



# Multi-sensory Instruction Teaching Children Hands-On (MITCH)

19550 SW 90th Court  
Tualatin, OR 97062 (503) 639-5757  
[www.mitchcharterschool.org](http://www.mitchcharterschool.org)

DISTRICT Tigard-Tualatin SD 23J  
SUPERINTENDENT Ernest Brown  
PRINCIPAL Melissa Meyer  
GRADES SERVED K-8

For more report card measures including detailed demographic information visit [www.ode.state.or.us/go/RCMeasures](http://www.ode.state.or.us/go/RCMeasures)

## FROM THE PRINCIPAL

Dear Parents and Community Members,

We teach a rigorous curriculum where every student studies language arts & literature, history & geography, mathematics, science, music and the visual arts in a precise sequence year-by-year. Our purpose in teaching content in a grade-by-grade sequence is to give every student the knowledge necessary to achieve at high levels. Over 80% of M.I.T.C.H. students met reading standards compared with 70% for the state. In math, the percent of students meeting standards was 76%, 11% higher than the state average. And in science, 81% of our students met standards compared to 68% for the state. MITCH received a 2013-14 Overall State Rating of average. A greater percentage of our students meet or exceed the state benchmarks, but to protect individual students' privacy we are not awarded points in the subgroup growth category. A closer look at student group outcomes reveals that our sequential instruction supported by class sizes limited to 26 students closes the achievement gap for students in under-served demographics, as well as

for English learners.

We offer an education emphasizing

- Literacy through content-rich reading instruction and explicit writing instruction at every grade level;
- Mastery of mathematics & science skills and concepts
- Cultural literacy through music and visual arts instruction
- Daily homework
- Individual student effort, perseverance, and personal responsibility

We offer an education expecting

- High academic achievement through consistent daily performance by every student
- Parents to partner in the learning process by supporting the school's challenging learning objectives and behavior expectations

Thank you,

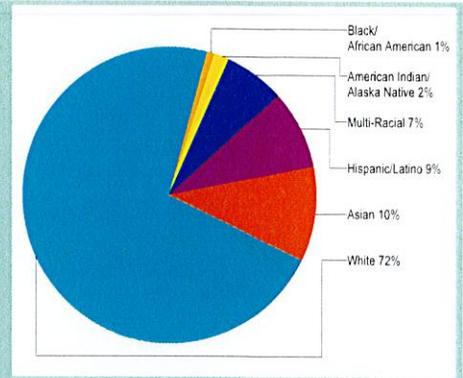
Director | Melissa Meyer

## SCHOOL PROFILE

Enrollment 2013-14	243	Select Demographics 2013-14	
K-3	95	English Learners	5%
4-5	76	<i>Students who have ever been eligible for or participated in a program to acquire academic English.</i>	
Change from previous year	+0.4%	Economically disadvantaged	*
Students attending 90% or more of enrolled days	95.0%	Students with disabilities	8%
Average elementary class size in 2012-13	23.1	Number of different languages spoken:	10

Note: a "\*" is displayed when the data must be suppressed to protect student confidentiality.

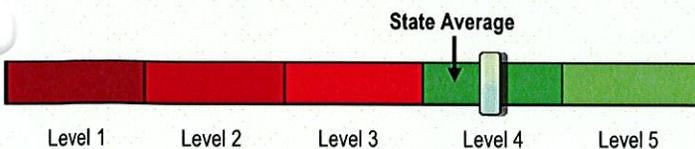
## STUDENTS



## OVERALL STATE RATING HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

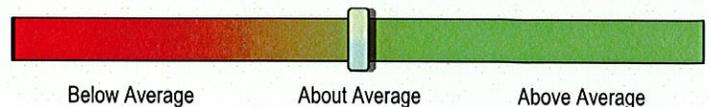
The overall state rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. Please be aware that this rating is based mainly on high-stakes testing and accordingly, represents a limited view of student performance. Other aspects of this report card are designed to put this rating in the proper context.

Compared to all schools statewide in 2013-14, this school is rated as Level 4.



- Level 1 = Falls into the bottom 5% of schools
- Level 2 = Falls between 5% and 15% of schools
- Level 3 = Falls between 15% and 44% of schools
- Level 4 = Falls between 44% and 90% of schools
- Level 5 = Falls into the top 10% of schools

Compared to elementary schools with similar student demographics in 2013-14, this school's rating is about average.



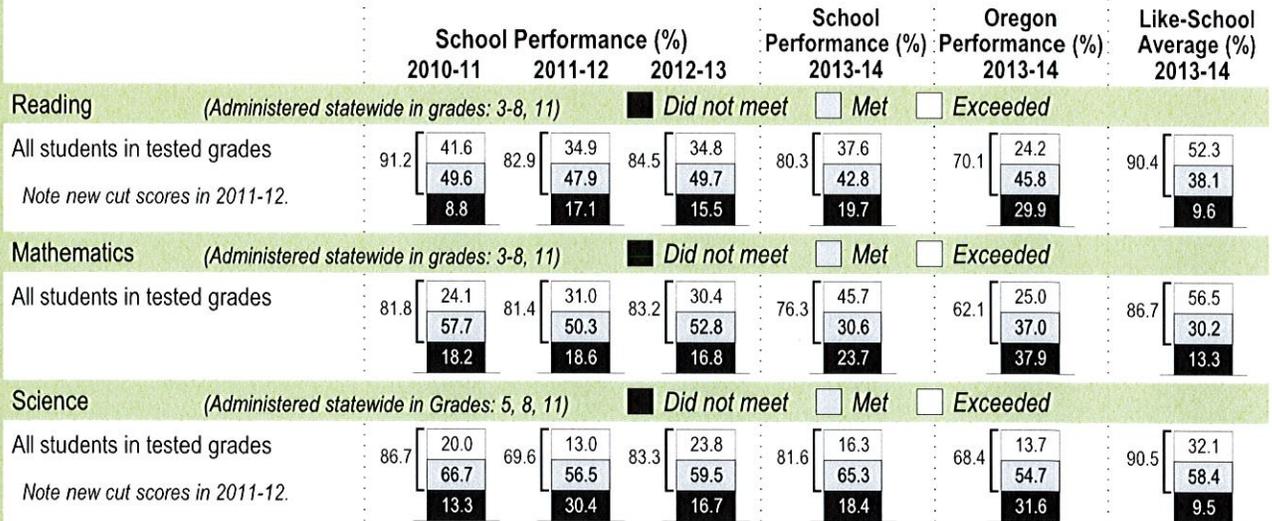
- Below average = Falls into the bottom third of comparison schools
- About average = Falls into the middle third of comparison schools
- Above average = Falls into the top third of comparison schools

**PROGRESS** ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

**SCHOOL PERFORMANCE**

Performance of students enrolled in the school for a full academic year

Did at least 95% of the students at this school take required assessments?  Yes  No  
Participation rate criteria are in place to ensure schools test as many eligible students as possible



Visit [www.ode.state.or.us/go/data](http://www.ode.state.or.us/go/data) for additional assessment results.

Note: a "\*" is displayed when data are unavailable or to protect student confidentiality.

**OUTCOMES** FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

**STUDENT GROUP OUTCOMES**

	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average		
<b>Economically Disadvantaged</b>				<b>American Indian/Alaska Native</b>			<b>Native Hawaiian/Pacific Islander</b>				
Reading	*	58.5	*	Reading	*	56.1	*	Reading	*	55.2	*
Mathematics	*	49.5	*	Mathematics	*	46.9	*	Mathematics	*	50.6	*
Science	*	56.1	*	Science	*	55.2	*	Science	*	49.0	*
<b>English Learners</b>				<b>Asian</b>			<b>White</b>				
Reading	66.7	46.3	+20.4	Reading	94.1	79.5	+14.6	Reading	79.8	76.7	+3.1
Mathematics	66.7	44.6	+22.1	Mathematics	94.1	79.9	+14.2	Mathematics	74.2	67.8	+6.4
Science	*	41.4	*	Science	*	76.5	*	Science	82.4	76.4	+6.0
<b>Students with Disabilities</b>				<b>Black/African American</b>			<b>Female</b>				
Reading	43.8	36.3	+7.5	Reading	*	51.5	*	Reading	85.7	73.3	+12.4
Mathematics	37.5	27.9	+9.6	Mathematics	*	39.0	*	Mathematics	75.0	62.5	+12.5
Science	66.7	40.8	+25.9	Science	*	43.9	*	Science	78.3	66.4	+11.9
<b>Migrant</b>				<b>Hispanic/Latino</b>			<b>Male</b>				
Reading	*	41.8	*	Reading	61.5	51.7	+9.8	Reading	75.3	67.0	+8.3
Mathematics	*	41.0	*	Mathematics	69.2	45.8	+23.4	Mathematics	77.5	61.6	+15.9
Science	*	37.1	*	Science	*	46.5	*	Science	84.6	70.2	+14.4
<b>Talented and Gifted</b>				<b>Multi-Racial</b>							
Reading	*	98.4	*	Reading	76.9	74.6	+2.3	<p>Note: a "*" is displayed when data are unavailable or to protect student confidentiality.</p>			
Mathematics	*	98.2	*	Mathematics	76.9	64.6	+12.3				
Science	*	98.2	*	Science	*	72.9	*				

**CURRICULUM & LEARNING ENVIRONMENT** WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

**SCHOOL  
READINESS**

Positive Behavior Intervention System, P.A.W.s  
(Positive Actions and Words)  
School wellness program  
School garden supported by community  
partnerships  
Annual Parent Survey: 90.1% Overall

Satisfaction rating; 90% of parents believe child  
receives a high quality education

**ACADEMIC  
SUPPORT**

Small class size: 20-25 students per class  
Parent Group & Board of Directors raise  
funds to support instructional needs  
Study skills strategies taught in 6th, 7th, 8th  
grades  
Full-time teacher supporting student learning  
interventions  
District learning specialist available  
Partnership with TTOA for advanced math  
classes; students receive high school credit

**ACADEMIC  
ENRICHMENT**

Agricultural Engineering focus integrated  
throughout curriculum  
AG Fridays for Middle School  
Core Knowledge Cross-curricular Events  
every grade level  
Monthly field trips/guest speakers in each  
grade  
PM Kindergarten Enrichment Activities  
Community Partnerships to develop School  
Gardens  
Art & Music required classes  
Pursuing School of Distinction Core  
Knowledge Foundation designation  
Student Leadership 6-8  
After school enrichment activities

**EXTRA-  
CURRICULAR  
ACTIVITIES/  
AFTER  
SCHOOL  
PROGRAMS**

Middle School Student Leadership Club  
School Garden  
Monthly curriculum workshops and guest  
speakers for parents

Annual STE(A)M Fair  
Annual Scripps National Spelling Bee

*Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was not verified by the Oregon Department of Education.*



**District:** Tigard-Tualatin SD 23J

**School:** Multi-sensory Instruction Teaching Children Hands-On

The purpose of the Report Card Rating Details report is to describe the rating methodology and display the data used by the school accountability system to determine the overall school rating that is shown on each school's Report Card. The Oregon Department of Education (ODE) piloted the school accountability system in 2011-2012 to identify Priority, Focus, and Model schools as part of the ESEA Waiver. For more details on the school report cards, please visit the following link: <http://www.ode.state.or.us/go/schoolRC>.

## Overall Level: Level 4

Performance Indicator	Level	% of Points Earned	Weight	Weighted Points
<b>Academic Achievement</b> <i>(page 3)</i>	Level 4	80.0%	25	20.0
<b>Academic Growth</b> <i>(page 4)</i>	Level 4	80.0%	50	40.0
<b>Subgroup Growth</b> <i>(page 5)</i>	Not Rated	--	0	0.0
<b>Number of Missed Participation Targets*</b> <i>(page 6)</i>	0	NA		
			<b>Totals**</b>	<b>60.0</b>
			<b>Weighted Percent</b>	<b>80.0%</b>

\* Schools do not receive points for participation. However, a school's overall Level is lowered by one level for each consecutive year that it did not meet all participation targets, starting in 2012-13.

\*\* Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.

Level Assignment	Weighted Percent
Level 5	87.0 or above
Level 4	70.0 to 86.9
Level 3	47.0 to 69.9
Level 2	26.5 to 46.9
Level 1	Less than 26.5

Levels are calculated using the percentage of points earned out of the total points eligible. For schools with data on all indicators, the total points possible are:

- 25 for Academic Achievement
- 50 for Academic Growth
- 25 for Subgroup Growth

The total score is matched to the scoring guide above to determine the school's rating.

Federal Reporting Designations	
Received Title I Funds in 2013-14 (Y/N)	N
SEA Designation (if any)	



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The school accountability system determines the overall school rating by using the percent of points a school earns for each of the indicators below. Subsequent pages display the data that support each indicator rating.

<b>Academic Achievement</b> (page 3)	<b>Level</b>	<b>Points Earned</b>	<b>Points Eligible</b>
Reading (All Students)	Level 4	4	5
Mathematics (All Students)	Level 4	4	5
<b>Total</b>	<b>Level 4</b>	<b>8</b>	<b>10</b>

**Percent of Points Earned = Total Points Earned / Total Points Eligible** 80.0%

<b>Category Level Cutoffs</b>	
<b>Level</b>	<b>% of Points Earned</b>
Level 5	90.0%
Level 4	70.0%
Level 3	50.0%
Level 2	30.0%
Level 1	<30.0%

<b>Academic Growth</b> (page 4)	<b>Level</b>	<b>Points Earned</b>	<b>Points Eligible</b>
Reading (All Students)	Level 4	4	5
Mathematics (All Students)	Level 4	4	5
<b>Total</b>	<b>Level 4</b>	<b>8</b>	<b>10</b>

**Percent of Points Earned = Total Points Earned / Total Points Eligible** 80.0%

<b>Subgroup Growth</b> (page 5)	<b>Level</b>	<b>Points Earned</b>	<b>Points Eligible</b>
<b>Reading</b>			
Economically Disadvantaged	Not Rated	0	0
English Learners	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities <sup>1</sup>	Not Rated	0	0
<b>Math</b>			
Economically Disadvantaged	Not Rated	0	0
English Learners	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities <sup>1</sup>	Not Rated	0	0
<b>Total</b>	<b>Not Rated</b>	<b>0</b>	<b>0</b>

**Percent of Points Earned = Total Points Earned / Total Points Eligible** --

1. Includes American Indian/Alaskan Native, Pacific Islander, Black, and Hispanic students.



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The Academic Achievement indicator rating reflects the percent of all students that meet or exceed standards on the state reading and mathematics assessments at all tested grades in the school. Note that, despite their display below, the Academic Achievement indicator rating does not include subgroup data as described in Oregon's ESEA Waiver.

Achievement Level Cutoffs		
Level	Reading	Math
Level 5	87.2 & above	82.3 & above
Level 4	72.0 to 87.1	69.0 to 82.2
Level 3	58.8 to 71.9	49.2 to 68.9
Level 2	49.6 to 58.7	39.3 to 49.1
Level 1	Less than 49.6	Less than 39.3

Reading	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 4	161	84.5	173	80.3	82.3
Economically Disadvantaged <sup>1</sup>	Not Rated	*	*	*	*	*
English Learners <sup>1</sup>	Not Rated	*	*	*	*	*
Students with Disabilities <sup>1</sup>	Not Rated	13	53.8	16	43.8	48.3
Underserved Races/Ethnicities <sup>1</sup>	Not Rated	17	88.2	19	73.7	80.6
American Indian/Alaska Native <sup>2</sup>	Not Rated	*	*	*	*	>95
Native Hawaiian/Pacific Islander <sup>2</sup>	Not Rated	*	*	*	*	*
Black/African American <sup>2</sup>	Not Rated	*	*	*	*	*
Hispanic/Latino <sup>2</sup>	Not Rated	13	84.6	13	61.5	73.1
Asian <sup>1</sup>	Not Rated	16	81.3	17	94.1	87.9
White <sup>1</sup>	Level 4	116	84.5	124	79.8	82.1
Multi-Racial <sup>1</sup>	Not Rated	12	83.3	13	76.9	80.0

