



ER-1 MONITORING REPORT PRESENTATION

LWSD Mission and Vision

May 20, 2019





Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society.

LWSD MISSION





LAKE WASHINGTON SCHOOL DISTRICT VISION

Every Student Future Ready:

- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success

Statement of Policy Compliance:

Sufficient evidence exists to demonstrate that:

- *Part 1: on-time and extended graduation rates,*
- *Part 2: dual credit and AP enrollment and success,*
- *Part 3: post-secondary enrollment;*

of the Ends Policy has been achieved for the All students group and some student groups, evidence demonstrates only reasonable partial achievement for some student groups.

Highlighting Strategies to Achieve Results

Current strategies include:

- *Building Continuous Improvement Process (CIP) Plans, Data Displays, Data Analysis*
- *High School and Beyond Plan/Transition Plan*
- *College Bound Enrollment and Support*
- *Equity Efforts*
- *18-21 Transition Program*
- *7-Period High School Schedule*

Strategies being evaluated/planned include:

- *School Start Times*
- *Multi-Tiered Systems of Support (MTSS)*

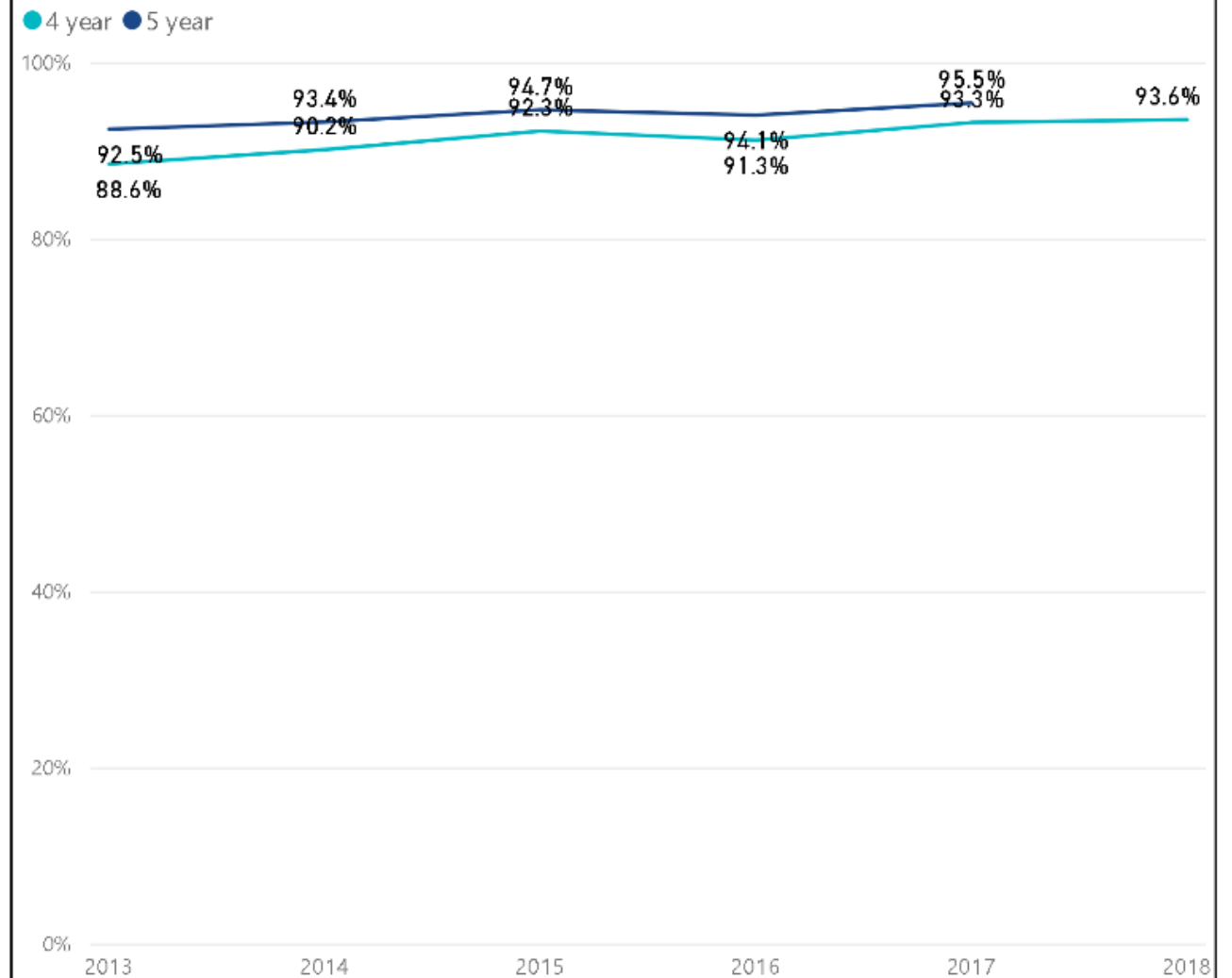


PART 1: ON-TIME AND EXTENDED GRADUATION

On-time and Extended Graduation



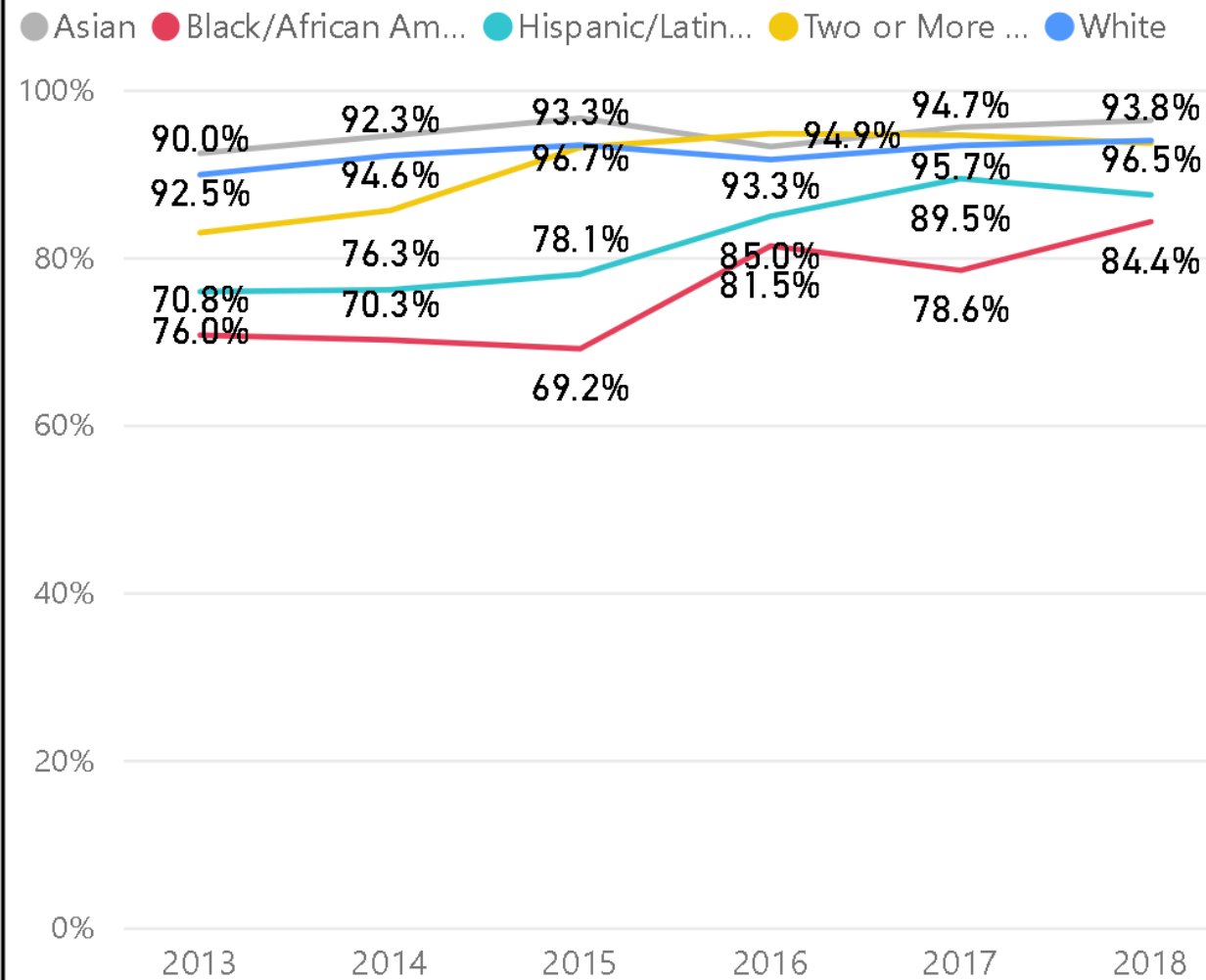
Graduation Rates



On-Time Graduation: Race/Ethnicity



4-year Graduation Rates

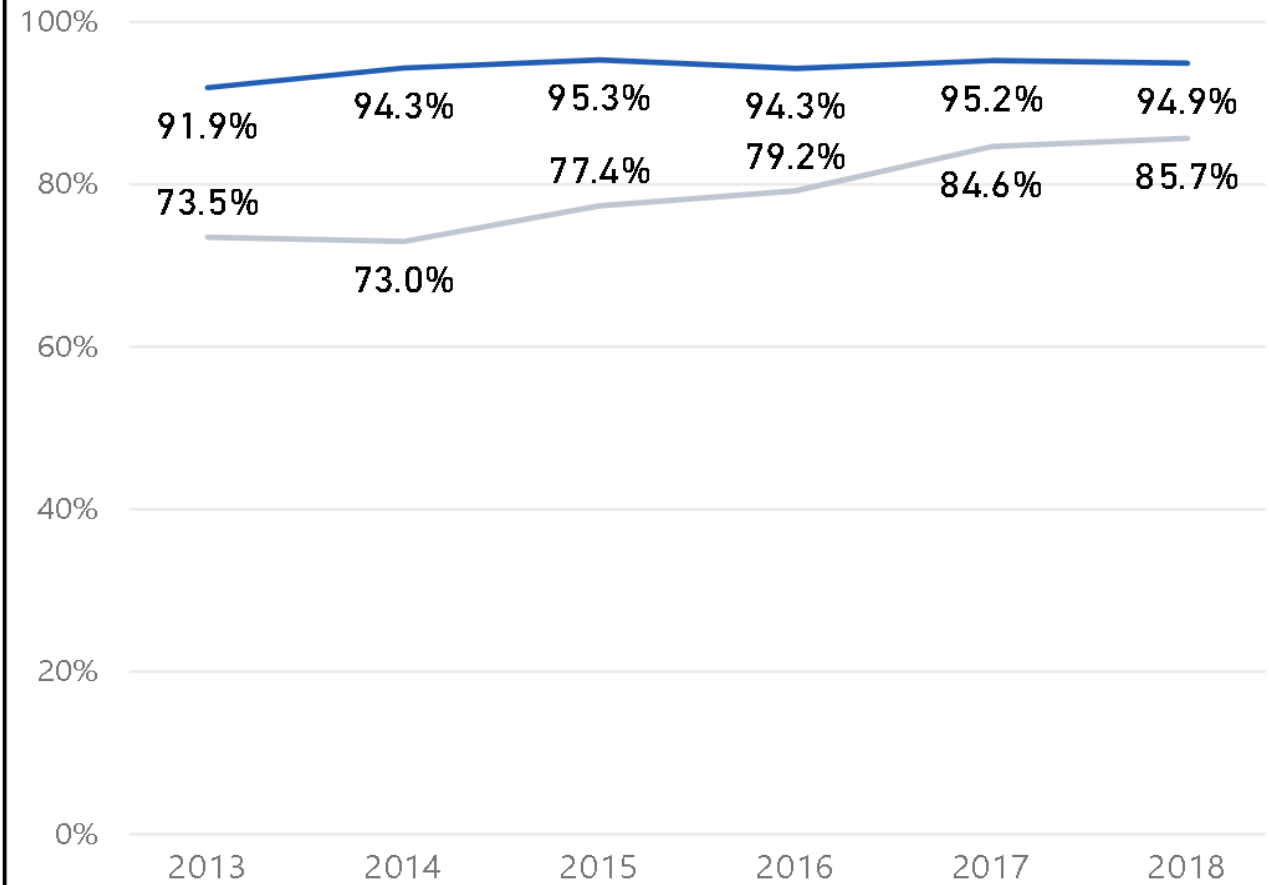


On-Time Graduation: Students Living in Low Income Households



4-year Graduation Rates

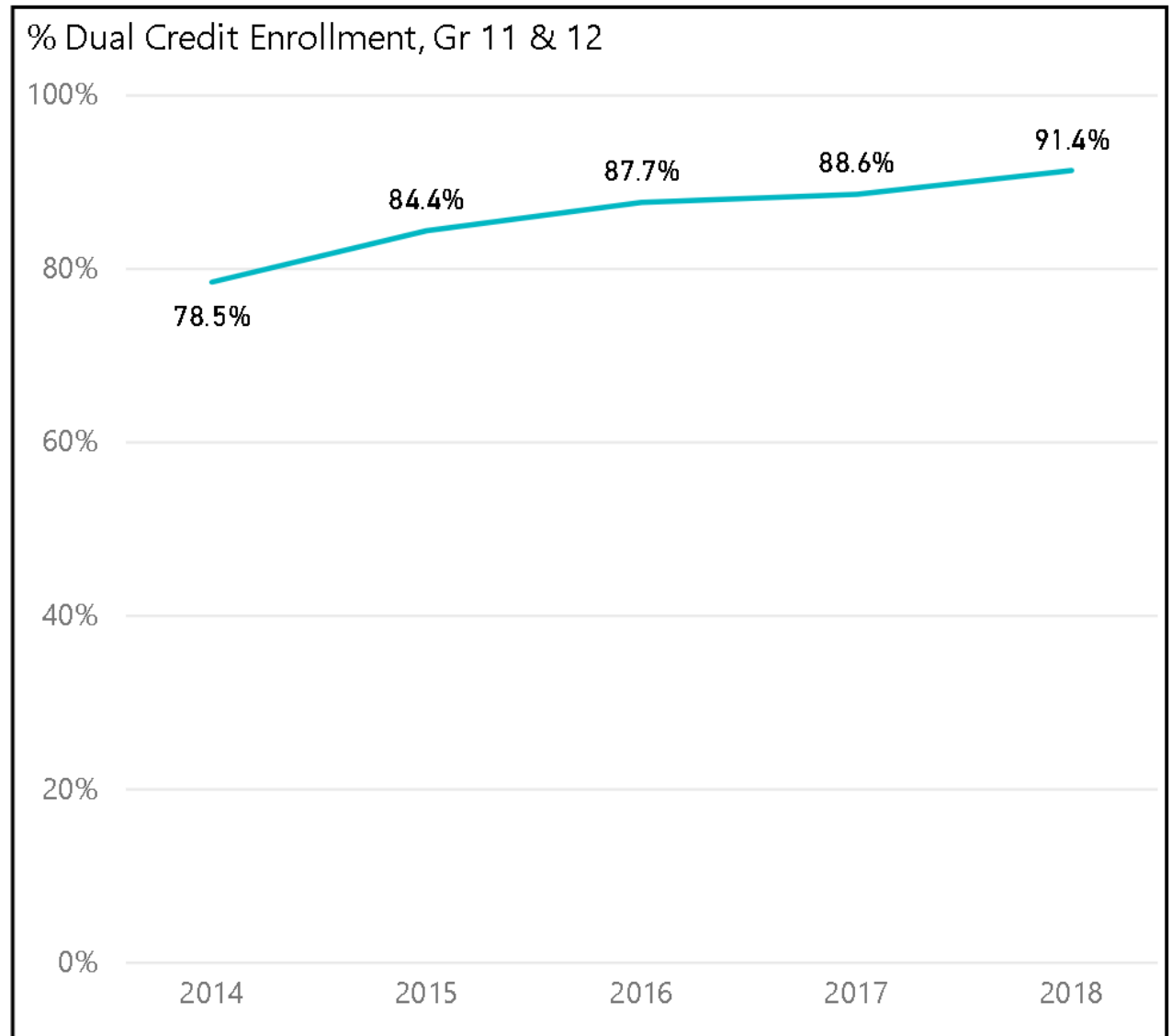
● Non-Low Income ● Low Income



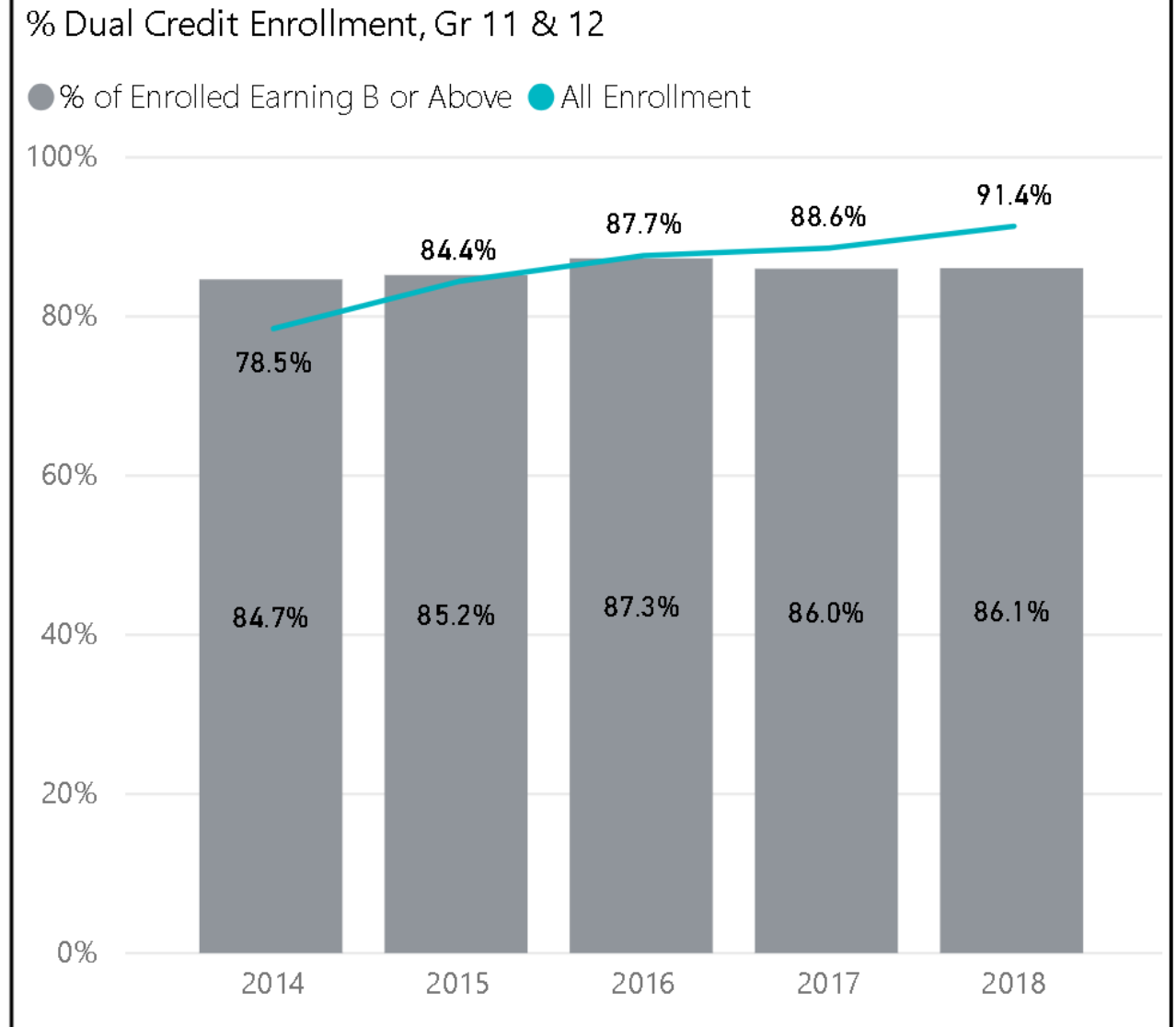


PART 2: DUAL CREDIT AND AP PARTICIPATION AND SUCCESS RATES

Dual Credit Participation



Dual Credit Enrollment Compared to Success Rates

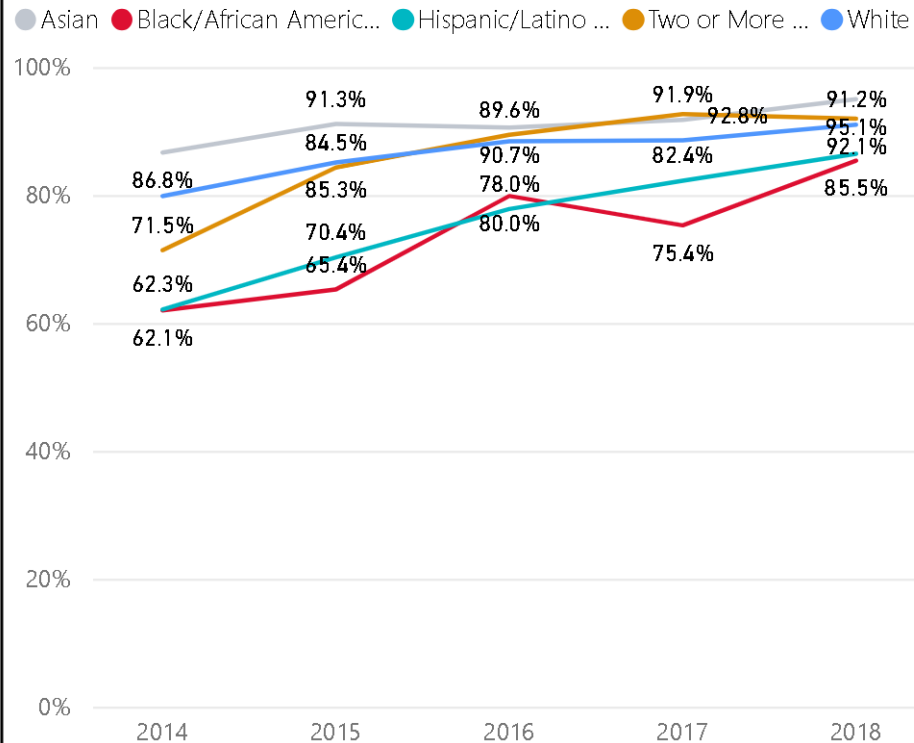


Dual Credit Enrollment

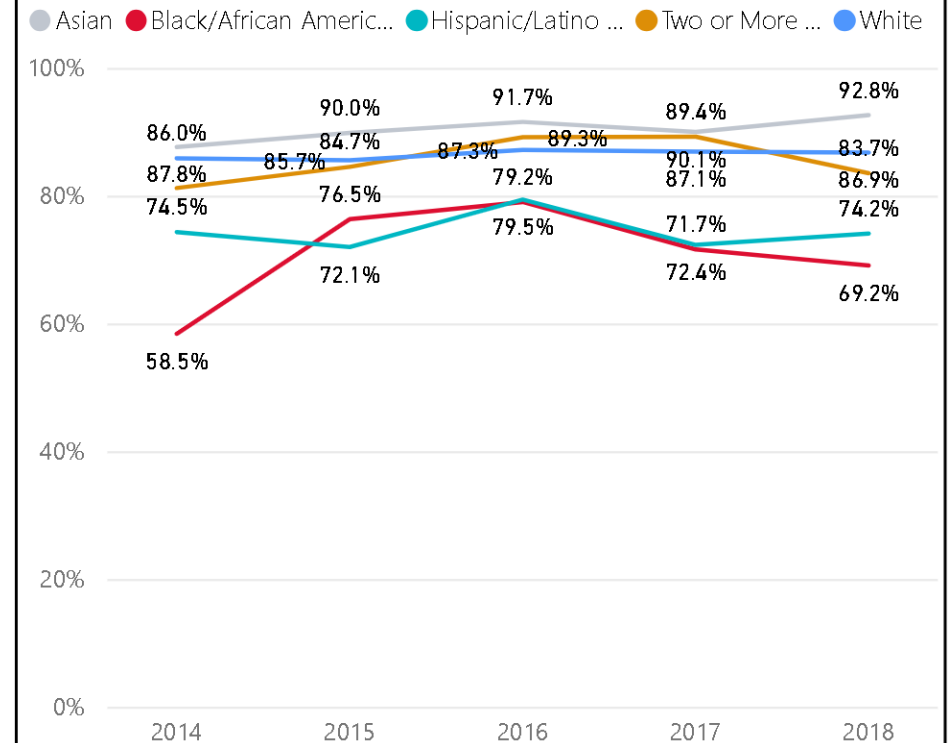


Race/Ethnicity

% Dual Credit Enrollment, Gr 11 & 12



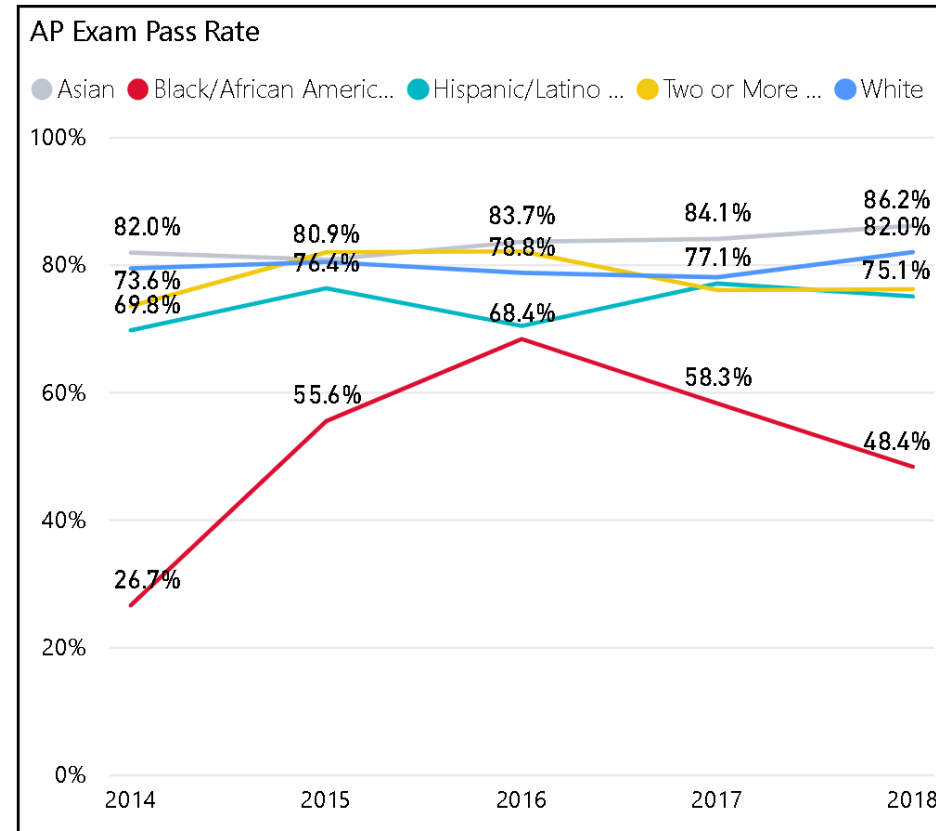
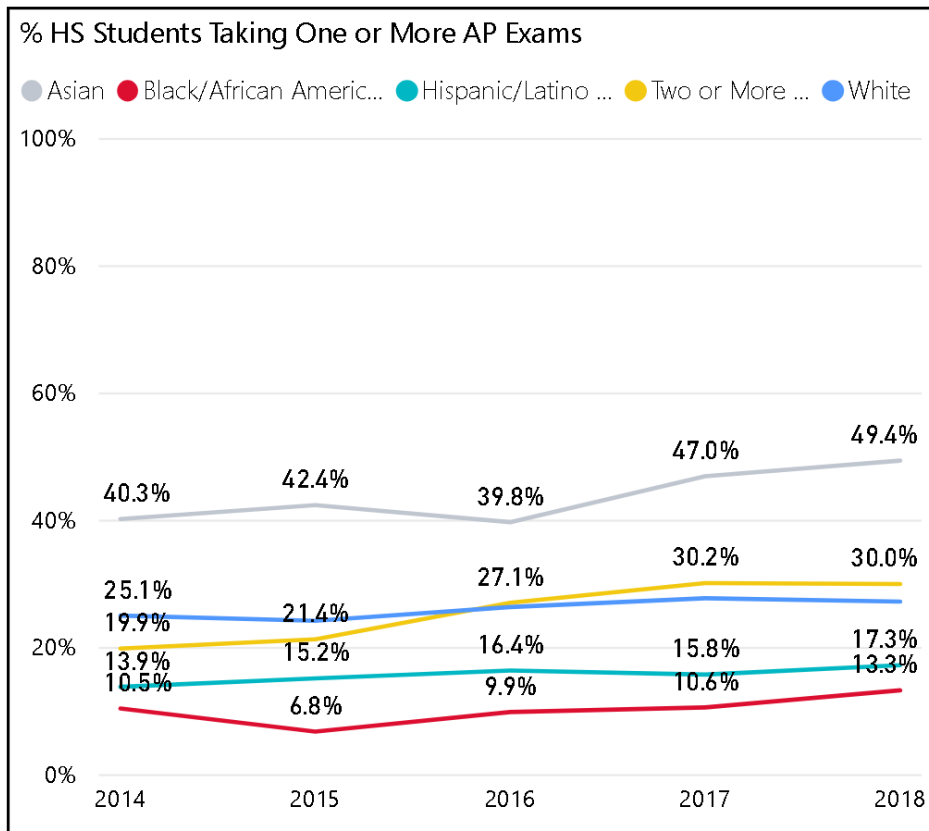
% Dual Credit Students Earning B or Above, Gr 11 & 12



