

# Lake Washington School District End Results Monitoring Report

## ER-1 Mission and Vision May 16, 2016

**End Result:** The CEO shall assure organizational efforts focus on the accomplishment of the district's mission and vision.

**Mission:**

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

**Vision:**

Every Student Future Ready:  
*Prepared for College*  
*Prepared for the Global Work Place*  
*Prepared for Personal Success*

Accordingly, the CEO shall:

1. Establish and monitor board-approved performance targets aligned with the Student Learning Milestone: High School Students Graduating Future Ready	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 Graduating Future Ready**

**Indicators for Student Learning Milestone:**

- % on time graduation rate
- % extended graduation rate
- % of 11th and 12th grade students enrolled in a dual credit college-level course
- % of graduates enrolling in post-secondary institution within 2 years of graduation

**2018 Performance Targets:**

- 100% on time/extended graduation rate
- 80% of 11th and 12th grade students enrolled in a dual credit college-level course
- 88% of graduates enrolling in post-secondary institution within 2 years of graduation

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1. Establish and monitor board-approved performance targets aligned with the Student Learning Milestone: High School Students Graduating Future Ready

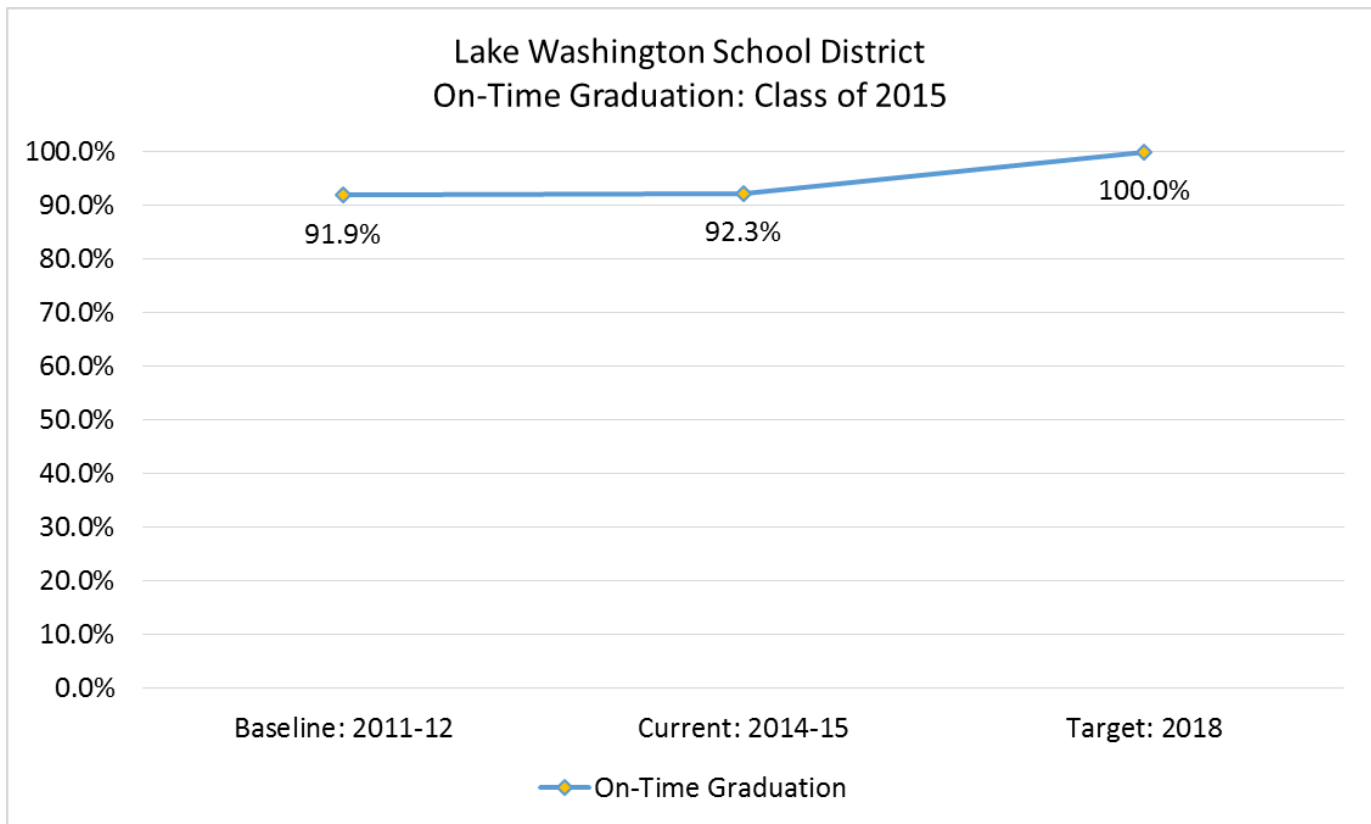
In Compliance



**Evidence (continued)**

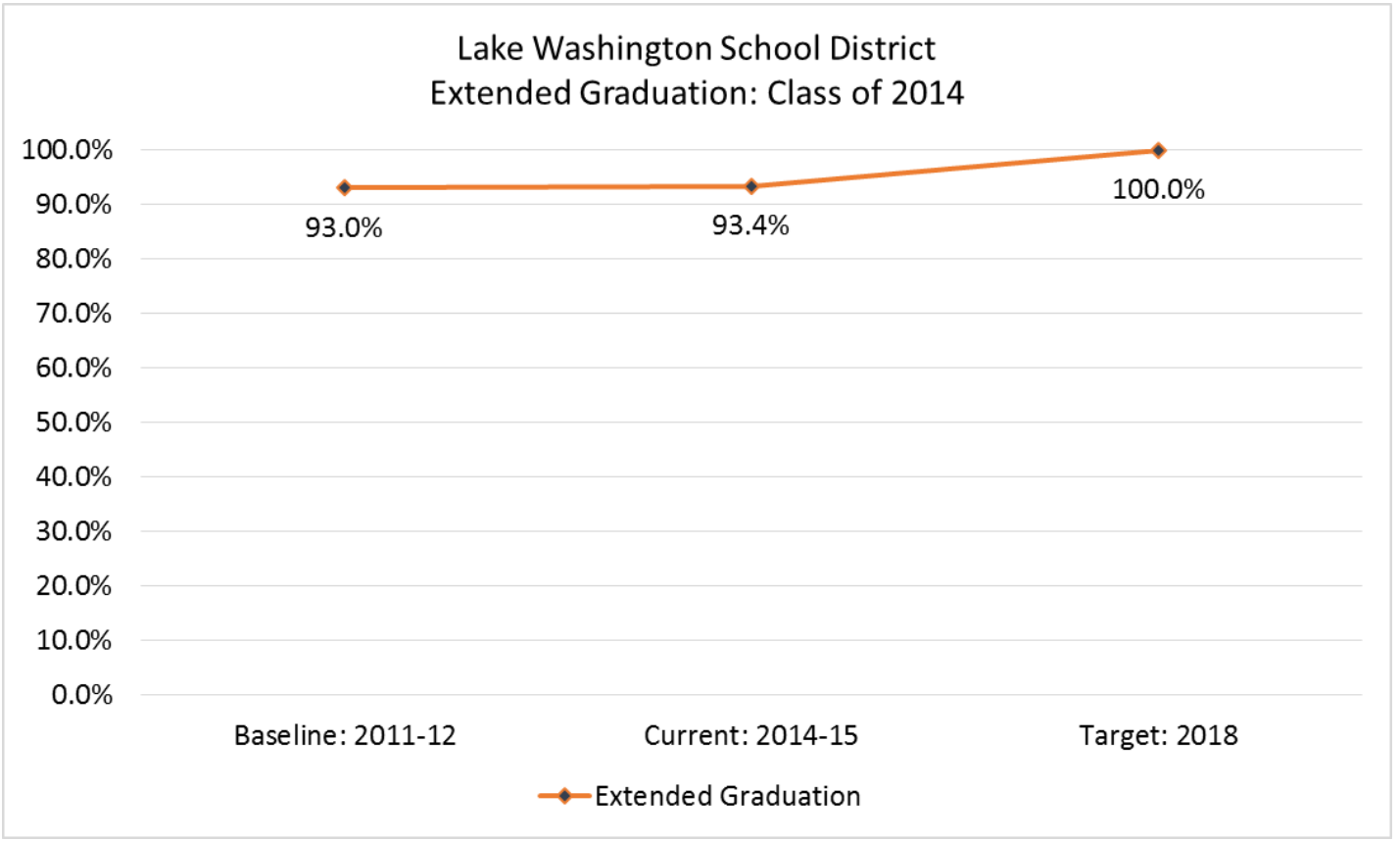
**Baseline, Current, and Target Performance**

Indicator	Baseline: 2011-12	Current: 2014-15	Target: 2018
% on time graduation rate	91.9% <i>Class of 2012</i>	92.3% <i>Class of 2015</i>	100%
% extended graduation rate	93% <i>Class of 2010</i>	93.4% <i>Class of 2014</i>	100%
% of 11th and 12th grade students enrolled in a dual credit college-level course	---	95%	80%
% of graduates enrolling in post-secondary institution within 2 years of graduation	81%	81% <i>Class of 2013</i>	88%



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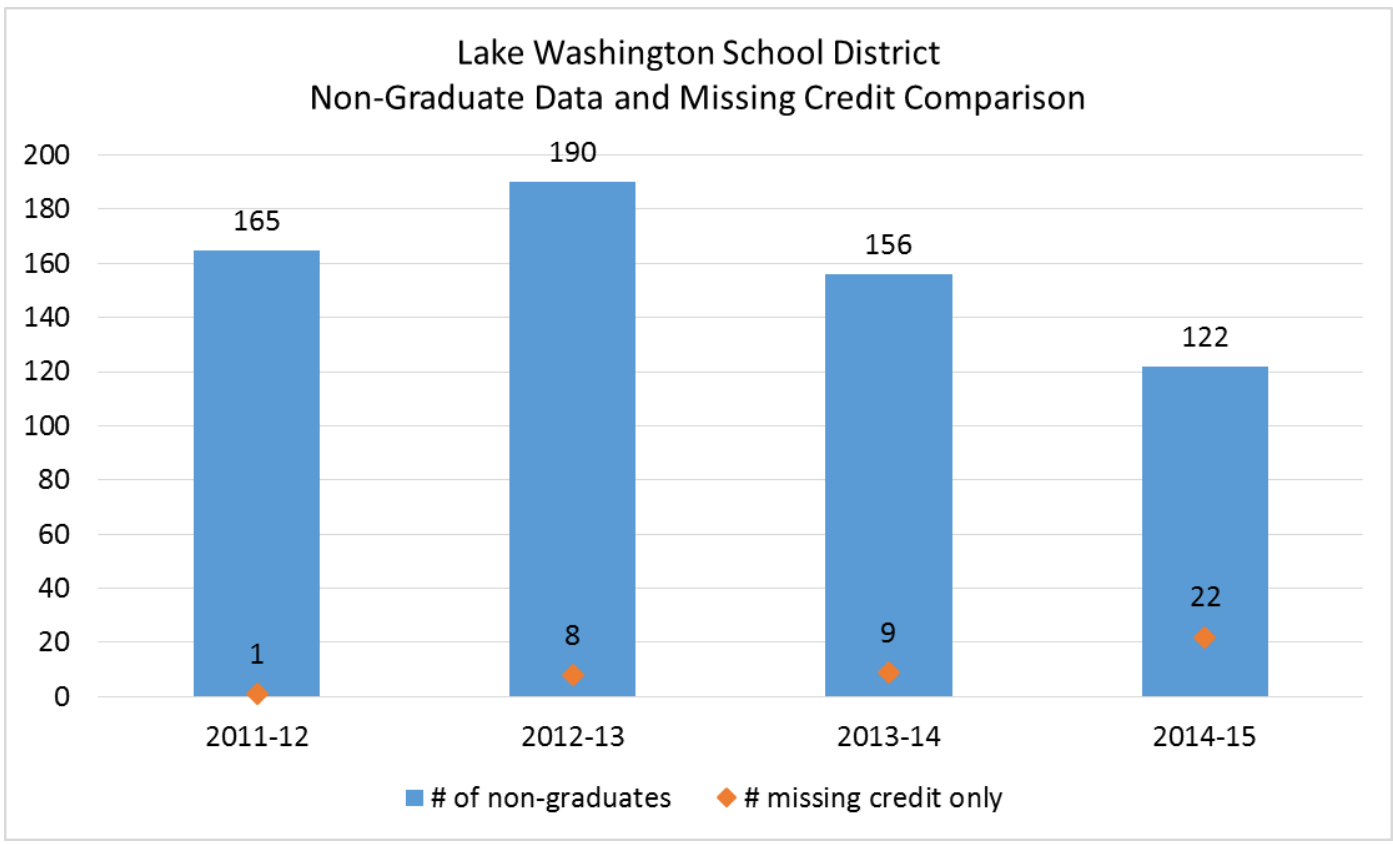
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**Number of Non-Graduates and Reasons for Not Graduating**

	2011-12	2012-13	2013-14	2014-15
# of non-graduates	165	190	156	122
# missing credit only	1	8	9	22
# missing only Level 5	1	0	0	NA
# missing only CP	8	2	0	NA
# missing combination credit, Level 5, and/or CP	73	63	66	22

\* Consistent data collection and validation process in place.

\* Data located on P-210



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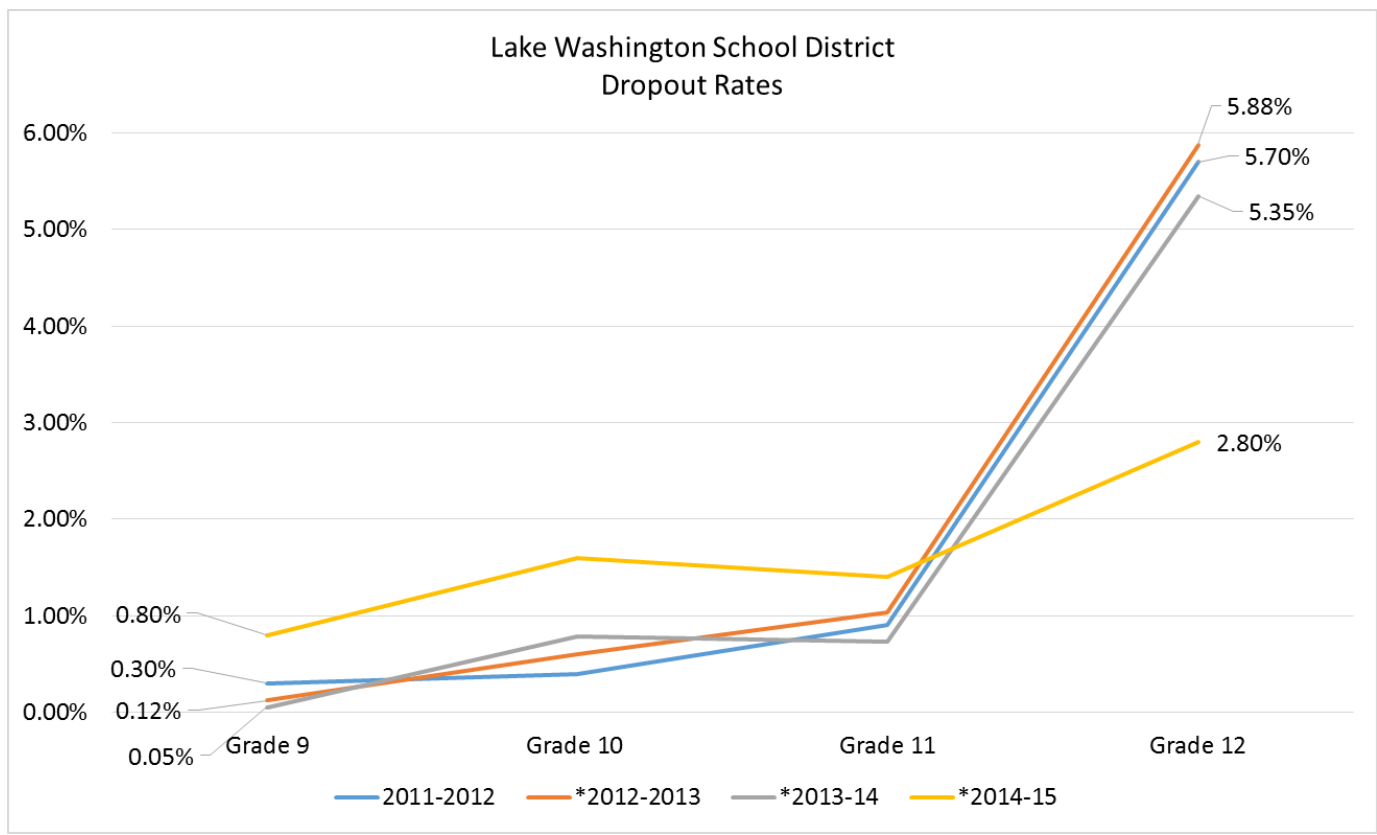
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**Annual Dropout Percentage Rate**

	2011-2012	*2012-2013	*2013-14	*2014-15
Overall Rate	1.8%	1.8%	1.64%	1.60%
Grade 9	0.3%	.12%	.05%	.8%
Grade 10	0.4%	.6%	.79%	1.6%
Grade 11	0.9%	1.04%	.73%	1.4%
Grade 12	5.7%	5.88%	5.35%	2.8%

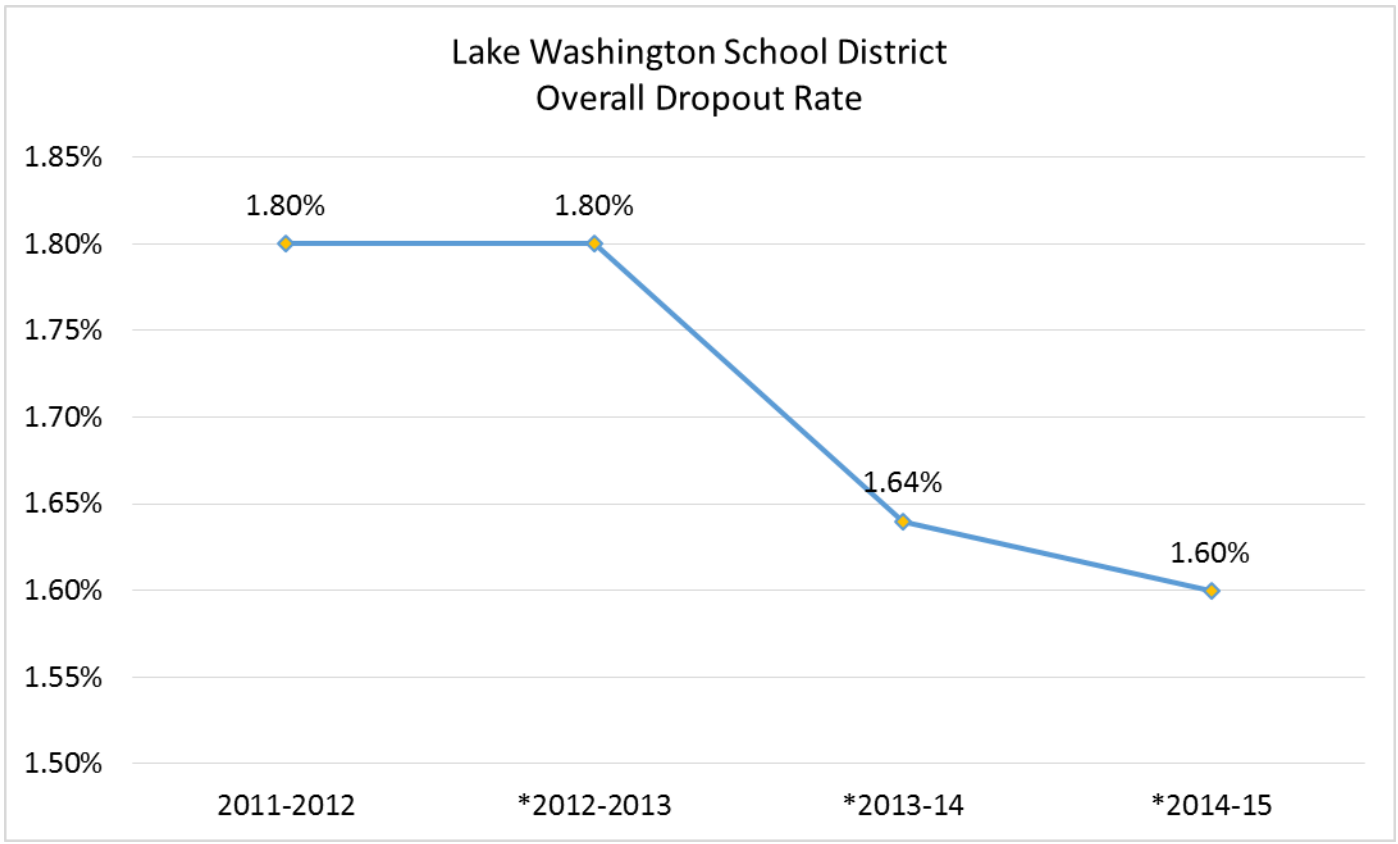
\*Drop out data from 2012-13 and 2013-14 P210

\*Student count from 2012-13 and 2013-14 Historical Data Dashboard



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\* More effective data tracking systems in place for state reporting and student tracking.

