

Tukwila School District

Performance on Summative Assessments

Methodology for determining status: Percent of students scoring proficient or higher on the statewide assessment Measures of Student Progress

Methodology for determining growth: ESEA Flexibility AMOs (2011 baseline, 1/12 improvement to 100% per year to 2017)

Goal area	Subgroup	2011-12 actual	Baseline 2010-11	Goals					
				2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
3rd Grade Reading MSP	Overall	48.1%	61.0%	64%	68%	71%	74%	77%	81%
	White	48.4%	62.8%	66%	69%	72%	75%	78%	81%
	Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
	Hispanic	43.3%	69.1%	72%	74%	77%	79%	82%	85%
	Black	34.4%	50.0%	54%	58%	63%	67%	71%	75%
	Asian	54.8%	61.4%	65%	68%	71%	74%	77%	81%
	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	46.4%	55.0%	59%	63%	66%	70%	74%	78%
	Special Education	23.1%	43.5%	48%	53%	58%	62%	67%	72%
	Limited English	23.8%	31.9%	38%	43%	49%	55%	60%	66%
4th Grade Reading MSP	Overall	60.8%	52.3%	56%	60%	64%	68%	72%	76%
	White	73.2%	72.2%	75%	77%	79%	81%	84%	86%
	Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
	Hispanic	60.7%	40.7%	46%	51%	56%	60%	65%	70%
	Black	43.5%	34.6%	40%	46%	51%	56%	62%	67%
	Asian	62.9%	60.0%	63%	67%	70%	73%	77%	80%
	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	54.2%	44.3%	49%	54%	58%	63%	68%	72%

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	Special Education	37.5%	26.3%	32%	39%	45%	51%	57%	63%
	Limited English	27.5%	27.4%	33%	40%	46%	52%	58%	64%
5th Grade Reading MSP	Overall	63.3%	57.2%	61%	64%	68%	71%	75%	79%
	White	64.1%	63.6%	67%	70%	73%	76%	79%	82%
	Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
	Hispanic	60.0%	43.9%	49%	53%	58%	63%	67%	72%
	Black	63.0%	61.1%	64%	68%	71%	74%	77%	81%
	Asian	64.9%	58.8%	62%	66%	69%	73%	76%	79%
	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	59.9%	50.0%	54%	58%	63%	67%	71%	75%
	Special Education	38.1%	35.7%	41%	46%	52%	57%	62%	68%
	Limited English	32.8%	11.8%	19%	27%	34%	41%	49%	56%
6th Grade Reading MSP	Overall	53.5%	60.5%	64%	67%	70%	74%	77%	80%
	White	59.3%	70.8%	73%	76%	78%	81%	83%	85%
	Pacific Islander	NA	54.5%	58%	62%	66%	70%	73%	77%
	Hispanic	45.6%	56.9%	60%	64%	68%	71%	75%	78%
	Black	41.5%	53.1%	57%	61%	65%	69%	73%	77%
	Asian	63.0%	65.9%	69%	72%	74%	77%	80%	83%
	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	46.4%	53.4%	57%	61%	65%	69%	73%	77%
	Special Education	41.2%	12.5%	20%	27%	34%	42%	49%	56%
	Limited English	11.8%	13.3%	21%	28%	35%	42%	49%	57%
7th Grade Reading MSP	Overall	48.9%	40.3%	45%	50%	55%	60%	65%	70%
	White	54.2%	44.9%	49%	54%	59%	63%	68%	72%
	Pacific Islander	45.5%	NA	NA	NA	NA	NA	NA	NA
	Hispanic	50.0%	24.1%	30%	37%	43%	49%	56%	62%

