



Outrageous Outcomes Board Progress Monitoring Report Literacy

January 9, 2024

Outrageous **OUTCOMES**



100% of 3rd graders will read on grade level in their language of instruction



100% of students will pass Algebra by the end of 9th grade



100% of 9th 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

ALL STUDENTS ARE CAPABLE OF SUCCESS: NO EXCEPTIONS

Student Experience

- **3rd Grade Class of 2023 Experience**

- The students of the class of 2023 were in kindergarten during the 2019-2020 school year when the pandemic started.
- More than any other class, their formative years of instruction were disrupted by the changes in instructional models due to the pandemic.
- With the significant disruption of their Kindergarten and 1st 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 post-pandemic learning recovery and acceleration.

- **Kinder 2019-20**

- Emergency School Closure
- 35% Emergency Remote Instruction

- **1st Grade 2020-21**

- 70% Blended Learning Environment
- 30% Full In-Person Learning

- **2nd Grade 2021-22**

- 27% Student “Chronically Absent”

- **3rd Grade 2022-23**

- Their first “normal” year of school

Historical View: Reading

3RD GRADE STAR: ENGLISH AND SPANISH

	Benchmark	Target	Stretch Target	Actual Performance
2018-19	26.4%	31.3%	33.7%	30.4%
2019-20*	30.4%	36.1%	37.9%	44.3%
2020-21	44.3%	49.2%	52.0%	32.7%
2021-22	32.7%	39.0%	41.1%	36.1%
2022-23	N/A	N/A	N/A	31.8%

*New norming methodology for the Spanish STAR Reading assessment and a transition from using winter scores instead of spring

3rd Grade Reading Measures

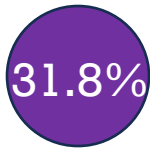
- **Currently Used**

- STAR Benchmark (STAR Reading on level equivalency is 53 PR in their Home-Language)
- STAR Growth (Students at or above the 50% percentile)
- SBA (Students scoring “Proficient” and “Advanced”)
- WA-AIM (Less than 10 students in class of 2032)

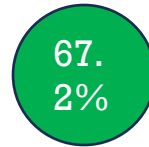
- **Possible Future Additions**

- Classroom Assessment IRLA/ENIL
- Report Cards
- WIDA Yearly Progress

All Students



Benchmark



Successful Progress

Targeted Passage Rates

	STAR District Benchmark Met	Adequate STAR Growth Met	SBA 3rd grade ELA	WA-AIM	Successful Progress Rate	Student Count
Students not included in any group below	37.3%	57.1%	40.6%		75.1%	534
Mobility: Entered PSD after Kindergarten	25.6%	51.8%	21.6%		63.8%	199
Kinder Readiness: below 4yr developmental level on WaKIDS	16.9%	50.3%	5.3%		57.1%	189
Dual Language: Home non-English Speaking	43.1%	50.0%	16.0%		63.2%	288
Dual Language: Home English Speaking	19.0%	35.7%	42.9%		66.7%	42
Home non-English Speaking: English Instruction	9.7%	56.5%	16.1%		61.3%	62

