

# **End Result (ER) 2: Literacy and Language**

Board Monitoring Report  
September 12, 2017

## Table of Contents

Monitoring Description, Established Indicators, Targets for Student Achievement, and Established Data Set/Displays.....	page 1
Data Overview Sheet.....	page 2
Summary Analysis.....	page 3
Exception Area Analysis.....	pages 4-

## **Monitoring Description, Established Indicators, Targets for Student Achievement, and Established Data Sets/Displays**

### Monitoring Description: ER-2: Literacy and Language

#### **The Board monitors how well students can:**

- Write clearly and effectively in English for a variety of audiences and purposes
- Read, interpret, analyze, and evaluate for both literary and informational texts
- Understand and apply commonly accepted rules and conventions of the English language
- Communicate effectively in a language other than English

### Established Indicators: ER-2: Literacy and Language

- % of students who Demonstrate Characteristics of Entering Kindergartners in literacy and language based on WaKIDS whole-child assessment
- % of kindergartners at benchmark on End-of-Year Dynamic Indicators of Early Literacy (DIBELS)
- % of 3<sup>rd</sup> graders meeting or exceeding state standards in English language arts/literacy
- % of 5<sup>th</sup> graders meeting or exceeding state standards in English language arts/literacy
- % of 8<sup>th</sup> graders meeting or exceeding state standards in English language arts/literacy
- % of 9<sup>th</sup> graders earning full credit in English/Language Arts
- % of 11<sup>th</sup> graders meeting or exceeding state standards in English language arts/literacy
- % students earning a Washington State Seal of Biliteracy

### Targets for Student Achievement: ER-2: Literacy and Language

- 95% of students meet all established indicators
- Student performance is comparable to student performance in comparable WA state districts (>6500)
- Student performance is improving in all established indicators

### Established Data Sets/Displays: ER-2: Literacy and Language

- District level data will be presented, built upon actual individual student performance
- At least 5 years of data will be presented where possible, presented on line graph
- Data will be disaggregated by groups (race/ethnicity; free/reduced lunch; gender; program participation)
  - Gap data will be presented for current year in all areas
- Clean cohort data will be presented and disaggregated for current grade 2 DIBELS (2,1,K)
- Clean cohort data will be presented and disaggregated for current grade 8 showing performance in grades 7,6,5,4 and 3
- Gap trend data will be presented with absolute scores charted on a line graph that shows line and gap between

