



PT Schools Promise

Every student will be **known, supported, and engaged** and graduate with the skills to thrive in the world and change it for the better.

District Assessment Results

To: Superintendent Rosenbury and Port Townsend School Board Directors
 From: Shelby MacMeekin, Executive Director of Student Services
 Subject: 2022-23 State Assessment Report
 Date: September 21, 2023

Context:

Every year, students take state-level tests that determine performance on grade-level standards. Proficiency levels are 1-4 with a score of 3 or 4 considered meeting or exceeding state standards.

Subjects	Grade Levels	Description
English Language Arts (ELA)	3rd -8th, & 10th	The SBAC Summative assessments are given at the end of the school year and consist of two parts: a computer adaptive test and a performance task. The performance task is written and scored, and the adaptive section consists of 30-40 questions that adjust based on student responses. Tests are given at the end of each year in grades 3-8, and in 10th grade to determine student readiness toward college and career readiness in English Language Arts (ELA) and Math.
Mathematics	3rd - 8th & 10th	
Washington Comprehensive Science Assessment (WCAS)	5th, 8th, & 11th	The Washington Comprehensive Assessment of Science (WCAS) measures the level of proficiency that Washington students have achieved based on the Washington State 2013 K-12 Science Learning Standards , which are the Next Generation Science Standards (NGSS). All students are assessed on their knowledge of the standards through the WCAS in grades 5, 8, and 11. The tests fulfill the federal Every Student Succeeds Act (ESSA) requirement that students be tested in science once at each level: elementary, middle, and high school.

While these scores are only a snapshot in time, in the aggregate they can indicate how well we are preparing students for post-secondary success. One of our three Vision 2027 goals is “Making Progress Every Year: Meeting Grade-Level Standards.” This report includes graphs from the Vision 2027 dashboard that tracks progress towards this goal with state proficiency as well as our other two goals: showing up (regular attendance) and preparing for life (post-graduation success in higher education and career).

This summative assessment is also an indicator of systemic improvement over time. It allows us to compare groups of students longitudinally.

Section I - Progress Towards Goals

Overall Results: (see Appendix A)

- **Year-to-Year Comparison:** The percentage of students meeting or exceeding state standards in ELA and Math has not reached pre-pandemic levels (2018-19). However, we are beginning to close the gap, particularly at the elementary and high school level.
 - **ELA:** ELA saw a 7.3% gain in proficiency, going from 49.0% to 56.3% of students proficient or exceeding standard.
 - **Math:** The area of math also saw a slight increase, rising from 34.6% to 36.8%.
 - **Science:** Students showed the strongest growth in the area of science, with an overall proficiency gain of 10.4%, from 50.5% to 60.9%, surpassing pre-pandemic performance.
- **State Comparison:** For the 2022-23 SY scores were 6.4% above the state average in ELA and 2.3% below WA state average in Math, compared to 3% below the state percent proficient in both ELA and Math in 2021-22. Port Townsend School District scored 17.1% above WA state average in 2022-23 in science, compared to 7% above in 2021-22.

This shows overall growth in the system. The gap between Port Townsend and WA State Average is smaller than it was pre-pandemic. In 2018-19, we were 14% below the state in Math, 13% above in ELA, and 10% above in Science. We are beginning to close academic gaps to pre-pandemic levels.

Grade-Level Results: (see Appendix B)

- **Math:** A significantly lower percentage of 6th and 8th graders met or exceeded standards. This was not the trend statewide.
- **ELA:** Approximately 50% of all students 3rd-8th met or exceeded standard. A significantly higher percentage of 10th graders met or exceeded standards than other grade levels. Statewide 10th graders outperformed all other grade levels.

Equity Report: (see Appendix C)

