

## ENDS 3: Citizenship

January 13, 2016

Students will live as responsible citizens.

### Interpretation:

- We interpret “**students**” to mean each student in our pre-K-12 system.
- We interpret “**live as responsible citizens**” to mean that current students:
  1. Will conduct themselves in a manner that reflects community values and aligns with the behavior expectations outlined in state law and District and school behavior policies; and
  2. Demonstrate knowledge, application, and proficiency in their studies of American citizenship and cultural, global, and environmental awareness in classes that have standard curricula that specifically align with this End.

**Reasonable progress:** We have confidence that students are meeting the targets of Ends 3 when they participate in our PreK-12 educational program and show successful adherence to all behavior expectations and apply learning from required citizenship courses. Therefore, the monitoring report will show students are living as responsible citizens and are conducting themselves in a manner that reflects community values, ethical principles and is in line with state and district behavior policies and expectations. In addition, students will demonstrate environmental awareness and their contributions towards appropriate stewardship.

Students will:

### **3.1 understand and respect the freedoms, rights and responsibilities of being an American citizen and participating in a representative democracy at the local, state and national levels;**

- We interpret “**understand and respect**” to mean knowledge of and appreciation for.
- We interpret “**freedoms, rights, and responsibilities of being an American citizen**” to mean the ideals and rules as defined in the Constitution, state law, district policy, and student handbook.
- We interpret “**participate in a representative democracy**” to mean to engage in activities that reflect the rules and norms of American citizenship.

**Evidence:**

- Alignment: Specific EALRs/GLEs are embedded in the Social Studies scope and sequence that align with E-3.1, 3.3; Link - [OSPI Social Studies Learning Standards](#)
- Requirements: Students must meet Social Studies requirements at the elementary, middle and high school levels.
- Proficiency: Graduation rate- Percentage of students (at minimum) who have successfully met these Social Studies requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.

**2014-2015 Link Crew Data**

	<b>Issaquah HS Eagle Crew</b>	<b>Liberty HS Patriot Crew</b>	<b>Skyline Link Crew</b>
<b># Link Crew Leaders</b>	72	58	110
<b>Grade level of leaders</b>	10 <sup>th</sup> thru 12 <sup>th</sup>	11 <sup>th</sup> and 12 <sup>th</sup>	12 <sup>th</sup>
<b>Students served – freshmen &amp; transfer</b>	580	334	550

[WEB – Where Everyone Belongs \(Middle School Program\)](#)

**Graduation Rate**

**E-3.1, 3.2, 3.3, 3.4, 3.6**

Source: OSPI School Report Card

	<b>% On-time Adjusted 4 year cohort</b>	<b>% Extended Adjusted 5 year cohort</b>
Class of 2010/Baseline	92.7	94.5
Class of 2011	91.1	93.3
Class of 2012	91.8	94.7
Class of 2013	92.9	94.3
Class of 2014	92	

**3.2 understand and apply ethical principles in all aspects of life;**

- We interpret “**understand and apply**” to mean acquiring knowledge and demonstrating and transferring this knowledge.
- We interpret “**ethical principles**” to mean right and wrong as defined in the Constitution, state law, district policy, and student handbook.
- We interpret “**all aspects of life**” to mean interactions in the school, home, and both local and global communities.

**Evidence:**

- Alignment: Students must meet specific behavior expectations that align with E 3.2. All student behavior expectations are in the student handbooks. ISD Student Handbooks are currently under redesign and will available to the public within the next few weeks prior to registration for the 2016-17 school year.
- Requirement: All students are exposed to and instructed on the behavior policies of each school with student and parent sign-off.
- Proficiency: Graduation rate- Percentage of students demonstrating successful adherence to these behavioral expectations.
- Fidelity: Principals are credentialed and receive annual training regarding student discipline.
- Application: HYS – “Feeling Safe” and “Skipping School”
- Application: Truancy Rates (Skyward)
- Application: Discipline Rates—District-wide and any concerning areas, in particular weapons incidents, cheating incidents and bullying.

[Link to the 2014 Healthy Youth Survey](#) – Link to the entire survey.

