

ENDS 2: Academics and Foundations
PART 1
January 9, 2019

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

Interpretation

- We interpret **students** to mean each student in the previous graduating class.
- 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 exams 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 **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 E-2 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. For graduation, the Issaquah School District requires that a student pass the state's proficiency exams, earn credits in courses that satisfy community/technical college entrance, and establish and implement a post-graduation plan of action. Additionally, students have the opportunity to earn credits in courses that meet four year college and university entrance requirements. Under this definition, monitoring will focus on three major areas: (1) ensuring the graduation requirements meet the requirements of E-2, (2) ensuring students have ample opportunities to take classes that help better prepare them for post-secondary education, and/or specialized career training (3) tracking our students' enrollment and need for remediation in post-secondary education and other programs that prepare our students for a career.

Overall Evidence

Rationale: In order for a student to be prepared and confident to pursue post high school education having a high school diploma is critical so we bring forward the rate at which our students earn diplomas "on time in four year" or "extended" which includes a fifth year in high school.

As students navigate the ISD K-12 system they are exposed to rigorous content and learning opportunities. Our graduation requirements mandate that students take a broad range of core academic and elective courses and pass all state required examinations. Therefore, graduating from the ISD is evidence that students have met the standards and requirements of E-2 Academics and Foundations.

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 State standards.

Graduation Rate - Source: OSPI 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	

[Graduation Rate by School 2015, 2016, 2017 - Source: OSPI Report Card](#)

[Graduation Rates by Ethnicity/Race/Program 2015, 2016, 2017 - Source: OSPI](#)

Gibson Ek Progress Monitoring Processes

Students work closely with their advisor to engage in the learning program at Gibson Ek. Students write and update Learning Plans which include their vision, goals, and projects; they attend advisory daily; attend offerings/workshops during exploration time; participate in daily content time for math; attend design labs; and work during independent student work time. As students work through their independent projects, internship projects, and design labs, they submit evidence of their work to their advisor and the advisor assesses the evidence and marks the appropriate targets as meets or exceeds or checks off level up requirements such as autobiography pages. Student evidence is assessed in a variety of ways and at various times in throughout the learning cycles. Work is assessed during one on one meetings that occur weekly or bi-weekly; exhibitions that occur three times per year; during progress updates eight times per year; evidence submissions at the end of each design lab which is every 4 weeks; and weekly math check ins.

- [Gibson Ek Graduation Requirements](#)
- [Gibson Ek Scoring Criteria and Feedback](#)
- [Gibson Ek Sample Transcript](#)
- [Gibson Ek Competency Report](#)

2018 Non-Graduation Report

Rationale: The non-graduation and dropout reports helps us monitor and track the reasons why a student might not graduate.

[Link to OSPI Webpage - Data and Reports - Dropout and Graduation Reports](#)

[Tableau OSPI ISD Data – Adjusted 4 year 2017 Graduation Data](#)

Education Research and Data Center (ERDC):

Rationale: The following Educational Research and Data Center ERDC reports help us better understand what percentage of our students are pursuing higher education and the types of institutions they are attending.

[Link to ERDC Website](#)

[Count of Students Enrolled in College the Fall Immediately After High School - 2014, 2015, 2016 - Source: ERDC](#)

[2015 Graduates in Postsecondary Education](#)
[2016 Graduates in Postsecondary Education](#)

[2015 Postsecondary Graduates by Demographic Characteristic](#)
[2016 Postsecondary Graduates by Demographic Characteristic](#)

[2015 Postsecondary Graduates by Program; Bilingual, 504, Sp. Ed., Title 1, LAP](#)
[2016 Postsecondary Graduates by Program; Bilingual, 504, Sp. Ed., Title 1, LAP](#)

[2015 Postsecondary Graduates - Remediation Rates](#)
[2016 Postsecondary Graduates – Remediation Rates](#)

[2015 High School Performance by Postsecondary Enrollment](#)
[2016 High School Performance by Postsecondary Enrollment](#)

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

Survey Evidence

Rationale: Our surveys help us better understand the levels of preparedness that our students report and provides information about their high school experiences along with their current status as a post graduate of the ISD.

