

ENDS 3: Citizenship

January 11, 2017

Students will live as responsible citizens.

Interpretation:

- We interpret “**students**” to mean each student in our pre-K-12 system.
- We interpret “**live as responsible citizens**” to mean that current students:
 1. Will conduct themselves in a manner that reflects community values and aligns with the behavior expectations outlined in state law and District and school behavior policies; and
 2. Demonstrate knowledge, application, and proficiency in their studies of American citizenship and cultural, global, and environmental awareness in classes that have standard curricula that specifically align with this End.

Reasonable progress: We have confidence that students are meeting the targets of Ends 3 when they participate in our PreK-12 educational program and show successful adherence to all behavior expectations and apply learning from required citizenship courses. Therefore, the monitoring report will show students are living as responsible citizens and are conducting themselves in a manner that reflects community values, ethical principles and is in line with state and district behavior policies and expectations. In addition, students will demonstrate environmental awareness and their contributions towards appropriate stewardship.

Students will:

3.1 understand and respect the freedoms, rights and responsibilities of being an American citizen and participating in a representative democracy at the local, state and national levels;

- We interpret “**understand and respect**” to mean knowledge of and appreciation for.
- We interpret “**freedoms, rights, and responsibilities of being an American citizen**” to mean the ideals and rules as defined in the Constitution, state law, district regulation, and student handbook.
- We interpret “**participate in a representative democracy**” to mean to engage in activities that reflect the rules and norms of American citizenship.

Evidence:

- Alignments: [Specific state standards are embedded in Grades 3, 5, 8 and 11 Social Studies instruction that align with E3.1](#)-(Link) [OSPI Social Studies Learning Standards](#)-(Link)
- Requirements: Students must meet Social Studies requirements at the elementary, middle and high school levels.

- Proficiency: Graduation rate- Percentage of students (at minimum) who have successfully met these Social Studies requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.
- Graduation Rate

Graduation Rate

E-3.1, 3.2, 3.3, 3.4, 3.6

Source: OSPI School Report Card

	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort
Class of 2012	91.8	94.7
Class of 2013	92.9	94.3
Class of 2014	92	93.4
Class of 2015	92	

3.2 understand and apply ethical principles in all aspects of life;

- We interpret “**understand and apply**” to mean acquiring knowledge and demonstrating and transferring this knowledge.
- We interpret “**ethical principles**” to mean right and wrong as defined in the Constitution, state law, board policy, district regulation, and student handbook.
- We interpret “**all aspects of life**” to mean interactions in the school, home, and both local and global communities.

Evidence:

- Alignment: Students must meet specific behavior expectations that align with E 3.2. All student behavior expectations are in the student handbooks. ISD Student Handbooks were revised and made available to the public prior to the start of the school year. Implementation of PBSES: this includes common behavior expectations, intentionally taught and reinforced school-wide and in classrooms K-8.
- Adoption of K-5 SEL curriculum with phased in implementation in 2016-18.
- Requirement: All students are exposed to and instructed on the behavior policies of each school with student and parent sign-off.
- Proficiency: Graduation rate - Percentage of students demonstrating successful adherence to these behavioral expectations.
- Fidelity: Principals are credentialed and receive annual training regarding student discipline.
- Application: HYS – “Feeling Safe” and “Skipping School”

- Application: Truancy Rates (Skyward)
- Application: Discipline Rates—District-wide and any concerning areas, in particular weapons incidents, cheating incidents and bullying.

[Link to the 2014 Healthy Youth Survey](#) – Link to the entire survey.

Percent of Students Who Report That They Feel Safe at School

E-3.2

Source: Healthy Youth Survey 2010, 2012, 2014

Survey Year	2010		2012*		2014	
	Local	State	Local	State	Local	State
Grade 6	93	87	92	88	92	89
Grade 8	91	83	89	84	91	86
Grade 10	92	85	89	85	90	85
Grade 12	92	88	IHS 93 LHS 91	87	93	87

*Data for Grade 12 includes IHS and LHS only.