OR

OR

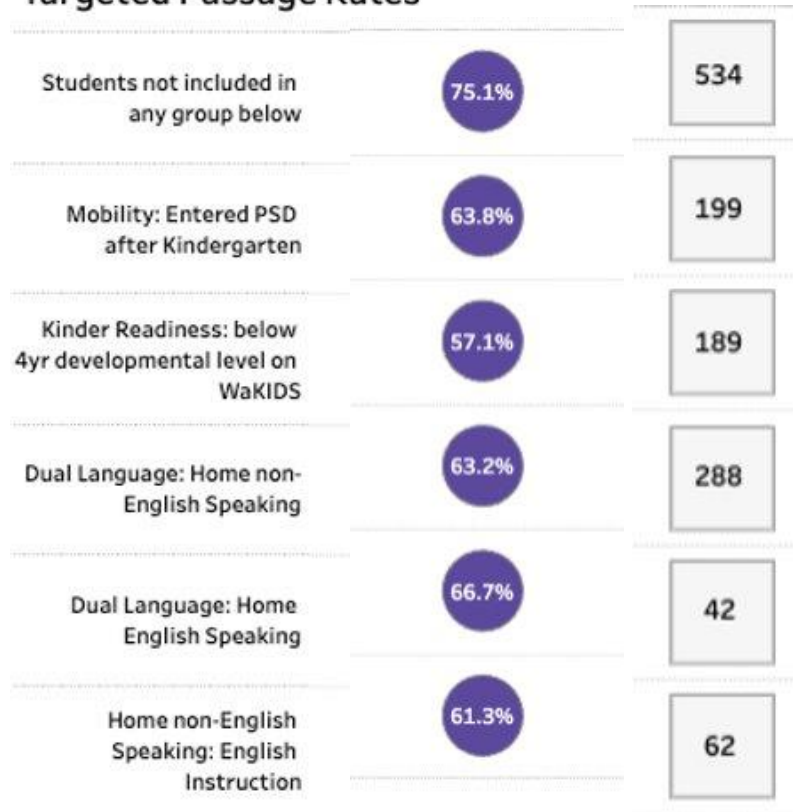
OR

WA-AIM less than 10 students

Higher Growth Percentages
than Either Benchmark

All Students

Targeted Passage Rates

