

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

January 8, 2018

Individuals with disabilities who may need a modification to participate in a board meeting should contact the superintendent's office as soon as possible in advance of a meeting so that special arrangements may be made.

## CONSENT AGENDA

A consent agenda has been established by the board in order to eliminate the time-consuming task of acting on routine and repetitive business items. These items are now placed in a consent agenda package and will be voted on at one time. If you see an item on the consent agenda that you would like to have publicly discussed, please discuss your concern with a board member prior to action on the consent agenda.

### Lake Washington School District Acronyms

<b>AMO:</b> Annual Measurable Objectives	<b>PCC:</b> Professional Community & Collaboration
<b>AMAO:</b> Annual Measurable Achievement Objective in English Language Proficiency	<b>PLC:</b> Professional Learning Community
<b>AP:</b> Advanced Placement	<b>PLIE:</b> Planning, Learning, Implementation, and Evaluation
<b>AVID:</b> Advancement Via Individual Determination	<b>Policy Governance:</b> A governance process used by the school board. This sets forth “End Results (ER)” that the superintendent must reach, while abiding by “Executive Limitations (EL).” ER include the district’s mission. EL provide the boundaries for how the superintendent and staff can get to the goals. See the board policy section on web site for more information.
<b>B/CR:</b> Board/CEO Relationship	<b>Quest:</b> Highly Capable program for students in gr. 2-8
<b>CAA:</b> Certificate of Academic Achievement	<b>RCW:</b> Revised Codes of Washington
<b>CADR:</b> College Academic Distribution Requirements	<b>RTI:</b> Response to Intervention
<b>CBA:</b> Classroom-Based Assessments	<b>SALT:</b> Strategic Advisory Leadership Team
<b>CDSA:</b> Common District Summative Assessments	<b>SIOP:</b> Sheltered Instruction Observation Protocol
<b>CEDARS:</b> Comprehensive Education Data and Research System (CEDARS)	<b>SBA:</b> Smarter Balanced Assessment
<b>CIA:</b> Certificate of Individual Achievement	<b>SBE:</b> State Board of Education
<b>CIP:</b> Continuous Improvement Process	<b>sMAS:</b> Secondary Mobile Access for Students
<b>CLT:</b> Central Leadership Team	<b>STEM:</b> Science, Technology, Engineering, and Mathematics
<b>COE:</b> Collection of Evidence	<b>WAC:</b> Washington Administrative Codes
<b>CTE:</b> Career & Technical Education	<b>WaKids:</b> Washington Kindergarten Inventory of Developing Skills
<b>DIBELS:</b> Dynamic Indicators of Basic Early Literacy Skills	<b>WaNIC:</b> Washington Network for Innovative Careers
<b>DLT:</b> District Leadership Team (manager level and above, includes both certified and classified)	<b>WCAP –</b> Washington Comprehensive Assessment Program
<b>EL:</b> Executive Limitations (See Policy Governance)	<b>WELPA:</b> Washington English Language Proficiency Assessment
<b>ELL:</b> English Language Learners	<b>WSSDA:</b> Washington State School Directors Association
<b>ELPA21:</b> English Language Proficiency Assessment for the 21st Century	
<b>eMAS:</b> Elementary Mobile Access for Students	
<b>EOC:</b> End of Course	
<b>ER:</b> End Results (formerly known as ENDS). Goals set forth by the board, including the mission of the district.	
<b>ESEA:</b> Elementary and Secondary Education Act	
<b>GP:</b> Governance Process (Board)	
<b>HCP:</b> Highly Capable Program	
<b>HSBP:</b> High School and Beyond Plan	
<b>KISN:</b> Kindergarten Intensive Safety Net	
<b>KPI:</b> Key Performance Indicators	
<b>LC:</b> Learning Community - The district is divided into four learning communities. Each one is made up of a high school and the elementary and middle schools that feed into it. The four learning communities are: Eastlake, Juanita, Lake Washington, and Redmond.	
<b>LEAP:</b> Learning Enhancement & Academic Planning	
<b>MTSS:</b> Multi-Tiered Systems of Support	
<b>MSP:</b> Measurement of Student Progress	
<b>NSBA -</b> National School Board Association	
<b>OSPI:</b> Office of Superintendent of Public Instruction	

January 4, 2018

Chris Carlson  
President, Board of Directors  
Lake Washington School District No. 414  
Redmond, WA 98052

Dear Mr. Carlson:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of January 8, 2018 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74<sup>th</sup> Street, Redmond, WA.

Order of Business

1. Convene, Roll Call
2. Approve Agenda
3. Host School
4. Public Comment
5. Consent Agenda
6. Non-Consent Agenda
7. Program Report
8. Superintendent Report
9. Legislative Update
10. Board Follow-Up
11. Future Agenda Items
12. Debrief
13. Board Member Comments
14. Adjourn

Sincerely,



Traci Pierce  
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

January 8, 2018

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5:00 p.m.     **Joint Study Session with Sammamish City Council**  
*Topic: Bond and Levy Information & Areas of Mutual Interest*  
*Location: Hughes Room*

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<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
7:00 p.m.	<b>Convene, Roll Call</b>			
	<b>Approve Agenda</b>			
	<b>Host School</b>			
	▪ <i>Environmental Adventure School – Victor Scarpelli, Principal</i>			
	<b>Public Comment</b>	<b>GP-3</b> ( <i>Board Job Description</i> )		
	<b>Consent Agenda</b>	<b>GP-8</b> ( <i>Annual Agenda Planning</i> )		
	▪ Approval of Vouchers			
	▪ Minutes – December 4 study session and board meeting		1	1
	▪ Human Resources Report - Salary schedules		2	8
	▪ Instructional Materials Adoption		3	11
	▪ Approval of Monitoring Report - Math	<b>B/CR-5</b> ( <i>Monitoring CEO Performance</i> )		
	✓ ER-2, Interdisciplinary Content Knowledge, &		4	13
	✓ ER-3, Interdisciplinary Skills & Attributes -			
	▪ Donations		5	14
	<b>Non-Consent Agenda</b>			
	▪ Approval of Monitoring Report - Science	<b>B/CR-5</b> ( <i>Monitoring CEO Performance</i> )		
	✓ ER-2, Interdisciplinary Content Knowledge, &		6	16
	✓ ER-3, Interdisciplinary Skills & Attributes -			

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
	<b>Program Report</b>			
	▪ Social Studies			
	▪ Continuous Improvement Process			
	<b>Superintendent Report</b>	<b>EL-3</b>		
	Facilities Update	<i>(Communication &amp; Council to the Board)</i>		
	<b>Legislative Update</b>	<b>GP-3</b>		
		<i>(Board Job Description)</i>		
	<b>Board Follow-Up</b>	<b>EL-3</b>		
		<i>(Communication &amp; Council to the Board)</i>		
	<b>Future Agenda Items</b>	<b>EL-3</b>		
		<i>(Communication &amp; Council to the Board)</i>		
	<b>Debrief</b>	<b>GP-2</b>		
		<i>(Governing Style)</i>		
	<b>Board Member Comments</b>			
	<b>Adjourn</b>			

**Next Board Meetings: Monday, January 22, 2018**

**5:30 p.m. Board Meeting**

*Location: Board Room*

**5:30 p.m. Study Session**

*Topic: End Results (ER 3) Discussion*

*Location: Hughes*

**Saturday, January 27, 2018**

**8:30 a.m. Study Session**

*Topic: Policy Governance/Board Processes & Communications*

*Location: Board Room*

**L.E. Scarr Resource Center**

**16250 NE 74<sup>th</sup> Street**

**Redmond, WA 98052**

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Study Session  
December 4, 2017

The December 4, 2017 study session was called to order by  
President Chris Carlson at 5:15 p.m.

CALL TO ORDER

Members present: Chris Carlson, Siri Bliesner, Mark Stuart,  
and Eric Laliberte.

ROLL CALL

Present: Superintendent Traci Pierce.

The topic discussed was:

TOPICS

- *School Start Times & Graduation Policy*

The meeting was adjourned at 6:15 p.m.

ADJOURNMENT

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Chris Carlson, President

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Traci Pierce, Superintendent

Diane Jenkins  
Recording Secretary

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
December 4, 2017

The board meeting was called to order by President Chris Carlson at 7:00 p.m.

CALL TO ORDER

Members present: Chris Carlson, Siri Bliesner, Eric Laliberte, Cassandra Sage, and Mark Stuart.

ROLL CALL

Present: Superintendent Traci Pierce.

Eric Laliberte moved to approve the agenda. Seconded by Siri Bliesner.

APPROVAL OF AGENDA

Motion carried.

OATH OF OFFICE

Dr. Pierce asked Mark Stuart and Cassandra Sage to step forward. She administered the oath of office to them. Cassandra Sage was seated on the board.

HOST SCHOOL

Nell Ballard-Jones, Principal, Northstar, explained that Northstar was one of the first choice schools in the district. It was founded in 1981 by parents, teachers, and community looking for an alternative junior high experience. The school is intentionally small with 90 students. It features multi-age thematic studies, growth focused, and community connected. Students meet high expectations and rigorous grade level standards in a setting that focuses on academic excellence. Parents are involved to support planning and conducting special classes, organizing enrichment opportunities, and helping to plan and facilitate field trips. She noted that one of the challenges of a small school is the size of the data sets and staffing limitations. This is a high achieving school; 90% of the student exceed grade level with both low discipline and attrition rates. She highlighted the support provided by the staff and community connections and partnerships.

NORTHSTAR

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

December 4, 2017

Joe Gorder, Associate Principal, Juanita High School, and Cindy Duenas, Tesla STEM High School, recognized students who were named National Merit Semifinalists and Commended Scholars.

RECOGNITION

NATIONAL MERIT SEMIFINALISTS & COMMENDED SCHOLARS

**National Merit Commended Scholars**

Juanita High School

Adam Chen, Laura Chen, Madelyn Colantes, Nathan Greenhaw, Caleb Jolly, Aleksa Milovanovic, Rachel Nwakamma, Asya Shneerson, Kendall Stern, and Sydnee Wong

JUANITA HIGH SCHOOL

TESLA STEM HIGH SCHOOL

Tesla STEM High School

Carlos Angeles, Victor Araujo, Artem Astapchuk, Lawrence Atienza, Jonathan Bovee, Srikanth Chavali, Andrea Dang, Vidul Dasan, Avenleigh Dauz, Tudor Fanaru, Nicolas Gomez, Felix Guo, Richard Halbert, Saul Kanade, Rafia Khatri, Goutam Krishnamoorthy, Kaelin Laundry, Michael Levenkov, Devin Mcdglyn, Justin Qiu, Artem Romanenko, Adriana Rush, Dale Su, Indra Toepke, and Larry Wang

**National Merit Semi-Finalists**

Juanita High School

Arthur Liu and Shawdi Mehrvarzan

Tesla STEM High School

Christina Goto, Rashida Hakim, Natali Kendal-Freedman, Prerana Kulkarni, Anne Lee, Neha Nagvekar, Parth Nain, Vaishnavi Phadnis, Frederick Qin, Suchi Sridhar, Yury Sudzilouski, Anna Vasyura, and Brandon Yue

Sustainability ambassadors from Tesla STEM High School provided information on the work that they are doing at the school and in the community on sustainability

PUBLIC COMMENT

Siri Bliesner moved to approve the consent agenda. Seconded by Eric Laliberte.

CONSENT AGENDA

Chris Carlson, yes; Siri Bliesner, yes; Eric Laliberte, yes; and Cassandra Sage, yes; and Mark Stuart, yes.

Motion carried.

The following November 2017 vouchers were approved:

APPROVAL OF VOUCHERS

General Fund

357669-357909 \$5,458,962.12

Payroll

2732-2740 \$1,225.04

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

December 4, 2017

Accounts Payable Direct Deposit	\$ 6,015,634.06
Acquisition Card	1,095,902.22
Deferred Comp	95,174.00
Department of Revenue	9,442.52
Dept. of Retirement Systems	3,353,852.58
Dept. of Retirement Systems	994,284.72
Flex Spending	43,745.05
Payroll Direct Deposit	13,843,089.59
Payroll Tax Withdrawal	5,518,895.39
Sodexo	66,255.08
TSA Envoy	293,688.21
VEBA	17,316.39
Vision/(NBN)	78,389.21
Key Bank Processing Fees	\$ 20,319.63
	<u>\$31,445,988.65</u>

Capital Projects

36941-36984 \$1,727,769.92

ASB

61927-62029 \$58,427.60

Transportation Vehicle Fund

\$0.00

Private Purpose Trust Fund

2776-2797 \$4,849.50

Approval of the minutes of the November 20 board meeting.

APPROVAL OF MINUTES

Approval of the December 4, 2017 Human Resources Report.

APPROVAL OF HUMAN  
RESOURCES REPORT

Appoints the nominations of the Lake Washington Citizens Levy Committee to prepare a promotional statement in support and Susan Wilkins to prepare an opposition statement for Proposition 1, Replacement of Existing Educational Programs & Operations Levy; Proposition 2, Replacement of Existing Capital Projects Levies; and Proposition 3, Bonds to Reduce Overcrowding and Enhance Student Learning Environments, to be included in King County Elections Voters' Pamphlet for the February 13, 2018 election and notify that Elections Department of these appointments.

SELECTION OF  
COMMUNITY MEMBERS,  
STATEMENT FOR  
FEBRUARY 2018 KING  
COUNTY ELECTIONS  
VOTERS' PAMPHLET

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Lake Washington Schools Foundation to Wilder Elementary in the amount of \$3,000.00 to provide before- and after-school math instruction.

Acceptance from Community School Parent/Teacher Group to Community School in the amount of \$3,500.00 to provide field trip bus transportation.

Acceptance from Emily Dickinson PTSA to Dickinson Elementary in the amount of \$13,898.00 to provide stipends for choir, ASB, math club, outdoor education, and extracurricular activities.

Acceptance from Todd Ebert to Dickinson Elementary in the amount of \$2,500.00 to support extracurricular activities.

Acceptance from Albert Einstein PTSA to Einstein Elementary in the amount of \$34,973.40 to purchase eMAS (Elementary Mobile Access for Students) devices.

Acceptance from Ben Franklin PTA to Franklin Elementary in the amount of \$2,200.00 to purchase Dreambox Learning (math enrichment).

Acceptance from Christa McAuliffe PTSA to McAuliffe Elementary in the amount of \$35,764.70 to provide stipends for ASB, field day, choir, and outdoor education (\$12,364.70); purchase copy supplies, copier maintenance, classroom supplies (\$8,350.00), IXL (math enrichment) and Accelerated Reader (\$8,400.00); and support field trips (\$6,650.00).

Acceptance from Margaret Mead Elementary PTSA to Mead Elementary in the amount of \$8,335.00 to purchase STAR Reading and Accelerated Reader subscriptions and Dreambox Learning site license (math enrichment).

Acceptance from Redmond Elementary PTSA to Redmond Elementary School in the amount of \$15,150.00 to purchase IXL (math enrichment) and Accelerated Reader (\$5,000.00) and provide classroom enrichment (\$10,150.00).

Acceptance from Ben Rush PTA to Rush Elementary in the amount of \$12,831.00 to provide stipend for choir (\$2,324.00); purchase IXL (math enrichment) (\$3,217.00); and support classroom enrichment (\$7,290.00).

Acceptance from Inglewood Middle School PTSA to Inglewood Middle in the amount of \$5,400.00 to provide stipend for homework club.

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Board of Directors' Meeting

December 4, 2017

Acceptance from Kirkland Middle School PTSA to Kirkland Middle in the amount of \$5,040.86 to provide stipends for homework clubs.

Acceptance from Redmond Middle School PTSA to Redmond Middle in the amount of \$8,766.18 to purchase classroom supplies (\$1,221.18); to support extracurricular activities (\$7,545.00).

Acceptance from Anonymous to Rose Hill Middle School in the amount of \$2,500.00 to support field trips.

Acceptance from Eastlake High School PTSA to Eastlake High in the amount of \$38,749.84 to provide classroom enrichment (\$5,645.00); purchase classroom supplies (\$22,106.84), novels (\$900.00) and security camera (\$2,467.00); and support extracurricular activities (\$3,881.00) and drug/alcohol prevention/intervention (\$3,750.00).

Acceptance from Juanita Rebels Booster Club to Juanita High in the amount of \$1,221.00 to purchase sports uniforms.

Acceptance from Redmond High School Dance Team Booster Club to Redmond High in the amount of \$2,324.00 to provide stipend for dance team.

**TOTAL \$196,153.98**

NON-CONSENT AGENDA

Dr. Pierce conveyed that in November 2014, the board adopted a legislative platform that addressed district priorities and positions on key legislative issues. The legislative platform has been updated each year since, through a collaborative process involving the Board, superintendent, and staff. An updated legislative platform was developed and submitted for consideration by the Board.

2018 LEGISLATIVE PLATFORM

The 2018 Legislative Platform was presented.

Ensure Academic Success for Every Student

- *Fully Fund Basic Education for Student Success in the 21<sup>st</sup> Century*
- *Offer Relevant, Balanced, and Supportive Educational Pathways and Assessment Requirements*
- *Provide Support for All Students*

Recruit, Hire, and Retain Highly Effective Personnel

- *Fully Fund the True Costs of Public School Employee Compensation*

Provide Safe and Innovative Learning Environments

- *Update the State Formula for School Construction Funding Assistance from Pre-1979 Standards*
- *Allow for Simple Majority Passage of School Construction Bonds*

Maintain Flexibility to Meet Local Community Needs and Priorities

- *Protect Community Voice in Education*

Legislative meetings have been scheduled with area representatives.

Siri Bliesner moved that the Board approves the 2018 Legislative Platform. Motion seconded by Mark Stuart.

Motion carried.

Dr. Pierce conveyed that this was a follow-up discussion from the November 6 and November 20 board meetings. This item was placed on the consent agenda at the November 20 board meeting; the board wanted more time to discuss and revise the Assertion of Progress and Exceptions form for math.

APPROVAL OF  
MONITORING REPORT  
ER 2-3, MATHEMATICS

Eric Laliberte moved that the board approves the monitoring report and Assertion of Progress and Exception form for ER 2-3, Mathematics, as presented. Seconded by Siri Bliesner.

Chris Carlson noted that the board is working through and developing the process to complete the forms. The board discussed the process to be followed. Siri Bliesner will make the revisions and this item will be placed on the consent agenda for the January 8, 2018 agenda.

Eric Laliberte moved to table the motion to approve the monitoring report and Assertion of Progress and Exception form for ER 2-3, Mathematics, to the January 8 board meeting. Seconded by Mark Stuart.

Motion carries.

Mike Van Orden, Associate Superintendent, Student Academic Success Services, presented ER- 2, Interdisciplinary Content Knowledge, and ER-3, Interdisciplinary Skills and Attributes, for science. He responded to board members' questions.

ER-2, INTERDISCIPLINARY  
CONTENT KNOWLEDGE &  
ER-3, INTERDISCIPLINARY  
SKILLS AND ATTRIBUTE  
SCIENCE

The board discussed the process to be followed. The board members will receive the blank template. Then, board members will submit their top three comments to the board member assigned to fill out the form. The assigned board member will then synthesize those comments. Board members will submit their comments by Friday and the completed form would be distributed to all board members the following Monday.

PROGRAM REPORT

Mike Van Orden, Associate Superintendent, Student Academic Success Services, presented a program report on physical education.

PHYSICAL EDUCATION

SUPERINTENDENT REPORT

Dr. Pierce provided information on the district's graduation rates. For the class of 2017, there were 1,626 on-time graduates out of 1,743 students for a 93.3% on-time graduation rate. There were 117 non on-time graduates with 67 of them continuing and 50 non-continuing students.

GRADUATION RATES

Mark Stuart conveyed that meetings will be set-up with area legislators to share with them the 2018 Legislative Priorities.

LEGISLATIVE UPDATE

Dr. Pierce presented Chris Carlson with a certificate from WSSDA recognizing 10 years of service on the board.

BOARD COMMENTS

Eric Laliberte moved to adjourn. Seconded by Siri Bliesner.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 10:00 p.m.

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Chris Carlson, President

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Traci Pierce, Superintendent

Diane Jenkins  
Recording Secretary

# Human Resources Board Report January 8, 2018



## NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Aquino, Zachary	Campus Security Monitor	International CS	\$24.00	09/05/17	Repl. T. Sullivan
Ding, Chaoqun	Senior Buyer	Resource Center	\$69,000.00	12/18/17	Repl. M. Sunderland
Lundvall, Cynthia	Assoc Principal	Evergreen MS	\$45,992.86	01/02/18	Repl. K. Rudolph
Miller, Kimberly	Dispatcher II	Transportation	\$33.05	06/28/17	Repl. B. Brock/K. Winkle
Pilgrim-Placey, Zoe NC	Teacher	Lakeview Elem	D-15	01/02/18	Repl. L. Slough
Potter, Daniel	Laborer	Facilities	\$20.86	06/29/17	Budgeted
Schaeftbauer, Shandra NC	Teacher	Einstein Elem	A-0	12/05/17	Repl. C. Clear
Snyder, Rita	School Secretary	Finn Hill MS	\$20.53	05/15/17	Budgeted

## RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Ferrin, Sonja	Instructional Assist	Rush Elem	10/10/16	12/11/17	Termination
Garvin, Lindsey	Teacher	Rush Elem	08/24/10	06/30/17	Resignation
Hardesty, Leah	Instructional Assist	International CS	09/11/17	12/15/17	Resignation
Hill, David	Lead Plumber	Facilities	09/03/91	12/28/17	Retirement
Neely, Theresa	Account Tech III	Resource Center	05/27/08	01/02/18	Resignation
Phillips, Amanda	Secretary	Lake Washington HS	08/30/17	01/12/18	Resignation
Weeks, William	Teacher	Redmond MS	08/28/06	06/30/17	Resignation

## CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Baker, Cynthia	Juanita HS	.6NC to .6P3	09/05/17
Bechtel Hall, Katherine	Thoreau Elem	1.0NC to 1.0P3	09/05/17
Bien, Abigail	Dickinson Elem	1.0NC to 1.0P3	09/05/17
Boone, Kirsten	Finn Hill MS	1.0NC to 1.0P3	09/05/17
Byars, Mikayla	Mead Elem	1.0NC to 1.0P3	09/05/17
Chatterley, Mackenzie	Mead Elem	1.0NC to 1.0P3	09/05/17
Christie, Jessica	Keller Elem	1.0NC to 1.0P3	09/05/17

# Human Resources Board Report January 8, 2018



## CHANGE OF CONTRACTUAL STATUS - Con't

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Depenthal, Cindy	Carson Elem	1.0NC to 1.0P3	09/05/17
Fabiano, Kathryn	Franklin Elem	1.0NC to 1.0P3	09/05/17
Fagerlee, Bailey	McAuliffe Elem	1.0NC to 1.0P3	09/05/17
Fradkin, Sarah	Lake Washington HS	.8P3/.2NC to 1.0P3	09/05/17
Fraker, Korey	Einstein Elem	1.0NC to 1.0P3	09/05/17
Grant-Suggs, Lavader	Muir Elem	1.0NC to 1.0P3	09/05/17
Grinaker, Jaylene	Muir Elem	1.0NC to 1.0P3	09/05/17
Harel, Helly	Eastlake HS	.9P3/.1NC to 1.0P3	09/05/17
Harris, Valerie	Inglewood MS	.8NC to .8P3	09/05/17
Hodges, Susan	Einstein Elem	1.0NC to 1.0P3	09/05/17
Horwat, Thomas	Juanita HS	1.0NC to 1.0P3	09/05/17
Hunter, Jeffrey	Eastlake HS	1.0NC to 1.0P3	09/05/17
Kern, Annette	Redmond MS	.6P3 to .6P3/.1NC	01/29/18
Kern, Brenda	Lake Washington HS	1.0NC to 1.0P3	09/05/17
Kong, Melanie	Tesla STEM HS	1.0NC to 1.0P3	09/05/17
Lalas, Nikole	Redmond HS	.5NC to 1.0NC	09/05/17
Lickley Dore, Asha	Special Services	.8NC to .8P3	09/05/17
Marchesini, Christina	Rose Hill Elem	1.0NC to 1.0P3	09/05/17
Melerski, Bryan	Sandburg Elem	.8P3/.2NC to 1.0P3	09/05/17
Meseroll, Laurie	Mead Elem	1.0NC to 1.0P3	09/05/17
Miller, Susan	Lakeview Elem	1.0NC to 1.0P3	09/05/17
Moon, Jennifer	Mann Elem	1.0NC to 1.0P3	09/05/17
Moore, David	Blackwell Elem	.8NC to .5P3/.3NC	09/05/17
Moore, Hanna	Carson Elem	.8P2/.1NC to .9P2	09/05/17
Morgan, Cydane	Muir Elem	.6P2/.2NC to .8P2	09/05/17
Morrison, Sara	Kirkland MS	.4P2/.4NC to .8P2	09/05/17
Nelson, Joey	Evergreen MS	.8P2/.2NC to 1.0P2	09/05/17
Oostra, Katie	WANIC	.8P1/.2NC to 1.0P1	09/05/17
Plese, Kelly	Muir Elem	1.0NC to 1.0P1	09/05/17
Rath, Tyler	Mead Elem	.6P1/.2NC to .8P1	09/05/17

# Human Resources Board Report January 8, 2018



## CHANGE OF CONTRACTUAL STATUS - Con't

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Redmon, Haley	Dickinson Elem	1.0NC to 1.0P1	09/05/17
Rojas, Lorraine	Dickinson Elem	.8NC to .4P1/.4NC	09/05/17
Rosenthal, Suzanne	Dickinson Elem	.6NC to .6P1	09/05/17
Roth, Riley	Kirkland MS	1.0NC to 1.0P1	09/05/17
Ruckman, Jennifer	Kamiakin MS	.7P1/.3NC to 1.0P1	09/05/17
Schilling, Aaron	Finn Hill MS	.4C/.2NC to .6C	09/05/17
Schulz, Jenna	Finn Hill MS	.6C/.4 NC to .8C/.2NC	09/05/17
Vanbuskirk, Tanya	WANIC	.8C/.2NC to 1.0C	09/05/17

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
BUILDING ADMINISTRATORS SALARY SCHEDULE  
2017-18**

APPROVED: January 8, 2018

EFFECTIVE: January 1, 2018

<u>Level</u>	<u>Position Title</u>	<u>Position Code</u>	<u>2017-18 Salary (12-month)</u>
1	Senior High Principal++	B3PP	\$155,050
2	Middle School Principal+ Alternative School Principal+	B2PP B6PA	\$144,110
3	Elementary Principal+	B1PP	\$140,100
4	Senior High Associate Principal++	B3AP	\$137,340
6	Middle School Associate Principal+	B2VP	\$131,485
7	Elementary Associate Principal+ WANIC Director	B1VP B3WD	\$125,345
	Substitute Administrator (1-5 day assignment 85% of Elementary Principal rate. If an individual works more than 5 consecutive days, rate of pay is the same as regular salary schedule for that assignment.)		\$119,085
	Admin Leadership Stipend	BS	\$1,655

+ Plus \$1,375 per year cell phone/mileage allowance

++ Plus \$1,650 per year cell phone/mileage allowance

An additional \$3,300 will be paid to administrators for an earned Doctorate

Benefits: medical, dental, vision, life, and disability insurance. Benefit maximum \$890.93 per FTE  
Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
DEPARTMENT ADMINISTRATOR SALARY SCHEDULE  
2017-18**

APPROVED: January 8, 2018

EFFECTIVE: January 1, 2018

<u>Level</u>	<u>POSTION CODE</u>	<u>2017-18 SALARY</u>
A	C5A*	\$137,610
B	C5B*	\$123,045
C	C5C*	\$115,615
D	C5D*	\$101,355
E	C5E*	\$86,960
F	C5F*	\$78,185
Facility On-call stipend	XF	\$4,145

All Salary amounts are based on 1.0 FTE

Plus \$1,375 per year cell phone/mileage allowance. An additional \$275 per year may be provided to administrators whose job requires significant in-district travel.

An additional \$3,300 will be paid to administrators for an earned Doctorate

Benefits: medical, dental, vision, life, and disability insurance. Benefit maximum \$890.93 per FTE  
Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance

**LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
ADMINISTRATOR SALARY SCHEDULE  
2017-18**

APPROVED: January 8, 2018

EFFECTIVE: January 1, 2018

<u>POSITION TITLE</u>	<u>POSITION SPECIFICATIONS</u>	<u>POSITION CODE</u>	<u>2017-18 SALARY</u>
Deputy Superintendent #+	Selected by Superintendent from qualified applicants.	A5AD	\$199,760
Associate Superintendent #+		A5C*	\$182,930
Assistant Superintendent #+		A5E*	\$176,110
Director+	Twelve month contract-inclusive of holidays and vacations.	A5D*	\$169,285
Associate Director+		A5G*	\$153,330

# Plus \$5,500 annuity

+ Plus \$2,035 per year cell phone/mileage allowance. An additional \$275 or \$600 per year may be provided to administrators whose job requires significant in-district travel.

An additional \$3,300 will be paid to administrators for an earned Doctorate

Benefits: medical, dental, vision, life, and disability insurance. Benefit maximum \$890.93 per FTE

Each employee will pay a minimum of \$10.00 per month out of pocket for medical insurance

## INSTRUCTIONAL MATERIALS ADOPTION

January 8, 2018

### SITUATION

RCW 28A.320.230 and the SPI Bulletin No. 191-67 establish that each school district shall maintain an Instructional Materials Committee to assist in recommending instructional materials to be used in the respective schools of the district and that the final approval of such material is the responsibility of the Board of Directors.

The following books have been recommended by the Instructional Materials Committee for district-wide adoption. The items recommended for adoption are:

**Title:** La Gitanilla (Leer y Aprender Nivel 4)  
**Author:** Miguel de Cervantes Saavedra  
**Publisher:** Red Ediciones S.L.  
**Copyright:** 2012  
**No. of Copies:** 1  
**Price:** \$100.00  
**School Requesting:** International Community School  
**Classification:** 2012

**Title:** The Hundred Foot Journey  
**Author:** Richard Morais  
**Publisher:** Simon and Schuster  
**Copyright:** 2010  
**No. of Copies:** 30  
**Price:** \$15.00 per book  
**School Requesting:** Emerson High School  
**Classification:** Grade 11

**Title:** Wild  
**Author:** Cheryl Strayed  
**Publisher:** Vintage Books, 1<sup>st</sup> Edition  
**Copyright:** 2013  
**No. of Copies:** 20  
**Price:** \$9.13  
**School Requesting:** Lake Washington School District  
**Classification:** Grade 12

**Title:** The Hitchhiker's Guide to the Galaxy  
**Author:** Douglas Adams  
**Publisher:** Del Ray  
**Copyright:** 2005  
**No. of Copies:** 30  
**Price:** \$7.99 per book  
**School Requesting:** Redmond High School  
**Classification:** Grade 11

Instructional Materials Adoption

January 8, 2018

Page 2

**Title:** Marcy Cook Digit Tile Packets  
**Author:** Marcy Cook  
**Publisher:** Marcy Cook  
**Copyright:** 2006  
**No. of Copies:** 0  
**Price:** \$15.00 per packet  
**School Requesting:** Elementary Quest Program  
**Classification:** Grades K-5

**Title:** The Outliers  
**Author:** Malcolm Gladwell  
**Publisher:** Back Bay Books  
**Copyright:** 2011  
**No. of Copies:** 30  
**Price:** \$13.49 per book  
**School Requesting:** Emerson High School  
**Classification:** Grade 11

RECOMMENDATION

The district's Instructional Materials Committee has reviewed a series of instructional materials as to their instructional purpose, readability level, and treatment of minorities and gender. The above instructional materials satisfy the selection criteria as cited in the local administrative policy IIAA-R and it is recommended that the instructional materials be adopted for use in the Lake Washington schools.

APPROVAL OF MONITORING REPORT  
ER 2-3, MATHEMATICS

January 8, 2018

Following the presentation of the report, Board member comments were collected and provided back to Board members. The Board has identified and documented consensus comments with respect to assertions of progress and exceptions. The Board has identified focus/priority areas and presentation comments to provide direction to the superintendent, as specified in Board Policy: Board/CEO Relationship, B/CR-5: Monitoring CEO Performance:

“The Board will view CEO performance as being identical to organizational performance. CEO job performance will be monitored systematically against the only CEO job expectations: reasonable progress toward organizational accomplishment of the Board’s Ends policies, and organizational operation within the boundaries established in the Board’s Executive Limitations policies.”

The Assertion of Progress and Exception form for Mathematics and the monitoring report are now being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report and Assertion of Progress and Exception form for ER 2-3, Mathematics, as presented.

## Assertion of Progress and Exceptions Form

January 8, 2018

### ER 2-3: Math Mathematics

<p>Assertion of Progress with Evidence</p>	<p>Overall student performance in mathematics at all grade levels is relatively strong in regard to other large Washington State districts, as evidenced by:</p> <ul style="list-style-type: none"><li>• Strong performance relative to 48 comparable WA districts<ul style="list-style-type: none"><li>○ Rank 1 in grade 3 SBA</li><li>○ Rank 2 in grade 5 SBA</li><li>○ Rank 2 in grade 8 SBA</li></ul></li><li>• 94% or more of 9<sup>th</sup> graders (overall) earning full credit in math for the past three years</li></ul> <p>Performance gaps are minimal for several key demographic subsets of students</p> <ul style="list-style-type: none"><li>• Less than 3% difference by gender at all grade levels</li><li>• Post-ELL student performance is within 10% of non-ELL students, at all grade levels, and the gap is effectively erased for students who are two or more years post-ELL</li><li>• The fraction of Asian students meeting standard is above average at all grade levels, and actually meets the 95% at or above standard target in 3<sup>rd</sup> grade</li><li>• The fraction of multi-ethnic students meeting standard is comparable to the fraction of white students, at all grade levels.</li></ul>
<p>Exceptions with Evidence</p>	<p>Adequate progress toward the 95% at standard objective is not observed. In nearly all trend analyses (all students, or demographic subsets thereof) and at all grade levels (3, 5, and 8) the three-year trends are pretty much flat, indicating that absolute performance is stable, and not obviously improving.</p> <ul style="list-style-type: none"><li>• Three-year trend data in SBA results for all students do not show significant progress toward 95% at standard (performance appears to be stable, rather than improving)<ul style="list-style-type: none"><li>○ 81-83% met standard in grade 3 SBA</li><li>○ 73-76% met standard in grade 5 SBA</li><li>○ 72-75% met standard in grade 8 SBA</li><li>○ (grade 11 trend not meaningful because of small sample size)</li></ul></li></ul> <p>The absolute percentage of students meeting standard on SBA declines from third grade (~82% at standard) to eighth grade (~74% at standard).</p> <ul style="list-style-type: none"><li>• Consistent negative trend in fraction of students at standard, comparing grade 3 to grade 5. (Performance consistently drops in later elementary)<ul style="list-style-type: none"><li>○ 2014-15: -8% drop (81% to 73%)</li><li>○ 2015-16: -10% drop (83% to 73%)</li><li>○ 2016-17: -6% drop (82% to 76%)</li></ul></li></ul>

	<p>Achievement gaps exist when comparing specific demographic subsets of students. These gaps do not appear to widen in older grades, but neither do these gaps narrow.</p> <ul style="list-style-type: none"> <li>• Low Income v Non-low income           <ul style="list-style-type: none"> <li>○ 32-42% gap every year, in grades 3, 5 and 8</li> </ul> </li> <li>• SpEd v non-SpEd           <ul style="list-style-type: none"> <li>○ 40-50% gap every year, in grades 3, 5 and 8</li> </ul> </li> <li>• Hispanic v White           <ul style="list-style-type: none"> <li>○ 20-25% gap in 3<sup>rd</sup> grade</li> <li>○ 25-30% gap in 5<sup>th</sup> grade</li> <li>○ 20-25% gap in 8<sup>th</sup> grade</li> </ul> </li> <li>• Although a gap exists for Black students v White, the small proportion of Black students in the data makes this difficult to interpret.</li> </ul>
<p>Strengths</p>	<ul style="list-style-type: none"> <li>• Relative performance (ranking) to other districts is strong across a majority of subgroups/indicators</li> <li>• Reasonable interventions/Strategies to close gaps were outlined; as well as targeted strategies to improve low student outcomes.           <ul style="list-style-type: none"> <li>○ Curriculum (Differentiation, supplements)</li> <li>○ Professional development</li> <li>○ Teaching Methodology (Inclusion, Co-Teaching)</li> <li>○ Early intervention (Head Start)</li> <li>○ Parent engagement and wraparound services</li> </ul> </li> <li>• Evaluation of new screening tools in math is an exciting opportunity to help students succeed.</li> <li>• Multiple high school math pathways are important for flexibility</li> <li>• The performance of post-ELL students speaks well to the efficacy of LWSD ELL programs.</li> </ul>
<p>Weaknesses</p>	<ul style="list-style-type: none"> <li>• In nearly all trend analyses and at all grade levels (3, 5, and 8) the three-year trends are flat, indicating that absolute performance is stable, and not obviously improving.</li> <li>• Current interventions have not shown to have significant impact upon these trends or gaps with the exception of ELL.</li> <li>• The absolute percentage of students meeting standard on the math SBA declines significantly between 3<sup>rd</sup> and 8<sup>th</sup> grades.</li> <li>• Gaps in specific demographic subsets (SpEd, Low Income and Hispanic) are dramatic (more than 15%) and persistent over time</li> <li>• Kindergarten readiness in regard to math is low and is one of the poorest performing indicators, especially for low-income and Latino/Hispanic preschoolers.</li> </ul>

ER 2-3 Mathematics – Assertion of Progress and  
 Exceptions Form  
 Siri Bliesner

<p>Focus/Priority Moving Forward</p>	<ol style="list-style-type: none"> <li>1) <u>Significant improvement in 5<sup>th</sup> grade SBA performance.</u> The transition from Arithmetic to Algebra is critical, and (largely) happens in middle school. Performance on fifth grade math SBA is a critical indicator of student preparation for success in middle school mathematics (and beyond).</li> <li>2) <u>Close wide gaps for Low-Income students for all indicators:</u> 11.3% of all LWSD students were Low income in 2016-17. Only half of low income students are at standard on the 3<sup>rd</sup> grade math SBA, falling to just one third at standard in 8<sup>th</sup>.       <ul style="list-style-type: none"> <li>• The low-income comparison to other districts was very interesting, and led to significant discussion over whether we might learn more out of the LWSD data by comparing low-income student performance for students at our Title I schools, against low-income student performance at our non-Title I schools. Comparison with other WA districts might suggest avenues for improvement here, as LWSD performance was close to average. Research efforts at other school districts that are performing strongly in math, especially for low-income. Look at low-income students who are meeting standard and determine what factors support that success.</li> </ul> </li> <li>3) <u>Close wide gaps for Latino/Hispanic students for all indicators:</u> 10.4% of all LWSD students were Hispanic/Latino in 2016-17. 56% were at standard in 3<sup>rd</sup> grade, falling to 43% in 8<sup>th</sup>.</li> <li>4) <u>Better understand the origin of the achievement gap in Special Education programs.</u> 11.3% of LWSD students were in Special Education programs, with a gap of 35%. However, the first priority in this subset is to better understand the origin of the gap (see Feedback on Indicators below)</li> <li>5) <u>Continue equity work.</u> This higher-level approach is valuable in being able to address these gaps holistically.</li> </ol>
<p>Presentation Comments</p>	<p>Report/Presentation Overall:</p> <ul style="list-style-type: none"> <li>• Three-year trend slides should include a panel breaking out number students included in each category.</li> <li>• When presenting race data, it would be helpful to always have the number of students in a category on the slide, and to present the larger categories first. That is, in the 49<sup>th</sup> district comparison, the Black/African American comparison was shown before Hispanics. We have a bit more than 6X more Hispanics/Latinos (10.4%) than Black/African American (1.7%), so show the Hispanic data first. Otherwise we (the board) have a tendency to focus too much attention on the first group we see.</li> <li>• Section in written report that states “Targets for Student Achievement” needs to be revised for all Ends results from “Student performance is comparable to student performance in other comparable WA state districts” to a statement that addresses that we be ranked in at least the top quartile (as stated at our extended work session in March 2017), possibly the top 5 school districts for overall students and the top 10 for subgroups.</li> <li>• Continue to provide subgroup comparisons with other districts, as well as overall.</li> </ul>

	<p>Feedback on Indicators</p> <ul style="list-style-type: none"><li>• <u>Show complementary data side-by-side in a stratified analysis.</u> (e.g. In the left panel: race/ethnicity gaps in low income students. In the right panel: race/ethnicity gaps in non-low-income students). One of the slides broke out race/ethnicity performance for low income students only. This seemed to show significantly smaller gaps than race/ethnicity performance when considering all students, and begged the question: were the gaps still there for race/ethnicity in Non-low income students?</li><li>• <u>Categorize Special Education more effectively.</u> (also noted in the ELA Assertion of Progress). This will help to better understand what is causing the gaps and how to address this issue. Options have been by Type of Disability (aggregating these); LRE Level; SBA with modifications, alternative. It is not clear which specific breakout, but there is a desire to disaggregate specific SLD from global cognitive delays.</li><li>• <u>Add indicator: “Number and % of 9<sup>th</sup> grade students who have passed Algebra with a C or better.”</u> Algebra is foundational math for many science and Career and Technical Education (CTE) courses. In addition, understanding the proportion of students taking advantage of each middle/high school pathway at each grade level needs to be provided, in order to evaluate the effectiveness of the math pathways.</li><li>• <u>Add indicator: “Number and % of students who enrolled in college and required a remedial math course.”</u> This provides information if our graduates are college ready (as stated in our mission)</li><li>• <u>Drop indicator: “Earned 1.0 math credit in 9<sup>th</sup> grade”.</u> This is not useful in providing information as it does not provide level of math attempted.</li></ul>
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*Presented at November 6, 2017 Board Meeting  
Prepared by Siri Bliesner*

**Board Member Signatures:**

\_\_\_\_\_  
Chris Carlson, President

\_\_\_\_\_  
Siri Bliesner, Vice President

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Eric Laliberte, Director

\_\_\_\_\_  
Cassandra Sage, Director

\_\_\_\_\_  
Mark Stuart, Director

# **End Result (ER) 2-3: Mathematics**

Board Monitoring Report  
November 6, 2017

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**Monitoring Description, Established Indicators,  
Targets for Student Achievement, and Established Data Sets/Displays**

Monitoring Description: ER-2: Mathematics

**The Board monitors how well students can:**

- Understand and apply mathematical principles and concepts
- Solve problems, reason, and communicate mathematically

Established Indicators: ER-2: Mathematics

- % of students who Demonstrate Characteristics of Entering Kindergartners in mathematics based on WaKIDS whole-child assessment
- % of 3<sup>rd</sup> graders meeting or exceeding state standards in math
- % of 5<sup>th</sup> graders meeting or exceeding state standards in math
- % of 8<sup>th</sup> graders meeting or exceeding state standards in math
- % of 9<sup>th</sup> graders earning full credit in math
- % of 11<sup>th</sup> graders meeting or exceeding state standards in math

Targets for Student Achievement: ER-2: Mathematics

- 95% of students meet all established indicators
- Student performance is comparable to student performance in comparable WA state districts (>6500)
- Student performance is improving in all established indicators

Established Data Sets/Displays: ER-2: Mathematics

- District level data will be presented, built upon actual individual student performance
- At least 5 years of data will be presented where possible, presented on line graph
- Data will be disaggregated by groups (race/ethnicity; free/reduced lunch; gender; program participation)
  - Gap data will be presented for current year in all areas
- Clean cohort data will be presented and disaggregated for current grade 8 showing performance in grades 7,6,5,4 & 3
- Gap trend data will be presented with absolute scores charted on a line graph that shows line and gap between

