



# Progress Toward Performance Targets

School Board Workshop

March 11, 2019

**Performance Target 1— Graduation Rate:**

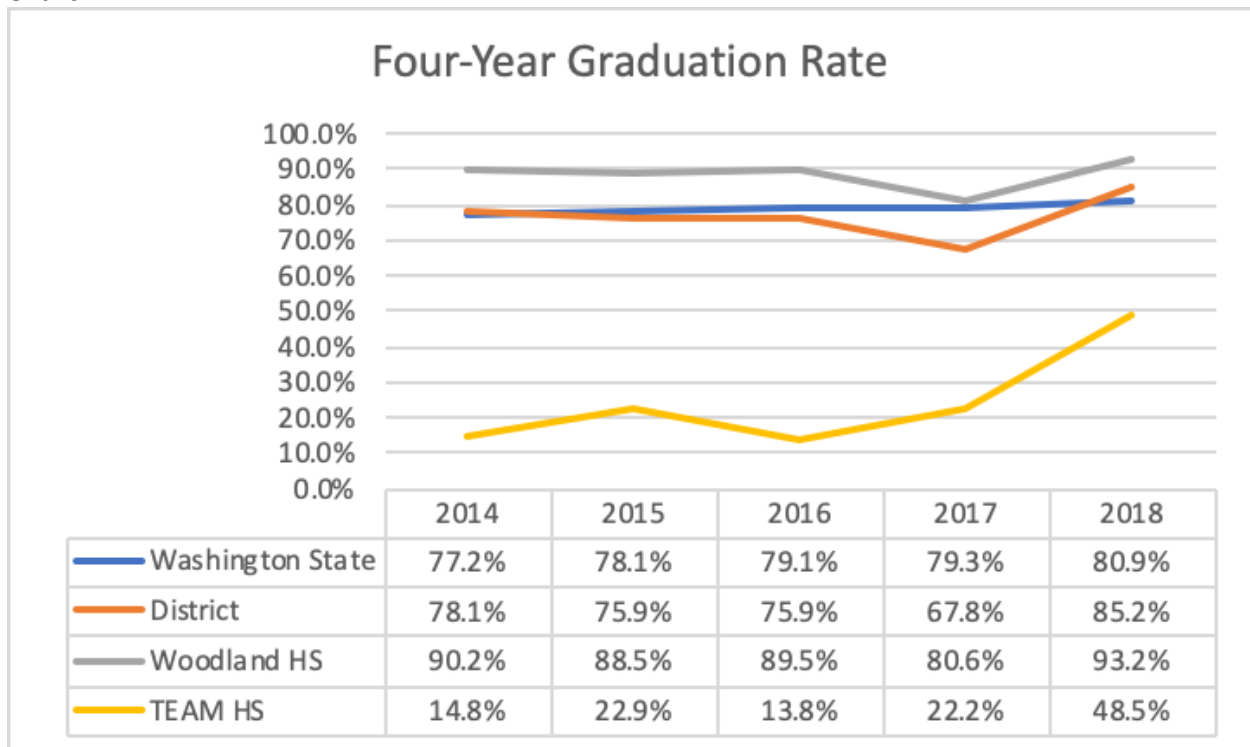
*By 2021, the overall district four-year graduation rate will be at or above 85%*

Summary:

In 2017-2018, both Woodland High School and TEAM High School had significant improvement in on-time or four-year graduation. 2017 seems an anomalous year with regard to the four-year graduation rate given the relative stability of the graduation rates in 2014-2016. We must view the 2018 rates with caution as well. The results are promising, but results from a single year are not a trend and may simply reflect a similarly anomalous year.

You’ll notice a sharp increase in TEAM High School’s “four-year” (on-time) and “five-year” graduation rates. In the 2017-18 school year, the TEAM Staff, working with Stacy Brown and Jake Hall, developed a plan focused on improving graduation rates and used state Learning Assistance Program (LAP) funds to increase staffing (20 hours per week of paraprofessional time and extended time for learning time during Saturdays and in the Summer 2018). LAP funding was allocated to increase the contracts for certificated teachers Jillian Domingo and Liz Vallaire to work more than their contract time with students. This additional staffing was focused on increasing the number of TEAM students who graduated. Our talented and hard-working TEAM staff motivated students, clarified requirements and checkpoints, encouraged efforts and utilized research-based best-practices in instruction; the result was 100% of the students they worked with for graduating in 2018, graduated.

**Chart 1.1**



-----

**Performance Target 1— Graduation Rate:**

*By 2022, the overall district five-year graduation rate will be at or above 90%*

**Summary:**

The data below are listed by the student’s four-year graduation year. They show the percentage of Woodland School District students from the class of 2017 (those who began as freshmen in the fall of 2013) who have graduated within five years (by spring 2018).

The two charts below (1.2 & 1.3) both show the results of the work of our schools to graduate students from high school even if they did not meet the expectation of four years to completion.

Chart 1.2, Five-Year Graduation Rate, shows the TOTAL percentage of students who graduated within five years (Includes on-time and five-year grads).

**Chart 1.2**

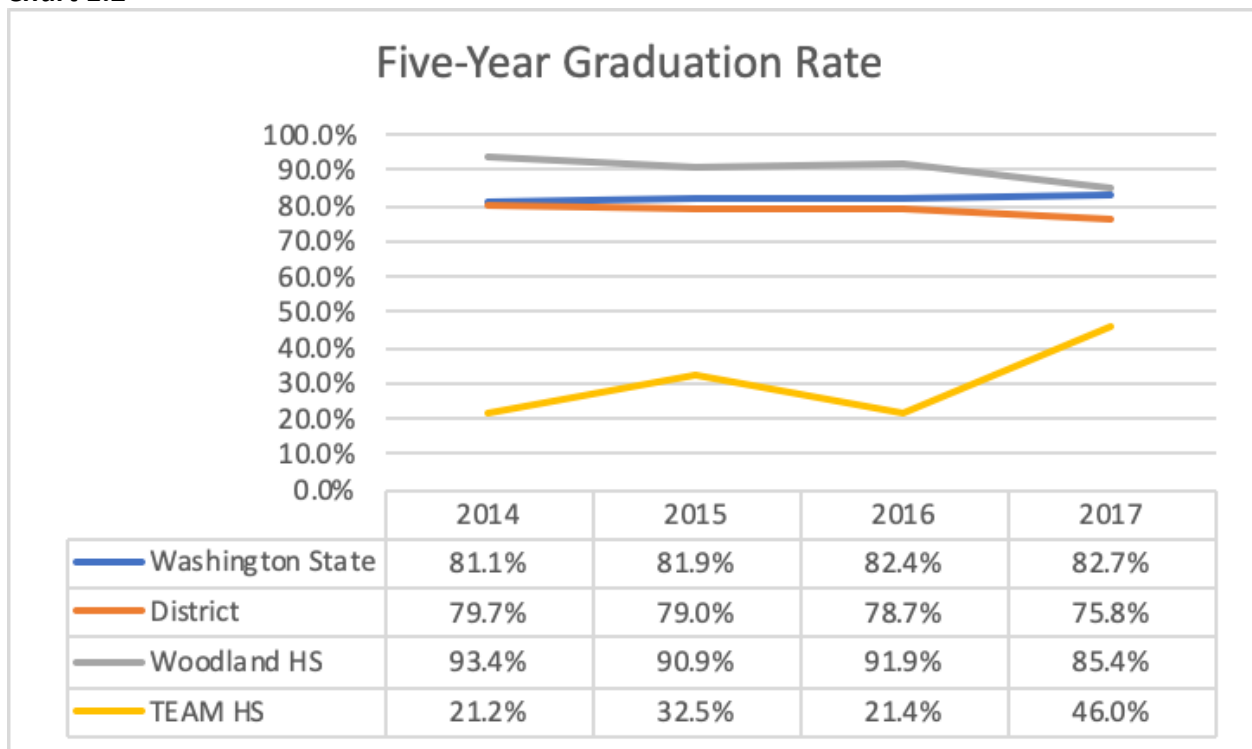
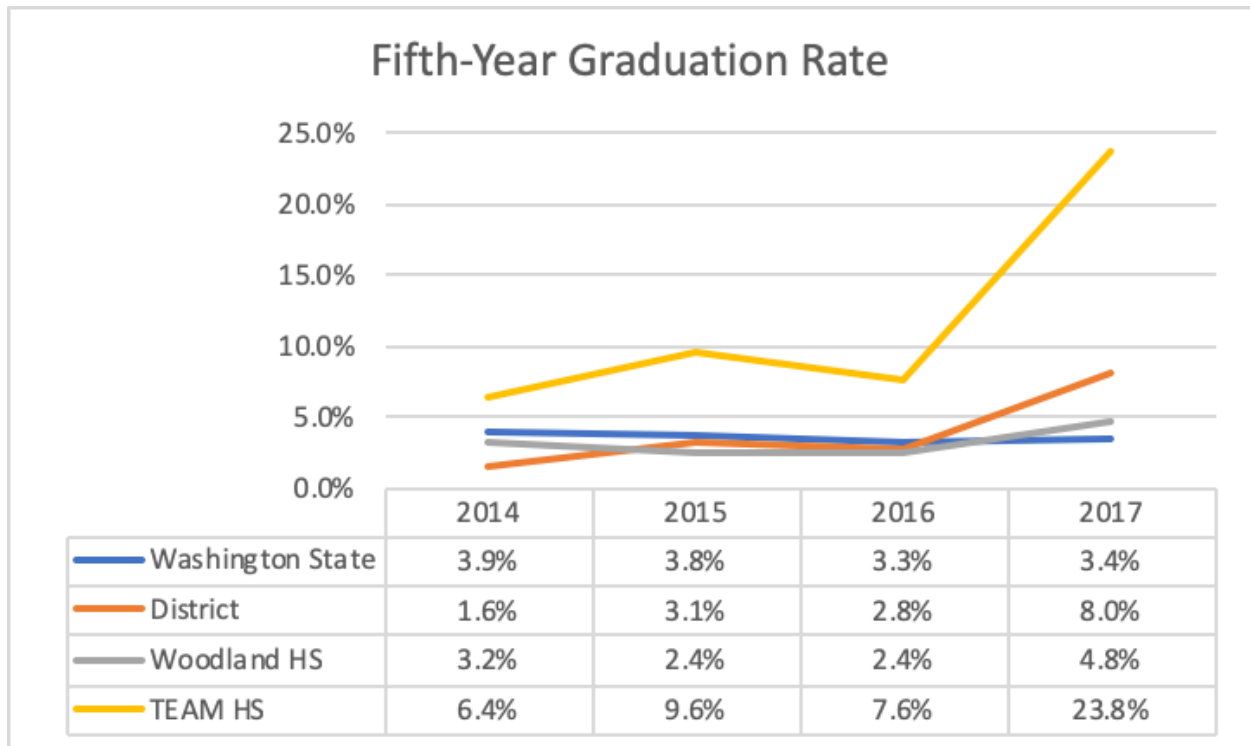


Chart 1.3, Fifth-Year Graduation Rate, shows the percentage of students who graduated in their fifth-year (includes only five-year grads). It EXCLUDES students who graduated in four years. Of particular note is the sharp increase in fifth-year TEAM graduations over prior years.

The state has begun to report extended graduation rates beyond the fifth year. TEAM High School data shows that students are persevering through graduation. The TEAM class of 2014 had a four year grad rate at TEAM of 14.8% but a seven year grad rate of 35.5%. The TEAM class of 2015 growth was similar (22.9% to 52.5%).

