Review of School Improvement Plan (SIP) Data

November 12, 2026

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Session Purpose

- Provide the board with system-wide data on key metrics in our strategic plan, as shared at the June 9, 2026 board meeting, and school improvement plans (SIP), as reviewed at the September 1, 2026 board retreat.

- Hear the board's questions and interests about that data to inform SIP meeting preparation with school and district leaders.

Questions grounding the December SIP conversations

The following questions are embedded in the SIP agenda and were developed based on board input at the September 1, 2026 board retreat.

STRATEGIES	Which practices are producing progress or gap closure?
LEARNING	What have school teams learned, and what are they adjusting?
BARRIERS	What recurring barriers require district-level action?
SUPPORT	What Board or operational support would accelerate progress?

Why we focus on Students of Focus and Students with Disabilities

BOARD RESULTS & OPERATIONAL EXPECTATION 16 (EQUITY)

R-1 Mission: "Our students will be prepared for and eager to accept the academic, occupational, personal and practical challenges of life in a dynamic global environment."

OE-16: "The Board believes that each student has the potential to achieve, and it is our responsibility to provide all students with the opportunity and support needed to meet their highest capability in a safe and welcoming environment."

DISTRICT PROBLEM OF PRACTICE

In our district we are not yet providing learning experiences that eliminate pervasive disproportionate differences in academic outcomes and sense of belonging for students by race, ability, language, and income.

STUDENTS OF FOCUS (SoF)

Students who identify as Black/African American, Hispanic/Latino, Native American, or Pacific Islander.

STUDENTS WITH DISABILITIES (SWD)

Students who receive special education services, per Office of Superintendent of Public Instruction business rules.

School Improvement Plan Measures

ELEMENTARY

Reading
Smarter Balanced Assessment, English language arts (Grade 3)

Reading and math
Smarter Balanced Assessment, English language arts and math (Grades 3–5)

Attendance
Attending 90% or greater of school days (Grades K–5)

Sense of belonging
Student survey on feeling positive about school (Grades 4–5)

MIDDLE

Reading
Smarter Balanced Assessment, English language arts (Grades 6–8)

Math
Smarter Balanced Assessment, math (Grade 8)

Course success
Earning a C- or above in all classes (Grades 6–8)

Attendance
Attending 90% or greater of school days (Grades 6–8)

Sense of belonging
Student survey on feeling positive about school (Grades 7–8)

HIGH

Ninth grade success
Passing all classes, known as on track (Grade 9)

Math
Earning a C- or above in Algebra 1 (Grades 9–12)

Graduation
Graduating in four years or continuing toward graduation (Grades 9–12)

Attendance
Attending 90% or greater of school days (Grades 9–12)

Sense of belonging
Student survey on feeling positive about school (Grades 9–12)

SIP Goal Setting Guidance

FOCUS ON GAP CLOSURE

The focus of goal setting is on gap closure, with the understanding that to increase overall achievement we need to close gaps.

GOAL TARGET

Schools were advised to set goals to close over 1/3 of the gap over 3 years.

ASSESSMENTS

If more than 80% of a group met standard, schools were advised to focus on gap closure and at least maintain the overall achievement rate.

DATA SOURCE

This data uses only publicly available data, which follows OSPI suppression rules.

WHERE DATA WAS SUPPRESSED

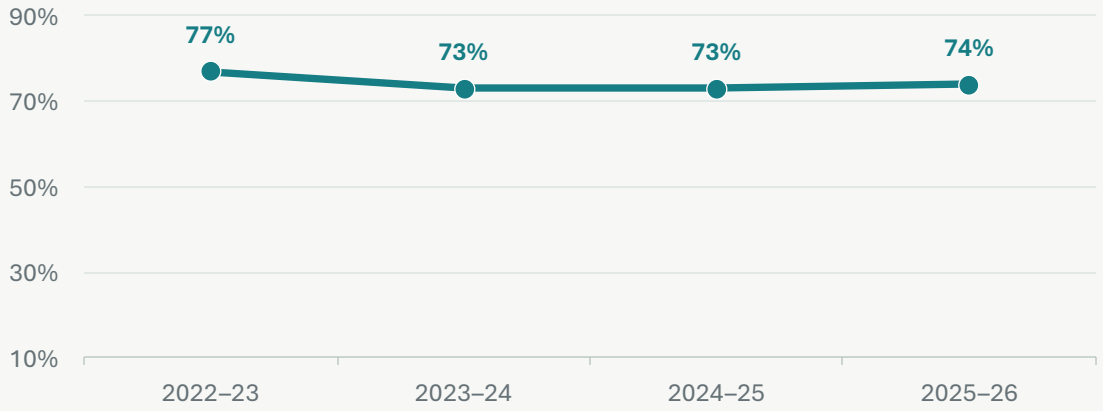
School leaders used a study of the last three years of data to estimate achievement levels where data was suppressed.

