

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.

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**” to mean each student in our pre-K12 system demonstrate adherence to established and accepted school rules and responsibilities.
- We interpret “**participate in a representative democracy**” to mean that current students have learned and demonstrated 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.
- Proficiency: US History Failure Rate- Percentage of students in 8th and High School US History courses who have failed to meet course requirements

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

- We interpret “**understand and apply**” to mean each student is aware of something and can apply it to many different situation in their life surroundings.
- We interpret “**ethical principles**” to mean each student in school system understands and can demonstrate the principles of right and wrong in a school setting.
- We interpret “**aspects of life**” to mean each student is aware that there is a difference between home and the outside world we live in.

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 each student is aware of a larger community outside of his/her school, city, county, state, and nation that makes up the world community.
- We interpret “**economic**” to mean each student in our pre-K12 system progressively learns and understands the value of goods and service and how they contribute to a civil society.
- We interpret “**local communities**” to mean the school district that the student resides.
- We interpret “**personal lives**” to mean each student own family and circle of 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 “**understands and respects**” to mean each student will learn and appreciate people outside of our own families, community and county.
- We interpret “**diverse cultures**” to mean that students will learn and understand the knowledge, beliefs and behaviors of peoples throughout the world or beyond the borders of own country.

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 each student will learn the practical uses of natural occurring resources in our world.
- We interpret “**natural resources**” to mean each student will learn and appreciate resources occurring in nature that can create wealth.
- We interpret “**efficient**” to mean that students will learn and understand how a decision can create and effect of a desired result.
- We interpret “**sustainable**” to mean students will learn and understand methods of making things 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 each student will learn to acknowledge and appreciate nature and the environment.
- We interpret “**personal actions**” to mean each student will learn and appreciate that everyone’s action can have both good and bad consequences.
- We interpret “**collective actions**” to mean that students will learn and understand how a group of people’s action can have an effect on everyone’s environment.
- We interpret “**environment**” to mean each student will learn and appreciate the whole complex of factors that surrounds each and everyone that allow us to survive in 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.