

Every Student
Future Ready:

*Prepared for
College*

*Prepared for the
Global Workplace*

*Prepared for
Personal Success*



End Result (ER) 1: Mission and Vision

Mission and Vision

End Results specify the results that we want for our students and we expect them to know and be able to do

ER 1: Mission and Vision	ER 2: Content Knowledge	ER 3: Interdisciplinary Skills and Attributes
<p>Mission Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.</p> <p>Vision Every Student Future Ready:</p> <ul style="list-style-type: none">• <i>Prepared for College</i>• <i>Prepared for the Global Workplace</i>• <i>Prepared for Personal Success</i>	<ul style="list-style-type: none">• Literacy & Language• Mathematical & Scientific Reasoning• Social Studies• Information & Communication Technology• Culture & the Arts• Career Planning & Life Management	<ul style="list-style-type: none">• Academic Thinking Skills & Strategies• Communication & Collaboration Skills• Local & Global Citizenship Skills• Personal Attributes

End Result (ER) 1: Three “Sub Ends”

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- Graduates and Graduation Rates
- Enrollment in College-Level Coursework in High School
- Enrollment in a Post-Secondary Institution within Two Years of Graduation

Ends Policy Interpretation

- Policy criteria
- Observable conditions/Alignment to Ends
- Targets and Rationale
- Sufficient Evidence Toward Achievement and Rationale

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Graduates and Graduation Rates

Policy Interpretation:

Policy Criteria/ *Observable Conditions*/Alignment to Ends

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- “Graduates” are interpreted as students who have met graduation requirements for their assigned year.
- In order to graduate, students must:
 - ▣ Earn credit in all required areas, as mandated by the State Board of Education.
 - State graduation requirements are aligned to college entrance requirements.
 - ▣ Demonstrate proficiency for learning the state standards in English Language Arts and Mathematics. These standards provide clear and consistent learning goals to help prepare students for college, career and life. The standards are:
 - Research and evidence based
 - Clear, understandable, and consistent
 - Aligned with college and career expectations
 - Based on rigorous content and the application of knowledge through higher-order thinking skills
 - Informed by other top-performing countries to prepare all students for success in our global economy and society

Policy Interpretation:

Policy Criteria/ Observable Conditions/Alignment to Ends/Targets and Rationale

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- 100% on-time graduation rate
 - ▣ number of non-graduates with reasons and dropout rate, as measured by district data
- 100% extended graduation rate

Policy Interpretation:

Sufficient Evidence Toward Achievement and Rationale

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- 85% or more students are graduating; if student performance shows and improving three-year trend or no more than a two-percentage point decline three-year trend; and, if district rank is >11 (80th percentile of 49 school districts)

OR

- 71 – 84% of students are graduating and district rank is <5 (94th percentile of 49 school districts)

Policy Interpretation:

Sufficient Evidence Toward Achievement and Rationale

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- Given the high aspirational goal of 100% on-time and extended graduation rate, reasonable progress toward achievement of this End is a multi-year effort.
- Establishing criteria which includes percentage of students graduating by student group, comparable performance to other districts, and year-to-year improvement, provides sufficient evidence of reasonable progress toward achievement of the End.
- Any student group meeting partial achievement of the End provides evidence that full achievement of the End has not been accomplished.

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Monitoring Results

Monitoring Results

- The overall on-time graduation rate for the Class of 2017 is 93.3%.
- The All Students group shows positive trends and high rankings among the 49 largest school districts in the State of Washington.
- The district is ranked first in 4-year graduation rates and fourth in 5-year graduation rates among the 49 largest school districts in the State of Washington.

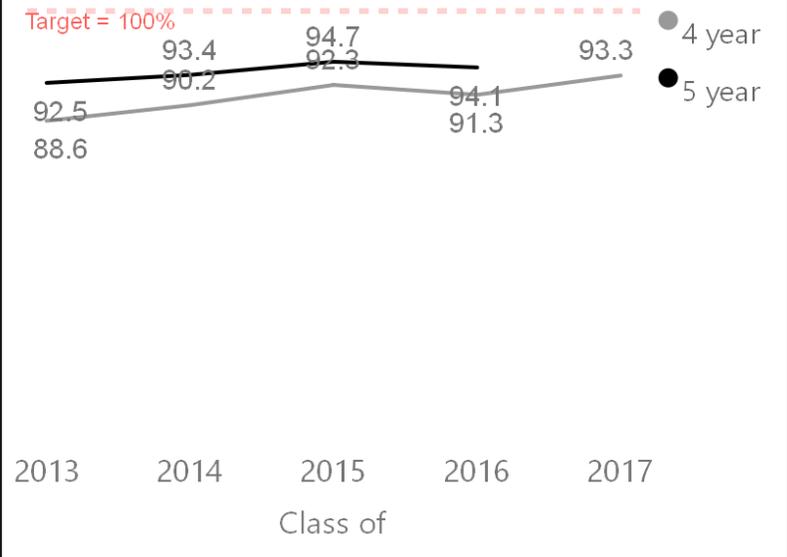
4-year Graduation Rates

Class of	Graduation Rate
2013	88.6
2014	90.2
2015	92.3
2016	91.3
2017	93.3

5-year Graduation Rates

Class of	Graduation Rate
2013	92.5
2014	93.4
2015	94.7
2016	94.1

4- and 5-year Graduation Rates



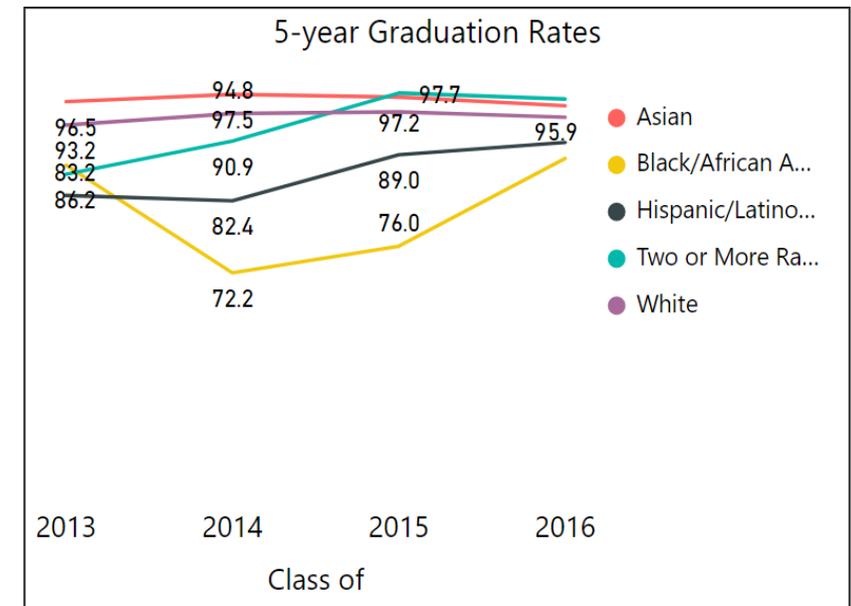
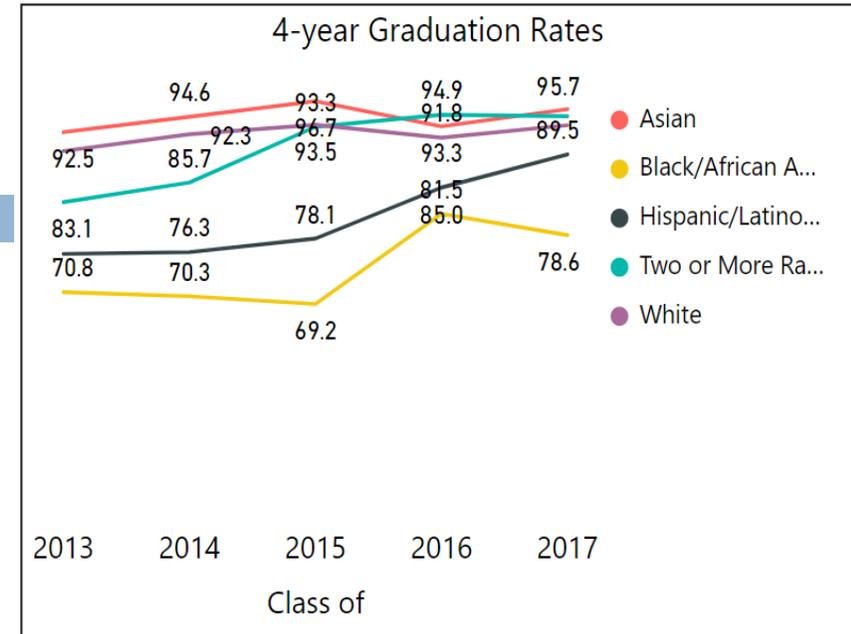
Monitoring Results

- Monitoring results show gaps when comparing performance of All students, Asian and White students to performance of Black/African American students and Hispanic/Latino students.
- Gaps are also present between students not receiving Special Education services and those who are receiving Special Education services, students who are not English Learners and those who are English Learners, and student from non-Low Income households and those who are from Low Income households.

Monitoring Results

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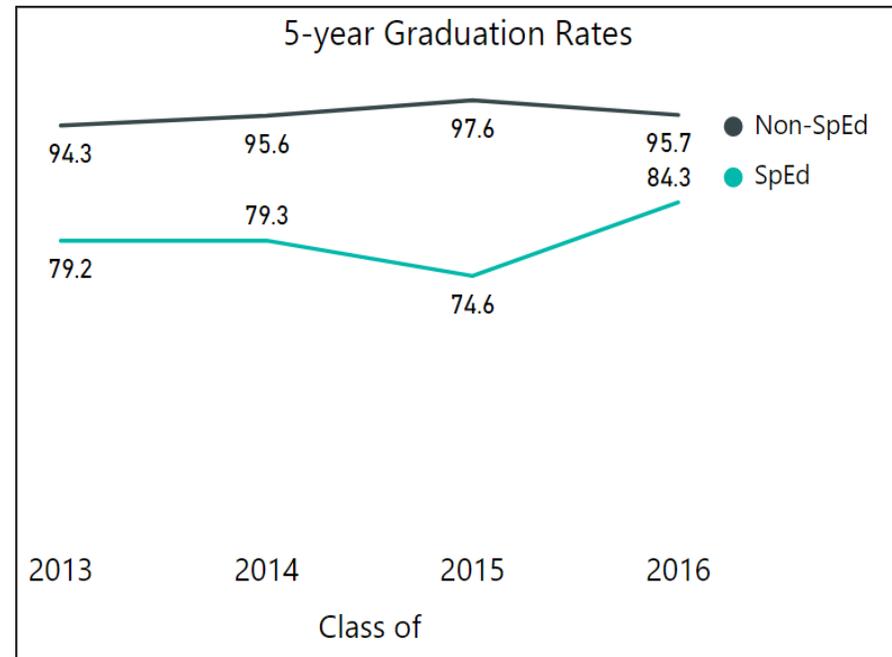
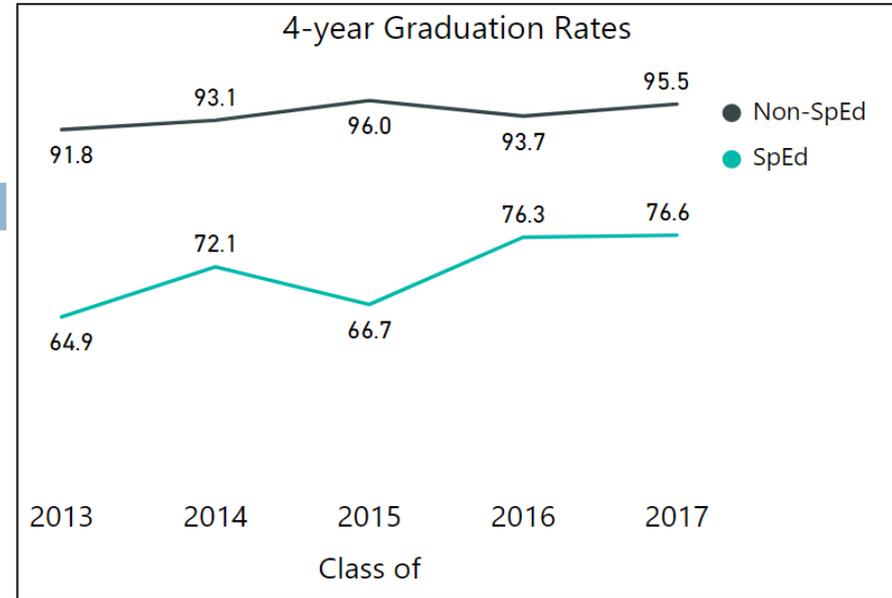
- Black/African American students have an on-time graduation rate of 78.6%, which ranks 30 among the largest 49 districts in the State of Washington.
- However, the trend shows a reducing gap, even with a one-year decline in 2017.
- The extended graduation rates for Black/African American student group is at a five-year high at 88.5%; however, this is the lowest extended graduation rate of the race/ethnicity student groups reported.



Monitoring Results

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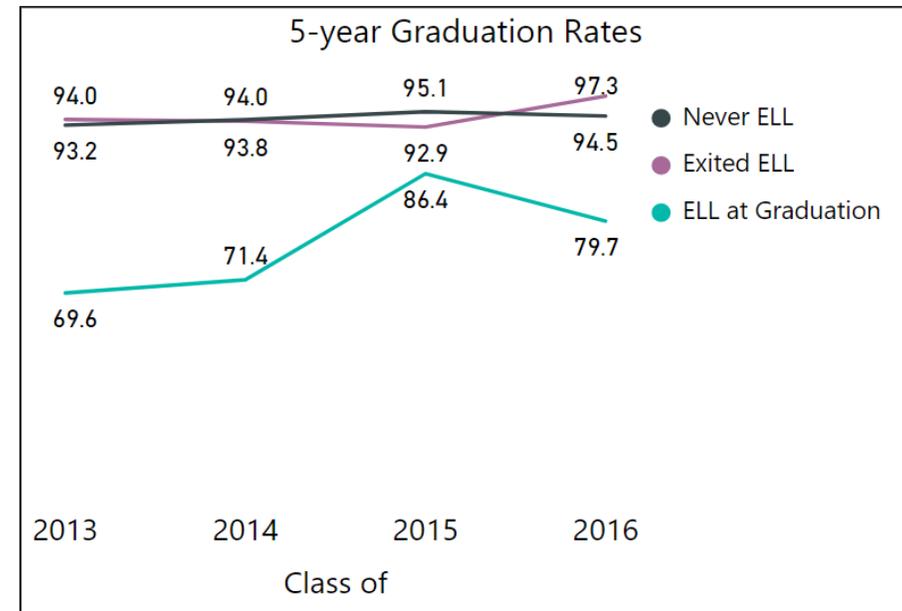
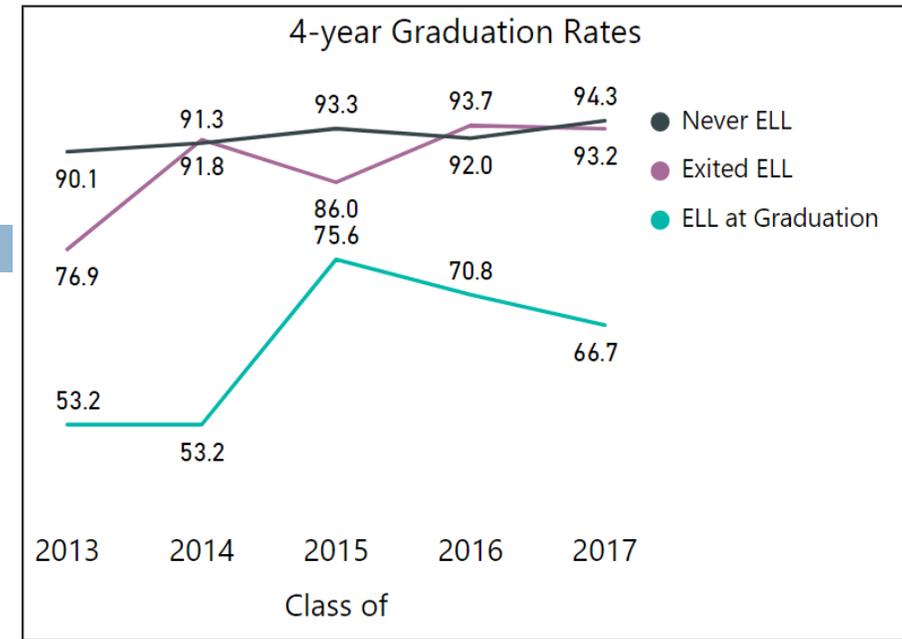
- Students receiving Special Education services have an on-time graduation rate of 76.6%.
- Gaps are present for both on-time graduation (20%) and extended graduation (15%), though these gaps have shown some reduction over a five-year trend.



Monitoring Results

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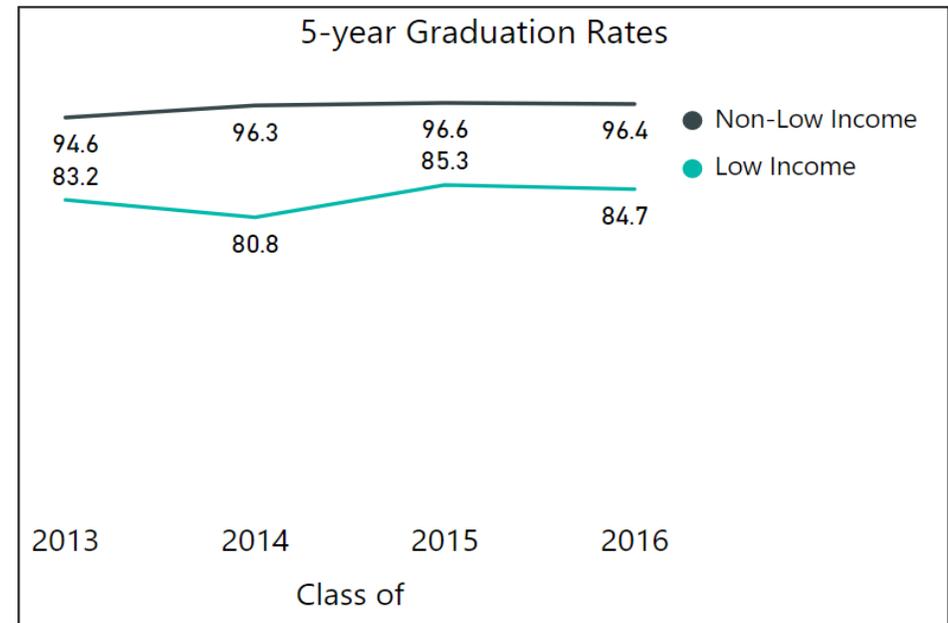
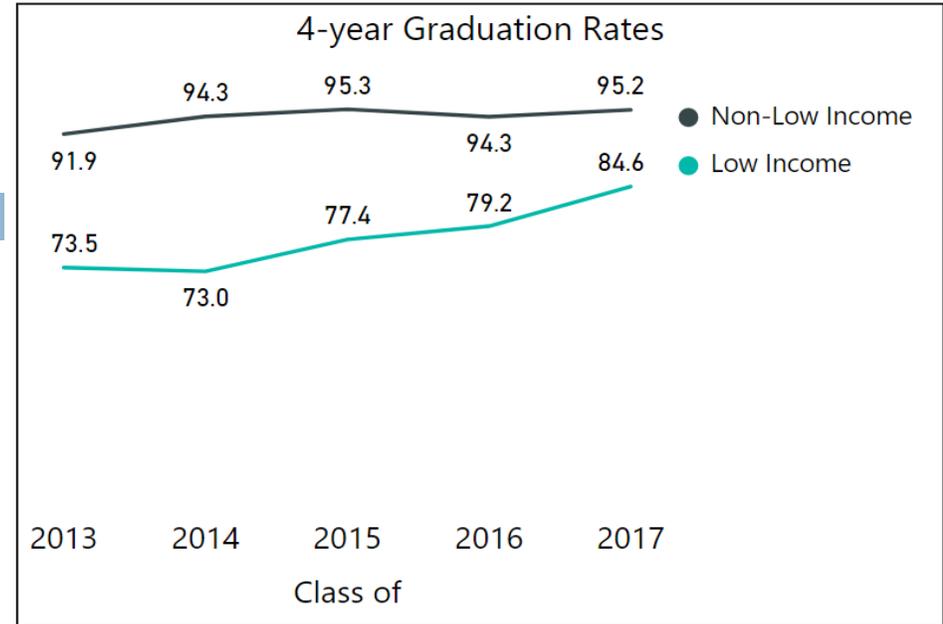
- Students who are English Learners have an on-time graduation rate of **67.7%**, which ranks 18 among the largest 49 districts in the State of Washington.



Monitoring Results

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- Students from Low Income households have an extended graduation rate of 84.7%, which ranks 15 among the largest 49 districts in the State of Washington.
- Persistent gaps are present for both on-time graduation and extended graduation, though the gap has reduced for on-time graduation from 18% to 9%.
- The gap for extended graduation rate has remained constant over the last five years at about 10%.



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Enrollment in College-Level Coursework in High School

Policy Interpretation:

Policy Criteria/ *Observable Conditions/Alignment to Ends*

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- College-level high School course work is interpreted as a “Dual Credit” course.
 - ▣ A Dual Credit course is a rigorous course taught in a college or high school that provides students the potential to earn high school and college credit.
 - ▣ Dual Credit programs include Advanced Placement, Cambridge International and International Baccalaureate courses with exams, and Career and Technical Education/CTE Dual Credit, College in the High School, and Running Start courses that can result in college course credit.
- In today’s world, two-thirds of all jobs require some post-high school training or education. Taking dual credit is connected to higher high school graduation rates, college enrollment and degree completion.

Policy Interpretation:

Policy Criteria/ Observable Conditions/Alignment to Ends/Targets and Rationale

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- 95% of 11th and 12th grade students enrolled in a dual credit college-level course earning B or above
- 95% of students taking at least one AP exam
- 95% of students passing an AP exam

Policy Interpretation:

Sufficient Evidence Toward Achievement and Rationale

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- 85% or more students are enrolled in Dual Credit and taking and passing at least one AP exam; graduating; if student performance shows and improving three-year trend or no more than a two-percentage point decline three-year trend.

