ENDS 4: Life Management and Personal Awareness
May 23, 2023~~6, 2022~~

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.

- ~~We interpret *students* to mean all students in our K-12 educational system and students who have recently graduated.~~
- ~~We interpret *live healthy lives* to mean our students will make informed and appropriate choices regarding their physical, social and emotional condition.~~
- ~~We interpret *live satisfying lives* to mean our students will demonstrate self-assurance about one's ability to accomplish his/her personal grade level goals and plan for post-secondary pursuits.~~
- ~~We interpret *live productive lives* to mean students will progress through their K-12 learning experience, meeting grade level appropriate behavioral, social/emotional, and academic standards and apply those skills to their goals in life.~~

~~**Reasonable progress:** We have confidence that students are meeting the targets of Ends 4 when they progress through our K-12 educational system, engage themselves in the academic and co-curricular opportunities provided, and apply their acquired knowledge to make informed and healthy life choices. The monitoring report will also demonstrate that students' academic, extra-curricular and co-curricular experiences prepare them to pursue their personal passions and a wide range of post-secondary opportunities and empower them to make informed decisions regarding their goals in life.~~

Overall Evidence
~~**Rationale:** High School graduation rates reflect the percentage of students (at minimum) who have successfully met the wide range of requirements to earn an ISD diploma. Students must complete courses in CORE content areas along with Career and Technical (CTE) credits, a technology proficiency requirement and state assessment requirements. These requirements along with other opportunities to learn in the school environment and with opportunities to participate in school sponsored clubs, activities and sports provide for experiences that help our students develop their Personnel Awareness and create plans for their future.~~

~~Graduation Rates and Requirements (Regulation 2410)~~
~~**Graduation Rate** - Source: OSPI Report Card~~

	% On-time Adjusted 4 year cohort	% Extended Adjusted 5 year cohort	
~~Class of 2013~~	~~92.9~~	~~94.3~~	~~Graduation Rate by School~~
~~Class of 2014~~	~~92.0~~	~~93.4~~	~~- Source: OSPI Report Card~~
~~Class of 2015~~	~~92.0~~	~~93.7~~	~~Graduation Rates by~~
~~Class of 2016~~	~~92.0~~	~~94.4~~	~~Ethnicity/Race Program -~~
~~Class of 2017~~	~~92.7~~	~~94.0~~	~~Source OSPI~~
~~Class of 2018~~	~~91.8~~	~~93.6~~	
~~Class of 2019~~	~~93.2~~	~~96.3~~	~~**Graduation**~~
~~Class of 2020~~	~~95.6~~		~~**Requirements:**~~
~~Class of 2021~~	~~95.9~~		~~Issaquah High School 2022-23 Course Guide~~

~~Liberty High School 2022-2023 Course Guide~~
~~Skyline High School 2022-23 Course Guide~~

Students will:

4.1 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. We interpret 4.1 to mean students will move through the K-12 system experiencing curricular and co-curricular activities that will strengthen their understanding and application of principles of sound physical, nutrition, hygiene, and fitness.

Evidence

ISD program and curriculum is aligned with the Health and Physical Education Washington State Standards. Curriculum includes student assignments and assessments on understanding health and fitness concepts, monitoring personal health and fitness choices, and creating a plan for healthy choices.

- Elementary students are required to take PE each year
- Middle school students generally take two trimesters of PE and one trimester of Health*
- High school students are required to take 1 semester of health, and 3 semesters of PE.*
  *Waiver options are available in alignment with RCW 28A.230.040

	Enrollment	Pass Rate
Health 6, 7, 8	3600	98%
Health HS	1513	94%
PE 6,7,8	7980	99%
PE HS	4554	95%

Survey Data
Rationale: We collect and analyze self-reported health data as a measure of student awareness and understanding about health and wellness matters.

The Healthy Youth Survey was administered fall of 2021.
- Healthy Youth Survey Questions
- Healthy Youth Survey on the ISD Website
- Post Grad Survey data on drug/alcohol and abuse, social relationships and sex/health issues

State Standards Alignment Evidence
Rationale: Students are required to fulfill health and physical education requirements taught to WA State standard. These courses help educate students on principles of physical health, nutrition, hygiene and fitness.

- ~~Health and Physical Education State Standards - OSPI~~

~~**Curriculum**~~
~~**Rationale:** Curriculum is implemented in health and fitness in order for students to apply principles of sound physical health.~~

- ~~Health Curriculum ES, MS, HS (see specific grade level and health tab)~~

4.2 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. ~~We interpret 4.2 to mean students will move through the K-12 system experiencing curricular and co-curricular activities that will strengthen their understanding and practice of sound mental and emotional health. Students will recognize concerns related to emotional health in themselves and others and when to seek supportive resources.~~

Evidence

Survey Data
Rationale: Reviewing survey data informs the District in its efforts with regard to mental health.

The Healthy Youth Survey data from the fall administration of 2021.
- Healthy Youth Survey Questions addressing emotional health
- Healthy Youth Survey on the ISD Website

State Standards Alignment
Rationale: Students are required to fulfill health and physical education requirements taught to the Washington State standards. A student's physical health is an important component of mental health.

- Health and Physical Education State Standards

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

- Suicide Prevention
  21-22 ISD Suicide Prevention Plan for Ends Monitoring.docx
- Counseling Synopsis
  E4CounselingSynopsis2021-2022.pdf
- Swedish 2021-2022
  ISD 2021 2022 Partnership Report (2).pdf
- Positive Behavior and Social Emotional Support (PBSES) website
- Elementary Health Curriculum click on grade level and then Health & SEL

- Social Emotional Learning (SEL), includes links to:
  - Multi-Tiered Systems of Support (MTSS)

Survey Data
Rationale: Reviewing survey data informs the District in its efforts with regard to mental health.

The Healthy Youth Survey will be administered in the fall of 2021.
- Healthy Youth Survey Questions addressing emotional health
- Healthy Youth Survey on the ISD Website

State Standards Alignment
Rationale: Students are required to fulfill health and physical education requirements taught to WA State standard. A student's physical health is an important component of mental health.

- Health and Physical Education State Standards

Mental Health
Rationale: The District recognizes the importance of implementing strong mental health curriculum, wellness checks, and counselors for our students.

- Swedish Partnership 2020-21
- Counseling Synopsis Elementary, MS and HS 2020-21
- Universal Screener – Strengths and Difficulties Questionnaire
- Positive Behavior and Social Emotional Support (PBSES) website
- Elementary Social Emotional Learning Curriculum implemented
- Middle School Social Emotional Learning Curriculum implemented
- Elementary Health Curriculum click on grade level and then Health & SEL
- Suicide Prevention – 2020-21
- Social Emotional Learning (SEL), includes links to:
  - Multi-Tiered Systems of Support (MTSS)

4.3 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.
We interpret 4.3 to mean students will move through the K-12 system experiencing curricular and co-curricular activities that will strengthen their understanding of the opportunities and risks posed by digital technology and social media, including social-emotional risks and safety impacts;

Evidence
The ISD 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.

Middle school students were surveyed during the Spring of 2022 about their thoughts on digital citizenship and social media. 3804 students participated. The responses below indicate that less than 10% of students believe they have been taught how to appropriately use technology in safe and ethical ways. Middle school students reported that 58% have access to social media and 42% do not have access to social media.

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.				
Grade Level	I agree	I disagree	Neither agree or disagree	Grand Total
6th Grade	75%	5%	20%	100%
7th Grade	70%	7%	23%	100%
8th Grade	69%	8%	23%	100%
Grand Total	**71%**	**7%**	**22%**	**100%**

Do you use social media such as Instagram, Snapchat, TikTok?			
Grade Level	Yes	No, I do not have any social media accounts	Grand Total
6th Grade	48%	52%	100%
7th Grade	57%	43%	100%
8th Grade	71%	29%	100%
Grand Total	**58%**	**42%**	**100%**

Of the students who indicated they use social media, 81% felt they were very prepared or somewhat prepared to respond when they encounter negative or harmful comments on social media.

