

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

December 8, 2014

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

**AMO:** Annual Measurable Objectives

**AMAO:** Annual Measurable Achievement Objective in English Language Proficiency

**AP:** Advanced Placement

**AVID:** Advancement Via Individual Determination

**B/CR:** Board/CEO Relationship

**CAA:** Certificate of Academic Achievement

**CADR:** College Academic Distribution Requirements

**CBA:** Classroom-Based Assessments

**CDSA:** Common District Summative Assessments

**CEDARS:** Comprehensive Education Data and Research System (CEDARS)

**CIA:** Certificate of Individual Achievement

**CIP:** Continuous Improvement Process

**CLT:** Central Leadership Team

**COE:** Collection of Evidence

**CTE:** Career & Technical Education

**DIBELS:** Dynamic Indicators of Basic Early Literacy Skills

**DLT:** District Leadership Team (manager level and above, includes both certified and classified)

**EL:** Executive Limitations (See Policy Governance)

**ELL:** English Language Learners

**EOC:** End of Course

**ER:** End Results (formerly known as ENDS). Goals set forth by the board, including the mission of the district.

**ESEA:** Elementary and Secondary Education Act

**GP:** Governance Process (Board)

**HCP:** Highly Capable Program

**HSBP:** High School and Beyond Plan

**HSPE:** High School Proficiency Exam

**KISN:** Kindergarten Intensive Safety Net

**KPI:** Key Performance Indicators

**LC:** Learning Community - The district is divided into four learning communities. Each one is made up of a high school and the elementary schools and junior highs that feed into it. The four learning communities are: Eastlake, Juanita, Lake Washington, and Redmond.

**LEAP:** Learning Enhancement & Academic Planning

**MSP:** Measurement of Student Progress

**NSBA -** National School Board Association

**OSPI:** Office of Superintendent of Public Instruction

**PCC:** Professional Community & Collaboration

**PLC:** Professional Learning Community

**PLIE:** Planning, Learning, Implementation, and Evaluation

**Policy Governance:** 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.

**Quest:** Highly Capable program for students in gr. 2-8

**RCW:** Revised Codes of Washington

**RTI:** Response to Intervention

**SALT:** Strategic Advisory Leadership Team

**SIOP:** Sheltered Instruction Observation Protocol

**SBAC:** Smarter Balanced Assessment Consortium

**SBE:** State Board of Education

**sMAS:** Secondary Mobile Access for Students

**STEM:** Science, Technology, Engineering, and Mathematics

**WAC:** Washington Administrative Codes

**WaNIC:** Washington Network for Innovative Careers

**WELPA:** Washington English Language Proficiency Assessment

**WLPT:** Washington Language Proficiency Test

**WSSDA:** Washington State School Directors Association

December 4, 2014

Jackie Pendergrass  
President, Board of Directors  
Lake Washington School District No. 414  
Redmond, WA 98052

Dear Ms. Pendergrass:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of December 8, 2014 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. Recognition
5. Public Comment
6. Consent Agenda
7. Non-Consent Agenda
8. Superintendent Report
9. Legislative Update
10. Board Follow-Up
11. Future Agenda Items
12. Debrief
13. Board Member Comments
14. Adjourn

Sincerely,

A handwritten signature in black ink that reads "Traci Pierce". The signature is written in a cursive style and is placed over a light gray rectangular background.

Traci Pierce  
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

December 8, 2014

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5:30 p.m.     **Study Session**  
*Topic: Communications Audit – Board Focus Group*  
*Location: Robert 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>Inglewood Middle School –Tim Patterson, Principal</i>			
	<b>Recognition</b>			
	▪ <i>National Merit Semifinalists &amp; Commended Scholars – Principal Jane Todd, Redmond High School</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> )		
	▪ Vouchers			
	▪ Minutes – November 17 study session & board meeting		1	1
	▪ Human Resources Report		2	5
	▪ Surplus of Equipment and Books Resolution No. 2196		3	6
	▪ Board Policies GP-7 and GP 11 Second Reading/ Approval		4	7
	▪ Donations		5	8
	<b>Non-Consent Agenda</b>			
	▪ Policy IKF-R, Graduation Requirements, Revisions		6	10
	▪ Monitor Board Policy	<b>B/CR-5</b> ( <i>Monitoring CEO Performance</i> )		
	✓ ER-2, Interdisciplinary Content Knowledge, &		7	
	✓ ER-3, Interdisciplinary Skills & Attributes - High School			

**Superintendent Report**

**EL-3** (*Communication & Council  
to the Board*)

**Legislative Update**

**GP-3** (*Board Job Description*)

**Board Follow-Up**

**GP-3** (*Board Job Description*)

**Future Agenda Items**

**EL-3** (*Communication & Council  
to the Board*)

**Debrief**

**GP-2** (*Governing Style*)

**Board Member Comments**

**Adjourn**

**Next Board Meeting:**

**January 12, 2015**

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

*Topic: Boundary Process*

*Location: Robert Hughes Room*

**7:00 p.m. Board Meeting**

*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  
November 17, 2014

The study session was called to order by President Jackie Pendergrass at 6:15 p.m.

CALL TO ORDER

Members present: Jackie Pendergrass, Nancy Bernard, Siri Bliesner, and Mark Stuart.

ROLL CALL

Excused: Chris Carlson

Present: Superintendent Traci Pierce.

The following items were discussed:

TOPIC

- Boundary
- Graduation Requirements

The meeting was adjourned at 9:05 p.m.

ADJOURNMENT

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Jackie Pendergrass, President

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Traci Pierce, Superintendent

Diane Jenkins  
Recording Secretary

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
November 17, 2014

The board meeting was called to order by President Jackie Pendergrass at 5:30 p.m.

CALL TO ORDER

Members present: Jackie Pendergrass, Nancy Bernard, Siri Bliesner, and Mark Stuart.

ROLL CALL

Excused: Chris Carlson

Present: Superintendent Traci Pierce.

Nancy Bernard moved to approve the agenda. Seconded by Siri Bliesner.

APPROVAL OF AGENDA

Motion carried.

Nancy Bernard moved to approve the consent agenda. Seconded by Mark Stuart.

CONSENT AGENDA

Jackie Pendergrass, yes; Nancy Bernard, yes; Siri Bliesner, yes; and Mark Stuart, yes.

Motion carried.

Approval of November 3 study session and regular board meeting minutes.

APPROVAL OF MINUTES

Approval of November 17, 2014 Human Resources Report.

APPROVAL OF HUMAN RESOURCES REPORT

Approval of the following instructional materials for use in the Lake Washington schools -

INSTRUCTIONAL MATERIALS ADOPTION

**Title:** Of Beetles and Angels  
**Author:** Mawi Asgedom  
**Publisher:** Little, Brown Books for Young Readers  
**Copyright:** 2010  
**No. of Copies:** 30  
**Price:** \$7.20 per book  
**School Requesting:** Kamiakin Middle School  
**Classification:** Grade 8

**Title:** Outcasts United  
**Author:** Warren St. John  
**Publisher:** Ember/Random House  
**Copyright:** 2012  
**No. of Copies:** 30  
**Price:** \$12.00 per copy  
**School Requesting:** Kamiakin Middle School  
**Classification:** Grade 8

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Board of Directors' Meeting

November 17, 2014

**Title:** A Civil Action  
**Author:** Jonathan Harr  
**Publisher:** Vintage Books  
**Copyright:** 1995  
**No. of Copies:** 150  
**Price:** \$13.00 per book  
**School Requesting:** Tesla STEM  
**Classification:** Grade 10

**Title:** A Sand County Almanac  
**Author:** Aldo Leopold  
**Publisher:** Ballantine Books  
**Copyright:** 1949  
**No. of Copies:** 150  
**Price:** \$8.00 per book  
**School Requesting:** Tesla STEM  
**Classification:** Grade 10

**Title:** Second Step Bullying Prevention Unit  
**Author:** Committee for Children  
**Publisher:** Committee for Children  
**Copyright:** 2014  
**No. of Copies:** 2 for Grade 4, 1 for Grade 5  
**Price:** \$179.00 per unit  
**School Requesting:** Mann Elementary  
**Classification:** Grades 4-5

Approves Resolution No. 2195 and accepts the final Building Commissioning Report recommendations for Rose Hill Middle School Replacement project by Hargis Engineers as presented.

BUILDING  
COMMISSIONING  
REPORT  
ROSE HILL MIDDLE  
SCHOOL  
REPLACEMENT  
RESOLUTION NO. 2195

Accepts the donations/grants as identified -

DONATIONS

Acceptance from the Lake Washington Schools Foundation to Finn Hill Middle School in the amount of \$1,045.00 to provide stipend for Reaching for Success program.

Acceptance from the Elizabeth Blackwell PTSA to Blackwell Elementary in the amount of \$11,450.00 to support library (\$850.00) and academic enrichment (\$10,600.00).

Acceptance from the Robert Frost PTSA to Frost Elementary in the amount of \$ 5,370.00 to provide stipends for choir (\$1,192.00) and student council/ ASB (\$4,178.00).



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Acceptance from the Margaret Mead Elementary PTSA to Mead Elementary in the amount of \$2,000.00 to support after-school art specialist.

Acceptance from the Jonathan Friebert and Susan Anderson to Muir Elementary in the amount of \$1,700.00 to support outdoor education.

Acceptance from the Ben Rush PTSA to Rush Elementary in the amount of \$11,350.00 to support field trips, assemblies, and young author's day (\$9,500.00) and purchase IXL Math subscription (\$1,850.00).

Acceptance from the Carl Sandburg PTSA to Sandburg Elementary in the amount of \$9,805.23 to provide stipends for after-school music (\$4,767.20) and compensation for fall enrichment classes (\$3,924.65) and spirit squad (\$1,113.38).

Acceptance from an anonymous donor to Environmental & Adventure School in the amount of \$25,000.00 to support outdoor education.

Acceptance from the Inglewood Middle School PTSA to Inglewood Middle in the amount of \$3,663.60 to provide stipend for tutoring program (\$2,088.60) and to purchase 6th grade novels (\$1,575.00).

Acceptance from the Northstar Advisory Community to Northstar in the amount of \$11,346.00 to provide optional stipends for yearbook, community building, leadership, music, and field trip coordination.

Acceptance from Redmond High School PTSA to Redmond High in the amount of \$1,929.02 to purchase student planners.

**TOTAL \$ 84,658.85**

NON-CONSENT  
AGENDA

POLICY JG, STUDENT  
DISCIPLINE  
APPROVAL

Dr. Pierce stated that State statutes relating to student discipline were revised. One of the requirements is that "any student who has been suspended/expelled shall be allowed to make application for readmission at any time." The statute requires that "each school district board of directors shall adopt written rules which provide for such an application for readmission and set forth the procedures to be followed."

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Board of Directors' Meeting  
November 17, 2014

New language to outline these procedures has been integrated into Policy JG, Student Discipline. She responded to inquiries of the board. Board members asked what is the expected timeframe and frequency to reapply for admission, definition of readmission, etc. Based on the discussion, the policy will be re-examined and resubmitted to the board.

Siri Bliesner attended the Redmond High School musical production, *Once on this Island*, and found it to be very enjoyable. It is a wonderful opportunity to allow the students to be involved in the lighting, sound, and technical production of a musical; it was a very professional production.

BOARD MEMBER  
COMMENTS

Nancy Bernard moved to adjourn at 6:00 p.m. Seconded by Siri Bliesner.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 6:00 p.m.

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Jackie Pendergrass, President

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Traci Pierce, Superintendent

Diane Jenkins  
Recording Secretary

# Human Resources Board Report December 8, 2014



## NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Davies, Shirley NC	Teacher	Audubon Elem	C-16	09/08/14	Leave Replacement
Fechenbach, Annette	Health Services Specialist	Special Services	\$35.30	08/22/14	Budgeted
Harkestad, Jennifer	Health Services Specialist	Special Services	\$35.30	08/22/14	Budgeted
Holmquist, Carina	Health Services Specialist	Special Services	\$35.30	08/22/14	Budgeted
Jones, Stacey	Health Services Specialist	Special Services	\$35.30	08/22/14	Budgeted
Kennedy, Lauren NC	Teacher	Redmond Elem/Einstein Elem	C-0	12/01/14	Leave Replacement
Kuiper, Kristin	Health Services Specialist	Special Services	\$35.30	08/22/14	Budgeted
Moody, Lisa	Health Services Specialist	Special Services	\$35.30	08/22/14	Budgeted
Tusler, Samantha NC	Teacher	Alcott Elem	C-5	11/21/14	Leave Replacement
Walker, Karen	Health Services Specialist	Special Services	\$35.30	08/22/14	Budgeted

## RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Darby, Kim	Admin Sec III	Support Services	11/06/00	11/17/14 (rev)	Resignation
Lewis, Leslie	School Secretary	Evergreen MS	09/16/10	01/05/15	Resignation
Malone, Jasmin	Admin Sec III	Resource Center	02/21/12	11/18/14	Resignation
Norman, Judith	Office Manager	Einstein Elem	10/20/93	01/20/15	Resignation
Wonder, Bridgett	Teacher	Alcott Elem	08/29/07	11/17/14	Resignation
Mestrovac, Enver	Custodian	LOA	05/18/10	11/05/14	Resignation

## CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Linney, Alan	Inglewood MS	0.8 NC to 1.0 NC	11/3/2014

SURPLUS OF EQUIPMENT AND BOOKS  
RESOLUTION NO. 2196

December 8, 2014

SITUATION

In the normal course of district operations, materials and equipment become dated, damaged and in many cases, unusable or unsupportable. Our last surplus authorization for equipment was in April 2014 and our last surplus for books was August 2013. Since that time, we have been accumulating items that are no longer of any use to the schools or departments.

In order to dispose of this equipment and materials they must be declared surplus to the needs of the district. Resolution No. 2196 has been prepared in order to do so.

Once this property is declared surplus by the board and appropriate public notifications are made, we will offer it for sale/redistribution consistent with the requirements of RCW 28A.335.180. This could include providing technology equipment to economically-disadvantaged students, sales to other private and public schools, sale to the general public and/or disposal. As appropriate, we will use the state surplus warehouse for disposal.

RECOMMENDATION

The Board of Directors adopts Resolution No. 2196 declaring the materials and equipment listed on the attached page as surplus to the needs of the district and authorizing the superintendent to proceed with the distribution, transfer, sale, or disposal of the items listed.

SURPLUS OF EQUIPMENT AND BOOKS

RESOLUTION NO. 2196

WHEREAS, in the course of normal operations, equipment and materials are purchased for use by the various schools and support functions of the district;

WHEREAS, the equipment and materials have been used and have fulfilled their useful life or have been replaced by other equipment or materials, which fulfill to a greater degree the needs for which the original equipment or material were purchased;

WHEREAS, it is no longer practical or economical to retain these items for possible future use due to cost of storage, handling, and maintenance.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Lake Washington School District, No. 414, declares that the personal property on the attached list is surplus to the needs of the district and that the administration is hereby authorized to dispose of this property in accordance with the regulations of the State of Washington.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 8<sup>th</sup> day of December 2014.

BOARD OF DIRECTORS  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

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Attest:

\_\_\_\_\_  
Secretary, Board of Directors

**Surplus of Equipment and Books****Resolution No. 2196****December 8, 2014**

<b>Quantity</b>	<b>Unit</b>	<b>Description</b>
1	lot	AV Equipment (VCRs, OH, DVD, Recorders, Stero Systems, etc.)
1	lot	Cabinets, Storage, Assorted
1	lot	Carpenter Materials (splash blocks, cedar shakes, roof granules)
1	lot	Carts (AV, OH, Library, TV, etc.)
45	each	Carts, Datamation
1	lot	Cell Phones
1	lot	Chairs, Assorted sizes
1	lot	Computers, Assorted
1	lot	Computer parts (keyboards, mice, power cords, components)
1	each	Cot
1	lot	Custodial Equipment and Materials
1	lot	Desks, Assorted
27	each	Digital Camcorder, Assorted
26	each	Digital Camera, Assorted
84	each	Document Camera, Assorted
1	each	Editing Controller, Panasonic, AGA95 model
1	lot	Electronics/ Network items
1	lot	Electronic Piano Keyboards
1	lot	Filing Cabinets, Assorted
1	lot	Kitchen Smallwares
3	each	Laminator, Assorted
1	lot	Laptop/Netbook Computers , Assorted
1	lot	Library books
1	lot	Maps, wall
1	lot	Monitors, Assorted
1	lot	OT/PT Equipment
2	each	Paper Cutter, commercial
1	lot	PDA's, Assorted
1	lot	PE Equipment (bats, balls, gloves, etc.)
2	each	Pressure Washers
1	lot	Printers, Assorted
2	each	Projector, LCD, Assorted
1	each	Sandblaster
1	lot	Scanners, Assorted
1	lot	Science Materials (microscopes, weight scales, etc.)
1	lot	Screens, projection, wall
1	lot	Tables, Assorted
1	lot	Telephone Equipment
1	lot	Textbooks
1	lot	Tripods
1	lot	TV's

BOARD POLICY GP-7 AND GP-11  
SECOND READING/APPROVAL

December 8, 2014

SITUATION

At October 20 study session, proposed revisions to board policies listed below were discussed. These governance policies (GP) were presented for first reading at the November 4 board meeting and are now being presented for approval at the December 8, 2014 board meeting.

- ✓ GP-7 Board Members' Code of Conduct
- ✓ GP-11 Board Use of Electronic Resources - Board Acceptable Use Procedures (AUP)

RECOMMENDATION

The Board of Directors hears the second reading and approves the proposed modifications to the following GP-7 Board Members' Code of Conduct and GP-11, Board Use of Electronic Resources - Board Acceptable Use Procedures (AUP) as presented.

***Policy Type: Governance Process*****Board Members' Code of Conduct**

The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

Accordingly:

1. Board members will represent the interests of the citizens of the entire school district. This accountability to the whole district supersedes:
  - a. any conflicting loyalty a member may have to other advocacy or interest groups;
  - b. loyalty based upon membership on other boards or staffs; or
  - c. conflicts based upon the personal interest of any Board member.
  
2. Board members may not attempt to exercise individual authority over the organization.
  - a. Members' interaction with the CEO and with staff must recognize the lack of authority vested in individuals except when explicitly authorized by the Board.
  - b. Members' interaction with the public, press, or other entities must recognize the same limitation and the inability of any Board member to speak for the Board except to repeat explicitly-stated Board decisions.
  - c. Members will not publicly express individual negative judgments about CEO or staff performance. Any such judgments of CEO or staff performance will be made only by the full Board, meeting in executive session.

***Monitoring Method:***        ***Board self-assessment***  
***Monitoring Frequency:***   ***Annually***



3. Members shall maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the board, especially those matters discussed in statutorily authorized executive session.
4. Board members will comply with basic open government training requirements including:
  - a. open public meetings training;
  - b. records training; and
  - c. records retention training, including electronic records. Board members will follow GP-11, Board Use of Electronic Resources, Board Acceptable Use Procedures.

Adopted: 07.07.03  
Revised: 05.02.05  
11.03.14

CROSS REF: GP-11 Board Use of Electronic Resources, Board Acceptable Use Procedures

**Monitoring Method:** *Board self-assessment*  
**Monitoring Frequency:** *Annually*

**Policy Type: Governance Process****Board Use of Electronic Resources****Board Acceptable Use Procedures (AUP)****Scope**

The following procedures apply to all Board members and cover all aspects of the district network. The district network includes wired and wireless computers/devices and peripheral equipment, files and storage, e-mail, and Internet content and all computer software, applications, or resources licensed to the District.

**Appropriate Network Use**

Board members are expected to exercise good judgment and use the computer equipment in an appropriate and professional manner. Use of the equipment is expected to be related to the District's goals of educating students and/or conducting Board business. The Board recognizes, however, that some personal use is inevitable, and that incidental and occasional personal use that is infrequent or brief in duration is permitted so long as it occurs on personal time, does not interfere with Board business, and is not otherwise prohibited by Board policy or procedures.

**Use of District Software:** District software is licensed to the District by a large number of vendors and may have specific license restrictions regarding copying or using a particular program. Users of District software must obtain permission from the District prior to copying or loading District software onto any computer, whether the computer is privately-owned or is a District computer.

**Use of Non-District Software:** Prior to loading non-District software onto District equipment, a user must receive permission from the District. All software must be legally licensed by the user prior to loading onto District Equipment. The unauthorized use of and/or copying of software is illegal.

Users are not to delete or add software to District computers without District permission. Due to different licensing terms for different software programs, it is not valid to assume that if it is permissible to copy one program, then it is permissible to copy others.

***Monitoring Method: Board self-assessment***  
***Monitoring Frequency: Annually***

Unacceptable/Prohibited Network Use by Board Members includes:

- Commercial Use: Using District network for personal or private gain, personal business, or commercial advantage is prohibited.
- Political Use: Using District network for political purposes in violation of federal, state, or local laws is prohibited. This prohibition includes using District computers to assist or to advocate, directly or indirectly, for or against a ballot proposition and/or the election of any person to any office.
- Illegal or Indecent Use: Using District network for illegal, bullying, harassing, vandalizing, inappropriate, or indecent purposes (including accessing, storing, or viewing pornographic, indecent, or otherwise inappropriate material), or in support of such activities is prohibited. Illegal activities are any violations of federal, state, or local laws (for example, copyright infringement, publishing defamatory information, or committing fraud). Harassment includes slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, pranks, or verbal conduct relating to an individual that:
  - (1) have the purpose or effect of creating an intimidating, a hostile or offensive working environment;
  - (2) have the purpose or effect of unreasonably interfering with an individual's work or school performance, or
  - (3) interfere with school operations. Vandalism is any attempt to harm or destroy the operating system, application software, or data. Inappropriate use includes any violation of the purpose and goal of the network. Indecent activities include violations of generally accepted social standards for use of publicly-owned and operated equipment.
- Disruptive Use: District network may not be used to interfere or disrupt other users, services, or equipment. For example, disruptions include distribution of unsolicited advertising ("Spam"), propagation of computer viruses, distribution of large quantities of information that may overwhelm the system (chain letters, network games, or broadcasting messages), and any unauthorized access to or destruction of District computers or other resources accessible through the District's computer network ("Cracking" or "Hacking").
- Personal Entertainment Use: District Network may not be used for storage of personal entertainment/media files.

The district will not be responsible for any damages suffered by any user, including but not limited to: loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of or access to the district's computer network or the Internet.

***Monitoring Method: Board self-assessment***  
***Monitoring Frequency: Annually***

### Network Security

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account and for authorized district purposes. Board members are responsible for all activity on their account and must not share their account password.

These procedures are designed to safeguard network user accounts:

- Change passwords according to district policy;
- Do not use another user's account;
- Do not insert passwords into e-mail or other communications;
- If you write down your account password, keep it out of sight;
- Do not store passwords in a file without encryption;
- Do not use the "remember password" feature of Internet browsers; and
- Lock the screen or log-off if leaving the computer.

### Privacy

The District network, computers, internet, and use of e-mail are not inherently secure or private. Users are urged to be caretakers of your own privacy and to not store sensitive or personal information on District computers.

The District may monitor and review electronic information in order to analyze the use of systems or compliance with policies, conduct audits, review performance, or conduct, obtain information, or for other reasons.

The district reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of:

- The network;
- User files and disk space utilization;
- User applications and bandwidth utilization;
- User document files, folders and electronic communications;
- E-mail;
- Internet access; and,
- Any and all information transmitted or received in connection with network and e-mail use.

The district reserves the right to disclose any electronic message to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington. Backup is made of all district e mail correspondence for purposes of public disclosure, disaster recovery, and records retention.

***Monitoring Method: Board self-assessment***  
***Monitoring Frequency: Annually***

Care for District Computers

Users of District computers are expected to respect the District's property and be responsible in using the equipment. Users are to follow any District instructions regarding maintenance or care of the equipment. Users may be held responsible for any damage caused by intentional or negligent acts in caring for District Computers under their control. The District is responsible for any routine maintenance or standard repairs to District computers. Users are expected to notify the District in a timely manner of the need for any service.

If a District laptop is lost, damaged, or stolen while under the control of a user, the user is expected to file a claim under his/her insurance coverage, where coverage is available. Except in cases of negligent or intentional loss or damage, the District will cover out-of-pocket expenses.

Student Data

Board members must maintain the confidentiality of student data in accordance with the Family Education Rights and Privacy Act (FERPA). Permission to publish any student work requires permission from the parent or guardian.

Copyright

Downloading, copying, duplicating, and distributing software, music, sound files, movies, images, or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

Violations

Violation of any of the conditions of use explained in the Board Use of Electronic Resources policy or in the Acceptable Use Procedures (AUP) will be addressed through the established process for addressing Board Member violations (GP-9).

Adopted: 11/03/14

CROSS REF: GP-7 Board Members' Code of Conduct  
GP-9 Process for Addressing Board Member Violations

***Monitoring Method: Board self-assessment  
Monitoring Frequency: Annually***

## DONATIONS

December 8, 2014

### 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 various schools	\$ 8,089.00	To provide stipends for Reaching for Success program at Lake Washington High School (\$2,089.00), Rose Hill Middle School (\$3,000.00), and Tesla STEM School (\$3,000.00).
A.G. Bell PTSA to Bell Elementary	\$ 9,160.00	To purchase reader board.
Helen Keller PTSA to Keller Elementary	\$ 1,082.54	To support library.
Lakeview Elementary PTSA to Lakeview Elementary	\$ 10,852.14	To provide stipends for leadership, choir, and Math Olympiad (\$9990.50); support scholarship fund, and purchase art, playground and emergency supplies (\$861.64).
John Muir Elementary PTSA to Muir Elementary	\$ 3,500.00	To support academic enrichment.
Redmond Elementary PTSA to Redmond Elementary	\$ 2,000.00	To support field trips.
Rose Hill Elementary PTSA to Rose Hill Elementary	\$ 1,166.93	To support library (\$1,000.00), and purchase art supplies (\$166.93).
Samantha Smith Elementary to Smith Elementary	\$ 1,093.90	To purchase sound system.
Inglewood Middle School to Inglewood Middle	\$ 3,397.01	To purchase equipment for robotics club (1,997.01), and support language arts (\$1,400.00).
Renaissance School PTSA to Renaissance School	\$ 1,935.51	To support field trips.

