

## ENDS 5: Personal Awareness and Expression

February 8, 2017

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 Exit Interviews)

### **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](#)
- Career Cruising and High School and Beyond Plan
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass all classes; we supervise teachers to ensure fidelity.

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- 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

	<b>% On-time Adjusted 4 year cohort</b>	<b>% Extended Adjusted 5 year cohort</b>
<b>Class of 2012</b>	91.8	94.7
<b>Class of 2013</b>	92.9	94.3
<b>Class of 2014</b>	92	93.4
<b>Class of 2015</b>	92	93.7
<b>Class of 2016</b>	92	

- [High School and Beyond Plan \(HSBP\) Grades 8-12](#)
- [Class of 2021 8th Grade Career Cruising Activity Sheet](#)

**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:**

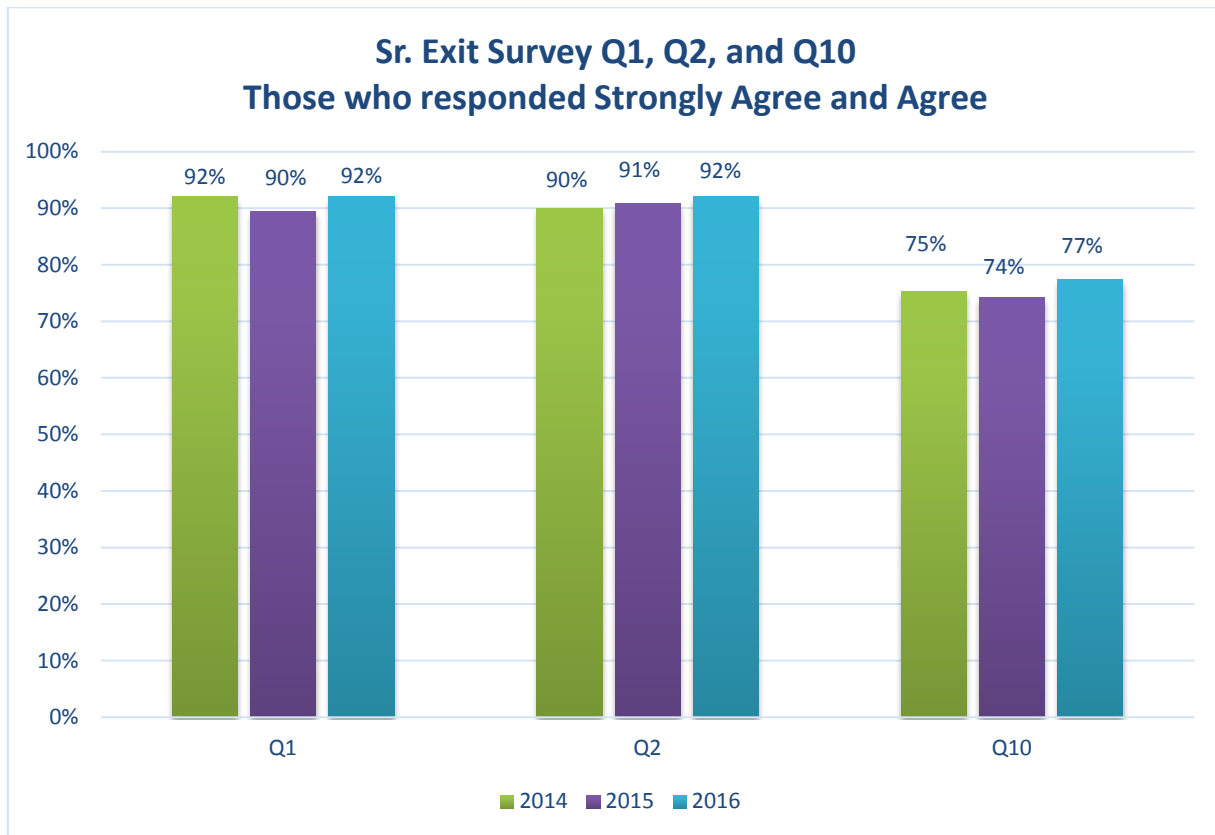
- Requirement: All students are exposed to academic and elective [course offerings](#), and extra and co-curricular opportunities
- Extra and co-curricular opportunities provided through [Issaquah Schools Foundation](#)
- Extra- and Co-Curricular Opportunities and Participation: [PTSA funded opportunities](#)
- 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 2016](#)  
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.](#)

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- 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' and Writers' Workshops in our elementary schools provides leveled reading choice for students.
- 2014-15 Grade 4 Elementary Writing Common Assessment

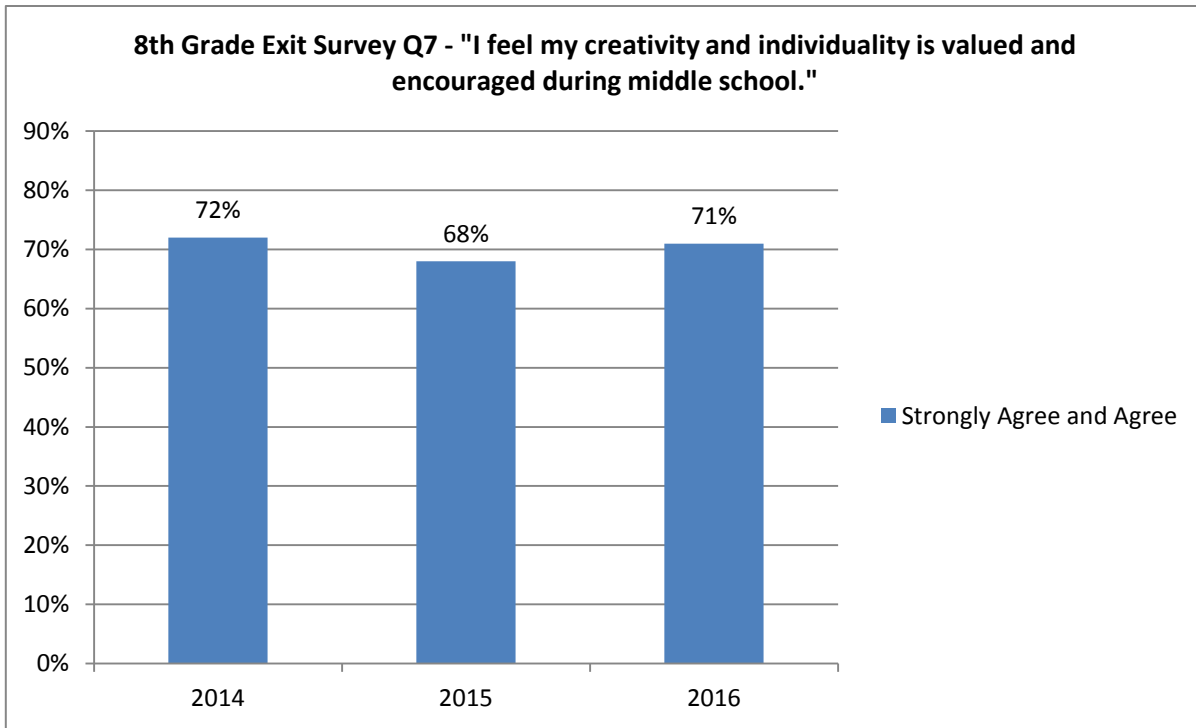
[2015-16 Gr 4 Writing Pre and Post Assessment by School](#)  
[2015-16 Gr 4 Cohort Pre and Post Assessment](#)

**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.”

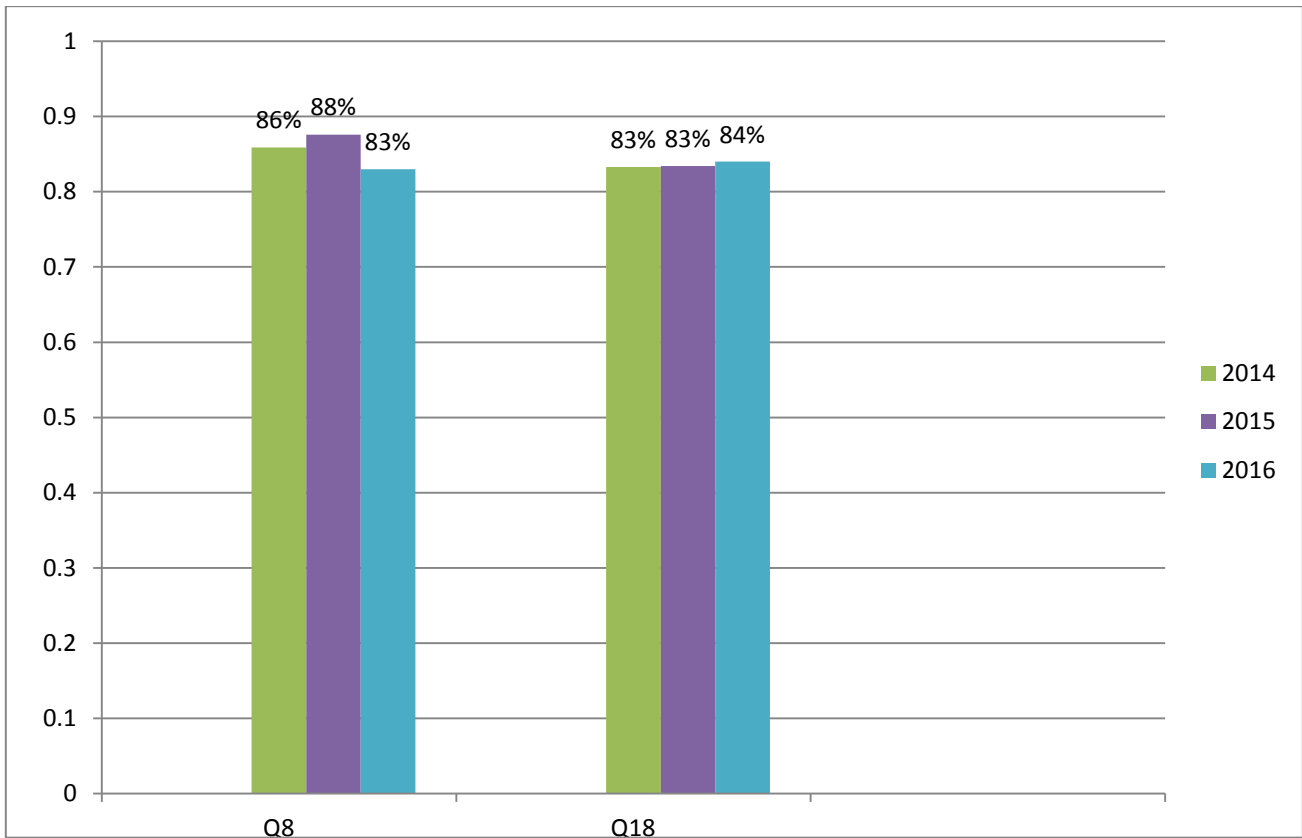
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**5<sup>TH</sup> Grade Exit Survey Questions 8 and 18**

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	2013-14	2014-15	2015-16
Subject Area	Enrollment	Enrollment	Enrollment
<b>ONLINE</b>			
Art	7	8	13
Business	0	1	3
Math	61	71	152
Science	12	9	22
Social Studies	26	58	44
Language Arts	4	11	4
Lifeskills-Health	156 (145 ISD Health)	132 (93 ISD Health)	99 (92 ISD Online Health)
World Language	19	26	32
Physical Education	30	44	33
Technology	5	3	7
<b>TOTAL Online Enrollment</b>	<b>320</b>	<b>363</b>	<b>409</b>
<b>ISD SUMMER SCHOOL</b>			
Physical Education	126	84	58
English	0	1	3
Math	1	3	4
Science	1	4	1
Social Studies	0	3	9
Digital Painting: Art of Photoshop	6	0	0
Art: Guided Studies	0	8	0
Ecology Summer Research Program	15	17	24
<b>Total ISD Summer School Enrollment</b>	<b>149</b>	<b>120</b>	<b>99</b>
<b>GRAND TOTAL ENROLLMENTS</b>	<b>469</b>	<b>483</b>	<b>508</b>

**ASB Participation**

**E-5.2**

<b>ASB Participation Number/Percentage</b>			
<b>School Year:</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Middle School	3,995/92.6%	4,127/92.3%	4,289/92.9%
High School	4,451/87.3%	4,636/87.5%	4,595/85.9%
Total Enrollment	8,446/89.7%	8,763/89.7%	10,027/86.5%

**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**

**[Elementary and Middle Student Participation 2015-16 \(link\)](#)**

<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>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>	<b>2015-16 rate &amp; total</b>	<b>2015-16 #clubs/activities</b>
Elem rate	7,002	134	6,146	149	6,256	145
Elem total	8,722		9,017		9,184	
Middle rate	3,509	72	2,859	44	3,107	73
Middle total	4,328		4,439		4,678	
High rate	4,637	139	5,223	131	5,882	178
High total	5,200		5,368		5,385	
Total rate	15,148	345	14,228	324	15,245	396
Total Enrollment	18,250		18,824		19,254	



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

**E-5.2**

<b>ATHLETICS: Students participating in multiple sports are counted more than once.</b>			
<b>School Year</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Middle Participation	2,953	2,877	2,928
Total Enrollment	4,328	4,439	4,678
High Participation	2,745	2,792	2,722
Total Enrollment	5,200	5,368	5,385
Total Participation Middle and High	5,698	5669	5,650
Total Middle and High School Enrollment:	9,519	9,805	10,063

**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.

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- [2015-16 Middle School Common Reading Assessments, 6th Grade](#)  
[2015-16 Middle School Common Reading Assessments, 8th Grade](#)
- Elementary Reading and Writing Curriculum provides an opportunity for student choice of reading material and writing topics/genres.
- Panorama Soft Skills Survey:

<b>Panorama Soft Skills Survey</b> <b>4<sup>th</sup> 7<sup>th</sup> and 9<sup>th</sup> Graders who answered Strongly Agree or Agree</b>		
	Spring 2015	Spring 2016
<b>4<sup>th</sup> Grade:</b> <b>“How likely are you to solve problems creatively?”</b>	87% Total responses: 1,332	85% Total responses 1,442
<b>7<sup>th</sup> and 9<sup>th</sup> Grade:</b> <b>“I think of creative ways to solve problems.”</b>	67% Total responses: 2,486	69% Total responses 2,660

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

<b>Optional 7<sup>th</sup> Period</b>			
<b>School</b>	<b>2014 Second Semester</b>	<b>2014-15 School Year</b>	<b>2015-16 School Year</b>
Issaquah High School	108	317	472*
Skyline High School	196	362	346*
Liberty High School			14

\*This number includes IHS-124 and SHS-49 accessing credit recovery.

Liberty High also had 142 students accessing credit recovery outside of the regular school day.

The numbers are duplicated and based on receiving a grade in the class.

### Impact Program

Impact Program Participation			
School	Registration as of 6/1/2014	Registration as of 6/1/2015	Registration as of 6/1/2016
Beaver Lake Middle	56	60	52
Maywood Middle	31	45	54
Pacific Cascade Middle	25	36	42
Pine Lake Middle	50	44	47
Total	162	185	195

### Capacity Building:

- **Gibson Ek High School**
- **CTE Course Work**

*Board approval: February 8, 2017*