

ENDS 2: Academics and Foundations
PART 1 (December 13, 2017)
November 9, 2016

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

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 2012	91.8	94.7
Class of 2013	92.9	94.3
Class of 2014	92	93.4
Class of 2015	92	

Graduation Rate by School

Source: OSPI Report Card

Class of 2015/Baseline	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort
IHS	92.8	93.9
LHS	89.8	92.9
SHS	96.1	97.1

2016 Non-Grad Report

Source: Skyward

The Non-graduated Report is unduplicated count of students for the Grad Year of 2016

School	Down Credits	Testing	Non-Grads- unspecified	Total
Issaquah High	4		15	19
	*Class of 2016 N=512; 3.7% non-grads			
Liberty High	1		6	6
	*Class of 2016 N=291; 2.1% non-grads			
Skyline High			2	2
	*Class of 2016 N=481; 0.4% non-grads			
Tiger Mountain			1	1
	*Class of 2016 N=7; 14.3% non-grads			

*N is the total of Grads and Non Grads for the Class of 2016 (Base Grad Year)

Count of Students Enrolled in College the Fall Immediately After High School

Source: Education Research and Data Center

2014 P-20 Reports Comparing Districts (Cohort)

Graduating Class of 2014	Washington					Out of State					Total	
		Public	Private	Public	Private		Public	Private	Public	Private	HS Grads	% Going to College
	Total	4yr	4yr	2yr	2yr	Total	4yr	4yr	2yr	2yr		
Issaquah	72%	40%	6%	25%	0-1%	28%	15%	12%	0-1%	0-1%	1206	84%
Statewide	82%	31%	5%	45%	0-1%	18%	8%	8%	2%	0-1%	65881	61%

Students will:

2.1 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.

Evidence

- Senior Exit Survey
- Grads Immediately After Graduation (Decision Research and ERDC)
- Post-secondary Participation Characteristics (ERDC)
- Confidence measure: Question 20 of Decision Research Survey
 - 3- Numerical problems and finances
 - 5- Using research and study methods
 - 10- Informed consumerism
- Smarter Balanced Assessments meeting standard in, English Language Arts (ELA), math, and science
- Middle School Common Reading Assessment (MSCRA) Grade 8

Confidence/Preparedness to Pursue Question 11

Source: Senior Exit Survey

<i>I feel prepared for and am hopeful and optimistic about my future (Senior Exit Survey)</i>				
Strongly Agree/Agree	Issaquah High	Liberty	Skyline	Tiger Mountain
2012 Baseline	94%	89%	95%	80%
2013	96%	97%	96%	100% of 11
2014	95%	93%	95%	No data
2015	90%	91%	94%	93% of 14
2016	90.3%	89.4%	93.1%	N/A

Grads immediately after graduation of the students who took the survey

Source: Decision Research Survey (administered bi-annually)

Graduation Year	% School Full Time	% School FT Work FT	% School FT Work PT	% School PT Only	% School PT Work PT	% Work FT Only	% Work PT Only	% Military	% Unemployed	% Other
2007 N=324	58	4	19	1	3	8	2		1	2
2009 N=332	63	1	18	1	4	4	2	1	2	4
2011* N=333	59	1	13	3	5	4	4	2	4	5
2013** N=343	59	1	15	1	6	7	2	1	1	5
2015*** N=332	54	1	22	1	5	4	2	2	2	8

* Of the students who responded to the 2011 survey, 81% reported they are in school full or part time.

** Of the students who responded to the 2013 survey, 82% reported they are in school full or part time.

***Of the students who responded to the 2015 survey, 83% reported they are in school full or part time.

This chart applies to 2.1, 2.2, 2.3, 2.4, 2.5, 2.9
**Postsecondary Participation Characteristics for
 Students Enrolled in Washington Public Institutions**

Source: Education Research and Data Center

Graduating Class of 2013	2 year enrolled	2 year enrolled	4 year enrolled	4 year enrolled
	Issaquah	State	Issaquah	State
	% enrolled	% enrolled	% enrolled	% enrolled
Enrollment in Pre-College Course Work in English	10%	24%	0-1%	3%
Enrollment in Pre-College Course Work in English <u>and</u> Math	8%	17%	0-1%	0-1%
Enrollment in <u>any</u> Pre-College Course Work	31%	54%	3%	7%

Graduating Class of 2014	2 year enrolled	2 year enrolled	4 year enrolled	4 year enrolled
	Issaquah	State	Issaquah	State
	% enrolled	% enrolled	% enrolled	% enrolled
Enrollment in Pre-College Course Work in English	12	23	0-1	2
Enrollment in Pre-College Course Work in English <u>and</u> Math	9	16	0-1	0-1
Enrollment in <u>any</u> Pre-College Course Work	29	42	3	9

Post secondary enrollment of the students who took the survey

Source: Decision Research Survey

Graduation Year	% 4-Yr College/Univ.	% Community College	% Trade/Tech School	% Other/ Don't Know
2007 N=324	69	27	3	1
2009 N=332	68	27	4	1
2011* N=333	68	28	3	1
2013** N=343	69	27	2	2
2015 N=332***	71	23	3	3

*Of the 81% of the students who reported being in school full or part time, this chart represents a percentage of the type of school attended.

** Of the 82% of the students who reported being in school full or part time, this chart represents a percentage of the type of school attended.

***Of the 83% of the students who reported being in school full or part time, this chart represents a percentage of the type of school attended.

Confidence measure: Question 20

Source: Decision Research Survey of the students who took the survey (in 2015 N = 332)

<i>Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?</i>												
	% Prepared				% Not Sure				% Not Prepared			
Graduation Year	2009	2011	2013	2015	2009	2011	2013	2015	2009	2011	2013	2015
Numerical Problems and Finances	72	68	67	67	10	14	19	15	16	17	14	19
Using Research and Study Methods	82	86	80	78	7	8	11	11	10	7	9	10
Informed Consumerism	77	72	69	64	12	16	21	22	10	12	9	15

Smarter Balanced ELA for High School grade 11 percent meeting standard which includes previously passed

Source: OSPI Report Card

School Year	Number of Students who Met Standard	ELA % Meeting Standard	Math	Science
2015-2016**	1270	93.7	See EOC Results	See EOC Results

****2015-16 Students who previously passed the test in 2014-15 and that number is added to the 2015-16 numbers.**

Smarter Balanced ELA Claim Data

Source: OSPI EDS Score File

All High School Students who took the Smarter Balanced ELA and generated a score. (This number does not include NNEP (new non-English proficient), No Booklet, Absent Excused and Unexcused, etc.)

School Year 2015-16	Reading	%	Listening and Speaking	%	Writing	%	Research Inquiry	%
Standard	Number of Students		Number of Students		Number of Students		Number of Students	
Above Standard	1005	67	569	38	1069	72	1005	67
At/Near Standard	411	28	865	58	363	24	428	29
Below Standard	74	5	56	4	58	4	57	4
Total Students	1490		1490		1490		1490	

Smarter Balanced Math Grade 11 – percent meeting standard

Source: OSPI

School Year	Number of Students	Math
2014-15	Suppressed	Suppressed
2015-16	Suppressed	Suppressed

[2015-2016 EOC Algebra Chart](#)

[2015-2016 EOC Geometry Chart](#)

End of Course Exams – percent meeting standard

Source: OSPI Report Card

School Year	Math EOC 1	Math EOC 2	Biology
2012-2013	78.3	93.7	90.2
2013-2014	83.9	*60	91.1
2014-2015	See above	See above	94.6
2015-2016	See above	See above	90.8

These percentages represent all ISD students in all grades who took the test as reported in the year indicated.

*In the 2013-14 school year students were no longer required to pass two Math EOC exams, therefore those who passed an EOC 1 did not take the EOC 2.

[2015-16 Middle School Common Reading Assessments, 8th Grade](#)

2.2 2.2 read, write and speak the English language effectively for a wide range of purposes, including the interpretation and analysis of both literary and informational texts;

We interpret 2.2 to mean each student will be able to read closely and analytically to comprehend, and respond to, both verbally and in written form, a wide range of increasingly complex literary and informational texts for multiple purposes such as investigating topics, integrating, presenting information and reading for pleasure.

Evidence

- MSP/SBA District Comparisons
- Graduation requirements: Students are required to take 4 credits of English to graduate.
- SB ELA, Critical Reading and Writing PSAT, English ACT, Critical Reading and Writing SAT, enrollment AP/IB English and numbers enrolled/taking test/number passing exam, enrollment in Honors courses.
- SAT/ACT Ethnicity/Race Charts
- AP Gender Charts
- Smarter Balanced ELA Chart
- Confidence measure: Question 20 of Decision Research Survey
 - 1- Reading for information and pleasure
 - 2- Writing reports, letters, and notes
 - 4- Speaking proper English
- Elementary Common Reading Assessments, 3rd Grade
- Middle School Common Reading Assessments, 8th Grade
- High School Common Language Arts Assessments, 11th Grade
- Balanced Literacy and Readers Workshop

Source: OSPI Report Card

[2015-2016 SB/MSP District Comparison Chart](#)

Smarter Balanced ELA for High School Grade 11 Percent Meeting Standard (includes previously passed)

Source: OSPI Report Card

School Year	Number of Students	ELA
2015-2016	1270	93.7

SAT Reading and Writing Mean Scores

Source: College Board/Skyward

Graduation Year	Number of Students Taking the Test			% of Class*	Critical Reading			Writing		
	Nat'l	State	ISD		Nat'l	State	ISD	Nat'l	State	ISD
Class of 2014	1,672,395	41,277	940		497	510	573	487	491	560
Class of 2015	1,698,521	44,423	913	77.2%	495	502	578	484	484	563
Class of 2016	1,637,589	43,783	890	68.9%*	494	501	582	482	481	568

*Total of Graduate and Non-Graduates for the Class of 2016 (Base Grad Year) = 1291

SAT College Bound Seniors – Reading and Writing Breakdown by Race/Ethnicity

Source: College Board/Skyward

College-Bound Seniors represents data on high school graduates in the year 2016 who participated in the SAT Program. Students are counted only once and only their latest scores.

Race/Ethnicity	Number of Students Taking the Test			Number in Class**	% of Class	Critical Reading Mean Score			Writing Mean Score		
	Nat'l	State	ISD***			Nat'l	State	ISD	Nat'l	State	ISD
Class of 2016											
American Indian or Alaska Native	7,778	545	4	4	100%	468	470	*	447	442	*
Asian	196,735	5,656	249	290	85.9%	529	503	594	534	495	597
Black or African American	199,306	2,277	10	16	62.5%	430	426	514	415	413	515
Native Hawaiian or Pacific Islander	2,371	168	1	2	50%	432	419	*	423	409	*
Hispanic or Latino	355,829	5,837	41	91	45.1%	448	441	529	436	425	511
White	742	23,964	520	832	62.5%	528	533	583	511	507	562
Two or More Races, Non-Hispanic	28,460	1,235	20	56	35.7%	511	517	577	488	487	554
Other	20,604	832	16		N/A	496	484	589	491	466	537
No Response	840,070	3,269	29		N/A	451	436	577	452	419	546
Total				1291							

*Suppressed

**Total of Graduate and Non-Graduates for the Class of 2016 (Base Grad Year)

***Self-reported by test takers

ACT English Mean Scores

Source: College Readiness/Skyward

Graduation Year	Count			% of Class	English		
	Nat'l	State	ISD		Nat'l	State	ISD
Class of 2013	1,799,243	14,316	467		20.2	22.1	25.3
Class of 2014	1,845,787	14,667	476		20.3	22.3	26.3
Class of 2015	1,924,436	16,944	508	42.9%	20.4	21.5	26.2
Class of 2016	2,090,342	16,652	598	46.3%*	20.1	22.3	26.2

*Total of Graduate and Non-Graduates for the Class of 2016 (Base Grad Year) = 1291

ACT English Mean Scores – Breakdown by Race/Ethnicity

Source: College Readiness

Race/Ethnicity	Number of Students Taking the Test				English	
	State N	% of total # of WA students who tested	ISD N	% of total # of ISD students who tested	State	ISD
Class of 2016						
Black/African American	583	4	7	1	16.6	20.1
American Indian/Alaskan Native	120	1	1	0	16.4	*
White	9,060	54	384	64	23.9	25.9
Hispanic/Latino	2,325	14	26	4	17.1	24.7
Asian	2,053	12	101	17	22.8	27.5
Native Hawaiian/Other Pac. Isl.	147	1	1	0	16.3	*
Two or More Races	1,154	7	36	6	22.6	26.5
Prefer not/No Response	1,210	7	42	7	23.4	27.5
Total All Students	16,652	100	598	100	22.3	26.2

