



washington local schools

School District Report Card
2016-2017

MISSION STATEMENT:

At Washington Local Schools,
we exist to provide excellent education and individual attention,
as we unconditionally love all kids and families,
fuel passion, define purpose, and lead all to infinite opportunities.



The state report card has always provided Washington Local Schools the opportunity to reflect and grow in areas that need improvement.

Washington Local Schools will be providing ongoing support systems to ensure students and teachers receive necessary support to be successful.

GOALS

- Washington Local Schools will implement an academic plan aimed at improving achievement for all students with a focus on progress and closing the achievement gap for all students.
- Washington Local will provide on-going, high-quality professional development around effective strategies to close the achievement gap.
- Washington Local will focus on protecting instructional time throughout the school day.
- Washington Local will do a curriculum audit to make sure all K-12 resources are research-based and aligned to the Learning Standards.

Achievement



The Achievement component of the report card represents the number of students who passed the state tests (Indicators Met) and how well they performed on them (Performance Index).

WLS
Component Grade

D

Performance Index = C

Indicators Met = F (0/24)

How is WLS working to improve on the Achievement component?



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- Data analysis meeting in all tested areas with principals and teachers.
- District administrators will work with principals to address building areas of need as they relate to achievement. Building principals will write action plans for their buildings if they received a 'C' Component score in any area of the report card.
- Targeted professional development in all identified areas based on data analysis.
- Evaluate current curriculum materials and determine alignment to the Ohio Learning Standards in all tested areas.
- Implement a common writing curriculum and draft a K-8 Scope and Sequence.
- Implement the Frontier Learning platform for students in grade 4-6. Frontier's goal is to build better readers and writers through inquiry-based learning. Frontier offers customizable web-based lessons aligned to engaging real-world topics.

Gap Closing



The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English Language Arts, Math, and Graduation.

WLS
Component Grade

F

Annual Measurable
Objectives = F

How is WLS working to improve on the Gap Closing component?



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- Data analysis meeting in all tested areas with principals and teachers.
- District administrators will work with principals to analyze building-level academic performance expectations based on subgroups.
- District administrators will work with principals to address building areas of need as they relate to the academic performance of subgroups. Building principals will write action plans for their buildings if they received a 'C' Component score in any area of the report card. Building-Level plans will include progress monitoring through the NWEA Map Growth Assessment.
- Targeted professional development in all identified areas based on data analysis.
- Confirm Title I support for struggling readers in grades K-4. Train a teacher leader in the Reading Recovery program for the modeling of best practices district-wide.
- Provide individualized student instruction through eSpark in grades 7-9.

continued...

How is WLS working to improve on the Gap Closing component?



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- Special Education program changes based on Special Education Audit.
- Grade card data will be used to identify high performing WLS buildings and teachers to determine what approaches and strategies appear to be most effective for our students with disabilities.
- Student Services administrators, in collaboration with principals and special education teachers will define a K-6 Academic Resource Room program to address the learning needs of our most academically challenged students.
- NWEA MAP Growth data will be used to identify students with disabilities who are predicted to not pass the state test. This data will be used to focus instruction on areas of greatest need.
- Instruction and practice on computer-based assessment will be provided to ensure students on IEPs are able to demonstrate their true learning on state assessments.

K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

WLS
Component Grade

B

K-3
Literacy Improvement = B

How is WLS working to improve on the K-3 Literacy component?



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- Data analysis meeting in all tested areas with principals and teachers.
- District administrators will work with principals to address building areas of need as they relate to K-3 Literacy. Building principals will write action plans for their buildings if they received a 'C' Component score in any area of the report card.
- The district will implement targeted professional development for grades K-3 in the BAS (Benchmark Assessment System), Guided Reading, and LLI (Leveled Literacy Intervention).
- Title I support will be provided through the LLI model to struggling readers in grades K-4.
- Purchase and allocate literacy resources as aligned to the Ohio Learning Standards.
- Implement with fidelity the NWEA Map Growth Assessment in grades K-9 for reading and math. Data will be used to drive instruction and create differentiated lesson plans.
- Initiate the use of standard-based grading and reporting in grades K-2.
- Train a teacher leader in the Reading Recovery program for the modeling of best practices district-wide.

Progress



The Progress component looks closely at the growth that all students are making based on their past performances.

***Note: A “C’ indicates 1-year’s growth**

WLS
Component Grade

D

Value Added

Overall = F

Gifted = C

Students with Disabilities = F

Lowest 20% in Achievement = C

How is WLS working to improve on the Progress component?



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- Data analysis meeting in all tested areas with principals and teachers.
- District administrators will work with principals to analyze building-level progress (Value-Added) data.
- District administrators will work with principals to address building areas of need as they relate to progress. Building principals will write action plans for their buildings if they received a 'C' Component score in any area of the report card. Building-Level plans will include progress monitoring through the NWEA Map Growth Assessment.
- Targeted professional development in all identified areas based on data analysis.
- Develop individualized teacher improvement plans, based on Value-Added scores. Progress monitoring will occur through the NWEA Map Growth Assessment.
- Implement the NWEA Map Growth Assessment in grades K-9 for Reading and Math. Data will be used to drive instruction and create differentiated lesson plans.

Graduation Rate



The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

WLS
Component Grade

C

4-year Graduation Rate = C
5-year Graduation Rate = C

How is WLS working to improve on the Graduation Rate component?

- Attendance Specialist and Social Worker will work with students who have withdrawn and never re-enrolled in another district.
- Educate Washington Local families on the multiple pathways for graduation.
- District administrators will work with principals to analyze building-level Graduation Rate data.
- High school principals will address building areas of need as they relate to graduation. High School principals will write an action plan and implement intervention strategies. Building-level plans will include progress monitoring through the NWEA Map Growth Assessment.



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Prepared for Success



Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

WLS
Component Grade

D

How is WLS working to improve on the Prepared for Success component?



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- Create and communicate a K-12 coherent assessment calendar and rationale.
- ACT will be given free to all 11th grade students in February.
- Offer ACT Prep elective courses for English and Math.
- Offer ACT/SAT College Prep elective prep course.
- Afford students the opportunity to earn an Honors Diploma.
- Hold a College Credit Plus (CCP) meeting with families.
- Schedule counselor and individual student collaboration meetings about college and career paths.

What can parents and community members do to support student success at Washington Local?

- Be actively involved in child's education.
- Know your child's data.
- Ask questions.
- Practice active communication with school personnel.
- Stay abreast of legislative changes.
- Contact state legislators.



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Communicating the Message

We are dedicated to improving student achievement and, as a result, have some very clear steps to address any opportunities for growth. Our next goal is to ensure that all stakeholders are aware of these action steps.



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- Quality Profile
- District Website
- e News
- District-Level Emails
- Superintendent Newsletters



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