

**Edmonds
School District**

Midyear Data Study Session

REVISED

April 1, 2025



Land Acknowledgement

We acknowledge the original inhabitants of this place, the Sdohobsh people and their successors the Tulalip Tribes, who since time immemorial have taken care of, hunted, fished and gathered on these lands.

We respect their sovereignty, their right to self-determination, and we honor their sacred spiritual connection with the land and water.

By acknowledging these homelands, we commit to working with tribal nations to further the education aims they have identified in our classrooms and schools.

Our Strategic Plan

Our Vision and Commitment



**Equity, engagement,
and excellence for each
and every student.**

Our mission

Advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.



**Edmonds
School District**

Goal 1. For Our Students

Build and sustain an instructional system that promotes a learning culture of high expectations, belonging, and belief in all students.

Each and every student graduates ready for success at the next level in school, career, and global citizenship.

Goal 2. For Our Staff

Provide enrichment, training, and professional development for all staff members to develop and implement the conditions that empower students to grow, thrive, and achieve each year.

Goal 3. For Our Families and the Community We Serve

Embrace reciprocal partnerships with our families to meet them where they are and honor and respect their cultural and lived experiences.

Communicate and partner with community members so they understand their role in supporting the students in our district.

Agenda

- Framing our Mid Year Data Session in Key Performance Indicators (KPIs)
 - Percentage of students in grades K-8 who are at or above grade level in Reading
 - Grades K-2 Acadience Data
 - Grades K-8 i-Ready Winter Diagnostic Data
 - Percentage of students in grades K-8 who are at or above grade level in Math
 - Grades K-8 i-Ready Winter Diagnostic Data
 - Percentage of students on track for credits earned in grades 9-12
 - 9th Graders 1st Semester Grade Data
 - 9th Graders Targeted Class-Size Reduction Data
- Mid Year Adjustments and Next Steps
 - Danielson Training - Using the tool as a framework for good teaching beyond evaluation.
 - Students on track

Our Key Performance Indicators (KPIs)

KPI Data Monitoring Recommendation

- Use KPI data summary to prioritize deep data dive (1-2 data sources)
- Provide follow-up for review and board discussion

KPI at a glance

[Data summary](#)

How are we doing at the Midyear point?

Student Achievement	Progress Monitoring Data				
	2021-22	2022-23	2023-24	2024-25	2025-26
Percentage of students in grades K–8 who are at or above grade level in Reading (Percentage of students meeting standard on SBA ELA, OSPI Report Card)	49%	52%	51%		
Percentage of students in grades K–8 who are at or above grade level in Mathematics (Percentage of students meeting standard on SBA Math, OSPI Report Card)	40%	43%	44%		

While SBA performance is our core KPI, other data sources help us to monitor our progress midyear.

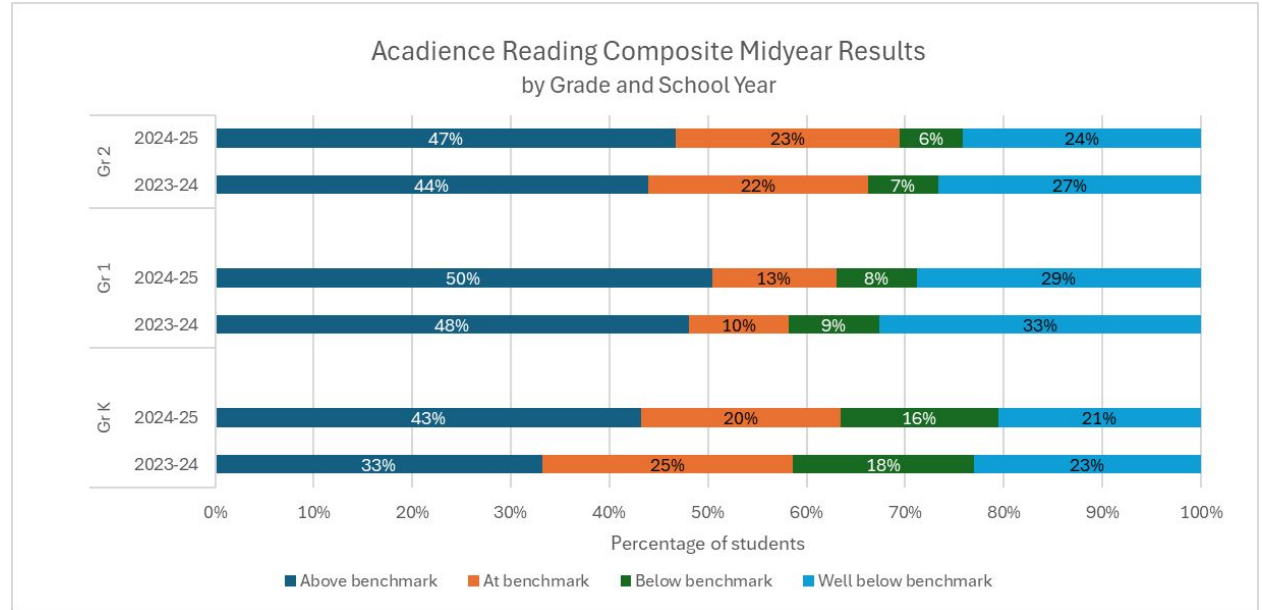
Today we'll review Acadience data for grades K-2 and ELA and Math i-Ready data for grades K-8.

ELA K-8

Acadience Reading Composite - 2 Year View

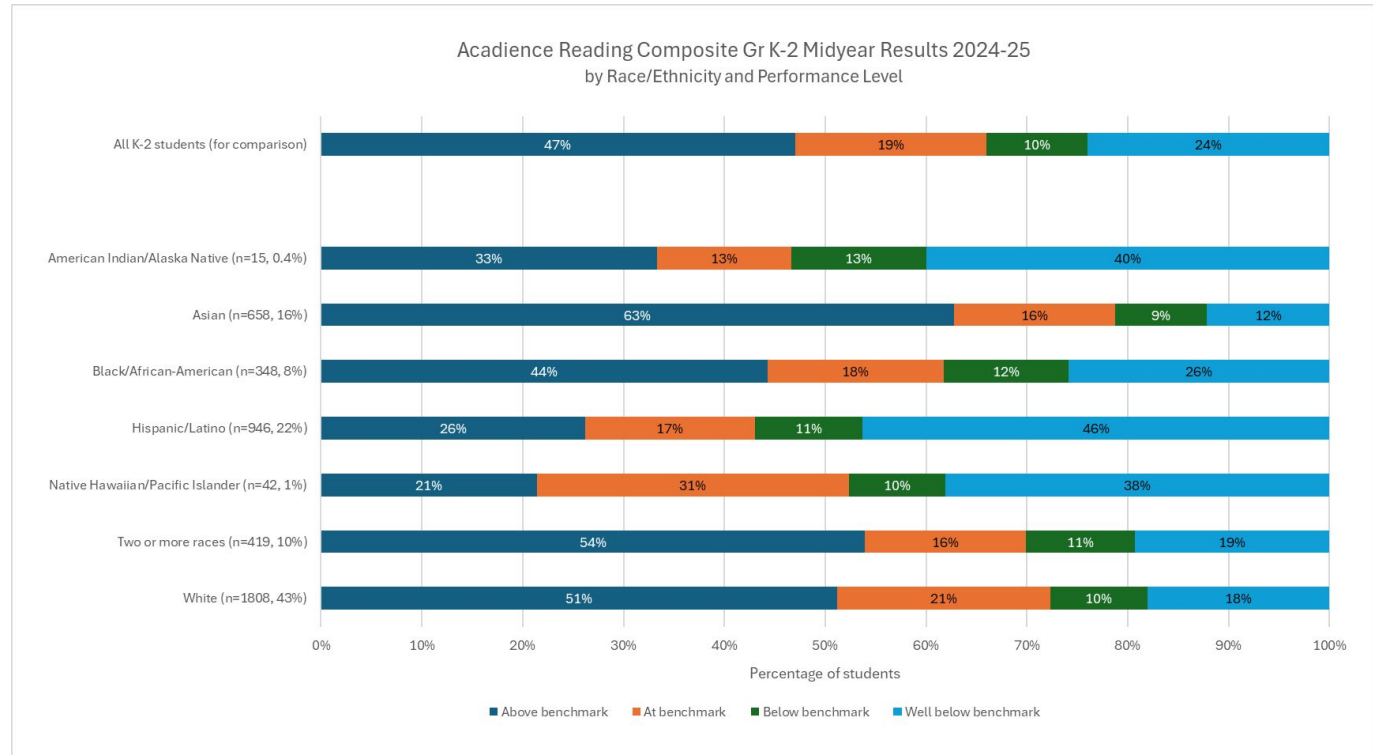
Some improvements in 2024-25 as compared to last year.

