

BOARD OF DIRECTORS
Regular Study Meeting & Executive Session - 5:30 PM
February 8, 2022
Online/Virtual Zoom Meeting

IMPORTANT MEETING NOTICE: After consulting with local health officials, due to the heightened rate of COVID-19 transmission currently in the region, the School Board has instructed staff to hold this meeting virtually. Members of the public are invited to attend by utilizing the following methods:

- Watch Live: <https://wwps-org.zoom.us/j/98824580192>
- Listen: Dial 1-253-215-8782 and enter the Webinar ID: 988 2458 0192
- Spanish Agenda / Agenda Español: <https://www.wwps.org/district/information/school-board/board-meeting-schedule>

I. CALL TO ORDER: (5:30 p.m.) *Mrs. Ladderud*

II. FLAG SALUTE: *Temporarily suspended for virtual/online meetings*

III. ROLL CALL:

- Mrs. Ruth Ladderud, President Mr. Eric Rindal
 Mrs. Terri Trick, Vice President Mr. Derek Sarley
 Ms. Kathy Mulkerin

IV. APPROVAL OF AGENDA: *Mrs. Ladderud*

V. CONSENT AGENDA: *Mrs. Ladderud*

- | | |
|---|---|
| 1. Personnel Report | 2 |
| 2. Extracurricular Athletic Contracts | 3 |
| 3. February 1 Accounts Payable and January Payroll | 4 |
| 4. Executive Session Minutes of January 18, 2022 | 5 |
| 5. Regular Business Meeting Minutes of January 18, 2022 | 6 |

VI. STUDY ITEMS: (5:35 p.m.) *Mrs. Ladderud*

- | | |
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| 1. COVID Update: <i>Mrs. Amy Ruff</i> | |
| 2. Legislative Update: <i>Mrs. Ruth Ladderud</i> | |
| 3. Committee Review and Discussion: <i>Mrs. Ruth Ladderud</i> | 9 |
| 4. Strategic Plan Data Indicator Review: <i>Mr. Chris Gardea</i> | 18 |
| 5. Strategic Plan Next Steps: <i>Mrs. Ruth Ladderud</i> | |

VII. RECESS TO EXECUTIVE SESSION: (Approximately 6:35 p.m.) *Mrs. Ladderud*

The Board of Directors has scheduled an executive session on February 8 at the conclusion/prior to adjournment of the regular meeting, to review the performance of a public employee. The executive session is not open to the public and is expected to last approximately 45 minutes.

VIII. RECONVENE REGULAR MEETING & ADJOURNMENT: (approximately 7:15 p.m.) *Mrs. Ladderud*

PERSONNEL REPORT

February 8, 2022 – Board Meeting

Date: February 3, 2022

EMPLOYMENT

Classified: Carlea Guess, Temporary Head Start Assistant Teacher, WWCCF
(2021-2022 school year)
Jamie Noffsinger, Bus Driver, SE Washington Transportation Co-Op
Robert "Rob" Snow, Para-Educator, Edison Elementary School
Ann Wilson, Para-Educator, Sharpstein Elementary School
Cynthia Zuniga, Head Start Bilingual Family Advocate, WWCCF

RESIGNATION/RETIREMENT

Certificated: Lisa Braddock, 1st Grade Teacher, Berney Elementary School, 33 years
Mike Braddock, Physical Education Specialist, Garrison Middle School, 33 years
Darlene Greenwood, Kindergarten Teacher, Prospect Point Elementary Schools, 34 years
Spencer Iacolucci, School Counselor, Walla Walla High School, 9 years
Diane Mires, 4th & 5th Grade Teacher, Walla Walla Online, 18 years

Classified: Pattie Backous Eagon, Special Education Secretary, Walla Walla High School, 33 years
Isaac Hatch, Custodian, Walla Walla High School, 3 months
Tara Potter, Bus Driver, SE Washington Transportation Co-Op, 3 months
Monica Torres, Intervention Specialist, Sharpstein Elementary School, 8.5 years
Sarah Zipf, Technology Secretary, District Office, 18.5 years

LEAVE OF ABSENCE

Classified: Serena Vicari, Para-Educator, Prospect Point Elementary School, 3.5 years

- February 14, 2022 – June 1, 2022 to complete student teaching

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2021-2022

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Theresa York	Pioneer Middle School	Girls Basketball 6th Grade

WARRANT SUMMARY

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of February 1, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
2/1/2022	211632	Through	211743	\$ 641,255.62
2/1/2022	212200219	Wire Transfer	212200235	\$ 1,225.36

		Capital Projects		
2/1/2022	210089	Through	210098	\$4,080,950.40
		Wire Transfer		

		ASB		
2/1/2020	210079	Through	210086	\$ 3,766.42
		Wire Transfer		

		Transportation Vehicle		
2/1/2022	210000	Through	210000	\$ 149,711.90

		Payroll		
1/31/2022	211579	Through	211631	\$2,090,224.00
1/31/2022	1401138	Wire Transfer	1402295	\$3,046,770.28
1/31/2022	N/A	Payroll Taxes	N/A	\$1,014,021.87

TOTAL:	\$11,027,925.85
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SCHOOL BOARD PRESIDENT:

SECRETARY TO THE BOARD:

Mrs. Ruth Ladderud

Dr. Wade Smith, Superintendent

**BOARD OF DIRECTORS
Executive Session – 1:00 p.m.
January 18, 2022
Online/Virtual Zoom Meeting**

PRESENT

BOARD OF EDUCATION

Mrs. Ruth Ladderud, President

Mrs. Terri Trick, Vice President

Ms. Kathy Mulkerin

Mr. Eric Rindal

Mr. Derek Sarley

The Board of Directors met in executive session on January 18 at 1:00 p.m. to review the performance of a public employee. All board members were present. The executive session concluded at 4:00 p.m. and was not open to the public.

Minutes to be presented for board approval on February 8, 2022.

APPROVED:

Mrs. Ruth Ladderud
School Board President

BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
January 18, 2022
Online/Virtual Zoom Meeting

PRESENT

BOARD OF EDUCATION

Mrs. Ruth Ladderud, President
Mrs. Terri Trick, Vice President
Ms. Kathy Mulkerin
Mr. Eric Rindal
Mr. Derek Sarley

ADMINISTRATORS

Dr. Wade Smith, Superintendent
Mr. Chris Gardea, Assistant Superintendent
Mrs. Nancy Taylor, Director of Fiscal Services
Mrs. Amy Ruff, Director of Health Services
Mr. Brent Cummings, Director of Accelerated Learning & Support
Mrs. Michelle Carpenter, Principal of Berney Elementary School

STUDENT REPRESENTATIVE

Ms. Rachel Clark, WaHi

AUDIENCE

Including board members, administrators and guests, approximately 129 were in attendance.

I. CALL TO ORDER

The meeting was called to order at 5:31 p.m. by President Mrs. Ruth Ladderud.

II. FLAG SALUTE

Mrs. Ladderud announced the flag salute has been temporarily suspended while meetings are being held virtually.

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

Mr. Rindal moved and Mrs. Trick seconded approval of the agenda as presented; the motion carried unanimously.

V. CONSENT AGENDA

Mr. Sarley moved and Ms. Mulkerin seconded approval of the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) January 4 and January 18 accounts payable and December payroll; 5) December financial report; 6) school board committee assignments; 7) regular business meeting & executive session minutes of December 14, 2021; and 8) special meeting/school board retreat minutes of January 5, 2022 . The motion carried unanimously.

VI. OATH OF OFFICE FOR BOARD MEMBERS

Superintendent Dr. Wade Smith administered the oath of office to newly re-elected board member Mrs. Terri Trick.

VII. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

School Board Recognition Month: Dr. Smith announced January is National School Board Recognition Month. He thanked board members for their dedication and service to the students, staff and community of Walla Walla Public Schools, and read a proclamation by Washington State Governor Jay Inslee.

VIII. COMMUNICATIONS**IX. CITIZENS' COMMENTS**

Public comment was received by three individuals regarding library materials, COVID-19 matters, and support for the school board, superintendent and district staff.

X. REPORTS

Student Representative Report: Student Representative Ms. Rachel Clark reported on student activities at Walla Walla High School.

Board of Directors Report: The Board members shared of events and activities in which they participated or attended since the last Board meeting, noting attendance at meetings of board committees and meetings with the superintendent's cabinet members.

Superintendent's Report: Dr. Smith reported on the district's efforts to support students and staff during the recent weeks of increased COVID-19 virus transmission in the community, highlighting the work of Director of Health Services Mrs. Amy Ruff and her staff; praised Director of Facilities & Operations Mr. Mike Kay and his staff for their work to stay on top of snow removal; and congratulated Principal of Walla Walla High School Mr. Ron Higgins on his recent announcement of retirement and expressed his gratitude to Mr. Higgins for his nearly 40 years of service to the students and staff of Walla Walla Public Schools. Dr. Smith provided a bond project update and noted January enrollment is 5475 FTE.

Monthly Financial Dashboard Report: Mrs. Taylor provided a review of revenues, expenditures and ending fund balance.

Communities in Schools Program Overview: Director of Accelerated Learning & Support Mr. Brent Cummings reported how Communities In Schools of the Blue Mountain Region is having a positive impact on the lives of hundreds of district students and their families. Services are offered at all district elementary schools.

Walla Walla Public Schools COVID-19 Update: Director of Health Services Mrs. Amy Ruff provided a district COVID-19 update. The district continues to maintain a COVID case dashboard which is housed on the district's website for public viewing.

2022-2023 and 2023-2024 School Year Calendars: Mr. Gardea presented the 2022-2023 and 2023-2024 school year calendars for board consideration and approval.

XI. ACTION ITEMS

2022-2023 and 2023-2024 School Year Calendars: Mr. Sarley moved and Mrs. Trick seconded approval of the 2022-2023 and 2023-2024 School Year Calendars as presented; the motion carried unanimously.

XII. ADJOURNMENT

President Ladderud declared the meeting adjourned at 6:58 p.m.

Minutes to be presented for board approval on February 8, 2022.

APPROVED:

Dr. Wade Smith, Superintendent
and Secretary of the Board
- Mrs. Susie Golden, Recorder

Mrs. Ruth Ladderud
School Board President

School Board Committee Assignments

	Current	2022-23
Board Committee	Board Member	Board Member
Administrator Consult and Confer**	Ruth Ladderud (Term thru 22)	Ruth Ladderud
Administrative Finance Committee*	Eric Rindal Terri Trick	Ruth Ladderud Eric Rindal
Administrative Policy Committee*	Derek Sarley Ruth Ladderud	Ruth Ladderud Kathy Mulkerin
Career/Technical Education***	Eric Rindal	Eric Rindal
Certificated Negotiations**	Derek Sarley (Term thru 22)	Derek Sarley
Classified Negotiations**	Sam Wells (Term thru 22)	Derek Sarley
Equity & Access Committee*	Ruth Ladderud Terri Trick	Kathy Mulkerin Terri Trick
Graduates of Distinction Committee***	Terri Trick	Terri Trick
Head Start Policy Council***	Sam Wells	Kathy Mulkerin
Instructional Materials Committee*	Ruth Ladderud	Terri Trick
Legislative Representative***	Derek Sarley	Derek Sarley
Safe Schools***	Derek Sarley	Eric Rindal
School Health Advisory Committee*	Eric Rindal	Eric Rindal
Special Education Advisory Committee*	NA	Derek Sarley
Data Information Systems Committee*	Eric Rindal Derek Sarley	Eric Rindal Ruth Ladderud

*Type of Committee: *Administrative, **Board Sub-Committee, ***Other*

1/18/2022

Charge for the Administrative Finance Committee (AFC)

1. Overview: Walla Walla Public Schools, under the direction of the Superintendent, shall establish an “Administrative Finance Committee,” comprised of two school board representatives, the Superintendent, Director of Business Services, and necessary administrative and/or support staff.

2. Type of Committee: Administrative, reporting to the Superintendent; with periodic reports to the Board of Education (BOE).

3. Charge: Walla Walla Public Schools requests the AFC to convene regularly to complete the work necessary to provide input relating to current and proposed financial management practices and policies for administration and BOE consideration. The AFC will*:

- Review board policies that govern fiscal management
- Review periodic estimates of projected revenues and expenses; ensure alignment with district priorities and goals
- Review monthly income and expense statements
- Review current and projected budgets; evidence that necessary cash flow is available
- Review oversight of cash flow trends; deficits and surpluses; and projections of income and expenditures
- Review data used to plan budgets, including student enrollment, state mandates and federal resourcing, and local tax collections
- Recommend budget planning parameters for administration and BOE consideration
- Review the district’s financial investments and adherence to investment policies
- Review bidding and procurement practices (when appropriate)

**Adapted from James Fritts. Essentials of Illinois School Finance. Illinois Association of School Boards, 2006.*

4. Authority: The committee will have no independent authority to obligate district funds or issue directions to the district’s administration. The committee’s recommendations will be used to inform financial planning decisions made by the Superintendent and/or recommended to the BOE.

5. Staff Cooperation: The committee will work directly with the Superintendent, Executive Director for Business Services, and other professional staff who will ensure necessary resources and personnel are made available to the committee.

6. Duration of Charge: Ongoing with no set expiration or sunset of obligations.

7. Committee Appointments: Appointments are made cooperatively by the Superintendent and BOE and are intended to serve on one-year commitment cycles. Committee members may serve more than one consecutive term. Should a member resign, or a replacement become necessary, the new representatives shall be appointed by the Superintendent and BOE.



Charge for the Administrative Policy Review Committee (PRC)

1. Overview: Walla Walla Public Schools, under the direction of the Superintendent, shall establish an “Administrative Policy Review Committee,” comprised of two school board representatives, the Superintendent, and necessary administrative staff.

2. Type of Committee: Administrative, reporting to the Superintendent; with periodic reports to the Board of Education (BOE).

3. Charge: Walla Walla Public Schools requests the PRC to convene regularly to complete the work necessary to provide input relating to current and proposed policies for administration and BOE consideration. The PRC will:

- Review policy recommendations submitted by the Superintendent or his/her designee prior to BOE consideration
- Review policy recommendations submitted by the Washington State School Directors’ Association prior to BOE consideration
- Provide policy recommendations to the Superintendent for his/her consideration which may include new policy recommendations, or modifications of existing policies that are generated by the committee, or on behalf of another board member.

4. Authority: The committee will have no independent authority to obligate district funds or issue directions to the district’s administration. The committee’s recommendations will be used to inform policy decisions made by the Superintendent and/or recommended to the BOE.

5. Staff Cooperation: The committee will work directly with the Superintendent and other professional staff who will ensure necessary resources and personnel are made available to the committee.

6. Duration of Charge: Ongoing with no set expiration or sunset of obligations.

7. Committee Appointments: Appointments are made cooperatively by the Superintendent and BOE and are intended to serve on one-year commitment cycles. Committee members may serve more than one consecutive term. Should a member resign, or a replacement become necessary, the new representatives shall be appointed by the Superintendent and BOE.

Charge for the Equity and Access Committee (E & A)

1. **Overview:** In order to improve the academic experience, performance and educational success for historically underrepresented students (e.g. students of color, poverty, first-generation, LGBTQ+), Walla Walla Public Schools, under the direction of the Superintendent, shall establish an Equity and Access Committee comprised of administrators, staff, students, parents, school board representatives and community members.
2. **Type of Committee:** Administrative, reporting to the Superintendent or designee, with reports to the Board of Directors when requested.
3. **Charge:** Walla Walla Public Schools requests the E & A committee to convene a minimum of four times a year to provide direction and planning for administration and Board of Directors consideration. The E & A committee will:
 - Review districtwide performance data (e.g. CEE surveys, reading, math, graduation, and dropout rates, participation data, testimony) and recommend practices/procedures for district consideration to improve outcomes/experiences for historically underrepresented students.
 - Provide input and recommendations to inform educational or policy-level decisions made by the superintendent or Board of Directors as requested.
 - Support and encourage Equity and Access in all types of academic and extracurricular activities within the school setting.
 - Discuss and provide recommendations to the Human Resources Department on ways to increase the number of teachers and administrators of color.
 - Hear reports and provide recommendations regarding Equity and Access issues in the district, as needed.
4. **Authority:** The committee's recommendations will be used to inform program and planning decisions made by the Superintendent and/or Board of Directors.
5. **Committee Appointments:** Attendance is voluntary and open to all. Two Board Members will serve as liaisons to the committee.



Charge for the Instructional Materials Committee (IMC)

1. Overview: The Board of Education (BOE) directs the Superintendent to establish an “Instructional Materials Committee (IMC)”, comprised of 3 principals (1 elementary, 1 middle school, 1 high school) 7 teachers (2 elementary, 2 middle school, 2 high school, 1 special education), CTE Director, Curriculum Coordinator, Bilingual Coordinator, Executive Director of Teaching and Learning, School Board Member (non-voting) Assistant Superintendent, the Superintendent, and if a high school adoption, at least one student representative from the Superintendent Advisory Council.

2. Type of Committee: Administrative committee, reporting to the Superintendent or Board of Education

3. Charge: The Instructional Materials Committee (IMC) is formed to establish and monitor such procedures as may be necessary for the evaluation and recommendation of core materials used by the district in conformance to stated criteria. The committee will act upon requests for core material approval and will evaluate and act upon citizens’ requests for reconsideration of core materials.

The Committee is tasked with the following charge:

Evaluate core instructional materials based upon the degree to which they:

- A. Demonstrate likelihood of impact as shown by scientific or evidence-based research;
- B. Enable implementation of the district’s developed curriculum and meet state standards and College Readiness requirements;
- C. Provide sufficient flexibility to meet the varied needs and abilities of the students served;
- D. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
- E. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;
- F. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
- G. Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them; and
- H. Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. *The Washington Models for the Evaluation of Bias Content in Instructional Materials*, published by the Office of Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further to the goal of eliminating content bias.
- I. Review parent and community comments from *Citizen’s Access to View Core Materials*.

4. Authority: The committee will have no independent authority to obligate district funds. The committee will be empowered to provide a recommendation to the BOE for consideration and implementation of the materials being reviewed.

5. Staff Cooperation: The committee will work directly with the Executive Director for Teaching and Learning and Superintendent who will ensure necessary resources and personnel are made available to the committee.

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.



6. Duration of Charge: Board of Education Procedure 2020 states: “The chairman and the secretary will be permanent members of the committee. Other members will have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.” The committee will convene in the month of January 2017 and meet as needed to review curriculum prior to recommendations to the Board of Education for adoption.

7. Committee Appointments: Should a member resign, or a replacement become necessary, a substitute may be appointed by the Executive Director of Teaching and Learning from the pool of initial applicants, or new applicants if necessary.

Charge for the School Health Advisory Committee (SHAC)

1. Overview: Walla Walla Public Schools, under the direction of the Superintendent, shall establish a “School Health Advisory Committee,” comprised of two school board representatives, the Executive Director for Teaching and Learning, Director of Operations, two principals (one secondary and one elementary), nutrition director, school nurse director, district SEL team lead, 3 certificated health and/or physical education teachers, a student representative, a representative from Walla Walla County Health Department, and 6 additional external representatives comprised of parents, community, and health care professionals.

2. Type of Committee: Administrative, reporting to the Superintendent.

3. Charge: Walla Walla Public Schools requests the SHAC to convene quarterly to complete the work necessary to provide input relating to current and proposed policies for administration and BOE consideration. The SHAC will:

- Provide policy and/or procedure recommendations to the Superintendent for his/her consideration which may include new policy/procedure recommendations, or modifications of existing policy/procedures, related to healthy food choice, physical activity, and childhood fitness in accordance with RCW 28A.210.365.
- When requested by the Superintendent, provide input and recommendations related to other school health-related matters associated with the School Health Index final report.
- When requested by the Superintendent, serve as a review and input committee regarding proposed policies, procedures, and practices related to items within the scope of the committee’s work and district’s strategic plan.
- When requested by the Superintendent, serve as a resource to schools by disseminating health, nutrition, and fitness materials and messages to students, staff, and parents.
- Pursuant to Board policy and procedure, serve as the district’s Wellness Committee
- When requested, provide support and recommendations to the district’s social emotional learning (SEL) team.

4. Authority: The committee will have no independent authority to obligate district funds or issue directions to the district’s administration. The committee’s recommendations will be used to inform policy and procedure decisions made by the Superintendent and/or recommended to the BOE.

5. Staff Cooperation: The committee will work under the direction of the Executive Director for Teaching and Learning and Director of Operations, and supported by other professional staff who will ensure necessary resources and personnel are made available to the committee.

6. Duration of Charge: Ongoing with no set expiration or sunset of obligations.

7. Committee Appointments: Appointments are made by the Executive Director for Teaching and Learning and Director of Operations and are intended to serve on one-year commitment cycles. Committee members may serve more than one consecutive term. Should a member resign, or a replacement become necessary, the new representative(s) shall be appointed by the Executive Director.

Special Education District Advisory Committee

1. Overview: Walla Walla Public Schools shall establish a “Students with Special Needs Education Advisory Committee,” comprised of the Director of Special Education, six parents of children with disabilities, three special education teachers/specialists, a representative from the Walla Walla Valley Disability Network, student representative(s) from the Superintendent’s Student Advisory Council, and a school board representative.

2. Type of Committee: Administrative, reporting to the Director of Special Education and Superintendent.

3. Charge: Walla Walla Public Schools requests the committee to convene regularly to ensure broad stakeholder involvement, engagement and outreach as the district works to improve educational experiences for students and families who participate in the district’s program. The committee will:

- Serve as a sounding board when program decisions are being considered by the Special Education Department.
- Provide a conduit to enhance communication between parents/guardians and the special education department.
- Receive reports and provide recommendations regarding ways to improve inclusionary practices and access for students with disabilities.
- Review districtwide performance data (e.g. CEE surveys, student performance data, inclusion rates, state/federal progress monitoring) and recommend practices/procedures for district consideration to improve outcomes/experiences for students with special needs.
- When requested, serve as a review and input committee regarding proposed policies, procedures, and practices related to issues affecting students/families with special needs.
- When requested, provide support and recommendations to other related topics.

4. Authority: The committee’s recommendations will be used to inform program enhancements and decisions made.

5. Staff Cooperation: The committee will work under the direction of the Special Education Director, and be supported by other professional staff who will ensure necessary resources and personnel are made available to the committee.

6. Duration of Charge: Ongoing with no set expiration or sunset of obligations.

7. Committee Appointments: Appointments are made by the Special Education Director.

Charge for the Data Systems and Information Committee

1. Overview: Walla Walla Public Schools, under the direction of the Superintendent, shall establish a “Data Systems and Information Committee,” comprised of up to two school board representatives, the Superintendent and/or Assistant Superintendent, the Executive Director for Teaching and Learning, Director of Technology, District Data Engineer, two Principals, District Data and Records Coordinator, District Assessment Coordinator, Director of Equity and Dual Programs, Director of Finance, Special Education Specialist, and additional classroom teacher representatives or support staff as necessary.

2. Type of Committee: Administrative, reporting to the Superintendent.

3. Charge: Walla Walla Public Schools requests the committee to convene regularly to complete the work necessary to research, explore and recommend improvements to the district’s data and information systems. The committee will:

- Explore ways to support student achievement by expanding and optimizing the district’s data architecture, data flows, collection and reporting.
- Identify recommendations to support software improvements, analytics and initiatives that improve staff access to meaningful data.
- Research ways to connect multiple data systems for enhanced scalability and flexibility for the end user.
- Identify professional development and training necessary to improve staff utilization of available data resources.
- Research and recommend improved systems and platforms that enhance district operation, staff knowledge, and efficiency.
- Make policy level recommendations around data governance, data security and similar standards.
- When requested, provide support and recommendations to related topics.

4. Authority: The committee’s recommendations will be used to inform the Superintendent/designee as to district enhancements and investments necessary to improve its data systems and architecture.

5. Staff Cooperation: The committee will work under the direction of the Superintendent and/or Assistant Superintendent, and be supported by other professional staff who will ensure necessary resources and personnel are made available to the committee.

6. Duration of Charge: Ongoing with no set expiration or sunset of obligations.

7. Committee Appointments: Appointments are made by the Superintendent and/or Assistant Superintendent.



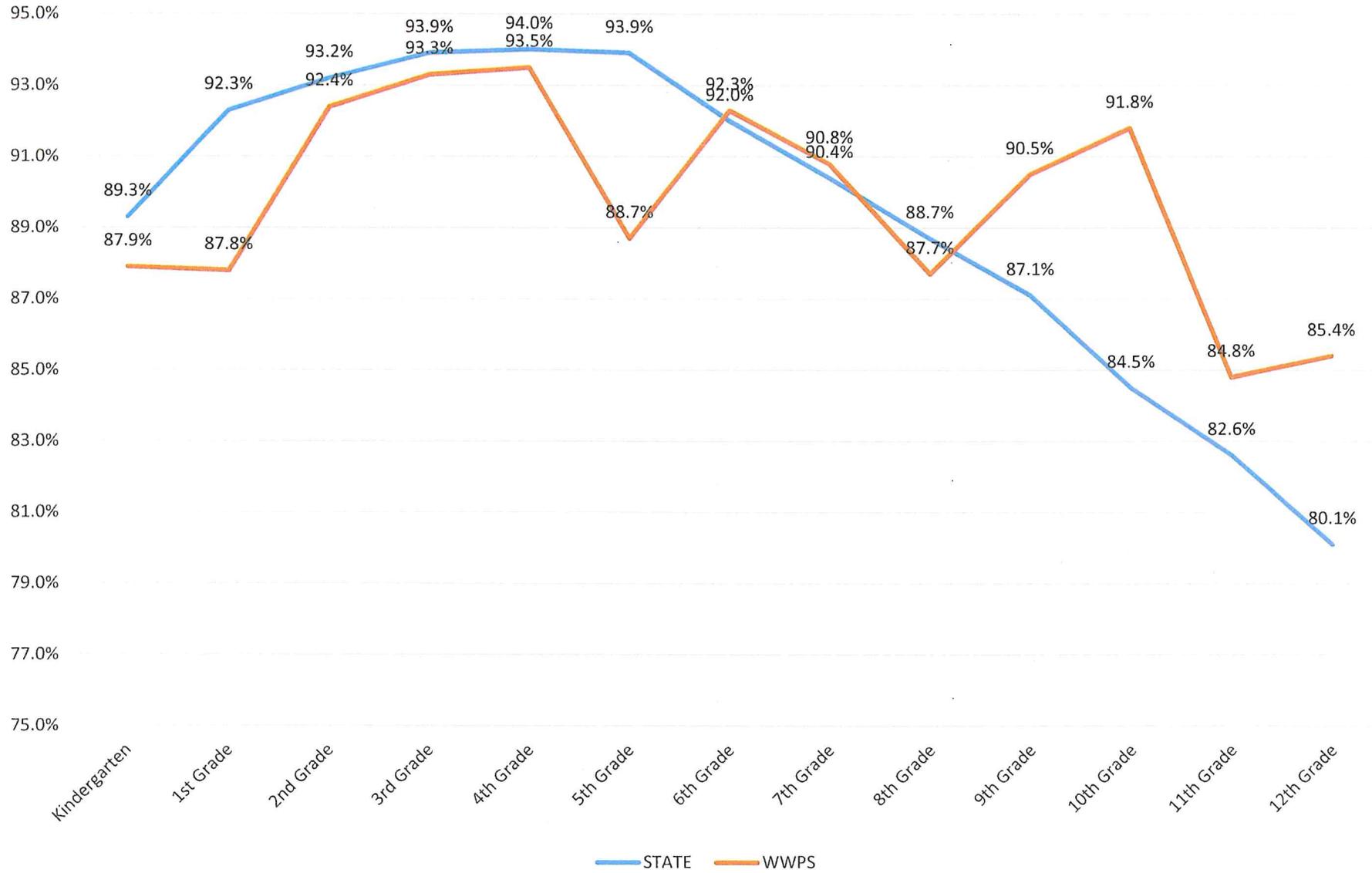
Quantitative Data Review: 2016 to 2020 Comparison

2015-2016	2019-2020						
Performance	Performance*	Grade Span	Grade Level Association	Assessment/Review	Description of Measure	Term	
S	I	All	K-12	Attendance	Attendance	NA	
Percent of students in Regular Attendance increased 6.2 percentage points from 2015. WWPS Regular Attendance rate is now above the state.							
S	S	All	K-12	Demographics	Demographics	NA	
Demographics have remained relatively consistent for WWPS. F/R, ELL, and SPED remain higher for WWPS compared to the state.							
S	S	All	K-12	Discipline	Discipline	NA	
Percent of students who are excluded for behavioral violations remains fairly consistent with state trends.							
S	S	DW	DW	Staff-Student Ratio	Staff-Student Ratio	NA	
Staffing exceeds minimum required Teacher to Student ratio. The Teacher to Student Ratio is similar to 2015-16.							
I	I	DW	DW	Highly Qualified/Out of Field	Highly Qualified/Out of Field	NA	
The percent of teaching staff who are Inexperienced or in Out-of-Field Status remain lower than the state.							
S	S	DW	DW	TPEP Achievement	Teacher Eval Achievement	NA	
Majority of staff continue to be evaluated proficient or distinguished.							
D	I	DW	DW	Staff Turnover	Staff Turnover	NA	
The number of staff separating employment from the district has steadily decreased.							
D	I	DW	DW	Staff Demographics	Staff Demographics	NA	
Increased diversity of teaching staff since 2016. Percent of teachers that are Hispanic or Two or More Races are nearly double that of the state.							
S	I	DW	DW	Staff Experience	Staff Experience	NA	
WWPS teaching staff maintain more experience than that of the state. Staff with 0-5 years of experience is 9.4% less than the state.							
S	I	DW	DW	Ending Fund Balance	Ending Fund Balance	NA	
EFB, through 2020, remained healthy and increased slightly in total \$.							
S	I	DW	DW	Budget "5-9"	Budget "5-9"	NA	
As a % of total budget, amount spent on non-payroll related costs has increased slightly over the last four years as a % of budget.							
S	I	DW	DW	Maintenance and Upkeep	Maintenance and Upkeep	NA	
As a % of total budget, amount spent on building maintenance and upkeep has increased as a % of budget.							
D	I	DW	DW	\$/Student Allocation	\$/Student Allocation	NA	
Total \$/student has increased as a result of increased state and federal funding, meeting or exceeding inflationary costs.							
S	S	Ele	Preschool	Teaching Strategies	General Ed and Social/Emotional	Entry vs Exit	
In most cases students are entering preschool at higher levels but generally finishing at consistent performance levels over the last four years.							
S	I	Ele	Kindergarten	WaKids	General Ed and Social/Emotional	Entry	
The kindergarten readiness gap between WWPS and the State has decreased. In 2016 the difference was 9.8 and is now 3.4.							
D	I	Ele	K-1	Math All Measures	Math	Entry vs Exit	
Percentage of students scoring L3 and L4 has increased from 2015-16. Kinder by 10.2 percentage points, and first grade by 9 percentage points.							
D	D	Ele	K-2	Dibels	Fluency	Exit	
K-2nd grade oral reading fluency have shown slight declines in student meeting EOY benchmarks.							
D	I	Ele	3-5	SBAC	Math	Exit	
SBA Math performance gap decreased by 4.4% and 10.4% in grades 4 and 5, and increased only slightly at 3rd grade.							
D	D	Ele	3-5	SBAC	ELA	Exit	
SBA ELA performance gap increased by 8%, and 6.2% in grades 3, 4, and remained relatively flat at grade 5.							
S	S	Ele	5	MSP/WCAS	Science	Exit	
Performance gap on new science assessment continues to be around 5% behind the State.							
S	I	HS	9-12	ACT	College Preparedness	Exit	
Gap has narrowed by .7 points. State has decreased performance while Walla Walla has maintained.							
D	S	HS	10	EOC	Biology	Exit	
Performance gap between the district and the State stayed relatively the same.							
S	D	HS	9-12	SBAC	ELA	Exit	
Performance gap on SBA ELA 11th Grade Assessment increased 1.4 percentage points, and 10th grade performance gap increased by 6.1%.							
I	I	HS	9-12	SBAC	Math	Exit	
District performance on 11th grade SBA is 6.8% above State, and performance gap on 10th Grade assessment decreased by 1.5%.							
S	S	HS	9-12	College Scholarship	Grant Awards	NA	
Fluctuates based on student self-reporting. Class of 2018, self reported \$2.4 million in scholarship funds							
S	I	HS	9-12	Advanced Placement	Number of Passing Scores	NA	
Percent of students scoring a 3+ on AP exams has increased 5.3%, and 114 more AP exams were taken.							
S	I	HS	9-12	Graduation Rate	Graduation Rate	NA	
On time graduation rates improved by 12.3 percentage points (79.4% to 91.7%). This is 8.8 percentage points above the State.							
S	I	HS	9-12	Dropout Rate	Dropout Rate	NA	
WWPS has had a lower dropout rate than that of the State. The gap has increased from 2% to 4.2%.							
I	S	GR	12+	Post High School Accession/Gear Up	College/Post Secondary Attendance	NA	
Slight increase in students attending 4-year institutions and slight decline in students attending 2-year. Remains comparable to state.							
D	I	HS	9-12	AVID Outcome	AVID Outcome	NA	
Number of senior AVID students remains about 50 students. Acceptance in 4-Year institution increased ~4% and FAFSA completion by ~24%							
S	I	HS	9-12	Students in Co Curricular	Students in CoCurricular	NA	
12% increased in % of students participating. 34% qualify for F and R lunch(baseline data not collected). 2% increase in students of color (29%).							
D	I	GR	12+	Remediation Rates	Rate of HS Remediation in Post Sec	NA	
The gap for 2-year remediation rates decreased by 5% in English and by 3% in math. 4-year remediation rates in line with the State.							
D	I	MS	6-8	SBAC	Math	Exit	
Performance gap between District and State decreased by 7.7%, 11.8%, and 5.7% in grades 6, 7, and 8.							
D	I	MS	6-8	SBAC	ELA	Exit	
Performance gap between District and State decreased by 2.4%, and 6.2% in grades 6 and 7, but widened by 6.2% at 8th grade.							
S	S	MS	6-8	MSP	Science	Exit	
Performance gap between District and State generally maintained.							

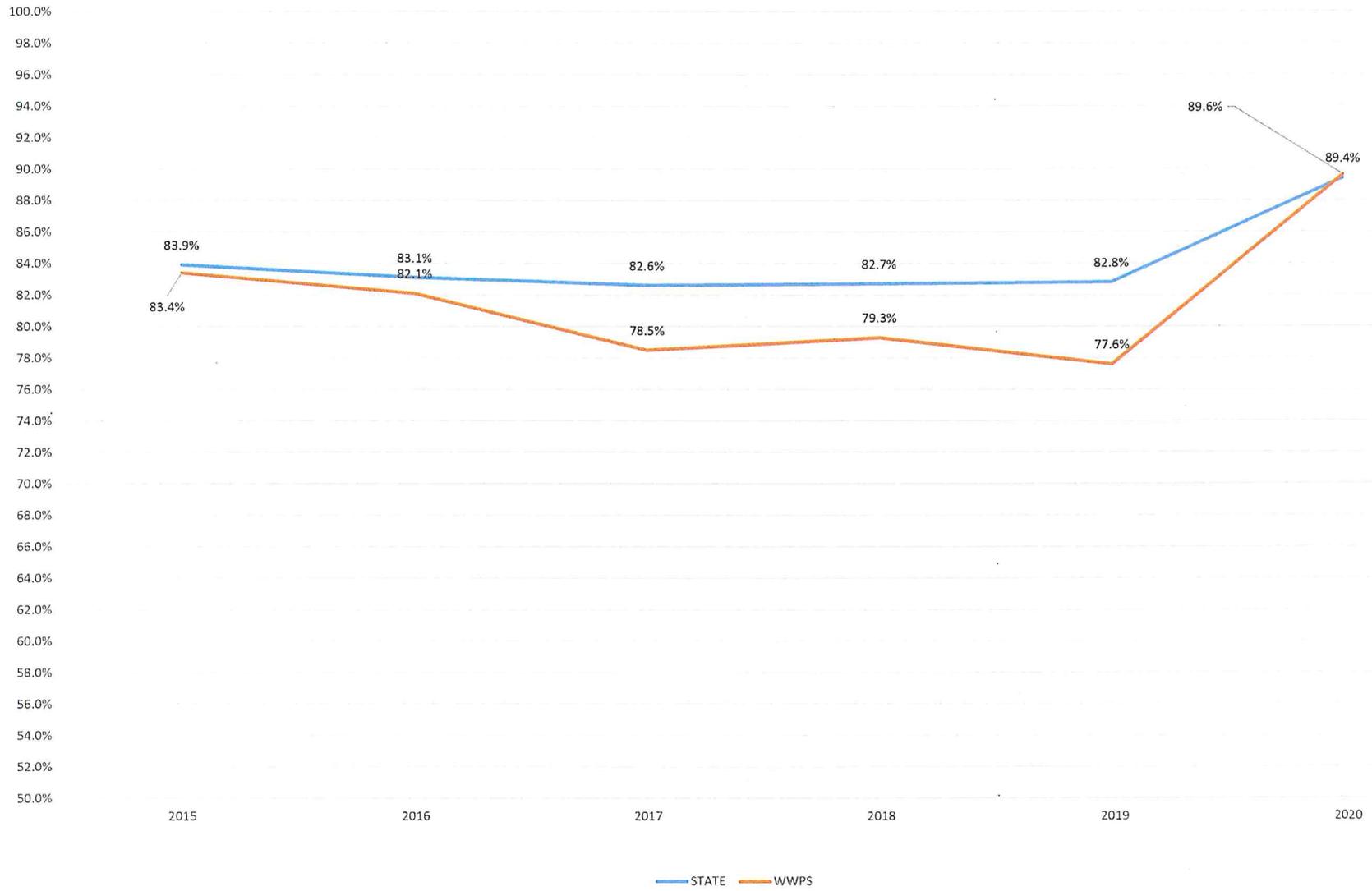
*** Key**

- D (performance decreased from 2015/16 and/or generally lost ground in comparison to the State)
- S (performance generally stayed about the same as 2015/16 or represents about the same in comparison to the State)
- I (performance continues to remain strong or has generally improved since 2015/16 or represents improvement with respect to the State)

