

Lake Washington School District Executive Limitation Monitoring Report

EL-7 Academic Program

May 2, 2016

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

Accordingly, the CEO shall:

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

Overview

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

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

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

Elementary K – 5

Content Area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
HIV/AIDS. Sex Education	2016	2015-16	2016-17	2007-08	2008-09	2008-09	
Science K-5	2017	2012-13	2016-17	2004-05	2004-05	2016-17	
Social Studies K-5	2020	2007-08	2009-10	2008-09	2009-10	2009-11	
Mathematics K-5	2021	2011-12	2013-14	2009-10	2010-11	2013-14	
Music K-5	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Health & Fitness K-5	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Language Arts K-5	2023	2011-12	2013-14	2012-13	2013-14	2013-14	
Visual Arts K-5	2025	2013-14	2014-15	2015-16	2016-17	2016-17	
Technology K-5				Integrated in Curriculum			

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1. Develop and implement an academic program that specifies:
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In Partial
Compliance



Evidence - continued

Middle School 6 – 8

Curriculum area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
HIV/AIDS, Sex Education 6-8	2016)	2015-16	2016-17	2007-08	2008-09	2008-09	See Implementation schedule in section 1.c.
Language Arts 6-8	2019	2011-12	2013-14	2006-07	2007-08	2013-14	
Social Studies 6-8	2019	2007-08	2008-09	2007-08	2008-09	2010-11	
French, Japanese 8	2020	2008-09	2009-10	2008-09	2009-10	2009-10	
Music 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Visual Arts 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Health & Fitness 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Spanish 8	2022	2010-11	2012-13	2011-12	2012-13	2009-10	
Performing Arts 6-8	2024	2012-13	2014-15	2013-14	2014-15	2010-11	
Mathematics 6-8	2025	2011-12	2013-14	2015-16	2016-17	2013-14	
Science 6-8	2025	2012-13	2016-17	2015-16	2016-17	2017-18	
Technology 6-8				Integrated in Curriculum			

High School 9 – 12

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

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Compliance



Evidence - continued

		Standards		Curriculum		Assessment	
Curriculum area	Next cycle	Developed	Implemented	Developed	Implemented	Developed	Implemented
CTE: Family and Consumer Science Career Cluster	2015	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
CTE: Business and Marketing Career Cluster	2016	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
CTE: Agriculture Career Cluster	2017	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
CTE: Skilled and Technical Sciences and STEM Career Cluster	2018	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
CTE: Skilled and Technical Sciences and STEM Career Cluster	2019	2015-16	206-17	2015-16	2016-17	2015-16	2016-17

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

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

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

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

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

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Highlights for 2015-16 include:

- Provided writing/literacy training in the three Common Core State Standards text types to K-5 teachers.
- Continued to provide Next Generation Science Standards (NGSS) training for 6-12 science teachers.
- Implemented new high school science curriculum aligned with NGSS and provided training for teachers in its use.
- The 6-8 Math and 6-8 Science Adoption Committees recommended materials for adoption.
- In 2015-16, Professional Learning focused on deepening system-wide understanding of the Technology Skills Continuum for grades K-12. The Technology Skills Continuum identifies six categories of skills students need to acquire to achieve proficiency on the Technology Standards. Through this Professional Learning, teachers enhanced their awareness of the technology skills embedded in the continuum, assessed their own technology skills against the continuum, identified areas for professional growth against the continuum, and started the first steps of implementing the continuum to guide instruction.
- In 2015-16, the Career and Technical Education (CTE) department completed development of frameworks standards for all our skilled and technical sciences:
 - Video
 - Video Production
 - Yearbook
 - Photo
 - Video
 - Video Production
 - Forensics
 - Digital Media
 - Robotics
- In 2015-16, OSPI approved submitted frameworks for:
 - Project Lead the Way (PLWT) Engineering
 - Engineering
 - Engineering Design and Development Sammamish Startups
 - Engineering your World
 - Business Law
 - Technology Foundations
 - Science-Math-Technology (Sci-Ma-Tech)
 - Studio Art
 - Advanced Placement (AP) Studio Art
 - Architectural Drawing

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

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

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

Highlights for 2015-16 include:

- Implemented new high school science curriculum aligned to Next Generation Science Standards (NGSS) and began developing standards alignment guides for high school courses.
- The 6-8 Math and 6-8 Science Adoption Committees recommended curriculum programs aligned with Common Core State Math Standards and NGSS.
- The CTE department developed curriculum for all Skilled and Technical Sciences. Materials were submitted to IMC for Technology Foundations, Digital Design, photo; equipment for video and photo was also purchased.
- In 2015-16, OSPI approved CTE performance assessments to be used to measure standards attainment in the CTE frameworks submitted this year.