When using social media how prepared do you feel when you encounter negative or harmful comments?						
Grade Level	Very prepared	Somewhat prepared	Neither prepared nor unprepared	Somewhat unprepared	Very unprepared	Grand Total
6th Grade	42%	38%	17%	1%	2%	100%
7th Grade	48%	32%	16%	2%	2%	100%
8th Grade	48%	32%	15%	2%	2%	100%
Grand Total	**47%**	**34%**	**16%**	**2%**	**2%**	**100%**

When responding to the National Speak Up Survey in the spring of 2022, more than three-quarters of respondents felt they had good digital citizenship skills (question 15). When asked which life skills they thought are most important for their future, technology and digital citizenship was included by 64% of the responses (question 10). The full report from the Speak Up survey can be found on the district website.

15 *Which of these statements are true about your use of online and digital tools?*

Response	# of Responses	% of Responses	State %	National %
I have good digital citizenship skills	1454	78	78	61
I have stronger personal relationships because of my use of social media	775	42	42	42
I know how to be safe when I am online	1618	87	87	76
I know how to detect bias or opinions in the information that I read online	1358	73	73	56
I know how to evaluate the accuracy of information I find online	1271	68	68	54
I am a better student when I can use online and digital tools to support my learning.	1027	55	55	48
I use technology more outside of school than I do when I am at school	1134	61	61	55
Knowing how to use technology effectively is an important skill that will help me in the future	1323	71	71	58
Sometimes I cannot do schoolwork because I don't have access to the Internet outside of school	283	15	15	19
The skills I am learning on my own outside of school are important for my future	1154	62	62	51

The Healthy Youth Survey was conducted during the Fall of 2021. Full report from Healthy Youth Survey is on the district website.

Approximately 10% of students in grades 8, 10 and 12 that bullying through social media exists and approximately 74% of the same students report they know how to report bullying on social media when it occurs.

	8th grade 1,295 respondents	10th grade 1,227 respondents	12th grade 752 respondents
Bullied through social media	9%	9%	12%
Received sexual photos or videos	10%	18%	19%
Knows how to report bullying	81%	70%	71%

~~**Technology Use Safety Data**~~
~~**Rationale:** Students must understand what internet safety means in order to appropriately use technology.~~

- ~~Digital Citizenship - The Children's Internet Protection Act (CIPA) requires schools to provide Internet Safety training every year to all students. There is no provision from CIPA for what curriculum is used so each school makes its own choices of Internet Safety Curriculum. In Issaquah all schools are required to complete Internet Safety Training and submit a completed form certifying that they have done so. The completed certifications are sent to the Executive Director of Compliance and Legal Affairs.~~

~~The Responsible Use Agreement is shared with our students and families each year. The agreement outlines expected student behavior when using technology at school.~~

~~Responsible Use Agreement - Grades K-5~~

Responsible Use Agreement – Grades 6-12
https://www.isd411.org/about-us/safety-and-security
The National Speak Up survey was also put on hold in our district. We intend to combine the National Speak Up survey with the 8th-grade exit survey and resume administration during the Spring.

Only three of our secondary schools reported violations of the student 6-12 Responsible Use Agreement resulting in student discipline.

	Cellular Phones		Electronic Devices		Inappropriate Computer Use	
-	# of Students	# of Infractions	# of Students	# of Infractions	# of Students	# of Infractions
Beaver Lake Middle School	0	0	1	1	0	0
Liberty High School	0	0	0	0	0	0
Skyline High School	0	0	3	0	0	0

	Misuse Internet		Misuse Network		Telecommunication Devices	
	# of Students	# of Infractions	# of Students	# of Infractions	# of Students	# of Infractions
Beaver Lake Middle School	0	0	0	0	0	0
Liberty High School	1	1	0	0	0	0
Skyline High School	0	0	0	0	0	0

Curriculum
Rationale: Embedded in curriculum are learning opportunities that give students understanding of how technology and social media affect both their own lives and the lives of others.

Evidence

The elementary teacher-librarians follow a scope and sequence (updated 2019) which has a significant focus on Digital Citizenship and Responsibility.

During the 2019/20 school year, the TechSmart curriculum was re-designed. Teachers reviewed the curriculum, units and lessons and identified new materials. During the 20/21 school year, TechSmart teachers transitioned to using lessons from Cyber Civics focused on Digital Citizenship and Online Safety. The lessons include:

Lesson Title	Learning Objectives Students will..
De-Tech-Tive Work	• Understand technology's impact upon humankind throughout history. • Consider how technology connects and disconnects. • Discover how humans have learned how to adapt to new tools.
5 Principles of Citizenship	• Understand what it means to be a member, or citizen, of a community.

	• Consider all the communities they are members of. • Think of ways community members demonstrate five principles of citizenship.
How to Be a Good Citizen Online	• Reflect on the principles of good citizenship. • Think about online communities they belong to, or will belong to. • Consider how to apply the principles of good citizenship to online communities
Digital Background Check	• Learn they have, or will have, an online or digital reputation. • Understand that all of their online activities contribute to their digital reputations. • Recognize that online information can be helpful or harmful to their reputations.
To Share or not to Share	• Learn that digital citizens should respect the online reputations of others. • Understand how posting information about others could compromise their own reputations and the reputations of others. • Become selective about their online friends and followers.
Be Up Standing	• Understand that many people play a role in cyberbullying. • Learn the difference between a "bystander" and "upstander." • Explore strategies for standing up for others, online and off.
Who am I online?	• Recognize they have unique characteristics that make up their identities. • Discover that people express their identities through offline and online roles, which can sometimes differ from one another significantly. • Understand that the Internet gives everyone the freedom to make choices about how they present themselves to others online.

The middle school Health curriculum was under review during the 2019/20 school year. Materials were selected however, the pandemic delayed necessary work on the scope and sequence. This year under the guidance of Director of Teaching and Learning the middle school Health teachers are updating the scope and sequence to ensure the Health standards are appropriately addressed. The middle school Health standards include several around Digital Citizenship and Online Safety.

	Unit	Standards related to Digital Citizenship and Online Safety
Grade 6	Wellness and Safety	Identify potential dangers of sharing personal information through electronic media. H1.Sa3.6b
	Nutrition	Understand differences between reliable and unreliable sources of nutrition information. H3.N1.6
	Social Emotional Health	Describe factors that can influence self-esteem. H1.So1.6a Explain the causes and effects of stress. H1.So3.6 Describe different types of harassment, intimidation, and bullying. H1.So5.6a
Grade 7	Wellness and Safety	Analyze validity and reliability of health and wellness information and products. H3.W4.7 Understand the potential dangers of sharing personal information through electronic media. H1.Sa3.7b

	Social-Emotional Health	Explain how peers and media (social) influence body image. H2.So2.7
		Explain how expressing emotions or feelings can influence others. H1.So4.7b
		Recognize how culture and media impact access to mental and behavioral health services. H2.So6.7
	Nutrition	Determine availability of valid and reliable nutrition information, products, and services. H3.N1.7
	Substance Abuse	Describe how peers and media influence substance use and abuse. H2.Su1.7
	Sexual Health	Identify medically accurate information about STDs. H3.Se4.7
Grade 8	Wellness, Social-Emotional Health, Safety	Describe how values, media, and technology influence health decisions and behaviors. H2.W3.8
		Describe the potential dangers of sharing personal information through electronic media. H1.Sa3.8c
		Compare and contrast the influence of family, culture, and media on how emotions are expressed. H2.So4.8
	Nutrition	Investigate valid and reliable nutrition information, products, and services. H3.N1.8
	Sexual Health	Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8.
		Explain the consequences of sharing sexually explicit pictures or messages. H1.Se6.8c

Our Social-Emotional Learning program continues to support students in their knowledge and understanding of the SEL Core competencies. Many of the skills developed during SEL apply to online interaction as well. More information about Social Emotional Learning can be found on the website.

Supporting our students in the area of navigating social media and the challenges they face in a digital world is an ongoing effort across our system.

This year (21/22) our High School principals, led by Executive Director for High Schools have committed to adding time dedicated to Digital Citizenship and Social Media to the High School "Flex Time" for implementation in Fall 2022.

Similarly, in partnership with Middle School principals, our PBSES director and our Director of Ed Tech a committee is under formation to review the middle school Advisory program to review and adapt the Advisory program to ensure sufficient time is dedicated to SEL (including Social Media/Digital Citizenship).

4.4 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 both inside and outside the classroom. We interpret 4.4 to mean students will move through the K-12 system experiencing curricular and co-curricular activities that will allow students to recognize and develop the areas they are drawn to and in which they are adept.

Evidence:

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:

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.

Middle school:

All middle school students have elective periods. Elective courses include fine and performing arts, CTE 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 that support student choice. The 7-period day increases opportunities to explore new and unique classes. Comprehensive high school course guides available here: High School Course Guides.

In high school co-curricular opportunities include the following:
- Join a club
- Start a new club
- Participate in a class that has co-curricular components (band, orchestra, theater, DECA, Sports Med, etc.)
- Play a sport
- Connect to community service opportunities through the college and career center

Student surveys given annually to ISD students show how the curriculum and programs are experienced by students throughout their school career.

5th grade exit survey:
Question 18 in its entirety: I have enough opportunities to participate in school-sponsored and not-school sponsored sports, clubs, and activities. (1403 respondents)
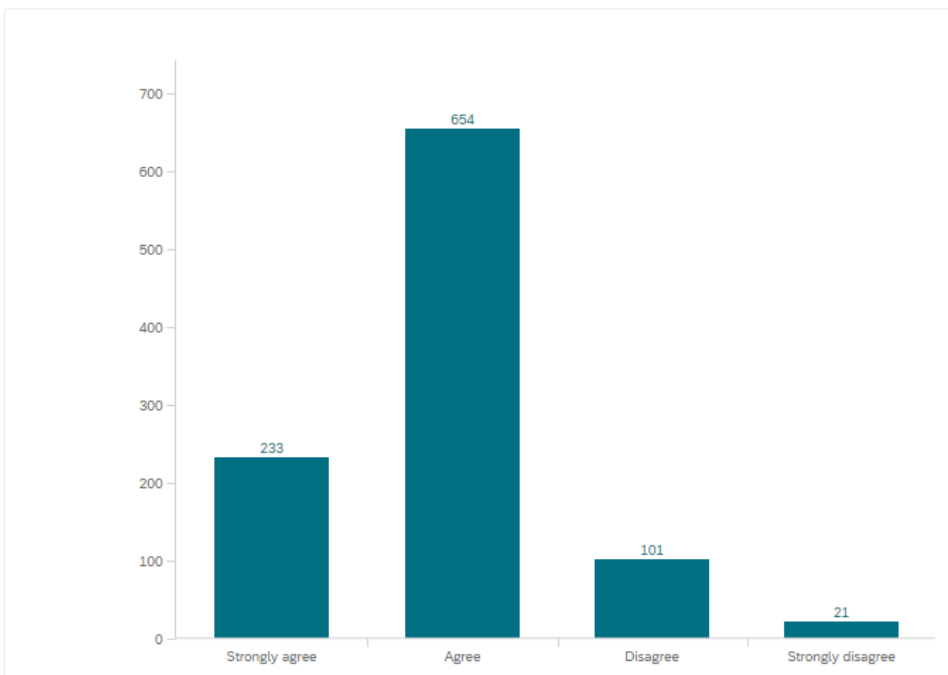
Q18 - I have enough opportunities to participate in before and after school ...
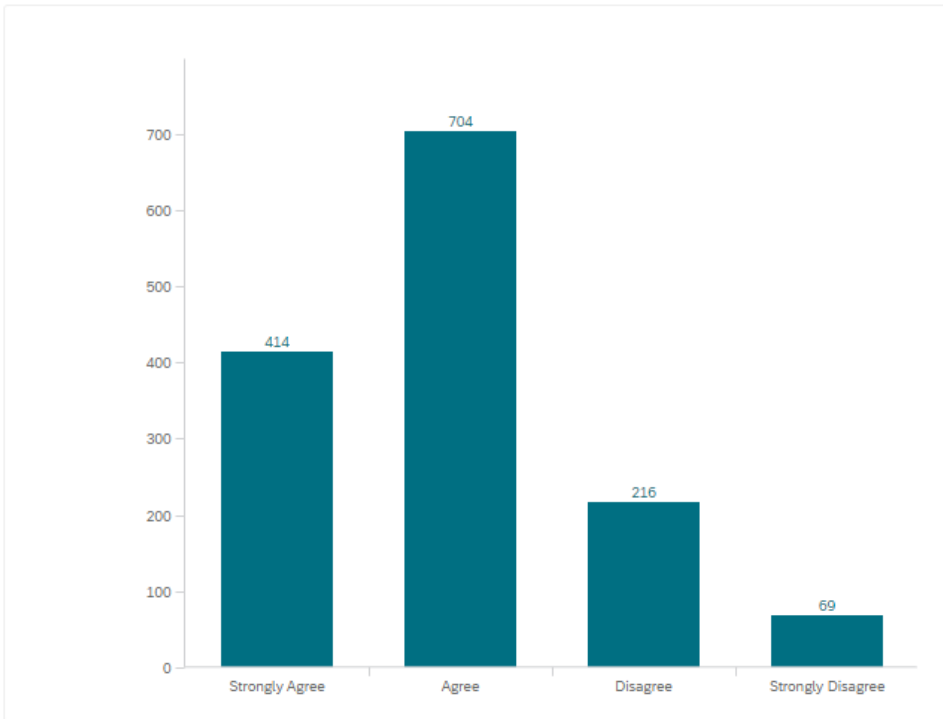
8th grade exit survey:

Question 17 in its entirety: I have enough opportunities to participate in school-sponsored and not-school sponsored sports, clubs, and activities. (1009 respondents)
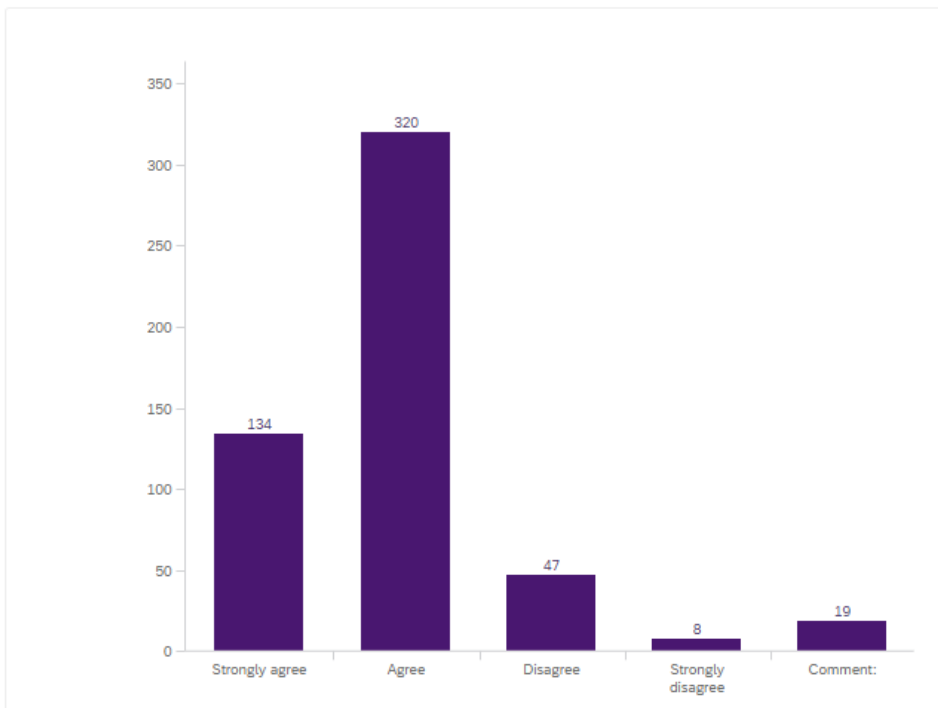
Q17 - I have enough opportunities to participate in school-sponsored and not-sch...

Issaquah High School: (528 respondents)

Question 2 in its entirety: 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.

Q2 - In general, I was satisfied with my ability to access sports, clubs, and o...

Gibson Ek High School: (33 respondents)

Q2 - In general, I was satisfied with my ability to access sports, clubs, and o...
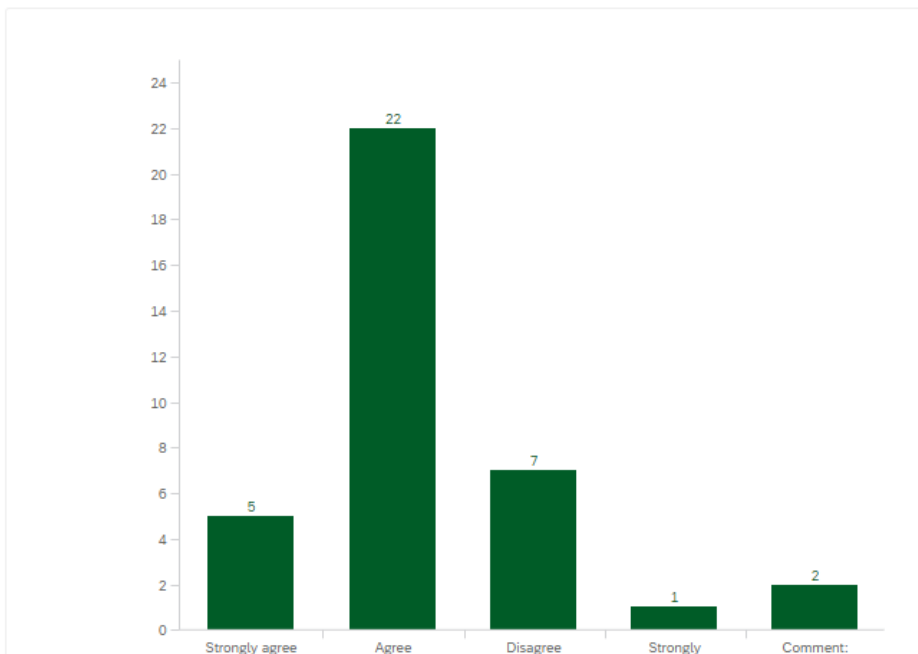
Liberty High School: (141 respondents)

Q2 - In general, I was satisfied with my ability to access sports, clubs, and o...
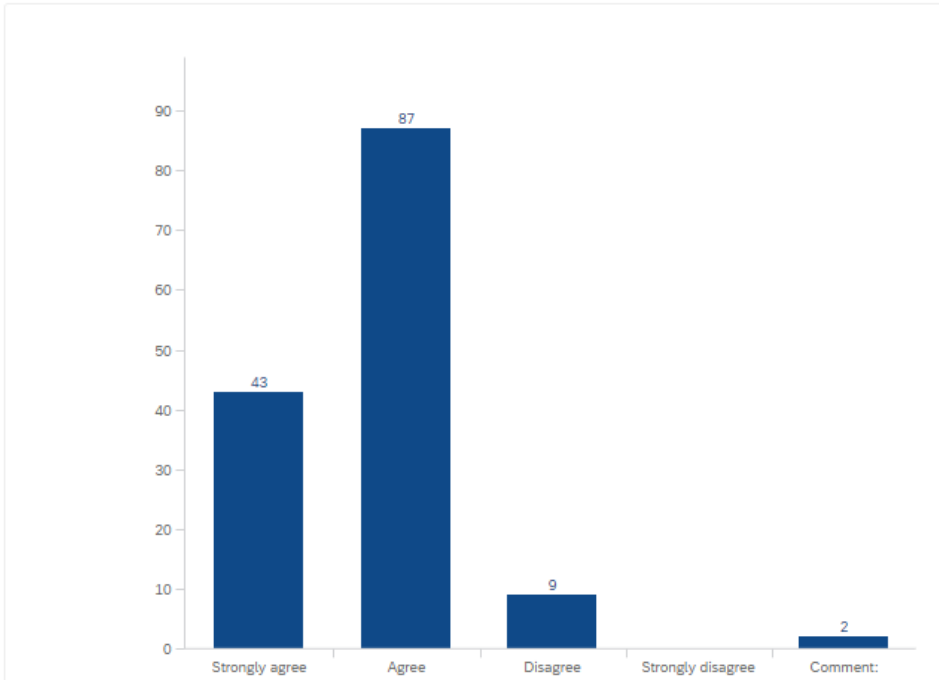
Skyline High School: (503 respondents)

Q2 - In general, I was satisfied with my ability to access sports, clubs, and o...
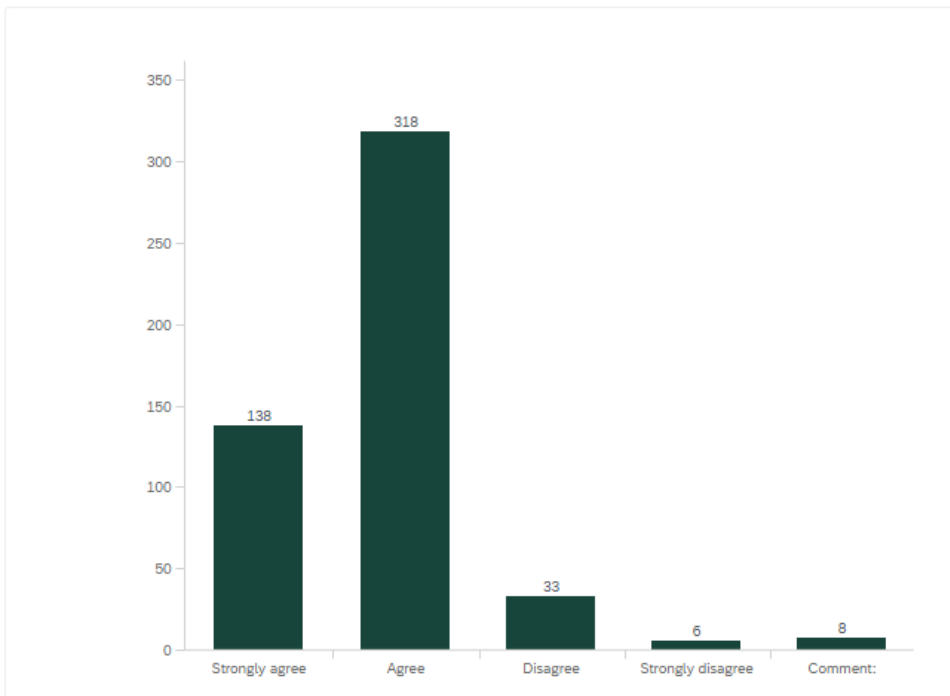
As stated in Ends 2 monitoring report, opportunities at high school for focusing on and developing personal strengths and interests include project-based learning, internships, running start, CTE, college in the high school, and opportunities at WANIC. High School Curriculum & Pathways.

The ISD's online learning program 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. The below information shows what students elect to study in online learning and their reasons for doing so.
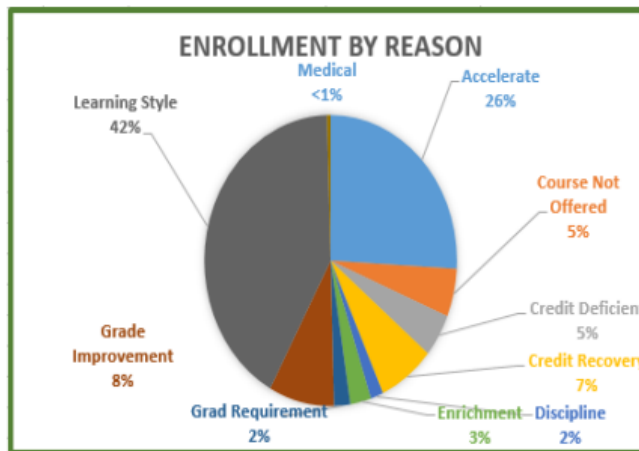
2021-2022 Online Learning Summary Report
Enrollment Breakdown

ISSAQUAH SCHOOL DISTRICT 411

Enrollment by Subject

Subject Area	Enrollments
Art	2
Elective	36
Health	95
Language Arts	61
Math	377
PE	54
Social Studies	98
World Language	138
Total	**861**

ENROLLMENT BY SUBJECT

World Language 16%, Art 0%, Elective 4%, Health 11%, Language Arts 7%, Math 44%, PE 6%, Social Studies 12%
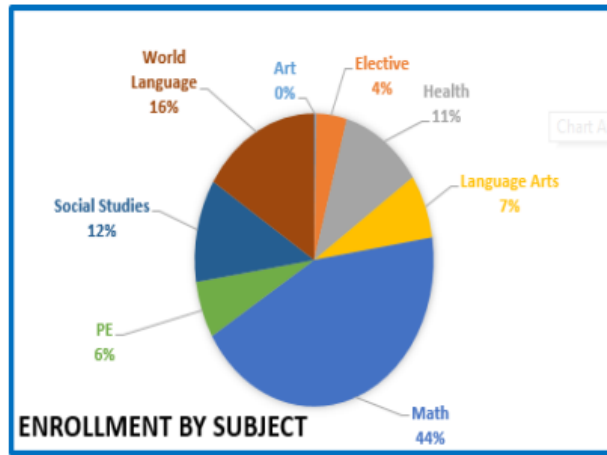
Enrollment by Reason

Subject Area	Enrollments
Accelerate	223
Course Not Offered	46
Credit Deficient	41
Credit Recovery	62
Discipline	14
Enrichment	23
Grad Requirement	18
Grade Improvement	72
Learning Style	358
Medical	4
Total	**861**

ENROLLMENT BY REASON

Medical <1%, Accelerate 26%, Learning Style 42%, Course Not Offered 5%, Credit Deficient 5%, Credit Recovery 7%, Grade Improvement 8%, Grad Requirement 2%, Enrichment 3%, Discipline 2%

- 8th Grade Exit Survey question – Creativity and Individuality – not administered in 2020 due to the pandemic
- Senior Exit Survey questions – Opportunities and Creativity

The Healthy Youth Survey was administered in the fall of 2021.

- Healthy Youth Survey – Opportunities for Involvement
- Healthy Youth Survey, ISD webpage

Elementary Writing Common Assessment
Rationale: Writing is a component of creativity and Common Assessments are used to measure strength in writing. During the 2019-20 school year the common writing assessment was not administered as the assessment window occurred during school closures due to COVID.

- 4th Grade Common Writing Assessment – 2016-17, 17-18 and 18-19

Co-Curricular Opportunities
Rationale: Opportunities to participate in co-curricular activities encourage students' personal strengths and interests.

- Extra and co-curricular opportunities provided through Issaquah Schools Foundation
- Extra and co-curricular opportunities and participation:
  - PTSA funded opportunities (ISD PTSA website – see Programs)
- Elementary Clubs and Activities
- Middle School Clubs and Activities, including ASB and Athletics
- High School Clubs and Activities
- High School Clubs and Activities, including ASB

Post High School and Career Opportunities
Rationale: Active participation in planning for life after high school helps prepare students for a successful future in their areas of strength and interest.

- 2020-21 High School and Beyond Plan 8th Grade
- 2020-21 High School and Beyond Plan 9th Grade
- High School and Beyond Instructions for grades 7-12
- High School and Beyond Plan (HSBP) Grades 7-12
- ISD Senior Exit Interview Questions

Choices in Curriculum
Rationale: Choices in curriculum give students opportunities to pursue personal development and individual interests.

- All students are exposed to academic and elective course offerings, and extra and co-curricular opportunities
- Self-select:
  - Middle School Math Curriculum & Pathways
  - Middle School Science Paths
  - Advanced Language Arts FAQs
  - Independent Health and PE (8) is offered at all Middle Schools

4.5 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.
~~Interpretation:~~
~~We interpret 4.5 to mean students will move through the K-12 system learning and applying creative and critical thinking skills in order to generate and develop new and unique outcomes.~~

Evidence

Developing higher-level thinking skills to create and innovate includes the following:
- Aligning core course content to the depth of knowledge expected in state standards
- Providing opportunities for students to select courses and activities where creative and innovative thinking are a central component of the course

State Standards & Depth of Knowledge

Current state standards integrate 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.

Below is a description of Webb's Depth of Knowledge based on current educational literature.

Depth of knowledge described in content standards includes the following types of thinking
- Level 1: recall of facts, concepts, information, and procedures
- Level 2: application of skills and concepts in real-world contexts
- Level 3: strategic thinking and reasoning that is abstract and complex
- Level 4: extended thinking to solve complex and authentic problems with unpredictable outcomes

As curriculum is selected and adopted, a Scope and Sequence for each course is developed by a team of educators to ensure alignment with the state standards and the expected depth of knowledge. TLS staff in collaboration with teacher leaders monitor and revise the Scope and Sequence of courses on an ongoing basis.

Examples of Depth of Knowledge in Core courses:
- Writer's workshop & secondary literacy. Students engage in an authentic writing process where they have choice of topics, research information and develop compelling narrative, informational and argumentative texts at all levels.
- Phenomena-based science. At all levels students engage in hands-on science centered on compelling questions and the study of phenomena. Students use a range of technology to develop concepts and create solutions.

- Inquiry-based social studies. All social studies courses engage and assess students on their ability to take open-ended, real-world issues in society and use inquiry skills to examine multiple perspectives on the issue and create their own approach to the issue.
- Health, PE and SEL. Students learn core skills in making healthy life choices, then they create their own plan (nutrition plan, activity plan…)

Courses centering on creative and innovative thinking

In ISD 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.
- 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.
- HS CTE Courses: Courses range from photography, journalism, graphic design, child development, culinary arts, wood technology, etc.
- ISD students are innovating in big and small ways 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.

