

# **End Result (ER) 2-3: Literacy and Language**

Board Monitoring Report  
November 6, 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 4-11

**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 & 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 35 <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 ↑10.4 (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 ↑3.0 (3 yr)	79.6% Rank 1 ↑1.4 (3 yr)	88.5% Rank 1 ↓2.3 (3 yr)	55.8% Rank 1 ↓1.0 (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 ↓5.6 (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% Rank 9 ↓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 ↓1.5 (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)	90.5% Rank 5 ↑1.9 (3 yr)	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)	44.0% Rank 2 ↓21.2 (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>
<b>Data Business Rules:</b>					<b>Color Coding Business Rules:</b>					
<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. Some categories do not include 49 school districts in the rankings due to suppressed data of small sample sizes from OSPI.</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>					<b>Dark Green</b> If 85% or higher, then dark green If negative progress of two (2) or more points, move to light green Or, if rank is > 11, move to light green (rank 11 is the 80th percentile of 49 school districts)					
					<b>Yellow</b> If 71-84%, then Yellow If rank is < 5, move to light green (rank 4 is the 94th percentile of 49 school districts)					
					<b>Dark Red</b> If 70% or less, then dark red If rank is < 12, move to light red Or, if progress is three (3) or more points, move to light red					

## 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

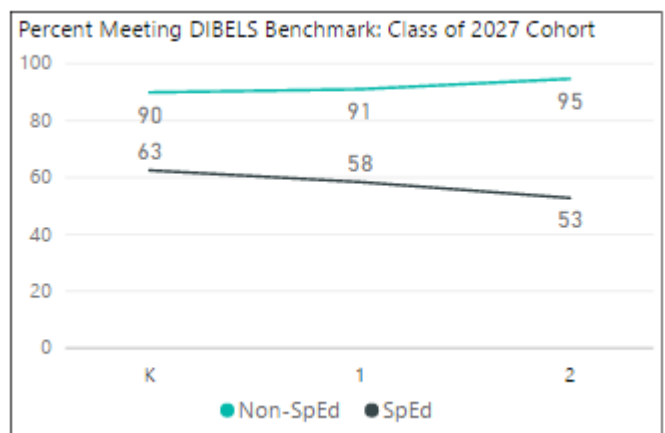
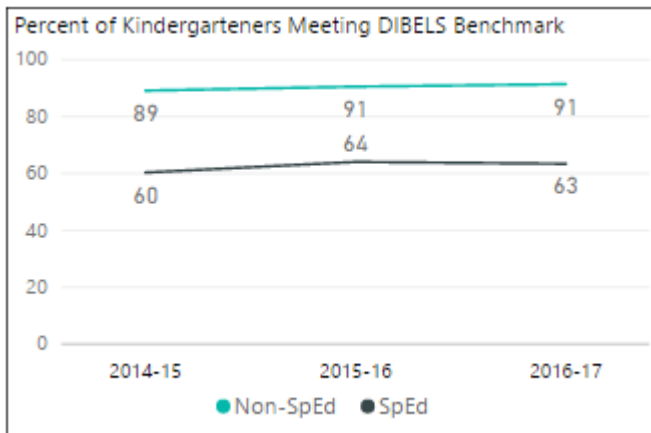
### Challenges

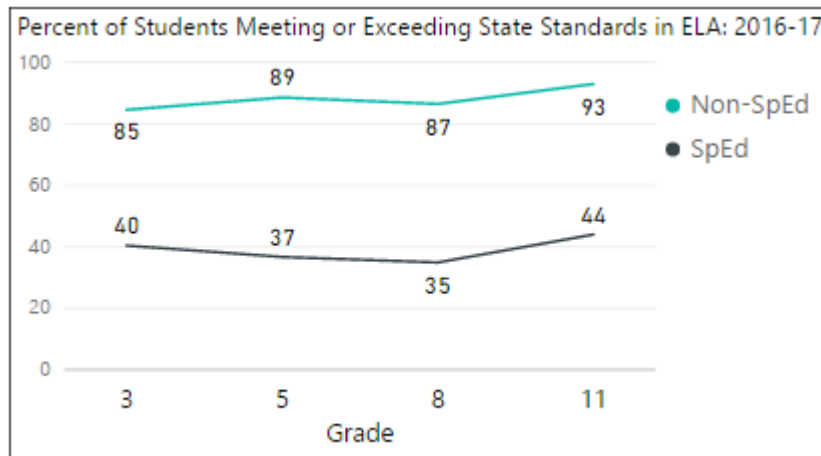
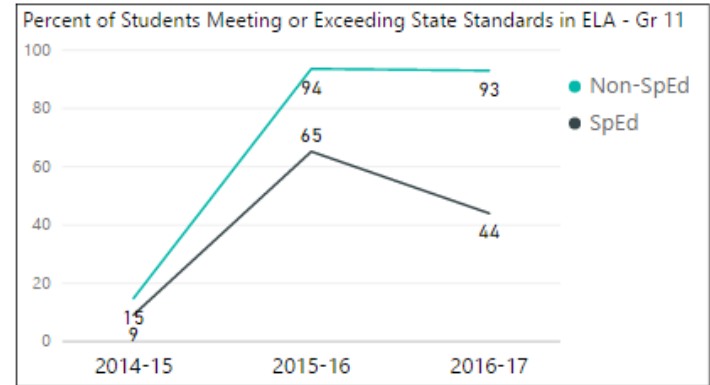
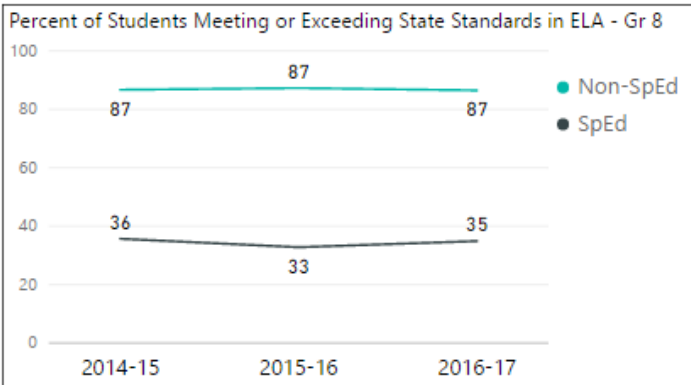
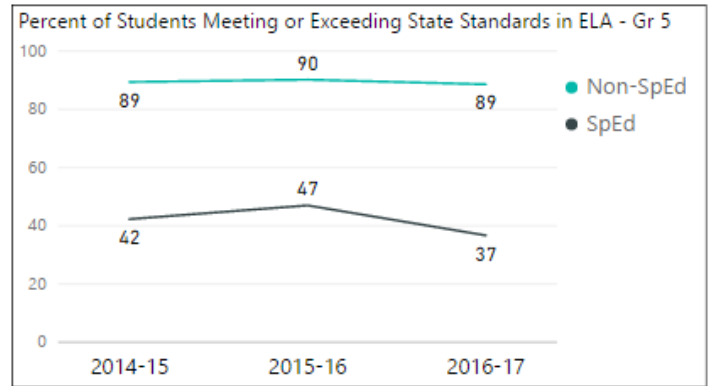
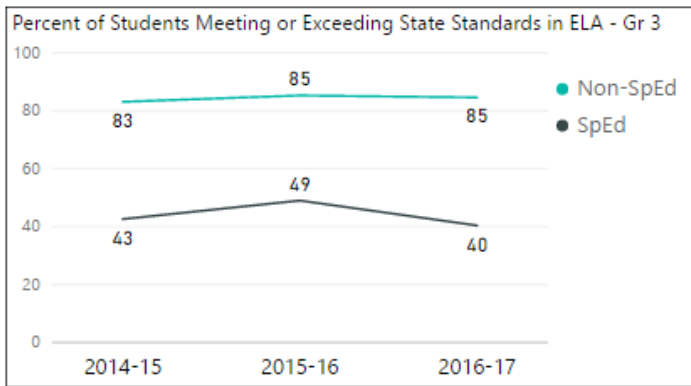
- Exceptions to progress are revealed when examining progress of specific student groups, and achievement/opportunity gaps persist
  - Grade 8 data shows gaps when comparing the performance of the “All” students group to that of ELL, Special Education, Low Income, Black-African American, and Hispanic-Latino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

### Exceptions Analysis: Special Education

- Students receiving special education services had the lowest performance of all groups in pre-K and K
    - Only 49.3% of preschool students demonstrated characteristics of entering kindergarteners in language by the end of the year, and only 63.4 % of kindergarten students met benchmark on the End-of-Year DIBELS Assessment
  - There is an increasing achievement gap over three years for the class of 2027 cohort
  - Performance outcomes for students receiving special education services remain low in grades 3-11, with only 35-45% of students meeting standard on the SBA each year, and increasing achievement gaps at each grade level
  - The 3-year performance trend on the SBA for students receiving special education services in grades 3-11 is declining, except for a higher percentage of students earning full ELA credit over time
  - A slightly higher percentage of students receiving special education services met standard in high school (44.2%) than in middle and elementary
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- At the elementary level, we are using supplemental curriculum in grades K-5 including WonderWorks, Reading Mastery, Read Naturally, and Rewards for students receiving special education services and identified as needing additional literacy supports
  - We are identifying progress monitoring assessments to measure student growth
    - Results from these assessments can be used to guide differentiated instruction for students who are not progressing
  - At the secondary level, we are developing co-teaching models to increase students' access to grade level core instruction, which will be delivered by a grade-level general education teacher and a special education teacher

### Data Displays: Special Education



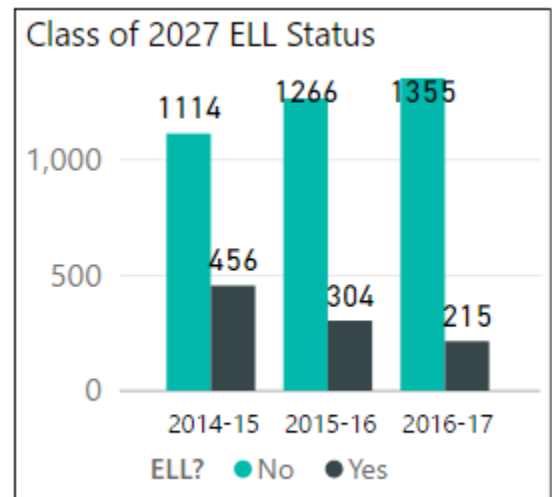
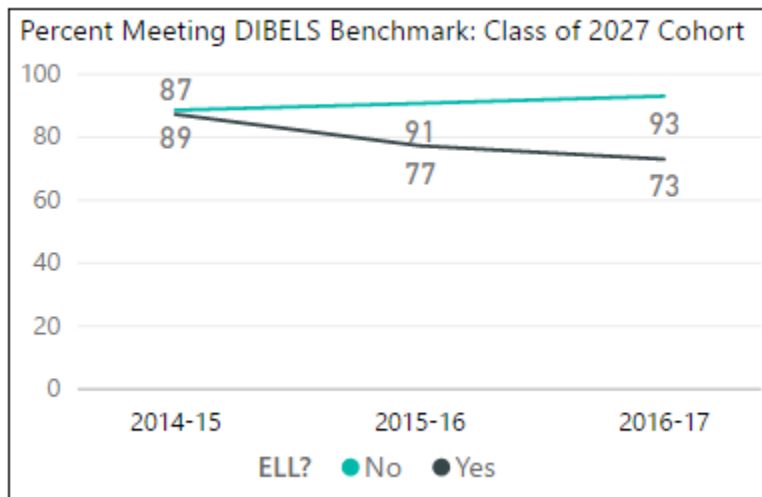


### Exceptions Analysis: English Language Learners

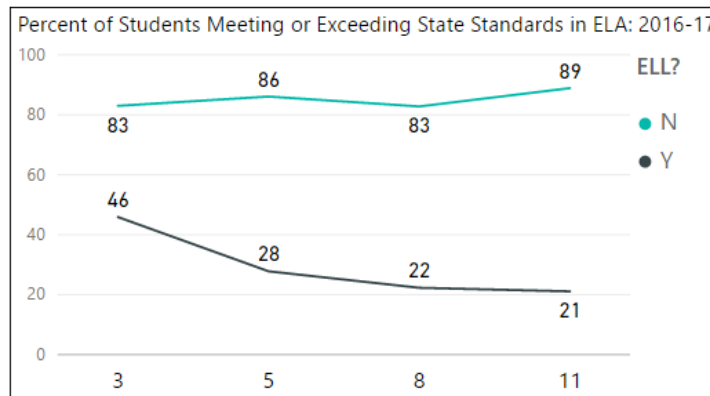
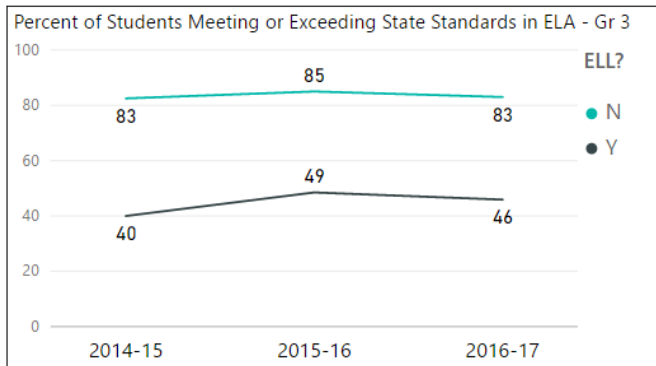
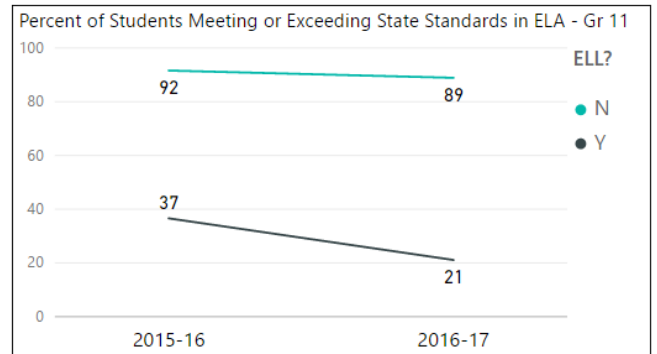
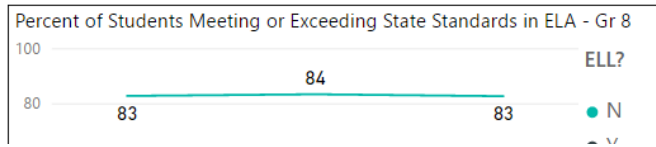
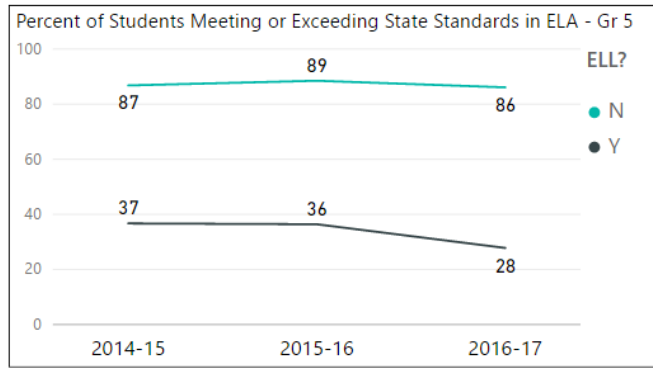
- DIBELS scores for English Learner (EL) students in the class of 2027 remain above 70% for grades K-2
- Fewer than 46% of EL students in the class of 2026 met standard in grade 3 on the SBA in 2016-17
  - Over 50% of students who were enrolled in EL in kindergarten make sufficient progress to exit the program by the end of grade 2
  - Students who continue in the program have greater needs in terms of language acquisition

- The difference between the 2016-17 performance of EL kindergarten students and grade 3 EL 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
- 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 Continuous Improvement Process (CIP) Plan, monitored by Directors, 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 developing a professional development strategy to implement Sheltered Instruction Observation Protocol (SIOP) training for both 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
- We provide a tuition-free EL summer invitation program for students who are not at standard
- The Natural Leaders program in each of our schools receiving Title I funding engages underrepresented families in leadership roles in the school community, as higher levels of parental involvement are correlated to higher levels of student achievement

### Data Displays: English Language Learners





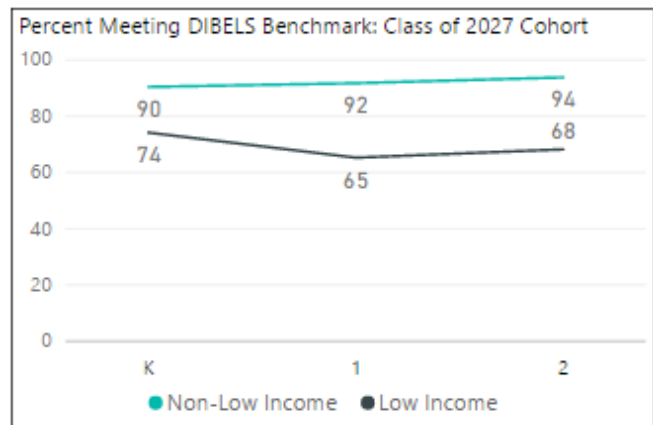
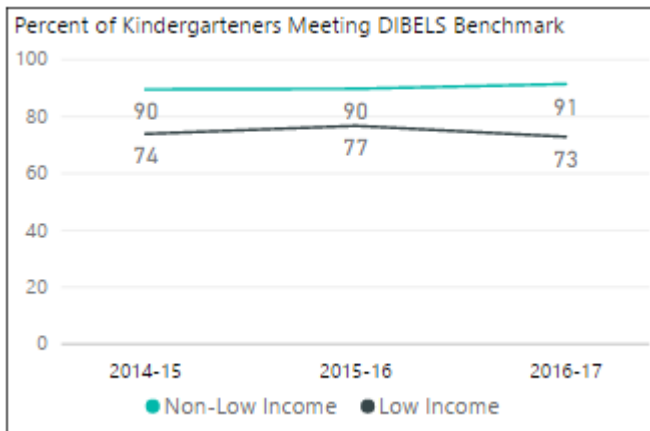


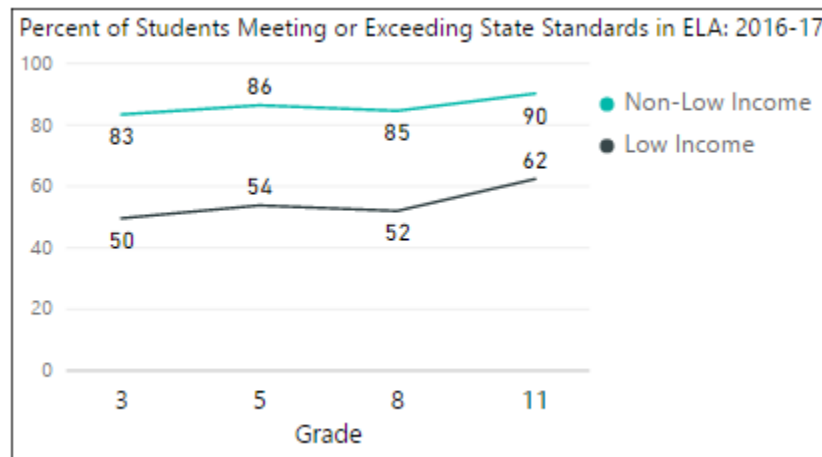
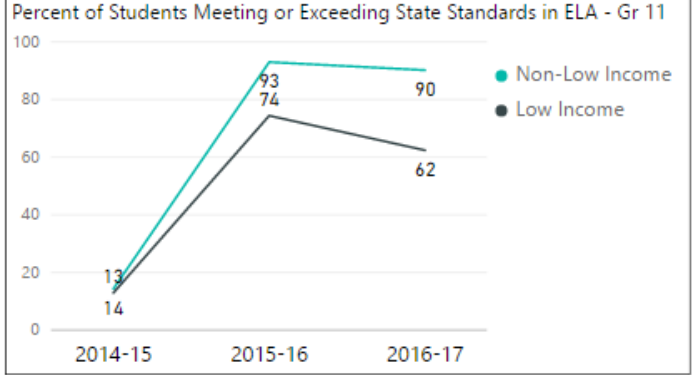
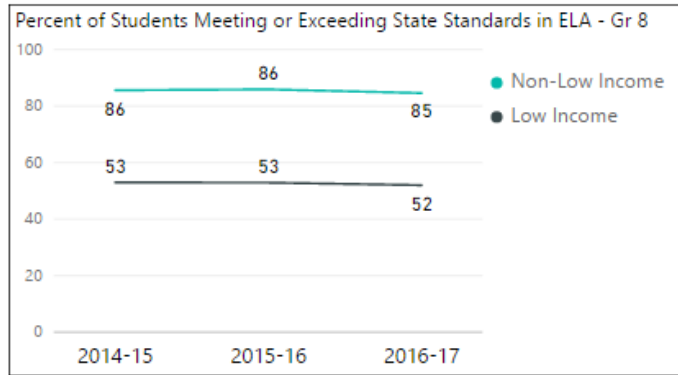
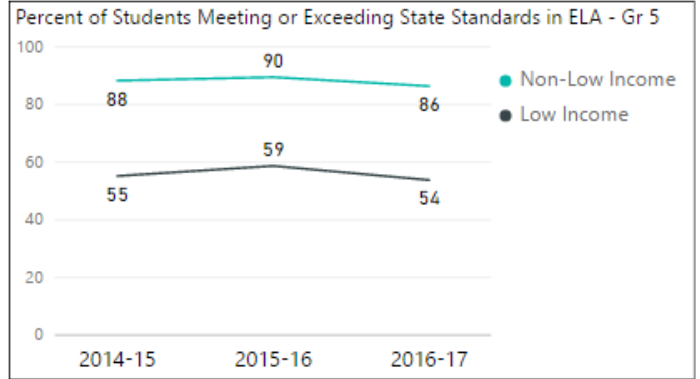
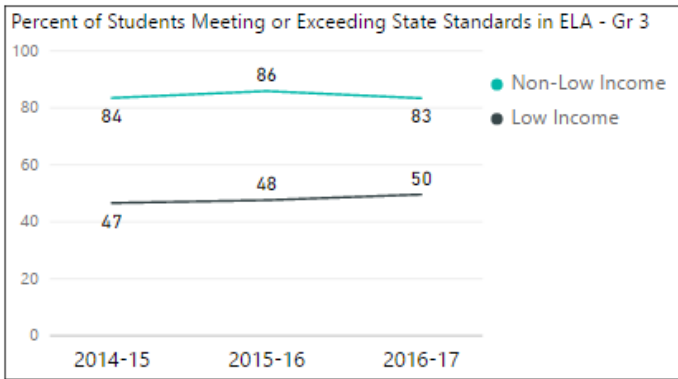
### Exceptions Analysis: Low Income