AP Enrollment and Exam Passage Rates



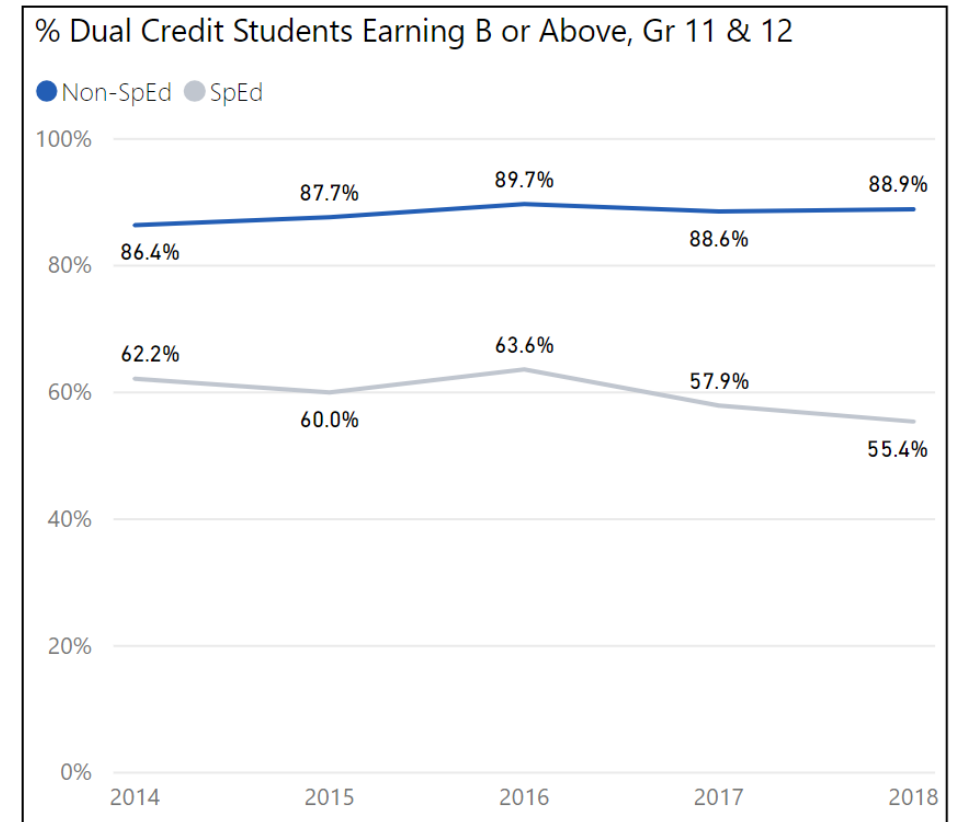
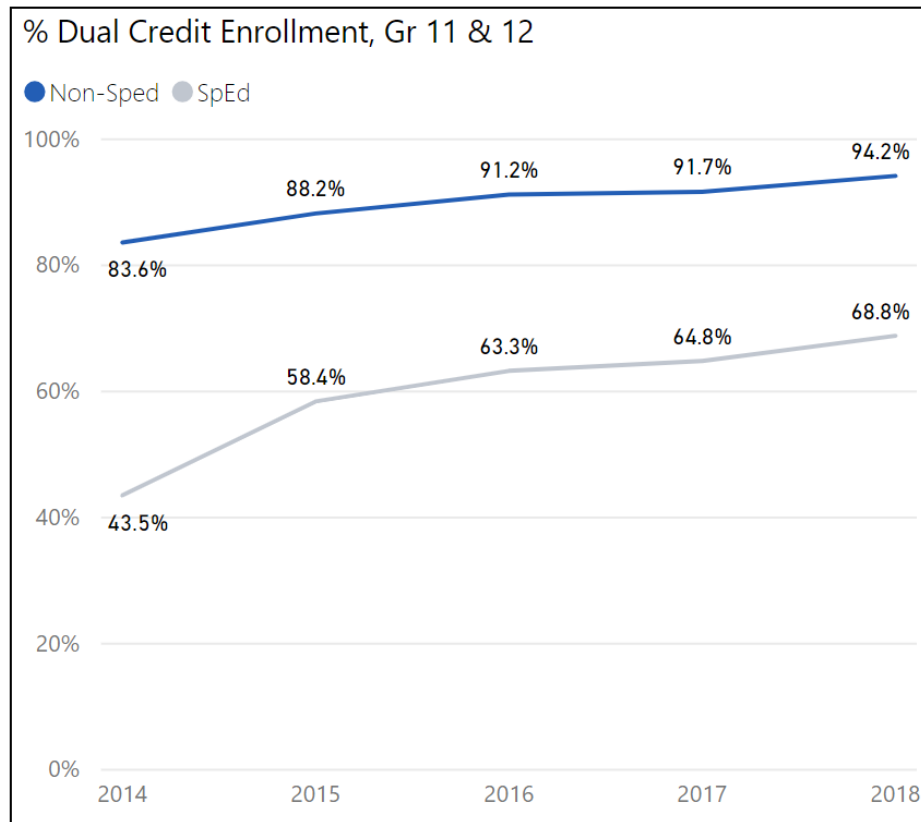
Race/Ethnicity



Dual Credit Enrollment



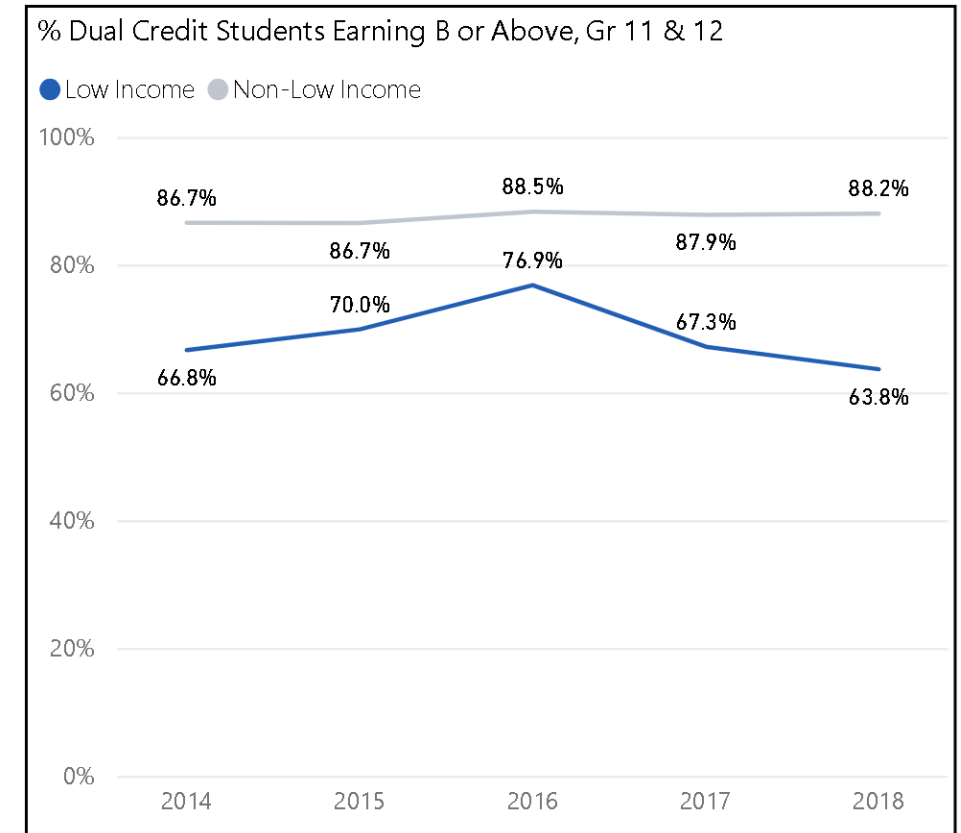
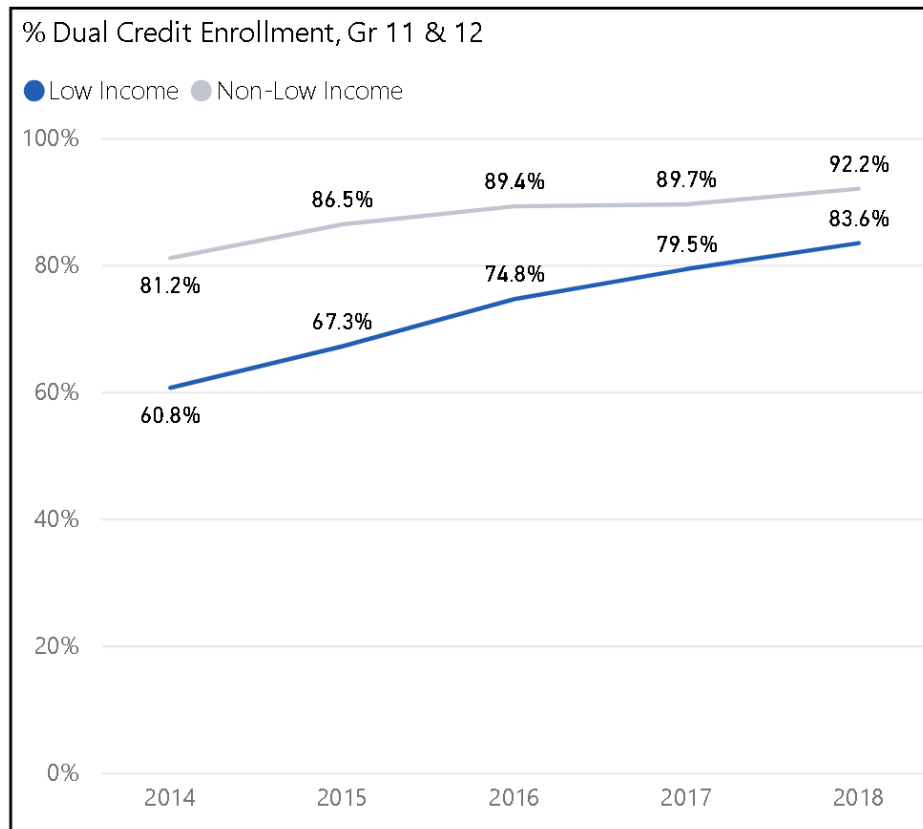
Students Receiving Special Education



