




# **End Result (ER) 2: Literacy and Language**

Board Monitoring Report  
October 1, 2018

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## Data Overview Sheet

<b>Student Performance Targets:</b> <ul style="list-style-type: none"> <li>95% of students meet all established indicators</li> <li>Student performance is comparable to student performance in comparable WA state districts</li> <li>Student performance is improving</li> </ul>								<b>Key:</b>  Reasonable Progress  Limited Progress 		
	All	Female	Male	Special Education	ELL	Low Income	Asian	Black/African American	Latino/Hispanic	White
<b>Pre-K WaKids Language Fall 2017</b>	78.2% Rank 16 ↓8.6 (2 yr)	82.6% Rank 17 ↓7.6 (2 yr)	74.3% Rank 15 ↓9.0 (2 yr)	40.3% Rank 19 ↓9.0 (2 yr)	67.7% Rank 11 ↓8.4 (2 yr)	54.6% Rank 38 ↓15.1 (2 yr)	79.1% Rank 10 ↓7.6 (2 yr)	68.8% Rank 17 ↓16.5 (2 yr)	64.2% Rank 24 ↓9.6 (2 yr)	80.8% Rank 16 ↓8.2 (2 yr)
<b>Pre-K WaKids Literacy Fall 2017</b>	89.2% Rank 8 ↓3.5 (2 yr)	91.8% Rank 8 ↓2.6 (2 yr)	88.6% Rank 8 ↓3.9 (2 yr)	66.9% Rank 14 ↓9.0 (2 yr)	85.9% Rank 4 ↓2.7 (2 yr)	64.1% Rank 32 ↓3.7 (2 yr)	94.3% Rank 6 ↓2.0 (2 yr)	87.5% Rank 5 ↓9.6 (2 yr)	72.8% Rank 21 ↓4.3 (2 yr)	90.4% Rank 11 ↓3.9 (2 yr)
<b>K DIBELS Spring 2018</b>	86.4% n/a ↑1.1 (5 yr)	87.5% n/a ↑2.5 (5 yr)	85.4% n/a ↓0.2 (5 yr)	56.6% n/a ↓2.2 (5 yr)	84.0% n/a ↑4.8 (5 yr)	70.3% n/a ↓1.6 (5 yr)	92.0% n/a ↑0.3 (5 yr)	72.0% n/a ↓17.2 (5 yr)	75.4% n/a ↑3.9 (5 yr)	84.5% n/a ↓0.8 (5 yr)
<b>3 ELA SBA Spring 2018</b>	81.1% Rank 1 ↑2.5 (4 yr)	84.8% Rank 1 ↑1.9 (4 yr)	77.7% Rank 1 ↑3.4 (4 yr)	42.6% Rank 5 No change (4 yr)	41.7% Rank 4 ↑1.7 (4 yr)	49.1% Rank 10 ↑2.5 (4 yr)	91.2% Rank 2 ↑0.4 (4 yr)	60.4% Rank n/a ↑3.6 (4 yr)	60.2% Rank 7 ↑2.3 (4 yr)	80.6% Rank 1 ↑2.4 (4 yr)
<b>5 ELA SBA Spring 2018</b>	84.4% Rank 1 ↑0.3 (4 yr)	86.2% Rank 1 ↓1.5 (4 yr)	82.6% Rank 1 ↑1.8 (4 yr)	47.0% Rank 1 ↑4.7 (4 yr)	37.6% Rank 2 ↑0.9 (4 yr)	51.6% Rank 13 ↓3.6 (4 yr)	94.2% Rank 1 ↑3.4 (4 yr)	62.2% Rank n/a ↓5.6 (4 yr)	63.5% Rank 4 ↓1.3 (4 yr)	83.7% Rank 2 ↓1.6 (4 yr)
<b>8 ELA SBA Spring 2018</b>	82.3% Rank 1 ↑1.2 (4 yr)	86.3% Rank 1 ↑1.2 (4 yr)	78.7% Rank 2 ↑1.4 (4 yr)	33.7% Rank 2 ↓2.0 (4 yr)	19.5% Rank 5 ↓3.0 (4 yr)	45.6% Rank 22 ↓7.4 (4 yr)	91.9% Rank 2 ↑2.3 (4 yr)	52.6% Rank n/a ↓0.5 (4 yr)	65.0% Rank 8 ↑3.6 (4 yr)	83.1% Rank 1 ↑0.8 (4 yr)
<b>9 Full ELA Credit 2017-18 Class of 2021</b>	95.7% n/a ↑1.2 (5 yr)	96.9% n/a ↑1.1 (5 yr)	94.5% n/a ↑1.3 (5 yr)	88.5% n/a ↑6.9 (5 yr)	88.4% n/a ↓2.5 (5 yr)	83.0% n/a ↓0.9 (5 yr)	98.5% n/a ↑1.3 (5 yr)	94.1% n/a ↑6.1 (5 yr)	87.3% n/a ↑0.6 (5 yr)	96.5% n/a ↑1.6 (5 yr)
<b>10 ELA SBA Spring 2018</b>	88.8% Rank 1 n/a <i>baseline</i>	89.6% Rank 4 n/a <i>baseline</i>	88.1% Rank 1 n/a <i>baseline</i>	49.7% Rank 1 n/a <i>baseline</i>	40.7% Rank 1 n/a <i>baseline</i>	61.9% Rank 10 n/a <i>baseline</i>	91.0% Rank 6 n/a <i>baseline</i>	69.4% Rank n/a n/a <i>baseline</i>	73.5% Rank 6 n/a <i>baseline</i>	90.6% Rank 1 n/a <i>baseline</i>
<b>12 Seal of Biliteracy Class of 2018</b>	8.5% n/a ↑ 6.4 (2 yr)	10.7% n/a ↑ 8.7 (2 yr)	6.4% n/a ↑ 4.3 (2 yr)	1.8% n/a ↑ 1.8 (2 yr)	38.1% n/a ↑ 14.5 (2 yr)	8.9% n/a ↑ 7.7 (2 yr)	15.2% n/a ↑ 10.9 (2 yr)	6.1% n/a ↑ 6.1 (2 yr)	16.0% n/a ↑ 12.4 (2 yr)	5.8% n/a ↑ 4.6 (2 yr)

<p><b><u>Data Business Rules:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Rankings are out of Washington School Districts with 6500 or more students. In 2017-18, this was 49 school districts.</i></li> <li>• <i>Pre-K WaKIDS: Fall 2017.</i></li> <li>• <i>K DIBELS: Any student with EOY DIBELS benchmark score, Spring 2018</i></li> <li>• <i>Gr 3-8, 10 ELA: Washington State Report Card business rules, Spring 2018.</i></li> <li>• <i>9 Full ELA Credit: % of students who earned 1.0 credits of ELA in 9<sup>th</sup> grade. Students included were enrolled on May 1 and had attempted at least 1.0 credits of ELA during the year. Rank not available for this indicator.</i></li> <li>• <i>12 Seal of Biliteracy: % Earned from Adjusted Cohort of Class of 2018.</i></li> <li>• <i>Other: Specific percentages for American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander not provided due to low n.</i></li> <li>• <i>Other: Rank for Black/African American n/a due to several district's percentages suppressed.</i></li> </ul>	<p><b><u>Color Coding Business Rules:</u></b></p> <p><b>Dark Green</b></p> <p><i>If 85% or higher, then dark green</i>  <i>If negative progress of two (2) or more points, move to light green</i>  <i>Or, if rank is &gt; 11, move to light green (rank 11 is the 80<sup>th</sup> percentile of 49 school districts)</i></p> <p><b>Yellow</b></p> <p><i>If 71-84%, then Yellow</i>  <i>If rank is &lt;5, move to light green (rank 4 is the 94<sup>th</sup> percentile of 49 school districts)</i></p> <p><b>Dark Red</b></p> <p><i>If 70% or less, then dark red</i>  <i>If rank is &lt; 12, move to light red</i>  <i>Or, if progress is three (3) or more points, move to light red</i></p>
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**Monitoring Description, Established Indicators,  
Targets for Student Achievement, and Established Data Sets/Displays**

**High Level Ends:**

Each student will demonstrate his or her highest level of achievement and application of knowledge within a well-rounded, interdisciplinary program of study.

Accordingly, students will:

**Literacy & Language**

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

## **Part 1: Achievement in Primary Literacy and Language**

### **CEO's Ends Policy Interpretation**

*Reasonable Interpretation: Policy criteria, observable conditions, alignment to Ends, targets and rationale*

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). These standards define the Reading, Writing, Speaking & Listening, and Language expectations for students Kindergarten-Grade 12. The 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.

**Therefore, I interpret that student demonstration of achievement in standardized measures in Kindergarten and Grade 3 provide evidence of preparing students for future academic success in Literacy & Language.**

As such, observable conditions and targets for End Results (ER) 2 Primary Literacy & Language include:

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

**Our commitment and aspirational goal is for 95% of students to demonstrate Primary Literacy and Language skills. I interpret that there is sufficient evidence toward accomplishment of the End for each student group when:**

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

**Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 3-4). Green and light green shaded cells denote areas of sufficient evidence toward achievement of the End; yellow and red-shaded cells denote areas of partial achievement.**

### **Rationale**

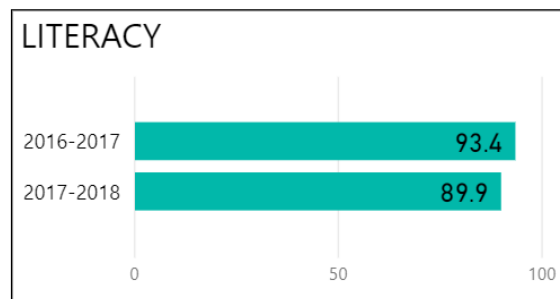
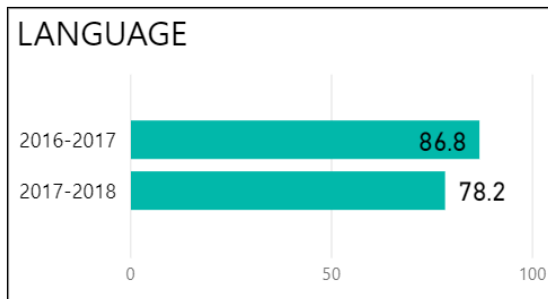
Given the high aspirational goal of 95% of students to demonstrate achievement in Primary Literacy and Language, reasonable progress toward accomplishment of this End is a multi-year effort. Therefore, establishing a minimum threshold of 85% by student group, together with criteria of comparable performance 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.

### **Monitoring Results: All Student Group**

Overall, students entered Kindergarten slightly less school ready in literacy and language than previously reported by LWSD Kindergarten teachers as measured by Beginning-of-Year WaKIDS whole child assessment. These data are consistent with a decline in End-of-Year DIBELS results with 86% of Kindergarten students being reported as at or above benchmark. 90% of Kindergarten students were at or above benchmark in the previous year and was the fourth year of improved results. Grade 3 students maintained their overall high achievement performance with 81% of students at or exceeding standard on the ELA SBA. The All student group in Grade 3 rank 1 among Washington State districts with 6500 students or greater (the largest 49 districts) on the ELA SBA.

