

ENDS 2: Academics and Foundations
PART 2
January 14, 2021

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

OSPI Report Card Update Schedule: 2019-20 Data Availability. “Due to complications from the unprecedented circumstances created by COVID-19 we are not able to provide an accurate long-term update schedule at this time. Thank you for your patience while we navigate this crisis together. If you have further questions about how our data collection cycle might be affected by recent events or any other general questions about the report card please contact reportcardredesign@k12.wa.us”

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	94
Class of 2018	91.8	93.6
Class of 2019	93.2	96.3
Class of 2020	95.6	

[Graduation Rate by School – Source: OSPI Report Card](#)

[Graduation Rates by Ethnicity/Race Program - 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](#)

Non-Graduation Report

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

[2019 Non-Graduation Report](#)

[2020 Non-Graduation Report](#)

[Issaquah School District OSPI website including graduation data](#)

[Graduation Rate, Disaggregated Data – Source: OSPI 2020](#)

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.

Students will:

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

We interpret 2.7 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.

Evidence

Graduates who have Math above Algebra 2

Rationale: These courses are required to access a variety of college majors and career choices

SB/MSP and SB/WCAS District Comparisons

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.

- [2016-2017 SB/MSP District Comparison Chart](#)
- [2017-2018 SB/WCAS District Comparison Chart](#)
- [2018-2019 SB/WCAS District Comparison Chart](#)

Postsecondary Graduation data - Education Research & Data Center

Rationale: The vast majority of our students are prepared to take college level math.

College Entrance Testing

Rationale: SAT and ACT test results used as a measure of preparedness for college level course work. The SAT and ACT are taken by a majority of our students, but not all. These data points are broken out by ethnicity and demographics which help inform our equity work related to opportunity gaps within our system.

- [SAT Math Mean Scores and Race/Ethnicity Charts - Source: College Board](#)
- [ACT Math Average Scores and Race/Ethnicity Charts – 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 Math Course Enrollment and Exams – Source: College Board and IB Organization](#)

Survey Results

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.

- [Confidence measure in working numerical problems and finances, using research and study methods, and being an informed consumer. Source: ISD Post-graduation Survey](#)

Smarter Balance and Common Assessments

Rationale: SBA and Common Assessments in math are used to measure academic preparedness of students.

- [SBA Math Grade 10, 2017-18 and 2018-19](#)
- [2017-18 Algebra 1 HS Common Assessments](#)
- [2017-18 Algebra 2 HS Common Assessments](#)
- [2017-18 Geometry Common Assessments](#)
- [2018-19 Algebra 1 HS Common Assessments](#)
- [2018-19 Algebra 1 MS Common Assessments](#)
- [2018-19 Algebra 2 HS Common Assessments](#)
- [2018-19 Algebra 2 MS Common Assessments](#)
- [2018-19 Geometry HS Common Assessments](#)
- [2018-19 Geometry MS Common Assessments](#)
- [2019-20 Algebra 1 HS Common Assessments](#)
- [2019-20 Algebra 1 MS Common Assessments](#)
- [2019-20 Algebra 2 HS Common Assessments](#)
- [2019-20 Algebra 2 MS Common Assessments](#)

- [2019-20 Geometry HS Common Assessments](#)
- [2019-20 Geometry MS Common Assessments](#)

[Common Assessments for Elementary](#)

[Common Assessments for Secondary](#)

[Middle School CC Math Sequence](#)

Rationale: Our middle school math sequence allows for informed self-select so that students can take courses that are appropriately challenging. This also allows for students who want to accelerate in order to take higher math classes in high school to do so.

[Middle School and 9th Grade Math Enrollment](#)

Rationale: This chart displays the options and pathways that students have and what choices they have made.

[Career and Technical Education – Class Enrollment for Middle School and High School](#)

Rationale: This chart displays the options and pathways that students have and what choices they have made.

Students will:

2.8 use analytic and scientific principles to draw sound conclusions;

We interpret 2.8 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.

Evidence

Graduation rate, MSP/SBA trends, SB/MSP and SB/WCAS District Comparison Charts, Common Assessments, AP/IB Science Courses and Exams and Other Science Courses

Rationale: These assessments and courses show students' ability to apply the scientific method.

- [2016-2017 SB/MSP District Comparison Chart](#)
- [2017-2018 SB/WCAS District Comparison Chart](#)
- [2018-2019 SB/WCAS District Comparison Chart](#)
- [2016-17 Biology District Common Assessment](#)
- [2017-18 Biology District Common Assessment](#)
- [2018-19 Biology District Common Assessment - High School](#)
- [2018-19 Biology District Common Assessment - Middle School](#)
- [2019-20 Biology District Common Assessment – High School](#)
- [2019-20 Biology District Common Assessment – Middle School](#)

- [Enrollment and Passing Rate in AP/IB Science Exams](#)
- [Other Science Courses - College in the High School](#)

ACT Science Scores and Ethnicity/Race Charts

Rationale: ACT test results used as a measure of preparedness for college level course work. The ACT is taken by many 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.

Students will:

2.9 understand and apply current and emerging technologies to demonstrate technology literacy and use technology to solve problems using both computational and critical thinking;

We interpret 2.9 to mean students will effectively use technology to facilitate and enhance their problem solving skills.

Evidence

Technology Graduation Requirement

On September 24, 2020 the Board unanimously agreed to remove the Technology Proficiency Graduation Requirement beginning with the 2021 graduating class. The rationale for this decision was based on the knowledge that technology is embedded in the ISD curriculum across all grades levels.

Core Curriculum

Rationale: Our core curriculum embeds instruction in critical thinking skills such as problem-solving, and students apply these skills in content areas. In addition, staff are expected to consistently incorporate technology into instruction and to facilitate student use of technology as a learning tool.

- A key focus for educators in Issaquah is our students' thinking skills, as high level thinking is critical for success in life especially in the 21st century. The importance of explicitly teaching thinking skills, engaging students in articulating their thinking processes, and posing rigorous critical-thinking questions for students to consider is an emphasis in each content area. Thinking skills and thinking habits provide the foundation for student learning in our rapidly changing digital world. We have [defined and prioritized twenty thinking skills](#) and [eight thinking habits](#) to be explicitly taught to our students, depending on the grade level and background knowledge of the learners.
- [Computational and Critical Thinking Skills](#)
- During the 2018-19 school year, high school social studies teachers were asked to identify ISTE technology standards that are addressed in core social studies courses. During the 19/20 school year high school science and math teachers identified technology standards that are addressed within their content area. The standards are

now part of the HS course catalog. We anticipate adding tech standards to the ELA classes for the 21/22 school year. The standards are included in the [HS course guide](#).

Speak Up Survey Data

Rationale: Speak Up Survey data identifies student reflections about their use of technology to support their learning.

- [2017-18 Survey question on student use of technology in the classroom](#)
- [2017-18 Survey question on student learning as a result of technology use](#)
- [2018-19 Survey question on student use of technology in the classroom](#)
- [2018-19 Survey question on student learning as a result of technology use](#)
- 2019-20 Survey not administered due to the Covid-19 pandemic

Covid-19 and Remote Learning

The 2019/20 school year was impacted by the worldwide Covid-19 pandemic. Physical schools in Issaquah closed on March 13, 2020 with all classes K-12 shifting to remote learning. Teachers and students utilized a variety of technologies to access learning. From hotspots and laptops to Seesaw, Clever, Classlink, Teams, Zoom and more, students were launched into a new online learning environment.

Technology Course Enrollment and Program Participation

Rationale: Students enrolled in these courses demonstrate understanding and application of current and emerging technology through coursework.

- [Elementary Science and Technology Magnet Program](#)
- [Middle School Technology and STEM Classes](#)
- [Middle School Enrollment by Ethnicity, Service and Gender](#)
- [High School Technology Class Enrollment HS Tech and STEM Classes](#)
- [High School Enrollment by Ethnicity, Service and Gender](#)
- Gibson Ek High School
 - Students have a variety of ways in which they interact with and learn new technologies. First, all students are proficient in Google Literacy through management of their own Google dashboard system and evidence of learning. Students create a digital portfolio and showcase featured evidence of learning through an online, interactive transcript used for college admissions.
 - In addition, students select from topics that interest them and explore learning opportunities from Crash Labs, Design Labs, and Internships to develop skills and knowledge in their area of interest. Students write individual learning plans to articulate what they want to learn and their plan to achieve their goals.
 - The design lab sessions include a variety of technology based topics a few examples include Student Media, Creating MP3s, Garageband, Python Programming, Robotics, Coding for Non-coders.
 - Internship sites with a heavy focus on technology include Aviation Training Center, Artitudes Design, Bloomz, Castus, Digipen Institute of Technology, Gibson Ek Recording Studio, Go Daddy, and Haiku Deck.

[Extra-curricular technology club participation - link](#)

Rationale: These clubs provide opportunities for students to demonstrate their understanding of current and emerging technologies and computational and critical thinking skills.

Students will:

2.10 *apply academic skills to life situations;*

We interpret 2.10 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.

Evidence:

Percentage of students with successful admission to post-secondary education opportunities

Rationale: Completing the admission process to a post-secondary education is one area where students have applied their knowledge to real life situations.

[ERDC High School Graduate Outcomes, Postsecondary enrollment in the first year after graduation](#)

**Graduation Requirements and High School Course Guides
Gibson Ek Graduation Requirements**

Rationale: See the overall evidence rationale on page 2 of this report.

Survey Data

Rationale: Our surveys helps 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.

- [Post Graduation Survey on preparation for reading, writing, numerical skills and research and study methods - Source: ISD Post Graduation Survey](#)

Board approval: