

## **Board Progress Monitoring Report: Reading Growth Monitoring Framework**

### **Outrageous Outcomes**

We are committed to five Outrageous Outcomes that when combined define a trajectory of success for our students. They are built on a foundational belief that all students are capable of success, no exception. We understand that if we reach for 100% we will get closer than if we don't. It is our responsibility to provide a foundational educational experience to all Pasco students designed to provide core, acceleration, intervention, and enrichment.

- 100% of all 3<sup>rd</sup> graders will read on grade level in their language of instruction
- 100% of students will pass Algebra by the end of 9<sup>th</sup> grade
- 100% of 9<sup>th</sup> graders will end the school year on track for graduation
- 100% of students will graduate with a career path
- 100% of students will experience meaningful connections and hope for their future

### **Benchmarks, Target, Stretch Targets, and Indicators**

Progress toward the Outrageous Outcomes is monitored through benchmarks that define target and stretch target goals, and indicators

#### **Benchmarks**

Each of the five Outrageous Outcomes correspond to a single piece of data that can be used to monitor the district's progress toward its 100% achievement goal. Benchmarks are set annually and are the starting level of achievement for a given school year. Benchmarks work in conjunction with goals and stretch goals to ensure the district maintains a growth mindset.

The district uses the STAR Reading Assessment (offered in both English and Spanish) to monitor the 3<sup>rd</sup> Grade reading Outrageous Outcome. Performance on the English STAR Assessment is correlated to the Washington Smarter Balanced Assessment, allowing the district to determine Washington State Standard proficiency via the STAR Assessment.

<b>Outrageous Outcome</b>	<b>Monitoring Metric</b>
3 <sup>rd</sup> Grade Reading	3 <sup>rd</sup> Grade STAR English and Spanish
Pass Algebra by the end of 9 <sup>th</sup> Grade	Algebra Completion
9 <sup>th</sup> Grade On-Track	6 credits by the end of 9 <sup>th</sup> Grade
Graduate with a Career Path	On-time and Extended Graduation Rates
Connection and Hope	Health Youth Survey and Center for Educational Effectiveness



**Outrageous Outcome – Goal 1:**  
**100% of all 3rd graders will read on grade level in their language of instruction**

Rating: (Green, Yellow, or Red)

**Summary:**

Using the former assessment method of STAR benchmark, 36.1% of last year's 3<sup>rd</sup> grade students demonstrated grade level proficiency in reading at the end of the year. Using the new district monitoring framework, the district has demonstrated successful progress with 70.6% of last year's 3<sup>rd</sup> grade class.

As this is a baseline year for the new framework, goals will be set for progress from this baseline and monitored for next year's class. These goals should drive the district to make progress in the following areas:

- Accelerate growth to Reduce/Eliminate Disaggregation Differences
- Increase Benchmark Performance
- Maintain/Improve Annual Student STAR Growth

**Context and Implications:**

1. Last year's 3<sup>rd</sup> grade class was the kindergarten class in the 2018-2019 school year. Their school experience was impacted as a cohort in losing a significant portion of their most formative education years. With the significant disruption of their 1<sup>st</sup> and 2<sup>nd</sup> grade education, there was anticipation that the benchmark performance of this group would likely be below the desired level. Therefore, the inclusion of the growth measurement in this framework provides an indication of district success in producing at least a full year in reading growth this past year for 70.6% of students.
2. The data clearly shows the success of dual language program for all students. The students in the dual language program outperform the rest of the filtered groups in both growth and benchmark performance. For students with a home language other than English, the dual language program generates the best outcomes followed by bilingual instruction. Both programs provide superior results to English instruction. This validates the district's direction in expanding the dual language program.
3. The lowest filtered group performance is those who were below a four-year-old developmental level entering kindergarten. This combined with the extremely low benchmark performance for students in SpEd is an indication of the greatest area of improvement. This can be accomplished by a continued focus on preschool support. Many learning disabilities manifest themselves prior to kindergarten and the more PSD can support early intervention for these students, this will translate into earlier literacy in future classes.

