

Lake Washington School District Executive Limitation Monitoring Report

EL-7 Academic Program

May 6, 2019

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

Accordingly, the CEO shall:

<p>1. Develop and implement an academic program that specifies:</p> <ul style="list-style-type: none"> a. academic content and technology standards that meet or exceed state and nationally-recognized model standards; b. curriculum aligned with and designed to enable students to meet or exceed the established standards; c. assessments that will adequately measure each student’s progress toward achieving the standards; and d. a compelling and realistic vision of technology that specifies: <ul style="list-style-type: none"> i. technology use in the learning environment, and ii. integration of technology into content areas across all grade levels. 	<p>In Compliance</p>	<p>◀ ▶</p>
--	--------------------------	------------

Evidence

a) Standards

Overview

The Lake Washington School District Student Profile specifies the knowledge, skills, and attributes that every student needs to be Future Ready. The Interdisciplinary Content Knowledge of the Profile specifies the content areas and broad knowledge and skills for each content area. The Standards, Curriculum, and Assessments for these content areas are identified in the Teaching and Learning Framework.

State standards specify what every student should know and to be able to do. Lake Washington School District Power Standards are prioritized state standards. Power Standards are developed using a process to identify standards that have endurance over time, provide leverage for learning other standards, and provide readiness for the next level of student learning.

Washington State adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics for K-12. CCSS were implemented in 2013-14. CCSS replaced District Power Standards K-12 in these content areas. Washington State adopted the Next Generation Science Standards (NGSS) in 2013. Middle schools transitioned to NGSS in 2017-18, high schools transitioned in 2018-19, and elementary schools will transition in 2019-20.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In
Compliance



Evidence - continued

The tables below show the timelines for the development and implementation of district standards, curriculum, and assessments for all content areas. The District adoption cycle is designed to ensure that standards, curriculum, and assessment for all content areas are routinely reviewed and renewed. This work is focused on ensuring that we provide clarity regarding critical questions 1 & 2: *What is it that we expect our students to learn? How will we know if they have learned it?*

The column labeled “Next cycle” indicates the next cycle each content area will be reviewed.

Elementary K – 5

Content Area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
Science K-5	2018-19, in progress	2012-13	2019-20	2017-18	2019-20	2016-17	
Social Studies K-5	2020	2007-08	2009-10	2008-09	2009-10	2009-11	
Mathematics K-5	2021	2011-12	2013-14	2009-10	2010-11	2013-14	
Music K-5	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Health & Physical Education K-5	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Language Arts K-5	2023	2011-12	2013-14	2012-13	2013-14	2013-14	
Visual Arts K-5	2025	2013-14	2014-15	2015-16	2017-18	2017-18	
HIV/AIDS, Sex Education	2023	2015-16	2017-18	2014-15	2018-19	2018-19	
Technology K-5				Integrated in Curriculum			

Middle School 6 – 8

Curriculum area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
Language Arts 6-12	2018-19 in progress	2011-12	2013-14	2006-07	2007-08	2013-14	See Implementation schedule in section 1.c.
Social Studies 6-12	2019	2007-08	2008-09	2007-08	2008-09	2010-11	
French, Japanese 8	2020	2008-09	2009-10	2008-09	2009-10	2009-10	
Music 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Visual Arts 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Health & Physical Education 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Spanish 8	2022	2010-11	2012-13	2011-12	2012-13	2009-10	
HIV/AIDS, Sex Education 6-8	2023	2015-16	2018-19	2014-15	2018-19	2018-19	
Performing Arts 6-8	2024	2012-13	2014-15	2013-14	2014-15	2010-11	
Mathematics 6-8	2025	2011-12	2013-14	2015-16	2016-17	2013-14	
Science 6-8	2025	2012-13	2016-17	2015-16	2016-17	2017-18	
Technology 6-8				Integrated in Curriculum			

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In
Compliance



Evidence - continued

High School 9 – 12

Curriculum area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
Language Arts 6-12	2018-19 In progress	2011-12	2013-14	2005-06	2006-07	2013-14	See Implementation schedule in section 1.c.
Social Studies 6-12	2019	2007-08	2008-09	2007-08	2008-09	2009-11	
French, Japanese 9-12	2020	2008-09	2009-10	2008-09	2009-10	2009-10	
Music 9-12	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Visual Arts 9-12	2022	2002-03	2002-03	2011-12	2012-13	2012-13	
Health & Physical Education 9-12	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Spanish 9-12	2022	2010-11	2012-13	2011-12	2012-13	2009-10	
HIV/AIDS, Sex Education 9-12	2023	2015-16	2018-19	2014-15	2018-19	2018-19	
Performing Arts 9-12	2024	2012-13	2014-15	2013-14	2014-15	2010-11	
Science 9-12	2025	2012-13	2016-17	2014-15*	2015-16	2016-17	
Mathematics 9-12	2026	2011-12	2013-14	2016-17	2017-18	2013-14	
Technology 9-12				Integrated in Curriculum			

Evidence of Compliance:

- Provided writing/literacy training for teachers in assessment and differentiation aligned to standards to support full implementation of our new writing curriculum with students.
- Provided training in effective strategies to use to teach Next Generation Science Standards and collaborative work opportunities for 6-12 science teachers, resulting in standards aligned resources and instruction for students.
- Provided initial and ongoing training for K-3 teachers in implementing our newly adopted Handwriting curriculum, with all K-3 students engaging in this curriculum.
- Provided training for all grade 4 and grade 5 classroom teachers and secondary school Health teachers who teach lessons in Sexual Health in order to implement our newly adopted curriculum with students.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In
Compliance



Evidence – continued

b) Curriculum

Our Curriculum Adoption & Assessment cycle work entails a deliberate and thoughtful process to ensure that we develop and implement a curriculum aligned with and designed to enable students to meet or exceed the established standards regardless of the varied learning styles, backgrounds, or abilities of students.

Representative groups of teachers and administrators engage in the steps of this cycle, which include these phases:

- 1) Research best practice
- 2) Identify standards and assessments
- 3) Review and select instructional materials
- 4) Adopt instructional materials
- 5) Provide professional development
- 6) Develop Standards Alignment Guides

Evidence of Compliance:

- Evaluated, piloted, and recommended new curriculum materials for K-5 Science adoption.
- Fully implemented new K-5 Visual Arts curriculum aligned with standards and developed standards alignment guides.
- Fully implemented new K-5 Writing curriculum and developed prompts and rubrics aligned with standards.
- Implemented new Sexual Health curriculum for 4th and 5th students and all secondary students.

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In
Compliance



Evidence – continued

c) Assessments

Assessments provide evidence of student learning and provide information to teachers to inform instruction. Teachers use the results of both *formative* and *summative* standards-based assessments to gather valuable information about how students are progressing.

- Formative assessments provide frequent, ongoing feedback that informs adjustments to instruction
- Summative assessments help us to document learning and measure students’ overall proficiency

The results of formative and summative assessments also help students to fully understand their strengths and areas for growth, giving them a stake in their own academic development. In addition, assessment results provide parents with a clear understanding of how their children are performing academically in relation to the standards.

A balanced assessment system includes:

- a. Annual State Accountability Assessments
- b. Benchmark Assessments
- c. Classroom-Based Assessments

1. **Annual State Accountability Assessments:** Required summative assessments. They provide information about how students, schools and our district are doing in relation to the standards. They provide data for program-level decisions.
2. **Benchmark Assessments:** Available formative and summative assessments. They provide information to individual teachers and teams and serve as a reference point for comparing results. They can provide diagnostic information and evidence of how students are performing in relation to the standards. Examples of benchmark assessments include:
 - Smarter Balanced interim assessments directly aligned to the Common Core State Standards. Items on the interim assessments are developed under the same conditions, protocols and review procedures as the summative Smarter Balanced Assessments. Assessments in ELA and math are available to grades 3-11.
 - Leveled, Common District Summative Assessments (CDSAs) allow teachers to clearly understand current student performance against the state standards as each assessment question is aligned to a level of proficiency on the proficiency scales.
3. **Classroom-Based Assessments:** Teacher/team developed formative and summative assessments. They provide information about how students are progressing in relation to the standards, inform daily instructional decisions, and can be used to provide information for reporting. Curriculum materials typically include resources that can be used by teachers to develop classroom-based assessments. District-developed resources such as proficiency scales are also available for teacher use.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In
Compliance



Evidence – continued

State-and District-Level Summative Assessments

Elementary School Level			
Content Area	Grade Level(s)	Annual State Accountability Assessments	District-Level Available Benchmark Assessments
Social-emotional, Physical, Cognitive, Language, Literacy, Mathematics	K	Washington Kindergarten Inventory of Developing Skills (WaKIDS)	
English Language Arts	K-2	Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) [State requirement is Grade 2, End-of-Year]	DIBELS Next: Three benchmarks each year Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts Fourteen Wonders End of Unit and Benchmark Assessments Reading Foundational Skills Mini-Assessments (five for grade K, four for grade 1) On-Demand Writing Prompts (six for grade K-1, five for grade 2) Four handwriting assessments for grades K-1
	3-5	Smarter Balanced Assessment (SBA) Washington-Access to Instruction and Measurement (WA-AIM): Alternate assessment for students with significant cognitive challenges documented in their Individualized Education Program (IEP)	Eight SBA Interim Block Assessments Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts Fourteen Wonders End of Unit and Benchmark Assessments On-Demand Writing Prompts (five for grade 3, four for grades 4-5)

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In
Compliance



Evidence – continued

Elementary School Level			
Content Area	Grade Level(s)	Annual State Accountability Assessments	District-Level Available Benchmark Assessments
Mathematics	K-2	N/A	Three assessments designed to measure pre-algebra proficiency enVision End of Topic assessments (sixteen for grade K, seventeen for grade 1, eighteen for grade 2)
	3-5	SBA WA-AIM	Five SBA Interim Block Assessments Three assessments designed to measure pre-algebra proficiency each year enVision End of Topic assessments (seventeen for grade 3, sixteen for grades 4-5)
Science	K-2	N/A	Three assessments per grade level measuring the LWSD Power Standards
	3-5	Washington Comprehensive Assessment of Science (WCAS) @ Grade 5 WA-AIM @ Grade 5	Three assessments per grade level measuring the LWSD Power Standards
Social Studies	K-5	Civics Classroom-Based Assessment @ Grade 4 or 5	One assessment per grade level measuring the LWSD Power Standards
Music / Arts	K-5	N/A	One assessment for grade 1 and two assessments for grades 2-5 measuring the LWSD Power Standards
Fitness	K-5	N/A	One assessment per grade level (1-5) measuring the LWSD Power Standards
English Language Proficiency	K-5	English Language Proficiency Assessment for the 21 st Century (ELPA21) World-class Instructional Design and Assessment (WIDA) Alternative ACCESS: Alternate assessment for students with significant cognitive challenges documented in their Individualized Education Program (IEP)	

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In
Compliance



Evidence – continued

Middle School Level			
Content Area	Grade Level(s)	Annual State Accountability Assessments	District-Level Available Benchmark Assessments
English Language Arts	6-8	SBA WA-AIM	Eight SBA Interim Block Assessments Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts
Mathematics	6-8	SBA WA-AIM	Five SBA Interim Block Assessments
Science	6-8	WCAS @ Grade 8 WA-AIM @ Grade 8	
Social Studies	6-8	Civics Classroom-Based Assessment @ Grade 7 or 8	One assessment per grade level measuring the LWSD Power Standards
Arts	6-8	N/A	One assessment measuring the LWSD Power Standards
English Language Proficiency	6-8	ELPA21 WIDA Alternative ACCESS	

High School Level			
Content Area	Grade Level(s)	Annual State Accountability Assessments	District-Level Available Benchmark Assessments
English Language Arts	9-11	SBA @ Grade 10 WA-AIM @ Grade 10	Eight SBA Interim Block Assessments Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts PSAT @ Grade 10
Mathematics	9-11	SBA @ Grade 10 WA-AIM @ Grade 10	Nine SBA Interim Block Assessments PSAT @ Grade 10
Science	11	WCAS WA-AIM	
Social Studies	9-12	Civics Classroom-Based Assessment @ Grade 11 or 12	One assessment per grade level measuring the LWSD Power Standards
Arts	9-12	N/A	One assessment measuring the LWSD Power Standards
English Language Proficiency	9-12	ELPA21 WIDA Alternative ACCESS	

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In
Compliance



Evidence – continued

Evidence of Compliance:

- Multiple types of assessments available (see previous tables), across all grade levels.
- Continued to expand use of SBA interims assessments system-wide. 3632 students in grades 3-8 completed at least one interim assessment in ELA (23.7% increase from previous year) and 4324 students in grades 3-8 completed at least one interim assessment in Math (15.2% increase from previous year).
- Six elementary schools piloted math benchmark assessments. Pilot will expand in 2019-20.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In
Compliance



Evidence – continued

d) Technology

The Student Profile specifies the knowledge, skills, and attributes that every student needs to be Future Ready. The *Guiding Principles* describe the learning environments which are required to foster every student’s ability to learn the knowledge, skills, and attributes.

