

To: Woodland Public Schools Board of Directors
From: Michael Green
Date: February 12, 2018
Regarding: Mid-year progress review and update

In the fall of 2017, the school board established several rigorous performance goals that have done an excellent job of focusing our efforts toward improving learning for students. 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 must, however, balance this view with the reality that, for us to prepare children for a future of work and life, we must ensure that they leave 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 year, 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, such as School Data Solutions, 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 efforts of schools this fall to move toward meeting the performance targets. Where we have metrics on results available, they are included.

Graduation Rate and High School Course Failure:

TARGETS:

- *By 2021 the overall district four-year graduation rate will be at or above 85%*
- *By 2022 the overall district five-year graduation rate will be at or above 90%*
- *Beginning in 2017-2018 High School freshman course failure (first attempt) will be below 10% for Core Classes (Math, English & Science)*

ACTIONS:

WHS

- **PASS program: Positive Academic Support System** - Three classified staff, Dana Preston, Cindy Grayson, and Mary Ann Sturdivan, focusing on 14 students at highest risk of failure. Each has about five kids and know them well, and their parents, to “bird dog” freshmen students. Direction of staff is that they must work with the PASS Staff to support the students. Initial data is very promising. This program began near the beginning of second quarter. At the end of first

quarter, these 14 students had a total of 31 “F”s, an average of 2.2 failing classes per student. Through the hard work of these students and the persistence of the PASS team, the number of “F”s was halved to 16 “F”s. It is exciting to see the impact of this as the PASS team and students will have a full semester to succeed.

- A junior who was considered “at risk” for behavior and lack of credit attainment was mentored into the Washington Youth Academy, a residential military style academy in Bremerton, WA. The mission of the Washington Youth Academy is to provide a highly disciplined, safe and professional learning environment that empowers at-risk youth to improve their educational levels and employment potential and become responsible and productive citizens of the State of Washington. The vision of the Washington Youth Academy is to provide at-risk youth a quality education, positive values, and life and job skills training that will change their lives and give them hope and opportunity for a new future. If he is successful, he will return to WHS with 8 credits and be on-track to graduate. Teacher Melanie Holmes has been a surrogate parent to the student and Teacher Jason Cowley has agreed to be the staff liaison, traveling to Bremerton twice to provide support for the student.
- WHS has begun offering 1/2 credit for advisory. This will allow students to earn two credits over the course of their WHS career. It is anticipated that this will provide a “safety valve” for those students who may be shy of between ½ and 2 credits. The students must have a 90% attendance rate in order to qualify for credit.
- Counselors have redoubled their efforts to support students who are credit deficient, coaching them on waivers and credit recovery options.

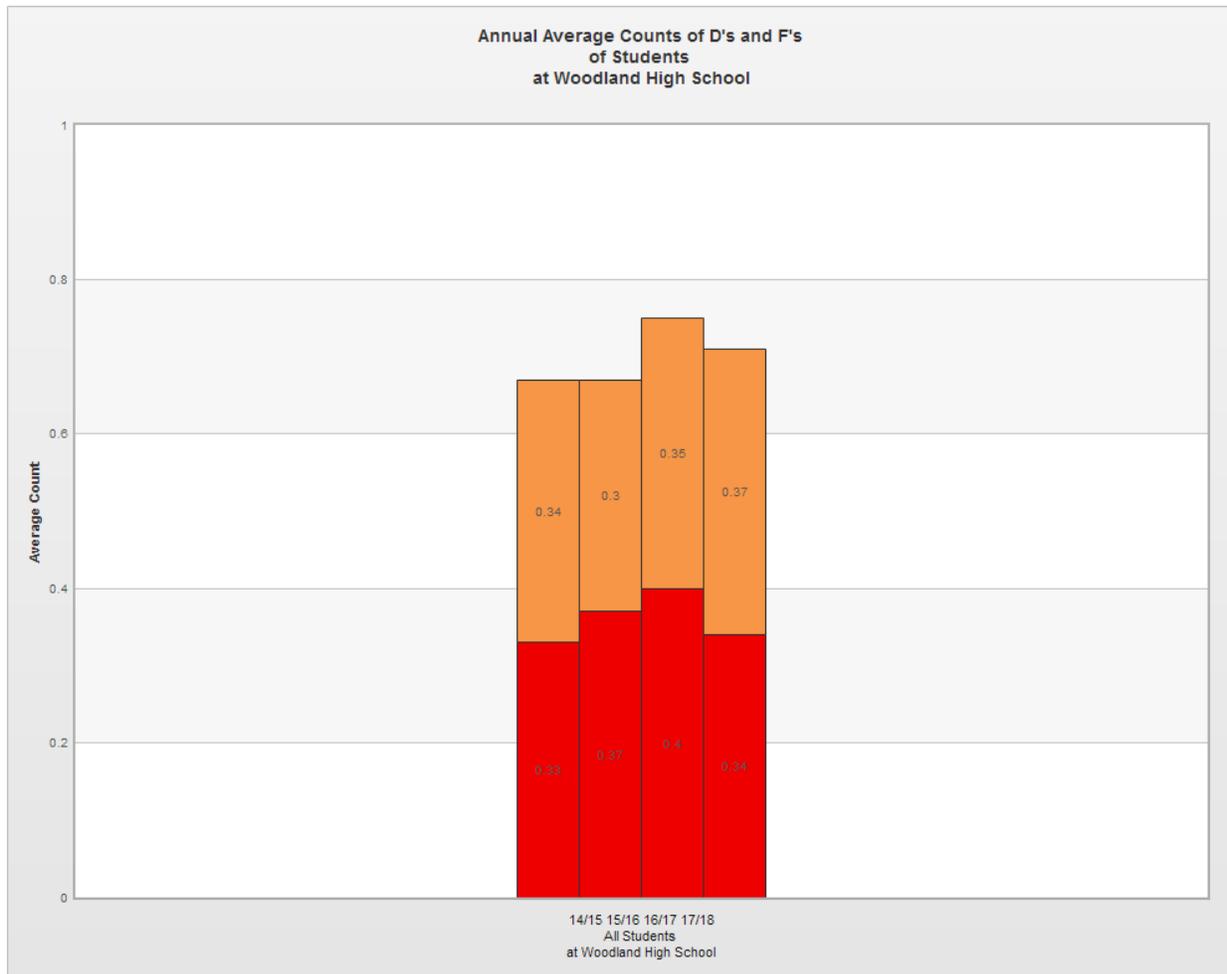
TEAM

- The staff at TEAM have implemented targeted strategies to increase graduation rates. One strategy is the “Graduation Tracker.” A visual spreadsheet for students that shows how many assignments left to be on track. The staff use this in their regular meetings with students to help them keep on track toward graduation.
- The TEAM staff have realigned Learning Assistance Program (LAP) resources to extend the school year, offering additional credit recovery opportunities for TEAM students over the summer months

RESULTS:

In the fall semester, the overall “F” rate is higher than the 10% goal, but it has improved.

When the grades for Math, ELA, and Science for Freshmen are isolated, we had an “F” rate in those core subjects of 7.28%. This is a bit misleading, as there were also 7.78% “NC” grades, some of which may convert to “F” grades.



Improving School Attendance

TARGET:

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

ACTIONS:

Districtwide

- The addition of Stacy Mouat as truancy officer has dramatically increased accountability and responsiveness to chronically absent students.

WMS

- The WMS Team has been focusing on increasing awareness of the importance of school attendance. This includes:
 - information in multiple bulletins to parents
 - daily check-ins with chronically absent students by Paras Rachael Brown and Gena Wheatley
 - development of reward systems to reward positives for attendance (carrot)

- development of consequences for the chronically absent (stick)
- weekly monitoring of data and principal meetings with highest frequency students to encourage attendance

WPS

- The WPS team has implemented new procedures and policies.
- At K-1, response to absenteeism is more generally focused at the family level
 - Early intervention by social worker with students, at two or three absences
 - Proactive Education for parents about the importance of school attendance from an early age is a focus

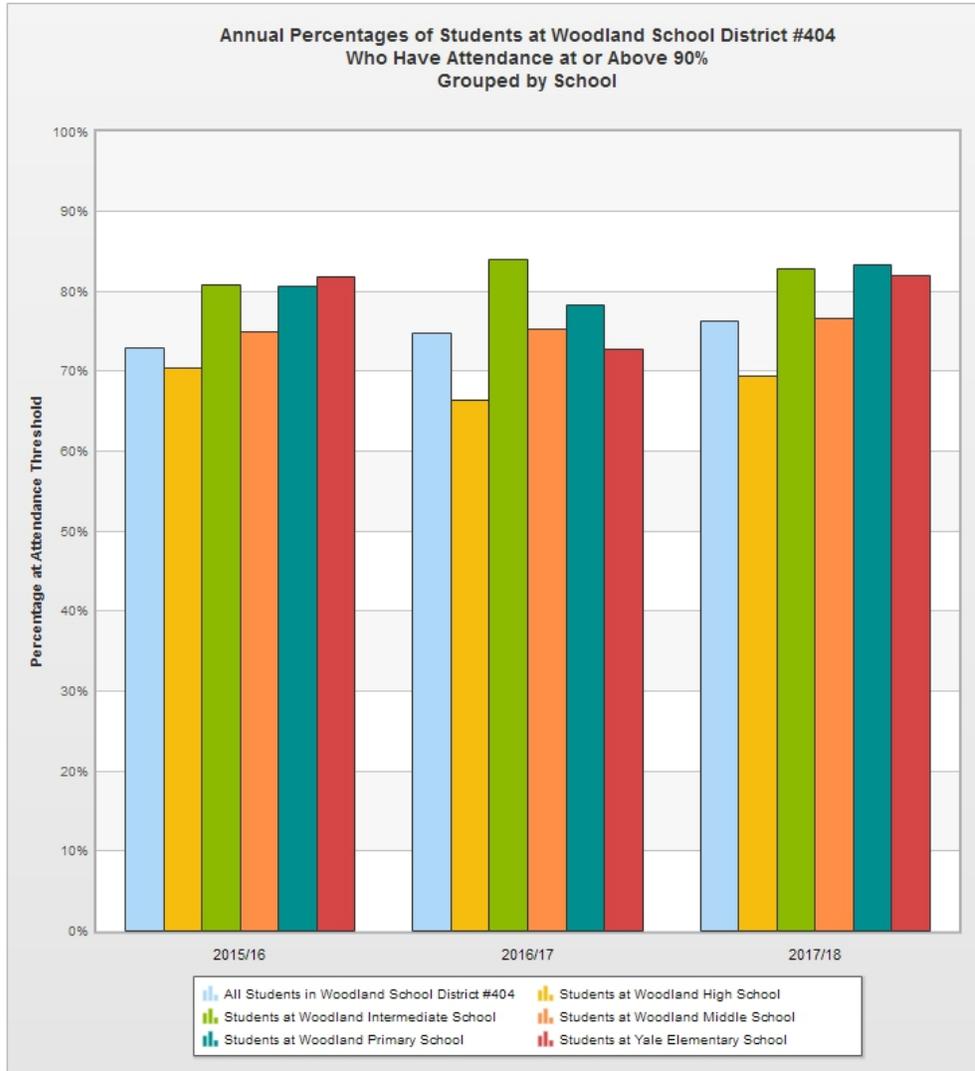
WIS

- Regular and frequent parent communication about the importance of school attendance in elementary. This includes:
 - Information about schoolwide attendance rates through monthly newsletters
 - Information about daily attendance rates on outside display—Attendance has not been below 90% any day this year!
- Incentive programs for attendance such as monthly attendance awards and B.R.A.G. tags given out during monthly assemblies
- Increase in after school club offerings to encourage attendance. Over 150 students participate in after school clubs
- Social worker intervention with students with chronic absenteeism

RESULTS:

Though we have redoubled efforts across the district with the goal of reducing absenteeism, we are not yet seeing results. The first semester chronic absenteeism rates are similar to year-end rates for the last two years. Changing the mindset around attendance is not an overnight process but we anticipate efforts will bear fruit over time.

Chart Definition Report



Student Growth & Proficiency

TARGETS:

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.

Student Growth on Mandated Assessments

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

ACTIONS:

WHS

- At the HS, there have been efforts toward aligning course expectations and standards with student attainment of standards.
 - In English Language Arts (ELA), some teachers (Cowley and Blackwelder) have focused efforts on grading based upon student demonstration and articulation of meeting standard. This increases student voice and student attainment.

WMS

- Work on alignment with standards. Best practices committee focus on vocabulary. Working on structural change to master schedule to dramatic increase minutes in core subjects.
- Implementation of iReady instructional components into the instruction supports.
- Realignment of human resources to maximize instructional interventions.
- Increasing staff training on standards and assessment.

Yale

- Increased peer mentoring to support quality teaching practices.
- Shifted from classified staff providing interventions to certificated staff providing interventions through schedule restructuring.
- Intentional effort to increase instructional time in the core curricular areas.

WPS

- Working hard to increase percentage of students meeting level standards as measured by iReady Overall Reading Scale Scores and Math Scale Scores.
- Working to bridge the achievement gap across demographic groups through intentional acceleration efforts.
- Restructure of master schedule to increase instruction in core areas.
- Realignment of human resources to spend more time on instructional support rather than supervision (Paras).
- Bilingual services are now primarily push-in. The after-school program is a K-4 program aimed at extending opportunity to learn.

- Reconfiguration of special education program to better serve Special Education students.

WIS

- Adoption and implementation of non-negotiable, school-wide, research-based, instructional practices for ELA and Math that are monitored and coached regularly.
- Release time provided for grade level unit design and backwards mapping to include: deconstructing standards, development of exemplars of rigor, assessment development (pre, formative, summative), plans for differentiation (intensive, strategic, and proficient), and scope and sequence development. Goal is to increase rigor and the development of solid instructional core.
- Individual Professional Learning Plans to include professional learning goals tied to student learning needs, plans for how educators will move toward the goals identified, a selection of learning designs that match individual educator content and pedagogical needs, benchmark indicators to identify changes in knowledge and skills, practices, and student learning that will indicate progress toward the learning goals, and plans for how each educator will gauge progress of grade level professional learning plans and make adjustments.
- Restructure of master schedule to increase instruction in the core.
- Every student sets short term goals (DIBELS progress monitoring) and long-term goals.
- Reassign paras to support instruction rather than supervise.
- All second graders provided additional instruction in reading foundations using iReady instruction.
- Ongoing and regular data collection and analysis by grade level teams to determine instructional core effectiveness.

RESULTS:

We use interim assessment tools such as iReady test, DIBELS, and others. Early indicators are that we are seeing growth in student performance. Time will tell if we will see the growth we need and desire. This spring's SBAC assessment will be the first look at how we are doing year-over-year.