ENDS 3: Citizenship
March 28, 2018

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, OSPI Social Studies Learning Standards (Links)
- Requirements: Students must meet Social Studies requirements at the elementary, middle and high school levels.

- Proficiency: Graduation rate reflects the 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 2013	92.9	94.3
Class of 2014	92	93.4
Class of 2015	92	93.7
Class of 2016	92	94.4
Class of 2017	92.7	

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 reflects minimum 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 2016 Healthy Youth Survey – (ISD webpage)

Percent of Students Who Report That They Feel Safe at School
E-**3.2**
Source: Healthy Youth Survey 2012, 2014, 2016

Survey Year	2012*		2014		2016	
	Local	State	Local	State	Local	State
Grade 6	92	88	92	89	93	90
Grade 8	89	84	91	86	90	84
Grade 10	89	85	90	85	88	83
Grade 12	IHS 93 LHS 91	87	93	87	93	85

*Data for Grade 12 includes IHS and LHS only.

Percent of Students Who Report Skipping School
E-3.2
Source: Healthy Youth Survey 2012, 2014, 2016

Survey Year	2012*		2014		2016	
	Local %	State%	Local%	State%	Local%	State%
Grade 6	9	17	12	17	13	19
Grade 8	10	15	9	15	10	18
Grade 10	11	18	10	18	11	21
Grade 12	IHS 18 LHS 17	24	19	28	17	30

*Data for Grade 12 includes IHS and LHS only.

Truancy Rates
E-3.2
Source: OSPI School Report Card

School Year	2014-15		2015-16		2016-17	
	Local	State	Local	State	Local	State
Unexcused absences rate	.2%	.6%	.3%	.6%	.3%	.7%

ISD Absence Rate 2016-17, Disaggregated by race and grade

Discipline Data
E-3.2
Source: Skyward, OSPI

School Year	2014-2015	2015-16	2016-17
Enrollment (Oct. 1 headcount) (Source: OSPI)	19,213	19,815	20,450
Total Weapons Incidents (Source: OSPI/Cedars)	16	14	16
Cheating Incidents (secondary) (Source: Skyward)	125	105	14
Bullying (Source: OSPI/Cedars)	17	46	N\A*

*OSPI did not collect data for 2016-17 school year.

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 state standards 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 reflects the 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?*
- Sustainability Talks, LHS, 2013-17*.*

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%

Sustainability Talks, LHS, 2013-17
- Students at Liberty High School attended annual assemblies in 2013 – 2017 on sustainability. Topics included storm water, sustainability, zero waste, and climate solutions. Sustainability Talks were held at Liberty High School on March 31, 2016. Speakers included: Greening Sports Stadiums by Paula J. Del Giudice, Executive Director of Pollution Prevention NW; Sustainable Sandwich shop, Homegrown, Bend Friedman, Co-founder; Boeing Jet Recycling, Jennifer-Ellen Holder, Test Platform Manager, Boeing.

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 state standards 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 reflects the 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
- Number of books representing diversity in elementary school Making Meaning reading curriculum and Units of Study writing curriculum
- 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%

Elementary Making Meaning (reading) and Units of Study (writing)
Mentor Texts with Diverse Representation – 2016-17

School Year	Total Number of Mentor Texts	Books with Diverse Representation	Percentage of Mentor Texts with Diverse Representation
2016-17	171	70	41%

Bookroom Titles Addressing Cultural Diversity - as of Dec 2014 **– Link**
Diversity Unit in World History I at Issaquah High School **– Link**
Cultural Competency Training for ISD Administrators 2014-2019 - **Link**

3.5 Understand appropriate, respectful, responsible and ethical use and impact of misuse of technology and social media;

- We interpret *understanding* to be having knowledge and comprehension of.

- We interpret *appropriate* to be applications that are suitable for educational purposes and personal expression.

- We interpret *respectful, responsible* and *ethical use* to be actions that are answerable, accountable and within the rules of right conduct.

- We interpret the *impact* to be the effects.

- We interpret *misuse of technology and social media* to be use that is for the wrong purpose or in the wrong way.

Evidence:
- Healthy Youth Survey: Social Media
- Tech Smart: Appropriate Blog Posting
- Responsible Use Agreement
- Health curriculum
- High School Family Life and Sexual Health (FLASH) Curriculum: personal safety, ethical and respectful behavior with information technology

Percent of Students Who Report 3 or more hours watching television, playing video games or using the computer for fun on an average school day.
Source: Healthy Youth Survey 2012, 2014, 2016

Survey Year	2012*		2014		2016	
	Local%	State%	Local%	State%	Local%	State%
Grade 6	6th gr not asked in 2012		34	47	31	47
Grade 8	38	51	42	58	48	56
Grade 10	42	50	45	58	47	57
Grade 12	IHS 48 LHS 56	48	46	55	45	55

*Data for Grade 12 includes IHS and LHS only.