Elementary: Overall steady results with an increase in belonging

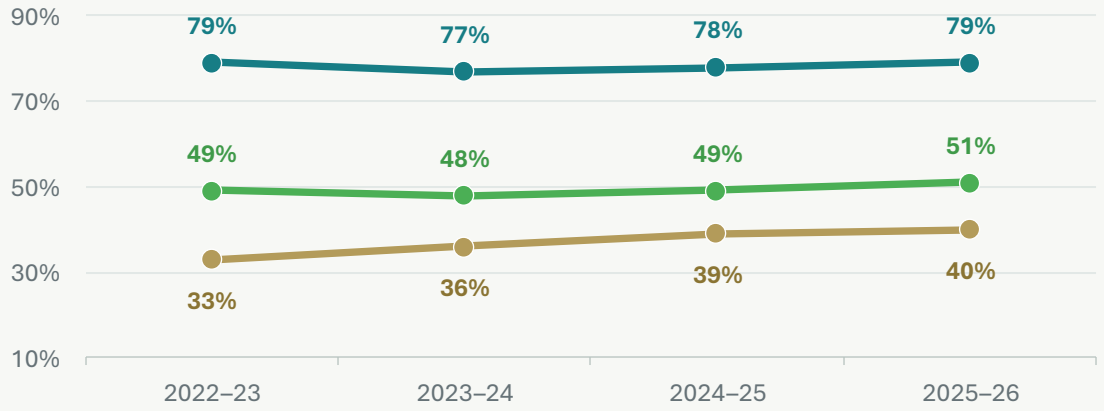
District total, 2022–23 to 2025–26

All students | Students of Focus | Students with Disabilities

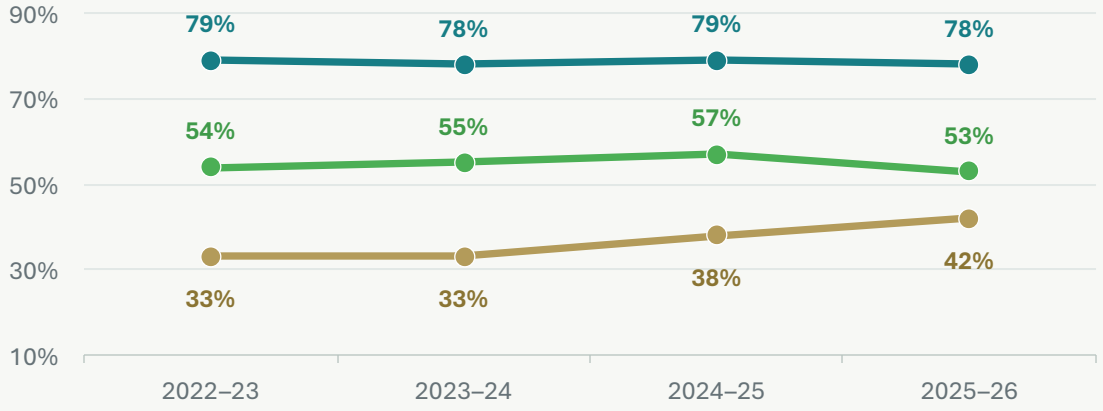
3rd grade SBA ELA



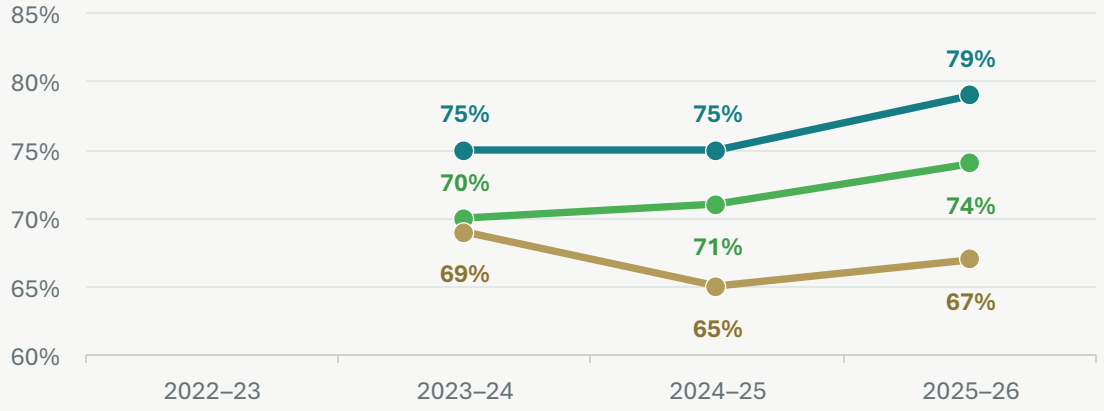
Grades 3–5 SBA math



Grades 3–5 SBA ELA



Sense of belonging, grades 4–5