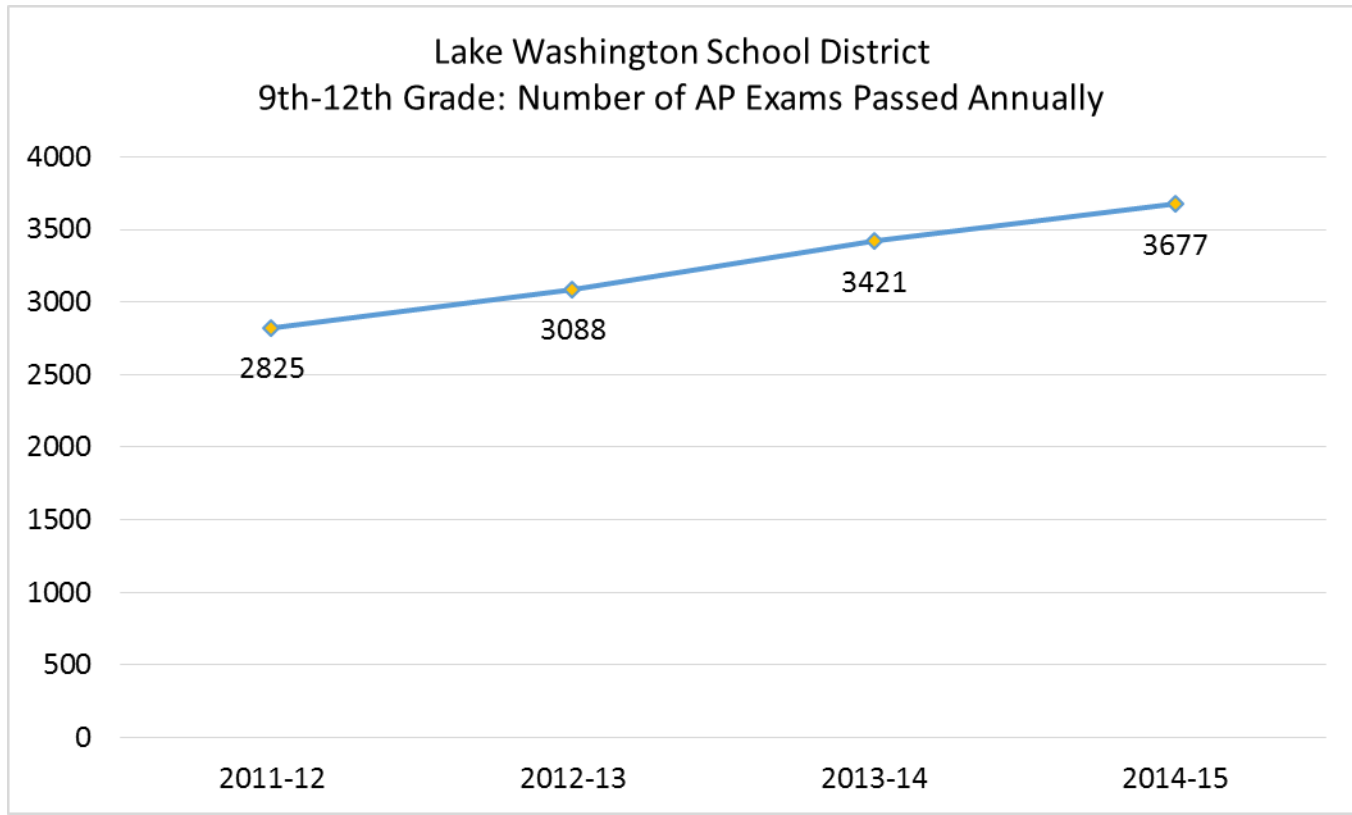
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**AP® Exam Pass Rate**

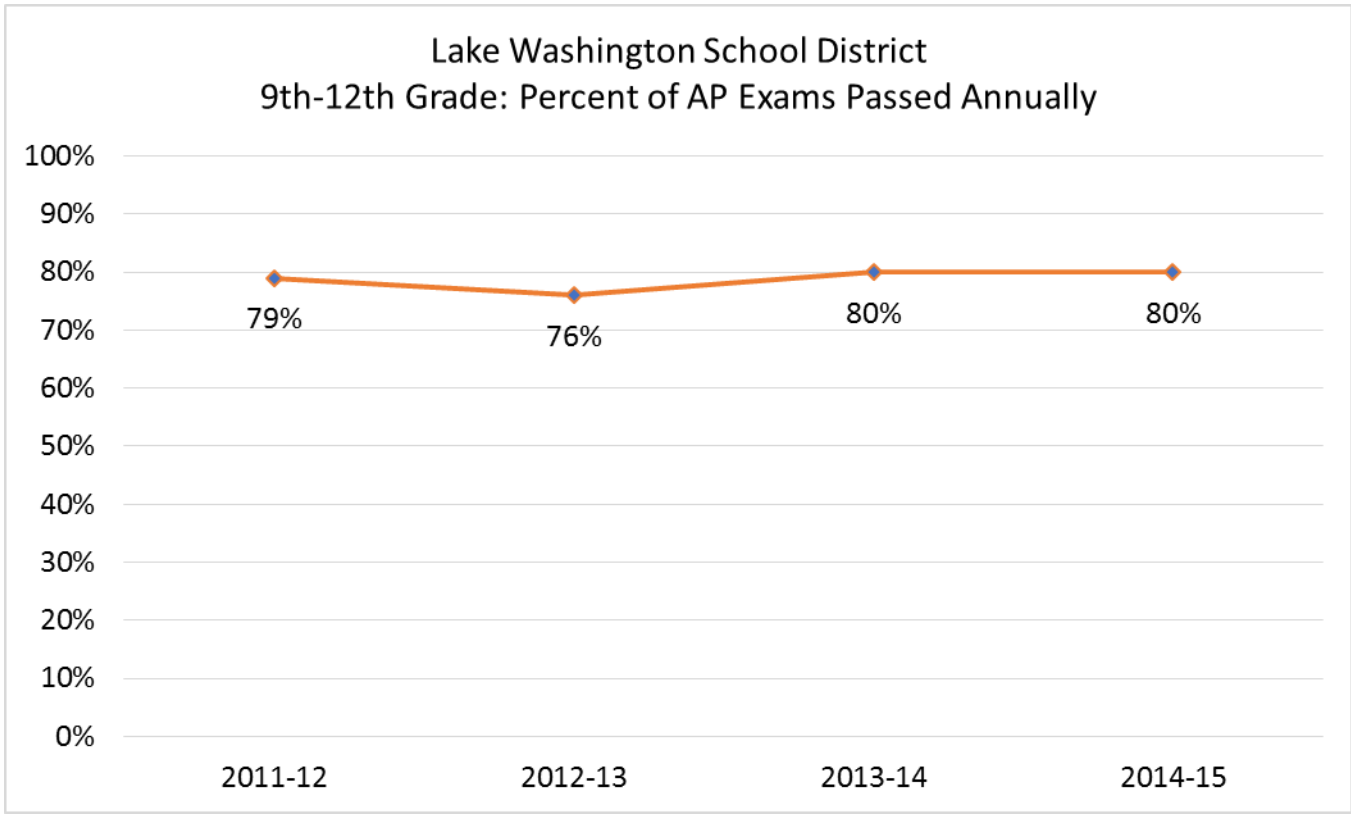
	2011-12	2012-13	2013-14	2014-15
Exams	2,825	3,088	3,421	3,677
Pass %	79%	76%	80%	80%

\* College Board Report



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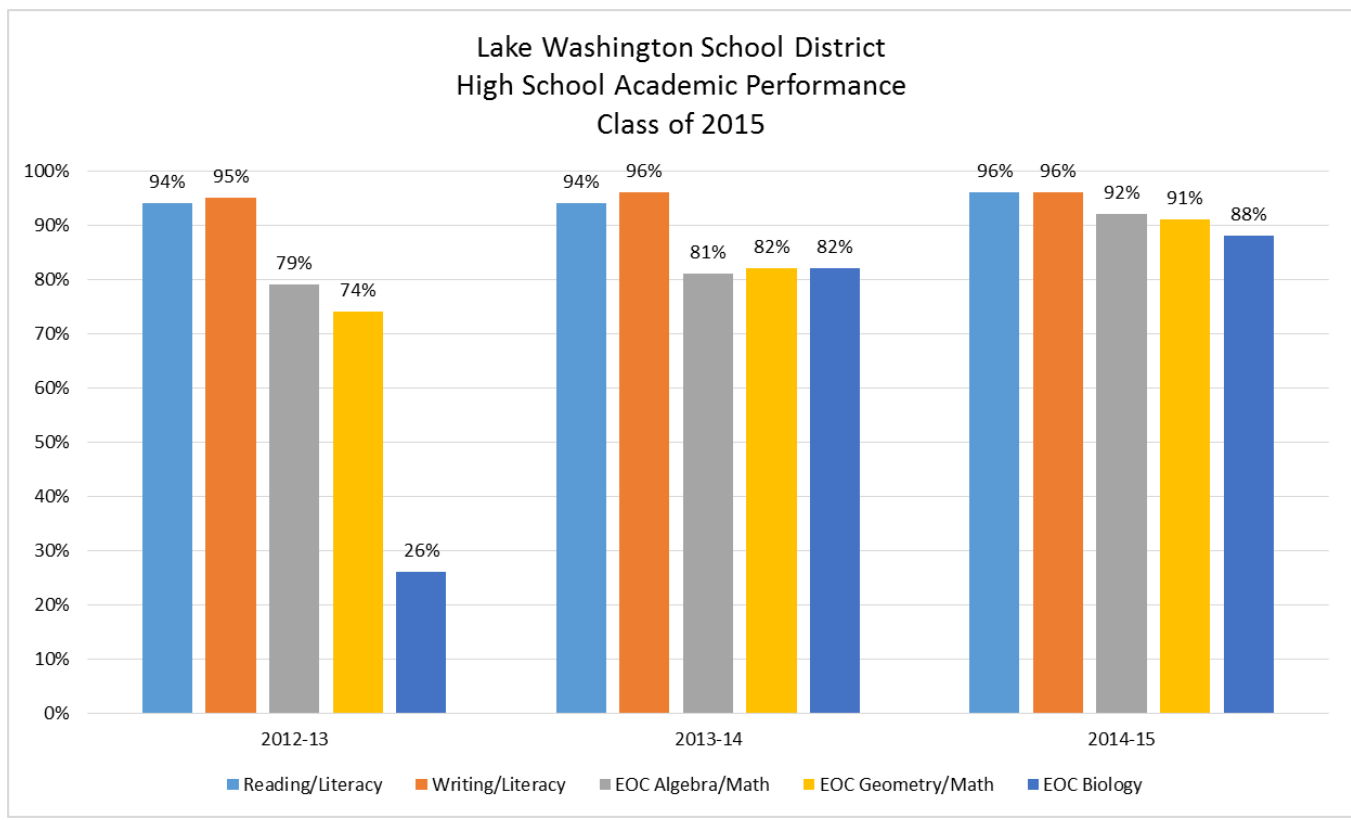
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**High School Proficiency (HSPE) Exam and End of Course Assessment Pass Rate**

	2012-13	2013-14	2014-15
Reading/Literacy	94%	94%	96%
Writing/Literacy	95%	96%	96%
EOC Algebra/Math	79%	81%	92%
EOC Geometry/Math	74%	82%	91%
EOC Biology	26%	82%	88%

\* *LWSD Data Dashboard*



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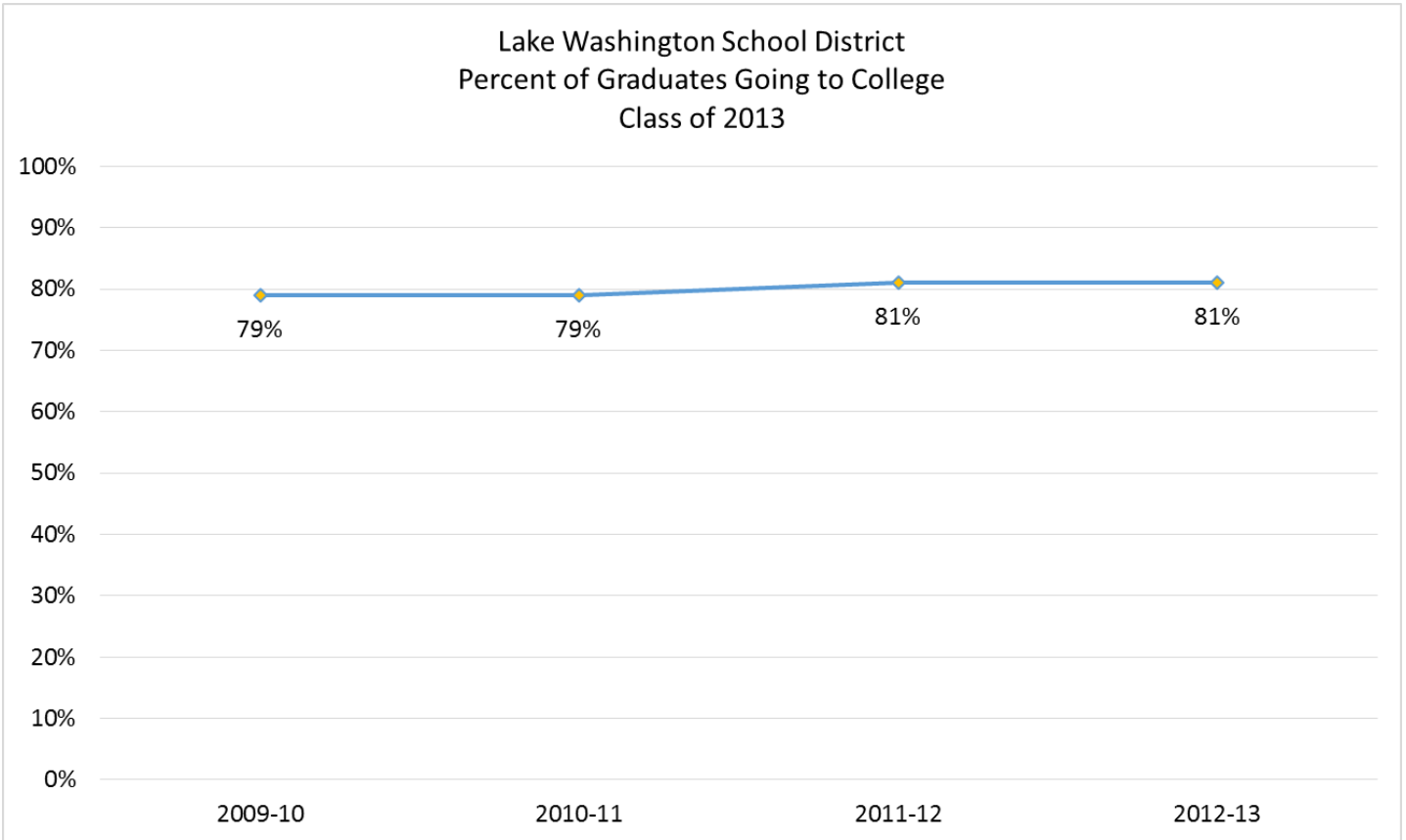
***Evidence (continued)***

**Student attendance by college type**

	2009-10	2010-11	2011-12	2012-13*
Number of graduates	1,507	1,529	1,569	1,418
% going to college	79%	79%	81%	81%
% of attendees at a 4 year public	50%	50%	50%	52%
% of attendees at a 2 year public	32%	31%	31%	29%
% of attendees at a 4 year private	18%	18%	19%	18%
% of attendees at a 2 year private	<1%	<1%	<1%	<1%
Total Students Attending college	1,191	1,208	1,271	1,149
% of graduating class attending a 4 year public	40%	40%	41%	46%
% of graduating class attending a 2 year public	25%	24%	25%	25%
% of graduating class attending a 4 year private	14%	14%	15%	16%
% of graduating class attending a 2 year private	NA	NA	NA	NA

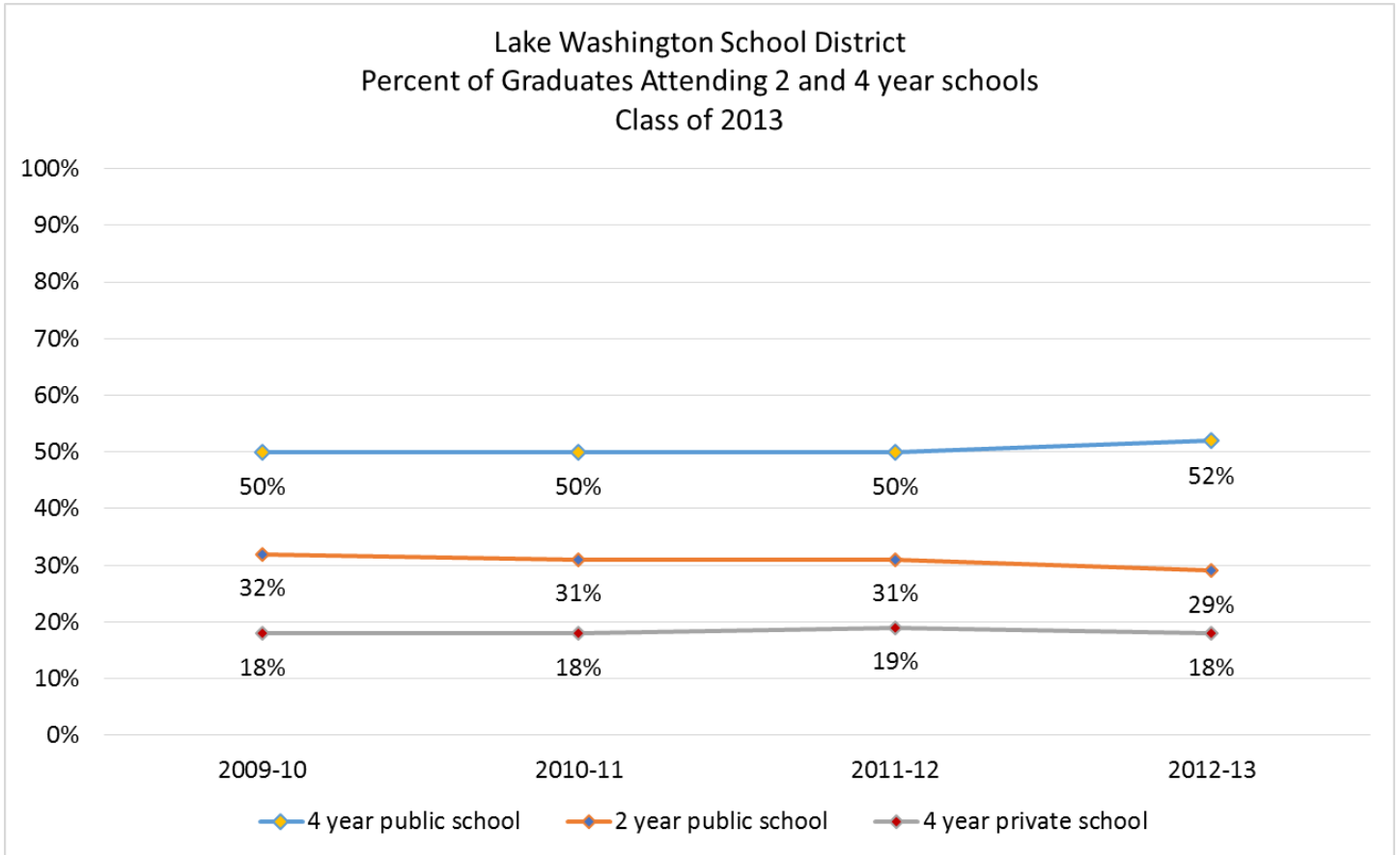
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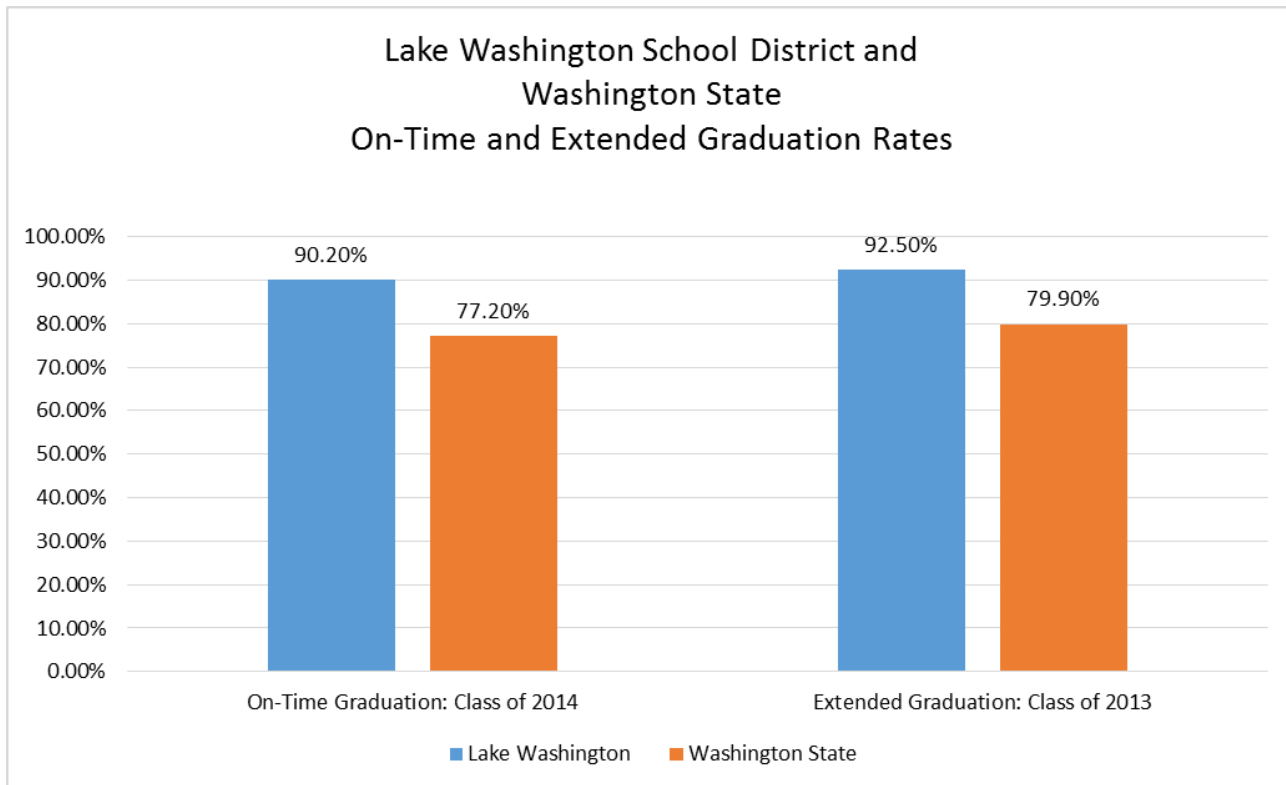
**End Result:** The CEO shall assure organization efforts focus on the accomplishment of the district’s mission and vision.

<p>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:</p> <ul style="list-style-type: none"> <li>• Bellevue School District</li> <li>• Issaquah School District</li> <li>• Northshore School District</li> </ul>	<p>In Compliance</p>	<p>◀ ▶</p>
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**Evidence**

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

Indicator	Lake Washington	Washington State
% on time graduation rate	90.2% <i>Class of 2014</i>	77.2% <i>Class of 2014</i>
% extended graduation rate	92.5% <i>Class of 2013</i>	79.9% <i>Class of 2013</i>
% of graduates enrolling in post-secondary institution within 2 years of graduation	81% <i>Class of 2013</i>	62% <i>Class of 2013</i>

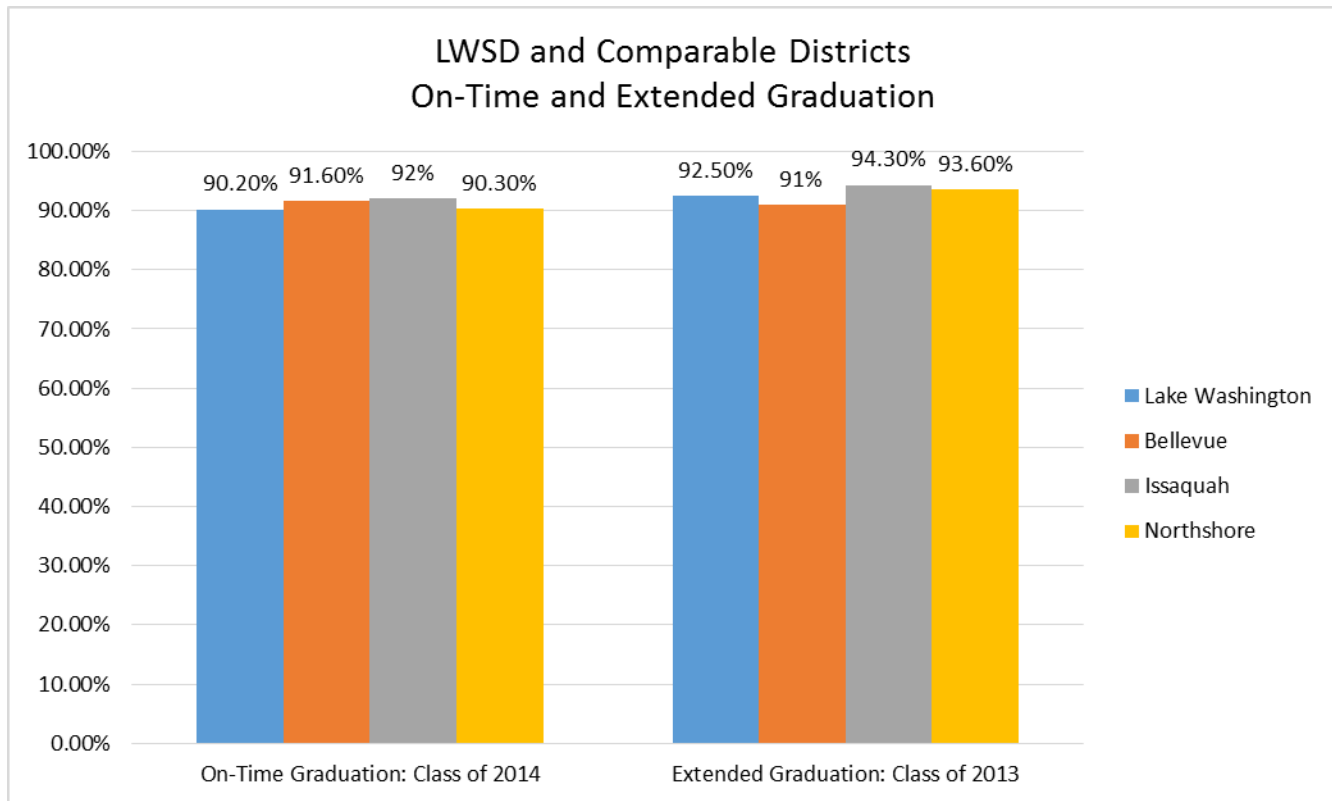


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**Student Performance Comparison: Lake Washington and Comparable Districts**

Indicator	Lake Washington	Bellevue	Issaquah	Northshore
% on time graduation rate	90.2% <i>Class of 2014</i>	91.6% <i>Class of 2014</i>	92% <i>Class of 2014</i>	90.3% <i>Class of 2014</i>
% extended graduation rate	92.5% <i>Class of 2013</i>	91% <i>Class of 2013</i>	94.3% <i>Class of 2013</i>	93.6% <i>Class of 2013</i>
% of graduates enrolling in post-secondary institution within 2 years of graduation	81% <i>Class of 2013</i>	84% <i>Class of 2013</i>	86% <i>Class of 2013</i>	77% <i>Class of 2013</i>



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

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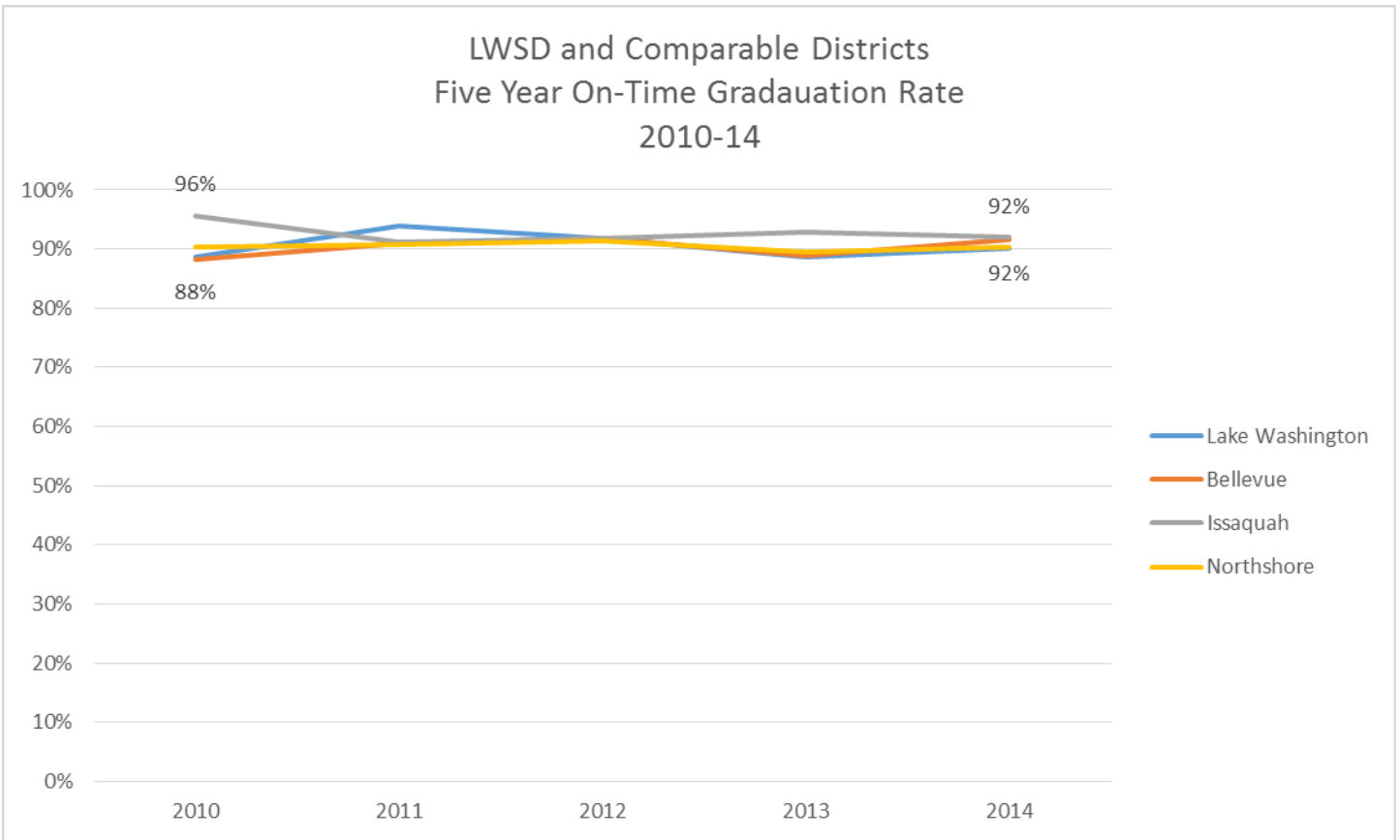
***Evidence***

**Student Performance Progress Trend Comparison**

Indicator	Lake Washington					5 Year Progress Trend
	2010	2011	2012	2013	2014	
<i>% on time graduation rate</i>	88.6%	93.9%	91.9%	88.6%	90.2%	↔
<i>% extended graduation rate</i>	92.6%	92.9%	91.7%	92.5%		↔
<i>% of graduates enrolling in post-secondary institution within 2 years of graduation</i>	79%	79%	81%	81%		
Indicator	Bellevue					5 Year Progress Trend
	2010	2011	2012	2013	2014	
<i>% on time graduation rate</i>	88.3%	91%	91.8%	88.9	91.6%	↔
<i>% extended graduation rate</i>	91.9%	92.8%	89.9	91%		↔
<i>% of graduates enrolling in post-secondary institution within 2 years of graduation</i>	85%	80%	83%	84%		
Indicator	Issaquah					5 Year Progress Trend
	2010	2011	2012	2013	2014	
<i>% on time graduation rate</i>	95.6%	91.1%	91.8%	92.9%	92%	↔
<i>% extended graduation rate</i>	94.5%	93.3%	94.7%	94.3		↔
<i>% of graduates enrolling in post-secondary institution within 2 years of graduation</i>	84%	82%	83%	86%		
Indicator	Northshore					5 Year Progress Trend
	2010	2011	2012	2013	2014	
<i>% on time graduation rate</i>	90.3%	90.8%	91.4%	89.6%	90.3%	↔
<i>% extended graduation rate</i>	91.5%	91.6%	93.2%	93.6%		↔
<i>% of graduates enrolling in post-secondary institution within 2 years of graduation</i>	78%	76%	76%	77%		

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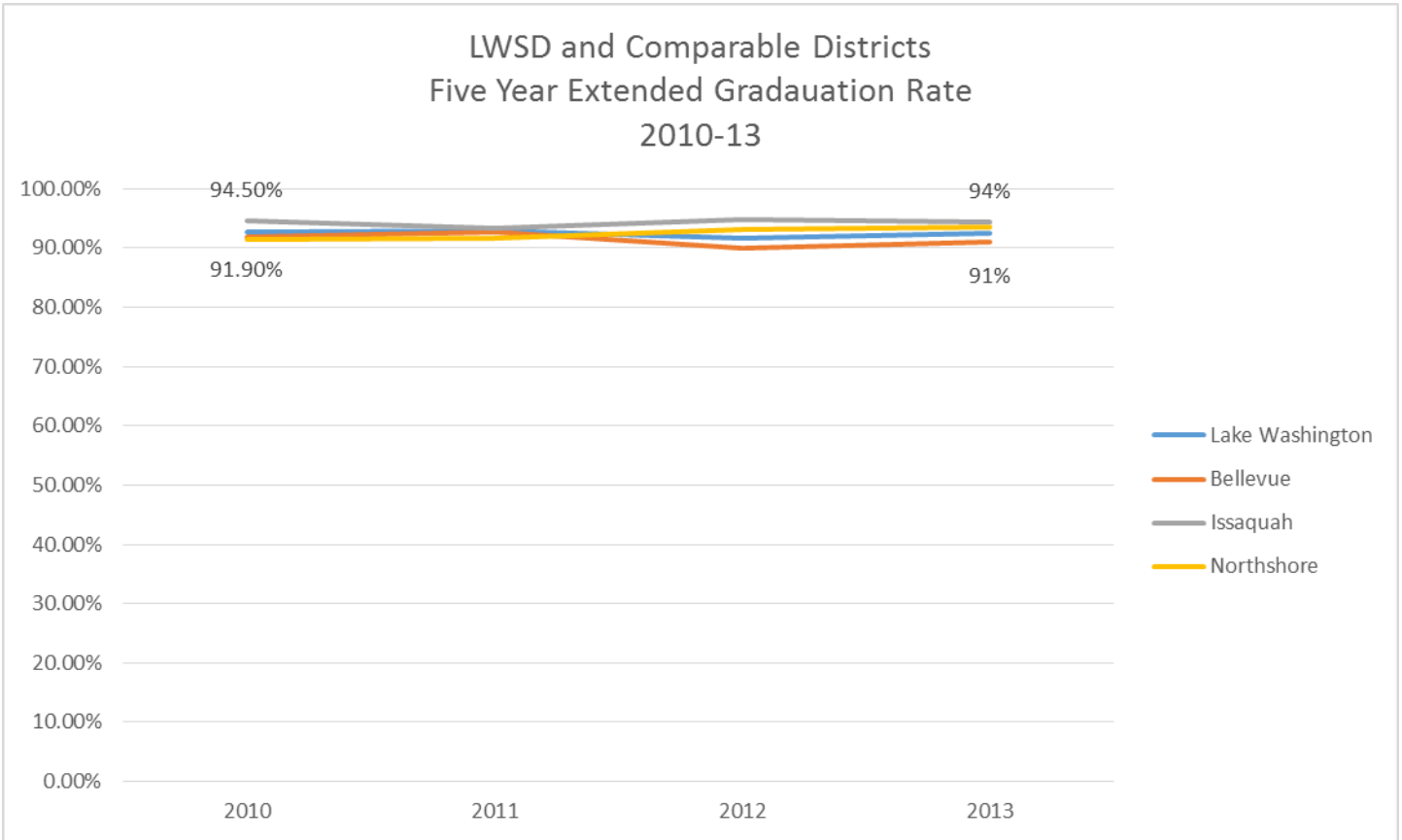
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4. Monitor and assure that achievement/opportunity gaps are closing between non-low income and low-income students

In Compliance

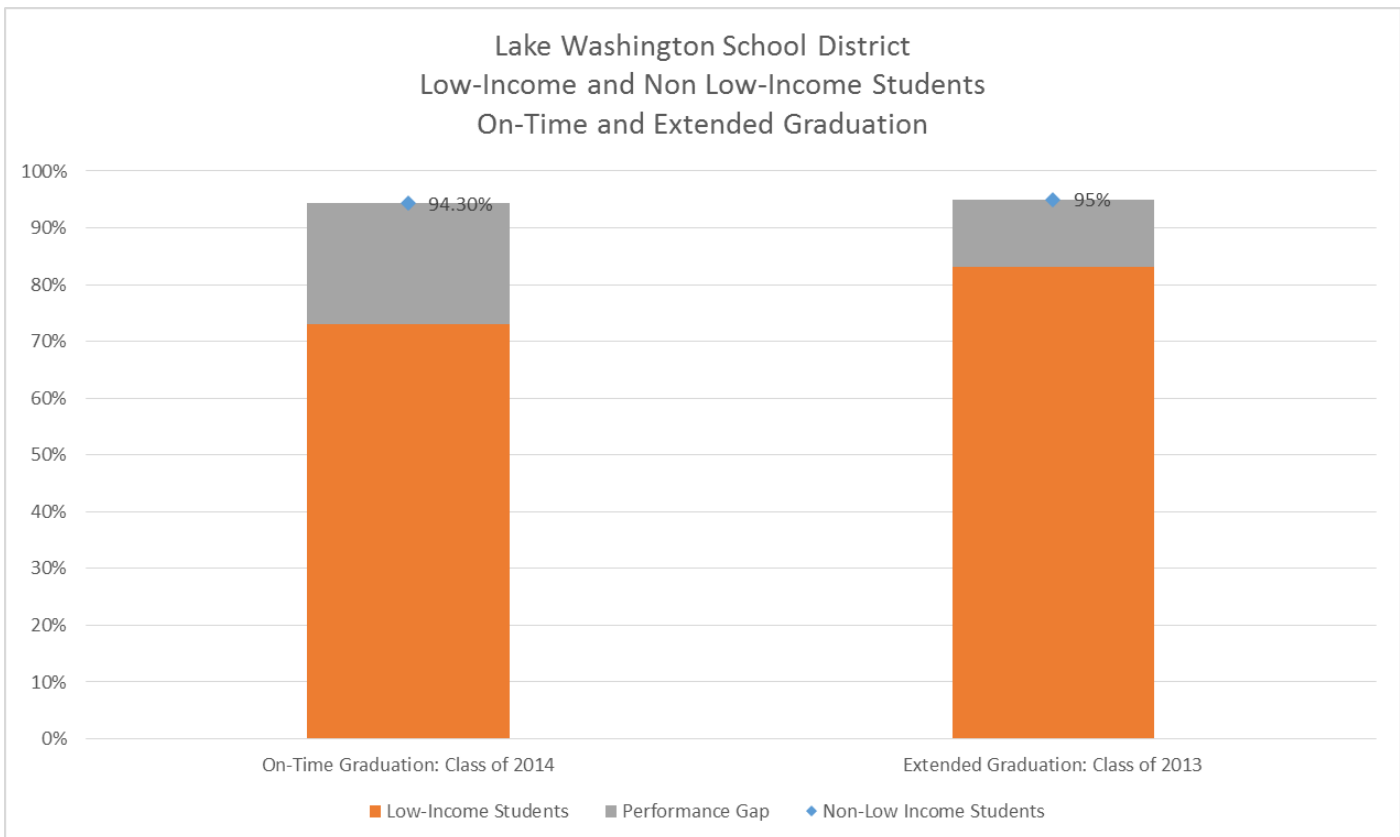


**Evidence**

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

Indicator	Non-Low Income Students	Low-Income Students	Performance Gap
% on time graduation rate	94.3% <i>Class of 2014</i>	73% <i>Class of 2014</i>	21.3% <i>Class of 2014</i>
% extended graduation rate	95% <i>Class of 2013</i>	83.2% <i>Class of 2013</i>	11.8% <i>Class of 2013</i>

OSPI Data Admin (<http://www.k12.wa.us/DataAdmin>)



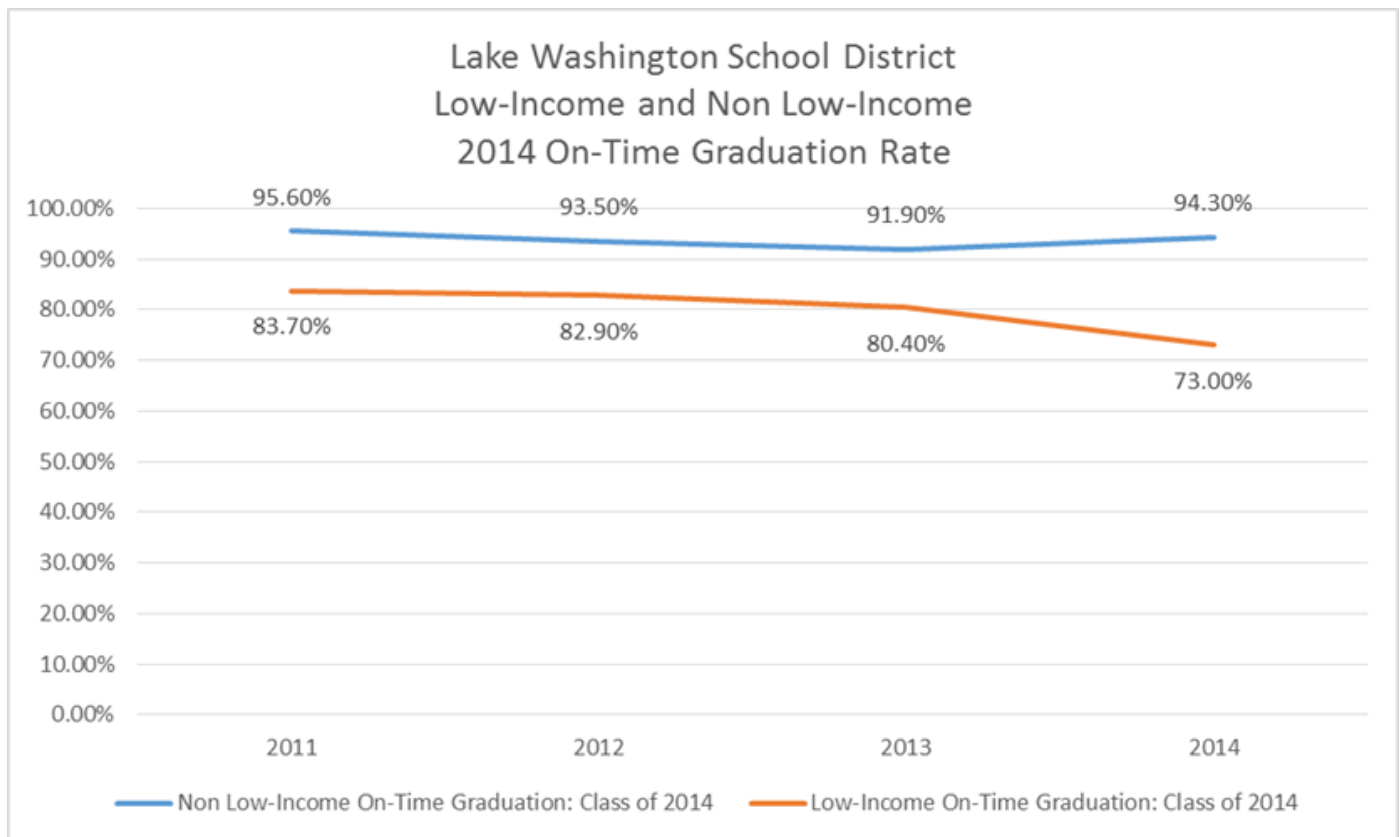
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**4 Year Trend Student Performance Comparison: Non-Low Income and Low-Income Students**