Percent of Students Who Report Skipping School

E-3.2

Source: Healthy Youth Survey 2010, 2012, 2014

Survey Year	2010		2012*		2014	
	Local	State	Local	State	Local	State
Grade 6	8	17	9	17	12	17
Grade 8	12	19	10	15	9	15
Grade 10	17	21	11	18	10	18
Grade 12	25	28	IHS 18 LHS 17	24	19	28

*Data for Grade 12 includes IHS and LHS only.

Truancy Rates

E-3.2

Source: OSPI School Report Card

School Year	2013-14		2014-15		2015-16	
	Local	State	Local	State	Local	State
Unexcused absences rate	.2%	.5%	.2%	.6%	.3%	.6%

Discipline Data

E-3.2

Source: Skyward, OSPI

School Year	2013-2014	2014-2015	2015-16
Enrollment (Oct. 1 headcount) (Source: OSPI)	18,620	19,213	19,815
Total Weapons Incidents (Source: OSPI/Cedars)	13	16	14
Cheating Incidents (secondary) (Source: Skyward)	152	125	105
Bullying (Source: OSPI/Cedars)	59	17	46

3.3 demonstrate an awareness of global events and economics and their impact on local communities and personal lives;

- We interpret “**awareness of global events**” to mean knowledge of a larger community outside of school, city, county, state, and nation.
- We interpret “**economics**” to mean value of goods and services and how they contribute to a civil society.
- We interpret “**local communities**” to mean all entities that reside within the school district.
- We interpret “**personal lives**” to mean each student’s family and friends.

Evidence:

- Alignment: Specific EALRs are embedded in the Social Studies scope and sequence that align with E-3.3.
- Requirements: Students must meet Social Studies requirements at elementary, middle, and high school levels.

- Proficiency: Graduation rate- Percentage of students (at minimum) who have successfully met these Social Studies requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; how we supervise teachers to ensure fidelity.
- Application: Data from Post Graduate Survey around preparedness of our graduates: *Upon graduation how prepared did you feel in each of the following areas, regardless of where you acquired knowledge or skills: Understanding national/world problems and issues?*
- Environmental Star Talks, LHS, 2013-16

Post –Graduation Survey Data

E-3.3

Source: Decision Research 2009, 2011, 2013, 2015

Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired knowledge or skills:

Understanding national/world problems and issues

Class Of	Very Unprepared	Somewhat Unprepared	Not Sure	Somewhat Prepared	Very Prepared	Don't Know
2009	5%	15%	12%	39%	28%	1%
2011	5%	12%	18%	46%	18%	1%
2013	4%	15%	3%	39%	33%	6%
2015	8%	7%	11%	37%	31%	6%

Environmental Star Talks, LHS, 2013-16

Students at Liberty High School attended annual assemblies in 2013 – 2016 on sustainability. Topics included storm water, sustainability and zero waste.

[Sustainability Ambassadors - Sustainability Talks](#) – (Link)

[Sustainability Ambassadors - Zero Waste Videos](#)– (Link)

3.4 understand and respect diverse cultures;

- We interpret “**understand**” as having knowledge and comprehension of.
- We interpret “**respect**” as acting in a way that honors a person’s rights and cultural context.
- We interpret “**diverse cultures**” to mean history, beliefs and behaviors of peoples throughout our schools, community, and the world.

Evidence:

- Alignment: Specific EALRs are embedded in the Social Studies scope and sequence that align with E-3.4.
- Requirements: Students must meet Social Studies requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met these Social Studies requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.
- Application: All adopted curriculum is analyzed for racial and cultural bias.
- Number of books in elementary school guided reading book rooms that address cultural diversity.
- Diversity Unit in World History I at Issaquah High School
- The District’s emphasis on creating a Culture of Kindness is evident in all of our buildings through student activities, bulletins boards, clubs, staff messages and role modeling.
- Intentional professional development on Cultural Competency with District administrators.

