

Performance Fact, Inc.
333 Hegenberger Road, Suite 204
Oakland, CA 94621
phone. 510-568-7944
fax. 510-568-7991
www.performancefact.com
contact@performancefact.com



 PERFORMANCE *fact*, Inc.

4-Lens Data Analysis Protocol™

Highlights of Student Achievement



VASHON ISLAND SCHOOL DISTRICT

Vashon Island, WA
October 2021

- A.** Vashon Island School District: ProfilePage 3
- B.** Introduction to Equity-Focused Anaysis of Student DataPage 5
- C.** Equity Indicators: Outcome Data Page 13
- D.** Equity Indicators: Access Data Page 25
- E.** Student Voice Page 37

Introduction

This report provides highlights of student learning, growth and achievement in Vashon Island School District (VISD). We compiled the report to facilitate deliberations among stakeholders participating in the district's strategic alignment process.

Stakeholders will use these data visualizations to analyze and interpret trends in student learning and achievement, thereby enabling the community to draw conclusions about highest-priority areas of strengths and concerns.

The insights gained from the analysis of student data will enable the VISD community to discover the root causes of the current state of student learning and achievement; set aspirational goals and benchmarks for student success during the next 3-6 years; identify strategies and professional practices that will motivate continuous improvement to teaching practices, leadership practices, and organizational practices; delineate a pathway for ensuring disciplined implementation of the strategic plan; and establish a clear, practical process for sustaining the trust and commitment of all stakeholders for the long haul.

We'd like to acknowledge the pivotal roles of **Dr. Stephanie Spencer** (Director of Teaching and Learning), and **her colleagues** who spent countless hours compiling the raw data which enabled the Performance Fact Team to create the data visualizations and analyses in this report. We greatly appreciate their "insiders' knowledge" and valuable technical assistance.

The Performance Fact Team



VASHON ISLAND SCHOOL DISTRICT

PROFILE



On Vashon, students experience a rigorous, friendly, and uniquely place-based education. We offer exceptional academic programs and a wide range of opportunities in the arts, career technical education, sports, music, and travel. Our schools reflect the commitment of our high-quality faculty and staff, the participation and dedication of our parents and families, and the contributions of our vibrant community partner organizations.



Dr. Slade McSheehy - *Superintendent*

Board of Directors

Zabette Macomber - *Board Chair*

Toby Holmes - *Board Vice Chair*

Spring Hecht - *Member*

Rheagan Sparks - *Member*

***** **1,598 Students Enrolled** *****
2020-2021

0.1% Native Hawaiian or Other Pacific Islander
0.3% American Indian or Alaska Native
0.4% Black or African American
1.8% Asian or Asian Pacific Islander
9.3% Two or more races
13.2% Hispanic/Latino
74.9% White

5.4% English Language Learners
23.6% Low income
12.2% Students with Disabilities

Source: Vashon Island SD

***** **5 Schools** *****

Chautauqua Elementary
Principal - Rebecca Goertzel

McMurray Middle School
Principal - Greg Allson

Vashon Island High School
Principal - Danny Rock

Student Link Alternative School
Principal - Danny Rock

Family Link Alternative School
Principal - Danny Rock

VASHON ISLAND SCHOOL DISTRICT
9309 SW CEMETARY ROAD – SECOND FLOOR
VASHON, WA 98070

vashonsd.org




Facebook: @vashonislandsd



Instagram: @vashonislandsd



YouTube: UCmvEZG-9xnNRIOEHySj1uLQ



INTRODUCTION TO EQUITY-FOCUSED ANALYSIS OF STUDENT DATA

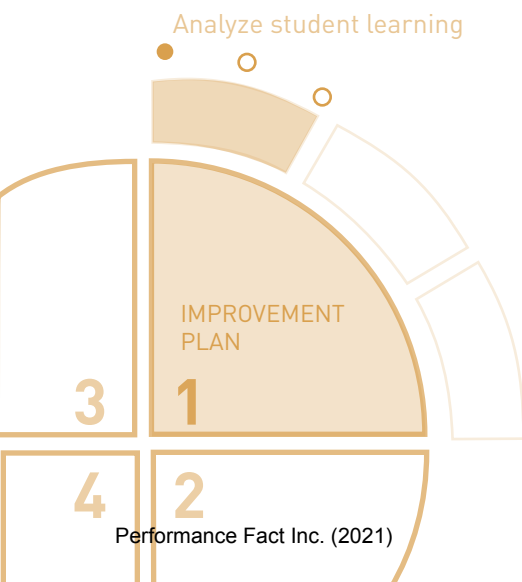
4-Lens Analysis of Student Data



Data tells “symptoms”; the underlying “problem” is often less obvious. To be most useful, data must be transformed into information through:

- Reviewing multiple kinds and sources of data (i.e., diagnostic, formative, summative, perceptual)
- Disaggregated analysis
- Problem-solving processes, such as root-cause analysis
- Informed discourse among practitioners and stakeholders

In the medical fields, physicians use Magnetic Resonance Imaging (MRI) to visualize internal structures in great detail. An MRI machine produces a number of images, or “slices” of parts of the human body. The various slices can then be reconstructed to develop a more detailed understanding of the whole of the scanned area of the body.



Performance Fact’s 4-Lens Analysis of Student Data process works in a similar manner. The 4-Lens process is a simple but comprehensive way to probe all kinds of student data, including data from benchmark assessments, state tests, survey data, attendance and disciplinary data, etc. By looking at the data through “four lenses,” practitioners will acquire a richer understanding of “what the data says.”

Lens 1: GROWTH focuses on “value-added” in learning and achievement for identical group of students or cohort.

Lens 2: CONSISTENCY investigates learning and achievement for different groups of students, or non-cohort.

Lens 3: EQUITY provides insights into the learning and achievement by students by subgroup.

Lens 4: STANDARDS tells us about student mastery of the academic standards that would prepare them for success at the next level.

By “looking through the data” from four perspectives, the 4-Lens process provides practitioners with more insightful information about student learning and achievement.

The 4-Lens Analysis of Student Data is the first step of Performance Fact’s Data Summit™ methodology. The second step of the Data Summit™ is evidence-based examination of the effectiveness of teaching practices, leadership practices and organizational practices, because they are the precursors to student learning.

Whether your findings about the implementation cycle that just ended turn out to be encouraging or concerning, you will have another chance to choose again; another opportunity to make conscious decisions about your priorities for student learning and professional practices for the next 6-to-12 week implementation cycle. Such disciplined implementation significantly enhances your chances of accomplishing your student learning goals for the school year.

WHAT YOU WILL DO

- **ORGANIZE** your student data, making sure you consider student vital signs from multiple sources.
- **PROBE** your student data in depth, using a series of 4-Lens guiding questions.
- **MAKE** inferences about “what the data says”.
- **IDENTIFY** your highest priority Areas of Strength and Areas of Concern based solely on student data.

A Data-driven, Continuous Improvement Planning Process



<p>What data do we have?</p>	<p>What does the data say? and Why does the data look that way?</p>	<p>What are we going to do about it all?</p>
<p>Student data from multiple sources</p>	<p>Student Achievement Areas of Strength and Areas of Concern and "Root cause" (underlying causes) of the current state of student achievement</p>	<p>High-leverage research-based or promising practices</p>

Equality vs. Equity

Equality

Resources and supports are distributed evenly, irrespective of individual needs or assets

“Starting point” is irrelevant

Equity

Incorporates the idea of need; distribution of resources and supports is *purposefully unequal*

“Starting point” is an important factor

The Equity Imperative: **Equitable Access, Equal Outcomes**

Equitable access

to resources and opportunities that guarantee fair, just, and affirming experiences and produce

equal outcomes

for every student, without exception

Reference: Mutiu Fagbayi | Performance Fact, Inc. (2021)

DOMAIN → INDICATORS → MEASURES

Example for an **OUTCOMES** Indicator

DOMAIN	INDICATORS	CONSTRUCTS TO MEASURE
B K–12 Learning and Engagement	B-3 Disparities in Engagement in Schooling	<ul style="list-style-type: none">• Attendance/absenteeism• Academic engagement
	B-4 Disparities in Performance in Coursework	<ul style="list-style-type: none">• Success in classes• Accumulating credits (being on track to graduate)• Grades, GPA
	B-5 Disparities in Performance on Tests	<ul style="list-style-type: none">• Achievement in reading, math, and science• Learning growth in reading, math, and science achievement

DOMAIN → INDICATORS → MEASURES

Example for an **ACCESS** Indicator

DOMAIN	INDICATORS	CONSTRUCTS TO MEASURE
F Equitable Access to High-Quality Curricula and Instruction	10 Disparities in Access to Effective Teaching	<ul style="list-style-type: none"> • Teachers' years of experience • Teachers' credentials, certification • Racial and ethnic diversity of the teaching force
	11 Disparities in Access to and Enrollment in Rigorous Coursework	<ul style="list-style-type: none"> • Availability and enrollment in advanced, rigorous course work • Availability and enrollment in advanced placement, international baccalaureate, and dual enrollment programs • Availability and enrollment in gifted and talented programs
	12 Disparities in Curricular Breadth	<ul style="list-style-type: none"> • Availability and enrollment in coursework in the arts, social sciences, sciences, and technology
	13 Disparities in Access to High- Quality Academic Supports	<ul style="list-style-type: none"> • Access to and participation in formalized systems of tutoring or other types of academic supports, including special education services and services for English learners

Equity-focused Analysis of Student Data

Participant’s Worksheet

Indicator/Metric	Areas of Strength <i>(based on student data)</i>	Areas of Concern <i>(based on student data)</i>	Equity Disparity? (Y/N)	Equity Focus <i>(to reduce/eliminate disparities)</i>

Summary: Highest-priority Focus Areas

Participant's Worksheet

Indicator/Metric	Key Findings <i>(based on analysis of student data)</i>	This is a Focus Area regarding <i>Equitable Access and Equal Outcomes for:</i>	
		ALL/MOST Student-groups (check with /X')	These Targeted Student-groups...



EQUITY INDICATORS: OUTCOMES DATA

- Kindergarten Readiness
- Attendance
- Grade Distribution
- 9th Graders on Track to Graduate
- Achievement in ELA, Math, Science
- 4-Year Graduation Rate
- Postsecondary Outcomes

Kindergarten Readiness (% Meeting Kindergarten Readiness Criteria)

Readiness Rate less than 70%	Readiness Rate between 70-80%	Readiness Rate between 80-90%	Readiness Rate greater than 90%	* Small Sample size (less than 10)	NA: Not available
------------------------------	-------------------------------	-------------------------------	---------------------------------	------------------------------------	-------------------

Color shading may seem to vary due to rounding to nearest whole number

WaKIDS Kindergarten Readiness Areas (4-Year Trend)											
2017-2018	District wide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
Cognitive	97	*	100	*	94	*	100	97	100	100	63
Language	95	*	100	*	94	*	100	95	100	100	63
Literacy	97	*	100	*	89	*	100	98	92	94	57
Math	95	*	100	*	84	*	100	98	86	89	75
Physical	97	*	100	*	94	*	100	97	100	100	63
Social Emotional	96	*	100	*	94	*	100	95	100	100	100
2018-2019											
Cognitive	69	*	*	*	46	*	80	76	40	52	62
Language	70	*	*	*	50	*	80	76	*	57	62
Literacy	96	*	*	*	79	*	80	100	*	50	79
Math	82	*	*	*	62	*	80	90	20	60	67
Physical	93	*	*	*	92	*	80	96	80	86	82
Social Emotional	85	*	*	*	71	*	80	90	80	76	58
2019-2020											
Cognitive	97	*	*	100	100	*	100	96	89	86	71
Language	96	*	*	100	90	*	100	96	*	79	57
Literacy	93	*	*	100	82	*	100	93	*	71	43
Math	96	*	*	100	90	*	100	96	*	79	57
Physical	94	*	*	100	91	*	100	93	89	86	57
Social Emotional	96	*	*	100	90	*	100	96	*	79	57
2020-2021											
Cognitive	94	*	*	*	83	*	100	97	75	82	33
Language	86	*	*	*	62	*	100	92	44	58	0
Literacy	95	*	*	*	83	*	100	97	75	70	33
Math	86	*	*	*	62	*	100	92	44	58	0
Physical	97	*	*	*	85	*	100	100	78	92	75
Social Emotional	86	*	*	*	62	*	100	92	44	58	0

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Attendance (% Attendance Rate)

Percentage of students with at least 90% Attendance Rate (by student-group)											
	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2017-2018	82	*	90	100	78	100	83	82	77	74	71
2018-2019	87	50	90	100	87	100	90	86	85	80	77
2019-2020	93	100	90	100	90	*	90	93	82	89	80
2020-2021	85	100	81	100	79	100	83	86	70	72	76

