

Outcome #5 Monitoring Report

February 10, 2022

OSD students will...

Cherlyn Pijanowski, PhD

Senior Director of Teaching and Learning

Mick Hart

Executive Director of Secondary Education

Pat Cusack

Director of Career and Technical Education

Patrick Murphy, EdD

Superintendent

Hannah Gbenro, EdD

Chief Academic Officer (CAO)

Char Franz

Director of Whole Child Success

*...**discover** their passions, be curious and love learning.*

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Outcome #5 Indicators

Our students will...

1. Broaden their perspectives and seek out various opportunities to explore new ideas, particularly those areas that are unfamiliar or uncomfortable to find their interests.
2. Experience failure, setbacks and disappointments as an expected and honored part of learning.
3. Understand and demonstrate the value of service in their community and learning by doing.
4. Pursue creative and artistic opportunities as a vocation and/or a form of lifelong enrichment.

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Context: 3-Years of Strategic Plan

District Improvement Plan (DIP) & Assessment Data for Goals

Year	Learning Model	DIP
2018-19	In-Person	<i>Development & Approval</i>
2019-20	In-Person → Remote	Year 1 of 3
2020-21	Remote → Hybrid	Year 2 of 3
2021-22	In-Person (If needed, short transition to Remote for a classroom or school)	Year 3 of 3

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Metrics Overview

The Aim: Metrics

1. Healthy Youth Survey Question 1.0
2. Graduation Rate **5.2**
3. Student participation in service learning activities **5.4**
4. Added for Years 2 & 3 - Panorama Survey section: *Positive Feelings*

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Outcome #5 Action Plan

In order to impact student success, we will...

- A. Analyze extracurricular activities offered at each level and school to increase participation and identify and address disproportionality. 5.1/5.4
- B. Initiate Service Learning professional development for teachers. 5.3
- C. Present “Day of Service” projects at a school board meeting. 5.3
- D. Share information celebrating service learning opportunities. 5.3
- E. Increase art, music and PE instruction in three elementary schools and explore options to expand in additional elementary schools. 5.4
- F. Analyze data of students failing a course(s) and the impact on graduation and address disproportionalities. 5.2
- G. Expand opportunities for students to recover credits. 5.2
- H. Staff fosters an environment where failure is a normal and an accepted way of learning. 5.2
- I. Explore options to expand learning and elective opportunities. 5.1/5.2/5.4
- J. Support staff in implementing common grading based on best practices. 5.2**
- K. Expand extended graduation celebrations. 5.2

OSD students will...

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Monitoring Report: Outcome #5

Section Title	Strategic Plan Elements
Extracurricular Activities (a) Where we've been & (b) Where we're going	Indicator 5.1/5.4 and Action Items A
Service Learning (a) Where we've been & (b) Where we're going	Indicator 5.3 and Action Items B, C, and D
Art, Music, Physical Education (AMP) and Electives (a) Where we've been & (b) Where we're going	Indicator 5.1/5.2/5.4 and Action Items E and I
Supports that Maximize Student Potential (a) Where we've been & (b) Where we're going	Indicator 5.2 and Action Items F, G, and K
Grading Supports (a) Where we've been & (b) Where we're going	Indicator 5.2 and Action Item J
Culture of Learning (a) Where we've been & (b) Where we're going	Indicator 5.2 and Action Item H
Board Comments & Questions	

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Extracurricular Activities

Where We've Been

 **Spring, 2022 Goal: Increase percentages of students indicating participation in an after-school activity at least one day a week from 65% to 75%.**

Extracurricular

- Athletics - See data in Appendix A.
- CTE Clubs & Activities

OSD students will...