Outcome Evidence

Our surveys help us better understand the levels of preparedness that our students report and provide information about their school experiences elementary through postgraduate of the ISD.
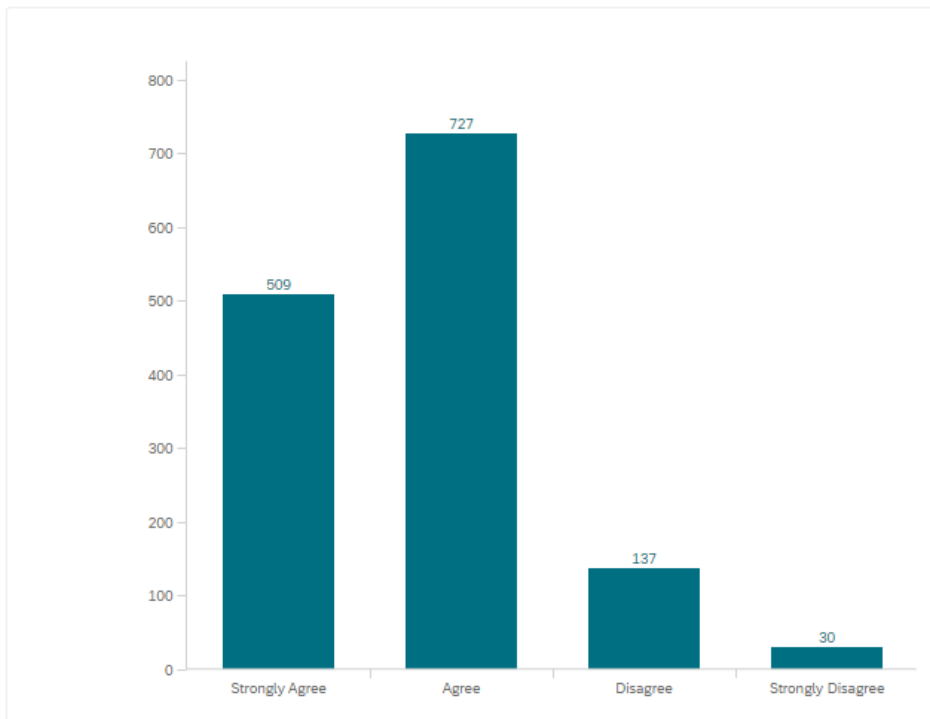
4th grade soft skills survey: (1342 respondents)

I think of creative ways to solve problems.
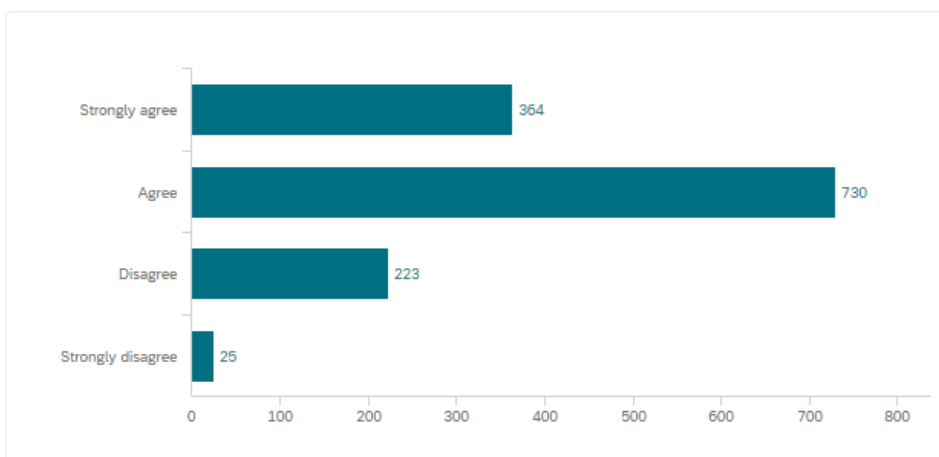
5th grade exit survey: (1403 respondents)

Question 8 in its entirety: I feel my creativity and individuality is valued and encouraged at my school.
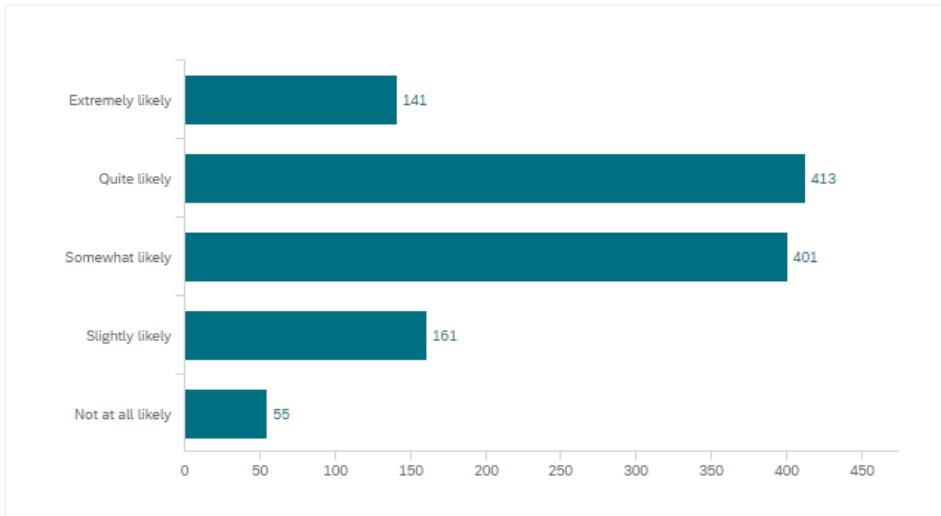
Q8 - I feel my creativity and individuality is valued and encouraged at my sc...

7th grade soft skills survey:

Question in its entirety: How likely are you to be allowed by a teacher to use your creativity to complete a school project? (1186 respondents)
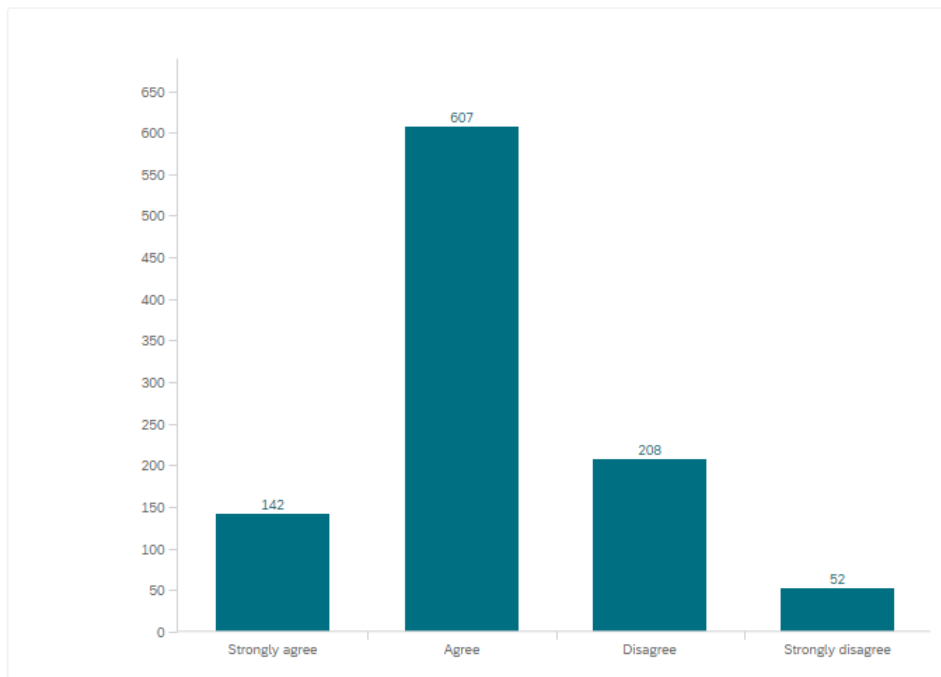
How likely are you to be allowed by a teacher to use your creativity to comp...

8th grade exit survey:

 Question 7 in its entirety: I feel my creativity and individuality is valued and encouraged during middle school (1009 respondents)
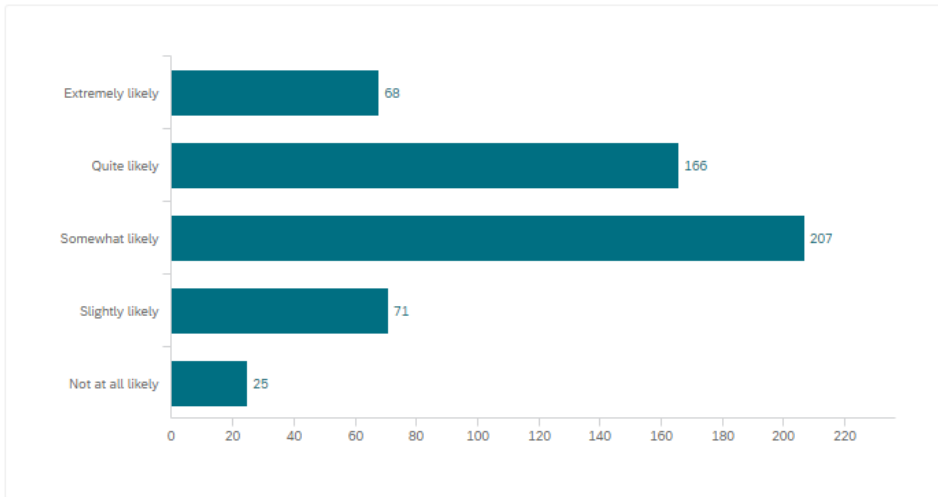
Q7 - I feel my creativity and individuality is valued and encouraged during middle...

9th grade soft skills survey:

Question in its entirety: How likely are you to be allowed by a teacher to use your creativity to complete a school project? (537 respondents)

How likely are you to be allowed by a teacher to use your creativity to complete a...

Extremely likely	68
Quite likely	166
Somewhat likely	207
Slightly likely	71
Not at all likely	25

Senior Exit Survey 2022

Question 10: I felt my creativity and individuality was valued and encouraged during my high school years. (% agree or strongly agree)

Gibson Ek HS	Issaquah HS	Liberty HS	Skyline HS
91%	72%	83%	76%

Question 11: As I am completing high school, I feel prepared for and am hopeful and optimistic about my future. (% agree or strongly agree)

Gibson Ek HS	Issaquah HS	Liberty HS	Skyline HS
76%	86%	93%	91%

State Standards
Rationale: Students are required to fulfill state standards which include higher level thinking.

- Specific State Standards around higher level thinking skills are embedded in all courses that align with 4.5.

Curriculum
Rationale: Elementary Reading and Writing Curriculum provide an opportunity for students' choice of reading material and writing topics/genres. Instruction in the Arts include dance, music, theatre, visual arts and media arts.

- Our elementary curriculum page (see grade level links, then select literacy tabs)
- MS Fine Arts

- HS Course Guides with Arts offerings
- Example of expansion of choice through the HS ELA Adopted Book Club

Survey Results
Rationale: Keeping a pulse on students' perception of their own creativity helps inform District practices in curriculum, instruction and co-curricular activities.

- ISD Soft Skills Survey on creative thinking

Gibson Ek High School
Rationale: Gibson Ek High School is a Big Picture school-design model emphasizing project-based learning and internships. Unstructured exploratory time is built into the schedule; time in which students engage in their project work independently with advisors available to support but do not direct student's work during this time.

- Gibson Ek High School webpage

Career and Technical Education and STEM
Rationale: STEM & CTE are adaptable and complement college-preparatory education and core academic classes across secondary and postsecondary education. Guided by an emphasis on real world, real life skills, STEM & CTE connect students to academics and training that will help them be successful in the future.

- ISD Stem and CTE

Elective Classes
Rationale: Optional periods provide opportunities for elective classes for high school students to pursue their strengths and interests.

- Since implementing the 7 period day at IHS and SHS, and the current 8 period day at LHS, students have expanded elective opportunities.
- Issaquah High School 2022-23 Course Guide
- Liberty High School 2022-2023 Course Guide
- Skyline High School 2022-23 Course Guide

!mpact in Middle School
Rationale: !mpact is one way in which the District provides additional opportunities for middle school students to be creative.

- !mpact was not offered during the 2020-21 school year due to the pandemic. !mpact Middle School Program Participation

Assessment Data
Rationale: The 8th-grade ELA SBA and i-Ready Reading Comprehension Domains are assessments of the application of higher level thinking skills as applied to reading.

- 2021 Reading Assessments for 8th-grade

**4.6 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.~~We interpret 4.6 to mean students will persist in their education pursuits by adjusting to changing circumstances and challenges throughout their K-12 experience.)~~

Evidence:

EL-12 connection: As ISD continued to engage in developing our grading practices, one focus has been on providing multiple opportunities to demonstrate mastery. The purpose of this work is to allow students to recover from failure. This will be described in more detail during the monitoring of Executive Limitation 12.

4th grade soft skills survey: (1363 respondents)

