End Result (ER) 2: Literacy and Language

Every Student Future Ready:

- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success

Lake Washington
School District

Connecting Ends (ERs) and Means (ELs)

End Results specify the results that we what for our students and what 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
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 Workplace* • *Prepared for Personal Success*	• **Literacy & Language** • Mathematical & Scientific Reasoning • Social Studies • Information & Communication Technology • Culture & the Arts • Career Planning & Life Management	• Academic Thinking Skills & Strategies • Communication & Collaboration Skills • Local & Global Citizenship Skills • Personal Attributes

Executive Limitations specify the strategies and methods that we use to achieve End Results

1. Global Executive Constraint
2. Emergency CEO Succession
3. Communication and Counsel to the Board
4. Annual Report and District Calendar
5. Parents and Community
6. Student Learning Environment
7. **Academic Program**
8. Instructional Materials Selection
9. District Staff
10. Budgeting/Financial Planning
11. Financial Administration
12. Asset Protection
13. Facilities
14. Technology

Connecting Ends (ERs) and Means (ELs)

End Results specify what we expect our students to know and be able to do

ER-2

• **Literacy and Language**
  o Write clearly and effectively in English for a variety of audiences and purposes.
  o Read, interpret, analyze and evaluate both literary and informational texts
  o Understand and apply the commonly accepted rules and conventions of the English Language
  o Communicate effectively in a language other than English

Executive Limitations specify the strategies and means that we use to achieve End Results

EL 7:   Academic Program

- 7.1 Develop and implement an academic program that specifies:
  - Academic content and technology standards that meet or exceed state and nationally-recognized model standards;
  - Curriculum aligned with and designed to enable students to meet or exceed the established standards;
  - Assessments that will adequately measure each student's progress toward achieving the standards

What is our literacy program?

Literacy: Elementary School
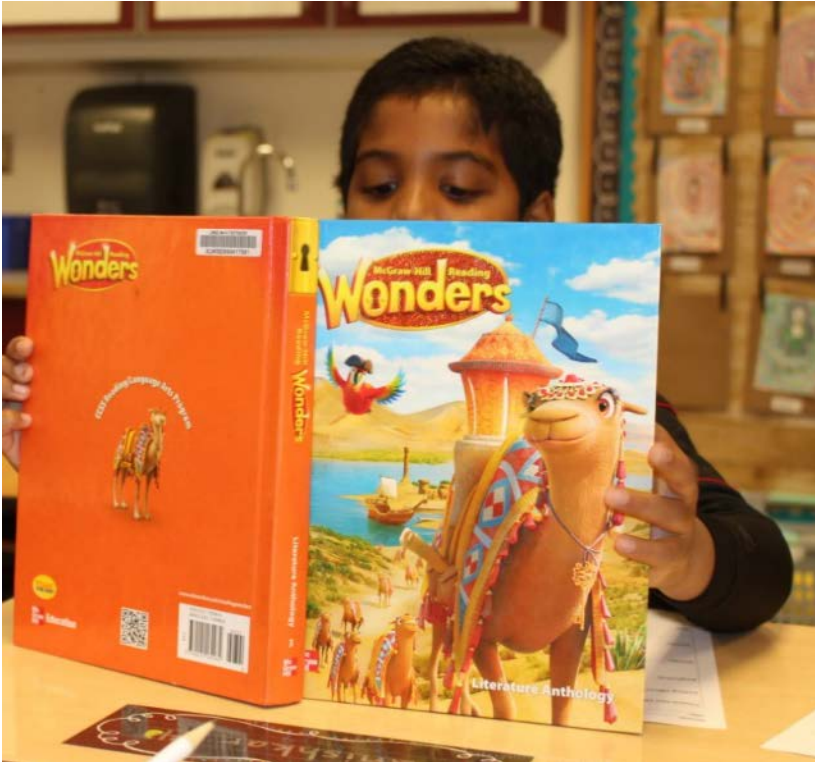
Students in our elementary schools use Wonders reading and writing materials during core instruction.

Instructional time	• 9-10 Hours/weekly
Core Instructional Materials	• Wonders Literature • Wonders Reading & Writing Workshop
Supporting Resources	• District-developed Supplemental Writing Units • Clicker 7 Reading and Writing Accessibility software • Read and Write 12 Accessibility software • Systematic Instruction in Phonological Awareness curriculum • Lexia Literacy software
Last Adoption Next Adoption	• 2013-14 Implementation • 2023-24 Implementation

Literacy: Middle School

Students at Kirkland Middle School participating in readers theater during English Language Arts class.

Instructional time	• 250 minutes/weekly
Core Courses	• English/Language Arts 6, 7 and 8
Core Materials	• Prentice Hall Literature Grades 6, 7 and 8 • Prentice Hall Writing Coach Grade 6 • Write Source, Houghton Mifflin Grades 7 and 8
Supporting Resources	• Clicker 7 Reading and Writing Accessibility software • Read and Write 12 Accessibility software • Select novels by grade level
Last Adoption Next Adoption	• 2007-08 Implementation • 2021-22 Implementation

Literacy: High School

Students work on a writing assignment at Lake Washington High School.

Courses	• Four years/credits of required coursework in English • Grades 9-11 courses include World and American Literature • Grade 12 courses include literature and written composition • AP English/Literature courses offered in grades 11-12
Core Materials	• Literature & the Language Arts & The College Writer (9) • Prentice Hall Literature & The College Writer (10) • Literature & the Language Arts, & Prentice Hall Reader (11)
Supporting Resources	• Clicker 7 Reading and Writing Accessibility software • Read and Write 12 Accessibility software • Select novels by grade level
Last Adoption Next Adoption	• 2006-07 Implementation • 2020-21 Implementation

How are students performing in Literacy?

End Result (ER) 2: Three Parts

- Part I: Achievement in Primary Literacy and Language
- Part II: Achievement in Intermediate Literacy and Language
- Part III: Achievement in High School Literacy and Language

Ends Policy Interpretation

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

Part I: Achievement in Primary Literacy and Language

Policy Interpretation:

Policy Criteria/ Observable Conditions/Alignment to Ends

- Achievement in Primary Literacy and Language is interpreted as the demonstrated skills of Pre-K through Grade 3 students.
- The Primary Literacy and Language program is founded on the English Language Arts (ELA) Common Core State Standards (CCSS).
  - Standards define the Reading, Writing, Speaking & Listening, and Language expectations for students Kindergarten-Grade 12
  - District has adopted curriculum to support core and intervention instruction
- Achievement in Primary Literacy and Language has been shown to have great effect on future school success.

Policy Interpretation:

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

- 95% of kindergarteners demonstrate school readiness in Literacy and Language on the WaKIDS assessment
- 95% of kindergarteners at benchmark on End-of-Year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment
- 95% of 3rd graders meeting or exceeding state standards in English language arts/literacy

Policy Interpretation:

Sufficient Evidence Toward Achievement and Rationale

- 85% or more students demonstrate at or above standard performance on:
  - Kindergarten WaKIDS Whole Child Assessment
  - Kindergarten End-of-Year DIBELS
  - Grade 3 Smarter Balanced Assessment (SBA) ELA
- A positive trend
- No more than a 2% decline of the trend

Policy Interpretation:

*Sufficient Evidence Toward Achievement and Rationale*

- Given the aspirational goal of 95% of students demonstrating achievement in Primary Literacy and Language, 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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Part I Monitoring Results

Monitoring Results: All Student Group

☐ Grade 3 students maintained their overall high performance with 81% of students at or exceeding standard on the ELA SBA.

☐ Grade 3 All student group rank 1st among the 49 largest districts in the state.
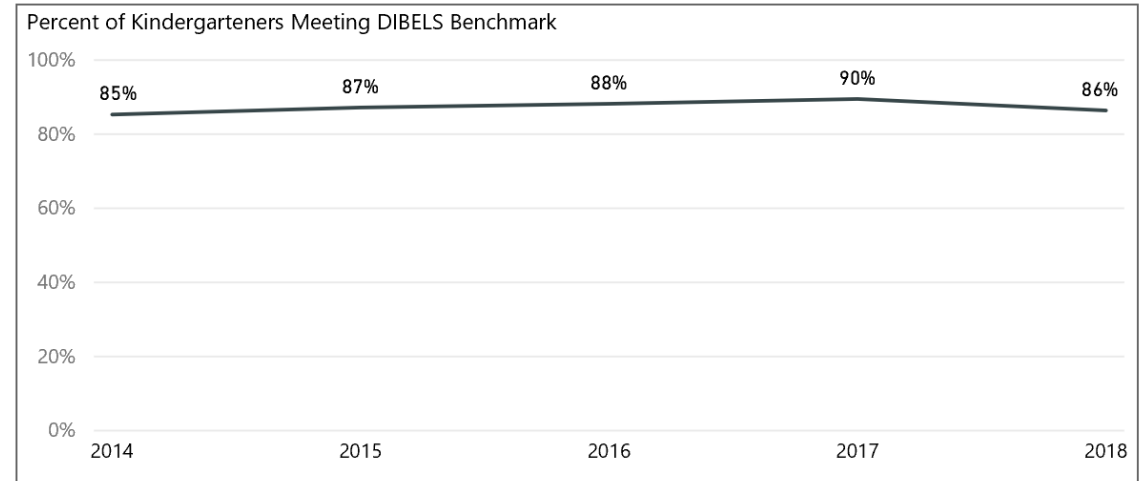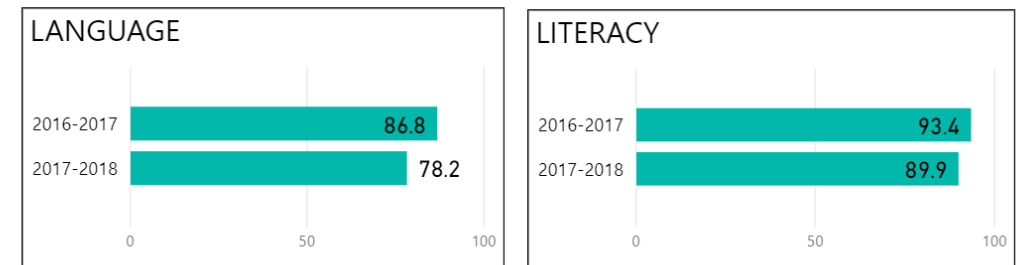
Percent of Students Meeting or Exceeding State Standards in ELA - Gr 3

	2015	2016	2017	2018
	79%	81%	80%	81%
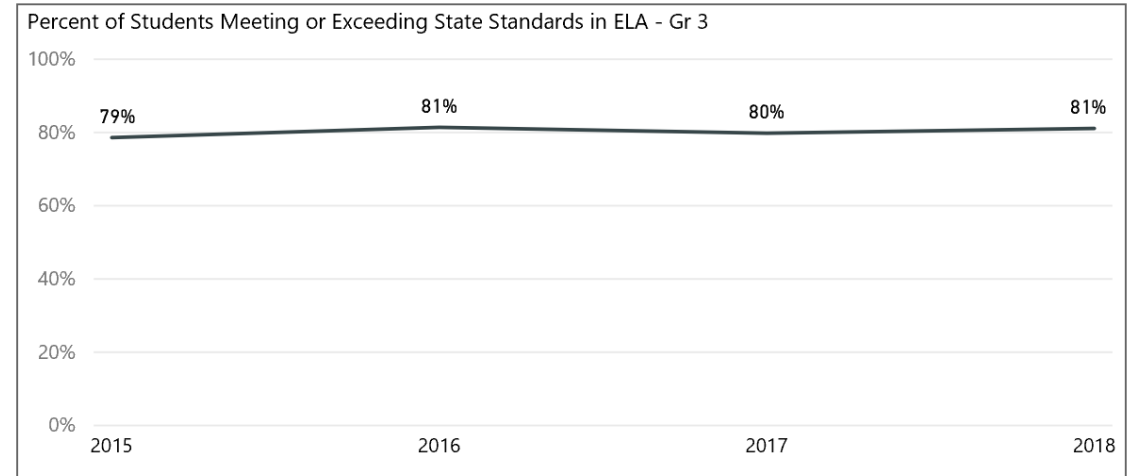
Monitoring Results: All Student Group

☐ Overall, students entered Kindergarten slightly less school ready in language and literacy as measured by Beginning-of-Year WaKIDS whole child assessment

☐ Performance on End-of-Year DIBELS Kindergarten results had been on a positive trend for four years and declined last year

% Who Demonstrate Characteristics of Entering Kindergarteners (Fall)

LANGUAGE

2016-2017	86.8
2017-2018	78.2

LITERACY

2016-2017	93.4
2017-2018	89.9

Percent of Kindergarteners Meeting DIBELS Benchmark

2014: 85%
2015: 87%
2016: 88%
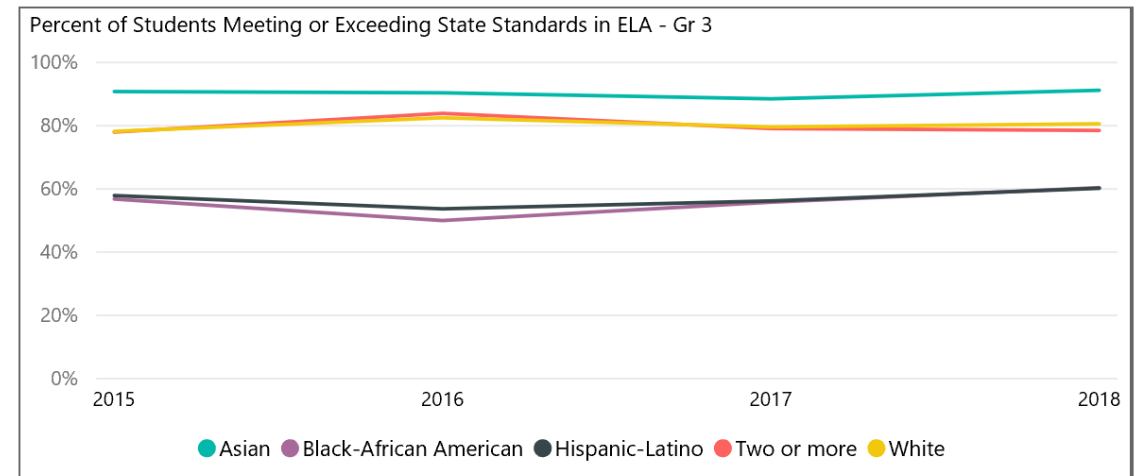2017: 90%
2018: 86%

Monitoring Results: Student Demographics
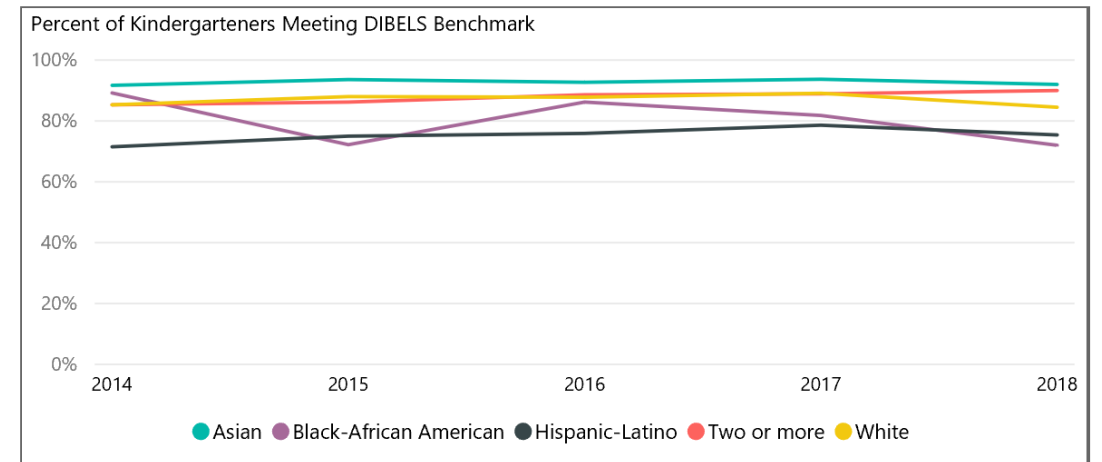
□ Monitoring results show consistently high levels of performance within the following groups: Asian, two or more races, and White students.

□ Gaps in levels of performance are present for:

  ▫ Hispanic/Latino and Black/African American students

  ▫ Students receiving Special Education services

  ▫ Students receiving ELL services

  ▫ Students from low-income households

Monitoring Results: Race/Ethnicity

- Asian students perform higher than other race/ethnicity groups in all measures

- Performance gaps persist between Kindergarten and Grade 3 measures for Hispanic/Latino and Black/African American students

- Hispanic/Latino Grade 3 students rank 7 among the 49 largest districts in the state

Percent of Kindergarteners Meeting DIBELS Benchmark

● Asian ● Black-African American ● Hispanic-Latino ● Two or more ● White

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 3

● Asian ● Black-African American ● Hispanic-Latino ● Two or more ● White

Monitoring Results: Special Education

☐ **Performance gaps persist between Kindergarten and Grade 3 measures for students receiving Special Education services**

