

ENDS 2: Academics and Foundations
Outline for Board Discussion, in preparation for submission to the board on January 12, 2023

Ends 2 Statement

Proposed Changes to the Interpretation

Proposed Evidence *Data will be presented with multi-year trends and disaggregated when possible*

Upon graduation, students will be academically prepared and confident to pursue higher education or specialized career training.

Prior 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.

Proposed New Interpretation

Following graduation, students will be prepared for employment, enlistment, and enrollment. Students will demonstrate and apply the skills, knowledge, and thinking habits that empower them to fulfill their personal academic and career interests and ambitions after graduation.

Reasonable progress

Achievement of Ends 2 implies that from pre-school through transition to college and career, students will either achieve benchmark expectations described by grade-level standards or demonstrate gap-closing growth toward meeting expectations by graduation.

Indicators that students in all demographic and program subgroups are meeting or are on track to meet the targets of E-2 include the following:

Continue

- Impact of pandemic on Academics and Foundations
- Rationale statements for key evidence
- Data Sets (used throughout the monitoring report)
 - Graduation Data
 - ERDC (Education Research and Data Center provides post-graduation data)
 - ISD Post-Grad and Senior Exit Survey data
 - State Assessment Data: SBA & WCAS Summary (from September work-study)
- Gibson Ek monitoring

New/Enhanced Evidence

- Program overview (summarize approach, identify works in progress)
- Updates to Data formatting
 - Updated formatting for readability
 - Like data consolidated in Excel Workbooks
 - Expanded data to include 7-year grad rates
- New data sets
 - Grad Pathway data
 - Benchmark Data (key achievement points by cohort)
 - Enrollments and Grades
- School Improvement Plans

Discontinue

- Common Assessments: in 2021-22 it was determined to discontinue the collection of data on common course assessments to focus on developing MTSS-aligned, validated screener and progress monitoring assessments of core academic skills.

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- Students achieve academic benchmarks or accelerated growth in literacy and math on standards-aligned, validated assessments.
- Students meet standard on elementary report cards.
- Students achieve credit in secondary courses aligned to E-2.
- Students select courses that support post-high school studies and/or pursuit of their career choices.
- Students earn an ISD diploma, based on graduation requirements aligned to E-2.
- Students access post-high school opportunities according to their college and career plans.
- Students succeed in their post-high school pursuits for employment, enlistment, or enrollment.

Students will:
2.1 think and solve problems using both creative and critical thinking skills;

Prior Interpretation

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.

Proposed New Interpretation

I interpret 2.1 to mean:

- a. that each student will meet or exceed the depth of knowledge expectations described in state standards, and
- b. students will apply their knowledge creatively to solve authentic, real-world problems in school and beyond.

Rationale: Current [state standards](#) integrate content knowledge standards, process or practice standards, and thinking skills or depth of knowledge. By aligning to the state standards with the descriptions of depth of knowledge, core courses of study develop age-appropriate, rigorous, and transferable creative and critical thinking skills.

Below is a description of Webb’s Depth of Knowledge based on current educational literature.

[Depth of knowledge](#) described in content standards includes the following types of thinking

- Level 1: recall of facts, concepts, information, and procedures

Continue

- Senior Exit Survey
- Post-Graduation and Senior Exit Survey (activity)
- Assessment data

New/Enhanced Evidence

- Scope & Sequence work in progress including standards alignment, essential learnings, success criteria, common learning experiences
- Sample Assessments
- Overview of programs designed for creative and critical thinking skills beyond core content

Discontinue

- ERDC persistence (continues to be used as general evidence but not a direct measure of this portion of E-2)

Ends 2 Statement	Proposed Changes to the Interpretation	Proposed Evidence <i>Data will be presented with multi-year trends and disaggregated when possible</i>
<p>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;</p>	<ul style="list-style-type: none"> • Level 2: application of skills and concepts in real-world contexts • Level 3: strategic thinking and reasoning that is abstract and complex • Level 4: extended thinking to solve complex and authentic problems with unpredictable outcomes <p><u>Prior Interpretation</u> 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.</p> <p><u>Proposed New Interpretation</u> I interpret 2.2 to mean:</p> <ol style="list-style-type: none"> a. each student will meet or exceed English Language Arts (ELA) standards for literacy, b. students who score below standard in literacy, will experience accelerated growth; and c. students will be able to apply their literacy skills to authentic literacy tasks in school and in their college, career and personal pursuits beyond high school. <p>Rationale: Current ELA Standards describe learning outcomes that include literacy foundational skills and standards for comprehension and production across genres. Literacy, as defined by state standards, includes listening, speaking, reading, and writing. Standards are designed to develop literacy skills necessary for college and career readiness. (see p. 7 & 10)</p> <p>Note: for purposes of E-2 monitoring this section focuses on ELA courses and related services. It should be recognized that the ELA standards apply to and are integrated into content courses.</p>	<p><u>Continue</u></p> <ul style="list-style-type: none"> ▸ Assessment Data: academic assessments including state assessments, SAT/PSAT and assessments associated with advanced courses in high school ▸ Surveys: Post Grad, Senior Exit ▸ Graduation data (expanded) <p><u>New/Enhanced Evidence</u></p> <ul style="list-style-type: none"> ▸ Overview ELA program, approach and works in progress – emphasis on actions taken to address disproportionality and achievement gaps ▸ Benchmark Data including phonics, vocabulary, informational text comprehension and overall reading milestones (TS Gold/WaKIDS, i-Ready, SBA) ▸ Use of mean, 20th percentile, 10th percentile detail performance level to monitor accelerated growth. ▸ Enrollment and Grades, rate of access to advance ELA courses <p><u>Discontinue</u></p> <ul style="list-style-type: none"> ▸ ELA Common Assessments ▸ F&P: now used as a formative assessment and diagnostic, not administered in a common assessment window ▸ Less use of year-to-year assessments (different students / same test) in favor of cohort progress monitoring.

Ends 2 Statement

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

Prior Interpretation

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.

Proposed New Interpretation

I interpret 2.3 to mean:

- a. each student will demonstrate knowledge and inquiry skills that meet or exceed the state standards for geography,
- b. students who score below standard in core academic skills impacting performance in social studies will be provided the equitable opportunity to attain and demonstrate proficiency with social studies concepts and skills,
- c. students will be able to apply the themes of geography to relevant global issues including those related to culture, politics and the environment.

Rationale:

The state standards for geography are organized around 3 components related to 2.3.

- 1. Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.
- 2. Understands human interaction with the environment.
- 3. Understands the geographic context of global issues and events.

Continue

- Assessment data (as listed above)
- Rate of selection of and success in AP/IB course and test options

New/Enhanced Evidence

- Summary of Social Studies program, shift in standards and practice, sequence of content
- Highlights of core course content in areas identified in 2.3 and 2.4, including Tribal Sovereignty lesson alignment, environmental ed...
- i-Ready informational text assessment data
- Samples of essential learnings, inquiry-based assessments

Discontinue

- SS Common Assessments

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;

Prior Interpretation

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.

Proposed New Interpretation

I interpret 2.4 to mean:

- a. each student will demonstrate knowledge and inquiry skills that meet or exceed the state standards for history and civics,
- b. students who score below standard in core academic skills impacting performance in social studies will be provided the equitable opportunity to attain and demonstrate proficiency with social studies concepts and skills,

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	<p>c. students will understand the multiple and diverse lived experiences that contribute to the historical record, be able to validate and analyze source material, and apply the themes of history and civics, relevant to contemporary issues and events, government, and world religion.</p>	
<p>2.5 understand and appreciate the basic concepts of fine, visual and performing arts;</p>	<p><u>Prior Interpretation</u> We interpret 2.5 to mean each student demonstrates a basic understanding related to the Anchor Standards for The Arts as applied to fine, visual and performing arts.</p> <p><u>Proposed New Interpretation</u> I interpret 2.5 to mean:</p> <ul style="list-style-type: none"> a. each student will demonstrate an understanding of the four artistic processes (creating, performing/presenting/producing, responding, and connecting) described in state art standards as applied to fine, visual and performing arts, and b. students will engage in personal expression through art in a manner that reflects individual choice and identity. 	<p><u>Continue</u></p> <ul style="list-style-type: none"> ▸ MS & HS Arts Enrollments <p><u>New/Enhanced Evidence</u></p> <ul style="list-style-type: none"> ▸ Arts program overview <p><u>Discontinue</u></p>
<p>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.</p>	<p><u>Prior Interpretation</u> We interpret 2.6 to mean each student will demonstrate knowledge and understanding of another world culture.</p> <p><u>Proposed New Interpretation</u> I interpret 2.6 to mean:</p> <ul style="list-style-type: none"> a. each student will demonstrate knowledge and understanding of another world culture, b. students will develop skills for cross-cultural communication and cultural competency. 	<p><u>Continue</u></p> <ul style="list-style-type: none"> ▸ World Language MS / HS Enrollment, adding ASL ▸ IB/AP World Language assessments ▸ <p><u>New/Enhanced Evidence</u></p> <ul style="list-style-type: none"> ▸ Overview of culture integrated into core curriculum ▸ World Language overview ▸ Dual Language program ▸ MLL & Language assessment data <p><u>Discontinue</u></p> <ul style="list-style-type: none"> ▸ Year-at-a-glance for sample grade levels. Replace by overview that demonstrates how culture is integrated over the K-12 career of students. ▸ Common Assessments

Part 2		
<p>2.7 know and apply mathematics to a level of fluency that ensures a broad range of post-secondary opportunities and career choices;</p>	<p><u>Prior Interpretation</u> 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, <i>specialized career training</i> programs such as apprenticeships, technical schools, and military service.</p> <p><u>Proposed New Interpretation</u> I interpret 2.7 to mean:</p> <ol style="list-style-type: none"> each student will demonstrate knowledge and skills in mathematics that meet or exceed the state standards at key moments in their educational development, students who score below standard in mathematics will experience accelerated growth and be provided supports for sustaining grade and age-appropriate engagement in math, and students will select courses in math that empower their personal choice of continued education and career opportunities. 	<p><u>Continue</u></p> <ul style="list-style-type: none"> › Assessment Data › Survey Data › MS Course Selections › CTE enrollments <p><u>New/Enhanced Evidence</u></p> <ul style="list-style-type: none"> › Program overview › Math committees and task-groups › Benchmark Assessments & key milestones data by cohort › Enrollment and Grades › Grad Pathways – how students met math grad requirements <p><u>Discontinue</u></p> <ul style="list-style-type: none"> › Common Assessments
<p>2.8 use analytic and scientific principles to draw sound conclusions;</p>	<p><u>Prior Interpretation</u> 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.</p> <p><u>Proposed New Interpretation</u> I interpret 2.8 to mean:</p> <ol style="list-style-type: none"> each student will demonstrate STEM knowledge and skills that meet or exceed state standards, students who score below standard in core academic skills impacting performance in STEM will be provided the equitable opportunity to attain and demonstrate proficiency with STEM concepts and skills, students will have equitable access to STEM opportunities of their choice, including science, applied math and sciences, and CTE, and develop cross-cutting concepts, core ideas and practices to understand and 	<p><u>Continue</u></p> <ul style="list-style-type: none"> › Assessment Data (WCAS, AP/IB, ACT) <p><u>New/Enhanced Evidence</u></p> <ul style="list-style-type: none"> › Program overview, including overview of NGSS standards › Sample Scope & Sequence revisions › Adoption updates › Enrollments and grades <p><u>Discontinue</u></p> <ul style="list-style-type: none"> › Common Assessments

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address global and local issues, and design solutions to real-world problems.

Rationale:

[Next Generation Science/STEM Standards](#), NGSS, are designed around Crosscutting Concepts, Disciplinary Core Ideas, and Science and Engineering Practices, and guide STEM instruction to blend depth of understanding of science with the ability to apply science to real-world science and engineering compelling problems and tasks.

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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;

Prior Interpretation

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

Proposed New Interpretation

I interpret 2.9 to mean:

- a. students will demonstrate technology knowledge and skills as described in the ISTE (International Society for Technology in Education) standards,
- b. students will engage, create, and produce using technological tools, and
- c. students will adapt to and leverage new technology for learning and personal or occupational advancement.

Rationale:

The [ISTE standards for students](#) describe learning expectations for the use of standards around 7 components which include the understanding of the digital world, the ability to critically curate resources, use of technology to identify and solve problems, use computational thinking, communicate with a variety of tools, and collaborate locally and globally.

Continue

- Tech integration overview: description of integration of technology in core curriculum and instructional practices
- Learning management systems (e.g. Canvas)
- Speak up Survey Data
- Offerings of extra-curricular or elective courses, clubs, activities and programs
- Data on participation in tech courses by race, gender and program/service

New/Enhanced Evidence

- Description of integration of ISTE Tech standards in core courses and programs
- Description of works in progress related to E-2.9
- 1:1 distribution Middle School Pilot
- Survey data and enrollment data updated formatting
- Linkage to CTE courses that integrate technology and/or computational thinking

Discontinue

- Passage rate of elective courses. Passage rates will focus on core courses as evidence of all students developing technology skills.

2.10 apply academic skills to life situations;

Prior Interpretation

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.

Proposed New Interpretation

I interpret 2.10 to mean:

- a. each student will apply content and thinking skills to authentic tasks that reflect how their learning is applied outside of school, and
- b. students will use their content and academic skills after high school for personal and occupational advancement, continued learning and life management.

Continue

- Survey data
- Grad requirements and course guides

New/Enhanced Evidence

- CTE, WANIC, GEHS & ACT project-based / internship learning
- HSBP to drive career pathways and course selection
- ROTC participation

Discontinue

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