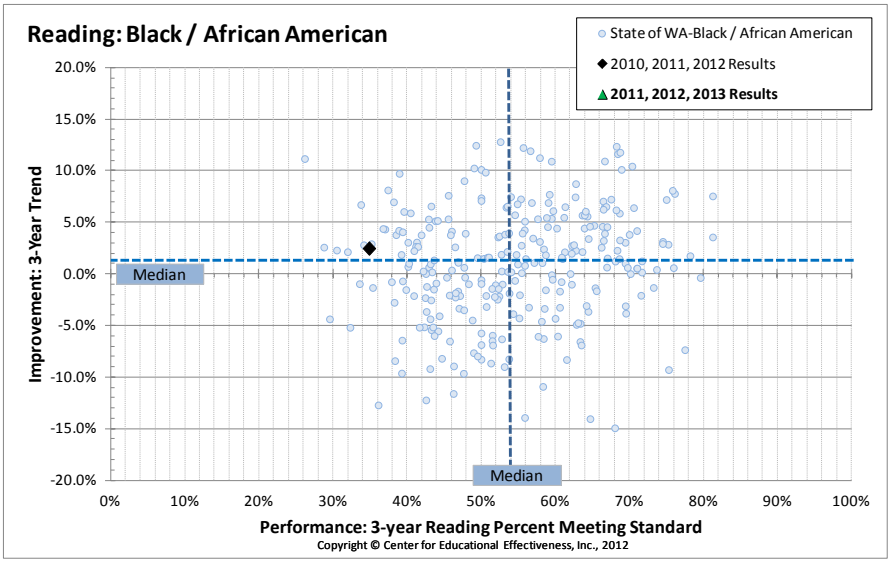

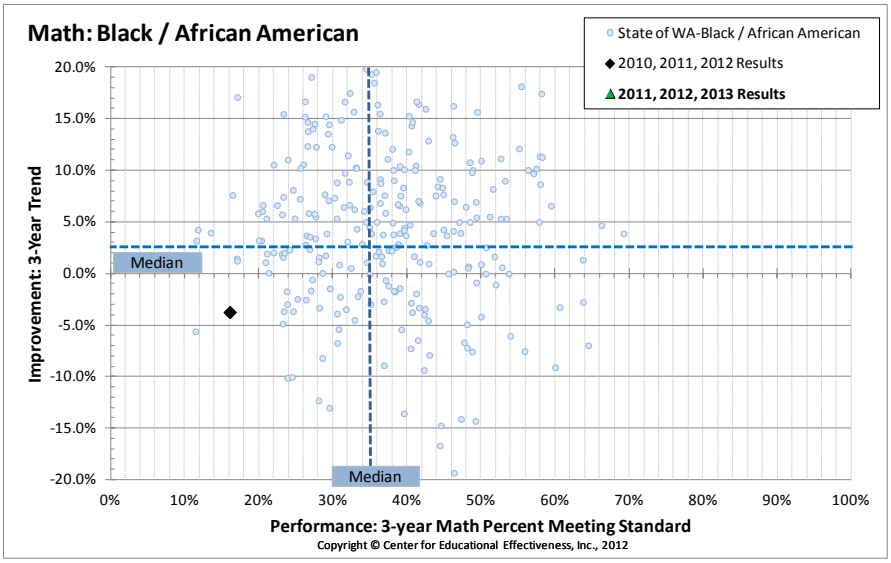

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Hispanic

STEWART MS

Special NOTE

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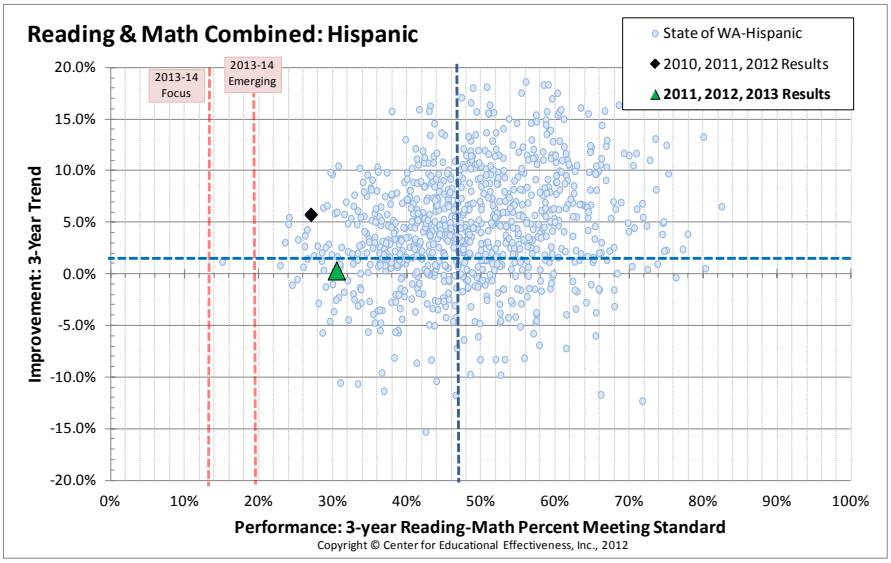

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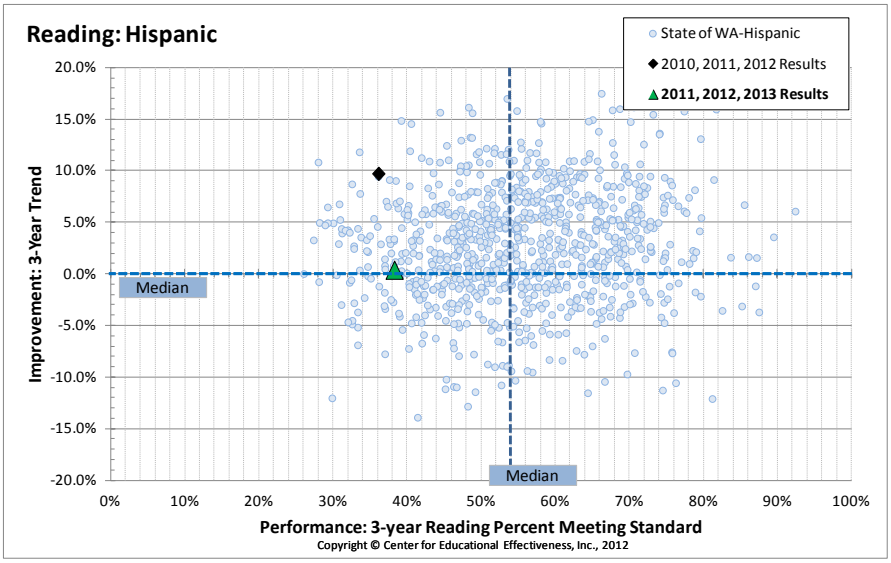

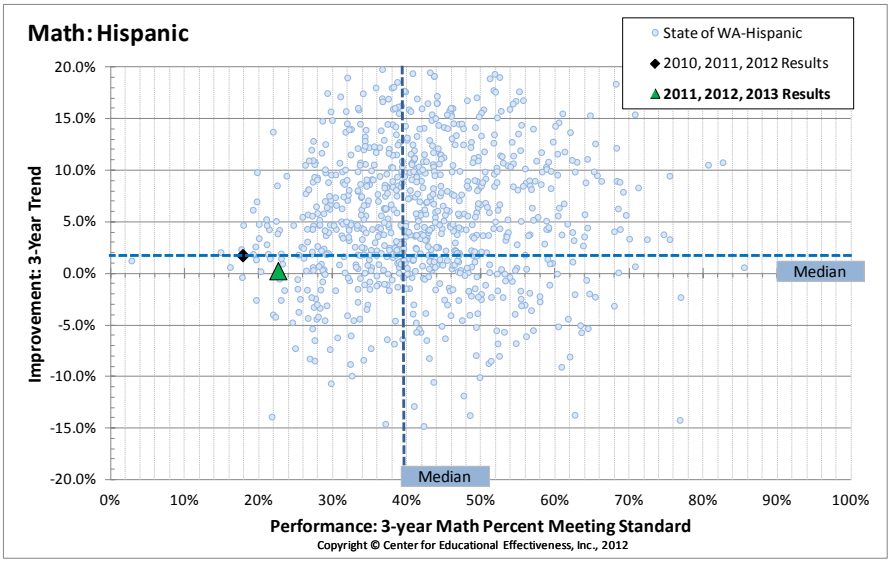

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White

STEWART MS

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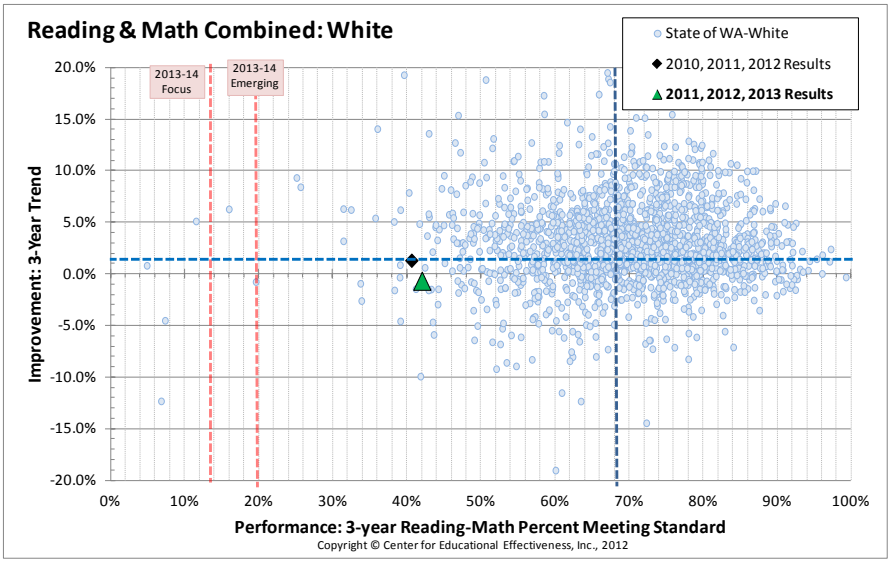

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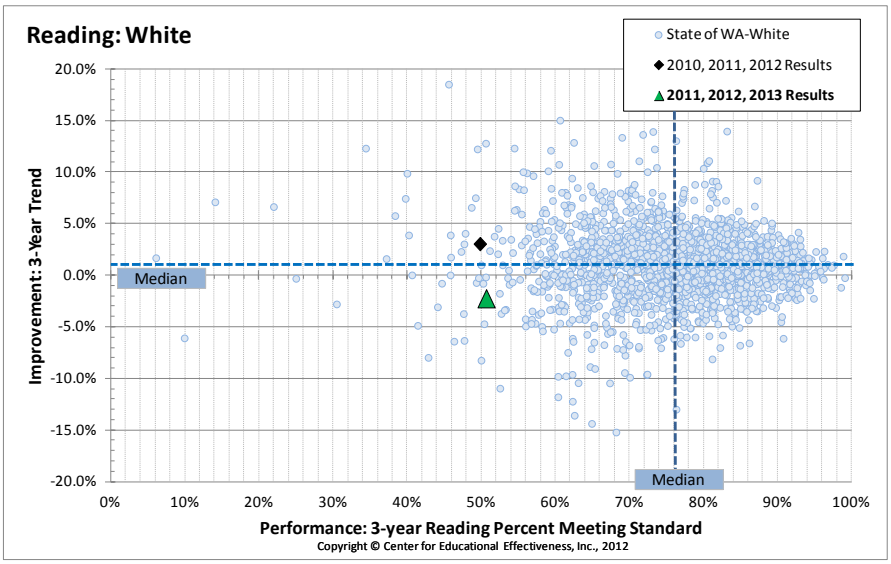

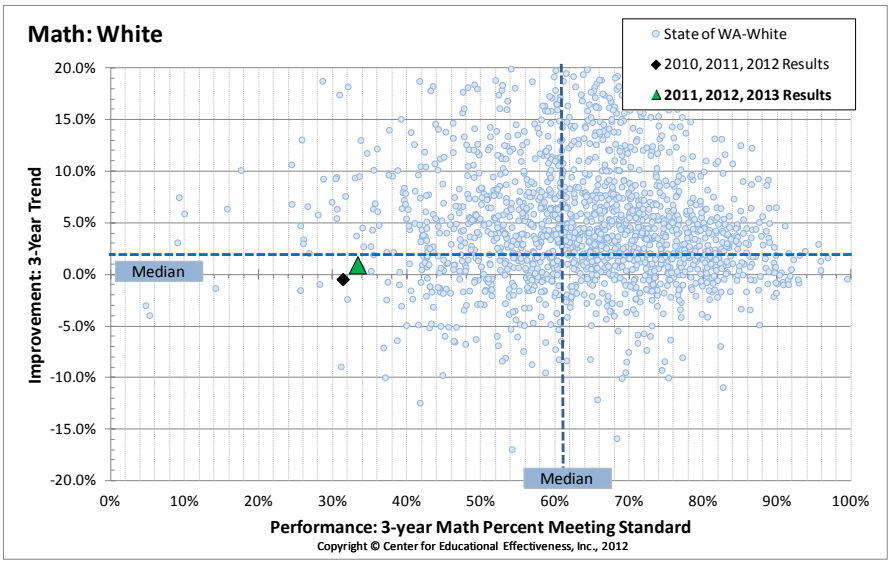

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Wellpinit Elementary School Summary – Wellpinit School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2012-13 school year.

Enrollment		
October 2012 Student Count		161
May 2013 Student Count		163
Gender (October 2012)		
Male	91	56.5%
Female	70	43.5%
Race/Ethnicity (October 2012)		
American Indian/Alaskan Native	127	78.9%
Hispanic / Latino of any race(s)	15	9.3%
White	3	1.9%
Two or More Races	15	9.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	141	86.5%
Special Education (May 2013)	26	16.0%

Student Achievement

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time; and cells with no shade represent minimal change (less than 2%).**

Table 2. Achievement Data on State Assessments from Baseline (2010) to 2013

Wellpinit Elementary	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 3	41.40%	40.60%	32.00%	16.70%	-24.70%
Reading grade 4	34.60%	32.00%	25.00%	64.00%	29.40%
Reading grade 5	21.10%	27.30%	40.90%	19.20%	-1.90%
Math grade 3	44.80%	34.40%	60.00%	5.60%	-39.20%
Math grade 4	15.40%	16.00%	29.60%	52.00%	36.60%
Math grade 5	0.00%	13.60%	27.30%	11.50%	11.50%

Figure 1. Achievement Data on State Assessments in Reading from Baseline (2010) to 2013

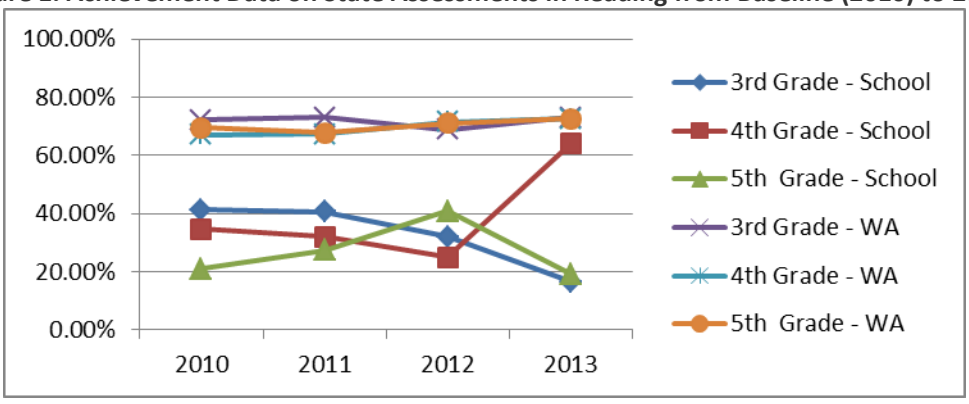
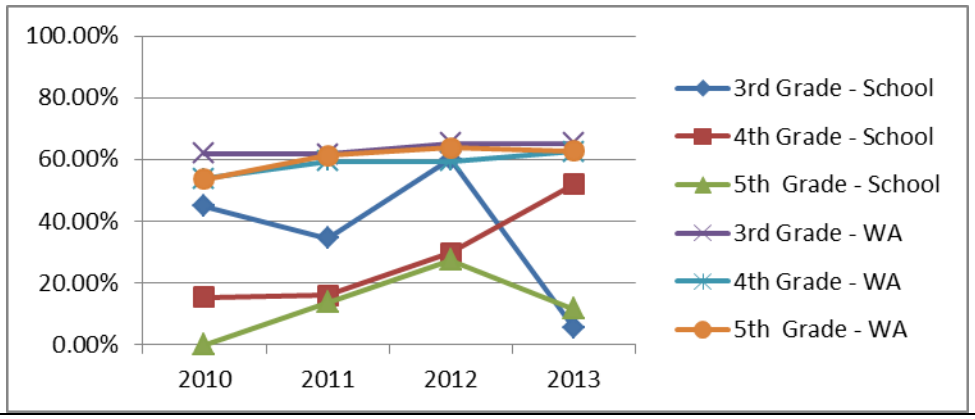


Figure 2. Achievement Data on State Assessments in Math from Baseline (2010) to 2013



Student Achievement-

Whole School

Source: OSPI State Report Card

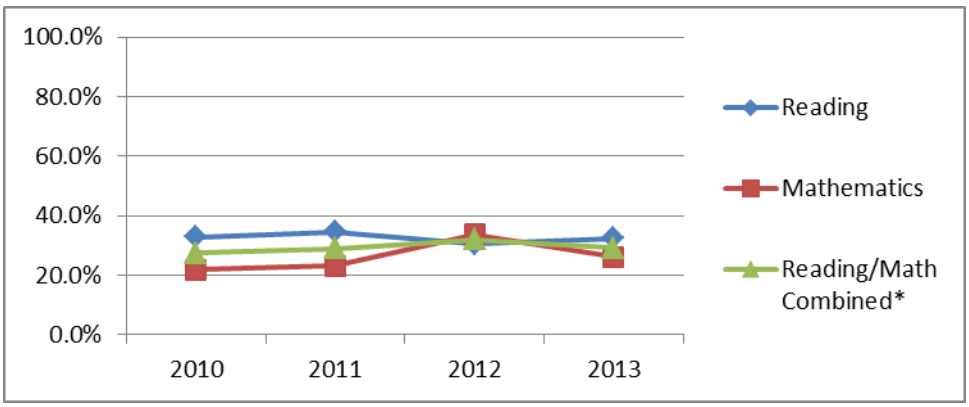
Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Cells with no shading represent minimal change over time (less than 2%).**

Percents are rounded to the nearest tenth.

Table 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013

Wellpinit	2010	2011	2012	2013	Change Baseline to 2013
Reading	32.8%	34.6%	30.4%	32.3%	-0.5%
Mathematics	21.9%	23.1%	33.7%	26.2%	4.3%
Reading/Math Combined*	27.3%	28.8%	32.1%	29.3%	1.9%

Figure 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

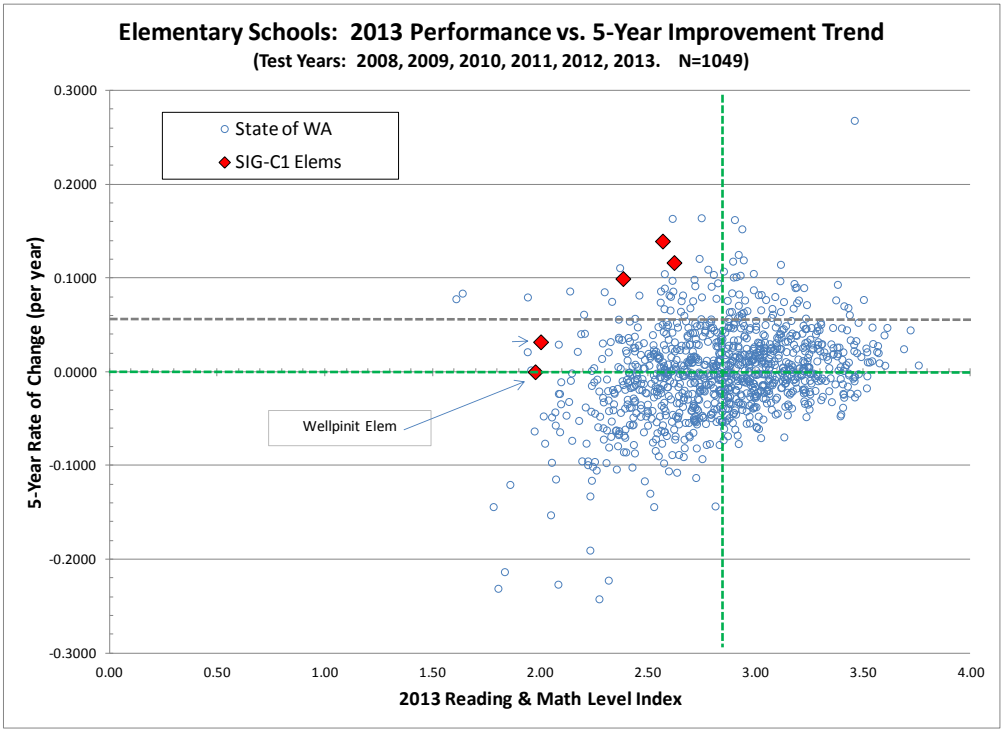
Student Achievement-

Subgroup Data

Source: OSPI State Report Card
Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Cells with no shading**

Table 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Wellpinit	2010	2011	2012	2013	Change Baseline to 2013
All	27.3%	28.8%	35.0%	29.3%	1.9%
American Indian	27.1%	27.3%	33.9%	27.3%	0.1%
Low Income	22.6%	27.8%	33.1%	24.6%	1.9%

represent little change over time (less than 2%). **Percents are rounded to the nearest tenth.**	**Figure 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined** 
Student Achievement- ***Whole School*** *Source: Center for Educational Effectiveness and OSPI State Report Card*	**Figure 5. Five-Year Improvement Trend from 2009 to 2013** 

2013 School Data Dashboard

Site:	Wellpinit Elem
District:	Wellpinit

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)

	Reading 2013	Reading 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	16.7%	32.0%	↓	-15.3%	Equal
Grade 4	64.0%	25.0%	↑	39.0%	Equal
Grade 5	19.2%	40.9%	↓	-21.7%	Equal

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		-6.7%	-6.7%
Grade 4		1.8%	1.8%
Grade 5		-0.8%	-0.8%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)

	Math 2013	Math 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	5.6%	60.0%	↓	-54.4%	Equal
Grade 4	52.0%	29.6%	↑	22.4%	Equal
Grade 5	11.5%	27.3%	↓	-15.8%	Equal

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		-6.5%	-6.5%
Grade 4		11.8%	11.8%
Grade 5		2.4%	2.4%

WRITING

STATUS (Percent Meeting Standard)