*Suppressed

PSAT Chart:

Source: College Board

ISD - 10th Grade 2014-2015								
	IHS -10	LHS -10	SHS -10	ISD Avg	State	Nat'l	2013-2014 ISD Avg	
Critical Reading	49.3	47.3	49.7	49.1	43.4	41.6	49	
Math	51.6	49.1	53.2	51.7	45.1	42.8	50	
Writing	46.8	44.1	47.2	46.4	40.4	39.5	47.1	
Total Test Takers	456	261	516					
ISD - 11th Grade 2014-2015								
	IHS-11	LHS- 11	SHS -11	ISD Avg	State	Nat'l	2013-2014 ISD Avg	
Critical Reading	53.1	51.7	54.3	53.1	46.8	46.2	52.9	
Math	55.5	53.3	57.4	55.6	48.7	47.9	54.8	
Writing	50.8	50.3	53.2	51.5	44	44.7	50.8	
Total Test Takers	458	256	423					

PSAT 10th Grade:

Source: College Board

Test	Issaquah 10 th		Liberty 10 th		Skyline 10 th		District Mean Score		State Mean		National Mean	
	2014 2015	2015 2016	2014 2015	2015 2016	2014 2015	2015 2016	2014 2015	2015 2016	2014 2015	2015 2016	2014 2015	2015 2016
Total Test Takers	456	510	261	293	516	536						
Critical Reading	49.3	N/A	47.3	N/A	49.7	N/A	49.1	N/A	43.4		41.6	
Math	51.6	536	49.1	524	53.2	561	51.7	543	45.1	470	42.8	462
Writing	46.8	N/A	44.1	N/A	47.2	N/A	46.4	N/A	40.4		39.5	
Evidence Based Reading and Writing		530	-	523	-	547	-	535		470		459

** No data for 2013-2014

***Beginning in 2015-2016, the redesigned PSAT is scored on a scale between 320 and 1520. Scores range from 160 to 760 for math and 160 to 760 for reading and writing.

PSAT 11th Grade:

Test	Issaquah 11 th		Liberty 11 th		Skyline 11 th		District Mean Score		State Mean		National Mean	
	2014 2015	2015 2016	2014 2015	2015 2016	2014 2015	2015 2016	2014 2015	2015 2016	2014 2015	2015 2016	2014 2015	2015 2016
Total Test Takers	458	394	256	206	423	413						
Critical Reading	53.1	N/A	51.7	N/A	54.3	N/A	53.1	N/A	46.8		46.2	
Math	55.5	582	53.3	547	57.4	584	55.6	575	48.7	449	47.9	500
Writing	50.8	N/A	50.3	M/A	53.2	N/A	51.5	N/A	44		44.7	
Evidence Based Reading and Writing		569		542		577		567		497		496

Source: College Board

**No data for 2013-2014

***Beginning in 2015-2016, the redesigned PSAT is scored on a scale between 320 and 1520. Scores range from 160 to 760 for math and 160 to 760 for reading and writing.

Sources: Districtwide student demographic data - 2015-2016 OSPI Wa State Report Card

AP Test Passing Rates by Ethnicity, Gender and Fee Reduction - 2016								
	Percent of students in ISD	Number of Students taking test	Percent of Students taking the test	Number of tests taken	% of Total tests taken	Mean Score District Mean = 3.69 *	% Passing test	District-wide Pass rate
American Indian	0.20%	0	0.00%	0	N/A	N/A	N/A	84%
Asian	25.90%	292	26.64%	543	29.60%	3.79	84.50%	84%
African American	1.70%	14	1.28%	23	1.25%	3.17	74%	84%
Hispanic	7.80%	56	5.11%	80	4.36%	3.44	74%	84%
Native Hawaiian	0.30%	1	0.09%	1	0.05%	**	100%	84%
White	57.30%	631	57.57%	1036	56.43%	3.68	85.30%	84%
2 or more (non Hisp)	6.80%	85	7.75%	133	7.20%	3.72	85.70%	84%
No response	N/A	17	1.55%	20	1.11%	2.95	65%	84%
Male	51%	512	47%	890	48.50%	3.74	84.40%	84%
Female	49%	584	53%	946	51.50%	3.64	84%	84%
Fee Reduction	7.90%	25	2.30%	45	2.40%	3.4	82%	84%

Percentages of students taking/passing tests - 2015-2016 College Board Score Report

NOTE: 1096 students took the test. A total of 1836 tests were taken. A score of 3 on an AP exam is passing.

