

ENDS 3

Students will live as responsible citizens.

Draft Monitoring

Ends 3: Students will live as responsible citizens.

Interpretation:

Students will live as responsible citizens when:

- We interpret “*students*” to mean each student in our pre-K12 system.
- We interpret “**live as responsible citizens**” to mean that current students:
 1. Will conduct themselves in a manner that reflects community values and aligns with the behavior expectations outlined in state law and District and school behavior policies; and
 2. Demonstrate knowledge, application, and proficiency in their studies of American citizenship and cultural, global, and environmental awareness in classes that have standard curricula that specifically align with this End.

Reasonable progress: We have confidence that students are meeting the targets of Ends 3 when they participate in our K-12 educational program which is aligned with state standards and, progress through our education system and earn a diploma, show successful adherence to all behavior expectations and course requirements. This is because our K-12 system precludes students from advancing or graduating if they fail to meet either behavioral standards (a responsible citizen) or course requirements (Ends 2 and graduation). Therefore, the Superintendent will show evidence that each Ends 3 component is embedded in the K-12 system for all students.

Limitations: The notion of citizenship presents unique challenges for interpretation and monitoring—primarily, in the scope of influence a school actually has over a student’s behavior and the subjectivity of what constitutes appropriate values. Students spend the vast majority of their time outside the schoolhouse and rely on their families and communities to impart many values of citizenship. Furthermore, definitions of terms such as “ethical” and “respect” vary from household to household, and some families would object to a school district imposing its own definition onto students. In terms of evidence, the Superintendent acknowledges that he will never be able to *prove* that a student truly believes in these citizenship values; the only type of data that he can offer is inferential. Completion of our K-12 system—with all of its requirements and expectations (Ends 2)—is a strong indicator of compliance with Ends 3; it is not a guarantee. Much of what contributes to the superintendent’s confidence of Ends 3 compliance is not easily quantified. It is observance of the total schoolhouse environment (the great socializer of American society), which is best expressed through a contextual and systemic conversation.

Types of evidence: Citizenship embedded in the K-12 system

3.1 understand and respect the freedoms, rights and responsibilities of being an American citizen and participating in a representative democracy at the local, state and national levels;

- We interpret “***understand and respect***” to mean knowledge of and appreciation for.
- We interpret “***freedoms, rights, and responsibilities of being an American citizen***” to mean the ideals and rules as defined in the Constitution, state law, district policy, and student handbook.
- We interpret “**participate in a representative democracy**” to mean to engage in activities that reflect the rules and norms of American citizenship.

Evidence:

- Alignment: Specific EALRs are embedded in the Social Studies scope and sequence that align with E-3.1
<http://www.k12.wa.us/SocialStudies/pubdocs/FinalDocument-SocialStudiesGLEs-GradesK-12-12-1-08.doc> (If you encounter log-in screen just push cancel)
- Requirements: Students must meet Social Studies requirements at the elementary, middle and high school levels.
- Proficiency: Graduation rate- Percentage of students (at minimum) who have successfully met these Social Studies requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.

3.2 understand and apply ethical principles in all aspects of life;

- We interpret “***understand and apply***” to mean acquiring knowledge and demonstrating and transferring this knowledge.
- We interpret “***ethical principles***” to mean right and wrong as defined in the Constitution, state law, district policy, and student handbook.
- We interpret “***all aspects of life***” to mean interactions in the school, home, and both local and global communities.

Evidence:

- Alignment: Students must meet specific behavior expectations that align with E 3.2.
<http://www.ihs.issaquah.wednet.edu/StudentHandbook/2009%202010%20student%20handbook%20final.pdf>
- Requirement: All students are exposed to and instructed on the behavior policies of each school with student and parent sign-off.

- Proficiency: Graduation rate- Percentage of students demonstrating successful adherence to these behavioral expectations.
- Fidelity: Principals are credentialed and receive annual training regarding student discipline.
- Application: HYS – “Feeling Safe”
- Application: Truancy Rates (Skyward)
- Application: Discipline Rates—District-wide and any concerning areas, in particular assault, cheating, harassment, and weapons offenses.

3.3 demonstrate an awareness of global events and economics and their impact on local communities and personal lives;

- We interpret “**awareness of global events**” to mean knowledge of a larger community outside of school, city, county, state, and nation.
- We interpret “**economics**” to mean value of goods and services and how they contribute to a civil society.
- We interpret “**local communities**” to mean all entities that reside within the school district.
- We interpret “**personal lives**” to mean each student’s family and friends.

Evidence:

- Alignment: Specific EALRs are embedded in the Social Studies scope and sequence that align with E-3.3.
- Requirements: Students must meet Social Studies requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate- Percentage of students (at minimum) who have successfully met these Social Studies requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; how we supervise teachers to ensure fidelity.
- Application: Data from Post Graduate Survey around preparedness of our graduates: *Upon graduation how prepared did you feel in each of the following areas, regardless of where you acquired knowledge or skills: Understanding national/world problems and issues?*

3.4 understand and respect diverse cultures;

- We interpret “**understand and respect**” as having knowledge of and appreciation for.
- We interpret “**diverse cultures**” to mean history, beliefs and behaviors of peoples throughout our schools, community, and the world.

Evidence:

- Alignment: Specific EALRs are embedded in the Social Studies scope and sequence that align with E-3.4.

- Requirements: Students must meet Social Studies requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met these Social Studies requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies class; we supervise teachers to ensure fidelity.
- Application: All adopted curriculum is inspected for racial and cultural bias.

3.5 utilize natural resources in an efficient, sustainable way, ensuring the rights of future generations to enjoy a clean and resourceful planet;

- We interpret “**utilize**” to mean reduce, reuse, and recycle.
- We interpret “**natural resources**” to mean materials occurring in nature.
- We interpret “**efficient**” to mean responsible.
- We interpret “**sustainable**” to mean to last or continue over time.

Evidence:

- Alignment: Specific EALRs are embedded in the Social Studies and Science scope and sequence that align with E-3.5.
- Requirements: Students must meet Social Studies and Science requirements at elementary, middle, and high school levels.
- Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met Social Studies and Science requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies or Science class; we supervise teachers to ensure fidelity.
- Application: Data on district wide and building conservation efforts (refuse and recycling).
- Application: Students are exposed to KC surface Water Management Education Program.

3.6 recognize how their personal and collective actions impact the environment.

- We interpret “**recognize**” to mean to acknowledge and appreciate.
- We interpret “**personal actions**” to mean individual behaviors resulting in good and/or bad consequences.
- We interpret “**collective actions**” to mean group behaviors resulting in good and/or bad consequences.
- We interpret “**impact the environment**” to mean effect on our world.

Evidence:

- Alignment: Specific EALRs are embedded in the Social Studies and Science scope and sequence that align with E-3.6.
- Requirements: Students must meet Social Studies and Science requirements at elementary, middle, and high school levels.

- Proficiency: Graduation rate - Percentage of students (at minimum) who have successfully met Social Studies and Science requirements.
- Graduation rate: Percentage of students (at minimum) who have successfully met these requirements.
- Fidelity: Students must demonstrate knowledge, application, and proficiency in order to pass a Social Studies or Science class; we supervise teachers to ensure fidelity.
- Application: Data on district wide and building conservation efforts (refuse and recycling).

Limitation in Data Collection

Some data in Skyward is difficult to retrieve in a useful manner.

Some data is collected only every two years; e.g., Post-Graduate Survey.

OSPI reports are sometimes one or more years behind.

Disaggregated data is not always available using OSPI data, which is the best data currently available for some topics.