

ENDS 5: Personal Awareness and Expression

February 11, 2015

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](#)

E-5.1, 5.2, 5.3

Source: OSPI School Report Card

	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort
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	

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](#)

[Middle School Advanced Language Arts](#)

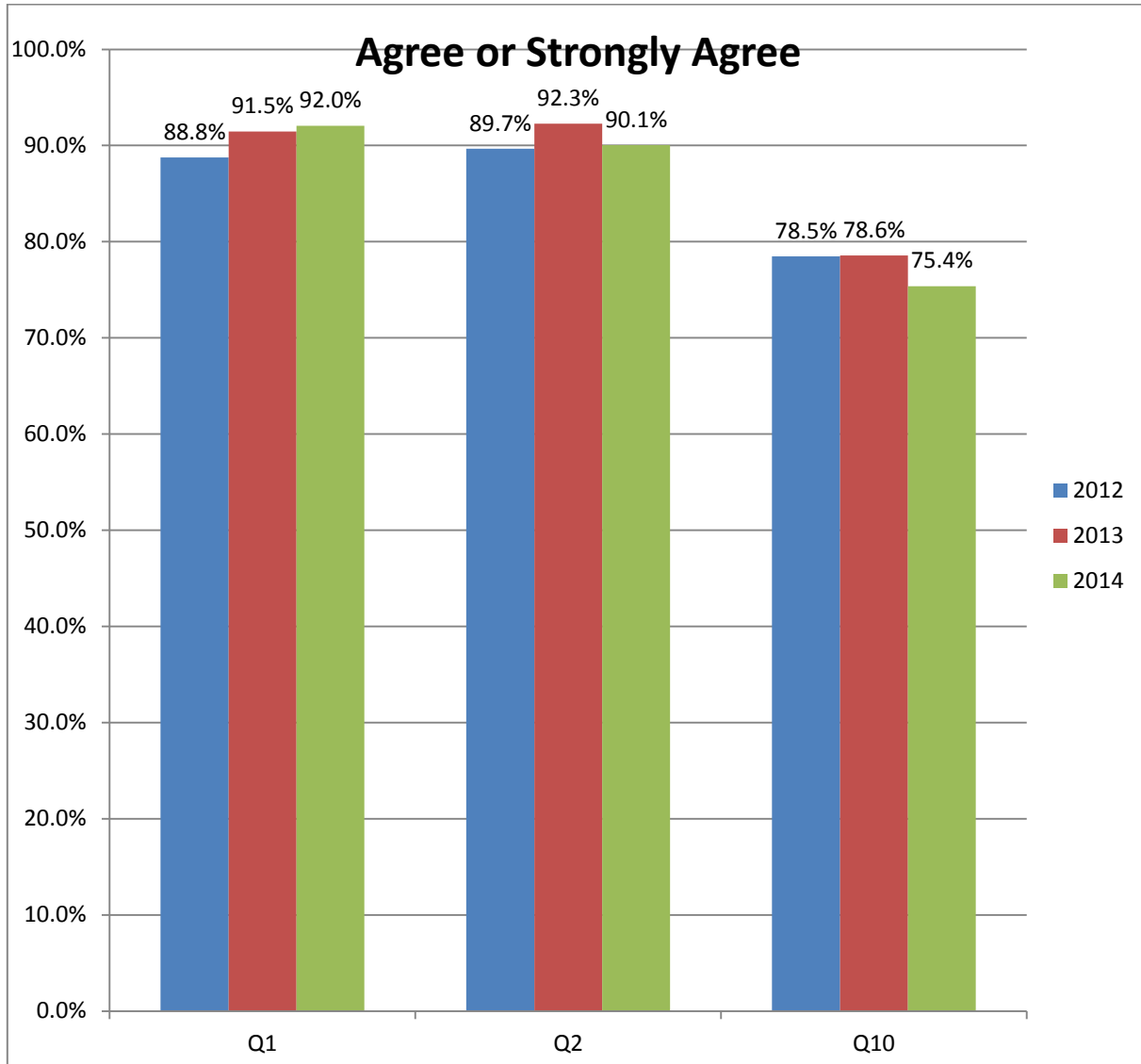
- Creation of Middle School Independent Health/PE to open student schedules [Independent Health and PE \(8\)](#)
- High School *Learning Recommendations* have replaced *Pre-requisites* in [course offerings](#)
- [Senior and 8th Grade Exit Survey Results](#). **Question 1:** “In general, I was satisfied 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 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

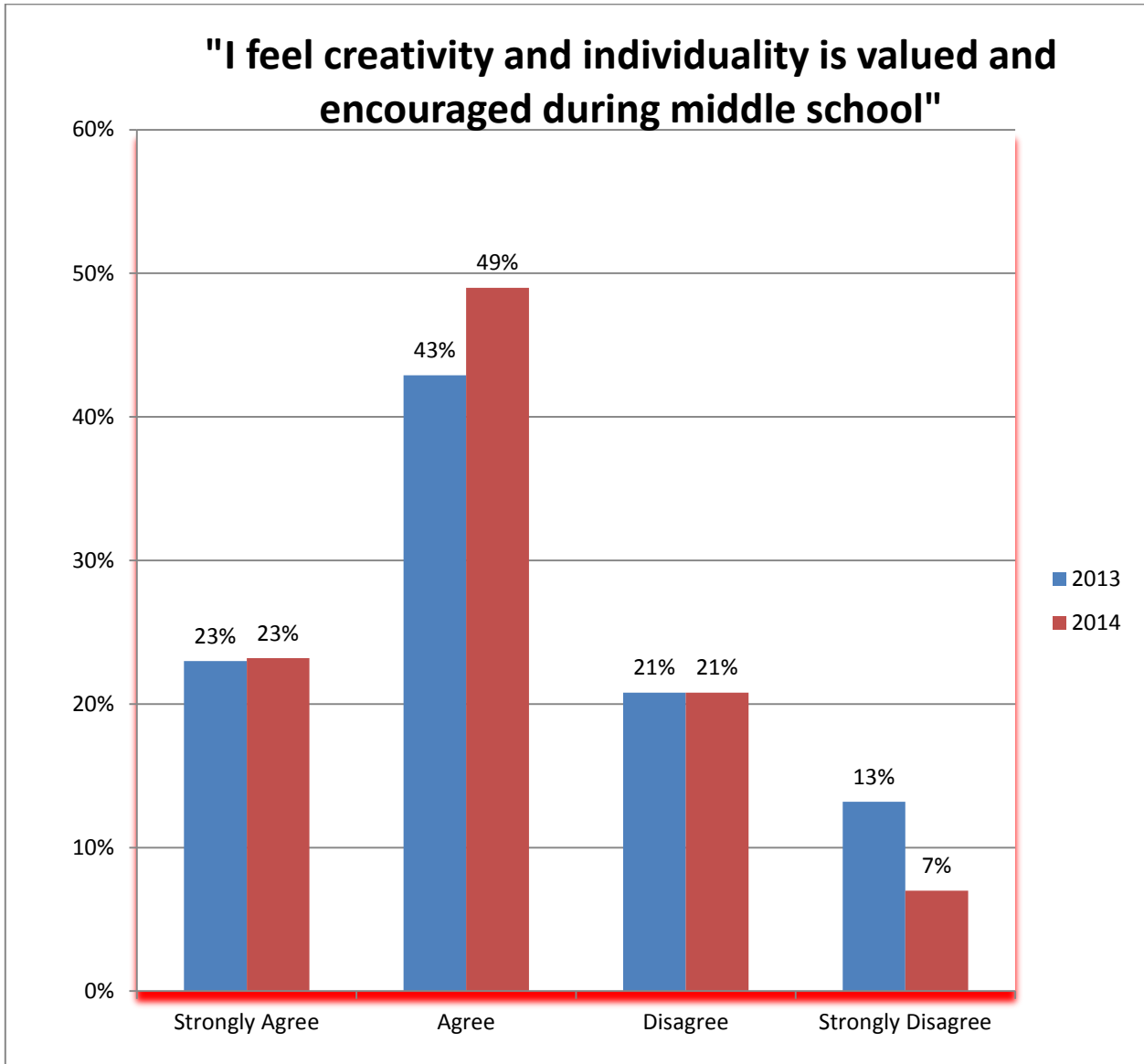
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during my high school years.” 8th grade exit survey question: “I feel my creativity and individuality was valued and encouraged during my middle school years.”

- 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

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

ASB Participation

E-5.2

ASB Participation Number/%			
School Year:	2011-12	2012-13	2013-14
Middle School	3,871/95.4%	3,899/94%	3,995/92.6%
High School	4,300/87%	4524/88.12%	4,451/87.3%
Total	8171/90.8%	8423/90.75%	8,446/89.7%

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	2011-12 rate	2011-12 #clubs/activities	2012-13 rate	2012-13 #clubs/activities	2013-14 rate	2013-14 #clubs/activities
Elem	5,470	132	5,625	136	7,002	134
Middle	2,696*	72*	2,943	83	3,509	72
High	4,371	134	4,353	113	4,637	139
Total	12,537	336	12,921	332	15,148	345

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

[Student Participation 2013-14](#)

Extra- and Co-Curricular Opportunities and Participation-Athletics

E-5.2

ATHLETICS: Students participating in multiple sports are counted more than once.

School Year	2011-12	2012-13	2013-14
Middle	3,045	2,991	2,953
High	2,654	2,675	2,745
Total	5,599	5,666	5,698

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 [EALRs](#) 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.
- 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.
[2013-14 Grade 6 Common Reading Assessment - Post and Pre](#)
- Elementary Reading and Writing Curriculum provides an opportunity for student choice of reading material and writing topics/genres.

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%

Participation Optional 7th Period (source: Skyward)

Optional 7 th Period		
Second Semester 2014	Skyline High School	Issaquah High School
Number Enrolled	196	108

Ends 5: Personal Awareness and Expression

Capacity Building

- Possible survey on attributes of E-5
- Track number of courses in the catalog that are not offered
- Look at career pathway interest inventories
- Elementary Writing Common Assessment

Board approval: