



Wenatchee School District No. 246
Wenatchee, Washington
Minutes of November 15th, 2010
Board Review Workshop Forum
6-8 p.m. District Office

Board	Staff
Walter Newman, President	Brian Flones, Superintendent
Laura Jaecks	Cabinet Members
Gary Callison	

The workshop was opened by Superintendent Brian Flones for an open forum at 6:05 p.m.
The WSD High School Principals provided the following materials for the board to review prior to the meeting.

WENATCHEE HIGH SCHOOL
2009-2010

Content Area: Math: School: WHS
Goal: 50% of WHS students have met established district and Washington State standards by June 2010.

Strategy/ies:

- Collaboration time
- District resources: working with Jennifer to align curriculum with our new standards.
- All students properly placed in appropriate math courses.
- Implementation of PAWS intervention for students not making standard.
- Math Essentials - students needing support along with Algebra 1.
- Those students who are behind in Math credits are placed in Credit Retrieval.
- Use collaboration time to align curriculum, make common assessments & compare data.
- Power Standards are in process of being identified and unwrapped.
- Migrant Grad Specialist position and the Bilingual facilitator position will be collaborating to focus on those students most in need.
- ELD and all BEST program teachers will continue working on establishing word walls and integrating/sharing all academic vocabulary across the content areas as a means of improving vocabulary instruction for ELLs.

Results: 10th Grade Math

Year	School	District	State
2008-09	44.3%	40.6%	45.4% WASL
2009-10	41.6%	39.1%	41.7% HSPE

Explanation of Results:

- During the 2009/2010 school year, the Geometry team at WHS worked on putting together common summative assessments for each chapter (1-10) of CPM Geometry. We also developed a common scoring guide for each of those tests.
- We also took the individual skills and knowledge required for our students to meet the current state (Geometry) standards and aligned them with our current curriculum.
- The structured use of collaboration time allowed for the work of clarifying what students need to know. This will now allow for time to review, evaluate student work and results.

Strategies/ Action Steps 10-11:

- Continue to use our collaboration time to fine tune common assessments, analyze student performance data, and share instructional strategies. (Common summative assessments with scoring guides for chapters 1-10 of CPM Geometry.)
- We're currently in the process of making sure that our current common assessments assess the appropriate skills associated with the state standards.
- Continue to develop our curriculum guide (common assessments, pacing guide, standards to master, and additional resources)
- Determine criteria for 9th grade math placement
- Show a 5% increase on students who meet standard on the Math HSPE

2009-2010

Content Area: Science (HS only)

Goal: 2009-2010

1. Everyone will be expected to have daily learning targets and Language Objectives (DLT/LO)
2. We will write and administer 2 DBA's and utilize data to modify instruction

Strategy/ies:

Facilitative meetings collaboration meetings were used to accomplish above goals

Goal: 2009-2010

1. Everyone will be expected to have daily learning targets and Language Objectives (DLT/LO)
2. We will write and administer 2 DBA's and utilize data to modify instruction

Strategy/ies:

Facilitative meetings collaboration meetings were used to accomplish above goals

Results:

All teachers in the science department are writing and using DLT/LO's on a daily basis. We are no longer doing DBA's as we have shifted our focus to common assessments. The following data is being included to show that science students are making progress towards improvement at the high school:

1. 10th grade science trends of WASL/HSPE (See Attached)
2. Science inquiry, application and systems results for 2009/10 vs state results (See Attached)

3. High school cohort comparison of HSPE results (See Attached)

Explanation of Results:

Improvement in the area of inquiry is a direct result of CBA and DBA work. Growth over time on the WASL/HSPE shows teacher commitment to improve student attitude and performance despite not being a graduation requirement until this year. Trend line above state average for last three years for WASL/HSPE scores supports this also (See Attached).

Strategies/ Action Steps 10-11:

1. Show a 5% increase on students who meet standard on the Science HSPE
2. Biology teachers will continue to align curriculum to standards and develop common assessments
3. Intro to Physics/Chemistry teachers will continue writing common assessments for each unit and will start using data director to look at results of assessments

Content Area: Reading/Writing School: WHS

Goal: 90% of WHS students have met established district and Washington State standards by June 2010.

Strategy/ies:

A focus on choosing the Reading/Writing GLEs (Power Standards) for 9th and 10th grade English

The alignment of the chosen Reading and Writing Power Standards

A matching of the Power Standards to the units and skills already taught as well as beginning to create formative and summative assessments for these Power Standards. (Some of process skills which are assessed as the writing process progresses.)

We have also continued work to increase students' skills in mastery of English by examining student failures, to discuss best practices, and to determine what we can do to lower the student failure rate while maintaining high standards for students.

11/15/10

Bd Reviews

Page 1 of 1

The ELL team is continuing to pilot/use the updated version of The Edge and Fundamentals curriculum.

Overall, we will continue to scrutinize, study, adjust, reflect, and revise each aspect of our Curriculum as we move forward.

Results:

On the new HSPE Test, here are our Reading scores:

Comprehension	79.8%
Analysis	80.0%
Literary Text	74.6%
Critical Thinking	76.0%
Informational Text	74.2%

Reading Composite Score for meeting standard @ WHS = 77.1%

Writing scores:

Purpose to Explain	83.3%
Purpose to Persuade	81.0%
Content/Organization	84.3%
Conventions	86.9%

Writing Composite Score for meeting standard @ WHS= 80.0%

Explanation of Results:

We have watched our scores decline over the last three years, and during this time we have observed the following occur during that time: an expansion of I-Frosh, an expansion of PAWS, the loss of department FTE including the only reading teacher, and the increase of class sizes. While we may not be able to attribute any one of these factors directly to the state test scores, each of these items has been mentioned as possible factors.

Generally, we feel that we are primarily writing teachers at this level in the school system; however, we do still teach some basic reading skills. Still, the primary selections for the state test readings are more Social Studies and Science related texts or articles.

We do recognize that the literary text category is definitely our domain as well as the critical thinking category (as it is everyone's), and we look forward to seeing how the scores look this next year with the new test. We also wonder how much our population affects our scores, but that may be difficult to track. Knowing what our ELL population is could be a start to understanding what type of scores can be reasonably expected.

This is the area that we take the most pride in as well as ownership in since our classes are primarily writing courses. While the overall score fell from last year to this year, we did see areas for celebration. For example, the conventions score remains strong which may be partially attributable to the efforts of changing how conventions are taught here. Not only are we less reliant on work-sheets for teaching grammar and punctuation, but also we have increased our teaching of conventions as a part of the writing process (peer editing and more realistic situations for editing conventions) increased our teaching of conventions through writing in general. Organization and conventions are both parts of our newly revised writing rubrics which places an emphasis on each skill individually rather than part of a scoring guide or holistic score. Since our curriculum is entirely based on expository and (primarily) persuasive writing, we feel these scores should remain high over time. However, our persuasive topics are more about literary analysis than the generic writing prompts provided by the state test makers which may be a slight concern for some students.

Strategies/Action Steps 10-11:

- to continue to develop the Reading and Writing Power Standards and the formative and summative assessments for each standard
- to begin to share data on the formative and summative assessment scores
- to reflect on what practices are working and not working in the classroom
- to share Best Practices for teaching individual skills, concepts, and texts

Content Area: Reading;

School: WSHS

Goal 2009-2010:

WestSide High School's tenth grade, AYP, students will improve their scores to 70% passing in the area of reading as measured by the 2010 HSPE test results. To reach "safe harbor" and meet AYP requirements, AYP students need to score 62.9% as measured by the 2010 HSPE test results.

Strategy/ies for 2009-2010:

1. Baseline assess every incoming 9-10th grade student using state released CBA.
2. Place students on WASL timeline (1Q-7Q)
3. Complete coursework in reading and writing specifically catered to HSPE preparation and skill development
 - Teach vocabulary skills (6-Word-Stories, context clues, word chunking)
 - On-Demand testing using state released items at least twice quarterly
4. All 10th graders complete *Read-Write* crash course, offered 3rd quarter just prior to WASL.
5. Individualize instruction to address specific needs using data collected throughout the year.

Results from 2010 HSPE was 61.1%:

Explanation of Results:

- o Current school-wide AYP measure is 61.1%.
- o Current day school AYP measure is 65% passing.
- o Day school results are based on the number of students enrolled in the day program that completed the 2010 reading HSPE and received an official score.

