ENDS 2: Academics and Foundations
PART 2
January 27, 2022

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Copy and paste the preamble from E-2 Part 1 once complete.

Students will:
2.7 *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

Graduates who have Math above Algebra 2
Rationale: These courses are required to access a variety of college majors and career choices

Commented [GDA-S1]: Nirmala updated

SB/MSP and SB/WCAS District Comparisons
Rationale: As noted above SBA scores are a valuable measure in monitoring student progress and skill attainment. The District also considers these scores along with those of our neighboring and like districts in order to check our students and system progress against districts with similar demographics.

- 2016-2017 SB/MSP District Comparison Chart
- 2017-2018 SB/WCAS District Comparison Chart
- 2018-2019 SB/WCAS District Comparison Chart

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The 2020 SBA was canceled due to the disruption of the COVID pandemic. The 2021 SBA was modified and deferred to the fall of 2021. District comparison data has not yet been released by OSPI.

Commented [GDA-S2]: Comment – Rich M.

Postsecondary Graduation data - Education Research & Data Center
Rationale: The vast majority of our students are prepared to take college level math.

Commented [GDA-S3]: As of November, ERDC not available

College Entrance Testing

Rationale: SAT and ACT test results used as a measure of preparedness for college level course work. The SAT and ACT are taken by a majority of our students, but not all. These data points are broken out by ethnicity and demographics which help inform our equity work related to opportunity gaps within our system.

- SAT Math Mean Scores and Race/Ethnicity Charts - Source: College Board
- ACT Math Average Scores and Race/Ethnicity Charts – Source: College Readiness

AP and IB Courses and Testing

Rationale: AP and IB classes taken and test results are a good measure of a student's confidence to pursue higher education. However, not all students take these courses and/or the test which is why we do not solely rely on this data to inform our monitoring. As noted above most all students in the ISD take SBA assessments and the PSAT.

- AP Tests by Gender, Ethnicity and Fee Reduction
- AP/IB Math Course Enrollment and Exams – Source: College Board and IB Organization

Survey Results

Rationale: Post graduation surveys are used to help us gather data about the preparedness of our students once they have graduated and are pursuing post-high school options.

- Confidence measure in working numerical problems and finances, using research and study methods, and being an informed consumer. Source: ISD Post-graduation Survey

Smarter Balance and Common Assessments

Rationale: SBA and Common Assessments in math are used to measure academic preparedness of students.

- SBA Math Grade 10, 2017-18, 2018-19, and 2020-21 preliminary

- 2017-18 Algebra 1 HS Common Assessments
- 2017-18 Algebra 2 HS Common Assessments
- 2017-18 Geometry Common Assessments

- 2018-19 Algebra 1 HS Common Assessments
- 2018-19 Algebra 1 MS Common Assessments

- 2018-19 Algebra 2 HS Common Assessments
- 2018-19 Algebra 2 MS Common Assessments

- 2018-19 Geometry HS Common Assessments
- 2018-19 Geometry MS Common Assessments

- 2019-20 Algebra 1 HS Common Assessments
- 2019-20 Algebra 1 MS Common Assessments

- 2019-20 Algebra 2 HS Common Assessments
- 2019-20 Algebra 2 MS Common Assessments

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Commented [GDA-S5]: Updated by Jen

Commented [GDA-S6]: Updated by Nirmala and Jen

Commented [GDA-S7]: Updated by Nancy

Commented [GDA-S8]: Section updated by Rich

- 2019-20 Geometry HS Common Assessments
- 2019-20 Geometry MS Common Assessments

2020-21 HS Math common assessments were adjusted to use our online curriculum platform, Savvas, with a focus on emergency essential learnings determined to focus student learning on concepts and skills most needed to be ready for future math courses. Below is a combined report on the outcomes of this new set of common assessments.

2020-21 HS Math Common Assessments

Starting with the 2020-21 school year ISD switched to i-Ready math for our elementary common assessment. This assessment is standardized, adaptive and independently validated. It has strong correlation (>80%) to meeting standard on the SBA, with scores on the i-Ready trending slightly lower than on the SBA when students take the same assessment.

2020-21 i-Ready Math elementary data

Middle School CC Math Sequence
Rationale: Our middle school math sequence allows for informed self-select so that students can take courses that are appropriately challenging. This also allows for students who want to accelerate in order to take higher math classes in high school to do so.

