

Date January 3, 2023

## **E-2 Summary Report**

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Purpose: Report on E-2 Academic Competence

### **Summary Statement**

This report is a comprehensive snapshot of district progress toward the academic goals established in Ends Policy 2. The reports for the previous two years were severely limited by the absence of available data, due to school and assessment disruption. Some valuable historic data elements are still not available, due to the requirement for multiple years of data to establish or calculate these elements (e.g. Student Growth Percentiles). Other elements are described as baseline scores because we have yet to administer the assessments for two full years in a row, which precludes analysis over time for gap size (Standard 2.1), or continuous growth (Standards 3.1 and 3.2) (e.g. Aimsweb). In some cases, I have substituted available data to provide the best measure possible. In other areas, there are not suitable substitutes. I have indicated such areas on the standards documents in each section.

In the bulleted sections below, the Board will find contextual information about the available data, why it was chosen and how it will be useful, or not. The goal of these sections is to describe, or construct, a comprehensive view of Ends progress with still limited data. This section is organized by Standards 1-3, and Goals 4-6 as written in the policy.

After the bulleted section below, each Standard and Goal are presented with a general interpretation and a general summary of results. Because there is overlap between the Standards (1-3) and Goals 2 and 3, there is a general interpretation in the Standards sections and more specific interpretations in the Goal sections that follow.

- Standard 1 - Nearly all historic data for Standard 1 is available and reported. SAT participation has decreased significantly, due to changes brought about by pandemic college entrance requirement modifications. As such, the College Board changed how they report SAT participation rates, eliminating state comparisons for Standard 1.

- Standard 2 - Typical SBA and WCAS state comparison data for subgroups is available and is reported in two separate fashions. Subgroup gaps (S2.1) are reported as 2019 gaps compared to 2022 gaps. On average, gaps between subgroups increased dramatically in the 2021 Fall administration, making all current comparisons between 2021 and 2022 positive. I believe the intent of S2.1 is to monitor progress toward reducing these gaps over time. Comparing 2022 gaps to 2019 gaps provides a more rigorous and responsible measure than using 2021 scores. The absolute comparisons between subgroup scale scores in UPSD and state scale scores (S2.2) are both 2022 SBA scores.

The district changed nationally normed tests midway through the 2021-22 school year from GMADE and GRADE to aimswebPlus. This change will provide for three administrations per year (versus the historic two) and data elements which match current and upcoming requirements for growth reporting and dyslexia screening. Like GMADE and GRADE, aimswebPlus does not have norms for subgroups for comparison (S2.2). Because this is the first year for aimswebPlus, current gaps between subgroups (S2.1) on aimswebPlus are reported as baseline gaps only. These existing gaps will be the starting point for comparisons next year.

- Standard 3 - Student Growth Percentiles (SGPs) are not available because of the shift in testing for 2020-21. These important measures should return after the 2023 administration. In an effort to find suitable substitute measures, which might provide a snapshot of cohort (S3.1) and quartile (S3.2) growth I have included two main measures in this section. First, is a measure of cohort scale score growth on SBA compared with expected (benchmark) growth for the “All” category and for each quartile. The expected increase in benchmark scores between grade levels are constant between the 2021 and 2022 administrations. Second, I have provided percentile rank (PR) increases between the winter of 2021 (the first aimswebPlus full administration) and spring 2021. PR averages for the “All” category and each quartile would be constant or increase if typical or greater than typical growth occurred.

Read Well unit data for Kindergarten and first grade will be provided during the presentation, but is not included in your packet. Students’ progress through Read Well units is equivalent to progress toward fluency. In Kindergarten, we hope students progress through unit 20 or so and in first grade we hope for progress through units 37 or 38.

- Goal 4 - Adequate Growth of Newly Enrolled and Underperforming Students - This language was added to E-2 just prior to the pandemic, in an effort to build in accountability for intervention and monitoring of growth for students who are new to the district. This year’s results provide baseline data for measuring this gap in

performance. The three measures include SGP (not available this year), aimswebPlus Percentile Rank (PR) change comparison, and SBA scale score growth. Baseline gaps and scores are included in your chart and will be described during the presentation. Next January's report will include full measures of this goal for the first time.

