NORTH THURSTON PUBLIC SCHOOLS

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Monitoring Report

Report Date: September 17, 2024

Policy Type: Ends

Strategic Plan Goal 4: Continuous Growth – All Students, All Subjects
Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

Outcome b: Increased growth rate at a minimum of one year for students at or above grade level and 1.5 years for students below grade level in Math and English Language Arts.

Interpretation:
Our goal is for students already at grade level to continue making a year's worth of progress annually, while students below grade level should show accelerated growth to catch up.

Data:
Our last report on this goal, shared in January 2023, used data from the 2021-22 school year. Similar to that report, this update focuses on K-5 students receiving intervention support, including those in our Title/LAP programs. Analyzing these students' data helps us assess how effectively those below grade level are progressing.

We reviewed easyCBM data for math (K-5), phoneme segmenting (K), word reading fluency (1st grade), and passage reading fluency (2nd-5th grades). These are reliable measures within our system. The easyCBM risk levels are categorized as high risk, some risk, low risk "white," and low risk "green," with students in the green category most likely on track to meet state standards on the Smarter Balanced Assessment by grade 3.

Our goal is for the majority of students receiving intervention to improve by at least one risk level between fall and spring. Students maintaining their current risk level may have gained a year's worth of skills but are not progressing quickly enough to close the gap.

The tables below show the percentage of students in intervention who improved by at least one risk level, indicating sufficient growth to catch up. Students may improve by up to three levels between fall and spring. Those not improving have not demonstrated enough growth to reach grade level.

Green text in the table indicates that more than 60% of students showed growth, meeting the goal set in 2018 for each grade in both Math and Reading.

Title/LAP Reading Intervention

	2017-18 pre-COVID	2021-22 mid-COVID	2023-24 post-COVID	Change since 2021-22 mid-COVID	Change since 2017-18 (Pre-COVID)
K	**	50%	36%	-14%	**
1	25%	50%	51%	1%	26%
2	34%	40%	47%	7%	13%
3	28%	30%	32%	2%	4%
4	30%	38%	47%	9%	17%
5	36%	23%	23%	0%	-13%

** Kinder Reading was re-normed in July 2020

Title/LAP Math Intervention

	2017-18 pre-COVID	2021-22 mid-COVID	2023-24 post-COVID	Change since 2021-22 mid-COVID	Change since 2017-18 (Pre-COVID)
K	68%	64%	64%	0%	-4%
1	49%	58%	63%	5%	14%
2	51%	44%	41%	-3%	-10%
3	49%	52%	49%	-3%	0%
4	47%	69%	46%	-23%	-1%
5	48%	54%	48%	-6%	0%

Rationale:
We analyzed easyCBM data for fall and spring for students receiving Title 1 and LAP intervention in ELA and Math. This data is provided in monthly reports by each school and reflects what we report to OSPI for their annual report on student achievement.

Analysis and Conclusions:
In the last report cycle, we set a goal for 60% of students in each grade receiving Title 1 and LAP interventions to show growth. This goal was met in two grades for Math, and while we didn't fully meet the goal in Reading, there was notable growth in grades 1, 2, 4, and some growth in grade 3 since our pre-COVID results. We attribute the growth in these grades to strong foundational skills instruction in grades 1 and 2, supported by the MTSS-R study. With the district-wide adoption of ECRI for foundational skills, we expect continued improvement in core instruction and interventions.

We propose maintaining the goal of 60% of students in each grade receiving Title 1 and LAP interventions to show growth in risk levels on easyCBM. We are in partial compliance with this goal, having met it in two grades in Math and showing progress in Reading, but further work is needed to ensure more students achieve adequate growth.