

Data Update for Region 3

May 8, 2023

Enrollment & Demographics: Elementary

School	Enrolled 5/5/23	FRL%	ML%	SWD%	KIT (n)	% K ready in all 6 domains
Cedar Wood	718	20%	17%	12%	18	80%
Forest View	664	12%	17%	12%	6	55%
Mill Creek	675	25%	16%	17%	27	70%
Silver Firs	547	16%	17%	21%	10	43%
Tambark Creek	747	7%	23%	7%	4	70%
Woodside	603	41%	33%	10%	26	18%

Enrollment & Demographics: Secondary

School	Enrolled 5/5/23	FRL%	ML%	SWD%	KIT (n)
Eisenhower	874	53%	14%	13%	50
Gateway	958	16%	6%	8%	15
Heatherwood	988	29%	9%	8%	28
Cascade	1946	54%	14%	13%	162
H.M. Jackson	2258	23%	8%	8%	77

WSIF Elementary Summary: by measure

School, District	Proficiency: ELA	Proficiency: Math	Proficiency: Combined	Growth: ELA	Growth: Math	Avg. Achieve. Level: ELA	Avg. Achieve. Level: Math	Growth & Avg. AL: Combined	EL Progress	Attendance	WSIF Score
Tambark Creek, Everett	10	10	10			10	10	10.0	10	8	9.9
Forest View, Everett	10	10	10	9	9	10	10	9.5	6	9	9.5
Cedar Wood, Everett	10	10	10	10	6	10	10	9.0	10	9	9.5
Silver Firs, Everett	10	10	10	10	10	10	10	10.0	10	8	9.9
Mill Creek, Everett	10	10	10	10	10	10	10	10.0	5	8	9.7
Woodside, Everett	8	9	8.5	8	9	8	8	8.3	4	7	8.1

WSIF Elementary Summary: by group

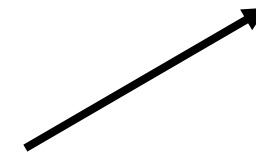
School, District	Asian	Black/African American	Hispanic or Latino/a	Native Hawaiian/Other..	Two or More Races	White	English Language Lear..	Low-Income	Students with Disabilities	All Students
Tambark Creek, Everett	9.9		8.5			9.7				9.9
Forest View, Everett	9.4	7.6	7.4		9.1	9.7	6.5	5.3	4.8	9.5
Cedar Wood, Everett	9.8	10.0	8.0		9.8	8.9	6.6	7.7	7.1	9.5
Silver Firs, Everett	9.9		8.7		9.5	9.9	6.3	8.3	8.0	9.9
Mill Creek, Everett	10.0	8.8	8.0		9.9	10.0	7.8	8.0	6.4	9.7
Woodside, Everett	9.9		5.1		8.6	9.2	3.4	5.1	4.2	8.1

WSIF Secondary Summary: by measure

School, District	Proficiency: ELA	Proficiency: Math	Proficiency: Combined	Growth: ELA	Growth: Math	Avg. Achieve. Level: ELA	Avg. Achieve. Level: Math	Growth & Avg. AL: Combined	EL Progress	Attendance	WSIF Score
Gateway, Everett	10	10	10	10	9	10	10	9.8		9	9.8
Heatherwood, Everett	10	9	9.5	10	3	10	9	8.0	7	7	8.5
Eisenhower, Everett	7	6	6.5	4	6	7	5	5.5	4	6	5.9

School, District	Proficiency: ELA	Proficiency: Math	Proficiency: Combined	Graduation Rate	EL Progress	Dual Credit	Ninth Grade on Track	Attendance	SQSS Comined	WSIF Score
Henry M. Jackson, Everett	10	8	9	10	9	9	8	5	7.3	9.3
Cascade, Everett	8	4	6	9	8	8	4	2	4.7	7.4

School Quality and Student Success (SQSS)	Regular Attendance
	Ninth Grade on Track
	Dual Credit

