

RESULTS (R) POLICY

R-2 Academic Content Knowledge and Skills

<input checked="" type="checkbox"/> Reasonable Interpretation and Indicators (RI)	_____	Date
<input type="checkbox"/> Monitoring Report	_____	Date for Re-monitoring

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy, R-2, Academic Content Knowledge and Skills, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

_____ Has reasonably interpreted the Board's values

Executive Summary:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy, R-2, Academic Content Knowledge and Skills, the Board finds that the organization is:

_____ Has reasonably interpreted the Board's values

_____ Has failed to reasonably interpret the Board's values

Commendations/Direction:

Signed _____ : _____
Date: _____
Board President

R-2: ACADEMIC CONTENT KNOWLEDGE AND SKILLS

Each student will demonstrate mastery of content knowledge, skills, and competencies necessary to create, collaborate, think critically, and solve problems.

Students will achieve reasonable progress as demonstrated through multiple measures, on state and district-required standards each year in:

Superintendent Interpretation:

Every student will demonstrate academic achievement to their fullest potential and be equipped with the ability to successfully apply their learning in multiple settings.

- **Mastery:** Students demonstrate a pre-determined level of achievement before moving on.
- **Content Knowledge:** Facts, concepts, principles and theories that students must “know” or understand as part of a course or subject. Required content knowledge is typically defined by “standards” or statements of what students should know and be able to do at each grade level.
- **Skills:** Processes students must perform. What students must be able to “do” as part of the course or subject. Required skills are typically defined by “standards” or statements of what students should know and be able to do at each grade level.
- **Competency:** The ability to express a concept or perform a skill successfully.
- **Create:** To make or produce something original or new; to turn ideas into action.
- **Collaborate:** The ability to use team-related skills including effective management of team dynamics and challenges, making group decisions, and learning from and contributing to the learning of others.
- **Think Critically:** Evaluating information and arguments while observing patterns and connections, constructing meaningful knowledge, and applying information and experiences to the real world.
- **Solve Problems:** Finding solutions to an issue or challenge by defining, developing, selecting and implementing a solution.
- **Reasonable Progress:** Measurable, incremental improvement over time towards defined goals and established indicators.
- **Multiple Measures:** A variety of assessments or evaluations of student performance that may include classroom, district, and state assessments.

2.1 Literacy & Language

2.1.1 Students will develop an interest in, and facility with the literacy and language skills necessary to comprehend, create, respond to, and engage with diverse texts, and reason with evidence while fostering an understanding of self and others that supports engaging with and effecting change in the world around them.

Superintendent Interpretation:

Students must have the ability to perform at or above grade level proficiency in Literacy and Language Skills and apply those skills to develop competencies that lead to academic, professional, and personal success.

Further, I define these terms to mean the following:

- **Interest:** Wanting to know or learn something based on individual preference, need, or enjoyment.
- **Facility:** The ability to do or learning something well that involves literacy and language skills.
- **Literacy:** The basic skills of reading and writing.
- **Language Skills:** Listening, speaking, reading and writing.

- **Comprehend:** The ability to understand the spoken word and written text to gain meaning from what one hears or reads.
- **Create:** The ability to make or produce something original or new.
- **Respond:** Sharing an informed reaction to text through verbal and written responses.
- **Engage:** Students are active participants and can respond to text by summarizing, analyzing, or evaluating what they read or hear.
- **Diverse Texts:** Students experience a variety of types of literature and informational content from multiple authors for a variety of purposes.
- **Reason with Evidence:** The ability to use relevant examples, citations, facts and/or information to support a line of thinking, conclusion, point of view, or argument.

Indicators	Targets	
	All	Student Groups ¹
% of grade 2 students meeting end of year benchmark on DIBELS Next (reading assessment)	>90%	4-year rate of change for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of grade 3, 5, 8 and 10 students meeting state standards on Smarter Balanced ELA assessment	>90%	Top 2 of 10 benchmarking districts ² 4-year rate of change for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of grade 9 students earning full ELA credit with a grade of C or higher	>95%	4-year rate of change for focus student groups ³ is positive and greater than the rate of change for comparative groups
Median Student Growth Percentile (SGP) for ELA for grades 5 and 8	>51	Top 2 of 10 benchmarking districts ²
% of EL students making sufficient progress as measured on the ELPA21	>90%	n/a

¹Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

²Benchmarking districts defined as districts with >4000 students with a FRL of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, Mercer Island)

³Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

Evidence of Compliance:

In Compliance

Not In Compliance

Board Findings:

In Compliance

Not In Compliance

2.2 Mathematical Reasoning and Practices

2.2.1 Students will become increasingly proficient in mathematics, learning math concepts and develop math skills fluency and reasoning, enabling them to understand mathematical information and challenges that are part of personal and professional competencies.

Superintendent Interpretation:

Students must have the ability to perform at or above grade level proficiency in Math on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.

Further, I define these terms to mean the following:

- **Proficient:** Having a defined degree of competence or skill as indicated by formative and summative assessments.
- **Concepts:** Abstract mathematical ideas, principles, operations and relations.
- **Skills fluency:** Carrying out mathematical operations using appropriate applications with accuracy.
- **Reasoning:** Using logical thoughts, explanations and justifications when engaging in mathematical challenges.
- **Mathematical challenges of daily life, society and the workplace:** Students experience mathematical ideas and problems in the contexts in which they naturally arise and have the skills to define and solve them accurately.

Indicators	Targets	
	All	Student Groups ¹
% of grade 3, 5, 8 and 10 students meeting state standards on Smarter Balanced mathematics assessment	>85%	Top 2 of 10 benchmarking districts ² 4-year rate of change for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of grade 9 students earning full math credit with a grade of C or higher	>95%	4-year rate of change for focus student groups ³ is positive and greater than the rate of change for comparative groups
Median Student Growth Percentile (SGP) for math for grades 5 and 8	>51	Top 2 of 10 benchmarking districts ²

¹Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

²Benchmarking districts defined as districts with >4000 students with a FRL of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, Mercer Island)

³Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

Evidence of Compliance:	In Compliance	Not In Compliance
Board Findings:	In Compliance	Not In Compliance

2.3 Science

2.3.1 Students will gain scientific knowledge and develop scientific habits of mind, the capacity to engage in scientific inquiry, and the ability to reason in a scientific context. Students should engage in the practices that encourage curiosity, inspire interest, and motivate problem-solving related to the challenges in our society.

Superintendent Interpretation:

Students must have the ability to perform at or above grade level proficiency in Science on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.

Further, I define these terms to mean the following:

- **Scientific Knowledge:** Ideas, concepts, principles acquired through methods of science.
- **Scientific Habits of Mind:** Patterns of intellectual behaviors that lead to productive actions.
- **Scientific Inquiry:** Using a continuous, incremental process that involves generating and testing hypotheses, and collecting evidence to reach evidence-based conclusions.
- **Ability to Reason:** Scientific inquiry requires critical thinking, analysis, application and evaluation of information from a variety of sources, establishing causal relationships and distinguishing them from associations.
- **Scientific Context:** Science deals with the observable, natural phenomena. The body of scientific knowledge evolves as new evidence comes in and prior knowledge is reexamined, analyzed and argued.
- **Curiosity:** The desire to seek out and consume scientific information.
- **Motivate:** To stimulate interest or enthusiasm for doing something.
- **Problem-Solving:** Finding solutions to an issue or challenge by defining the problem and developing, selecting and implementing a solution.
- **Challenges in our Society:** Students experience science skills and knowledge in the contexts in which they naturally arise. These can range from simple observation and investigation to applications and problems from science, engineering, the environment, business, etc.

Indicators	Targets	
	All	Student Groups ¹
% of grade 5, 8 and 11 students meeting state standards on the Washington Comprehensive Assessment of Science	>85%	Top 2 of 10 benchmarking districts ² 4-year rate of change for focus student groups ³ is positive and greater than the rate of change for comparative groups
% of grade 9 students earning full science credit with a grade of C or higher	>95%	4-year rate of change for focus student groups ³ is positive and greater than the rate of change for comparative groups

¹Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

²Benchmarking districts defined as districts with >4000 students with a FRL of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, Mercer Island)

³Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

Evidence of Compliance:	In Compliance	Not In Compliance
Board Findings:	In Compliance	Not In Compliance

2.4 Social Studies

2.4.1 Students will develop civic competence – the knowledge, intellectual process, and historical perspective, to be active and engaged participants in public life, demonstrating respect for the values of a diverse and democratic society.

Superintendent Interpretation:

Students must have the ability to use the tools, thinking, and practices of social studies to solve problems, make decisions, analyze issues from multiple perspectives as demonstrated by achievement that is at or above expected levels of proficiency on local and state assessments.

Further, I define these terms to mean the following:

- **Knowledge:** Facts, concepts, principles and theories that students must know or understand as part of a social studies course. Required content knowledge is defined by “standards” or statements of what students should know and be able to do at each grade level.
- **Intellectual Process:** The cognitive strategies involved in analysis and evaluation of information and ideas; decision-making; problem-solving; and inquiry.
- **Historical Perspectives:** The social, cultural, intellectual, and emotional settings that shaped the lives and actions of people in the past.
- **Active and engaged participants in public life:** Discussing, educating oneself, and participating in the aspects of social life which occur in public.
- **Demonstrating Respect:** Showing, in word or action, regard for the feelings, wishes, rights or traditions of others.
- **Values:** Principles or standards of behavior that align with generally agreed upon judgments and ideas.
- **Diverse Society:** One that has a representation of multiple identity groups and cultures.
- **Democratic Society:** A system of government where citizens exercise power by voting.