## Data Overview Sheet

Student Performance Targets:						Key:				
<ul style="list-style-type: none"> <li>95% of students meet all established indicators</li> <li>Student performance is comparable to student performance in comparable WA state districts</li> <li>Student performance is improving</li> </ul>										
	All	Male	Female	Special Education	ELL	Low Income	White	Asian	Black/African American	Latino/Hispanic
<b>Pre-K WaKids Language</b> <i>Fall 2016</i>	86.8% Rank 12 <i>baseline</i>	83.3% Rank 13 <i>baseline</i>	90.2% Rank 14 <i>baseline</i>	49.3% Rank 24 <i>baseline</i>	76.1% Rank 5 <i>baseline</i>	69.7% Rank 34 <i>baseline</i>	89.0% Rank 15 <i>baseline</i>	86.7% Rank 6 <i>baseline</i>	85.3% Rank 7 <i>baseline</i>	73.8% Rank 33 <i>baseline</i>
<b>Pre-K WaKids Literacy</b> <i>Fall 2016</i>	93.4% Rank 6 <i>baseline</i>	92.5% Rank 7 <i>baseline</i>	94.4% Rank 6 <i>baseline</i>	75.9% Rank 10 <i>baseline</i>	88.6% Rank 4 <i>baseline</i>	67.8% Rank 36 <i>baseline</i>	94.3% Rank 9 <i>baseline</i>	96.3% Rank 5 <i>baseline</i>	97.1% Rank 3 <i>baseline</i>	77.1% Rank 16 <i>baseline</i>
<b>K DIBELS</b> <i>Spring 2017</i>	89.6% n/a +6.9 (5 yr)	88.5% n/a +6.3 (5 yr)	90.6% n/a +7.4 (5 yr)	63.4% n/a +TBD (5 yr)	87.0% n/a +7.1 (5 yr)	72.9% n/a +2.9 (5 yr)	89.2% n/a +6.9 (5 yr)	93.7% n/a +4.1 (5 yr)	81.8% n/a +7.7 (5 yr)	78.7% n/a +7.9 (5 yr)
<b>3 ELA SBA</b> <i>Spring 2017</i>	79.8% Rank 1 +1.2 (3 yr)	76.6% Rank 1 +2.3 (3 yr)	83.3% Rank 1 +0.4 (3 yr)	40.4% Rank 5 -2.2 (3 yr)	45.9% Rank 2 +5.9 (3 yr)	49.6% Rank 4 +3 (3 yr)	79.6% Rank 1 +1.4 (3 yr)	88.5% Rank 1 -2.3 (3 yr)	55.8% supp -1 (3 yr)	56.2% Rank 6 -1.9 (3 yr)
<b>5 ELA SBA</b> <i>Spring 2017</i>	82.7% Rank 2 -1.4 (3 yr)	78.6% Rank 2 -2.2 (3 yr)	86.9% Rank 2 -0.8 (3 yr)	36.9% Rank 7 -5.4 (3 yr)	27.8% Rank 5 -8.9 (3 yr)	54.0% Rank 9 -1.2 (3 yr)	82.8% Rank 4 -2.5 (3 yr)	92.2% Rank 2 +1.4 (3 yr)	50.0% supp -17.8 (3 yr)	64.7% Rank 4 -0.1 (3 yr)
<b>8 ELA SBA</b> <i>Spring 2017</i>	80.9% Rank 1 -0.2 (3 yr)	78.1% Rank 1 +0.8 (3 yr)	83.6% Rank 2 -1.4 (3 yr)	34.9% Rank 5 -0.8 (3 yr)	22.3% Rank 4 -0.2 (3 yr)	52.0% Rank 9 -1.0 (3 yr)	82.1% Rank 2 -0.2 (3 yr)	88.1% Rank 4 -1.5 (3 yr)	48.7% Rank 8 -4.4 (3 yr)	63.9% Rank 5 +2.5 (3 yr)
<b>9 Full ELA Credit</b> <i>2015-16 Class of 2019</i>	96.7% Rank 3 +2.9 (3 yr)	96.1% Rank 3 +3.8 (3 yr)	97.4% Rank 4 +2.2 (3 yr)	91.1% Rank 5 +8.6 (3 yr)	85.7% Rank 9 -2.4 (3 yr)	91.1% Rank 3 +8.9 (3 yr)	97.1% Rank 3 +3.0 (3 yr)	98.9% Rank 10 +1.7 (3 yr)	TBD supp TBD	94.0% Rank 6 +7.2 (3 yr)
<b>11 ELA SBA</b> <i>Spring 2017</i>	87.1% Rank 4 -3.6 (2 yr)	84.6% Rank 5 -4.5 (2 yr)	89.8% Rank 6 -2.6 (2 yr)	44.2% supp -21.0 (2 yr)	21.1% Rank 12 -15.5 (2 yr)	62.4% Rank 27 -12.0 (2 yr)	90.3% Rank 3 -2.5 (2 yr)	88.6% Rank 4 -2.7 (2 yr)	61.1% Rank 8 -13.0 (2 yr)	70.7% Rank 13 -9.1 (2 yr)
<b>12 Seal of Biliteracy</b> <i>Class of 2017</i>	2.1% n/a <i>baseline</i>	2.1% n/a <i>baseline</i>	2.0% n/a <i>baseline</i>	0.0% n/a <i>baseline</i>	15.6% n/a <i>baseline</i>	2.2% n/a <i>baseline</i>	1.2% n/a <i>baseline</i>	4.3% n/a <i>baseline</i>	0.0% n/a <i>baseline</i>	3.6% n/a <i>baseline</i>

