



**Results 4: Life Management and Personal Awareness**  
Policy Type: Results

**Annual Internal Review for School Year 2023-2024 – May 8, 2025**

*Students will live healthy, satisfying, and productive lives.*

**Interpretation:**

I interpret this to mean that our current students learn and apply learning throughout their educational journey that supports their future so they are healthy, satisfied and productive.

**Executive Summary**

This report provides an annual internal review of the district’s progress toward ensuring students live healthy, satisfying, and productive lives, as outlined in Results 4. It presents evidence that students are developing knowledge and skills in physical health, mental and emotional wellness, digital citizenship, personal strengths and interests, higher-level thinking, resilience, collaboration, goal-setting, and financial literacy. Data sources include course completion, survey responses, and participation in co-curricular activities. The report identifies both strengths and areas for growth and outlines strategic actions taken to enhance instruction, update curricula, and align educational experiences with student well-being and future readiness.

***4.1 Students will understand and apply principles of sound physical health, including, nutrition, hygiene, and fitness;***

I interpret this to mean that students learn about and show evidence of learning to support their physical health and development.

Our school system supports students understanding and application of physical health through a variety of core and supplemental programs including:

- Physical Education (PE) and Health core and elective courses
- Sports, clubs and activities that promote healthy choices
- School-wide programs such as assemblies.

**Data**

***Participation and learning in Physical Education & Health courses.*** District PE and Health courses are aligned to [state standards](#). Our standards include the following outcomes related to Results 4.1:

- ***Physical Education Standard 3:*** *Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*
- ***Physical Education Standard 5:*** *Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.*
- ***Health Standard 1:*** *Students will comprehend concepts related to health promotion and disease prevention to enhance health.*

- **Health Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- **Health Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- **Health Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- **Health Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- **Health Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
- **Health Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- **Health Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Regular physical activity and completion of physical education and health courses is an indicator that students have acquired knowledge and skills needed to make sound decisions for their health.

- K-5 PE & Health are taught twice weekly.
- In middle school, students take 2 trimesters of PE and 1 trimester of Health each year. *Note: Independent PE is an option for middle school students who require this flexibility.*
- In high school, students must complete 1.5 credits of PE and .5 credits of Health to graduate. *Note: a waiver process is available for high school students who qualify.*

#### **Achievement data 2023-24**

Secondary students' participation and achievement in PE and Health classes indicate how well they understand the principles of healthy choices. Although not the only measure, earning passing grades in this area is one indicator of students learning about and applying healthy living choices in their daily lives. In 2023-24, most students who participated in Health and PE classes earned grades that indicate a solid understanding of the content.

#### **Physical Education Grade Data**

|                      |         | <b>Enrollment*</b> | <b>A to B-</b> | <b>C+ to C-</b> | <b>D+ to D</b> | <b>F</b> |
|----------------------|---------|--------------------|----------------|-----------------|----------------|----------|
| <b>High School</b>   | 2021-22 | 4280               | 85%            | 7%              | 3%             | 5%       |
|                      | 2022-23 | 4000               | 87%            | 6%              | 3%             | 4%       |
|                      | 2023-24 | 3529               | 86%            | 6%              | 4%             | 5%       |
| <b>Middle School</b> | 2021-22 | 8239               | 97%            | 2%              | 1%             | <1%      |
|                      | 2022-23 | 8150               | 96%            | 3%              | 1%             | 1%       |
|                      | 2023-24 | 7933               | 95%            | 3%              | 1%             | 1%       |
|                      |         |                    |                |                 |                |          |

*\*Enrollment is the number of semesters/trimesters completed.*

**Health Grade Data**

|                      |         | <b>Enrollment*</b> | <b>A to B-</b> | <b>C+ to C-</b> | <b>D+ to D</b> | <b>F</b> |
|----------------------|---------|--------------------|----------------|-----------------|----------------|----------|
| <b>High School</b>   | 2021-22 | 1502               | 81%            | 7%              | 6%             | 6%       |
|                      | 2022-23 | 1395               | 83%            | 7%              | 6%             | 4%       |
|                      | 2023-24 | 1410               | 84%            | 6%              | 4%             | 5%       |
| <b>Middle School</b> | 2021-22 | 4241               | 85%            | 9%              | 3%             | 2%       |
|                      | 2022-23 | 4176               | 89%            | 7%              | 2%             | 2%       |
|                      | 2023-24 | 4054               | 89%            | 7%              | 2%             | 1%       |

\*Enrollment is the number of semesters/trimesters completed.

**Healthy Youth Survey.** The Healthy Youth Survey (HYS) solicits information from students about elements that support a healthy lifestyle. District students report higher than state averages on the question of having breakfast. District 10th and 12th grade students report getting less sleep than the state average.

The Healthy Youth Survey suggests that 60 minutes of activity daily is the target for a healthy lifestyle, district middle school students report commensurate to the state and district high school students report less than the state average on achieving this measure.

| <b>2023 Healthy Youth Survey</b>            | <b>6<sup>th</sup> grade</b> | <b>8<sup>th</sup> grade</b> | <b>10<sup>th</sup> grade</b> | <b>12<sup>th</sup> grade</b> |
|---|-----------------------------|-----------------------------|------------------------------|------------------------------|
| <b>Ate breakfast yesterday</b>              | 80%                         | 76%                         | 67%                          | 63%                          |
| <b>8 hours of sleep (or more)</b>           | Not asked                   | 50%                         | 22%                          | 14%                          |
| <b>Physical activity (60 minutes daily)</b> | 27%                         | 30%                         | 21%                          | 13%                          |
| <b>Number respondents</b>                   | <b>1394</b>                 | <b>1295</b>                 | <b>1331</b>                  | <b>752</b>                   |

**Highlights**

- Health curriculum was updated in middle school in 2020 and high school in 2023. Adoption cycle link [\[here\]](#). These curricula ensure students are receiving up-to-date scientific health education on highly relevant topics.
- The district offers a broad range of PE offerings offered in high schools for students to select an option that helps them to develop interests and healthy habits such as hiking fitness, walking fitness, team sports, dance and yoga as examples
- Curricular opportunities such as Sports Medicine allow students to further pursue interests in physical wellness.
- In addition to coursework, students can participate in clubs and activities that promote healthy choices commonly available in our schools including Varsity, Junior Varsity, and C-Team sports, Intramural sports, service clubs and activities. Data below.

## Challenges

- Health education equips students with the knowledge needed to make informed, healthy decisions. However, various external and internal influences can lead some students to make unhealthy choices. The district acknowledges that a comprehensive, multi-faceted approach is necessary to increase the likelihood that students will apply what they learn in school to make positive, health-conscious decisions.

## Actions

- Regulation 2410P was updated to allow high school students to complete 1.0 PE credits toward graduation through sports waivers, online learning or outside PE courses (increased from 0.5 credits). This allowed students heavily involved in other physical activities to have increased flexibility in their high school schedule.
- FLASH, Family Life and Sexual Health, curriculum for 6<sup>th</sup> grade was reviewed and updated for the fall of 2024.
- In 2023-24, 2,450 middle school students and 2,662 high school students participated in a sport.
- In 2023-24, 3,259 middle school and 1,681 high school students participated in non-cut sports.
- In 2023-24, 654 students at Issaquah High, 253 students at Liberty High, and 789 at Skyline High were issued a PE waiver for sports participation.
- In 2023-2024 there were 72 middle school clubs, and 146 high school clubs offered to students.

### ***4.2 Students will understand and apply principles of sound mental and emotional health, and learn to identify signs of emotional health concerns in self and others, and when to seek supportive resources;***

I interpret this to mean that students learn and engage in discussion about the importance of social emotional and mental health, which include skill development in self-reflection and self-management that allows them to seek resources for themselves, and support others.

## Data

Mental and emotional health concepts are included in our Health course curricula, data included in 4.1 applies as evidence of student completion of learning about sound mental and emotional health principles.

2023-24 was the first year the district used the Social Academic Emotional Behavioral Risk Screener (SAEBRS), a universal screening tool designed to quickly identify K-12 students who may benefit from additional social-emotional or behavioral support. Staff used a district-wide protocol to analyze data based on teacher observations and student self-report three times a year in the following areas: social, academic, and emotional-behavioral. Caregivers of high-risk students were contacted to discuss the results and support strategies. Due to the successful implementation in its first year, screener results will be reported to parents three times annually at the elementary level for the upcoming school year.

## Survey Data

Reviewing survey data informs district leaders in how students experience mental health efforts.

The district's universal screener for social emotional health is the Social, Academic, and Emotional Behavior Risk Screener (SAEBRs). 2023-24 was the first implementation of this screener, and the overall participation was 69% in grades 2-12. Plans are in place to increase participation for 2024-25. To date, district scores in "high risk" are between 1-2% of all students, with 11-12% consistently reporting "some risk".

Key trends from the Healthy Youth Survey include high participation rates in 6<sup>th</sup> (90%) and 8<sup>th</sup> (86%) grades, and participation rates for 10<sup>th</sup> (74%) and 12<sup>th</sup> (43%), indicating a strong representation of middle school students' lived experiences, and less robust representation of high school students' lived experiences. On the risk indicators for substance use, district students report less substance use than the state average (cigarettes, e-cigarettes, alcohol, cannabis, illegal and prescription drugs) and reported similarly to the state average on use of over-the-counter drugs for non-medical purposes.

The 2023 Healthy Youth Survey data reveal that:

- Of 8<sup>th</sup> grade students, 50% report feeling anxious in the past two weeks, and compared to results from 2021, students reported a decline in feeling sad or hopeless, considered attempting or attempting suicide or did not feel they had an adult to turn to.
- Of 10<sup>th</sup> grade students, 64% report feeling anxious in the past two weeks, and compared to results from 2021, students reported a decline in feeling sad or hopeless, considered attempting or attempting suicide or did not feel they had an adult to turn to.
- Of 12<sup>th</sup> grade students, 71% reported feeling anxious in the past two weeks, and compared to results from 2021, students reported a decline in feeling sad or hopeless, considered attempting or attempting suicide or did not feel they had an adult to turn to.

In response to the survey question about feeling so sad or hopeless for two weeks or more that they [students] stopped doing their usual activities, this marker grew from 13% of students in the 8<sup>th</sup> grade to 19% of students in the 10<sup>th</sup> grade to 27% of the students in the 12<sup>th</sup> grade reporting agreement with this question.

- [Healthy Youth Survey results on Mental Health](#)
- [Healthy Youth Survey Result for 2023](#)

## Highlights

***Social Emotional Learning.*** The district recognizes the importance of teaching students the prosocial skills that allow students to thrive in social settings such as schools. ISD has adopted Second Step as a core social skills curriculum from kindergarten through 8<sup>th</sup> grade. This curriculum covers topics based on the state [social emotional learning standards](#) that include the following:

- **Self-Awareness**—Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports
- **Self-Management**—Individual can regulate emotions, thoughts, and behaviors.
- **Self-Efficacy**—Individual can motivate themselves, persevere, and see themselves as capable
- **Social Awareness**—Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.
- **Social Management**—Individual can make safe and constructive choices about personal behavior and social interactions
- **Social Engagement**—Individual can consider others and show a desire to contribute to the well-being of school and community

In high school, feedback from students and staff indicated that published, separate social skill curriculum was not impacting students, often feeling inauthentic. At the high school level social skills are integrated into courses as follows:

- Teachers committed to a 3-year plan to develop intentional lessons, content and routines that promote social skills in each of the areas of state standards listed above.
- English Language Arts course novels were chosen with one criterion being that novels would engage students in highly relevant issues related to the social and emotional world in which they live. Engaging in the content of these novels acts as a parallel curriculum to help students process the complex social dynamics and mental health pressures they face now or know they will face as they transition to independence.

**Mental Health.** The district recognizes the importance of implementing a strong mental health curriculum, wellness checks, and counselors for our students. Below are some examples of district level work, and access of students to the social and emotional support provided to students.

Partnership with Swedish School Based Mental Health Counselors included a focus on increased communication, and meetings to review data, attended by the Director of Counseling and Student Well-Being and Executive Director of Equity.

- [2023-2024 School Counseling Synopsis](#)
- [2023-2024 Swedish partnership report](#)
- [2023-2024 Swedish Program Data](#)
- [Elementary Health Curriculum click on grade level and then Health & SEL](#)
- Suicide Intervention Plan: The district's suicide intervention protocol outlines immediate reporting, assessment of risk, and coordinated response involving caregivers and emergency services when necessary. Follow-up includes re-entry planning, documentation, and ongoing support to ensure student safety.

### Challenges

Mental and social health remain a primary concern as students mature and prepare for independence. Social pressures, traumatic experiences, media and other influences can have a detrimental impact on students' social and emotional health. The district seeks to create school cultures, communities and courses that provide a supportive and safe environment for students to build knowledge and skills that promote positive, healthy choices.

### Actions

- **Comprehensive School Counseling Program-** Over the past year, the Counseling and Student-Well Being Department has engaged in the thoughtful development and implementation of a Comprehensive School Counseling Program (CSCP) aligned with [state requirements](#), national best practices and responsive to the unique needs of our students and families. This work reflects our district's commitment to ensuring all students have access to equitable, data-informed, and developmentally appropriate academic, social-emotional, and college/career support. A district-wide CSCP Committee—comprised of school counselors, building leaders, and district administrators—has guided the planning and execution of this work. Together, this team has developed a final CSCP framework and created a three-year scope and sequence of implementation. Through this collaborative and intentional process, the Issaquah School District is laying a strong foundation to support student well-being, promote educational success, and ensure all students are future-ready.

- **Selection of social studies curriculum.** As the district adopts new secondary social studies curricula, one core criterion is to tie all social studies learning to current, relevant life issues. This approach allows students to examine their world and prepare to engage in the complex pressures faced in modern life.
- **Clubs, activities, and affinity groups.** Students have opportunities to be part of a range of activities that allow them to engage in positive, healthy activities and build social connections.
- **Changes to high school Social Emotional Learning;** as stated in other monitoring reports, high school students’ feedback was that the lessons needed to be embedded in core courses. As a result of this feedback and the recommendation of the committee, this is the plan going forward. Questions more specifically aligning to this topic will be added to the 2024-25 student surveys to collect student impact.

**4.3 Students will understand the opportunities and risks posed by digital technology and social media, including social-emotional risks and safety impacts;**

I interpret this to mean that students will understand and analyze the impact or misuse of technology and social media so that they can protect themselves and others, and so that the benefits can be utilized based on ethics and positive contributions to learning and community.

**Data**

In concert with Operational Expectations 15 – Technology, student learn about how to use technology tools, embed these skills into their learner portfolio, and also learn about the social and emotional impacts of the powerful tool that is access to technology on themselves and their peers.

- Currently 58% of middle school students indicate they are active on social media. 71% indicate they are taught responsible, safe, legal, and ethical ways to interact on social media, with another 22% neutral on the question, providing a clear opportunity for improvement. One goal of Win@Social implementation will be to ensure every student is educated about safe and ethical behaviors on all digital platforms.
- Middle school students were surveyed during the Spring of 2024 about their thoughts on digital citizenship and social media. 2077 students participated. The responses below indicate that approximately 10% of students believe they have not been taught how to appropriately use technology in safe and ethical ways.

|   |                    | 2021-22 | 2022-23 | 2023-24 |
|---|--------------------|---------|---------|---------|
| <b>Middle School Survey:</b><br><i>In school, students are taught responsible, safe, legal, and ethical ways to be an active member in a digital world, whether it be on social media or other websites and apps.</i> | Percent Agree      | 70%     | 70%     | 63%     |
|   | Percent Neutral    | 22%     | 23%     | 27%     |
|   | Number Respondents | 3856    | 4276    | 2077    |

Additionally, 51% percent of middle school students reported using social media. Of the students who indicated they use social media, 80% felt they were very prepared or somewhat prepared to respond when they encounter negative or harmful comments on social media. The full report on the spring middle school student survey can be found on the [district website](#).

|   |                    | 2021-22 | 2022-23 | 2023-24 |
|---|--------------------|---------|---------|---------|
| <b>Middle School Survey:</b><br><i>Do you use social media such as Instagram, Shapchat, TikTok?</i> | Percent Yes        | 57%     | 56%     | 51%     |
|   | Number Respondents | 3856    | 4276    | 2077    |

|  |  | 2021-22 | 2022-23 | 2023-24 |
|--|--|---------|---------|---------|
| <b>Middle School Survey:</b><br><i>When using social media, how prepared do you feel when you encounter negative or harmful comments? (only students answering yes on use of social media receive this question)</i> | Percent very or somewhat prepared      | 80%     | 82%     | 80%     |
|  | Percent neither prepared or unprepared | 16%     | 15%     | 16%     |

