

## Board Assertion of Progress and Exceptions

May 7, 2018

### ER 1: Mission & Vision

Assertion of Progress, Exceptions with Evidence	<p>Reasonable progress has been made for the all student group, and some students groups, specifically:</p> <ul style="list-style-type: none"><li>- the on-time (4-year) graduation rate for all students is strong at 93.3% and has increased 4.8% in 5-years; LWSD ranks 1<sup>st</sup> for similar schools of this size; all subgroups demonstrated a positive 5-year trend (ranging from 2.2% to 13.5%)</li><li>- Dual-credit enrollment (which incorporates all the different ways that student may earn college credit in high school) is 88.5% and demonstrates a positive 5-year trend for all student groups.</li><li>- Post-secondary enrollment within 2 years of graduation for all students is at 83.7% and increased in majority of student groups.</li></ul> <p>Exceptions to reasonable progress include</p> <ul style="list-style-type: none"><li>- In all student subgroups, the achievement gap continues to exist</li><li>- Overall achievement has opportunity for improvement in relation to ranking, specifically in certain student sub-groups.</li></ul>
Focus/Priority Moving Forward	<ol style="list-style-type: none"><li>1) Continue to work with addressing the disparities between all subgroups while increasing the overall % achieved. Programs such as College Bound, 18 to 21 Transition Program and the District Equity Team support this work from a system-wide perspective.</li><li>2) Continue work to support data analytical ability at all levels of the organization. Understanding how to use data to inform actions is vital to address these more complex challenges. Ensure that schools understand the overall goals and establish impactful targets to improve student outcomes as related to the school's environment.</li><li>3) The 5-year graduation rate has not increased consistently and there appears to be some opportunity there to strengthen that piece. Knowing that graduating from high school is an important step for success, need to evaluate ways in which to serve students to better achieve that goal.</li><li>4) Specific interventions that strengthen students access to dual credit courses. Evaluate and mitigate barriers that might be limiting participation, ie. cost, pre-requisites, not being asked, needing additional supports. As more students take dual credit courses, need to consider if there are additional supports required for students taking college-credit bearing courses in high school in order to have a higher success in earning a "B". Low-income demonstrates a flat trend and 1/3 are not succeeding. Success here would set them up for success later.</li></ol>

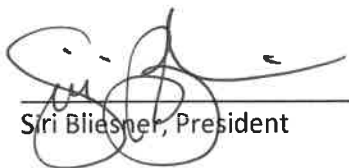
ER 1, Mission and Vision – Assertion of Progress and  
Exceptions Form  
Siri Bliesner

Presentation/ Report/ Indicators/ Comments	<p>Report/Presentation Overall:</p> <ul style="list-style-type: none"><li>- Excellent shift in report. “Reasonable Interpretation” made the report more useful and easier to understand and monitor at the Board level. Policy criteria explanations beneficial in understanding the evidence, breaking out into 3 sub-ends.</li><li>- Revise title of ER1 to reflect the concept, (i.e. Every Student Future Ready)</li></ul> <p>Feedback on Indicators</p> <ul style="list-style-type: none"><li>- Consider if students taking at least one AP Exam and passing is useful to monitor – since there are various programs, is this providing us information that is useful? with the variety of programs available, this is not necessarily required.</li><li>- This Ends Result defines Future Ready as: 1) Ready for College, 2) Ready for Global Workplace and 3) Ready for Personal Success. The reasonable interpretation defined the approach and evidence supported. Consider how to broaden this to include indicators that address aspects of the whole child. For next year, strengthen interpretation of “Ready for Personal Success” and “Global Workforce” by defining measure that consider “soft skills”, “exposure”, “experience” . These may be qualitative or from a survey.</li></ul>
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Board approved Superintendent’s Monitoring Report on the Ends Result 1: Mission and Vision policy dated April 16, 2018, recognizing the information is aligned with the Ends Policy and represented appropriate targets for outcomes. Further, this Monitoring Report demonstrates while there was not full achievement of the Ends Policy interpretation, the Board believes that the evidence demonstrates reasonable partial achievement toward the Ends Policy interpretation.

*May 7, 2018 Board Meeting  
Prepared by Siri Bliesner*

**Board Member Signatures:**

  
Siri Bliesner, President

  
Mark Stuart, Vice President

  
Chris Carlson, Director

  
Eric Laliberte, Director

  
Cassandra Sage, Director