End Result (ER) 1: Mission and Vision

Board Monitoring Report
June 10, 2019

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Data Overview Sheet

Student Performance Targets:

- 100% graduation rate
- 95% of students meet all established indicators
- Student performance is comparable to student performance in comparable WA state districts
- Student performance is improving

Key:

Reasonable Progress

Limited Progress

	All	Male	Female	Special Education	ELL	Low Income	White	Asian	Black/ African American	Latino/ Hispanic
On-Time Graduation Rate (4-yr) *Class of 2018*	93.6% Rank 3 ↑ 3.4 (5 yr)	92.4% Rank 4 ↑ 4.2 (5 yr)	94.8% Rank 4 ↑ 2.4 (5 yr)	74.9% Rank 6 ↑ 2.8 (5 yr)	75.0% Rank 13 ↑ 21.8 (5 yr)	85.7% Rank 5 ↑ 12.7 (5 yr)	94.0% Rank 2 ↑ 1.7 (5 yr)	96.5% Rank 2 ↑ 1.9 (5 yr)	84.4% Rank 16 ↑ 14.1 (5 yr)	87.6% Rank 12 ↑ 11.3 (5 yr)
Extended Graduation Rate (5-yr) *Class of 2017*	95.5% Rank 2 ↑ 3.0 (5 yr)	95.3% Rank 1 ↑ 4.9 (5 yr)	95.7% Rank 6 ↑ 0.9 (5 yr)	84.0% Rank 4 ↑ 4.8 (5 yr)	85.2% Rank 8 ↑15.6 (5 yr)	89.8% Rank 5 ↑6.6 (5 yr)	95.1% Rank 6 ↑ 1.9 (5 yr)	97.6% Rank 3 ↑ 1.1 (5 yr)	88.5% Rank 12 ↑ 1.0 (5 yr)	94.2% Rank 2 ↑ 11.0 (5 yr)
11 & 12 Dual Credit Enrollment	91.4% ↑ 12.9 (5 yr)	90.7% ↑ 14.4 (5 yr)	92.1% ↑ 11.2 (5 yr)	68.8% ↑ 25.3 (5 yr)	72.0% ↑ 30.1 (5 yr)	83.6% ↑ 22.8 (5 yr)	91.2% ↑ 11.2 (5 yr)	95.1% ↑ 8.3 (5 yr)	85.5% ↑ 23.4 (5 yr)	86.6% ↑ 24.3 (5 yr)
11 & 12 Dual Credit Students receiving B or above	86.1% ↑ 1.4 (5 yr)	82.6% ↑ 1.9 (5 yr)	89.7% ↑ 0.9 (5 yr)	55.4% ↓ 6.8 (5 yr)	56.7% ↑ 6.7 (5 yr)	63.8% ↓ 3.0 (5 yr)	86.9% ↑ 0.9 (5 yr)	92.8% ↑ 5.0 (5 yr)	69.2% ↑ 10.7 (5 yr)	74.2% ↓ 0.3 (5 yr)
Students taking at least one AP exam	30.7% Rank 3 ↑ 5.0 (5 yr)	29.1% ↑ 5.2 (5 yr)	32.3% ↑ 4.5 (5 yr)	4.2% ↑ 1.9 (5 yr)	5.7% ↑ 3.5 (5 yr)	8.3% ↓ 1.3 (5 yr)	27.3% ↑ 2.2 (5 yr)	49.4% ↑ 9.1 (5 yr)	13.3% ↑ 2.8 (5 yr)	17.3% ↑ 3.4 (5 yr)
AP exam pass rate	82.7% Rank 2 ↑ 3.3 (5 yr)	84.9% ↑ 3.9 (5 yr)	80.3% ↑ 2.5 (5 yr)	82.5% ↑ 12.5 (5 yr)	66.7% No change (5 yr)	56.6% ↓ 1.2 (5 yr)	82.0% ↑ 2.5 (5 yr)	86.2% ↑ 4.2 (5 yr)	48.4% ↑ 21.7 (5 yr)	75.1% ↑ 5.3 (5 yr)
Graduates enrolled in post-secondary institution within 2 years of graduation *Class of 2016*	83.6% ↑ 3.6 (4 yr)	82.5% ↑ 3.0 (4 yr)	84.7% ↑ 4.2 (4 yr)	67.4% ↑ 14.1 (4 yr)	75.0% ↑ 4.2 (4 yr)	74.2% ↑ 3.8 (4 yr)	83.5% ↑ 2.6 (4 yr)	88.1% ↑ 3.9 (4 yr)	68.2% ↓ 2.4 (4 yr)	77.1% ↑ 11.5 (4 yr)
Graduates enrolled in post-secondary institution within 1 year of graduation *Class of 2014-16*	80% Rank 3	78% Rank 3	82% Rank 3	53% Rank 4	51% Rank 12	65% Rank 4	83% Rank 2	85% Rank 8	75% Rank 5	71% Rank 3

Data Overview Sheet
Data Overview Sheet **Business Rules**

Data Business Rules:

- Grad Rate ranking out of districts >6500. For 2017-18, this was out of 49 school districts
- Dual Credit: Dual Credit College Course defined as any AP, College in the HS, Running Start, Tech Prep, Cambridge course. Denominator includes any students with course history grades (non-W) for that given year. For grades, students must have received a B in at least one semester of the school year to be considered B or above. No ranking available due to no public data regarding this indicator for other districts.
- AP: Percentages are of students enrolled in 2017-18 as of May 1. Pass is defined as a 3 or above. Rank is only available for "All" students due to no public data regarding this indicator for student groups.
- Post-Secondary: Ranking uses ERDC/OSPI data, which is defined as within 1 year. ERDC/OSPI uses a 3-year rolling average for ranking. Within 2 years defined as enrollment at a post-secondary institution sometime between August 15 of the graduation year and August 14 two years later using National Clearinghouse data.

Color Coding Business Rules:

Dark Green

If 85% or higher, then dark green

If negative progress of two (2) or more points, move to light green

Or, if rank is > 11, move to light green (rank 11 is the 80th percentile of 49 school districts)

Yellow

If 71-84%, then Yellow

If rank is < 5, move to light green (rank 4 is the 94th percentile of 49 school districts)

Dark Red

If 70% or less, then dark red

If rank is < 12, move to light red

Or, if progress is three (3) or more points, move to light red

High Level Ends:

Mission
Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

Vision
Every Student Future Ready:
- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success

Part 1: Graduates and Graduation Rates

CEO's Ends Policy Interpretation
Policy criteria; observable conditions; alignment to Ends; targets and rationale; sufficient evidence toward achievement and rationale

Graduates and Graduation Rates
"Graduates" are interpreted as students who have met graduation requirement for their assigned year. Students in Washington are assigned a graduation requirements year for which the student is held accountable for meeting the requirements for graduation, reported in CEDARS District Student File (B), Element B26 – Graduation Requirements Year. The Graduation Requirements Year is set as four years after the student enters grade 9 for the first time, regardless of where the initial grade 9 enrollment occurred. Regardless of the year reported for Expected Year of Graduation, the student is held to the graduation requirements that are defined for the Graduation Requirements Year. Students who take more, or less, time to graduate still must meet the graduation requirements for their assigned graduation year, not the year of actual graduation. Even if special education, transitional bilingual, or migrant students have an adjusted Expected Year of Graduation; they must meet the requirements of their unadjusted Graduation Requirements Year (grade 9, plus 4 years). In other words, students are always held to the graduation requirements in place for their entering grade 9 class.

Throughout their K-12 educational career, students are learning state standards in English Language Arts, Mathematics, Science, Social Studies, Arts, Health, and Physical Education. To graduate, students must earn credit in all required areas, as mandated by the State Board of Education. State graduation requirements are aligned to college entrance requirements. In addition, to graduate, students must demonstrate proficiency for learning the state standards in English Language Arts and Mathematics. These standards (Common Core State Standards) provide clear and consistent learning goals to help prepare students for college, career and life. The standards are:

- Research and evidence based
- Clear, understandable, and consistent
- Aligned with college and career expectations
- Based on rigorous content and the application of knowledge through higher-order thinking skills
- Informed by other top-performing countries to prepare all students for success in our global economy and society

(Common Core State Standards Initiative)

Therefore, I interpret that students who graduate having earned all required credits and having met state graduation requirements are prepared to lead a rewarding, responsible life as a contributing member of our community and greater society and are graduating *Future Ready*.

As such, **observable conditions and targets** for End Results (ER) 1 include:

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

Our commitment and aspirational goal is a 100% on-time and extended graduation rate. I interpret that there is sufficient evidence toward achievement of the End has been made for each student group when:

- 85% or more students are graduating; if student performance shows and improving three-year trend or no more than a two-percentage point decline three-year trend; and, if district rank is >11 (80th percentile of 49 school districts)
  OR
- 71 – 84% of students are graduating and district rank is <5 (94th percentile of 49 school districts)

Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 2-3). 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 100% on-time and extended graduation rate, reasonable progress toward achievement of this End is a multi-year effort. Therefore, establishing criteria which includes percentage of students graduating by student group, comparable performance to other districts, and year-to-year improvement, provides sufficient evidence of reasonable progress toward achievement of the End. Any student group meeting partial achievement of the End provides evidence that full achievement of the End has not been accomplished.