	Writing 2013	Writing 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 4	60.0%	25.0%	↑	35.0%	Equal

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 4		2.3%	2.3%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)

	Science 2013	Science 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 5	7.7%	9.1%	→	-1.4%	Equal

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 5		2.5%	2.5%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the school's 2013 results to the district's to determine whether they are above or below (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

2013 School Data Dashboard

Site:	Wellpinit Elem
District:	Wellpinit

READING: Impact of Programs for Level-1 Students

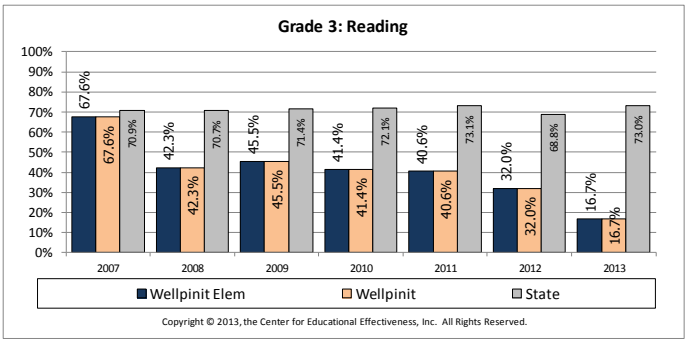
	STATUS (Percent at Level-1)						5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	27.8%	24.0%	🔴	3.8%		Equal 🟡	Grade 3	🟡	0.6%	0.6%
Grade 4	12.0%	32.1%	🟢	-20.1%		Equal 🟡	Grade 4	🟡	-1.6%	-1.6%
Grade 5	26.9%	27.3%	🟡	-0.4%		Equal 🟡	Grade 5	🟡	-2.0%	-2.0%

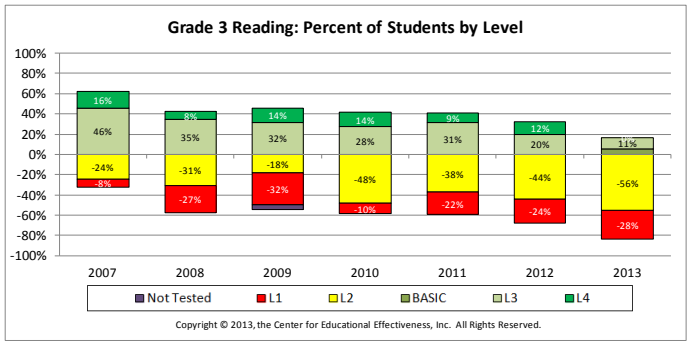
MATH: Impact of Programs for Level-1 Students

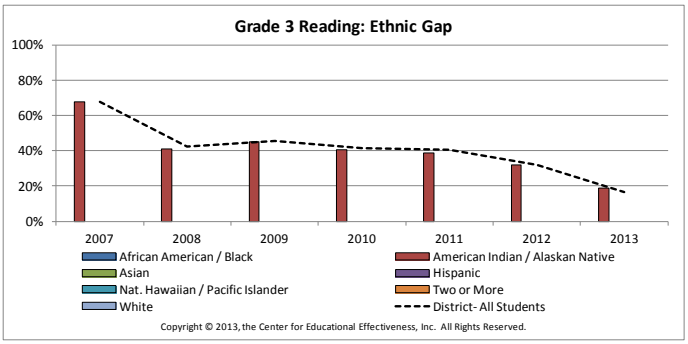
	STATUS (Percent at Level-1)						5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	66.7%	24.0%	🔴	42.7%		Equal 🟡	Grade 3	🟡	4.9%	4.9%
Grade 4	28.0%	55.6%	🟢	-27.6%		Equal 🟡	Grade 4	🟡	-12.5%	-12.5%
Grade 5	50.0%	36.4%	🔴	13.6%		Equal 🟡	Grade 5	🟡	-10.8%	-10.8%

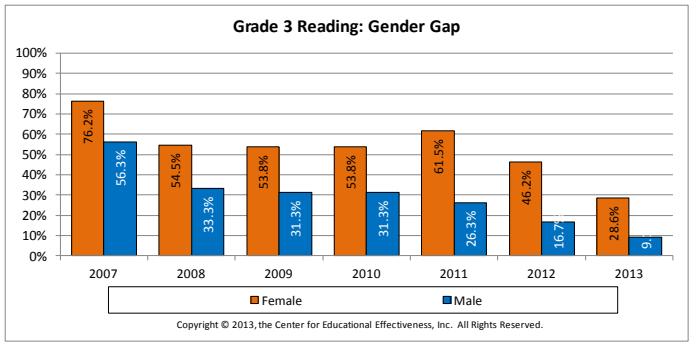
Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of interventions for struggling students. For Change, we want the percentage of students at Level-1 to decline– so negative values are best. The 5-year Trend looks at whether the school is shrinking the percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students at Level-1.

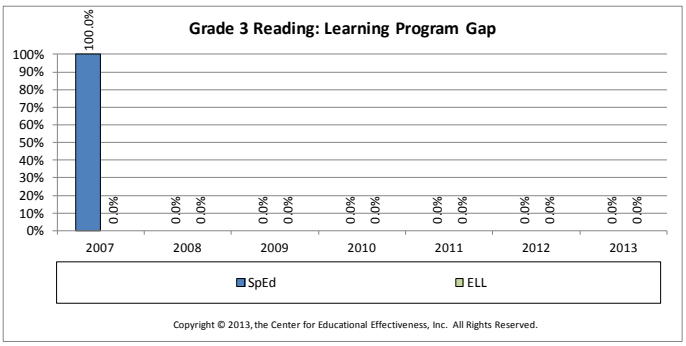
Reading Grade 3

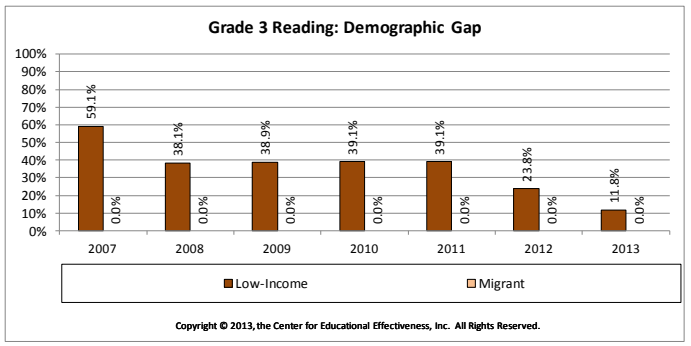




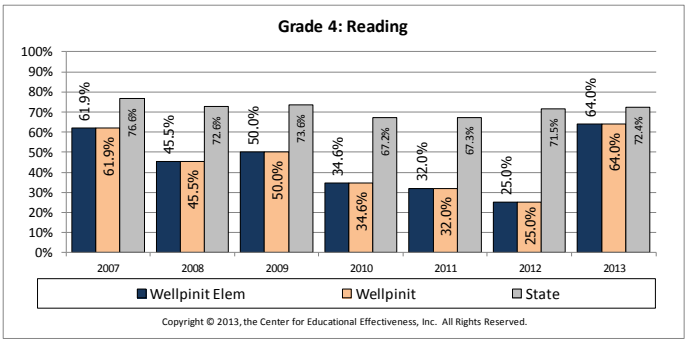


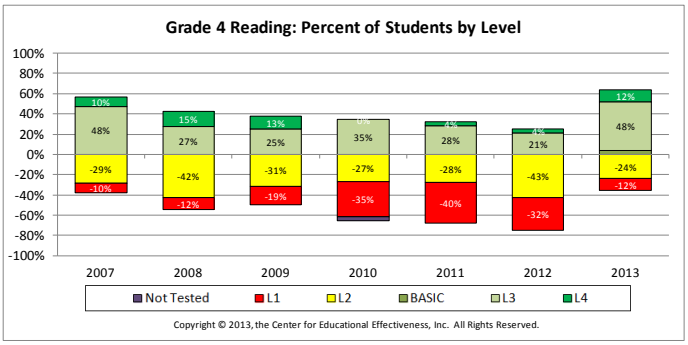


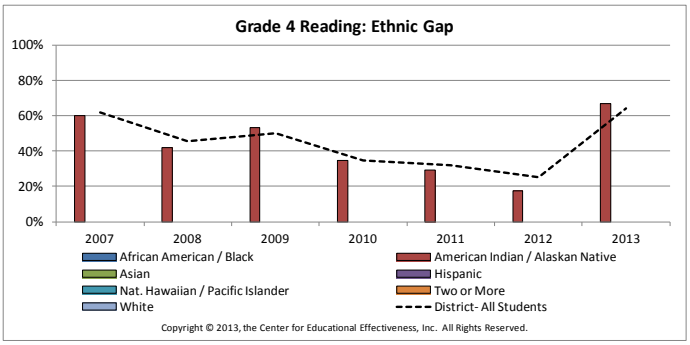


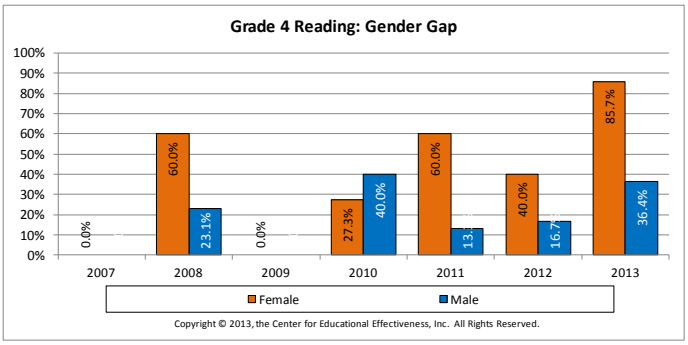


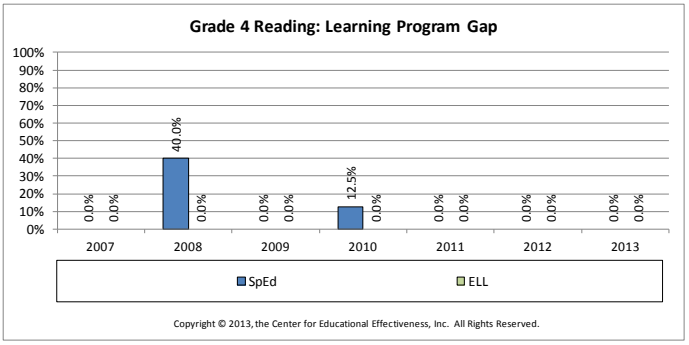
Reading Grade 4

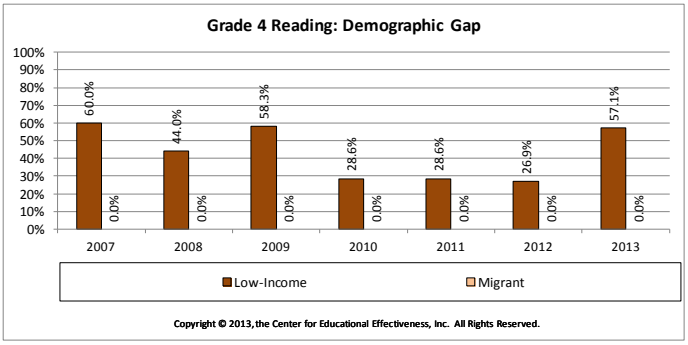




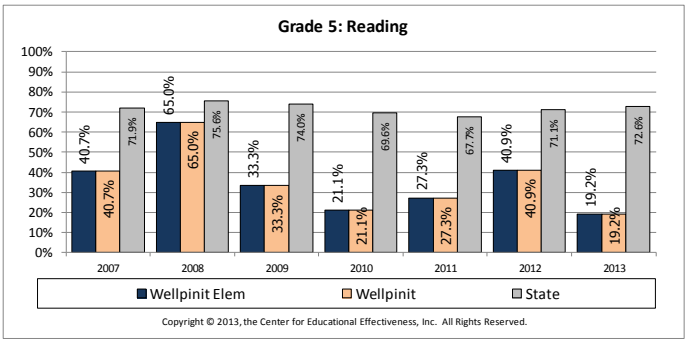


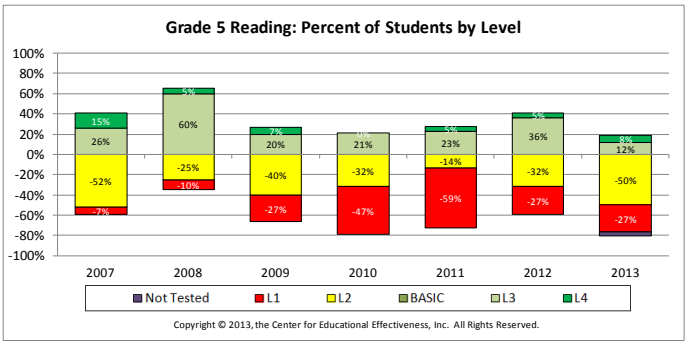


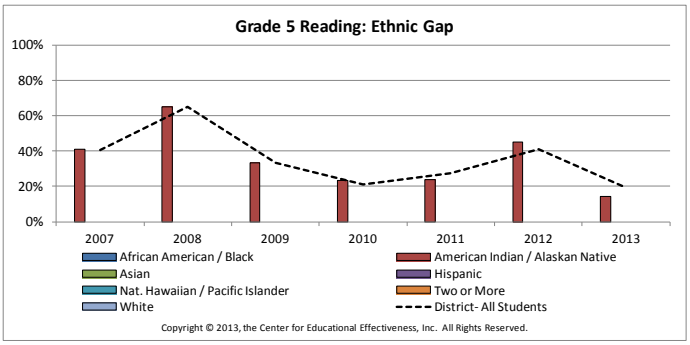


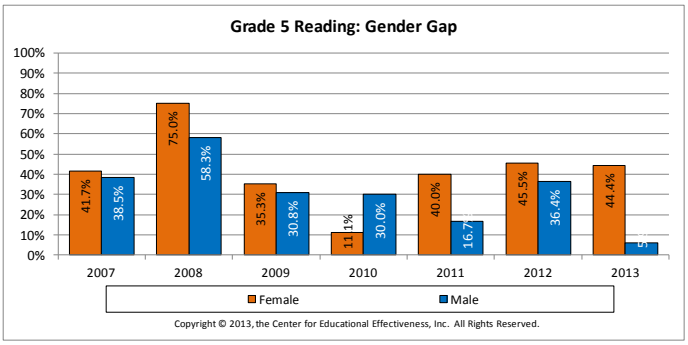


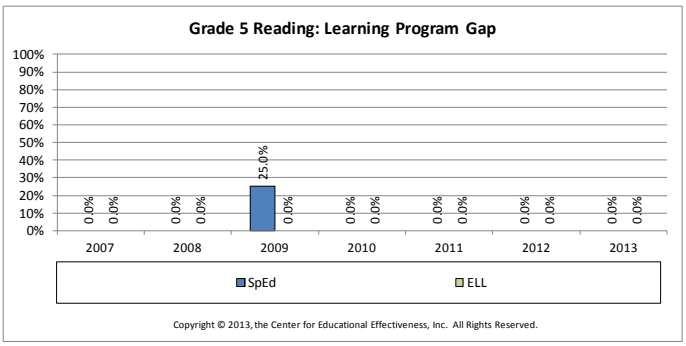
Reading Grade 5

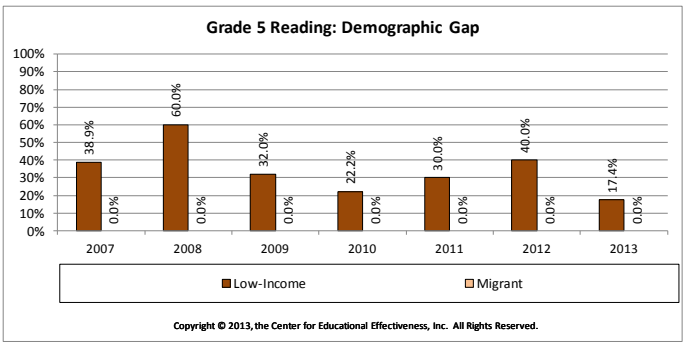




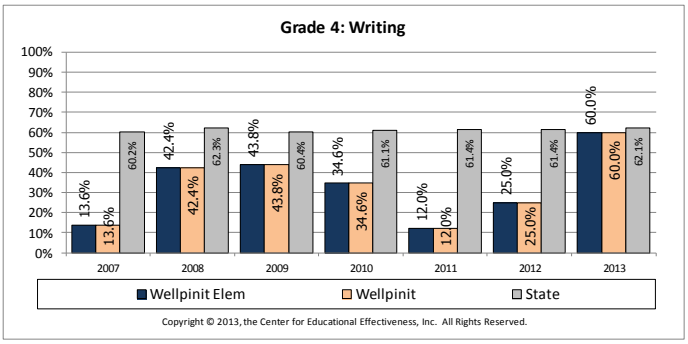


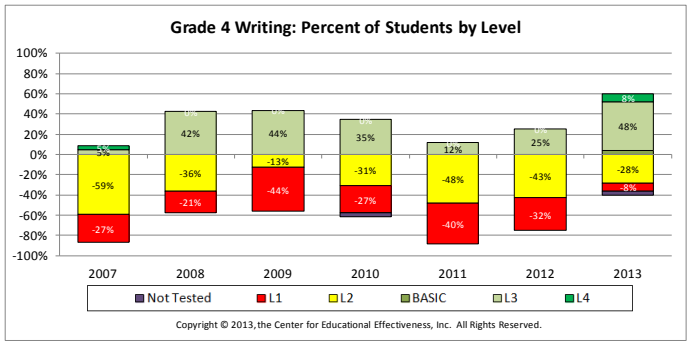


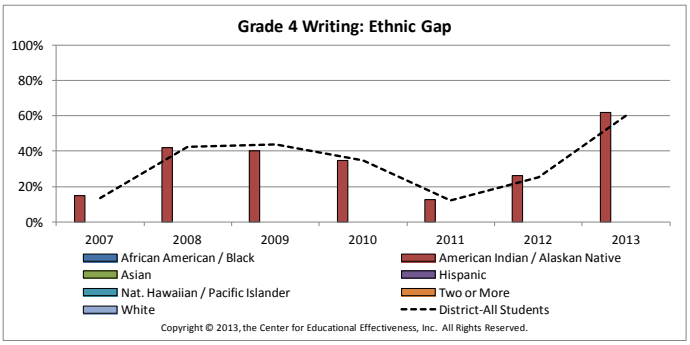


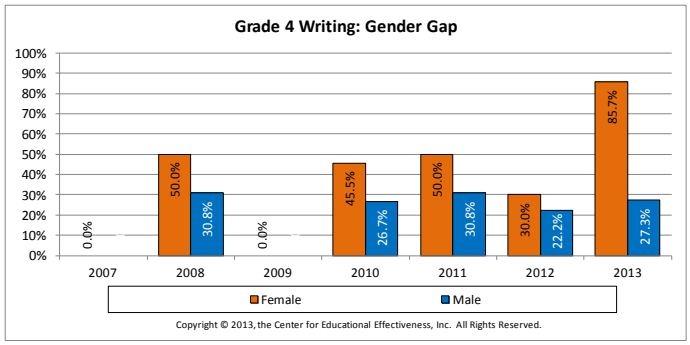


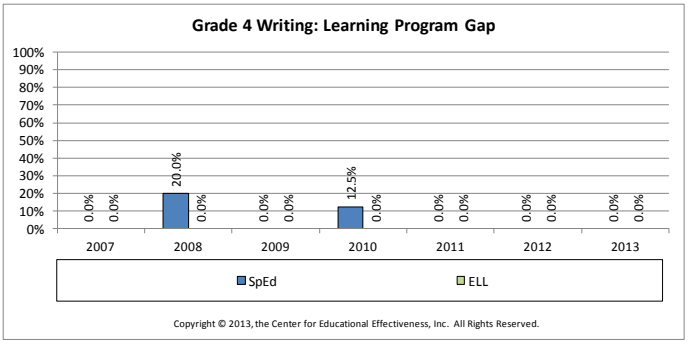
Writing Grade 4

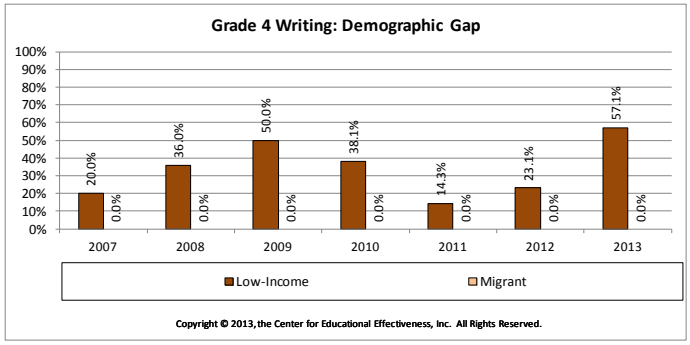




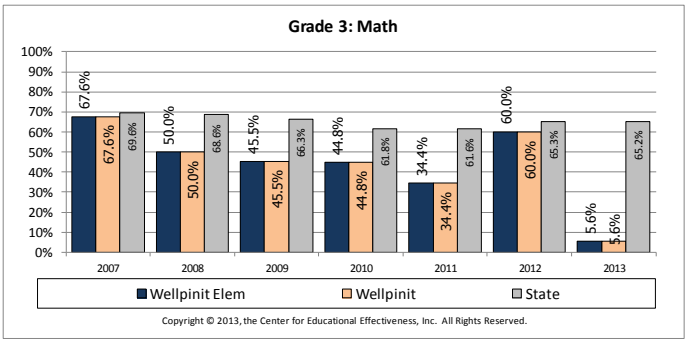


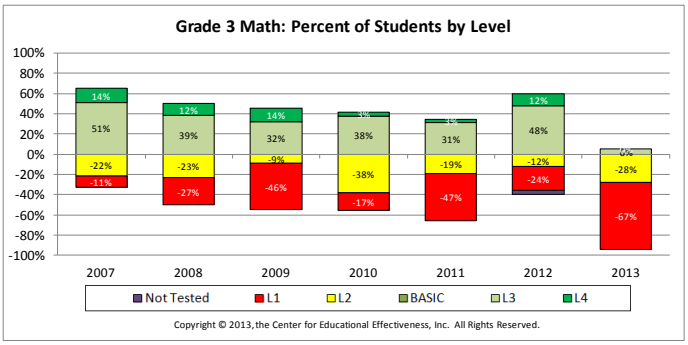


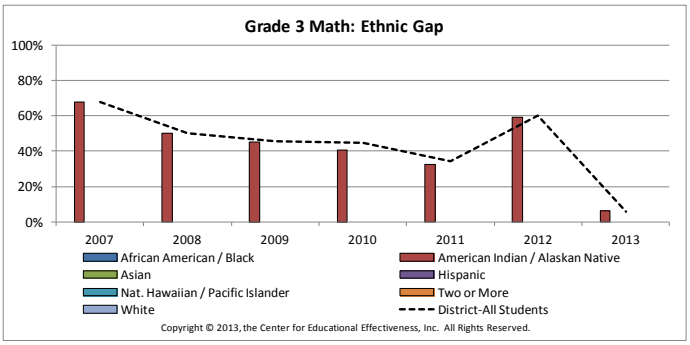


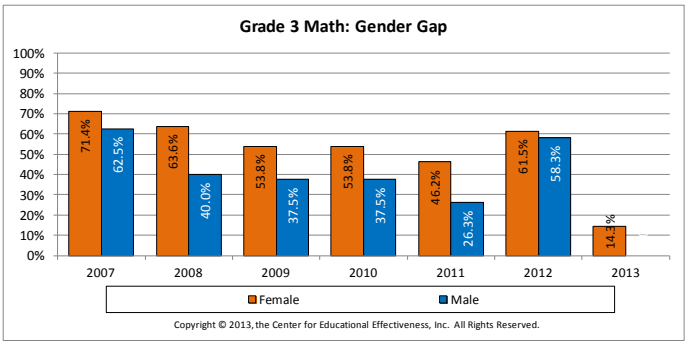


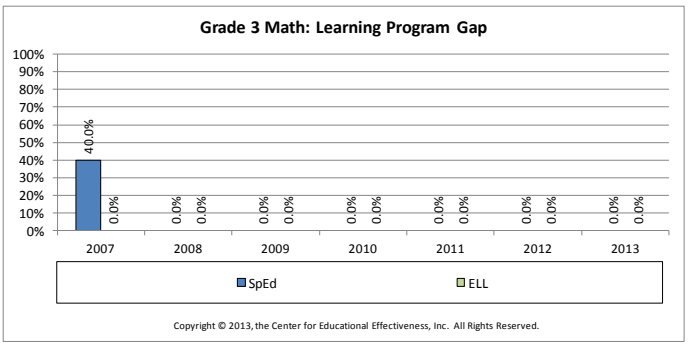
Math Grade 3

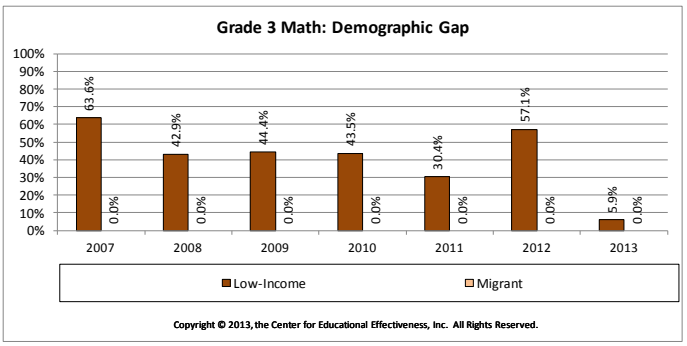




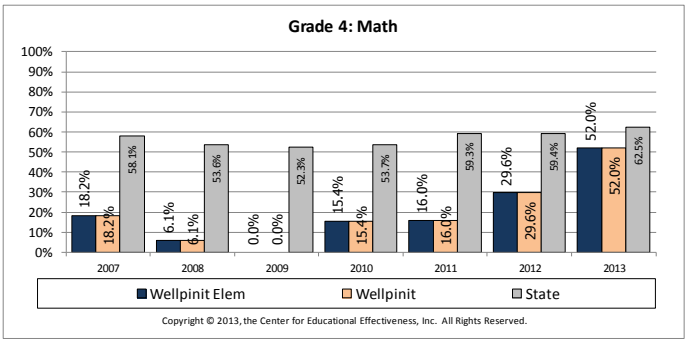


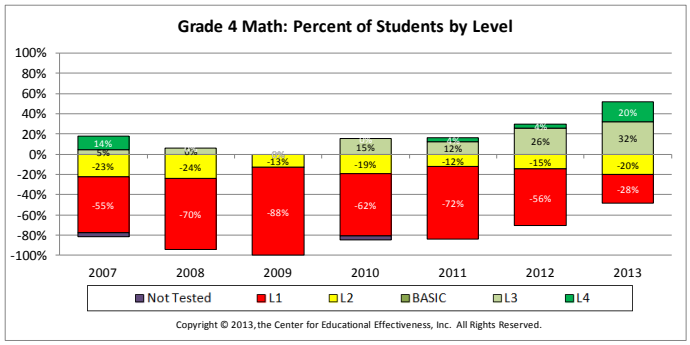


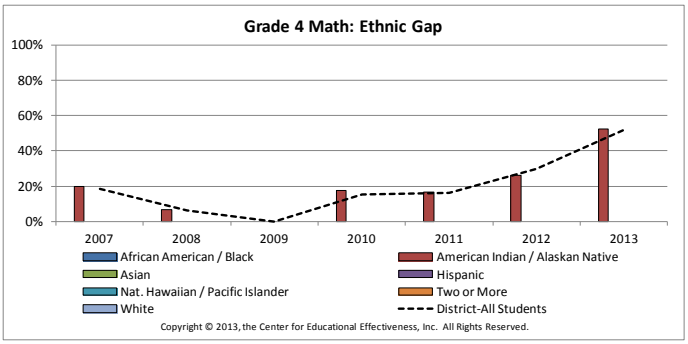


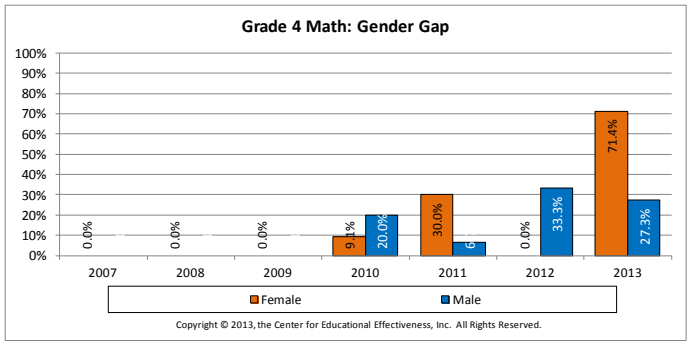


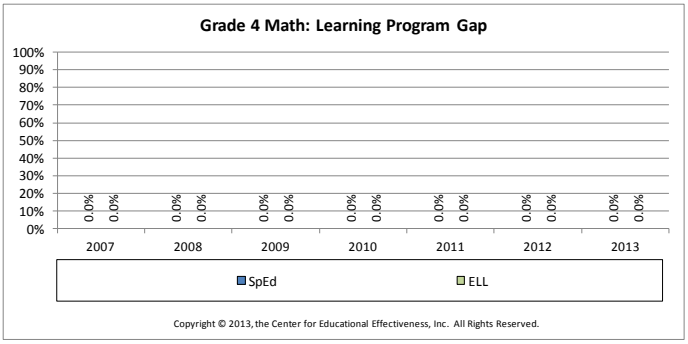
Math Grade 4

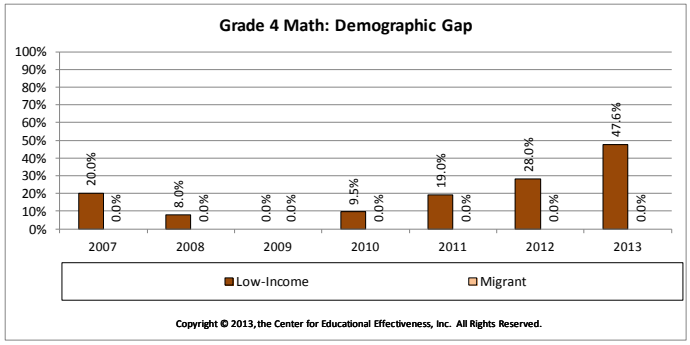




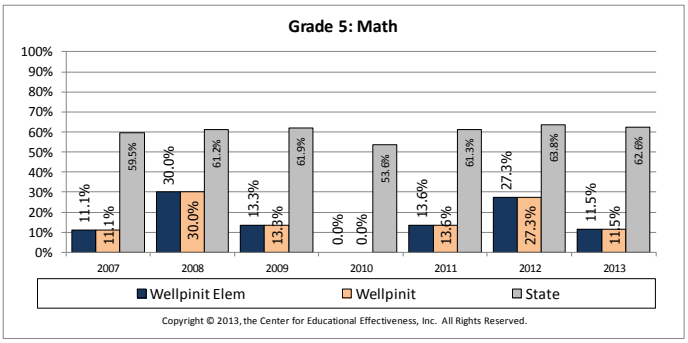


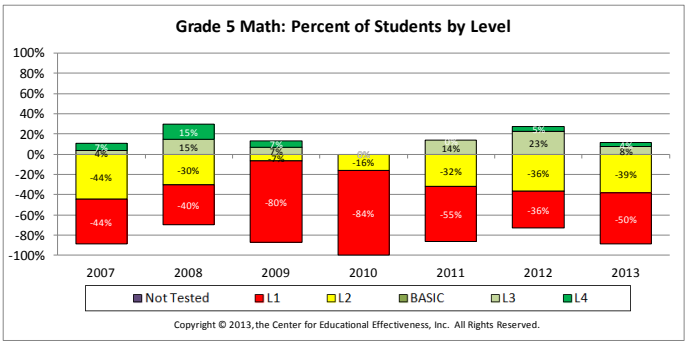


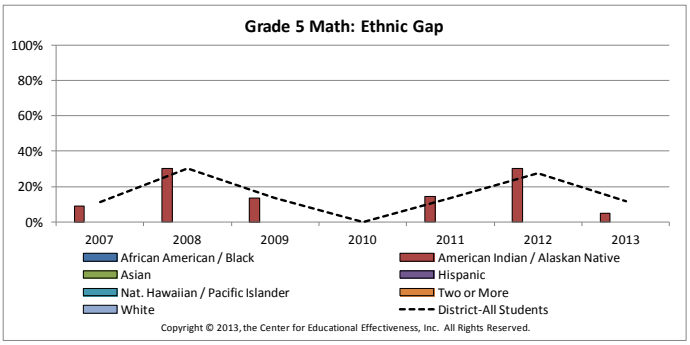


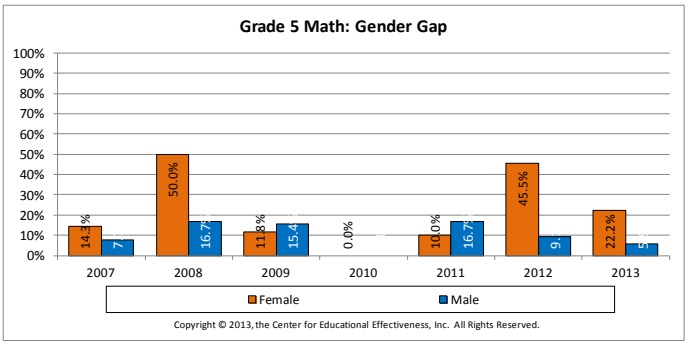


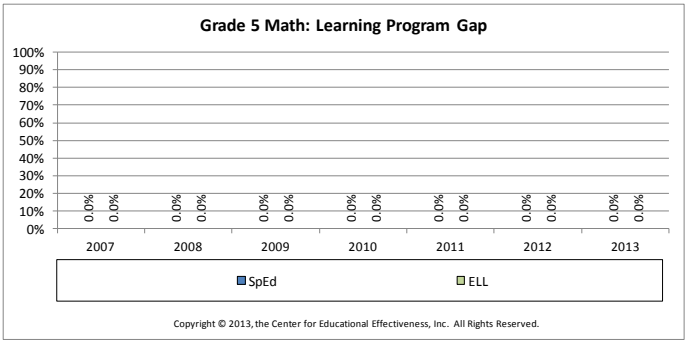
Math Grade 5

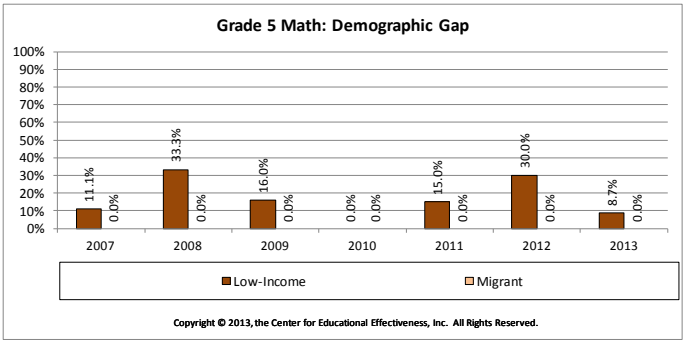




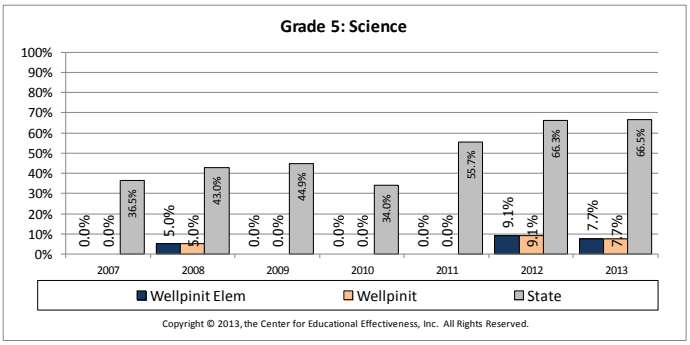


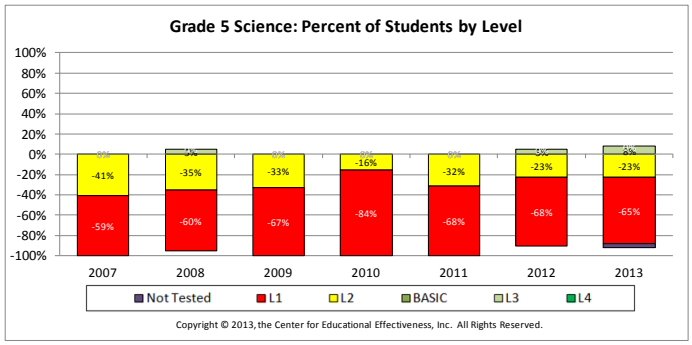


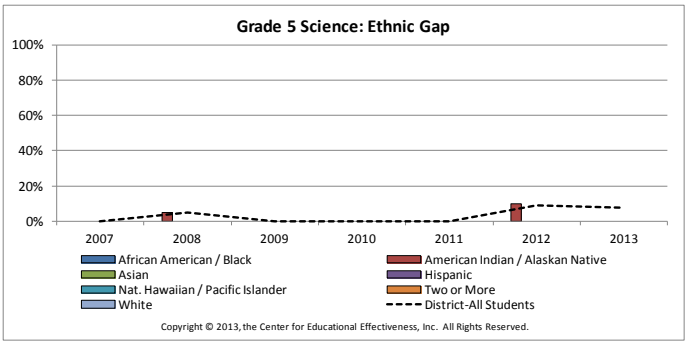


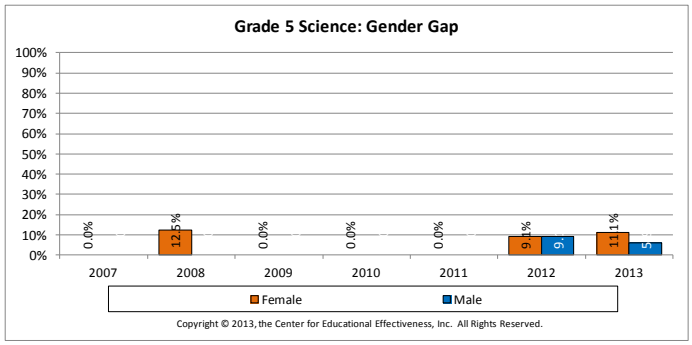


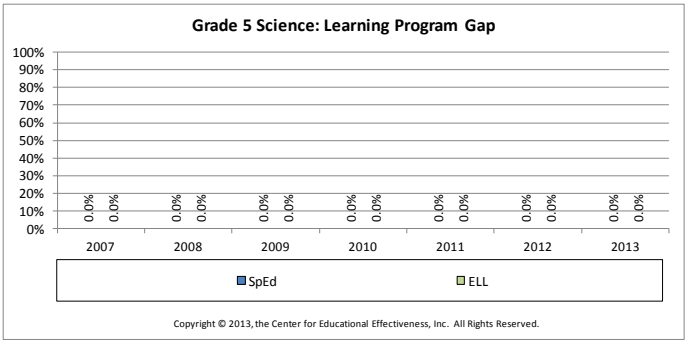
Science Grade 5

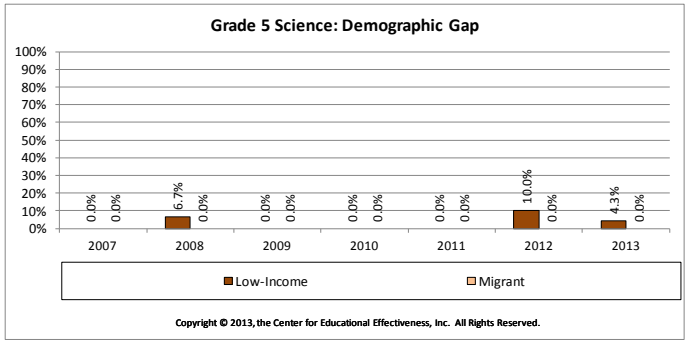












Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

Updated with 2013 Data

The Center for Educational Effectiveness

Special NOTE

The charts on the following pages contains vertical (dotted) red lines showing the thresholds for identification using 2010, '11, and '12 results.

These thresholds have NOT been updated for 2013 results!

District	WELLPINIT
School	WELLPINIT ELEM

2013 UPDATE NOTES

This report provides graphs of the All-Students and subgroup views showing both your 2010-2011-2012 three-year view (used in spring-2013 for Flexibility Waiver designation) and the 2011-2012-**2013** UPDATED view.

Interpreting the two data points on each chart:

◆ 2010, 2011, 2012 Results

▲ 2011, 2012, 2013 Results

Better Data. Better Decisions. Better Schools.

Questions? Info@effectiveness.org or www.effectiveness.org

Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

The Center for Educational Effectiveness

It is important to understand the key points in the calculations used to identify Priority, Focus, and Emerging Schools.

Points to consider:

- The data includes only continuously enrolled students.
- No margin of error is applied.
- Subgroups by Content Area: The "N of 20" (N>=20) rule is applied in each content area (Reading and Mathematics). In order to be considered, the sum of all students tested in BOTH Reading AND Mathematics must have been at least 20 students. This applies to all subgroups.
- For example, if a K-5 elementary school had 8, 7 and 6 English learners tested in grades 3, 4, and 5 respectively in Reading and in Mathematics, total tested would be 21 in Reading and 21 in Mathematics. Therefore, the total would satisfy the "N of 20" rule for BOTH Reading and Mathematics, and performance would be reported for that subgroup.

Subgroup Details

The size of the subgroup should be a factor as you analyze and act upon the data contained in this report.

Average Subgroup Sizes (3 year average of students tested) (2011, 2012, and 2013 Testing Years)	**Size**
All Students	61
American Indian	53
Asian/Pacific Islander	0
Black/African American	0
Hispanic	3
Limited English	0
Low Income	52
Special Education	7
White	2

Note: In order for a subgroup to be considered, the N of 20 rule must be met in each of the three years used to identify the school as Priority, Focus, or Emerging. Therefore, a school ***could have an average greater than or equal to 20 in the table above but not have a point on the graphs on subsequent pages).***

Usage Hint:

- *All tables and graphs in this report can be easily copied from this PowerPoint and pasted into any other document or presentation.*

Simply right-click on the graph, select "copy", and then paste into your favorite PowerPoint or Word document.

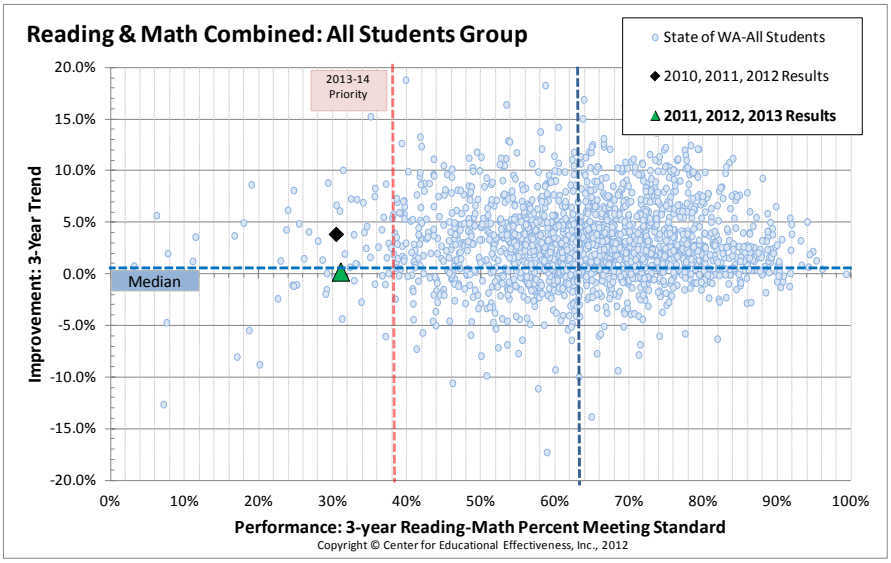
All Students View

WELLPINIT ELEM

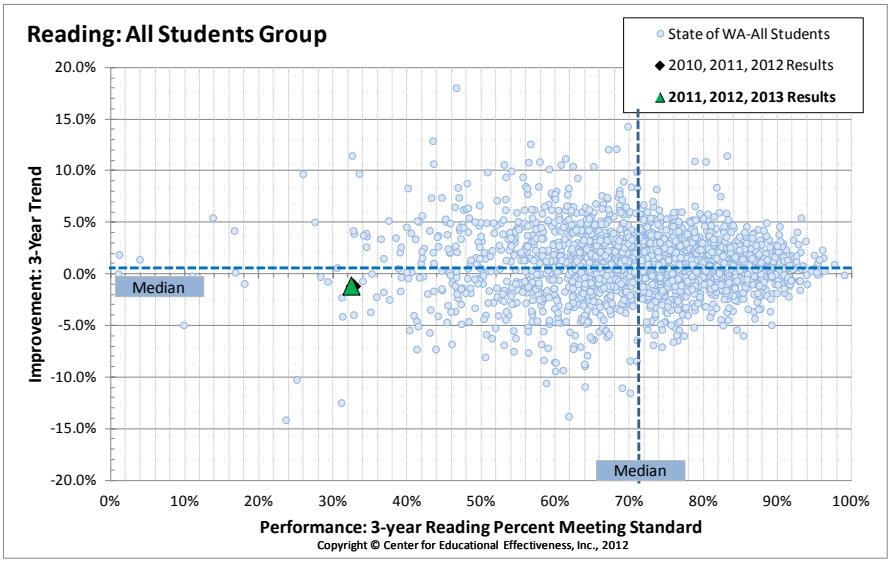
Special NOTE

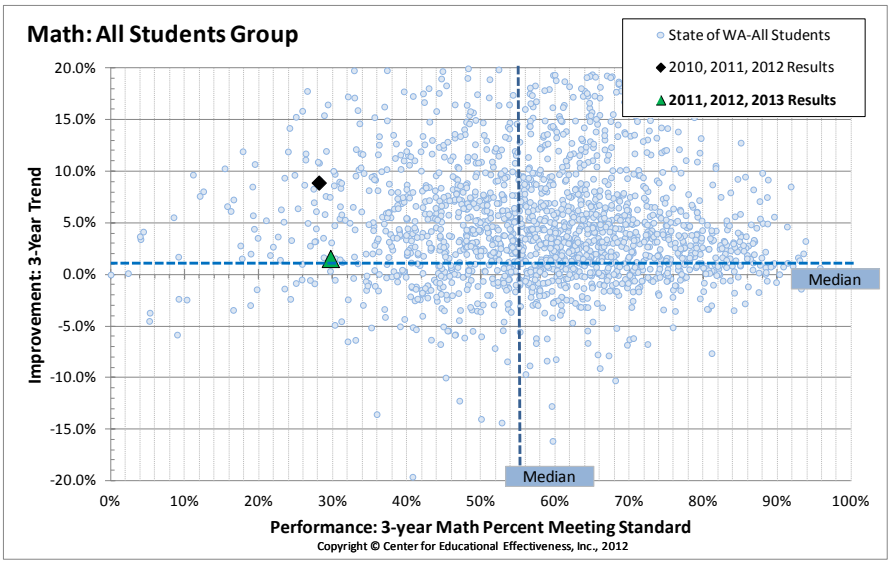
The chart at right contains vertical (dotted) red lines showing the thresholds for identification using 2010, '11, and '12 results.