Student Group	ELA	Math
Low-Income Students	<p>Performed better than statewide (46% PT vs. 35% WA State)</p> <p>67.7% of PT non-low-income students met or exceeded standards = ~22% gap.</p>	<p>Performed better than statewide (28% PT vs. 24% WA State)</p> <p>46.4% of PT non-low income students met or exceeded standards = ~18% gap</p>
Gender	<p>A significantly higher percentage of female identifying students (62.5%) met or exceeded standards in ELA than male identifying students (50.8%).</p> <p>Statewide males outperformed females on the ELA assessment.</p>	<p>Alternatively, more male identifying students passed math (39.8%) than female identifying students (33.1%).</p> <p>Statewide the performance of males and females was only a 1% difference.</p>
Race/Ethnicity	<p>Our Hispanic/Latino students performed similar to those in the state (32.7% PTSD vs. 33.8% WA State)</p>	<p>Our Hispanic/Latino students performed above the state in math. (28.3% PTSD vs. 22.1 WA State)</p> <p>Science was an area of relative strength with 39.3% of students meeting or exceeding standard, and the state average being 25.8%.</p>
Multilingual Learners (ML)	<p>Performed better than MLs statewide (25% PT vs. 14.3% WA State)</p> <p>Significant gap in PT between ML vs. non-ML (PT 25% vs. WA 57.2%)</p>	<p>Performed better than MLs compared to statewide averages (29.4% PT vs. 14.4% WA State)</p>
Students with Special Education Services	<p>6.3% of students who qualify for special education services met proficiency standards in ELA this year. Students in Port Townsend who approach the standard typically move to</p>	<p>6.3% of students who qualify for special education services met proficiency standards in math this year. Students in Port Townsend who approach the standard typically move to</p>

	<p>a 504 plan. Significantly, students with 504 plans performed better than students without students with 504 plans in the Port Townsend School District. (52.5% vs. 48.8% proficiency in ELA)</p>	<p>a 504 plan. Significantly, students with 504 plans performed similarly to students without students with 504 plans in the Port Townsend School District. (32.5% vs. 34.8% proficiency in Math)</p>
--	---	---

Section II - Celebrations

Place-Based Learning

- **Science:** In all areas, science continues to be an area of strength and Place Based Learning (PBL) is the key to a continued emphasis on scientific thinking.
- Our gardens have expanded through Title IV grants and levy funding and with our growing Jefferson Healthcare partnership, all students are able to access science in a very authentic way.

Curriculum Adoption

- **ELA:** Wit and Wisdom is being implemented with fidelity for a second year and strong scores in ELA in the third and fourth grade are a byproduct of strong professional learning teams. This year, the middle school ELA team is implementing the newly adopted curriculum, Inquiry by Design.
- **Math:** Carnegie math continues to be implemented 6-12. The middle and high school principals are collaborating on professional development focused on fidelity of implementation and differentiation for different levels of student readiness.

Section III – Challenges & Next Steps

Overall Next Steps:

- **Communication:**
 - Meaningful communication with families about assessment.
 - Scores will go home in the fall, but what are next steps?
 - Test Sophistication: How can we support teachers in creating lessons to prepare students for the format of the questions and basic test-taking strategies
- **Item Analysis**
 - The district will analyze target reports for each grade level and provide information to each professional learning community.
 - Valuable information that can be used to adjust instruction for this school year
 - Information can be used for individual student goal setting
- **Math**
 - Salish Coast will review math intervention modules and may include math in intervention/enrichment time.
 - Blue Heron is providing push in Math supports in targeted math classrooms based on student performance.
 - Blue Heron and the high school are providing professional development for math teachers related to universal instruction and implementation of Carnegie math.
 - PTHS is providing differentiated instruction within the math block and specialized

- scheduling to provide double doses of math to some students.
- OCEAN continues to offer individualized plans for each of their students and support families in math learning at home.
- **Equity Next Steps**
 - **Multilingual Learners:** We have provided an additional 0.06 FTE certificated ML teacher for Salish Coast Elementary in order to proactively target early learners in this area.
 - **Gender:** We predict that our newly adopted middle school ELA curriculum will improve access for all students, and help to eliminate barriers for male identifying students. We are encouraged that we have two newly hired Assistant Principals who are male who will serve as role models for literacy at the secondary level.
 - **Race/Ethnicity:** We predict that Hispanic/Latino students, most of whom are native English speakers will benefit from a focus on racial equity including culturally-relevant curricula. Our focus on this last year seemed to have a positive impact, and we did see nice gains, particularly in the areas of math (increase of 8.6%) and science (increase of 14.3%). We will continue our focus on a sense of belonging, and monitor for engagement.
 - **Low-Income Students:** We hypothesize that low income students were negatively impacted by attendance, and Port Townsend had a regular attendance rate of 64.7% compared to a state average of 67.2% (students missing fewer than two days/month on average). We will continue to actively address this issue through the “Cultural Leadership” team that meets monthly to increase engagement for all students.
 - **Students who qualify for Special Education Services:** We hypothesize that engagement for students with disabilities is tied to Universal Design for Instruction (UDL) strategies. We continue to provide training on these strategies and access to grade level content. We have noted that the more specially-designed instruction provided outside of class, the wider the gap in learning becomes.

