

## ENDS 5: Personal Awareness and Expression

February 10, 2016

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. The ability to explore a wide variety of elective classes may be dependent on a student's post-secondary plan.

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).

### **Evidence:**

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

**Graduation Rate**

**E-5.1, 5.2, 5.3**

Source: OSPI Report Card

	% On-time <b>Adjusted 4 year cohort</b>	% Extended <b>Adjusted 5 year cohort</b>
Class of 2010/Baseline	92.7	94.5
Class of 2011	91.1	93.3
Class of 2012	91.8	94.7
Class of 2013	92.9	94.3
Class of 2014	92	

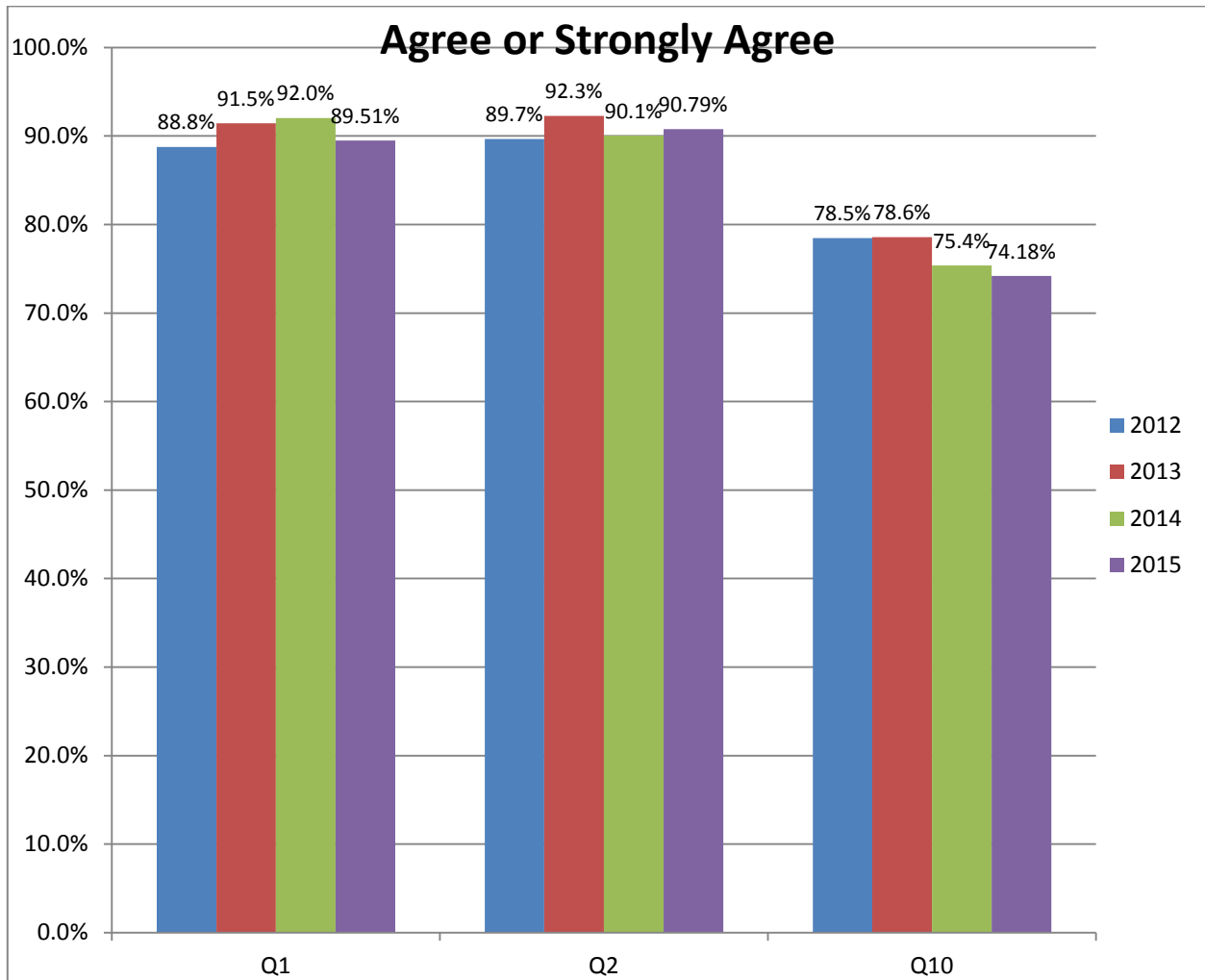
**5.2 express themselves through personal development in one or more physical, intellectual, or artistic modes;**

