

"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

November 2011

District Improvement

As required by No Child Left Behind, all schools and districts are annually evaluated to determine Adequate Yearly Progress (AYP). Based on specific math and reading targets, student groups must reach a prescribed proficiency; unexcused absences and graduation rates are also assessed in this formula. The District did not make AYP and is in Step 2 of District Improvement. We will continue to expand our learning until we have established multiple access points to learning that encourages students to continually probe, ponder, poke, and problem solve.

We will pursue the perceived magic that occurs when interactive learning and formative assessments are jointly used to improve instruction and accelerate learning.

Continuing our Journey Toward Academic Excellence

Toppenish School District is continuing to improve student academic outcomes and opportunities throughout all of our schools. These efforts have been rewarded through a \$1.7 million School Improvement Grant awarded to Valley View Elementary. Through the hard work and collaboration of many people, Valley View is able to offer students more learning time each day as well as more learning days in the school year. The extended day and extended school year are just two of the innovative, research based strategies to increase student achievement at Valley View.

Our focus on improving instructional practices at the classroom level has also paid off at Toppenish High School. THS was named as a recipient of the 2010 Washington Achievement Award in Language Arts. The Washington Achievement Awards, sponsored by the Washington State Board of Education and the Office of Superintendent of Public Instruction, celebrates the state's top-performing schools and recognizes achievement in multiple categories. Toppenish High School has also been designated as a Project Lead the Way Certified School in recognition of its outstanding Science, Technology, Engineering and Math (S.T.E.M.) programs.

Our students' gains in academic achievement are a reflection of a very focused and intentional District Improvement Plan. This Plan identifies four major areas where time and resources are spent to increase student learning. These areas are: 1) Apply the Instructional Strategies of Learning and Teaching in planning, teaching and assessing student learning. Our focus has been to embed Guided Language Acquisition Design (GLAD) strategies in every classroom to assist English language learners and promote English language acquisition, academic achievement, and cross-cultural skills. We have also continued to align our curriculum and develop curriculum guides to be used in reading and math to help teachers focus on the most important learning requirements at each grade level. 2) Maximize Professional Learning Communities (PLC's) as a place and a process to analyze assessment data and effectively apply the Instructional Strategies for Learning and Teaching and review student progress and identify interventions for students before they "fall through the cracks". 3) Refine the assessment system so all instructional stakeholders use it to improve instruction and student learning. With the help of the Washington Improvement and Implementation Network (WIIN) Center, we have begun to develop very specific benchmark assessments that will help teachers measure student progress toward meeting the state's high academic standards at frequent intervals. 4) Establish a district parent advisory system that focuses on engaging families in student learning. We celebrate the involvement of families at our Student Led Conferences held throughout the

district. These conferences, led by students, establish ownership of the learning and engage families in genuine conversation regarding academic progress and goals. We also value the input of families at the many different Parent Advisory Committees (PAC's) held throughout the district. The results of our four major areas of focus are to increase student learning are evident in the growth of MSP/HSPE scores and in our increased number of high school graduates and in our increased graduation rates. Providing high quality instruction and learning for all students preschool through 12th grade will continue to be our focus and mission.

John M. Cerna, Superintendent

MSP/HSPE District Scores

	2010	2011	Difference
3rd Grade			
Reading	47.7	50.2	2.5
Math	26.3	23.1	-3.2
4th Grade			
Reading	39.8	45.3	5.5
Math	21.1	19.4	-1.7
Writing	36.8	41.5	4.7
5th Grade			
Reading	42.7	42.8	0.1
Math	18.3	29.2	10.9
Science	6.3	23.1	16.8
6th Grade			
Reading	32.1	42.4	10.3
Math	11.9	28.4	16.5
7th Grade			
Reading	38.3	36.6	-1.7
Math	24.2	35.3	11.1
Writing	55.5	49	-6.5
8th Grade			
Reading	43.8	48.6	4.8
Math	21.7	32.3	10.6
Science	18.8	31.5	12.7
10th Grade			
Reading	62	65.1	3.1
Math	14	See EOC below	
Writing	71.8	68.5	-3.3
Science	12.9	13.5	0.6
Grades 9-12			
EOC Math Year 1			23.5
EOC Math Year 2			56.9

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A Parents Right to School Choice

One of the priorities under the No Child Left Behind Act is to increase parental choice and control in student education. The statute states that parents have the right to choose their child's school if their respective school is identified for improvement. The law requires that any school not meeting standards two years in a row, must offer parents the choice to transfer their children to another school within the district that is not in Adequate Yearly Progress.

Each school is required to notify parents if the school their child is attending is identified for improvement, corrective action or restructuring. As part of this notification, parents must be informed of their right to choose another in-district school for their child.

The Toppenish School District and schools did not meet AYP. Listed below is the Step in which each school is in.

