2015 District Accountability Report

Tahoma School District

Quality Learning Every Day in Every Classroom for Every Child

All Students Future Ready

Accountability

Accountability supported by data driven decision making at all levels in the system

Tahoma Report Card – Board Goals & Targets			2010	2011	2012	2013	2014	2015
	5.	# schools Achievement Index increase over prior year			4	5	*Field test*	~ Feb
Early Literacy	6.	% students reading at benchmark (All Gr K-2)	92%	86%	91%	90%	89%	87%
Proficiency on State Standards	7.	% meet standard Reading MSP/HSPE/SBA (All Gr 3-10)	84%	85%	87%	88%	*Field test*	74%
	8.	% meet standard Writing MSP/HSPE/SBA (All Gr 3-10)	89%	87%	90%	88%	*Field test*	
	9.	% meet standard Math MSP/HSPE/EOC/SBA (All Gr 3-10)	73%	78%	78%	79%	*Field test*	67%
	10.	% meet standard Science MSP/HSPE/EOC (All Gr 3-10)	67%	79%	83%	85%	*Field test*	80%
	11.	% students level 1 in systemic intervention (read & math)						
Meet Grad Requirements	12.	% Gr 10 students on-track for graduation						
	13.	On-time Graduation Rate Extended graduation rate	84% 88%	87% 89%	86% 91%	88% 92%	90% 93%	89%
Readiness for Post High School Success	14.	% Gr 11 Students College & Career Ready (ELA & math)			*Baseline 2016*			
	15.	% Students College/Career Ready – viable 13th yr plan				42%	58%	66%
	16.	% SE Graduates post high school learning and/or work	77%	74%	85%			**
	17.	2 & 4 Yr Colleges Enrolled w/in 2 yrs of HS graduation	75%	74%	70%	73%		**
	18.	College persistence (freshmen-sophomore retention)	86%	82%	85%	86%		**
	19.	2 or 4 yr College degree earned 6 yrs after HS graduation			51%	52%	41%	
Proficiency on District Standards	20.	% students Future Ready Skills						
	21.	% Senior Parents Agree student prepared FR Skills			79%	86%	78%	75%
	22.	% Senior Students Agree student prepared FR Skills			--	77%	83%	76%
Preferred Practices	23.	% proficient or higher – instructional practice focus						

Achievement Index

Accountability Measure #5
 # Schools overall Achievement Index Increases over prior year

➔ **Meaningful index ratings will begin again in 2015-16**

Washington's Achievement Index was designed to identify and recognize the state's highest-achieving schools over a two-year period. The index was developed in 2009 by the State Board of Education in partnership with the Office of Superintendent of Public Instruction. In July 2012, SBE and OSPI began to revise the Index to include, at a minimum, student growth information. This data provides a better way to view school performance, taking into account not only student achievement data but also student growth over time. Some schools that appear to have low achievement may actually demonstrate strong progress over time. With the field testing in spring 2014 the achievement index ratings have been

Tahoma School District: Revised Washington Achievement Index 2011-2013

	Overall Index Rating					Increasing Index Rating Year over Year				
School	2011	2012	2013	2014	2015	2011→2012	2012→2013	2011→2013	2013→2014*	2014→2015
GPES	6.45	6.81	6.96	6.96		Yes	Yes	Yes	--	
LWES	5.42	5.85	5.68	5.63		Yes	No	Yes	No	
RCES	5.98	5.15	6.13	6.13		No	Yes	Yes	--	
SLES	6.33	5.91	6.71	6.83		No	Yes	Yes	Yes	
CRMS	5.11	6.46	5.83	5.83		Yes	No	Yes	--	
TMS	6.17	5.72	5.75	5.75		No	Yes	No	--	
TJHS	6.38	5.97	6.50	6.64		No	Yes	Yes	Yes	
TSHS	7.06	8.08	7.65	8.17		Yes	No	Yes	Yes	

*Field testing in spring 2014, limited achievement data in 2013-14

Tahoma School District: Revised Washington Achievement Index 2011-2013

	Overall Proficiency Average					Overall Growth Average				
School	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
GPES	7.75	8.58	8.58	8.58		5.58	5.63	5.88	5.88	
LWES	7.29	7.38	7.85	7.46		4.17	4.83	4.42	4.42	
RCES	7.63	7.82	7.83	7.83		4.88	3.38	5.00	5.00	
SLES	7.00	7.51	7.53	7.83		5.88	4.83	6.17	6.17	
CRMS	6.53	7.39	7.44	7.44		4.17	5.83	4.75	4.75	
TMS	8.39	8.06	7.29	7.92		5.58	4.17	4.31	4.31	
TJHS	7.50	7.06	6.67	7.00		5.63	5.25	6.46	6.40	
TSHS	8.00	9.00	9.03	9.00		6.83	7.75	6.25	8.00	

	College and Career Readiness				
School	2011	2012	2013	2014	2015
TSHS	6.33	7.50	7.67	7.50	

Data Source: WA State Board of Education (anticipated refresh of 2015 data Feb 2016)

Accountability Measure #5 (Data updated annually in February for prior year)
State Board of Education Accountability Index overall rating for all schools

Tahoma
Glacier Park Elementary

Proficiency

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	9.00	10.00	10.00	10.00	
Math	9.00	9.00	9.00	9.00	
Writing	9.00	9.00	9.00	9.00	
Science	8.00	10.00	10.00	10.00	
Average	8.75	9.50	9.50	9.50	
Targeted Subgroups					
Reading	7.00	8.00	8.33	8.33	
Math	6.50	7.33	7.00	7.00	
Writing					
Science					
Average	6.75	7.67	7.67	7.67	
Proficiency Average	7.75	8.58	8.58	8.58	

Growth

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	7.00	8.00	8.00	8.00	
Math	6.00	5.00	6.00	6.00	
Average	6.50	6.50	7.00	7.00	
Targeted Subgroups					
Reading	5.00	6.50	7.50	7.50	
Math	4.33	3.00	2.00	2.00	
Average	4.67	4.75	4.75	4.75	
Growth Average	5.58	5.63	5.88	5.88	

	2010-11	2011-12	2012-13	2013-14
Overall Index Rating	6.45	6.81	6.96	6.96

PERFORMANCE LEVEL	RATING RANGE	
	From	To
Highest	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
Lowest	1.00	<3.82

Accountability Measure #5 **(Data updated annually in February for prior year)**

State Board of Education Accountability Index for GPES

Tahoma
Lake Wilderness Elementary

Proficiency

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	9.00	9.00	9.00	9.00	
Math	8.00	8.00	8.00	8.00	
Writing	8.00	8.00	8.00	8.00	
Science	8.00	8.00	9.00	9.00	
Average	8.25	8.25	8.50	8.50	
Targeted Subgroups					
Reading	6.33	7.75	7.33	7.33	
Math	5.67	5.75	5.67	5.67	
Writing	7.00	7.00	5.67	5.67	
Science		5.50	8.00	7.00	
Average	6.33	6.50	6.67	6.42	
Proficiency Average	7.29	7.38	7.85	7.46	

Growth

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	6.00	7.00	5.00	5.00	
Math	4.00	3.00	4.00	4.00	
Average	5.00	5.00	4.50	4.50	
Targeted Subgroups					
Reading	4.00	6.67	5.67	5.67	
Math	2.67	2.67	3.00	3.00	
Average	3.33	4.67	4.33	4.33	
Growth Average	4.17	4.83	4.42	4.42	

	2010-11	2011-12	2012-13	2013-14
Overall Index Rating	5.42	5.85	5.68	5.63

PERFORMANCE LEVEL	RATING RANGE	
	From	To
Highest	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
Lowest	1.00	<3.82

Accountability Measure #5 **(Data updated annually in February for prior year)**

State Board of Education Accountability Index for LWES

Tahoma
Rock Creek Elementary

Proficiency

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	9.00	9.00	9.00	9.00	
Math	9.00	9.00	9.00	9.00	
Writing	8.00	8.00	8.00	8.00	
Science	9.00	9.00	9.00	9.00	
Average	8.75	8.75	8.75	8.75	
Targeted Subgroups					
Reading	7.00	7.00	7.00	7.00	
Math	6.00	6.67	6.67	6.67	
Writing		7.00	6.00	6.00	
Science			8.00	8.00	
Average	6.50	6.89	6.92	6.92	
Proficiency Average	7.63	7.82	7.83	7.83	

Growth

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	5.00	5.00	5.00	5.00	
Math	5.00	4.00	6.00	6.00	
Average	5.00	4.50	5.50	5.50	
Targeted Subgroups					
Reading	4.00	3.00	4.00	4.00	
Math	5.50	1.50	5.00	5.00	
Average	4.75	2.25	4.50	4.50	
Growth Average	4.88	3.38	5.00	5.00	

	2010-11	2011-12	2012-13	2013-14
Overall Index Rating	5.98	5.15	6.13	6.13

PERFORMANCE LEVEL	RATING RANGE	
	From	To
Highest	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
Lowest	1.00	<3.82

Accountability Measure #5 **(Data updated annually in February for prior year)**

State Board of Education Accountability Index for RCES

Tahoma
Shadow Lake Elementary

Proficiency

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	9.00	9.00	9.00	9.00	
Math	8.00	8.00	8.00	8.00	
Writing	8.00	9.00	8.00	8.00	
Science	9.00	9.00	9.00	9.00	
Average	8.50	8.75	8.50	8.50	
Targeted Subgroups					
Reading	5.50	6.33	7.33	7.33	
Math	5.00	5.00	5.33	5.33	
Writing	6.00		7.00	7.00	
Science		7.50		9.00	
Average	5.50	6.28	6.56	7.17	
Proficiency Average	7.00	7.51	7.53	7.83	

Growth

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	7.00	7.00	7.00	7.00	
Math	6.00	4.00	7.00	7.00	
Average	6.50	5.50	7.00	7.00	
Targeted Subgroups					
Reading	6.50	5.67	5.00	5.00	
Math	4.00	2.67	5.67	5.67	
Average	5.25	4.17	5.33	5.33	
Growth Average	5.88	4.83	6.17	6.17	

	2010-11	2011-12	2012-13	2013-14	
Overall Index Rating	6.33	5.91	6.71	6.83	

PERFORMANCE LEVEL	RATING RANGE	
	From	To
Highest	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
Lowest	1.00	<3.82

Accountability Measure #5 **(Data updated annually in February for prior year)**

State Board of Education Accountability Index for SLES

Tahoma
Cedar River Middle School

Proficiency

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	8.00	9.00	9.00	9.00	
Math	8.00	8.00	8.00	8.00	
Writing	8.00	8.00	9.00	9.00	
Science					
Average	8.00	8.33	8.67	8.67	
Targeted Subgroups					
Reading	5.00	6.67	6.75	6.75	
Math	5.67	5.67	5.25	5.25	
Writing	4.50	7.00	6.67	6.67	
Science					
Average	5.06	6.44	6.22	6.22	
Proficiency Average	6.53	7.39	7.44	7.44	

Growth

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	4.00	5.00	5.00	5.00	
Math	6.00	7.00	5.00	5.00	
Average	5.00	6.00	5.00	5.00	
Targeted Subgroups					
Reading	2.67	4.67	5.00	5.00	
Math	4.00	6.67	4.00	4.00	
Average	3.33	5.67	4.50	4.50	
Growth Average	4.17	5.83	4.75	4.75	

	2010-11	2011-12	2012-13	2013-14	
Overall Index Rating	5.11	6.46	5.83	5.83	

PERFORMANCE LEVEL	RATING RANGE	
	From	To
Highest	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
Lowest	1.00	<3.82

Accountability Measure #5 **(Data updated annually in February for prior year)**

State Board of Education Accountability Index for CRMS

Tahoma
Tahoma Middle School

Proficiency

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	9.00	9.00	9.00	9.00	
Math	9.00	8.00	8.00	8.00	
Writing	10.00	10.00	10.00	10.00	
Science					
Average	9.33	8.67	9.00	9.00	
Targeted Subgroups					
Reading	6.67	6.67	6.50	6.50	
Math	6.67	6.00	6.00	6.00	
Writing	9.00	8.67	8.00	8.00	
Science					
Average	7.44	7.11	6.83	6.83	
Proficiency Average	8.39	8.06	7.92	7.92	

Growth

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	6.00	5.00	5.00	5.00	
Math	6.00	4.00	4.00	4.00	
Average	6.00	4.50	4.50	4.50	
Targeted Subgroups					
Reading	5.00	4.33	4.50	4.50	
Math	5.33	3.33	3.75	3.75	
Average	5.17	3.83	4.13	4.13	
Growth Average	5.58	4.17	4.31	4.31	

	2010-11	2011-12	2012-13	2013-14	2014-15
Overall Index Rating	6.17	5.72	5.75	5.75	

PERFORMANCE LEVEL	RATING RANGE	
	From	To
Highest	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
Lowest	1.00	<3.82

Accountability Measure #5 **(Data updated annually in February for prior year)**

State Board of Education Accountability Index for TMS

Tahoma
Tahoma Jr. High

Proficiency

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	9.00	8.00	8.00	8.00	
Math	8.00	8.00	7.00	7.00	
Writing					
Science	9.00	9.00	8.00	9.00	
Average	8.67	8.33	7.67	8.00	
Targeted Subgroups					
Reading	6.67	6.00	6.33	6.33	
Math	6.00	5.00	4.67	4.67	
Writing					
Science	6.33	6.33	6.00	7.00	
Average	6.33	5.78	5.67	6.00	
Proficiency Average	7.50	7.06	6.67	7.00	

Growth

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	5.00	6.00	7.00	7.00	
Math	6.00	6.00	6.00	6.00	
Average	5.50	6.00	6.50	6.50	
Targeted Subgroups					
Reading	6.00	5.33	7.33	7.33	
Math	5.50	3.67	5.25	5.25	
Average	5.75	4.50	6.29	6.29	
Growth Average	5.63	5.25	6.40	6.40	

	2010-11	2011-12	2012-13	2013-14	2014-15
Overall Index Rating	6.38	5.97	6.50	6.64	

PERFORMANCE LEVEL	RATING RANGE	
	From	To
Highest	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
Lowest	1.00	<3.82

Accountability Measure #5 **(Data updated annually in February for prior year)**

State Board of Education Accountability Index for TJHS

Tahoma
Tahoma Senior High School

Proficiency

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	10.00	10.00	10.00	10.00	
Math	9.00	10.00	10.00	10.00	
Writing	10.00	10.00	10.00	10.00	
Science	8.00	9.00	9.00	10.00	
Average	9.25	9.75	9.75	10.00	
Targeted Subgroups					
Reading	8.00	9.00	9.00	9.00	
Math	5.50	7.67	8.25	7.00	
Writing	9.00	9.33	8.75	8.33	
Science	4.50	7.00	7.25	7.67	
Average	6.75	8.25	8.31	8.00	
Proficiency Average	8.00	9.00	9.03	9.00	

Growth

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Reading	8.00	8.00	8.00	8.00	
Math	6.00	6.00	6.00	8.00	
Average	7.00	7.00	7.00	8.00	
Targeted Subgroups					
Reading	8.33	9.00	8.00	9.67	
Math	5.00	8.00	3.00		
Average	6.67	8.50	5.50		
Growth Average	6.83	7.75	6.25	8.00	

	2010-11	2011-12	2012-13	2013-14	2014-15
Overall Index Rating	7.06	8.08	7.65	8.17	

PERFORMANCE LEVEL	RATING RANGE	
	From	To
Highest	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
Lowest	1.00	<3.82

Accountability Measure #5 **(Data updated annually in February for prior year)**

State Board of Education Accountability Index for TSHS

Tahoma
Tahoma High School

Career and College Readiness

	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Graduation Rate	8.00	8.00	9.00	9.00	
Dual Credit/ Industry Certification	To be phased-in			8.00	
11th Grade Assesments					
Average	8.00	8.00	9.00	9.00	
Targeted Subgroups					
Graduation Rate	4.67	7.00	6.33	6.00	
Dual Credit/ Industry Certification	To be phased-in				
11th Grade Assesments					
Average	4.67	7.00	6.33	6.00	

	2010-11	2011-12	2012-13	2013-14	2014-15
Overall Average	6.33	7.50	7.67	7.50	

PERFORMANCE LEVEL	RATING RANGE	
	From	To
Highest	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
Lowest	1.00	<3.82

Accountability Measure #5 (Data updated annually in February for prior year)

State Board of Education Accountability Index for TSHS

Early Literacy

Accountability Measure #6
% Reading at Benchmark K-2

- ➔ **Over time steady gains in student achievement at grade K**
- ➔ **Slight losses in achievement over last few years at grades 1-2**
- ➔ **Focused intervention happening for students below grade level reading K-5**
  - Early literacy Reading Assistance Program (RAP) targets students not reading at grade level at elementary at each building. Progress monitoring is done three times during the year and adjustments made in student placement in RAP based on that. The state rules for LAP funding require all students reading below grade level K-4 receive services with funds first.

Early Literacy is monitored in Tahoma using the Degrees of Reading Assessment (DRA). Performance expectations are established for K-2 at three points in the year; fall, winter, and spring. Student achievement is monitored through one-on-one running record testing for each student. Measurement of literacy is required by the state at grade 2 and Tahoma has been collecting systems level individual student data annually to monitor student performance.

We have also increased our home reading program materials to support parent involvement and increased student reading at home. We know that for early learners practice and time reading is a key to increase reading ability.

% Students Meeting Spring Grade Level Reading Standard

	Grade Level			All Students K-2
Year	K	1	2	
2006	77%	81%	82%	-
2007	80%	78%	88%	-
2008	83%	79%	85%	-
2009	79%	78%	87%	-
2010	85%	79%	92%	86%
2011	89%	82%	86%	86%
2012	89%	85%	91%	88%
2013	87%	86%	90%	88%
2014	89%	82%	89%	87%
2015	90%	82%	87%	86%

Data source: District administered DRA (Spring)

Data Note: The percentages reported above for all students K-2 are not averaged % meeting standard over each grade level because the number of tested students varies from grade level to grade level. The number of students meeting standard across at each grade level is added together and divided by the sum of all active students at all the tested grade levels.

Accountability Measure #6 **(Data updated based on June assessments)**
% students K-2 reading at benchmark

Proficiency on State Standards

Accountability Measure #7 - #10
% meeting standard MSP/HSPE

- ➔ **Student achievement in math and ELA decreased at all grade levels with implementation and testing against the new state standards**
- ➔ **Student achievement in the first year of Common Core testing in comparison to the state maintained or exceeded the overall gap with state in both math and ELA (reading and writing)**
- ➔ **Student achievement in science had increased 23% over the last 7 years with a 5% drop in the last year.**

Overall student performance in meeting the state standard for each content area across all grade levels (3-10) for all students tested is represented in the table below. This provides the most aggregated view of student performance data for each content area for the school board report card. Student performance specific to each grade level for each content area across time is shown in the data sets that follow. Further disaggregation is done at the building level and is included in the site plan reports.

	Prior to 2015 Grade Level and Content Tested						
	3	4	5	6	7	8	10
Reading	x	x	x	x	x	x	x
Writing		x			x		x
Math	x	x	x	x	x	x	x
Science			x			x	x

	2015 and After Grade Level and Content Tested							
	3	4	5	6	7	8	10	11
ELA	x	x	x	x	x	x	x	x
Math	x	x	x	x	x	x	x	x
Science			x			x	x	

	% Meeting Standard *(All Students Tested Grades 3-10)*								
	2007	2008	2009	2010	2011	2012	2013	2014	2015
Reading	85%	88%	88%	84%	85%	87%	88%	*Field testing*	**74%**
Writing	84%	88%	86%	89%	87%	90%	88%		
Math	71%	74%	75%	73%	78%	78%	79%		**67%**
Science	62%	71%	75%	67%	79%	83%	85%	85%	**80%**

Data Source: EDS Query District SPSS Files

Data Note: The percentages reported above are not averaged % meeting standard over each grade level because the number of tested students varies from grade level to grade level. The number of students meeting standard across at each grade level is added together and divided by the sum of all active students at all the tested grade levels.

Proficiency on State Standards – ELA Claims

- ➔ **The lowest ELA claim area at each grade level and overall is writing**
- ➔ **There is a significant overlap in the targets and the student thinking required for seven of the targets that overlap writing, communicating reasoning in math, and the science practices that we will leverage this next year in our work with teachers in both instructional practice and student growth goals.**

Spring 2015

ELA – English Language Arts					
	% Students Met Standard	Claim 1 **Reading** % above standard	Claim 2 **Writing** % above standard	Claim 3 **Listen & Speak** % above standard	Claim 4 **Research** % above standard
All Grades Tested	**74%**	**40%**	**30%**	**42%**	**42%**
03	73%	46%	36%	42%	41%
04	70%	42%	32%	38%	34%
05	74%	40%	29%	38%	44%
06	69%	27%	24%	37%	39%
07	77%	34%	30%	49%	45%
08	74%	37%	24%	41%	40%
10	86%	55%	32%	52%	56%

Data Source: EDS Query District SPSS File August 2015

Reading Claim 1

- Key Details (DOK 2)
- Central Ideas (DOK 2,3)
- Word Meanings (DOK 1,2)
- Reasoning & Evidence (DOK 3,4)
- Analysis Within & Across Texts (DOK 3,4)
- Text Structures & Features (DOK 2,3)
- Language Use (DOK 3)
- Key Details (DOK 2)
- Central Ideas (DOK 2,3)
- Word Meanings (DOK 1,2)
- Analyze Within or Across Texts (DOK 3,4)
- Text Structures and Features (DOK 2,3)
- Language Use (DOK 3)

Writing Claim 2

- Writing Brief Texts (DOK 3)
  - Narrative
  - Informational/Explanatory
  - Argue about topics/sources
- Revising Brief Texts (DOK 2)
  - Narrative
  - Informational/Explanatory
  - Argue about topics/sources
- Language & Vocabulary (DOK 1,2)
- Editing (DOK 1,2)

Listening and Speaking Claim 3

- Listen/Interpret (DOK 1,2,3)

Research Claim 4

- Analyze/Integrate Information (DOK 2)
- Evaluate Information/Sources (DOK 2)
- Use Evidence (DOK 2)

Reading Proficiency and Student Growth

Accountability Measure #7 - #8
% meeting standard ELA

- ➔ **Average dip of 13 for SBA as compared to reading in 2013**
- ➔ **Average dip of 10 as compared to writing in 2013**

READING: % Students Meeting Spring Grade Level Reading Standard

	Year	Grade Level							All Students 3-8, 10
		3	4	5	6	7	8	10	
WASL	2006	88	91	85	76	71	79	91	
	2007	89	93	85	81	81	76	91	85
	2008	87	91	91	84	81	79	93	88
	2009	90	89	89	90	80	78	91	88
MSP	2010	90	86	86	76	80	78	89	84
	2011	87	89	84	85	69	81	93	85
	2012	85	91	88	87	83	79	96	87
	2013	90	91	90	86	84	77	95	88
Field Test	2014	*no scores reported*	*no scores reported*	*no scores reported*	*no scores reported*	*no scores reported*	*no scores reported*	96	
SBA ELA	2015	**74**	**70**	**74**	**69**	**77**	**74**	**86**	**74**

WRITING: % Students Meeting Spring Grade Level Writing Standard

	Year	Grade Level							All Students 3-8, 10
		3	4	5	6	7	8	10	
WASL	2006	*not tested*	70	*not tested*	*not tested*	74	*not tested*	88	
	2007	*not tested*	85	*not tested*	*not tested*	77	*not tested*	92	84
	2008	*not tested*	83	*not tested*	*not tested*	83	*not tested*	92	88
	2009	*not tested*	73	*not tested*	*not tested*	87	*not tested*	91	86
MSP HSPE	2010	*not tested*	85	*not tested*	*not tested*	90	*not tested*	89	89
	2011	*not tested*	80	*not tested*	*not tested*	82	*not tested*	96	87
	2012	*not tested*	84	*not tested*	*not tested*	85	*not tested*	98	90
	2013	*not tested*	80	*not tested*	*not tested*	87	*not tested*	94	88
Field Test	2014	*no scores reported*	*no scores reported*	*no scores reported*	*no scores reported*	*no scores reported*	*no scores reported*	95	
SBA ELA	2015	**74**	**70**	**74**	**69**	**77**	**74**	**86**	**74**

Accountability Measure #7-8 **(Data updated August)**
% meeting standard ELA MSP/HSPE/SBA

ELA Proficiency – SBA Spring 2015

Accountability Measure #7 - #8
% meeting standard ELA

ELA Testing Results by Grade and Building

➔ **The number of students at level 1 ranges from 18 – 86 per grade level** (headcount)

Grade	Entity	# Students	% Refusal	% Met Standard	% Level 1	% Level 2	% Level 3	% Level 4
3	**All Tahoma**	**604**	**1%**	**74**	**11**	**14**	**26**	**47**
	GPES	190	0%	75	12	13	26	50
	LWES	151	0%	80	6	14	35	44
	RCES	153	2%	75	7	15	23	52
	SLES	100	0%	63	24	13	22	41
4	**All Tahoma**	**634**	**2%**	**70**	**14**	**14**	**27**	**42**
	GPES	162	1%	80	7	13	30	49
	LWES	189	2%	63	18	17	25	37
	RCES	177	3%	73	12	12	30	43
	SLES	100	2%	64	21	14	22	42
5	**All Tahoma**	**592**	**2%**	**74**	**12**	**13**	**38**	**35**
	GPES	158	0%	83	9	8	38	44
	LWES	175	1%	75	11	13	41	32
	RCES	126	2%	66	16	16	41	25
	SLES	123	1%	71	13	15	31	39
6	**All Tahoma**	**658**	**3%**	**69**	**11**	**17**	**42**	**26**
	CRMS	340	3%	67	10	20	41	24
	TMS	310	2%	72	11	14	44	28
7	**All Tahoma**	**625**	**1%**	**77**	**9**	**13**	**46**	**30**
	CRMS	316	0%	73	11	16	43	29
	TMS	304	2%	82	5	10	49	31
8	**All Tahoma**	**624**	**2%**	**74**	**7**	**17**	**48**	**24**
	TJHS	621	2%	74	7	18	48	24
10	**All Tahoma**	**544**	**0%**	**86**	**3**	**11**	**41**	**45**
10	TSHS	544	0%	86	3	11	41	45
11	TSHS	592	62%	21				
			data for only those tested	60	22	18	35	25

Accountability Measure #7-8 **(Data updated August)**
% meeting standard and levels by building for ELA SBA Spring 2015

Proficiency on State Standards – Math Claims

Accountability Measure #9
% meeting standard Math 2015

- ➔ **The lowest math claim is communicating reasoning**
- ➔ **Leverage point in work with teachers and curriculum is the cross over in student thinking with the targets for communicating reasoning and the lowest claim in ELA which is writing (and two of the NGSS science practices)**

Math				
	% Students Met Standard	Claim 1 **Concepts & Procedures** % above standard	Claim 2 & 4 **Problem Solving, Modeling & Data Analysis** % above standard	Claim 3 **Communicating Reasoning** % above standard
All Grades Tested	**67%**	**46%**	**41%**	**38%**
03	77%	56%	50%	55%
04	69%	49%	42%	44%
05	64%	48%	42%	29%
06	62%	39%	34%	29%
07	69%	47%	46%	42%
08	62%	40%	33%	31%

Data Source: EDS Query District SPSS File August 2015

Math Claim 1 – Concepts and Procedures
Varies specific to the content focus at that grade level

Math Claim 2 – Problem Solving
- Apply mathematics to solve well-posed problems in pure math and in everyday life, society, & work. (DOK 2,3)
- Select and use appropriate tools strategically. (DOK 1,2)
- Interpret results in the context of the situation. (DOK 2)
- ID important quantities in a situation and map relationships. (DOK 1,2,3)

Math Claim 3 – Communicating Reasoning
- Test propositions or conjectures with specific examples (DOK 2)
- Construct chains of reasoning that will justify or refute propositions or conjectures (DOK 3,4)
- State logical assumptions being used (DOK 2,3)

Math Claim 4 – Modeling & Data Analysis
- Apply math solving problems in everyday life, society and work. (DOK 2,3)
- Construct chains of reasoning to justify models used, interpretations and solutions for a complex problem. (DOK 2,3,4)
- Interpret results in the context of the situation. (DOK 2,3)
- State logical assummptions used. (DOK 1,2)
- Analyze adequacy and make improvements to an existing model or develop a model of a real phenomenon. (DOK 3,4)
- ID important quantities in a situation and map relationships. (DOK 1,2,3)
- Identify, analyze, and synthesize relevant external resources to pose or solve problems. (DOK 3,4)
- Break an argument into cases (DOK 2,3)
- Distinguish correct logic/reasoning from that which is flawed - explain flaws (DOK 2,3,4)
- Base arguments on concrete references such as objects, diagrams, and actions (DOK 2,3)
- Determine conditions under which an argument does and does not apply. (DOK 3,4)

Math Proficiency and Student Growth

Accountability Measure #9
% meeting standard Math

➔ **Average dip of 8% for students meeting standard for SBA as compared to MSP math in 2013**

% Students Meeting Spring Grade Level Math Standard

	Year	Grade Level								All Students 3-8, 10
		3	4	5	6	7	8	10		
WASL	2006	83	75	75	72	67	63	65		
	2007	87	78	72	70	69	60	63		71
	2008	83	77	81	64	76	62	66		74
	2009	85	75	80	75	72	68	57		75
MSP HSPE	2010	79	78	69	75	79	76	51		73
MSP EOC	2011	77	83	76	77	77	74	ALG 81	GEO 78	78
	2012	79	76	78	81	73	69	81	93	78
	2013	79	80	77	76	74	66	91	93	79
Field Test	2014	*no scores reported*	*no scores reported*	*no scores reported*	*no scores reported*	*no scores reported*	*no scores reported*	89	94	
SBA	2015	**78**	**69**	**64**	**62**	**69**	**63**			**67***

**note % meeting standard for all students grades 3-8 only*

Accountability Measure #9 **(Data updated September – source EDS Query)**
% Meeting Standard Math MSP/HSPE/SBA/EOC (All Tested Grades 3-10)

Math Proficiency – SBA Spring 2015

Accountability Measure #9
% meeting standard Math

Math Testing Results by Grade and Building

➔ **The number of students at level 1 ranges from 52 – 85 per grade level** (headcount)

Grade	Entity	# Students	% Refusal	% Met Standard	% Level 1	% Level 2	% Level 3	% Level 4
3	**All Tahoma**	**607**	**1%**	**78**	**9**	**12**	**34**	**43**
	GPES	190	0%	86	7	8	33	52
	LWES	153	0%	79	8	13	35	45
	RCES	155	3%	79	6	13	40	39
	SLES	99	0%	65	16	20	31	34
4	**All Tahoma**	**637**	**3%**	**69**	**8**	**21**	**31**	**37**
	GPES	162	2%	81	3	15	35	44
	LWES	192	2%	58	14	27	31	26
	RCES	177	4%	73	4	19	29	43
	SLES	100	2%	63	9	26	28	34
5	**All Tahoma**	**593**	**2%**	**64**	**13**	**22**	**22**	**41**
	GPES	158	0%	77	9	14	22	53
	LWES	176	1%	60	15	24	26	34
	RCES	126	2%	57	13	28	19	38
	SLES	123	1%	63	14	22	20	42
6	**All Tahoma**	**659**	**3%**	**62**	**12**	**24**	**29**	**33**
	CRMS	341	3%	60	13	23	28	32
	TMS	310	2%	64	11	23	30	34
7	**All Tahoma**	**626**	**2%**	**69**	**11**	**18**	**31**	**38**
	CRMS	317	0%	70	11	18	30	40
	TMS	304	3%	69	11	18	31	37
8	**All Tahoma**	**622**	**1%**	**63**	**14**	**22**	**31**	**31**
	TJHS	619	1%	63	14	22	31	31

Math Proficiency – SBA Spring 2015

Accountability Measure #9
% meeting standard Math

Math SBA Testing by Secondary Math Track

- **Identification process for acceleration at grade 5 appears to be appropriate with high performance for students being accelerated**
- **Additional time and support for students at level 1 should be focused on at grade level classes**
- **Students for additional time and support range from 30 – 50 per grade level** (multiple measures with a cut score to identify students for intervention)

Students Achieving Below Standard by Math Track

Acceleration	Gr	Course	n	% MS	# Level 1	# Level 2	% Level 1	% Level 2	Claim 1 Below	Claim 2 &4 Below	Claim 3 Below
0 Yr	6	Math 1	368	50%	35	144	10%	40%	20%	14%	17%
	7	Math 2	301	53%	34	105	11%	35%	22%	10%	6%
	8	Pre Alg	222	32%	48	101	22%	46%	29%	17%	21%
1 Yr	6	Math 2	179	98%		4	0%	2%	0%	1%	1%
	7	Math 3	173	97%	1	4	1%	2%	2%	1%	0%
	8	Alg 1	245	87%	1	31	0%	13%	3%	2%	2%
2 Yr	6	Math 3	48	100%			0%	0%	0%	0%	0%
	7	Alg 1	96	100%			0%	0%	0%	0%	0%
	8	Geo	97	99%		1	0%	1%	0%	0%	1%

- **Majority of students are at or near standard by level and claim**
- **An implication of the number of students at or near standard reinforces our instructional practice focus around learning target, success criteria, talk for thinking, assessment *for* learning**
- **Importance of work on the math practices in the classroom to support math claims 2-4**

Students Achieving At or Near the Standard by Math Track

	Gr	Course	n	% MS	# Level 2	# Level 3	% Level 2	% Level 3	Claim 1 At/Near	Claim 2 &4 At/Near	Claim 3 At/Near
0 Yr	6	Math 1	368	50%	144	132	40%	37%	58%	68%	70%
	7	Math 2	301	53%	105	123	35%	41%	57%	66%	76%
	8	Pre Alg	222	32%	101	59	46%	27%	59%	73%	73%
1 Yr	6	Math 2	179	98%	4	50	2%	29%	28%	34%	44%
	7	Math 3	173	97%	4	60	2%	35%	22%	30%	34%
	8	Alg 1	245	87%	31	123	13%	51%	45%	62%	59%
2 Yr	6	Math 3	48	100%		3	0%	6%	4%	13%	17%
	7	Alg 1	96	100%		3	0%	3%	2%	2%	5%
	8	Geo	97	99%	1	5	1%	5%	7%	9%	12%

Accountability Measure #9 **(Data updated August)**
% meeting standard and levels by secondary math track for Math SBA Spring 2015

- **There are significant numbers of students at level 3 and 4 in each of the math tracks**
- **Implication for classroom practice is the importance of checks for understanding and differentiation strategies being planned for in classroom lessons**
- **Increasing numbers of students at level 3 and 4 in the math tracks is additional data to suggest acceleration criteria and process is appropriate**

Students Achieving Above Standard by Math Track

	Gr	Course	n	% MS		# Level 3	# Level 4		% Level 3	% Level 4		Claim 1 Above	Claim 2 &4 Above	Claim 3 Above
0 Yr	6	Math 1	368	50%		132	47		37%	13%		22%	18%	13%
	7	Math 2	301	53%		123	33		41%	11%		21%	23%	18%
	8	Pre Alg	222	32%		59	10		27%	5%		11%	10%	6%
1 Yr	6	Math 2	179	98%		50	120		29%	69%		72%	66%	56%
	7	Math 3	173	97%		60	107		35%	62%		76%	69%	66%
	8	Alg 1	245	87%		123	87		51%	36%		52%	36%	39%
2 Yr	6	Math 3	48	100%		3	44		6%	94%		96%	87%	83%
	7	Alg 1	96	100%		3	93		3%	97%		98%	98%	95%
	8	Geo	97	99%		5	89		5%	94%		93%	91%	87%

Science Proficiency

Accountability Measure #10
% meeting standard Science

- **Shifts to the next generation science standards are in process; anticipate NGSS testing to begin in spring 2018**
  - Gr K-5 early adopters for TCI curriculum 2015-16 with full implementation 2016-17
  - Gr 6 in second year of implementation 2015-16 SEPUP curriculum, grade 7 in third year
  - Gr 8 review of resources for adoption in 2015-16 school year, early implementation spring 2016
- **EOC timeline for transition to NGSS is uncertain at this time**
- **COE in Biology – 100% pass rate in 2015-16 school year in Tahoma for students not yet meeting standard; temporary delay of science as graduation requirement for Classes 2015 and 2016**

% Students Meeting Spring Grade Level Science Standard

	Year	Grade Level							All Students
		3	4	5	6	7	8	10	5,8, 10
WASL	2006	*not tested*	*not tested*	61	*not tested*	*not tested*	68	55	
	2007	*not tested*	*not tested*	65	*not tested*	*not tested*	64	55	**62**
	2008	*not tested*	*not tested*	75	*not tested*	*not tested*	71	59	**71**
	2009	*not tested*	*not tested*	80	*not tested*	*not tested*	79	56	**75**
MSP HSPE	2010	*not tested*	*not tested*	62	*not tested*	*not tested*	73	61	**67**
	2011	*not tested*	*not tested*	81	*not tested*	*not tested*	80	75	**79**
MSP EOC	2012	*not tested*	*not tested*	85	*not tested*	*not tested*	80	80	**83**
	2013	*not tested*	*not tested*	89	*not tested*	*not tested*	78	84	**85**
	2014	*not tested*	*not tested*	85	*not tested*	*not tested*	83	90	**85**
	2015	***not tested***	***not tested***	**82**	***not tested***	***not tested***	**75**	**88**	**80**

Spring 2015 MSP Science by Grade and Building

Grade	Entity	Count	% Refusal	% Met Standard	% Level 1	% Level 2	% Level 3	% Level 4
5	**All Tahoma**	**594**	**1%**	**82**	**5**	**12**	**38**	**44**
	GPES	158	0%	90	3	8	34	55
	LWES	176	0%	81	6	13	41	40
	RCES	126	0%	80	7	13	37	42
	SLES	123	0%	81	7	13	42	38
8	**All Tahoma**	**628**	**2%**	**75**	**5**	**18**	**46**	**28**
	TJHS	625	2%	75	5	18	46	28
10	**All Tahoma**	**658**	**0%**	**88**	**3**	**11**	**35**	**51**
	TSHS	658	0%	88	3	11	35	51

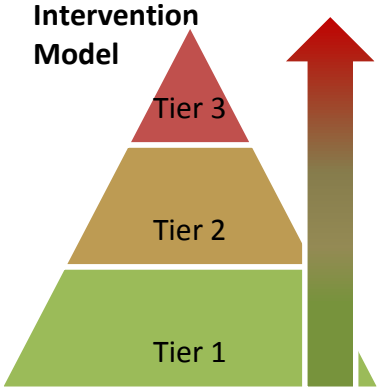
Data Source: EDS Query Files August 2015

Systemic Intervention

Accountability Measure #11
% Students at Level 1
in Systemic Intervention

- **LAP and Title I funding support a comprehensive system of intervention for K-5 reading at all schools and support for 6-7 reading at CRMS only.**
  - 4 reading specialists, 0.5 K-5 Literacy Coordinator, 0.5 6-8 Literacy Coordinator
-
-

Intervention Model



Tier III: Intensive Intervention (~5% students)
- Evidence based programs and practices focused on areas of need
- Monitoring to ensure impact

Tier II: Extra Time and Support (~10% students)
- Evidence based programs and practices focused on areas of need
- Monitoring to ensure impact

Tier I: In-Class Differentiation (~85% students meeting standard)
- aligned curriculum
- best practices in instruction
- hard-working students

Current Programs

Reading: Elementary K-5 and CRMS Model – every day pull out with para-educators
- Regular, daily pull out for ~30 minutes (2.0-2.5 hrs per week for each student)
- 12 weeks of instruction with progress monitoring & assessment to re-rank, many students remain all year but not all
- Small group instruction (~3 primary → ~8 at middle level)
- Specific lessons and materials targeting high need areas (reading comprehension), every second is used strategically
- Foundational lesson design that incorporates TSD best practices
- Highly trained para-educators
- Culture of high quality instruction, on-going observation/feedback paras, reading specialists, and reading coordinator

Math: Elementary Flooding Model –

ELA/Literacy
Math

Math

Accountability Measure #11 **(Data updated in September)**
% Level 1 students in systemic intervention in reading and math

Background on LAP and Title I

Learning Assistance Program (LAP) is a statewide program designed to assist underachieving students in grades kindergarten through 12 who score below standard in reading, writing, and mathematics. LAP requirements direct districts funds be used:

1. First, to address the needs of students in grades kindergarten through 4 who are deficient in reading or reading readiness skills to improve reading literacy
2. Promote the use of data when developing programs to assist underachieving students and reduce disruptive behaviors in the classroom
3. Guide districts in providing the most effective and efficient practices when implementing supplemental instruction and services to assist underachieving students, and reduce disruptive behaviors in the classroom
4. Guide districts in providing extended learning opportunities to assist underachieving students and students in grades 11 and 12 who are at risk of not meeting state and local graduation requirements

RCW 28A.165.015 defines a participating student as "a student in kindergarten through grade twelve who scores below standard for his or her grade level using multiple measures of performance, including statewide student assessments or other assessments and performance measurement tools administered by the school or district and who is identified by the district to receive services."

Title I, Part A - In Tahoma we offer a targeted assisted model of academic support and intervention for specifically identified students below standard for his or her grade level using multiple measures, including statewide assessments. Title funds must be used:

1. to collect and analyze student data for reading and math to determine what's working and what's not to focus efforts and resources
2. to target struggling learners in ways that strengthen and support core academic programs and services in reading and math — based on the results of the needs assessment
3. to assess how well the targeted assistance plan is working and document its outcomes. The academic performance of low-achieving students is key, however, your evaluation must also take into account how well all students are doing. Are all your students meeting state standards?

Meeting Graduation Requirements

Accountability Measure #12
% 10th Grade Students on track to meet graduation requirements

➔ **Student achievement in meeting all graduation requirements at the 10th grade year, maximizing flexibility for elective options in the 11th and 12th grade year is at levels previously attained (83%) when there were only 2 required areas in reading and writing.**

Graduation Requirements in any public school in the State of Washington include meeting standard on the state exams, meeting minimum credit requirements, and successful completion of a culminating project and 13th year plan. Details specific to year of graduation are included in this section of the accountability measures.

Students meeting standard on the HSPE at 10th grade will not need remediation courses in the 11th and 12th grade, thus allowing them more flexibility and choice in pursuing courses that best meet their interests and post-high school aspirations.

Grade 10 Testing (Class 2016) – Percent of Students Meeting Standard on State Assessments

	Graduation Requirement→ Meeting State Standards											
	Reading/Writing			Reading/Writing/Math				Reading/Writing/Math/Science				
Year	0 of 2	1 of 2	2 of 2	0 of 3	1 of 3	2 of 3	3 of 3	0 of 4	1 of 4	2 of 4	3 of 4	4 of 4
2006	8%	11%	**82%**									
2007	5%	11%	**83%**									
2008				2%	7%	28%	**63%**					
2009				4%	10%	32%	**55%**					
2010				4%	12%	39%	**46%**					
2011				2%	4%	18%	**77%**					
2012				1%	4%	11%	**84%**					
2013								1%	3%	4%	14%	**79%**
2014								2%	2%	4%	10%	**83%**
2015												

Data Source: EDS - CIA/CAA Database – updated with first CEDARS Upload anticipated ~Sept 15

Reading the table above

0 of 2 indicates the student did not meet standard on either of the required 2 tests
1 of 2 indicates the student met standard on 1 of the required 2 tests
2 of 2 indicates the student met standard on both of the 2 required tests

Accountability Measure #12 **(Data updated in September)**
% 10th Grade Students Meeting Standard in All Grad Requirement Areas of HSPE

Elementary Grades – Summary of Students Meeting Standard on Tested Subjects

	Grade 3 Reading, Math			Grade 4 Reading, Math, Writing				Grade 5 Reading, Math, Science			
Year	**0 of 2**	**1 of 2**	**2 of 2**	**0 of 3**	**1 of 3**	**2 of 3**	**3 of 3**	**0 of 3**	**1 of 3**	**2 of 3**	**3 of 3**
2008	7%	14%	78%	4%	8%	20%	68%	6%	11%	14%	70%
2009	7%	10%	83%	6%	9%	22%	63%	5%	10%	16%	70%
2010	7%	16%	77%	5%	8%	19%	67%	9%	18%	19%	54%
2011	9%	17%	74%	5%	8%	18%	70%	7%	12%	15%	67%
2012	9%	18%	73%	4%	8%	21%	67%	6%	9%	14%	71%
2013	7%	17%	76%	5%	8%	19%	68%	4%	10%	14%	73%
2014	*Field testing new Common Core Assessments*										
	Grade 3 Reading, Math			**Grade 4 Reading, Math**				**Grade 5 Reading, Math, Science**			
	0 of 2	**1 of 2**	**2 of 2**	**0 of 2**	**1 of 2**	**2 of 2**		**0 of 3**	**1 of 3**	**2 of 3**	**3 of 3**
2015	15%	16%	68%	19%	20%	61%		11%	13%	18%	57%

Middle Level /Jr High Grades – Summary of Students Meeting Standard on Tested Subjects

	Grade 6 Reading, Math			Grade 7 Reading, Math, Writing				Grade 8 Reading, Math, Science			
Year	**0 of 2**	**1 of 2**	**2 of 2**	**0 of 3**	**1 of 3**	**2 of 3**	**3 of 3**	**0 of 3**	**1 of 3**	**2 of 3**	**3 of 3**
2008	12%	25%	63%	7%	10%	17%	66%	12%	16%	18%	54%
2009	7%	19%	73%	5%	11%	20%	64%	9%	11%	21%	58%
2010	13%	23%	64%	4%	11%	15%	70%	13%	9%	14%	64%
2011	9%	19%	72%	8%	15%	18%	59%	10%	10%	15%	65%
2012	8%	15%	76%	5%	14%	16%	65%	11%	10%	18%	61%
2013	10%	17%	73%	5%	10%	19%	66%	11%	11%	17%	61%
2014	*Field testing new Common Core Assessments*										
	Grade 6 Reading, Math			**Grade 7 Reading, Math**				**Grade 8 Reading, Math, Science**			
	0 of 2	**1 of 2**	**2 of 2**	**0 of 2**	**1 of 2**	**2 of 2**		**0 of 3**	**1 of 3**	**2 of 3**	**3 of 3**
2015	22%	20%	58%	18%	16%	66%		14%	14%	19%	54%

- ➔ 60% of students, on average, are meeting all grade level standards grades 3 to 8, classes which at this point are required to meet standard in all four areas for graduation; 9% lower than in 2013.
- ➔ 40% are not meeting the standard in one or more content areas with math being the area of lowest performance overall. Increasing demand for additional support make the focus on instructional practice and the new secondary models expanding opportunities for in the day intervention and enrichment especially timely. Math is especially complex with the implementation of the much higher standard, Alg 2 for graduation.

High School - Summary of Students Meeting Standard on all Tested Subjects Spring 2015

	Graduation Requirements Read, Math (Alg or Geo), Write (Science Class 2017+)					Remediation Needs (# students 2015-16 School Year)			
Year	**0 of 4**	**1 of 4**	**2 of 4**	**3 of 4**	**4 of 4**	**Read**	**Write**	**Math**	**Science**
Grad Yr 2016 (Current 12th grade)									
Grad Yr 2017 (Current 11th grade)									
Grad Yr 2018 (Current 10th grade)									

Summary of Graduation Requirements Based on Graduation Year

Through Class of 2014	Class of 2015 through 2018	Class of 2019
READING AND WRITING **Pass** reading and writing HSPE or assessment for students in special education. —OR— **Pass** state-approved alternatives.	**READING AND WRITING** **Pass** reading and writing HSPE/Common Core ELA Exit Assessment/ or assessment for students in special education. —OR— **Pass** state-approved alternatives.	**READING AND WRITING** **Pass** the 11th grade College and Career Ready ELA assessment or assessment for students in special education. —OR— **Pass** state-approved alternatives.
MATH **Pass one** math high school end-of-course exam (algebra or geometry) or assessment for students in special education. —OR— **Pass** state-approved alternatives.	**MATH** **Pass** one math end-of-course exam (algebra or geometry) or assessment for students in special education. —OR— **Pass** state-approved alternatives.	**MATH** **Pass** the 11th grade College and Career Ready Math assessment or assessment for students in special education. —OR— **Pass** state-approved alternatives.
SCIENCE Not required for this class.	**SCIENCE** **Pass** biology end-of-course exam or assessment for students in special education. —OR— **Pass** state-approved alternatives.	**SCIENCE** **Pass** biology end-of-course exam or assessment for students in special education. —OR— **Pass** state-approved alternatives.
OTHER REQUIREMENTS **Meet** all other state and school district graduation requirements Culminating Project, High School and Beyond Plan and local credit requirements.	**OTHER REQUIREMENTS** **Meet** all other state and school district graduation requirements: Culminating Project, High School and Beyond Plan and local credit requirements.	**OTHER REQUIREMENTS** **Meet** all other state and school district graduation requirements: Culminating Project, High School and Beyond Plan and local credit requirements.

NOTE
Tahoma granted waiver for implementation of CORE 24 requirements until 2021

First implemented for incoming 9th grade class in Fall 2017

Accountability Measure #12 **(Data updated in September)**
% Students Meeting State Assessment Graduation Requirements

Meeting Graduation Requirements

Accountability Measure #12
On-track for Graduation in credits

➔ **Currently, our data shows that students meeting credit requirements is a larger barrier to on-time graduation than meeting state standard requirements.**

In addition to meeting standard on state assessments students must meet minimum credit requirements for graduation. Over 20% of students at the high school level are failing at least one class during the school year. Currently, the graduation requirement is 22 credits so for students who fail more than two full year or four semester classes, on-time high school graduation is at risk.

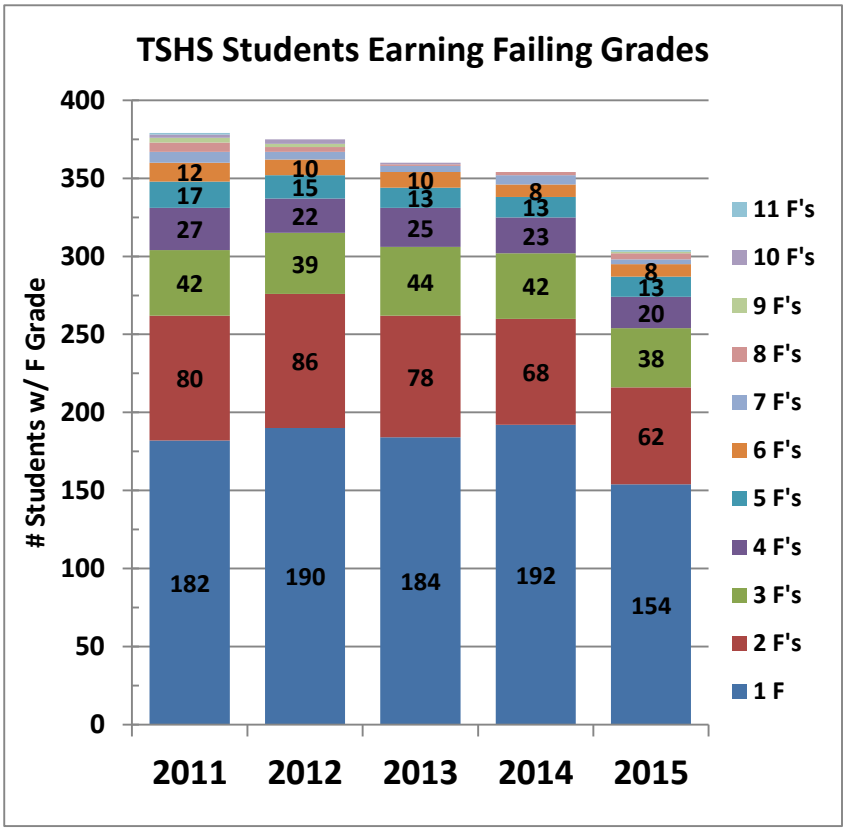
To address this need in 2011-12 the high school began Project Pass to support students in successful completion of courses. Advisory teachers monitored student grades every two weeks and identification of students failing courses triggers the Project Pass Academic support structures that requires students to connect with teachers where they are struggling and get extra help. Little impact was seen in reducing the F rate in 2012 and 2013 and the program was dropped in 2013-14 as the resource allocation was high with little impact. The F rate continued at 20% for 2013-14.

The high school team will prototype interventions for sophomore students in the 2014-15 school year to better match intervention to different root causes of failure. The team is examining historical data from project pass including both teacher and student survey data as well as information for both failure rates at the sophomore level at the course, and teacher level as well as student data on incoming 10th grade students to determine target interventions. The risk index functionality of Homeroom has been configured to assist in early identification of students at risk.

% Students Earning At Least One F		
Year	**# Graded Students**	**% with F**
2011	1705	22%
2012*	1598	23%
2013*	1777	20%
2014*	1736	20%
2015	1692	18%

**Project Pass: 2011-2012 to 2013-2014*

Data did not show improvement of failure rates to continue resource investment



Readiness for Post High School Success

Accountability Measure #13
On-Time Graduation Rate
Extended Graduation Rate

- ➔ **On-time graduation rate increases from 2011 to 2015 with a slight decrease in 2015.**
- ➔ **The on-time graduation rate for the class of 2015 is 88.6%.**

Beginning in the 2011-12 school year all states are required to use graduation rates for AYP using the same calculation formula recommended by the National Governor's Association. This creates a more uniform graduation measure throughout the nation.

For the 2010-11, Washington reported two graduation rates on its Report Card site (current and new) as it transitions to the new formula, which requires the tracking of individual students using a state identification number and calculation of cohort graduation rates by individual student. The federally mandated 4-Year Cohort Graduation Rate was mandated across all states in the nation and went into effect as an accountability measure in 2013.

Graduation Rates

	Tahoma		WA State		Comparison Rates Other Districts (On-Time Only)				
Class	On-Time	Extended	On-Time	Extended	Lk WA	Northshore	Bellevue	Issaquah	Snoqualmie
2011	86.5	89.2	76.6	78.9	93.9	90.8	91.0	91.1	78.9
2012	86.2	90.7	77.2	78.8	91.2	91.4	91.8	91.8	76.9
2013	87.7	91.6	76.0	79.9	88.6	89.6	88.9	92.9	81.7
2014	90.3	92.8	77.2		90.2	90.3	91.6	92.0	84.8
2015	88.6*	-	-	-	-	-	-	-	-

Data Source: OSPI Report Card
**P210 Preview, data not yet finalized*

The 4-Year Cohort Graduation Rate is a calculation of graduates that reports the number of students who start ninth grade and complete high school within four years.

4-Yr Cohort Grad Rate = (number of on-time graduates in cohort / total cohort number)* 100

This calculation begins with a cohort of students in 9th grade and makes the following calculations:

-a student who transfers into the school is added to the cohort;

-a student with a verified transfer to a different school is removed from the cohort

New Data Reporting for On-Time Graduation Data

Year	Beginning 9th Grade	Transfer In	Drop Outs				Transfer Out	Graduates	Continuing	Grad Rate	5-yr Grad Rate
			Gr 9	Gr 10	Gr 11	Gr 12					
2011	626	123	0	5	8	25	177	495	39	86.5	89.2
2012	569	138	1	4	11	17	163	469	42	86.2	90.7
2013	570	-	4	5	8	17	-	500	36	87.7	91.6
2014	554	-	1	3	7	17	-	500	26	90.3	92.8
2015	604	-	3	5	8	14	-	535	39	88.6*	-

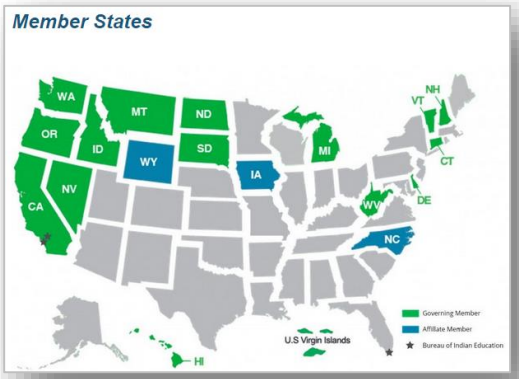
*estimated number – transfer in and transfer out not available

Accountability Measure #13 **(Data updated September)**
On-time and Extended Graduation Rates

Readiness for Post High School Success

Accountability Measure #14
% Students College & Career Ready
Common Core State Standards

- **Accountability measure % Gr 11 students meeting standard in both math and ELA**
- **Common Core State Standards Assessments begin Spring 2015; 68% refusal rate Spring 2015**
  Testing in English/Language Arts (ELA) and math grades 3-8, 11
- **Reinforces importance of continued work to measure and report on the 21st Century skills defined by Tahoma School District**
  - District Future Ready skills
  - Postsecondary Planning – viable transition plan



Common Core Assessments
Washington is part of a state-led consortium developing assessments aligned to the Common Core State Standards in ELA and math. The standards are designed to help prepare all students to graduate high school college- and career-ready.

Key Features of Smarter Balanced Assessments

- Assessments
  - Summative assessments (end of year grades 3-8, 11)
  - Interim assessments (optional, computer adaptive, monitor student progress, locally determined intervals)
  - Formative assessments (bank of tools and resources to help differentiate instruction)
- Item Types
  - Selected response (single response and multiple response)
  - Technology enhanced (evidence through non-traditional responses)
  - Extended response (extended response)
  - Technology enabled (selected or constructed responses with multimedia)
  - Constructed response (short answer)
  - Performance tasks (multiple resources, media types, and interactions with extended response or demonstration of learning; typically over multiple days)
- Features
  - 100% on-line
  - Adaptive testing (questions change based on response pattern

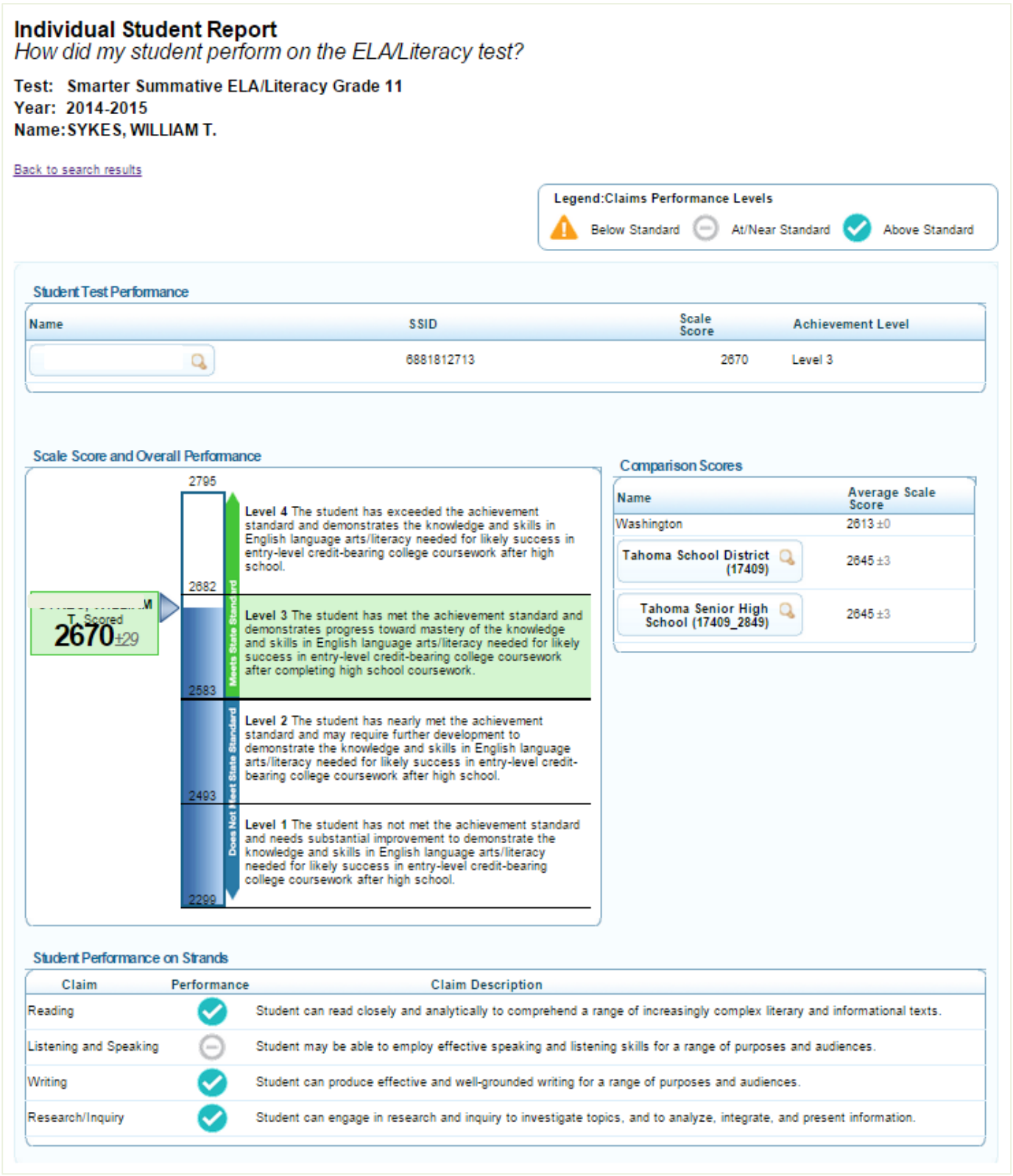
Costs of Smarter Balanced Assessments
Development costs were funded by the U.S. Department of Education's Race to the Top Assessment Program. Most states expect to spend less on Smarter Balanced assessments than they did on their prior assessments. The projected cost is $19.81/student (current average is $31 across all SBAC member states), while the interim assessments are expected to cost $7.50—for a total of $27.31/student. Washington State has made all components of the SBAC system available, including the digital library and interim assessments, with no additional district costs.

Measurement of 21st Century Skills
The Smarter Balanced assessment system is intended to measure the full depth and breadth of the Common Core State Standards in ELA/literacy and math. The authors focused on the cognitive skills and knowledge students need to be ready to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs. Critical-thinking, problem-solving, and communication skills are a major focus.

However, the Common Core authors also note that the standards are not meant to encompass everything a student should learn, or describe all of the skills that students need in the 21st century. Indeed, academic readiness—as defined by the Common Core—is only part of a more comprehensive set of knowledge and skills that contribute to college and career readiness, such as work habits, persistence, and postsecondary planning.

Sample Reporting from Smarter Balanced

- ➔ **Early return of score reports prior to end of school year did not happen in spring 2015**
- ➔ **Score reported delivered to districts Sept 7-9 and to parents Sept 18**
- ➔ **Notification to parents of students at grade 3 Level 1 for reading – mail June 15, 2015**



Individual Student Report

How did my student perform on the ELA/Literacy test?

Test: Smarter Summative ELA/Literacy Grade 11
Year: 2014-2015
Name: SYKES, WILLIAM T.

Back to search results

Legend: Claims Performance Levels
Below Standard | At/Near Standard | Above Standard

Student Test Performance

Name	SSID	Scale Score	Achievement Level
[redacted]	6881812713	2670	Level 3

Scale Score and Overall Performance

Comparison Scores

Name	Average Scale Score
Washington	2613 ±0
Tahoma School District (17409)	2645 ±3
Tahoma Senior High School (17409_2849)	2645 ±3

Student Performance on Strands

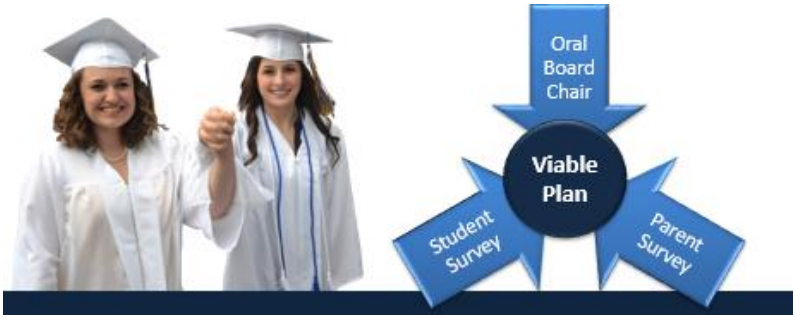
Claim	Performance	Claim Description
Reading	✓	Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening and Speaking	–	Student may be able to employ effective speaking and listening skills for a range of purposes and audiences.
Writing	✓	Student can produce effective and well-grounded writing for a range of purposes and audiences.
Research/Inquiry	✓	Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Readiness for Post High School Success

Accountability Measure #15
% Students College & Career Ready
Viable 13th year plan

- **Expanding Structures and Supports for each Student's Future Plan**
  - 13th year planning has been part of the STEP process. This is expanding across grades 6-12 with the development of the College and Career Exploration and Planning curriculum to be implemented for the first time with the 2014-15 school year.
  - Identifying the support structures that ensure all students leave with a viable plan is the most critical component of the work, with all pathways valued.
  - One support structure is the Table Top conversations with parents and students, implemented in 2012-13 school year for grades 10-12.
  - Measurement component included in the final student oral board presentation.

- **Gain from 42% to 58% for viability of the post high school plan in 1 year from focus on Future Ready at high school and support through Table Top conversation with parents and increased attention to the plan through the senior social studies class.**



Triangulating the Data from Senior Oral Board, Student Survey and Parent Survey

Aggregating All Perspectives of Post High School Plan (Average of Significant Rating Only)			
	2013	**2014**	**2015**
Plan matches interests	43%	64%	72%
Knows steps to meet goals	41%	58%	68%
Has skills necessary for next step	42%	60%	68%
Has plan to pay for next step	40%	48%	55%
Overall likely success of plan	42%	60%	69%

Senior Oral Boards

(Annually in May– All students)

	Rating from Oral Board Chair based on Senior Oral Board					
	2013		2014		2015	
	moderate	significant	moderate	significant	moderate	significant
Plan matches interests	13%	43%	19%	75%	20%	77%
Knows steps to meet goals	16%	42%	25%	66%	24%	71%
Has skills necessary for next step	16%	42%	25%	68%	25%	71%
Has plan to pay for next step	16%	42%	28%	64%	27%	67%
Overall likely success of plan	16%	42%	26%	68%	23%	74%

2015 Senior Exit Survey

(Administration Window May 19 – June 12)

Rating of viability of post high school plan Rating Scale (not at all → slightly → moderately → significantly)					
Student Perspective			Parent Perspective		
	moderate	significant		moderate	significant
Plan matches interests	32%	60%	Plan matches interests	18%	78%
Knows steps to meet goals	29%	66%	Knows steps to meet goals	24%	68%
Has skills necessary for next step	30%	63%	Has skills necessary for next step	21%	70%
Has plan to pay for next step	35%	50%	Has plan to pay for next step	38%	47%
Overall likely success of plan	33%	62%	Overall likely success of plan	25%	69%

Total Responses	408	Total Responses	161
Participation Rate	69%	Participation Rate	27%
Level of uncertainty (95% confidence interval)	±2.7	Level of uncertainty (95% confidence interval)	±6.6

Accountability Measure #15 Readiness
% of Students Viable 13th Year Plan

Readiness for Post High School Success

- **Current measures of college readiness**
  - Course selection and completion, AP/College in High School/Tech Prep
  - ACT and SAT testing
  - PLAN and ASVAB testing
  - College placement testing, Compass

Compass Testing -

In 2008 and 2009, through work of the Washington State Transition Math Project, there was some energy from all the universities and colleges in the State of Washington to move to a unified placement testing system, starting with mathematics. The Office of Educational Assessment (OEA), at the University of Washington aligned the math placement test with the Mathematics College Readiness Standards. While this math assessment is in place currently, not all colleges and universities are using this as their math placement examination.

Top Five* 2-yr and 4 yr colleges attended by Tahoma Graduates (Last 6 Years)

2-Yr College	# Tahoma Graduates Enrolled 2004-2012	Placement Testing
GREEN RIVER COMMUNITY	555	Compass
RENTON TECHNICAL	34	Compass
HIGHLINE COMMUNITY	28	Compass
CLOVER PARK TECHNICAL	6	Compass

4-Yr College	# Tahoma Graduates Enrolled 2004-2012	Placement Testing
WA STATE UNIVERSITY	274	WSU developed
UNIVERSITY OF WA - SEATTLE	252	MPT-G, MPT-A
CENTRAL WA UNIVERSITY	198	SAT scores Compass
WESTERN WA UNIVERSITY	193	SAT/ACT MPT
BELLEVUE COLLEGE	189	Compass

**National Student Clearinghouse, Aug 2015 Report*
***SAT and ACT scores may also be used to determine placement*

SAT/ACT

Students typically take the SAT and/or ACT beginning in their junior year. Students can retake the test as many times as they wish. Cost for the SAT is $49 per administration and ACT is $34 ($50 with writing subtest).

		2008-2014 SAT Scores			
		Test Takers	Critical Reading	Math	Writing
		Number	Mean	Mean	Mean
2009	TSHS	219	548	554	524
	Washington	37,526	523	530	505
2010	TSHS	203	532	547	519
	Washington	38,400	524	531	507
2011	TSHS	286	526	543	517
	Washington	38,972	523	529	508
2012	TSHS	246	526	545	503
	Washington	39,019	519	530	503
2013	TSHS	308	524	537	512
	Washington	40,254	515	523	499
2014	TSHS	311	538	550	516
	Washington	41,277	510	518	491
2015	TSHS	321	542	552	521
	Washington	44,423	502	510	484

Data Source: College Board – SAT Reporting (Available October)

Most schools report SAT scores for the 25th and 75th percentile of students enrolled. But what exactly do these numbers mean? Consider a college profile that presents the following SAT scores for the 25th and 75th percentiles:

- SAT Critical Reading: 500 / 610
- SAT Math: 520 / 620
- SAT Writing: 490 / 600

The lower number is for the 25th percentile of students who *enrolled* in (not just applied to) the college. For the school above, 25% of enrolled students received a math score of 520 or lower.

The upper number is for the 75th percentile of students who enrolled in the college. For the above example, 75% of enrolled students got a math score of 620 or lower (looked at another way, 25% of students got above a 620).

For the school above, if you have an SAT math score of 640, you would be in the top 25% of applicants for that one measure. If you have a math score of 500, you are in the bottom 25% of applicants for that measure.

Sample of Washington Colleges and Universities
Fall 2014 Reported SAT Scores (mid 50%) for Admitted Students

	Reading		Math		Writing	
	25%	75%	25%	75%	25%	75%
Evergreen State College	500	630	450	580	460	590
Gonzaga University	550	700	560	690	-	-
Pacific Lutheran University	480	610	490	610	470	610
Seattle Pacific University	500	620	500	610	500	600
Seattle University	530	640	540	640	530	630
University of Puget Sound	570	680	580	660	-	-
University of Washington	510	650	570	700	520	640
Washington State University	460	570	470	600	450	550
Western Washington University	510	620	510	610	480	600
Whitman College	610	730	610	700	620	720

Data Source: CollegeApps.about.com

Washington State Students can also use their SAT/ACT Scores to satisfy the state standards for reading, writing, math, and science (once that is a graduation requirement). Cut scores have been established and are shown in the table below.

SAT/ACT Equivalences Demonstrating Meeting Standard for the State Assessment

	SAT	ACT
Mathematics	470	19
Reading	350	13
Writing	380	15

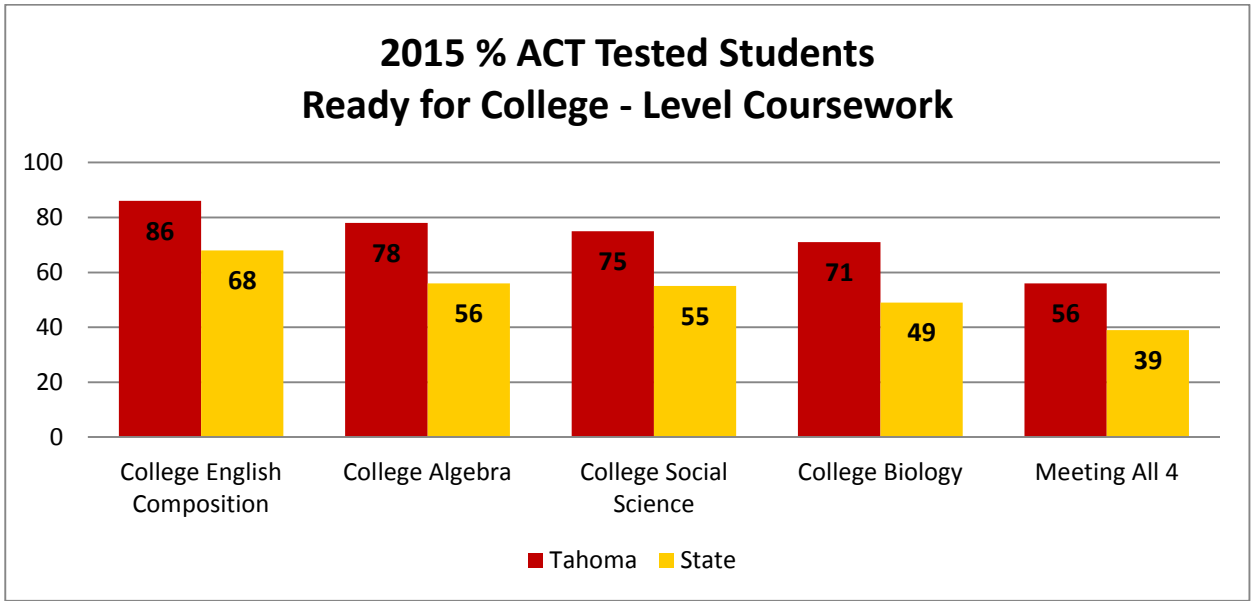
Sample of Washington Colleges and Universities Fall 2014 Reported ACT Scores (mid 50%) for Admitted Students						
	Composite		English		Math	
	25%	75%	25%	75%	25%	75%
Evergreen State College	20	27	20	28	17	24
Gonzaga University	24	28	-	-	-	-
Pacific Lutheran University	21	27	21	27	22	26
Seattle Pacific University	22	27	22	28	21	27
Seattle University	24	29	23	30	24	28
University of Puget Sound	26	30	25	31	25	30
University of Washington	24	30	24	30	25	31
Washington State University	20	25	19	25	20	25
Western Washington University	22	28	21	28	22	27
Whitman College	29	32	-	-	-	-

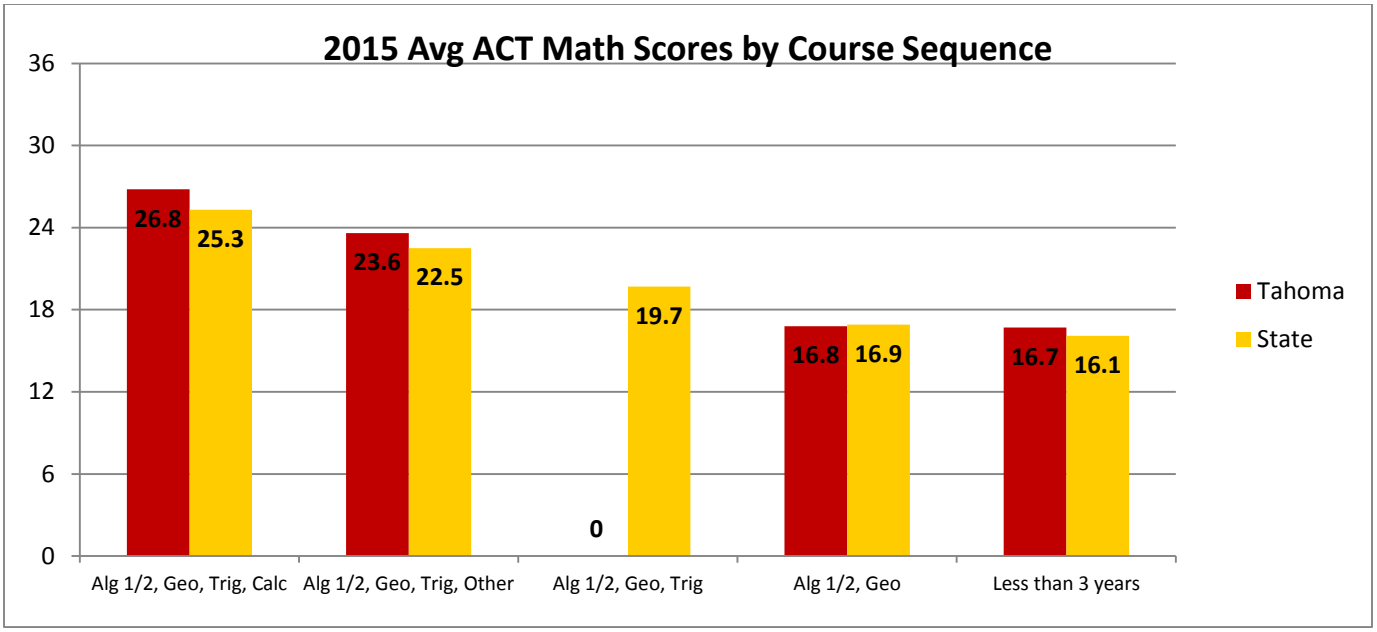
Data Source: CollegeApps.about.com

ACT Testing Six Year Trends – Average ACT Scores

	Total Tested		English		Mathematics		Reading		Science		Composite	
Grad Year	District	State	District	State	District	State	District	State	District	State	District	State
2009	50	12,285	22.7	22.4	22.5	22.9	24.4	23.5	22.4	22.1	23.1	22.8
2010	50	12,897	22.8	22.6	23.2	23.1	23.7	23.5	22.2	22.5	23.1	23.0
2011	100	13,677	22.4	22.3	24.1	22.9	23.8	23.1	22.7	22.3	23.4	22.8
2012	125	13,929	22.4	22.3	23.7	23.1	24.2	23.3	22.7	22.4	23.4	22.9
2013	132	14,316	23.8	22.1	24.1	22.8	24.3	23.3	24.2	22.5	24.2	22.8
2014	138	14,667	23.4	22.3	25.1	23.3	25.0	23.4	24.7	22.7	24.7	23.0
2015	**169**	**16,944**	**23.7**	**21.5**	**24.7**	**22.4**	**25.3**	**22.7**	**24.5**	**22.4**	**24.6**	**22.4**

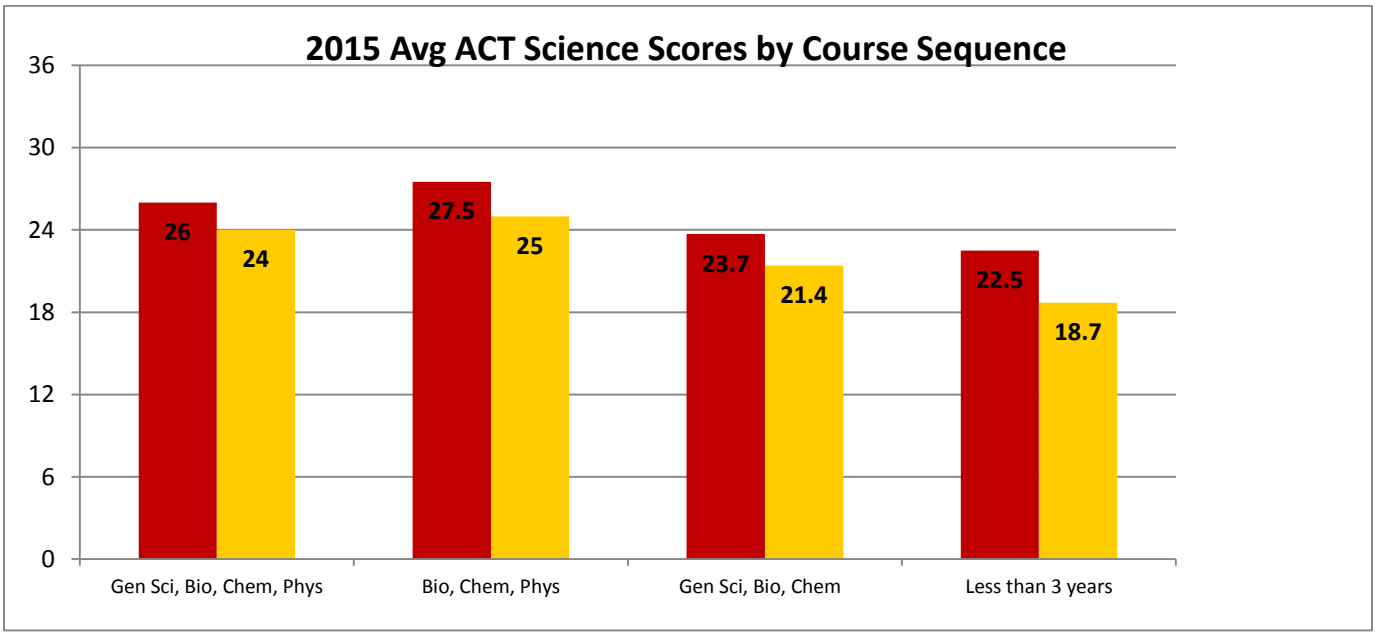
Data Source: 2015 ACT Profile Report





Data Source: 2013 ACT Profile Report

➔ Students who take a minimum of Algebra I, Geometry, and Algebra II typically achieve higher ACT math scores than those who take less than three years of high school level math. In addition, students who take more advanced math increase their ACT math scores. That national trend is reflected in the Tahoma data.



➔ Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

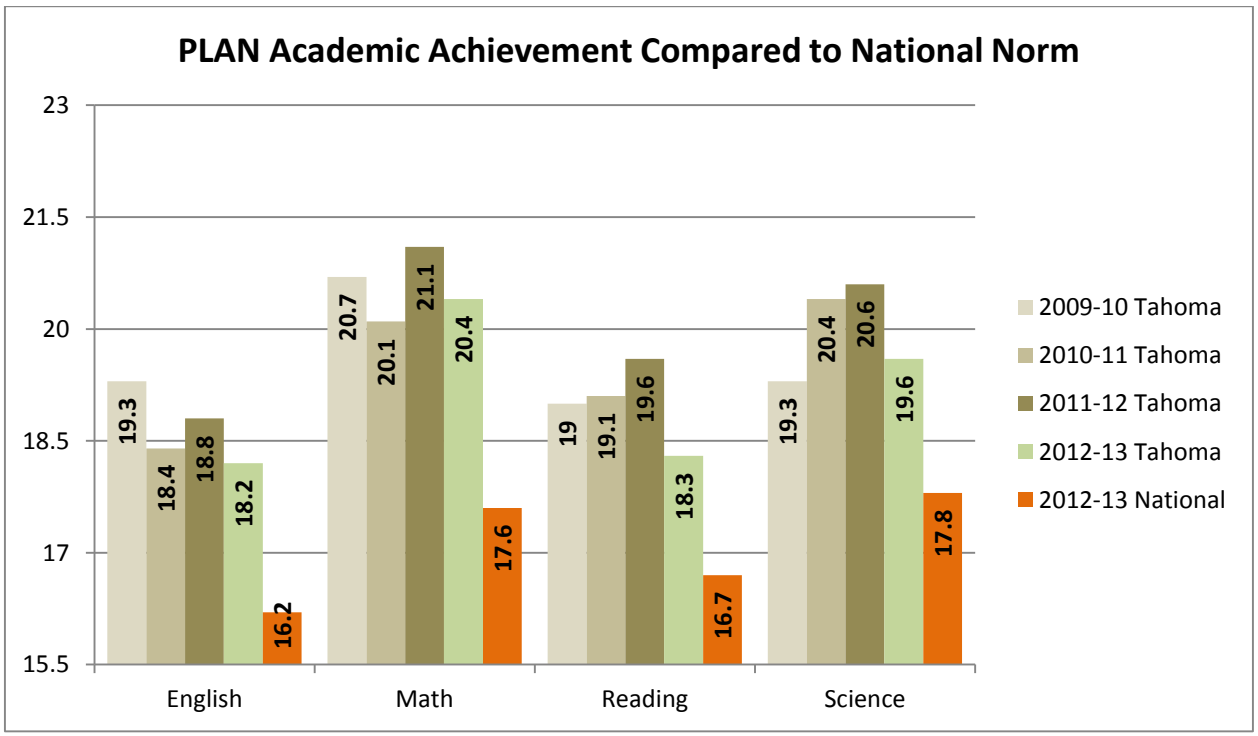
ACT-PLAN and ASVAB

Starting in 2009-10, all sophomores began testing specifically intended to support college and career readiness. Students have the option between taking the ACT-PLAN assessment or the ASVAB (Armed Services Vocational Aptitude Battery). The math level of the student influences that choice as the math assessment in the PLAN test is at beyond Algebra. Both assessments include an interest inventory. This combination of interest inventory with academic skills testing allows the providers to produce customized student reports with possible career choices based on their interests and skills. This ties in perfectly with the focus on career exploration and planning with the Bridges portal. The high school is planning to move this assessment to the Fall of the sophomore year to better support course selection for 11th and 12th grade and post-high school transition.

Description of the PLAN

The ACT-PLAN Test includes four multiple-choice tests: English, Math, Reading, and Science.

English	Math	Reading	Science
Measures understanding of standard written English—punctuation, grammar and usage, and sentence structure (Usage/Mechanics)—and understanding of the use of strategy, organization, and style in writing (Rhetorical Skills). Four prose passages, each accompanied by a number of multiple-choice questions.	Measures mathematical reasoning, rather than on how well you have memorized formulas or can do involved computations. Skills tested: pre-algebra, first-year algebra, and plane geometry. Approved calculators allowed	Measures reading comprehension by focusing on skills such as: • referring to details in a passage • drawing conclusions • making comparisons and generalizations Three prose passages: one in the social sciences, one in the humanities (literature, history, philosophy, etc.), and one in prose fiction.	Measures scientific reasoning skills. The material includes topics in biology, chemistry, physics, geology, astronomy, and meteorology. The test presents five sets of scientific information, using three formats: • Data representation format (two sets) with graphs, tables, diagrams, etc. • Research summaries format (two sets) including descriptions of several related experiments • Conflicting viewpoints format (one set) with two or more interpretations that are inconsistent with one another



Data Source: PLAN Profile Summary Report/Presentation Packet

ASVAB

General Science	Arithmetic Reasoning	Word Knowledge	Paragraph Comprehension
Measures knowledge of life science, earth and space science, and physical science.	Measures ability to solve basic math problems.	Measures ability to understand the meaning of words through synonyms.	Measures ability to obtain information from written materials.
Mathematics Knowledge	**Electronics Information**	**Auto and Shop Information**	**Mechanical Comprehension**
Measures knowledge of mathematical concepts and applications.	Measures knowledge of electrical current, circuits, devices, and electronic systems.	Measures knowledge of automotive maintenance and repair and wood and metal shop practices.	Measures knowledge of the principles of mechanical devices, structural support, and properties of materials.

District Level Composite Scores from ASVAB not Currently Available

College Admission Standards

New minimum college admission standards for college-bound students in Washington took effect fall 2012. The standards apply to students who aspire to enter a baccalaureate institution directly from high school. They spell out the numbers and types of high school credits needed to qualify for college admission.

These required courses are known as the College Academic Distribution Requirements (CADR). Completing the CADR courses does not guarantee admission to one of the state's six baccalaureate institutions. The CADR courses are one of a number of criteria institutions consider when making admissions decisions.

The new standards apply to:

- University of Washington, UW Bothell, UW Tacoma
- Washington State University, WSU Vancouver, WSU Tri Cities
- The Evergreen State College
- Western Washington University
- Central Washington University
- Eastern Washington University

English – 4 credits including 3 credits of college preparatory composition or literature. One credit may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, English as a Second Language, or Learning Support English. Passing the state mandated high school assessment in Reading is equivalent to earning the first 2 CADR credits of high school English.

Mathematics – 3 credits: Algebra I, geometry, and Algebra II (intermediate algebra), or Integrated Math I, II, and III. Passing the state mandated high school assessment in math is equivalent to earning the first 2 CADR credits of high school math (Algebra I & Geometry or Integrated Math I and II).
Note: *Successful completion of math through pre-calculus meets the requirement for 3 credits of math and the senior-year math requirement (below).*

Senior Year Math-Based Quantitative Course: During the senior year of high school, students must earn a credit in a math-based quantitative course. This requirement may be met through enrollment in one of the three required math courses listed above; or by completing a math-based quantitative course like statistics, applied math, or appropriate career and technical courses; or by completing an algebra-based science course taken during the senior year that would satisfy this requirement and part of the science requirement below.
Note: *The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math; the intent is for seniors to take meaningful math.*
Exception: *Completion of higher-level math prior to the senior year exempts students from the senior-year quantitative course requirement (e.g., pre-calculus, math analysis, or calculus).*

Science – 2 credits of laboratory science are required for admission to public baccalaureate institutions beginning summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement). Principles of technology courses taught in Washington High Schools may satisfy the laboratory science requirement.
Note: *Western Washington University specifies that one credit must be an algebra-based chemistry or physics course.*

World Languages – 2 credits must be earned in the same World Language, Native American language, or American Sign Language. Schools may award credit based on a district approved competency assessment consistent with the State Board of Education policy and American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.
Note*: A World Language course taken in middle school may satisfy one credit of the requirement if the second year level course is completed in high school grades 9-12.*

Social Science – 3 credits of history or other social science (e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology).

Arts – 1 credit of fine, visual, or performing arts - or 1 additional credit in other CADR academic subject areas as defined above. Acceptable coursework in the fine, visual, or performing arts includes art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design , music appreciation, music theory, orchestra, painting, photography, print making, or sculpture.
Note: *The University of Washington and Western Washington University specify one-half credit in fine, visual or performing arts*. The other half may be in the arts or in an academic elective.

Readiness for Post High School Success

- ➔ **The number of students enrolled in one or more AP or College in the High School classes has increased by 59% over the past 5 years.**
- ➔ **The percent of running start students has remained consistent at about 9% of the high school enrollment.**

Dual Credit Participation

	Total Dual Credit Course Enrollments	All 9-12 students (dual)	Dual credit enrollments per student	% all students with dual credits	% All AP	% All College in HS	% All Running Start	% All Tech Prep
2010-11	2,694	1,230	2.19	49 %	23 %	9 %	6 %	25 %
2011-12	2,876	1,333	2.16	52 %	30 %	11 %	6 %	22 %
2012-13	3,879	1,506	2.57	58 %	34 %	10 %	7 %	31 %
2013-14	4,243	1,535	2.76	61%	33%	7%	8%	34%
2014-15								

Data Source: OSPI School Report Card Dual Crediting – refreshed in Nov for year prior

Number of Students Enrolled in an AP or College in the High School Course

# of AP or College in HS Courses Taken in Year	Unduplicated Number of Students Enrolled						
	2009-10	2010-11	2011-12*	2012-13	2013-14	2014-15	2015-16
1	340	376	464	401	466	488	444
2	128	147	190	348	175	169	128
3	74	77	103	116	94	80	65
4	50	43	43	59	66	54	47
5	19	13	19	37	27	26	19
6	4	0	7	10	17	14	16
7			1	1	3	2	3
Total Unduplicated Count	615	656	827	974	848	833	722
Total Enrollment [9-12 starting in 2012, 10-12 previous years]	1751	1789	2416	2413	2410	2450	1296

**Year added 1st AP course at 9th grade AP Human Geography*

Data Source: Skyward Schedule Download Sept/Oct

Course Enrollments of Individual AP/College in High School Courses (# of students in S1 & S2)

Class	2011	2012	2013	2014	2015	2016
AP 2D DIG GRAPH	9	12	13	15	25	26
AP BIOLOGY	60	85	84	100	57	72
AP CALC AB	102	122	119	117	87	89
AP CALC BC	19	45	45	36	39	30
AP COMP SCI A	27	45	44	69	88	83
AP ENV SCI I-II	19	55	54	60	64	63
AP ENVIRO SCI	85	83	82	86	88	
AP EURP HISTORY	124	154	153	107	114	96
AP LITERATURE	142	149	149	152	131	94
AP HUMAN GEO	105	95	95	90	100	123
AP PHYSICS	28			31	33	24
AP PSYCHOLOGY	61	129	127	147	125	158
AP STATISTICS	59	48	49	52	56	38
AP STUD ART 2D	3	2	2	5	1	5
AP STUD ART 3D	1	1	1	4	0	
AP STUD ART- DR	5	4	4	5	6	4
AP US GOVT	53	86	86	88	91	60
AP US GOVT-WTP	23	27	27	23	26	27
AP US HIS I-II	174	176	173	173	119	113
AP2D DIG GRA IS	1					
ADV COL SPANISH				10	2	
COL COMP PRO II	11	9	11		28	18
COL EVIDENCE						
COL GEOL I-II	98	26	23	22	43	20
COL LIT ANALYS	30	51	52	44	35	27
COL INFO TECH	44	22	21			
COLLEGE FRENCH	31	39	38	25	25	30
COL SPANISH	86	102	100	52	47	61
COLLEGE WRIT	70	114	112	99	80	34

Data Source: Skyward Schedule Download Sept/Oct

Participation over time at the Puget Sound Skills Center (PSSC)

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total Student Count	36	29	16	21	14	9	16	6

Data Source: Skyward Schedule Download Sept/Oct

Students Enrolled in Running Start-Semester 1

# of Periods Running Start Enrollment	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
1	5	2	2	1	2	2	0	1
2	9	7	12	3	5	2	2	2
3	8	4	1	4	5	3	3	3
4	37	61	34	26	21	19	31	46
5	13	20	17	17	20	23	46	66
6	77	93	93	104	119	138	178	149
Total Student Count	**149**	**187**	**159**	**155**	**172**	**187**	**260**	**268**

Data Source: Skyward Schedule Download Sept/Oct

Full and Part Time Running Start (RS) Enrollment

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Full Time RS Juniors (11th grade)	32	33	34	43	44	58	86	42
Full Time RS Seniors (12th grade)	41	59	63	58	74	80	92	99
Total Full time RS	73	92	97	101	118	138	178	141
Part Time RS Juniors	67	99	65	56	49	49	59	72
Part Time RS Seniors							42	50
Total Full Time + Part Time RS	**140**	**191**	**162**	**157**	**167**	**187**	**279**	**268**

- **Tahoma is seeking articulations outside of Tech Prep with community, technical, and 4 year colleges. Articulations that provide direct college credit are an advantage for our students.**
- **First articulation with Green River College in Computer Science was signed in spring 2015. Additional areas for articulation are in development.**
- **First articulation with Renton Technical College is anticipated in 2015-16 in automotive technology.**

Number of Students Enrolled in a Tech Prep Class

# of Tech Prep Courses Taken in Year	Unduplicated Number of Students Enrolled							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
1	654	665	693	571	616	577	668	732
2	129	198	196	286	268	298	249	255
3	18	35	38	79	94	100	75	96
4	3	6	8	18	22	29	22	35
5			1	4		4	5	8
6				1			2	1
Total Unduplicated Count	**804**	**904**	**936**	**959**	**1000**	**1008**	**1021**	**1127**
Total 9-12 Enrollment	2310	2397	2390	2380	2413	2410	2450	2265
% Tech Prep Credit	34.8%	37.7%	39.2%	40.2%	41.4%	41.8%	41.6%	50%

Course Enrollments of Individual Tech Prep Credit Courses (# of students)

Class	2011	2012	2013	2014	2015	2016
ACCOUNTING		22	20	20	26	11
ADV AUTO SERVICE (ADV AUTO III-IV)	16	16	15	22	22	27
ADV CAREERS IN ED	18	17	15	17	21	14
ADV COMPUTER APP	7	7	8	5	26	5
ADV CULINARY ARTS	13	16	10	21	11	3
ADV MARKETING			11	11	7	5
ADV MULTI MED	13	13	3	3	3	5
ADV VIDEO PRO		28	30	50	26	26
ANIMAL SCI 1&2		63	66	68	88	84
AP 2D DIG GRAPH		9	13	15	25	26
AP COMPUTER SCI A	26	27	44	69	88	83
INTRO AUTO SERVICE (AUTO MAINT I)		72	103	121	88	88
AUTO SERVICE IS						11
BUSINESS ECON		51	28	24	26	43
CAREERS IN ED	23	23	23	27	35	18
CHILD DEVELOP	32	34	29	48		47
COL COMPUTER PROG II	11	11	11	8	28	18
COMPUTER APP	40				34	
COMPUTER APS	25	25	17	23	28	39
CULINARY ARTS	54	55	55	76	52	48
DIG GRAPHIC ART	101	104	91	155		119
DIGITAL TOOLS	42	16	25	20	35	16
FIN ALGEBRA		22	20	13	17	31
FLORAL DES 1&2	61	63	63	64	60	32
FOODS/NUTRITION	112	112	81	116	175	56
AUTO SERVICE TECH (INTER AUTO I-Ii)	39	38	26	43	43	40
MARKETING	47	42	85	86	47	77
MULTI-MEDIA DESIGN	80	83	52	53	23	46
PC TECH/REPAIR	31	31	28	57	51	
PERS FIN MGMT			28	30	19	17
PLANT SCI 1& 2		27	30	27	28	31
PN/BS LAW		23	25	19	19	20
RELATIONSHIPS		93	117	46	55	49
RETAIL OPERATIONS	46	44	48	40	33	40
ROBOTICS			93	50	58	62
SOPH VIDEO PROD		24	24	24	23	23
SPORTS MEDICINE						29
SPORTS/HEALTH		63	69	66	104	103
VIDEO PROD		70		47	71	71
VL ANIMAL SCI		8	10	10	11	16
VL FLORAL DES	7	5	9	8	5	4
VL PC TECH						1
VL PLANT SCI		4	6	4	5	5
VL VIDEO						10
WOODS I	19	37				
WOODS II	4	6				

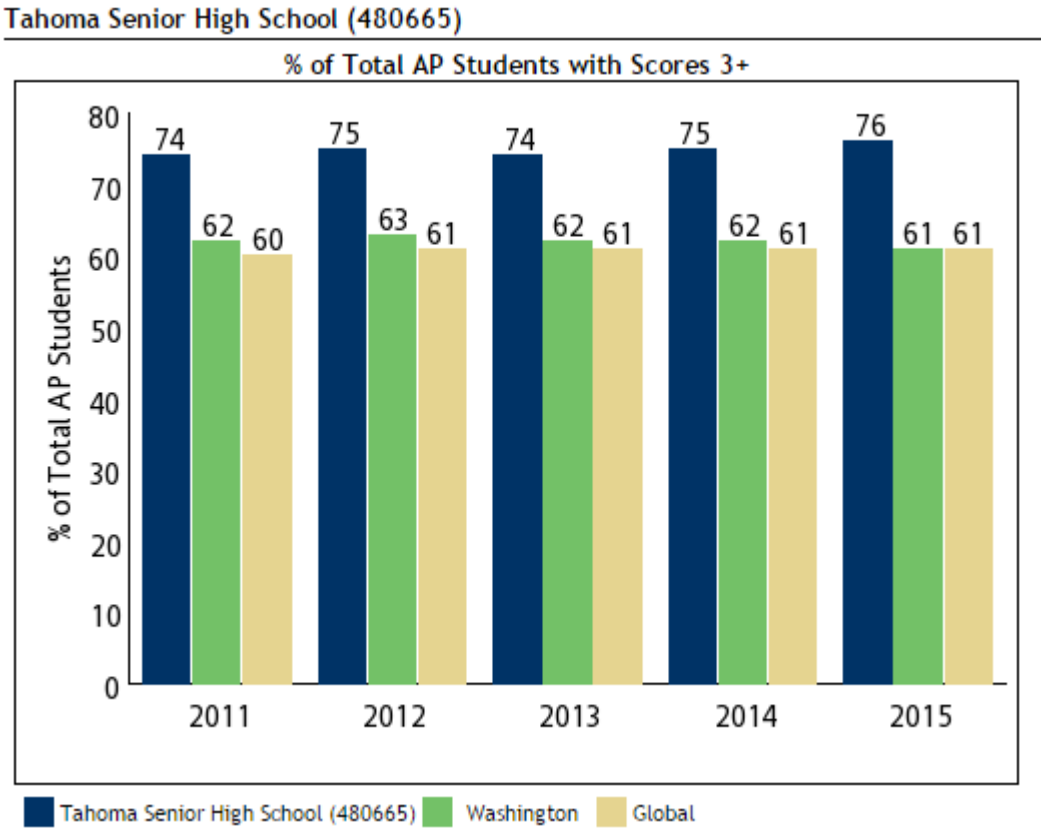
Data Source: Skyward Schedule Download

Accountability *% Tech Prep Credit Course Enrollment*

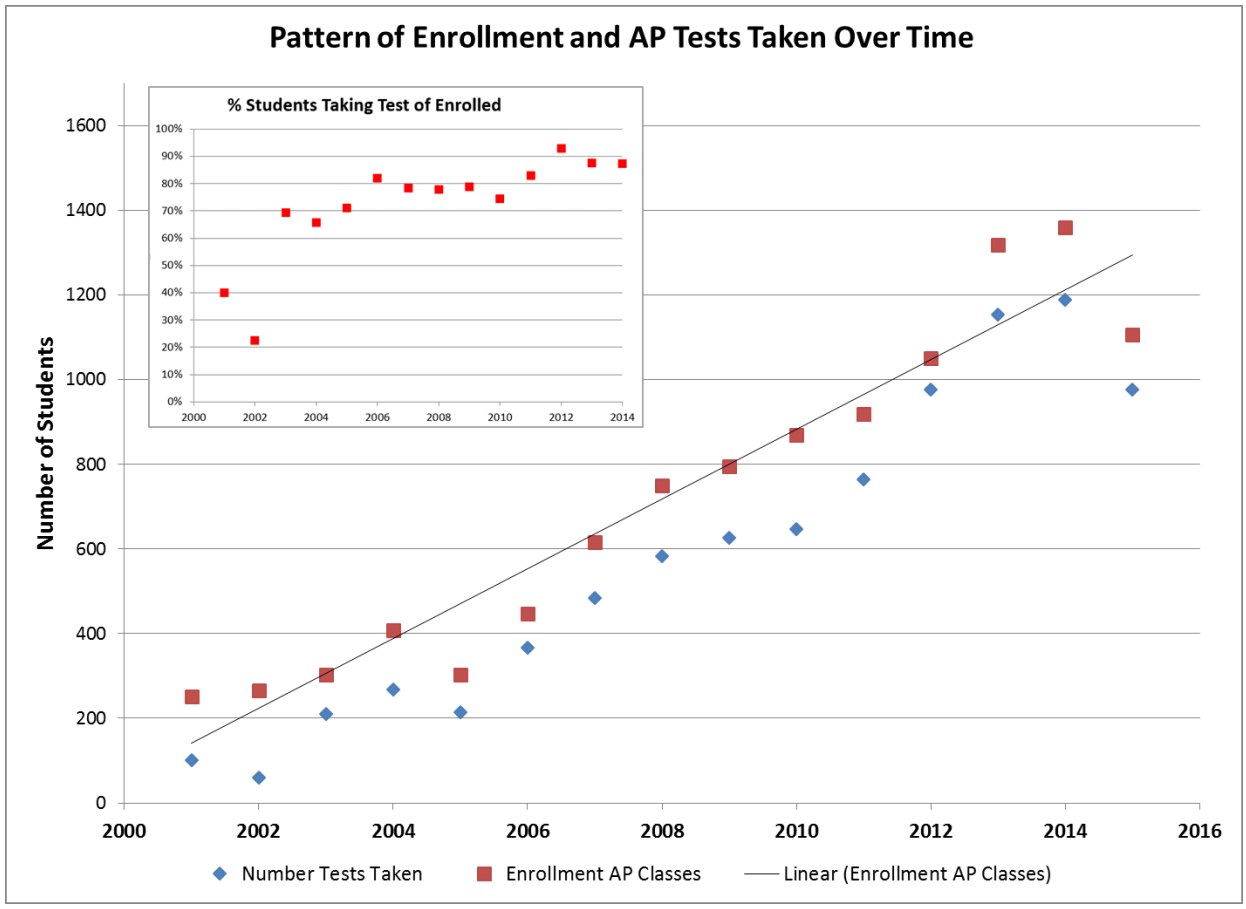
Readiness for Post High School Success

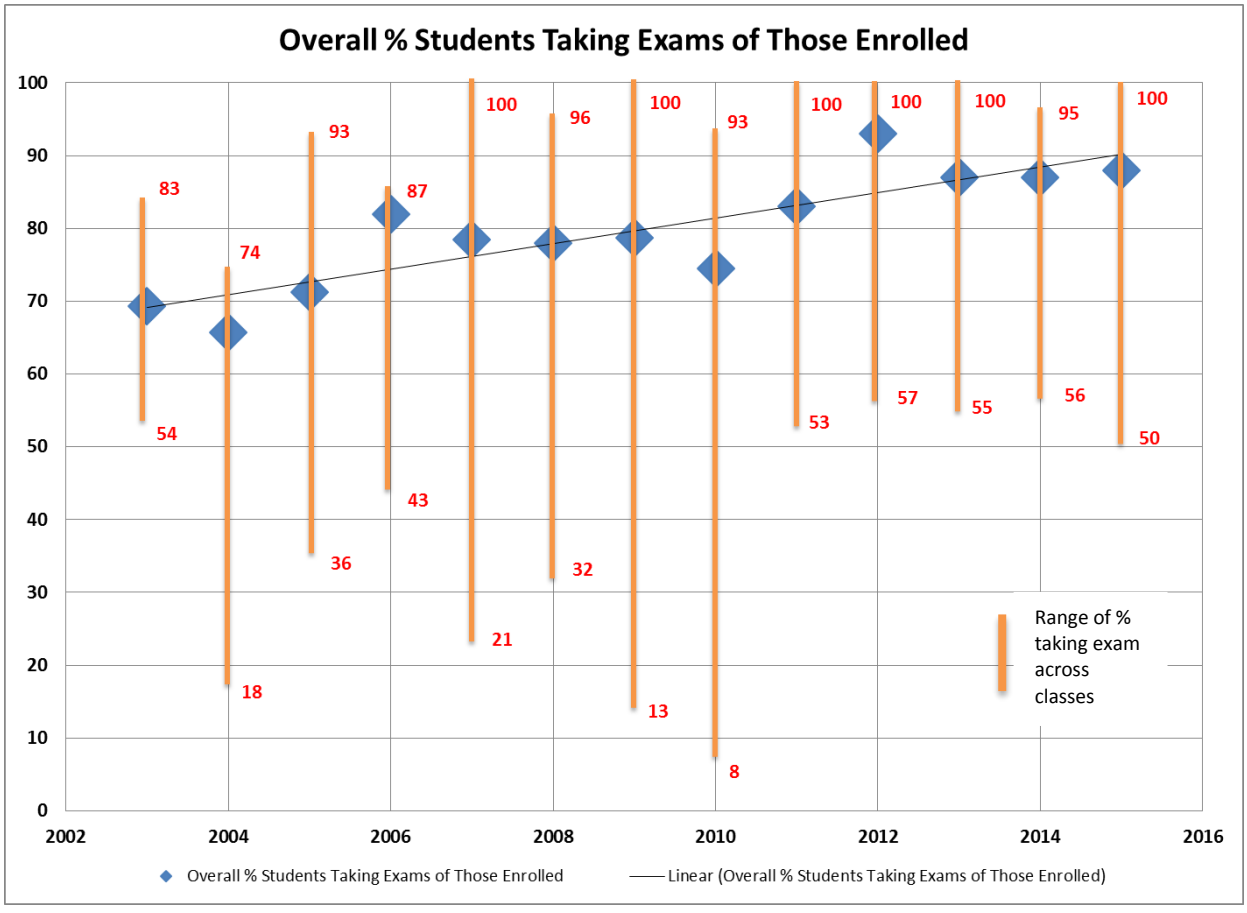
- **Pass rate on AP exams has remained steady the last five year. Tahoma continues to outperform both the state and global student performance. This is occurring while the number of students enrolled and participating in AP exams has increased significantly.**
  - Pass rate for individual courses where testing is greater than 5 students exceeds or is within the state and global mean scores. The exception to this is AP Psychology and Comp Science A.

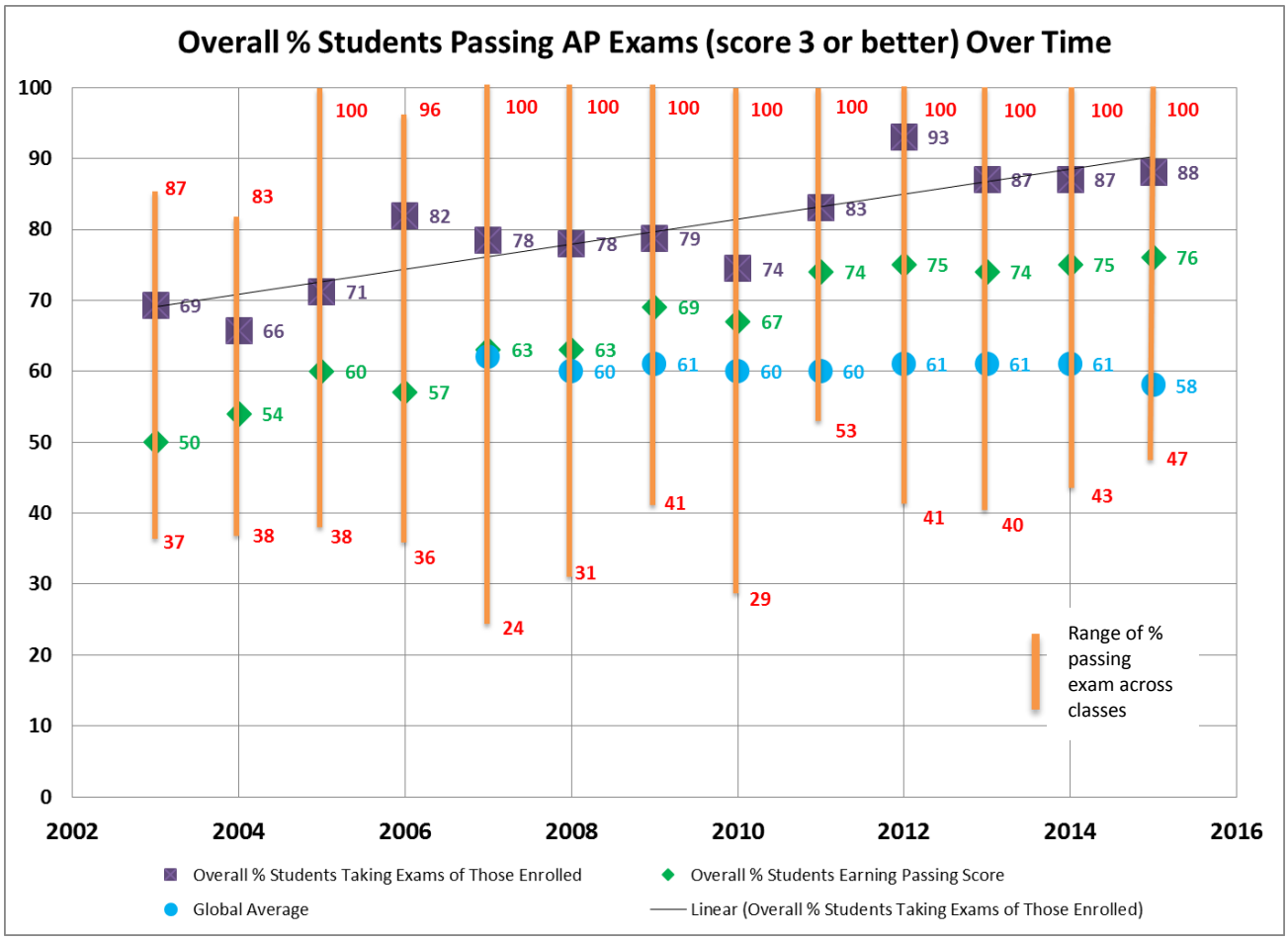
Success on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that the College Board research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.



	2011	2012	2013	2014	2015
Tahoma Senior High School (480665)					
Total AP Students	439	587	672	635	569
Number of Exams	764	980	1,153	1,189	976
AP Students with Scores 3+	324	438	500	476	434
% of Total AP Students with Scores 3+	73.8	74.6	74.4	75.0	76.3
Washington					
Total AP Students	39,409	42,242	44,334	47,321	50,447
Number of Exams	66,518	71,486	76,075	80,036	85,415
AP Students with Scores 3+	24,467	26,533	27,330	29,313	30,903
% of Total AP Students with Scores 3+	62.1	62.8	61.6	61.9	61.3


Pattern of Enrollment and AP Tests Taken Over Time
% Students Taking Test of Enrolled
Number of Students
Number Tests Taken
Enrollment AP Classes
Linear (Enrollment AP Classes)


Overall % Students Taking Exams of Those Enrolled
Range of % taking exam across classes
Overall % Students Taking Exams of Those Enrolled
Linear (Overall % Students Taking Exams of Those Enrolled)



Advanced Placement Scholar Awards

- **AP Scholar Award** - complete three or more AP Examinations, with grades of 3 or higher.
- **AP Scholar with Honor Award** - earn an average grade of at least 3.25 on all AP Exams taken, and grades of 3 or higher on four or more of these exams.
- **AP Scholar with Distinction Award** – earn an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these exams.
- **National AP Scholar Award** – earn a 4 or higher on all AP exams taken, and 4 or higher on eight or more exams.

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
AP Scholar	11	14	9	13	26	33	35	37	42	45	53	67	86	65
AP Scholar w/ Honor	4	7	5	9	7	9	17	18	28	24	23	28	29	32
AP Scholar w/ Distinction	1	1	3	4	8	14	18	33	28	42	44	72	85	87
National AP Scholar						1	2	3	4	3	4	18	17	17
Total	**15**	**22**	**17**	**26**	**41**	**57**	**72**	**88**	**98**	**111**	**120**	**167**	**200**	**201**

Data Source: College Board AP Scholar Reports

Post High School Follow Up Study

Accountability Measure
Post High School Graduate Outcomes

The Tahoma Graduate Follow up survey was initiated with the Class of 2012. Follow up is done 1 year after graduation and 3 years after graduation. We are currently in our second year of graduate survey follow up and have data for 1 year after graduation for the Classes of 2012 and 2013.

1 Year after Graduation – Follow up Survey

Class of	# Students Graduating	# Responding	Uncertainty in generalizing responses based on 95% confidence level
2012	491	231	± 4.7
2013	529	191	± 5.7
2014	530	172	± 6.1

1 Year after Graduation (graduates select all that apply)			
	Class 2012	**Class 2013**	**Class 2014**
Volunteer Service	4 %	1 %	4%
Working Apprenticeship / Internship	1 %	1 %	2%
Military Service	4 %	2 %	5%
Gap Year (Volunteer or work)	3 %	2 %	4%
Attending Vocational/Tech School	4 %	6 %	7%
Working Full Time	14 %	15 %	13%
Working Part Time	25 %	17 %	31%
Attending 2-yr College	25 %	19 %	23%
Attending 4-yr College	53 %	59 %	56%

Knowing expectations of college/work world if you were able to do high school over again, would you have taken higher level and more challenging courses if they were available?			
	Class 2012	**Class 2013**	**Class 2014**
Yes	50%	22 %	Removed from survey
No	50%	33%	Removed from survey
Top 4 choices in order	science math writing computer science	writing math science computer science	Removed from survey

I wish I had better preparation in the following life skills				Most Difficult Aspect of Post-High School Life			
	Class 2012	Class 2013	Class 2014		Class 2012	Class 2013	Class 2014
Personal finance	52%	59%	61%	Finances	26%	29%	24%
Time management	43%	41%	34%	Time management	20%	21%	30%
Job searching/Career Planning	43%	34%	29%	Finding career path	18%	15%	14%
Study skills	40%	34%	31%	Academic load	15%	12%	12%
Public speaking	29%	23%	20%	Social Life	11%	12%	17%
Post high school plan	26%	22%	18%	Finding Job	10%	9%	4%
Goal setting	20%	17%	13%				

Viable Plan for Life After Graduation			
	Class 2012	Class 2013	Class 2014
Yes	85%	89%	Removed from survey

How closely are you following your plan?			
	Class 2012	Class 2013	Class 2014
No clear plan	9%	3%	6%
Not followed	10%	7%	12%
Somewhat	34%	36%	37%
Very closely	47%	54%	46%

How is your plan working for you?			
	Class 2012	Class 2013	Class 2014
Very poor	4%	1%	1%
poor	5%	2%	4%
fair	14%	9%	15%
good	48%	51%	44%
Very good	30%	38%	37%

Readiness for Post High School Success

Accountability Measure #17
% Special Education Graduates
In post high school learning and/or work

➔ **Outcomes for special education students who graduate are significantly more positive than for those who do not graduate.**

Follow Up Survey – Postsecondary Activities in the First Year after High School

One year after students with IEPs exit high school, OSPI collects and reports information on postsecondary education, training, and employment levels of engagement for these young adults. The Center for Change in Transition Services (CCTS), a Special Education State Needs Project for the state, coordinates this census-style survey to gather and report post-school outcomes to the public and federal government. These reports are made available for monitoring each year in an effort to improve transition programming outcomes for young adults who access special education services.

Young adults or a designated family member are interviewed by the local district education staff using questions that are scripted by the Center for Change in Transition Services. Data is entered into the state database and reported annually back to each district.

Measures for Postsecondary Engagement

- **Higher Education** - Enrolled on a full- or part-time basis in a community college (2 year program), or college/university (4 or more year program) for at least one complete term, at any time in the year since leaving high school.
- **Competitive Employment** – Worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school (including military employment).
- **Other Post-secondary Education or Training** – Enrolled on a full or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corp, adult education, workforce development program, or vocational technical school which is less than a 2 year program).
- **Some other Employment** – Worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

Post-High School Special Education Student Outcomes

% of Students Leaving High School

	Graduates									
	2009		2010		2011		2012		2013	
	TSD	State	TSD	State	TSD	State	TSD	State	TSD	State
Higher Education	33%	32%	44%	30%	47%	28%	27%	29%	31%	28%
Competitively Employed	24%	23%	6%	22%	12%	27%	29%	24%	12%	30%
Other Education/Training	3%	5%	6%	5%	0%	4%	4%	3%	4%	3%
Other Employment	21%	14%	11%	14%	23%	10%	26%	13%	15%	10%
Not Engaged	18%	26%	33%	29%	18%	31%	15%	30%	38%	30%

Data Source: Graduate Follow-up Survey (State Questions) Data Updated ~ November for year prior

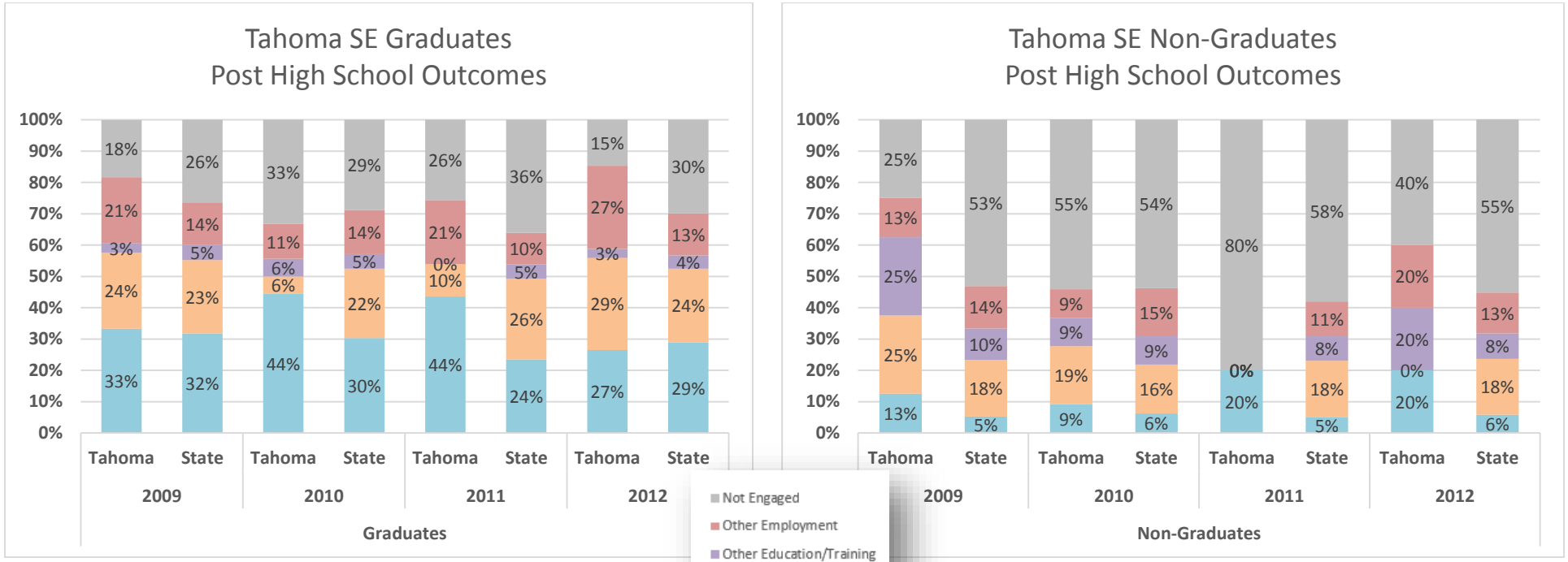
Post-High School Special Education Student Outcomes

% of Students Leaving High School

	Non-Graduates									
	2009		2010		2011		2012		2013	
	TSD	State	TSD	State	TSD	State	TSD	State	TSD	State
Higher Education	13%	5%	9%	6%	20%	5%	20%	6%	0%	7%
Competitively Employed	25%	18%	18%	16%	0%	18%	0%	18%	0%	21%
Other Education/Training	25%	10%	9%	9%	0%	8%	20%	8%	20%	5%
Other Employment	13%	14%	9%	15%	0%	11%	20%	13%	20%	11%
Not Engaged	25%	53%	55%	54%	80%	58%	40%	55%	60%	56%

Data Source: Graduate Follow-up Survey (State Questions) Data Updated ~ November for year prior

Visualizing the Post High School Outcomes for Special Education Students



Readiness for Post High School Success

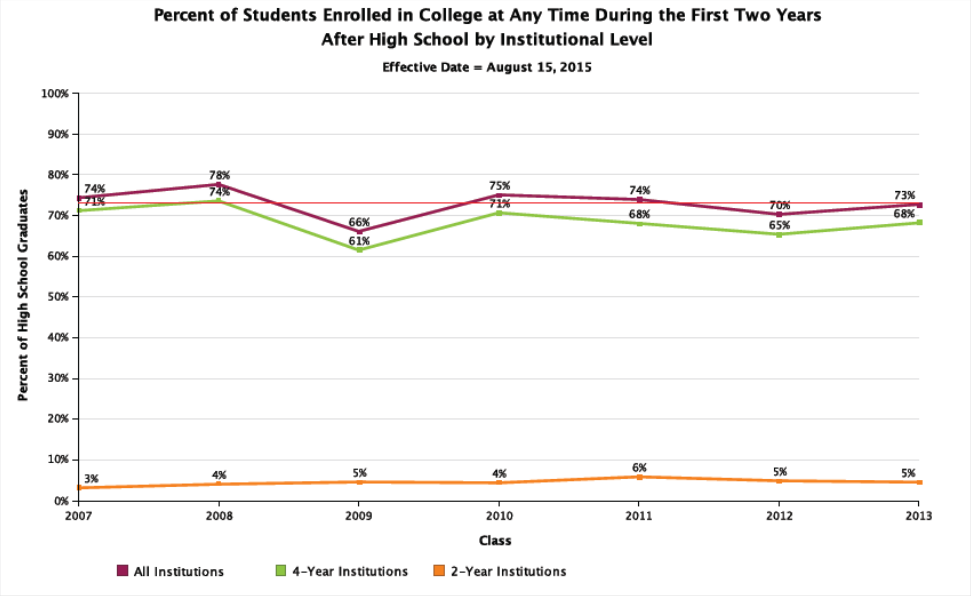
Accountability Measure #16
College Enrollment
% students in a 2- or 4-yr college

- **Tahoma is below the national average for students attending a post-secondary institution with 59%, the national average is 69%.**
- **Tahoma students attending a post-secondary institution is below local Puget Sound Districts of similar student performance by 10%.**

Tahoma uses the National Clearinghouse Student Tracker Service for High Schools to match alumni records against the nationwide collection of collegiate enrollment and degree data to answer college enrollment, persistence, and completion questions. The National Student Clearinghouse's database contains actual student records provided to the Clearinghouse every 30-45 days by more than 3,300 participating postsecondary institutions, which enroll 93% of all U.S. higher education students. Data is provided from the National Clearinghouse three times per year.

The complete report from the Student Tracker Service will be made available on the new accountability website.

Additional data elements submitted into the National Clearinghouse data set include demographic factors and performance indicators. The performance indicators will include 8th and 10th grade state reading and math assessment information as well as highest math class taken allowing us to better understand the factors that may predict post high school college success.



Data Source: National Student Clearinghouse Page 14 of Tahoma Report (Aug 2014)

Comparison with Puget Sound Districts of Similar Student Performance to Tahoma

Districts	% of HS Grads Attending College		% Attending College by Type			
			2-Year		4-Year	
	2012	2013	2012	2013	2012	2013
All Washington State	60%	62%	50%	49%	51%	51%
Bellevue	83%	84%	25%	23%	77%	75%
Issaquah	83%	86%	28%	25%	73%	76%
Lake Washington	81%	81%	32%	29%	64%	70%
Northshore	76%	77%	36%	37%	63%	63%
Snoqualmie Valley	73%	63%	42%	34%	59%	66%
Tahoma	**68%**	**72%**	**45%**	**42%**	**48%**	**57%**

Data Source : Washington Education Research and Data Center - updated November

Accountability Measure #16
2-Yr or 4-Yr program Enrollment

Readiness for Post High School Success

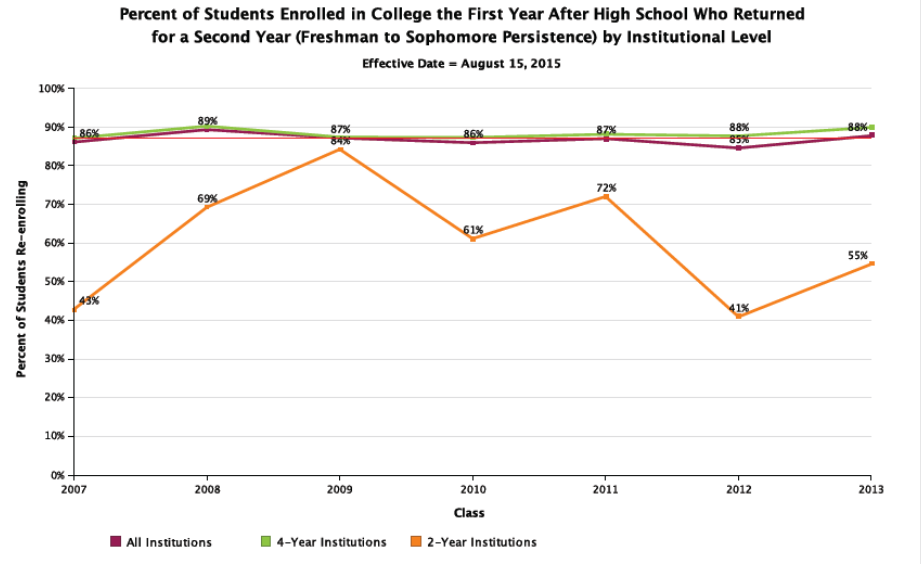
Accountability Measure #18
College Persistence
Freshman to Sophomore Retention

➔ **Tahoma's persistence rate is higher than the state but is lower than area Puget Sound Districts with similar student performance to Tahoma**

Attrition in college is likely to occur early, during the freshman year or prior to the beginning of the sophomore year of college. Nationally, the data reported suggest that student persistence to the sophomore year of college varies widely between institutions of different levels, control and academic selectivity. Persistence rates reflect both characteristics of students as well as characteristics of the institutions in which they enroll.

Graduation Year	Tahoma Class Size	Persistence Rate*	
		Tahoma	WA State
2005	388	86 %	83%
2006	402	87 %	83%
2007	472	84 %	83%
2008	444	88%	84%
2009	458	86 %	83%
2010	511	85 %	83%
2011	531	87%	
2012	491	84%	
2013			
2014			

Data Sources: College Tracking Data Services BERC Group (Jan 2013) and National Clearing House Reporting (Nov)



Data Source: National Student Clearinghouse Page 19 of Tahoma Report (Aug 2014)

Comparison with Puget Sound Districts of Similar Student Performance to Tahoma

District Comparison in 2010	Persistence Rate
All Washington State	83.2%
Tahoma	85.4%
Lake Washington	90.5%
Northshore	89.1%
Bellevue	93.8%
Issaquah	94.3%
Snoqualmie Valley	89.8%

Data Source : College Tracking Data Services BERC Group (Jan 2013)

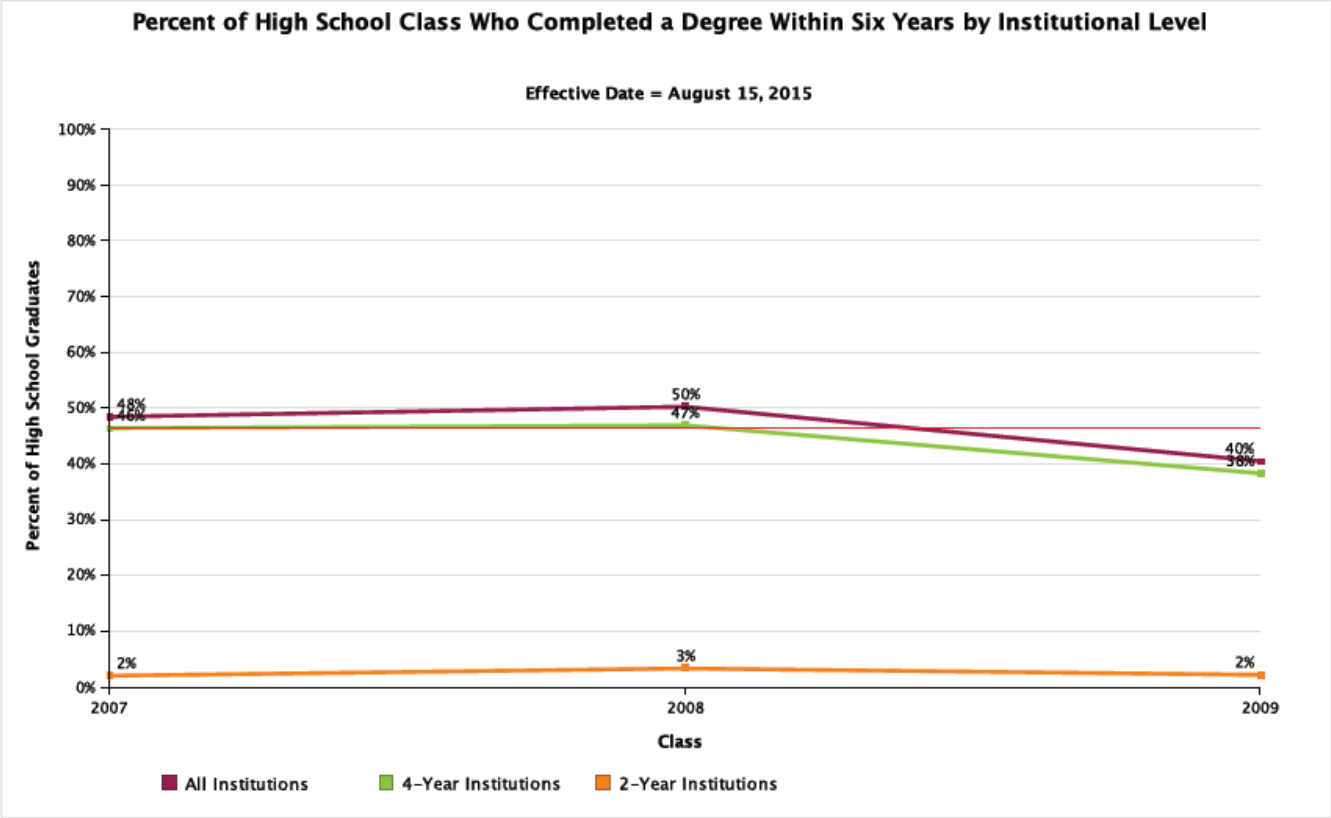
Readiness for Post High School Success

Accountability Measure #19
2 or 4 yr College degree earned after HS graduation

Persistence and College Graduation Rates for Tahoma Graduates

	Number of Students from the Tahoma Graduating Class of								
	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total in Class who Graduated	378	444	420	457	501	529	491	529	527
Enrolled anywhere 1st year	268	309	299	288	348	361	331		
Enrolled anywhere 2nd year	233	266	267	251	299	314	279		
Returned after stop out	8	16	11	10	14	11	0		
No longer enrolled and not graduated	90	104	97	77	111	74	50		
Graduated from post-secondary	198	215	204	171	144	61	18		
2-yr degree	34	39	39						
4-yr degree	157	171	165						
% of graduates with 2 or 4 yr degree	51%	47%	49%						
Never in national database for post-secondary education to date	64	76	73	135	106	126	146	172	

Data Source: National Clearinghouse Data – updated Aug 2014; next data available Nov 2014 with Class 2014 fall enrollment data



Data Source: National Clearinghouse Data – Aug 2014

Readiness for Post High School Success

Accountability Measure
Academic Performance and Postsecondary Enrollment

Pregraduation Indicators

District	HS GPA less than 3.0	HS GPA Greater than 3.0	Met HSPE/WASL Proficiency Standard in Reading	Met Standard in Math	HS GPA less than 3.0	HS GPA Greater than 3.0	Met HSPE/WASL Proficiency Standard in Reading	Met HSPE/EOC/WASL Proficiency Standard in Math	HS GPA less than 3.0	HS GPA Greater than 3.0	Met HSPE/WASL Proficiency Standard in Reading	Met HSPE/EOC/WASL Proficiency Standard in Math
Bellevue	*41%*	*9%*	*16%*	*16%*	*31%*	*81%*	*69%*	*70%*	*28%*	*10%*	*14%*	*14%*
Issaquah	*42%*	*8%*	*18%*	*16%*	*33%*	*85%*	*70%*	*73%*	*25%*	*8%*	*13%*	*11%*
Lake Washington	*44%*	*12%*	*21%*	*20%*	*21%*	*76%*	*61%*	*64%*	*35%*	*12%*	*17%*	*16%*
Northshore	*42%*	*16%*	*26%*	*25%*	*16%*	*73%*	*53%*	*56%*	*41%*	*11%*	*22%*	*19%*
Snoqualmie Valley	*30-34%*	*10-14%*	*21%*	*22%*	*15-19%*	*65-69%*	*45%*	*48%*	*50-54%*	*20-24%*	*33%*	*30%*
Tahoma	*41%*	*20%*	*30%*	*28%*	*15%*	*66%*	*46%*	*50%*	*44%*	*14%*	*24%*	*21%*
Statewide	***33%***	***24%***	***29%***	***29%***	***10%***	***57%***	***36%***	***41%***	***57%***	***19%***	***34%***	***30%***

	2 - Year							4 - Year						
Table 4. Postsecondary participation characteristics for students enrolled in Washington public institutions **District**	**Enrolled in Pre-college course in Math**	**Enrolled in Pre-college course in English**	**Enrolled in Pre-college course in English and math**	**Enrolled in any pre-college course**	**Enrolled (fall 2013 - spring 2014)**	**Enrolled in less than12 credits**	**Enrolled in 12 or more credits**	**Enrolled in Pre-college course in Math**	**Enrolled in Pre-college course in English**	**Enrolled in Pre-college course in English and math**	**Enrolled in any pre-college course**	**Enrolled (fall 2013 - spring 2014)**	**Enrolled in less than12 credits**	**Enrolled in 12 or more credits**
Bellevue	*25%*	*15%*	*7%*	*33%*	*71%*	*10%*	*90%*	*0-1%*	*0-1%*	*0-1%*	*0-1%*	*80%*	*0-1%*	*99-100%*
Issaquah	*29%*	*10%*	*8%*	*31%*	*71%*	*13%*	*87%*	*3%*	*0-1%*	*0-1%*	*3%*	*77%*	*0-1%*	*99-100%*
Lake Washington	*32%*	*17%*	*9%*	*40%*	*62%*	*10%*	*90%*	*0-1%*	*0-1%*	*0-1%*	*0-1%*	*80%*	*0-1%*	*99-100%*
Northshore	*41%*	*15%*	*10%*	*46%*	*62%*	*12%*	*88%*	*2%*	*0-1%*	*0-1%*	*3%*	*78%*	*0-1%*	*99-100%*
Snoqualmie Valley	*30-34%*	*15-19%*	*6-9%*	*35-39%*	*60-64%*	*6-9%*	*90-94%*	*0-5%*	*0-5%*	*0-5%*	*0-5%*	*70-74%*	*0-5%*	*95-100%*
Tahoma	*40-44%*	*5-9%*	*3-4%*	*40-44%*	*60-64%*	*10-14%*	*85-89%*	*3-4%*	*3-4%*	*0-2%*	*5-9%*	*70-74%*	*0-2%*	*98-100%*
Statewide	***47%***	***24%***	***17%***	***54%***	***58%***	***11%***	***89%***	***6%***	***3%***	***0-1%***	***7%***	***71%***	***0-1%***	***99-100%***

For 2013 graduates who enrolled in postsecondary education, what are the characteristics of their participation?

	2 - Year								
Table 4. Postsecondary participation characteristics for students enrolled in Washington public institutions **District**	**Enroll in Pre-college course in Math**	**Enroll in Pre-college course in English**	**Enroll in Pre-college course in English and math**	**Enroll in any pre-college course**	**Enrolled (fall 2013 -spring 2014)**	**Enrolled in less than12 credits**	**Enrolled in 12 or more credits**	**Enroll in Pre-college course in Math**	**Enroll i Pre colleg course i Englis**
Bellevue	*25%*	*15%*	*7%*	*33%*	*71%*	*10%*	*90%*	*0-1%*	*0-1*
Issaquah	*29%*	*10%*	*8%*	*31%*	*71%*	*13%*	*87%*	*3%*	*0-1*
Lake Washington	*32%*	*17%*	*9%*	*40%*	*62%*	*10%*	*90%*	*0-1%*	*0-1*
Northshore	*41%*	*15%*	*10%*	*46%*	*62%*	*12%*	*88%*	*2%*	*0-1*
Snoqualmie Valley	*30-34%*	*15-19%*	*6-9%*	*35-39%*	*60-64%*	*6-9%*	*90-94%*	*0-5%*	*0-5*
Tahoma	*40-44%*	*5-9%*	*3-4%*	*40-44%*	*60-64%*	*10-14%*	*85-89%*	*3-4%*	*3-4*
Statewide	***47%***	***24%***	***17%***	***54%***	***58%***	***11%***	***89%***	***6%***	***3*

➔ **This metric is under development – potential components may include**

- Individual student rubric scores on projects aligned with Future Ready Skills
- Student self-reflection
  - Classroom (part of Homeroom) on-line assessments operational 2014-15
  - Google form data collection with June 2015 Future Ready Goal Setting lesson (grades 6-11)
- Parent or other key adult invitation for rating and evidence – Classroom R&D fall 2015
- Student led conferencing / student portfolio review – middle level
- Table Top conversations, operational 2012-13 for grades 10-12 to support College and Career Readiness parent – student conversations.
  - October 2012 and April 2013 – grade 12 Table Top
  - November 2012 – grade 11 Table Top
  - February 2013 – grade 10 Table Top

- Electronic Portfolio
  - Google Apps integration by tech operations functional March 2012; piloting of Google Sites with teachers and students spring 2012; operational for all teachers and students grades 6-12 fall 2012
  - Collection of evidence of work and growth over time
  - Format for on-going student self-reflection, goal setting, and tracking progress – Classroom spring 2016

➔ Homeroom Data Portal is evolving in such a way to be able to capture and visualize student performance in Future Ready Skills across classrooms and levels. Classroom portal operational in Fall 2014 for on-line testing; delivery of survey type of questions Fall/Winter 2015

Proficiency on District Standards

Accountability Measure #21-22
% Senior Students and Parents Student Prepared Future Ready Skills

➔ **Overall student and parent perception is consistent and positive with respect to the District Future Ready Skills**

- Students are less positive than parents: 77% of students are in agreement they are prepared with respect to the Future Ready Skills, 86% of parents, which is an increase from the year prior.
- Lowest rated outcome for students was Community Contributor, highest Quality Producer; range of 9% in student rankings with % uncertainty the degree of differentiation has slight importance.
- Lowest rated outcome for parents was Complex Thinker, highest Collaborative Worker; range of 6% in parent rankings with % uncertainty there is no degree of differentiation possible.

➔ **Data on preparation for life after high school may be helpful in baseline data for measuring impact of college and career readiness initiative.**

- Grade for preparation for life after high school is highest in relation to further education, equal for employment and personal life.
- Top three responses from the both students and parents for what they would do differently if they were to repeat the senior year are 1) apply for more scholarships, 2) work harder for better grades, and 3) start college/program planning earlier

Senior Exit Survey

Perception data is collected in late May from graduating seniors and their parents related to their experiences in Tahoma and preparation for their next steps after high school in further education, training, and work. Data is compiled and provided back to the high school staff to inform their site plan work and evaluation of other initiatives.

The summary overview of the data presented to the school board is posted to the accountability website under the Climate tab. The compiled data for both the student and parent surveys, compared side by side, prepared for the high school staff is also posted to the accountability website. The posted version does not include the constructed response items parents provided, as in some cases specific staff names were included. All constructed responses were provided in the report to the high school administrative and counseling team.

	Student Survey					Parent Survey				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Senior Class (n)	533	511	530	520	590	533	511	530	520	590
Survey Participation (n)	379	387	278	355	408	170	144	129	146	161
% Survey Participation	71%	76%	52%	68%	69%	32%	28%	24%	28%	27%
Response Uncertainty*	± 2.7	± 2.5	±4	±3	±3	± 6.2	± 6.9	±7.5	±7	±7

*at 95 % confidence level

Data Source: District Electronic Surveys on Survey Monkey Platform

Data Summarized from the Senior Student and Parent Exit Surveys

District Outcomes and Indicators

Student: My experiences in the Tahoma School District have prepared me: **Parent:** My child's experiences in the Tahoma School District have prepared him/her:		% Students (Agree or Strongly Agree)					% Parents (Agree or Strongly Agree)				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Complex Thinker	to use thinking skills such as creativity, decision making, and problem solving	4 point scale used in 2011 (no neutral choice)	74%	83%	4 point scale used in 2014 (no neutral choice)	76%	75%	84%	80%	4 point scale used in 2014 (no neutral choice)	78%
Self-Directed Learner	to be a flexible, productive, lifelong learner		79%	86%		79%	75%	86%	76%		69%
Community Contributor	to be a positive contributing member of the community		73%	81%		72%	79%	86%	77%		74%
Effective Communicator	to communicate effectively with a variety of audiences		74%	84%		74%	78%	84%	74%		73%
Collaborative Teammate	to work effectively as a member of a team		78%	83%		76%	81%	90%	79%		76%
Quality Producer	to skillfully use tools, resources, and technology to produce high quality products		82%	84%		79%	85%	87%	83%		74%
Responsible Decision Maker	to make informed and thoughtful decisions	-	-	-	-	74%	-	-	-	-	72%
Conscientious Worker	Take responsibility for results and demonstrate and strong work ethic	-	-	-	-	81%	-	-	-	-	81%
Overall Average % Agreement		-	**77%**	**83%**	**-**	**76%**	**79%**	**86%**	**78%**	**-**	**75%**

5 point scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Overall Preparation for Life After High School

Think about how well prepared *you feel (student)/ your child is (parent)* **for what follows high school. Please grade the Tahoma School District on how well you think it prepared** *you (student) / your child* (parent): **(For each question, select ONE grade)**	Students (Weighted Avg. Grade)					Parents (Weighted Avg. Grade)				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
For Employment	2.9	2.7	2.8	2.6	2.6	2.7	2.7	2.8	2.8	2.9
For Further Education	3.4	3.3	3.4	3.4	3.3	3.2	3.2	3.3	3.4	3.4
For Personal Life	2.9	2.6	2.7	2.5	2.2	2.9	2.8	2.7	2.8	2.9

5 point scale: A=4; B=3; C=2; D=1; F=0

Repeat Senior Year

Prompt: If *you (student)/your child (parent)* **were to repeat the senior year**
"What *would you (student)/ do you wish your child would (parent)* **do differently?"** ***(Select ALL that apply)***

Spring 2015 - Rank Order List of Responses from Students and Parents			
Student Response from High to Low	% Student Responses	Parent Response from High to Low	% Parent Responses
Apply for more scholarships	55%	Apply for more scholarships	51%
Work harder for better grades	42%	Work harder for better grades	33%
Start college/program planning earlier	30%	Start college/program planning earlier	30%
Be more involved in my high school	28%	Nothing, I'm happy with how things turned out	22%
Take classes that focused on more work-ready skills	27%	Do a wider search for more colleges/programs to apply for	21%
Nothing, I'm happy with how things turned out	21%	Be more involved in high school	16%
Do a wider search for more colleges/programs to apply for	20%	Take classes that focused on more work-ready skills	15%
Choose a less challenging senior schedule	17%	Choose a less challenging senior schedule	10%
Learn more about options besides a four year college	10%	Learn more about options besides a four year college	9%
Choose a more challenging senior schedule	8%	Choose a more challenging senior schedule	6%
Apply to fewer colleges/programs	4%	Apply to fewer colleges/programs	4%

Documented Curriculum and Assessment – aligned to required standards

	Documented Curriculum		Assessments	
	Framework	Units	Summative Assessments	Systems Data
% Completed	82%	56%	56%	48%

- Tahoma documented curriculum is not yet aligned with Common Core Standards, we are about half way in that process. Washington joined the new standards initiatives in 2009 but did not adopt the Common Core standards until July 2011 and the Next Generation Science standards until October 2013. Data reported above describes the overall status of current alignment with the Common Core Standards. Assessment aligned with the Common Core begins for students in grades 3-11 in Spring, 2015.

- Revision of the District Outcomes and Indicators was finalized in spring 2014 with the addition of two new outcomes and a renaming of the set to Tahoma Future Ready Skills. Final work on the descriptors for the new Future Ready Skills, necessary to support student reflection and assessment will be done in the 2014-15 school year. A variety of methods of measurement will be developed including digital badging.

- Teacher Principal Evaluation enters the second year of implementation. Approximately 1/3 of the staff are on a comprehensive evaluation with another 1/3 moving from comprehensive last year to focus this year. The remaining 1/3 of staff are on the final year of a professional development program (PDP). Work around the district instructional goal continues and is an expectation for all teaching staff in the system.

Future Ready units and lessons are designed with the characteristics shown below. In some cases purchased resources form the basis for units, and lessons are then customized to fit the vision for learning in Tahoma. Much of the math, science, and language arts across the district take advantage of purchased resources. In other cases, units are written almost entirely by T&L staff and teachers, including many units for social studies and most electives. As we move to the Common Core we will need to accelerate the pace of change to new curriculum and will review resources both inside and outside the district to determine what is best aligned to meet the needs of our students.

Documented District Curriculum – Aligned to Future Ready Skills and State Standards

Students in Washington will be held accountable and tested on the Common Core standards beginning in Spring 2015. We are working to align curriculum to the new standards and to our Future Ready vision and the revised expectations in our new Future Ready Skills.

Documented Tahoma Curriculum and Assessments Aligned to Future Ready and WA Standards

		Common Core State Standards				Future Ready Skills			
		Documented Curriculum		Summative Assessments		Documented Curriculum		Assessments	
		Framework	Units	Summative Assessments	Systems Data	Framework	Units	Summative Assessments	Systems Data
Elementary									
K-5	Reading	x	x	x	x				
	Writing	x	x	x	x				
	Math	x	x	x	x				
	Social Studies					partial			
	Science								
	Health/Fitness	x	x	x					
	Music	x	x	x					
Secondary									
Language Arts	Gr 6	x	x	x	x				
	Gr 7	x	x	x	x				
	Gr 8	x	x	x	x				
	Gr 9	x	x	x	x				
	Gr 10	x	x	x	x				
	Gr 11	x	x	x	x				
Math	Gr 6 (Course 1)	x	Lessons aligned to CCSS identified and prioritized in framework	x	x				
	Gr 7 (Course 2)	x		x	x				
	Gr 8 (Course 3)	x		x	x				
	Gr 9 (Algebra)	x		x	x				
	Gr 10 (Geometry)	x		x	x				
	Gr 11 (Inter Alg)	x		x	x				
	Gr 11 (Algebra II)	x		x	x				
Social Studies	Gr 6					partial			
	Gr 7					partial			
	Gr 8					partial			
	Gr 9					partial			
	Gr 11								
	Gr 12								
Science	(Next Gen) Gr 6	x	x	In progress	In progress				
	(Next Gen) Gr 7	x	x	In progress	In progress				
	(old WA) Gr 8	x	x	x	x				
			x						
			x	x	x				

Accountability Measure
Curriculum and Assessment

		Common Core State Standards					Future Ready Skills				
		Documented Curriculum			Summative Assessments		Documented Curriculum			Assessments	
		Framework	Units		Summative Assessments	Systems Data	Framework	Units		Summative Assessments	Systems Data
	(Chemistry) Gr 11	x									
Health and Fitness	Gr 6	x	x								
	Gr 7	x	x								
	Gr 8	x	x								
	Gr 9	x	x								
	Gr 10-12	x	in progress		x	x					
CTE	Gr 8-12	State framework	------		-----	-----					
Visual Arts	Gr 10-12	x	x		x						
College & Career Exploration Planning	Gr 6-12	x	x				partial			In progress	In Progress
Overall	All Grades All Content Areas	**82%**	**56%**		**56%**	**48%**	**0%**	**0%**		**0%**	**0%**

Data Note: Secondary electives are not considered "core curriculum" for the purposes of documenting the district curriculum. Teachers of electives are still accountable to state and district standards including the Future Ready / Classroom 10 initiative.

Targets for Development of Future Ready Curriculum and Assessments

2014-15 School Year

- ➔ Structure established for purchased curriculum to determine and document Future Ready Skill Connections and nested objectives for Classroom 10 model; Lucy Caulkins K-5; ELA SpringBoard 6-12, Gr 6-7 Science by June 2015
- ➔ Prototype language secondary Future Ready Skill indicators with teachers, students, parents; Final June 2015
- ➔ Prototype language elementary Future Ready Skill indicators with teachers, students, parents; Final June 2015
- ➔ Digital badging platform – soft rollout by January 2015
- ➔ Student self-reflection, goal setting for Future Ready Skills, prototype gr 5 and 6-12; Final June 2015
- ➔ Prototype parent input on Future Ready Skills using a variety of methods including student led conferences, table top conversations and on-line reflection and sharing

Preferred Practices - Instruction

Accountability Measure #23
TSD Teaching Standards
System Goal – Key Content

System Instructional Practice Goal
By June 2015, 100% of teachers will implement Key Content practices at a proficient level and all non-provisional teachers will implement student talk and success criteria at a proficient level.

- **The expectation for learning targets made both verbal and visual for every lesson is firmly established in the system. Teachers understand the qualities of well-crafted learning goals and continue to refine that practice with feedback.**
- **Establishing clear success criteria for learning targets is not yet a well-established practice and teachers have limited repertoire of strategies used to communicate success criteria.**
- **Level of rigor in classrooms does not have the balance we would expect with implementation of district and common core curriculum and engaging students in deep thinking and meaning making. When examining level of rigor multiple measures show level of thinking at the input level a majority of the time with very little output level thinking.**

		Observations	Submitted Lesson Components	Reflection	Evaluation
				(proficient + distinguished)	
Key Content	Learning Target	89%	90%	93%	88%
	Questioning			90%	88%
	Success Criteria	46%	54%	76%	74%
	Differentiation	16%		87%	84%
	Checks for Understanding	65%		80%	77%
	Lesson Closure	39%	89%		
Student Talk	Culture / Environment	22%		88%	85%
	Substance of Talk - Thinking	22%		78%	71%

Level of Rigor

	Input	Process	Output
Level of Learning Target (lesson submission)	33%	64%	3%
Level of Learning Target (observations)	45%	34%	19%
Questioning (observations)	53%	44%	2%
Student Talk Levels of Thinking (observations)	59%	36%	4%
SPACE – Clarifying Questions (observations)		28%	
SPACE – Evidence Questions (observations)		12%	

Data Source: Instructional Practice Data Collection
April-June 2014 Classroom Observations, Teacher self-evaluation, Principal evaluation, Submitted Lesson Components

Preferred Practices – Instruction

Accountability Measure #23
% proficient or higher – instructional practice focus

- **The first year of implementation of the new evaluation system began in 2013-14 with full implementation by 2015-16. By 2015-16 evaluation results must be a factor in human resource decisions, including assignment and reduction in force.**
- **Significantly increased demands on central office staff, principals, and teachers as we move to the new evaluation model. We will hire some retired principals as Designated Teacher Evaluators (DTEs) to assist us in evaluation where principals have over 10 teachers on a comprehensive evaluation. At our largest elementary, there will be 28 on comprehensive and 24 on focus in 2015-16. Building based coaches will also provide support for the evaluation process for both principals and teachers in alignment with TEA contract language.**

Teacher Evaluation

The Teacher/Principal Evaluation (TPEP) was born out of ESSB 6696 during the 2010 legislative session. The evaluation provisions were part of a larger reform effort made in Washington's Race to the Top application. The bill moved the state from a two-tiered system of satisfactory-unsatisfactory to a four-tiered evaluation system. In addition to a four-tiered system, the legislation created eight new criteria for teachers and principals to be evaluated upon, with common themes tying the criteria for teachers and principals together. In fall 2012 the Tahoma teachers union and district agreed that the CEL model (University of WA Center for Educational Leadership) is most closely aligned to beliefs in Tahoma and was the selected model.

Core Principles

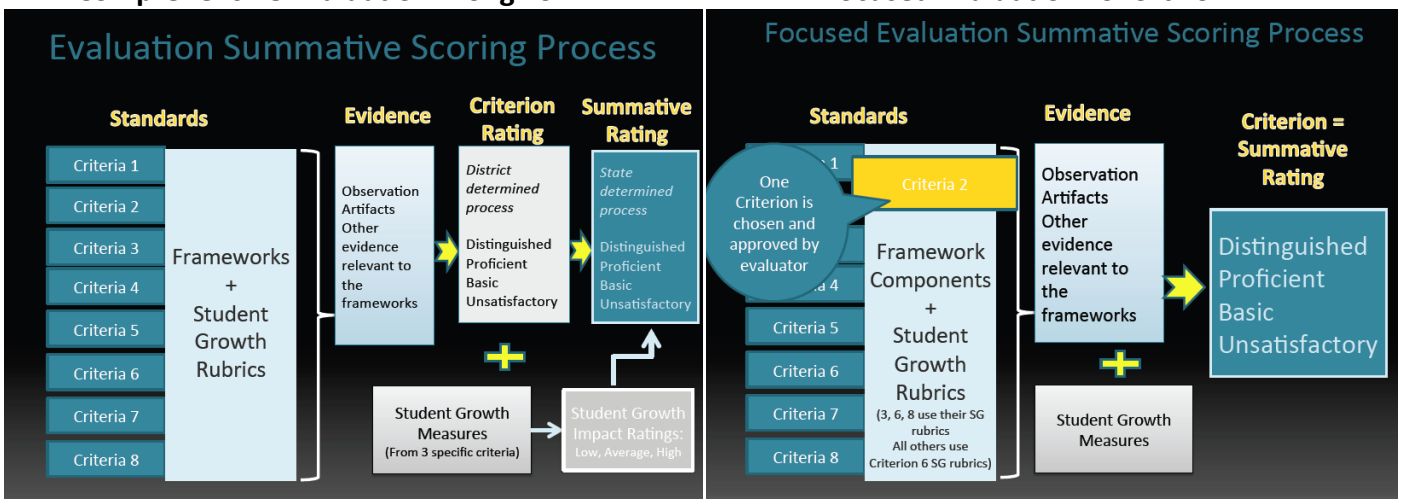
The core principals identified in the state TPEP process align with the beliefs of the Tahoma School District.

- Quality teaching and leading is critically important.
- Professional learning is a key component of an effective evaluation system.
- Teaching and leading is work done by a core team of professionals.
- Evaluation systems should reflect and address the career continuum.
- An evaluation system should consider and balance "inputs or acts" with "outputs or results."
- Teacher and principal evaluation models should coexist within the complex relationship between district systems and negotiations.

Evaluation Component	ESSB 5895
Criteria (RCW)	1. Centering instruction on high expectations for student achievement. 2. Demonstrating effective teaching practices. 3. Recognizing individual student learning needs and developing strategies to address those needs.* 4. Providing clear and intentional focus on subject matter content and curriculum. 5. Fostering and managing a safe, positive learning environment. 6. Using multiple student data elements to modify instruction and improve student learning.* 7. Communicating and collaborating with parents and the school community 8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.*
Instructional/Leadership Framework	3 "Preferred Frameworks" officially adopted by Sept. 1, 2012
4-Tiered System	Level 1 – Unsatisfactory Level 2 – Basic Level 3 – Proficient Level 4 – Distinguished
Cut Line	0-5 Years Experience: between Level 1 & Level 2 5+ Years Experience: between Level 2 & Level 3
Measures & Evidence	Observation & Student Growth Data required by law

*must include student growth data

Comprehensive Evaluation "Long Form" **Focused Evaluation "Short Form"**



➔ **Implications for system impact with student growth data mandated is high**

CEL Instructional Framework

The University of Washington work centers on an evidence-based instructional framework: the 5 Dimensions of Teaching and Learning (5D). The 5D was developed when CEL's faculty conducted a thorough review of the literature in both the learning sciences and effective teaching practices, and mined the instructional expertise from some of the very best teachers and school leaders in Washington and across the country. The 5D framework provides critical questions for school and district leaders to consider as they observe the teaching and learning process and builds on:

- **Purpose**: Setting a clear, meaningful course for student learning
- **Student engagement**: Encouraging substantive, intellectual thinking
- **Curriculum and pedagogy**: Ensuring that instruction challenges and supports all students.
- **Assessment for student learning**: Using ongoing assessment to shape and individualize instruction
- **Classroom environment and culture**: Creating classrooms that maximize opportunities for learning and engagement

Implementation Timeline

2012-2013		2013-2014	2014-2015	2015-2016
Finalize decisions allowed at the local level and identify contract language with bargaining units	Teachers	Start implementation 1/3 Comprehensive 2/3 old PDP model	1/3 Comprehensive 1/3 Focus 1/3 old PDP model	1/3 Comprehensive 2/3 Focus Full implementation HR Decisions
	Principals	2 Comprehensive 12 old PDP model	10 Comprehensive 1 Focus 4 old PDP model	4 Comprehensive 11 Focus

Preferred Practices - Supervision and Evaluation

Accountability Measure #23
% proficient or higher – instructional practice focus

% Principals Meeting Standard—TSD Admin Standards

- All principals will self-reflect against the AWSP rubric in the 2012-13 school year. Two principals will work with the superintendent to implement comprehensive evaluation in the 2013-14 school year.
- Work in Teaching and Learning Leadership over the last 5 years has focused on building expertise in instructional practice with Key Content, Success Criteria and Student Talk. That work continues. In addition, principals are becoming more skilled at focusing on supporting a specific instructional practice goal with each of their teachers on comprehensive through the Inquiry Cycle in the CEL model.
- The time demands in this work is extraordinary and keeping the focus for principals on instructional practice in light of the many other competing commitments is high as we anticipate the many transitions in 2017.

Evaluation Component	ESSB 5895
Criteria (RCW)	1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff. 2. Demonstrating commitment to closing the achievement gap. 3. Providing for school safety. 4. Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.* 5. Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals. 6. Monitoring, assisting, and evaluating effective instruction and assessment practices. 7. Managing both staff and fiscal resources to support student achievement and legal responsibilities. 8. Partnering with the school community to promote student learning.
Instructional/Leadership Framework	3 "Preferred Frameworks" officially adopted by Sept. 1, 2012 Tahoma selected the AWSP model with the Principals bargaining unit
4-Tiered System	Level 1 – Unsatisfactory Level 2 – Basic Level 3 – Proficient Level 4 – Distinguished
Cut Line	0-5 Years Experience: between Level 1 & Level 2 5+ Years Experience: between Level 2 & Level 3
Measures & Evidence	Observation & Student Growth required by law

	2012-2013	2013-2014	2014-2015	2015-2016
Principals	Finalize decisions allowed at the local level and identify contract language with bargaining units	2 Comprehensive 12 old PDP model	10 Comprehensive 1 Focus 4 old PDP model	4 Comprehensive 11 Focus

2015 District Accountability Report

Tahoma School District

Quality Learning Every Day in Every Classroom for Every Child

All Students Future Ready

Special Programs

Three special programs have individual accountability measures and reporting required by both the federal and state departments of education. These are Special Education (SE), Transitional Bilingual (ELL) and Career and Technical Education (CTE).

- Special Education accountability measures are defined by the OSPI Special Education Performance Indicators, submitted and approved with the Federal Office of Special Education Programs in Washington State's six-year performance plan.

- English Language Learner gains are monitored through the Title III Annual Measurable Achievement Objectives (AMAOs).

- Washington State has eight required secondary performance measures and performance levels aligned to the Carl D. Perkins Career and Technical Education Act of 2006. The performance measures, finalized in 2008 had a first year of data reporting in 2009.

Demographics for Tahoma Students

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Student Count (K-12)	7,277	7,377	7,476	7,507	7,632	7,750	7,837	8,095
Special Programs								
Special Education	11.2%	11.4%	11.6%	11.4%	10.6%	11.3%	11.8%	12.0%
Transitional Bilingual (ELL)	2.1%	2.0%	1.6%	1.3%	1.6%	1.8%	1.8%	1.9%
% Enrollment in CTE	11.8%	11.5%	11.4%	10.9%	11.4%	12.4%		

Data Source: OSPI School Report Card (October enrollment)

2015 District Accountability Report

Tahoma School District

Quality Learning Every Day in Every Classroom for Every Child

All Students Future Ready

Special Education

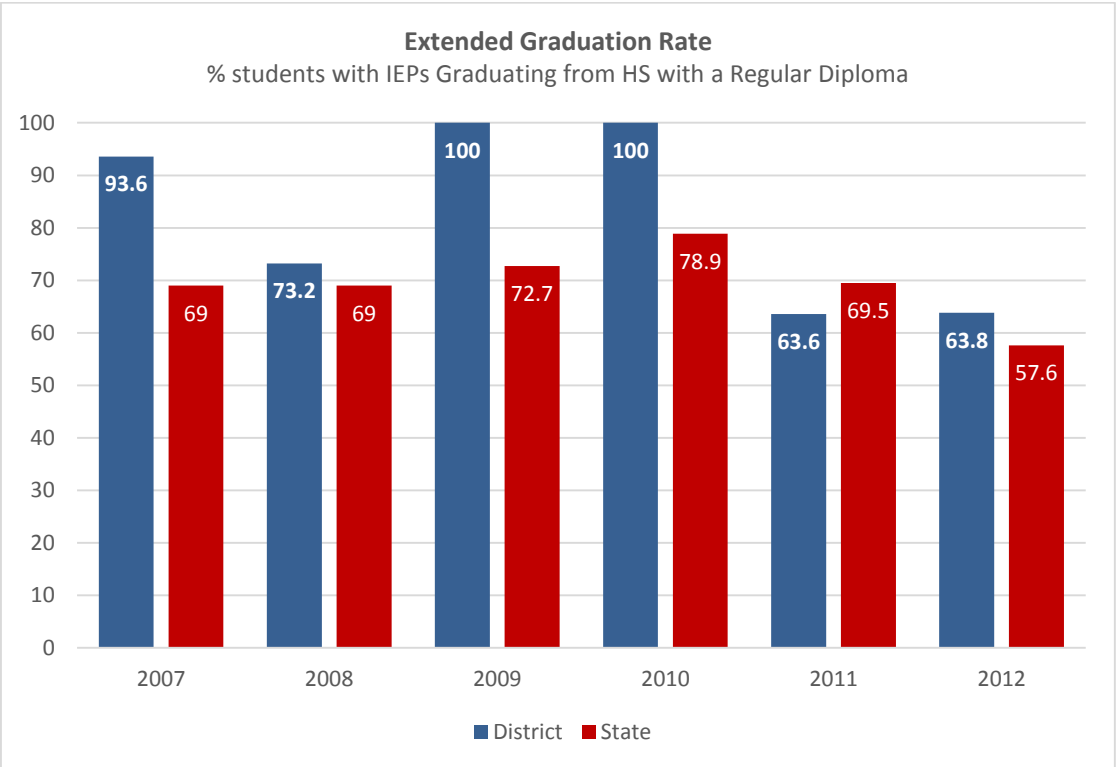
Program monitoring and accountability occurs annually with the Special Education OSPI Performance Measures but also with the AYP targets at each building in each content area.

OSPI Special Education Performance Indicators

Indicator 1: Percent of youth with IEP's graduating from high school with a regular diploma.

➔ **Tahoma met the target for the last three years.**

OSPI uses the extended graduation data for this metric. Extended graduation occurs when students graduate after the expected number of years (4) up to a student age of 21.



Data source: P210 submitted through CEDARS
Report available October

Notes from 2012 Data: Calculation is Graduates / Adjusted Cohort 37/58 = 63.8%
Issues:

- Of the 58 adjusted Cohorts 9 were not Special Education (Revoke, Reevaluation) and one was cohort group 2013
- 58-10=48 actual Cohorts (of which 4 did not graduate)
- 37-4 graduates that were not Sped = 33 graduated /48 cohorts= 68.8%
- One student listed as non-grad that did grad
- **34/48 = 70.8%**
- Of the 11 continuing students:
    - 3 had extended graduation years. If we take them out of the cohort: 34/45 = 75.6%
    - 3 graduated a year late (5 year cohort): **37/45 = 82.2%**

Indicator 2: Percent of youth with IEP's dropping out of high school

➔ **Tahoma met the target for the last three years.**

Annual Dropout Rate
% Students with IEPS dropping out of high school

	2007	2008	2009	2010	2011	2012	2013
District	5.7%	3.8%	4.9%	3.7%	4.3%	1.4%	5.31%
State	7.0%	6.8%	6.0%	5.2%	5.0%	4.6%	8.18%
Target	6.3%	6.0%	6.0%	5.8%	5.75%	5.75%	5.70%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Indicator 3: Participation and performance of children with IEP's on statewide assessments

A. Percent of districts with a disability subgroup that meets the State's AYP target

➔ **Tahoma met participation goals at both elementary and middle level.**

➔ **At high the school student group does not meet the minimum number for reporting.**

Elementary School Band (Grades 3 - 5)	Met Participation Goal	
Student Group	**Reading**	**Math**
Special Education	**Yes**	**Yes**
Middle School Band (Grades 6 - 8)	Met Participation Goal	
Student Group	**Reading**	**Math**
Special Education	**Yes**	**Yes**
High School Band (Grade 10)	Met Participation Goal	
Student Group	**Reading**	**Math**
Special Education	**N<Required**	**N<Required**

B. Participation rate for children with IEPs

Elementary Schools

		Reading				Math			
		Participants	Total	Rate	Met 95% Goal	Participants	Total	Rate	Met 95% Goal
Special Education	Grade 3		202	100	Yes		202	100	Yes
	Grade 4								
	Grade 5								

Middle Schools

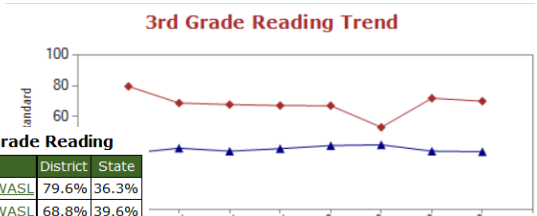
		Reading				Math			
		Participants	Total	Rate	Met 95% Goal	Participants	Total	Rate	Met 95% Goal
Special Education	Grade 6		198	100	Yes		198	100	Yes
	Grade 7								
	Grade 8								

High Schools

		Reading				Math			
		Participants	Total	Rate	Met 95% Goal	Participants	Total	Rate	Met 95% Goal
Special Education	Grade 10				N<Required				N<Required

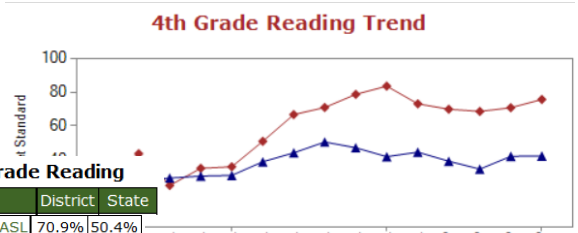
C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards. Following the charts show proficiency rates of children with IEPs against grade level standards. Data is compared against the state trends for all SE students in the following charts.

Historical Performance Trends of Tahoma SE Students Compared to All SE Students in the State



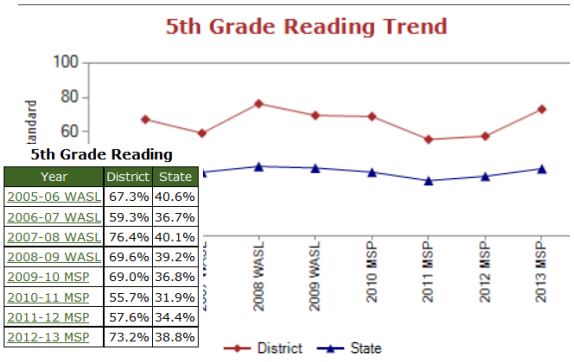
3rd Grade Reading

Year	District	State
2005-06 WASL	79.6%	36.3%
2006-07 WASL	68.8%	39.6%
2007-08 WASL	67.8%	37.7%
2008-09 WASL	67.2%	39.3%
2009-10 MSP	67.1%	41.3%
2010-11 MSP	53.1%	41.8%
2011-12 MSP	71.9%	37.7%
2012-13 MSP	70.0%	37.3%



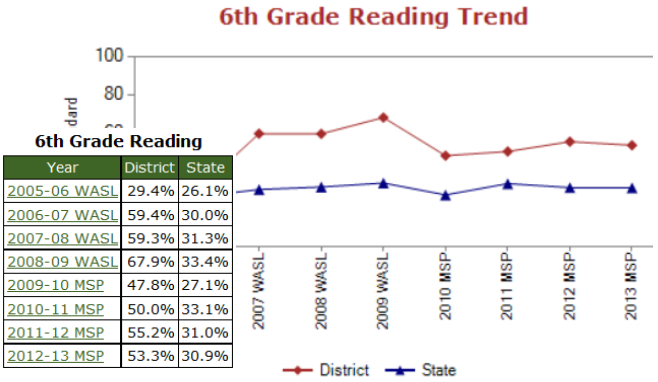
4th Grade Reading

Year	District	State
2005-06 WASL	70.9%	50.4%
2006-07 WASL	78.7%	47.0%
2007-08 WASL	83.6%	41.7%
2008-09 WASL	73.1%	44.4%
2009-10 MSP	69.9%	39.0%
2010-11 MSP	68.6%	34.3%
2011-12 MSP	70.8%	41.9%
2012-13 MSP	75.7%	42.1%



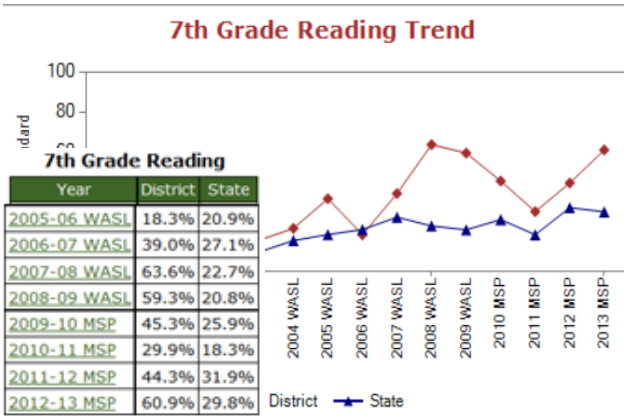
5th Grade Reading

Year	District	State
2005-06 WASL	67.3%	40.6%
2006-07 WASL	59.3%	36.7%
2007-08 WASL	76.4%	40.1%
2008-09 WASL	69.6%	39.2%
2009-10 MSP	69.0%	36.8%
2010-11 MSP	55.7%	31.9%
2011-12 MSP	57.6%	34.4%
2012-13 MSP	73.2%	38.8%



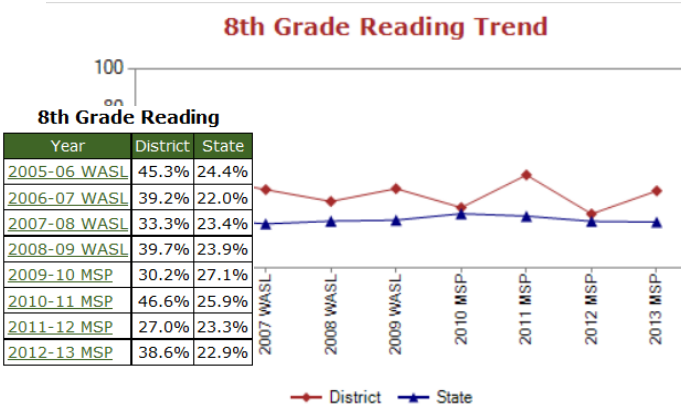
6th Grade Reading

Year	District	State
2005-06 WASL	29.4%	26.1%
2006-07 WASL	59.4%	30.0%
2007-08 WASL	59.3%	31.3%
2008-09 WASL	67.9%	33.4%
2009-10 MSP	47.8%	27.1%
2010-11 MSP	50.0%	33.1%
2011-12 MSP	55.2%	31.0%
2012-13 MSP	53.3%	30.9%



7th Grade Reading

Year	District	State
2005-06 WASL	18.3%	20.9%
2006-07 WASL	39.0%	27.1%
2007-08 WASL	63.6%	22.7%
2008-09 WASL	59.3%	20.8%
2009-10 MSP	45.3%	25.9%
2010-11 MSP	29.9%	18.3%
2011-12 MSP	44.3%	31.9%
2012-13 MSP	60.9%	29.8%

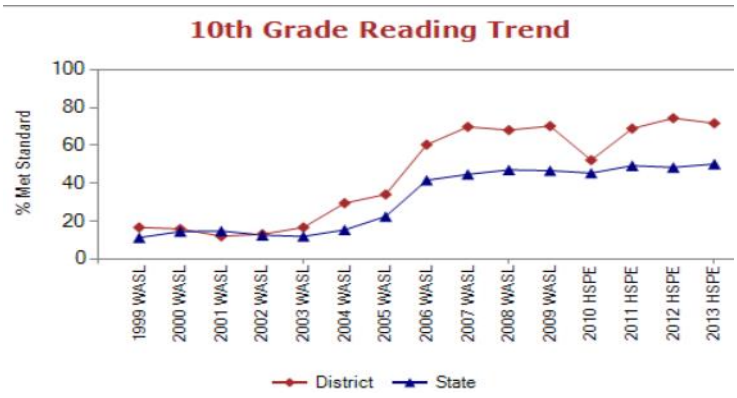


8th Grade Reading

Year	District	State
2005-06 WASL	45.3%	24.4%
2006-07 WASL	39.2%	22.0%
2007-08 WASL	33.3%	23.4%
2008-09 WASL	39.7%	23.9%
2009-10 MSP	30.2%	27.1%
2010-11 MSP	46.6%	25.9%
2011-12 MSP	27.0%	23.3%
2012-13 MSP	38.6%	22.9%

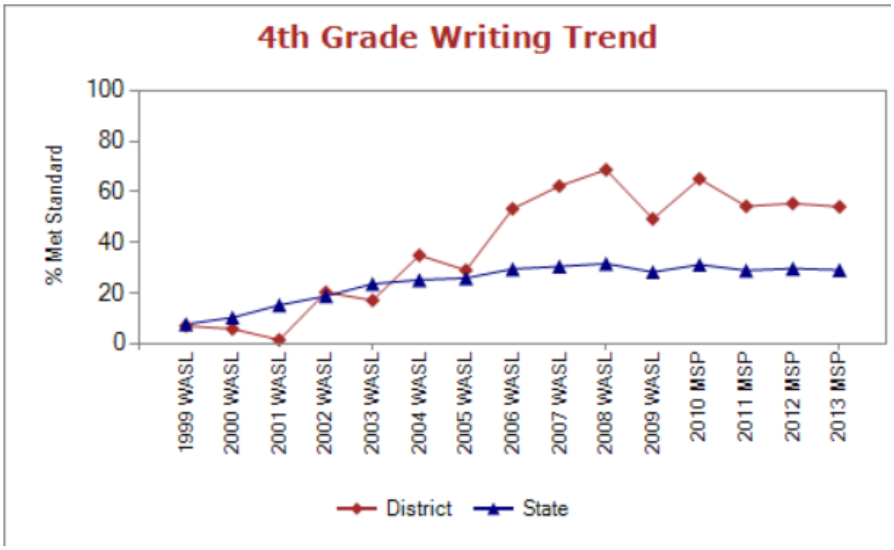
10th Grade Reading

Year	District	State
2005-06 WASL	60.4%	41.6%
2006-07 WASL	69.8%	44.7%
2007-08 WASL	68.1%	47.1%
2008-09 WASL	70.2%	46.7%
2009-10 HSPE	52.2%	45.4%
2010-11 HSPE	68.9%	49.3%
2011-12 HSPE	74.4%	48.4%
2012-13 HSPE	71.7%	50.2%



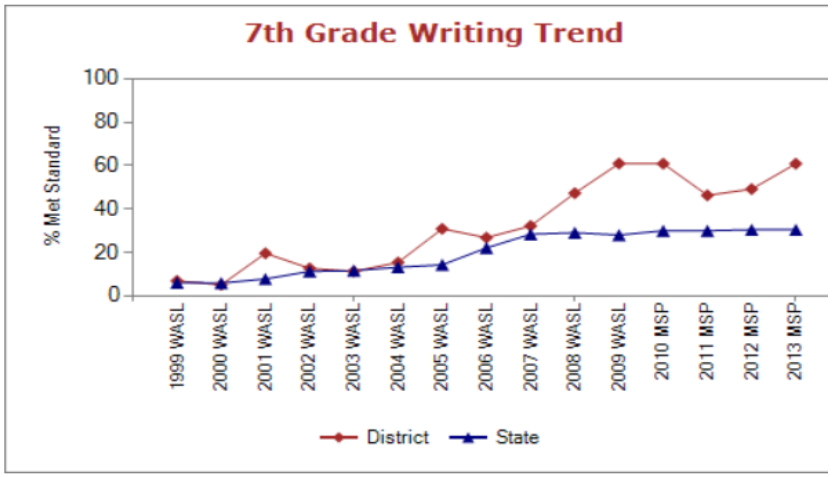
4th Grade Writing

Year	District	State
1998-99 WASL	7.0%	7.7%
1999-00 WASL	5.8%	10.3%
2000-01 WASL	1.5%	15.2%
2001-02 WASL	20.3%	18.8%
2002-03 WASL	17.1%	23.6%
2003-04 WASL	34.9%	25.2%
2004-05 WASL	29.0%	25.9%
2005-06 WASL	53.3%	29.5%
2006-07 WASL	62.3%	30.5%
2007-08 WASL	68.7%	31.6%
2008-09 WASL	49.3%	28.3%
2009-10 MSP	65.1%	31.2%
2010-11 MSP	54.3%	28.9%
2011-12 MSP	55.4%	29.7%
2012-13 MSP	54.1%	29.1%



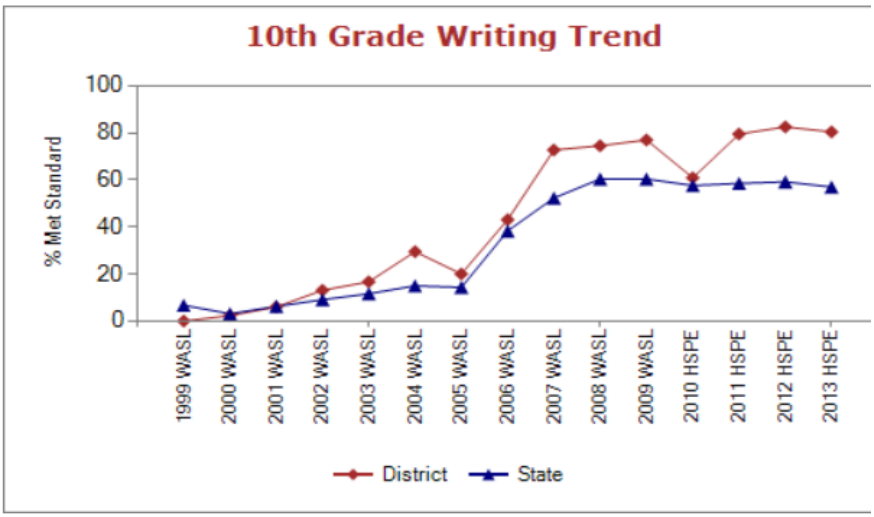
7th Grade Writing

Year	District	State
1998-99 WASL	6.9%	6.1%
1999-00 WASL	5.1%	5.9%
2000-01 WASL	19.6%	7.8%
2001-02 WASL	12.7%	11.3%
2002-03 WASL	11.3%	11.6%
2003-04 WASL	15.4%	13.2%
2004-05 WASL	30.9%	14.3%
2005-06 WASL	26.8%	22.1%
2006-07 WASL	32.2%	28.4%
2007-08 WASL	47.3%	29.1%
2008-09 WASL	61.0%	28.0%
2009-10 MSP	60.9%	30.0%
2010-11 MSP	46.3%	30.0%
2011-12 MSP	49.2%	30.5%
2012-13 MSP	60.9%	30.5%

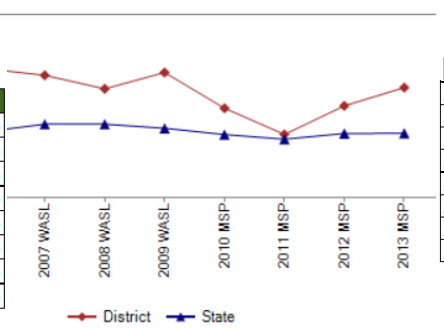


10th Grade Writing

Year	District	State
1998-99 WASL	0.0%	6.7%
1999-00 WASL	2.3%	3.1%
2000-01 WASL	6.0%	6.2%
2001-02 WASL	13.1%	9.1%
2002-03 WASL	16.7%	11.6%
2003-04 WASL	29.5%	15.0%
2004-05 WASL	20.0%	14.3%
2005-06 WASL	43.1%	38.3%
2006-07 WASL	72.7%	52.3%
2007-08 WASL	74.5%	60.4%
2008-09 WASL	77.0%	60.4%
2009-10 HSPE	60.9%	57.6%
2010-11 HSPE	79.5%	58.5%
2011-12 HSPE	82.5%	59.2%
2012-13 HSPE	80.4%	57.0%



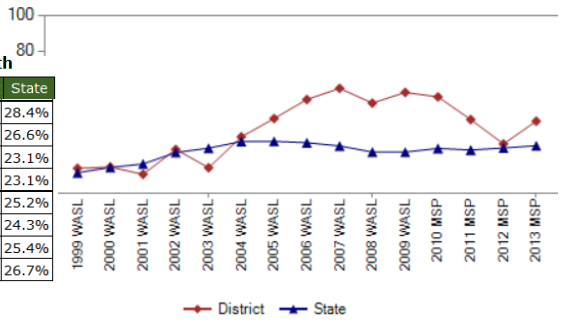
3rd Grade Math Trend



3rd Grade Math

Year	District	State
2005-06 WASL	70.4%	35.9%
2006-07 WASL	66.7%	40.0%
2007-08 WASL	59.3%	40.0%
2008-09 WASL	68.2%	37.8%
2009-10 MSP	48.7%	34.3%
2010-11 MSP	34.4%	31.8%
2011-12 MSP	50.0%	34.9%
2012-13 MSP	60.0%	35.0%

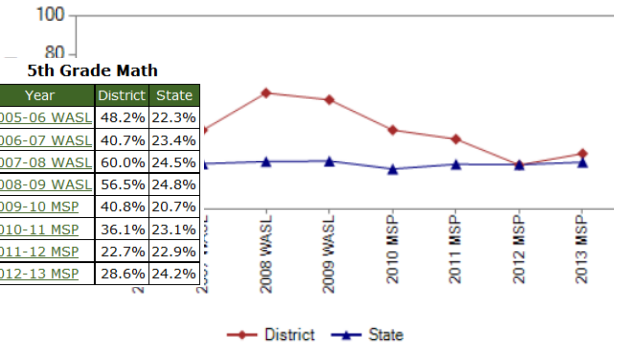
4th Grade Math Trend



4th Grade Math

Year	District	State
2005-06 WASL	52.7%	28.4%
2006-07 WASL	59.0%	26.6%
2007-08 WASL	50.7%	23.1%
2008-09 WASL	56.7%	23.1%
2009-10 MSP	54.2%	25.2%
2010-11 MSP	41.4%	24.3%
2011-12 MSP	27.7%	25.4%
2012-13 MSP	40.5%	26.7%

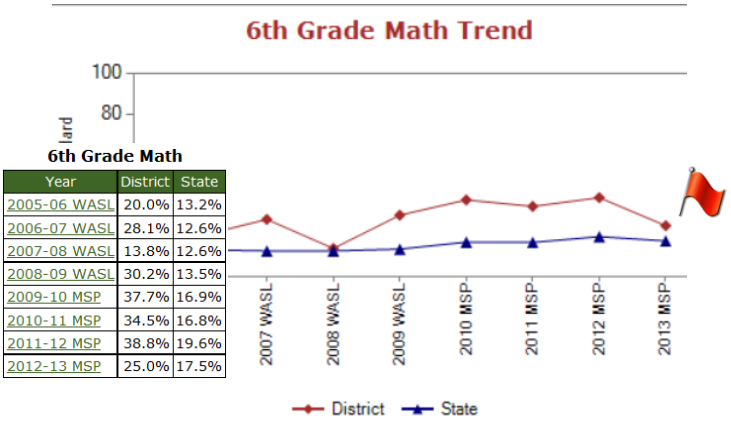
5th Grade Math Trend



5th Grade Math

Year	District	State
2005-06 WASL	48.2%	22.3%
2006-07 WASL	40.7%	23.4%
2007-08 WASL	60.0%	24.5%
2008-09 WASL	56.5%	24.8%
2009-10 MSP	40.8%	20.7%
2010-11 MSP	36.1%	23.1%
2011-12 MSP	22.7%	22.9%
2012-13 MSP	28.6%	24.2%

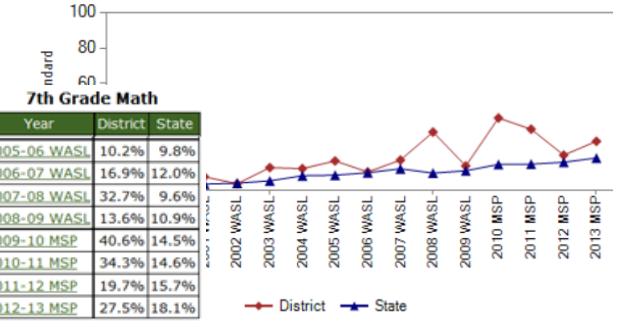
6th Grade Math Trend



6th Grade Math

Year	District	State
2005-06 WASL	20.0%	13.2%
2006-07 WASL	28.1%	12.6%
2007-08 WASL	13.8%	12.6%
2008-09 WASL	30.2%	13.5%
2009-10 MSP	37.7%	16.9%
2010-11 MSP	34.5%	16.8%
2011-12 MSP	38.8%	19.6%
2012-13 MSP	25.0%	17.5%

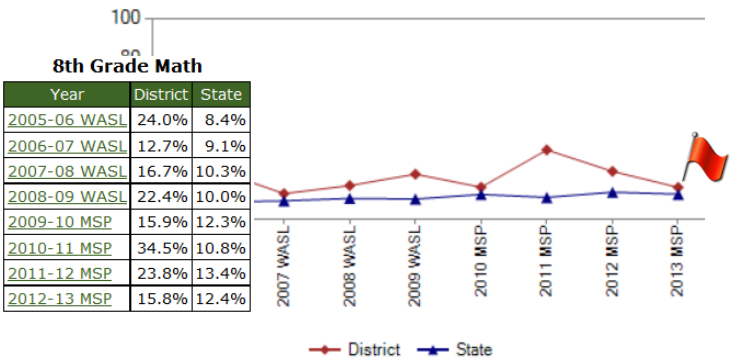
7th Grade Math Trend



7th Grade Math

Year	District	State
2005-06 WASL	10.2%	9.8%
2006-07 WASL	16.9%	12.0%
2007-08 WASL	32.7%	9.6%
2008-09 WASL	13.6%	10.9%
2009-10 MSP	40.6%	14.5%
2010-11 MSP	34.3%	14.6%
2011-12 MSP	19.7%	15.7%
2012-13 MSP	27.5%	18.1%

8th Grade Math Trend

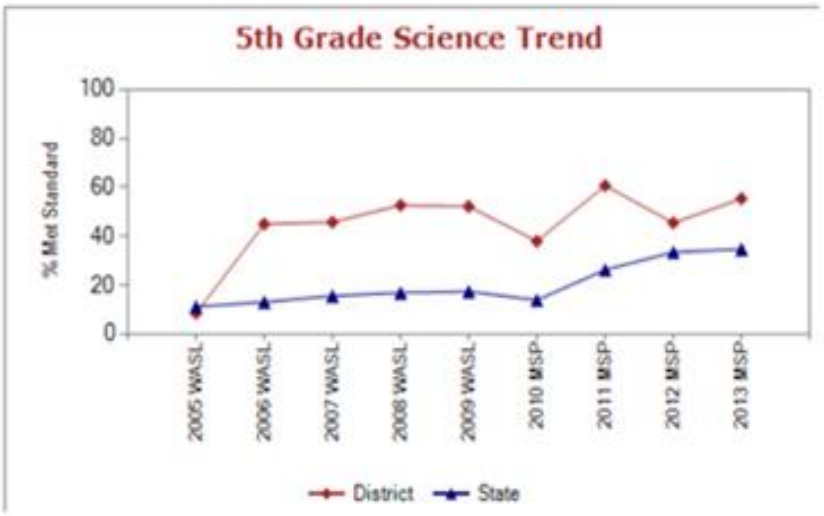


8th Grade Math

Year	District	State
2005-06 WASL	24.0%	8.4%
2006-07 WASL	12.7%	9.1%
2007-08 WASL	16.7%	10.3%
2008-09 WASL	22.4%	10.0%
2009-10 MSP	15.9%	12.3%
2010-11 MSP	34.5%	10.8%
2011-12 MSP	23.8%	13.4%
2012-13 MSP	15.8%	12.4%

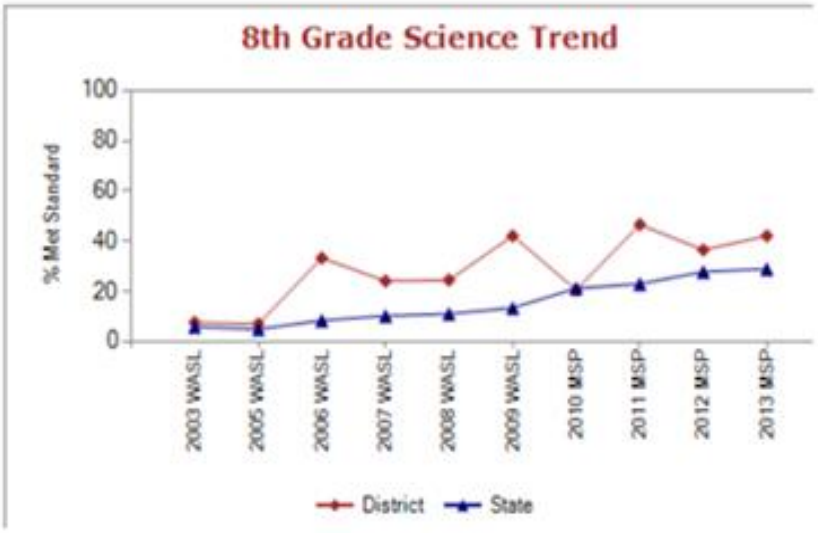
5th Grade Science

Year	District	State
2004-05 WASL	8.6%	11.2%
2005-06 WASL	45.0%	13.1%
2006-07 WASL	45.8%	15.6%
2007-08 WASL	52.7%	16.9%
2008-09 WASL	52.2%	17.4%
2009-10 MSP	38.0%	13.9%
2010-11 MSP	60.7%	26.3%
2011-12 MSP	45.5%	33.5%
2012-13 MSP	55.4%	34.7%



8th Grade Science

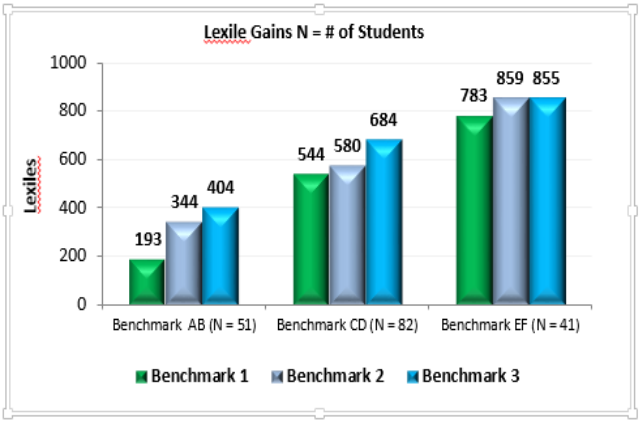
Year	District	State
2002-03 WASL	7.6%	5.8%
2004-05 WASL	7.0%	4.9%
2005-06 WASL	33.3%	8.4%
2006-07 WASL	24.1%	10.2%
2007-08 WASL	24.5%	11.0%
2008-09 WASL	42.1%	13.4%
2009-10 MSP	20.6%	21.2%
2010-11 MSP	46.6%	23.0%
2011-12 MSP	36.5%	27.8%
2012-13 MSP	42.1%	28.9%



Student Progress Monitoring on New Research-Based Special Education Curriculum

Language! This mastery-based language arts intervention targets the needs of non-readers, struggling readers, and English learners. The program has a sequential, cumulative, skill-based instruction format that addresses multiple learning styles. Tahoma is in the fourth year of implementation of the Language! program for our special education students who need this intensive intervention. This program was first used only at the high school level. It is now used beginning in Grade 4. It is a systematic, comprehensive program; students move all the way through the program by the time they complete Grade 9 with the reading skills needed to be Future Ready.

LRS: 2013-2014 Results for All Students



…hat should students gain by the end of the year?

…e goal of *LANGUAGE!* using the Benchmark Plan is … students to complete two books per year.

Grade Levels	Expected Lexiles Gained
3-5	100
6-7	70
8-12	35

AB students gained 211 Lexiles by the end of the year.
CD students gained 140 Lexiles by the end of the year.
EF students gained 72 Lexiles by the end of the year.

A Lexile measure is a valuable piece of information about either an individual's reading ability or the difficulty of a text, like a book or magazine article. The Lexile measure is shown as a number with an "L" after it — 880L is 880 Lexile.

A student gets his or her **Lexile reader measure** from a reading test or program. For example, if a student receives an 880L on her end-of-grade reading test, she is an 880 Lexile reader. Higher Lexile measures represent a higher level of reading ability. A Lexile reader measure can range from below 200L for emergent readers to above 1600L for advanced readers. Readers who score below 0L receive a BR for Beginning Reader. In some cases, for readers, a BR code is followed by a number and L (e.g., BR150L). A Lexile reader measure of BR150L indicates that the Lexile measure of the reader is 150 units below 0L. The smaller the number following the BR code, the more advanced the reader is. For example, a BR150L reader is more advanced than a BR200L reader.

A book, article or piece of text gets a **Lexile text measure** when it's analyzed by MetaMetrics. For example, the first "Harry Potter" book measures 880L, so it's called an 880 Lexile book. A Lexile text measure is based on the semantic and syntactic elements of a text. Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design of the actual book. The Lexile text measure is a good starting point in the book-selection process, with these other factors then being considered. Lexile text measures are rounded to the nearest 10L. Unlike the reader measure, all text measures below 0L are currently reported as BR. MetaMetrics has conducted research to differentiate the BR text measures, and these measures will be available at a later date.

The idea behind The Lexile Framework for Reading is simple: if we know how well a student can read and how hard a specific book is to comprehend, we can predict how well that student will likely understand the book. For example, if a reader has a Lexile measure of 600L (600 Lexile), the reader will be forecasted to comprehend approximately 75% of a book with the same Lexile measure (600L). When the Lexile measures and the Lexile scale were developed, the 75% comprehension rate was set at the point where the difference between the Lexile reader measure and the Lexile text measure is 0L. The 75% comprehension rate is called "targeted" reading. This rate is based on independent reading; if the reader receives help, the comprehension rate will increase. The target reading rate is the point at which a reader will comprehend enough to understand the text, but also will face some reading challenges. At this point, a reader is not bored by text that is too easy, but also does not experience too much difficulty in understanding.

When used together, Lexile measures help a reader find books and articles at an appropriate level of difficulty (visit Find a Book), and determine how well that reader will likely comprehend a text. You also can use Lexile measures to monitor a reader's growth in reading ability over time.

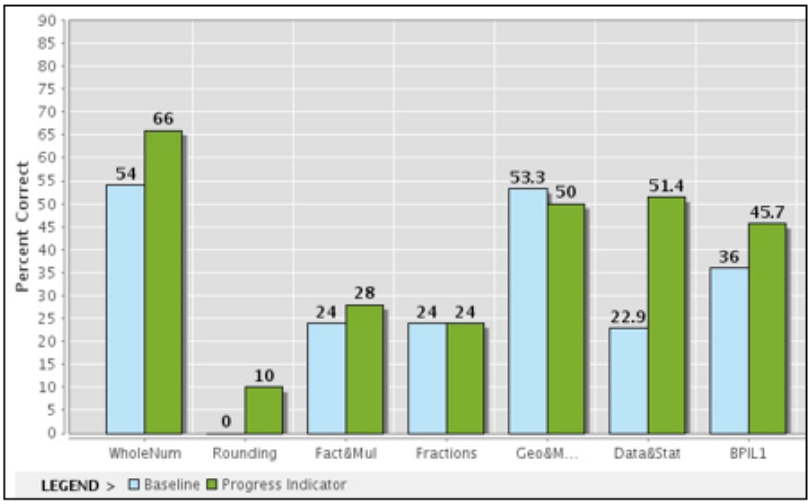
TransMath

TransMath® is an intensive, mastery-based math intervention that supports teachers with technology to prepare students for algebra through explicit, skill-based instruction. Its multisensory strategies deepen conceptual understanding and build problem-solving proficiency. We are in the fifth year of implementation of the TransMath program. This program was previously used at the high school level, but was found to be more effective when used at an earlier grade. It is now used for Grade 5 to Grade 7. There are three levels of Baseline/Progress Indicators. The results are listed in the three tables below.

Level 1

Baseline/Progress Indicator

The chart below includes the percent correct for Level 1 students.



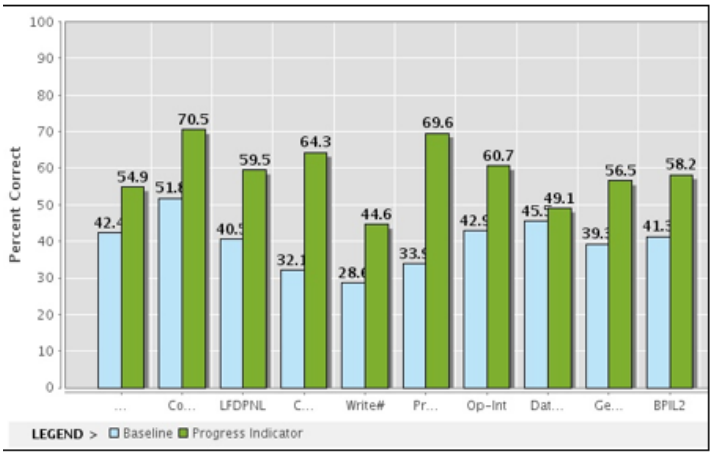
The overall percent correct (BPIL1) between Baseline and Progress Indicator increased by 9.7 percentage points.

Description	Students Scored	Matching Scores
Operations with whole numbers	36	5
Rounding whole numbers	36	5
Factors and multiples	36	5
Fractions	36	5
Geometry and Measurement Level 1	36	5
Data statistics	36	5
Baseline Progress Indicator Level 1	36	5

Level 2

Baseline/Progress Indicator

The chart below includes the percent correct for Level 2 students.



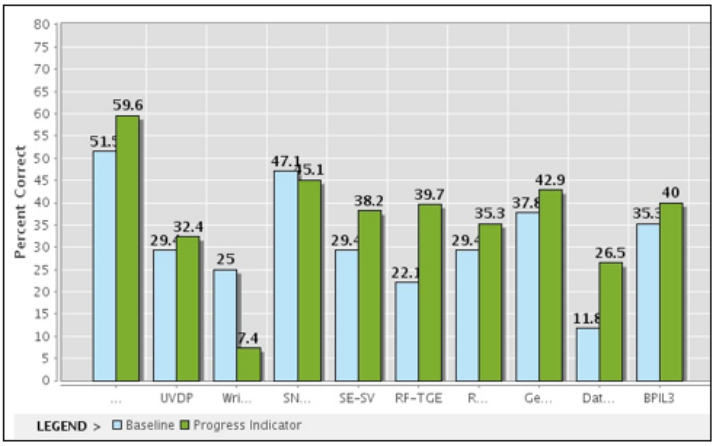
The overall percent correct (BPIL2) between Baseline and Progress Indicator increased by 16.9 percentage points.

Description	Students Scored	Matching Scores	Description	Students Scored	Matching Scores
Operations with rational numbers	48	28	Properties of integers	48	28
Converting fractions, decimal numbers, and percents on a number line	48	28	Operations with integers	48	28
Locate fractions, decimal numbers, and percents on a number line	48	28	Data and probability Level 2	48	28
Correct placement of the decimal point	48	28	Geometry and measurement Level 2	48	28
Write number in scientific notation	48	28	Baseline Progress Indicators Level 2	48	28

Level 3

Baseline/Progress Indicator

The chart below includes the percent correct for Level 3 students.



The overall percent correct (BPIL3) between Baseline and Progress Indicator increased by 4.7 percentage points.

Description	Students Scored	Matching Scores	Description	Students Scored	Matching Scores
Operations with rational numbers and integers	19	17	Represent functions as a table, graph, or equation	19	17
Use variables to describe patterns	19	17	Ratio, proportion, and rate	19	17
Write and graph inequalities	19	17	Geometry and measurement Level 3	19	17
Simplify numeric expressions using order of operations	19	17	Data and probability Level 3	19	17
Solve equations for a single variable	19	17	Baseline Progress Indicators Level 3	19	17

Indicator 4: Rates of suspension and expulsion

➔ **Tahoma met the target**

4A: Discrepancy in Rate of Suspensions/Expulsions > 10 days

	2007-08	2008-09	2009-2010	2010-2011	2011-2012	2012-13
Tahoma	1.12%	2.04%	1.12%	.49%	.62%	.73%
Did District have a discrepancy in rate of suspensions/expulsions for SE students for greater than 10 days	No	No	No	No	No	

Discipline data lags one year

4B: Ensuring that if there was a discrepancy in 4A it is not due to non-compliant policies, procedures, practices

➔ **Tahoma met the target in 4A so 4B is not applicable**

Indicator 5: Percent of Students with IEPs served

5A. 80-100% of day in regular classroom/environment

	2008-09	2009-10	2010-11	2011-12	2012-13
District	39.1	40.9	39.3	38.2	40.9
State	50.2	50.1	50.1	52.3	52.4
Target (min)	50.45	51.0	51.6	51.6	51.6

➔ **Tahoma did not meet the target**

This improved slightly over last year, however it is still significantly below the state target. We are at 40.9 percent with the target at 51.55%. This is due to the majority of our students being in the next Least Restrictive Environment (LRE 02) category (50%). For a full time student, LRE 02 covers any student that can receive anywhere from 350 minutes to 1047 minutes (depending on the school). We continue to monitor this data as the student needs determine the amount of service minutes.

40-79% of day in regular classroom/environment

	2008-09	2009-10	2010-11	2011-12	2012-13
District	46.8	48.3	50.0	49.6	46.5
State	34.1	34.7	34.2	33	32.9

No target values for this environment category

5B. 0-39% of day in regular classroom/environment

	2008-09	2009-10	2010-11	2011-12	2012-2013
District	11.1	8.8	8.75	10.2	9.5
State	13.9	13.6	13.5	13.2	13.2
Target (max)	14.1	13.8	13.6	13.6	13.6

➔ **Tahoma met the target**

5C. Served in public or private separate schools, residential facilities, or homebound/hospital placements

	2008-09	2009-10	2010-11	2011-12	2012-13
District	2.1%	1.73%	1.59%	1.63	2.7
State	1.15%	0.99%	0.92%	.86	.83
Target	1.0%	1.00%	1.00%	1.0	1.0
District Met Target?	No	No	No	No	No

➔ **Tahoma did not meet the target**

Number Served in public or private separate schools, residential facilities, homebound/hospital placements

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
District	16 students	13 students	12 students	11 students	19 students	12 students

Indicator 6: Percent of preschool children (aged 3-5) with IEPs attending:

	2008-09	2009-10	2010-11	2011-12	2012-13
District	38.2	51.9	73.3		
State	55.0	59.1	64.1		

No target values for this environment category

Indicator 7: Percent of preschool children with IEPs who demonstrate improved

A. Positive Social-Emotional Skills

		Students Below Age Expectations					Students Within Age Expectations			
	2009-10	2010-11	2011-12	2012-13	2013-14	2009-10	2010-11	2011-12	2012-13	2013-14
District	75.0%	81.0%	100%	100%	92.3%	48.4%	59.1%	65.4%	47.4%	22.2%
State	84.7%	87.7%	86.4%	89.4%	89.9%	50.8%	53.0%	52.3%	51.6%	51.1%
Target	82.7%	83.0%	81.1%	83%	83.1%	49.4%	50.0%	49.4%	50%	50.2%
District Met Target?	No	No	Yes	Yes	Yes	No	Yes	Yes	No	No

B. Acquisition and use of knowledge and skills (early language/communication and early literacy)

			Students Below Age Expectations				Students Within Age Expectations			
	2009-10	2010-11	2011-12	2012-13	2013-14	2009-10	2010-11	2011-12	2012-13	2013-14
District	73.9%	81.0%	100%	100%	100%	51.6%	59.1%	80.8%	71.1%	37%
State	84.8%	87.7%	86.4%	88%	88.3%	51.8%	53.0%	53.8%	53.1%	53.7%
Target	81.1%	83.0%	81.1%	82%	82.1%	50.2%	50.0%	50.2%	51%	51.2%
District Met Target?	No	No	Yes	Yes	Yes	**Yes**	**Yes**	**Yes**	**Yes**	No

C. Use of appropriate behaviors to meet needs:

	Students Below Age Expectations				Students Within Age Expectations				
	2009-10	2010-11	2011-12	2012-13	2009-10	2010-11	2011-12	2012-13	2013-14
District	72.0%	81.0%	100%	100%	54.8%	59.1%	84.6%	73.7%	44.4%
State	84.9%	87.7%	88.3%	89.6%	65.7%	53.0%	68.4%	67%	66.6%
Target	80.8%	83.0%	81%	81%	64.3%	50.0%	65%	65%	65.2%
District Met Target?	**No**	**No**	**Yes**	**Yes**	**No**	**Yes**	**Yes**	**Yes**	No

Indicator 8: Percent of parents with child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

	National Benchmark	District's Data Collection Period	District	2009-10 State	Target	Met Target?
Round 1	17%	2010-11	17%	20%	28%	No
Round 2	17%	0	0%	20.00%	30%	0%

Indicator 9 and 10: Disproportionality representation of racial and ethnic groups in special education and in specific disability categories that results in inappropriate identification.

	Indicator 9			Indicator 10		
	Data Discrepant?	Discrepant due to inappropriate identification?	District Met target of No inappropriate identification?	Data Discrepant?	Discrepant due to inappropriate identification?	District Met target of No inappropriate identification?
2009-10	Yes	No	**Yes**	No	No	**Yes**
2010-11	No	No	**Yes**	Yes	No	**Yes**
2011-12	No	No	**Yes**	No	No	**Yes**
2012-13	No	No	**Yes**	No	No	**Yes**
2013-14	No	n/a	**n/a**	No	No	**Yes**

Annual review of data and practices confirms that disproportionate representation of racial and ethnic groups in specific disability categories is not the result of inappropriate identification.

Accountability – Special Programs **(Data update November)**
Special Education

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 35 school days.

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
District	100	100	100	100	100	100
State	96	98.7	98.1	98.5	98.7	99
Target	100	100	100	100	100	100
District Met Target?	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

➔ **Tahoma met target**

Indicator 12: Percent of children referred prior to age 3 who are found eligible and who have an IEP developed and implemented by their third birthdays.

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
District	100	100	100	100	100	100
State	96	98.7	98.1	97.2	97.2	98.9
Target	100	100	100	100	100	100
District Met Target?	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

➔ **Tahoma met target**

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. All districts reviewed at least once during a 6 year cycle.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
District	90.0%	100%		100%	100%	91.7%	100%
State	75.2%	93.5%	83.7%	96.7%	98%	97.1%	92.1%
Target	*Targets not established by state until 2011*			100%	100%	100%	100%
District Met Target?				**Yes**	**Yes**	**No**	Yes

➔ **Tahoma met target**

Indicator 14: **Percent of who had IEPs, are no longer in secondary school, had IEPs in effect at the time they left school and were:**

- **A. Enrolled in higher education within one year of leaving high school**
- **B. Enrolled in higher education or competitively employed within one year of leaving high school**
- **C. Enrolled in higher education or in some other post-secondary education or training program or competitively employed within one year of leaving school**

	District 2009 Leavers (08-09 SY)	State 2009 Leavers (08-09 SY)	District 2010 Leavers (09-10 SY)	State 2010 Leavers (09-10 SY)	District 2011 Leavers (10-11 SY)	State 2011 Leavers (10-11 SY)	State Target	Met Target?	District 2012 Leavers (11-12 SY)	State 2012 Leavers (11-12 SY)			State Target	
14 A	29.30%	25.10%	31.00%	25.50%	**43.60%**	**23.50%**	**26%**	**Yes**	**25.60%**	**25.00%**			25.50%	
14 B	43.90%	48.70%	41.40%	46.30%	**53.90%**	**49.20%**	**50%**	**Yes**	**51.30%**	**47.60%**			46.30%	
14 C	51.20%	66.90%	58.60%	66.20%	**74.40%**	**63.90%**	**69%**	**Yes**	**82.10%**	**65.70%**			66.20%	

There were 39 of 47 students who left the District who responded to the District post school survey for 2012. In 2011 there were responses from 39 of 48 past students. The survey is conducted a year after the student leaves the District. To increase participation the District has researched multiple ways to reach out to students including social media. Teachers seek a variety of contact information for students prior to their exit from school in order to increase the chances of locating them later for the survey.

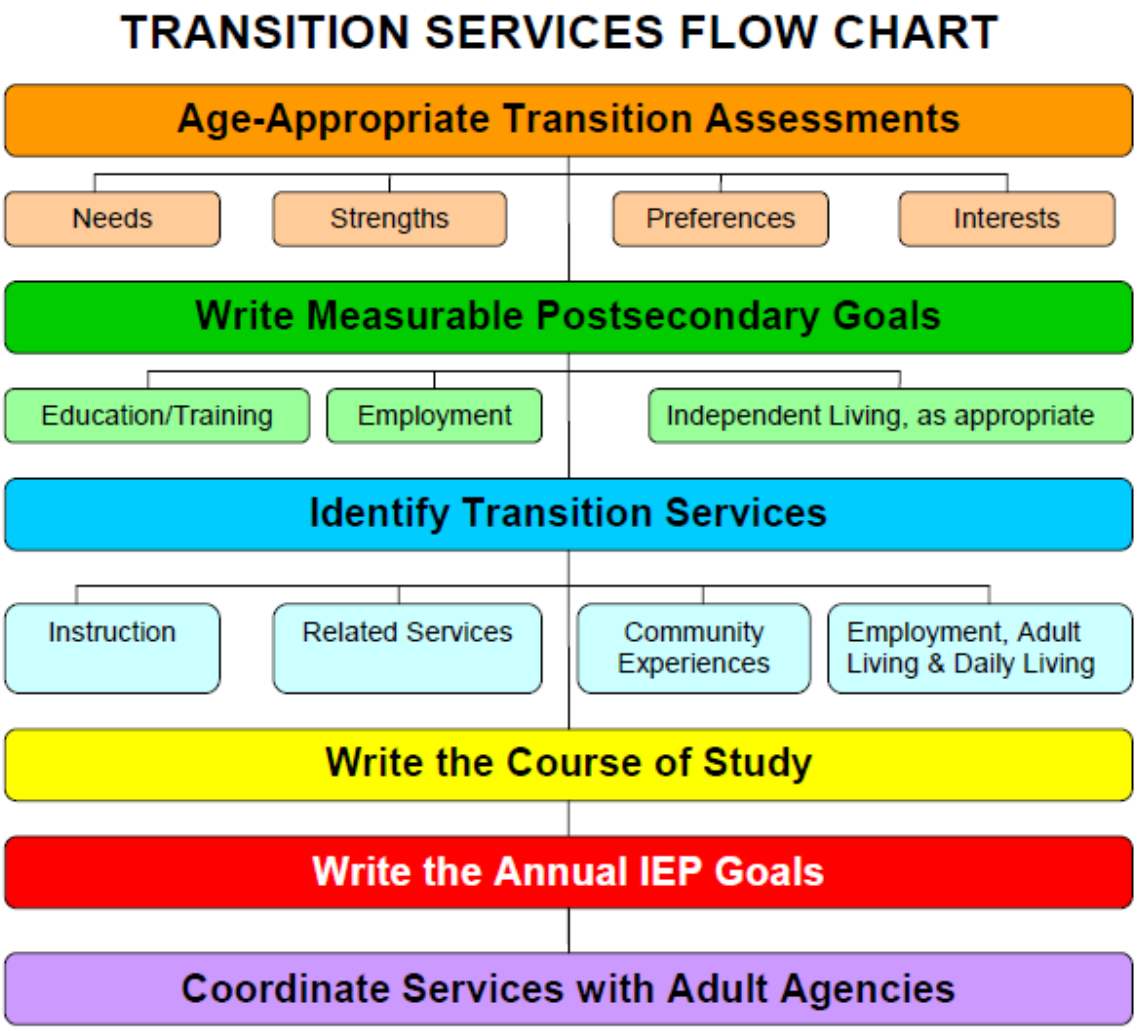
The District continues to provide transition information for students and families with Maureen Roberts of the Department of Vocational Rehabilitation. This is available the year prior to the student exiting school.
DVR serves people with disabilities who want to work but face a substantial barrier to finding or keeping a job. DVR Provides:

- individualized employment services and counseling to people with disabilities
- technical assistance and training to employers about the employment of people with disabilities

We believe that continuing to team with DVR to increase participation will assist in increasing the outcomes in 14 B and C for students.

Indicator 20: State reported data are timely and accurate.

➔ **Tahoma met all 8 reporting target deadlines both on-time and accurate**



Measuring Post-School Outcomes

Since 1999 the Center for Change in Transition Services (CCTS) has conducted the Washington State Post-School Survey to collect annual postsecondary outcomes for youth in the state who received special education services. These data are gathered for Leavers (both graduates and non-graduates) one year after they exit high school. The survey is conducted by district –level staff with Leavers, then analyzed and reported by CCTS to OSPI.

Measures for Postsecondary Engagement

In 2009, four new categories for measuring postsecondary engagement were established and baseline data established.

- **Higher Education** - Enrolled on a full- or part-time basis in a community college (2 year program), or college/university (4 or more year program) for at least one complete term, at any time in the year since leaving high school.

- **Competitive Employment** – Worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school (including military employment).

- **Other Post-secondary Education or Training** – Enrolled on a full or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corp, adult education, workforce development program, or vocational technical school which is less than a 2 year program).

- **Some other Employment** – Worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

Post-High School Special Education Student Outcomes

% of Students Leaving High School

	Graduates								Non-Graduates							
	2009		2010		2011		2012		2009		2010		2011		2012	
	Tahoma	State	Tahoma	State	Tahoma	State	Tahoma	State	Tahoma	State	Tahoma	State	Tahoma	State	Tahoma	State
Higher Education	33.3%	31.8%	44.4%	30.3%	43.6%	23.5%	26.5%	28.9%	12.5%	5.2%	9.2%	6.2%	20.0%	5.0%	20.0%	5.8%
Competetively Employed	24.2%	23.4%	5.6%	22.2%	10.3%	25.7%	29.4%	23.6%	25.0%	18.1%	18.5%	15.6%	0.0%	18.1%	0.0%	17.9%
Other Education/Training	3.0%	4.9%	5.6%	4.6%	N/A	4.6%	2.9%	4.2%	25.0%	10.1%	9.1%	9.1%	0.0%	7.8%	20.0%	8.1%
Other Employment	21.2%	13.5%	11.1%	14.1%	20.5%	10.1%	26.5%	13.4%	12.5%	13.5%	9.1%	15.3%	0.0%	11.1%	20.0%	13.0%
Not Engaged	18.2%	26.4%	33.3%	28.8%	25.6%	36.1%	14.7%	29.9%	25.0%	53.1%	54.7%	53.8%	80.0%	58.0%	40.0%	55.3%

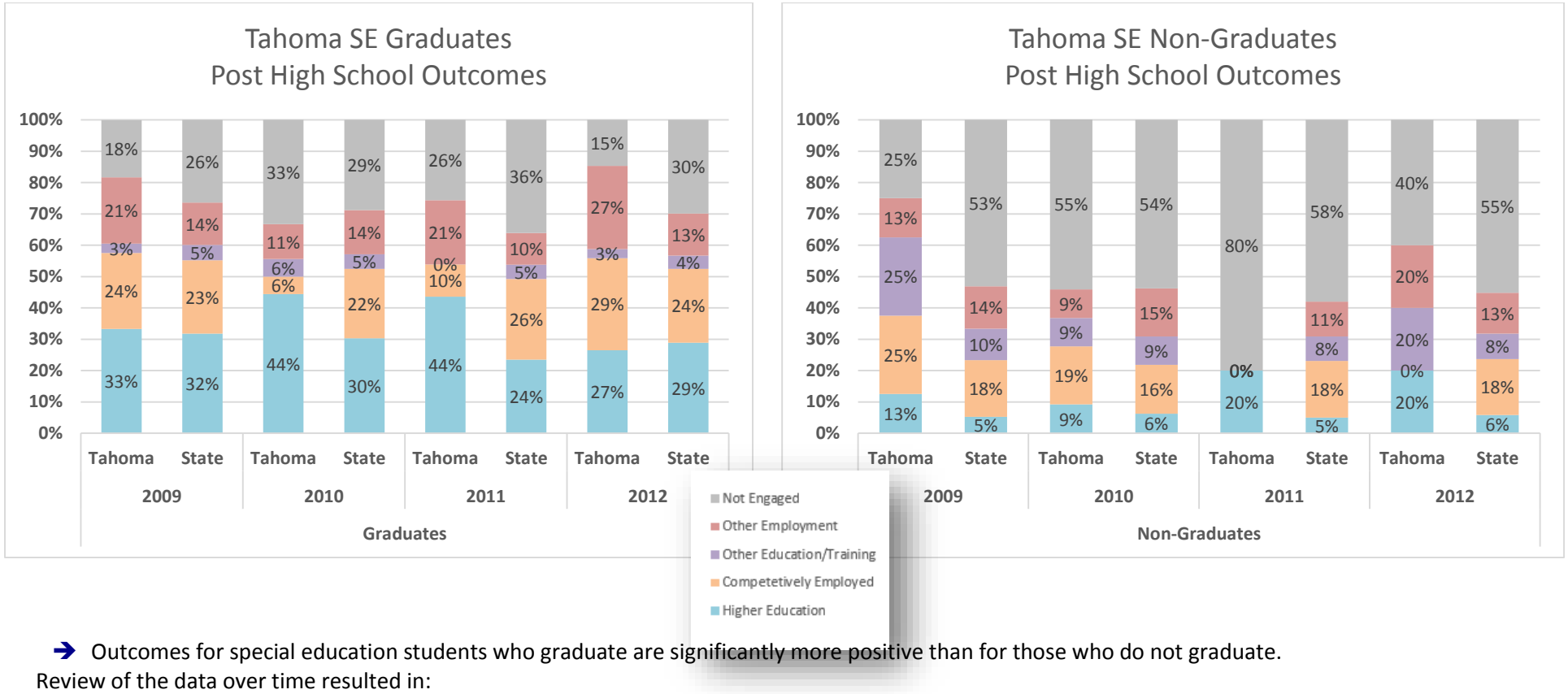
Response Rate

% of Leavers Participating in Post-School Outcomes Survey

2008-2009		2009-2010		2010-2011		2011-2012	
Tahoma	**State**	**Tahoma**	**State**	**Tahoma**	**State**	**Tahoma**	**State**
87%	63%	74%	64%	81%	68%	83%	71%

➔ Tahoma staff achieved a better return rate for collecting student information than many of the other districts in the state as the Tahoma % of Leavers participating in the survey was 12% better than the State average.

Visualizing the Post High School Outcomes for Special Education Students



➔ Outcomes for special education students who graduate are significantly more positive than for those who do not graduate.

Review of the data over time resulted in:

- ➔ Increase of certificated and classified staff to provide a full day program for students in order to allow for more time to focus on post-secondary education and training, employment, and independent living.
- ➔ Sent our certificated teacher to participate in the King County Employment Professional Certificate Program at Highline Community College to expand resources, network, and to expand employment opportunities.
- ➔ Sought parent input on elements of the program
- ➔ Developed a two year plan for implementation of this expanded program. (We are in the second year of the plan.)
- ➔ Staff Training provided annually on the content needed in the transition section of the IEP
- ➔ Continued effort to link students and families to the Department of Vocational Rehabilitation in the year prior to exit from school

2015 District Accountability Report

Tahoma School District

Quality Learning Every Day in Every Classroom for Every Child

All Students Future Ready

English Language Learners (ELL)

English Language Learners Annual Measurable Achievement Objectives (AMAOs)

The U.S. Department of Education established Title III Annual Measurable Achievement Objectives (AMAOs) to assess the adequacy of ELL students' progress toward achieving English Language proficiency. Title III requires states and districts to measure progress, proficiency and academic achievement.

Measures

AMAO – 1 Annual increases in the percent of students making progress in learning English

		2011	2012	2013	2014
Students	**Tahoma**	92			
	State	65,808			
Making Progress	**Tahoma**	82%			
	State	79%			
Met AMAO1 Target	**Tahoma**	Yes			
	State	Yes			

AMAO – 2 Attainment of English Proficiency

		2011	2012	2013	2014
Tahoma Student Level	Level 1	2.4%			
	Level 2	15.9%			
	Level 3	55.6%			
	Level 4	24.6%			
% Transitioning	**Tahoma**	24.6%			
	State	20.1%			
Met AMAO2 Target	**Tahoma**	Yes			
	State	Yes			

AMAO-3 Percentage of students meeting AYP targets in reading and math ELL cells

AMAO – 3 Academics (AYP)

Number of students in Tahoma is less than minimum number required for reporting

Washington English Language Proficiency Assessment (WELPA)

The Washington English Language Proficiency Assessment (WELPA) is a test that is used to see if students need support through the district's English language development (ELD) program. This assessment tests reading, writing, listening and speaking knowledge and skills in English. Students in Kindergarten through grade 12 take this test once a year to measure how much growth they have made in learning English at school. Since knowing and using English well is necessary for success in school, it is important that students who need additional help learning English get the help they need.

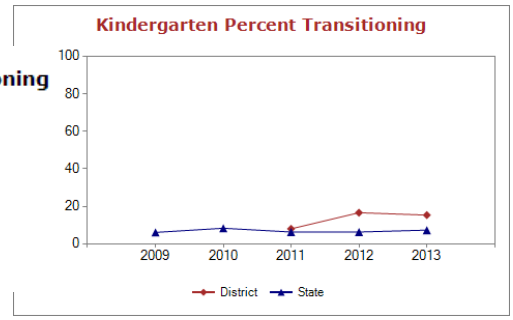
The WELPA consists of two tests:

- The **Placement Test** is used to determine initial student eligibility for English language development (ELD) services. The Placement Test is given to all students whose families answer "yes" to question #2 on the Home Language Survey: "Is your child's first language a language other than English?" Based on the placement test results students are placed into the ELL program.
- The **Annual Test** is given to all students who qualified for ELD services with a Placement Test. It measures students' growth in English language knowledge and skills. Results from this test determine which students are eligible to continue to receive (ELD) services. Student performance on the Annual Test is reported at the state, district and building level on the OSPI student report card site.
  In 2011-2012 the Annual Test transitioned from the WLPTII to the WELPA with a new test contractor.

Washington English Language Proficiency Assessment (WELPA) for 2012 and later years

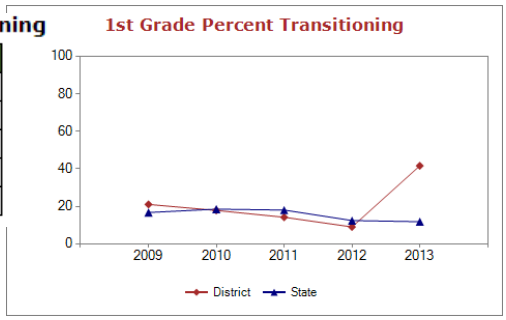
Kindergarten Transitioning

Year	District	State
2008-09		6.1%
2009-10		8.3%
2010-11	8.0%	6.3%
2011-12	16.6%	6.3%
2012-13	15.3%	7.3%



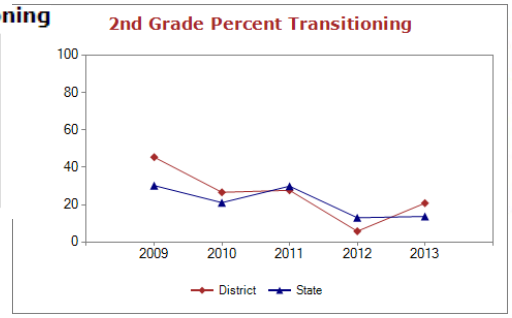
1st Grade Transitioning

Year	District	State
2008-09	21.0%	16.7%
2009-10	17.8%	18.5%
2010-11	14.2%	18.0%
2011-12	9.0%	12.4%
2012-13	41.6%	11.8%



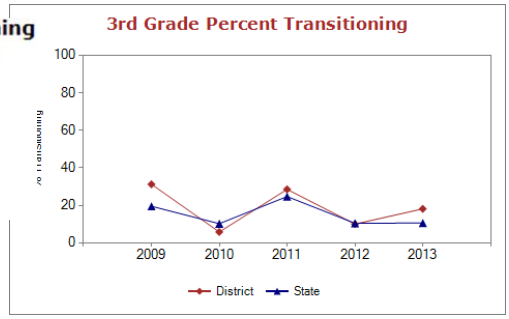
2nd Grade Transitioning

Year	District	State
2008-09	45.4%	30.2%
2009-10	26.6%	21.1%
2010-11	27.7%	29.9%
2011-12	5.8%	13.0%
2012-13	20.8%	13.7%



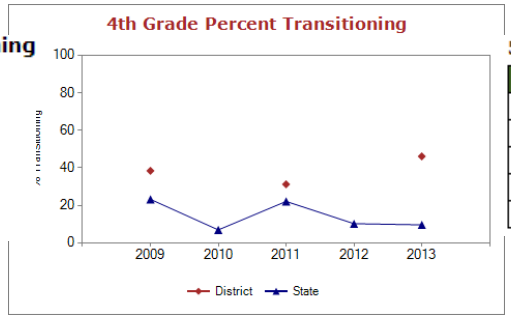
3rd Grade Transitioning

Year	District	State
2008-09	31.2%	19.5%
2009-10	5.8%	10.2%
2010-11	28.5%	24.7%
2011-12	10.0%	10.4%
2012-13	18.1%	10.6%



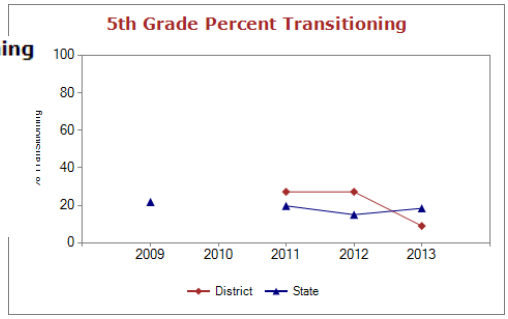
4th Grade Transitioning

Year	District	State
2008-09	38.4%	23.2%
2009-10		6.9%
2010-11	31.2%	22.1%
2011-12		10.2%
2012-13	46.1%	9.6%



5th Grade Transitioning

Year	District	State
2008-09		21.8%
2009-10		
2010-11	27.2%	19.7%
2011-12	27.2%	15.0%
2012-13	9.0%	18.4%



Grade levels with fewer than 10 students are not shown. In Tahoma grades 6-12 <12 students

Analyzing for Achievement Gaps with English Language Learners

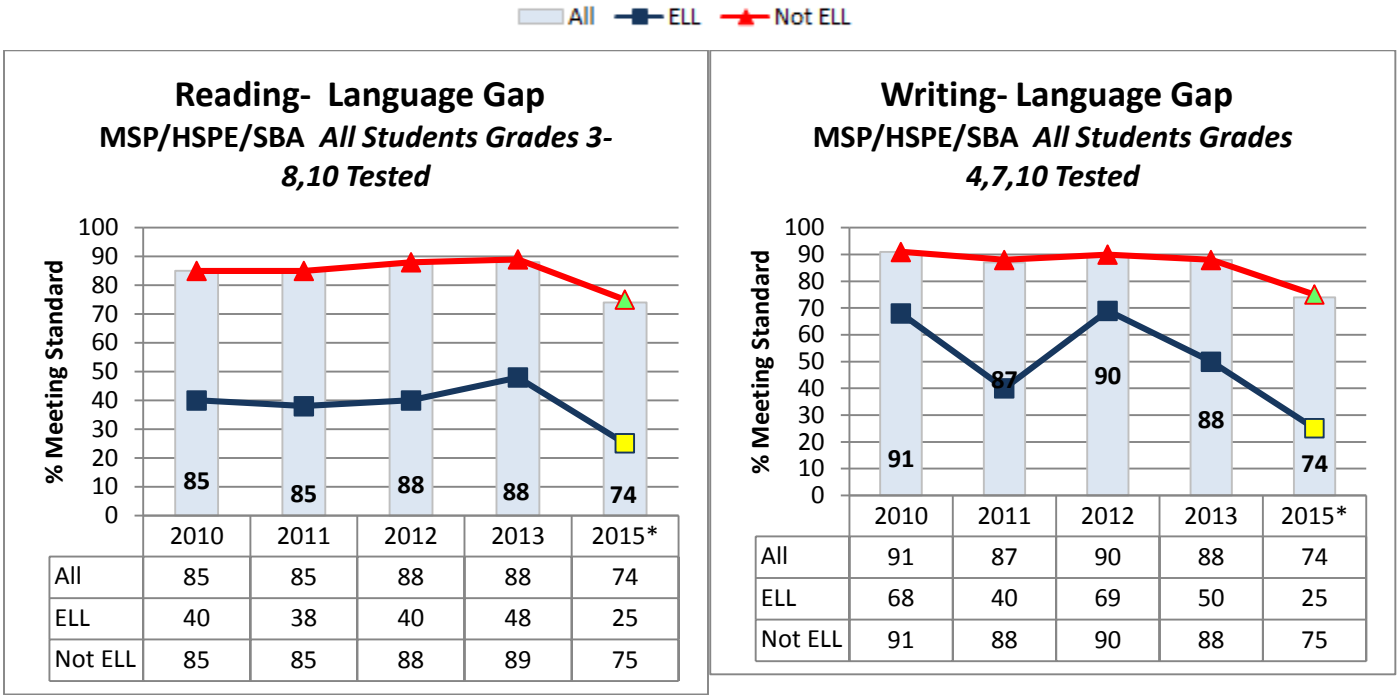
Number of Students Identified as ELL During the Year Tested

ELL Reading Students Tested: Grades 3-8, 10

2010	2011	2012	2013	2015
48	58	43	64	61

ELL Writing Student Tested: Grades 4, 7, 10

2010	2011	2012	2013	2015
19	20	13	18	61



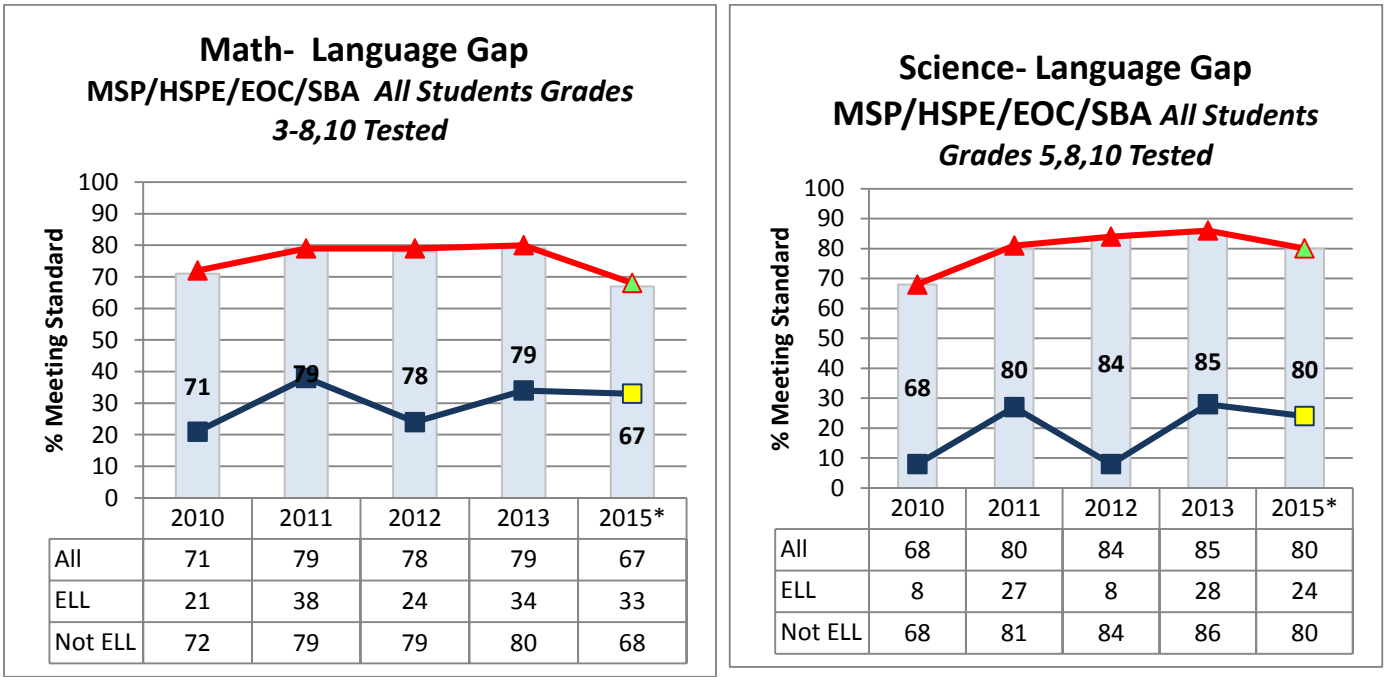
Number of Students Identified as ELL During the Year Tested

Low Income Math Students Tested: Grades 3-8, 10

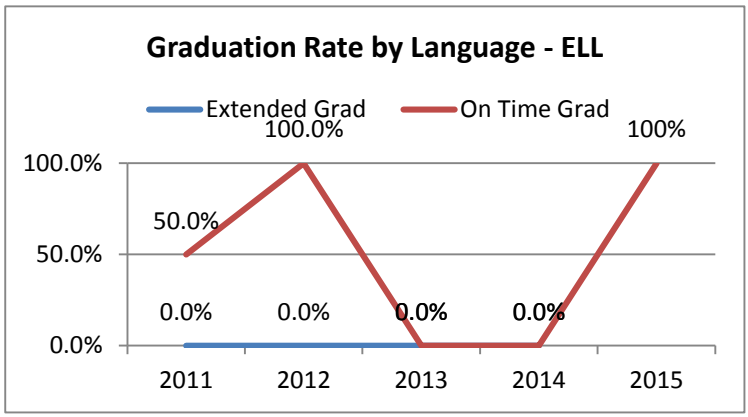
2010	2011	2012	2013	2015
47	58	42	68	64

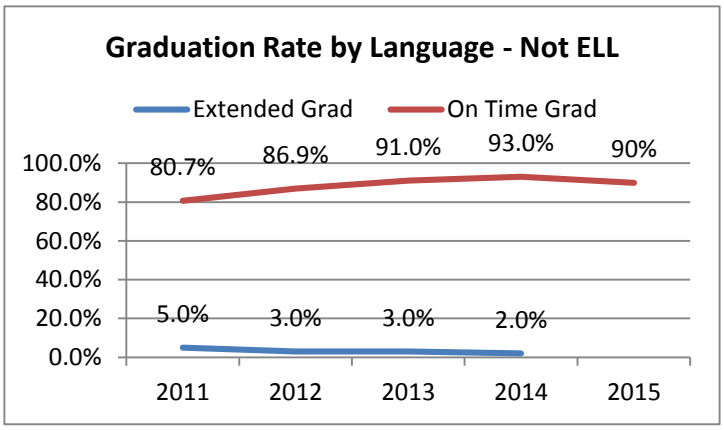
Low Income Science Student Tested: Grades 5, 8, 10

2010	2011	2012	2013	2015
12	15	13	18	17



2009-2015 Graduation Rate by Language





Number of Students ELL Status at Graduation Year

2011	2012	2013	2014	2015
4	1	1	0	1

Number of Students NOT ELL

2011	2012	2013	2014	2015
628	540	555	544	593

2015 District Accountability Report

Tahoma School District

Quality Learning Every Day in Every Classroom for Every Child

All Students Future Ready

Career and Technical Education

Career and Technical Education Performance Measures

CTE performance measures are aligned to the Perkins CTE Act of 2006, which places a strong emphasis on accountability. Perkins performance targets are negotiated annually with the Office of Vocational and Adult Education.

➔ The CTE Program continues to meet all targets except achievement in math.

Overview of CTE Program

Students are entering a highly competitive workforce based on a global knowledge and an information economy. To be career and college ready, students need to be able to integrate and apply 21st century skills, technical knowledge and skills, and core academic knowledge. With an emphasis on real world, real life skills, Career and Technical Education provides an opportunity for students to explore educational pathways and possible future careers through a variety of classroom experiences.

Course frameworks are approved through the state CTE program and these courses all receive enhanced funding from the state to help offset the increased expenses that many program require for equipment and materials. The CTE program in Tahoma is gradually changing to represent new career fields. These include the medical industry with the addition of sports medicine and STEM with the addition of robotics. Financial Algebra provides an alternative to traditional math courses to fulfill the 3rd math credit requirement and gives students real-world experiences in use of math in careers and life.

Enrollment in CTE for Tahoma Students

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Student Count (9-12)	2244	2310	2397	2390	2290	2416	2440	2414
# Student Periods Career and Tech Ed (CTE) Classes	1591	1594	1635	1563	1563	1794	1934	1953
Total # student periods Based on 6 per day	13464	13860	14382	14340	13740	14496	14640	14484
% of total course enrollment in CTE	11.8%	11.5%	11.4%	10.9%	11.4%	12.4%	13.2%	13.5%

Data Source: September Skyward Student Schedules 9-12

Career and Technical Education Performance Measures

These performance measures are aligned to the Perkins CTE Act of 2006, which places a strong emphasis on accountability. Perkins performance targets are negotiated annually with the Office of Vocational and Adult Education.

Academic Attainment	% CTE concentrators exiting in the reporting year who met standard reading and math are reported separately with specific performance targets
Technical Skills Attainment	% CTE concentrators exiting in the reporting year who took and passed a program specific assessment designed by the industry
School Completion	% CTE concentrators exiting in the reporting year who have attained a high school diploma or GED
Student Graduation Rate	% CTE concentrators exiting in the reporting year who were included as graduated based on AYP graduation reporting rules
Secondary Placement	% CTE concentrators exiting in the reporting year who are employed, enrolled in higher education, or enlisted in the military during the third post exit quarter based on administrative records or student survey
Nontraditional Participation	% CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year out of the total number of CTE participants in those fields
Nontraditional Completion	% CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year out of the total number of CTE concentrators in those fields

Data note: Exiting students includes both graduates and dropouts

Definitions

CTE Secondary Participant Secondary student who has enrolled in one or more courses in any CTE program area

CTE Secondary Concentrator Student who has enrolled in two or more CTE courses above the exploratory level in a single cluster

CTE Secondary Completer Secondary student who has completed a CTE instructional program

CTE Summary of Tahoma Performance Data Compared to the State and Targets

(***Green – met target*** | ***Red – did not meet target***)

Performance Measure	2009	2010	2011	2012	2013
Academic Attainment – Reading	93	93	95	88	
Academic Attainment - Math	63	62	47	54	
Secondary School Completion	90	91	94	98	
Student Graduation Rates	83	79	94	93	
Secondary Placement	85	68	-	73	
Nontraditional Participation	34	49	50	65	
Nontraditional Completion	35	63	62	65	

**OSPI has identified performance targets are met by meeting 90% of the target value*

Data Source: P210 and P210Voc as reported via CEDARS – public view on OSPI Report Card