**Percent of Students Who Report That They Feel Safe at School**

**E-3.2**

Source: Healthy Youth Survey 2010, 2012, 2014

Survey Year	2010		2012*		2014	
	Local	State	Local	State	Local	State
Grade 6	93	87	92	88	92	89
Grade 8	91	83	89	84	91	86
Grade 10	92	85	89	85	90	85
Grade 12	92	88	IHS 93 LHS 91	87	93	87

\*Data for Grade 12 includes IHS and LHS only.

**Percent of Students Who Report Skipping School**

**E-3.2**

Source: Healthy Youth Survey 2010, 2012, 2014

Survey Year	2010		2012*		2014	
	Local	State	Local	State	Local	State
Grade 6	8	17	9	17	12	17
Grade 8	12	19	10	15	9	15
Grade 10	17	21	11	18	10	18
Grade 12	25	28	IHS 18 LHS 17	24	19	28

\*Data for Grade 12 includes IHS and LHS only.

**Truancy Rates**

**E-3.2**

Source: OSPI School Report Card

School Year	2012-13		2013-14		2014-15	
	Local	State	Local	State	Local	State
Unexcused absences rate	.2%	.5%	.2%	.5%	.2%	.6%

**Discipline Data**

**E-3.2**

Source: Skyward, OSPI

School Year	2012-2013	2013-2014	2014-2015
Enrollment (Oct. 1 headcount) (Source: OSPI)	17,905	18,620	19,213
Total Weapons Incidents (Source: OSPI/Cedars)	12	13	16
Cheating Incidents (secondary) (Source: Skyward)	193	152	125
Bullying (Source: OSPI/Cedars)	26	59	17

**3.3 demonstrate an awareness of global events and economics and their impact on local communities and personal lives;**

- We interpret “**awareness of global events**” to mean knowledge of a larger community outside of school, city, county, state, and nation.
- We interpret “**economics**” to mean value of goods and services and how they contribute to a civil society.
- We interpret “**local communities**” to mean all entities that reside within the school district.
- We interpret “**personal lives**” to mean each student’s family and friends.

**Evidence:**

- Alignment: Specific EALRs are embedded in the Social Studies scope and sequence that align with E-3.3.
- Requirements: Students must meet Social Studies requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate- Percentage of students (at minimum) who have successfully met these Social Studies requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; how we supervise teachers to ensure fidelity.
- Application: Data from Post Graduate Survey around preparedness of our graduates: *Upon graduation how prepared did you feel in each of the following areas, regardless of where you acquired knowledge or skills: Understanding national/world problems and issues?*

**Post –Graduation Survey Data**

**E-3.3**

Source: Decision Research 2009, 2011, 2013

Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired knowledge or skills:

Understanding national/world problems and issues

Class Of	Very Unprepared	Somewhat Unprepared	Not Sure	Somewhat Prepared	Very Prepared
2009	5%	15%	12%	39%	28%
2011	5%	12%	18%	46%	18%
2013	4%	15%	3%	39%	33%

**3.4 understand and respect diverse cultures;**

- We interpret “**understand**” as having knowledge and comprehension of.
- We interpret “**respect**” as acting in a way that honors a person’s rights and cultural context.
- We interpret “**diverse cultures**” to mean history, beliefs and behaviors of peoples throughout our schools, community, and the world.

**Evidence:**

- Alignment: Specific EALRs are embedded in the Social Studies scope and sequence that align with E-3.4.
- Requirements: Students must meet Social Studies requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met these Social Studies requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.
- Application: All adopted curriculum is analyzed for racial and cultural bias.
- Number of books in elementary school guided reading book rooms that address cultural diversity.
- The District’s emphasis on creating a Culture of Kindness is evident in all of our buildings through student activities, bulletins boards, clubs, staff messages and role modeling.
- Intentional professional development on Cultural Competency with District administrators. [Cultural Competency Training for ISD Administrators 2014-15](#)

**ISD K-5 Bookroom Books Addressing Cultural Diversity**

School Year	Total Number of Books	Books Addressing Cultural Diversity	Percentage of Books Addressing Cultural Diversity
2014-15	528	47	9%

[Bookroom Titles Addressing Cultural Diversity - Dec 2014](#)

**3.5 utilize natural resources in an efficient, sustainable way, ensuring the rights of future generations to enjoy a clean and resourceful planet;**

- We interpret “**utilize**” to mean reduce, reuse, and recycle.
- We interpret “**natural resources**” to mean materials occurring in nature.
- We interpret “**efficient**” to mean responsible.
- We interpret “**sustainable**” to mean to last or continue over time.

