

## **Assertion of Progress: ER2 Math December 3, 2018**

The Board of Directors approves the ER-2: Math monitoring report as presented and recognizes that reasonable progress has been made for the All student group and some other students groups, with exceptions for other identified student groups as noted below.

### **Assertion of Reasonable Progress with Exceptions**

Overall performance relative to the state is consistently higher across subgroups. In relation to similar school districts, LWSD ranks 1<sup>st</sup> to 3<sup>rd</sup> (except WaKIDS) for ALL students. 95% of 9<sup>th</sup> graders earn one math credit, hitting the overall target. Post-ELL performance is exactly what we would hope to see from ELL: indistinguishable from never-ELL students. Asian students are over 90% for all indicators (except Math SBA at 10<sup>th</sup> grade).

While strong performance overall, there are some exceptions:

- The trend is relatively flat for 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grade performance in math for all students; plateauing at 75%.
- There continue to be opportunity/achievement gaps in Low Income, Hispanic/Latino, African American and Special Education. Specifically:
  - a. Low Income students are underperforming compared to LWSD peers, and overall ranking is significantly lower than others similar districts. (ranging from 9<sup>th</sup> to 23<sup>rd</sup> of 49 districts).
  - b. Special Education continues to have a lower percentage at standard. The breakout by type of disability does provide some insight that the Specific Learning Disability has the lowest percentage meeting standard and the highest number of students.
  - c. Hispanic/Latino and African American students also are not performing as well in math with significant gaps. Ranking compared to students in similar districts is also lower than the overall.
- Early Learning has anywhere from 15% of all students to 40% of low-income or special education students not at standards on Math-WaKids – when they enter our schools.

### **Focus/Priority Moving Forward**

- Need to increase the % at standard to at least 80% overall and then to 85%.
- Need to improve the overall outcomes for low-income students at all levels. In comparison to other districts, there appears to be significant opportunities to improve.
- Early learning is a place to explore what the potential is to make change. How do we help improve the outcomes for WaKids, especially for low-income and special education?
- The board is broadly supportive of the wrap-around support strategy for struggling students. Need to evaluate the effectiveness and other ways in which to strengthen this to improve overall outcomes.

### **ER Policy Revisions**

- Trends in student utilization of the three standard pathways on slide 8
- % of students 8<sup>th</sup> graders that have completed Algebra 1/ % of 9<sup>th</sup> graders that have completed algebra with a B or higher (this is a key math to access)
- Scores on PSAT would be beneficial to have since all 10<sup>th</sup> graders take this test. Incorporate the math in here.
- In addition to the 10<sup>th</sup> grade SBA, we would like to see the report include high school data on the higher end students: what fraction of seniors graduate having taken advantage of AP/IB/College in the High School courses
- % of students involved in an extracurricular math/science activity (math club, game club, robotics)
- Need to understand the Special Education data before we interpret it. Need data on post-Special Education students. Consider new category of SLD + Communication Disorder, if possible.
- Student options for Algebra II equivalency. What courses with Alg II equivalency exist in the district, and how many kids take advantage of them?

*December 3, 2018 Board Meeting  
Prepared by Chris Carlson*

**Board Member Signatures:**



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Siri Blishner, President



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Mark Stuart, Vice President



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Chris Carlson, Director



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Eric Laliberte, Director



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Cassandra Sage, Director