☐ **Grade 3 students receiving Special Education services rank 5 among the 49 largest districts in the state**
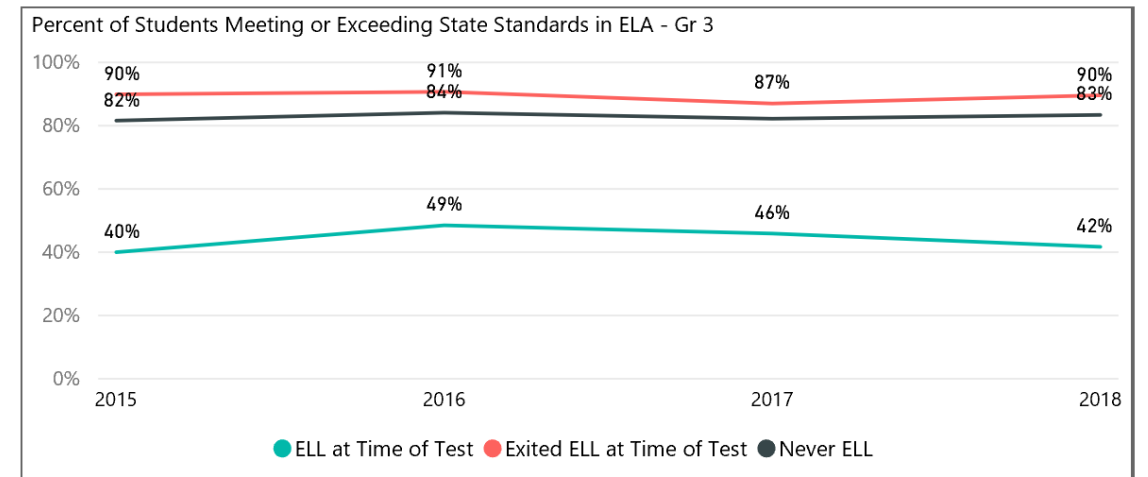
Percent of Kindergarteners Meeting DIBELS Benchmark

	2014	2015	2016	2017	2018
Non-SpEd	88%	89%	91%	91%	89%
SpEd	59%	60%	64%	63%	57%

● SpEd ● Non-SpEd

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 3

	2015	2016	2017	2018
Non-SpEd	83%	85%	85%	86%
SpEd	43%	49%	40%	43%

● SpEd ● Non-SpEd
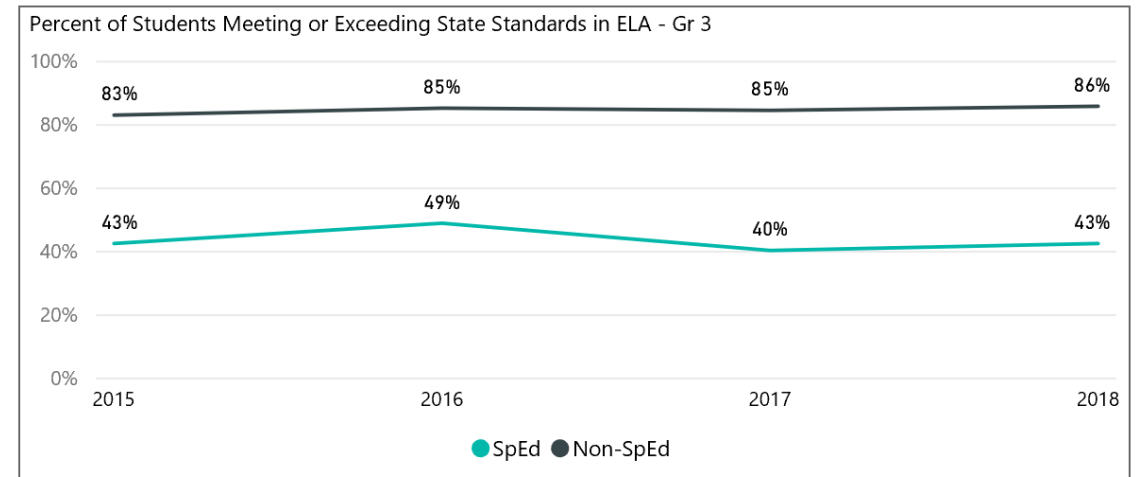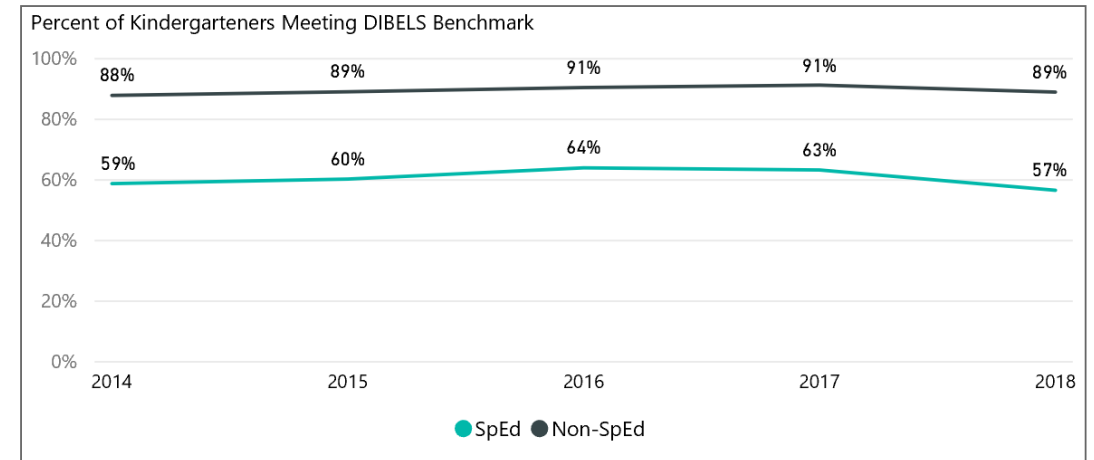
Monitoring Results: ELL

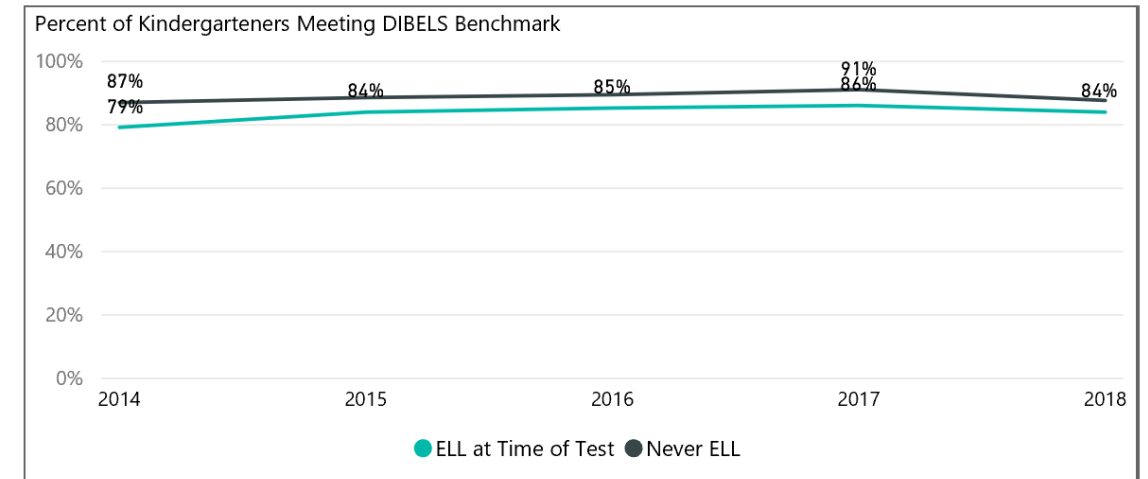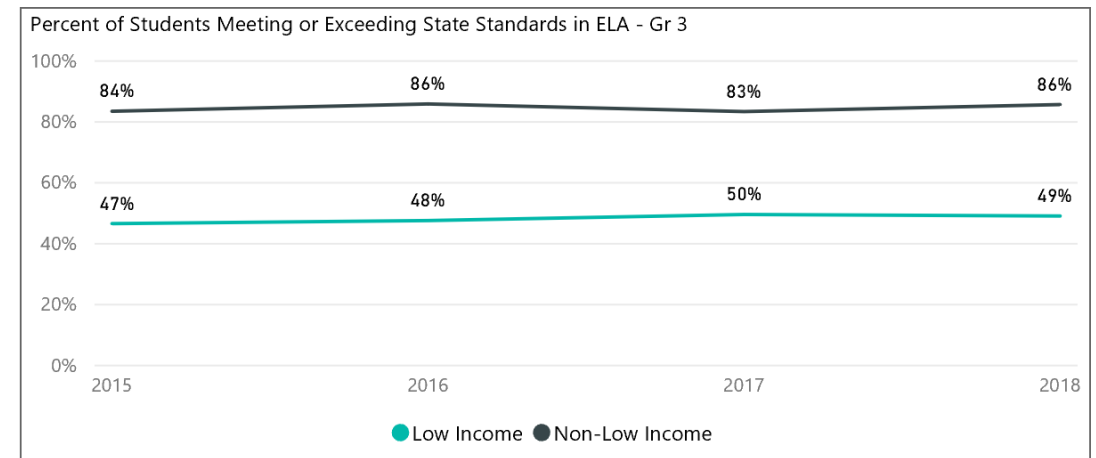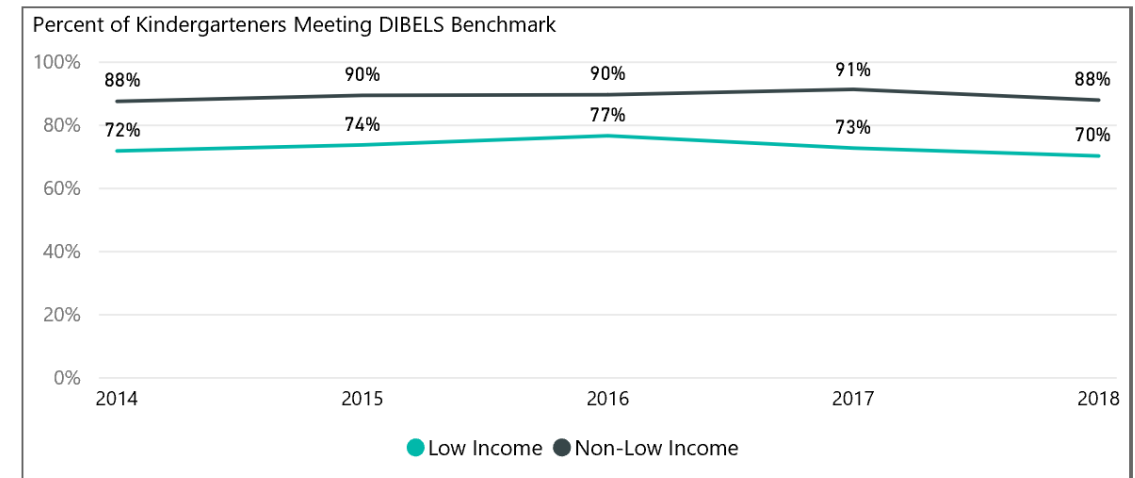- □ Students who have exited ELL services continue to outperform current and never ELL students

- □ Performance gaps persist between Kindergarten and Grade 3 measures for students receiving ELL services

- □ Grade 3 students receiving ELL services rank 4 among the 49 largest districts in the state

Percent of Kindergarteners Meeting DIBELS Benchmark

	2014	2015	2016	2017	2018
Never ELL	87%	84%	85%	91%	84%
ELL at Time of Test	79%	84%	85%	86%	84%

● ELL at Time of Test ● Never ELL

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 3

	2015	2016	2017	2018
Exited ELL at Time of Test	90%	91%	87%	90%
Never ELL	82%	84%		83%
ELL at Time of Test	40%	49%	46%	42%

● ELL at Time of Test ● Exited ELL at Time of Test ● Never ELL

Monitoring Results: Low Income

- Performance gaps persist between Kindergarten and Grade 3 measures for students from low-income households

- Grade 3 students from low-income households rank 10 among the 49 largest districts in the state

Percent of Kindergarteners Meeting DIBELS Benchmark

	2014	2015	2016	2017	2018
Non-Low Income	88%	90%	90%	91%	88%
Low Income	72%	74%	77%	73%	70%

● Low Income ● Non-Low Income

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 3

	2015	2016	2017	2018
Non-Low Income	84%	86%	83%	86%
Low Income	47%	48%	50%	49%

● Low Income ● Non-Low Income

Part II: Achievement in Intermediate Literacy and Language

Policy Interpretation:

Policy Criteria/ Observable Conditions/Alignment to Ends

- Achievement in Intermediate Literacy and Language is interpreted as the demonstrated skills of upper elementary and middle school students.

- The Intermediate Literacy and Language program is founded on the English Language Arts (ELA) Common Core State Standards (CCSS).
  - Standards define the Reading, Writing, Speaking & Listening, and Language expectations for students Kindergarten-Grade 12
  - District has adopted curriculum to support core and intervention instruction

- Achievement in Intermediate Literacy and Language prepares students for the English/Language Arts courses and content in high school.

Policy Interpretation:

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

- 95% of 5th graders meeting or exceeding state standards in English language arts/literacy
- 95% of 8th graders meeting or exceeding state standards in English language arts/literacy

Policy Interpretation:

Sufficient Evidence Toward Achievement and Rationale

- 85% or more students demonstrate above or at standard performance on:
  - Grades 5 and 8 Smarter Balanced Assessment (SBA) ELA
- A positive trend
- No more than a 2% decline over a three-year trend

Policy Interpretation:
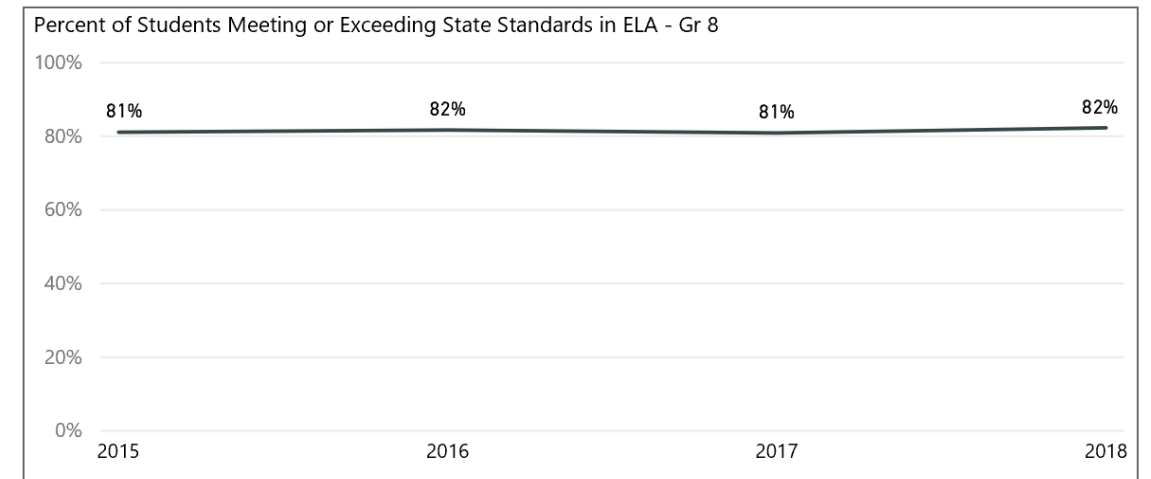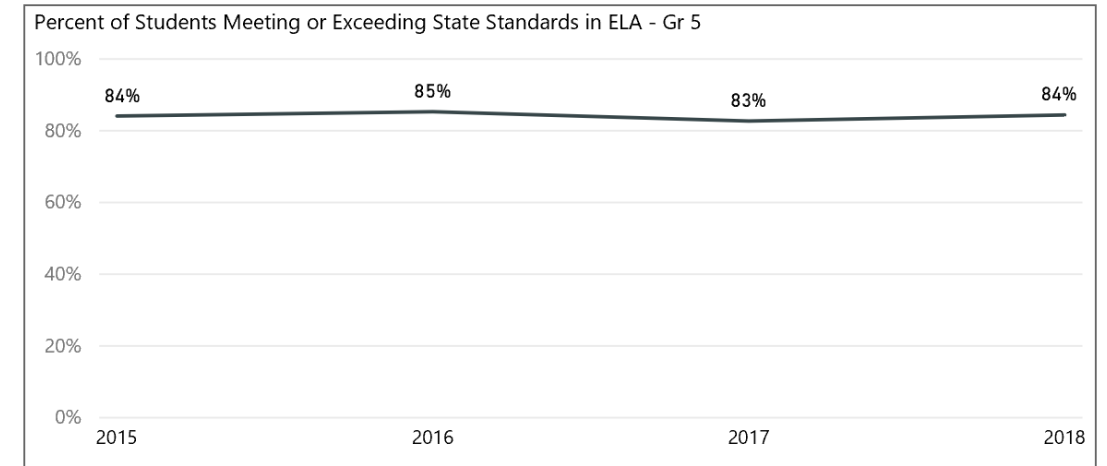*Sufficient Evidence Toward Achievement and Rationale*

- Given the high aspirational goal of 95% of students to demonstrate achievement in Intermediate Literacy and Language, 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.