These thresholds have NOT been updated for 2013 results!



Content-specific graphs below: These are not used in designation but are provided to assist your planning activities





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Low-Income

WELLPINIT ELEM

Special NOTE

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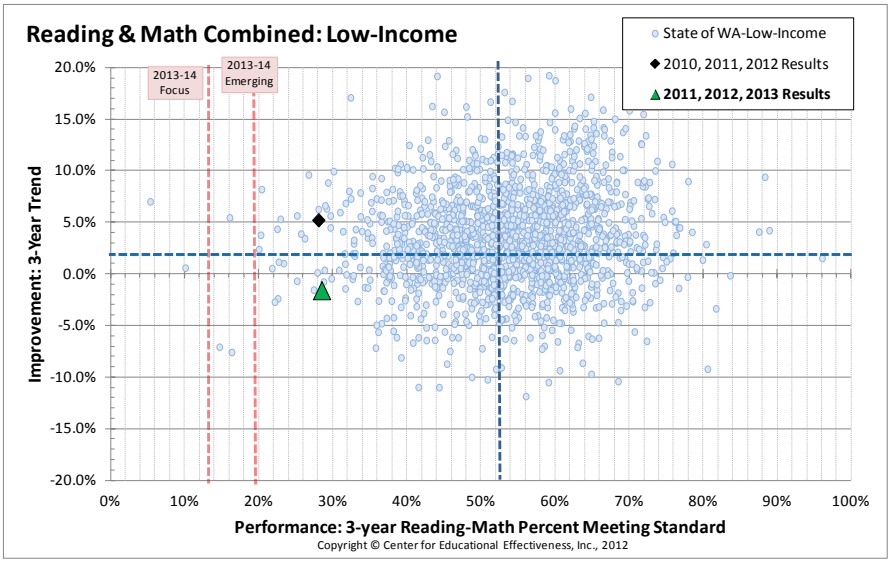

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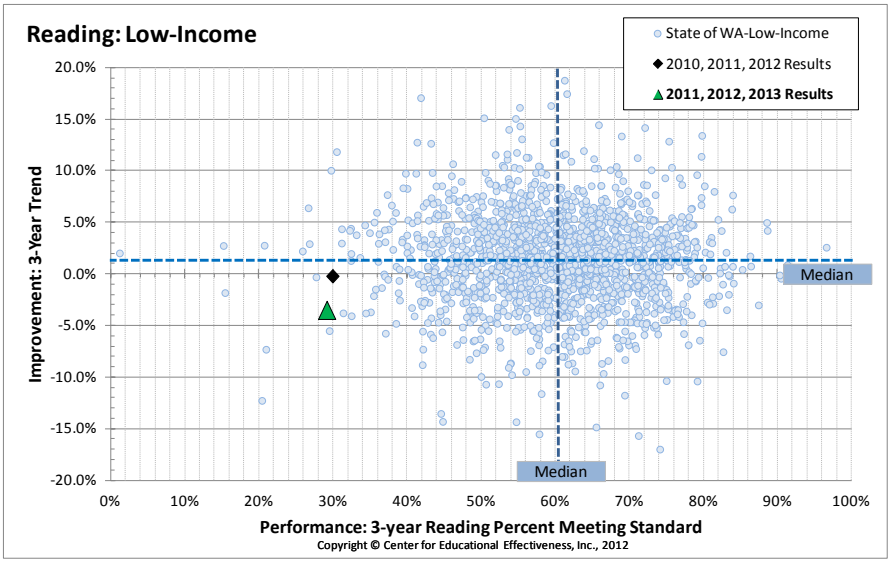

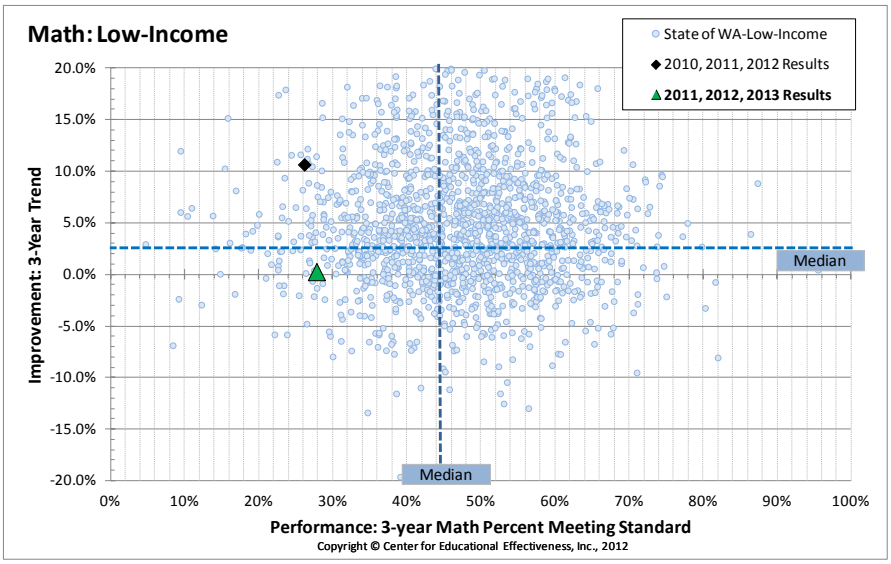

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American Indian / Alaskan Native

WELLPINIT ELEM

Special NOTE

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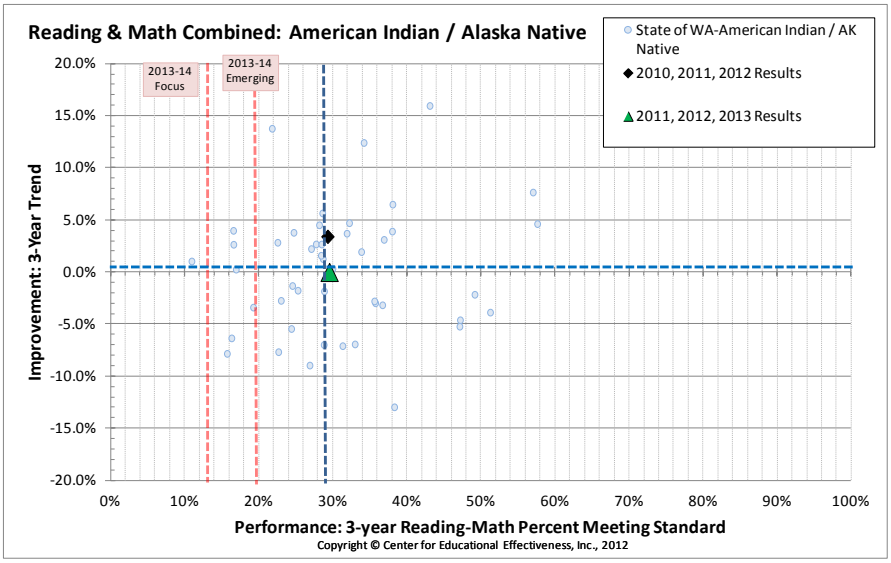
These thresholds have NOT been updated for 2013 results!



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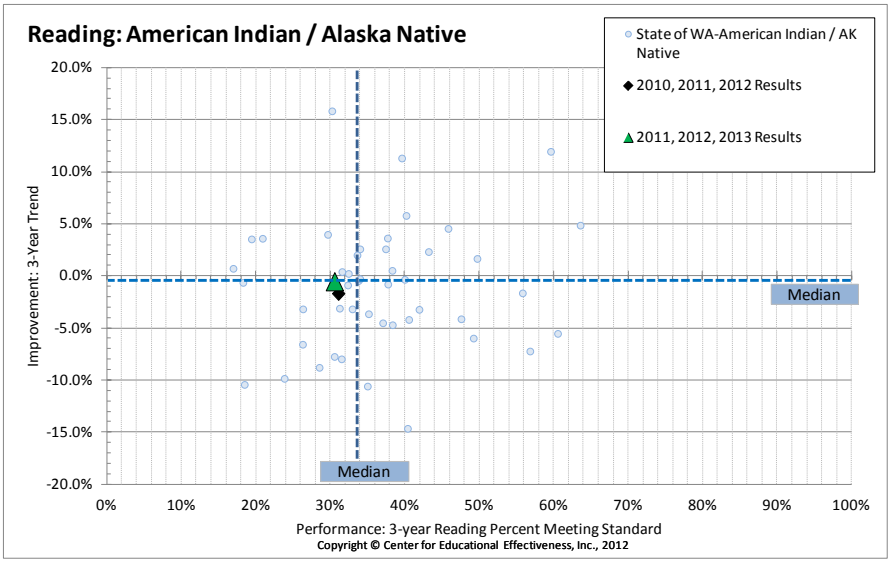

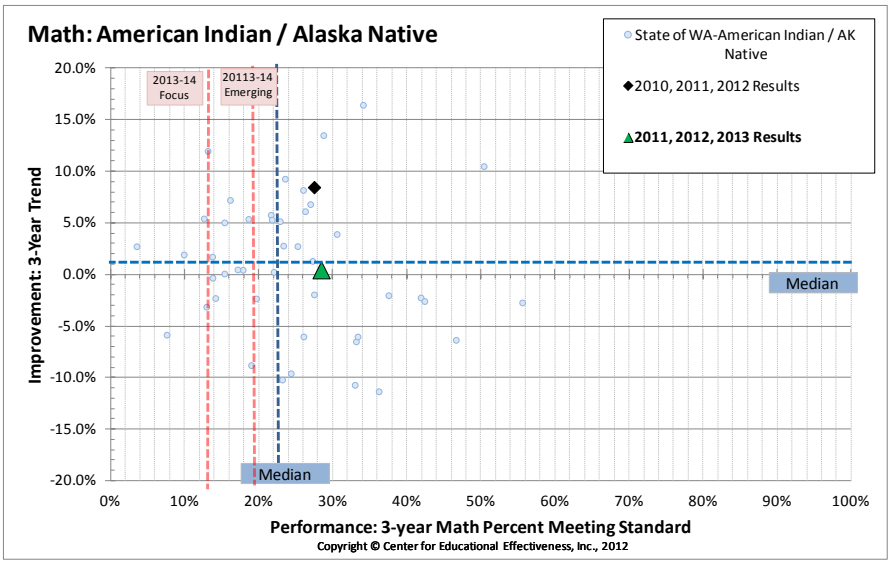

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Washington Middle School Summary – Yakima School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2012-13 school year.

Enrollment		
October 2012 Student Count		694
May 2013 Student Count		692
Gender (October 2012)		
Male	352	50.7%
Female	342	49.3%
Race/Ethnicity (October 2012)		
Black	9	1.3%
Hispanic	637	91.8%
White	40	5.8%
Special Programs		
Free or Reduced-Price Meals (May 2013)	673	97.3%
Special Education (May 2013)	60	8.7%
Transitional Bilingual (May 2013)	261	37.7%
Migrant (May 2013)	197	28.5%

Student Achievement-Grade Level

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Table 2. Grade-Level Achievement Data on State Assessments from Baseline (2010) to 2013

Washington Middle School	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 6	30.70%	23.40%	28.90%	23.80%	-6.90%
Reading grade 7	35.00%	26.20%	36.20%	31.40%	-3.60%
Reading grade 8	56.10%	42.20%	46.20%	34.10%	-22.00%
Math grade 6	14.10%	19.00%	21.90%	18.00%	3.90%
Math grade 7	17.90%	15.30%	34.40%	44.50%	26.60%
Math grade 8	20.00%	20.70%	15.40%	22.30%	2.30%

Figure 1. Grade-Level Achievement Data on State Assessments in Reading from Baseline (2010) to 2013

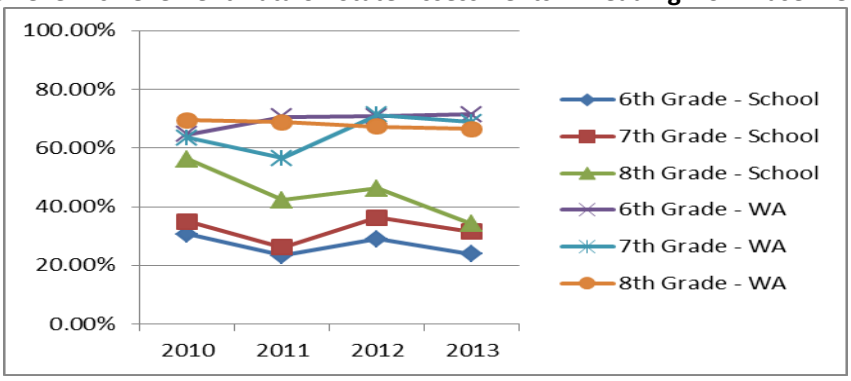
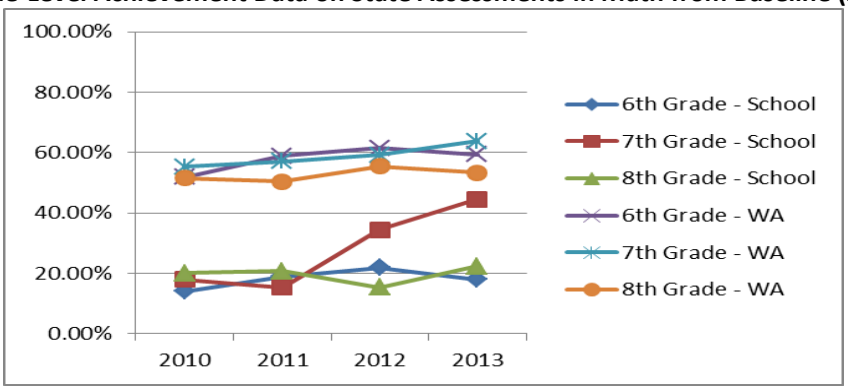


Figure 2. Grade-Level Achievement Data on State Assessments in Math from Baseline (2010) to 2013



Student Achievement-

Whole School

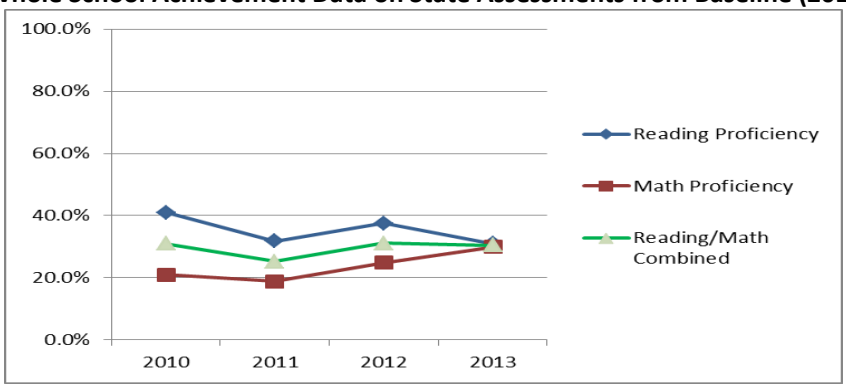
Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Table 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013

Washington Middle School	2010	2011	2012	2013	Change Baseline to 2013
Reading	41.0%	31.8%	37.5%	31.0%	-10.0%
Mathematics	21.0%	18.8%	24.8%	29.9%	8.9%
Reading/Math Combined*	31.0%	25.3%	31.1%	30.5%	-.5%

Figure 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

Student Achievement-

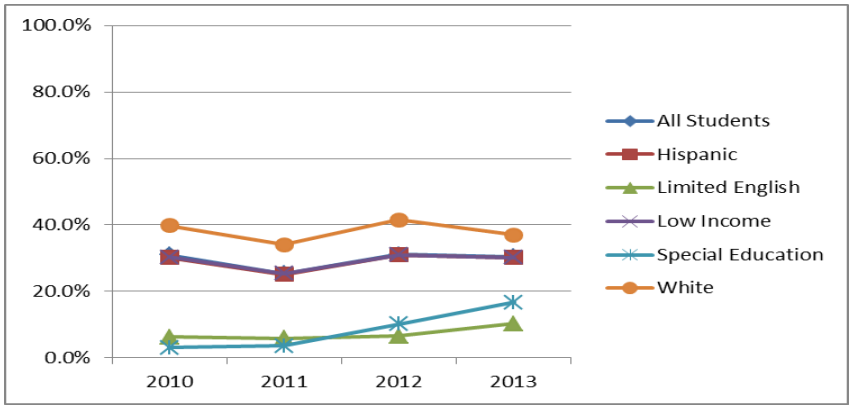
Subgroup Data

Source: OSPI State Report Card

Table 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Washington Middle School	2010	2011	2012	2013
All Students	31.0%	25.3%	31.1%	30.5%
Hispanic	30.2%	25.1%	30.9%	30.2%
Limited English	6.2%	5.9%	6.6%	10.3%
Low Income	30.3%	25.4%	31.0%	30.2%
Special Education	3.1%	3.6%	10.2%	16.7%
White	39.7%	34.0%	41.5%	37.0%

Figure 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

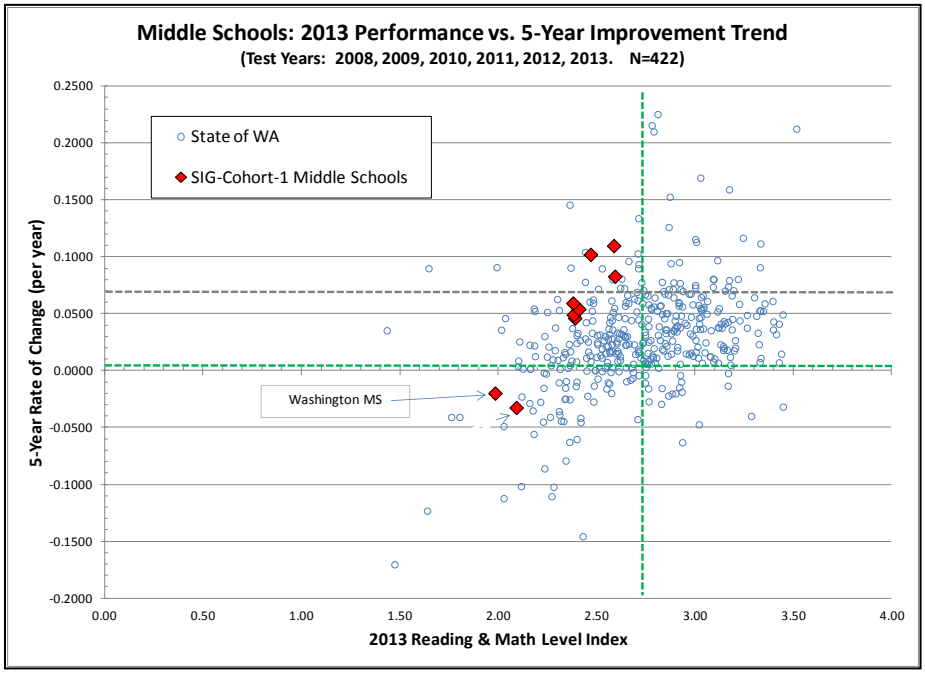


Student Achievement-

Whole School

Source: Center for Educational Effectiveness and OSPI State Report Card

Figure 5. Five-Year Improvement Trend from 2009 to 2013



2013 School Data Dashboard

Site:	Washington MS
District:	Yakima

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Reading 2013	Reading 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 6	23.8%	28.9%	↓	-5.1%		Below	Grade 6		-4.9%	-4.9%
Grade 7	31.4%	36.2%	↓	-4.8%		Below	Grade 7		-1.7%	0.5%
Grade 8	34.1%	46.2%	↓	-12.1%		Below	Grade 8		-3.5%	-3.8%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Math 2013	Math 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 6	18.0%	21.9%	↓	-3.9%		Below	Grade 6		1.6%	1.6%
Grade 7	44.5%	34.4%	↑	10.1%		Below	Grade 7		4.3%	4.5%
Gr. 8 (MSP)	22.3%	15.4%	↑	6.9%		Below	Gr. 8 (MSP)		-1.4%	0.7%

WRITING

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Writing 2013	Writing 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 7	40.2%	47.7%	↓	-7.5%		Below	Grade 7		-2.5%	-0.4%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Science 2013	Science 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Gr 8. (MSP)	20.5%	30.8%	↓	-10.3%		Below	Gr 8. (MSP)		3.4%	3.7%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the School's 2013 results to the District's to determine whether the school is above or below the district (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