## Data Overview Sheet

Student Performance Targets:					Key:		95% Target Met			
<ul style="list-style-type: none"> <li>95% of students meet all established indicators</li> <li>Student performance is comparable to student performance in comparable WA state districts</li> <li>Student performance is improving</li> </ul>					Reasonable Progress Limited Progress					
	All	Male	Female	Special Education	ELL	Low Income	White	Asian	Black/African American	Latino/Hispanic
<b>Pre-K WaKIDS Mathematics Fall 2016</b>	87.0% Rank 5 <i>baseline</i>	85.9% Rank 6 <i>baseline</i>	88.0% Rank 5 <i>baseline</i>	67.4% Rank 6 <i>baseline</i>	77.3% Rank 6 <i>baseline</i>	52.6% Rank 29 <i>baseline</i>	88.0% Rank 8 <i>baseline</i>	92.0% Rank 4 <i>baseline</i>	79.4% Rank 5 <i>baseline</i>	64.3% Rank 13 <i>baseline</i>
<b>3 Math SBA Spring 2017</b>	82.2% Rank 1 ↑1.7 (3 yr)	83.0% Rank 1 ↑3.0 (3 yr)	81.4% Rank 1 ↑0.3 (3 yr)	39.3% Rank 10 ↓4.3 (3 yr)	58.8% Rank 1 ↑6.8 (3 yr)	48.6% Rank 15 ↓1.9 (3 yr)	81.1% Rank 1 ↑1.4 (3 yr)	93.4% Rank 1 ↓0.2 (3 yr)	47.0% Rank 6 ↓14.3 (3 yr)	56.2% Rank 11 ↓2.7 (3 yr)
<b>5 Math SBA Spring 2017</b>	75.8% Rank 2 ↑3.1 (3 yr)	75.4% Rank 3 ↑2.4 (3 yr)	76.2% Rank 1 ↑3.8 (3 yr)	28.6% Rank 8 ↓0.3 (3 yr)	35.5% Rank 4 ↑4.2 (3 yr)	41.0% Rank 12 ↑8.1 (3 yr)	75.1% Rank 1 ↑2.4 (3 yr)	89.6% Rank 2 ↑1.3 (3 yr)	38.0% Rank 9 ↑5.9 (3 yr)	50.8% Rank 8 ↑5.5 (3 yr)
<b>8 Math SBA Spring 2017</b>	74.5% Rank 2 ↑3.0 (3 yr)	74.4% Rank 2 ↑4.1 (3 yr)	74.7% Rank 2 ↑1.9 (3 yr)	24.4% Rank 6 ↑0.8 (3 yr)	31.8% Rank 3 ↑7.3 (3 yr)	41.6% Rank 11 ↑3.8 (3 yr)	75.2% Rank 2 ↑2.9 (3 yr)	86.7% Rank 5 ↑0.3 (3 yr)	39.0% Rank 4 ↑3.6 (3 yr)	52.0% Rank 6 ↑5.5 (3 yr)
<b>9 Full Math Credit 2015-16 Class of 2019</b>	★ 96.6% Rank 2 ↑2.3 (3 yr)	★ 96.1% Rank 2 ↑3.3 (3 yr)	★ 97.2% Rank 3 ↑1.4 (3 yr)	91.0% Rank 4 ↑7.0 (3 yr)	77.8% Rank 16 ↓14.7 (3 yr)	89.1% Rank 3 ↑1.0 (3 yr)	★ 97.3% Rank 1 ↑2.9 (3 yr)	★ 98.6% Rank 8 ↑0.5 (3 yr)	92.5% Rank 3 ↓7.5 (3 yr)	90.0% Rank 6 ↑3.3 (3 yr)
<b>11 Math SBA Spring 2017</b>	32.8% / 91.2%* Rank suppressed ↑25.2* (3 yr)	35.5% / 91.4%* Rank suppressed ↑23.5* (3 yr)	29.9% / 90.9%* Rank suppressed ↑27.7* (3 yr)	6.8% / 42.1%* Rank suppressed ↑17.7* (3 yr)	3.9% / 10.0%* Rank suppressed ↓7.6* (3 yr)	12.0% / 54.1%* Rank suppressed ↑22.9* (3 yr)	31.2% / 94.5%* Rank suppressed ↑30.1* (3 yr)	52.1% / 94.9%* Rank suppressed ↑10.1* (3 yr)	11.1% / 44.4%* Rank suppressed ↑27.8* (3 yr)	11.4% / 56.0%* Rank suppressed ↑19.7* (3 yr)
<b>Data Business Rules:</b> <ul style="list-style-type: none"> <li>Rankings are out of Washington School Districts with 6500 or more students. In 2016-17, this was 49 school districts. Some categories do not include 49 school districts in the rankings due to suppressed data of small sample sizes from OSPI.</li> <li>Pre-K WaKIDS: Fall 2016.</li> <li>Gr 3-8, 11 Math: Washington State Report Card business rules, Spring 2017.</li> <li>9 Full Math Credit: OSPI Data Analytics business rules, 2015-16 School Year.</li> <li>Color coding for 11<sup>th</sup> Grade Math SBA determined by "Of those taking test"</li> <li>State ranking for 11<sup>th</sup> Grade Math SBA results is suppressed due to the small number of students taking test state-wide.</li> </ul>					<b>Color Coding Business Rules:</b> <div style="background-color: #008000; padding: 2px; margin-bottom: 5px;"><b>Dark Green</b></div> If 85% or higher, then dark green If negative progress of two (2) or more points, move to light green Or, if rank is > 11, move to light green (rank 11 is the 80 <sup>th</sup> percentile of 49 school districts) <div style="background-color: #ffff00; padding: 2px; margin-bottom: 5px;"><b>Yellow</b></div> If 71-84%, then Yellow If rank is < 5, move to light green (rank 4 is the 94 <sup>th</sup> percentile of 49 school districts) <div style="background-color: #ff0000; padding: 2px; margin-bottom: 5px;"><b>Dark Red</b></div> If 70% or less, then dark red If rank is < 12, move to light red Or, if progress is three (3) or more points, move to light red					

## Summary Analysis

### Strengths

- Overall, reasonable progress is being made in math.
  - Overall student performance in math is strong.
    - Math performance of grades 3-8 students combined, ranks 1<sup>st</sup> or 2<sup>nd</sup> of the 49 largest districts in Washington State.\*
  - Three to four-year trends show student growth in math.
    - Trends for the “All” students group show growth in grades 3-8.\*
    - Trends for most groups also show growth in grades 5-11.
  - Grade 9 students are earning full credit in Math.
    - 97% are earning full credit, and gaps are closing.

### Challenges

- Exceptions to progress are revealed when examining progress of specific student groups, and achievement/opportunity gaps persist.
  - Gaps exist when comparing the performance of the “All” students group to that of ELL, Special Education, Low Income, Black-African American, and Hispanic-Latino students in all grade levels.
- All groups are below the 95% “at or above standard” benchmark on the SBA grades 3-11.

*\*State ranking is suppressed for the 11<sup>th</sup> grade SBA results due to the small number of students taking the exam.*

## Exceptions Analysis: Special Education

- Only 67% of students demonstrated characteristics of entering kindergarteners on the WaKIDS mathematics assessment.
- Performance outcomes for students receiving special education services remain low in grades 3-11, with only 24-42% of students meeting standard on the SBA each year, and significant achievement gaps at each grade level between students receiving special education services and all students.
- The 3-year performance trend on the SBA for students receiving special education services in grades 3 and 5 is declining.
- There is an increasing achievement gap over three years for the class of 2021 cohort.
- A lower percentage of students receiving special education services meet standard on the SBA each successive year between grades 3 and 8.

### Current approach:

#### Building Continuous Improvement Process (CIP) Plans

- Each school sets school-level goals for students receiving Special Education. School-level goals and strategies to close gaps are incorporated into each school's CIP, and monitored by Directors, School Support and the Special Services team.

#### Supplemental Curriculum

- At the elementary level, we are using supplemental curriculum for special education students in grades K-5 including *Focus Math* and *SRA Connecting Math*; in grades 6-8 we are using the new ALEKS online supplement, *SRA Connecting Math*, and *Bridges to Connecting Algebra*; in grades 9-12 we are using *Algebra Ready* and *Carnegie Learning Bridges*.

### New strategies being implemented:

#### Supplemental Curriculum

- We are expanding the use of the ALEKS online supplement, which was purchased during our recent middle school math adoption, for use as an intervention supplement in elementary, middle and high school.
  - Use has shown positive outcomes, including improved curriculum-based assessment scores, for students in Safety Net classes who were assigned to ALEKS as an intervention.

#### Professional Learning

- Special education teachers are receiving training in the use of our new 6-8 math curriculum, and Algebra 1, 2 and Geometry curriculum as part of our adoption processes.

#### Inclusion/Service Delivery Model

- At the secondary level, we are adopting a co-teaching model, with instruction delivered by a grade-level general education teacher and a special education teacher, to increase students' access to grade level core math instruction.

### Strategies being reviewed or evaluated:

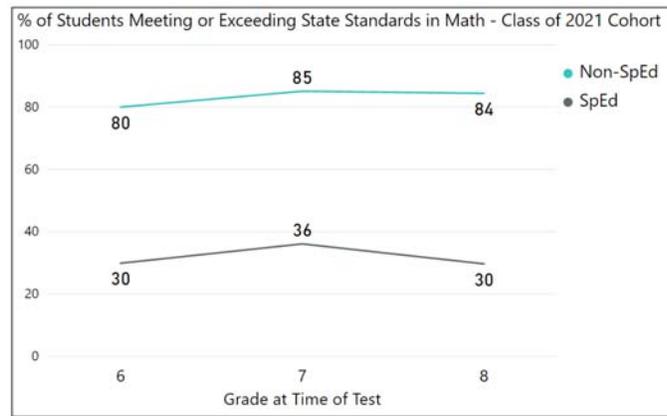
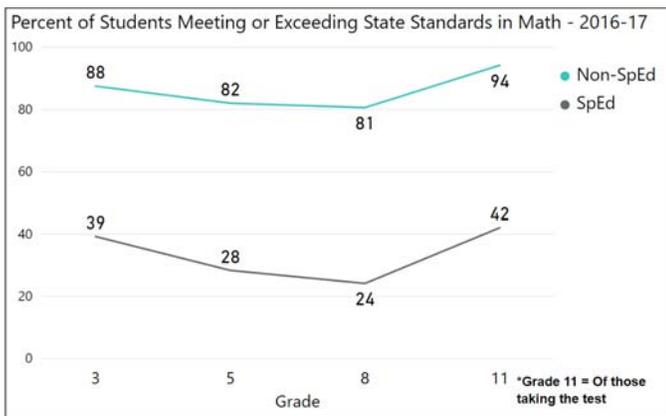
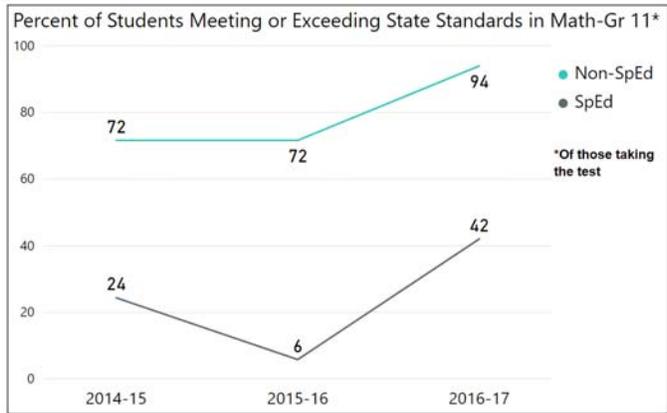
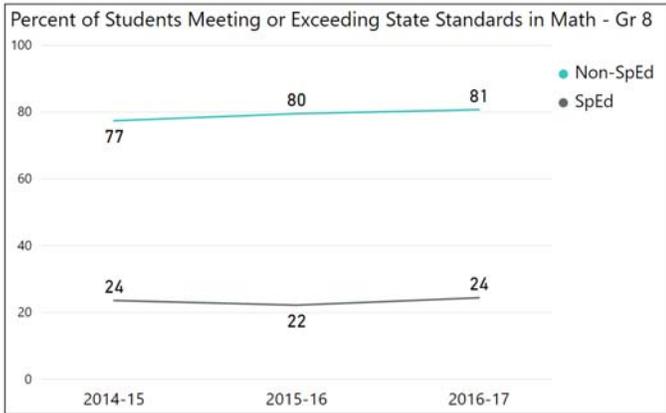
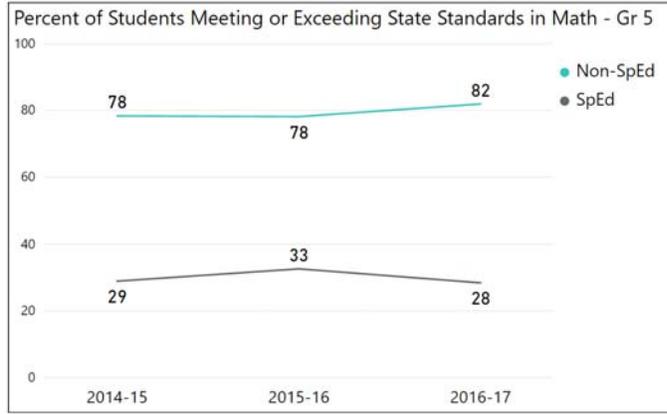
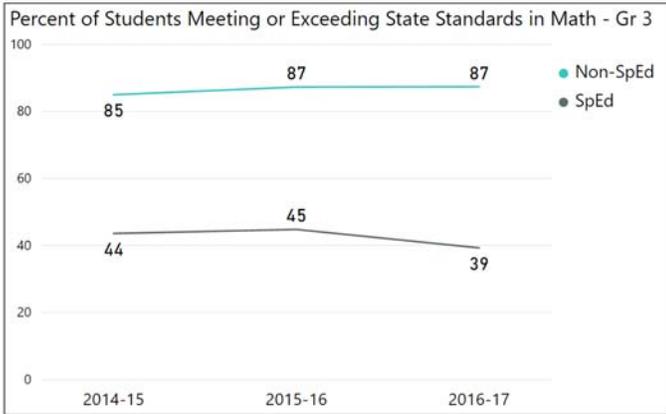
#### Supplemental Curriculum

- We are reviewing our existing supplemental math curriculum materials at the secondary level to determine what adjustments (e.g. supplements, replacement curriculum) are warranted.

#### Progress Monitoring

- We are identifying potential new screening and progress monitoring assessments for adoption in math.
  - Results from screening assessments are used to identify students for intervention.
  - Results from progress monitoring assessments can be used to guide differentiated instruction for students who are not progressing.

## Data Displays: Special Education



## Exceptions Analysis: English Language Learners

- While 77% of EL students demonstrated characteristics of entering kindergarteners on the WaKIDS math assessment, there is a 10% gap between EL students and the “All” students group.
- By grade 3, fewer than 60% of EL students met standards on the SBA in 2016-17.
  - Over 50% of students who were enrolled in EL in kindergarten make sufficient progress to exit the program by the end of grade 2.
  - Students who continue in the program have greater needs in terms of language acquisition.
  - The difference between the 2016-17 performance of EL kindergarten students and grade 3 EL students is also a reflection of the increasingly complex language requirements of the math assessments each year and new students who enter the program with limited proficiency in English indicating a need to emphasize language acquisition that includes academic vocabulary.
- The percentage of EL students meeting standards on the SBA drops each year from grades 3 -11.
  - The declining performance trend of EL students between in grades 3-11 is due in part to the higher academic language demands placed on students as they enter middle and high school, the number of students exiting each year, and the number of students new to the district who enter the program each year with limited proficiency in English, indicating a need to emphasize language acquisition that includes academic vocabulary.
- The percent of students meeting standard each year in the class of 2021 cohort declined between 2014 and 2017, however, the percent of exited EL students meeting standard increased each year.
- The 3-year performance trend of EL students earning full math credit in 9<sup>th</sup> grade has declined.

### Current approach:

#### Building Continuous Improvement Process (CIP) Plans

- Each school sets school-level goals for students receiving Special Education. School-level goals and strategies to close gaps are incorporated into each school’s CIP, and monitored by Directors, School Support and Director, Intervention Services.
- Access to core instruction and EL services, together with school-level goals incorporated into each school’s Continuous Improvement Process (CIP) Plan contribute to the high number of students who exit our EL program each year and the success of students after they exit the program. By the 4<sup>th</sup> year of exit, former ELL students outperform all students in math.

#### Summer Math Programs

- We provide a tuition-free EL summer invitation program for students who are not at standard.

#### Parent and Family Engagement

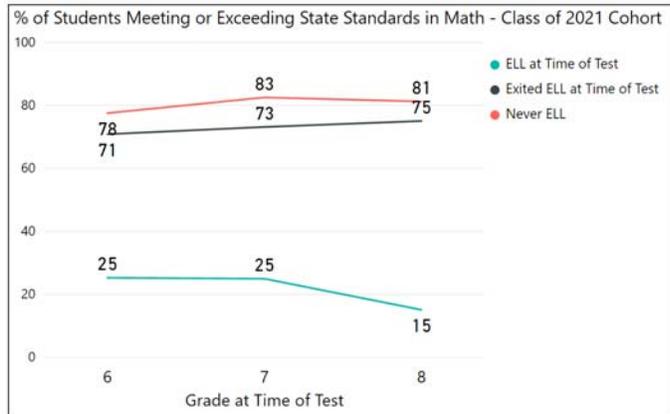
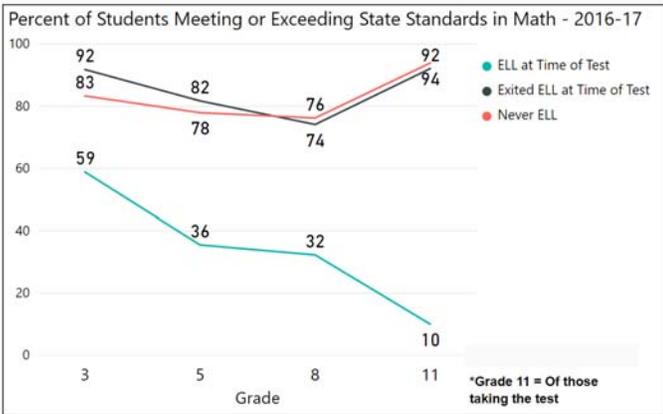
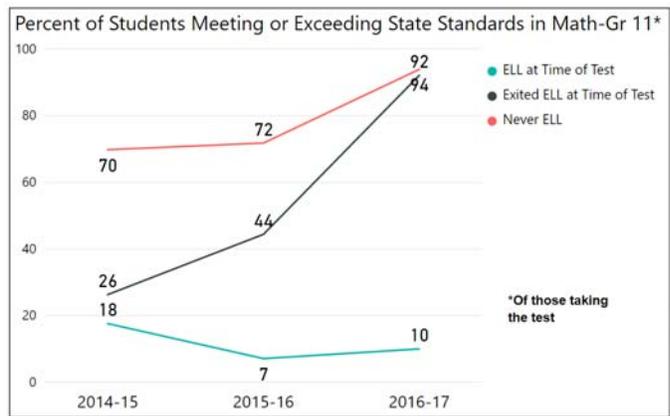
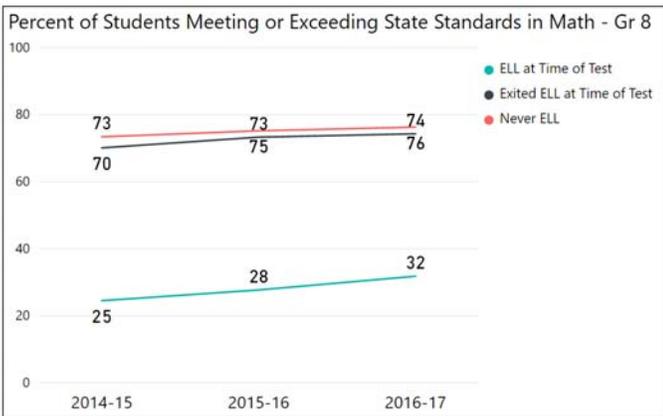
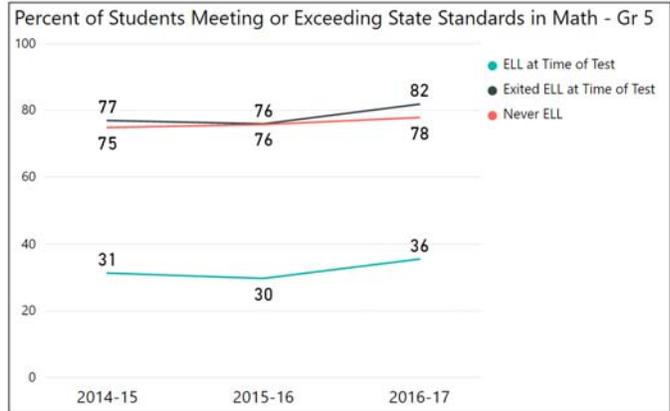
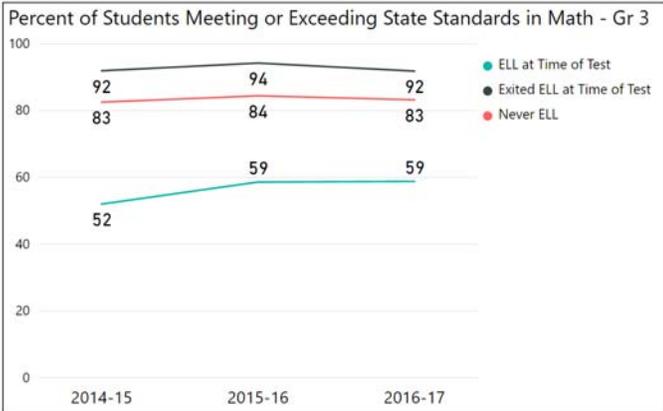
- The Natural Leaders program in each of our schools receiving Title I funding to engage underrepresented families in leadership roles in the school community; higher levels of parental involvement are correlated to higher levels of student achievement.

### New strategies being implemented:

#### Professional Learning

- We are adopting Sheltered Instruction Observation Protocol (SIOP) training for both EL and general education teachers in elementary and secondary schools. We are also providing training for general education teachers to equip them with strategies to support instruction for new EL students.
  - SIOP is a research-based model that gives teachers instructional strategies to use to improve academic language acquisition, resulting in increased achievement for EL students.
  - SIOP and EL strategies for general education teachers are designed to increase the speed of language acquisition and accelerate learning for EL students new to the system.

## Data Displays: English Language Learners



## Exceptions Analysis: Low Income

- Students from low-income households had the lowest performance of all groups on the WaKIDS assessment.
  - Only 53% of students demonstrated characteristics of entering kindergarteners in math.
- The 3-year performance trend of students from low-income households is declining slightly in grade 3, though it is improving in other grade levels.
- Performance outcomes for students from low-income households remain low in grades 3-11, with only 41– 54% of students meeting standard each year, and persistent gaps at each grade level.
- A slightly higher percentage of students from low-income households (54%) met math standards in high school than in middle and elementary school.
- For the class of 2021 cohort, there is a persistent achievement gap when comparing low income to non-low income students, however the gap is decreasing slightly.
- Over time, a slightly higher percentage of low income grade 9 students are earning math credit.

### **Current approach:**

#### Building Continuous Improvement Process (CIP) Plans

- Each school sets school-level goals for students not meeting standard. School-level goals and strategies to close gaps are incorporated into each school's CIP, and monitored by Directors, School Support and Director, Intervention Services.

#### Early Learning and Early Intervention

- Head Start Preschool serves students from low-income households to prepare them for entry to our elementary schools.

#### Inclusion/Service Delivery Model

- Students not meeting standards have access to grade level core instruction delivered by grade-level teacher instead of pull-out during core instruction.
  - This provides students the opportunity to access core instruction with supports from Safety Net.

#### Supplemental Curriculum

- Safety Net and general education teachers provide supplemental math instruction for K-8 students performing below standard on curriculum-based assessments and SBA.
- We use supplemental curriculum resources such as *Focus Math* in elementary, and ALEKS in elementary and secondary for students who are below standard.
- We are implementing Algebra and Geometry credit recovery courses at the high school level.

### **New strategies being implemented:**

#### Inclusion/Service Delivery Model

- We are adopting co-teaching models to increase access to grade level core instruction delivered by a grade-level teacher and Safety Net teacher.

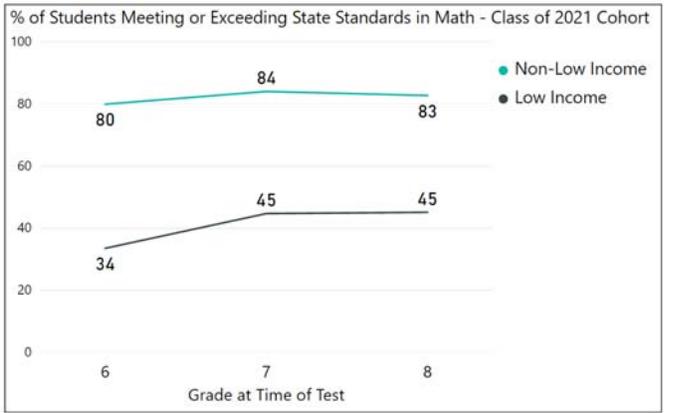
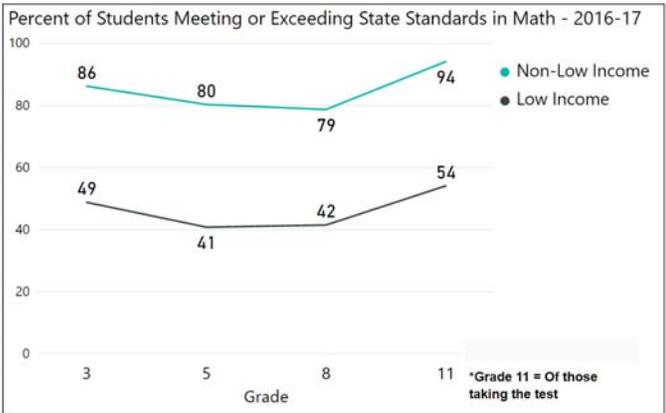
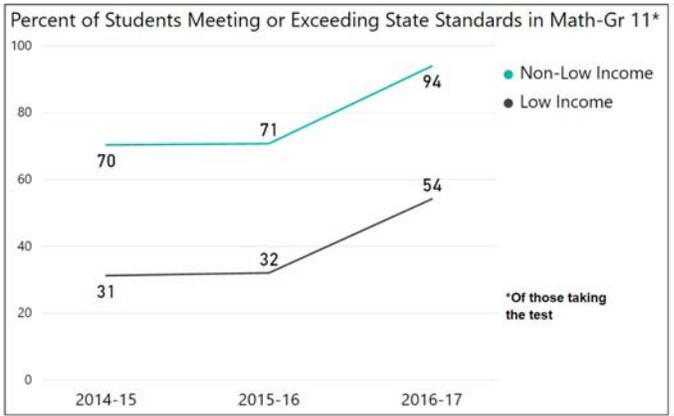
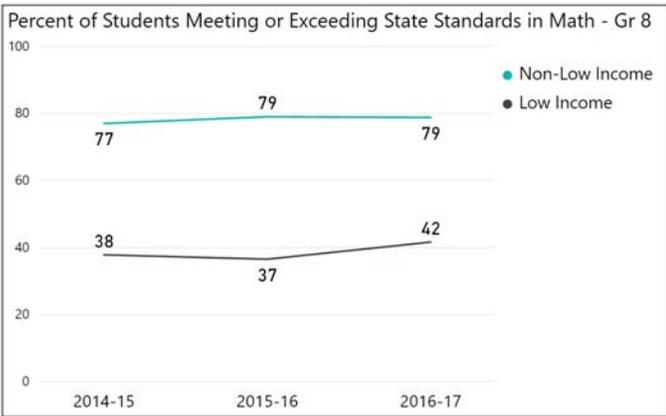
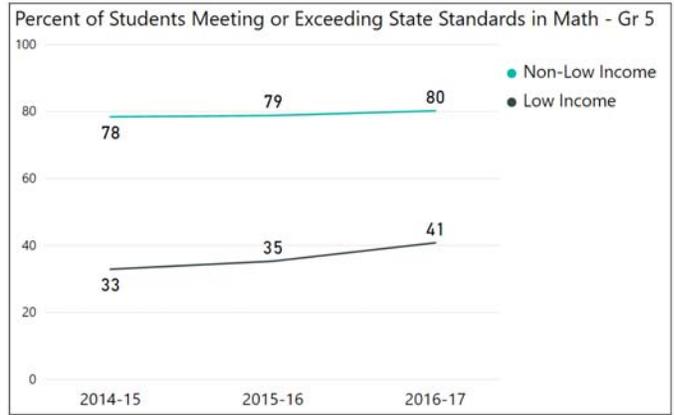
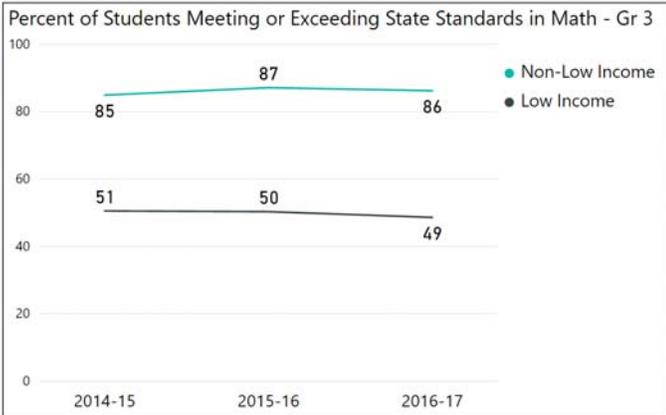
#### Professional Learning

- We are adopting new training for Safety Net teachers in math through the Consortium on Reaching Excellence in Education (CORE).
  - CORE is providing comprehensive professional learning services in math that address:
    - Mathematical discourse, writing, reading and vocabulary
    - Improving arithmetic and algebraic teaching and learning
    - Teaching problem solving through mathematical modeling and other math applications
  - Schoolwide training is also occurring at two of our Title schools

#### Parent Engagement and Wraparound Services

- The district McKinney-Vento Liaison identifies and coordinates academic and social supports for homeless students and families.

## Data Displays: Low Income



## Exceptions Analysis: Race/Ethnicity

- The percentage of Black/African American students demonstrating characteristics of entering kindergarteners in math on the WaKIDS assessment is 79%, this gap grows significantly larger in grades 3-11.
- The gap in grades 3-11 between Black/African American students and all students meeting standard on the SBA ranges from 38-47%, though it decreases slightly each year.
  - Gaps remain even when accounting for income and language proficiency.
- The percent of Black/African American students meeting standard each year in the class of 2021 cohort remains low between 2014 and 2017, though it is increasing.
- The percentage of Latino/Hispanic students demonstrating characteristics of entering kindergarteners in math on the WaKIDS assessment is 64%, this gap grows larger in grades 3-11.
- The gap in grades 3-11 between Latino/Hispanic students and all students meeting standard on the SBA ranges from 51-56%, though it decreases slightly each year.
  - Gaps are reduced significantly when accounting for income and language.
- The percent of Latino/Hispanic students meeting standard each year in the class of 2021 cohort remains below that of the “All” students group, though it is increasing.