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

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

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

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

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

1) State-level: Large scale summative assessments

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

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

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

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State-Level and District-Level Summative Assessments

Elementary Level			
Content Area	Grade Level	State-Level Assessments	District-Level Available Assessments
Reading	K-2	Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) [State reading assessment in grade 2 only]	DIBELS Next *LWSD administers DIBELS Next K -2
English Language Arts	K-2	N/A	Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts Fourteen Wonders End of Unit and Benchmark Assessments
	3-5	Smarter Balanced Assessment (SBA)	Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts Fourteen Wonders End of Unit and Benchmark Assessments
Mathematics	K-2	N/A	Three assessments designed to measure pre-algebra proficiency each enVision End of Topic assessments (sixteen for grade K, seventeen for grade 1, eighteen for grade 2)
	3-5	SBA	Three assessments designed to measure pre-algebra proficiency each year enVision End of Topic assessments (seventeen for grade 3, sixteen for grades 4-5)
Science	K-2	N/A	Three End of Module assessments measuring the LWSD Science Power Standards
	3-5	Measurement of Student Progress (MSP) @ Grade 5	Three End of Module assessments measuring the LWSD Science Power Standards
Social Studies K-5	K-5	Civics Classroom-Based Assessment @ Grade 5	One assessment per grade level measuring the LWSD Social Studies Power Standards

Middle School Level			
Content Area	Grade Level	State Level Assessments	District-Level Available Assessments
English Language Arts	6-8	SBA	Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts
Mathematics	6-8	SBA	Grade 6: Three assessments designed to measure pre-algebra proficiency Grades 7 & 8: CMP Two CDSAs - one per semester
Science 6-8	6-8	MSP @ Grade 8	Three End of Module assessments measuring the LWSD Science Power Standards

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Social Studies	6-8	Civics Classroom-Based Assessment @ Grade 7	One assessment per grade level measuring the LWSD Social Studies Power Standards
Arts	6-8	N/A	One assessment measuring the LWSD Power Standards

1. Develop and implement an academic program that specifies:
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Evidence – continued

High School Level			
Content Area	Grade Level	State Level Assessments	District-Level Available Assessments
English Language Arts	10-12	SBA	Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts
English Language Arts	9	N/A	Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts
Mathematics	10-12	End of Course Exams (EOC) Algebra, Geometry	
Mathematics	11	SBA	
Science	9-11	End of Course Exam (EOC) Biology	
Social Studies	9-12	Civics Classroom-Based Assessment @ Grade 11	One assessment per grade level measuring the LWSD Social Studies Power Standards
Arts	9-12	N/A	One assessment measuring the LWSD Power Standards

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

Highlights for 2015-16 include:

- Drafted proficiency scales for middle and high school science.
- Provided training to middle school teachers on developing and using of standards-based assessment tasks.
- Recommended adoption of 6-8 math and science curricula that include formative and summative assessments in print and digital form.
- Conducted field tests for SBA interim assessments were completed by 22 teachers across grades 3-11.
- Submitted CTE frameworks to OSPI and received approved CTE performance assessments.

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Refer to page 1}

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Evidence – continued

- **EL 7.1.c is in partial compliance as we shift our current assessment strategy to a comprehensive balanced assessment system, including large-scale state assessments, district interim assessments, and classroom/curriculum-based formative and summative assessments. Since the state Smarter Balanced Interim assessments were delayed and released later than anticipated, pilot work did not start until 2015-16. We plan to bring this into compliance in 2016-2017 as we continue piloting the Interim Assessments.**
- d) **a compelling and realistic vision of technology that specifies:**
 - i. technology use in the learning environment; and,
 - ii. integration of technology into content areas across all grade levels.

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

Our desired outcome for Technology Integration is twofold:

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

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

Elementary Level

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

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

In Partial
Compliance



Evidence - continued

Middle School Level

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

High School Level

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

Highlights for 2015-16 include:

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

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

In Partial
Compliance



Evidence

Overview

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

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

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

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

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

In Partial Compliance



Evidence – {continued}

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

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

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

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

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

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

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In Partial
Compliance



Evidence – {continued}

Lake Washington School District Perception Survey Data

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

SEC. STUDENTS	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
5 very successful	17%	17%	13%	15%	12%	9%	13%	17%
4 successful	42%	37%	32%	40%	39%	39%	35%	36%
3 neutral	26%	28%	22%	26%	28%	30%	32%	27%
2 less than successful	11%	13%	25%	13%	15%	16%	14%	14%
1 not successful at all	3%	5%	9%	5%	6%	6%	7%	7%
mean	3.6	3.5	3.2	3.5	3.4	3.3	3.3	3.4
<i>N size =</i>	<i>2,814</i>	<i>1,565</i>	<i>3,449</i>	<i>2,230</i>	<i>1,990</i>	<i>1,405</i>	<i>2,528</i>	<i>3,512</i>

