

Lake Washington School District End Results Monitoring Report

ER-1 Mission and Vision April 24, 2017

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
- 95% 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

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Evidence (continued)

Baseline, Current, and Target Performance

Indicator	Baseline: 2011-12	Current: 2015-16	Target: 2018
% on-time graduation rate	88.6% <i>Class of 2013</i>	91.3% <i>Class of 2016</i>	100%
% extended graduation rate	91.7% <i>Class of 2012</i>	94.7% <i>Class of 2015</i>	100%
% of 11th and 12th grade students enrolled in a dual credit college-level course	---	85%	95%
% of 9 th -12th grade students enrolled in a dual credit college-level course	---	69%	---
% of graduates enrolling in post-secondary institution within 2 years of graduation	81% <i>Class of 2012</i>	80% <i>Class of 2014</i>	88%

Data Source - Graduation Rates: EDS Adjusted Cohort Graduation Application (P210). On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years.

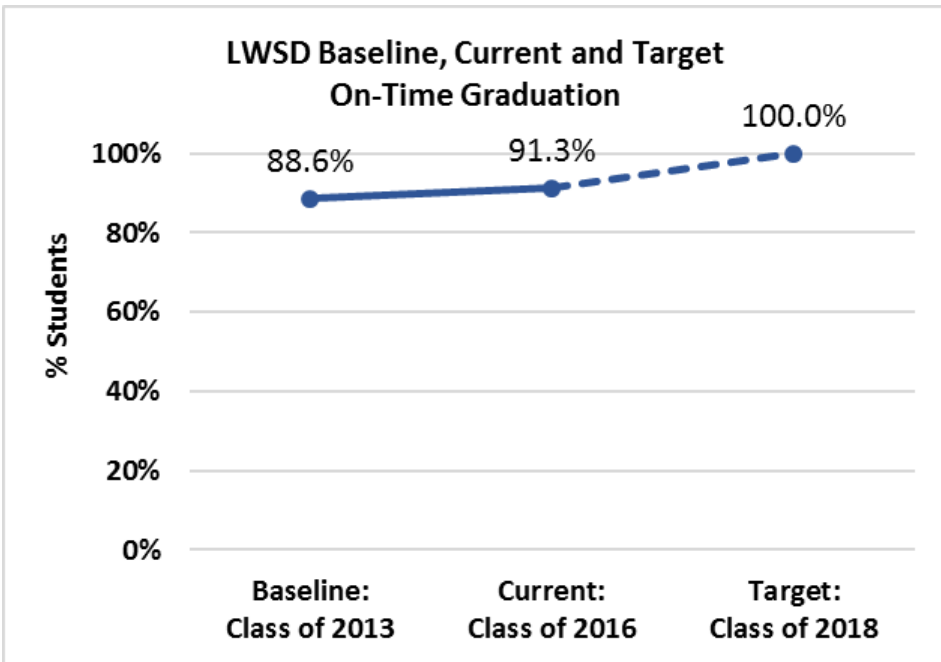
Data Source – Dual Credit: OSPI K-12 Data and Reports, Dual Credit Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DualCredit.aspx>>. Gr 11-12 determined using WAMS File provided by OSPI, merged with OSPI CEDARS Enrollment for 2015-16. Enrollment in a dual credit course is defined as having attempted (received a letter grade) any dual credit course any year in high school by students enrolled in district during 2015-16.

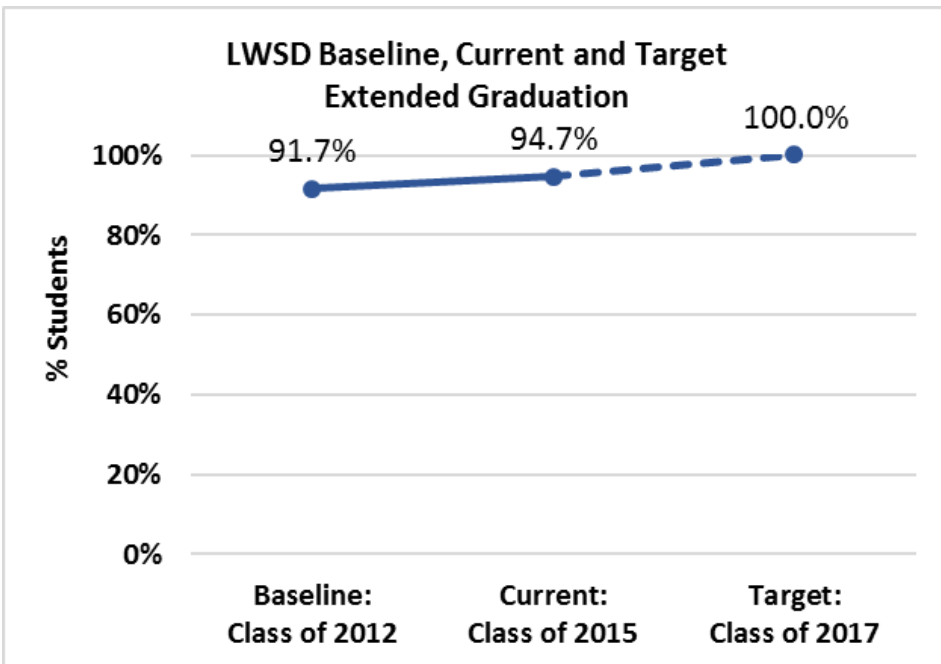
Data Source – Post-Secondary: Education Research and Data Center (ERDC) High School Feedback Report, <<http://www.erdcddata.wa.gov/hsfb.aspx>>.

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Data Source: EDS Adjusted Cohort Graduation Application (P210). On-time graduation rate is the percent of the cohort that graduates in four years.



Data Source: EDS Adjusted Cohort Graduation Application (P210). Extended graduation is the percent of the cohort that graduates in five years.

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Number of Non-Graduates and Continuing Students

	Class of 2013	Class of 2014	Class of 2015	Class of 2016
<i>Number of non-graduates</i>	177	156	122	152
<i>Number of non-graduates that dropped out prior to 12th grade year</i>	12	26	22	31
<i>Number of non-graduates that dropped out during 12th grade year</i>	70	55	40	49
<i>Number of non-graduates continuing in school</i>	95	75	60	72
<i>% of non-graduates continuing in school</i>	54%	48%	49%	47%

Data Source: EDS Adjusted Cohort Graduation Application (P210). Non-graduates defined as not graduating on-time in four years. Number of non-graduates is the difference between the Adjusted Cohort Count and total number of graduates.

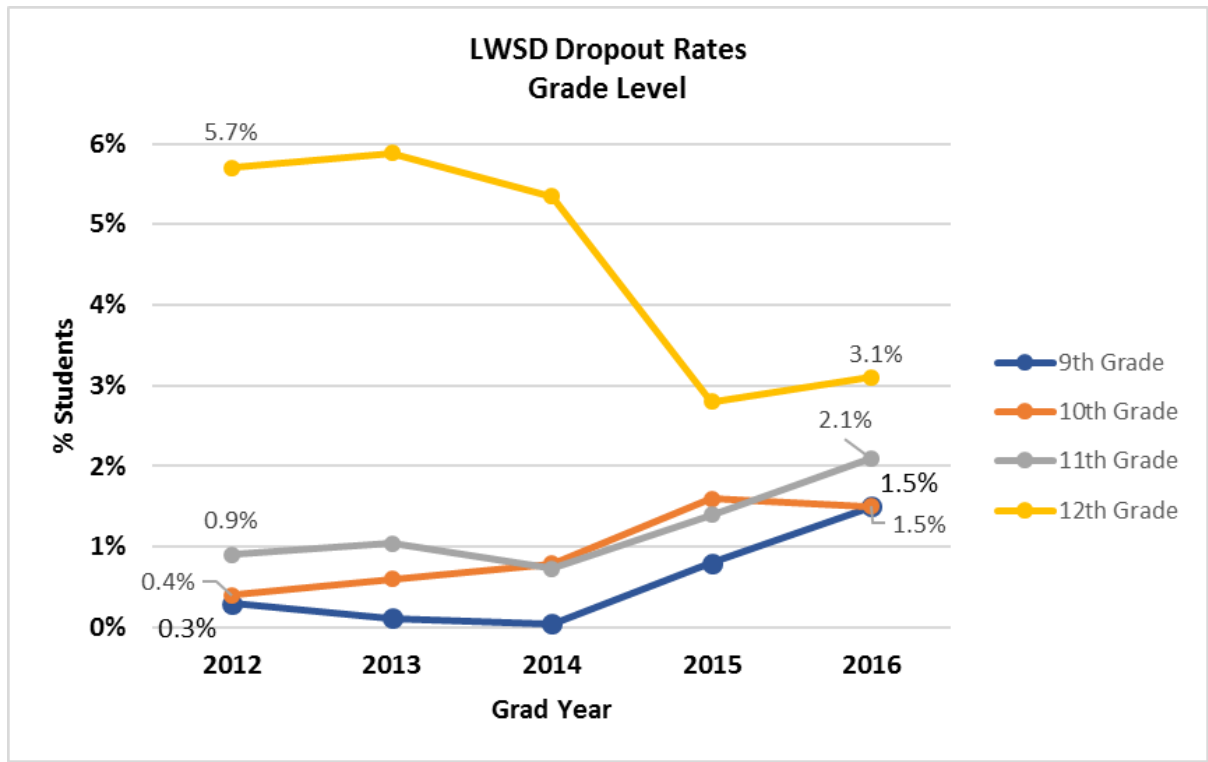
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Annual Dropout Percentage Rate

	2011-2012	2012-2013	2013-14	2014-15	2015-16
Grade 9	0.3%	0.1%	0.1%	0.8%	1.5%
Grade 10	0.4%	0.6%	0.8%	1.6%	1.5%
Grade 11	0.9%	1.0%	0.7%	1.4%	2.1%
Grade 12	5.7%	5.9%	5.4%	2.8%	3.1%
Overall Rate	7.0%	5.3%	5.1%	3.9%	4.6%

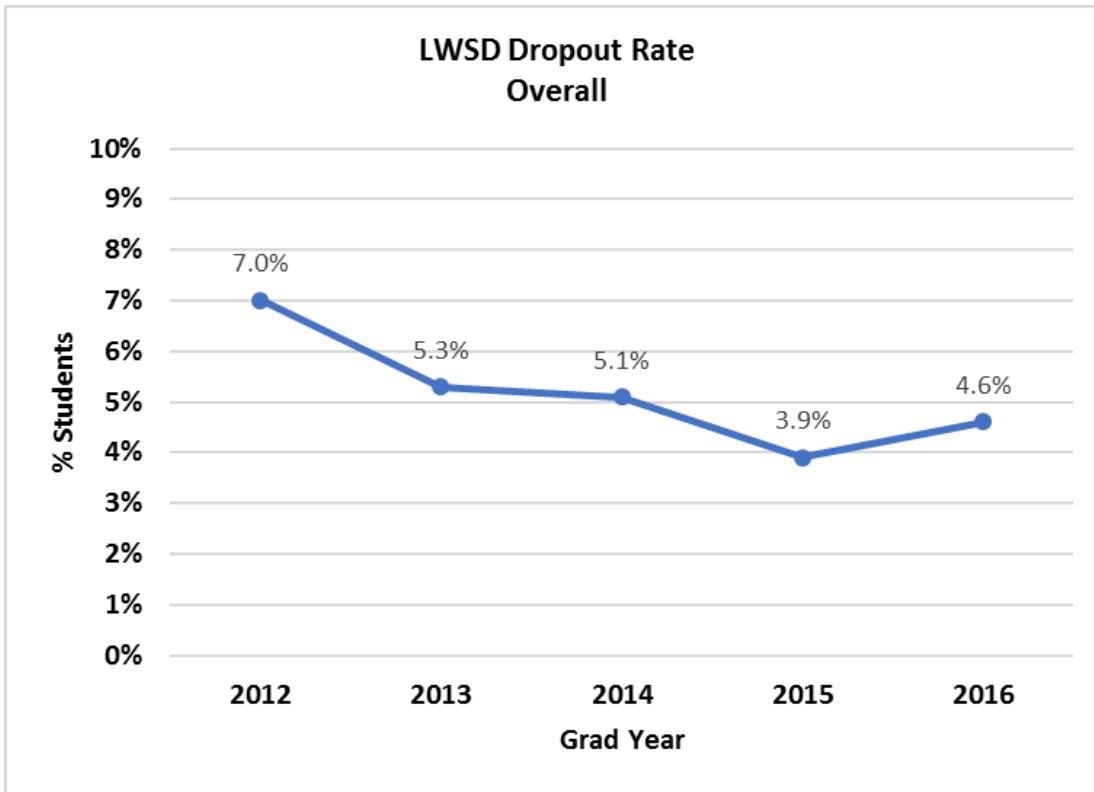
Data Source: OSPI Data and Reports: Dropout and Graduation Reports <<http://www.k12.wa.us/DataAdmin/Dropout-Grad.aspx>>.



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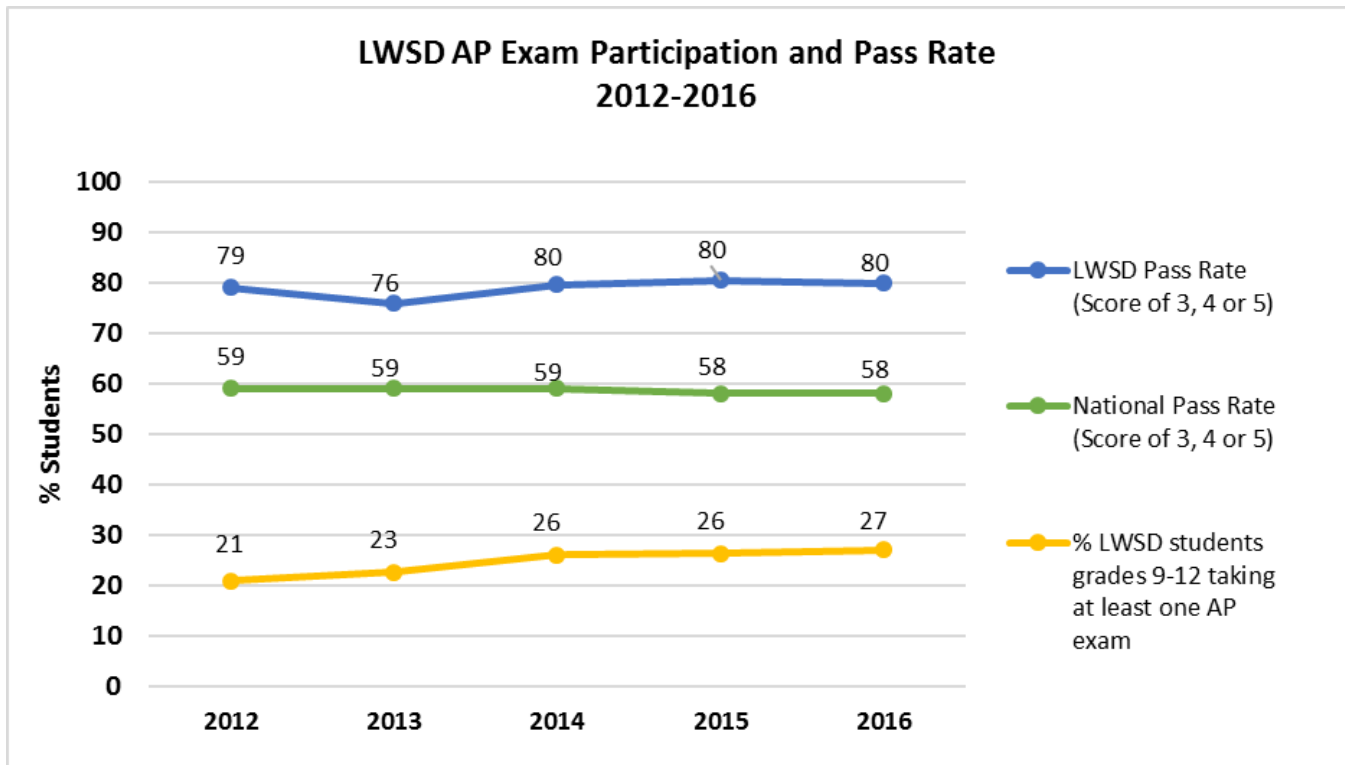
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AP® Exam Pass Rate

	2011-12	2012-13	2013-14	2014-15	2015-16
Total Exams	2825	3087	3498	3758	3934
Students taking at least one exam	1432	1550	1785	1857	2041
% of students taking at least one AP® exam (grades 9-12)	21%	23%	26%	26%	27%
Pass % (3,4 or 5)	79%	76%	80%	80%	80%

Data Source: AP® District Summary by School (2012-2016), College Board. % of students taking exams is calculated by dividing the “Number of Individuals Taking Exams” by the number of the total number of students in grades 9-12 in that group. Grade 9-12 population calculated using CEDARS 5/1/year student enrollment (as of 3/20/17) 2012 N=6752, 2013 N=6804, 2014 N=6911, 2015 N=7087, 2016 N=7492



Data Source: AP® District Summary by School (2012-2016), College Board. % of students taking exams is calculated by dividing the “Number of Individuals Taking Exams” by the number of the total number of students in grades 9-12 in that group. Grade 9-12 population calculated using CEDARS 5/1/year student enrollment (as of 3/20/17) 2012 N=6752, 2013 N=6804, 2014 N=6911, 2015 N=7087, 2016 N=7492. National Pass Rate from Collegeboard AP® Data <<https://research.collegeboard.org/programs/ap/data>>.

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State High School Assessment Pass Rates

		ELA		Math	
		Class of 2015	Class of 2016	Class of 2015	Class of 2016
Passed via High School Proficiency Exam (HSPE) or End-of-Course (EOC) in Math		93.1%	77.3%	90.1%	76.0%
Passed via Smarter Balanced Assessment		0.1%	13.9%	0.1%	13.9%
Passed via Alternative Assessments:					
Special Education	Basic Score of “2”	0.6%	2.2%	2.2%	2.4%
	WAAS Portfolio / Exam	0.9%	1.4%	0.8%	1.3%
	Locally Determined Assessment	0.2%	0.6%	1.1%	0.5%
Other	Collection of Evidence	0.2%	0.6%	0.1%	0.5%
	SAT [®] /AP [®]	0.1%	0.6%	0.2%	0.8%
	Out-of-State Waiver	1.4%	0.8%	1.1%	0.7%
<i>Met State Assessment Requirement</i>		<i>96%</i>	<i>97%</i>	<i>96%</i>	<i>97%</i>
<i>Did Not Meet State Assessment Requirement</i>		<i>4%</i>	<i>3%</i>	<i>4%</i>	<i>3%</i>

Data Source: Washington State Report Card, OSPI, Graduation Progress Report, 2014-16. Students must meet specific criteria to be eligible to access an alternative assessment. Information on graduation alternatives found at: <<http://www.k12.wa.us/assessment/GraduationAlternatives/default.aspx>>.

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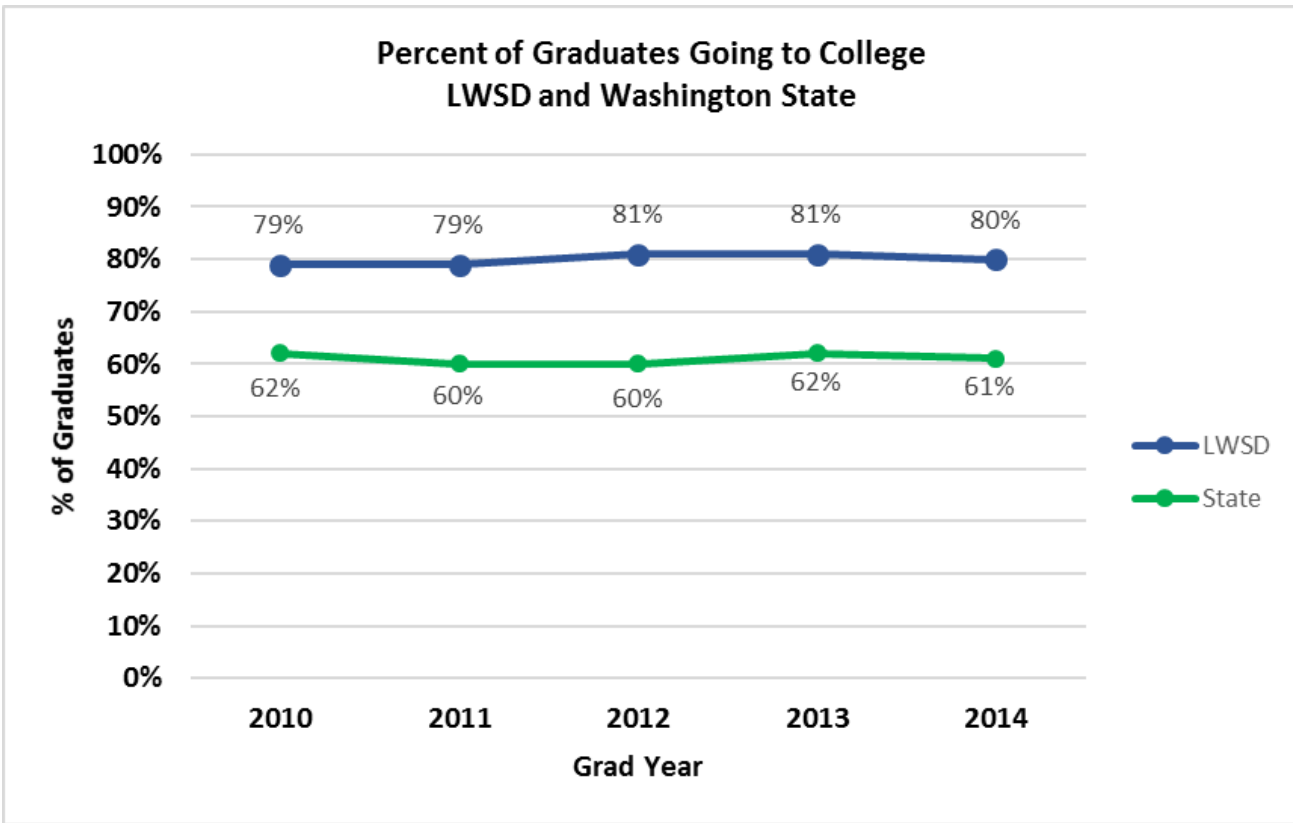
Evidence (continued)

Student Attendance by College Type

	2009-10	2010-11	2011-12	2012-13	2013-14
Number of graduates	1507	1529	1569	1418	1502
% going to college	79%	79%	81%	81%	80%
% of attendees at a 4 year public	50%	50%	50%	52%	53%
% of attendees at a 2 year public	32%	31%	31%	29%	29%
% of attendees at a 4 year private	18%	18%	19%	18%	17%
% of attendees at a 2 year private	<1%	<1%	<1%	<1%	<1%
Total Students Attending college	1191	1208	1271	1149	1202
% of graduating class attending a 4 year public	40%	40%	41%	42%	42%
% of graduating class attending a 2 year public	25%	24%	25%	23%	23%
% of graduating class attending a 4 year private	14%	14%	15%	15%	14%
% of graduating class attending a 2 year private	NA	NA	NA	NA	NA

Data Source: Education Research and Data Center (ERDC) High School Feedback Report, <<http://www.erdcddata.wa.gov/hsfb.aspx>>.