Math	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 4	161	83.2	173	76.3	79.6
Economically Disadvantaged <sup>1</sup>	Not Rated	*	*	*	*	*
English Learners <sup>1</sup>	Not Rated	*	*	*	*	*
Students with Disabilities <sup>1</sup>	Not Rated	13	53.8	16	37.5	44.8
Underserved Races/Ethnicities <sup>1</sup>	Not Rated	17	88.2	19	73.7	80.6
American Indian/Alaska Native <sup>2</sup>	Not Rated	*	*	*	*	85.7
Native Hawaiian/Pacific Islander <sup>2</sup>	Not Rated	*	*	*	*	*
Black/African American <sup>2</sup>	Not Rated	*	*	*	*	*
Hispanic/Latino <sup>2</sup>	Not Rated	13	84.6	13	69.2	76.9
Asian <sup>1</sup>	Not Rated	16	93.8	17	94.1	93.9
White <sup>1</sup>	Level 4	116	81.9	124	74.2	77.9
Multi-Racial <sup>1</sup>	Not Rated	12	75.0	13	76.9	76.0

1. These data are not part of the achievement rating but are included to provide additional information on subgroup performance.
2. Included in the Underserved Races/Ethnicities subgroup.

**Data notes:**

- Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.
- \* Fewer than 6 students tested in the last two years combined
- >95.0 Greater than 95 percent of students met or exceeded. Test counts are also suppressed.
- <5.0 Less than 5 percent of students met or exceeded. Test counts are also suppressed.



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The Academic Growth indicator uses the Colorado Growth Model to measure student growth in reading and mathematics as compared to academic peers (i.e., students throughout the state who have a similar reading or math test score history). Oregon adopted this growth model as part of the process of obtaining a waiver from some of the requirements of the No Child Left Behind Act (NCLB). This growth model provides a more complete picture of student performance and will help provide a better evaluation of school effectiveness.

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	60 & above	70 & above
Level 4	45 to 59.5	55 to 69.5
Level 3	35 to 44.5	45 to 54.5
Level 2	30 to 34.5	40 to 44.5
Level 1	Less than 30	Less than 40

The growth model looks at a student's growth as compared to that of his/her academic peers with a similar test score history. The Growth Model subsequently expresses student growth as a percentile. For example, a growth percentile of 50 would indicate that a student had average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student's growth was as high or higher than 80 percent of his/her academic peers.

The school accountability system uses the median growth percentile which represents "typical" growth at the school. As shown below, this median growth percentile is the basis for the Academic Growth ratings for reading and mathematics. The growth model also provides growth targets for students in grades 3 to 8. These growth targets represent the growth percentile a student would need to meet the standard within three years (for those students currently below standard) or to maintain standard for the next three years (for those students above standard). The school accountability system uses the median growth target to determine whether students at the school have On Track growth:

- If the Combined Median Growth Percentile = Combined Median Growth Target, then On Track Growth = 'Yes'
- If the Combined Median Growth Percentile < Combined Median Growth Target, then On Track Growth = 'No'

On Track growth is used to determine the growth levels (see the Growth Level Cutoffs table in the upper right corner of this page).

Academic Growth	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Reading (All Students)	Level 4	111	55.0	142	47.5	51.0	14.0	Yes
Mathematics (All Students)	Level 4	110	47.5	142	56.0	52.5	23.5	Yes

**Data notes:**

- Not Rated Subgroup did not meet minimum size requirement in order to receive a rating
- \* Fewer than 6 students with growth percentiles.
- NA Not applicable



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The Subgroup Growth indicator measures the growth of historically underserved student subgroups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, limited English proficient, students with disabilities, and historically underserved races/ethnicities. To receive a Subgroup Growth indicator rating, a subgroup must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and have at least 30 students with growth percentiles.