Redmond High School PTSA to Redmond High	\$ 8,706.02	To purchase motion detectors for physical science (\$650.96), books for library (\$350.00), lenses for photography class (\$399.00), greenhouse lights for aqua phonics project (\$459.94), monitor for career center (\$2,601.40), and equipment for video production class (\$4,244.72).
Tesla STEM PTSA to Tesla STEM High	\$ 23,646.64	To purchase graphing calculators for math (\$4,800.00), cameras, monitors, and hardware for yearbook (\$2,620.00), programming objects for computer science (\$1,459.75), microscope cameras for biomedical engineering (\$750.00), periodicals for language arts (\$243.79), and printers for engineering and physics (\$5,773.10); and support participation in the Model United Nations Conference (\$2,500.00), Safe Schools Ambassador program (\$3,500.00), and Seattle Biomed Site Exploration (\$2,000.00).
Eastlake High School Volleyball Booster Club to Eastlake High	\$ 2,544.12	To provide funds to support compensation for volleyball youth camp.
Lake Washington High School PTSA to Lake Washington High	\$ 5,712.00	To support ASB (\$750.00) and academic enrichment (\$4,962.00).
Lake Washington High School Dance Team Booster Club	\$ 3,000.00	To provide funds to support additional coaching stipends.
<b>TOTAL</b>	<b>\$ 85,885.81</b>	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the December 8, 2014 board meeting.

# IKF-R, GRADUATION REQUIREMENTS POLICY APPROVAL

December 3, 2014

## SITUATION

Revisions of IKF-R, Graduation Requirements policy, have been prepared and are being presented for board approval. Changes to the policy include:

1. The policy is arranged so that all of the requirements for a particular graduating class are now in the same section. The policy is organized into four sections. (pg.1)
  - I. Graduation Requirements for Students in the Class of 2015
  - II. Graduation Requirements for Students in the Class of 2016 through 2018
  - III. Graduation Requirements for Students in the Class of 2019 and beyond
  - IV. Provisions Related to Graduation Requirements for all Classes
2. Graduation requirements for each class have been organized into four sections (pg.1).
  - A. High School and Beyond Plan Requirements
  - B. Credit-Based Requirements
  - C. State Testing Requirements
  - D. Performance-Based Requirements (Class of 2015)
3. The graduation requirements section leads with the High School and Beyond Plan along with Personalized Pathway requirements, as these influence the choices and flexibility in students' course of study starting with the Class of 2019 and Beyond (pg. 1, 5, 8).
4. The District's Performance-Based Requirements are discontinued for students starting in the Class of 2016 and Beyond (pg. 7)
5. There are 24 required credits for students in the Class of 2019 and Beyond (pg.9)
  - a. 17 of the 24 credits are mandatory core credits, including 3 credits of science, 2 of which must be lab science (pgs. 9-11)
  - b. 7 of the 24 credits are flexible credits; these include 4 elective credits and 3 Personalized Pathway Requirements that are chosen by students based on their interest and their High School and Beyond Plans (pg. 10, 11)
  - c. 2 of the elective credits may be waived locally for students with 'unusual circumstances,' as defined by local district policy (pg. 11)

The revised IKF-R, Graduation Requirements changes have been reviewed with high school principals. These changes will be shared with counselors, parents, and students in January 2015.

## RECOMMENDATION

The Board of Directors approves IKF-R, Graduation Requirements, as presented.



## GRADUATION REQUIREMENTS

The graduation requirements in this policy are organized into ~~three~~ four sections:

- I. Graduation Requirements for Students in the Class of 2015
- II. Graduation Requirements for Students in the Class of 2016 through 2018
- III. Graduation Requirements for Students in the Class of 2019 and beyond
- ~~IV.~~ Provisions Related to Graduation Requirements for all Classes

To earn a district high school diploma, a student must fulfill graduation requirements in each of four areas as outlined in this policy:

- A. ~~Credit-Based Requirements~~ High School and Beyond Plan Requirements
- B. ~~State Testing Requirements~~ Credit-Based Requirements
- C. ~~High School and Beyond Plan Requirements~~ State Testing Requirements
- D. Performance-Based Requirements (Class of 2015)

### I. Graduation Requirements for Students in the Class of 2015

#### A. High School and Beyond Plan Requirements

Each student shall have a **high school and beyond plan** for their high school experience, including what they expect to do the year following graduation.

#### ~~B.~~ A. Credit-Based Requirements

The Lake Washington School District minimum subject areas and credits required for high school graduation for students in the Class of 2015 shall total 22 as listed below.

1. **Four English/language arts credits** (reading, writing, and communications) that at minimum align with the state standards in English Language Arts.
2. **Three mathematics credits** in a progressive sequence of Algebra I, Geometry, and Algebra II, that at minimum align with the state standards in mathematics. An equivalent CTE course can be taken for credit instead of Algebra I, or Geometry if the CTE course is recorded on the transcript using equivalent academic high school department designation and course title. A student may elect to pursue a third credit in mathematics other than Algebra II if the choice is based on a career-oriented course of study identified in the student's High School and Beyond Plan.

To do so, the student's parent/guardian (or designee) must agree that the third credit of mathematics is a more appropriate course than Algebra II because it better serves the student's career goals. A meeting must be held with the student, the parent/guardian (or designee), and a high school representative to discuss the course and sign a form (Appendix F) acknowledging they understand the mathematics requirement for credit-bearing two and four year college level math courses, and that they believe the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

3. **Two science credits** (physical, life, and earth) that at minimum align with the state standards in science. At least one credit in laboratory science is required.
4. **Three social studies credits** that at minimum align with the state standards in social studies. The social studies requirement shall consist of the following mandatory courses or equivalencies:
  - a. A minimum of one credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.
  - b. Under the provisions of RCW [28A.230.170](#) and [28A.230.090](#), one-half credit shall be required in Washington State history and government which shall include study of

- the Constitution of the state of Washington and include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.
- i. For purposes of the Washington State history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. (RCW [28A.230.090\(4\)](#)).
  - ii. The study of the United States and Washington State Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by their principal.
  - iii. Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal.
  - iv. After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.
  - v. One credit is required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.
5. **Two health and fitness credits** that at minimum align with the state standards in health and fitness.
- a. One half credit shall be met by a course covering the essential academic learning requirements at high school in health areas.
  - b. One and one half credits of the fitness portion of the requirement shall be met by course work in physical education. In accordance with RCW 8A230.050, individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for good cause. Students seeking to be excused from physical education must complete and submit a Request for Excuse from Physical Education – Class of 2013-2015 (Appendix D). In accordance with WAC 180-51-066, such excused students shall be required to substitute equivalency credits in accordance with policies of the district, including demonstration of the knowledge portion of the fitness requirement. Students seeking equivalency credit must complete and submit a Request for credit for Equivalency Course of Study (Appendix B). As an alternative to equivalency credit, student may choose to demonstrate proficiency/competency in the knowledge portion of the fitness requirement through participation in a district-approve and administered assessment or other district-approved means of demonstrating proficiency, in accordance with written district policy (see section III, part B, number 6).
6. **One arts credit** that at minimum align with the state standards in the arts. The essential content in this subject area may be satisfied in the visual or performing arts.
7. **One occupational education credit** that at minimum align with state standards in occupational education. These expectations shall align with the definition of an exploratory course in the career and technical education program standards
8. **Six electives:** Study in a world language other than English or study in a world culture may satisfy any or all of the required electives
- a. World Language Competency/Proficiency Credit: In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, attendance at language programs offered in the community, learning online or time spent living abroad. Students may seek credit in world language through such language learning opportunities available to them. Students who wish to pursue

competency/proficiency credit must sign up and pay a fee to participate in “Washington World Language Assessment Days.” Through this state-sponsored program, students complete an assessment and receive a certificate of recognition signed by the Office of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE), with a cover letter indicating proficiency levels attained in the tested language and high school credit equivalencies based on the state’s recommendations for competency-based credits.

The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

- Novice Mid – 1 credit
- Novice High – 2 credits
- Intermediate Low – 3 credits
- Intermediate Mid – 4 credits

#### C. B- State Testing Requirements

Each student shall attain a **certificate of academic achievement or certificate of individual achievement**. The Washington State Superintendent of Public Instruction shall determine the requirements for attainment.

##### 1. English Language Arts

Pass the Reading and Writing High School Proficiency Exams (HSPEs) or ~~10<sup>th</sup>-grade English Language Arts Exit Exam based on the Common Core State Standards of the~~ 11<sup>th</sup>-grade the Smarter Balanced English Language Arts Test.

##### 2. Math

Pass one End of Course (EOC) exam in Algebra or Geometry or the Algebra I or Geometry EOC Exit Exam based on the Common Core State Standards or the ~~11<sup>th</sup>-grade~~ Smarter Balanced Math test.

##### 3. Science

Pass the Biology EOC exam.

#### ~~C. High School and Beyond Plan Requirements~~

~~Each student shall have a **high school and beyond plan** for their high school experience, including what they expect to do the year following graduation.~~

#### D. Performance-Based Graduation Requirements

##### 1. Performance Requirements

In addition to the above requirements, the Lake Washington School District has established performance graduation requirements. These performance requirements are designed to allow students to demonstrate his or her highest level of achievement and application of knowledge within a well-rounded, interdisciplinary program of study, through application of skills and concepts learned in credit bearing courses or alternative learning activities. Students must demonstrate competency by completing a literary analysis essay, a persuasive essay, and a cause-effect or compare-contrast essay. Students must also complete a formal science lab report and a mathematics problem solving and reasoning task.

##### 2. Monitoring and Assessment - Performance-Based Graduation Requirements

Accomplishment of these requirements will be monitored and assessed by each school in accordance with district performance standards and guidelines, using scoring criteria standardized district-wide. Students will have multiple opportunities to write the required performance graduation requirement tasks within scheduled courses. If a student fails to meet proficiency, he/she may revise the work. The following are the parameters of the revision policy:

- The work must be revised and resubmitted one time.
- The work must be resubmitted to the teacher who assigned the essay.
- Revised work must be turned in during a two-week window of time established by the teacher.
- The revised work must be turned in with the original work and rubric attached.
- Work may not be submitted for revision after the course and/or semester has ended and/or grades have been issued.
- Revisions will be noted in the teacher's grade book.

The following procedures are established for an appeal of the assessment of a student's accomplishment of a component of one of the performance-based graduation standards requirements. These procedures must be followed in the order presented below.

### 3. Process to Appeal - Performance-Based Graduation Requirements

- A student/parent who wishes to appeal a non-proficient rating on a graduation requirement must first ensure the student has followed the in-building revision opportunity process (as outlined above) and has received the evaluation of the graduation requirement revision.
- Within ten (10) school days of receiving the evaluated graduation requirement, the student and his/her parent/guardian must meet with the teacher to review the assessment of the assignment and resolve any issues which are raised. If the issues are not resolved, the student or his/her parent/guardian must request a review with the school principal or his/her designee. This request must occur on or prior to the first Friday in May, in order to be considered for participation in graduation ceremonies.
- If the issue is not resolved, the student/parent may request a formal appeal. The Request Form for a Graduation Standards Requirement Appeal Appendix A), together with a copy of the Appeal Process will be furnished to the student or his/her parent/guardian by the principal/designee with an explanation of the process for seeking the appeal.
- The principal will review the student's work/assessments to determine if the student should be granted the accomplishment of the assignment. The assignment will be compared against the standard. The student and parent/guardian will be notified of the decision within five (5) school days of receipt of the appeal.
- Within five (5) school days of the receipt of the decision of the principal/designee the student and/or his/her parent/guardian may request a meeting to appeal to the principal's supervisor. An appeal must be based upon a condition or circumstance which was allegedly caused by misinterpretation or inequitable application of district graduation standards. All appeal requests to the principal's decision must occur prior to June 1, if the appeal impacts the student's ability to participate in graduation ceremonies of that year.
- Notification of the supervisor's decision will be made in writing within five (5) days of the meeting. The decision of the supervisor will be final.

## II. Graduation Requirements for Students in the Class of 2016 through 2018

### A. High School and Beyond Plan Requirements

Each student shall have a **high school and beyond plan** for their high school experience, including what they expect to do the year following graduation.

### B. A- Credit-Based Graduation Requirements

The Lake Washington School District minimum subject areas and credits required for high school graduation for students in the Class of 2016 through 2018, shall total 22 as listed below.

1. **Four English/language arts credits** (reading, writing, and communications) that at minimum align with state standards in English Language Arts.
2. **Three mathematics credits** in a progressive sequence of Algebra I, Geometry, and Algebra II that at minimum align with the State standards in mathematics. An equivalent CTE course can be taken for credit instead of Algebra I, or Geometry if the CTE course is recorded on the transcript using equivalent academic high school department designation and course title. A student may elect to pursue a third credit in mathematics other than Algebra II if the choice is based on a career-oriented course of study identified in the student's High School and Beyond Plan.

To do so, the student's parent/guardian (or designee) must agree that the third credit of mathematics is a more appropriate course than Algebra II because it better serves the student's career goals. A meeting must be held with the student, the parent/guardian (or designee), and a high school representative to discuss the course and sign a form acknowledging they understand the mathematics requirement for credit-bearing two and four year college level math courses, and that they believe the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

3. **Two science credits** (physical, life, and earth) that at minimum align with the state standards in science. At least one credit in laboratory science is required.
4. **Three social studies credits** (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement that at minimum align with the State standards in social studies. The social studies requirement shall consist of the following mandatory courses or equivalencies:
  - a. One credit shall be required in United States history.
  - b. Successful completion of Washington State history and government shall be required, subject to the provisions of RCW 28A.230.170; RCW 28A.230.090 and WAC 392-410-120 and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript. The Washington State history and government requirement may be waived by the principal for students who: (i) have successfully completed a state history and government course of study in another state; or (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.
  - c. One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
  - d. One-half credit shall be required in civics and include at a minimum the content listed in RCW 28A.230.093.

5. **Two health and fitness credits** that at minimum align with the state standards in health and fitness.
  - a. One half credit shall be met by a course covering the essential academic learning requirements at high school in health areas.
  - b. One and one half credits of the fitness portion of the requirement shall be met by course work in physical education. In accordance with RCW 28A.230.050, individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause. Students seeking to be excused from physical education must complete and submit a Request for Excuse from Physical Education – Class of 2016 and Beyond (Appendix E). In accordance with WAC 180-51-067, such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement through participation in a district-approved and administered assessment or other district-approved means of demonstrating proficiency,, in accordance with written district policy. ~~(see section III, part B, number 6).~~
6. **One arts credit** that at minimum align with the state standards in the arts. The essential content in this subject area may be satisfied in the visual or performing arts.
7. **One occupational education credit** that at minimum align with state standards in occupational education. These expectations shall align with the definition of an exploratory course in the career and technical education program standards.
8. **Two world language credits** in the same world language
  - a. Alternatives to World Language Courses: A student may elect to pursue credit in areas other than world language if the choice is based on a career-oriented course of study identified in the student’s High School and Beyond Plan. To do so, the student’s parent/guardian (or designee) must agree that credit in other areas is more appropriate than world language because it better serves the student’s career goals. A meeting must be held with the student, the parent/guardian (or designee), and a high school representative to discuss and sign a form (Appendix G) acknowledging they understand the world language requirement is a college-entrance requirement and that they believe that other alternate course selections are more appropriate given the student’s education and career goals.
  - b. World Language Competency/Proficiency Credit: In our state’s diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, attendance at language programs offered in the community, learning online, or time spent living abroad. Students may seek credit in world language through such language learning opportunities available to them. Students who wish to pursue competency/proficiency credit must sign up and pay a fee to participate in for “Washington World Language Assessment Days.” Through this state-sponsored program, students complete an assessment and receive a certificate of recognition signed by the Office of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE), with a cover letter indicating proficiency levels attained in the tested language and high school credit equivalencies based on the state’s recommendations for competency-based credits.  
The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:
 

➤ Novice Mid – 1 credit	➤ Intermediate Low – 3 credits
➤ Novice High – 2 credits	➤ Intermediate Mid – 4 credits

9. **Four elective credits**

~~C.~~ **B.** State Testing Requirements

Each student shall attain a **certificate of academic achievement or certificate of individual achievement**. The Washington State Superintendent of Public Instruction shall determine the requirements for attainment.

1. English Language Arts (Class of 2016)

Pass the Reading and Writing High School Proficiency Exams (HSPEs) or ~~the 10<sup>th</sup>-grade Smarter Balanced English Language Arts test. Exit Exam based on the Common Core State Standards or the 11<sup>th</sup>-grade Smarter Balanced English Language Arts Test.~~

~~2.~~ English Language Arts (Class of 2017 and 2018)

Pass the ~~10<sup>th</sup>-grade Smarter Balanced English Language Arts Exit test Exam based on the Common Core State Standards or the 11<sup>th</sup>-grade Smarter Balanced English Language Arts Test.~~

2. Math

Pass one End of Course (EOC) exam in Algebra or Geometry or the Algebra I or Geometry EOC Exit Exam based on the Common Core State Standards or the ~~11<sup>th</sup>-grade Smarter Balanced Math test.~~

3. Science

Pass the Biology EOC exam or Comprehensive Next Generation Science Standards (NGSS) test. The state timeline of implementation/assessment of NGSS is undetermined at this time.

~~C.~~ ~~High School and Beyond Plan Requirements~~

~~—Each student shall have a **high school and beyond plan** for their high school experience, including what they expect to do the year following graduation.~~

~~D.~~ ~~Performance-Based Graduation Requirements~~

~~1. Performance Requirements~~

~~—In addition to the above requirements, the Lake Washington School District has established performance graduation requirements. These performance requirements are designed to allow students to demonstrate his or her highest level of achievement and application of knowledge within a well-rounded, interdisciplinary program of study, through application of skills and concepts learned in credit-bearing courses or alternative learning activities. Students must demonstrate competency by completing a literary analysis essay, a persuasive essay, and a cause-effect or compare-contrast essay. Students must also complete a formal science lab report and a mathematics problem solving and reasoning task.~~

~~2. Monitoring and Assessment – Performance-Based Graduation Requirements~~

~~—Accomplishment of these requirements will be monitored and assessed by each school in accordance with district performance standards and guidelines, using scoring criteria standardized district-wide. Students will have multiple opportunities to write the required performance graduation requirement tasks within scheduled courses. If a student fails to meet proficiency, he/she may revise the work. The following are the parameters of the revision policy:~~

- ~~● The work must be revised and resubmitted one time.~~
- ~~● The work must be resubmitted to the teacher who assigned the essay.~~
- ~~● Revised work must be turned in during a two-week window of time established by the teacher.~~
- ~~● The revised work must be turned in with the original work and rubric attached.~~
- ~~● Work may not be submitted for revision after the course and/or semester has ended and/or grades have been issued.~~
- ~~● Revisions will be noted in the teacher's grade book.~~

~~The following procedures are established for an appeal of the assessment of a student's accomplishment of a component of one of the performance-based graduation standards requirements. These procedures must be followed in the order presented below.~~

### ~~3. Process to Appeal – Performance-Based Graduation Requirements~~

- ~~● A student/parent who wishes to appeal a non-proficient rating on a graduation requirement must first ensure the student has followed the in-building revision opportunity process (as outlined above) and has received the evaluation of the graduation requirement revision.~~
- ~~● Within ten (10) school days of receiving the evaluated graduation requirement, the student and his/her parent/guardian must meet with the teacher to review the assessment of the assignment and resolve any issues which are raised. If the issues are not resolved, the student or his/her parent/guardian must request a review with the school principal or his/her designee. This request must occur on or prior to the first Friday in May, in order to be considered for participation in graduation ceremonies.~~
- ~~● If the issue is not resolved, the student/parent may request a formal appeal. The Request Form for a Graduation Standards Requirement Appeal Appendix A), together with a copy of the Appeal Process will be furnished to the student or his/her parent/guardian by the principal/designee with an explanation of the process for seeking the appeal.~~
- ~~● The principal will review the student's work/assessments to determine if the student should be granted the accomplishment of the assignment. The assignment will be compared against the standard. The student and parent/guardian will be notified of the decision within five (5) school days of receipt of the appeal.~~
- ~~● Within five (5) school days of the receipt of the decision of the principal/designee the student and/or his/her parent/guardian may request a meeting to appeal to the principal's supervisor. An appeal must be based upon a condition or circumstance which was allegedly caused by misinterpretation or inequitable application of district graduation standards. All appeal requests to the principal's decision must occur prior to June 1, if the appeal impacts the student's ability to participate in graduation ceremonies of that year.~~
- ~~● Notification of the supervisor's decision will be made in writing within five (5) days of the meeting. The decision of the supervisor will be final.~~

## **III. Graduation Requirements for Students in the Class of 2019 and beyond**

### **A. High School and Beyond Plan Requirements**

Each student shall have a high school and beyond plan to guide his or her high school experience, including plans for post-secondary education or training and career. The process for completing the high school and beyond plan is designed to help students select course work and other activities that will best prepare them for their post-secondary educational and career goals. Students shall create their high school and beyond plans in cooperation with parents/guardians and school staff. School staff shall work with students to update the plans during the years in which the plan is implemented in order to accommodate changing interests or goals.

1. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student;
2. "Personalized pathway requirements" means up to three course credits chosen by a student under subsections (6) and (8) of this section that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.



## B. Credit-Based Graduation Requirements

The Lake Washington School District minimum subject areas and credits required for high school graduation for students in the Class of 2019 and beyond, shall total 24 in this section, except as otherwise provided in subsection (10) of this section.

1. **Four English/language arts credits** (reading, writing, and communications) that at minimum align with the state standards in English Language Arts.
2. **Three mathematics credits** that satisfy the requirements set forth in (a) through (e) of this subsection:
  - a. Unless otherwise provided for in (b) of this subsection, the three mathematics credits required under this section must include: Algebra I, Geometry, and a third credit of high school mathematics, aligning with the student's interests and high school and beyond plan as provided in section III.A., and preparing the student to meet state standards for graduation under the assessment system, with agreement of the student's parent or guardian, or, if the parent or guardian is unavailable or does not indicate a preference for a specific course, agreement of the school counselor or principal. A request for agreement of the student's parent or guardian should be made in the predominant language of a parent(s) or guardian(s) who predominantly speak a language other than English, to the extent feasible. The school must in all cases give precedence to the direction of the parent(s) or guardian(s), if provided, in election of the third credit to meet the requirements of this section;
  - b. A student who prior to ninth grade successfully completed Algebra 1; and/or Geometry, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:
    - (i) Repeat the course(s) for credit in high school; or
    - (ii) Complete three credits of mathematics as follows:
      - (A) A student who has successfully completed Algebra 1 shall:
        - (I) Earn the first high school credit in Geometry;
        - (II) Earn the second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the state assessment system and
      - (B) A student who has successfully completed Algebra 1 and Geometry shall:
Earn the first, second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system.
3. **Three science credits**, at least two of which must be in laboratory science as provided in subsection (a) of this section. A student may choose the content of the third credit of science, based on the student's interests and high school and beyond plan, with agreement of the student's parent or guardian, or, if the parent or guardian is unavailable or does not indicate a preference for a specific course, agreement of the school counselor or principal. A request for agreement of the student's parent or guardian should be made in the predominant language of a parent(s) or guardian(s) who predominantly speak a language other than English, to the extent feasible. The school must in all cases give precedence to the direction of the parent(s) or guardian(s), if provided, in election of the third credit to meet the requirements of this section.
  - a. "Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting these requirements may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection;

4. **Three social studies credits** (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement that at minimum align with the State standards in social studies. The social studies requirement shall consist of the following mandatory courses or equivalencies:
  - a. One credit shall be required in United States history.
  - b. Successful completion of Washington State history and government shall be required, subject to the provisions of RCW 28A.230.170; RCW 28A.230.090 and WAC 392-410-120 and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript. The Washington State history and government requirement may be waived by the principal for students who: (i) have successfully completed a state history and government course of study in another state; or (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.
  - c. One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
  - d. One-half credit shall be required in civics and include at a minimum the content listed in RCW 28A.230.093.
5. **Two health and fitness credits** (.5 credit health; 1.5 credits fitness) that at minimum align with the state standards in health and fitness.
  - a. One half credit shall be met by a course covering the state health standards at the high school level.
  - b. One and one half credits of the fitness portion of the requirement shall be met by course work in physical education. In accordance with RCW 28A.230.050, individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause. Students seeking to be excused from physical education must complete and submit a Request for Excuse from Physical Education – Class of 2016 and Beyond (Appendix E). In accordance with WAC 180-51-067, such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement through participation in a district-approved and administered assessment or other district-approved means of demonstrating proficiency,, in accordance with written district policy.
6. **Two arts credit** that at minimum align with the state standards in the arts. The essential content in this subject area may be satisfied in the visual or performing arts. One of the two arts credits may be replaced with a personalized pathway requirement as provided in section III A. 2.
7. **One credit in career and technical education.** A career and technical education (CTE) credit means a credit resulting from a course in a CTE program or occupational education credit as contained in the CTE program standards of the office of the superintendent of public instruction. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the CTE program standards of the office of the superintendent of public instruction.
  - a. Students who earn a graduation requirement credit through a CTE course determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject. The single CTE course meets two graduation requirements.