Percent of students who report having ridden in the past 30 days with a driver who was texting or emailing.
Source: Healthy Youth Survey 2014, 2016

Survey Year	2014		2016	
	Local%	State%	Local%	State%
Grade 6	25	27	25	26
Grade 8	47	47	48	48
Grade 10	54	57	58	57
Grade 12	61	59	62	60

6/7 grade TechSmart Performance Standards:
- Students will describe and adhere to safe computer use and the Acceptable Use Policy
- Students will respond appropriately and thoughtfully to another student's blog posting

Middle School Tech Smart Curriculum - Link
Responsible Use Agreement - Grades 6-12 - Link
Responsible Use Agreement - Grades K-5 – Link

Grade 6 Health Curriculum
Building Healthy Relationships [Chapter 1]
- Accessing information – reliable sources
- Influences on your Health (friends/peers, media and technology)
- Making decisions and setting goals
- Communication and friendships, Safe and Healthy Environment [Chapter 1]
- Personal safety and online safety

Grade 8 Health Curriculum
Safety and Injury Prevention unit addresses several Digital Citizenship areas.
- Staying Safe Online
- Coping with Cyberbullies
- Avoiding Internet Predators

High School Family Life and Sexual Health (FLASH) Curriculum
In high school Health through the FLASH curriculum/unit students do an "Online Safety Communication Scenario Analysis." This involves the demonstration of safe, legal, and ethical behavior in the use of

information and technology. Students practice personal safety and ethical and respectful behavior. The lesson is aligned with the following Educational Technology standards section 2.1:
- o Educational Technology - Washington State Learning Standards:
    - Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology:
      - Practice personal safety
      - Practice ethical and respectful behavior.

High School Health Requirement - Online Safety, FLASH High School, Lesson 8 - Link

Second Step Scope and Sequence - 8th Grade - Link

K-5 Bullying Prevention - Scope and Sequence – Link

Second Step Bullying Curriculum: Examples of Social Media Skill Lessons - Link

8th Grade Social Studies Unit - Example of Ethical Use of Technology - Link

Social Emotional Learning (SEL) Curriculum - Link

3.6 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 state standards 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 reflects the 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.

Resource Conservation Program Summary 2016-17

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. Fifteen schools have waste watcher programs and recycling rates of at least 60-70%, with some of the best performers at rates of 80% or more. Some additional duties of the Waste Watchers groups include:
- Looking over food share tables. Clearly marked bins are available on the tables for students to put unwanted and unopened food items. Then, other students are welcome to take extra food, if desired.
- Helping collect metal silverware. Six elementary schools have begun using metal silverware, and to ensure that the utensils are collected, clearly marked bins are placed next to the trash/recycling bins. Waste watcher volunteers make sure the metal utensils are collected in the proper bins, so they can be washed and reused.

Waste Free Wednesday
The district held its third annual Waste Free Wednesday Challenge on Wednesday, April 19th. There were two categories of awards: greatest improvement and lowest waste per student.
Greatest Improvement (over baseline measurements taken in November)

- Elementary School: Clark Elementary – 90% waste reduction
- Middle School: Issaquah Middle – 66% waste reduction
- High School: Liberty High – 84% waste reduction

Lowest Waste per Student

- Elementary 1st place: Challenger Elementary
- Elementary 2nd place: Discovery Elementary
- Elementary 3rd place: Cascade Ridge Elementary
- Middle 1st place: Issaquah Middle
- High 1st place: Liberty 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 2016-17 - 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

King County Green Schools Programs - School District Recognition 2016-17 - Link

3.7 recognize how their personal and collective actions impact the greater community.

- 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 greater community"*** to mean effect on our world.

Evidence:

- Alignment: Specific Standards 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 reflects the 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 Link Crew Leaders			Grade levels of leaders			Students served		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Issaquah HS Eagle Crew	72	82	97	10-12	10- 12	10 -12	580	600	599
Liberty HS Patriot Crew	58	40	64	11-12	11- 12	11-12	334	350	398
Skyline HS Link Crew	110	106	106	12 only	12 only	12 only	550	556	584

[WEB – Where Everyone Belongs (Middle School Program)](Link) **– (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
2017	82% (82.02)	82% (81.97)	83% (82.79)	N/A

Interdistrict Student Council Projects:
Major assignments/activities IDSC participated in last year.

2016-17:
- Interhighs for KingCo Schools
  - Attended 2 interhigh conferences for all KingCo Schools.
  - Skyline High School Interhigh in November 2016 focused on diversity and inclusion – Harriet Turk Keynote
  - Bellevue High School Interhigh in February 2017 focused on staying motivated as leaders and helping others in the school stay motivated – Scott Bachovich Keynote
- IDSC Board
  - Exec Board members met 4-6 times during the school year to discuss issues in the ISD community.
  - Members served and spoke at monthly school board meetings
- WSSDA Legislative Conference and Day on the Hill
  - Representatives from IDSC (1 LHS, 1 SHS, and 2 IHS students) attended the WSSDA legislative conference with the school board in February to learn about upcoming legislative issues that can impact schools across the state

- o Students met with various legislators to discuss how pieces of legislation may potentially impact the educational quality and experience that students have in the Issaquah School District

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.
- Potential evidence for explicit instruction in social media through SEL middle school curriculum in 2019-2020.

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: March 28, 2018