



Washington High School School Performance Report for 2016-2017

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Franklin Pierce School District

Vision

Every student graduates from high school prepared to succeed in post-secondary education.

Core Business

Engage all students in rigorous, relevant, high quality work.

Beliefs

- Every student can learn to think, reason, and achieve at high levels.
- Every student can learn more every day.
- Every student has potential for educational and economic success beyond high school.
- Every teacher is a “leader of learning” whose primary job is to engage students in meaningful experiences that result in desired learning.
- Every staff member has the ability to build positive relationships with students that contribute to learning.
- Every school principal is a “leader of leaders”.
- Every staff member has the responsibility to support the core business.

Mission Statement

To provide students an engaging educational environment built upon proven academics and high standards, resulting in successful and contributing citizens.

Goals

- Increase academic achievement of all students
- Prepare students for success beyond high school
- Maintain safe and caring schools
- Promote family and community involvement in our schools



Washington High School



Mission Statement

Washington High School's mission is to develop contributing citizens, produce academically successful students, and assist students in creating plans for post-secondary opportunities. Academic success will be determined by district and state standards. To ensure this success, we commit to strategic interventions and supports for all our students.

Values

- We will honor and celebrate diversity.
- We will collaborate and communicate with the school community to create engaging lessons and a learning-focused environment.
- We will provide and implement interventions for every student in need.
- We will recognize and celebrate academic success.
- We will assist students in creating post-secondary plans.
- We will attend and acknowledge student performances, activities and athletics.

Patriot Pride Guidelines for Success

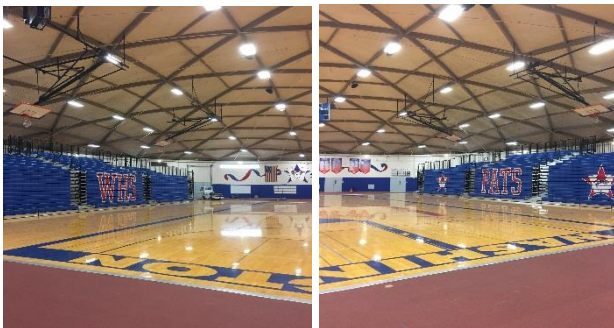
- Perseverance
- Respect
- Integrity
- Dedication
- Excellence



Campus History

Washington High School opened its current facility in 1969 with the first graduating class in 1971. In 1990, the south campus athletic fields were upgraded, and the buildings received a major energy efficiency remodel in 1991. The track and the football practice facility received major upgrades in 1994-95. In 1998 our community passed an important Capital Projects Bond. The first phase of the capital improvement project at Washington High was the construction of an auxiliary gymnasium. The second phase of the project was completed in the fall of 2004 with the addition of five classrooms, performing arts center, expanded cafeteria, and renovated classrooms and library. Thanks to the most recent support of our voters, we were able to install new bleachers in the Patriot Dome, and construction will begin Spring, 2017, on the STEM Lab as well as renovations to science and CTE classrooms.

Washington High School is also available for public use. For information, call 298-4700.



