

ENDS 2: Academics and Foundations

PART 2 January 10, 2018

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:

2.7 2.3 know and apply mathematics to a level of fluency that ensures a broad range of post-secondary opportunities and career choices

We interpret **2.7** 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.

Evidence

- MSP/SBA District Comparisons
- SBA Math
- Proficiency: Graduation rate, college remediation rate math - (Education Research & Data Center – Base Year Data 2009), HSPE trends, Math SAT, Math ACT, enrollment in AP/IB Math and numbers passing AP/IB exams.
- SAT, ACT, AP/IB Race/Ethnicity Charts
- Confidence measure: Question 20 Decision Research Survey, numerical problems and finances (see chart in 2.1)
- Algebra 1, Geometry, Algebra 2, District Common Assessments
- Middle School CC Math Sequence

Source: OSPI Report Card

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

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 Math	29%	47%	3%	6%
Enrollment in Pre-College Course Work in <i>Both English and Math</i>	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 Math	26	45	3	7
Enrollment in Pre-College Course Work in <i>Both</i> English <u>and</u> Math	9	16	0-1	0-1
Enrollment in <u>any</u> Pre-College Course Work	29	52	3	9

Source: OSPI EDS Score File

SBA Math High School Levels	
Level	Count
L- 1	27
L- 2	16
L- 2 Met via WA Minimum Grad Req	6
L-3 Met via CCR score	17
L-4 Met via CCR score	15
Total Meeting Standard	38
Total Students Who Took Test	75
WA Minimum Grade Score 2548-2582	
Career & College Readiness (CCR) Score 2583-2795	

[2015-2016 EOC Algebra Chart](#)
[2015-2016 EOC Geometry Chart](#)

SAT Math Mean Scores

Source: College Board

Graduating Class	Count			Math			% of Class
	Nat'l	State	ISD	Nat'l	State	ISD	
2014	1,672,395	41,277	940	513	518	588	
2015	1,698,521	44,423	913	511	510	597	77.2%
2016	1,637,589	43,783	890	508	506	601	68.9%*

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

SAT Math 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	Mathematics Mean Score		
	Nat'l	State	ISD**			Nat'l	State	ISD
Class of 2016								
American Indian or Alaska Native	7,778	545	4	4	100%	471	471	
Asian	196,735	5,656	249	290	85.9%	602	548	639
Black or African American	199,306	2,277	10	16	62.5%	425	424	523
Native Hawaiian or Pacific Islander	2,371	168	1	2	50%	438	427	
Hispanic or Latino	355,829	5,837	41	91	45.1%	453	445	542
White	742,436	23,964	520	832	62.5%	533	529	592
Two or More Races, Non-Hispanic	28,460	1,235	20	56	35.7%	505	514	577
Other	20,604	832	16		N/A	519	487	596
No Response	840,070	3,269	29		N/A	501	439	577
Total				1291				

*Total of Graduate and Non-Graduates for the Class of 2016

**Self-reported by test takers

ACT Math Mean Scores

Source: College Readiness

Graduating Class	Count			Math			% of Class
	Nat'l	State	ISD	Nat'l	State	ISD	
2014	1,845,787	14,667	476	20.9	23.3	26.8	
2015	1,924,436	16,944	508	20.8	22.4	26.5	42.9%
2016	2,090,342	16,652	598	20.6	23.1	26.2	46.3%*

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

ACT Math Mean Scores – Breakdown by Race/Ethnicity

Source: College Readiness

Race/Ethnicity	Count – N and Percent				Math	
Class of 2016	State N	% of total # of WA students who tested	ISD N	% of total # of ISD students who tested	State	ISD
American Indian/Alaskan Native	120	1	1	0	18.2	*
White	9,060	54	384	64	24.1	25.9
Hispanic/Latino	2,325	14	26	4	19.1	25
Asian	2,053	12	101	17	25.5	28.7
Native Hawaiian/Other Pac. Isl.	147	1	1	0	18.4	*
Two or More Races	1,154	7	36	6	23.1	27
Prefer not/No Response	1,210	7	42	7	23.9	27.6
Total All Students	16,652	100	598	100	23.2	26.5