Part II Monitoring Results

Monitoring Results: All Student Group

☐ Overall, students in Grades 5 and 8 demonstrate high performance in English language arts/literacy

☐ The All Students group performance has remained stable over a four-year period

☐ Both Grades 5 and 8 rank 1 among the 49 largest districts in the state

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 5

2015	2016	2017	2018
84%	85%	83%	84%

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 8

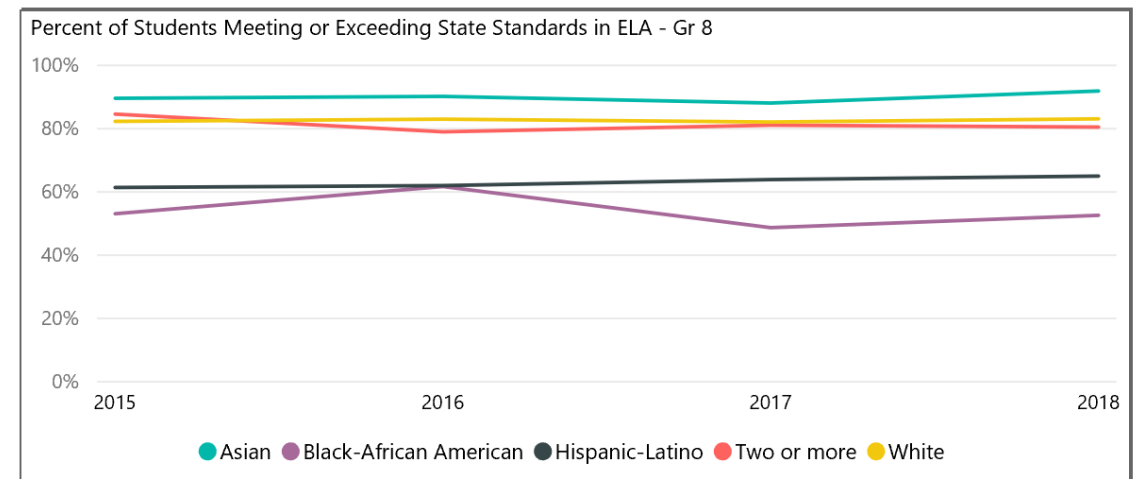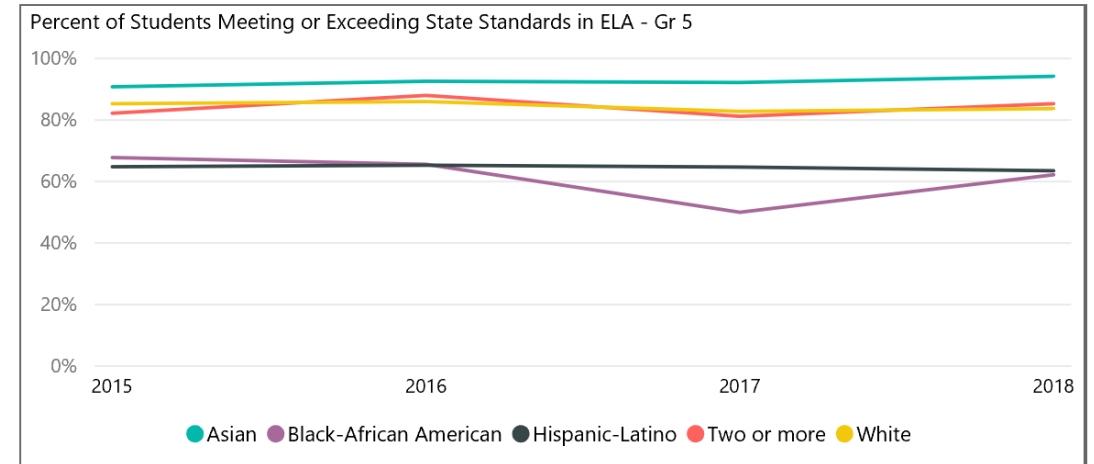| 2015	2016	2017	2018
81%	82%	81%	82%

Monitoring Results: Student Demographics

- Monitoring results show consistently high levels of performance within the following groups: Asian, Two or more races, and White students.
- Gaps in levels of performance are present for:
  - Hispanic/Latino and Black/African American students
  - Students receiving Special Education services
  - Students receiving ELL services
  - Students from low-income households
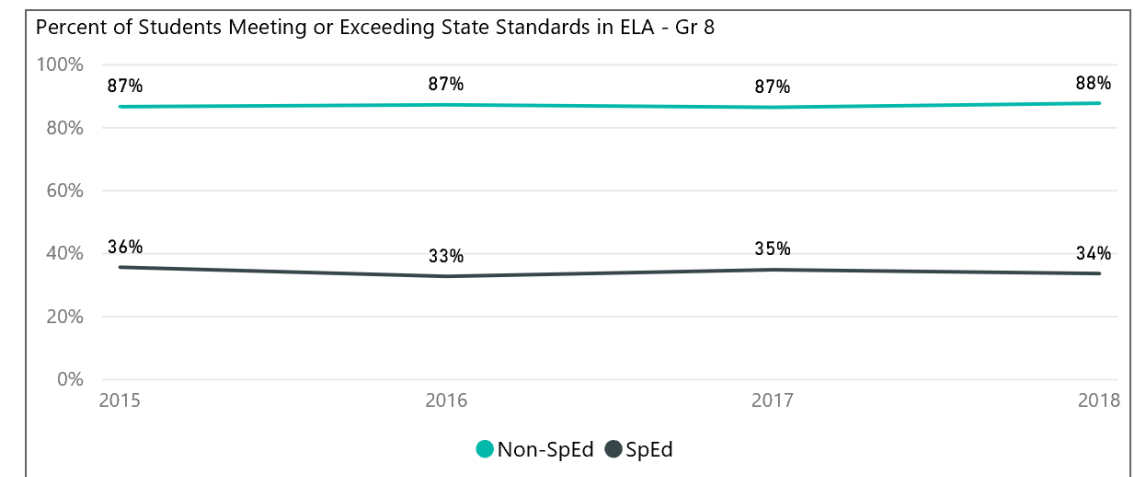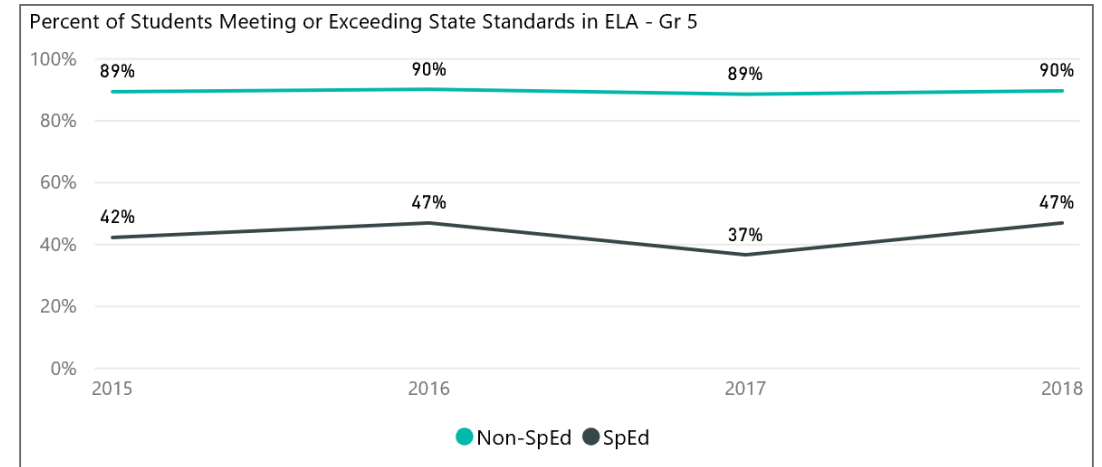
Monitoring Results: Race/Ethnicity

☐ Performance gaps persist between Grade 5 and 8 for Hispanic/Latino and Black/African American students

☐ Hispanic/Latino Grade 5 students rank 5 and Grade 8 students rank 8 among the 49 largest districts in the state

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 5

● Asian ● Black-African American ● Hispanic-Latino ● Two or more ● White

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 8

● Asian ● Black-African American ● Hispanic-Latino ● Two or more ● White
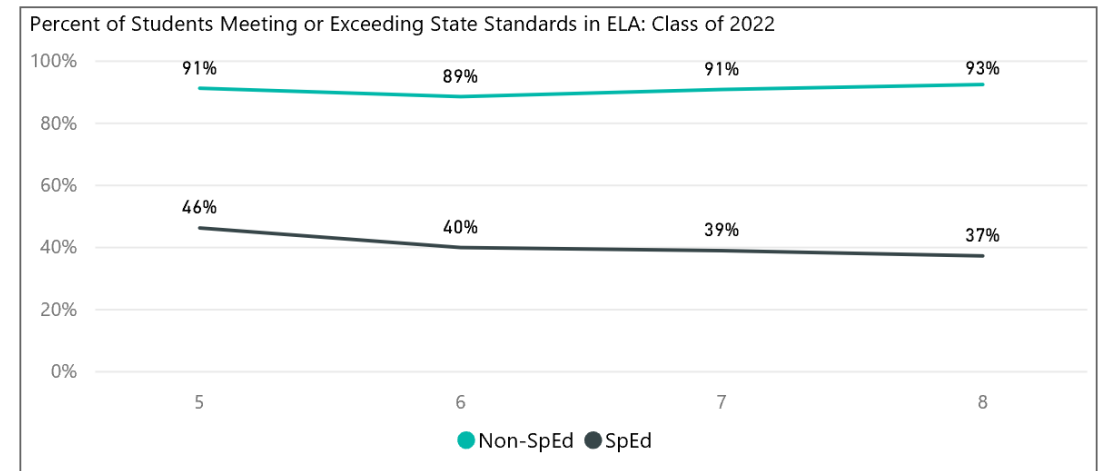
Monitoring Results: Special Education

☐ **Performance gaps persist between Grade 5 and 8 for students receiving Special Education services**

☐ **Grade 5 students receiving Special Education services rank 1 and Grade 8 students rank 5 among the 49 largest districts in the state**

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 5

- Non-SpEd: 2015 89%, 2016 90%, 2017 89%, 2018 90%
- SpEd: 2015 42%, 2016 47%, 2017 37%, 2018 47%