Percentage of students with at least 90% Attendance Rate (by Grade level)													
	Full-Day Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
2017-2018	68	73	70	72	77	74	89	86	91	75	62	50	37
2018-2019	72	85	88	85	84	84	93	86	87	80	71	54	37
2019-2020	73	71	80	84	81	77	89	92	84	73	73	51	48
2020-2021	96	88	87	93	93	95	90	90	87	77	85	74	57

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Grade Distribution (High School) (Percentage of students)

DISTRIBUTION OF GPA BY SUBGROUP (4-year Trend)								
	Average % for All Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White
2018								
GPA = A	42.1	22.7	50.8	37.3	20	-	36.7	45.6
GPA = B	21.6	25.8	19.8	18.7	18.9	-	14.2	20.5
GPA = C	10.9	16.7	9.9	20	15.5	-	11.7	8.9
GPA = D	4.3	3	6.5	8	9.2	-	9.2	3.3
GPA = P	18.2	25.8	16.4	16	23.9	-	23.3	17.1
GPA = F	2.9	6.1	2.6	-	12.4	-	5	2.1
2019								
GPA = A	46.6	40.5	48.6	31.7	28.1	-	31.5	52.8
GPA = B	20.1	23.8	18.3	31.7	21.5	-	26	18.4
GPA = C	10.2	9.5	11.3	4.9	13.7	-	13.7	8.1
GPA = D	3.1	-	5.6	12.2	5.4	-	1.4	2.3
GPA = P	17.8	11.3	15.5	17.1	17.6	-	24.7	17
GPA = F	2.2	14.3	0.7	2.4	13.1	-	2.7	1.4
2020								
GPA = A	52.5	73.1	56.4	35.7	34.3	-	33.7	56.6
GPA = B	16.7	11.5	17.6	26.8	11.6	-	20.9	15.5
GPA = C	7.1	-	6.1	14.3	13.5	-	9.3	6.4
GPA = D	2.9	-	1.2	-	7.2	-	7	2.4
GPA = P	20.3	15.4	18.8	21.4	32.1	-	29.1	18.6
GPA = F	0.6	-	-	1.8	1.3	-	-	0.6
2021								
GPA = A	43.1	9.1	59.3	45	26.3	-	32.4	45.9
GPA = B	13.9	-	6.3	16.3	15.7	-	23	12.5
GPA = C	6.5	4.5	2.3	10	9.3	-	4.1	5
GPA = D	0.1	-	-	-	-	-	-	0.1
GPA = P	31.4	11.4	28.1	28.8	34.9	-	36.5	31.9
GPA = F	5	75	4.1	-	13.9	-	4.1	4.7

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

9th Graders On Track to Graduate (Percentage of students)

On-track to graduate rate less than 70%	On-track to graduate rate between 70-80%	On-track to graduate rate between 80-90%	On-track to graduate rate greater than 90%	* Small Sample size (less than 10)	NA: Not available
---	--	--	--	------------------------------------	-------------------

Color shading may seem to vary due to rounding to nearest whole number

% of 9th Graders on Track to Graduate (4-year trend)

	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2017-2018	83	-	100	100	59	-	89	85	17	59	52
2018-2019	90	-	100	*	73	-	77	90	83	74	73
2019-2020	90	-	100	100	81	-	70	90	80	90	81
2020-2021	80	*	0	100	64	*	90	82	33	61	77

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Achievement in English Language Arts (ELA) (# out of every 20 students)

No more than 8 out of every 20 students	8+ → 12 out of every 20 students	12+ → 16 out of every 20 students	More than 16 out of every 20 students	* Small Sample size (less than 10)	NA: Not available
---	----------------------------------	-----------------------------------	---------------------------------------	------------------------------------	-------------------

Color shading may seem to vary due to rounding to nearest whole number

of out of every 20 students Proficient/Advanced ELA (SBAC) 3-year trend

ELA 2017	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
Grade 3	10	*	*	*	11	*	10	10	*	6	2
Grade 4	11	*	*	*	10	*	*	15	*	9	4
Grade 5	14	*	*	*	9	*	17	14	*	7	5
Grade 6	12	*	*	*	11	*	7	13	*	9	4
Grade 7	16	*	*	*	14	*	18	16	*	11	4
Grade 8	13	*	*	*	9	*	16	14	*	10	2
Grade 10	15	*	16	*	11	*	13	14	*	10	4
ELA 2018											
Grade 3	11	*	*	*	8	*	13	12	*	8	10
Grade 4	12	*	*	*	7	*	*	13	*	8	2
Grade 5	14	*	*	*	12	*	*	15	*	11	3
Grade 6	14	*	*	*	12	*	16	15	*	7	4
Grade 7	14	*	*	*	13	*	9	15	*	12	5
Grade 8	16	*	*	*	15	*	16	16	*	10	6
Grade 10	17	*	*	*	12	*	*	18	*	11	8
ELA 2019											
Grade 3	10	*	*	*	12	*	*	10	*	9	4
Grade 4	11	*	*	*	6	*	8	13	*	7	7
Grade 5	13	*	*	*	9	*	15	13	*	6	2
Grade 6	15	*	*	*	11	*	*	16	*	10	5
Grade 7	14	*	*	*	14	*	16	14	*	7	3
Grade 8	14	*	*	*	16	*	9	14	*	13	4
Grade 10	16	*	*	*	9	*	16	17	*	14	6

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Achievement in English Language Arts (ELA): (% Proficient/Advanced)**% Of students Proficient/Advanced ELA (SBAC) (3-year trend)**

ELA 2017	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
Grade 3	51	*	*	*	55	*	50	51	*	32	10
Grade 4	57	*	*	*	50	*	*	73	*	46	20
Grade 5	68	*	*	*	47	*	83	71	*	36	27
Grade 6	61	*	*	*	54	*	35	65	*	46	19
Grade 7	81	*	*	*	70	*	90	81	*	53	19
Grade 8	65	*	*	*	45	*	80	68	*	52	11
Grade 10	77	*	80	*	56	*	67	72	*	52	19

ELA 2018	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
Grade 3	57	*	*	*	41	*	64	62	*	38	50
Grade 4	61	*	*	*	36	*	*	64	*	39	10
Grade 5	70	*	*	*	60	*	*	73	*	53	17
Grade 6	72	*	*	*	60	*	79	76	*	37	21
Grade 7	72	*	*	*	64	*	47	76	*	58	25
Grade 8	81	*	*	*	73	*	82	82	*	50	31
Grade 10	85	*	*	*	58	*	*	89	*	55	40

ELA 2019	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
Grade 3	51	*	*	*	58	*	*	48	*	46	20
Grade 4	55	*	*	*	31	*	*	63	*	33	33
Grade 5	64	*	*	*	46	*	*	65	*	30	10
Grade 6	74	*	*	*	53	*	*	79	*	49	25
Grade 7	70	*	*	*	68	*	78	71	*	36	13
Grade 8	71	*	*	*	79	*	44	72	*	63	18
Grade 10	80	*	*	*	47	*	*	85	*	72	29

Achievement in Math (# out of every 20 students)

No more than 8 out of every 20 students	8+ → 12 out of every 20 students	12+ → 16 out of every 20 students	More than 16 out of every 20 students	* Small Sample size (less than 10)	NA: Not available
---	----------------------------------	-----------------------------------	---------------------------------------	------------------------------------	-------------------

Color shading may seem to vary due to rounding to nearest whole number

of out of every 20 students Proficient/Advanced MATH (SBAC) 3-year trend

	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
MATH 2017											
Grade 3	12	*	*	*	13	*	11	12	*	8	2
Grade 4	13	*	*	*	13	*	*	12	*	8	4
Grade 5	12	*	*	*	8	*	15	12	*	7	4
Grade 6	9	*	*	*	6	*	2	10	*	6	3
Grade 7	13	*	*	*	12	*	15	14	*	8	4
Grade 8	12	*	*	*	7	*	14	12	*	8	2
Grade 10	12	*	12	*	9	*	10	12	4	7	3
MATH 2018											
Grade 3	10	*	*	*	8	*	9	11	*	6	6
Grade 4	12	*	*	*	9	*	13	13	*	7	2
Grade 5	11	*	*	*	11	*	*	11	*	6	5
Grade 6	11	*	*	*	8	*	11	11	*	5	3
Grade 7	13	*	*	*	13	*	8	13	*	10	*
Grade 8	13	*	*	*	13	*	15	14	*	7	3
Grade 10	13	*	*	*	2	*	*	14	*	6	2
MATH 2019											
Grade 3	10	*	*	*	8	*	*	10	*	8	4
Grade 4	10	*	*	*	8	*	10	10	*	7	8
Grade 5	11	*	*	*	11	*	12	10	*	5	2
Grade 6	11	*	*	*	8	*	*	12	*	6	2
Grade 7	11	*	*	*	8	*	12	12	*	6	3
Grade 8	13	*	*	*	11	*	11	13	*	8	2
Grade 10	12	*	*	*	7	*	13	12	*	9	2

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Achievement in Math: (% Proficient/Advanced)**% Of students Proficient/Advanced Math (SBAC) (3-year trend)**

MATH 2017	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
Grade 3	60	*	*	*	64	*	57	61	*	42	10
Grade 4	63	*	*	*	64	*	*	62	*	39	20
Grade 5	58	*	*	*	41	*	75	60	*	33	18
Grade 6	45	*	*	*	31	*	12	51	*	29	13
Grade 7	67	*	*	*	60	*	77	68	*	41	19
Grade 8	60	*	*	*	35	*	70	62	*	42	11
Grade 10	62	*	60	*	45	*	49	58	22	35	14

MATH 2018	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
Grade 3	51	*	*	*	41	*	46	56	*	29	29
Grade 4	61	*	*	*	43	*	67	64	*	35	10
Grade 5	53	*	*	*	53	*	*	56	*	31	25
Grade 6	53	*	*	*	40	*	57	57	*	27	14
Grade 7	63	*	*	*	64	*	41	66	*	52	*
Grade 8	67	*	*	*	64	*	73	68	*	36	13
Grade 10	65	*	*	*	10	*	*	71	*	32	10

MATH 2019	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
Grade 3	51	*	*	*	42	*	*	52	*	38	20
Grade 4	49	*	*	*	38	*	50	51	*	33	40
Grade 5	53	*	*	*	54	*	58	52	*	25	10
Grade 6	54	*	*	*	40	*	*	58	*	30	10
Grade 7	56	*	*	*	39	*	61	59	*	31	13
Grade 8	65	*	*	*	57	*	56	67	*	41	10
Grade 10	58	*	*	*	33	*	64	62	*	47	10

Achievement in Science (# out of every 20 students)

No more than 8 out of every 20 students	8+ → 12 out of every 20 students	12+ → 16 out of every 20 students	More than 16 out of every 20 students	* Small Sample size (less than 10)	NA: Not available
---	----------------------------------	-----------------------------------	---------------------------------------	------------------------------------	-------------------

Color shading may seem to vary due to rounding to nearest whole number

# of out of every 20 students Proficient/Advanced SCIENCE (SBAC)												
3-Year trend												
SCIENCE 2017	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-income	Students with Disabilities	
Grade 5	15	*	*	*	12	*	17	16	*	11	7	
Grade 8	13	*	*	*	10	*	12	14	*	10	4	
SCIENCE 2018												
Grade 5	13	*	*	*	9	*	*	14	*	11	7	
Grade 8	15	*	*	*	15	*	*	14	*	7	4	
SCIENCE 2019												
Grade 5	12	*	*	*	12	*	15	12	*	8	3	
Grade 8	14	*	*	*	14	*	9	14	*	11	5	

Achievement in Science: (% Proficient/Advanced)

% Of students Proficient/Advanced Science (SBAC) (3-year trend)												
SCIENCE 2017	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-income	Students with Disabilities	
Grade 5	77	*	*	*	59	*	83	81	*	56	36	
Grade 8	65	*	*	*	50	*	60	68	*	48	22	
SCIENCE 2018												
Grade 5	67	*	*	*	47	*	*	71	*	56	33	
Grade 8	73	*	*	*	73	*	*	71	*	36	19	
SCIENCE 2019												
Grade 5	61	*	*	*	62	*	75	59	*	40	17	
Grade 8	68	*	*	*	71	*	44	71	*	53	24	

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

4-Year Graduation Rate (Percentage of students)

Graduation Rate less than 70%	Graduation Rate between 70-80%	Graduation Rate between 80-90%	Graduation Rate greater than 90%	* Small Sample size (less than 10)	NA: Not available
-------------------------------	--------------------------------	--------------------------------	----------------------------------	------------------------------------	-------------------

Color shading may seem to vary due to rounding to nearest whole number

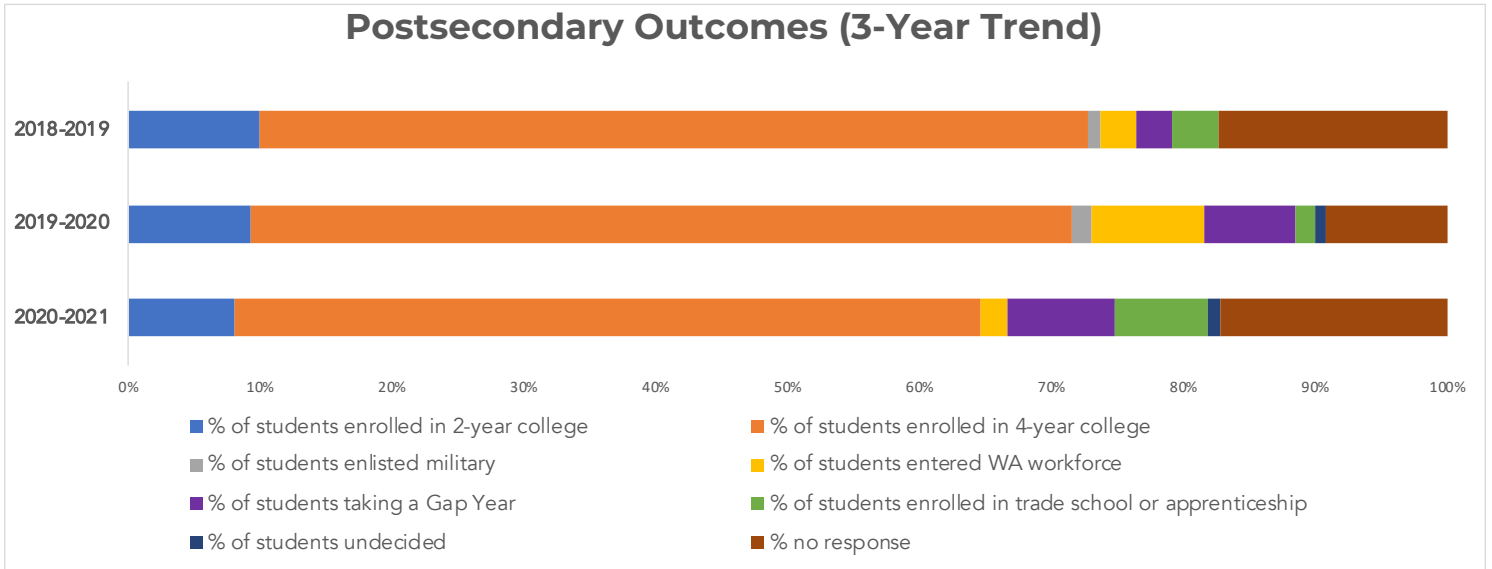
Graduation Rate	4-Year Graduation Rate (4-year trend)										
	District-wide ALL	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2017-2018	90	*	100	100	69	*	100	90	*	80	50
2018-2019	89	*	*	100	67	*	89	91	25	79	57
2019-2020	90	*	*	60	67	*	100	95	67	74	80
2020-2021	92	*	100	100	93	*	100	90	83	86	79

	4-Year Graduation Rate Snapshot (4-year trend)										
	District-wide ALL	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2017-2018	90	*	100	100	69	*	100	90	*	80	50
2018-2019	89	*	*	100	67	*	89	91	25	79	57
2019-2020	90	*	*	60	67	*	100	95	67	74	80
2020-2021	92	*	100	100	93	*	100	90	83	86	79

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Postsecondary Outcomes (Percentage of students)



Distribution of Postsecondary Outcomes (3-year trend)

	% of students enrolled in 2-year college	% of students enrolled in 4-year college	% of students enlisted military	% of students entered WA workforce	% of students taking a Gap Year	% of students enrolled in trade school or apprenticeship	% of students undecided	% no response
2018-2019	10	63	1	3	3	4	0	17
2019-2020	9	62	2	9	7	2	1	9
2020-2021	8	56	0	2	8	7	1	17

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>



EQUITY INDICATORS: ACCESS DATA

- Enrollment
- Availability & enrollment in Pre-K programs
- Teachers' Experience, Certifications & Diversity
- Participation in Gifted & Talented Programs
- Participation in Dual Credit programs
- Availability & enrollment in Pre-K programs
- Availability & enrollment in Arts
- Availability & enrollment in Social Sciences
- Availability & enrollment in Science
- Availability & enrollment in Technology
- In-School Suspensions, Discipline Index

Enrollment (Percentage of students)

Districtwide Student Enrollment % by Ethnicity and Program (4-year trend)

% Enrolled	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2017-2018	0.2	2.2	0.4	12.3	0.1	9.1	75.7	4.9	24.3	13
2018-2019	0.1	2.1	0.3	12.7	0.1	8.7	76.1	4.9	24.5	13.5
2019-2020	0.1	1.8	0.3	13.2	0.1	8.5	75.9	5.3	25.2	13.4
2020-2021	0.3	1.8	0.4	13.2	0.1	9.3	74.9	5.4	23.6	12.2

School-level Student Enrollment % by Ethnicity and Program (2020-2021)

	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
Chautauqua Elem	0.4	1.8	0.4	16.6	0	9.5	71.4	8.5	25	13.8
McMurray MS	0	1.1	0	12.2	0	9.4	77.3	3.4	23.9	13.1
Vashon Island HS	0.2	2.7	0.8	12.5	0	9.8	73.9	0	0	0
Family Link	0	0	0	6	1	8	85	3	20	9
Student Link	2.4	0	0	7.1	0	4.8	85.7	4.8	69	26.2

School Level Enrollment Detail 2020-2021

STUDENT ETHNICITY	Chautauqua Elem		McMurray MS		Vashon Island HS		Family Link		Student Link	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
American Indian / Alaskan Native	2	0.4%	0	0.0%	1	0.2%	0	0.0%	1	2.4%
Asian	9	1.8%	4	1.1%	14	2.7%	0	0.0%	0	0.0%
Black or African American	2	0.4%	0	0.0%	4	0.8%	0	0.0%	0	0.0%
Hispanic or LatinX	84	16.6%	43	12.2%	65	12.5%	6	6.0%	3	7.1%
Native Hawaiian / Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	1	1.0%	0	0.0%
Two or More Races	48	9.5%	33	9.4%	51	9.8%	8	8.0%	2	4.8%
White	362	71.4%	272	77.3%	385	73.9%	85	85.0%	36	85.7%
TOTAL NUMBER OF STUDENTS	507	100%	352	100%	520	100%	100	100.0%	42	100%
STUDENT PROGRAM										
English Language Learners	43	8.5%	12	3.4%	22	4.2%	3	3.0%	2	4.8%
Low-Income	127	25.0%	84	23.9%	97	18.6%	20	20.0%	29	69.0%
Students with Disabilities	70	13.8%	46	13.1%	50	9.6%	9	9.0%	11	26.2%

What does the data "say"?

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Availability & Enrollment in licensed Pre-K programs (Percentage of students)

Enrollment Rate less than 70%	Enrollment Rate between 70-80%	Enrollment Rate between 80-90%	Enrollment Rate greater than 90%	* Small Sample size (less than 10)	NA: Not available
----------------------------------	-----------------------------------	-----------------------------------	-------------------------------------	---------------------------------------	-------------------

Color shading may seem to vary due to rounding to nearest whole number

Availability of licensed Pre-K programs:

2019-2020: 10 programs

2020-2021: 11 programs

% of Students Enrolled in licensed Pre-K program (2-year trend)

	District-wide ALL	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2020-2021	73	-	-	-	100	-	70	65	100	93	100
2021-2022	74	-	100	100	68	-	82	74	75	75	100

% of Students Enrolled in licensed Pre-K program (2-year trend)

Kindergarten Class 2020-2021 (Pre-K 2019-2020)	District-wide ALL	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
	Total # of students	63	0	0	0	13	0	10	40	6	14
# of students participated in licensed Pre-K	46	-	-	-	13	-	7	26	6	13	3
% of students participated in licensed Pre-K	73	-	-	-	100	-	70	65	100	92.9	100
# of students NO Pre-K	17	-	-	-	0	-	3	14	-	1	-
% of students NO Pre-K	27	-	-	-	-	-	30	35	-	7.1	-

Kindergarten Class 2021-2022 (Pre-K 2020-2021)	District-wide ALL	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
	Total # of students	70	1	1	1	9	0	11	47	4	20
# of students participated in licensed Pre-K	52	0	1	1	6	-	9	35	3	15	7
% of students participated in licensed Pre-K	74	0	100	100	68	-	82	74	75	75	100
# of students NO Pre-K	18	1	0	1	3	-	2	12	1	5	-
% of students NO Pre-K	26	100	0	0	33	-	18	26	25	25	-

What does the data "say"?

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Teachers' Experience, Certifications & Diversity

2020-21												
	# of Teachers	# of Admins	# Support Staff	% Teachers with 3 or more years of experience	% teachers with 3 or more years of experience at this school	% Non-White Teachers	% Full-time teachers who are certified	% Teachers with Bachelors degree	% Teachers with Masters degree or Higher	Average % Teacher Attendance	Principal's total years as an Admin (within & outside of District)	Principal's years as Principal at this school
School	Number	Number	Number	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Number	Number
Chautauqua Elementary	38	2	7	91.7	88.9	2.8	100	22.2	77.8	96.4	14	5
FamilyLink Alternative Learning	2	1	4	100	100	0	100	50	50	97.3	16	8
McMurray Middle School	24	1	7	95.8	83.3	4.2	100	25	75	96.6	21	17
Student Link Alternative High School	3	1	4	100	100	0	100	0	100	99.5	16	8
Vashon Island High School	32	2	6	81.8	75.8	2.8	100	6.1	93.9	97.5	16	8
Districtwide	95	5	14				100			96.7	-	-

2019-2020												
	# of Teachers	# of Admins	# Support Staff	% Teachers with 3 or more years of experience	% teachers with 3 or more years of experience at this school	% Non-White Teachers	% Full-time teachers who are certified	% Teachers with Bachelors degree	% Teachers with Masters degree or Higher	Average % Teacher Attendance	Principal's total years as an Admin (within & outside of District)	Principal's years as Principal at this school
School	Number	Number	Number	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Number	Number
Chautauqua Elementary	39	2	7	92.5	79.5	2.6	100	33.3	66.7	93.8	13	4
FamilyLink Alternative Learning	2	1	4	100	100	0	100	50	50	95.6	15	7
McMurray Middle School	26	1	7	96	88	3.8	100	34.6	65.4	93.7	20	16
Student Link Alternative High School	3	1	4	100	100	0	100	0	100	99.7	15	7
Vashon Island High School	32	2	6	71.9	65.6	3.1	100	6.3	84.4	93.5	15	7
Districtwide	97	5	14			3.1	100	28.9	71.1	95.2	-	-

2018-2019												
	# of Teachers	# of Admins	# Support Staff	% Teachers with 3 or more years of experience	% teachers with 3 or more years of experience at this school	% Non-White Teachers	% Full-time teachers who are certified	% Teachers with Bachelors degree	% Teachers with Masters degree or Higher	Average % Teacher Attendance	Principal's total years as an Admin (within & outside of District)	Principal's years as Principal at this school
School	Number	Number	Number	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Number	Number
Chautauqua Elementary	40	2	7	92.9	59.5	2.5	100	31	67.5	94.6	12	3
FamilyLink Alternative Learning	2	1	4	100	100	0	100	50	50	93.5	14	6
McMurray Middle School	25	1	7	96.2	92.3	4	100	30.8	68	93.8	19	15
Student Link Alternative High School	3	1	4	100	67.7	0	100	0	100	99.7	14	6
Vashon Island High School	36	2	6	71.4	68.6	2.8	100	12.5	80.6	95.8	14	6
Districtwide	102	5	14			2.9	100	29.4	70.6	95.6	-	-

What does the data "say"?

