



**Edmonds
School District**

Mid-Year Data Study Session

March 31, 2026



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

- Welcome and Purpose of Mid-Year Data Session
- Board Data Study Stations
 - Early Literacy
 - Dual Language
 - 9th Grade On Track
- Whole Group Discussion and Closing

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](#)

Pair Rotations

Pairs:

Thom & Nancy → Early Literacy → Dual Language → 9th Grade On Track

Rebecca & Keith → Dual Language → 9th Grade On Track → Early Literacy

Carin & Hawk → 9th Grade On Track → Early Literacy → Dual Language

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 (% of K-8 students scoring 3 or 4 on SBA ELA, OSPI Report Card)	49%	52%	51%	54%	

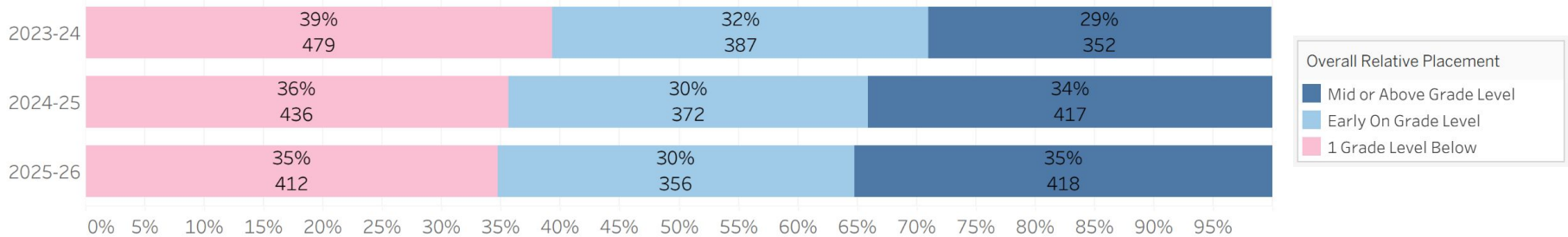
While SBA performance is our core KPI, other data sources help us to monitor our progress midyear.

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

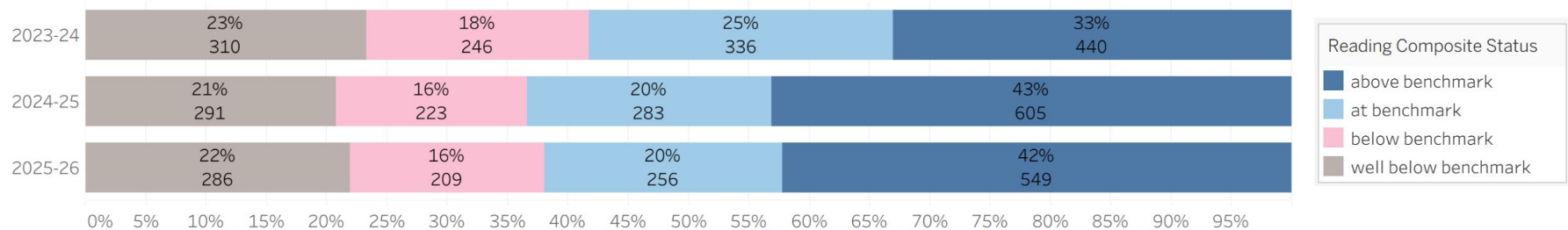
ELA K-8

GRADE K Reading Midyear 3-Year View

i-Ready Diagnostic Reading Winter - GRADE K

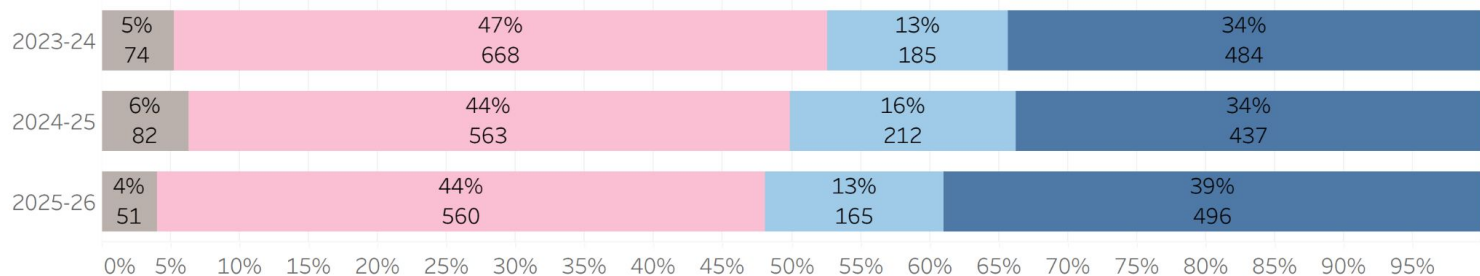


Acadience Middle Benchmark - GRADE K

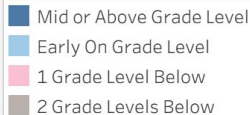


GRADE 1 Reading Midyear 3-Year View

i-Ready Diagnostic Reading Winter - GRADE 1



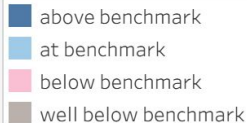
Overall Relative Placement



Acadience Middle Benchmark - GRADE 1

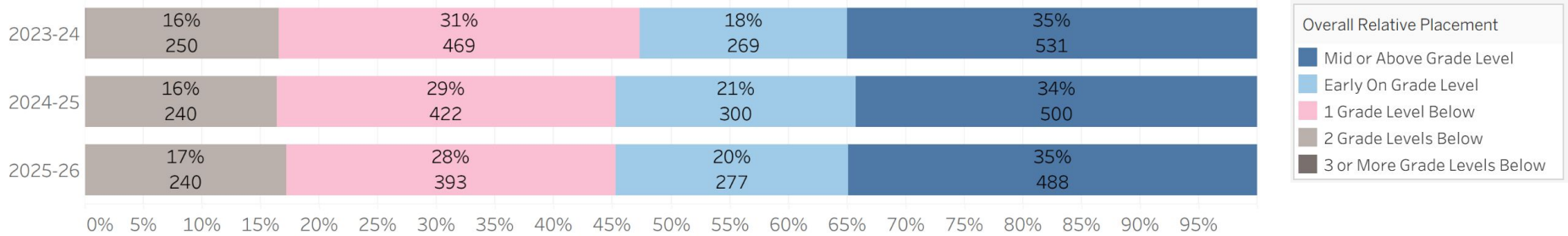


Reading Composite Status

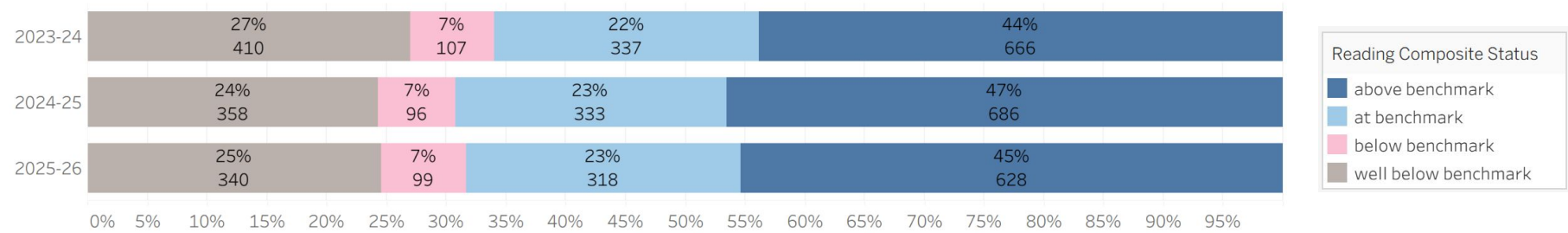


GRADE 2 Reading Midyear 3-Year View

i-Ready Diagnostic Reading Winter - GRADE 2

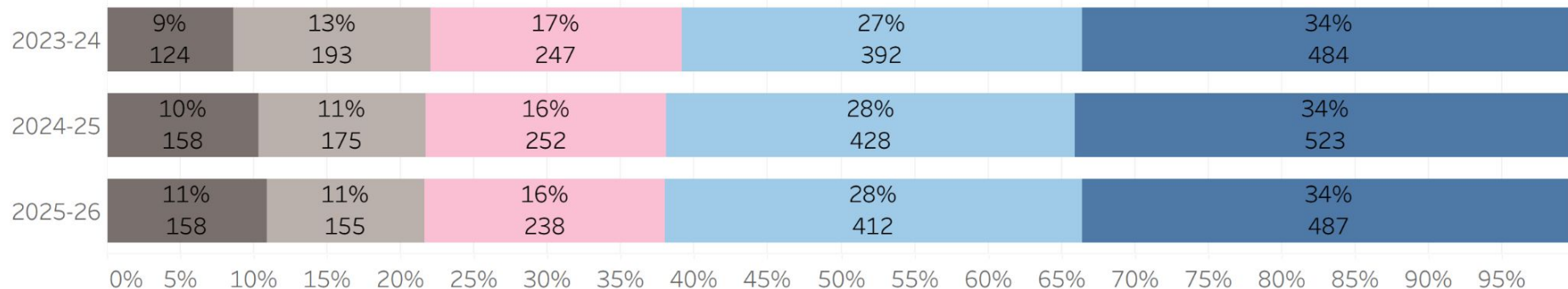


Acadience Middle Benchmark - GRADE 2



GRADE 3 Reading Midyear 3-Year View

i-Ready Diagnostic Reading Winter - GRADE 3

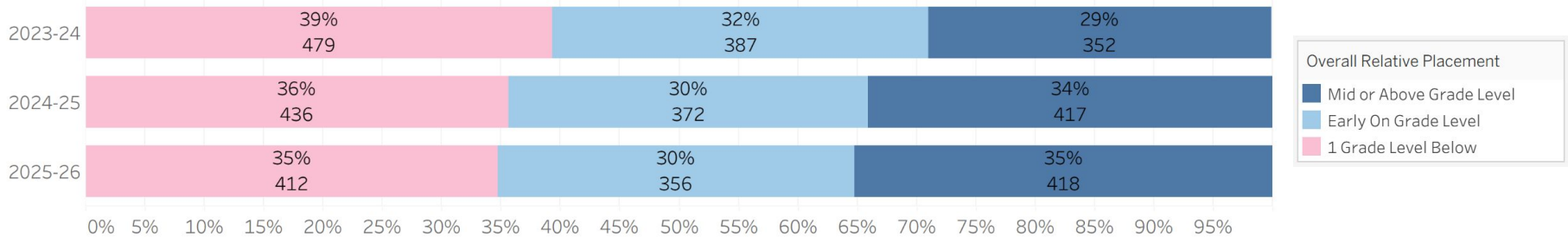


Overall Relative Placement

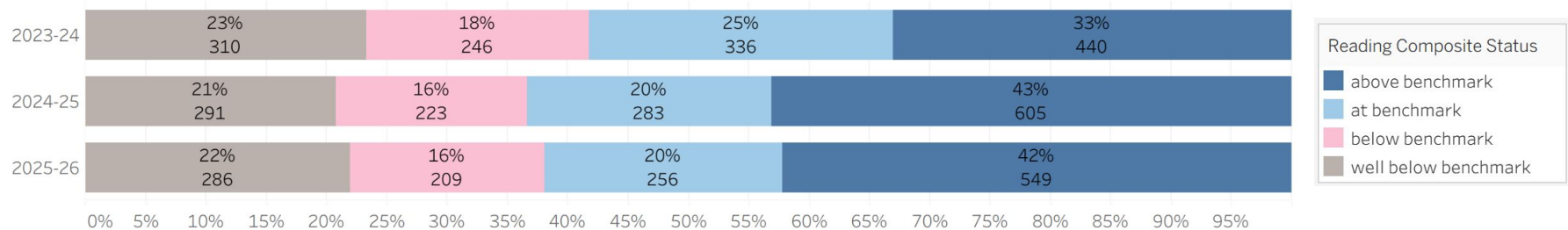
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3 or More Grade Levels Below

GRADE K Reading Midyear 3-Year View

i-Ready Diagnostic Reading Winter - GRADE K

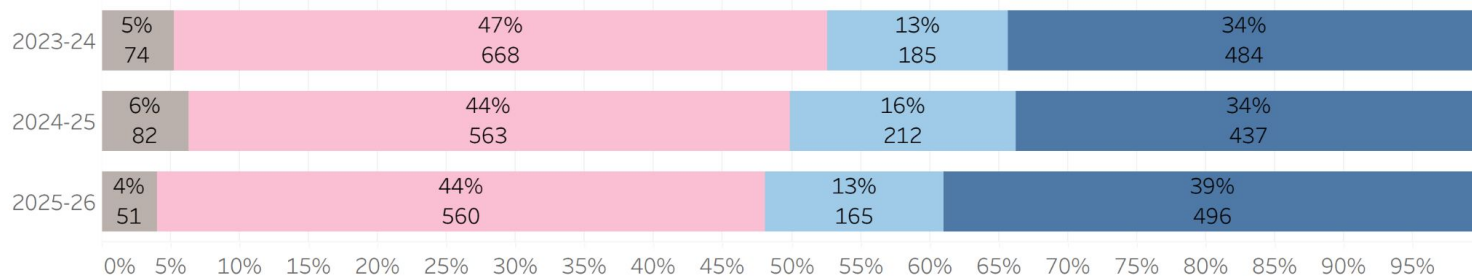


Acadience Middle Benchmark - GRADE K

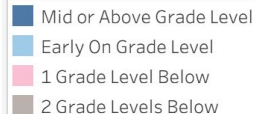


GRADE 1 Reading Midyear 3-Year View

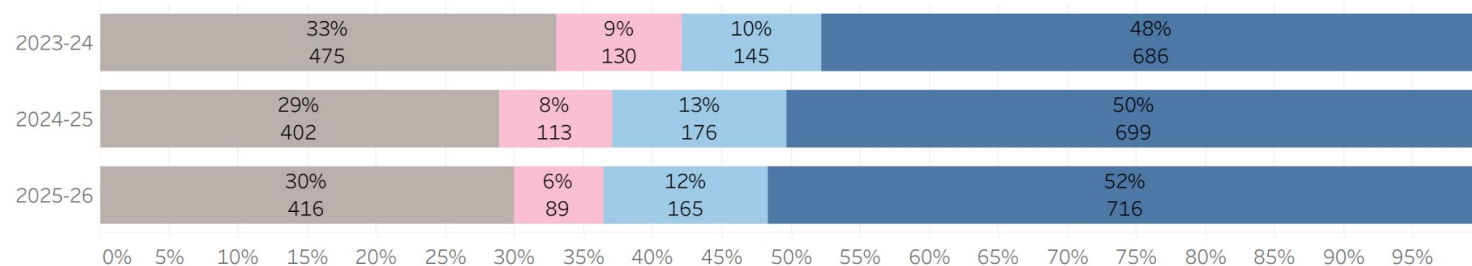
i-Ready Diagnostic Reading Winter - GRADE 1



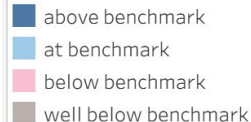
Overall Relative Placement



Acadience Middle Benchmark - GRADE 1

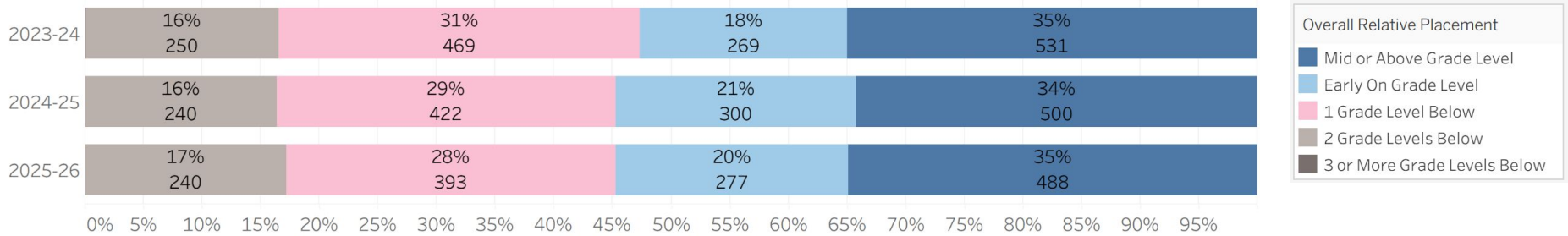


Reading Composite Status

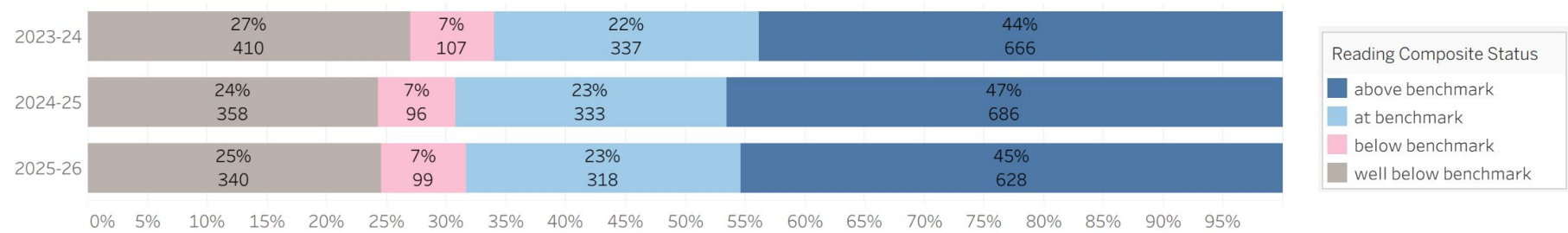


GRADE 2 Reading Midyear 3-Year View

i-Ready Diagnostic Reading Winter - GRADE 2

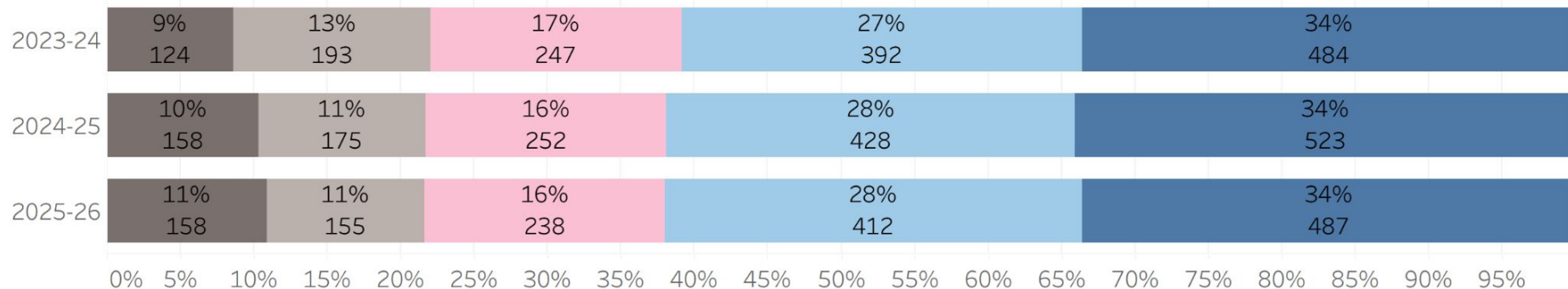


Acadience Middle Benchmark - GRADE 2



GRADE 3 Reading Midyear 3-Year View

i-Ready Diagnostic Reading Winter - GRADE 3

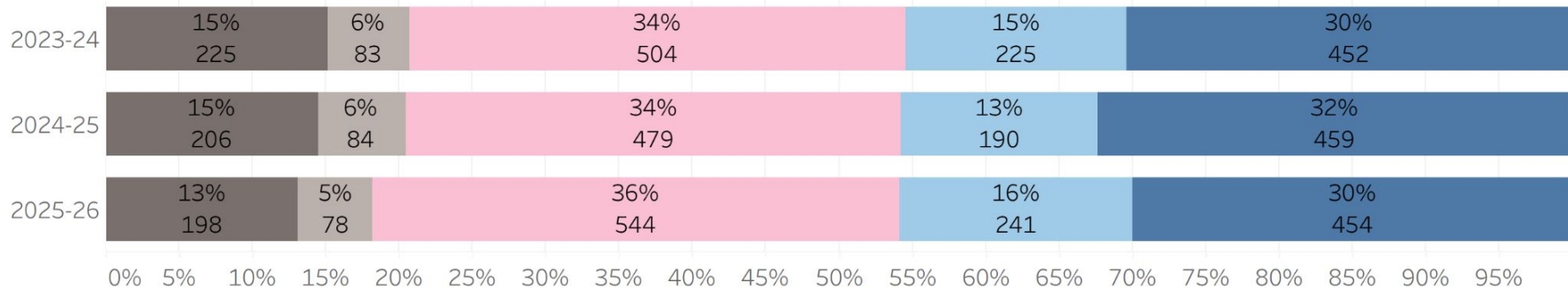


Overall Relative Placement

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3 or More Grade Levels Below