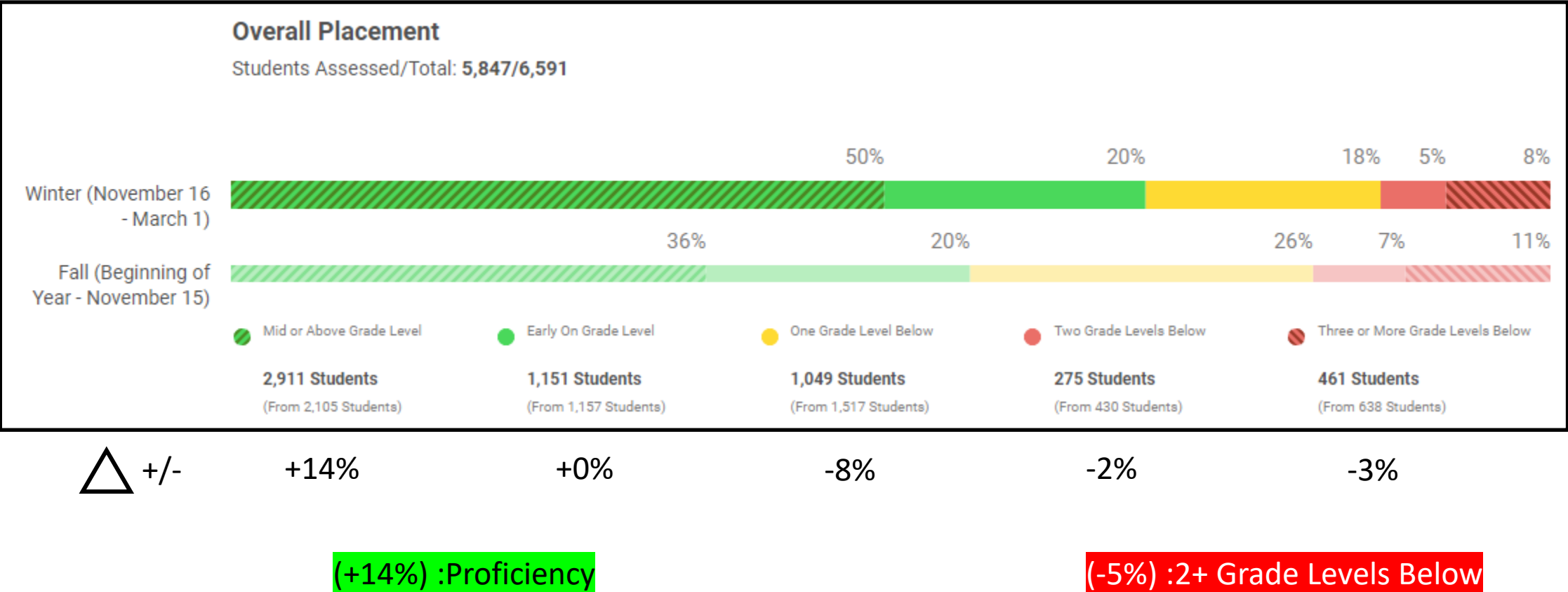


WSIF Secondary Summary: by group

School, District	Asian	Black/African American	Hispanic or Latino/a	Native Hawaiian/Other..	Two or More Races	White	English Language Lear..	Low-Income	Students with Disabilities	All Students
Gateway, Everett	10.0	8.5	8.1		9.1	9.1	3.4	7.6	4.1	9.8
Heatherwood, Everett	9.4	7.1	5.3		7.8	8.4	2.7	5.9	2.0	8.5
Eisenhower, Everett	8.6	3.3	3.0	3.9	5.5	6.3	2.0	3.4	1.8	5.9

School, District	Asian	Black/African American	Hispanic or Latino/a	Native Hawaiian/Other..	Two or More Races	White	English Language Lear..	Low-Income	Students with Disabilities	All Students
Henry M. Jackson, Everett	9.9	7.6	7.7		9.5	9.3	4.6	7.4	4.1	9.3
Cascade, Everett	9.1	6.5	6.6		6.5	7.8	4.3	6.1	3.8	7.4