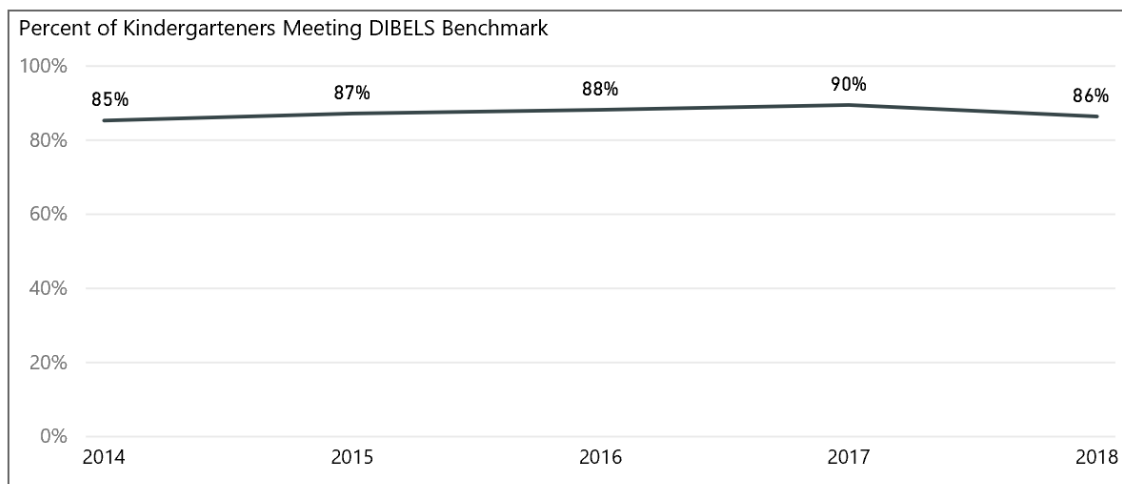
Data Displays: All Student Group

## % Who Demonstrate Characteristics of Entering Kindergarteners (Fall)

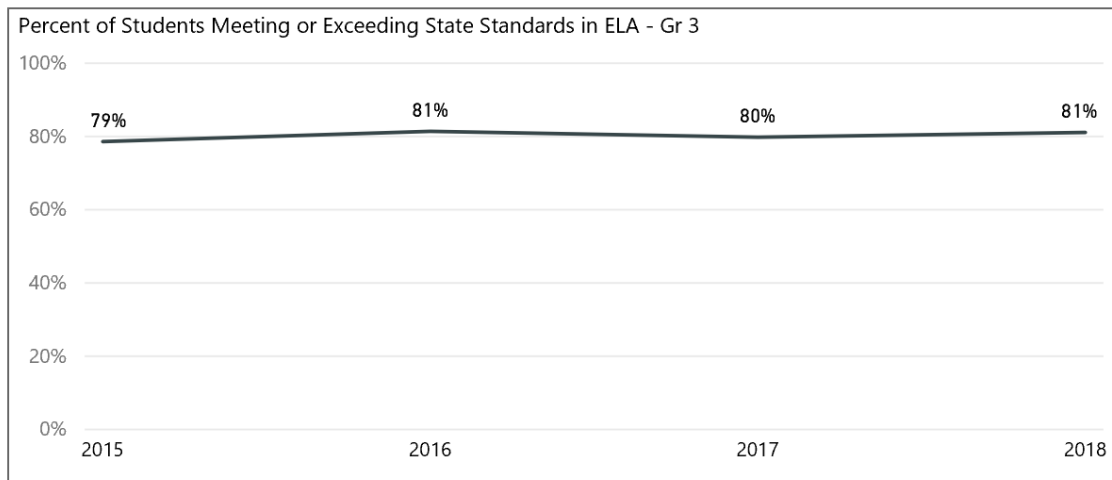


Percent of Kindergarteners Entering Kindergarten Ready: Language		
School Year	% Met	Total N
2016-17	86.8	2336
2017-18	78.2	2243

Percent of Kindergarteners Entering Kindergarten Ready: Literacy		
School Year	% Met	Total N
2016-17	93.4	2336
2017-18	89.9	2243



Percent of Kindergarteners Meeting DIBELS Benchmark at End of Year		
School Year	% Met	Total N
2013-14	85.3	2035
2014-15	87.2	2005
2015-16	88.2	2238
2016-17	89.5	2358
2017-18	86.4	2279



Percent of 3 <sup>rd</sup> Graders Meeting or Exceeding State Standards in ELA		
School Year	% Met	Total N
2014-15	78.6	2227
2015-16	81.4	2364
2016-17	79.8	2450
2017-18	81.1	2419

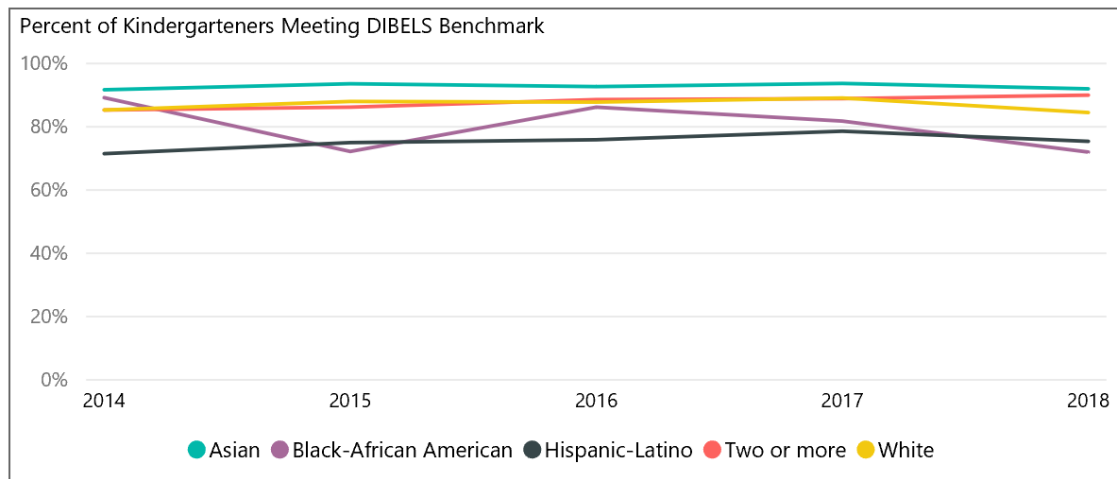
### Monitoring Results: Select Student Groups and Programs

Monitoring results show consistently high performance from Asian, two or more races, and White students. Persistent gaps are present between Hispanic/Latino and Black/African American students in nearly all Primary Literacy and Language measures. Gaps persist for other student groups including students receiving special education or ELL services, and for students from low-income households.

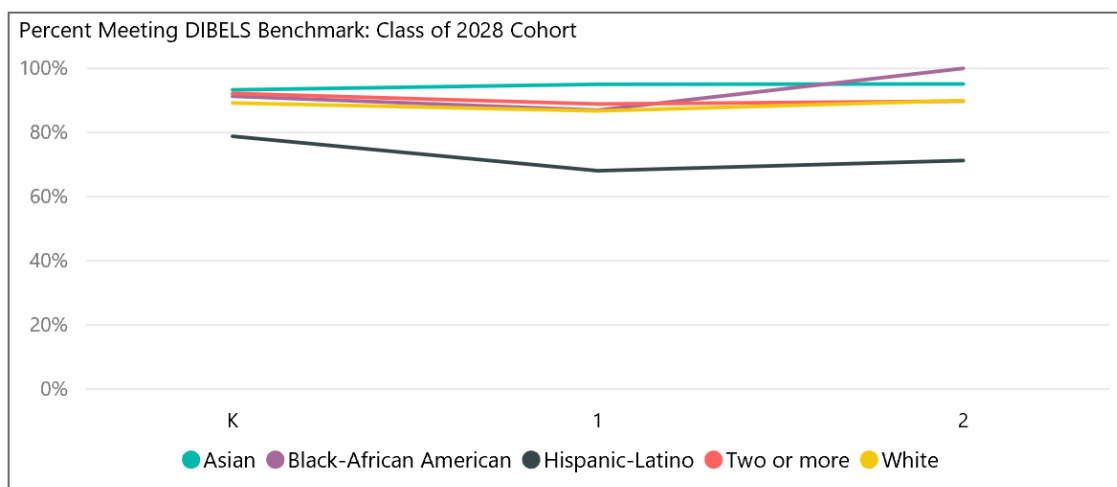
- Asian Students perform higher than other race/ethnicity groups in all Primary Literacy and Language measures
- Gaps increase between Kindergarten and Grade 3 measures for Hispanic/Latino and Black/African American students
- An exception to persistent gaps are Black/African American students that have been in the district from Kindergarten through the end of Grade 2, perform similar or better to Asian, two or more races, and White LWSD students
- Hispanic/Latino Grade 3 students rank 7 among the 49 largest districts in the state in ELA
- Female and Male Grade 3 students rank 1 among the 49 largest districts in the state in ELA
- Students receiving special education services have a 20-30 point gap in all areas measured
- Although students receiving special education services are not performing at similar levels as non-disabled peers, Grade 3 LWSD students receiving special education services rank 5 among the 49 largest districts in the state
- Students that have exited ELL services continue to outperform current and never ELL students
- Students receiving ELL services from Kindergarten through Grade 2 perform lower than exited or never ELL peers
- Gap for students receiving ELL services is larger in Grade 3 than in Kindergarten
- Although students receiving ELL services are not performing at similar levels as exited or never ELL peers, Grade 3 LWSD students receiving ELL services rank 4 among the 49 largest districts in the state
- Students from low-income households have a persistent gap in all measured areas and this group ranks 10 among the largest 49 districts in the state in ELA



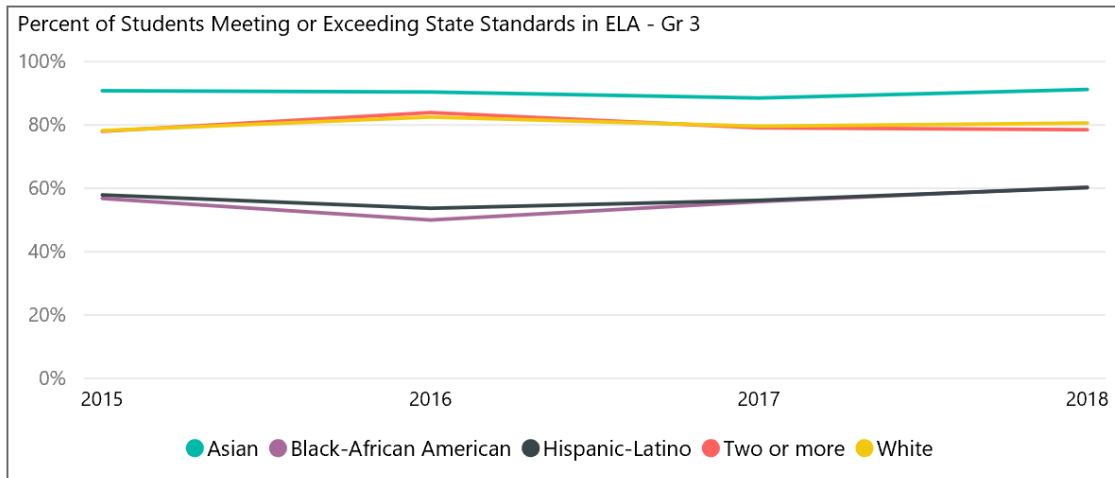
## Data Displays: Race/Ethnicity



Percent of Kindergarteners Meeting DIBELS Benchmark: Race/Ethnicity										
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
2013-14	91.7	483	89.2	28	71.5	225	85.3	143	85.3	1144
2014-15	93.6	502	72.2	36	75.0	281	86.2	145	88.0	1025
2015-16	92.7	663	86.2	29	75.9	216	88.6	159	87.8	1165
2016-17	93.7	827	81.8	33	78.6	211	88.9	199	89.1	1079
2017-18	92.0	806	72.0	43	75.4	232	90.0	181	84.5	1006

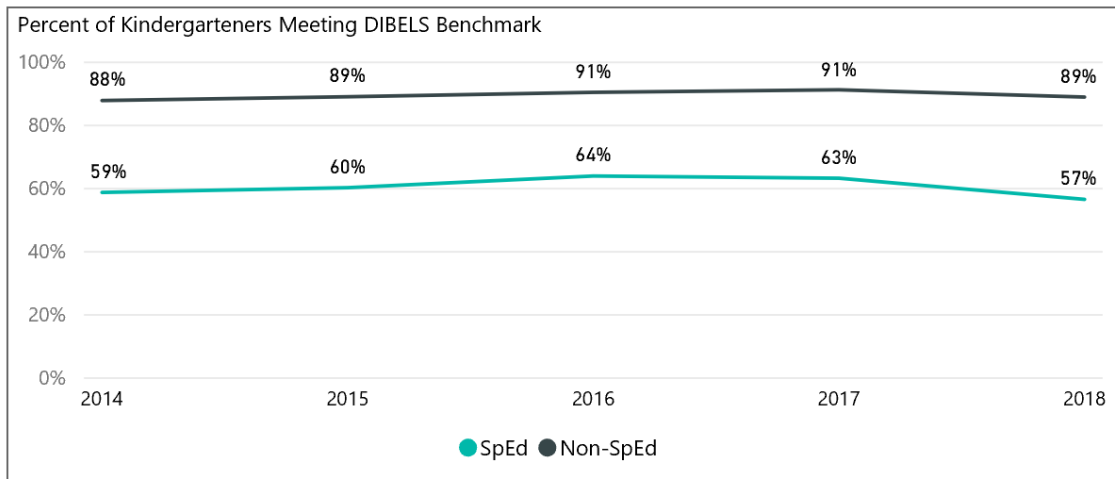


Percent Meeting DIBELS Benchmark, Class of 2028 Cohort: Race/Ethnicity										
Grade Level	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
K	93.4	503	91.3	23	80.1	166	92.1	126	89.2	942
1	95.0	503	87.0	23	68.1	166	88.9	126	86.7	942
2	95.3	510	100.0	23	71.8	170	89.6	135	90.0	922

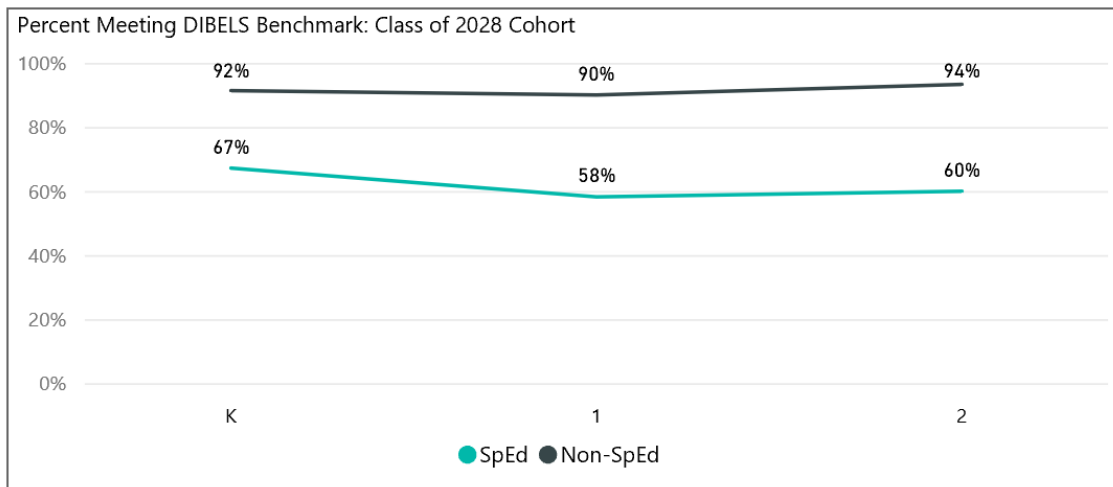


Percent of Students Meeting or Exceeding State Standards in ELA – Grade 3: Race/Ethnicity										
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
2014-15	90.8	535	56.8	44	57.9	233	78.0	173	78.2	1172
2015-16	90.4	663	50.0	34	53.7	242	83.9	181	82.5	1226
2016-17	88.5	778	55.8	34	56.2	224	79.1	187	79.6	1213
2017-18	91.2	799	60.4	43	60.2	287	78.5	191	80.6	1092

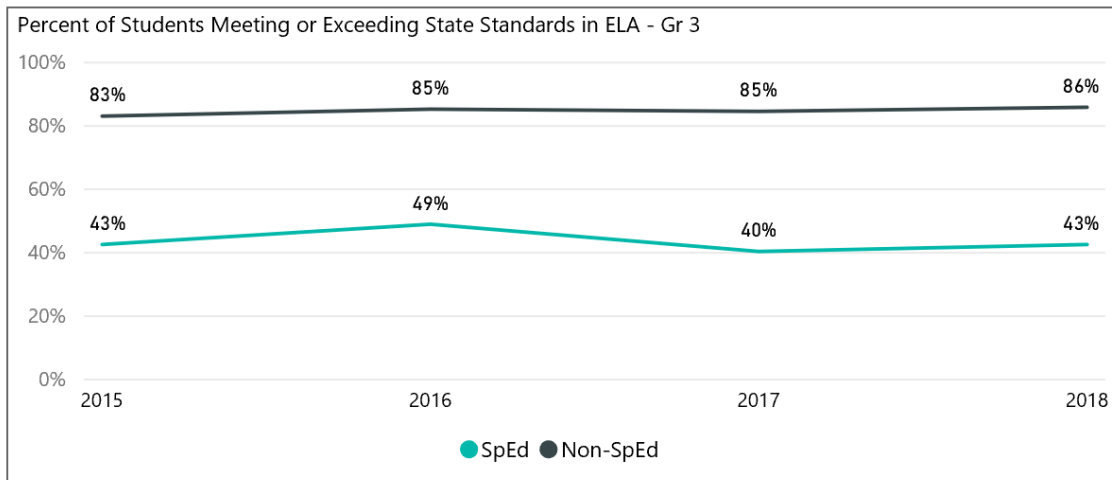
Data Displays: Students receiving Special Education Services



Percent of Kindergarteners Meeting DIBELS Benchmark: Special Education				
School Year	Non-SpEd		SpEd	
	% Met	Total N	% Met	Total N
2013-14	87.9	1855	58.8	180
2014-15	89.1	1874	60.3	131
2015-16	90.5	2046	64.0	192
2016-17	91.3	2205	63.3	153
2017-18	89.0	2099	56.6	180

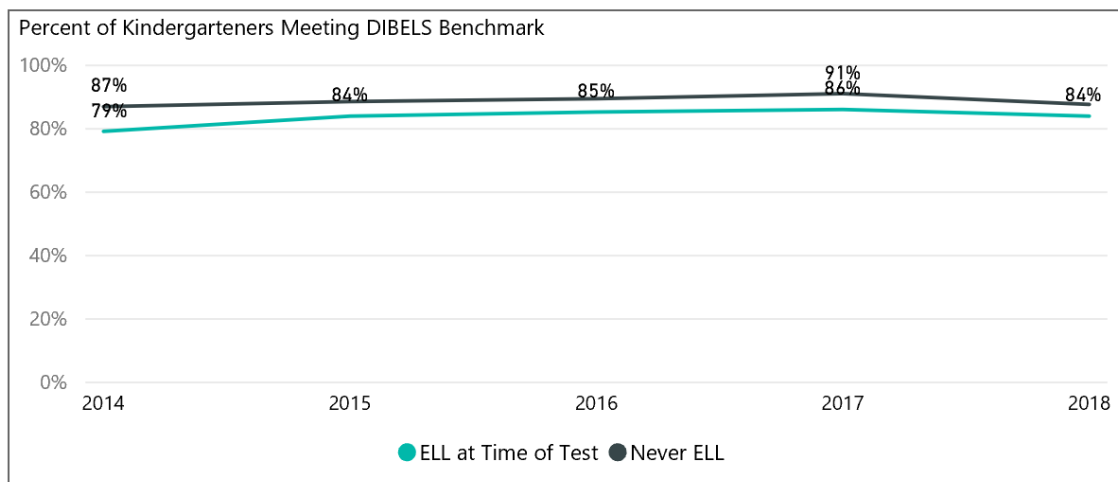


Percent Meeting DIBELS Benchmark, Class of 2028 Cohort: Special Education				
Grade Level	Non-SpEd		SpEd	
	% Met	Total N	% Met	Total N
K	91.6	1632	67.4	132
1	90.2	1610	58.4	154
2	93.6	1568	60.2	196

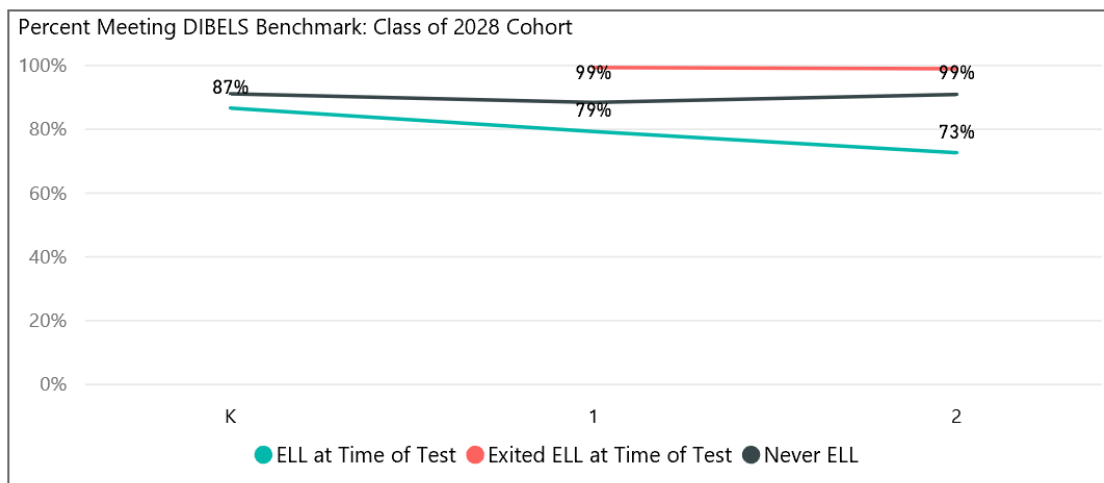


Percent of Students Meeting or Exceeding State Standards in ELA – Grade 3: Special Education				
School Year	Non-SpEd		SpEd	
	% Met	Total N	% Met	Total N
2014-15	83.1	1981	42.6	246
2015-16	85.3	2111	49.0	253
2016-17	84.6	2183	40.4	267
2017-18	85.9	2152	42.6	267

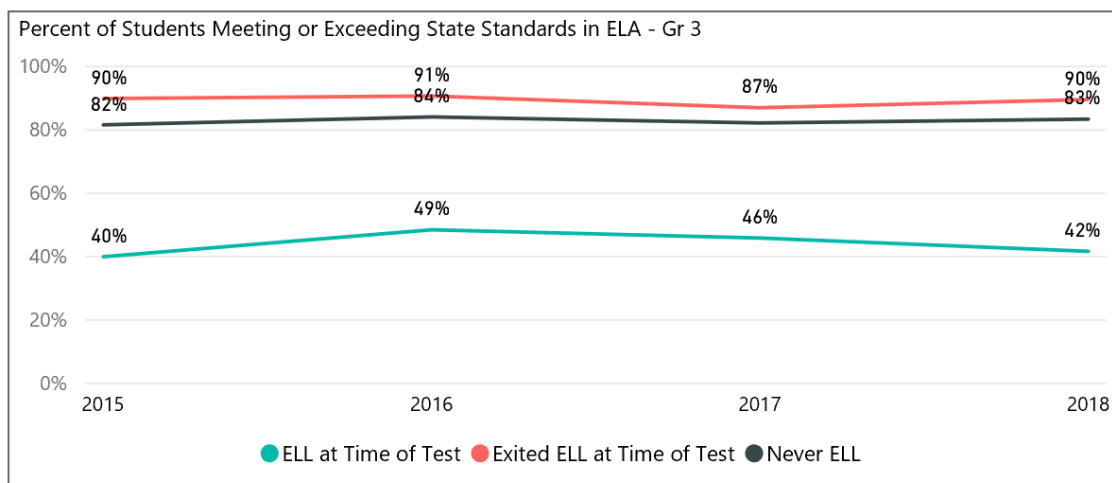
## Data Displays: Students receiving ELL Services



Percent of Kindergarteners Meeting DIBELS Benchmark: ELL				
School Year	Never ELL		ELL at Time of Test	
	% Met	Total N	% Met	Total N
2013-14	87.0	1581	79.2	454
2014-15	88.6	1404	84.0	601
2015-16	89.5	1543	85.3	695
2016-17	91.1	1599	86.1	759
2017-18	87.7	1509	84.0	770

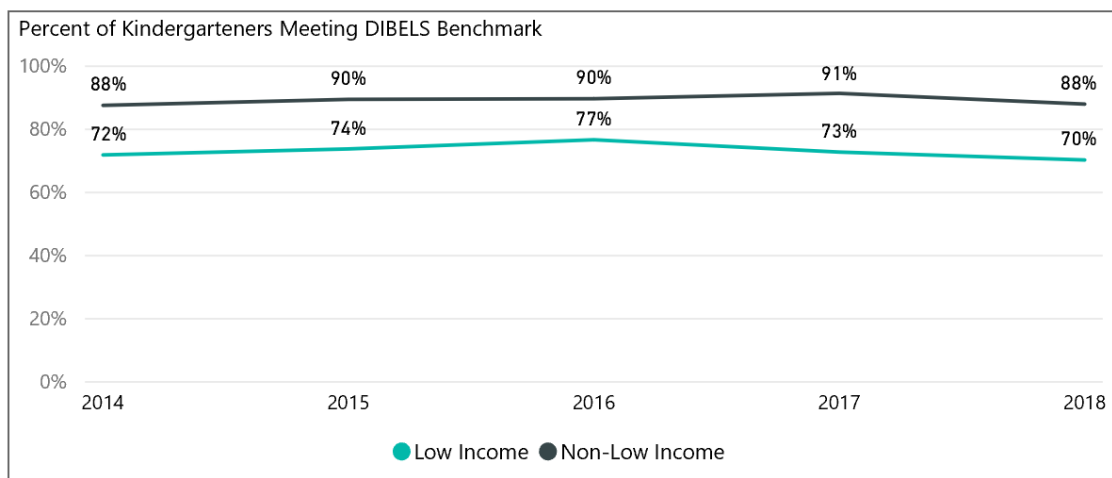


Percent Meeting DIBELS Benchmark, Class of 2028 Cohort: ELL						
Grade Level	Never ELL		Exited ELL		ELL at Time of Test	
	% Met	Total N	% Met	Total N	% Met	Total N
K	91.1	1240	n/a	n/a	86.6	524
1	88.4	1235	99.4	157	79.3	372
2	90.9	1234	99.0	296	72.6	234

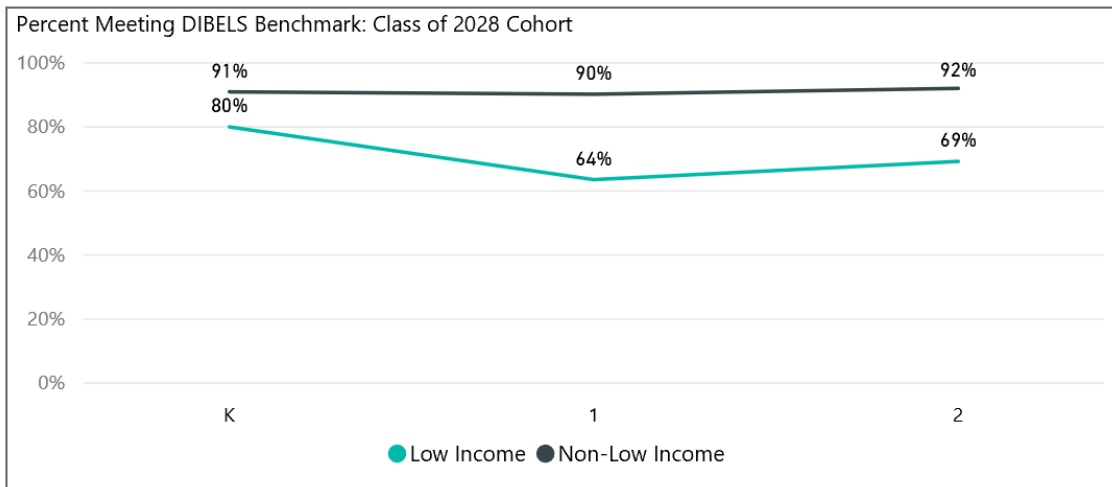


Percent of Students Meeting or Exceeding State Standards in ELA – Grade 3: ELL						
School Year	Never ELL		Exited ELL		ELL at Time of Test	
	% Met	Total N	% Met	Total N	% Met	Total N
2014-15	81.6	1807	89.9	218	40.0	202
2015-16	84.1	1825	90.7	302	48.5	237
2016-17	82.2	1862	87.0	377	45.9	211
2017-18	83.4	1702	89.6	511	41.7	206

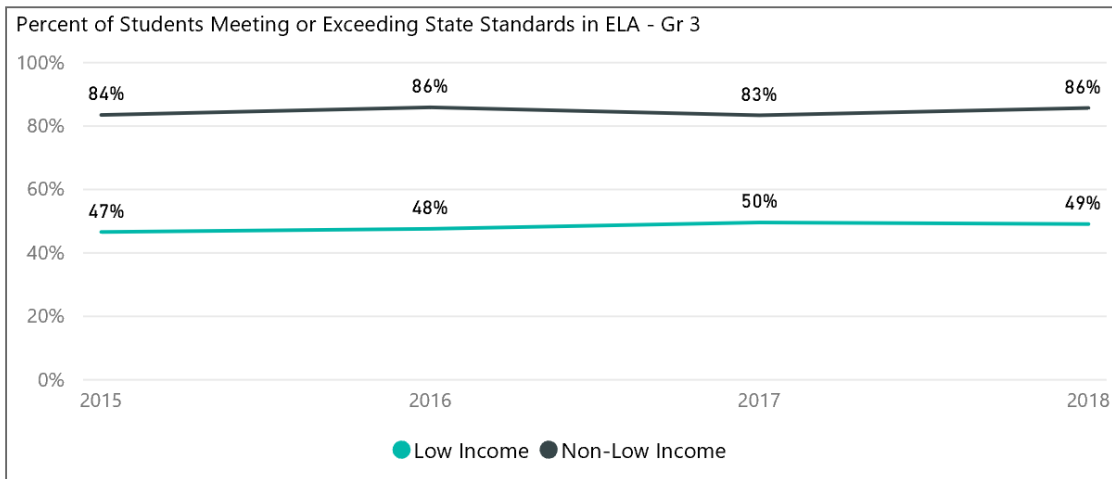
Data Displays: Students living in Low Income households



Percent of Kindergarteners Meeting DIBELS Benchmark: Low Income				
School Year	Non-Low Income		Low Income	
	% Met	Total N	% Met	Total N
2013-14	87.6	1739	71.9	296
2014-15	89.5	1710	73.8	295
2015-16	89.7	1980	76.7	258
2016-17	91.4	2122	72.8	236
2017-18	88.0	2080	70.3	199



Percent Meeting DIBELS Benchmark, Class of 2028 Cohort: Low Income				
Grade Level	Non-Low Income		Low Income	
	% Met	Total N	% Met	Total N
K	90.9	1579	80.0	185
1	90.2	1583	63.5	181
2	92.0	1595	69.2	169



Percent of Students Meeting or Exceeding State Standards in ELA – Grade 3: Low Income				
School Year	Non-Low Income		Low Income	
	% Met	Total N	% Met	Total N
2014-15	83.5	1931	46.6	296
2015-16	85.9	2087	47.6	277
2016-17	83.4	2190	49.6	260
2017-18	85.7	2116	49.1	303

## Part 2: Achievement in Intermediate Literacy and Language

### **CEO's Ends Policy Interpretation**

*Reasonable Interpretation: Policy criteria, observable conditions, alignment to Ends, targets and rationale*

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). These standards define the Reading, Writing, Speaking & Listening, and Language expectations for students Kindergarten-Grade 12. The 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.

**Therefore, I interpret that student demonstration of achievement on Smarter Balanced Assessments in Grades 5 and 8 provide evidence of preparing students for future academic in Literacy and Language.**

As such, observable conditions and targets for End Results (ER) 2 Intermediate Language and Literacy include:

- 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

**Our commitment and aspirational goal is for 95% of students to demonstrate Intermediate Literacy and Language skills. I interpret that there is sufficient evidence toward accomplishment of the End for each student group when:**

- **85% or more students demonstrate above or at standard performance on Grades 5 and 8 ELA Smarter Balanced Assessment and if a three-year positive trend or no more than a 2% decline three-year trend.**

**Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 3-4). Green and light green shaded cells denote areas of sufficient evidence toward achievement of the End; Yellow and red-shaded cells denote areas of partial achievement.**

### **Rationale**

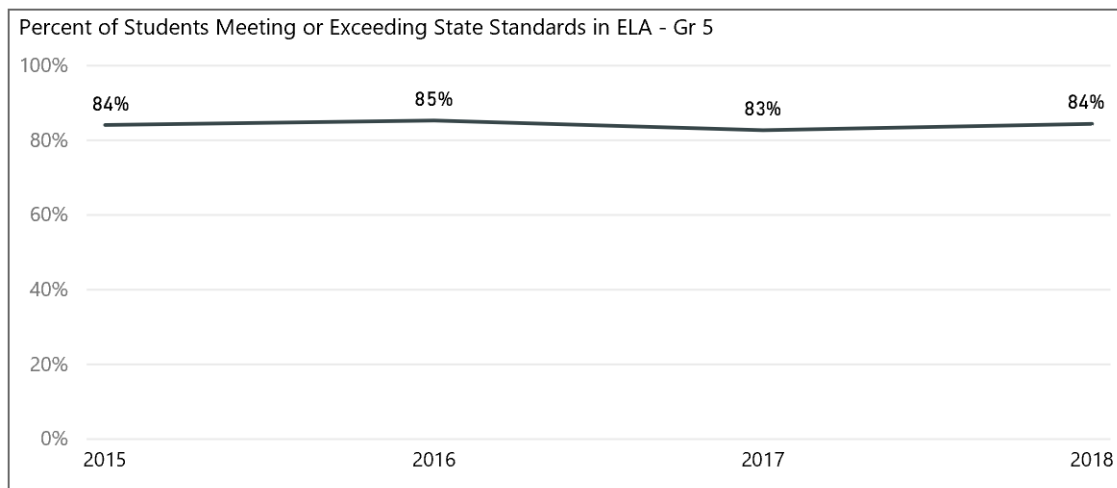
Given the high aspirational goal of 95% of students to demonstrate achievement in Intermediate Literacy and Language, reasonable progress toward accomplishment of this End is a multi-year effort. Therefore, establishing a minimum threshold of 85% by student group, together with criteria of comparable 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.

### **Monitoring Results: All Student Group**

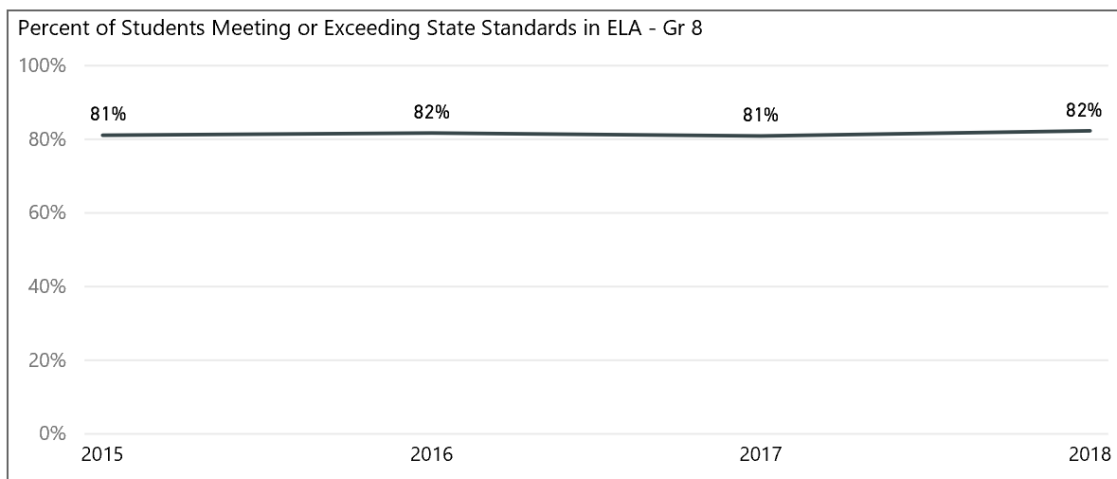
Overall, students in Grades 5 and 8 demonstrative high achievement in English language arts/literacy. The All Students group achievement has remained flat over a four-year period with variation in scoring changing by a single percentage point during the time period. Both Grades 5 and 8 rank 1 among the 49 largest districts in the state for the All Student group.



Data Displays: All Student Group



% of 5 <sup>th</sup> Graders Meeting or Exceeding State Standards in ELA		
School Year	% Met	Total N
2014-15	84.1	2207
2015-16	85.3	2258
2016-17	82.7	2316
2017-18	84.4	2439



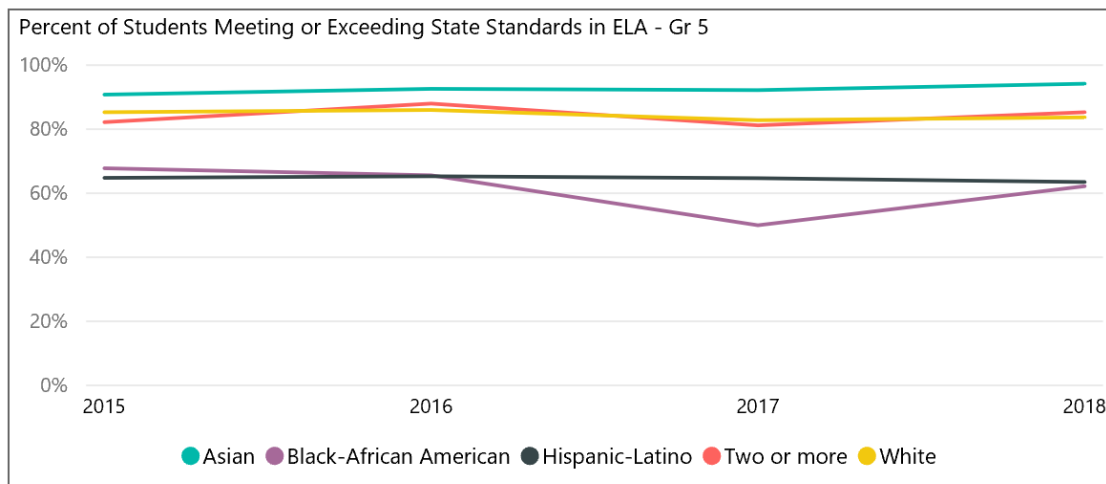
% of 8 <sup>th</sup> Graders Meeting or Exceeding State Standards in ELA		
School Year	% Met	Total N
2014-15	81.1	2016
2015-16	81.7	1971
2016-17	80.9	2100
2017-18	82.3	2181

### **Monitoring Results: Select Student Groups and Programs**

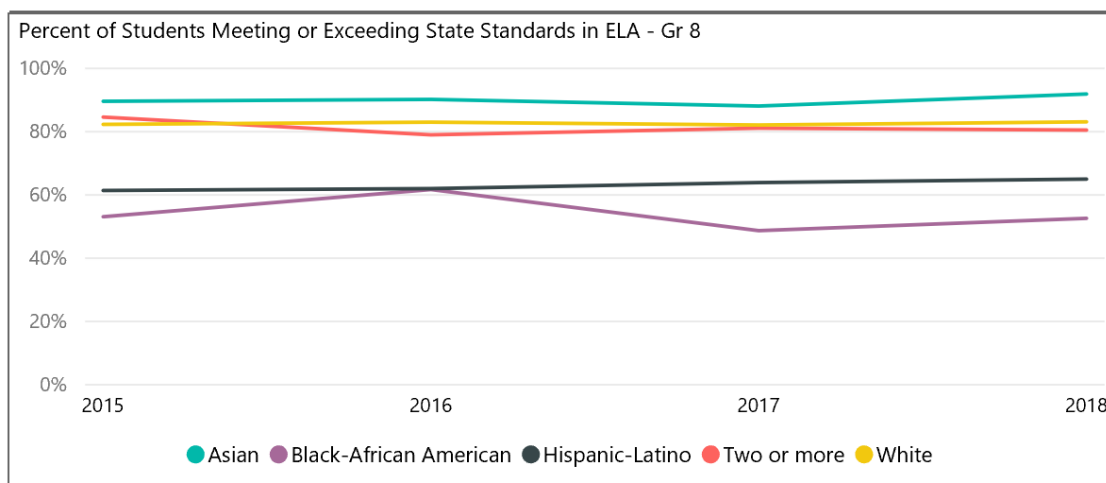
Monitoring results show consistently high performance from Asian, Two or more races, and White students. Persistent gaps are present between Hispanic/Latino and Black/African American students in all Intermediate Literacy and Language measures. Gaps persist for other student groups including students receiving special education or ELL services, and for students from low income households. The trend for each student group has remained flat over the last four years.

- Asian students perform higher than all other race/ethnicity groups in all Intermediate Language and Literacy measures
- Gaps slightly increase 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 in ELA
- The class of 2022 cohort data demonstrates that for most race/ethnicity student groups, persisting in the district increases student achievement. Hispanic/Latino students in the class of 2022 do not follow this pattern and an achievement gap remains constant
- Female and Male Grade 5 and 8 students rank 1/1 and 1/2 respectively among the 49 largest districts in the state in ELA
- Students receiving special education services have a 40-50 point gap in all areas measured
- Although students receiving special education services are not performing at similar levels as non-disabled peers, Grade 5 LWSD students receiving special education services rank 1 and Grade 8 students rank 5 among the 49 largest districts in the state
- The class of 2022 cohort data for students receiving special education shows that the achievement gap for students continuing to receive special education services increases between Grade 5 and Grade 8
- Exited ELL students continue to outperform current ELL students and perform similar or better than never ELL students
- Gap for students receiving ELL services is consistently larger in Grade 8 than in Grade 5
- The class of 2022 cohort data for students receiving ELL services shows that the achievement gap for students continuing to receive ELL services increases between Grade 5 and Grade 8
- Although students receiving ELL services are not performing at similar levels as exited or never ELL peers, Grade 5 LWSD students receiving ELL services rank 2 and Grade 8 students rank 5 among the 49 largest districts in the state
- Students from low income households have a persistent gap in all measured areas
- Students from low income households are persistently underperforming compared to LWSD peers and Grade 5 students rank 13 and Grade 8 students rank 22 among the largest 49 districts in the state in ELA
- The class of 2022 cohort data for students from low income households shows that the achievement gap remains constant for students between Grade 5 and Grade 8

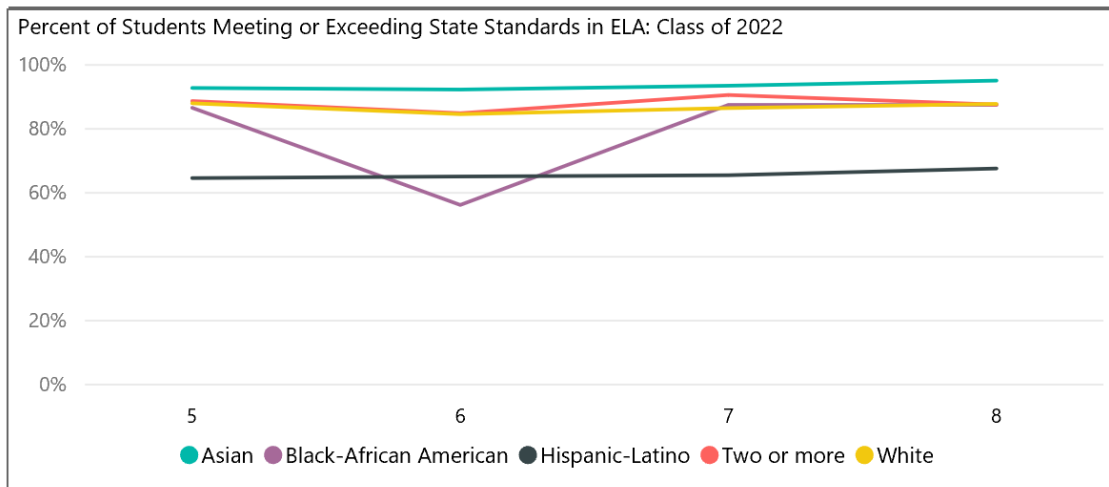
Data Displays: Race/Ethnicity Student Groups:



Percent of Students Meeting or Exceeding State Standards in ELA – Grade 5: Race/Ethnicity										
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
2014-15	90.8	513	67.8	28	64.8	216	82.2	152	85.3	1283
2015-16	92.6	573	65.6	32	65.3	225	88.0	159	86.0	1258
2016-17	92.2	631	50.0	42	64.7	238	81.2	187	82.8	1210
2017-18	94.2	719	62.2	45	63.5	258	85.3	191	83.7	1217

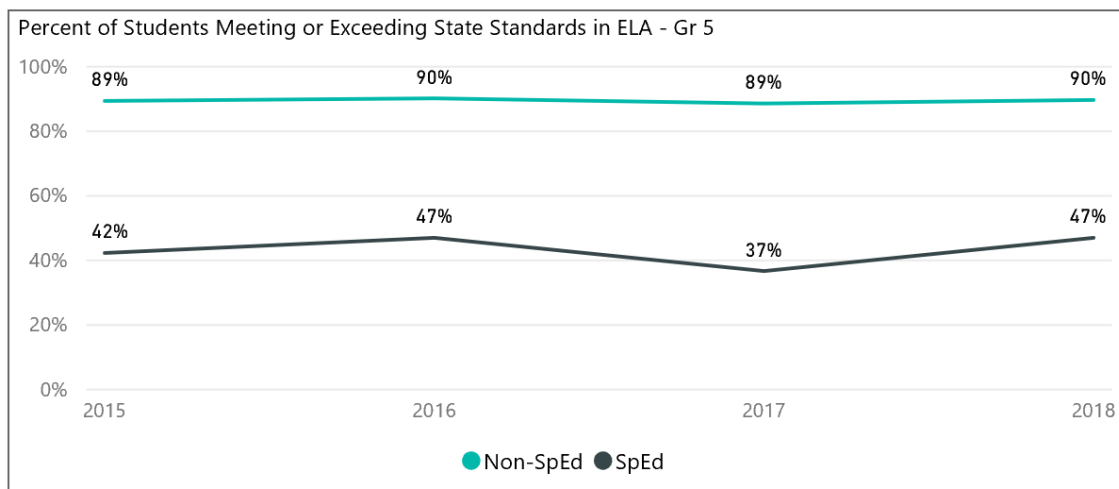


Percent of Students Meeting or Exceeding State Standards in ELA – Grade 8: Race/Ethnicity										
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
2014-15	89.6	376	53.1	32	61.4	218	84.6	150	82.3	1229
2015-16	90.2	410	61.7	34	62.0	187	79.0	153	83.0	1177
2016-17	88.1	474	48.7	41	63.9	219	81.1	138	82.1	1210
2017-18	91.9	521	52.6	38	65.0	240	80.5	159	83.1	1214

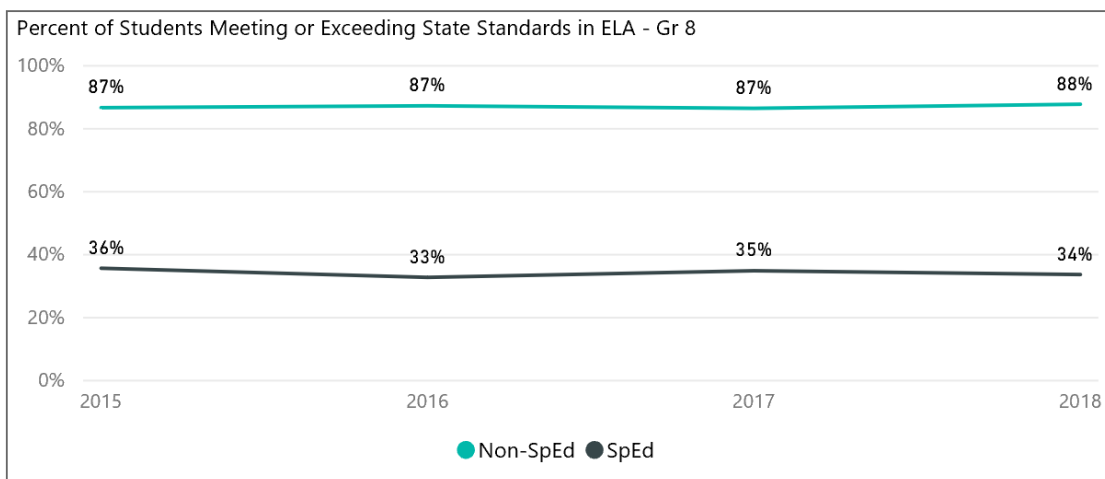


Percent of Students Meeting or Exceeding State Standards in ELA, Class of 2022 Cohort: Race/Ethnicity										
Grade Level	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
5	92.8	419	86.6	15	64.6	164	88.7	107	88.0	993
6	92.3	419	56.2	16	65.1	175	84.9	113	84.6	979
7	93.5	417	87.5	16	65.5	177	90.6	118	86.5	971
8	95.1	415	87.5	16	67.6	176	87.6	121	87.8	966

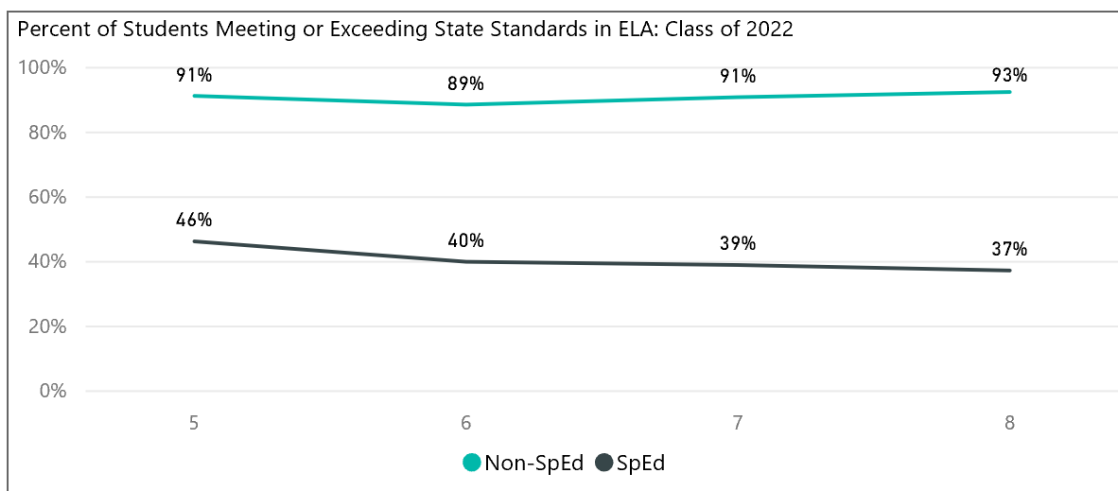
Data Displays: Students receiving Special Education Services:



Percent of Students Meeting or Exceeding State Standards in ELA – Grade 5: Special Education				
School Year	Non-SpEd		SpEd	
	% Met	Total N	% Met	Total N
2014-15	89.4	1959	42.3	248
2015-16	90.2	2001	47.0	257
2016-17	88.6	2052	36.7	264
2017-18	89.7	2135	47.0	304

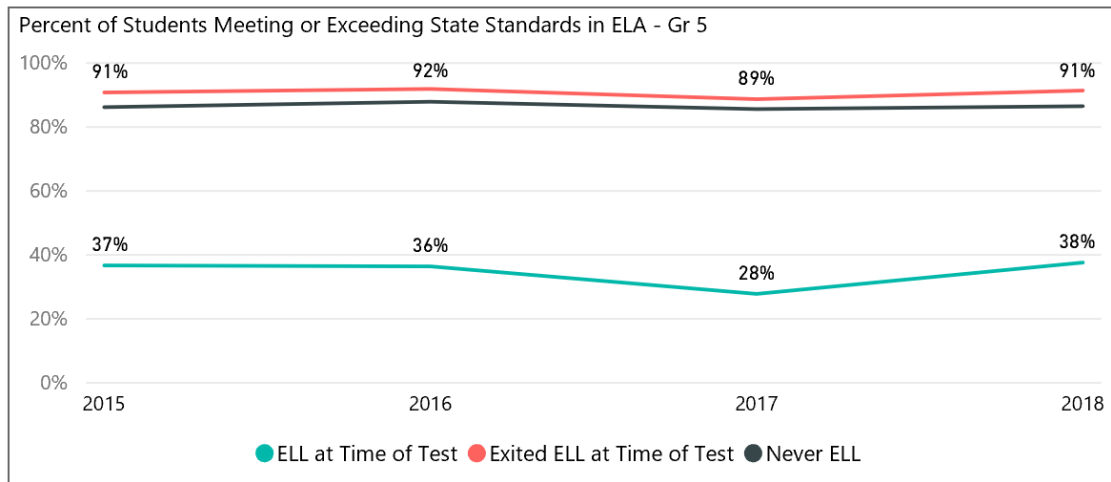


Percent of Students Meeting or Exceeding State Standards in ELA – Grade 8: Special Education				
School Year	Non-SpEd		SpEd	
	% Met	Total N	% Met	Total N
2014-15	86.7	1792	35.7	224
2015-16	87.3	1770	32.8	201
2016-17	86.5	1871	34.9	229
2017-18	87.8	1959	33.7	222

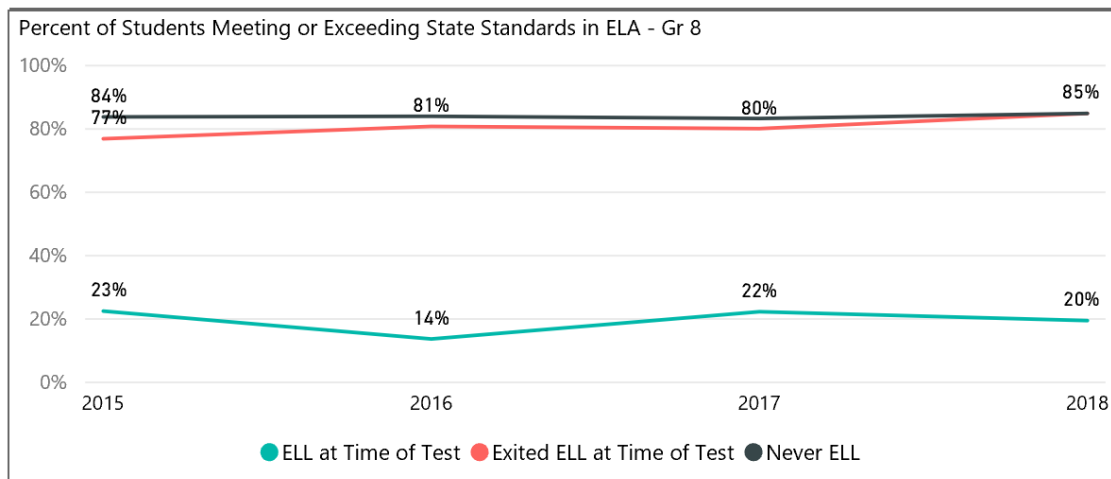


Percent of Students Meeting or Exceeding State Standards in ELA, Class of 2022 Cohort: Special Education				
Grade Level	Non-SpEd		SpEd	
	% Met	Total N	% Met	Total N
5	91.3	1543	46.3	164
6	89.0	1555	40.0	155
7	90.9	1556	39.0	151
8	92.5	1542	37.3	158

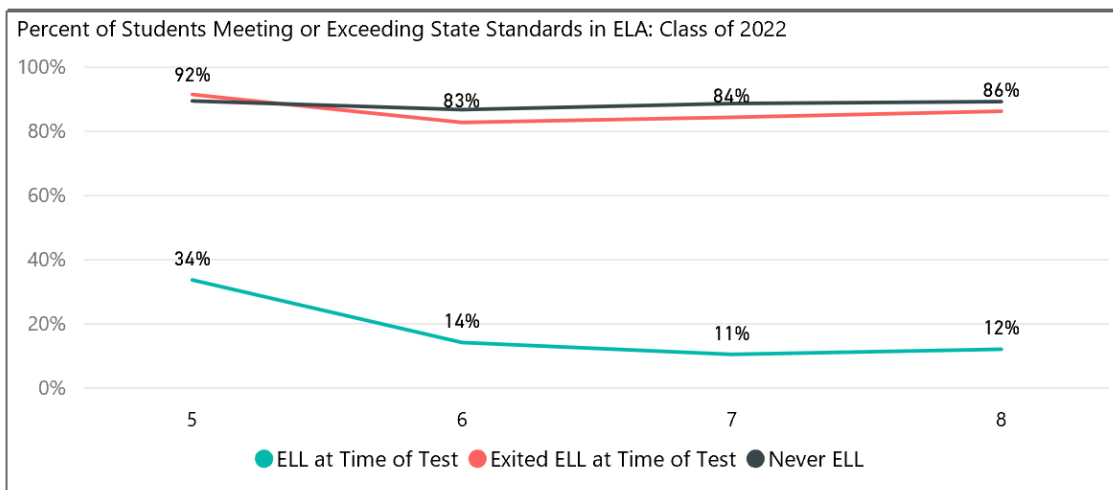
Data Displays: Students receiving ELL Services:



Percent of Students Meeting or Exceeding State Standards in ELA – Grade 5: ELL						
School Year	Never ELL		Exited ELL		ELL at Time of Test	
	% Met	Total N	% Met	Total N	% Met	Total N
2014-15	86.2	1828	90.8	262	36.7	117
2015-16	87.9	1795	91.9	323	36.4	140
2016-17	85.6	1863	88.7	320	27.8	133
2017-18	86.5	1882	91.4	411	37.6	146

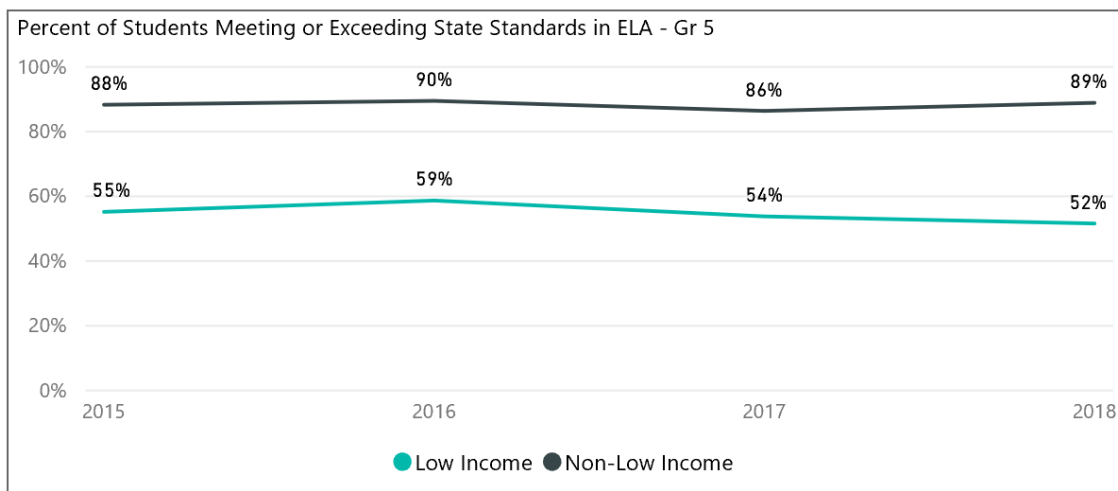


Percent of Students Meeting or Exceeding State Standards in ELA – Grade 8: ELL						
School Year	Never ELL		Exited ELL		ELL at Time of Test	
	% Met	Total N	% Met	Total N	% Met	Total N
2014-15	83.8	1698	76.9	256	22.5	62
2015-16	84.0	1622	80.8	298	13.7	51
2016-17	83.3	1695	80.1	338	22.3	67
2017-18	84.9	1789	84.9	305	19.5	87

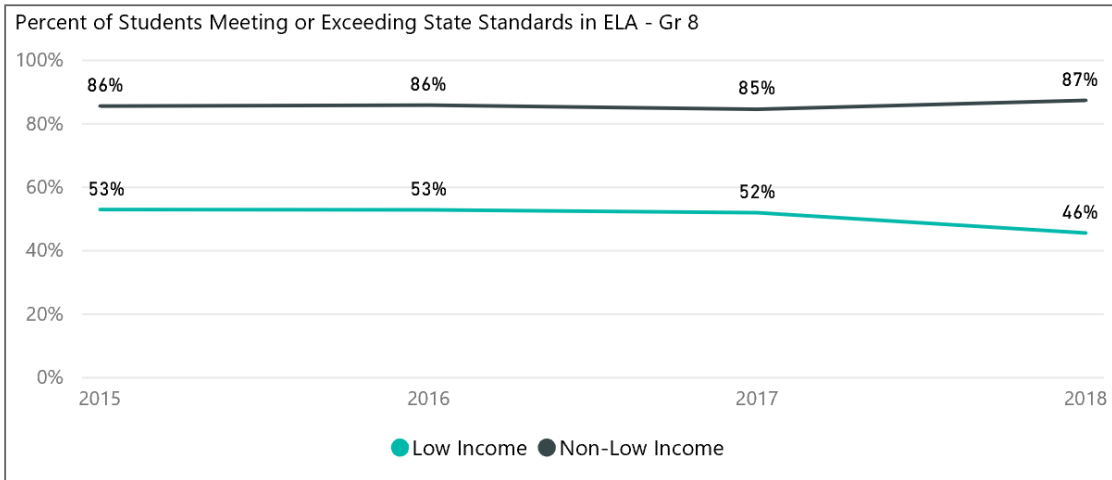


Percent of Students Meeting or Exceeding State Standards in ELA, Class of 2022 Cohort: ELL						
Grade Level	Never ELL		Exited ELL		ELL at Time of Test	
	% Met	Total N	% Met	Total N	% Met	Total N
5	89.5	1409	91.5	212	33.7	86
6	86.8	1411	82.8	250	14.2	49
7	88.7	1411	84.4	258	10.5	38
8	89.3	1404	86.3	263	12.1	33