Middle School and 9th Grade Math Enrollment
Rationale: This chart displays the options and pathways that students have and what choices they have made.

Commented [GDA-S9]: Updated by Rich Excel spreadsheet

Career and Technical Education – Class Enrollment for Middle School and High School and MS and HS Career and Technical Education Full Time Enrollment
Rationale: This chart displays the options and pathways that students have and what choices they have made.

Commented [GDA-S10]: Lisa Neighbors provided both charts

Students will:
2.8 *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

Commented [GDA-S11]: Section updated by Rich, Nirmala and Jen

Graduation rate, MSP/SBA trends, SB/MSP and SB/WCAS District Comparison Charts, Common Assessments, AP/IB Science Courses and Exams and Other Science Courses
Rationale: These assessments and courses show students' ability to apply the scientific method.

The 2020 SBA was canceled due to the disruption of the COVID pandemic. The 2021 SBA was modified and deferred to the fall of 2021. District comparison data has not yet been released by OSPI.

- 2016-2017 SB/MSP District Comparison Chart
- 2017-2018 SB/WCAS District Comparison Chart
- 2018-2019 SB/WCAS District Comparison Chart

- 2016-17 Biology District Common Assessment
- 2017-18 Biology District Common Assessment
- 2018-19 Biology District Common Assessment - High School
- 2018-19 Biology District Common Assessment - Middle School
- 2019-20 Biology District Common Assessment – High School
- 2019-20 Biology District Common Assessment – Middle School
- 2020-21 Biology District Common Assessment – MS/HS

- Enrollment and Passing Rate in AP/IB Science Exams

Commented [GDA-S12]: Updated by Jen and Nirmala

- Other Science Courses - College in the High School

Commented [GDA-S13]: Updated by Nirmala

ACT Science Scores and Ethnicity/Race Charts

Rationale: ACT test results used as a measure of preparedness for college level course work. The ACT is taken by many of our students, but not all. These are also data points we can get broken out by ethnicity and demographics which helps inform our equity work related to opportunity gaps within our system.

Commented [GDA-S14]: Update in process

Students will:

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

Commented [GDA-S15]: 2.9 updated by Diana Eggers

We interpret 2.9 to mean students will effectively use technology to facilitate and enhance their problem solving skills.

Evidence

Technology Graduation Requirement

On September 24, 2020 the Board unanimously agreed to remove the Technology Proficiency Graduation Requirement beginning with the 2021 graduating class. The rationale for this decision was based on the knowledge that technology is embedded in the ISD curriculum across all grades levels.

Core Curriculum

Rationale: Our core curriculum embeds instruction in critical thinking skills such as problem-solving, and students apply these skills in content areas. In addition, staff are expected to consistently incorporate technology into instruction and to facilitate student use of technology as a learning tool.

- Clever, Seesaw and Teams were used in classrooms K-5 to facilitate remote and in person learning throughout the 2020/21 school year. Students use Clever to launch applications to support the curriculum such as Zearn, Quaver and iReady as well as other technology tools such as Office365, Seesaw, and Adobe Spark.
- Canvas, our new Learning Management System for grades 6-12 was utilized by teachers and students throughout the 2020/21 school year to facilitate remote and in-person learning. Students used Canvas to access course content and materials, launch their online textbooks and submit assignments.
- Many of the middle and high school core classes include online textbooks and tools to support learning. For example, ALEKS is used in Algebra 1, Geometry, Chemistry, and middle school math classes. ALEKS is an adaptive learning program that includes diagnostic assessments and learning paths for students based on the assessment. NoRedInk used in middle school English/Language Arts is a tool to support student writing through adaptive technology.
- A key focus for educators in Issaquah is our students' thinking skills, as high-level thinking is critical for success in life especially in the 21st century. The importance of explicitly teaching thinking skills, engaging students in articulating their thinking processes, and posing rigorous critical-thinking questions for students to consider is an emphasis in each content area. Thinking skills and thinking habits provide the foundation for student learning in our rapidly changing digital world. We have defined and prioritized twenty thinking skills and eight thinking habits to be explicitly taught to our students, depending on the grade level and background knowledge of the learners. Computational and Critical Thinking Skills.
- Washington State adopted the ISTE (International Society for Technology in Education) standards in 2018. During the 19/20 school year high school science and math teachers identified technology standards that are addressed within their content area. The standards are now part of the HS course catalog. The standards are included in the HS course guide.