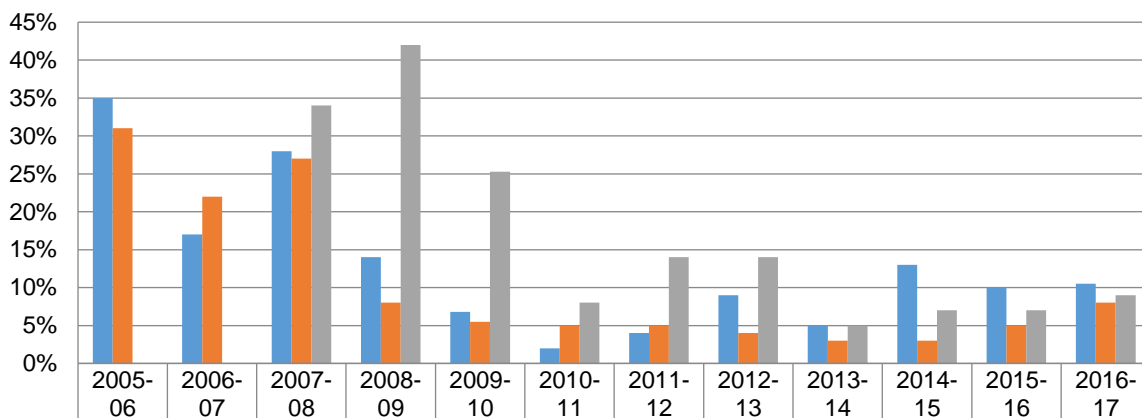
School Improvement Plan

Washington High School has a multi-layered School Improvement Plan with action plans in the areas of Reading, Mathematics, and On-time Graduation Rate. WHS continued many improvement initiatives for 2016-2017, based on the performance and research completed since the 2005-2006 school year. These action plans have become the major focus of our monthly staff meetings, classroom instruction improvement efforts, and behavior and academic interventions for students who require additional support. One new addition is the decision to be a School-wide AVID school with all staff using AVID strategies in the classroom. The focus for the AVID program was the implementation of Cornell Notes. Specific examples of our other improvements include our continued focus on literacy through monthly staff trainings, implementation and continued focus on instruction in our math classes, and organization of a building RTI team that meets

weekly to discuss specific student needs and develop strategic intervention for academics and behavior. Additionally, our staff collaborates as departments on a weekly basis to develop engaging lessons and reflect on student work.

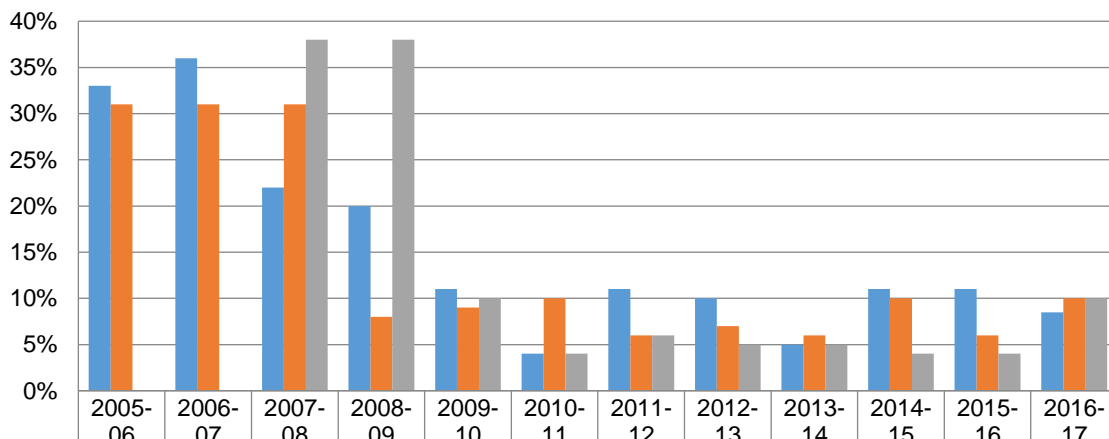
One area of intervention that has experienced significant success is the Freshman Success Program. This strategic intervention has helped to decrease freshman failure rate significantly since its inception in the 2006-2007 school year. Due to the success with the Freshman Success Program, the Sophomore Success Program was implemented in the 2009-10 school year using the same intervention strategies. During the 2008-2009 school year, WHS experienced the most significant reduction of failure rates thanks to a dedicated staff who helped implement many strategic improvements to the program. The graph below illustrates the degree of success this program has experienced.