Monitoring Results

The overall on-time graduation rate for the Class of 2018 is 93.6%. The All Students group shows positive trends and high rankings among the 49 largest school districts in the State of Washington. The district is ranked third in 4-year graduation rates and second in 5-year graduation rates among the 49 largest school districts in the State of Washington.
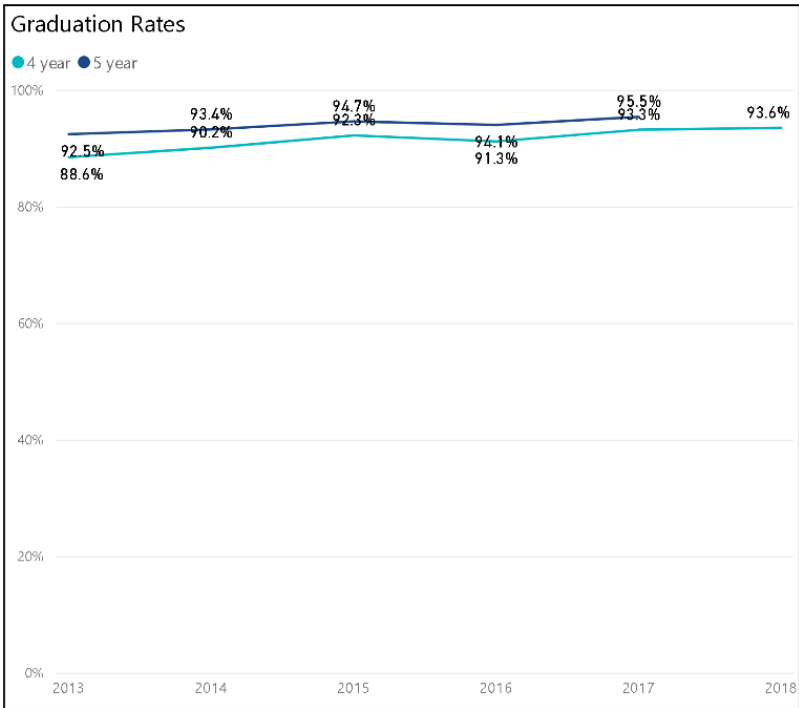
Graduation Rates				
Class of	4-Year		5-Year	
	Rate	Total N	Rate	Total N
2013	88.6	1550	92.5	1538
2014	90.2	1592	93.4	1579
2015	92.3	1586	94.7	1591
2016	91.3	1744	94.1	1719
2017	93.3	1743	95.5	1717
2018	93.6	1803		

4-Year Graduation Rates by School District, Class of 2018:

Graduation Rate by District

District	Rate
Everett	95.7
Snoqualmie Valley	93.9
Lake Washington	93.6
Northshore	92.8
Bellevue	92.7
Issaquah	91.8
Sunnyside	90.1
Sumner	89.9
Tahoma	89.8
Mead	89.7
Olympia	89.5
Franklin Pierce	89.3
Tacoma	89.3
Shoreline	89.2
Lake Stevens	89.2
Clover Park	88.6
Central Valley	88.2
Spokane	88.2
Tumwater	88.0
Puyallup	87.9
Peninsula	87.1
Bellingham	87.0
Bethel	86.8
Central Kitsap	86.5
Federal Way	86.2
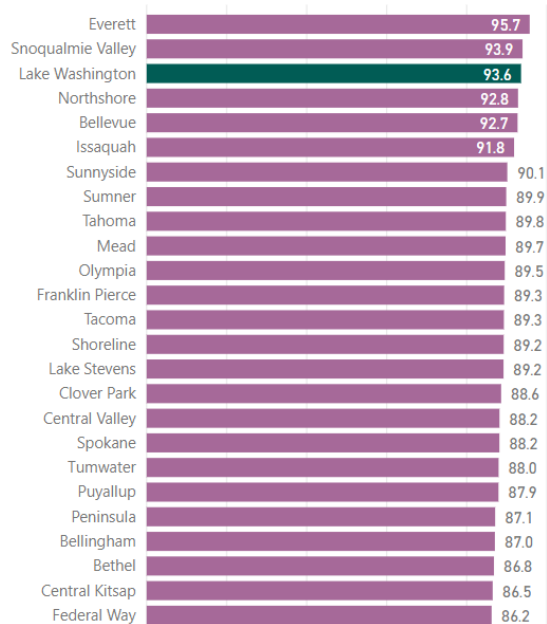
5-Year Graduation Rates by School District, Class of 2017:

Graduation Rate by District ⬚ ...
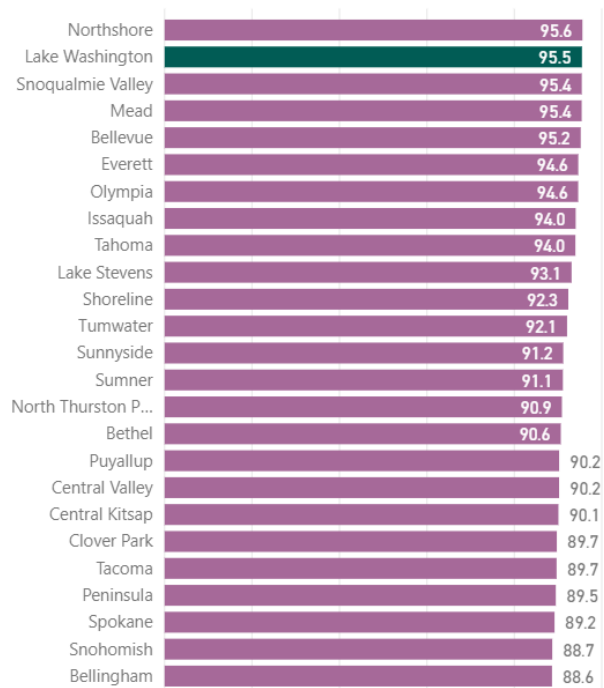
District	Rate
Northshore	95.6
Lake Washington	95.5
Snoqualmie Valley	95.4
Mead	95.4
Bellevue	95.2
Everett	94.6
Olympia	94.6
Issaquah	94.0
Tahoma	94.0
Lake Stevens	93.1
Shoreline	92.3
Tumwater	92.1
Sunnyside	91.2
Sumner	91.1
North Thurston P...	90.9
Bethel	90.6
Puyallup	90.2
Central Valley	90.2
Central Kitsap	90.1
Clover Park	89.7
Tacoma	89.7
Peninsula	89.5
Spokane	89.2
Snohomish	88.7
Bellingham	88.6

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

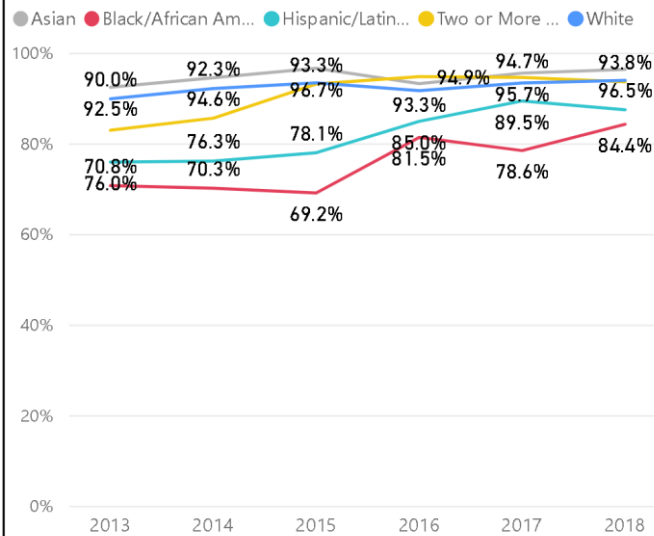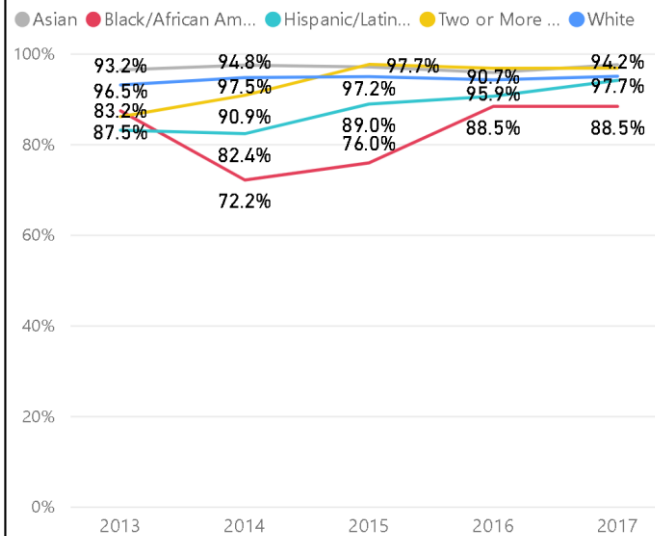- Black/African American students have an on-time graduation rate of 84.4%, which ranks 16 (increase from 30) among the largest 49 districts in the State of Washington. The trend shows a reducing gap. The extended graduation rates for Black/African American student group is at a five-year high at 88.5% (same as 2017); however, this is the lowest extended graduation rate of the race/ethnicity student groups reported. While Hispanic/Latino students on-time graduation rate dipped slightly to 87.6% (decrease by 1.9% from 2017) the overall trend shows significant growth over the last five years. Additionally, Hispanic/Latino students experienced their highest extended graduation rate in 2018 with a 94.2%.
- Students receiving Special Education services have an on-time graduation rate of 74.9%. Gaps are present for both on-time graduation (20%) and extended graduation (10%), though these gaps have shown some reduction over a five-year trend.
- Students who are English Learners have an on-time graduation rate of 75%, which ranks 13 among the largest 49 districts in the State of Washington.
- Students from Low Income households have an on-time graduation rate of 85.7% (rank 5) with less than a 10% gap with the all student group. Students from low income households have an extended graduation rate of 89.8%, which ranks 5 among the largest 49 districts in the State of Washington. Persistent gaps are present for both on-time graduation and extended graduation, though the gap has reduced for on-time graduation from 18% to 8%. The gap for extended graduation rate has reduced to 7%.

4-year Graduation Rates

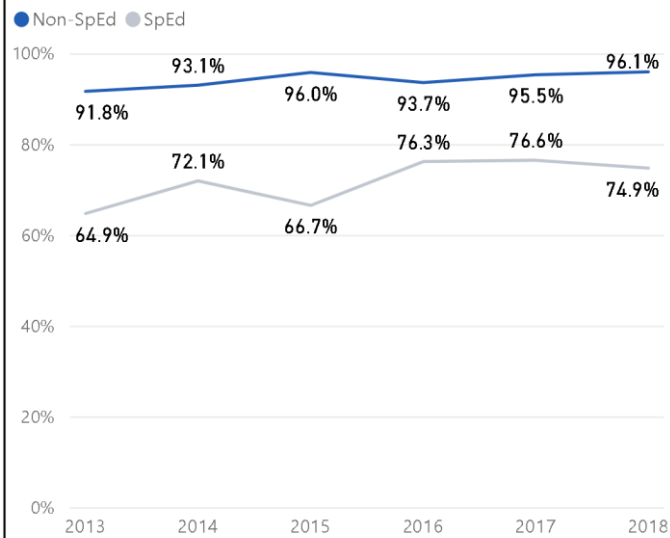Legend: Asian, Black/African Am..., Hispanic/Latin..., Two or More ..., White

Data labels: 90.0%, 92.3%, 93.3%, 94.7%, 93.8%, 92.5%, 94.6%, 96.7%, 94.9%, 96.5%, 76.3%, 78.1%, 93.3%, 95.7%, 89.5%, 70.8%, 70.3%, 85.0%, 81.5%, 78.6%, 84.4%, 76.0%, 69.2%

5-year Graduation Rates

Legend: Asian, Black/African Am..., Hispanic/Latin..., Two or More ..., White

Data labels: 93.2%, 94.8%, 97.7%, 94.2%, 96.5%, 97.5%, 97.2%, 90.7%, 97.7%, 83.2%, 90.9%, 89.0%, 95.9%, 87.5%, 82.4%, 76.0%, 88.5%, 88.5%, 72.2%

4-year Graduation Rates										
Class of	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	Rate	Total N	Rate	Total N	Rate	Total N	Rate	Total N	Rate	Total N
2013	92.5	201	70.8	24	76.0	121	83.1	59	90.0	1138
2014	94.6	205	70.3	37	76.3	139	85.7	77	92.3	1124
2015	96.7	245	69.2	26	78.1	137	93.3	89	93.5	1083
2016	93.3	270	81.5	27	85.0	187	94.9	98	91.8	1158
2017	95.7	300	78.6	28	89.5	191	94.7	132	93.5	1090
2018	96.5	313	84.4	32	87.6	169	93.8	128	94.0	1149

5-year Graduation Rates										
Class of	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	Rate	Total N	Rate	Total N	Rate	Total N	Rate	Total N	Rate	Total N
2013	96.5	201	87.5	24	83.2	119	86.2	58	93.2	1130
2014	97.5	204	72.2	36	82.4	131	90.9	77	94.8	1121
2015	97.2	246	76.0	25	89.0	136	97.7	88	95.0	1090
2016	95.9	270	88.5	26	90.7	183	96.9	96	94.3	1140
2017	97.6	297	88.5	26	94.2	190	96.9	128	95.1	1074

4-year Graduation Rates

● Non-SpEd ● SpEd

	2013	2014	2015	2016	2017	2018
Non-SpEd	91.8%	93.1%	96.0%	93.7%	95.5%	96.1%
SpEd	64.9%	72.1%	66.7%	76.3%	76.6%	74.9%

5-year Graduation Rates

● Non-SpEd ● SpEd

	2013	2014	2015	2016	2017
Non-SpEd	94.3%	95.6%	97.6%	95.7%	96.9%
SpEd	79.2%	79.3%	74.6%	84.3%	84.0%
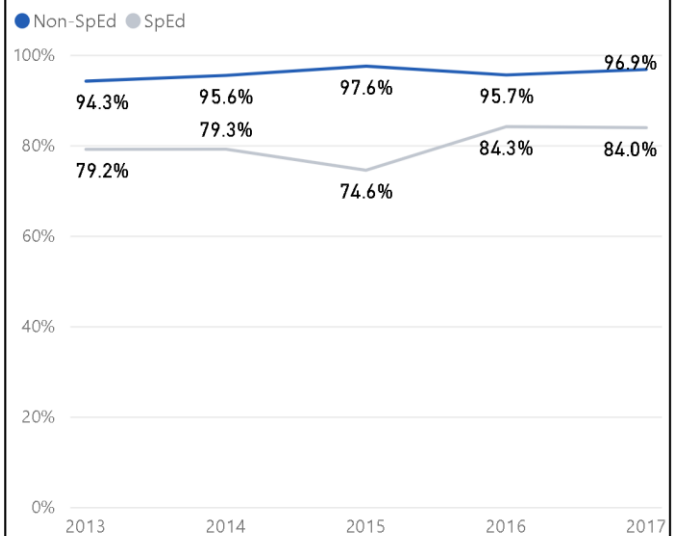
4-year Graduation Rates				
Class of	Non-SpEd		SpEd	
	Rate	Total N	Rate	Total N
2013	91.8	1365	64.9	185
2014	93.1	1370	72.1	222
2015	96.0	1388	66.7	198
2016	93.7	1499	76.3	245
2017	95.5	1542	76.6	201
2018	96.1	1588	74.9	215

5-year Graduation Rates				
Class of	Non-SpEd		SpEd	
	Rate	Total N	Rate	Total N
2013	94.3	1355	79.2	183
2014	95.6	1362	79.3	217
2015	97.6	1390	74.6	201
2016	95.7	1484	84.3	235
2017	96.9	1523	84.0	194
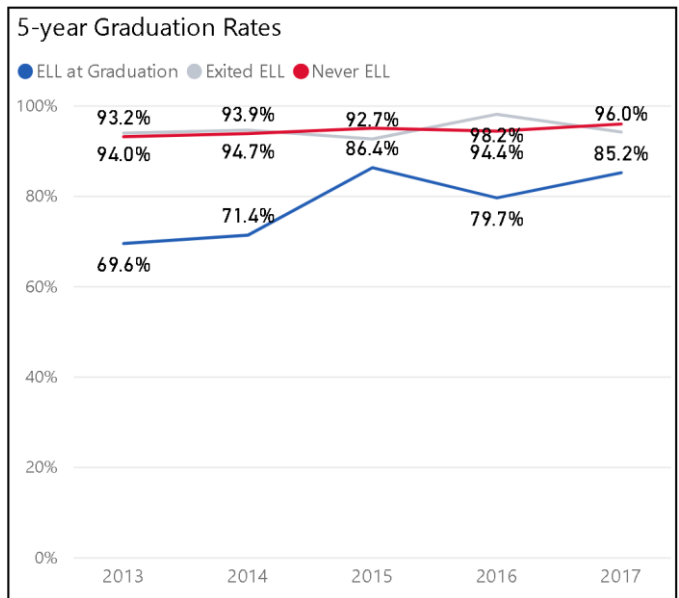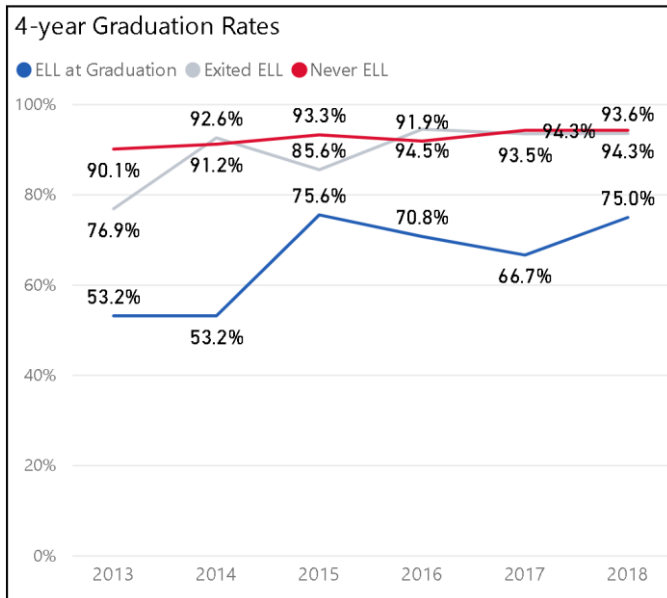
4-year Graduation Rates

ELL at Graduation · Exited ELL · Never ELL

90.1% | 92.6% | 93.3% | 91.9% | 94.3% | 93.6%
76.9% | 91.2% | 85.6% | 94.5% | 93.5% | 94.3%
53.2% | 75.6% | 70.8% | 66.7% | 75.0%
53.2%

5-year Graduation Rates

ELL at Graduation · Exited ELL · Never ELL

93.2% | 93.9% | 92.7% | 98.2% | 96.0%
94.0% | 94.7% | 86.4% | 94.4% | 85.2%
69.6% | 71.4% | 79.7%

4-year Graduation Rates					
Class of	Never ELL		Exited ELL		ELL at Graduation	
	Rate	Total N	Rate	Total N	Rate	Total N
2013	90.1	1451	76.9	52	53.2	47
2014	91.2	1450	92.6	95	53.2	47
2015	93.3	1444	85.6	97	75.6	45
2016	91.9	1569	94.5	110	70.8	65
2017	94.3	1544	93.5	139	66.7	60
2018	94.3	1618	93.6	125	75.0	60

5-year Graduation Rates					
Class of	Never ELL		Exited ELL		ELL at Graduation	
	Rate	Total N	Rate	Total N	Rate	Total N
2013	93.2	1442	94.0	50	69.6	46
2014	93.9	1443	94.7	94	71.4	42
2015	95.1	1451	92.7	96	86.4	44
2016	94.4	1545	98.2	110	79.7	64
2017	96.0	1517	94.2	139	85.2	61

4-year Graduation Rates

● Non-Low Income ● Low Income

91.9%	94.3%	95.3%	94.3%	95.2%	94.9%
73.5%		77.4%	79.2%	84.6%	85.7%
	73.0%				

2013 2014 2015 2016 2017 2018

5-year Graduation Rates

● Low Income ● Non-Low Income

83.2%	96.3%	96.6%	96.4%	96.7% / 89.8%
	80.8%	85.3%	84.7%	

2013 2014 2015 2016 2017
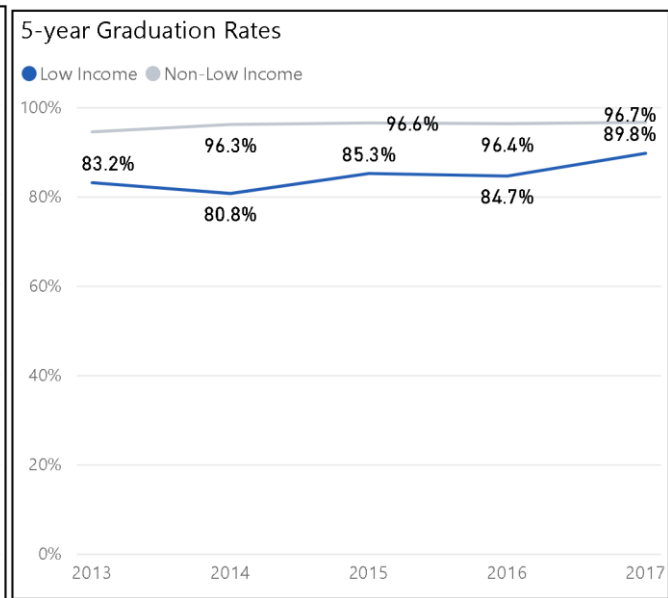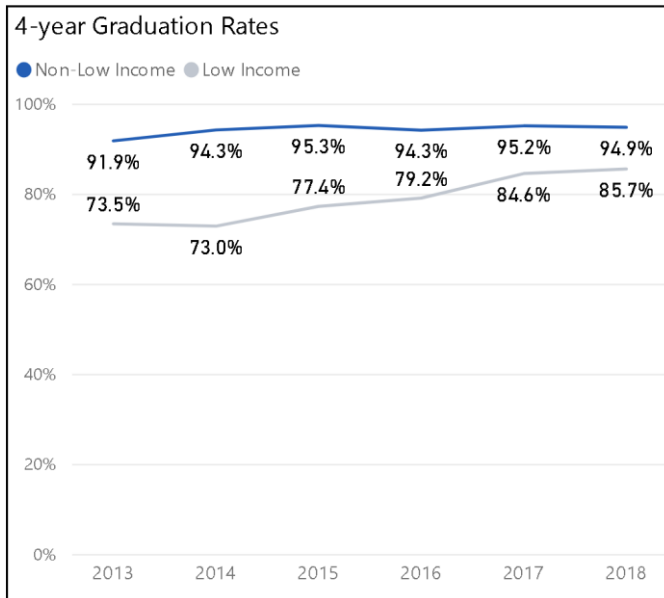
4-year Graduation Rates				
Class of	Non-Low Income		Low Income	
	Rate	Total N	Rate	Total N
2013	91.9	1271	73.5	279
2014	94.3	1285	73.0	307
2015	95.3	1321	77.4	265
2016	94.3	1398	79.2	346
2017	95.2	1424	84.6	319
2018	94.8	1552	85.7	251