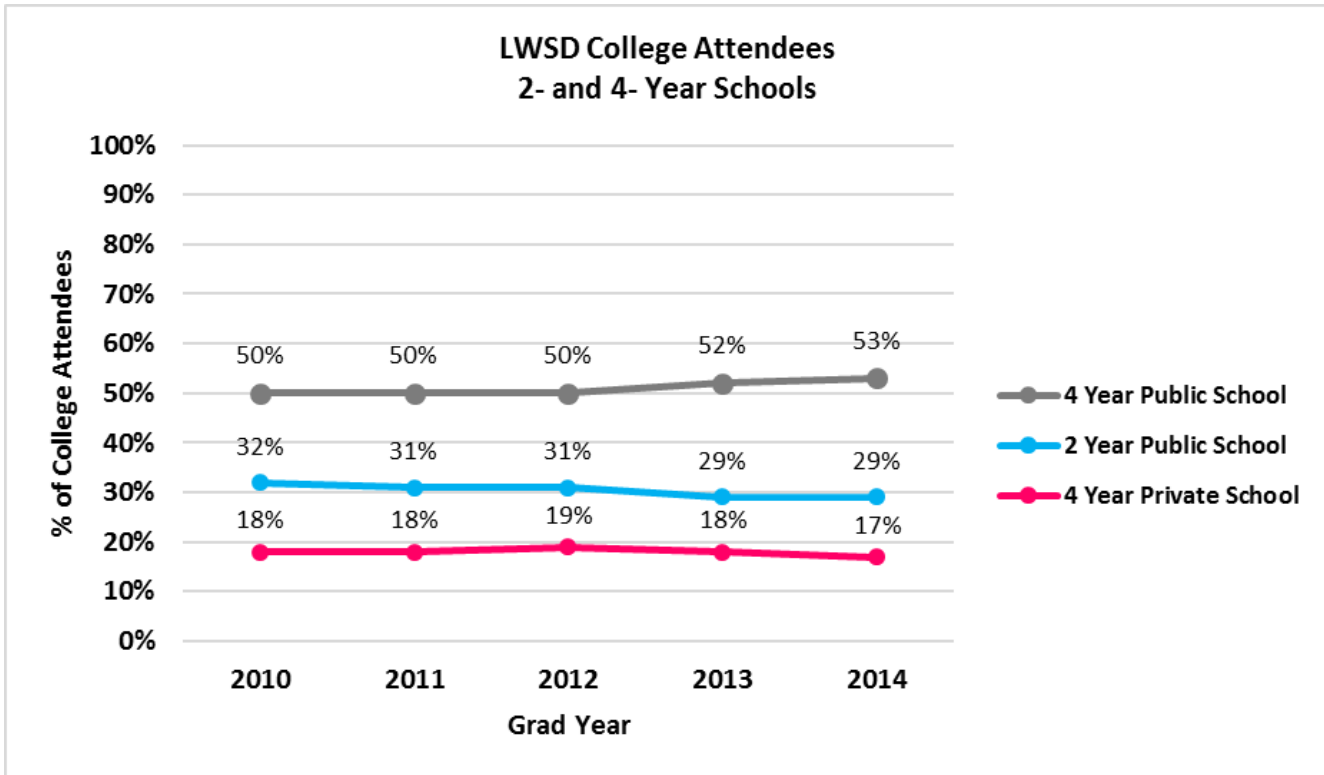
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Data Source: Education Research and Data Center (ERDC) High School Feedback Report, <<http://www.erdcdta.wa.gov/hsfb.aspx>>.

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Data Source: Education Research and Data Center (ERDC) High School Feedback Report, <http://www.erdcddata.wa.gov/hsfb.aspx>. Values are the percent of college attendees at that particular institution type.

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<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"> • Bellevue School District • Issaquah School District • Northshore School District 	<p>In Compliance</p>	
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Evidence

Student Performance Comparison: Lake Washington and Washington State

Indicator	Lake Washington	Washington State
<i>% on-time graduation rate</i>	91.3% <i>Class of 2016</i>	79.1% <i>Class of 2016</i>
<i>% extended graduation rate</i>	94.7% <i>Class of 2015</i>	81.9% <i>Class of 2015</i>
<i>% of 9th-12th grade students enrolled in a dual credit college-level course</i>	69%	57%
<i>% of graduates enrolling in post-secondary institution within 2 years of graduation</i>	80% <i>Class of 2014</i>	61% <i>Class of 2014</i>

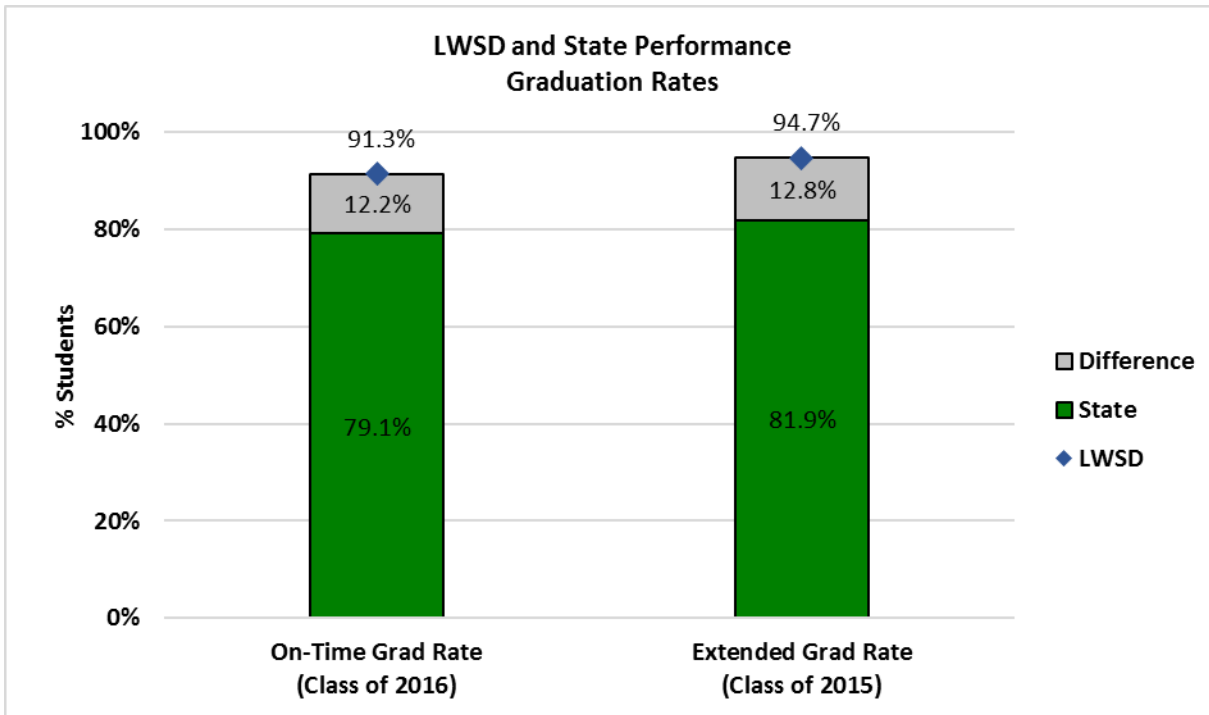
Data Source – Graduation Rates: OSPI Data and Reports, Graduation Rate Analytics, <<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years.

Data Source – Dual Credit: OSPI K-12 Data and Reports, Dual Credit Analytics <<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DualCredit.aspx>>.

Data Source – Post-Secondary: Education Research and Data Center (ERDC) High School Feedback Report, <<http://www.erdcddata.wa.gov/hsfb.aspx>>.

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Data Source: OSPI Data and Reports, Graduation Rate Analytics,

<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years.

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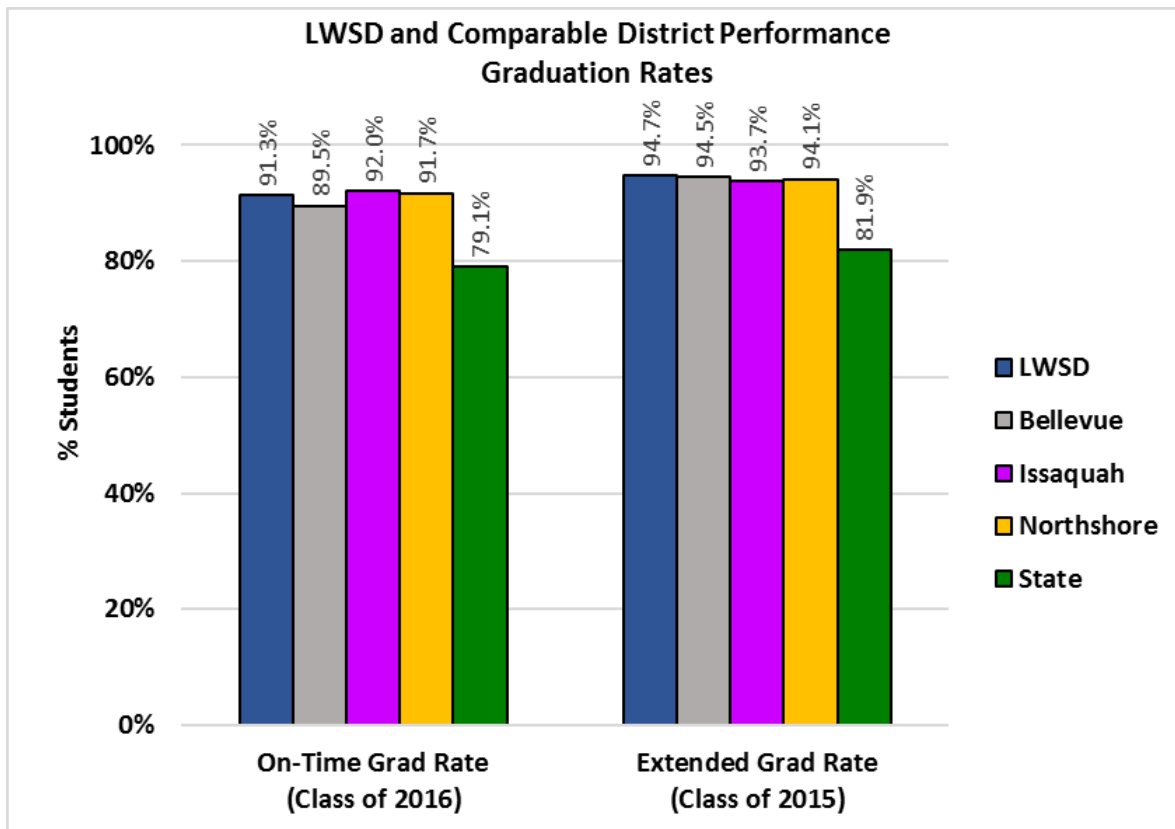
Student Performance Comparison: Lake Washington and Comparable Districts

Indicator	Lake Washington	Bellevue	Issaquah	Northshore
% on-time graduation rate	91.3% <i>Class of 2016</i>	89.5% <i>Class of 2016</i>	92.0% <i>Class of 2016</i>	91.7% <i>Class of 2016</i>
% extended graduation rate	94.7% <i>Class of 2015</i>	94.5% <i>Class of 2015</i>	93.7% <i>Class of 2015</i>	94.1% <i>Class of 2015</i>
% of 9 th -12 th grade students enrolled in a dual credit college-level course	69%	86%	70%	56%
% of graduates enrolling in post-secondary institution within 2 years of graduation	80% <i>Class of 2014</i>	83% <i>Class of 2014</i>	84% <i>Class of 2014</i>	78% <i>Class of 2014</i>

Data Source – Graduation Rates: OSPI Data and Reports, Graduation Rate Analytics, <<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years.

