



E2 Compliance Report Executive Summary March 4, 2014

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Student Achievement - E2

- ❑ Each student at every grade level will perform at or above the state or district standard in all disciplines. Each student's progress shall be measured annually by academic growth.

Progress Measures

- ❑ For the past 2 years the FWPS School Board identified grades 3, 5, 8, and 10 as the benchmark measure for Ends 2.
- ❑ We have historically used the state reading and math assessment scores (MSP, HSPE, EOC) as they relate to Annual Measureable Objectives (AMO) to report progress as outlined in Ends 2.

Annual Measurable Objectives (AMOs)

- ❑ Washington was approved to set new AMOs to reduce proficiency gaps by half by 2017 for the “all students” group and each subgroup through our state’s ESEA Flexibility Request. The new targets (AMOs) for student learning reflect both:
 - ❑ Washington’s transition to Common Core State Standards and high-quality assessments;
and
 - ❑ Washington’s vision that each student—including English language learners, students with disabilities, and students from historically underserved subgroups—engages in rigorous content and graduates prepared to engage in the deeper learning essential for post-secondary success.
- ❑ For Example....

Continuously Enrolled Defined

- Continuously Enrolled - AMO results include only students who have been continuously enrolled from October 1 through the test administration.

2012 - 2013 MSP, HSPE & EOC Results Continuously Enrolled - All grades by Subject

| Reading | | | |
|------------------------|------|------|--------|
| Grade | 2013 | 2012 | Change |
| 3 rd Grade | 69.1 | 64.9 | 4.2 |
| 4 th Grade | 68.6 | 68.8 | -0.2 |
| 5 th Grade | 68.1 | 72.5 | -4.4 |
| 6 th Grade | 67.6 | 69.5 | -1.9 |
| 7 th Grade | 66.4 | 68.2 | -1.8 |
| 8 th Grade | 63.6 | 69.8 | -6.2 |
| 10 th Grade | 83.8 | 77.8 | 6.0 |

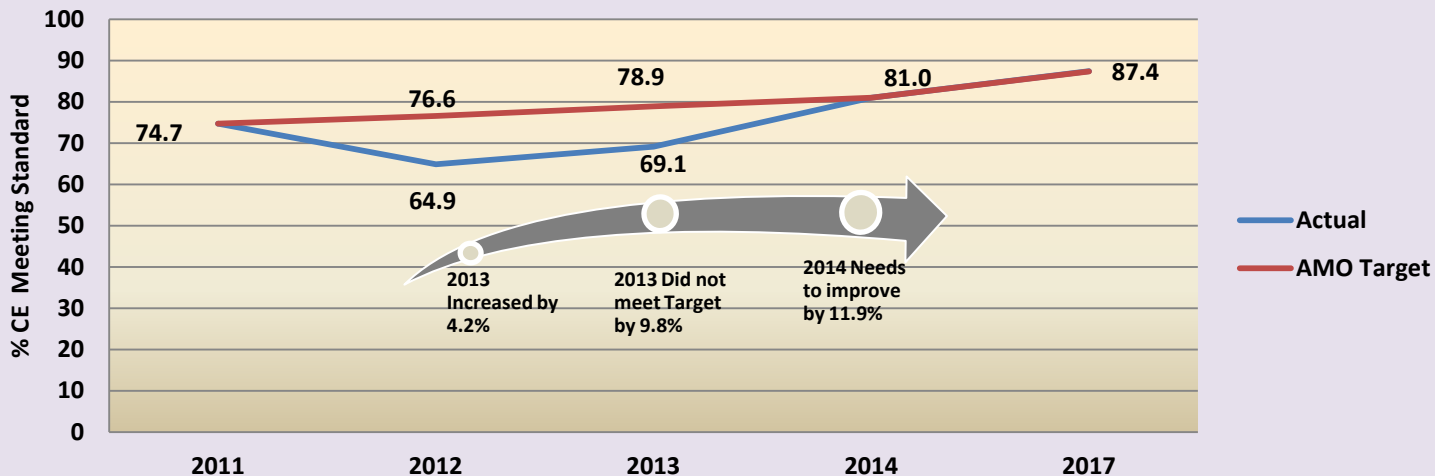
| Writing | | | |
|------------------------|------|------|--------|
| Grade | 2013 | 2012 | Change |
| 4 th Grade | 53.4 | 53.1 | 0.3 |
| 7 th Grade | 69.5 | 67.0 | 2.5 |
| 10 th Grade | 87.0 | 83.1 | 3.9 |

| Math | | | |
|----------------------------|------|------|--------|
| Grade | 2013 | 2012 | Change |
| 3 rd Grade MSP | 62.1 | 63.2 | -1.1 |
| 4 th Grade MSP | 58.8 | 53.3 | 5.5 |
| 5 th Grade MSP | 60.2 | 69.3 | -9.1 |
| 6 th Grade MSP | 48.1 | 54.4 | -6.3 |
| 7 th Grade MSP | 58.5 | 57.3 | 1.2 |
| 8 th Grade MSP | 50.3 | 54.3 | -4.0 |
| 10 th Grade ALG | 69.9 | 67.7 | 2.2 |
| 10 th Grade GEO | 76.3 | 67.7 | 8.6 |

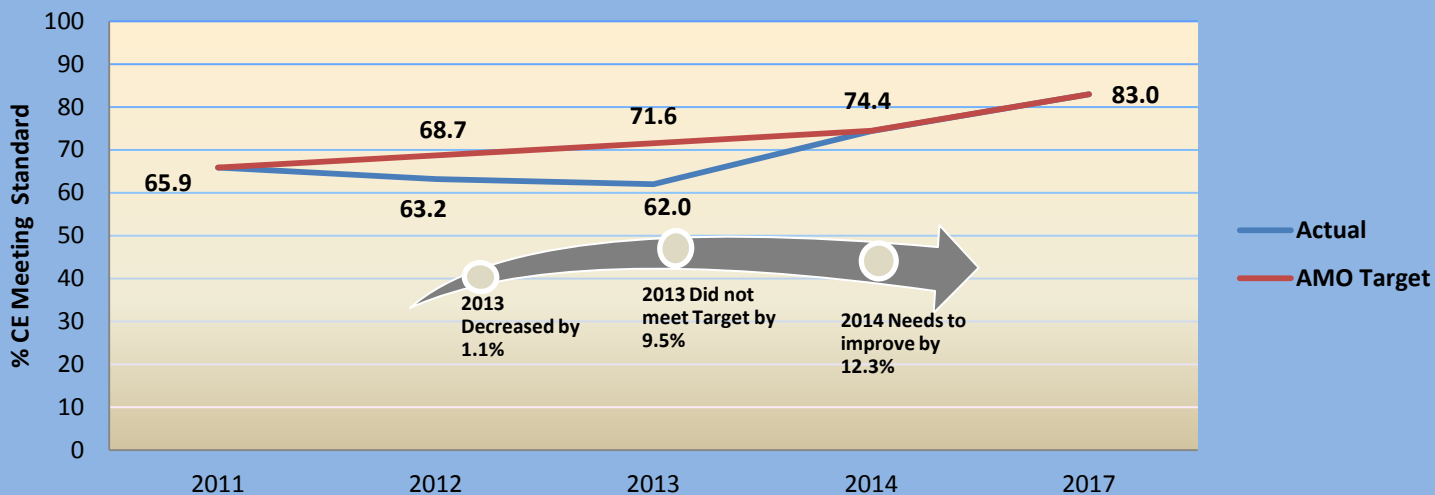
| Science | | | |
|----------------------------|------|------|--------|
| Grade | 2013 | 2012 | Change |
| 5 th Grade MSP | 58.7 | 58.1 | 0.6 |
| 8 th Grade MSP | 56.3 | 62.2 | -5.9 |
| 10 th Grade BIO | 65.0 | 46.3 | 18.7 |

AMO 2011 – 2017 – Grade 3 Reading & Math Targets Continuously Enrolled (CE)