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Participation in Gifted and Talented Programs (Percentage of students)

% Participation	% of Students Participating in Gifted/Talented Programs (3-year trend)										
	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2018-2019	5	*	*	*	10	*	4	86	*	4	*
2019-2020	5	*	*	*	9	*	4	87	*	4	*
2020-2021	4	*	2	*	11	*	5	83	*	3	*

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Dual Credit Course Completion (% Enrolled in Dual Credit Courses)

Dual Credit Course Availability

Course Listings	2017-2018	2018-2019	2019-2020	2020-2021
AP Calculus AB	X	X	X	X
AP Computer Science	X			
AP Comparative Government	X	X	X	X
AP Chemistry			X	X
AP Environmental Science	X			
AP Human Geography	X	X	X	X
AP Government	X	X	X	X
AP English Literature			X	X
AP Studio Art	X	X	X	X
AP U.S. History	X	X	X	X
AP World History	X			
AP Spanish Culture & Language			X	X
Running Start (variety of courses)	X	X	X	X
TOTAL # DUAL CREDIT COURSES AVAILABLE	10	7	11	12

% Students Enrolled in Dual Credit (4-year trend)

	Districtwide	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2017-2018	56	0	46	50	37	*	64	58	9	39	10
2018-2019	48	0	35	50	26	*	43	52	14	31	9
2019-2020	49	0	50	50	38	*	45	51	12	30	8
2020-2021	45	50	50	40	29	100	47	47	24	22	8

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Availability and Enrollment in ARTS coursework

% Students Enrolled in District (by Student Subgroup)

	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2021 Enrollment	0.3	1.8	0.4	13.2	0.1	9.3	74.9	5.4	23.6	12.2
2020 Enrollment	0.1	1.8	0.3	13.2	0.1	8.5	75.9	5.3	25.2	13.4
2019 Enrollment	0.1	2.1	0.3	12.7	0.1	8.7	76.1	4.9	24.5	13.5

% Participation in ARTS coursework (3-year trend)

	% Participation	High Schools	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2021	Jewelry	14.9	0	4.7	0	16.3	0	10.5	68.6	5.8	30.2	11.6
2021	Photography	1	0	0	0	0	0	0	100	0	83.3	16.7
2021	Band	6.6	0	3.1	0	3.1	0	28.1	65.6	0	21.1	7.9
2021	Contemporary Craft	6.1	2.9	0	2.9	14.3	0	11.4	68.6	8.6	34.3	20
2021	Drawing/Painting	11.6	0	0	1.5	11.9	0	9	77.6	7.5	25.4	16.4
2021	Ceramics	21.3	0	3.3	0.8	12.2	0	12.2	71.5	4.1	21.1	3.3
2021	Art Design	0.2	0	0	0	0	0	0	100	0	100	0
2021	AP Drawing	4	0	8.7	0	4.3	4.3	8.7	73.9	4.3	17.4	0
2020	Theater Arts	3.4	-	-	-	5.3	-	5.3	89.5	-	21.1	15.8
2020	Jewelry?											
2020	Band	6.8	-	2.6	-	2.6	-	18.4	76.3	-	15.8	-
2020	Contemporary Craft	5.2	-	-	-	6.9	-	6.9	86.2	3.4	13.8	6.9
2020	Drawing/Painting	11.8	-	1.5	1.5	16.7	-	12.1	68.2	4.5	33.3	10.6
2020	Art Portfolio	0.4	-	-	-	-	-	-	100	-	100	50
2020	Ceramics	23.2	-	2.3	-	9.2	-	7.7	80.5	8.5	27.7	7.7
2020	AP Studio Art	3.8	-	4.8	-	4.8	4.8	-	85.7	-	19	-
2020	Photography	0.5	-	-	-	-	-	33.3	66.7	-	66.7	33.3
2019	Jewelry	18.1	-	2	-	11.9	-	6.9	79.2	5.9	14.9	4
2019	Photography	0.7	-	2.5	-	25	-	-	50	-	50	25
2019	Theater Arts	4.8	-	3.7	-	-	-	11.1	85.2	3.7	22.2	11.1
2019	Band	7	-	-	-	-	-	17.1	82.9	-	12.2	7.3
2019	Contemporary Craft	6.3	-	5.7	-	11.4	-	2.9	80	11.4	17.1	11.4
2019	Drawing/Painting	10.8	-	1.7	-	8.3	1.7	3.3	85	1.7	25	16.7
2019	Ceramics	24.2	-	3	-	6.7	-	5.2	85.2	5.2	16.3	8.9
2019	Art Portfolio	0.4	-	-	-	-	-	-	100	-	50	-
2019	Art Appreciation	0.4	-	-	-	-	-	-	100	-	-	-
2019	AP Studio Art	3.6	-	-	-	-	-	-	100	-	-	-

*Jewelry information was not available in 2020 OSPI data.

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Availability and Enrollment in SOCIAL SCIENCES coursework

% Students Enrolled in District (by Student Subgroup)

	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2021 Enrollment	0.3	1.8	0.4	13.2	0.1	9.3	74.9	5.4	23.6	12.2
2020 Enrollment	0.1	1.8	0.3	13.2	0.1	8.5	75.9	5.3	25.2	13.4
2019 Enrollment	0.1	2.1	0.3	12.7	0.1	8.7	76.1	4.9	24.5	13.5

% Participation in SOCIAL SCIENCES coursework (3-year trend)

% Participation in the courses		High Schools	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2021	Human Geography	13.5	-	1.3	1.3	21.8	-	12.8	62.8	7.7	28.2	16.7
2021	AP Human Geography	12.5	-	-	-	9.7	-	15.3	75	1.4	11.1	4.2
2021	AP Comparative Government	2.4	-	-	-	-	-	7.1	92.9	-	-	-
2021	World History	26.5	-	2.6	0.7	13.1	-	7.8	75.8	5.9	34	11.1
2021	Psychology	5.2	3.3	-	-	3.3	-	3.3	90	3.3	26.7	6.7
2021	U.S. History	12.1	-	-	-	11.4	-	10	78.6	7.1	28.6	14.3
2021	AP U.S. History	11.6	-	4.5	-	7.5	-	4.5	83.6	3	6	1.5
2021	U.S. Government	7.6	-	6.8	-	20.5	-	9.1	63.6	13.6	38.6	31.8
2021	AP U.S. Government & Politics	7.8	-	-	2.2	6.7	-	11.1	80	-	15.6	-
2021	Current World Issues	19.9	-	3.5	0.9	11.3	-	7.8	76.5	-	23.5	7
2020	Human Geography	10.6	-	1.9	1.9	13.2	-	7.5	75.5	4.3	35.8	28.3
2020	AP Human Geography	17.1	-	3.5	-	10.6	-	7.1	78.8	1.2	15.3	1.2
2020	AP Comparative Government	6	-	-	3.3	3.3	-	10	83.3	-	20	-
2020	World History	31.7	-	1.9	-	8.2	0.6	8.2	81	4.4	20.9	11.4
2020	Psychology	5.4	3.7	7.4	-	7.4	-	-	81.5	-	33.3	14.8
2020	US History	12	-	8.3	-	21.7	-	8.3	61.7	16.7	35.7	38.1
2020	AP US History	12.2	-	1.6	1.6	8.2	-	8.2	80.3	3.3	16.4	33
2020	American Government	10	2	4	-	12	-	6	76	12	44	26
2020	AP Government & Politics	12.9	-	3.1	-	3.1	-	6.3	87.5	-	10.9	1.6
2020	Current World Issues	26.7	-	2.3	-	7.5	0.8	8.3	81.2	2.3	15	8.3
2019	Human Geography	14	-	2.9	-	8.8	1.5	8.8	77.9	7.4	26.5	22.1
2019	AP Human Geography	18.1	-	1.1	-	6.8	-	8	84.1	1.1	11.4	1.1
2019	AP Comparative Government	3.9	-	5.3	-	5.3	-	-	89.5	-	-	-
2019	World History	27.1	-	4.5	0.8	11.4	-	7.6	75.8	21.2	21.2	18.2
2019	US History	2.9	1.7	1.7	-	13.8	-	5.2	77.6	22.2	22.2	17.8
2019	AP US History	12.5	-	3.3	-	1.6	-	4.9	90.2	9.8	9.8	1.6
2019	American Government	9.4	-	2.2	-	6.5	-	4.3	87	21.7	21.7	10.9
2019	AP Government & Politics	10.3	-	-	-	4	-	4	95	8	8	2
2019	Current World Issues	22.4	-	4.6	0.9	7.3	-	9.2	78	13.8	13.8	6.4

What does the data "say":

<i>Areas of Strength</i>	<i>Areas of Concern</i>	<i>Consequential Equity Disparities</i>

Availability and Enrollment in SCIENCE coursework

% Students Enrolled in District (by Student Subgroup)

	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2021 Enrollment	0.3	1.8	0.4	13.2	0.1	9.3	74.9	5.4	23.6	12.2
2020 Enrollment	0.1	1.8	0.3	13.2	0.1	8.5	75.9	5.3	25.2	13.4
2019 Enrollment	0.1	2.1	0.3	12.7	0.1	8.7	76.1	4.9	24.5	13.5

% Participation in SCIENCE coursework (3-year trend)

% Participation in the courses		High Schools	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2021	Biology	33.1	-	0.6	0.6	16.6	-	12.3	69.9	4.3	24.5	12.9
2021	Chemistry	35.3	-	2.9	2.9	13.2	-	7.5	75.3	4	26.4	10.3
2021	AP Chemistry	4.9	-	2.3	2.3	9.3	-	14	74.4	-	11.6	2.3
2021	AP Environmental Science	3.9	-	-	-	15.8	-	10.5	73.7	-	15.8	-
2021	Marine Science	5.3	-	-	-	7.7	3.8	3.8	84.6	7.7	15.4	23.1
2021	Forensics	4.8	-	3.6	3.6	14.3	-	7.1	71.4	-	21.4	14.3
2021	Physics	19.1	1.1	5.3	5.3	9.6	1.1	8.5	74.5	6.4	11.7	7.4
2020	Biology	33.5	-	2.6	0.6	13.5	-	8.4	74.8	6.5	27.7	12.9
2020	Chemistry	31.3	-	5.5	-	9	0.7	6.2	78.6	4.1	15.2	7.6
2020	AP Chemistry	6	-	-	-	-	-	7.1	92.9	-	3.6	-
2020	Forensics	7.1	-	2.5	-	5	-	7.5	85	2.5	12.5	15
2020	Physics	27	-	2.4	0.8	8.8	-	9.6	78.4	4.8	23.2	13.6
2020	Physical Science	2.6	-	-	-	41.7	-	-	58.3	33.3	58.3	8.3
2019	Biology	54.1	0.4	3.6	0.4	10.8	0.4	7.2	77.2	5.2	18.8	14.8
2019	Environmental Science	27.1	-	1.6	-	8.8	-	9.6	80	4	14.4	4.8
2019	Chemistry	2.6	-	-	-	5.9	-	-	94.1	-	5.9	5.9
2019	Anatomy & Physiology	4.5	-	-	-	4.8	-	9.5	85.7	-	9.5	9.5
2019	Horticulture	3.1	-	5.9	-	5.9	-	5.9	82.4	-	29.4	29.4
2019	Physics	10.8	-	-	-	4	-	4	92	2	8	-
2019	Physical Science	3.5	-	6.3	-	18.8	-	-	75	12.5	68.8	37.5

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

Availability and Enrollment in TECHNOLOGY coursework

% Students Enrolled in District (by Student Subgroup)

	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2021 Enrollment	0.3	1.8	0.4	13.2	0.1	9.3	74.9	5.4	23.6	12.2
2020 Enrollment	0.1	1.8	0.3	13.2	0.1	8.5	75.9	5.3	25.2	13.4
2019 Enrollment	0.1	2.1	0.3	12.7	0.1	8.7	76.1	4.9	24.5	13.5

% Participation in TECHNOLOGY coursework (3-year trend)

% Participation in the courses		High Schools	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2021	Graphic Design	8.1	-	2.1	-	25.5	-	6.4	66.0	6.4	19.1	12.8
2021	Commercial Photography	8.7	-	4.0	-	16.0	-	2.0	74.0	2.0	20.0	8.0
2021	Desktop Publishing	4.3	-	4.0	-	28.0	-	8.0	60.0	8.0	24.0	8.0
2020	Graphic Design	8.2	-	4.3	-	8.7	-	8.7	78.3	4.3	23.9	15.2
2020	Video Production	9.1	-	2	-	17.6	-	7.8	70.6	5.9	23.5	11.8
2020	A.P. Computer Science	0.4	-	-	-	-	-	-	100	-	-	-
2020	Desktop Publishing	5.4	-	6.7	-	-	-	16.7	76.7	-	3.3	13.3
2019	Introduction to Computer Science	2.3	-	-	-	7.7	-	7.7	84.6	-	15.4	15.4
2019	Video Production	9.9	-	1.8	-	5.5	1.8	12.7	78.2	5.5	20	10.9
2019	Commercial Photography	9.2	-	5.9	2	3.9	-	7.8	80.4	3.9	15.7	5.9
2019	Desktop Publishing	2.7	-	-	-	13.3	-	6.7	80	-	6.7	6.7

What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

In-School Suspensions

of In-School Suspensions (3-year trend)

	Total # of Students	American Indian / Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian / Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
2018-2019											
# of students disciplined	48	0	1	0	9	0	4	34	3	20	16
# of in school suspensions	64	0	1	0	11	0	7	45	3	26	24
2019-2020											
# of students disciplined	18	0	0	0	3	0	0	15	3	10	4
# of in school suspensions	20	0	0	0	3	0	0	17	3	11	4
2020-2021											
# of students disciplined	There was no data leading to exclusion in 2020-21 due to distance learning/hybrid learning.										
# of in school suspensions	There was no data leading to exclusion in 2020-21 due to distance learning/hybrid learning.										

Discipline Index: In-School Suspensions (3-year trend)

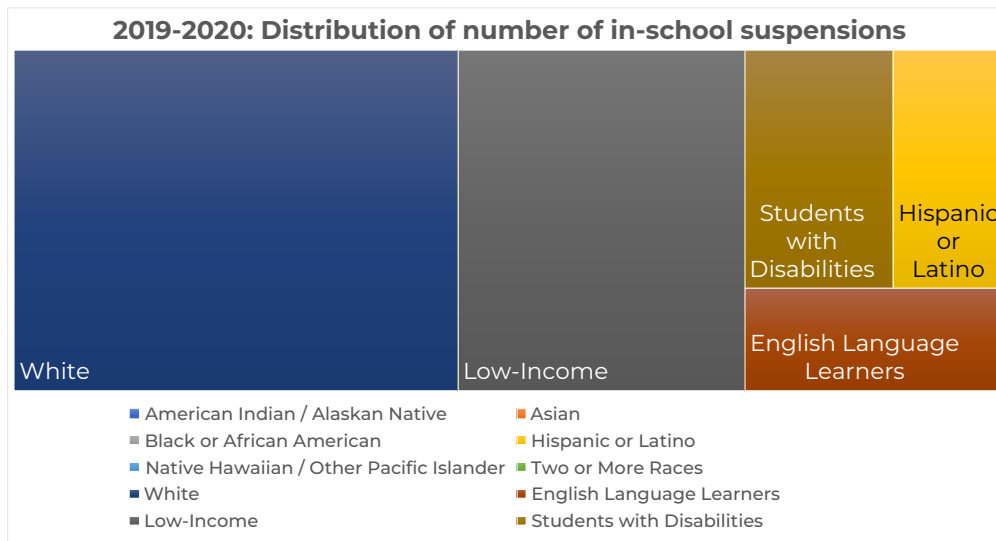
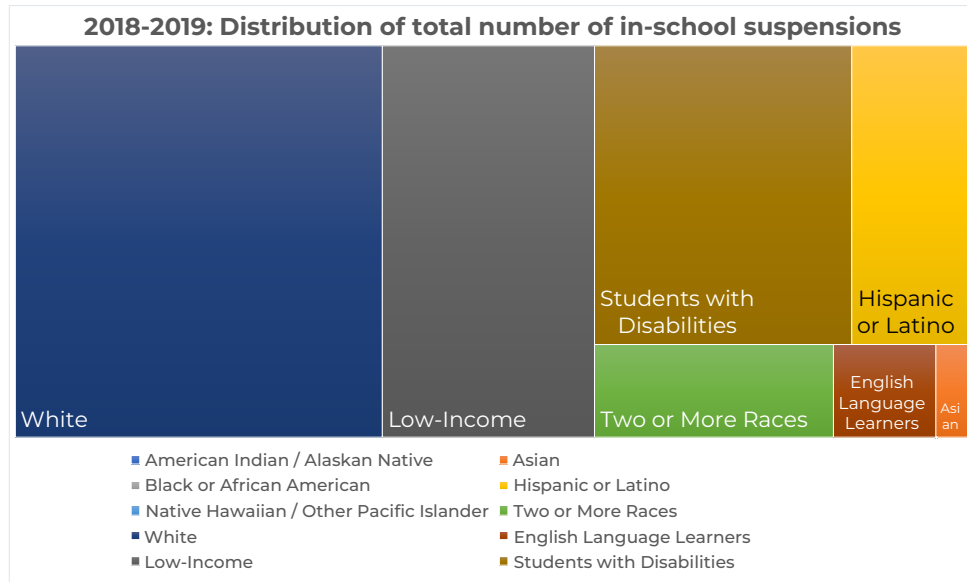
Student Subgroup	2018-2019			2019-2020			2020-2021
	Percentage of all students	Percentage of all Suspensions	Discipline Index	Percentage of all students	Percentage of all Suspensions	Discipline Index	
American Indian / Alaskan Native	0.1%	0.0%	0.0	0.1%	0.0%	0.0	There was no data leading to exclusion in 2020-21 due to distance learning/hybrid learning.
Asian or Pacific Islander	2.1%	1.6%	0.7	1.8%	0.0%	0.0	
Black or African American	0.3%	0.0%	0.0	0.4%	0.0%	0.0	
Hispanic or Latino	12.7%	17.2%	1.4	13.2%	15.0%	1.1	
Native Hawaiian/Other Pacific Islander	0.1%	0.0%	0.0	0.1%	0.0%	0.0	
Two or More Races	8.7%	10.9%	1.3	9.3%	0.0%	0.0	
White	76.1%	70.3%	0.9	74.9%	85.0%	1.1	
English Learners	4.9%	4.7%	1.0	5.4%	15.0%	2.8	
Free or Reduced Lunch	24.5%	40.6%	1.7	23.6%	55.0%	2.3	
Students with Disabilities	13.5%	37.5%	2.8	12.2%	20.0%	1.6	

Note: The Discipline Index for a subgroup is calculated by dividing the percentage of suspensions for that subgroup by the percentage that subgroup represents out of the total enrolled students.

What does the data "say":


<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>

In-School Suspensions



What does the data "say":

<u>Areas of Strength</u>	<u>Areas of Concern</u>	<u>Consequential Equity Disparities</u>



STUDENT VOICE

- Elementary Student Survey Results (Equity Indicator G)
- Secondary Student Survey Results (Equity Indicator G)
- Student Focus Group Summary

ELEMENTARY Student Survey Results – Grade Level

Domain Name and Statement	ELEMENTARY STUDENTS			Average % Rating All Elementary Grades (Districtwide)
	3rd Grade	4th Grade	5th Grade	
Student Engagement and Interest (Respondents who said: "Agree" or "Strongly Agree")				
I can learn almost anything if I try hard enough.	-1	2	9	68.1%
I work hard to do my best in school.	9	3	-4	85.9%
I usually look forward to going to school.	5	9	-9	52.8%
My school is a happy place to be.	17	4	-20	61.3%
Most students in my school try their best to learn.	5	8	-8	57.7%
Student Support/School Climate (Respondents who said: "Agree" or "Strongly Agree")				
My school is a welcoming and safe place to be.	1	7	4	81.0%
I feel like I belong at this school.	3	4	9	66.3%
I have some good friends who go to this school.	9	6	6	87.7%
My teachers make me feel good about myself.	2	4	-2	82.2%
My teachers care about me as a person.	9	2	1	87.1%
My teachers really listen to me when I talk to them.	7	5	-6	79.1%
Students are treated fairly by the adults in the school.	5	-1	8	77.3%
When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	9	-2	6	73.6%
Adults in this school ask students about how to make the school better.	15	-4	-3	57.1%
Most students in my school are well-behaved.	12	3	-13	61.3%
Most students in my school care about each other.	11	6	-11	72.4%
Most students in my school help each other when asked.	13	0	5	71.8%
Most students in my school treat each other with respect.	13	-1	0	76.1%
Quality Teaching and Learning (Respondents who said: "Agree" or "Strongly Agree")				
Most students in my school help me catch up if I am behind.	9	-1	3	73.6%
Most students in my school help me learn from my mistakes.	8	-3	7	81.0%
Most students in my school help check to make sure I understand what we are learning.	5	3	4	84.7%
Most students in my school praise me when I work hard in class.	14	-5	2	68.1%
The things we learn in class are interesting to me.	4	0	2	55.2%
My classes really make me think.	12	-4	4	59.5%
I really learn a lot in my classes.	14	-5	0	61.3%
Most students in my school expect me to do my best all the time.	12	1	-2	84.7%
Most students in my school ask me to explain my answers.	9	3	1	84.0%
Major Problems in the School (Respondents who said: "Agree" or "Strongly Agree")				
<i>Students at this school are repeatedly teased or picked on about their:</i>				
Looks or the clothes they wear	2	-5	2	14.1%
race or ethnicity	4	-6	1	9.8%
cultural background or religion	5	-6	3	12.3%
physical or mental disability	4	-7	5	11.0%
sexual orientation or gender choices	3	-9	10	9.8%
Diversity, Equity and Inclusion (Respondents who said: "Agree" or "Strongly Agree")				
The books and other things we use in class have pictures of people of different races, ethnicities, genders, and disabilities.	3	4	-2	72.4%

ELEMENTARY Student Survey Results – Gender

Domain Name and Statement	ELEMENTARY STUDENTS			Average % Rating All Elementary Grades (Districtwide)
	Girl	Boy	Other	
Student Engagement and Interest (Respondents who said: "Agree" or "Strongly Agree")				
I can learn almost anything if I try hard enough.	3	1	5	68.1%
I work hard to do my best in school.	10	-3	5	85.9%
I usually look forward to going to school.	17	-11	2	52.8%
My school is a happy place to be.	13	-6	-7	61.3%
Most students in my school try their best to learn.	4	2	-12	57.7%
Student Support/School Climate (Respondents who said: "Agree" or "Strongly Agree")				
My school is a welcoming and safe place to be.	8	5	-17	81.0%
I feel like I belong at this school.	7	3	-3	66.3%
I have some good friends who go to this school.	8	8	-6	87.7%
My teachers make me feel good about myself.	9	-2	-19	82.2%
My teachers care about me as a person.	10	1	-14	87.1%
My teachers really listen to me when I talk to them.	7	2	-15	79.1%
Students are treated fairly by the adults in the school.	9	-2	-5	77.3%
When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	1	6	-10	73.6%
Adults in this school ask students about how to make the school better.	6	3	-21	57.1%
Most students in my school are well-behaved.	7	3	-16	61.3%
Most students in my school care about each other.	10	1	-18	72.4%
Most students in my school help each other when asked.	9	5	-26	71.8%
Most students in my school treat each other with respect.	4	8	-22	76.1%
Quality Teaching and Learning (Respondents who said: "Agree" or "Strongly Agree")				
Most students in my school help me catch up if I am behind.	13	-4	-19	73.6%
Most students in my school help me learn from my mistakes.	5	5	-17	81.0%
Most students in my school help check to make sure I understand what we are learning.	7	5	-35	84.7%
Most students in my school praise me when I work hard in class.	14	-8	5	68.1%
The things we learn in class are interesting to me.	11	-8	-1	55.2%
My classes really make me think.	10	-2	-14	59.5%
I really learn a lot in my classes.	8	-1	-16	61.3%
Most students in my school expect me to do my best all the time.	1	5	15	84.7%
Most students in my school ask me to explain my answers.	4	6	6	84.0%
Major Problems in the School (Respondents who said: "Agree" or "Strongly Agree")				
<i>Students at this school are repeatedly teased or picked on about their:</i>				
Looks or the clothes they wear	4	-3	-4	14.1%
race or ethnicity	3	0	-27	9.8%
cultural background or religion	1	2	-24	12.3%
physical or mental disability	4	0	-34	11.0%
sexual orientation or gender choices	0	0	-8	9.8%
Diversity, Equity and Inclusion (Respondents who said: "Agree" or "Strongly Agree")				
The books and other things we use in class have pictures of people of different races, ethnicities, genders, and disabilities.	10	2	-27	72.4%

ELEMENTARY Student Survey Results – Ethnicity

Domain Name and Statement	ELEMENTARY STUDENTS		Average % Rating All Elementary Grades (Districtwide)
	Students of Color	White	
Student Engagement and Interest (Respondents who said: "Agree" or "Strongly Agree")			
I can learn almost anything if I try hard enough.	0	2	68.1%
I work hard to do my best in school.	1	5	85.9%
I usually look forward to going to school.	12	-2	52.8%
My school is a happy place to be.	5	2	61.3%
Most students in my school try their best to learn.	-5	6	57.7%
Student Support/School Climate (Respondents who said: "Agree" or "Strongly Agree")			
My school is a welcoming and safe place to be.	-3	8	81.0%
I feel like I belong at this school.	4	6	66.3%
I have some good friends who go to this school.	5	8	87.7%
My teachers make me feel good about myself.	-4	5	82.2%
My teachers care about me as a person.	1	6	87.1%
My teachers really listen to me when I talk to them.	2	4	79.1%
Students are treated fairly by the adults in the school.	-4	7	77.3%
When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	4	3	73.6%
Adults in this school ask students about how to make the school better.	-3	6	57.1%
Most students in my school are well-behaved.	4	2	61.3%
Most students in my school care about each other.	-6	9	72.4%
Most students in my school help each other when asked.	0	8	71.8%
Most students in my school treat each other with respect.	3	5	76.1%
Quality Teaching and Learning (Respondents who said: "Agree" or "Strongly Agree")			
Most students in my school help me catch up if I am behind.	0	3	73.6%
Most students in my school help me learn from my mistakes.	-4	7	81.0%
Most students in my school help check to make sure I understand what we are learning.	-2	6	84.7%
Most students in my school praise me when I work hard in class.	-6	8	68.1%
The things we learn in class are interesting to me.	0	2	55.2%
My classes really make me think.	1	4	59.5%
I really learn a lot in my classes.	-5	6	61.3%
Most students in my school expect me to do my best all the time.	2	5	84.7%
Most students in my school ask me to explain my answers.	8	3	84.0%
Major Problems in the School (Respondents who said: "Agree" or "Strongly Agree")			
<i>Students at this school are repeatedly teased or picked on about their:</i>			
Looks or the clothes they wear	-14	6	14.1%
race or ethnicity	-10	4	9.8%
cultural background or religion	-15	7	12.3%
physical or mental disability	-10	4	11.0%
sexual orientation or gender choices	-11	5	9.8%
Diversity, Equity and Inclusion (Respondents who said: "Agree" or "Strongly Agree")			
The books and other things we use in class have pictures of people of different races, ethnicities, genders, and disabilities.	0	4	72.4%

SECONDARY Student Survey Results – Grade Level

Domain Name and Statement	SECONDARY STUDENTS							Average % Rating All Secondary Grades (Districtwide)
	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	
Student Engagement and Interest (Respondents who said: "Agree" or "Strongly Agree")								
I can learn almost anything in my classes if I try hard enough.	10	-1	2	-2	0	-8	-2	73.2%
I work hard to do my best in this class.	10	-6	5	1	0	-8	-6	74.3%
There is at least one good thing about school that makes me want to go every day.	8	0	1	5	-7	-5	-6	60.5%
I usually look forward going to my classes.	19	-3	-4	3	-9	-4	-4	28.6%
I am happy to be at this school.	21	0	-7	-2	-10	1	1	55.6%
Most students in my school do their best, even when their work is difficult.	4	-10	5	-1	2	2	5	33.0%
Most students in my school pay attention in class	-7	0	2	-2	7	-5	11	31.0%
Student Support/School Climate (Respondents who said: "Agree" or "Strongly Agree")								
My school is a welcoming and safe place to be.	9	12	0	3	-12	-11	-8	73.7%
I feel like I belong at this school.	6	0	0	1	-1	-9	-1	64.7%
I feel EMOTIONALLY safe at my school.	9	-5	-1	5	1	-4	-7	62.2%
I feel PHYSICALLY safe at my school	7	-2	-6	4	2	-4	2	81.1%
I feel a high-level of stress regarding school.	17	8	4	-3	-12	-11	-11	41.6%
My teachers make me feel good about myself.	17	0	-1	0	-8	-11	1	53.6%
My teachers care about me as a person.	22	6	0	-5	-15	-11	2	58.0%
My teachers really listen to me when I talk to them.	16	1	1	-3	-5	-6	-3	58.2%
Adults at this schools ask students about their ideas of how to improve the school.	12	9	0	-3	-4	-11	-8	42.4%
Adults in the school treat students fairly.	18	-2	1	-2	-3	-9	-5	61.9%
Adults in this school treat students with respect.	24	-8	-3	-3	-3	-1	-5	65.7%
Students in this school treat each other with respect.	1	-2	-3	6	3	-9	-1	40.5%
Students in this school treat teachers with respect.	4	-3	-8	-2	6	-2	10	40.6%
Students in this school care about each other.	-1	1	3	-1	1	-13	12	46.4%
I trust that the adults in this school are doing what is best for me.	22	3	1	-1	-6	-19	-9	52.0%
When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	4	4	5	0	-7	-15	7	55.1%
Quality Teaching and Learning (Respondents who said: "Agree" or "Strongly Agree")								
My teachers help me catch up if I am behind.	19	-2	0	-2	-2	-11	-6	55.3%
My teachers give me individual attention when I need it.	4	-9	0	3	2	-3	6	50.4%
My teachers notice if I have trouble learning something.	17	-3	4	-4	-3	-8	-7	43.1%
My teachers check to make sure I understand what s/he is teaching	16	4	2	-1	-6	-14	-6	52.9%
This class requires me to work hard to do well.	4	-2	-2	1	4	-1	-7	65.9%
My teachers want us to become better thinkers, not just memorize things.	27	9	-11	-4	-4	-4	-21	60.3%
My teachers expect me to do my best all the time.	0	3	1	-1	1	0	-6	77.4%
My teachers make sure that students are engaged in the learning.	9	11	4	-9	-5	-13	3	60.5%
My teachers explain how you solved a problem or support your thinking.	12	2	4	-2	-3	-5	-14	66.0%
My teachers demonstrate that mistakes are a part of learning.	16	6	5	-7	-2	-11	-13	60.6%
My teachers provide useful feedback on your assignments so that you can learn from your mistakes.	18	1	1	-4	-5	-14	0	51.1%
My teachers connect what we are learning to things that are interesting to me.	15	-1	-2	0	-8	-9	5	38.5%
My teachers have students discuss connections between a reading and real life people or situations.	12	3	-1	-4	-2	-8	-3	60.7%
Major Problems in the School (Respondents who said: "Agree" or "Strongly Agree")								
<i>The following are major problems at my school:</i>								
Bullying, teasing, and/or picking on students repeatedly	2	-1	-4	8	-4	-1	-4	9.5%
Racial/ethnic discrimination or harassment	3	1	1	6	-1	-6	-13	6.3%
Sexual harassment	11	5	5	7	-12	-15	-15	13.5%
Gender discrimination	7	2	0	5	-6	-8	-6	9.2%
Discrimination and/or harassment against people because of their sexual orientation and/or being LGBTQ+	6	1	1	4	-6	-5	-5	8.9%
Discrimination and/or harassment against people because of their mental and/or physical disability	8	4	3	6	-9	-8	-12	12.7%
Diversity, Equity and Inclusion (Respondents who said: "Agree" or "Strongly Agree")								
Adults in this school tell students how important it is to treat ALL students with respect, regardless of differences.	15	14	7	-1	-10	-19	-16	74.7%
Adults in this school are supportive of students from different racial/ethnic groups	11	10	2	4	-8	-9	-20	84.0%
Adults in this school are supportive of from countries other than the United States	11	10	2	6	-6	-14	-20	86.1%
Adults in this school are supportive of LGBTQ+ students	8	2	3	7	-8	-11	-7	86.2%
Adults in this school are supportive of students of different genders, incl non-binary, gender fluid, and transgender students	8	8	6	6	-11	-14	-13	84.3%
Adults in this school are supportive of students with mental or physical disabilities	20	13	9	0	-10	-23	-26	73.6%
This school provides instructional materials that reflect my cultural background, ethnicity, and identity.	7	3	-8	8	0	-6	-11	65.7%
My teachers have students discuss how culture, time, diversity, or place affects something we read in class.	8	5	1	-1	-2	-10	-5	57.2%

SECONDARY Student Survey Results – Ethnicity

Domain Name and Statement	SECONDARY STUDENTS				Average % Rating All Secondary Grades (Districtwide)
	Asian American, Pacific Islander, American Indian, Alaskan Native	Hispanic, Black	Multi-Racial/Other	White	
Student Engagement and Interest (Respondents who said: "Agree" or "Strongly Agree")					
I can learn almost anything in my classes if I try hard enough.	-6	-3	-5	2	73.2%
I work hard to do my best in this class.	-7	-1	-6	3	74.3%
There is at least one good thing about school that makes me want to go every day.	-8	-1	-8	2	60.5%
I usually look forward going to my classes.	-14	1	-6	2	28.6%
I am happy to be at this school.	1	8	-8	1	55.6%
Most students in my school do their best, even when their work is difficult.	2	16	-2	-1	33.0%
Most students in my school pay attention in class	16	7	0	-2	31.0%
Student Support/School Climate (Respondents who said: "Agree" or "Strongly Agree")					
My school is a welcoming and safe place to be.	9	-1	-10	1	73.7%
I feel like I belong at this school.	-3	8	-11	2	64.7%
I feel EMOTIONALLY safe at my school.	8	7	-8	1	62.2%
I feel PHYSICALLY safe at my school	-5	-3	-10	3	81.1%
I feel a high-level of stress regarding school.	0	0	6	-1	41.6%
My teachers make me feel good about myself.	-7	5	-4	1	53.6%
My teachers care about me as a person.	-5	15	-5	0	58.0%
My teachers really listen to me when I talk to them.	9	7	-8	0	58.2%
Adults at this schools ask students about their ideas of how to improve the school.	5	14	-10	0	42.4%
Adults in the school treat students fairly.	3	0	-5	1	61.9%
Adults in this school treat students with respect.	2	7	-4	0	65.7%
Students in this school treat each other with respect.	-5	5	-11	2	40.5%
Students in this school treat teachers with respect.	-5	19	-3	-1	40.6%
Students in this school care about each other.	1	0	-8	1	46.4%
I trust that the adults in this school are doing what is best for me.	-8	13	-6	1	52.0%
When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	7	4	-4	0	55.1%
Quality Teaching and Learning (Respondents who said: "Agree" or "Strongly Agree")					
My teachers help me catch up if I am behind.	4	15	-9	1	55.3%
My teachers give me individual attention when I need it.	5	20	-13	1	50.4%
My teachers notice if I have trouble learning something.	4	22	-11	0	43.1%
My teachers check to make sure I understand what s/he is teaching	0	15	-12	1	52.9%
This class requires me to work hard to do well.	-1	7	-2	0	65.9%
My teachers want us to become better thinkers, not just memorize things.	4	5	-4	0	60.3%
My teachers expect me to do my best all the time.	-7	-4	-3	2	77.4%
My teachers make sure that students are engaged in the learning.	7	12	-9	0	60.5%
My teachers explain how you solved a problem or support your thinking.	1	9	-11	2	66.0%
My teachers demonstrate that mistakes are a part of learning.	-5	15	-16	2	60.6%
My teachers provide useful feedback on your assignments so that you can learn from your mistakes.	17	14	-11	0	51.1%
My teachers connect what we are learning to things that are interesting to me.	6	18	-10	0	38.5%
My teachers have students discuss connections between a reading and real life people or situations.	4	7	-7	1	60.7%
Major Problems in the School (Respondents who said: "Agree" or "Strongly Agree")					
<i>The following are major problems at my school:</i>					
Bullying, teasing, and/or picking on students repeatedly	-2	-4	4	0	9.5%
Racial/ethnic discrimination or harassment	-3	-2	0	0	6.3%
Sexual harassment	2	5	2	-1	13.5%
Gender discrimination	-3	1	2	0	9.2%
Discrimination and/or harassment against people because of their sexual orientation and/or being LGBTQ+	-3	-5	0	1	8.9%
Discrimination and/or harassment against people because of their mental and/or physical disability	1	-4	-4	1	12.7%
Diversity, Equity and Inclusion (Respondents who said: "Agree" or "Strongly Agree")					
Adults in this school tell students how important it is to treat ALL students with respect, regardless of differences.	5	4	-5	1	74.7%
Adults in this school are supportive of students from different racial/ethnic groups	-8	-6	-7	2	84.0%
Adults in this school are supportive of from countries other than the United States	-1	-5	-8	3	86.1%
Adults in this school are supportive of LGBTQ+ students	2	-11	-8	3	86.2%
Adults in this school are supportive of students of different genders, incl non-binary, gender fluid, and trans-gender students	7	-11	-5	1	84.3%
Adults in this school are supportive of students with mental or physical disabilities	6	2	-2	0	73.6%
This school provides instructional materials that reflect my cultural background, ethnicity, and identity.	-7	-1	-26	5	65.7%
My teachers have students discuss how culture, time, diversity, or place affects something we read in class.	-10	2	-7	2	57.2%

