



Results 4: Life Management and Personal Awareness

Policy Type: Results

Annual Internal Review for School Year 2024-2025 – May 28, 2026

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. The 2025-26 report centers on evidence from the [Healthy Youth Survey](#) and student exit surveys. These sources speak most directly about the degree to which students are developing understanding and making choices about their personal health and goals. Coursework data is de-emphasized in this reporting as a less direct measure of the content of Results 4, though course data has been included in the reporting of Results 2.

The Healthy Youth Survey is administered in 6th, 8th, 10th, and 12th grade every other year, statewide. In 2025, less than 40% of 12th grade students completed the survey so that data is suppressed and not included in reporting.

Number of respondents and participation rate in 2025

6th grade: 1336/1421 – 94%

8th grade: 1293/1538 – 84%

10th grade: 1042/1555 – 67%

12th grade: 438/1617 - 27%

This report illustrates how our students are developing healthy mindsets and habits, and avoiding harmful behaviors, at a greater rate than their peers across the state. Opportunities for growth are outlined below.

Trend indicators: when available, trend data will be provided based on the reported margin of error:

Increasing – increase from first data to last data is greater than the margin of error

Maintaining – change from first data to last data is within the margin of error

Decreasing – decrease from first data to last data is greater than the margin of error

Green indicates positive change

Red indicates negative change

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.

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

Healthy Youth Survey. [This survey](#) is administered in 6th, 8th, 10th, and 12th grade every other year, statewide. In 2025, less than 40% of 12th grade students completed the survey so that data is not included in reporting.

Data from this survey that speaks to sound physical, mental, and emotional health includes:

- Alcohol, Tobacco, and other Drug use (focus on use in the past 30-days)
- Nutrition and Fitness
- Mental Health
- Social Emotional Learning

Alcohol, Tobacco, and other Drug: any use in the past 30-days, 10th grade

Data indicates overall low drug and alcohol use among students, with a mix of some slight increases and decreases by substance. Vaping and marijuana continue to decline in reported usage, while alcohol use increased from 2023 to 2025.

Substance (question #)	2021	2023	2025	2025 n=	2025 ISD Trend	State 2025
Cigarettes (33)	0.5%	0.5%	0.9%	896	maintaining	1.6% --
Vape (36)	3.6%	2.7%	1.5%	882	decreasing	6.1% --
Alcohol (40)	5.1%	4.4%	6.2%	898	increasing	7.1% --
Marijuana (41)	3.3%	3.8%	1.9%	893	decreasing	5.5% decreasing
Other drug (42)	0.0%	0.7%	0.2%	530	decreasing	0.8% decreasing
Pain killer (44)	0.5%	1.2%	0.7%	892	maintaining	1.2% --
Prescription drug (45)	1.4%	1.4%	1.7%	530	maintaining	2.3% --

10th grade responses

With reported alcohol usage up from 2023, additional study of student attitudes concerning alcohol indicates no larger scale change in behavior and attitude trend overall (exception of dip in reported heavy drinking in 2023). There appears to be slightly more experimental drinking by 10th grade.

Question	2021	2023	2025	2025 n=	2025 ISD Trend
Report experimental drinking (Q57)	2.4%	2.7%	3.3%	898	maintaining
Report heavy drinking (Q57)	2.8%	0.7%	2.3%	898	increasing
Report problem drinking	1.1%	1%	0.6%		maintaining
Drunk or high 1 or more times in last 12 months (Q71)	2.5%	3.7%	3.0%	499	maintaining
I feel it is wrong / very wrong to drink regularly (Q242)	73.3%	88.1%	89.9%	455	maintaining
Perceive moderate or great risk of harm if drinking 5 or more drinks once or twice a week (Q64)	89.9%	83.8%	84.8%	512	--

Nutrition and Fitness

The data below shows some increases in healthy sleep habits, but still below 8 hours or more and below county averages of 56.2% in 8th grade and 32.8% in 10th grade (31.5% for the state average in 10th grade).

Physical activity trended up in 6th and 8th grades, but is flat over 4 years in 10th grade and appears to be similar to the state average for activity 7 days per week.

Healthy Youth Survey		6 th grade	8 th grade	10 th grade	12 th grade
8 hours of sleep (or more) Q98	2021	NA	45.8%	22.2%	12.3%
	2023	NA	50%	22%	14%
	2025	NA	52% increasing	26% maintaining	suppressed
	2025 n		561	451	
Physical activity (60 minutes 4+ days) Q84	2021	77.1%	71.3%	66.2%	55.8%
	2023	73.9%	76.2%	71.0%	49.8%
	2025	80.3% increasing	78.6% increasing	66.7% maintaining	suppressed
	2025 n	1220	536	439	
2+ sugar drinks yesterday Q83	2021	11.6%	NA	NA	NA
	2023	13.7%	NA	NA	NA
	2025	12.4%	12.1%	20.3%	suppressed
	2025 n	1226	557	460	

Mental Health

Mental health questions indicate slight decreases in sadness, worry, and considering suicide.

<i>Healthy Youth Survey</i>		6 th grade	8 th grade	10 th grade	12 th grade
Reported sad or hopeless Q132	2021	NA	22.3%	31%	37%
	2023	NA	13.3%	18.7%	26.5%
	2025	NA	11.3% decreasing	16.2% decreasing	suppressed
	2025 n		1130	888	
Considered suicide Q133	2021	NA	12.1%	19.7%	19%
	2023	NA	8.7%	10.6%	13.4%
	2025	NA	7.3% decreasing	7.8% decreasing	suppressed
	2025 n		1120	886	
Not able to stop or control worrying any days Q140	2021	NA	43.5%	58.7%	65%
	2023	NA	35.4%	48.8%	58.7%
	2025	NA	34.6% decreasing	43.2% decreasing	suppressed
	2025 n		1137	901	
Emotionally stressed about the future Often or Very Often Q143	2021	NA	NA	NA	NA
	2023	NA	NA	NA	NA
	2025	NA	12.7%	14.6%	suppressed
	2025 n		582	448	

[State and county comparisons](#) on questions related to anxiety provide additional insight that this is a significant concern in our district and state. Though Issaquah students report lower rates of anxiety than their peers across the state, the rates of anxiety, worry and depression illustrate the importance of a district-wide focus on students' well-being.

<i>Grade 10 Healthy Youth Survey 2025</i>	2025 n	ISD	King County	Washington
Nervous, Anxious, on edge several days - Q139	901	34.6%	56.8%	58.1%
Unable to stop worrying several days - Q140	901	24.1%	43.5%	45.9%
Depressive feelings - Q132	888	16.2%	21.8%	25.9%

Social Emotional Learning

Social emotional learning data indicates that our students are developing social skills at or above the rate of their peers in King County and the state, with Issaquah students reporting strength in understanding how others think or feel.

<i>Healthy Youth Survey</i>		6 th grade	8 th grade	10 th grade	12 th grade
Can disagree without fighting/arguing Agree / strongly agree Q171	2021	NA	90.2	92.8%	90%
	2023	NA	90.8%	93.2%	94.1%
	2025	NA	93.9% maintaining	92.7% maintaining	suppressed
	2025 n		558	428	
	<i>King County</i>		<i>92.2%</i>	<i>91.8%</i>	
	<i>Washington State</i>		<i>85.9%</i>	<i>89.1%</i>	
Can solve problems at school Agree / strongly agree Q172	2021	88%	89%	89.2%	93.2
	2023	NA	86.6%	90.7%	91.5%
	2025	NA	91.2% maintaining	92.1% maintaining	suppressed
	2025 n		557	427	
	<i>King County</i>		<i>89.0%</i>	<i>88.3%</i>	
	<i>Washington State</i>		<i>81.8%</i>	<i>86.7%</i>	
Think about what might happen after a decision Agree / strongly agree Q173	2021	NA	NA	NA	NA
	2023	NA	83.8%	88.6%	89.6%
	2025	NA	88% increasing	88.3% maintaining	suppressed
	2025 n		557	427	
	<i>King County</i>		<i>84.3%</i>	<i>85.4%</i>	
	<i>Washington State</i>		<i>77.8%</i>	<i>83.6%</i>	
Understand how people feel and think Agree / strongly agree Q174	2021	NA	NA	NA	NA
	2023	NA	94.5%	95.8%	95.9%
	2025	NA	94% maintaining	95.5% maintaining	suppressed
	2025 n		554	427	
	<i>King County</i>		<i>93.2%</i>	<i>92.9%</i>	
	<i>Washington State</i>		<i>91.1%</i>	<i>92.7%</i>	

Clubs and Sports. Students demonstrate physical and social health and wellness through their high participation in Varsity, Junior Varsity, C-Team, and intramural sports, as measured through enrollment in Final Forms, and the vast array of clubs and activities sustained in schools.

- In 2024-25, 2,454 middle school students and 2,810 high school students participated in a sport.
- In 2024-25, 1,496 middle school and 1,815 high school students participated in non-cut sports.

- In 2024-25 there were approximately 60 middle school clubs and 200 high school clubs offered to students. Participation is fluid and attendance is tracked at the student leadership level, as clubs are student-run.

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 2024-25

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. Most students who participated in Health and PE classes earned grades that indicate a solid understanding of the content.

Physical Education Grade Data

		Enrollment*	A to B-	C+ to C-	D+ to D	F
High School	2021-22	4280	85%	7%	3%	5%
	2022-23	4000	87%	6%	3%	4%
	2023-24	3529	86%	6%	4%	5%
	2024-25	4626	83%	8%	4%	5%
Issaquah High	2024-25	1719	76%	11%	6%	7%
Liberty High	2024-25	1394	87%	7%	3%	3%
Skyline High	2024-25	1513	88%	6%	3%	3%
Middle School	2021-22	8239	97%	2%	1%	<1%
	2022-23	8150	96%	3%	1%	1%
	2023-24	7933	95%	3%	1%	1%
	2024-25	7360	95%	4%	1%	1%

*Enrollment is the number of semesters/trimesters completed. P&S grades are included with C+ to C-

Health Grade Data

		Enrollment*	A to B-	C+ to C-	D+ to D	F
High School	2021-22	1502	81%	7%	6%	6%
	2022-23	1395	83%	7%	6%	4%
	2023-24	1410	84%	6%	4%	5%
	2024-25	1287	82%	8%	5%	5%
Middle School	2021-22	4241	85%	9%	3%	2%
	2022-23	4176	89%	7%	2%	2%
	2023-24	4054	89%	7%	2%	1%
	2024-25	3815	90%	6%	2%	2%

*Enrollment is the number of semesters/trimesters completed.

District actions to increase physical, mental, and emotional health.

Student well-being has been a strategic plan priority for the last three years and will continue to be a focused priority in the years to come. Student well-being is woven into all aspects of student life from direct instruction in health and social emotional learning, to positive behavior supports school-wide, to mental health supports, and participation in clubs and sports.