- Goal 5 - The Arts and Social Studies - This year's report includes typical CBA and CBPA data for classes within these content areas. The goal of this data is to maintain high and consistent expectations for performance and learning in these areas. Due to remapping of curricula and changing state assessments, there are fewer CBA and CBPA scores to report, but still an ample amount to demonstrate reasonable progress.
- Goal 6 - AP Participation, Test Taking and Rates of Passing - There have been changes to testing that began during the pandemic and remain in some form. I don't believe these changes significantly impact the measures, so they are included in their typical form.

**1. District Standards. The Board establishes the following three standards by which academic progress (in subjects for which standardized test and other data are available) is to be measured:**

**Standard 1.** Student achievement in the district will exceed that of Washington State and the nation as measured by standardized tests and other available data. This standard specifically includes all standardized state and federally-mandated testing data, as well as standardized college entry tests such as the SAT and ACT.

Standard 1 General Interpretation Statement - UPSD students will outperform their state peers where direct comparisons and data are available. On nationally normed tests, UPSD students will outperform typical (mean) achievement (50 PR).

General Summary of Results - UPSD students outperformed their state and national peers in every grade level, subject and measured category except for early Kindergarten aimswebPlus. These results (Standards pages 1-7) demonstrate more than reasonable progress toward Standard 1. Specific results by goal are listed below.

**Standard 2.** The district will make (S2.1) continuous progress toward eliminating the achievement gap of disparate performance among identified student sub-groups; (S2.2) further, identified student sub-groups will outperform their peers when measures that yield standardized disaggregated data are implemented.

Standard 2 General Interpretation Statement - *UPSD identified subgroups will outperform their state peers when comparing generally accepted state measures, percent meeting standard, scale score levels and/or percent passing. Gaps between identified subgroups will decrease between the Spring of 2019 and the Spring of 2022.*

General Summary of Results - As stated in the Standards bulleted section (above) and in last year's report, the gaps in disparate performance between subgroups expanded greatly between the 2019 Spring SBA administration and the 2021 Fall administration. The negative effects of school disruptions were not experienced uniformly or equitably. As we would all expect, since the Fall of 2021, these gaps in performance have reduced, with many returning to near 2019 levels. This important subgroup recovery is reflected in 135 out of 175 measured categories being positive (48 measures are aimswebPlus baselines). As stated in the Standard section (above), I have chosen to measure SBA subgroup gaps compared to 2019, instead of Fall 2021, because I believe it provides a better snapshot of how student performance compares to pre-pandemic levels and reveals where the system needs to focus in order to reach E-2 goals in the long run. Encouragingly, in comparing 2019 and 2022 gaps, 46 out of 68 gaps between subgroups decreased or stayed the same.

Data for specific areas is provided in the Goals section below. In sections 2b, 2c, 3a, 3b, and 3c, evidence of recovery is clear, but points to the need for continued efforts and attention in areas of which schools are already aware. Two of these areas include ninth grade on-track and attendance. Other subject-specific or grade-level-specific gaps align with additional interventions and efforts already in place.

**Standard 3.** The grade level cohorts within the district will make continuous progress over time and when compared to their state peers on all available measures and indicators, including (S3.1 in packet) percent passing, percent passing all parts of the assessment and (S3.2 in packet) the improvement of performance of each quartile.

Standard 3 General Interpretation Statement - Cohorts and each quartile of students in UPSD will demonstrate continuous progress shown as increased scale score or percentile rank across, or within, school years.

General Summary of Results - In eight out of ten categories, grade level cohorts and quartiles demonstrated continuous growth on SBA tests by exceeding scale score benchmark expectations. To dissect this data further, in each SBA category there are five components - "All" (3.1) and four quartiles (3.2), for a total of 50 possible

measures within the larger ten categories. Of these smaller measures, 36 out of these 50 possible measures were positive.

On the nationally normed aimswebPlus tests for Reading and Math, continuous progress was made in 12 out of 12 categories, measuring growth from winter to spring. Dissecting these categories further, 50 out of a possible 60 measures were positive.

**2. UPSD students will meet the above three standards (where applicable) for the following:**

- a. On-Time Graduation Rates**
- b. Attendance**
- c. Post- Secondary Enrollment**

**For Goal 2a - Standard 1** - *UPSD students will have a higher four year adjusted graduation rate than the state (slide 5). In addition, the 9<sup>th</sup> grade On-Track rate for students in UPSD will exceed the state's rate.*

- UPSD is making reasonable progress, as indicated by a graduation rate greater than the state rate at approximately 94.4% (2022) and 93.9% (2021). The state graduation rate was 82.5% (2021).
- UPSD is making reasonable progress, as indicated by a 9<sup>th</sup> grade On-Track rate which is 71.6% (2021) and 3.2% above the state (2021).

**For Goal 2a - Standard 2** - *UPSD students in identified subgroups will graduate "on time" at a higher rate than their state peers. State data for subgroups is delayed, so the comparison below is for 2021 (slide 38).*

- *UPSD is making reasonable progress with all subgroup rates exceeding their state peers.*
  - *Low Income - UPSD 91.0%, state 73.9%*
  - *Black/African American - UPSD 94.4%, state 77.7%*
  - *Two or More Races - UPSD 87.1%, state 81.8%*
  - *Hispanic/Latino - UPSD 91.9%, state 77.6%*
  - *Special Education - UPSD 74.4%, 63.9%*

**For Goal 2b - Standard 1** - *UPSD will have higher Regular Attendance rates than the state.*

- UPSD is making reasonable progress with a Regular Attendance rate which is 9.8% higher than the state (Standards page 3).

**For Goal 2b - Standard 2** - *UPSD identified subgroups will have higher Regular Attendance rates than their state peers and gaps between identified subgroups will decrease.*

- UPSD is making reasonable progress for Regular Attendance, with five out of five rates for identified subgroups exceeding their state peers, but subgroup gaps expanded in all five categories (2021) (Standards page 10).
  - *Low Income - UPSD 81.9%, state 68.8%*
  - *Black/African American - UPSD 85.1%, state 73.0%*
  - *Two or More Races - UPSD 88.1%, state 78.9%*
  - *Hispanic/Latino - UPSD 85.5%, state 71.7%*
  - *Special Education - UPSD 81.7%, 72.1%*

**For Goal 2c - Standard 1** - *The district's post secondary enrollment rate will be higher than the state in both 2 and 4 year categories.*

- UPSD is making reasonable progress with a 2 year post secondary rate which is 4% higher than the state and a 4 year post secondary rate which is 8% higher than the state (class of 2019).

**For Goal 2c - Standard 2** - *The district's post secondary enrollment rate for identified subgroups will be higher than their state peers in both 2 and 4 year categories. The state currently reports only first year enrollees, unlike the "All" category in Standard 1.*

- UPSD is making reasonable progress with 2 and 4 year post secondary rates for identified subgroups exceeding their state peers in 9 of 12 categories (2yr/4yr).
  - *Low Income - UPSD 31% (2yr) and 29% (4yr), state 27% and 21%*
  - *Black/African American - UPSD 31% and 40%, state 32% and 29%*
  - *Two or More Races - UPSD 27% and 38%, state 25% and 36%*
  - *Hispanic/Latino - UPSD 35% and 33%, state 28% and 26%*
  - *Special Education - UPSD 21% and 5%, state 22% and 6%*

**3. UPSD students will meet the above three standards for the following subjects:**

- a. English Language Arts**
- b. Mathematics**
- c. Science**

**For Goal 3a, English Language Arts - Standard 1** - *UPSD students will outperform the state in percent meeting standard in every grade level on SBA and score greater than PR 50 on aimswebPlus tests.*

- UPSD is making reasonable progress, outperforming the state in every grade level (grades 3-8 and 10) by percentages ranging from 11% to 25% (Standards pages 4-5, and slide 10) and scoring greater than PR 50 on aimswebPlus in all tested grade levels (2-8).

**For Goal 3a, English Language Arts - Standard 2** - *Comparing SBA grade level scale score gaps from 2019 to 2022 and comparing subgroup state peer scale scores (2022), identified subgroups in UPSD will reduce gaps of disparate performance and outperform their subgroup peers.*

- In ELA, 45 out of 56 measures were positive, with one unchanged. Of the 28 subgroup gaps monitored in this report, 18 improved and one remained constant (Standards pages 11-16).

**For Goal 3a, English Language Arts - Standard 3** - *Cohorts and each quartile of students in UPSD will demonstrate continuous progress demonstrated as increased scale scores beyond expected benchmark or percentile rank increasing across or within school years.*

- On SBA, 4 out of 5 measures of cohort and quartile progress were positive, with 17 out of 25 components rated as above expected growth (Standards page 27).
- On aimswebPlus winter to spring testing (2021-22) in reading, 6 out of 6 measures of cohort and quartile progress were positive, with 20 out of 30 rated as above expected growth (Standards page 28)

**For Goal 3b, Mathematics - Standard 1** - *UPSD students will outperform the state in percent meeting standard in every grade level on SBA and score greater than PR 50 on aimswebPlus tests.*

- UPSD is making reasonable progress, outperforming the state in every grade level (grades 3-8 and 10) by percentages ranging from 4% to 26% (Standards pages 5-6, and slide 19) and scoring greater than PR 50 on aimswebPlus in all tested grade levels (2-7).

**For Goal 3b, Mathematics - Standard 2** - *Comparing SBA grade level scale score gaps from 2019 to 2022 and comparing subgroup peer scale scores (2022),*

*identified subgroups in UPSD will reduce gaps of disparate performance and outperform their subgroup peers.*

- In mathematics, 45 out of 56 measures were positive. Of the 28 subgroup gaps monitored in this report, 17 improved.

**For Goal 3b, Mathematics - Standard 3** - Cohorts and each quartile of students in UPSD will demonstrate continuous progress demonstrated as increased scale score beyond expected benchmark or percentile rank increasing across or within school years.

- On SBA, 4 out of 5 measures of cohort and quartile progress were positive, with 19 out of 25 components rated as above expected growth (Standards page 29).
- On aimswebPlus winter to spring testing (2021-22) in math, 6 out of 6 measures of cohort and quartile progress were positive, with 30 out of 30 rated as above expected growth (Standards page 30)

**For Goal 3c, Science - Standard 1** - *UPSD students will outperform the state in percent meeting standard in every grade level on WCAS*

- UPSD is making reasonable progress, outperforming the state in every grade level (grades 5, 8 and 11) by percentages ranging from 5% to 13% (Standards page 6, and slide 28)

**For Goal 3c, Science - Standard 2** - *Comparing grade level WCAS percent meeting standard gaps from 2019 to 2022 and comparing subgroup percent meeting standard (2022), identified subgroups in UPSD will reduce gaps of disparate performance and outperform their subgroup peers.*

- In science, 21 out of 24 measures were positive. Of the 12 subgroup gaps monitored in this report, 10 improved (Standards pages 22-24).

**4. Students who are newly enrolled in the district and are performing below average UPSD levels of proficiency, whether at the beginning of their academic career or in later grades, will make growth adequate to close the gaps between their achievement levels and those of typically performing UPSD students.**

The Standard documents for Goal 4 contain no checkmarks, but include embedded baseline scores and the structure to monitor progress in the coming years. This goal was added, prior to the pandemic, with the intent of magnifying the differences between rates of growth for new students and previously enrolled students. I will speak to the reasoning, baseline scores and methodology in my presentation.



**5. UPSD students will demonstrate proficiency in the state's essential academic learning requirements in the following two areas not measured by standardized tests:**

**For Goal 5a, Social Studies** - *UPSD students will demonstrate high participation rates where measurable. Proficiency levels will remain consistent when compared with prior years administrations.*

- In grades 3-9, where participation can be calculated, UPSD students had an average participation rate of 95.2% (Standards pages 38-39, and slide 85).
- Average scores for social studies CBAs decreased an average of 3.3%, compared to 2019.