PARENTS	May 2015	May 2014	May 2013	May 2012	May 2011	May 2010	May 2009	May 2008
5 very successful	20%	17%	21%	19%	20%	16%	19%	18%
4 successful	37%	37%	44%	37%	32%	43%	43%	40%
3 neutral	27%	33%	25%	31%	37%	31%	29%	26%
1 & 2 less than and not successful at all	15%	13%	9%	12%	11%	10%	10%	16%
mean	3.6	3.6	3.7	3.6	3.6	3.6	3.7	3.5
<i>N size =</i>	<i>228</i>	<i>202</i>	<i>189</i>	<i>223</i>	<i>197</i>	<i>205</i>	<i>200</i>	<i>233</i>

STAFF	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
5 very successful	12%	12%	20%	14%	14%	10%	11%	12%
4 successful	54%	54%	50%	52%	52%	46%	48%	45%
3 neutral	20%	20%	22%	23%	23%	27%	27%	26%
2 less than successful	13%	13%	8%	10%	10%	17%	13%	14%
1 not successful at all	1%	1%	20%	2%	1%	1%	2%	2%
mean	3.6	3.6	3.8	3.7	3.7	3.5	3.5	3.5
<i>N size =</i>	<i>562</i>	<i>562</i>	<i>1,533</i>	<i>1,017</i>	<i>1,353</i>	<i>1,131</i>	<i>938</i>	<i>1,471</i>

Highlights of the Data:

- Secondary student agreement with this item has rebounded to a level similar to past years.
- Parent and staff ratings remain relatively flat.

EL-7 Academic Program

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

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

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

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

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

Lake Washington School District Perception Survey Data

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

SEC. STUDENTS	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
5 very successful	17%	15%	14%	16%	15%	11%	13%	17%
4 successful	37%	33%	28%	36%	35%	37%	33%	34%
3 neutral	30%	28%	24%	28%	28%	32%	31%	28%
2 less than successful	10%	16%	23%	14%	14%	14%	14%	14%
1 not successful at all	5%	8%	12%	6%	8%	7%	8%	7%
mean	3.5	3.3	3.1	3.4	3.4	3.3	3.3	3.4
<i>N size =</i>	<i>2,814</i>	<i>1,565</i>	<i>3,449</i>	<i>2,226</i>	<i>1,982</i>	<i>1,405</i>	<i>2,528</i>	<i>3,513</i>

PARENTS	May 2015	May 2014	May 2013	May 2012	May 2011	May 2010	May 2009	May 2008
5 very successful	20%	21%	23%	15%	20%	22%	18%	15%
4 successful	37%	34%	35%	40%	31%	28%	40%	39%
3 neutral	27%	31%	26%	30%	33%	28%	31%	32%
1 & 2 less than and not successful at all	16%	14%	16%	15%	15%	23%	11%	13%
mean	3.5	3.6	3.6	3.5	3.5	3.4	3.6	3.5
<i>N size =</i>	<i>228</i>	<i>202</i>	<i>189</i>	<i>223</i>	<i>197</i>	<i>205</i>	<i>200</i>	<i>233</i>

EL-7 Academic Program

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

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

In Partial
Compliance



Evidence – {continued}

STAFF	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
5 very successful	12%	12%	21%	15%	17%	11%	15%	14%
4 successful	54%	54%	51%	53%	52%	50%	48%	45%
3 neutral	20%	20%	18%	19%	20%	22%	23%	24%
2 less than successful	13%	13%	8%	10%	10%	15%	12%	13%
1 not successful at all	1%	1%	2%	2%	1%	1%	2%	3%
mean	3.6	3.6	3.8	3.7	3.8	3.5	3.6	3.5
<i>N size =</i>	<i>562</i>	<i>562</i>	<i>1,535</i>	<i>1,016</i>	<i>1,355</i>	<i>1,131</i>	<i>938</i>	<i>1,471</i>

Highlights of the Data:

- Secondary student agreement with this item has rebounded to a level similar to past years.
- Parent and staff ratings remain relatively flat.

English Language Learners

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

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

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

ELL	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment	2,328	1,901	1,634	1,431	1,429	1,256	1,235	1,108	1,018
Exited	34%	25%	28%	24%	35%	33%	33%	29%	23%

EL-7 Academic Program

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

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

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

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

		AMAO-1 Making Progress			AMAO-2 Attainment of English Proficiency							AMAO-3			
	Met All 3 AMAOs	Students matched	Making progress	Met AMAO 1 target (67.2%)	Unscored	Levels				Total students	% Transitioning	Met AMAO 2 target (7.1%)	Met Reading Proficiency/ Participation	Met Math Proficiency / Participation	Met AMAO 3
						1	2	3	4						
2014-2015	No	1290	87.8%	Yes	23	77	350	1,080	798	2,328	34.2%	Yes	No	No	No
2013-2014	No	1095	77.6%	Yes	16	69	387	953	476	1,901	25.0%	Yes	No	No	No
2012-2013	No	944	81.4%	Yes	7	45	337	792	453	1,634	27.7%	Yes	No	No	No
2011-2012	No	841	80.5%	Yes	16	31	335	706	343	1,431	24.0%	Yes	No	No	No
2010-2011	Yes	787	85.8%	Yes	9	21	269	655	504	1,458	34.6%	Yes	Yes	Yes	Yes

ELL Highlights for 2015-16 include:

- Based on the annual WELPA assessment, Lake Washington School District met Annual Measurable Achievement Objectives (AMAO) 1 and 2. AMAO 1 results indicate 88% of our ELL students are making progress. AMAO 2 results indicate 34% of ELL students scored a Level 4 and exited the ELL program. We are exceeding state expectations with our English Language Learners.
- The Intervention Department is continually researching best practices for English Language Learning, which includes appropriate curriculum resources to support our students with their core academic classes. New curriculum resources will be added at the secondary level that directly align to Common Core State Standards.
- There are currently ELL center programs at all schools with the exception of Finn Hill Middle, Kirkland, and Inglewood Middle Schools and Eastlake High School. Programs will be added at Finn Hill and Kirkland Middle Schools.
- OSPI adopted English Language Proficiency Standards (ELPS) correlated with the Common Core State Standards to be used in English Language Learner and general education classes. In spring 2015 - 16, principals and ELL teachers introduced activities for general education teachers to gain awareness of the

EL-7 Academic Program

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

In Partial
Compliance



Evidence – {continued}

ELL Highlights for 2015-16 include (continued):

ELPS to learn the content and structure of the standards. Next year, the focus will continue to be on awareness of how they can be used to support ELL students during core instruction.

- State requirements and funding provided exited ELL students who were struggling academically with additional support, before-school, during, and after-school. The general education teachers of these students were also provided with strategies and support for teaching exited ELLs during core instruction.

Safety Net

Lake Washington School District uses blended funding from federal, state, and local monies to support students who are not at standard as measured by the state SBA and End of Course (EOC) assessment in grades four through twelve. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is used to identify students in kindergarten through third grades.

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

Safety Net Highlights for 2015-16 include:

- Significant professional development continued with the elementary Safety Net teachers over the course of the last three years. Efforts focused on the teaching of reading using the newly adopted Wonderworks curriculum materials in correlation with CORE Sourcebook, which includes both a research-informed knowledge base and practical sample lesson models. It teaches the key elements of an effective reading program—phonemic awareness, decoding, vocabulary development, fluency, and comprehension—in a practical hands-on teacher’s guide. The Comprehension Tool Kit provides teachers with an explicit framework and strategies for teaching reading comprehension to students.
- Building on the professional development from the previous three years – guiding teachers through a process to effectively analyze data from a variety of sources to inform their literacy and math instruction.
- Elementary Safety Net Literacy teachers participated in professional development focused on DIBELS Next and BURST assessment tools. Teachers now know how to access and analyze timely assessment data.
- Language Arts and Mathematics Safety Net teachers at the elementary and middle school level continued to examine the Common Core State Standards to build and evaluate success criteria. Success criteria will be used to show students what specific skills are expected to attain proficiency on each of the standards taught during Safety Net classes.
- The Kindergarten Intensive Safety Net (KISN) Program was modified successfully for ADK in the four Title I schools. The program continues to focus on closing the learning gap for students by providing them with prescriptive and diagnostic reading instruction using BURST. Progress monitoring occurs every ten days to adjust the learning outcomes for students based on individual performance data.

EL-7 Academic Program

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

In Partial Compliance



Evidence – {continued}

Safety Net Highlights for 2015-16 include (continued):

- Each summer, we continue to offered a four-week summer program that extends the school year for students in Title 1 schools, students who were below or well-below benchmark on middle of the year (MOY) DIBELS in grades one through three and for elementary ELL students. We expanded the use of Burst during Summer Literacy Camp because of the positive achievement data in the KISN programs.
- We are adding a 5th to 6th grade transition Middle School Prep for 5th graders at our Title I schools. Students will focus on academics as well as on skills such as organization, self- advocacy, and study skills. Another addition to our summer program is having a full-day program for our students at Title I schools through community partnerships with The Boys and Girls Club; we will offer enrichment activities for the afternoon following the intensive, academic intervention in the morning.
- Due to the increased student performance of students who were using the BURST program in KISN, students who scored well-below benchmark, K-3 at most schools, spent time each receiving instruction outlined in the BURST program
- Middle and high school Safety Net teachers implemented broad screening and progress monitoring tools in reading and mathematics. Building on the professional development from the previous three years – guiding teachers through a process to effectively analyze data, such as Lexile levels and Quantiles, to inform their literacy and math instruction.
- Middle and high school Language Art Safety Net teachers received professional development and coaching throughout the school year on Lexile levels, phonics, phonemic awareness, fluency, vocabulary, and comprehension. This professional development provided teachers with additional skills to meet the needs of the students they serve by using data to match curricular resources and instructional strategies to identified areas of student need.
- A “just-in-time” high school competency-based credit retrieval program was implemented for ninth grade students who earned a failing grade first semester in Algebra, English, or Physical Science. Students were invited to participate in a blended model of instruction where they completed work online with support from a certificated in person teacher.
- **EL 2.1.b is now in compliance because the processes for tracking how we define Safety Net and count enrollment has been systematized.**

EL-7 Academic Program

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

In Partial
Compliance



Evidence – {continued}

Special Education

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

Special Ed Preschool - 21	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Enrollment *	3414	3383	3379	3250	3186	3,108	2,885	2,751	2,591

* Enrollment numbers based on October 1st P-223 enrollment reports (Birth – 21).

Preschool 3-5 year old students	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Enrollment	354	422	452	451*	423*	364	333	334	346

* Enrollment number includes 69 fee-based Preschoolers; 31 Ready Start (RS) Preschoolers, 95 Head Start (HS) Preschoolers (Includes 11 students who qualify for special education services), 170 special education (RS& HS), and 60 special education Learning Center Preschoolers.

Preschool

Learning Center, Students Needing Additional Program Supports (SNAPS), and Head Start is for at-risk children based on poverty factors. Ready Start has space available for students on the Head Start waiting lists. Students on an IEP are enrolled in Head Start, Ready Start, or self-contained Learning Centers and some students receive SNAPS services. The SNAPS program services are extended day services for students diagnosed with Autism Spectrum Disorder and modeled after the University of Washington's Project DATA. The SNAPS program is based on evidence-based strategies to teach our students with autism. Students who qualify for SNAPS program services attend preschool for half day and attend SNAPS for the other half. SNAPS currently serves close to 70 students and is housed at three of our preschool sites: Juanita, Dickinson, and Blackwell elementary schools. The overall enrollments in both Ready Start and Head Start Programs continue to be limited by space availability and funding limitations. Fee-based enrollment opportunities exist for parents who would like their children to participate in an enriched, diverse preschool program at any of our preschool sites.

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

Preschool Highlights for 2015-16 include:

- The 2015-16 school year is the third year of the implementation of the preschool curriculum that was adopted along with the elementary Wonders Literacy curriculum. All our Ready Start and Head Start preschool classrooms are fully implementing the language arts and math curriculum. The science activities are recommended to be incorporated at least once/week and social studies concepts are incorporated in literacy instruction through the curriculum vocabulary and literature.
- Preschool Learning Center teachers are implementing a modified version of the OWL curriculum in the areas of literacy and math, with planning and pacing guides tailored to the unique needs of the district's Preschool Learning Center.

EL-7 Academic Program

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

In Partial
Compliance



Evidence – {continued}

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

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

Choice Schools

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

Choice Schools Grades 1-12	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Enrollment *	1,797	1,721	1,418	1,259	1,389	1,471	1,465	1,398

* Enrollment numbers based on October 1st P-223 enrollment reports

Highlights for 2015-16 include:

- The Choice Schools continued to use the common application for the 2014-15 school year. The application was available in both English and Spanish. Tesla STEM is now fully subscribed with grades 9 -12. The first graduating class from Tesla STEM commenced in June 2015.