In 2009, we changed how we define a tenth-grade student for AYP purposes. We now determine AYP status based on graduation year and we anticipated lower AYP scores as a result. Data suggests that this re-definition of AYP status will continue to impact AYP scores in the future. Meeting AYP standards is important, but our primary concern is getting students to meet state graduation requirements before they earn 22 credits.

Primary Obstacles and Challenges 09-10:

Our over-all AYP results include incomplete tests and absent students. Our ELL students have improved tremendously in a very short period of time but generally still fail to meet standard on the test. Many of our ELL students come to us with extremely limited English skills and eventually meet state requirements for graduation, but often after their 10th grade year. Due to the small size of our school, absences on test days, incomplete tests (and other issues) disproportionately impact our AYP scores. We will continue to impress upon our students the importance of attending and completing the test.

- o We often have half, or less, the time traditional schools are afforded to prepare students for the test.

Determining AYP status based on credits ensures that students have had some success in high school prior to testing. By using graduation year to determine AYP status, we increase the likelihood that students in the AYP pool have received little or no preparation for the test. Graduation year is a cleaner and more manageable determinant for AYP but does create a draw back in this area. We will continue to examine the merits of both ways of defining AYP.

Goal 2010-2011:

WestSide High School's tenth grade, AYP, students will improve their scores to 80% passing in the area of reading as measured by the 2011 HSPE test results. To reach "safe harbor" and meet AYP requirements, AYP students need to score 71% as measured by the 2011 HSPE test results. Our ongoing goal is to get 100% of our students to pass the test by April of their senior year.

Goal 2010-2011:

WestSide High School's tenth grade, AYP, students will improve their scores to 80% passing in the area of reading as measured by the 2011 HSPE test results. To reach "safe harbor" and meet AYP requirements, AYP students need to score 71% as measured by the 2011 HSPE test results. Our ongoing goal is to get 100% of our students to pass the test by April of their senior year.

Strategies/Action Steps 10-11:

What components of the plan are working?

- Our curriculum and attention to student needs.
- Our data collection system.
- The elaboration strategies we developed.
- The retired teacher/volunteer that came on a regular basis, especially in the fall and winter.
- The attention we put on testing preparation.

What components of the plan are not working?

- As a staff, we need to share HSPE-preparation responsibilities, share best practices and collaborate to assess student work.

Possible adjustments being made:

- We have hired a new 9-10 English teacher and we are splitting up the duties of HSPE preparation.
- We have started the process of sharing our contracts and have taken first steps to re-evaluate/coordinate our course offerings, but we need to plan our next step. We have a vision of what we want but need to flesh out the details and sell a plan to the staff.
- Staff is discussing the possibility of creating a staff-wide PLC with the primary goal of test scores. This would help staff focus on reading development.

Content Area: Writing:

School: WSHS

Goal 2009-2010:

WestSide High School's tenth grade students will improve their HSPE scores to 70% passing in the area of writing as measured by the 2011 HSPE results.

Strategy/ies:

1. Train each 10th grader to understand and use the HSPE adapted 6-trait assessment rubric
 - Content, Organization, Style: word choice, transitions, sentence length, voice, on/off topic and sense of completeness
 - Conventions: spelling and grammar
2. Develop an individualized plan that will prepare students who fail the HSPE Writing test to pass HSPE retakes or meet Washington State's HSPE alternative assessment requirements
3. Track student the first three quarters of the school year until WASL, to determine the effectiveness of our Writing program.
4. A portfolio of all WASL related **material** will be collected on each student and stored by WASL core teacher to be used for the writing COE and for our culminating project
5. All 10th graders complete *Read-Write* crash course, offered 3rd quarter just prior to WASL.
6. We have added expository elaboration techniques this year- DEADQQSF is the expository elaboration strategy. We require students include 3 different elaboration strategies in each paper - descriptions, examples, anecdotes, definitions, quotes, questions, statistics and facts.
7. We have added persuasive elaboration techniques this year. The persuasive techniques are PC CREEP: persuasive language, concessions/rebuttal, causal chain, rhetorical questions, emotional appeal, expert testimony, and preponderance of evidence.