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	Black	27.8%	41.2%	46%	51%	56%	61%	66%	71%
	Asian	53.3%	47.1%	52%	56%	60%	65%	69%	74%
	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	41.4%	32.3%	38%	44%	49%	55%	61%	66%
	Special Education	10.0%	7.7%	15%	23%	31%	38%	46%	54%
	Limited English	8.1%	7.7%	15%	23%	31%	38%	46%	54%
8th Grade Reading MSP	Overall	42.1%	63.5%	67%	70%	73%	76%	79%	82%
	White	54.0%	72.3%	75%	77%	79%	82%	84%	86%
	Pacific Islander	NA	50.0%	54%	58%	63%	67%	71%	75%
	Hispanic	32.0%	67.9%	71%	73%	76%	79%	81%	84%
	Black	26.8%	51.6%	56%	60%	64%	68%	72%	76%
	Asian	50.0%	61.8%	65%	68%	71%	75%	78%	81%
	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	34.9%	57.3%	61%	64%	68%	72%	75%	79%
	Special Education	29.4%	31.3%	37%	43%	48%	54%	60%	66%
	Limited English	1.9%	14.6%	22%	29%	36%	43%	50%	57%
10th Grade Reading MSP	Overall	53.6%	58.7%	62%	66%	69%	72%	76%	79%
	White	78.0%	68.4%	71%	74%	76%	79%	82%	84%
	Pacific Islander	NA	64.3%	67%	70%	73%	76%	79%	82%
	Hispanic	64.6%	60.3%	64%	67%	70%	74%	77%	80%
	Black	44.7%	47.8%	52%	57%	61%	65%	70%	74%
	Asian	39.5%	56.1%	60%	63%	67%	71%	74%	78%
	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	46.4%	49.4%	54%	58%	62%	66%	70%	75%
	Special Education	12.5%	25.0%	31%	38%	44%	50%	56%	63%
	Limited English	4.3%	17.8%	25%	32%	38%	45%	52%	59%

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3th Grade Math MSP	Overall	54.6%	52.1%	56%	60%	64%	68%	72%	76%
	White	54.8%	53.5%	57%	61%	65%	69%	73%	77%
	Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
	Hispanic	52.2%	63.6%	67%	70%	73%	76%	79%	82%
	Black	28.1%	40.0%	45%	50%	55%	60%	65%	70%
	Asian	71.0%	52.2%	56%	60%	64%	68%	72%	76%
	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	53.1%	46.8%	51%	56%	60%	65%	69%	73%
	Special Education	23.1%	26.1%	32%	38%	45%	51%	57%	63%
	Limited English	36.9%	29.7%	36%	41%	47%	53%	59%	65%
4th Grade Math MSP	Overall	53.5%	48.2%	53%	57%	61%	65%	70%	74%
	White	56.1%	55.6%	59%	63%	67%	70%	74%	78%
	Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
	Hispanic	52.6%	43.3%	48%	53%	57%	62%	67%	72%
	Black	36.2%	15.4%	22%	30%	37%	44%	51%	58%
	Asian	65.1%	68.6%	71%	74%	76%	79%	82%	84%
	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	47.2%	43.0%	48%	53%	57%	62%	67%	72%
	Special Education	16.7%	15.8%	23%	30%	37%	44%	51%	58%
	Limited English	30.6%	39.7%	45%	50%	55%	60%	65%	70%
5th Grade Math MSP	Overall	65.0%	55.2%	59%	63%	66%	70%	74%	78%
	White	69.2%	57.6%	61%	65%	68%	72%	75%	79%
	Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
	Hispanic	62.0%	52.6%	57%	61%	64%	68%	72%	76%
	Black	37.0%	41.7%	47%	51%	56%	61%	66%	71%
	Asian	84.5%	68.6%	71%	74%	76%	79%	82%	84%

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	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	61.4%	48.7%	53%	57%	62%	66%	70%	74%
	Special Education	23.8%	21.4%	28%	35%	41%	48%	54%	61%
	Limited English	49.2%	29.4%	35%	41%	47%	53%	59%	65%
6th Grade Math MSP	Overall	37.3%	39.5%	45%	50%	55%	60%	65%	70%
	White	29.6%	45.8%	50%	55%	59%	64%	68%	73%
	Pacific Islander	NA	18.2%	25%	32%	39%	45%	52%	59%
	Hispanic	31.6%	43.1%	48%	53%	57%	62%	67%	72%
	Black	19.5%	18.8%	26%	32%	39%	46%	53%	59%
	Asian	54.5%	52.3%	56%	60%	64%	68%	72%	76%
	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	29.9%	33.6%	39%	45%	50%	56%	61%	67%
	Special Education	11.8%	6.3%	14%	22%	30%	38%	45%	53%
	Limited English	9.6%	4.4%	12%	20%	28%	36%	44%	52%
7th Grade Math MSP	Overall	35.8%	31.3%	37%	43%	48%	54%	60%	66%
	White	44.0%	44.9%	49%	54%	59%	63%	68%	72%
	Pacific Islander	27.3%	NA	NA	NA	NA	NA	NA	NA
	Hispanic	32.1%	22.2%	29%	35%	42%	48%	55%	61%
	Black	16.7%	8.8%	16%	24%	32%	39%	47%	54%
	Asian	47.8%	37.3%	43%	48%	53%	58%	63%	69%
	American Indian	NA	NA	NA	NA	NA	NA	NA	NA
	Low Income	29.6%	22.6%	29%	36%	42%	48%	55%	61%
	Special Education	15.0%	7.7%	15%	23%	31%	38%	46%	54%
	Limited English	5.4%	3.8%	12%	20%	28%	36%	44%	52%
8th Grade Math MSP	Overall	27.4%	38.0%	43%	48%	54%	59%	64%	69%
	White	39.2%	36.2%	42%	47%	52%	57%	63%	68%