Dual Credit Enrollment

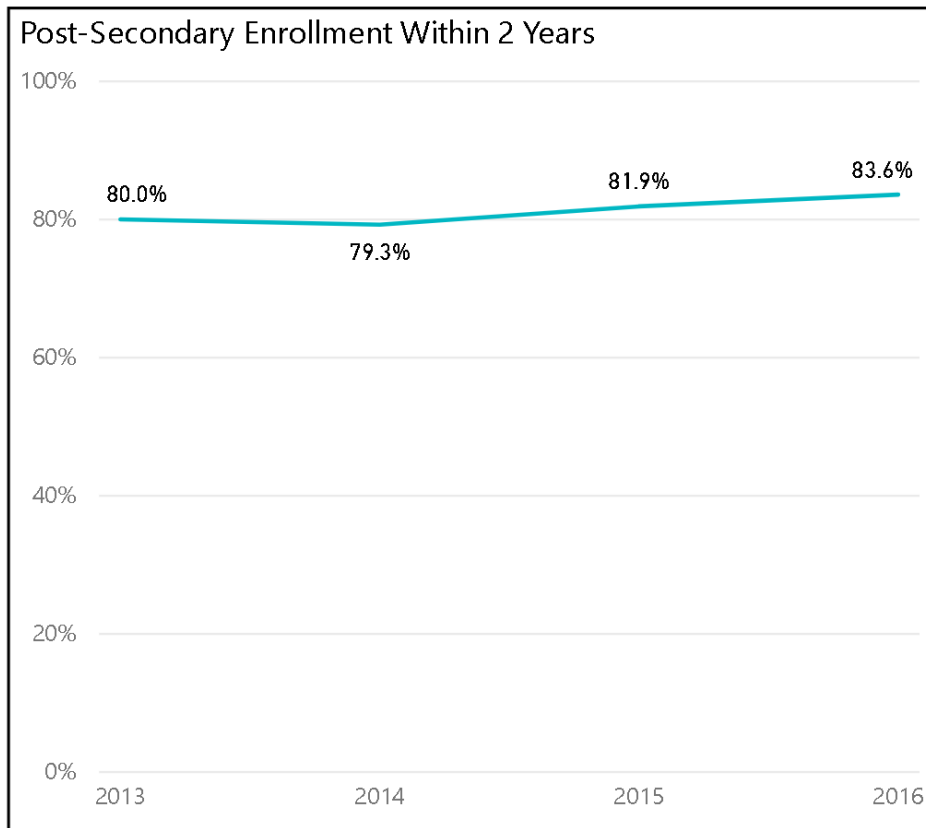


Students living in Low Income Households



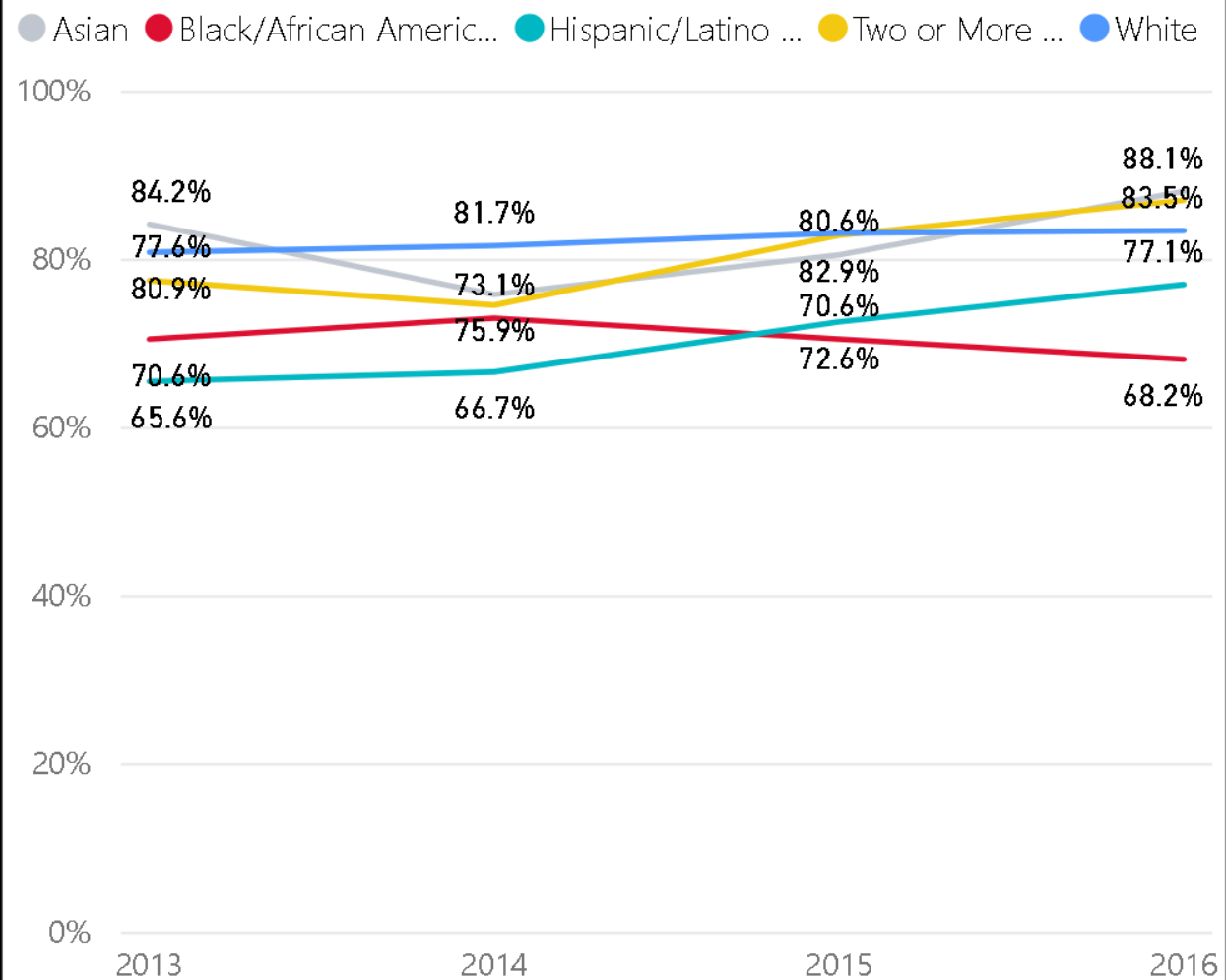


PART 3: POST-SECONDARY ENROLLMENT



Post-Secondary Enrollment

Post-Secondary Enrollment Within 2 Years

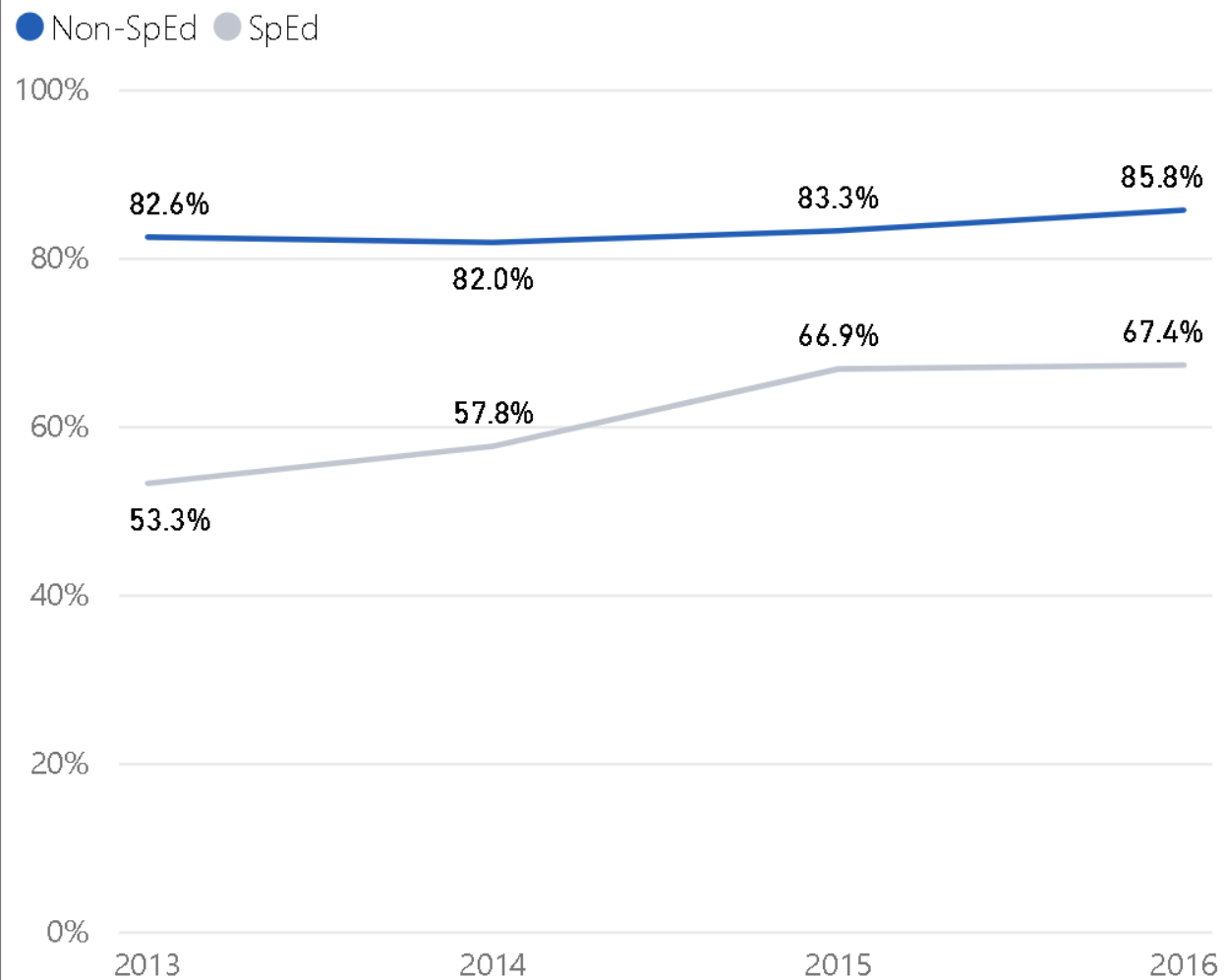


Post-Secondary Enrollment

Race/Ethnicity



Post-Secondary Enrollment Within 2 Years