ISD K-5 Bookroom Books Addressing Cultural Diversity

School Year	Total Number of Books	Books Addressing Cultural Diversity	Percentage of Books Addressing Cultural Diversity
2014-15	528	47	9%

[Bookroom Titles Addressing Cultural Diversity - Dec 2014](#) – (Link)

[Diversity Unit in World History I at Issaquah High School](#) – (Link)

[Cultural Competency Training for ISD Administrators](#)– (Link)

3.5 utilize natural resources in an efficient, sustainable way, ensuring the rights of future generations to enjoy a clean and resourceful planet;

- We interpret “**utilize**” to mean reduce, reuse, and recycle.
- We interpret “**natural resources**” to mean materials occurring in nature.
- We interpret “**efficient**” to mean responsible.
- We interpret “**sustainable**” to mean to last or continue over time.

Evidence:

- Alignment: Specific EALRs are embedded in the Social Studies and Science scope and sequence that align with E-3.5.
- Requirements: Students must meet Social Studies and Science requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met Social Studies and Science requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies or Science class; we supervise teachers to ensure fidelity.
- Application: Data on district wide and building conservation efforts (refuse and recycling) including the ISD's Green Ribbon School Application.
- King County Green Schools Program
- Application: Students are exposed to KC surface Water Management Education Program.

E-3.5, 3.6

Resource Conservation Program Summary -

The Resource Conservation Program started in September of 2001 to provide ongoing management of energy, water, waste reduction, recycling and collection of food scraps for composting to minimize consumption of district resources and utility costs. Sustaining an effective resource conservation program over time requires continuous monitoring of all district facilities and providing conservation education to our students and staff.

The following are examples of student involvement in waste reduction efforts:

Waste Watchers

Waste Watchers is a waste reduction program for elementary schools. Student volunteers stand by the waste bins at the end of lunch and help their peers properly dispose of trash and recycling. King County Green Schools supports the program by providing aprons and signs; and by talking to students during the lunch hour. This program has resulted in recycling rates of up to 80% in some cafeterias. Clark Elementary is the most recent school to start a waste watchers team thanks to help from the kitchen manager, supportive teachers, and green team students from Issaquah Middle. The middle school students are able to walk over to Clark on Monday and Thursday and provide assistance to the new "waste watcher" volunteers. With student participation and help from staff, Clark will likely double its recycling rate to about 80%.

Earth Heroes At School

Pacific Cascade has a cafeteria recycling rate of 70% thanks to their dedicated green team. Secondary schools generally have lower rates than elementary because their cafeterias are larger and have more waste stations. Student monitors aren't available to stand at every station; thus more recyclables go to trash. Pacific Cascade's team,

however, keeps the school's rate of recycling high. They have signs posted near every station and make frequent announcements during the lunch hour. They also started a food share table that allows unopened food to be shared instead of thrown away. Because of their work, recycling in the cafeteria has become the "standard operating procedure" at PCMS. Every student knows what to do and they recycle properly every day. The PCMS team received an Earth Heroes award in 2016, an award granted by King County to leaders in conservation and sustainability.

Waste Free Wednesday

For the second annual Waste Free Wednesday Challenge, eighteen schools participated representing over 13,000 students and staff. There were two categories of awards:

Greatest Improvement (over baseline measurements taken in November)

- Elementary School: Sunset Elementary – 50% waste reduction
- Middle School: Pacific Cascade Middle – 66% waste reduction
- High School: Skyline High – 33% waste reduction

Lowest Waste Per Student

- Elementary 1st place: Challenger Elementary
- Elementary 2nd place: Discovery Elementary
- Elementary 3rd place: Sunny Hills Elementary
- Middle 1st place: Pacific Cascade Middle
- High 1st place: Skyline High

This competition emphasizes consuming as little as possible, as the best way to conserve resources is to use nothing at all. Thus the kitchen staff prepared meals that didn't need extra packaging like Styrofoam cups or plastic film. Students were notified in advance that if they bring lunch they should bring reusable containers and silverware. Following the Waste Free Challenge, some schools have continued the reduction methods learned during the exercise.