Policy Interpretation:

Sufficient Evidence Toward Achievement and Rationale

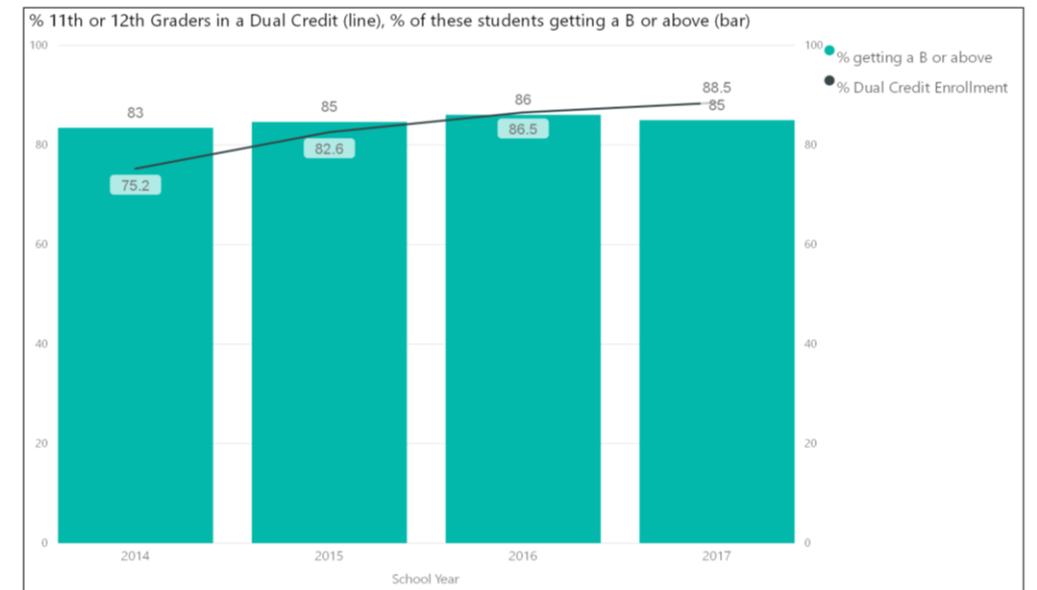
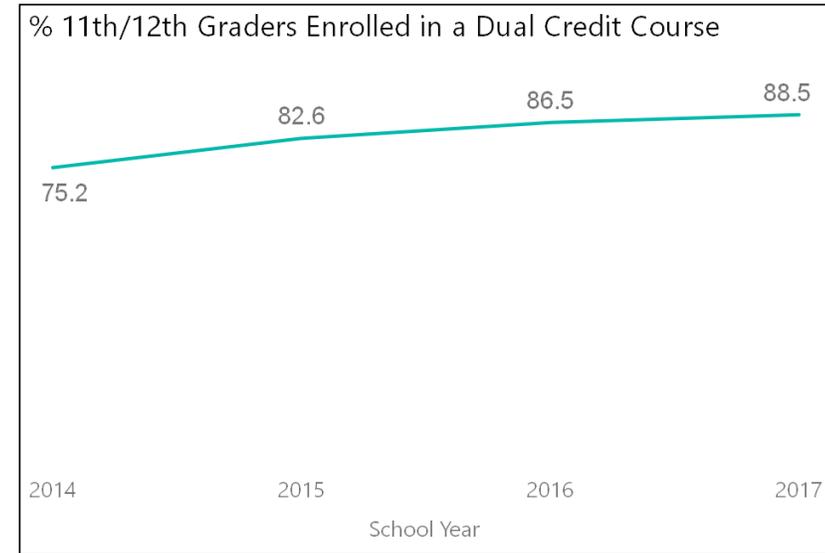
- Given the high aspirational goal of 95% of students enrolled in Dual Credit and taking and passing at least one AP exam, reasonable progress toward accomplishment of this End is a multi-year effort.
- Establishing a minimum threshold of 85% by student group, together with criteria of comparable performance and year-to-year improvement provides sufficient evidence of reasonable progress toward accomplishment of the End.
- Any student group not meeting established criteria provides evidence that full achievement of the End has not been accomplished.

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Monitoring Results

Monitoring Results

- Overall, Dual Credit enrollment is 88.5% for the All students group, and trend data shows enrollment is increasing over time for every student group.
- 85% of students enrolled in a Dual Credit course are receiving a B or better.
- Only 29% of high school students in the All students group are taking at least one Advanced Placement (AP) exam.
- However, of the students taking AP exams, 79.9% are receiving a passing score, and trend data shows passage rates on AP exams are increasing for student group.

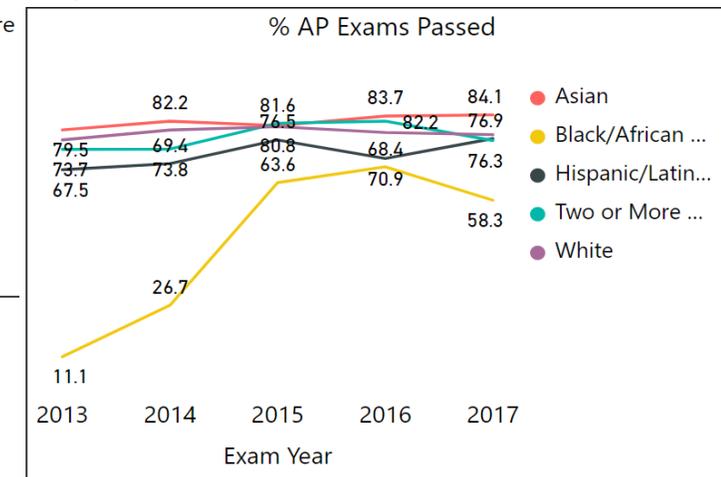
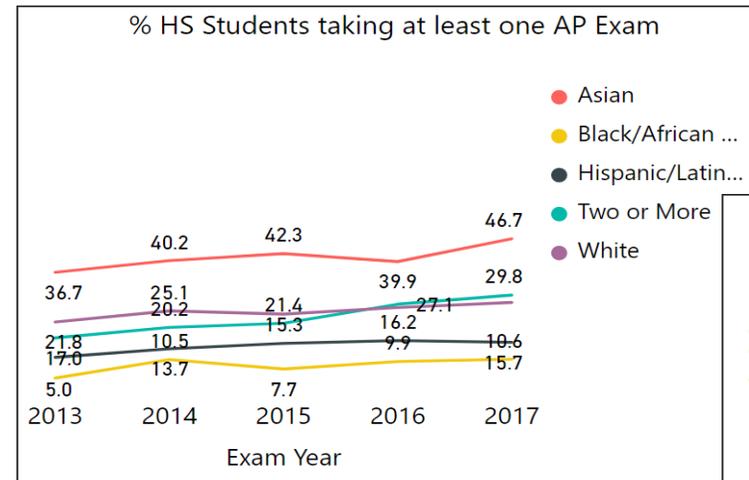
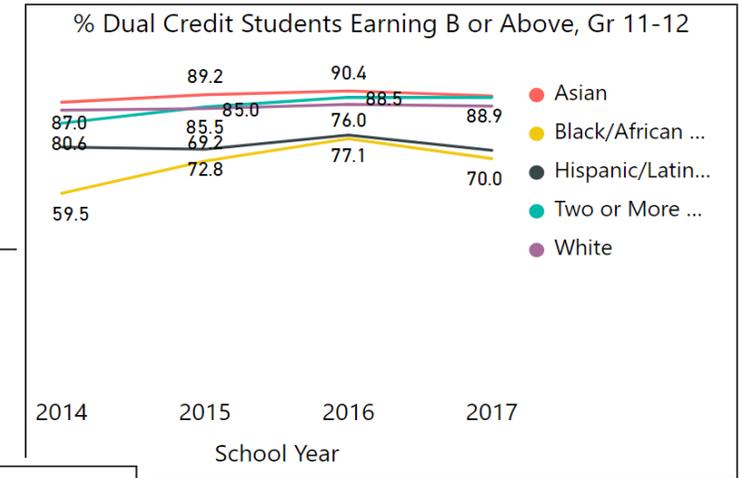
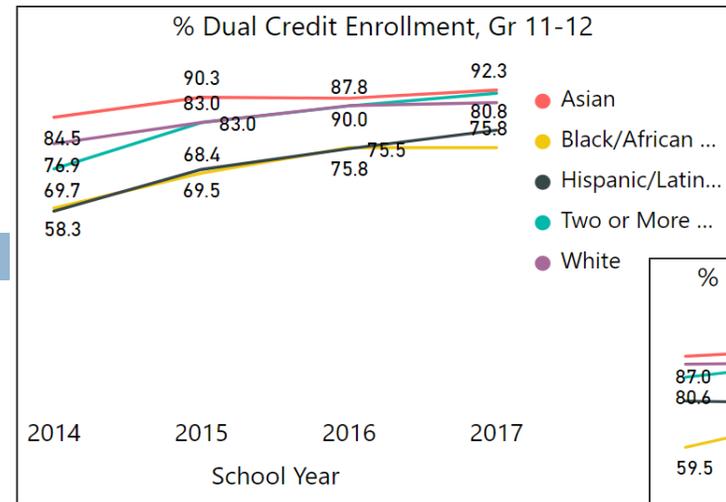


Monitoring Results

- Monitoring results show gaps when comparing performance of All students, Asian and White students to performance of Black/African American students and Hispanic/Latino students.
- Gaps are also present between students not receiving Special Education services and those who are receiving Special Education services, students who are not English Learners and those who are English Learners, and student from non-Low Income households and those who are from Low Income households.
- In addition, the percentage of male students taking Dual Credit is slightly lower than female students.

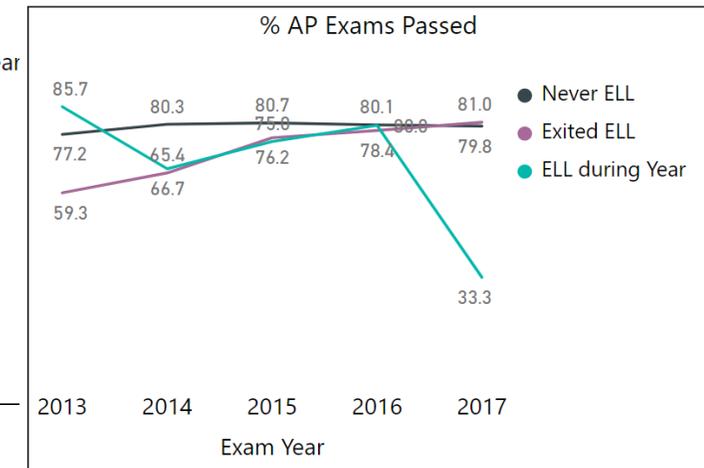
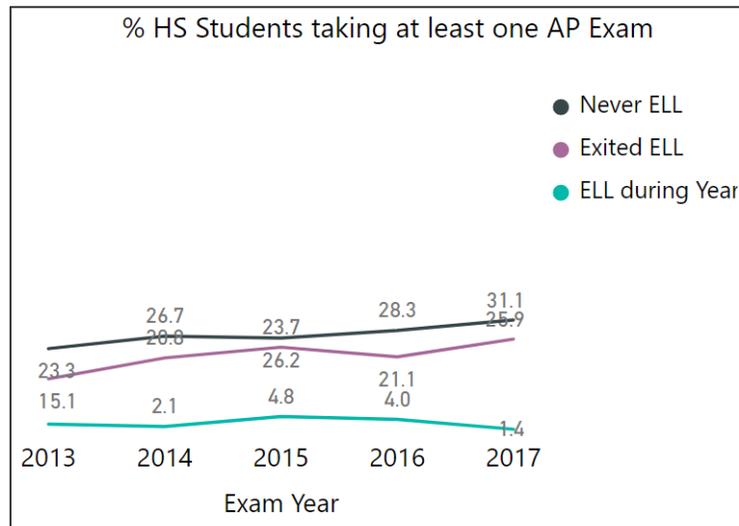
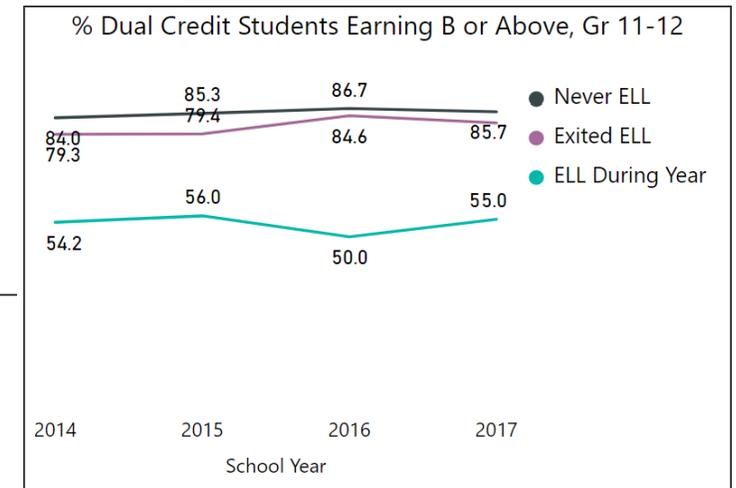
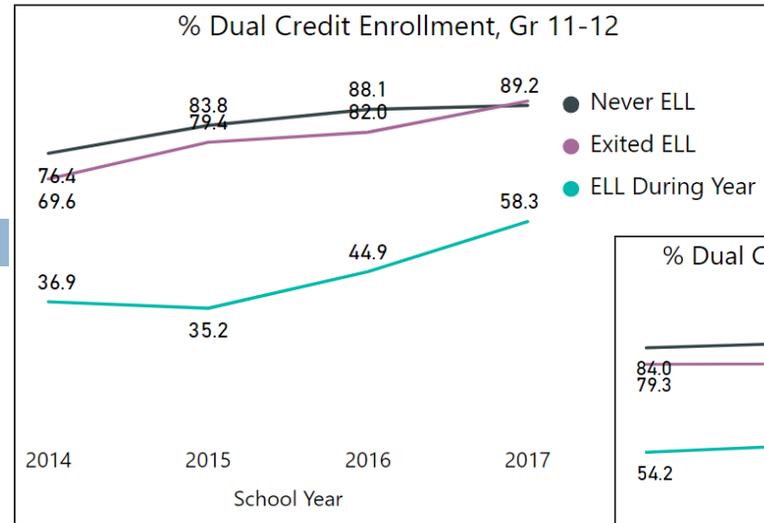
Monitoring Results

- Black/African American students and Latino/Hispanic students do not participate in Dual Credit courses at the same rate as compared to the All students group.
- While there is a gap between the Black/African American and Latino/Hispanic student groups and the Asian and White student groups, participation has increased by about 20% and the gap has reduced almost 10-15% over a five-year period.
- Student performance in Dual Credit courses has not had significant change over the last five years. Gaps remain consistent at about 10-15%.
- Participation in AP has slightly increased over the last five years, but the gap in participation has remained constant over the same time at about 15-20%.
- AP exam passage rate has increased over the last five years for Black/African American students and remained constant for Latino/Hispanic students.
- The gap between Black/African American and Latino/Hispanic and other reported student groups for race/ethnicity is about 15-18%.



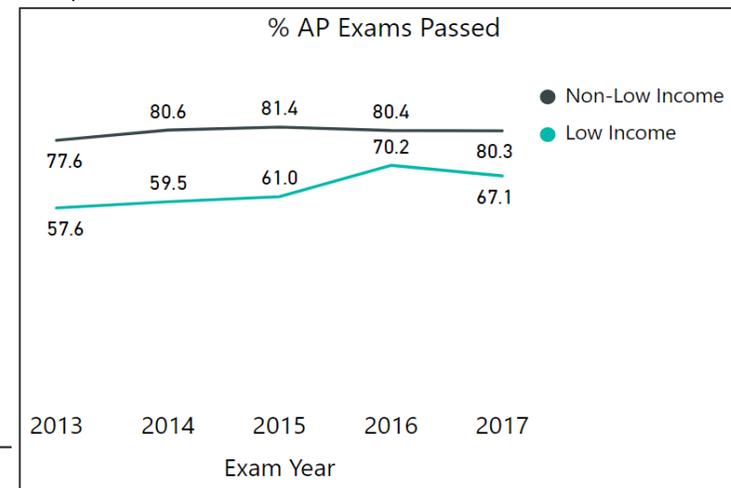
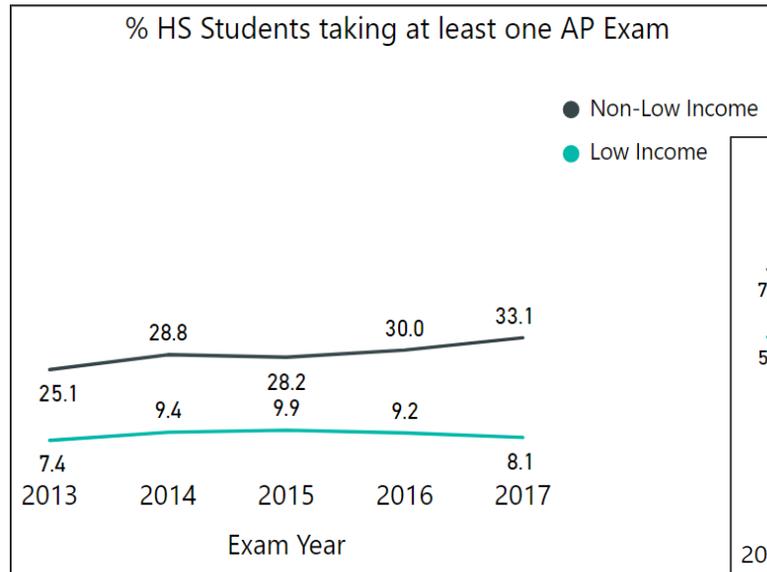
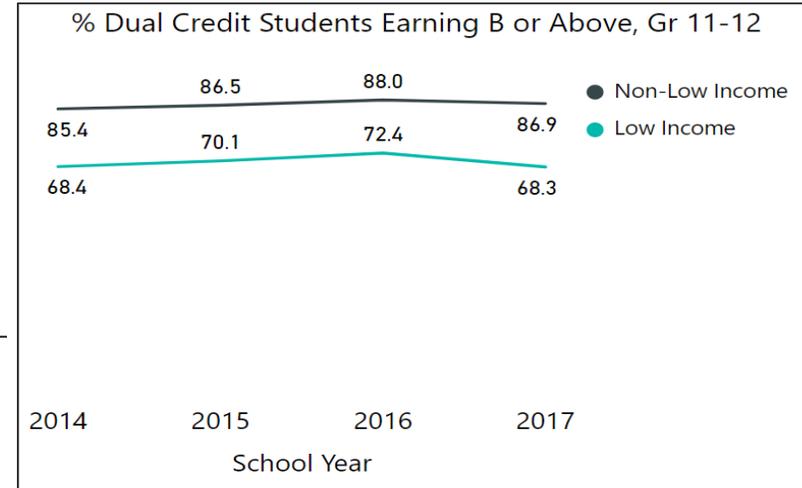
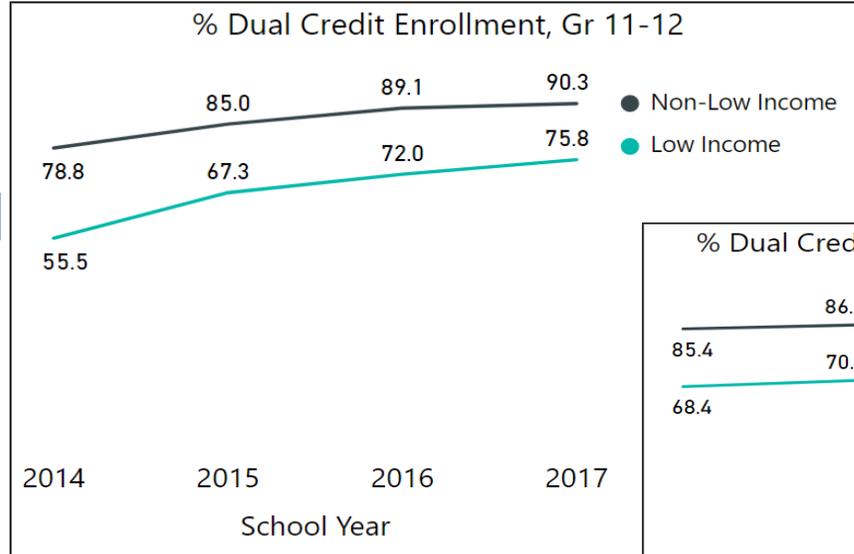
Monitoring Results

- Students who are English Learners do not participate in Dual Credit course at the same rate as compared to the All students group.
- There is a 30% gap in overall enrollment when compared to the All students group, which has decreased from 40% five years ago.
- A gap of 30% exists for students earning a B or better in Dual Credit courses.
- Only 1.4 % of English Learner students participate in an AP course.
- Passage rates on AP exams are inconsistent and, at times, similar to the All students group.
- Students who have exited English Learner services demonstrate similar enrollment and performance as compared to the All students group.



Monitoring Results

- Students from Low Income households do not participate in Dual Credit courses at the same rate as compared to the All students group.
- While there is a gap between students from Low Income households and the All students group, participation has increased by 20%, and the gap has reduced almost 4%.
- Student performance in Dual Credit courses has not changed over the last five years, and the gap has remained consistent at about 15%.
- Participation in AP has increased over the last five years, but the gap in participation has increased over the same time period, meaning the rate of increased participation has not been proportional to group size.
- AP exam passage rate has increased over the last five years. While there is still a gap in AP passage rates, the gap has reduced from 20% to 13%.



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Enrollment in a Post-Secondary Institution within Two Years of Graduation

Policy Interpretation:

Policy Criteria/ *Observable Conditions/Alignment to Ends*

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- Post-Secondary enrollment is interpreted as enrollment in a two or four-year public or private technical college, community college, college, or university.
- Not all jobs require a college education; however, according to the U.S. Bureau of Labor Statistics, unemployment rates are lower and lifetime earnings are higher for college graduates than high school graduates.
- In addition, college graduates are more likely to receive benefits such as healthcare, from their employer. College also encourage workers to excel in the workplace and gain new knowledge and experience.
- In general, post-secondary education provides more opportunity for students to experience personal and career success.

Policy Interpretation:

Policy Criteria/ Observable Conditions/Alignment to Ends/Targets and Rationale

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- 95% of graduates enrolled in post-secondary institution within 2 years of graduation
 - ▣ Student attendance by college type (two-year, four year, public, private)

Policy Interpretation:

Sufficient Evidence Toward Achievement and Rationale

31

- 85% or more students are enrolled in a post-secondary institution within two years of graduation

OR

- 71 – 84% of students are enrolled in a post-secondary institution within two years of graduation if student performance shows an improving three-year trend

Policy Interpretation:

Sufficient Evidence Toward Achievement and Rationale

32

- Given the high aspirational goal of 95% of students enrolled in post-secondary education within two years of graduation, reasonable progress toward accomplishment of this End is a multi-year effort.
- Establishing a minimum threshold of 85% by student group, together with criteria of comparable performance and year-to-year improvement provides sufficient evidence of reasonable progress toward accomplishment of the End.
- Any student group not meeting established criteria provides evidence that full achievement of the End has not been accomplished.

