



Woodland Public Schools

**PERFORMANCE TARGET  
REPORT TO THE BOARD**

**February 10, 2020**

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In the fall of 2017, the school board established several rigorous performance targets that have done an excellent job of focusing our efforts toward improving learning for students. Under a mandate from the State of Washington, these goals were expanded and extended in September 2019 via board resolution 19-08. The document that follows shows the modifications in “markup” (underlined and ~~strike through~~ text reflects 2019 changes)

The improvement of student learning is a complex, multi-faceted, and difficult task. There are so many variables that it is often hard to determine what efforts and interventions will have the most impact.

We have and must continue to operate through the lens of the “whole-child,” recognizing that each child is more than a grade and more than a test score. We too must balance this view with the reality that, for us to prepare children for career, life, and college, we must ensure that each student leaves our schools with a diploma that is more than a piece of paper. It must represent a decent level of literacy, mathematical competence, and knowledge of key subjects, like civics, history, the arts, and science. We continue to refine our understanding and definition of what it looks like for students to leave our doors - college, career, and life ready.

Over the past three years, we have become increasingly focused on accessing and utilizing data to provide information on our progress on an ongoing and consistent basis. Data-analysis tools, interim assessments such as iReady, and increased focus on metrics beyond the state-mandated assessments have given us a much better lens to understand the impacts of our efforts.

What follows is information about the results of efforts of Woodland Public Schools in 2018-2019 and this fall to move toward meeting the performance targets.

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**Performance Target 1— Graduation Rate:**

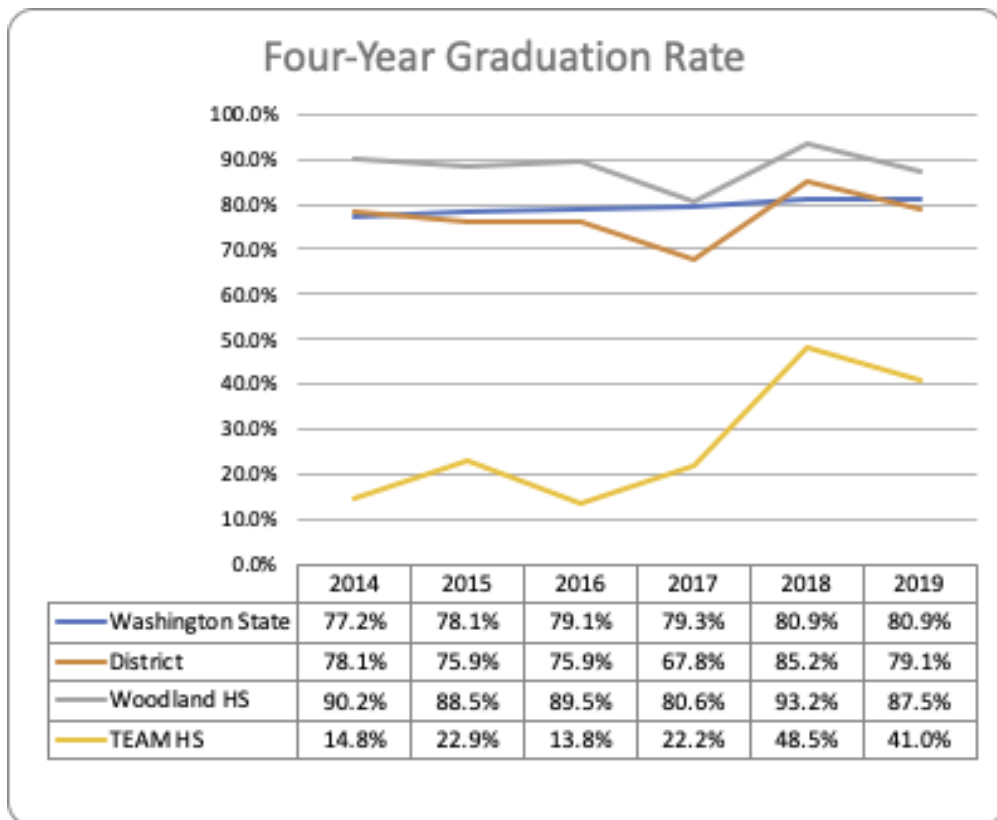
- *By 2021, the overall district four-year graduation rate will be at or above 85%*
- *By 2027 the overall district four-year graduation rate will be at or above 90%*

**Summary:**

In 2019, both Woodland High School and TEAM High School had a modest drop in their on-time graduation rates. This drop followed a year of significant improvement. The overall trend line in graduation rate remains modestly positive at Woodland High School, and for the district overall. In last year’s report to the board, the following caution was provided: *“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.”*

The trendline for on-time graduation rate for TEAM High School remains very positive, with 2019 rates continuing above historical rates. We attribute this continued growth to the continuation of work that began in the 2017-18 school year when 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 of 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 has been 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.

**Chart 1.1**



**Performance Target 1— Extended Graduation Rate:**

- *By 2022, the overall district five-year graduation rate will be at or above 90%*
- *By 2027 the overall district extended (5-7 year) graduation rate will be at or above 95%*

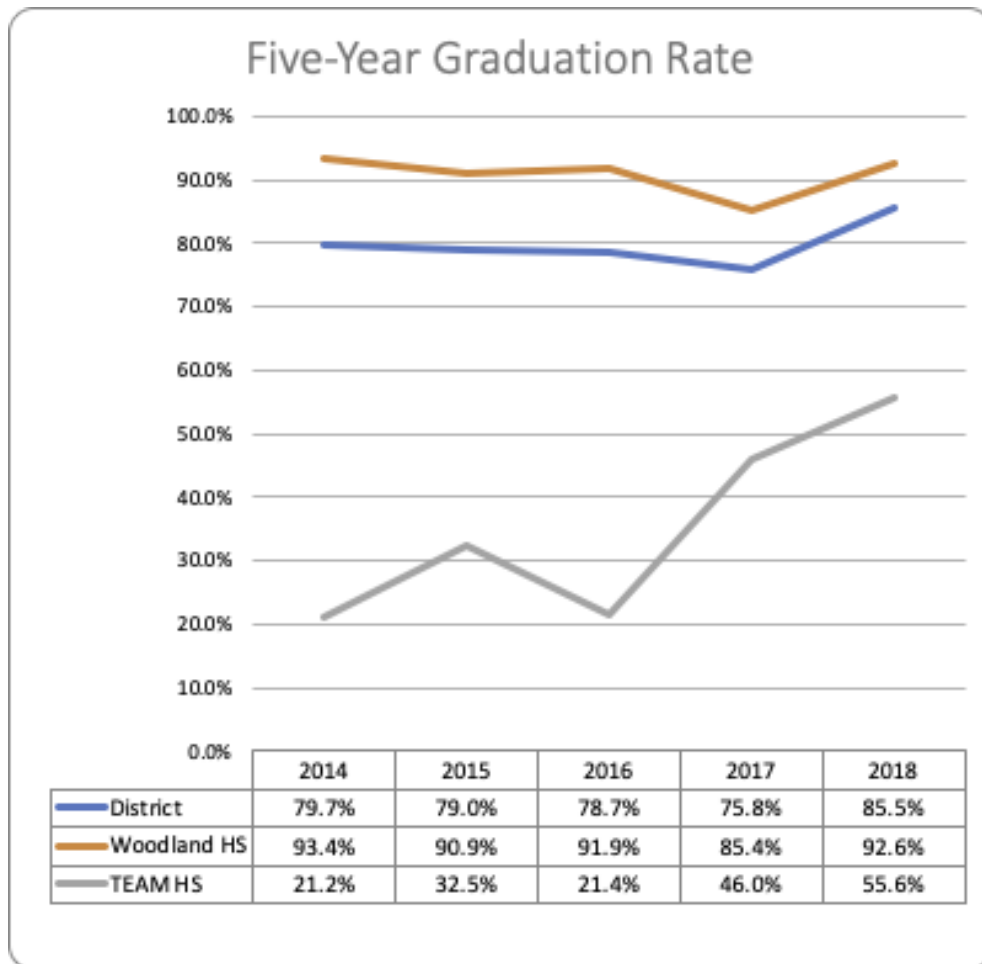
**Summary:**

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 2018 (those who began as freshmen in the fall of 2014) who have graduated within five years (by spring 2019).

The chart below (1.2) 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**



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

- **Performance of students in each identified ESSA subgroup on each of the goals will be substantially similar to the performance of all students**

Historically there is a 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 four-year graduation rates (Chart 1.4) by reported subgroups. The BLACK column 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.

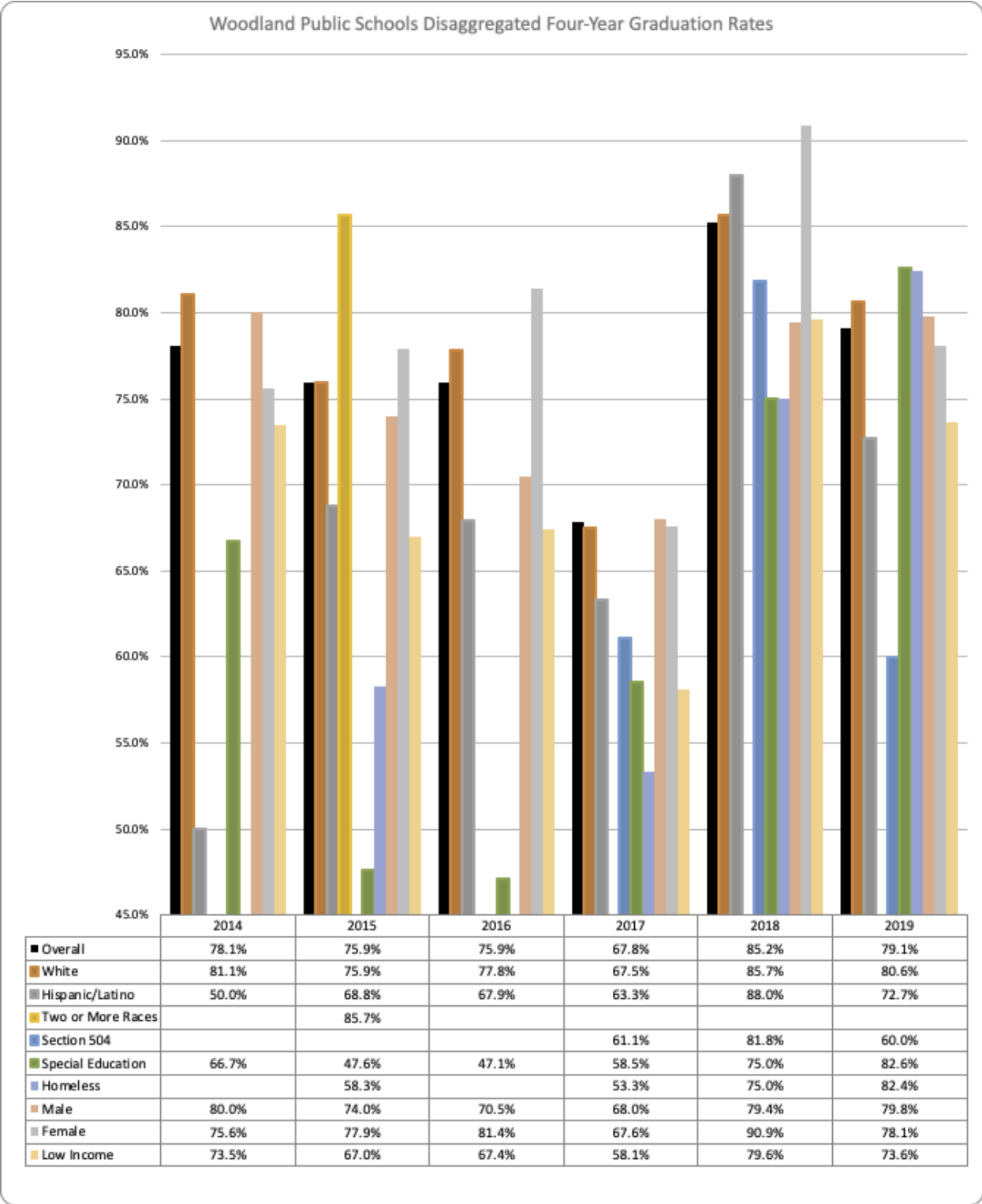
A few caveats to keep in mind as you review this data:

- 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 both 2018 and 2019, the four-year rates for all subgroups were closer to the mean performance than in the prior years. In 2019, the students with 504 plans took a bit of a dip, but we must remember that that is a comparatively small group of students, and the statistics is, therefore, more volatile. We must be cautious not to draw conclusions regarding single point or two points in time data. For this reason, most state accountability data is based on three-year averages rather than one point in time. Our goal is that the closing of the graduation gaps continues through continued focus on equity.

