

“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: 10-10-22

Vision: We envision a compassionate and challenging school environment where students:

- *are valued as individuals;*
- *stretched to achieve their full potential;*
- *understand and contribute to the world they live in;*
- *acquire the social skills to be successful in a complex and rapidly changing world;*
- *are well nourished, safe and nurtured.*

In Compliance

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.

POLICY PROVISION #1a: Read with comprehension, write with skill, and communicate effectively.

In Progress

REPORT: The ability to communicate through written and spoken word is a hallmark to success in our society. Manson School District takes specific steps to ensure students are reaching this provision. The main measure we have to ensure students are on the path to success and ultimately are ready to engage in post-secondary endeavors is to align our work to the Washington State Learning Standards (WSLS). These standards have been created to define an academic path to college and career readiness.

In addition to the WSLS, instructional teams are studying the WIDA standards to further define the steps to success and to address the opportunity gap.

The elementary staff just completed a year-long process to adopt new literacy materials that support our work and are closely aligned with state standards. Manson Middle School is also piloting the materials in 6th grade. The materials are in Spanish and English and parallel with one another. This means students across the system are engaging in the same content and can extend their learning with each other beyond the classroom. This year K-6 staff are deeply engaged in training, implementation and monitoring of success.

PK-12 collaborative teams (PLCs) are defined throughout the district by the building administration. One task of each team is to continually align their work to the standards for a particular grade level or subject area. The teams use the following tools for alignment:

- WSLS and WIDA standards materials
- Adopted materials

- Assignments (what are we asking student to do?)
- Student work (what are students producing?)
- Formative assessments including STAR reading, Interim Assessment Blocks (IAB) and classroom assessments (how are students performing on standardized tests?)
- College placement exams (for college credit bearing courses)

As you will see later in Policy Provision 1g, throughout a student's career in Manson they have consistently shown growth in Reading. 2022 Spring SBA data showed growth beyond one year at the high school levels. Elementary baseline scores are the highest Manson has had since the beginning of SBA. In addition to annual data, Manson looks at a 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 2022, following two years impacted by the pandemic graduated more than 91% of seniors. Although we strive to get this to 100%, we celebrate our successes and will continue to support the last two seniors beyond their senior year. All graduating seniors met required graduation assessment requirements.

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| <i>POLICY PROVISION #1b: Know and apply the core concepts and principles of mathematics.</i> | In Progress |
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REPORT: Mathematics in grades K-8 is focused on preparing students for Algebra. Some students access Algebra in 8th grade. Grades 9-12 solidify a student's ability to use mathematics in the world around them. Coursework for high school credit includes two years of Algebra and one year of Geometry for all. From there students in Manson can continue their learning to include Pre-Calculus, Calculus and Statistics. The Washington State Learning Standards (WSLS) once again guide the majority of our decisions as they provide the framework for mathematics through Algebra II. Sheltered instructional strategies PK-12 will be used with fidelity to create access to content for each and every student. Similar to Policy Provision 1a, staff work together in teams to monitor student progress toward standard. Progress in mathematics is measured through STAR tests, IABs, classroom assessments and college placement exams. College credit bearing courses in Pre-Calculus, Calculus and Statistics use college placement exams and assessment provided by the university.

For the spring of 2022 the district proficiency rate was 30.2%.

The Elementary staff believes the Bridges curriculum is a strong set of materials. Students gain a deep understanding of concepts, proficiency with key skills, and the ability to solve complex problems. Elementary students passed math at 42% as compared to 30% in 2019. This is a strong indicator of success.

With a new math team, the middle school is focusing on intentional instructional strategies and use of high-quality, engaging materials that supports student learning.

Our students in high school (10th grade) outperformed the state average by passing 40% of their students. The state average was 31%.

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| <i>POLICY PROVISION #1c: Know and apply the core concepts and principles of physical and life sciences.</i> | In Progress |
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REPORT: Next Generation Science Standards and the state assessment (WCAS – Washington Comprehensive Assessment of Science) administered in 5th, 8th, and 11th grade drive alignment course offerings and instruction. We can see the impact of our adjustments in the number of students meeting proficiency throughout our system. In the elementary students are working toward proficiency in gathering, describing, and using information about the natural and designed world. The goal is for students to be ready to explain more complex ideas in the four disciplines (physical, life, earth and space, blended with engineering, technology and applications of science). By middle school, students are extending their learning to develop usable knowledge to explain real world phenomena in the four disciplines. Students in middle school work to apply design and evaluation (two of the harder engineering practices). By high school, students study the fundamental concepts of biology, chemistry and physics.

Elementary and MS science instructional materials are closely aligned to the NGSS so continued growth in student achievement is expected as our students are now receiving standards aligned instruction. We access science kits from the ESD to help us provide a rich experience K-8. The kits include hands-on experiential learning materials that would be difficult for a small district to purchase and maintain. Elementary students outperformed the state in science on the 2022 WCAS. Manson was 53.8% passing and the state 50%.

At the High School the WCAS test is taken in the 11th grade year (and is not a graduation requirement) the Manson instructional sequence has most students taking biology in the 10th grade year. Manson 11th graders passed the WCAS passed at 48% compared to the state at 38.5%.

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| <i>POLICY PROVISION #1d: Know and apply the core concepts and principles of civics, history, geography, global and economic issues.</i> | In Progress |
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REPORT: Social Studies education in Manson is aligned with Washington State's focus on helping students become responsible citizens in a culturally diverse, democratic society within an interdependent world. Staff align their materials to the K-12 learning standards for social studies. These standards create a framework for instruction at each grade level in the areas of social studies skills, civics, economics, geography and history. State classroom-based assessments (CBA's) are given in social sciences 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.

At the middle and high school, we have strengthened our course sequences with recent staffing hires. We are teaching 8th grade US History, 7th grade WA St History and an integrated ELA/World Civilization in the 6th grade. Manson is continuing to integrate and use Since Time Immemorial (STI) instructional materials at all levels.

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| <i>POLICY PROVISION #1e: Know and apply the core concepts and principles of the arts.</i> | In Progress |
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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. Content in the arts is aligned to state standards and addresses

all four of the defined artistic process of creating, performing/presenting/producing, responding and connecting.

The 2021-2022 school year marked 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.

The secondary students all receive instruction in the musical arts in 6th and 7th grade. The program continues to grow and increase in rigor 8th-12th grade. Options are available for additional music courses such as jazz and pep band. All students access fine arts in a variety of mediums throughout their time in secondary. Examples include pottery, Claymation, perspective drawing, painting etc.

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| <i>POLICY PROVISION #1f: Know and apply the core concepts and principles of health, nutrition and physical fitness</i> |
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REPORT: Physical fitness instruction is occurring at all levels with elementary age students receiving PE every other day for 45 minutes. MS students (6-8) receive PE instruction an average 100 minutes per week each year. HS students enroll in fitness courses which are designed around student's individual health plans. Health is embedded in the HS PE courses. 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 and counselors. 82% participation in extra-curricular activities is a concrete measure of students making healthy choices for themselves physically.

There are several state laws defining specific content that must be taught to students around health and wellness. Manson is meeting all state comprehensive sexual health education (CSHE) guidelines and all state laws requiring HIV/AIDS prevention education.

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| <i>POLICY PROVISION #1g: Each student will learn at least a year's worth of content and skills in a year's worth of time.</i> |
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REPORT: Formative assessments are those used to guide instruction during the school year. Manson uses STAR assessments throughout the year in ELA and Math to measure growth for students in grades K-10. Staff also use Interim Benchmark Assessments (IABs) aligned to the SBA and classroom assessments to measure progress and assure a year's growth. Summative assessments are a measure of how much a student has learned at the end of a course. Manson uses the SBA (Math and ELA), the WCAS (Science), CBAs (Social Studies, PE, and Fine Arts) WIDA Access (language acquisition), and STAR for summative reflection.

The SBA and WCAS data have been difficult to measure during the pandemic and although the state has now administered a "typical" spring test, the data is now serving as our baseline. The Manson team has attempted to quantify learning on the SBA and WCAS by looking at the 2018, 2019 and the 2022 data by cohort. This is the only way we can attempt to demonstrate how students have grown during the pandemic. Each year the test measures grade level content. The idea would be that a cohort of students (ie. current 9th graders), would demonstrate proficiency at a similar rate if they made a year's worth of growth in a year. This means when looking at the

current 9th graders, we can see how they performed in 4th grade, 5th grade and then in 8th grade. An increase in proficiency would indicate more than a year's growth and a decrease would presume less than a year. This is not an exact science. OSPI has a team dedicated to finding a way to demonstrate student growth through the state assessments. We should see these measures soon. The staff of Manson are all looking forward to the years ahead as the data once again becomes more valid and reliable. Currently, staff will use more detailed SBA and WCAS information about the individual students they are serving to drive instructional choices.

Absences, behavior and ninth grade course passing rate are all tools used to make early identification if a student could be falling off track. The secondary schools use Afters as a tool to give students additional time and attention if they are struggling. Elementary students have access to a combination of push-in and pull-out services that can be used with early indicators. Social and emotional well-being is closely tied with academic success. Counselors across the district watch this data closely and connect with students early to line them up with specific, individualized supports.

Students earning college credit in high school demonstrates their ability to be successful beyond high school and that they are continuing grow in their achievement levels. At Manson High School, the staff look at disaggregated data to ensure College in the High School classes and Dual Credit classes are utilized with an equity lens.

The high school graduation rate is a strong indicator of student growth. This is the essential review of decisions made each year that culminating in college and career readiness. Graduation pathways allow us to monitor readiness for a variety of post-secondary careers.

EVIDENCE: Summary of evidence Attachment A

- Absences/Behavior
- Ninth Grade Course Passing Rate
- College in the High School/Dual Credit
- WIDA Access
- HS Graduation Rate & Pathways
- STAR Assessment Scores
- SBA & WCAS data

November 2022