*Suppressed

AP/IB Math 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 Calculus AB	152	178	200	154 (24 SHS)	181 (19 SHS)	237 (53 SHS)	123 (13 SHS)	157 (6 SHS)	159 (3 SHS)	79.8% (54.2% SHS)	86.7% (32% SHS)	67% (6% SHS)
IHS	97	112	118	82	101	107	73	99	107	89%	98%	100%
LHS	55	66	82	48	61	77	37	52	49	77%	85.2%	64%
AP Calculus BC	108	77	90	81	78 (8 SHS)	76 (9 SHS)	71	72	70 (6 SHS)	88.6%	92.3%	92% (66% SHS)
IHS	58	41	51	51	38	43	50	37	43	98	97.4%	100%
LHS	50	36	39	30	32	24	21	29	21	70%	90.6%	87.5%
AP Statistics	76	158	129	70	148 (1 SHS)	111 (1 SHS)		103	89		69.6%	80%
IHS	22	27	33	21	29	28	17	23	26	81%	79.3%	93%
LHS	54	131	96	47	118	82	36	80	62	76.1%	67.8%	76%
SHS IB Math Methods 1	167	162	*	-	-	-	-	-	-	-	-	-
SHS IB Math Methods 2	118	140	*	56	83	-	54	80	-	96.4%	96.4%	-
SHS IB Math Methods 3	58	65	76	45	41	56	35	33	51	77.8%	80.5%	92%
SHS IB Math SL 1	-	-	100	-	-	-	-	-	-	-	-	-
SHS IB Math SL 2	-	-	49	-	-	41	-	-	41	-	-	100%
SHS IB Pre- HL Math	-	-	128	-	-	-	-	-	-	-	-	-
SHS IB Math HL 1	-	-	90	-	-	-	-	-	-	-	-	-
SHS IB Math HL 3	-	-	72	-	-	-	-	-	-	-	-	-

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).

**Graduates who have Math above Algebra 2
(does not include Algebra 2 classes in data)** Source: Skyward

School	Number of Students in Graduating Class			Number of Students in Graduating Class with Math above Algebra 2			% of Graduating Class with Math above Algebra 2		
	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
Issaquah HS	448	440	493	326	301	374	72.8%	68.4%	75.9%
Liberty HS	252	276	285	208	224	235	82.5%	81.1%	82.4%
Skyline HS	477	470	479	370	361	404	77.6%	76.9%	84.3%
Tiger Mountain			6			*			*
Total	1177	1186	1263	904	886	1013	76.8%	74.7%	80.2%

*Suppressed Tiger Mountain High School due to N

- [2015-16 Algebra 1 CA](#)
- [2015-16 Geometry Chart CA](#)
- [2015-16 Algebra 2 CA](#)
- [Middle School CC Math Sequence](#)

2.8 2.4 use analytic and scientific principles to draw sound conclusions

We interpret **2.8** 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.

Evidence

- MSP/SBA District Comparisons
- Proficiency: Graduation rate, MSP/SBA trends, enrollment in AP/IB Science and numbers passing AP/IB exams.
- Biology District Common Assessment
- ACT Scores and Ethnicity/Race Charts
- Biology Adoption Charter

Source: OSPI Report Card

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

Biology EOC

Source: OSPI Report Card

School Year	Biology
2012-2013	90.2%
2013-2014	91.1%
2014-2015	94.6%
2015-2016	90.8%

AP/IB Science Course Enrollment and Exams

Source: Skyward, 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 Physics C: Mechanics	33	48	53	32	46 (3 SHS)	45	31	43	44	96.9%	93.5%	98%
IHS	33	48	53	32	42	43	31	41	42	96.9%	97.6%	98%
LHS	0	0	0	0	1	2	0	1	2		100%	100%
AP Biology	83	64	95	77 (1 SHS)	67 (1 SHS)	86 (2 SHS)	66	67	79 (2 SHS)	86.7%	100%	92%
IHS	47	32	52	44	33	49	37	33	48	84.1%	100%	98%
LHS	36	33	43	32	33	35	28	33	29	87.5%	100%	83%
AP Chemistry	69	57	76	68	56 (5 LHS, 1 TMHS)	64 (1 SHS)	53	48	51 (1 SHS)	77.9%	85.7%	80%
IHS	69	57	58	65	50	48	51	43	37	78.5%	86%	77%
LHS			18			15			13			87%
AP Envir. Science	79	78	57	69	71	50	55	57	42	79.7%	80.3%	84%
IHS	19	20	32	16	18	28	13	16	23	81.2%	88.9%	82%
LHS	60	58	25	52	53	22	41	41	19	78.8%	77.3%	86%
AP Comp Science	-	-	122	-	-	95 (4 SHS)	-	-	89 (4 SHS)	-	-	94%
IHS	-	-	85	-	-	68	-	-	61	-	-	90%
LHS	-	-	37	-	-	23	-	-	13	-	-	57%
SHS IB Biology 1	122	151	184	No exam	No exam	No exam	No exam	No exam	No exam	-	-	-
SHS IB Biology 2	56	68	98	49	64	93	45	62	89	91.8%	96.9%	96%
SHS IB Chemistry 1	98	107	72	51	42	24	24	17	23	47.1%	40.5%	96%
SHS IB Chemistry 2	31	17	28	28	14	14	10	9	13	35.7%	64.3%	93%
SHS IB Physics 1	108	85	79	11	No exam	No exam	7	No exam	No exam	63.6%	-	-
SHS IB Physics 2	29	53	44	25	44	35	22	27	29	88.0%	61.4%	83%
SHS IB Envir. & Soc Systems	-	38	61	4	4	13	4	3	13	100%	75%	100%
SHS IB Comp Sci SL	-	-	86	-	-	31	-	-	30	-	-	97%
SHS IB Comp Sci HL	-	-	15	-	-	12	-	-	11	-	-	92%