The Center for Educational Effectiveness

2013 School Data Dashboard

Site:	Washington MS
District:	Yakima

READING: Impact of Programs for Level-1 Students

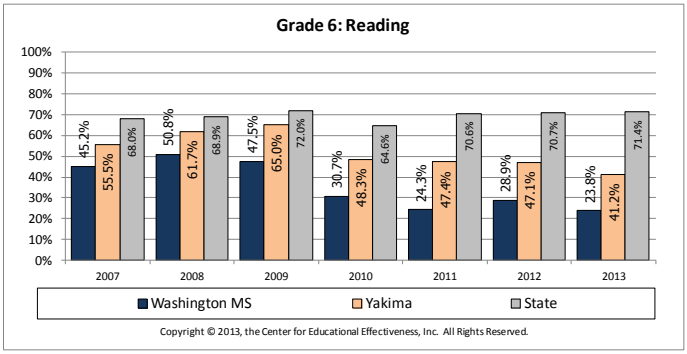
	STATUS (Percent at Level-1)						5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)		Is Level-1 larger than the District?			School Trend vs. District	School	District
Grade 6	30.8%	26.0%	🔴	4.8%	Larger	🔴	Grade 6	🟡	2.6%	2.0%
Grade 7	18.6%	23.1%	🟢	-4.5%	Larger	🔴	Grade 7	🟡	0.0%	-0.1%
Grade 8	35.5%	24.9%	🔴	10.6%	Larger	🔴	Grade 8	🔴	3.4%	2.3%

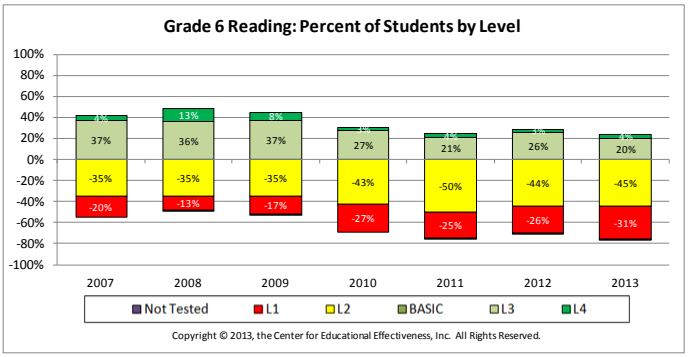
MATH: Impact of Programs for Level-1 Students

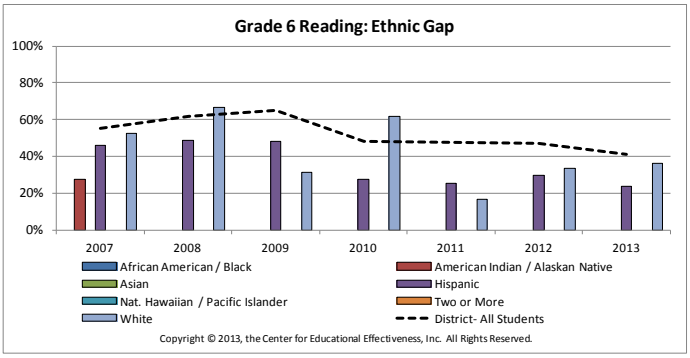
	STATUS (Percent at Level-1)						5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)		Is Level-1 larger than the District?			School Trend vs. District	School	District
Grade 6	58.6%	50.0%	🔴	8.6%	Larger	🔴	Grade 6	🟡	-1.5%	-1.0%
Grade 7	28.6%	40.3%	🟢	-11.7%	Larger	🔴	Grade 7	🟡	-5.9%	-5.2%
Grade 8	47.9%	54.8%	🟢	-6.9%	Larger	🔴	Grade 8	🔴	1.3%	-0.8%

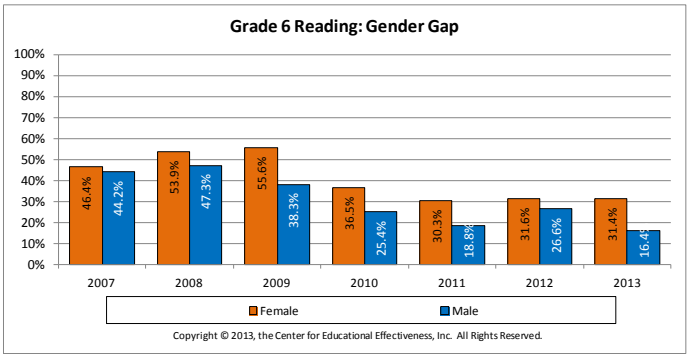
Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of programs for struggling students. For Change, we want the percentage of students at Level-1 to decline– i.e., negative values are best. The 5-year Trend looks at whether the school is shrinking it's percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students performing at Level-1.