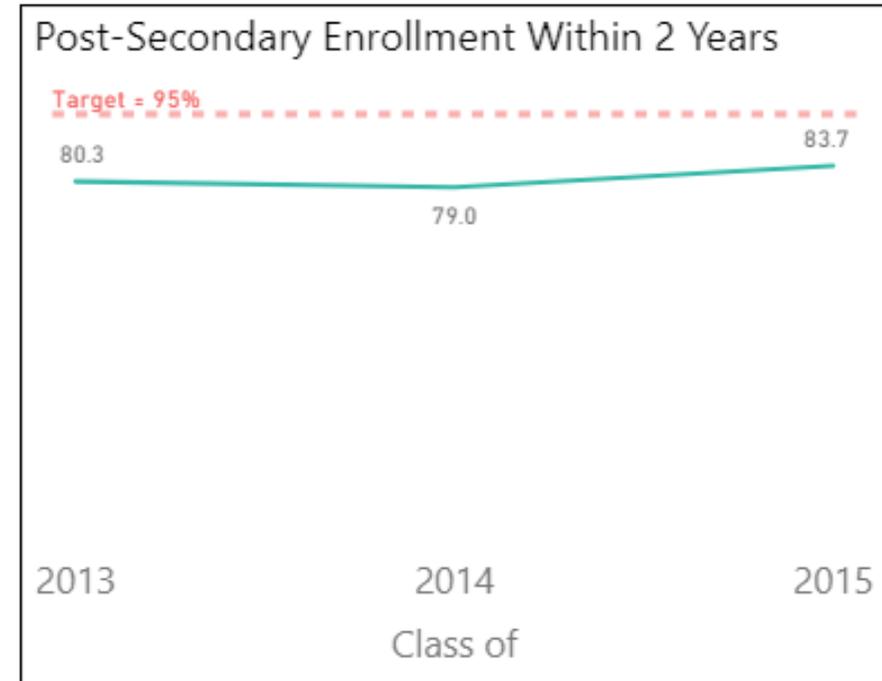
33

Monitoring Results

Monitoring Results

34

- Overall, post-secondary enrollment 83.7% for the All students group and there is a positive trend in post-secondary enrollment for most student groups.
- The district ranks third in the state for post-secondary enrollment within one year of graduation.



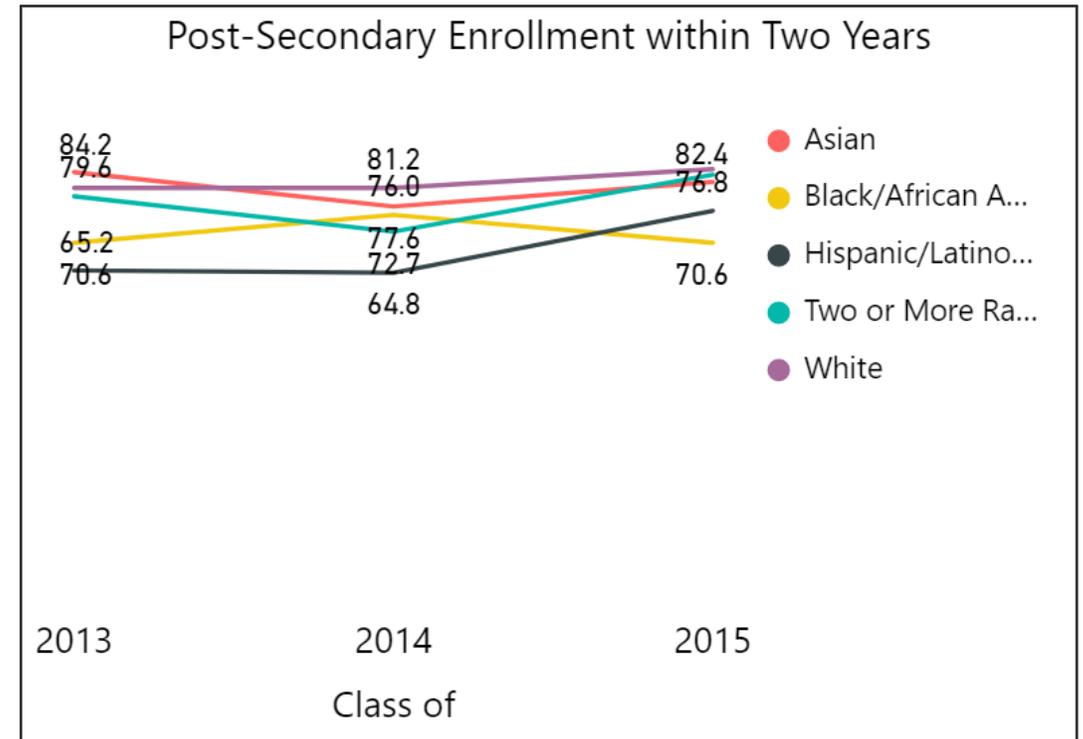
Monitoring Results

- Monitoring results show gaps when comparing performance of All students, Asian and White students to performance of Black/African American students and Hispanic/Latino students.
- Gaps are also present between students not receiving Special Education services and those who are receiving Special Education services, students who are not English Learners and those who are English Learners, and student from non-Low Income households and those who are from Low Income households.

Monitoring Results

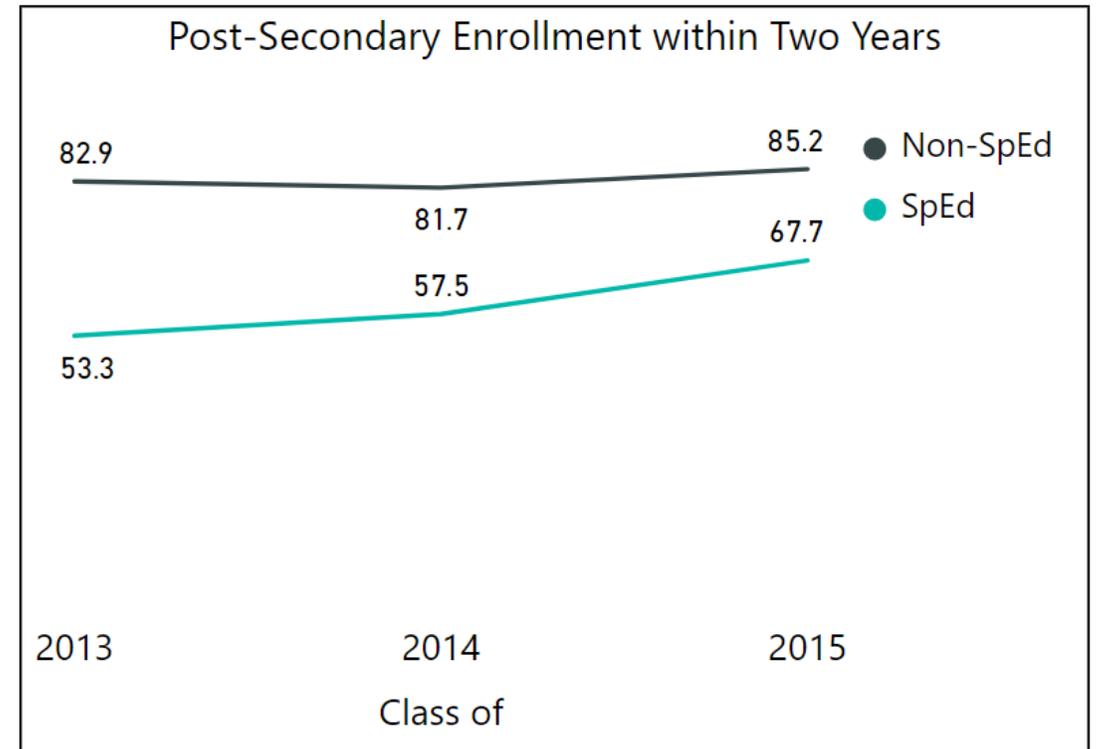
36

- The rate of post-secondary enrollment has been inconsistent for all race/ethnicity student groups reported.
- Black/African American and Latino/Hispanic students enroll in post-secondary at lower rates, 70.6% and 76.8% respectively, but a gap trend cannot be confirmed given the inconsistent enrollment trend over the last three years.



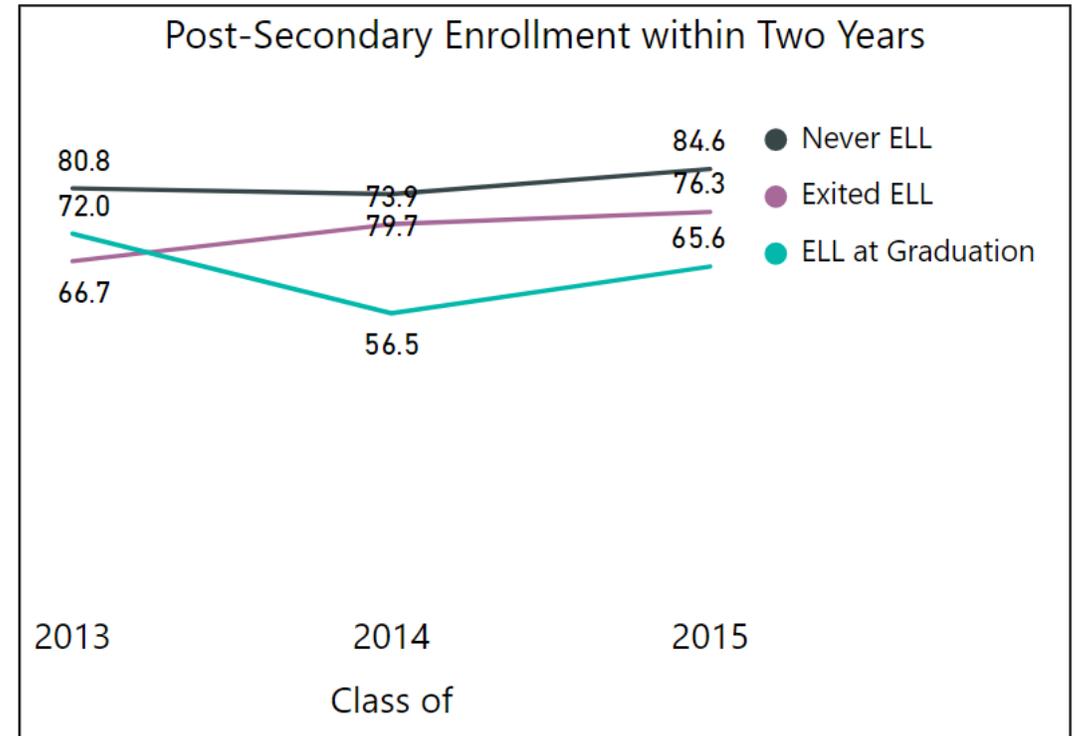
Monitoring Results

- For students receiving Special Education services, the rate of post-secondary enrollment is 67.7%, but the gap between the All students group has reduced by 9% over the past three years.
- The district ranks first in the state for post-secondary enrollment within one year of graduation for students receiving Special Education services.



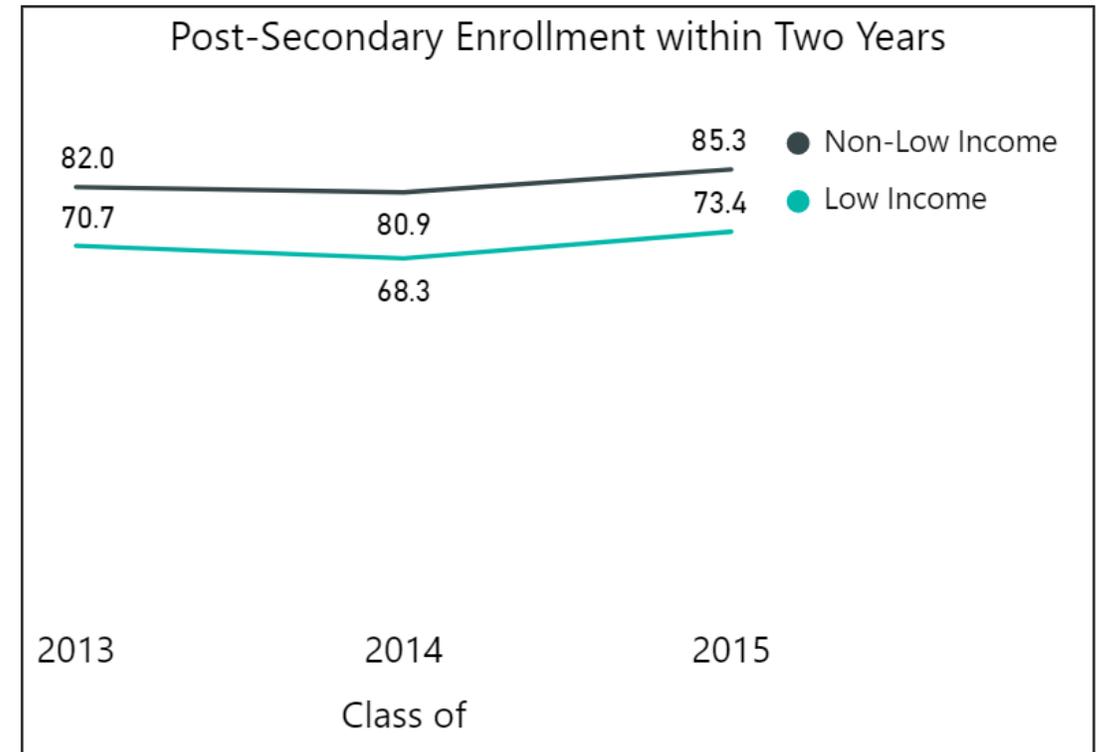
Monitoring Results

- For English Learners, the rate of post-secondary enrollment is at 65.6%, and the gap between the All students group has increased from 8% to 20% over the last three years.
- The gap between students who have exited English Learner services and the All students group has reduced from 15% to 8% over the past three years.



Monitoring Results

- For students from Low income households, the rate of post-secondary enrollment is 73.4%; the gap between the All students group has remained at 12% over the past three years.



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Conclusion

Sufficient Evidence for Achievement: All Students Group

Partial Evidence for Achievement: Identified Student Groups

- Reasonable interpretation includes observable conditions, targets, and rationale that aligns with Ends Policy and represents appropriate targets for outcomes. While sufficient evidence exists to demonstrate that “sub ends” 1, 2 and 3 of the Ends Policy has been achieved for the All students group and some student groups, evidence demonstrates only reasonable partial achievement toward the Ends Policy interpretation for other identified student groups.

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Strategies to Achieve Ends

Strategies to Achieve Ends

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Current

- Building Continuous Improvement Process (CIP) Plans, Data Displays, Data Analysis
- High School and Beyond Plan/Transition Plan
- College Bound Enrollment and Support
- 7-Period High School Schedule
- District Equity Team
- 18-21 Transition Program

Planned/Being Evaluated

- 7-Period High School Schedule
- School Start Times
- Additional 18-21 Transition Program