Section IV - Board Role

- **Focus:** In all discussions and communications, prioritize student achievement and the strategies in Vision 2027. Data based decision-making is very important as we close opportunity gaps.
- **Data:** Focus on comprehensive student data and our annual plans outlined in this report.
- **Advocacy:** Encourage the legislature to maintain funding levels for the Title 1 Program, which allows the district to provide a robust Multi-Tiered System of Support (MTSS). It is essential to academic and social well being for many of our students.

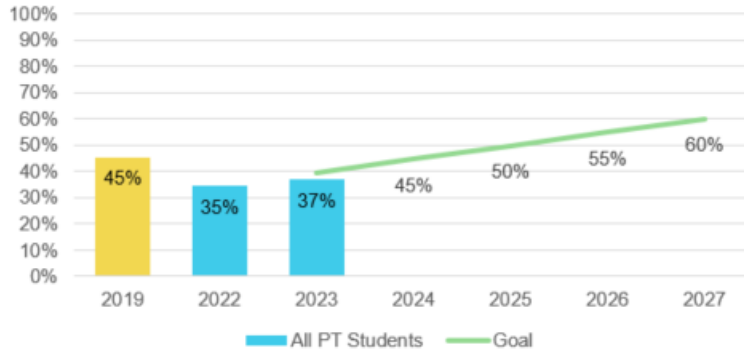
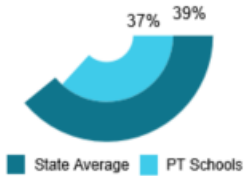


MAKING PROGRESS:

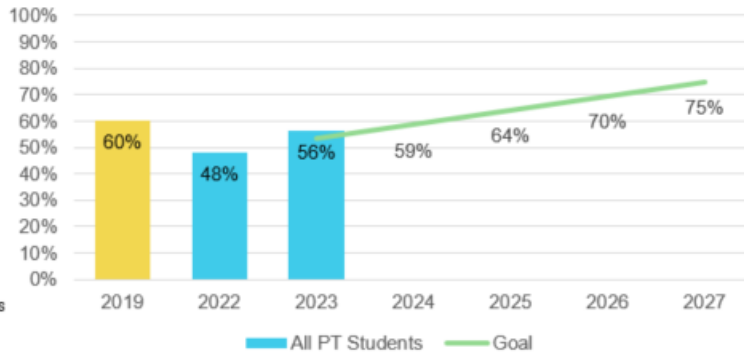
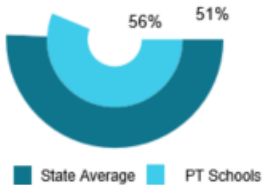
Meeting or exceeding grade-level standards every year.

[Click to view data source site.](#)

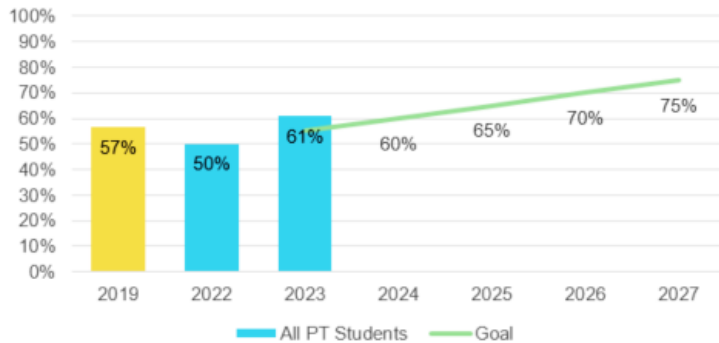
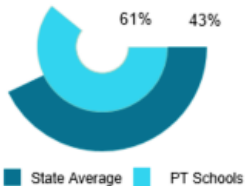
MATH: Meeting Standards



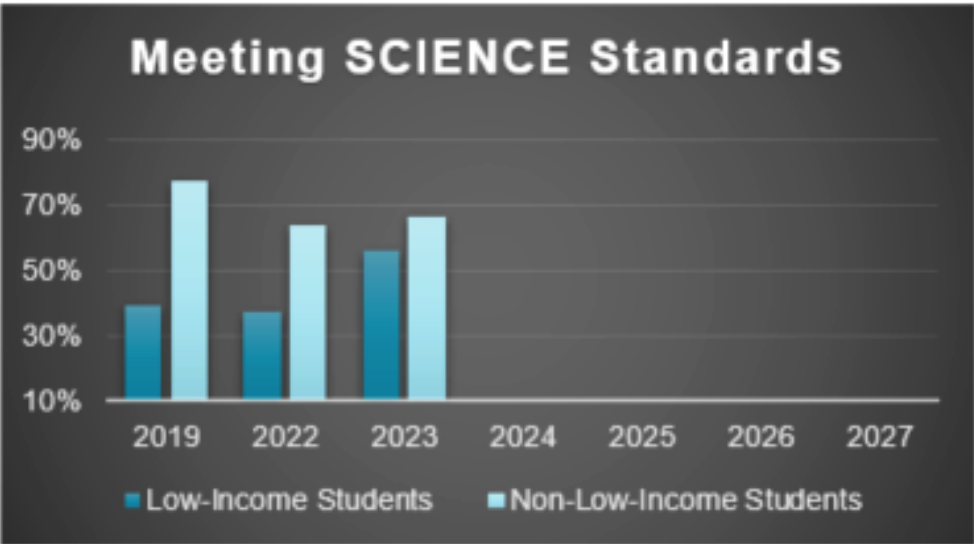
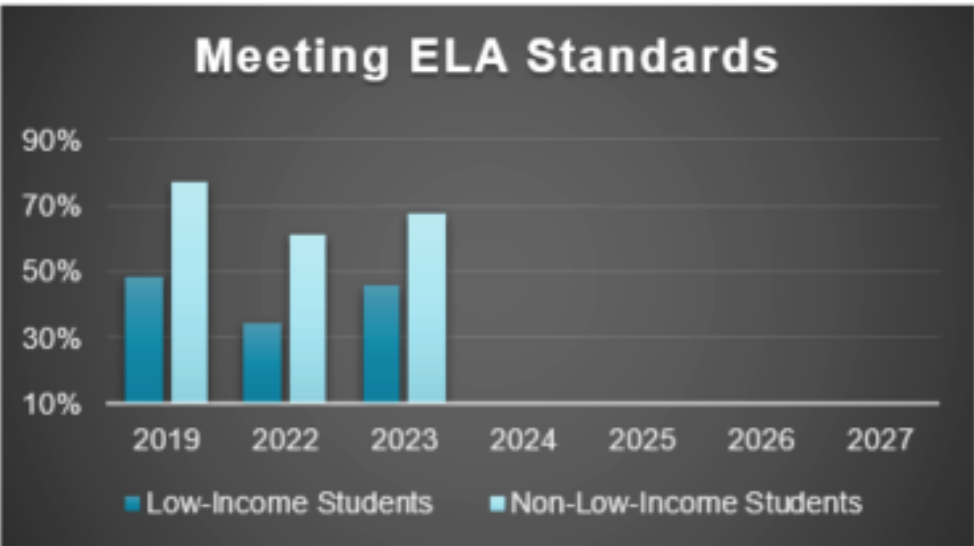
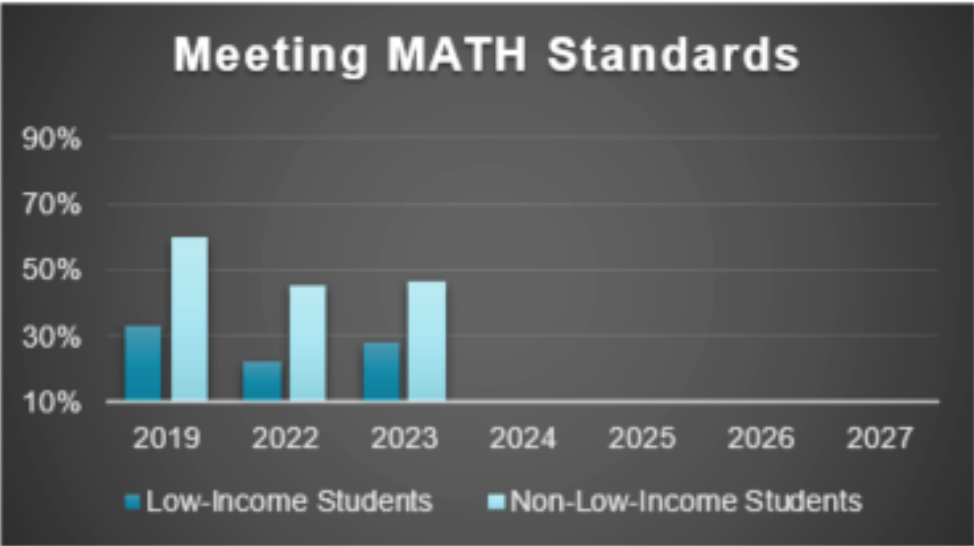
ELA: Meeting Standards



SCIENCE: Meeting Standards

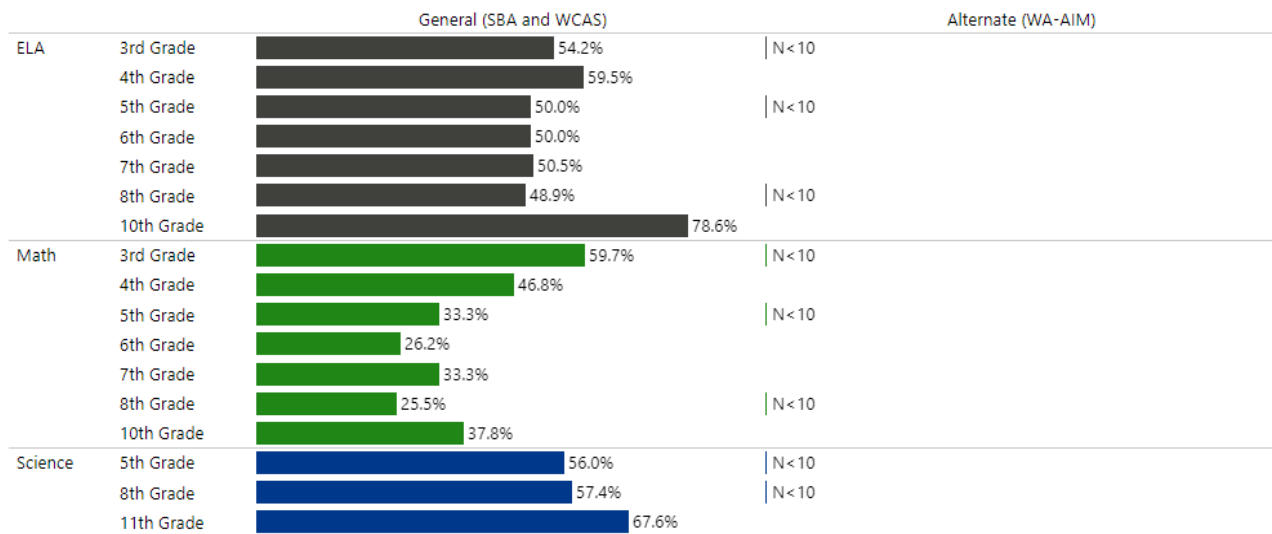


[View Data by Student Group](#)



APPENDIX B

What percent of students met grade level standards?



This dashboard provides detailed information about student performance on the Spring assessments. Student performance in each subject is scored as a level 1, 2, 3, or 4. Level 3 or 4 scores indicate that students demonstrate the skills expected for that grade. Level 3 or 4 scores are counted as meeting state standard in that subject.

<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100203>

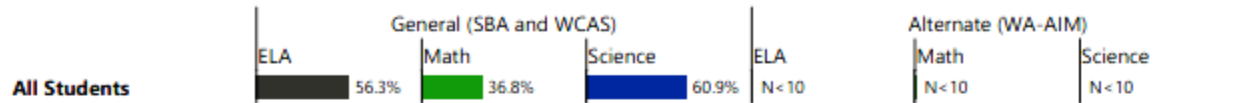
Port Townsend School District 2022-23

Smarter Balanced Assessments (SBA): English Language Arts (ELA) and math for grades 3–8 and 10

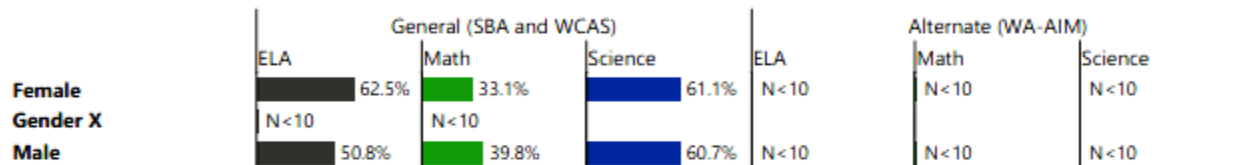
Washington Comprehensive Assessment of Science (WCAS): grades 5, 8, and 11

Washington - Access to Instruction and Measurement (WA-AIM): for students in grades 3–11 with significant cognitive disabilities

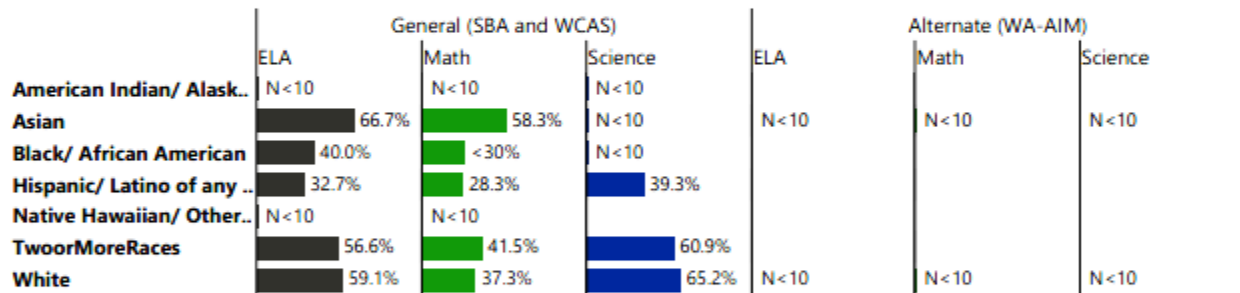
All Students



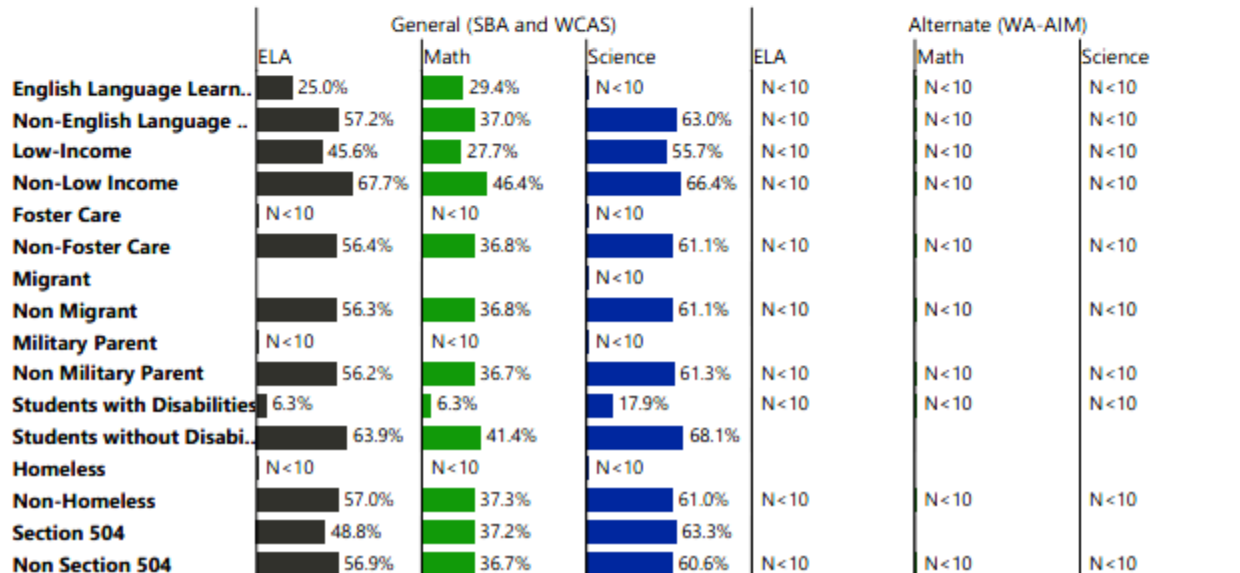
Gender

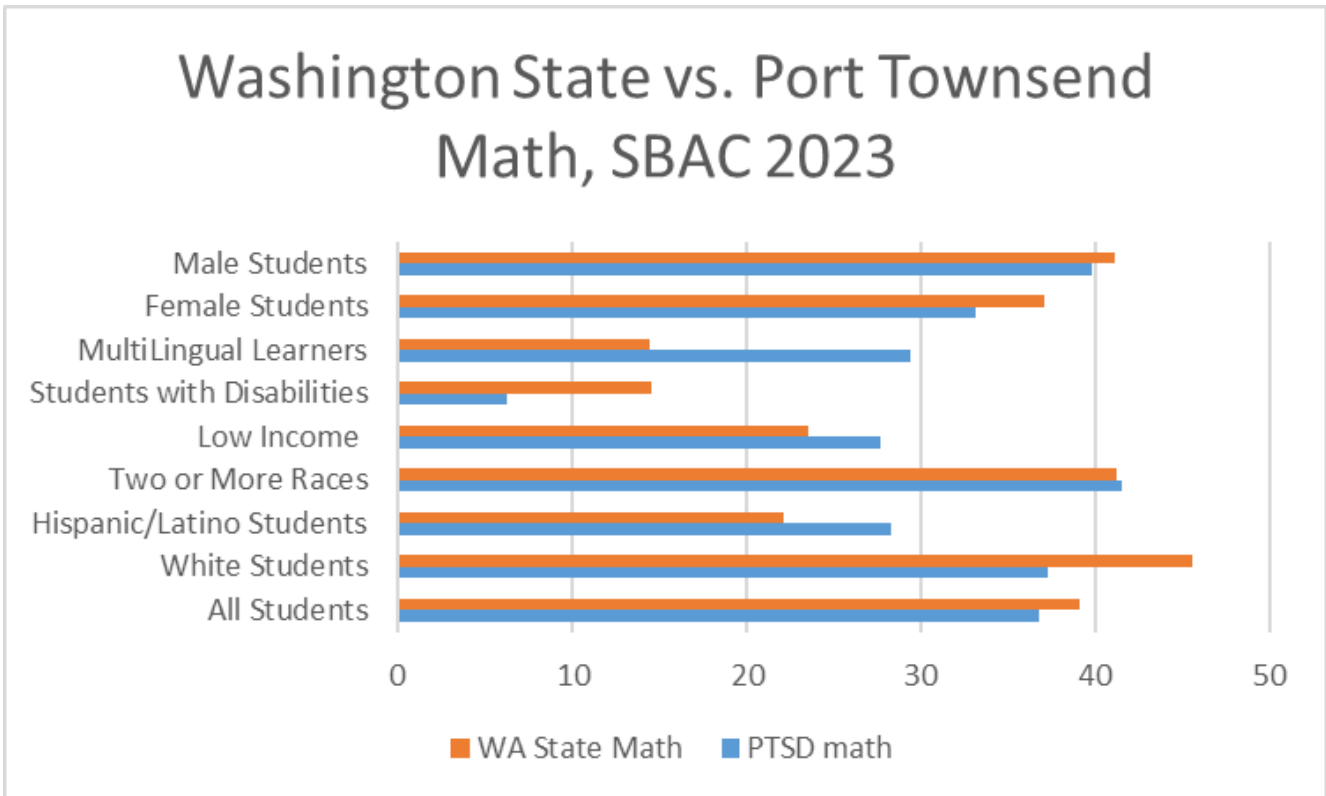
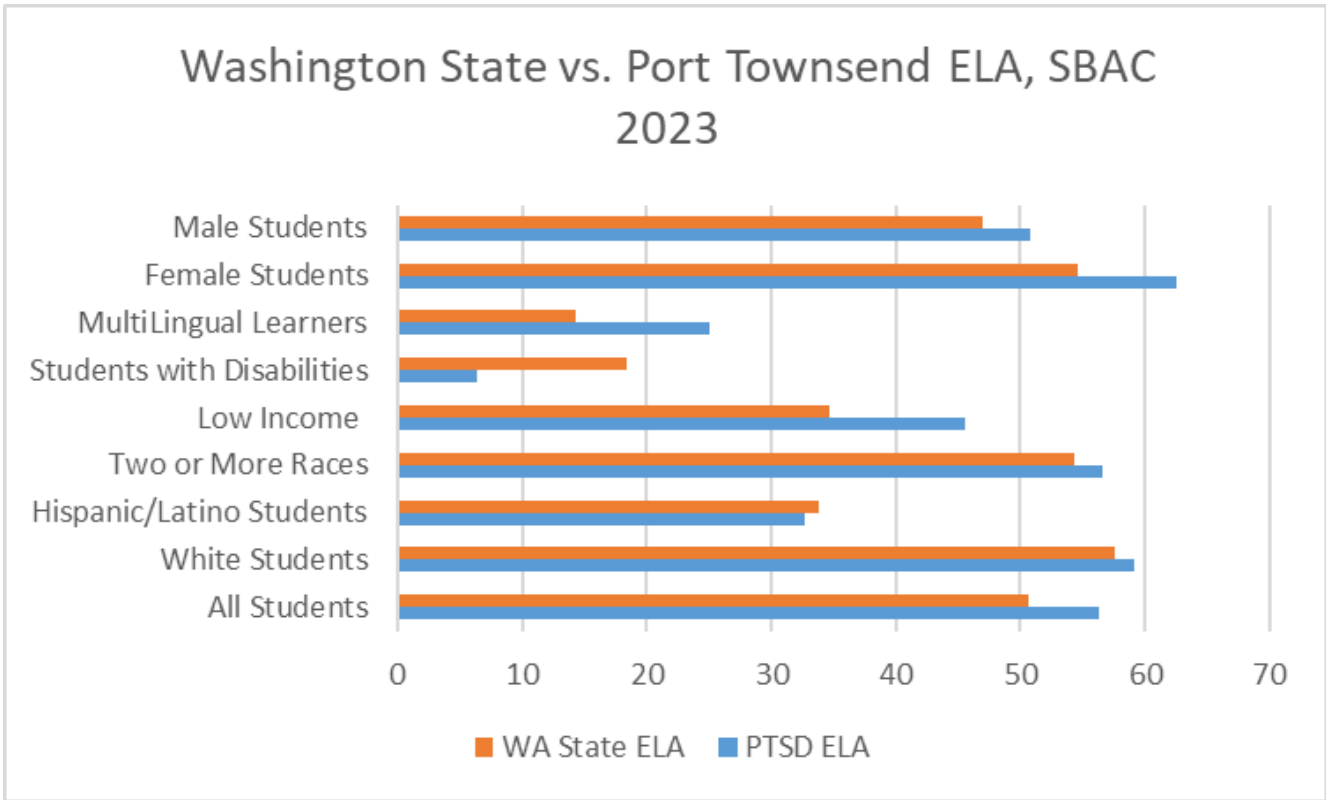


Ethnicity

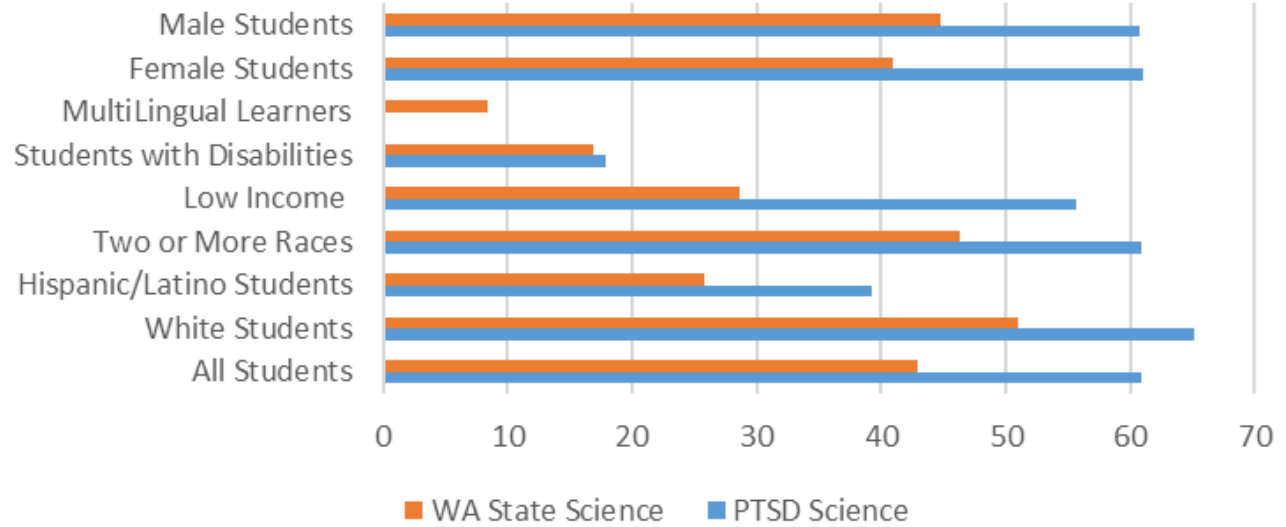


Programs and Characteristics





Washington State vs. Port Townsend Science, WCAS 2023



<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100203>