[Resource Conservation Report, Chris Bruno, December 2016](#) – (Link)

[Issaquah School District's Green Ribbon School Application 2016](#) – (Link)

All ISD comprehensive schools participate in the King County Green Schools Program. Information about requirements for this program can be found in the following link:

[King County Green Schools Program](#) – (Link)

3.6 recognize how their personal and collective actions impact the environment.

- We interpret "**recognize**" to mean to acknowledge and appreciate.
- We interpret "**personal actions**" to mean individual behaviors resulting in good and/or bad consequences.

- We interpret “**collective actions**” to mean group behaviors resulting in good and/or bad consequences.
- We interpret “**impact the environment**” to mean effect on our world.

Evidence:

- Alignment: Specific EALRs are embedded in the Social Studies and Science scope and sequence that align with E-3.6.
- Requirements: Students must meet Social Studies and Science requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met Social Studies and Science requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies or Science class; we supervise teachers to ensure fidelity.
- Student Crew Leaders (High School Program)
- WEB – Where Everyone Belongs (Middle School Program)
- Senior Exit Survey – question on service to others and community impact.
- District Green Team Update
- Application: Data on district wide and building conservation efforts (refuse and recycling) including the ISD’s Green Ribbon School Application. (See evidence in 3.5)

Crew Leader Data	# of Crew Leaders		Grade levels of leaders		Students served	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
Issaquah HS Eagle Crew	72	82	10 th -12 th	10 th - 12 th	580	600
Liberty HS Patriot Crew	58	40	11 th -12 th	11 th - 12 th	334	350
Skyline HS Link Crew	110	106	12 th only	12 th only	550	556

[WEB – Where Everyone Belongs \(Middle School Program\) – \(Link\)](#)

Community - Question 7 Source: Senior Exit Survey

In general, I was often given the opportunity to participate in learning activities that emphasized serving others and making a positive impact on the greater community during my high school years. (Senior Exit Survey)

Strongly Agree/Agree	Issaquah High	Liberty	Skyline	Tiger Mountain
2012 Baseline	83%	80%	84%	100% of 1
2013	84%	83.7%	80%	72.7% of 11
2014	84.4%	78.2%	78.3%	No data
2015	77.6%	81.4%	80.1%	85.7% of 14
2016	80.5%	80.5%	79.9%	No data

[District Green Team Update 2015-16](#) – (Link)

Interdistrict Student Council Projects:

Major assignments/activities IDSC participated in last year.

- Interhigh for ISD ASB Students in September 2015
 - All 3 high schools' ASB students attended a conference led by Phil Boyte to discuss leadership, inclusion, and ways to improve ASB in all 3 schools.
- Interhighs for KingCo Schools
 - Attended 2 interhigh conferences for all KingCo Schools.
 - Juanita High School Interhigh in November 2015 focused on diversity and inclusion
 - Liberty High School Interhigh in February 2016 focused on staying motivated as leaders and helping others in the school stay motivated
- IDSC Social Action Ambassador Board
 - Social Action Ambassadors and Exec Board members met 4-6 times during the school year to discuss issues in the ISD community. The board decided to focus on poverty, specifically how poverty impacts youth in the ISD community by exploring data about the percentage of students in the ISD community that qualify for free/reduced lunch, discussed causes of poverty, and brainstormed short and long-term solutions on how to support students in the ISD community who need additional financial support.
 - The board partnered with local businesses in the area around each school to plan a fundraiser for Friends Of Youth.

Capacity Building

- Board work around tolerance of differences definitions.
- Possible Common Assessment data from civics courses from the Skyline 2015-16 school year. District-wide implementation takes places in 2017-18, data will be collected in 2017-18 and included in a future report following pilot analysis.

Limitation in Data Collection

- Some data is collected only every two years; e.g., Post-Graduate Survey and Healthy Youth Survey
- OSPI reports are sometimes one or more years behind.

Board Approval: January 11, 2017