

**Global Ends Policy**

**Mission Statement: The mission of the Manson School District is Continuous Student Learning.**

**Vision: Manson School District empowers students through a robust education valuing academic excellence and vocational attainment. We foster a safe and dynamic environment where every student can succeed in their chosen path and develop essential life skills.**

**ENDS 1 - Educational Excellence through continuous student learning: We strive for the highest standards in both academic education and career readiness, ensuring students achieve their full potential through tailored learning pathways.**

**Ends 1.2 B (Fifth Grade Math Proficiency) All students will: Demonstrate literacy and learning in all academic, career focused, and elective subjects.**

**Interpretation and Indicators Board Approval Date:**

**Disposition of the Board:**

☒ The Superintendent has provided evidence that the district is making reasonable progress toward goals. The Board commends the Superintendent in the following areas:

☐ The Superintendent has provided evidence that the District is making reasonable progress toward goals. A greater degree of progress is expected in the following areas:

☐ The Superintendent is not showing evidence of reasonable organizational progress toward goals.

☐ Information presented is insufficient to decide. The Board will take the following action:

President:  267115461123426...

Superintendent:  CE174DB084F4448...

**Presentation of Interpretation and Indicators for Approval:**

**Certification of the Superintendent:**

☒ Reasonable progress.  
☐ Reasonable progress with greater progress expected in:  
☐ No reasonable progress.

*I certify this report to be accurate*

*First Read 8/26/2024; Approved 9/30/2024*

## **ENDS POLICIES BOARD ACTIONS**

**A. THE SUPERINTENDENT HAS PROVIDED EVIDENCE THAT THE DISTRICT IS MAKING REASONABLE PROGRESS TOWARD GOALS, THE BOARD COMMENDS THE SUPERINTENDENT IN THE FOLLOWING AREAS:**

**B. THE SUPERINTENDENT HAS PROVIDED EVIDENCE THAT THE DISTRICT IS MAKING REASONABLE PROGRESS TOWARD GOALS, A GREATER DEGREE OF PROGRESS IS EXPECTED IN THE FOLLOWING AREAS:**

**C. THE SUPERINTENDENT IS NOT SHOWING EVIDENCE OF REASONABLE ORGANIZATIONAL PROGRESS TOWARD GOALS**

**D. INFORMATION PRESENTED IS INSUFFICIENT TO DECIDE, THE BOARD WILL TAKE THE FOLLOWING ACTION:**

I make a motion that the Superintendent  
Ends Monitoring Report 1.2 B be approved.  
Further, I motion that ... (use exact language  
from above)

## Ends 1.2 (Fifth Grade Math Proficiency)

Ends 1.2 B All students will demonstrate literacy and learning in all academic, career focused, and elective subjects.

Outcome B – All students will demonstrate proficiency in fifth grade math.



### SUPERINTENDENT INTERPRETATION AND RATIONALE

- I interpret the Ends policy to mean that there is a goal for Manson students to perform at or above grade level in math by the end of grade 5. Grade 5 is selected due to its predictive nature for MS and HS success. While grade 5 is the selected grade level for monitoring at Manson Elementary, all grade levels will be assessed and monitored to ensure progress and proficiency and to adjust instruction and programs to meet the needs of all students.
- I interpret the policy as a part of the larger Ends policies to indicate the Manson School District goal of both proficiency and growth over time and to be a part of a larger goal of supporting the growth of the whole child. While assessments are not the only indicator of the performance of the Manson School District in meeting student needs, they are one important indicator.
- The state [assessments](#) in ELA and Math, referred to as Smarter Balanced Assessments (SBA) and [Washington Access to Instruction and Measurement \(WA-AIM\)](#), are aligned to the Common Core State Standards which our state adopted in 2011. These assessments were first administered in 2015. In the spring of 2018, we administered a new state assessment in science called the Washington Comprehensive Assessment of Science (WCAS), which is aligned to the Next Generation Science Standards (adopted in 2013 as the Washington State Science Learning Standards). Having a system in which our standards, instructional materials, and outcome assessments are all aligned will give us reliable feedback about the degree to which our students are demonstrating proficiency.
- [In August of 2024 Washington State OSPI began a new process of measuring student proficiency based on an analysis of scores and content standards. This change created a new system of measuring student progress including 2 categories of proficiency. Students who score a 3 or 4 in state assessments will be categorized as, "Students on Track for College-level Learning Without Needing Remedial Classes". Students who score a 2, 3 or 4 on state assessments will be categorized as, 'Students Showing Foundational Grade Level Knowledge and Skills or Above Grade Level Knowledge and Skills.'](#)
- I interpret this outcome to mean the percent of students meeting standard on math assessments at the end of grade 5. I understand that multiple measures of proficiency are needed to accurately measure student learning. The Superintendent understands that ultimately the goal would be for students to demonstrate this proficiency through state and nationally normed assessments. I interpret ['Students on Track for College-level Learning without Needing Remedial Classes'](#) to be students achieving a level 3 or 4 on state assessments (known as Smarter Balance/SBA Assessments or Washington Access to Instruction & Measurement/WA-AIM) or meeting [the corresponding](#) grade level scores in district STAR assessments. [The Superintendent interprets 'Students on Showing Foundational Grade Level Knowledge and skills or Above Grade Level Knowledge and Skills' to be students achieving a level 2, 3, or r on state assessments or meeting the corresponding grade level scores in district STAR assessments.](#) Students participate in the state assessment during the spring of grade 5 and complete STAR assessments at least 3 times yearly to ensure progress and measure proficiency in math.
- The Manson School Board understands that the use of multiple measures is the best indicator of student performance and growth and that no one assessment adequately provides a picture of the whole child and their learning.
- Manson School District utilizes district selected assessments to measure student progress and proficiency in math and ELA at multiple points during the school year. The selected district assessment in 2024-2025 is [the](#) Star assessment. Star scores have a strong relationship with end-of-

year Smarter Balanced scores. In a norm referenced study conducted in Washington State – the predictive correlations between SBA and Star were high averaging .86. In grade 5 this predictive Star math score was .88. This indicates that 88% of the time the score the student received in Star testing accurately predicted the score on the state assessment.

- I interpret the language of the ends 'ensuring students achieve their full potential' and in the district vision statement 'every student can succeed' to mean that it is the responsibility of the district and superintendent to review student outcomes for achievement gaps and patterns of achievement that may mean inequity exists for groups of Manson students.
- I interpret the Manson mission statement of 'Continuous Student Learning' to mean that Manson Board of Directors would like the Superintendent to set yearly goals that are specific, measurable, achievable, relevant, and time bound. I further interpret these SMART goals to be set as yearly goals for progress toward the goal of all students meeting proficiency.
- Definitions:
  - Assessment – Assessment is the ongoing process of gathering evidence of what each student actually knows, understands, and can do.
  - Common Core Standards – The Common Core is a set of academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. Forty-one states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have voluntarily adopted and are moving forward with the Common Core.
  - Criterion Referenced Assessment – assessments that compare a student's knowledge and skills against a predetermined standard, cut score, or another criterion. In criterion referenced tests, the performance of other students does not affect a student's score. Common examples include: height requirements at an amusement park ride, SBA Assessments, SAT scores, Star proficiency measures, or a driver's test.
  - Multiple Measures – Multiple measures in assessment is the use of multiple sources of evidence and indicators to evaluate a student's abilities. These measures can be gathered at different times and using different assessments in order to provide the most accurate picture of student learning, growth and proficiency.
  - Next Generation Science Standards - The Next Generation Science Standards (NGSS) are K–12 science content standards. Standards set the expectations for what students should know and be able to do.
  - Norm Referenced Assessment – assessments that compare the tester's performance to the performance of peers in a group, usually of similar age or another demographic. Common examples include growth percentile, height and weight percentile for children, or scores that compare students to other students in their class or age. For example: A child in the 75<sup>th</sup> percentile in the pediatrician's office weights more than 75% of the babies in the group of babies their age and less than the heaviest 25% of babies in that age group.
  - Proficiency – a high degree of competence or skill.
  - Smarter Balanced Assessment - the Smarter Balanced Summative Assessments are comprehensive, end-of-year assessments for English language arts/literacy (ELA) and mathematics that are aligned with the Common Core State Standards for ELA and mathematics and measure progress toward college and career readiness.
  - Standards - also known as learning standards or academic standards, are broad goals that describe what students should know and be able to do at each grade level
  - Star Assessment - Star Assessments are short tests that provide teachers with learning data. Star tests are computer adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to guide student learning in the shortest amount of testing time (about one-third of the time other tests take).

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|  | <ul style="list-style-type: none"><li>○ Washington Access to Instruction and Measurement (WA-AIM) – an alternate assessment mased on alternate achievement standards aligned to the Common Core State Standards for students with significant cognitive disabilities.</li></ul> |
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Compliance, **Board of Education**

Compliance, **Superintendent**

## Ends 1.2 B (Fifth Grade Math Proficiency)

Ends 1.2 B All students will demonstrate literacy and learning in all academic, career focused, and elective subjects.

Outcome B – All students will demonstrate proficiency in fifth grade math.



### **SUPERINTENDENT INTERPRETATION**

Manson students will meet or exceed math grade level proficiency by the end of grade 5. Data gathered from the 2023-2024 school year will provide a baseline for achievement to set proficiency goals over the coming years to meet the overall goal. Manson will continuously improve the data illustrating growth toward 100% of students meeting this goal.

Manson student scores will show an increase in the percentage of students on track for college course work and students showing foundational grade level or above knowledge.

Manson student scores will be compared to both statewide averages and regional, comparable school districts to provide context.

Data will be disaggregated for all demographic groups that include an N size of 10 or more students (or whenever possible to ensure student privacy rights are preserved) in order to determine if achievement gaps occur among student groups. Data may include the following disaggregation based on N size:

- Male and Female students
- English Language Learners and Non-English Language Learners
- Students with Disabilities and Students without Disabilities
- Students designated as living in poverty and students not living in poverty
- Ethnic and racial groups
- Students who have been continuously enrolled at Manson and those who have not been continuously enrolled
- Migrant and non-Migrant students
- 504 and non-504 Students
- Homeless Students and Non-Homeless Students
- Foster students and Non-Foster Students

Manson students will demonstrate 5<sup>th</sup> grade math proficiency through any of the following assessments:

**SBA State Assessment Scores (Spring Assessment)**

**WA-Aim State Assessment Scores (Spring Assessment)**

**Star District Assessment (Winter or Spring Assessment)**



### **SUPERINTENDENT INDICATORS OF COMPLIANCE**

We will know we are compliant when:

- Grade 5 scores meet SMART goals. SMART goals will be established during the 2024-2025 school year based on baseline data from the 2023.02024 school year. Yearly thereafter, goals will be set and shared as a part of the monitoring process by the Superintendent with input from the district staff.
- SMART goals will be set and measured for both groups now reported by OSPI – these groups include students on track for college level course work and students showing foundational grade level knowledge or above grade level knowledge.
- The Superintendent will present and finalize SMART goals as a part of the Monitoring Report process each October. The Board will provide feedback about those goals during the Monitoring report each October.
- 5<sup>th</sup> grade achievement data will show a consistent reduction gaps in student achievement as measured for outlined groups and SMART goals established yearly to narrow this gaps.



### **SUPERINTENDENT EVIDENCE OF COMPLIANCE**