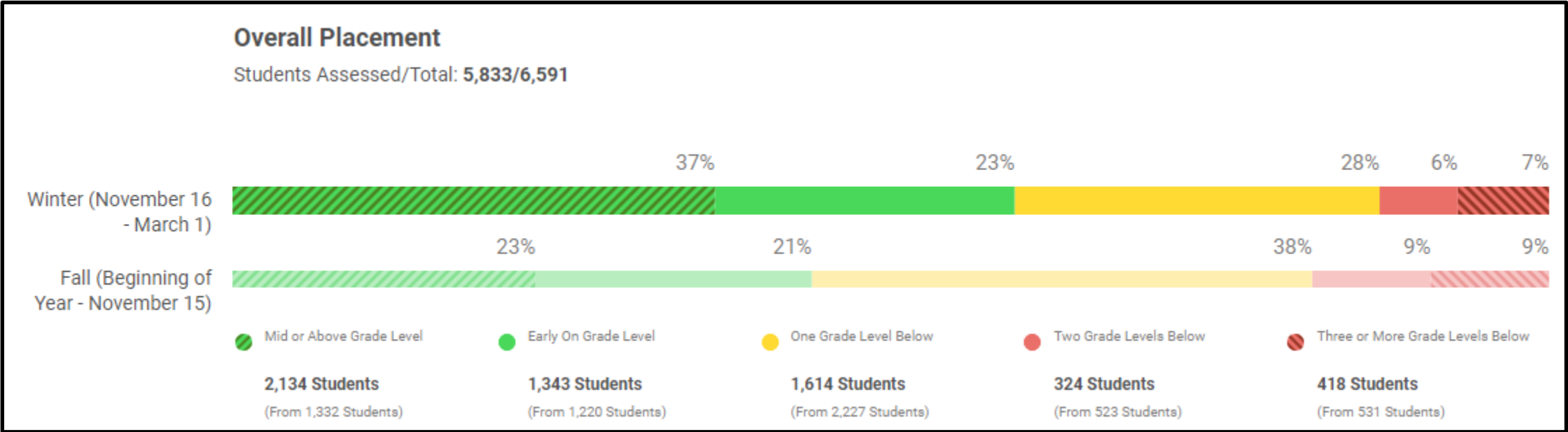
Reading: Fall to Winter Proficiency Levels



Reading: Fall to Winter Progress by School

Search School <input type="text"/>	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
CEDAR WOOD ELEMENTARY SCHOOL	<div><div></div>95%</div>	48%	<div><div></div>66%</div> ⚡	27%	58%	663/672
EISENHOWER MIDDLE SCHOOL	<div><div>✓</div>100%</div>	50%	<div><div></div>35%</div>	23%	46%	789/870
FOREST VIEW ELEM SCH	<div><div></div>91%</div>	46%	<div><div></div>59%</div> ⚡	25%	53%	527/645
GATEWAY MIDDLE SCHOOL	<div><div>✓</div>150%</div>	58%	<div><div></div>48%</div>	30%	49%	888/957
HEATHERWOOD MIDDLE SCHOOL	<div><div></div>80%</div>	49%	<div><div></div>27%</div>	20%	41%	910/985
MILL CREEK ELEMENTARY SCHOOL	<div><div></div>94%</div>	48%	<div><div></div>60%</div> ⚡	27%	58%	551/674
SILVER FIRS ELEMENTARY SCHOOL	<div><div></div>92%</div>	47%	<div><div></div>60%</div> ⚡	25%	59%	399/482
TAMBARK CREEK ELEMENTARY SCHOOL	<div><div></div>75%</div>	40%	<div><div></div>51%</div>	21%	54%	705/724
WOODSIDE ELEMENTARY SCHOOL	<div><div></div>85%</div>	44%	<div><div></div>56%</div> ⚡	20%	54%	443/582