Data Source – Dual Credit: OSPI K-12 Data and Reports, Dual Credit Analytics <<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DualCredit.aspx>>.

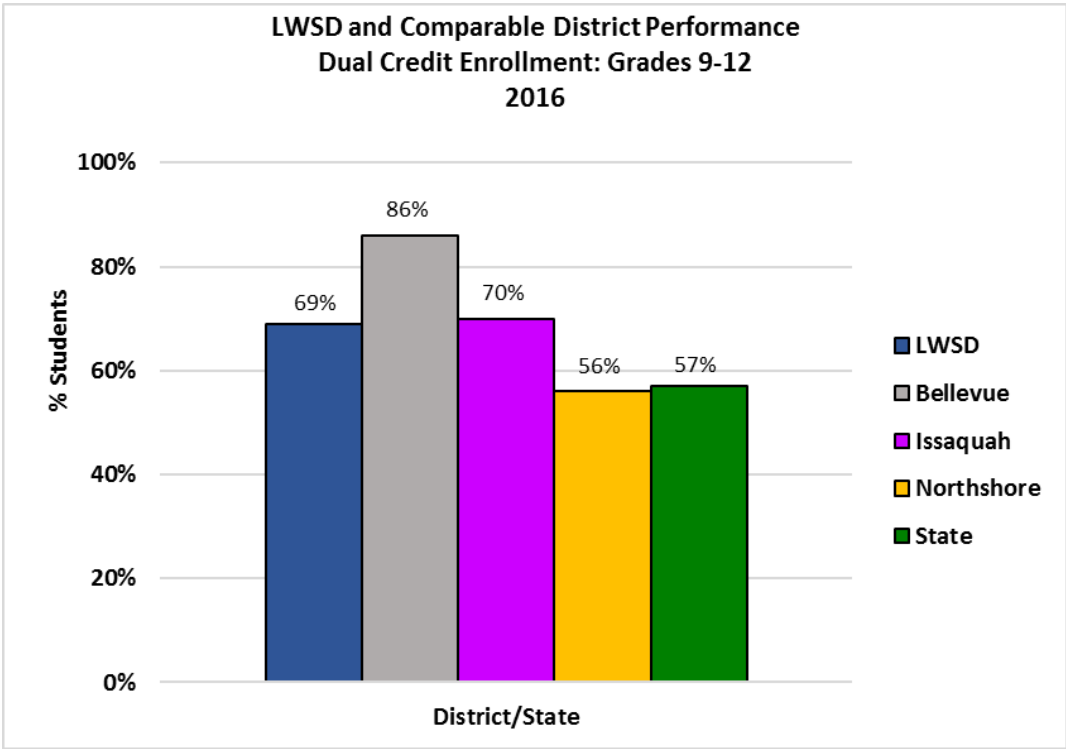
Data Source – Post-Secondary: Education Research and Data Center (ERDC) High School Feedback Report, <<http://www.erdcddata.wa.gov/hsfb.aspx>>.



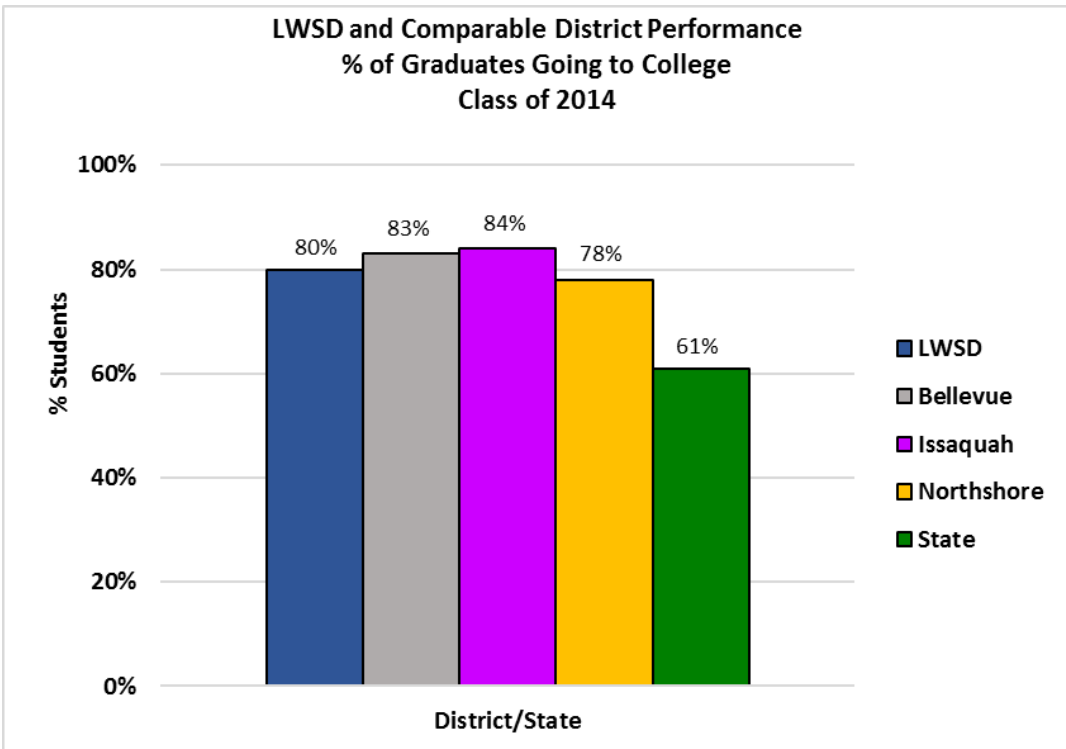
Data Source: OSPI Data and Reports, Graduation Rate Analytics, <<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years.

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Data Source – Dual Credit: OSPI K-12 Data and Reports, Dual Credit Analytics
<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DualCredit.aspx>>.



Data Source – Post-Secondary: Education Research and Data Center (ERDC) High School Feedback Report,
<<http://www.erdcddata.wa.gov/hfb.aspx>>.

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

In
Compliance



Evidence

Student Performance Progress Trend Comparison

Indicator	Lake Washington				4 Year Progress Trend
	2013	2014	2015	2016	
% on-time graduation rate	88.6% <i>Class of 2013</i>	90.2% <i>Class of 2014</i>	92.3% <i>Class of 2015</i>	91.3% <i>Class of 2016</i>	↑
% extended graduation rate	91.7% <i>Class of 2012</i>	92.5% <i>Class of 2013</i>	93.4% <i>Class of 2014</i>	94.7% <i>Class of 2015</i>	↑
% of 9 th -12 th grade students enrolled in a dual credit college-level course	---	64%	64%	69%	↑
% of graduates enrolling in post-secondary institution within 2 years of graduation	79% <i>Class of 2011</i>	81% <i>Class of 2012</i>	81% <i>Class of 2013</i>	80% <i>Class of 2014</i>	↔
Indicator	Bellevue				4 Year Progress Trend
	2013	2014	2015	2016	
% on-time graduation rate	82.4% <i>Class of 2013</i>	88.3% <i>Class of 2014</i>	90.4% <i>Class of 2015</i>	89.5% <i>Class of 2016</i>	↑
% extended graduation rate	83.2% <i>Class of 2012</i>	84.2% <i>Class of 2013</i>	94.9% <i>Class of 2014</i>	94.5% <i>Class of 2015</i>	↑
% of 9 th -12 th grade students enrolled in a dual credit college-level course	---	83%	84%	86%	↑
% of graduates enrolling in post-secondary institution within 2 years of graduation	80% <i>Class of 2011</i>	83% <i>Class of 2012</i>	84% <i>Class of 2013</i>	83% <i>Class of 2014</i>	↑
Indicator	Issaquah				4 Year Progress Trend
	2013	2014	2015	2016	
% on-time graduation rate	91.7% <i>Class of 2013</i>	90.4% <i>Class of 2014</i>	92.0% <i>Class of 2015</i>	92.0% <i>Class of 2016</i>	↔
% extended graduation rate	93.1% <i>Class of 2012</i>	93.1% <i>Class of 2013</i>	93.4% <i>Class of 2014</i>	93.7% <i>Class of 2015</i>	↔
% of 9 th -12 th grade students enrolled in a dual credit college-level course	---	65%	64%	70%	↑
% of graduates enrolling in post-secondary institution within 2 years of graduation	82% <i>Class of 2011</i>	83% <i>Class of 2012</i>	86% <i>Class of 2013</i>	84% <i>Class of 2014</i>	↔
Indicator	Northshore				4 Year Progress Trend
	2013	2014	2015	2016	
% on-time graduation rate	89.4% <i>Class of 2013</i>	89.2% <i>Class of 2014</i>	90.8% <i>Class of 2015</i>	91.7% <i>Class of 2016</i>	↑
% extended graduation rate	93.1% <i>Class of 2012</i>	92.0% <i>Class of 2013</i>	93.3% <i>Class of 2014</i>	94.1% <i>Class of 2015</i>	↔
% of 9 th -12 th grade students enrolled in a dual credit college-level course	---	54%	58%	56%	↔
% of graduates enrolling in post-secondary institution within 2 years of graduation	76% <i>Class of 2011</i>	76% <i>Class of 2012</i>	77% <i>Class of 2013</i>	78% <i>Class of 2014</i>	↔

Data Source – Graduation Rates: OSPI Data and Reports, Graduation Rate Analytics,

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years.

ER- 1 Mission and Vision

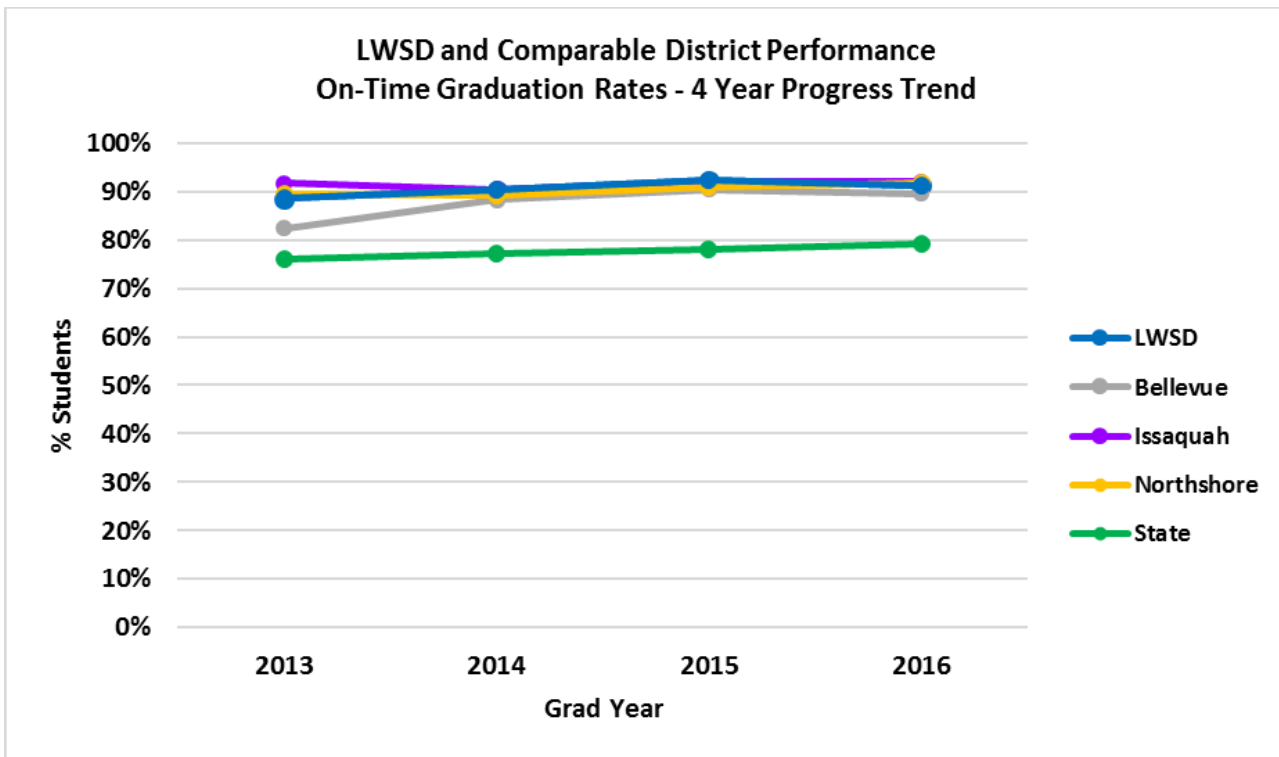
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Data Source – Dual Credit: OSPI K-12 Data and Reports, Dual Credit Analytics

