

Data Review Study Session

November 18, 2025

Our Purpose

WSSDA Standard 2 - Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations.

We will examine progress made and action plans in place to support:

- Increasing the overall percentage of students who are graduating on time.
- Ensuring every kindergarten student is ready for grade 1 and make adjustments as needed.
- Ensuring every student is at or above grade level in math and reading and make adjustments as needed.

Process

- We will create three pairs and rotate through 3 data sets connected to Board Goals.
 - Station A: Graduation Rates - Director Katims & Dr. Miner begin here.
 - Station B: Kindergarten Readiness - Director Smith and Director Chase begin here.
 - Station C: On Grade Level - Director Garrard and Director Cramer begin here.
- We'll spend 10 minutes per topic and then rotate.
 - Station A -> Station B
 - Station B -> Station C
 - Station C -> Station A
- At each station we will highlight professional learning, key actions, and efforts to support building leaders.
- We'll come together at the end for a team debrief.

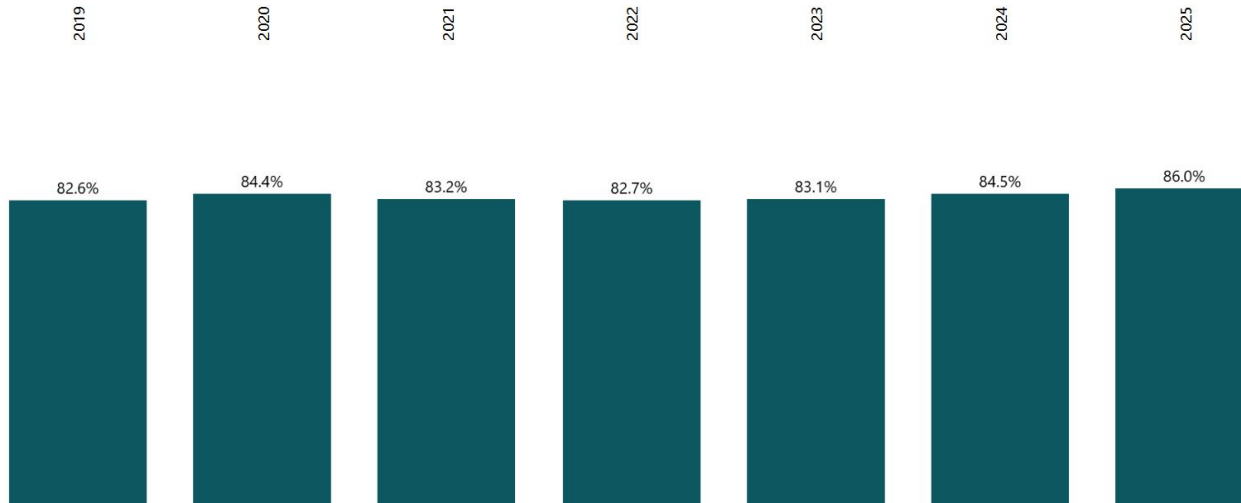
Station A: Graduation Rates

Monitor progress toward increasing the overall percentage of students who are graduating on time to at least 94 percent by 2026 and make adjustments as needed.

4-Year Graduation Rate

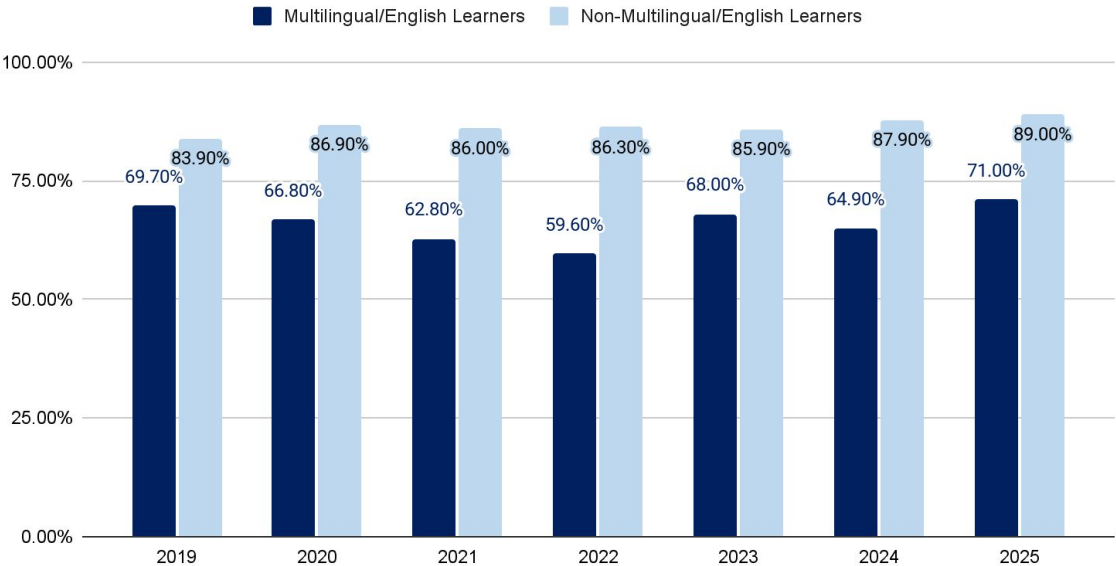


What percent of students graduated within 4 years over time?



Graduation Rate for Multilingual Learners

Graduation Rates Multilingual/English Learners and Non Multilingual/English Learners



Grad Rate Difference Between ML and Non-ML	
2019	14.2%
2020	20.1%
2021	23.2%
2022	26.7%
2023	17.9%
2024	23.0%
2025	18.0%

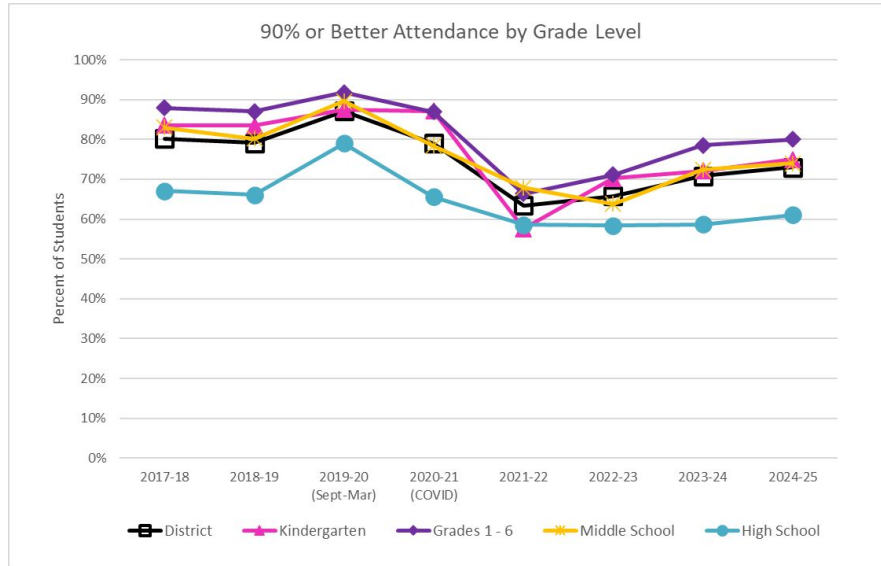
CTE Concentrator* 4-Year Graduation Rate

CTE Concentrator* 4-Year Graduation Rate By Demographic and Program (Class of 2024)			
Student Group	# of Senior CTE Concentrators	ESD CTE Concentrator Grad Rate for 2024	District Grad Rate for 2024
All Students	567	96.3%	84.5%
• American Indian/Alaskan Native	2	100%	70.0%
• Asian	73	95.9%	93.0%
• Black/African American	47	97.9%	83.2%
• Hispanic/Latino of any race(s)	112	93.8%	74.1%
• Native Hawaiian/Other Pacific Islander	4	100%	78.6%
• Two or More Races	20	100%	83.9%
• White	309	96.8%	87.0%
• Low Income	219	92.2%	76.4%
• Students with Disabilities	79	92.4%	64.0%
• English Language Learners (ELL)	48	83.3%	64.9%

Meets or Exceeds District Grad Rate
Within 5% below District Grade Rate
More than 5% below District Grade Rate

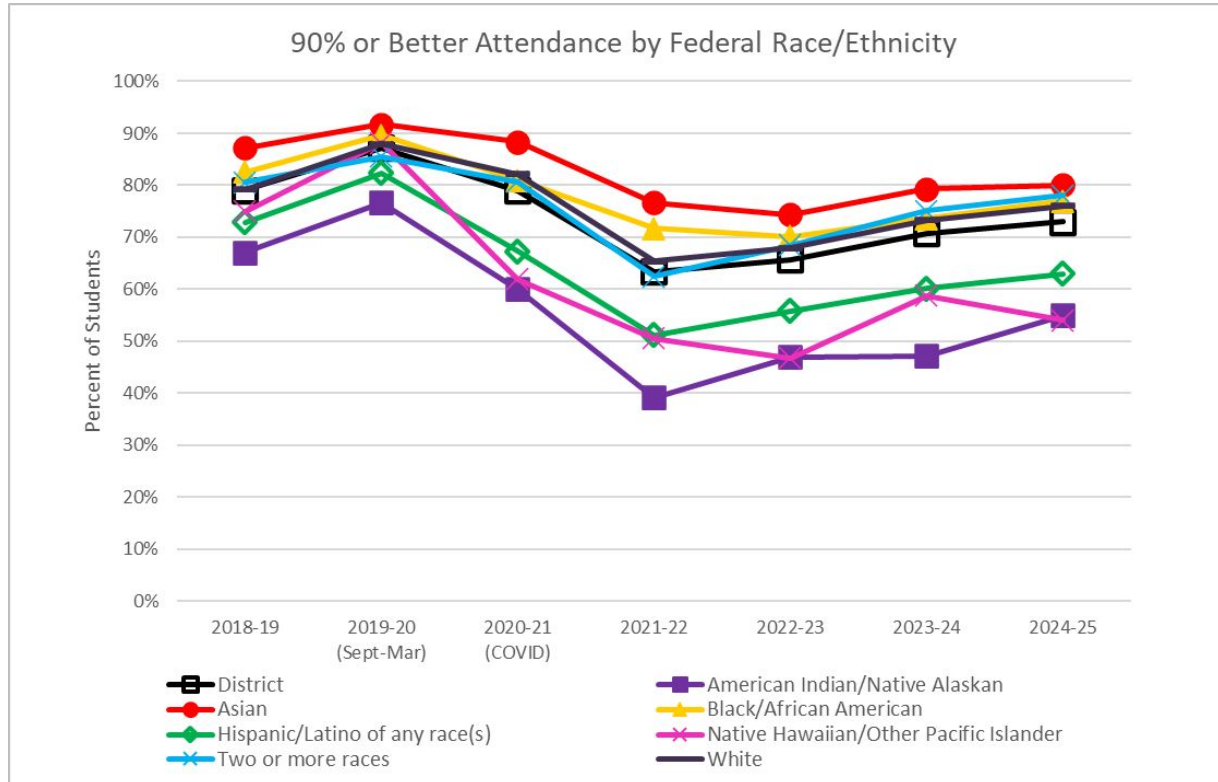
* A CTE Concentrator is a student who completes 2 or more credits within a single CTE Career Cluster/Pathway

Underlying Grad Rate Measures - Attendance

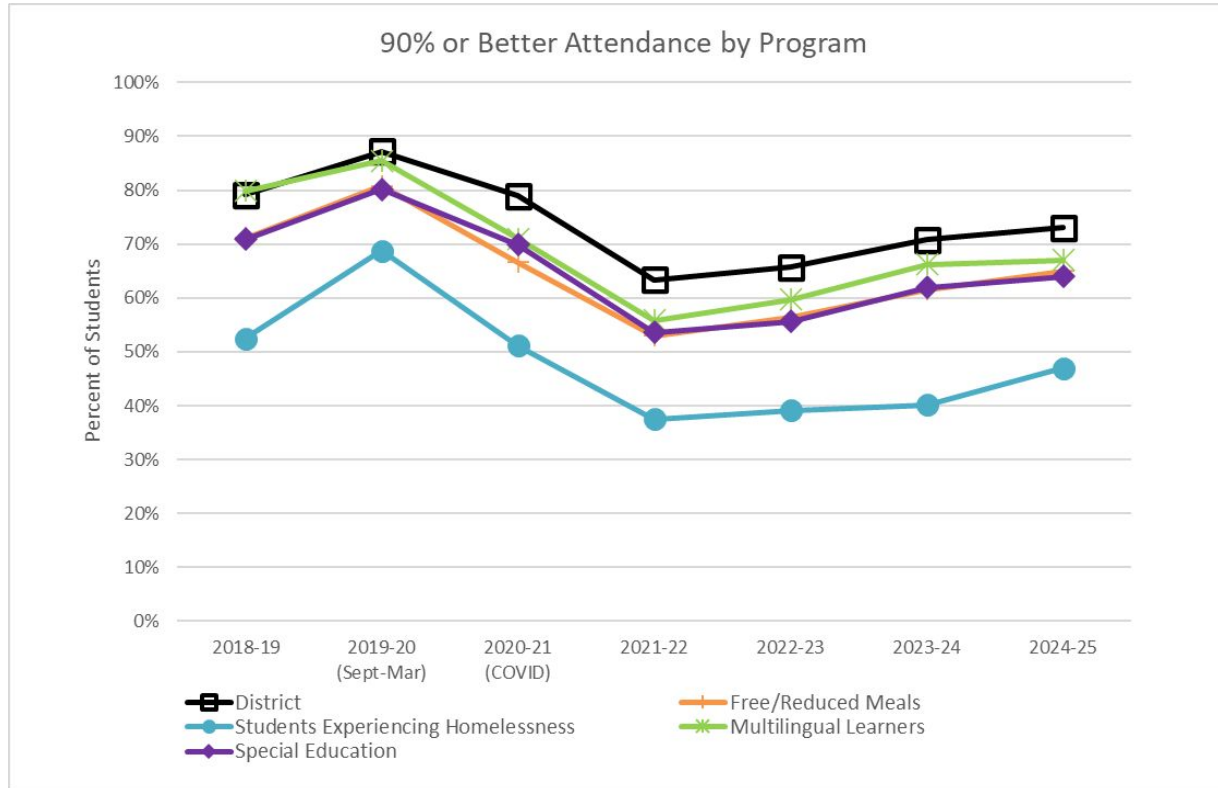


	2018-19	2019-20 Sept-Mar	2020-21 COVID	2021-22	2022-23	2023-24	2024-25
District	79%	87%	79%	63%	66%	71%	73%
Kindergarten	83%	87%	87%	58%	70%	72%	75%
Grades 1 - 6	87%	92%	87%	66%	71%	79%	80%
Middle School	80%	90%	78%	68%	64%	72%	74%
High School	66%	79%	66%	59%	58%	59%	61%

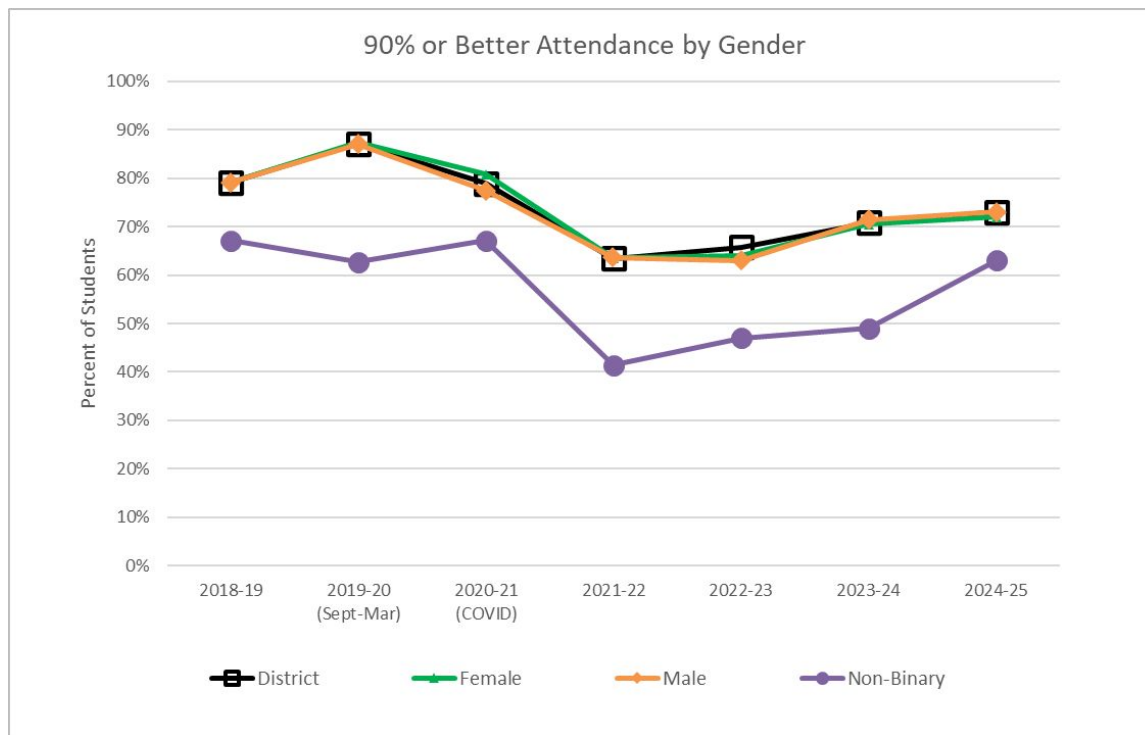
Underlying Grad Rate Measures - Attendance by Federal Race/Ethnicity



Underlying Grad Rate Measures - Attendance by Program

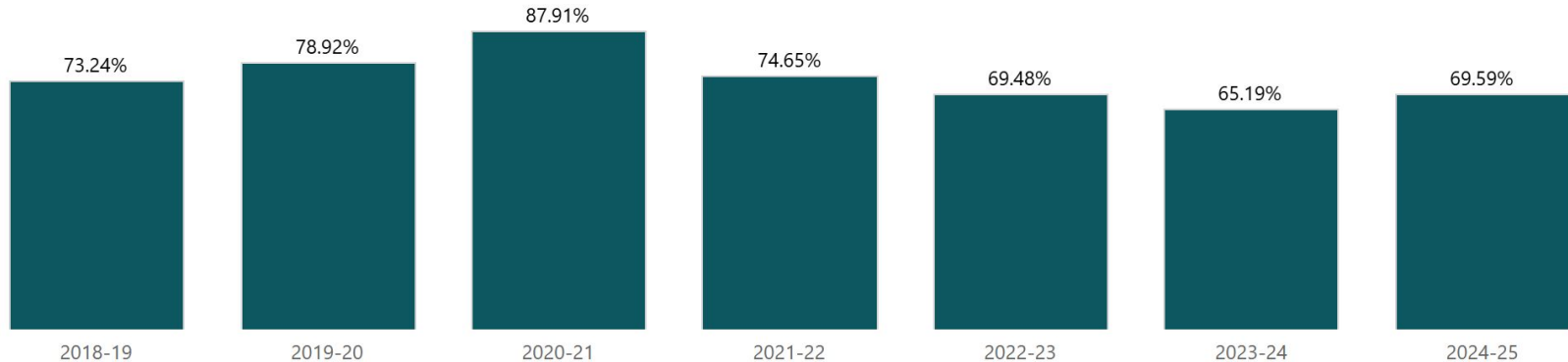


Underlying Grad Rate Measures - Attendance by Gender



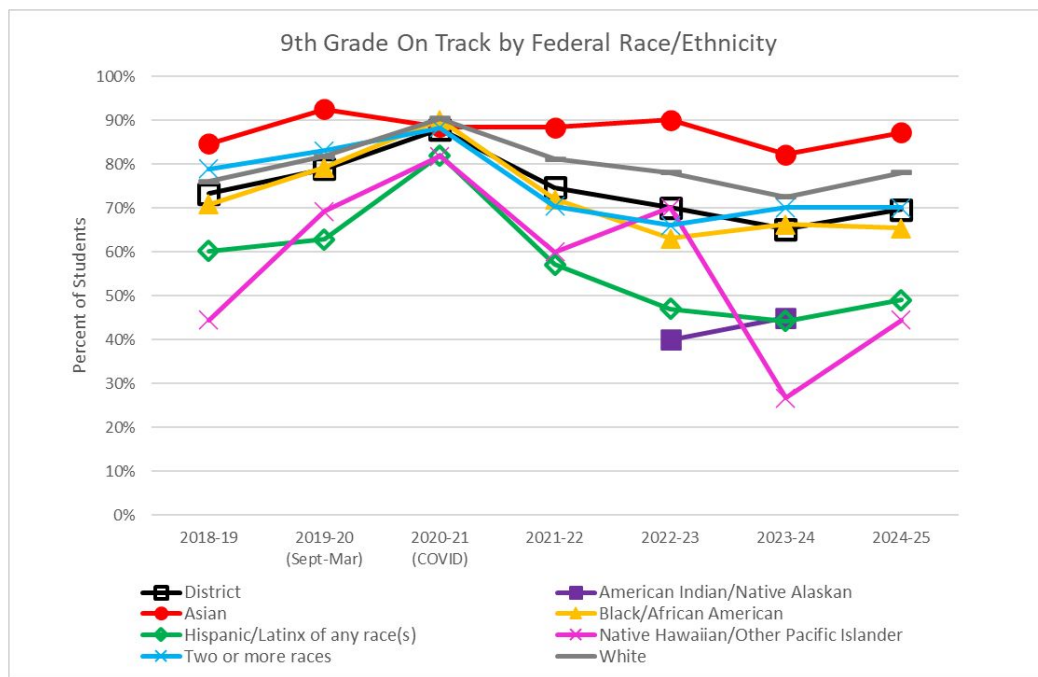
Underlying Grad Rate Measures - Ninth Grade on Track

What percent of students passed all their courses in 9th grade over time?



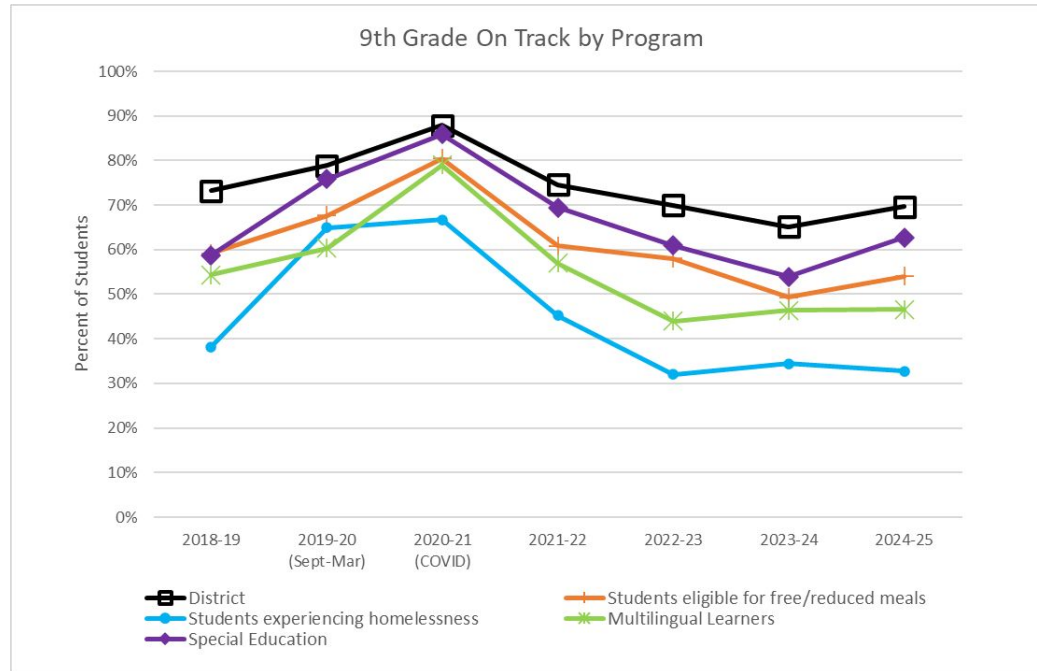
Underlying Grad Rate Measures - Ninth Grade on Track by Federal Race/Ethnicity

What percent of students passed all their courses in 9th grade over time?



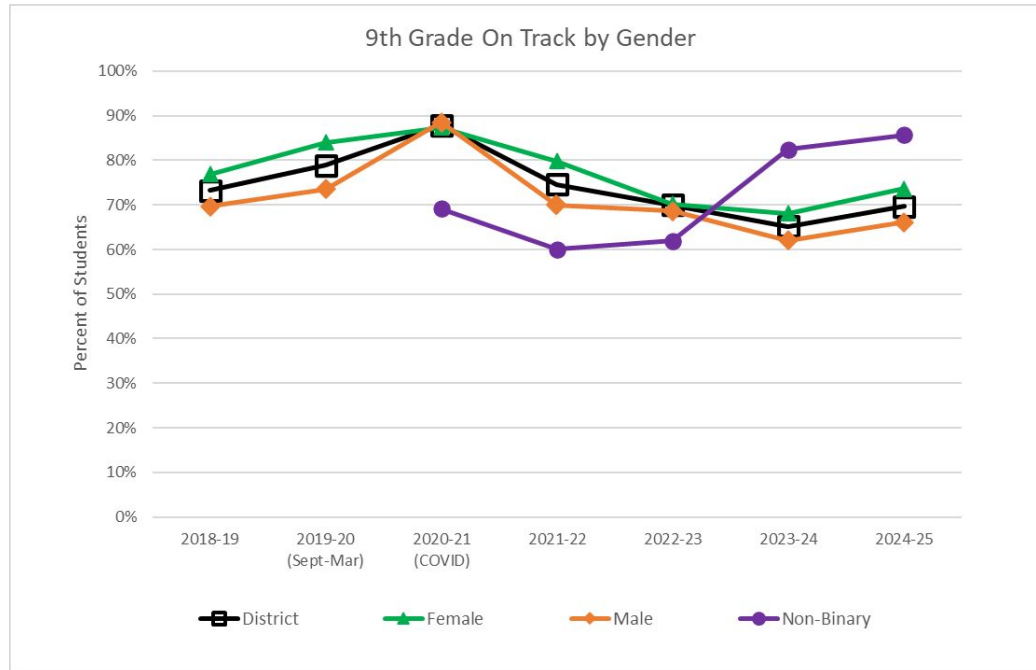
Underlying Grad Rate Measures - Ninth Grade on Track by Program

What percent of students passed all their courses in 9th grade over time?



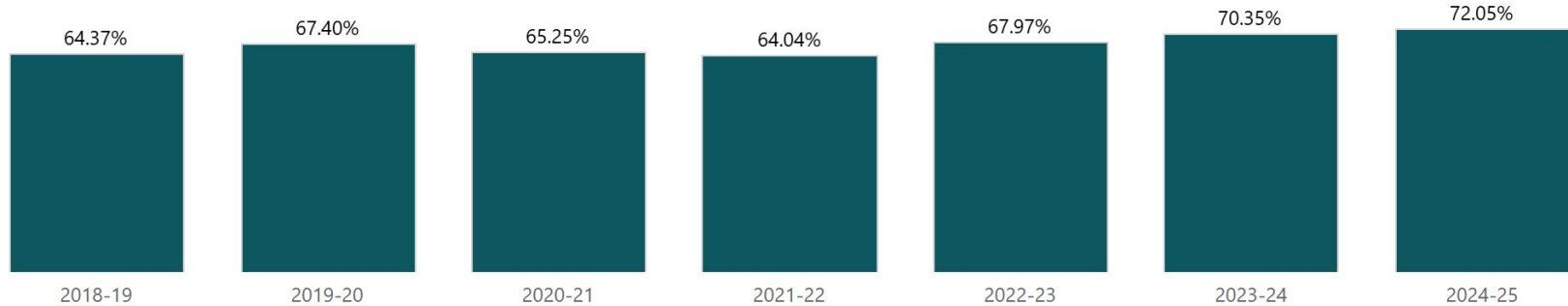
Underlying Grad Rate Measures - Ninth Grade on Track by Gender

What percent of students passed all their courses in 9th grade over time?



Underlying Grad Rate Measures - Dual Credit Enrollment

What percent of high school students completed a dual credit course, over time?



Professional Learning

- Transcript accuracy & course scheduling
 - Awarding credit properly for newcomers/transfer students
 - Common registrar processes for setting cohort years
- Understanding progress monitoring tools
 - Using MTSS watchlists and grade check reports for Tier 1 & Tier 2 supports
 - Interpretation and steps to act on grad progress reports
- Effective intervention systems
 - eLearning credit-recovery options
 - Leveraging Grade Alliance/Open Doors when appropriate
- Family engagement and improved communication

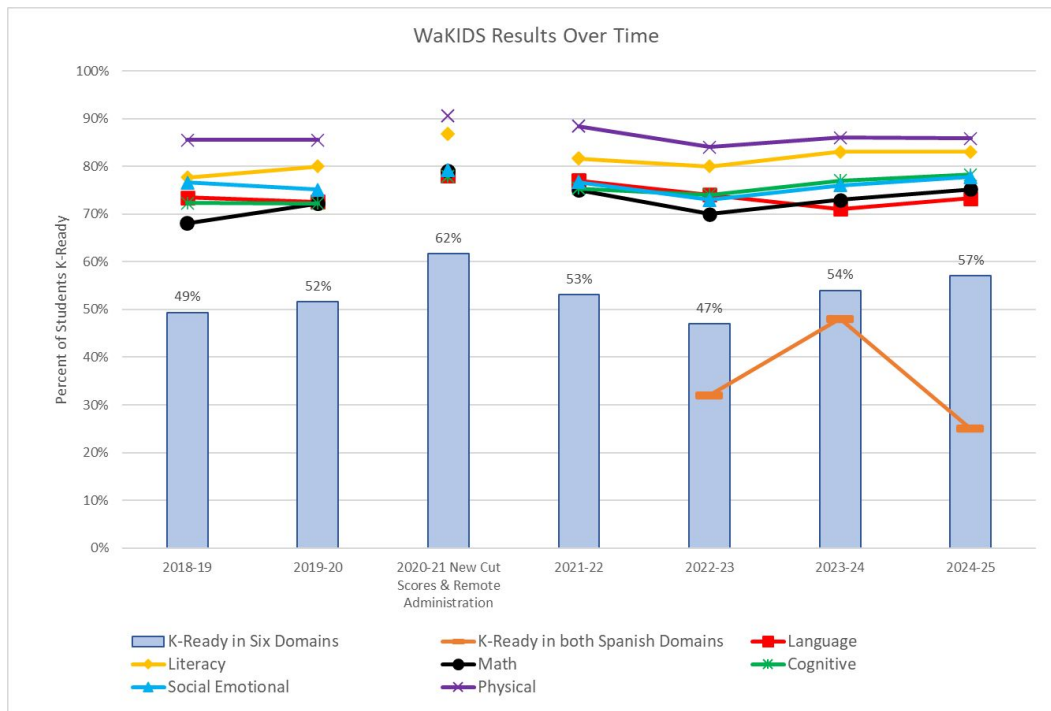
Instructional Leadership Moves for 25-26

- Monitoring Student Progress
 - Monthly cohort status reviews
 - Common, district-wide data tools to track Ds/Fs, attendance, and credit deficiencies
- Building Tiered Supports
 - Ensure intervention plans are documented in MTSS systems
 - Systems for regular counselor-student planning
- Ensuring Equitable Course Access
 - Scheduling ML, LS, DHH students first
 - Exploring expansion of HS-credit opportunities in middle school
- Accountability & Follow-through
 - Clarifying expectations for teacher communication on D/F grades
 - Clear decision process for when Grad Alliance is needed

Station B: Kindergarten Readiness
**Monitor progress to ensure every kindergarten student is ready
for grade 1 and make adjustments as needed.**

WaKIDS

What percent of students entered kindergarten ready in all six areas of development and learning, over time?

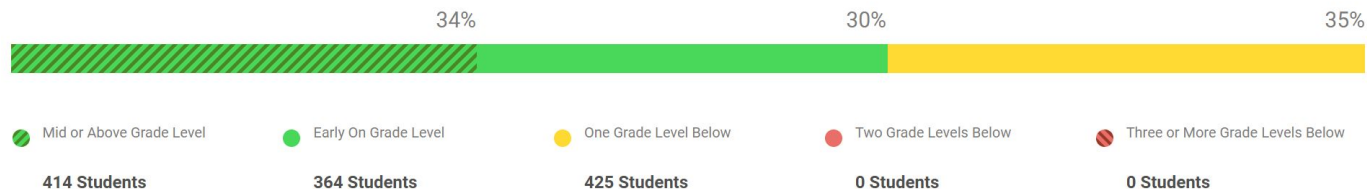


i-Ready Diagnostic Data Winter to Spring - Kindergarten

Reading Winter 2024-25

Overall Placement

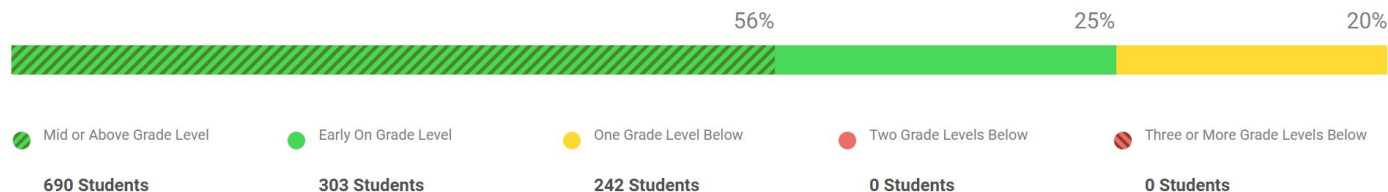
Students Assessed/Total: 1,203/1,472



Reading Spring 2024-25

Overall Placement

Students Assessed/Total: 1,235/1,472

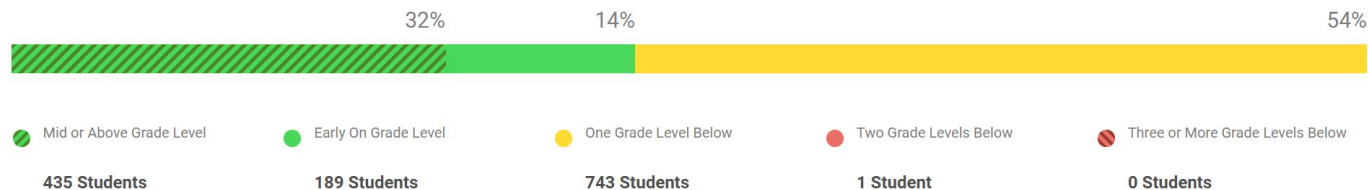


i-Ready Diagnostic Data Winter to Spring - Kindergarten

Math Winter 2024-25

Overall Placement

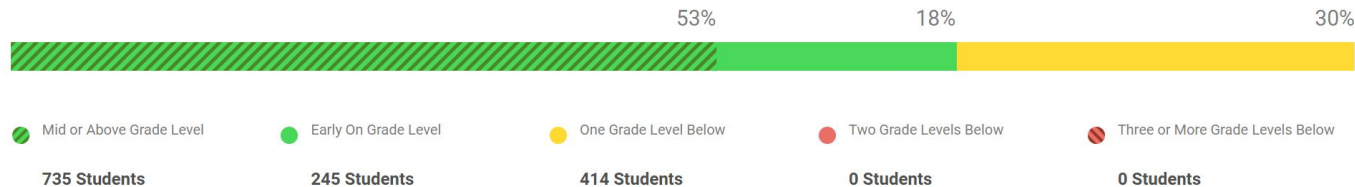
Students Assessed/Total: 1,368/1,472



Math Spring 2024-25

Overall Placement

Students Assessed/Total: 1,394/1,472



Professional Learning

- Strong foundational skills and language comprehension instruction with SEL strategies integrated into lessons translates into skilled reading.
- A continued focus on training to integrate student discourse into literacy instruction.
- Grade-level specific exploration of the updated Danielson Framework Domain 2: Learning Environment.

Instructional Leadership Moves for 25-26

- Create kindergarten foundational literacy non-negotiables and look-for list for principals ensuring that essential Tier 1 practices such as phonemic awareness, explicit phonics, decodable text application, and pacing expectations are met in every classroom.
- Integrate SEL strategies into daily literacy structures.
- Build student discourse opportunities into every literacy block.
- Strengthen classroom practice through intentional professional development on all Danielson Framework domains.

Station C: On Grade Level

Monitor progress to ensure every student is at or above grade level in math and reading and make adjustments as needed.

Edmonds Performance Indicators:

Grade	Percentage of Students On Track for College-Level Learning SBA ELA (Spring 2025)
3 rd	52%
4 th	52%
5 th	54%
6 th	55%
7 th	55%
8 th	55%
10 th	60%
All Grades	55%

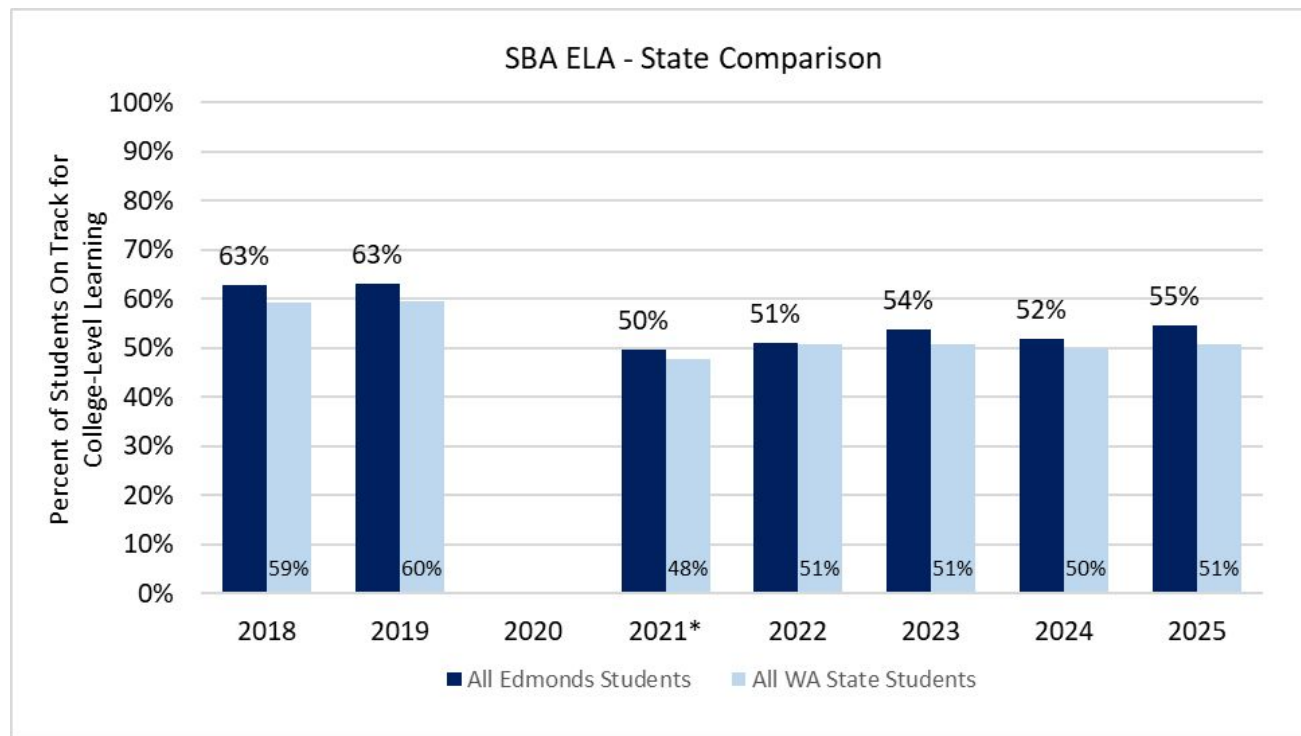
Edmonds Performance Indicators:

Grade	Percentage of Students On Track for College-Level Learning SBA Math (Spring 2025)
3 rd	52%
4 th	50%
5 th	41%
6 th	47%
7 th	44%
8 th	42%
10 th	32%
All Grades	44%

Trends: State Comparison for SBA ELA

In Spring 2025, Edmonds (55%) performed higher than WA state (51%).