Percentage of students performing “Above Benchmark” increased by 10% in kindergarten.



Acadience Reading Composite by Federal Race/Ethnicity

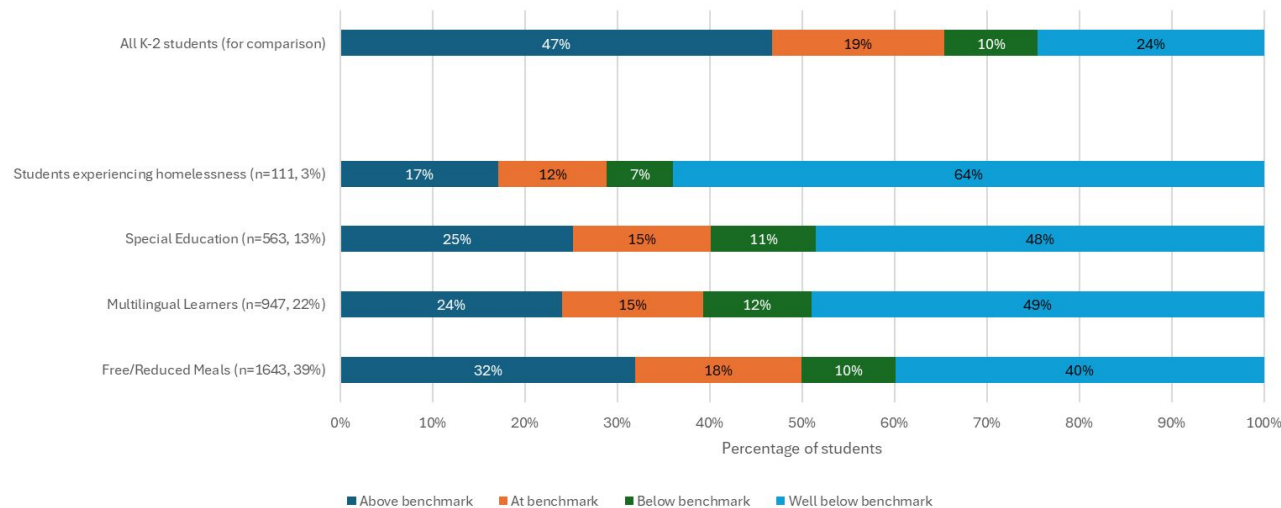
Disproportionality continues when examining outcomes by federal race/ethnicity.



The percentage provided in parentheses indicates the percentage of the entire K-2 population.

Acadience Reading Composite by Program

Acadience Reading Composite Gr K-2 Midyear Results 2024-25
by Program



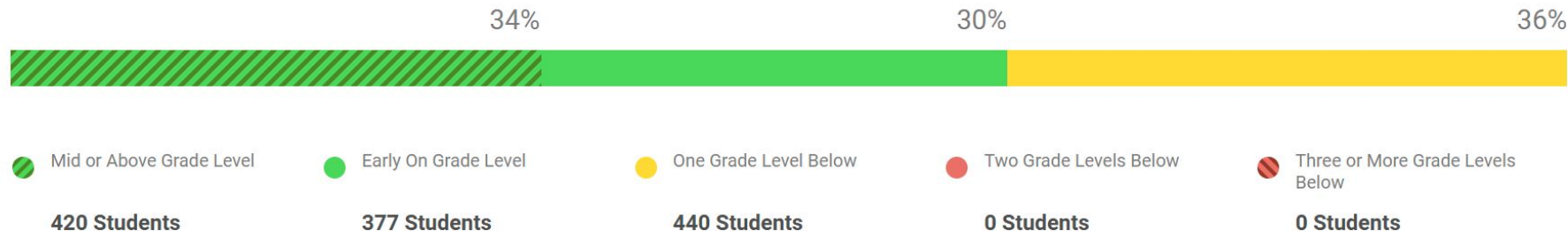
Percentage of students in the listed programs performing “At” or “Above” Benchmark remains below the percentage for all K-2 students.

The percentage provided in parentheses indicates the percentage of the entire K-2 population.

ELA i-Ready Midyear Data 2024-25 - Grade K

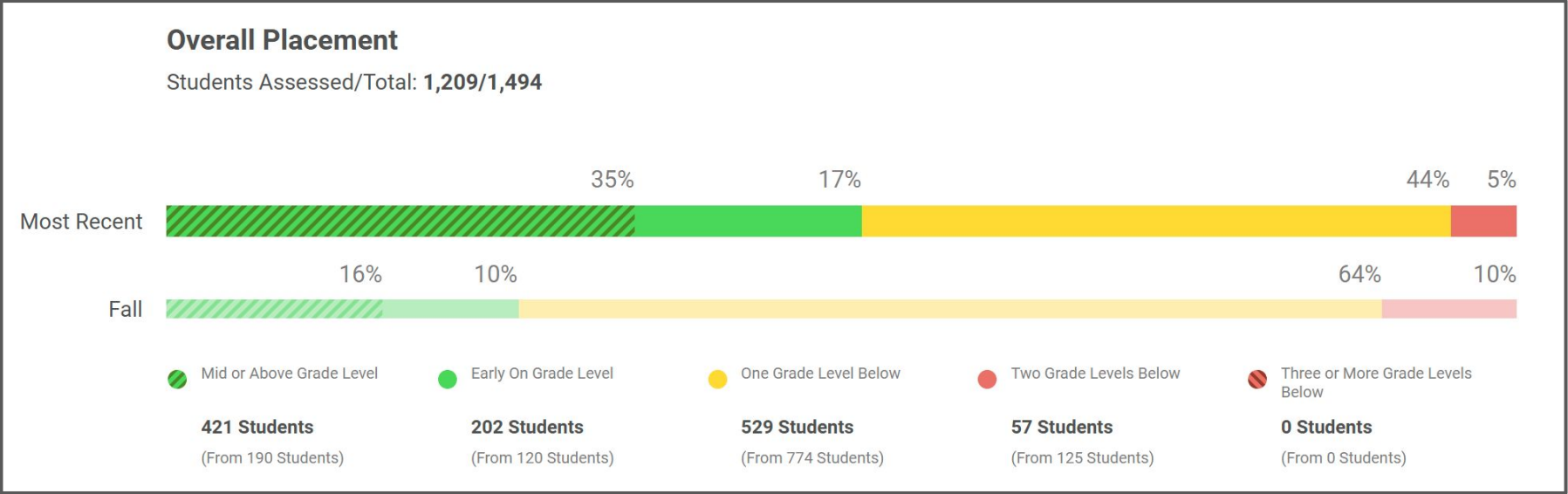
Overall Placement

Students Assessed/Total: 1,237/1,485



[i The Mapping Between 5-Level and 3-Level Placements](#)

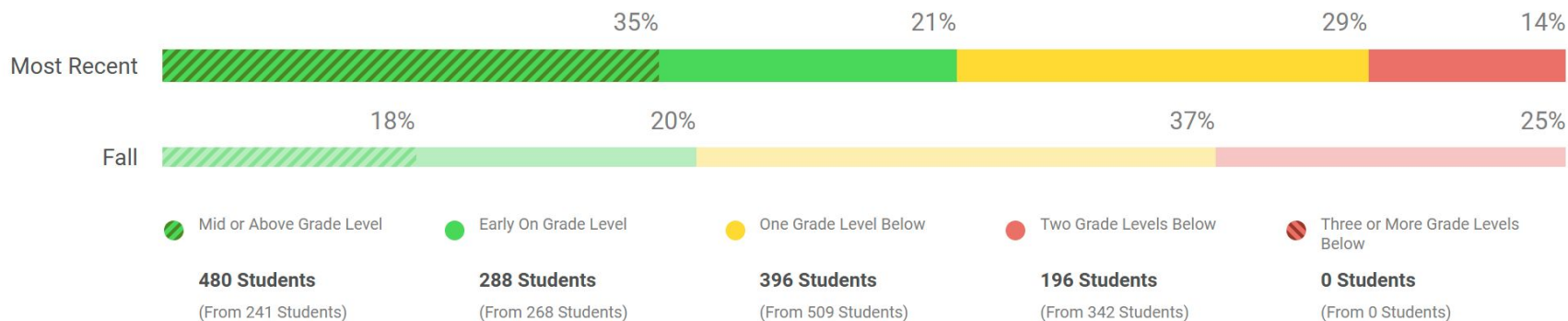
ELA i-Ready Midyear Data 2024-25 - Grade 1



ELA i-Ready Midyear Data 2024-25 - Grade 2

Overall Placement

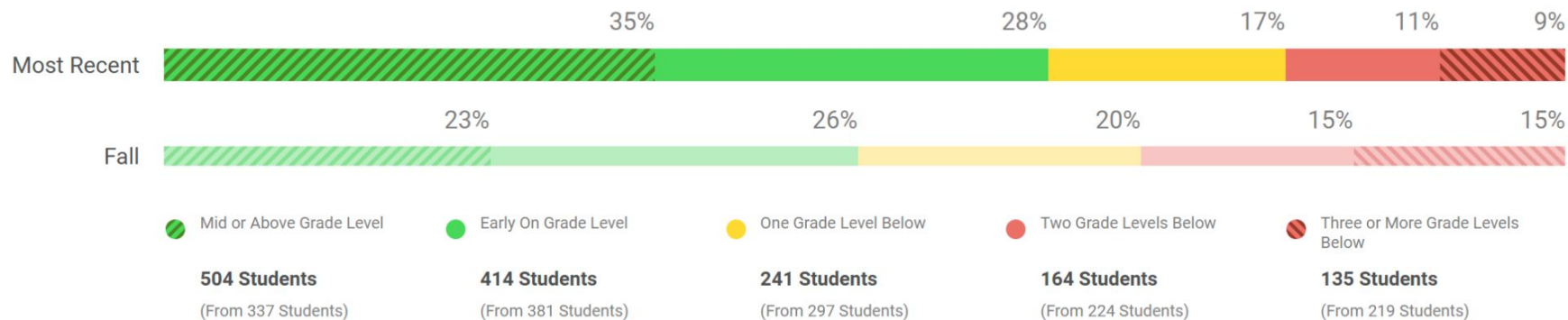
Students Assessed/Total: 1,360/1,542



ELA i-Ready Midyear Data 2024-25 - Grade 3

Overall Placement

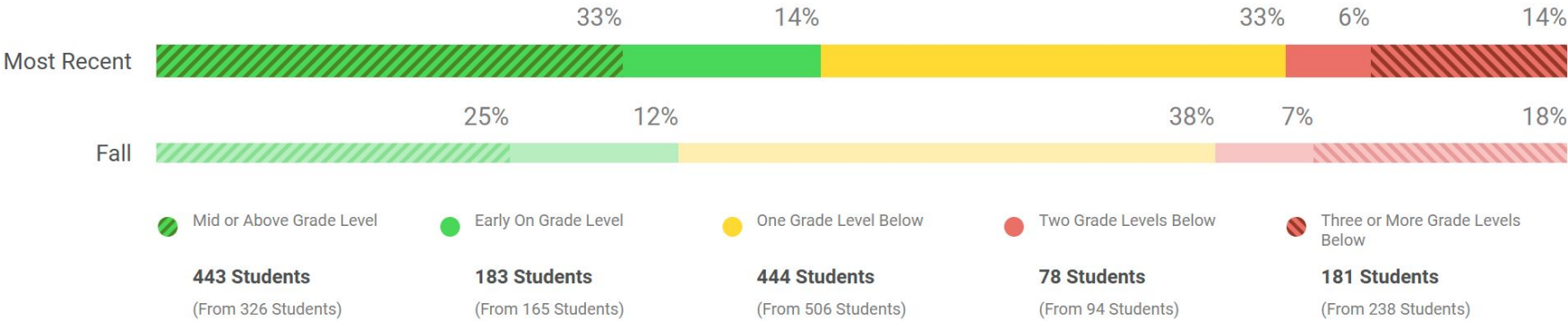
Students Assessed/Total: 1,458/1,613



ELA i-Ready Midyear Data 2024-25 - Grade 4

Overall Placement

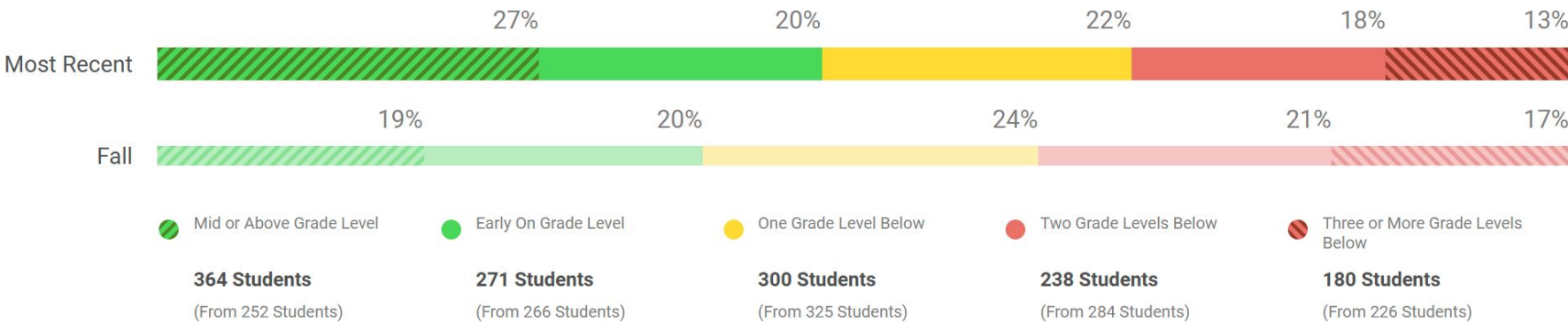
Students Assessed/Total: 1,329/1,488



ELA i-Ready Midyear Data 2024-25 - Grade 5

Overall Placement

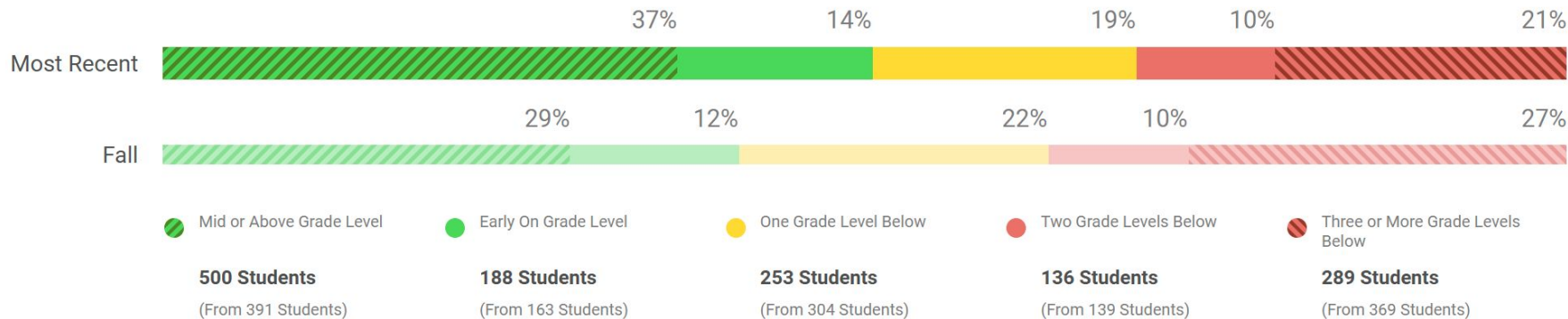
Students Assessed/Total: 1,353/1,528



ELA i-Ready Midyear Data 2024-25 - Grade 6

