



## THE WASHINGTON STATE BOARD OF EDUCATION

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*A high-quality education system that prepares all students for college, career, and life.*

### Wide Hollow does it Again!

Wide Hollow Elementary School is in the eastern part of West Valley School District on the west side of Yakima. The school is of typical size, as the school has been attended by approximately 375 to 400 students per year in each of the previous five years. The demographics of the Wide Hollow students are similar to the statewide averages, except that Hispanic students attend Wide Hollow at a rate (37 percent in 2015) higher than the state average and White students at a rate (52 percent) lower than the state average. Over the recent years, the percentage of students qualifying for the Free and Reduced Price Lunch program (62 percent in 2015) is about 15 percentage points higher than the state average and the rates of students participating in special education (SPED) and bilingual educational programs (ELL) are mostly reflective of the state averages.

In the latest version of the Washington School Achievement Index (winter 2015), Wide Hollow achieved a Composite Index rating of 8.95 making it the 9<sup>th</sup> highest rated school in the state. Also, the school received 2014 Washington Achievement Awards for Overall Excellence and Mathematics Growth. Learn more about the [Washington Achievement Index](#) and the [Washington Achievement Awards](#).

#### School Background and Assessment Information

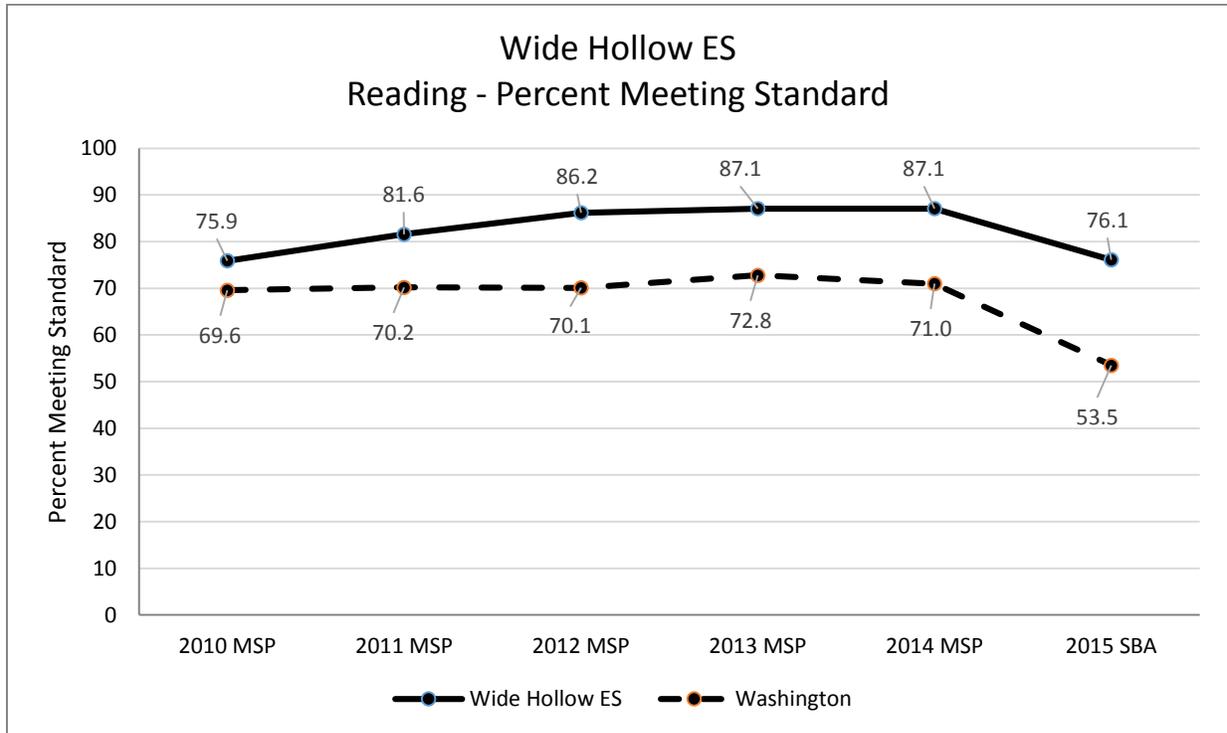
Wide Hollow elementary school currently serves children in kindergarten through the 4<sup>th</sup> grade but prior to the 2009-10 school year, the school served children in kindergarten through the 5<sup>th</sup> grade. In the 2013-14 school year, Wide Hollow participated in the Smarter Balanced Field Test in ELA and mathematics, so no new assessment results were available for that school year. As is reflected in the charts below, the 2012-13 results were carried forward for the school, as was done for all schools participating in the Smarter Balanced Field Test. The assessment results presented in this work for the 2009-10 to 2013-14 are derived from the Washington Measures of Student Progress (MSP) and the assessment results for the 2014-15 school year are derived from the Smarter Balanced Assessments (SBA). The Office of the Superintendent of Public Instruction (OSPI) advises to not compare performance on the SBA to the MSP, so this work has taken care to compare gaps or group differences on the assessments for specified years.