Positive Behavior Interventions and Supports (PBIS). The district has invested in PBIS for the last decade. This has included investing in school-wide expectations and social-emotional learning at all levels, as well as tiered interventions. Even so, our own analysis has indicated the need to renew attention to PBIS to deepen implementation and ensure systemic prevention and response plans are clear and viable at all schools. Future investment in PBIS will include the creation of a Behavior Matrix which provides a guide to many aspects of PBIS including proactive classroom management strategies, response to dysregulated behaviors, and means for restorative practices to help all students after a behavior event to repair relationships and restore a strong sense of safety and civility.

Health Education. Students receive health education in K-8th grade and once in high school. Health curriculum was updated in middle school in 2020 and high school in 2023, per our [adoption cycle](#). These curricula ensure students receive up-to-date scientific health education on highly relevant topics. Additional information on our health education can be found in Results 2 “Academics and Foundations” and Operational Expectation 14 “Instructional Program” monitoring reports.

Physical Education. Students receive PE 2 days per week in elementary, annually in middle school and must earn 1.5 PE credits in high school. The district offers a broad range of PE offerings in high schools for students to select an option that helps them develop interests and healthy habits such as hiking fitness, walking fitness, team sports, dance and yoga as examples.

Mental Health Supports. 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.

- [2024-2025 School Counseling Synopsis](#)
- [2024-2025 Swedish Partnership Report](#)
- [2024-2025 Swedish Program Data](#)

Swedish discontinued their School Based Mental Health Counseling program in the spring of 2026. The district established a partnership with Youth Eastside Services in the 2025-26 school year and will expand to provide even greater access to mental health support beginning in the fall of 2026.

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.

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 district is laying a strong foundation to support student well-being, promote educational success, and ensure all students are future-ready.

Social Emotional Screener. The 2024-25 school year was the second 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 students with high-risk indicators were contacted to discuss the results and support strategies. Tiered teams collaboratively reviewed screening data to match students to targeted interventions and monitor the effectiveness of supports over time.

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. The district has adopted Second Step as a core social skills curriculum from kindergarten through 8th 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 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.

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.

Overview

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, especially with social media. 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.

Data

The Healthy Youth Survey measures risk indicators of the impact of social media and other bullying through

technology. State and county measures are provided on select measures.

This data continues to illustrate the ubiquitous nature of technology in the lives of our students, with some small signs of how students are coping and adjusting. Screen time usage is significantly higher over the last 4 years, with a peak reported in 2023. More 8th grade students are avoiding social media, while social media use is slightly up in 10th grade. At the same time, 10th grade students reported less anxiety over internet usage and less bullying using media. Ongoing education, monitoring and encouraging healthy limits to media continues to be a focus for our school district.

Healthy Youth Survey		6th grade	8th grade	10th grade	12th grade
<i>3+ hours of screen time per day</i> Q88	2021	20.9%	24%	22.1%	23.4%
	2023	34.7%	51.2%	68.6%	71.5%
	2025	29.5% decreasing	46% decreasing	59.6% decreasing	suppressed
	2025 n	1214	531	436	
	<i>King County</i>	42%	49.4%	69.1%	<40%
<i>King County</i> <i>Washington State</i>		49.9%	60.9%	68.5%	72.3%
	<i>I do not use social media</i> Q89	2021	NA	NA	NA
		2023	50.8%	30.1%	14.2%
		2025	51.7% maintaining	41.4% increasing	12.9% maintaining
<i>I do not use social media</i> Q89		2025 n	1216	527	433
		2021	NA	15.7%	22.3%
		2023	NA	13.4%	21.9%
		2025	NA	15.3% maintaining	18.5% maintaining
<i>Experience anxiety due to internet use</i> Sometimes, often, very often Q145		2025 n		554	421
		<i>King County</i>	NA	31.7%	38.7%
		<i>Washington State</i>	NA	34.8%	39.8%
<i>Feel withdrawal when away from internet</i> Sometimes, often, very often Q146		2021	NA	15.4%	22.3%
		2023	NA	15.9%	20.1%
		2025	NA	14.8% maintaining	19% maintaining
		2025 n		555	421
		<i>King County</i>	NA	4.9%	6.6%
<i>King County</i> <i>Washington State</i>		<i>Washington State</i>	NA	7.4%	6.4%
<i>Bullied using media in past 30 days</i> 1+ times Q151		2021	NA	9.0%	9.0%
		2023	NA	13.6%	7.8%
		2025	NA	11.5% maintaining	7.0% maintaining
		2025 n		560	414
		<i>King County</i>	NA	10%	8.8%
<i>King County</i> <i>Washington State</i>		<i>Washington State</i>	NA	16.8%	12.3%
					9.4%

In concert with Operational Expectation 15 “Technology” and Results 3 “Civic Engagement”, students learn about how to use technology tools, embed these skills into their learner portfolio, and learn about the social and emotional impacts of participating in an online environment on themselves and their peers.

- Middle school students were surveyed during the Spring of 2025 about their thoughts on digital citizenship and social media. A total of 3607 students participated.
- When asked whether they feel they are taught responsible, safe, legal, and ethical ways to interact on social media, 71% agreed, with another 22% neutral on the question, an increase of 8 percentage points over the prior year. This may be attributed to the use of Win@Social curriculum and further years of data will provide greater clarity on this trend.

		2021-22	2022-23	2023-24	2024-25
Middle School Survey: <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%	71%
	Percent Neutral	22%	23%	27%	22%
	Number Respondents	3856	4276	2077	3607

Additionally, 52% of middle school students reported using social media. Of the students who indicated they use social media, 82% 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	2024-25 N = 3607
Middle School Survey: <i>Do you use social media such as Instagram, Snapchat, TikTok?</i>	Percent Yes	57%	56%	51%	52%
	Number Respondents	3856	4276	2077	3596

		2021-22	2022-23	2023-24	2024-25 N = 3607
Middle School Survey: <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%	82%
	Percent neither prepared or unprepared	16%	15%	16%	16%

District actions to ensure students understand the opportunities and risks posed by social media

Digital Citizenship Education

- The elementary library program continues to have a strong digital citizenship component as outlined in the [K-5 library scope and sequence](#).
- 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. Additional details can be found in the Operational Expectation 15 “Technology” and Results 3 “Civic Engagement” monitoring reports.

- The district Ed Tech staff in coordination with High School Librarians have developed lessons for high school students. Lessons are delivered during Homeroom. Each year students receive three lessons by grade level. Lesson topics are outlined on the [district website](#).
- The Tech Advisory Committee met two times to advise on the continuous development of the district [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 district technology plan, of which Goal 2 is Personal safety, citizenship and critical thinking.

New Cell Phone Policy. 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”, expanded to all schools for 2025-26, per regulation [3245 Students and Telecommunication Devices](#).

4.4 Students will identify, understand, and develop their personal strengths and interests.

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

The Healthy Youth Survey provides insights into students’ understanding and developing strengths and interests in multiple ways, including the use of hope measures. Hope is defined in research as the belief that the future holds the potential for improvement and that you have a role in making that future a reality. According to psychological research, hope is a crucial predictor of well-being and mental health, for both youth and adults.

The [Science of Hope](#) is grounded in three core concepts:

1. **Goals:** These are the objectives or desired outcomes we strive to achieve. Setting clear, achievable goals provides direction and purpose.
2. **Pathways:** This refers to the strategies or routes we develop to reach our goals. It involves identifying various ways to overcome obstacles and achieve our desired outcomes.
3. **Willpower / Agency:** This is the determination and motivation required to pursue our goals and adhere to the pathways we have established. It represents our ability to stay committed and persist through challenges.

For this report, Healthy Youth Survey questions on hope provide insight into the overall development of student’s sense of agency. The data indicates high levels of hope among students, increasing the last 4 years.

Healthy Youth Survey 2025	6th grade	8th grade	10th grade	12th grade
ISD Highly Hopeful	64.3%	68%	59.8%	suppressed
King County Highly Hopeful	53.9%	61.8%	54%	<40%
Washington State Highly Hopeful	46.2%	49.7%	50.6%	49.3%
ISD No or very low hope	2.5%	3.6%	3%	suppressed
King County No or very low hope	6%	5%	5%	<40%
Washington State No or very low hope	8.5%	9%	7%	6.2%

Additional Healthy Youth Survey questions provide insight into the degree to which students perceive their agency to pursue their goals based on their strengths and interests.

Healthy Youth Survey		6th grade	8th grade	10th grade	12th grade
<i>Participate in afterschool activities</i> Q90	2021	75.8%	62.3%	72%	69%
	2023	82.6%	77.6%	79.9%	80.8%
	2025	82.9% Increasing	75.8% Increasing	82.4% Increasing	suppressed
	2025 n	1207	1117	885	
<i>Can think of ways to get things that are most important to me</i> Q166	2021	65.9%	68%	64%	67.6%
	2023	67.9%	71.9%	71.2%	71.1%
	2025	79.1% Increasing	79.8% Increasing	78.9% Increasing	suppressed
	2025 n	1188	1099	870	
<i>Schoolwork is meaningful and important</i> Often or Almost always Q218	2021	62.4%	41.9%	25.6%	23.4%
	2023	59.6%	39.6%	33.7%	30.9%
	2025	64.7% Maintaining	43.8% Maintaining	37.5% Increasing	suppressed
	2025 n	1219	552	453	
<i>Courses are interesting to you</i> Fairly, quite or very Q219	2021	87.6%	72.6%	65%	76.1%
	2023	85.9%	73%	75.9%	82.8%
	2025	87.1% Maintaining	76.3% Maintaining	81.5% Increasing	suppressed
	2025 n	1219	552	454	
<i>Cut or skipped school 1+ days in last 4 weeks</i> Q224	2021	15.4%	9.5%	9.5%	21.7%
	2023	16.9%	12.1%	10.4%	19.2%
	2025	13.4% Decreasing	11.5% Maintaining	11.6% Maintaining	suppressed
	2025 n	1210	541	448	
<i>Lots of chances to get involved in clubs or sports</i> Agree & Strongly Agree Q228	2021	NA	94.0%	96.2%	93.5%
	2023	NA	94.2%	93.0%	97.2%
	2025	NA	96.3% Maintaining	93.7% Maintaining	suppressed
	2025 n		531	450	

Surveys given annually to students show how the curriculum and programs are experienced by students throughout their school careers. The following questions reveal students' access to activities outside the school day.

5th grade Exit Survey:		2021-22	2022-23	2023-24	2024-25
<i>I have enough opportunity to participate in before and after school activities</i>	Percent who Agree or Strongly Agree	80%	82%	79%	72%
	Number respondents	1403	1315	1207	1258

		2021-22	2022-23	2023-24	2024-25
8th grade Exit Survey: <i>I have enough opportunities to participate in school-sponsored and non-school sponsored sports, clubs and activities.</i> <i>Reworded in 2023 to "My school helps me discover things that interest me."</i>	Percent who Agree or Strongly Agree	88%	47%	62%	52%
	Percent neutral	n/a	35%	13%	22%
	Number respondents	1009	1067	167	1035

Senior School Exit Survey			2021-22	2022-23	2023-24	2024-25
<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>	Gibson Ek	Percent Agree or Strongly Agree	73%	81%	84%	48%
		Number respondents	37	16	25	48
	Liberty	Percent Agree or Strongly Agree	92%	83%	78%	79%
		Number respondents	141	176	169	180
	Issaquah	Percent Agree or Strongly Agree	87%	89%	73%	82%
		Number respondents	281	281	148	97
	Skyline	Percent Agree or Strongly Agree	91%	93%	76%	83%
		Number respondents	503	348	372	466

Related Data Reports: Reporting on Results 2 “Academics and Foundations” provides additional information on students' course selection and performance in core classes, advanced classes and CTE classes, where students are provided opportunities to explore and develop their strengths and interests.

District actions to support students to develop strengths and interests

Overall, our students indicate an increased satisfaction with courses relevant to their interests, but also a decrease in satisfaction with access to clubs, sports, and other extra and co-curricular activities. The district creates conditions for students to identify, understand, and develop their strengths and interests through both course selection and co- and extra-curricular opportunities. Detailed course participation data is reported in Results 2 “Academics and Foundations”; the following summarizes system-wide structures that support student exploration and voice.

Co- and Extra-Curricular Opportunities

Across all grade levels, students access activities beyond the school day that support interest exploration, connection, and skill development. Elementary offerings vary by school (e.g., leadership, robotics, choir). Middle and high schools provide structured athletics, clubs, and student leadership through Associated Student Body (ASB), with expanded options at the high school level aligned to a wide range of interests. Links to Associated Student Body Clubs are below:

[Liberty High Activities](#)

[Issaquah High Activities](#)

[Skyline High Activities](#)

To respond to students’ desire for greater access to extracurricular activities, the strategic plan for 2026-29 will include a strategy to increase students’ connectedness to school activities and opportunities that are aligned to their interests. This will include a measure for each student’s connection to school or outside of school. The process of collecting this data will aid in learning more about why students’ satisfaction with availability of co- and extra-curricular activities has been declining, which will drive responsive strategy implementation.

Course Choice and Selection

Opportunities for course choice increase across grade levels and are intentionally connected to student interests and future pathways.

Elementary: While students do not select courses, all participate in music, library, and physical education. Within core instruction, choice is embedded through independent reading, writing topics, and inquiry-based learning experiences.

Middle: Students engage in elective courses and complete a career interest assessment to help guide exploration. Student input informs elective offerings, which include arts and Career and Technical Education (CTE) options.

High: Students select from a wide range of core, elective, and advanced courses outlined in comprehensive course guides. The 7-period schedule and High School and Beyond Plan support alignment between course selection, interests, and postsecondary goals. All courses offered can be viewed in the [High School Course Guides](#). In the 2024-25 school year, a microschool was piloted at Issaquah High School, leading to the launch of microschools at Maywood Middle School and Pine Lake Middle School in 2025-26. Additional details on the microschool pilots can be found in the Operational Expectation 14 “Instructional Program” monitoring report for the 2024-25 school year. Next year, our monitoring reports will include information about the microschools at Maywood Middle and Pine Lake Middle Schools.

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 a greater depth of knowledge, in both core courses and elective courses. Current [state standards](#) integrate content knowledge standards, process or practice standards, and thinking skills or depth of knowledge, to create the conditions for students to engage in higher level thinking skills. The district aligns the curriculum and instruction to the state standards to ensure age-appropriate, rigorous, and transferable creative and critical thinking skills.

Data

Course completion, grades, and assessment levels of performance data in the Results 2 “Academics and Foundations” monitoring report provide evidence of most students meeting course requirements at the designed depth of knowledge; and that district students perform above standard on the statewide assessments at a rate much higher than the state and similarly to comparison districts.

Students’ self-report that opportunities to engage in class discussion exist, a practice that pushes higher level thinking, provides insight into students' opportunity to develop these skills during class.

Healthy Youth Survey		6th grade	8th grade	10th grade	12th grade
<i>Lots of chances for class discussion</i> Q229	2021	NA	93.5%	91.2%	94.5%
	2023	NA	90.9%	92.1%	93.4%
	2025	NA	93.6% Maintaining	92.4% Maintaining	suppressed
	2025 n		532	448	

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

4th grade Soft Skills Survey

		2021-22	2022-23	2023-24	2024-25
<i>I think of creative ways to solve problems</i>	Percent agree or strongly agree	82%	83%	72%	75%
	Percent neutral			15%	14%
	Number respondents	1342	1202	1069	1182

5th grade exit Survey

		2021-22	2022-23	2023-24	2024-25
<i>I feel my creativity and individuality is valued and encouraged at my school.</i>	Percent agree or strongly agree	88%	86%	80%	77%
	Percent neutral	NA	NA	10%	15%
	Number respondents	1403	1202	1207	1258

7th grade Soft Skills

Survey

How likely are you to be allowed by a teacher to use your creativity to complete a school project?

	2021-22	2022-23	2023-24	2024-25
Extremely or quite likely	47%	53%	54%	57%
Somewhat likely	34%	30%	30%	28%
Number respondents	1186	1072	215	1105

8th grade exit survey

I feel my creativity and individuality is valued and encouraged during middle school.

	2021-22	2022-23	2023-24	2024-25
Percent agree or strongly agree	74%	75%	63%	66%
Percent neutral	NA	NA	20%	16%
Number Respondents	1009	1034	167	1035

High School Soft Skills Survey by HS

2021-22 2022-23 2023-24 2024-25
(9th
grade)

How likely are you to be allowed by a teacher to use your creativity to complete a school project?

	Gibson Ek	Extremely or quite likely	90%	95%	NA	90%
		Number respondents	21	111	NA	111
	Liberty	Extremely or quite likely	41%	53%	54%	51%
		Number respondents	92	841	103	681
	Issaquah	Extremely or quite likely	30%	52%	54%	61%
		Number respondents	105	806	103	605
	Skyline	Extremely or quite likely	45%	58%	51%	64%
		Number respondents	319	981	143	1117

District actions to support the development of higher level thinking, creativity, and ability to innovate

The district intentionally embeds higher-level thinking, creativity, and innovation across all content areas and learning experiences. These expectations are grounded in state standards and instructional design that emphasize inquiry, analysis, and real-world application. More detailed evidence of student outcomes and course participation is reported in Results 2 “Academics and Foundations” and Operational Expectation 14 “Instructional Program”.

Across core subjects, students regularly engage in tasks that require analysis, evaluation, and application of learning. This includes constructing evidence-based arguments in English Language Arts; analyzing multiple perspectives and primary sources in social studies; engaging in inquiry and problem solving in science; and applying conceptual understanding to real-world contexts in mathematics. Instructional practices such as project-based learning, open-ended performance tasks, and student-designed solutions further support these outcomes.

The district expands opportunities for creativity and innovation through elective and Career and Technical Education (CTE) courses and co-curricular experiences. Students engage in hands-on, future-ready learning such as robotics, computer science, design and modeling, business and marketing, and fine and performing arts. These experiences emphasize design thinking, iteration, and problem solving, with examples including student-run businesses, engineering and coding projects, digital design, and participation in programs such as DECA.

Innovative learning models also provide expanded opportunities for interdisciplinary and project-based learning. The microschool pilot allowed students to engage in extended projects, apply learning across content areas, and address authentic problems connected to their communities.

Gibson Ek High School further exemplifies these conditions through a competency-based, project-based model that centers student inquiry and real-world application. Through design, crash, and inquiry labs, students engage in interdisciplinary projects such as environmental research, community partnerships, and applied science investigations. These learning experiences emphasize collaboration, critical thinking, and public presentation, providing students with sustained opportunities to design, create, and innovate in meaningful contexts.

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.

Data

The Healthy Youth Survey provides insight on students’ resilience by assessing their perceived prosocial involvement and ability to solve problems. School Risk and Protective Factors, particularly the *Rewards for Prosocial Involvement* measure that indicates the percentage of students who were above the “High Protection” cut point – indicating that they feel acknowledged for good work and safe in school.

Healthy Youth Survey		6th grade	8th grade	10th grade	12th grade
<i>ISD Rewards for Prosocial Involvement</i>	2025	71.7%	77.0%	81.9%	suppressed
	<i>King County Rewards for Prosocial Involvement</i>	69.1%	77.3%	78.6%	<40%
	<i>Washington Rewards for Prosocial Involvement</i>	68.6%	73.4%	78.1%	70.3%
<i>I can solve problems</i> A lot, most, or all of the time Q168	2021	63.8%	71.4%	67.8%	69.8%
	2023	64.4%	71.6%	70%	74%
	2025	68.6% Increasing	75.7% Increasing	74.4% Increasing	suppressed
	2025 n	1192	1108	870	

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. Three-year trend responses are listed below.

4th grade Soft Skills

Survey		2021-22	2022-23	2023-24	2024-25
<i>When I get stuck on a problem, I stick with it until I solve it.</i>	Percent Agree or Strongly Agree	87%	85%	75%	75%
	Percent neutral	NA	NA	16%	16%
	Number Respondents	1363	1211	1091	1193

4th grade Soft Skills

Survey		2021-22	2022-23	2023-24	2024-25
<i>When I don't reach my goal, I try again</i>	Percent Agree or Strongly Agree	87%	88%	76%	81%
	Percent neutral	NA	NA	16%	12%
	Number Respondents	1341	1211	1087	1193

5th grade Exit Survey

		2021-22	2022-23	2023-24	2024-25
<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	92%	93%	85%	86%
	Percent neutral	NA	NA	10%	9%
	Number Respondents	1403	1315	1207	1258

7th grade Soft Skills Survey

		2021-22	2022-23	2023-24	2024-25
<i>If you fail to reach an important goal, how likely are you to try again?</i>	Extremely or quite likely	56%	69%	68%	74%
	Somewhat likely	30%	22%	24%	22%
	Number respondents	1186	1097	263	1151

7th grade Soft Skills Survey

		2021-22	2022-23	2023-24	2024-25
<i>When you get stuck while learning something new, how likely are you to use a different strategy?</i>	Extremely or quite likely	57%	57%	55%	60%
	Somewhat likely	31%	32%	30%	32%
	Number respondents	1183	1097	263	1151

High School Soft Skills Survey

		2021-22	2022-23	2023-24	2024-25
<i>If you fail to reach an important goal, how likely are you to try again?</i>	Extremely or quite likely	56%	68%	71%	72%
	Somewhat likely	32%	23%	20%	22%
	Number respondents	553	2729	129	2606

High School Soft Skills Survey

		2021-22	2022-23	2023-24	2024-25
<i>When you get stuck while learning something new, how likely are you to try a different strategy?</i>	Extremely or quite likely	56%	59%	48%	64%
	Somewhat likely	32%	32%	40%	29%
	Number respondents	545	2729	129	2606

Senior Exit Survey						
			2021-22	2022-23	2023-24	2024-25
<i>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".</i>	Gibson Ek	Percent Agree or Strongly Agree	79%	93%	72%	71%
		Number respondents	34	15	25	48
	Liberty	Percent Agree or Strongly Agree	82%	66%	46.21	53%
		Number respondents	140	173	145	174
	Issaquah	Percent Agree or Strongly Agree	74%	72%	56%	60%
		Number respondents	532	286	160	97
	Skyline	Percent Agree or Strongly Agree	77%	73%	55%	62%
		Number respondents	517	359	361	466

Credit Recovery

Another way students demonstrate resilience is through credit recovery, where students retake a course after earning a failing grade.

Credit Recovery Data	2021-22	2022-23	2023-24	2024-25
Number of enrollments in school year credit recovery.	373	423	411	419
Number of enrollments in summer credit recovery.	n/a	756	319	559
Number of enrollments in online credit recovery.	91	63	41	69

The ultimate results of this resilience in credit-earning are reflected in the graduation rates shared in Results 2 “Academics and Foundations.”

College Persistence

Graduates from the district demonstrate measurable resilience through their persistence in attending a second year of college, as measured by the National Student Clearinghouse Data. Additional information on college enrollment and persistence can be found in the Results 2 “Academics and Foundations” monitoring report.

National Student Clearinghouse Data	Class of 2022		Class of 2023
<i>Percent of graduates who enrolled in a 4-year institution persisting beyond the first year</i>	Issaquah WA St	94% 86%	95% NA

District actions to support students to be resilient, take informed risks, deal constructively with failure, and be flexible and adaptable to change

The district is committed to helping students address adversity and change and learn from failure. This is an area of focus as we continue to grow our approaches through strategic planning and program development. We recognize that resilience is a key durable skill, referenced in the new portrait of a graduate.

Examples of actions to promote resiliency and flexibility include the following:

Data Study. The district has been investing in expanding data study to ensure that we quickly identify when students experience difficulty in our system, and use the data to make immediate, measurable changes in instruction to improve student learning. The focus on data study began at the school level through a tiered teams structure implemented in all schools in 2024-25, and is expanding to curriculum teams, department teams, and school instructional teams.

Multi-Tiered Systems of Support (MTSS): focus on growth, supported by intervention and accelerated learning. As we develop Multi-Tiered Systems of Support, the key focus is in identifying students with risk factors or prior failure to meet standard and intervening early, with progress monitoring for acceleration of growth. This is resulting in the development of new data systems, as well as the strengthening of both core instruction and targeted interventions. Additional information on MTSS can be found in the Operational Expectation 14 “Instructional Program” monitoring report.

Durable Skills, Executive Functioning, and Social Emotional Learning. The district has been incorporating research into durable skills and executive functioning into core and support programs for students to both weave durable skills throughout instruction (emerging work chronicled in the portrait of the graduate), and in support classes such as secondary labs and guided studies, where executive function training is being provided to teachers and materials created for explicit instruction to shore up executive functioning skills for students experiencing academic difficulties. Additional information on social emotional learning and approach to developing durable skills can be found in the Operational Expectation 12 “Learning Environment” monitoring report.

Support for re-entry. Our online learning team, in partnership with our middle and high schools, has developed programs to help students in danger of dropping out of school to use blended learning and online learning for re-entry. This program provides an onramp with high levels of support to rebuild academic skills and the confidence to engage in grade-level learning.

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 data provides student perspectives about working with others, collaboration and teamwork at school. Additional data is shared in the monitoring report for Operational Expectation 2 “Treatment of People”.

4th grade Soft Skills Survey		2021-22	2022-23	2023-24	2024-25
<i>I like working with a partner or a group in class</i>	Percent Agree or Strongly Agree	85%	85%	73%	75%
	Percent neutral	--	--	16%	16%
	Number Respondents	1336	1202	1073	1182

7th grade Soft Skills Survey		2021-22	2022-23	2023-24	2024-25
<i>How likely are you to enjoy working with others on a project?</i>	Extremely or quite likely	69%	72%	51%	66%
	Somewhat likely	23%	27%	30%	22%
	Number respondents	1174	1078	224	1118

High School Soft Skills Survey		2021-22	2022-23	2023-24	2024-25
<i>How confident are you about your skills when working in a team on a project?</i>	Extremely or quite confident	69%	72%	67%	75%
	Somewhat confident	23%	22%	24%	19%
	Number respondents	539 (9 th only)	2654	103	2514

District actions to promote student ability to cooperate and collaborate with diverse people

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 Operational Expectation 16 “Equity” described in detail the district’s approach to fostering cultural competency in students. 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, as described above. The opportunity to access a variety of clubs allows students to explore new projects and work with both large and small groups of peers.

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.

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

Data in 4.4 of this report provides insights into students' sense of being able to set and achieve personal goals.

The following questions from the Healthy Youth Survey provide insight into students trying their best in school and their feeling that their learning is connected to goals later in life.

<i>Healthy Youth Survey</i>		6 th grade	8 th grade	10 th grade	12 th grade
<i>Try to do your best work</i> Often or Almost always Q223	2021	93.2%	81.9%	74.9%	68.9%
	2023	91.5%	83.4%	83.1%	80.3%
	2025	93.1%	89.7%	87.9%	NA
		Maintaining	Increasing	Increasing	
	2025 n	1234	552	460	
<i>Learning in school is important later in life</i> Very, quite, or fairly Q220	2021	85.7%	74.4%	59.0%	64.3%
	2023	86.4%	73.6%	67.1%	74.1%
	2025	89.6%	74.7%	77.1%	NA
		Increasing	Maintaining	Increasing	
	2025 n	1209	541	447	

As described above, 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 National Student Clearinghouse data (described more fully in

Results 2 “Academics and Foundations” monitoring report) shows a high percentage of district students immediately entering 2- and 4-year colleges, with an 83% average over the past 10 years.