- b. Students who earn a graduation requirement credit in a non-CTE course determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject. The single non-CTE course meets two graduation requirements.
  - c. Students satisfying the requirement in (a) or (b) of this subsection will need to earn five elective credits instead of four. Total credits required for graduation will not change.
8. **Two credits in world languages.** If the student has chosen a four-year degree pathway under section III.A. 1., the student shall be advised to earn two credits in world languages. The two credits may be replaced with a personalized pathway requirement as provided in Section III A. 1.
- a. World Language Competency/Proficiency Credit: In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, attendance at language programs offered in the community, learning online, or time spent living abroad. Students may seek credit in world language through such language learning opportunities available to them. Students who wish to pursue competency/proficiency credit must sign up and pay a fee to participate in for "Washington World Language Assessment Days." Through this state-sponsored program, students complete an assessment and receive a certificate of recognition signed by the Office of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE), with a cover letter indicating proficiency levels attained in the tested language and high school credit equivalencies based on the state's recommendations for competency-based credits.

The district will award one or more credits based on the student demonstrating an overall proficiency level according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines as follows:

- Novice Mid – 1 credit
- Novice High – 2 credits
- Intermediate Low – 3 credits
- Intermediate Mid – 4 credits

9. **Four credits of electives.**

10. Individual students may request to waive up to two elective credits required for graduation, based on unusual circumstances. Unusual circumstances include emergency reasons, medical reasons, and/or reasons which impede an individual student's ability to earn required non-elective credits. The professional judgment of the building principal or designee will determine whether the request shall be granted. Unless otherwise provided in law, students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7) of this section.
11. Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. Equivalent career and technical education courses can be taken for credit in place of any of the courses set forth in subsections (1) through (6) of this section.

C. State Testing Requirements

Each student shall attain a **certificate of academic achievement or certificate of individual achievement**. The Washington State Superintendent of Public Instruction shall determine the requirements for attainment.

1. English Language Arts

Pass the Smarter Balanced English Language Arts test.

2. Math

Pass the Smarter balanced Math test.

3. Science

Pass the Biology EOC exam. Until Next Generation Science Standards (NGSS) are implemented and assessed, students will be required to pass a comprehensive NGSS test. The state timeline for NGSS being developed.

## **++ IV. PROVISIONS RELATED TO GRADUATION REQUIREMENTS**

A. Special Circumstances1. Granting High School Graduation Credit for Students with Special Educational Needs

No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. A student's IEP team shall consider the graduation requirements for inclusion in the student's IEP when a student with a disability registers for grade 9, or when a student qualifies for special education services after registering for 9<sup>th</sup> grade. An IEP team shall also consider the student's transition plan when determining which of the required and elective content standards will be included in the student's IEP.

For a high school student with an IEP, the student's IEP team shall:

- Determine whether the student will pursue graduation ~~performance~~ requirements with or without modification.
- Determine whether one or more of the ~~performance~~ requirements will be modified to an individual level. When an requirement is modified, the student's IEP team shall define appropriate assessment of the modified requirement.
- Determine whether the student is exempt from one or more of the ~~performance~~ requirements. Exemptions from graduation requirements are appropriate if the requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation. When exempt status is adopted for a ~~performance~~ requirement, the team shall determine whether or not a different standard or IEP goal specific to the learning area is appropriate and shall include that goal in the student's plan.

2. Granting High School Graduation for Students with Section 504 Accommodation Plan

No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability,,- A student's Section 504 Accommodation Plan team shall consider the graduation requirements for inclusion in the student's Section 504 Accommodation Plan when a student with disability registers for grade 9, or when a student qualifies for a Section 504 Plan after 9<sup>th</sup> grade.

For a high school student with a Section 504 Accommodation Plan, the students' Section 504 Accommodation team shall determine whether the student will pursue graduation ~~performance~~ requirements with or without accommodation(s).

3. Variations for students served by English Language Learning Program

Students served by our English Language Learning program will be provided opportunity to complete ~~each of the performance~~ graduation requirements. Graduation requirements for these students shall be as stated unless modified in an individual graduation plan developed and annually reviewed by a team including school staff, teachers of the student, parents or guardians of the student, and the student. Specifications for standards in the ~~performance~~ standards shall not be modified to permit completion in a language other than English.

B. Course of Study

1. District Application of State Requirements

The course content and the determination of which courses satisfy particular state and subject area requirements and whether a particular course may satisfy more than one subject area requirement for different students shall be determined by the district.

2. Course of Studies and Related Sequences

It is the responsibility of the principal to provide courses of studies and related sequences which prepare students to accomplish the district graduation requirements and to allow any student who wishes to put forth the necessary effort, to meet college admissions entrance requirements. Each high school will identify clearly to students and their parents, those courses which meet the **College Academic Distribution Requirements (CADRs)**, for College Admissions to in state, post-secondary four year institution.

High schools may make exceptions to these courses of studies and related sequences for high school students who:

- Transfer into the state and have already earned five or more credits but who shall not be able to make normal progress toward graduation with their class without an exception.
- Fail a course and jointly enroll in the failed course and another course in the same subject area if such other course does not require the failed course as a prerequisite and the students are not able to make normal progress toward graduation with their class without an exception.
- Have mastered the content of any given course or have successfully received credits under the state mandated Running Start Program, may be granted an exemption from the course of studies and related sequences by the high school principal.

3. High School Credit--Definition

Students will earn credits in courses taken or as defined below from post-secondary institutions and from accredited private school. These credits will be recorded on the student's transcript for communicating coursework to post-secondary institutions. The term "high school credit," the equivalency of one-year of study, shall be defined in accordance with WAC 180-51-050:

- a. At the high school level, 150 hours of planned instruction equals one high school credit. Planned instruction includes educationally related activities that are conducted in and out of school; or, satisfactory demonstration by a student of established standards pursuant to this policy.
- b. At the adult education level, 180 (50 minute) hours of planned in-school instruction or 9,000 minutes; or, in lieu thereof, 90 (50-minute) hours or more of planned in school instruction and three hours of planned individual study homework substituted for each (50 minute) hour of in-school instruction less than 180 equal(s) one high school credit; and
- c. At the college or university level, five quarter hours or three semester hours may equal up to 1.00 high school credit depending upon course content equivalency.

- d. High school credits from community and technical colleges may be earned by juniors and seniors through the Running Start Program. If accepted into this program, WAC 180-51-050 provides for the conversion of college credits to high school credits at the rate of one high school credit for five-college quarter or three college semester hour credits.
  - e. The professional judgment of the building principal or designee will determine whether or not a credit meets the district's standard for recognition and acceptance of a credit.
4. High School Credit from accredited public or private secondary credit providing institutions for students concurrently enrolled in district High Schools.  
For students currently enrolled in district schools, the principal may accept credits for high school graduation from a non-district public high school; or an accredited private school; or from a post-secondary institution providing non college credit. Acceptance of such credit is limited to 3 credits for courses offered by the district high school. In addition, classes may also be accepted if the student is not able to take the class in his/her high school because of scheduling conflicts, or because the class is not available in his/her high school. To be accepted for credit the student and or his/her parents must:
- a. Be already enrolled with a full load in district schools
  - b. Complete a written proposal (Appendix C) for approval of credit for the class which is submitted to the principal for preapproval.
  - c. The proposal must be preapproved to be eligible for district acceptance of credit prior to the taking of the class and contain the following:
    - i. name of class,
    - ii. objectives,
    - iii. length of time,
    - iv. description of how credits shall be determined,
    - v. content outline of program and/or major learning,
    - vi. description of how student performance shall be assessed,
    - vii. qualifications of instructional personnel, and
    - viii. Reason the class cannot be taken in a district high school.

The professional judgment of the building principal or designee will determine whether or not a credit meets the district's standard for recognition and acceptance.

5. Equivalency Credit for Alternative Learning Experiences, Non-High School Courses, Work Experience, Community Service, and Challenges  
It is the principal's responsibility to provide for the awarding of equivalency credit for alternative learning experiences, non-high school courses, work experience, community service, and challenges. High school credits may be given and recorded on the transcript. The principal may grant high school graduation credit for planned learning experiences conducted away from the school. Examples of planned learning experiences are travel study, work-study, community service, private lessons, distance learning, etc. One credit is awarded on the basis of 150 (60 minutes) hours of instruction. Beginning with the Class of 2016, students may not seek equivalency credit in physical education; instead, students who request to be excused from PE under RCW 28A230.050 must demonstrate proficiency/competency in the knowledge portion of the fitness requirement through participation in a district-approved and administered assessment. Persons requesting the granting of credit for out-of-school learning activities are to complete a written proposal (Appendix B) for approval of credit submitted to the principal. This proposal is to be submitted prior to the experience and contain the following:

- a. name of course/program,
- b. objectives,
- c. length of time,
- d. description of how credits shall be determined,
- e. content outline of program and/or major learning,
- f. description of how student performance shall be assessed,
- g. qualifications of instructional personnel, and
- h. plans for evaluation of program.

The professional judgment of the building principal or designee will determine whether or not an experience or a challenge meets the district's standard for recognition and acceptance.

6. **Physical Education Excuse and Proficiency/Competency Demonstration**  
Individual students requesting to be excused from coursework in Physical Education (PE) must complete the appropriate "Request for Excuse from Physical Education" for their graduating class (Appendix D or E). The form is to be submitted to the principal or designee for approval.

C. Procedural Process - Graduation Requirements

1. Requirements for Graduation

Changes in graduation requirements shall be made in accordance with state requirements (WAC 180-51-035).

2. Copies of Graduation Requirements for Each Year

Each high school shall keep on file, for student and public inspection, a copy of the state board and district rules and regulations regarding high school graduation requirements and procedures for equivalencies applicable for the school year, including the preceding ten years.

D. Progress Reports

1. Yearly Graduation Information and Progress Report

Commencing with the beginning of the ninth grade and each year thereafter, each high school shall provide each student and his/her parents or guardians with a copy of the high school graduation requirements applicable to each student and a progress report at the close of each school year thereafter of each individual student's progress toward meeting those requirements. If a student is not making normal progress toward such requirements, the high school shall notify the student and parents or guardians of alternative education experiences, including summer school opportunities.

**Approved:**

6/5/00

**Revised:**

1/12/04

1/05/05

5/18/05

5/18/09

6/22/09

6/20/11

9/10/12

8/05/13

01/13/14

06/23/14

12/08/14

Forms:

Appendix A, Request for Appeal of Performance Graduation Standards Requirement Results

Appendix B, Request for Credit for Equivalency Course of Study

Appendix C, Request for Acceptance – Out of District Credit

Appendix D, Request for Excuse from Physical Education – Class of 2013-15

Appendix E, Request for Excuse from Physical Education – Class of 2016 and Beyond

Appendix F, Class of 2013 & Beyond, Request for Third Credit of High School Level Mathematics other than Algebra 2 (Advanced Algebra)

Appendix G, Class of 2016 & Beyond, Request for Alternatives to World Language Courses

**LEGAL REFS.:**

RCW 28A.230, generally

RCW 28A.655, generally

WAC 180-51, generally



# Lake Washington School District End Results Monitoring Report

**ER-2/3 High School  
December 8, 2014**

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

The Lake Washington School District *Student Profile* specifies the skills, attributes, and content knowledge that students need to be Future Ready. Grade level student learning standards define the desired performance levels for students at each grade level.

Accordingly, the CEO shall:

1. Establish and monitor board-approved performance targets aligned with the Student Learning Milestone: High School Students on Track for Graduation	In Compliance	◀ ▶
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## *Evidence*

A five-year strategic plan was established in 2011-12. The strategic plan helps to guide the direction of the district and helps to focus priorities on achieving the district mission and vision. Strategic goals and performance targets aligned to strategic goals have been established. Student Learning Milestones, Indicators, and Performance Targets have been set in alignment with Goal 1: *Ensure Academic Success for Every Student*.

### **Student Learning Milestone: High School Students on Track for Graduation**

#### Indicator for Student Learning Milestone:

- 97% of 9<sup>th</sup> graders earning 6.0 credits
- 89% of 10<sup>th</sup> graders accumulating 12.0 credits
- 93% of 10<sup>th</sup> graders meeting or exceeding state standards in reading
- 94% of 10<sup>th</sup> graders meeting or exceeding state standards in writing
- 94% of 10<sup>th</sup> graders meeting or exceeding state standards in algebra
- 94% of 10<sup>th</sup> graders meeting or exceeding state standards in geometry
- 91% of 10<sup>th</sup> graders meeting or exceeding state standards in biology

#### 2018 Performance Targets for Indicators:

- 92% of 9<sup>th</sup> graders earning 6.0 credits
- 90% of 10<sup>th</sup> graders accumulating 12.0 credits
- 96% of 10<sup>th</sup> graders meeting or exceeding state standards in reading
- 97% of 10<sup>th</sup> graders meeting or exceeding state standards in writing
- 93% of 10<sup>th</sup> graders meeting or exceeding state standards in algebra
- 90% of 10<sup>th</sup> graders meeting or exceeding state standards in geometry
- 90% of 10<sup>th</sup> graders meeting or exceeding state standards in biology

ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

1. Establish and monitor board-approved performance targets aligned with the Student Learning Milestone: High School Students on Track for Graduation

In  
Compliance

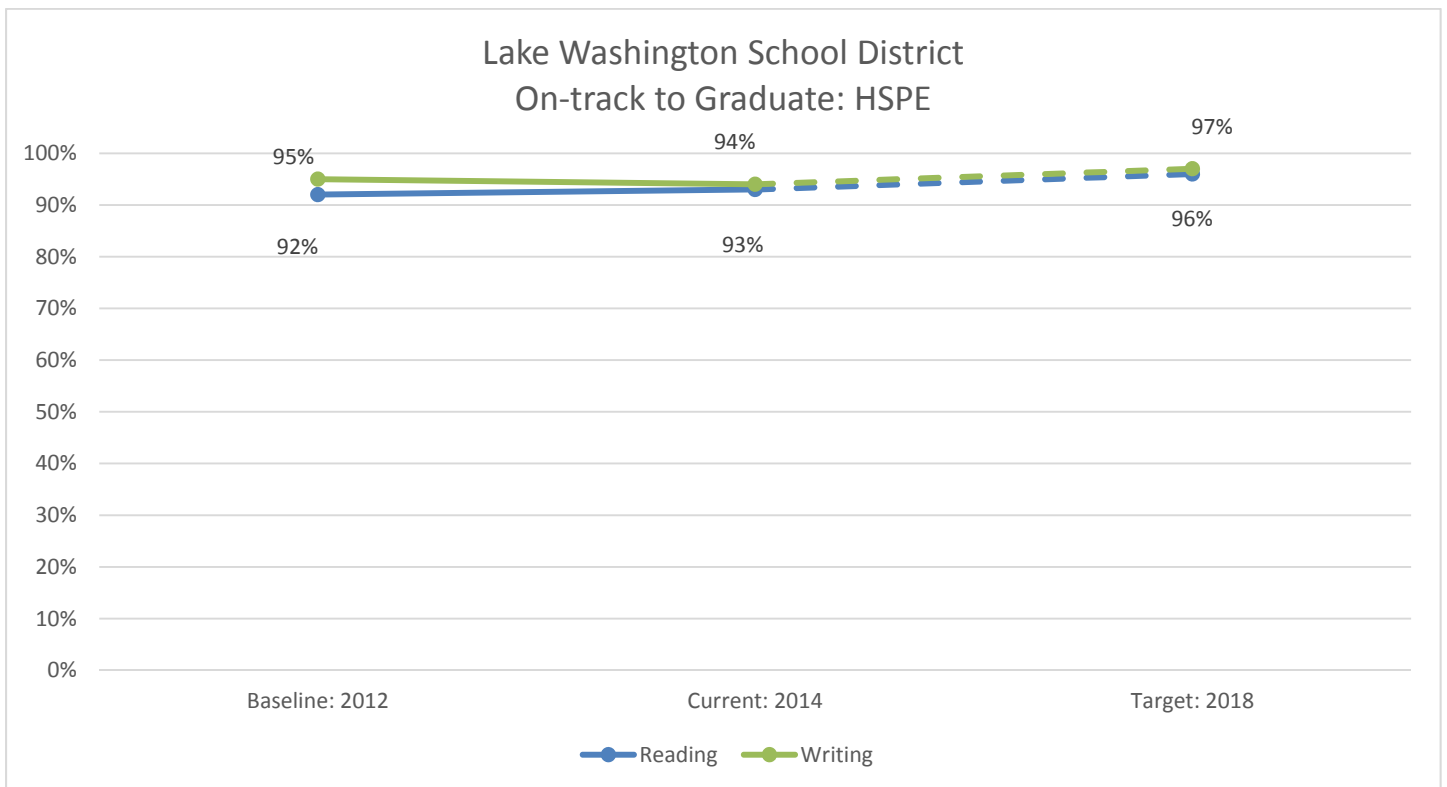
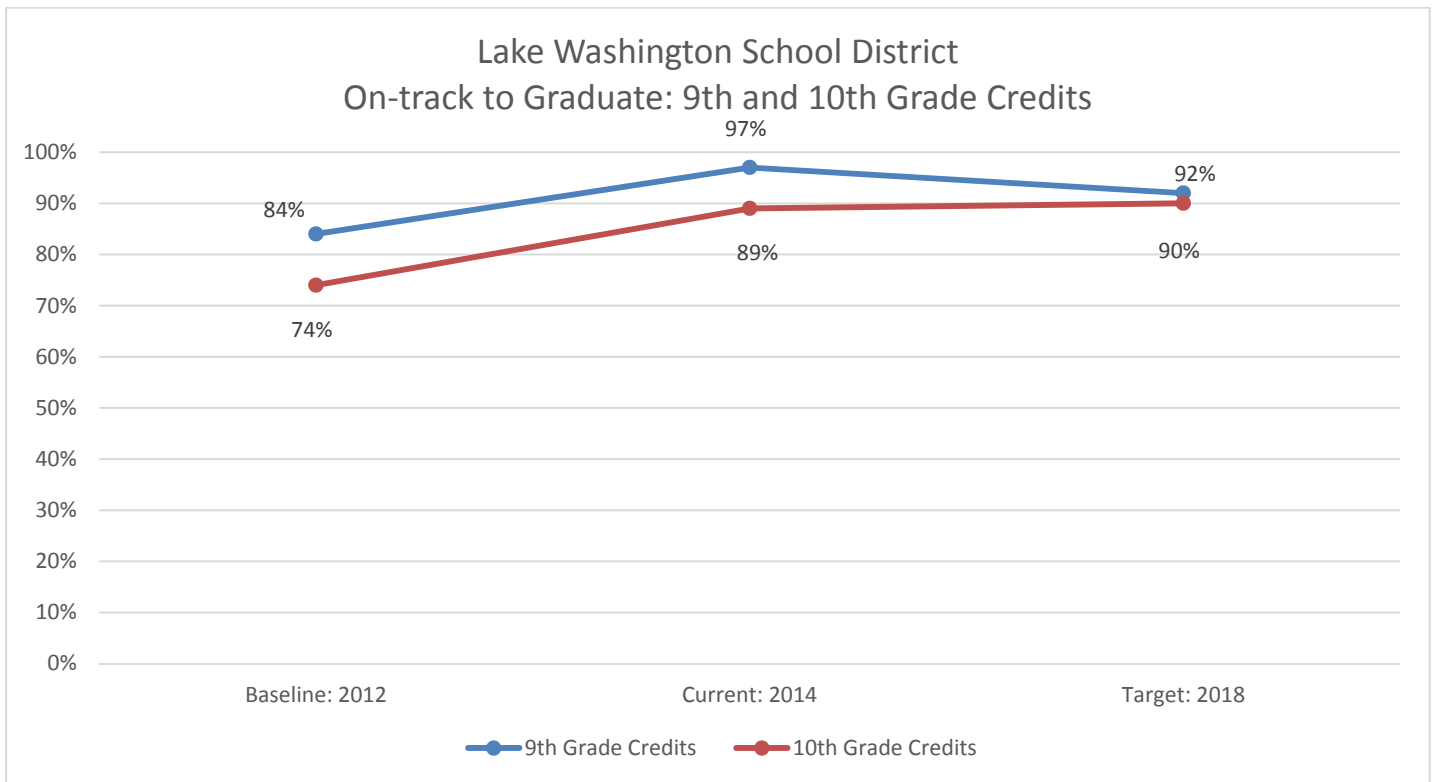


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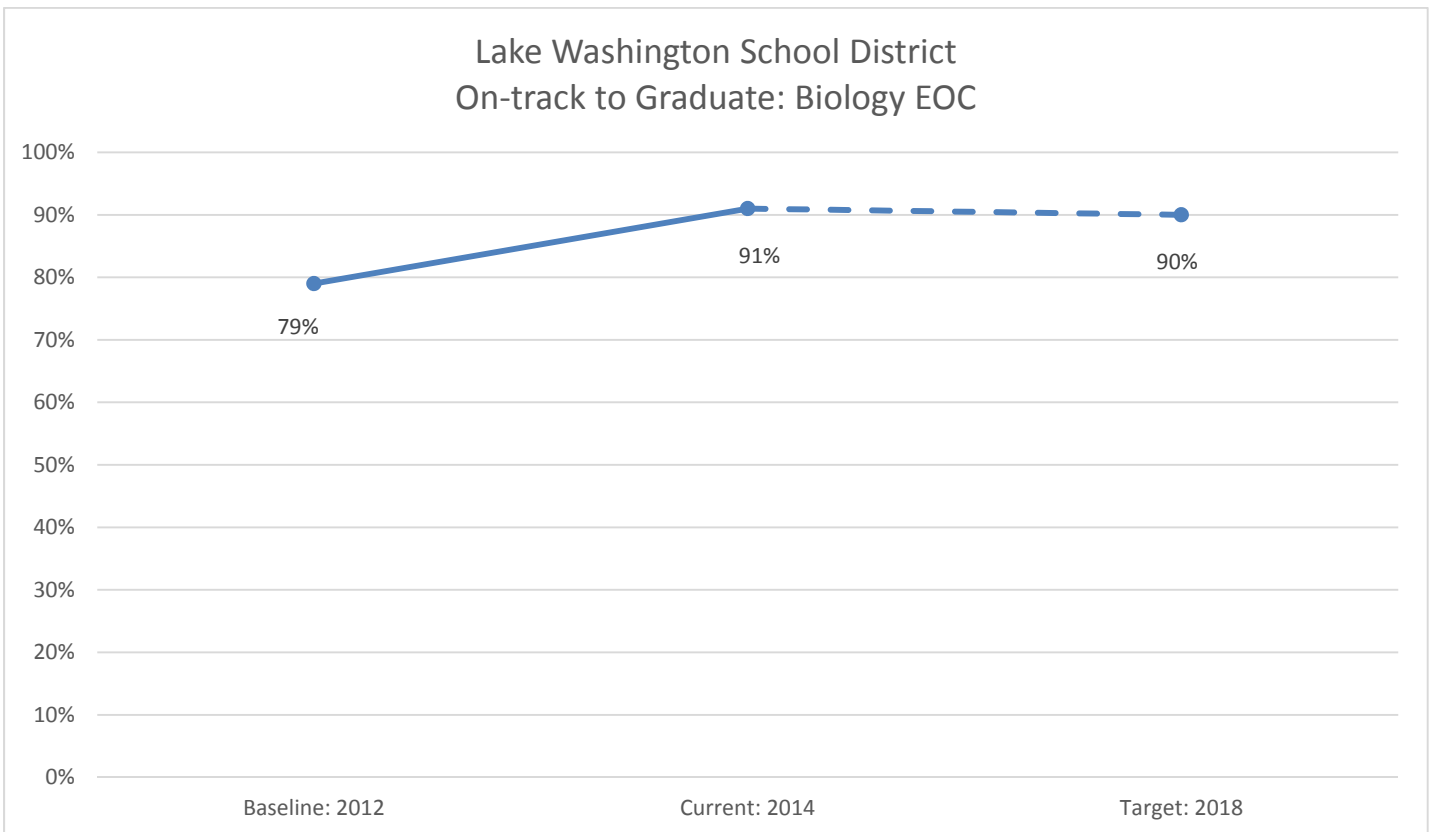
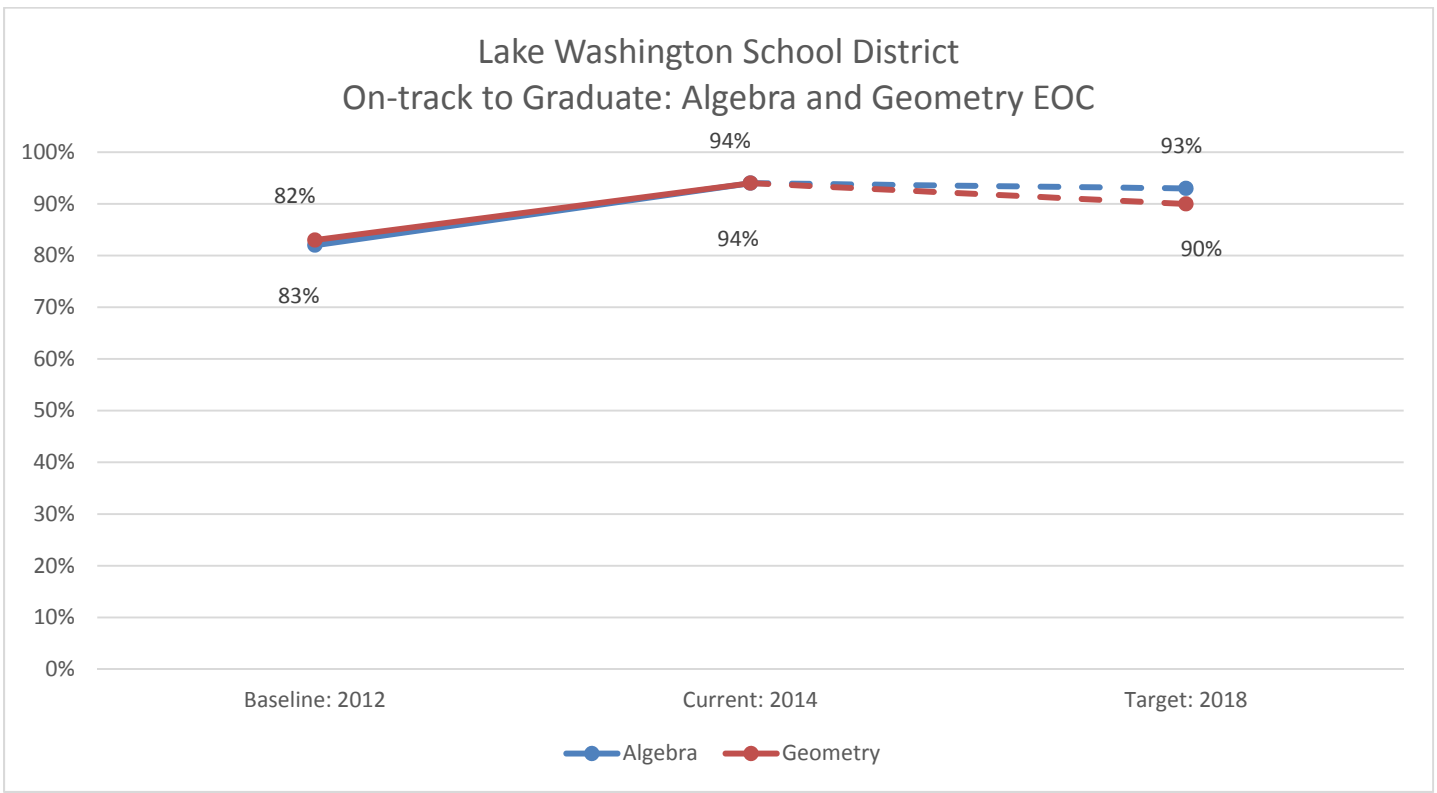
**Baseline, Current, and Target Performance**

Indicator	Baseline: 2011-12	Current: 2013-14	Target: 2018
% of 9 <sup>th</sup> graders earning 6.0 credits	84%	97%	92%
% of 10 <sup>th</sup> graders accumulating 12.0 credits	74%	89%	90%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading	92%	93%	96%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing	95%	94%	97%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra	82%	94%	93%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry	83%	94%	90%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology	79%	91%	90%

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

2. Monitor and assure that current year student performance exceeds average student performance in Washington state and is comparable to student performance in other high performing, neighboring districts including:
- Bellevue School District
  - Issaquah School District
  - Northshore School District

In  
Compliance

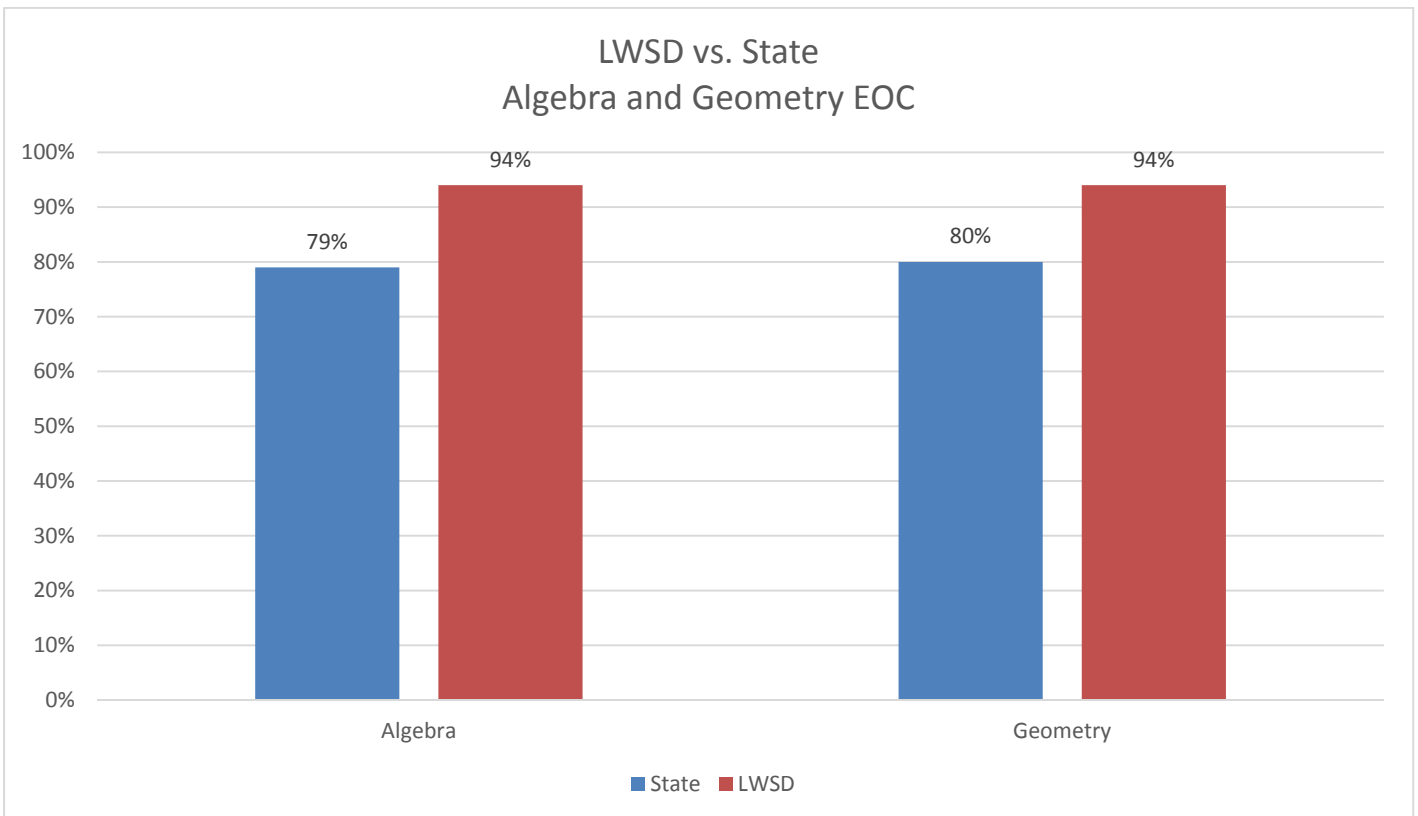
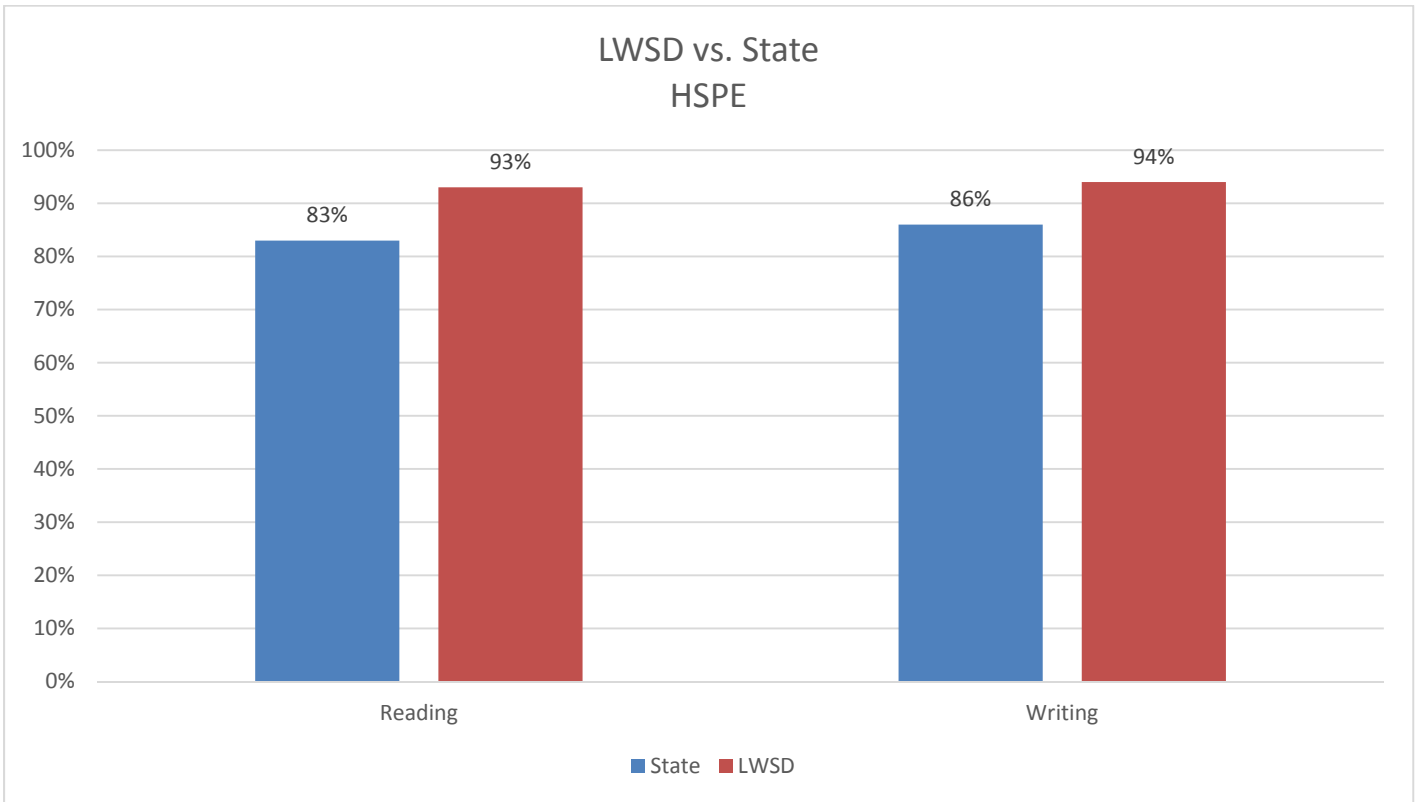


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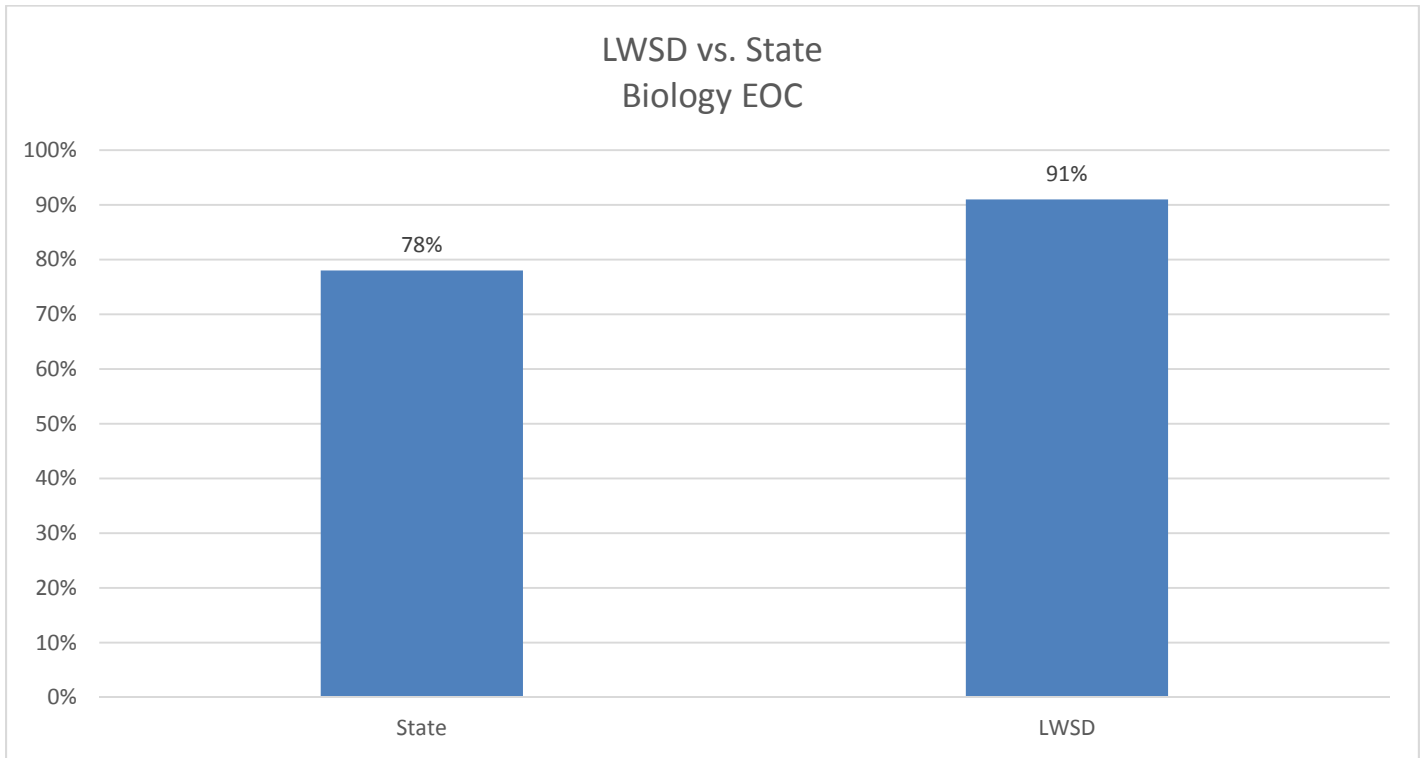
**Student Performance Comparison: Lake Washington and Washington State**

Indicator	Lake Washington	Washington State
% of 9 <sup>th</sup> graders earning 6.0 credits	97%	Not Available
% of 10 <sup>th</sup> graders accumulating 12.0 credits	89%	Not Available
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading	93%	83%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing	94%	86%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra	94%	79%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry	94%	80%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology	91%	78%

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



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ER- 2/3 High School

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2. Monitor and assure that current year student performance exceeds average student performance in Washington state and is comparable to student performance in other high performing, neighboring districts including:
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  - Issaquah School District
  - Northshore School District

In  
Compliance



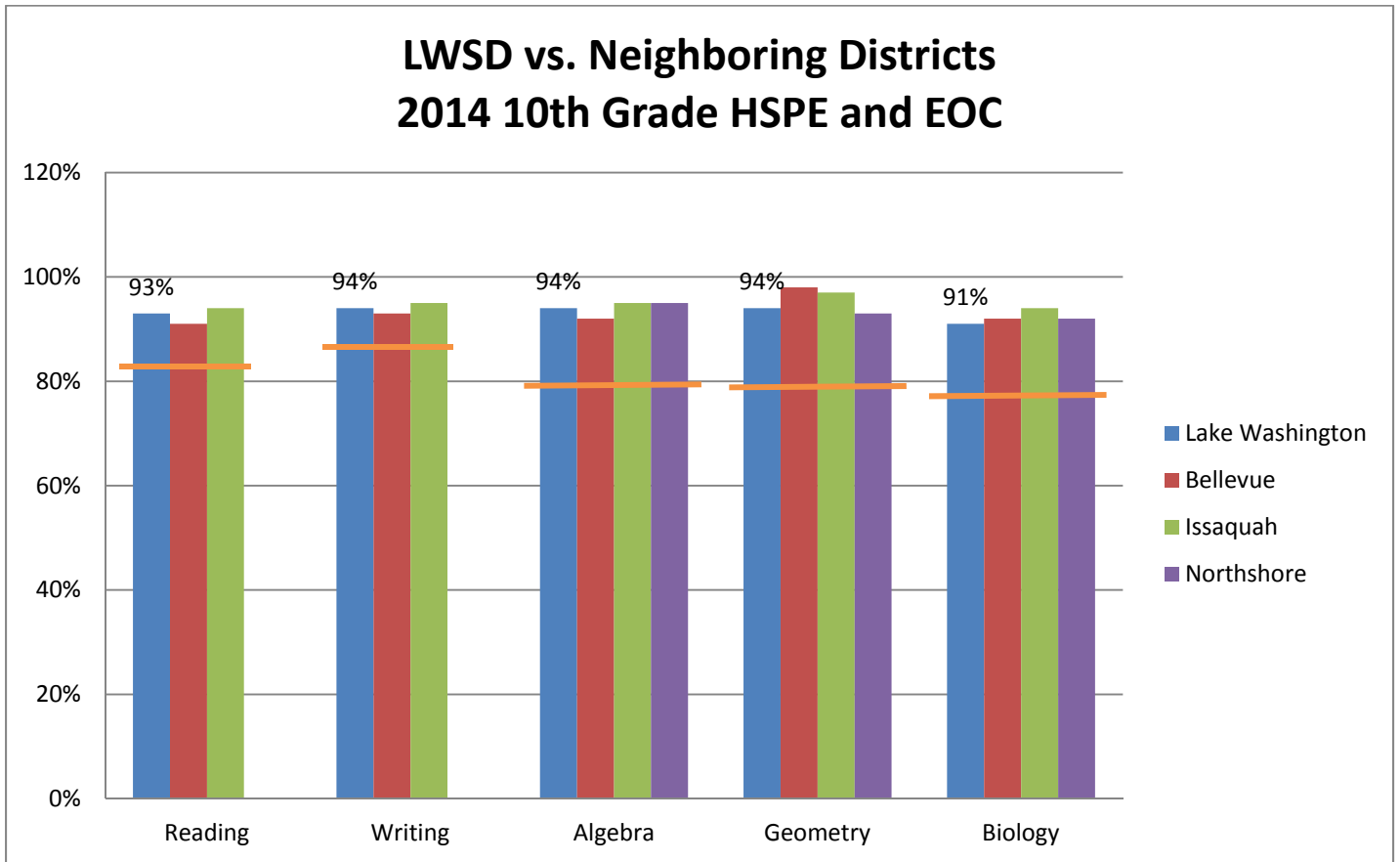
***Evidence (continued)***

**Student Performance Comparison: Lake Washington and Comparable Districts**

Indicator	Lake Washington	Bellevue	Issaquah	Northshore
% of 9 <sup>th</sup> graders earning 6.0 credits	97%			
% of 10 <sup>th</sup> graders accumulating 12.0 credits	89%			
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading	93%	91%	94%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing	94%	93%	95%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra	94%	92%	95%	95%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry	94%	98%	97%	93%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology	91%	92%	94%	92%



**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



\* Orange line indicates state results

\*\*Northshore did not have scores reported for 2013-14 HSPE

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

3. Monitor and assure that current year student performance shows progress relative to progress shown in comparable districts

In  
Compliance



### ***Evidence***

#### **Student Performance Progress Trend Comparison**

Indicator	Lake Washington					5 Year Progress Trend
	2010	2011	2012	2013	2014	
% of 9 <sup>th</sup> graders earning 6.0 credits			84%	82%	97%	
% of 10 <sup>th</sup> graders accumulating 12.0 credits			74%	76%	93%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading	91%	92%	92%	93%	93%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing	93%	94%	95%	94%	94%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra		86%	82%	91%	94%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry		91%	83%	91%	94%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology			79%	87%	91%	

Indicator	Bellevue					5 Year Progress Trend
	2010	2011	2012	2013	2014	
% of 9 <sup>th</sup> graders earning 6.0 credits						
% of 10 <sup>th</sup> graders accumulating 12.0 credits						
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading	90%	90%	91%	95%	91%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing	94%	93%	94%	94%	93%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra		93%	83%	93%	92%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry		62%	95%	95%	98%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology			72%	92%	92%	

ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

3. Monitor and assure that current year student performance shows progress relative to progress shown in comparable districts

In Compliance



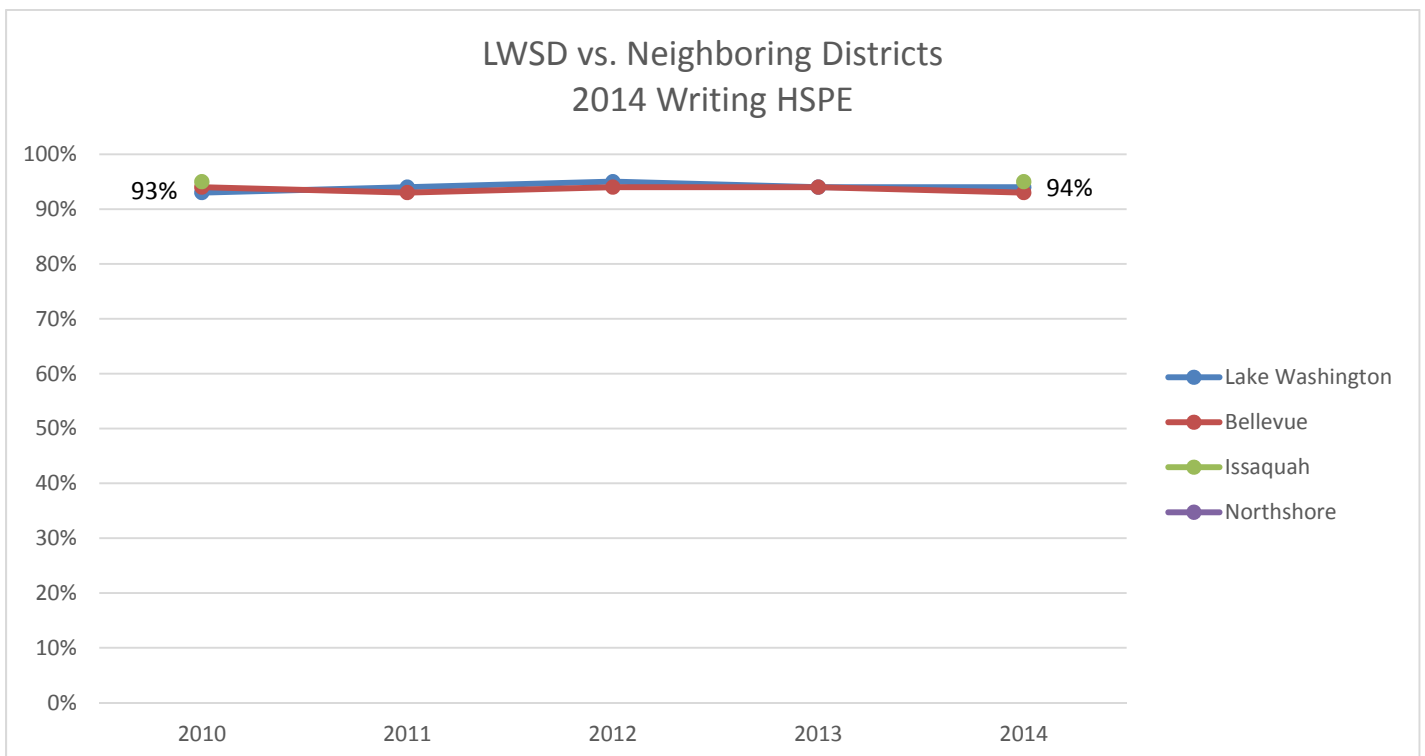
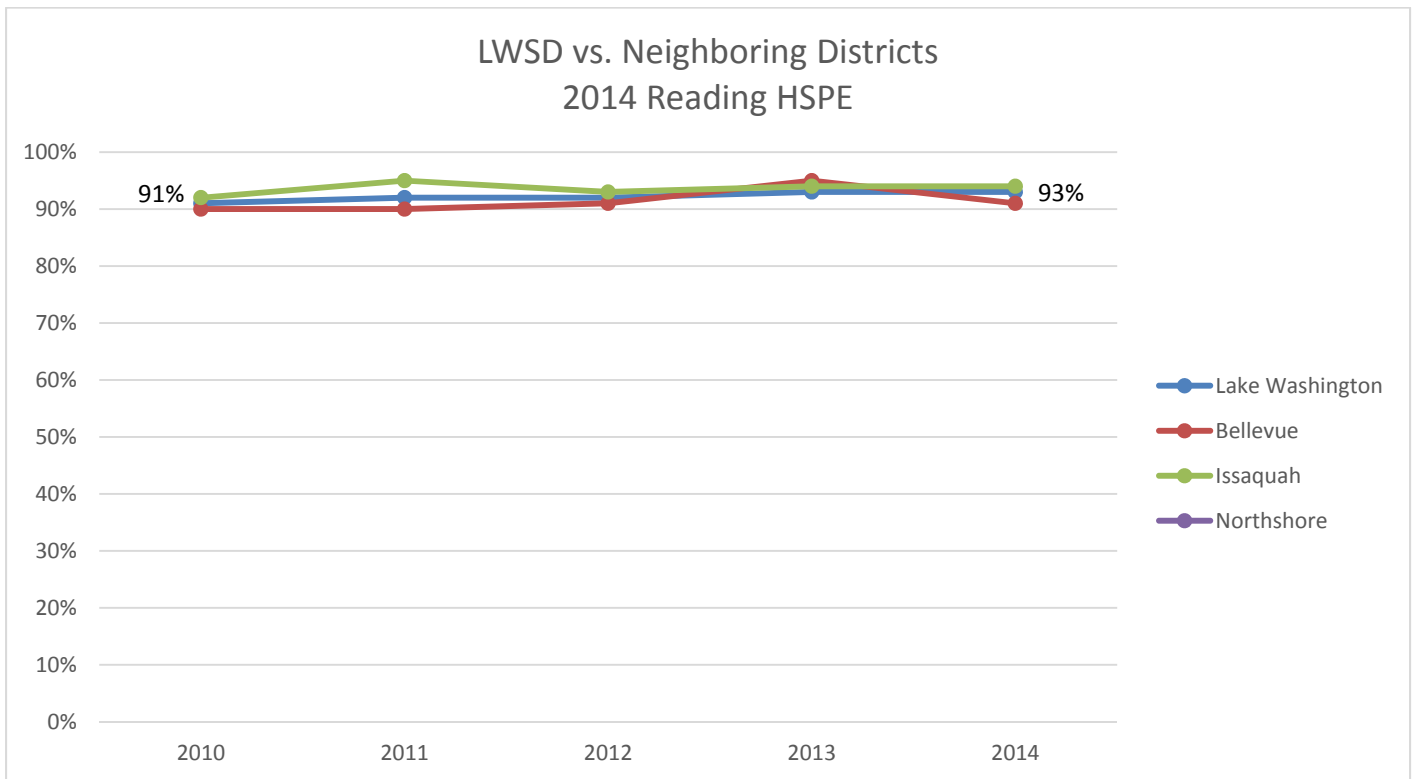
**Evidence {continued}**

Indicator	Issaquah					5 Year Progress Trend
	2010	2011	2012	2013	2014	
% of 9 <sup>th</sup> graders earning 6.0 credits						
% of 10 <sup>th</sup> graders accumulating 12.0 credits						
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading	92%	95%	93%	94%	94%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing	95%				95%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra		86%	89%	92%	95%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry		86%	95%	95%	97%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology			92%	91%	94%	

Indicator	Northshore					5 Year Progress Trend
	2010	2011	2012	2013	2014	
% of 9 <sup>th</sup> graders earning 6.0 credits						
% of 10 <sup>th</sup> graders accumulating 12.0 credits						
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading						
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing						
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra		85%	94%	92%	95%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry		86%	84%	93%	93%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology					92%	

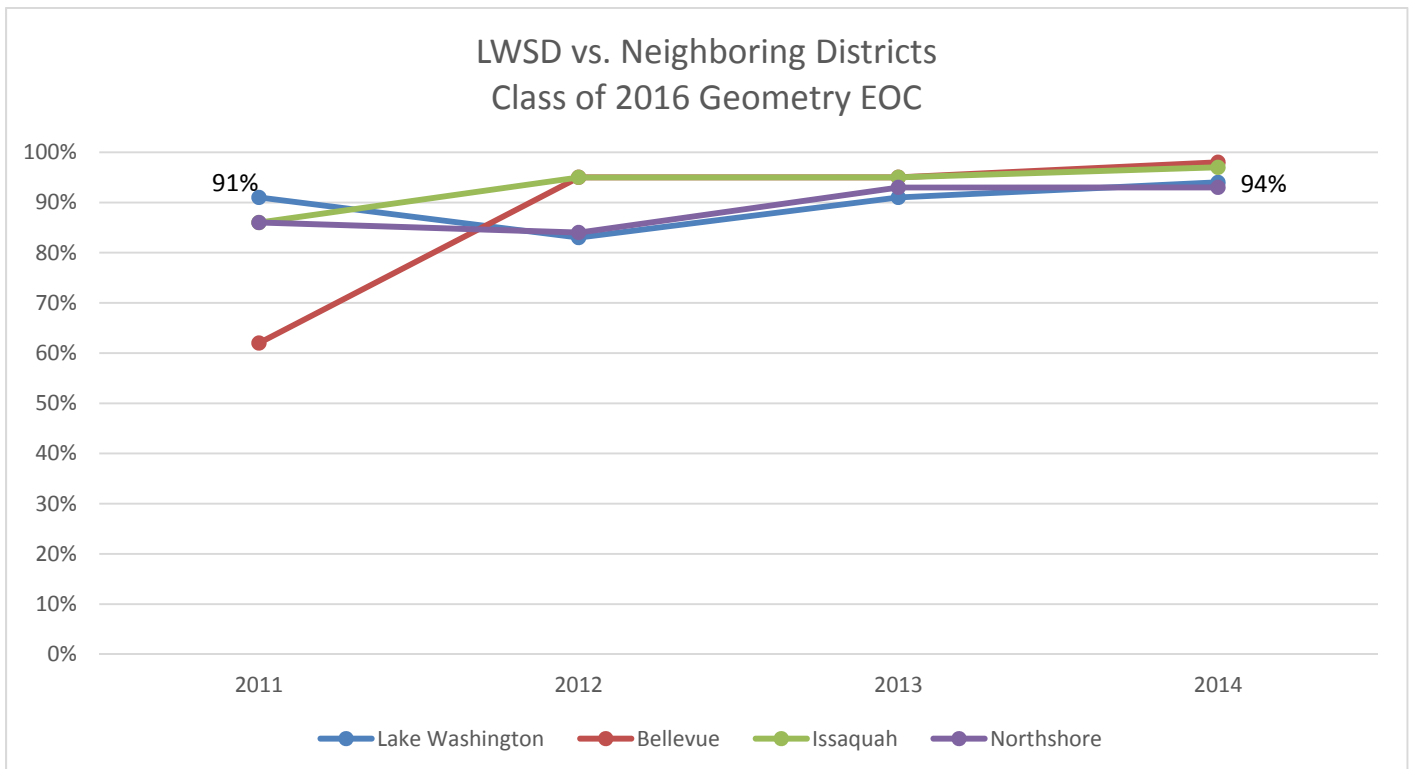
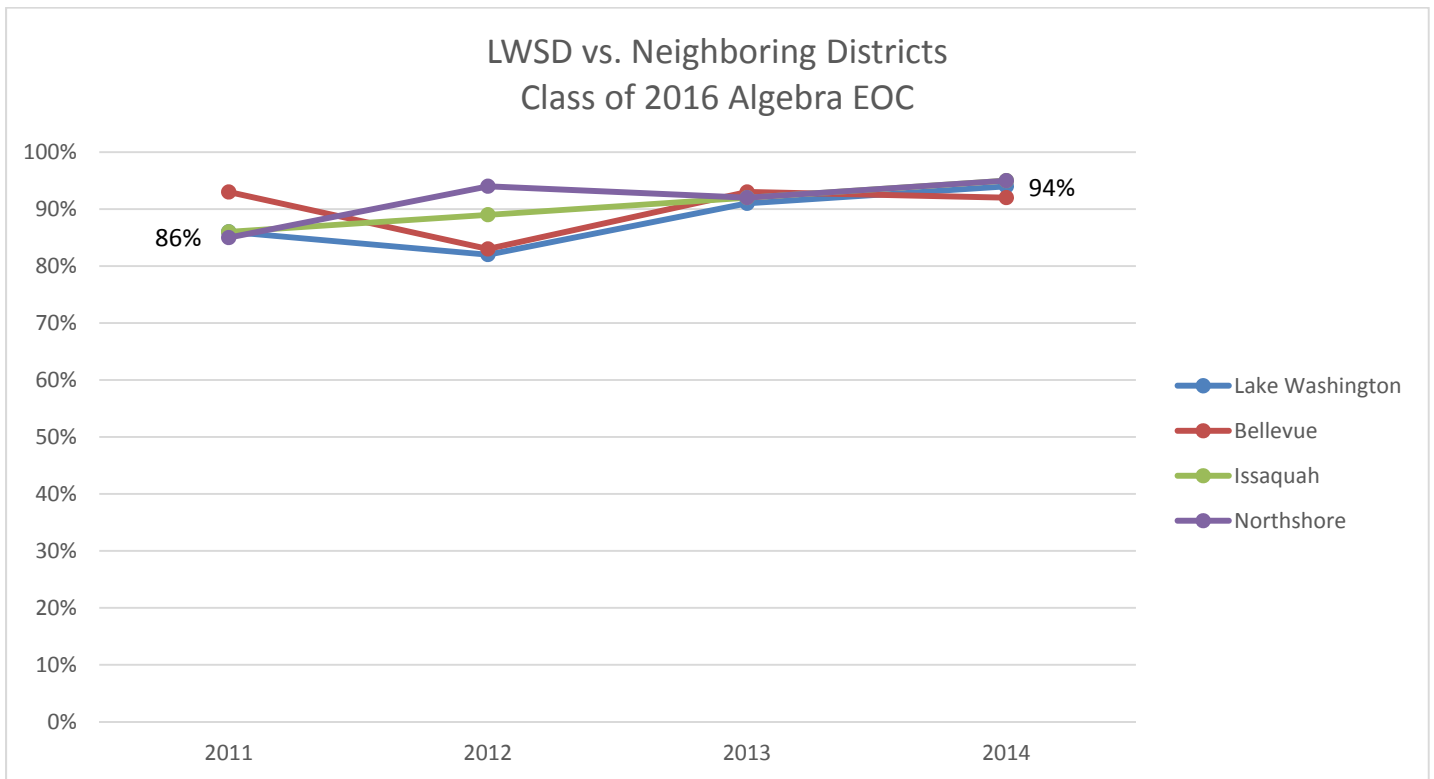
## ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

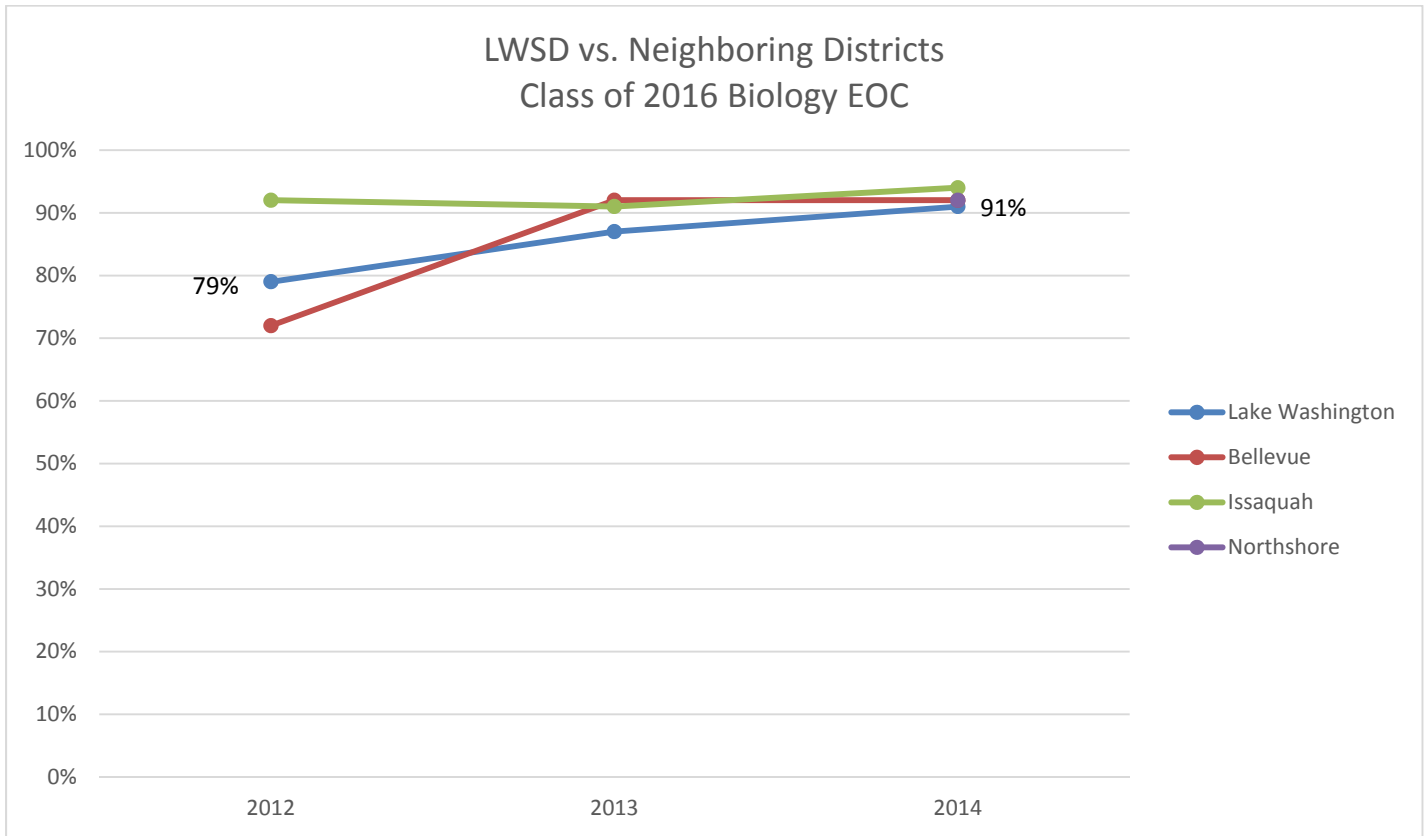


## ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

4. Monitor and assure that achievement/opportunity gaps are closing between non-low income and low-income students

In  
Compliance

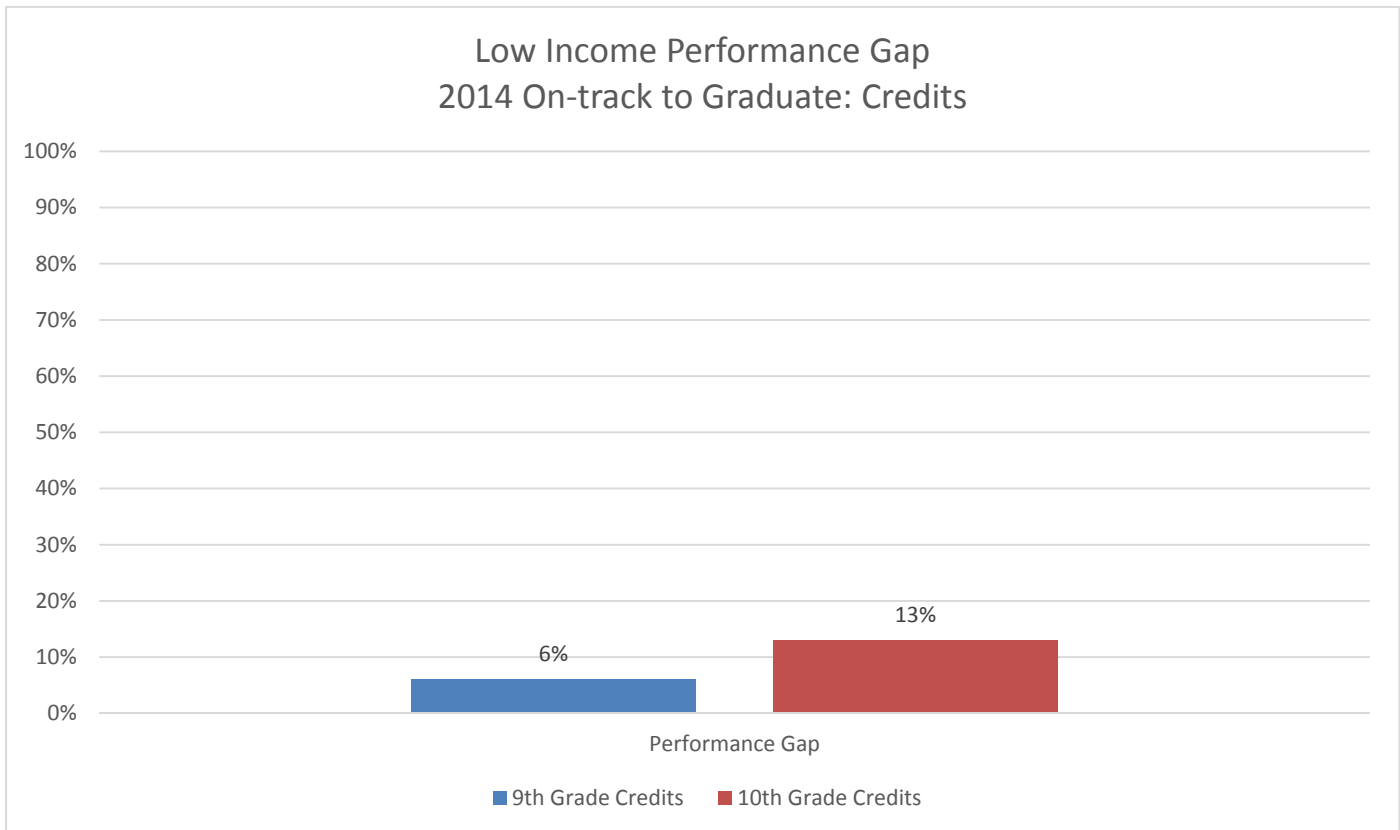
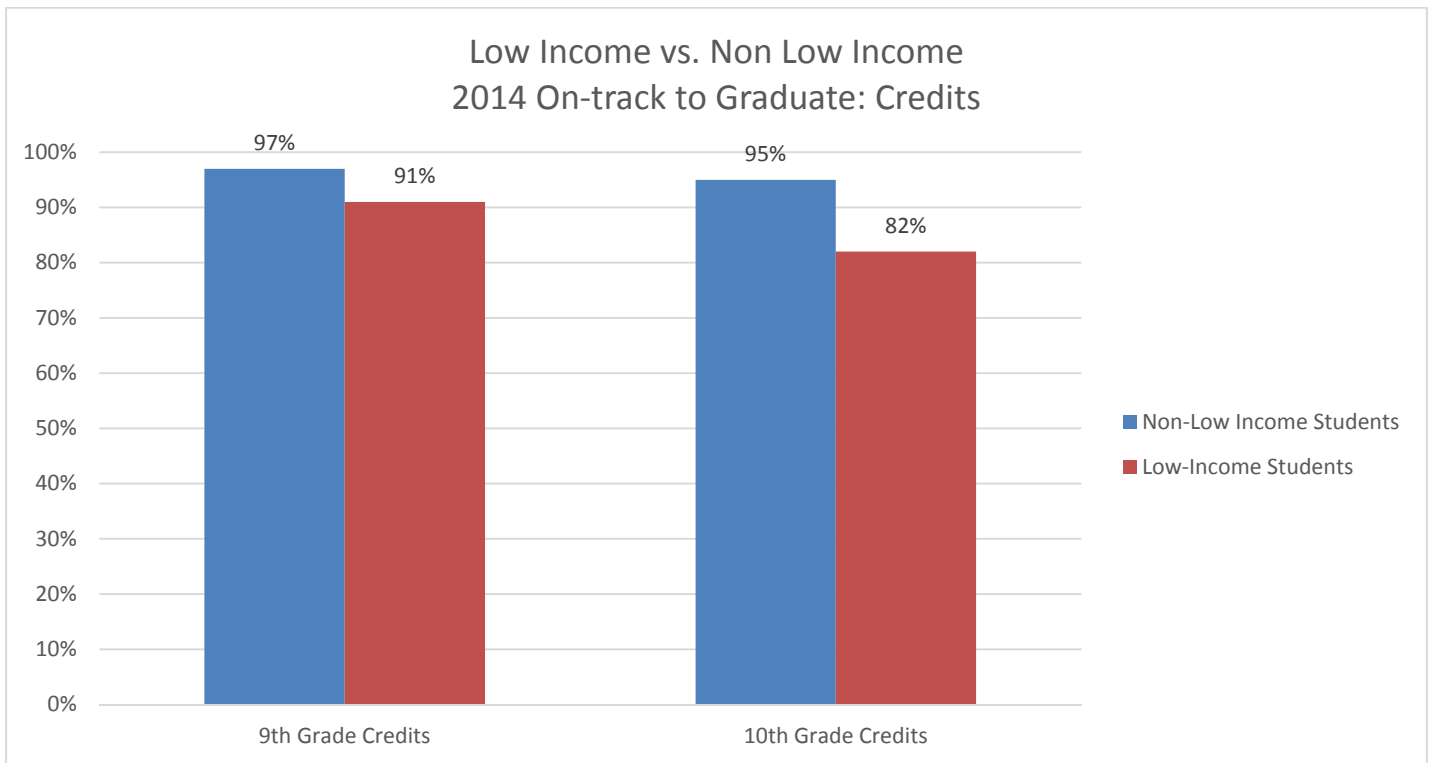


### ***Evidence***

#### **Current Student Performance Comparison: Non-Low Income and Low-Income Students**

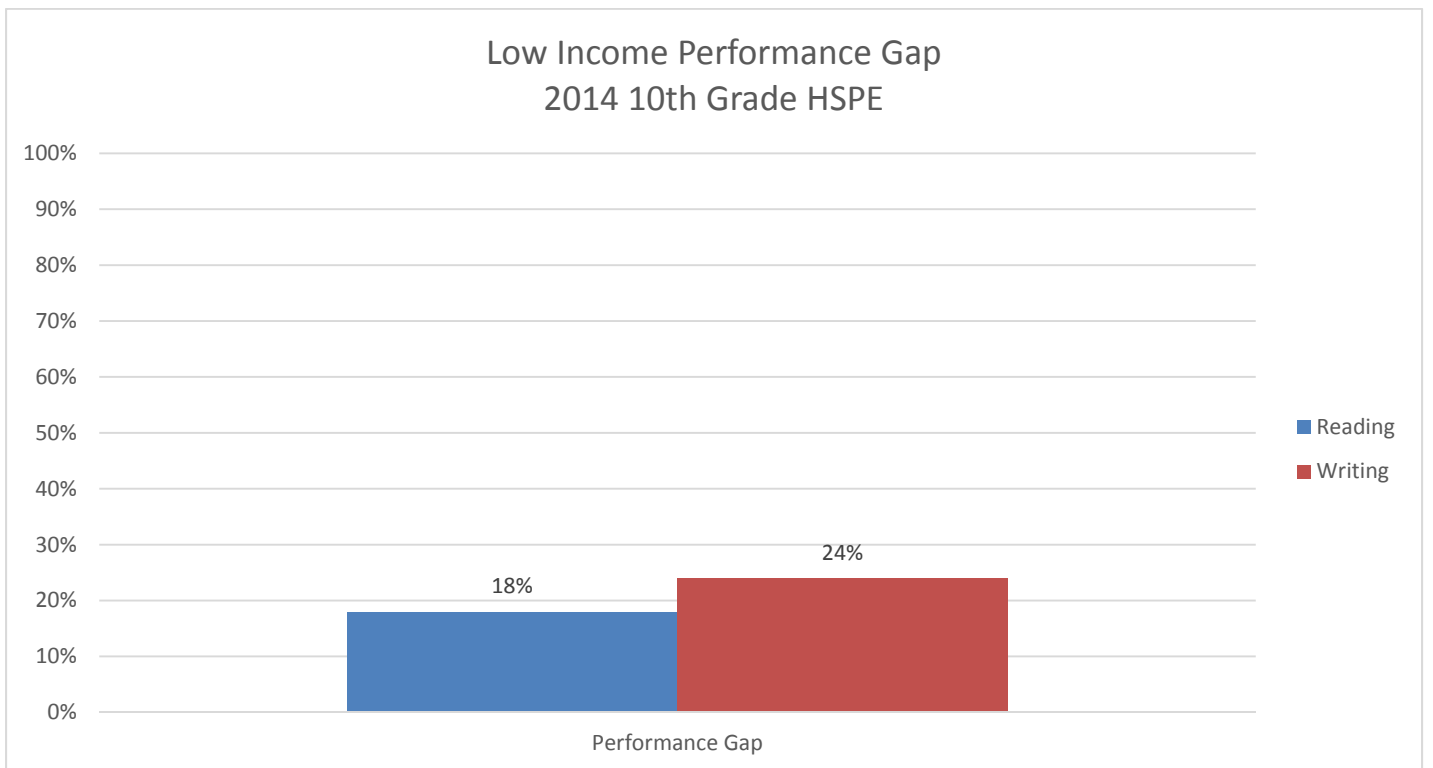
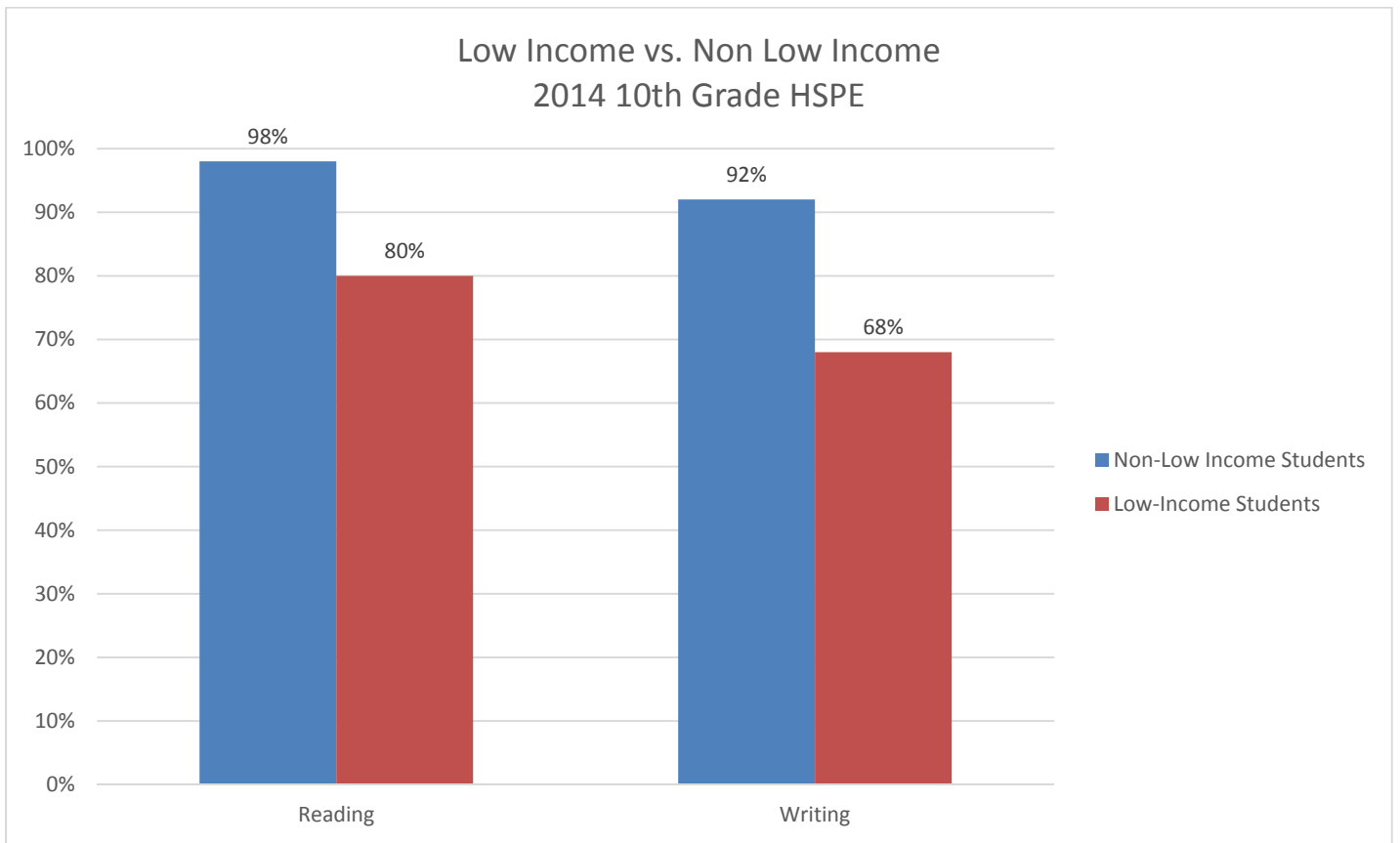
<b>Indicator</b>	<b>Non-Low Income Students</b>	<b>Low-Income Students</b>	<b>Performance Gap</b>
% of 9 <sup>th</sup> graders earning 6.0 credits	97%	91%	6%
% of 10 <sup>th</sup> graders accumulating 12.0 credits	95%	82%	13%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading	98%	80%	18%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing	92%	68%	24%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra	92%	82%	10%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry	96%	76%	20%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology	94%	75%	19%

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

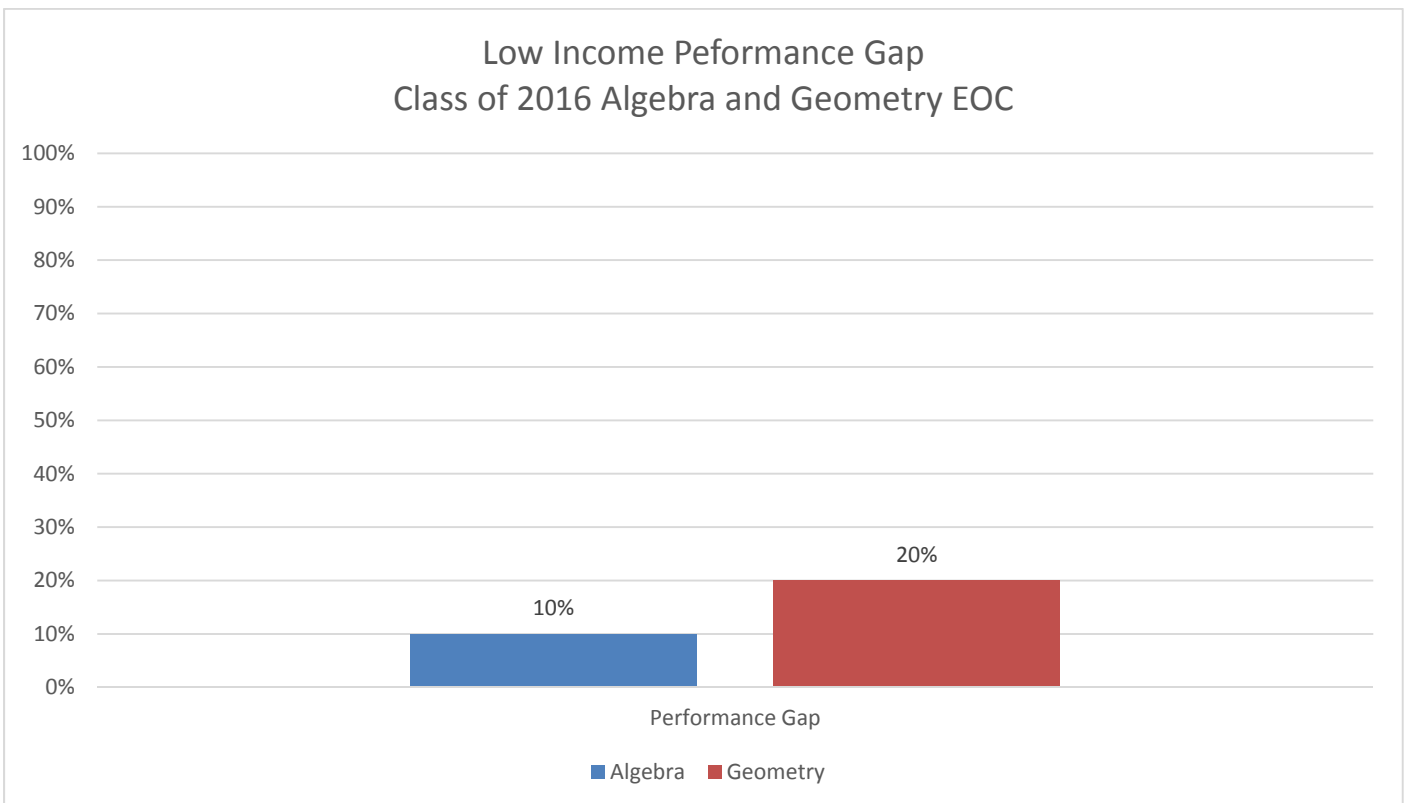
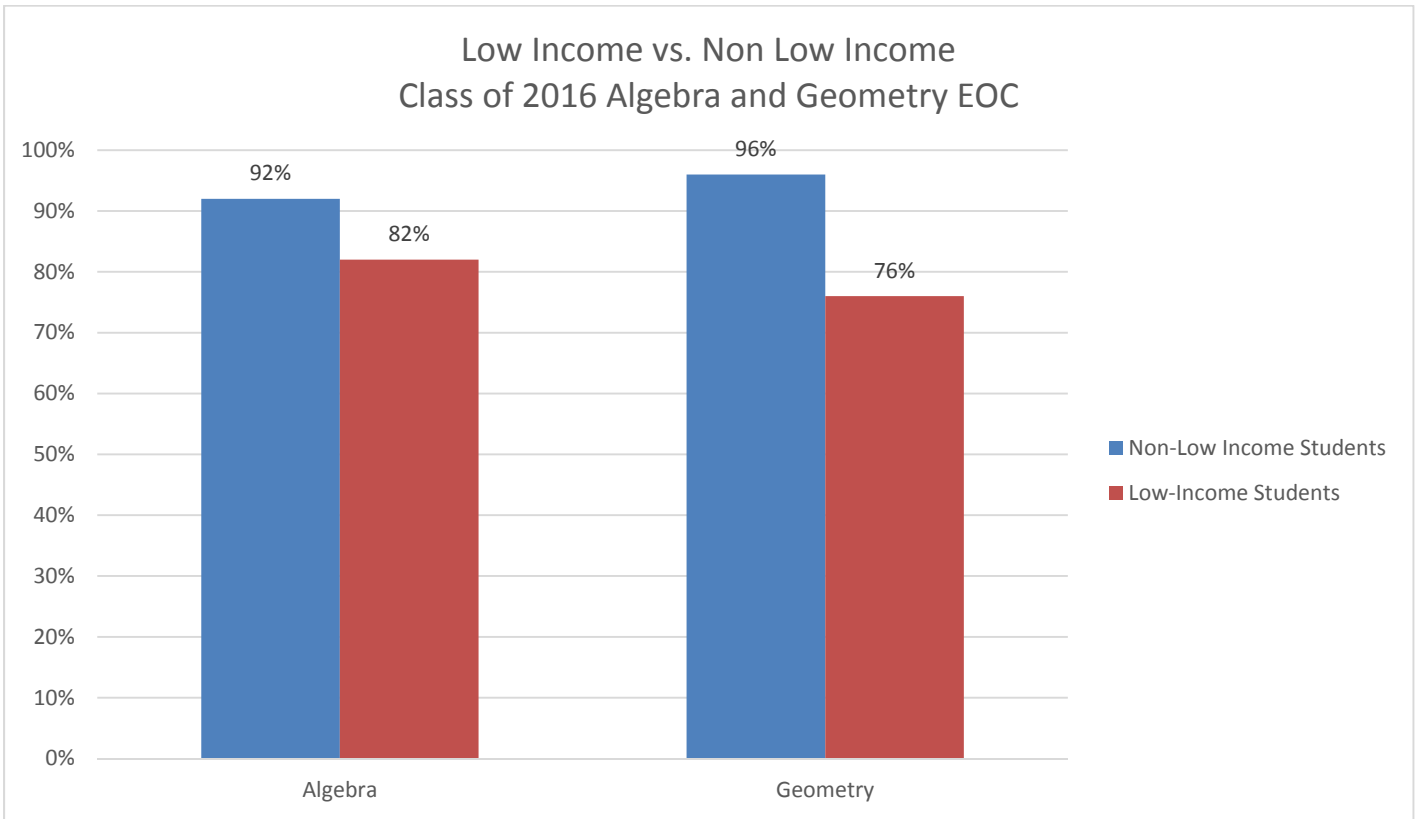




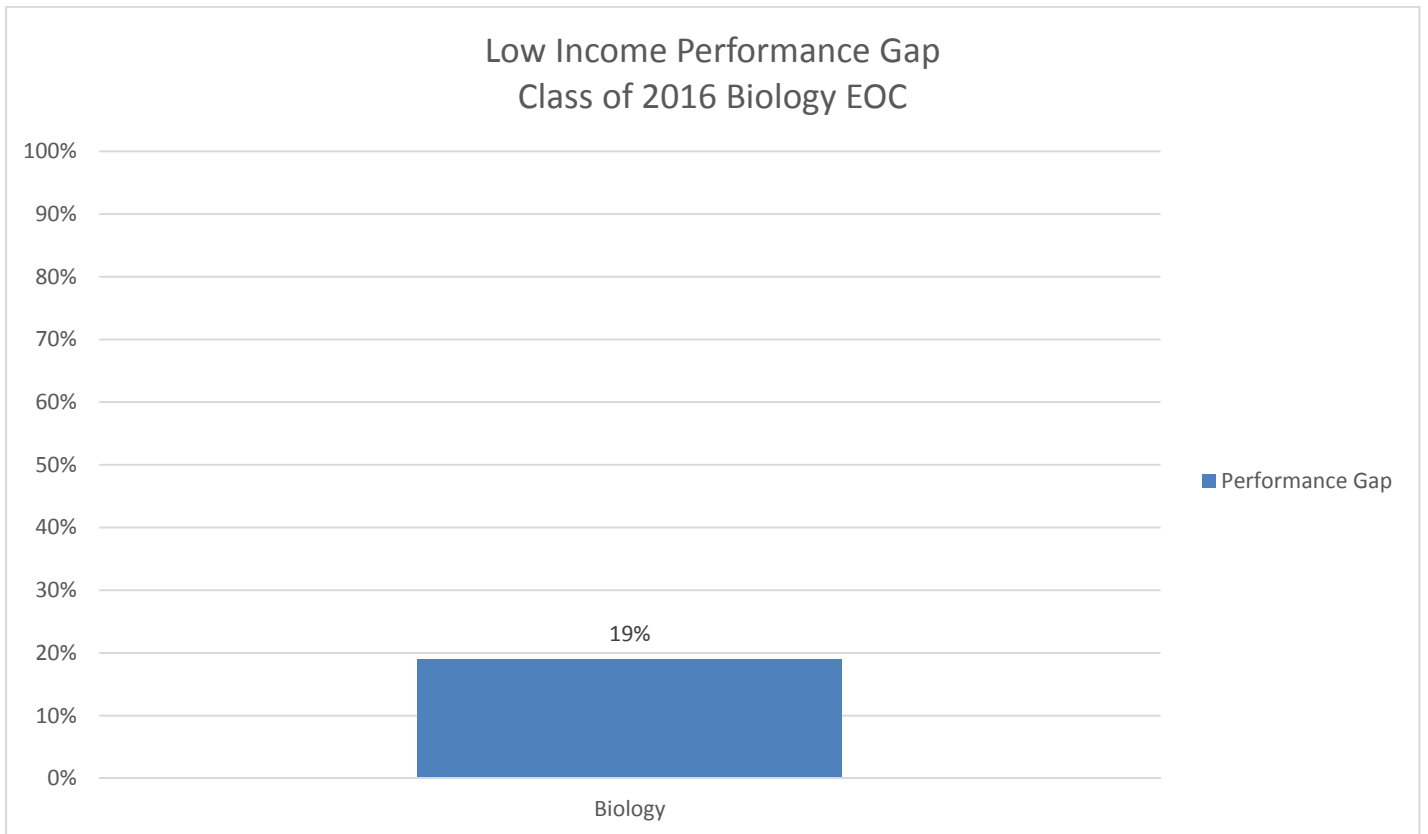
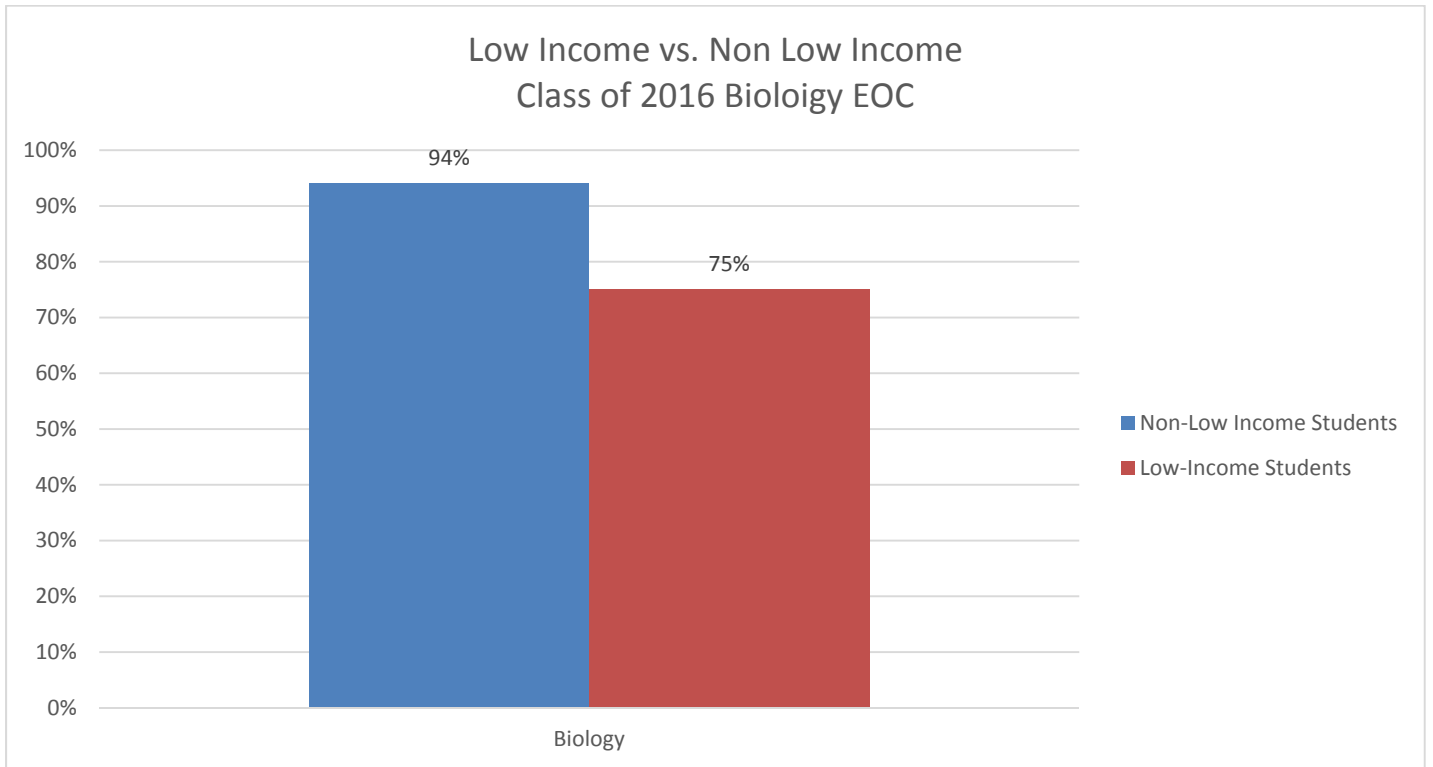
**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

4. Monitor and assure that achievement/opportunity gaps are closing between non-low income and low-income students

In Compliance

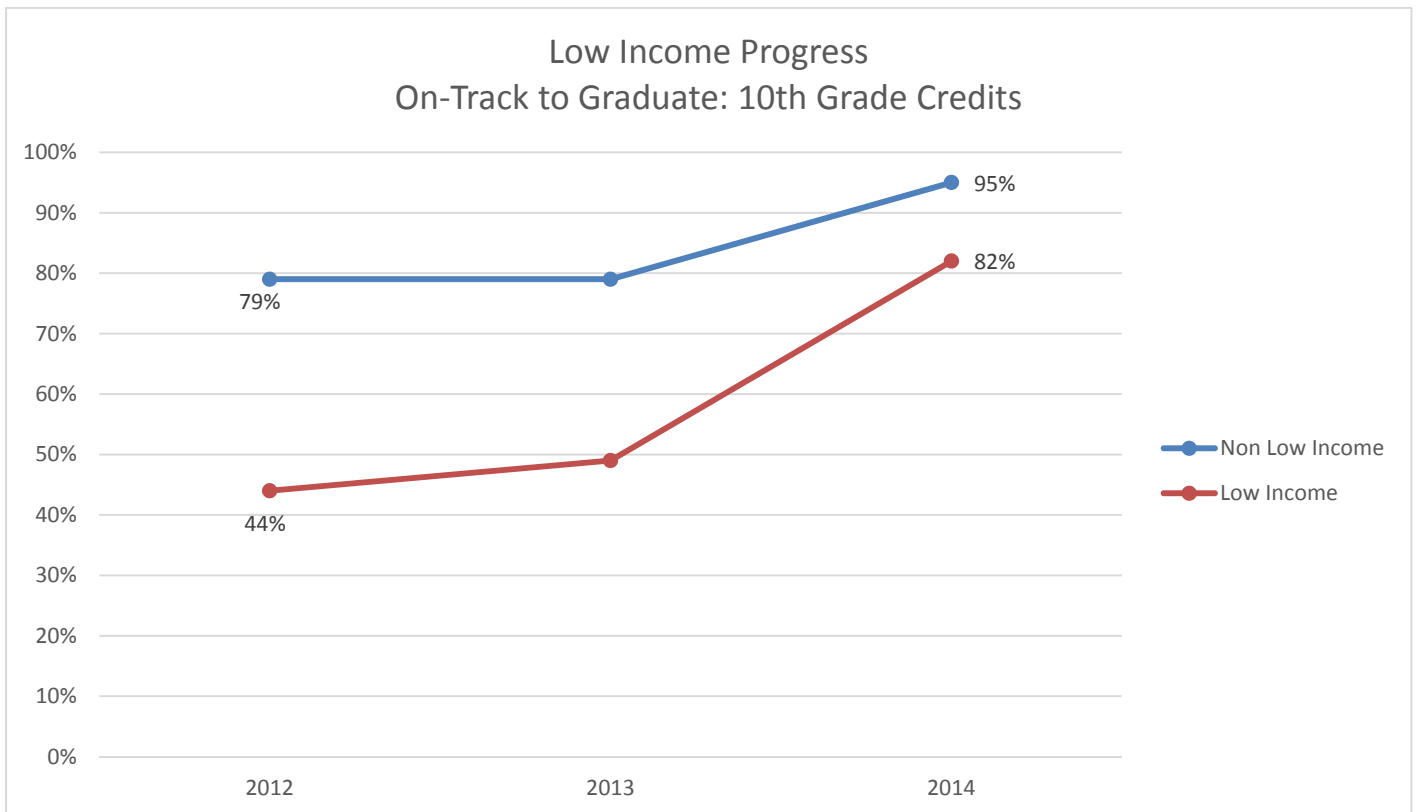
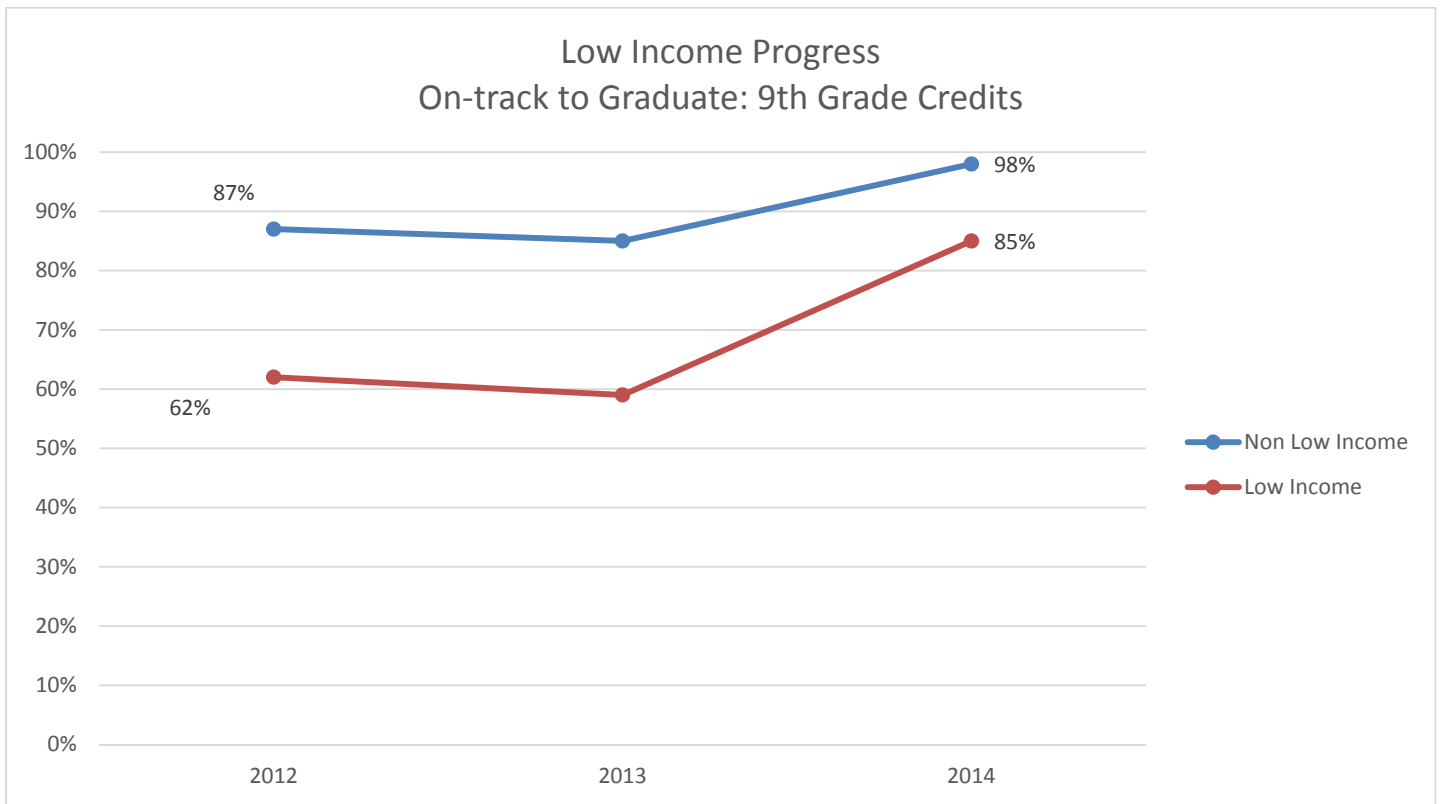


*Evidence (continued)*

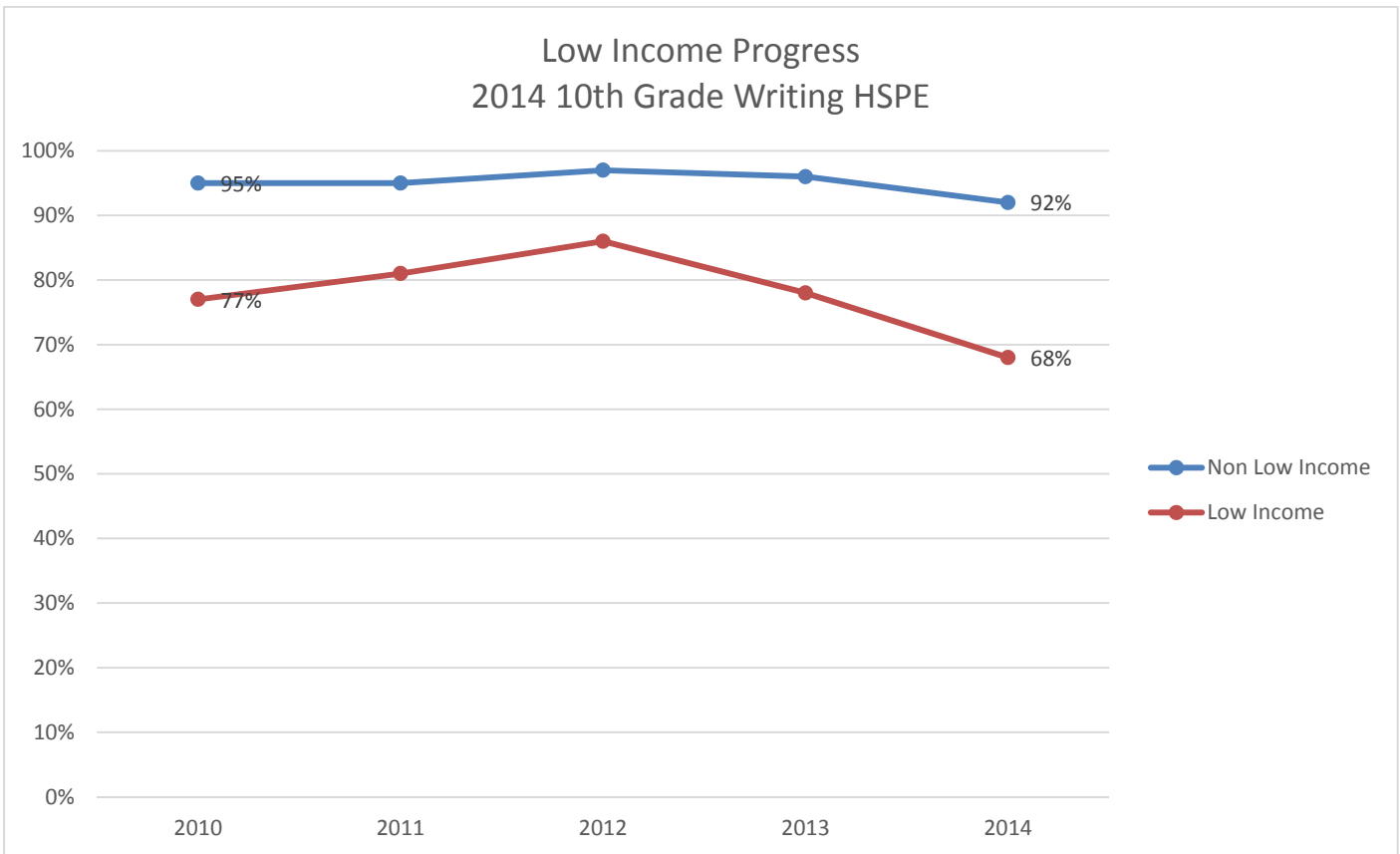
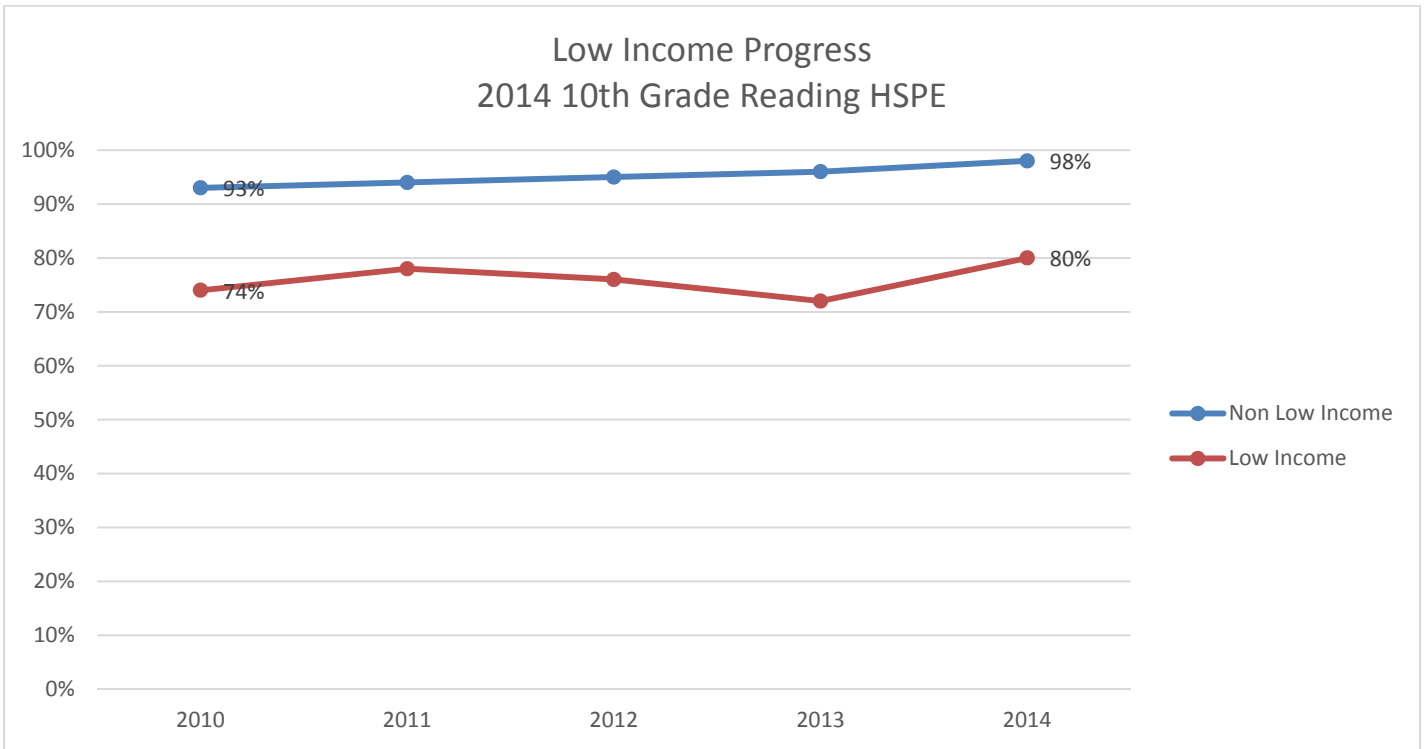
**5-Year Trend Student Performance Comparison: Non-Low Income and Low-Income Students**

Indicator	Non-Low Income Students					Low-Income Students					Performance Gap 5 Year Progress Trend
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	
% of 9 <sup>th</sup> graders earning 6.0 credits			87%	85%	98%			62%	59%	85%	
% of 10 <sup>th</sup> graders accumulating 12.0 credits			79%	79%	95%			44%	49%	82%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading	93%	94%	95%	96%	98%	74%	78%	76%	72%	80%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing	95%	95%	97%	96%	92%	77%	81%	86%	78%	68%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra			96%	93%	92%			74%	71%	82%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry			87%	92%	96%			62%	82%	76%	
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology			84%	90%	94%			50%	63%	75%	

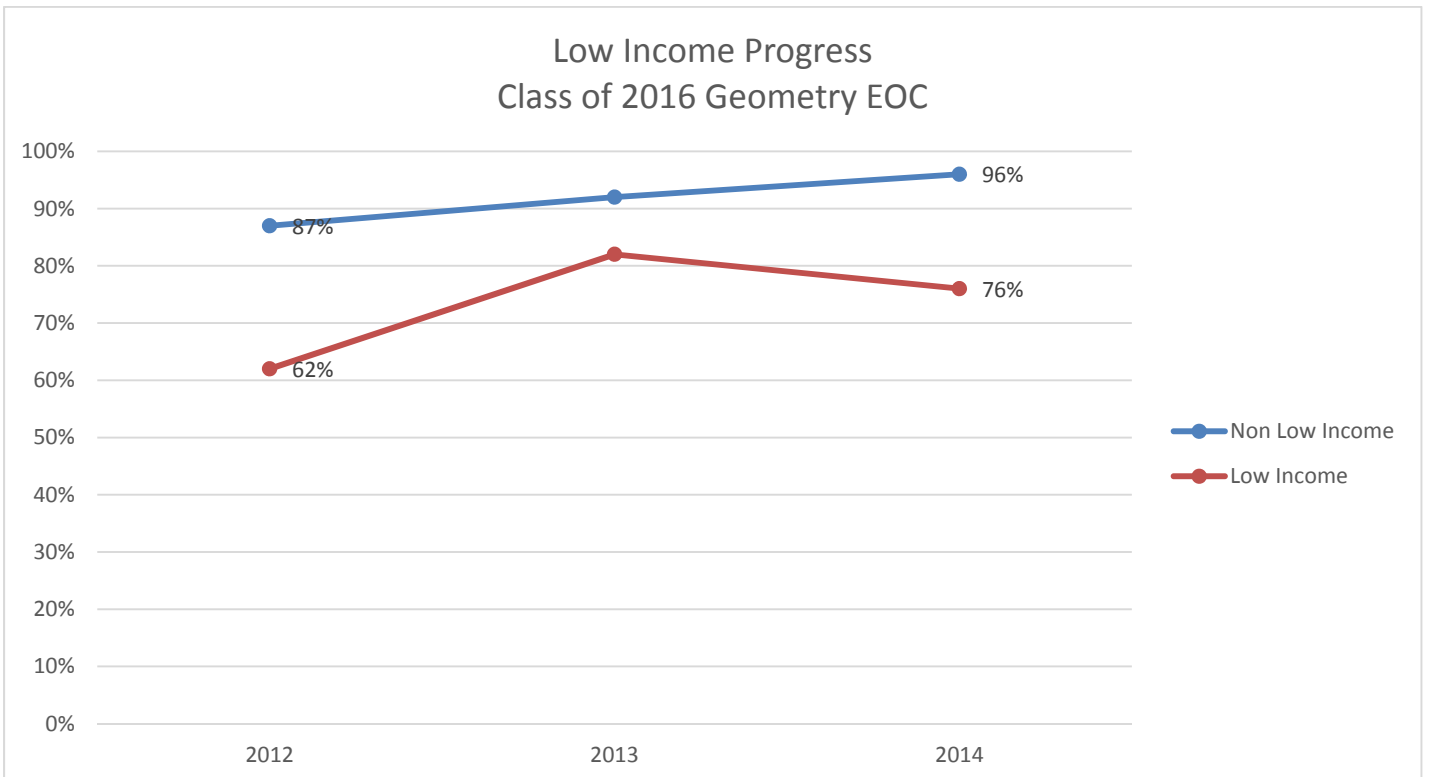
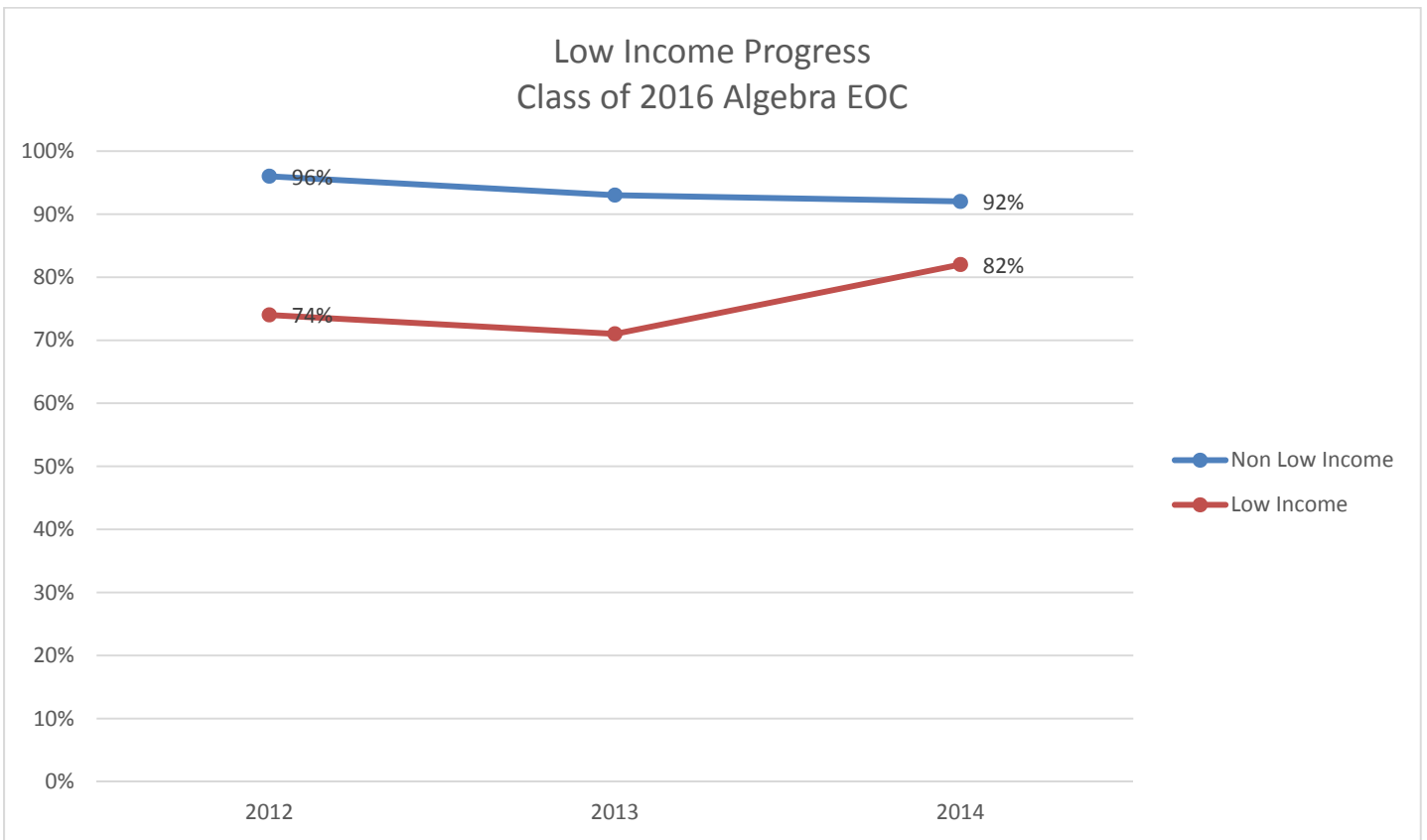
**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



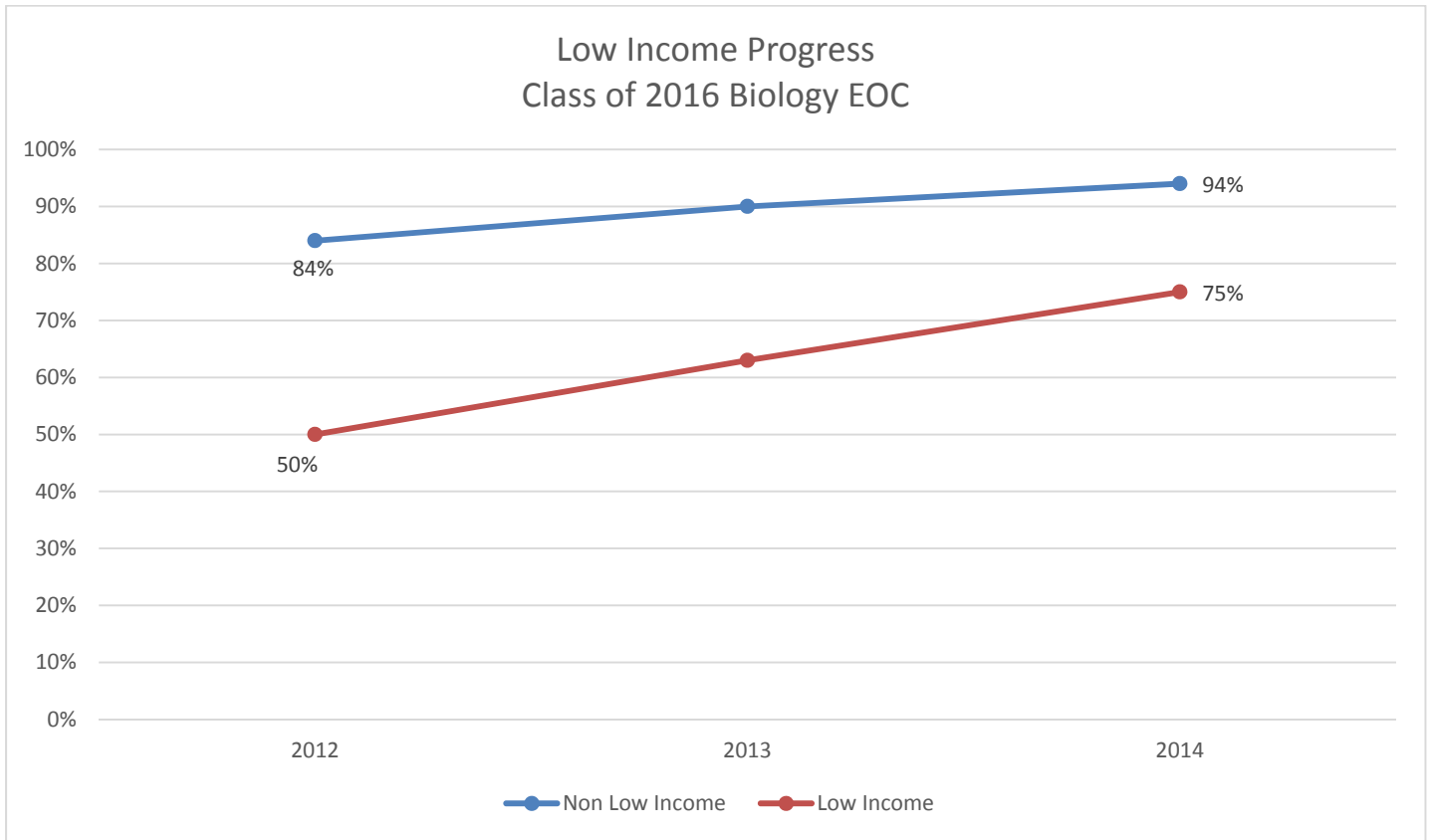
**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



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**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In Compliance



***Evidence***

**Safety Net**

Current Student Performance Comparison: In Program and Not in Program

Indicator	Non-Safety Net	Safety Net Students	Performance Gap
% of 9 <sup>th</sup> graders earning 6.0 credits			
% of 10 <sup>th</sup> graders accumulating 12.0 credits			
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading			
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing			
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra			
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry			
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology			

Data not available

ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In Compliance



***Evidence (continued)***

Student Performance Comparison: Safety Net - Lake Washington and Comparable Districts

Indicator	Lake Washington	Bellevue	Issaquah	Northshore
% of 9 <sup>th</sup> graders earning 6.0 credits				
% of 10 <sup>th</sup> graders accumulating 12.0 credits				
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading				
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing				
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra				
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry				
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology				

Data not available.

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In  
Compliance



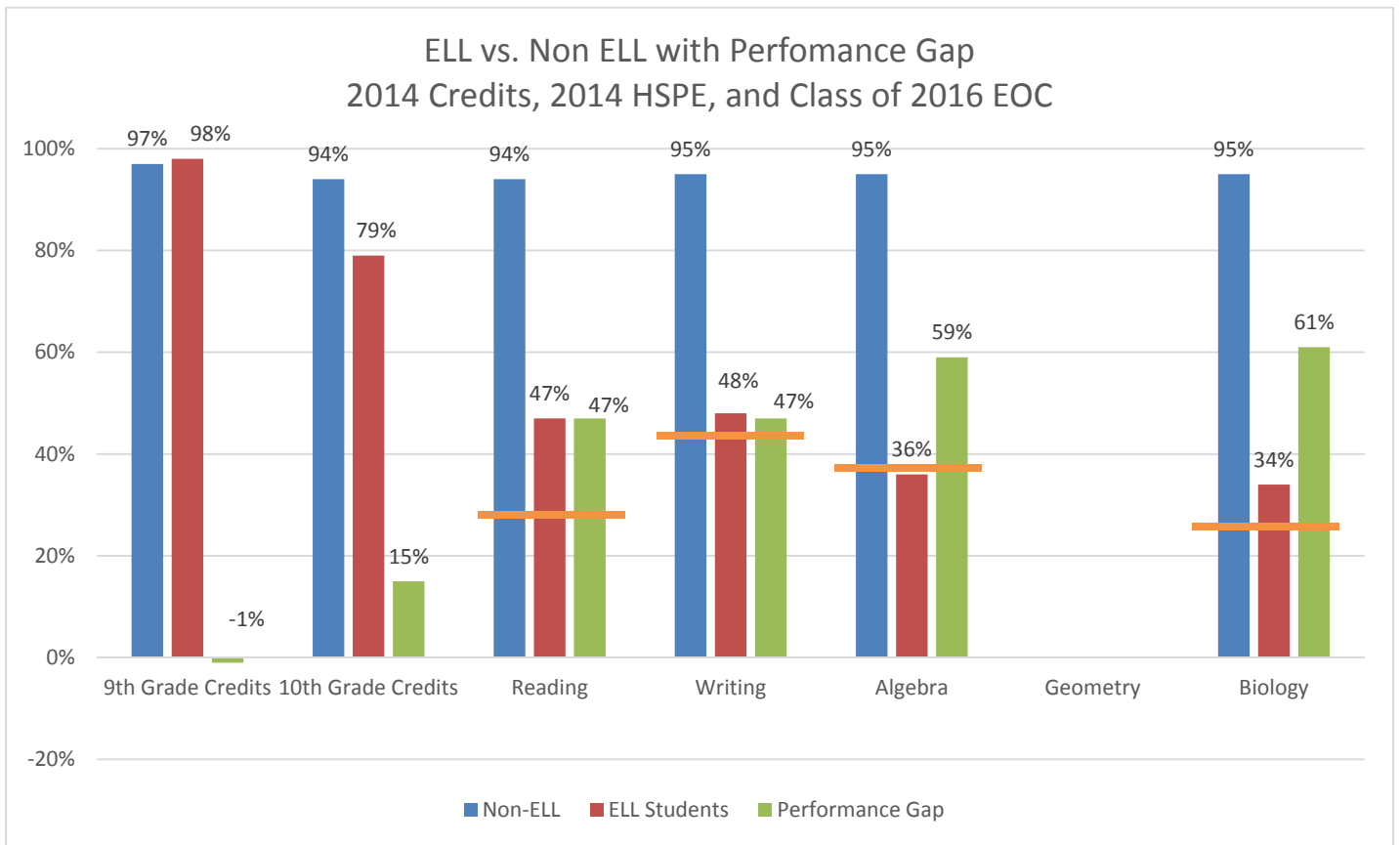
***Evidence (continued)***

**English Language Learners (ELL)**

Current Student Performance Comparison: In Program and Not in Program

Indicator	Non-ELL	ELL Students	Performance Gap
% of 9 <sup>th</sup> graders earning 6.0 credits	97%	98%	-1%
% of 10 <sup>th</sup> graders accumulating 12.0 credits	94%	79%	15%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading	94%	47%	47%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing	95%	48%	47%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra	95%	36%	59%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry			
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology	95%	34%	61%

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



\*Orange line indicates state results

ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In Compliance

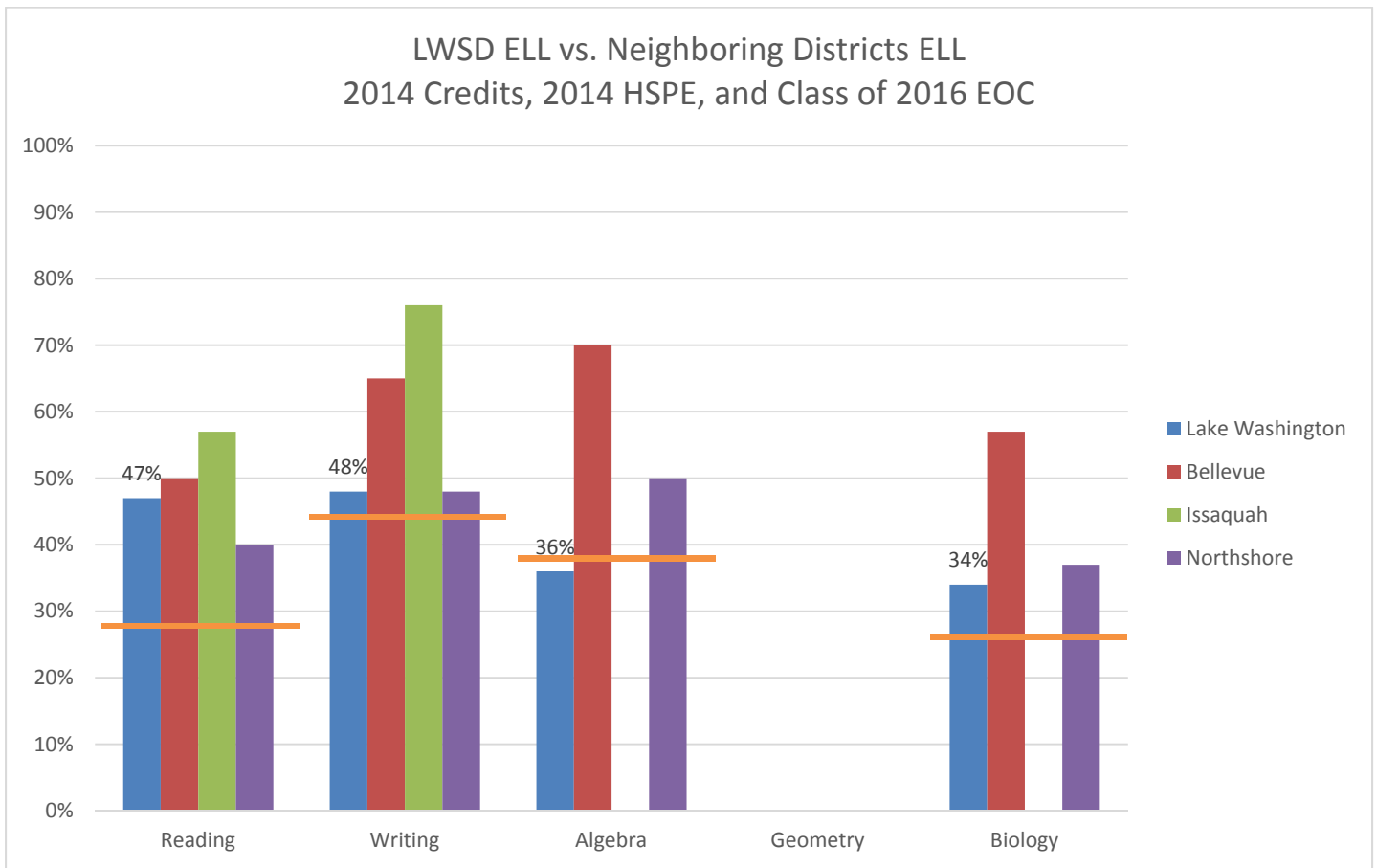


***Evidence (continued)***

Student Performance Comparison: ELL - Lake Washington and Comparable Districts

Indicator	Lake Washington	Bellevue	Issaquah	Northshore	State
% of 9 <sup>th</sup> graders earning 6.0 credits	98%				
% of 10 <sup>th</sup> graders accumulating 12.0 credits	79%				
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading	47%	50%	57%	40%	28%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing	48%	65%	76%	48%	45%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra	36%	70%		50%	38%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry					34%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology	34%	57%		37%	27%