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Speak Up Survey Data

Rationale: Speak Up Survey data identifies student reflections about their use of technology to support their learning.

- 2017-18 Survey question on student use of technology in the classroom
- 2017-18 Survey question on student learning as a result of technology use
- 2018-19 Survey question on student use of technology in the classroom
- 2018-19 Survey question on student learning as a result of technology use
- 2019-20 Survey not administered due to the Covid-19 pandemic
- 2020-2021 Survey not administered; working to combine survey with 8th grade exit survey

Covid-19 and Remote Learning

The 2019/20 school year was impacted by the worldwide Covid-19 pandemic. Physical schools in Issaquah closed on March 13, 2020 with all classes K-12 shifting to remote learning. Teachers and students utilized a variety of technologies to access learning. From hotspots and laptops to Seesaw, Clever, Classlink, Teams, Zoom and more, students were launched into a new online learning environment.

Technology Course Enrollment and Program Participation
Rationale: Students enrolled in these courses demonstrate understanding and application of current and emerging technology through coursework.

- Elementary Science and Technology Magnet Program
- Middle School Technology and STEM Classes
- Middle School Enrollment by Ethnicity
- Middle School Enrollment by Service
- Middle School Enrollment by Gender
- High School Technology Class Enrollment HS Tech and STEM Classes
- High School Enrollment by Ethnicity
- High School Enrollment by Service
- High School Enrollment by Gender
- Gibson Ek High School
    - Examples include: students work on tech-focused internship projects with mentors from Microsoft, T-Mobile, Amazon, Keyfactor, Activision, Code Ninjas, ISD EdTech, Digipen, Salesforce, Expedia, PC Fix & Castus. Tech-related internship project examples include building a website, creating an app, 3D-printing prototypes, learning Python, writing and illustrating a digital graphic novel, video and audio editing, analyzing light in 3D rendering, designing a video game, building a light-sensitive robot, teaching elementary students to code, organizing data and building a hard drive
    - Met via Zoom and Google
    - Increased use of the Google Suite: Keep, Chat, Meet, Calendar, Classroom, Drive, Sites, Sheets, Jamboard
    - Connected students with programs to enhance their remote internships: ProCreate, Adobe Suite/Creative Cloud
    - Enhanced accessibility tools for students with an IEP while they were learning remotely, specifically speech-to-text
    - Tech Tools for L.I.V.E - ISD Remote Learning 2020-21

Commented [EA16]: Updated by Elementary Ed

Commented [EA17]: Link to MS Course Enrollment by School

Commented [EA18]: Link to MS Enrollment by Ethnicity, Service and Gender

Commented [EA19]: Link to HS Enrollment by School

Commented [EA20]: Link to HS Enrollment by Ethnicity Gender Service

Commented [GDA-S21]: Updated by Julia Bamba with 2020-21 data

Extra-curricular technology club participation – Due to Covid-19, extra-curricular tech clubs were not held in 2020-21 *for elementary and middle schools (we are checking on HS)*
Rationale: These clubs provide opportunities for students to demonstrate their understanding of current and emerging technologies and computational and critical thinking skills.

Commented [GDA-S22]: HS data update in process

Students will:
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
Rationale: Completing the admission process to a post-secondary education is one area where students have applied their knowledge to real life situations.

ERDC High School Graduate Outcomes, Postsecondary enrollment in the first year after graduation

Graduation Requirements and High School Course Guides
Gibson Ek Graduation Requirements
Rationale: See the overall evidence rationale on page 2 of this report.

Survey Data
Rationale: Our surveys helps us better understand the levels of preparedness that our students report and provides information about their high school experiences along with their current status as a post graduate of the ISD.

- Post Graduation Survey on preparation for reading, writing, numerical skills and research and study methods - Source: ISD Post Graduation Survey

Board approval:

Commented [GDA-S23]: ERDC not available as of December 2021

Commented [GDA-S24]: Link to website

Commented [GDA-S25]: Updated by Julia

Commented [GDA-S26]: Updated by Nancy

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