

ENDS 2: Academics and Foundations
PART 1
January 13, 2022

Deleted: December 9, 2020 - DRAFT

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

OSPI Report Card Update Schedule: As of November 29, OSPI has not updated data for the 2020-21 school year, their website states, "Due to complications from the unprecedented circumstances created by COVID-19 we are not able to provide an accurate long-term update schedule at this time. Thank you for your patience while we navigate this crisis together. If you have further questions about how our data collection cycle might be affected by recent events or any other general questions about the report card please contact reportcardredesign@k12.wa.us"

Commented [GDA-S1]: Statement from OSPI about the 2019-20 data. Will need to update with 2020-21 data statement

Deleted: 2019-20 Data Availability.

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Rationale: In order for a student to be prepared and confident to pursue post high school education having a high school diploma is critical so we bring forward the rate at which our

students earn diplomas “on time in four year” or “extended” which includes a fifth year in high school.

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 2013	92.9	94.3
Class of 2014	92	93.4
Class of 2015	92	93.7
Class of 2016	92	94.4
Class of 2017	92.7	94
Class of 2018	91.8	93.6
Class of 2019	93.2	96.3
Class of 2020	95.6	

Graduation Rate by School – Source: OSPI Report Card

Commented [GDA-S2]: As of 12/8 OSPI has not published 2021 grad data

Graduation Rates by Ethnicity/Race Program - Source OSPI

Gibson Ek Progress Monitoring Processes

Commented [GDA-S3]: Updated for 2020-21 by Julia Bamba

Students work closely with their advisor to engage in the learning program at Gibson Ek. Students write and update Learning Plans which include their vision, goals, and projects; they attend advisory daily; attend offerings/workshops during exploration time; participate in daily content time for math; attend design labs; and work during independent student work time. As students work through their independent projects, internship projects, and design labs, they share evidence of their work with their advisor and the advisor assesses the evidence and marks the appropriate competency targets and eventually marks a competency as met at the foundational or advanced level. Advisors manage graduation requirements such as writing portfolio, advisory engagement, capstone project, and internship. Student evidence is assessed in a variety of ways and at various times in throughout the learning cycles. Work is assessed during one on one meetings that occur weekly or bi-weekly; exhibitions that occur three times per year; during progress updates eight times per year; evidence submissions at the end of each design lab which is every 6 weeks; and weekly math check ins.

- o [Gibson Ek Graduation Requirements](#)
- o [Gibson Ek Scoring Criteria and Feedback](#)

- o [Gibson Ek Sample Transcript](#)
- o [Gibson Ek Competency Report](#)

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Non-Graduation Report

Rationale: The non-graduation and dropout reports helps us monitor and track the reasons why a student might not graduate.

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[2019 Non-Graduation Report](#)

[2020 Non-Graduation Report](#)

[2021 Non-Graduation Report](#)

[Issaquah School District OSPI website including graduation data](#)

Commented [GDA-S5]: As of 12/8 we don't have OSPI data

[Graduation Rate, Disaggregated Data – Source: OSPI 2020](#)

Commented [GDA-S6]: As of 12/8 we don't have OSPI data

[Education Research and Data Center \(ERDC\)](#)

Rationale: The following Educational Research and Data Center ERDC reports help us better understand what percentage of our students are pursuing higher education and the types of institutions they are attending.

Commented [GDA-S7]: As of 12/8 ERDC data not available

Students will:

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

Survey Evidence

Rationale: Our surveys help 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.

Commented [GDA-S8]: Survey charts updated with the exception of ERDC

- [ISD Senior Exit Survey Q11 on Confidence and Preparedness](#)
- Grads After Graduation
 - o [ERDC Persistence/retention rates through 2017](#)
 - o [Student activity and post graduation school attendance – Source: ISD Post Graduation Survey](#)
 - o [Confidence measure in working numerical problems and finances, using research and study methods, and being an informed consumer – Source: ISD Post Graduation Survey](#)

Smarter Balanced Assessments and Common Assessments

Rationale: Smarter Balanced Assessments (SBA) and ISD Reading Assessments are used because they measure critical thinking with questions that ask students to demonstrate their research, writing and problem solving skills. Over 2020-21 ISD transitioned from district common assessments in Reading to the i-Ready Reading assessment for grade K-8. This assessment is independently validated. Study of statewide data indicates that the measure to meet or exceed performance expectations as measured on the SBA.

Commented [GDA-S9]: Updated rationale and charts by Rich

Due to interruptions in state assessments the 2019-20 SBA in Math and Reading was not administered. A modified version of the 2020-21 SBA was administered in the fall of 2021. The 2021 SBA was a reduced-format assessment – including computer scored short response items only, no extended response items. SBA scores were not broken into strands.

ISD Common Assessments for Math and ELA were adjusted during the 2020-21 school year both in order to better inform mitigation of effect of the disruptions to learning during Covid, and to align with our emerging MTSS work.

- [Smarter Balanced Grade 10ELA](#)
- [Smarter Balanced ELA Claim Data, Source: OSPI EDS Score File \(Not available for 2021\)](#)

- [2016-17 Language Arts Grade 8 Common Assessments](#)
- [2017-18 Language Arts Grade 7 Common Assessments](#)
- [2018-19 Language Arts Grade 8 Common Assessments](#)

[ELA Grade 6-8 i-Ready Reading & SBA Assessment Report 2019-21](#)

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

Graduation requirements: students are required to take 4 credits of English to graduate.

Rationale: ISD and WA State graduation requirements require four credits of English which helps prepare our students to pursue higher education and/or specialized training.

MSP/SBA District Comparisons – Source: OSPI Report Card

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.

Commented [GDA-S10]: Updated with COVID statement from Rich

Due to interruptions in state assessments the 2019-20 SBA in Math and Reading was not administered. A modified version of the 2020-21 SBA, without strand data, was administered in the fall of 2021. 2021 District comparisons are not yet available.

- [2016-2017 SB/MSP District Comparison Chart](#)
- [2017-2018 SB/WCAS District Comparison Chart](#)
- [2018-2019 SB/WCAS District Comparison Chart](#)

State Testing and College Entrance Testing

Rationale: SBA ELA results used to measure academic preparedness of students in English language studies. PSAT, SAT and ACT test results used as a measure of preparedness for college level course work. Note that the vast majority of our high school students take the SBA and PSAT. The SAT and ACT are taken by a majority 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.

- [Smarter Balanced Grade 10ELA](#)
- [PSAT Scores by High School for 10th Grade](#)
- [PSAT Scores by High School for 11th Grade](#)
- [SAT Reading and Writing - Source: College Board and Skyward](#)
- [SAT College Bound Seniors –Evidence Based Reading and Writing Breakdown by Race/Ethnicity](#)
- [ACT English Mean Scores and Average Scores by Race/Ethnicity 2016, 2017, 2018 - Source: College Readiness](#)

Commented [GDA-S11]: Working on getting the ACT and PSAT scores

Commented [GDA-S12]: SAT charts updated by Shelley F.

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 English Courses: Exams, Enrollment, and Other English Courses by High School](#)

Commented [GDA-S13]: Updated by Jen Marbut

Commented [GDA-S14]: Some 1st page data missing – College Board's score report portal is down as of 12/8/2021. Will update when possible.

Survey Data

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.

- [Post Graduation Survey on preparation for reading, writing and speaking – Source: ISD Post Graduation Survey](#)

Commented [GDA-S15]: Updated

Common Assessments

Rationale: The Fountas and Pinnel (F&P) reading assessments correlate positively with SBA results and directly assess reading fluency and higher level comprehension for both literary and

Commented [GDA-S16]: Done - Section updated by Rich

informational texts. The i-Ready Reading assessment also correlates positively with the SBA and provides strand data on literary and informational text comprehension.

For the 2020-21 school year the common reading assessment in the spring was moved to Trimester 3 in order to monitor remote learning for all students. When the assessment is given in the 3rd trimester the cut scores for meeting standard are adjusted higher than on the Tri 2 assessment. The F&P was administered remotely to students learning remotely.

In the spring of 2020-21 the i-Ready Reading Assessment was administered K-8th grade, the assessment was given remotely to most students.

- [2017-18 Grade 3 F&P Tri 1 and Tri 2 Common Reading Assessments](#)
- [2018-19 Grade 3 F&P Tri 1 and Tri 2 Common Reading Assessments](#)
- [2019-20 Grade 3 F&P Tri 1 and Tri 2 Common Reading Assessments](#)

- [2020-21 Grade 3 F&P Fall and Spring Common Reading Assessments](#)
- [2016/17, 2019/20, 2020-21 Tri 3 – 3rd Grade F&P Percent meeting benchmark](#)

- [2016-17 Language Arts Grade 8 Common Assessments](#)
- [2017-18 Language Arts Grade 7 Common Assessments](#)
- [2018-19 Language Arts Grade 8 Common Assessments](#)

- [Spring 2021 i-Ready Reading 5th by school](#)
- [Spring 2021 i-Ready Reading 5th & 8th grade ELA Advanced, with strands](#)

- [2016-21 High School Common Language Arts Assessment, 11th Grade](#)

Note: The 2020 Common Assessments were not administered during emergency school closure.