Indicators	Targets	
	All	Student Groups ¹
% of high school students earning 1.0 social studies credit grade by grade 10 with a grade of C or higher	>85%	4-year rate of change for focus student groups ² is positive and greater than the rate of change for comparative groups
% of high school students completing the state required high school civics course with a grade of C or higher (beginning in the 2020-21 school year)	>95%	4-year rate of change for focus student groups ² is positive and greater than the rate of change for comparative groups

¹ Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

² Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

Evidence of Compliance:	In Compliance	Not In Compliance
Board Findings:	In Compliance	Not In Compliance

2.5 Computer Science and Information & Communication Technology

2.5.1 Students will be empowered to learn in a digital world with the knowledge and skills, and digital citizenship necessary to responsibly innovate, compute, create, and effectively collaborate with others.

Superintendent Interpretation:

Students must have opportunities that allow for every student to use digital tools to collaborate with technologies, contribute constructively, and explore local and global issues. The Board also expects students to achieve mastery on designated competencies and apply those competencies to other disciplines.

Further, I define these terms to mean the following:

- **Empowered:** Equipped with the skills and abilities to act with assurance.
- **Digital World:** One in which social, economic and political activities are dependent on information and communication technologies.
- **Knowledge:** Facts, concepts, principles and theories that students must know or understand as part of a course or subject. Required content is typically defined by “standards” or statements of what students should know and be able to do at each grade level.
- **Skills:** Processes students must perform. What students must be able to “do” as part of the course or subject.
- **Digital Citizenship:** The norms of safe, appropriate, responsible and empowered technology use to participate in society, communicate with others and create and consume electronically available content.
- **Innovate:** To create a new method, idea, product with the mindset of improving upon existing standards.
- **Compute:** To process and reason information through a variety of mechanisms including technology-based solutions and tools.
- **Effectively Collaborate:** The ability to successfully work together on a common problem with a shared purpose.

Indicator	Targets	
	All	Student Groups ¹
% of grades 3 and 5 students with a grade of 3 or higher on the “Information and Communication Technology” strand of the elementary report card	>95%	4-year rate of change for focus student groups ² is positive and greater than the rate of change for comparative groups

¹ Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

² Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

Evidence of Compliance:	In Compliance	Not In Compliance
Board Findings:	In Compliance	Not In Compliance

2.6 The Arts

2.6.1 Students will be able to express themselves and make meaningful connections with others and the world around them through experiencing and appreciating the arts.

Superintendent Interpretation:

Every student must have the opportunity to experience the visual and performing arts for exploration, communication, and self-expression. Students will develop appropriate mastery in art-related skills, and the ability to analyze, interpret, and make informed critical evaluations of works of art and artistic expression.

Further, I define these terms to mean the following:

- **Express themselves:** Using imagination and personal interpretation in the production of works intended to reflect personal ideas and interests.
- **Meaningful:** Worthwhile or purposeful and personally fulfilling.
- **Connections:** The ability to engage in relationships that allow for the exchange of ideas and information.
- **Experiencing:** The opportunity to directly observe and participate as a way to learn new things and apply knowledge and skills.
- **Appreciating:** Using knowledge to understand, enjoy, analyze, evaluate, interpret and make meaning.
- **The Arts:** Any branch or product of creative work.

Indicator	Targets	
	All	Student Groups ¹
% of high school students earning 1.0 arts credit grade by grade 10 with a grade of C or higher	>85%	4-year rate of change for focus student groups ² is positive and greater than the rate of change for comparative groups

¹ Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

² Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

Evidence of Compliance:	In Compliance	Not In Compliance
Board Findings:	In Compliance	Not In Compliance

2.7 World Language

2.7.1 Students will be equipped to communicate effectively in more than one language as part of a pluralistic society and global environment by having the ability to communicate effectively and interact with cultural understanding.

Superintendent Interpretation:

All students will have the opportunity to learn, speak, read, listen, and write in a foreign language for understanding of a foreign culture and communication with people who use that language as their primary language and demonstrate proficiency by performing at or above designated course proficiency indicators.

Further, I define these terms to mean the following:

- **Equipped:** Prepared with the skills or knowledge necessary for a specific purpose.
- **Communicate Effectively:** The use of a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences to share an intended message in a way that is understood.
- **Pluralistic Society:** A society in which many different groups with unique cultural identities and values representing many beliefs and points of view live together.
- **Global Environment:** The local and international interactions that influence how people and organizations operate.
- **Cultural Understanding:** Awareness and knowledge of differences between oneself and people with other beliefs, habits and social, economic and political backgrounds.

Indicators	Targets	
	All	Student Groups ¹
% of high school students earning 1.0 world language credit by grade 11 with a grade of C or higher	>85%	4-year rate of change for focus student groups ² is positive and greater than the rate of change for comparative groups
% of graduates achieving the Seal of Biliteracy	>15%	4-year rate of change for focus student groups ² is positive and greater than the rate of change for comparative groups

¹Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

²Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

Evidence of Compliance:	In Compliance	Not In Compliance
Board Findings:	In Compliance	Not In Compliance