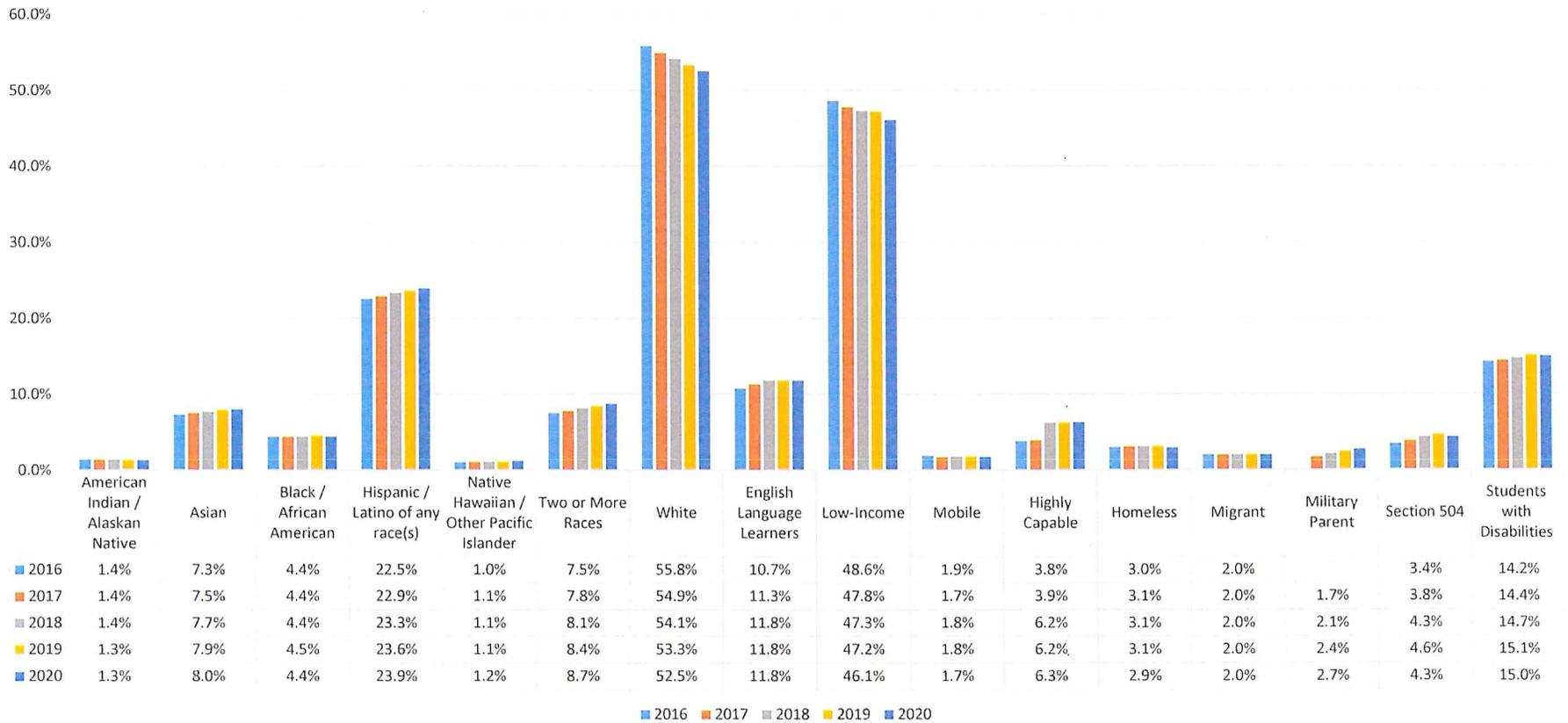
2020 Regular Attendance by Grade Level



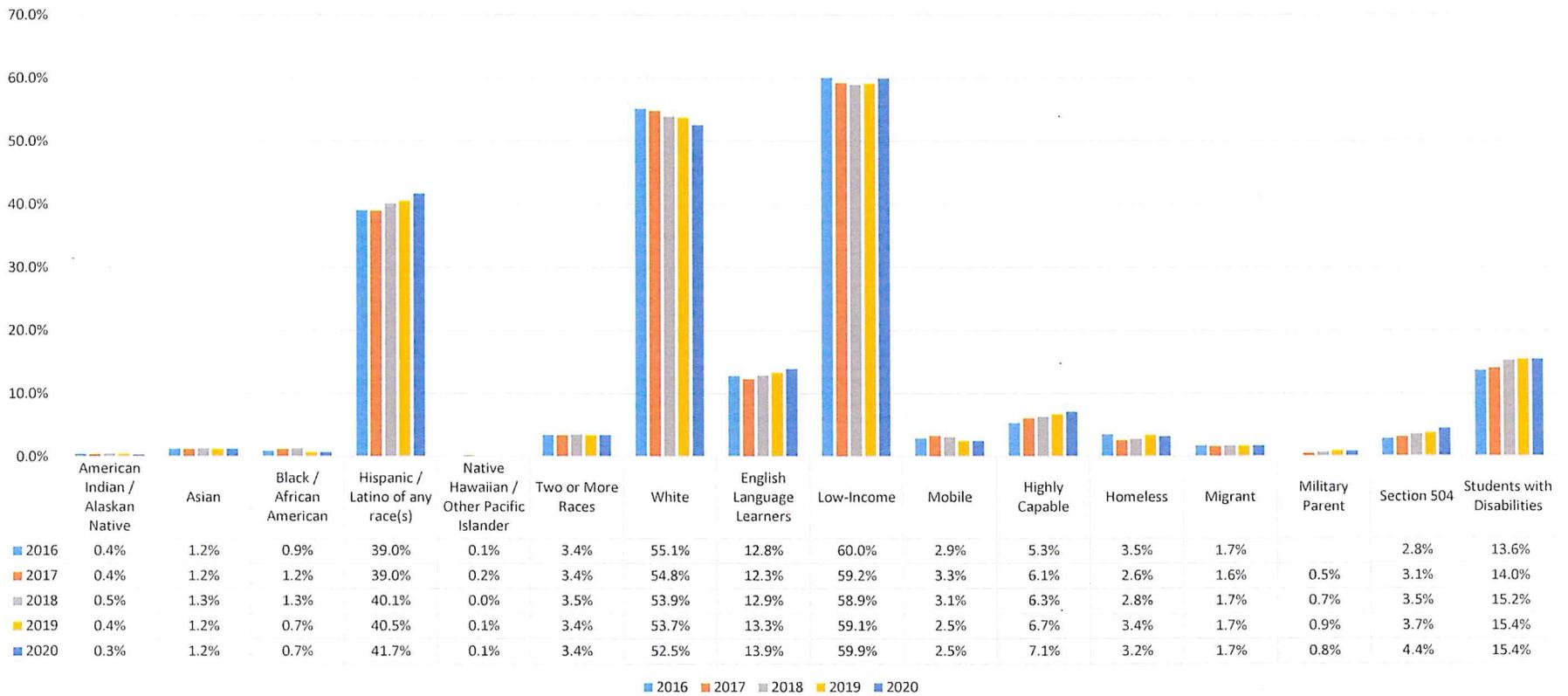
Regular Attendance Trend



State: Student Demographics and Student Program Characteristic



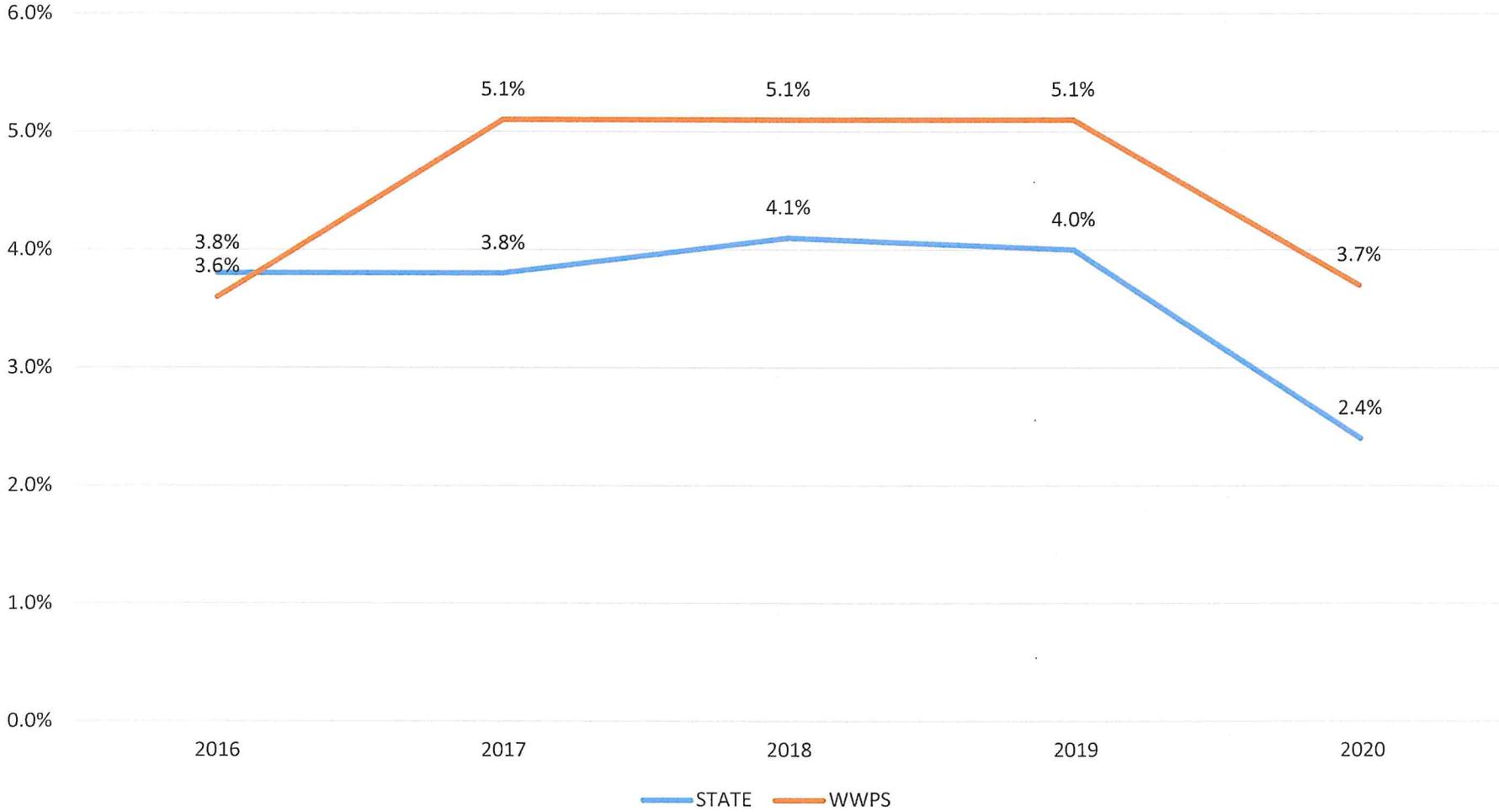
District: Student Demographics and Student Program Characteristic



District	2016	2017	2018	2019	2020
American Indian / Alaskan Native	0.4%	0.4%	0.5%	0.4%	0.3%
Asian	1.2%	1.2%	1.3%	1.2%	1.2%
Black / African American	0.9%	1.2%	1.3%	0.7%	0.7%
Hispanic / Latino of any race(s)	39.0%	39.0%	40.1%	40.5%	41.7%
Native Hawaiian / Other Pacific Islander	0.1%	0.2%	0.0%	0.1%	0.1%
Two or More Races	3.4%	3.4%	3.5%	3.4%	3.4%
White	55.1%	54.8%	53.9%	53.7%	52.5%
English Language Learners	12.8%	12.3%	12.9%	13.3%	13.9%
Low-Income	60.0%	59.2%	58.9%	59.1%	59.9%
Mobile	2.9%	3.3%	3.1%	2.5%	2.5%
Highly Capable	5.3%	6.1%	6.3%	6.7%	7.1%
Homeless	3.5%	2.6%	2.8%	3.4%	3.2%
Migrant	1.7%	1.6%	1.7%	1.7%	1.7%
Military Parent		0.5%	0.7%	0.9%	0.8%
Section 504	2.8%	3.1%	3.5%	3.7%	4.4%
Students with Disabilities	13.6%	14.0%	15.2%	15.4%	15.4%

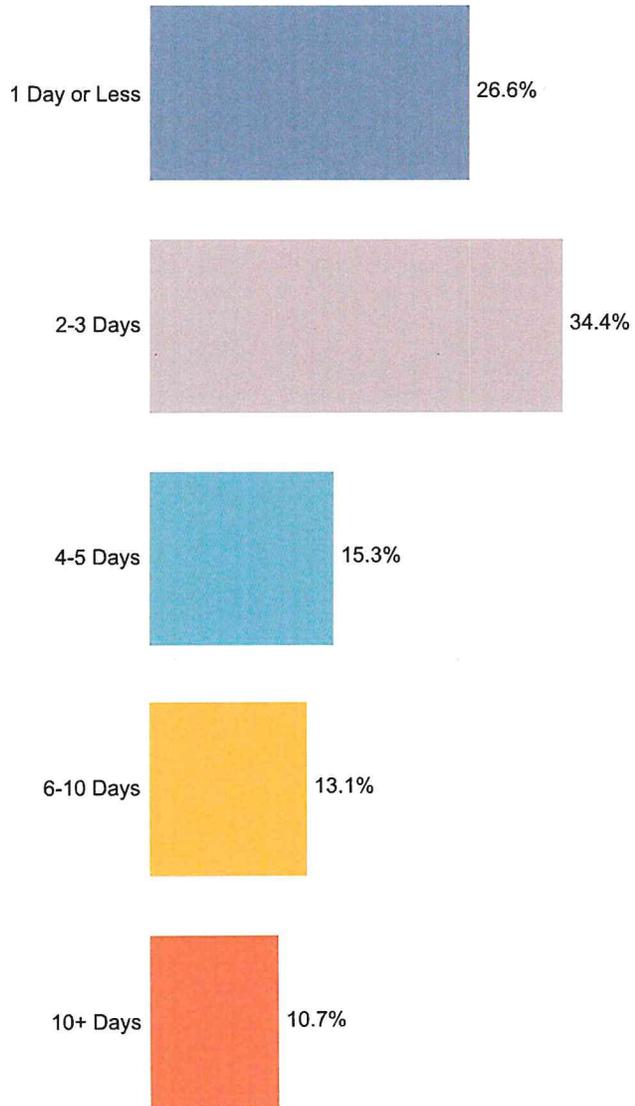
STATE	2016	2017	2018	2019	2020
American Indian / Alaskan Native	1.4%	1.4%	1.4%	1.3%	1.3%
Asian	7.3%	7.5%	7.7%	7.9%	8.0%
Black / African American	4.4%	4.4%	4.4%	4.5%	4.4%
Hispanic / Latino of any race(s)	22.5%	22.9%	23.3%	23.6%	23.9%
Native Hawaiian / Other Pacific Islander	1.0%	1.1%	1.1%	1.1%	1.2%
Two or More Races	7.5%	7.8%	8.1%	8.4%	8.7%
White	55.8%	54.9%	54.1%	53.3%	52.5%
English Language Learners	10.7%	11.3%	11.8%	11.8%	11.8%
Low-Income	48.6%	47.8%	47.3%	47.2%	46.1%
Mobile	1.9%	1.7%	1.8%	1.8%	1.7%
Highly Capable	3.8%	3.9%	6.2%	6.2%	6.3%
Homeless	3.0%	3.1%	3.1%	3.1%	2.9%
Migrant	2.0%	2.0%	2.0%	2.0%	2.0%
Military Parent		1.7%	2.1%	2.4%	2.7%
Section 504	3.4%	3.8%	4.3%	4.6%	4.3%
Students with Disabilities	14.2%	14.4%	14.7%	15.1%	15.0%

Discipline Rate Trend



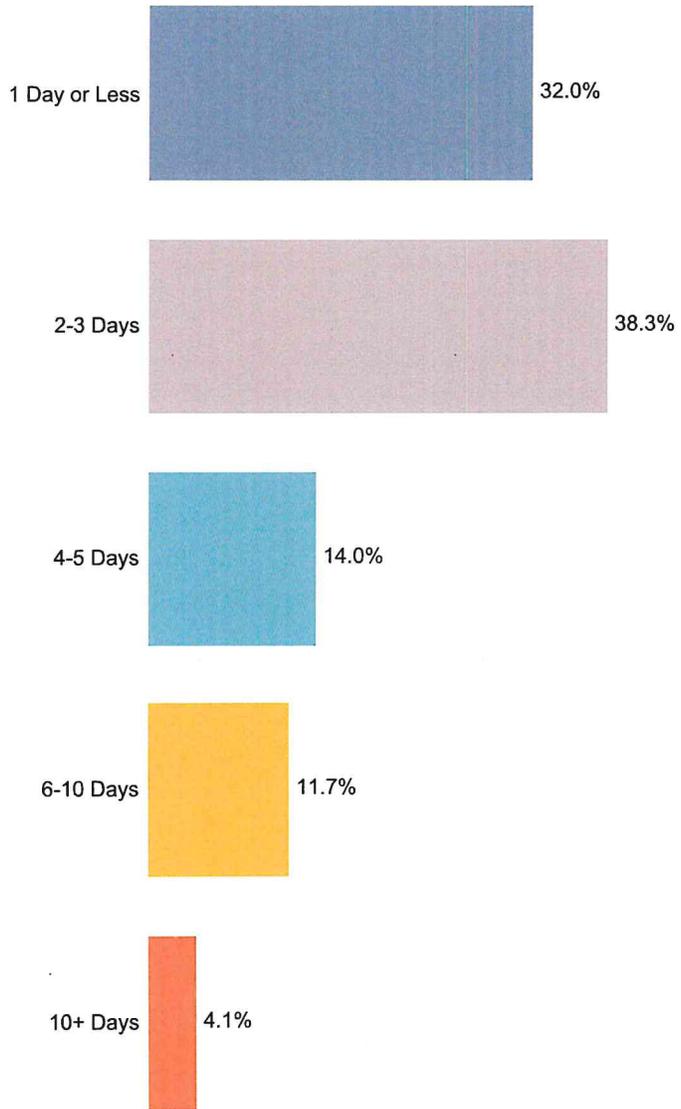
Washington State

2019-20



Walla Walla Public Schools

2019-20



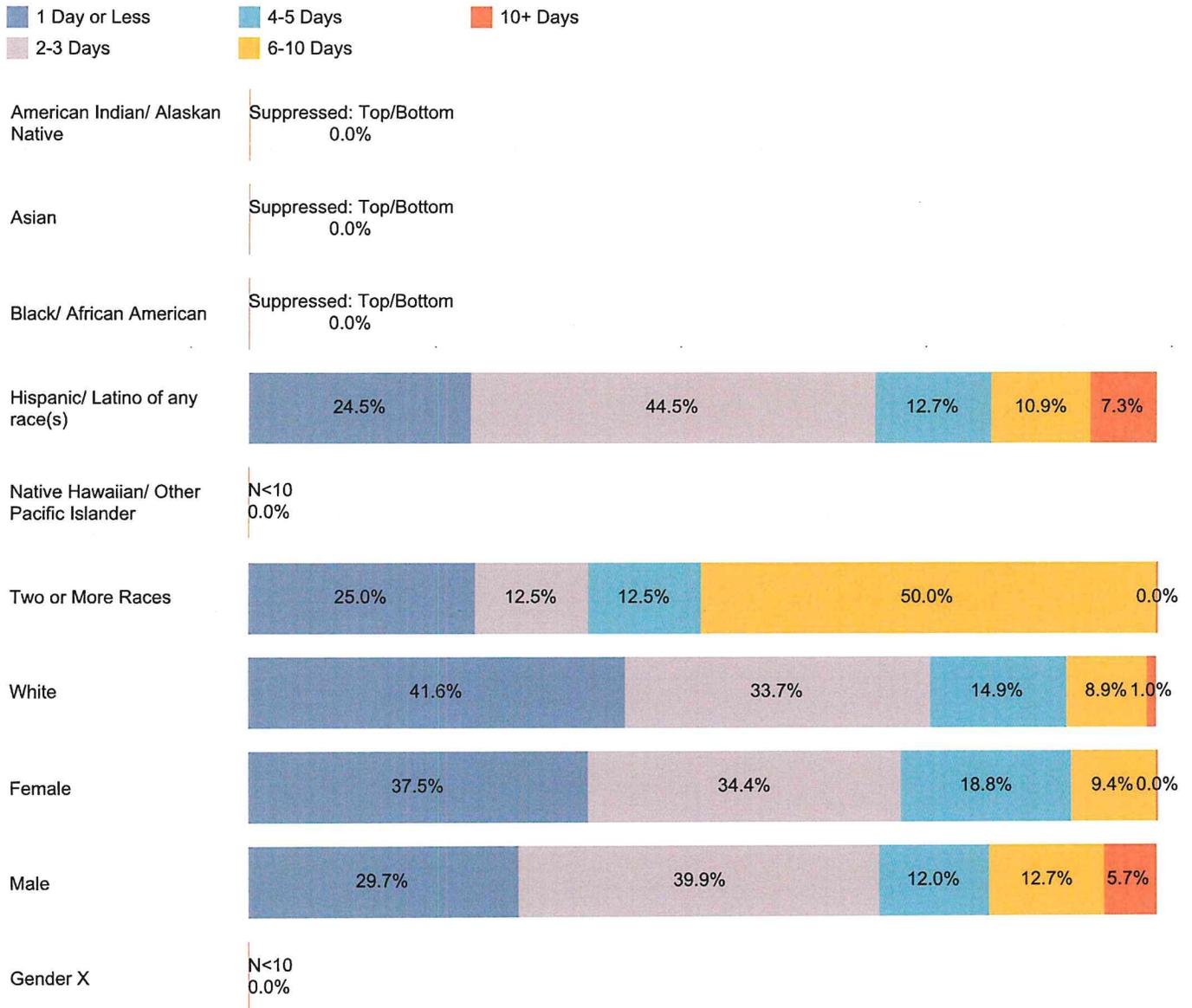
Washington State

2019-20



Walla Walla Public Schools

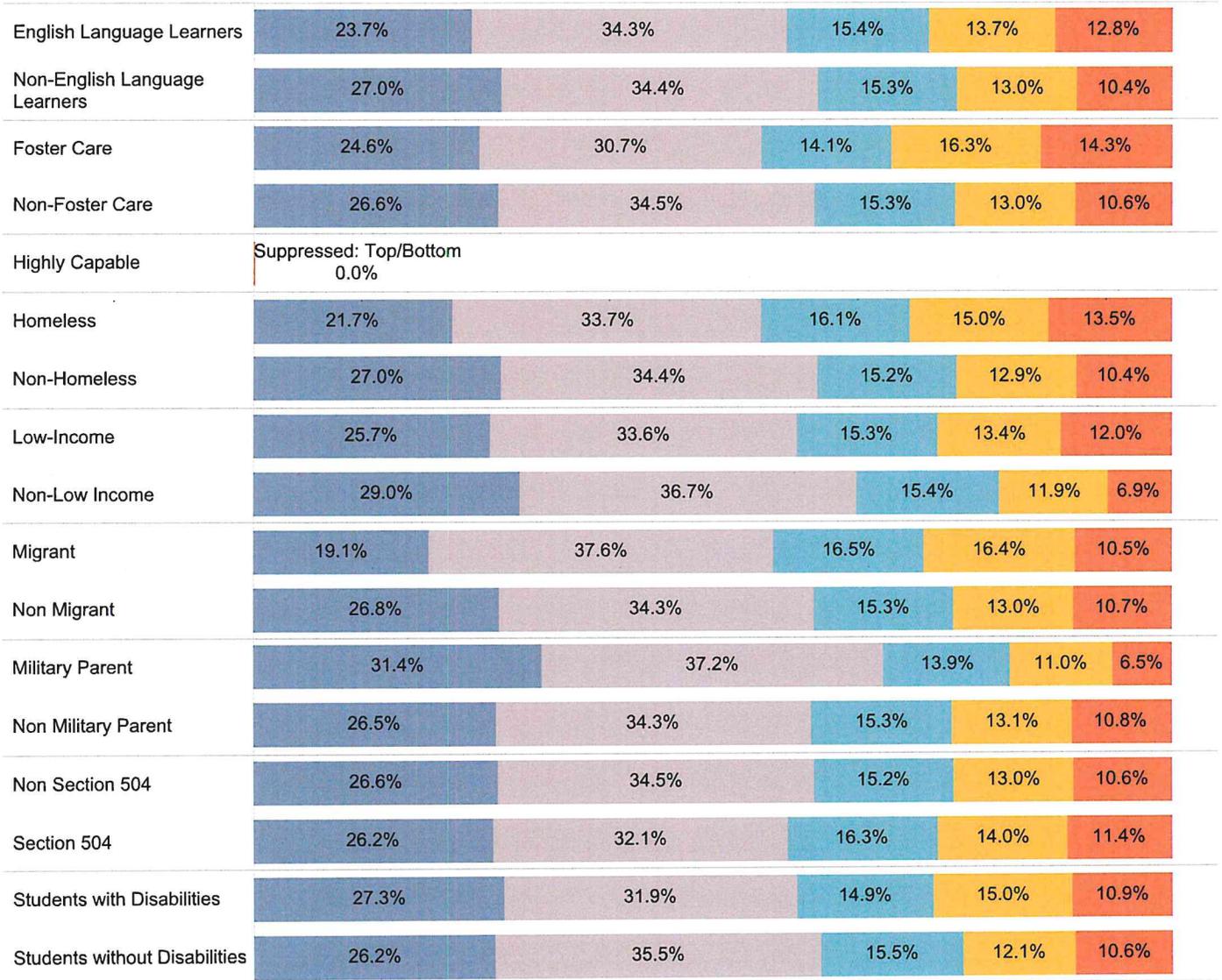
2019-20



Washington State

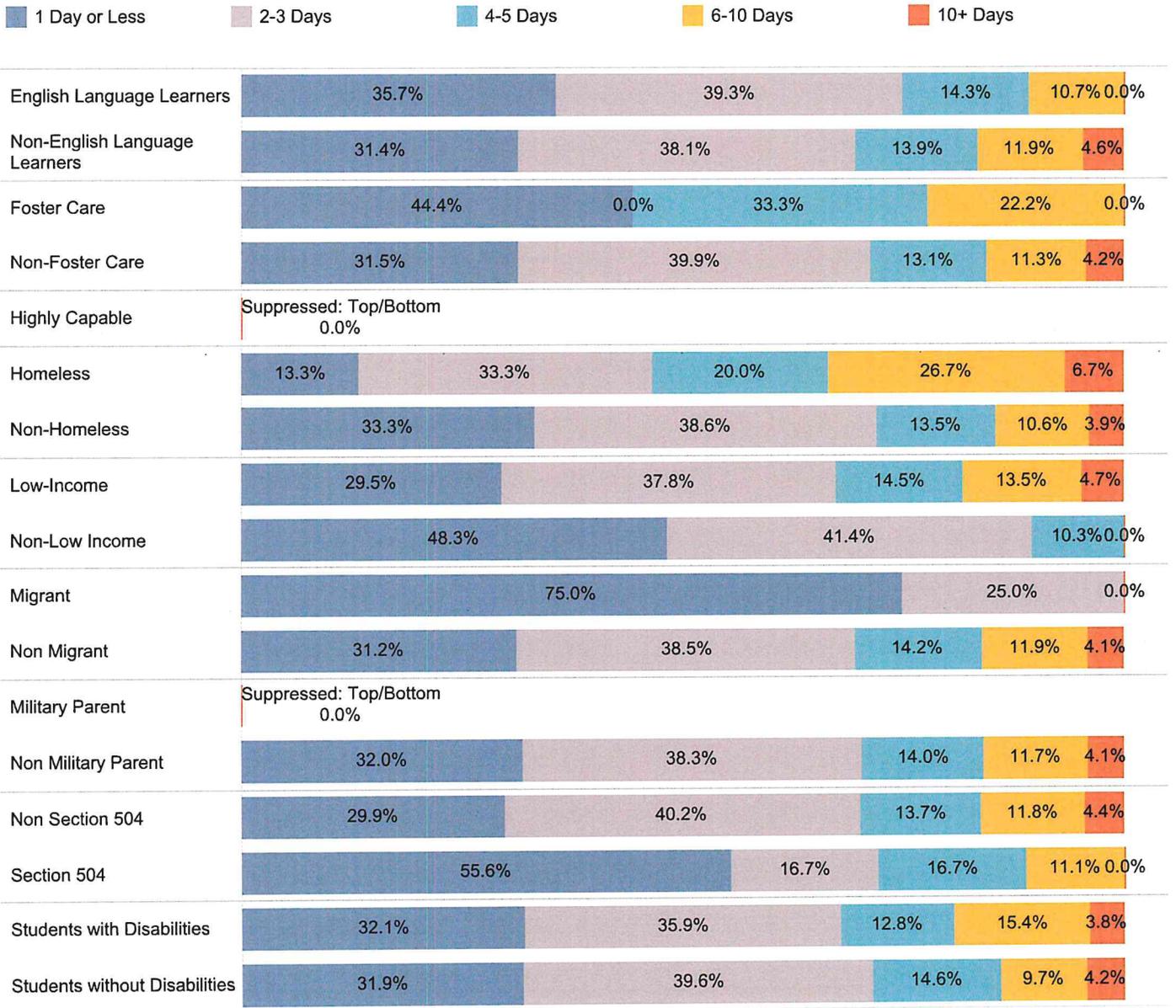
2019-20

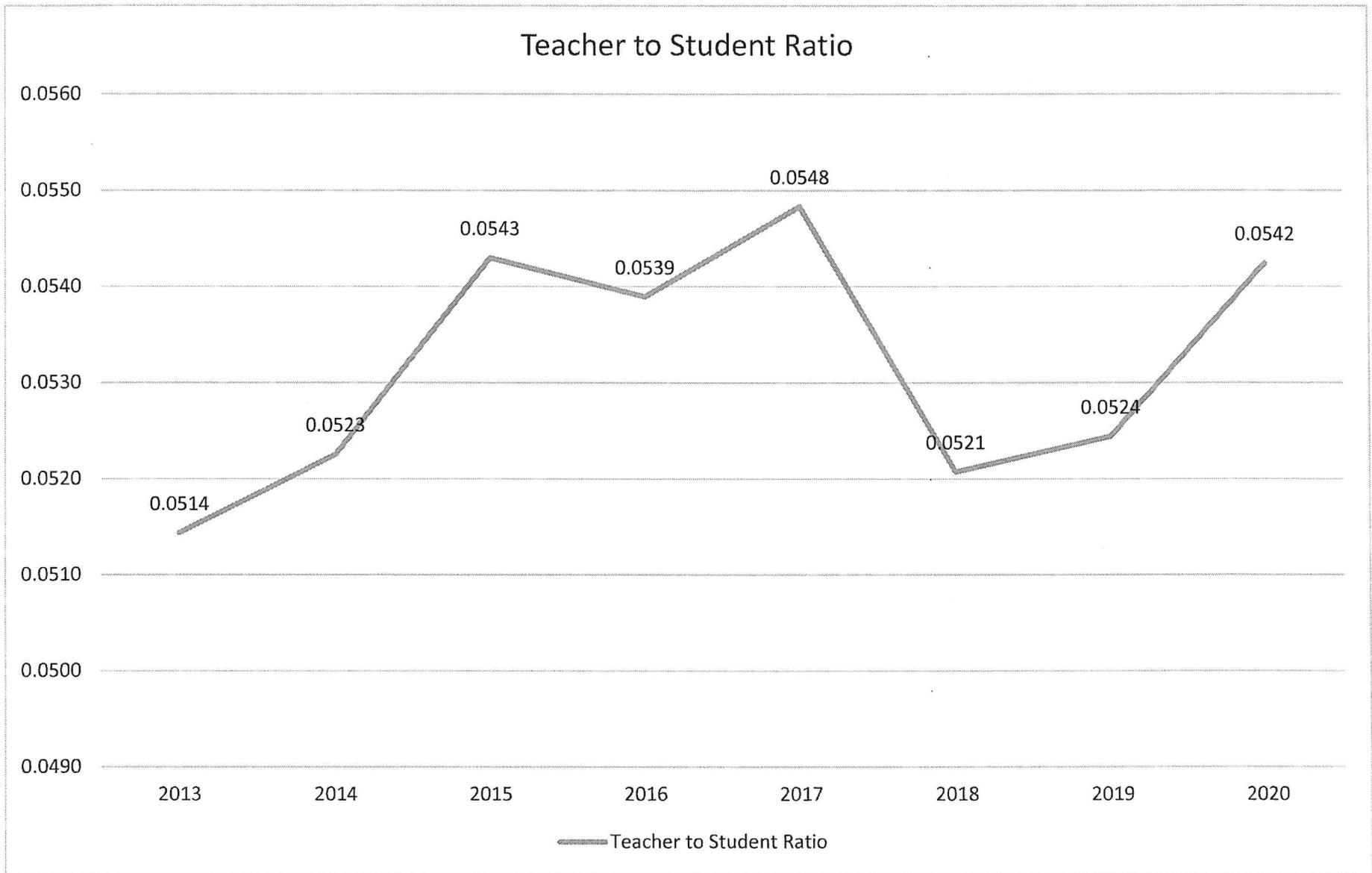
■ 1 Day or Less
 ■ 2-3 Days
 ■ 4-5 Days
 ■ 6-10 Days
 ■ 10+ Days



Walla Walla Public Schools

2019-20





Teacher to Student Ratio



	2013	2014	2015	2016	2017	2018	2019	2020
K-12 FTE CIS	300.207	304.101	312.444	305.933	304.721	292.172	290.823	289.835
K-12 FTE Students	5836.55	5819.63	5754.33	5676.87	5557.55	5610.87	5545.81	5343.66

— K-12 FTE CIS — K-12 FTE Students

State of Washington
Superintendent of Public Instruction

Calculation of 2016-17 Certificated Instructional Staff Ratio
36140 Walla Walla School District

	>>>> Base Data as Reported by the District <<<<	Grades K-12
A.	Full-Time Equivalent (FTE) Student Enrollment for Selected Month:	
	1. October 2016 or month selected on Form SPI 1160	October 2016
	2. K-12 FTE students (less Running Start) from Report P-223	5,628.36
	3. K-12 FTE students in Alternative Learning Experience (ALE)	70.81
	4. K-12 FTE students less ALE [A.2 - A.3]	5,557.55
B.	FTE Certificated Instructional Staff (CIS) in Basic Education:	
	1. K-12 FTE CIS in basic education from Report S-275	291.803
	2. K-12 FTE CIS in ALE (program 02) from Report S-275	5.200
	3. K-12 FTE CIS in basic education less ALE [B.1 - B.2]	286.603
	4. K-12 FTE CIS in basic education from Form SPI 1158	
	5. K-12 FTE CIS in special education from Report S-275	48.020
	6. K-12 FTE CIS in special education from Form SPI 1158	
	7. K-12 FTE CIS in special education % to basic education	37.73%
	8. Total K-12 FTE CIS [B.3 + B.4 + ((B.5 + B.6) * B.7)]	304.721
	>>>> Calculation of K-12 Ratio Compliance <<<<	
C.	Calculated Basic Education CIS Ratio [B.8 / A.4 * 1000]	54.83
D.	Did the district maintain the statutory ratio of 46 Basic Education CIS per 1000 Students in K-12?	Yes
	1. If "No," K-12 ratio shortfall [46.00 - C]	
	2. Penalty Basic Education CIS FTE [D.1 * A.2 / 1000]	---
		=====

Rules governing K-12 ratio compliance are codified in Chapter 392-127 WAC.

State of Washington
Superintendent of Public Instruction

Calculation of 2017-18 Certificated Instructional Staff Ratio
36140 Walla Walla School District

	>>>> Base Data as Reported by the District <<<<	Grades K-12
A.	Full-Time Equivalent (FTE) Student Enrollment for Selected Month:	
	1. October 2017 or month selected on Form SPI 1160	October 2017
	2. K-12 FTE students (less Running Start) from Report P-223	5,686.47
	3. K-12 FTE students in Alternative Learning Experience (ALE)	75.60
	4. K-12 FTE students less ALE [A.2 - A.3]	5,610.87
B.	FTE Certificated Instructional Staff (CIS) in Basic Education:	
	1. K-12 FTE CIS in basic education from Report S-275	279.706
	2. K-12 FTE CIS in ALE (program 02) from Report S-275	4.320
	3. K-12 FTE CIS in basic education less ALE [B.1 - B.2]	275.386
	4. K-12 FTE CIS in basic education from Form SPI 1158	
	5. K-12 FTE CIS in special education from Report S-275	43.173
	6. K-12 FTE CIS in special education from Form SPI 1158	
	7. K-12 FTE CIS in special education % to basic education	38.88%
	8. Total K-12 FTE CIS [B.3 + B.4 + ((B.5 + B.6) * B.7)]	292.172
	>>>> Calculation of K-12 Ratio Compliance <<<<	
C.	Calculated Basic Education CIS Ratio [B.8 / A.4 * 1000]	52.07
D.	Did the district maintain the statutory ratio of 46 Basic Education CIS per 1000 Students in K-12?	Yes
	1. If "No," K-12 ratio shortfall [46.00 - C]	
	2. Penalty Basic Education CIS FTE [D.1 * A.2 / 1000]	---
		=====

Rules governing K-12 ratio compliance are codified in Chapter 392-127 WAC.

State of Washington
Superintendent of Public Instruction

Calculation of 2018-19 Certificated Instructional Staff Ratio
36140 Walla Walla School District

	>>>> Base Data as Reported by the District <<<<	Grades K-12
A.	Full-Time Equivalent (FTE) Student Enrollment for Selected Month:	
	1. October 2018 or month selected on Form SPI 1160	October 2018
	2. K-12 FTE students (less Running Start) from Report P-223	5,611.81
	3. K-12 FTE students in Alternative Learning Experience (ALE)	66.00
	4. K-12 FTE students less ALE [A.2 - A.3]	5,545.81
B.	FTE Certificated Instructional Staff (CIS) in Basic Education:	
	1. K-12 FTE CIS in basic education from Report S-275	278.531
	2. K-12 FTE CIS in ALE (program 02) from Report S-275	4.720
	3. K-12 FTE CIS in basic education less ALE [B.1 - B.2]	273.811
	4. K-12 FTE CIS in basic education from Form SPI 1158	
	5. K-12 FTE CIS in special education from Report S-275	46.544
	6. K-12 FTE CIS in special education from Form SPI 1158	
	7. K-12 FTE CIS in special education % to basic education	36.55%
	8. Total K-12 FTE CIS [B.3 + B.4 + ((B.5 + B.6) * B.7)]	290.823
	>>>> Calculation of K-12 Ratio Compliance <<<<	
C.	Calculated Basic Education CIS Ratio [B.8 / A.4 * 1000]	52.44
D.	Did the district maintain the statutory ratio of 46 Basic Education CIS per 1000 Students in K-12?	Yes
	1. If "No," K-12 ratio shortfall [46.00 - C]	
	2. Penalty Basic Education CIS FTE [D.1 * A.2 / 1000]	---
		=====

Rules governing K-12 ratio compliance are codified in Chapter 392-127 WAC.

State of Washington
Superintendent of Public Instruction

Calculation of 2019-20 Certificated Instructional Staff Ratio
36140 Walla Walla School District

>>>> Base Data as Reported by the District <<<<	Grades K-12
A. Full-Time Equivalent (FTE) Student Enrollment for Selected Month:	
1. October 2019 or month selected on Form SPI 1160	October 2019
2. K-12 FTE students (less Running Start) from Report P-223	5,578.71
3. K-12 FTE students in Alternative Learning Experience (ALE)	235.05
4. K-12 FTE students less ALE [A.2 - A.3]	5,343.66
B. FTE Certificated Instructional Staff (CIS) in Basic Education:	
1. K-12 FTE CIS in basic education from Report S-275	284.881
2. K-12 FTE CIS in ALE (program 02) from Report S-275	11.941
3. K-12 FTE CIS in basic education less ALE [B.1 - B.2]	272.940
4. K-12 FTE CIS in basic education from Form SPI 1158	
5. K-12 FTE CIS in special education from Report S-275	46.813
6. K-12 FTE CIS in special education from Form SPI 1158	
7. K-12 FTE CIS in special education % to basic education	36.09%
8. Total K-12 FTE CIS [B.3 + B.4 + ((B.5 + B.6) * B.7)]	289.835
>>>> Calculation of K-12 Ratio Compliance <<<<	
C. Calculated Basic Education CIS Ratio [B.8 / A.4 * 1000]	54.24
D. Did the district maintain the statutory ratio of 46 Basic Education CIS per 1000 Students in K-12?	Yes
1. If "No," K-12 ratio shortfall [46.00 - C]	
2. Penalty Basic Education CIS FTE [D.1 * A.2 / 1000]	---
	=====

Rules governing K-12 ratio compliance are codified in Chapter 392-127 WAC.



Every Student Succeeds Act FACT SHEET

The Every Student Succeeds Act (ESSA) replaced No Child Left Behind (NCLB). OSPI has created a series of fact sheets to help guide the transition.

Highly Qualified Teachers

As OSPI prepares to close out all Title II, Part A NCLB reporting requirements, the following is a summary of OSPI's expectations for school districts receiving federal funds under the Title II, Part A grant application during the 2015–16 school year.

HQT Reporting

Effective immediately, districts are no longer required to identify and document “highly qualified teacher” (HQT) status for teachers hired **after December 10, 2015**.

Teachers hired **before December 10** for the 2015–16 school year are required to be highly qualified. Districts should continue HQT reporting in the HQT tool and CEDARS for the rest of the 2015–16 school year. The HQT status of long-term substitutes (certificated teachers who serve as substitutes for four or more consecutive weeks in a single assignment) and contracted teachers employed by third-party vendors must also be reported.

Moving forward, OSPI will continue to monitor teacher qualifications through the Title II, Part A office and collect data about the certification, endorsements, teaching assignments, and years of experience.

ESSA amends the Individuals With Disabilities Education Act provision at 20 USC 1412 (a)(14)(C). Special education teachers must have a bachelor's degree and must either be certificated in special education or hold a special education license in Washington. These requirements cannot be waived.

CPR Monitoring

Districts that accepted federal funds during the 2015–16 school year should continue to provide the required documentation for consolidated program review (CPR).

This includes all documentation required under the Title II, Part A, checklist items 6.1, 6.2, 6.3, and 6.4.

Districts no longer need to complete a spring Needs Assessment to determine teacher and principal professional development or an HQT Improvement and Accountability Plan if they did not meet the HQT requirements.

End-of-Year Report

Districts must complete the End-of-Year Report—iGrants Form Package 284 in the Education Data System (EDS). The report explains how the district spent federal funds under the Title II, Part A grant for the 2015–16 school year. This report is due to OSPI on September 30, 2016, and will be available to districts to complete in late spring/early summer through iGrants.

Records Retention

Districts should continue to maintain on-site all documentation required under ESEA (2001) and as required by the school district's records retention schedule.