- Students from low-income households had the second lowest performance of all groups in pre-K and K. Only 69.7% of preschool students demonstrated characteristics of entering kindergarteners in language, and only 67.8 % in literacy
  - There was a slight performance improvement in kindergarten, with 72.9% of students meeting benchmark on the End-of-Year DIBELS Assessment
- For the class of 2027 cohort, there is a persistent achievement gap when comparing low income to non-low income students' performance as measured by DIBELS over three years

- Performance outcomes for students from low-income households remain low in grades 3-11, with only 50 – 62% of students meeting standard each year, with persistent gaps at each grade level
  - The 3-year performance trend of students from low-income households at each grade level is declining, except for grade 3
  - Over time data shows a higher percentage of low income grade 9 students earning ELA credit
  - A slightly higher percentage of students from low-income households (62%) met literacy standards in high school than in middle and elementary school
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- Our Head Start Program serves students from low-income households to prepare them for entry our elementary schools
  - In elementary schools, students now have access to grade level core instruction delivered by grade-level teacher rather than pull-out intervention during core instruction
    - This provides students the opportunity to access core instruction with supports from the classroom teacher
  - Safety Net and general education teachers provide foundational literacy instruction (phonics, phonemic awareness, fluency, vocabulary, comprehension) for all K-5 students performing below benchmark on DIBELS
  - We use supplemental curriculum resources such as WonderWorks, Rewards, Read Naturally, BURST, and Lexia, for student below benchmark or standard
  - We are developing co-teaching models in elementary and secondary to increase access to grade level core instruction delivered by a grade-level and Safety Net teacher
  - We use screening and progress monitoring with the Scholastic Reading Inventory at the secondary level for students who are below standard and enrolled in Safety Net classes
  - A district McKinney-Vento Liaison identifies and coordinates academic and social supports for homeless students and families

**Data Displays: Low Income**





### Exceptions Analysis: Race/Ethnicity

- DIBELS scores for Black/African American students who have been in the district for grades K, 1, and 2 (Class of 2027) increased from 73% to 82% at benchmark
  - By the end of grade 2, low-income students perform slightly better than non-low income students
    - 86% of low income students and 80% non-low income students were at benchmark
- DIBELS scores for Latino/Hispanic students who have been in the district for grades K, 1, and 2 (Class of 2027) increased from 77% to 78% at benchmark
  - By the end of grade 2, non-low income students perform better than low income students
    - 90% of non-low income students and 60% of low income students were at benchmark
- Only 49% of Black/African American students met literacy standards in grade 8 in 2016-17

- Though 61% of Black/African American students met standard in grade 11, this represents a 13-point downward trend over the past 2 years
  - In 2016-17, non-low-income students performed better than low income students
- Latino/Hispanic students in grades 3, 5, and 8 show limited progress in literacy
  - For the past three years, the percentage of grade 3 students meeting literacy standards decreased from 58% to 56%
    - In this same period, the percentage of grade 5 students meeting literacy standards remained at 65%
    - The percentage of grade 8 students meeting literacy standards increased from 61% to 64%
  - For the past three years, non-low-income students performed better than low income students
- School-level goals and strategies related to closing gaps by race and ethnicity are incorporated into each school's CIP, and monitored by Directors, School Support
- Students not meeting standards have access to grade level core instruction delivered by grade-level teacher instead of pull-out during core instruction
  - This provides students the opportunity to access core instruction with supports from the classroom teacher
- We are developing co-teaching models to increase access to grade level core instruction delivered by a grade-level teacher and Safety Net teacher
- Safety Net and general education teachers provide foundational literacy instruction (phonics, phonemic awareness, fluency, vocabulary, comprehension) for all K-5 students performing below benchmark on DIBELS
- We use supplemental curriculum resources such as WonderWorks, Rewards, Read Naturally, BURST, and Lexia, for student below benchmark or standard
- We use screening and progress monitoring with the Scholastic Reading Inventory at the secondary level for students who are below standard and enrolled in Safety Net classes
- We are implementing district-wide equity efforts focused on cultural competency and culturally responsive teaching, as well as equitable approaches to student discipline

### Data Displays: Race/Ethnicity