1st Semester Freshman Failure Rate



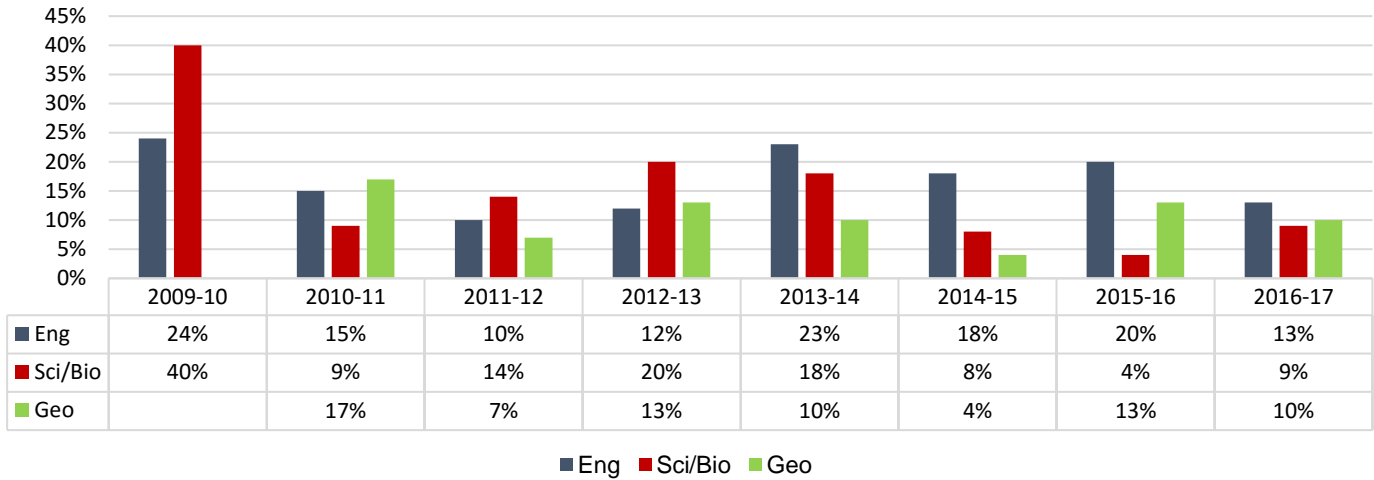
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|--------------------|-----|-----|-----|-----|-----|----|-----|-----|----|-----|-----|--------|
| FIRST SEMESTER ENG | 35% | 17% | 28% | 14% | 7% | 2% | 4% | 9% | 5% | 13% | 10% | 10.50% |
| FIRST SEMESTER SCI | 31% | 22% | 27% | 8% | 6% | 5% | 5% | 4% | 3% | 3% | 5% | 8% |
| FIRST SEMESTER ALG | | | 34% | 42% | 25% | 8% | 14% | 14% | 5% | 7% | 7% | 9% |

2nd Semester Freshman Failure Rate

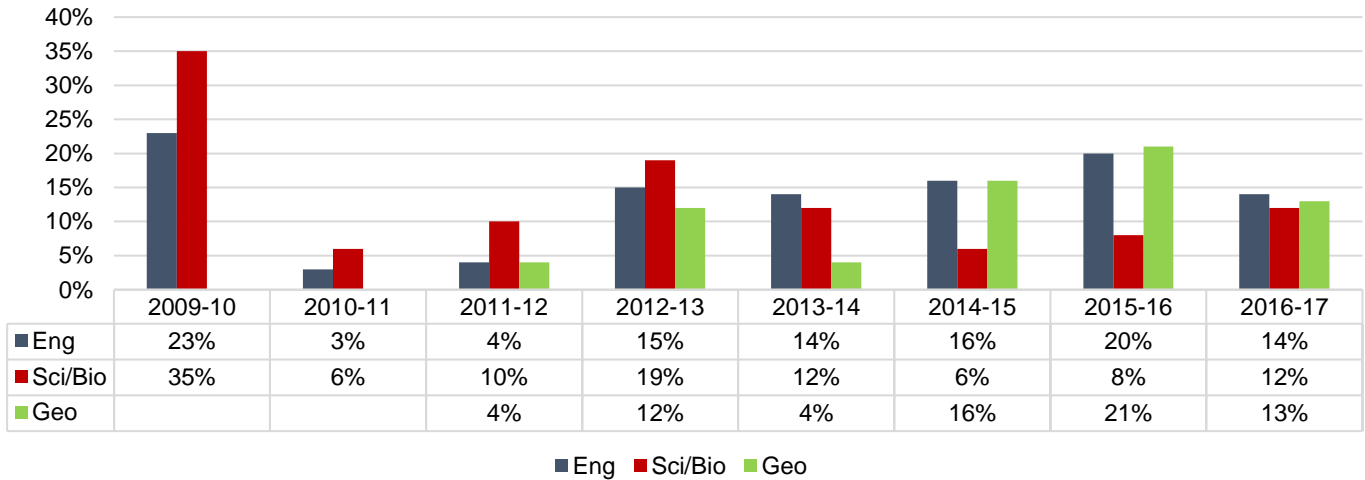


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|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-------|
| SECOND SEMESTER ENG | 33% | 36% | 22% | 20% | 11% | 4% | 11% | 10% | 5% | 11% | 11% | 8.50% |
| SECOND SEMESTER SCI | 31% | 31% | 31% | 8% | 9% | 10% | 6% | 7% | 6% | 10% | 6% | 10% |
| SECOND SEMESTER ALG | | | 38% | 38% | 10% | 4% | 6% | 5% | 5% | 4% | 4% | 10% |

1st Semester Sophomore Failure Rate



2nd Semester Sophomore Failure Rate



Highly Qualified Staff

Parents of students in Title I schools have the right to request information regarding the professional qualifications of their children's teachers. Parents may request the following: whether the teacher is state-certified, whether the teacher is teaching under emergency certification, and the teacher's major/field of study in college/graduate program. If a student is receiving services from paraeducators, parents may also request information regarding the professional qualifications of the paraeducators. If you would like to request this information, please contact the Human Resources Department at (253) 298-3082.

Students

Washington High School is a highly diverse learning community that is growing more so every year. Ethnically, we are 33.1% white, 16.4% black/African-American, 5.6% Asian, 20.2% Hispanic, 9.7% Pacific Islander, 1.3% American Indian and 13.8% multiracial. Our ELL students represent 4.4% and special education represents 14.8% of our population. Since 2003-04, the percentage of students granted free or reduced-price meals has increased from 39.6% to the current rate of 69.1%.



Navigation 101

Navigation 101 is a comprehensive guidance program that uses yearly Student Led Conferences to deepen students' awareness for career pathways, four-year planning, and post-secondary plans. These goals are accomplished through our Patriot Partnership program. Every Thursday during Patriot Partnership students have an opportunity to develop a relationship with a teacher and to systematically complete portfolio components. The portfolio is a culminating project and the student's presentation, coupled with a proficient portfolio, is also a graduation requirement. Each year the feedback from seniors and the community panel members is very supportive, affirming the need to maintain this program.

Curriculum

WHS implements a performance-based curriculum founded on the National and Washington State Learning Standards. Emphasis is also placed on school-wide literacy initiatives for core instruction. During the 2016-2017 school year, staff continued to focus on the new Common Core Standards for English/Language Arts and our math department looked closely at the Common Core Standards for Math. Beyond the curriculum, our staff implemented a variety of instructional strategies from AVID and SIOP to increase student engagement and rigor in the instruction provided to students.

Our pre-AP courses prepare more students to participate in college-bound coursework and prepare them for post-secondary education. Advanced Placement courses offered in 2016-17 included: AP Biology, AP Chemistry, AP US History, AP World History, AP Human Geography, AP Calculus, AP Statistics, AP Literature & Composition, AP Language & Composition, AP Art, AP Psychology and AP Spanish.



Activities & Athletics

Students can participate in a variety of clubs and activities including Leadership, Key Club, Drama, Book Club, Math Team, Future Business Leaders Association (FBLA), Honor Society, Latino Club, Mathematics and Engineering Student Achievement (MESA), Green Team, and Youth Leading Change among others. We also have a National Championship ROTC Drill Team. Sports include football, soccer, volleyball, tennis, cross-country, basketball, wrestling, fast-pitch softball, baseball and track. WHS had several individuals and teams compete at the state level including football, cross country, golf, swim, tennis and track & field.

Support Services

Our Freshman Success Program is designed to provide effective, timely, and additional support for 9th graders who are struggling to meet standards in their Freshman English and Principles of Lab Science classes. A system of tiered interventions is utilized as soon as students have one missing assignment. The pyramid of interventions includes regular contact by counselors and administrators with the parents of struggling students. In 2008-2009, we expanded the program to include Algebra. We have also addressed the need to provide additional support after 9th grade by implementing Sophomore Success. Much like the Freshman Success Program, Sophomore Success is a tiered intervention system that targets students who have not met standard in Biology and English courses.



We continue to utilize our 25-minute advisory/study hall after 2nd period on every full day. During this time, targeted students were sent to Algebra, Geometry, Sophomore English or Biology interventions. Students not on an intervention list were eligible for Independent Study Time (IST) in the cafeteria or library if they had a 3.2 GPA with no F's. Students not eligible for IST remained in their advisory classes for Structured Study Time (SST). On Thursdays, the 25-minute period was used for Navigation 101 and assemblies on Fridays.

We also have the following programs in place to address the needs of all students:

- **ELA, Science, & Math COE:** this program was designed by the state and is being used with 12th grade students who have not met standard as measured by the SBA for ELA and Math with submission of a collection of work produced in each subject matter.
- **Read 180:** this is a strategic/intensive intervention program using computer-based curriculum to assess student learning and provide explicit instruction in areas of need.
- **Special Education Programs:** we offer a variety of special education courses designed to meet the needs of students who qualify for services. We have also started a Behavior Support program to meet the needs of behaviorally challenged students who have behavior plans. We continue to provide a Support Center at WHS to meet the needs of students with more significant cognitive disabilities.
- **Bridge English and Math:** Designed for students who did not pass the SBA English/Language Arts or Math and wish to attend a post-secondary school. Students who pass this class with a B or better will not have to take a college placement test for English or Math. They would automatically enroll into college level English and math classes.
- **Intensified Algebra:** Funded by the BERC group based on research from the University of Texas, this block math class is designed for 9th graders identified as 2+ years below grade level. Agile Minds is also a contributor to this program where students receive over 100 minutes per day of math instruction. There is also an interactive online component to the program as well as periodic monitoring and self-efficacy. In the 2015-16 school year, 95% of the students passed this class.
- **ELL Program:** these courses are available for English Language Learners students who qualify.
- **AP Programs:** we have a wide variety of Advanced Placement courses available for students.
- **Safe and Civil Schools:** school-wide procedures and protocols have been established to create a structured and focused learning environment critical to students' academic success.

During the 2016-17 school year, we continued to emphasize the on-time Graduation rate for the Class of 2017. The electronic version of the Collection of Evidence assessment, an on-line credit retrieval program (e2020) and extended semester grading strategy helped to increase the number of seniors to graduate on time. We have continued to identify students as at risk to not graduate on time and used the Jobs for America's Graduates program to assist them. In 2015-16 we had 16 seniors, and 15 graduated on time, a 94% success rate. The Senior Success program continued to assist with seniors struggling with their classes. Seniors who were failing any of their classes were mandated to attend but instead of monthly grade checks, we chose to increase the frequency to weekly grade checks. The on-time graduation rate increased from 68.5% for the Class of 2008 to 82% for the Class of 2017. Recently the state has begun to track graduates a year after their graduation year, and the extended graduation rate for the Class of 2016 is 92%.

