

ENDS 5: Personal Awareness and Expression

Board approval: February 12, 2014

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 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](#)
- Link to Grad questions as they relate to the Ends statements: [12th Grade Senior Year Culminating Project](#)

Graduation Rate

E-5.1, 5.2, 5.3, 5.4

Source: OSPI School Report Card

Class of:	2010	2011	2012
% On Time Adjusted 4-Year Cohort	92.3%*	91.1%	91.8%
% Extended Adjusted 5-Year Cohort	95.8%*	94.5%	93.3%

*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 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. [Secondary Math Path](#)
[Middle School Science Pathways](#)
[Advanced Language Arts](#)
- Creation of Middle School Independent Health/PE to open student schedules [Independent Health and PE \(8\)](#)
- High School *Learning Recommendations* have replaced *Pre-requisites* in [course offerings](#)
- [Senior and 8th Grade Exit Survey Results](#). **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

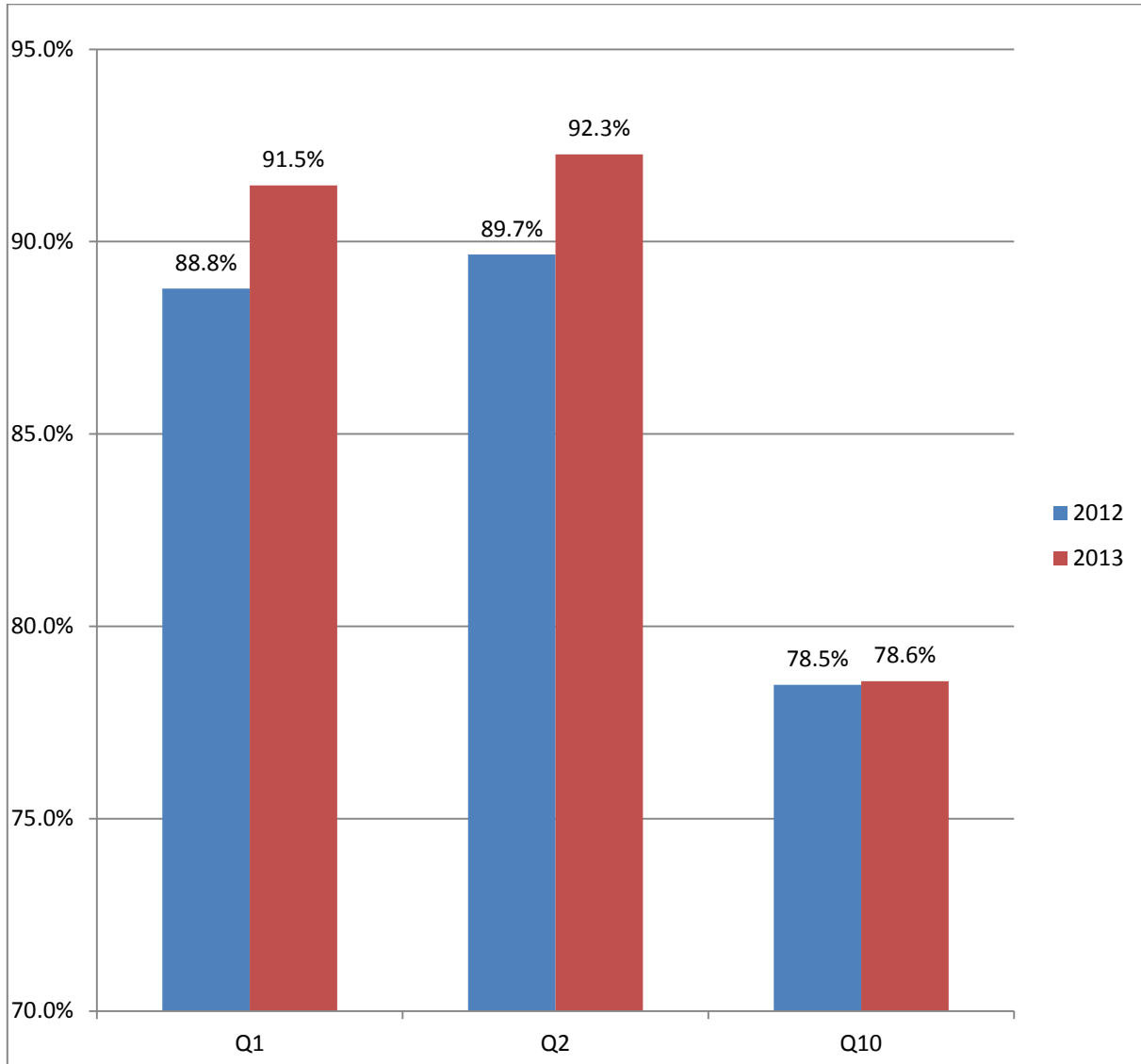
Ends 5: Personal Awareness and Expression

