

ENDS 2: Academics and Foundations (Draft)

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 education 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.

Limitations inherent in E2: Assessment systems are imperfect measurements of learning. In addition, ongoing changes in state assessments and standards impact our ability to analyze data trends. While the data is stable, post graduate data is reported at different intervals.

Interpretations of 2.1-2.8 (Below are the beginnings of sample interpretations and types of evidence for each sub-bullet.)

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

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

We interpret:

- “effective” to mean meeting state EALRs and GLEs, assessment requirements, local graduation requirements, and excelling in advanced English opportunities. **Evidence: alignment between our courses and state requirements/standards, grad requirements, WASL/HSPE/MSP, Stanford, AP/IB, SAT, etc.**
- “for a wide range of purposes” to mean being able to communicate in the English language to pursue post-secondary education goals. **Evidence: Post-secondary information such as remedial English rates, grad surveys about preparedness in English, etc.**

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

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

- “fluency” to mean meeting state EALRs and GLEs, assessment requirements, local graduation requirements, and excelling in advanced Mathematics opportunities. **Evidence: alignment between our courses and state requirements/standards, grad requirements, WASL/HSPE/MSP, Stanford, AP/IB, SAT, etc.**
- “broad range of post-secondary opportunities and career choices” to mean Washington state two- and four-year college/university entrance requirements, and specialized career training requirements. **Evidence: Number of students taking 3 and 4 years of high school mathematics, number of students completing math courses in high school beyond pre-calculus including AP/IB mathematics, and percentages of students continuing post-secondary education in 2- and 4-year colleges and universities and specialized training institutions.**

2.5 use analytic and scientific principles to draw sound conclusions

We interpret

- “scientific principles” to mean the inquiry-based scientific methods that include formulating a hypothesis, applying processes and procedures, collecting and

analyzing data to test the hypothesis, and drawing informed conclusions. **Show alignment between coursework and scientific principles.**

- “draw sound conclusions” to mean meet state GLES, EARLS, local graduation requirements, advanced coursework, etc. **HSPE, MSP, IB/AP, class grades, number of advanced courses, grad requirements, etc.**

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

**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;*

**2.8 apply academic skills to life situations*