**Goal Relevance:**

Literacy by third grade is an essential milestone for student progress. Much effort is placed in prior to 3<sup>rd</sup> grade in developing reading skills so that student can access information through reading as life-long learners. Time spent after 3<sup>rd</sup> grade addressing missing foundational reading skills creates delays in acquiring essential content knowledge and understanding. The Outrageous Outcome goals of Algebra, 9<sup>th</sup> Grade On-Track, and Graduation all rely heavily on early literacy.

While the district internally monitors individual and group student progress throughout the year, this report is provided to the board annually following collection all the 3<sup>rd</sup> grade indicators for the year.

### **Goal Measures:**

The PSD accountability system uses multiple measures to ensure each student receives differentiated support along their educational journey. Relative to 3<sup>rd</sup> grade reading, it uses a combination of

1. STAR benchmark:

Star Reading is a nationally normed, standardized assessment and utilized as Pasco School District's universal screener administered to all students K-8 during three identified benchmark testing windows throughout the school year (fall, winter, & spring). The STAR reading assessments are available in English and Spanish, allowing PSD to collect standardized reading data for classes instructed in English as well as Spanish.

The data utilized for this report originates from the 2022-2023 school year required test administration windows.

#### Data selection Methodology

- Selected 3<sup>rd</sup> graders within the school year of report
- Duplicate data was removed for each student
  - The highest score within the testing window was kept for each student
  - For students without a spring score, the most recent test score is used
- Combined English and Spanish data by school year
  - Merged students with both English and Spanish data
- Established criteria to determined "STAR district benchmark met" value for spring window

(note: PR is a norm referenced measurement, not criterion referenced measurement)

- **English:** Washington scale score equivalent for English assessment is 53 PR
- **Spanish:** The representation of Spanish STAR Reading on level equivalency is 53 PR.
- **Norming groups:** the English and Spanish norming groups are different, the data was evaluated for "met" status independently of each other first, then brought together as a "Met" percentage overall

Note: where there was Spanish AND English Data (dual and bilingual classes)- the Spanish data was utilized to capture the "Overall Met" for the district 3<sup>rd</sup> Grade Reading Outrageous Outcome of Reading On Level in *Language of Instruction*

2. STAR growth:

The student growth percentile was used to determine the STAR growth qualification. Students at or above the 50% percentile indicates they demonstrated a greater than average growth rate relative to their peers. These students were identified as achieving adequate growth.

3. Smarter Balanced Assessment (SBA):

The SBA is a computer-adaptive exam. The scoring methodology for 3rd grade reading involves a combination of different components to provide a comprehensive evaluation of a student's performance.

- **Scoring Categories:** The assessment evaluates a range of reading skills, including reading comprehension, vocabulary, and understanding of literary and informational texts.
- **Scale Scores:** The assessment assigns scale scores, which are numerical values that represent a student's overall performance. These scores can vary from year to year as the assessment adjusts for the difficulty of questions. Scale scores allow for comparisons across different test administrations.
- **Performance Levels:** To interpret the scale scores, they are associated with performance levels. These levels may be "Below Basic," "Basic," "Proficient," and "Advanced." Students scoring "Proficient" and "Advanced" are considered making adequate progress.

4. WA-AIM:

This is a state assessment given in place of SBA for significantly impacted students within the special education program.

5. In future years, the district will also use classroom based curricular assessments (IRLA-ENIL).

6. Successful Progress Met:

Using the measures identified above, each student is evaluated, and a determination made on whether they are above or below the specific threshold. If the student has passed the threshold in one or more areas, then the student is considered making Successful Progress. Any student not meeting threshold in any area is not making Successful Progress.

### **Student Group Filters:**

The PSD has the same expectations for all Pasco students to achieve our Five Outrageous Outcomes. We also acknowledge that not all students join the PSD in the same context or with the same foundational knowledge, skills, and abilities. Therefore, students are placed in groups defined by commonalities around these contexts.