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.” 8th grade exit survey **Question 7:** “I feel my creativity and individuality was valued and encouraged during my middle school years.”

- Balanced Literacy Approach with Guided Reading and Readers’ Workshop in our elementary schools provides leveled reading choice for students.

District Senior Exit Survey Responses Based on Agree and Strongly Agree



Online and Summer School Credit Accrual Class Enrollment
E-5.2

2012-13 School Year-Fall, Spring, Summer	
Subject Area	Enrollments
ONLINE	
Art	7
Business	3
Math	62
Science	21
Social Studies	19
Language Arts	6
Lifeskills-Health	173 (145 ISD Health)
World Language	26
Physical Education	35
Technology	11
TOTAL Online Enrollment	363
ISD SUMMER SCHOOL	
Physical Education	120
Math	2
Science	2
Social Studies	3
Total ISD Summer School Enrollment	127
GRAND TOTAL ENROLLMENTS	490

ASB Participation
E-5.2

School Year:	ASB Participation Number/%		
	2010-11	2011-12	2012-13
Middle School	3,676/94.4%	3,871/95.4%	3899/94%
High School	4,204/88.0%	4,300/87%	4524/88.12%
Total	7,880/91.0%	8171/90.8%	8423/90.75%

Healthy Youth Survey Data

E-5.2

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

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

Survey Year:	2008	2010*	2012
Grade 8	94%	95%	93%
Grade 10	95%	96%	96%
Grade 12	96%	95%	94% (IHS LHS)

[Healthy Youth Survey 2012 Results](#) "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.

[Healthy Youth Survey 2012 by Looking Glass Analytics](#)

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	2010-11 rate	2010-11 #clubs/activities	2011-12 rate	2011-12 #clubs/activities	2012-13 rate	2012-13 #clubs/activities
Elem	6,440	129	5,470	132	5,625	136
Middle	5,087	117	2,696*	72*	2,943	83
High	3,968	123	4,371	134	4,353	113
Total	15,495	363	12,537	336	12,921	332

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

[Student Participation 2012-13](#)

Extra- and Co-Curricular Opportunities and Participation-Athletics

E-5.2

ATHLETICS: Students participating in multiple sports are counted more than once.			
School Year	2010-11	2011-12	2012-13
Middle	2,793	3,045	2,991
High	2,773	2,654	2,675
Total	5,566	5,599	5,666

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:

- ISD Social Studies World Studies scope and sequence includes 9th and 10th grade level expectation (Washington state GLE 4.2.2). Analyzes how cultures and cultural groups have shaped world history (1450 to present).
- ISD Social Studies U.S. History scope and sequence includes 11th grade level expectation (Washington state GLE 4.2.2). Analyzes how cultures and cultural groups have shaped the United States (1890 to present).
- ISD World Language scope and sequence includes GLE 2.2. This standard focuses on the products of the culture studied and on how they reflect the perspectives of the culture. Products may be tangible (e.g., a painting, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (perspectives) of that culture, and the cultural practices involve the use of that product.
- Requirements: Students must meet art requirements in high school.
- 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.
- [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.
- Powerful Teaching and Learning STAR Data Report on Thinking Component.
- Middle School Common Reading Assessment was based on higher level thinking skills as applied to reading.
[2012-13 Grade 6 Common Reading Assessment - Post](#)
[2012-13 Grade 6 Common Reading Assessment - Pre](#)

Powerful Teaching and Learning STAR Data Report

Source: BERC Research Group

Thinking Component			
School Year:	2010-11	2011-12	2012-13
District Score	38%	56%	47%

Capacity Building

- Optional 7th period data – 2 semesters of data
- Possible survey on attributes of E-5
- 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 (included in this monitoring report).

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