

"Where students come first, and teachers and families work together to make a difference in providing the highest level of learning for each student."



Assessment of Learning Report

Toppenish School District No. 202

December 2013

Reward, Priority, Focus, & Emerging Schools

As required by Washington state's Elementary and Secondary Education Act (ESEA) Flexibility Request, OSPI has identified schools as Reward, Priority, Focus, or Emerging based on the school's performance over the last three years. The lists of schools were determined using the same methodology (approved by the U.S. Department of Education) as used in prior years to identify our state's persistently lowest-achieving schools. Data on state assessments in reading and mathematics and graduation rates from the 2009-10, 2010-11, and 2011-12 school years were incorporated into the calculations. To be clear, a school's Title I status during those three school years was a factor in these calculations. However, a school's Title I status in subsequent years (e.g., 2011-12 or 2012-13) will not alter the four generated lists or the requirements for Reward, Priority, Focus, and Emerging schools.

Schools identified as Priority, Focus, or Emerging must meet certain requirements and are eligible for certain supports and services. The Toppenish School District has six of these identified schools:

Priority - EAGLE High School and Valley View Elementary

Focus - Toppenish Middle School, Kirkwood Elementary, and Lincoln Elementary schools

Emerging - Garfield Elementary School

Toppenish School District
306 Bolin Drive
Toppenish WA 98948
(509) 865-4455

www.toppenish.wednet.edu

Toppenish School District is focused on improving the academic achievement of all students. These efforts have been recognized by organizations across the state. Toppenish High School has been recognized by KCTS9 Public Television and the Bill and Melinda Gates Foundation with the 2013 Pathways to Excellence Award for dramatically increasing growth in reading and writing achievement and working toward improvement in math and science scores. While many schools and districts have not been able to create opportunities for success for Latino or American Indian students or those from low-income families, Toppenish High School has helped all of its students excel, with a graduation rate of over 90 percent. In 2012, Toppenish High School also received the KCTS9 Golden Apple Award for its STEM program. Valley View Elementary has also been recognized by the Office of the Superintendent of Public Instruction and Washington Education Association for making significant gains in student achievement as part of the School Improvement Grant program. Valley View is currently in the third year of the grant and has increased student scores through focused professional development, additional time each school day and an increased number of school days. Toppenish Middle School has also been recognized by being selected to implement the Project Lead the Way/Gateway to Technology program "Medical Detectives". This program will support student learning in science and problem solving. The Toppenish School District's emphasis on Science, Technology, Engineering, and Math (STEM) to increase student engagement and real world problem solving skills, has been recognized at the elementary level. Garfield Elementary is one of only forty-two elementary schools across the nation selected to implement the Project Lead the Way Science and Engineering program. Students at Garfield will increase their knowledge of scientific practices and participate in engaging problem solving activities.

Each of our schools have worked with staff to develop detailed plans to increase student achievement and engagement. They have sought out expertise in the various curricular areas and continue to provide targeted professional development to teachers. One important strategy that is being used across our district is called GLAD (Guided Language Acquisition and Design). GLAD strategies are helping students to gain important content knowledge through language rich activities.

Toppenish School District is also responding to the state adopted Common Core State Standards and the Next Generation Science Standards. A new state testing system called Smarter Balanced, will accompany these new academic standards. The new test will be piloted in our elementary and middle schools this spring. We are beginning the process of adjusting our teaching and materials to help students meet these new rigorous academic expectations. Along with these adjustments will come a deeper instruction into core standards and more formative assessments to better guide instruction to