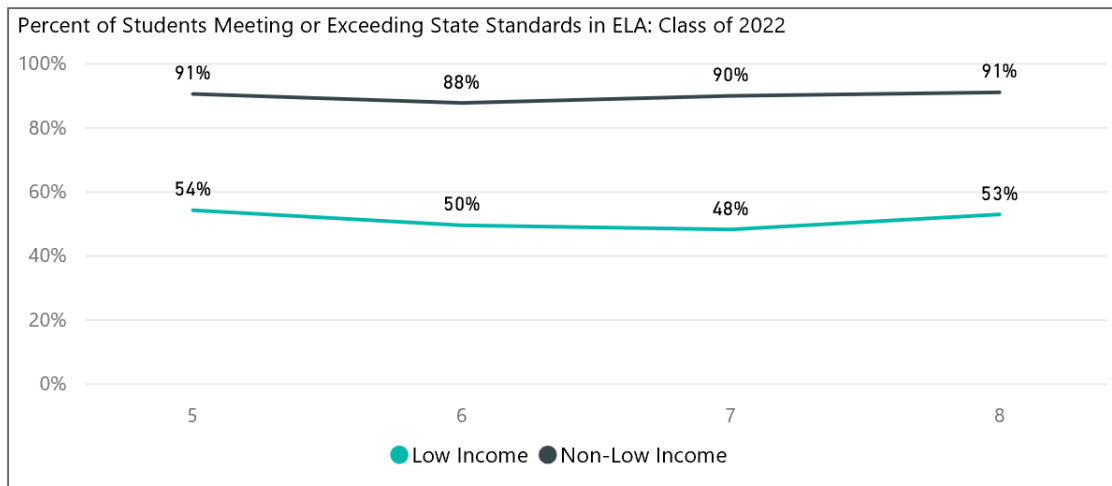
Data Displays: Students living in Low Income households



Percent of Students Meeting or Exceeding State Standards in ELA – Grade 5: Low Income				
School Year	Non-Low Income		Low Income	
	% Met	Total N	% Met	Total N
2014-15	88.3	1930	55.2	277
2015-16	89.5	1950	58.7	308
2016-17	86.4	2056	53.8	260
2017-18	88.9	2141	51.6	298



Percent of Students Meeting or Exceeding State Standards in ELA – Grade 8: Low Income				
School Year	Non-Low Income		Low Income	
	% Met	Total N	% Met	Total N
2014-15	85.6	1733	53.0	283
2015-16	85.9	1720	52.9	251
2016-17	84.6	1860	52.0	240
2017-18	87.4	1916	45.6	265



Percent of Students Meeting or Exceeding State Standards in ELA, Class of 2022 Cohort: Low Income				
Grade Level	Non-Low Income		Low Income	
	% Met	Total N	% Met	Total N
5	90.6	1534	54.3	173
6	87.8	1547	49.6	163
7	90.0	1556	48.3	151
8	91.1	1534	53.0	166



### Part 3: Achievement in High School Literacy and Language

#### **CEO's Ends Policy Interpretation**

*Reasonable Interpretation: Policy criteria, observable conditions, alignment to Ends, targets and rationale*

Achievement in High School Literacy and Language is interpreted as the demonstrated English language arts/literacy skills of high school students. The high school Literacy and Language program is founded on the English Language Arts (ELA) Common Core State Standards (CCSS). These standards define the Reading, Writing, Speaking & Listening, and Language expectations for students Kindergarten-Grade 12. The district has adopted curriculum to support core ELA and intervention instruction. 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. Grade 11 students are on track to graduate in the area of English language arts/literacy with the attainment of two ELA credits. Additionally, students achieving the Seal of Biliteracy demonstrate language readiness as measured by the Accelerated Placement exam or World Language Competency Assessment.

**Therefore, I interpret that student demonstration of achievement on Smarter Balanced Assessments in Grades 5 and 8 provide evidence of preparing students for future academic in Literacy and Language.**

As such, observable conditions and targets for End Results (ER) 2 High School Language and Literacy include:

- 95% of 10th graders meeting or exceeding state standards in English language arts/literacy
- 95% of 9th graders earning 6.0 credits
- 95% of graduates achieve the Washington State Seal of Biliteracy

**Our commitment and aspirational goal is for 95% of students to demonstrate High School Literacy and Language skills. I interpret that there is sufficient evidence toward accomplishment of the End for each student group when:**

- **85% or more students demonstrate above or at standard performance on Grades 10 ELA Smarter Balanced Assessment and if a three-year positive trend or no more than a 2% decline three-year trend.**
- **85% or more of Grade 9 students demonstrate achievement by earning six credits during their freshman year with one of the credits being in an ELA course and if a three-year 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 and if a three-year positive trend or no more than a 2% decline three-year trend.**

**Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 3-4). Green and light green shaded cells denote areas of sufficient evidence toward achievement of the End; yellow and red-shaded cells denote areas of partial achievement.**

#### **Rationale**

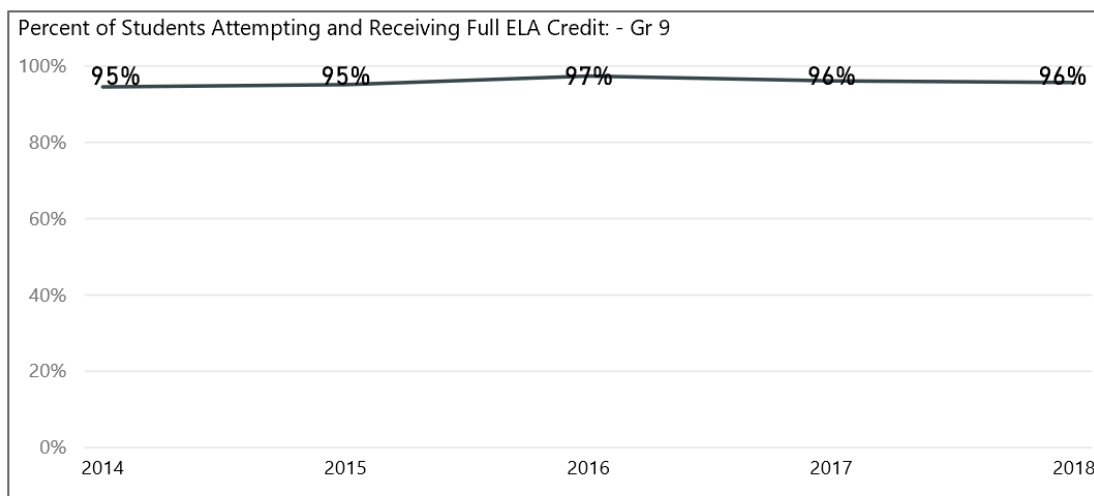
Given the high aspirational goal of 95% of students to demonstrate achievement in High School Literacy and Language, reasonable progress toward accomplishment of this End is a multi-year effort. Therefore, establishing a minimum threshold of 85% by student group, together with criteria of comparable 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.

### Monitoring Results: All Student Groups

Monitoring results show assessed students are achieving at high levels on the Grade 10 ELA SBA with 89% of students at or exceeding standard. Grade 9 students continue to attain Full ELA Credit with 96% of students receiving ELA credit in their freshman year. The All Student group saw a significant increase in the number of students attaining the Washington State Seal of Biliteracy.

#### Data Displays: All Student Group

% of 10 <sup>th</sup> Graders Meeting or Exceeding State Standards in ELA		
School Year	% Met	Total N
2017-18	88.8	1916



% of 9 <sup>th</sup> Graders Earning Full credit in English/Language Arts		
School Year	% Met	Total N
2013-14	94.5	1683
2014-15	95.1	1744
2015-16	97.4	1871
2016-17	96.1	1879
2017-18	95.7	1997

### Monitoring Results: Select Student Groups

Monitoring results for Literacy and Language High School for select student groups provides some positive results and areas needing additional attention. 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. Grade 10 students in the Two or More Races group achieve at the highest level on the SBA ELA. Additionally, students in the Black/African American group attained Full ELA Credit in Grade 9 at the highest level over a five-year period with 94% of Black/African American students receiving credit in their freshman year. Students receiving Special Education services continue to attain Full ELA Credit in Grade 9 with 89% receiving crediting in their freshman year. Achievement gaps are still present for many groups.

- Nearly half of the students receiving special education services passed the Grade 10 ELA SBA with 49% at or exceeding standard
- Gaps still exist for Grade 10 on the ELA SBA for ELL, Special Education, Low-Income, Hispanic/Latino, and Black/African American student groups.
- Overall attainment of the Washington State Seal of Biliteracy increased by 6.4%
- Hispanic/Latino students demonstrates the highest rate of attainment of the Washington State Seal of Biliteracy at over 16%
- White students represent the lowest attainment of the Washington State Seal of Biliteracy for all race/ethnicity student groups at 5.8%

Data Displays: Grade 10 SBA ELA for Select Student Groups

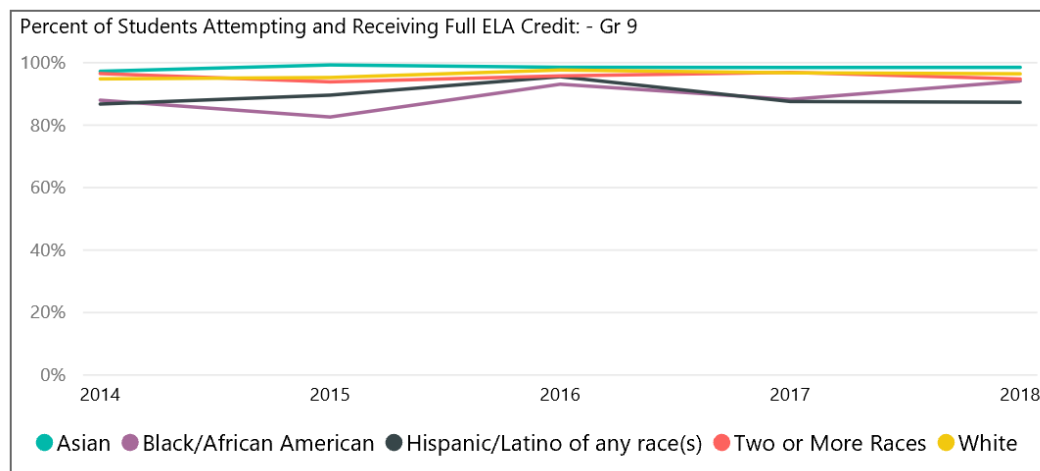
% of 10 <sup>th</sup> Graders Meeting or Exceeding State Standards in ELA: Race/Ethnicity										
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
2017-18	91.0	404	69.4	36	73.5	185	92.5	160	90.6	1130

% of 10 <sup>th</sup> Graders Meeting or Exceeding State Standards in ELA: Special Education				
School Year	Non-SpEd		SpEd	
	% Met	Total N	% Met	Total N
2017-18	92.8	1739	49.7	177

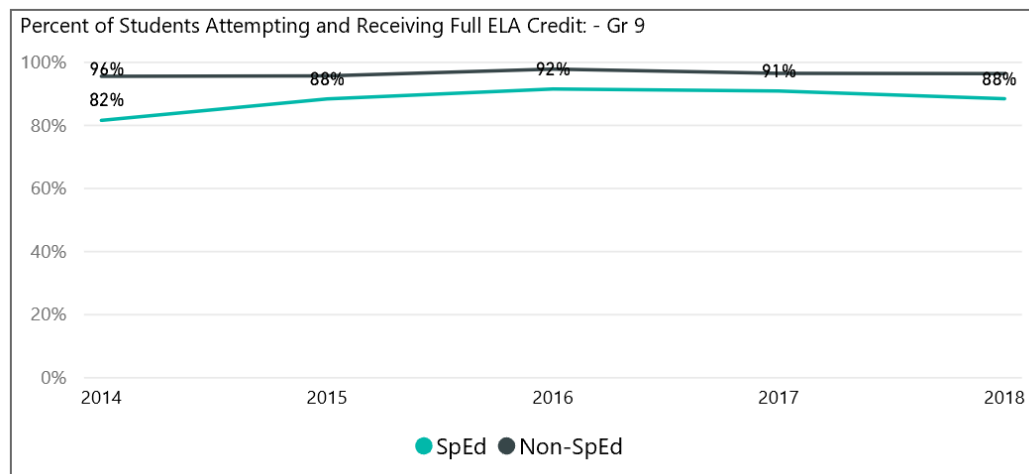
% of 10 <sup>th</sup> Graders Meeting or Exceeding State Standards in ELA: Low Income				
School Year	Non-Low Income		Low Income	
	% Met	Total N	% Met	Total N
2017-18	92.9	1664	61.9	252