3rd Grade Reading

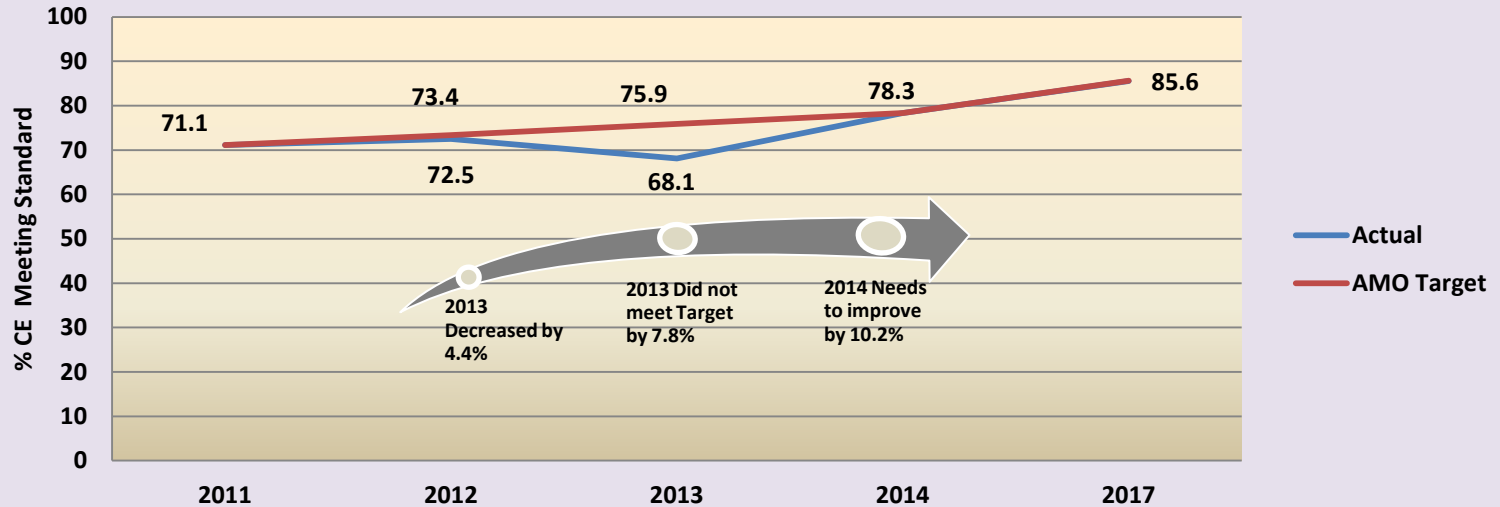


3rd Grade Math

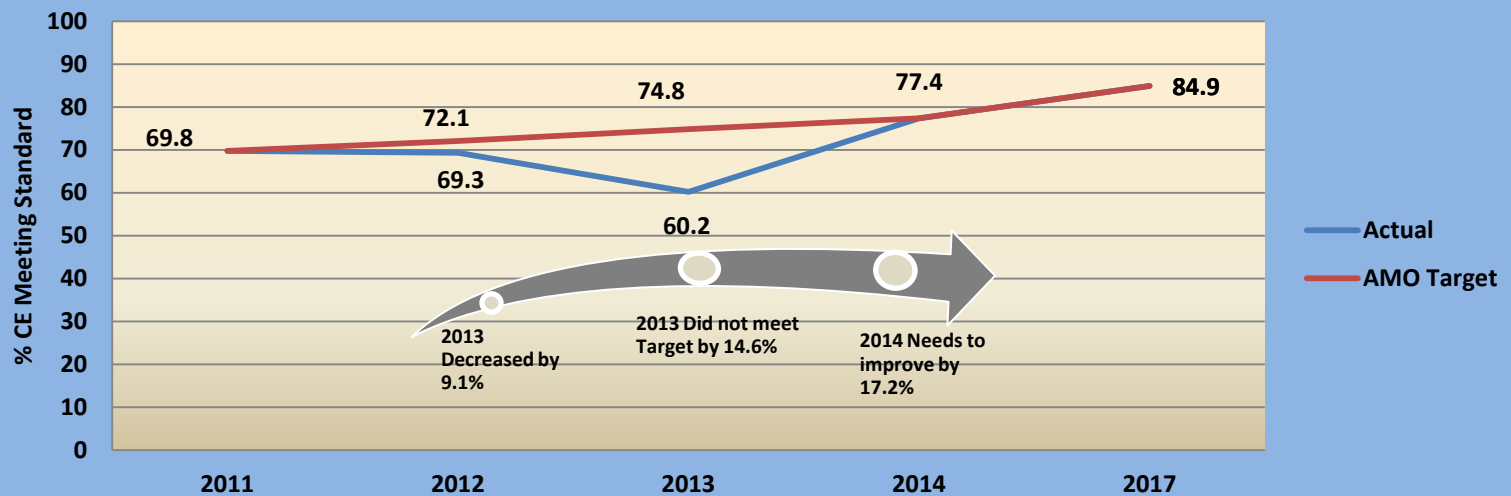


AMO 2011 – 2017 – Grade 5 Reading & Math Targets Continuously Enrolled (CE)

5th Grade Reading

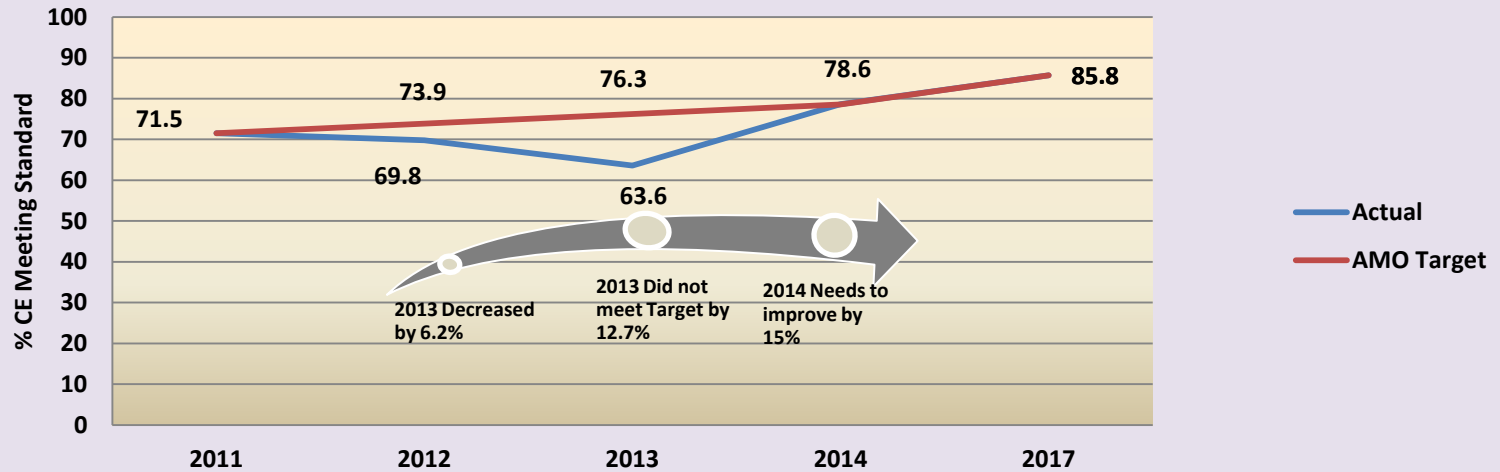


5th Grade Math

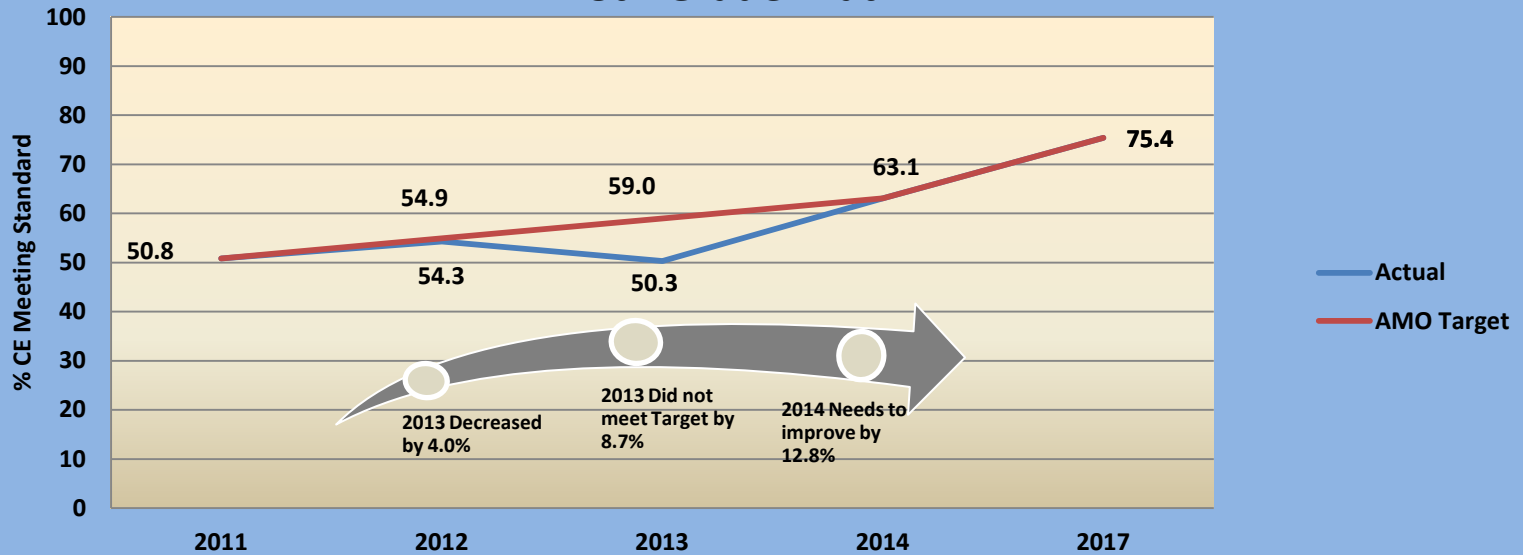


AMO 2011 – 2017 – Grade 8 Reading & Math Targets Continuously Enrolled (CE)

8th Grade Reading

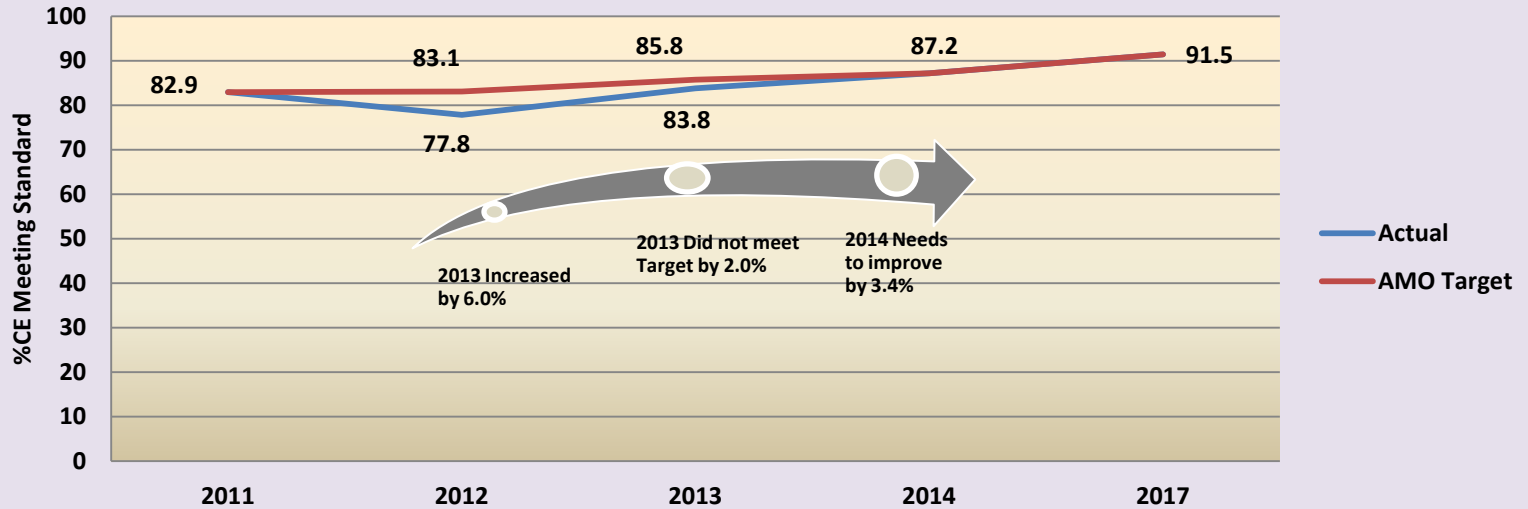


8th Grade Math

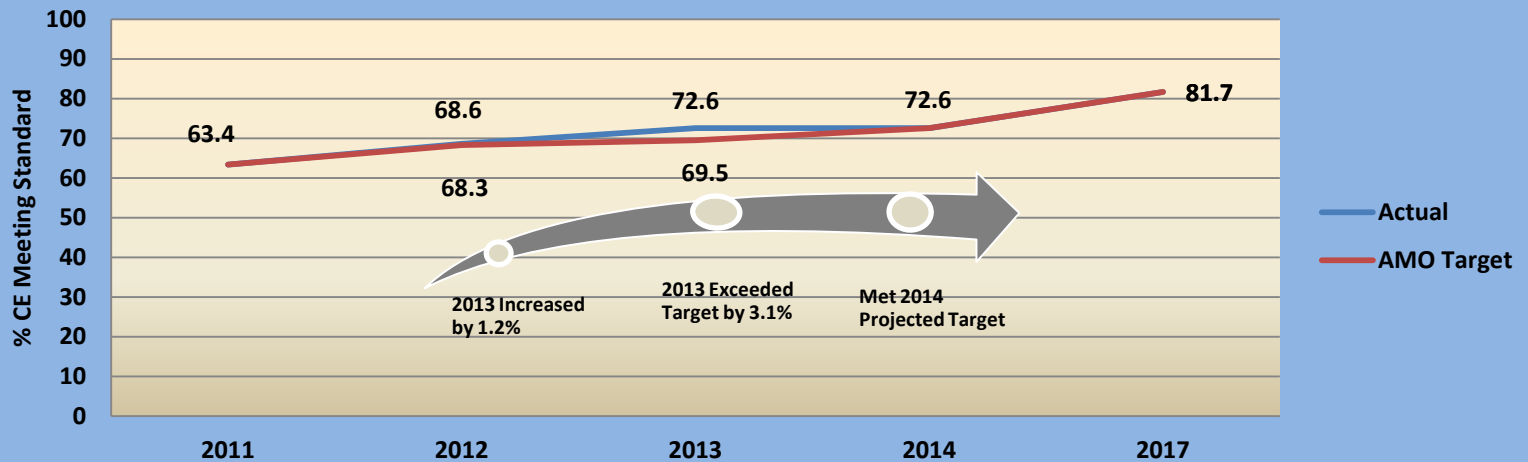


AMO 2011 – 2017 – Grade 10 Reading & Math Targets Continuously Enrolled (CE)

10th Grade Reading



10th Grade Math



Summary Statement of AMO

- ❑ 1 of the 8 Targets was met.
- ❑ 3 of the 8 Targets showed increases.
- ❑ The 3 increases range between 1.2%-6.0%.
- ❑ 5 of the 8 Targets showed decreases.
- ❑ The 5 decreases range between 1.1%-9.1%.

Actions taken since AMO

AMO is distributed in August of each year.

- ❑ The following is a brief list of programs, actions, and adjustments made since August 2013. They include:
 - ❑ New Student Information System.
 - ❑ New Formative Assessment System and Data Dashboard.
 - ❑ Intervention models are more “on demand” and targeted to identified students based on data clarity, timeliness, and responsiveness.
 - ❑ Identified 3 clear targets and goals.
 - ❑ The following 7 slides outline much of this data.
 - ❑ More information and greater depth is provided in EL 13.

FEDERAL WAY PUBLIC SCHOOLS 2013-2014 TARGETS

FWPS TARGET 1

This being the first year of these targets, it is our “baseline” year. However, we do have data that is providing context and informing our progress in meeting these targets.

Our vision:

- All of our students will graduate.

Our focus for this year:

- 100% of our incoming 9th Grade African American, Latino/a, and Native American students will be on track to graduate.

FWPS Target 2

Our vision:

- All of our students will enjoy reading and be successful readers early.

Our focus for this year:

- 80% of English Language Learners (ELL) will enjoy reading and be reading at grade level by the end of Kindergarten....
- 90% by the end of 1st Grade...
- 100% by the end of 2nd Grade...

FWPS Target 3

Our vision:

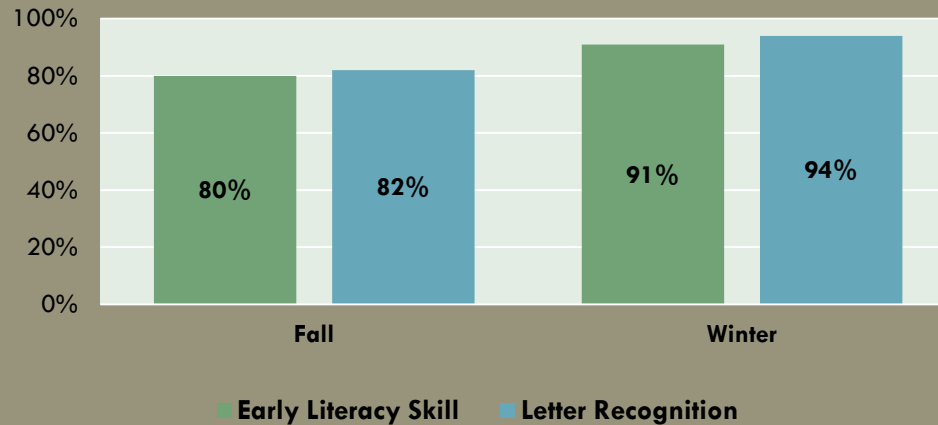
- All of our students will see the relevance of - and succeed in - Math.

Our focus for this year:

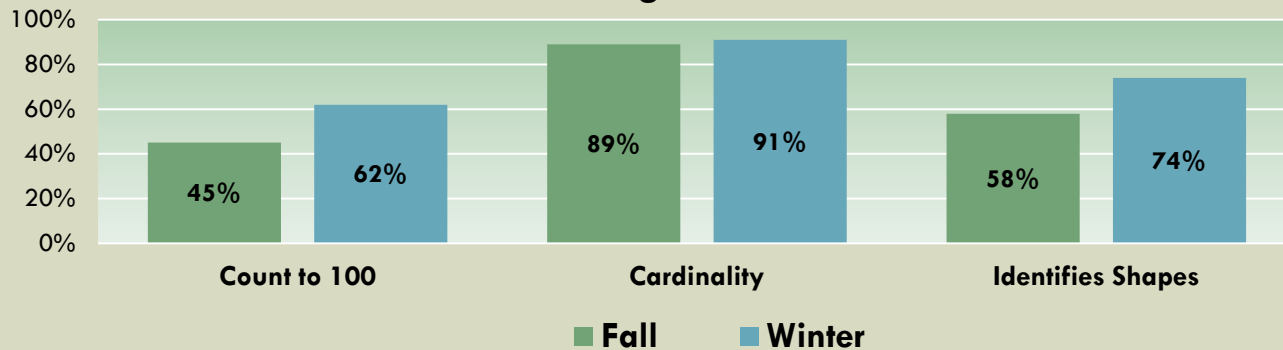
- 100% of our African American, Pacific Islander, and Latino boys in Grades 3, 5, 8, & 10 will:
- See math as relevant and meaningful for their lives, now and in their futures.
- Be achieving at or above standard in math by the end of the school year.

Kindergarten Math and Reading Fall to Winter Comparison 2013-2014

Fountas and Pinnell Reading Assessment-Kindergarten



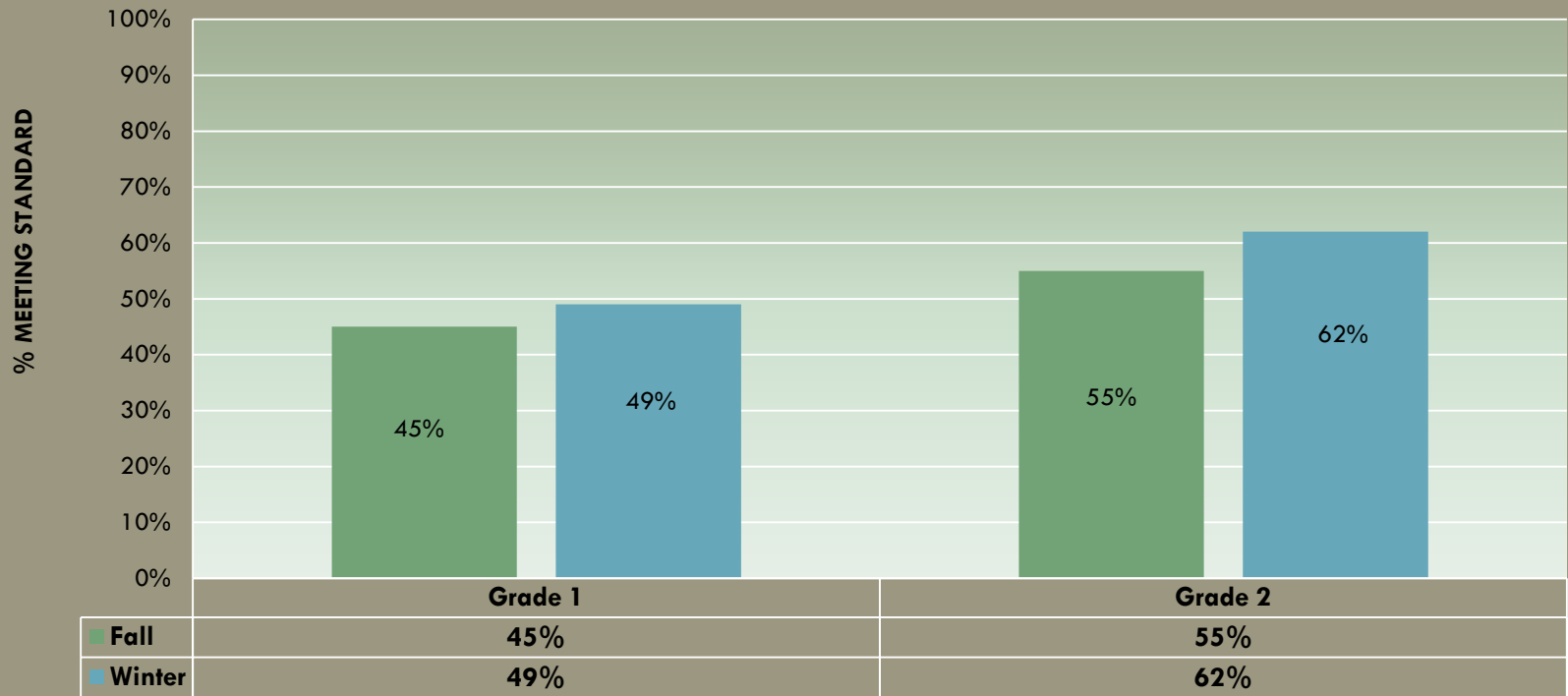
Kindergarten Math Assessment % Meeting Standard



Fountas & Pinnell

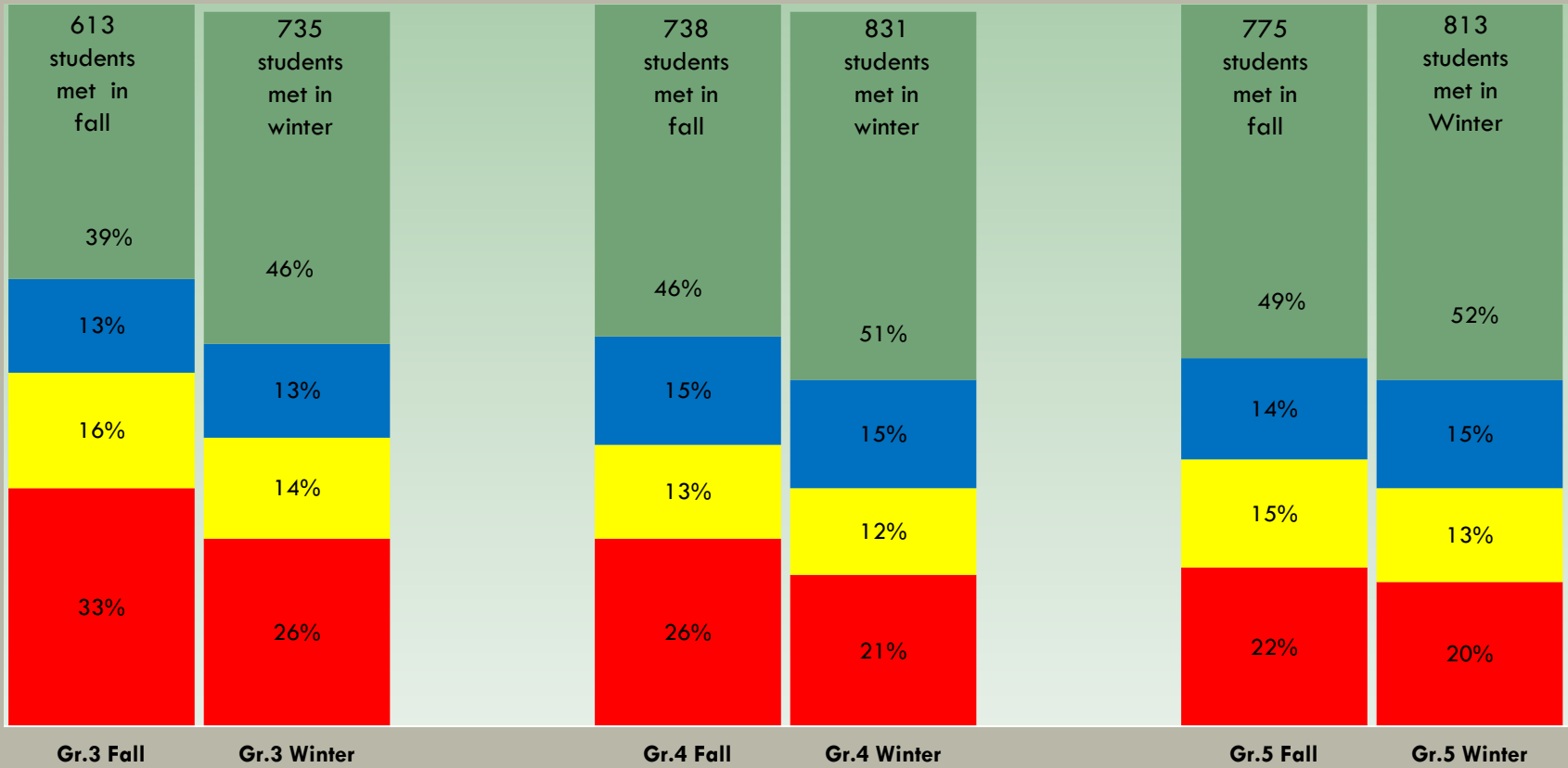
1st and 2nd Grade Reading 2013-2014

Fountas & Pinnell Reading Fall to Winter Comparison Grades 1 and 2



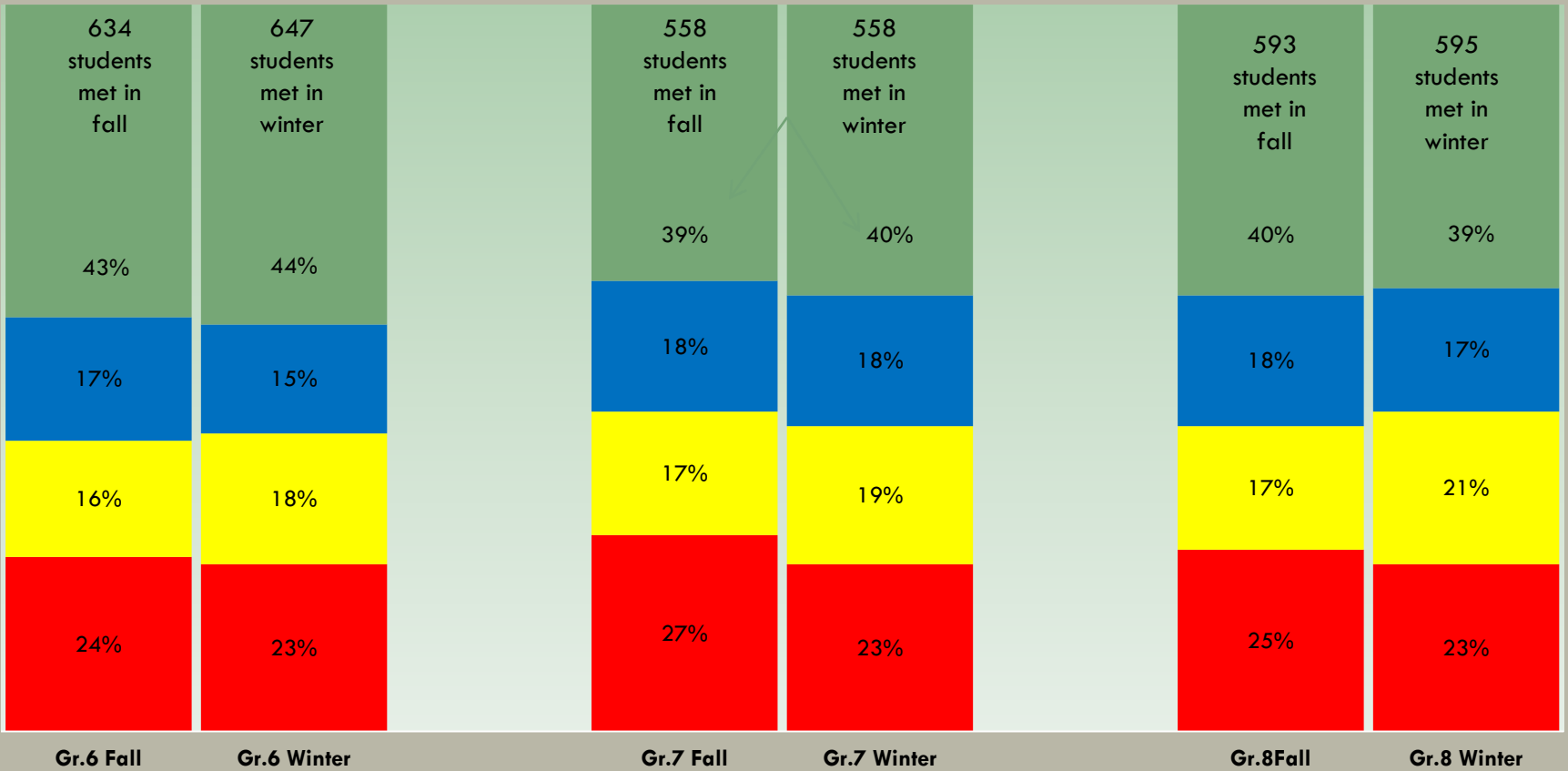
STAR Reading Grades 3-5 Fall to Winter Comparison

