

SUMMARY OF PRELIMINARY 2009 WASL RESULTS

2008-09 Board Goal

“Increased level of student achievement, particularly in AYP subgroups, on state and district assessments”

WASL Proficiency Rates

Elementary

Small changes in proficiency from last year: mostly little dips, a few no-change, and a couple increases from last year. Yet even as we unpack the change scores we should celebrate the absolute levels of achievement with 80% of our students at all four grade levels reaching the reading standard and three-quarters of our 3rd graders reaching the math standard. These of course are district averages that mask the remarkable achievements of some individual schools with 90% of students reaching the reading standard. Good reason to continue the work we’re doing to organize ourselves as collaborative learning communities focused on student learning.

Middle School

Great year in middle school: Increases in all content four areas at both grade levels at both Einstein and Kellogg. Arguably supportive evidence of the PLC work launching at these grade levels.

High School

Plenty more work to do in high school, with scores decreasing this year in all content areas at 10th grade.

Adequate Yearly Progress (AYP)

AYP continues to offer us opportunities to reach federal expectations to close our achievement gaps. Fewer “No” cells at the building levels but seven “No” cells at the district level at all grade levels in reading and math with students of lower socioeconomic status and those receiving special education services.

Why are so many schools making AYP but not the district? One reason is subgroups are too small at the school level to count in calculations but amount to a size that does count at the district level. Another is mobility: as students move between schools within the school year, they don’t count as continuously enrolled at the school but they do at the district level.

These results speak to the importance not only of continuing our innovative PLC work at the school level but also as a PLC at the district level to adopt increasingly “systemic” approaches to student achievement, particularly for students from underrepresented populations.