<p><b>Data Business Rules:</b></p> <ul style="list-style-type: none"> <li>Rankings are out of Washington School Districts with 6500 or more students. In 2016-17, this was 49 school districts.</li> <li>Pre-K WaKIDS: Fall 2016.</li> <li>K DIBELS: Any student with EOY DIBELS benchmark score, Spring 2017.</li> <li>Gr 3-8, 11 ELA: Washington State Report Card business rules, Spring 2017.</li> <li>9 Full ELA Credit: OSPI Data Analytics business rules, 2015-16 School Year.</li> <li>12 Seal of Biliteracy: % Earned from Adjusted Cohort of Class of 2017.</li> </ul>	<p><b>Color Coding Business Rules:</b></p> <p><b>Dark Green</b></p> <p>If 85% or higher, then dark green If negative progress of two (2) or more points, move to light green Or, if rank is less than 80<sup>th</sup> percentile, move to light green</p> <p><b>Yellow</b></p> <p>If 71-84%, then Yellow If 95<sup>th</sup> percentile or better, move to light green</p> <p><b>Dark Red</b></p> <p>If 70% or less, then dark red If rank is 80<sup>th</sup> percentile or better, move to light red Or, if progress is three (3) or more points, move to light red</p>
---	---

## Summary Analysis

### Strengths

- Overall, reasonable progress is being made in Literacy.
  - Overall student performance in literacy is strong.
    - Literacy performance of grade 3 “All” students ranks 1<sup>st</sup> of the largest 49 districts in Washington State; 80% of grade 3 students are proficient in literacy
    - Literacy performance of grades 3-11 students combined ranks from 1<sup>st</sup> to 4<sup>th</sup> of the 49 largest districts in Washington State.
  - Three to four-year trends show student growth in literacy.
    - Trends show consistent growth for all student groups in Kindergarten.
    - Trends show growth for most student groups in grade 3.
  - Grade 9 students are earning full credit in English Language Arts (ELA) .
    - 97% are earning full credit, and gaps are closing
  - 55 students graduated with the Seal of Biliteracy.
    - 35% of students are English Language Learners (ELL); 65% are non-ELL.

### Challenges

- Exceptions to progress are revealed when examining progress of specific student groups, and achievement/opportunity gaps persist.
  - Grade 8 data shows gaps when comparing the performance of the “All” students group to that of ELL, Special Education, Low Income, Black-African American, and Hispanic-Latino students
  - Gaps are similar at grades 3, 5 and 11.
  - Three-year trends show a decline at most grade levels.

## Exceptions Analysis: English Language Learners

- DIBELS scores for EL students in the class of 2027 remain above 70% for grades K-2
- Fewer than 46% of EL students in the class of 2026 met standard in grade 3 on the SBA in 2016-17.
  - A factor that contributes to this gap is that over 50% of students who were enrolled in EL in kindergarten make sufficient progress to exit the program by the end of 2<sup>nd</sup> grade. Students who continue in the program have greater needs in terms of language acquisition.
  - The difference between the 2016-17 performance of kindergarten students and 3<sup>rd</sup> grade students is also a reflection of the increasingly complex language requirements of the assessments each year and new students who enter the program with limited proficiency in English.
- The 3-year performance trend of EL students in grades 5 and 8, and 2- year performance trend in grade 11 have declined. In addition, the percentage of EL students meeting standard drops each year from grades 5 -11.
  - The declining performance trend of EL students between in grades 5-11 is due in part to the higher academic language demands placed on students as they enter middle and high school and the number of students new to the district who enter the program each year with limited proficiency in English.
- Access to core instruction and EL services, together with school-level goals incorporated into each school's CIP, and monitored by Directors of School Support and the EL department, contribute to the high number of students who exit our EL program each year.
- To close the persistent gaps that remain for EL students in grades 3-11, we are implementing Sheltered Instruction Observation Protocol (SIOP) training for EL and general education teachers in elementary and secondary schools. SIOP is a research-based model that gives teachers instructional strategies to use to improve academic language acquisition, resulting in increased achievement for EL students. We are also training EL teachers in elementary and secondary to use strategies to support new and long-term EL students with limited proficiency in English.

## Data Displays: English Language Learners