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

**Evidence:**

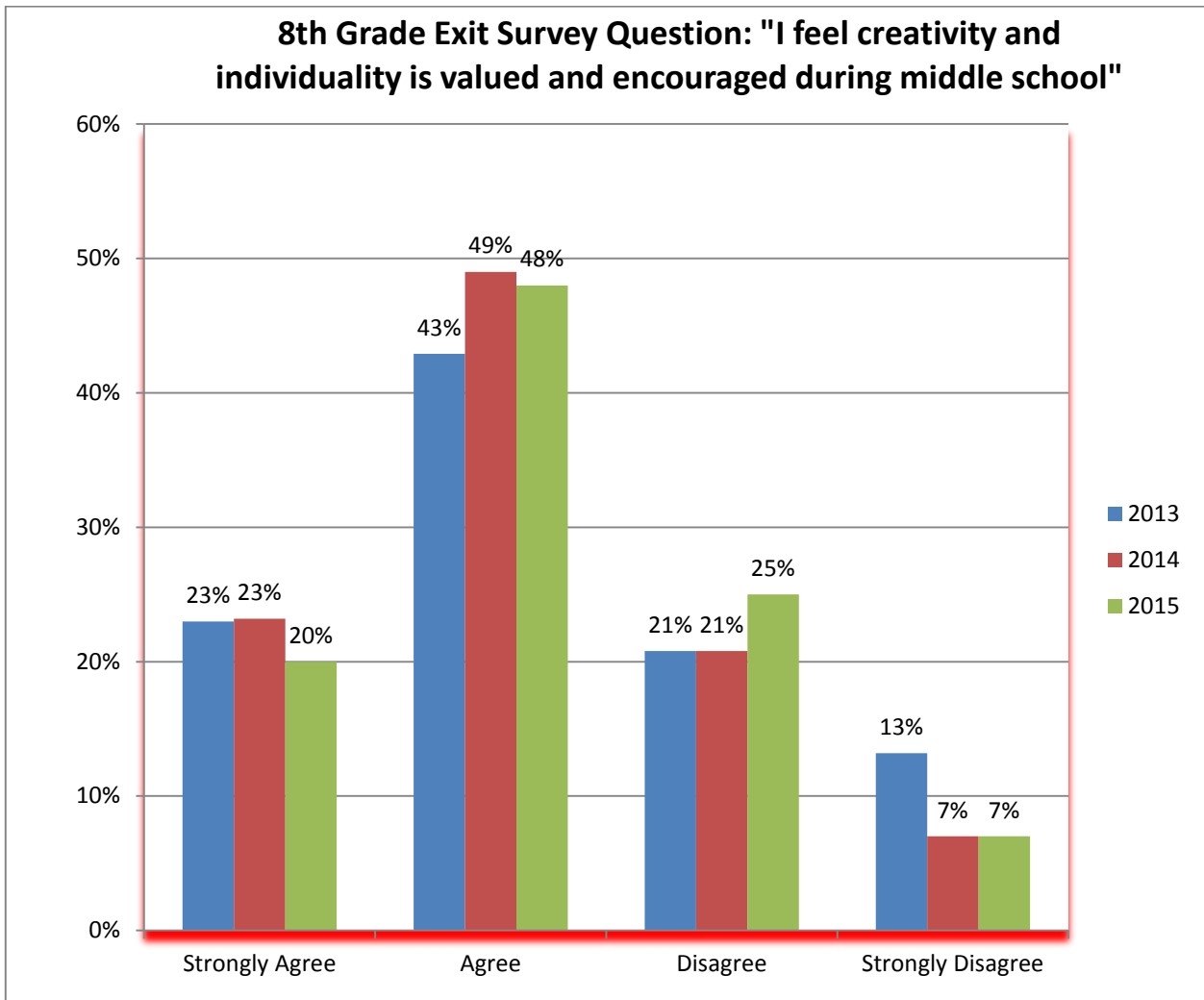
- Requirement: All students are exposed to academic and elective [course offerings](#), and extra and co-curricular opportunities
- Extra and co-curricular opportunities provided through [Issaquah Schools Foundation](#)
- Extra- and Co-Curricular Opportunities and Participation: [PTSA funded opportunities](#)
- Proficiency: Graduation rate (includes elective requirements)
- Application: Healthy Youth Survey – Participation in co-curricular activity
- Additional opportunities for students to pursue personal development through creation of informed self-select in Middle School math, science, and humanities  
[Middle School Math Curriculum](#)  
[Middle School Science Paths](#)  
[Middle School Language Arts Selection Form Spring 2015](#)
- Creation of Middle School Independent Health/PE to open student schedules  
[Independent Health and PE \(8\)](#)
- Students consider learning recommendations when choosing courses [course offerings](#).
- [Senior and 8th Grade Exit Survey Results](#).
- Senior Exit Survey questions, 8<sup>th</sup> Grade Exit Survey question and 5<sup>th</sup> Grade Exit Survey questions
- Balanced Literacy Approach with Guided Reading and Readers’ Workshop in our elementary schools provides leveled reading choice for students.
- 2014-15 Grade 4 Elementary Writing Common Assessment  
[2014-15 Gr 4 Writing Pre and Post Assessment by school](#)  
[2014-15 4th Grade Cohort Pre and Post Assessment](#)