5-year Graduation Rates				
Class of	Non-Low Income		Low Income	
	Rate	Total N	Rate	Total N
2013	94.6	1258	83.2	280
2014	96.3	1282	80.8	297
2015	96.6	1326	85.3	265
2016	96.4	1379	84.7	340
2017	96.7	1403	89.8	314

Part 2: Enrollment in College-Level Coursework in High School

CEO's Ends Policy Interpretation
Reasonable Interpretation: Policy criteria; observable conditions; alignment to Ends; targets and rationale; sufficient evidence toward achievement and rationale

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

Therefore, I interpret that students who enroll and demonstrate success in Dual Credit courses show evidence of Future Readiness, especially college preparedness.

As such, **observable conditions and targets** for End Results (ER) 1 include:

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

Our commitment and aspirational goal is for 95% of students to enroll in Dual Credit and take and pass at least one AP exam. I interpret that there is sufficient evidence toward accomplishment of the End has been made for each student group when:

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

Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 2-3). 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 enrolled in Dual Credit and taking and passing at least one AP exam, reasonable progress toward accomplishment of this End is a multi-year effort. 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

Overall, Dual Credit enrollment is 91.4% for the All students group, and trend data shows enrollment is increasing over time for every student group. In addition, 86.1% of students enrolled in a Dual Credit course are receiving a B or better. 30% (rank 3) of high school students in the All students group are taking at least one Advanced Placement (AP) exam. However, of the students taking AP exams, 82.7% (up 3% and rank 2) are receiving a passing score, and trend data shows passage rates on AP exams are increasing for student group.
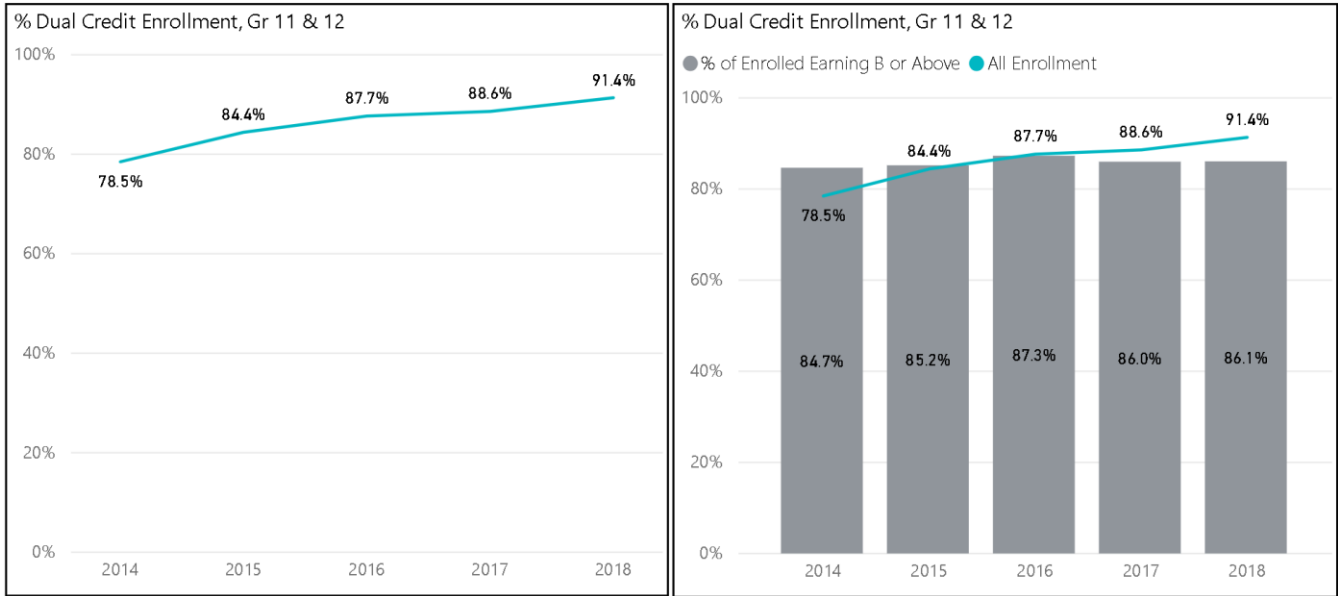

Monitoring results show gaps when comparing performance of All students, Asian and White students to performance of Black/African American students and Hispanic/Latino students. Gaps are also present between students not receiving Special Education services and those who are receiving Special Education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

- Black/African American students and Latino/Hispanic students do not participate in Dual Credit courses at the same rate as compared to the All students group. While there is a gap between the Black/African

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American and Latino/Hispanic student groups and the Asian and White student groups, participation has increased by about 20% and the gap has reduced to less than 10%. Hispanic/Latino performance in Dual Credit courses has not had significant change over the last five years while Black/African American performance has noticeably decreased over the last three years. Participation in AP has slightly increased over the last five years, but the gap in participation has remained constant over the same time at about 15-20%. AP exam passage rate has decreased over the last five years for Black/African American students and remained constant for Latino/Hispanic students.

- Students who are receiving special education services continue to increase enrollment in dual credit courses while success has continued to decrease over the same period of time. AP enrollment is slightly up while AP exam pass rate regained the upward trend after a one year dip (2017). AP pass rate is at an all time high at 82.7% which is only .2% less than non-special education peers.

- Students who are English Learners do not participate in Dual Credit course at the same rate as compared to the All students group. There is a 20% gap in overall enrollment when compared to the All students group, which has decreased from 40% five years ago. A gap of 30% exists for students earning a B or better in Dual Credit courses. 5.7 % of English Learner students participate in an AP course which is an increase of 4.3% over 2017. Passage rates on AP exams are generally consistent with a one-year dip in 2017. Students who have exited English Learner services demonstrate similar enrollment and performance as compared to the All students group.

- Students from Low Income households do not participate in Dual Credit courses at the same rate as compared to the All students group. While there is a gap between students from Low Income households and the All students group, participation has increased by 24%, and the gap has reduced to less than 10% for the first time. Student performance in Dual Credit courses has decreased over the last five years, and the gap has increased to 25%. Participation in AP has decreased over the last five years, but the gap in participation has increased over the same time period. AP exam passage rate has increased over the last five years with a dip in 2018..
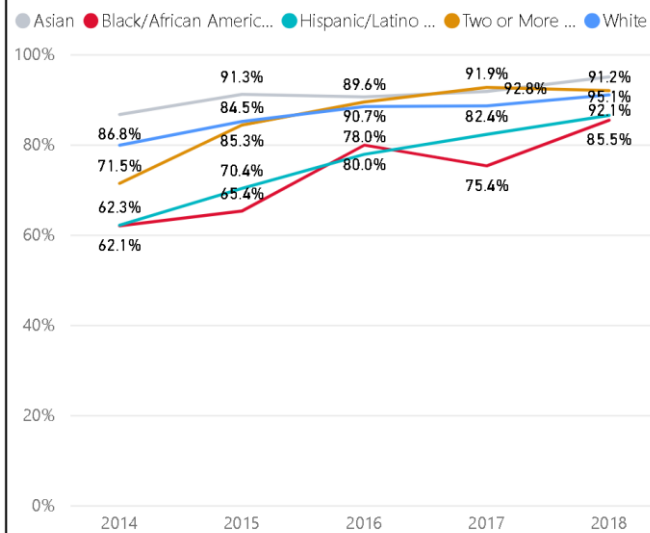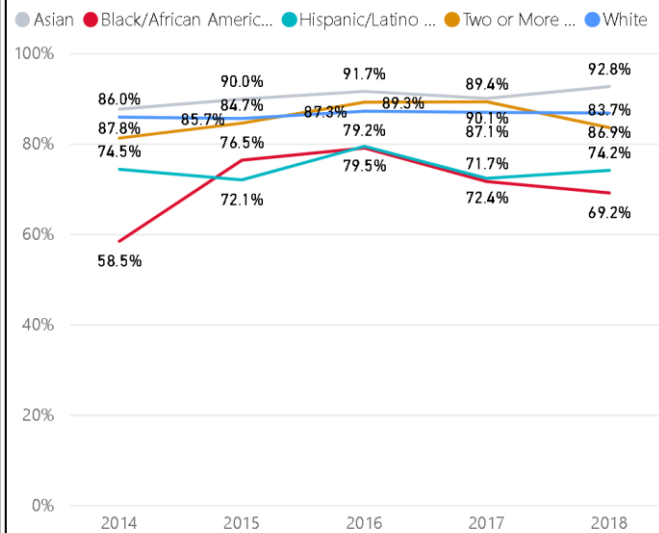
% Dual Credit Enrollment, Gr 11-12										
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N
2013-14	86.8	462	62.1	66	62.3	302	71.5	165	80.0	2298
2014-15	91.3	526	65.4	52	70.4	321	84.5	193	85.3	2245
2015-16	90.7	571	80.0	60	78.0	395	89.6	230	88.6	2282
2016-17	91.9	629	75.4	61	82.4	392	92.8	264	88.7	2309
2017-18	95.1	698	85.5	76	86.6	381	92.1	266	91.2	2295

% Dual Credit Students Earning B or Above, Gr 11-12										
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% B or Above	Total N	% B or Above	Total N	% B or Above	Total N	% B or Above	Total N	% B or Above	Total N
2013-14	87.8	401	58.5	41	74.5	188	81.4	118	86.0	1838
2014-15	90.0	480	76.5	34	72.1	226	84.7	163	85.7	1914
2015-16	91.7	518	79.2	48	79.5	308	89.3	206	87.3	2021
2016-17	90.1	578	71.7	46	72.4	323	89.4	245	87.1	2048
2017-18	92.8	664	69.2	65	74.2	330	83.7	245	86.9	2092

% HS Students Taking One or More AP Exams

Asian ● Black/African Americ... ● Hispanic/Latino ... ● Two or More ... ● White

	2014	2015	2016	2017	2018
Asian	40.3%	42.4%	39.8%	47.0%	49.4%
	25.1%	21.4%	27.1%	30.2%	30.0%
	19.9%	15.2%	16.4%	15.8%	17.3%
	13.9%		9.9%	10.6%	13.3%
	10.5%	6.8%			

AP Exam Pass Rate

Asian ● Black/African Americ... ● Hispanic/Latino ... ● Two or More ... ● White

	2014	2015	2016	2017	2018
	82.0%	80.9%	83.7%	84.1%	86.2%
	73.6%	76.4%	78.8%	77.1%	82.0%
	69.8%		68.4%		75.1%
	26.7%	55.6%		58.3%	48.4%
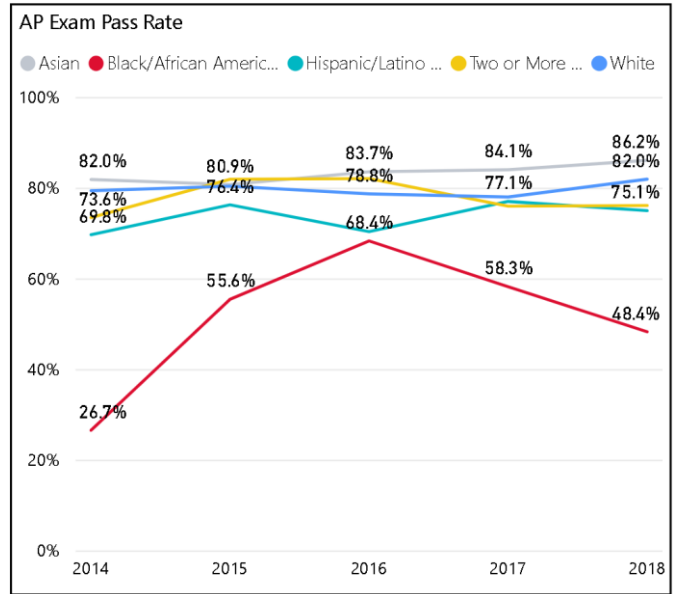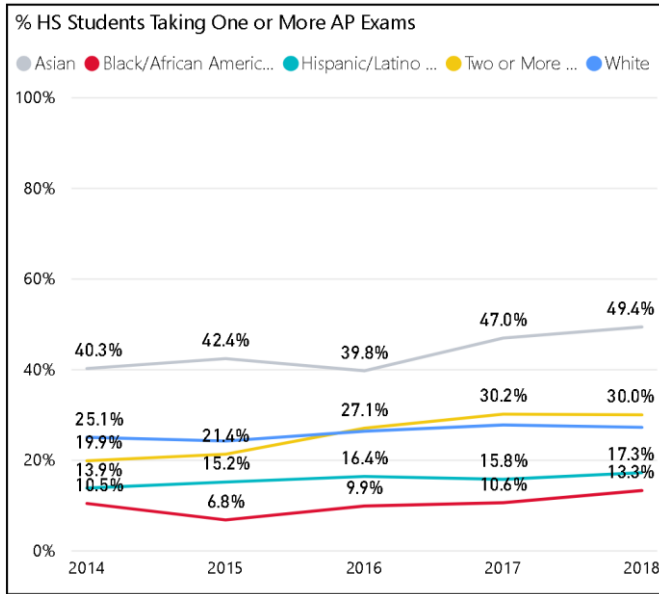
% HS Students taking at least one AP Exam									
Exam Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Test Takers	Total N	% Test Takers	Total N	% Test Takers	Total N	% Test Takers	Total N	% Test Takers	Total N
2014	40.3	1048	10.5	124	13.9	656	19.9	392	25.1	4667
2015	42.4	1119	6.8	117	15.2	717	21.4	440	24.3	4662
2016	39.8	1245	9.9	131	16.4	821	27.1	524	26.4	4732
2017	47.0	1413	10.6	141	15.8	822	30.2	583	27.8	4690
2018	49.4	1598	13.3	150	17.3	810	30.0	566	27.3	4641

% AP Exams Passed									
Exam Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)
2014	82.0	993	26.7	15	69.8	149	73.6	140	79.5	2185
2015	80.9	1150	55.6	9	76.4	139	82.0	178	80.5	2179
2016	83.7	1188	68.4	19	70.5	254	82.2	275	78.8	2189
2017	84.1	1569	58.3	24	77.1	223	76.1	343	78.1	2385
2018	86.2	1848	48.4	31	75.1	249	76.2	324	82.0	2295

% Dual Credit Enrollment, Gr 11 & 12

● Non-Sped ● SpEd

% Dual Credit Students Earning B or Above, Gr 11 & 12
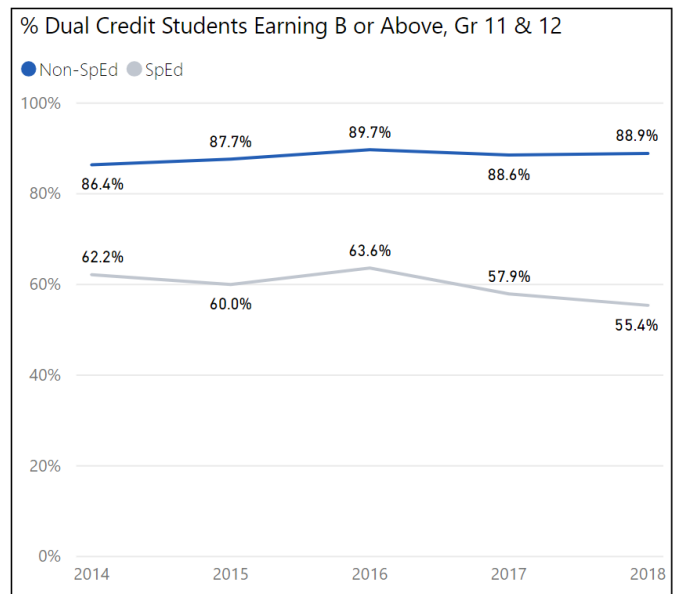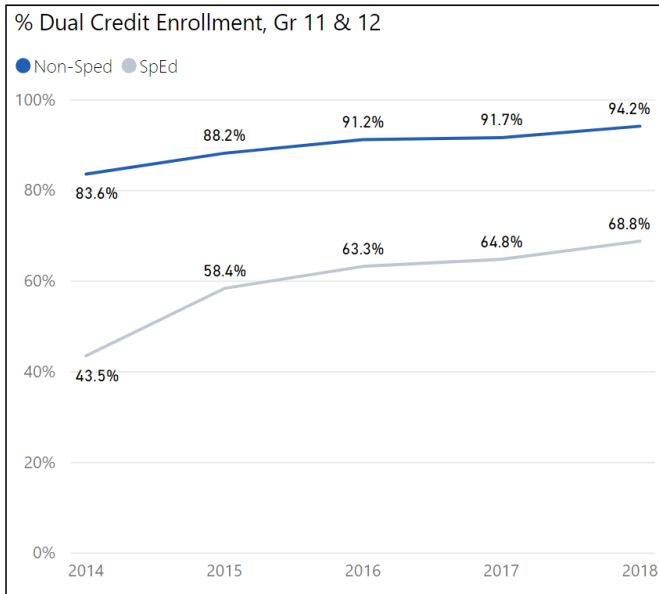
● Non-SpEd ● SpEd

% Dual Credit Enrollment, Gr 11-12				
School Year	Non-SpEd		SpEd	
	% Enrolled	Total N	% Enrolled	Total N
2013-14	83.6	2884	43.5	425
2014-15	88.2	2921	58.4	428
2015-16	91.2	3091	63.3	452
2016-17	91.7	3252	64.8	418
2017-18	94.2	3319	68.8	417

% Dual Credit Students Earning B or Above, Gr 11-12				
School Year	Non-SpEd		SpEd	
	% B or Above	Total N	% B or Above	Total N
2013-14	86.4	2412	62.2	185
2014-15	87.7	2577	60.0	250
2015-16	89.7	2820	63.6	286
2016-17	88.6	2981	57.9	271
2017-18	88.9	3126	55.4	287

% HS STudents Taking One or More AP Exams

Non-SpEd ● SpEd

Year	Non-SpEd	SpEd
2014	29.1%	2.3%
2015	28.9%	2.8%
2016	30.7%	2.5%
2017	33.2%	3.6%
2018	33.8%	4.2%