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 8

- Non-SpEd: 2015 87%, 2016 87%, 2017 87%, 2018 88%
- SpEd: 2015 36%, 2016 33%, 2017 35%, 2018 34%
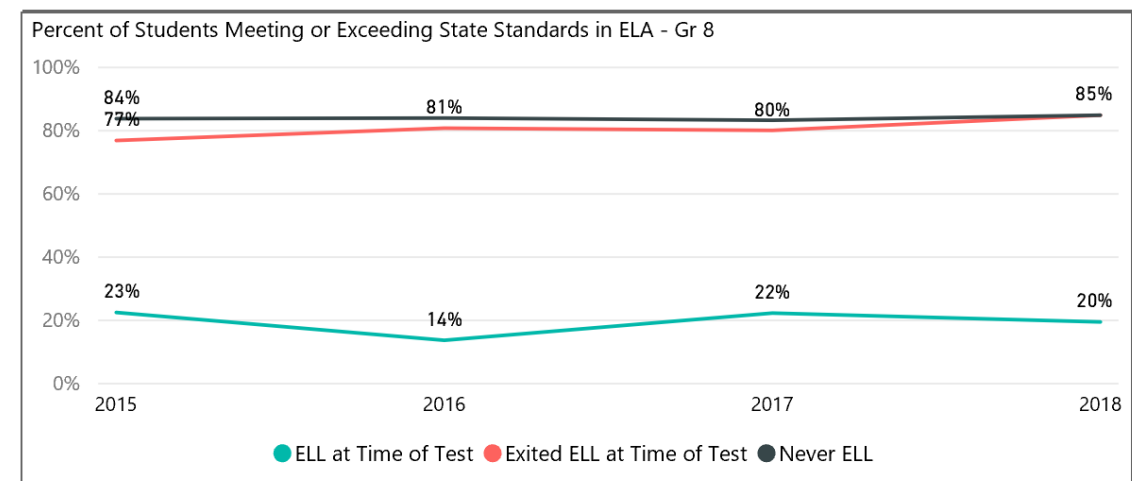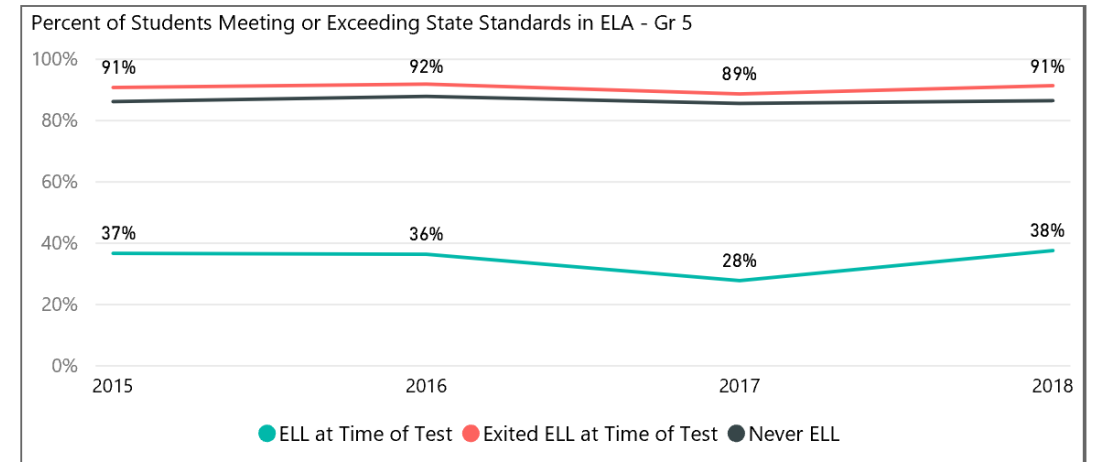
Monitoring Results: Special Education

□ The class of 2022 cohort data for students receiving Special Education services shows that the achievement gap increases between Grades 5 and 8

Percent of Students Meeting or Exceeding State Standards in ELA: Class of 2022

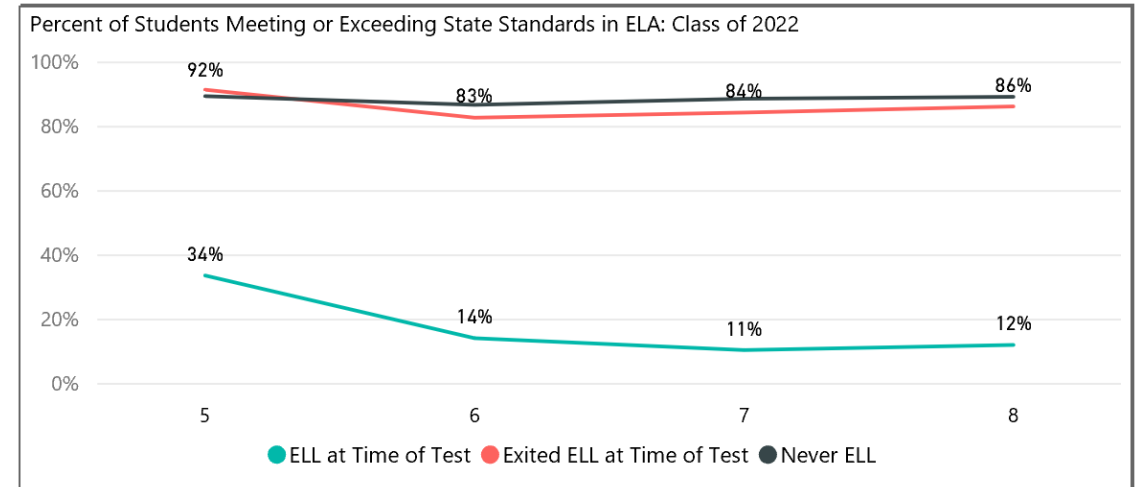|	5	6	7	8
Non-SpEd	91%	89%	91%	93%
SpEd	46%	40%	39%	37%

Monitoring Results: ELL

☐ Exited ELL students continue to outperform current ELL students and perform similar or better than never ELL students

☐ Grade 5 students receiving ELL services rank 2 and Grade 8 students rank 5 among the 49 largest districts in the state

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 5

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 8
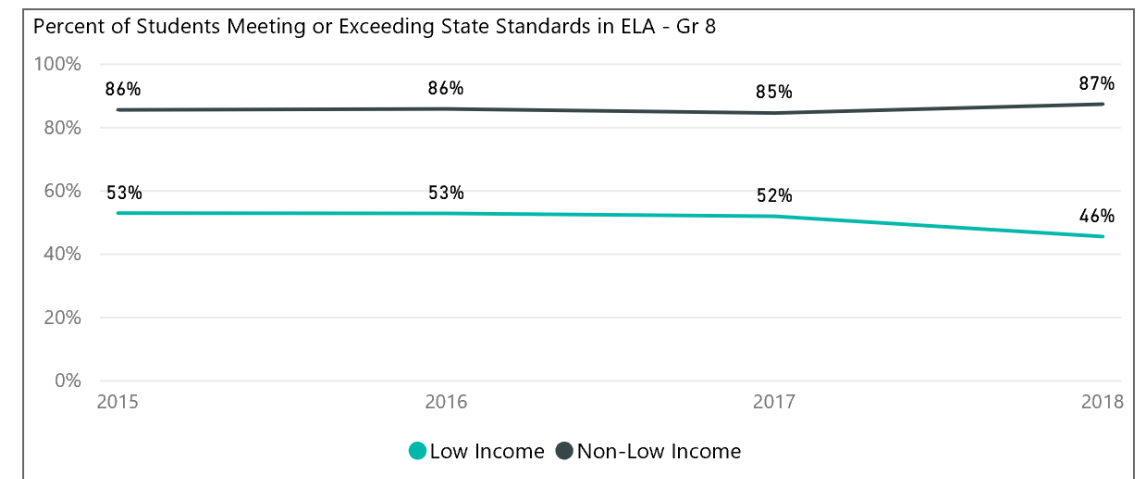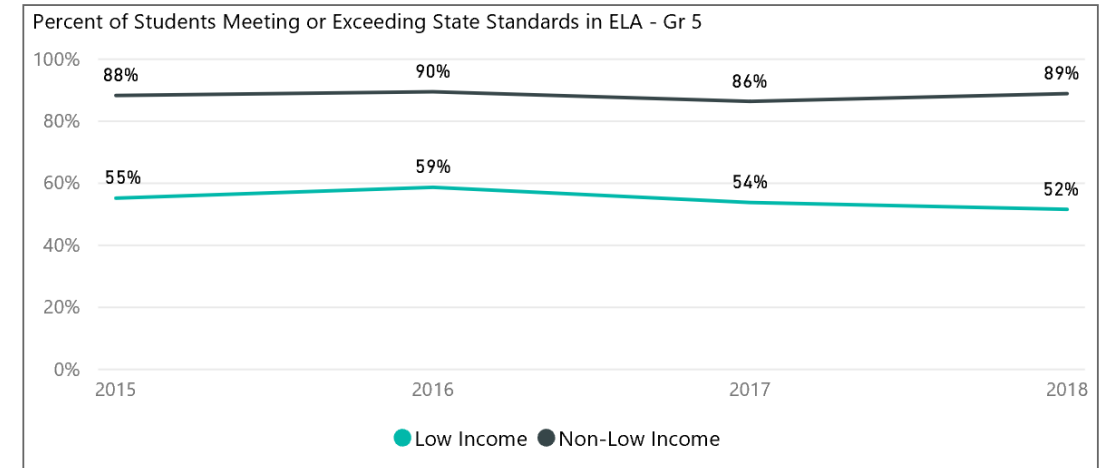
Monitoring Results: ELL