### **Current approach:**

#### Building Continuous Improvement Process (CIP) Plans

- Each school sets school-level goals for students by race/ethnicity. School-level goals and strategies to close gaps are incorporated into each school’s CIP, and monitored by Directors, School Support.

#### Inclusion/Service Delivery Model

- Students not meeting standards have access to grade level core instruction delivered by grade-level teacher instead of pull-out during core instruction.
  - This provides students the opportunity to access core instruction with supports from Safety Net.

#### Supplemental Curriculum

- Safety Net and general education teachers provide supplemental math instruction for K-8 students performing below standard on curriculum-based assessments and SBA.
- Supplemental curriculum resources such as *Focus Math* in elementary, and ALEKS in elementary and secondary as used for students below standard.
- We are implementing Algebra credit recovery courses at the high school level.

### **New strategies being implemented:**

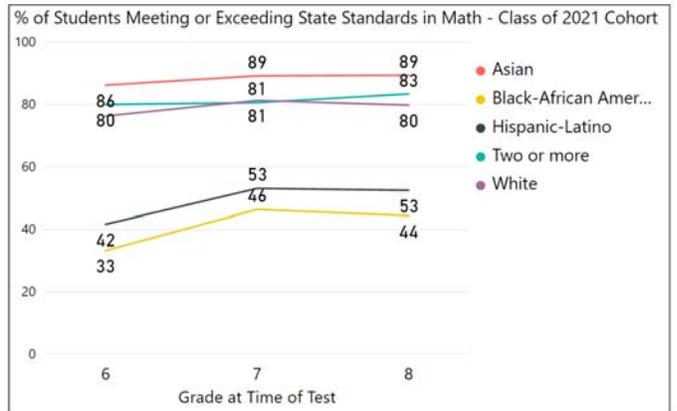
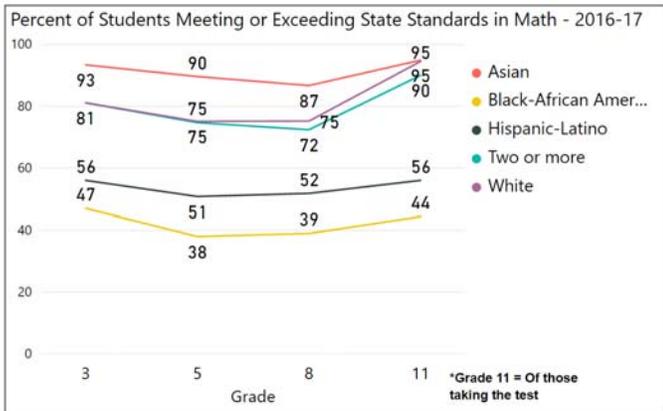
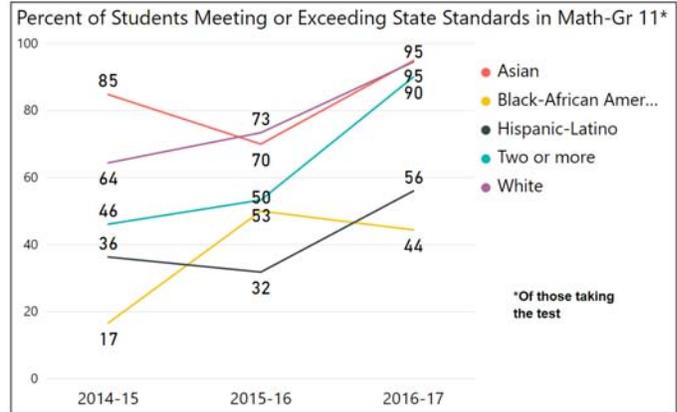
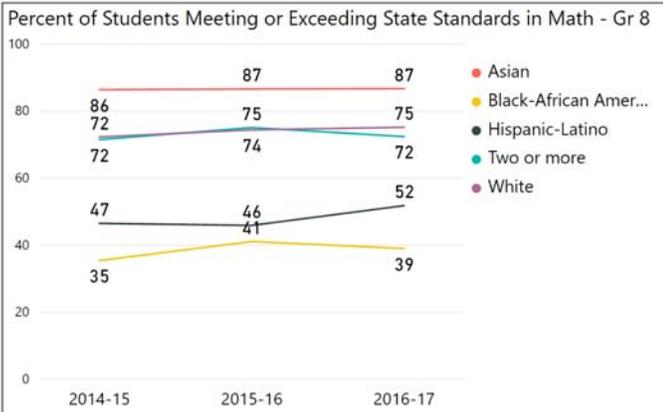
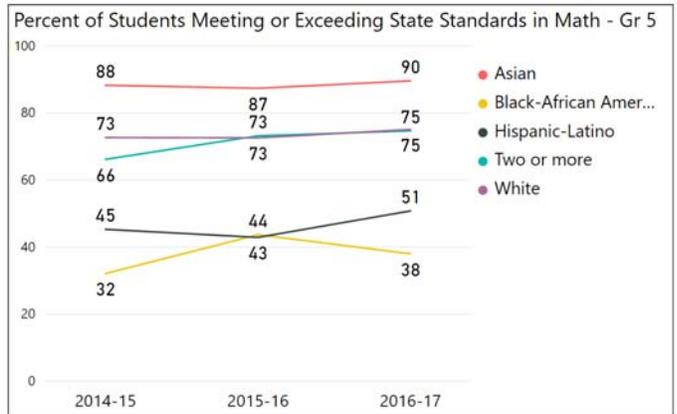
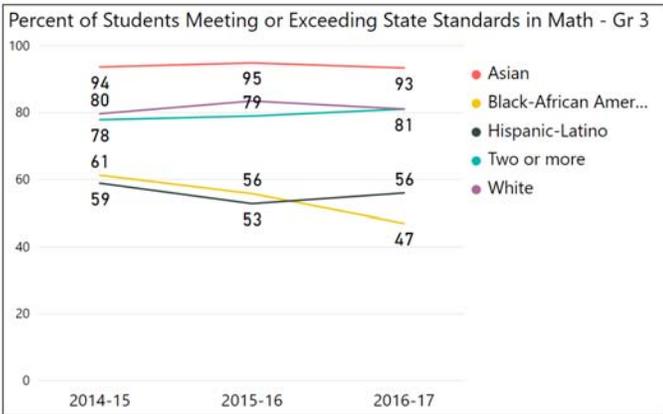
#### Inclusion/Service Delivery Model

- We are adopting co-teaching models to increase access to grade level core instruction delivered by a grade-level teacher and Safety Net teacher.

#### Professional Learning

- We are adopting new training for Safety Net teachers in math through the Consortium on Reaching Excellence in Education (CORE).
  - CORE is providing comprehensive professional learning services in math that address:
    - Mathematical discourse, writing, reading and vocabulary
    - Improving arithmetic and algebraic teaching and learning
    - Teaching problem solving through mathematical modeling and other math applications
  - Schoolwide training is also occurring at two of our Title schools
- We are implementing district-wide equity efforts focused on cultural competency and culturally responsive teaching, as well as equitable approaches to student discipline.

## Data Displays: Race/Ethnicity



## DONATIONS

January 8, 2018

### SITUATION

Individuals and/or groups periodically desire to make monetary donations to the school district. Monetary donations which exceed \$1,000 are submitted for board approval. Following is a list of those requests for the time period including the individual or group making the request, the amount of donation and the purpose for which the funds are to be used.

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Lake Washington Schools Foundation to Sandburg Elementary	\$1,279.70	To support Robotics.
Elizabeth Blackwell PTSA to Blackwell Elementary	\$26,280.00	To support building leadership team (\$4,800.00); purchase library books (\$2,040.00) and classroom supplies (\$14,400.00); and support classroom enrichment (\$1,440.00) and assemblies (\$3,600.00).
Rachel Carson PTSA to Carson Elementary	\$29,560.37	To provide stipends for webmaster, Watch D.O.G.S., outdoor education, intramural sports, student council, choir, and honor society (\$19,544.82); purchase library books (\$2,195.55); and support classroom enrichment (\$7,820.00).
Albert Einstein PTSA to Einstein Elementary	\$1,575.00	To purchase site license for IXL Math.
Ben Franklin PTA to Franklin Elementary	\$6,028.00	To purchase library laptops.
Helen Keller PTSA to Keller Elementary	\$23,278.77	To provide stipends for outdoor education and Lego Club (\$4,887.00); purchase library books (\$2,000.00), musical instruments (\$2,000.00), classroom supplies (\$3,650.00), office supplies (\$2,000.00), and Field Day supplies (\$741.77); and support classroom enrichment (\$5,000.00) and staff development (\$3,000.00).
Horace Mann Elementary PTA to Mann Elementary	\$1,511.69	To purchase musical instruments.

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Symetra to Smith Elementary	\$2,000.00	To purchase classroom supplies.
Laura Ingalls Wilder Elementary PTSA to Wilder Elementary	\$4,432.50	To purchase Dream Box Math site license (\$1,500.00) and support academic enrichment (\$2,932.50).
Juanita Rebels Booster Club to Kamiakin ASB	\$2,803.94	To purchase musical instruments.
International Community School PTSA to ICS	\$21,850.00	To purchase art supplies (\$18,550.00) and support graduation ceremony (\$3,300.00).
<b>TOTAL</b>	<b>\$120,599.97</b>	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the January 8, 2018 board meeting.

APPROVAL OF MONITORING REPORT  
ER 2-3, SCIENCE

January 8, 2018

At the December 4, 2017 board meeting, ER 2-3 Science was presented.

Following the presentation of the report, Board member comments were collected and provided back to Board members. The Board has identified and documented consensus comments with respect to assertions of progress and exceptions. The Board has identified focus/priority areas and presentation comments to provide direction to the superintendent, as specified in Board Policy: Board/CEO Relationship, B/CR-5: Monitoring CEO Performance:

“The Board will view CEO performance as being identical to organizational performance. CEO job performance will be monitored systematically against the only CEO job expectations: reasonable progress toward organizational accomplishment of the Board’s Ends policies, and organizational operation within the boundaries established in the Board’s Executive Limitations policies.”

Following board discussion, the Assertion of Progress and Exception form for Science and the monitoring report will be presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report and Assertion of Progress and Exception form for ER 2-3, Science, as presented.

# **End Result (ER) 2-3: Science**

Board Monitoring Report  
December 4, 2017

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**Monitoring Description, Established Indicators,  
Targets for Student Achievement, and Established Data Sets/Displays**

Monitoring Description: ER-2: Science

**The Board monitors how well students can:**

- Understand and apply scientific principles and concepts
- Solve problems, reason, and communicate scientifically

Established Indicators: ER-2: Science

- % of 5<sup>th</sup> graders meeting or exceeding state standards in science
- % of 8<sup>th</sup> graders meeting or exceeding state standards in science
- % of 9<sup>th</sup> graders earning full credit in science
- % of 10<sup>th</sup> graders meeting or exceeding state standards in biology

Targets for Student Achievement: ER-2: Science

- 95% of students meet all established indicators
- Student performance is comparable to student performance in comparable WA state districts (>6500)
- Student performance is improving in all established indicators

Established Data Sets/Displays: ER-2: Science

- District level data will be presented, built upon actual individual student performance
- At least 5 years of data will be presented where possible, presented on line graph
- Data will be disaggregated by groups (race/ethnicity; free/reduced lunch; gender; program participation)
  - Gap data will be presented for current year in all areas
- Gap trend data will be presented with absolute scores charted on a line graph that shows line and gap between

### Data Overview Sheet

Student Performance Targets:					Key:					
<ul style="list-style-type: none"> <li>95% of students meet all established indicators</li> <li>Student performance is comparable to student performance in comparable WA state districts</li> <li>Student performance is improving</li> </ul>					 <ul style="list-style-type: none"> <li>Reasonable Progress</li> <li>Limited Progress</li> </ul>					
<b>5</b>	86.7%	84.9%	88.5%	49.4%	43.2%	60.3%	88.1%	93.3%	65.1%	67.7%
<b>Science</b>	Rank 2	Rank 4	Rank 2	Rank 7	Rank 3	Rank 9	Rank 2	Rank 2	Rank 1	Rank 6
<b>MSP</b>	↓1.2	↓3.0	↑0.7	↓2.8	↓1.9	↓3.0	↓1.5	↑3.1	↓21.1	↓1.8
<i>Spring 2017</i>	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)
<b>8</b>	86.0%	84.8%	87.2%	41.4%	35.2%	59.5%	88.8%	90.5%	48.7%	68.0%
<b>Science</b>	Rank 2	Rank 3	Rank 3	Rank 12	Rank 5	Rank 14	Rank 1	Rank 6	Rank 11	Rank 7
<b>MSP</b>	↑3.2	↑2.8	↑3.4	↑5.4	↑12.0	↑1.7	↑3.3	↑3.2	↓15.1	↑10.3
<i>Spring 2017</i>	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)
<b>9</b>	★96.2%	★95.6%	★96.8%	84.9%	85.5%	88.5%	★96.7%	★98.1%	87.5%	91.7%
<b>Full Science</b>	Rank 5	Rank 3	Rank 5	Rank 8	Rank 7	Rank 7	Rank 4	Rank 19	Rank 10	Rank 5
<b>Credit</b>	↑3.9	↑4.7	↑3.1	↑16.9	↑6.6	↑11.3	↑3.7	↑0.7	↑3.6	↑12.4
<i>2015-16 Class of 2019</i>	(3 yr)	(3 yr)	(3 yr)	(3 yr)	(3 yr)	(3 yr)	(3 yr)	(3 yr)	(3 yr)	(3 yr)
<b>10</b>	85.5%	85.5%	85.6%	58.2%	38.4%	68.9%	89.2%	84.6%	61.5%	71.6%
<b>Biology</b>	Rank 6	Rank 6	Rank 8	Rank 6	Rank 6	Rank 8	Rank 5	Rank 11	Rank 7	Rank 6
<b>EOC</b>	↓1.0	↓0.9	↓1.0	↑2.6	↑8.8	↑5.7	↓0.3	↓3.0	↓3.8	↑6.2
<i>Spring 2017</i>	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)	(5 yr)
<b>Data Business Rules:</b> <ul style="list-style-type: none"> <li>Rankings are out of Washington School Districts with 6500 or more students. In 2016-17, this was 49 school districts. Some categories do not include 49 school districts in the rankings due to suppressed data of small sample sizes from OSPI.</li> <li>Gr 5,8, 10 MSP Science &amp; EOC: Washington State Report Card business rules, Spring 2017.</li> <li>9 Full Science Credit: OSPI Data Analytics business rules, 2015-16 School Year.</li> </ul>					<b>Color Coding Business Rules:</b> <div style="background-color: #008000; height: 10px; margin-bottom: 5px;"></div> <b>Dark Green</b> If 85% or higher, then dark green If negative progress of two (2) or more points, move to light green Or, if rank is > 11, move to light green (rank 11 is the 80th percentile of 49 school districts) <div style="background-color: #ffff00; height: 10px; margin-bottom: 5px;"></div> <b>Yellow</b> If 71-84%, then Yellow If rank is < 5, move to light green (rank 4 is the 94 <sup>th</sup> percentile of 49 school districts) <div style="background-color: #ff0000; height: 10px; margin-bottom: 5px;"></div> <b>Dark Red</b> If 70% or less, then dark red If rank is < 12, move to light red Or, if progress is three (3) or more points, move to light red					

## Summary Analysis

### Strengths

- Overall, reasonable progress is being made in science.
  - Overall student performance in science is strong.
    - Science performance of grades 5, 8 and 10 students combined, ranks 2-6 of the 49 largest districts in the state.
  - Grade 9 students are earning full credit in science.
    - 96% are earning full credit, and gaps are closing.
    - The percentage of students in all groups earning full science credit over three years is increasing.

### Challenges

- Exceptions to progress are revealed when examining achievement of specific student groups, and achievement/opportunity gaps persist.
  - Gaps exist when comparing the performance of the “All” students group to that of Special Education, ELL, Low Income, Black/African American, and Latino/Hispanic students in all grade levels.
- All groups are below the 95% “at or above standard” benchmark on the Science MSP in grades 5 and 8 and on the EOC Biology Exam in grade 10.

## Exceptions Analysis: Special Education

- Performance outcomes for students receiving special education services remain low in grades 5, 8 and 10, with only 41-58% of students meeting standard on the Science MSP and EOC Biology Exam each year. Significant achievement gaps occur at each grade level between students receiving special education services and all students.
- The 5-year performance trend on the Science MSP for students receiving special education services in grade 5 is declining slightly, though it is improving in grade 8 and 10.
- While the achievement gap is decreasing for the class of 2019 cohort, a 28% gap exists by 10<sup>th</sup> grade between students receiving special education services and students not receiving special education services.
- The achievement of students receiving special education services on the Science MSP is lower in grade 8 than in grade 5 (41.4% and 49.4%).
  - The percentage of students meeting standard on the EOC Biology Exam in grade 10 climbs to 58.2%, likely due to the EOC Biology Exam being a graduation requirement.
- Students receiving special education services are the lowest performing group in terms of full science credit earned in grade 9, though there has been a 16.9% increase in students earning credit over 3 years.

### **Current approach:**

#### Building Continuous Improvement Process (CIP) Plans

- Each school sets school-level goals for students receiving special education. School-level goals and strategies to close gaps are incorporated into each school's CIP, and monitored by Directors, School Support and the Special Services team.

#### Curriculum

- Secondary science curriculum adopted in 2015 and 2016 is aligned with Next Generation Science Standards and will match the new state science assessments that will begin this year.
  - New science curriculum includes strategies for differentiation.

### **New strategies being implemented:**

#### Professional Learning

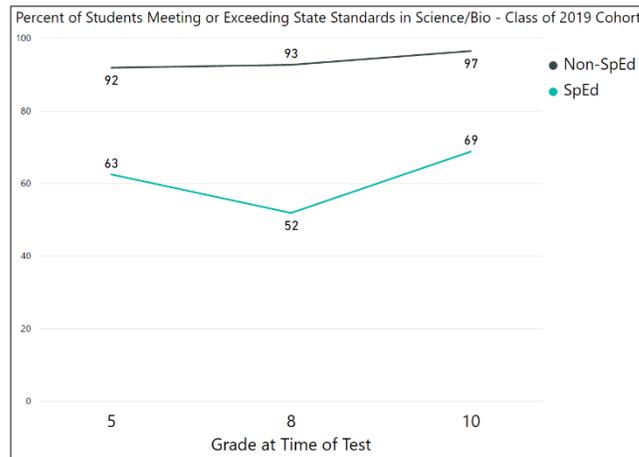
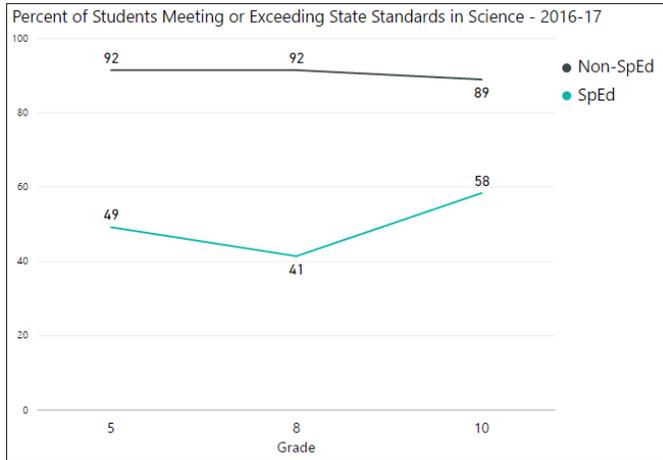
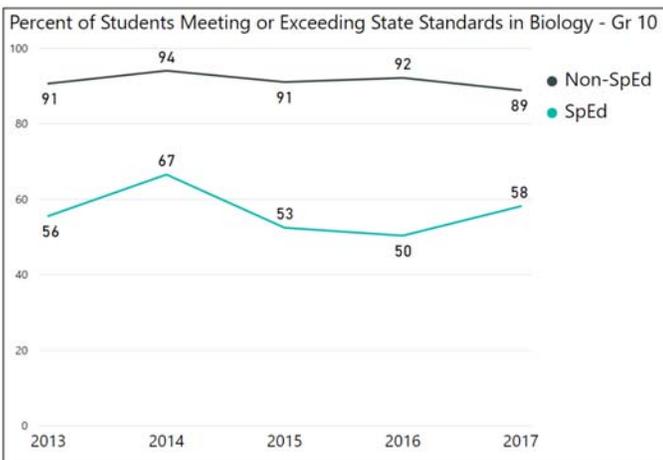
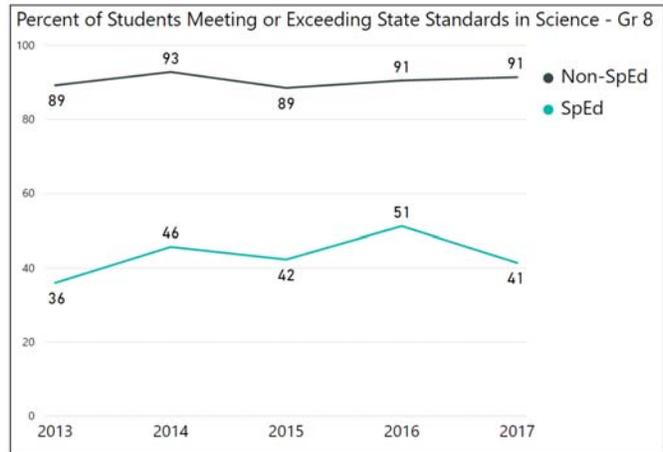
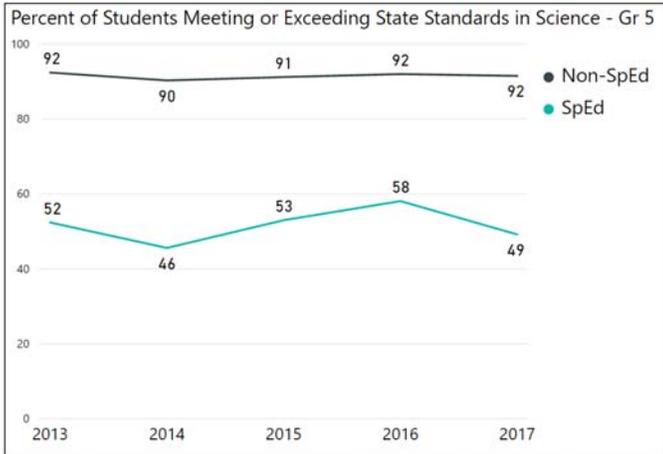
- Secondary science teachers are receiving training to support students of all backgrounds to deeply understand science ideas, participate in the activities of the discipline, and solve authentic problems.

### **Strategies being reviewed or evaluated:**

#### Curriculum

- Elementary science curriculum is being evaluated this year as part of our adoption cycle. New curriculum aligned with Next Generation Science Standards will include resources to support all students, including students with disabilities. Elementary teachers are being trained in effective science instruction through the adoption process.

## Data Displays: Special Education



Source: WAMS Assessment Files provided by OSPI, Business rules for Washington State Report Card applied. 5<sup>th</sup> and 8<sup>th</sup> grade students assessed using MSP Science, 10<sup>th</sup> grade students assessed using EOC Biology. 10<sup>th</sup> grade Biology includes students that previously passed the Biology EOC prior to 10<sup>th</sup> grade.

## Exceptions Analysis: English Language Learners

- Performance outcomes for ELL students remain low in grades 5, 8 and 10, with only 35% - 43% of students meeting standard on the Science MSP and EOC Biology Exam, and significant achievement gaps at each grade level between ELL students and all students.
- Performance of ELL students is the lowest of all groups on the Science MSP and EOC Biology Exam.
- The 5-year performance trend for grade 5 ELL students on the Science MSP is declining, though the trend is improving in grades 8 and 10.
- A lower percentage of ELL students meet standard on the Science MSP in grade 8 than in grade 5 (35.2% and 43.2%).
  - The percentage of students meeting standard on the EOC Biology Exam in grade 10 climbs slightly from grade 8 to 38.4 likely due to it being a graduation requirement.
  - The declining performance trend of EL students between in grades 5 and 8 and overall low performance is due in part to the higher academic language demands placed on students as they enter middle and high school, the number of students exiting each year, and the number of students new to the district who enter the program each year with limited proficiency in English, indicating a need to emphasize language acquisition that includes academic vocabulary.
- Though the percent of exited ELL students meeting standard by 10<sup>th</sup> grade increased, only 38% of students in the ELL program in 10<sup>th</sup> grade meet standard. Exited students perform well however, an 8% gap remains between students who exited ELL and students who were never ELL.

### **Current approach:**

#### Building Continuous Improvement Process (CIP) Plans

- Each school sets school-level goals. School-level goals and strategies to close gaps are incorporated into each school's CIP, and monitored by Directors, School Support and the ELL team.
- Access to core instruction and ELL services, together with school-level goals, are incorporated into each school's Continuous Improvement Process (CIP) Plan.

#### Curriculum

- Secondary science curriculum adopted in 2015 and 2016 is aligned with Next Generation Science Standards and will match the new state science assessments that will begin this year.
- New science curriculum includes ELL strategies and academic vocabulary resources for ELL students.

#### Parent and Family Engagement

- The Natural Leaders programs in each of our schools receiving Title I funding engage underrepresented families in leadership roles in the school community; higher levels of parental involvement are correlated to higher levels of student achievement.

### **New strategies being implemented:**

#### Professional Learning

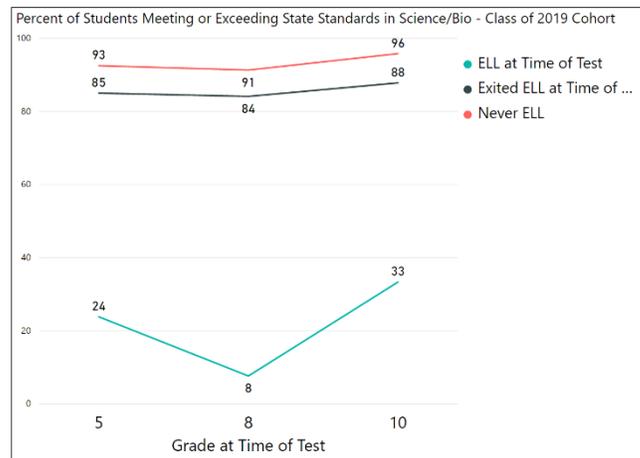
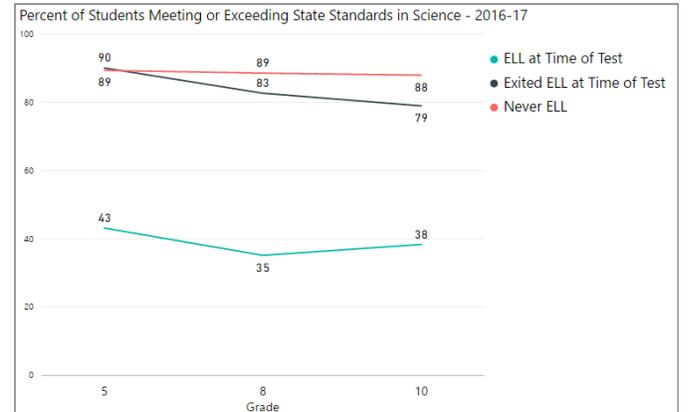
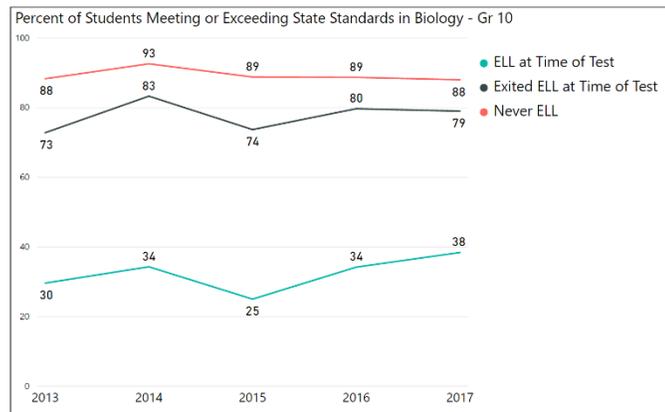
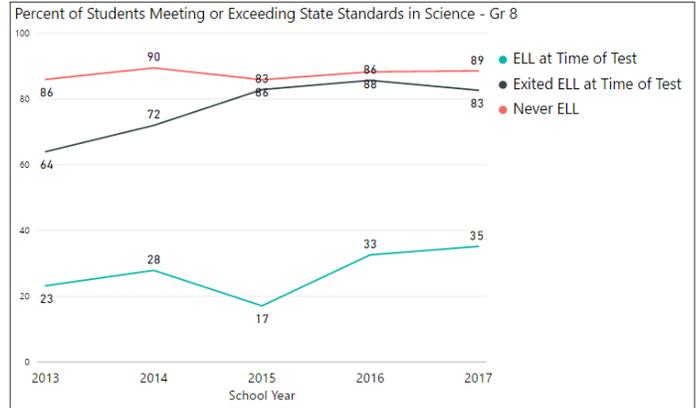
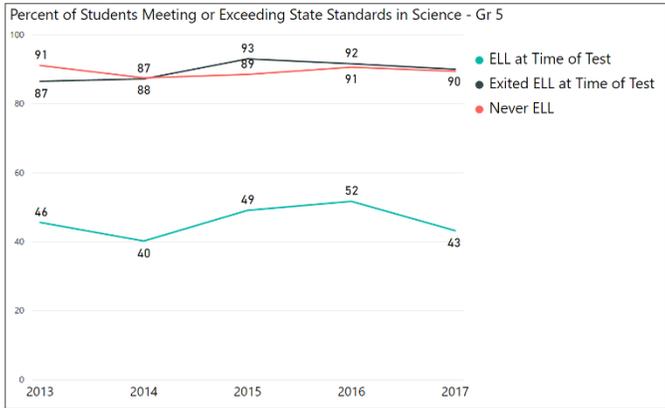
- We are adopting Sheltered Instruction Observation Protocol (SIOP) training for both EL and general education teachers in elementary and secondary schools. We are also providing training for general education teachers to equip them with strategies to support instruction for new ELL students.
- Secondary science teachers are receiving training to support students of all backgrounds to deeply understand science ideas, participate in the activities of the discipline, and solve authentic problems.