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Pacific Islander	NA	28.6%	35%	41%	46%	52%	58%	64%
Hispanic	12.0%	32.1%	38%	43%	49%	55%	60%	66%
Black	7.3%	28.1%	34%	40%	46%	52%	58%	64%
Asian	40.7%	50.0%	54%	58%	63%	67%	71%	75%
American Indian	NA	NA	NA	NA	NA	NA	NA	NA
Low Income	20.4%	32.9%	38%	44%	50%	55%	61%	66%
Special Education	5.9%	12.5%	20%	27%	34%	42%	49%	56%
Limited English	5.7%	16.3%	23%	30%	37%	44%	51%	58%

SOURCE: OSPI Report Card 2010-2012 SY

Decreasing Achievement Gaps – Reading

Methodology for Determining Status: The gap is the number of percentage points between the subgroup (as defined in the grant notice) and the reference group for any given year. The reference group is the highest performing subgroup for the region as a whole on a given assessment during the baseline year of 2010-2011.

Methodology for determining goals: ESEA Flexibility AMOs (2011 baseline, 1/12 improvement to 100% per year to 2017). Meeting AMO goals for subgroups will close achievement gaps.

Notes: Goals are missing for groups of n < 10 in the baseline year. OSPI does not report Proficiency rates from groups less than ten. No goals are provided for reference groups or for district level subgroup with baseline performance exceeding that of the reference group. Reference groups not available for 10th grade reading.

Goal Area: Reducing Achievement Gaps, State Reading Assessment					Goals				
Grade Tested	Subgroup	Reading Percent Met Standard 2010-2011	Reference Group	Baseline 2010-2011	2012-13	2013-14	2014-15	2015-16	2016-17
3	District	61	White	23.0	19.1	17.2	15.3	13.4	11.5
	White	63	White	21.2	17.6	15.9	14.1	12.4	10.6
	Pacific Islander	NA	White	NA	NA	NA	NA	NA	NA
	Hispanic	69	White	14.9	12.4	11.2	9.9	8.7	7.4
	Black	50	White	34.0	28.3	25.5	22.7	19.8	17.0
	Asian	61	White	22.6	18.8	16.9	15.1	13.2	11.3
	American Indian	NA	White	NA	NA	NA	NA	NA	NA
	Low Income	55	White	29.0	24.1	21.7	19.3	16.9	14.5
	Special Education	44	White	40.5	33.7	30.4	27.0	23.6	20.2
	Limited English	32	White	52.1	43.4	39.1	34.7	30.4	26.0
4	District	52	White	26.6	22.2	20.0	17.7	15.5	13.3
	White	72	White	6.7	5.6	5.0	4.5	3.9	3.4

