

## ENDS 5: Personal Awareness and Expression

Board approval: March 13, 2013

Students will understand and develop their personal gifts and strengths.

### Interpretation:

- 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 K-12 educational program and are exposed to and participate in extra- and co-curricular activities. Evidence of students' development in the areas of creativity and innovation is demonstrated through increased opportunities to engage in higher level thinking skills. In addition, the report will provide evidence of student participation in physical, intellectual and/or artistic modes, and opportunities for them to express themselves, pursue personal passion, and create a vision 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. 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.

Students will:

### ***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).

## Ends 5: Personal Awareness and Expression

### 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

Class of:	2009	2010	2011	2012
On Time	95.9%			
Extended	100.1%			
% On Time Adjusted 4-Year Cohort		92.3%*	91.1%*	
% Extended Adjusted 5-Year Cohort		95.8%*	94.5%*	

\*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)

## Ends 5: Personal Awareness and Expression

- Application: Healthy Youth Survey – Participation in co-curricular activity.
- Additional opportunities for students to pursue personal development through creation of informed self-select in Middle School math, science, and humanities.  
<http://www.issaquah.wednet.edu/docs/default-source/district/governance/2012/parentletter2013.pdf?sfvrsn=2>  
  
<http://www.issaquah.wednet.edu/docs/default-source/district/governance/2012/msscienceparentletter.pdf?sfvrsn=2>  
  
<http://www.issaquah.wednet.edu/academics/Programs/AdvLA>
- Creation of Middle School Independent Health/PE to open student schedules  
<http://www.issaquah.wednet.edu/academics/Programs/healthPE>  
 High School *Learning Recommendations* have replaced *Pre-requisites* in [course offerings](#)
- Senior Exit Survey Results 2012 – **Question 1:** “In general, I was satisfied with my ability to access the courses I wish to take during my high school years.” **Question 2:** “In general, I was satisfied with my ability to access sports, clubs, and other programs in which I wished to participate during my high school years.” **Question 10:** “I felt my creativity and individuality was valued and encouraged during my high school years.” [Survey results](#)

### ASB Participation

#### E-5.2

ASB Participation Number/%			
School Year:	2009-10	2010-11	2011-12
Middle School	3,676/95.7%	3,676/94.4%	3,871/95.4%
High School	4,310/88.7%	4,204/88.0%	4,300/87%
Total	7,986/91.8%	7,880/91.0%	8,171/90.8%

## Ends 5: Personal Awareness and Expression

### Healthy Youth Survey Data

#### E-5.2

[Healthy Youth Survey Data](#) (Raw Data School Domain)

Question: "Opportunities for Involvement:" Percent of students who agree that they have lots of chances for involvement in school activities.

School Year:	2006-07	2008-09	*2010-11
Grade 8	95% (90% took survey)	94% (92% took survey)	95% (91% took survey)
Grade 10	94% (86% took survey)	95% (75% took survey)	96% (79% took survey)
Grade 12	94% (67% took survey)	96% (57% took survey)	95% (61% took survey)

[http://www.issaquah.wednet.edu/docs/default-](http://www.issaquah.wednet.edu/docs/default-source/district/governance/2012/10isdgr08.pdf?sfvrsn=2)

[source/district/governance/2012/10isdgr08.pdf?sfvrsn=2](http://www.issaquah.wednet.edu/docs/default-source/district/governance/2012/10isdgr08.pdf?sfvrsn=2) "There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class."

\*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.**

School Year	2009-10 rate	2009-10 #clubs/activities	2010-11 rate	2010-11 #clubs/activities	2011-12 rate	2011-12 #clubs/activities
Elem	4,173	104	6,440	129	5,470	132
Middle	4,795	85	5,087	117	2,696*	72*
High	4,188	123	3,968	123	4,371	134
Total	13,156	312	15,495	363	12,537	336

\*Previous reports included athletic s at the Middle School Level. 2012 data does not include sports in clubs/activities.

[Elementary and middle level activities chart 2011-2012](#)

[High school level activities chart 2011-2012:](#)

## Ends 5: Personal Awareness and Expression

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

<b>ATHLETICS: Extra and Co-curricular Student Participation (numbers of students). Students participating in multiple sports are counted more than once.</b>			
School Year	2009-10	2010-11	2011-12
Elem	–	–	–
Middle	2,771	2,793	3,045
High	2,724	2,773	2,654
Total	5,495	5,566	5,699

### **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.

## Ends 5: Personal Awareness and Expression

### 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.
- Powerful Teaching and Learning STAR Data Report on Thinking Component.

#### Powerful Teaching and Learning STAR Data Report

Source: BERC Research Group

Thinking Component		
School Year:	2010-11	2011-12
District Score	38%	56%

June 2012 Feedback from BERC Group—“Overall, researchers observed instruction aligned with *Powerful Teaching and Learning™* in 62% of the classes (Somewhat and Very combined), 17 percentage-points above the STAR average and a 12 percentage-point increase from 2010. Every Essential Component improved overall, with the largest improvements in Knowledge and Thinking.” The Thinking Component scored moderately, with 56% of classrooms scoring a 3 or 4. This is 18 percentage points above 2010.

### Capacity Building

Possible survey on attributes of E-5

Track number of students who did or did not get first or second choice offerings (Refer to Guiding Principles)

Track number of courses in the catalog that are not offered

Look at career pathway interest inventories

Comparison of Common Reading Assessment (CRA) data for Middle School

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