* State Mean = 2.92 **Suppressed

* Source - 2015-2016 College Bd AP Report

AP Tests taken by Gender - 2016

Name of Exam	Male	% Male	Female	% Female
Studio Art 2D	0	0%	5	100%
Studio Art Drawing	0	0%	6	100%
Eng Lang and Comp 11	62	33%	127	67%
Eng Lit and Comp 12	41	33.30%	82	66.60%
Comparative Govt and Politics	1	100%	0	0%
European History	35	41%	51	59%
Human Geography	101	53%	89	47%
Psychology	42	38%	68	62%
US Govt and Politics	60	58%	43	42%
US History	57	56%	44	44%
World History	33	38%	53	62%
Calc AB	133	56%	104	44%
Calc BC	44	58%	32	42%
Comp Science A	69	73%	26	27%
Statistics	58	52%	53	48%
Biology	30	35%	56	65%
Chemistry	35	55%	29	45%
Environmental Science	19	38%	31	62%
Physics 1	6	86%	1	14%
Physics C: Electricity	1	100%	0	0%
Physics C: Mechanics	36	80%	9	20%
Chinese Language	8	47%	9	53%
French Language	7	35%	13	65%
German Language	2	100%	0	0%
Japanese Language	0	0%	1	100%
Spanish Language	10	42%	14	58%
Total	890		946	

AP/IB English Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate		
	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014 2015	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016
AP Lang. and Comp (11th Grade)	293 37.5*	314	200	279	303	189 (2 SHS) (1TMHS)	222	261	168 (2 SHS)	79.6%	86.1%	89%
IHS	172	196	120	162	186	114	136	168	105	83.9%	90.3%	92%
LHS	121	118	80	117	117	72	86	93	61	73.5%	79.5%	85%
AP Lit. and Comp. (12th grade)	188 27.0*	176	157	152 (2 SHS)	129 (3 SHS) (1 TM)	123	133	116	112	87.5%	89.9%	91%
IHS	139	132	121	103	84	93	91	76	83	88.3%	90.5%	89%
LHS	49	44	36	47	41	30	40	37	29	85.1%	90.2%	97%
SHS IB Eng. 12	138 31*	113	131	118	102	122	118	102	122	100%	100%	100%

* % overall of enrollment by grade level

A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. A 3 on an IB exam is considered passing for purposes of an IB Diploma. A score of 4 is the lowest level accepted by higher education institutions (WSU accepts 4's, UW, Eastern and Western require 5 and above).

AP/IB English Courses with Grade Level Enrollment

Source: Skyward

Course	Enrollment By School			Total Enrollment By Course			Grade Level Enrollment*			Percent of Enrollment		
	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016
AP Lang and Comp 11th Gr				293	314	200	782	848	727	37.5%	37.0%	27.5%
IHS	172	196	120									
LHS	121	118	80									
AP Lit. and Comp 12th Gr				188	176	157	698	715	742	27.0%	24.6%	21.2%
IHS	139	132	121									
LHS	49	44	36									
SHS IB Eng 11	139	155	152	139	155	152	464	462	475	30.0%	33.5%	32.0%
SHS IB Eng 12	138	113	131	138	113	131	446	439	448	31.0%	25.7%	29.4%

*Grade Level Enrollment based on October 2015 P-223

Other English Courses Broken Down by High School, w/Enrollment

Source: Skyward

Course	Enrollment By School			Total Enrollment By Course			Grade Level Enrollment*			Percent of Enrollment		
	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016
Honors English 9				549	540	561	1333	1494	1470	41.2%	36.1%	38.2%
IHS	194	176	198									
LHS	114	133	123									
SHS	241	231	240									
Honors English 10				566	537	594	1383	1340	1487	41.0%	40.0%	39.9%
IHS	214	211	223									
LHS	103	85	117									
SHS	249	241	254									