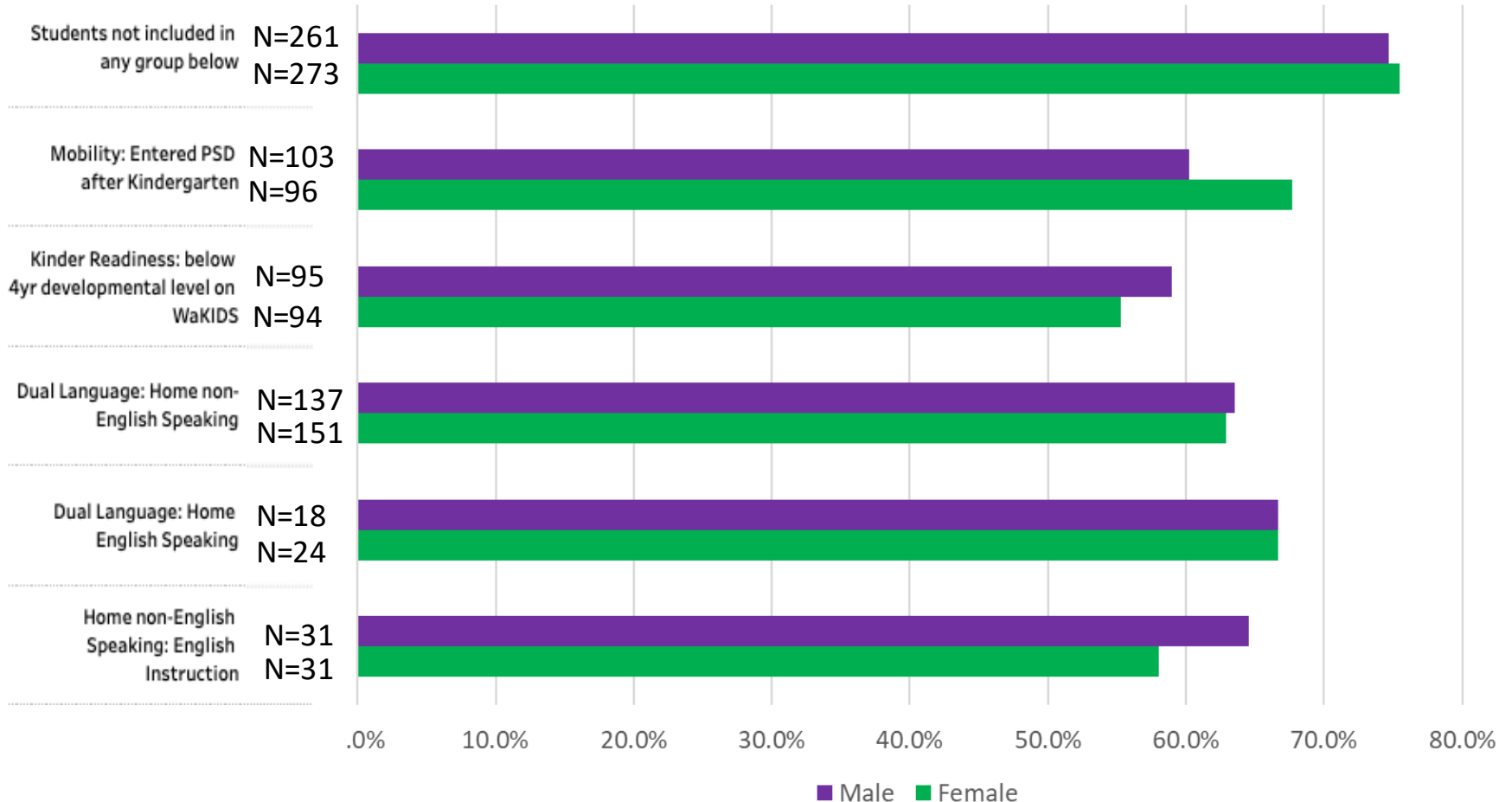


STi Successful Progress Rate
Met

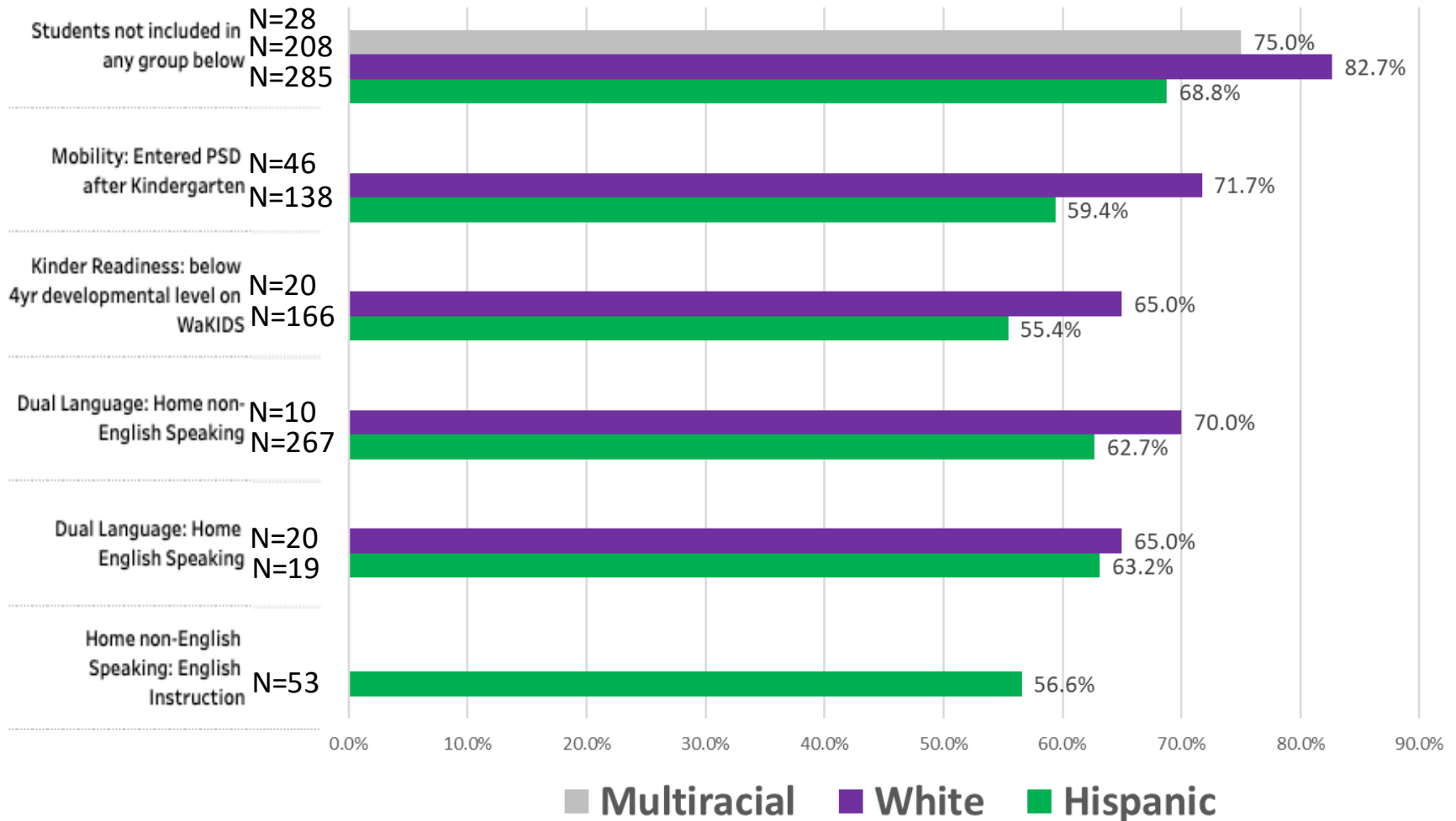
Students in PSD for 4-years focusing only on English instruction.