**Chart 1.3**



**EQUITY: DATA BY SUBGROUPS— Performance Target 1 — Graduation Rates**

Historically there is significant disparity in outcomes between various populations and subgroups. It is important that we provide an education that serves and supports all kids equitably. The data presented in the following charts shows the four-year graduation rates (Chart 1.4) and five-year graduation rates (Chart 1.5) by reported subgroups. The bold blue line on each chart is the average, or mean, performance of all students. We are meeting the challenge of closing the equity/opportunity gap when the performance of subgroups are close to one another and close to the mean performance.

A few caveats to keep in mind as you review this data:

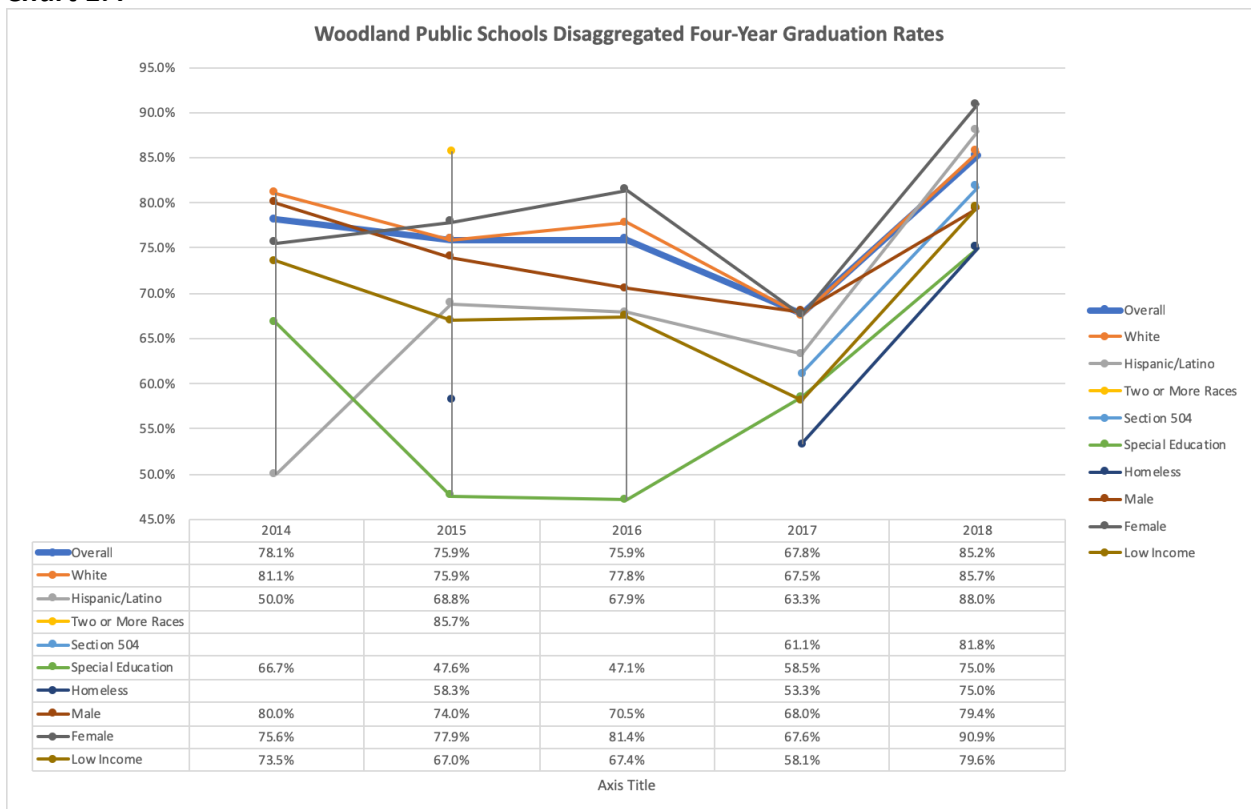
- 1) Some subgroups were small enough (<10) in some years that statistical analysis would be highly inaccurate and could lead to personal identification of students in violation of FERPA. This explains no data for some subgroups in certain years.

-----

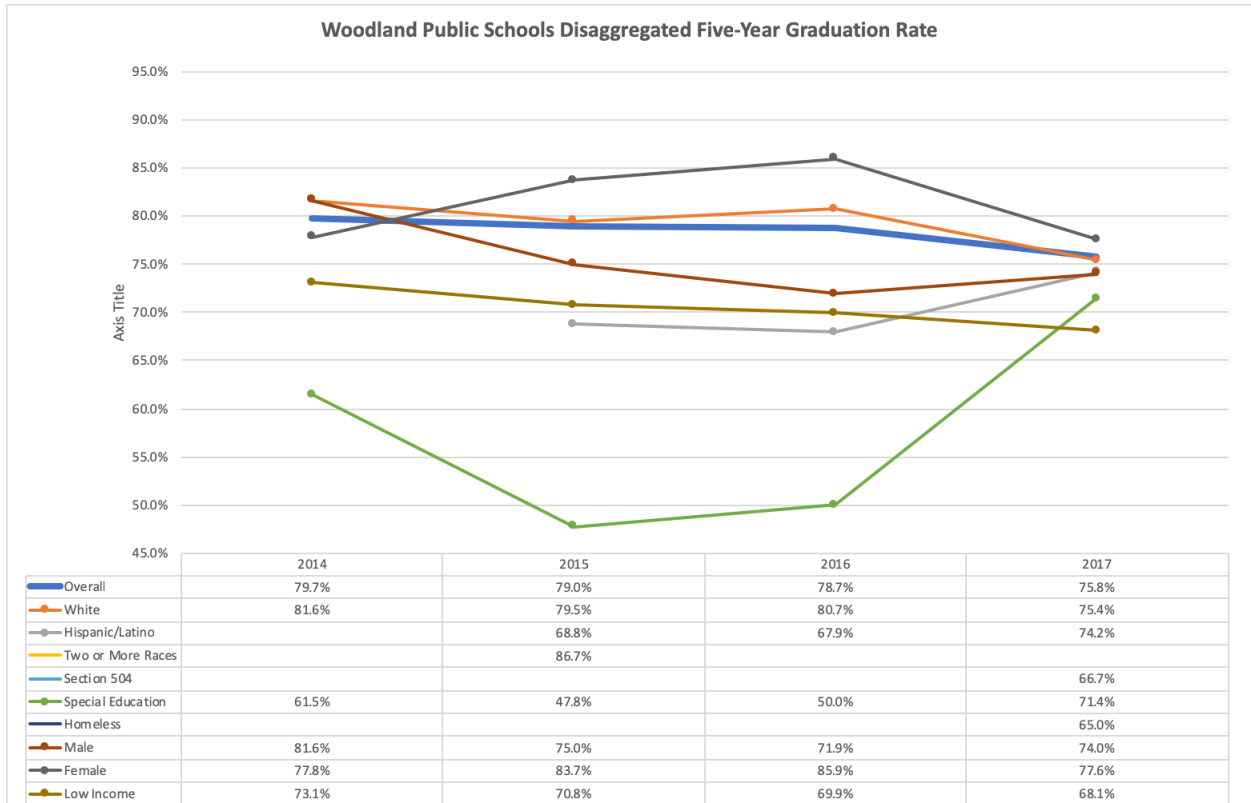
- 2) Even when reported some subgroups are so small that there is potentially large variability in performance from one year to the next. It is more meaningful to look at trends for small subgroups than single data points.
- 3) The subgroups with the largest “n” are the most statistically accurate. These subgroups are: White, Hispanic/Latino, Special Education, Male, Female, Low Income.

In 2018, the four-year and five-year graduation rates for all subgroups were closer to the mean performance than in the prior years. We must be cautious to not draw conclusions regarding single point in time data. Our goal is that the closing of the graduation gaps continue through continued focus on equity.

**Chart 1.4**



**Chart 1.5**



-----

## **Performance Target 2— School Attendance:**

*By 2020, the rate of chronic absenteeism, defined as missing more than 18 school days, will be no greater than 10%*

Summary:

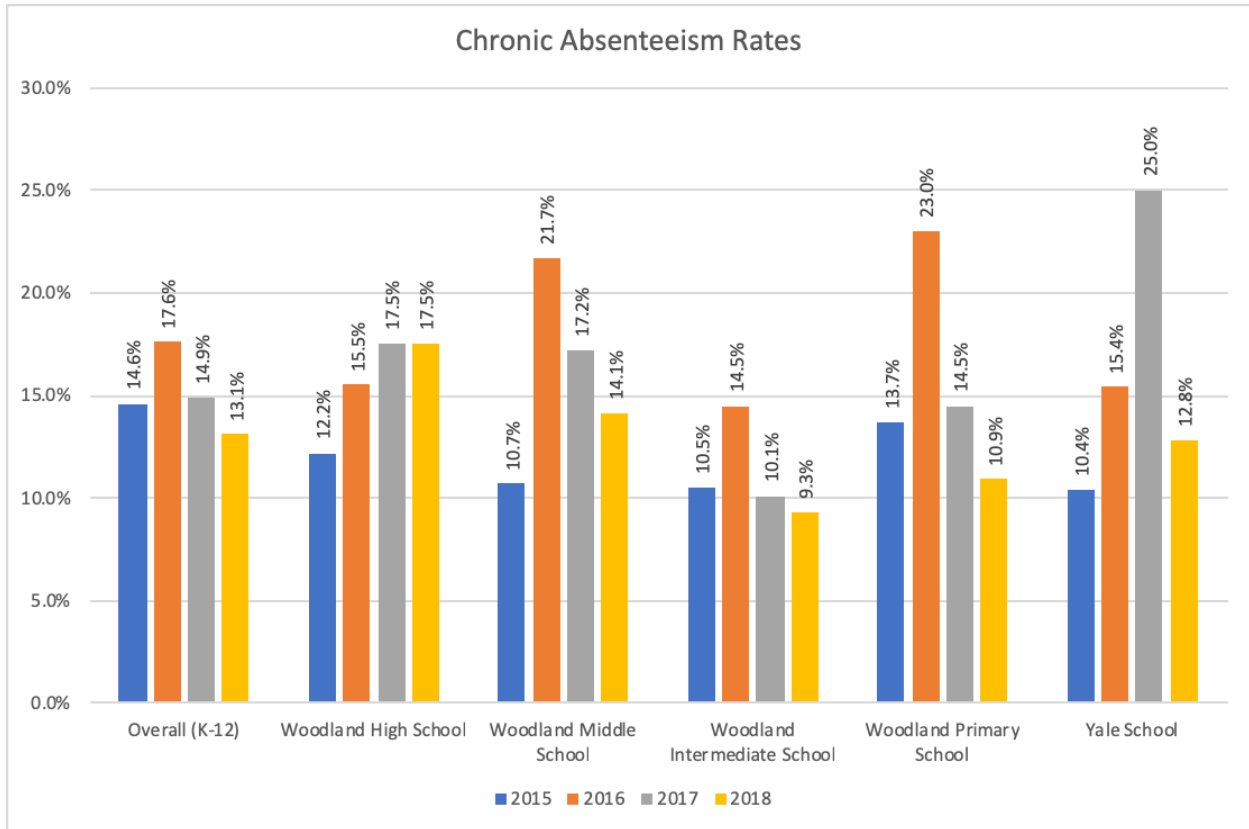
Chart 2.1 below is built from published state metrics. The methodology used by the state to determine these rates has a layer of complexity that takes into account the length of student enrollment. This ensures the stability of the metric. As a result, the state data correlates, but is not exactly the same as the raw data that we collect on a district basis. You can see that between 2017 and 2018, we saw an overall improvement in regular attendance of 1.8%. No school saw a decline in regular attendance. The trendline for the overall attendance rate shows an increase of about 2% over the four years of data collection.