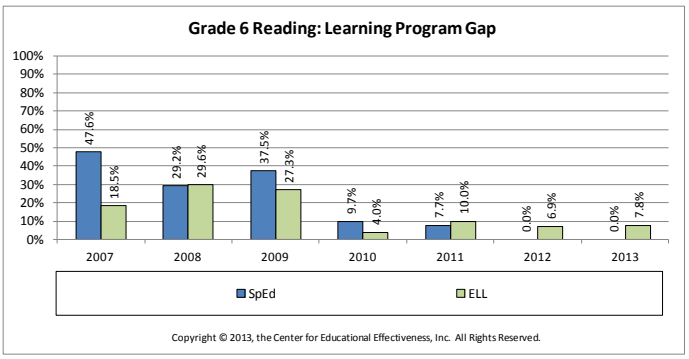
Reading Grade 6

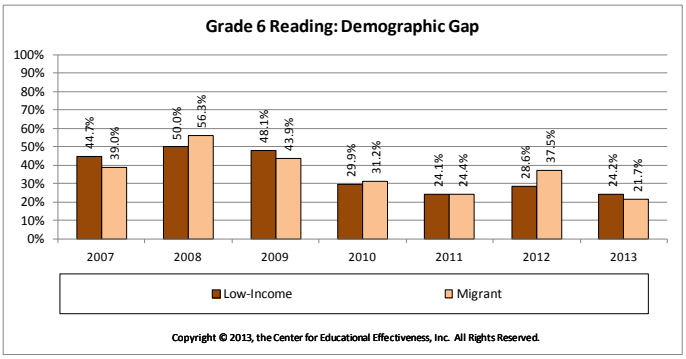




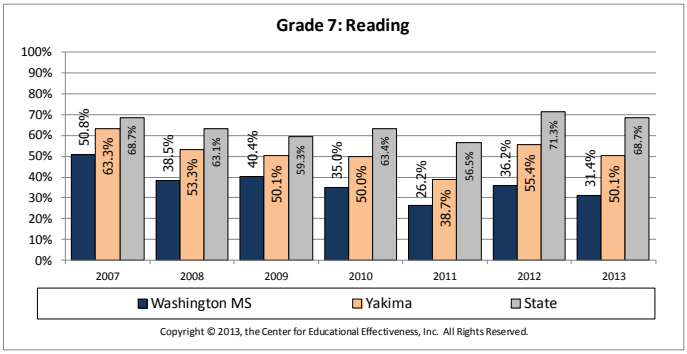


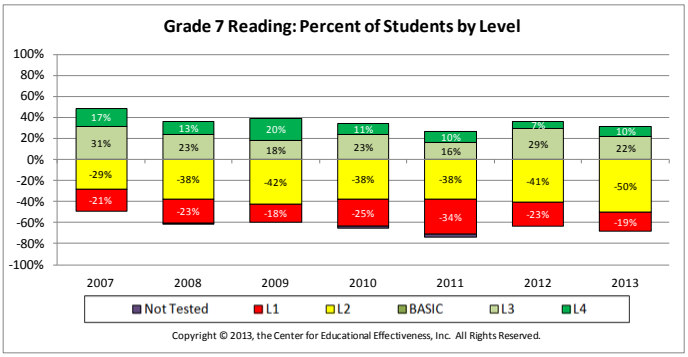


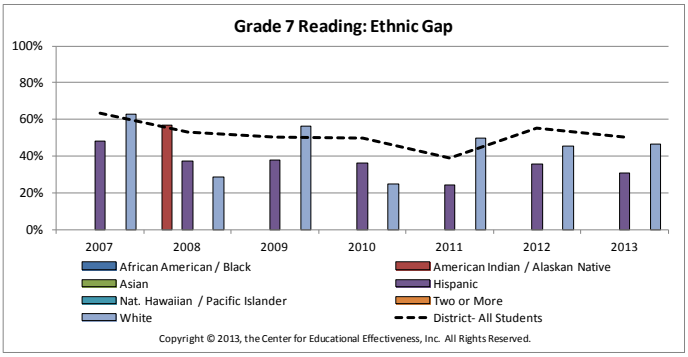


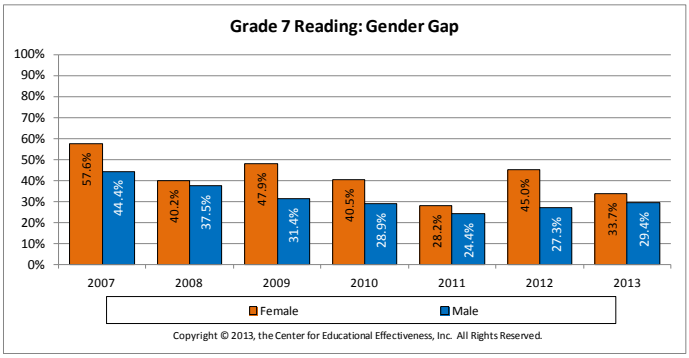


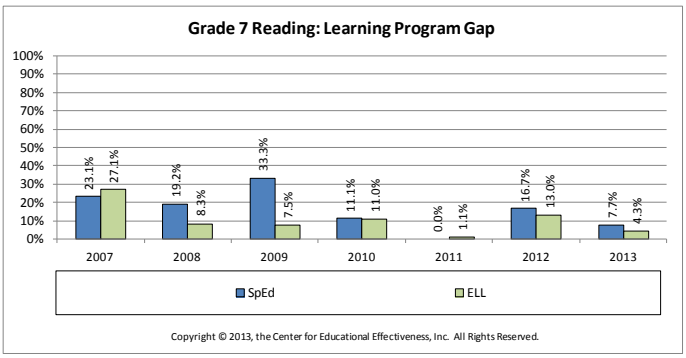
Reading Grade 7

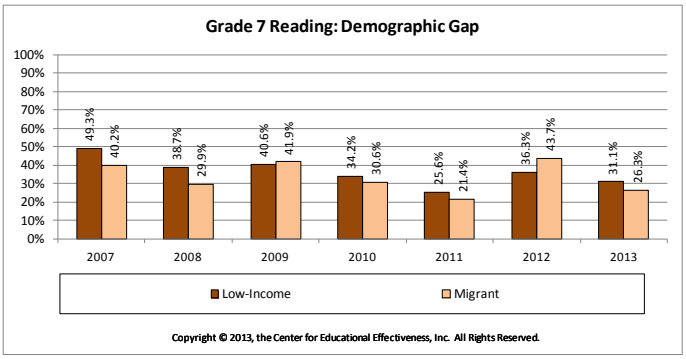




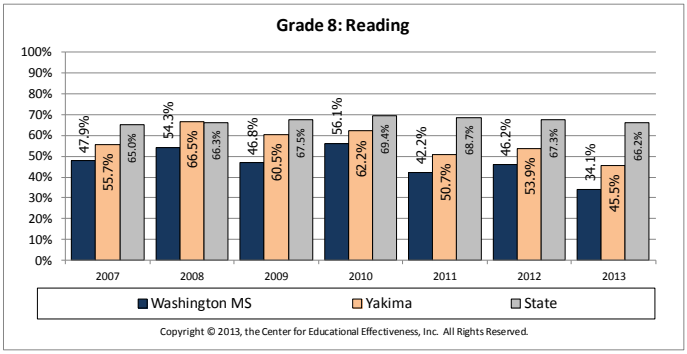


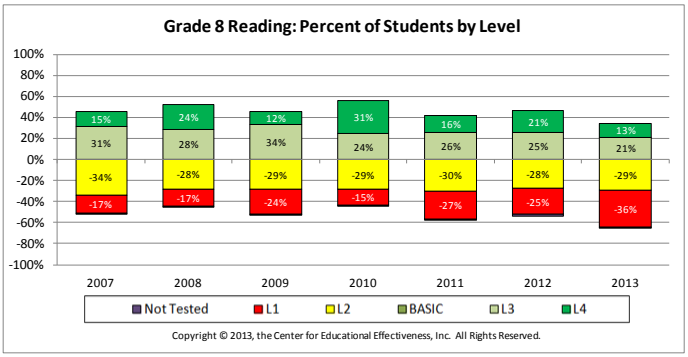


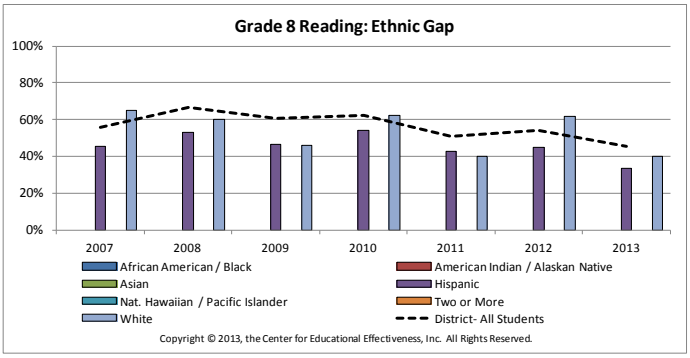


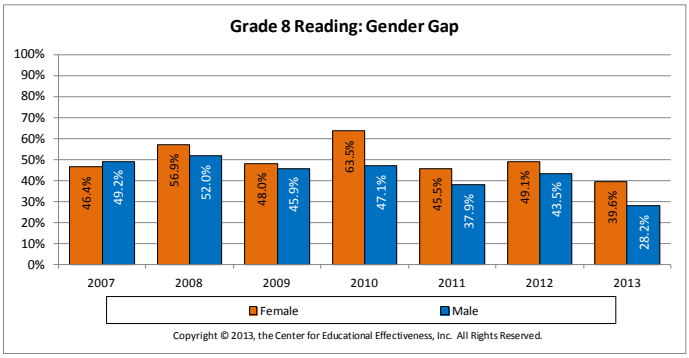


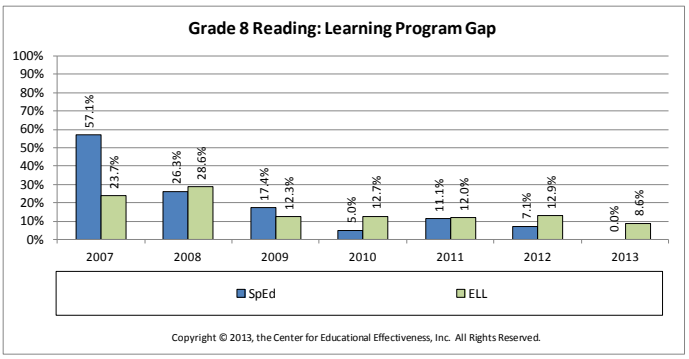
Reading Grade 8

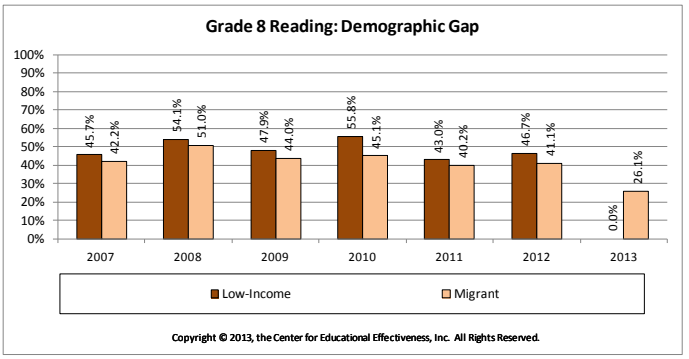




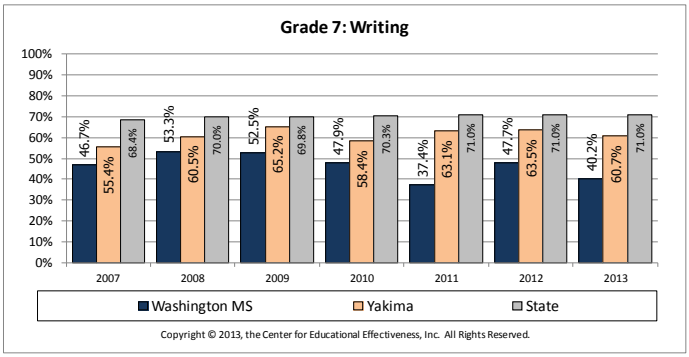


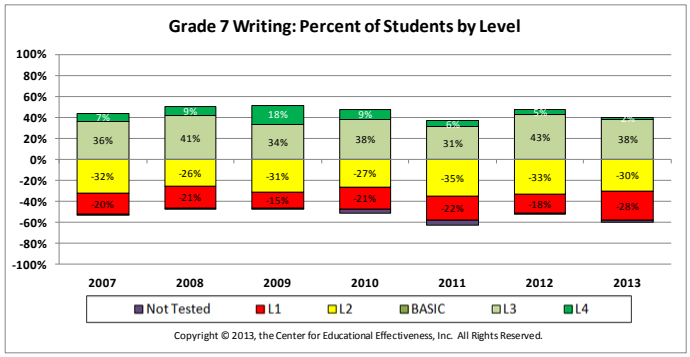


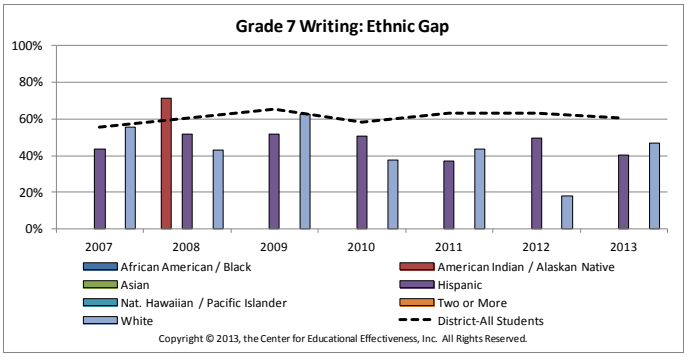


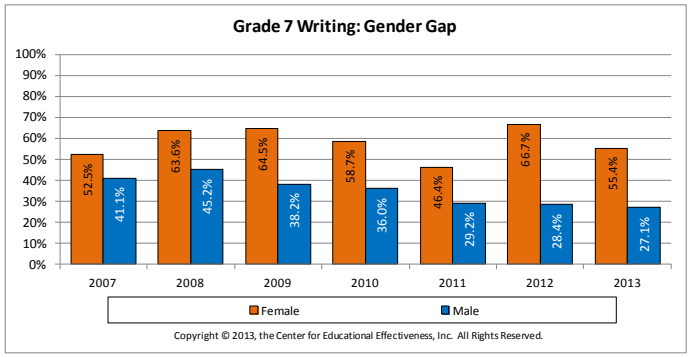


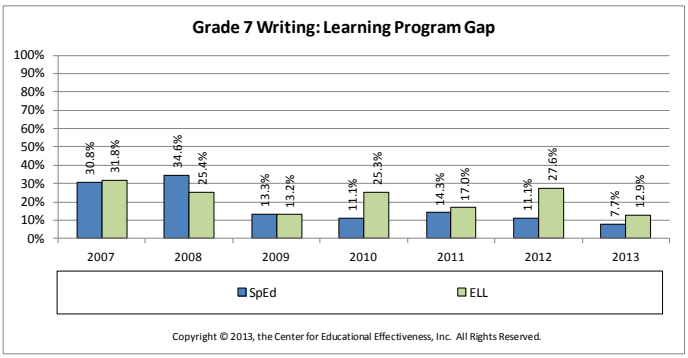
Writing Grade 7

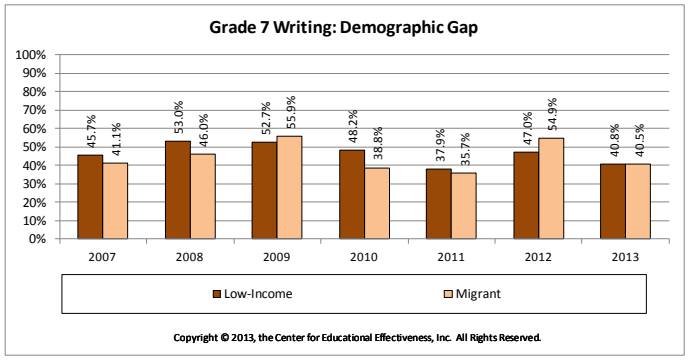




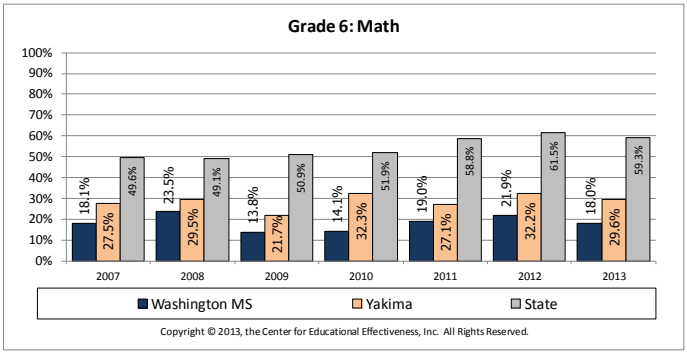


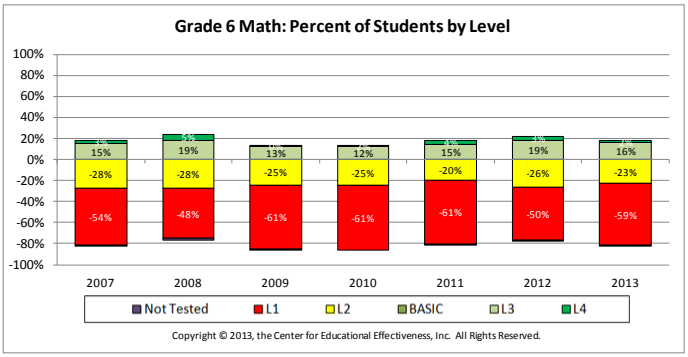


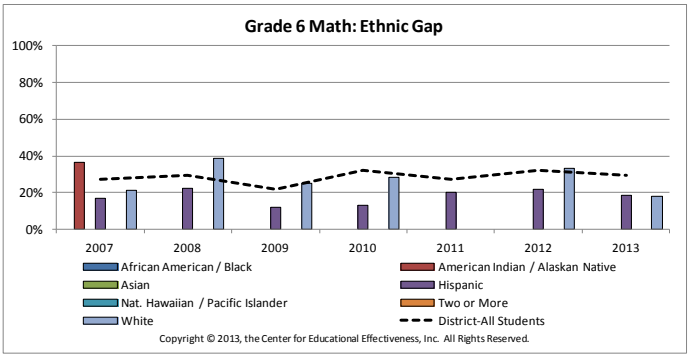


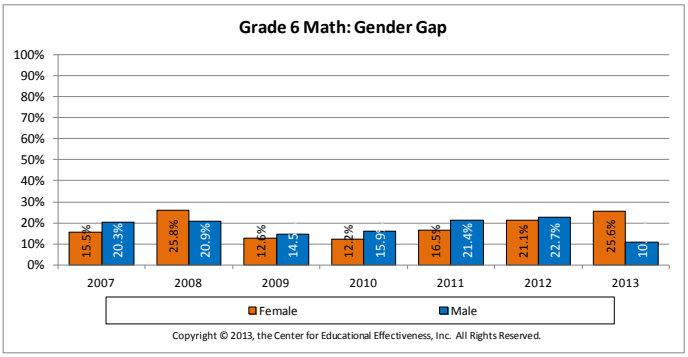


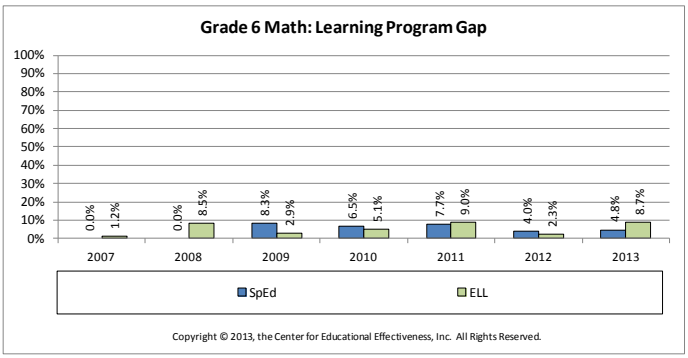
Math Grade 6

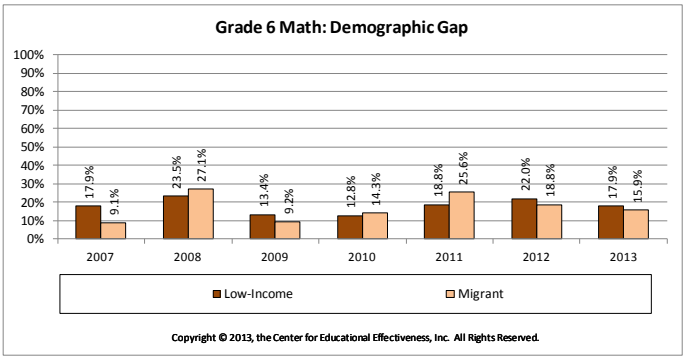




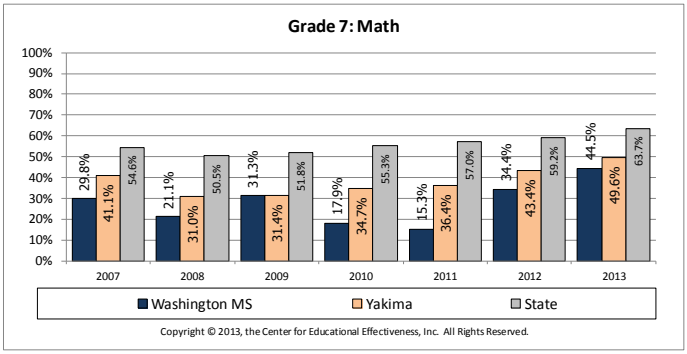


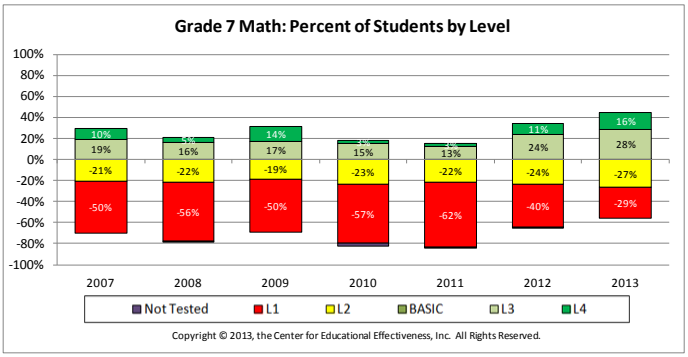


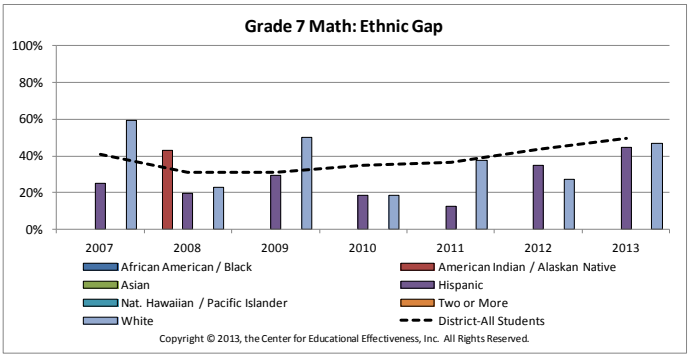


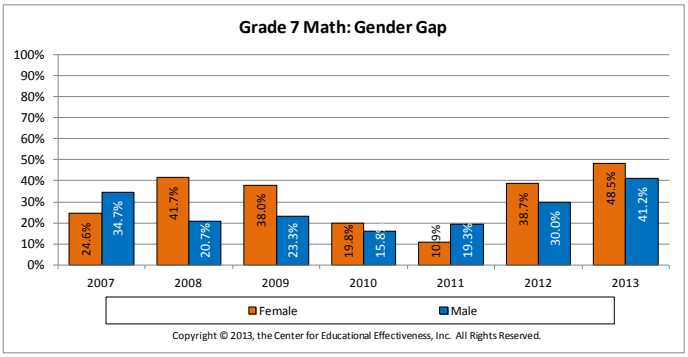


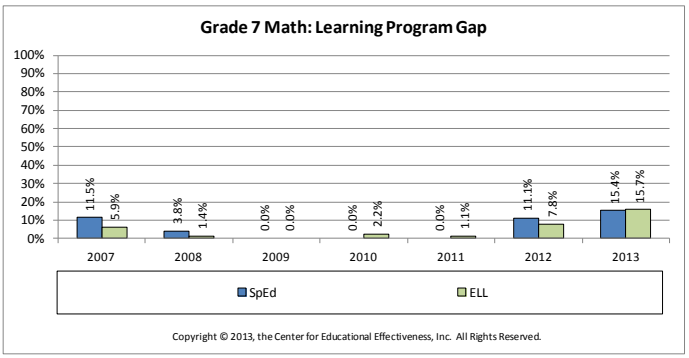
Math Grade 7

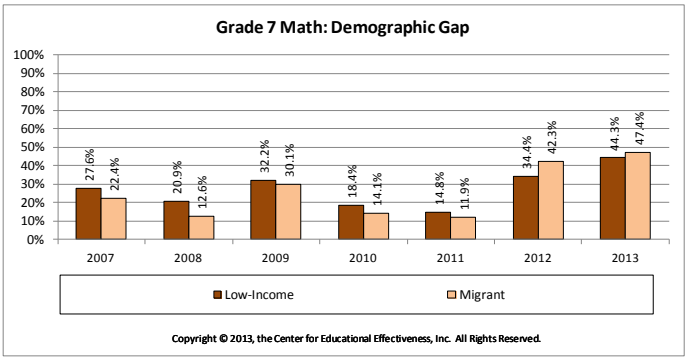




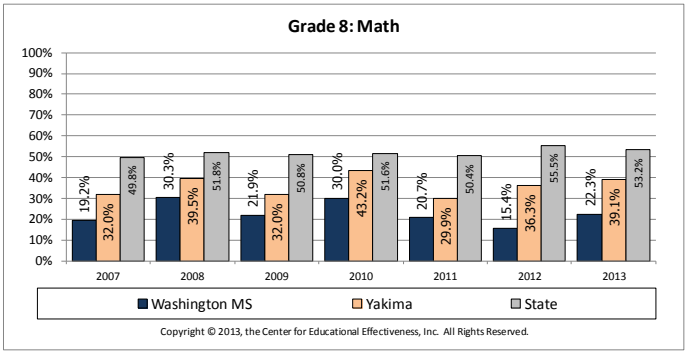


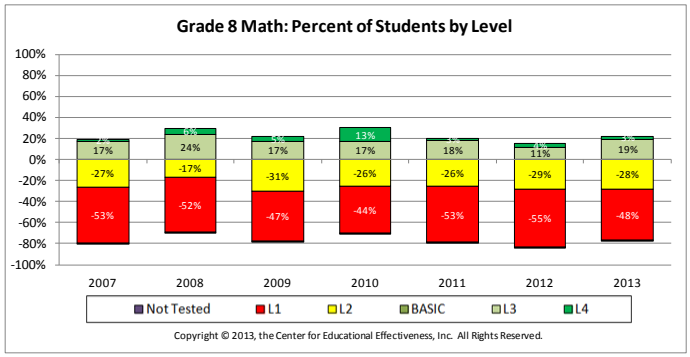


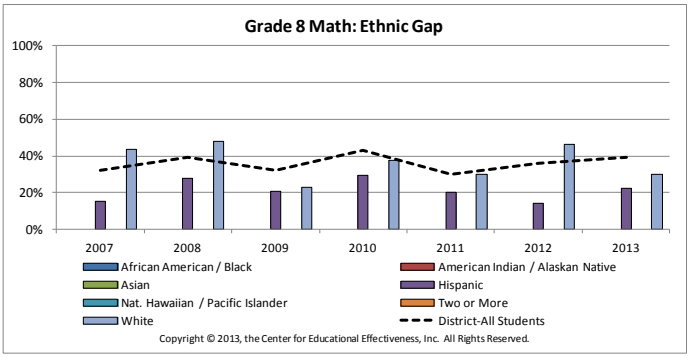


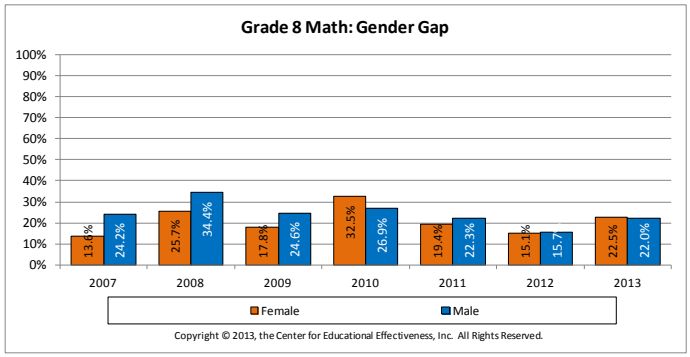


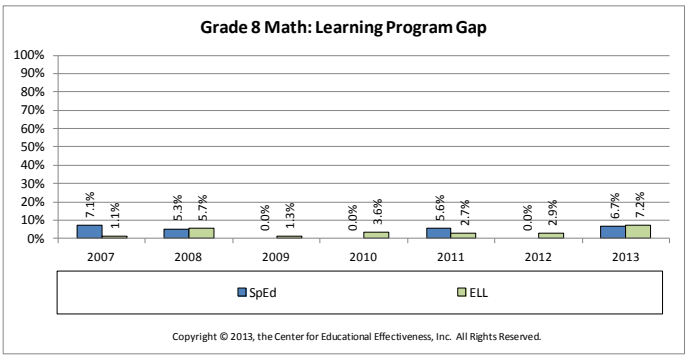
Math Grade 8

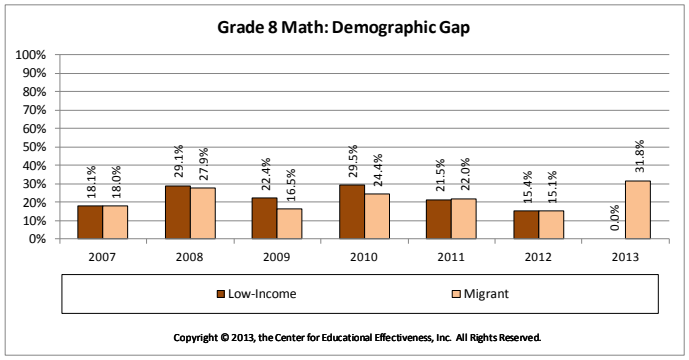








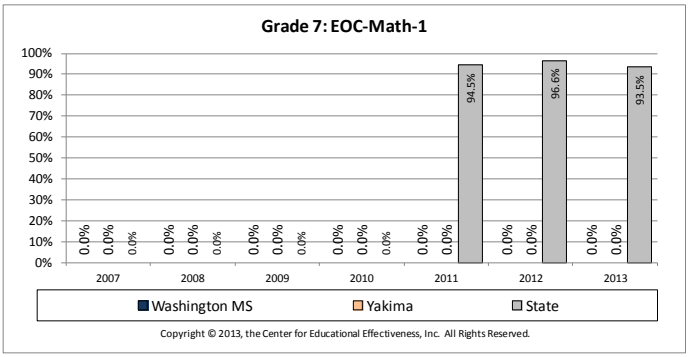




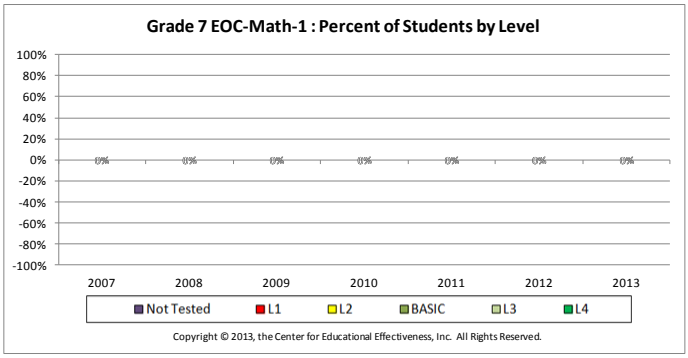
End-of-Course Math-1 Grade 7

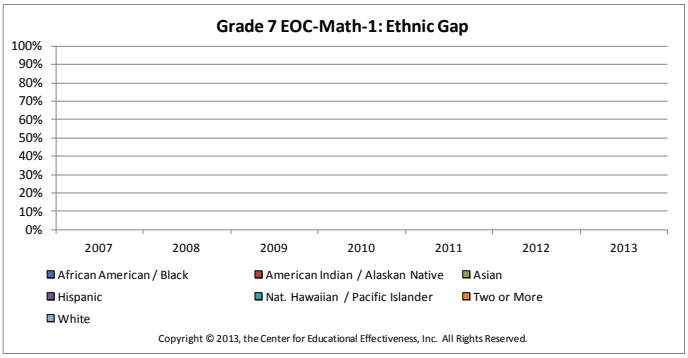
NOTE: End-of-Course assessments are not taken by all students at this grade level

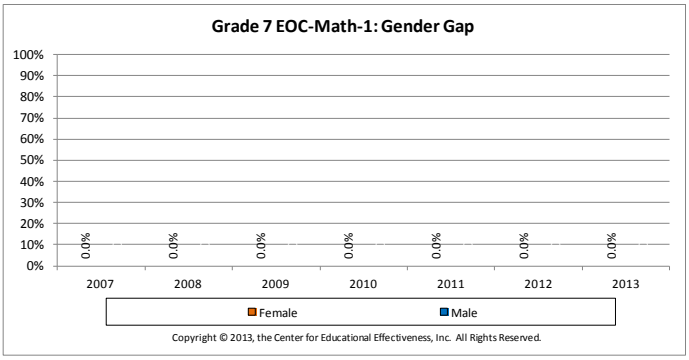
% Meeting Standard includes students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

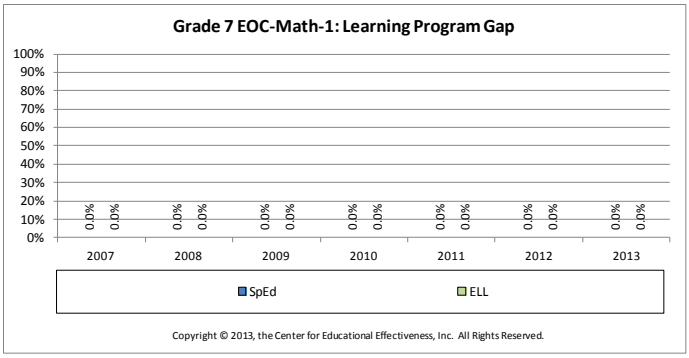


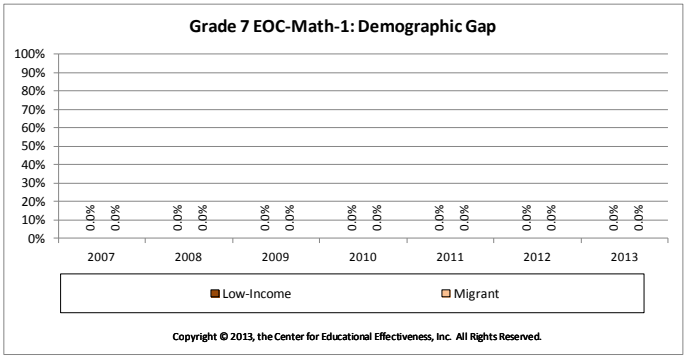
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.







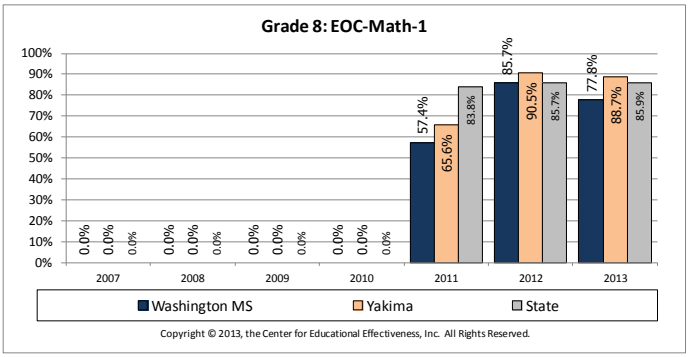




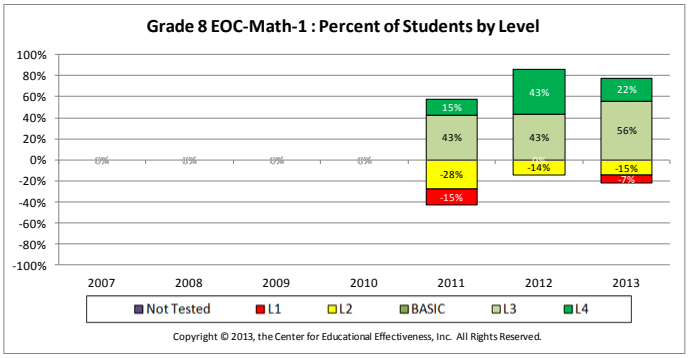
End-of-Course Math-1 Grade 8

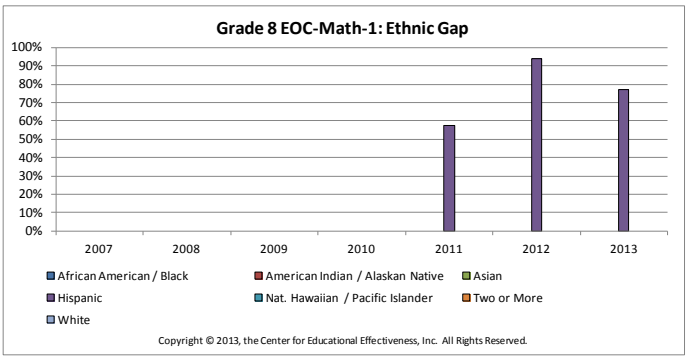
NOTE: End-of-Course assessments are not taken by all students at this grade level

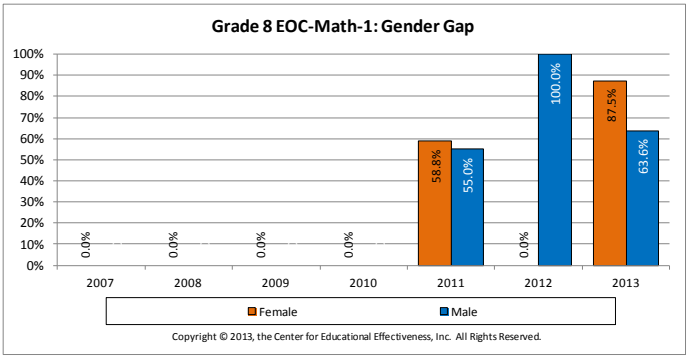
% Meeting Standard includes students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

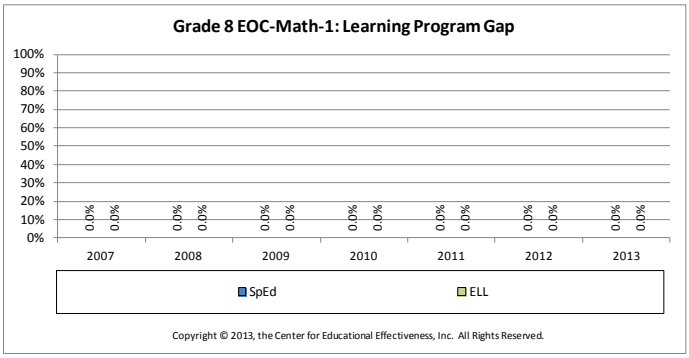


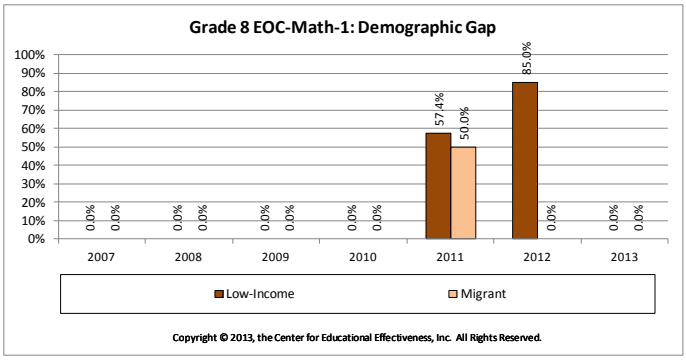
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.







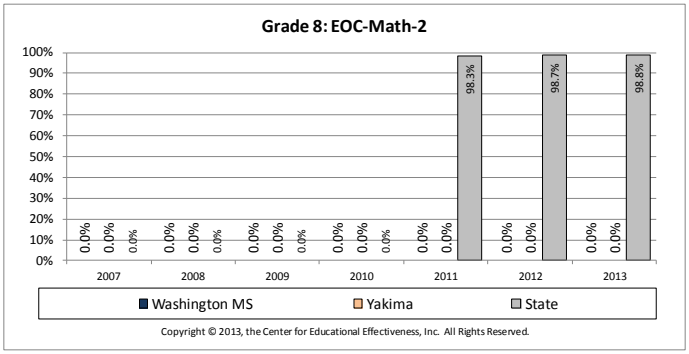




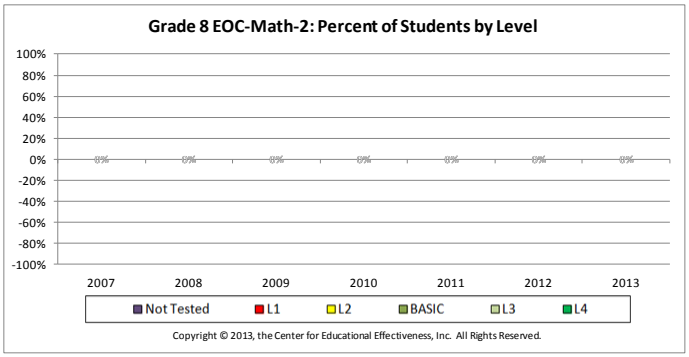
End-of-Course Math-2 Grade 8

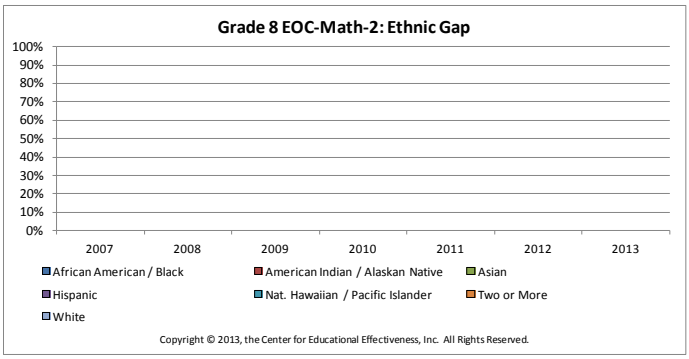
NOTE: End-of-Course assessments are not taken by all students at this grade level

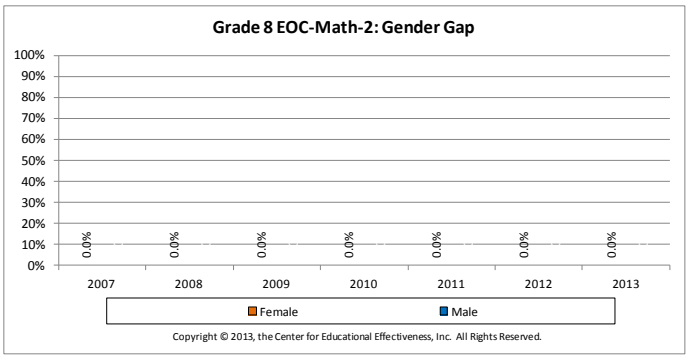
% Meeting Standard includes students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

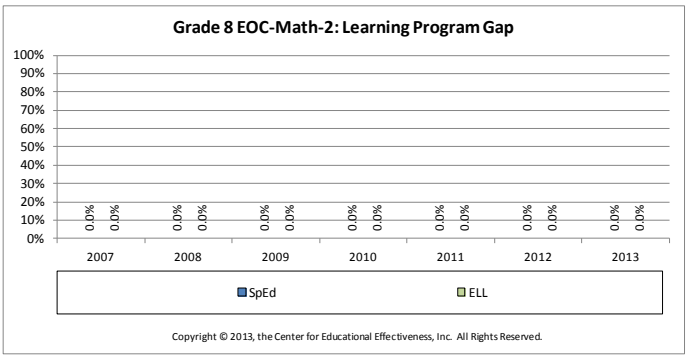


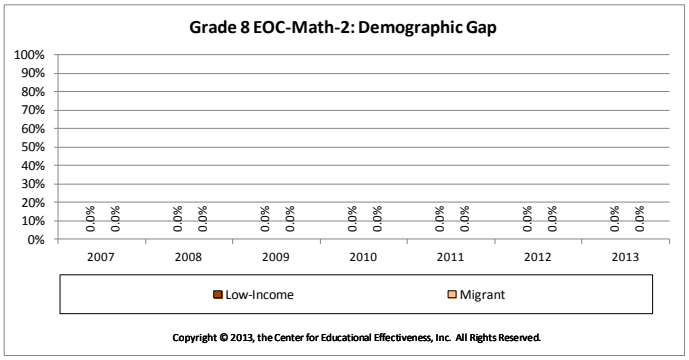
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.



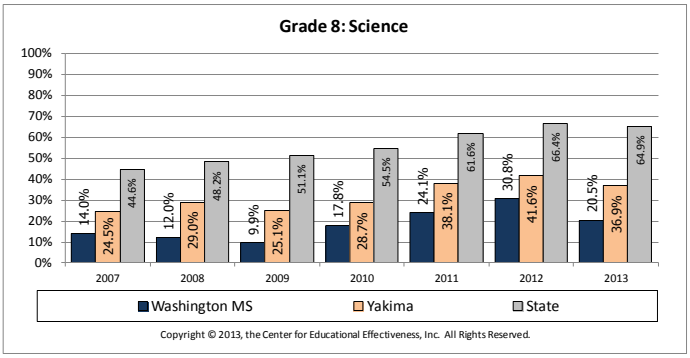


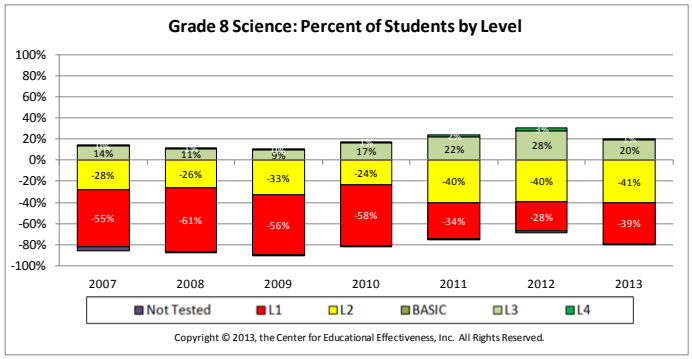


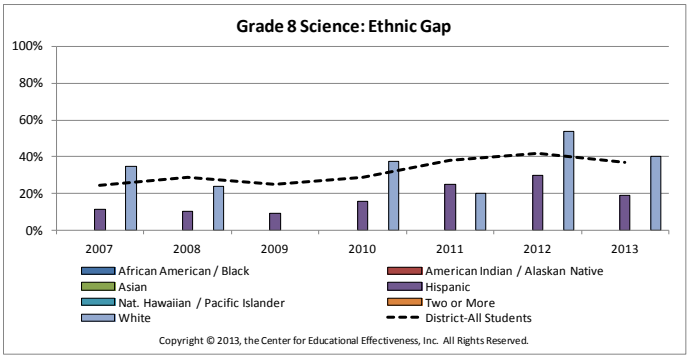


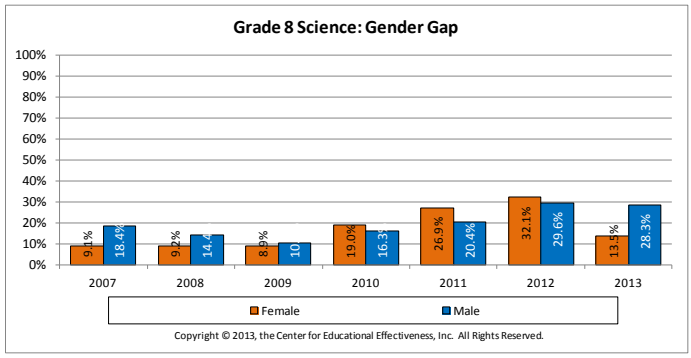


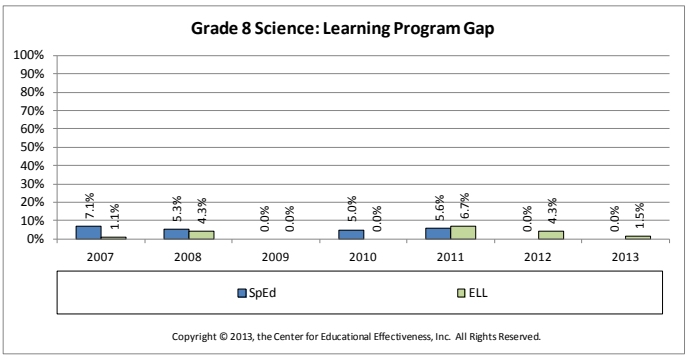
Science Grade 8

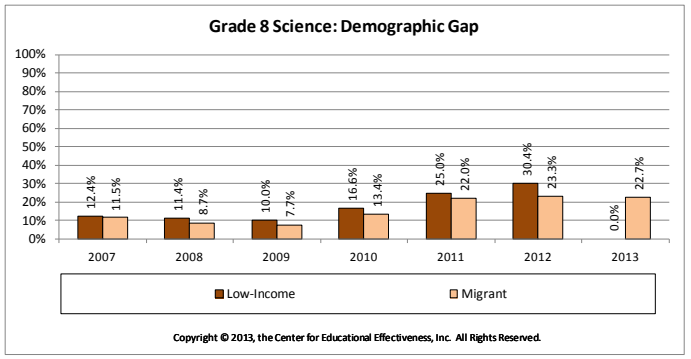








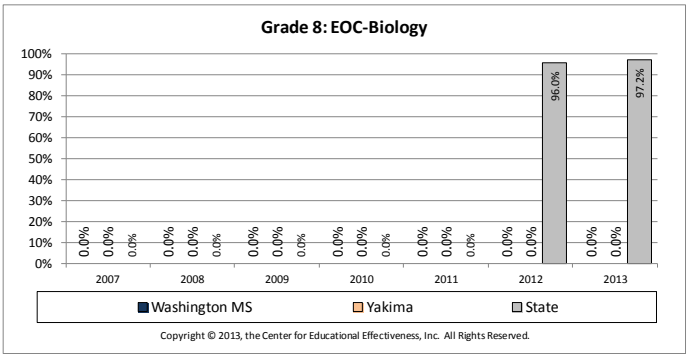




End-of-Course Biology Grade 8

NOTE: End-of-Course assessments are not taken by all students at this grade level

% Meeting Standard includes students who "previously passed" the assessment in an earlier test window and are in this grade cohort.



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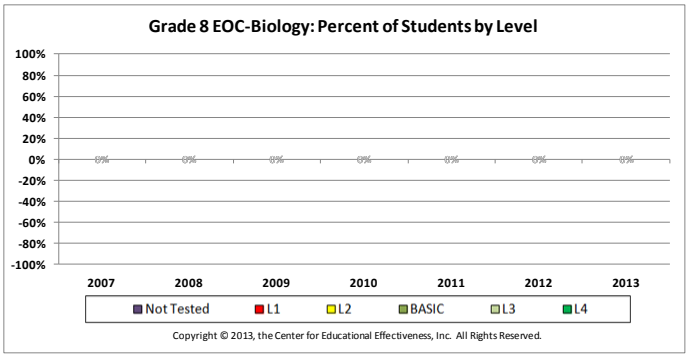

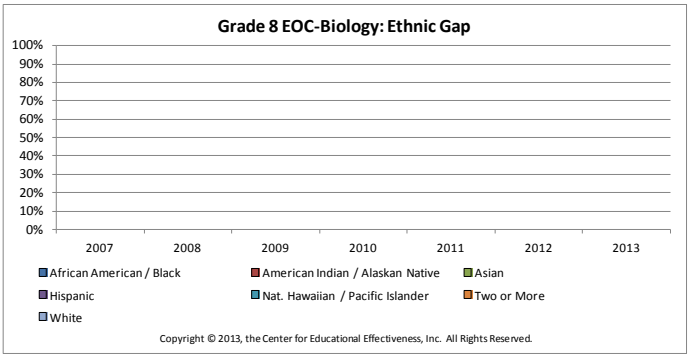

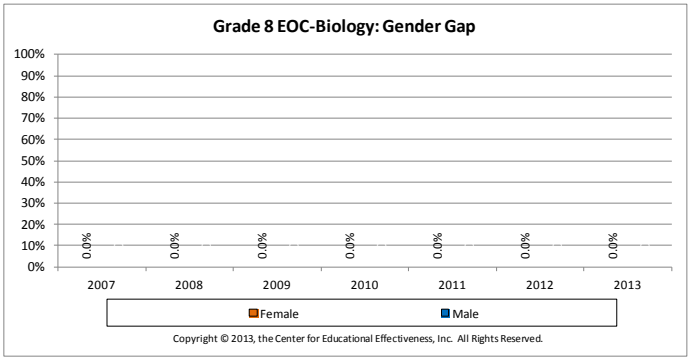

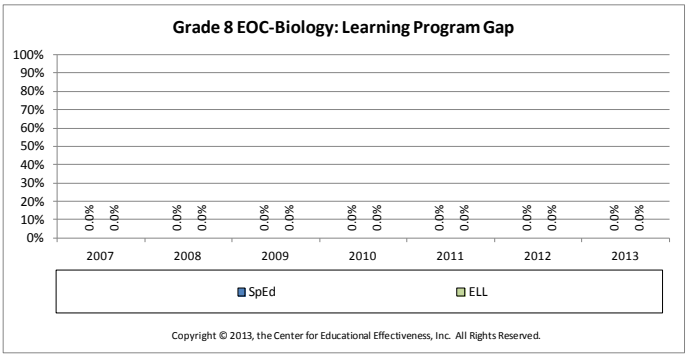

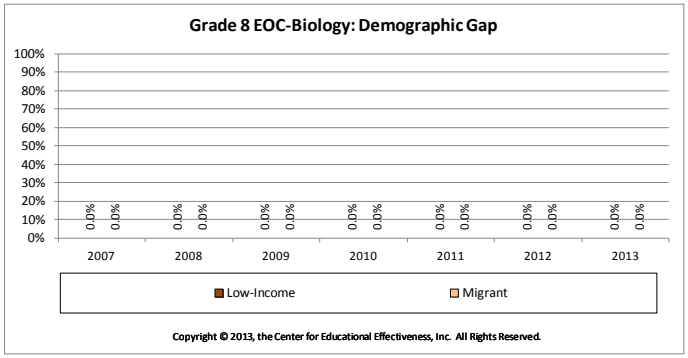

Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

Updated with 2013 Data

The Center for Educational Effectiveness

Special NOTE

The charts on the following pages contains vertical (dotted) red lines showing the thresholds for identification using 2010, '11, and '12 results.

These thresholds have NOT been updated for 2013 results!

District	YAKIMA
School	WASHINGTON MS

2013 UPDATE NOTES

This report provides graphs of the All-Students and subgroup views showing both your 2010-2011-2012 three-year view (used in spring-2013 for Flexibility Waiver designation) and the 2011-2012-**2013** UPDATED view.

Interpreting the two data points on each chart:

◆ 2010, 2011, 2012 Results

▲ 2011, 2012, 2013 Results

Better Data. Better Decisions. Better Schools.

Questions? Info@effectiveness.org or
www.effectiveness.org

Summary of Performance vs. Improvement

3-Year Academic Achievement Performance Characteristics

The Center for Educational Effectiveness

It is important to understand the key points in the calculations used to identify Priority, Focus, and Emerging Schools.

Points to consider:

- The data includes only continuously enrolled students.
- No margin of error is applied.
- Subgroups by Content Area: The "N of 20" (N>=20) rule is applied in each content area (Reading and Mathematics). In order to be considered, the sum of all students tested in BOTH Reading AND Mathematics must have been at least 20 students. This applies to all subgroups.
- For example, if a K-5 elementary school had 8, 7 and 6 English learners tested in grades 3, 4, and 5 respectively in Reading and in Mathematics, total tested would be 21 in Reading and 21 in Mathematics. Therefore, the total would satisfy the "N of 20" rule for BOTH Reading and Mathematics, and performance would be reported for that subgroup.

Subgroup Details

The size of the subgroup should be a factor as you analyze and act upon the data contained in this report.

Average Subgroup Sizes (3 year average of students tested) (2011, 2012, and 2013 Testing Years)	**Size**
All Students	572
American Indian	5
Asian/Pacific Islander	0
Black/African American	6
Hispanic	529
Limited English	205
Low Income	557
Special Education	46
White	28

Note: In order for a subgroup to be considered, the N of 20 rule must be met in each of the three years used to identify the school as Priority, Focus, or Emerging. Therefore, a school ***could have an average greater than or equal to 20 in the table above but not have a point on the graphs on subsequent pages).***

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All Students View

WASHINGTON MS

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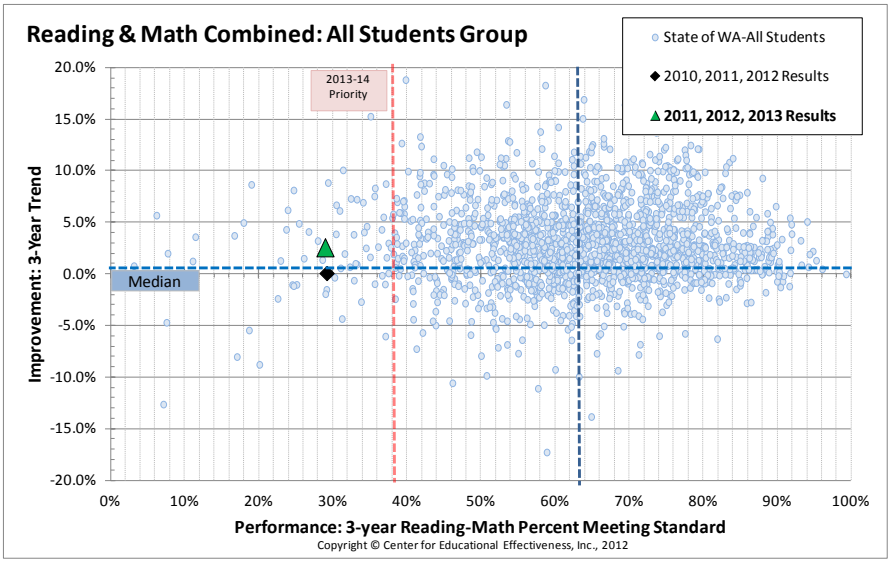
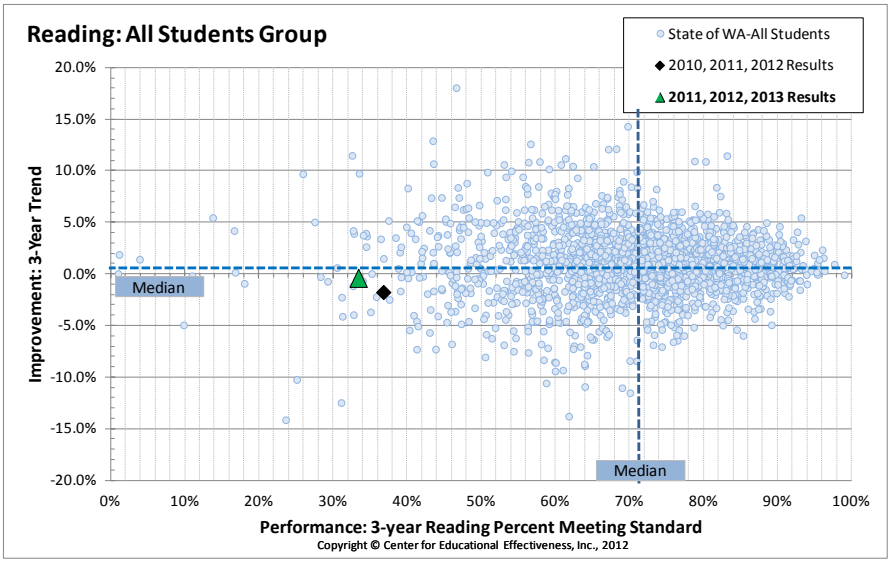
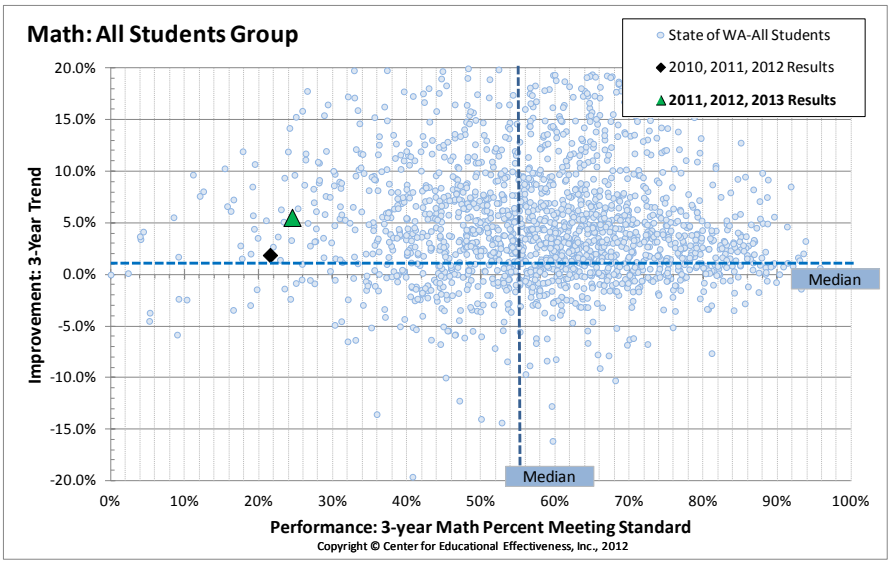


Content-specific graphs below: These are not used in designation but are provided to assist your planning activities





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Limited English

WASHINGTON MS

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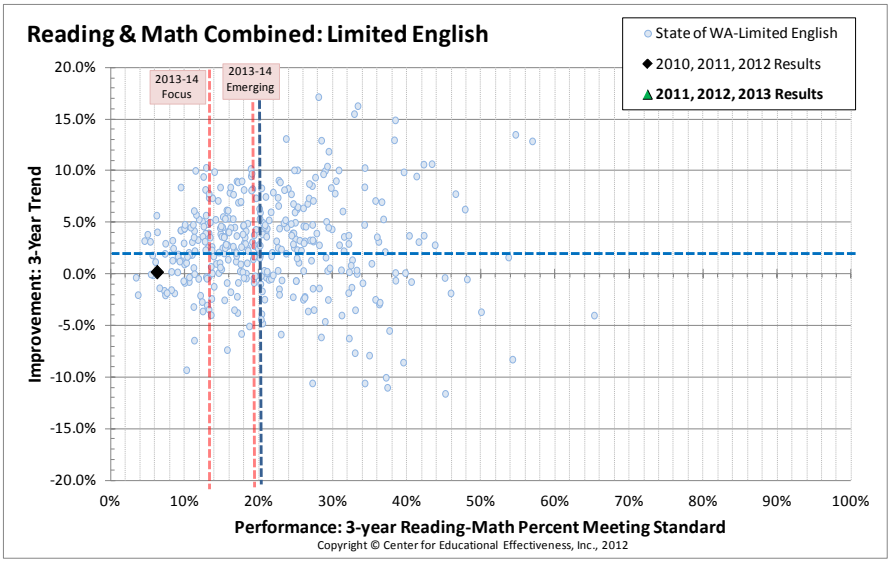