### **Strategies being reviewed or evaluated:**

#### Curriculum

- Elementary science curriculum is being evaluated this year as part of our adoption cycle. New curriculum aligned with Next Generation Science Standards will include resources to support all students, including ELL students. Elementary teachers are being trained in effective science instruction through the adoption process.

## Data Displays: English Language Learners



Source: WAMS Assessment Files provided by OSPI, Business rules for Washington State Report Card applied. 5<sup>th</sup> and 8<sup>th</sup> grade students assessed using MSP Science, 10<sup>th</sup> grade students assessed using EOC Biology. 10<sup>th</sup> grade Biology includes students that previously passed the Biology EOC prior to 10<sup>th</sup> grade. Exited ELL status determined using Skyward Data Mining Report of students that had previously received services, but had an exit date prior to state assessment.

## Exceptions Analysis: Low Income

- Performance outcomes for students from low-income households remain low in grades 5, 8 and 10, with only 60 – 69% of students meeting standard, and persistent gaps at each grade level.
- The 5-year performance trend of students from low-income households is declining in grade 5, though it is improving in other grade levels.
- A slightly lower percentage of ELL students meet standard on the Science MSP in grade 8 than in grade 5 (59.5% and 60.3%).
  - The percentage of students meeting standard on the EOC Biology Exam in grade 10 climbs to 68.9%, likely due to the EOC Biology Exam being a graduation requirement.
- For the class of 2021 cohort, there is a persistent achievement gap when comparing low income to non-low income students, however the gap is decreasing.

### **Current approach:**

#### Building Continuous Improvement Process (CIP) Plans

- Each school sets school-level goals for students not meeting standard. School-level goals and strategies to close gaps are incorporated into each school's CIP, and monitored by Directors, School Support and the Intervention Services team.

#### Curriculum

- Secondary science curriculum adopted in 2015 and 2016 is aligned with Next Generation Science Standards and will match the new state science assessments that will begin this year.

#### Early Learning and Early Intervention

- Head Start Preschool serves students from low-income households prepares them for entry to our elementary schools and includes science lessons.

### **New strategies being implemented:**

#### Professional Learning

Secondary science teachers are receiving training to support students of all backgrounds to deeply understand science ideas, participate in the activities of the discipline, and solve authentic problems.

#### Parent Engagement and Wraparound Services

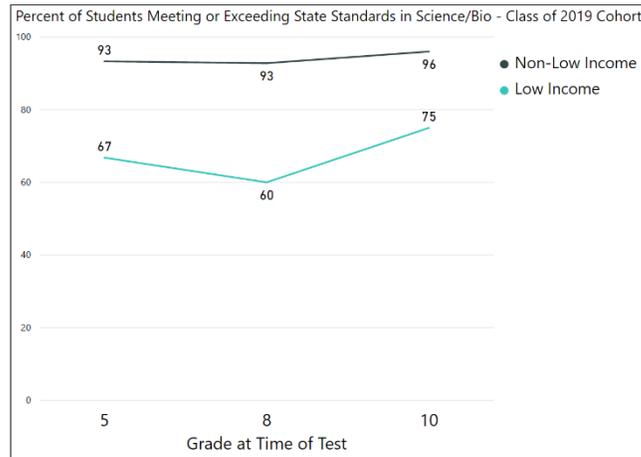
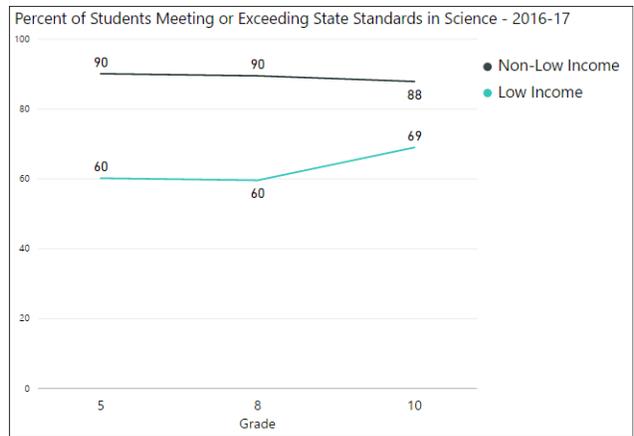
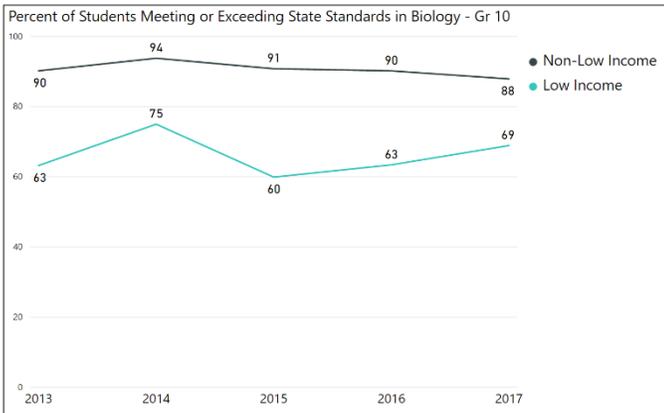
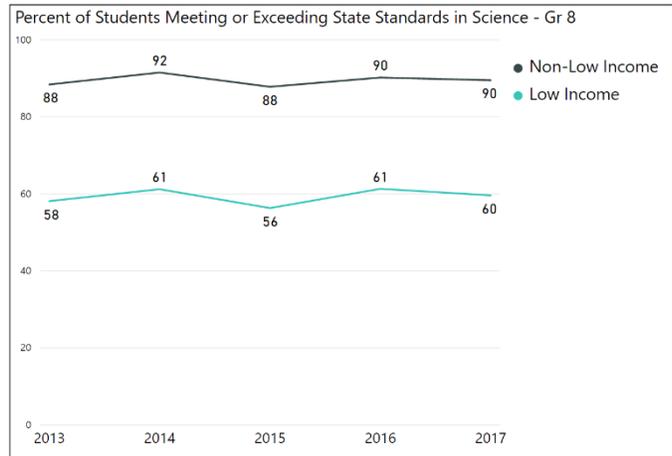
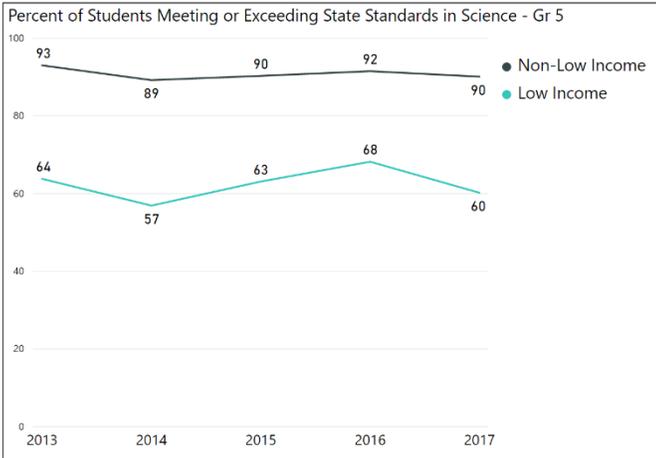
- The district McKinney-Vento Liaison identifies and coordinates academic and social supports for homeless students and families.

### **Strategies being reviewed or evaluated:**

#### Curriculum

- Elementary science curriculum being evaluated this year as part of our adoption cycle. New curriculum aligned with Next Generation Science Standards will include resources to support all students. Elementary teachers are being trained in effective science instruction through the adoption process.

## Data Displays: Low Income



Source: WAMS Assessment Files provided by OSPI, Business rules for Washington State Report Card applied. 5<sup>th</sup> and 8<sup>th</sup> grade students assessed using MSP Science, 10<sup>th</sup> grade students assessed using EOC Biology. 10<sup>th</sup> grade Biology includes students that previously passed the Biology EOC prior to 10<sup>th</sup> grade.

## Exceptions Analysis: Race/Ethnicity

- Performance outcomes Black/African American students remain low in grades 5, 8 and 10, with only 49-65% of students meeting standard on the Science MSP and EOC Biology Exam, and significant achievement gaps at each grade level.
- The achievement gap in grades 5, 8 and 11 between Black/African American students and all students meeting standard on the Science MSP and Biology EOC Exam ranges from 22-37%.
  - *Gaps of 11-35% remain even when accounting for income.*
- The percent of Black/African American students meeting standard in the class of 2019 cohort drops in 10<sup>th</sup> grade.
  
- Performance outcomes Latino/Hispanic students remain low in grades 5, 8 and 10, with only 68-72% of students meeting standard on the Science MSP and EOC Biology Exam, and significant achievement gaps at each grade level.
- The achievement gap in grades 5, 8 and 11 between Latino/Hispanic students and all students meeting standard on the Science MSP and Biology EOC Exam ranges from 14-19%.
  - *Gaps of 8-13% remain even when accounting for income and language.*
- The percent of Latino/Hispanic students meeting standard each year in the class of 2019 cohort remains below that of the “All” students group, though it is increasing.

### **Current approach:**

#### Building Continuous Improvement Process (CIP) Plans

- Each school sets school-level goals for students by race/ethnicity. School-level goals and strategies to close gaps are incorporated into each school’s CIP, and monitored by Directors, School Support and the Intervention Services team.

#### Curriculum

- Secondary science curriculum adopted in 2015 and 2016 is aligned with Next Generation Science Standards and will match the new state science assessments that will begin this year.

### **New strategies being implemented:**

#### Professional Learning

Secondary science teachers are receiving training to support students of all backgrounds to deeply understand science ideas, participate in the activities of the discipline, and solve authentic problems.

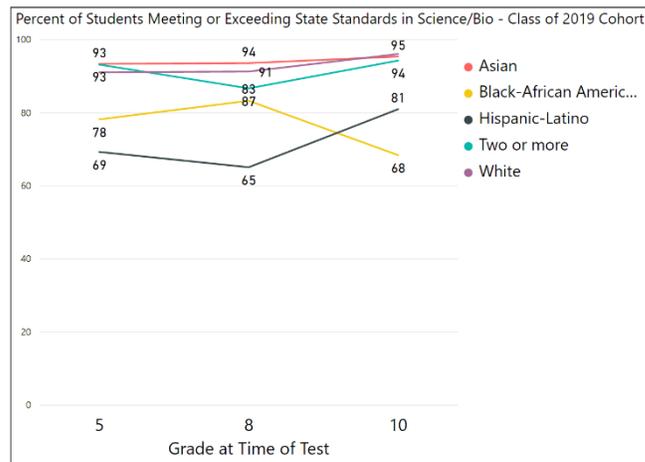
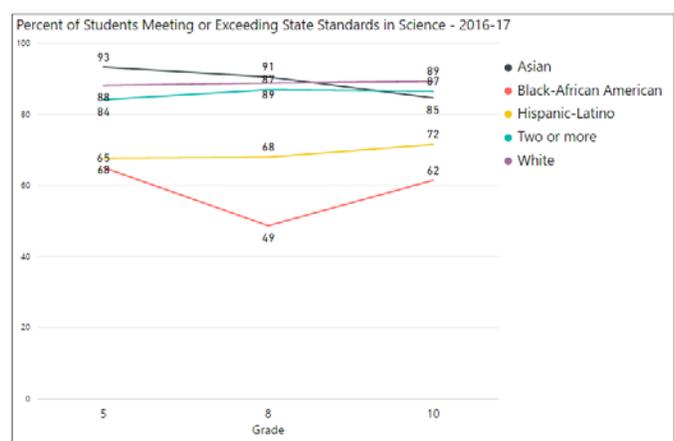
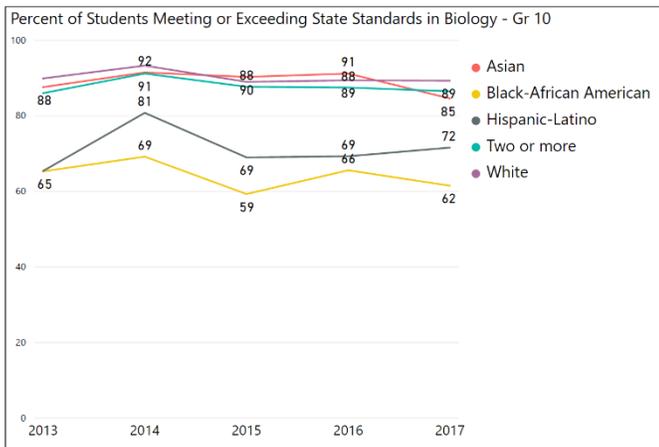
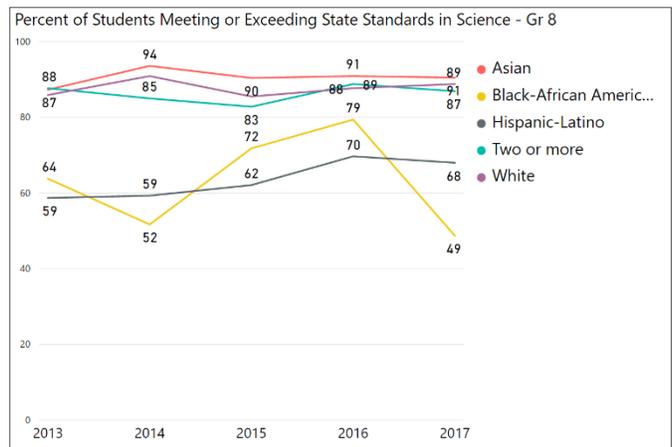
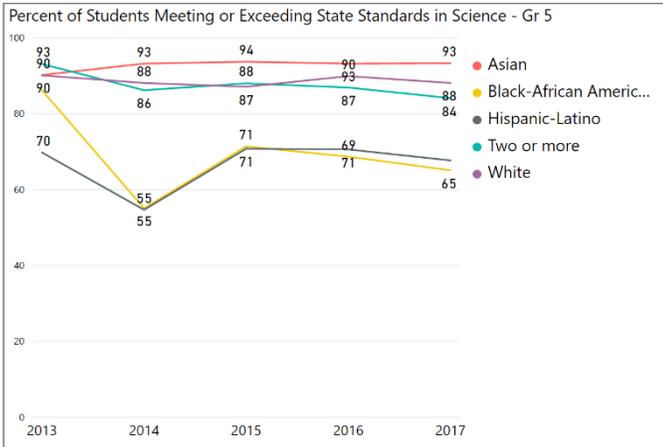
- We are implementing district-wide equity efforts focused on cultural competency and culturally responsive teaching, as well as equitable approaches to student discipline.

### **Strategies being reviewed or evaluated:**

#### Curriculum

- Elementary science curriculum being evaluated this year as part of our adoption cycles. New curriculum aligned with Next Generation Science Standards will include resources to support all students. Elementary teachers are being trained in effective science instruction through the adoption process.

## Data Displays: Race/Ethnicity



Source: WAMS Assessment Files provided by OSPI, Business rules for Washington State Report Card applied. 5<sup>th</sup> and 8<sup>th</sup> grade students assessed using MSP Science, 10<sup>th</sup> grade students assessed using EOC Biology. 10<sup>th</sup> grade Biology includes students that previously passed the Biology EOC prior to 10<sup>th</sup> grade.