**Evidence:**

- Alignment: Specific EALRs are embedded in the Social Studies and Science scope and sequence that align with E-3.5.
- Requirements: Students must meet Social Studies and Science requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met Social Studies and Science requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies or Science class; we supervise teachers to ensure fidelity.
- Application: Data on district wide and building conservation efforts (refuse and recycling).
- Application: Students are exposed to KC surface Water Management Education Program.

**E-3.5, 3.6**

**Resource Conservation Program Summary**

The Resource Conservation Program started in September of 2001 to provide ongoing management of energy, water, waste reduction, recycling and collection of food scraps for composting to minimize consumption of district resources and utility costs. Sustaining an effective resource conservation program over time requires continuous monitoring of all district facilities and providing conservation education to our students and staff.

[Resource Conservation Report, Chris Bruno, December 2015](#)

**3.6 recognize how their personal and collective actions impact the environment.**

- We interpret “**recognize**” to mean to acknowledge and appreciate.
- We interpret “**personal actions**” to mean individual behaviors resulting in good and/or bad consequences.
- We interpret “**collective actions**” to mean group behaviors resulting in good and/or bad consequences.
- We interpret “**impact the environment**” to mean effect on our world.

**Evidence:**

- Alignment: Specific EALRs are embedded in the Social Studies and Science scope and sequence that align with E-3.6.
- Requirements: Students must meet Social Studies and Science requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met Social Studies and Science requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies or Science class; we supervise teachers to ensure fidelity.
- Application: Data on district wide and building conservation efforts (refuse and recycling).
- Senior Exit Survey – question on service to others and community impact.

**Community - Question 7**

Source: Senior Exit Survey

<i>In general, I was often given the opportunity to participate in learning activities that emphasized serving others and making a positive impact on the greater community during my high school years. (Senior Exit Survey)</i>				
<b>Strongly Agree/Agree</b>	<b>Issaquah High</b>	<b>Liberty</b>	<b>Skyline</b>	<b>Tiger Mountain</b>
<b>2012 Baseline</b>	83%	80%	84%	100% of 1
<b>2013</b>	84%	83.7%	80%	72.7% of 11
<b>2014</b>	84.4%	78.2%	78.3%	No data
<b>2015</b>	77.65%	81.39%	80.14%	85.72% of 14

**Interdistrict Student Council Projects:**

Major assignments/activities IDSC participated in last year.

- KingCo Interhigh for New Officers
  - Attended a conference at Bellevue High School led by Phil Boyte to develop their leadership skills and brainstorm ways to improve the effectiveness of ASB in their buildings
- Planning and Leading the KingCo Sportsmanship Interhigh
  - Students organized the KingCo Sportsmanship Interhigh in November
  - Students met multiple times to come up with a variety of activities focused on developing good sportsmanship between the schools in the KingCo League
  - Over 200 students attended the conference and IDSC students led the breakout sessions
    - Breakout sessions involved activities and discussions related to game attendance, unifying the student body through school spirit, the role of social media, interactions between schools, cheers, and working with their schools to create an action plan for promoting positive sportsmanship at their school
- Creating a new role for IDSC members in the 2014-2015 School Year
  - Evaluated the current role of the IDSC



- Worked to create new roles and responsibilities for IDSC moving forward
  - Determined Executive Board members to serve as board representatives
  - Created a new position called the Social Action Ambassador for students at each school. Helped create description and application for new Social Action Ambassador Board

### **Capacity Building**

- Board work around tolerance of differences definitions.
- Possible Common Assessment data from civics courses from the Skyline 2015-16 school year.

### **Limitation in Data Collection**

- Some data is collected only every two years; e.g., Post-Graduate Survey and Healthy Youth Survey
- OSPI reports are sometimes one or more years behind.
- Disaggregated data is not always available using OSPI data, which is the best data currently available for some topics.

*Board Approval:*