Community/Parent Involvement

The most meaningful contact we have with our parents happens during Spring Student Led Conferences (SLCs). During the 2013-14 school year, Fall Conferences in October were introduced to focus on students setting goals for the school year. The Spring Conferences continue to be focused on student accomplishments and achievement towards the goals set during the Fall Conferences. These conferences provide the opportunity for parents to be directly involved in the planning, review, and improvement of their students' academic programs. Parents can monitor their child's attendance and grades through our Online Grades program and are encouraged to communicate with teachers regarding student progress.

Events are held throughout the year to provide parents with the opportunity to review our instructional programs. Examples of these events include:

- College Readiness Night to go over the college application and essay process as well as providing information on the FAFSA
- There are a variety of parent booster clubs on campus to be involved with if interested. Please inquire at the WHS Main Office for more information.

Academic Achievement in Core Subject Areas

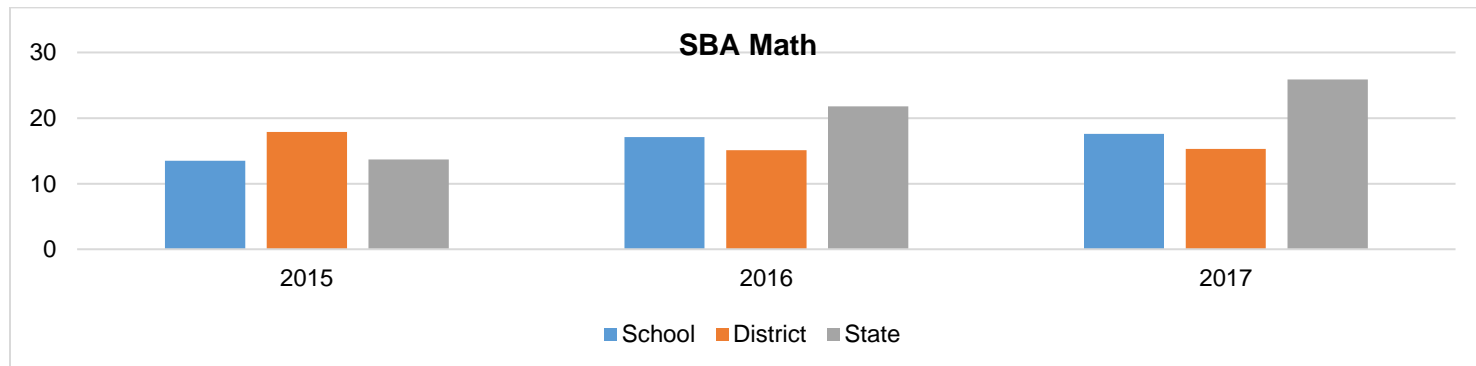
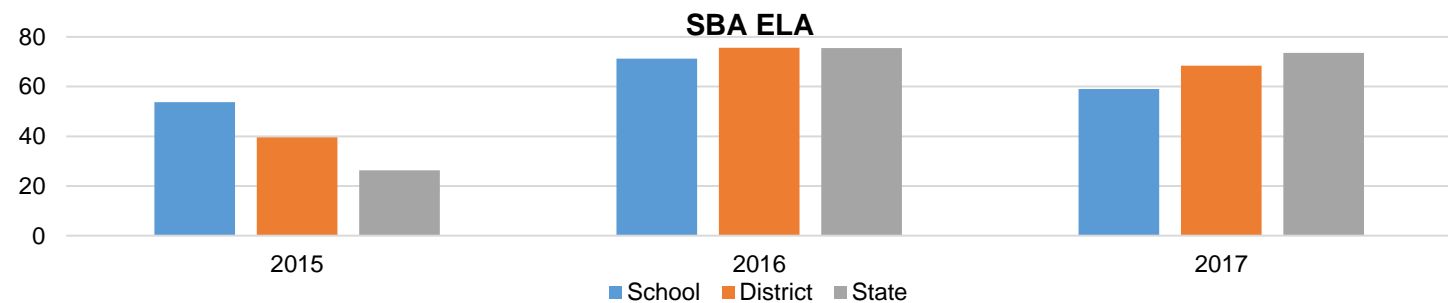
Students' academic performance is assessed throughout the year by each teacher. In addition to the daily and weekly assessments teachers normally administer, all tenth-grade students are evaluated on whether or not they meet standards of performance established by the State of Washington in reading, writing and mathematics. Below, the percent of our students who met the state's standards based on the End of Course assessment for Algebra and Geometry.