*Grade Level Enrollment based on October 2015 P-223

SBA ELA High School Levels	
Level	Count
L- 1	48
L- 2	106
L- 2 Met via WA Minimum Grad Req	62
L-3 Met via CCR score	390
L-4 Met via CCR score	937
Total Meeting Standard	1,389
Total Students Who Took Test	1,481
WA Minimum Grad Requirement Score 2548-2582	
Career & College Readiness (CCR) Score 2583-2795	

Confidence Measure: Question 20 –

Source: Decision Research Survey of students who took survey (in 2015 N = 332)

<i>Upon graduation, how prepared did you feel in each of the following areas, regardless of where you acquired the knowledge and skills?</i>												
Graduation Year	% Prepared				% Not Sure				% Not Prepared			
	2009	2011	2013	2015	2009	2011	2013	2015	2009	2011	2013	2015
Read for information and pleasure	85	85	83	83	4	4	11	10	10	11	5	7
Write reports, letters, notes	88	84	87	80	4	8	9	11	7	9	4	9
Speaking proper English	91	93	90	90	3	3	9	6	5	4	2	4

[2015-16 Grade 3 F&P Tri 1 and Tri 2 Common Reading Assessments](#)

[2015-16 Middle School Common Reading Assessments, 8th Grade](#)

2015-16 High School Common Language Arts Assessments, 11th Grade

Balanced Literacy

Reader's Workshop grades 3-8

WAS 2.5 CHANGED TO 2.6 POST 10-11-17 BOARD MEETING

2.3 2.6 understand geography, natural resources, and their shaping effect on government, economics and social patterns;

We interpret **2.3** 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.

Evidence

- Proficiency: Graduation rate, enrollment in AP/IB Social Studies and numbers passing AP/IB exams.
- Social Studies District Common Assessment, Grade 6
- Social Studies Year at a Glance, Grade 6

Social Studies Curriculum on ISD Webpage

AP/IB Social Studies Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate		
	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016
AP US Government	74	134	118	69	125 (2 TMHS, 1 SHS)	103	63	108	95	91.3%	86.4%	92%
IHS	40	77	72	35	68	62	34	63	56	97.1%	92.3%	90%
LHS	34	57	46	34	54	41	29	43	39	85.3%	79.6%	95%
IB History of 20th Century	52	51	35	45	40	32	42	40	32	93.3%	100%	100%

A 3 on an AP exam is considered passing and may give the student college credit OR advanced placement at a higher education institution. A 3 on an IB exam is considered passing for purposes of an IB Diploma. A score of 4 is the lowest level accepted by higher education institutions (WSU accepts 4's, UW, Eastern and Western require 5 and above).

Social Studies Year at a Glance, Grade 6

2015-2016 Social Studies District Common Assessment, Grade 6

WAS 2.6 CHANGED TO 2.7 POST 10-11-17 BOARD MEETING

2.4 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 **2.4** to mean each student is able to identify and understand why people organize to meet human needs at the local, national and international levels.

Evidence

- 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
- AP European Studies enrollment and pass rate
- US History District Common Assessment
- World History Common Assessment

AP/IB Social Studies Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate		
	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016
AP US History	114	90	103	101	88 (1 SHS and 1 TMHS)	101 (3 SHS)	93	80	91 (3 SHS)	92.1%	90.9%	90%
IHS	58	51	85	56	50	83	51	48	73	91.1%	96%	88%
LHS	56	39	18	45	36	15	43	30	15	95.6%	83.3%	100%
SHS IB American Studies	129	155	152	-	No tests taken	-	-	-	-	-	-	-

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Other Social Studies Courses w/Enrollment

Source: Skyward

Course	Enrollment By School			Total Enrollment In Course			Grade Level Enrollment**			Percent of Enrollment		
	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016
Honors World (9th)				620	421	477	1333	1156	1470	46.5%	36.4%	32.4%
IHS	234	190	207									
LHS	152	N/A	32									
SHS	234	231	238									
Honors European (10th)				421	240	N/A	835	598	N/A	48.3%	40.1%	N/A
LHS	160	N/A	N/A									
SHS	243	240	N/A									
LHS AP Human Geography (9th)		133	20		133	20		338	329		39.3%	6.1%
IHS AP Human Geography (10th)		125	181		125	181		508	572		24.6%	31.6%
IHS AP European Studies (10th)		127	94		127	94		508	572		25.0%	16.4%
LHS AP World History (10th)		92	85		92	85		291	340		31.6%	25.0%