For more information

ESSA at OSPI www.k12.wa.us/ESEA/ESSA.aspx

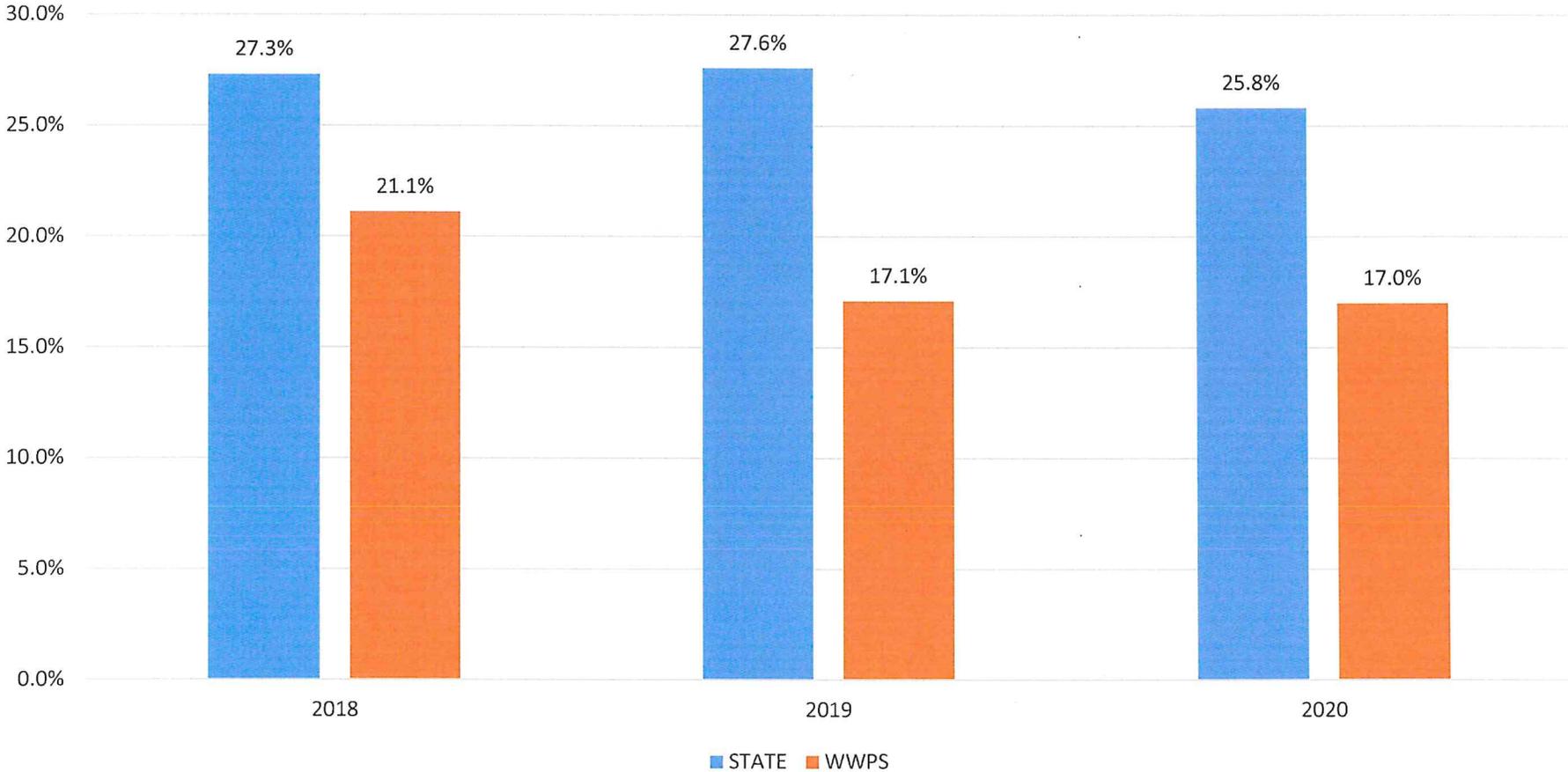
HQT www.k12.wa.us/ESEA/ESSA/HQT.aspx

PESB Licensure <http://pathway.pesb.wa.gov>

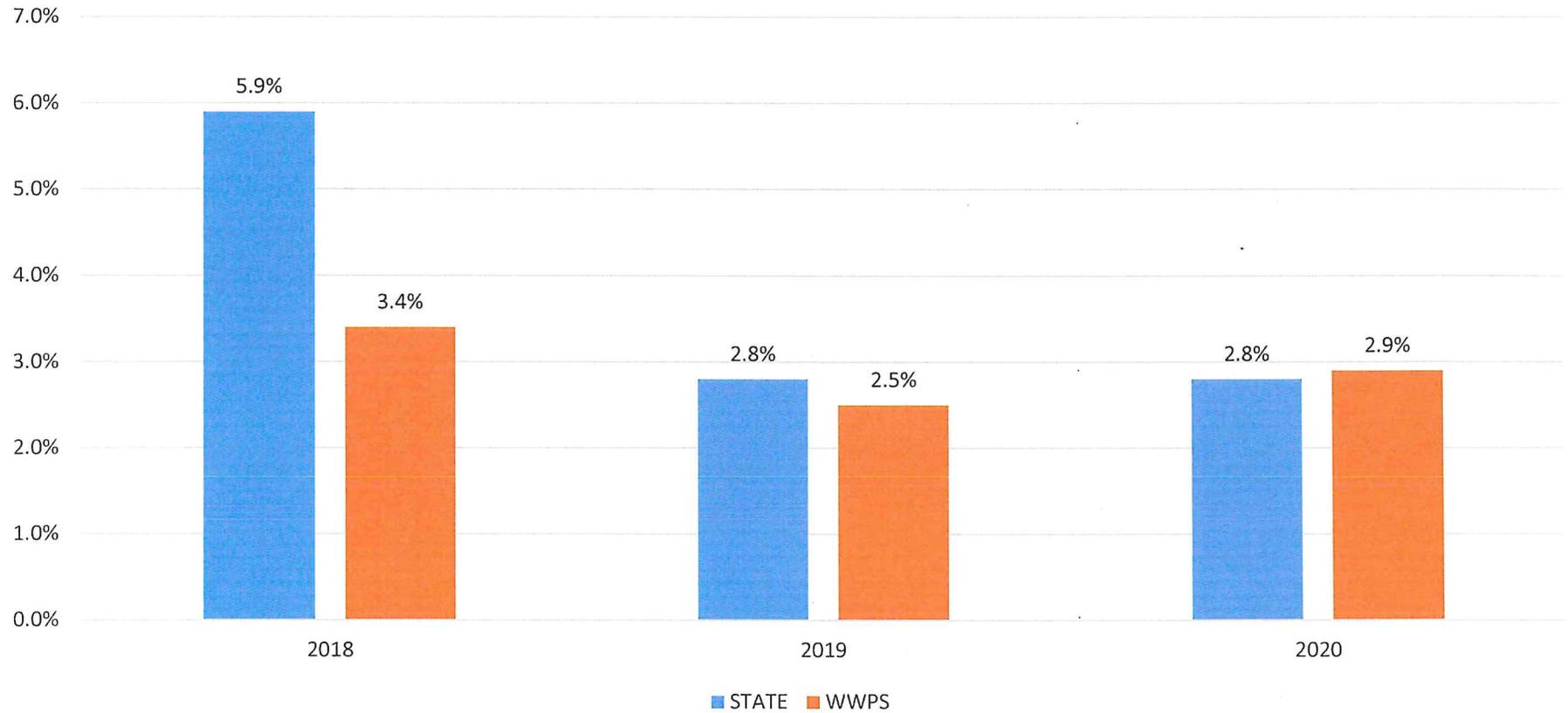
OSPI Certification Office
www.k12.wa.us/certification/TeacherMain.aspx

The Office of Superintendent of Public Instruction is the primary agency charged with overseeing K–12 education in Washington. Led by State School Superintendent **Randy Dorn**, OSPI works with the state's 295 school districts to administer basic education programs and implement education reform on behalf of more than one million public school students. www.k12.wa.us

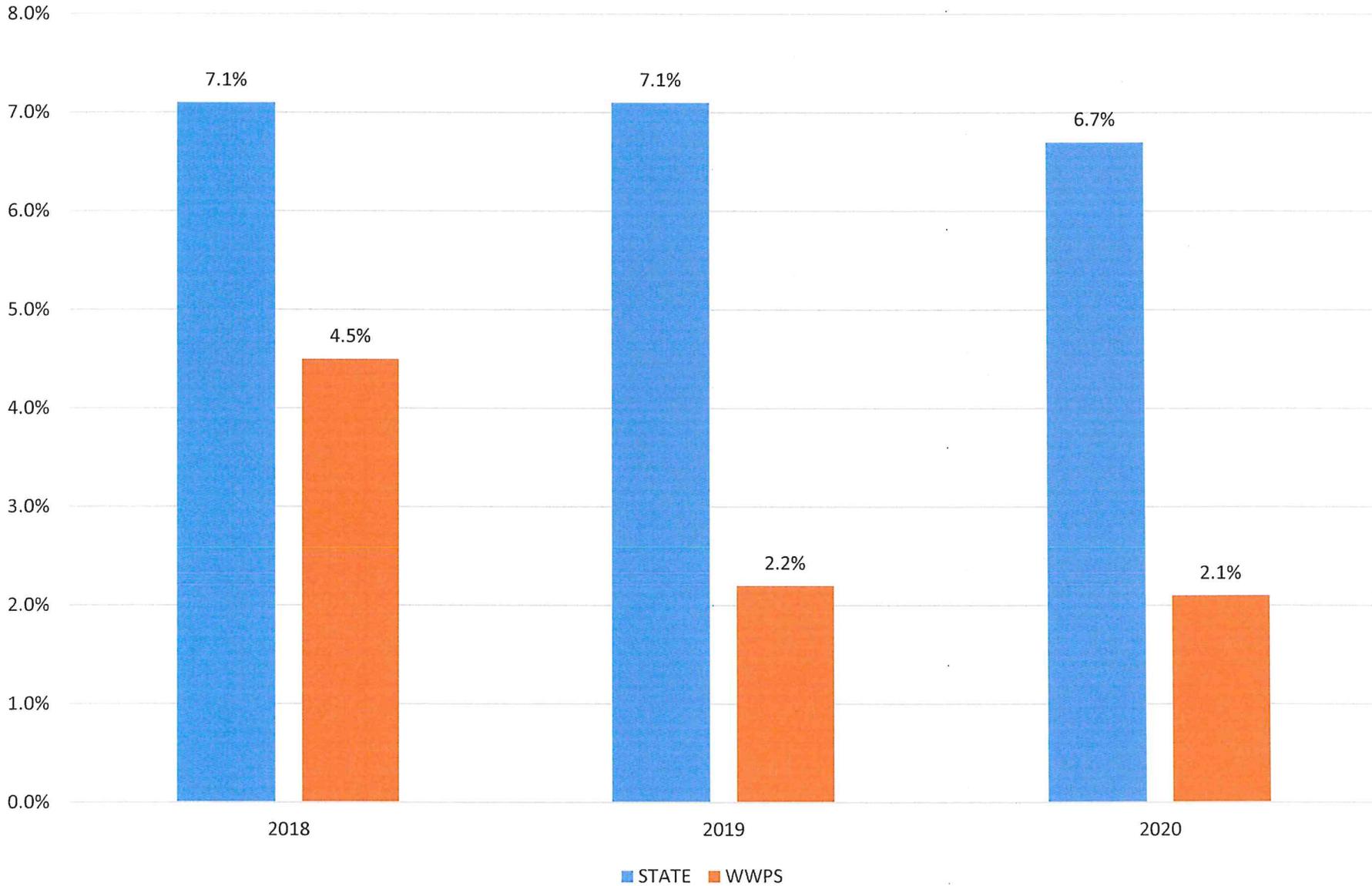
Teacher Qualification: Inexperienced Status



Teacher Qualification: Limited Certificate Status



Teacher Qualification: Out-of-Field Status



EVALUATION SUMMARY

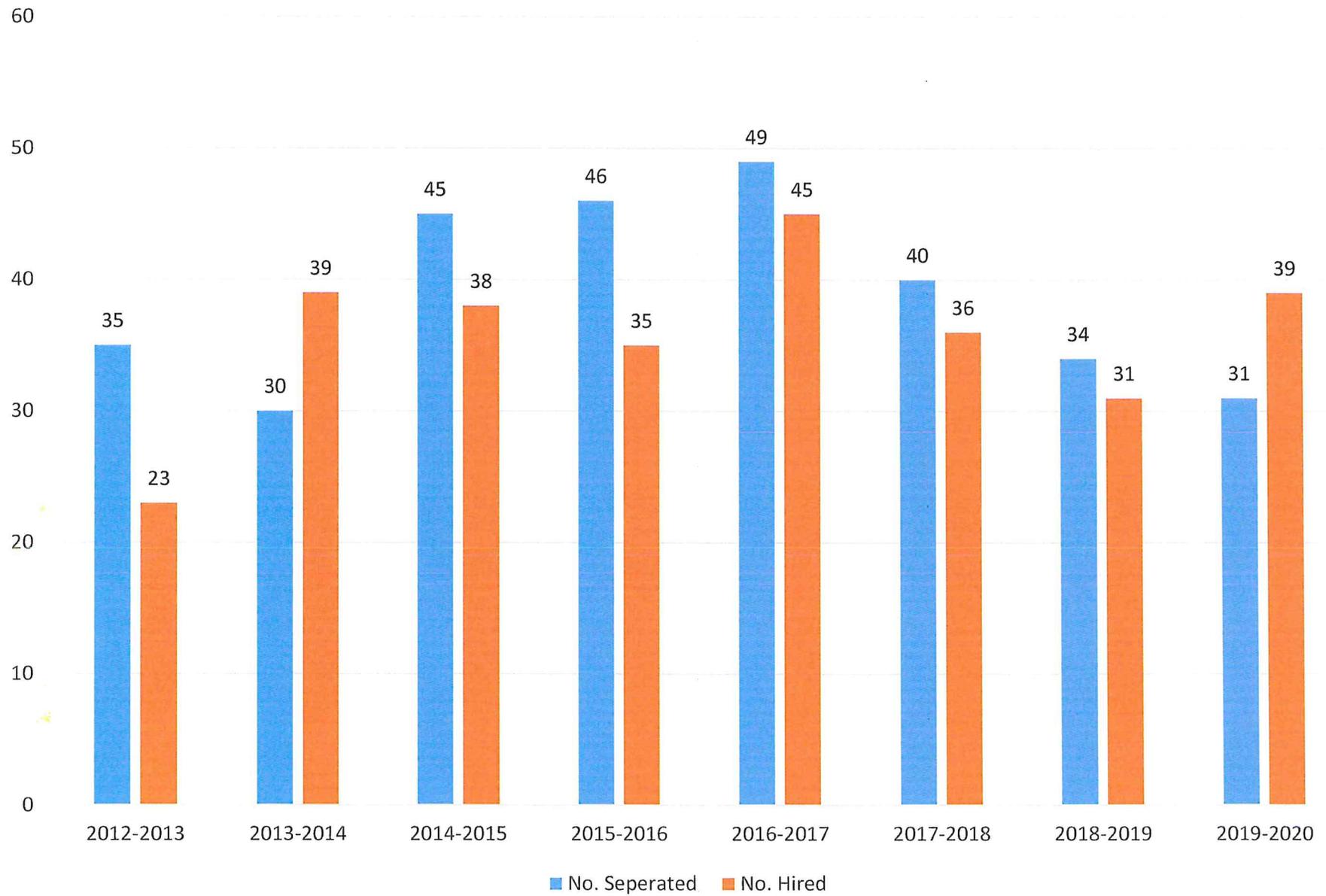
2016-2017	BAS	PRO	DIS	TOT
Elementary		89	48	137
	0.00%	65.44%	35.29%	100.00%
Middle		62	10	72
	0.00%	45.59%	7.35%	100.00%
High	2	63	29	94
	1.47%	46.32%	21.32%	100.00%
	0.69%	73.79%	30.00%	100.00%

2017-2018	BAS	PRO	DIS	TOT
Elementary	1	80	73	154
	0.74%	58.82%	53.68%	100.00%
Middle	1	45	23	69
	0.74%	33.09%	16.91%	100.00%
High	1	62	41	104
	0.74%	45.59%	30.15%	100.00%
	1.03%	64.48%	47.24%	100.00%

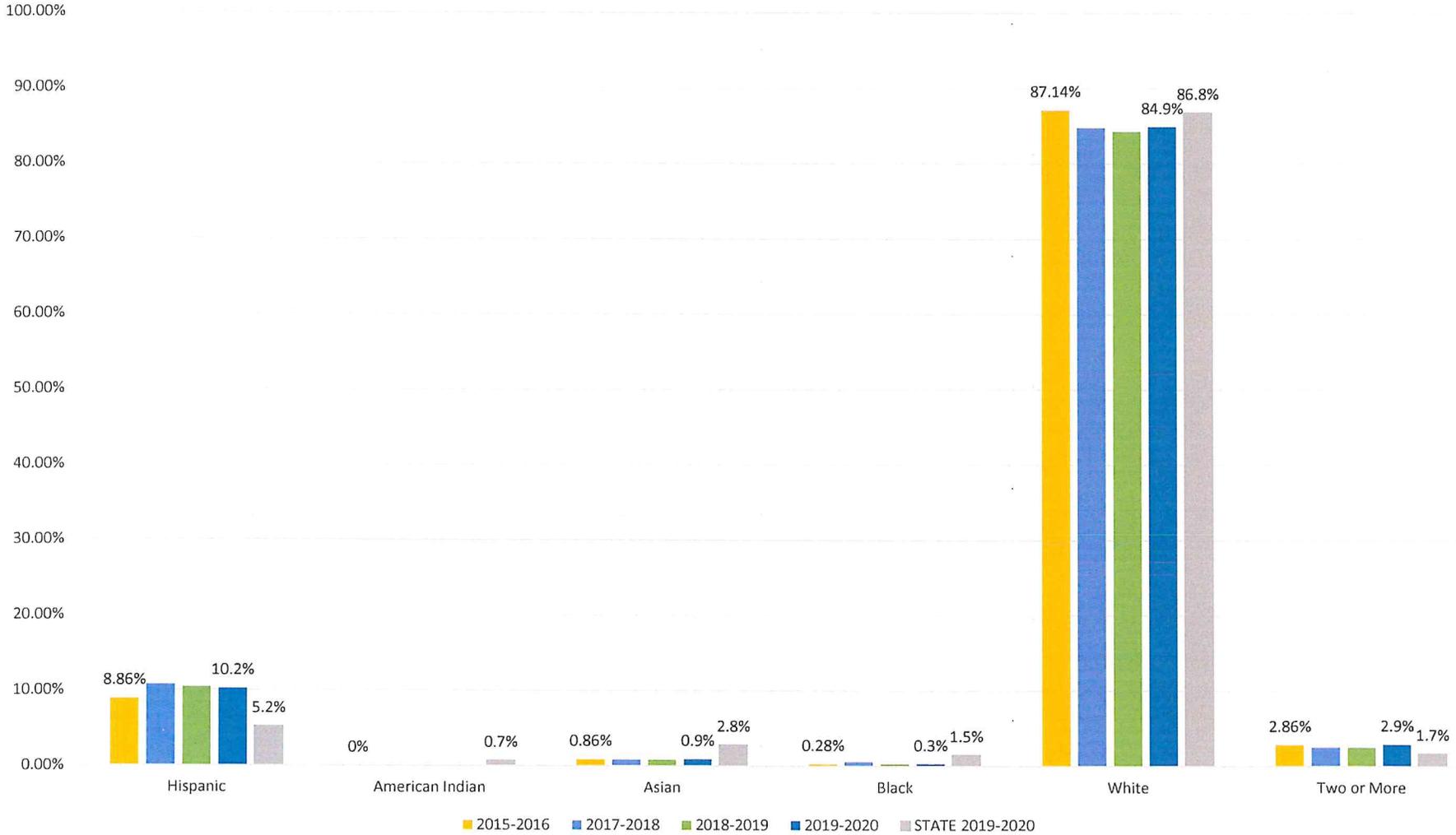
2018-2019	BAS	PRO	DIS	TOT
Elementary	2	53	68	123
	1.47%	38.97%	50.00%	100.00%
Middle		36	14	50
	0.00%	26.47%	10.29%	100.00%
High	1	54	28	83
	0.74%	39.71%	20.59%	100.00%
	1.03%	49.31%	37.93%	100.00%

2019-2020	BAS	PRO	DIS	TOT
Elementary	1	93	42	136
	0.74%	68.38%	30.88%	100.00%
Middle		40	20	60
	0.00%	29.41%	14.71%	100.00%
High	1	66	27	94
	0.74%	48.53%	19.85%	100.00%
	0.69%	68.62%	30.69%	100.00%

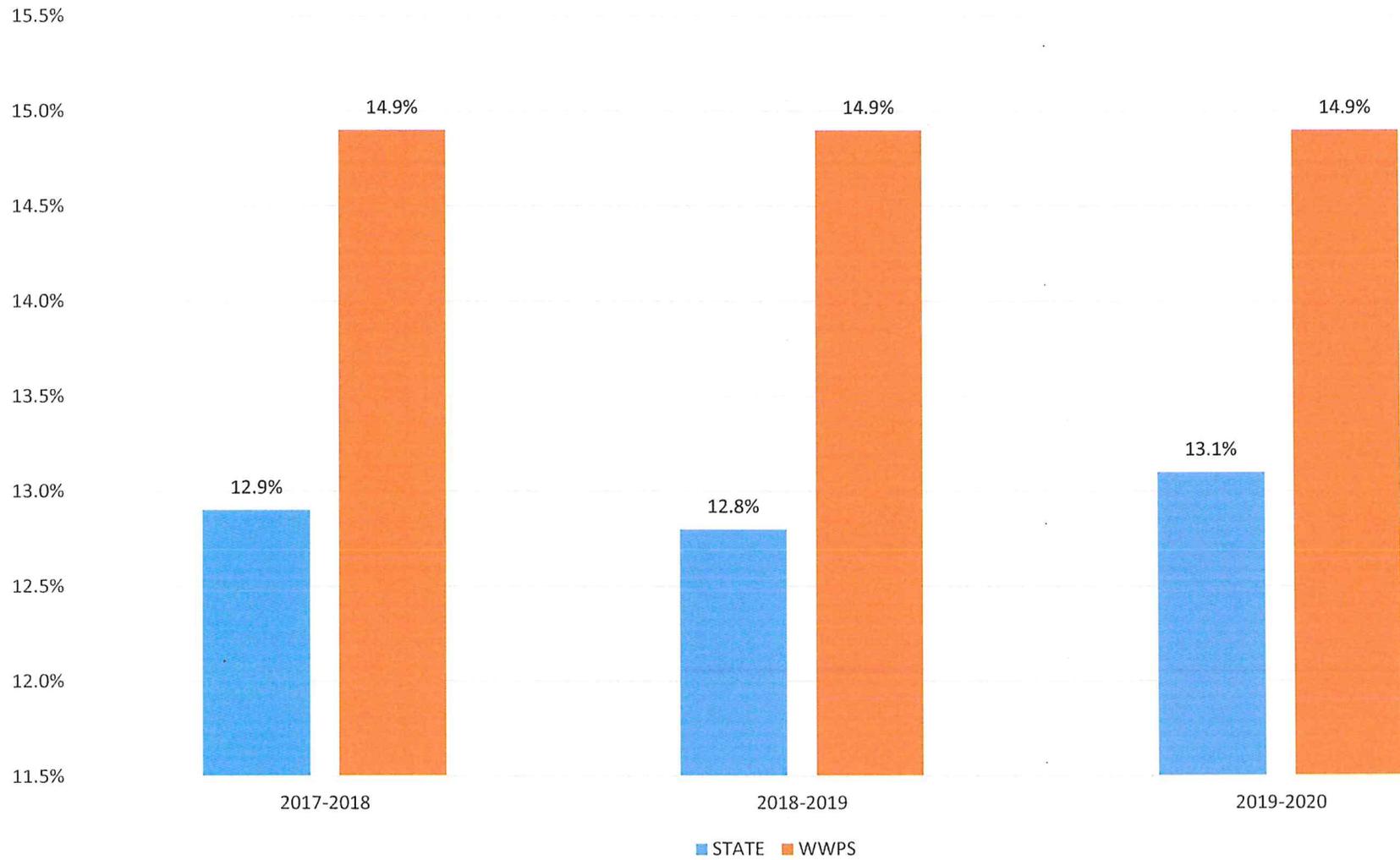
Staff Turnover



Staff Demographics



Average Years of Teaching Experience

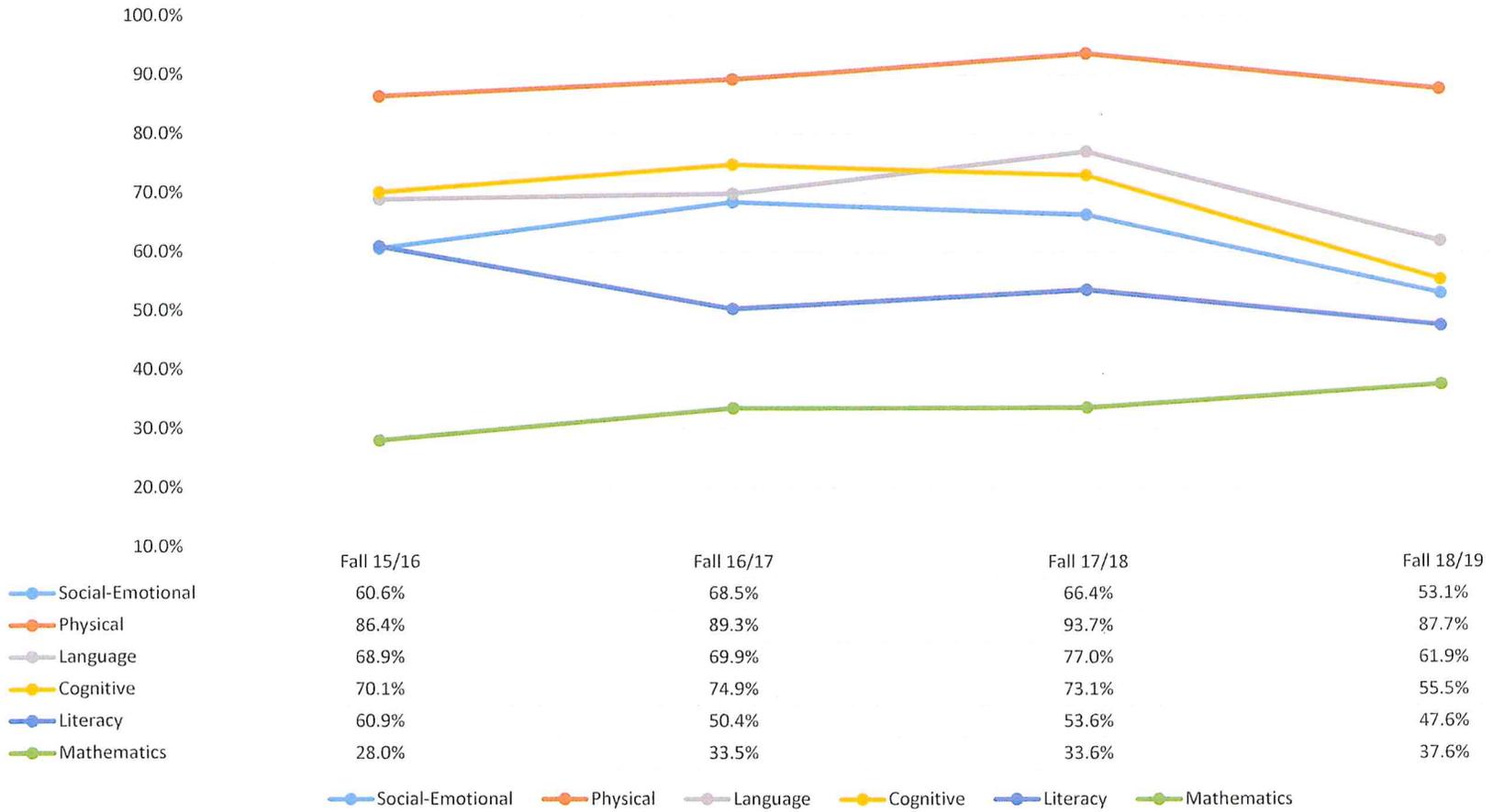


Staff Experience

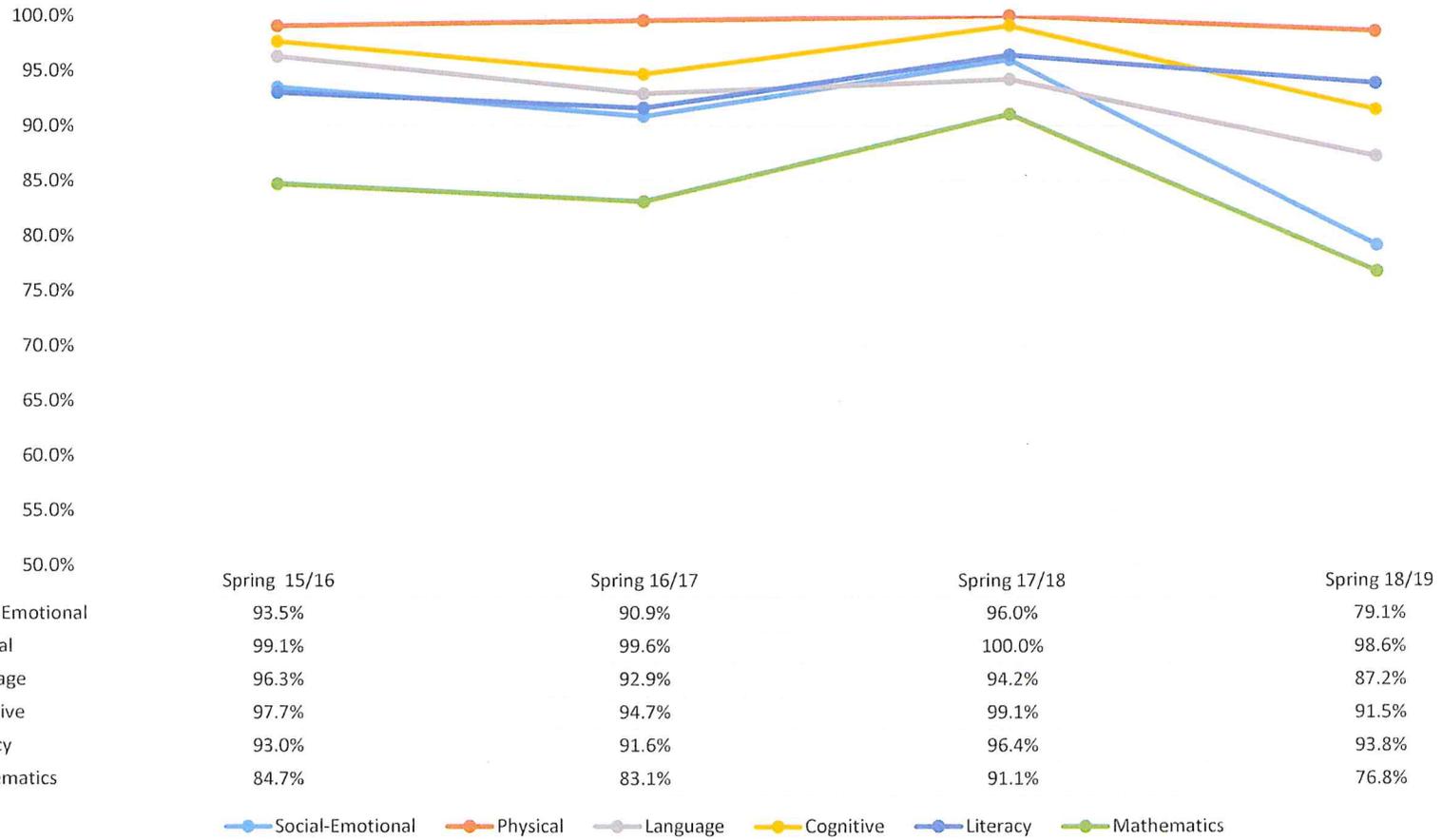
Year	0 to 5 Years	5.1 to 10 Years	10.1-15 Years	15.1-20 Years	20.1 to 25 Years	25.1 to 30	30.1 to 35	35.1 to 40 Years
WWPS 2019-20	120	124	112	102	84	100	22	10
WWPS 2019-20	17.4%	18.0%	16.3%	14.8%	12.2%	14.5%	3.2%	1.5%
STATE 2019-20	26.8%	18.8%	16.4%	14.3%	10.6%	7.1%	4.1%	1.6%

Fiscal Year	17 - 18		18 - 19		19- 20	
Ending FB	\$	8,864,131.59	\$	10,234,277.20	\$	10,631,102.93
Expenditure Budget	\$	75,010,174.11	\$	78,368,752.43	\$	84,655,688.71
Expend as % of FB		12%		13%		13%
5 - 9 Expenditures	\$	13,417,077.57	\$	14,736,843.93	\$	16,125,445.99
As % of Budget		18%		19%		19%
Maint/Grounds	\$	3,696,467.98	\$	4,731,122.05	\$	5,927,984.99
As a % of Budget		5%		6%		7%
Apportionment/FTE	\$	7,137.56	\$	8,166.74	\$	8,692.76
MSOC/FTE	\$	1,244.16	\$	1,267.80	\$	1,293.16
Basic Ed FTE for Apport		5722.04		5680.84		5674.71

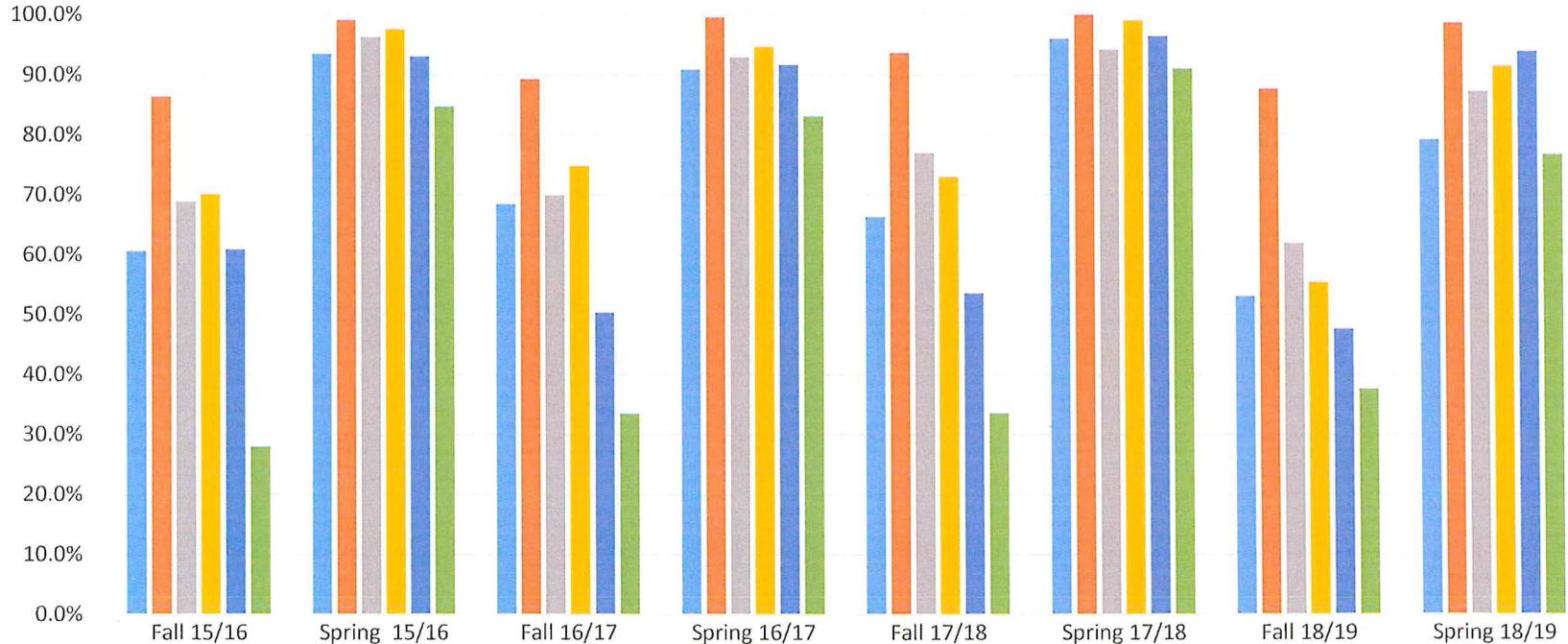
Teaching Strategies Gold: Fall Results Trend



Teaching Strategies Gold: Spring Results Trend



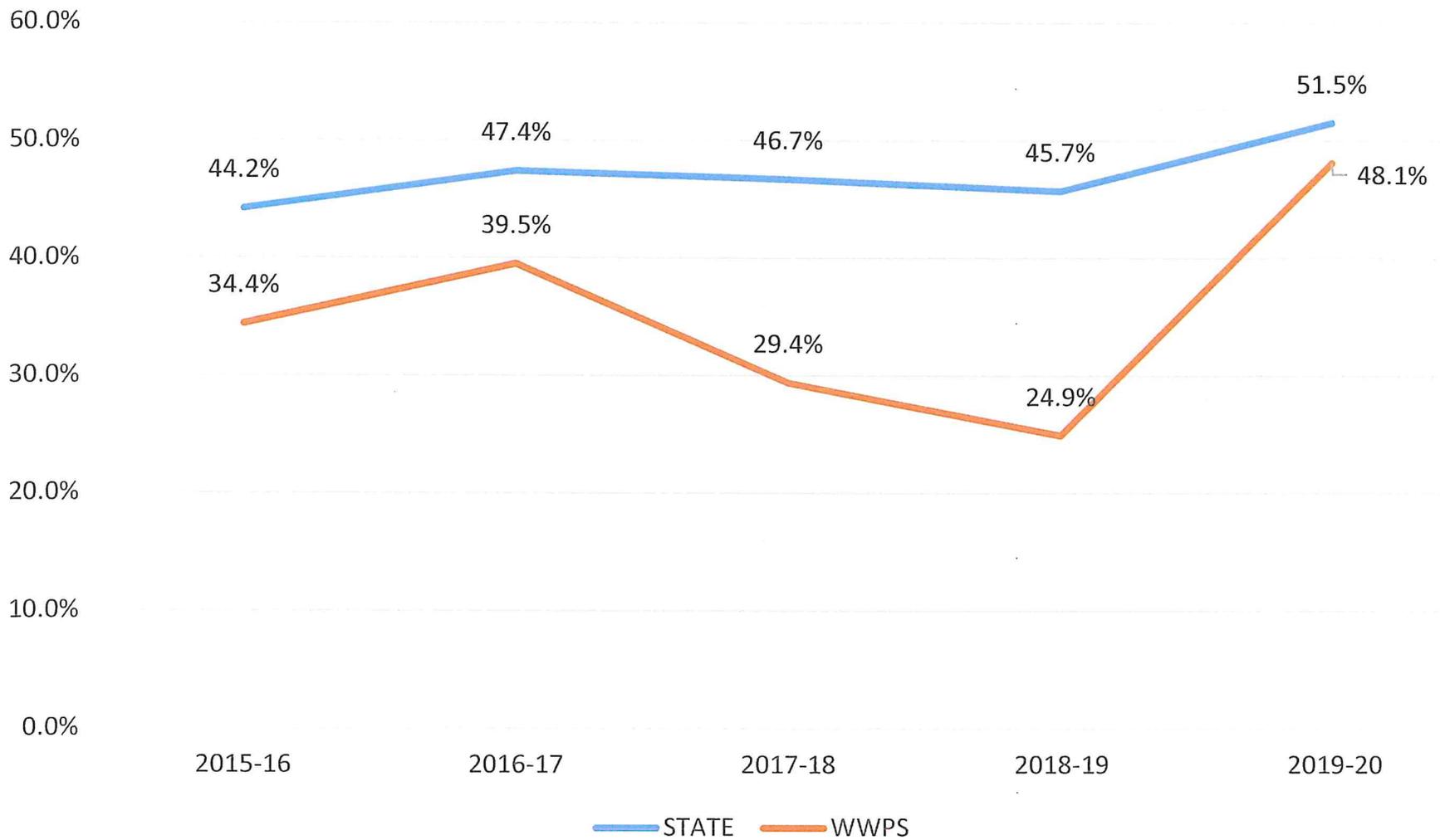
PreSchool: Fall to Spring Growth



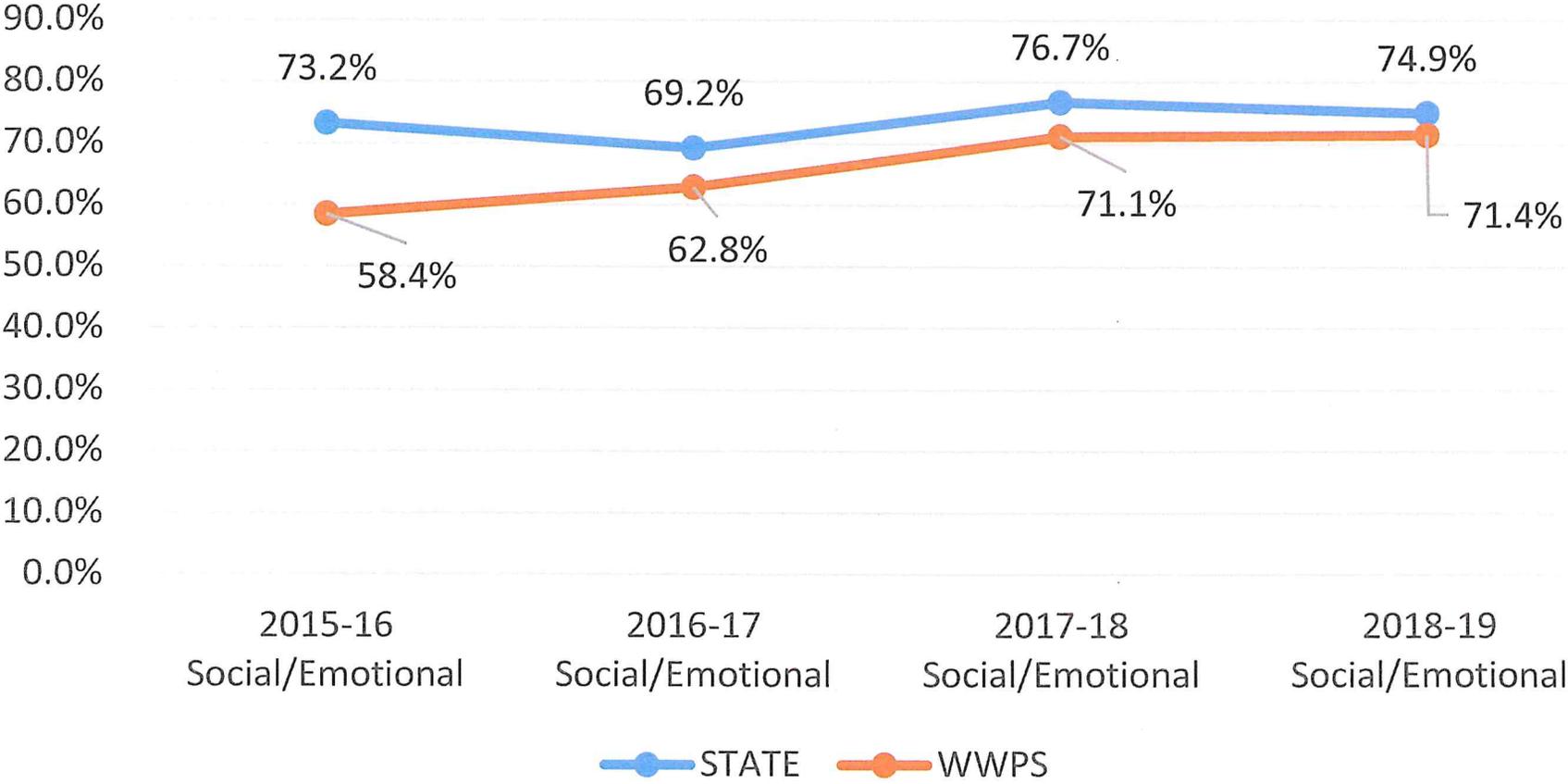
	Fall 15/16	Spring 15/16	Fall 16/17	Spring 16/17	Fall 17/18	Spring 17/18	Fall 18/19	Spring 18/19
Social-Emotional	60.6%	93.5%	68.5%	90.9%	66.4%	96.0%	53.1%	79.1%
Physical	86.4%	99.1%	89.3%	99.6%	93.7%	100.0%	87.7%	98.6%
Language	68.9%	96.3%	69.9%	92.9%	77.0%	94.2%	61.9%	87.2%
Cognitive	70.1%	97.7%	74.9%	94.7%	73.1%	99.1%	55.5%	91.5%
Literacy	60.9%	93.0%	50.4%	91.6%	53.6%	96.4%	47.6%	93.8%
Mathematics	28.0%	84.7%	33.5%	83.1%	33.6%	91.1%	37.6%	76.8%