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MSP/HSPE District Scores

	2012	2013	Difference
3rd Grade			
Reading	38.5	50.2	11.7
Math	32	34.9	2.9
4th Grade			
Reading	51.9	47.4	-4.5
Math	19.6	17	-2.6
Writing	49.3	37.9	-11.4
5th Grade			
Reading	58.1	47.9	-10.2
Math	40.1	36.4	-3.7
Science	37.3	38.1	0.8
6th Grade			
Reading	52	47.1	-4.9
Math	44.5	31.1	-13.4
7th Grade			
Reading	43.4	33.6	-9.8
Math	38.5	51	12.5
Writing	49.6	47.1	-2.5
8th Grade			
Reading	46.5	40	-6.5
Math	31.4	27	-4.4
Science	32	30.4	-1.6
10th Grade			
Reading	54.8	69.5	14.7
Writing	72.5	76	3.5
EOC's Testing Grades 8-12			
Math Year 1	29.6	29.5	-0.1
Math Year 2	41.2	59.9	18.7
Biology	31.2	29.3	-1.9

Our Plan for Improvement and Academic Success for All Students

- Maximizing early learning by expanding preschool opportunities
- Encourage and foster positive personal relationships with students, families, and the community
- Developing PK-12 intervention system to increase student success and accelerate learning
- Applying the Danielson Frameworks for Teaching to increase teacher efficacy
- Working within our Professional Learning Communities to increase student achievement
- Improving our assessment system to align with Common Core State Standards and Smarter Balanced assessments
- Engaging parents in their child's learning through family friendly schools
- Sharing leadership for collective ownership and accountability
- Refining our 24/7 virtual learning system to meet the needs of all children
- Preparing graduates to be career and college ready through science, technology, engineering, math (STEM), career and technical education, and college in the high school credits

Annual Measureable Objectives (AMO) Requirements

Washington State was approved to set new Annual Measureable Objectives (AMOs) to reduce proficiency gaps by half by 2017 for the “all students” group and each subgroup through our state’s ESEA Flexibility Request. The new targets (AMOs) for student learning reflect both:

- Washington’s transition to Common Core State Standards and Smarter Balanced assessments, and
- Washington’s vision that each student, including English language learners, students with disabilities, and students from historically underserved subgroups, engages in rigorous content and graduates prepared to engage in the deeper learning essential for post-secondary success.

In order to reduce proficiency gaps, educators will need to build capacity for implementing standards-based instruction. Innovation, effective use of research-supported practices, and a commitment to deeper learning on the part of these educators are the cornerstones of the continuous improvement process that will be needed to ensure all of our students reach and exceed these rigorous learning targets by 2017.

AMOs will be developed for grades 1–8 and high school. While individual AMOs will also be published for each grade level/content area tested, only the grade band/content area tested will be used in determining school-level, district-level, and State-level AMOs. Note that this methodology results in districts, schools, and subgroups that are further behind, requiring greater amounts of annual progress in order to meet their targets for 2017.

Targets will depend upon each group’s baseline in 2010–11. Every school and subgroup will be starting in a different place, and the groups that are farthest behind would have the most progress to make by 2017.

Highly Qualified Educators

In Toppenish School District, we are very proud of our staffs' credentials. Many have attended classes and trainings to prepare for their content area; therefore they have the knowledge and skills to give your child a high quality education.

As a Title I district, we must meet specific federal regulations. These rules allow you to learn more about the training and credentials of your child's teacher. We are happy to provide this information to you. At any time, you can ask:

- ♦ Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- ♦ Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- ♦ What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You can also ask about paraprofessionals working with your child in reading, writing, and/or mathematics. We can tell you whether your child receives help from a paraprofessional and if he/she meets state qualifications and/or licensing requirements.

Our staff is committed to helping your child develop the academic knowledge and critical thinking skills he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled. If you have any questions, about your child's teacher or paraprofessional, please contact the principal.

Teacher Quality 2013-14

- ♦ **241** certificated staff & administrators
- ♦ **64%** teachers with at least a Master's
- ♦ **12** years average teacher tenure in Toppenish public schools
- ♦ **43** teachers on provisional certificates, **4** emergency certificates, **1** conditional certificate
- ♦ **2** teachers is teaching out of their endorsed areas

DEMOGRAPHICS

Ethnicity		2013 Enrollment by Grade			
Black	.07%	PreK	198	6 th	300
Asian	.12%	K	336	7 th	278
American Indian	11.69%	1 st	324	8 th	259
Hispanic	79.26%	2 nd	328	9 th	339
White	7.22%	3 rd	284	10 th	300
Multi-Racial	1.35%	4 th	287	11 th	322
Pac Isl/Haw	.02%	5 th	317	12 th	270
Not Provided	.27%				4142