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



\*Blank scores indicates an area not reported by the state

\*\* Orange line indicates state achievement levels

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In  
Compliance



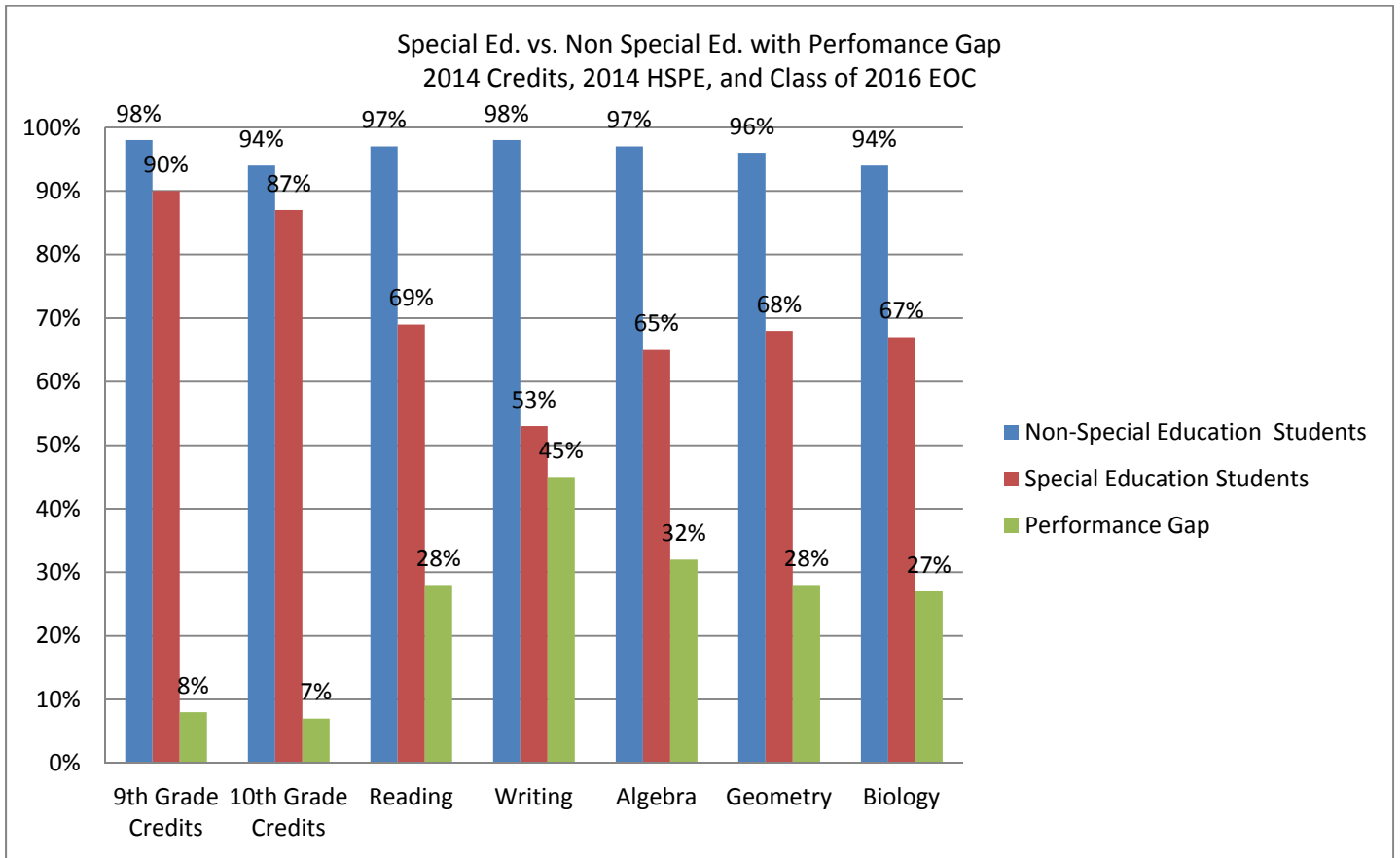
***Evidence (continued)***

### **Special Education**

#### Current Student Performance Comparison: In Program and Not in Program

<b>Indicator</b>	<b>Non-Special Education Students</b>	<b>Special Education Students</b>	<b>Performance Gap</b>
% of 9 <sup>th</sup> graders earning 6.0 credits	98%	90%	8%
% of 10 <sup>th</sup> graders accumulating 12.0 credits	94%	87%	7%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading	97%	69%	28%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing	98%	53%	45%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra	97%	65%	32%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry	96%	68%	28%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology	94%	67%	27%

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.





ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In Compliance



***Evidence (continued)***

Student Performance Comparison: Special Education - Lake Washington and Comparable Districts

Indicator	Lake Washington	Bellevue	Issaquah	Northshore	State
% of 9 <sup>th</sup> graders earning 6.0 credits	90%				
% of 10 <sup>th</sup> graders accumulating 12.0 credits	87%				
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading	69%	59%			50%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing	53%				60%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra	65%	55%	52%	73%	34%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry	68%				44%
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology	67%	70%	87%		52%

\*No Charts/Graphs were created due to limited data available from the state for neighboring districts.

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In Compliance



***Evidence (continued)***

**Section 504**

Current Student Performance Comparison: In Program and Not in Program

Indicator	Non-504 Students	504 Students	Performance Gap
% of 9 <sup>th</sup> graders earning 6.0 credits			
% of 10 <sup>th</sup> graders accumulating 12.0 credits			
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading			
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing			
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra			
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry			
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology			

\*LWSD data not reported

ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In Compliance



***Evidence (continued)***

Student Performance Comparison: Section 504 - Lake Washington and Comparable Districts

Indicator	Lake Washington	Bellevue	Issaquah	Northshore
% of 9 <sup>th</sup> graders earning 6.0 credits				
% of 10 <sup>th</sup> graders accumulating 12.0 credits				
% of 10 <sup>th</sup> graders meeting or exceeding state standards in reading				
% of 10 <sup>th</sup> graders meeting or exceeding state standards in writing				
% of 10 <sup>th</sup> graders meeting or exceeding state standards in algebra				
% of 10 <sup>th</sup> graders meeting or exceeding state standards in geometry				
% of 10 <sup>th</sup> graders meeting or exceeding state standards in biology				

\*LWSD Data not reported

ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

5. Monitor and assure the progress of students participating in special district programs

In Compliance



*Evidence (continued)*

**Highly Capable (Advanced Placement)**

Current Student Performance

Advanced Placement enrollment and exam data for the 2013-2014 school year.

Class of	Number of Individuals Enrolled	Total Course Enrollment	Number of Individuals Taking Exams	Total Number of Exams Taken	Pass Rate
2014	988	3137	598	1313	76.90%
2015	891	2002	739	1548	80.30%
2016	511	673	427	610	82.70%
2017	2	2	10	12	83.30%

ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

6. Monitor and assure that student growth exceeds average student growth in Washington state and is comparable to student growth in other high performing, neighboring districts including:

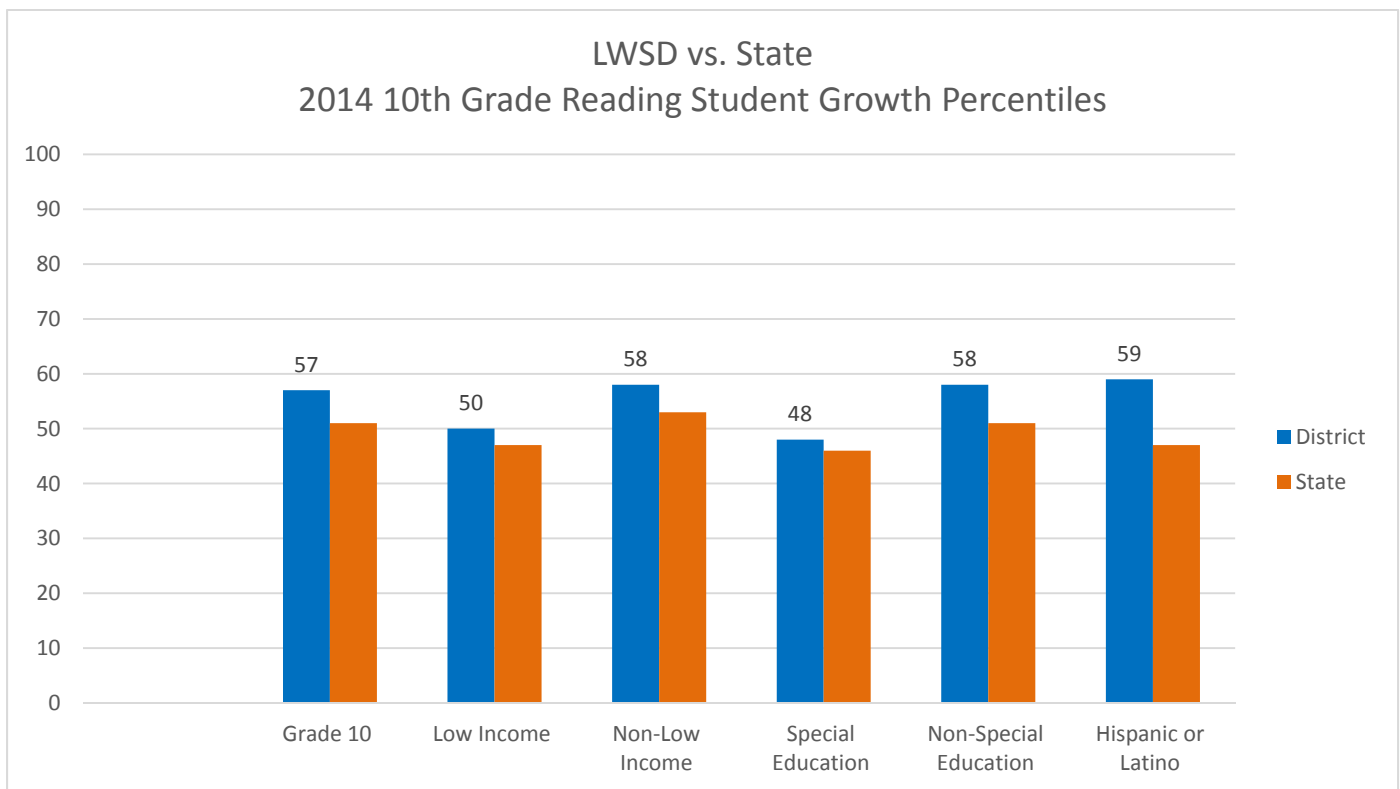
- Bellevue School District
- Issaquah School District
- Northshore School District

In Compliance



**Evidence**

\*Student Growth Percentiles are not yet available for other districts



10<sup>th</sup> Grade students in LWSD continue to demonstrate greater than median growth. In all key areas, LWSD shows a higher rate of growth in Reading. Currently, the EOC 1 and 2 report such low numbers of student growth percentiles it does not accurately reflect the 10<sup>th</sup> grade sub-groups. For overall 10<sup>th</sup> grade the median Student Growth Percentiles for mathematics are as follows:

EOC 1 (Algebra) – 50 SGP

EOC 2 (Geometry) – 60 SGP

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

7. Monitor and assure that the district’s instructional program focus enables students to learn the skills, attributes, and content knowledge specified within the district’s *Student Profile* and supports the accomplishment of the performance targets for the indicators associated with the Student Learning Milestone: High School Students on Track for Graduation

In  
Compliance



***Evidence***

**Instructional Program Focus**

**Pre-Scholastic Aptitude Test (PSAT):**

10<sup>th</sup> grade students in Lake Washington School District participate in the PSAT as part of our academic program for students.

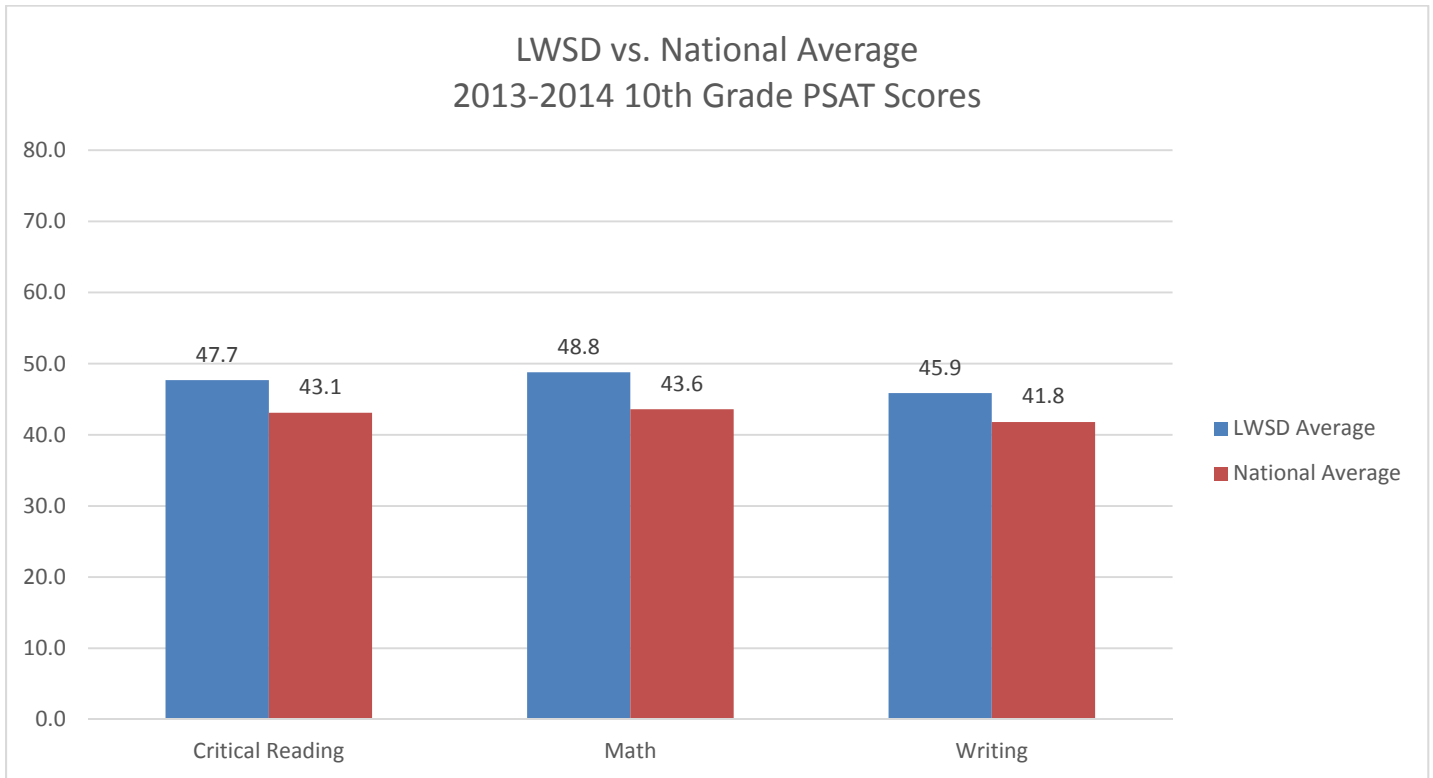
Indicator	Lake Washington Participation	Lake Washington Score	Lake Washington Percentile	National Average Score
PSAT: Critical Reading	1667	47.7	66 <sup>th</sup>	43.1
PSAT: Math	1667	48.8	71 <sup>st</sup>	43.6
PSAT: Writing	1667	45.9	63 <sup>rd</sup>	41.8

**Running Start:**

11<sup>th</sup> and 12<sup>th</sup> grade students are able to access Running Start. During the 2013-214 school year, 10% of the 11<sup>th</sup> and 12<sup>th</sup> grade students participated in the Running Start program.

2013-14 RUNNING START		
Students by High School Average		
Full time	Part time	TOTAL
229	71	300
TOTAL Running Start Headcount:		300

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.



	End Results Analysis (s) – strength and (o) - opportunity	Related Instructional Program Efforts (means)
<b>General</b>	<p><b><u>Strength &amp; Opportunities for Growth:</u></b></p> <ul style="list-style-type: none"> <li>• (s) 9<sup>th</sup> and 10<sup>th</sup> grade students are making greater than expected progress towards the 2018 target in earning needed credits (p. 2-3)</li> <li>• (o) Reading and Writing scores have remained constant (p. 2-3)</li> <li>• (s) Significant progress has been made toward the 2018 target for Algebra EOC and Geometry EOC (p. 2 &amp; 4)</li> <li>• (s) Significant progress has been made toward the 2018 target for Biology EOC (p. 2 &amp; 4)</li> <li>• (s) LWSD 10<sup>th</sup> grade students continue to outperform state peers (p. 5-7)</li> <li>• (s) LWSD 10<sup>th</sup> grade students perform similarly to neighboring district peers (p. 8-9)</li> <li>• (s) LWSD 10<sup>th</sup> grade students demonstrated similar progress to neighboring district peers (p. 10-14)</li> <li>• (s) Low Income performance gap in earning credits in 9<sup>th</sup> and 10<sup>th</sup> grade has reduced over a three year period (p. 15, 16 &amp; 21)</li> </ul>	<ul style="list-style-type: none"> <li>• In 2013-14, RtI Pilot at the middle level.</li> <li>• In 2014-15, adopted new performing arts curriculum, 6<sup>th</sup>-12<sup>th</sup> grades.</li> <li>• In 2014-15, review and revise LWSD Building CIP expectations (p. 35).</li> <li>• In 2014-15, continue focus on teachers' establishment, measurement, and achievement of student growth goals as part of their annual evaluation.</li> <li>• In 2014-15, continue focus on principals' establishment, measurement, and achievement of student growth goals as part of their annual evaluation.</li> </ul>

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

	<ul style="list-style-type: none"> <li>• (o) Low Income performance gaps in the content areas range from 10-24% (p. 15-19)</li> <li>• (o) Low income performance gap has widened in writing (p. 22)</li> <li>• (o) Low income performance gap has remained constant in reading (p. 22)</li> <li>• (s) Low income performance gap has reduced 15% points over the last three years (p. 24)</li> <li>• (s) 10<sup>th</sup> grade students are outperforming national averages on the PSAT (p. 38-39)</li> <li>• (s) 10<sup>th</sup> grade students demonstrate a relative strength in PSAT Math by achieving at the 71<sup>st</sup> percentile nationally (p. 38-39)</li> </ul>	
<b>ELL</b>	<p><b><u>Strengths &amp; Opportunities for Growth:</u></b></p> <ul style="list-style-type: none"> <li>• (s) ELL 9<sup>th</sup> grade students outperform non-ELL peers in 9<sup>th</sup> grade credits (p. 27)</li> <li>• (o) ELL performance gaps in the content areas persist between 47-61% (p. 27)</li> <li>• (o) ELL students are outperformed by state peers on the Algebra EOC (p. 28)</li> <li>• (o) ELL neighboring districts achieve at higher levels than LWSD (p. 30)</li> </ul>	<ul style="list-style-type: none"> <li>• In 2014-15, continue yearly training for registrars on the Home Language Survey process to identify students to assess for ELL eligibility.</li> <li>• In 2013-14, trained general educators in SIOP strategies (103 total teachers currently trained).</li> <li>• In 2014-15, hired one ELL Facilitator/Teacher to support exited students not at standard.</li> </ul>
<b>Special Education &amp; 504</b>	<p><b><u>Strengths &amp; Opportunities for Growth:</u></b></p> <ul style="list-style-type: none"> <li>• (s) Students receiving special education have a gap less than 10% in earning credits in 9<sup>th</sup> and 10<sup>th</sup> grades (p. 32)</li> <li>• (s) Nearly 70% of students receiving special education meet or exceed standard in reading (p. 32)</li> <li>• (o) Writing has a 45% performance gap for students receiving special education services (p. 32)</li> </ul>	<ul style="list-style-type: none"> <li>• From 2007-2013, the Special Services Department conducted a curriculum audit and purchased materials in the areas of need:             <ul style="list-style-type: none"> <li>○ Edge (reading)</li> <li>○ Rewards (reading)</li> <li>○ Edmark (reading)</li> <li>○ Reasoning and Writing (literacy)</li> <li>○ Envision and Focus Math (math)</li> <li>○ Bridge to Algebra (math)</li> <li>○ Connecting Math Concepts (math)</li> <li>○ Think Social! (social skills)</li> <li>○ Thinking about you Thinking about me (social skills)</li> <li>○ Study Skills and Strategies (organization)</li> <li>○ Functional Academics (functional skills)</li> <li>○ We Can Stop Abuse (safety)</li> </ul> </li> <li>• In 2014-15, begin program review of the Special Services department.</li> </ul>
<b>Gifted (Advanced Placement)</b>	<p><b><u>Strengths &amp; Opportunities for Growth:</u></b></p> <ul style="list-style-type: none"> <li>• (s) 62% of the 2014 graduating class took an Advanced Placement course (p. 36)</li> <li>• (s) Students are accessing Advanced Placement at all grade levels in high school (p. 36)</li> </ul>	<ul style="list-style-type: none"> <li>• In 2013-14, completed work on a district-wide common menu of AP courses to be offered at our comprehensive high schools. This year schools have begun to implement classes that were not offered in 2013-14.</li> </ul>



ER- 2/3 High School

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

- In 2013-14, added additional dedicated funds to the district Curriculum budget to ensure AP courses were able to meet the College Board Requirement that textbooks are no older than 10 years. A new AP Biology book went into classroom use. In 2014-15, new AP Chemistry, AP Physics and AP Statistics books went into classroom use.
- In 2014-15, Lake Washington School District was named to the College Board's 5<sup>th</sup> Annual AP District Honor Roll for increasing access to AP coursework while maintaining or increasing the percentage of students earning scores of 3 or higher on AP exams.

**ER- 2/3 High School**

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

8. Monitor and assure that each school’s Continuous Improvement Process Plan supports the accomplishment of the performance targets for the indicators associated with the Student Learning Milestone: High School Students on Track for Graduation

In  
Compliance



***Evidence***

**Continuous Improvement Process**

All schools in the Lake Washington School District currently complete School Improvement Plans (CIP in LWSD) per WAC 180-16-220. Specifically, all elementary schools complete the required goal areas for the areas where state assessments are conducted. Additionally, schools set goals for all grades where consistent district assessment data is collected at the primary grades (DIBELS K-2). Schools use the following timeline for accomplishing their Continuous Improvement Process with staff:

Month	Work
August	Large Scale Assessments downloaded into Data Dashboard. Building staffs begin to review data prior to the start of school to finalize student placement into support or enrichment programs.
September	Building staffs reflect and analyze previous year’s goals and action plans against the Large Scale State Assessment results. Buildings staffs use Learning Enhancement and Academic Planning (LEAP) Wednesdays to meet in grade level/content level Professional Learning Community (PLC) teams to write reflection and analysis for Continuous Improvement Process (CIP) plans. Schools use the Data Dashboard to access student achievement data to reflect on progress goals that are specific, measureable, achievable, realistic, and timely (SMART).
September- May	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing.
October	Part 1: Reflection and Analysis due to Directors of School Support.
November	Part 2: Building staffs use LEAP Wednesdays to write SMART goals for 2014-15 year using Data Dashboard. Part 2: Current CIP goals due to Directors of School Support.
December- June	Building Staffs continue to use LEAP Wednesdays to meet in content or grade level PLC teams in order to: write unit/lesson plans, develop common assessments, and examine student work/outcomes/results.
January	Directors of School Support write a summary of their Learning Community results and submit them in addition to the CIP Plans to the LWSD Board of Directors.
January-June	Directors of School Support meet with each building administrator and leadership team to discuss progress towards meeting CIP goals which leads to evaluation in June.
February- March	Principals provide time for faculty and staff to take the “9 Characteristics of Effective Schools” survey. (Taken each year to provide direction for developing Perception Goals in the spring).
March-April	Faculties and students participate in state testing.
May	Using the last full day LEAP, faculties review the work of the year and begin setting goals for the following year. In addition, faculties review preliminary 9 Characteristics results to set perception goals for the following year.

**End Result:** The CEO shall assure organizational efforts focus on ensuring academic success for every student.

**Continuous Improvement Process (CIP) Review:**

As part of the District’s comprehensive strategic plan, the Continuous Improvement Process will undergo a review and refinement process during the 2014-15 school year. The goals of this process are:

- Develop better alignment between the CIP and LWSD 2018 Performance Targets.
- Develop better alignment between principal student growth goals and school CIP.
- Review district and state data systems to better inform reflection and goal setting processes.
- Ensure the process supports the leadership of the instructional program at each school.
- Ensure the process is data driven.
- Ensure the process supports nonacademic student learning and growth.
- Ensure the process is supported by input of building staff, students, families, parents, and community members.
- Ensure the process considers issues of equity and opportunity.
- Ensure the process considers the impact of technology on instruction and student learning.
- Ensure the process provides a forum for schools to ensure students achievement and growth are monitored and adjusted for, on an ongoing basis.

I certify the above to be correct as of December 8, 2014.

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Traci Pierce, Superintendent