

Assertion of Progress and Exceptions Form

October 2017

ER 2-3: Literacy and Language

<p>Assertion of Progress with Evidence</p>	<p>Overall student performance in literacy at all grade levels is very good in regard to LWSD performance compared to other districts as evidenced by:</p> <ul style="list-style-type: none"> • Literacy performance of grade 3 “All” students ranks 1st of the largest 49 districts in Washington State • Literacy performance of grades 3-11 students combined ranks from 1st to 4th of the 49 largest districts in Washington State <p>Overall student performance, three to four-year trends for student growth see consistent growth for all student groups in Kindergarten (DIBELS) and 9th grade ELA credit.</p> <p>97% of Grade 9 students are earning full credit in English Language Arts (ELA), and gaps are closing. This has shown solid progress over the years.</p> <p>55 students graduated with the Seal of Bi-literacy as a baseline.</p>
<p>Exceptions with Evidence</p>	<ol style="list-style-type: none"> 1) Exceptions to progress are revealed when examining progress of specific student groups, and achievement/opportunity gaps persist. <ul style="list-style-type: none"> ○ Low-Income gap exists at all grade levels ○ SPED gap exists at all grade levels ○ ELL gap gets larger from elementary to secondary ○ Race-Ethnicity (Latino, African American/Black) gap exists at all grade levels. 2) Adequate yearly growth to reach the goal of 95% for the majority of indicators at all grade levels is not occurring at a rate needed to reach this goal in a reasonable timeframe. 3) Trends are not consistently increasing at all grade levels, in fact there are slight decreases for some, most notably 5th grade ELA and 11th grade ELA. 4) Pre-K language (WaKids) for Special Education, Low Income and Latino are significantly lower than comparison districts (with ranks 24, 34 and 33 respectively).
<p>Strengths</p>	<ul style="list-style-type: none"> • Range of interventions/Strategies that address multiple needs and challenges. <ul style="list-style-type: none"> ○ Engagement (Natural Leaders) ○ Curriculum (Differentiation, Specific to address needs) ○ Teaching Methodology (Inclusion, Co-Teaching) ○ Additional support (Safety Net, AVID, Summer School) ○ District-wide Equity efforts • Earning credit for ELA in 9th grade • Relative performance (ranking) to other districts is strong across majority of subgroups/indicators • Incorporating the Seal of Bi-literacy as a baseline. Note that ELL students have the highest percentage.

ER 2-3, Literacy – Assertion of Progress and
 Exceptions Form
 Siri Bliesner


Weaknesses	<ol style="list-style-type: none"> 1) Literacy for ELL – gaps are larger at the secondary level. Question around speed of language acquisition and are there ways to accelerate this component. Strategies mentioned do not show how this weakness is being considered and addressed. 2) Special Education gaps do not show to have closed, yet many efforts to address this. Not clear that the strategies listed are having the desired effect. More differentiation on types of SPED might shed light on this issue. 3) Low-Income – gaps in literacy are increasing in K-2, and continue throughout all grades. This implies that current strategies are not effectively creating the desired outcome overall. It is possible that there are more localized successes to be considered. 4) Race Ethnicity – gaps in literacy at all ages, especially for Latino and African American/Black.
Focus/Priority Moving Forward	<ol style="list-style-type: none"> 1) Achievement and Opportunity gaps for Low-income children continue to exist across all grades, and are evident as early as Pre-K based on WaKids assessments. Continued efforts at all grade levels are imperative, as well as a solid evaluation of what strategies are or are not working in order to adopt, adapt or abandon approaches. 2) Need to see improvement at the early levels (Pre-K and K) to be able to impact the upper grades most effectively. Determine if LWSD programs are effective at getting students to Kindergarten readiness (since we do not serve all preschoolers). Determine possibilities for LWSD role in addressing early learning needs within the Low-Income, Latino and ELL populations. 3) Reading at standard by 3rd grade is a key indicator that determines overall success in school. LWSD overall ranking is strong for all subgroups, however, % at standard ranges from 40% to 89% depending on the subgroup – with no group reaching the overall target of 95%. 3-year trend growth has a high of 6% (ELL) with the next being 3% (Low-Income) and most being stable. Whereas, this is positive growth, it needs to be accelerated for all groups. 4) ELA results from 5th and 8th grade do not show adequate growth in % of students reaching standard for these cohorts. Middle school programs need to be examined to determine what can be done to strengthen the results. 5) With the addition of Seal of Biliteracy, need to look at how to develop opportunities for more students to attain this goal.
Presentation Comments	<p>Report/Presentation Overall:</p> <ul style="list-style-type: none"> • Format is much improved. Provides much more effective way in which to analyze the data and determine where we are. Even received comment from the audience appreciating that we were disaggregating the data and looking at how all our students do, and not just the overarching. • When dealing with ranking, state ranking based on actual place among the school district and do not adjust for ties. Many of those are not ties, it is just not showing the significant digits. • Showing trends is useful and will get stronger as we have additional years to be able to include into the process. • Add definition as to importance of indicator

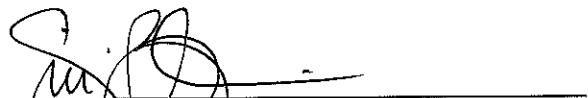
	<p>Feedback on Indicators</p> <ul style="list-style-type: none">• Majority of students are passing ELA in 9th grade (this is one of the few indicators where we have met our overall target), however, that does not translate to passing the ELA by 11th grade. Need to determine if the grade received in the class connects to passing the ELA. If so, then should consider adding that criteria to this indicator.• Possible “college ready” through PSAT results in Reading and Writing <p>Analysis/Current Approaches</p> <ul style="list-style-type: none">• Discussion of what is being done needs to include concept of “adopt, adapt, abandon” of the strategies that are currently implemented based on staff analysis of outcomes. This is missing from the report – there is a list of interventions/strategies but does not provide what might be changed.• New layout is much more informative and clear, provides clearer indication of challenges/strengths.• Strengths/Challenges need to address the overall benchmark of 95% for the indicators, not just ranking and trend.• Increasing complexity of tests as students move up in grades may partially explain why a gap increases, however, it is an issue to be addressed. Our role is to ensure that students meet the expectation for the grade level (as it increases), even if they begin below the prior grade level.• Special Education needs to be categorized more effectively in order to better understand what is causing the gaps and how to address this issue. Options have been by Type of Disability (aggregating these); LRE Level; SBA with modifications, alternative. Not clear what specifically, but concern, especially with Literacy, is not being able to look at SLD which typically would include Dyslexia.
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November 6, 2017 Board Meeting

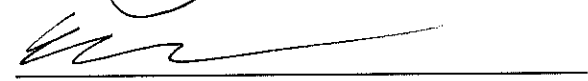
Prepared by Siri Bliesner

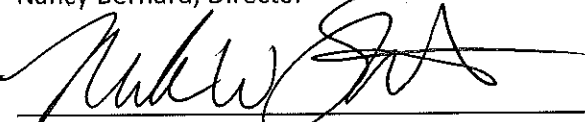
Board Member Signatures:


Chris Carlson, President


Siri Bliesner, Vice President


Nancy Berrard, Director


Eric Laliberte, Director


Mark Stuart, Director