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	Pacific Islander	NA	White	NA	NA	NA	NA	NA	NA
	Hispanic	41	White	38.2	31.8	28.7	25.5	22.3	19.1
	Black	35	White	44.3	36.9	33.2	29.5	25.8	22.2
	Asian	60	White	18.9	15.8	14.2	12.6	11.0	9.5
	American Indian	NA	White	NA	NA	NA	NA	NA	NA
	Low Income	44	White	34.6	28.8	26.0	23.1	20.2	17.3
	Special Education	26	White	52.6	43.8	39.5	35.1	30.7	26.3
	Limited English	27	White	51.5	42.9	38.6	34.3	30.0	25.8
5	District	57	White	23.1	19.3	17.3	15.4	13.5	11.6
	White	64	White	16.7	13.9	12.5	11.1	9.8	8.4
	Pacific Islander	NA	White	NA	NA	NA	NA	NA	NA
	Hispanic	44	White	36.4	30.4	27.3	24.3	21.2	18.2
	Black	61	White	19.2	16.0	14.4	12.8	11.2	9.6
	Asian	59	White	21.5	17.9	16.1	14.3	12.6	10.8
	American Indian	NA	White	NA	NA	NA	NA	NA	NA
	Low Income	50	White	30.3	25.3	22.7	20.2	17.7	15.2
	Special Education	36	White	44.6	37.2	33.5	29.7	26.0	22.3
	Limited English	12	White	68.5	57.1	51.4	45.7	40.0	34.3
6	District	61	White	21.2	17.7	15.9	14.1	12.4	10.6
	White	71	White	10.9	9.1	8.2	7.3	6.3	5.4
	Pacific Islander	55	White	27.2	22.7	20.4	18.1	15.9	13.6
	Hispanic	57	White	24.8	20.7	18.6	16.5	14.5	12.4
	Black	53	White	28.6	23.8	21.4	19.1	16.7	14.3
	Asian	66	White	15.8	13.2	11.8	10.5	9.2	7.9
	American Indian	NA	White	NA	NA	NA	NA	NA	NA
	Low Income	53	White	28.3	23.6	21.2	18.9	16.5	14.1
Special Education	13	White	69.2	57.7	51.9	46.1	40.4	34.6	

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	Limited English	13	White	68.4	57.0	51.3	45.6	39.9	34.2
7	District	40	Asian	27.2	22.7	20.4	18.2	15.9	13.6
	White	45	Asian	22.6	18.9	17.0	15.1	13.2	11.3
	Pacific Islander	NA	Asian	NA	NA	NA	NA	NA	NA
	Hispanic	24	Asian	43.4	36.2	32.6	29.0	25.3	21.7
	Black	41	Asian	26.3	22.0	19.8	17.6	15.4	13.2
	Asian	47	Asian	20.4	17.0	15.3	13.6	11.9	10.2
	American Indian	NA	Asian	NA	NA	NA	NA	NA	NA
	Low Income	32	Asian	35.2	29.4	26.4	23.5	20.6	17.6
	Special Education	8	Asian	59.8	49.9	44.9	39.9	34.9	29.9
	Limited English	8	Asian	59.8	49.9	44.9	39.9	34.9	29.9
8	District	64	White	13.5	11.2	10.1	9.0	7.9	6.7
	White	72	White	4.7	3.9	3.5	3.1	2.7	2.3
	Pacific Islander	50	White	27.0	22.5	20.2	18.0	15.7	13.5
	Hispanic	68	White	9.1	7.6	6.8	6.1	5.3	4.5
	Black	52	White	25.4	21.2	19.0	16.9	14.8	12.7
	Asian	62	White	15.2	12.7	11.4	10.1	8.9	7.6
	American Indian	NA	White	NA	NA	NA	NA	NA	NA
	Low Income	57	White	19.7	16.4	14.8	13.1	11.5	9.8
	Special Education	31	White	45.7	38.1	34.3	30.5	26.6	22.8
	Limited English	15	White	62.4	52.0	46.8	41.6	36.4	31.2

Math

Methodology for Determining Status: The gap is the number of percentage points between the subgroup (as defined in the grant notice) and the reference group for any given year. The reference group is the highest performing subgroup for the region as a whole on a given assessment during the baseline year of 2010-2011.

Methodology for determining targets: ESEA Flexibility AMOs (2011 baseline, 1/12 improvement to 100% per year to 2017). Meeting AMO goals for subgroups will close achievement gaps.

Notes: Goals are missing for groups of n < 10 in the baseline year. OSPOI does not report Proficiency rates from groups less than ten. No goals are provided for reference groups. Reference group not available for 10th grade.

Goal Area: Reducing Achievement Gaps, State Math Assessment					Baseline 2010- 2011	Goals				
District	Grade Tested	Subgroup	Math Met Standard 2010-2011	Reference Group		2012-13	2013-14	2014-15	2015-16	2016-17
Tukwila	3	District	52	White	24.9	20.7	18.7	16.6	14.5	12.4
		White	54	White	23.5	19.6	17.6	15.6	13.7	11.7
		Asian	52	White	24.8	20.6	18.6	16.5	14.5	12.4
		Hispanic	64	White	13.4	11.1	10.0	8.9	7.8	6.7
		Black	40	White	37.0	30.8	27.7	24.6	21.6	18.5
		Pacific Islander	NA	White	NA	NA	NA	NA	NA	NA
		American Indian	NA	White	NA	NA	NA	NA	NA	NA
		Low Income	47	White	30.2	25.1	22.6	20.1	17.6	15.1
		Limited English	30	White	47.3	39.4	35.5	31.5	27.6	23.6
Special Education	26	White	50.9	42.4	38.2	33.9	29.7	25.4		
Tukwila	4	District	48	White	25.2	21.0	18.9	16.8	14.7	12.6
		White	56	White	17.8	14.8	13.3	11.9	10.4	8.9
		Asian	69	White	4.8	4.0	3.6	3.2	2.8	2.4
		Hispanic	43	White	30.1	25.1	22.6	20.1	17.6	15.0
		Black	15	White	58.0	48.3	43.5	38.7	33.8	29.0

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		Pacific Islander	NA	White	NA	NA	NA	NA	NA	NA
		American Indian	NA	White	NA	NA	NA	NA	NA	NA
		Low Income	43	White	30.4	25.3	22.8	20.3	17.7	15.2
		Limited English	40	White	33.7	28.1	25.3	22.5	19.7	16.8
		Special Education	16	White	57.6	48.0	43.2	38.4	33.6	28.8
Tukwila	5	District	55	White	20.3	16.9	15.3	13.6	11.9	10.2
		White	58	White	17.9	14.9	13.5	12.0	10.5	9.0
		Asian	69	White	6.9	5.8	5.2	4.6	4.0	3.5
		Hispanic	53	White	22.9	19.1	17.2	15.3	13.4	11.5
		Black	42	White	33.8	28.2	25.4	22.6	19.7	16.9
		Pacific Islander	NA	White	NA	NA	NA	NA	NA	NA
		American Indian	NA	White	NA	NA	NA	NA	NA	NA
		Low Income	49	White	26.8	22.4	20.1	17.9	15.7	13.4
		Limited English	29	White	46.1	38.4	34.6	30.8	26.9	23.1
		Special Education	21	White	54.1	45.1	40.6	36.1	31.6	27.1
Tukwila	6	District	40	Asian	36.1	30.1	27.1	24.1	21.1	18.0
		White	46	Asian	29.8	24.8	22.3	19.9	17.4	14.9
		Asian	52	Asian	23.3	19.4	17.5	15.5	13.6	11.6
		Hispanic	43	Asian	32.5	27.1	24.4	21.7	19.0	16.2
		Black	19	Asian	56.8	47.3	42.6	37.9	33.1	28.4
		Pacific Islander	18	Asian	57.4	47.8	43.0	38.3	33.5	28.7
		American Indian	NA	Asian	NA	NA	NA	NA	NA	NA
		Low Income	34	Asian	42.0	35.0	31.5	28.0	24.5	21.0
		Limited English	4	Asian	71.2	59.3	53.4	47.5	41.5	35.6
		Special Education	6	Asian	69.3	57.7	52.0	46.2	40.4	34.6
Tukwila	7	District	31	Asian	38.5	32.1	28.9	25.7	22.5	19.2
		White	45	Asian	24.9	20.7	18.7	16.6	14.5	12.4

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		Asian	37	Asian	32.5	27.1	24.4	21.7	19.0	16.2
		Hispanic	22	Asian	47.6	39.7	35.7	31.7	27.8	23.8
		Black	9	Asian	61.0	50.8	45.7	40.7	35.6	30.5
		Pacific Islander	NA	Asian	NA	NA	NA	NA	NA	NA
		American Indian	NA	Asian	NA	NA	NA	NA	NA	NA
		Low Income	23	Asian	47.2	39.3	35.4	31.5	27.5	23.6
		Limited English	4	Asian	66.0	55.0	49.5	44.0	38.5	33.0
		Special Education	8	Asian	62.1	51.7	46.6	41.4	36.2	31.0
Tukwila	8	District	38	Asian	30.4	25.4	22.8	20.3	17.8	15.2
		White	36	Asian	32.2	26.9	24.2	21.5	18.8	16.1
		Asian	50	Asian	18.4	15.4	13.8	12.3	10.8	9.2
		Hispanic	32	Asian	36.3	30.3	27.3	24.2	21.2	18.2
		Black	28	Asian	40.3	33.6	30.3	26.9	23.5	20.2
		Pacific Islander	29	Asian	39.8	33.2	29.9	26.6	23.2	19.9
		American Indian	NA	Asian	NA	NA	NA	NA	NA	NA
		Low Income	33	Asian	35.5	29.6	26.7	23.7	20.7	17.8
		Limited English	16	Asian	52.1	43.4	39.1	34.8	30.4	26.1
		Special Education	13	Asian	55.9	46.6	42.0	37.3	32.6	28.0

TUKWILA SCHOOL DISTRICT

Methodology for determining graduation rate: Graduation rate is the extended-year adjusted cohort graduation rate as defined by 34 CFR 200.19(b)(1). The rate is referred to as the 5-year adjusted graduation rate or the extended graduation rate, and includes all students graduating within 5 years of their first 9th grade year. District and subgroup rates are computed by OSPI and were aggregated to compute regional rates. Rates are suppressed for subgroups with fewer than 10 students in the baseline cohort.

