

## ENDS 2: Academics and Foundations

Upon graduation, students will be academically prepared and confident to pursue higher education or specialized career training.

### Interpretation

**“Upon graduation, students will be academically prepared and confident to pursue higher education or specialized career training.”**

- We interpret **students** to mean each student in the graduating class of the current year.
- We interpret **graduation** to mean meeting the district’s established graduation requirements and earning a diploma.
- We interpret **academically prepared** to mean meeting the state’s high school proficiency exam (HSPE) and meeting Washington state public universities’ or community/technical colleges’ minimum entrance requirements.
- We interpret **confident** to mean a feeling of self-assurance about one’s ability to accomplish his/her personal plan for post-secondary pursuits.
- We interpret **to pursue higher education** to mean post-secondary education institutions including two- and four-year colleges and universities.
- We interpret **[to pursue] specialized career training** to mean programs that prepare students for a particular career, including apprenticeships, technical schools, military service, and specialized training programs.

**Reasonable progress:** We have confidence that students are meeting the targets of E2 when they navigate our educational system and earn a diploma and affirm their high school experiences have prepared them for a wide range of post-graduate opportunities of their choosing. The Issaquah School District’s graduation requirements necessitate that a student meet the state’s proficiency exams, earn credits in courses that meet the requirements for state/community/technical college entrance, and establish and implement a post-graduation plan of action. Under this definition, monitoring will focus on three major areas: (1) ensuring the graduation requirements meet the requirements of E2, (2) determining who is not graduating and why (3) tracking our students’ enrollment in post-secondary education and other programs that prepare our students for a career.

Students will:

### **2.1 think and solve problems using both creative and critical thinking skills;**

We interpret 2.1 to mean students will have the ability to synthesize, analyze and evaluate information, in order to draw conclusions and/or solve real life problems.

Evidence

- Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs.

- Post-high school enrollment information
- High School Proficiency Exam (HSPE) % meeting standard in reading, writing, math, and science
- Confidence measure: Question 20 of Decision Research Survey
  - 3- Numerical problems and finances
  - 5- Using research and study methods
  - 10- Informed consumerism
- Graduation rate/Breakdown of students not graduating on time
- Senior Exit Survey

**2011 Non-grad report**

**Grads immediately after graduation**

Source: Decision Research Survey

<b>Graduation Year</b>	<b>% School Full Time</b>	<b>% School FT Work FT</b>	<b>% School FT Work PT</b>	<b>% School PT Work PT</b>	<b>% Work FT Only</b>	<b>% Work PT Only</b>	<b>% Military</b>	<b>% Unemployed</b>	<b>% Other</b>
<b>2007</b>	58	4	19	3	8	2		1	2
<b>2009</b>	63	1	18	4	4	2	1	2	4
<b>2011</b>	59	1	13	5	4	4	2	4	5

**Post secondary enrollment**

Source: Decision Research Survey

<b>Graduation Year</b>	<b>% 4-Yr College/Univ.</b>	<b>% Community College</b>	<b>% Trade/Tech School</b>	<b>% Other/ Don't Know</b>
<b>2007</b>	69	27	3	1
<b>2009</b>	68	27	4	1
<b>2011</b>	68	28	3	1

**HSPE Grade 10 - percent meeting standard**

Source: OSPI Report Card

<b>School Year</b>	<b>Reading</b>	<b>Writing</b>	<b>Math</b>	<b>Science</b>
<b>2009-2010</b>	91.8	94.6	70.6	69.8
<b>2010-2011</b>	94.7	96.0	See below	77.9
<b>2011-2012</b>	93.5	95.6	See below	See below

**ENDS 2: Academics and Foundations**

**End of Course Exams**

Source: OSPI Report Card

School Year	Math EOC 1	Math EOC 2	Biology
2010-2011	86.7	91.0	N/A
2011-2012	89.9	95.5	84

**Confidence measure: Question 20**

Source: Decision Research Survey

*Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?*

Graduation Year	% Prepared			% Not Sure			% Not Prepared		
	2007	2009	2011	2007	2009	2011	2007	2009	2011
<b>Numerical Problems and Finances</b>	67	72	68	9	10	14	24	16	17
<b>Using Research and Study Methods</b>	79	82	86	13	7	8	8	10	7
<b>Informed Consumerism</b>	60	77	72	24	12	16	16	10	12