AP Exam Pass Rate

Non-SpEd ● SpEd

Year	Non-SpEd	SpEd
2014	79.4%	70.0%
2015	80.5%	72.7%
2016	78.8%	79.9%
2017	80.0%	66.7%
2018	82.7%	82.7%
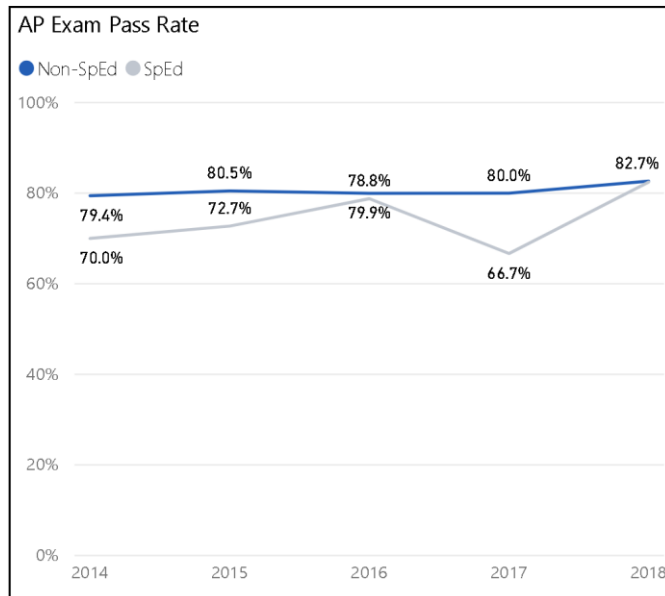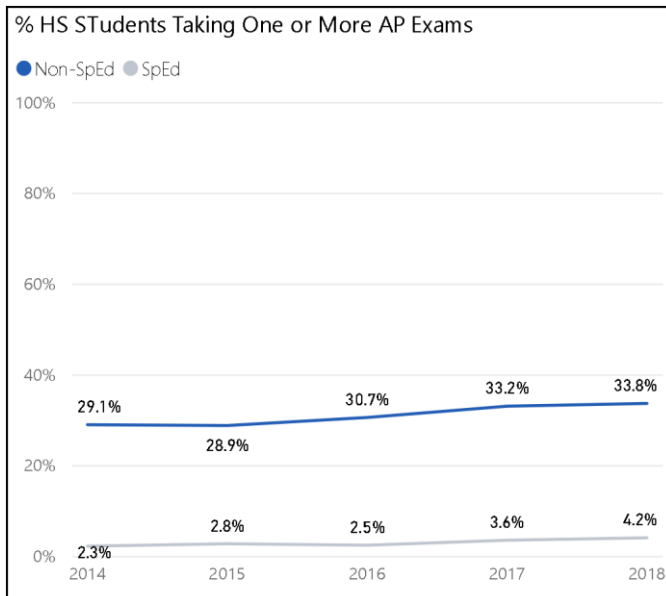
% HS Students taking at least one AP Exam				
Exam Year	Non-SpEd		SpEd	
	% Test Takers	Total N	% Test Takers	Total N
2014	29.1	6049	2.3	863
2015	28.9	6210	2.8	879
2016	30.7	6566	2.5	915
2017	33.2	6823	3.6	855
2018	33.8	6978	4.2	817

% AP Exams Passed				
Exam Year	Non-SpEd		SpEd	
	% Test Passed	Total N	% Test Passed	Total N
2014	79.4	3462	70.0	30
2015	80.5	3657	72.7	32
2016	79.9	3895	78.8	26
2017	80.0	4505	66.7	48
2018	82.7	4698	82.5	57

% Dual Credit Enrollment, Gr 11 & 12

ELL ● Exited ELL ● Never ELL ●

% Dual Credit Students Earning B or Above, Gr 11 & 12

ELL ● Exited ELL ● Never ELL ●
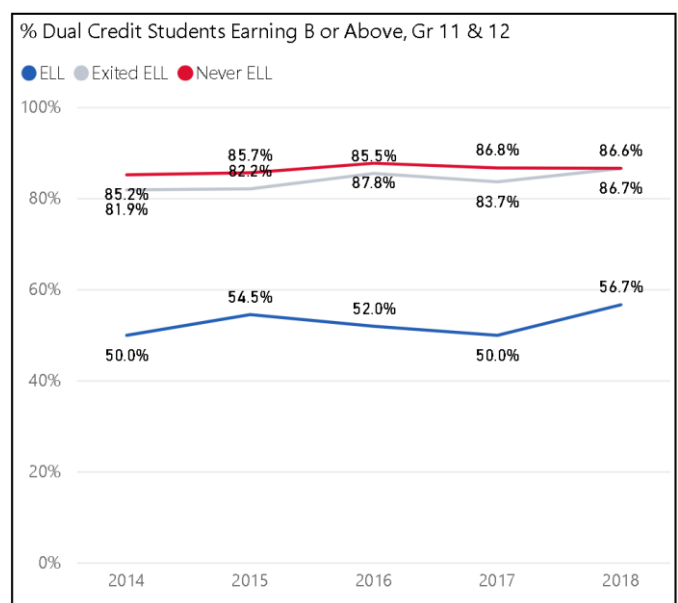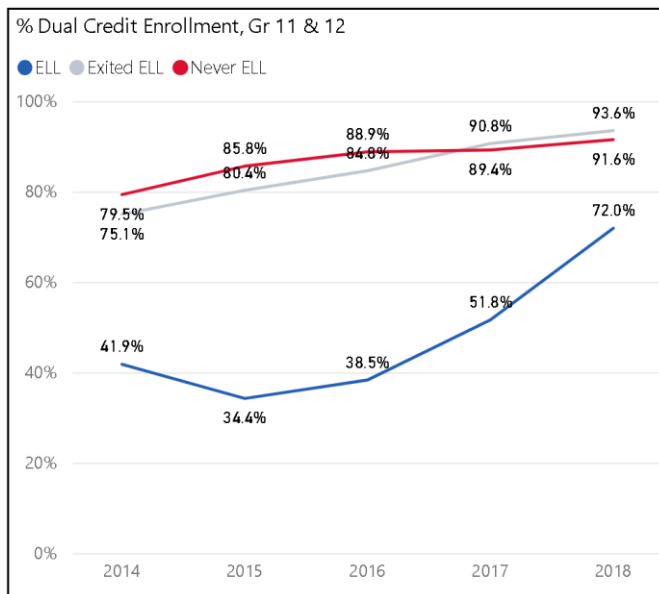
% Dual Credit Enrollment, Gr 11-12

School Year	Never ELL		Exited ELL		ELL	
	% Enroll	Total N	% Enroll	Total N	% Enroll	Total N
2013-14	79.5	3026	75.1	221	41.9	62
2014-15	85.8	3055	80.4	230	34.4	64
2015-16	88.9	3176	84.8	302	385	65
2016-17	89.4	3281	90.8	304	51.8	85
2017-18	91.6	3251	93.6	392	72.0	93

% Dual Credit Students Earning B or Above, Gr 11-12

School Year	Never ELL		Exited ELL		ELL	
	% B or Above	Total N	% B or Above	Total N	% B or Above	Total N
2013-14	85.2	2405	81.9	166	50.0	26
2014-15	85.7	2620	82.2	185	54.5	22
2015-16	87.8	2825	85.5	256	52.0	25
2016-17	86.8	2932	83.7	276	50.0	44
2017-18	86.7	2979	86.6	367	56.7	67
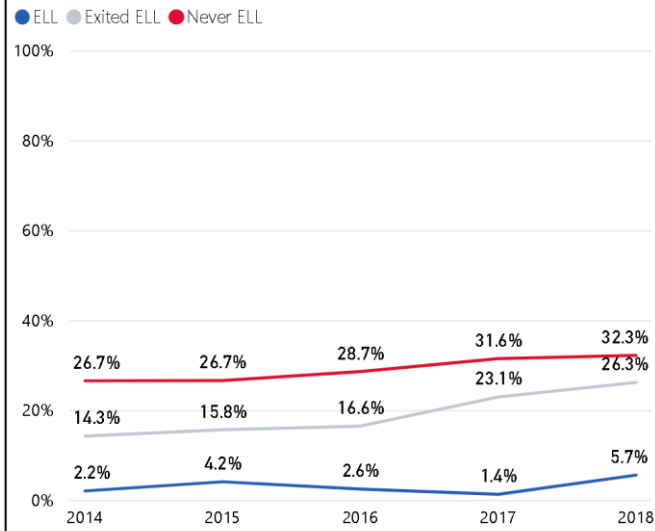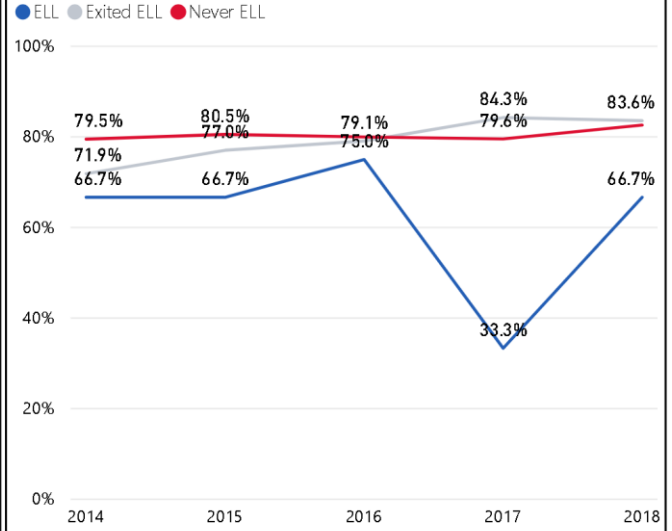
% HS Students taking at least one AP Exam						
Exam Year	Never ELL		Exited ELL		ELL	
	% Test Takers	Total N	% Test Takers	Total N	% Test Takers	Total N
2014	26.7	6529	14.3	244	2.2	SUPPRESSED
2015	26.7	6553	15.8	393	4.2	SUPPRESSED
2016	28.7	6746	16.6	579	2.6	SUPPRESSED
2017	31.6	6681	23.1	785	1.4	SUPPRESSED
2018	32.3	6503	26.3	1046	5.7	246