**District Senior Exit Survey Responses Based on Agree and Strongly Agree**

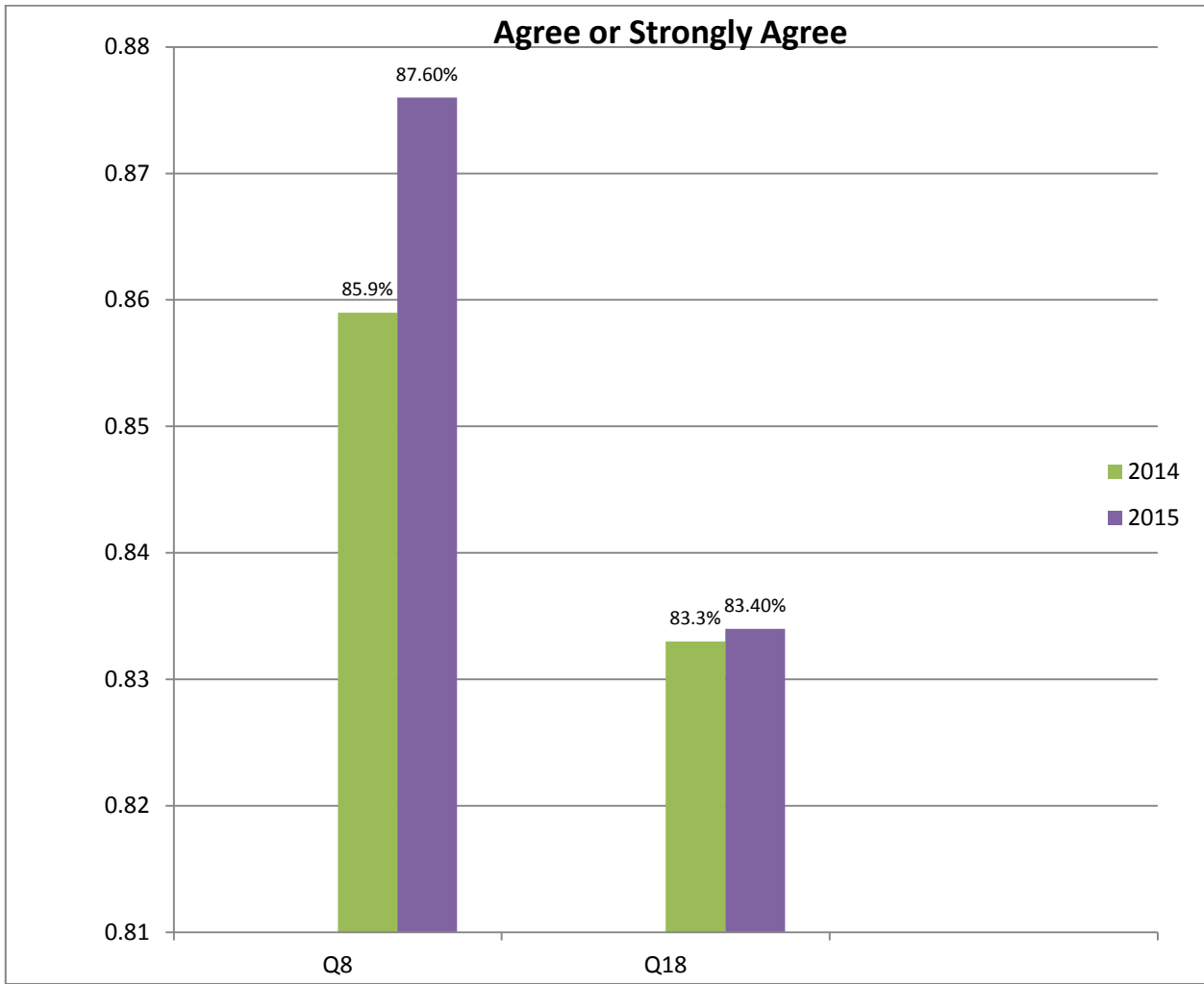


**Question 1:** “In general, I was satisfied with my ability to access the courses I wish to take during my high school years.” **Question 2:** “In general, I was satisfied with my ability to access sports, clubs, and other programs in which I wished to participate during my high school years.” **Question 10:** “I felt my creativity and individuality was valued and encouraged during my high school years.”

Ends 5: Personal Awareness and Expression



5<sup>TH</sup> Grade Exit Survey Questions 8 and 18



Question 8: I feel my creativity and individuality is valued and encouraged at my school.

Question 18: I have enough opportunities to participate in before and after school activities, before and after school sports, clubs, and activities.

**Online and Summer School Credit Accrual Class Enrollment**  
**E-5.2**

School Year-Fall, Spring, Summer	2012-13	2013-14	2014-15