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**Chart 1.4**



## **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. A student is only counted in the metric if they have 90 days of continuous enrollment. This ensures the stability of the metric. The current year data we collect locally correlates with the state data, but is not exactly the same. The final metrics from the state will show lower absenteeism/higher attendance than our local data.

You can see that in the last two years we have seen an overall improvement in regular attendance. Using 2017 as a baseline year, there was an overall 1.8% improvement in 2018 and a 3.9% improvement in 2019. No school saw an increase in chronic absenteeism. The trendline for the overall attendance rate shows an increase of about 4.5% over the five years of data collection.

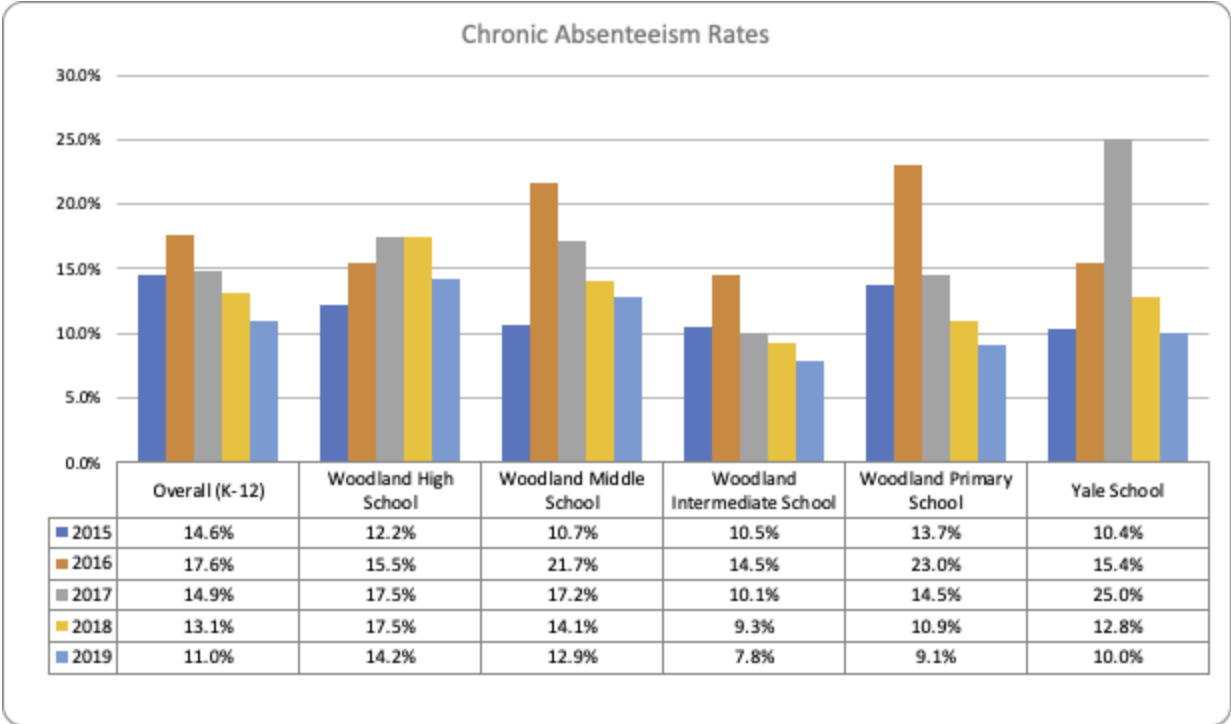
The data from Woodland High School reflects inconsistencies in record keeping. Beginning with the 2017-2018 data, the school increased the accountability on teachers for consistently recording accurate attendance data. As such, the 2018 WHS data should be considered the baseline for comparing future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

First semester attendance data (Table 2.3) suggest that we may see a slightly higher rate of chronic absenteeism in the 19-20 school year data. We attribute much of this potential increase to the impacts of illness in November and December, when we saw extremely high rates of absenteeism, some days were in the neighborhood of 20% of our students home ill at the elementary and middle school levels.

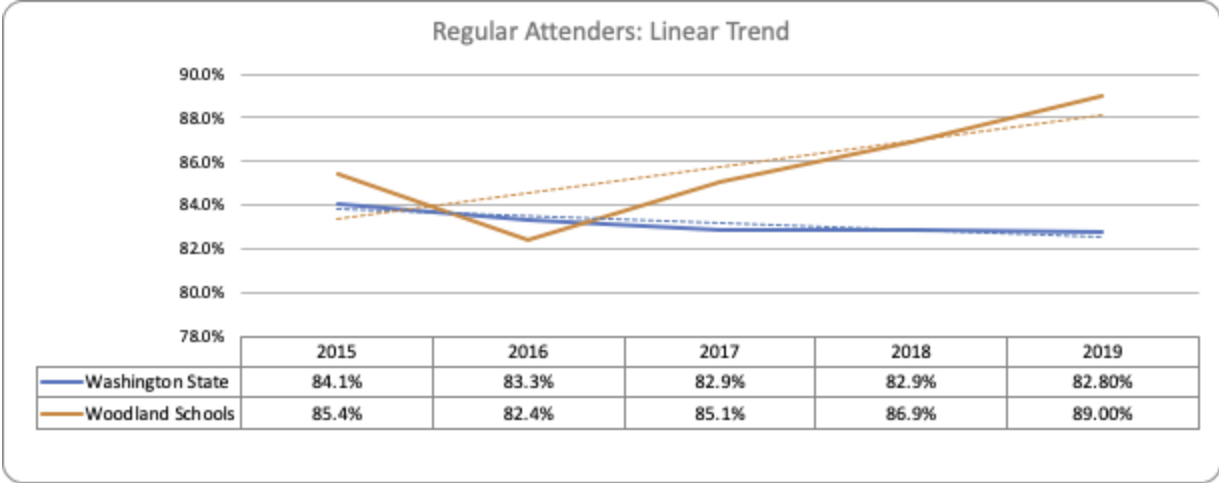
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**Chart 2.1**



In Chart 2.2 the District-wide trend toward regular attendance 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 5Labs. The state methodology is adjusted to eliminate the counting of students who are enrolled fewer than 90 calendar days. Additionally, it counts absenteeism based on the total number of days enrolled rather than the total days of the school year. This data considers the latter factor (attendance/days enrolled) but not the 90 calendar days. This data may therefore be slightly different than the state data. All of the schools are below, but approaching the 90% goal of this performance target.



**Table 2.3**

2019-2020 First Semester Attendance Data		
Location	Average Absences	Students with 90%+ Attendance
<b>Overall</b>	5.76%	87.80%
Woodland High School	6.79%	82.38%
Woodland Middle School	5.68%	87.73%
Columbia Elementary School	4.77%	95.27%
North Fork Elementary School	5.56%	89.66%
Yale School	6.16%	88.64%

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

- *Performance of students in each identified ESSA subgroup on each of the goals will be substantially similar to the performance of all students*

Historically there is a 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 percentage of students with regular attendance (90%+) by subgroup.

The percentage of students with regular attendance is by reported subgroups. The leftmost column (2.4) or set of columns (2.5) on each chart is the average, or mean, percentage of ALL students who attend regularly. We know 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.

Chart 2.4 shows the 2019 subgroup regular attendance for 2019. The blue line is the statewide regular attendance rate. The brown columns are our local attendance rates. In all but one category, Asian students, our regular attendance rates exceed the state rates for 2019.

**Chart 2.4**

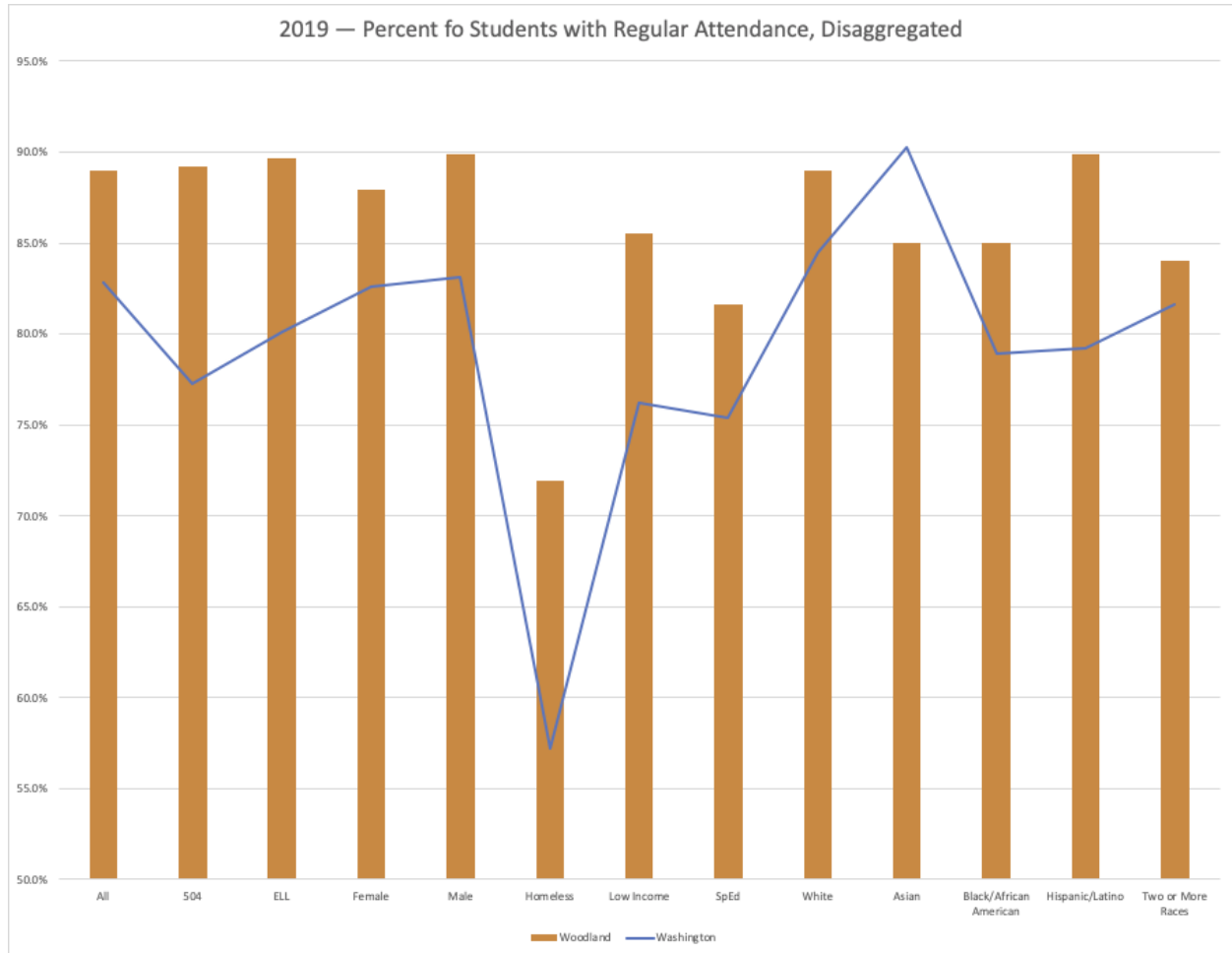
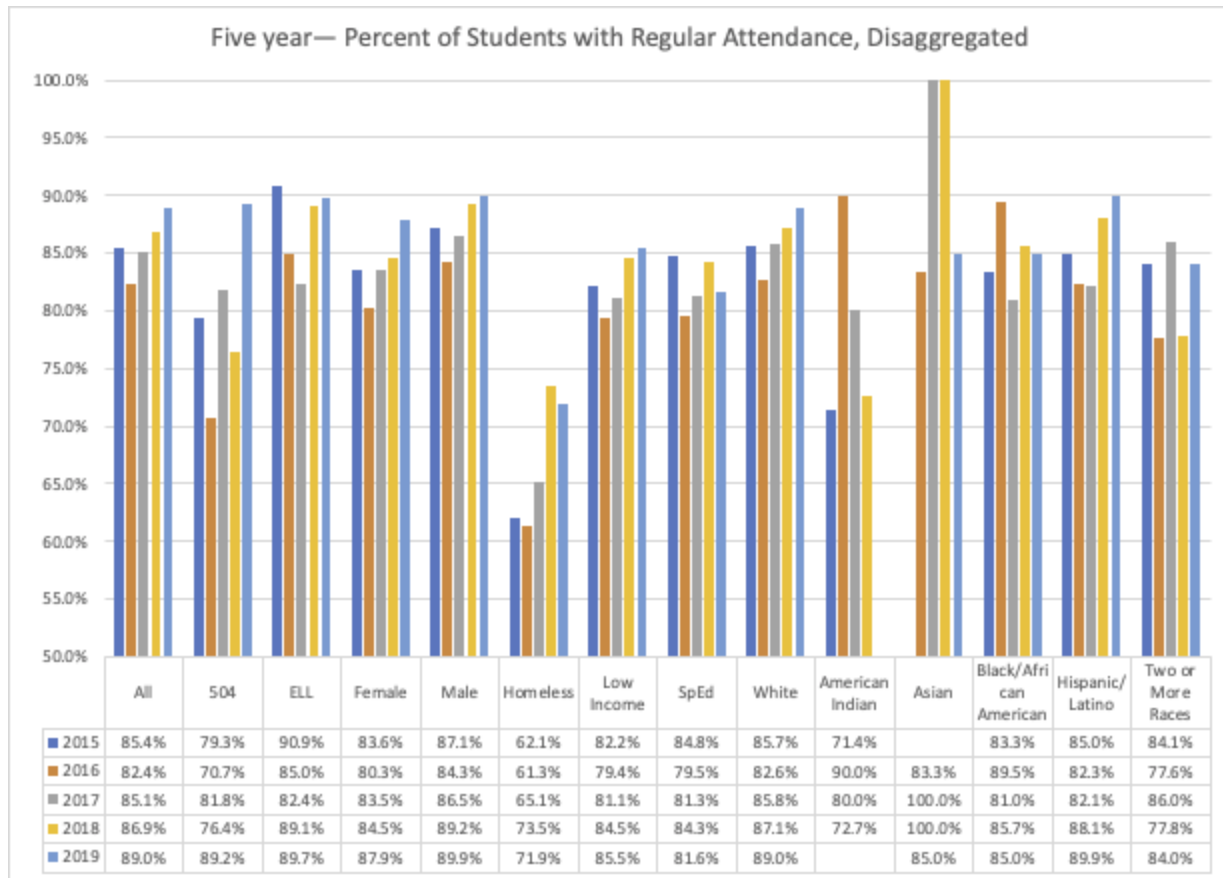


Chart 2.5 shows that In 2019, the overall percentage of regular attendees increased but we see greater variability with some of our populations; with three subgroups showing a decline in the percentage of regular attenders. These subgroups: Special Education students, homeless students, Asian students Black/African American students, and Homeless students. With the exception of Special Education 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 2.5**



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

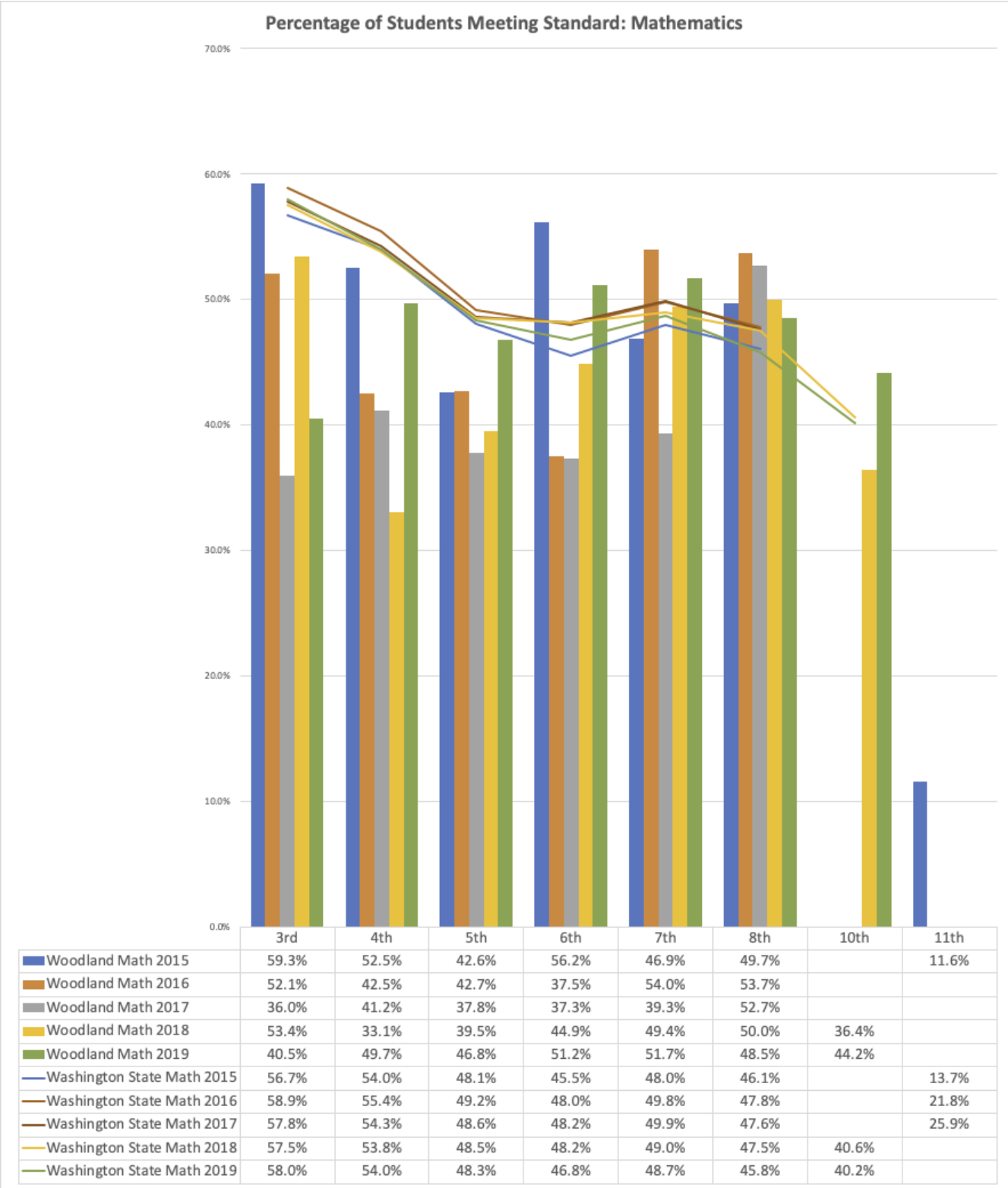
- *By 2022, 80% of students will meet standard on mandated measures in Mathematics and English Language Arts at all grade levels. Student Performance will improve year-over-year and will exceed that of demographically similar school districts.*
- *By 2027 90% of students will meet standard on mandated measures in mathematics and English Language Arts at all grade levels. (grades 3-8, 10)*

#### **Summary:**

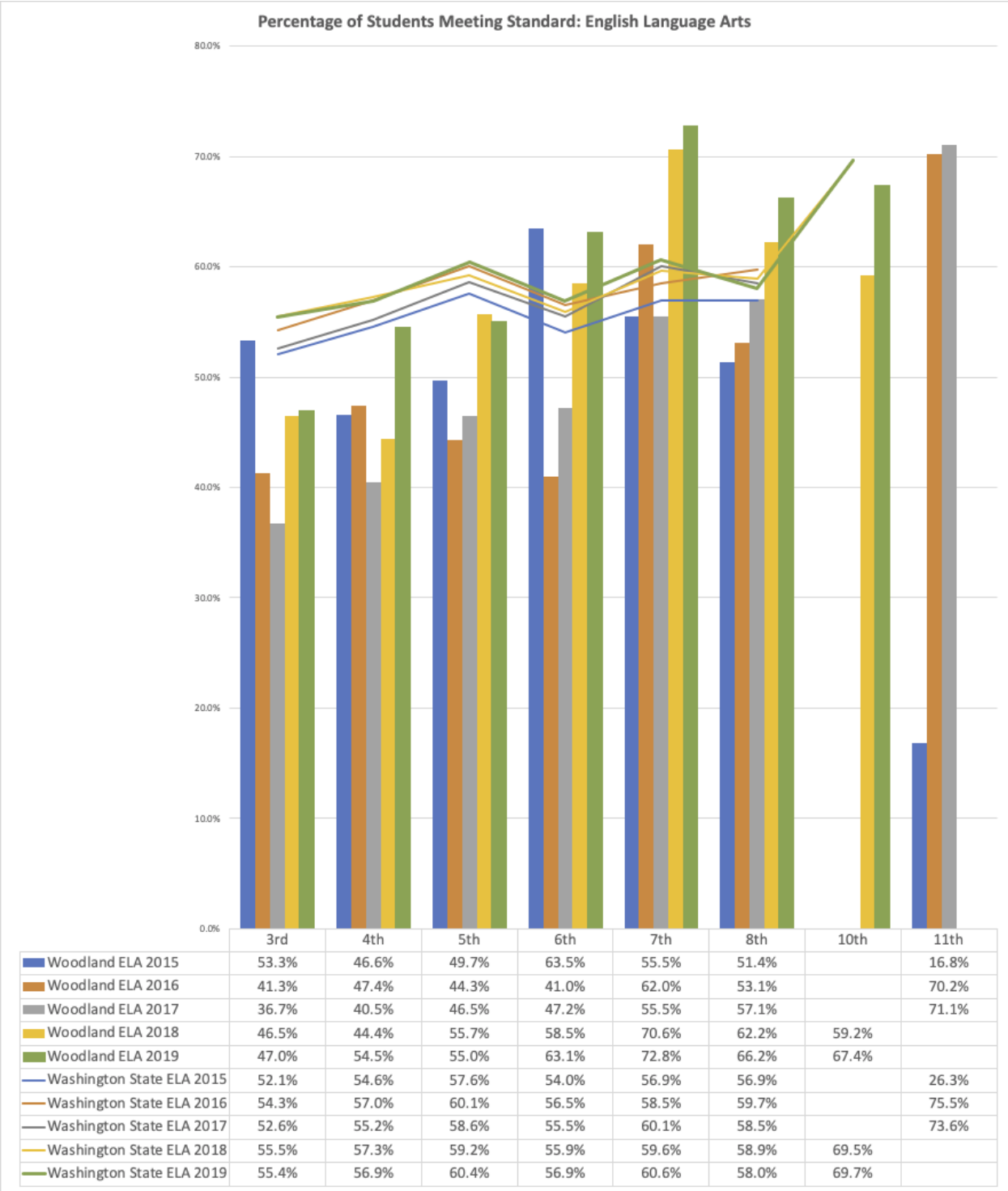
The results below are from the Smarter Balanced Assessment (SBA) which is administered each spring to students in grades 3-8 and grade 10. The grade level comparisons are for different cohorts of children. (e.g. the third-grade class of 2018, gold bar, is the fourth-grade class of 2019, green bar) The 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 5 of 7 tested grades in Mathematics (Chart 3.1) and in 6 of 7 grades in English Language Arts (Chart 3.2). Comparing the 2018 to 2019 cohort, nearly every group showed improvement. The only exceptions were the 3.7% decrease in 2019 fourth graders in mathematics, a .9% drop in eighth graders in mathematics, and a 4.4% drop in eighth graders in ELA.

**Chart 3.1**



**Chart 3.2**



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

- Performance of students in each identified ESSA subgroup on each of the goals will be substantially similar to the performance of all students

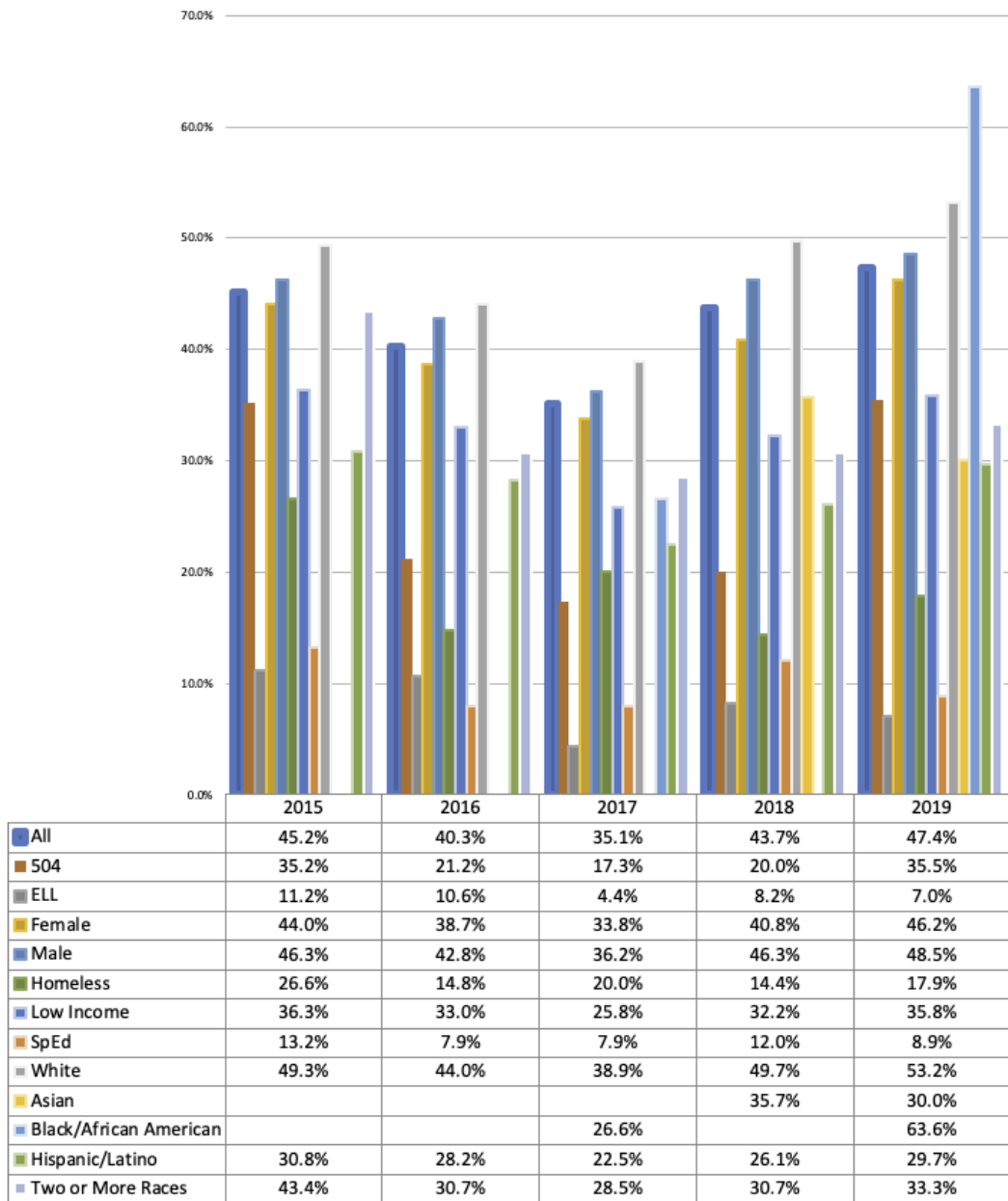
Chart 3.3 shows the percentage of students in various subgroups who met standard on the Mathematics portion of the SBA in tested grades. Chart 3.4 shows the percentage of students in various subgroups who met standard on the English Language Arts portion of the Smarter Balanced Assessment in tested grades.

Most subpopulations showed growth in both ELA and Mathematics. The Special Education subpopulation failed to show growth consistent with 2018 in either area. Additionally, ELL showed a small decline in mathematics. With the growth in the last few years the gap between subgroups is narrowing slightly, but there remains a significant and persistent gap in performance between the various subgroups.

In order to close the performance gaps, we will continue 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**

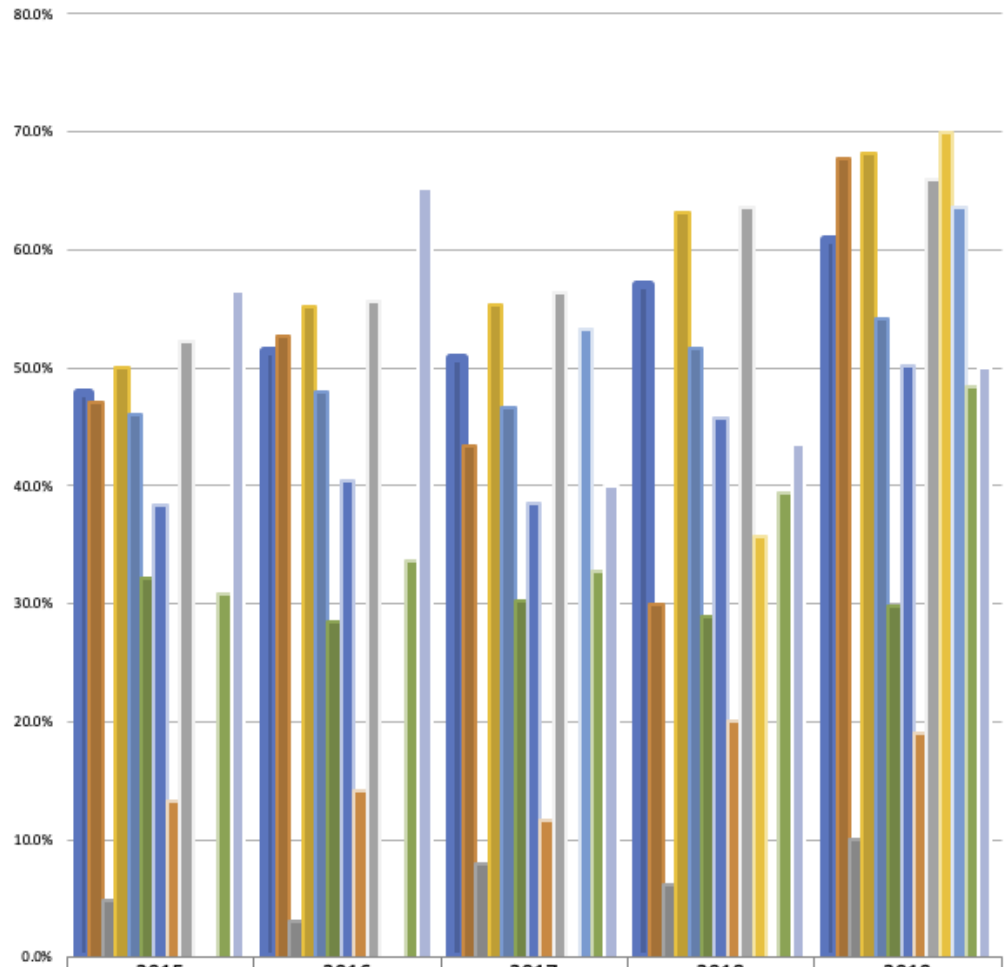
**Percent of Students Meeting Standard by Subgroup: Mathematics**





**Chart 3.4**

**Percent of Students Meeting Standard by Subgroup: English Language Arts**



	2015	2016	2017	2018	2019
All	47.9%	51.4%	50.8%	57.1%	60.9%
504	47.0%	52.7%	43.4%	30.0%	67.7%
ELL	4.8%	3.0%	8.0%	6.1%	10.0%
Female	50.0%	55.2%	55.4%	63.2%	68.2%
Male	46.0%	47.9%	46.6%	51.6%	54.1%
Homeless	32.2%	28.5%	30.2%	28.9%	29.8%
Low Income	38.3%	40.5%	38.5%	45.8%	50.1%
SpEd	13.2%	14.2%	11.6%	20.1%	19.0%
White	52.3%	55.7%	56.4%	63.6%	66.0%
Asian				35.7%	70.0%
Black/African American			53.3%		63.6%
Hispanic/Latino	30.8%	33.7%	32.8%	39.4%	48.4%
Two or More Races	56.5%	65.3%	40.0%	43.5%	50.0%

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

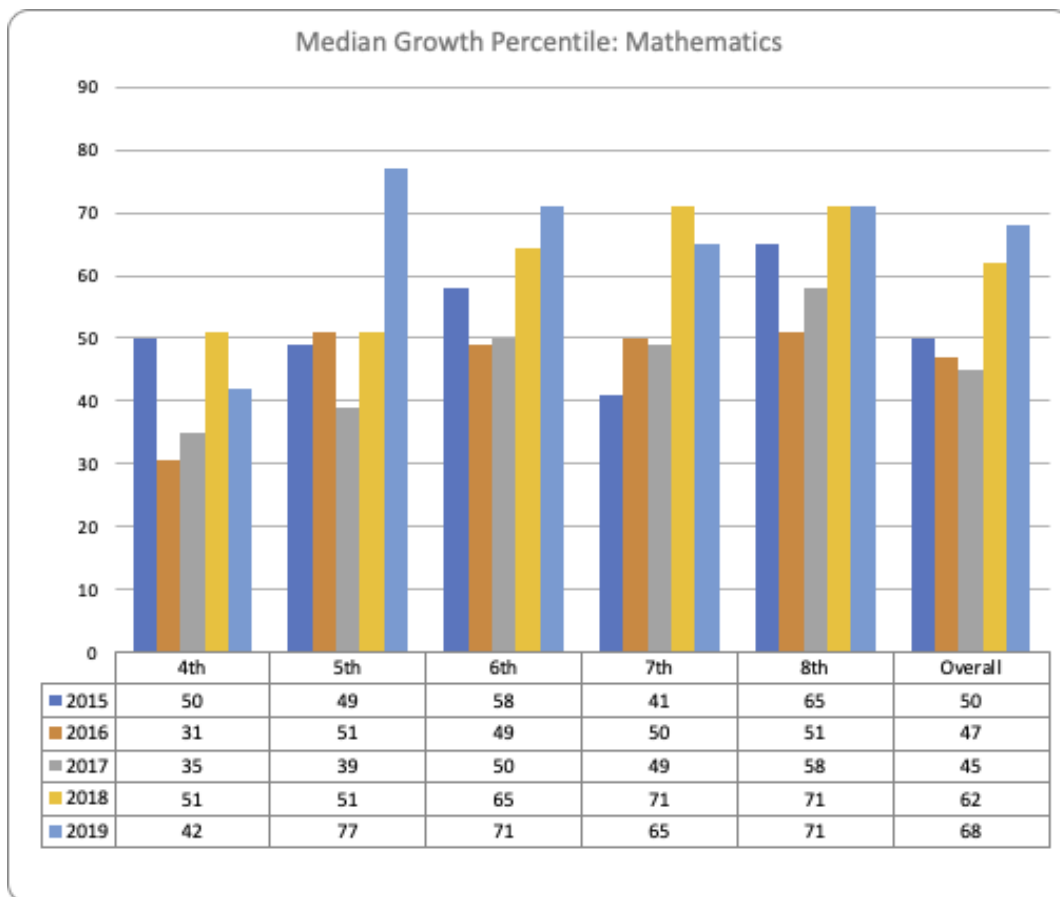
- *Student growth percentiles in ELA and Math will exceed 50 in each grade level*

### Summary:

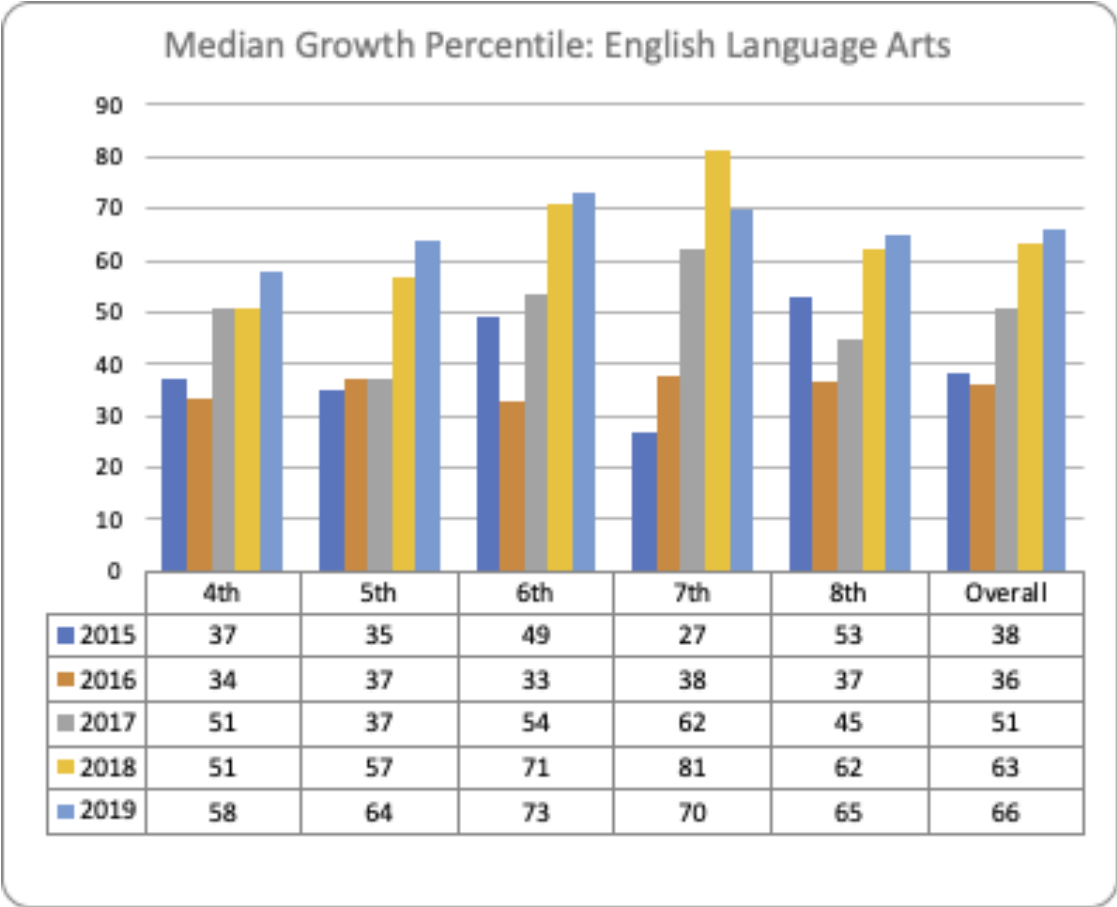
Washington uses student growth percentiles (SGPs) to measure growth in students math and English language arts skills (on the Smarter Balanced Assessment or SBA) from one grade to the next. Student growth percentiles compare students in the same grade level with similar scores in previous years and measures their performance relative to those students. An SGP of 50 is the AVERAGE for the state. 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 school's score for the measure.

With the exception of fourth-grade mathematics, 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 tested grew MORE during the 2018-2019 school year than their peers statewide. The only way we will meet the proficiency targets in Target 3 will be through continued accelerated growth.

**Chart 4.1**



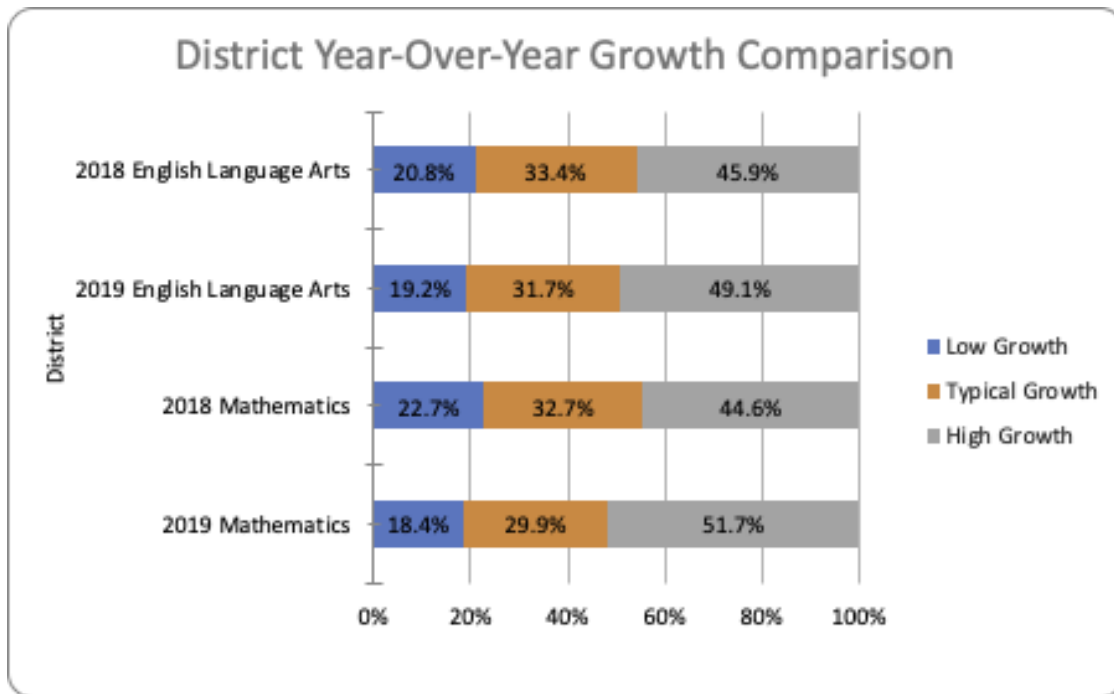
**Chart 4.2**



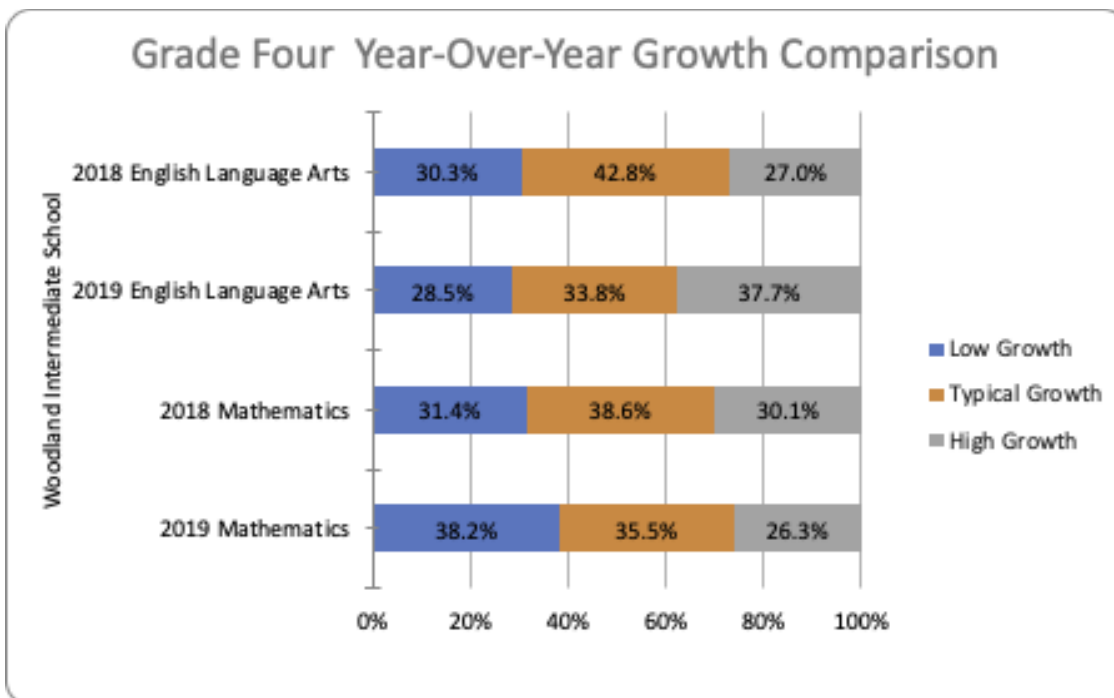
The Charts above (4.1 & 4.2) compare the median score improvement of Woodland students to the median score improvement of students across the state for each grade band. The charts below (4.3-4.5) take a different look at the data. They show the distribution of growth within our schools and across the 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). With the exception of fourth-grade mathematics, Woodland has more children than is typical who show typical or high growth. For comparison purposes the growth tertile data for 2018 is included.

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

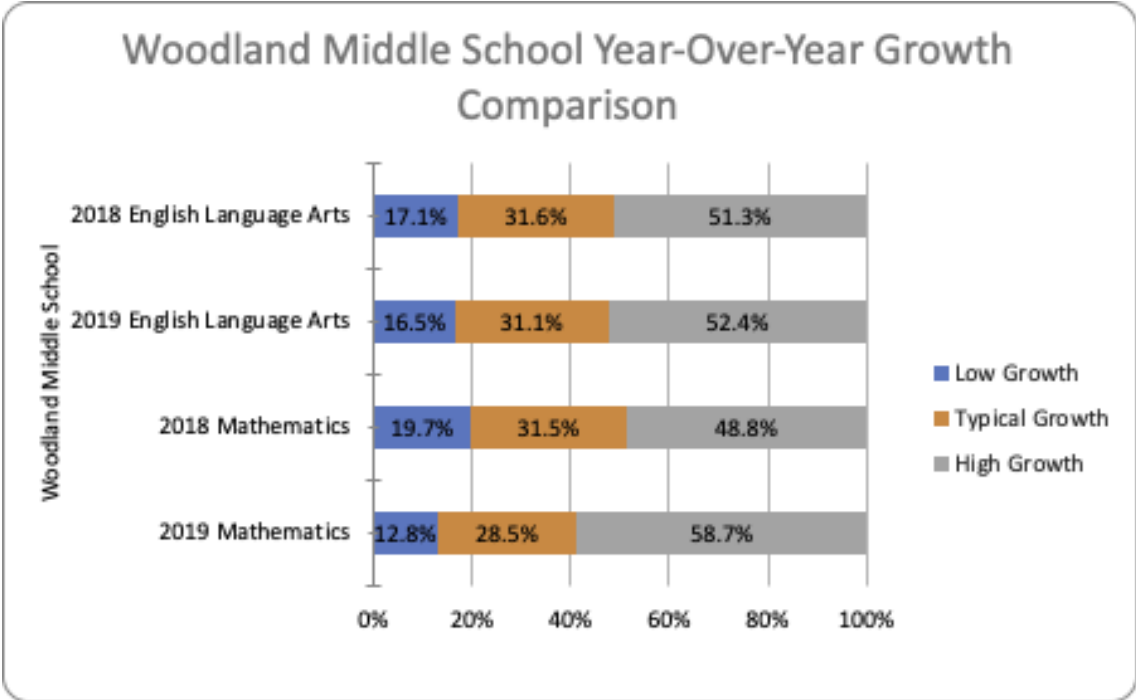
**Chart 4.3**



**Chart 4.4**



**Chart 4.5**



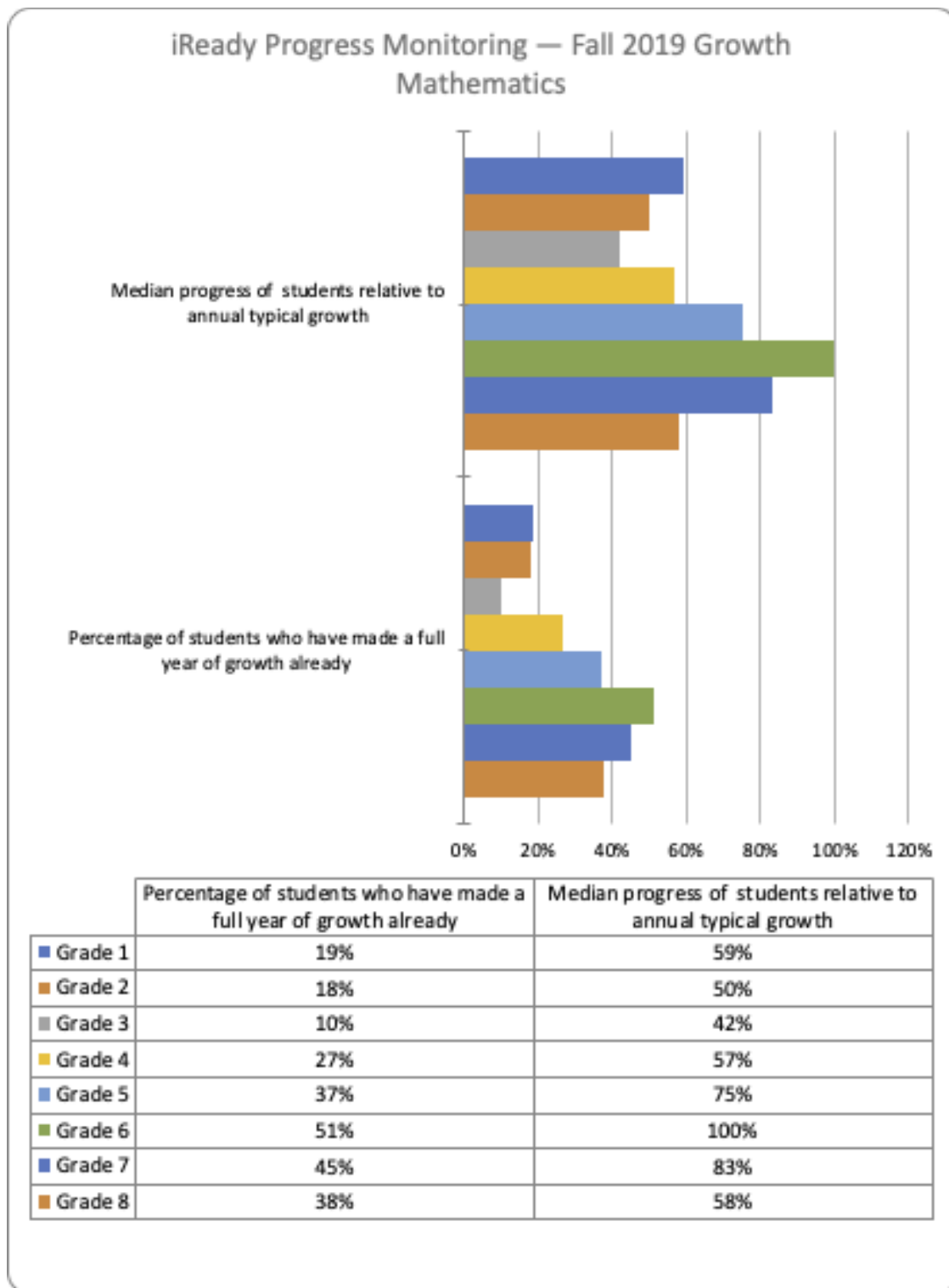
**2019-2020 Progress Monitoring**

Woodland uses a locally administered assessment, iReady, to monitor the progress of students throughout 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 represents. Chart 4.6 shows all grade levels, with the exception of grade 3, are on track for at least a full year’s growth in Mathematics (50% or more). Chart 4.7 shows all grade levels are on track for at least a full year’s growth in Reading (50% or more), with some grade levels already exceeding the expected average annual growth.

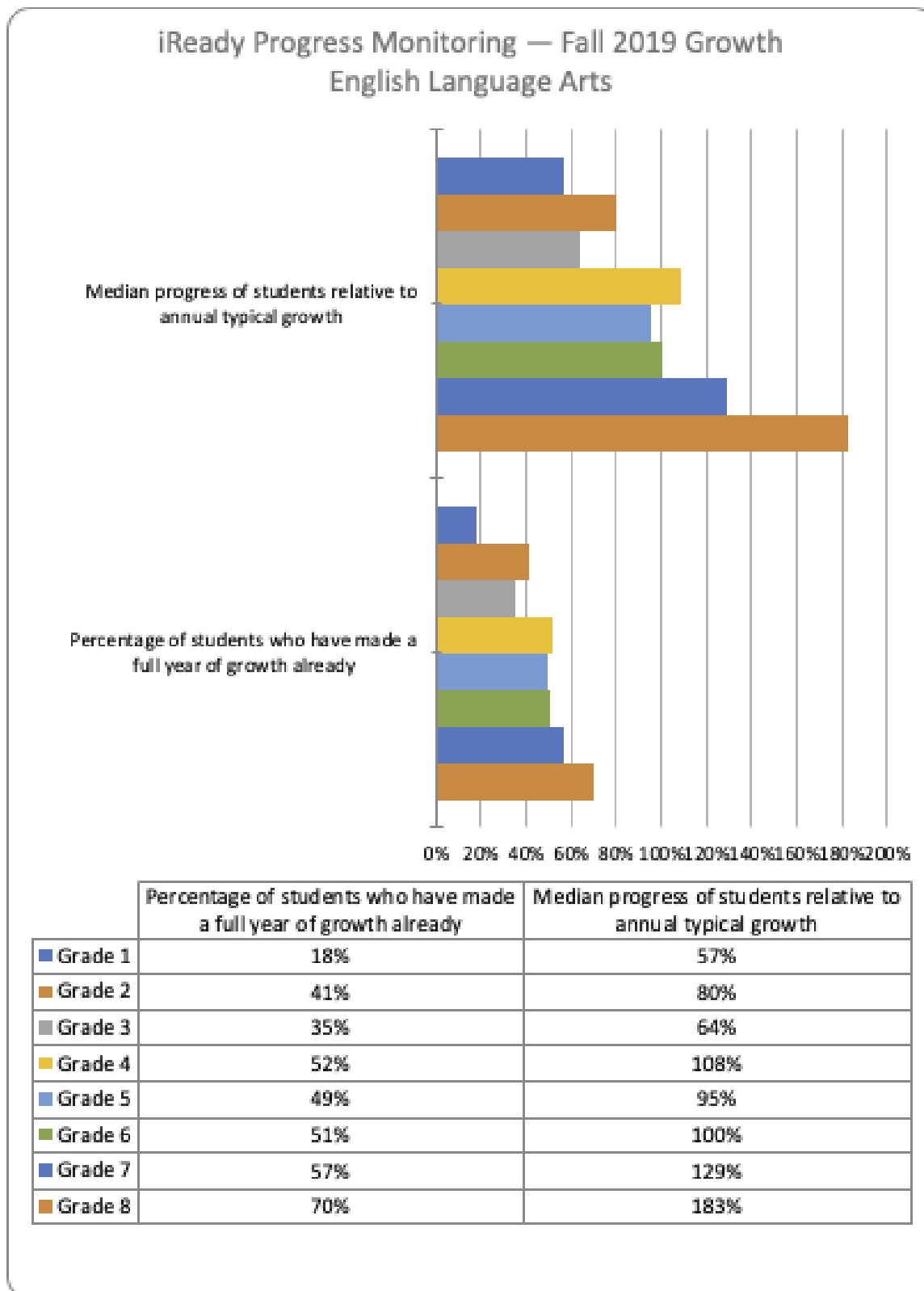
This year’s iReady is incomplete at three grade levels. first-grade: at the beginning of the year, the decision was made to try Acadience with North Fork Elementary Reading. We did not, therefore, administer the iReady Reading to NFES first graders in the fall. Grades 7 & 8: as of the collection window for this data only a minority had sat for the ELA portion of the iReady. These students did take the mathematics portion.

Chart 4.6<sup>2</sup>



<sup>2</sup> Data for Grade 1 is incomplete

Chart 4.7<sup>3</sup>



<sup>3</sup> Data for Grades 1, 7, 8 are incomplete

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

- *Performance of students in each identified ESSA subgroup on each of the goals will be substantially similar to the performance of all students*

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 and Mathematics. In addition, gaps between subgroups are narrowing!



**Chart 4.8**

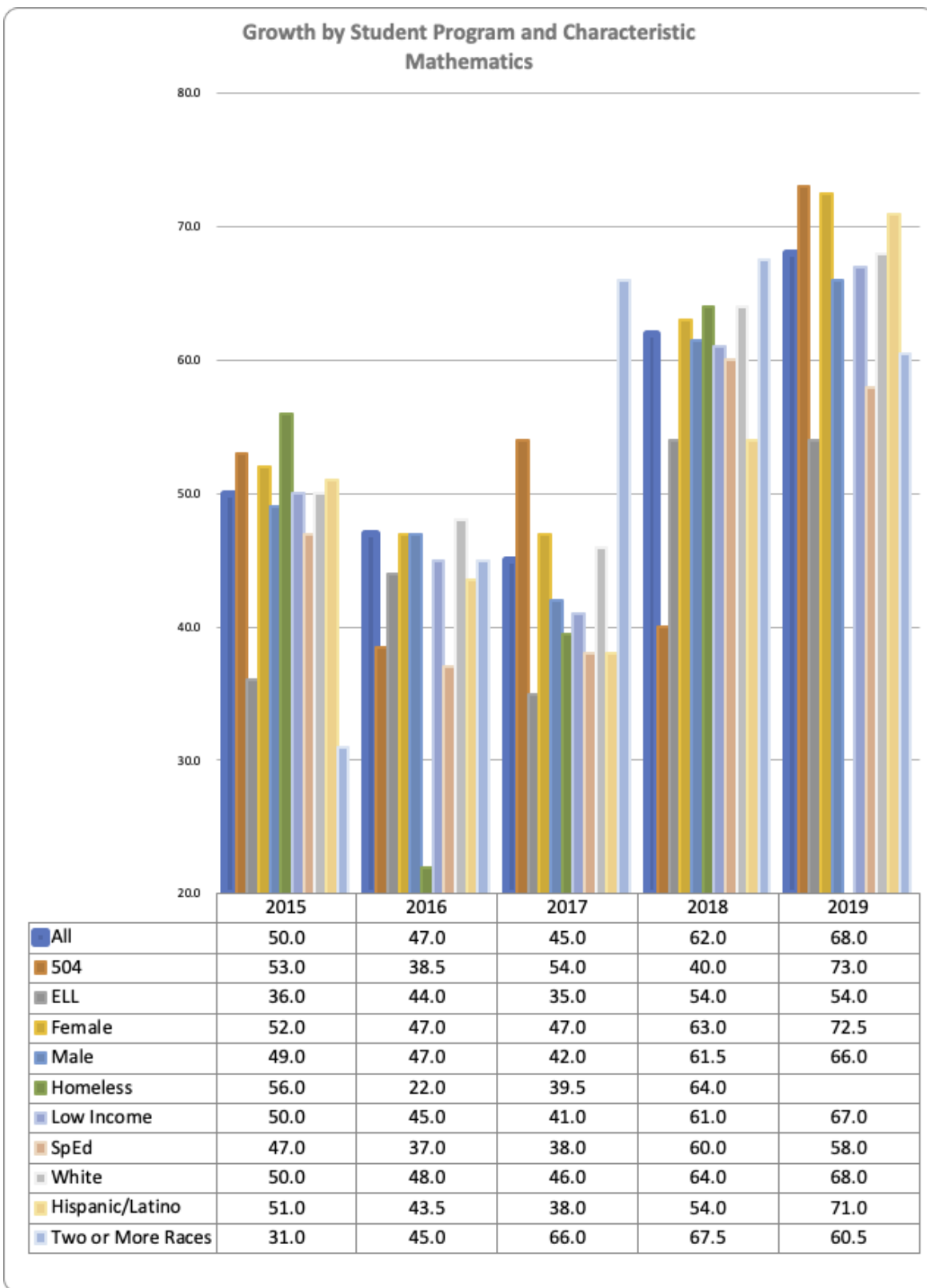
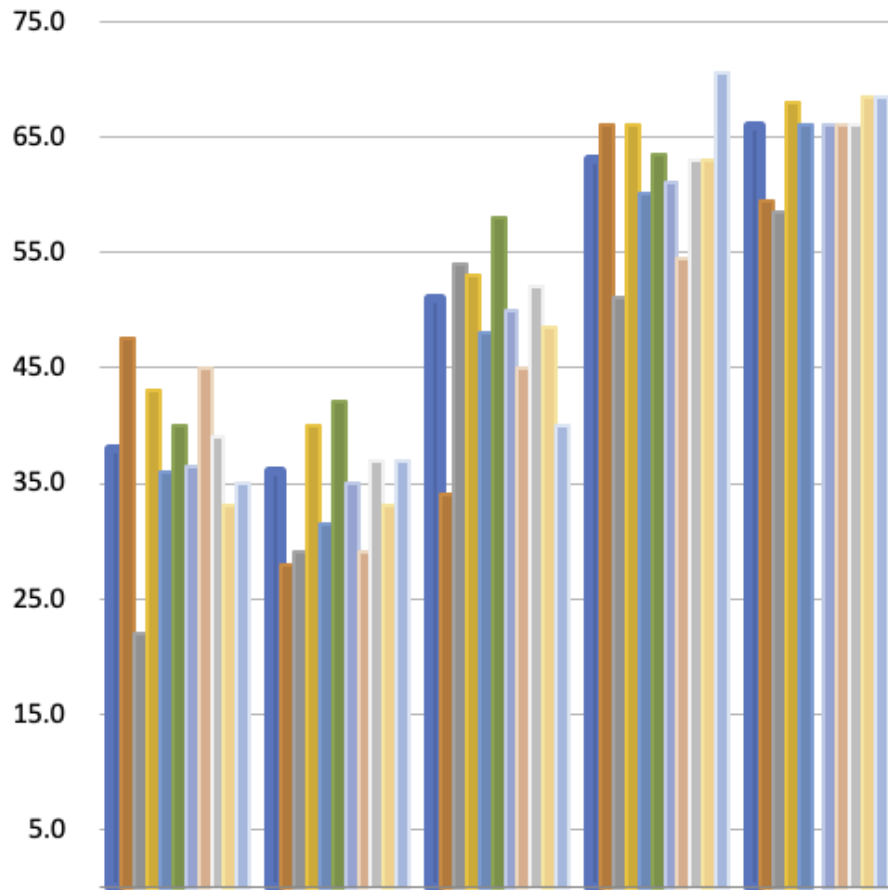


Chart 4.9

### Growth by Student Program and Characteristic English Language Arts



(5.0)

	2015	2016	2017	2018	2019
All	38.0	36.0	51.0	63.0	66.0
504	47.5	28.0	34.0	66.0	59.5
ELL	22.0	29.0	54.0	51.0	58.5
Female	43.0	40.0	53.0	66.0	68.0
Male	36.0	31.5	48.0	60.0	66.0
Homeless	40.0	42.0	58.0	63.5	
Low Income	36.5	35.0	50.0	61.0	66.0
SpEd	45.0	29.0	45.0	54.5	66.0
White	39.0	37.0	52.0	63.0	66.0
Hispanic/Latino	33.0	33.0	48.5	63.0	68.5
Two or More Races	35.0	37.0	40.0	70.5	68.5

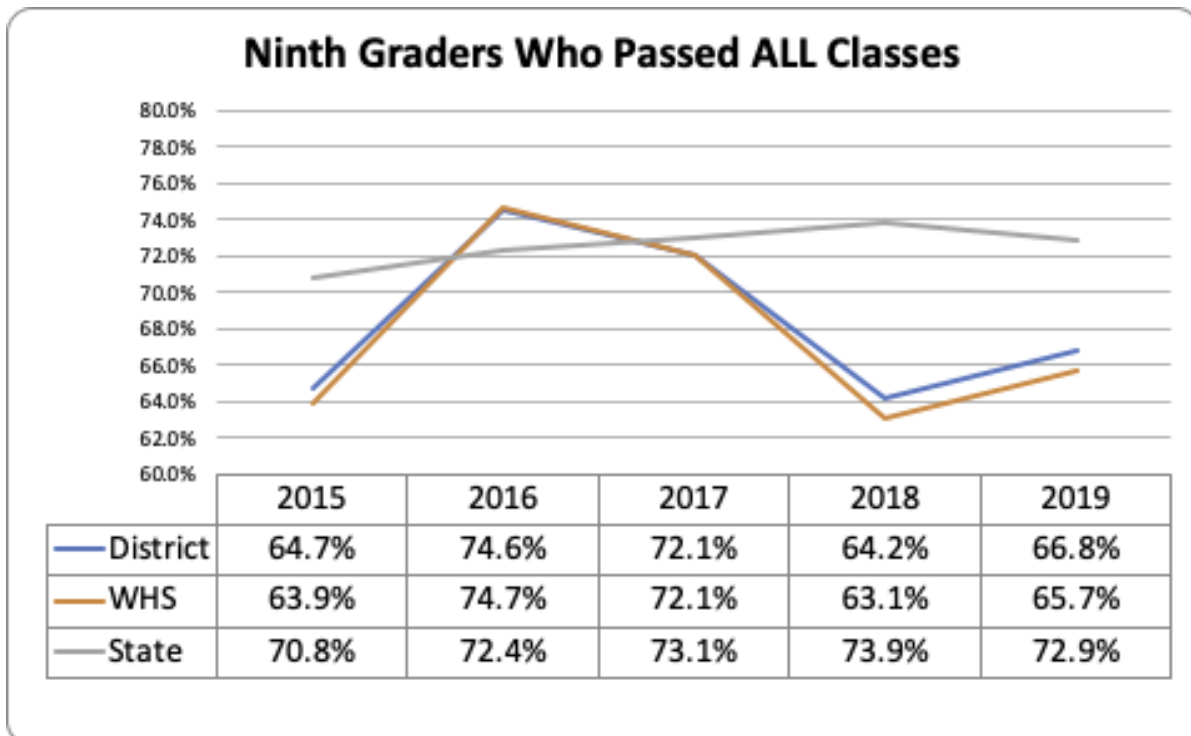
## Performance Target 5—~~High School Course Failure~~ Ninth Grade Success:

- ~~Beginning in 2017-2018, High School freshman course failure (first attempt) will be below 10% for core classes (Math, English, & Science)~~
- The course-taking success rate for high school first-year freshmen will improve year-over-year
- By 2027 High School first-year freshman course-taking success will be at or above 90%

### Summary:

Washington state, as part of the ESSA accountability plan, reports a slightly different metric than that called out in the goal that existed prior to this fall. The state calculates 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. (There are opportunities with zero period offerings and .5 credit in CLC block for limited elective credit opportunities) 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. We did see a modest improvement in 2019 and hope to continue an upward trajectory in course passage; but...

Chart 5.1



... after showing improvement in the first semester last year over the trend the year before failure rates in the first semester of 2019-2020 increased.

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

**Table 5.2**

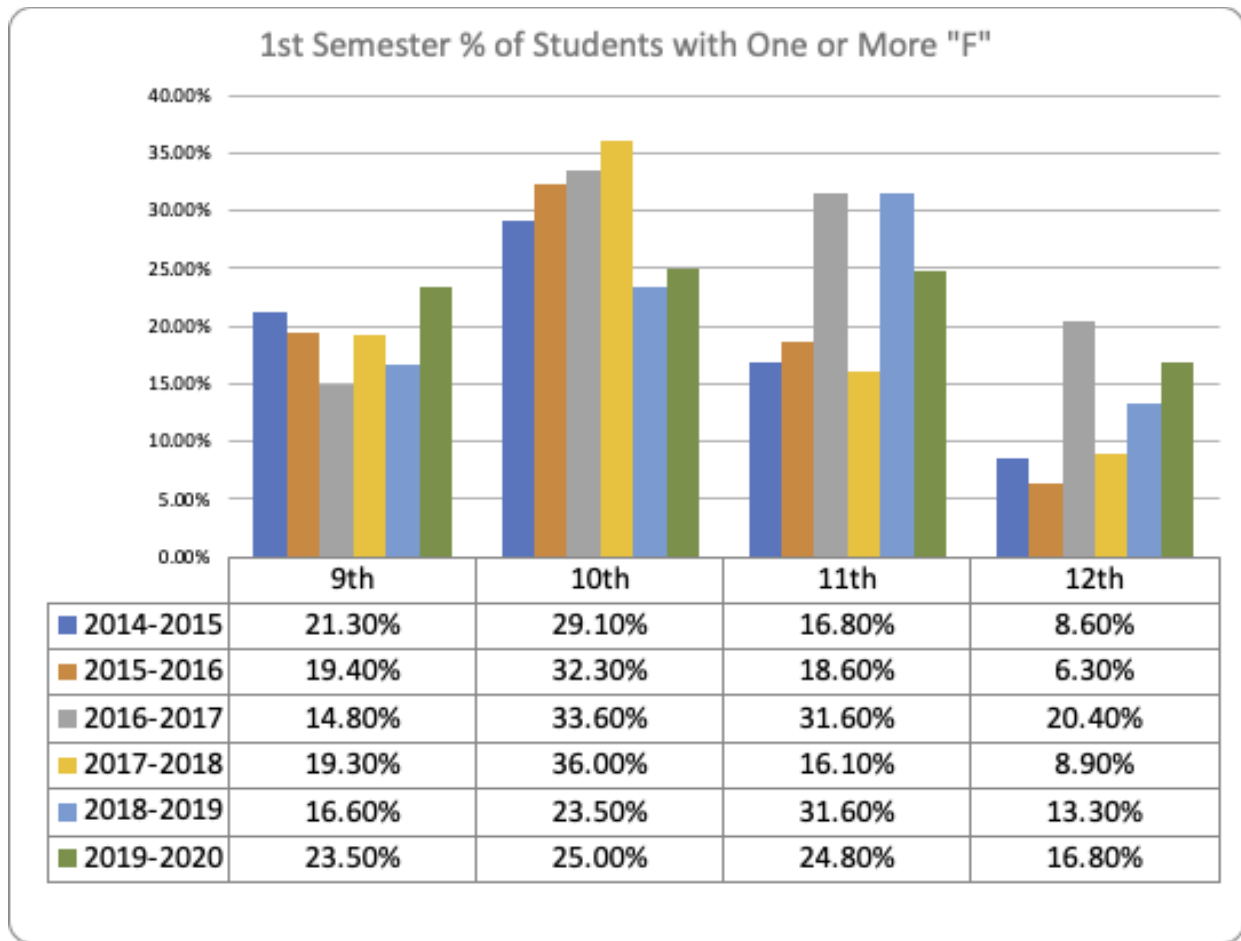
	<b>Freshman Core Class Failure Rate (Semester 1)</b>					
	<b>2017-18</b>		<b>2018-19</b>		<b>2019-2020</b>	
English	13	6.81%	9	4.66%	16	7.51%
Math	15	7.85%	13	6.74%	16	7.51%
Science	16	8.38%	10	5.18%	26	12.21%

A mid-year review of data in the 2018-2019 school year that showed that course failure rates for sophomore students was a more significant issue than previously recognized caused the WHS team to broaden the scope of their efforts toward helping students be successful throughout their high school career.

The challenges associated with HS course failure continue to be a vexing puzzle that we continue to try to attack.

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**Chart 5.3**

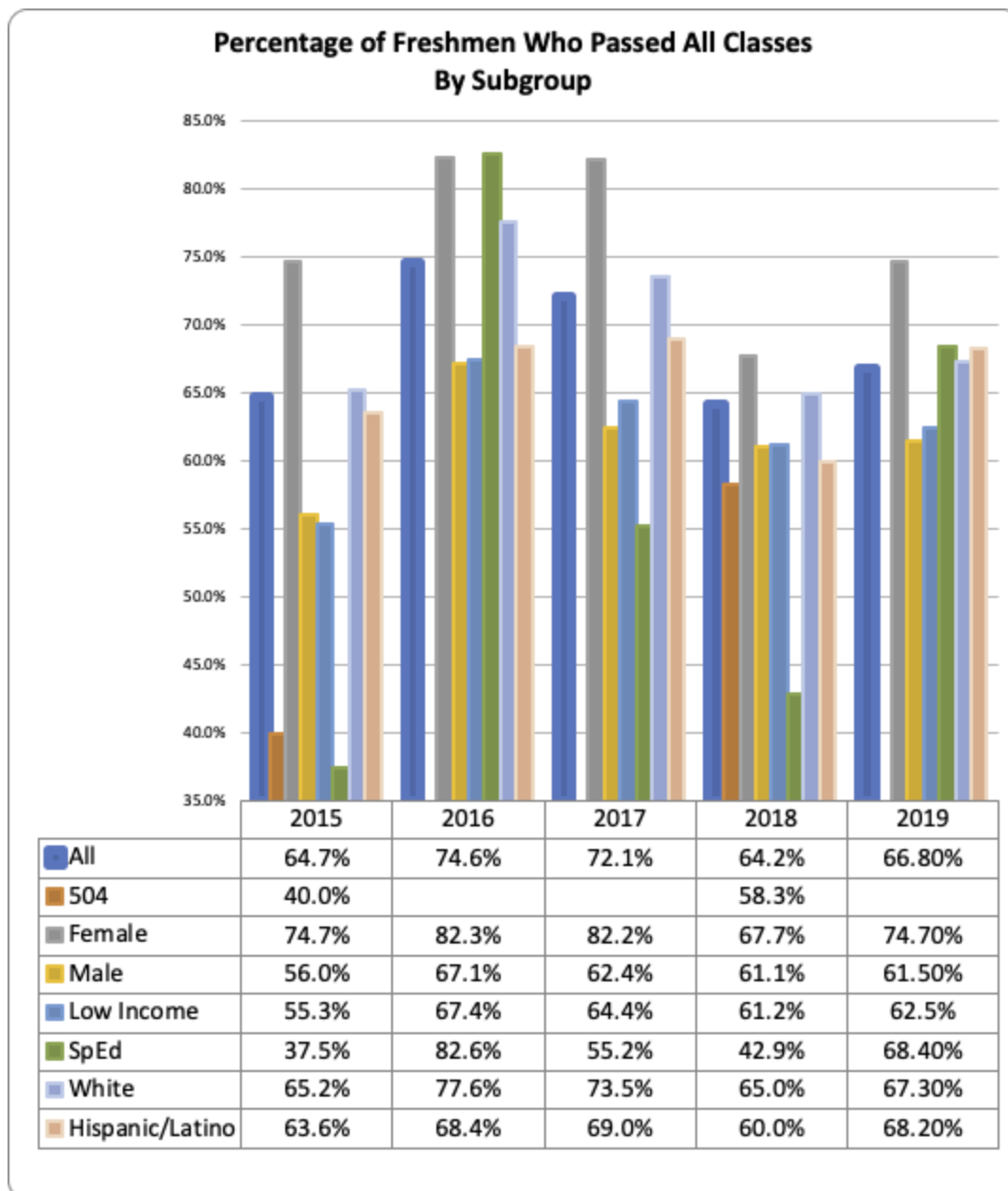


## EQUITY: DATA BY SUBGROUPS— Performance Target 5 — Ninth Grade Success

- Performance of students in each identified ESSA subgroup on each of the goals will be substantially similar to the performance of all students

Chart 5.4 shows the percentage of freshmen in various subgroups who passed all the classes. The good news is that the gap between groups narrowed in 2018 and narrowed even further in 2019. As previously noted, the overall percentage of students who passed classes has increased over 2018, though the increase is modest and is still below the 2017 level. We continue our efforts to serve and support all students in passing all classes.

**Chart 5.4**



## Performance Target 6 — Dual Credit Participation:

- By 2027 all (100%) Woodland graduates will complete at least one (1) dual credit course

### Summary:

This is a new goal, added in the fall of 2019. Prior to this year, we had not paid a lot of attention to this data, but we have learned through our work with the Career, Life & College indicators that there is a very high correlation between attainment of college credits while in high school, and post secondary educational persistence and success.

The seemingly precipitous decline beginning in 2018 that continued to 2019 corresponded with a change in the funding methodology for dual credit tuition. In 2017, and in years before, most of our students had the opportunity to have dual credit funded by that state of Washington because the district was over 20 miles from Clark College or Lower Columbia College, our nearest providers of Running Start. In 2018 the state determined that because ONE class is offered at WSU-V that is connected with Clark College, that WSU-V is the nearest provider of Running Start. We argued, kicked the sand a bit, and in the end, found that facts and logic did not prevail in Olympia.

In addition to the College in the HS courses that are offered through CWU, there are opportunities for students to gain credits through CTE articulation agreements with our community colleges. The CTE team, led by Asha, are being tasked with a full review of opportunities for kids for these free articulated credit opportunities in an effort to ensure we are maximizing them for students going forward.

The state level data in Chart 6.1 is a snapshot of all students in grades 9-12 in the district for 2019. It does not paint the whole picture...

Chart 6.1

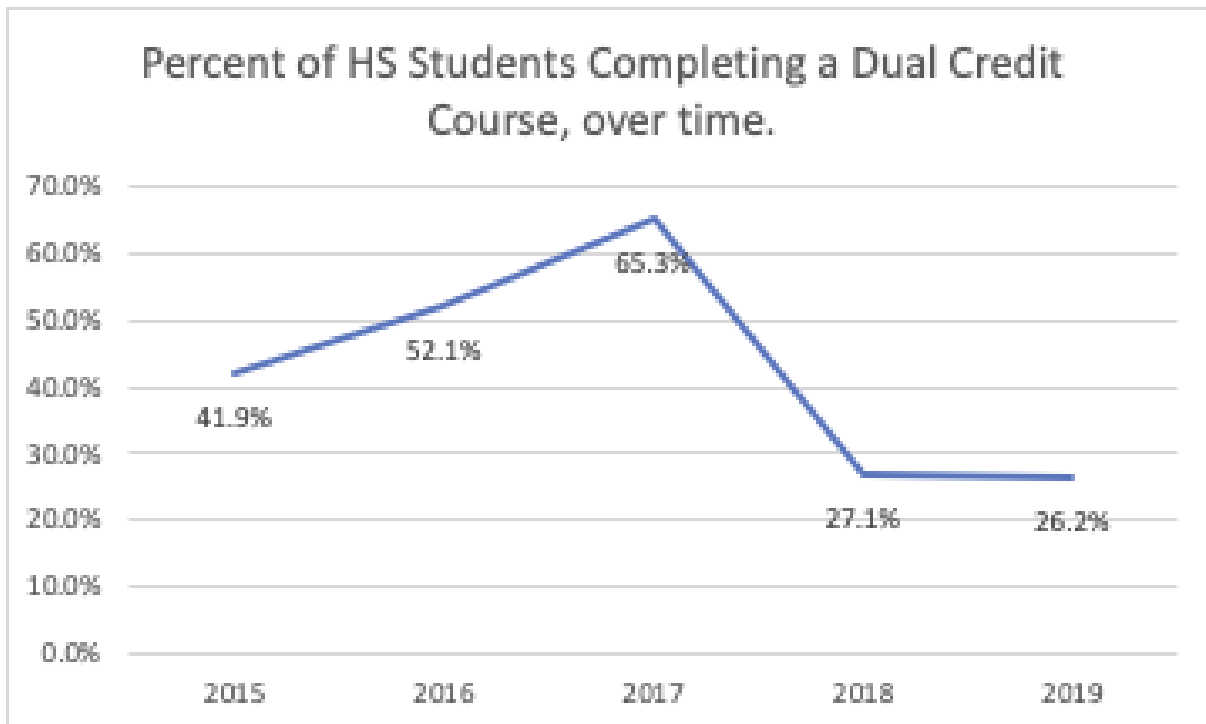
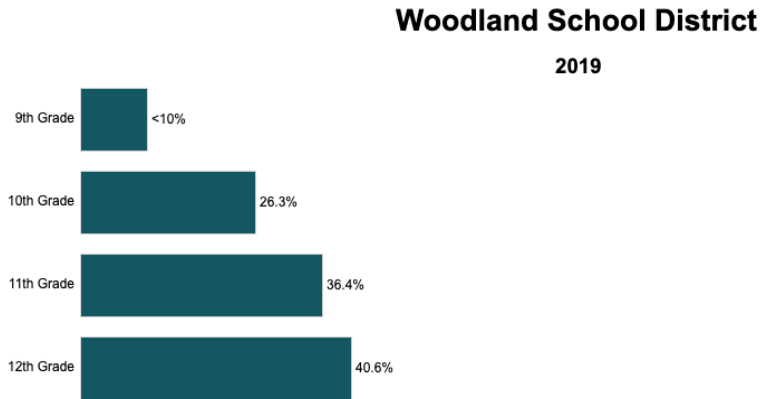


Chart 6.2, below is a better picture of what students experience by the end of their high school career. You can see below 36.4% of our juniors, and 40.6% of our seniors completed dual credits in 2019.

**Chart 6.2**

**What percent of high school students completed a dual credit course in each grade?**



There are programs that allow students to earn credit for their high school diploma and college at the same time. The programs are called Dual Credit programs. The Dual Credit rate is the percent of students completing at least one of these classes. This includes, Running Start, CTE Dual Credit (formerly Tech Prep), College in High School, Advanced Placement, International Baccalaureate, and Cambridge International. Students can enroll in more than one type of dual credit course.



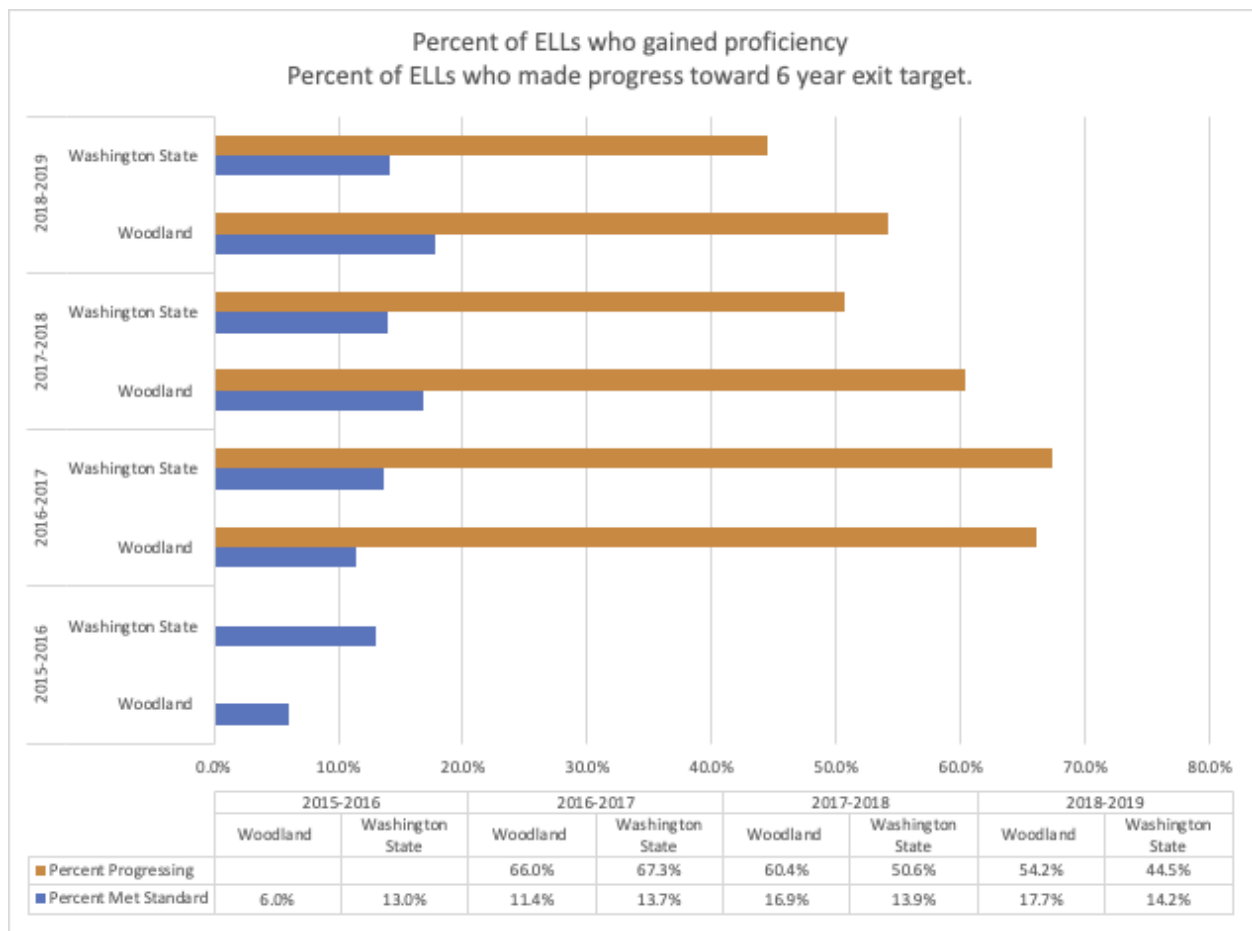
**Performance Target 7 — English Language Learners:**

- By 2027 ninety percent (90%) of English Language Learners (ELs) will make annual progress, such that all EL students are expected to transition from services within at most six years

**Summary:**

The measure of our efforts on achieving this goal are indicated by both of the bars in the charts below. The blue bars indicate the proportion of students that exit in a particular year, if that bar remains at 15%, it is an indicator that we are on track for the 90% mark. In the last year, we were at 17.7%. The brown bar indicates the proportion of students who, in the last testing window, showed adequate progress to exit in six years. This number should also be at 90% to achieve this goal. Though we are well above state performance in this metric, we still have a good distance to go to achieve this target.

**Chart 7.1**



The data in Chart 7.2 is the 2019 data broken down by grade level. You will note that the data for grades 9-12 is limited or missing from this chart. The state does not report these data when the number of students is below 10. As we have reviewed these data, the results are disappointing. In grades 9-12 we assessed twenty-four students in the high school grades. Of those one (1) student, a tenth-grader, showed progress toward exiting the program. No students exited the program.

One of the factors contributing to this lower performance at the high school level has to do with childhood brain development. Research indicates that the ability of the brain to acquire new language begins to decline after about seven years of age. Students who enter our program in the early years, Kindergarten and first-grade, generally have high levels of language acquisition and tend to exit the program within the elementary years. Chart 7.2 shows this pattern. Students who enter the program in older grade levels typically are much slower to acquire English. Students in the high school grades typically entered the program after the critical development age.

This fall, with the reconfiguration of our schools, we have made some staffing shifts that we anticipate will have a positive outcome on outcomes for these older students.

**Chart 7.2**