#### Academic Achievement

In the 2009-10 school year, the students at Wide Hollow performed a little above the Washington state averages in reading (Figure 1). The percentage of students meeting standard at Wide Hollow steadily increased 11.2 percentage points from the 2010 (75.9 percent) to the 2014 (87.1 percent) school year. For the same period, the statewide percentage of students meeting standard increased from 69.6 percent in 2010 to 71.0 percent in 2014, a modest 1.4 percentage point increase. This resulted in a performance gap increase of approximately 10 percentage points (6.3 percentage point gap in 2010 as compared to a 16.1 percentage point gap in 2014). The performance gap represented here is a positive value, meaning that the performance of Wide Hollow was better than the state average. At the end of the 2013-14 school year, the students at Wide Hollow were performing approximately 16 percentage points higher than the statewide student average for the corresponding grades served. The performance gap (2015 SBA) in ELA between Wide Hollow and the state average increased significantly to 22.6

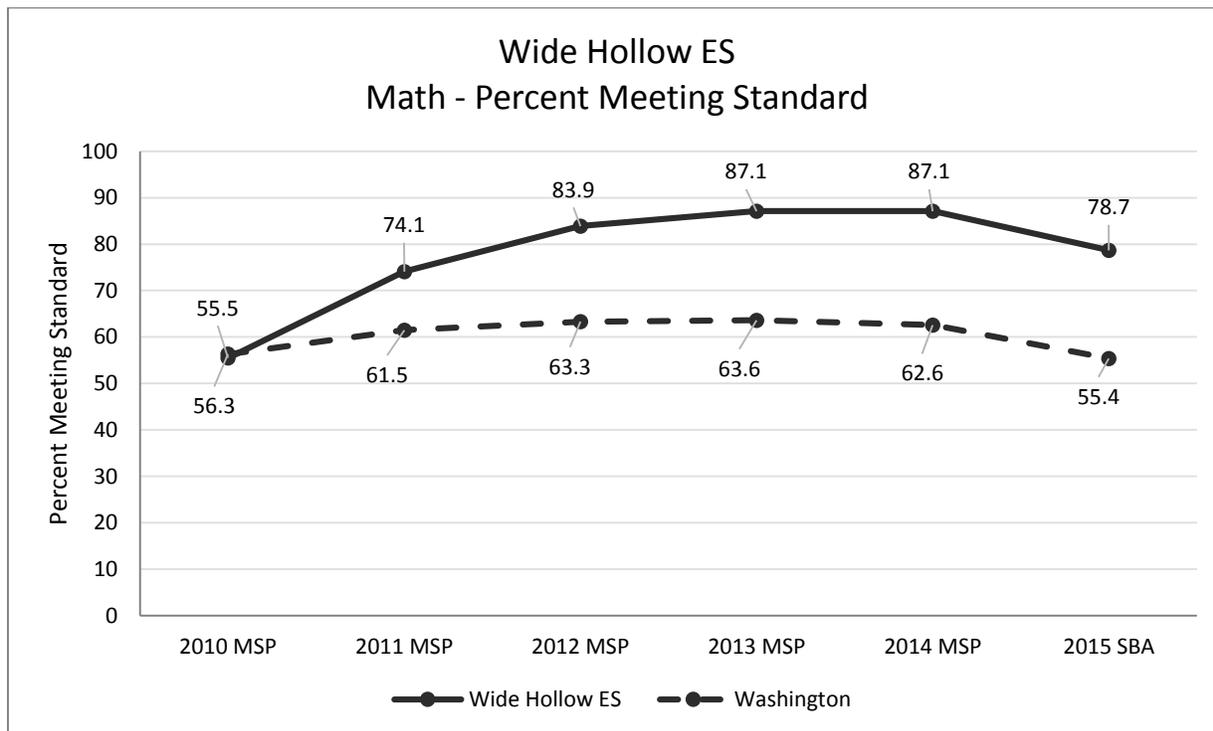
percentage points. Since the 2009-10 school year, Wide Hollow students consistently outperformed the state average in reading/ELA.

