

Stanwood Camano School District #401

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INSTRUCTIONAL SERVICES

Lloy Schaaf

Assistant Superintendent of Teaching and Learning

MEMORANDUM

To: Stanwood-Camano School Board of Directors

Fr: Lloy Schaaf, Ed.D.

Re: Approval of the Second Reading of Revised Instruction Policy 2004 Accountability Goals

Date: August 18, 2020

Attached, please find the second reading of revised Instruction Policy 2004 Accountability Goals. District officials who are responsible for components of the policy have reviewed this document.

RECOMMENDATION: That the Board approves the Second Reading of Revised Instruction Policy 2004 Accountability Goals.

ACCOUNTABILITY GOALS

A.—High School Graduation Rate Goals

The board shall establish district-wide performance goals and direct each high school to establish goals to increase the percentage of on-time graduates receiving a high school diploma beginning with the class of 2004.

The 2004 district and school goals shall not be less than the lesser of:

- 1.—The statewide percentage of public school students in the class of 2003 cohort who graduate on time with a regular diploma; or
- 2.—The percentage of students in each cohort who graduated on time with a regular diploma from Stanwood High School in 2003 plus one percentage point.

The district and high school graduation rate goal(s) for the classes of 2005 through 2013 shall be at a minimum the 2003 statewide on-time graduation rate or the high school's prior year target level plus one percentage point.

The district and high school graduation rate goals for the ninth grade cohort graduating in 2014 must meet or exceed eighty-five percent for students in the following groups:

- 1.—All students;
- 2.—Students of each major racial and ethnic group;
- 3.—Economically disadvantaged students;
- 4.—Students with disabilities; and
- 5.—Students with limited English proficiency.

B.—District and School Reading and Mathematics Improvement Goals

The board shall adopt district-wide performance improvement goals for reading and mathematics and direct each school in the district that administers the Washington Assessment of Student Learning to adopt performance improvement goals established by the federally required state uniform bar related to the percentage of students meeting the standard for its fourth, seventh, or tenth grade students in reading or math.

The following goals and calculation methodologies shall be established to measure and improve student achievement in reading and mathematics in fourth, seventh and tenth grades as measured by the Washington Assessment of Student Learning administered in the spring of 2003 through and including the spring of 2013.

- 1.—The baseline of achievement for the district and schools on the fourth, seventh, and tenth grade reading and mathematics assessments are the starting points established using the federal requirements in the 2003 Washington State No Child Left Behind (NCLB) Accountability Plan.
- 2.—The goal for the district and for each school is to increase the percentage of students in the following categories in meeting or exceeding the reading and mathematics improvement goals on the state uniform bar as established using the federal requirements in the 2003 Washington State No child Left Behind (NCLB) Accountability Plan:
 - a.—All students;
 - b.—Students of each major racial and ethnic group;
 - c.—Economically disadvantaged students;
 - d.—Students with disabilities; and
 - e.—Students with limited English proficiency.
- 3.—The district and all schools shall demonstrate satisfactory progress toward the performance improvement goals by meeting the federal requirements or by showing improvements using the alternative "Safe Harbor" calculation. "Safe Harbor" is a ten percent reduction in the prior year's percentage of students not meeting standard.

~~A minimum of thirty students is required for each grade level, subject, and category of student for accountability purposes. A minimum of ten students is required for publishing goals and reporting purposes.~~

~~Once a year the board shall issue a report to parents and present it in a public meeting. The report shall include the following:~~

- ~~1.—The district and buildings’ three year goals.~~
- ~~2.—Student performance relative to the goals.~~
- ~~3.—District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.~~

~~Annually the district will report in a news release the district’s progress toward meeting the district and building goals. The report shall also be included in each school’s annual school report.~~

~~Legal References:~~

- ~~_____ RCW 28A.655.050 — Reading goals – Mathematics goals~~
- ~~_____ RCW 28A.655.100 — Performance goals – Reporting~~
- ~~_____ WAC 3-20-200 — Reading and Math~~
- ~~_____ WAC 3-20-300 — High School Graduation~~

~~Management Resources:~~

- ~~_____ Policy News, June 1999 Accountability Bill Includes Policy Implications~~
- ~~_____ Policy News, June 1998 Boards must set reading goals~~
- ~~_____ Policy News, August 1998 CORRECTION: Reading goals policy~~

Adopting Performance Improvement Goals

Annually, the board will do the following:

- 1. Adopt district-wide performance improvement goals for the measures included in the Washington school improvement framework.**
- 2. Direct each school in the district that enrolls students in grades three through eight and/or high school to establish goals to increase the measures included in the Washington school improvement framework consistent with state and district goals.**

The district and each school in the district will establish English language arts and mathematics improvement goals using the requirements of the Elementary and Secondary Education Act (the “ESEA”) to determine the increase in requirements described above for all students and for each of the groups required by the ESEA.

The district and each school will establish annual performance improvement goals in accordance with the following:

- 1. As a starting point for determining annual performance improvement goals, the district and each school will use the most recently available results of the school improvement framework.**
- 2. The performance improvement goals for assessments administered in the spring of 2027 must be consistent with the goals outlined in the state consolidated plan. At a minimum, the district and each school must adopt the following goals:**
 - a. Ninety percent of students eligible to be assessed will meet standard on the required state assessments.**
 - b. The graduation rate for all students and each of the groups required by the ESEA will not be less than ninety percent.**

- c. Performance improvement goals using the requirements of the ESEA to determine the increase in the percentage of students making progress toward English language proficiency included in the Washington school improvement framework. [The language in 2.c. is only necessary if the district administers the English language proficiency assessment described in the Washington accountability plan approved by the U.S. Department of Education.]
3. The district and each school must establish goals for each of the Washington school improvement framework indicators for all students and for each of the groups required by the ESEA.

Reporting Progress

Annually, the board will report the following information at a public meeting and in writing:

1. The district's performance improvement goals;
2. Student performance relative to the goals; and
3. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually, the district will report the district's progress toward meeting the district and building goals in a news release to local media.

In each school's annual performance report, the district will include school-level goals, student performance relative to the goals, and a summary of school-level plans to achieve the goals.

Cross References:

4000 - Public Information Program

Legal References:

RCW 28A.655.100 Performance goals – Reporting requirements

WAC 180-105-020 Reading and mathematics

WAC 180-105-060 High school graduation

RCW 28A.655.110 Annual school performance report—Model report form

WAC 180-105-040 Definitions

Management Resources:

2020 – May Issue

2010 - June Issue

Policy News, October 2003 A+ Commission's Revised Performance Improvement Goals

Policy News, June 1999 Accountability Bill Includes Policy Implication

Policy News, June 1998 Boards must set reading goals

Policy News, December 2005 Requirements Revised

Policy News, August 1998 CORRECTION: Reading goals policy