Comprehensive Literacy and Readers Workshop

Rationale: Reader's workshop and a comprehensive literacy program reflect an approach to reading that is differentiated and is built upon instruction in higher level thinking skills applied to comprehension and analysis of literary and informational text.

- [Comprehensive Literacy](#)
- [Reader's Workshop grades 3-8](#)
- [K-8 Comprehensive Assessments 2021-22 \(initiated in the spring of 2021\)](#)

2.3 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.

Commented [GDA-S17]: Rich updated

Evidence

Commented [GDA-S18]: Updated by Rich

Graduation Rate, examples of Social Studies Curriculum and District Common Assessments, and enrollment in AP/IB Social Studies and numbers passing AP/IB exams

Rationale: We are providing information about our Social Studies Curriculum and common assessments because it demonstrates our student's exposure to and understanding of the social studies content covered in 2.3 of Ends 2.

- [Social Studies Curriculum on ISD Webpage](#)
- [2016-17 Social Studies District Common Assessment, Grade 6](#)
- [2017-18 Social Studies District Common Assessment, Grade 6](#)
- [2018-19 Social Studies District Common Assessment, Grade 6](#)
2019-20 Social Studies District Common Assessment was not administered during Covid-related school closures and emergency learning.
- [2020-21 Social Studies District Common Assessment, Grade 6](#)
- [Social Studies Year at a Glance, Grade 6](#)
- [Social Studies Year at a Glance, Grade 7](#)
- [AP Social Studies Course Enrollment and Exams, Source College Board](#)

Commented [GDA-S19]: Updated by Jen

2.4 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

Rationale: See above rationales for inclusion of Common Assessments, AP/IB course selection and assessment pass rates.

- Graduation rate
- Graduation requirements: Students are required to take 3 credits of Social Studies to graduate.
- US History District and World History Common Assessment

Commented [GDA-S20]: Section updated by Rich

- [2016-2017 U.S. History Common Assessment](#)
- [2017-2018 U.S. History Common Assessment](#)
- [2018-19 U.S. History Common Assessment Grade 11](#)
- [2020-21 U.S. History Common Assessment Grade 11](#)
- [2016-17 World History Common Assessment](#)
- [2017-18 World History Common Assessment](#)

- [2018-19 World History Common Assessment Grade 9](#)
- [2020-21 World History Common Assessment Grade 9](#)

- **Enrollment**

- [AP US History Course Enrollment and Exams - Source: College Board](#)
- [AP Euro Studies, Human Geography, World History - Source: College Board](#)
- [Other Social Studies Courses Enrollment – Source: Skyward](#)

Commented [GDA-S21]: Updated by Jen and Nirmala

2.5 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

Rationale: We have provided examples of our art curriculum lessons, course enrollments, and graduation requirements in the arts. Taken collectively over time we believe that this builds our students understanding and appreciation of the arts.

Commented [GDA-S22]: Updated by Rich

- Art Lessons K-5, [example: 1st Grade](#)
- Elementary Art Docent Program, funded and coordinated by Issaquah Schools Foundation
- During remote learning TLS supported Art through activities for home in the elementary school that integrated Art with social-emotional learning needs.
- Art Padlet
- Art Home resources
- Grad Requirement 2 Credits of either Visual or Performing Arts
- [Secondary Visual Arts Common Assessment Rubric](#)
- [HS and MS Visual Arts and Performing Arts](#)

2.6 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

Rationale: We use our Social Studies at a Glance scope and sequence documents to demonstrate the social studies concepts and units students are exposed to in order to develop and understanding and appreciation for other world cultures. Data on how much foreign language our students take is provided because that is where students learn the basic structures of another world language.

- Middle School Grades 6 and 7 Social Studies Year at a Glance **Documents**
 - [Social Studies Year at a Glance, Grade 6](#)
 - [Social Studies Year at a Glance, Grade 7](#)

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- World History Common Assessments
 - [2016-17 World History Common Assessment](#)
 - [2017-18 World History Common Assessment](#)
 - [2018-19 World History Common Assessment Grade 9](#)
 - [2020-21 World History Common Assessment](#)

- [AP/IB World Language Course Enrollment and Exams](#)
- [High School Enrollment in Foreign Language](#)

Commented [GDA-S24]: Both charts Updated

Board approval: ▼

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