

## **INSTRUCTION**

### Continuous Progress Education

In order to insure that students in the Kennewick School District are progressing appropriately towards graduation and securing the skills and knowledge necessary to hold jobs and be productive adults, the District shall make every effort to assist students in meeting state and federal standards and expectations in reading and math.

Principals will insure that all students in the Kennewick School District in grades 3-10 are assessed in reading and math at a minimum of twice annually (Fall and Spring) using a nationally-normed test such as the Measures of Academic Progress (MAP) test. Students generally will be expected to be at the 50<sup>th</sup> percentile or higher on the MAP test. Students in the Kennewick School District shall be assessed annually using the Washington state assessment system. Students will be expected to meet the passing scores on the state's assessment system for their grade level.

Students who enter school after the primary fall testing window will be assessed as deemed appropriate by the principal to insure proper placement in reading and math classes.

All students will be expected to make annual progress in reading and math classes as determined by a nationally-normed test score such as MAP. Students will chart out their own MAP test growth on National Percentile graphs. Buildings will send home MAP results and explanations to parents.

Students below grade level in reading and math will be expected to make adequate yearly growth plus sufficient "catch-up growth" to be at grade level.

District administration will ensure that middle school and high school buildings send letters to all parents of students who are selected for additional instructional time in reading and math classes, explaining the purpose for the extra time classes and options for parents who wish to opt their students out of this additional instruction in reading and math.

Using the annual School Improvement Process, Principals will develop building plans to increase the performance of limited English speaking children and increase the performance of children who live in poverty and/or who are impacted by mobility.

### **ELEMENTARY**

#### **Academic Goals**

Kindergarten – Students will score a 90% or better on the Kindergarten assessment.

First Grade – 90% of the students will be performing on grade level in the reading assessment (DRA).

Second Grade - 90% of the students will be performing on grade level in the reading assessment (DRA).

Third Grade – 90% of the students will meet the third grade reading goal; 85% of the students will meet the standard on the state assessment in reading and math; 70% percent of the students will meet individual annual growth targets.

Fourth Grade- 85% of the students will meet the standard on the state assessment in reading, writing, and math; 70% percent of the students will meet individual annual growth targets.

Fifth Grade - 85% of the students will meet the standard on the state assessment in reading and math; 70% percent of the students will meet individual annual growth targets.

### **Reporting Student Progress**

The following reports will be compiled annually and shared with the administrative team and the school board.

#### Kindergarten

- Student progress in reading and math on the district kindergarten assessment.

#### First Grade

- Student progress in reading on the district reading assessment (DRA).

#### Second Grade

- Student progress in reading on the district reading assessment (DRA).

#### Third Grade

- Percent of students meeting the third grade reading goal.
- Percent of students scoring at the 50<sup>th</sup> percentile and above in reading and math.
- Percent of student making annual growth in reading and math.
- Percent of students performing below grade level making more than annual growth in reading and math.
- Percent of students meeting standards on the state assessments in reading and math.

#### Fourth Grade

- Percent of students scoring at the 50<sup>th</sup> percentile and above in reading and math.
- Percent of students making annual growth in reading and math.
- Percent of students performing below grade level making more than annual growth in reading and math.

- Percent of students meeting standards on the state assessments in reading, writing, and math.

#### Fifth Grade

- Percent of students scoring at the 50<sup>th</sup> percentile and above in reading and math.
- Percent of students making annual growth in reading and math.
- Percent of students performing below grade level making more than annual growth in reading and math.
- Percent of students meeting standards on the state assessments in reading and math.

All assessments will be reported by school and by grade level. The assessments system will provide for the ability to also report by classroom and individual students. The system will also allow the results to be disaggregated by specific student groups.

Each building will be responsible to prepare a district report that indicates instructional time and student progress for students consistently scoring below the 50<sup>th</sup> percentile.

#### **Interventions**

Students who are consistently not making adequate academic progress are expected to be in intervention programs.

Principals will continue to implement the Team Read Volunteer program to assist individual students with reading in designated schools.

Schools will develop interventions including RTI, additional time, etc. to insure that students meet the academic targets for that grade level.

#### **MIDDLE SCHOOL**

##### **Academic Goals**

Sixth Grade – 85% of the students will meet the state standards in reading, writing, math, and science on the Washington state assessment; 65% percent of the students will meet individual annual growth targets.

Seventh Grade- 85% of the students will meet the state standards in reading, writing, math, and science on the Washington state assessment; 65% percent of the students will meet individual annual growth targets.

Eighth Grade - 85% of the students will meet the state standards in reading, writing, math, and science on the Washington state assessment; 65% percent of the students will meet individual annual growth targets.

## **Reporting Student Progress**

The following reports will be compiled annually and shared with the administrative team and the school board.

Sixth Grade, Seventh Grade, and Eighth Grade

- Percent of students scoring at the 50<sup>th</sup> percentile and above in reading and math on the MAP test.
- Percent of students making annual growth in reading and math according to the MAP test.
- Percent of students performing below grade level making more than annual growth in reading and math according to the MAP test.
- Percent of students meeting state standards on the Washington state assessment in reading, writing, math, and science.

All assessments will be reported by school and by grade level. The assessments system will provide for the ability to also report by classroom and individual students. The system will also allow the results to be disaggregated by specific student groups.

Each building will be responsible to prepare a district report that indicates instructional time and student progress for students consistently scoring below the 50<sup>th</sup> percentile.

## **Interventions**

Students who are consistently not making adequate academic progress are expected to be in intervention programs.

Schools will develop interventions including RTI, additional time, etc. to insure that students meet the academic targets for that grade level.

Students below grade level in reading and math will receive targeted instructional assistance which shall include diagnostic testing, curriculum aligned to their deficiency, and increased direct instructional minutes in the deficient area(s) (math and/or reading) proportional to the needed growth and re-testing. For students below standard in reading and math, electives and other non-core subject time may be reduced except in exceptional circumstances that include valid parent concerns.

A waiver of any additional reading and math instructional time requirements for students consistently below the 50<sup>th</sup> percentile will require written permission of the parent(s), the school principal and the assistant superintendent of secondary education.

## **HIGH SCHOOL**

### **Academic Goals**

Ninth Grade – 60% percent of the students will meet individual annual growth targets.

Tenth Grade- 85% of the students will meet the state standards in reading, writing, math, and science on the Washington state assessment; 60% percent of the students will meet individual annual growth targets.

### **Reporting Student Progress**

The following reports will be compiled annually and shared with the administrative team and the school board.

#### **Ninth and Tenth Grade**

- Percent of students scoring at the 50<sup>th</sup> percentile and above in reading and math on the MAP test.
- Percent of students making annual growth in reading and math according to the MAP test.
- Percent of students performing below grade level making more than annual growth in reading and math according to the MAP test.
- Percent of 10<sup>th</sup> grade students meeting standards on the Washington state assessment in reading, writing, math, and science.
- Percent of students growth by instructor in English and Math.

All assessments will be reported by school and by grade level. The assessments system will provide for the ability to also report by classroom and individual students. The system will also allow the results to be disaggregated by specific student groups.

Each building will be responsible to prepare a district report that indicates instructional time and student progress for students consistently scoring below the 50<sup>th</sup> percentile.

### **Interventions**

Students who are consistently not making adequate academic progress are expected to be in intervention programs.

Schools will develop interventions including RTI, additional time, etc. to insure that students meet the academic targets for that grade level.

Students below grade level in reading and math will receive targeted instructional assistance which shall include diagnostic testing, curriculum aligned to their deficiency, and increased direct instructional minutes in the deficient area(s) (math and/or reading) proportional to the

needed growth and re-testing. For students below standard in reading and math, electives and other non-core subject time may be reduced except in exceptional circumstances that include valid parent concerns.

A waiver of any additional reading and math instructional time requirements for students consistently below the 50<sup>th</sup> percentile will require written permission of the parent(s), the school principal and the assistant superintendent of secondary education.

July 29, 2009