Math: Fall to Winter Proficiency Levels



△ +/-

+14%

+2%

-10%

-3%

-2%

(+16%) :Proficiency

(-5%) :2+ Grade Levels Below

Math: Fall to Winter Progress by School

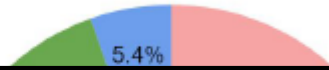
Search School <input type="text"/>	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
CEDAR WOOD ELEMENTARY SCHOOL	<div><div></div></div> 74%	35%	<div><div></div></div> 51% ⚡	14%	53%	662/672
EISENHOWER MIDDLE SCHOOL	<div><div></div></div> 62%	41%	<div><div></div></div> 30%	13%	38%	758/870
FOREST VIEW ELEM SCH	<div><div></div></div> 68%	28%	<div><div></div></div> 46%	10%	51%	523/645
GATEWAY MIDDLE SCHOOL	<div><div></div></div> 54%	36%	<div><div></div></div> 27%	14%	37%	907/957
HEATHERWOOD MIDDLE SCHOOL	<div><div></div></div> 55%	35%	<div><div></div></div> 27%	9%	36%	894/985
MILL CREEK ELEMENTARY SCHOOL	<div><div></div></div> 66%	31%	<div><div></div></div> 45%	14%	54%	555/674
SILVER FIRS ELEMENTARY SCHOOL	<div><div></div></div> 56%	21%	<div><div></div></div> 38%	7%	46%	399/482
TAMBARK CREEK ELEMENTARY SCHOOL	<div><div></div></div> 63%	29%	<div><div></div></div> 46%	11%	50%	705/724
WOODSIDE ELEMENTARY SCHOOL	<div><div></div></div> 70%	33%	<div><div></div></div> 49% ⚡	12%	53%	454/582

Progress Monitoring Routines



BASELINE LETTER SOUND DATA - SEPTEMBER 2022

Baseline Letter Sounds



		Students in Each Level						
		Baseline	November	December	January	February	March	April
Level 1	22	0	0	0	0	0	0	0
Level 2	17	0	0	0	0	0	0	0
Level 3	49	0	0	0	0	0	0	0
Level 4	5	0	0	0	0	0	0	0
Total	93	0	0	0	0	0	0	0

LETTER SOUND DATA - APRIL 2023

Goal: **90%** of kindergarten students proficient

11 students need to go from green to blue in April

Letter Sound Data Rubric	
Level	Description
1	0-3 letter sounds
2	4-14 letter sounds
3	15-25 letter sounds
4	26 letter sounds
5	Use letter sounds to read or write CVC words (indicated as number 27 on data)
6	Use letter sounds to read and write CVC words (indicated by number 28 on data)

Addis	Denning	0	0	0	0	0	4	7
Santiago	Cheshire	0	0	0	2	6	10	10
Addyson	Denning	n/a	2	2	5	8	10	12
Elijah	Cheshire	1	1	5	5	10	12	14
Carson	Carpenter	1	1	2	5	4	14	19
Emmie	Carpenter	14	14	16	17	21	21	19
Harper	Denning	1	4	5	11	13	19	21
Misha	Cheshire	0	0	2	4	7	18	21
Rukhma	Denning	1	3	6	10	14	19	22
Karol	Cheshire	0	0	8	10	18	22	22
Duke	Cheshire	6	6	9	13	18	20	22
Miles	Carpenter	7	7	12	13	15	19	22
Ethan	Denning	1	5	6	10	18	22	23
Krithesh	Carpenter	4	4	7	7	15	20	23
Khushee	Denning	2	4	4	10	18	24	24
Wyatt	Denning	10	16	17	20	21	24	24
Julia	Carpenter	7	7	18	20	22	23	24
Kayla	Denning	8	11	14	18	20	24	25
Madeline	Denning	7	10	16	18	20	24	25
Lena	Carpenter	17	17	20	21	20	25	25

Percentage of Students in Each Level

	Baseline	October	November	December	January	February	March	April
Level 1	23%	21%	14%	8%	5%	1%	1%	
Level 2	18%	17%	6%	8%	3%	4%	3%	
Level 3	54%	56%	51%	47%	41%	28%	18%	
Level 4	5%	6%	20%	26%	37%	35%	25%	
Level 5	0%	0%	2%	4%	3%	11%	23%	
Level 6	0%	1%	7%	7%	10%	21%	30%	

Students in Each Level

	Baseline	October	November	December	January	February	March	April
Level 1	21	19	13	7	5	1	1	
Level 2	16	15	5	7	3	4	3	
Level 3	49	50	46	43	37	26	16	
Level 4	5	6	18	24	34	32	23	
Level 5	0	0	2	4	3	10	21	
Level 6	0	1	6	6	9	19	27	
Total	91	90	90	91	91	92	91	9

Letter Sound Data Rubric

Level	Description
1	0-3 letter sounds
2	4-14 letter sounds
3	15-25 letter sounds
4	26 letter sounds
5	Use letter sounds to read or write CVC words (indicated as number 27 on data)
6	Use letter sounds to read and write CVC words (indicated by number 28 on data)

ten students proficient

ten students proficient

Progress Monitoring Routines



Diagnostic Window Winter (Feb. 2023)

Overall Grade-Level Placement						Student Growth	
Grade	Names of Students					% Progress Towards	# of Students
	Mid or Above Grade level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Typical Growth	Stretch Growth of 50% or higher
Math	Ilya, Hami, Ari, Auron, Manvik, Isabella, Matty, Ethan	Owen, Rowan, Leo, Gavin G, Wyatt, Ella	Anju, Fouad, Zainab, Gav. P.	Juju	Lil	507.	8
ELA	Matty, Gavin G, Auron, Leo, Wyatt, Ari, Ilya, Manvik, Zainab	Isabella, Ethan, Hami, Juju, Anju, Gav. P.	Fouad, Ella, Owen, Rowan	Lil		1837.	12

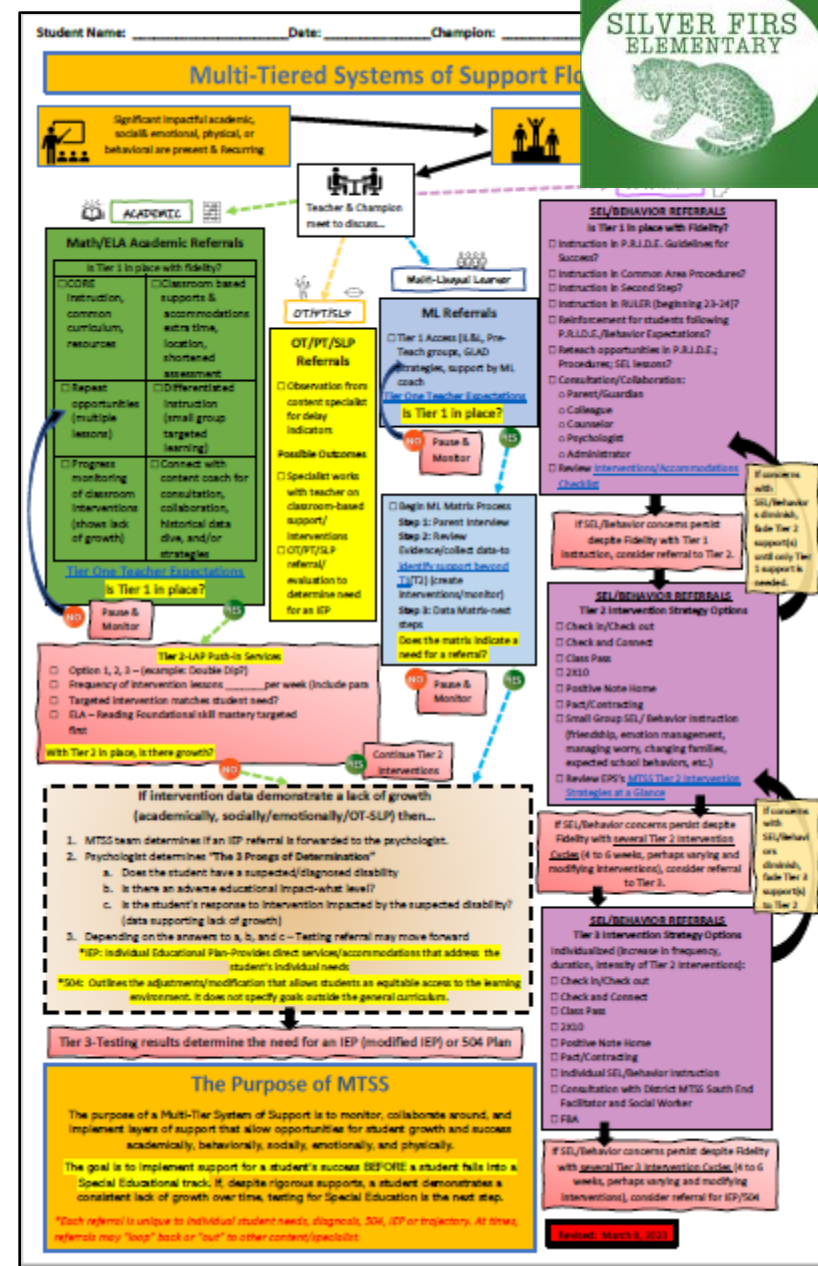
Domain Area Needs					
Prioritized Domain Areas	Names of Students				
	Mid or Above Grade level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Numbers & Operations	Ilya, Hami, Ari, Auron, Manvik, Isabella, Ethan, Owen, Gavin G	Matty, Rowan, Wyatt, Ella, Fouad	Leo, Anju, Zainab, Gav. P, Juju		Lil
K-3 Phonics/ PA 4-5 Comprehension	Matty, Gavin G, Auron, Leo, Wyatt, Ari, Ilya, Manvik, Zainab, Hami	Isabella, Ethan, Juju, Anju	Gav. P, Fouad, Ella, Owen, Rowan	Lil	

Infer & Question	
What trends do you notice?	<ul style="list-style-type: none"> Many students are at grade level or above for both math/reading. Small groups are properly identified for both math/reading.
What are the instructional implications? Eg. What best practices? Groupings? Priorities?	<ul style="list-style-type: none"> Focus on one grade level or below for small groups. In addition, check on students within grade level for each subject. <p>→ Math: Anju, Zainab, Gav. P, Fouad, Juju, Lil Reading: Fouad, Ella, Owen, Rowan, Lil</p>

Progress Monitoring Routines

2nd Grade Progress Monitoring – Math Unit 5

Numbers to 1,000

[illegible]

Progress Monitoring Routines



Teacher: Teague, V																					
		Spring 2022	Fall 2022 iReady MATH	Winter 2023 iReady MATH	iReady DX Months Growth	iReady DX Winter 2023 Typical/Stretch Goal Fall	iReady Time-on-Task YTD DEC 2022	IAB	IAB	IAB			IM MATH EOU Tests								
Homeroom HRM500 -		SBA	iReady					Volume	MATH Place Values System	MATH N&O Base 10			EOU 1 Math 10/3/22			EOU 2 Math 11/7/22			EOU 3 Math 12/13/22		
Student Name Last-First-Middle		MATH	MATH		Fall to winter			MATH					Unit 1 Test	5.OA	5.MD	Unit 2 Test	5.OA	5.NF	Unit 3 Test	5.OA	5.NF
Arora Ayush		4	498 Mid 5	515 Mid 5	11 months	T-121% S-85%	7h 34m	Above Std	Above Std	Above Std			4	4	4	3	3	3	3	3	3
Boucher Layla		4	501 Mid 5	494 Ear 5	decline	T-0% S-0%	6h 1m	Above Std	Above Std	Above Std			4	4	4	3	3	3	3	3	3
Brar Puneet		4	487 Early 5	505 Mid 5	9 months	T-100% S-62%	5h 39m	Above Std	Above Std	Above Std			4	4	4	3	3	3	3	3	3
Cheraychuk Alex MOVED		3	456 Gr 4	moved	move	moved	moved						moved	moved	moved	moved	moved	moved	moved	moved	moved
Christensen Audrey		1	431 Gr. 2	464 Gr 4	13 months	T-165% S-80%	6h 21m	At/Near Std	At/Near Std	At/Near Std			1	1	1	3	3	3	3	3	3
Colorado Orantia Banjet		3	470 Gr 4	492 Ear 5	10 months	T-122% S-71%	8h 2m	Above Std	Above Std	Above Std			4	4	4	3	3	3	3	3	3
Connor Olivia		3	461 Gr 3	485 Ear 5	10 months	T-133% S-77%	3h 59m	Above Std	Above Std	Above Std			4	4	4	3	2	3	3	3	3
Dereje Leah		4	483 Early 5	490 Ear 5	3.5 months	T-39% S- 24%	9h 34m	Above Std	Above Std	Above Std			4	4	4	3	3	3	3	3	3
Flores Akaimy			445 Gr. 3	443 Gr 3	decline	T-0% S-0%	13h 14m	At/Near Std	At/Near Std	At/Near Std			3	3	2	3	3	2	3	3	3
Gilday Hank		3	470 Gr 4	496 Ear 5	11.8 months	T-144% S-84%	7h 9m	Above Std	Above Std	Above Std			4	4	4	3	3	3	3	3	3
Guillano Tyler		4	496 early 5	504 Mid5	4 months	T-144% S-84%	10h 58m	Above Std	Above Std	Above Std			4	4	4	3	3	3	3	3	2
Guzman Gabriela		2	442 Gr 3	461 Gr 4	8 months	T-106% S-54%	3h 22m	At/Near Std	Above Std	At/Near Std			3	3	3	3	3	3	3	3	3
Hoel Jammy		4	488 Early 5	501 Mid 5	6.5 months	T-72% S- 45%	6h 33m	Above Std	Above Std	Above Std			4	4	4	3	3	3	3	3	3