Subject Area	Enrollment	Enrollment	Enrollment
ONLINE			
Art	7	7	8
Business	3	0	1
Math	62	61	71
Science	21	12	9
Social Studies	19	26	58
Language Arts	6	4	11
Lifeskills-Health	173 (145 ISD Health)	156 (145 ISD Health)	132 (93 ISD Health)
World Language	26	19	26
Physical Education	35	30	44
Technology	11	5	3
<b>TOTAL Online Enrollment</b>	<b>363</b>	<b>320</b>	<b>363</b>
ISD SUMMER SCHOOL			
Physical Education	120	126	84
English	0	0	1
Math	2	1	3
Science	2	1	4
Social Studies	3	0	3
Digital Painting: Art of Photoshop	0	6	0
Art: Guided Studies	0	0	8
Ecology Summer Research Program	0	15	17
<b>Total ISD Summer School Enrollment</b>	<b>127</b>	<b>149</b>	<b>120</b>
<b>GRAND TOTAL ENROLLMENTS</b>	<b>490</b>	<b>469</b>	<b>483</b>

**ASB Participation**

**E-5.2**

<b>ASB Participation Number/Percentage</b>			
<b>School Year:</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Middle School	3,899/94%	3,995/92.6%	4,127/92.3%
High School	4,524/88.12%	4,451/87.3%	4,636/87.5%
Total	8,423/90.75%	8,446/89.7%	8,763/89.7%