*Total Grade Level Enrollment reflects only those schools offering the class

**Grade Level Enrollment based on October 2015 P-223

AP Euro Studies

Source: College Board

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate		
	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016
AP Euro Studies	140	129	94	132	119	86	114	109	70	86.4%	91.6%	81%
IHS	140	129	94	131	118	86	114	108	70	87.0%	90.8%	81%
LHS	-	-	-	-	1	-	-	1	-	-	100%	-
SHS	-	-	-	1	-	-	0	-	-	0%	-	-
AP Human Geography	-	258	208	-	239 (1 SHS)	190	-	197	154	-	82.4%	81%
IHS	-	125	188	-	115	172	-	92	138	-	80%	80%
LHS	-	133	20	-	123	18	-	104	16	-	84.5%	89%
LHS AP World History	-	92	85	-	79	86	-	51	67	-	64.5%	78%

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[2015-2016 U.S. History Common Assessment](#)
[2015-2016 World History Common Assessment](#)

WAS 2.7 CHANGED TO 2.8 POST 10-11-17 BOARD MEETING

2.5 2.8 understand and appreciate the basic concepts of fine, visual and performing arts;

Interpretation:

We interpret **2.5** to mean each student is able to demonstrate comprehension of the fundamental elements of fine, visual and performing arts.

Evidence:

- Art Lessons K-5
- Elementary Art Docent Program
- Secondary Visual Arts Common Assessment Rubric
- Grad Requirement 2 Credits of either Visual or Performing Arts

[Art Lessons K-5 \(1st Grade as an example\)](#)

[Issaquah PTSA Council Art Docent Lesson Plans](#)

[Secondary Visual Arts Common Assessment Rubric](#)

High School Visual Arts

Source: Skyward

School	Number of Courses			Total Enrollment By School (duplicated)			*Grade Level Enrollment			Percent of Enrollment		
	2014 2015	2015 2016		2014 2015	2015 2016		2014 2015	2015 2016		2014 2015	2015 2016	
Total	49	43		3121	2815		5298	5349		58.9%	54.2%	
IHS	17	16		1114	1005		2042	2123		54.5%	48.0%	
LHS	14	11		834	765		1216	1181		68.6%	70.6%	
SHS	18	16		1173	1045		2040	2045		57.5%	51.1%	

*Total Enrollment from Oct 2015 P223 Note: Class offering vary from year to year

High School Performing Arts

Source: Skyward

School	Number of Courses			Total Enrollment By School (duplicated)			*Grade Level Enrollment			Percent of Enrollment		
	2014 2015	2015 2016		2014 2015	2015 2016		2014 2015	2015 2016		2014 2015	2015 2016	
Total	49	49		1779	1796		5298	5349		33.6%	33.6%	
IHS	14	14		537	620		2042	2123		26.3%	29.2%	
LHS	13	14		586	562		1216	1181		48.2%	47.6%	
SHS	22	21		656	614		2040	2045		32.2%	30.0%	

*Total Enrollment from Oct 2015 P223 Note: Class offering vary from year to year

Middle School Visual Arts

Source: Skyward

School	Number of Courses			Total Enrollment By School (duplicated)			*Grade Level Enrollment			Percent of Enrollment		
	2014 2015	2015 2016		2014 2015	2015 2016		2014 2015	2015 2016		2014 2015	2015 2016	
Total	20	29		1424	1712		4438	4678		32.1%	36.6%	
IMS	3	5		177	305		776	767		22.8%	39.8%	
MMS	3	5		353	418		1017	1084		34.7%	38.6%	
BLMS	2	7		209	411		848	867		24.6%	47.4%	
PLMS	5	2		364	127		873	911		41.7%	13.9%	
PCMS	7	10		321	451		924	1049		34.7%	43.0%	