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Outcome #5 Action

A. Analyze extracurricular activities offered at each level and school to increase participation and identify and address disproportionality.
5.1/5.4

Related Expectations

Policy 3201 (2014)

Policy 3202 (2017)

Procedure 3202 (2018)

Policy 2151 (2015)

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Where We're Going

Extracurricular Activities

- Engaging in partnership with City of Olympia to support funding opportunities through the Inspire Olympia ballot initiative should voters choose to pass
- Actively exploring elementary extracurricular activities and potential funding sources
- Updated data collection, analysis, reporting, & data-informed decision-making
 - Partner with schools to identify viability of using the Activities Module in schools for Clubs/Activities enrollment
 - Data collection and analysis of membership in CTE student leadership organizations to inform ongoing recruitment efforts
 - Partnership between Technology, Secondary Education, Elementary Education, and Teaching & Learning Team on data dashboards system for active monitoring of 2022-2025 updated Strategic Plan/DIP Goals

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Outcome #5 Action

A. Analyze extracurricular activities offered at each level and school to increase participation and identify and address disproportionality.
5.1/5.4

Related Expectations

Policy 3201 (2014)

Policy 3202 (2017)

Procedure 3202 (2018)


Policy 2151 (2015)

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Service Learning

Where We've Been

 **Spring, 2022 Goal: Create a baseline percentage of students participating in service learning opportunities, with a goal of 80% participation.**

Service Learning Examples (During the Global Pandemic)

- **Farm Program.** Students are involved with the Food Bank, Safeplace, Kiwanis Garden, and our own OSD Kitchen. (Olympia High School)
- **Service to Community** Garden Club shares cuttings and fresh produce with the community and Water Warriors Club collects water samples for the South Sound Green database. (Reeves Middle School)
- **Olympia Regional Learning Academy (ORLA)**
- **McLane Elementary School**
- **Lincoln Elementary School**

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Outcome #5 Action

- B. Initiate Service Learning professional development for teachers. 5.3
- C. Present “Day of Service” projects at a School Board meeting.. 5.3
- D. Share information celebrating service learning opportunities. 5.3

Related Expectations

Policy 2414 (2013)

Policy 2170P Part E (2011)

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Service Learning: Integrated Professional Development

Where We've Been

Snapshot of Participation from Integrated Offerings during August Whole Child Institute:

Workshop Title	Related Data		
	Participants:	Recommend to a Colleague?	Want more?
Centering Students & Social Justice, Part 1	57	98.3% Yes	96.7% Y
Centering Students & Social Justice, Part 2	23	100% Yes	94.1% Y
Creating the Innovative Change-Makers of the Future through Design Thinking	22	100% Yes	86.4% Y

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Where We're Going

Service Learning

- Collectively define Service Learning
- Baseline, Tier I Layer: Consideration for student and staff elements related to Service Learning woven into K - 12 Alignment Project that we anticipate involve partnership with educators:
 - Unpacking and prioritizing [Washington State Learning Standards \(WSLSs\)](#) K - 12 within each content area and considering in relation to existing “essential standards”
 - Ensuring intentional integration within our CTE Frameworks
 - Vetting existing instructional materials
 - If needed, updating instructional materials
- Tier II: Innovative services and programs will continue and, as funding allows, potentially expand.

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Art, Music, Physical Education (AMP) and Electives

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Where We've Been

General Overview

- 3rd year of AMP
- Placement of elementary Physical Education teachers, Music, and Art teachers in all elementary schools across the district
- 0.4 Music and Visual Arts Coordinator and 0.1 Visual Arts Creative Director hired
- Electives: As online learning opportunities are expanded, students have more flexibility to design their schedule with Counselor.

Outcome #5 Action

E. Increase art, music, and PE instruction in three elementary schools and explore options to expand in additional elementary schools. 5.4

I. Explore options to expand learning and elective opportunities. 5.1/5.2/5.4

Related Expectations

Policy 2020 for Instructional Materials and Course Design (2011)

Related Resources

Washington State Learning Standards (WLSs)

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Art, Music, Physical Education (AMP) and Electives

Where We've Been

September 2021 - February 2022: Timeline

Pre-AMP

- Elementary Strings/Orchestra is offered in 4th and 5th grade at every elementary school. Most are offered 90 minutes of instruction each week
- Elementary Band is offered in 5th grade at every elementary school; most are offered 90 minutes of instruction
- No visual arts instruction in elementary school

After implementation of AMP

- All Elementary Schools now offer PE and General Music more than one day a week due to the full implementation of AMP
- Art is offered at least one day a week at all elementary schools
- Continued offering of strings and band

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I. Explore options to expand learning and elective opportunities. 5.1/5.2/5.4

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Art, Music, Physical Education (AMP) and Electives

Where We've Been

K-12 Alignment Example: Strengthening our Foundation

Project Phase of “Discovery” to inform Next Project Phase (“Development”)

- Information Gathering through Focus Groups and Interviews with AMP Specialists

Lessons Learned across AMP content areas and programs

- AMP teachers are provided materials they need to teach their courses (with the process providing us more data to inform future budget calculations)
- Leadership Group created for K-12 PE; Music and Elementary arts are in the process
- Increased enrollment in elementary band and strings compared to COVID distance learning

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Elementary 4th & 5th Grade Strings, 5th Grade Band

Data Enrollment Example

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Data Coding Key

- + Increase in enrollment
- = Enrollment mostly stayed the same
- Decrease in enrollment
- (N) Overall Student Enrollment

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School	20-21	21-22		20-21	21-22		20-21	21-22	
	4th G. Strings	4th G. Strings		5th G. Strings	5th G. Strings		5th G. Band	5th G. Band	
Boston Harbor	38.46%	64.10%	+	8.00%	25.00%	+	56.00%	57.14%	=
Centennial	32.89%	44.30%	+	7.41%	16.00%	+	29.63%	33.33%	+
Garfield	45.83%	52.17%	+	16.67%	22.45%	+	11.67%	42.86%	+
Hansen	14.47%	43.06%	+	12.82%	13.43%	=	15.38%	25.37%	+
Lincoln	43.75%	62.50%	+	11.36%	23.08%	+	6.82%	11.54%	+
L.P. Brown	16.13%	40.00%	+	6.06%	14.29%	+	7.58%	33.33%	+
Madison	22.45%	41.18%	+	12.77%	34.88%	+	19.15%	23.26%	+
McKenny	25.00%	50.00%	+	12.28%	11.11%	-		53.33%	
McLane	29.17%	55.41%	+	11.11%	33.33%	+	11.11%	27.45%	+
Pioneer	14.49%	46.34%	+	11.39%	14.52%	+	22.78%	37.10%	+
Roosevelt	16.90%	42.31%	+	12.28%	25.37%	+	17.54%	29.85%	+

Elementary 4th & 5th Grade Strings, 5th Grade Band

Data Enrollment Example: % of Students Enrolled by Demographic, 4th Grade Strings + 5th Grade Strings + 5th Grade Band Combined

<i>Students who identify as...</i>	<i>%</i>
Am. Indian/Alaskan Native	.35%
Asian	8.32%
Black	4.42%
Hispanic (of any race)	14.16%
Hawaiian Nat./ Other Pac. Islander	0.18%
Two or More Races	10.80%
White	61.77%

<i>Students who are accessing...</i>	<i>%</i>
Multilingual Services	2.48%
Section 504 Services	2.12%
Special Education Services	16.64%
Highly Capable Services	7.96%
<i>Students who are...</i>	<i>%</i>
...experiencing Homelessness	1.59%
...experiencing Poverty	32.21%

District Total Student Demographic (OSPI) October 2021

<i>Students who identify as...</i>	<i>N</i>	<i>%</i>
Am. Indian/Al. Native	52	0.5%
Asian	717	7.3%
Black	310	3.2%
Hispanic (of any race)	1,332	13.6%
Hawaiian Nat./ Other Pac. Islander	60	0.6%
Two or More Races	1,113	11.4%
White	6,189	63.3%
Female	4,616	41.7%
Gender X	41	0.4%
Male	5,141	52.5%
<i>Students accessing...</i>	<i>N</i>	<i>%</i>
Multilingual Services	313	3.2%
Migrant Services	28	0.3%
Section 504 Services	473	4.8%
Special Education Services	1,647	16.8%
Highly Capable Services	49	0.5%
<i>Students who are...</i>	<i>N</i>	<i>%</i>
Experiencing Homelessness	156	1.6%
Experiencing Poverty	3,235	33%
Experiencing Mobility	302	3.1%

Where We're Going

Art, Music, Physical Education (AMP) and Electives

AMP Long-Term

- In partnership with educators, develop a K-12 Alignment across AMP and Electives rooted in equity to support learning: K - 12 Prioritized Standards, Vetted Curriculum (with possible updates), Assessment & Data Supports
- Aligned Professional Growth supports

AMP Short-Term

- AMP Equity in Action PD Series (a series of PD for AMP and Elective Teachers) to support AMP and Elective teachers in strengthening their equity approach and perspectives
- AMP and Elective Educator Leadership Groups will attend a series of CSTP training (starting with teachers of Physical Education)

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Outcome #5 Action

E. Increase art, music, and PE instruction in three elementary schools and explore options to expand in additional elementary schools. 5.4

I. Explore options to expand learning and elective opportunities. 5.1/5.2/5.4

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Supports that Maximize Student Potential

Where We've Been

 **Spring, 2022 Goal: Increase Graduation Rate from four year 89.4% to 93% and continuing 95% combined to 100%.**

- 2022 Goal: 95%
- 2021 During Remote > Hybrid Learning: 92.1%
- 2020 During In-Person > Remote Learning: 92.8%

Opportunities to support high school completion:

- Credit Recovery (Edgenuity)
- Transition Program
- Graduation Pathways
 - Post-Secondary Education
 - Military Career Interest
 - Career & Technical Sequence
- Naviance for High School & Beyond Plan (HSBP)
- Graduation Requirement Emergency Waivers (GREW)

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Outcome #5 Action

F. Analyze data of students failing a course(s) and the impact on graduation and address disproportionalities. 5.2
G. Expand opportunities for students to recover credits. 5.2
K. Expand extended graduation celebrations. 5.2

Related Expectations

[Policy 2420 \(2011\)](#) [Procedure 2420 \(2011\)](#)

[Policy 2422 \(2011\)](#) [Policy 2402 \(2020\)](#)

[Policy 2403 \(2020\)](#) [Policy 2404 \(2020\)](#)

[Policy 2405 \(2020\)](#) [Policy 2406 \(2020\)](#)

[Policy 2407 \(2020\)](#) [Policy 2408 \(2020\)](#)

[Policy 2409 \(2012\)](#) [Policy 2161 \(2016\)](#),

[Policy 2004 \(2011\)](#)

Related Resources

[OSPI Graduation Page](#)

[SBE Graduation Page](#)

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Where We're Going

Supports that Maximize Student Potential

Expanding opportunities to meet graduation requirements:

- Implementation of Mastery-Based Learning Credits
 - Earn credits outside of the classroom
 - Earn credits for mastery of content
- Extending the semester to complete coursework
- Establishing a K-12 Counseling Framework
 - Supports Academic, Social Emotional, and College and Career Readiness for all students
- Early Warnings Systems
 - Data Dashboard

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Grading Practices

Where We've Been

- Elementary focused on reporting student progress relative to standards
- At the secondary level, individual teachers and schools began moving along the continuum of standards-based using various components of this equitable, research-based grading practice
- Amidst the COVID-19 global pandemic, all teachers used [grading matrix](#) during Remote Learning with district guidance and support
- 2021-22 highlights: District-level professional development on equitable grading practices, technical workshops to support report card entry (elementary level), and coaching on how align curriculum with prioritized standards

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Outcome #5 Action

J. Support staff in implementing common grading based on best practice. 5.2

OSPI Student Learning and Grading Guidance

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Where We're Going

Grading Practices

1. Review & revise grading policies and practices from an equity standpoint
2. Review and build from current critical standards toward an alignment and prioritization K-12 standards
3. Audit existing technical systems and practices to understand what changes are needed
4. Establish systems and supports to ensure families can access their students' grades regularly through Schoology and Family Access
5. Continue providing professional support and resources to ensure all educators in all schools understand the why and how of standards based grading and reporting
6. Collaboratively develop educator 'handbook' or resources that identify common principles and definitions
7. Explore alternative grading pathways such as portfolios

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J. Support staff in implementing common grading based on best practice. 5.2

Related Expectations

Policy 2420 (2011)

Procedure 2420 (2011)

Policy 2422 (2011)

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Culture of Learning

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Where We've Been

Spring, 2022 Goal: Establish baseline Panorama data with growth goals.

- Students have the opportunity to engage in related learning through: Second Step Lessons, Character Strong Lessons, and Naviance lessons
- Elements connected to Danielson Instructional Framework and AWSP Leadership Framework that are being implemented in alignment with [State Teacher and Principal Evaluation Program \(TPEP\)](#) expectations

Outcome #5 Action

H. Staff fosters an environment where failure is a normal and an accepted way of learning. 5.2

Related Expectations

[Policy 2015 \(2017\) Policy 3515 \(2011\) Policy 5905 \(2011\) Policy 5240 \(2013\)](#)

[Agreements & Contract](#)

Related Resources

[Danielson Instructional "Smart Car d"](#)

[Overview](#)

[AWSP Leadership Framework](#)

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Where We Are

Culture of Learning

Panorama SEL Item	Elementary (3-5)	Secondary (6-12)
Supportive Relationships in Schools	79% Feeling safe through their relationships with friends, family, and adults at school (5% increase since Fall 2020)	74% Feeling safe through their relationships with friends, family, and adults at school (2% increase since Fall 2020)
Growth Mindset	61% Students reported they have the potential to change those factors that are central to their performance in school.	56% Students reported they have the potential to change those factors that are central to their performance in school.
Positive Feelings	72% feel positive emotions frequently. (70 th percentile compared to schools across the country)	56% feel positive emotions frequently. (50 th percentile compared to schools across the country) 9 th -12 th grade reported feeling unsafe (39% reported favorably) significantly lower than their 6-8 th grade counterpart.

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Data Coding Key

On Track

Warranted attention and potential intervention

Additional data analysis was performed to inform intervention

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Where We Are

Culture of Learning

Panorama SEL Item	Elementary (3-5)	Secondary (6-12)
Student Perception of Academic Needs met in	74% feel positively regarding academic needs being met.	79% feel positively regarding academic needs being met; however questions regarding how well students feel like they can do at school (64%), and if they are getting help they need right now (67%) have lower
Student Perception of sense of belonging	OSD in the 90 th percentile nationally.	OSD in the 10 th percentile nationally.
Cultural Awareness and Action	N/A	37% of students responded favorably to the question, “How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school.”

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Data Coding Key

On Track
 Warranted attention and potential intervention
 Additional data analysis was performed to inform intervention

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Where We Are

Culture of Learning

- **October:** In partnership with educators in the field, began district-level implementation analysis of CASEL Framework and Washington State Learning Standards for Social Emotional Learning (SEL)
- **November:** Learned from students, families, and staff through Panorama data collection.
- **December:** All Principals engaged in data dive with Panorama data during The Instructional Leadership Team (TILT) Meeting. Principals identified next steps and opportunities for partnership & support.
- **January:** Teaching & Learning Team (1) engaged additional educator groups in data dives, (2) followed-up on partnership with Principals per the opportunities identified from December TILT Meeting including partnership with Elementary, and (3) partnered with educators to plan districtwide supports in response to the data.

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Related Resources

[Washington State Learning Standards \(WLSs\)](#)

[CASEL Guide to Schoolwide SE](#)

[L](#)
[Crosswalk for SEL, Danielson, CASEL, ASCA, etc.](#)

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Where We're Going

Culture of Learning

February 2022 - June 2022

- Ensuring that certificated staff, building administrators, and classified staff who work directly with developing programs that serve students directly have the tools to navigate Panorama
- Student and Family Focus Groups to partner meaningfully with students and families
- Strengthening the SEL Framework Foundations with equity, trauma informed lens to build systems like Restorative Justice, MTSS, PBIS into an anti-oppressive SEL framework
- Professional Development to all educators related to anti-racist, anti-oppressive, trauma informed SEL practices (both content and processes)
- Analyzing through data, focus groups, and individual interviews among stakeholders to identify actions to strengthen SEL Framework Implementation in the buildings.