Our desired outcome for Technology Integration is twofold:

- 1) to use technology to support students’ acquisition of the knowledge, skills, and attributes in our Student Profile; and,
- 2) to use technology to support teachers’ creation of the learning environments described in our Guiding Principles

The tables below show the technology hardware and software provided in the learning environment at each level to help enable appropriate integration of technology into content areas across all grade levels:

Elementary Level

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> • Mobile teaching device • Teacher docking station and connecting hardware • SMART Board, interactive teaching and learning panels • Digital document camera • Speaker system • FrontRow class microphone system • Laptops in carts at a ratio of 3:1 (grades K-2) or 2:1 (grades 3-5) with MS Office Productivity Suite 	<ul style="list-style-type: none"> • Microsoft Suite Applications (OneNote, Forms, Word, Excel, PowerPoint, etc.) • SMART software (Interactive Lesson Development) • SMART Learning Suite Online • Dreambox Learning (adaptive math) • Clicker 7 (word processor, assistive technology) • WeVideo (Video Creation, Collaboration) • Dyknow (classroom management) • Headsprout (Reading K) • DIBELs Next (Reading K-2) • Panorama (SEL assessment) • Digital Curriculum (envision, TCI, Wonders) • EduTyping (Keyboarding) • Discovery Education Video Streaming • Research Databases 	<ul style="list-style-type: none"> • Outlook • PowerSchool Learning • Skyward

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In
Compliance



Evidence – continued

Middle School Level

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> • Mobile teaching device • Teacher docking station and connecting hardware • Digital document camera • Speaker system • FrontRow class microphone system • Interactive whiteboard • 1:1 laptops for all students with MS Office Productivity Suite 	<ul style="list-style-type: none"> • Microsoft Suite Applications (OneNote, Forms, Word, Excel, PowerPoint, etc.) • SMART software (Interactive Lesson Development) • ALEKS (Math) • Turnitin (Anti-plagiarism) • Writing Coach • Welnet (Physical Education) • EduTyping (Keyboarding) • Discovery Education Video Streaming • Dyknow (Classroom Management) • WeVideo (Video Creation, Collaboration) • Read and Write 12 (Assistive Literacy Tool) • Research Databases 	<ul style="list-style-type: none"> • Outlook • PowerSchool Learning • Skyward

High School Level

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> • Mobile teaching device • Teacher docking station and connecting hardware • Digital document camera • Speaker system • FrontRow class microphone system • Interactive whiteboard • 1:1 laptops for all students with MS Office Productivity Suite 	<ul style="list-style-type: none"> • Microsoft Suite Applications (OneNote, Forms, Word, Excel, PowerPoint, etc.) • SMART software (Interactive Lesson Development) • Fuel Education (Credit Retrieval) • Turnitin (Anti-plagiarism) • Writing Coach • Welnet (Physical Education) • Discovery Education Video Streaming • Dyknow (Classroom Management) • WeVideo (video creation, collaboration) • Read and Write 12 (Assistive Literacy Tool) • Research Databases 	<ul style="list-style-type: none"> • Outlook • PowerSchool Learning • Skyward

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In
Compliance



Evidence – continued

Evidence of Compliance:

- Technology Integration Facilitator Program provided differentiated technology integration professional learning to support the acquisition of student skills as outlined in the LWSD Tech Skills Continuum.
- The adaptive technology tool: Dreambox Learning was provided through a large-scale elementary pilot to support differentiated math instruction.
- Professional learning provided to support the implementation and use of SMART Interactive Panels at 21 elementary schools with a focus on increasing student engagement and enhancing instructional delivery.
- 1:1 5th Grade student laptops field tested at four elementary schools; professional learning provided to support the use of student devices to enhance learning experiences for students.
- Fifty-six optional technology workshops and professional learning courses offered to support new software, use of Microsoft tools within instruction, STEM, mobile teaching, assistive technology, and problem-based-learning.
- Librarian Mission/Vision Advisory established to develop program expectations and guiding documents to support consistency in library programing and enhancement of student learning experiences across the district.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

<p>2. Develop and implement an instructional program that addresses the needs of all students by:</p> <ul style="list-style-type: none"> a) providing an instructional program, which includes opportunities for students to develop talents and interests in more specialized areas; b) providing an instructional program that addresses the different learning styles and needs of students of various backgrounds and abilities; c) encouraging innovative or experimental programs, carefully monitoring and evaluating the effectiveness of all such programs and informing the Board annually about their effectiveness; d) ensuring a climate that is characterized by support and encouragement for high achievement; and e) considering the class size and organization as important components of the instructional program. 	<p>In Compliance</p>	<p>◀ ▶</p>
--	--------------------------	------------

Evidence

Overview

Our mission is to ensure our students graduate and our goal of academic success for every student is key to fulfilling our vision of *Every Student Future Ready*. Ensuring academic success for all students entails asking and answering four critical questions:

- 1) What is it we expect our students to learn?
- 2) How will we know if each student has learned it?
- 3) How will we respond when some students do not learn it?
- 4) How will we respond when some students already know it?

In the 2008-2009 school year, the Lake Washington School District *Guiding Principles* was developed. The *Guiding Principles* define the learning environments we expect in our classrooms and schools. Specifically, six *Guiding Principles* are organized around the themes of *Connection*, *Value*, and *Challenge* for every student:

Connection	Value	Challenge
<p>Interconnected Learning Experiences Students learn best when programs of study are integrated and interconnected and when learning builds upon previous learning experiences and prior knowledge.</p>	<p>Student Ownership & Engagement Students learn best when they are actively engaged in authentic learning, when work is personally relevant, and when both teachers and students are able to articulate what students are learning, why it is important, and how students are progressing in their learning.</p>	<p>Challenging & Meaningful Curriculum Students learn best when curriculum is rigorous, relevant, specifies standards for both content and student performance, and when those content and performance standards are made explicit to students.</p>
<p>Personalization & Individual Attention Students learn best when they are known well by adults in the school, and when the instruction and support they receive meets their specific needs as learners and individuals.</p>	<p>Equity & Cultural Responsiveness Students learn best in a culturally responsive environment that is equitable, honors diversity, promotes democratic ideals and good citizenship, and where mutual respect exists between and among students and staff.</p>	<p>High Expectations & Quality Instruction Students learn best in an environment where the prevailing belief is that intelligence, talent, and ability is created by effort, where adults expect every student to succeed with effort, and where high-quality instruction reflects educational best practice and results in student performance.</p>

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

Specific programs and service including: Career and Technical Education; WANIC Skills Center; Preschool; Special Education; English Learner Services; Safety Net; Choice Schools; Highly Capable; Honors; and, Dual Credit provide evidence of instructional program that addresses the needs of all students.

a. Programs for students to develop talents and interests in more specialized areas

Career and Technical Education (CTE)

Career and Technical Education (CTE) is hands-on, career-connected learning that prepares students to be college, career and future ready. CTE courses follow state-approved course frameworks and integrate 21st century skills, professional and technical skills, and core academic knowledge. Some CTE courses provide the opportunity to earn college credit or industry certification. CTE course are designed to prepare students for post-secondary education and a wide range of high-wage, high-skill, and in-demand jobs. CTE courses are offered for students in grades 7-12 in all middle and high schools. Students are required to earn 1.0 CTE credit to graduate.

CTE courses are organized by six different state-approved program areas:

1. Agriculture Education and Science
2. Business and Marketing
3. Family and Consumer Science
4. Health Science
5. Skilled and Technical Science
6. Science, Technology, Engineering and Mathematics (STEM)

CTE courses within each program area align to 16 nationally-recognized career clusters:

1. Agriculture, Food and Natural Resources
2. Architecture and Construction
3. Arts, AV Technology and Communications
4. Business, Marketing and Administration
5. Education and Training
6. Finance
7. Government and Public Administration
8. Health Science
9. Hospitality and Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections and Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering and Mathematics (STEM)
16. Transportation, Distribution and Logistics

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	◀ ▶
--	------------------	-----

Evidence – {continued}

The Office of the Superintendent of Public Instruction (OSPI) has established a 5-year program approval cycle for district CTE programs and associated courses. The cycle specifies which CTE program districts must submit for OSPI approval each year. Districts must review the specified program and submit the following to OSPI for approval: 1) new individual course frameworks; 2) skills gap analysis of future employment need in the program area; 3) identified Career and Technical student organization or other leadership activities; and, 4) CTE Program Advisory Committee and/or General Advisory Council meeting notes related to the program’s courses. The purpose of program approval is to make certain that all CTE courses with the program area:

- Ensure academic rigor
- Align with the state’s education reform requirements and CTE program standards
- Help address the skills gap of Washington’s economy
- Maintain strong relationships with local CTE advisory councils for the design and delivery of career and technical education

The table below shows the OSPI-established 5-year program approval cycle for LWSD:

2018-19	2019-20	2020-21	2021-22	2022-23
Family and Consumer Science	Business and Marketing	Agriculture Education and Science	Skilled and Technical Science	STEM and Health Science

CTE - Evidence of Compliance:

- In 2018-19, approximately 8,045 students participate in 124 different CTE course options, providing students the opportunity to develop talents and interests in more specialized areas
- In 2018-19, Family and Consumer Science is the CTE program designated for review and approval
 - A new course framework for a second year Teacher Education Academy/TEA(ch) course, has been developed and approved by OPSI. This second-year course prepares students to earn Educational Para Pro certification
 - New AP Psychology textbooks have been submitted to the Instructional Materials Committee for review and recommendation for Board approval
 - Current course frameworks have been locally reviewed based on labor market data and local need and reviewed/approved by the CTE General Advisory Council

Washington Network for Innovative Careers (WANIC) Skill Center

WANIC Skill Center provides advanced-level CTE programs based on rigorous academic and industry standards. Seven districts participate in the WANIC consortium; Lake Washington serves as host district. WANIC prepares students for career and college readiness and successful entry into high-skill, high-demand careers, and employment. WANIC programs provide dual credit opportunities (both high school and college credit) and/or lead to industry certification.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

Washington Network for Innovative Careers (WANIC) Skill Center – Evidence of Compliance:

- Students access WANIC programs/courses at satellite and branch campuses in participating districts, providing students the opportunity to develop talents and interests in more specialized areas. The table below shows 2018-19 and historical WANIC enrollment data by headcount and full-time equivalent (FTE):

School District	Skill Center Courses	2014-15 Student HC/FTE*	2015-16 Student HC/FTE*	2016-17 Student HC/FTE*	2017-18 Student HC/FTE*	2018-19 Student HC/FTE*
Bellevue	Automotive Technology	179/107.4	169/101.4	171/102.6	168/100.8	159/78.39
	Cisco Networking					
	Culinary Arts					
Issaquah	Sports Medicine	42/25.2	46/27.6	58/34.8	52/31.2	43/23.22
Lake Washington	Dental Careers	143/85.8	169/101.4	176/105.6	223/133.8	229/122.04
	DigiPen Art & Animation					
	DigiPen Music & Sound Design					
	DigiPen Video Game Design					
	Fire & EMS					
	Health Science Careers					
Northshore	Advance Auto. Tech. Health Science Careers	70/42	81/48.6	72/41.04	65/35.75	58/28.84
Sno. Valley	Culinary Arts	1/6	0	0	0	0
Summer Programs	Biotechnology CAD 3D Printing Cinematography & Production Computer Science Computer Science & Engineering Culinary Creations DigiPen Art & Animation DigiPen Cyber Security DigiPen Music & Sound Design DigiPen Video Game Dev DigiPen Video Game Prog. Dynamic DNA Financial Planning Freelance Art Green Sustainable Design Health Health Careers Exp. Intro to Fire & EMS Intro to Medical Careers Photography/Video Production Python Radio/TV Broadcasting Welding	398/39.8	665/66.5	807/80.7	1020/102	Not Yet Available

HC/FTE* Head count (HC) and Full-Time Equivalent (FTE)

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

b. Programs that address different learning styles and needs of students of various backgrounds and abilities

Preschool

The preschool program currently includes four types of classrooms: Head Start, Ready Start/Inclusion, Learning Center, and Students Needing Additional Program Supports (SNAPS). Students with IEPs are enrolled in all of these classrooms.

Head Start serves students from families whose income is at or below the poverty level, and to children facing other challenges, including disabilities.

Ready Start/Inclusion and Learning Center classrooms serve all preschool students with special needs. In our ReadyStart/Inclusion model, the classroom supports students with IEPs and those without IEPs in a 50/50 model. Those without IEPs attend the preschool program and either pay tuition or have tuition waived due to low-income status. Within our Learning Center programs, all students receive special education services. Next year, the learning center programs will be discontinued, and all preschool classrooms will have an inclusionary model.