- ☐ The class of 2022 cohort data for students receiving ELL services shows that the achievement gap increases between Grades 5 and 8

- ☐ 86 Grade 5 students were ELL at time of test and 33 Grade 8 students continued as ELL at time of test

Percent of Students Meeting or Exceeding State Standards in ELA: Class of 2022

Chart data: Grade 5: 92%, 34%; Grade 6: 83%, 14%; Grade 7: 84%, 11%; Grade 8: 86%, 12%

Legend: ● ELL at Time of Test ● Exited ELL at Time of Test ● Never ELL

Monitoring Results: Low Income

☐ Performance gaps persist between Grade 5 and 8 for students from low income households

☐ Grade 5 students from low income households rank 13 and Grade 8 students rank 22 among the largest 49 districts in the state

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 5

Percent of Students Meeting or Exceeding State Standards in ELA - Gr 8

Monitoring Results: Low Income

☐ The class of 2022 cohort data for students from low income households shows that the achievement gap remains fairly constant for students between Grades 5 and 8
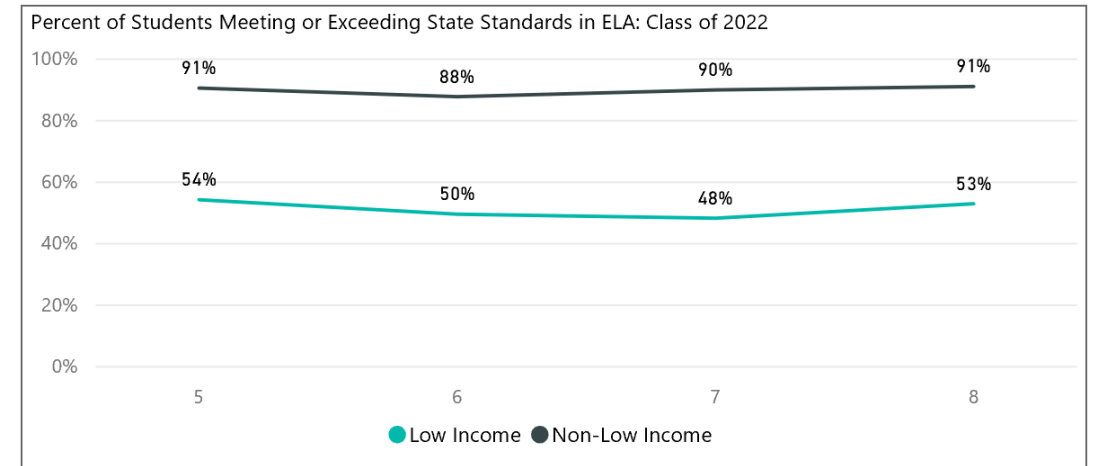
Percent of Students Meeting or Exceeding State Standards in ELA: Class of 2022

Part III: Achievement in High School Literacy and Language

Policy Interpretation:

Policy Criteria/ Observable Conditions/Alignment to Ends

- Achievement in High School Literacy and Language prepares students for post-secondary pathways.

- Four ELA credits are required for high school graduation.

  - Students attaining one ELA credit in Grade 9 are on track to graduate in the area of English language arts/literacy.

- Additionally, students achieving the Seal of Biliteracy demonstrate language readiness as measured by the Accelerated Placement exam or World Language Competency Assessment.

Policy Interpretation:

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

- 95% of 10th graders meeting or exceeding state standards in English language arts/literacy
- 95% of 9th graders earning full credit in English/Language Arts
- 95% of graduates achieve the Washington State Seal of Biliteracy

Policy Interpretation:

Sufficient Evidence Toward Achievement and Rationale

- 85% or more students demonstrate above or at standard performance on Grades 10 ELA Smarter Balanced Assessment
  - A positive trend
  - No more than a 2% decline in a three-year trend
- 85% or more of Grade 9 students demonstrate achievement by earning full credit in an ELA course
  - A positive trend or
  - No more than a 2% decline three-year trend.
- 85% or more students demonstrate achievement of the Washington State Seal of Biliteracy
  - A positive trend
  - No more than a 2% decline in a three-year trend

Policy Interpretation:
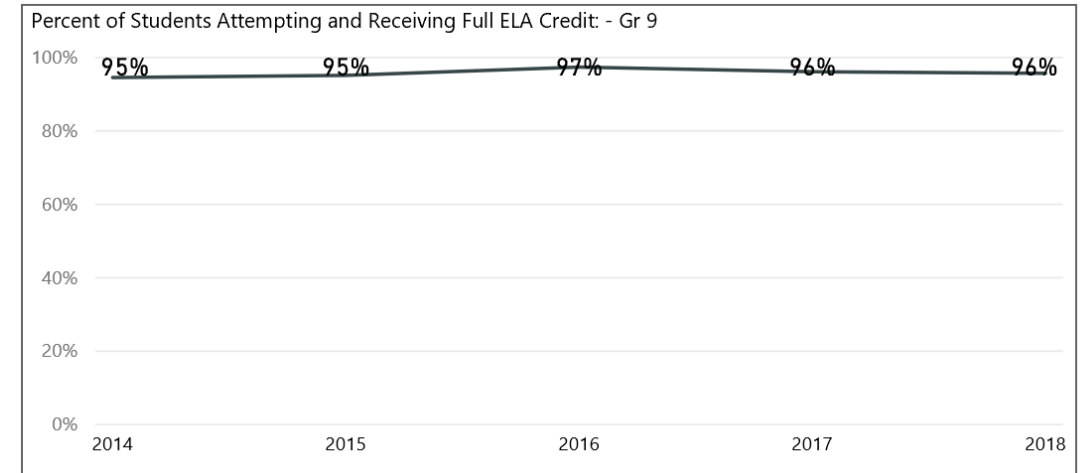
Sufficient Evidence Toward Achievement and Rationale

☐ Given the high aspirational goal of 95% of students to demonstrate achievement in High School Literacy and Language, 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.

Part III Monitoring Results

Monitoring Results: All Student Group

☐ **96% of Grade 9 students attained full ELA credit in their freshman year**

☐ **89% of students are performing at or exceeding standard on the Grade 10 ELA SBA**

Percent of Students Attempting and Receiving Full ELA Credit: - Gr 9

	2014	2015	2016	2017	2018
	95%	95%	97%	96%	96%

% of 10th Graders Meeting or Exceeding State Standards in ELA	
2017-18	88.8

Monitoring Results: All Student Group

☐ 8.5% of the Class of 2018 attained the Washington State Seal of Biliteracy, an increase from 2.1% in the previous year.

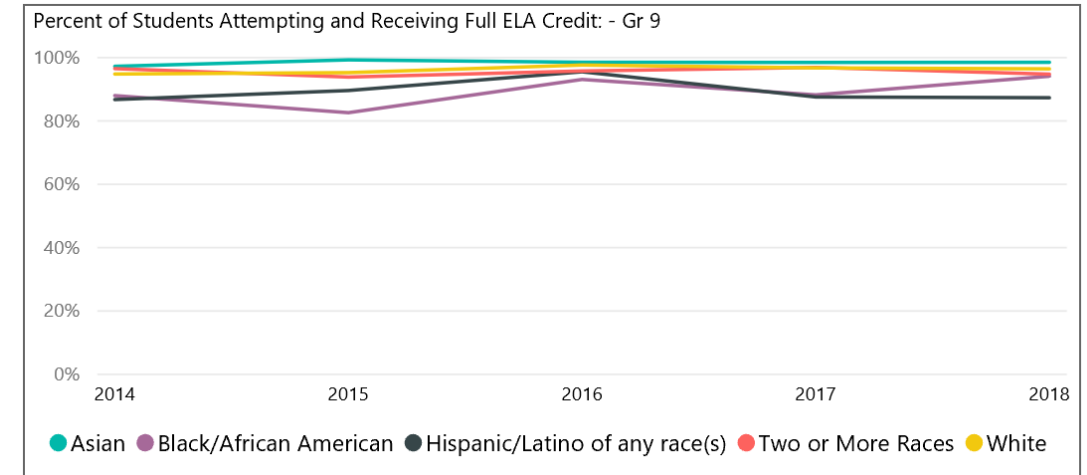| Washington State Seal of Biliteracy	
Class of	% Attaining Seal
2017	2.1
2018	8.5

Monitoring Results: Student Demographics

- When analyzing results for race/ethnicity groups, each group demonstrates greater success in high school achievement areas than in Primary or Intermediate Literacy and Language reported areas.