SECONDARY Student Survey Results – Gender

Domain Name and Statement	SECONDARY STUDENTS			Average % Rating All Secondary Grades (Districtwide)
	Female	Male	Other	
Student Engagement and Interest (Respondents who said "Agree" or "Strongly Agree")				
I can learn almost anything in my classes if I try hard enough.	2	3	-21	73.2%
I work hard to do my best in this class.	8	-4	-8	74.3%
There is at least one good thing about school that makes me want to go every day.	3	0	-12	60.5%
I usually look forward going to my classes.	2	0	-11	28.6%
I am happy to be at this school.	3	2	-27	55.6%
Most students in my school do their best, even when their work is difficult.	2	0	-9	33.0%
Most students in my school pay attention in class	2	0	-10	31.0%
Student Support/School Climate (Respondents who said "Agree" or "Strongly Agree")				
My school is a welcoming and safe place to be.	4	1	-25	73.7%
I feel like I belong at this school.	4	1	-27	64.7%
I feel EMOTIONALLY safe at my school.	1	4	-26	62.2%
I feel PHYSICALLY safe at my school	4	2	-19	81.1%
I feel a high-level of stress regarding school.	-7	8	-21	41.6%
My teachers make me feel good about myself.	4	-1	-14	53.6%
My teachers care about me as a person.	2	1	-17	58.0%
My teachers really listen to me when I talk to them.	0	4	-20	58.2%
Adults at this schools ask students about their ideas of how to improve the school.	3	-2	-10	42.4%
Adults in the school treat students fairly.	-1	4	-23	61.9%
Adults in this school treat students with respect.	3	1	-23	65.7%
Students in this school treat each other with respect.	-5	6	-14	40.5%
Students in this school treat teachers with respect.	-3	5	-8	40.6%
Students in this school care about each other.	2	1	-19	46.4%
I trust that the adults in this school are doing what is best for me.	0	2	-18	52.0%
When something is really bothering me, there is at least one adult that I can go to and talk about the problem.	3	0	-10	55.1%
Quality Teaching and Learning (Respondents who said "Agree" or "Strongly Agree")				
My teachers help me catch up if I am behind.	-1	2	-18	55.3%
My teachers give me individual attention when I need it.	-2	4	-11	50.4%
My teachers notice if I have trouble learning something.	5	11	-4	43.1%
My teachers check to make sure I understand what s/he is teaching	-17	-2	-30	52.9%
This class requires me to work hard to do well.	2	-3	6	65.9%
My teachers want us to become better thinkers, not just memorize things.	1	3	-23	60.3%
My teachers expect me to do my best all the time.	2	-1	-6	77.4%
My teachers make sure that students are engaged in the learning.	8	-4	-12	60.5%
My teachers explain how you solved a problem or support your thinking.	3	0	-10	66.0%
My teachers demonstrate that mistakes are a part of learning.	4	0	-18	60.6%
My teachers provide useful feedback on your assignments so that you can learn from your mistakes.	-4	3	-10	51.1%
My teachers connect what we are learning to things that are interesting to me.	-1	4	-14	38.5%
My teachers have students discuss connections between a reading and real life people or situations.	1	1	-14	60.7%
Major Problems in the School (Respondents who said "Agree" or "Strongly Agree")				
<i>The following are major problems at my school:</i>				
Bullying, teasing, and/or picking on students repeatedly	0	3	-14	9.5%
Racial/ethnic discrimination or harassment	1	2	-13	6.3%
Sexual harassment	-2	5	-19	13.5%
Gender discrimination	0	3	-16	9.2%
Discrimination and/or harassment against people because of their sexual orientation and/or being LGBTQ+	2	1	-14	8.9%
Discrimination and/or harassment against people because of their mental and/or physical disability	2	5	-30	12.7%
Diversity, Equity and Inclusion (Respondents who said "Agree" or "Strongly Agree")				
Adults in this school tell students how important it is to treat ALL students with respect, regardless of differences.	3	3	-26	74.7%
Adults in this school are supportive of students from different racial/ethnic groups	1	1	-13	84.0%
Adults in this school are supportive of from countries other than the United States	0	3	-13	86.1%
Adults in this school are supportive of LGBTQ+ students	2	1	-17	86.2%
Adults in this school are supportive of students of different genders, incl non-binary, gender fluid, and trans-gender students	2	1	-16	84.3%
Adults in this school are supportive of students with mental or physical disabilities	-3	6	-24	73.6%
This school provides instructional materials that reflect my cultural background, ethnicity, and identity.	0	1	-16	65.7%
My teachers have students discuss how culture, time, diversity, or place affects something we read in class.	1	1	-13	57.2%



Vashon Island School District SUMMARY OF "STUDENT VOICE" SESSIONS

September 29, 2021

The purpose of the "STUDENT VOICE" conversations is to provide Vashon Island School District students opportunities to share their experiences and perspectives, as the district embarks on a community-wide Strategic Planning exercise. The Student Survey and "Student Voice" sessions provide a glimpse into the experiences and perspectives of students in Vashon Island School District.

The student-focused conversations were held on September 29, 2021, with three separate groups of students. All sessions were held in person. The sessions were facilitated by Performance Fact, Inc., Senior Associate, Lauren Klaffky.

The sessions were comprised of approximately 16 elementary students, 19 middle school students, and 18 high school participants.

Students attending were to represent a broad representation of the diverse Vashon Island student body in terms of race/ethnicity, gender, grade-level, school experiences, special needs, etc.

The focus group conversations explored several topics, including:

- I. Students' perception of their school experiences,
- II. What is most important to students,
- III. Students' perception-Top 3 attributes of a Amstrong School District Graduate, and
- IV. Their vision for the future "if you had one guarantee"

We thank all participants for their efforts in contributing to the successful outcome of the Student Voice sessions.

I. Student Perception of School Experience

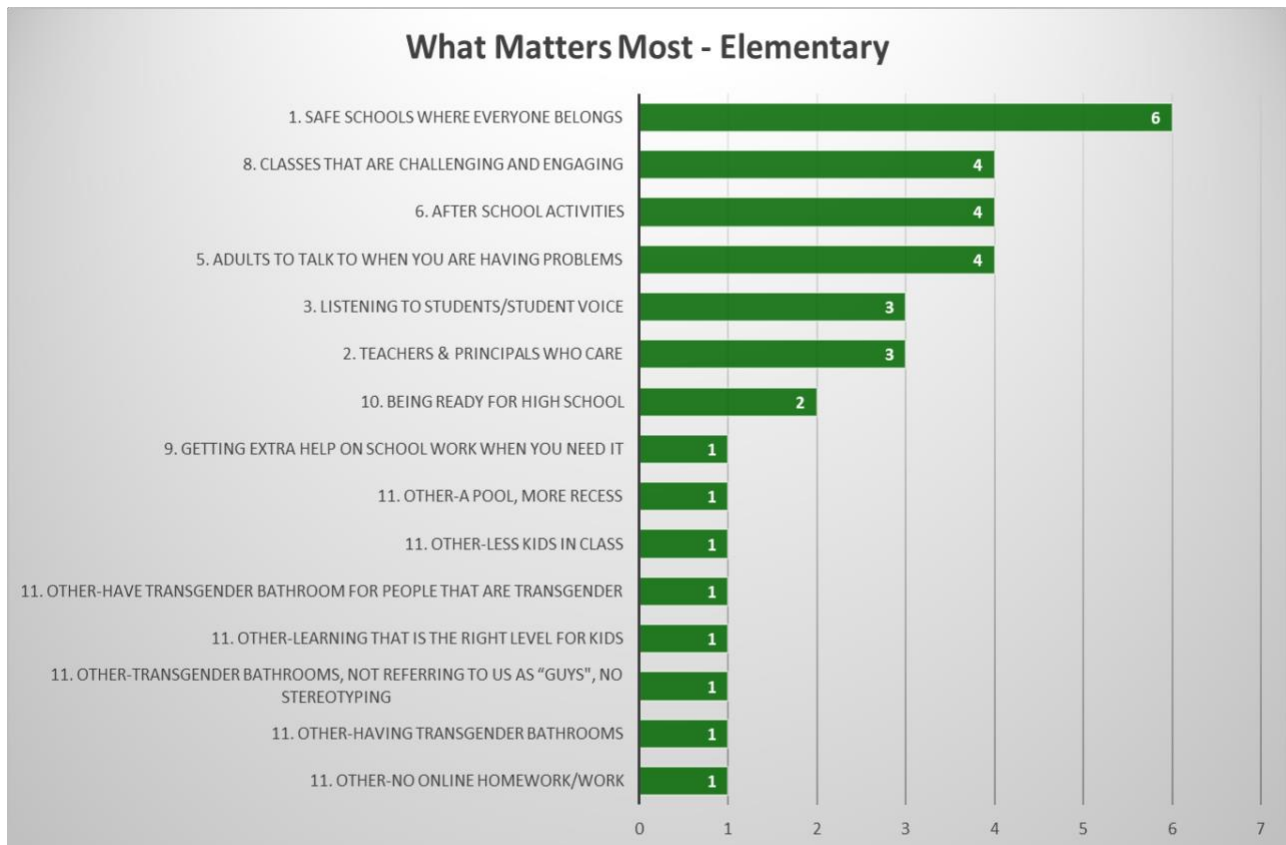
Elementary School

Strengths

- Safety
- Sound muffling headphones
- Art, free writing
- It is nice seeing friends and learning as a class
- Teachers explain things
- Teachers helping students to learn new strategy

Areas of Need

- Reading more and doing math more
- Some help and having transgender bathrooms for trans people
- More non-gender bathroom
- More movement breaks, no i-Ready, taking in and considering student opinions
- There should be trans gender bathrooms
- Challenging stuff even in the slightest



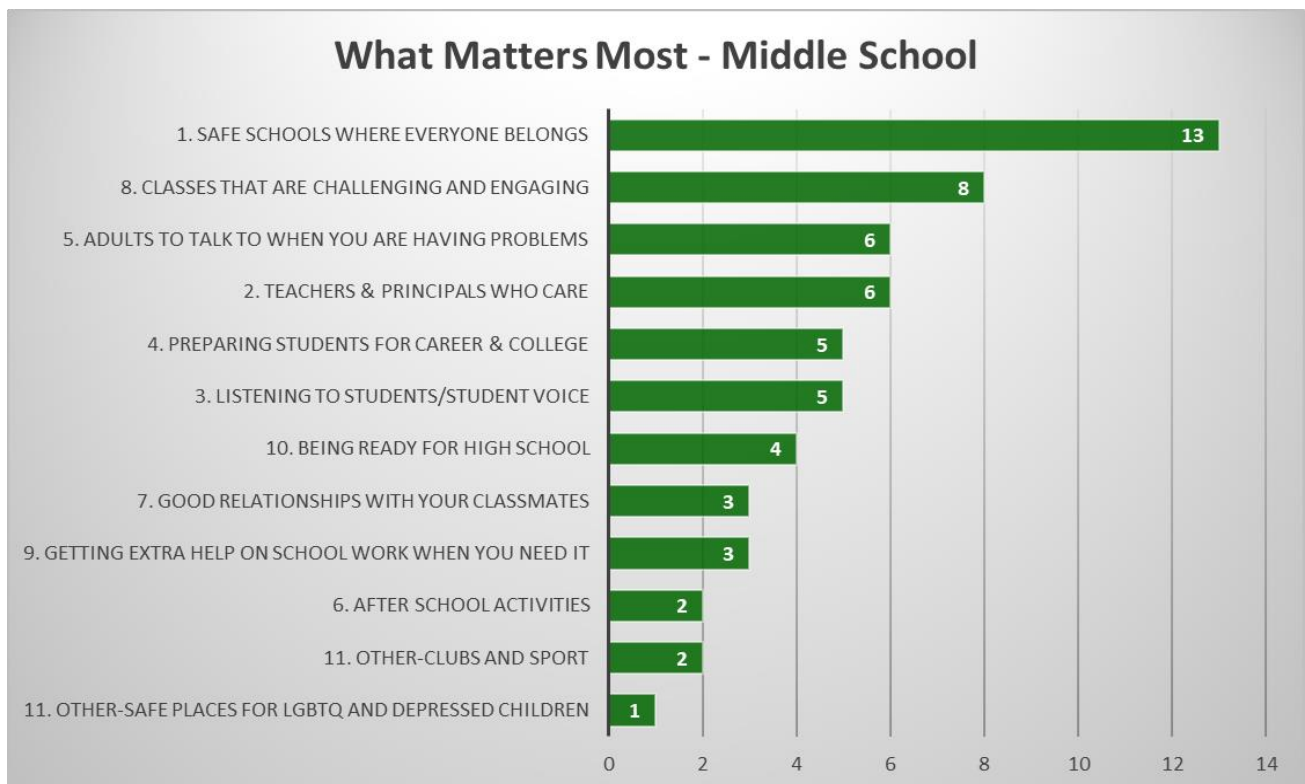
Middle School

Strengths

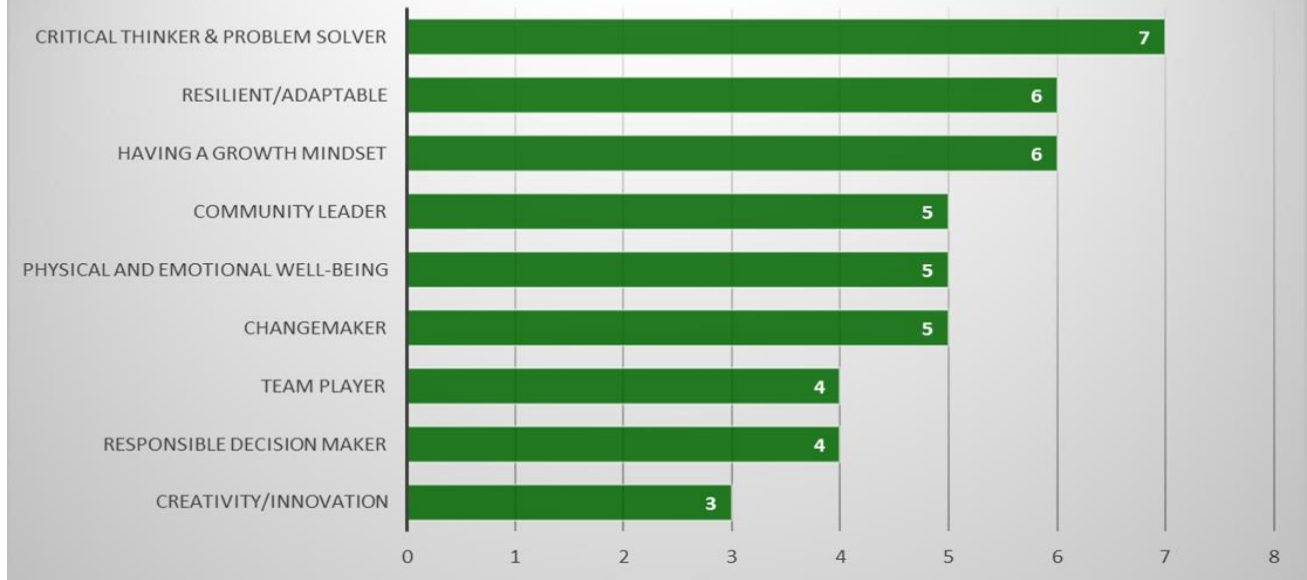
- Gives us opportunities to be heard
- Teachers are caring and helpful
- Welcoming of LGBTQ students
- Having groups that make students feel like they belong
- Safety