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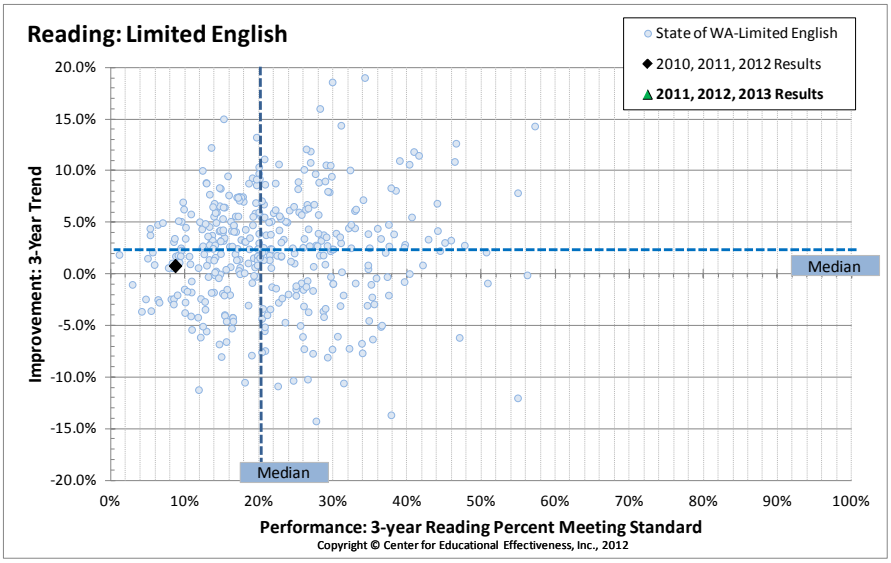

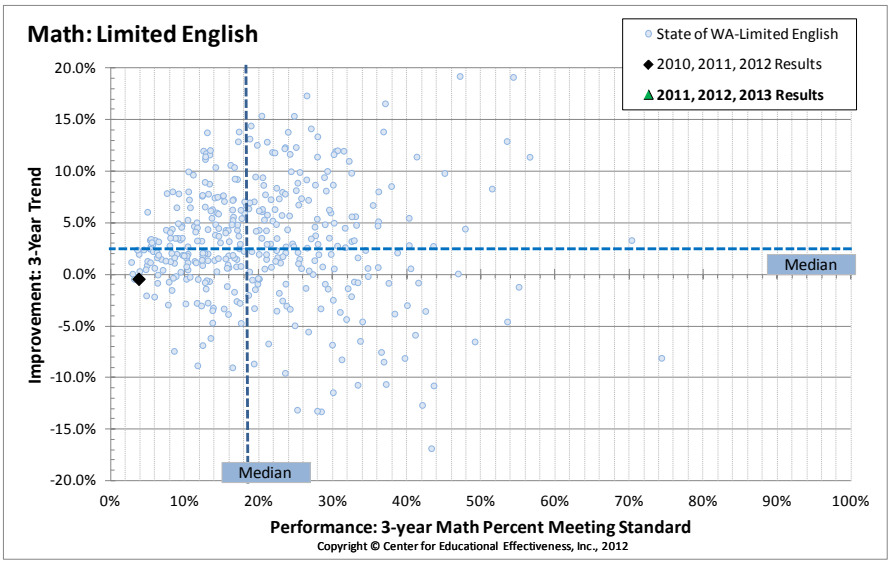

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Students with Disabilities (Special Education)

WASHINGTON MS

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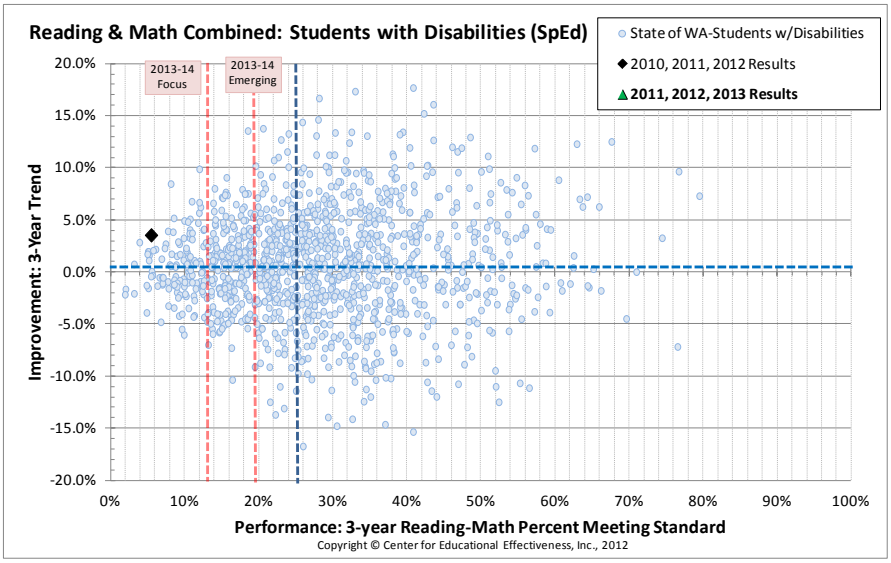

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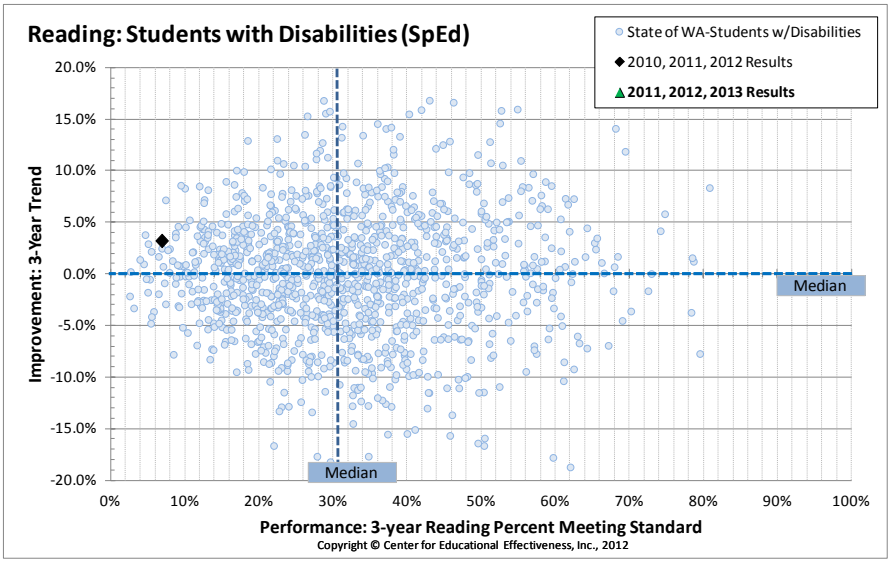

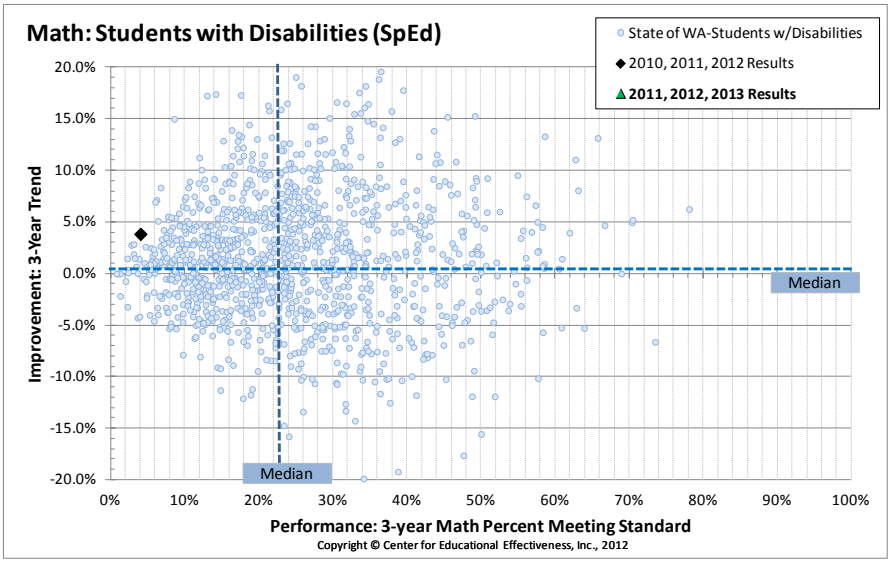

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Low-Income

WASHINGTON MS

Special NOTE

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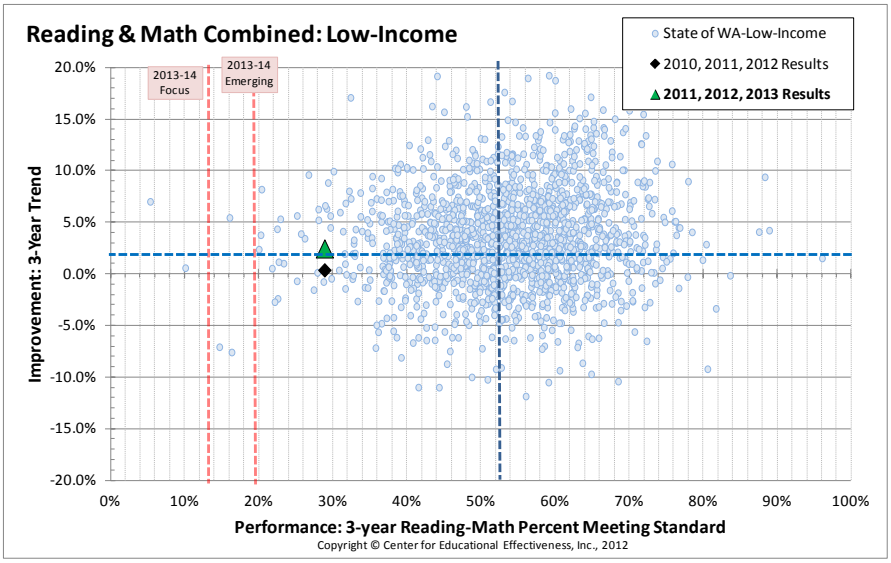

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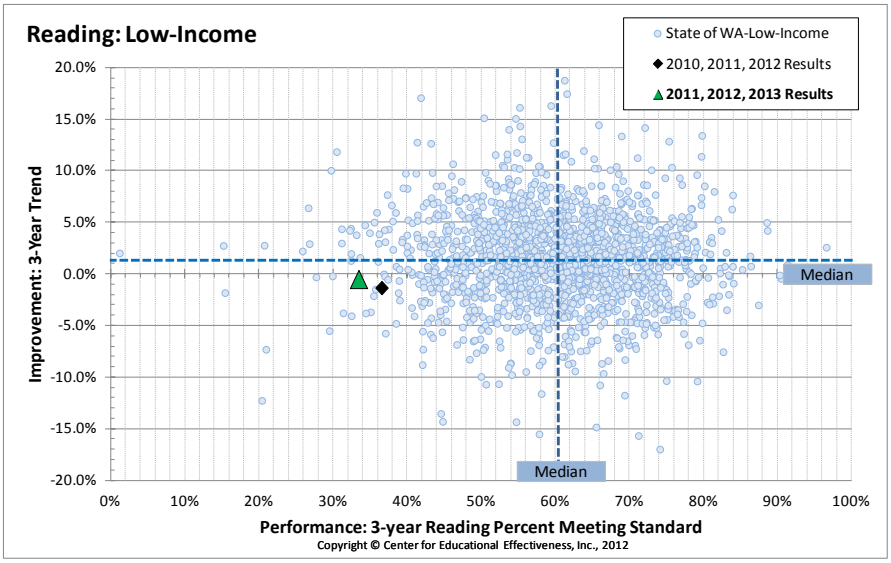

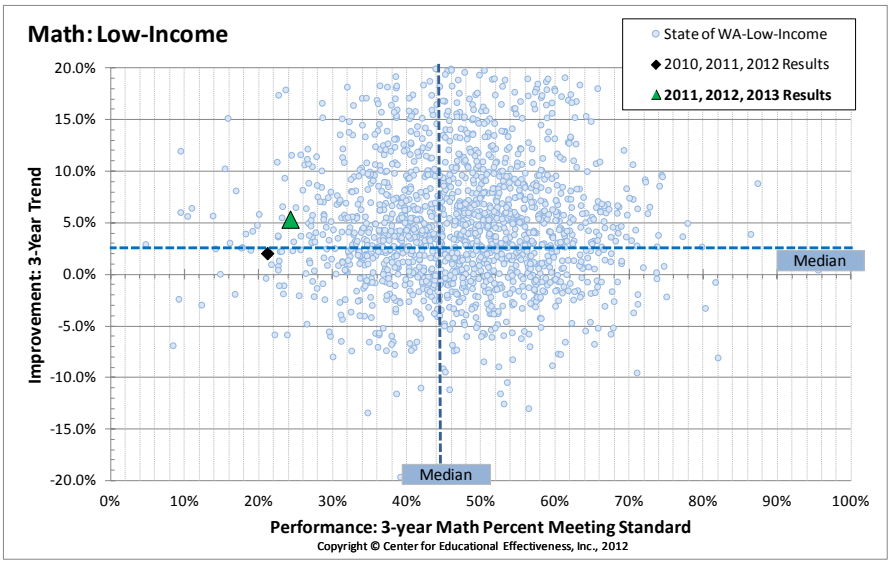

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Hispanic

WASHINGTON MS

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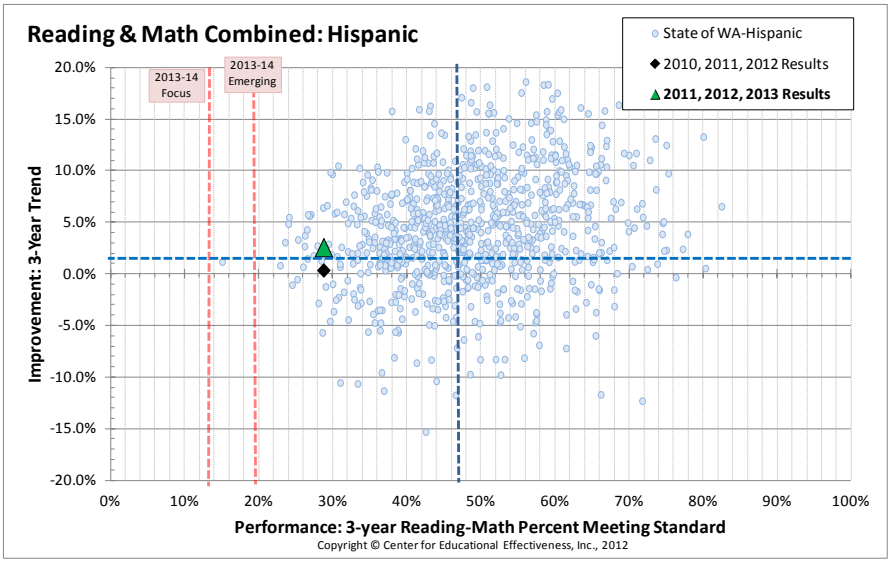

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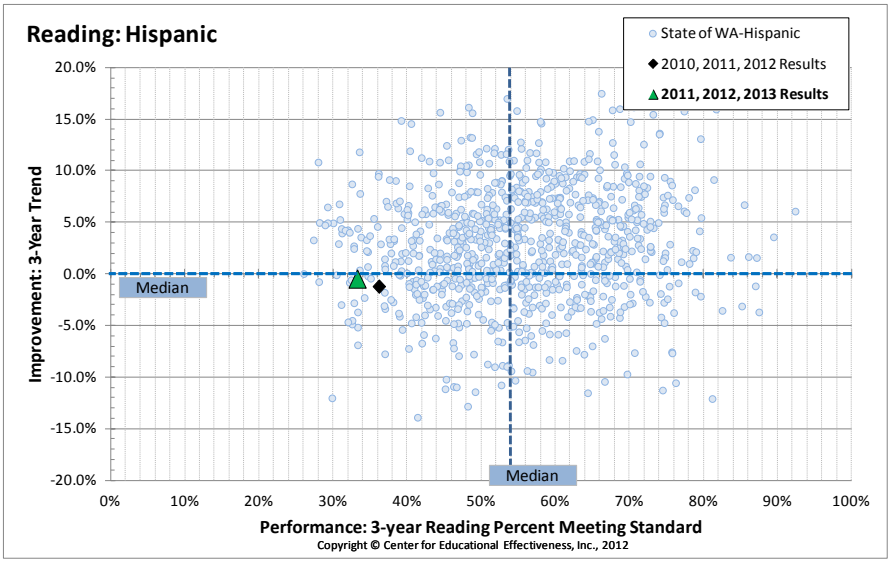

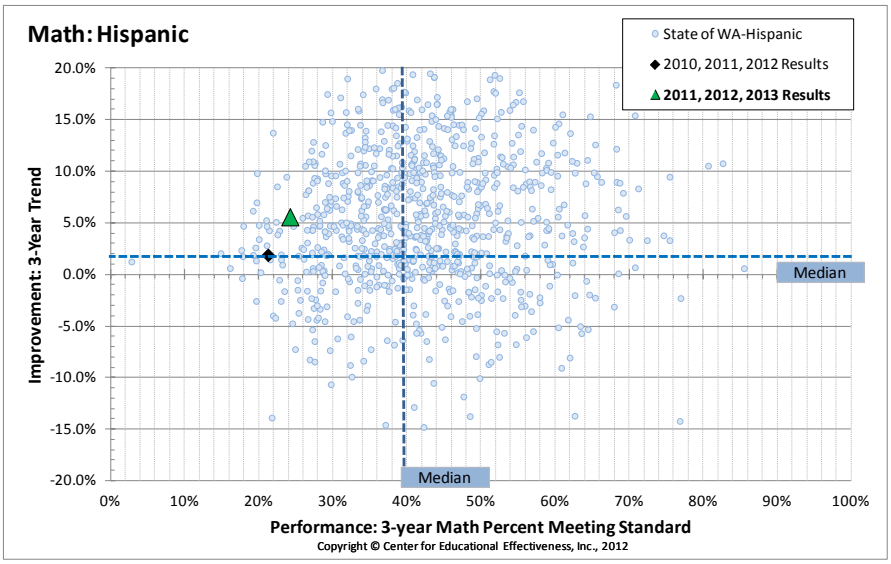

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White

WASHINGTON MS

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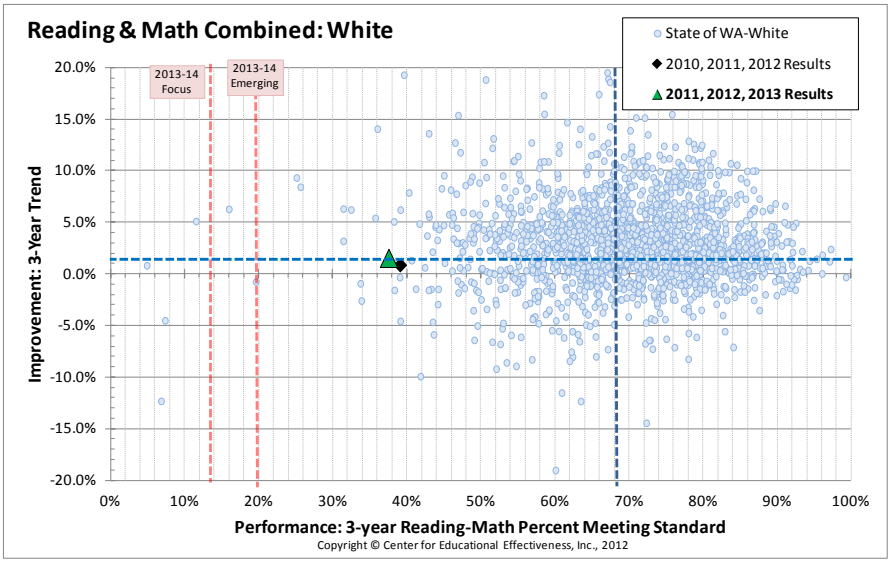

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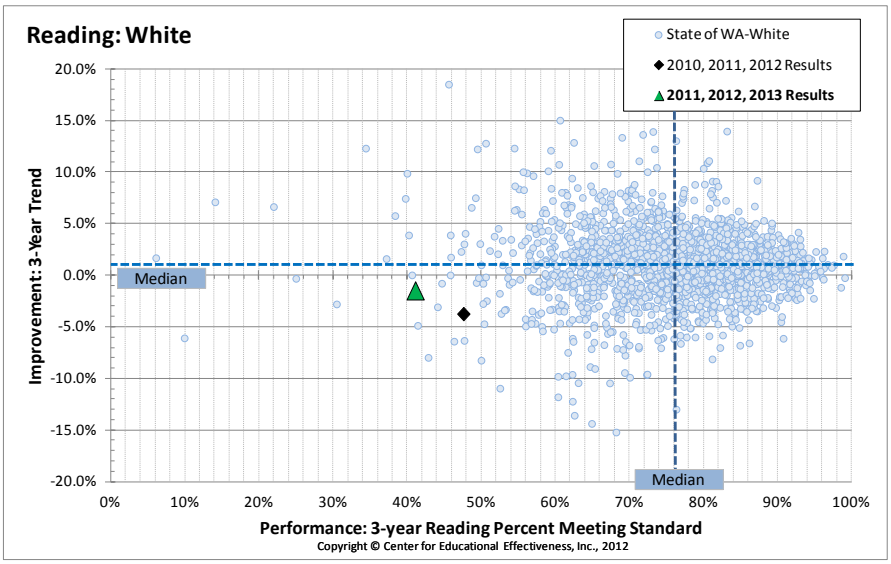

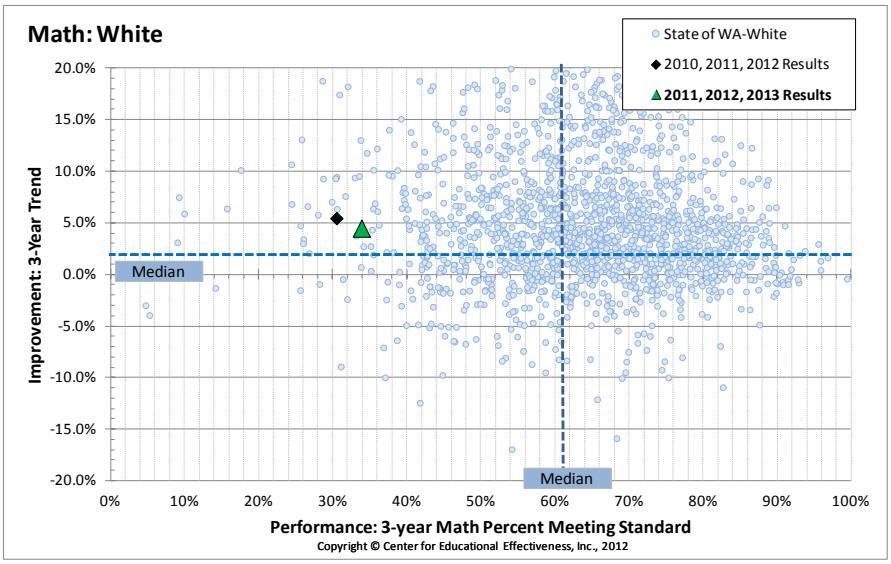

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