- Achievement gaps are still present for many groups.

Monitoring Results: Race/Ethnicity

☐ 94% of Black/African American students attained full ELA Credit in Grade 9 at the highest level over a five-year period

☐ Gaps still exist for Grade 10 on the ELA SBA for Black/African American and Hispanic/Latino student groups

Percent of Students Attempting and Receiving Full ELA Credit: - Gr 9

● Asian ● Black/African American ● Hispanic/Latino of any race(s) ● Two or More Races ● White

% of 10th Graders Meeting or Exceeding State Standards in ELA: Race/Ethnicity					
School Year	Asian	Black/African American	Hispanic/Latino	Two or More Races	White
2017-18	91.0	69.4	73.5	92.5	90.6

Monitoring Results: Special Education

☐ 88% of students receiving Special Education services attained full ELA Credit in Grade 9

☐ Gaps still exist for Grade 10 on the ELA SBA for students receiving Special Education services

Percent of Students Attempting and Receiving Full ELA Credit: - Gr 9
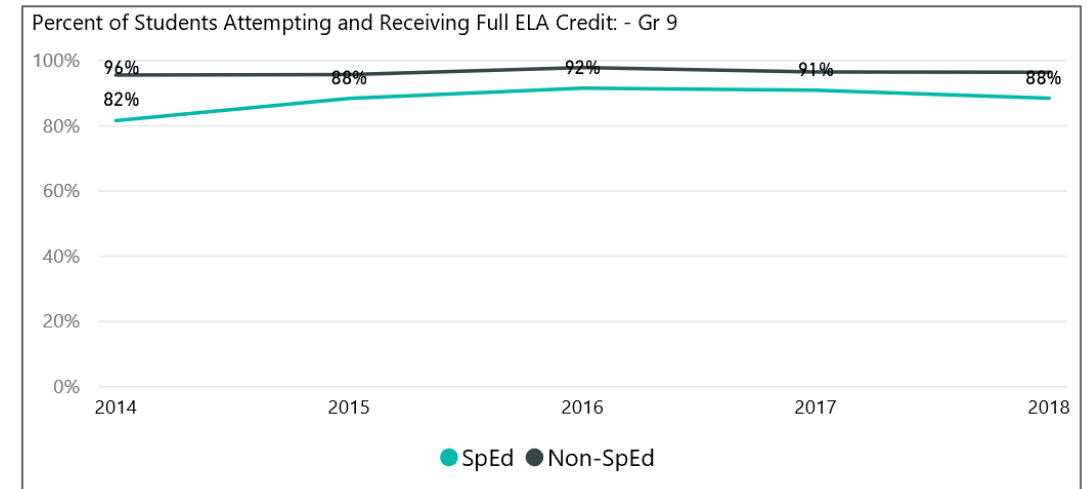
% of 10th Graders Meeting or Exceeding State Standards in ELA: Special Education		
School Year	Non-SpEd	SpEd
2017-18	92.8	49.7

Monitoring Results: ELL

☐ 88% of students receiving ELL services earned full ELA credit in 9th grade

☐ Gaps still exist for Grade 10 on the ELA SBA for students receiving ELL services at the time of the test
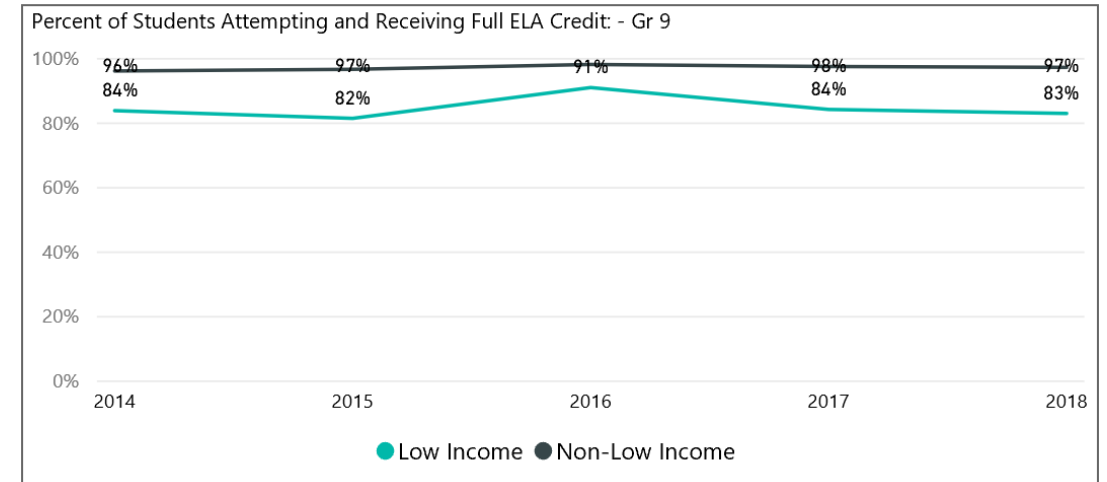
Percent of Students Attempting and Receiving Full ELA Credit: - Gr 9
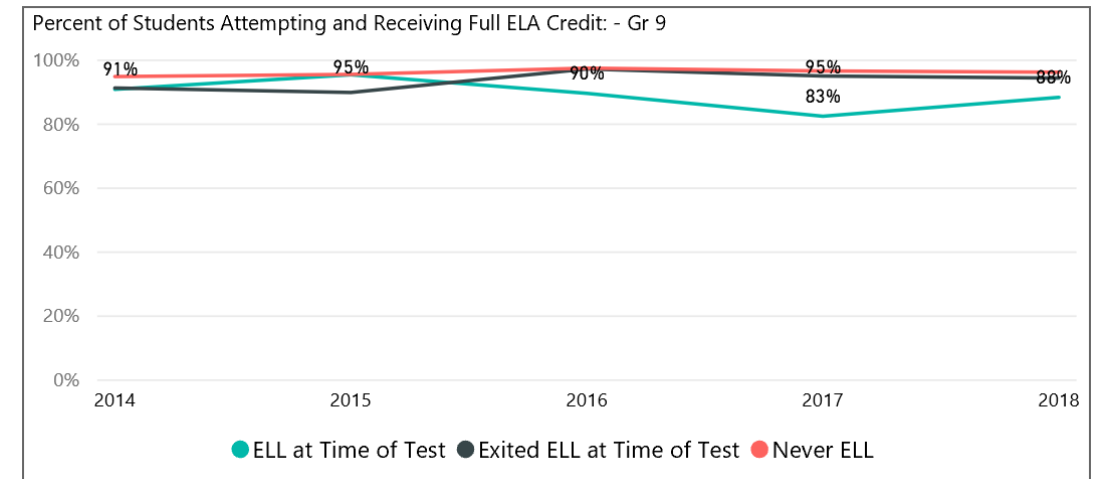
% of 10th Graders Meeting or Exceeding State Standards in ELA: ELL			
School Year	Never ELL	Exited ELL	ELL at Time of Test
2017-18	90.4	89.0	40.7

Monitoring Results: Low Income

- 83% of students from low income households earned full ELA credit in 9th grade

Percent of Students Attempting and Receiving Full ELA Credit: - Gr 9

	2014	2015	2016	2017	2018
Non-Low Income	96%	97%	91%	98%	97%
Low Income	84%	82%		84%	83%

● Low Income ● Non-Low Income

- Gaps still exist for Grade 10 on the ELA SBA for students from low income households

% of 10th Graders Meeting or Exceeding State Standards in ELA: Low Income		
School Year	Non-Low Income	Low Income
2017-18	92.9	61.9

Connecting End Results with Means: Strategies to Achieve Ends

Strategies to Achieve Ends: Initiating

Strategies that show promise of success in closing achievement gaps that are being initiated this year

Core Instruction	Access	Equity
• Implement newly-adopted Preschool curriculum vertically aligned with Elementary curriculum	• Implement newly-adopted Elementary dyslexia curriculum • Provide training for School Psychologists to identify dyslexia	• Initiate school-based equity teams • Provide staff training focused on commitment to equity
• Evaluate progress monitoring tools for math and behavior	• Reinforce staff training for Picture Exchange Communication System (PECS).	
	• Implement Clicker 7 Reading and Writing Accessibility software • Implement Read and Write 12 Accessibility software	

Strategies to Achieve Ends: Continue and Expand

Strategies that have shown evidence of success in closing achievement gaps that will be continued and expanded

Core Instruction	Access	Equity
• Provide training for all elementary staff on foundational literacy instruction	• Continue to implement Co-teaching model to enable students receiving special education ELL, and Safety Net services to access core curriculum	• Expand training for teachers in Sheltered Instructional Observation Protocol (SIOP)
• Continue to identify students with risk factors for early literacy acquisition for Preschool services	• Continue to provide free summer school for students not at standard in reading	

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 Part 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.