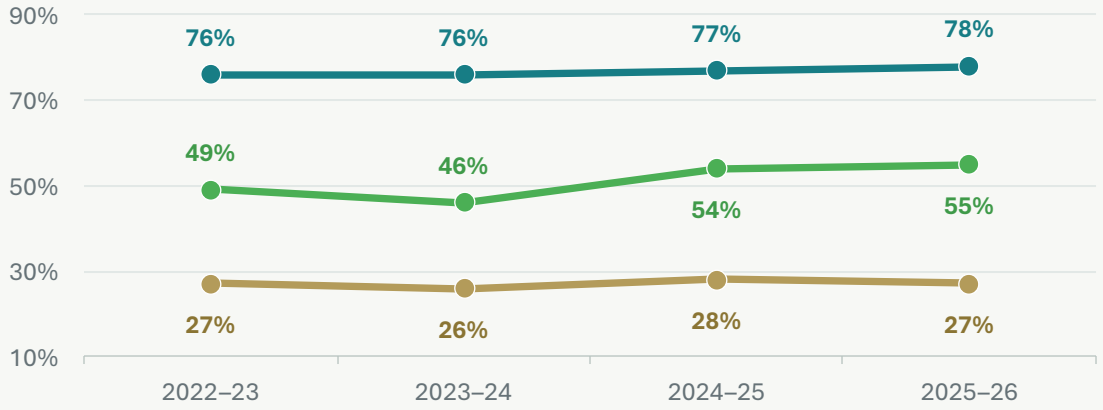
Group Focus: Students with disabilities are gaining (ELA +9 pts, math +7 pts since 2022–23) while Students of Focus data is flat.

Middle school: Most overall results are increasing

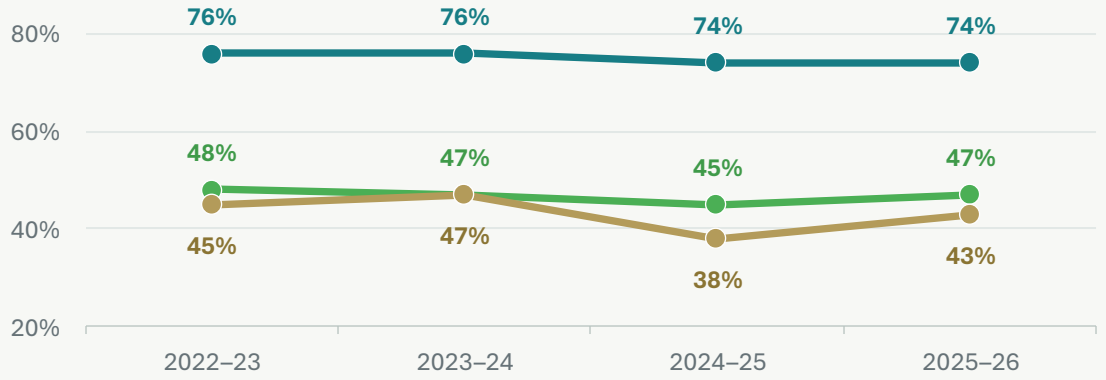
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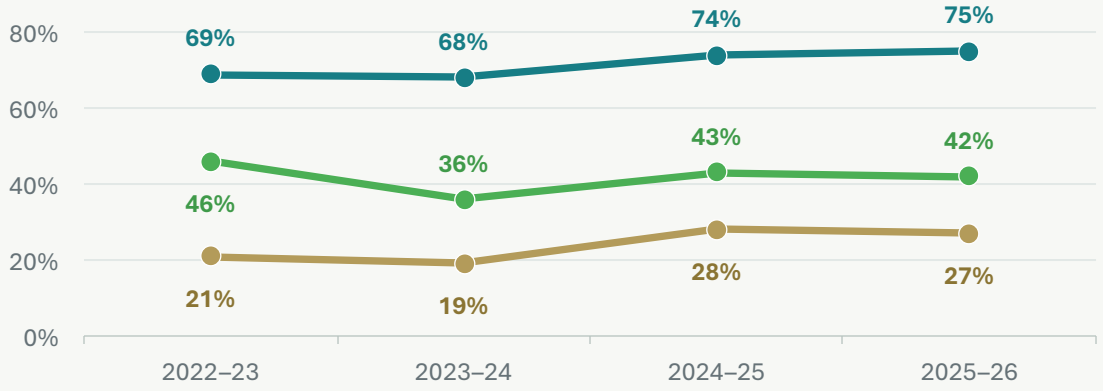
Grades 6–8 SBA ELA



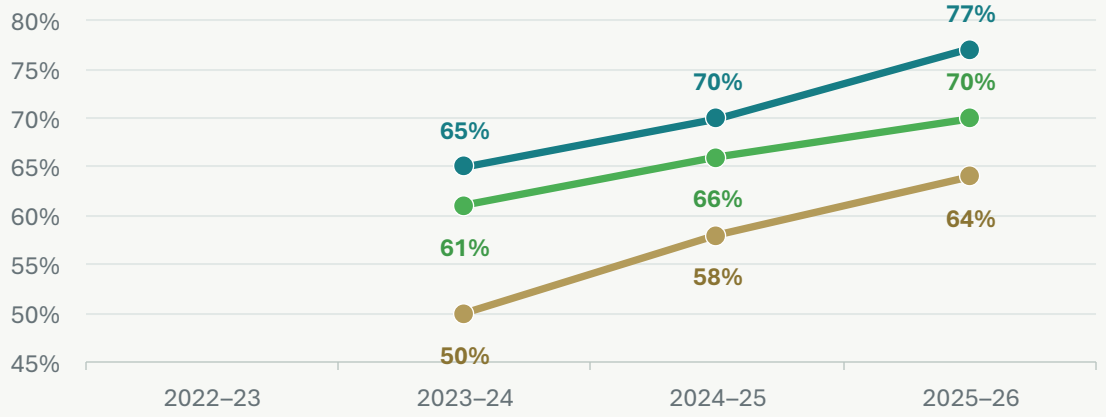
All classes C- or above



8th grade SBA math



Sense of belonging, grades 7–8



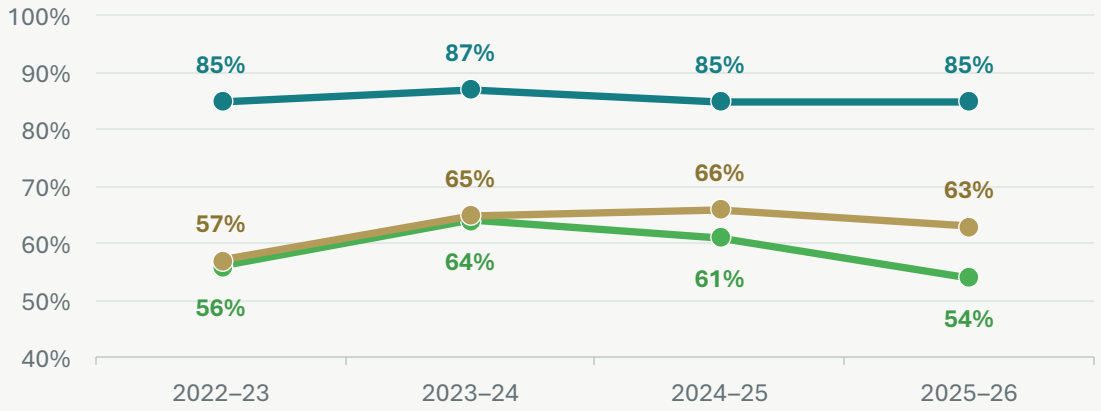
Group Focus: Students with Disabilities ELA is flat near 27% and Students of Focus math has declined. Sense of belonging has increased for all groups.

High school: Graduation is steady, belonging is up, attendance is down

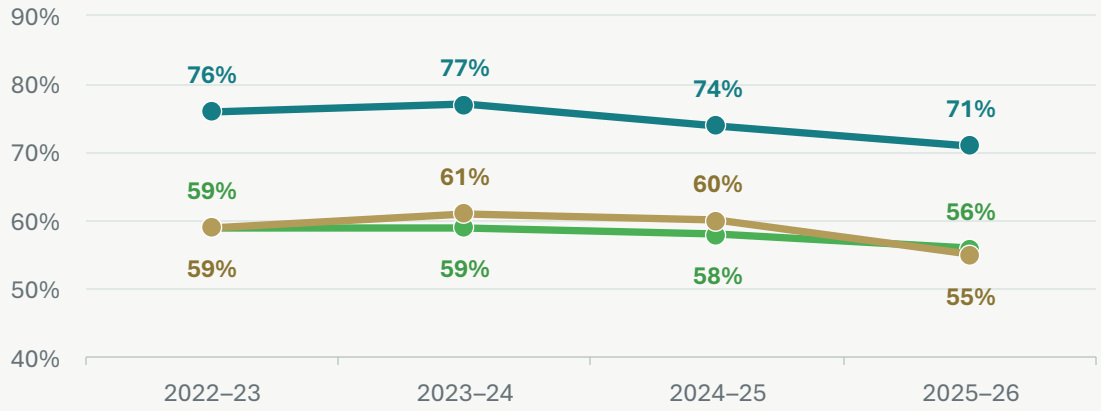
District total, 2022–23 to 2025–26

All students | Students of Focus | Students with Disabilities

9th grade on-track

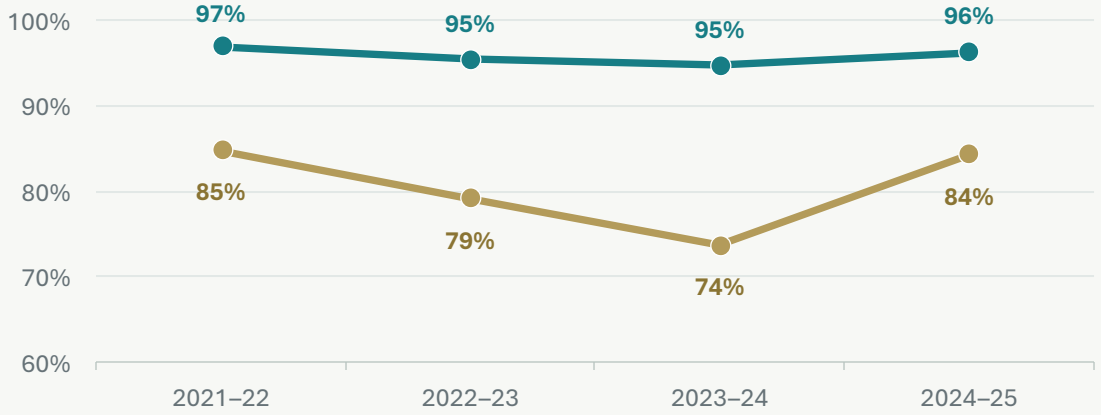


Regular attendance

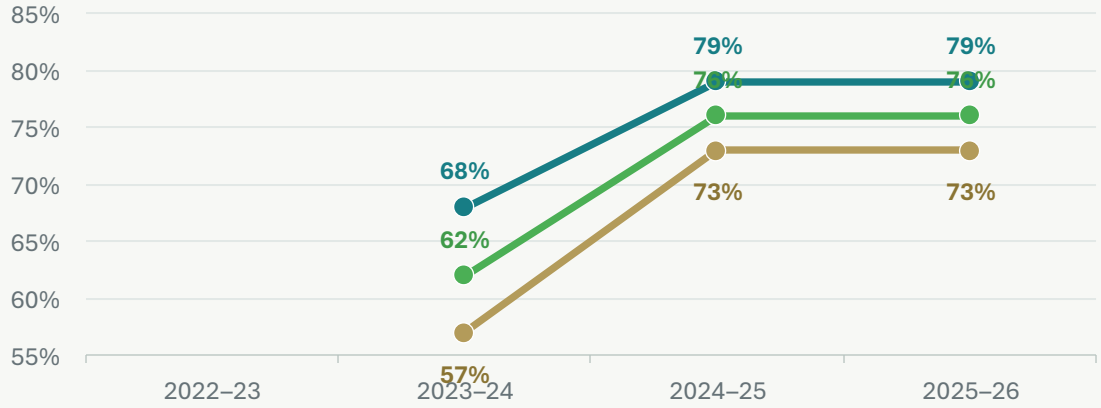


4-year graduation rate

SoF not reported for graduation due to suppression rules



Sense of belonging



Group Focus: Attendance is down since 2023–24. Graduation rate for SWD rebounded to 84.3% in 2024–25 after a dip to 73.7%.

What Comes Next

NOVEMBER 2–13	SIPs have been submitted to Executive Directors and are undergoing a final review.
NOVEMBER 20	Finalized SIPs are sent to the board.
DECEMBER 3 & 16	Board SIP meetings with school teams are on December 3 and December 16.
MID-FEBRUARY	Formative reading and math assessments, attendance, and course progress data are assessed and reviewed to adjust strategy implementation.
ONGOING	School teams study data and implement targeted interventions in 6–8-week cycles to meet student needs.