STEM Signature Programs

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

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

Washington Network for Innovative Careers Skill Center (WaNIC)

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

EL-7 Academic Program

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

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

School District	Skill Center Courses	High School Location	2015-16 Student FTE	2014-15 Student FTE	2013-14 Student FTE	2012-13 Student FTE
Bellevue	Automotive Technology	Bellevue High School	169	179	171	165
	Cisco Networking	Newport High School				
	Culinary Arts	Newport High School				
Issaquah	Sports Medicine/ Athletic Training	Issaquah High School	46	42	38	33
Lake Washington	Dental Careers	LWIT	169	143	169	161
	DigiPen Animation	DigiPen				
	DigiPen Draft	DigiPen				
	DigiPen Video Game Design	DigiPen				
	Fire & EMS	LWIT				
	Health Science Careers	LWIT				
Mercer Island	International Entrepreneurship	Mercer Island High School	0	0	28	27
Northshore	Advance Auto. Tech. Composites Health Science Careers	Bothell High School	81	70	37	17
Snoqualmie Valley	Culinary Arts	Mt. Si High School	0	1	0	2
Summer Programs	Computer Science & Eng Culinary Creations Dynamic DNA Intro to Fire & EMS Health Health Careers Exp. Intro to Medical Careers Radio/TV Broadcasting DigiPen Art & Animation DigiPen Cyber Security DigiPen Robotics DigiPen Sound Design DigiPen Video Game Dev DigiPen Video Game Pro	RHS LWHS LWIT MIHS LWHS	66.5	39.8	17.8	18.4

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

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

In Partial Compliance



Evidence – {continued}

Integrated Honors

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

An evaluation of integrated honors took place during the 2014-15 school year and it was determined that further effort is needed to establish consistency in definition and practice at our middle schools. Currently, integrated honors is offered at three of seven middle schools.

Highlights for 2015-16 include:

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

EL-7 Academic Program

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

In Partial
Compliance



Evidence – {continued}

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

Overview

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

Parent and Community Data:

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

% agreement that “Schools create a climate of support and encouragement for high achievement”						
Community phone survey		5	4	3	2 or 1	Mean
3/10-5/10	Have a child in LWSD	25	47	21	6	3.9
	Don't have child in LWSD	25	48	14*, ^	13	3.8
3/11-5/11	Have a child in LWSD	38*, ^^	32*, ^^	24	6	4.0
	Don't have child in LWSD	39*, ^^	28	25	8	3.9
3/12-5/12	Have a child in LWSD	28	47	21	4	4.0
	Don't have child in LWSD	28	39	25	8	3.8
3/13-5/13	Have a child in LWSD	31^	41	18	9	3.9^
	Don't have child in LWSD	28	45^	19	8	3.9^^
3/14-5/14	Have a child in LWSD	31	42	21	6	4.0
	Don't have child in LWSD	32^^	41	19*	8	4.0*, ^^
3/15-5/15	Have a child in LWSD	33^	38	19	10	3.9
	Don't have child in LWSD	33	33	24	10	3.8

* = Significant difference vs. January 2005

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

^ = Significant difference vs. preceding survey

^^ = Significant difference vs. March 2006

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

EL-7 Academic Program

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

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

In Partial
Compliance



Evidence – {continued}

Highlights of the Data:

- Results return to their historic norms in this area, after a slight directional increase last year.

	% agreement that “My school creates a climate of support and encouragement for high achievement.^”						
<i>Annual Web Surveys</i>	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
Secondary Students	66%	64%	62%	63%	60%	56%	56%
Staff overall	89%	83%	89%	89%	88%	88%	89%
Certificated staff	91%	88%	90%	92%	93%	90%	91%
Classified staff	84%	78%	84%	81%	84%	81%	88%

- ^% giving one of top two answers – agree or strongly agree (4 or 5 on a scale of 1-5).
- Student n=3,513/2009; 2,528/2010; 1,405/2011; 2,002/2012; 2,213/ 2013; 3,449/2014; 1,560/2015; 2,814/2016
- Staff overall n=1,471/2009; 938/2010; 1,110/2011; 1,377/2012; 1,025/2013; 1,522/2014; 568/2015; 620/2016
- Certificated staff n=1,040/2009; 677/2010; 772/2011; 1,017/2012; 729/2013; 1127/2014; 414/2015; 487/2016
- Classified staff n=432/2009; 261/2010; 320/2011; 335/2012; 230/ 2013; 395/2014; 140/2015; 116/2016

Highlights for 2015-16 include:

- Staff results are generally unchanged while there is a general upward trend for student agreement with this item. The gap between student perception and staff perception is closing.

Highly Capable/Quest

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

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

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

EL-7 Academic Program

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

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

In Partial
Compliance



Evidence – {continued}

The chart below reflects nine years of Quest enrollment data:

Quest Enrollment*	2015-16	2014-15	2013-14	2012-13	2011-12	2010--11	2009-10	2008-09	2007-08
Total Elementary	843 [^]	852 [^]	593	587	802	834	842	830	731
Middle**	325	295	276	245	165	191	175	155	118
Total Program	1,168	1,147	869	832	967	1,025	1,017	985	849

* Gender representation is 52% male and 47% comparable to our district wide ratio. In 2013-14, it was 51% male and 48% female and in 2011-12, 53% male and 47% female)

** Was formerly junior high school

[^] Includes K-IHC Services

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

Ethnicity	Change from 12-13 to 13-14	Total 14-15	Total 13-14	Total 12-13	Middle School 14-15	Middle School 13-14	Middle School 12-13 [^]	Grade K-5 [^] 14-15	Grade 2-5 [^] 13-14	Grade 2-5 [^] 12-13
Asian	+9%	65%	61%	56%	60%	56%	56%	67.75%	63%	56%
Black	0%	.17%	>1%	>1%	.34%	>1%	0%	.12%	>1%	>1%
Hispanic	+1.00%	1.3%	>1%	>2%	0%	1%	>2%	1.75%	1%	>1%
Native Am	0%	>1%	>1%	>1%	0%	>1%	>1%	0%	>1%	>1%
White	-10%	27.19%	32%	37%	32.88%	32%	37%	25.26%	32%	38%
Other*	-.6%	5.47%	4%	6%	6.15%	7%	6%	5.12%	4%	5%

* now more than one race

[^] now Grades 2-5 and Grades 6-8

Highlights for 2015-16 include:

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

EL-7 Academic Program

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

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

In Partial
Compliance



Evidence – {continued}

Advanced Placement (AP®)

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

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

AP Enrollment**	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Total Program	4,613	4,339	4,272	3,777	3,670	3,177	2,966	2,694	2,396

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

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

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

AP	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Enrollment *	4,339	4,272	3,777	3,470^	3,177	2,966	3,157	2,696
Exams	3,758	3,496	3,104	2,803	2,731	2,599	2,406	2060
Pass %	80%	80%	76%	79%	77%	80%	78%	80%

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

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

High School	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Eastlake	955	697	729	669	669	618	544	539	567
ICS	219	136	207	236	291	279	203	199	233
Juanita	689	665	772	686	662	614	558	731	479
Lake Washington	737	832	896	823	728	595	764	697	741
Redmond	1,053	1,056	1,120	1,169	1,120	1,071	897	991	677
Tesla STEM	960	953	570	194					

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

EL-7 Academic Program

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

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

In Partial
Compliance



Evidence – {continued}

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

High School	2014-15 number	2014-15 Percent of School Population Comprehensive HS grades 9-12	2013-14 number*	2013-14 Percent of School Population Comprehensive HS grades 9-12	2012-13 Number *	2012-13 Percent of School Population Comprehensive HS grades 9-12
Emerson	3	4%			1	
Eastlake	387	24%	359	24%	259	16%
Emerson K-12					6	-
ICS	72	17%	69	33%	89	24%
Juanita	399	29%	292	22%	280	22%
Lake Washington	470	32%	370	27%	372	27%
Redmond	517	28%	415	23%	320	18%
Tesla STEM	374	67%	246	57%	138	58%
WaNIC	33		31		52	-

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

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

Student Profiles	District Total 2015*	2015^	2014^	2013^	2012^	2011	2010	2009	2008	2007
Male	51.8%	48%	48%	48.1%	46%	47%	48%	48%	47%	53%
Female	48.2%	53%	52%	51.9%	54%	53%	52%	52%	53%	47%
Ethnicity										
African-American	1.6%	1.2%	1.4%	1.2%	1.6%	2%	2%	1%	1%	1%
Asian	20.1%	26.17%	24.7%	28.3%	21.3%	17%	22%	23%	22%	21%
Caucasian	61.4%	58.54%	61.1%	60.6%	67.8%	73%	66%	65%	66%	69%
Hispanic	10.2%	5.6%	4.8%	4.6%	3.6%	5%	4%	5%	3%	3%
Native American	0.2%	.27%	0.6%	0.6%	0%	1%	0%	0%	0%	0%
Other	6.5%	5.49%	5.8%	3.8%	4.5%	N/A	3%	5%	4%	4%
Not Stated	N/A	2.75%	1.4%	0.7%	1%	N/A	3%	2%	3%	2%

^ College Board Data

* OSPI website

EL-7 Academic Program

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

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

In Partial
Compliance



Evidence – {continued}

Enrollment in STEM-related AP courses

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

STEM-related AP Course	2015-16 District enrollment	2014-15 District enrollment	2013-14 District enrollment	2012-13 District enrollment	2011-12 District enrollment
AP Biology	260	228	299	195	152
AP Calculus AB	489	511	498	357	389
AP Calculus BC	254	198	143	137	138
AP Chemistry	327	379	279	311	287
AP Comp Science	207	240	106	97	91
AP Environmental Science	295	350	336	434	296
AP Physics	126	103	56	26	26
AP Physics C	157	127	57	49	98
AP Statistics	268	245	240	233	183
Total	2,383	2,381	2,014	1,839	1,660

Highlights for 2015-16 include:

- Total AP course enrollment has increased 20% since 2011-12
- Total AP STEM course enrollments have increased by 44% since 2011-12
- LWSD was again on the AP Honor Roll for our 2015 80% pass rate and growth in diversity for the third time in six years.
- Common AP program menu in STEM areas at comprehensive high schools are listed above. This year exceptions were AP Environmental Science at EHS and RHS, due to low enrollments. Both schools are offering it for next year.

Running Start

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

Running Start	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Enrollment *	304	304	299	315#	324	287	287	281

* Enrollment numbers based on October 1st P-223 enrollment reports

Number corrected for 2011-12. Originally reported as 299

EL-7 Academic Program

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

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

In Partial
Compliance



Evidence – {continued}

College in the High School

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

School	College in the High School courses	Number of students enrolled 2014-15
Eastlake	UW Astronomy	18
	UW Calculus (124)	61
	UW Composition and Ethnic Lit	67
	UW Pre-Calculus	78
	UW Psychology 101	12
Juanita	Japanese 3	14
	STEM English 11	4
	STEM English 12	2
Lake Washington	French 3	67
	Spanish 3	337
Redmond	AP Computer Science A	77
	STEM Social Science	14
Tesla STEM	Anatomy & Physiology	54
	AP Computer Science A	40
	Forensic Science	82
	Sustain Design and Enviro Engineer	176
	UW Pre-Calculus	166

EL 2.1.b is in partial compliance because of the Highly Capable Program findings identified in the OSPI Consolidated Program Review. We plan to have this in full compliance by 2016-17.

EL-7 Academic Program

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

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

In Partial Compliance



Evidence – {continued}

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

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

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

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

EL-7 Academic Program

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

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

In Partial
Compliance



Evidence

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

Month	Work
August	Large Scale Assessments downloaded into Data Dashboard and made publicly available on the OSPI report card
	Building staffs begin to review data prior to the start of school to finalize student placement into support or enrichment programs
September	Building staffs reflect and analyze previous year's goals and action plans against the Large Scale State Assessment results
	Buildings staffs use Learning Enhancement and Academic Planning (LEAP) Wednesdays to meet in grade level/content teams to write reflection and analysis for Continuous Improvement Process (CIP) plans. Schools use the Data Dashboard to access student achievement data to reflect on progress goals that are specific, measureable, achievable, realistic, and timely (SMART)
September- May	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing
October	Part 1: Reflection and Analysis due to Directors of School Support
November	Part 2: Building administrators and school staff write goals in the following areas: <ul style="list-style-type: none"> • Academic • School Effectiveness • College and Career Readiness (secondary) • Addressing achievement gaps • Attendance • Discipline Building administrators and school staff determine assessments to monitor progress towards goals throughout the year
	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 to monitor progress and review implementation of identified strategies
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

EL-7 Academic Program

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

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

In Partial
Compliance



Evidence- {continued}

Highlights for 2015-16 include:

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

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

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

In
Compliance



Evidence

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

Highly Capable/Gifted (Quest and AP) Programs Review

The Office of the Superintendent of Public Instruction conducted a Consolidated Program Review of our Highly Capable Program this spring. In the Commendation section of their preliminary report they stated, “The District has conducted extensive evaluation of program operations as detailed in December 2014 and May 2015 documents. The Board is commended for efforts to expand avenues to identify more students and better serve their needs as Highly Capable, through Basic Education provisions. This will strengthen the program.”

Career and Technical Education (CTE) Program Review

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

Intervention Programs Review

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

Preschool Program Review

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

Special Services Program Review

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

EL-7 Academic Program

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

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

In Partial
Compliance



Evidence

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

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

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

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

NOTE:

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

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

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

EL-7 Academic Program

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

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

In
Compliance



Evidence

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

I certify the above to be correct as of May 18, 2015.

Traci Pierce, Superintendent