MSP/HSPE/EOC Scores by School

<u>GARFIELD</u>	2012	2013	Difference 2012-2013	<u>MIDDLE SCHOOL</u>	2012	2013	Difference 2012-2013
3rd Grade				6th Grade			
Reading	47.8	58.1	10.3	Reading	53	48.3	-4.7
Math	50.7	41.9	-8.8	Math	45.7	32.8	-12.9
4th Grade				7th Grade			
Reading	56.8	67.2	10.4	Reading	44.4	34.4	-10
Writing	50	53.7	3.7	Writing	53.8	49.8	-4
Math	13.5	23.5	10	Math	41	52.3	11.3
5th Grade				8th Grade			
Reading	72.4	59.7	-12.7	Reading	50.2	44.6	-5.6
Math	24.1	38.9	14.8	Math	37.3	31	-6.3
Science	43.1	41.7	-1.4	Science	36.2	32.9	-3.3
<u>KIRKWOOD</u>	2012	2013		<u>EAGLE</u>	2012	2013	
3rd Grade				7th Grade			
Reading	41.8	45.3	3.5	Reading	17.6	10	-7.6
Math	28.6	20.9	-7.7	Writing	0		
4th Grade				Math	0		
Reading	53.3	45.5	-7.8	8th Grade			
Writing	55.4	37.1	-18.3	Reading	28	10.5	-17.5
Math	20	18	-2	Math	0	0	0
5th Grade				Science	7.7	5.9	-1.8
Reading	62.3	43.7	-18.6	10th Grade			
Math	40.6	35.7	-4.9	Reading	32.7	30.4	-2.3
Science	47.8	40	-7.8	Writing	34.7	41.3	6.6
<u>LINCOLN</u>	2012	2013		EOC Year 1	9.5	2.2	-7.3
3rd Grade				EOC Year 2	17.9		
Reading	37	43.8	6.8	Biology	0	2.7	2.7
Math	24.7	37.5	12.8	<u>HIGH SCHOOL</u>	2012	2013	
4th Grade				10th Grade			
Reading	45.6	43.8	-1.8	Reading	62.4	81.7	19.3
Writing	51.5	36.3	-15.2	Writing	87.2	87.8	.6
Math	17.6	10	-7.6	EOC Year 1	49.3	21.3	-28
5th Grade				EOC Year 2	66.8	59.8	-7
Reading	47.1	36.4	-10.7	Biology	38.5	34.3	-4.2
Math	45.7	25.8	-19.9	<u>NORTHWEST ALL PREP</u>			
Science	27.1	36.4	9.3	8th Grade	2012	2013	
<u>VALLEY VIEW</u>	2012	2013		Reading	34.8	20.8	-14
3rd Grade				Math	13	8.3	-4.7
Reading	27.9	59.6	31.7	Science	22.7	25	2.3
Math	25.4	49.1	23.7	10th Grade			
4th Grade				Reading	47.8	48.7	.9
Reading	50.7	38.8	-11.9	Writing	43.5	51.4	7.9
Writing	42	29.9	-12.1	EOC Year 1	25.9	6	-19.9
Math	27.5	19.4	-8.1	EOC Biology	35.9	27.8	-8.1
5th Grade							
Reading	53.8	48.6	-5.2				
Math	46.3	47.2	.9				
Science	33.8	33.3	-.5				