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Data Source – Post-Secondary: Education Research and Data Center (ERDC) High School Feedback Report,

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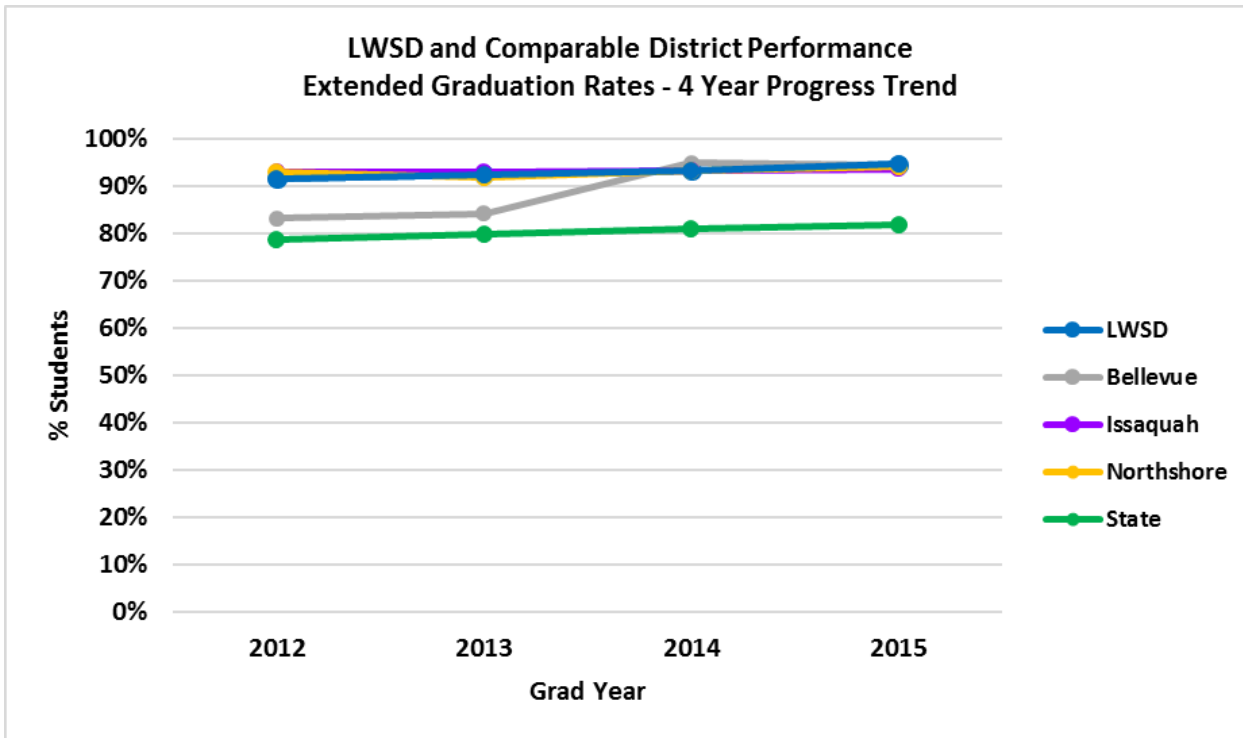


Data Source: OSPI Data and Reports, Graduation Rate Analytics,

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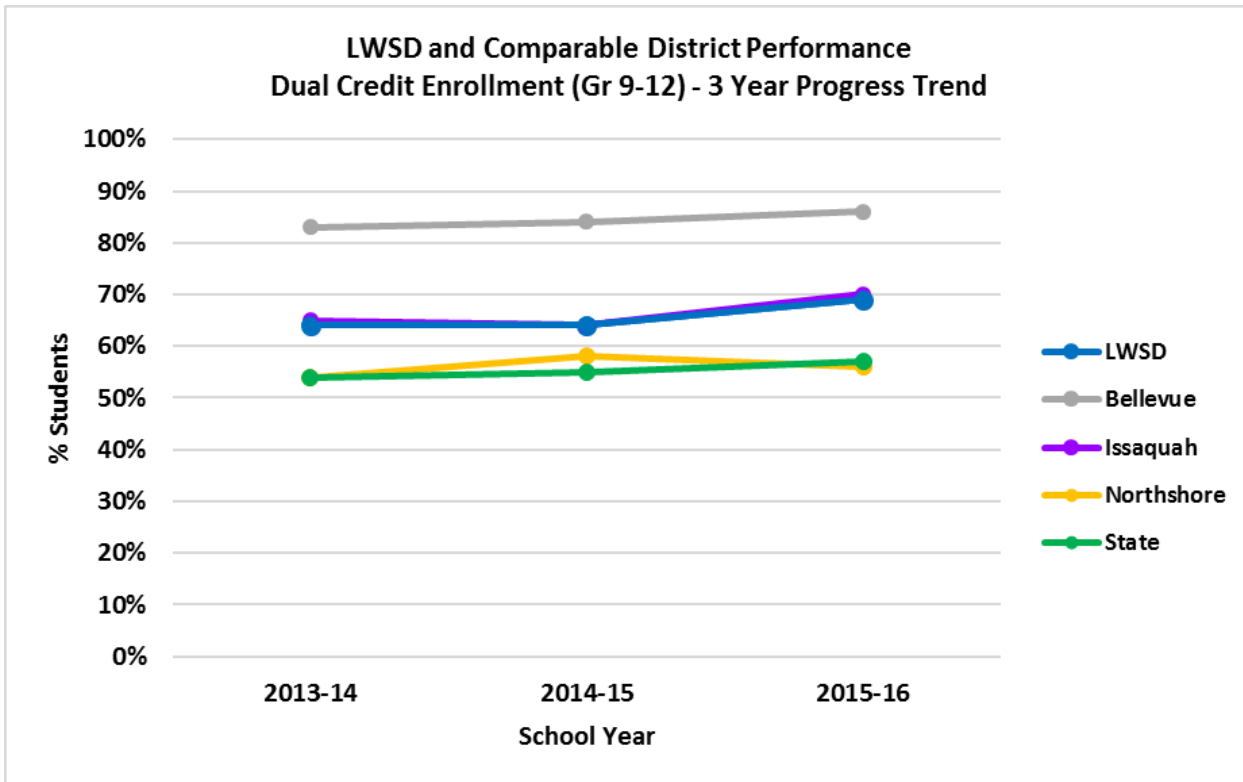


Data Source: OSPI Data and Reports, Graduation Rate Analytics,

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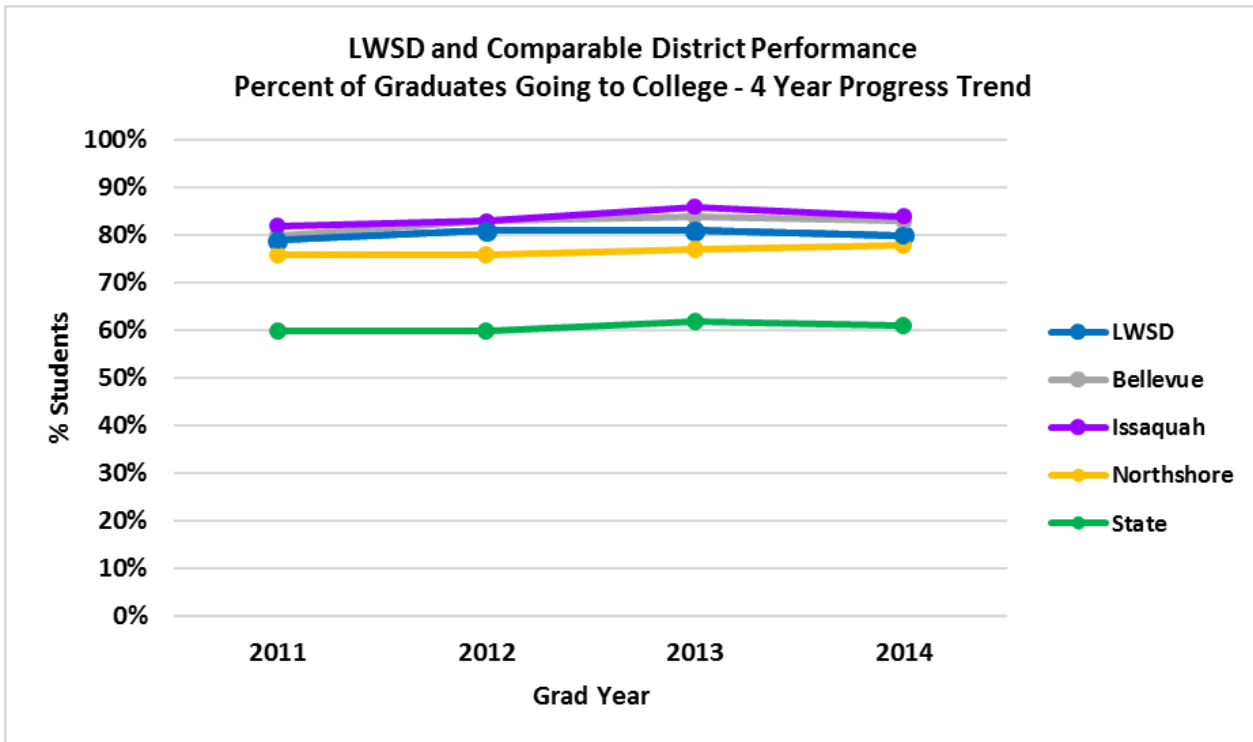


Data Source – Dual Credit: OSPI K-12 Data and Reports, Dual Credit Analytics

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Data Source – Post-Secondary: Education Research and Data Center (ERDC) High School Feedback Report, <http://www.erdcdta.wa.gov/hsfb.aspx>

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

In Compliance



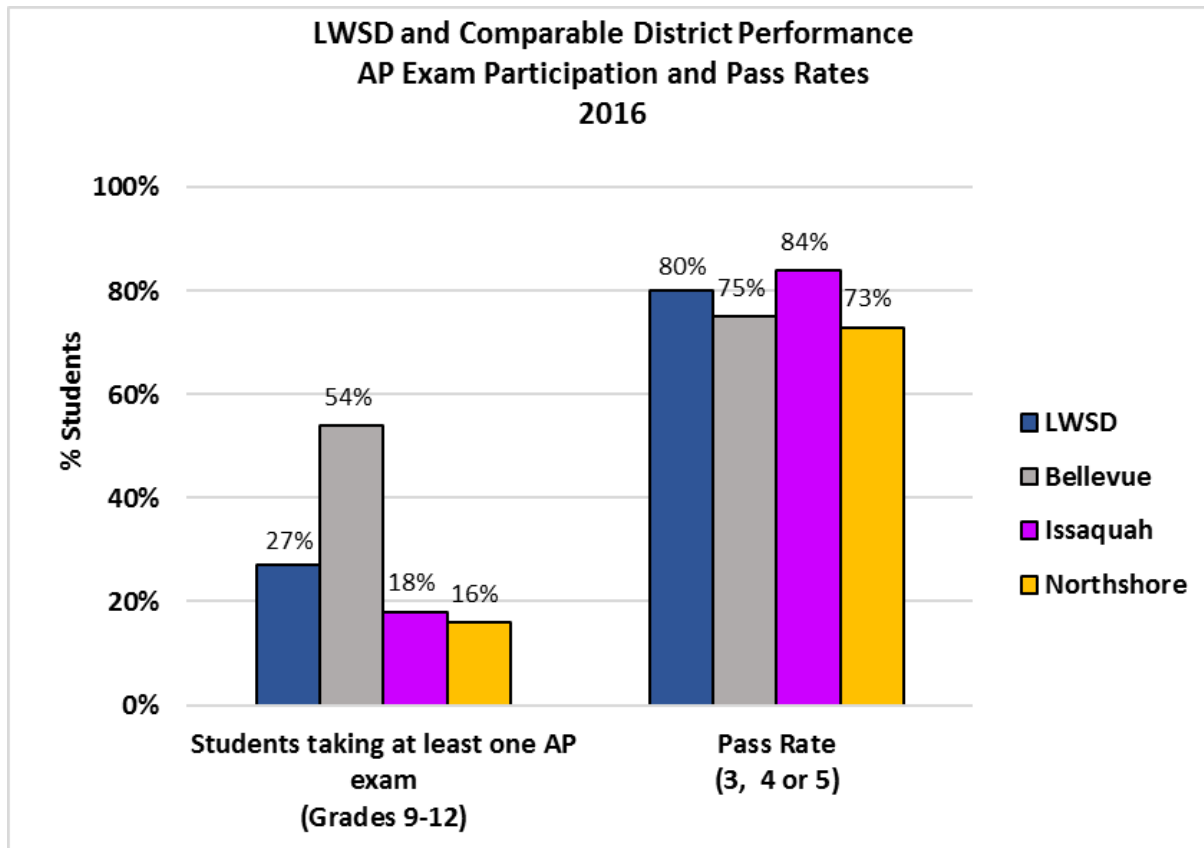
Evidence

AP® Exam Pass Rate

Student Performance Comparison: Lake Washington and Comparable Districts

2016 AP® Exam	Lake Washington	Bellevue	Issaquah	Northshore
% of students taking at least one AP exam (grades 9-12)	27%	54%	18%	16%
Pass % (3,4, or 5)	80%	75%	84%	73%

Data Source: AP® Summary by District (2016), available at OSPI Advanced Placement Website <<http://www.k12.wa.us/AdvancedPlacement/trenddata.aspx>>. % of students taking at least one AP exams for comparative districts determined by dividing the exam takers from the AP report by the total 9-12 grade population from the OSPI Data Analytics for Dual Credit.



Data Source: AP® Summary by District (2016), available at OSPI Advanced Placement Website <<http://www.k12.wa.us/AdvancedPlacement/trenddata.aspx>>. % of students taking at least one AP exams for comparative districts determined by dividing the exam takers from the AP report by the total 9-12 grade population from the OSPI Data Analytics for Dual Credit.

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4. Monitor and assure that achievement/opportunity gaps are closing between non-low income and low-income students	In Compliance	◀ ▶
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Evidence

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

Indicator	Non-Low Income	Low-Income	Performance Gap
% on-time graduation rate	94.3% <i>Class of 2016</i>	79.2% <i>Class of 2016</i>	15.1% <i>Class of 2016</i>
% extended graduation rate	96.6% <i>Class of 2015</i>	85.3% <i>Class of 2015</i>	11.3% <i>Class of 2015</i>
% of 9 th -12 th grade students enrolled in a dual credit college-level course	71%	56%	15%
% of graduates enrolling in post-secondary institution within 2 years of graduation	83% <i>Class of 2014</i>	61% <i>Class of 2014</i>	22%

Data Source: OSPI K-12 Data and Reports, Graduation Rate Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years. Class of 2016 Non-Low Income n=1398, Low Income n=346. Class of 2015 Non-Low Income n=1326, Low Income n=265.

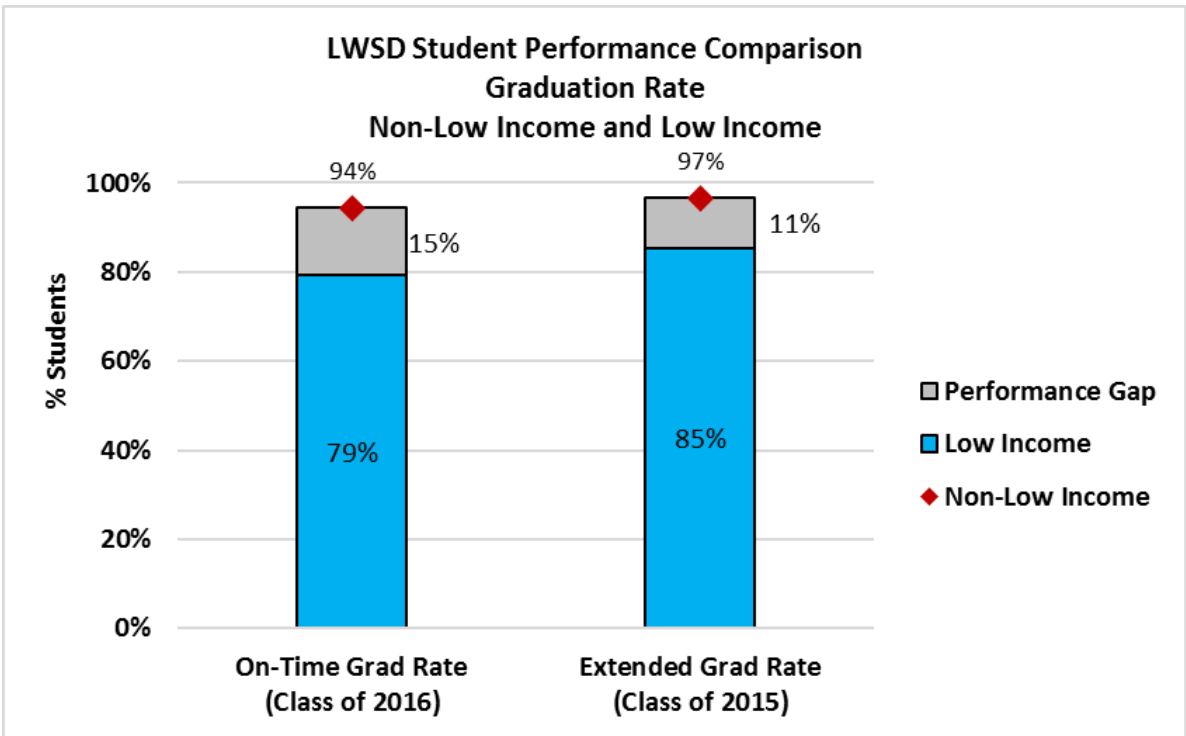
Data Source – Dual Credit: OSPI K-12 Data and Reports, Dual Credit Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DualCredit.aspx>>. Gr 9-12 Non-Low Income n=6505, Gr 9-12 Low Income n=1159.

Data Source – Post-Secondary: Education Research and Data Center (ERDC) High School Feedback Report,

<<http://www.erdcddata.wa.gov/hfsb.aspx>>

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



Data Source: OSPI K-12 Data and Reports, Graduation Rate Analytics
 <<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years.

ER- 1 Mission and Vision

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

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

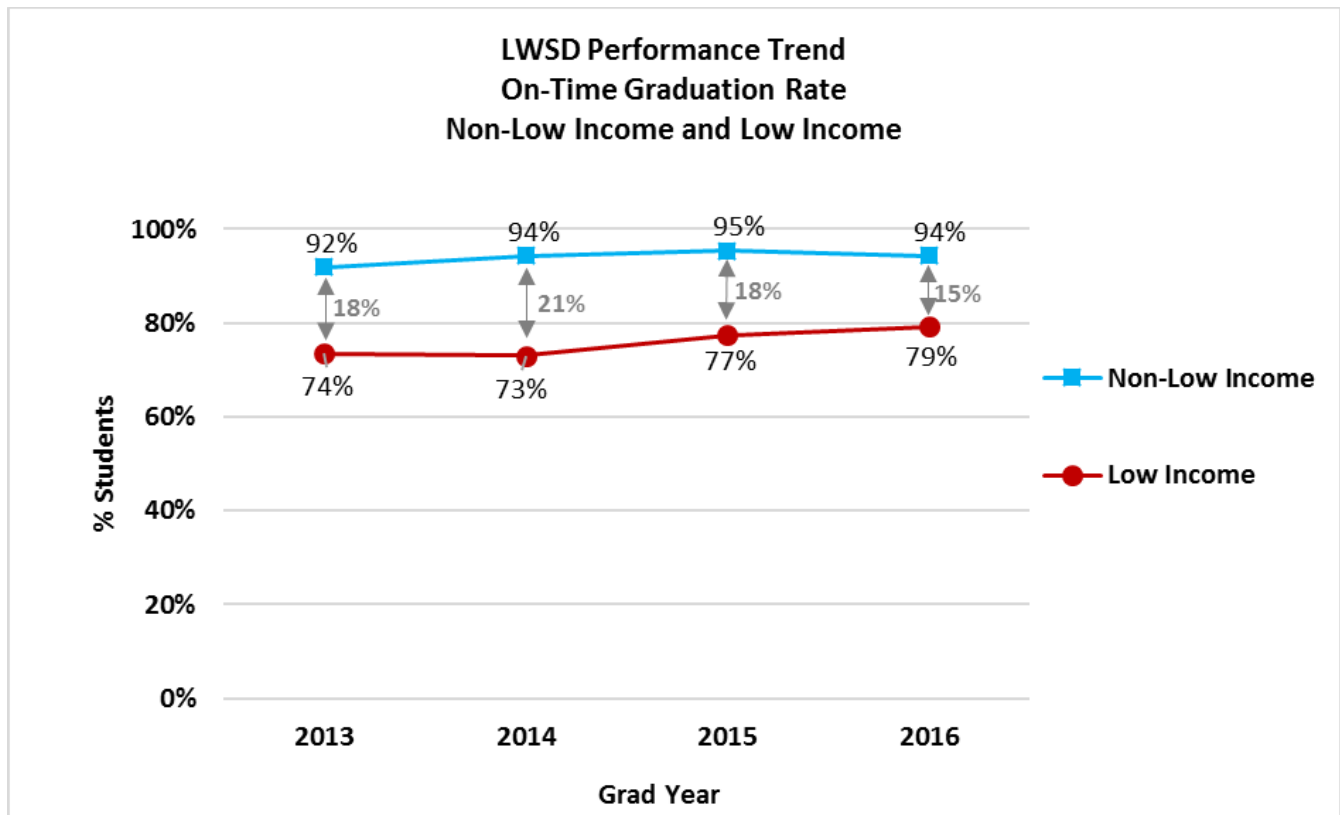
Indicator	Non-Low Income				Low-Income				Performance Gap Progress Trend
	2013	2014	2015	2016	2013	2014	2015	2016	
% on-time graduation rate	91.9% <i>Class of 2013</i>	94.3% <i>Class of 2014</i>	95.3% <i>Class of 2015</i>	94.3% <i>Class of 2016</i>	73.5% <i>Class of 2013</i>	73.0% <i>Class of 2014</i>	77.4% <i>Class of 2015</i>	79.2% <i>Class of 2016</i>	↓
% extended graduation rate	94.0% <i>Class of 2012</i>	94.6% <i>Class of 2013</i>	96.3% <i>Class of 2014</i>	96.6% <i>Class of 2015</i>	79.5% <i>Class of 2012</i>	83.2% <i>Class of 2013</i>	80.8% <i>Class of 2014</i>	85.3% <i>Class of 2015</i>	↓
% of 9 th -12 th grade students enrolled in a dual credit college-level course	--	66%	66%	71%	--	49%	51%	56%	↔

Data Source: OSPI K-12 Data and Reports, Graduation Rate Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years.

Data Source – Dual Credit: OSPI K-12 Data and Reports, Dual Credit Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DualCredit.aspx>>. Data for 2013 not available.

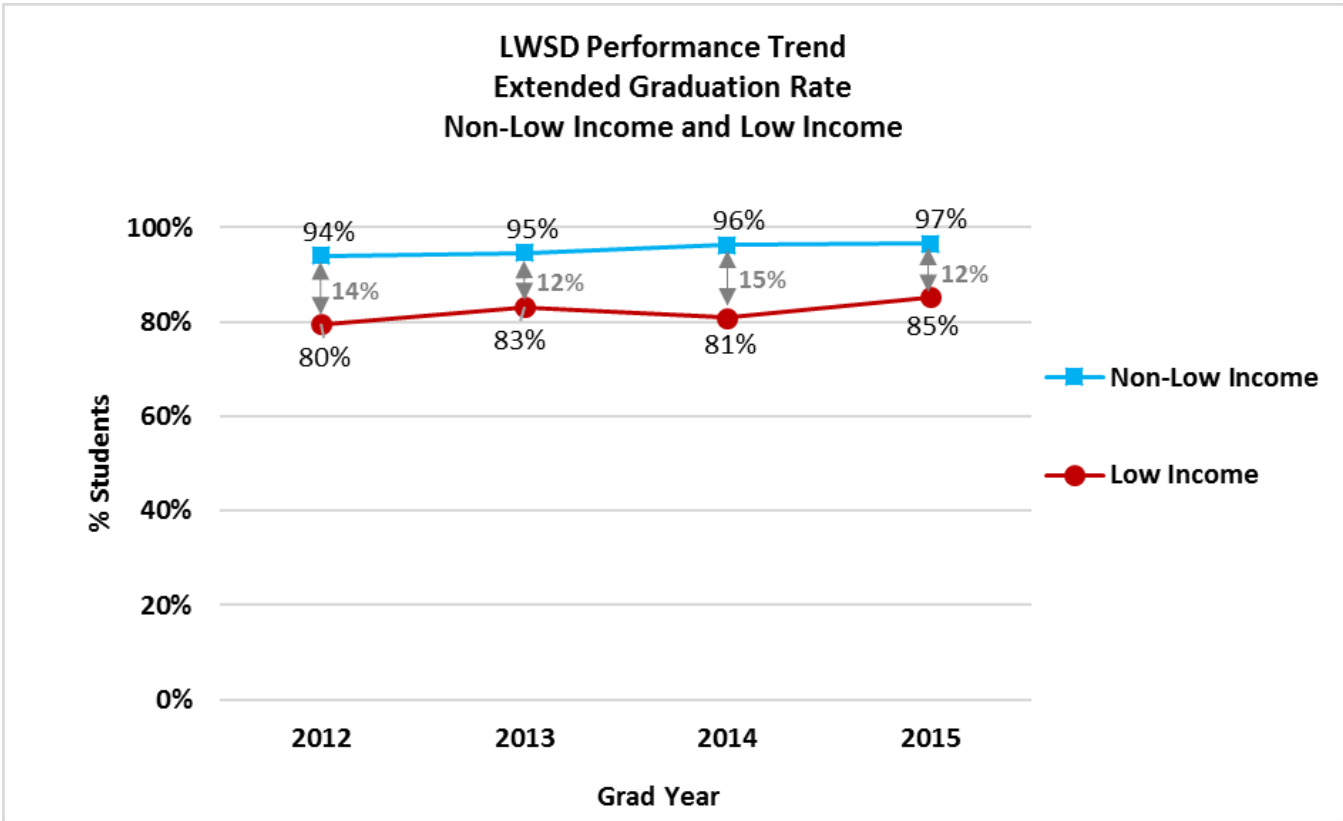


Data Source: OSPI K-12 Data and Reports, Graduation Rate Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years

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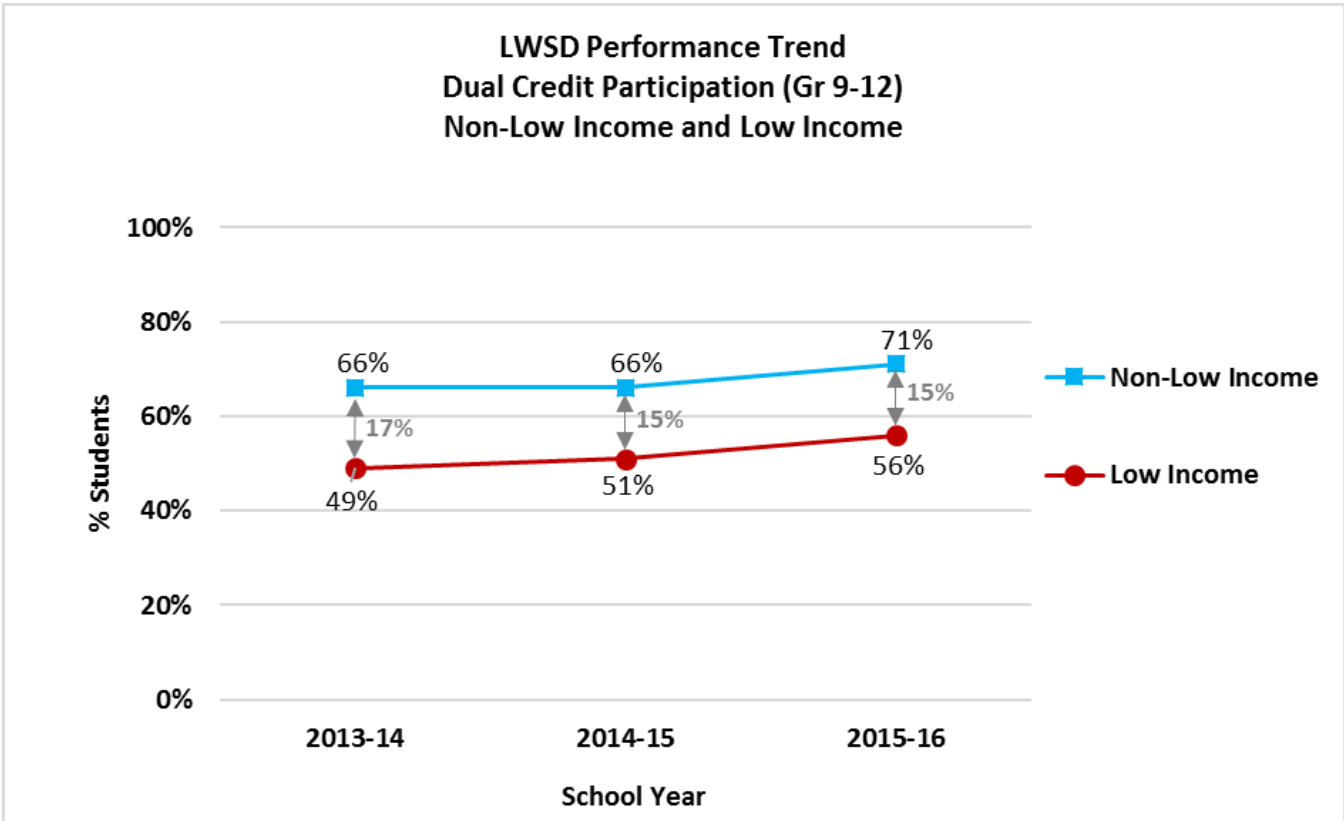
End Result: The CEO shall assure organization efforts focus on the accomplishment of the district’s mission and vision.



Data Source: OSPI K-12 Data and Reports, Graduation Rate Analytics
<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. Extended graduation rate is the percent of the cohort that graduates in five years.

ER- 1 Mission and Vision

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



Data Source – Dual Credit: OSPI K-12 Data and Reports, Dual Credit Analytics
<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DualCredit.aspx>>. Data for 2013 not available.

ER- 1 Mission and Vision

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

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
<i>% on-time graduation rate</i>	93.7% <i>Class of 2016</i>	76.3% <i>Class of 2016</i>	17.4% <i>Class of 2016</i>
<i>% extended graduation rate</i>	97.6% <i>Class of 2015</i>	74.6% <i>Class of 2015</i>	23.0% <i>Class of 2015</i>
<i>% of 9th-12th grade students enrolled in a dual credit college-level course</i>	72%	48%	24%

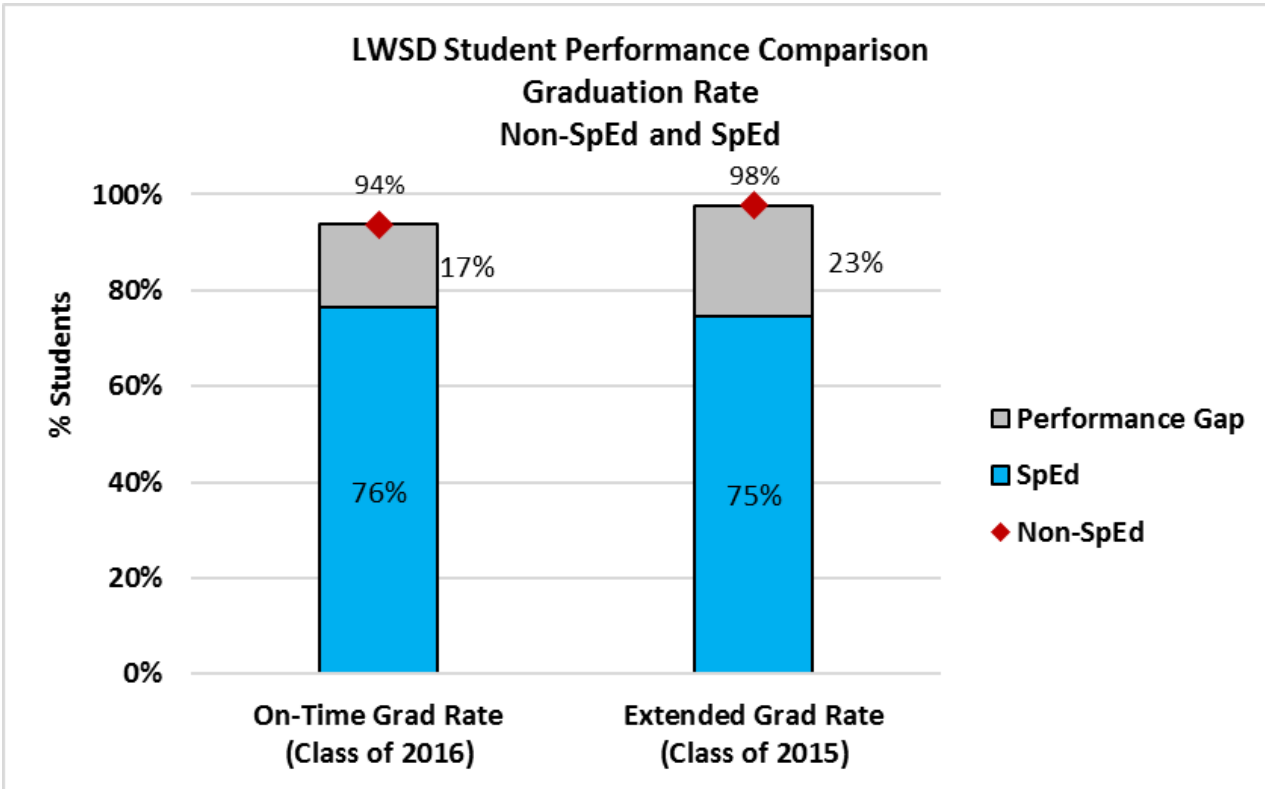
Data Source: OSPI K-12 Data and Reports, Graduation Rate Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years. Class of 2016 Non-Sped n=1499, SpEd n=245. Class of 2015 Non-Sped n=1390, SpEd n=201.

