

**Assertion of Progress: ER-2 Science**  
**March 4, 2019**

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

**Assertion of Reasonable Progress with Exceptions**

**Achievements:**

The board agrees that relative rank of LWSD against all other large WA districts in grade 5 and grade 8 assessments is excellent.

The board concludes that the gaps in performance between post-ELL students and never-ELL students are negligible and that this is strong evidence that the ELL system is highly effective at bringing students with limited English proficiency to fluency.

**Focus/Priority Moving Forward**

**Ongoing concerns:**

The board shares the concerns expressed by the administration with regard to persistent performance gaps for Special Education (Sp Ed) students, Low-Income students, and Hispanic/Latino students. The board endorses continued focus on understanding the origin of these gaps and attempting to close them.

The board has some concern that low-income students not at Title I schools may not be receiving the level of support that is needed. Further investigation of low-income performance outside of Title I supports is warranted and supported by the board.

Roughly 10% of our high schoolers appear to fall into the gap between failure and a C or higher. How are we specifically supporting these kids with interventions to get them back on track?

Breaking out specific learning disabilities (SLD) students as a subset of SpEd is much appreciated but raises new questions. In 5<sup>th</sup> grade there are 116 SpEd students with SLD, of whom 24% are at standard. By 8<sup>th</sup> grade, the absolute number falls to 70, and only 14% are at standard. Where did the other 50 SLD students go? Are we successfully helping them achieve standard or are they leaving the system? Reporting on post-SLD students could be as enlightening as reporting on post-ELL students has proven to be.

**Board feedback on initiatives:**

The board is supportive of efforts to effectively implement the system of multi-tiered student supports (MTSS) and wraparound services as strategies that are applicable to every student and, therefore, relevant to closing nearly all of the observed performance gaps.

The board is supportive of continuing efforts to bring hands-on science learning to all students. Specific examples of this include expansion of internship/externship

opportunities and apprenticeships at the high school level and the inclusion of learning to code for computers as a foundational skill in earlier grades.

Peer tutoring (or high school tutoring of younger students) represents an opportunity to both give older children the opportunity to grow while increasing the amount of support for younger students. Is it possible to capture information on such programs systematically?

### **Policy Revisions**



#### **Suggestions regarding presentation**

The decision to break out results for students with a C or higher is helpful as it makes our internal results more closely resemble district performance on state assessments

Given the significant impact of current ELL enrollment on student performance and the long-term success of post-ELL students, the board would appreciate efforts to exclude current ELL students from other sub-group analysis. Doing so would allow us to interpret performance of other programs without confounding from ELL.

*March 4, 2019 Board Meeting  
Prepared by Chris Carlson*

#### **Board Member Signatures:**

  
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Siri Bleemer, 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