

ENDS 2: Academics and Foundations

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 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.

Capacity Building:

Exploration of other data sources including a possible graduate survey.

Evidence

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.

- Alignment: District 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 EALRs.
- Post-high school enrollment information ([Post-secondary pie chart](#))
- Confidence to pursue: Graduate responses as to preparedness upon graduation ([capacity building- Culminating Project Data](#))
- High School Proficiency Exam (HSPE) % meeting standard in reading, writing, math, and science ([HSPE data](#))
- Confidence measure: Question 20 of Decision Research Survey ([3](#), [5](#), and [10](#))
 - [3- Numerical problems and finances](#)
 - [5- Using research and study methods](#)
 - [10- Informed consumerism](#)
- Graduation rate/Breakdown of students not graduating on time

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

We interpret 2.2 to mean each student will be able to adequately communicate in the English language in order to pursue the post-secondary education goals of their choosing. These choices include two- and four-year colleges and universities and *specialized career training* in programs that prepare students for a particular career, such as apprenticeships, technical schools, and military service.

- Alignment: District 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 EALRs.
- Graduation requirements: Students are required to take 4 credits of English to graduate. Percentage of students NOT graduating because of this requirement.
- Proficiency: Graduation rate, WASL/HSPE trends, English SAT, English ACT, enrollment AP/IB English and numbers/percentage passing exam.

- Confidence measure: Question 20 of Decision Research Survey (1, 2, and 4).
 - 1- Reading for information and pleasure
 - 2- Writing reports, letters, and notes
 - 4- Speaking proper English

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

We interpret 2.3 to mean each student will communicate adequately in a language other than English in order to pursue post-secondary opportunities of their choosing: including two and four-year colleges and universities and programs that prepare students for a particular career, including apprenticeships, technical schools, military service, and specialized training programs.

- Alignment: World language classes are recognized by state universities; they define high-school proficiency as two years of one language. *Note: universities do not define proficiency as fluency.
- University World Language entrance requirements (2-years): percentage passing two years of a world language
- Percentage of students who enter our system speaking and reading a language other than English ([Capacity building](#))

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 2.4 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.

- Alignment: District 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 Performance Expectations formerly EALRs/GLEs
- Graduation requirements: Students are required to take 3 credits of Math in high school to graduate. Percentage of students NOT graduating because of this requirement.
- Proficiency: Graduation rate, WASL/HSPE trends, Math SAT, Math ACT, enrollment in AP/IB Math and numbers passing AP/IB exams.

2.5 use analytic and scientific principles to draw sound conclusions

We interpret 2.5 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.

- Alignment: District 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 EALRs/GLEs
- Graduation requirements: Students are required to take 2 credits of Science in high school to graduate. Percentage of students NOT graduating because of this requirement.
- Proficiency: Graduation rate, WASL/HSPE trends, enrollment in AP/IB Science and numbers passing AP/IB exams.

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

We interpret 2.6 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.

- Alignment: District 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 EALRs/GLEs
- Graduation requirements: Students are required to take 3 credits of Social Studies to graduate. Percentage of students NOT graduating (for reasons including not meeting this requirement) because of this requirement.
- Proficiency: Graduation rate, enrollment in AP/IB Social Studies and numbers passing AP/IB exams.

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;

We interpret 2.7 to mean each student is able to identify and understand why people organize to meet human needs at the local, national and international levels.

- Alignment: District 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 EALRs/GLEs
- Graduation requirements: Students are required to take 3 credits of Social Studies to graduate. Percentage of students NOT graduating because of this requirement.

- Proficiency: Graduation rate, enrollment in AP/IB Social Studies and numbers passing AP/IB exams.

2.8 apply academic skills to life situations

We interpret 2.8 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.

Percentage of students with successful admission to post secondary education opportunities

Graduation requirements:

Applicable post-graduation survey results

Confidence measure: [Question 20 of Decision Research Survey \(1, 2, 3, and 5\)](#).

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