- STEP 5: Toppenish High School, Toppenish Middle School, Kirkwood and Valley View
- STEP 4: Lincoln and Garfield
- STEP 3: EAGLE
- STEP 2: Toppenish School District

Highly Qualified Educators

In Toppenish School District, we are very proud of our staff's 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 teachers' training and credentials of your child's teachers. 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 2011-12

- ◆ **224** certificated staff & administrators
- ◆ **56%** teachers with at least a Master's Degree
- ◆ **12** years average teacher tenure in Toppenish Public Schools
- ◆ **8** teachers on provisional certificates, **1** emergency certificate, **0** conditional certificates
- ◆ **3** teachers were teaching out of their endorsed areas



Our Plan for Excellence: A Snapshot of Large Scale Improvement

- Maximizing early learning and P-3 potential through coalitions and networks
- Personalizing instruction through relationships and relevance
- Developing PK-12 intervention system to increase student success and accelerate learning
- Applying high yield instructional strategies daily
- Deepening our work through a professional learning community system, lab classrooms, and learning walks
- Improving our assessment system by creating more formative assessments and establishing a systemic data depository
- 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 and empowering graduates for post secondary completion and career readiness

DEMOGRAPHICS

Ethnicity	October 2011 Enrollment by Grade Level				
	PreK	K	1 st	2 nd	3 rd
Black	157	343	303	302	340
Asian	6 th	7 th	8 th	9 th	10 th
American Indian	263	278	269	327	290
Hispanic	78.80%	78.80%	78.80%	78.80%	78.80%
White	6.52%	6.52%	6.52%	6.52%	6.52%
Multi-Racial	.03%	.03%	.03%	.03%	.03%
Pacific Islanders/ Hawaiians	.03%	.03%	.03%	.03%	.03%
	287	314	314	287	287
	12 th	205	205	205	205
	3925				

2011 MSP/HSPE Scores by School

<u>GARFIELD</u>	2010	2011	Difference 2010-2011	<u>MIDDLE SCHOOL</u>	2010	2011	Difference 2010-2011
3rd Grade				6th Grade			
Reading	47.6	45.9	-1.7	Reading	31	43.3	12.3
Math	30.2	28.4	-1.8	Math	11.9	28.6	16.7
4th Grade				7th Grade			
Reading	42.3	52.7	10.4	Reading	42	37.2	-4.8
Writing	48.1	37.5	-10.6	Writing	63.1	53.8	-9.3
Math	25.5	21.8	-3.7	Math	27.5	37.6	10.1
5th Grade				8th Grade			
Reading	44.7	50	5.3	Reading	51.9	57.8	5.9
Math	27.6	31.3	3.7	Math	27	40.4	13.4
Science	11.8	31.3	19.5	Science	23.1	38.1	15
<u>KIRKWOOD</u>	2010	2011		<u>EAGLE</u>	2010	2011	
3rd Grade				3rd Grade			
Reading	61.2	63.5	2.3	Reading	66.7	100	33.3
Math	29.9	31.5	1.6	Math	16.7	0	-16.7
4th Grade				4th Grade			
Reading	42.9	49.3	6.4	Reading	44.4	100	55.6
Writing	40.3	55.2	14.9	Writing	22.2	0	-22.2
Math	24.7	25.8	1.1	Math	11.1	0	-11.1
5th Grade				5th Grade			
Reading	46.4	38.6	-7.8	Reading	33.3	62.5	29.2
Math	17.9	30	12.1	Math	11.1	25	13.9
Science	5.4	23.2	17.8	Science	0	14.3	14.3
<u>LINCOLN</u>	2010	2011		6th Grade			
3rd Grade				Reading	50	20	-30
Reading	45.1	40.8	-4.3	Math	12.5	20	7.5
Math	21.1	15.5	-5.6	7th Grade			
4th Grade				Reading	18.8	29.4	10.6
Reading	40.5	35.3	-5.2	Writing	14.9	15.6	0.7
Writing	45.9	50	4.1	Math	6.4	15.2	8.8
Math	19.7	14.7	-5	8th Grade			
5th Grade				Reading	16.4	13.1	-3.3
Reading	41.8	41.8	0	Math	3.6	1.6	-2
Math	23.6	22.4	-1.2	Science	3.8	5.2	1.4
Science	7.3	14.9	7.6	10th Grade			
<u>VALLEY VIEW</u>	2010	2011		Reading	50.6	25	-25.6
3rd Grade				Writing	53.6	21	-32.6
Reading	37.2	52.1	14.9	Math	3.6	3	-0.6
Math	25.6	17.8	-7.8	Science	5.8	5.6	-0.2
4th Grade							
Reading	31.6	44.6	13				
Writing	12.3	24.7	12.4				
Math	15.8	16.4	0.6				
5th Grade							
Reading	39.4	40.6	1.2				
Math	5.6	29.7	24.1				
Science	1.4	26.6	25.2				
<u>HIGH SCHOOL</u>	2010	2011					
10th Grade							
Reading	67.2	74	6.8				
Writing	80.1	81	0.9				
Math	19	45.5	26.5				
Science	16	16	0				

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

Report Card



Toppenish High School

142 Students Graduated in 2011

2.6% Annual Drop-Out Rate

63% Enrolled in Post Secondary Institutions

16% Attended military or apprenticeship programs

EAGLE Alternative High School

42 Students Graduated in 2011

45.2% Estimated Graduation Rate

17.4% Annual Drop-Out Rate

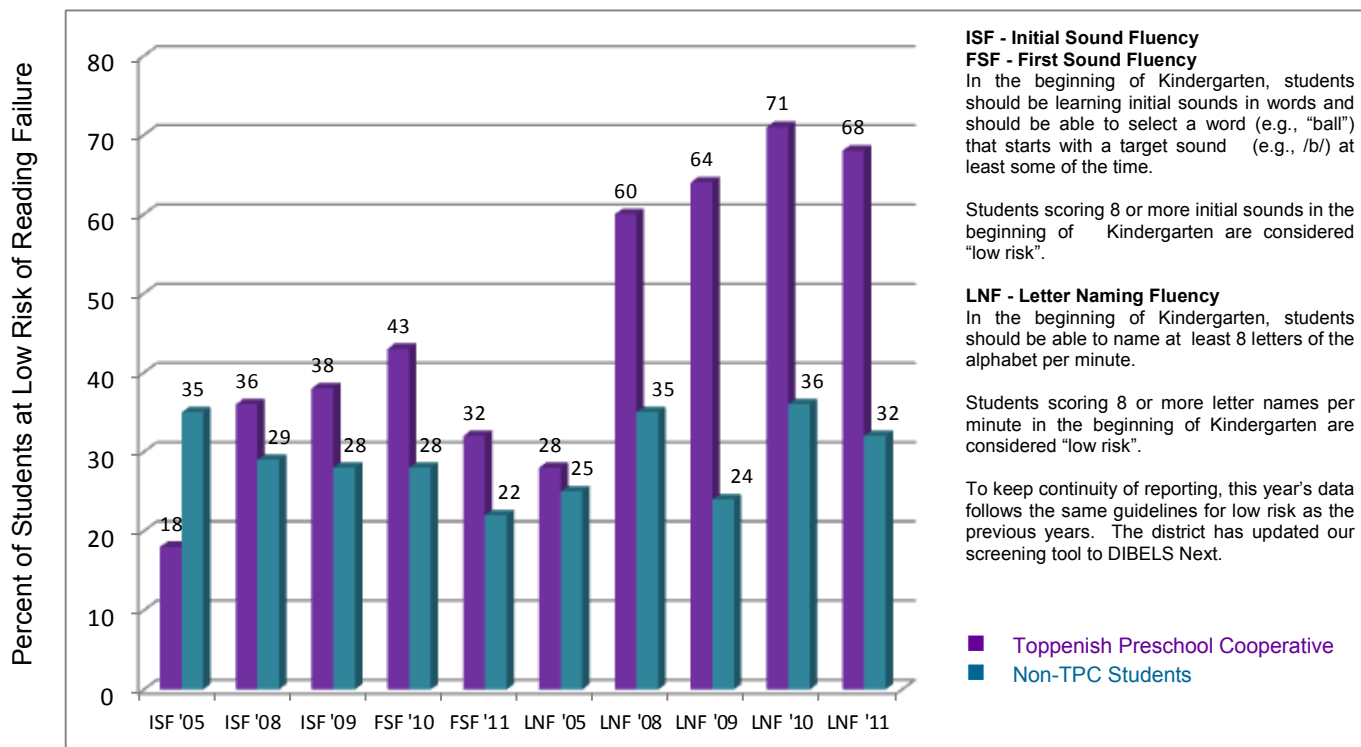


Our Learning Journey Continues



Our goal is to improve learning to systematically increase the number of pre-K Toppenish children entering kindergarten with basic literacy and numeracy skills, so that they will be successful in kindergarten and ultimately read at grade level by the end of third grade. In the Fall of 2004, Toppenish School District partnered with Enterprise for Progress In the Community (EPIC) and Yakama Nation Head Start to begin building a solid preschool cooperative. In 2006, all three entities moved together onto the school district campus. In 2008, Toppenish Preschool received a 4-year Gates Promising Practices Grant which created 2 more classes; however, we still have a waiting list.

Toppenish Preschool Cooperative Fall Kinder DIBELS Growth from Fall 2005 to Fall 2011



Toppenish School District Dropout and Graduation Rates