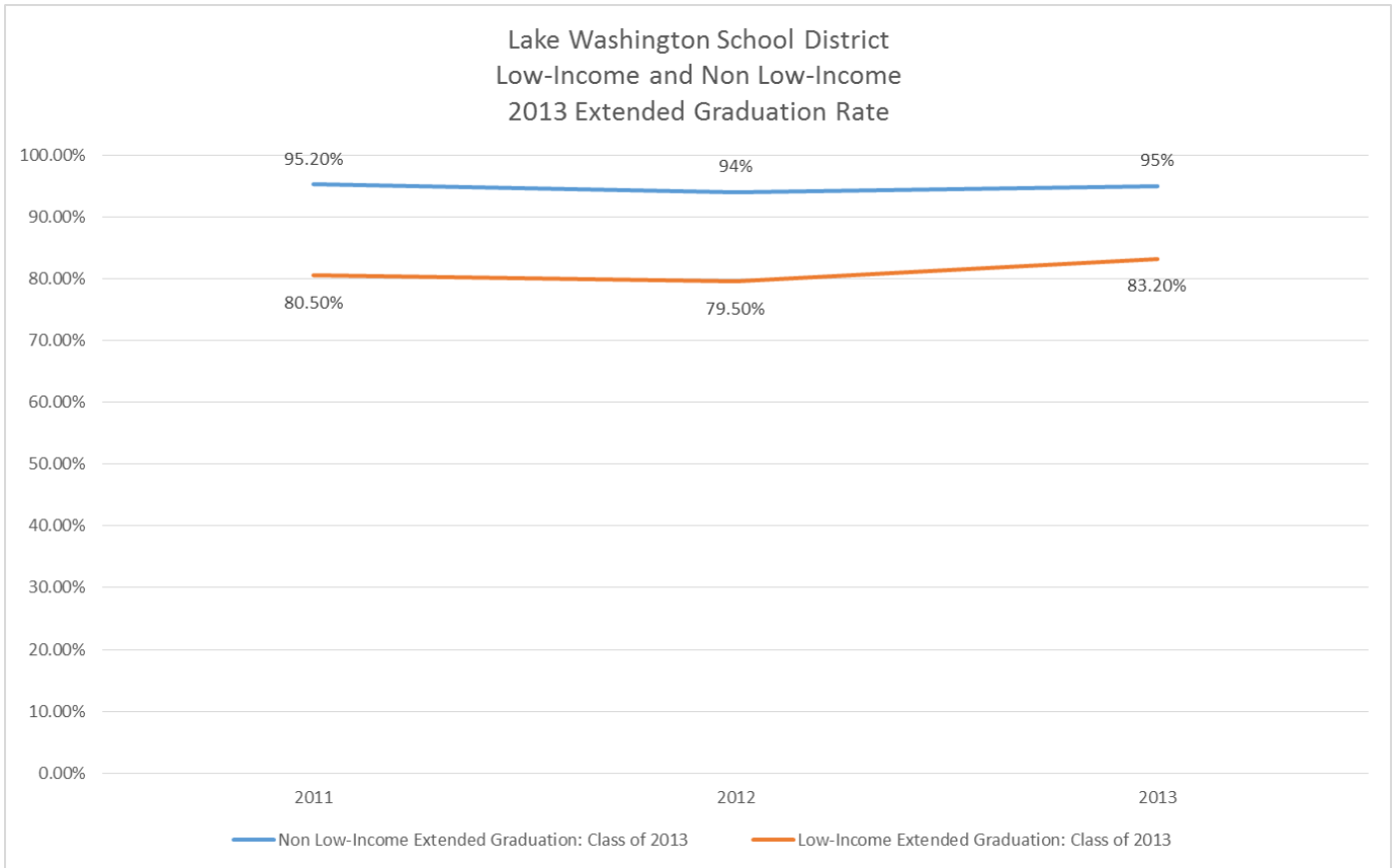
Indicator	Non-Low Income Students				Low-Income Students				Performance Gap Progress Trend
	2011	2012	2013	2014	2011	2012	2013	2014	
% on time graduation rate	95.6%	93.5%	91.9%	94.3%	83.7%	82.9%	80.4%	73%	↔
% extended graduation rate	95.2%	94%	95%		80.5%	79.5%	83.2%		↔

\*OSPI Data Admin (<http://www.k12.wa.us/DataAdmin>)



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5. Monitor and assure that achievement/opportunity gaps are closing between students receiving Special Education services or 504 accommodations and non-Special Education and 504 students.

In Compliance

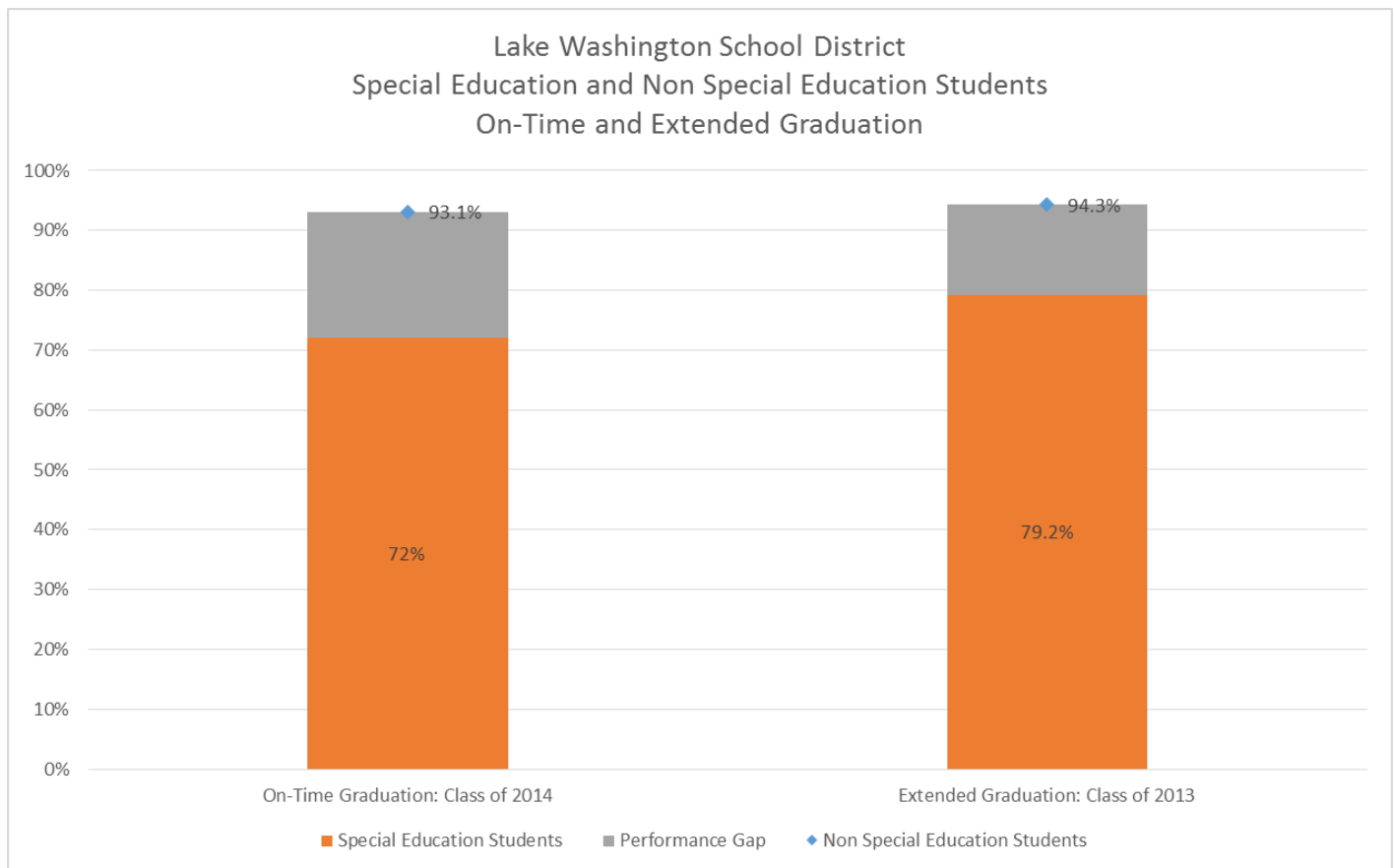


**Evidence**

**Special Education**

Indicator	Students Not Receiving Special Education	Students Receiving Special Education	Performance Gap
% on time graduation rate	93.1% Class of 2014	72% Class of 2014	21.1% Class of 2014
% extended graduation rate	94.3% Class of 2013	79.2% Class of 2013	15.1% Class of 2013

OSPI Data Admin (<http://www.k12.wa.us/DataAdmin>)