SNAPS services are extended day services for students diagnosed with Autism Spectrum Disorder and modeled after the University of Washington's Project DATA. Evidenced-based strategies are used to teach our students with autism in the SNAPS program. Students who qualify for SNAPS program services attend preschool for half day and attend SNAPS for the other half.

Overall enrollment for early childhood programs continues to grow. Due to space limitations, preschool will move out of Rush next year. Additionally, due to ongoing growth, preschool programs will open at Wilder and Old Redmond Schoolhouse.

Preschool 3-5 year old students	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment	422	354	378	409	500

* The March Enrollment number includes 66 fee-based Preschoolers; 29 Ready Start (RS) Preschoolers, 77 Head Start (HS) Preschoolers (this number includes 4 students who qualify for Special Education services), 187 Special Education (RS & HS), and 67 Special Education Learning Center Preschoolers. In addition to the 425 preschool students attending class, there are 53 preschool Itinerant students receiving services throughout the school district.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	◀ ▶
--	------------------	-----

Evidence – {continued}

Preschool - Evidence of Compliance:

- During the 2018-19 school year, all preschool students were taught using Creative Curriculum, an evidence-based, rigorous early learning curriculum that is aligned to standards.
- Students in pilot classes were taught using an inclusion model and new curriculum-based assessments were used to monitor student growth and progress. Next year the full inclusion model will be used in all preschool classes.
- Students in the SNAPS program were taught with Applied Behavior Analysis (ABA) strategies and instruction. Dr. Nancy Rosenberg from the University of Washington provided staff training in ABA strategies.
- The most recent Child Outcomes Summary report for OSPI indicates growth in social emotional skill development and positive behaviors and consistent performance in concept development for our students.

Special Education

Special education services are offered to students with disabilities in various settings, including the general education classroom, pull-out services, self-contained classrooms, and in some cases non-public agency school settings. All special education students have an Individualized Education Program (IEP).

Special Ed Preschool - 21	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment *	3,383	3,414	3,433	3,411	3,463

* Enrollment numbers based on October 1st P-223 enrollment reports (Birth – 21).

Special Education-Evidence of Compliance:

Curriculum and Instruction

- Elementary students in Learning Centers were taught using Styer Fitzgerald (comprehensive program for students in Learning Centers), and Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) (curriculum for students with dyslexia).
- At the secondary level, students were taught using the new Number World supplemental math curriculum, and Family Life and Sexual Health (FLASH) curriculum.

Professional Learning

- Staff participated in professional learning throughout the 2018-19 school year. Areas of focus included: co-teaching, service animals, inclusion, Section 504, Guidance Team, and Mental Health. Paraeducators received two full days of training on a variety of topics.

Assistive Technology

- New assistive technology programs were launched that support students district-wide including Clicker 7 and Read/Write.

Community Engagement

- Special Services created a new parent/community advisory team during the 2018-19 school year. In addition, student focus groups were held at each district high school in order to gain understanding on student experiences in special education. Additionally, collaborative work continued with the Special Needs PTA group, Eastside Pathways and Community Health.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

English Learner Services

English Learners (ELs) are served in general classroom, through co-teaching, through consultative support, and through pull-out programs. Services are provided to students from 83 different language groups. The top five languages are: Spanish, Chinese - all dialects, Russian, Telugu and Japanese.

The English Language Proficiency Assessment for the 21st Century (ELPA-21) determines student eligibility for services. Students are assessed in reading, writing, listening, and speaking knowledge and skills. The ELPA-21 includes a placement test and an annual test. The placement test is used to determine initial student eligibility for services. The placement test is given to all students whose families answer “yes” to question #2 on the Home Language Survey: “Is your child’s first language a language other than English?” The annual test is given to all students who qualified for services with a placement test. The annual test measures students’ growth in English language knowledge and skills. Results from this test determine which students are eligible to continue to receive services.

The ELPA-21 results determine the level of student proficiency in English Language proficiency: Emerging, Progressing, or Proficient. Services are provided to students who are Emerging and Progressing. Students who are Proficient are exited from program and are monitored for two years. Enrollment and exited data are shown below:

ELL	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment	1,901	2,328	2,653	3,019	3,235
Exited	25%	34%	32%	35%	34%

English Language Learners – Evidence of Compliance:

- 35% of students exited the EL program while 65% of students remain in the program. 58% of students are identified as Progressing and 7% are identified as Emerging. District English Learner performance exceeds state English Learner performance.
- New curriculum resources were implemented for students at the secondary levels that directly align to state standards and English Language Proficiency Standards.
- Exited EL students who struggled academically were provided with direct and indirect support.
- Use of Sheltered Instruction Observation Protocol (SIOP) was used in classrooms to improved outcomes for EL students. Training was provided to all teachers to support this instructional strategy
- Newly identified EL students were provided academic support through a summer program. The program expanded to five sites.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

Safety Net

Blended funding from federal, state, and local sources is used to develop programs/courses to support students who are not meeting grade level standards based on performance on state and district assessments. Safety Net enrollment data is shown below:

Safety Net K-12	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment	3,484	2,962	3,322	3,142	3,368

Safety Net – Evidence of Compliance:

- Dyslexia Advisory Team researched, piloted and selected a curriculum tool, Systematic Instruction of Phonics, Phonemic Awareness and Sight Words, to support students with reading difficulties including dyslexia.
- The technology tool, Assessment and Learning in Knowledge Spaces (ALEKS) was used with students needing additional support in math through the Safety Net Math program.
- Four-week summer program for K-4 students in Title I schools and identified K-2 students at non-Title I schools.
- Summer programs for students entering grade 6 were expanded to provide support for students to learn organization, self-advocacy, and study skills. The program is co-taught by an elementary and middle school teacher.
- Burst was used with all K-3 students who scored well-below benchmark.
- Middle school students were screened using the Scholastic Reading Inventory (SRI). This assessment was also used for ongoing progress monitoring.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

c. Programs that encourage innovation or experimentation

Choice Schools

Twelve choice schools offer parents and students options for schooling. Choice school characteristics may include: small learning environments, multi-age instruction, international education, environmental education, classical education, and/or STEM education. Choice school enrollment is show below:

Choice Schools Grades 1-12	2014-15	2015-2016	2016-17	2017-18	2018-19
Enrollment *	1,797	1,833	1,834	1,873	2,032

* Enrollment numbers based on October 1st P-223 enrollment reports

Choice Schools – Evidence of Compliance:

- A new elementary dual language choice program was established at Einstein Elementary for the 2018-2019 school year and is currently serving students in grades K-2 who reside within the Lake Washington School District.

District Innovation Program

In 2017-18, a new program was developed to incentivize, support and recognize the development of innovative programs development in all schools. Finn Hill Middle School, Ella Baker Elementary School and Ben Rush Elementary Schools were awarded Innovation Grants for 2018-2019.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

d. Programs that provide support and encouragement for high achievement

Highly Capable/Quest

The Highly Capable/Quest Program for grades K-8 is designed to meet the learning styles and needs of highly capable students who have been assessed to have exceptional intellectual, academic, and creative ability.

The K-5 Highly Capable program provides math and/or reading enrichment through challenging activities that encourage divergent and creative thinking.

The Elementary Quest Full Time program accelerates the curriculum in literacy and math and enriches the curriculum in science and social studies. The Elementary Quest Enrichment Pull-out Program enhances the curriculum with an emphasis on higher-level thinking skills.

The Middle School Quest Program enhances the curriculum by providing high academic challenge, greater breadth and depth of learning, and raising expectations for student achievement.

The table below shows ten years of Quest enrollment data:

Quest Enrollment*	2014-15	2015-16	2016-17	2017-18	2018-19
Total Elementary	852^	843^	1091^	1274^	1552^
Middle**	295	325	345	508	446
Total Program	1,147	1,168	1,436	1,782	1,998

* Gender representation is 54% male and 46% comparable to our district wide ratio. In 2016-17, it was 52% male and 47% female and in 2015-16, 51% male and 48% female

^ Includes K-5HC Services

Ethnic representation in the Quest Program for the past four years is as follows:

Ethnicity	Total 14-15	Total 15-16	Change from 14-15 to 15-16	Total 16-17	Change from 15-16 to 16-17	Total 17-18	Change from 16-17 to 17-18	Total 18-19	Change from 17-18 to 18-19
Asian	65%	69 %	+4%	72%	+3%	74%	+2%	72%	-2%
Black	.17%	0%	0%	0%	0%	0%	.17%		
Hispanic	1.3%	1%	-.3%	1.5%	+.5%	1.6%	+1%	1.6%	0%
Native Am	>1%	0%	0%	0%	0%	0%	0%	0	0
White	27.19%	23%	-4.18%	20%	-3%	20%	0%	21%	+1%
Other*	5.47%	5%	.47% %	5%	0%	5%	0%	5.5%	+5%

* now more than one race

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

Highly Capable/Quest – Evidence of Compliance:

- The K-3 Program has been expanded to K-5 for 2018-2019 and includes single domain services in reading and math. This model is now fully subscribed K-5 and serves students at every elementary school in the district.
- The selection process for K-8 Quest programs has been adjusted in compliance with changes in state law to remove the use of report card grades as part of the screening process.
- We continue to screen all first-grade students in their general education classroom each fall.

Dual Credit Programs: Advanced Placement (AP®), College in the High School, Running Start

Advanced Placement

Courses provide students the opportunity to take high school courses consistent with the requirements of post-secondary institutions and to earn credit or advanced placement at most of the nation’s colleges and universities. AP® courses are taught by specially trained high school teachers who follow rigorous course guidelines that are developed, published, and audited by the College Board. Enrollment continues to go up. Pass rates continue to remain high. Enrollment numbers are from October class counts.

The table below shows nine years of AP program enrollment data:

AP Enrollment**	2014-2015	2015-16	2016-17	2017-18	2018-19
Total Program	4,339	4,613	5,565	5,466	5,966

* Enrollment numbers represent instances of enrollment versus individual head count; students may be enrolled in more than one AP course or student may take an exam and not the AP course

Students enrolled in AP courses can obtain college credit by passing AP national examinations given in May.

The table below shows AP enrollment, exam participation, and pass rate data:

AP	2013-2014	2014-15	2015-16	2016-17	2017-18
Enrollment *	4,272	4,339	4,613	5,565	5,466
Exams	3,496	3,758	3,934	4,552	4,783
Pass %	80%	80%	80%	80%	83%

* Enrollment numbers represent instances of enrollment versus individual head count; students may be enrolled in more than one AP course, or student may take an exam and not the AP course.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – *{continued}*

The table below shows AP course enrollment* by high school:

High School	2014-2015	2015-16	2016-17	2017-18	2018-19
Eastlake	697	955	982	1,044	1,424
ICS	136	219	262	294	217
Juanita	665	689	852	829	675
Lake Washington	832	737	1,001	903	971
Redmond	1,056	1,053	1,330	1,166	1,392
Tesla STEM	953	960	1,124	1,210	1,317

* Enrollment numbers represent instances of enrollment versus individual head count; students may be enrolled in more than one AP course.

The table below shows the number of individual students taking AP courses by high school and WANIC:

High School	2015-16 number	2015--16 Percent of School Population Comprehensive HS grades 9-12	2016-17 number	2016--17 Percent of School Population Comprehensive HS grades 9-12	2017-18 number	2017--18 Percent of School Population Comprehensive HS grades 9-12	2018-19 number	2018--19 Percent of School Population Comprehensive HS grades 9-12
Emerson	2	3%	2	4%	4	7%	0	0%
Eastlake	588	36%	572	34%	640	36%	751	40%
Emerson K-12	2	10%	3	12%	2	12%	0	0%
ICS	95	40%	116	52%	103	50%	68	37%
Juanita	402	28%	457	31%	500	35%	399	29%
Lake Washington	505	34%	563	36%	512	32%	505	32%
Redmond	531	30%	633	35%	597	34%	617	33%
Tesla STEM	400	71%	414	71%	559	92%	582	96%
WaNIC	34	8%	6	2%	2	.4%	19	5%

From October 1 enrollment reports

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – *{continued}*

Ethnic and gender representation for students who have taken AP exams is as follows:

Student Profiles	2015 [^]	District Total 2015*	2016 [^]	District Total 2016*	2017 [^]	District Total 2017*	2018 [^]	District Total 2018*
Male	48%	51.8%	47%	51.7%	50.3%	51.6%	51.3%	51.9%
Female	53%	48.2%	53%	48.3%	49.6%	48.4%	48.6%	48.1%
Ethnicity								
African-American	1.2%	1.6%	.7%	1.6%	.5%	1.7%	.8%	1.8%
Asian	26.17%	20.1%	24%	23.3%	34%	28.2%	37.6%	30.2%
Caucasian	58.54%	61.4%	58%	57%	49%	51.8%	45.5%	49.1%
Hispanic	5.6%	10.2%	8%	10.6%	6%	10.2%	6.3%	10.4%
Native American	.27%	.2%	.1%	.1%	.2%	.2%	.3%	0.2%
Other	5.49%	6.5%	8.2%	7.1%	8%	5%	8%	8.1%
Not Stated	2.75%	N/A	N/A	N/A	N/A	N/A	.1%	N/A%

[^] College Board Data

* OSPI website

The chart below shows the AP STEM-related enrollment data for the past five years:

STEM-related AP Course	2014-15 District enrollment	2015-16 District enrollment	2016-17 District enrollment	2017-18 District enrollment	2018-19 District enrollment
AP Biology	228	260	278	313	291
AP Calculus AB	511	489	545	545	536
AP Calculus BC	198	254	240	273	292
AP Chemistry	379	327	346	369	347
AP Comp Science	240	207	301	409	676
AP Environmental Science	350	295	434	344	426
AP Physics	103	126	218	229	256
AP Physics C	127	157	165	217	165
AP Statistics	245	268	385	307	390
Total	2,381	2,383	2,912	3,006	3,379

AP – Evidence of Compliance:

- Total AP course enrollment has increased 8% since 2016-2017.
- Total AP STEM course enrollments have increased by 16% since 2016-2017.
- LWSD was again on the AP Honor Roll for our 2018 83% pass rate and growth in diversity for the sixth time in nine years.
- Common AP program menu in STEM areas at comprehensive high schools are listed above.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

College in the High School

College in the High School courses are college-level courses offered in all our high schools. Students simultaneously earn high school and college credits through this partnership with community colleges and universities. The table below shows 3-year enrollment data for College in the High School:

College in the High School	2016-17	2017-18	2018-19
Enrollment	988	1571	1535

School	College in the High School courses	Number of students enrolled 2016-17	Number of students enrolled 2017-18	Number of students enrolled 2018-19
Eastlake High School	UW Astronomy	16	45	27
	UW Calculus (124)	79	44	39
	UW Composition and Ethnic Lit	78	96	116
	UW Pre-Calculus	112	95	139
	UW Psychology 101	25	53	53
Juanita High School	Japanese III	10	15	13
	Japanese IV		2	5
	French III		30	22
	STEM English 11	33	35	25
	STEM English 12	9	7	12
Lake Washington High School	Calculus I		91	76
	Calculus II		46	43
	Calculus III		45	43
	English Composition		26	27
	Writing in Comparative Literature		27	51
	French 3	58	47	43
	French 4		21	11
	Spanish 2		161	
	Spanish 3	204	100	177
Spanish 4			74	

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

School	College in the High School courses	Number of students enrolled 2016-17	Number of students enrolled 2017-18	Number of students enrolled 2018-19
Redmond High School	AP Computer Science A	88	74	126
	AP Psychology		32	82
Tesla STEM High School	Anatomy & Physiology	45	45	
	AP Computer Science A	127	57	
	Global Warming		101	
	Introduction to Global Health		132	
	Forensic Science	50	49	
	Sustainable Design and Environ Engineering	33	95	82
	UW Pre-Calculus	21	0	
	Introduction to Biology			58

* Enrollment numbers based on October 1st P-223 enrollment reports

College in the High School – Evidence of Compliance:

- Total College in the High School course enrollment has increased 55% since 2016-2017.

Running Start

Running Start provides grade 11 and 12 students the ability to take college-level courses at community and technical colleges. Students simultaneously earn high school and college credits through this partnership with community college systems. Students can enroll in part-time or full-time Running Start. The table below shows 5-year enrollment data for Running Start:

Running Start	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment	352	440	485	571	723

Running Start – Evidence of Compliance:

- Total Running Start course enrollment has increased 49% since 2016-2017.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	◀ ▶
--	------------------	-----

Evidence – {continued}

Honors

Honors courses provide additional challenge to students through deeper examination and more sophisticated analysis of subject matter. All our high schools provide Honors options. The table below shows 5-year enrollment data for Honors:

Honors	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment	4,246	4,856	4,864	4,921	5,995

School	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
International Community School	1,126	1,043	905	745	691
Futures School			5		
Lake Washington High School	289	320	432	335	639
Redmond High School	802	831	967	922	1,283
Juanita High School	326	385	322	357	518
Emerson High School	2				
Eastlake High School	506	787	959	1,272	1,628
Tesla Stem High School	1,195	1,490	1,274	1,290	1,236
Total	4,246	4,856	4,864	4,921	5,995

* 5 Year enrollment count for Honors courses, Semester 1

Honors – Evidence of Compliance:

- Total honors course enrollment has increased 41% since 2014-2015.

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

Integrated Honors

Prior to reconfiguration to 6-8 middle schools, junior high schools had varying approaches for providing honors curriculum for students. Some schools offered a standalone Honors Language Arts/Social Studies class for 30 students. Some schools offered Honors curriculum through an integrated approach whereby all students could opt-in to Honors curriculum offered in the general Language Arts/Social Studies classroom setting. One school did not offer any Honors curriculum. During planning for reconfiguration to 6-8 middle schools, the decision was made to shift all middle schools to the Integrated Honors approach in Language Arts/Social Studies.

An evaluation completed during 2018-2019 indicates that middle schools provide challenge options embedded as part of the core curriculum.

e. Consider class size and organization as important components of the instructional program

The district has in place a staffing formula that drives class sizes across the system. The staffing formula applies to all schools and represents priorities that have been established. These priorities include:

- Ensuring all elementary schools meet state required class size reduction ratios;
- Providing Title 1 resources to support schools with the highest academic needs. These resources provide staffing to reduce class size during core academic instructional time which is generally accomplished through regrouping for like instructional needs. This has been targeted at literacy and math;
- Using other class size reduction efforts to assist students performing below standard. For these students, reading and writing instruction is provided in much smaller groups than our regular classes. Class sizes grow as students become older;
- Addressing special education class sizes and caseloads to provide an equitable and manageable case load for staff; and,
- Making class configuration decisions at the elementary level by the building principal to best balance class size issues.

With increased state funding for class size reduction, the district has developed an allocation model that has lowered class sizes at all elementary grade levels. The allocation model assures that schools are not forced to use split grade level configurations.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

3. Develop and implement a process for continuous improvement of every school, classroom, and individual student.

In Partial
Compliance



Evidence

The Continuous Improvement Process (CIP) Plan and the related district, building and classroom level efforts focus on student learning improvement in every school. Each school develops their CIP Plan with measurable goals. The table below highlights CIP-related efforts by month:

Month	Work
August	Large Scale Assessments downloaded into Data Dashboard and made publicly available on the OSPI report card
	Building staffs begin to review data prior to the start of school to finalize student placement into support or enrichment programs
September	Building staffs reflect and analyze previous year's goals and action plans against the Large Scale State Assessment results
	Buildings staffs use Learning Enhancement and Academic Planning (LEAP) Wednesdays to meet in grade level/content teams to write reflection and analysis for Continuous Improvement Process (CIP) plans. Schools use the Data Dashboard to access student achievement data to reflect on progress goals that are specific, measureable, achievable, realistic, and timely (SMART)
September- May	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing WaKIDS Whole Child Assessment
October	Part 1: Reflection and Analysis due to Directors of School Support
November	Part 2: Building administrators and school staff write goals in the following areas: <ul style="list-style-type: none"> • Academic • School Effectiveness • College and Career Readiness (secondary) • Addressing achievement gaps • Attendance • Discipline Building administrators and school staff determine assessments to monitor progress towards goals throughout the year
	Part 2: Current CIP goals due to Directors of School Support
December- June	Building Staffs continue to use LEAP Wednesdays to meet in content or grade level PLC teams in order to: write unit/lesson plans, develop common assessments, and examine student work/outcomes/results
January	Directors of School Support write a summary of their Learning Community results and submit them in addition to the CIP Plans to the LWSD Board of Directors
January-June	Directors of School Support meet with each building administrator to monitor progress and review implementation of identified strategies
February- March	Principals provide time for faculty and staff to take the "9 Characteristics of Effective Schools" survey (Taken each year to provide direction for developing Perception Goals in the spring)
March-April	Faculties and students participate in state testing

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

3. Develop and implement a process for continuous improvement of every school, classroom, and individual student.

In Partial
Compliance



Evidence- {continued}

Evidence of Compliance:

- All schools use Microsoft Power BI data to analyze outcomes to inform CIP processes.
- Directors of School Support and principals work to align goal setting processes for CIP and student growth goals as appropriate.
- Teaching staff have 12 LEAP Wednesdays designated for team collaboration focused on student growth goals and student achievement.
- Directors of School Support continued this year to write a summary of their Learning Community results. Summaries were submitted to the Board.
- Principals provide written information to parents and the community about CIP goals and progress.
- Principals have the school’s CIP on the school website.
- Data has been made available through Skyward to parents and students regarding progress and academic success:

Feature	Description
Academic History (added in 2016)	Shows a student’s grade history.
Attendance	Shows a student’s tardies and absences in a calendar format and in a list format.
Gradebook	Shows a student’s current year Gradebook data for all classes.
Health Information	Shows a student’s vaccination history.
Schedule	Shows a student’s current year and next year schedules.
Student Information	Shows a student’s demographic, family and emergency information.
Test Scores (added in 2017)	Shows a student’s test scores. Scores for the last three years of state assessments are available in Skyward.

- Additional data views are being evaluated for implementation. Parents were asked about additional data elements that would be beneficial in the 2018 program survey.

EL.7.3 is in partial compliance because we have not yet fully developed and implemented parent and student data views as part of the overall CIP efforts. Given the interdependencies of this effort with our overall technology infrastructure improvement efforts, a concrete timeline for bringing EL.7.3 into full compliance is yet to be established.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

4. Ensure that all instructional programs are regularly evaluated and modified as necessary to assure their continuing effectiveness.

In
Compliance



Evidence

As part of the regular Curriculum Adoption & Assessment Cycle work, all curricular content areas undergo a review process. In addition, we review district programs as part of state and/or federal program reviews or when our review of data gives cause for review.

Refer to the tables on pages 2 and 3 for the Curriculum Adoption and Assessment cycles.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

5. Ensure that the instructional program includes all legally required courses and programs.

In Partial
Compliance



Evidence

Programs are monitored on an annual basis to ensure compliance with district and state requirements. Currently, all programs are in compliance with the exception of Physical Education minutes. The legal references for this requirement include:

- WAC 180-16-200 Total Instructional Offerings
- WAC 180-16-210 K-3/4-12 Student to Classroom Teacher Ratio
- WAC 180-16-210 Minimum 180-Day School Year
- WAC 180-50-115 Mandatory areas of study in the common school.
- RCW 28A.230.130 Program to help students meet minimum entrance requirements at baccalaureate granting institutes.
- WAC 392-170-080 Educational program for highly capable students.
- WAC 392-172-160 Individualized education programs
- RCW 28A.250.050 Student access to online courses and online learning programs

The legal requirement for Physical Education is 100 minutes. LWSD provides 60 minutes for elementary students. There are no plans to address this issue at this time. *{See note below.}*

We complete an annual Basic Education Report to ensure compliance with district and state requirements.

NOTE:

According to RCW 28A.230.040, every pupil attending grades one through eight of the public schools shall receive instruction in physical education as prescribed by rule of the superintendent of public instruction: PROVIDED, that individual pupils or students may be excused on account of physical disability, religious belief, or participation in directed athletics. WAC 392-410-136 further specifies that an average of at least one hundred instructional minutes per week per year in physical education shall be required of all pupils in the common schools in the grade school program (grades 1-8).

LWSD provides sixty minutes of physical education per week for grades 1-5, and provides approximately 250 minutes of physical education per week, for a semester each year, for grades 6, 7 and 8. Therefore, LWSD meets and exceeds the one hundred minute average for grades 6, 7 and 8, but due to inadequate funding from the state, we are not able to fully meet this one hundred minute requirement for elementary grades.

- **EL.7.5 is in partial compliance because WAC 180-50-135 requires that K-6 students receive the average of 100 minutes per week of instruction in PE each year. Currently, our K-5 students receive an average of 60 minutes per week. We have no plans at present to bring this into compliance.**

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

6. Ensure that the Board is informed of any deletions of, additions to, or significant modifications of any instructional programs.

In
Compliance



Evidence

The Board has been informed in deletions of, additions to, or significant modifications to any instructional program. This includes informing the Board of a significant change in major curricula, adoption, or major program offerings. This does not include increases or decreases in offerings in one or several buildings due to enrollment changes or registration changes.

I certify the above to be correct as of May 6, 2019.

Dr. Jane Stavem, Superintendent