- **Mobility:** Students who enrolled in the PSD later than kindergarten have not benefitted from the full experience of the PSD. The impact of transferring districts combined with what they may or may not have learned prior to joining the PSD, may cause them to not reach the 3<sup>rd</sup> grade reading benchmark. These students are analyzed as a group with an emphasis on growth for those below the 3<sup>rd</sup> grade level.
- **Kindergarten Readiness:** All students entering the PSD in kindergarten are assessed with the WA-KIDS readiness assessment. A significant portion of each kindergarten class arrive one year or more developmentally delayed in their learning. PSD understands that these students need a greater rate of learning to catch up to their peers. While the goal is to have them reading at 3<sup>rd</sup> grade, these students are analyzed as a group with an emphasis on growth for those below the 3<sup>rd</sup> grade level.
- **Dual Language Program Participation:** The PSD dual-language program is designed to support student biliteracy. This is accomplished by starting instruction in kindergarten at 90% in Spanish and then gradually increasing the percentage of English instruction each year. Research has shown this type of program is effective for both home-English and home-non-English-speaking students. However, with dual language programs, long-

term benefits often come at the expense of short-term gains. For this reason, students in the dual language program may not be at grade level in reading at the end of 3<sup>rd</sup> grade. Therefore, this group is presented separately to accurately assess the impact of the dual language program.

- **Non-Home-English Speaking Students:** The PSD is in the process of expanding the dual language program to provide the opportunity for all non-home-English speaking students to benefit from the program. However, there is not presently room for all such student in the program. The monitoring system will filter and track these students according to their program placement of either bilingual instruction or English instruction. Students who have exited the English Learner program prior to the end of third grade are included as English Learners in the analysis.
- **Significantly Impacted Students within the Special Education Program:** State and Federal accountability measures have provisions for administering an alternative assessment for students with significant disabilities. There are only a few students at each grade level that are impacted to this degree and their progress will be assessed and monitored using the alternative WA-AIM assessment.

## General Data Insights

With this being a new format of monitoring progress, the next section will present some general insights from the data now available through the new dashboard.

### Overall Progress:

A view of all students provides an indication of how students are distributed by the new filtering system into groups. 57% of the students are filtered into a specific group with 3% being home English speaking students in the dual language program. This indicates 46% of the 3<sup>rd</sup> grade students started in PSD in kindergarten, as kindergarten ready, and speaking English as their primary language.

**Outrageous Outcome #1:** 100% of all 3<sup>rd</sup> graders will read on grade level in language of their instruction.

STAR Baseline Passage Rate (all students)

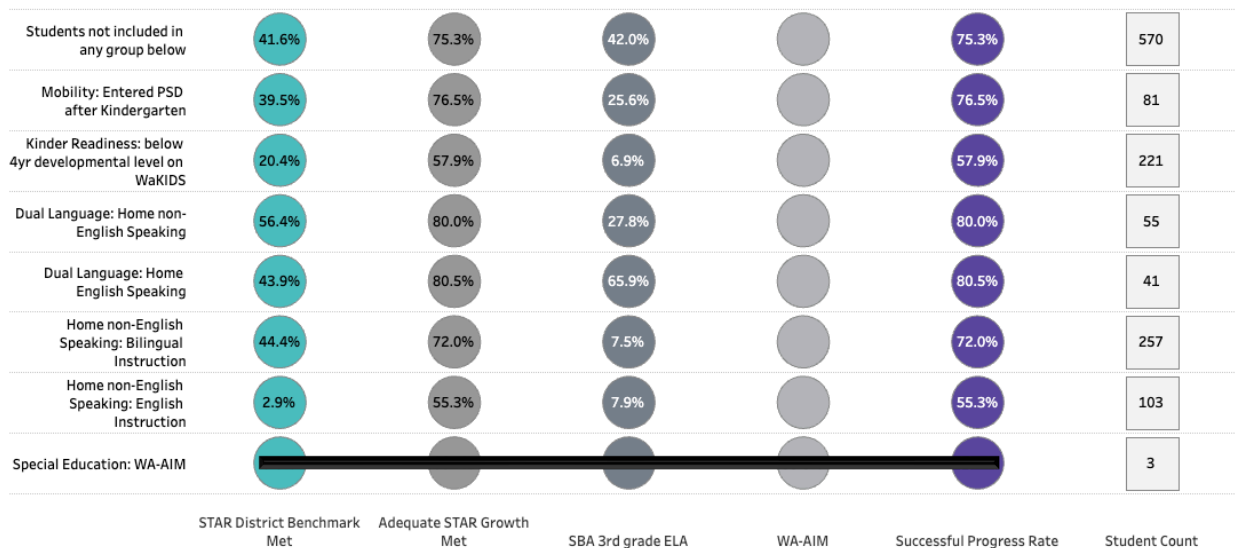


Successful % Progress Rate



We have the same expectations for all Pasco students to achieve our Five Outrageous Outcomes. The PSD accountability system uses multiple measures to ensure each student receives differentiated support along their educational journey.

### Targeted Passage Rates



Looking at each of the assessments, in general, a higher percentage of students demonstrated a full year growth over their 3<sup>rd</sup> grade experience than achieved the benchmark in either STAR or SBA with STAR success generally being greater than SBA.

A significant number of students demonstrated a full year growth (70%-80%). In every filtered group, the successfully growth percentage equals the overall successful progress rate indicating that any student who passed the STAR benchmark and/or SBA also demonstrated a full year growth. The two filtered groups with the lowest STAR growth and subsequent successful progress rate were the students identified by WA-KIDS as below 4-year-old developmentally and Multi-lingual learners experiencing English instruction.

A positive in the data that validates PSDs movement toward expanded dual language opportunities, is the high level of success for the dual language students. Dual language home-non-English-speaking students had the district's highest STAR benchmark passage rate at 56.4% and second highest STAR growth success at 80.0%. While the non-home-English speaking students in bilingual instruction showed the third highest STAR benchmark at 44.4% with a STAR growth of 72% those receiving only English instruction will some English Language support passed STAR benchmark at only 2.9% with STAR growth of 66.7%.

For the student not in any filtered group, the STAR benchmark results (41.6%) were a very close predictor for SBA (42%). The only group performing better on SBA than STAR benchmark were the dual language home English speaking students (65.9% and 43.9% respectively).

### Disaggregation for All Students

The dashboard allows for disaggregation of all 3<sup>rd</sup> grade students by gender, ethnicity, low income, special education, and English Learners.

### Low-Income/F&R:

The table provided suppresses information for any student group with less than 10 students. It While most filtered groups have less than 10 students not considered Low Income, it is noteworthy that only four students below 4-year-old developmentally are not from Low Income families.

Outrageous Outcome #1: 100% of all 3rd graders will read on grade level in language of their instruction.

STAR Baseline Passage Rate (all students)

36.1%

Successful % Progress Rate

70.6%

We have the same expectations for all Pasco students to achieve our Five Outrageous Outcomes. The PSD accountability system uses multiple measures to ensure each student receives differentiated support along their educational journey.

School Select: All Schools Student Groupings: (All) Disaggregate by: Low Income N Threshold: n of 10

### Targeted Passage Rates

Students not included in any group below	N	56.0%	85.7%	55.4%		85.7%	175
	Yes	35.2%	70.6%	36.1%		70.6%	395
Mobility: Entered PSD after Kindergarten	N	75.0%	100.0%	54.5%		100.0%	12
	Yes	33.3%	72.5%	20.9%		72.5%	69
Kinder Readiness: below 4yr developmental level o..	Yes	20.3%	57.6%	6.5%		57.6%	217
Dual Language: Home non-English Speaking	Yes	53.1%	79.6%	26.5%		79.6%	49
Dual Language: Home English Speaking	N	41.7%	70.8%	58.3%		70.8%	24
	Yes	47.1%	94.1%	76.5%		94.1%	17
Home non-English Speaking: Bilingual Instru..	Yes	44.4%	71.6%	7.7%		71.6%	250
Home non-English Speaking: English Instru..	Yes	3.1%	56.1%	7.3%		56.1%	98
		STAR District Benchmark Met	Adequate STAR Growth Met	SBA 3rd grade ELA	WA-AIM	Successful Progress Rate	Student Count

In only two filtered groups do students from Low-Income households outperform their non-Low-Income counterparts; Dual Language home English speakers, and home non-English speakers



English instruction (suppressed). Dual Language home-non-English-speakers (suppressed) were also close in this disaggregation.

## Gender:

Disaggregating by gender, females do significantly better than males for those joining PSD after kindergarten, below 4-year-old developmentally at kindergarten entrance, DL home English speaking in the dual language program, and home non-English speakers in bilingual instruction.

**Outrageous Outcome #1:** 100% of all 3rd graders will read on grade level in language of their instruction.

STAR Baseline Passage Rate (all students)

36.1%

Successful % Progress Rate

70.6%

We have the same expectations for all Pasco students to achieve our Five Outrageous Outcomes. The PSD accountability system uses multiple measures to ensure each student receives differentiated support along their educational journey.

School Select: All Schools Student Groupings: (All) Disaggregate by: Gender N Threshold: n of 10

## Targeted Passage Rates

Students not included in any group below	Female	41.5%	75.6%	41.9%		75.6%	270
	Male	41.7%	75.0%	42.2%		75.0%	300
Mobility: Entered PSD after Kindergarten	Female	40.0%	85.0%	23.7%		85.0%	40
	Male	39.0%	68.3%	27.5%		68.3%	41
Kinder Readiness: below 4yr developmental level on WaKIDS	Female	24.2%	61.6%	8.2%		61.6%	99
	Male	17.2%	54.9%	5.8%		54.9%	122
Dual Language: Home non-English Speaking	Female	50.0%	77.8%	27.8%		77.8%	36
	Male	68.4%	84.2%	27.8%		84.2%	19
Dual Language: Home English Speaking	Female	50.0%	86.4%	68.2%		86.4%	22
	Male	36.8%	73.7%	63.2%		73.7%	19
Home non-English Speaking: Bilingual Instruction	Female	48.1%	77.5%	8.5%		77.5%	129
	Male	40.6%	66.4%	6.3%		66.4%	128
Home non-English Speaking: English Instruction	Female	2.1%	52.1%	6.4%		52.1%	48
	Male	3.6%	58.2%	9.3%		58.2%	55
		STAR District Benchmark Met	Adequate STAR Growth Met	SBA 3rd grade ELA	WA-AIM	Successful Progress Rate	Student Count

## Race/Ethnicity:

The table below uses a suppression of 5 students to illustrate the distribution of students across the filtered groups. The data for the group with less than 10 students is blocked for privacy. Only in the largest “unfiltered” group do ethnicities beyond Hispanic and White have more than 10 students. A full breakdown of ethnicities is available to the board but not included in this public document.

## Outrageous Outcome #1: 100% of all 3rd graders will read on grade level in language of their instruction.

STAR Baseline Passage Rate (all students)

36.1%

Successful % Progress Rate

70.6%

We have the same expectations for all Pasco students to achieve our Five Outrageous Outcomes. The PSD accountability system uses multiple measures to ensure each student receives differentiated support along their educational journey.

School Select: All Schools Student Groupings: (All) Disaggregate by: Ethnicity N Threshold: n of 5

### Targeted Passage Rates

Students not included in any group below	Asian	63.6%	90.9%	81.8%	90.9%	11	
	Hispanic	30.9%	70.1%	33.9%	70.1%	298	
	Multiracial	13.0%	52.2%	26.1%	52.2%	23	
	White	57.9%	84.1%	53.0%	84.1%	233	
Mobility: Entered PSD after Kindergarten	Hispanic	30.5%	72.9%	15.8%	72.9%	59	
	White	83.3%	91.7%	81.8%	91.7%	12	
Kinder Readiness: below 4yr developmental level o..	Hispanic	21.8%	55.8%	5.2%	55.8%	197	
	White	10.5%	68.4%	21.1%	68.4%	19	
Dual Language: Home non-English Speaking	Hispanic	61.2%	81.6%	29.2%	81.6%	49	
	White					5	
Dual Language: Home English Speaking	Hispanic	50.0%	80.0%	60.0%	80.0%	20	
	White	42.1%	84.2%	73.7%	84.2%	19	
Home non-English Speaking: Bilingual Instru..	Hispanic	45.3%	71.7%	7.8%	71.7%	247	
	White	20.0%	80.0%	0.0%	80.0%	10	
Home non-English Speaking: English Instruc..	Hispanic	3.4%	56.3%	9.4%	56.3%	87	
	White	0.0%	50.0%	0.0%	50.0%	10	
		STAR District Benchmark Met	Adequate STAR Growth Met	SBA 3rd grade ELA	WA-AIM	Successful Progress Rate	Student Count

In all groups except one (home non-English speaking, English instruction), White students have a higher successful progress than Hispanic students. For the dual language program, the class is structured to have 50% home English and 50% home non-English speaking students. However, the ethnic makeup of the classes does not correspond to the home language as a half of the home English speaking students are Hispanic and 10% non-English speaking students are White. This nuance should be remembered when reviewing program data disaggregated by race/ethnicity.

### Filtering for Priority Areas

Of the PSD schools that have been identified as being in a need for improvement status, nearly all have been identified based upon the performance of English Learners and/or Special Education students. Therefore, the main dashboard has the capacity to filter for each of these two groups to evaluate how they are distributed across the filtered groups and how students perform within each group.

### Filtering for Special Education:

To qualify for Special Education (SpEd), a student must have a documented disability that impacts their ability to learn. The purpose of the identification is to then develop an individualized education learning plan (IEP) to guide the students learning path and allow them to meet the learning objectives.

## Outrageous Outcome #1: 100% of all 3rd graders will read on grade level in language of their instruction.

STAR Baseline Passage Rate (all students)

2.5%

Successful % Progress Rate

33.3%

We have the same expectations for all Pasco students to achieve our Five Outrageous Outcomes. The PSD accountability system uses multiple measures to ensure each student receives differentiated support along their educational journey.

### Targeted Passage Rates



Often, students with disabilities account for 10%-12% of the student population and are expected to be evenly distributed across genders, ethnicities, income levels, and home languages. While PSD identifies students for SpEd close to this range, there are some groups that are overrepresented and underrepresented in the filtered groups. For students entering Kindergarten below a 4-year-old developmental level, there is a higher percentage of SpEd (16.3%). For home non-English speaking students in bilingual instruction, there is a lower percentage of SpEd (5.5%). While there are other SpEd students in the other filtered buckets, these are suppressed due to low numbers.

None of the students in the SpEd program passed the SBA reading exam and very few are at STAR benchmark. The STAR growth for students in the SpEd program is less than half of district comparison group.

### English Learners:

For the analysis, English Learners (EL) include any student currently receiving services through the EL program and any students who have received EL services in PSD but have been exited from the program. The exited students are specifically show through the disaggregation view.

Outrageous Outcome #1: 100% of all 3rd graders will read on grade level in language of their instruction.

STAR Baseline Passage Rate (all students)