% of 10 <sup>th</sup> Graders Meeting or Exceeding State Standards in ELA: ELL						
School Year	Never ELL		Exited ELL		ELL at Time of Test	
	% Met	Total N	% Met	Total N	% Met	Total N
2017-18	90.4	1579	89.0	283	40.7	54

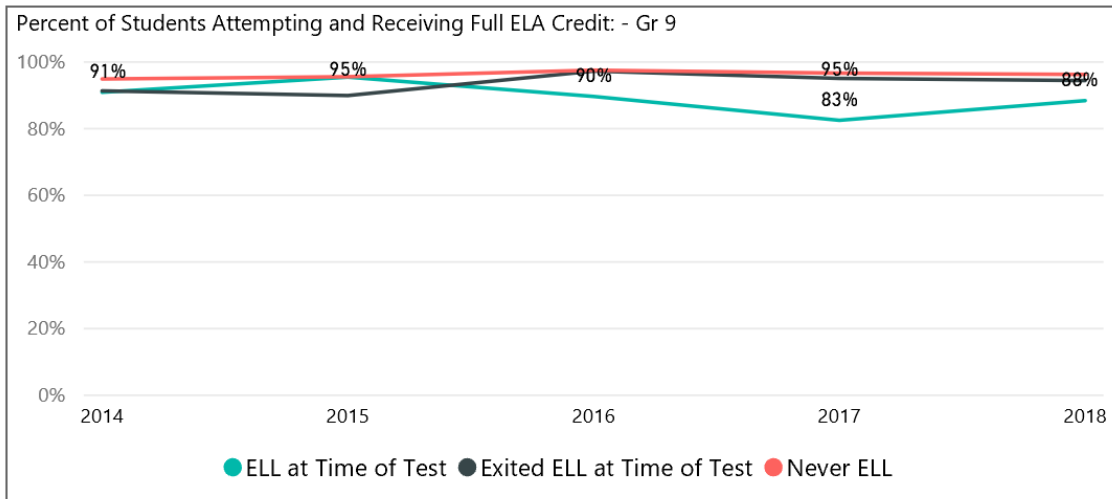
Data Displays: Grade 9 Receiving Full ELA Credit for Select Student Groups



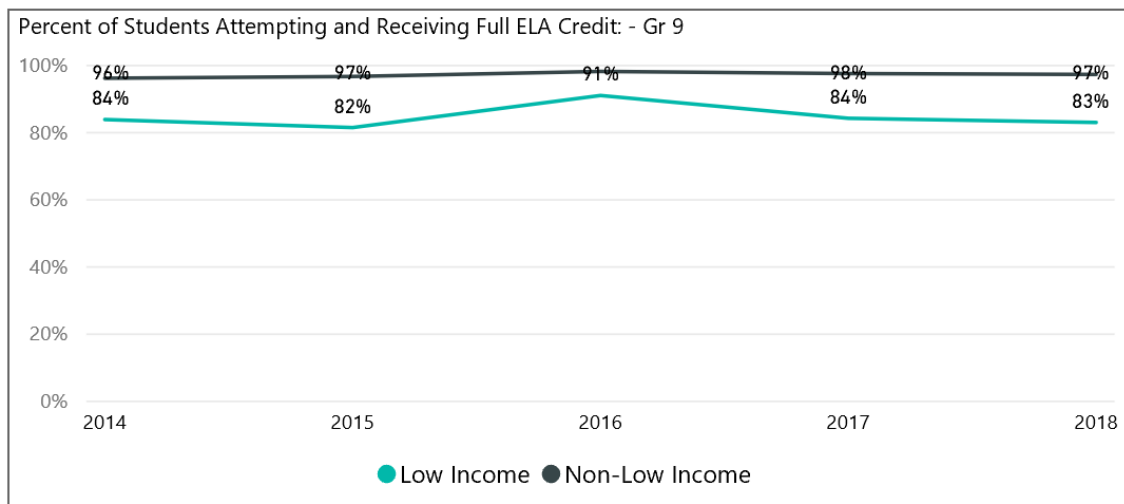
% of 9 <sup>th</sup> Graders Earning Full credit in English/Language Arts: Race/Ethnicity										
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N	% Met	Total N
2013-14	97.3	291	88.0	25	86.8	151	96.5	115	94.8	1100
2014-15	99.3	280	82.6	23	89.6	154	93.9	114	95.3	1159
2015-16	98.5	340	93.1	29	95.5	201	95.8	142	97.7	1152
2016-17	98.5	393	88.2	34	87.6	177	96.9	161	96.8	1110
2017-18	98.5	472	94.1	34	87.3	221	94.8	134	96.5	1127



% of 9 <sup>th</sup> Graders Earning Full credit in English/Language Arts: Special Education				
School Year	Non-SpEd		SpEd	
	% Met	Total N	% Met	Total N
2013-14	95.6	1558	81.6	125
2014-15	95.7	1606	88.4	138
2015-16	97.9	1729	91.5	142
2016-17	96.5	1747	90.9	132
2017-18	96.4	1815	88.5	182



% of 9 <sup>th</sup> Graders Earning Full credit in English/Language Arts: ELL						
School Year	Never ELL		Exited ELL		Current ELL	
	% Met	Total N	% Met	Total N	% Met	Total N
2013-14	94.9	1511	91.3	150	90.9	22
2014-15	95.6	1583	89.9	139	95.5	22
2015-16	97.5	1586	97.3	256	89.7	29
2016-17	96.7	1555	95.1	284	82.5	40
2017-18	96.3	1605	94.4	323	88.4	69



% of 9 <sup>th</sup> Graders Earning Full credit in English/Language Arts: Low Income				
School Year	Non-Low Income		Low Income	
	% Met	Total N	% Met	Total N
2013-14	96.2	1453	83.9	230
2014-15	96.7	1560	81.5	184
2015-16	98.2	1647	91.9	224
2016-17	97.6	1669	84.3	210
2017-18	97.3	1767	83.0	230

## **Conclusion**

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.

## **Strategies to Achieve Ends**

Many efforts are being continued or expanded, initiated, and/or evaluated to close achievement gaps.

### Strategies being continued or expanded

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

- **Access to core and appropriate leveled instruction.** Our goal for all special education students is to have them access and engage with core curriculum. For students who require more, we utilize supplemental curriculum that is aligned to core including WonderWorks, Reading Mastery, Read Naturally, and Rewards. Students within our Learning Center and Transition programs may access replacement curriculums such as Unique Learning Systems and Styer Fitzgerald. We use supplemental curriculum resources such as WonderWorks, Rewards, Read Naturally, and Lexia, for student below benchmark or standard.
- **Co-teaching to allow students receiving special education services access to core curriculum.** At the secondary level, we are expanding co-teaching to increase students' access to grade level core instruction delivered by a grade-level general education teacher and a special education teacher.
- **Increased support for assistive technology.** We are expanding our assistive technology offerings and trainings which are in alignment with Universal Design for Learning and provides students with greater access to reading instruction. New accessibility software (ReadWrite12 and Clicker7) was purchased this year through our Capital Technology Levy and is being made available for all student and teacher devices.
- **Ensuring core curriculum and instruction for English Learner (EL) students.** Access to core instruction and EL services, together with school-level goals incorporated into each school's CIP and monitored by Directors of School Support and the Intervention Services Department, contribute to the high number of students who exit our EL program each year.
- **Co-teaching for elementary and secondary safety net and English learners.** We're expanding co-teaching models in elementary to increase access to grade level core instruction delivered by a grade-level teacher and Safety Net or English Learner teacher.
- **Free summer school for ELL students.** We provide a tuition-free EL summer program for students who are not at standard.
- **Preschool for students with risk factors.** Our Head Start Program serves students from low-income households to prepare them for entry into our elementary schools.
- **Supports for homeless students.** A district McKinney-Vento Liaison focusses on identification and coordination of academic and social supports for homeless students and families.
- **Free summer school for students not at standard in reading.** We provide a tuition-free summer program for students who are not at standard in reading at the elementary and middle school levels.

- **Training for all elementary staff on foundational literacy instruction.** Safety Net and general education teachers provide foundational literacy instruction (phonics, phonemic awareness, fluency, vocabulary, comprehension) for all K-5 students performing below benchmark on DIBELS. This fall, all K-3 general education and elementary special education teachers participated in professional learning on dyslexia and foundational literacy instruction.

#### Strategies being initiated

*Strategies that show promise of success in closing achievement gaps and will be initiated.*

- **Preschool curriculum aligned with Elementary curriculum.** Our youngest learners are introduced to literacy within our preschool programs. This year, we are implementing a new comprehensive curriculum in all preschool classes. Teachers have engaged in multiple days of training provided by the University of Washington.
- **Updated training for staff to implement Picture Exchange Communication System (PECS).** We are providing training for teachers and related services staff in PECS. PECS is a communication protocol which is a building block in language development. This language development is necessary for students to access reading instruction.
- **Newly adopted dyslexia curriculum (SIPPS).** We are implementing new curriculum to support students at risk for reading difficulties, including dyslexia.
- **Teacher training on evidenced based practices.** This year, we are training special education, Safety Net, and EL teachers together on high quality reading instruction, evidence-based practices as well as our new dyslexia intervention curriculum SIPPS.
- **Training for School Psychologists to identify dyslexia.** School Psychologists are receiving training and guidance on the identification of students with reading difficulties including dyslexia.
- **Data to inform instructional decision.** We will use DIBELS subtest score to identify students who are at-risk for reading difficulties, including dyslexia.
- **Provide training for teachers in SIOP.** To close the persistent gaps that remain for EL students in grades 3-11, we are implementing Sheltered Instruction Observation Protocol (SIOP) training for all EL and general education teachers in elementary and secondary schools. We are also training EL teachers in elementary and secondary to use strategies to support new and long-term EL students with limited proficiency in English.
- **Implement a District Equity Team.** As part of the Lake Washington's ongoing strategic improvement efforts, the district formed a District Equity Team in spring 2017. The district selected 39 members to represent staff and parents/community on the District Equity Team. The team represents parents, families, and staff with from diverse racial and cultural backgrounds.
- **District Equity Team provides advice on district strategic efforts.** Over the past several months, the District Equity Team has been convening monthly to participate in professional learning, review data, and review other district's equity-focused policies. The Team is now providing input on the district's development of an equity policy and plan. All district parents will have the opportunity to provide feedback and comment on the policies and plan.
- **Equity efforts span all departments.** We are beginning district-wide equity efforts focused on culturally responsive policy, curriculum, teaching and learning, discipline, attendance, and human resources improvements.
- **Professional Learning focused on equity.** Efforts are underway to focus professional learning on cultural competency.

- **Staff hired to focus on equity.** The district hired a Director of Opportunity, Equity, and Inclusion in July 2018. This Director has been working with district administrators and staff to support our equity efforts.
- **District training focused on a commitment to equity for all students.** All certificated staff participated in the District Equity Launch in August 2018
- **Building level equity work focused on the needs of the schools.** All schools will develop a building equity team in 2018-19.

Strategies being evaluated

*Strategies under review to evaluate success in closing achievement gaps*

- **Elementary progress monitoring tools.** As part of our ongoing work within MTSS, we are evaluating and identifying progress monitoring assessments to measure student growth. Results from these assessments can be used to guide differentiated instruction for students who are not progressing.
- **Secondary progress monitoring for Safety Net students.** We use screening and progress monitoring with the Scholastic Reading Inventory (SRI) and assessment tools built into our online math intervention software (ALEKS) that was purchased through our math adoption at the secondary level to monitor the progress of students who are below standard and enrolled in Safety Net classes.