Instructional Review: 3 Big Rocks

	Area of Focus #1	Area of Focus #2	Area of Focus #3
Cedar Wood	Consistent implementation of Language Acquisition Strategies for ML students and SWD	Grow the practice of responding to grade level student data through Professional Learning Communities with instructional support for students	Personalize parent communication in their preferred language effectively through family engagement
Forest View	Create building-wide structures to strengthen Tier 1 and/or Tier 2 differentiated instructional practices for all students	Implement and utilize building-wide common GLAD strategies	Refine instruction and supports to increase engagement and evidence-supported learning for students who are not meeting standard
Mill Creek	Teacher's understanding and capacity to implement Science of Reading effective practices	Implementation/reawakening of Tier One whole group instruction support for academically challenged students (ex: ML, special education)	Implementation of effective differentiated teacher led small group instruction and intentional use of paraeducator support during this time

Instructional Review: 3 Big Rocks

	Area of Focus #1	Area of Focus #2	Area of Focus #3
Silver Firs	Consistent monitoring of student progress during math centers	Consistent monitoring of student progress using common assessment data during PLCs/ALIF	Expand implementation of GLAD strategies to differentiate and scaffold instruction across all content areas
Tambark Creek	Provide scaffolds for multilingual learner (ML) & students with Disabilities (SWD) who need support in their academic language	Consistent use and disaggregation of common assessment student data using district tools and resources to monitor student progress in all teams	Align vocabulary support with curriculum and across content areas
Woodside	Implement high leverage instructional practices to strengthen language acquisition skills of students, with an emphasis on multi-lingual learners	Identify strategies to assess the independent and group work of student learning.	Continue strengthening the MTSS framework at the Tier 2 level

Instructional Review: 3 Big Rocks

	Area of Focus #1	Area of Focus #2	Area of Focus #3
Eisenhower	Need for protocols & instructional strategies school-wide for student discussions and engagement in critical thinking and academic discourse with peers	Teachers circulating during class to perform multiple formative assessment checks – Just in Time Formative Assessment; monitoring ML and Sped engagement and differentiation	Standards-based instruction to the level of rigor of the grade level standard – access to grade level work with scaffolding and differentiation. Need for strategies to help students receiving special education and multilingual learning services
Gateway	Teachers need support on systems of data analysis for monitoring student growth and closing achievement gaps in core subjects	Current accessibility to grade level curriculum is limited for Multi-Lingual students and students receiving special education services	A need to increase discourse and higher-order questioning strategies into Tier I instruction to support all learners and increase rigor
Heather-wood	Explicit progress monitoring of Latinx students and students receiving ML and special education services , specifically in the areas of math and ELA to inform our targeted interventions	Monitoring our math data and supporting our math team as they backwards plan utilizing our 90-day plan	Building teachers' skills and capacity to engage students in authentic academic discourse using on-grade level vocabulary
Cascade	Inconsistent evidence of intentional planning for complete and high-level student engagement.	Inconsistent use of common formative measures/strategies to assess student understanding at standard during instruction.	Monitoring and early intervention of 9th graders off-track. Leading indicators (grades, attendance, discipline) for 9 th grade On-Track show persistent performance gaps.
H.M. Jackson	Students with disabilities do not have access to grade level content when they are excluded from the general ed classroom	Elevating PLC practices	Increase student-to-student discourse

Summary

- What do you see is going well?
- What challenges do you see in Region 3?
- What are the needs and opportunities for growth?
- What do *we* need to do to support our principals to meet these needs and help students grow?