GRADE 4 i-Ready Reading Midyear 3-Year View

i-Ready Diagnostic Reading Winter - GRADE 4

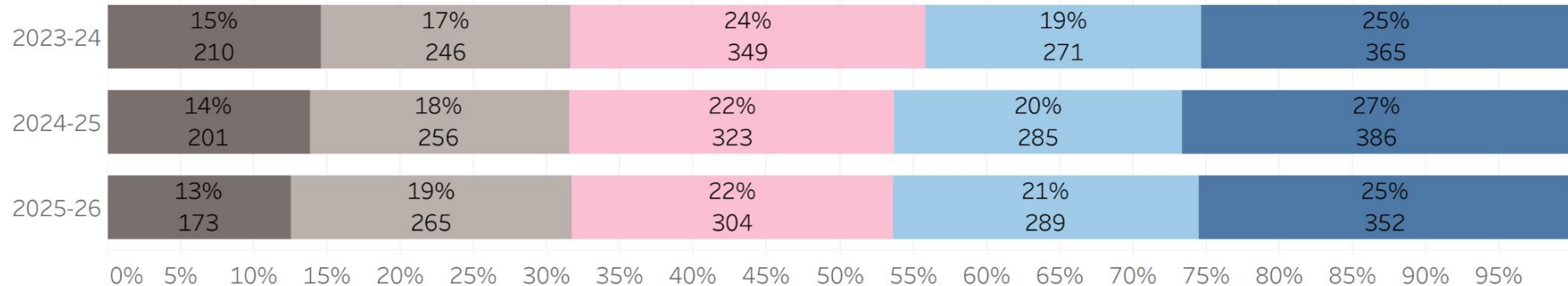


Overall Relative Placement

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3 or More Grade Levels Below

GRADE 5 i-Ready Reading Midyear 3-Year View

i-Ready Diagnostic Reading Winter - GRADE 5

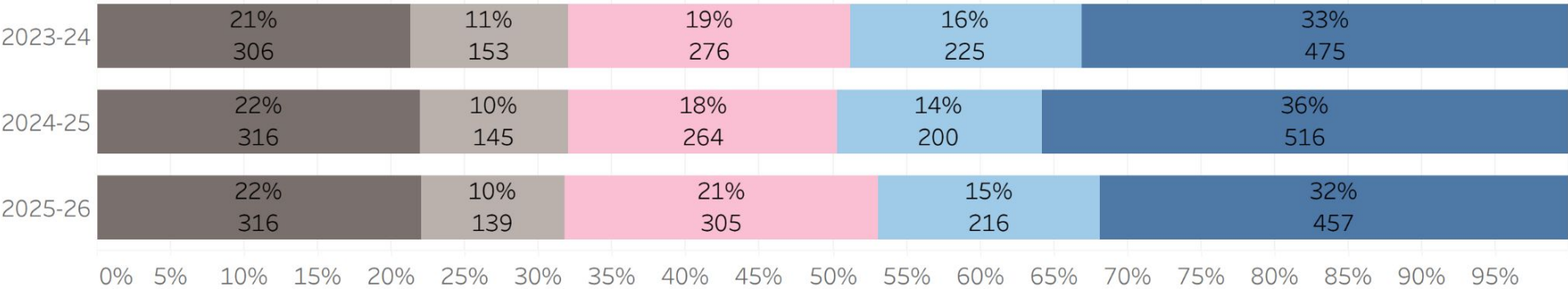


Overall Relative Placement

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3 or More Grade Levels Below

GRADE 6 Reading Midyear 3-Year View

i-Ready Diagnostic Reading Winter - GRADE 6

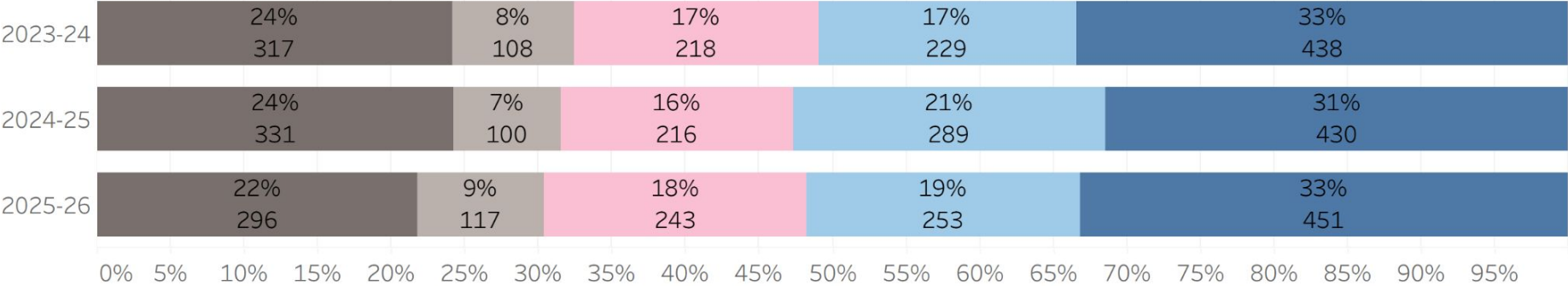


Overall Relative Placement

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3 or More Grade Levels Below

GRADE 7 Reading Midyear 3-Year View

i-Ready Diagnostic Reading Winter - GRADE 7

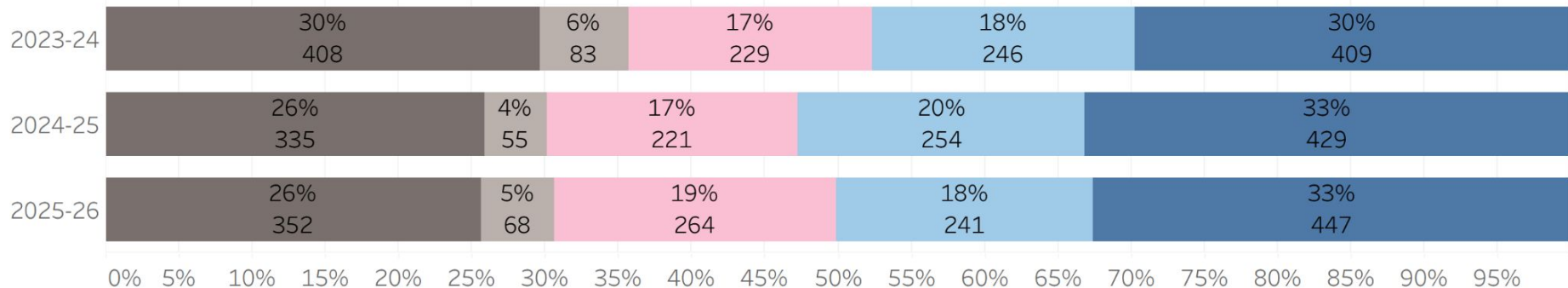


Overall Relative Placement

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3 or More Grade Levels Below

