

# Board Results Report

R-2: Academic Content, Knowledge and Skills

# Academic Content, Knowledge and Skills

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2.1 Literacy and Language

2.2 Mathematical Reasoning and Practices

2.3 Science

2.4 Social Studies

2.5 Computer Science and Information & Communication Technology

2.6 The Arts

2.7 World Language

# 2.1 Literacy and Language

*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.*

- Overall, relatively strong performance in literacy
- Performance places Lake Washington 1<sup>st</sup> or 2<sup>nd</sup> among benchmark districts for grades 5 and 8, 3<sup>rd</sup> for grade 10

## 2.1 Literacy and Language Overall Results

Indicator	Target	Results	4-Year Trend
<b>DIBELS Next Literacy</b>			
% Meeting End of Year (EOY) Benchmark			
• 2 <sup>nd</sup> Grade	>90%	88.4%	-0.1%
<b>Smarter Balanced ELA</b>			
% Met or Exceeded Standard			
• 3 <sup>rd</sup> grade	>90%	81.4%	+0.1%
• 5 <sup>th</sup> grade	>90%	85.2%	+0.1%
• 8 <sup>th</sup> grade	>90%	80.9%	-0.1%
• 10 <sup>th</sup> grade	>90%	88.7%	-0.4%
<b>ELA Credit</b>			
% Earning Credit With Grade of C or Higher			
• 9 <sup>th</sup> grade	>95%	84.3%	-0.5%
<b>ELPA21</b>			
% of Students Making Sufficient Progress			
• All grades	>90%	74.2%	-5.1%

# 2.1 Literacy and Language

	DIBELS	SBA 3	SBA 5	SBA 8	SBA 10	Average	Avg. Gap
All	88.4	81.4	85.2	80.9	88.7	84.92	
Asian	95.6	89	91.5	91.5	92.6	92.04	<b>7</b>
Black/African American	77.3	57.8	59.2	50.9	58.8	60.8	<b>-24</b>
Hispanic/Latino of any race(s)	70.6	57.8	67.9	55.5	72.5	64.86	<b>-20</b>
Two or more races	86.7	83.1	86.7	81.8	92	86.06	<b>1</b>
White	86.7	80.9	85.5	81.9	90.8	85.16	<b>0</b>
English Language Learners	67.1	35.2	28.8	23.6	27.6	36.46	<b>-48</b>
Non-EL	92.2	85.6	87.9	83.8	91.1	88.12	<b>3</b>
Students from low income households	59.5	45.8	53.8	46.6	63.2	53.78	<b>-31</b>
Non-Low Income	91.4	85.5	89.1	86.6	92.1	88.94	<b>4</b>
Students receiving Special Education services	50.7	48.3	45	34.7	48	45.34	<b>-40</b>
Non-Special Education	91.8	85.3	90.2	86	93.3	89.32	<b>4</b>
Female	90.5	83.7	87.8	85.3	90.5	87.56	<b>3</b>
Male	86.2	79.3	82.8	76.9	86.8	82.4	<b>-3</b>

The performance of student subgroups (*data included in the following additional evidence section*) indicates that full achievement of R-2 Literacy & Language has not been accomplished.

# 2.2 Mathematical Reasoning & Practices

*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.*

- Though high achievement overall, math performance lower in relation to other monitoring areas in R-2.
- Performance places Lake Washington 2<sup>nd</sup> or 3<sup>rd</sup> among benchmarking districts overall.

## 2.2 Mathematical Reasoning and Practices Overall Results

INDICATOR	TARGET	RESULTS	TREND
<b>Smarter Balanced Math</b>			
% Met or Exceeded Standard			
• 3 <sup>rd</sup> grade	>85%	81.6%	-0.6%
• 5 <sup>th</sup> grade	>85%	75.3%	+0.7%
• 8 <sup>th</sup> grade	>85%	75.5%	+0.6%
• 10 <sup>th</sup> grade	>85%	71.3%	-0.6%
<b>Math Credit</b>			
% Earning Credit With Grade of C or Higher			
• 9 <sup>th</sup> grade	>95%	83.3%	-1.1%