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	60 & above	70 & above
Level 4	45 to 59.5	55 to 69.5
Level 3	35 to 44.5	45 to 54.5
Level 2	30 to 34.5	40 to 44.5
Level 1	Less than 30	Less than 40

Reading	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Not Rated	*	*	*	*	*	*	NA
English Learners	Not Rated	*	*	*	*	*	*	NA
Students with Disabilities	Not Rated	11	51.0	13	18.0	33.0	49.0	NA
Underserved Races/Ethnicities	Not Rated	9	27.0	17	46.0	42.5	12.5	NA
American Indian/Alaska Native <sup>1</sup>	Not Rated	*	*	*	*	*	*	NA
Native Hawaiian/Pacific Islander <sup>1</sup>	Not Rated	*	*	*	*	*	*	NA
Black/African American <sup>1</sup>	Not Rated	*	*	*	*	*	*	NA
Hispanic/Latino <sup>1</sup>	Not Rated	7	27.0	12	53.5	46.0	20.0	NA
Asian <sup>2</sup>	Not Rated	6	31.5	15	77.0	64.0	22.0	NA
White <sup>2</sup>	Level 4	87	56.0	99	44.0	51.0	12.0	Yes
Multi-Racial <sup>2</sup>	Not Rated	9	54.0	11	46.0	46.5	17.0	NA

Math	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Not Rated	*	*	*	*	*	*	NA
English Learners	Not Rated	*	*	*	*	*	*	NA
Students with Disabilities	Not Rated	11	42.0	13	44.0	42.0	49.0	NA
Underserved Races/Ethnicities	Not Rated	9	55.0	17	53.0	54.0	22.5	NA
American Indian/Alaska Native <sup>1</sup>	Not Rated	*	*	*	*	*	*	NA
Native Hawaiian/Pacific Islander <sup>1</sup>	Not Rated	*	*	*	*	*	*	NA
Black/African American <sup>1</sup>	Not Rated	*	*	*	*	*	*	NA
Hispanic/Latino <sup>1</sup>	Not Rated	7	59.0	12	55.5	59.0	24.0	NA
Asian <sup>2</sup>	Not Rated	6	43.0	15	76.0	70.0	17.0	NA
White <sup>2</sup>	Level 4	86	46.0	99	57.0	51.0	25.0	Yes
Multi-Racial <sup>2</sup>	Not Rated	9	56.0	11	29.0	37.5	28.0	NA

- Included in the Underserved Races/Ethnicities subgroup.
- These data are not part of the academic growth rating but are included to provide additional information on subgroup performance.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined

NA Not applicable



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All students enrolled on the first school day in May must take a statewide assessment. The tables below display the percentage of students who took a statewide assessment by school year, subject, and subgroup. The tables also indicate whether each subgroup met the federal participation rate target of 94.5%. The overall school rating as well as the Academic Achievement, Academic Growth, and Subgroup Growth indicator ratings depend upon student test scores. These ratings are valid only when schools uniformly test all students. As a result, schools with one or more subgroups missing the participation target will receive a reduction in their overall school rating by one Level.

**Participation Target: 94.5%**

Reading	Status	Participants		Non-Participants		Participation Rate			Applied Rate <sup>2</sup>
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
All Students	Met	172	173	0	0	100.0	100.0	100.0	Current
Economically Disadvantaged	Not Rated	3	0	0	0	100.0	--	100.0	NA
English Learners	Not Rated	3	3	0	0	100.0	100.0	100.0	NA
Students with Disabilities	Not Rated	15	16	0	0	100.0	100.0	100.0	NA
Underserved Races/Ethnicities	Not Rated	18	19	0	0	100.0	100.0	100.0	NA
American Indian/Alaska Native <sup>1</sup>	Not Rated	3	4	0	0	100.0	100.0	100.0	NA
Native Hawaiian/Pacific Islander <sup>1</sup>	Not Rated	0	0	0	0	--	--	--	NA
Black/African American <sup>1</sup>	Not Rated	1	2	0	0	100.0	100.0	100.0	NA
Hispanic/Latino <sup>1</sup>	Not Rated	14	13	0	0	100.0	100.0	100.0	NA
Asian	Not Rated	17	17	0	0	100.0	100.0	100.0	NA
White	Met	124	124	0	0	100.0	100.0	100.0	Current
Multi-Racial	Not Rated	13	13	0	0	100.0	100.0	100.0	NA