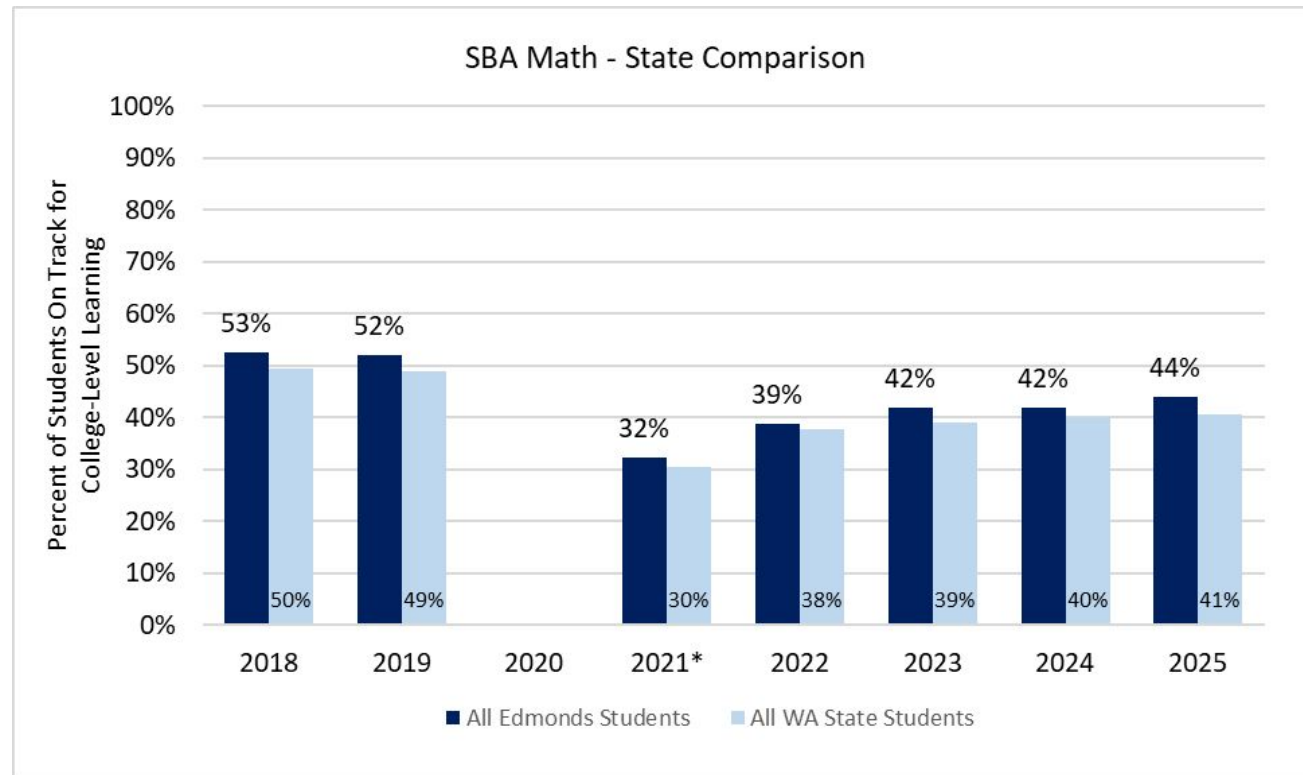
Performance level remains below pre-Covid levels.



Trends: State Comparison for SBA Math

In Spring 2025, Edmonds (44%) performed higher than WA state (41%)

Performance level remains below pre-Covid levels.



Two-Year View: State Comparison for SBA ELA

In ELA, Edmonds increased more than WA state in grades 3, 4, 5, 8, and 10.

Significant increases in grades 8 and 10.

Percentage of Students On Track for College-Level Learning						
Grade	WA State 2024	WA State 2025	Difference	Edmonds 2024	Edmonds 2025	Difference
3rd	48%	48%	0%	50%	52%	2%
4th	49%	49%	0%	49%	52%	3%
5th	52%	53%	1%	51%	54%	3%
6th	46%	48%	2%	54%	55%	2%
7th	50%	50%	0%	56%	55%	-1%
8th	47%	49%	2%	48%	55%	7%
10th	60%	59%	-1%	55%	60%	5%
All Grades	50%	51%	1%	52%	55%	3%

Two-Year View: State Comparison for SBA Math

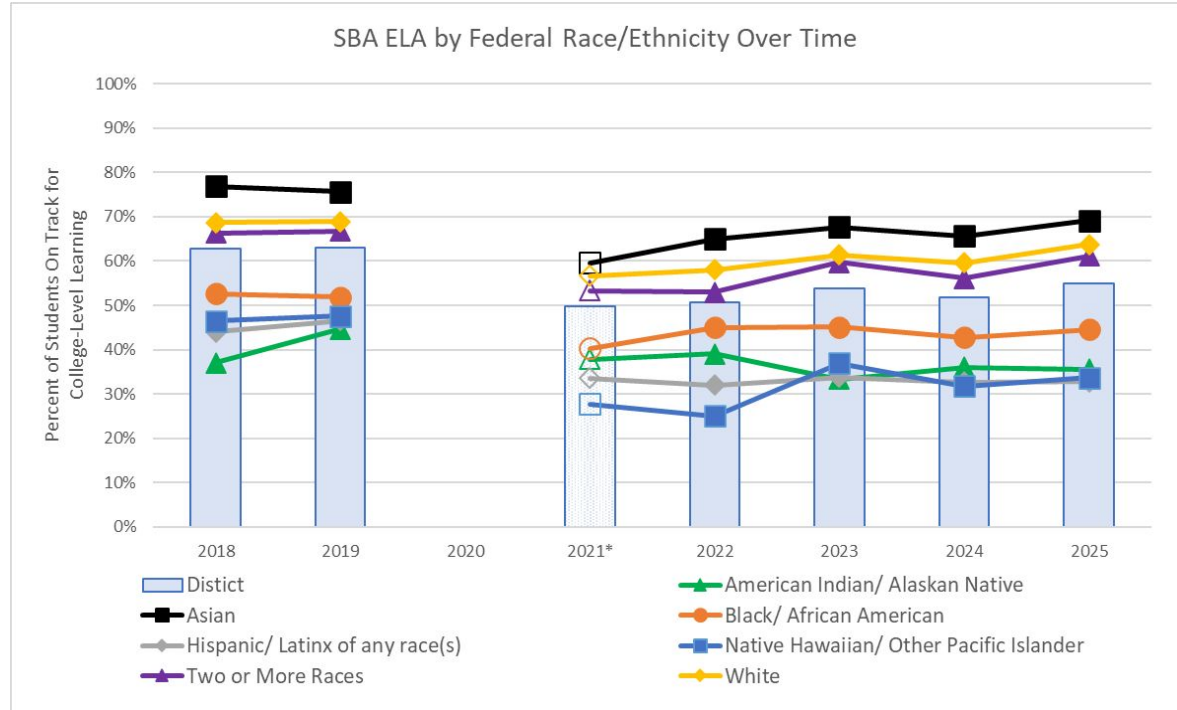
In Math, Edmonds increased more than WA state in grades 4, 6, 8 and 10.

Significant increase in grade 8.

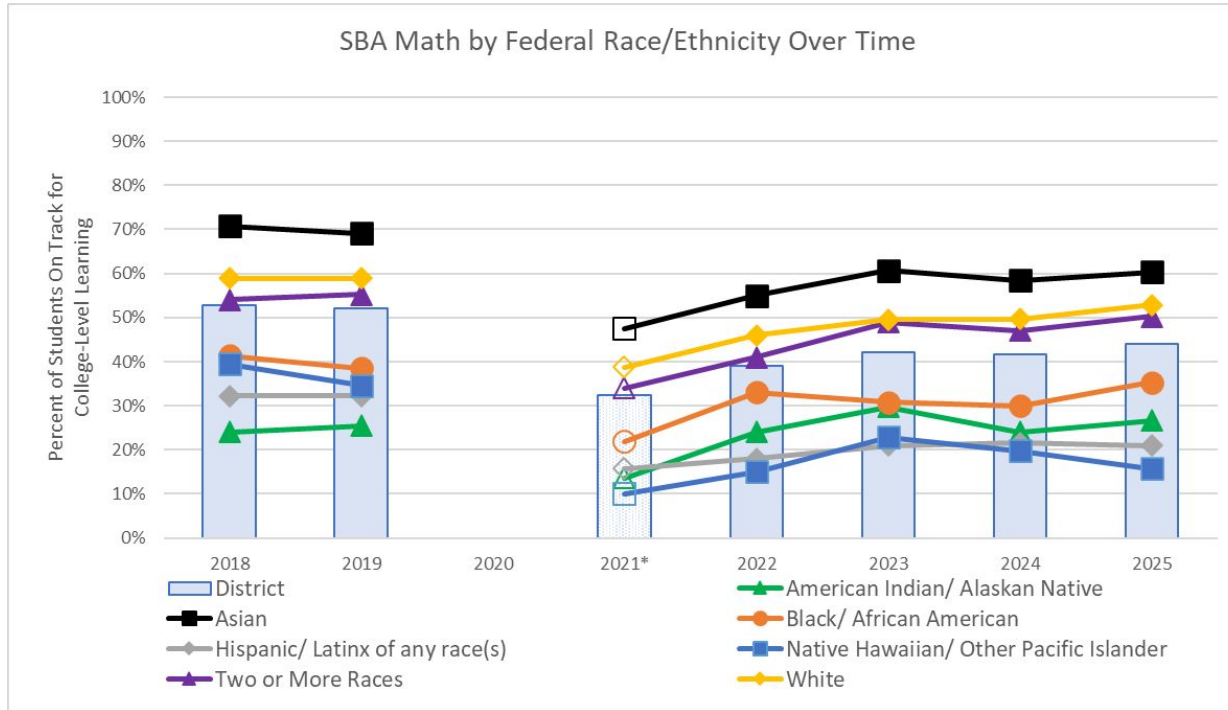
Percentage of Students On Track for College-Level Learning						
Grade	WA State 2024	WA State 2025	Difference	Edmonds 2024	Edmonds 2025	Difference
3rd	51%	51%	0%	54%	52%	-2%
4th	48%	48%	0%	46%	50%	4%
5th	42%	42%	0%	41%	41%	0%
6th	37%	39%	2%	45%	47%	2%
7th	38%	39%	1%	43%	44%	1%
8th	34%	36%	2%	35%	42%	7%
10th	30%	31%	1%	29%	32%	3%
All Grades	40%	41%	1%	42%	44%	2%

SBA ELA by Federal Race/Ethnicity

Achievement gaps continue to persist on the SBA and WCAS tests when disaggregating by Federal Race/Ethnicity.

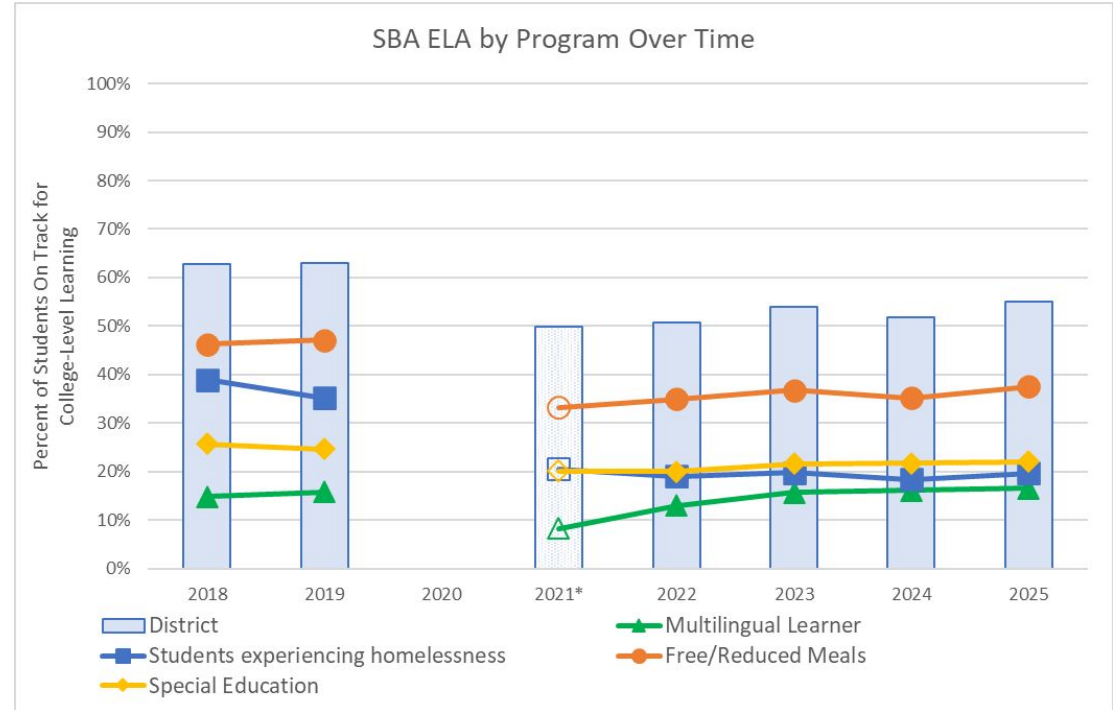


SBA Math by Federal Race/Ethnicity

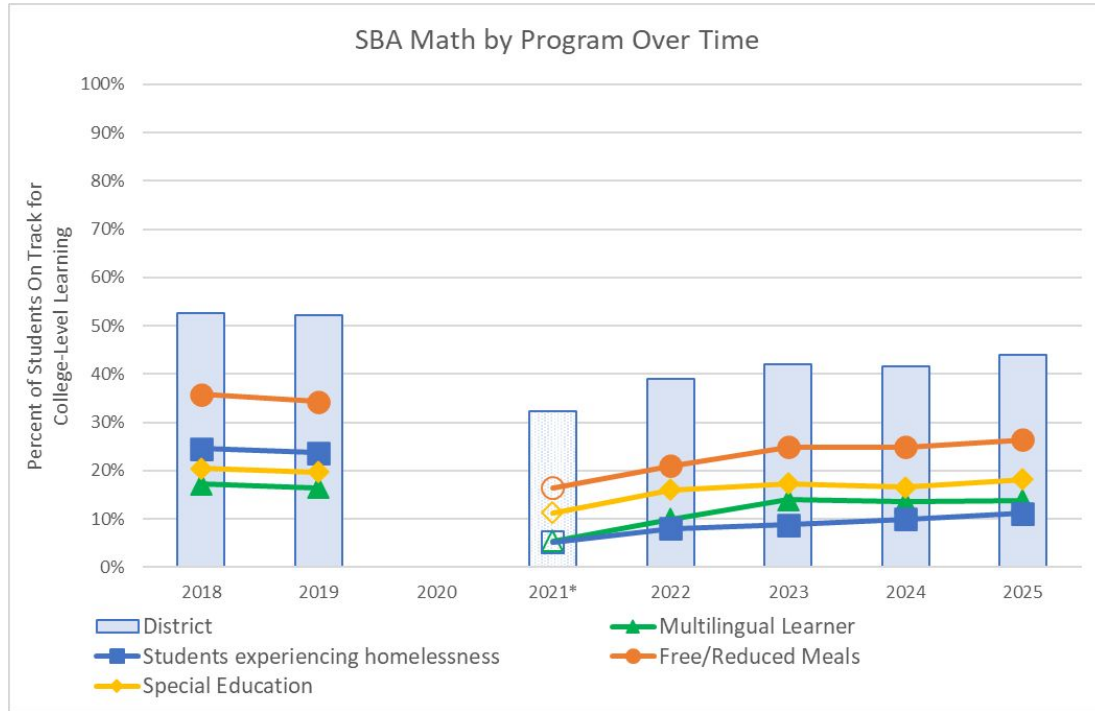


SBA ELA by Program

Achievement gaps continue to persist on the SBA and WCAS tests when disaggregating by program.