## 2.2 Mathematical Reasoning & Practices

	SBA 3	SBA 5	SBA 8	SBA 10	Average	Avg. Gap
All	81.6	75.3	75.5	71.3	75.93	
Asian	91.8	90.1	91	85.1	89.50	14
Black/African American	47.7	39.6	45.6	17.6	37.63	-38
Hispanic/Latino of any race(s)	49.4	46	46.6	45	46.75	-29
Two or more races	83.1	78.7	78.5	74.5	78.70	3
White	81	72.1	74.3	72	74.85	-1
English Language Learners	46.5	35.1	29.5	24.1	33.80	-42
Non-EL	85	77.3	77.9	73.2	78.35	2
Students from low income households	38.7	35.6	34.5	32.8	35.40	-41
Non-Low Income	86.4	80.1	82.3	76.6	81.35	5
Students receiving Special Education services	43.3	26.8	28.9	21.6	30.15	-46
Non-Special Education	86.1	81.3	80.6	76.9	81.23	5
Female	80.2	73.9	76.8	68.7	74.90	-1
Male	82.9	76.5	74.3	73.9	76.90	1

Student subgroups not meeting established targets (*data included in the following additional evidence section*) and the lower relative performance in math in relation to other areas of R-2 indicates that full achievement of R-2 Mathematical Reasoning and Practices has not been accomplished.

# 2.3 Science

*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.*

- Strong overall performance in science.
- Performance places Lake Washington 2<sup>nd</sup> or 3<sup>rd</sup> among benchmarking districts overall for grades 5 and 8.
- Lower results in 11<sup>th</sup> grade reflect participation rather than achievement

### 2.3 Science Overall Results

INDICATOR	TARGET	RESULTS	TREND
<b>Washington Comprehensive Assessment of Science</b>			
% Met or Exceeded Standard			
• 5 <sup>th</sup> grade	>85%	81.7%	-0.2%
• 8 <sup>th</sup> grade	>85%	77.6%	-0.9%
• 11 <sup>th</sup> grade	>85%	21.0%	-10.4%
<b>Science Credit</b>			
% Earning Credit With Grade of C or Higher			
• 9 <sup>th</sup> grade	>95%	85.0%	-0.7%

## 2.3 Science

	SBA 5	SBA 8	Average	Avg. Gap
All	81.7	77.6	79.65	
Asian	89.2	88.6	88.9	9
Black/African American	47.9	50.9	49.4	-30
Hispanic/Latino of any race(s)	60.8	48.3	54.55	-25
Two or more races	81.9	76.2	79.05	-1
White	82.4	79.3	80.85	1
English Language Learners	29.2	18.6	23.9	-56
Non-EL	84.3	80.6	82.45	3
Students from low income households	47.5	39.3	43.4	-36
Non-Low Income	85.9	83.9	84.9	5
Students receiving Special Education services	40.9	34.7	37.8	-42
Non-Special Education	86.8	82.3	84.55	5
Female	82.2	78.6	80.4	1
Male	81.3	76.6	78.95	-1

Student subgroups not meeting established targets (*data included in the following additional evidence section*) indicates that full achievement of R-2 in Science has not been accomplished.

# 2.4 Social Studies

*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.*

- Met overall target for Social Studies
- Because some schools had civics embedded in various grade level courses, the civics will be monitored starting next year

### 2.4 Social Studies Overall Results

INDICATOR	TARGET	RESULTS	TREND
<b>Social Studies Credit</b> % Earning Credit With Grade of C or Higher <ul style="list-style-type: none"><li>• <i>By End of 10th grade</i></li></ul>	>85%	89.7%	+0.4%
<b>Civics Credit</b> % Earning Credit With Grade of C or Higher <ul style="list-style-type: none"><li>• <i>By End of 12<sup>th</sup> grade</i></li></ul>	>95%		

## 2.4 Social Studies

Student Group	2018-19 % with C or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	89.7	+0.4	n/a	1823
Asian	95.7	0.0	n/a	395
Black/African American	66.7	-2.0	n/a	27
Hispanic/Latino of any race(s)	72.2	+0.1	n/a	212
Two or more races	86.0	+0.2	n/a	129
White	92.1	+0.5	n/a	1053
English Language Learners	50.0	-5.2	n/a	58
Non-EL	91.0	+0.8	n/a	1765
Students from low income households	67.3	-1.4	n/a	220
Non-Low Income	92.8	+0.6	n/a	1603
Students receiving Special Education services	66.1	+0.7	n/a	168
Non-SpEd	92.1	+0.3	n/a	1655
Female	92.5	+0.2	n/a	932
Male	86.8	+0.7	n/a	891

Student subgroups not meeting this target (*data included in the following additional evidence section*) indicates that full achievement of R-2 Social Studies has not been accomplished.