- The Healthy Youth Survey measures risk indicators of the impact of social media and other bullying through technology. As reported in the fall of 2023, approximately 14% of 8<sup>th</sup> graders, 8% of 10<sup>th</sup> graders and 6% of 12<sup>th</sup> graders report that bullying through social media exists and more than 75% of students across all grades know how to report bullying. More than 50% at every grade level reported excessive screen time of 3 or more hours daily.

| <b>2023 Healthy Youth Survey</b>               | <b>8<sup>th</sup> grade</b> | <b>10<sup>th</sup> grade</b> | <b>12<sup>th</sup> grade</b> |
|--|-----------------------------|------------------------------|------------------------------|
| <b><i>Bullied through social media</i></b>     | 14%                         | 8%                           | 6%                           |
| <b><i>Received sexual photos or videos</i></b> | 10%                         | 11%                          | 11%                          |
| <b><i>Knows how to report bullying</i></b>     | 80%                         | 75%                          | 79%                          |
| <b><i>Excessive screen time</i></b>            | 51%                         | 69%                          | 72%                          |
| <b>Number respondents</b>                      | 1295                        | 1331                         | 752                          |

## Highlights

- The district has regulations on the expectations of the acceptable use of technology for all students. Regulation 2022f1 [K – 5 Responsible Use Agreement](#) and Regulation 2022f2 [6-12 Responsible Use agreement](#) illustrate what is expected behavior in regard to the safe and ethical use of technology. Students and parents are aware of and agree to these guidelines annually.
- The district has adopted [Win@Social](#) curriculum for all middle schools. Win@Social is based on seven social standards aligned to the evidence-based competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Win@Social aims to empower students, families and educators to navigate social experiences. The seven social standards include:
  1. **Play to your core:** Reflecting our values, character, and interests in our actions online and off.
  2. **Protect your privacy like you are famous:** Staying in control of our personal information.
  3. **Strike a balance:** Balancing our time and attention on technology and the world around us.
  4. **Cyberback:** Having each other's back and supporting each other.
  5. **Find your influencers:** Surrounding yourself with positive role models and credible influences
  6. **Use your mic for good:** Amplifying your voice to create meaningful change.
  7. **Handle the pressure:** finding your own path no matter the pressure from others

As reported in previous monitoring, Win@Social provides resources for parents that either parents can access directly, or schools use the parent information in their newsletters.

- The district newsletter for families and caregivers includes a quarterly message about promoting digital safety and health for students to prompt and remind families about things they can do to safeguard their students.
- The elementary library program continues to have a strong digital citizenship component as outlined in the [K-5 library scope and sequence](#).
- [Technology Safety](#) page is included on our Digital Resources for Students site
- The district and schools engaged in discussion about cell phone use policy, collected information about current building policies and began the 2024-25 school year with building specific “off and away”

## Challenges

Technology, including social media, is pervasive in the lives of our students and has become a major means for social interaction. The district recognizes that there are negative impacts to the overuse or misuse of technology. In response, district staff and school teams are frequently reviewing and adjusting practices and policies to safeguard students and build their awareness and skills in managing technology in their lives.

Technology violations have increased with the implementation of off and away policies, except in schools that previously had off and away policies.

## Actions

The elementary library program continues to have a strong digital citizenship component as outlined in the [K-5 library scope and sequence](#).

Launched the use of Securly Home app (expanded in fall 2023) for parents to be able to monitor use of district laptops at home. Launched with announcements in the fall of 2023.

- Updated the Responsible Use Agreements and staff guidelines to include expectations around the use of Artificial Intelligence (AI).
- Continued professional development for teachers and leaders on the uses and safeguards to be utilized with Artificial Intelligence.
- Initiated a Tech Advisory Committee to advise on the continuous development of the ISD [Technology Plan](#). This committee of over 80 participants includes students, teachers, administrators, parents, and technology professionals. They are organized around the 4 goals of the ISD technology plan, of which Goal 2 is Personal safety, citizenship and critical thinking.

### ***4.4 Students will identify, understand and develop their personal strengths and interests both inside and outside the classroom.***

I interpret this to mean that students will have frequent and consistent opportunities to explore, identify and develop personal strengths and interests inside and outside the classroom.

**Data**

Students exhibit choice through course selection to pursue interests in passions through electives, the opportunity self-select into advanced classes, and in taking core courses beyond the minimum. Choices are described in Results 2 (English Language Arts and Math Courses, Career and Technical Education courses, World Language, etc.)

**Data on Student Choice**

*To what extent are students pursuing advanced course opportunities?*

*English Language Arts: data on student choice to pursue advanced English Language Arts courses in high school is presented below, reflecting that between 23% and 45% of district students requested an advanced course. Students in Running Start classes are not included in this number; 459 11<sup>th</sup> grade students and 394 12<sup>th</sup> grade students took a Running Start English Language Arts course; all these courses are considered advanced as all are college level.*

|         | 9 <sup>th</sup> Grade |       |            | 10 <sup>th</sup> Grade |       |            | 11 <sup>th</sup> Grade |       |            | 12 <sup>th</sup> Grade |       |            |
|---------|-----------------------|-------|------------|------------------------|-------|------------|------------------------|-------|------------|------------------------|-------|------------|
|         | N                     | Total | %          | N                      | Total | %          | N                      | Total | %          | N                      | Total | %          |
| 2021-22 | 627                   | 1575  | <b>40%</b> | 572                    | 1527  | <b>37%</b> | 321                    | 1254  | <b>26%</b> | 210                    | 1043  | <b>20%</b> |
| 2022-23 | 666                   | 1539  | <b>43%</b> | 604                    | 1525  | <b>40%</b> | 350                    | 1226  | <b>29%</b> | 238                    | 1098  | <b>22%</b> |
| 2023-24 | 704                   | 1574  | <b>45%</b> | 588                    | 1544  | <b>38%</b> | 391                    | 1219  | <b>32%</b> | 256                    | 1106  | <b>23%</b> |

*Calculation of % = N distinct students taking Adv ELA options / N of distinct students taking any ELA course (total)*

*Mathematics: students pursuing a passion or interest in mathematics go beyond the basic requirements. All math classes beyond Algebra 2 exceed core requirements. Additionally, 263 11<sup>th</sup> grade and 376 12<sup>th</sup> grade students took Running Start classes in mathematics, all of which would be considered advanced as all earn college credit.*

|                   | 2021-22    |            |            | 2022-23    |            |            | 2023-24    |            |            |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
|                   | IHS        | LHS        | SHS        | IHS        | LHS        | SHS        | IHS        | LHS        | SHS        |
| Personal Finance  | 180        | 74         | 33         | 206        | 62         | 29         | 188        | 84         | 48         |
| Statistics        | 140        | 78         | 68         | 129        | 67         | 62         | 125        | 100        | 81         |
| Adv. Algebra-Trig | 58         | 13         | 22         | 41         | 33         | 58         | 79         | 23         | 49         |
| Pre-Calculus      | 319        | 199        | 178        | 296        | 183        | 130        | 279        | 210        | 131        |
| Pre-HL Math       |            |            | 108        |            |            | 143        |            |            | 160        |
| Calculus          | 69         |            | 47         | 47         |            | 64         | 59         |            | 45         |
| Calculus CHS      |            | 30         |            |            | 29         |            |            | 17         |            |
| AP Calculus AB    | 113        | 62         |            | 136        | 83         |            | 130        | 78         |            |
| AP Calculus BC    | 39         | 27         |            | 63         | 26         |            | 64         | 45         |            |
| IB HL Math 1      |            |            | 107        |            |            | 96         |            |            | 123        |
| IB SL Math 1      |            |            | 70         |            |            | 82         |            |            | 63         |
| IB HL Math 2      |            |            | 106        |            |            | 104        |            |            | 92         |
| IB SL Math 2      |            |            | 89         |            |            | 62         |            |            | 64         |
| <b>Total</b>      | <b>918</b> | <b>483</b> | <b>828</b> | <b>855</b> | <b>421</b> | <b>810</b> | <b>924</b> | <b>557</b> | <b>856</b> |

**Key:**

*IB SL/ IB HL indicates International Baccalaureate courses: Standard Level | Higher Level courses*

*CHS indicates College in the High School, college credit earning opportunities available*

*AP indicates Advanced Placement, college credit earning opportunities upon successful pass rate on annual exam*

*Personal strengths and interests: students requesting courses that support personal strengths and interests are presented below, showing the distribution of popular courses across the system. This data is the number of semesters of these non-core electives (indicating one student could take many semesters if this was their passion) and includes the ISD Online Learning program.*

|                                 | District totals |              |              | Issaquah    | Liberty     | Skyline     |
|---------------------------------|-----------------|--------------|--------------|-------------|-------------|-------------|
|                                 | 2021-22         | 2022-23      | 2023-24      | 2023-24     |             |             |
| <b>Business and Marketing</b>   | 1648            | 1630         | 1629         | 242         | 367         | 1020        |
| <b>Communication Technology</b> | 951             | 813          | 758          | 146         | 218         | 394         |
| <b>Engineering Design</b>       | 843             | 862          | 782          | 317         | 224         | 241         |
| <b>Fine and Performing Arts</b> | 6898            | 6316         | 6103         | 2412        | 1433        | 2258        |
| <b>Human Services</b>           | 1678            | 1743         | 1865         | 1119        | 475         | 271         |
| <b>Information Technology</b>   | 1988            | 1948         | 1828         | 777         | 352         | 699         |
| <b>Law and Public Service</b>   | 518             | 517          | 551          |             | 199         | 352         |
| <b>Manufacturing</b>            | 651             | 522          | 559          | 270         | 287         | 2           |
| <b>Total</b>                    | <b>15175</b>    | <b>14351</b> | <b>14075</b> | <b>5283</b> | <b>3555</b> | <b>5237</b> |
| <b>Number of students</b>       | 5786            | 5825         | 5932         | 2373        | 1444        | 2122        |

Specific courses with high enrollment at each school included the following:

**Skyline**

- Business & Marketing: Accounting, IB Business and Management, Sales and Marketing
- Communication Technology –Graphic Design and TV/Video Production

**Issaquah**

- Human Services –Sports Medicine courses

**Liberty**

- Human Services – Culinary Arts courses

Note: for 2023-24 in Personal Finance, sufficient seats for demand were offered. While students who initially requested this course did not eventually attend, it was at the student/caregiver final determination. For example, an additional 18 students took Personal Finance in Running Start.

ISD Online Learning data: *Students electing to take an ISD online course to accelerate learning, to access a course not offered at their home school or to seek a closer match to learning style shows that approximately 1000 students accessed opportunities to develop their passions and interests in this mode of learning.*

|   | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| <b>To accelerate learning</b>                       | 242     | 291     | 394     |
| <b>To take a course not offered at their school</b> | 52      | 173     | 117     |
| <b>For enrichment or Learning Style</b>             | 399     | 424     | 492     |
| <b>Total</b>  | 715     | 888     | 1003    |

Surveys given annually to district students show how the curriculum and programs are experienced by students throughout their school career. The following questions reveal students' access to activities outside the school day. Going forward, all survey questions will have a neutral response for comparability. Low response rates in 2023-24 indicate the need to interpret this data with caution.

| <b>5<sup>th</sup> grade Exit Survey:</b>  |                                     | 2021-22 | 2022-23 | 2023-24 |
|---|-------------------------------------|---------|---------|---------|
| <i>I have enough opportunity to participate in before and after school activities</i> | Percent who Agree or Strongly Agree | 80%     | 82%     | 79%     |
|   | Number respondents                  | 1403    | 1315    | 1027    |

| <b>8<sup>th</sup> grade Exit Survey:</b>  |                                     | 2021-22 | 2022-23 | 2023-24 |
|---|-------------------------------------|---------|---------|---------|
| <i>I have enough opportunities to participate in school-sponsored and non-school sponsored sports, clubs and activities. Reworded in 2023 to "My school helps me discover things that interest me."</i> | Percent who Agree or Strongly Agree | 88%     | 47%     | 62%     |
|   | Percent neutral                     | n/a     | 35%     | 13%     |
|   | Number respondents                  | 1009    | 1067    | 167     |

| <b>Senior School Exit Survey</b>   |                  | 2021-22                         | 2022-23 | 2023-24 |     |
|--|------------------|---------------------------------|---------|---------|-----|
| <i>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.</i> | <b>Gibson Ek</b> | Percent Agree or Strongly Agree | 73%     | 81%     | 84% |
|  |                  | Number respondents              | 37      | 16      | 25  |
|  | <b>Liberty</b>   | Percent Agree or Strongly Agree | 92%     | 83%     | 78% |
|  |                  | Number respondents              | 141     | 176     | 169 |
|  | <b>Issaquah</b>  | Percent Agree or Strongly Agree | 87%     | 89%     | 73% |
|  |                  | Number respondents              | 281     | 281     | 148 |
|  | <b>Skyline</b>   | Percent Agree or Strongly Agree | 91%     | 93%     | 76% |
|  |                  | Number respondents              | 503     | 348     | 372 |

## Highlights

Opportunities are offered at each level for students to participate in activities and coursework that allow for student choice, the opportunity to try new things, and to develop areas of strength and interest.

### Elementary school:

Although students at the elementary level do not have choice in course offerings, all elementary school students participate in music, library, and physical education. Optional school activities at the elementary level vary by school and may include student leadership, safety patrol, green team, robotics, and/or choir as examples.

Within the curriculum choice and differentiation to develop strengths and interests includes the following:

- Wide range of choice during independent reading.
- Genre-based writing where students are encouraged to select specific topics of interest or experience in their writing
- Science and social studies units are designed around compelling questions with a culminating open-ended performance task where students are frequently engaging in designing a solution or engaging in inquiry where they have more choice in how to approach a problem.

### Middle school:

All middle school students have elective periods. In 7<sup>th</sup> grade, students take a career matchmaker assessment and consider their strengths and interests in exploration of pathways through elective courses. Middle school students are also surveyed about which electives they would like to have offered at their school. This data is used to build the comprehensive course schedule. Elective courses include fine and performing arts, Career and Technical Education courses such as robotics, coding, digital photography; and some schools offer courses such as cooking and woodshop. Associated Student Body (ASB) activities at all middle schools included athletics and clubs.

### High school

Each of the comprehensive high schools have course guides that communicate a range of courses, both in core content and electives or advanced courses that support student choice. The 7-period day increases opportunities to explore new and unique classes. Through the High School and Beyond Plan, students are encouraged to request courses that prepare them for future pathways as well as exploring areas of interest. Comprehensive high school course guides available here: [High School Course Guides](#).

In high school, co-curricular opportunities include the following:

- Join a club, or start a new club; Model United Nations, Robotics, Art and First Nations Culture Club
- Participate in a class that has co-curricular components (band, orchestra, theater, DECA, Sports Med, NJROTIC Academic Team, Thespians, etc.)
- Play a sport
- Connect to community service opportunities through the college and career center
- Develop personal strengths and interests through project-based learning, internships, running start, CTE, college in the high school, and opportunities at WANIC. [High School Curriculum & Pathways](#).
- Access Online Learning program which offers students in grades 7 – 12 who reside in the school district, an opportunity to earn credits outside of the school day or outside of the school building. Frequent choices for electing to learn through the online option include math, world language and electives, and frequent reasons for selecting the online option is learning style and electives not offered in the high school.

## Challenges

Core 24: Requirements in 24 specific credits as is currently required by state law, limits student choice in core courses. Comprehensive high school teams are aware of how to apply flexible rules in core 24 to meet student specific graduation pathways.

The High School and Beyond Plan has been a task for many students that was required, but not used to meaningfully engage in career planning or selecting courses that help them explore or prepare for future careers.

Clubs and activities need a staff advisor. At times, this is a barrier to offering all clubs and activities that students may request.

Executive function skill development across the grades is not yet systematized to guarantee that all students have or are learning the executive functioning skills needed to be successful and independent in their studies.

The district currently offers advanced course opportunities for most core courses, while offering more limited alternatives based on career goals for students seeking certifications, or more direct-to-career opportunities. In part the challenge is the number of students with similar interests and the capacity of the system to schedule and provide specialty courses to smaller numbers of students.

## Actions

Middle school principals solicit feedback from students about which electives students want to participate in, however, small middle schools cannot offer everything every year, resulting in some electives being offered on a two-year cycle.

In the district strategic plan, priority 2 on Academic Opportunities, the strategy focused on making the High School and Beyond Plan more meaningful to students AND providing the district improved data on student career interests to guide future Career and Technical Education and elective options to support a broader range of career goals.

### ***4.5 Students will develop higher-level thinking skills in order to be able to create and innovate;***

I interpret this to mean that students develop skills beyond analysis and evaluation to create and innovate.

The primary means for developing higher-level thinking skills is through developing courses that teach to a greater depth of knowledge, in both core courses and elective courses.

### State Standards & Depth of Knowledge

Current [state standards](#) integrates content knowledge standards, process or practice standards, and thinking skills or depth of knowledge. By aligning to the state standards with the descriptions of depth of knowledge, core courses of study develop age-appropriate, rigorous, and transferable creative and critical thinking skills.

## Data

Course completion, grades, and assessment levels of performance data listed above and in Results 2 monitoring provides evidence of student meeting course requirements at the designed depth of knowledge; and that

district students perform above standard on the SBA at a rate much higher than the state and similarly to comparison districts.

District surveys help us better understand the levels of creativity that our students experience and provide information and insights from elementary through graduation.

| <b>4<sup>th</sup> grade Soft Skills Survey</b>    |                                 | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|---|---------------------------------|----------------|----------------|----------------|
| <i>I think of creative ways to solve problems</i> | Percent agree or strongly agree | 82%            | 83%            | 72%            |
|   | Percent neutral                 |                |                | 15%            |
|   | Number respondents              | 1342           | 1202           | 1069           |

| <b>5<sup>th</sup> grade exit Survey</b>  |                                 | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|--|---------------------------------|----------------|----------------|----------------|
| <i>I feel my creativity and individuality is valued and encouraged at my school.</i> | Percent agree or strongly agree | 88%            | 86%            | 80%            |
|  | Percent neutral                 | n/a            | n/a            | 10%            |
|  | Number respondents              | 1403           | 1202           | 1207           |

| <b>7<sup>th</sup> grade Soft Skills Survey</b>  |                           | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|---|---------------------------|----------------|----------------|----------------|
| <i>How likely are you to be allowed by a teacher to use your creativity to complete a school project?</i> | Extremely or quite likely | 47%            | 53%            | 54%            |
|   | Somewhat likely           | 34%            | 30%            | 30%            |
|   | Number respondents        | 1186           | 1072           | 215            |

| <b>8<sup>th</sup> grade exit survey</b>  |                                 | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|--|---------------------------------|----------------|----------------|----------------|
| <i>I feel my creativity and individuality is valued and encouraged during middle school.</i> | Percent agree or strongly agree | 74%            | 75%            | 63%            |
|  | Percent neutral                 |                |                | 20%            |
|  | Number Respondents              | 1009           | 1034           | 167            |

| <b>High School Soft Skills Survey</b>   |                           | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|---|---------------------------|----------------|----------------|----------------|
| <i>How likely are you to be allowed by a teacher to use your creativity to complete a school project?</i> | Extremely or quite likely | 44%            | 56%            | 54%            |
|   | Somewhat likely           | 39%            | 30%            | 24%            |
|   | Number Respondents        | 573            | 2564           | 103            |

**Senior Exit Survey**

**2021-22      2022-23      2023-24**

*I felt my creativity and individuality was valued and encouraged during my high school years*

Note: neutral option added in 2024

|                  |                                 | 2021-22 | 2022-23 | 2023-24 |
|------------------|---------------------------------|---------|---------|---------|
| <b>Gibson Ek</b> | Percent Agree or Strongly Agree | 91%     | 100%    | 95%     |
|                  | Number respondents              | 32      | 15      | 22      |
| <b>Liberty</b>   | Percent Agree or Strongly Agree | 83%     | 73%     | 67%     |
|                  | Number respondents              | 138     | 174     | 154     |
| <b>Issaquah</b>  | Percent Agree or Strongly Agree | 72%     | 63%     | 62%     |
|                  | Number respondents              | 523     | 286     | 142     |
| <b>Skyline</b>   | Percent Agree or Strongly Agree | 77%     | 84%     | 68%     |
|                  | Number respondents              | 515     | 358     | 353     |

**Highlights**

Examples of higher-level thinking skills in Core courses:

| <b>Subject Area</b>          | <b>Examples of higher-level thinking skills</b>   |
|------------------------------|---|
| <b>English Language Arts</b> | Students begin analysis of literature and non-fiction text with a focus on understanding how authors use literary devices to create an impact on the reader, then use writing to apply those same devices to their own writing. This includes the analysis and use of text evidence, theme, bias/opinion, and vivid use of language.  |
| <b>Social Studies</b>        | Students examine social and historical narratives from a variety of perspectives, identifying bias and analyzing primary source materials. As new social studies materials are introduced units are designed around compelling questions where students have build a case to answer what actually happened historically and how it relates to current-world issues or dynamics. |
| <b>Science</b>               | Current science courses are aligned to the Next Generation Science Standards, which focuses on phenomena-based inquiry with hands-on learning. Students use a range of technology to develop concepts and create solutions to science or technology-based problems.   |
| <b>Mathematics</b>           | Students not only develop computational fluency but must demonstrate a depth of conceptual knowledge and be able to apply math concepts to real-world applications.   |

Courses centering on creative and innovative thinking

The district has the following types of courses center on creative and innovative thinking

- Fine and Performing Arts: Research has long shown that music and the fine arts enhance critical thinking. Our Fine Arts program also engages students in creative and innovative thinking as they create original works of art and interpretations of art concepts.
- Business and Marketing: Students at each high school can select among business and marketing courses with many additionally joining robust DECA programs. In these learning experiences, students learn about real-world problems and opportunities and use knowledge and skills to create business solutions.

- Career and Technical Education (CTE) Technology Courses & Activities: Technology courses, coding and robotics are part of the learning experience at all levels. Students use technology knowledge and skills to solve problems and improve automated processes.
- High school CTE Courses: Courses range from photography, journalism, graphic design, child development, culinary arts, wood technology, etc.
- The CTE annual showcase reflects student’s passion projects and how students engage in the creative process, how they innovate through the iterative process and how they practice public speaking by sharing their projects in the showcase forum.
- District students are innovating throughout their school experiences. Students work on real world problems, participate in co-curricular activities such as DECA, and participate in classes such as Inventors Lab, Computer Science for Innovators and Makers, Principles of Flight, and Video Game Design with Unity and C#. Going forward will seek ways to represent all the ways students innovate both in and out of the classroom.
- Across both middle and high school, students can engage in hands-on, future-ready courses that embed innovation and creativity through real-world problem solving, design thinking, and advanced technology. From building interactive robots and wearable tech to launching student-run businesses and fashion portfolios, CTE courses such as Computer Science for Innovators and Makers; Advanced Automation and Robotics; and Cybersecurity empower learners to create, invent, and apply learning.
- The launch of the microscool pilot in the spring of 2024 allowed for designing and testing a course that was inter-disciplinary, competency based, and project-based providing an opportunity to test and determine other opportunities to offer across middle or high schools.

### **Samples of Innovative and Creative course options:**

#### **Middle School Career and Technical Education Courses**

- Advanced Automation and Robotics (Cougar Mountain Middle, Issaquah Middle and Maywood Middle) offers the ability to apply previously learned skills from Automation and Robotics, which focus on the skills of iterative design and coding. Through a hands-on approach of designing, building and coding robots, students will develop problem-solving skills, logical reasoning, and computational thinking while fostering creativity and innovation.
- Design and Modeling (Beaver Lake, Cougar Mountain Middle Issaquah Middle and Maywood Middle): Students explore the engineering design process by applying creative solutions to real-world problems using 3D modeling software, developing critical thinking and problem-solving skills through hands-on projects.
- Computer Science for Innovators and Makers (Beaver Lake Middle): Students learn about programming for the physical world by blending hardware design and software development. Students will design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life. Physical computing projects will promote student awareness of interactive systems, including Internet of Things (IoT) devices, and broaden their understanding of abstract computer science concepts through meaningful and authentic applications.
- Makerspace (Beaver Lake) and Inventors Lab (Pacific Cascade): Students put their engineering and computer science skills to the test by designing and building projects of their own. Students will use an iterative engineering design process, and the skills learned in other courses to solve a problem experienced in or for the local community.