Results from the Writing HSPE in 2010 was 47.2% percent:

Explanation of Results:

- o Current school-wide AYP score is 47.2%
- o 59.2% of day school students passed

Our focus in the day school on expository and persuasive elaboration techniques has been successful but we have lost the volunteer reader and our ability to get quality feedback to students has diminished. The COE and culminating project elements are very promising. We have several students compiling COE's and the students are producing excellent work so far. In writing, the COE is much better aligned to our HSPE preparation. Because the same prompts can be used in the HSPE prep and the COE, students find that they can work on each much more smoothly than in reading.

Goal 2010-2011:

WestSide High School's tenth grade students will improve their HSPE scores to 70% passing in the area of writing as measured by the 2011 HSPE results.

Strategies/Action Steps 10-11:

What components of the plan are working?

- Our curriculum and attention to student needs.
- Our data collection system.
- The attention we put on testing preparation.

What components of the plan are not working?

- Students continue to come in with huge gaps in their writing skills and need multiple opportunities to get trained feedback.
- We have a very finite amount of time to prepare students for the test. We need multiple eyes looking at student work and offering constructive feedback if we are to see improvement in the limited timeframe afforded us. We are in a better position to do this with the hire of the new English teacher.

Possible adjustments being made:

- We have started the process of sharing our contracts and have taken first steps to re-evaluate/coordinate our course offerings, but we need to plan our next step. We have a vision of what we want but need to flesh out the details and sell a plan to the staff.

Content Area: Math:

School: WSHS

Goal 2009- 2010:

WestSide High School's tenth grade HSPE students will attain 73% passing in the area of Math as measured by the former 2009 WASL test results (*goal set in accordance with NCLB uniform state bar in order to reach 100% passing by 2014*).

Strategy/ies for 2009-2010:

1. Assess each student when they enter the course
2. Identify and assign all students taking the HSPE to period 1 that will specifically cater to HSPE preparation and skill development
3. Test all students quarterly using CBA's designed to measure all HSPE math strands
4. Teach content and context for each math HSPE strand, Math vocabulary, Math writing strategies, and HSPE testing format
5. Provide remediation for students who are struggling
6. Using the individual assessment results to develop individualized plans for those who failed WASL/HSPE earlier.
7. Develop a data management system in all math classes for track student's in-progress data on meeting math standards.
8. Create and construct on computer a "Problem Bank" of HSPE-like math

Visit and/or communicate with cohort schools making measurable progress or meeting standard in math

Results from the Math HSPE in 2010 was 6.1 percent:

Explanation of Results:

Results from the 2010 HSPE broken down:	Number	Percent
Meeting Standard including PP	2	6.1%
Meeting Standard	2	6.1%
Level 4 (exceeds standard)	0	0.0%
Level 3 (met standard)	2	6.1%
Basic (met standard)	0	0.0%
Not Meeting Standard	31	93.9%
Level 2 (below standard)	9	27.3%
Level 1 (well below standard)	20	60.6%
No Score	2	6.1%
Unexcused Absence, Refusal	2	6.1%
Other*	0	0.0%
Total	33	100%

In the past, WestSide High School considered a 10th grader (for testing purposes) to be a student with 5.5 high school credits, ensuring they had some exposure to the material covered on the WASL/HSPE. In 2009, we began to test students in their second year of high school, regardless of how many credits they had. Many of our students who took the 2009 WASL and 2010 HSPE had little or no high school math credit. We had very good attendance for the 2010 HSPE with all but 2 of our AYP students sitting for the test. Based on a MAP's inventory given in Feb/March, we expected 8 of our AYP students to have a good chance to pass the HSPE, but only 2 of those students met the standard.

Goal 2010- 2011:

WestSide High School's Algebra and Geometry students attain 80% passing on End-of-Course Exams (goal set in accordance with NCLB uniform state bar in order to reach 100% passing by 2014).

Primary Obstacles and Challenges 2010-11:

As an alternative school with students following individual learning contracts, we have the potential for students to complete a course at any time during the year. Since we do not have a specific timeframe for the "end" of our courses, it will be a challenge to prepare students who finish a course early for a test they will take at the end of the year. Because we will not be testing students at the end of their course, the expectation is that we will have much better results on the EOC Exams due to the student having proper exposure to the curriculum. However, it will be a challenge to address the needs of students who pass their course in the classroom but do not pass the EOC Exam. We had hoped to be administering the MAP's inventory to assess students upon intake/registration. However, due to a conflict with the timeframe in which we create class schedules, none of our students were loaded into the testing database. We are waiting for information regarding whether an additional upload can be performed to accommodate our school. At this time, we do not have the computer resources to perform a large scale appropriate benchmark assessment for our students.

Strategies/Action Steps 2010-11:

Administer, at entry, a MAP's Inventory test to all math students and follow progress with subsequent inventories once per quarter throughout the school year. Assign all students taking Algebra or Geometry to specific periods and specifically cater coursework to End-of-Course preparation and skill development.

1. Test all students quarterly using CBA's and formative assessments designed to measure EOC Powers Standards.
2. Teach content and context for Math vocabulary, Math writing strategies, and EOC testing format
3. Provide remediation for students who are struggling for proficiency on Power Standards.
4. Using the results of the CBAs, formative assessments, and MAPS inventory, individualized plans will be developed for those who failed WASL/HSPE in order to pass the test or meet alternative assessment requirements
5. Implement use of user-friendly data management system in all math classes, track student's in-progress data on meeting math standards.
6. Create and construct on computer a "Problem Bank" of EOC-like items covering both content and context strands
7. Visit and/or communicate with cohort schools making measurable progress or meeting standard in math

Content Area: Science:

School: WSHS

Goal 2009-2010:

WestSide High School's tenth grade HSPE students will improve their scores to 28% passing in the area of Science as measured by the 2009 WASL test results. *(Goal set in accordance with state requirement that all students must pass the Science WASL by 2013)*

Strategy/ies:

Modify 9th grade curriculum and implement tenth grade CBA science text.

- Science Interactions will be used at ninth grade and CPO Science will be used at tenth grade, along with other supplemental material.
- Continue using CBA's as well as creating new ones to monitor student progress in the science course.
- Students will monitor their progress on CBA's by tracking their scores on a progress chart.
- Do mini lessons to supplement needed areas of improvement.

Results from the 2010 HSPE were 20.5 percent:

Explanation of Results:

Results from the 2010 HSPE broken down:	Number	Percent
Meeting Standard	7	20.5%
Level 4 (exceeds standard)	0	0.0%
Level 3 (met standard)	7	20.5%
Not Meeting Standard	17	50%
Level 2 (below standard)	2	6%
Level 1 (well below standard)	15	44%
No Score	10	29.5%
Unexcused Absence, Refusal	10	29.5%
Total	34	100%

We have seen some improvement each year over the past few years. The increase this past year was significant, but we still have a lot of work to do. I believe we are on the right track and will continue to modify curriculum and labs to match our power standards. This past year some students have been with us for a while, others only a few quarters. I believe part of the progress is that some students are coming with a better foundation for us to build on. As our current 9th and 10th graders take and retake the test (since they will be required to pass unless the current law changes), I think (and hope) we will see even more significant improvement in the years to come.

Goal for 2010-2011

WestSide High School's tenth grade HSPE students will improve their scores to 36% passing in the area of Science as measured by the 2010 HSPE test results. *(goal set in accordance with state requirement that all students must pass the Science HSPE by 2013, in order to reach 100% passing by 2013 we need 32% growth annually)*

Primary Obstacles and Challenges 2010-2011:

- Low reading levels continues to be an issue
- Students begin at WestSide already behind a grade level or two
- Low motivation for several students
- Large, continually changing class of students.
- Creating an assessment process that will work for WestSide Students.

Strategies/Action Steps 10-11:

1. Take science baseline DBA test - planned for October
2. Write new contracts integrating Science Gateway materials in Earth Science with CPO Physical Science.
3. Modify labs and curriculum in Science Gateway and Science Interactions to more closely reflect state standards in vocabulary, style and format.
4. Participate in the district wide Science DBA testing and data collection with data director. (training needed with data director)
5. Develop new contracts in Biology "at grade level" so students will meet state standards.
6. Continue to work on DLT's/LO's for science contracts.
7. Continue to integrate field trips and field experience in cooperation with the "No Child Left inside program" into the curriculum.

BOARD AND PRINCIPALS TALKING POINTS DURING FORUM:

- Sufficiently reaching our ELD students (English Learning Development)
 - Exiting programs is happening but not meeting standards is a problem
 - Movement within the district and out of the district also creates challenges
 - Longevity study would be interesting to see as compared to score outcomes
 - Case loads per counselor, graduation specialist and family advocate is high, collaboration is necessary
 - WSHS uses secretarial bi-lingual help to fill in for counselor in dealing with communication which has proven very helpful
 - Restraints on the Migrant funding in providing help for all of student population is problematic
 - WHS administration is stepping in to help counselors
 - Intervention including all student information available to teachers now online for their review allows keeping connected to students more attainable
 - More Bi-lingual teachers are needed across the district, hard to find, consider recruiting our own students into teaching - efforts
 - Writing scores show that we are not reaching them (not above 82-83% consistently)
- Lower test scores over last three years give us indicators
 - Rigor raised to address those scores
 - Springboard consistent curriculum moving students into higher level classes
 - Lower scores followed the same trend statewide, telling us other district struggle with same issues
- Math/Science Scores in regard to Collaboration
 - Incredible strides taken in closing the door on the gaps
 - Within schools more collaboration, across the district more collaboration; meeting today with all math/science teachers a positive
 - Expectations and hope is high for results
 - Aligned formative assessments in first year
 - Common assessments development is now taking place
 - Data Director is an important tool but still in development and training of teachers is ongoing
 - Three common assessments per core area within each course has created a lot of collaboration throughout the district
 - Power Standards, common scoring guide, standards base grading, Skyward, mastery are all important components
 - WSHS science scores up in part for their interest in "No Child Left Inside" & WSU agriculture connection
 -
 - Collaboration of tests outcomes within district, comparison within department is important tool, "Who is doing it right?" then share that success with others
 - Tanya Brown instrumental in helping in the math and science departments
 - Ricardo Iniguez is the administrator working in conjunction with the departments
- Reading/Writing Successes
 - Specialist (SSF) Student Success Facilitator is big part of efforts in closing gaps
 - Rotary Club taking on WSHS as a project is a big help in students' success and students connecting the community
 - Terri Bawden and the AVID program is big in the staff connection and scores going up for those student groups
 - Gracie Helm works with these groups as the administrator
- How are teachers connecting with students?
 - Culminating Project requires advisors to follow the students all the way through high school, they get to know them and are now meeting every month during intervention period

11/15/10

Bd Reviews

Page 4 of 4

- Small groups of 17-24 students allows individual help in CP groups
- Data Director allows the students to follow their projects before meeting with the advisor giving them more time with the advisors
- Intervention period gives the students time back with their teachers other than class time
- I-Frosh has made additional freshman time with same teachers throughout their day allowing teacher teams for each student
 - We can't lose freshmen that first year, on top of their success/challenges is important
 - Freshmen receiving "F's" has dropped significantly to .004%
 - Windy Endaya and Mike Wilson have split teams to complete connection with students
 - Discussion on scheduling challenges in keeping in line with the I-Frosh program
 - Students have some heavy personal situations they are dealing with other than school, those students need the connection with school and teachers even more
 - Students transitioning straight into WSHS from the MS is happening more now, by connecting with students in MS and with their parents - Discussion on how many WSHS can take without losing that small community feel
 - Ms. Wadeikis and Mr. Johnson communicate on student placement/ crucial that the administrators be involved and support the staff

Michele Wadeikis reported the collaboration with the staff and administration on the intervention efforts that are taking place at WHS. She has welcomed the staff to get involved in evaluating the PAWS program. They are helping in scheduling the intervention program. There have been many challenges in meeting all the needs of the students and addressing all the concerns of parents and staff. In an effort to make the decisions a team collaboration WHS has established a committee made up of staff and students to help connect with all the stake holders. During the next few months they will be meeting, re-evaluating the current system including the scheduling and looking at and analyzing the outcome results. At the semester they will adjust and respond to data findings. The staff and students are excited to be a part of the effort. Goal: Consensus of all; the best for the majority; to stay the same or rotate schedule and make necessary changes. The committee will break up and meet in teams so all staff is included. These decisions will include everyone taking ownership of the program.

The communication with parents has improved (WHS no longer has the Parent Connection Group, children graduated):

- Smaller newsletter, more readable online
- 50% + parents on Skyward working to get more
- Zoomerang survey communication
- Email to parents has increased
- Mailing to the ones not reached by other means

The board thanked the two principals for all their hard work and the good jobs they are doing. The board told them they appreciate the time and efforts they are making in all the areas that come with being a high school principal.

Meeting adjourned 7:50 p.m.

President

Superintendent