The data from Woodland High School reflects inconsistencies in record keeping. Beginning with the 2017-2018 data, the school increased the accountability on teachers for consistently recording accurate attendance data. As such, the 2018 WHS data should be considered baseline for comparing future growth. In all other schools, 2015 data should be baseline.

Student attendance rates continue to improve because of the clear and specific work of Stacy Mouat and the supportive efforts by school administrators, school staff, and students and their families. Ms. Mouat has helped raise awareness about the rate of attendance rate through personal meetings, phone calls, and even individualized informational letters for each student in the district. Secretaries in each of the schools have collaborated on workflows for technology (Skyward) to do automated work, utilizing attendance data specific to each student. As mentioned above, we have implemented accountability systems (particularly at WHS) to make sure staff are consistently taking attendance in every classroom, every period, every day. As such, we expected that WHS absenteeism rates would increase. It is impressive that they have remained stable. The efforts of Stacy Mouat, Secretaries, Administrators, Staff, Students and Families are laudable. Improving school attendance is a collective effort.

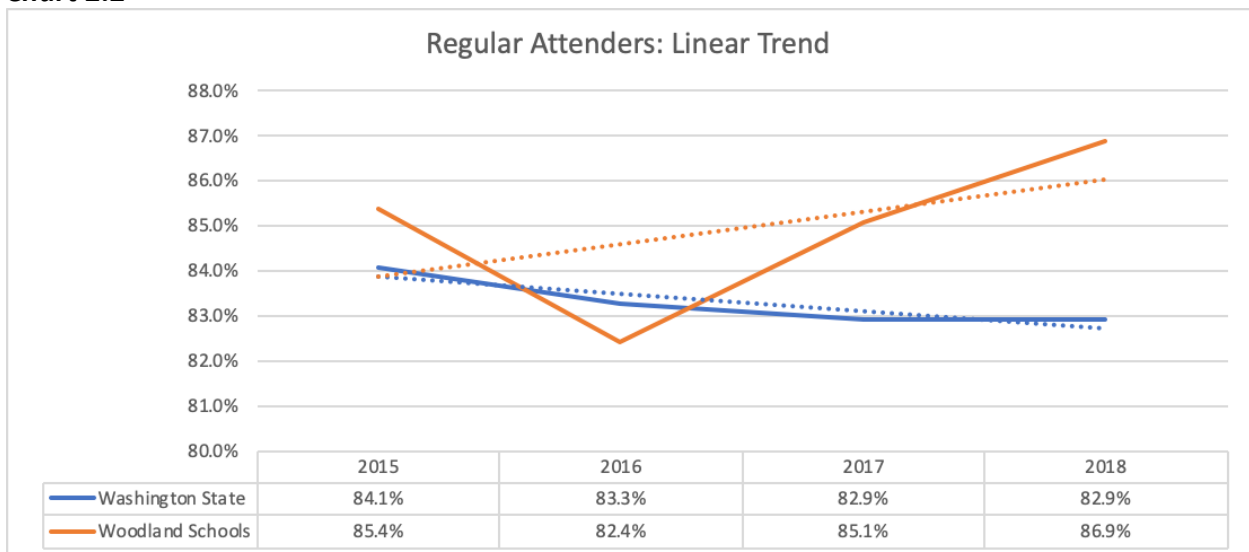
-----

**Chart 2.1**



District-wide the trend toward the proportion of students who are regular attenders is positive (Orange lines). The dotted regression line in Chart 2.2 shows an overall positive trend in regular attenders since 2015. With the exception of 2016 Woodland Schools had a higher rate of regular attenders than the state of Washington

**Chart 2.2**





The data in table 2.3, below, is data from this fall that we have pulled from Skyward. Because of the complexity of state methodology for calculation these metrics, the local data may be slightly different than the state data. All of the schools are currently very close to the 90% goal of this performance target.

**Table 2.3**

2018-2019 First Semester Attendance Data		
Location	Average Absences	Students with 90%+ Attendance
<b>Overall</b>	<b>4.9%</b>	<b>89%</b>
Woodland High School	4.5%	90.4%
Woodland Middle School	4.6%	89.7%
Woodland Intermediate School	5.7%	85.6%
Woodland Primary School	5.2%	88.9%
Yale School	4.2%	92.9%

## **EQUITY: DATA BY SUBGROUPS— Performance Target 2 — Attendance Rates**

Historically there is significant disparity in outcomes between various populations and subgroups. It is important that we provide an education that serves and supports all kids equitably. The data presented in the following chart shows the percentage of students with regular attendance (90%+) by subgroup.

The percentage of students with regular attendance is by reported subgroups. The bold blue line on each chart is the average, or mean, percentage of students who attend regularly. We are meeting the challenge of closing the equity/opportunity gap when the performance of subgroups are close to one another and close to the mean performance.

A few caveats to keep in mind as you review this data:

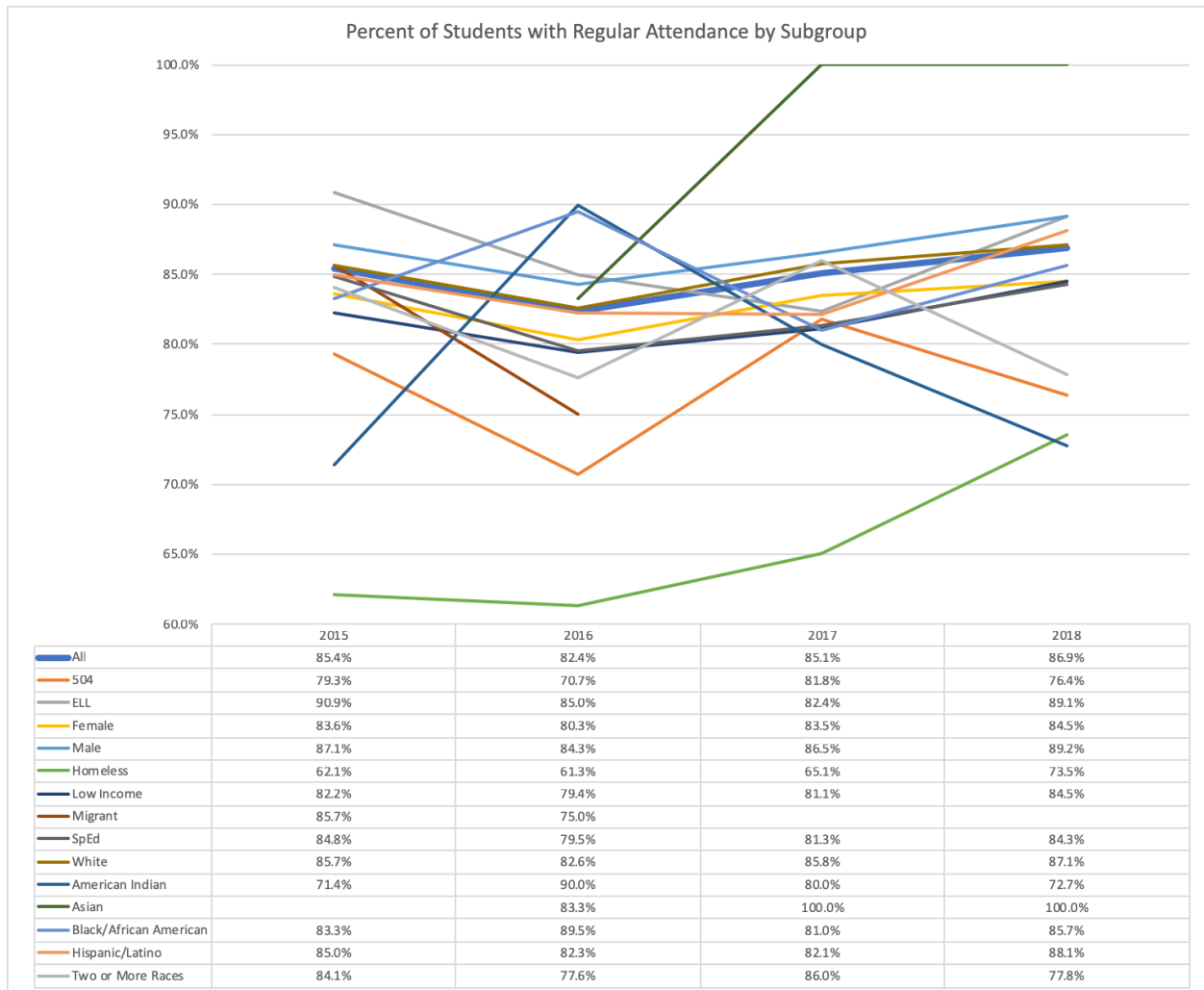
- 1) Some subgroups were small enough (<10) in some years that statistical analysis would be highly inaccurate and could lead to personal identification of students in violation of FERPA. This explains no data for some subgroups in certain years. You will note that there are more subgroups represented in these tables than in the table for goal 1 because these data represent the entire K-12 population as opposed to the prior charts that represent high school graduation cohorts, much smaller groups. As a result there is a greater “n” and these numbers should be statistically more representative.
- 2) Even when reported some subgroups are so small that there is potentially large variability in performance from one year to the next. It is more meaningful to look at trends for small subgroups than single data points.

-----

- 3) The subgroups with the largest “n” are the most statistically accurate. These subgroups are: White, Hispanic/Latino, Special Education, Male, Female, Low Income.

In 2018, the overall percentage of regular attendees increased but we see greater variability with some of our populations; with three subgroups showing a decline in the percentage of regular attenders. These subgroups: 504 students, ELL students, American Indian students, and Homeless students. Each of these subgroups have fewer students in them so we do expect some year-to-year volatility in the statistics. We will continue our improvement efforts with the goal of ensuring attendance of all children.