Math	Status	Participants		Non-Participants		Participation Rate			Applied Rate <sup>2</sup>
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
All Students	Met	172	173	0	0	100.0	100.0	100.0	Current
Economically Disadvantaged	Not Rated	3	0	0	0	100.0	--	100.0	NA
English Learners	Not Rated	3	3	0	0	100.0	100.0	100.0	NA
Students with Disabilities	Not Rated	15	16	0	0	100.0	100.0	100.0	NA
Underserved Races/Ethnicities	Not Rated	18	19	0	0	100.0	100.0	100.0	NA
American Indian/Alaska Native <sup>1</sup>	Not Rated	3	4	0	0	100.0	100.0	100.0	NA
Native Hawaiian/Pacific Islander <sup>1</sup>	Not Rated	0	0	0	0	--	--	--	NA
Black/African American <sup>1</sup>	Not Rated	1	2	0	0	100.0	100.0	100.0	NA
Hispanic/Latino <sup>1</sup>	Not Rated	14	13	0	0	100.0	100.0	100.0	NA
Asian	Not Rated	17	17	0	0	100.0	100.0	100.0	NA
White	Met	124	124	0	0	100.0	100.0	100.0	Current
Multi-Racial	Not Rated	13	13	0	0	100.0	100.0	100.0	NA

1. Included in the Underserved Races/Ethnicities subgroup.

2. The Applied rate is the rate used to determine if the participation target is met. It is the higher of the combined rate and the most recent rate.

**Data notes:**

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

\* Fewer than 6 students tested in the last two years combined



**District:** Tigard-Tualatin SD 23J

**School:** Multi-sensory Instruction Teaching Children Hands-On

The tables below display the Smarter Balanced field test and OAKS participation rates by grade and subject, and are only applicable to schools that administered the field test in 2013-14. The OAKS participation rate must be at least 94.5% in each field test grade and subject to include OAKS scores in the Academic Achievement, Academic Growth, and Subgroup Growth indicators.

Field test schools may choose to appeal the inclusion or exclusion of OAKS scores. In the event of a successful appeal, the "Include OAKS" field below will reflect the result of the appeal (either the inclusion or exclusion of OAKS scores) regardless of the OAKS participation rate. The Academic Achievement, Academic Growth, and Subgroup Growth indicators will reflect the inclusion or exclusion of OAKS scores based on the successful appeal.

**Participation Target: 94.5%**

<i>Reading</i>	Field Test Grade <sup>1</sup>	Include OAKS <sup>2</sup>	Total Students <sup>3</sup>	Field Test		OAKS	
				Participants	Rate	Participants	Rate
Grade 3	No	Yes	25	0	--	25	100.0
Grade 4	No	Yes	50	0	--	50	100.0
Grade 5	No	Yes	26	0	--	26	100.0
Grade 6	No	Yes	24	0	--	24	100.0
Grade 7	No	Yes	25	0	--	25	100.0
Grade 8	No	Yes	23	0	--	23	100.0
Grade 11	NA	NA	NA	0	--	0	--

<i>Math</i>	Field Test Grade <sup>1</sup>	Include OAKS <sup>2</sup>	Total Students <sup>3</sup>	Field Test		OAKS	
				Participants	Rate	Participants	Rate
Grade 3	No	Yes	25	0	--	25	100.0
Grade 4	No	Yes	50	0	--	50	100.0
Grade 5	No	Yes	26	0	--	26	100.0
Grade 6	No	Yes	24	0	--	24	100.0
Grade 7	No	Yes	25	0	--	25	100.0
Grade 8	No	Yes	23	0	--	23	100.0
Grade 11	NA	NA	NA	0	--	0	--

1. Indicates whether the school administered the Smarter Balanced field test in the tested grade.
2. Indicates whether the Academic Achievement, Academic Growth, and Subgroup Growth indicators will include OAKS scores from the respective field test grade and subject.
3. This is the denominator for the field test and OAKS participation rates, and represents all students enrolled on the first school day in May.

**Data notes:**

- \* Fewer than 6 students tested in the last two years combined.