

Superintendent Report October 30, 2023

Board Approval of Recommendation to Notify Manson Park and Recreation District of Intent to

Pursue Sale of Leffler Field – On Thursday, October 26, Board Chair, Robin Bloch, Board Vice Chair, Greg Neff, Eric Sivertson and I met with a representative from the Manson Park and Recreation District to discuss our partnership in Leffler Field Property. I notified the Parks that I would recommend the district move forward in attempting to find a buyer for the property should the Parks not be able to purchase the district portion of the property ownership. I ask the board, to approve my actions to pursue this option with the understanding that the Parks are also pursuing options to purchase the district's ownership of the land during this time period as well.

2022-2023 Budget Extension Letter – The budget capacity that was approved by the school board for the 2022-2023 school year was exceeded. A budget extension was not brought as a resolution in time for the board to approve this spending. Please see the attached letter that I will send to OSPI (Office of Superintendent of Public Instruction) notifying them of this situation. I want to be sure the board is aware of this correspondence.

Building Visits – All board members are invited to see the exceptional work happening in our schools. Please join me in the district office 15 minutes prior to our scheduled visit times. We will gather then move to the buildings and visit to see staff and students in action and celebrate the work of our outstanding staff. These meetings are occurring in November rather than October due to my schedule availability and budget work this month. I am excited about these visits in partnership with our building leaders!

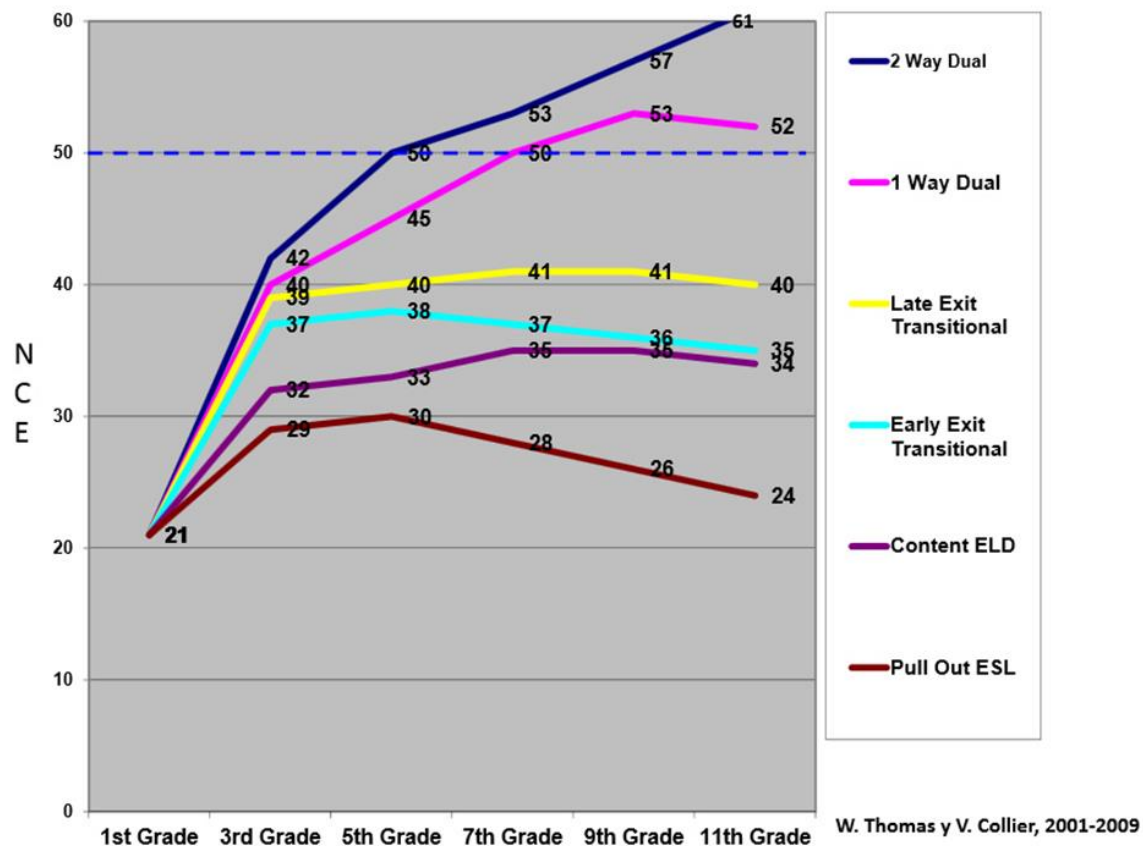
- Elementary Building Visit – November 28 1 pm - 2 pm
- Middle School Building Visit – November 30 8:30 am – 9:30 am
- High School Building Visit – November 16 10 am – 11 am

Summer Learning Loss - Fall 2023 School Wide Reading Data is included below. This data reflects the impact of summer school on summer learning loss. While we see academic loss as measured by STAR grade level screening, we do see the positive impact of our summer program for students who attended regularly. The impact of more targeted academic interventions as a part of the summer school program can be seen clearly between the 2022 and 2023 summers.

School-Wide Data				
Grade	22 Summer Change Ave.	23 Summer Change Ave	23-24 Fall-Winter	Total Change
K Spanish	N/A	N/A		N/A
K English	N/A	N/A		N/A
1 Spanish	-1.6	-1.9		
1 English	-0.3	-0.2		
2 Spanish	-1.1	0.0		
2 English	-0.3	0.1		
3rd	0.1	0.3		
4th	-0.1	0.5		
5th	0	0.1		
School-Wide	-0.5	-0.2		
UFLI Group AVE	0.2 *SIPPS	0.2		
RNL Group AVE	0.2	-0.1		
Total Students	15 (26 invited)	66 (86 invited)		
Groups represent students who participated in our Summer programs with >80% attendance				
4/5 Grade level data for 22/23 rep. winter-fall scoring, while 1-3 rep. spring-fall scoring				
Limited attendance available for RNL group at this time				

ML Committee Work – Dr. Ireland led our first ML Committee meeting of the year on October 17. She was joined by 10 staff members who represent the certified staff across the district and include our ELD specialists (Alicia Alexander and Linda James). The group identified norms for the important work and outlined the timeline for the year. The group's goal is to give me a recommendation by spring 2024 based on careful review of data and best practices. I will bring this recommendation for program design to our school board for your consideration and ask the board to move forward in a multi-year commitment to the program with careful analysis of student achievement data and adjustments within the program to ensure high outcomes for our students. Once key focus of the group is to recommend data points to analyze our current program model success and evaluate its efficacy. This will lead to measures to consider our program's efficacy in the future too. The group identified current strengths and challenges of our early exit program and key professional development for staff to ensure they have the tools to provide effective instruction for every student in our district. One item reviewed with the group was this chart (last updated in 2009) outlining long-term achievement by program model. Please see information below:

English Learners' Long-Term Achievement by Program Model



- The NCE (normal curve equivalents) line (50) is the average reading score of native English speakers.
- The graph indicates success on standardized tests in English reading over time and disaggregated by different program models
- Dual Language models are considered “enrichment models” – all others are considered “remedial models”
- There is a strong start of success in “remedial” programs before the cognitive load increases in middle and high school

Like all data, we must carefully review this data to determine what the data is telling us. As you know, data can be used to tell a story that the writer ‘wants to tell’ and multiple points of data are usually needed to understand the whole story.