% AP Exams Passed						
Exam Year	Never ELL		Exited ELL		ELL	
	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)
2014	79.5	1741	71.9	35	66.7	SUPPRESSED
2015	80.5	1751	77.0	62	66.7	SUPPRESSED
2016	80.0	1937	79.1	96	75.0	SUPPRESSED
2017	79.6	2110	84.3	181	33.3	SUPPRESSED
2018	82.6	2101	83.6	275	66.7	14
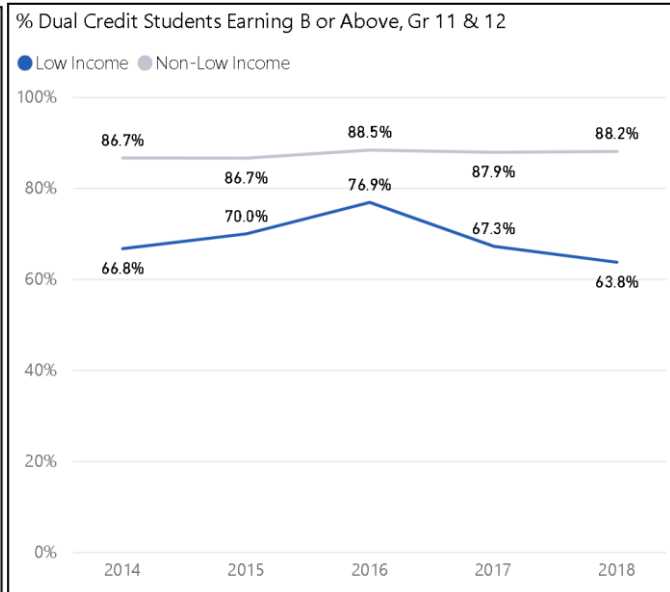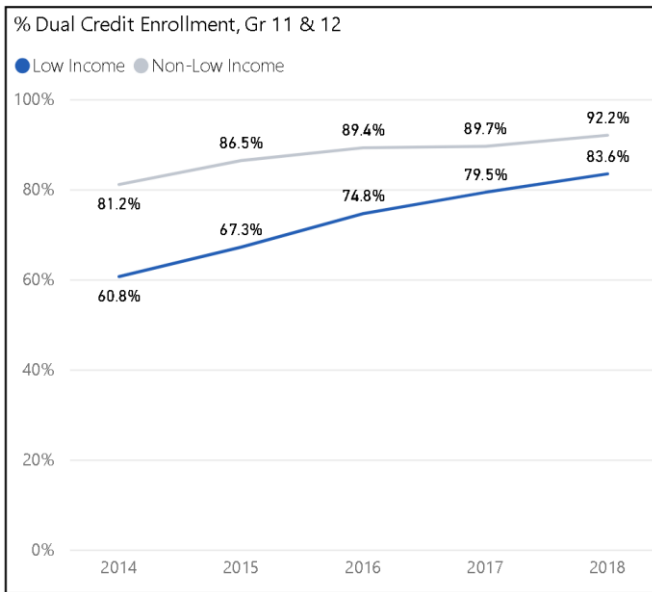
% Dual Credit Enrollment, Gr 11 & 12

% Dual Credit Students Earning B or Above, Gr 11 & 12

% Dual Credit Enrollment, Gr 11-12				
School Year	Non-Low Income		Low Income	
	% Enrolled	Total N	% Enrolled	Total N
2013-14	81.2	2868	60.8	441
2014-15	86.5	2982	67.3	367
2015-16	89.4	3131	74.8	412
2016-17	89.7	3285	79.5	385
2017-18	92.2	3389	83.6	347

% Dual Credit Students Earning B or Above, Gr 11-12				
School Year	Non-Low Income		Low Income	
	% B or Above	Total N	% B or Above	Total N
2013-14	86.7	2329	66.8	268
2014-15	86.7	2580	70.0	247
2015-16	88.5	2798	76.9	308
2016-17	87.9	2946	67.3	306
2017-18	88.2	3123	63.8	290

% HS Students Taking One or More AP Exams

● Low Income ● Non-Low Inc

Non-Low Inc: 28.4%, 27.9%, 29.7%, 32.7%, 33.3%
Low Income: 9.6%, 9.6%, 9.4%, 8.1%, 8.3%

AP Exam Pass Rate

● Low Income ● Non-Low Inc

Non-Low Inc: 80.5%, 81.3%, 80.4%, 80.3%, 83.3%
Low Income: 57.8%, 60.6%, 67.4%, 68.0%, 56.6%
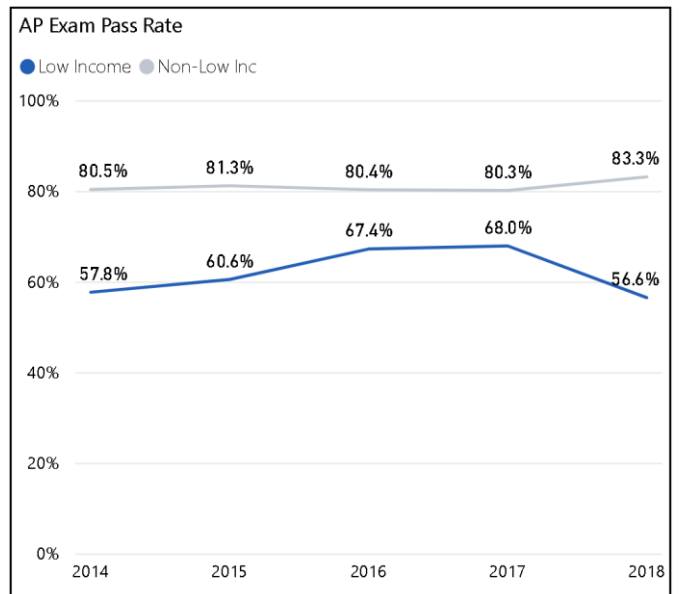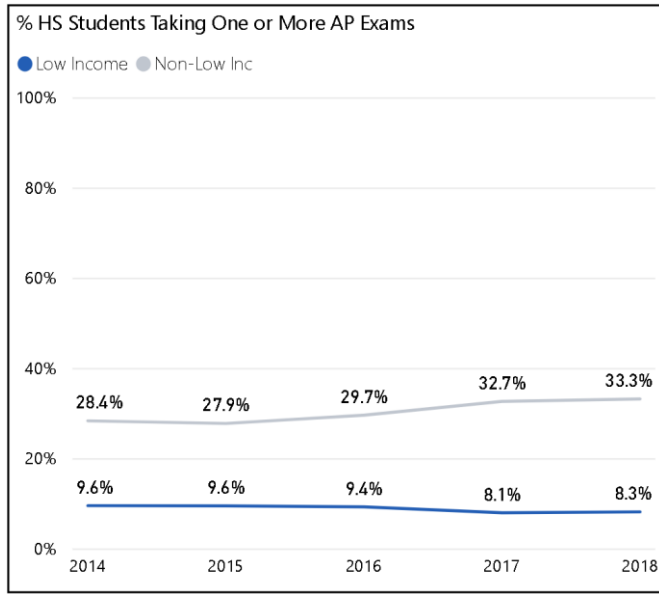
% HS Students taking at least one AP Exam				
Exam Year	Non-Low Income		Low Income	
	% Test Takers	Total N	% Test Takers	Total N
2014	28.4	5916	9.6	996
2015	27.9	6234	9.6	855
2016	29.7	6575	9.4	906
2017	32.7	6785	8.1	893
2018	33.3	6972	8.3	823

% AP Exams Passed				
Exam Year	Non-Low Income		Low Income	
	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)
2014	80.5	3319	57.8	173
2015	81.3	3541	60.6	160
2016	80.4	3784	67.4	144
2017	80.3	4406	68.0	147
2018	83.3	4649	56.6	106

Part 3: Enrollment in a Post-Secondary Institution within Two Years of Graduation

CEO's Ends Policy Interpretation
Policy criteria; observable conditions; alignment to Ends; targets and rationale; sufficient evidence toward achievement and rationale

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

Therefore, I interpret that students who enroll in a post-secondary institution within 2 years of graduation show evidence of Future Readiness.

As such, **observable conditions and targets** for End Results (ER) 1 include:

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

Our commitment and aspirational goal is for 95% of student to enroll in a post-secondary institution within two years of graduation. I interpret that there is sufficient evidence toward accomplishment of the End has been made for each student group when:

- 85% or more students are enrolled in a post-secondary institution within two years of graduation
  OR
- 71 – 84% of students are enrolled in a post-secondary institution within two years of graduation if student performance shows an improving three-year trend

Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 2-3). 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 enrolled in post-secondary education within two years of graduation*,* 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

Overall, post-secondary enrollment increased to 83.6% for the All students group and there is a positive trend in post- secondary enrollment for most student groups. The district ranks third in the state for post-secondary enrollment within one year of graduation.
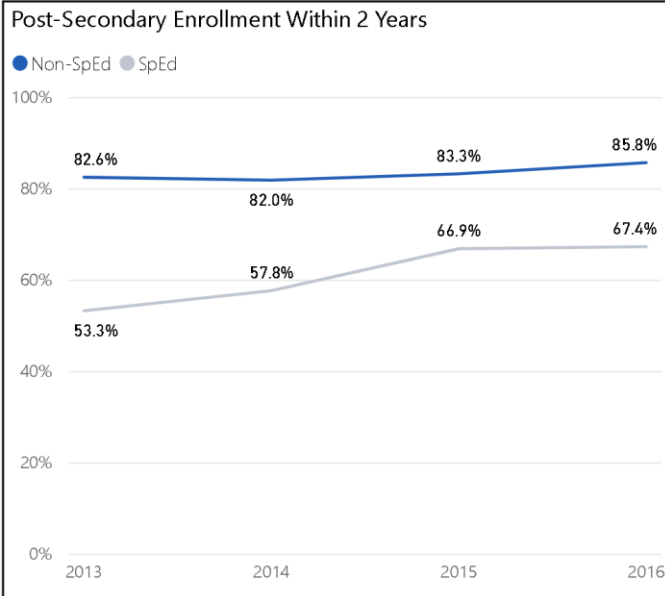
Post-Secondary Enrollment Within 2 Years
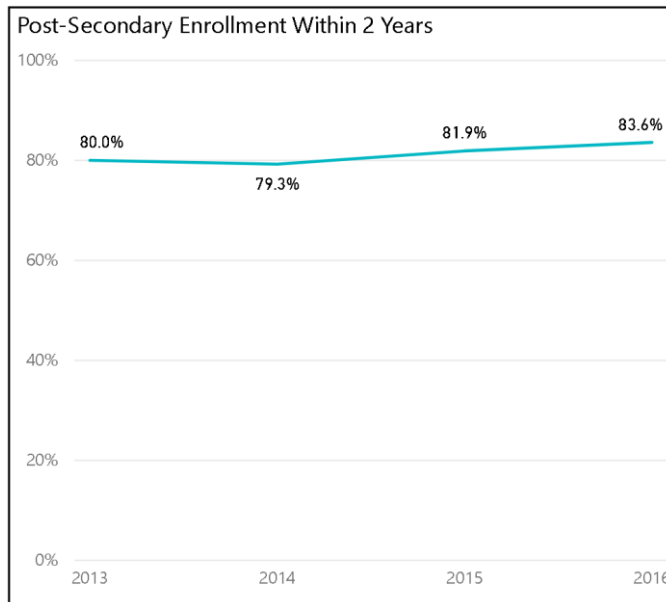
Post-Secondary Enrollment within Two Years		
Class of	% of Graduate	Total N
2013	80.0	1366
2014	79.3	1441
2015	81.9	1447
2016	83.6	1580

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

- The rate of post-secondary enrollment has been inconsistent for most race/ethnicity student groups reported. Black/African American and Hispanic/Latino students enroll in post-secondary at lower rates, 68.2% and 77.1% respectively. Hispanic/Latino has increased over the last three years while Black/African American has decreased over the same period of time.
- For students receiving Special Education services, the rate of post-secondary enrollment is 67.4%, but the gap between the All students group has reduced over the past three years. The district ranks fourth for post-secondary enrollment within one year of graduation for students receiving Special Education services.
- For English Learners, the rate of post-secondary enrollment is at 75%, and the gap between the All students group has decreased to less than 10%. The gap between students who have exited English Learner services and the All students group has reduced from 15% to less than 10%.
- For students from Low income households, the rate of post-secondary enrollment is 74.2%; the gap between the All students group has remained constant over the past three years.
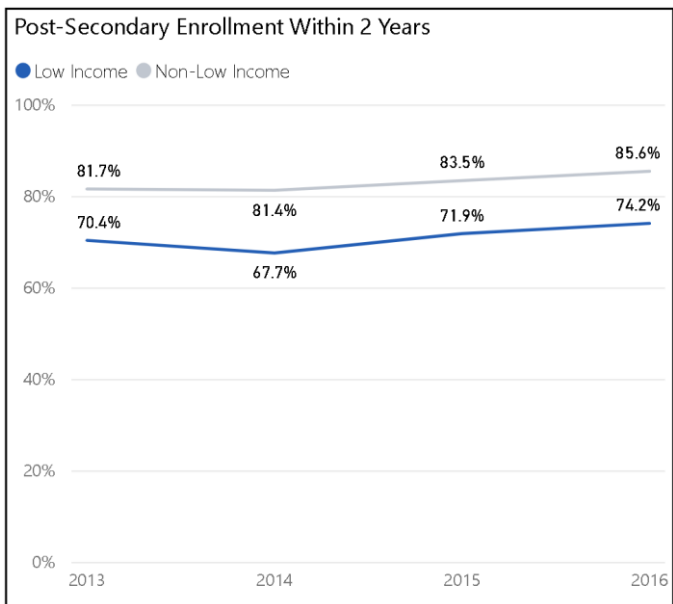
Post-Secondary Enrollment Within 2 Years
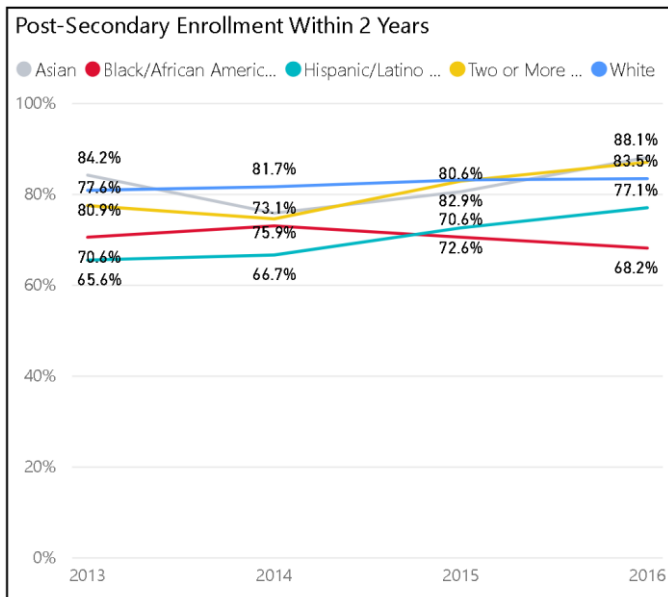
Post-Secondary Enrollment within Two Years										
Class of	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N
2013	84.2	184	70.6	17	65.6	90	77.6	49	80.9	1021
2014	75.9	195	73.1	26	66.7	108	74.6	67	81.7	1038
2015	80.6	237	70.6	17	72.6	106	82.9	82	83.2	999
2016	88.1	253	68.2	22	77.1	157	87.1	93	83.5	1053

Post-Secondary Enrollment Within 2 Years

Non-SpEd ● SpEd ●

Post-Secondary Enrollment within Two Years				
Class of	Non-SpEd		SpEd	
	% of Graduate	Total N	% of Graduates	Total N
2013	82.6	1246	53.3	120
2014	82.0	1280	57.8	161
2015	83.3	1320	66.9	127
2016	85.8	1393	67.4	187

Post-Secondary Enrollment Within 2 Years

ELL ● Exited ELL ● Never ELL ●
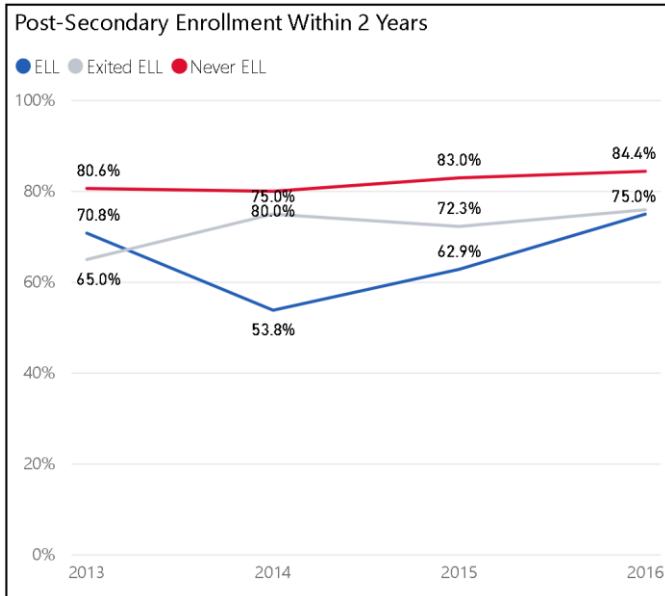
Post-Secondary Enrollment within Two Years						
Class of	Never ELL		Exited ELL		ELL at Graduation	
	% of Graduates	Total N	% of Graduates	Total N	% of Graduates	Total N
2013	80.6	1302	65.0	40	70.8	24
2014	80.0	1327	75.0	88	53.8	26
2015	83.0	1329	72.3	83	62.9	35
2016	84.4	1432	76.0	104	75.0	44

Post-Secondary Enrollment Within 2 Years

● Low Income ● Non-Low Income

Non-Low Income: 81.7% (2013), 81.4% (2014), 83.5% (2015), 85.6% (2016)

Low Income: 70.4% (2013), 67.7% (2014), 71.9% (2015), 74.2% (2016)

Post-Secondary Enrollment within Two Years				
Class of	Non-Low Income		Low Income	
	% Enrolled	Total N	% Enrolled	Total N
2013	81.7	1163	70.4	203
2014	81.4	1215	67.7	226
2015	83.5	1244	71.9	203
2016	85.6	1309	74.2	271

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 underway or planned toward achieving the Ends.

Current strategies include:

Building Continuous Improvement Process (CIP) Plans, Data Displays, Data Analysis

- o Each high school sets school level goals to address graduation rates and dual credit participation. When achievement/opportunity gaps are identified, school teams write specific goals for these student groups.
- o Each high school sets school level goals to address graduation rates and dual credit participation. When achievement/opportunity gaps are identified, school teams write specific goals for these student groups.
- o High schools receive monthly progress updates regarding student drop-outs. This information helps to inform next steps to ensure data is accurate and/or continue re-engagement efforts for students.
- o Power BI was populated with relevant data for staff at all levels to monitor student progress. This data system is used to determine which student groups are underperforming in academic and other relevant factors which relate to school and post-secondary success. Power BI allows staff to disaggregate data easily to better inform planning and decisions.

High School and Beyond Plan/Transition Plan

- o All students are required to complete a high school and beyond plan. This helps to plan high school course work and experiences that will help inform post-secondary plans.
- o For students receiving Special Education services, a transition plan is developed with goals for post-secondary plans and makes sure appropriate state/community agencies are part of the student's transition plan.

College Bound Enrollment and Support

- o Middle School counselors work with students that qualify for the College Bound scholarship to ensure enrollment is completed by the end of grade 8.
- o High School counselors work with eligible College Bound students on supporting activities each year to ensure students can access the scholarship for post-secondary enrollment. Activities include college visits, FAFSA completion support, and parent informational/support events.

Equity Efforts

- o As part of the Lake Washington's ongoing strategic improvement efforts, the district continued the implementation of the community and staff District Equity Advisory Team. The team focused on specific district efforts to provide feedback and insight.
- o The district hired a Director of Opportunity, Equity and Inclusion to continue focusing on inequitable system issues, to provide staff training, and collaborate with community members.

- Schools implemented school-based equity teams. Teams focused on professional learning focused on issues related to equity.

18-21 Transition Program

o   In 2017-18, LWSD opened a second 18-21 transition program to provide additional services for students. The program aims to develop independence for students that require school services beyond four years of high school. Students in the program are eligible to receive services from the Department of Developmental Disabilities (DDD) and the Department of Vocational Rehabilitation (DVR) eligible.

7-Period High School Schedule

o   The district implemented a 7-period schedule for high school students. This will allow students four additional credit opportunities beyond the current 24 credit opportunities. The additional credit opportunities will all for exploration, acceleration, and remediation.

Strategies being evaluated/planned include:

School Start Times

o   Work continued in order to evaluate whether to change high school start times. Research has shown that adolescent sleep patterns would indicate a later school start time could be beneficial. The school start time committee will continue to engage with affected stakeholders given the implications of any change in start times.

Multi-Tiered Systems of Support (MTSS)

o   Schools at all grade levels piloted components of MTSS in 2018-19 that will be scaled-up over time.
- Eleven school leadership teams, including elementary, middle and high schools, received training in Positive Behavior Interventions and Support (PBIS) to establish a culture and climate in each school that is conducive to learning for all students. All remaining schools in the district will receive PBIS training over the next three years. Four student Services Specialists were hired to support this work.
- Four elementary school leadership teams learned about and will be implementing inclusive academic and behavioral instructional practices next year. These schools will serve as model sites for schools in the district.
- Twenty-two secondary math and English Language Arts teachers received co-teaching training and support to improve access to core curriculum and instruction for students with disabilities. Teams have now been trained in 3 of 4 of our comprehensive high schools 4 of 7 of our comprehensive middle schools. Additional co-teaching teams will be trained next year at the secondary levels with the goal of each school having teams trained in co-teaching over the next 2 years. We will begin training teams from elementary school in 2019-20.
- Forty elementary teachers piloted K-5 math screening and progress monitoring assessments. A recommendation on an assessment is scheduled for next year with implementation to begin in 2020-21.