■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above



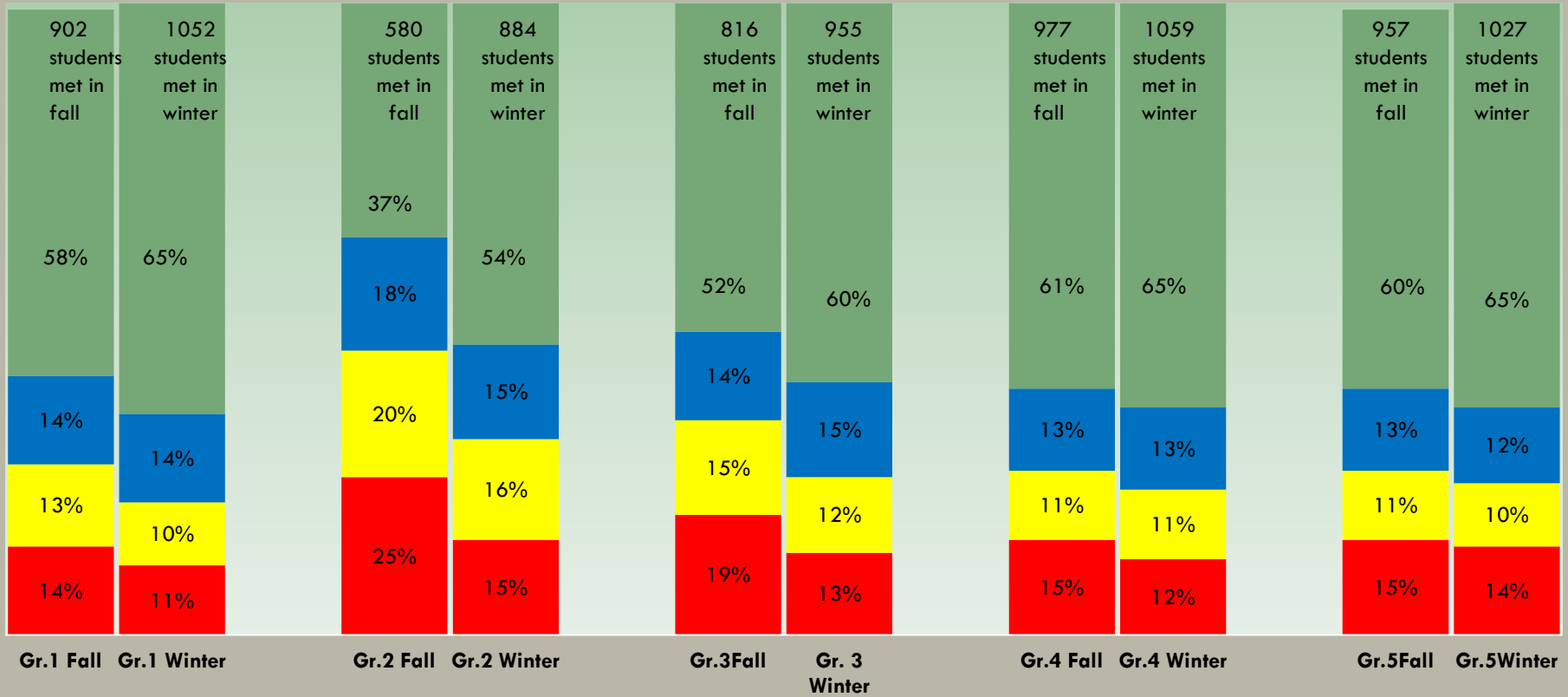
STAR Reading Grades 6-8 Fall to Winter Comparison

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above



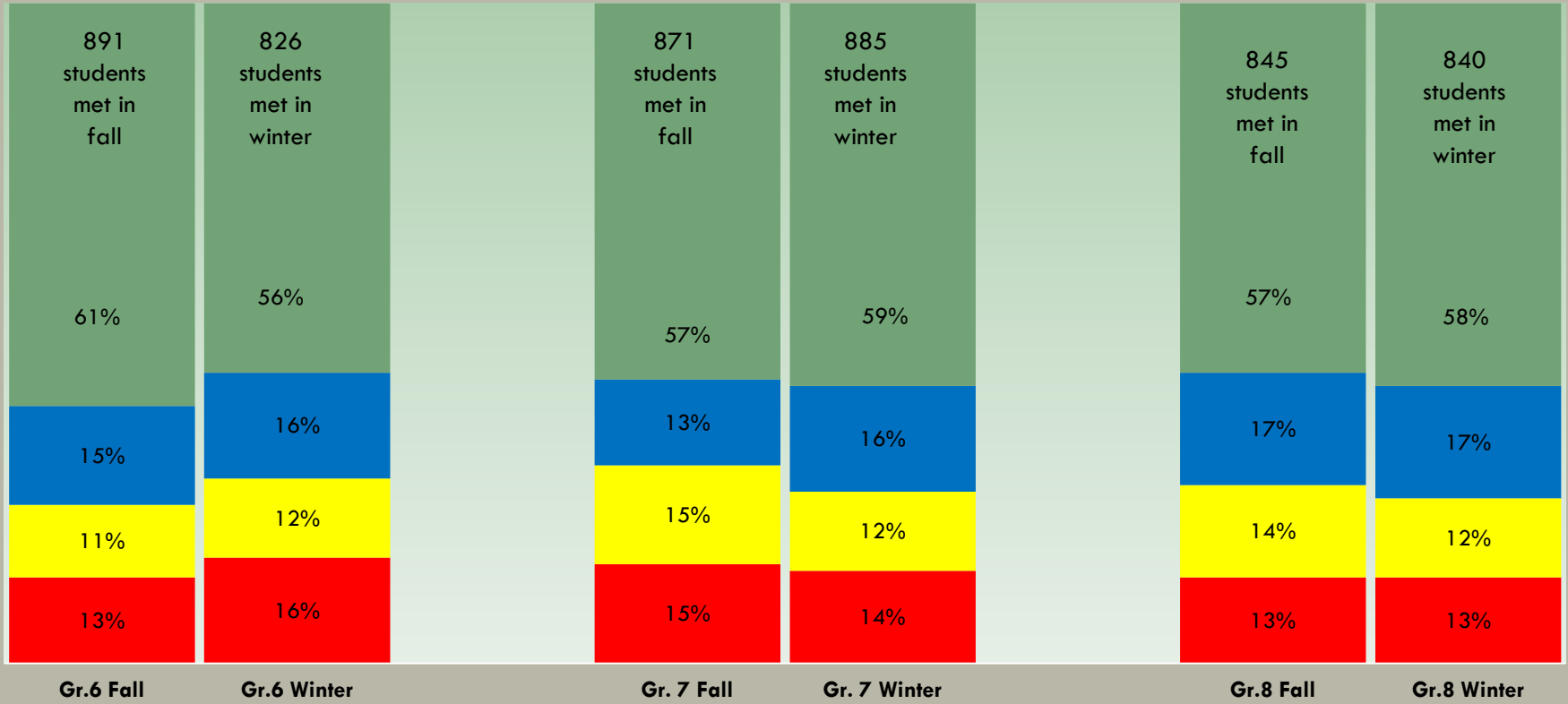
STAR Math Grades 1-5 Fall to Winter Comparison

■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above



STAR Math Grades 6-8 Fall to Winter Comparison

■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above



Summary Statement in STAR and F & P

- ❑ Much of the data contained in these slides is updated nightly in our dashboard (Versifit). Thus, the results directly inform instruction and intervention the next day.
- ❑ The data provides evidence of growth in a majority of measures between Fall and Winter.
- ❑ The tools we are using to capture the data utilize online resources, technology, and provide “actionable” information.

Early Learning and ELL

- As part of the District Targets identified in slide 14, the next 3 slides provide data/information on Early Learning and English Language Learners (ELL).

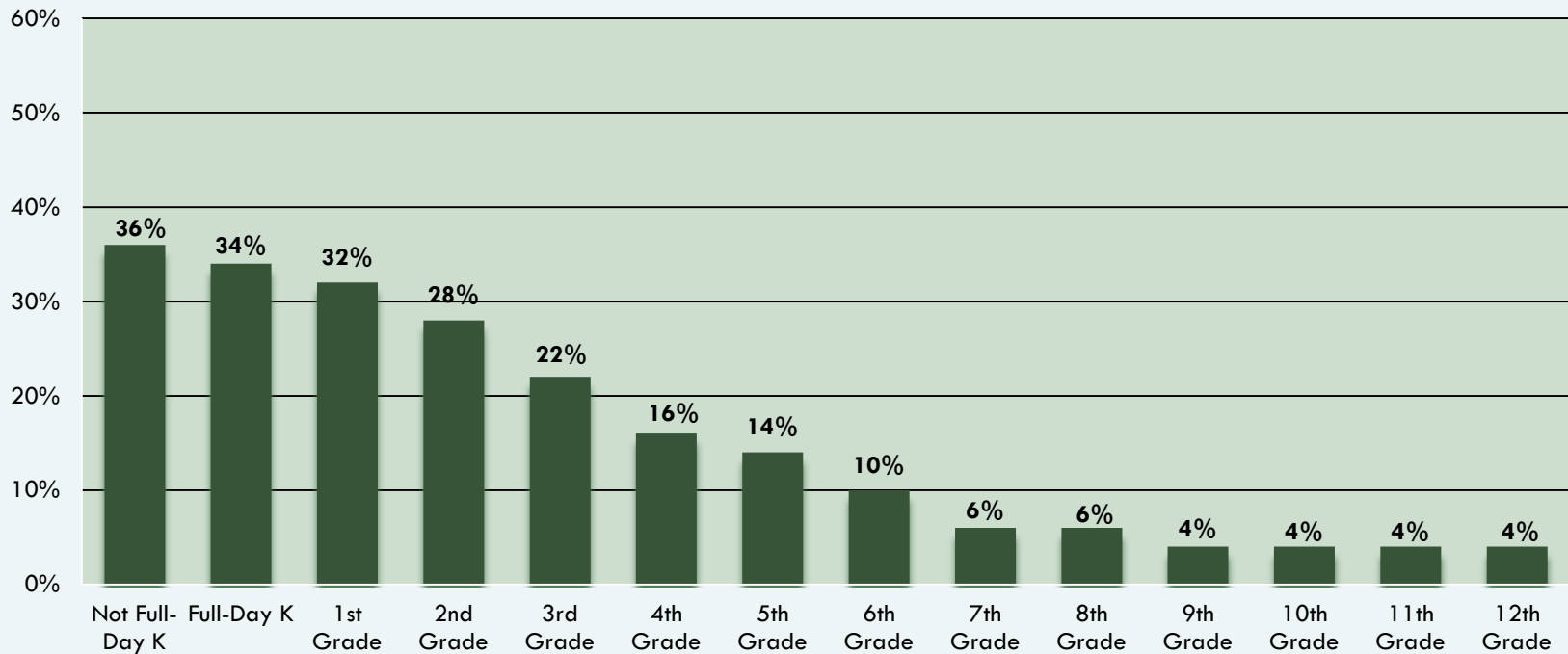
Washington Kindergarten Inventory of Developing Skills (WaKIDS) Administered in Fall 2013

The **Washington Kindergarten Inventory of Developing Skills (WaKIDS)** is a transition process that helps to ensure a successful start to the K-12 experience and connect the key adults in a child’s life. WaKIDS is required only in state-funded full-day kindergartens and measures the range of skills by entering kindergartners.

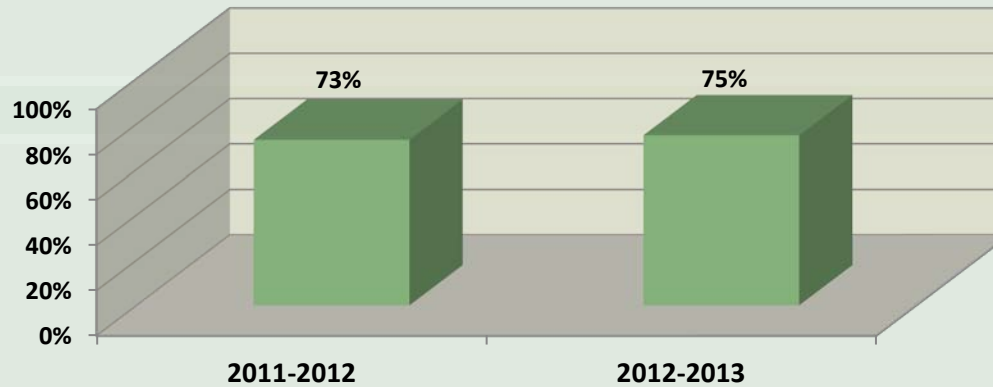
| Percent of Students who Demonstrate Characteristics of Entering Kindergartners | Number | Percent |
|---|---------------|----------------|
| Social-Emotional | 988 | 78.2% |
| Physical | 1,022 | 81.0% |
| Language | 872 | 69.2% |
| Cognitive | 947 | 75.2% |
| Literacy | 981 | 78.0% |
| Math | 623 | 49.4% |

The Washington English Language Proficiency Assessment (WELPA) determines student eligibility for English language development (ELD) services. The WELPA annually assesses growth in English language development by the state's English language learners. This assessment tests reading, writing, listening, and speaking knowledge and skills.

Percent of Students in FWPS Who are English Language Learners (2012-2103)



Percent of Students Making Progress in Learning English



Most Common Primary Languages in FW School District (2012-2013)

| Language | Total # of Students | % of Non-English Speakers | Number of ELL Students | % of ELL Students |
|---|---------------------|---------------------------|------------------------|-------------------|
| English | 15,059 | -- | 8 | -- |
| Any primary language other than English | 6,640 | -- | 2,978 | -- |
| Spanish | 3,567 | 54% | 1,843 | 62% |
| Russian | 550 | 8% | 204 | 7% |
| Korean | 511 | 8% | 126 | 4% |
| Ukrainian | 456 | 7% | 150 | 5% |
| Vietnamese | 257 | 4% | 83 | 3% |
| Samoan | 182 | 3% | 88 | 3% |
| Tagalog | 112 | 2% | 43 | 1% |
| Punjabi | 94 | 1% | 39 | 1% |
| Marshallese | 81 | 1% | 53 | 2% |
| Chinese-Cantonese | 63 | 1% | 12 | 0% |

Source: OSPI

Summary of Early Learning and ELL

- ❑ FWPS has created an Early Learning Department under the leadership of Luisa Sanchez-Nilsen.
- ❑ Early Learning is part of the Race to the Top projects 3A and 3B as well as receiving a Gates Foundation grant focused on P-5 Math.
- ❑ 20/23 elementary schools have implemented the GLAD instruction strategy program to support ELL learners.
- ❑ A team of 2 administrators and 3 middle school teachers have attended Sheltered Instruction Observation Protocol (SIOP) training and will train more secondary ELL teachers.
- ❑ More information is provided in the EL 13 report.

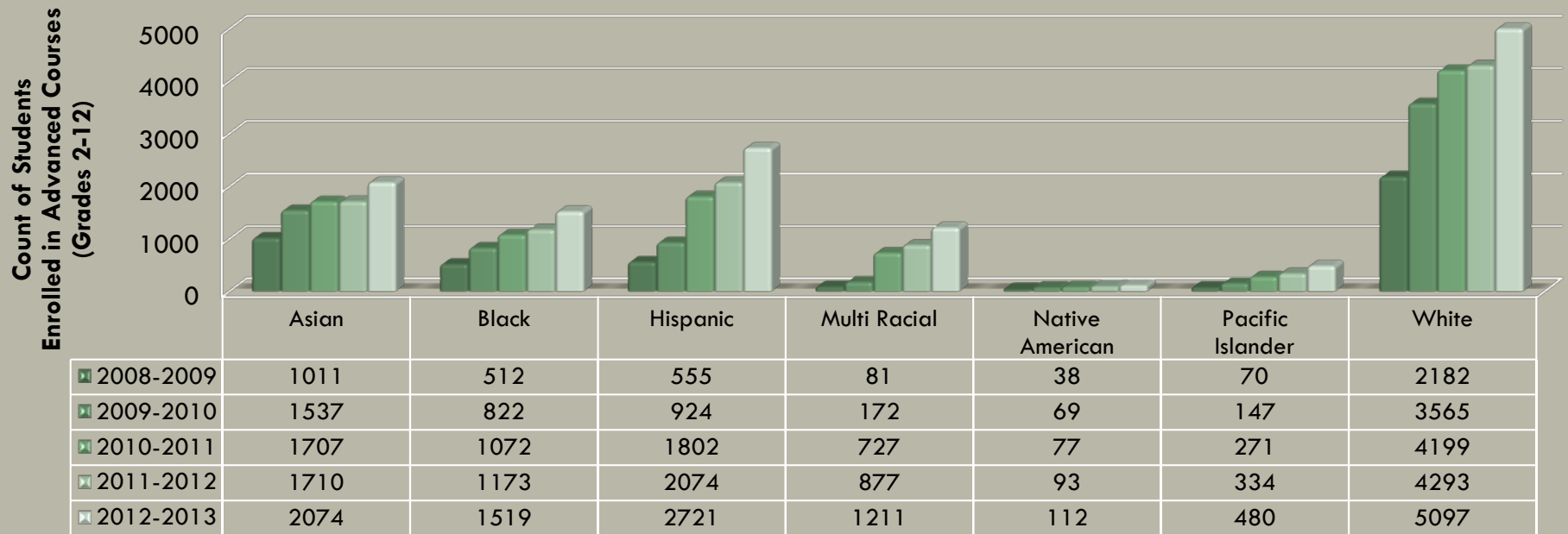
Advanced Programs

- ❑ The following 5 slides provide data specifically focused on Advanced Programs (Advanced Placement, Cambridge Program, International Baccalaureate, and the Highly Capable Program) in FWPS.

Advanced Courses

Students Enrolled by Ethnicity

2008-2013

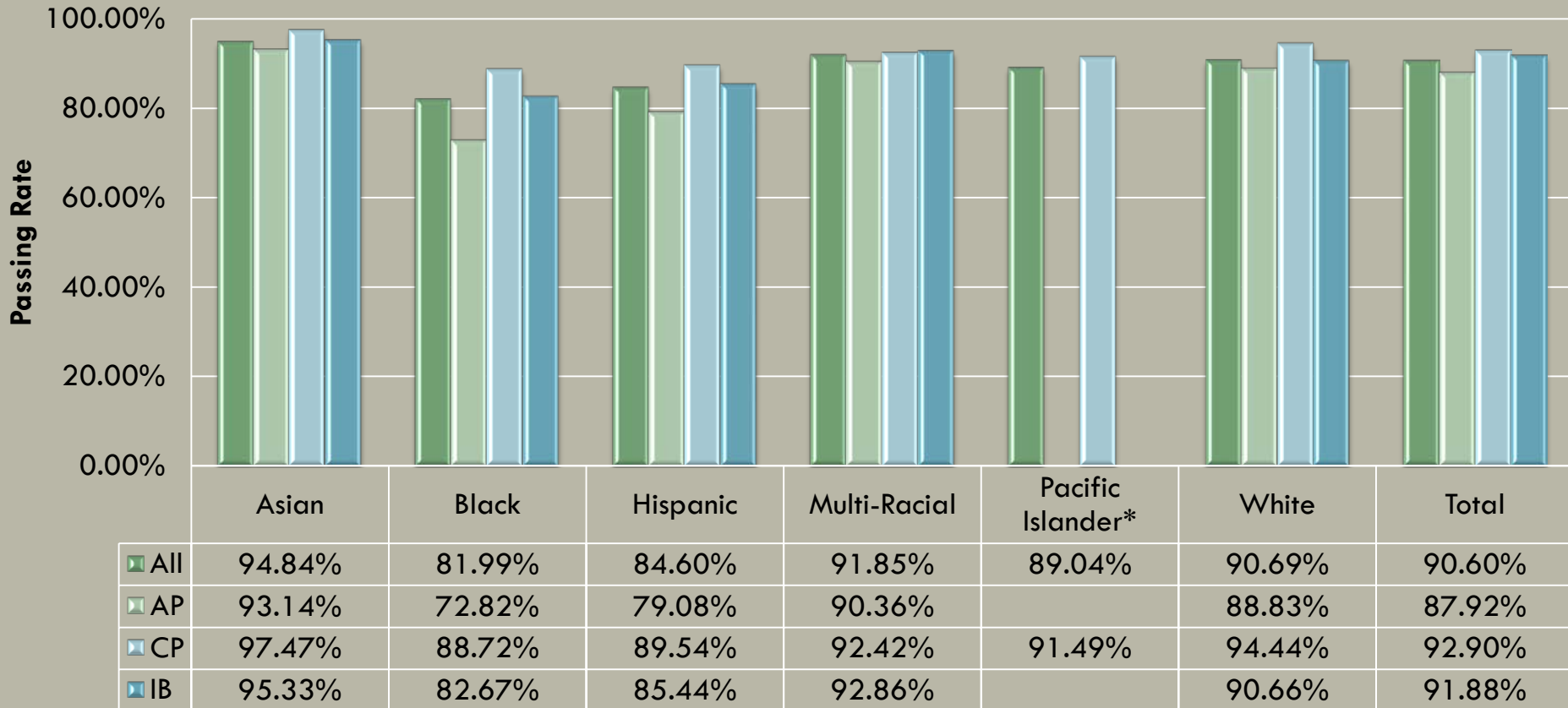


| | Asian | Black | Hispanic | Multi Racial | Native American | Pacific Islander | White |
|---|--------|--------|----------|--------------|-----------------|------------------|--------|
| Advanced course enrollment increase since 2008: | 105% | 197% | 390% | 1395% | 195% | 586% | 134% |
| Percent enrolled in advanced courses 2012-2013: | 74.63% | 60.11% | 50.17% | 47.25% | 64.74% | 52.29% | 65.04% |

This data includes participation in elementary HCP and Advanced Placement, Cambridge Program, and International Baccalaureate participation in the middle and high schools.

Since the implementation of the Academic Acceleration Policy, enrollment in advanced courses has increased overall by 196%, as well as in every ethnic subgroup.

High School Advanced Programs Course Passing Rates by Program and Ethnicity: June, 2013



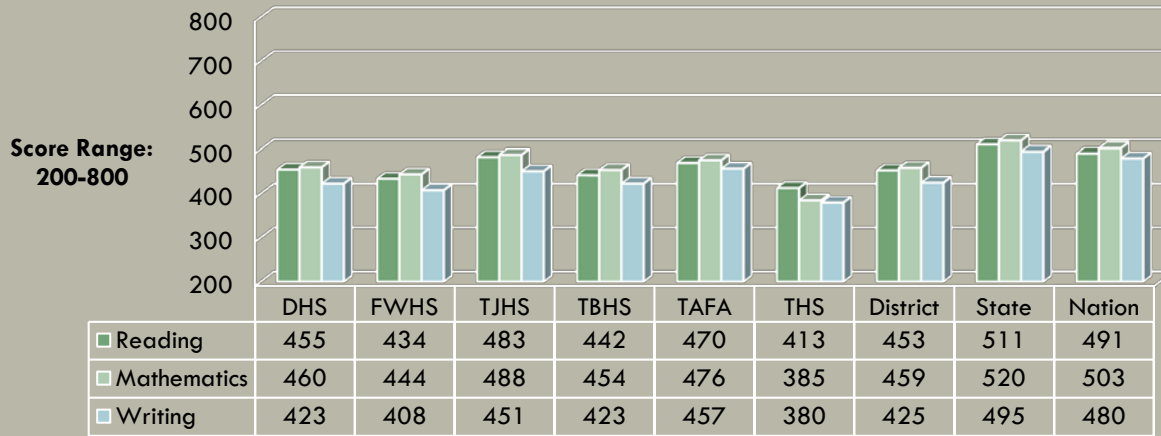
*Per FERPA, sub-groups with fewer than 30 students can not be reported separately. The Native American sub-group can not be reported for any Advanced Program and the Pacific Islander sub-group can not be reported specifically for AP or IB.

Passing rates for the Advanced Program courses vary significantly by program and ethnicity, which has prompted our current work on Advanced Program interventions.

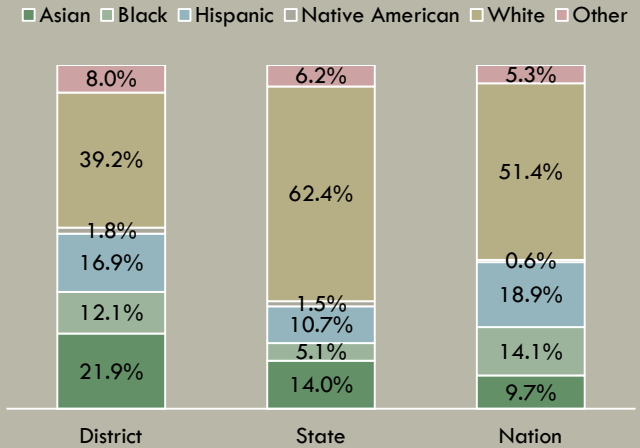
College Readiness Assessments

Scholastic Aptitude Test (SAT)

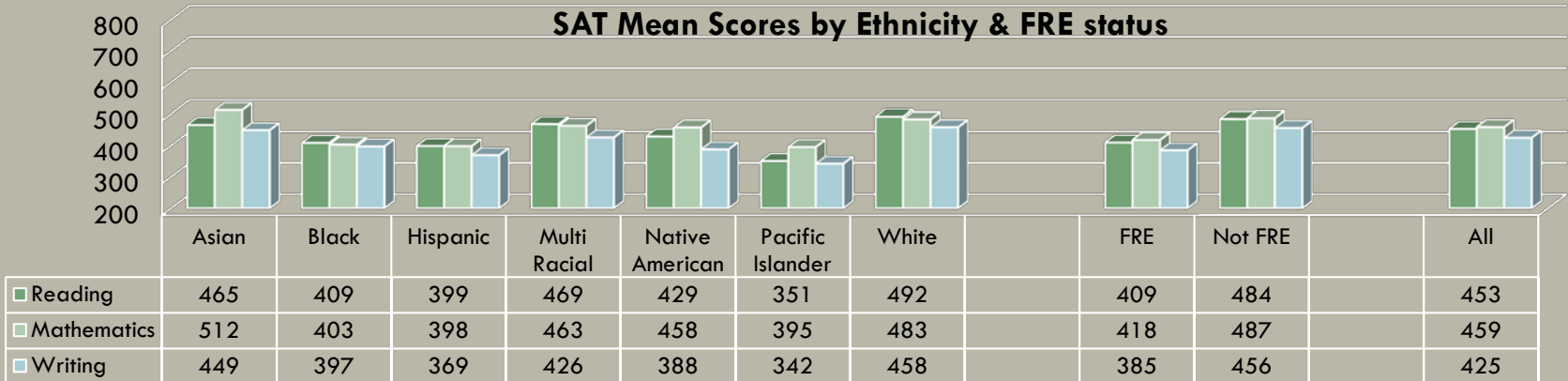
SAT Mean Scores by School



Ethnic Distribution of SAT Test-Takers



SAT Mean Scores by Ethnicity & FRE status



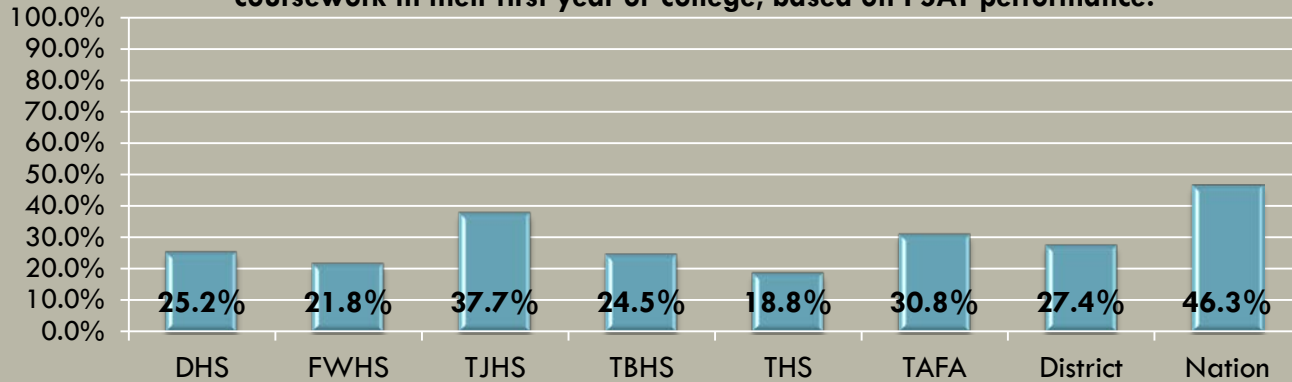
Participation increased 24% with the implementation of SAT School Day.

College Readiness Assessments

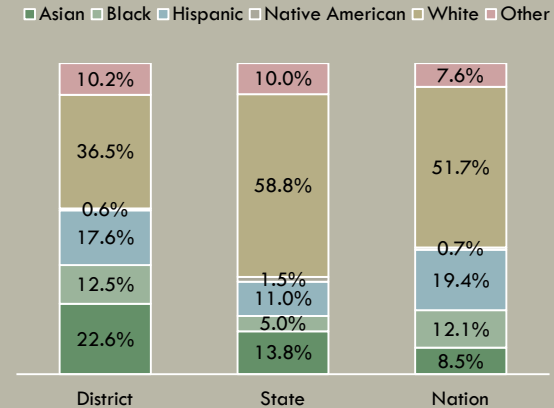
Preliminary Scholastic Aptitude Test (PSAT) & ReadiStep

11th Grade College Readiness

Predicted percentage of 11th grade students who will not need remedial coursework in their first year of college, based on PSAT performance.

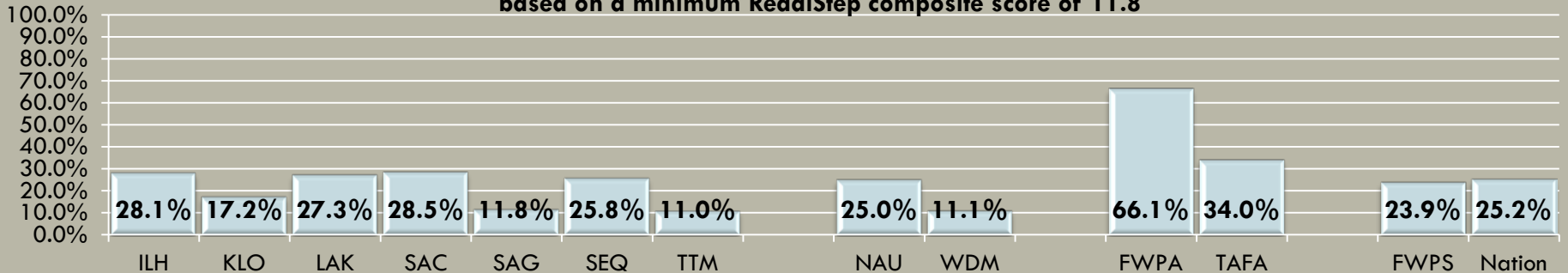


Ethnic Distribution of PSAT Test-Takers (11th graders)



8th Grade College Readiness

Predicted percentage of 8th grade students on track to be college and career ready, based on a minimum ReadiStep composite score of 11.8

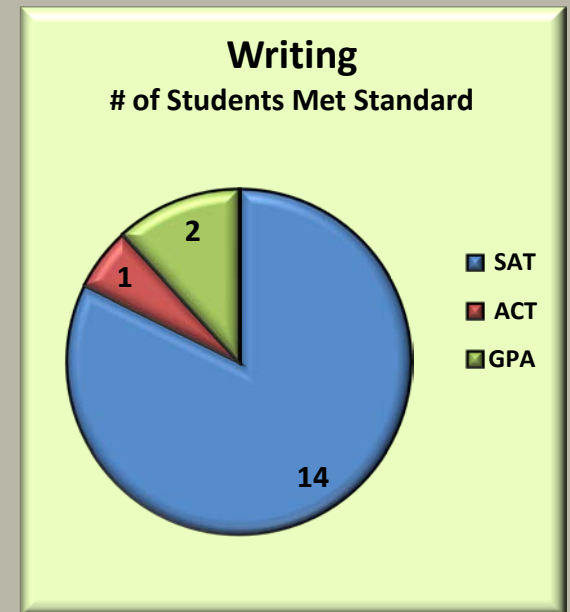
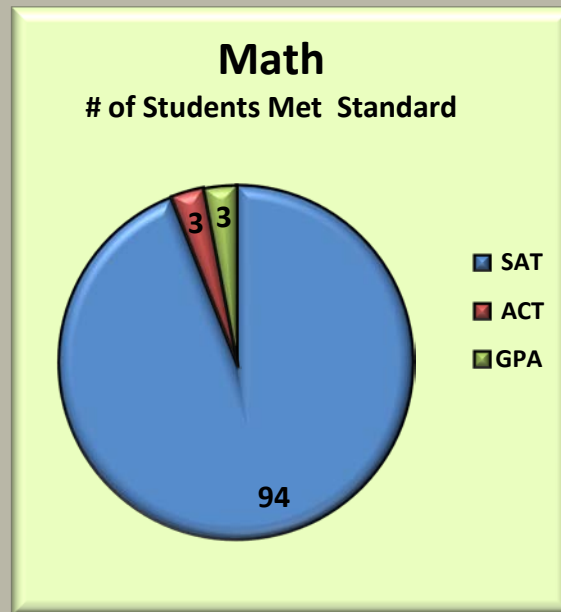
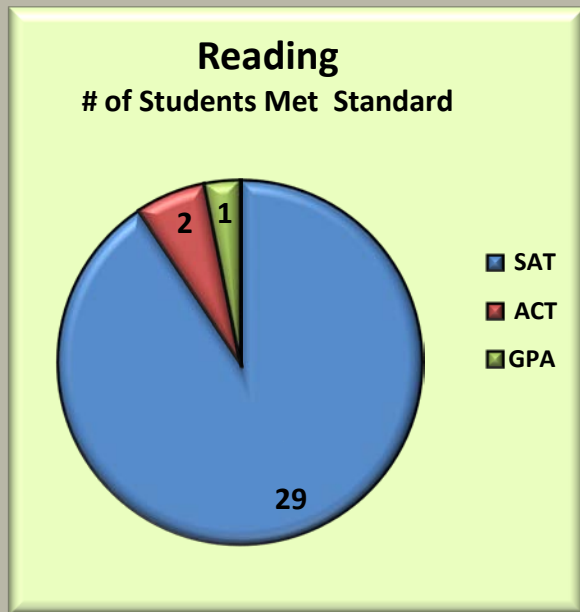


On Track to be College and Career Ready

Certificate of Academic Achievements (CAA)

of Students who Met CAA by SAT, ACT, or GPA

Most Washington state public high school students will fulfill the assessment portion of the graduation requirements by passing state exit exams. If students don't pass on their first attempt, there are retake opportunities. Some students, however, may need to demonstrate their skills in a different way. For these students, state-approved alternatives are available, called Certificate of Academic Achievement (CAA) options.



As an “un-intended” consequence of our SAT School Day 94 students were able to meet the State Graduation requirement(s) using their SAT test results.

Summary Statement of Advanced Programs

- ❑ SAT School Day and the College Readiness Program is a model for our region, state, and Nation.
- ❑ More students are gaining access to college and career ready information and assessments.
- ❑ More students are meeting graduation requirements as part of the work.
- ❑ Academic Acceleration is now a state law.
- ❑ Race to the Top Project 7 is solely focused on this work and FWPS is the leader for the project.
- ❑ Race to the Top Project 8 is providing funding to support students to be more successful in advanced classes.

QUESTIONS?

TEACHING FOR LEARNING DEPARTMENT

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