## High School Courses

- **Advanced Computer Science Topics and Projects (IHS, LHS):** This course allows students who have completed AP Computer Science A to continue expanding and deepening their knowledge and understanding of computer science through student-chosen projects. The primary component of the course will be the completion of one or more significant projects chosen and designed by small student groups. Lessons will also be given on certain advanced topics as well as software engineering and project management skills.
- **Culinary Arts (IHS, LHS):** The Culinary Arts program can start you on your way to a professional career in foodservice and/or business management. You will practice these skills by working in The L’Café, Liberty’s student-run restaurant. This course offers an opportunity to earn college credit and participate in culinary competitions.
- **Fashion Design and Merchandising (IHS, LHS, SHS):** The Fashion Design and Merchandising course exposes students to careers in and skills needed for employment in the fashion industry. Students develop the foundational skills needed to be successful in the fashion industry. Throughout the course, students learn components necessary to build their fashion portfolio to showcase their skills and work and can be used to interview for schools, employment, and internships. The fashion program is affiliated with FCCLA (Family, Career, and Community Leaders of America), providing students opportunities to build leadership skills, engage in community service projects, and participate in competitions.
- **Mechatronics (SHS):** The field of Mechatronics is growing in today’s economy. This course will cover the basics of digital electronics and computer integrated manufacturing. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high-definition televisions, etc. Students learn the digital circuit design process to create circuits and present solutions that can improve people’s lives. Students then learn about computer integrated manufacturing processes, product design, robotics, and automation. Students develop their knowledge and skills in Computer Aided Design and Advanced Manufacturing to create and produce products using a Computer Numerical Controlled (CNC) mill. Students apply the knowledge and skills gained in this course as they collaborate to design, build, and program factory system models.
- **Cybersecurity (IHS, LHS, SHS):** Cybersecurity introduces students to the rapidly growing field of protecting digital systems and personal data. Through hands-on projects, simulations, and collaborative activities, students learn to identify cybersecurity threats, detect intrusions, respond to attacks, and safeguard their own digital footprint. Whether pursuing a career in cybersecurity or gaining skills to protect personal or organizational data, students will develop technical expertise and an ethical code of conduct essential for navigating today’s complex cyberworld.

[Gibson Ek Lab Catalog](#) includes descriptions of Design Labs (D-Lab), Crash Labs (C-Lab), and Inquiry Labs. A sample of the innovative labs offered last year include:

- **Biotech Solutions:** Students will explore three topics central to the work of modern biotech companies: forensics, epidemiology, and gene therapy. Each topic will have a lab with advanced biology topics and skills which are central to future careers in biology-related careers: bacterial transformation, ELISA, and gel electrophoresis.

- Designing to Support Issaquah’s Climate Action Plan: Design a social media campaign to support Issaquah's Climate Action Plan, through highlighting simple behavioral changes our community could make, incentives, regulations / policies and performance tracking, for example.
- Made with AI: Data Demystified with Machine Learning: Students will work with Joseph Jun, a professional data scientist to explore three tracks of data scientists. Scientific Track: Journal Club style analysis of a study. Visualization Track: Create an interactive graphic that displays data from a topic or field you are interested in. Machine Learning Track: Train a machine learning model (using Python modules) to make predictions from data. After empathy-building in all three tracks, students will delve deeper into one of these areas to demystify data of their own choosing and in their own way.

### **Challenges**

The district is in the process of adopting new social studies curricula. This will provide the opportunity to re-align all remaining core courses to ensure diversity of perspective and a focus on compelling, relevant questions.

### **Actions**

In 2023-24, the following curriculum and program development took place to engage student in higher-level thinking:

- Adopted a new elementary literacy program, Benchmark Advance, which increased the rigor in both reading and writing with greater focus on knowledge building and close-reading of both informational and narrative texts
- Adopted new World History Curriculum
- Implemented new Middle School Math Curriculum
- Revised nineteen Career and Technical Education frameworks in the Family and Consumer Sciences program area including Culinary Arts, Teaching Academy, Advanced Placement Psychology, Health, ensuring that students have updated, industry-based skills, competencies and equipment throughout each course.

### ***4.6 Students will be resilient, take informed risks, deal constructively with failure, and be flexible and adaptable to change;***

I interpret this to mean that students develop resilience through engaging in supportive learning experiences that allow students to take risks, try new things, fail forward and reflect on the learning from any challenges that arise

Operational expectations-12 Learning Environment connection: As the district continued to engage in developing our grading practices, one focus has been on providing multiple opportunities to demonstrate learning. This work allows students to reflect on their learning and recover from substandard performance. This was described in more detail during the monitoring of OE 12.

**Data**

**Increasing Achievement: SBA Growth**

If a student scores below standard in a given year, will the student persist, and increase their level of achievement in the following year. The following shows the percent of students that either increased or accelerated their learning as measured on the SBA. Only students with prior year SBA scores can be included in the data.

| <b>ELA SBA Growth</b>  | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|--|----------------|----------------|----------------|
| Number of students with both current and prior year scores.  | 7426           | 7013           | 7025           |
| Number of students who scored below standard the prior year.   | 1798           | 1720           | 1577           |
| % of students who scored below standard THEN increased their score by more than .10 of a level the next year.              | 59%            | 60%            | 60%            |
| % of students who scored below standard THEN accelerated their learning, increasing their score by .33 of a level or more. | 44%            | 47%            | 12%            |

| <b>Math SBA Growth</b>   | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|--|----------------|----------------|----------------|
| Number of students with both current and prior year scores.  | 7383           | 6975           | 7048           |
| Number of students who scored below standard the prior year.   | 2346           | 1871           | 1772           |
| % of students who scored below standard THEN increased their score by more than .10 of a level the next year.              | 51%            | 25%            | 52%            |
| % of students who scored below standard THEN accelerated their learning, increasing their score by .33 of a level or more. | 38%            | 13%            | 35%            |

*Note: 2020-21 growth data cannot be calculated because the prior year SBA was cancelled due to pandemic related school closures.*

**Credit Recovery and Grade Improvement**

Another way students demonstrate resiliency is through credit recovery, where students retake a course after earned a failing grade; or grade improvement, where students retake a course where they earned a lower than desired grade.

| <b>Credit recovery or grade improvement</b>           | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|---|----------------|----------------|----------------|
| Number of enrollments in school year credit recovery. | 373            | 423            | 411            |
| Number of enrollments in summer credit recovery.      | n/a            | 756            | 319            |
| Number of enrollments in online credit recovery.      | 91             | 63             | 41             |
| Number of enrollments in online grade improvement.    | 76             | 95             | 192            |

### District Survey Responses

District survey questions that seek student perspectives about being resilient, adaptable and responding constructively when faced with adversity help adults understand how students experience the culture of learning and are often called soft skills. Three-year trend responses are listed below.

| <b>4<sup>th</sup> grade Soft Skills Survey</b>                          |                                 | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|---|---------------------------------|----------------|----------------|----------------|
| <i>When I get stuck on a problem, I stick with it until I solve it.</i> | Percent Agree or Strongly Agree | <b>87%</b>     | <b>85%</b>     | <b>75%</b>     |
|   | Percent neutral                 |                |                | <b>16%</b>     |
|   | Number Respondents              | 1363           | 1211           | 1091           |

| <b>4<sup>th</sup> grade Soft Skills Survey</b> |                                 | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|--|---------------------------------|----------------|----------------|----------------|
| <i>When I don't reach my goal, I try again</i> | Percent Agree or Strongly Agree | <b>87%</b>     | <b>88%</b>     | <b>76%</b>     |
|  | Percent neutral                 |                |                | <b>16%</b>     |
|  | Number Respondents              | 1341           | 1211           | 1087           |

| <b>5<sup>th</sup> grade Exit Survey</b>  |                                 | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|--|---------------------------------|----------------|----------------|----------------|
| <i>When I struggle with something in school, I am able to learn from it, get past it and eventually be successful.</i> | Percent Agree or Strongly Agree | <b>92%</b>     | <b>93%</b>     | <b>85%</b>     |
|  | Percent neutral                 |                |                | <b>10%</b>     |
|  | Number Respondents              | 1403           | 1315           | 1207           |

| <b>7<sup>th</sup> grade Soft Skills Survey</b>                                  |                           | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|---|---------------------------|----------------|----------------|----------------|
| <i>If you fail to reach an important goal, how likely are you to try again?</i> | Extremely or quite likely | <b>56%</b>     | <b>69%</b>     | <b>68%</b>     |
|   | Somewhat likely           | <b>30%</b>     | <b>22%</b>     | <b>24%</b>     |
|   | Number respondents        | 1186           | 1097           | 263            |

| <b>7<sup>th</sup> grade Soft Skills Survey</b>  |                           | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|---|---------------------------|----------------|----------------|----------------|
| <i>When you get stuck while learning something new, how likely are you to use a different strategy?</i> | Extremely or quite likely | <b>57%</b>     | <b>57%</b>     | <b>55%</b>     |
|   | Somewhat likely           | <b>31%</b>     | <b>32%</b>     | <b>30%</b>     |
|   | Number respondents        | 1183           | 1097           | 263            |

| <b>High School Soft Skills Survey</b>   |                           | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|---|---------------------------|----------------|----------------|----------------|
| <i>If you fail to reach an important goal, how likely are you to try again?</i> | Extremely or quite likely | <b>56%</b>     | <b>68%</b>     | <b>71%</b>     |
|   | Somewhat likely           | <b>32%</b>     | <b>23%</b>     | <b>20%</b>     |
|   | Number respondents        | 553            | 2729           | 129            |

| <b>High School Soft Skills Survey</b>   |                           | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|---|---------------------------|----------------|----------------|----------------|
| <i>When you get stuck while learning something new, how likely are you to try a different strategy?</i> | Extremely or quite likely | <b>56%</b>     | <b>59%</b>     | <b>48%</b>     |
|   | Somewhat likely           | <b>32%</b>     | <b>32%</b>     | <b>40%</b>     |
|   | Number respondents        | 545            | 2729           | 129            |

**Senior Exit Survey**

**2021-22**

**2022-23**

**2023-24**

*In general, I felt safe in high school, particularly in classrooms, so that I could risk being wrong and not ridiculed or marginalized in my high school years.*  
*Note: in 2023-24 this question changed to “In general in my classrooms, I felt I could risk being wrong and not be ridiculed or marginalized during my high school years”.*

|           |                                 |  | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|-----------|---------------------------------|--|----------------|----------------|----------------|
| Gibson Ek | Percent Agree or Strongly Agree |  | <b>79%</b>     | <b>93%</b>     | <b>72%</b>     |
|           | Number respondents              |  | 34             | 15             | 25             |
| Liberty   | Percent Agree or Strongly Agree |  | <b>82%</b>     | <b>66%</b>     | <b>46.21</b>   |
|           | Number respondents              |  | 140            | 173            | 145            |
| Issaquah  | Percent Agree or Strongly Agree |  | <b>74%</b>     | <b>72%</b>     | <b>56%</b>     |
|           | Number respondents              |  | 532            | 286            | 160            |
| Skyline   | Percent Agree or Strongly Agree |  | <b>77%</b>     | <b>73%</b>     | <b>55%</b>     |
|           | Number respondents              |  | 517            | 359            | 361            |

**Highlights**

- Students take advantage of a variety of recovery options from credit recovery classes offered during the school day, to online learning opportunities, to summer credit recovery options.
- Many students report that they feel they can take risks and recover from setbacks.

**Challenges**

- Over the last three consecutive years, less than half of students who did not meet standard the previous year demonstrated accelerated growth. Accelerated growth is defined as increasing their score by .33 or one third of a level. Accelerated growth is a key measure of closing the gap for students not meeting standard.

**Actions**

- The district uses data to allocate resources for support classes and academic interventions.
- The district reviews curricula and course options to determine that courses meet the needs of students who have experienced past difficulties in school. Examples include:
  - Developing in-course interventions for Middle School Math courses.
  - Providing math lab courses, guided studies and study skills courses.
  - Initiating a review of High School Math course offerings with new course options launching in the fall of 2025 to allow students to determine their path and pace of learning math after Algebra 1.
- The district core curriculum adoption and course development teams use student data to establish goals for implementation and to drive decision-making to increase accessibility and make courses more culturally responsive and universally designed.

**4.7 Students will be able to cooperate and collaborate within a diverse group of people in order to attain desired outcomes;**

I interpret this to mean that students will develop teamwork and collaboration skills within and across diverse groups.

**Data**

District survey questions that seek student perspectives about working with others, collaboration and teamwork are often called soft skills. 2021-2023 responses are listed below. Note: expanding high school responses past 9<sup>th</sup> grade allows for more students to share with school leaders how they experience district schools.

| <b>4<sup>th</sup> grade Soft Skills Survey</b>                                      |                                 | <b>2021-22</b>                | <b>2022-23</b>                               | <b>2023-24</b>                              |
|---|---------------------------------|-------------------------------|--|---|
| <i>I like working with a partner or a group in class</i>                            | Percent Agree or Strongly Agree | <b>85%</b>                    | <b>85%</b>                                   | <b>73%</b>                                  |
|   | Percent neutral                 |                               |  | <b>16%</b>                                  |
|   | Number Respondents              | 1336                          | 1202   | 1073  |
| <b>7<sup>th</sup> grade Soft Skills Survey</b>                                      |                                 | <b>2021-22</b>                | <b>2022-23</b>                               | <b>2023-24</b>                              |
| <i>How likely are you to enjoy working with others on a project?</i>                | Extremely or quite likely       | <b>69%</b>                    | <b>72%</b>                                   | <b>51%</b>                                  |
|   | Somewhat likely                 | <b>23%</b>                    | <b>27%</b>                                   | <b>30%</b>                                  |
|   | Number respondents              | 1174                          | 1078   | 224   |
| <b>High School Soft Skills Survey</b>   |                                 | <b>2021-22</b>                | <b>2022-23</b>                               | <b>2023-24</b>                              |
| <i>How confident are you about your skills when working in a team on a project?</i> | Extremely or quite confident    | <b>69%</b>                    | <b>72%</b>                                   | <b>67%</b>                                  |
|   | Somewhat confident              | <b>23%</b>                    | <b>22%</b>                                   | <b>24%</b>                                  |
|   | Number respondents              | 539<br>(9 <sup>th</sup> only) | 2654<br>(9 <sup>th</sup> -11 <sup>th</sup> ) | 103<br>(9 <sup>th</sup> -11 <sup>th</sup> ) |

**Highlights**

The district serves a diverse student population. Small group instruction is common in courses, where students learn and work together to develop conceptual understanding, practice academic skills, solve problems, evaluate work and express learning.

This district employs a variety of approaches to ensure inclusionary practices, including co-teaching, that ensures students with disabilities and multi-lingual students are learning alongside their grade level peers. Restorative practices techniques are used where appropriate across the district.

The monitoring report for [Executive Limitation 16: Equity](#) described in detail the district’s approach to fostering cultural competency in students. (EL16.1e) This included descriptions of curriculum that provides diverse viewpoints & the [Equity Framework for Supplemental Curriculum](#).

The district supports student activities and clubs at each comprehensive high school. The opportunity to access a variety of clubs allows students to explore new projects and work with both large and small groups of peers.

Links to Associated Body Clubs are below:

- [Liberty High Activities](#)
- [Issaquah High Activities](#)
- [Skyline High Activities](#)

Teamwork and collaboration skills are enduring skills that support students in many environments across their learning journey. The following survey results show how students in the district respond to working in collaboration with peers.

**Challenges**

Low response rates on surveys impede our ability to interpret how students experience our schools, and the change of adding a neutral option and historical questions from district surveys occasionally no longer match the questions in the revised monitoring reports.

**Actions**

- Throughout the system, students are working collaboratively in clubs and activities.
- The implementation of Universal Design for Learning includes the element of students working together could be a goal for a building
- A consideration in curriculum adoptions includes the consideration of small group and collaborative activities.

**4.8 Students will identify challenging personal goals and develop, evaluate and implement plans to achieve them, including post-high school goals that extend their K-12 learning to attainable next levels of education, training or employment;**

I interpret this to mean that students develop plans for high school and beyond that articulate their goals, how these goals were developed and what steps they can take to achieve these goals.

**Data**

In the 2023 postgraduate survey, students reported the most valuable High School and Beyond Plan activities to include the resume and senior interview (12<sup>th</sup> grade), and the college search and financial aid selector (11<sup>th</sup> grade). Small response numbers require interpreting this data with caution.

| <i>Post Graduate Survey</i>  |   | <b>2022-23</b> | <b>2023-24</b> |
|--|---|----------------|----------------|
| <i>Which part of the High School and Beyond Plan exercises did you find the most valuable?</i> | The resume and senior interview activities (12 <sup>th</sup> grade)               | <b>42%</b>     | <b>34%</b>     |
|  | The college search and financial aid selector activities (11 <sup>th</sup> grade) | <b>27%</b>     | <b>28%</b>     |
|  | Number Respondents  | 77             | 95             |

**Highlights**

The district continues to have a very high rate of students entering, persisting and graduating from colleges and universities. Families and staff are adept at helping students prepare and plan for college. Students frequently exit the district having completed multiple college-credit bearing courses in support of their long-term learning and career goals.

The district also offers a rich array of Career and Technical Education courses for exploration and a growing array of Career and Technical Education courses that lead to certification.

The National Student Clearinghouse data shows a high percentage of district students immediately entering 2- and 4- year colleges, with an 83% average over the past 10 years, with a persistence rate for the class of 2023 returning to college for their second year at 93%. The same report shows the persistence rates for returning and continuing is stable at approximately 80% of the graduates attending and remaining in college. [\[full report here\]](#).

### **Challenges**

In examining our culture and practices, ISD has determined that there is an opportunity to better support students seeking a direct-to-career pathway in preparing and planning for life beyond high school.

The High School and Beyond Plan has been viewed by many as procedural rather than a meaningful opportunity for deep engagement in setting goals and planning for life beyond high school.

### **Actions**

#### ***High School and Beyond Plan***

In 2022-23, the district developed a 3-year strategic plan. In this plan the district recognized the opportunity to improve in the use of the High School and Beyond Plan process and in the development of learning pathways clearly aligned to post-high school plans, especially those related to programs that don't require going directly into a 4-year college.

The district ensures that all students participate in the OSPI requirements of a High School and Beyond Plan (HSBP) [What is the High School and Beyond Plan? \(www.k12.wa.us\)](http://www.k12.wa.us). Through this planning process, students and families focus on three essential questions "Who am I?", "What can I become?", and "How do I become that?". Since the fall of 2021, all 6<sup>th</sup>-12<sup>th</sup> grade students have used Xello, a web-based platform that allows students to explore and record their own interests, skills and experiences, and to learn more about a variety of careers and colleges. Via their Xello account, students complete a series of activities and lessons throughout their secondary years that meets their High School and Beyond Plan (HSBP) graduation requirement. Feedback from students includes a trend that many students complete the HSBP work just prior to graduation. District leaders have recognized that the HSBP process allowed students to complete the work intended to support course choice aligned to post-secondary paths and that the process needed to be embedded into the school day and delivered via teacher-led lessons. The focus on deepening student and caregiver attention to career and post-secondary education planning was evident in the development of the strategic plan and is represented in Priority 2. Through this work, a pilot of a more inclusive and extensive transition event for 8<sup>th</sup> grade students and their caregivers was piloted at one high school.

The HSBP culminates in an in-person Senior Exit Interview, wherein 12<sup>th</sup> graders experience a low-risk business casual interview experience, with interview questions aligned to the Issaquah School District's Ends Statements. This activity gives graduating seniors a platform through which they share their post-high school goals.

#### **[Senior exit interview expectations](#)**

Beginning in the 2024-25 school year, students will examine their career assessment results during 7<sup>th</sup> grade homeroom. This change, in coordination with the expansion of transition events that engage parents through the Xello Family tool, and teacher-led High School and Beyond Plan instruction during the school day and assigned at each grade 7-12, will encourage students and their caregivers to think about all post-high school options and how they might work together to achieve the student's desired personalized pathway.

## Expansion of career preparation pathways

During the 2023-24 school year ISD examined our CTE and other course options and student interests as part of high school innovation planning and planning for the next new high school. Continuing this examination into the 2024-25 school year has led to envisioning expansion of pathways around career clusters of interest to our students.

### 4.9 Students will learn and apply principles of sound financial management in order to support self and family.

I interpret this to mean that students learn about personal financial management and can either articulate how to apply the learning or show evidence of the learning in their personal lives.

#### Data

Students in the Post Graduate Survey responded on the questions of preparedness in the areas of finance and being an informed consumer, with 70% responding preparedness in the areas of finance and 75% responding preparedness in being an informed consumer. Low response rates in 2022-23 indicate interpreting this data with caution.

#### Business and Finance course enrollments

|                          | 2021-22    |            |            | 2022-23    |            |            | 2023-24    |            |            |
|--------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
|                          | <i>IHS</i> | <i>LHS</i> | <i>SHS</i> | <i>IHS</i> | <i>LHS</i> | <i>SHS</i> | <i>IHS</i> | <i>LHS</i> | <i>SHS</i> |
| <i>Personal Finance</i>  | 180        | 74         | 33         | 206        | 62         | 29         | 188        | 84         | 48         |
| <i>Future Ready</i>      | 148        | 126        | 130        | 130        | 67         | 58         | 100        | 41         | 123        |
| <i>Economics</i>         | 56         | 49         | 86         | 77         | 31         | 52         | 112        | 32         | 87         |
| <i>Accounting</i>        |            | 27         | 31         |            | 23         | 32         |            |            | 23         |
| <i>Other business ed</i> | 146        | 153        | 415        | 103        | 126        | 465        | 122        | 158        | 536        |
| <i>Learn and Earn</i>    |            | 123        |            |            | 95         |            |            | 83         |            |
| <b>Total</b>             | <b>530</b> | <b>571</b> | <b>705</b> | <b>539</b> | <b>428</b> | <b>675</b> | <b>522</b> | <b>398</b> | <b>817</b> |

#### Post Graduate Survey

Upon graduation, how prepared did you feel in working numerical problems and finances?

|                           | 2021-22 | 2022-23 | 2023-24 |
|---------------------------|---------|---------|---------|
| Very or somewhat prepared | 75%     | 70%     | 43%     |
| Number Respondents        | 237     | 83      | 108     |

#### Post Graduate Survey

Upon graduation, how prepared did you feel in being an informed consumer?

|                           | 2021-22 | 2022-23 | 2023-24 |
|---------------------------|---------|---------|---------|
| Very or somewhat prepared | 65%     | 75%     | 74%     |
| Number Respondents        | 238     | 83      | 106     |

## Highlights

Skills and competencies in sound financial management are built in a variety of courses, including the financial literacy unit in middle school, and a variety of high school offerings, listed below.

DECA is an example of a popular co-curricular activity, that integrates technical learning and application, and culminates in a variety of competitions that are robustly attended by district teams. Some examples of the DECA competition categories are; Personal Financial Literacy, Entrepreneurship, Marketing and Finance. This year, Liberty hosted 33 international qualifiers, 1 state champion and 4 double qualifiers, Issaquah hosted 70 international qualifiers, 3 state champions, 8 double qualifiers, and 9 first year qualifiers, Skyline hosted 55 international qualifiers, 4 state champions, and also won the Membership Campaign Award for having more than 600 members, which is the largest chapter in Washington State.

## Challenges

- Even with a 7-period day, students are limited in their elective opportunities. Personal Finance is offered annually, and sufficient seats are offered to meet the student demand.

## Actions

- The district is moving forward to revise the Personal Finance course to be two discrete semesters, with different content in each, with the theory of action that more students might be able to fit a semester class into their schedule.

In recognition of the importance and personal financial management, and in recognition that current curriculum standards and course content guidance does not adequately integrate personal finance in core curriculum, financial management education has been a topic of exploration and discussion at both the state and district level for several years. Neither the state nor the district has found there to be sufficient natural opportunities to add additional personal financial education within existing courses. Additionally, the current number of courses required for graduation has not created the capacity to add another course requirement.

Though there is ongoing exploration, as of the 2022-23 school year, additional core financial education programming centered on the following approaches:

### Eighth grade Social Studies Financial Literacy Unit, developed in 2019

The purpose of the financial literacy unit is to provide students with the knowledge and skills they need to make sound financial decisions as students, consumers, workers, entrepreneurs, savers and investors. The unit is aligned with the WA State Financial Education K-12 learning standards that focus on 6 competencies. The competencies are Spending and Saving, Credit and Debt, Employment and Income, Investing, Risk Management Insurance and Financial Decision-Making. Unit lessons include the following:

- Career Cruising or Xello - revisiting their job profile
- Spending and saving – developing a spending plan
- Paycheck basics
- Savings
- Credit and debt
- Making a personal budget

Additional elective courses that support sound financial management

The district offers courses and activities that support student understanding of financial management including: Business and Economics, Future Ready, Personal Finance, DECA

*Works initiated:* District leadership and CTE leadership are working to rebrand and reformat the Personal Finance course into two distinct courses that can be taken individually or together. By clearly indicating in the future common course guide the content that is in each semester course, students can take the course that best matches their interest, without having to commit to a full year course.

The district has received feedback that the legacy student surveys, initiated to add student voice of their perspectives and lived experiences need to evolve into surveys that are norm referenced. This work begun in 2022-23 and continued into 2023-24 through the strategy in Priority 1. Student perception surveys for the 2023-24 school year have been issued. Using survey questions that are valid, reliable and sourced from vetted perception surveys is desired. Continued collaboration between the building leaders, district leaders and community are welcomed.

*Board Approval:*