GRADE 8 Reading Midyear 3-Year View

i-Ready Diagnostic Reading Winter - GRADE 8

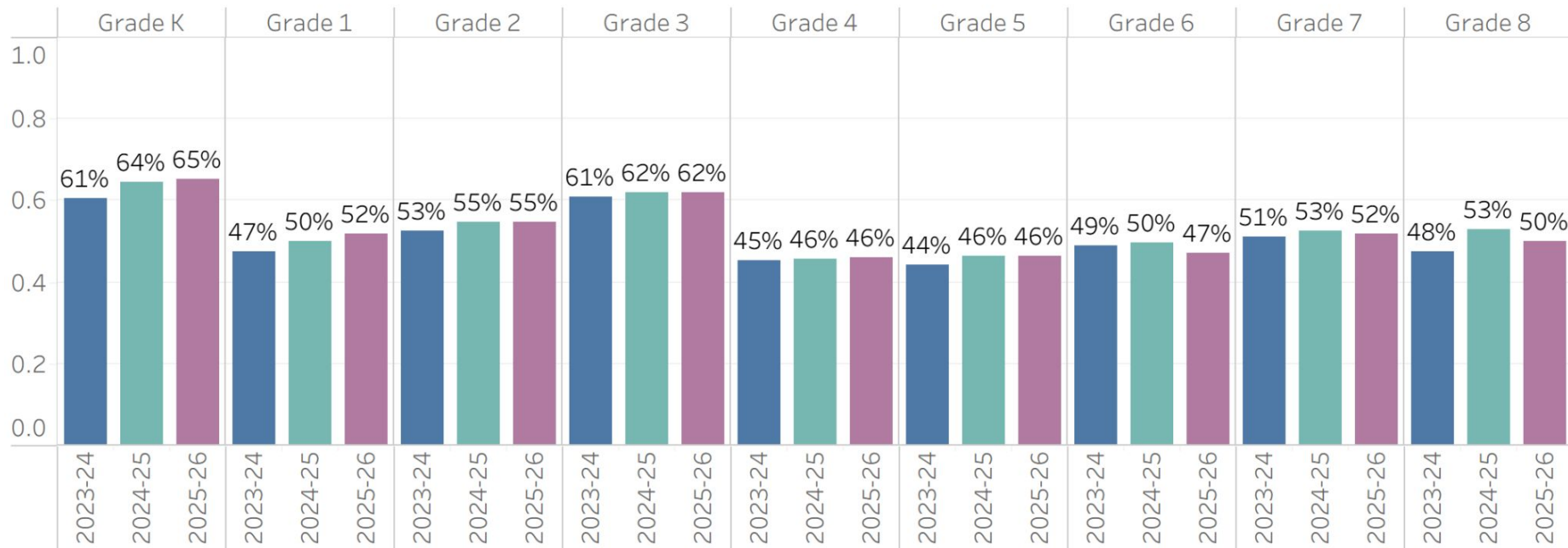


Overall Relative Placement

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3 or More Grade Levels Below

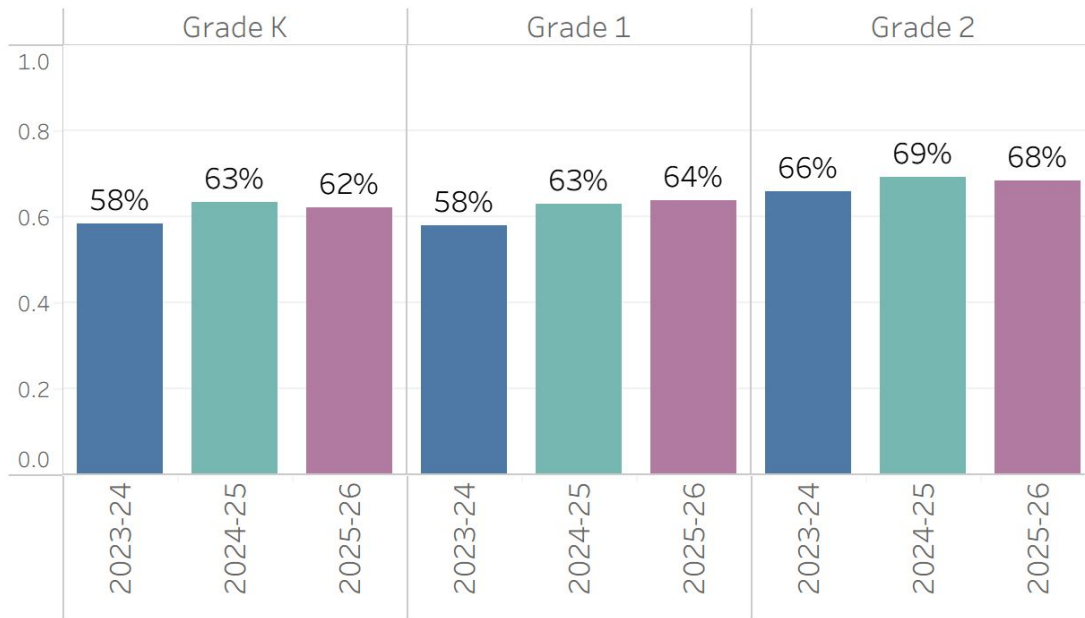
ALL STUDENTS i-Ready Reading Midyear 3-Year View

i-Ready Reading Percentage of Students Early On or Mid/Above on Winter Diagnostic



Acadience Midyear 3-Year View

Acadience Percentage of Students At or Above on Winter Benchmark



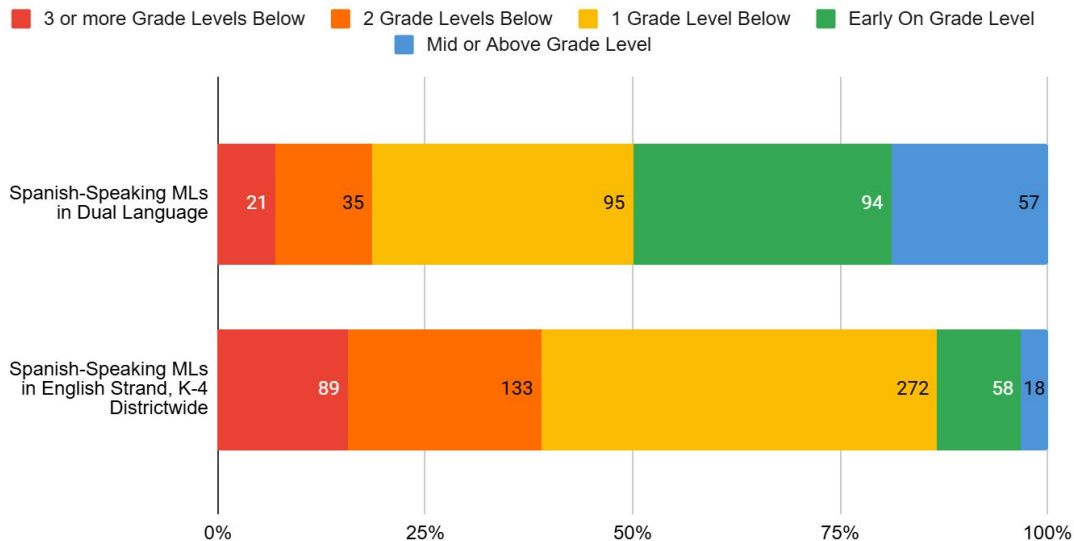
Dual Language

Dual Language Program Growth

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Cedar Valley K College Place K	College Place K-1 Cedar Valley K-1	Cedar Valley K-2 College Place K-2 Mountlake Terrace K Spruce K	Cedar Valley K-3 College Place K-3 Mountlake Terrace K-1 Spruce K-1	Cedar Valley K-4 College Place K-4 Mountlake Terrace K-2 Spruce K-2
80 students	144 students	261 students	447 students	562 students

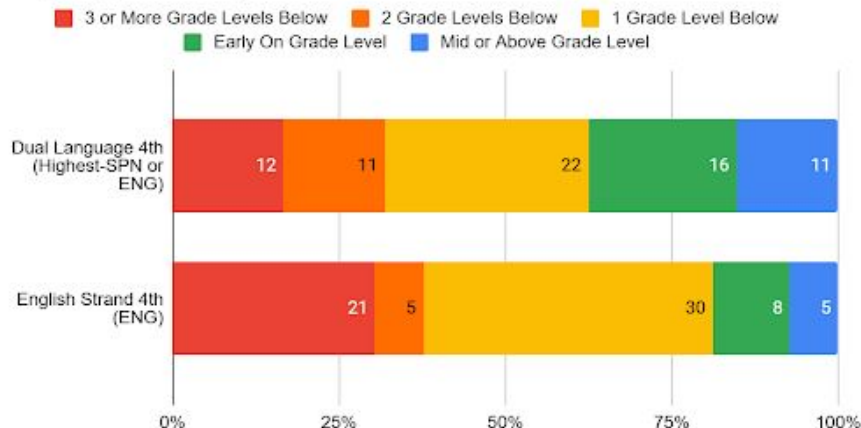
Impact on Multilingual Learners

i-Ready Reading Performance of Spanish-Speaking Multilingual Learners, Winter 2026

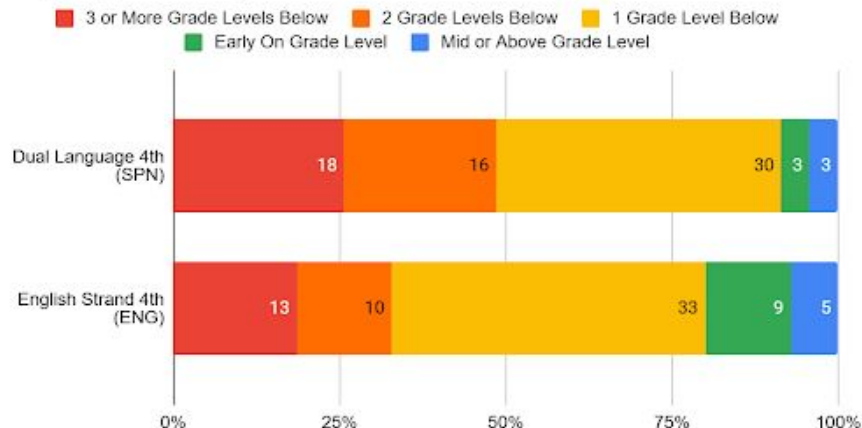


4th Grade Winter Data

i-Ready Reading Performance of 4th Grade Students at Dual Language Schools, Winter 2026

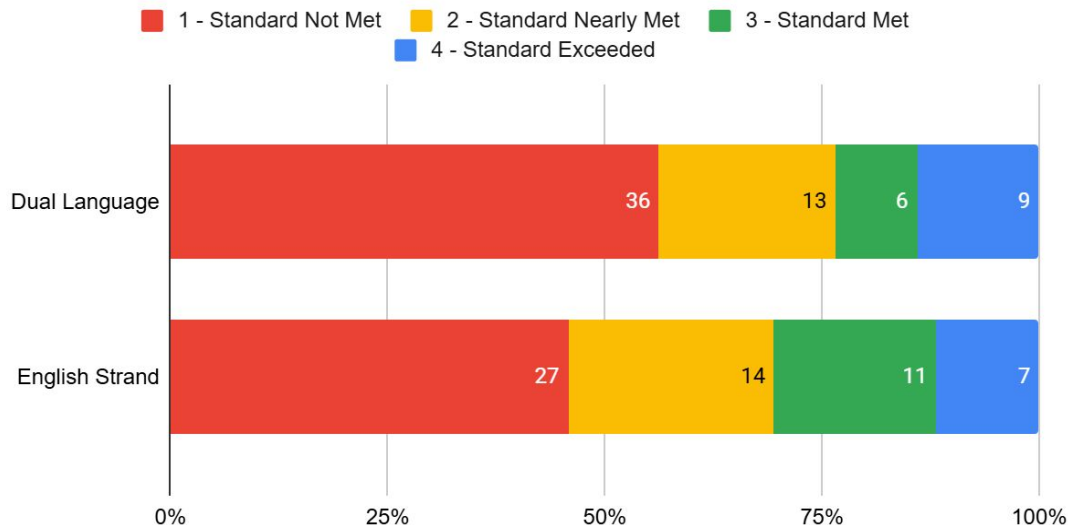


i-Ready Math Performance of 4th Grade Students at Dual Language Schools, Winter 2026



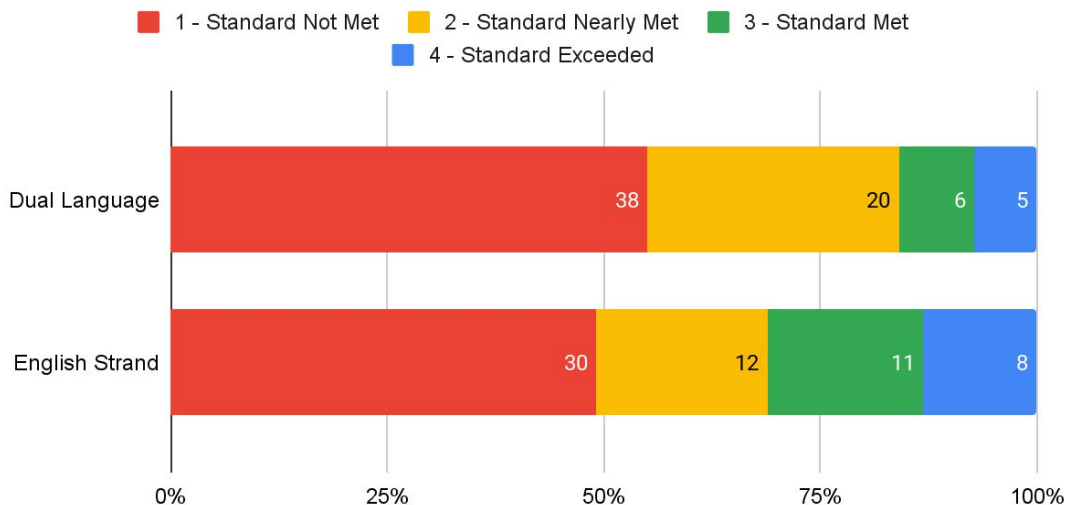
SBA - ELA

Spring 2025 SBA ELA Performance at Dual Language Schools: College Place & Cedar Valley



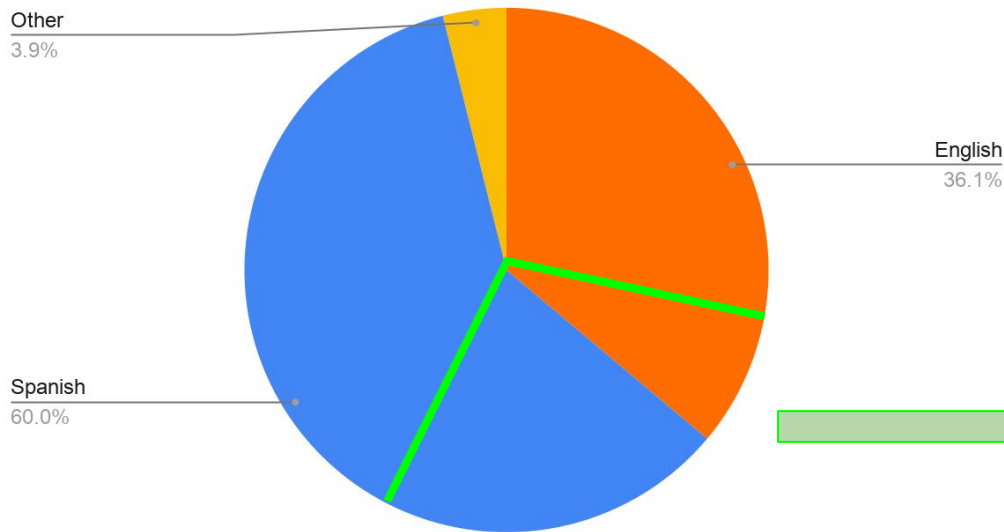
SBA - Math

Spring 2025 3rd Grade SBA Math Performance at Dual Language Schools: College Place & Cedar Valley



Native Languages of Dual Language Students

Native Languages of Students in Dual Language Program



Students' language demographics are complex and "Native Language" captures one language field, defined as "the first language the child learned."

In a Two-Way Dual Language model, research recommends that each language group make up at least one third of the classroom demographic: $\frac{1}{3}$ Native Spanish; $\frac{1}{3}$ Native English; $\frac{1}{3}$ Bilingual/Heritage ("The Hidden Third")

The Hidden Third:

Our students who are heritage bilinguals may not be fully represented in our binary language reporting, as they will show up as Native English **or** Native Spanish, depending on how families completed registration paperwork. Many students officially coded as "Spanish-speaking" are heritage learners whose strongest language is English, maintaining the linguistic balance required for a healthy Two-Way model.

Native Languages in Dual Language by School

School	% Spanish	% English	% Other	Entire School Native Language Breakdown
Cedar Valley	73%	25%	3%	42% SPN/37% ENG/21% OTHER
College Place	64%	34%	2%	42% SPN/45% ENG/13% OTHER
Mountlake Terrace	38%	56%	6%	23% SPN/66% ENG/11% OTHER
Spruce	53%	40%	6%	19% SPN/45% ENG/36% OTHER

9th Grade On Track

How are we doing at the Midyear point?

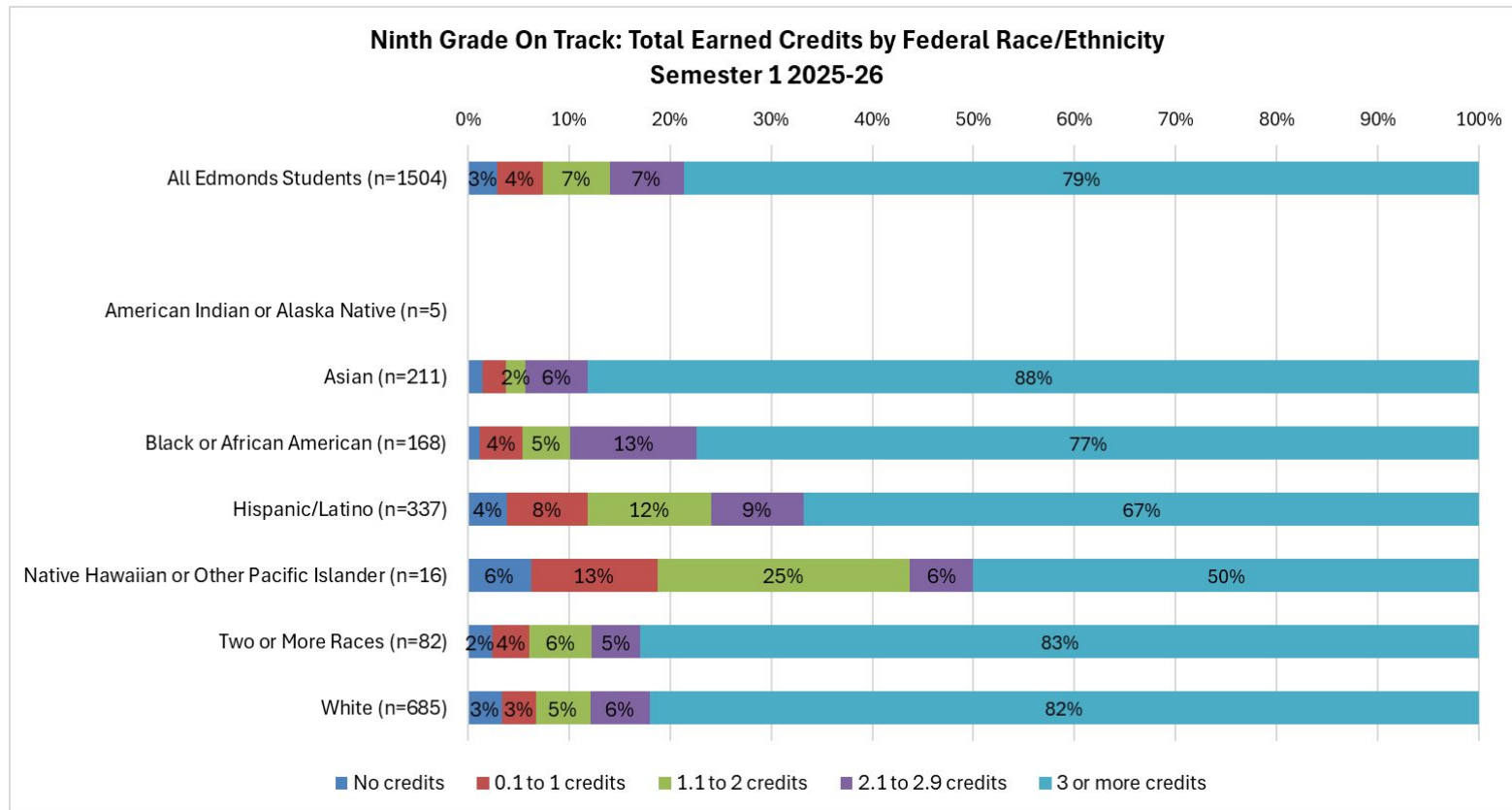
Grade level on-track and graduation rates	Progress Monitoring Data									
	2021-22		2022-23		2023-24		2024-25		2025-26	
Percentage of students on track for credits earned in grades 9–12 ("On track" is defined as earning 3 credits each semester - ie. a Gr 10 student should earn at least 9 credits by 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%)	Yr 71% (Gr 9 is 80%)	S1 75% (Gr 9 is 79%)	

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

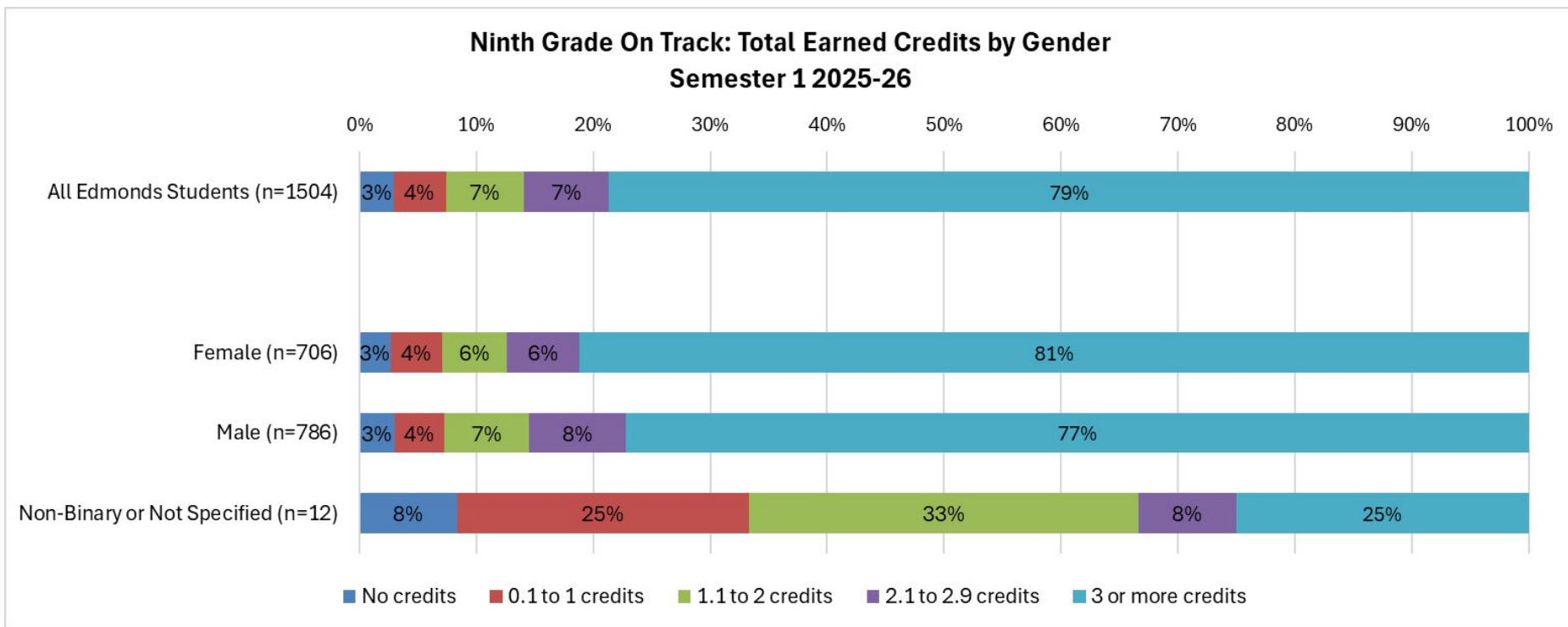
This is important data because ninth graders who end the year on track are four times more likely to graduate. It is a stronger indicator of future graduation than race, ethnicity, poverty, or test scores. (Source: [OSPI](#))

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.

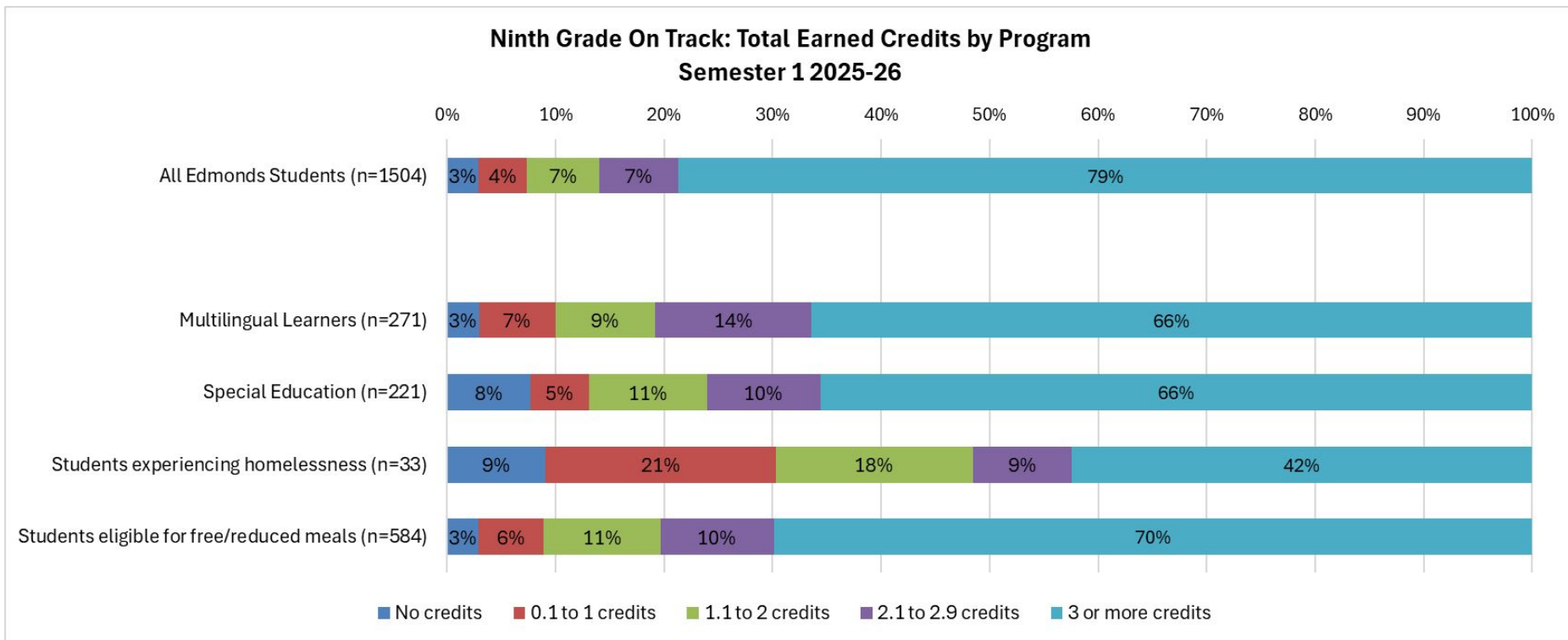
Ninth Grade Earned Credit Totals by Race/Ethnicity



Ninth Grade Earned Credit Totals by Gender



Ninth Grade Earned Credit Totals by Program



Mid Year Adjustments and Next Steps

Early Literacy

- 19 elementary schools working with a consultant to improve foundational reading instruction.
- Providing elementary principals with professional learning on the science of reading.
- Holding literacy summit meetings with elementary principals and cabinet members to develop a plan for improving instruction over time.
- Comprehension strategies taught during Collaborative Literacy Project meetings.

Dual Language

- Mid-year data shows Dual Language students are performing similarly to peers in English-only programs, even while learning in two languages.
 - 56% of students are reading at or above grade level in Spanish, English, or both.
 - The program is reducing gaps, with fewer multilingual learners performing well below grade level compared to English-only settings.
 - Focus for the remainder of the year: accelerate growth, especially for students just below standard, to ensure strong spring outcomes.
-

9th Grade On Track

- Course curriculum adoptions in Social Studies, Science, and Health to strengthen instruction and support student success.
- Working toward offering 7th grade Washington State History as a credit-bearing option to keep students on track.
- Establishing clearer, more consistent data collection to monitor student progress.
- Increasing intentional counselor outreach to identify and support at-risk 9th graders early.

Questions? Thoughts? Comments?