Figure 1: Shows the percentage of students meeting standard on the statewide reading/ELA assessment from the 2009-10 to the 2014-15 school years.



Beginning in the 2009-10 school year, the Wide Hollow students performed slightly lower on the statewide mathematics assessment than the Washington average (Figure 2). Over the next four assessment administrations, the percentage of students meeting standard on the mathematics assessment increased substantially for the Wide Hollow students and increased only modestly for the state. This combination of changes resulted in a 24.5 percentage point performance gap between Wide Hollow and the state average through the 2013-14 school year. After the 2014-15 statewide assessments, the performance gap (23.3 percentage points) was reduced slightly but the Wide Hollow students continued to outperform the state average by a wide margin

Figure 2: Shows the percentage of students meeting standard on the statewide math assessment from the 2009-10 to the 2014-15 school years.

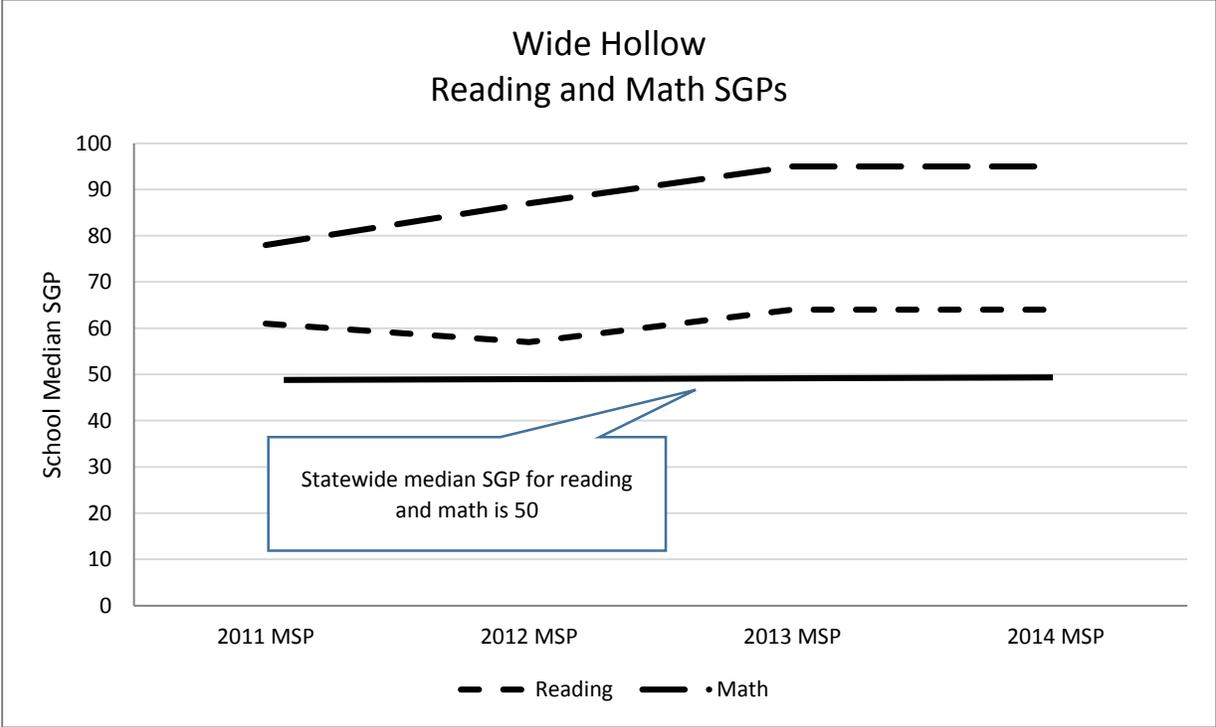


The students at Wide Hollow also outperformed the state on measures derived from the Washington Growth Model (Figure 3). Washington uses the Student Growth Percentile Growth Model that computes a Student Growth Percentile (SGP) separately in reading and math for every student with the required valid assessment scores. Learn more about the [Washington Growth Model](#).

The median SGP for Wide Hollow for reading ranges from 57 to 64 over the previous four years and these are seven to 14 percentile points higher than the state median of 50. However, the median SGP for Wide Hollow for math ranges from 78 to 95, which is far above the state median of 50. For the growth model results, the students at Wide Hollow:

- Attain a reading median SGP that indicates modestly higher than typical growth rates
- Attain a math median SGP that is indicative of extraordinary growth rates that are the highest in the state for any grade span

Figure 3: Shows the median SGPs for reading and math for Wide Hollow as compared to the median SGP for Washington students.



What’s going on at Wide Hollow?

Dr. Peter Finch (Assistant Superintendent for Learning and Teaching, West Valley School District #208) provided some insight. Dr. Finch attributed the success of students at Wide Hollow to multiple factors, some of which include:

- Pre-K initiative and alignment of instructional practices from Pre-K to kindergarten
- High quality teaching and students actively engaged in daily lessons
- Sustained professional development for First Steps in Math and with Project GLAD (Guided Language Acquisition Design)
- National Board Certification support – the school has three National Board Certified Teachers
- Administrative support for teacher teams