Areas of Need

- More hands-on assignments
- Refrain from making homophobic comments
- Giving students enough time to complete assignments
- Need to learn real-life information (taxes, how to pay bills, etc.)
- Teachers responding to emails, being available when students need help



Portrait of a Graduate - Middle School



High School

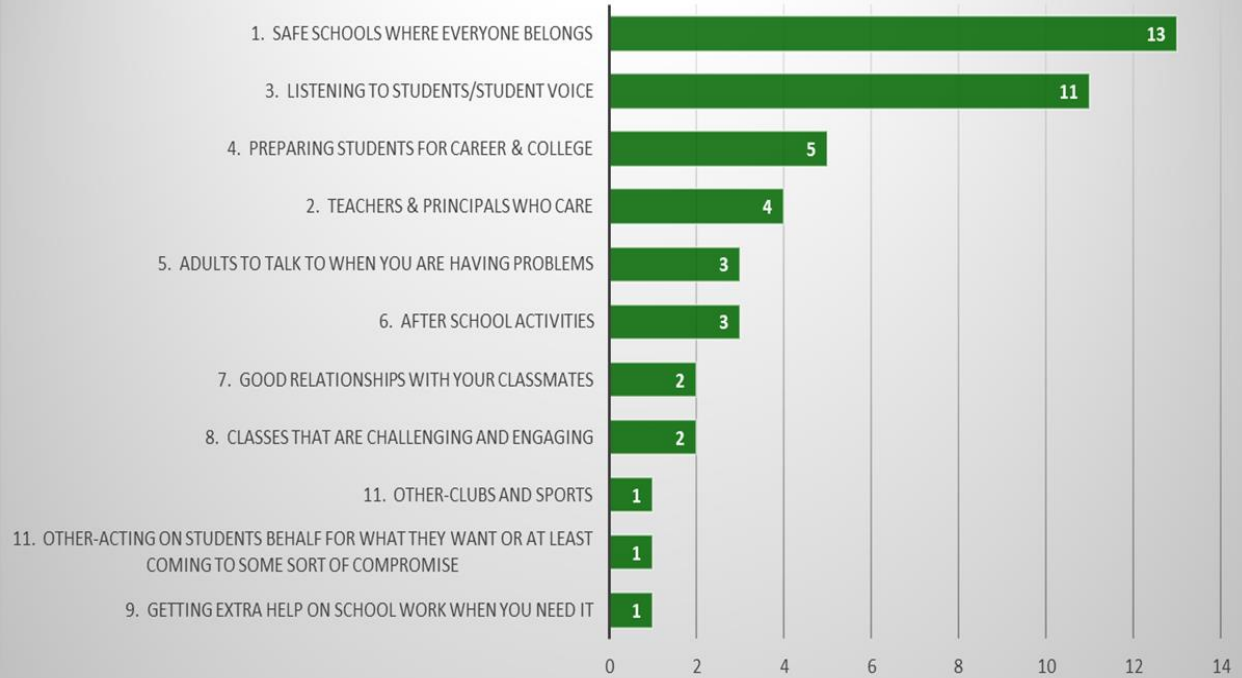
Strengths

- Feeling like a community within grade levels
- Better communication between grade levels
- SMART Homeroom Period – essential for getting help and time work do work, especially for commuters
- Teacher to student communication

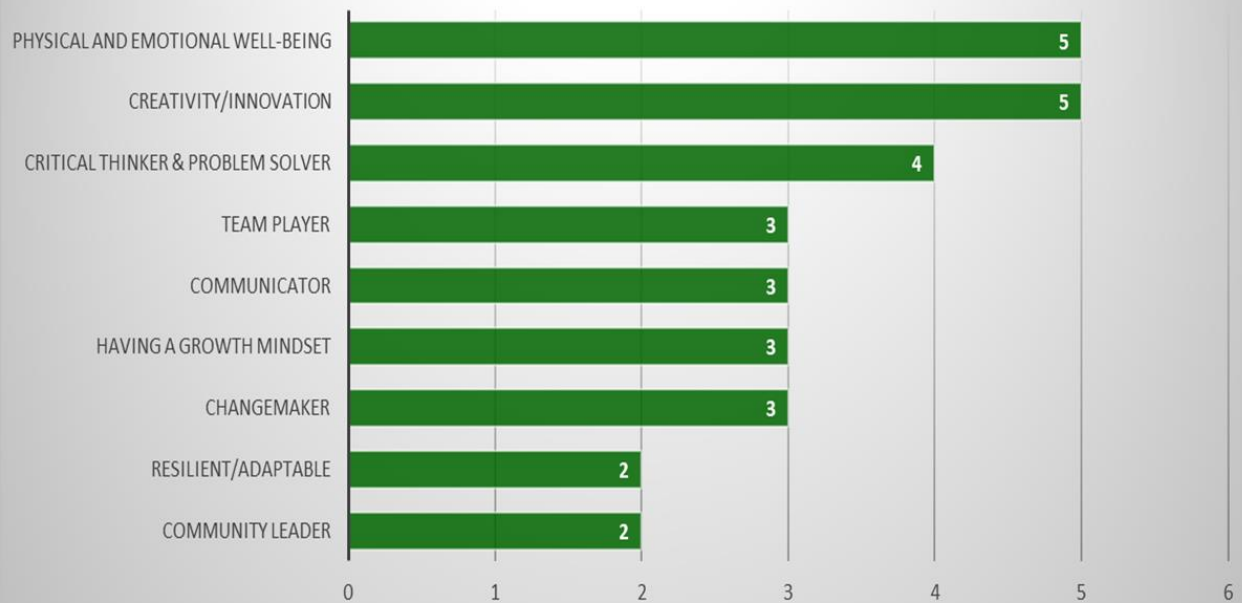
Areas of Need

- Student voice and agency
 - Students want more control over their academics/learning
 - Students want a more responsive curriculum with specific changes in the literature being read
 - Students want adults to stop telling us what them what they (the students) think and feel
- Real inclusion
 - Need to support teachers (and administrators) to know how to have difficult conversations when they arise.
 - Teachers give blanket trigger warnings on books, but then can't manage the conversation that comes from it.
 - Staff uses kids from diverse backgrounds to educate the staff and the larger community about diversity, equity, etc... Stop making the kids do the emotional labor to ensure inclusion.
 - A lot of what the school does is checking boxes on representation but then doesn't do anything about real change.
 - The group selected to participate today is not representative of the entire community. We feel tokenized.
- Administration being more "open"
 - Communication between teachers and admin needs improvement
 - Students don't understand the why behind decisions and they want to better understand WHY when things they advocate for are not changed.
- Diversify the Staff
 - We have only 2 teachers of color.
 - Very white male cis heavy staffing, especially at the administrative level.
- School Culture
 - "Wealthy" mindset – very college focused without being open to other pathways or understanding that some students cannot afford college. Little support around how to pay for college
 - Go beyond "caring". "You can care and do nothing to change."

What Matters Most - High School



Portrait of a Graduate - High School



If your school or district could improve ONE thing about your education, what should it be? (One Guarantee)

Elementary

- Please no favorites.
- Longer PE
- More recess, longer time to eat
- No not give me homework or to make transgender bathrooms or have someone I can go to
- All treated fairly and kindly and teachers should look at kids work
- To take the bud more seriously
- I want my teacher to continue going me harder work for more than math too
- I would like the school to pay more attention to the children. Example: someone is bullying you by the teacher does not notice until you tell them!
- That they actually care and don't fake care like now
- Treat everybody the same!!!!
- To keep me safe

Middle School

- Never being homophobic, sexist, or racist
- Make good changes to the school and to be a leader
- To do their best to create a safe school for ALL students using student input
- Support and help me with whatever decision I make or decide for my future or anytime
- Always being there for the students
- I want to learn something that I will use in life at least once
- Being understanding and stays at their side no matter what
- I would adults to promise to trust students, and the relationship between teachers and students to be more interactive, instead of a sit down and talk relationship.
- More support on anything we need help on
- Teach us how to do taxes and how to be prepared for when we are adults
- I want them to promise that they will always be there for us. I want us to feel like we can trust them, and I can tell them anything. Sometimes things happen either at school or at home that we have to tell someone, but we don't really trust anyone, and I feel like if we trust like a teacher, it will make life easier
- I want them to promise to stay patient and determined to teach me and my peers. I also want them to promise to continue to try and make better personal connections with their students
- I wish the teachers could promise to stop rushing students on work it really stresses us out on work and other things people have a lot of family problems or maybe lose a friend all of that stress just that by itself is bad enough I don't like how much they stress us students out
- I want an opportunity to always learn what I desire and have support along the way
- For students voices to be heard even if it's not the most important. For the leadership clubs to be heard and have an impact

- Personally, I believe teachers should prioritize teaching concepts to their students, rather than facts. If students understand concepts rather than facts, they can learn and remember subjects much easier. For example, math is a language, it's a way of interpreting problems or situations in ways that wouldn't otherwise be possible. We should teach things considering the why, or how, behind something

High School

- To help students solve problems, make plans, and be comfortable
- Acknowledging VHS's lack of diversity. I would like them to not put the few students of color we have in front of every outside visitor, every person trying to help change. Realize that our diversity is a problem, stop trying to act like it isn't, and do something about it.
- I would like them to promise to care about how we all learn and to care about our backgrounds, where we come from and who we are and how that affects our learning and classroom behavior
- Help me get out of here and to switch to an online school program or anything like that. Being in this high school and being around these people make just tanks my mental health. I loved online school because I didn't feel like an outsider but coming back makes me feel more alone than ever.
- Better teachers that care and want students to succeed rather than just push them down into submitting.
- Better LGBTQIA+ and suicide prevention support. More action done from student input
- Student involvement in decisions, we have little, when large changes are being made students are rarely involved in the process. We are often asked what is wrong, then once something is done asked how much better it is, but this helps no one. If we do not create large student-centered change, then nothing can change.
- To be clear in their reasoning for actions, I have a great time at VHS, and I do love it, but I feel like a lot of the time that we are treated as children who don't understand. I get that we are young but as a senior I know that in a year I will be on my own and I feel like that deserves some respect. I would just like to know why some decisions are made.



About Us

Created in 1997 by Mutiu Fagbayi, Performance Fact's sole commitment is to provide educational leaders, their teams, and their communities with a system of solutions for building stronger schools and accelerating learning for all students ... from thought to results.

We collaborate with our clients by aligning our external perspective with their internal vision for their schools and community.

Our Core Values

Our name - Performance Fact – is derived from five timeless ideals.

PERFORMANCE

We believe that results matter. They tell us about the effectiveness of our practice, and focus our attention on solutions that matter most.

fast forward

We act with a sense of urgency, and continually search for ways to accelerate time to results for our clients.

accountability

We rely on a fact-based approach, not opinion. Accountability means standing up for the results we produce, individually and collectively.

continuous learning

We view personal and team learning as professional expectations, and as the fuel for continuous improvement of services to our clients.

trust

We build relationships based on uncompromising integrity, deep caring, and total commitment to helping our clients achieve the goals that are important to them.

Since 1997, we have served nearly 100 school systems in 10+ US states. Together, these districts educate more than 1,000,000 students every day in nearly 1,800 schools. Internationally, Performance Fact works with leaders and practitioners in more than 100 schools serving more than 40,000 pupils.

Think. Believe. Move Mountains.

"We must believe in the inherent ability of all children to reach the same high expectations which we must set for all of them.

It is this trust in the natural potential in every child, backed by the purposeful action, that will produce the highest levels of student achievement.

And we will know that we truly believe when the results for students match our pronouncements."

— Mutiu O. Fagbayi
Founder, President/CEO

"Our ongoing work with Performance Fact is changing how we do our work. It is forcing us to examine and change practices, and be more disciplined in reporting our progress toward our goals."

— Dr. Susan Enfield, Superintendent,
Highline Public Schools,
Burien, Washington (2014)

Performance Fact, Inc.
333 Hegenberger Road, Suite 204
Oakland, California 94621
Telephone: 510.568.7944
contact@performancefact.com
www.performancefact.com



www.eyeonthegoal.com