District actions to support students to identify challenging personal goals

High School and Beyond Plan

The district ensures that all students meet the Office of Superintendent of Public Instruction (OSPI) requirements for the [High School and Beyond Plan](#) (HSBP). The HSBP is a state-mandated process designed to help students explore their interests, identify goals, and plan for postsecondary success

During the 2024–25 school year, the district implemented a more intentional and consistent approach to the High School and Beyond Plan to increase fidelity and impact. As part of this plan, all students in grades six through twelve participated in one to three HSBP lessons each year. In grades six and seven, students engaged in activities focused on answering the question, “Who am I?” These lessons emphasized self-awareness, interests, and personal strengths. In grades eight and nine, students used career interest surveys and exploration tools to address the question, “What do I want to become?” From grades nine through eleven, students participated in lessons designed to explore the question, “How do I become that?” by examining coursework, pathways, postsecondary options, and career preparation steps. With the state migration to the SchoolLinks platform for the High School and Beyond Plan in the fall of 2026, the district will continue to focus on increasing relevance and engagement in the HSBP lessons in grades six through twelve.

The High School and Beyond Plan process culminates in an in-person [Senior Exit Interview](#). During this experience, 12th-grade students participate in a low-risk, business-casual mock interview, with questions aligned to the Issaquah School District’s Portrait of a Graduate beginning in the spring of 2026. This experience provides graduating seniors with an opportunity to reflect on their high school journey and articulate their post-high school goals in a professional setting.

One area of growth identified through student feedback is the desire for increased opportunities to gain real-world workplace experience. In response, the district is expanding work-based learning opportunities through the Career Kickstart initiative, in partnership with the Issaquah Schools Foundation. This initiative launched with a Summer Career Kickstart program in summer 2025, offering students an eight-day experience that included career workshops and job-shadowing opportunities. In the 2025–26 school year, this program is being expanded into a larger pilot at each comprehensive high school. Skyline students will participate in career panels, Issaquah High School students will engage in career preparation workshops—including résumé development and interview practice—and Liberty High School students will participate in field trips to workplaces.

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

Student results that demonstrate sound financial management are currently best assessed through relevant course enrollments.

Business and Finance course enrollments

	2022-23			2023-24			2024-25		
	<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>	206	62	29	188	84	48	202	98	68
<i>Future Ready</i>	130	67	58	100	41	123	107	21	187
<i>Economics</i>	77	31	52	112	32	87	149	27	163
<i>Accounting</i>	--	23	32	--	--	23	21	--	32
<i>Sales & Marketing (1-4)</i>	97	125	244	123	131	247	182	169	247
<i>Sports Marketing</i>			64			40			45
<i>IB Bus. Management</i>			153			179			212
<i>Business Law</i>							59		
<i>Fashion Des. & Merch</i>	55	54	64		50	135	61	23	147

Post Graduate Survey		2022-23	2023-24	2024-25
<i>Upon graduation, how prepared did you feel in working numerical problems and finances?</i>	Very or somewhat prepared	70%	43%	64%
	Number Respondents	83	108	104

Post Graduate Survey		2022-23	2023-24	2024-25
<i>Upon graduation, how prepared did you feel in being an informed consumer?</i>	Very or somewhat prepared	75%	74%	76%
	Number Respondents	83	106	104

The post graduate survey has continued to have low participation. As reflected in last year's board discussion on this report, the post graduate survey has not been a relevant or reliable measure of data for many years, as it is difficult to survey adults who are out of our system. The district recommends discontinuing the use of this data source and integrating the related questions into the senior exit survey. A similar suggestion was made at the May 8th board meeting last year, however, the senior exit surveys for spring 2025 had already been completed.

District actions to support students to learn and apply principles of sound financial management

The district and board seek for all students to graduate with strong personal finance skills. Personal finance education has been quickly evolving in Washington state. By March 2023, all districts were required to increase financial education opportunities per 2SSB 5720, which the district accomplished through the above coursework offerings. OSPI released new [draft standards and expectations](#) in May 2026, for finalization in January 2027 and implementation by fall 2028. The district is reviewing this new expectation and will develop a plan for delivering the new standards by or before the designated timeline.

In the meantime, we continue to grow and broaden our approach to building student capacity for sound financial management through choice courses and content integration in the following ways:

High School and Beyond Plan. As described above, part of the high school and beyond plan process is for students to explore career options. This process has been improved to focus more on career options with a greater understanding of making practical, lifestyle career choices.

CTE. All CTE courses include a career exploration component where students study careers related to the course and how those careers support lifestyle choices. Business courses are offered at all high schools.

Personal Finance. This course was selected to be reviewed for new curriculum and course design. The process was commissioned in 2024-25 and completed for the fall of 2026. The curriculum is Next Gen Personal Finance, and the course will offer 2 distinct semesters so students can select either a semester or full-year learning option.

DECA. DECA is 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.

AP Business/Personal Finance. AP recently released new career kickstart courses. Based on student course requests, Issaquah High School and Liberty High School will be providing AP Business/Personal Finance in the fall of 2026.

Eighth grade Social Studies Financial Literacy Unit, developed in 2019, revised 2026. 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 current and draft 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

The unit was revised during the 2025-26 social studies adoption to align to draft new financial literacy standards.

Elementary Social Studies. Financial literacy plays a more subtle role in elementary social studies units through role play as students take on a career role to solve problems, providing early exposure to different careers represented in our community.

The district looks forward to a more comprehensive evaluation of our approach to financial literacy in light of new direction from OSPI and is committed to ensuring a high-quality integration of new standards at all levels.

Board acceptance: May 28, 2026