

Statewide standardized test results are in for the Stevenson-Carson School District and although results evidenced steady growth in some areas, district officials are committed to doing more work to ensure students are progressing.

“We own the fact that we are a district in need of improvement and we will continue to work tirelessly to help students achieve academic success,” said Karen Douglass. Generally speaking, when compared to statewide scores, most of the district’s grade level scores are below the state average. Douglass owns this fact but does not intend for the district to stay in a “below average” status.

The district has already implemented numerous actions for continued improvement, including work on attendance strategies, improving school culture, building deeper connections with students, and teacher training – all factors proven to help students become more engaged and successful in school. The district is also working on establishing common and consistent expectations for all students and staff, as well as interventions that can help individuals learn and grow.

One area of concern that may affect scores is student attendance, which is not only a pressing local concern, but also one that districts across the state are grappling with. Improving attendance in all SCSD schools is a high priority for the district. About 50% of SCSD students in grades K-12 struggle with attendance, which can greatly affect their learning. Work on school culture and climate will also continue throughout the district, as it can have a positive impact on the academic success.

The district welcomed three new building administrators this year, as well as several new staff. “It’s so important to get the right people in the right positions in order to continue to move the district forward,” said Karen Douglass. “We have had many changes in both teachers and administration and believe we have strong teams in all buildings this year to continue to improve student outcomes,” she added.

Other areas of improvement the district has/continues to work on:

- Implementation of new rigorous, state-aligned curriculum and accompanying teacher training. Last year was the first year of new English Language/Arts (ELA) adoption curriculum/materials (reading/writing). While teachers saw more engagement among students, they reported the curriculum was significantly more difficult.
- Math curriculum was adopted two years ago and teachers are still learning all of the components as they implement. They continue their work monitoring student progress and adjusting their teaching strategies to align with each student’s needs.
- The district is engaged in learning more about whether or not transitions between buildings from Stevenson Elementary (K-2), Carson Elementary (3-6), Wind River Middle School (7-8) impact student success.

The district saw some improvement in 5th, 6th and 7th grades, with consistent growth across the board in English Language Arts and Math, where teachers remain focused on data and growth using Measures of Academic Progress and classroom based assessments.

“Overall, our proficiency rates are not where we want them to be especially at the middle school level, even though we have seen growth over the years,” said Karen Douglass. “But we also want to acknowledge that these assessments are one snapshot in time and there many other indicators of success.”

ALL ASSESSMENT RESULTS can be found: <http://www.k12.wa.us/> On Thursday, September 13 at 6:00 p.m. there will be an assessment presentation given to the school board of directors. This is an open public meeting.