

**ISSAQUAH SCHOOL DISTRICT
ENDS 4: TECHNOLOGY
MONITORING REPORT
May 13, 2015**

Students will understand and apply current and emerging technologies to extend their personal abilities and productivity.

Interpretation:

- We interpret **students** to mean all students in our K-12 educational system and students who have recently graduated.
- We interpret **understand and apply** to mean that students use technology appropriately throughout their K-12 school experience.
- We interpret **current and emerging technologies** to include the wide array of technology from personal cell phones to highly specialized software and hardware that is being continually created, upgraded, extended, and implemented throughout our society.
- We interpret **to extend their personal abilities and productivity** to mean that our students at every level are using technology to collaborate, innovate, communicate, investigate and solve problems in a safe, legal, and ethical manner.

Last year the School Board created Executive Limitation 15 to separate much of the technology data reporting from Ends 4 and place it in Executive Limitation 15. The Board accepted the Ends 4 report for school year 2012-2013 in its previous format on May 28, 2014 with the understanding that the Board would be presented with a new proposal for Ends 4 in 2014-2015.

Reasonable progress:

We have confidence that our students are meeting the target of Ends 4 as they use technology appropriately embedded in classroom instruction and learning activities, aligned with Washington Educational Technology Standards and Common Core Standards in Educational Technology. Students have opportunities to learn, and to demonstrate these skills and proficiencies at school as they progress through the elementary grades and the variety of content areas in their middle and high school years.

Evidence:

Technology in the context of the classroom is not unlike technology in a career or daily life. In school the focus is on learning and instruction using whatever tools are most appropriate and best serve the learning needs of each student whether a tablet, laptop, graphing calculator, pencil, or ruler. At work or in daily life, the choices are the same – which tool works best for an activity. In our classrooms different tools including a variety of technology choices are provided for students and teachers along with access to curriculum and to Internet resources. The use of technology cannot be separated from student learning activities or teacher instruction to create a numerical value or comparison of the impact technology has on learning. Instead we build the capacity for students to reach E-4 by providing appropriately integrated experiences within instruction and learning experiences daily across all content areas. Students use various tools including technology of their choice in collaborating, innovating, problem solving, and creation of projects and publications that are meaningful and enhance what they know and can do. These opportunities start in Kindergarten and build every year throughout a student's educational life and experiences in the Issaquah School District.

Our target which is included in the current ISD-IEA contract is for all classroom teachers in the Issaquah School District to provide an OSPI Tier 3 classroom. *“ISD Technology Training: Each Fall, the District will publish a menu of paid technology training options to support staff in reaching Tier 3 classroom integration.”*

[OSPI created the Tiers of Technology Integration into the Classroom Indicators to help teachers determine the kind of classroom they were providing for their students and provide growth examples.](#) In a Tier 1 classroom technology is used by the teacher for their job. In a Tier 2 classroom the teacher facilitates student group activities and student use of technology. A Tier 3 classroom provides a powerful, student-centered 21st century learning environment in which **students are actively engaged in using technology in individual and collaborative learning activities**. In Tier 3 classrooms students can demonstrate E-4.

The Washington State Educational Technology Standards combine with the integrated technology Common Core State Standards to provide the guidance and activities through which a classroom can be a Tier 3 environment. Particularly in Issaquah with the phenomenal support of our community, we have the classroom technology to implement the standards within the district's curriculum.

[The OSPI Educational Technology Standards](#) were written in 2008. Along with the EALRs and Components are included GLEs. The GLEs suggest evidence of learning along with basic level examples and 21st century learning environment examples and a variety of possible content area connections.

With the adoption of Common Core State Standards in 2011, OSPI has created a [Crosswalk with the Educational Technology Standards and the Common Core State Standards for teachers](#).

