

## **ENDS 5: Personal Awareness and Expressions Board Acceptance February 8, 2012**

### **Students will understand and develop their personal gifts and strengths.**

Students will:

- 5.1 identify personal passions and create a vision for life;
- 5.2 express themselves through personal development in one or more physical, intellectual, or artistic modes;
- 5.3 understand and value the historical content and cultural significance of different art forms;
- 5.4 be able to create and innovate to develop higher-level thinking skills.

### **Interpretation**

#### **“Students will understand and develop their personal gifts and strengths”**

- We interpret *students* to mean current students in our educational system.
- We interpret *understand* to mean that students will identify/recognize their personal gifts and strengths.
- We interpret *develop* to mean that students will demonstrate their personal gifts and strengths over time.
- We interpret *personal gifts* to mean the things that students are naturally good at—“talents.”
- We interpret *strengths* to mean the things that students like to do—“interests.”

**Reasonable progress:** We have confidence that students are meeting the targets of E-5 when they navigate our educational system to earn a diploma and are exposed to and participate in extra- and co-curricular activities. To graduate from the Issaquah School District, every student is exposed to and must demonstrate proficiency/growth in a variety of academic, artistic, and athletic coursework—which progress in a natural sequence—including completion of a culminating project that outlines their postgraduate plan for life.

### **Limitations inherent in E-5**

In terms of evidence, the Superintendent acknowledges that it is difficult to offer definitive proof of all students’ actual discovery of personal gifts or passion. Completion of our PreK-12 educational system—with all of its requirements and expectations—is a strong indicator of meeting reasonable progress. Because “discovery of personal gifts or passion” is not a graduation requirement, much of what contributes to the superintendent’s confidence towards this End is not easily quantified, but rather best expressed through a contextual and systemic conversation. Further limitations include:

- Lack of participation in classes or activities that students perceive as presenting an academic or personal risk.

- A finite number of class periods and school days, combined with graduation and post secondary education entrance requirements, may limit students’ ability to explore a wide variety of elective classes depending on the pathways they choose, i.e. music.
- Qualified staff in selective content areas may not be available.
- Courses offered may not generate enough enrollments to make it economically feasible.
- Difficulty in assessing number of students in content area courses currently pursuing their passion in that content area.

**Types of evidence: Personal Awareness and Expression embedded in the K-12 system**

**5.1 identify personal passions and create a vision for life;**

We interpret “identify” to mean recognize and/or discover.

We interpret “personal passions” to mean things that students care deeply about and are willing to spend time working towards.

We interpret “create a vision for life” to mean setting goals and developing an appropriate plan (e.g. articulation at Senior Culminating Project).

**Evidence:**

- Proficiency: Graduation rate- Percentage of students (at minimum) who have successfully met these graduation requirements.
- Requirements: Students must meet graduation and promotion [requirements](#) at the elementary, middle and high school levels.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass all classes; we supervise teachers to ensure fidelity.
- Articulation at [Senior Culminating Project](#)

**Graduation Rate**

**E-5.1, 5.2, 5.3, 5.4**

Source: OSPI School Report Card and P210

	2008-09	2009-10	2010-11
<b>On Time</b>	95.9%		
<b>Extended</b>	100.1%		
Actual Cohort On Time *		*92.3%	*89.8%
Actual Cohort Extended *		*95.8%	*95.6%

*\*The state changed the calculation of graduation rate starting in the year 2010 therefore making 2010 our base year.*

**5.2 express themselves through personal development in one or more physical, intellectual, or artistic modes;**

We interpret “express themselves through personal development” to mean practice, allocation of time, commitment to the accomplishment, and evaluating progress.

**Evidence:**

- Requirement: All students are exposed to academic and elective [course offerings](#), and extra and co-curricular opportunities.
- Extra- and Co-Curricular Opportunities and Participation: [PTSA funded opportunities](#)
- Proficiency: Graduation rate (includes elective requirements)
- Application: Healthy Youth Survey – Participation in co-curricular activity.

**ASB Participation**

**E-5.2**

	ASB Participation (%)		ASB Participation (#)	
	2009-10	2010-11	2009-10	2010-11
Middle School	95.7%	94.4%	3,676	3,676
High School	88.7%	88.0%	4,310	4,204
Total	91.8%	91.0%	7,986	7,880

**Healthy Youth Survey Data**

**E-5.2**

<a href="#">Healthy Youth Survey Data</a>			
Question: “Opportunities for Involvement:” Percent of students who agree that they have lots of chances for involvement in school activities.			
Grade	2006	2008	*2010
8	95% (90% took survey)	94% (92% took survey)	95% (91% took survey)
10	94% (86% took survey)	95% (75% took survey)	96% (79% took survey)
12	94% (67% took survey)	96% (57% took survey)	95% (61% took survey)

\*State summary report on this question changed calculation method in 2010 to only include (YES!) answers and not (yes) combined. Our 2010 data still combines the (YES!) and (yes) as has been done in previous years.

**Extra- and Co-Curricular Opportunities and Participation-Clubs/Activities  
E-5.2**

**CLUBS/ACTIVITIES: Extra and Co-curricular Student Participation Rates (numbers of students) and number of clubs/activities. Students participating in multiple clubs/activities are counted more than once.**

	2010 rate	2010 clubs/activities	2011 rate	2011 clubs/activities	2012 rate	2012 clubs/activities
Elem	4,173	104	6,440	129	–	–
Middle	4,795	85	5,087	117	–	–
High	4,188	123	3,968	123	–	–
Total	13,156	312	15,495	363	–	–

**Extra- and Co-Curricular Opportunities and Participation-Athletics  
E-5.2**

**ATHLETICS: Extra and Co-curricular Student Participation (numbers of students). Students participating in multiple sports are counted more than once.**

	2010	2011	2012
Elem	–	–	–
Middle	2,771	2,793	–
High	2,724	2,773	–
Total	5,495	5,566	–

Elementary and middle level activities chart 2012: <http://www.issaquah.wednet.edu/docs/default-source/district/governance/2011/e5activitychart2012.pdf?sfvrsn=2>

### **5.3 understand and value the historical content and cultural significance of different art forms;**

We interpret “understand and value the historical content and cultural significance” to mean comprehend the context and the events that contributed to the art form and how much it has influenced the community.

#### **Evidence:**

- Requirements: Students must meet art requirements at middle and high school levels.
- Proficiency: Graduation rate- Percentage of students (at minimum) who have successfully met these art course requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass an art class.
- Participation Rate: 100% of Elementary Schools participate in the art docent program.

### **5.4 be able to create and innovate to develop higher-level thinking skills.**

We interpret “create and innovate” to mean apply specific thinking skills strategies and demonstrate thinking habits.

We interpret “higher level thinking skills” to mean “Thinking Habits and Skills” as identified on the ISD charts posted in all schools and classrooms.

#### **Evidence:**

- Alignment: Specific [EALRs](#) around higher level thinking skills are embedded in all courses that align with E-5.4.
- Requirements: Students must meet graduation and promotion requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met these graduation requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass academic and elective classes.

#### **Capacity Building**

Possible survey on attributes of E-5

Track number of students who did or did not get first or second choice offerings

Track number of courses in the catalog that are not offered

Look at career pathway interest inventories