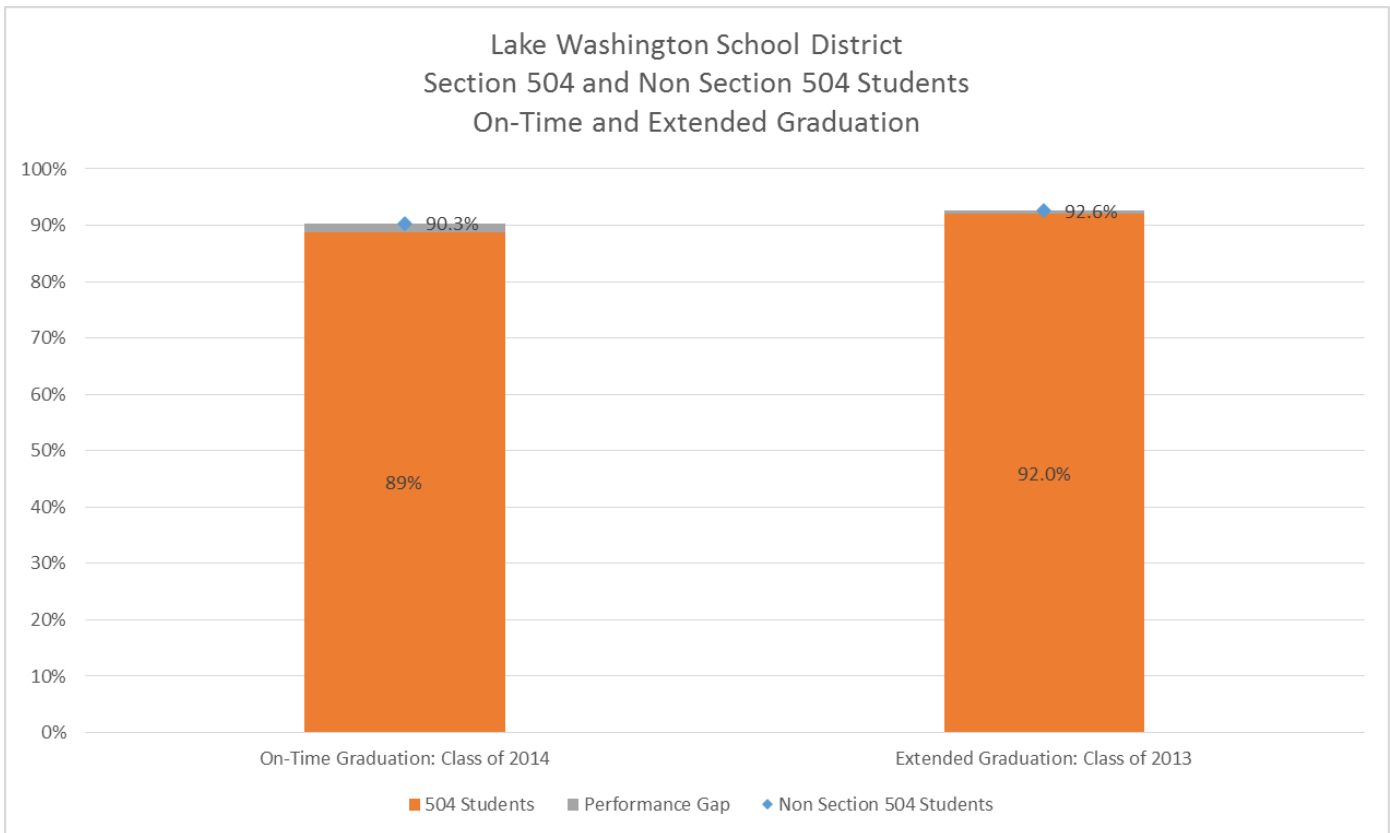
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**Section 504**

Indicator	Students Not Receiving 504 Supports	Students Receiving 504 Supports	Performance Gap
% on time graduation rate	93.1% <i>Class of 2014</i>	72% <i>Class of 2014</i>	21.1% <i>Class of 2014</i>
% extended graduation rate	94.3% <i>Class of 2013</i>	79.2% <i>Class of 2013</i>	15.1% <i>Class of 2013</i>

OSPI Data Admin (<http://www.k12.wa.us/DataAdmin>)

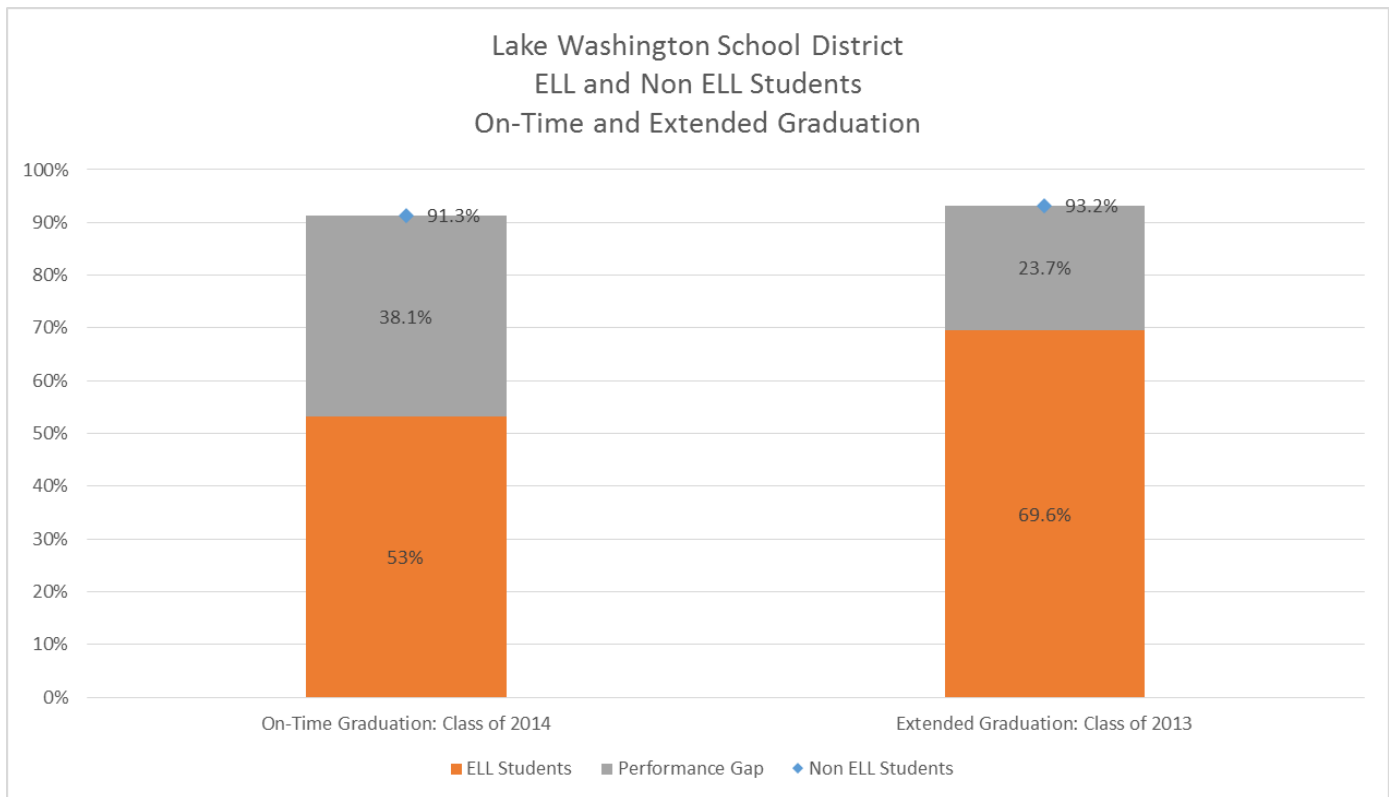


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**English Language Learners**

Indicator	Students Not Receiving ELL Supports	Students Receiving ELL Supports	Performance Gap
% on time graduation rate	93.1% <i>Class of 2014</i>	72% <i>Class of 2014</i>	21.1% <i>Class of 2014</i>
% extended graduation rate	94.3% <i>Class of 2013</i>	79.2% <i>Class of 2013</i>	15.1% <i>Class of 2013</i>



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7. Monitor and assure that the district’s instructional program focus supports the accomplishment of the performance targets for the indicators associated with the Student Learning Milestone: High School Students Graduating Future Ready.	In Compliance	◀ ▶
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**Evidence**

**Instructional Program Focus**

	End Results Analysis (s) – strength and (o) - opportunity	Related Instructional Program Efforts (means)
<b>All Students and Sub-Groups</b>	<p><b><u>Strength &amp; Opportunities for Growth:</u></b></p> <ul style="list-style-type: none"> <li>• (s) Progress demonstrated toward the 2018 performance target in on-time and extended graduation rates. (p. 2-3).</li> <li>• (s) Along with increased graduation rates, the number of non-graduates continues to decline even with increased student enrollment (p. 4).</li> <li>• (s) LWSD dropout rate continues to decline (p. 5-6).</li> <li>• (o) Percent of 9th-11th grade students dropping out of school increased (p. 6).</li> <li>• (s) Percent of 12th grade students dropping out significantly decreased (p. 6).</li> <li>• (s) The overall dropout rate continues to reduce (p. 6).</li> <li>• (s) The number of AP exams taken and passed continues to increase and improve (p. 7-8).</li> <li>• (s) Students are passing state required exams for graduation at a high rate (p. 9).</li> <li>• (o) 72% of the overall class of 2013 attended a post-secondary opportunity within two years of graduation.</li> <li>• (s) 81% of LWSD graduates in the class of 2013 attended a post-secondary opportunity within two years of graduation (p. 10).</li> <li>• (s) LWSD students graduate at a rate significantly higher than state peers (p. 13).</li> <li>• (o) LWSD students graduate at a rate similar to comparable district peers (p. 14-17).</li> <li>• (o) LWSD low-income students graduate at a rate significantly lower than non low-income peers (p. 18).</li> <li>• (s) LWSD low-income students increase graduation rate from on-time to extended graduation by 10 points (p. 18).</li> <li>• (o) LWSD special education students graduate at a rate significantly lower than non special</li> </ul>	<ul style="list-style-type: none"> <li>• In 2015-16: implement College and Career Readiness Specialists at all High Schools.</li> <li>• In 2015-16: implement new LWSD Building CIP expectations, processes, and procedures</li> <li>• In 2015-16: conduct special services program review.</li> <li>• In 2015-16: implemented social worker support at comprehensive high schools and increased and enhanced social emotional supports and assessments for all secondary schools.</li> <li>• In 2014-15: increased high school counselor staffing allocations.</li> <li>• In 2014-15: initiated planning for implementation of social workers at the comprehensive high schools.</li> <li>• In 2014-15: initiated planning for program review of the Special Services department.</li> <li>• In 2014-15: reviewed and revised LWSD Building CIP expectations</li> <li>• In 2014-15: continued focus on teachers’ establishment, measurement, and achievement of student growth goals as part of their annual evaluation.</li> <li>• In 2014-15: continued focus on principals’ establishment, measurement, and achievement of student growth goals as part of their annual evaluation.</li> <li>• In 2014-15: enhanced focus on P-210 monitoring for drop-out prevention, intervention, and re-engagement</li> <li>• From 2012-2014: updated IEP documents to reflect new Transition Planning requirements.</li> <li>• From 2012-2014: provided training to all IEP caseload managers regarding Transition Plans.</li> <li>• In 2011: relocated the Transition Academy to a facility that better supports the growth and development of the 18-21 year old students</li> </ul>



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	<p>education peers (p. 21).</p> <ul style="list-style-type: none"><li>• (s) LWSD section 504 students graduate at a rate similar to non section 504 peers (p. 22).</li><li>• (o) LWSD ELL students graduate at a rate significantly lower than non ELL peers (p. 23).</li></ul>	<p>participating in the program.</p> <ul style="list-style-type: none"><li>• From 2007-2013: 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></ul>
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**ER- 1 Mission and Vision**

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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 Graduating Future Ready	In Compliance	◀ ▶
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**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:

<b>Month</b>	<b>Work</b>
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"> <li>• Academic</li> <li>• School Effectiveness</li> <li>• College and Career Readiness (secondary)</li> <li>• Addressing achievement gaps</li> <li>• Attendance</li> <li>• Discipline</li> </ul> Building administrators and school staff determine assessments to monitor progress towards goals throughout the year
December- June	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

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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	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 school effectiveness goals for the following year.

I certify the above to be correct as of May 16, 2016.

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Traci Pierce, Superintendent