Special Services

Currently Special Services is using technology in a variety of ways. We have a part-time Assistive Technology specialist who helps to support student/classroom needs. Hardware consists of the following: 10 RedCat Soundfield Systems for students with hearing impairments; 14 FM Systems for students with hearing impairments; 41 classroom-use iPad; 16 student-use iPads for Literacy; 9 student-use iPads for Communication; 6 student-use laptops; and 2 student-use iPod Touch devices. Software for individual student use consists of: 19 Co-Writer, 12 Draft-Builder, 3 Snap & Read, and 11 Classroom Suites. In the coming year we will be expanding the use of each of these software systems as well as adding to our bank of laptops for student use.

Graduation Requirement

The TechSmart class is required at sixth grade at BLMS, IMS, MMS, PLMS, and in seventh grade at PCMS. TechSmart meets the high school requirement for technology. [The curriculum is attached.](#)

School	# of students who took Tech Smart 2013-14	# of students who failed	Failure Rate
Issaquah MS	255	1	0.4%
Maywood MS	323	4	1.2%
Pine Lake MS	266	1	0.4%
Beaver Lake MS	288	0	0.0%
Pacific Cascade MS	267	2	0.7%

The required middle school TechSmart classes have implemented a pretest and posttest each trimester during school year 2014-2015. The information will be available from Skyward for the 2015-2016 Ends 4 monitoring report.

Students who enter the Issaquah School District after middle school have several options by which they can meet the high school requirement, including but not limited to taking the Introduction to Computer Science class or the Technology Challenge Test. Students can check the Course Guide each year for other classes that meet the high school graduation requirement.

When classes were selected to meet the high school graduation requirement the criteria was to examine what skills were missing in a typical classroom so what class(es) could fill in the 'holes' in the Educational Technology Standards to support creating a technologically adept student. For example most classes use a word processor within their learning activities so teaching word

processing skills would not be required in a class to meet high school technology proficiency as students would have that skill. However creating original works or functions to perform tasks would be skills that would contribute to that development. [The standards document that was used at the time the selections were made is attached.](#)

Going forward, examination of new technology courses will be completed yearly, through the new course proposal process, to determine if they meet the criteria for the high school graduation requirement.

School	# of students who took Tech Challenge 2013-14	# of students who failed	Failure Rate
Issaquah High	299	38	13%
Liberty	46	1	2%
Skyline High	129	18	14%
Tiger Mt.	10	4	40%

Technology Classes

Many technology classes are offered from grades six through twelve.

Middle School

Middle School Technology Classes	# of students who took class in 2013-14	# of students who failed	Failure Rate
BEAVER LAKE MIDDLE SCHOOL			
Digital Photography	57	0	0.0%
Visual Arts Exploratory	90	0	0.0%
Visual Arts	22	0	0.0%
Web Design	42	0	0.0%
ISSAQUAH MIDDLE SCHOOL			
Digital Photography	18	0	0.0%
Multi Media	22	0	0.0%
TV Production	8	0	0.0%
Video Media	34	0	0.0%

MAYWOOD MIDDLE SCHOOL			
Film Making	44	0	0.0%
Mixed Media Art	108	0	0.0%
Automation & Robotics	39	0	0.0%
PACIFIC CASCADE MIDDLE SCHOOL			
Digital Photography 6	60	0	0.0%
Digital Photography 7, 8	38	3	7.9%
ILYNX	5	0	0.0%
Video Production 6	53	1	1.9%
Video Production 7, 8	18	0	0.0%
PINE LAKE MIDDLE SCHOOL			
Digital Photography 6	73	0	0.0%
Electronics	26	0	0.0%
Video Production 7, 8	34	0	0.0%

High School

High School Technology Classes	# of students who took class in 2013-14	# of students who failed	Failure Rate
ISSAQUAH HIGH SCHOOL			
Robotics 7th period	21	0	0.0%
Photography 1	174	5	2.9%
Photography 2	64	0	0.0%
Advance Computer Science Topics/Projects	8	0	0.0%
AP Computer Science A	77	3	3.9%
Journalism 1	15	1	6.7%
Journalism 2	4	0	0.0%
Journalism 3	1	0	0.0%
Yearbook 1	28	1	3.6%