**Chart 2.4**



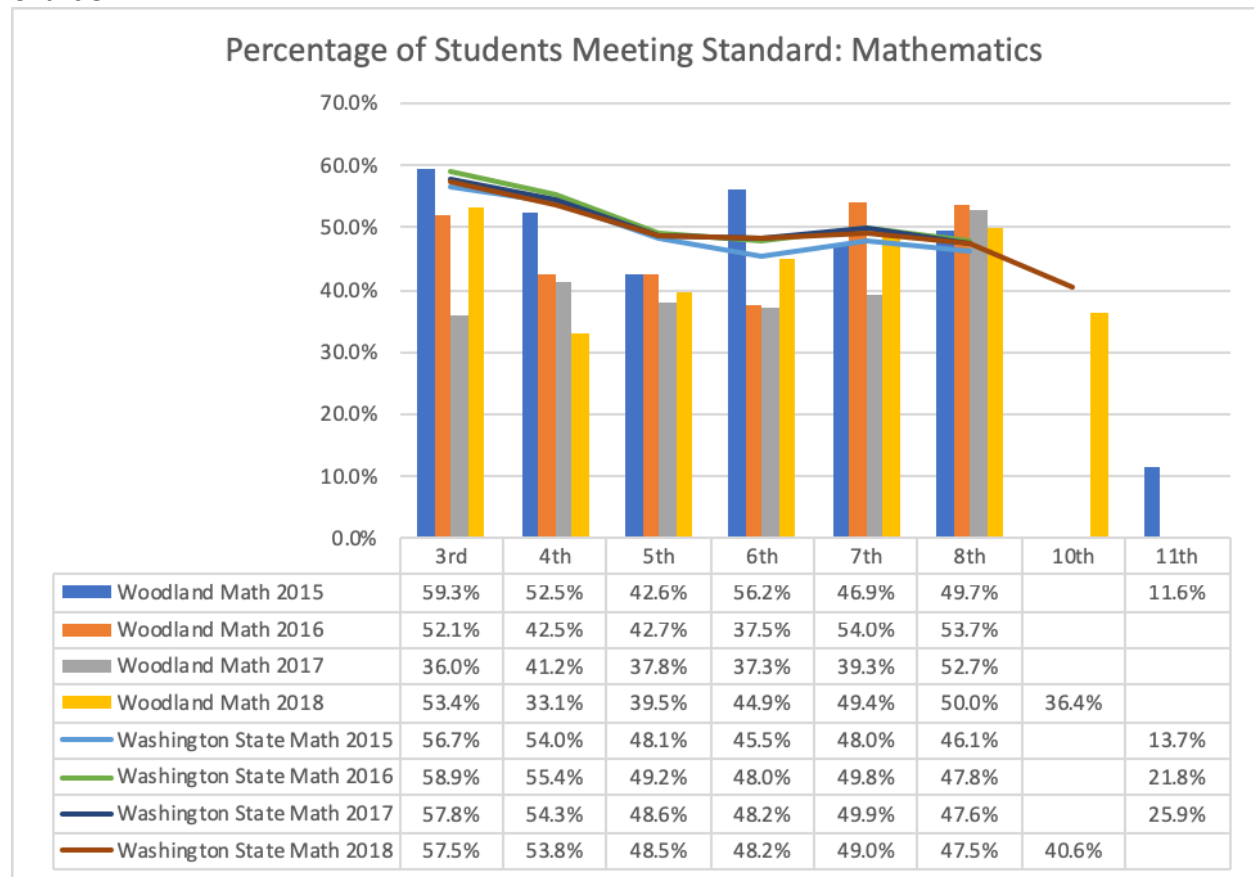
### Performance Target 3— Student Proficiency on Mandated Assessments:

*By 2022, 80% of students will meet standard on mandated measures in Mathematics and English Language Arts at all grade levels. Student Performance will improve year-over-year and will exceed that of demographically similar school districts.*

Summary: The results below are from the Smarter Balanced Assessment (SBA) which is administered each spring to students in grades 3-8 and grade 10. The grade level comparisons are for different cohorts of children. (e.g. the third-grade class of 2017, grey bar, is the fourth-grade class of 2018, gold bar) The number of students tested (referred to as the “n”) is large enough that the results should be relatively stable from year-to-year. The state has made changes to high school assessment nearly every year. As a result, we do not have meaningful year-over-year data for the tenth grade SBA.

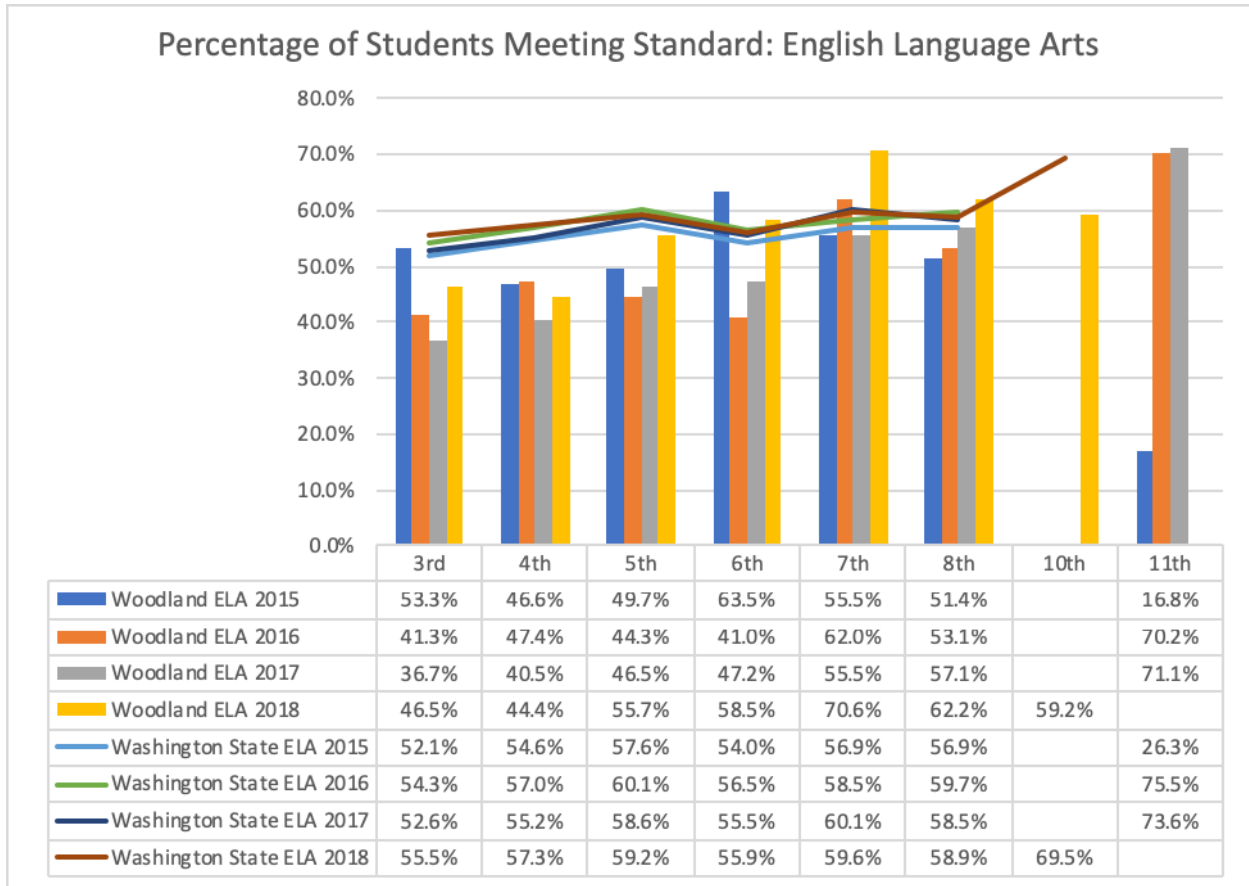
The District saw improvements in 4 of 6 tested grades in Mathematics (Chart 3.1) and in every grade in English Language Arts (Chart 3.2). Comparing the 2017 to 2018 cohort, nearly every group showed improvement. The only exception was the 2.9% decrease in 2018 fourth graders in mathematics.

**Chart 3.1**



-----

**Chart 3.2**



**EQUITY: DATA BY SUBGROUPS— Performance Target 3 — Student Performance**

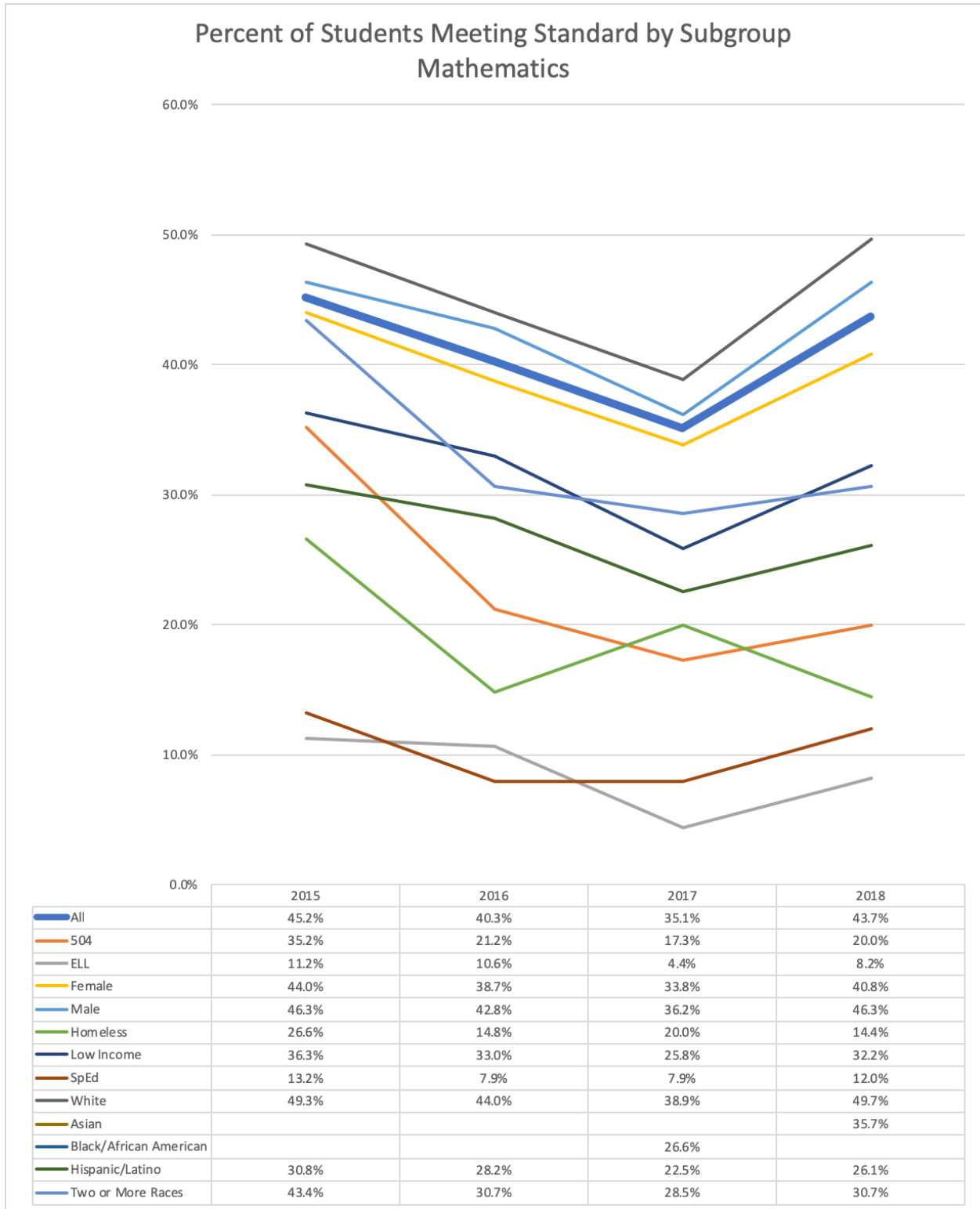
Chart 3.3 shows the percentage of students in various subgroups who met standard on the Mathematics portion of the SBA in tested grades. Chart 3.4 shows the percentage of students in various subgroups who met standard on the English Language Arts portion of the Smarter Balanced Assessment in tested grades. WIS and WMS have been identified as “Tier 1 Focus Schools” because of the performance of the Special Education and English Language Learner Subgroups.

While all subpopulations showed growth in ELA and all but “Homeless” showed growth in mathematics there remains a significant and persistent gap in performance between the various subgroups. Relevant too is the growth in students identified as “Homeless”. Between 2015 and 2018 the identified population grew from 30 students to 69 students.

In order to close the performance gaps, we will need to strategically address the work we are doing to support all students through our multi-tiered support systems at all grade levels.

-----

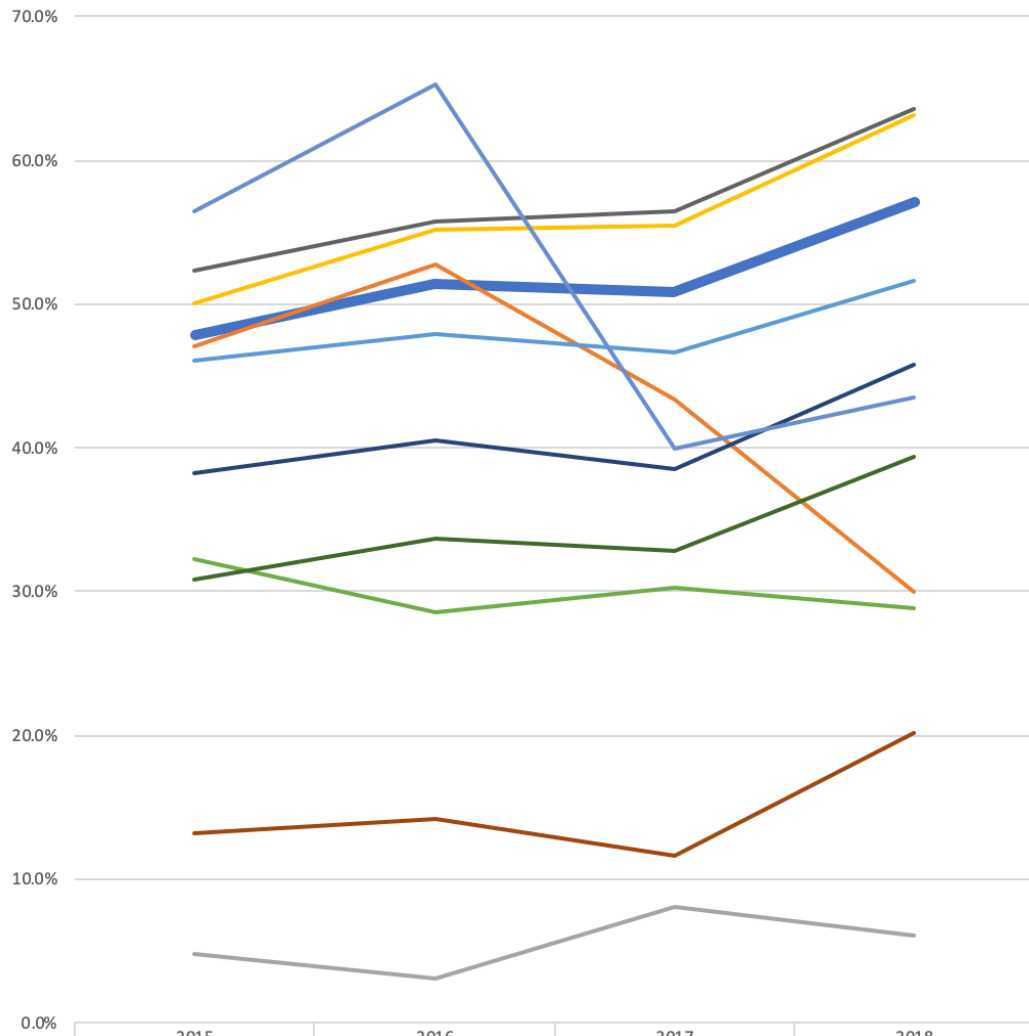
**Chart 3.3**



**Chart 3.4**

-----

## Percent of Students Meeting Standard by Subgroup English Language Arts



	2015	2016	2017	2018
All	47.9%	51.4%	50.8%	57.1%
504	47.0%	52.7%	43.4%	30.0%
ELL	4.8%	3.0%	8.0%	6.1%
Female	50.0%	55.2%	55.4%	63.2%
Male	46.0%	47.9%	46.6%	51.6%
Homeless	32.2%	28.5%	30.2%	28.9%
Low Income	38.3%	40.5%	38.5%	45.8%
SpEd	13.2%	14.2%	11.6%	20.1%
White	52.3%	55.7%	56.4%	63.6%
Asian				35.7%
Black/African American			53.3%	
Hispanic/Latino	30.8%	33.7%	32.8%	39.4%
Two or More Races	56.5%	65.3%	40.0%	43.5%

-----

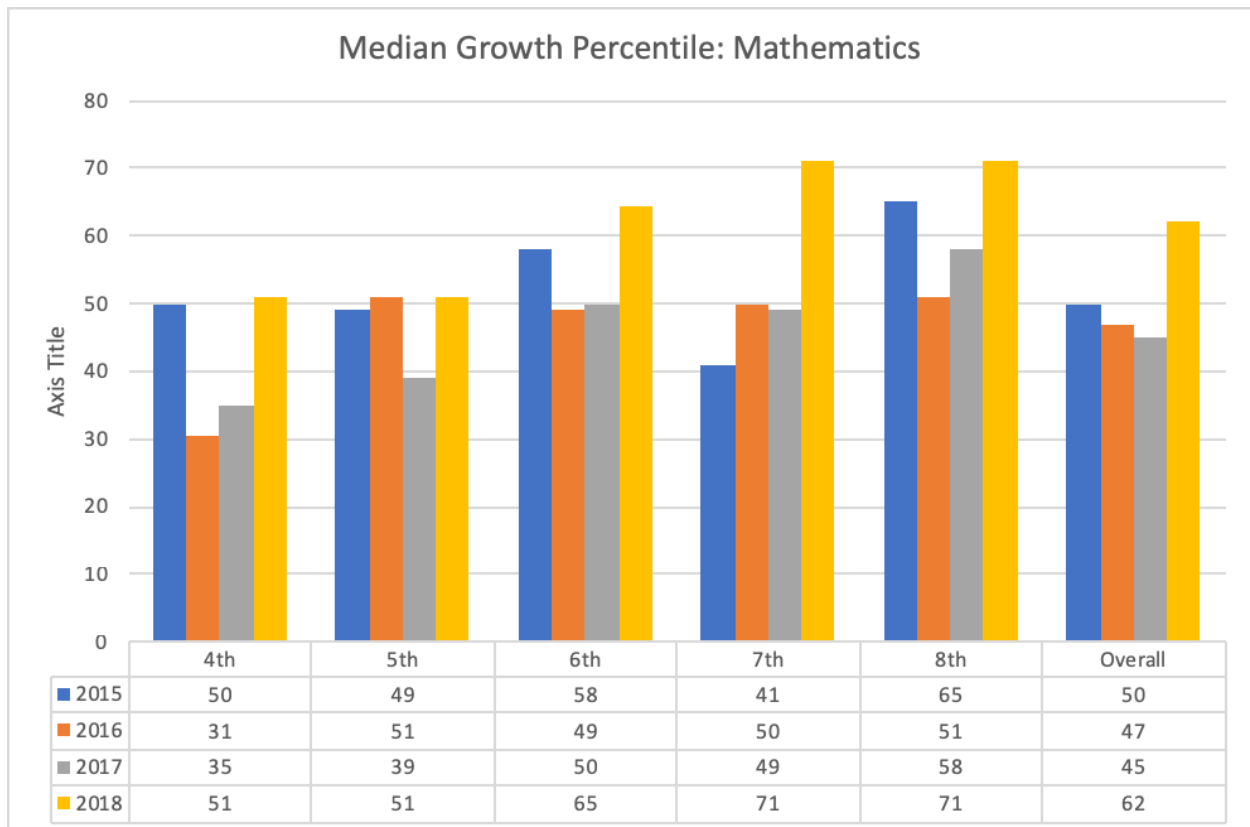
**Performance Target 4— Student Growth on Mandated Assessments:**

*Student growth percentiles in ELA and Math will exceed 50 in each grade level*

Summary: Washington uses student growth percentiles (SGPs) to measure growth in students math and English language arts skills (on the Smarter Balanced Assessment or SBA) from one grade to the next. Student growth percentiles compare students in the same grade level with similar scores in previous years and measures their performance relative to those students. A student with a 60 SGP had growth greater than 60% of students with a similar test score in an earlier grade. For a school, the middle or median SGP in a specific subject and grade level is the schools score for the measure.

Every grade level exceeded the median growth percentile in both mathematics (Chart 4.1) and English language arts (Chart 4.2). This means that students in every grade tested grew MORE during the 2017-2018 school year than their peers statewide. The only way we will meet the 80% proficiency target will be through continued accelerated growth.

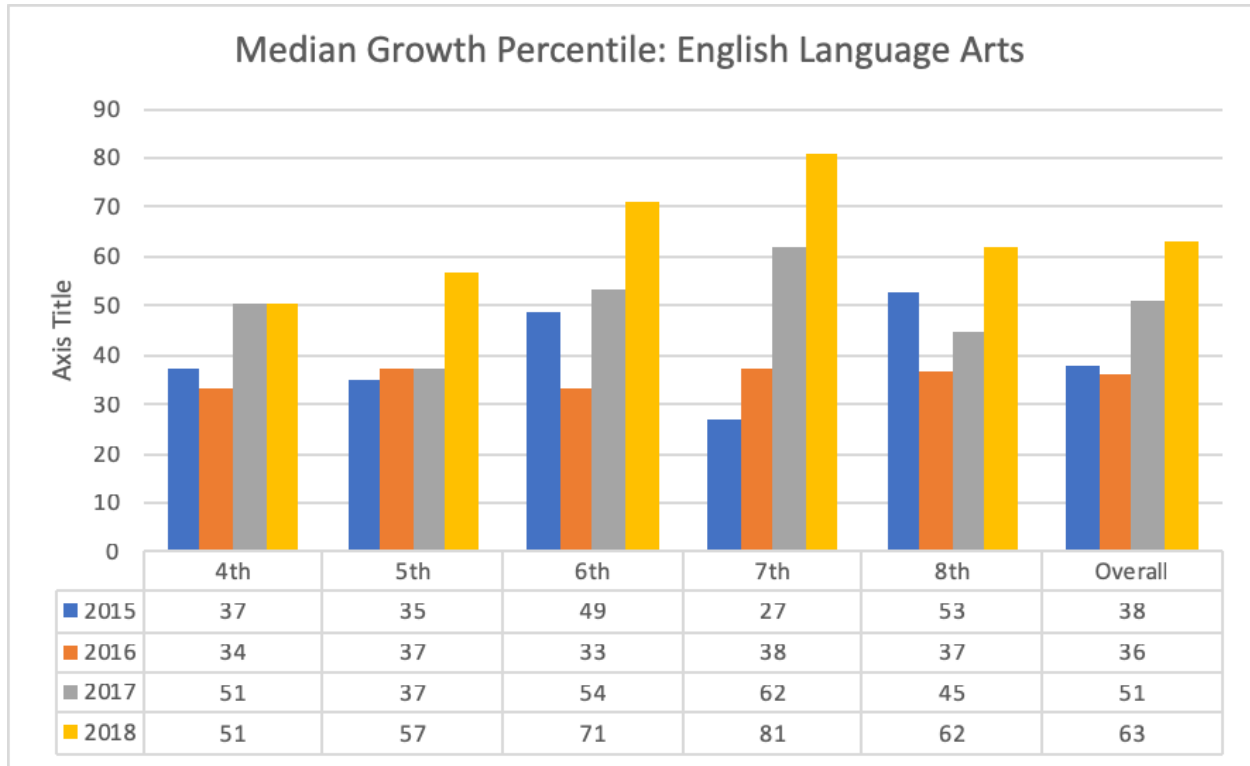
**Chart 4.1**



-----



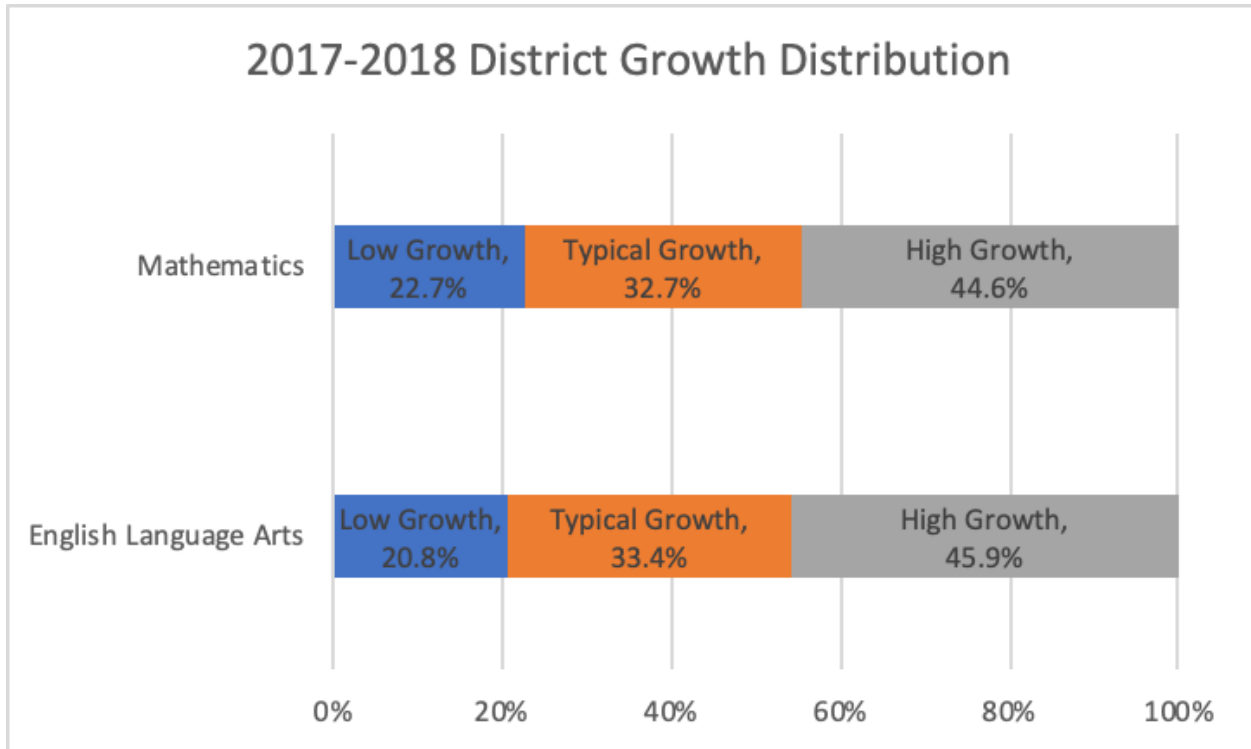
**Chart 4.2**



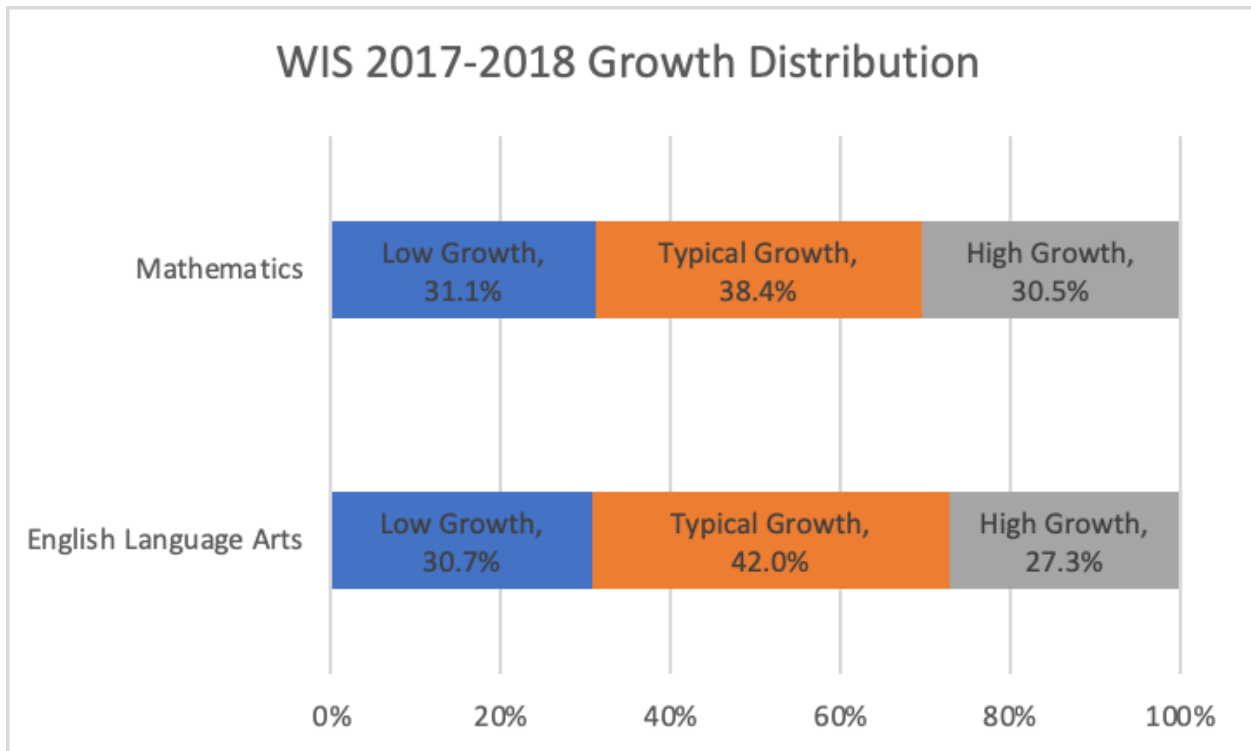
The Charts above (4.1 & 4.2) compare the median score improvement of Woodland students to the median score improvement of students across the state for each grade band. The charts below (4.3-4.5) take a different look at the data. They show the distribution of growth within our schools and across the district. They show the proportion of students who showed low growth (lowest third)<sup>1</sup>, those that showed typical growth (middle third), and those who showed high growth (top third). Across-the-board, Woodland has more children than is typical who show typical or high growth.

<sup>1</sup> The state data do not reflect perfect terciles of 33.33% each. Statewide there are 32.5% in the first tercile, 33.9% in the second tercile, and 33.6% in the top tercile.

**Chart 4.3**

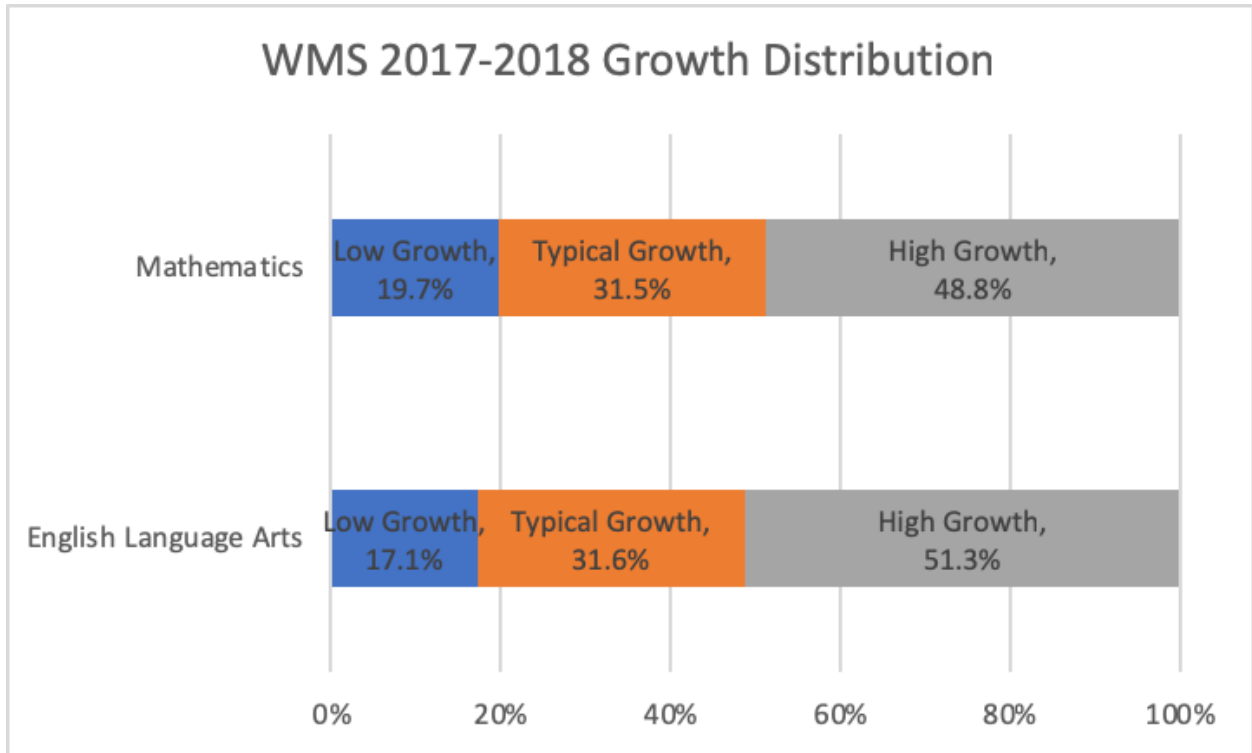


**Chart 4.4**



-----

**Chart 4.5**

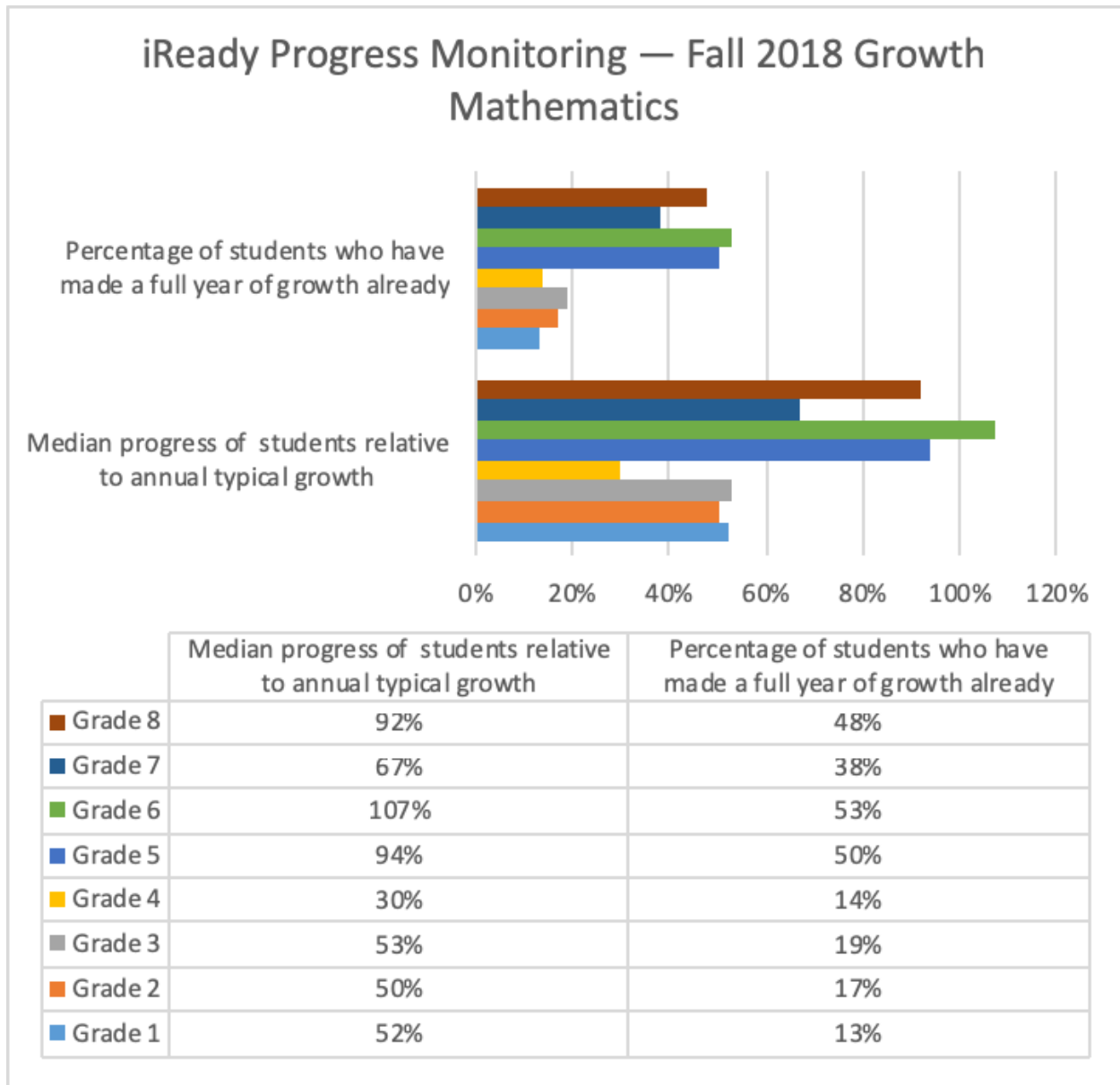


-----

Woodland uses a locally administered assessment, iReady, to monitor the progress of students through the year. The iReady assessment purports to highly correlate with the SBA so we are hopeful that the results will be replicated on the spring SBA growth measures.

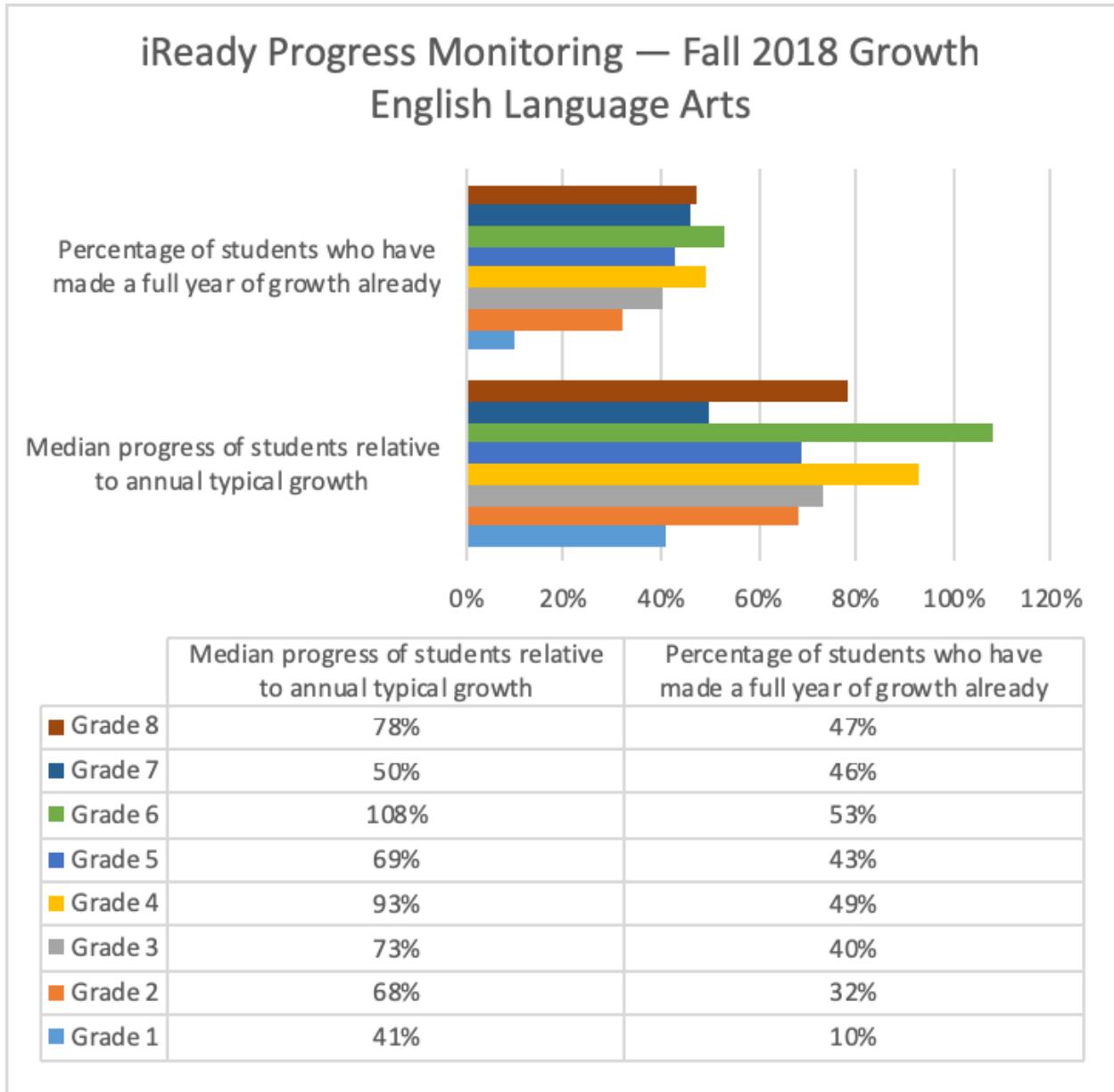
Charts 4.6 and 4.7, below, each have two sets of data. The labels to the left of each cluster of bars describe what each set represent. Chart 4.6 shows 7 of 8 grade levels are on track for at least a full year’s growth in Mathematics (50% or more). Chart 4.7 shows 7 of 8 grade levels are on track for at least a full year’s growth in Reading (50% or more).

**Chart 4.6**



-----

**Chart 4.7**



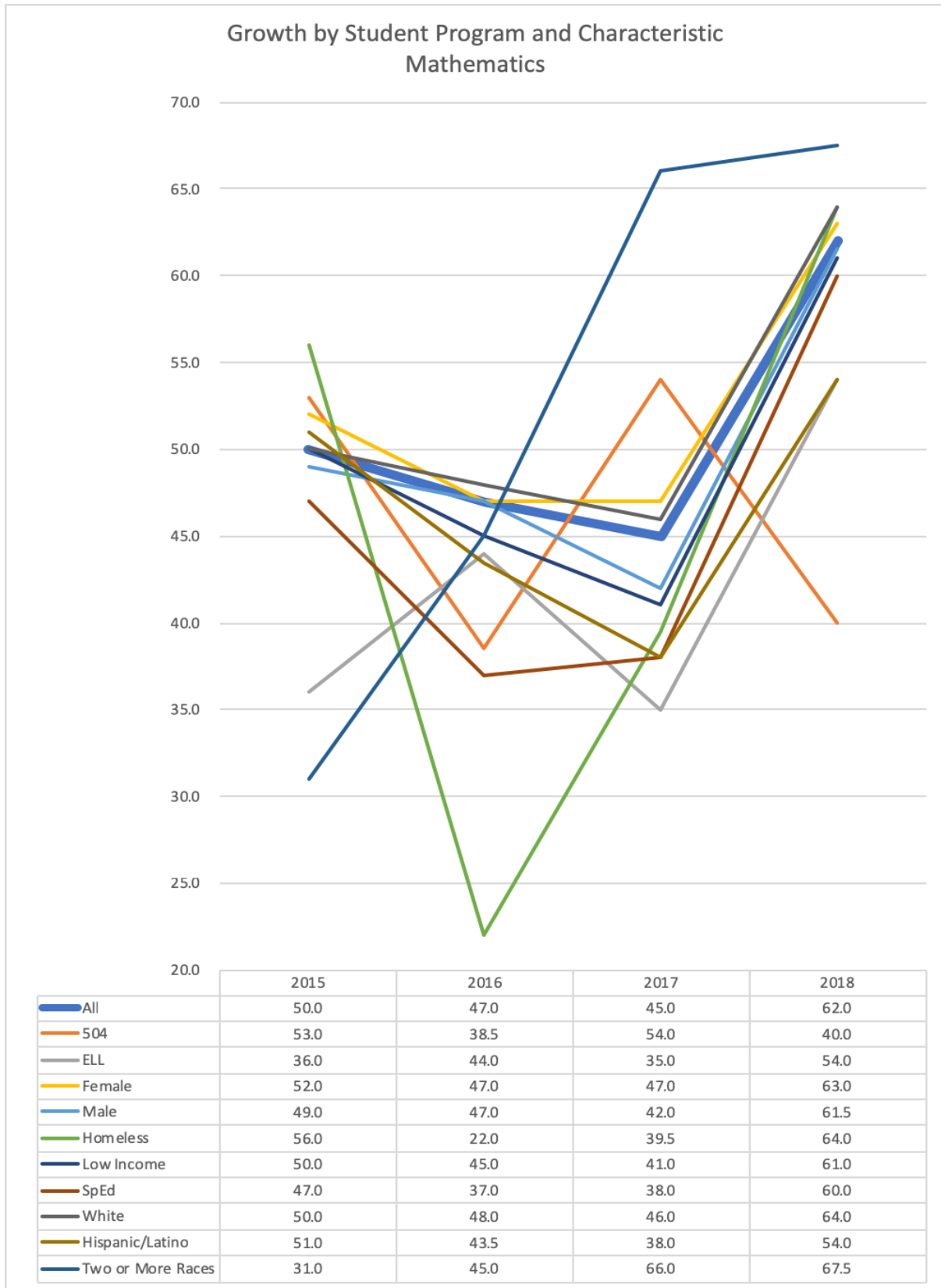
**EQUITY: DATA BY SUBGROUPS— Performance Target 4 — Student Growth**

Chart 4.8 shows the average year-over-year growth of students in various subgroups who were assessed on the Mathematics portion of the SBAC in tested grades. Chart 4.9 shows the average year-over-year growth of students in various subgroups who were assessed on the English Language Arts portion of the SBAC in tested grade.

All subgroups had growth above the statewide average in English Language Arts. In Mathematics the only subgroup to have less than average growth was the population of students with 504 plans ( $n=40$ ). In addition, gaps between subgroups are narrowing!

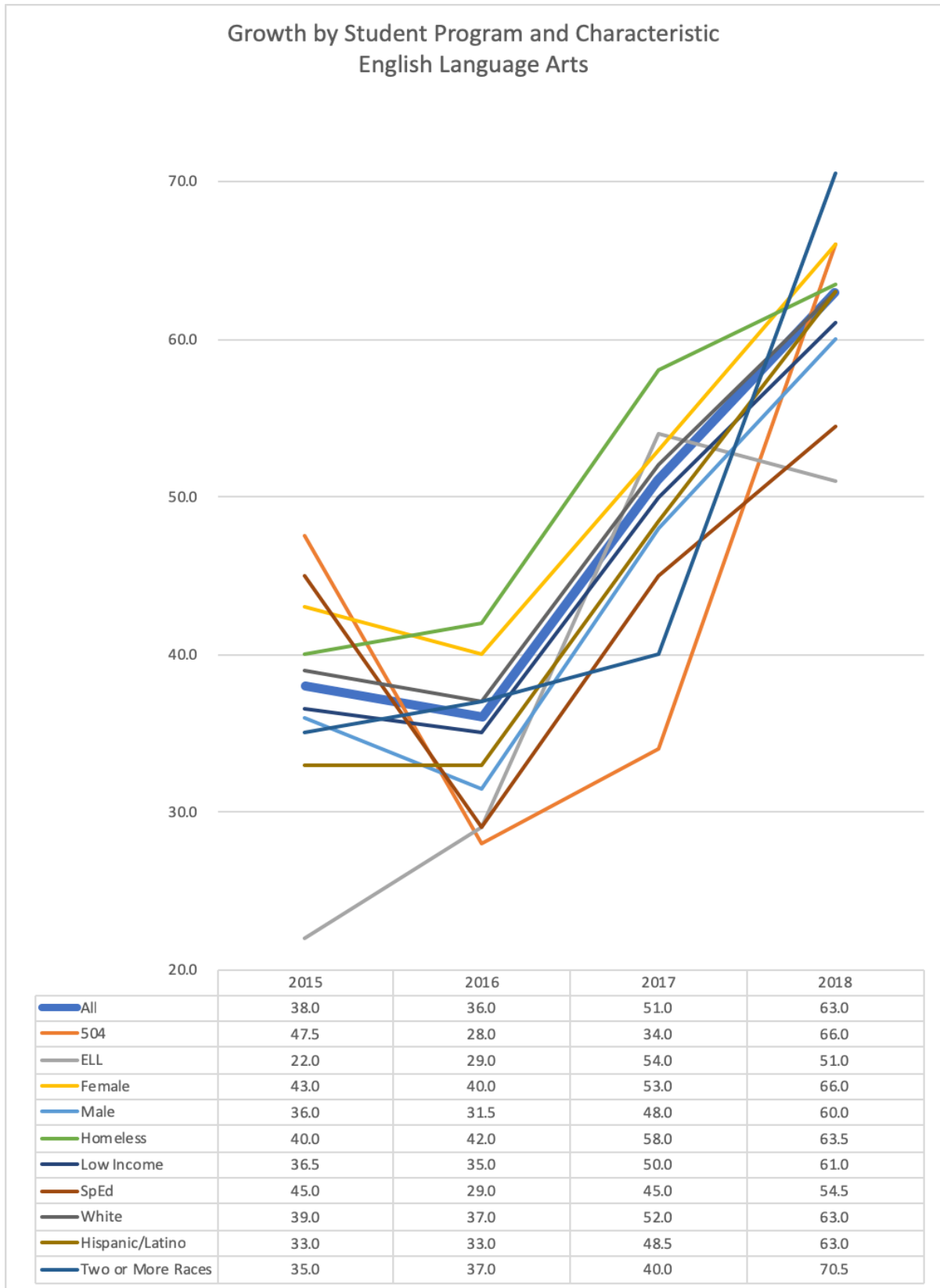
-----

**Chart 4.8**



-----

**Chart 4.9**



-----

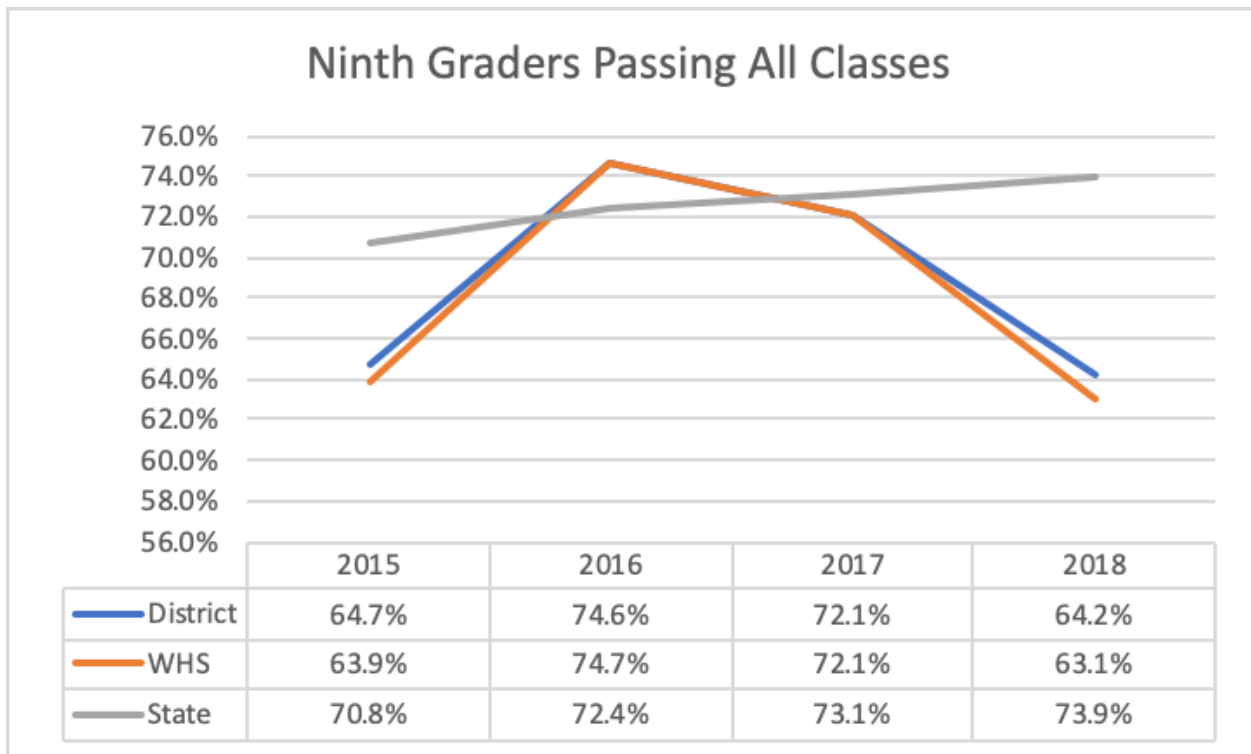
**Performance Target 5—High School Course Failure:**

*Beginning in 2017-2018, High School freshman course failure (first attempt) will be below 10% for core classes (Math, English, & Science)*

Summary: Washington state, as part of the ESSA accountability plan reports a slightly different metric than that called out in this goal. They calculate the percentage of freshmen who pass ALL courses, not just core courses. Four-year data is shown below in Chart 5.1. With the 24 credit diploma, students who fail one class, one semester of any year, will not graduate without adding additional coursework at some point in their high school career. The data for 2018 was a disappointment to us because we had 8% fewer freshmen pass all classes than we did in the prior year.

First semester data show significant improvement over 2018, with 83.4% of freshmen passing all classes.

**Chart 5.1**



The team at WHS have been working hard to help our Freshmen succeed and stay on track. Table 5.2, below, shows improvement in the number of students passing core classes in the first semester.

-----

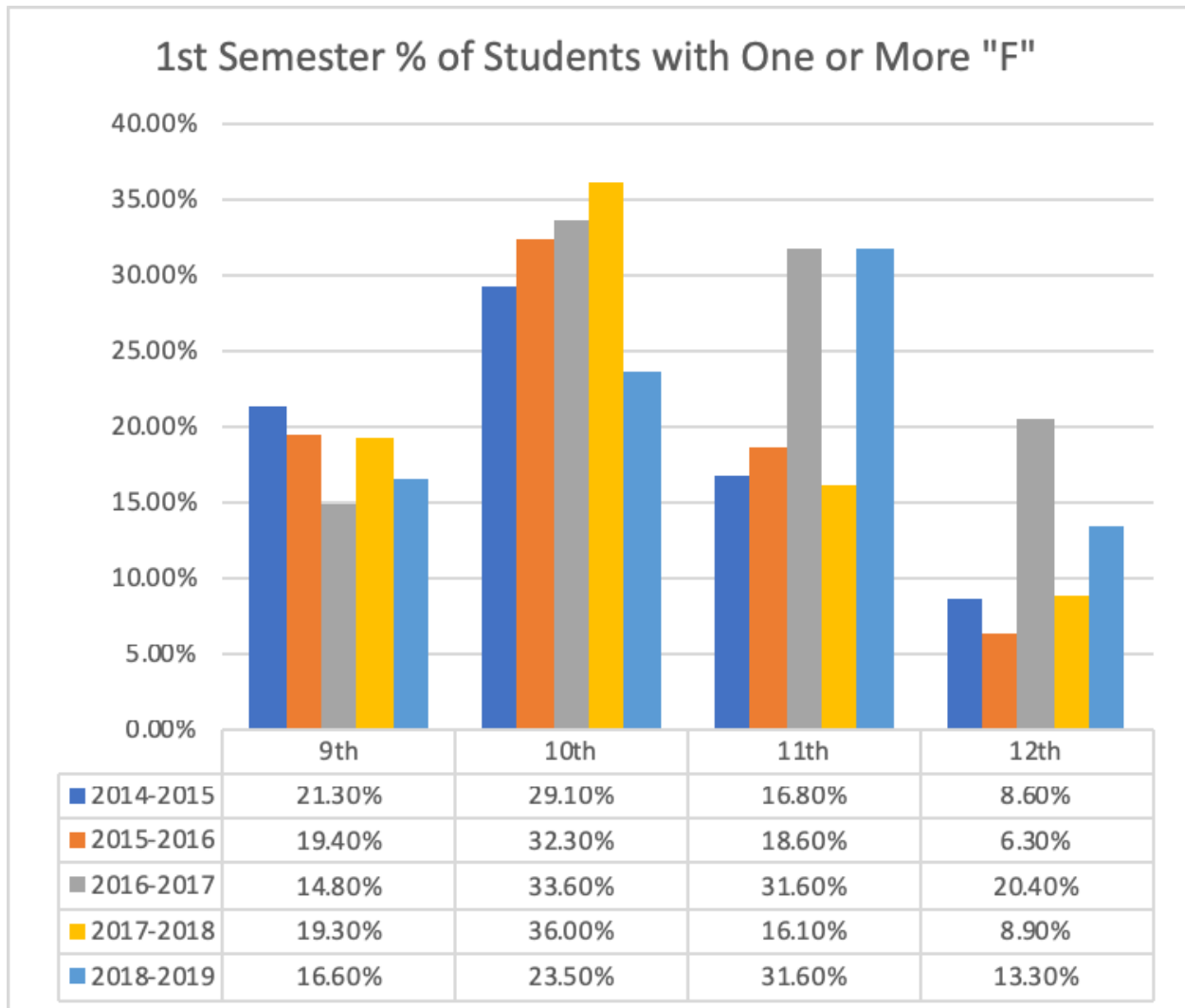


**Table 5.2**

Freshman Core Class Failure Rate (Semester 1)				
	2017-18		2018-19	
English	13	6.81%	9	4.66%
Math	15	7.85%	13	6.74%
Science	16	8.38%	10	5.18%

Looking deeper at that data at WHS for ALL students showed some interesting information (displayed in Chart 5.3, below) that is driving the WHS team to broaden the scope of their efforts toward helping students be successful throughout their High School career. They found that, while only 16.6% of freshmen failed one or more class, the rates for sophomore and junior students were significantly higher. Diving into the data further, the HS team found that first-semester course failure rates have been, and remain, consistently high, particularly for sophomore students.

**Chart 5.3**



## EQUITY: DATA BY SUBGROUPS— Performance Target 5 — Freshman Course Failure

Chart 5.4 shows the percentage of freshmen in various subgroups who passed all classes. The good news is that the gap between groups narrowed in 2018. The bad news is that the percentage of students passing all classes dropped for every subgroup in 2018. We continue our efforts to serve and support all students in passing all classes.

**Chart 5.4**