# 2.5 Computer Science and Information and Communication Technology

*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.*

- Strong overall performance in Computer Science and Information and Communication Technology

## 2.5 Computer Science and Information & Communication Technology Overall Results

INDICATOR	TARGET	RESULTS	TREND
<b>Report Card Grades</b>			
% Earning 3 or Higher on Report Card			
• Grade 3	>95%	91.0%	-1.7%
• Grade 5	>95%	95.4%	+0.4%

# 2.5 Computer Science and Information and Communication Technology

Table 18. Percent of grade 3 students with a grade of 3 or higher on the “Information and Communication Technology” strand on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	91.0	-1.7	n/a	2586
Asian	93.7	-1.3	n/a	930
Black/African American	93.5	-0.5	n/a	46
Hispanic/Latino of any race(s)	86.5	-3.1	n/a	244
Two or more races	91.8	-1.0	n/a	196
White	89.6	-2.0	n/a	1165
English Language Learners	82.0	-3.6	n/a	244
Non-EL	92.0	-1.5	n/a	2342
Students from low income households	86.0	-2.7	n/a	279
Non-Low Income	91.6	-1.6	n/a	2307
Students receiving Special Education services	86.0	-0.8	n/a	279
Non-SpEd	91.6	-1.8	n/a	2307
Female	91.4	-1.6	n/a	1263
Male	90.6	-1.8	n/a	1322

Table 19. Percent of grade 5 students with a grade of 3 or higher on the “Information and Communication Technology” strand on the elementary report card

Student Group	2018-19 % with 3 or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	95.4	+0.4	n/a	2434
Asian	97.8	+0.5	n/a	821
Black/African American	93.9	+4.8	n/a	49
Hispanic/Latino of any race(s)	93.5	+1.8	n/a	248
Two or more races	89.9	-1.8	n/a	188
White	95.3	+0.2	n/a	1122
English Language Learners	86.7	+3.6	n/a	135
Non-EL	96.0	+0.2	n/a	2299
Students from low income households	90.3	+1.6	n/a	268
Non-Low Income	96.1	+0.1	n/a	2166
Students receiving Special Education services	90.3	+2.6	n/a	268
Non-SpEd	96.1	+0.1	n/a	2166
Female	97.0	+0.5	n/a	1178
Male	93.9	+0.2	n/a	1255

Student subgroups not meeting established targets (*data included in the following additional evidence section*) indicates that full achievement of R-2 Computer Science and Information & Communication Technology has not been accomplished.

# 2.6 The Arts

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

- Exceeded overall target for the Arts

## 2.6 The Arts Overall Results

INDICATOR	TARGET	RESULTS	TREND
<b>Arts Credit</b> % Earning Credit With Grade of C or Higher <ul style="list-style-type: none"><li><i>By End of Grade 10</i></li></ul>	>85%	94.1%	-0.2%

## 2.6 The Arts

Table 20. Percent of high school students earning 1.0 arts credit by grade 10 with a grade of C or higher

Student Group	2018-19 % with C or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	94.1	-0.2	n/a	1502
Asian	97.4	0.0	n/a	386
Black/African American	82.4	-0.4	n/a	17
Hispanic/Latino of any race(s)	81.9	-2.6	n/a	149
Two or more races	95.5	0.0	n/a	89
White	94.7	+0.1	n/a	856
English Language Learners	84.1	+2.0	n/a	44
Non-EL	94.4	-0.1	n/a	1458
Students from low income households	76.6	-2.7	n/a	145
Non-Low Income	95.9	+0.1	n/a	1357
Students receiving Special Education services	78.0	+0.4	n/a	118
Non-SpEd	95.4	-0.3	n/a	1384
Female	95.0	-0.4	n/a	784
Male	93.0	+0.2	n/a	718

Student groups not meeting established targets (*data included in the following additional evidence section*) indicates that full achievement of R-2 **the Arts** has not been accomplished.

# 2.7 World Language

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.

- Exceeded overall target for the World Language credit
- Growth trend for Seal of Biliteracy

## 2.7 World Language Overall Results

INDICATOR	TARGET	RESULTS	TREND
<b>World Language Credit</b> % Earning Credit With Grade of C or Higher <ul style="list-style-type: none"><li>• <i>By End of Grade 10</i></li></ul>	>85%	90.5%	0.0%
<b>Seal of Biliteracy</b> % of Graduates Earning Seal	>15%	11.2%	+4.0%

# 2.7 World Language

Table 21. Percent of high school students earning 1.0 world language credit by grade 11 with a grade of C or higher

Student Group	2018-19 % with C or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	90.5	0.0	n/a	1677
Asian	94.5	-0.3	n/a	363
Black/African American	80.0	+0.6	n/a	30
Hispanic/Latino of any race(s)	79.1	-3.3	n/a	153
Two or more races	88.0	-2.2	n/a	142
White	91.6	+0.8	n/a	987
English Language Learners	60.0	-3.8	n/a	20
Non-EL	90.9	+0.1	n/a	1657
Students from low income households	74.2	-3.3	n/a	182
Non-Low Income	92.5	+0.3	n/a	1495
Students receiving Special Education services	66.2	-1.5	n/a	98
Non-SpEd	92.3	-0.1	n/a	1579
Female	93.0	-0.8	n/a	803
Male	88.2	+0.8	n/a	874

Table 22. Percent of graduates achieving the Seal of Biliiteracy

Student Group	2018-19 % with C or higher	4-year Rate of Change	Benchmark Districts Ranking	n
All	11.2	+4.0	n/a	1691
Asian	17.9	+6.3	n/a	346
Black/African American	5.9	+2.5	n/a	34
Hispanic/Latino of any race(s)	23.1	+7.5	n/a	173
Two or more races	11.4	+4.3	n/a	123
White	7.1	+2.7	n/a	1009
English Language Learners	55.6	+15.5	n/a	36
Non-EL	10.3	+3.7	n/a	1655
Students from low income households	16.5	+5.2	n/a	230
Non-Low Income	10.4	+3.8	n/a	1461
Students receiving Special Education services	2.1	+0.9	n/a	141
Non-SpEd	12.1	+4.3	n/a	1550
Female	12.2	+4.5	n/a	842
Male	10.3	+3.4	n/a	849

Student subgroups not meeting established targets (*data included in the following additional evidence section*) indicates that full achievement of R-2 in World Language has not been accomplished.

# R-2 Recommendations for 2020-21

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1. Focus on fewer, high-leverage areas and goals for monitoring
  - Literacy, Math, Social and Emotional
  
2. Set goals that are:
  - Specific
  - Measurable
  - Achievable
  - Realistic
  - Time-Bound
  
3. Establish new baseline data and closely monitor progress
  - No state assessment results for 2019-20
  - Learning gaps
  
4. Provide program updates for other academic areas

# Next Steps Improvement Efforts

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- Remote summer school
  - ▣ Literacy and credit recovery focus
    - Intensive reading, dyslexia and acceleration
  - ▣ Programming for EL and special education
- Universal screening and progress monitoring - literacy and math K-8 starting in the fall
- Small group literacy instruction K-5 (in person or remote)
  - ▣ Including *SIPPS* and Tier 3 dyslexia curriculum
  - ▣ *English 3D* for EL
- Foundational literacy professional learning, including literacy and dyslexia K-5
- Expand availability and use of digital tools
  - ▣ K-5 Lexia, Dreambox, 6-8ALEKS
- Early adoption of K-5 math curriculum (including strong digital support)
- Reading acceleration courses 6-8 (in person or remote)
- ELA adoption 6-8 and training
- Credit recovery options 9-12 (in person or remote)

# Other Strategies for Improvement 2020-21

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- MTSS
  - Continue efforts to develop school MTSS leadership teams to review academic, social, emotional and behavioral data; identify and apply evidence-based supports; use a structured, data-based decision making and problem-solving process
  
- Inclusionary Practices
  - TIES and SWIFT Partnerships
  - School support and instructional practices professional development
  - Universal Design for Learning
  
- Equity Efforts
  - Culturally Responsive Teaching
  - Family Supports