

# Lake Washington School District Executive Limitation Monitoring Report

## EL-7 Academic Program

May 4, 2015

**Executive Limitation:** The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

Accordingly, the CEO shall:

<p>1. Develop and implement an academic program that specifies:</p> <ul style="list-style-type: none"> <li>a. academic content and technology standards that meet or exceed state and nationally-recognized model standards;</li> <li>b. curriculum aligned with and designed to enable students to meet or exceed the established standards;</li> <li>c. assessments that will adequately measure each student’s progress toward achieving the standards; and</li> <li>d. a compelling and realistic vision of technology that specifies: <ul style="list-style-type: none"> <li>i. technology use in the learning environment, and</li> <li>ii. integration of technology into content areas across all grade levels.</li> </ul> </li> </ul>	<p>In Partial Compliance</p>	<p>◀ ▶</p>
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### *Evidence*

#### **Overview**

The Lake Washington School District Student Profile specifies the knowledge, skills, and attributes that every student needs to be Future Ready. The Interdisciplinary Content Knowledge of the Profile specifies the content areas and broad knowledge and skills for each content area. The Standards, Curriculum, and Assessments for these content areas are identified in the Teaching and Learning Framework.

The tables below show the timelines for the development and implementation of district standards, curriculum, and assessments for all content areas. The District adoption cycle is designed to ensure that standards, curriculum, and assessment for all content areas are routinely reviewed and renewed. This work is focused on ensuring that we provide clarity regarding critical questions 1 & 2: *What is it that we expect our students to learn? How will we know if they have learned it?*

The column labeled “Next cycle” indicates the next cycle each content area will be reviewed.

#### Elementary K – 5

Content Area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
Visual Arts K-5	2015	2002-03	2002-03	2002-03	2002-03	2012-13	See Implementation schedule in section I.c.
Science K-5	2017	2012-13	2016-17	2004-05	2004-05	2016-17	
Social Studies K-5	2020	2007-08	2009-10	2008-09	2009-10	2009-11	
Mathematics K-5	2021	2011-12	2013-14	2009-10	2010-11	2013-14	
Music K-5	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Health & Fitness K-5	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Language Arts K-5	2023	2011-12	2013-14	2012-13	2013-14	2013-14	
Technology K-5				Integrated in Curriculum			

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*{Refer to page 1}*

In Partial  
Compliance



**Evidence - continued**

### Middle School 6 – 8

Curriculum area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
Mathematics 6-8	2015	2011-12	2013-14	2004-05	2005-06	2013-14	See Implementation schedule in section 1.c.
Science 6-8	2015	2012-13	2016-17	2002-03	2003-04	2016-17	
Language Arts 6-8	2019	2011-12	2013-14	2006-07	2007-08	2013-14	
Social Studies 6-8	2019	2007-08	2008-09	2007-08	2008-09	2010-11	
French, Japanese 8	2020	2008-09	2009-10	2008-09	2009-10	2009-10	
Music 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Visual Arts 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Health & Fitness 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Spanish 8	2022	2010-11	2012-13	2011-12	2012-13	2009-10	
Performing Arts 6-8	2024	2012-13	2014-15	2013-14	2014-15	2010-11	
Technology 6-8				Integrated in Curriculum			

### High School 9 – 12

Curriculum area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
Mathematics 9-12	2016	2011-12	2013-14	2004-05	2005-06	2013-14	See Implementation schedule in section 1.c.
Language Arts 9-12	2018	2011-12	2013-14	2005-06	2006-07	2013-14	
Social Studies 9-12	2019	2007-08	2008-09	2007-08	2008-09	2009-11	
French, Japanese 9-12	2020	2008-09	2009-10	2008-09	2009-10	2009-10	
Music 9-12	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Visual Arts 9-12	2022	2002-03	2002-03	2011-12	2012-13	2012-13	
Health & Fitness 9-12	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Spanish 9-12	2022	2010-11	2012-13	2011-12	2012-13	2009-10	
Performing Arts 9-12	2024	2012-13	2014-15	2013-14	2014-15	2010-11	
Science 9-12	2025	2012-13	2016-17	2014-15*	2015-16	2016-17	
Technology 9-12				Integrated in Curriculum			

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*{Refer to page 1}*

In Partial  
Compliance



***Evidence - continued***

		Standards		Curriculum		Assessment	
Curriculum area	Next cycle	Developed	Implemented	Developed	Implemented	Developed	Implemented
CTE: Skilled and Technical Sciences and STEM Career Cluster	2014	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
CTE: Family and Consumer Science Career Cluster	2015	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
CTE: Business and Marketing Career Cluster	2016	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
CTE: Agriculture Career Cluster	2017	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
CTE: Skilled and Technical Sciences and STEM Career Cluster	2018	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

**a) academic content and technology standards that meet or exceed state and nationally-recognized model standards**

States standards identify the essential, core standards that clearly identify what every student should know and to be able to do as a result of learning. Lake Washington School District Power Standards are prioritized to state standards. Power Standards are developed using a national process conceptualized by Douglas Reeves whereby standards are prioritized for endurance over time, provide leverage for learning other standards, and provide student readiness for the next level of learning. Power Standards are developed for each of the content knowledge areas of the Student Profile.

Standards development work occurs as part of the Curriculum Adoption & Assessment Cycle. Once Power Standards are identified, Proficiency Scales are written for each standard. These scales, or progressions of learning, describe what students are able to do at each benchmark level, 1-4: 1) not at standard; 2) approaching standard; 3) at standard; and, 4) exceeding standard.

Washington State adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics for K-12. CCSS were implemented in 2013-14. CCSS replaced District Power Standards K-12 in these content areas.

The Office of Superintendent of Public Instruction (OSPI) requires that Career and Technical Education (CTE) submit a framework for all courses offered under each career cluster every four years. The framework aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work, and Thinking Skills. The framework specifies standards for the course.

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{Refer to page 1}

In Partial  
Compliance



**Evidence - continued**

**Highlights for 2014-15 include:**

- Next Generation Science Standards (NGSS) training was provided for 6-12 science teachers, addressing major shifts with the new standards.
- The 6-8 Math and Science Adoption Committees developed screening tools that will be used to assess the alignment of new materials with CCSS and NGSS content standards.
- The 9-12 Science Adoption Committee assessed the alignment materials to the NGSS standards.
- In the fall of 2014, based on feedback from the field, the Secondary Technology Proficiency Scales for Technology Standards 1-8 were aligned across grades 6-12 to demonstrate a clear and precise progression of learning.
- In 2014-15, Professional Development focused on deepening system-wide understanding of the Technology Proficiency Scales and the learning progression for Technology Standards 1-8 in grades K-12. Newly aligned Proficiency Scales for Technology Standards 1-8 were shared with principals and teachers and staff determined the scope and sequence for learning technology skills.
- In 2014-15, a Technology Skills Continuum was developed based on the Technology Standards and the learning progressions from the Technology Proficiency Scales in grades K-12. The Technology Skills Continuum identifies six categories of skills students need to acquire to achieve proficiency on the Technology Standards. These will be introduced in the 2015-2016 school year.
- The CTE department completed development of frameworks standards for all our Agricultural Career Cluster and related Health Sciences Cluster and some Skilled and Technical Sciences.
- OSPI approved standards for:
  - Environmental Sciences
  - Natural Science Worksite Learning
  - Biotechnology
  - Sustainable Design and Technology
  - Engineering Design
- OSPI also approved frameworks in:
  - Natural Resources/ Conservation (Environmental Science and AP Environmental Science, Worksite Experience)
  - Biotechnology Research and Development (Biotechnology)
  - Financial Math (AP Statistics)
  - Engineering and Technology (Green Sustainable Design and Technology)
  - Science and Mathematics (Engineering Design and Development, Engineering Design 3)

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Compliance



*Evidence - continued*

**b) curriculum aligned with and designed to enable students to meet or exceed the established standards**

Our Curriculum Adoption & Assessment cycle work entails a deliberate and thoughtful process to ensure that we develop and implement a curriculum aligned with and designed to enable students to meet or exceed the established standards regardless of the varied learning styles, backgrounds, or abilities of students.

Representative groups of teachers and administrators engage in the steps of this cycle, which include these phases: 1) research best practice; 2) develop power standards & proficiency scales; 3) develop leveled assessments and scoring guides; 4) adopt instructional materials; 5) provide professional development; and, 6) implement instructional materials.

**Highlights for 2014-15 include:**

- The 9-12 Science Adoption Committee recommended new instructional materials for adoption. McGraw Hill *Physical Science with Earth Science*, Houghton Mifflin *McDougal Biology*, McGraw Hill *Chemistry Matter and Change*, and Pearson Walker, *Physics 1e* were selected.
- The 6-8 Math and 6-8 Science Adoption Committees researched best practice, standards, and assessment, and created screening tools that will be used to review materials in 2015-16.
- Performing Arts and Visual Arts materials for grades 6-12, adopted in 2013-14, were implemented.
- The CTE department developed curriculum for all our Agricultural Career Cluster and related Health Sciences Cluster, and some Skilled and Technical Sciences. Materials were submitted to IMC for AP Statistics, AP Environmental Science, and for Green Sustainable Design. Six new computer labs and software were purchased. Equipment for environmental science labs was also purchased.

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In Partial  
Compliance



*Evidence – continued*

**c) assessments that will adequately measure each student’s progress toward achieving the standards**

A key factor in addressing individual student needs is the LWSD System of Proficiency, which allows teachers to assess students’ benchmark levels: 1) not at standard; 2) approaching standard; 3) at standard; and, 4) exceeding standard, and take action based on results. Differentiating next steps for student learning is a key factor and is the main purpose of the System of Proficiency. The System of Proficiency is made up of five parts:

1. Standards: What the students should know and be able to do
2. Proficiency Scales: Clear descriptions of each standard by benchmarks levels 1-4
3. Leveled Assessments: Assessments that assess each level of the proficiency scale
4. Scoring Guides: Documents that use conversion tables and cut scores to keep scoring consistent across the district
5. Reporting systems: Electronic grading systems that monitor progress over time and allow anytime, anywhere access for parents

Three kinds of assessment data is used to adequately measure each student’s progress toward achieving the standards:

- 1) State level: Large scale summative assessments
- 2) District-level: Leveled, Common District Summative Assessments (CDSAs)
- 3) Classroom-Level: Curriculum-based formative and summative assessments of student learning

1) State-level: Large scale summative assessments

Large-scale summative assessments are used to measure the progress of students toward the achievement of educational standards. In order to have accurate and fair measures of progress, all students are included in the assessment system and assessments are monitored to ensure that student test performance is a valid and reliable measure of their knowledge and skills.

2) District-level: Leveled, Common District Summative Assessments (CDSAs)

Leveled, Common District Summative Assessments (CDSAs) allow teachers to clearly understand current student performance against the state standards as each assessment question is aligned to a level of proficiency on the proficiency scales. The combination of proficiency scales, leveled assessments, and scoring guides gives teachers precise evidence of students’ current performance as measured against the Power Standards. The tables below show current state-level and district-level assessments for all content areas and grade levels.

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**Evidence – continued**

### State-Level and District-Level Summative Assessments

Elementary Level			
Content Area	Grade Level	State-Level Assessments	District-Level Available Assessments
Reading	K-2	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [State reading assessment in grade 2 only]	DIBELS <i>*LWSD administers DIBELS K -2</i>  Three writing prompts given fall, winter, and spring measuring the Common Core State Standards English Language Arts
	3-5	Smarter Balanced Assessment (SBA)	
Writing	K-2	N/A	Three writing prompts given fall, winter, and spring measuring the Common Core State Standards English Language Arts
	3-5	SBA	Three writing prompts given fall, winter, and spring measuring the Common Core State Standards English Language Arts
Mathematics	K-2	N/A	Three assessments designed to measure pre-algebra proficiency each year (Number and Operations and Algebra strands at grades 5 and 6)
	3-5	SBA	Three assessments designed to measure pre-algebra proficiency each year (Number and Operations and Algebra strands at grades 5 and 6)
Science	K-2	N/A	Three End of Module assessments measuring the LWSD Science Power Standards
	3-5	Measurement of Student Progress (MSP) @ Grade 5	Three End of Module assessments measuring the LWSD Science Power Standards
Social Studies K-5	K-5	Civics Classroom-Based Assessment @ Grade 5	One assessment per grade level measuring the LWSD Social Studies Power Standards

Middle School Level			
Content Area	Grade Level	State Level Assessments	District-Level Available Assessments
Reading	6-8	SBA	
Writing	6-8	SBA	Three writing prompts given fall, winter, and spring measuring the Common Core State Standards English Language Arts
Mathematics	6-8	SBA  End of Course Exams (EOC) Algebra, Geometry	Grade 6: 3 assessments designed to measure pre-algebra proficiency each year (Number and Operations and Algebra strands at grades 5 and 6) Grades 7 & 8: CMP Two CDSAs - one per semester in preparation for State EOC
Science 6-8	6-8	MSP @ Grade 8	Three End of Module assessments measuring the LWSD Science Power Standards
Social Studies	6-8	Civics Classroom-Based Assessment @ Grade 7	One assessment per grade level measuring the LWSD Social Studies Power Standards
Arts	6-8	N/A	One assessment per grade level measuring the LWSD Power Standards
Physical Fitness	6-8	N/A	One assessment per grade level measuring the LWSD Power Standards

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**Evidence – continued**

High School Level			
Content Area	Grade Level	State Level Assessments	District-Level Available Assessments
Reading	10-12	SBA	
Writing	9	N/A	Three writing prompts given fall, winter, and spring measuring the Common Core State Standards English Language Arts
Writing	10-12	SBA	Level 5 Essays: Literary Analysis, Persuasive, and Cause & Effect or Compare/Contrast
Mathematics	9-12	End of Course Exams (EOC) Algebra, Geometry	Level 5 Problem-Solving and Reasoning Task
Mathematics	11	SBA	
Science	9-12	End of Course Exam (EOC) Biology	Level 5 Formal Lab Report  Grade 9 physical science Two Biology CDSAs: One per semester Two Chemistry CDSAs: One per semester Five Physics End-of-topic assessments
Social Studies	9-12	Civics Classroom-Based Assessment @ Grade 11	One assessment per grade level measuring the LWSD Social Studies Power Standards
Arts	9-12	N/A	One assessment per grade level measuring the LWSD Power Standards
Physical Fitness	9-12	N/A	One assessment per grade level measuring the LWSD Power Standards

3) Classroom-Level: Curriculum-based formative and summative assessments of student learning  
Curriculum-based formative and summative assessments of student learning are included in all published curricula. Each curriculum comes complete with a curriculum-based assessment strand. Curriculum-based assessment materials typically include a variety of end-of-unit assessments, quizzes, black-line masters, and a variety of performance assessments that teachers may use to assess how students are progressing as they move through any given unit of study. These are used to inform student grades. Curriculum-based assessment materials also come with a digital strand of assessments that allow teachers to assess students on-line or to use ActiVotes to determine how students are progressing through any given unit of study. Teachers also use a variety of teacher-created formative and summative assessments to help inform their understanding of how students are progressing toward meeting standards.

**Highlights for 2014-15 include:**

- Refinement work for grades four and five was completed. Changes were made to proficiency scales, CDSAs, and curriculum alignment guides for social studies, math, and science.
- Algebra and geometry proficiency scales were drafted in 2013-14.
- Proficiency scales were developed for middle school electives in 2013-14.
- OSPI approved CTE performance assessments to be used to measure standards attainment in the CTE frameworks submitted this year.



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*Refer to page 1}*

In Partial  
Compliance



### ***Evidence – continued***

- **EL 7.1.c is in partial compliance as we shift our current assessment strategy to a comprehensive balanced assessment system, including large scale state assessments, district interim assessments, and classroom/curriculum-based formative and summative assessments. Since the state Smarter Balanced Interim assessments were delayed this year and were released later than anticipated, we plan to bring this into compliance in 2015-2016 as we begin piloting the Interim Assessments.**
- d) a compelling and realistic vision of technology that specifies:**
  - i. technology use in the learning environment; and,
  - ii. integration of technology into content areas across all grade levels.

The Student Profile specifies the knowledge, skills, and attributes that every student needs to be Future Ready. The *Guiding Principles* describe the learning environments which are required to foster every student’s ability to learn the knowledge, skills, and attributes.

Our desired outcome for Technology Integration is twofold:

- 1) to use technology to support students’ acquisition of the knowledge, skills, and attributes in our Student Profile; and,
- 2) to use technology to support teachers’ creation of the learning environments described in our Guiding Principles

The tables below show the technology hardware and software provided in the learning environment at each level to help enable appropriate integration of technology into content areas across all grade levels:

### Elementary Level

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> <li>• Teacher computer workstation</li> <li>• Computer with a DVD drive dedicated to a ceiling mounted LCD projector</li> <li>• Digital document camera</li> <li>• Speaker system</li> <li>• FrontRow class microphone system</li> <li>• Interactive whiteboard</li> <li>• Interactive feedback devices (ActiVotes)</li> <li>• Netbooks in carts at a ratio of 3:1 (grades K-2) or 2:1 (grades 3-5) with MS Office Productivity Suite</li> </ul>	<ul style="list-style-type: none"> <li>• enVision (Math)</li> <li>• TCI (Social Studies)</li> <li>• FossWeb (Science)</li> <li>• Tinkerplots (Math)</li> <li>• Headsprout (Reading K-2)</li> <li>• DIBELs Next (Reading K-2)</li> <li>• Type to Learn (Keyboarding)</li> <li>• Discovery Education Video Streaming</li> </ul>	<ul style="list-style-type: none"> <li>• Outlook</li> <li>• Haiku</li> <li>• Skyward</li> </ul>

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1. Develop and implement an academic program that specifies:  
*Refer to page 1}*

In Partial  
Compliance



**Evidence - continued**

**Middle School Level**

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> <li>• Teacher computer workstation</li> <li>• Computer with a DVD drive dedicated to a ceiling mounted LCD projector</li> <li>• Digital document camera</li> <li>• Speaker system</li> <li>• FrontRow class microphone system</li> <li>• Interactive whiteboard</li> <li>• Interactive feedback devices (ActiVotes)</li> <li>• 1:1 laptops for all students with MS Office Productivity Suite</li> </ul>	<ul style="list-style-type: none"> <li>• My Access (Writing)</li> <li>• Turnitin (Anti-plagiarism)</li> <li>• Logger-Pro (Science)</li> <li>• Starry Night (Science)</li> <li>• Sketchpad (Math)</li> <li>• Tinkerplots (Math)</li> <li>• Fathom (Math)</li> <li>• Cognitive Tutor (Math Intervention)</li> <li>• Type to Learn (Keyboarding)</li> <li>• Discovery Education Video Streaming</li> </ul>	<ul style="list-style-type: none"> <li>• Outlook</li> <li>• Haiku</li> <li>• Standard Score</li> </ul>

**High School Level**

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> <li>• Teacher computer workstation</li> <li>• Computer with a DVD drive dedicated to a ceiling mounted LCD projector</li> <li>• Digital document camera</li> <li>• Speaker system</li> <li>• FrontRow class microphone system</li> <li>• Interactive whiteboard</li> <li>• Interactive feedback devices (ActiVotes)</li> <li>• 1:1 laptops for all students with MS Office Productivity Suite</li> </ul>	<ul style="list-style-type: none"> <li>• My Access (Writing)</li> <li>• Turnitin (Anti-Plagiarism)</li> <li>• Logger-Pro (Science)</li> <li>• Starry Night (Science)</li> <li>• Sketchpad (Math)</li> <li>• Tinkerplots (Math)</li> <li>• Fathom (Math)</li> <li>• Cognitive Tutor (Intervention)</li> <li>• Type to Learn (Keyboarding)</li> <li>• Discovery Education Video Streaming</li> </ul>	<ul style="list-style-type: none"> <li>• Outlook</li> <li>• Haiku</li> <li>• Standard Score</li> </ul>

**Highlights for 2014-15 include:**

- **EL 7.1.d is in partial compliance because we have developed a Technology Integration Framework that includes technology standards and proficiency scales integrated into content areas. In 2014-15, we developed the Technology Skills Continuum. This Framework defines good instructional use and practice; specifies what technology standards and skills students should learn at each grade level; and how teachers can leverage technology, specific systems, resources, and instructional strategies to help students demonstrate proficiency on content standards and interdisciplinary skills and attributes. We plan to bring this area into full compliance in 2015-16 by introducing the Technology Skills Continuum to teachers. This information will be incorporated into a more complete *Parent Guide to Technology*.**

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2. Develop and implement an instructional program that addresses the needs of all students by:
- a) providing an instructional program, which includes opportunities for students to develop talents and interests in more specialized areas;
  - b) providing an instructional program that addresses the different learning styles and needs of students of various backgrounds and abilities;
  - c) encouraging innovative or experimental programs, carefully monitoring and evaluating the effectiveness of all such programs and informing the Board annually about their effectiveness;
  - d) ensuring a climate that is characterized by support and encouragement for high achievement; and
  - e) considering the class size and organization as important components of the instructional program.

In Partial  
Compliance



**Evidence**

**Overview**

Our mission is to ensure our students graduate and our goal of academic success for every student is key to fulfilling our vision of *Every Student Future Ready*. When we talk about academic success for students, we ask four critical questions:

- 1) What is it we expect our students to learn?
- 2) How will we know if each student has learned it?
- 3) How will we respond when some students do not learn it?
- 4) How will we respond when some students already know it?

In the 2008-2009 school year, the Lake Washington School District *Guiding Principles* was developed. The *Guiding Principles* define the learning environments we expect in our classrooms and schools. Specifically, six *Guiding Principles* are organized around the themes of *Connection*, *Value*, and *Challenge* for every student:

Connection	Value	Challenge
<p><b>Interconnected Learning Experiences</b> Students learn best when programs of study are integrated and interconnected and when learning builds upon previous learning experiences and prior knowledge.</p>	<p><b>Student Ownership &amp; Engagement</b> Students learn best when they are actively engaged in authentic learning, when work is personally relevant, and when both teachers and students are able to articulate what students are learning, why it is important, and how students are progressing in their learning.</p>	<p><b>Challenging &amp; Meaningful Curriculum</b> Students learn best when curriculum is rigorous, relevant, specifies standards for both content and student performance, and when those content and performance standards are made explicit to students.</p>
<p><b>Personalization &amp; Individual Attention</b> Students learn best when they are known well by adults in the school, and when the instruction and support they receive meets their specific needs as learners and individuals.</p>	<p><b>Equity &amp; Cultural Responsiveness</b> Students learn best in a culturally responsive environment that is equitable, honors diversity, promotes democratic ideals and good citizenship, and where mutual respect exists between and among students and staff.</p>	<p><b>High Expectations &amp; Quality Instruction</b> Students learn best in an environment where the prevailing belief is that intelligence, talent, and ability is created by effort, where adults expect every student to succeed with effort, and where high quality instruction reflects educational best practice and results in student performance.</p>

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial Compliance



**Evidence – {continued}**

The LWSD instructional program focuses on answering critical question 3 & 4, and aligning learning environments with our *Guiding Principles*.

- a) **providing an instructional program, which includes opportunities for students to develop talents and interests in more specialized areas;**

At the elementary level, students are provided opportunities to develop their talents and interests through specialist programs (music, physical education, library, and art) and through supplemental programs offered at each individual school. Specialization is also accomplished in each classroom through the use of projects in the core content area. We currently do not have good measures for the use of projects as an instructional strategy.

At the secondary level, students have opportunities to develop talents and interests in more specialized areas through elective programs in middle school and through the culminating project at each high school. Electives provide a broad range of opportunities for students including opportunities in language, technology, art, science, business, etc.

Secondary students are also provided opportunities to develop their talents and interests through curricular programs (AP, music, physical education, library, and arts and drama) and through co-curricular and extracurricular programs offered at each individual school.

The following survey data shows secondary students, staff, and parent perceptions of how well our instructional program is at providing opportunities to develop talents and interests in more specialized areas (5 is very successful and 1 is not successful at all). The data shows overall positive perceptions.

## EL-7 Academic Program

**Executive Limitation:** The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial  
Compliance



### *Evidence – {continued}*

#### **Lake Washington School District Perception Survey Data**

**Question:** “In your opinion, how successful has Lake Washington School District been in efforts to... provide opportunities for students to develop talents and interests in more specialized areas.”

SEC. STUDENTS	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
5 very successful	13%	15%	12%	9%	13%	17%	14%
4 successful	32%	40%	39%	39%	35%	36%	33%
3 neutral	22%	26%	28%	30%	32%	27%	28%
2 less than successful	25%	13%	15%	16%	14%	14%	16%
1 not successful at all	9%	5%	6%	6%	7%	7%	9%
<b>mean</b>	<b>3.2</b>	<b>3.5</b>	<b>3.4</b>	<b>3.3</b>	<b>3.3</b>	<b>3.4</b>	<b>3.3</b>
<i>N size =</i>	<i>3,449</i>	<i>2,230</i>	<i>1,990</i>	<i>1,405</i>	<i>2,528</i>	<i>3,512</i>	<i>1,658</i>

PARENTS	May 2014	May 2013	May 2012	May 2011	May 2010	May 2009	May 2008
5 very successful	17%	21%	19%	20%	16%	19%	18%
4 successful	37%	44%	37%	32%	43%	43%	40%
3 neutral	33%	25%	31%	37%	31%	29%	26%
1 & 2 less than and not successful at all	13%	9%	12%	11%	10%	10%	16%
<b>mean</b>	<b>3.6</b>	<b>3.7</b>	<b>3.6</b>	<b>3.6</b>	<b>3.6</b>	<b>3.7</b>	<b>3.5</b>
<i>N size =</i>	<i>202</i>	<i>189</i>	<i>223</i>	<i>197</i>	<i>205</i>	<i>200</i>	<i>233</i>

STAFF	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
5 very successful	20%	14%	14%	10%	11%	12%	6%
4 successful	50%	52%	52%	46%	48%	45%	36%
3 neutral	22%	23%	23%	27%	27%	26%	33%
2 less than successful	8%	10%	10%	17%	13%	14%	23%
1 not successful at all	20%	2%	1%	1%	2%	2%	3%
<b>mean</b>	<b>3.8</b>	<b>3.7</b>	<b>3.7</b>	<b>3.5</b>	<b>3.5</b>	<b>3.5</b>	<b>3.2</b>
<i>N size =</i>	<i>1,533</i>	<i>1,017</i>	<i>1,353</i>	<i>1,131</i>	<i>938</i>	<i>1,471</i>	<i>987</i>

#### **Highlights of the Data:**

- Secondary student agreement with this item has fallen to its lowest level in years. This trend may be connected to the reduction in the number of electives among the graduation credit requirements. This year, three of the four classes in high school have four electives among their 22 credit requirement whereas the class of 2015 and previous classes had six.
- Staff ratings indicate a steady increasing trend for the district’s efforts in this area while parent agreement remains at about the same level.

## EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial  
Compliance



### ***Evidence – {continued}***

**b) providing an instructional program that addresses the different learning styles and needs of students of various backgrounds and abilities**

The District has in place a variety of programs to meet the needs of students with different learning styles, backgrounds, and abilities. Some of these programs are designed to respond to critical question #3: *How will we respond when some students do not learn it?* District programs include Special Education, Safety Net, Title, and English Language Learners (ELL).

The following survey data shows secondary students, staff, and parents' perceptions of how well our instructional program is catering to different learning styles and need of students with various abilities interests (5 is very successful and 1 is not successful at all). Perception data has remained relatively stable over time.

#### ***Lake Washington School District Perception Survey Data***

***Question: "In your opinion, how successful has Lake Washington School District been in efforts to cater to different learning styles and needs of students with various abilities."***

<b>SEC. STUDENTS</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>
5 very successful	14%	16%	15%	11%	13%	17%	15%
4 successful	28%	36%	35%	37%	33%	34%	34%
3 neutral	24%	28%	28%	32%	31%	28%	29%
2 less than successful	23%	14%	14%	14%	14%	14%	14%
1 not successful at all	12%	6%	8%	7%	8%	7%	9%
<b>mean</b>	<b>3.1</b>	<b>3.4</b>	<b>3.4</b>	<b>3.3</b>	<b>3.3</b>	<b>3.4</b>	<b>3.3</b>
<i>N size =</i>	<i>3,449</i>	<i>2,226</i>	<i>1,982</i>	<i>1,405</i>	<i>2,528</i>	<i>3,513</i>	<i>1,657</i>

<b>PARENTS</b>	<b>May 2014</b>	<b>May 2013</b>	<b>May 2012</b>	<b>May 2011</b>	<b>May 2010</b>	<b>May 2009</b>	<b>May 2008</b>
5 very successful	21%	23%	15%	20%	22%	18%	15%
4 successful	34%	35%	40%	31%	28%	40%	39%
3 neutral	31%	26%	30%	33%	28%	31%	32%
1 & 2 less than and not successful at all	14%	16%	15%	15%	23%	11%	13%
<b>mean</b>	<b>3.6</b>	<b>3.6</b>	<b>3.5</b>	<b>3.5</b>	<b>3.4</b>	<b>3.6</b>	<b>3.5</b>
<i>N size =</i>	<i>202</i>	<i>189</i>	<i>223</i>	<i>197</i>	<i>205</i>	<i>200</i>	<i>233</i>

## EL-7 Academic Program

**Executive Limitation:** The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial  
Compliance



### *Evidence – {continued}*

STAFF	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
5 very successful	21%	15%	17%	11%	15%	14%	8%
4 successful	51%	53%	52%	50%	48%	45%	40%
3 neutral	18%	19%	20%	22%	23%	24%	28%
2 less than successful	8%	10%	10%	15%	12%	13%	21%
1 not successful at all	2%	2%	1%	1%	2%	3%	2%
<b>mean</b>	<b>3.8</b>	<b>3.7</b>	<b>3.8</b>	<b>3.5</b>	<b>3.6</b>	<b>3.5</b>	<b>3.3</b>
<i>N size =</i>	<i>1,535</i>	<i>1,016</i>	<i>1,355</i>	<i>1,131</i>	<i>938</i>	<i>1,471</i>	<i>986</i>

#### Highlights of the Data:

- Student agreement with this item also was lower this year.
- Staff ratings also show a general increasing trend over the last six years.

#### English Language Learners

Settings for the Lake Washington School District’s English Language Learners (ELL) program range from general classroom services, to consultative support, to pull-out programs. We currently serve students from sixty-nine different language groups. The top five languages are: Spanish, Chinese - all dialects, Russian, Japanese, and Vietnamese.

The Washington English Language Proficiency Assessment (WELPA) determines student eligibility for English Language Development (ELD) services. This assessment tests reading, writing, listening, and speaking knowledge and skills. The WELPA consists of two tests: the placement test and the annual test. The placement test is used to determine initial student eligibility for English language development (ELD) services. The placement test is given to all students whose families answer “yes” to question #2 on the Home Language Survey: “Is your child’s first language a language other than English?” The annual test is given to all students who qualified for ELD services with a placement test. It measures students’ growth in English language knowledge and skills. Results from this test determine which students are eligible to continue to receive ELD services.

The WELPA results determine the level of student proficiency in English Language, the four levels are: Beginning/Advanced Beginning (L1), Intermediate (L2), Advanced (L3) and Transitional (L4). Our program directly serves students who are L1, L2, and L3. Students who are L4 are exited from our program and are monitored for two years.

ELL	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06
Enrollment	1,901	1,634	1,431	1,429	1,256	1,235	1,108	1,018	1,004
Exited	25%	28%	24%	35%	33%	33%	29%	23%	24%

## EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 10}</i>	In Partial Compliance	◀ ▶
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### *Evidence – {continued}*

**Annual Measurable Achievement Objectives (AMAO) -** Title I and Title III of the Elementary and Secondary Education Act (ESEA), include English Language Learners (ELL) in the state accountability system and require states to set performance targets referred to as Annual Measurable Achievement Objectives (AMAOs) for English language proficiency. The AMAO's for English language proficiency must include:

- AMAO-1: Annual increases in the number or percentage of children making progress in learning English.
- AMAO-2: Annual increases in the number or percentage of children attaining English proficiency.
- AMAO-3: The number or percentage of students meeting AMO targets in the reading and math on the MSP ELL cells.

Each district must inform parents of English Language Learners (ELLs) participating in the State Transitional Bilingual Instructional Program (STBIP) and/or Title III if the district did not meet one or more of the AMAO targets for each school year. Notices are to be communicated in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

		AMAO-1 Making Progress			AMAO-2 Attainment of English Proficiency							AMAO-3			
	Met All 3 AMAOs	Students matched	Making progress	Met AMAO 1 target (67.2%)	Unscored	Levels				Total students	% Transitioning	Met AMAO 2 target (7.1%)	Met Reading Proficiency/ Participation	Met Math Proficiency / Participation	Met AMAO 3
						1	2	3	4						
2013-2014	No	1095	77.6%	Yes	16	69	387	953	476	1,901	25.0%	Yes	No	No	No
2012-2013	No	944	81.4%	Yes	7	45	337	792	453	1,634	27.7%	Yes	No	No	No
2011-2012	No	841	80.5%	Yes	16	31	335	706	343	1,431	24.0%	Yes	No	No	No
2010-2011	Yes	787	85.8%	Yes	9	21	269	655	504	1,458	34.6%	Yes	Yes	Yes	Yes

### **ELL Highlights for 2014-15 include:**

- Based on the annual Washington English Language Proficiency Assessment (WELPA), Lake Washington School District met Annual Measurable Achievement Objectives (AMAO) 1 and 2. AMAO 1 results indicate 78% of our ELL students are making progress. AMOA 2 results indicate 25% of English Language Learners (ELL) students scored a Level 4 and exited the ELL program. It is cause for celebration that we are exceeding state expectations with our ELL students.
- The Intervention Program Department is continually researching best practices for English Language Learning, which included appropriate curriculum resources to support our students with core academic classes. New curriculum resources were added to the ELL program at the elementary schools that are directly aligned with the core literacy program, Wonders.
- Due to the continued increase in the number of students who qualify for the ELL program, elementary center programs were added at Wilder, Mead, Smith, Carson, McAuliffe, Blackwell, Sandburg, and Thoreau.
- OSPI adopted new English Language Proficiency Standards (ELPS) correlated with the Common Core State Standards to be used in English Language Learner and general education classes. In spring 2013-14, a team of ELL and Curriculum and Assessment attended professional development on the use of these standards. Throughout the 2014-15 school year, the ELL teachers were introduced to the ELPS to learn how these standards can be applied during ELL instruction.



## EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial  
Compliance



### ***Evidence – {continued}***

#### **ELL Highlights for 2014-15 (continued):**

- New state requirements and funding provided exited ELL students who were struggling academically with additional support, before, during and after school. Five Level Four Facilitators were hired to work across all level and learning communities to support these specific children.

#### **Safety Net**

Lake Washington School District uses a blended funding from federal, state, and local monies to support students who are not at standard as measured by the state MSP, HSPE, and End of Course (EOC) assessment in grades four through twelve. The DIBELS assessment is used to identify students in kindergarten through third grades. Learning plans are mandated by the state for 8<sup>th</sup> grade students not meeting standards in reading, writing, and math. The district requires learning plans for all students enrolled in district Safety Net programs for literacy and math.

Safety Net K-12	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment	2,962	3,484	2,102	2,746	2,880	2,885	2,917	3,056	2,537

#### **Safety Net Highlights for 2014-15 include:**

- Significant professional development continued with the elementary Safety Net teachers over the course of the last two years and focused on the teaching of reading using the newly adopted Wonderworks curriculum materials in correlation with continued professional development using *CORE Sourcebook* which includes both a research-informed knowledge base and practical sample lesson models. It teaches the key elements of an effective reading program—phonemic awareness, decoding, vocabulary development, fluency, and comprehension—in a practical hands-on teacher’s guide. *The Comprehension Tool Kit* provides teachers with an explicit framework and strategies for teaching reading comprehension to students.
- Language Arts and mathematics Safety Net teachers at the elementary and middle school level worked to examine the Common Core State Standards to build success criteria. Success criteria will be used to show students what specific skills are expected to attain proficiency on each of the standards taught during Safety Net classes.
- The Kindergarten Intensive Safety Net (KISN) Program was expanded to include Bell, Keller, Dickinson, Lakeview, and Juanita elementary schools. The program continues to focus on closing the learning gap for students by providing them with prescriptive and diagnostic reading instruction via the use of BURST. BURST is a program that uses progress monitoring results every ten day to adjust the learning outcomes for students based on individual performance data.
- Each summer, we continue to offered a four-week summer program that extends the school year for students in Title 1 schools, students who were below or well-below benchmark on middle of the year (MOY) DIBELS in grades one and two and for elementary ELL students. We expanded the use of BURST during Summer Literacy Camp because of the positive achievement data in the KISN programs.
- Due to the increased student performance of students who were using the BURST program in the KISN program, students who scored well-below benchmark at most schools spent time each receiving instruction outlined in the BURST program.

## EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial  
Compliance



### ***Evidence – {continued}***

#### **Safety Net Highlights for 2014-15 (continued):**

- Middle and high school Safety Net teachers piloted screening and progress monitoring tools in reading and mathematics. This spring, we will bring the selected tools to IMC for approval. Safety Net teachers in middle and high school will use these progress monitoring tools with students in the fall.
- Middle and high school Language Art Safety Net teachers received professional development and coaching throughout the school year on phonic, phonemic awareness, fluency, vocabulary and comprehension. This professional development provided teachers with more strategies and skills to meet the needs of the students they serve.
- **EL 2.1.b is in partial compliance because processes for tracking how we define Safety Net and count enrollment have varied across time. We plan to have this in full compliance by 2015-16 by developing a better system to identify and track students in and out of Safety Net services.**

#### **Special Education**

Special education services are offered to students with disabilities in various settings, including the general education classroom, pull-out services, self-contained classrooms, and in some cases non-public agency school settings. All special education students have an Individualized Education Program (IEP).

Special Ed Preschool - 21	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment *	3383	3379	3250	3186	3,108	2,885	2,751	2,591	2,439

\* Enrollment numbers based on October 1<sup>st</sup> P-223 enrollment reports (Birth – 21).

Preschool 3-5 year old students	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment	422	452	451*	423*	364	333	334	346	381

\* Enrollment number includes 55 fee-based Preschoolers; 31 Ready Start (RS) Preschoolers, 96 Head Start (HS) Preschoolers, 170 special education (RS& HS), and 70 special education Learning Center Preschoolers.

#### **Preschool**

District Preschool currently includes three programs: Ready Start, Head Start, and Special Education. Head Start is for at-risk children based on poverty factors. Ready Start has space available for students on the Head Start waiting lists. Students on an IEP are enrolled in Head Start, Ready Start, or self-contained Learning Centers. The overall enrollments in both Ready Start and Head Start Programs are limited by space availability and funding limitations. Fee-based enrollment opportunities exist for parents who would like their children to participate in an enriched, diverse preschool program at any of our preschool sites.

The overall enrollment capacity for preschool is relatively flat over the last several years due to the limitations of space and funding.

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial Compliance



***Evidence – {continued}***

**Preschool Highlights for 2014-15 include:**

- The 2014-15 school year is the second year of the implementation of the new preschool curriculum we adopted along with the elementary Wonders Literacy curriculum. During the 2013-14 school year, teachers focused on planning and learning the implementation of the Language Arts and Math components of this new curriculum, which is Opening the World of Learning (OWL) curriculum. This school year, all Ready Start and Head Start preschool classrooms are fully implementing the language arts and math curriculum.
- Several teachers initiated planning and learning of OWL science and social studies curriculum. These teachers are developing plans for professional development and pacing guides for social studies curriculum, with input from pilot teachers to be implemented in the 2015-16 school year.
- Our Preschool Learning Center teachers, self-contained programs for preschool students with significant needs, are continuing to implement planning and learning work on the OWL literacy and math curriculum modifications, with planning and pacing guides tailored to the unique needs of the district’s Preschool Learning Center Programs to be implemented in the 2015-16 school year.

## EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial  
Compliance



### ***Evidence – {continued}***

- c) **encouraging innovative or experimental programs, carefully monitoring and evaluating the effectiveness of all such programs and informing the Board annually about their effectiveness**

The district encourages and monitors innovative and experimental programs and informs the Board regarding their progress.

#### **Choice Schools**

Twelve choice schools offer parents and students options of schooling. Choice school characteristics may include: small learning environments, multi-age instruction, international education, environmental education, classical education, and/or STEM education.

Choice Schools Grades 1-12	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment *	1,721	1,418	1,259	1,389	1,471	1,465	1,398	1,309

\* Enrollment numbers based on October 1<sup>st</sup> P-223 enrollment reports

#### **Highlights for 2014-15 include:**

- The Choice Schools continued to use the common application for the 2013-14 school year. The application was available in both English and Spanish. Tesla STEM is now fully subscribed with grades 9 -12.

#### **STEM Signature Programs**

Each of our high schools offers STEM-focused Signature courses and/or Signature programs unique to the school. A Signature course is a one period class where students earn 1 credit. A Signature program is a 2-3 period block of classes where students earn 2-3 credits. Students enrolled in Signature Courses or Signature Programs:

- Earn academic credit required for graduation (1-3 credits);
- Learn through a thematic, interdisciplinary curriculum connected to a career pathway;
- Engage in problem-based learning and industry-based projects; and,
- Learn from both teachers and professionals in the field through community and business-based partnerships.

#### **Washington Network for Innovative Careers Skill Center (WaNIC)**

WaNIC provides advanced-level Career and Technical Education programs based on rigorous academic and industry standards. WaNIC prepares students for career and college readiness and successful entry into high-skill, high-demand careers, and employment. The skills center programs provide dual credit opportunities (both high school and college credit) and/or lead to industry certification.

**EL-7 Academic Program**

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial Compliance



***Evidence – {continued}***

WaNIC Skills Center programs are delivered through a system of satellite and branch campuses in six of our seven participating districts. Lake Washington School District serves as the host district.

School District	Skill Center Courses	High School Location	2014-15 Student FTE	2013-14 Student FTE	2012-13 Student FTE	2011-12 Student FTE
<b>Bellevue</b>	Automotive Technology	Bellevue High School	179	171	165	167
	Cisco Networking	Newport High School				
	Culinary Arts	Newport High School				
<b>Issaquah</b>	Sports Medicine/ Athletic Training	Issaquah High School	42	38	33	0
<b>Lake Washington</b>	Dental Careers	LWIT	143	169	161	128
	DigiPen Animation	DigiPen				
	DigiPen Draft	DigiPen				
	DigiPen Video Game Design	DigiPen				
	Fire & EMS	LWIT				
	Health Science Careers	LWIT				
Medical Careers	LWIT					
<b>Mercer Island</b>	International Entrepreneurship	Mercer Island High School	0	28	27	17
<b>Northshore</b>	Advance Auto. Tech. Composites Health Science Careers	Bothell High School	70	37	17	23
<b>Snoqualmie Valley</b>	Culinary Arts	Mt. Si High School	1	0	2	8

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial Compliance



**Evidence – {continued}**

**Integrated Honors**

Prior to reconfiguration to 6-8 middle schools, junior high schools had varying approaches for providing honors curriculum for students. Some schools offered a standalone Honors Language Arts/Social Studies class for 30 students. Some schools offered Honors curriculum through an integrated approach whereby all students could opt-in to Honors curriculum offered in the general Language Arts/Social Studies classroom setting. One school did not offer any Honors curriculum. During planning for reconfiguration to 6-8 middle schools, the decision was made to shift all middle schools to the Integrated Honors approach in Language Arts/Social Studies.

An evaluation of integrated honors will take place during the 2014-15 school year to determine the level of implementation and whether adjustments needs to be made to the middle school Honors program.

**Highlights for 2014-15 include:**

- STEM Signature courses and programs are being implemented in all of our high schools
  - Emerson - Food and Sustainability
  - ICS – Engineering Grand Challenges
  - Juanita High School - Global Health
  - Lake Washington High School – Engineering: Design Your World
  - Redmond High School - Global Health: Policies, Problems, and Solutions
  - TESLA STEM High School
    - Environmental Engineering and Sustainable Design
    - Forensics/Psychology
    - Biomedical Engineering
    - Advanced Physics / Global Engineering
- A STEM-focused grant from Lake Washington Schools Foundation supported continued development of each high school’s STEM Signature program as well as paid for a three-day session of Problem-Based Learning (PBL) facilitated by the Illinois Institute of Science and Mathematics (IMSA). In 2013-14, approximately 20 high school teachers participated in this learning. PBL is a key aspect of teaching and learning in STEM-focused programs of study.
- Currently, there are 91 total middle school students earning an Honors distinction in LA/SS on their report card.

## EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial  
Compliance



### *Evidence – {continued}*

#### **d) ensuring a climate that is characterized by support and encouragement for high achievement**

##### **Overview**

Lake Washington School District has in place a variety of programs to meet the needs of students by ensuring a climate that is characterized by support and encouragement for high achievement. These programs have one strategy designed to respond to critical question #4: *How will we respond when some students already know it?* District programs include Quest, Advanced Placement (AP), and Running Start.

##### **Parent and Community Data:**

The charts below provide parent and community information from the December 2009-February 2013 LWSD Community Perception Survey of parents and community members:

% agreement that “Schools create a climate of support and encouragement for high achievement”						
Community phone survey		5	4	3	2 or 1	Mean
3/09-5/10	Have a child in LWSD	25	47	21	6	<b>3.9</b>
	Don't have child in LWSD	25	48	14*, ^	13	<b>3.8</b>
3/11-5/11	Have a child in LWSD	38*, ^^	32*, ^^	24	6	<b>4.0</b>
	Don't have child in LWSD	39*, ^^	28	25	8	<b>3.9</b>
3/12-5/12	Have a child in LWSD	28	47	21	4	<b>4.0</b>
	Don't have child in LWSD	28	39	25	8	<b>3.8</b>
3/13-5/13	Have a child in LWSD	31^	41	18	9	<b>3.9^</b>
	Don't have child in LWSD	28	45^	19	8	<b>3.9^^</b>
3/14-5/14	Have a child in LWSD	31	42	21	6	<b>4.0</b>
	Don't have child in LWSD	32^^	41	19*	8	<b>4.0*, ^^</b>

\* = Significant difference vs. January 2005

\*\*= Significant difference vs. those who have a child in LWSD

^ = Significant difference vs. preceding survey

^^ = Significant difference vs. March 2006

N= 189 in 2014, 189 in 2013, 215 in 2012, 213 in 2011, 194 in 2010

**EL-7 Academic Program**

**Executive Limitation:** The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial Compliance



**Evidence – {continued}**

**Highlights of the Data:**

- Results were directionally improved in this area. There seems to be a trend toward higher levels of agreement among those who don't have a child in LWSD.

<i>Annual Web Surveys</i>	% agreement that “My school creates a climate of support and encouragement for high achievement.^”					
	2014	2013	2012	2011	2010	2009
Secondary Students	62%	63%	60%	56%	56%	56%
Staff overall	89%	89%	88%	88%	89%	90%
Certificated staff	90%	92%	93%	90%	91%	91%
Classified staff	84%	81%	84%	81%	88%	87%

^% giving one of top two answers – agree or strongly agree (4 or 5 on a scale of 1-5).

Student n=1,880 in 2008; 3,513/2009; 2,528/2010; 1,405/2011; 2,002/2012; 2,213/ 2013; 3,449/2014

Staff overall n=1,128 in 2008; 1,471/2009; 938/2010; 1,110/2011; 1,377/2012; 1,025/2013; 1,522/2014

Certificated staff n=773/2008; 1,040/2009; 677/2010; 772/2011; 1,017/2012; 729/2013; 1127/2014

Classified staff n=355/2008; 432/2009; 261/2010; 320/2011; 335/2012; 230/ 2013; 395/2014

**Highlights for 2014-15 include:**

- Staff results are generally unchanged while there may be a general upward trend for student agreement with this item.

**Highly Capable/Quest**

The Highly Capable/Quest Program for grades K-8 is designed to meet the learning styles and needs of highly capable students who have been assessed to have exceptional intellectual, academic, and creative ability. Enrollment numbers are from OSPI Highly Capable End of Year Report.

The K-1 Highly Capable program provides math enrichment in the areas of number sense, problem-solving, and logical reasoning through challenging activities that encourage divergent and creative thinking. The Elementary Quest Full Time program accelerates the curriculum in literacy and math and enriches the curriculum in science and social studies. The Elementary Quest Enrichment Pull-out Program enhances the curriculum with an emphasis on higher-level thinking skills.

The Middle School Quest Program enhances the curriculum by providing high academic challenge, greater breadth and depth of learning, and raising expectations for student achievement.



## EL-7 Academic Program

**Executive Limitation:** The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial  
Compliance



### *Evidence – {continued}*

The chart below reflects nine years of Quest enrollment data:

Quest Enrollment*	2014-15	2013-14	2012-13	2011-12	2010--11	2009-10	2008-09	2007-08	2006-07
Total Elementary	852 <sup>^</sup>	593	587	802	834	842	830	731	669
Middle**	295	276	245	165	191	175	155	118	135
<b>Total Program</b>	<b>1,147</b>	<b>869</b>	<b>832</b>	<b>967</b>	<b>1,025</b>	<b>1,017</b>	<b>985</b>	<b>849</b>	<b>804</b>

\* Gender representation in 2013-14 is 51% male and 48% female compared to 2011-12 53% male and 47% female)

\*\* Was formerly junior high school

<sup>^</sup> Includes K-1HC Services

Ethnic representation in the Quest Program for the past three years is as follows:

Ethnicity	Change from 11-12 to 13-14	Total 13-14	Total 12-13	Total 11-12	Middle School 13-14	Middle School 12-13 <sup>^</sup>	Junior High 11-12	Grade 2-5 <sup>^</sup> 13-14	Grade 2-5 <sup>^</sup> 12-13	Grade 1-6 11-12
Asian	+8%	61%	56%	53%	56%	56%	48%	63%	56%	54%
Black	0%	>1%	>1%	>1%	>1%	0%	0%	>1%	>1%	>1%
Hispanic	-1%	>1%	>2%	>2%	1%	>2%	>2%	1%	>1%	2%
Native Am	0%	>1%	>1%	>1%	>1%	>1%	>1%	>1%	>1%	>1%
White	-11%	32%	37%	43%	32%	37%	49%	32%	38%	43%
Other*	+3%	4%	6%	n>1%	7%	6%	n/a	4%	5%	1%

\* now more than one race

<sup>^</sup> now Grades 2-5 and Grades 6-8

### Highlights for 2014-15 include:

- Services for Kindergarten and Grade 1 Highly Capable students began
- We continue to test all first grade students for Quest, and it appears we have eliminated the underrepresentation of females in Quest programs with universal testing. Ethnic data continues to show overrepresentation of Asian students when compared to our general population.

## EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial  
Compliance



### *Evidence – {continued}*

#### Advanced Placement (AP®)

Courses provide students the opportunity to take high school courses consistent with the requirements of post-secondary institutions and to earn credit or advanced placement at most of the nation's colleges and universities. AP® courses are taught by specially trained high school teachers who follow rigorous course guidelines that are developed, published, and audited by the College Board. Enrollment continues to go up. Pass rates continue to remain high. Enrollment numbers are from October class counts.

The chart below displays nine years of AP program enrollment data:

AP Enrollment**	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
<b>Total Program</b>	4,339	4,272	3,777	3,670	3,177	2,966	2,694	2,396	2,358

\* Enrollment numbers represent instances of enrollment versus individual head count; students may be enrolled in more than one AP course or student may take an exam and not the AP course

Students enrolled in AP courses have the opportunity to obtain college credit by passing AP national examinations given in May.

The chart below displays eight years of AP enrollment, exam participation, and pass rate data:

AP	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment *	4,272	3,777	3,470 <sup>^</sup>	3,177	2,966	3,157	2,696	2,358
Exams	3,496	3,104	2,803	2,731	2,599	2,406	2,060	1,669
Pass %	80%	76%	79%	77%	80%	78%	80%	81%

\* Enrollment numbers represent instances of enrollment versus individual head count; students may be enrolled in more than one AP course, or student may take an exam and not the AP course. <sup>^</sup> Data entry error corrected from spread sheet to report - last year listed this number as 3,670.

The chart below displays nine years of AP course enrollment\* by high school:

High School	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Eastlake	697	729	669	669	618	544	539	567	476
ICS	136	207	236	291	279	203	199	233	188
Juanita	665	772	686	662	614	558	731	479	429
Lake Washington	832	896	823	728	595	764	697	741	548
Redmond	1,056	1,120	1,169	1,120	1,071	897	991	677	717
Tesla STEM	953	570	194						

\* Enrollment numbers represent instances of enrollment versus individual head count; students may be enrolled in more than one AP course.

## EL-7 Academic Program

**Executive Limitation:** The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial  
Compliance



### *Evidence – {continued}*

The chart below shows numbers of individual students taking AP courses by high school and WaNIC:

High School	2013-14 number*	2013-14 Percent of School Population Comprehensive HS grades 9-12	2012-13 Number*	2012-13 Percent of School Population Comprehensive HS grades 9-12	2011-12 Number*	2011-12 Percent of School Population Comprehensive HS grades 9-12
Emerson			1		1	-
Eastlake	359	24%	259	16%	390	30%
Emerson K-12			6	-	2	-
ICS	69	33%	89	24%	117	33%
Juanita	292	22%	280	22%	383	41%
Lake Washington	370	27%	372	27%	351	38%
Redmond	415	23%	320	18%	506	35%
Tesla STEM	246	57%	138	58%	-	-
WaNIC	31		52	-	35	-

\* June 2013 disaggregation of AP for OCR purposes; AP enrollment data 2012.13 and 2013.14

Through recruitment and teacher recommendation, efforts are being made to address the under-representation of certain minority populations. Ethnic and gender representation for students who have taken AP exams is as follows:

Student Profiles	District Total 2014*	2014^	2013^	2012^	2011	2010	2009	2008	2007	2006
Male	51.8%	48%	48.1%	46%	47%	48%	48%	47%	53%	51%
Female	48.2%	52%	51.9%	54%	53%	52%	52%	53%	47%	49%
<b>Ethnicity</b>										
African-American	1.6%	1.4%	1.2%	1.6%	2%	2%	1%	1%	1%	0%
Asian	20.1%	24.7%	28.3%	21.3%	17%	22%	23%	22%	21%	20%
Caucasian	61.4%	61.1%	60.6%	67.8%	73%	66%	65%	66%	69%	68%
Hispanic	10.2%	4.8%	4.6%	3.6%	5%	4%	5%	3%	3%	3%
Native American	0.2%	0.6%	0.6%	0%	1%	0%	0%	0%	0%	0%
Other	6.5%	5.8%	3.8%	4.5%	N/A	3%	5%	4%	4%	6%
Not Stated	N/A	1.4%	0.7%	1%	N/A	3%	2%	3%	2%	3%

^ College Board Data

\* OSPI website

## EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial  
Compliance



### *Evidence – {continued}*

#### **Enrollment in STEM-related AP courses**

We continue to see an increase in enrollment in STEM-related AP courses. The chart below shows the AP STEM-related enrollment data for the past four years:

STEM-related AP Course	2014-15 District enrollment	2013-14 District enrollment	2012-13 District enrollment	2011-12 District enrollment
AP Biology	228	299	195	152
AP Calculus AB	511	498	357	389
AP Calculus BC	198	143	137	138
AP Chemistry	379	279	311	287
AP Comp Science	240	106	97	91
AP Environmental Science	350	336	434	296
AP Physics	103	56	26	26
AP Physics C	127	57	49	98
AP Statistics	245	240	233	183
Total	2,381	2,014	1,839	1,660

#### **Highlights for 2014-15 include:**

- Total AP course enrollment has increased 15% since 2011-12
- Total AP STEM course enrollments have increased by 44% since 2011-12
- LWSD was on the AP Honor Roll for our 2014 80% pass rate and growth in diversity
- Common AP program menu in STEM areas at comprehensive high schools are listed above. This year exceptions were AP Biology and AP Computer Science at JHS and both will be added at JHS next year.
- New textbooks for AP Biology, AP Chemistry, AP Physics 1& 2, AP Physics C, AP Statistics, and AP Environmental Science were adopted.

#### **Running Start**

This program provides 11<sup>th</sup> and 12<sup>th</sup> grade high school students with the opportunity to take college-level courses at participating community, technical and state colleges, and universities. As an alternative way for students to transition from high school to college, Running Start offers a challenging option for students who may perform better in a college setting than in that of a traditional high school. Additionally, flexibility in scheduling allows Running Start students to meet a variety of other commitments for their education, including employment and family responsibilities.

Running Start	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment *	304	299	315#	324	287	287	281	259

\* Enrollment numbers based on October 1<sup>st</sup> P-223 enrollment reports

# Number corrected for 2011-12. Originally reported as 299

## EL-7 Academic Program

**Executive Limitation:** The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial  
Compliance



### ***Evidence – {continued}***

#### **College in the High School**

Through the College in the High School Program, students complete and earn college credit in their high school classrooms and with their high school teachers. Students and teachers use college curriculum, activities, texts, tests, and grading scales. Students earn a final grade over time. Students receive recognition for their college work at most public institutions and many private institutions. There is a fee for earning credits in these courses, but it is reduced from the cost of taking equivalent courses at a college.

School	College in the High School courses	Number of students enrolled 2013-14
Eastlake	UW Astronomy	33
	UW Calculus (124)	30
	UW Composition and Ethnic Lit	42
	UW CSE 142	10
	UW Pre-Calculus	84
	UW Psychology 101	33
Juanita	Japanese 3	7
	STEM English 11	4
	STEM English 12	11
Lake Washington	AP Calculus AB	42
	AP C Calculus BC	4
	AP Literature & Composition	48
	UW Composition and Environ Lit	11
Redmond	AP Computer Science-JAVA	76
Tesla STEM	AP Psychology	15
	Computer Science	133
	Forensic Science	44
	Sustain Design and Enviro Engineer	49
	UW Pre-Calculus	125

\* Secondary Grade File

- **EL 2.1.b is in partial compliance because all of the recommendations from the Highly Capable Program Review have not yet been fully implemented. We plan to have this in full compliance by 2015-16.**

EL-7 Academic Program

**Executive Limitation:** The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial Compliance



**Evidence – {continued}**

**e) considering the class size and organization as important components of the instructional program.**

The district has in place a staffing formula that drives class sizes across the system. The staffing formula applies to all schools and represents priorities that have been established. These priorities include:

- Reducing K-1 class size across all schools to support early learning;
- Providing Title I resources to support schools with the highest academic needs. These resources provide staffing to reduce class size during core academic instructional time which is generally accomplished through regrouping for like instructional needs. This has been targeted at literacy and math;
- Using other class size reduction efforts to assist students performing below standard. For these students, reading and writing instruction is provided in much smaller groups than our regular classes. Class sizes grow as students become older;
- Addressing special education class sizes and caseloads to provide an equitable and manageable case load for staff; and,
- Making class configuration decisions at the elementary level by the building principal to best balance class size issues.

Although we have experienced significant reductions in funding from the state, we have maintained priorities for our class size ratio through local budget reductions and local revenue increases.

## EL-7 Academic Program

**Executive Limitation:** The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

3. Develop and implement a process for continuous improvement of every school, classroom, and individual student.

In Partial  
Compliance



### *Evidence*

The Continuous Improvement Process (CIP) Plan and the related district, building and classroom level efforts focus on student learning improvement in every school. Each school develops their CIP Plan with measurable goals. The table below highlights CIP-related efforts by month:

Month	Efforts
August	Large Scale Assessments downloaded into Data Dashboard.
	Building staffs begin to review data prior to the start of school to finalize student placement into support or enrichment programs.
September	Building staffs reflect and analyze previous year's goals and action plans against the Large Scale State Assessment results.
	Buildings staffs use Learning Enhancement and Academic Planning (LEAP) Wednesdays to meet in grade level/content teams to write reflection and analysis for Continuous Improvement Process (CIP) plans. Schools use the Data Dashboard to access student achievement data to reflect on progress goals that are specific, measureable, achievable, realistic, and timely (SMART).
September- May	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing.
October	Part 1: Reflection and analysis due to Directors of School Support.
November	Part 2: Building staffs use LEAP Wednesdays to write SMART goals for 2013-14 year using.
	Part 2: Current CIP goals due to Directors of School Support.
December- June	Building staffs continue to use LEAP Wednesdays to meet in content or grade level teams in order to: write unit/lesson plans, develop common assessments, and examine student work/outcomes/results.
January	Directors of School Support write a summary of their Learning Community results CIP Plans and Learning Community summaries are submitted to the Board.
January-June	Directors of School Support meet with each building administrator and leadership team to discuss progress towards meeting CIP goals, which leads to evaluation in June.
February- March	Staffs complete the "9 Characteristics of Effective Schools" survey. (Taken each year to provide direction for developing Perception Goals in the spring).
March-April	Students participate in state testing.
May	Using the last full day LEAP, staffs review the work of the year and begin setting goals for the following year. In addition, staffs review preliminary 9 Characteristics results to set goals for the following year.

**EL-7 Academic Program**

**Executive Limitation:** The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

3. Develop and implement a process for continuous improvement of every school, classroom, and individual student.

In Partial  
Compliance



***Evidence- {continued}***

**Highlights for 2013-14 include:**

- Directors of School Support and principals work to align goal setting processes for CIP and student growth goals as appropriate.
- Directors of School Support continued this year to write a summary of their Learning Community results. Summaries were submitted to the Board.

**EL.7.3 is in partial compliance because we have not yet fully developed and implemented parent and student data views as part of the overall CIP efforts. Given the interdependencies of this effort with our overall technology infrastructure improvement efforts, a concrete timeline for bringing EL.7.3 into full compliance is yet to be established.**

4. Ensure that all instructional programs are regularly evaluated and modified as necessary to assure their continuing effectiveness.

In  
Compliance



***Evidence***

As part of the regular Curriculum Adoption & Assessment Cycle work, all curricular content areas undergo a review process. In addition, we review district programs as part of state and/or federal program reviews or when our review of data gives cause for review.

**Highly Capable/Gifted (Quest and AP) Programs Review**

In 2012-13, as part of the district strategic plan, a program review of Highly Capable Program began. Efforts continue in this area.

**Career and Technical Education (CTE) Program Review**

Every offering is reviewed once every four years as required by OSPI.

**Intervention Programs Review**

In 2012-13, as part of our district strategic plan, a program review of Intervention Programs, ELL, Safety Net, and Title I began. Efforts continue in this area.

**Preschool Program Review**

In 2012-13, as part of our district strategic plan, a program review of Preschool was conducted. Efforts continue in this area.

**Special Services Program Review**

In 2014-15, a program review of Special Education and 504 services began. Efforts continue in this area.



**EL-7 Academic Program**

**Executive Limitation:** The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

5. Ensure that the instructional program includes all legally required courses and programs.

In Partial  
Compliance



***Evidence***

Programs are monitored on an annual basis to ensure compliance with district and state requirements. Currently, all programs are in compliance with the exception of Physical Education minutes. The legal references for this requirement include:

- WAC 180-16-200 Total Instructional Offerings
- WAC 180-16-210 K-3/4-12 Student to Classroom Teacher Ratio
- WAC 180-16-210 Minimum 180-Day School Year
- WAC 180-50-115 Mandatory areas of study in the common school.
- RCW 28A.230.130 Program to help students meet minimum entrance requirements at baccalaureate granting institutes.
- WAC 392-170-080 Educational program for highly capable students.
- WAC 392-172-160 Individualized education programs
- RCW 28A.250.050 Student access to online courses and online learning programs

The legal requirement for Physical Education is 100 minutes. LWSD provides 60 minutes for elementary students. There are no plans to address this issue due to resource constraints. *{See note below.}*

We complete an annual Basic Education Report to ensure compliance with district and state requirements.

**NOTE:**

*According to RCW 28A.230.040, every pupil attending grades one through eight of the public schools shall receive instruction in physical education as prescribed by rule of the superintendent of public instruction: PROVIDED, That individual pupils or students may be excused on account of physical disability, religious belief, or participation in directed athletics. WAC 392-410-136 further specifies that an average of at least one hundred instructional minutes per week per year in physical education shall be required of all pupils in the common schools in the grade school program (grades 1-8).*

*LWSD provides sixty minutes of physical education per week for grades 1-5, and provides approximately 250 minutes of physical education per week, for a semester each year, for grades 6, 7 and 8. Therefore, LWSD meets and exceeds the one hundred minute average for grades 6, 7 and 8, but due to inadequate funding from the state, we are not able to fully meet this one hundred minute requirement for elementary grades.*

- **EL.7.5 is in partial compliance because WAC 180-50-135 requires that K-6 students receive the average of 100 minutes per week of instruction in PE each year. Currently, our K-5 students receive an average of 60 minutes per week. We have no plans at present to bring this into compliance.**

EL-7 Academic Program

**Executive Limitation:** The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

6. Ensure that the Board is informed of any deletions of, additions to, or significant modifications of any instructional programs.

In  
Compliance



***Evidence***

The Board has been informed in deletions of, additions to, or significant modifications to any instructional program. This includes informing the Board of a significant change in major curricula, adoption, or major program offerings. This does not include increases or decreases in offerings in one or several buildings due to enrollment changes or registration changes.

I certify the above to be correct as of May 4, 2015.

\_\_\_\_\_  
Traci Pierce, Superintendent