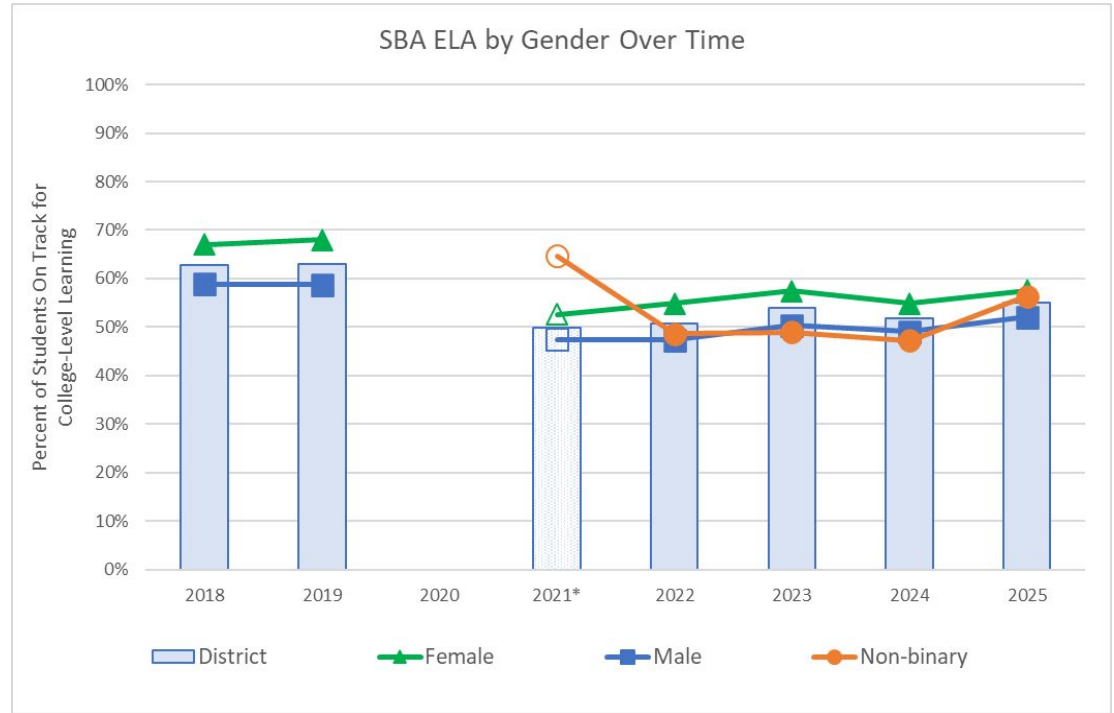
SBA Math by Program



SBA ELA by Gender

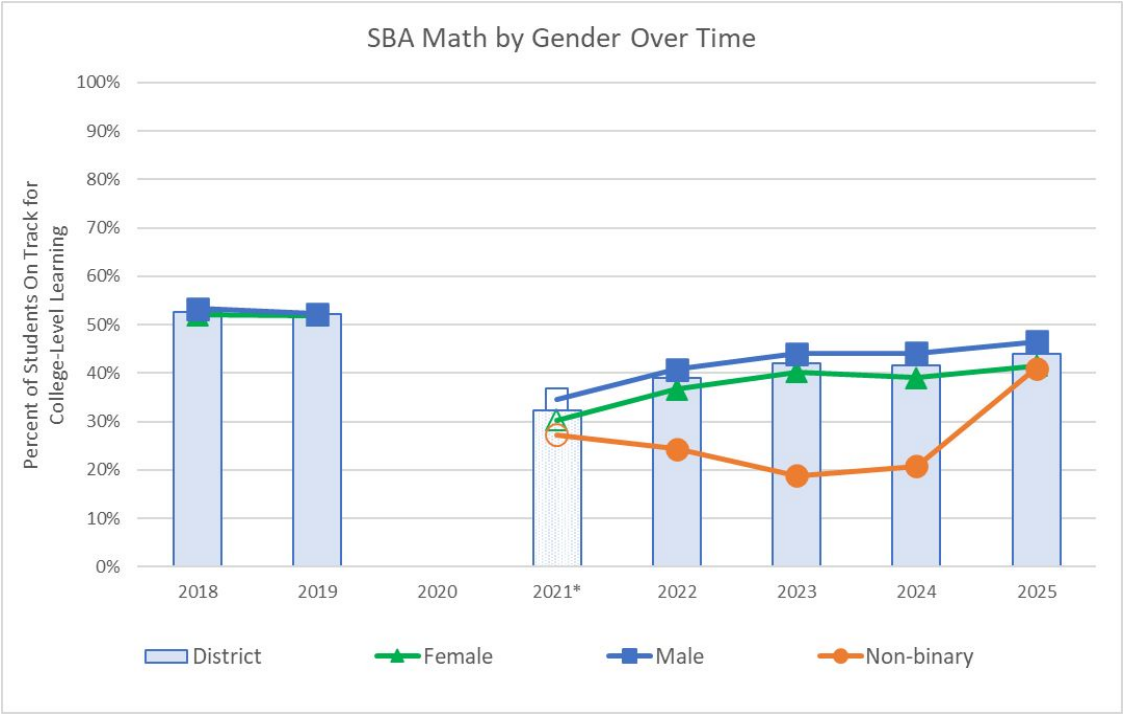
Male and female percentages are close to that of the district on the SBA and WCAS tests.

The data for non-binary students has more variation- may be due to smaller group size.



Note: Gender data collected did not include Non-Binary prior to 2021

SBA Math by Gender

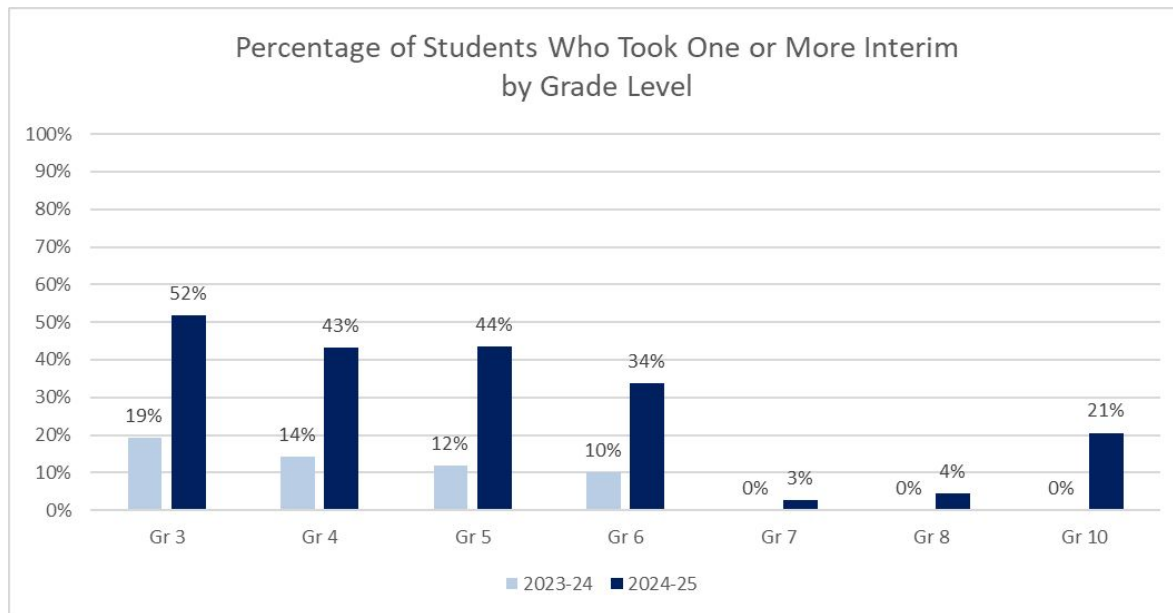


Note: Gender data collected did not include Non-Binary prior to 2021

Interim Assessment Participation

Data only includes students who have completed an interim under *standard testing conditions*.

Interims can also be used *flexibly* as part of classroom instruction.



Professional Learning

P-12 District-Wide Focus in 24-25

- Incorporating SEL strategies to ensure strong literacy skills (K-12)
 - Reading at grade level fosters a sense of belonging for students
 - Structuring oral language into lesson design
 - Identifying strategies within SEL practices that leverage student discourse
 - Integrating SEL practices into literacy instruction to develop skilled readers.
- Danielson Domain 2
 - Promoting evidence-based practice to build a sense of belonging for all students.

Instructional Leadership Moves for 25-26

- Provide training on Danielson Framework Domains 1, 3, and 4 with an emphasis on improving instructional practices
- Reinforce district-wide Tier 1 literacy expectations including foundational reading taught in each grade level K-5.
- Building instructional leadership groups to analyze standards and provide training for UDL and depth & complexity instruction.
- Use of professional development funds to support elementary schools with improving math instruction.