Outcome #5 Action

H. Staff fosters an environment where failure is a normal and an accepted way of learning.
5.2

Key Terms

MTSS: Multi-Tiered Systems of Support
PBIS: Positive Behavior Intervention Systems
SEL: Social Emotional Learning

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Where We're Going

Culture of Learning

2022-2023

- Begin efforts to systematize restorative justice and CR-PBIS across the district
- Make Character Strong and Second Step more robust in the buildings, and strengthen partnerships between district and building implementation (see *Student Outcome 5 and Character Strong and Second Steps [Crosswalk](#)*)
- Empowering building leaders and SEL leaders to implement SEL Framework in the buildings

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February 10, 2022

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Appendix A

Athletic Participation Data by Student Demographic 2021-22

[Link to more data
for athletics 2022](#)

...

Demographic	Participation by % of Enrollment
Hispanic/Latino of any race(s)	18.0%
American Indian/Alaskan Native	22.2%
Asian	24.7%
Black/African American	22.6%
Native Hawaiian/Other Pacific Islander	25.0%
White	24.1%
Two or More Races	17.8%

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Appendix B

Additional Examples of Service Learning During Emergency Operations

- **Washington MS:** Media class created video book talks in service of the student body. Marketing students create and donate nameplates to staff at the Knox Building. WMS Leadership Class joined the leadership classroom OHS for a canned food drive. Peer Mentoring program works within the DLC Program and assists students in other classes.
- **Thurgood Marshall MS:** Partnerships with Grasslake Reserve, Westbay Woods, McLane Trail, GRuB, Kiwanis, Garden, LP Brown Garden, McLane Elementary, Hansen Elementary, Capitol Land Trust, and Millersylvania State Park for Service Learning efforts

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Outcome #5 Action

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I. Explore options to expand learning and elective opportunities. 5.1/5.2/5.4

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Appendix C-1

Lessons Learned: AMP (cont. From Slide 14)

K-12 Alignment Example: Strengthening our Foundation

Project Phase of “Discovery” to inform Next Project Phase (“Development”)

- Information Gathering through Focus Groups and Interviews with AMP Specialists

Lessons Learned specific to Music

- Received elementary Orff Instruments that were ordered last year that worked towards equalizing resources across the district
- Utilized ESSER dollars to augment our supply of musical PPE as a new generation of beginning band students began instruction
- Purchased instruments to fill need of increased requests from families in financial distress, especially at the elementary level

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Appendix C-2

Multi-Year Enrollment in 4th Grade Strings by School

School	2018 - 2019	2019 - 2020	2020 - 2021	20201 - 2022
Boston Harbor	11	16	10	25
Centennial	35	29	25	35
Garfield	22	31	22	24
Hansen	31	20	11	31
Lincoln	22	31	21	25
L.P. Brown	15	18	5	26
Madison	12	23	11	14
McKenny	35	39	14	24
McLane	28	22	14	41
Pioneer	28	15	10	38
Roosevelt	50	33	12	33

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Appendix C-3

Multi-Year Enrollment in 5th Grade Strings by School

School	2018 - 2019	2019 - 2020	2020 - 2021	20201 - 2022
Boston Harbor	5	8	2	7
Centennial	24	12	6	12
Garfield	15	14	10	11
Hansen	23	8	10	9
Lincoln	13	13	5	12
L.P. Brown	9	5	4	6
Madison	6	7	6	15
McKenny	17	14	7	5
McLane	13	13	6	17
Pioneer	15	13	9	9
Roosevelt	11	17	7	17

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Appendix C-4

Multi-Year Enrollment in 5th Grade Band by School

School	2018 - 2019	2019 - 2020	2020 - 2021	20201 - 2022
Boston Harbor	14	13	14	16
Centennial	14	42	24	25
Garfield	22	22	7	21
Hansen	10	15	12	17
Lincoln	13	12	3	6
L.P. Brown	7	31	5	14
Madison	7	14	9	10
McKenny	15	22		24
McLane	21	20	6	14
Pioneer	18	30	18	23
Roosevelt	34	25	10	20

OSD students will...

*...**discover** their passions, be curious and love learning.*

DISCOVER