Eleventh Grade Smarter Balanced Assessment (SBA)

2016-17 marked the 3rd year of using the Smarter Balanced Assessment (SBA) as the graduation requirement for English Language Arts, but not for Math. However, the state is using the SBA for federal accountability for both ELA and Math. The class of 2018 will be the last class to use the End of Course assessments for Algebra or Geometry as the math graduation requirement. The new graduation requirement will change to the Smarter Balanced Assessment (SBA) Math for the class of 2019.

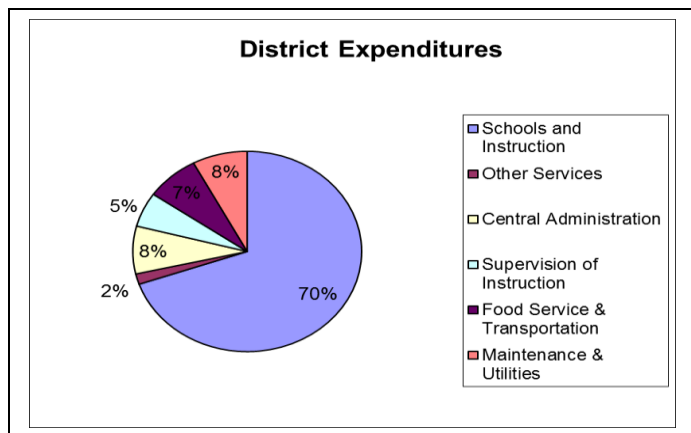
School Assessment Data

For more detailed data on Washington High School go to the OSPI School Report Card website at <http://reportcard.ospi.k12.wa.us>.



Where Do Your Education Dollars Go?

| District Fund Balance | |
|-------------------------------|----------------|
| 16-17 Beginning Fund Balance | \$8,650,543 |
| Income | \$102,233,801 |
| Expenses | -\$101,664,054 |
| 16-17 Ending Fund Balance | \$9,220,290 |
| General Fund / Income | |
| Tax Base (Local Property Tax) | \$24,349,144 |
| State Support | \$69,420,819 |
| Federal Support | \$8,344,338 |
| Other Sources | \$119,500 |
| Total | \$102,233,801 |
| Expenditures Per Student | |
| Teaching Activities | 43.76 |
| Teaching Support | 9.25 |
| Food Service | 3.09 |
| Transportation | 2.66 |
| Building Administration | 4.24 |
| Building Operation | 5.92 |
| Central Administration | 5.85 |
| Other Support Services | 1.29 |
| Total Cost Per Day | 76.07 |
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| Schools and Instruction | 69.70% |
| Other Services | 1.70% |
| Central Administration | 7.69% |
| Supervision of Instruction | 5.58% |
| Food Service & Transportation | 7.55% |
| Maintenance & Utilities | 7.78% |
| Total | 100.00% |



Nondiscrimination Statement

Franklin Pierce Schools does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Questions and complaints of alleged discrimination should be directed to Dr. Shaun Carey, Compliance Coordinator for State and Civil Rights Laws; Wendy Malich, Title IX Officer; or William Rasplica, 504/ADA Coordinator at 315 129th St S, Tacoma, WA 98444-5099 or at (253) 298-3000.