**Healthy Youth Survey Data**

**E-5.2**

[Healthy Youth Survey \(District Survey Page\)](#)

<b>(Raw Data School Domain)</b>			
Question: "Opportunities for Involvement:" Percent of students who agree that they have lots of chances for involvement in school activities.			
<b>Survey Year:</b>	<b>2010*</b>	<b>2012</b>	<b>2014</b>
Grade 8	95%	93%	96%
Grade 10	96%	96%	95%
Grade 12	96%	94% (IHS, LHS)	95%

"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.

[Washington State Healthy Youth Survey 2014](#)

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

**E-5.2**

<b>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.</b>						
<b>School Year</b>	<b>2012-13 rate &amp; total</b>	<b>2012-13 #clubs/activities</b>	<b>2013-14 rate &amp; total</b>	<b>2013-14 #clubs/activities</b>	<b>2014-15 rate &amp; total</b>	<b>2014-15 #clubs/activities</b>
Elem rate	5,625	136	7,002	134	6,146	149
Elem total	8,583		8,722		9,017	
Middle rate	2,943	83	3,509	72	2,859	44
Middle total	4,156		4,328		4,439	
High rate	4,353	113	4,637	139	5,223	131
High total	5,138		5,200		5,368	
Total rate	12,921	332	15,148	345	13,813	323
Total Enrollment	17,877		18,250		18,824	

**Elementary and Middle Student Participation 2014-15**



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

**E-5.2**

<b>ATHLETICS: Students participating in multiple sports are counted more than once.</b>			
School Year	2012-13	2013-14	2014-15
Middle Participation	2,991	2,953	2,877
Total Enrollment	4,156	4,328	4,439
High Participation	2,675	2,745	2,792
Total Enrollment	5,138	5,200	5,368
Total Participation	5,666	5,698	5669
Middle and High Total Enrollment:	9,294	9,528	9,807

**5.3 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 [State Standards](#) around higher level thinking skills are embedded in all courses that align with E-5.3
- Requirements: Students must meet graduation and promotion requirements at elementary, middle, and high school levels.
- [ISD Thinking Habits and Skills](#) are emphasized across the K-12 system.
- 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.
- Middle School Common Reading Assessment was based on higher level thinking skills as applied to reading.
- [2014-15 Middle School Common Reading Assessments, 6th Grade](#)  
[2014-15 Middle School Common Reading Assessments, 8<sup>th</sup> Grade](#)
- Elementary Reading and Writing Curriculum provides an opportunity for student choice of reading material and writing topics/genres.

Ends 5: Personal Awareness and Expression

- Panorama Soft Skills Survey:

2014-15 Panorama Soft Skills Survey 4 <sup>th</sup> , 7 <sup>th</sup> and 9 <sup>th</sup> Graders who answered Strongly Agree or Agree		
	<b>How Likely are you to solve problems creatively?</b>	
<b>7th Grade</b>	Agree and strongly agree 68%	Total Students who Responded: 2,486 Total Students who responded SA or A: 1,668
<b>9th Grade</b>	Agree and strongly agree 66%	
	<b>I think of creative ways to solve problems.</b>	
<b>4th Grade</b>	Agree and strongly agree 87%	Total Students who responded: 1,332 Total Students who responded SA & A: 1,158

Participation Optional 7<sup>th</sup> Period (source: Skyward)

Optional 7 <sup>th</sup> Period		
School	2014 Second Semester	2014-15 School Year
Issaquah High School	108	317
Skyline High School	196	362

### Impact Program

Impact Program Participation		
School	Registration as of 6/1/2014	Registration as of 6/1/2015
Beaver Lake Middle	56	60
Maywood Middle	31	45
Pacific Cascade Middle	25	36
Pine Lake Middle	50	44
Total	162	185

### Capacity Building

- Look at career pathway interest inventories - Career Cruising has been implemented for the 2015-16 school year.

*Board approval: February 10, 2016*