■ Social-Emotional ■ Physical ■ Language ■ Cognitive ■ Literacy ■ Mathematics

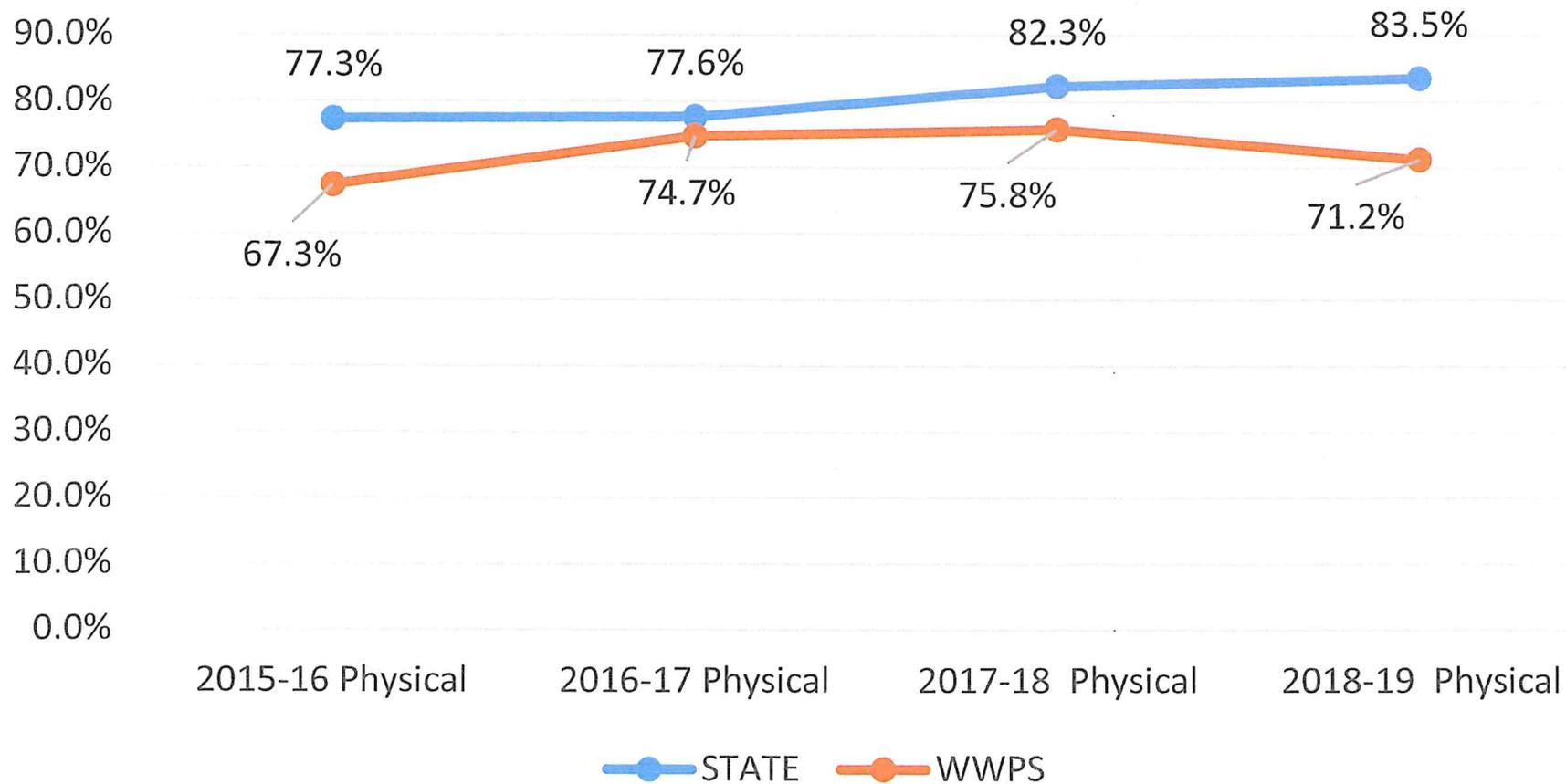
Percent of kindergarten students ready in all six areas of development and learning



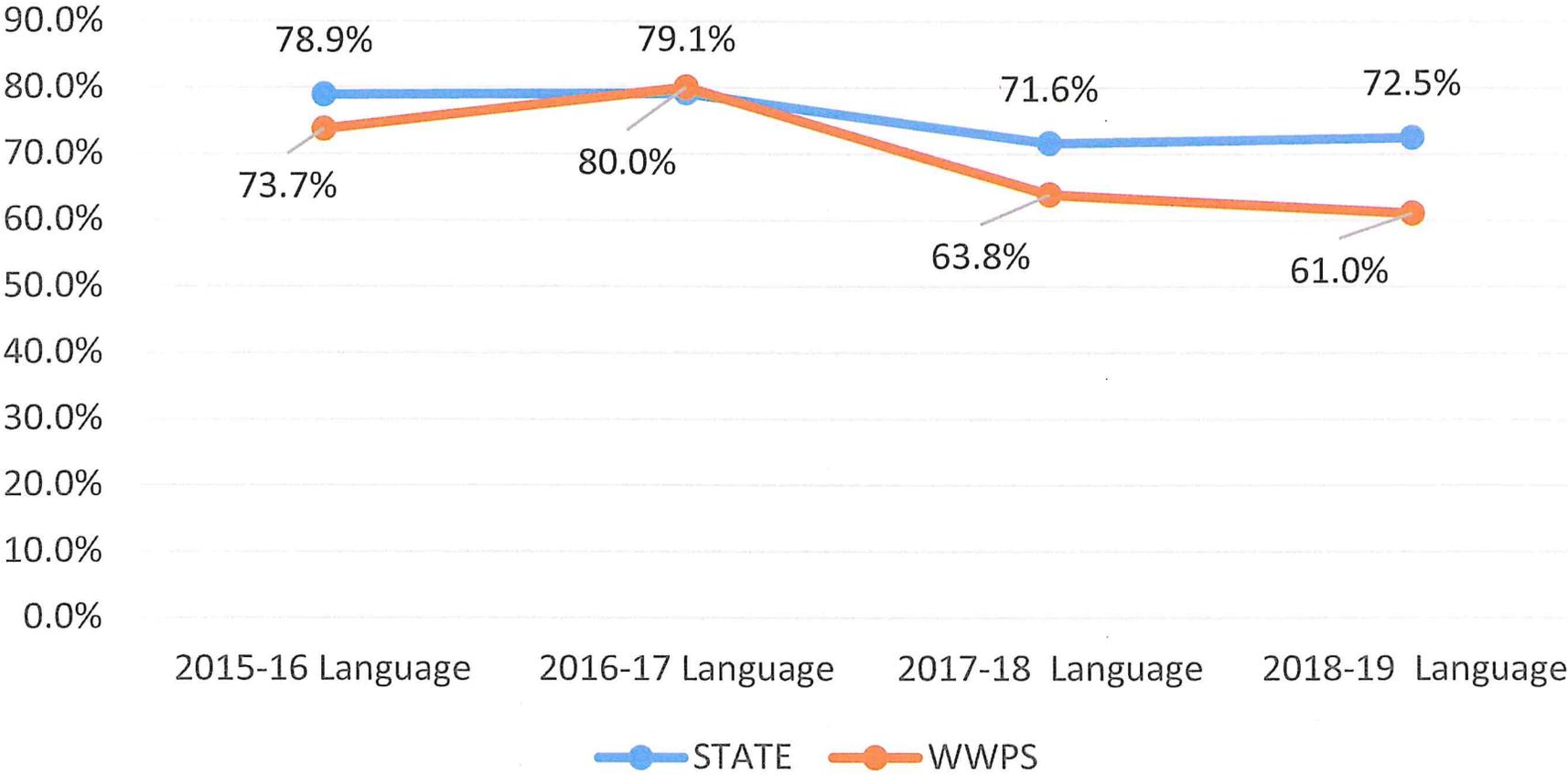
WaKids Social/Emotional



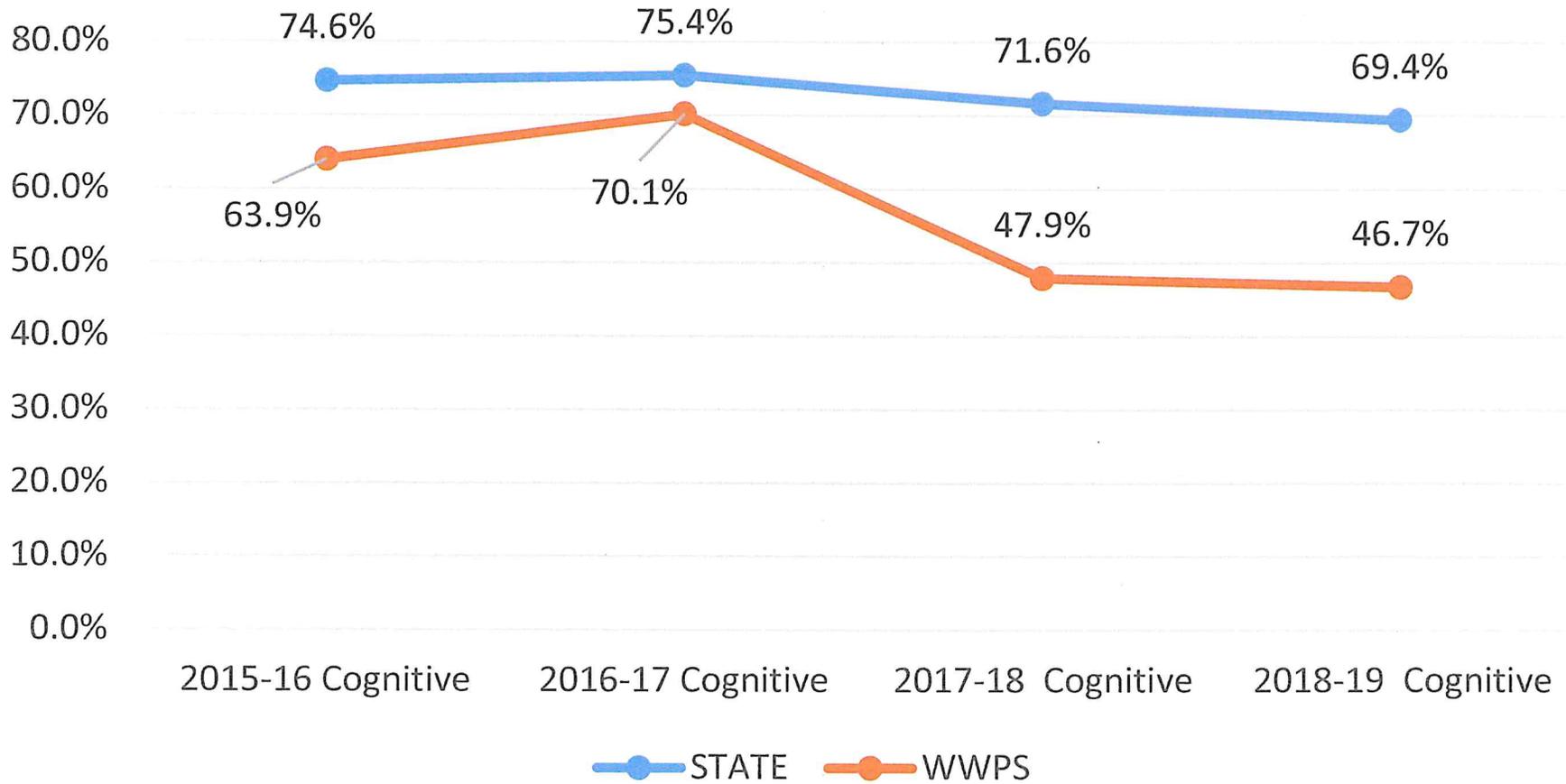
WaKids Physical



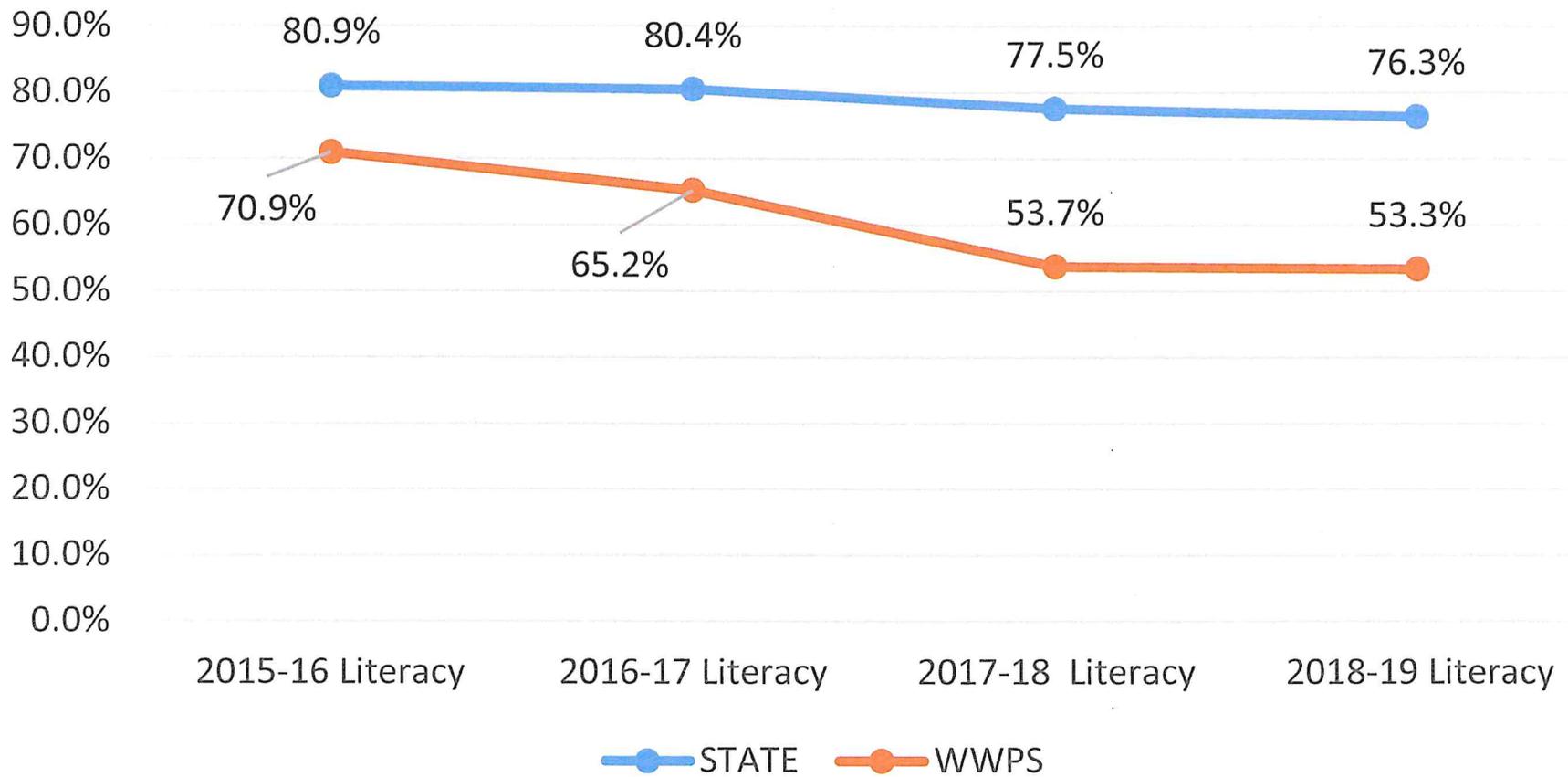
WaKids Language



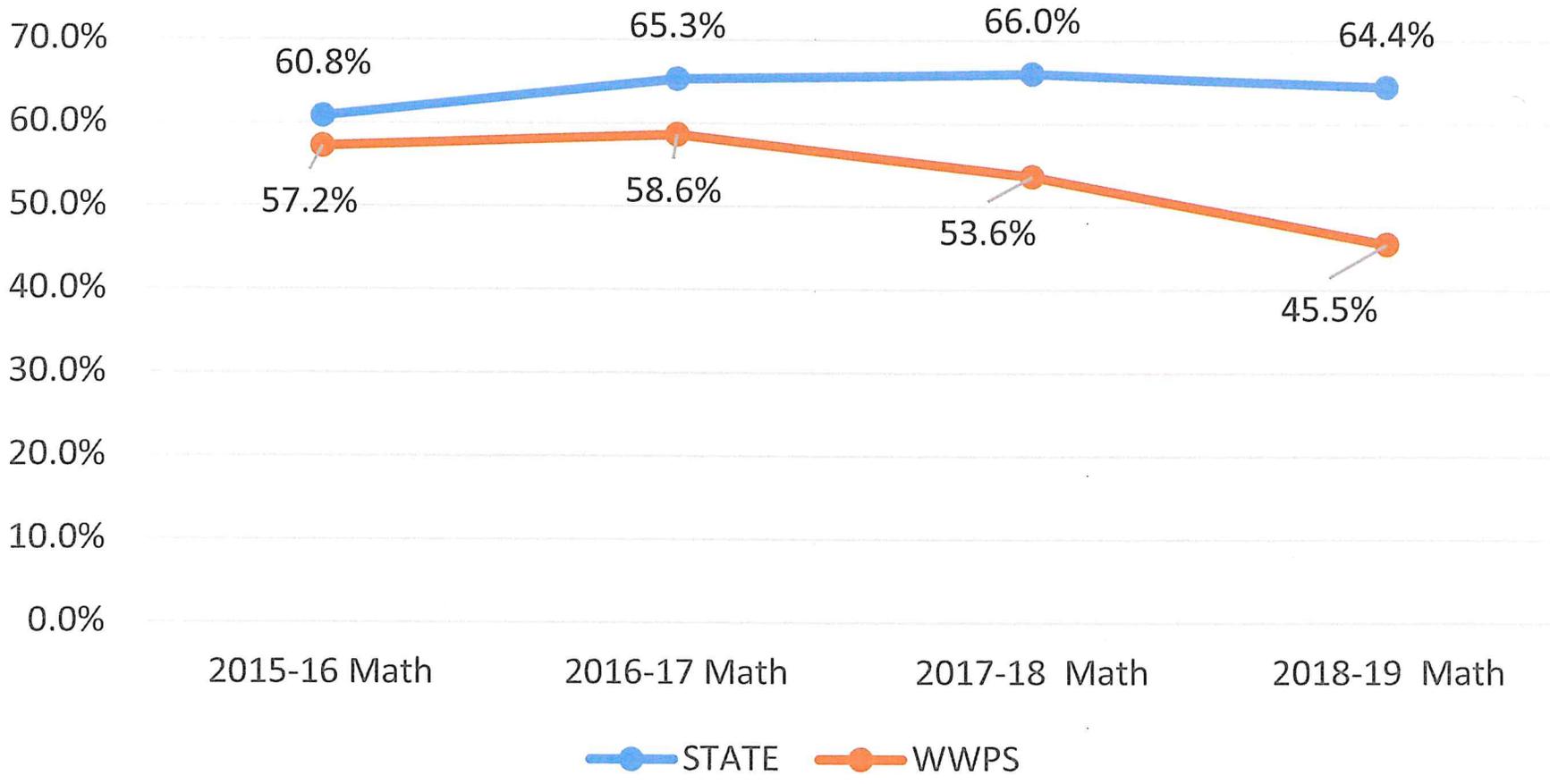
WaKids Cognitive



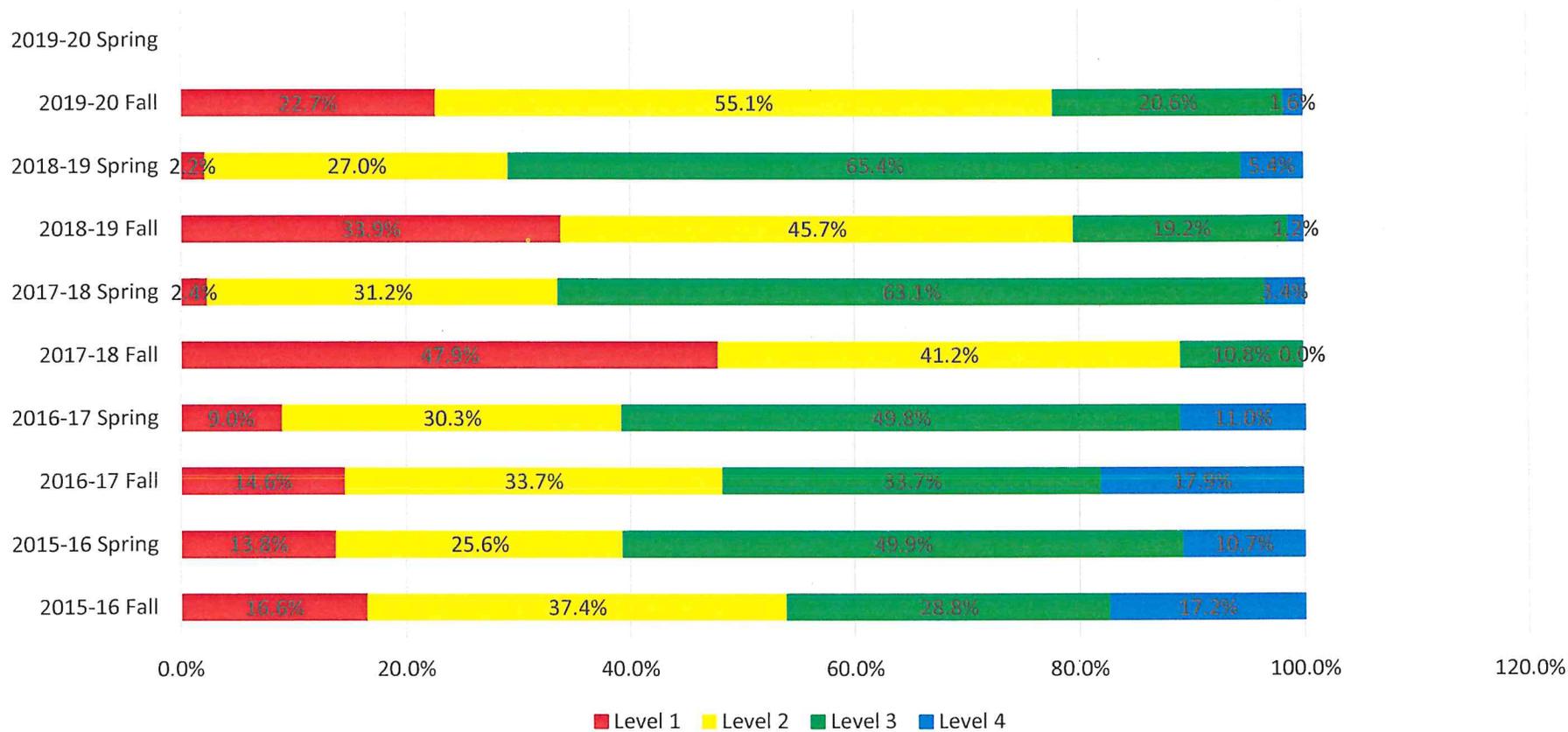
WaKids Literacy



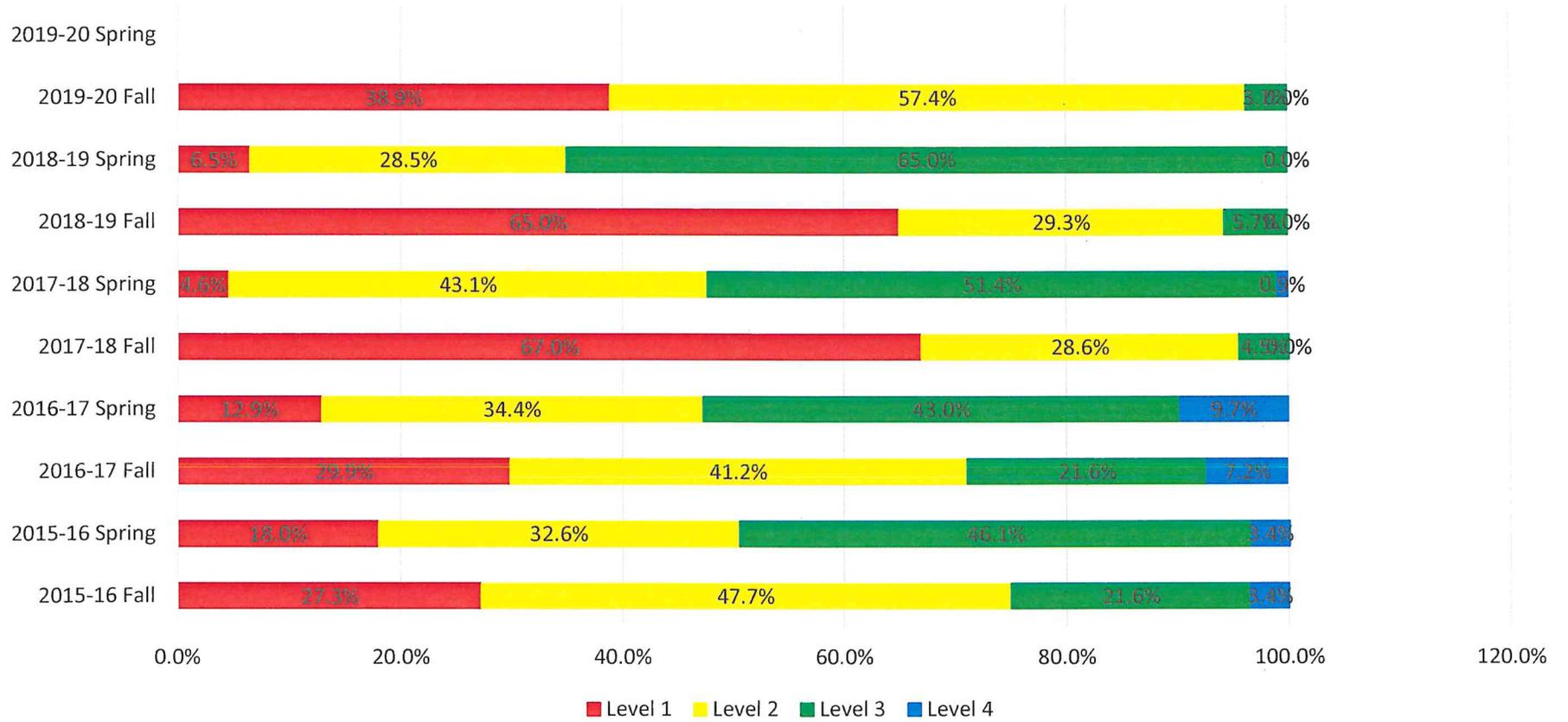
WaKids Math



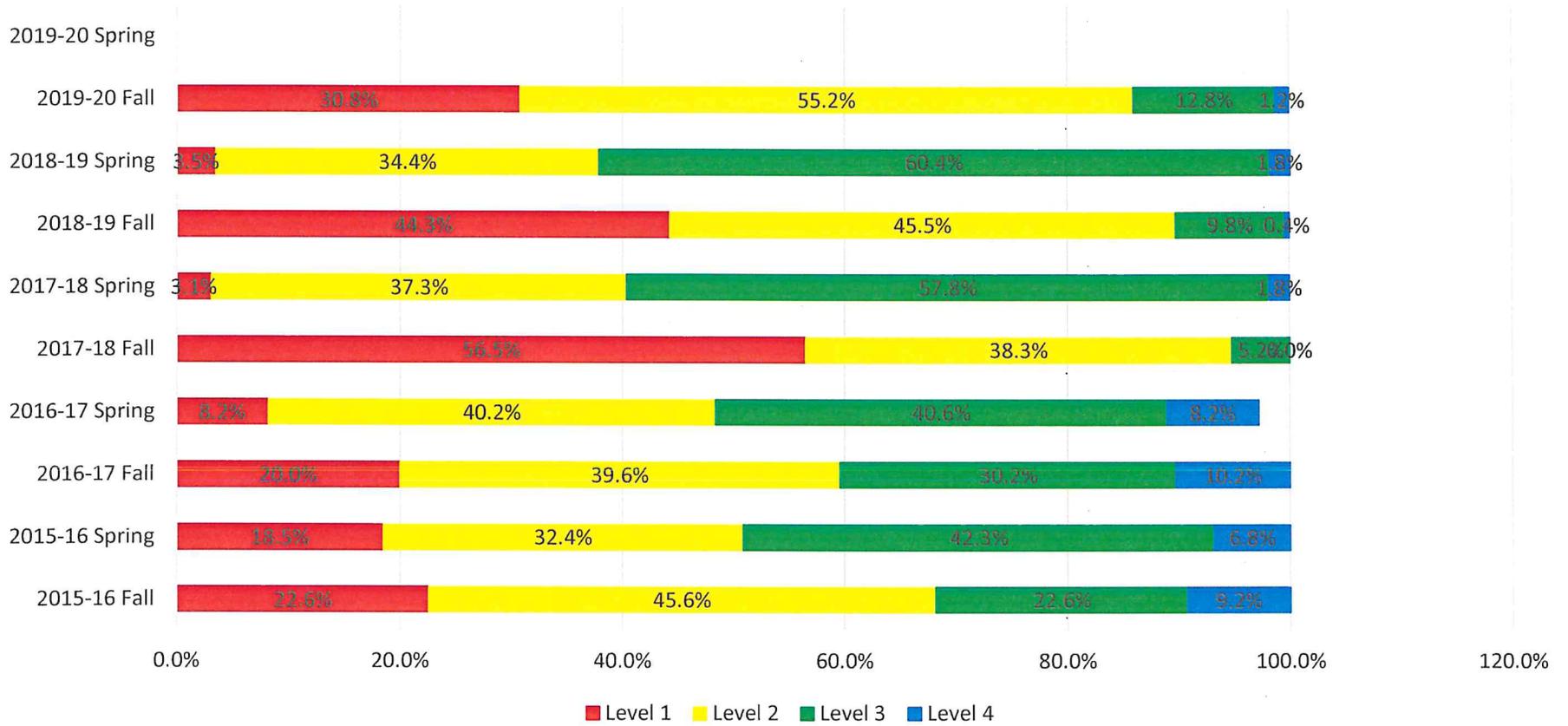
Kindergarten Math All Measures: Fall to Spring ALL



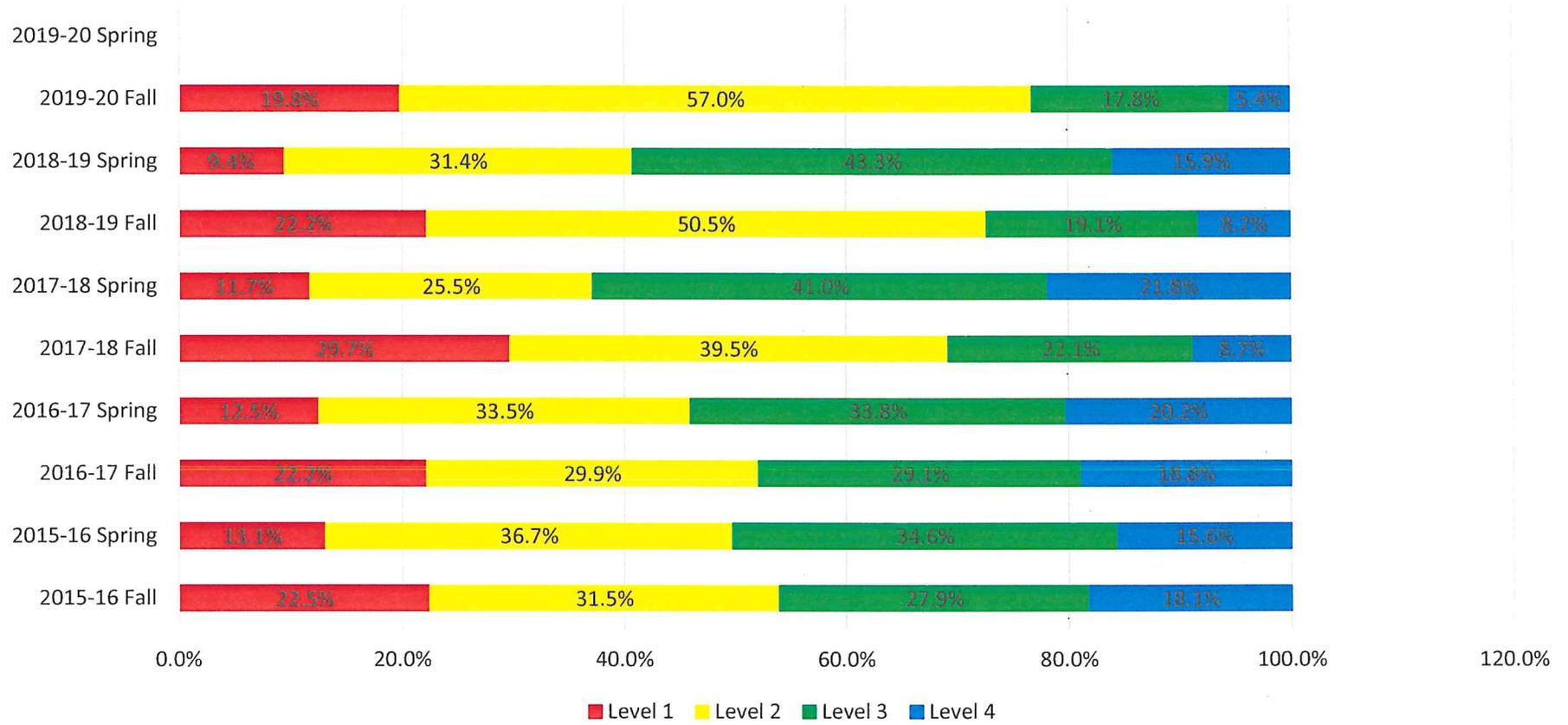
Kindergarten Math All Measures: Fall to Spring ELL



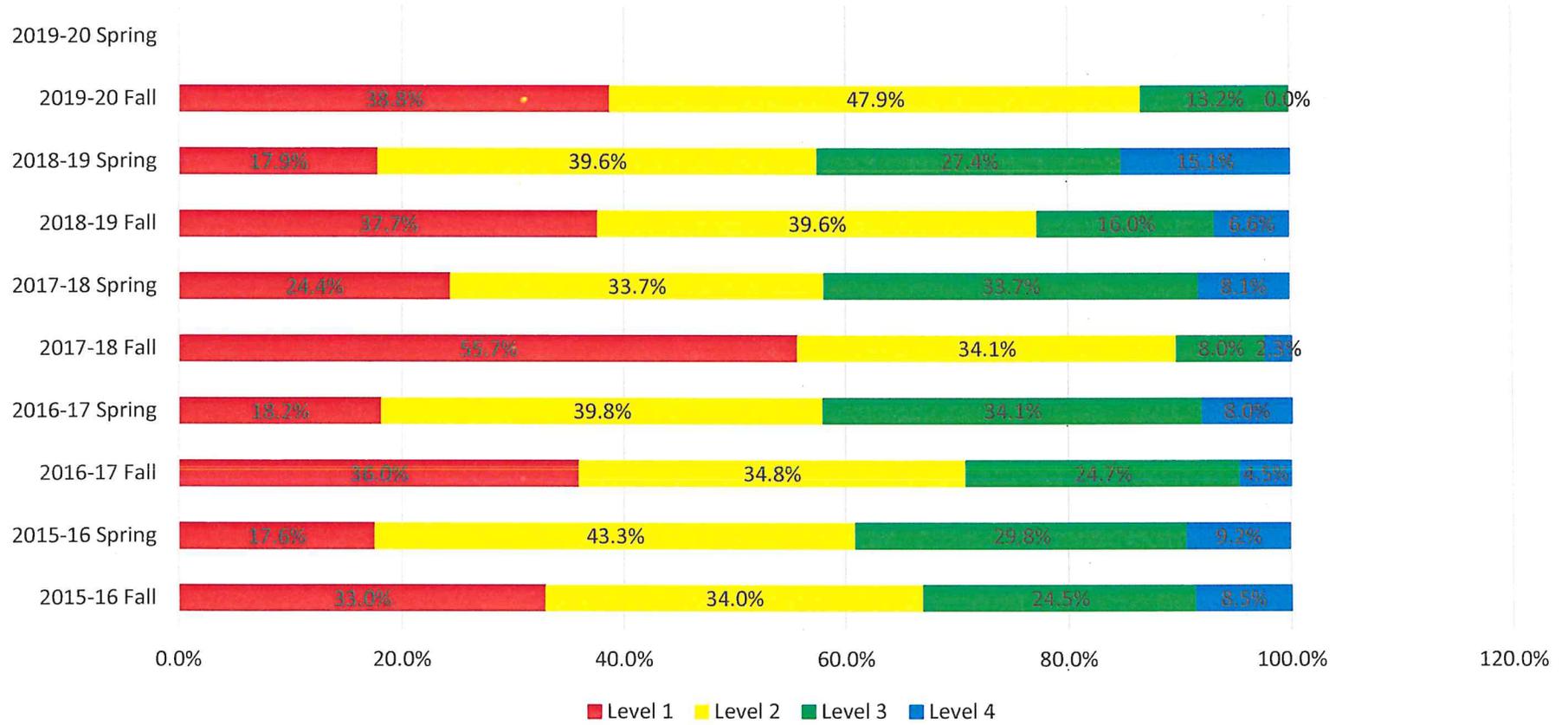
Kindergarten Math All Measures: Fall to Spring F/R



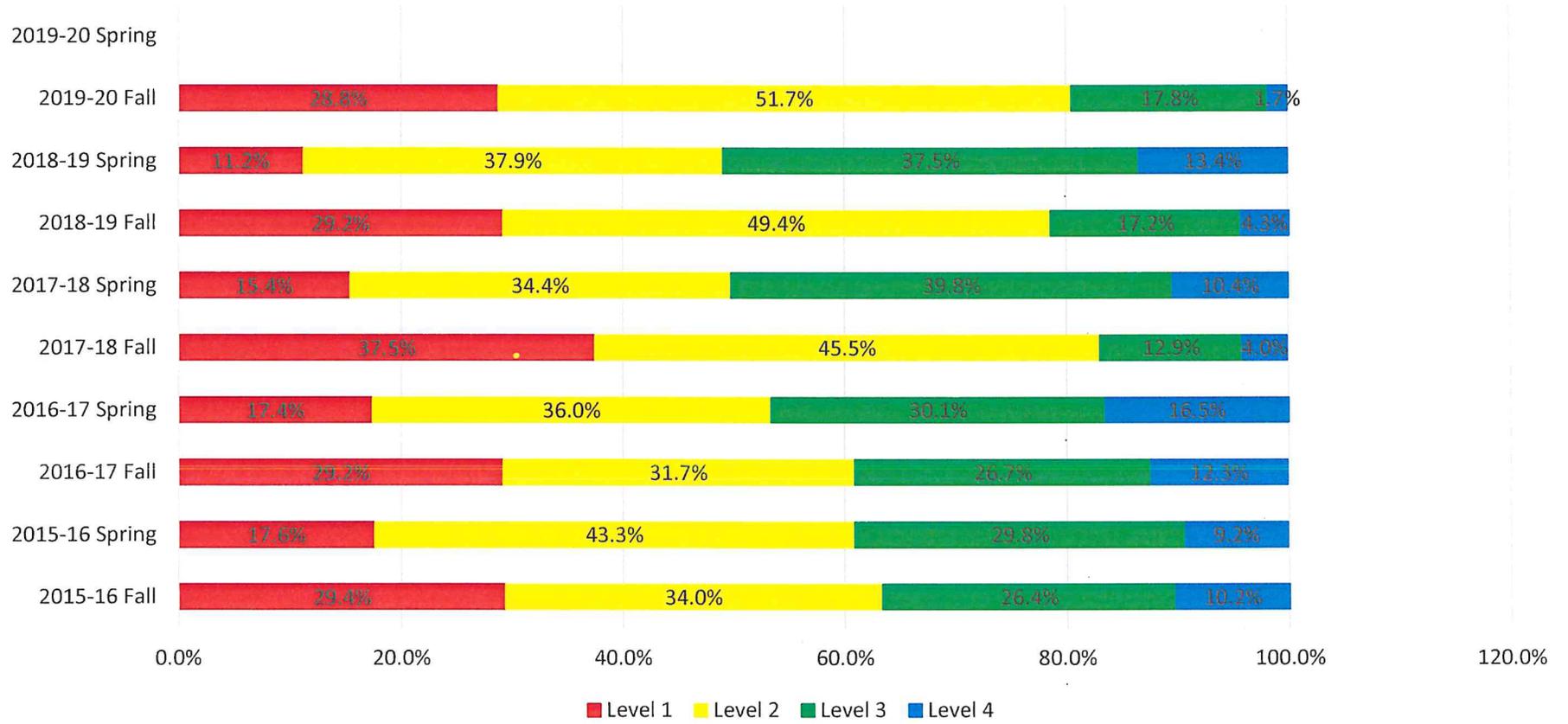
First Grade Math All Measures: Fall to Spring ALL



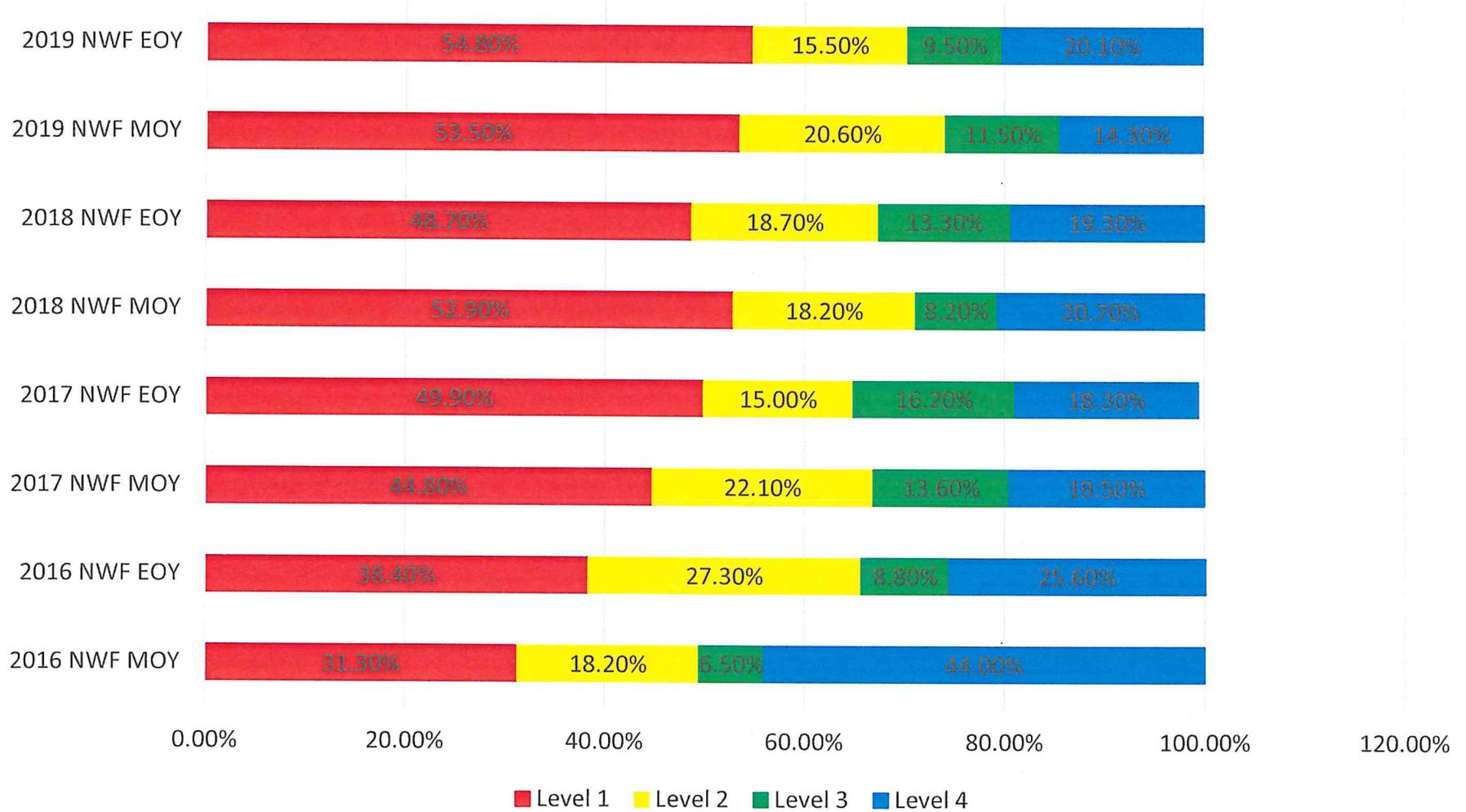
First Grade Math All Measures: Fall to Spring ELL



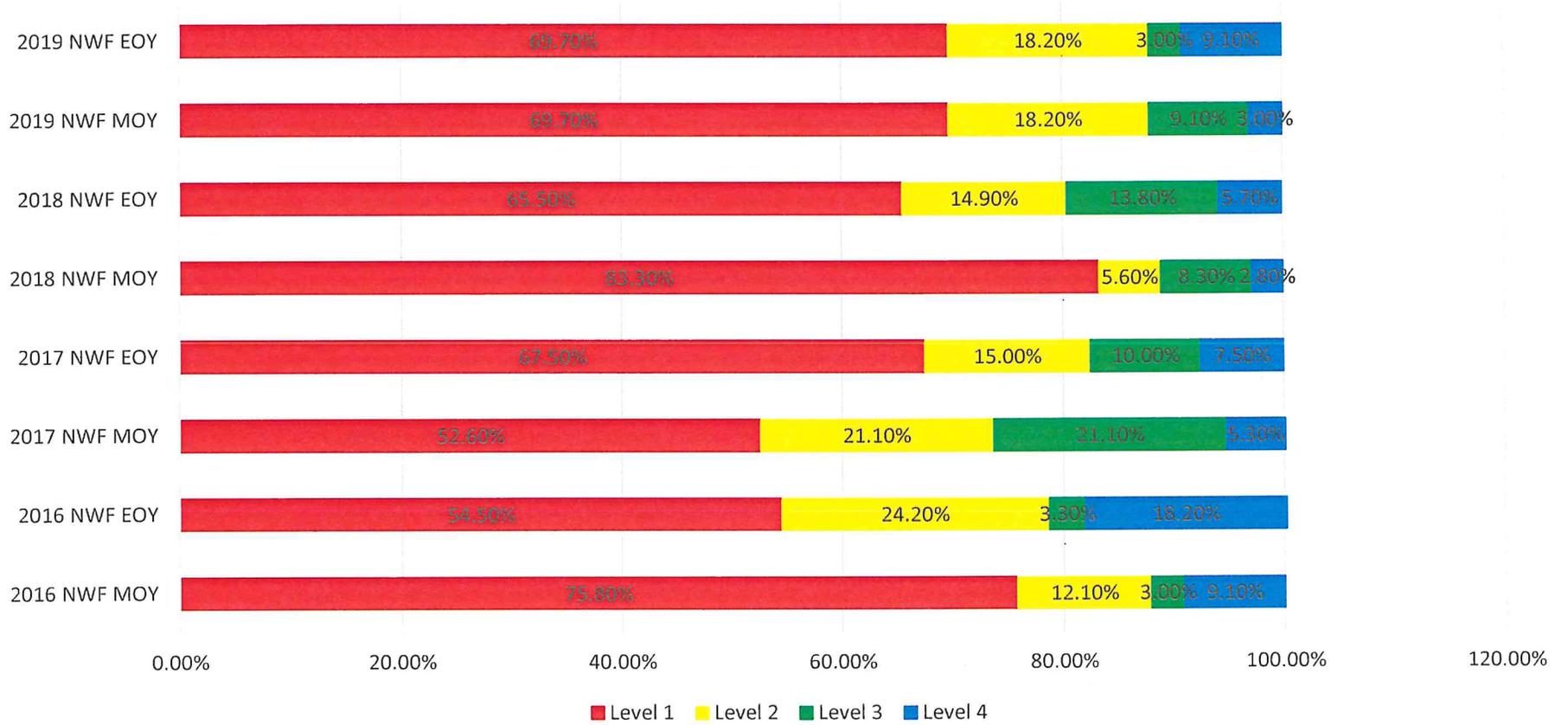
First Grade Math All Measures: Fall to Spring F/R



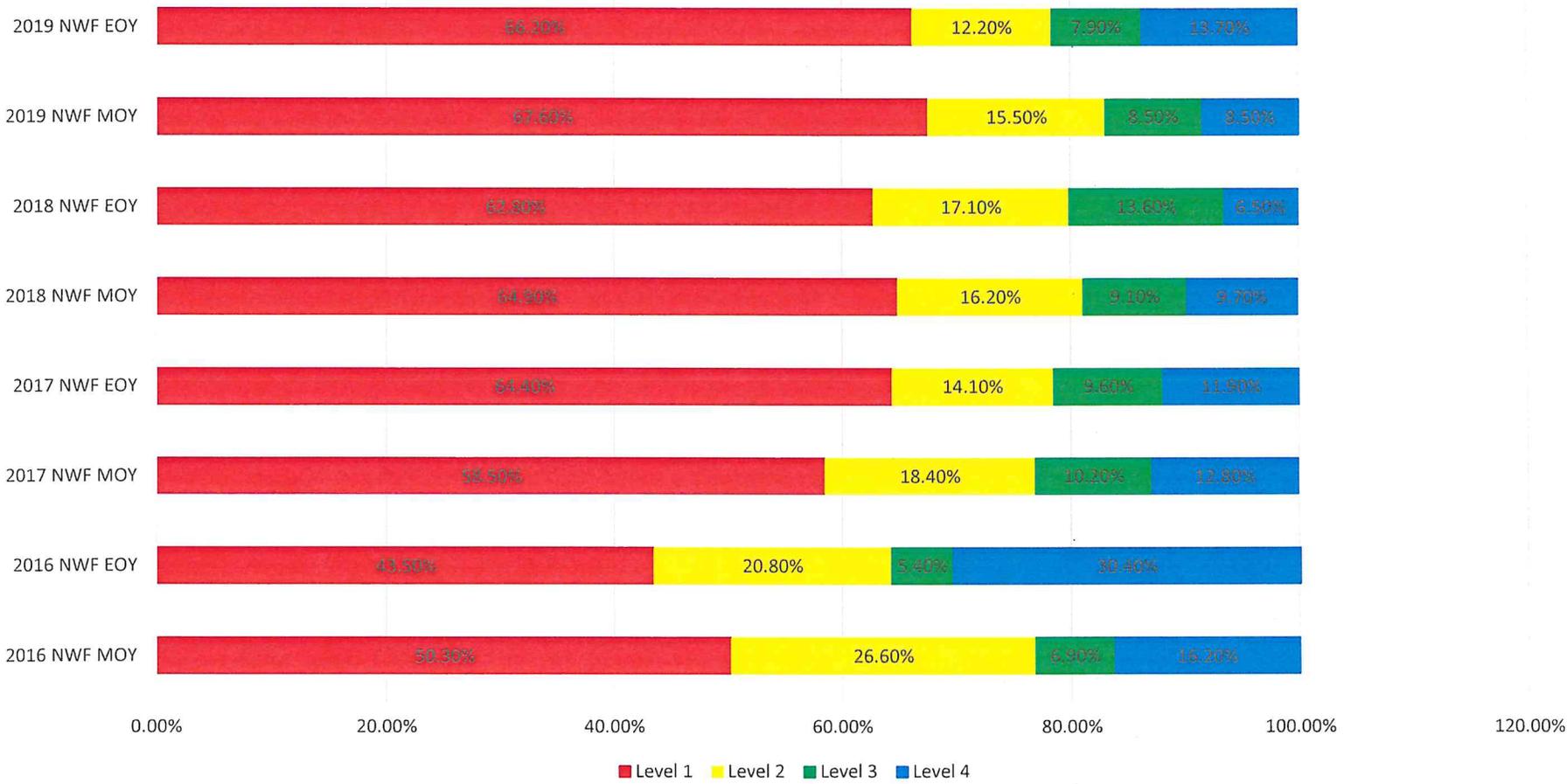
Kindergarten DIBELS - NWF (ALL)



Kindergarten DIBELS - NWF (ELL)

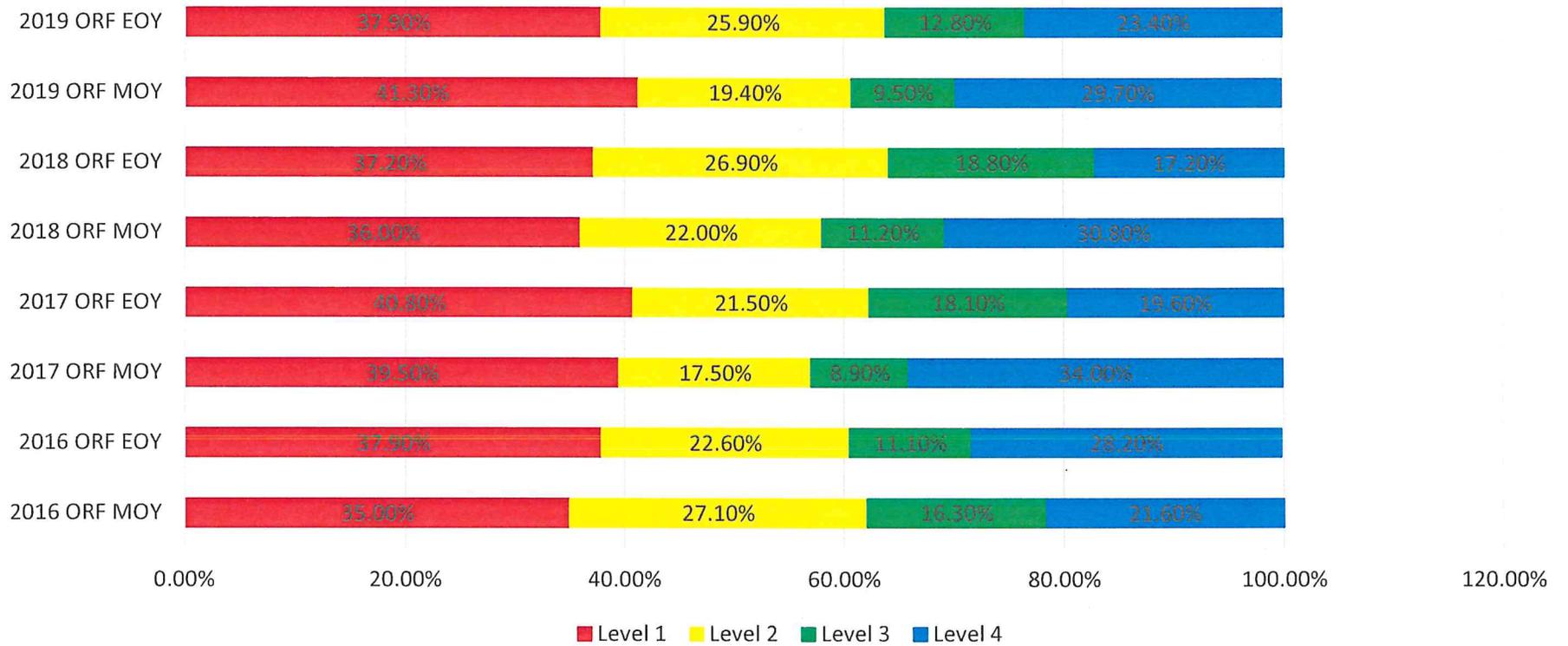


Kindergarten DIBELS - NWF (F/R)

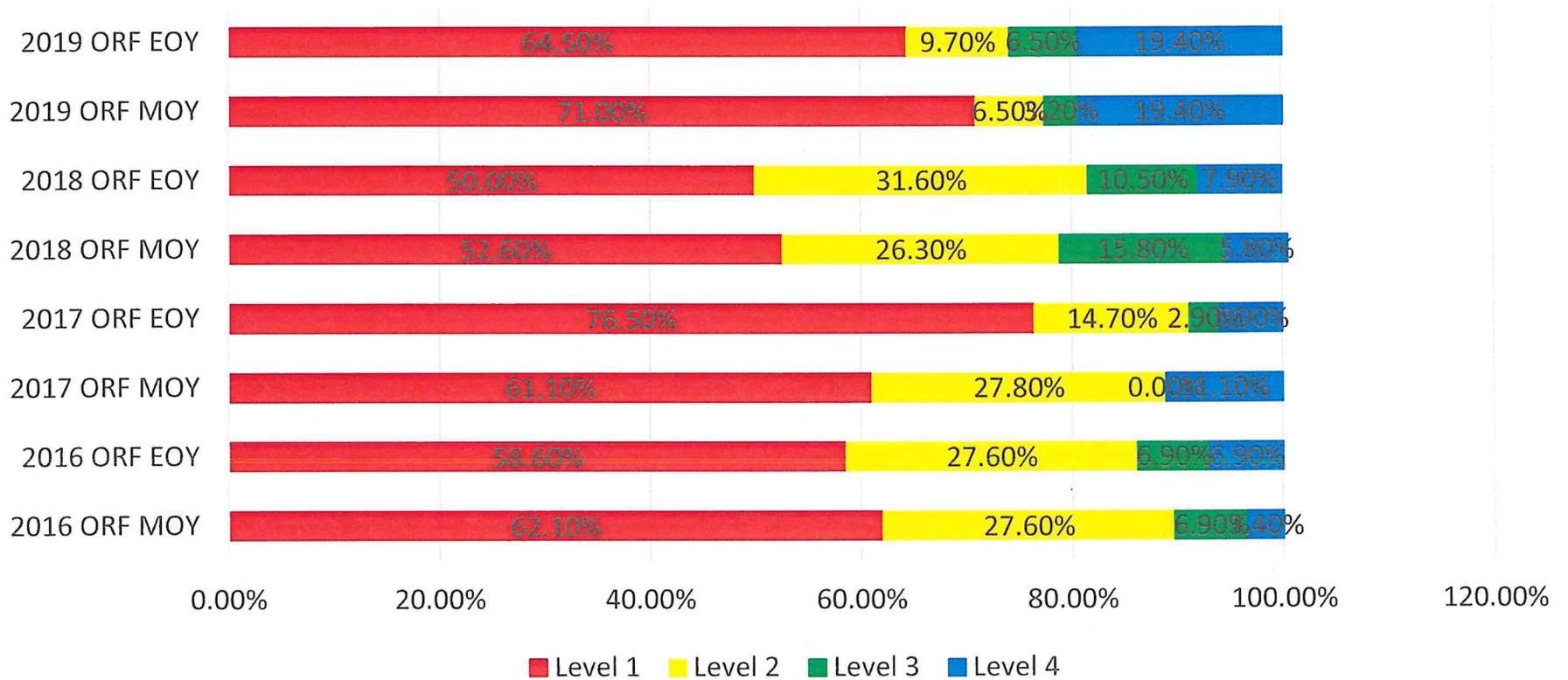


	2016	2016	2017	2017	2018	2018	2019	2019
ALL	246	248	308	345	280	353	286	283
Grade Level	2016 NWF MO`	2016 NWF EOY	2017 NWF MO`	2017 NWF EOY	2018 NWF MO`	2018 NWF EOY	2019 NWF MO`	2019 NWF EOY
Level 1	31.30%	38.40%	44.80%	49.90%	52.90%	48.70%	53.50%	54.80%
Level 2	18.20%	27.30%	22.10%	15.00%	18.20%	18.70%	20.60%	15.50%
Level 3	6.50%	8.80%	13.60%	16.20%	8.20%	13.30%	11.50%	9.50%
Level 4	44.00%	25.60%	19.50%	18.30%	20.70%	19.30%	14.30%	20.10%
	2016	2016	2017	2017	2018	2018	2019	2019
ELL	98		18	40	36	87	33	33
Grade Level	2016 NWF MO`	2016 NWF EOY	2017 NWF MO`	2017 NWF EOY	2018 NWF MO`	2018 NWF EOY	2019 NWF MO`	2019 NWF EOY
Level 1	75.80%	54.50%	52.60%	67.50%	83.30%	65.50%	69.70%	69.70%
Level 2	12.10%	24.20%	21.10%	15.00%	5.60%	14.90%	18.20%	18.20%
Level 3	3.00%	3.30%	21.10%	10.00%	8.30%	13.80%	9.10%	3.00%
Level 4	9.10%	18.20%	5.30%	7.50%	2.80%	5.70%	3.00%	9.10%
	2016	2016	2017	2017	2018	2018	2019	2019
F/R	281		147	177	1545	199	142	139
Grade Level	2016 NWF MO`	2016 NWF EOY	2017 NWF MO`	2017 NWF EOY	2018 NWF MO`	2018 NWF EOY	2019 NWF MO`	2019 NWF EOY
Level 1	50.30%	43.50%	58.50%	64.40%	64.90%	62.80%	67.60%	66.20%
Level 2	26.60%	20.80%	18.40%	14.10%	16.20%	17.10%	15.50%	12.20%
Level 3	6.90%	5.40%	10.20%	9.60%	9.10%	13.60%	8.50%	7.90%
Level 4	16.20%	30.40%	12.80%	11.90%	9.70%	6.50%	8.50%	13.70%

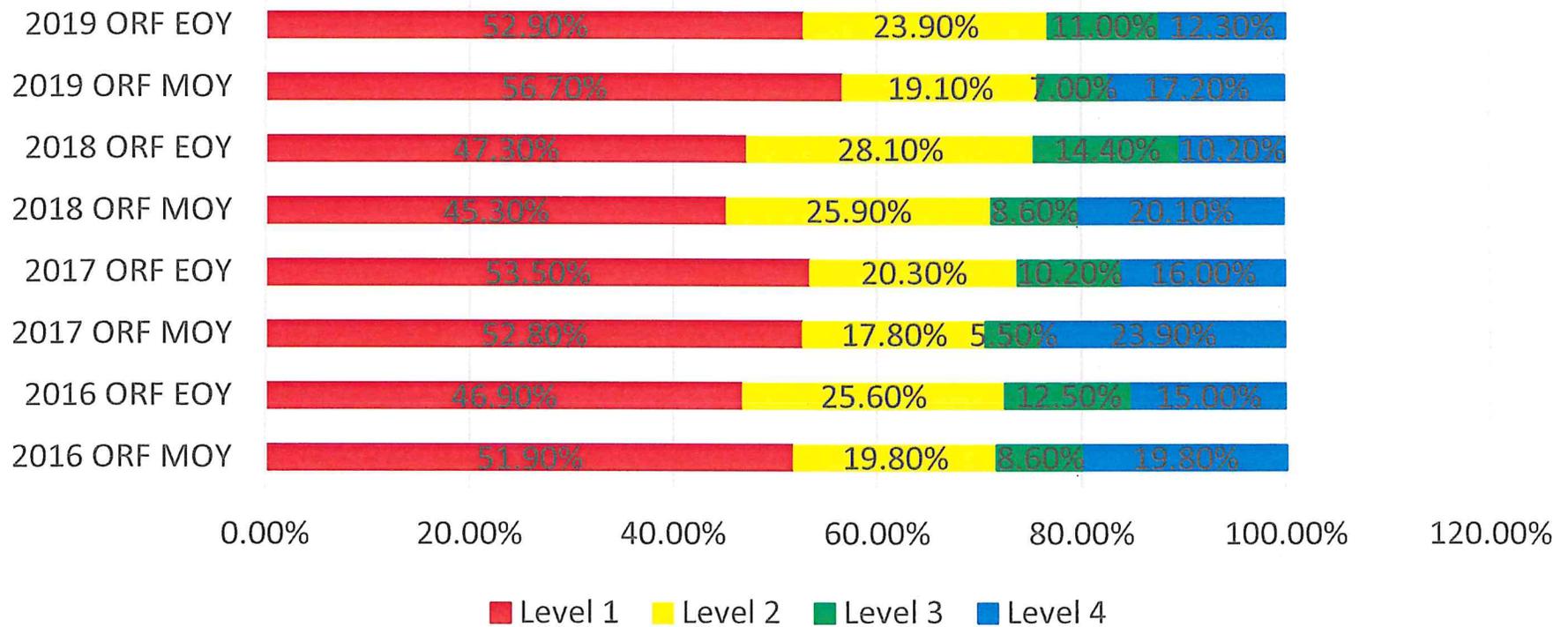
1st Grade DIBELS - ORF (ALL)



1st Grade DIBELS - ORF (ELL)

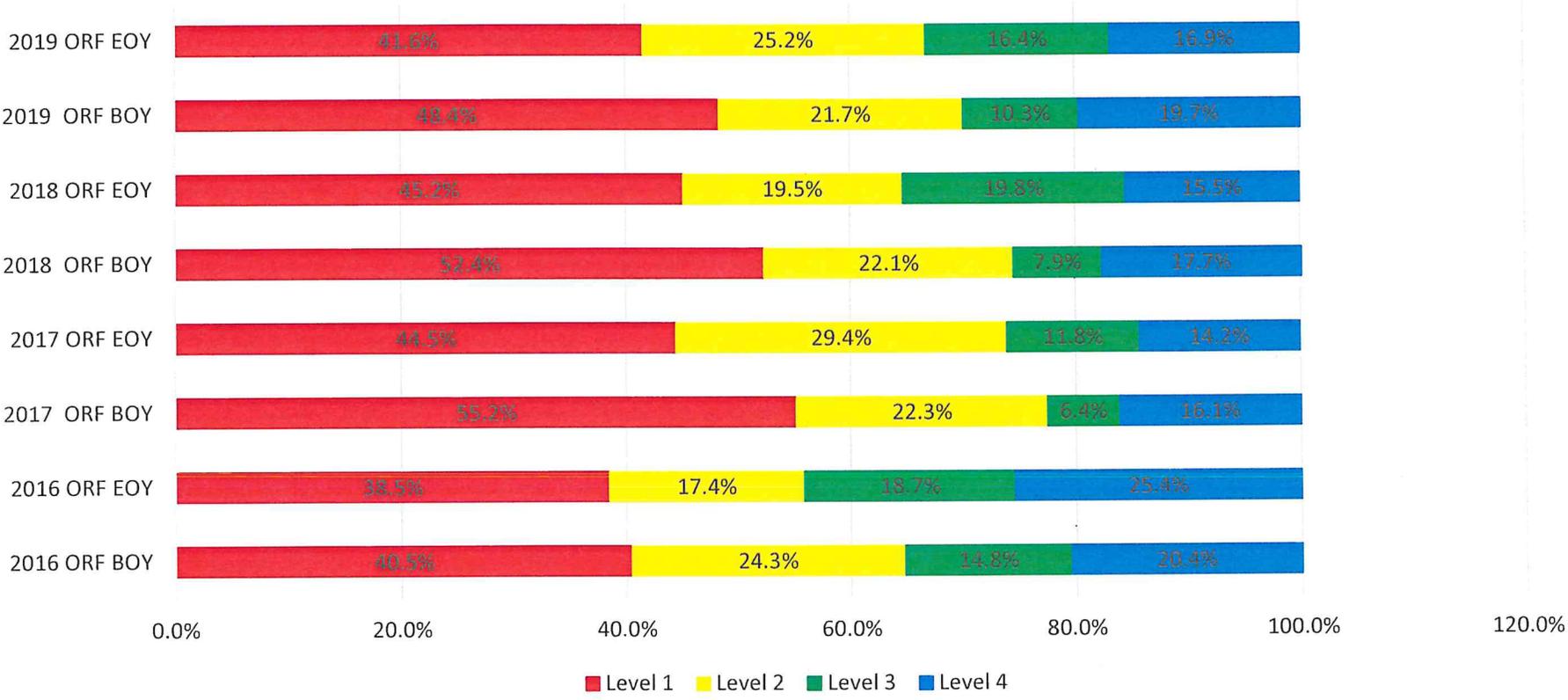


1st Grade DIBELS - ORF (F/R)

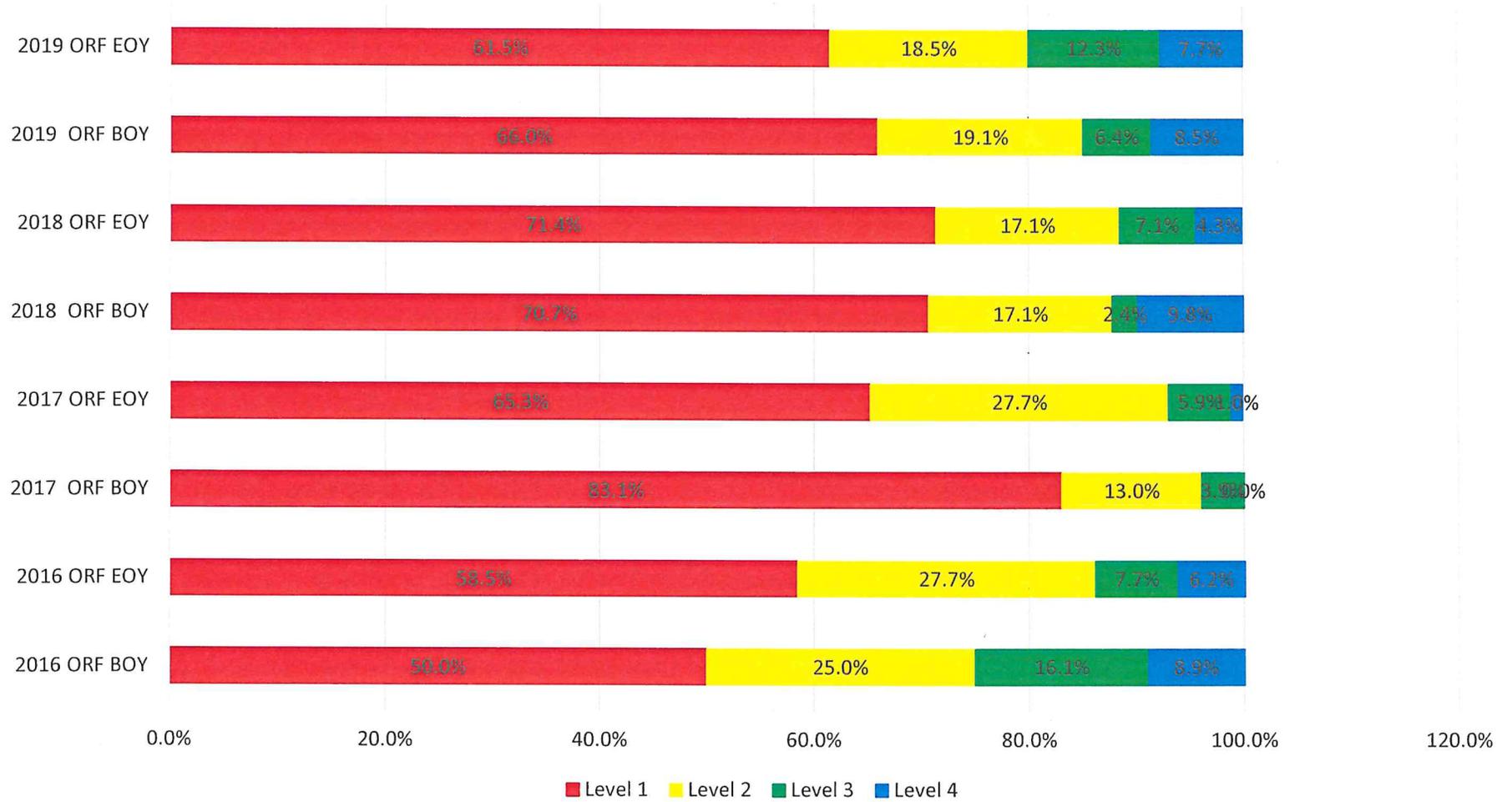


	2016	2016	2017	2017	2018	2018	2019	2019
ALL	246	247	291	321	286	320	283	282
Grade Level	2016 ORF MOY	2016 ORF EOY	2017 ORF MOY	2017 ORF EOY	2018 ORF MOY	2018 ORF EOY	2019 ORF MOY	2019 ORF EOY
Level 1	35.00%	37.90%	39.50%	40.80%	36.00%	37.20%	41.30%	37.90%
Level 2	27.10%	22.60%	17.50%	21.50%	22.00%	26.90%	19.40%	25.90%
Level 3	16.30%	11.10%	8.90%	18.10%	11.20%	18.80%	9.50%	12.80%
Level 4	21.60%	28.20%	34.00%	19.60%	30.80%	17.20%	29.70%	23.40%
	2016	2016	2017	2017	2018	2018	2019	2019
ELL	117		18	34	19	38	31	31
Grade Level	2016 ORF MOY	2016 ORF EOY	2017 ORF MOY	2017 ORF EOY	2018 ORF MOY	2018 ORF EOY	2019 ORF MOY	2019 ORF EOY
Level 1	62.10%	58.60%	61.10%	76.50%	52.60%	50.00%	71.00%	64.50%
Level 2	27.60%	27.60%	27.80%	14.70%	26.30%	31.60%	6.50%	9.70%
Level 3	6.90%	6.90%	0.00%	2.90%	15.80%	10.50%	3.20%	6.50%
Level 4	3.40%	6.90%	11.10%	5.90%	5.80%	7.90%	19.40%	19.40%
	2016	2016	2017	2017	2018	2018	2019	2019
F/R	300		163	187	139	167	157	155
Grade Level	2016 ORF MOY	2016 ORF EOY	2017 ORF MOY	2017 ORF EOY	2018 ORF MOY	2018 ORF EOY	2019 ORF MOY	2019 ORF EOY
Level 1	51.90%	46.90%	52.80%	53.50%	45.30%	47.30%	56.70%	52.90%
Level 2	19.80%	25.60%	17.80%	20.30%	25.90%	28.10%	19.10%	23.90%
Level 3	8.60%	12.50%	5.50%	10.20%	8.60%	14.40%	7.00%	11.00%
Level 4	19.80%	15.00%	23.90%	16.00%	20.10%	10.20%	17.20%	12.30%

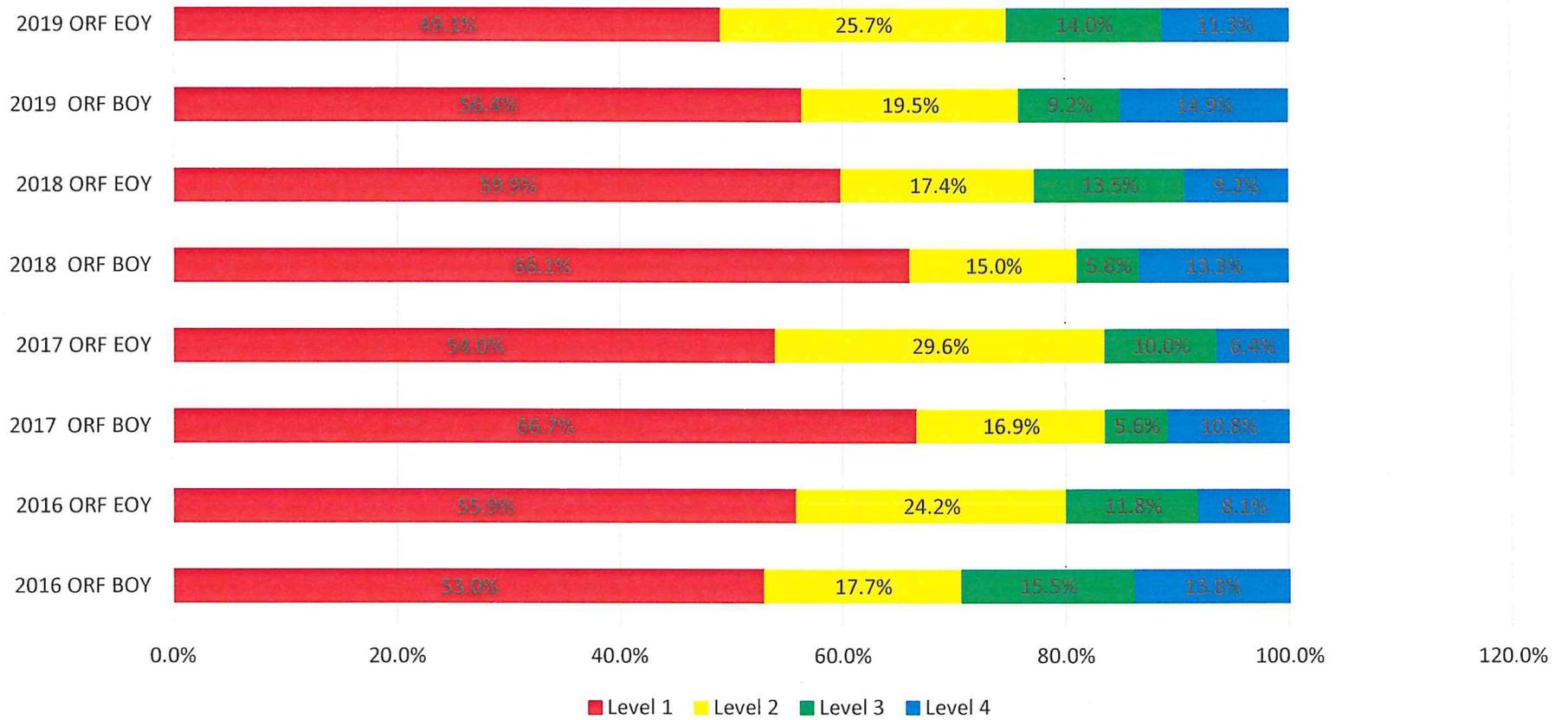
2nd Grade DIBELS - ORF (ALL)



2nd Grade DIBELS - ORF (ELL)

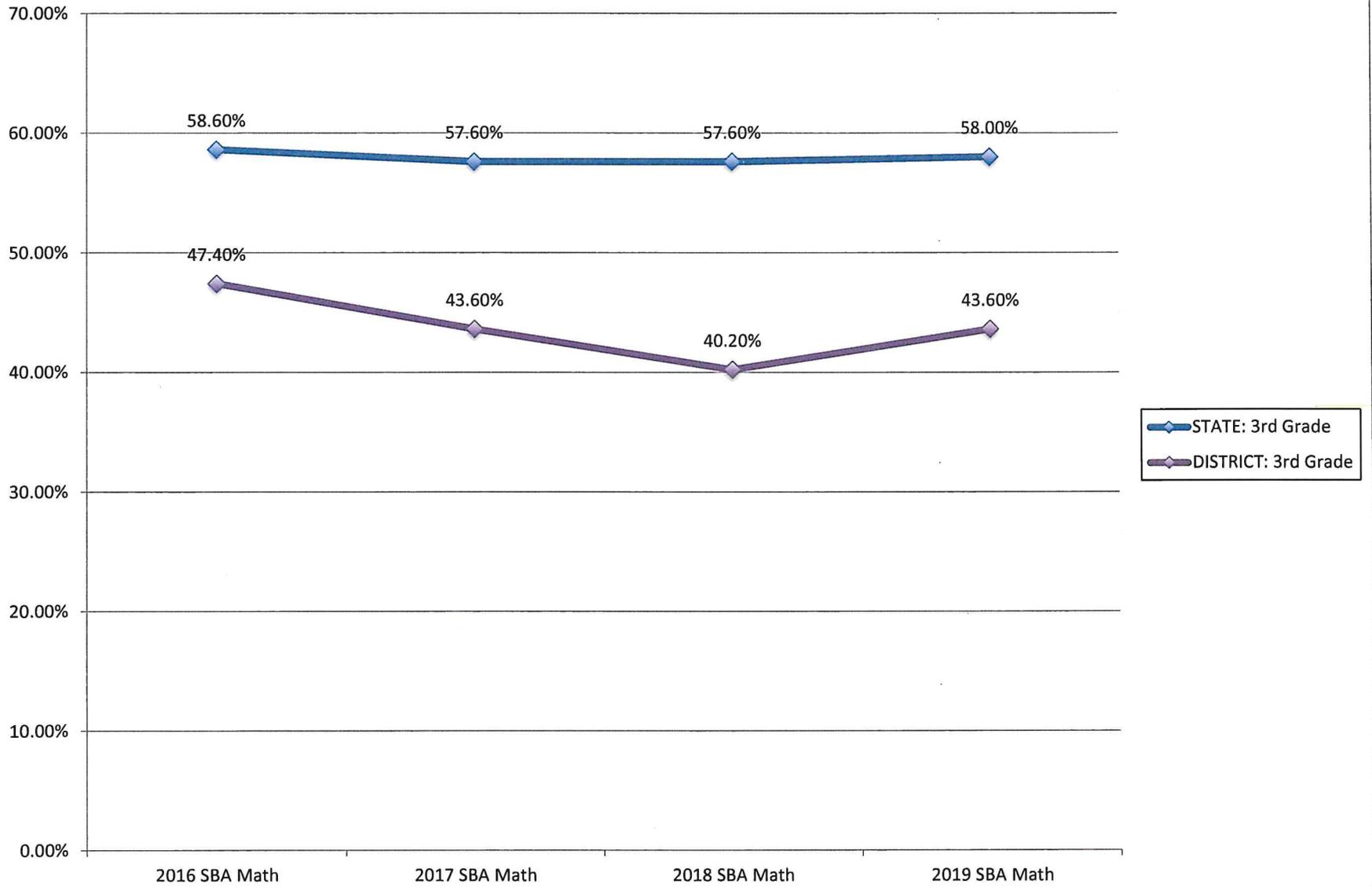


2nd Grade DIBELS - ORF (F/R)

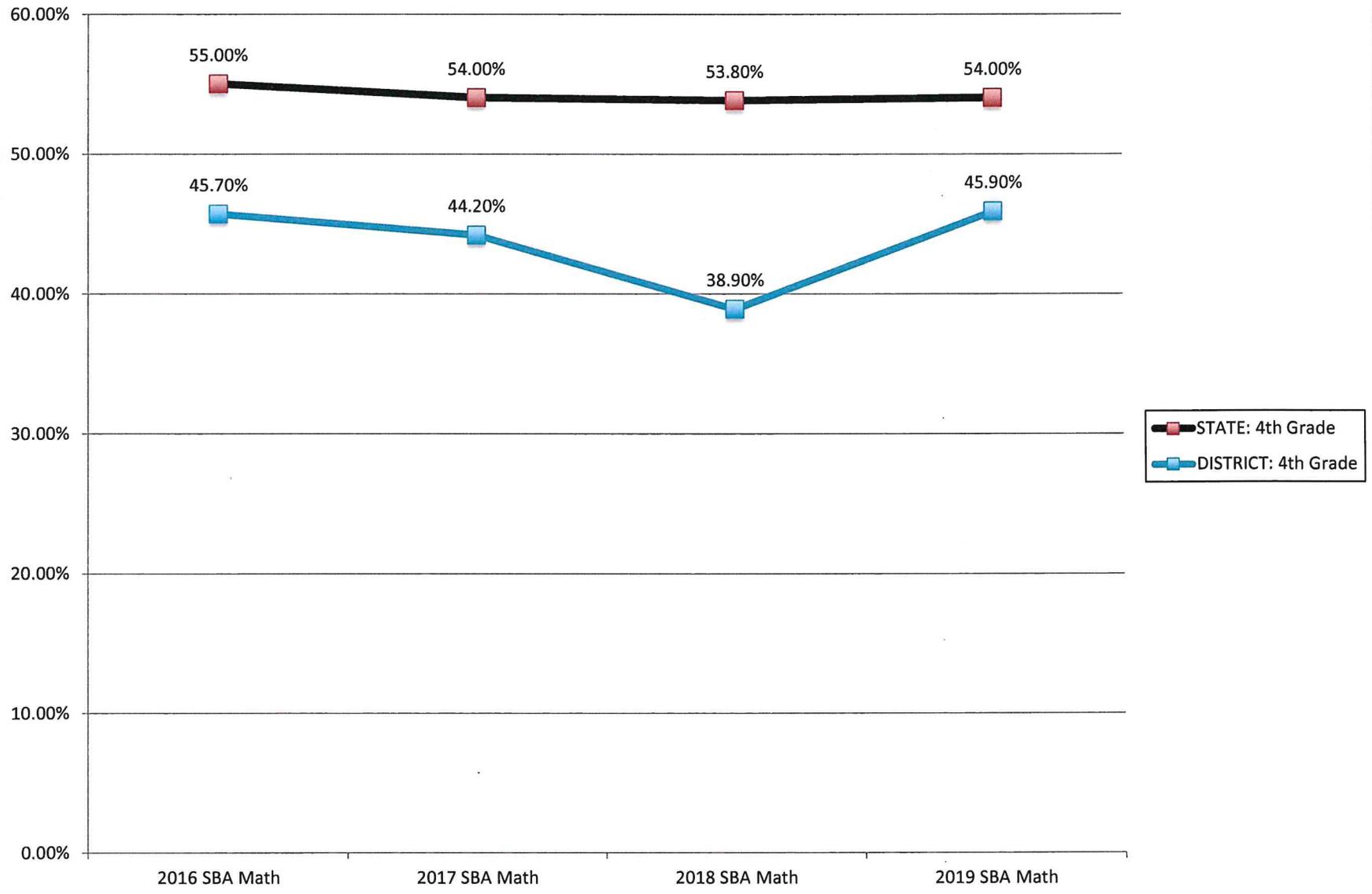


	2016	2016	2017	2017	2018	2018	2019	2019
ALL	299	347	404	422	317	354	351	385
Grade Level	2016 ORF BOY	2016 ORF EOY	2017 ORF BOY	2017 ORF EOY	2018 ORF BOY	2018 ORF EOY	2019 ORF BOY	2019 ORF EOY
Level 1	40.5%	38.5%	55.2%	44.5%	52.4%	45.2%	48.4%	41.6%
Level 2	24.3%	17.4%	22.3%	29.4%	22.1%	19.5%	21.7%	25.2%
Level 3	14.8%	18.7%	6.4%	11.8%	7.9%	19.8%	10.3%	16.4%
Level 4	20.4%	25.4%	16.1%	14.2%	17.7%	15.5%	19.7%	16.9%
	2016	2016	2017	2017	2018	2018	2019	2019
ELL	108		77	101	41	70	47	65
Grade Level	2016 ORF BOY	2016 ORF EOY	2017 ORF BOY	2017 ORF EOY	2018 ORF BOY	2018 ORF EOY	2019 ORF BOY	2019 ORF EOY
Level 1	50.0%	58.5%	83.1%	65.3%	70.7%	71.4%	66.0%	61.5%
Level 2	25.0%	27.7%	13.0%	27.7%	17.1%	17.1%	19.1%	18.5%
Level 3	16.1%	7.7%	3.9%	5.9%	2.4%	7.1%	6.4%	12.3%
Level 4	8.9%	6.2%	0.0%	1.0%	9.8%	4.3%	8.5%	7.7%
	2016	2016	2017	2017	2018	2018	2019	2019
F/R	306		231	250	180	207	195	222
Grade Level	2016 ORF BOY	2016 ORF EOY	2017 ORF BOY	2017 ORF EOY	2018 ORF BOY	2018 ORF EOY	2019 ORF BOY	2019 ORF EOY
Level 1	53.0%	55.9%	66.7%	54.0%	66.1%	59.9%	56.4%	49.1%
Level 2	17.7%	24.2%	16.9%	29.6%	15.0%	17.4%	19.5%	25.7%
Level 3	15.5%	11.8%	5.6%	10.0%	5.6%	13.5%	9.2%	14.0%
Level 4	13.8%	8.1%	10.8%	6.4%	13.3%	9.2%	14.9%	11.3%

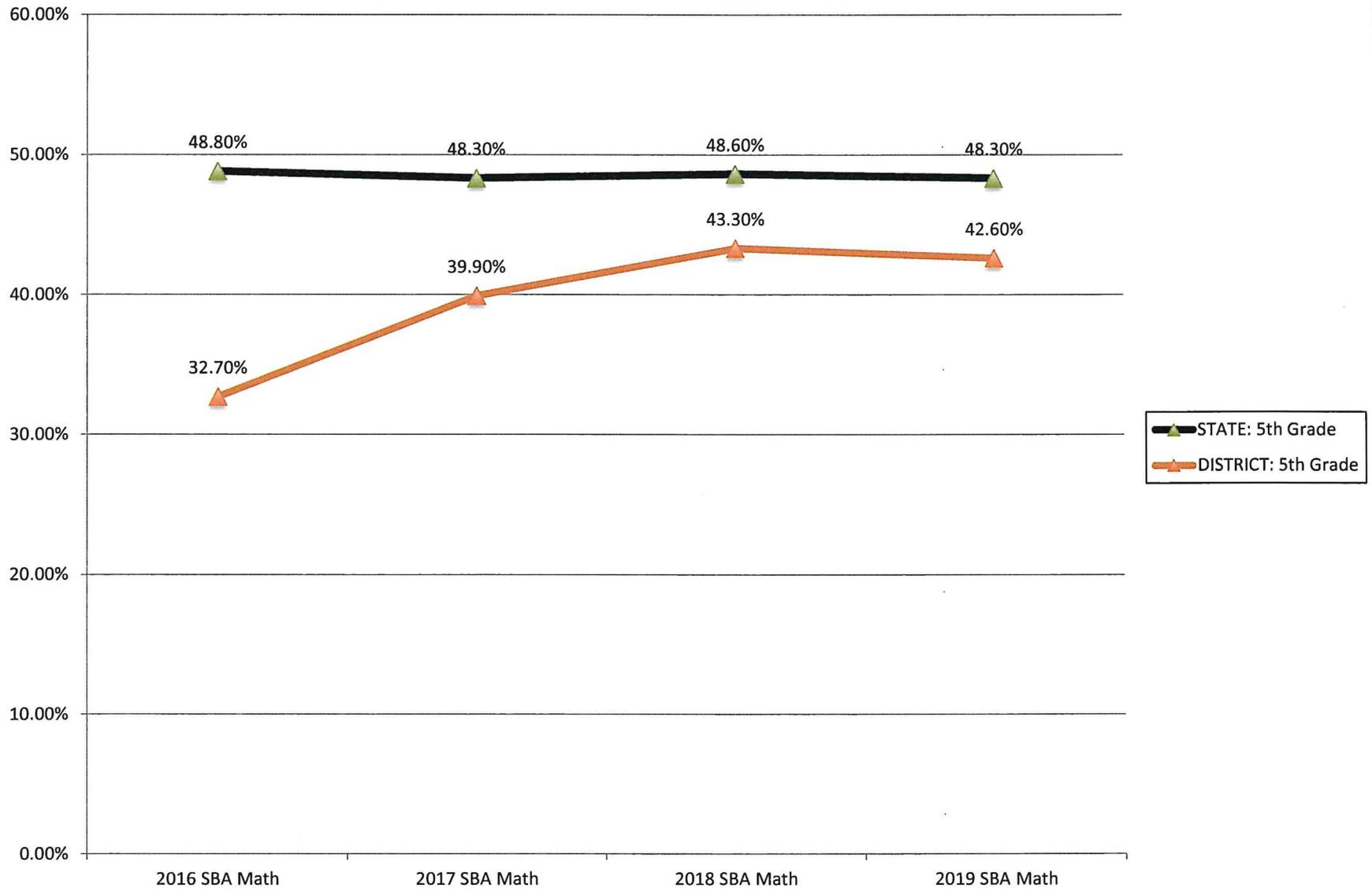
Percent Meeting Math Standard



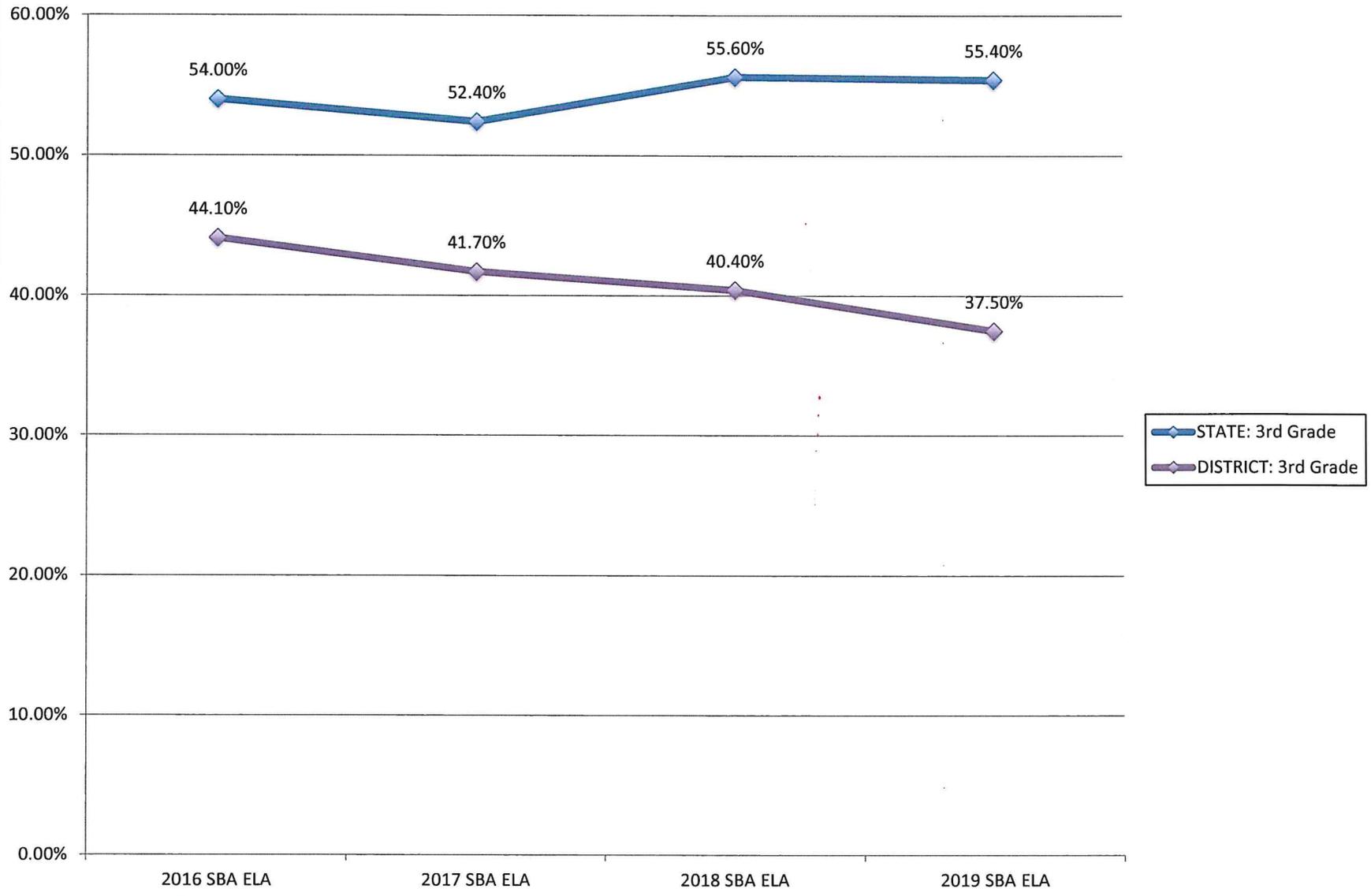
Percent Meeting Math Standard



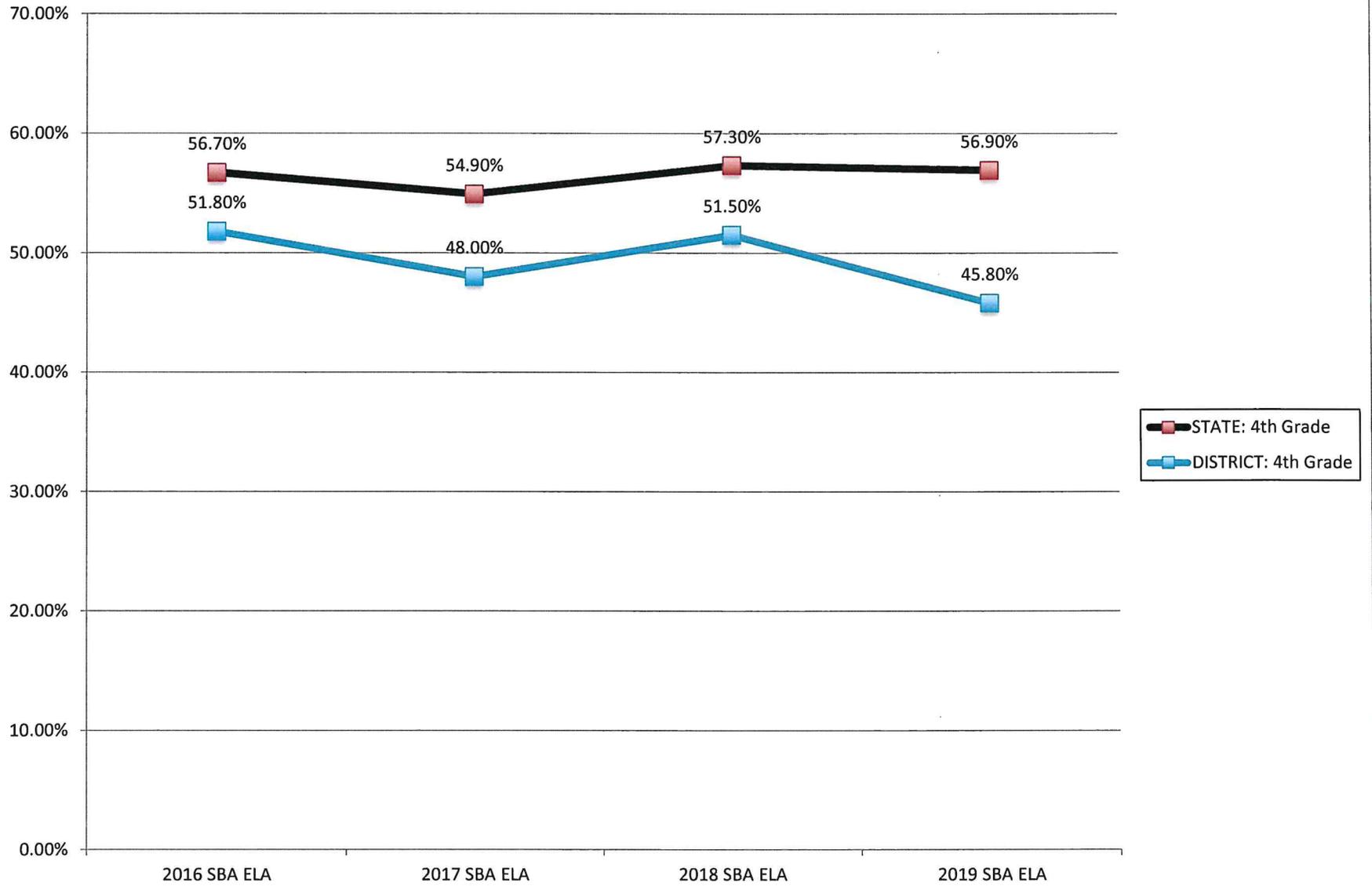
Percent Meeting Math Standard



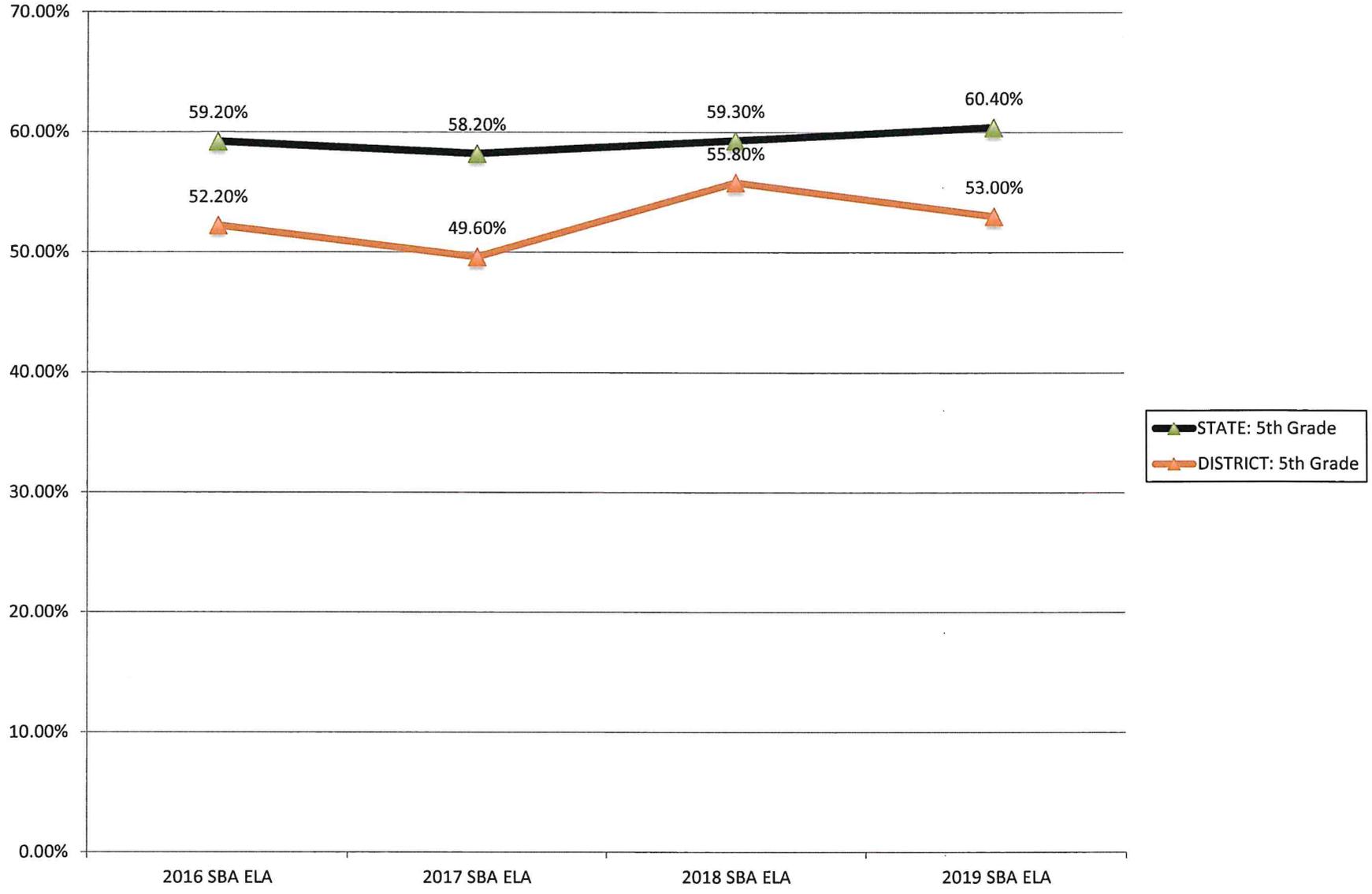
Percent Meeting ELA Standard



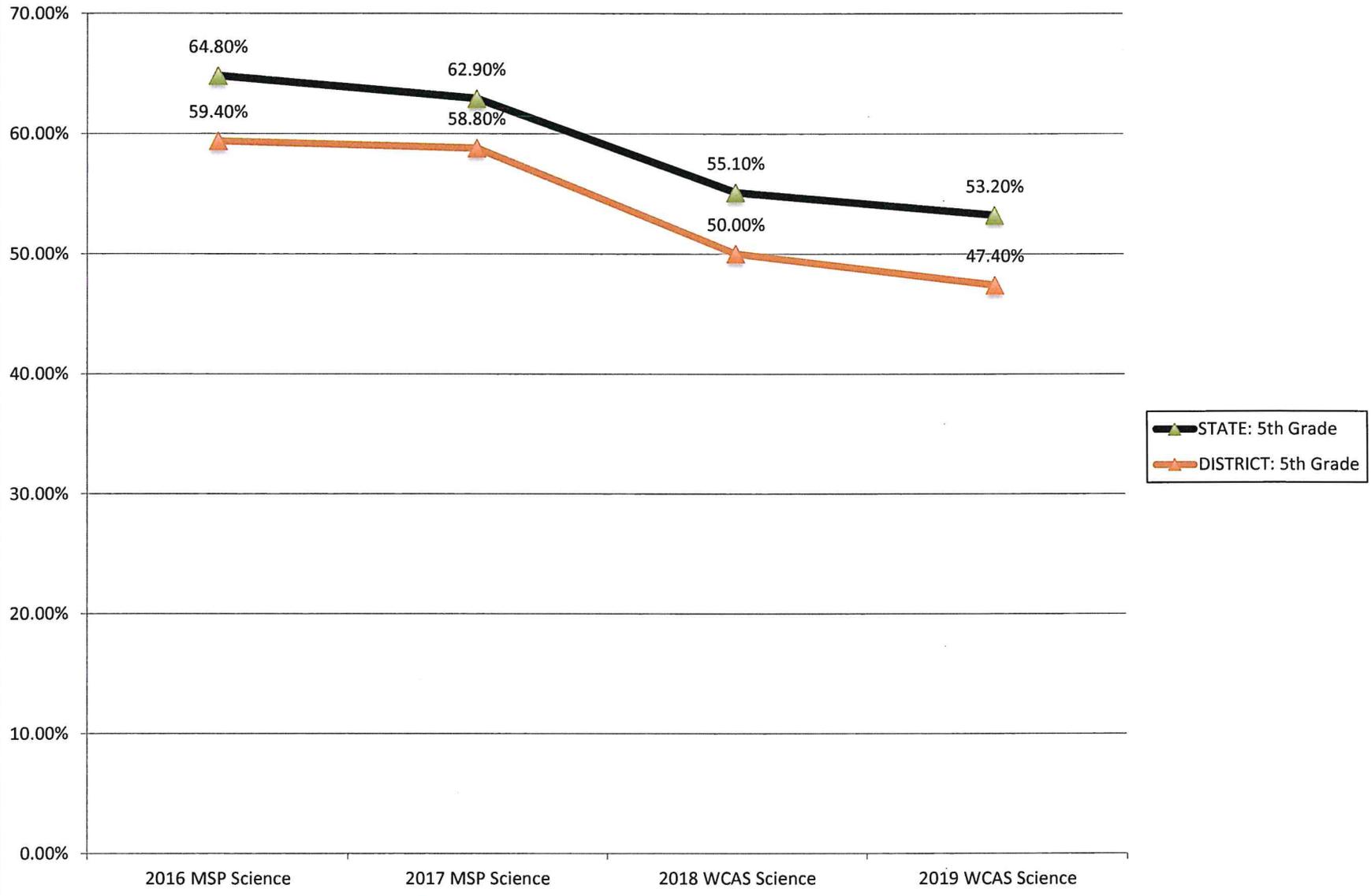
Percent Meeting ELA Standard



Percent Meeting ELA Standard

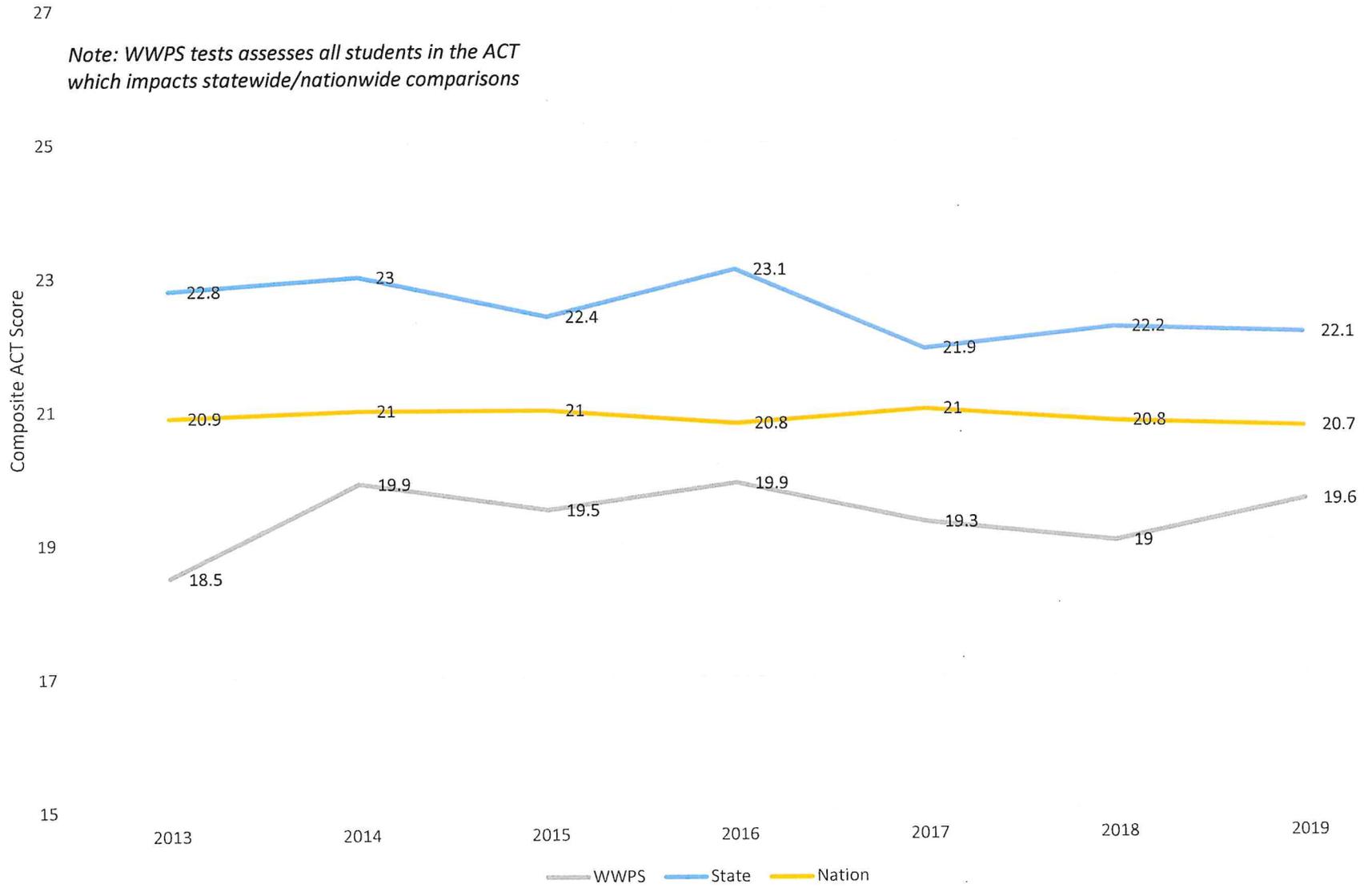


Percent Meeting Science Standard

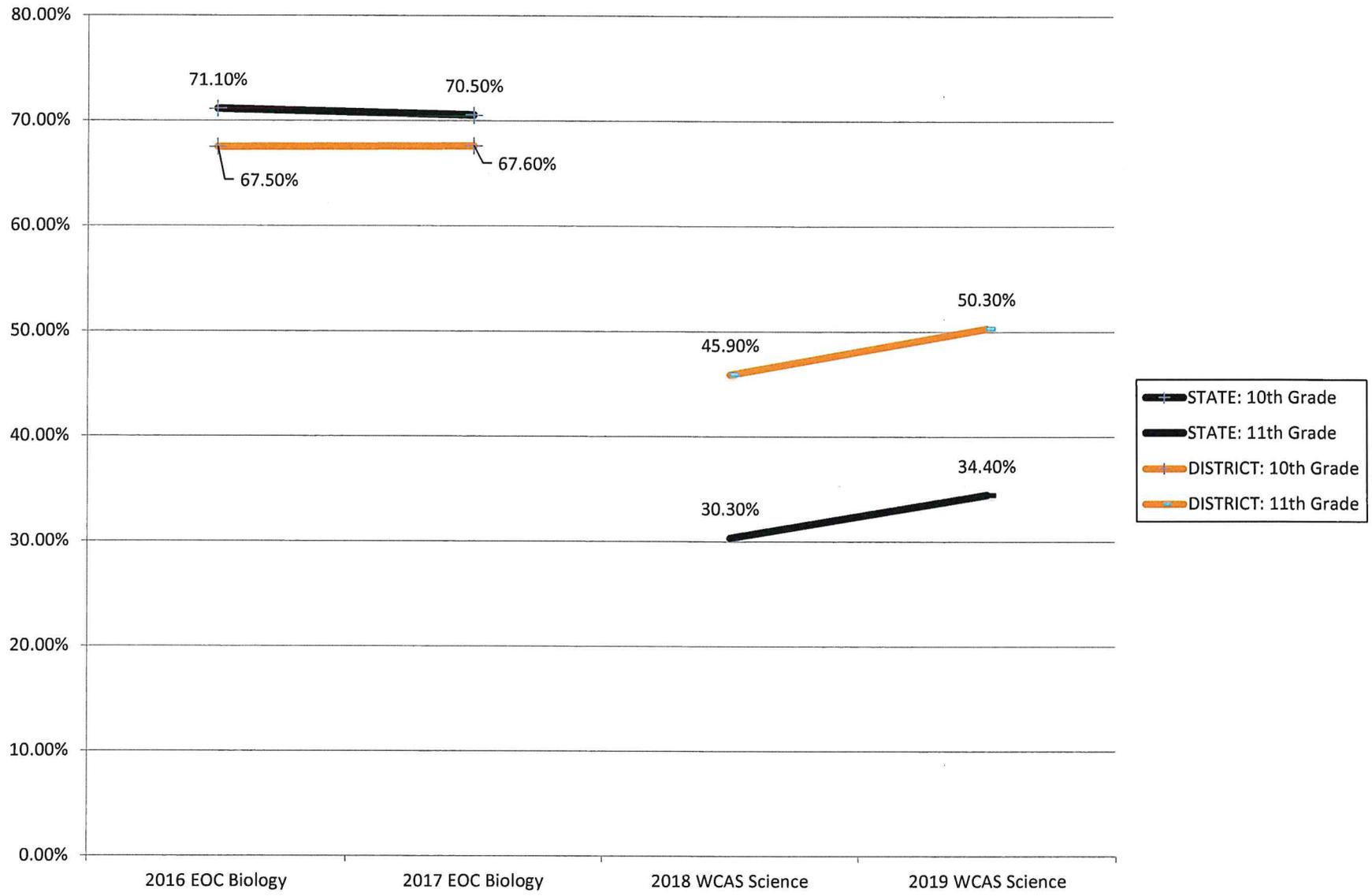


WWPS ACT Composite Score vs Wa State

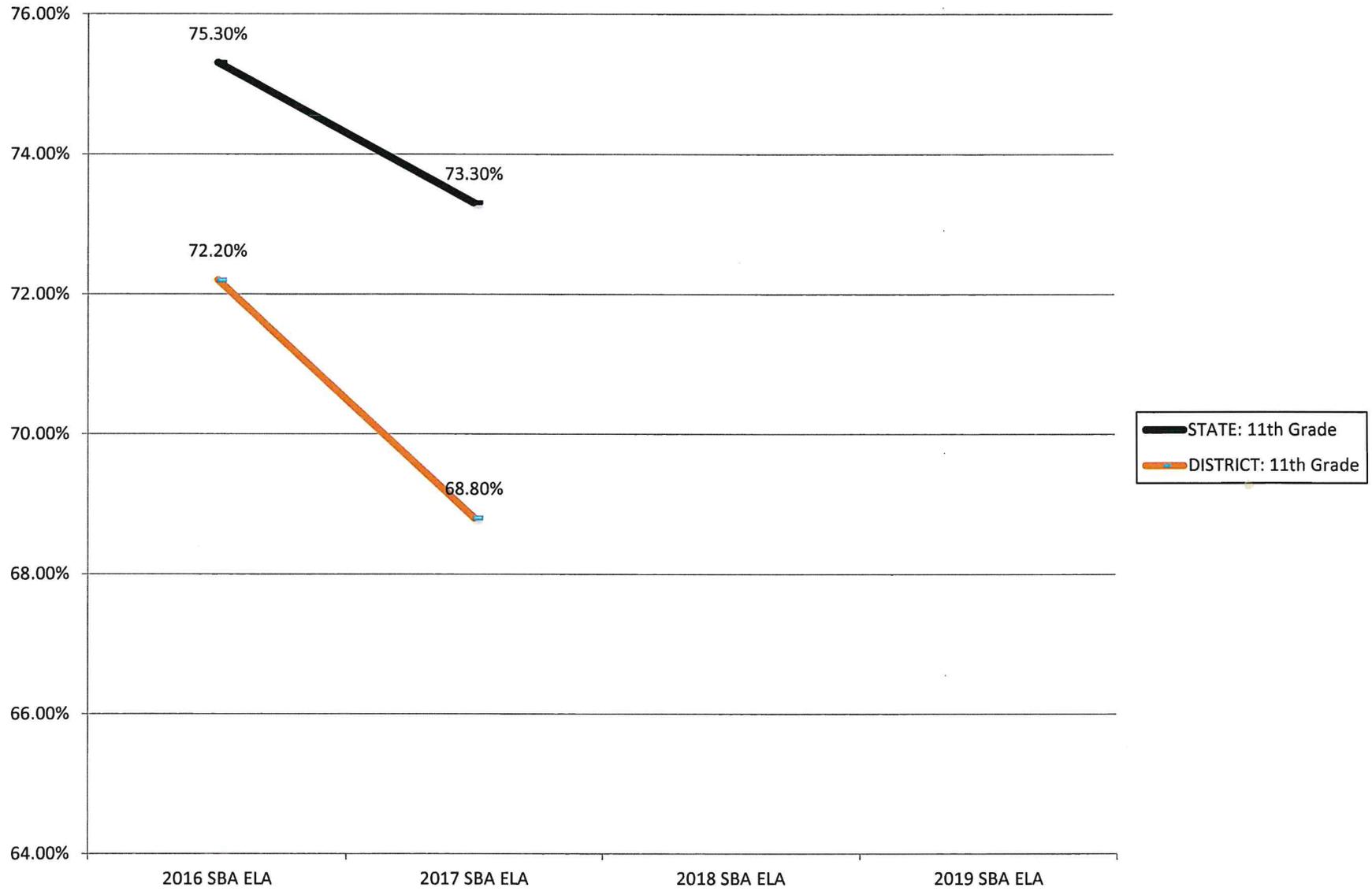
Note: WWPS tests assesses all students in the ACT which impacts statewide/nationwide comparisons



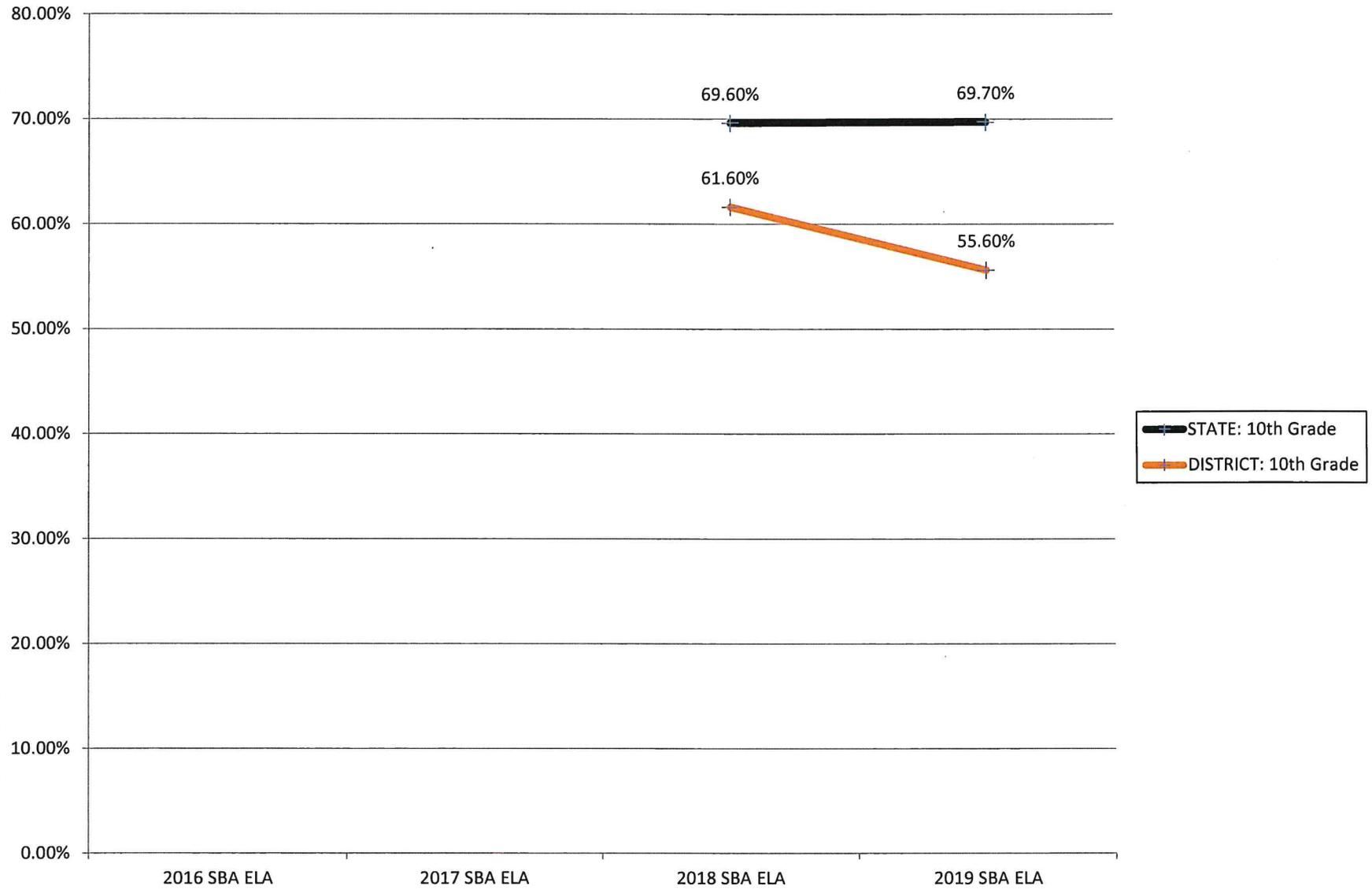
Percent Meeting Science Standard



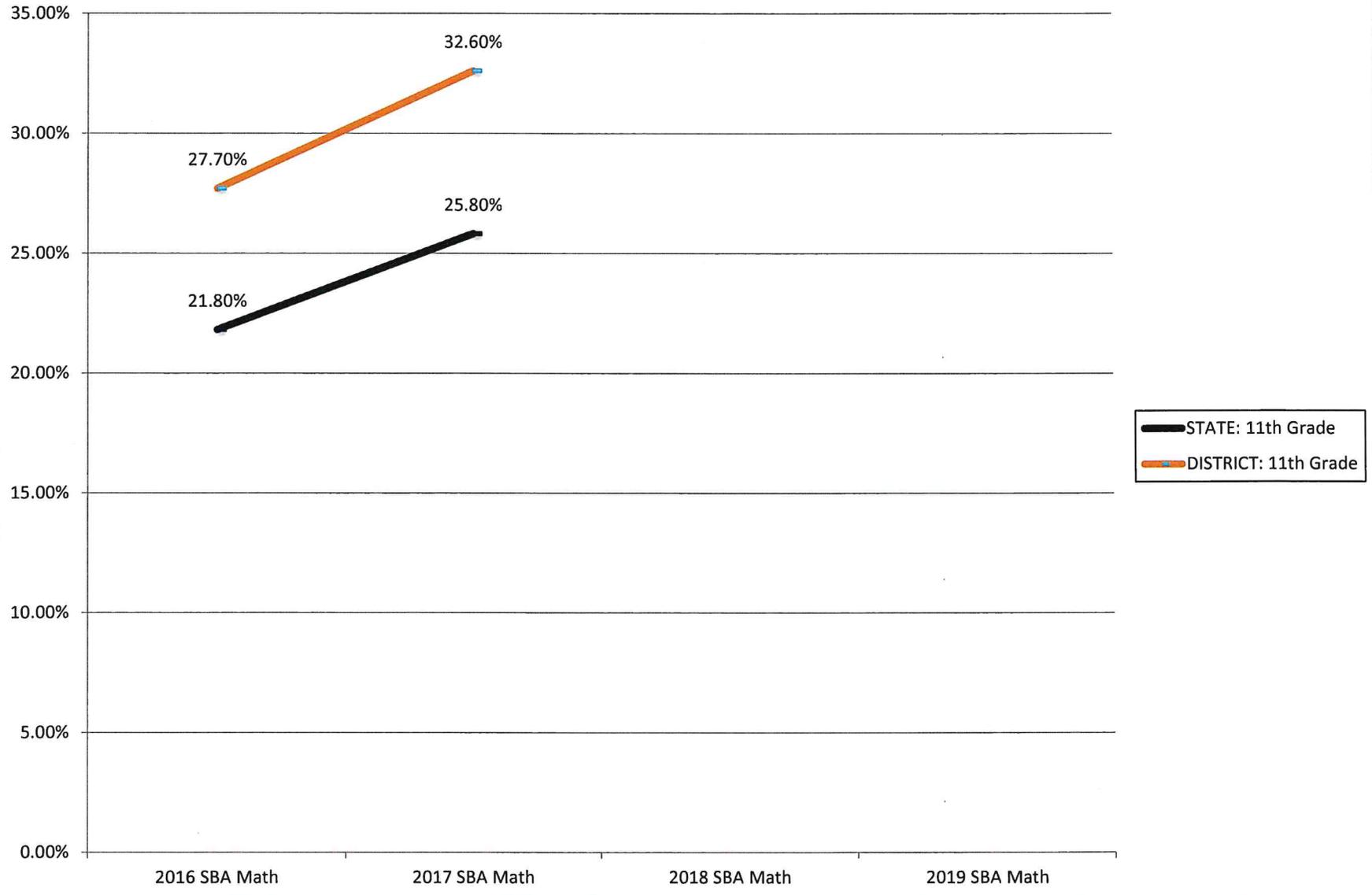
Percent Meeting ELA Standard



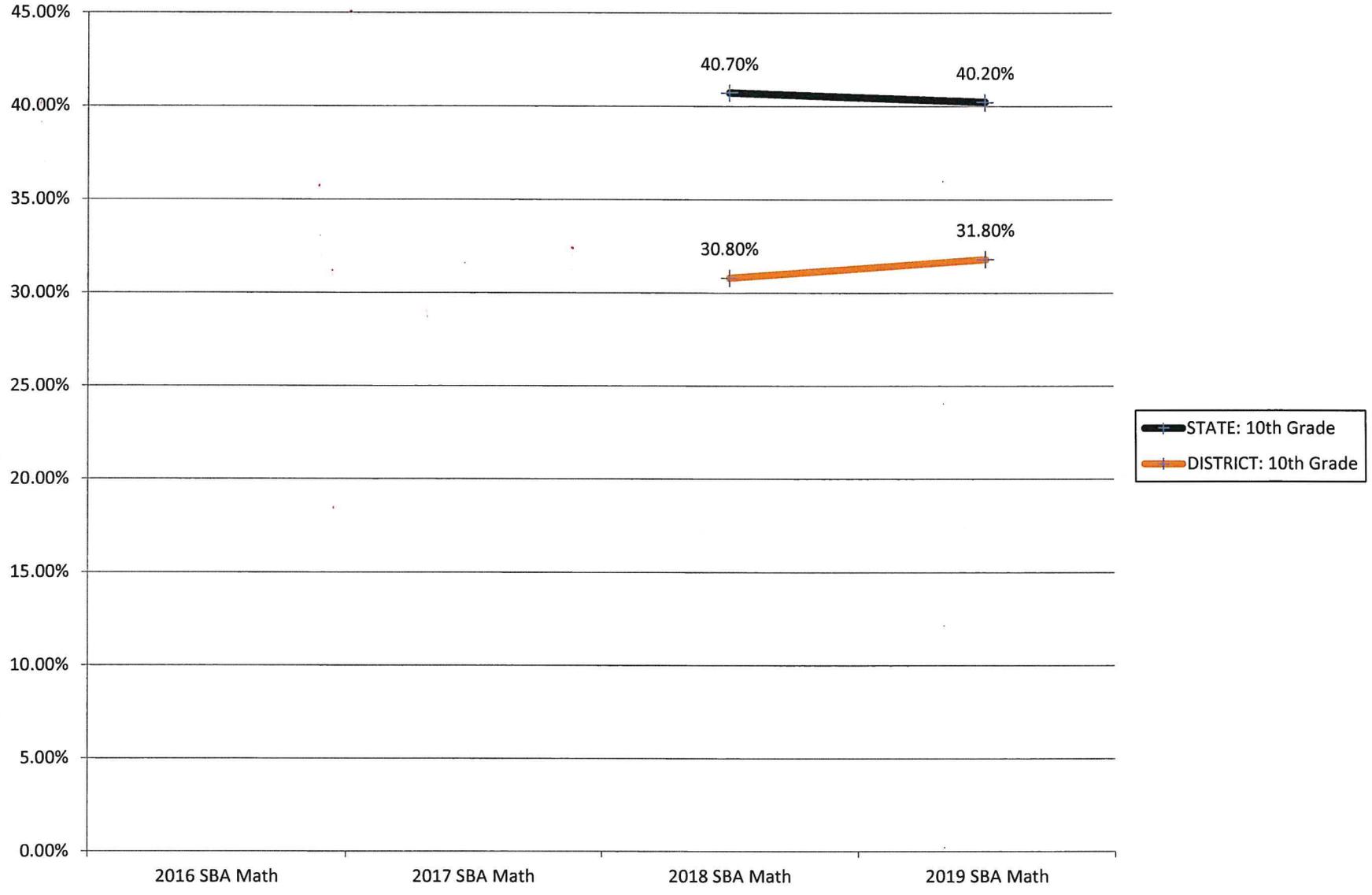
Percent Meeting ELA Standard



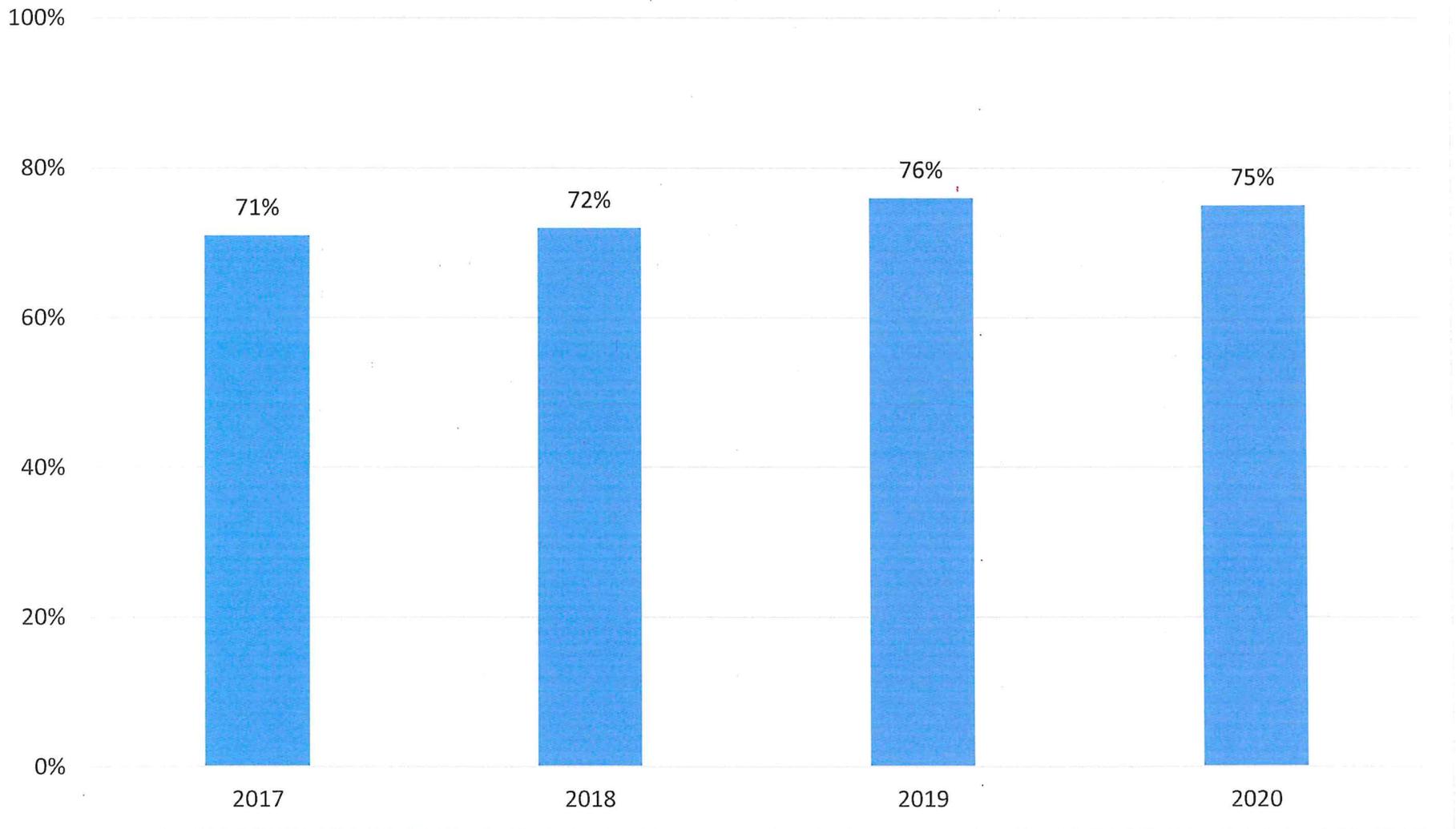
Percent Meeting Math Standard



Percent Meeting Math Standard



% of Total AP Students with Scores 3+



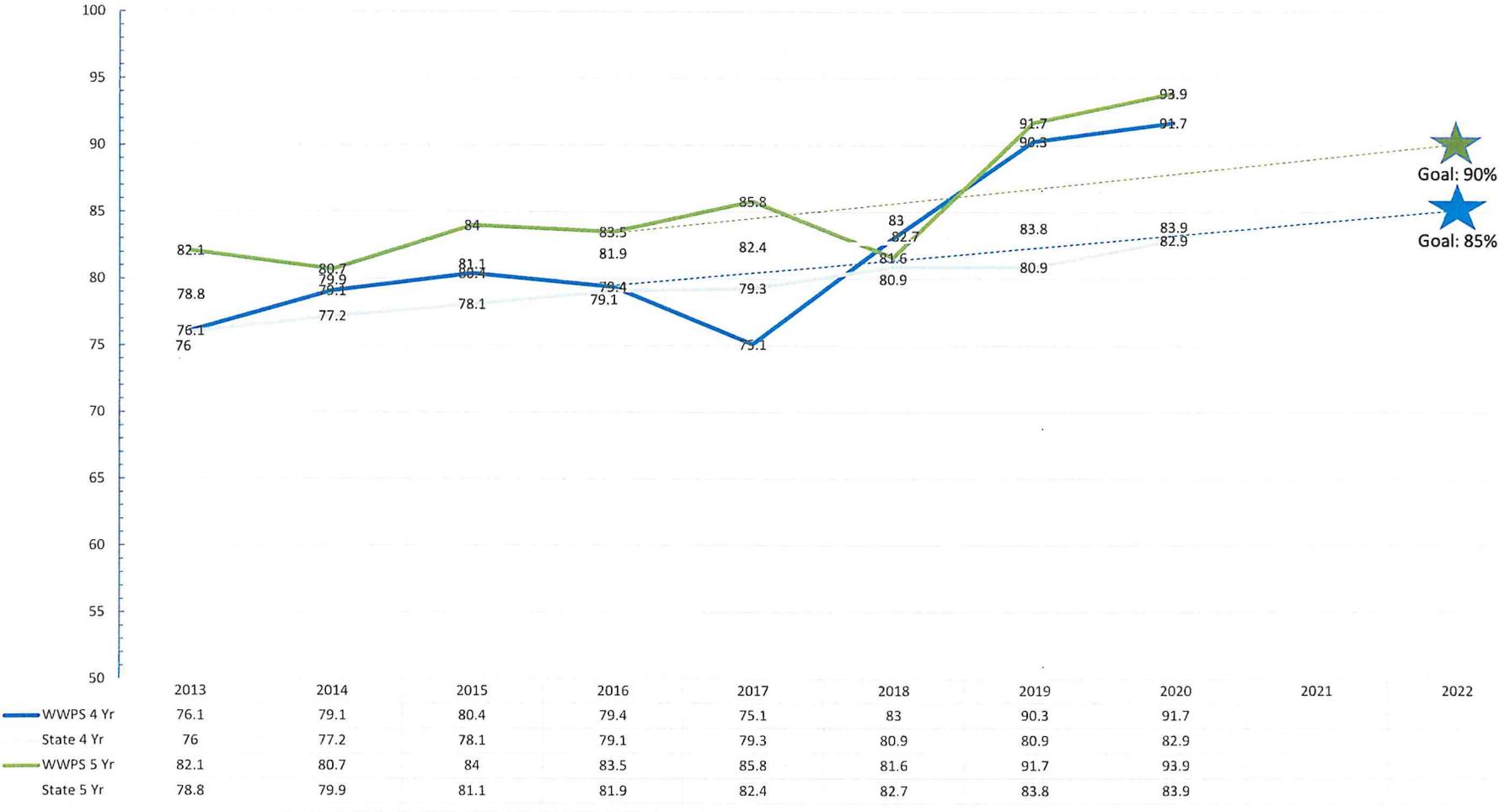
Five Year Score Summary

	2017	2018	2019	2020
Total AP Students	263	290	263	241
Number of Exams	477	528	479	495
AP Students with 3+	187	21	200	181
% of Total AP Students with Scores 3+	71.1%	7.2%	76.0%	75.1%

Five Year Score Summary

	2017	2018	2019	2020
Total AP Students	263	290	263	241
Number of Exams	477	528	479	495
AP Students with 3+	187	210	200	181
% of Total AP Students with Scores 3+	71.1%	72.4%	76.0%	75.1%

WWPS 4 and 5 Year Graduation Rates vs Wa State



Report Card Preview for 2019

Walla Walla Public Schools

District Total



What are the P210 details for each student group in the Four Year Cohort?

	Begin Grade 9	Transfer Into WA	Transfer Out	Adjusted Cohort	Dropped Out	Dropout Rate	Graduates	Graduation Rate	Continuing	Continuing Rate
All Students	433	55	57	431	30	7.0%	389	90.3%	12	2.8%
American Indian/Alaskan Native	2	1	1	2			2	100.0%		
Asian	7	1	1	7			7	100.0%		
Black/African American	6	2	2	6	1	16.7%	4	66.7%	1	16.7%
Hispanic/Latino of any race(s)	155	13	18	150	9	6.0%	134	89.3%	7	4.7%
Native Hawaiian/Other Pacific Islander										
Two or More Races	17		2	15	2	13.3%	12	80.0%	1	6.7%
White	246	38	33	251	18	7.2%	230	91.6%	3	1.2%
English Language Learners	17	5	7	15			15	100.0%		
Non-English Language Learners	416	50	50	416	30	7.2%	374	89.9%	12	2.9%
Students who are in foster care	3			3			2	66.7%	1	33.3%
Students who are not in foster care	430	55	57	428	30	7.0%	387	90.4%	11	2.6%
Null	433	55	57	431	30	7.0%	389	90.3%	12	2.8%
Female	222	37	29	230	12	5.2%	213	92.6%	5	2.2%
Male	211	18	28	201	18	9.0%	176	87.6%	7	3.5%
Students from low income families	247	32	36	243	24	9.9%	209	86.0%	10	4.1%
Students from non-low income families	186	23	21	188	6	3.2%	180	95.7%	2	1.1%
Students who are migrant	18	1	4	15			15	100.0%		
Students who are not migrant	415	54	53	416	30	7.2%	374	89.9%	12	2.9%
Students with 504 plans	29	1	1	29	2	6.9%	27	93.1%		
Students without 504 plans	404	54	56	402	28	7.0%	362	90.0%	12	3.0%
Students with Disabilities	60	4	5	59	1	1.7%	52	88.1%	6	10.2%
Students without Disabilities	373	51	52	372	29	7.8%	337	90.6%	6	1.6%

93
1.6%

Report Card Preview for 2018

Walla Walla Public Schools

District Total



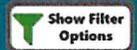
What are the P210 details for each student group in the Four Year Cohort?

	Begin Grade 9	Transfer Into WA	Transfer Out	Adjusted Cohort	Dropped Out	Dropout Rate	Graduates	Graduation Rate	Continuing	Continuing Rate
All Students	450	82	66	466	41	8.8%	387	83.0%	38	8.2%
American Indian/Alaskan Native	3	3	1	5			5	100.0%		
Asian	9	2	1	11	1	9.1%	10	90.9%		
Black/African American	3	2	3	2	1	50.0%	1	50.0%		
Hispanic/Latino of any race(s)	136	23	19	140	18	12.9%	115	82.1%	7	5.0%
Two or More Races	12	2	1	13	1	7.7%	12	92.3%		
White	287	50	42	295	20	6.8%	244	82.7%	31	10.5%
English Language Learners	32	8	5	35	5	14.3%	29	82.9%	1	2.9%
Non-English Language Learners	418	74	61	431	36	8.4%	358	83.1%	37	8.6%
Students who are in foster care	4	3	2	5	1	20.0%	3	60.0%	1	20.0%
Students who are not in foster care	446	79	64	461	40	8.7%	384	83.3%	37	8.0%
Null	450	82	66	466	41	8.8%	387	83.0%	38	8.2%
Female	229	40	39	230	16	7.0%	199	86.5%	15	6.5%
Male	221	42	27	236	25	10.6%	188	79.7%	23	9.7%
Students from low income families	260	41	42	259	33	12.7%	202	78.0%	24	9.3%
Students from non-low income families	190	41	24	207	8	3.9%	185	89.4%	14	6.8%
Students who are migrant	13	3	3	13	2	15.4%	11	84.6%		
Students who are not migrant	437	79	63	453	39	8.6%	376	83.0%	38	8.4%
Students with 504 plans	24		1	23	2	8.7%	21	91.3%		
Students without 504 plans	426	82	65	443	39	8.8%	366	82.6%	38	8.6%
Students with Disabilities	47	6	5	48	7	14.6%	30	62.5%	11	22.9%
Students without Disabilities	403	76	61	418	34	8.1%	357	85.4%	27	94 6.5%

Report Card Preview for 2016

Walla Walla Public Schools

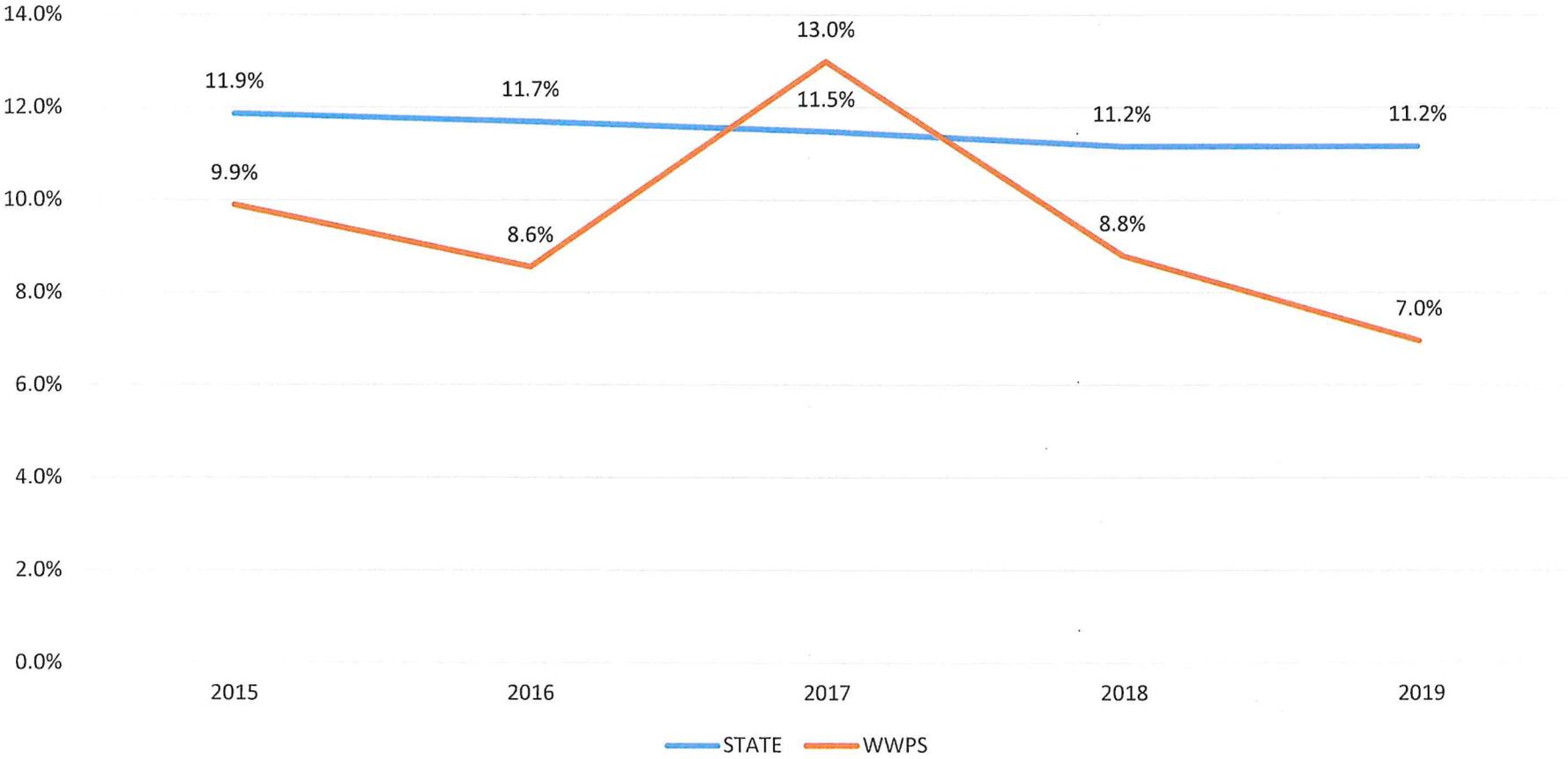
District Total



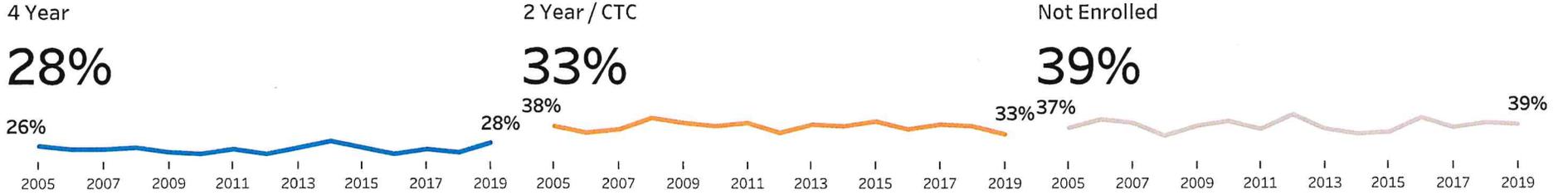
What are the P210 details for each student group in the Four Year Cohort?

	Begin Grade 9	Transfer Into WA	Transfer Out	Adjusted Cohort	Dropped Out	Dropout Rate	Graduates	Graduation Rate	Continuing	Continuing Rate
All Students	547	118	92	573	49	8.6%	455	79.4%	69	12.0%
American Indian/Alaskan Native	2			2			2	100.0%		
Asian	7	7	7	7			7	100.0%		
Black/African American	2	2		4			2	50.0%	2	50.0%
Hispanic/Latino of any race(s)	181	30	20	191	21	11.0%	143	74.9%	27	14.1%
Native Hawaiian/Other Pacific Islander	1	1		2			1	50.0%	1	50.0%
Two or More Races	12	4	4	12	1	8.3%	10	83.3%	1	8.3%
White	342	74	61	355	27	7.6%	290	81.7%	38	10.7%
English Language Learners	35	9	7	37	2	5.4%	31	83.8%	4	10.8%
Non-English Language Learners	512	109	85	536	47	8.8%	424	79.1%	65	12.1%
Null	547	118	92	573	49	8.6%	455	79.4%	69	12.0%
Null	547	118	92	573	49	8.6%	455	79.4%	69	12.0%
Female	271	61	50	282	26	9.2%	224	79.4%	32	11.3%
Male	276	57	42	291	23	7.9%	231	79.4%	37	12.7%
Students from low income families	328	49	36	341	41	12.0%	247	72.4%	53	15.5%
Students from non-low income families	219	69	56	232	8	3.4%	208	89.7%	16	6.9%
Students who are migrant	20	1	1	20	2	10.0%	17	85.0%	1	5.0%
Students who are not migrant	527	117	91	553	47	8.5%	438	79.2%	68	12.3%
Students with 504 plans	16			16	2	12.5%	11	68.8%	3	18.8%
Students without 504 plans	531	118	92	557	47	8.4%	444	79.7%	66	11.8%
Students with Disabilities	74	7	8	73	13	17.8%	42	57.5%	18	24.7%
Students without Disabilities	473	111	84	500	36	7.2%	413	82.6%	51	96 10.2%

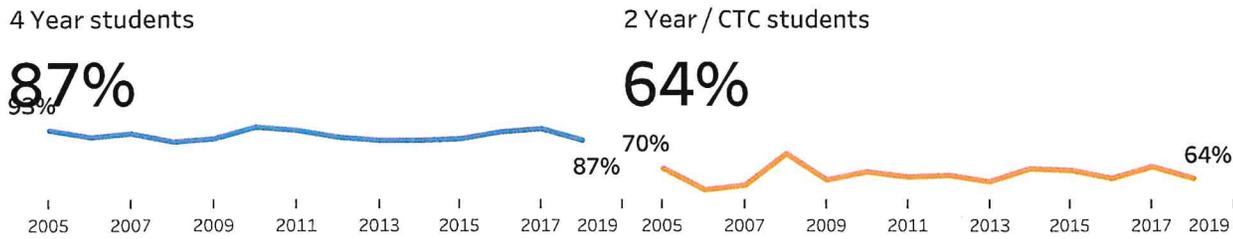
Dropout Rates



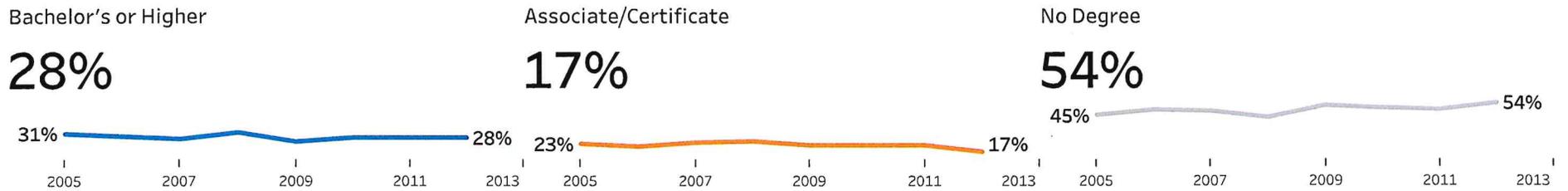
What percent of students enrolled in the first year after graduation?



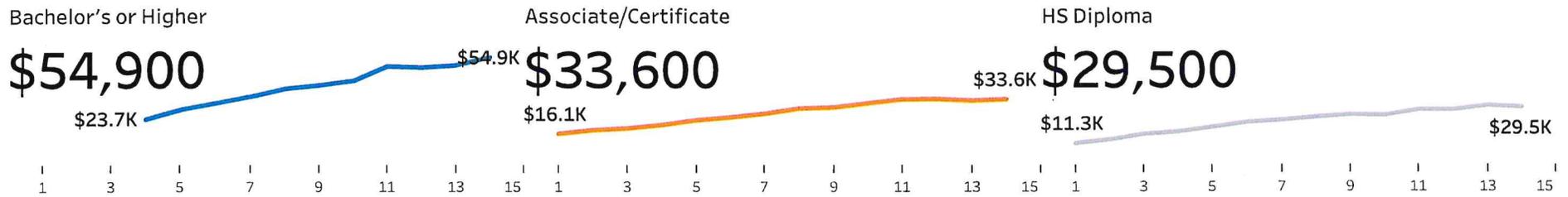
What percent of enrollees persisted beyond the first year?



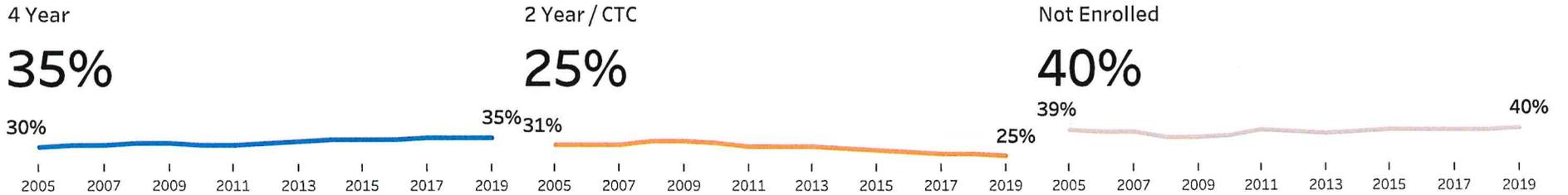
What were the highest degrees attained within 8 years of graduation?



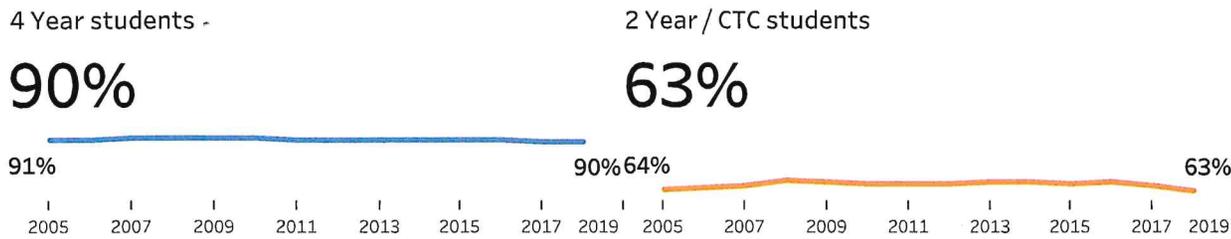
What were the median earnings of graduates in the first 14 years after graduation?



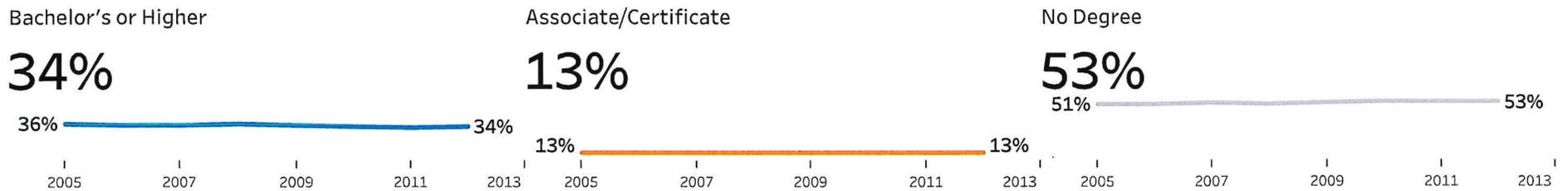
What percent of students enrolled in the first year after graduation?



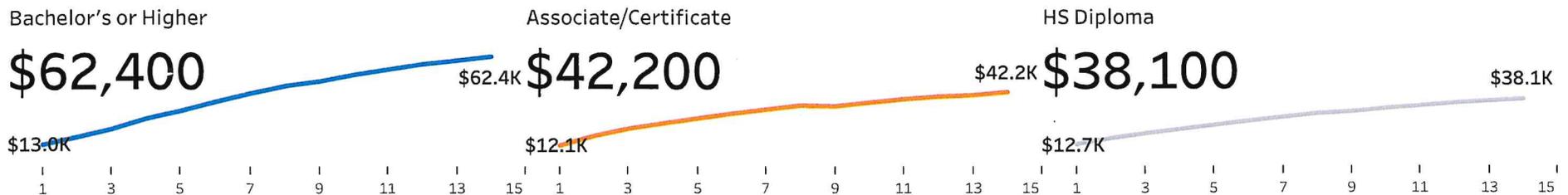
What percent of enrollees persisted beyond the first year?



What were the highest degrees attained within 8 years of graduation?



What were the median earnings of graduates in the first 14 years after graduation?



Data in this report represents the aggregated individual data submitted by 50 of the 52 or 96% AVID seniors reported as enrolled in the fall of 2016-2017. The number of seniors submitting a form can be less than, greater than or equal to the number reported in the fall due to changes in students' schedules, participation factors, or other issues. These numbers are intended to provide context for the site team, district team and AVID Center staff.