*Total Enrollment from Oct 2015 P223

Class offering vary from year to year

Middle School Performing Arts

Source: Skyward

School	Number of Courses			Total Enrollment By School (duplicated)			*Grade Level Enrollment			Percent of Enrollment		
	2014 2015	2015 2016		2014 2015	2015 2016		2014 2015	2015 2016		2014 2015	2015 2016	
Total	46	43		2233	2260		4438	4678		50.3%	48.3%	
IMS	7	7		305	301		776	767		39.3%	39.2%	
MMS	8	8		454	425		1017	1084		44.6%	39.2%	
BLMS	8	9		489	487		848	867		57.7%	56.2%	
PLMS	9	8		471	530		873	911		54.0%	58.2%	
PCMS	14	11		514	517		924	1049		55.6%	49.3%	

*Total Enrollment from Oct 2015 P223, Class offering vary from year to year

WAS 2.8 CHANGED TO 2.9 POST 10-11-17 BOARD MEETING

2.6 2.9 develop an appreciation of at least one other world culture, which may include the understanding of the basic structure of another world language.

We interpret **2.6** to mean each student will demonstrate knowledge and understanding of another world culture.

Evidence:

- World History Common Assessments
- World Language Participation
- Middle School Grades 6 and 7 Social Studies Year at a Glance Documents
 - Common assessments were developed during the 2014-15 school year for World History II and III. World Language common assessments have been developed and were given during the 2014-15 school year.

[2015-2016 World History Common Assessment](#)

[Social Studies Year at a Glance, Grade 6](#)

[Social Studies Year at a Glance, Grade 7](#)

Graduating Class World Language Participation, by High School

Source: Skyward

Course	Number of Students in Graduating Class			Number of Students in Graduating Class with 2 or more Credits of World Language			% of Graduating Class with 2 or more credits of a World Language		
	Class of 2014	Class of 2015	Class of 2016	Class of 2014	Class of 2015	Class of 2016	Class of 2014	Class of 2015	Class of 2016
IHS	448	440	493	377	398	451	84.2%	90.5%	91.5%
LHS	252	276	285	228	250	252	90.3%	90.6%	88.4%
SHS	477	470	479	407	432	441	85.3%	92.0%	92.1%
TMCHS			6			*			*
Total	1177	1186	1263	1012	1080	1144	86.0%	91.1%	90.6%

*Suppressed Tiger Mountain HS Due to N

AP/IB World Language Course Enrollment and Exams

Source: College Board and International Baccalaureate Organization

Course	Enrollment			# of Tests Taken			# who passed AP 3+ /IB 4+			Pass Rate		
	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016	2013 2014	2014 2015	2015 2016
French AP/IB total	108	110	94	-	28 (1 SHS)	20 (1 SHS)	-	25	20 (1 SHS)	-	89.3%	100%
IHS	2	26	20	3	23	18	3	23	18	100%	100%	100%
LHS	75	66	53	0	4	1	0	2	1	0	50%	100%
SHS –IB HL	5	-	1	4	-	1	3	-	1	75%	-	100%
SHS – IB SL	26	18	20	16	11	19	15	11	19	93.7%	100%	100%
Japanese total	6	13	9	-	1	1	-	1	1	-	100%	100%
IHS	-	-	-	2	1	1	2	1	1	100%	100%	100%
SHS - IB SL	6	13	9	6	10	7	6	10	7	100%	100%	100%
Spanish AP/IB total	119	123	112	-	40	24 (2 SHS)	-	39	24 (2 SHS)	-	97.5%	100%
IHS	29	41	21	26	39	22	26	38	22	100%	97.4%	100%
LHS	-	-	-	0	1	-	0	1	-	0	100%	100%
SHS – IB HL	15	16	15	14	16	14	14	16	14	100%	100%	100%
SHS– IB SL	75	66	76	48	47	55	48	47	55	100%	100%	100%
Mandarin Chinese AP/IB total	16	6	5	6	-	17	6	-	17	100%	-	100%
IHS - AP	-	-	N/A	-	-	8	-	-	8	-	-	100%
SHS (AP scores of IB kiddos before IB test offered)	**16	6	*	6	2		6	2		100%	100%	100%
SHS IB Chinese HL	-	-	2	-	-	1	-	-	1	-	-	100%
SHS IB Chinese SL	-	-	5	-	-	5	-	-	5	-	-	100%

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*No SHS enrollment number available for 2015-2016

**These students were never enrolled in an AP Spanish class, however they sat for an AP test prior to 2015-2016

Board approval: November 9, 2016