

Assertion of Progress: ER-2 Literacy and Language

October 15, 2018

The Board of Directors approves the ER-2, Literacy and Language monitoring report as presented, and recognizes that reasonable progress has been made with exceptions as noted below.

Assertion of Reasonable Progress with Exceptions

Overall student performance in literacy and language for ALL is strong as evidenced by consistency in meeting standards, overall ranking with comparable school districts between 1st to 4th for all indicators (except WaKids). Overall student performance trends show maintaining or slight increase regarding four-year trends for All student group. In examination of other groups, ELL demonstrates excellent progress upon exit from the program. In examining across grade levels, it appears that once a student achieves standard, we maintain it going forward.

Exceptions to reasonable progress:

- 1) One in five 3rd graders are not meeting standard and the trend is a flat line, no significant change.
- 2) Special Education gaps continue to be significant and do not demonstrate significant movement.
- 3) Low-income gaps in literacy and language continue, beginning at entry into Kindergarten. Ranking is significantly lower among comparison districts.
- 4) Race Ethnicity gaps in literacy at all ages, especially for Latino and African American/Black. There is some indication that length of time within LWSD positively impacts this gap.

Focus/Priority Moving Forward

- 1) Reading at standard by 3rd grade is a key indicator that determines overall success in school. Efforts to create additional supports, provide free opportunities for additional core instruction, and/or exposure to real world learning are vital for this to begin to the opportunity and achievement gap, especially among low-income.
- 2) Ensure interventions efforts are aligned, implemented effectively across all schools, and best practices are shared throughout the District.
- 3) Early Learning - Need to see improvement at the early levels (pre-K and K) to be able to impact effectively. Determine if LWSD preschool programs are effective at getting students to Kindergarten readiness. Determine possibilities for LWSD role to address early learning needs within the low-income, Latino, Special Education, and ELL populations.
- 4) Continue efforts with Special Education program and Dyslexia.

Other areas:


- 1) Continued focus on middle school reading intervention to address needs literacy needs of older students.
- 2) To meet the goal of bi-literacy, explore options at the middle school and elementary school level.
- 3) Use of technology to strengthen ELA learning. Access to key software is important (at school and at home) as well as support for students, families, and staff in how to effectively use the new technology.

Policy Revisions

- 1) Majority of students pass ELA in 9th grade, however, that does not translate to passing the SBA-ELA in 10th grade. Determine if earning a specific grade, (i.e. C or better) is useful or delete.
- 2) Add PSAT results in Reading and Writing to better inform progress.
- 3) Add indicators that look at “going beyond” the standard such as enrollment in AP/IB/Dual-credit ELA course
- 4) Add breakout of Special Education regarding the type of disability and Least Restrictive Environment (LRE).

*October 15, 2018 Board Meeting
Prepared by Siri Bliesner*

Board Member Signatures:



Siri Bliesner, President



Mark Stuart, Vice President



Chris Carlson, Director



Eric Laliberte, Director



Cassandra Sage, Director