Data Source – Dual Credit: OSPI K-12 Data and Reports, Dual Credit Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DualCredit.aspx>>. Grade 9-12 Non-Sped n=6691, SpEd n= 973.

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



Data Source: OSPI K-12 Data and Reports, Graduation Rate Analytics
 <<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years. Class of 2016 Non-Sped n=1499, SpEd n=245. Class of 2015 Non-Sped n=1390, SpEd n=201.

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

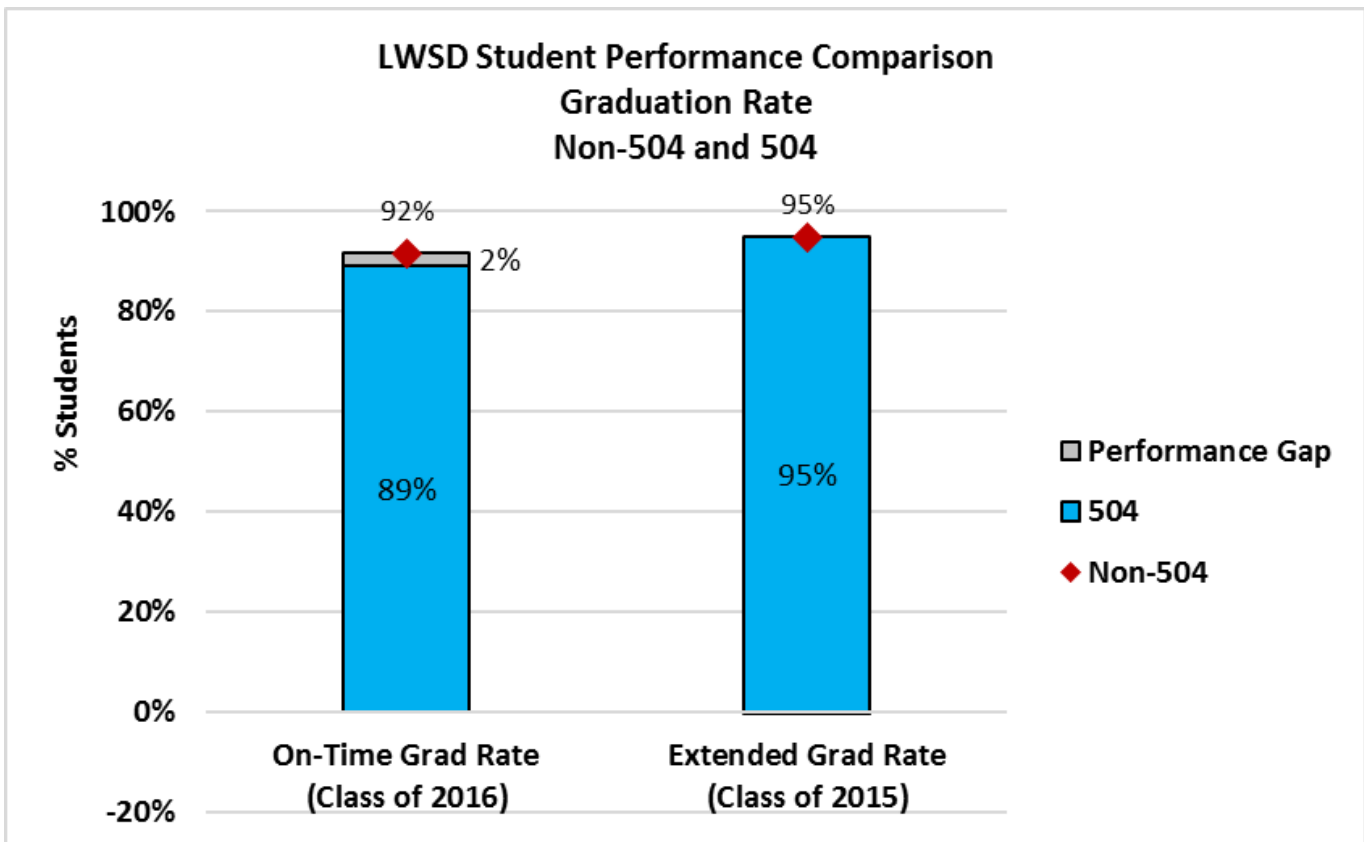
Section 504			
Indicator	Students Not Receiving 504 Supports	Students Receiving 504 Supports	Performance Gap
% on-time graduation rate	91.6% Class of 2016	89.2% Class of 2016	2.4% Class of 2016
% extended graduation rate	94.7% Class of 2015	94.9% Class of 2015	0.2% Class of 2015
% of 9 th -12 th grade students enrolled in a dual credit college-level course	69%	70%	1%

Data Source: OSPI K-12 Data and Reports, Graduation Rate Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years. Class of 2016 Non-504 n=1540, 504 n=204. Class of 2015 Non-504 n=1434, 504 n=157.

Data Source – Dual Credit: OSPI K-12 Data and Reports, Dual Credit Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DualCredit.aspx>>, Gr 9-12 Non-504 n=6998, 504 n= 666.



Data Source: OSPI K-12 Data and Reports, Graduation Rate Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years. Class of 2016 Non-504 n=1540, 504 n=204. Class of 2015 Non-504 n=1434, 504 n=157.

ER- 1 Mission and Vision

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

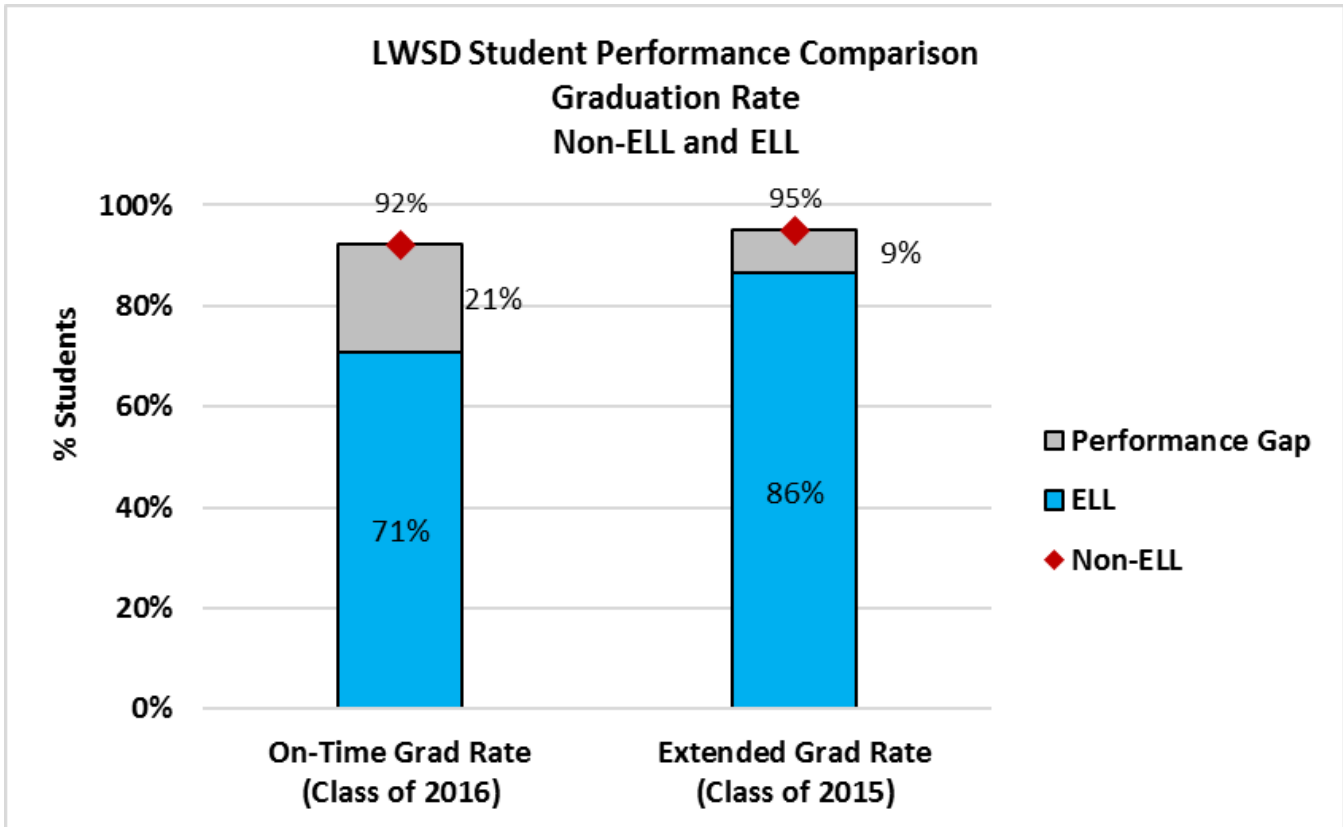
English Language Learners			
Indicator	Students Not Receiving ELL Supports	Students Receiving ELL Supports	Performance Gap
% on-time graduation rate	92.1% Class of 2016	70.8% Class of 2016	21.3% Class of 2016
% extended graduation rate	95.0% Class of 2015	86.4% Class of 2015	8.6% Class of 2015
% of 9 th -12 th grade students enrolled in a dual credit college-level course	70%	34%	36%

Data Source: OSPI K-12 Data and Reports, Graduation Rate Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years. Class of 2016 Non-ELL n=1679, ELL n=65. Class of 2015 Non-ELL n=1547, ELL n=44.

Data Source – Dual Credit: OSPI K-12 Data and Reports, Dual Credit Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DualCredit.aspx>>, Gr 9-12 Non-ELL n=7470, ELL n= 194.



Data Source: OSPI K-12 Data and Reports, Graduation Rate Analytics

<<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/GraduationRates.aspx>>. On-time graduation rate is the percent of the cohort that graduates in four years. Extended graduation rate is the percent of the cohort that graduates in five years. Class of 2016 Non-ELL n=1679, ELL n=65. Class of 2015 Non-ELL n=1547, ELL n=44.

ER- 1 Mission and Vision

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

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

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

- (o) LWSD special education students graduate at a rate significantly lower than non special education peers (p. 21).
 - (s) LWSD section 504 students graduate at a rate similar to non section 504 peers (p. 22).
 - (o) LWSD ELL students graduate at a rate significantly lower than non ELL peers (p. 23).
- development of the 18-21 year old students participating in the program.
 - From 2007-2013: conducted a curriculum audit and purchased materials in the areas of need:
 - Edge (reading)
 - Rewards (reading)
 - Edmark (reading)
 - Reasoning and Writing (literacy)
 - Envision and Focus Math (math)
 - Bridge to Algebra (math)
 - Connecting Math Concepts (math)
 - Think Social! (social skills)
 - Thinking about you Thinking about me (social skills)
 - Study Skills and Strategies (organization)
 - Functional Academics (functional skills)
 - We Can Stop Abuse (safety)

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

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:

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

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

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 April 24, 2017.

Traci Pierce, Superintendent