

Stanwood-Camano School District Results 2015-2016

School Board Presentation
September 20, 2016

Theory of Action

Every student accomplishes higher levels of achievement and success when we, as a system, have a common vision and work in a collaborative culture to continuously improve our leadership and instructional practice.



District ELA Results 2015-16

Smarter Balanced Test Score Results- Grades 3-8

GRADE	DISTRICT ELA 2015	DISTRICT ELA 2016	ANNUAL GROWTH	STATE 2016	COMPARISON TO STATE AVERAGE
3	54.4	56.9	+2.5	54.3	+2.6
4	71.1	70.9	-2	57.0	+13.9
5	65.3	70.2	+4.9	60.1	+10.1
6	52	64.1	+12.1	56.5	+7.6
7	55	61.1	+6.1	58.5	+2.6
8	55.7	65.7	+10.0	59.7	+6.0

District Math Results 2015-16

Smarter Balanced Test Score Results- Grades 3-8

GRADE	DISTRICT MATH 2015	DISTRICT MATH 2016	ANNUAL GROWTH	STATE 2016	COMPARISON TO STATE AVERAGE
3	64.6	57.3	-7.3	58.9	-1.6
4	68.9	65.3	-3.6	55.4	+9.9
5	57.6	67.6	+10	49.2	+18.4
6	50.2	54.6	+4.4	48.0	+6.6
7	50.1	57.8	+7.7	49.8	+8.0
8	47.1	53.6	+6.5	47.8	+5.8

District Science Results 2015-16

Measurement of Student Progress Score Results- Grades 3-8

GRADE	DISTRICT SCIENCE 2015	DISTRICT SCIENCE 2016	ANNUAL GROWTH	STATE 2016	COMPARISON TO STATE AVERAGE
5	71.8	82.6	+10.8	63.4	+19.2
8	56.0	69.6	+13.6	60.7	+8.9

District High School Results

2015-16

GRADE	Grade 11 (Grade 10-Bio)	STATE 2016	Percent of Current 12th Graders Meeting Grad Requirements
ELA	86.7%	75.5%	94.9%
Math	16.5%	21.8%	93.0%
Biology EOC	73.5%	72.2%	N/A

Summary

- Grades 3-5 exceeded the state average by an average of 8.9% on both the ELA and Math SBA
- Grades 6-8, exceeded the state average by an average of 5.4% on the ELA and 6.8% on the Math SBA
- All K-8 Schools met expected participation rate. Last year, the middle schools did not.
- We did not meet the required participation rate of 95% at the high school level.

Context and Support to Our Work

- Last school year was the second year for the full implementation of the Washington State Learning Standards (WSLS).
- This is the second year we have implemented Full Day Kindergarten (FDK).
- Last August we met with elementary teachers to realign our Math Expressions Program to meet the Washington State Learning Standards. This year we have purchased selected elementary math materials from the 2013 Math Expressions Program as a stop gap measure to support the WSLS.

Context And Support To Our Work

- We have had an intensive focus on the Teacher / Principal Evaluation Project (TPEP) and have invested a great deal of time to implement this mandated system of evaluation.
- We will continue piloting two writing programs to augment our Journeys literacy program at the elementary level and possibly middle level.
- We continue to up-date our work with Engaged New York for middle school math. This summer middle school teachers worked on refining the Engaged New York program.
- We continue to review and revise our district improvement plan as necessary.

District Improvement Plan

INSTRUCTION

- Fully implement the Center for Educational Leadership 5+ *Dimensions of Teaching and Learning* in every classroom every day.
- Implement the *Teacher, Principal Evaluation Project* system for teachers to support and develop research based instructional practices.
- Implement the *Teacher, Principal Evaluation Project* system for principals as a vehicle to support instructional leadership.
- Build understanding of the relationship that exists between the 5+ Dimensions Framework, the TPEP evaluation system, professional development, and student achievement for new employees.

District Improvement Plan

CONTENT

- Implement and build understanding of the Washington State Learning Standards across all content areas and all grades.
- Align the district's core curriculum and assessments to the Washington State Learning Standards.
- Address State's requirement to move to 24 Credits in 2017-18.

EQUITY FOR ALL STUDENTS

- Implementation of Full-Day Kindergarten.
- Ensure equity for all students through the allocation of necessary resources and the implementation of research-based interventions and supports.
- Continue program reviews for English Language Learners and Special Education students.

Adequate Yearly Progress Transition

- Adequate Yearly Progress (AYP) was part of the No Child Left Behind Act.
- We are transitioning to the Every Student Succeeds Act (ESSA) from AYP.
 - ESSA has no uniform bar for achievement.
 - AYP is now based on participation rate.
- All elementary and middle schools met participation rates with participation above 97%.
- High school participation rate was 90.3% for ELA and 31% for math, which did not meet AYP.

Our System...Working Together

Common Focus from the District Strategic Plan



Consistent Refinement of the District Improvement Plan



Implementation of School Improvement Plans



Improved Achievement of Each Individual Student

Questions?