Higher Ed Outcomes and Post High School Plans

% of AVID Seniors (N = 50)

Within Group

Male	Female	Total		Male	Female
30.0%	46.0%	76.0%	Applied to a Four-Year College	39.5%	60.5%
28.0%	40.0%	68.0%	Accepted at a Four-Year College	41.2%	58.8%
16.0%	20.0%	36.0%	Planned to Attend a Four-Year College	44.4%	55.6%
22.0%	36.0%	58.0%	Plan to Attend a Two-Year College	37.9%	62.1%
38.0%	56.0%	94.0%	Total Planning to Attend a College or University After High School	40.4%	59.6%
0.0 %	4.0%	4.0%	Will Be Attending Tech School or Military	0.0 %	100.0%

% of AVID Seniors (N = 50)

SAT / ACT

Within Group

Male	Female	Total		Male	Female
0.0 %	0.0 %	0.0 %	Just SAT	0.0 %	0.0 %
4.0%	16.0%	20.0%	Just ACT	20.0%	80.0%
34.0%	42.0%	76.0%	Both SAT & ACT	44.7%	55.3%
0.0 %	4.0%	4.0%	Neither SAT nor ACT	0.0 %	100.0%
20.0%	22.0%	42.0%	Took SAT Subject Area Exam (SAT II)	47.6%	52.4%

Courses of Rigor (AP/IB/Cambridge) and Dual-Enrollment

% of AVID Seniors (N = 50)

Within Group

Male	Female	Total		Male	Female
12.0%	14.0%	26.0%	Taking College Courses/Dual-Enrollment	46.2%	53.8%

	Course Taken	Exam Taken		Course Taken	Exam Taken
Took at Least 1 AP/IB/Cambridge	68.0 %	58.0 %	History/Government	6.0 %	4.0 %
Art	0.0 %	0.0 %	Foreign Language	24.0 %	22.0 %
Computer Science	0.0 %	0.0 %	Math	4.0 %	4.0 %
Economics	0.0 %	0.0 %	Science	8.0 %	6.0 %
English	24.0 %	24.0 %	Social Science	36.0 %	28.0 %

(N = 50)

GPA

Average	Minimum	Maximum		Male Avg	Female Avg
2.84	1.70	3.90	Overall GPA	2.77	2.87

Walla Walla School District
 Walla Walla
 WA

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Demographics

% of AVID Seniors (N = 50)			Within Group	
Male	Female	Total		
0.0 %	0.0 %	0.0 %	American Indian or Alaska Native	0.0 %
0.0 %	0.0 %	0.0 %	Asian	0.0 %
0.0 %	0.0 %	0.0 %	Black or African American	0.0 %
0.0 %	0.0 %	0.0 %	Filipino	0.0 %
30.0%	52.0%	82.0%	Hispanic or Latino	36.6%
0.0 %	0.0 %	0.0 %	Multi-Racial (2 or more)	0.0 %
0.0 %	0.0 %	0.0 %	Other	0.0 %
0.0 %	0.0 %	0.0 %	Pacific Islander	0.0 %
8.0%	10.0%	18.0%	White (not Hispanic)	44.4%
38.0%	62.0%		Total	
30.0%	54.0%	84.0%	Free or Reduced Lunch Eligible	35.7%
10.0%	22.0%	32.0%	ELL Participants	31.3%
12.0%	16.0%	28.0%	Parents Had Any College Experience	42.9%

High School Outcomes

% of AVID Seniors (N = 50)			Within Group	
Male	Female	Total		
36.0%	60.0%	96.0%	Three or More Years of AVID	37.5%
38.0%	60.0%	98.0%	Passed Exit Exam	38.8%
38.0%	60.0%	98.0%	Graduating From High School	38.8%
32.0%	52.0%	84.0%	Completed Four-Year College Requirements	38.1%
38.0%	58.0%	96.0%	Submitted the FAFSA or State Financial Aid	39.6%
8.0%	0.0 %	8.0%	Will Be Taking Part in TAG or DAP Program	100.0%
20.0%	28.0%	48.0%	Potential Tutors	41.7%

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Higher Ed Outcomes and Post High School Plans

% of AVID Seniors (N = 52)

Within Group

Male	Female	Total		Male	Female
21.2%	32.7%	53.8%	Applied to a Four-Year College	39.3%	60.7%
21.2%	26.9%	48.1%	Accepted at a Four-Year College	44.0%	56.0%
13.5%	15.4%	28.8%	Planned to Attend a Four-Year College	46.7%	53.3%
21.2%	44.2%	65.4%	Plan to Attend a Two-Year College	32.4%	67.6%
34.6%	59.6%	94.2%	Total Planning to Attend a College or University After High School	36.7%	63.3%
3.8%	0.0 %	3.8%	Will Be Attending Tech School or Military	100.0%	0.0 %

% of AVID Seniors (N = 52)

SAT / ACT

Within Group

Male	Female	Total		Male	Female
1.9%	0.0 %	1.9%	Just SAT	100.0%	0.0 %
25.0%	40.4%	65.4%	Just ACT	38.2%	61.8%
11.5%	19.2%	30.8%	Both SAT & ACT	37.5%	62.5%
1.9%	0.0 %	1.9%	Neither SAT nor ACT	100.0%	0.0 %
13.5%	25.0%	38.5%	Took SAT Subject Area Exam (SAT II)	35.0%	65.0%

Courses of Rigor (AP/IB/Cambridge) and Dual-Enrollment

% of AVID Seniors (N = 52)

Within Group

Male	Female	Total		Male	Female
13.5%	25.0%	38.5%	Taking College Courses/Dual-Enrollment	35.0%	65.0%

	Course Taken	Exam Taken		Course Taken	Exam Taken
Took at Least 1 AP/IB/Cambridge	67.3 %	55.8 %	History/Government	9.6 %	9.6 %
Art	0.0 %	0.0 %	Foreign Language	30.8 %	23.1 %
Computer Science	1.9 %	0.0 %	Math	5.8 %	3.8 %
Economics	0.0 %	0.0 %	Science	3.8 %	0.0 %
English	26.9 %	21.2 %	Social Science	38.5 %	26.9 %

(N = 52)

GPA

Average	Minimum	Maximum		Male Avg	Female Avg
2.70	1.40	3.80	Overall GPA	2.68	2.72

Walla Walla School District
 Walla Walla
 WA

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Demographics

% of AVID Seniors (N = 52)			Within Group		
Male	Female	Total		Male	Female
0.0 %	0.0 %	0.0 %	American Indian or Alaska Native	0.0 %	0.0 %
0.0 %	3.8%	3.8%	Asian	0.0 %	100.0%
0.0 %	0.0 %	0.0 %	Black or African American	0.0 %	0.0 %
0.0 %	0.0 %	0.0 %	Filipino	0.0 %	0.0 %
32.7%	38.5%	71.2%	Hispanic or Latino	45.9%	54.1%
1.9%	0.0 %	1.9%	Multi-Racial (2 or more)	100.0%	0.0 %
0.0 %	5.8%	5.8%	Other	0.0 %	100.0%
0.0 %	0.0 %	0.0 %	Pacific Islander	0.0 %	0.0 %
5.8%	11.5%	17.3%	White (not Hispanic)	33.3%	66.7%
40.4%	59.6%		Total		
<hr/>					
25.0%	44.2%	69.2%	Free or Reduced Lunch Eligible	36.1%	63.9%
7.7%	7.7%	15.4%	ELL Participants	50.0%	50.0%
21.2%	21.2%	42.3%	Parents Had Any College Experience	50.0%	50.0%

High School Outcomes

% of AVID Seniors (N = 52)			Within Group		
Male	Female	Total		Male	Female
34.6%	55.8%	90.4%	Three or More Years of AVID	38.3%	61.7%
28.8%	30.8%	59.6%	Passed Exit Exam	48.4%	51.6%
40.4%	57.7%	98.1%	Graduating From High School	41.2%	58.8%
34.6%	50.0%	84.6%	Completed Four-Year College Requirements	40.9%	59.1%
40.4%	53.8%	94.2%	Submitted the FAFSA or State Financial Aid	42.9%	57.1%
1.9%	5.8%	7.7%	Will Be Taking Part in TAG or DAP Program	25.0%	75.0%
17.3%	30.8%	48.1%	Potential Tutors	36.0%	64.0%

Data in this report represents the aggregated individual data submitted by 46 of the 53 or 87% AVID seniors reported as enrolled in the fall of 2018-2019. The number of seniors submitting a form can be less than, greater than or equal to the number reported in the fall due to changes in students' schedules, participation factors, or other issues. These numbers are intended to provide context for the site team, district team and AVID Center staff.

Higher Ed Outcomes and Post High School Plans

% of AVID Seniors (N = 46)

Within Group

Male	Female	Total		Male	Female
34.8%	56.5%	91.3%	Applied to a Four-Year College	38.1%	61.9%
32.6%	54.3%	87.0%	Accepted at a Four-Year College	37.5%	62.5%
13.0%	43.5%	56.5%	Planned to Attend a Four-Year College	23.1%	76.9%
19.6%	17.4%	37.0%	Plan to Attend a Two-Year College	52.9%	47.1%
32.6%	60.9%	93.5%	Total Planning to Attend a College or University After High School	34.9%	65.1%
0.0 %	0.0 %	0.0 %	Will Be Attending Tech School or Military	0.0 %	0.0 %

% of AVID Seniors (N = 46)

SAT / ACT

Within Group

Male	Female	Total		Male	Female
2.2%	2.2%	4.3%	Just SAT	50.0%	50.0%
4.3%	2.2%	6.5%	Just ACT	66.7%	33.3%
28.3%	60.9%	89.1%	Both SAT & ACT	31.7%	68.3%
0.0 %	0.0 %	0.0 %	Neither SAT nor ACT	0.0 %	0.0 %
15.2%	52.2%	67.4%	Took SAT Subject Area Exam (SAT II)	22.6%	77.4%

Courses of Rigor (AP/IB/Cambridge) and Dual-Enrollment

% of AVID Seniors (N = 46)

Within Group

Male	Female	Total		Male	Female
4.3%	30.4%	34.8%	Taking College Courses/Dual-Enrollment	12.5%	87.5%

	Course Taken	Exam Taken		Course Taken	Exam Taken
Took at Least 1 AP/IB/Cambridge	63.0 %	54.3 %	History/Government	19.6 %	10.9 %
Art	2.2 %	2.2 %	Foreign Language	30.4 %	26.1 %
Computer Science	8.7 %	8.7 %	Math	13.0 %	13.0 %
Economics	0.0 %	0.0 %	Science	15.2 %	10.9 %
English	32.6 %	26.1 %	Social Science	21.7 %	17.4 %

(N = 46)

GPA

Average	Minimum	Maximum		Male Avg	Female Avg
3.02	1.80	3.90	Overall GPA	2.89	3.09

Walla Walla School District
 Walla Walla
 WA

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Demographics

% of AVID Seniors (N = 46)			Within Group		
Male	Female	Total		Male	Female
0.0 %	0.0 %	0.0 %	American Indian or Alaska Native	0.0 %	0.0 %
0.0 %	0.0 %	0.0 %	Asian	0.0 %	0.0 %
2.2%	0.0 %	2.2%	Black or African American	100.0%	0.0 %
0.0 %	0.0 %	0.0 %	Filipino	0.0 %	0.0 %
26.1%	54.3%	80.4%	Hispanic or Latino	32.4%	67.6%
4.3%	0.0 %	4.3%	Multi-Racial (2 or more)	100.0%	0.0 %
0.0 %	0.0 %	0.0 %	Other	0.0 %	0.0 %
0.0 %	0.0 %	0.0 %	Pacific Islander	0.0 %	0.0 %
2.2%	10.9%	13.0%	White (not Hispanic)	16.7%	83.3%
34.8%	65.2%		Total		
28.3%	58.7%	87.0%	Free or Reduced Lunch Eligible	32.5%	67.5%
0.0 %	6.5%	6.5%	ELL Participants	0.0 %	100.0%
10.9%	19.6%	30.4%	Parents Had Any College Experience	35.7%	64.3%

High School Outcomes

% of AVID Seniors (N = 46)			Within Group		
Male	Female	Total		Male	Female
28.3%	56.5%	84.8%	Three or More Years of AVID	33.3%	66.7%
15.2%	47.8%	63.0%	Passed Exit Exam	24.1%	75.9%
34.8%	65.2%	100.0%	Graduating From High School	34.8%	65.2%
30.4%	58.7%	89.1%	Completed Four-Year College Requirements	34.1%	65.9%
32.6%	65.2%	97.8%	Submitted the FAFSA or State Financial Aid	33.3%	66.7%
6.5%	4.3%	10.9%	Will Be Taking Part in TAG or DAP Program	60.0%	40.0%
21.7%	41.3%	63.0%	Potential Tutors	34.5%	65.5%

Students in Co-curricular

WaHi

Engagement Progress Monitoring (2018-19)									
	Baseline School Data				Current Data				Facts About Our Data
	Total	% Participation	% Minority	% Poverty	Total	% Participation	% Minority	% Poverty	
Fall Sports	286	18%	23%	not available	318	20%	26%	29%	Added Slowpitch SB in the Fall (18 athletes) Wrestling numbers were low in Winter
Winter Sports	249	16%	22%	not available	235	15%	30%	36%	
Spring Sports	357	22%	36%	not available	366	23%	30%	37%	

Pioneer

Engagement Progress Monitoring (2018-19)									
	Baseline School Data				Current Data				Facts About Our Data
	Total	% Participation	% Minority	% Poverty	Total	% Participation	% Minority	% Poverty	
Fall Sports	120	18%	29%	not available	199	32%	37%	49%	
Winter Sports	105	16%	46%	not available	144	23%	31%	43%	
Spring Sports	138	20%	21%	not available	134	22%	19%	30%	

Garrison

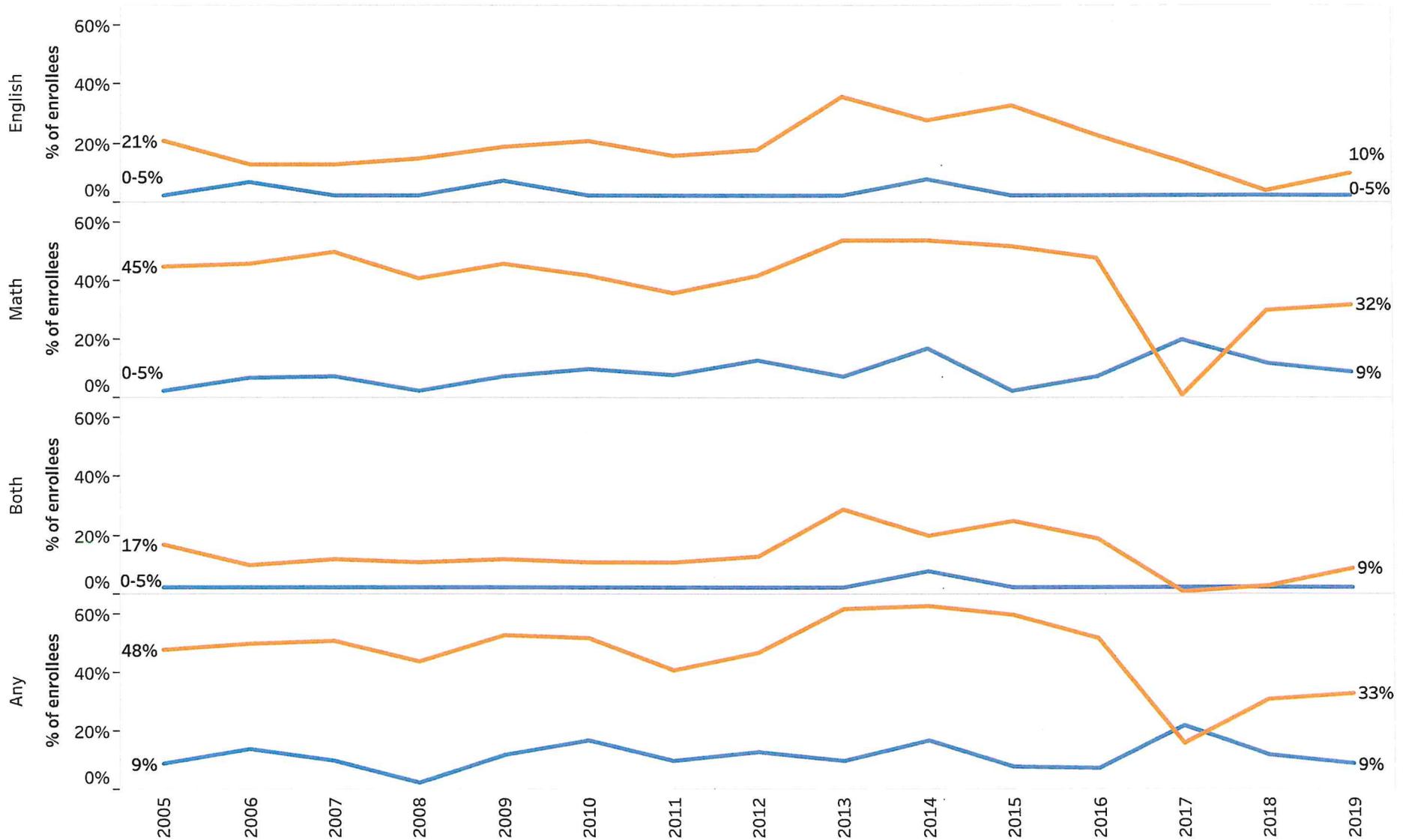
Engagement Progress Monitoring (2018-19)									
	Baseline School Data				Current Data				Facts About Our Data
	Total	% Participation	% Minority	% Poverty	Total	% Participation	% Minority	% Poverty	
Fall Sports	158	27%	32%	not available	190	33%	31%	37%	
Winter Sports	194	33%	30%	not available	211	37%	24%	31%	
Spring Sports	170	29%	22%	not available	176	31%	23%	40%	

What were the rates of pre-college coursetaking?

Walla Walla || School: District Wide

Post Secondary Enroll Level
■ 2 Yr/CTC
■ 4 Yr

All

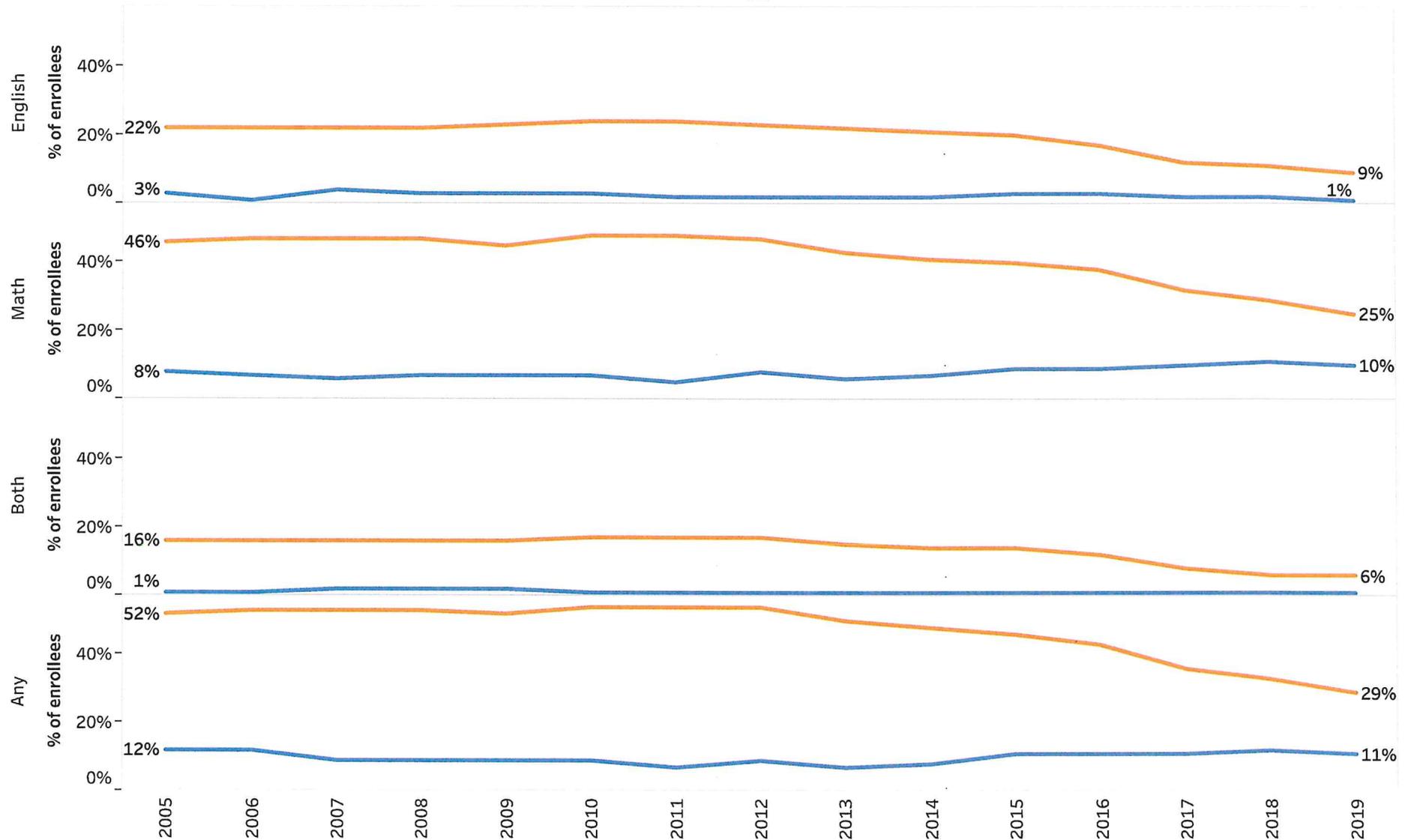


What were the rates of pre-college coursetaking?

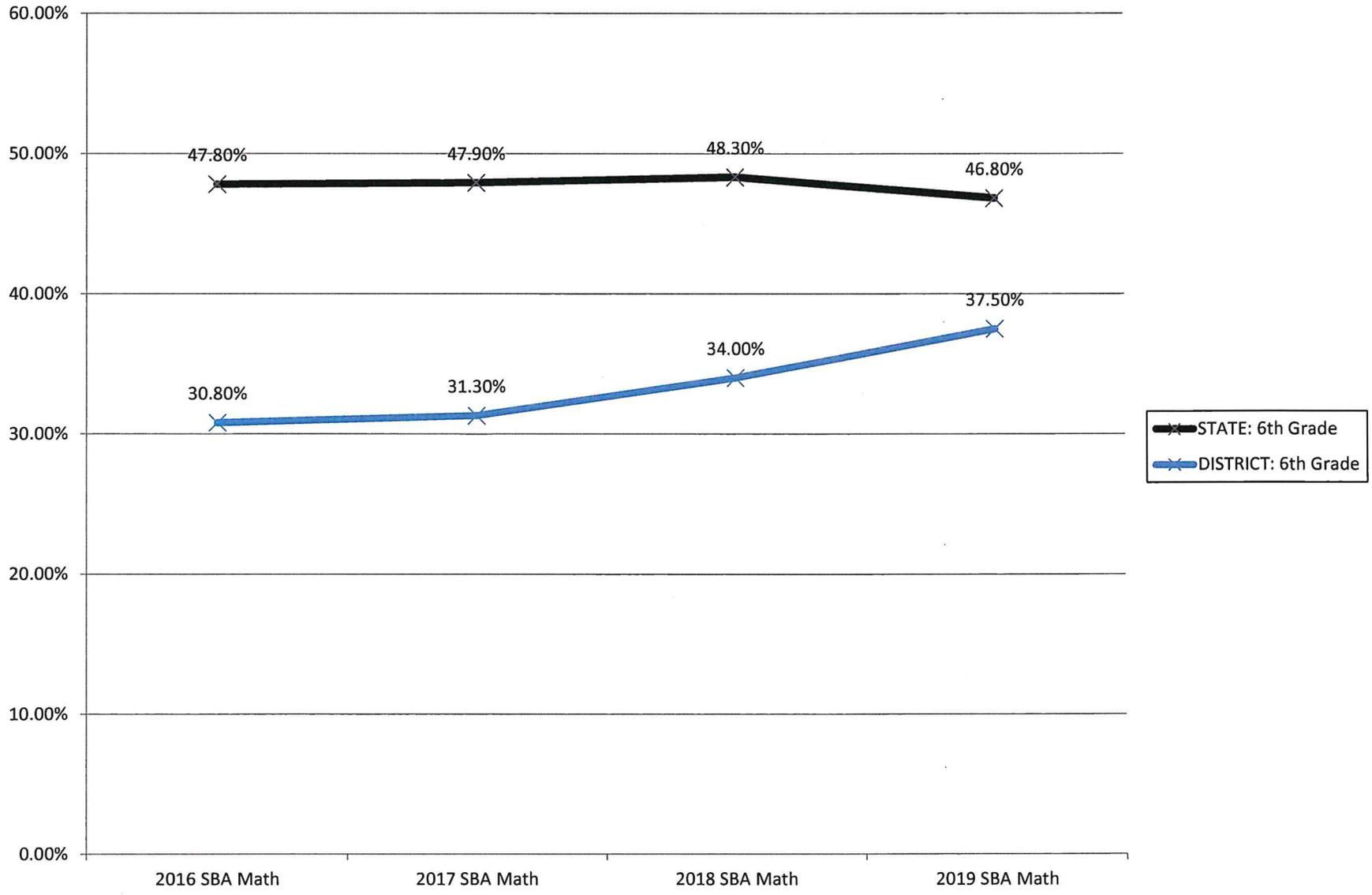
Statewide || School: Statewide

Post Secondary Enroll Level
■ 2 Yr/CTC
■ 4 Yr

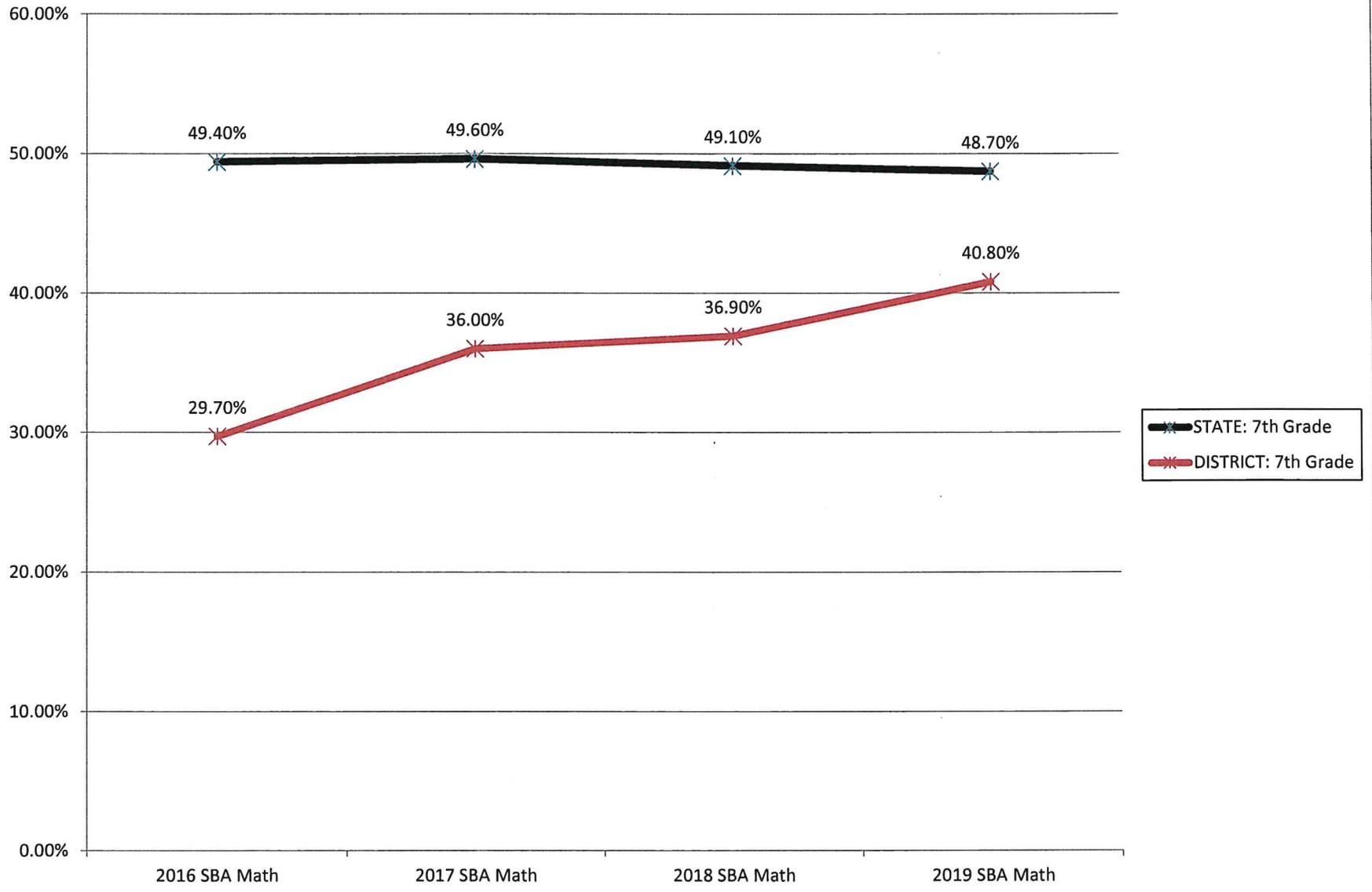
All



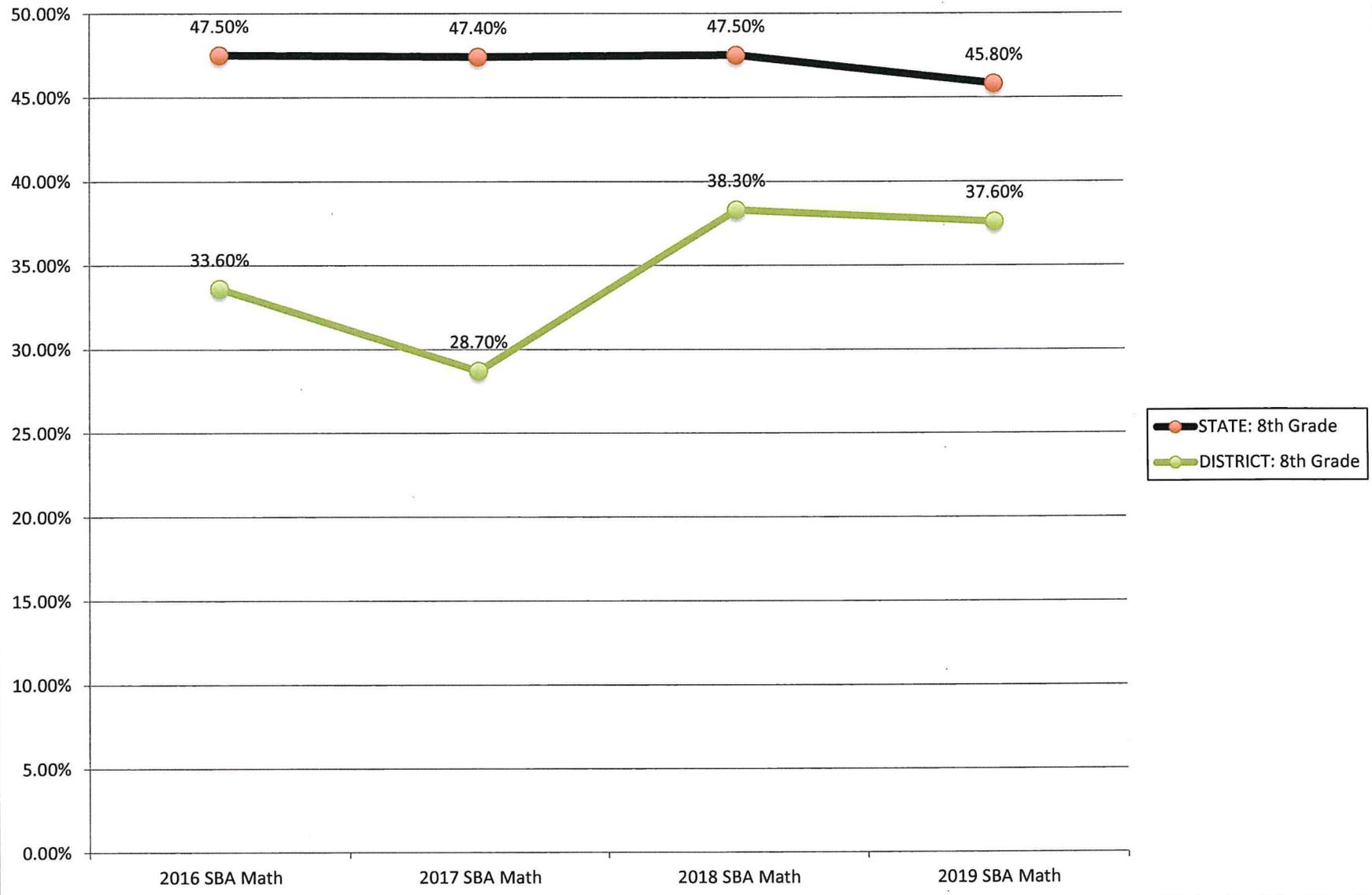
Percent Meeting Math Standard



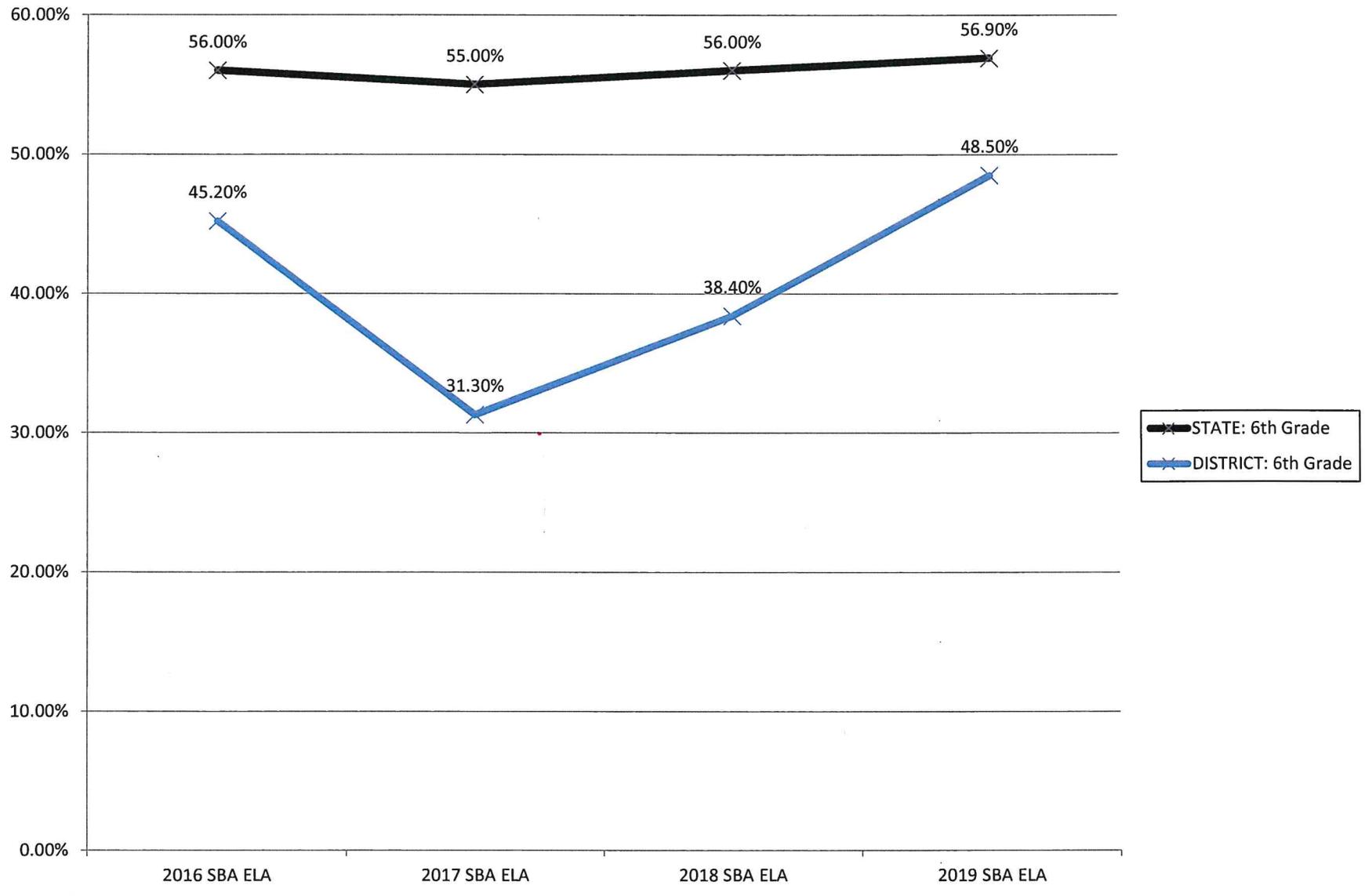
Percent Meeting Math Standard



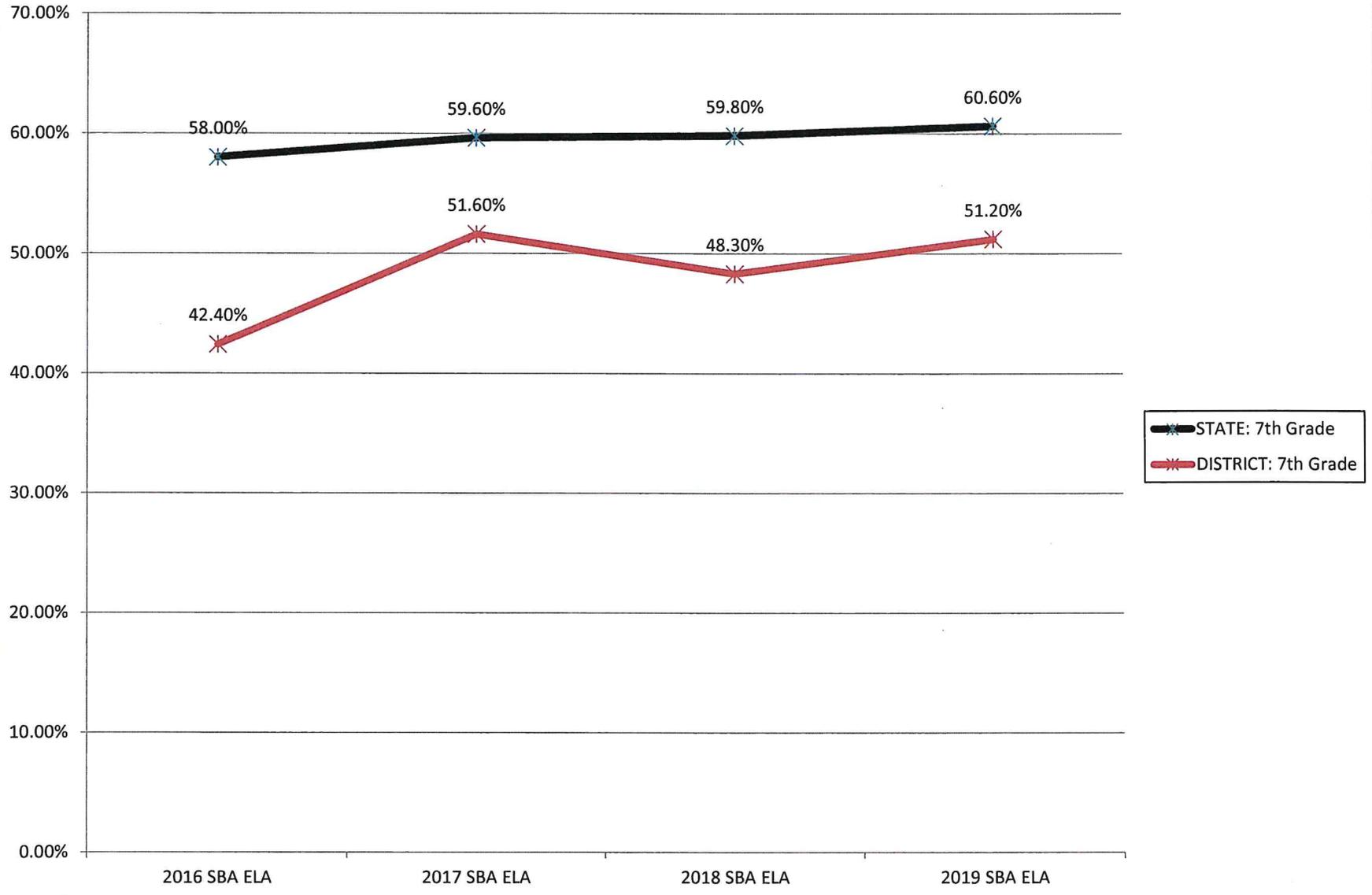
Percent Meeting Math Standard



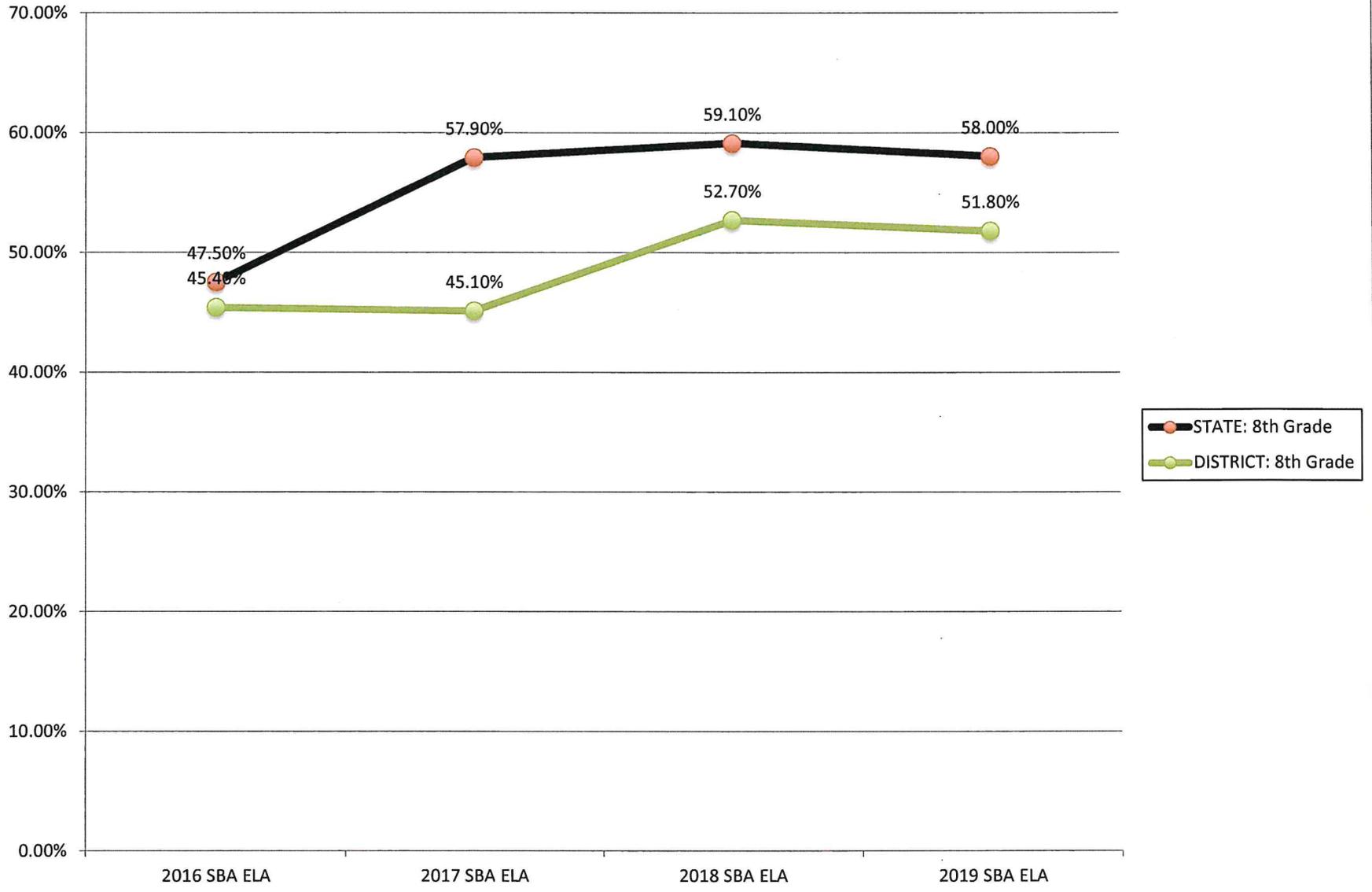
Percent Meeting ELA Standard



Percent Meeting ELA Standard



Percent Meeting ELA Standard



Percent Meeting Science Standard