- Mentor program and teacher induction program for new teachers
- Highly capable magnet program supporting high expectations for all students
- Response to Intervention (RTI) program led by certified staff
- Targeted assistance during the school day and before/after school
- Students familiarity with technology to facilitate success on the Smarter Balanced test

In addition to the system elements described above, Dr. Finch identified the strong parental support at the school as an important factor in attaining high student outcomes. The school improvement elements described by Dr. Finch are aligned with SBE recommendations to the Legislature regarding statewide educational system improvements.

In 2013, the Legislature passed ESSB 5491 that authorized the Washington State Board of Education (SBE) to identify realistic but challenging system-wide performance goals and measurements with assistance from the Office of Superintendent of Public Instruction, the Workforce Training and Education Coordinating Board, the Educational Opportunity Gap Oversight and Accountability Committee, and the Student Achievement Council. The law further states that if the educational system is not on target to meet the performance goals on any individual indicator, the report must recommend evidence-based reforms intended to improve student achievement in that area. In December 2014, the SBE submitted its biennial report to the Legislature that included [recommended reforms intended to bring out higher educational outcomes](#).

In the report and in addition to fully funding basic education, the SBE recommended that the Legislature supports changes to the educational system in a manner that:

- Provides greater access to high quality early childhood education
- Fully funds professional learning for educators
- Provides greater access to expanded learning opportunities
- Increase post-secondary readiness and planning

These types of educational system elements have a demonstrable positive impact on student outcomes when systematically implemented with fidelity.

A peek into the processes and structures at Wide Hollow Elementary School provides some evidence that when the educational system ensures equitable opportunities to students, remarkable outcomes are possible. In particular, access to high quality early childhood education and high quality instruction stand out as possible root causes of the exceptional student outcomes. However, the role of and access to additional and expanded learning opportunities cannot be discounted as a significant contributor to the outcomes. The stellar student outcomes at Wide Hollow are proof positive of what is possible when high quality educational opportunities are provided to children.

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