Yearbook 2	4	0	0.0%
Yearbook 3	2	0	0.0%
Graphic Design II	12	0	0.0%
Intro to Computer Science	87	8	9.2%
Intro to Engineering Design	30	2	6.7%
Engineering Robotics	28	0	0.0%
AP Computer Science Sem 2 Online	1	0	0.0%
LIBERTY HIGH SCHOOL			
AP Computer Science	20	5	25.0%
Journalism	37	0	0.0%
Journalistic Writing	21	1	4.8%
Yearbook	29	0	0.0%
Editor Yearbook	2	0	0.0%
Intro Computer Science	61	1	1.6%
Intro to Engineering Design	52	0	0.0%
SKYLINE HIGH SCHOOL			
Robotics Lab 7th period	15	1	6.7%
Digital Photo Online	1	0	0.0%
IB Computer Science SL	56	0	0.0%
Journalistic Writing	32	0	0.0%
Adv Journalistic Writing	3	0	0.0%
Yearbook	30	0	0.0%
Yearbook 2	1	0	0.0%
Graphic Design II	53	1	1.9%
Intro Computer Science	101	1	1.0%

Technology Options Outside School Hours

Many schools have classes outside the school day that are provided by staff, PTA, and some outside vendors. On the next page is a listing.

School	Outside School Day Technology Classes
Apollo	TechSmartKids Intro to Coding II from outside vendor
BLMS	Robotics, Scratch, Gaming Club, Broadcast, Newspaper Club, Yearbook Club
Briarwood	Scratch
Cascade	TechVenture, Lego Jr. LEAP4kidz
Challenger	Scratch; Techno Club (Eastside Enrichment)
Clark	None
Cougar	Scratch, Lego Jr. Engineer, Techno Club
Creekside	Engineering for Kids, Bricks4Kidz, Techno Club
Discovery	Techno Club, Scratch (past)
Endeavour	Robotics (housed elsewhere)
Grand Ridge	Robotics
IHS	Robotics, Rocketry, Theater Tech, Astronomy, Videogame Club
IMS	Robotics Club
IVE	Scratch, Lego Engineering, Design with Technology
Liberty	Robotics, Gaming Club, Physettes (Physics and Tech targeted for female students)
Maple Hills	None
MMS	Robotics
Newcastle	Scratch
PCMS	Robotics Class, Video Game Club
PLMS	Robotics
Skyline	Technology Club, Robotics, Video & Anime Guild Club, Engineering Club, Rocketry Club
Sunny Hills	Robotics
Sunset	None
Tiger	None
Summer School	Robotics \$250, two weeks, offered twice Video Editing

Digital Citizenship

The Children's Internet Protection Act (CIPA) requires schools to provide Internet Safety training every year to all students. There is no provision from CIPA for what curriculum is used so each school makes its own choices of Internet Safety Curriculum. In Issaquah all schools are required to complete Internet Safety Training and [submit a completed form](#) certifying that they have done so. The completed certifications are sent to the Executive Director of Educational Technology.

Capacity Building:

Students in Grades 3, 4, 5, 6, 7, 8 and 11 are participating in the Smarter Balanced Assessment (SBA) during school year 2014-2015. As this is the first year there has much preparation of lessons and examples for students not only of content but of the technology tools that are used in the test to assure students are comfortable and familiar with the tools during the testing. In addition all students must take one of the Training Tests prior to the real SBA. The Training Test exposes the students to all of the available tools used within the online SBA and gives them an opportunity to practice.

Data from eighth grade records will be pulled from Skyward to determine how many incoming freshmen have met the Tech Proficiency Requirement.

As we reflect on opportunities for students in the future we will assure that students have equal access to STEM based technology courses through an annual review of offerings by site.

Board Approval: