


## “HIGH ACADEMIC ACHIEVEMENT FOR EACH STUDENT” REPORT

TO: The Board of Directors  
FROM: Yvonne Walker, Superintendent  
RE: INTERNAL MONITORING REPORT –ENDS POLICY #2a HIGH ACADEMIC ACHIEVEMENT FOR EACH STUDENT.

I hereby present my monitoring report on your Ends Policy #2a “High Academic Achievement for Each Student” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true.

Signed  Superintendent

Date: 11-17-21

<b><i>Vision: We envision a compassionate and challenging school environment where students:</i></b> <ul style="list-style-type: none"><li><i>• are valued as individuals;</i></li><li><i>• stretched to achieve their full potential;</i></li><li><i>• understand and contribute to the world they live in;</i></li><li><i>• acquire the social skills to be successful in a complex and rapidly changing world;</i></li><li><i>• are well nourished, safe and nurtured.</i></li></ul>	<b>In Compliance</b>
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**SUPERINTENDENT’S INTERPRETATION:** Student achievement is the ultimate goal of our work with students in the Manson School District. All school employees must recognize the individual needs that each student must fulfill in order to be successful. Our system must enrich each and every student and challenge them to grow beyond the barriers that exist in each of their lives. They will leave our system prepared for post-secondary training/education.

<b><i>POLICY PROVISION #1a: Read with comprehension, write with skill, and communicate effectively.</i></b>	<b>In Progress</b>
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**REPORT:** The ability to communicate through written and spoken word is a hallmark to success in our society. Throughout a student’s career in Manson they have consistently shown growth in this area. Since 2020 the ability to gather reliable data continues to be a hurdle. Given that, we still have a clear mission for each student to succeed driving our work. Assessment of this provision includes student’s ability to graduate with a high level of readiness for career and college life.

Manson continues to maintain a high graduation rate. The class of 2021 was no exception with more than 95% of our seniors graduating on time. Students continue to progress in reaching graduation standards with all graduating seniors meeting required graduation assessment requirements (See Assessment Pathways). Student performance (grades), state assessments (SBA), local assessments (STAR), and MHS graduation data have been utilized in making this assessment of progress.

Fall SBA data has been included for informational purposes. This cannot be used for trend or comparative data. The state will not release data for comparable districts until February at the earliest.

### **EVIDENCE: Summary of evidence Attachment A**

- Absences/Behavior

- Ninth Grade Course Passing Rate
- College in the High School/Dual Credit
- ELPA 21 scores/TBIP passage rate
- HS Graduation Rate & Pathways
- STAR Assessment Scores (Spring 1-5, Fall 1-8)

***POLICY PROVISION #1b: Know and apply the core concepts and principles of mathematics.***

**In Progress**

**REPORT:** Progress in students reaching standard in mathematics could not be measured with conventional means. The core concepts taught in K- sixth grades prepare students for algebra readiness. We know that algebra is the gate through which students must pass in order to access high school and college level math courses (geometry, 2<sup>nd</sup> year algebra, calculus, math analysis).

We historically have around 30% proficiency in math at the elementary. Currently 4<sup>th</sup> and 5<sup>th</sup> grade students are meeting proficiency at 25%. The Elementary staff believes the Bridges curriculum is still the correct choice. They will also be adding IABs to give incremental achievement data ultimately driving focused instruction to areas of need.

Fall SBA data is just coming in. Although this is not a valid measurement tool for long term goals, we can use it to kick start our efforts for this year. We see many students significantly below proficiency. Although we do not have enough data to call this reliable, we know we can make systematic adjustments to improve. With a new math team, the middle school is focusing on intentional instructional strategies and classroom management that supports student learning.

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***POLICY PROVISION #1b: Know and apply the core concepts and principles of physical and life sciences.***

**In Progress**

**REPORT:** Next Generation Science Standards) and the state assessment (WCAS – Washington Comprehensive Assessment of Science) drive alignment course offerings and instruction. We can see the impact of our adjustments in the number of students meeting proficiency throughout our system.

At the High School the WCAS test has shifted to the 11<sup>th</sup> grade year (and is not a graduation requirement) but our instructional sequence has most students taking biology in the 10<sup>th</sup> grade year. Given that our grad requirements only require three credits many students don't take a science course in their junior year. We continue to monitor the scope and sequence of classes at the high school.



Elementary and MS science instructional materials that are closely aligned to the NGSS so continued growth in student achievement is expected as our students are now receiving standard aligned instruction. We continue to use science kits provided by the ESD although we will be looking to realign what units we get and in what order.

<b><i>POLICY PROVISION #1b: Know and apply the core concepts and principles of civics, history, geography, global and economic issues.</i></b>	<b>In Compliance</b>
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**REPORT:** State classroom based assessments (CBA's) are given in social sciences (civics) at grades 5,8,11. These CBA results are not formally scored/reported to the State, however teachers utilize the units in their classroom instruction and these are included in overall class grades.

Improvement in our overall Social Studies instructional offerings is noted. At the middle and high school, we have strengthened our course sequences with recent staffing hires. We are teaching 8<sup>th</sup> grade US History, 7<sup>th</sup> grade WA St History and an integrated ELA/World Civilization in the 6<sup>th</sup> grade. We have also added additional HS social studies electives. We are also working to more broadly utilize the Since Time Immemorial (STI) instructional materials which are being used in the Elem and MS.

<b><i>POLICY PROVISION #1b: Know and apply the core concepts and principles of the arts.</i></b>	<b>In Compliance</b>
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**REPORT:** The District continues to support the Arts offering instruction in music at all levels and graphic/visual arts at all levels. The 2021-2022 school year marks the beginning of our comprehensive enrichment focus in the elementary. In year one all students are accessing the art studio where they receive integrated instruction from the studio teacher in collaboration with the classroom teacher. This has inspired the creativity of our arts staff and they are effectively providing instruction throughout the system. We have a new art teacher at the secondary and the transition has been successful. Students are engaged in multiple forms of fine arts throughout the courses offered.

<b><i>POLICY PROVISION #1b: Know and apply the core concepts and principles of health, nutrition and physical fitness</i></b>	<b>In Compliance</b>
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**REPORT:** Physical fitness instruction is occurring at all levels with elementary age students receiving PE every other day for 50 minutes. MS students (6-8) receive PE instruction for at minimum 130 minutes per week with integrated health standards. HS students enroll in fitness courses which are designed around student's individual health plans. A separate health course is added to the schedule in which every sophomore takes. Additionally, we offer a foods and nutrition elective course. Students receive instruction in health and nutrition at all levels from both their classroom teacher and our school nurse.

<b><i>POLICY PROVISION #1c: Each student will learn at least a year's worth of content and skills in a year's worth of time.</i></b>	<b>In Progress</b>
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**REPORT:** Manson uses STAR assessment in ELA and Math to measure growth for students in grades K-10. Staff also use Interim Benchmark Assessments aligned to the SBA to measure progress and assure a year's growth.

50% of second graders scored at or above grade level on the spring 2021 STAR assessment. Middle School STAR data was just administered and not available for review. *See attachment*

Data from our WSIF has not been updated since 2018-2019. This data is used to place districts and buildings in categories for state level supports. Currently we are performing at a level that does not require any type of intervention or supports. We will continue to monitor this in the coming years.

The District is also monitoring student's annual growth in language acquisition. The data indicates significant growth in exiting students in the 2020-2021 school year (23 total, and 11% these numbers are above our goal of 10% and in line with that of 2019-2020 (20 total, and 11%).

*November 2021*