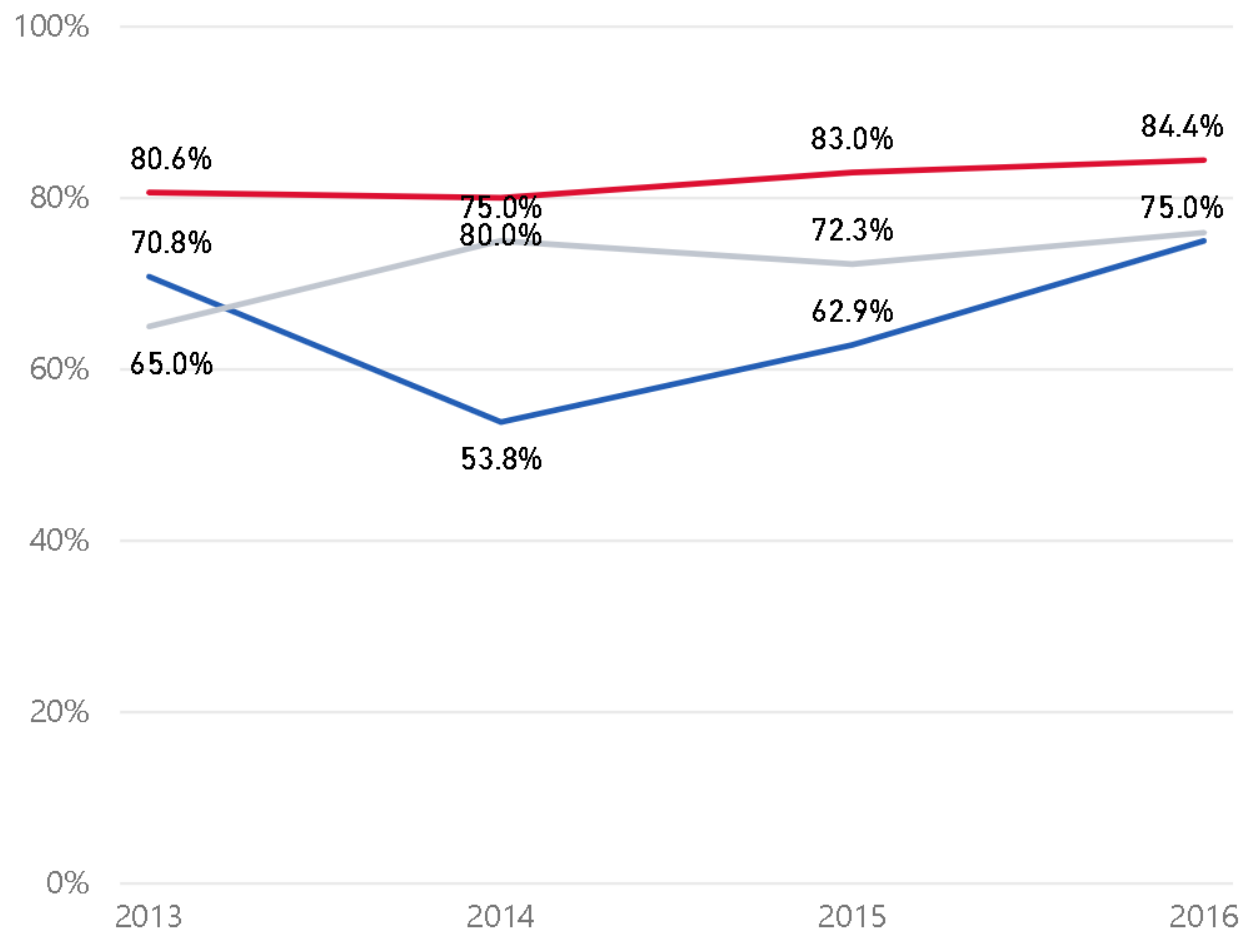
Post-Secondary Enrollment

Students receiving Special Education Services



Post-Secondary Enrollment Within 2 Years

● ELL ● Exited ELL ● Never ELL



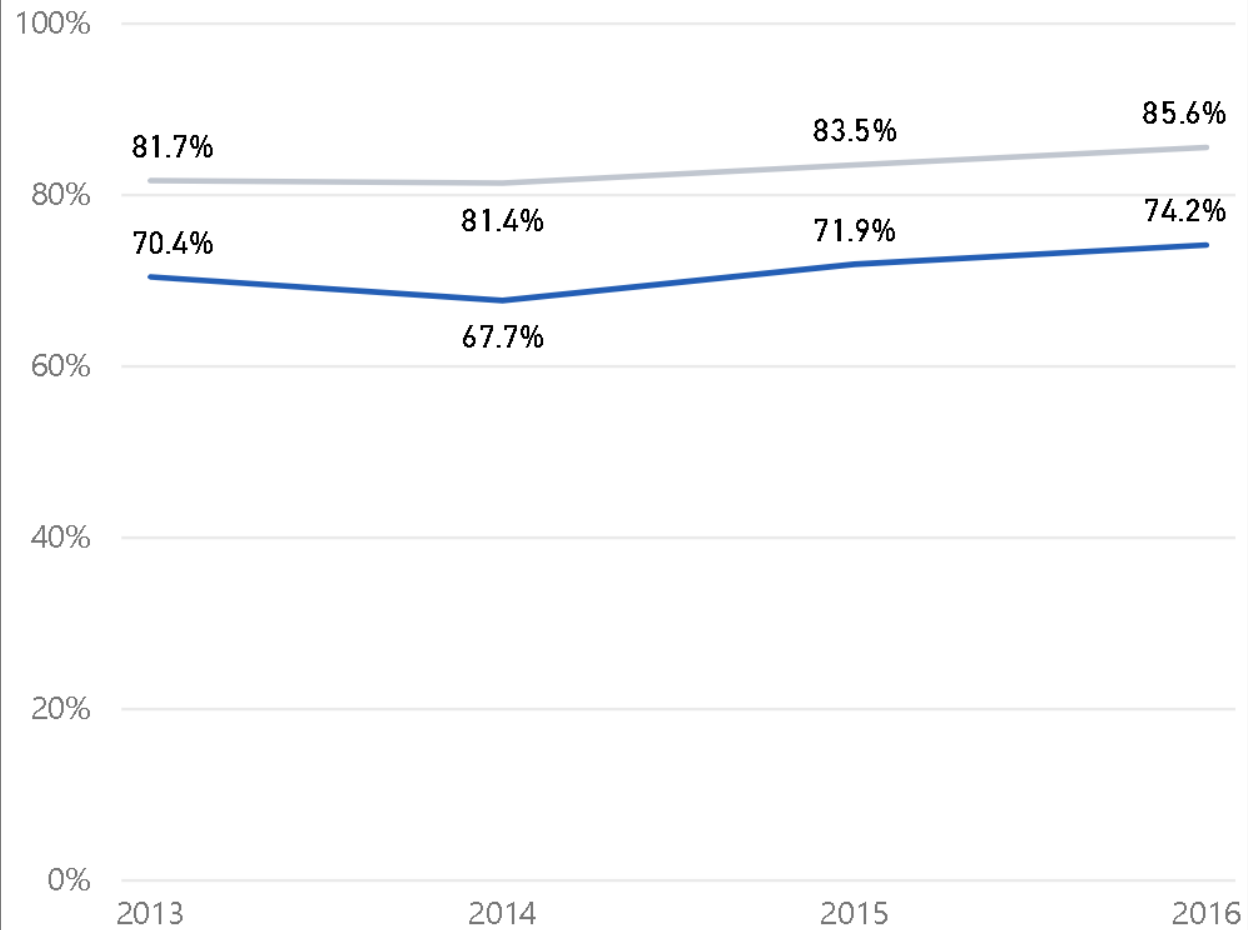
Post-Secondary Enrollment

Students Learning English



Post-Secondary Enrollment Within 2 Years

● Low Income ● Non-Low Income



Post-Secondary Enrollment

Students from Low Income Households