Methodology for determining targets: Targets are computed using the AMO method as specified by the Washington ESEA Flexibility Waiver (2011 baseline, 1/12 improvement to 100% per year to 2017). Targets were not calculated for subgroups with fewer than 20 students at baseline.

Goal area	Subgroup	Cohort (Baseline, SY 2010-11, Class of 2009)	Baseline SY 2010-11 (Class of 2009)	Goals					
				SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
5-yr Adjusted Graduation Rate	All	199	78%	80%	82%	83%	85%	87%	89%
	White	66	80%	82%	84%	85%	87%	89%	90%
	Pacific Islander	4	s						
	Hispanic	30	53%	57%	61%	65%	69%	73%	77%
	Black	59	86%	88%	89%	90%	91%	92%	93%
	Asian	39	82%	84%	85%	87%	88%	90%	91%
	American Indian	1	s						
	2 or More Races	0							
	Low Income	136	77%	79%	80%	82%	84%	86%	88%
	Special Education	14	71%						
	Limited English	57	65%	68%	71%	74%	77%	80%	83%

TUKWILA SCHOOL DISTRICT

Methodology for determining status: College enrollment was calculated as the ratio between college-enrolled students and their graduating class. Graduating class includes all students graduating within a given school year, including late grads from earlier cohorts (data is not available for on-time graduates only). College enrollment includes all enrollments by August 31st of the following school year (i.e., for students graduating in 2008-09, it includes college enrollment through August of 2010). Rates are suppressed for subgroup of fewer than 10 students. FRPL data were not available for 2011.

Methodology for determining targets: Uses Road Map target methodology: A 2020 target is set based on the performance of the top ten districts in Washington in the baseline year (2009-10, 2009 high school graduates). This target is 73% for all subgroups. The Road Map compounding growth method was used to compute interim targets. For college enrollment, targets are adjusted to account for the 2020 college graduation targets: College enrollment targets increase at a higher rate through 2014. Targets are not computed for subgroups with fewer than 20 students.

Goal area	Subgroup	SY 2009-10 (Baseline)	SY 2010-11 (Actual)	Goals				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College Enrollment	ALL	54%	69%	63%	66%	67%	68%	69%
	American Indian	s	s					
	Asian	53%	78%	62%	65%	67%	68%	69%
	Black	55%	69%	63%	66%	67%	68%	69%
	Hispanic	38%	55%					
	White	58%	67%	65%	67%	68%	69%	70%
	FRPL	59%	NA	65%	68%	68%	69%	70%

TUKWILA SCHOOL DISTRICT

Methodology for determining status: College Tracking Data Services, The BERG Group: Graduation from a two year or four year institution within six years of high school graduation. 2004 high school graduates, as of 2010. The denominator is high school graduates. District and subgroup rates are computed by The BERG Group. Rates are suppressed for groups with fewer than 10 students. Data was not available for Low Income, Special Education, and Limited English subgroups.

Methodology for determining growth: Road Map method and 2020 Target of 50% of high school graduates attaining a postsecondary credential. 2020 Target is based on the postsecondary attainment rates of graduates of the top 10 districts in the state (2004 high school graduates finishing college by 2010). Interim annual targets are set by the compounding growth model. Targets are not calculated for subgroups with fewer than 20 students at baseline.

Goal area	Subgroup	Baseline		Goals				
		SY 2009-10 (2004 HS Graduates)	SY 2010-11 (2005 HS Graduates)	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Post Secondary Attainment	Overall	24%	23%	30%	32%	35%	37%	40%
	American Indian/Alaskan Native	s	s					
	Asian	36%	9%	39%	41%	42%	44%	45%
	Black	17%	26%	23%	26%	29%	32%	36%
	Hispanic	29%	13%	34%	36%	38%	40%	42%
	White	20%	29%	26%	29%	32%	35%	38%