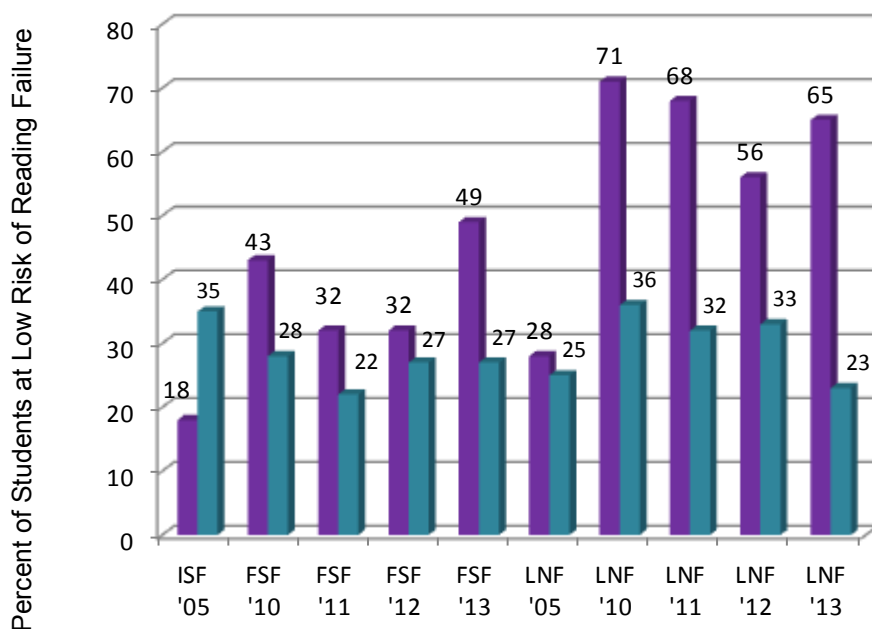
**National Assessment of Educational Progress (NAEP) scores are available for your review on the OSPI Washington State Report*



Toppenish School District Preschool

The expansion of the Toppenish School District Preschool Cooperative has been made possible through the addition of levy dollars voted on and approved by the Toppenish Community. We have increased the number of classrooms at the Preschool this year and consequently are able to serve more of our three and four year old students. Students that attend our preschool program out perform other students on early reading success indicators. Our goal is to have all students reading at grade level by the end of third grade and we are working toward this goal by offering a wide variety of basic literacy and numeracy activities in our program. We also offer students the opportunity to expand their thinking and problem solving skills through science based activities. Continued community support will allow the District to keep providing these essential services to our youngest students.

**Toppenish Preschool Cooperative
Fall Kinder DIBELS Growth from Fall 2005 to Fall 2013**



ISF - Initial Sound Fluency

FSF - First Sound Fluency
In the beginning of Kindergarten, students should be learning initial sounds in words and should be able to select a word (e.g., "ball") that starts with a target sound (e.g., /b/) at least some of the time.

Students scoring 10 or more initial sounds in the beginning of Kindergarten are considered "low risk".

LNF - Letter Naming Fluency
In the beginning of Kindergarten, students should be able to name at least 8 letters of the alphabet per minute.

Students scoring 8 or more letter names per minute in the beginning of Kindergarten are considered "low risk".

■ Toppenish Preschool Cooperative
■ Non-TPC Students

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respond to specific, individual student needs. Our state designated Priority School, EAGLE High School, and our designated Focus Schools, Toppenish Middle School, Kirkwood, and Lincoln Elementary Schools, are receiving state funding to work on these changes to improve the academic performance of English Language Learners and Special Needs students.

Our school and district improvement plans are not only focusing on the curricular and assessment changes taking place in the state, but also on meeting the individual needs of each student through the Response to Intervention model and building positive and productive relationships with each and every student and family. The District's Renaissance Program is facilitating this process by recognizing students and staff for their contributions to the school community and demonstrating growth in a variety of areas that lead to academic success.

We are seeking increased collaboration with our families and community to help us provide the best education possible for the students of Toppenish School District. We encourage you to participate in your students' activities in their school building through the various Parent Advisory Committees and to be a part of the many school and community activities throughout the year.

Graduation Rate

Toppenish High School

- 145 Students Graduated in 2013
- 93.5% Graduation Rate
- 73% Enrolled in Post Secondary Institutions
- 13% Enrolled in Technical Schools
- 13% Employment
- 1% Military

EAGLE High School

- 27 Students Graduated in 2013
- 15.5% Estimated Graduation Rate
- 15% Students Enrolled in Post Secondary Institutions