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).

Other Science Courses w/ Enrollment-College in the High School Courses

Source: Skyward

	Total Student Enrollment		
School Year	2013 2014	2014 2015	2015 2016
Honors Physics			
LHS	32	31	20
Anatomy & Physiology College in the HS			
IHS	N/A	51	32

Number of Students with 3 or more Science Credits

Source: Skyward

School	Number of Students in graduating class			Number of Students in Graduating class with 3 or more credits of a science			% of graduating class with 3 or more credits of science		
	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
Issaquah HS	448	440	493	351	382	428	78.3%	86.8%	86.8%
Liberty HS	252	276	285	204	241	227	81.0%	87.3%	79.6%
Skyline HS	477	470	479	390	436	424	81.8%	92.8%	88.5%
Tiger Mountain			6			*			*
Total	1177	1186	1263	945	1059	1079	80.3%	89.3%	85.4%

*Suppressed Tiger Mountain High School due to N

ACT Science Mean Scores

Source: College Readiness

Graduating Class	Count			Science			% of Class
	Nat'l	State	ISD	Nat'l	State	ISD	
2014	1,845,787	14,667	476	20.8	22.7	25.8	
2015	1,924,436	16,944	508	20.9	22.4	26.1	42.9%
2016	2,090,342	16,652	598	20.8	22.9	25.7	46.3%*

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

ACT Science Mean Score – Breakdown by Race/Ethnicity

Source: College Readiness

Race/Ethnicity	Count – N and Percent				Science	
	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	18.1	19.9
American Indian/Alaskan Native	120	1	1	0	18.8	*
White	9,060	54	384	64	24	25.6
Hispanic/Latino	2,325	14	26	4	19	24.2
Asian	2,053	12	101	17	23.7	26.7
Native Hawaiian/Other Pac. Isl.	147	1	1	0	17.9	*
Two or More Races	1,154	7	36	6	23	26.6
Prefer not/No Response	1,210	7	42	7	23.5	26.4
Total All Students	16,652	100	598	100	22.9	25.7

*Suppressed

[2015-16 Biology District Common Assessment](#)

[Charter - Life Science Materials Selection Work Group 2015-17 Middle School](#)

NEW 2.5 TECHNOLOGY FROM OLD ENDS 4

2.9 2.5 *understand and apply current and emerging technologies to demonstrate technology literacy and use technology to solve problems using both computational and critical thinking;*

WAS 2.9 CHANGED TO 2.10 POST 10-11-17 BOARD MEETING

2.10 2.10 apply academic skills to life situations;

We interpret **2.10** 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.

Evidence:

- 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)
- College persistence rate
- Graduates Meeting Washington 4-Year College Admissions Requirements

Post Secondary Enrollment

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

Graduating Class	% 4-Yr College/Univ.	% Community College	% Trade/Tech School	% Other/ Don't Know
2007	69	27	3	1
2009	68	27	4	1
2011	68	28	3	1
2013	69	27	2	2
2015	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.

[High School Course Guides](#)

Confidence Measure: Question 20

Source: Decision Research Survey (This Chart applies to 2.1, 2.2, and 2.3) (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			
	2009	2011	2013	2015	2009	2011	2013	2015	2009	2011	2013	2015
Reading for Information and Pleasure	85	85	83	83	4	4	11	10	10	11	5	7
Writing Reports, Letters, Notes	88	84	87	80	4	8	9	11	7	9	4	9
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

Board approval: November 9, 2016