**For Goal 5b, The arts** - *UPSD students will demonstrate high participation rates where measurable. Proficiency levels will remain consistent when compared with prior years administrations.*

- In grades 3-9, where participation can be calculated, UPSD students had an average participation rate of 81.8% (Standards page 40, slide 85).
- Average scores for social studies CBAs decreased an average of 3.5%, compared to 2019.

**6. UPSD students will achieve high levels of participation, test-taking, and passing rates for Advanced Placement courses.**

Interpretation Statement - *AP* - *We interpret Goal 6 to mean UPSD will have a consistently high level of participation in AP courses as measured by the number of courses taken and/or students enrolled in AP courses. Additionally, UPSD students will take and pass AP tests at rates greater than their state and national peers. Passing rates are measured as the percentage of testers who scored a 3 or higher on an exam.*

- *UPSD is making adequate progress with 652 AP course seats and 590 tests being taken by a total of 352 students. This total is a decrease from last year of 37 students. 90% of students enrolled in an AP class took an AP test. In addition, the passing rate for students taking the test was 76%. This value includes non-enrolled students who tested as well. Passing rates for the state and nation were 69% and 65% respectively (slides 86-87).*

Interpretation Statement - *SAT and ACT* - *UPSD students will consistently participate in the SAT and ACT at a higher rate than their state and national peers. UPSD students will reach the SAT College and Career Readiness benchmark at a*

*high rate. UPSD students will achieve higher average Evidenced Based Reading/Writing, and math SAT scores than their state and national peers. UPSD students will achieve higher average English, math, reading, science, and composite scores on the ACT than their state and national peers (Standards pages 6-7, and slides 31-36).*

- SAT and ACT test taking patterns have changed dramatically, reflecting college entrance requirements, prompting the College Board to alter its reporting for SAT participation. UPSD had 58 students take the SAT and 22 students take the ACT in the 2022 cohort.
- *On the ACT, UPSD students exceeded the state and nation in -*
  - *Mathematics by 3.5 points (state) and 7.8 points (nation) respectively*
  - *English by 3.6 points and 8.9 points respectively*
  - *Reading by 3.5 points and 8.5 points respectively*
  - *Science by 2.9 points and 7.3 points respectively*
  - *Composite by 3.4 points and 8.2 points respectively*
- *On the SAT, UPSD students exceeded the state and nation in -*
  - *Mathematics by 77 points (state) and 98 points (nation) respectively*
  - *Evidence Based Reading/Writing by 69 points and 94 points respectively*
  - *UPSD students exceeded the state and nation on the College and Career Readiness benchmark by 27% and 36% respectively.*

Conclusion: Overall, in the 2021-22 school year, student achievement and most other measurable data components within Ends Policy 2 showed clear evidence of recovery from pandemic levels demonstrated by Fall 2021 data. Standard 1 progress parallels what I wrote in EL 8, describing program changes within the district to aid in recovery and rebounding of achievement -

As predicted, the SBA results from the spring of 2022 reveal a rebound with average scores still below 2019 levels by 6% in ELA (rebound of ~ 5.4%) and 13.9% in math (rebound of ~ 9.5%). These scores, along with aimswebPlus nationally normed scores describe student achievement across the system as considerably improved, but still below historic levels. State-wide, fall 2021 SBA averages decreased by 11.7% in ELA and 18.5% in math. State-wide rebound averages (~ 3.3% in ELA and ~ 7.3% in math) were lower than those in UPSD.

I expect that achievement will continue to increase steadily over the next few years, approaching and perhaps exceeding 2019 levels (Standard 1). This steady increase will come as dedicated teachers, administrators and staff stabilize student expectations and rigor within the core curriculum and support systems. The challenge will be to maintain

or reduce learning gaps (Standard 2) so that every student benefits from this increased learning. The natural statistical outcome, as achievement rises, would be for gaps to increase. As described in the report for EL 8, the district is currently working to make curricular and instructional changes to guarantee more equitable learning opportunities and access.