- [ISD Senior Exit Survey Q11 on Confidence and Preparedness](#)
- Grads Immediately After Graduation
 - [2016 Postsecondary Graduates – Remediation Rates - Source: ERDC](#)
 - [Post Graduation data of student activity – Source: Decision Research and ISD Post Graduation Survey](#)
- [Confidence measure in working numerical problems and finances, using research and study methods, and being an informed consumer - Source: Decision Research and ISD Post Graduation Survey](#)

Smarter Balanced Assessments and Common Assessments

Rationale: Smarter Balanced Assessments SBA and ISD Common Reading Assessments are used because they measure critical thinking with questions that ask students to demonstrate their research, writing and problem solving skills.

- [Smarter Balanced ELA and Math](#)
- [Smarter Balanced ELA Claim Data, Source: OSPI EDS Score File](#)
- [2015-16 Language Arts Grade 8 Common Assessments](#)
- [2016-17 Language Arts Grade 8 Common Assessments](#)
- [2017-18 Language Arts Grade 7 Common Assessments](#)

2.2 read, write and speak the English language effectively for a wide range of purposes, including the interpretation and analysis of both literary and informational texts;

We interpret 2.2 to mean each student will be able to read closely and analytically to comprehend, and respond to, both verbally and in written form, a wide range of increasingly complex literary and informational texts for multiple purposes such as investigating topics, integrating, presenting information and reading for pleasure.

Evidence

Graduation requirements; students are required to take 4 credits of English to graduate.

Rationale: ISD and WA State graduation requirements require four credits of English which helps prepare our students to pursue higher education and/or specialized training.

MSP/SBA District Comparisons – Source: OSPI Report Card

Rationale: As noted above SBA scores are a valuable measure in monitoring student progress and skill attainment. The District also considers these scores along with those of our neighboring and like districts in order to check our students and system progress against districts with similar demographics.

- [2015-2016 SB/MSP District Comparison Chart](#)
- [2016-2017 SB/MSP District Comparison Chart](#)
- [2017-2018 SB/WCAS District Comparison Chart](#)

State Testing and College Entrance Testing

Rationale: SBA ELA results used to measure academic preparedness of students in English language studies. PSAT, SAT and ACT test results used as a measure of preparedness for college level course work. Note that the vast majority of our high school students take the SBA and PSAT. The SAT and ACT are taken by a majority of our students, but not all. These are also data points we can get broken out by ethnicity and demographics which helps inform our equity work related to opportunity gaps within our system.

- [Smarter Balanced ELA for High School Grade 11 2015-16, and Grade 10 2017-18. 2017-18 is the new baseline.](#)
- [SBA ELA High School 2015-16, 2016-17 and for 10th Grade 2017-18](#)
- [PSAT Scores by High School for 10th Grade](#)
- [PSAT Scores by High School for 11th Grade](#)
- [SAT Reading and Writing - Source: College Board and Skyward](#)

- [SAT College Bound Seniors –Evidence Based Reading and Writing Breakdown by Race/Ethnicity](#)
- [ACT English Mean Scores and Average Scores by Race/Ethnicity 2016, 2017, 2018 - Source: College Readiness](#)

AP and IB Courses and Testing

Rationale: AP and IB classes taken and test results are a good measure of a student's confidence to pursue higher education. However, not all students take these courses and/or the test which is why we do not solely rely on this data to inform our monitoring. As noted above most all students in the ISD take SBA assessments and the PSAT.

- [AP Tests by Gender, Ethnicity and Fee Reduction](#)
- [AP/IB English Courses; Exams, Enrollment, and Other English Courses by High School](#)

Survey Data

Rationale: Post graduation surveys are used to help us gather data about the preparedness of our students once they have graduated and are pursuing post high school options.

- [Post Graduation Survey on preparation for reading, writing and speaking – Source: Decision Research and ISD Post Graduation Survey](#)

Common Assessments

Rationale: The Fountas and Pinnel (F&P) reading assessments correlate positively with SBA results and directly assess reading fluency and higher level comprehension for both literary and informational texts.

- [2015-16 Grade 3 F&P Tri 1 and Tri 2 Common Reading Assessments](#)
- [2016-17 Grade 3 F&P Tri 1 and Tri 2 Common Reading Assessments](#)
- [2017-18 Grade 3 F&P Tri 1 and Tri 2 Common Reading Assessments](#)
- [2015-16 Middle School Common Reading Assessments, 8th Grade](#)
- [2016-17 Language Arts Grade 8 Common Assessments](#)
- [2017-18 Language Arts Grade 7 Common Assessments](#)
- [2015-16 High School Common Language Arts Assessments, 11th Grade](#)
- [2016-17 High School Common Language Arts Assessments, 11th Grade](#)
- [2017-18 High School Common Language Arts Assessments, 11th Grade](#)

Balanced Literacy and Readers Workshop

Rationale: Reader's workshop and balanced literacy reflect an approach to reading that is differentiated and is built upon instruction in higher level thinking skills applied to comprehension and analysis of literary and informational text.

- [Balanced Literacy](#)
- [Reader's Workshop grades 3-8](#)

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

We interpret 2.3 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.

Evidence

Graduation Rate, examples of Social Studies Curriculum and District Common Assessments, and enrollment in AP/IB Social Studies and numbers passing AP/IB exams

Rationale: We are providing information about our Social Studies Curriculum and common assessments because it demonstrates our student's exposure to and understanding of the social studies content covered in 2.3 of Ends 2.

- [Social Studies Curriculum on ISD Webpage](#)
- [2016-17 Social Studies District Common Assessment, Grade 6](#)
- [2017-18 Social Studies District Common Assessment, Grade 6](#)
- [Social Studies Year at a Glance, Grade 6](#)
- [Social Studies Year at a Glance, Grade 7](#)
- [AP/IB Social Studies Course Enrollment and Exams, Source College Board and IB Organization](#)

2.4 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 2.4 to mean each student is able to identify and understand why people organize to meet human needs at the local, national and international levels.

Evidence

Rationale: See above rationales for inclusion of Common Assessments, AP/IB course selection and assessment pass rates.

- Graduation rate
- Graduation requirements: Students are required to take 3 credits of Social Studies to graduate.
- US History District and World History Common Assessment
 - [2016-2017 U.S. History Common Assessment](#)
 - [2017-2018 U.S. History Common Assessment](#)

 - [2016-17 World History Common Assessment](#)
 - [2017-18 World History Common Assessment](#)
- Enrollment in [AP/IB Social Studies and numbers passing AP/IB exams](#); [Other Social Studies Courses w/Enrollment](#), [AP European Studies enrollment and pass rate](#)

2.5 understand and appreciate the basic concepts of fine, visual and performing arts;

Interpretation:

We interpret 2.5 to mean each student is able to demonstrate comprehension of the fundamental elements of fine, visual and performing arts.

Evidence

Rationale: We have provided examples of our art curriculum lessons, course enrollments, and graduation requirements in the arts. Taken collectively over time we believe that this builds our students understanding and appreciation of the arts.

- Art Lessons K-5, [example: 1st Grade](#)
- Elementary Art Docent Program, funded and coordinated by Issaquah Schools Foundation
- Grad Requirement 2 Credits of either Visual or Performing Arts
- [Middle School Visual Arts and Performing Arts](#)
- [Secondary Visual Arts Common Assessment Rubric](#)
- [High School Visual Arts and Performing Arts](#)

2.6 develop an appreciation of at least one other world culture, which may include the understanding of the basic structure of another world language.

We interpret 2.6 to mean each student will demonstrate knowledge and understanding of another world culture.

Evidence

Rationale: We use our Social Studies at a Glance scope and sequence documents to demonstrate the social studies concepts and units students are exposed to in order to develop and understanding and appreciation for other world cultures. Data on how much foreign language our students take is provided because that is where students learn the basic structures of another world language.

- Middle School Grades 6 and 7 Social Studies Year at a Glance Documents
 - [Social Studies Year at a Glance, Grade 6](#)
 - [Social Studies Year at a Glance, Grade 7](#)
- World History Common Assessments
 - [2016-17 World History Common Assessment](#)
 - [2017-18 World History Common Assessment](#)
- [AP/IB World Language Course Enrollment and Exams](#)
- [High School Enrollment in Foreign Language 2017-18](#)

Board approval: January 9, 2019