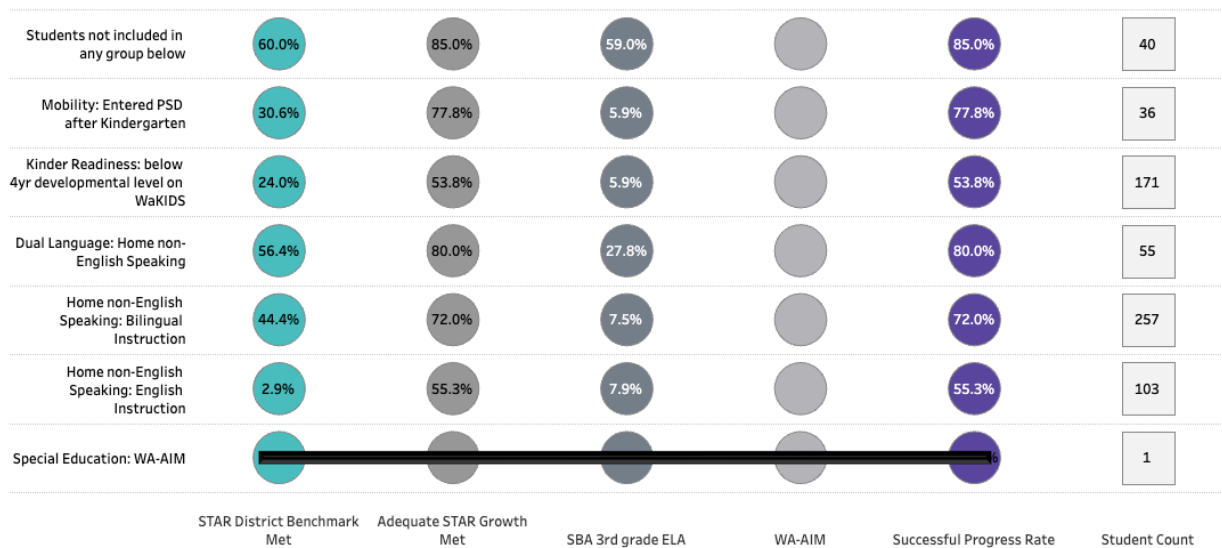
33.8%

Successful % Progress Rate

66.5%

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#### Targeted Passage Rates



Most of the filtered groups' performance are identical to top level summary due to a high percentage of students in each group being identified as English Learners. The students not included in the filtered group consists of exited EL students who are no longer in dual language or multilingual instruction. As a group, these students have some of the highest successful progress rates on all three assessments.

A large portion (171 of the 221) of students entering kindergarten and identified below 4-yr old developmentally are English Learners. This group has the lowest successful progress rate followed closely by the home non-English-speaking students receiving instruction in English.

Mobile students are lower on STAR benchmark but better on STAR growth and very low on SBA

#### English Learners Disaggregated:

The final view shows a comparison of the students currently receiving English Language services, those exited from the EL program and those never in the EL program.

## Outrageous Outcome #1: 100% of all 3rd graders will read on grade level in language of their instruction.

STAR Baseline Passage Rate (all students)

33.8%

Successful % Progress Rate

66.5%

We have the same expectations for all Pasco students to achieve our Five Outrageous Outcomes. The PSD accountability system uses multiple measures to ensure each student receives differentiated support along their educational journey.

School Select: All Schools Student Groupings: (All) Disaggregate by: English Learners N Threshold: No N Filter

### Targeted Passage Rates

Students not included in any group below	No	40.2%	74.5%	40.8%	74.5%	530	
	Exited	60.0%	85.0%	59.0%	85.0%	40	
Mobility: Entered PSD after Kindergarten	No	46.7%	75.6%	40.9%	75.6%	45	
	Exited					4	
	New last 3 years	43.8%	75.0%	0.0%	75.0%	16	
	Yes	6.3%	81.3%	0.0%	81.3%	16	
Kinder Readiness: below 4yr developmental level on WaKIDS	No	8.0%	72.0%	10.4%	72.0%	50	
	Exited					7	
	Yes	21.3%	51.8%	4.9%	51.8%	164	
Dual Language: Home non-English Speaking	Exited	88.9%	88.9%	61.1%	88.9%	18	
	New last 3 years					1	
	Yes	41.7%	75.0%	11.4%	75.0%	36	
Dual Language: Home Eng..	No	43.9%	80.5%	65.9%	80.5%	41	
Home non-English Speaking: Bilingual Instruction	Exited	85.2%	96.3%	33.3%	96.3%	27	
	New last 3 years					4	
	Yes	39.8%	69.5%	4.5%	69.5%	226	
Home non-English Speaking: English Instruc..	New last 3 years					4	
	Yes	3.0%	55.6%	8.2%	55.6%	99	
Special Education: WA-AIM	No					2	
	Yes					1	
		STAR District Benchmark Met	Adequate STAR Growth Met	SBA 3rd grade ELA	WA-AIM	Successful Progress Rate	Student Count

The data shows that students exited from the EL program have very high levels of successful progress ranging from 85% to 96% based upon instructional program (excluding suppressed groups). The data also reinforces earlier indications that home non-English-speaking students placed in English instruction do not perform as well as those in dual language or multilingual instruction. The percentage of students exited from these programs also reinforces this finding with English only at 4%, Multilingual at 11%, and dual language at 33%.