**Graduation Rate**

**E-2.1, 2.2, 2.4, 2.5, 2.6, 2.7**

Source: OSPI School Report Card

	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort
<b>Class of 2010/Baseline</b>	92.7	94.5
<b>Class of 2011</b>	91.1	N/A

**Confidence/Preparedness to Pursue Question 11**

Source: Senior Exit Survey

*I feel prepared for and am hopeful and optimistic about my future*

Strongly Agree/Agree	Issaquah High	Liberty	Skyline	Tiger Mountain
<b>2012 Baseline</b>	94%	89%	95%	80%

**ENDS 2: Academics and Foundations**

**2.2 read, write and speak the English language effectively for a wide range of purposes;**

We interpret 2.2 to mean each student will be able to adequately communicate in the English language in order to pursue the post-secondary education goals of their choosing. These choices include two- and four-year colleges and universities and *specialized career training* in programs that prepare students for a particular career, such as apprenticeships, technical schools, and military service.

- Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs.
- MSP/HSPE District Comparisons
- Graduation requirements: Students are required to take 4 credits of English to graduate. Percentage of students NOT graduating because of this requirement.
- Proficiency: Graduation rate, college remediation rate-(Education Research & Data Center – Base Year Data 2009) WASL/HSPE trends, English SAT, English ACT, enrollment AP/IB English and numbers enrolled/taking test/number passing exam, enrollment in Honors courses.
- Confidence measure: Question 20 of Decision Research Survey
  - 1- Reading for information and pleasure
  - 2- Writing reports, letters, and notes
  - 4- Speaking proper English

[HS LA adoption charter](#)

[MSP/HSPE District Comparisons](#)

Source: OSPI Report Card

**HSPE 3 years- grade 10 percent meeting standard**

Source: OSPI Report Card

School Year	Reading	Writing
2009-2010	91.8	94.6
2010-2011	94.7	96
2011-2012	93.5	95.6

**SAT Reading and Writing Mean Scores**

Source: College Board

School Year	Count			Critical Reading			Writing		
	Nat'l	State	ISD	Nat'l	State	ISD	Nat'l	State	ISD
2009- 2010	1,597,329	37,631	875	500	524	568	491	508	560
2010- 2011	1,647,123	38,972	909	497	523	564	489	508	560
2011- 2012	1,664,479	39,019	857	496	519	570	488	503	562

## ENDS 2: Academics and Foundations

### ACT English Mean Scores

Source: College Readiness

School Year	Count			English		
	Nat'l	State	ISD	Nat'l	State	ISD
2009- 2010	1,568,835	12,897	494	20.5	22.6	25.3
2010- 2011	1,623,112	13,677	396	20.6	22.3	24.7
2011- 2012	1,666,17	13,929	420	20.5	22.3	25.4

### AP/IB English Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate**		
	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012
AP Lang. and Comp (11 <sup>th</sup> Grade)	211 29%*	249 36.2	277 36.5	200 (11 from SHS)	235	275	179	212	250	90%	90.2%	91%
AP Lang. and Lit. (12 <sup>th</sup> grade)	191 27%	138 20.6	147 22.0	136	113 (17 from SHS)	126	118	96	101	87%	85%	80.2%
IB Eng. 11	83 21%	125 30.3	153 31.7	42	NA	NA	42	NA	NA	NA	NA	NA
IB Eng. 12	141 31%	97 26.1	129 32.2	101	62	99	99	60	97	98%	96.8%	98%

\* % overall of enrollment by grade level

\*\*The 2012 passing statistics are based on a change of what is considered "passing" for AP and IB courses. A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. A 3 on an IB exam is considered passing for purposes of an IB Diploma. A score of 4 is the lowest level accepted by higher education institutions (WSU accepts 4's, UW, Eastern and Western require 5 and above).

**ENDS 2: Academics and Foundations**

**Other English Courses w/ Enrollment**

Source: Skyward

School Year	Honors English 9	Enrollment	% of Enrollment	Honors English 10	Enrollment	% of Enrollment
2009-2010	551	1331	41.2%	458	1174	39.0%
2010-2011	503	1312	38.3%	484	1316	36.8%
2011-2012	568	1345	42.2%	517	1304	39.6%

**Post-Grad Remedial Rates**

Source: Education Research and Data Center

Graduation Year	Total Grad.	Total Enrolled in Post-Secondary	Enrolled in Pre-College Eng.
2009	1143	957	56 (2yr) + 0 (4yr) = 56 or 5.9%
2010	1224	1028	56 (2yr) + 0 (4yr) = 56 or 7.8%

**Confidence Measure: Question 20**

Source: Decision Research Survey

*Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?*

Graduation Year	% Prepared			% Not Sure			% Not Prepared		
	2007	2009	2011	2007	2009	2011	2007	2009	2011
<b>Read for information and pleasure</b>	76	85	85	15	4	4	8	10	11
<b>Write reports, letters, notes</b>	82	88	84	8	4	8	9	7	9
<b>Speaking proper English</b>	87	91	93	8	3	3	4	5	4

**2.3 communicate effectively in oral and written form in another world language;**

We interpret 2.3 to mean each student will communicate adequately in a language other than English in order to pursue post-secondary opportunities of his/her choosing: including two and four-year colleges and universities and programs that prepare students for a particular career, including apprenticeships, technical schools, military service, and specialized training programs.

**ENDS 2: Academics and Foundations**

- Alignment: World language classes are recognized by state universities; they define high-school proficiency as two years of a world language. *\*Note: universities do not define proficiency as fluency.*
- University World Language entrance requirements (2-years): percentage passing two years of a world language

**World Language Participation**

Source: Skyward

School Year	Number of students in graduating class	Number of Students in graduating class with 2 or more credits of a world language	% of graduating class with 2 or more credits of world language
2009-2010	1180	1066	90.3%
2010-2011	1108	949	85.6%
2011-2012	1050	967	92.1%

**2.4 know and apply mathematics to a level of fluency that ensures a broad range of post-secondary opportunities and career choices**

- We interpret 2.4 to mean each student adequately demonstrates and applies mathematical proficiency to pursue post-graduate goals of his/her choosing, including: post-secondary education at two and four-year colleges and universities, *specialized career training* programs such as apprenticeships, technical schools, and military service.
- Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the Performance Expectations formerly EALRs/GLEs
- MSP/HSPE District Comparisons
- Graduation requirements: Students are required to take 3 credits of Math in high school to graduate. Percentage of students NOT graduating because of this requirement.
- Proficiency: Graduation rate, college remediation rate math - (Education Research & Data Center – Base Year Data 2009), HSPE trends, Math SAT, Math ACT, enrollment in AP/IB Math and numbers passing AP/IB exams.
- Confidence measure: Question 20 item of Decision Research Survey (3)
  - #3-numerical problems and finances

[HS math adoption charter](#)

[MSP/HSPE District Comparisons](#)

Source: OSPI Report Card

## ENDS 2: Academics and Foundations

### Math End of Course-1/End of Course-2 percent meeting standard

Source: OSPI Report Card

School Year	EOC-1	EOC-2
2010-2011	86.7%	91.0%
2011-2012	89.9	95.5

### SAT Math Mean Scores

Source: College Board

School Year	Count			Math		
	Nat'l	State	ISD	Nat'l	State	ISD
2009- 2010	1,597,329	37,631	871	515	532	584
2010- 2011	1,647,123	38,972	909	514	529	582
2011- 2012	1,664,479	39,019	857	514	530	586

### ACT Math Mean Scores

Source: College Readiness

School Year	Count			Math		
	Nat'l	State	ISD	Nat'l	State	ISD
2010	1,568,835	12,897	494	21.0	23.1	25.5
2011	1,623,112	13,677	396	21.1	22.9	25.7
2012	1,660,017	13,929	420	21.1	23.1	26.2

### AP/IB Math Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate**		
	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012
AP Calculus AB	173	185	177	59 (6 from SHS)	79 (3 from SHS)	85	46	58	77	78%	73.4%	90.6%
AP Calculus BC	63	61	60	34	39 (3 for SHS)	52	29	31	37	85%	79.5%	71.1%
IB Math Methods 1	119	114	131	7	3	NA	7	3	NA	100%	100%	NA
IB Math Methods 2	61	53	80	26	20	44 (SL)	26	16	42	100%	80%	95.4%
IB Math Methods 3	16	21	25	16	16	21 (HL)	16	15	18	100%	93.8%	85.7%
AP Statistics	NA*	NA	51	NA	NA	47	NA	NA	39	NA	NA	83%

\*Did not offer prior to 2011-2012



## ENDS 2: Academics and Foundations

### Post-Grad Remedial Rates

Source: Educational Research and Data Center

Graduation Year	Total Grad.	Total Enrolled in Post-Secondary	Enrollment in Pre-Col. Math
2009	1143	957	92 (2yr) + 13 (4yr) = 105 or 11%
2010	1224	1028	75 (2yr) + 23 (4yr) = 97 or 13.5%

### ***2.5 use analytic and scientific principles to draw sound conclusions***

We interpret 2.5 to mean each student is able to identify and apply the scientific method to formulate a hypothesis, apply processes and procedures, collect and analyze data to test the hypothesis, take into account variables, and infer and draw informed conclusions.

- Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs/GLEs
- MSP/HSPE District Comparisons
- Graduation requirements: Students are required to take 2 credits of Science in high school to graduate. Percentage of students NOT graduating because of this requirement.
- Proficiency: Graduation rate, WASL/HSPE trends, enrollment in AP/IB Science and numbers passing AP/IB exams.

### [Elementary science adoption charter](#)

### [MSP/HSPE District Comparisons](#)

Source: OSPI Report Card

### Science HSPE- grade 10 percent meeting standard

Source: OSPI Report Card

School Year	Science
2010	69.8
2011	77.9
	See below

### Biology EOC

Source: OSPI Report Card

School Year	Biology
2011-2012	84%

## ENDS 2: Academics and Foundations

### AP/IB Science Course Enrollment and Exams

Source: Skyward, College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate**		
	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012
AP Physics	17	15	19	16	18	21	16	18	19	100%	100%	90.5%
AP Biology	64	53	74	51	49 (1 from SHS)	71	20	34	29	39%	69.4%	40.8%
AP Chemistry	30	27	25	31 (2 from SHS)	27	26	20	16	18	65%	59.3%	69.2%
IB Biology 1	87	85	126	NA	NA	NA	NA	NA	NA	NA	NA	NA
IB Biology 2	53	34	36	48	31	31	48	31	28	100%	100%	90.3%
IB Chemistry 1	116	119	126	28	34	47	13	28	28	46%	82.4%	59.6%
IB Chemistry 2	34	16	24	24	6	19	17	6	14	71%	100%	73.7%
IB Physics 1	130	88	103	16	22	27	14	21	17	88%	95.5%	63%
IB Physics 2	23	23	237	21	15	29	19	14	16	90%	93.3%	55.2%
AP Envir. Science	N/A	21	52	N/A	21	45	N/A	18	21	N/A	85.8%	46.7%

### Other Science Courses w/ Enrollment-College in the High School Courses

Source: Skyward

School Year	Adv. Biology (IHS)	Honors Physics (LHS)
2009-2010	62	44
2010-2011	79	32
2011-2012	28*	34

\*IHS offered AP Biology

**ENDS 2: Academics and Foundations**

**Number of Students with 3 or more Science Credits**

Source: Skyward

School Year	Number of students in graduating class	Number of Students in graduating class with 3 or more credits of science	% of students in graduating class with 3 or more credits of science
2009-2010	1180	1003	85%
2010-2011	1106	953	86.2%
2011-2012	1051	881*	83.3%

*\*These statistics do not include students who may have taken Material Science as a third science class. Material Science is a CTE course that has equivalency for science. While not a standard course- the students that take this course includes students who have 5 and 6 credits in science. NOTE: These numbers can be easily adjusted if you wish to include Material Science in this area. (It may not meet college entrance requirements in its current form but it does meet graduation requirements.)*

**ACT Science Mean Scores**

Source: College Readiness

School Year	Count			Science		
	Nat'l	State	ISD	Nat'l	State	ISD
2009-2010	1,568,835	12,897	494	20.9	22.5	24.5
2010-2011	1,623,112	13,677	396	20.9	22.3	24.2
2011-2012	1,666,017	13,929	420	20.9	22.4	24.9

**2.6 understand geography, natural resources, and their shaping effect on government, economics and social patterns;**

We interpret 2.6 to mean each student will understand the five themes of geography (location, place, human environmental interactions, movement, and regions) and their impact on systems, cycles, relationships, and interdependence.

- Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs/GLEs
- Graduation requirements: Students are required to take 3 credits of Social Studies to graduate. Percentage of students NOT graduating (for reasons including not meeting this requirement) because of this requirement.
- Proficiency: Graduation rate, enrollment in AP/IB Social Studies and numbers passing AP/IB exams.

[Social studies curriculum](#) Link is not live at this time as a curriculum audit is currently being conducted for grades 6-12 with elementary to follow next year

## ENDS 2: Academics and Foundations

### AP/IB Social Studies Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate**		
	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012
<b>AP US Government</b>	132	90	96	106	38	84	95	33	80	90%	86.7%	95.2
<b>IB American Studies</b>	83	125	160	42	34	NA	42	33	NA	100%	97.1%	NA

### ***2.7 understand the concept of community within the context of national and world history, comparative forms and influences of governments and major world religions;***

We interpret 2.7 to mean each student is able to identify and understand why people organize to meet human needs at the local, national and international levels.

- Alignment: District K-12 curriculum aligns with state standards. ISD selects curriculum that requires the same or higher level of cognitive demand (critical thinking) as is defined in the EALRs/GLEs
- Graduation requirements: Students are required to take 3 credits of Social Studies to graduate. Percentage of students NOT graduating because of this requirement.
- Proficiency: Graduation rate, enrollment in AP/IB Social Studies and numbers passing AP/IB exams

### AP/IB Social Studies Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate**		
	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012	2009 2010	2010 2011	2011 2012
<b>AP US History</b>	114	106	133	107	103 1 from SHS	138	82	88	127	77%	85.4%	92%
<b>IB History of 20<sup>th</sup> Century</b>	49	39	51	0	0	49	0	0	44	N/A	N/A	89.8%

## ENDS 2: Academics and Foundations

### Other Social Studies Courses w/ Enrollment

Source: Skyward

School Year	Honors World (9 <sup>th</sup> Grade) Course	Enrollment	% of Enrollment	Honors European (10 <sup>th</sup> Grade)	Enrollment	% of Enrollment
2009-2010	556	1158	48%	450	1148	39.2%
2010-2011	508	1312	38.7%	456	1316	34.7%
2011-2012	607	1345	45.1%	385 LHS/SHS	812	47.4%

### ***2.8 apply academic skills to life situations;***

We interpret 2.8 to mean each student will be able to demonstrate their ability to access multiple sources of information, evaluate that information, and make informed decisions to extend their personal abilities and productivity.

- Percentage of students with successful admission to post secondary education opportunities
- Graduation requirements
- Applicable post-graduation survey results
- Confidence measure: Question 20 of Decision Research Survey (1, 2, 3, and 5)
- College persistence rate
- Graduates Meeting Washington 4-Year College Admissions Requirements

### [High school course guides](#)

### Post secondary enrollment

Source: Decision Research Survey

Graduation Year	% 4-Yr College/Univ.	% Community College	% Trade/Tech School	% Other/ Don't Know
2007	69	27	3	1
2009	68	27	4	1
2011	68	28	3	1

**ENDS 2: Academics and Foundations**

**Confidence Measure: Question 20**

Source: Decision Research Survey

*Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?*

	% Prepared			% Not Sure			% Not Prepared		
	2007	2009	2011	2007	2009	2011	2007	2009	2011
<b>Reading for Information and Pleasure</b>	76	85	85	15	4	4	8	10	11
<b>Writing Reports, Letters, Notes</b>	82	88	84	8	4	8	9	7	9
<b>Numerical Problems and Finances</b>	67	72	68	9	10	14	24	16	17
<b>Using Research and Study Methods</b>	79	82	86	13	7	8	8	10	7

**Persistence Rate**

Source: College Tracking Data Services (BERC Group)

Graduation Year	% College Direct	% To Two Year College	% To Four Year College	% Persistence Rate
<b>2010</b>	75.3	19.5	57.2	67.8*
<b>2011</b>				
<b>2012</b>				

*\*In 2010 a new method of measuring persistence rate was implemented. We are using this as our baseline year*

**Graduates Meeting Washington 4-Year College Admissions Requirements**

Source: Education Research and Data Center

Graduation Year	Total # of Graduates	% Students Meeting 4-year College Requirements
<b>2010</b>	1,180	78.2
<b>2011</b>	1,053	75.5
<b>2012</b>	1,049	75.7

Board approval: November 7, 2012