Students not prepared for Kindergarten are not completely caught up.

Gender Comparison



Ethnicity Comparison



English Learners

30.3% Benchmark,

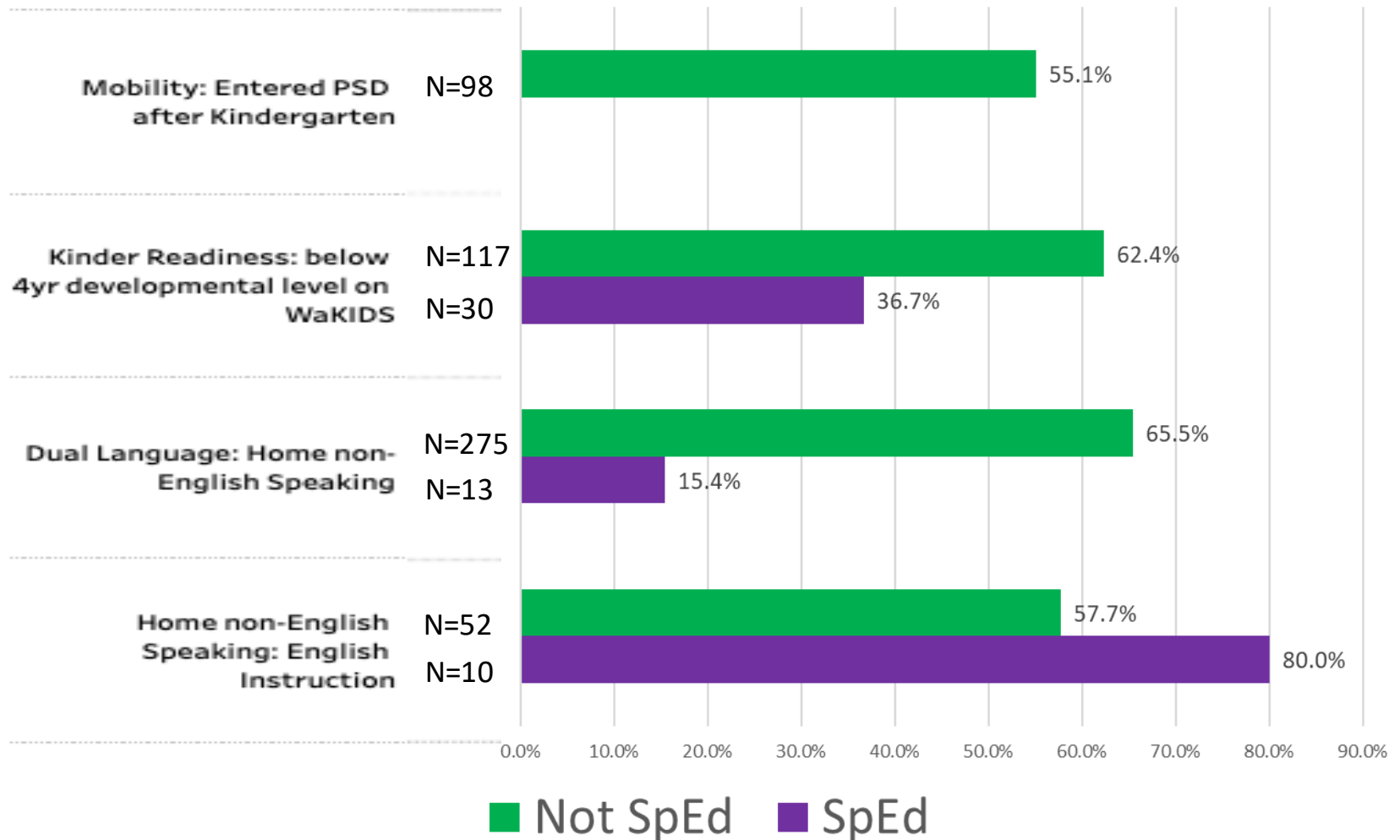
60.2% Successful Progress

Targeted Passage Rates



Note: 92.9% of "Exited EL" Students made Successful Progress

EL Student Disaggregated by SpEd Program



Special Education Students

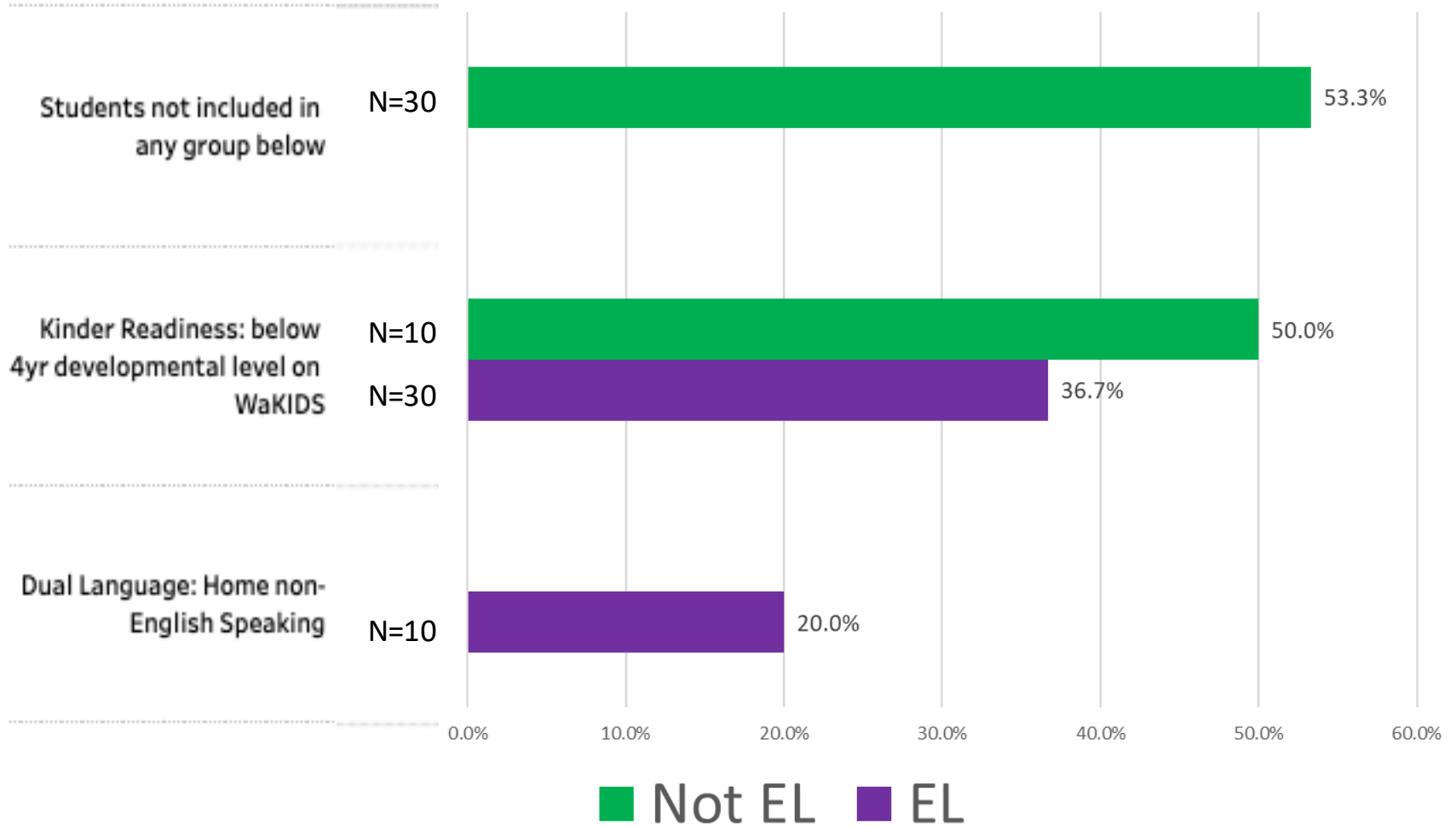
0.9% Benchmark,

44.3% Successful Progress

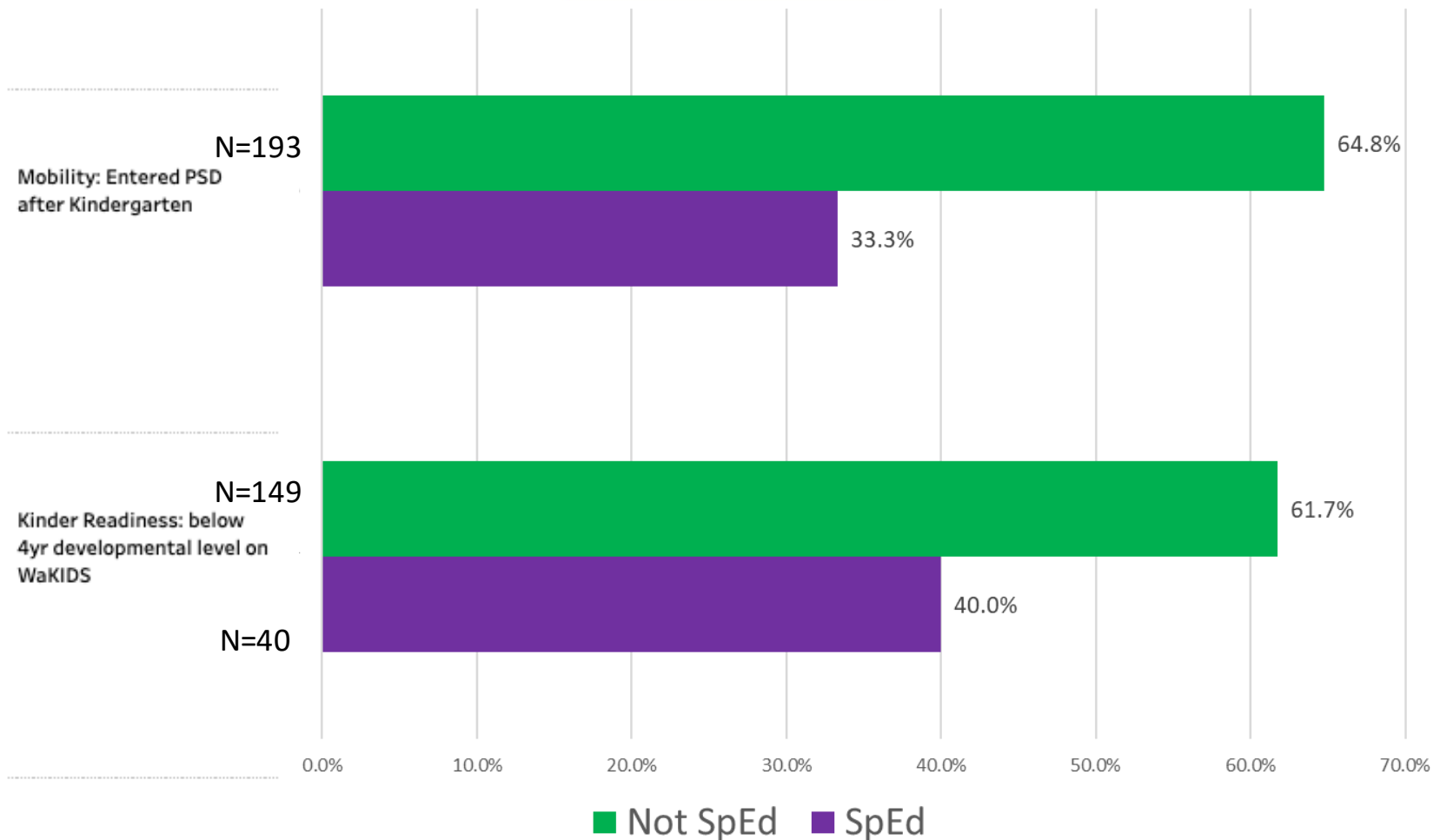
Targeted Passage Rates



SpEd Students Disaggregated by EL Program



Mobility and Kindergarten Readiness



Summary: Current Status

All Students



Students not included in any group below

Kinder Readiness: below 4yr developmental level on WaKIDS



Students in PSD for 4-years focusing only on English instruction.

Students not prepared for Kindergarten are not completely caught up.

- Highest percentage of progress is in “Growth”

English Learners



Mobility: Entered PSD after Kindergarten



- Dual Language has Highest Success

Special Education Students



- Successful Progress almost exclusively through “Growth”

Next Steps

Use 2022-23 baseline data to establish goals for future years.

- School Improvement Plans
- State of the School Reviews

Emphasis on kindergarten readiness programs.

- Early Learning Program update at a future board meeting

Evaluate effective transition of EL students new to PSD.

- Dual Language/Bilingual Programs Update at a future board meeting

Focus on acceleration versus remediation for students throughout academic year.

- Professional Learning Communities update and ARC Implementation update at a future board meeting

Data analysis with principals to inform additional supports for 2023-2024.

- School Improvement Planning Process shared in School Improvement Plans and State of the School Reviews





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