Overall Placement

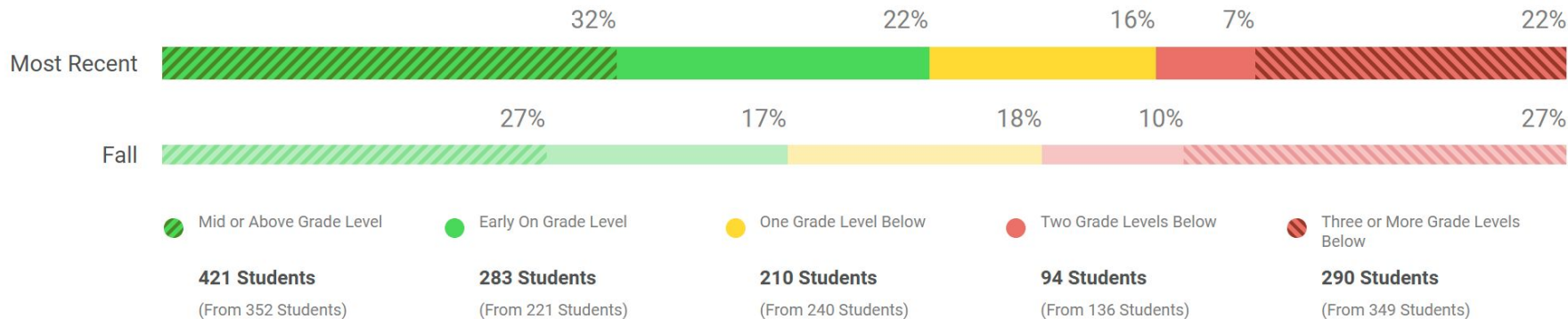
Students Assessed/Total: 1,366/1,531



ELA i-Ready Midyear Data 2024-25 - Grade 7

Overall Placement

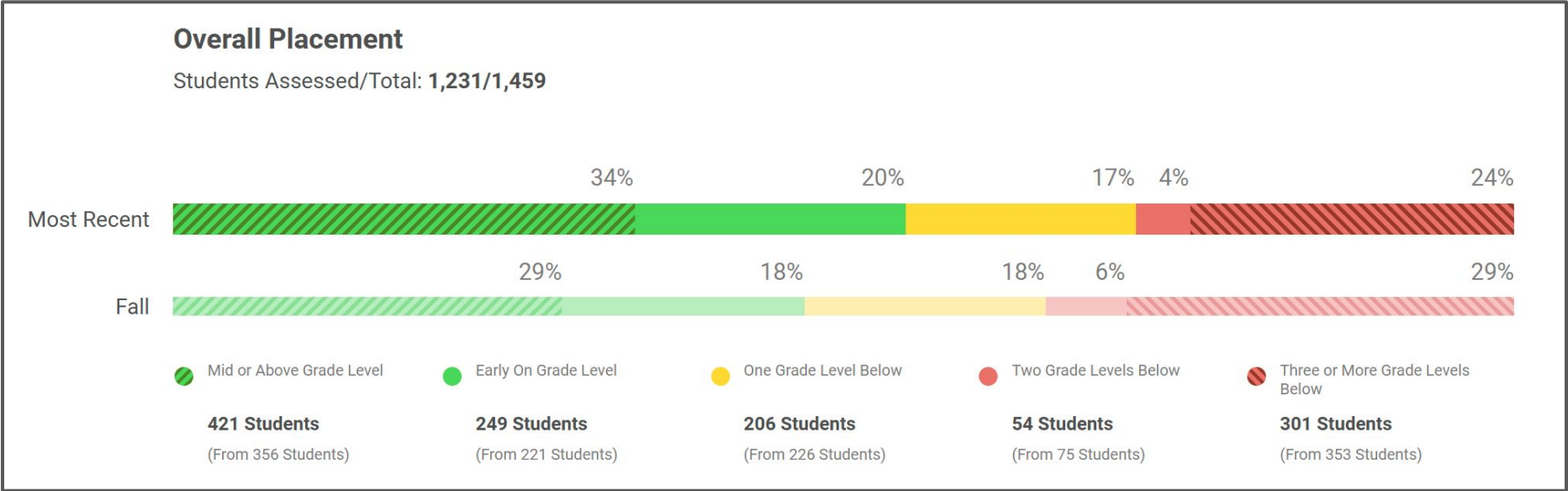
Students Assessed/Total: 1,298/1,514



ELA i-Ready Midyear Data 2024-25 - Grade 8

Overall Placement

Students Assessed/Total: 1,231/1,459

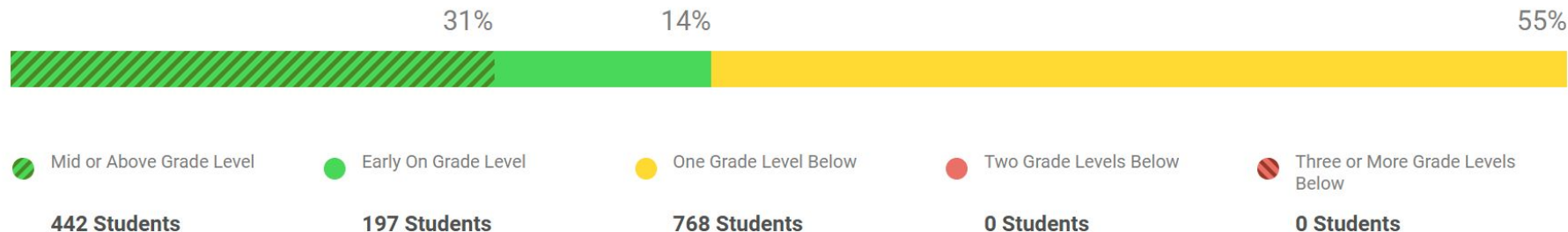


Math K-8

Math i-Ready Midyear Data 2024-25 - Grade K

Overall Placement

Students Assessed/Total: 1,407/1,485

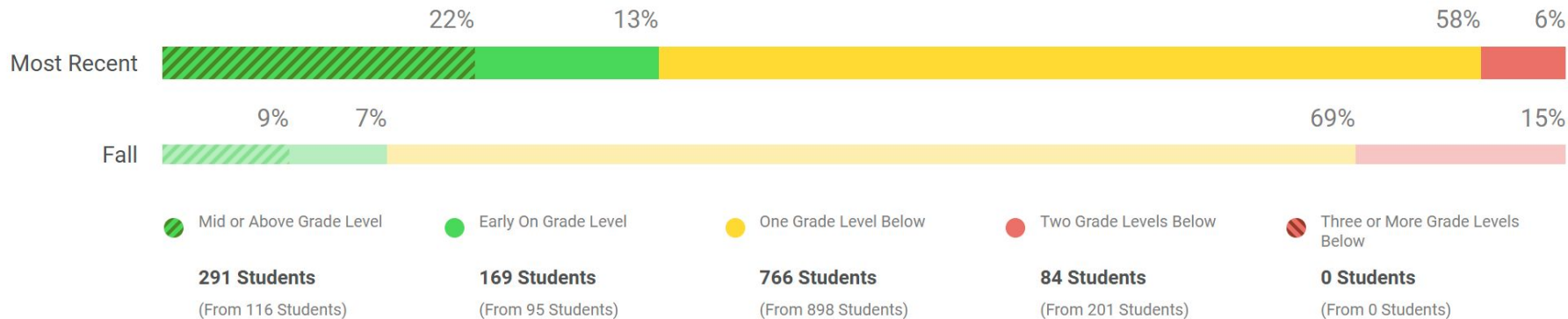


[i The Mapping Between 5-Level and 3-Level Placements](#)

Math i-Ready Midyear Data 2024-25 - Grade 1

Overall Placement

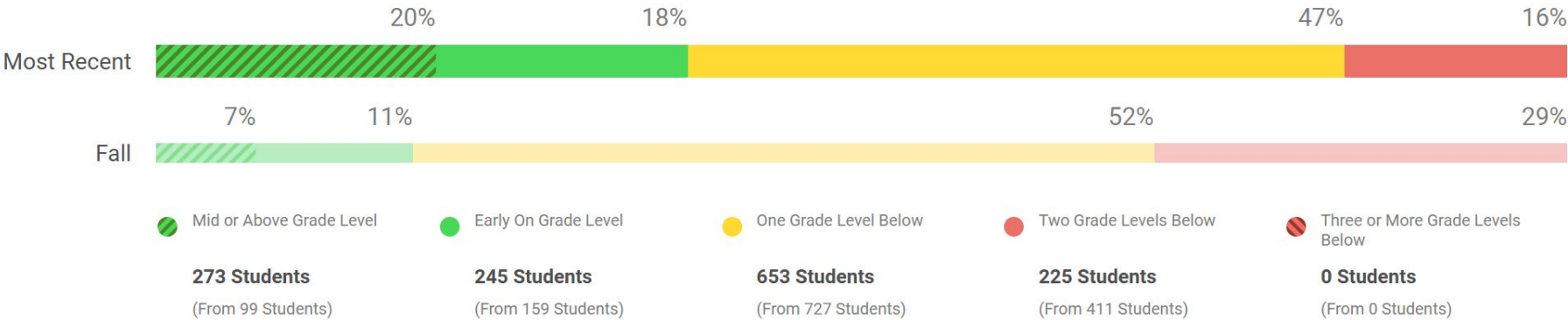
Students Assessed/Total: 1,310/1,494



Math i-Ready Midyear Data 2024-25 - Grade 2

Overall Placement

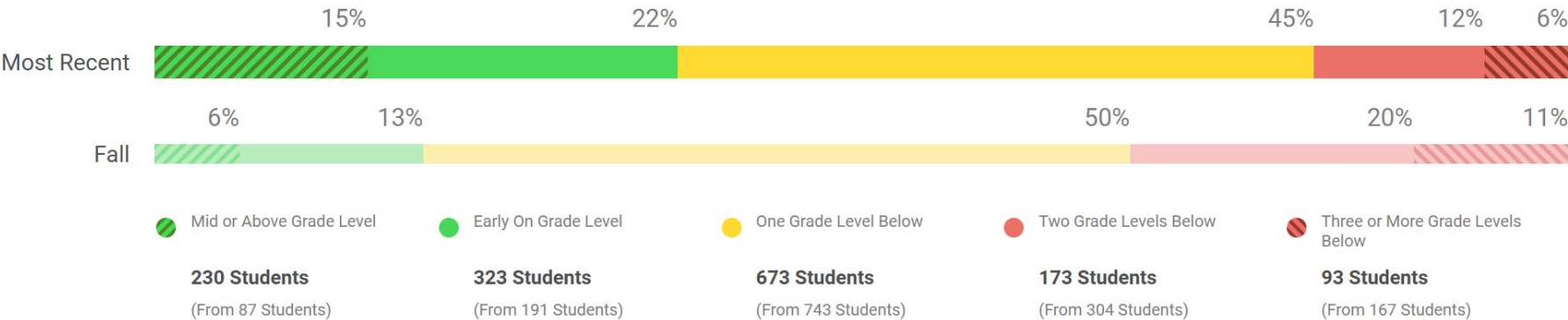
Students Assessed/Total: 1,396/1,542



Math i-Ready Midyear Data 2024-25 - Grade 3

Overall Placement

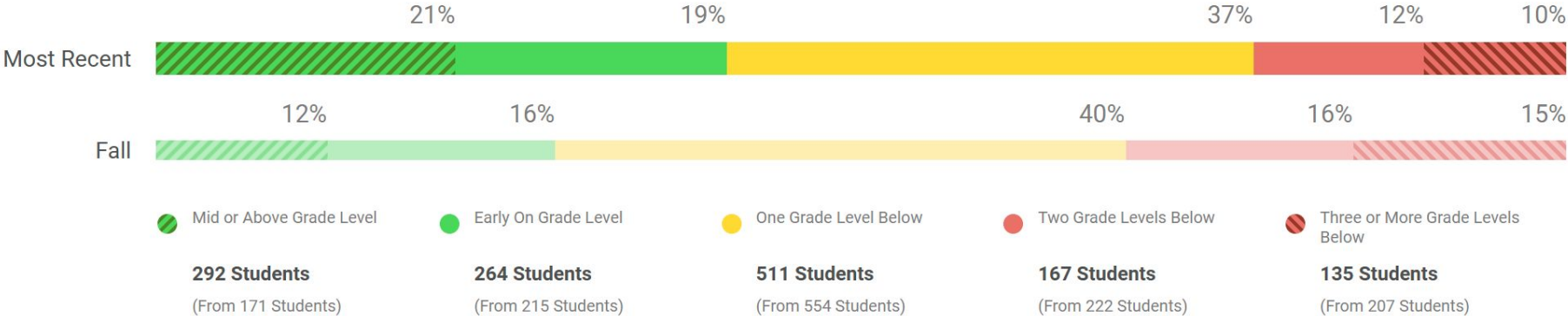
Students Assessed/Total: 1,492/1,613



Math i-Ready Midyear Data 2024-25 - Grade 4

Overall Placement

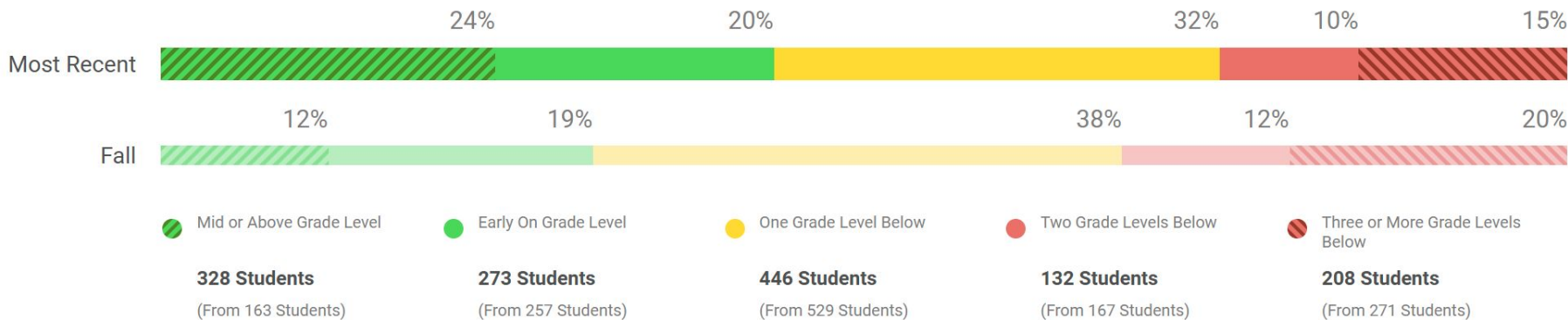
Students Assessed/Total: 1,369/1,488



Math i-Ready Midyear Data 2024-25 - Grade 5

Overall Placement

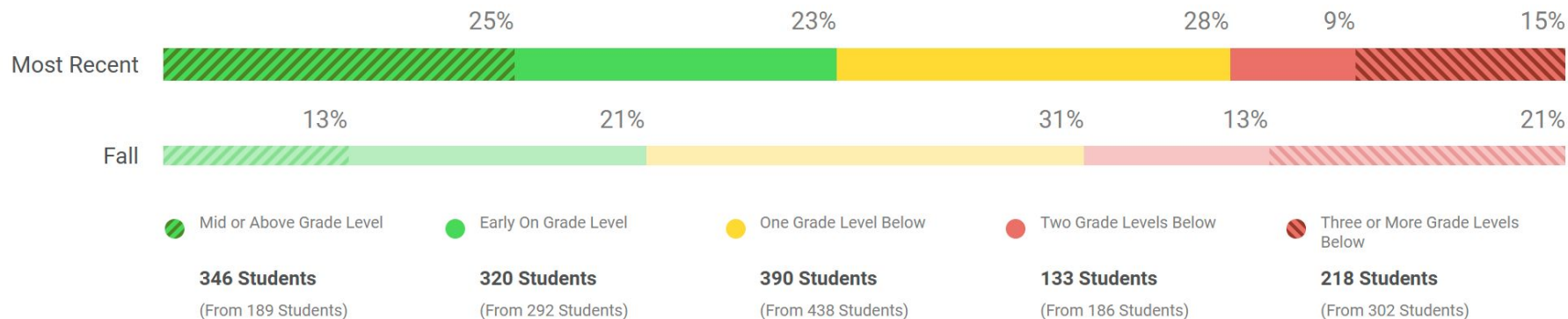
Students Assessed/Total: 1,387/1,528



Math i-Ready Midyear Data 2024-25 - Grade 6

Overall Placement

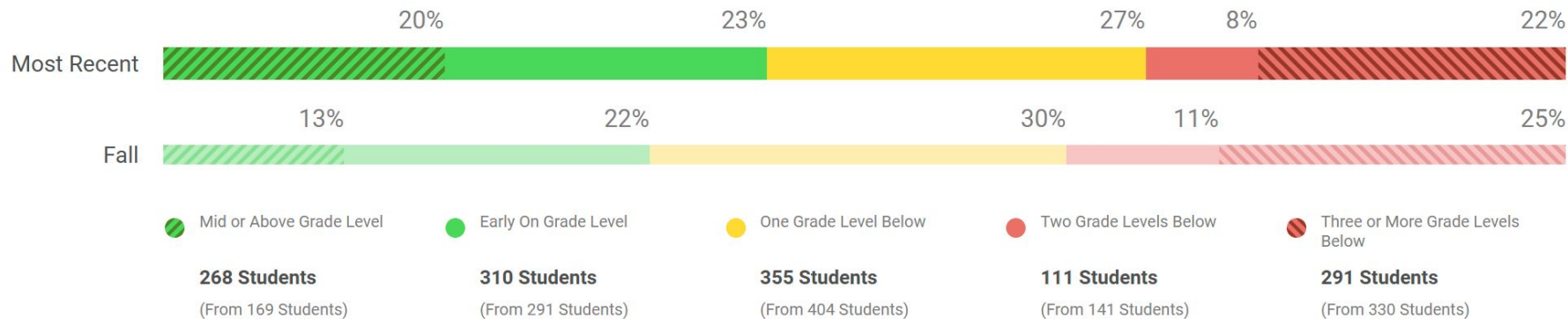
Students Assessed/Total: 1,407/1,531



Math i-Ready Midyear Data 2024-25 - Grade 7

Overall Placement

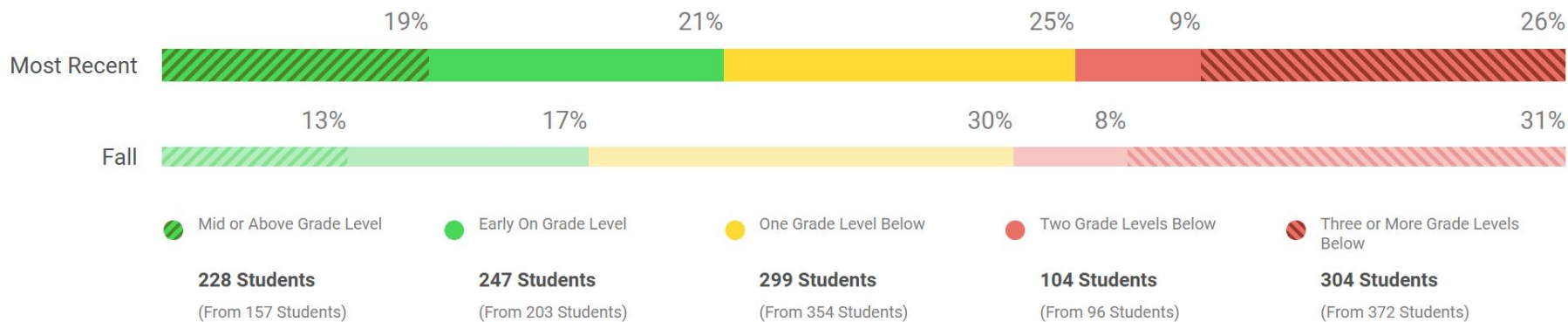
Students Assessed/Total: 1,335/1,514



Math i-Ready Midyear Data 2024-25 - Grade 8

Overall Placement

Students Assessed/Total: 1,182/1,459



A deeper look at 9th Grade On Track

How are we doing at the Midyear point?

Grade level on-track and graduation rates	Progress Monitoring Data									
	2021-22		2022-23		2023-24		2024-25		2025-26	
Percentage of students on track for credits earned in grades 9–12 (“On track” is defined as earning 3 credits each semester - ie. a Gr 10 student should earn at least 9 credits by the end of S1)	S1 (Gr 9 is 84%)	Yr (Gr 9 is 78%)	S1 (Gr 9 is 82%)	Yr (Gr 9 is 76%)	S1 67% (Gr 9 is 74%)	Yr 71% (Gr 9 is 71%)	S1 66% (Gr 9 is 76%)			

While monitoring credits earned for all students in grades 9-12 is our core KPI, today we'll focus in on 9th grade students.

This is important data because ninth graders who end the year on track are four times more likely to graduate. It is a stronger indicator of future graduation than race, ethnicity, poverty, or test scores. (Source: [OSPI](#))

On-track rates for gr 9-12 for previous years is not available now. Total credits earned is not held for each semester/year - it is a dynamic field that changes each time a grade is posted. The data was not found in historical files, so it will need to be calculated by combining data over multiple semesters/years at each grade level. OSPI tracks Gr 9 data only on the Report Card.



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9th Graders on Track Overview

76% passed all of their S1 classes

373 students with 1 or more F/NC grade

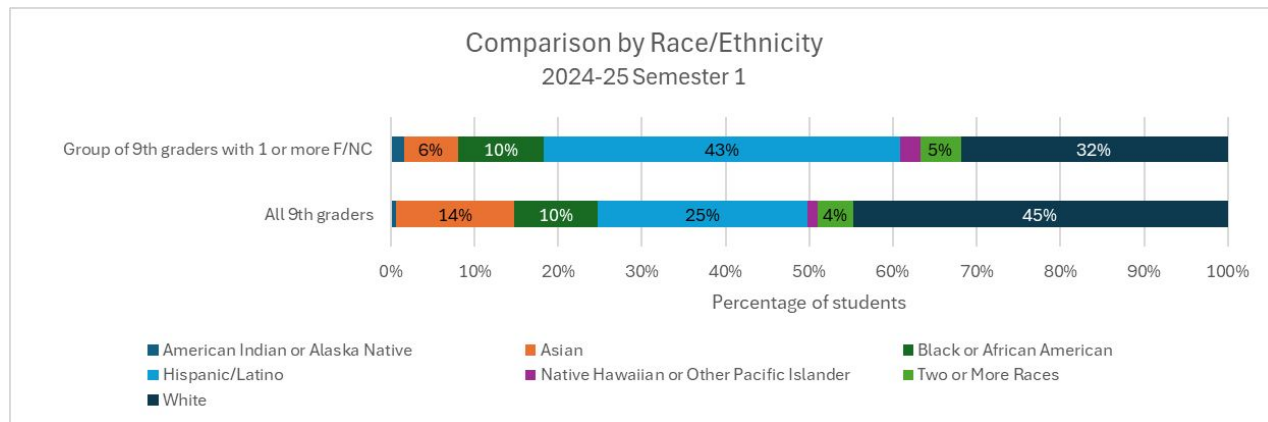
46 students with only 1 F/NC grade

Highest Number of F/NCs			
Course	F/NC Count	All Grades	Failure Rate
Algebra 1 S1	202	742	27%
English 9 S1 (Honors or Standard)	133	1244	11%
Biology S1 (Honors or Standard)	113	1187	10%
World History 9 (Honors or Standard)	77	748	10%
Health (CTE or Standard)	54	631	9%
Spanish 1 S1	22	352	6%
Earth & Space Science S1	21	252	8%

Group Comparisons by Race/Ethnicity:

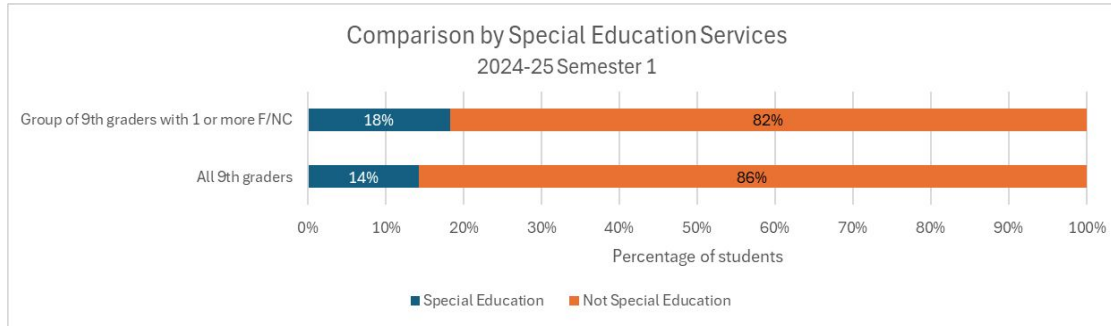
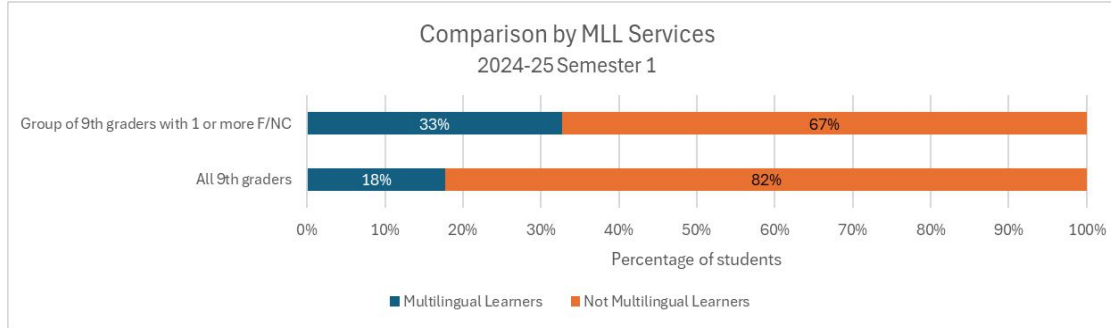
All 9th graders vs 9th graders with one or more F/NC grade

Hispanic/Latino students are significantly overrepresented in the group of 9th graders with 1 or more F/NC grade (43% vs 25%)



Group Comparisons by Program:

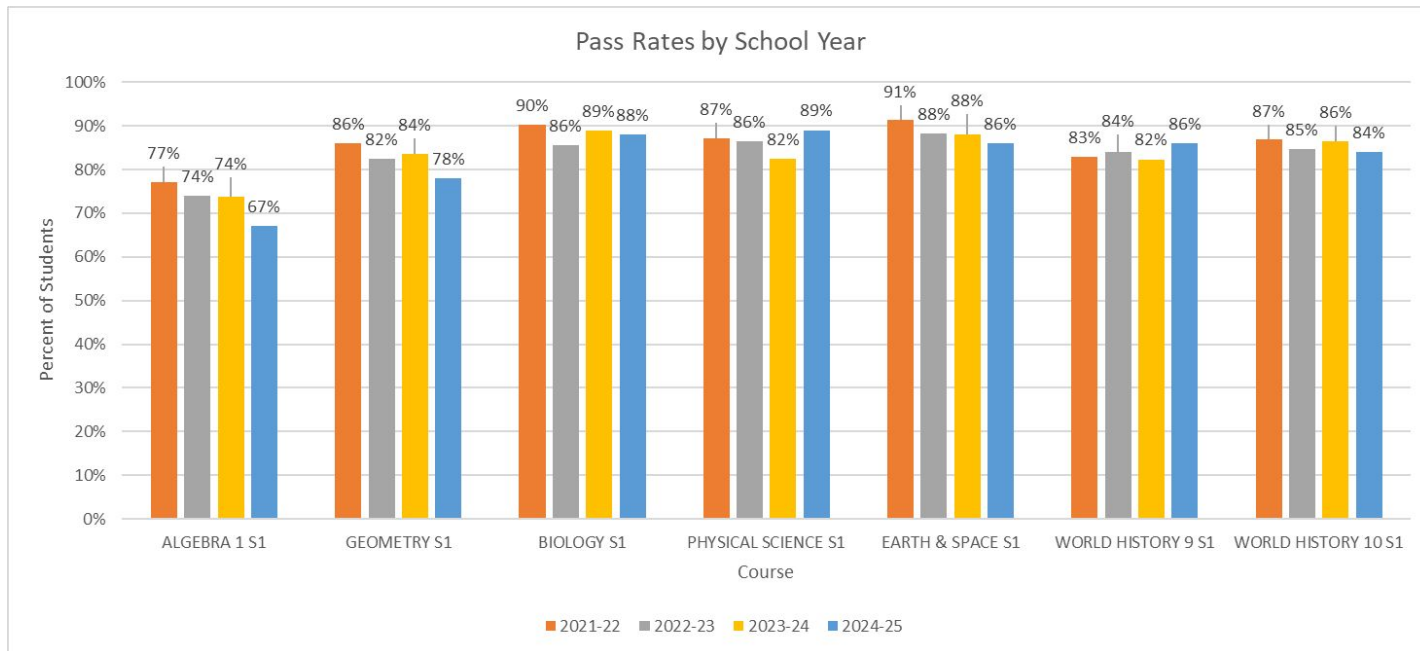
All 9th graders vs 9th graders with one or more F/NC grade



Multilingual Learners and Students and students receiving Special Education services are overrepresented in the group of 9th graders with 1 or more F/NC grade

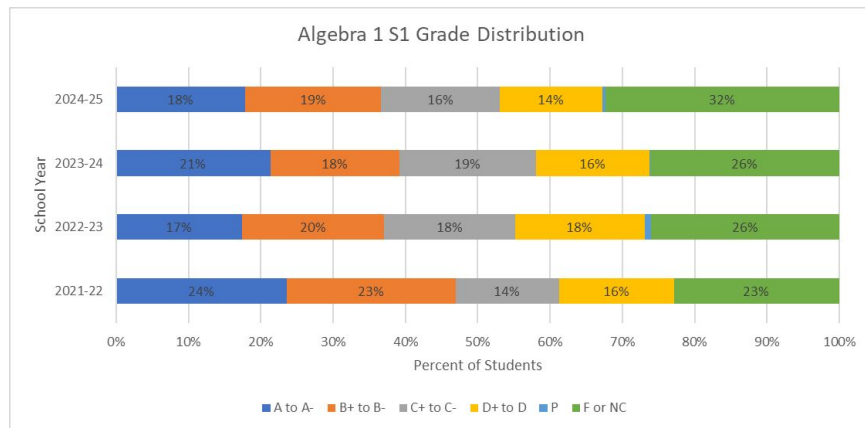
Class Size Reduction Impact

Pass Rates by School Year

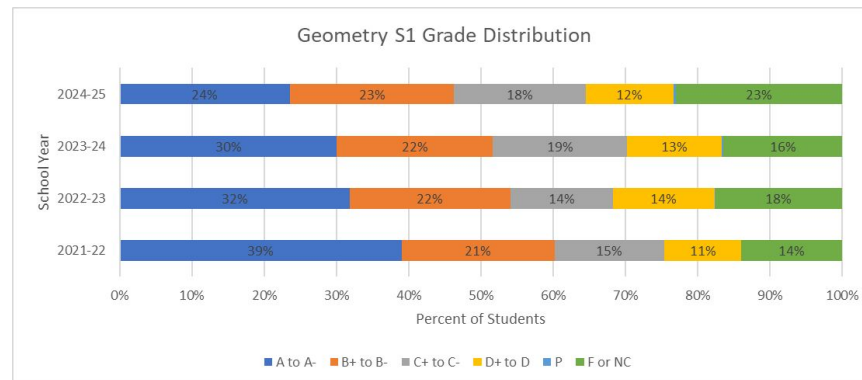


In 2024-25, pass rates decreased for four courses and increased for two courses as compared to 2023-24.

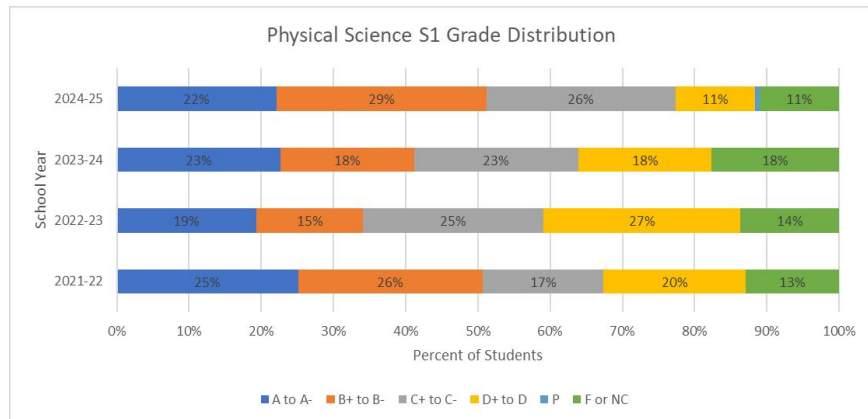
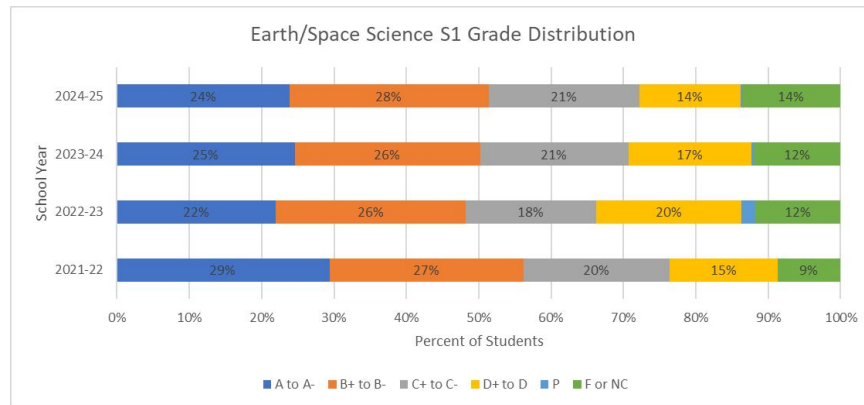
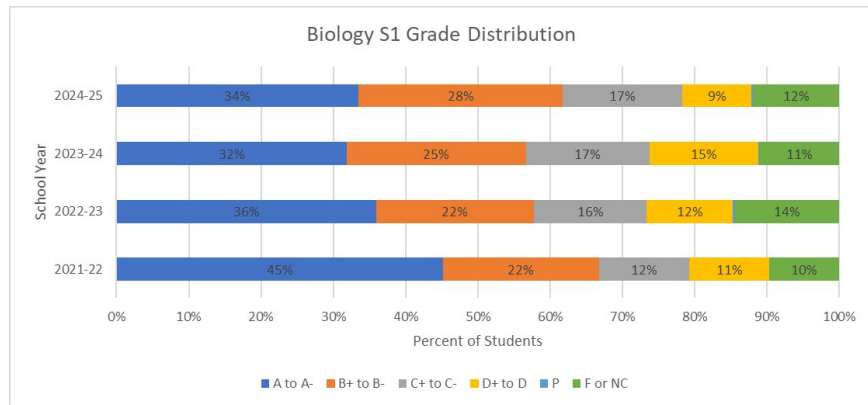
Math Classes - Grade Distributions



The percentage of F/NC grades issued in Algebra 1 S1 and Geometry S1 increased in 2024-25.

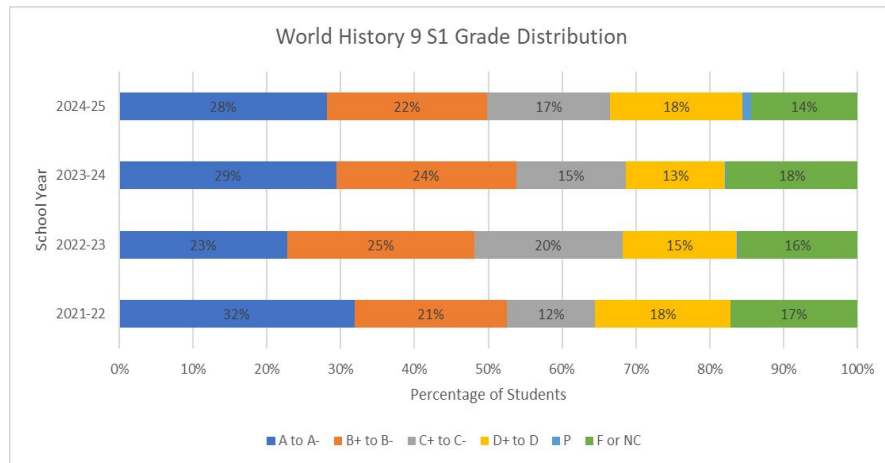


Science Classes - Grade Distributions

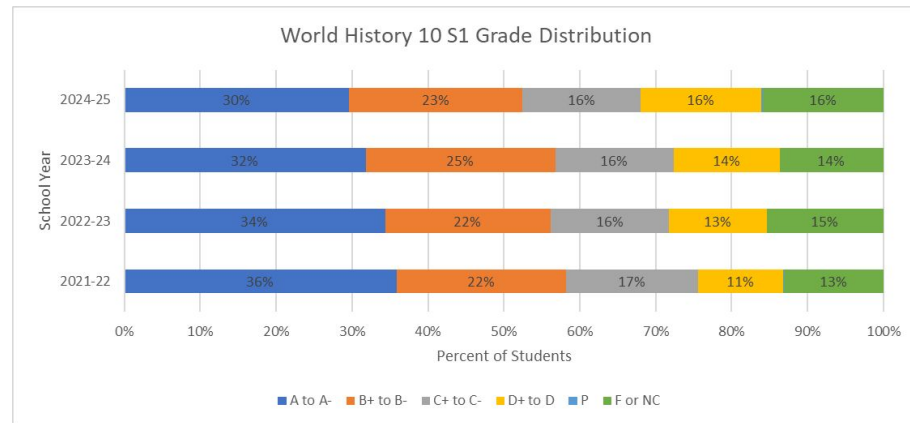


The percentage of F/NC grades issued in Biology S1 and Earth/Space Science S1 remained similar to last year, while the percentage in Physical Science S1 decreased by 7% from 2023-24 to 2024-25.

History Classes - Grade Distributions



The percentage of F/NC grades issued in World History 9 S1 decreased by 4% from 2023-24 to 2024-25, while the percentage remained similar for World History 10 S1.



Mid Year Adjustments and Next Steps

24-25 District Activities, K-12

Updated Danielson Framework:

- Training on updated Student Growth Goal process
- Training on Domain 2 - Learning Environments for all staff
 - Focus on improving instructional practices in unique roles
 - Staff met with teachers of common grade levels, departments, and job-alike groups
 - Additional Domains will be taught during district-led time in August and October
 - Principals will be trained in May
- PLN (Principal Learning Network) Focus on improving instructional practice

24-25 District Activities, 9-12

Grading Practices Task Force

- Purpose of Grading Statement
- Practices that are attainable in 2025-26
- Development of further recommendations and timeline

9th Grade On Track Data with High School Principals

- Reducing the # of students with only 1 F (school-wide focus)
- Reducing the # of students with more than 1 Fs (MTSS focus)
- Sharing best practices and tools being used by teams/buildings

PLN (Principal Learning Network) Monthly Learning Sessions

Instruction, Assessment, and Grading Practices

- **Instructional Best Practices:**

- Modeling in District PD
- Application (Using Danielson Framework to Deepen Best Practices)
- Collaboration (Nurturing Sense of Teacher Collective Efficacy)

- **Assessment Best Practices:**

- Connected to standards
- Multiple opportunities to demonstrate standards and student growth - Discussing with Task Force
- Establishing common district procedures
- Use of Interim SBA Assessments, with focus on grades 3-6
 - Principal training at PLNs with examination of 3-year target-level data for their school
 - District-provided slidedeck for introducing interims to teachers
 - Data as of March 21:
 - 1300 interims have been completed (*for same time period in SY23-24, total was 7*)
 - 20% of grade 3-6 students have already started or completed an interim
 - Does NOT capture flexible use of interim content during instruction, which was encouraged

Interim Assessment Grade-Level Distribution

Current as of March 21, 2025.

	Subject	Number of TESTS
Grade 3	Math	226
	ELA	103
Grade 4	Math	247
	ELA	124
Grade 5	Math	261
	ELA	97
Grade 6	Math	116
	ELA	126
TOTAL		1300

	Total number of TESTS	Total number of STUDENTS	Percentage of all students
Grade 3	329	315	19%
Grade 4	371	308	21%
Grade 5	358	321	21%
Grade 6	242	261	17%
TOTAL	1300	1205	20%

Questions? Thoughts? Comments?