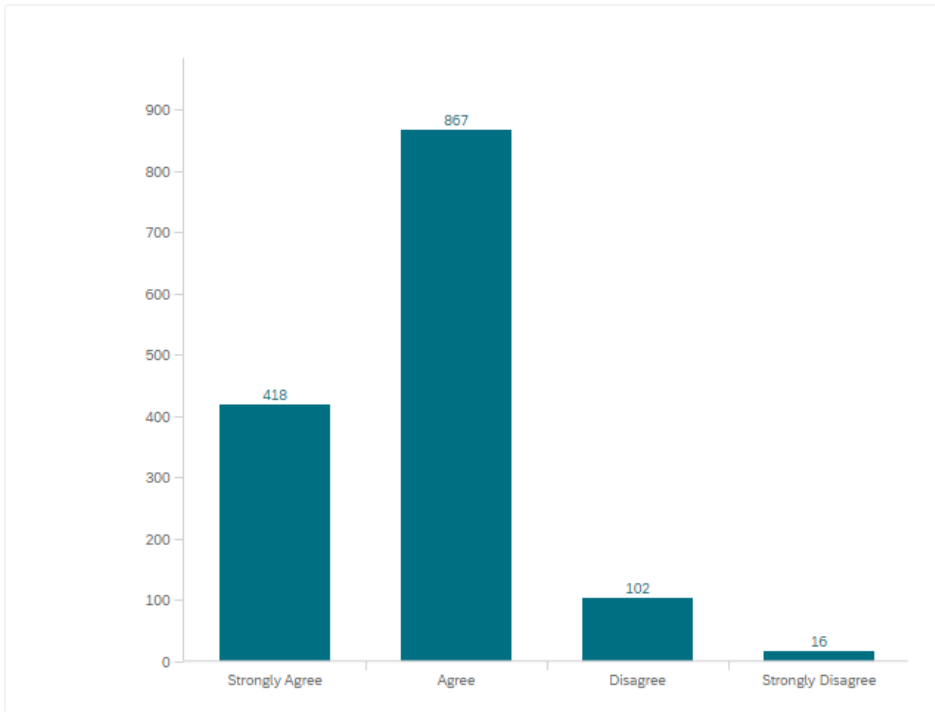When I get stuck on a problem, I stick with it until I solve it.
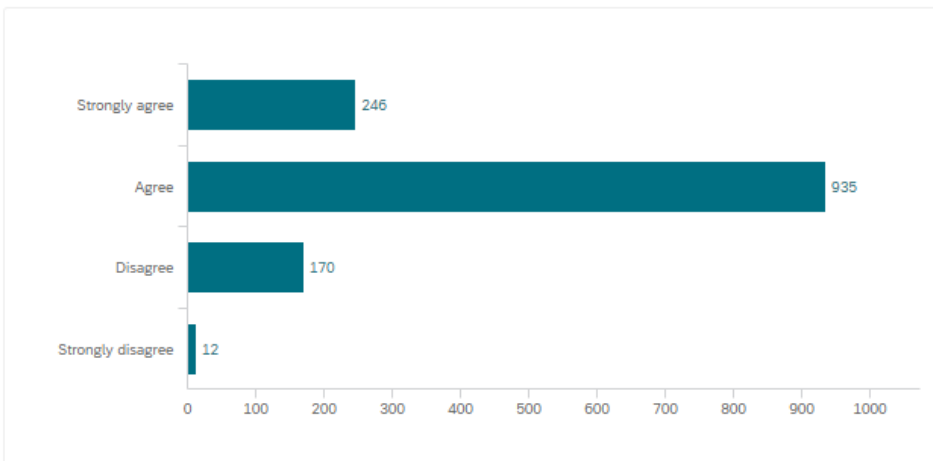
When I don't reach my goal, I try again.
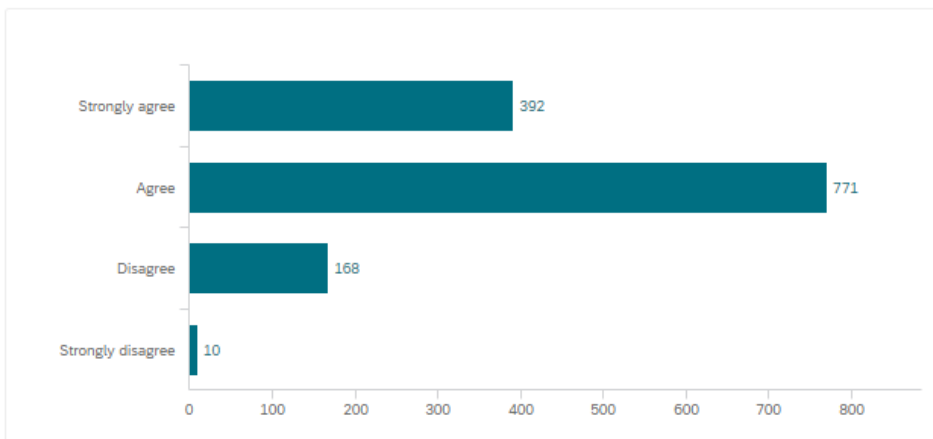
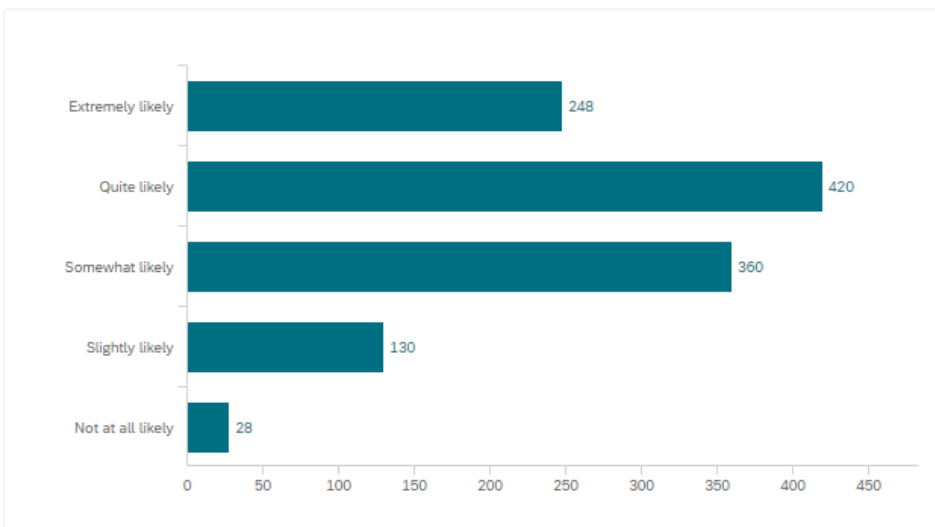5th grade exit survey: (1403 respondents)

Question 7 in its entirety: When I struggle with something in school, I am able to learn from it, get past it, and eventually be successful.

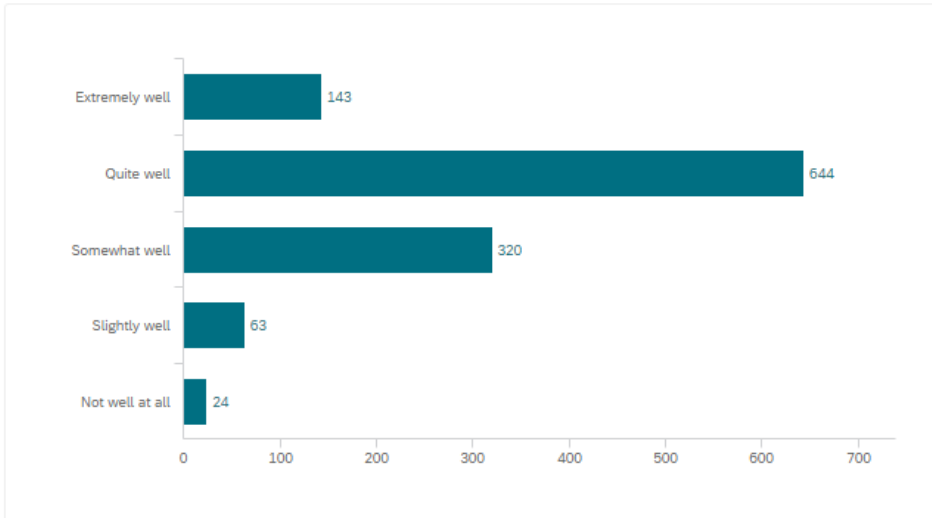Q7 - When I struggle with something in school, I am able to learn from it, ge...

7th grade soft skills survey: (1186 respondents)

If you fail to reach an important goal, how likely are you to try again?
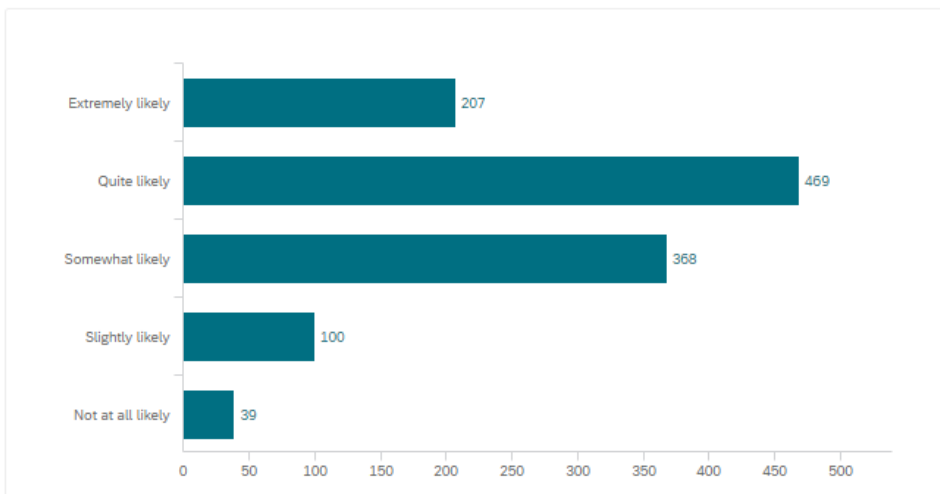

Question in its entirety: If you have a problem while working towards and important goal, how well can you keep working?

If you have a problem while working towards an important goal, how well ca...

Category	Value
Extremely well	143
Quite well	644
Somewhat well	320
Slightly well	63
Not well at all	24

Question in its entirety: When you get stuck while learning something new, how likely are you to try a different strategy?

When you get stuck while learning something new, how likely are you to try ...

Category	Value
Extremely likely	207
Quite likely	469
Somewhat likely	368
Slightly likely	100
Not at all likely	39

8th grade exit survey:
Question 6 in its entirety: When I struggle with something in middle school, I am able to learn from it, adequately recover, and eventually be successful. (1009 respondents)

Q6 - When I struggle with something in middle school, I am able to learn from it, ...

9th grade soft skills survey: (553 respondents)

If you fail to reach an important goal, how likely are you to try again?

When you get stuck while learning something new, how likely are you to try a different strategy?

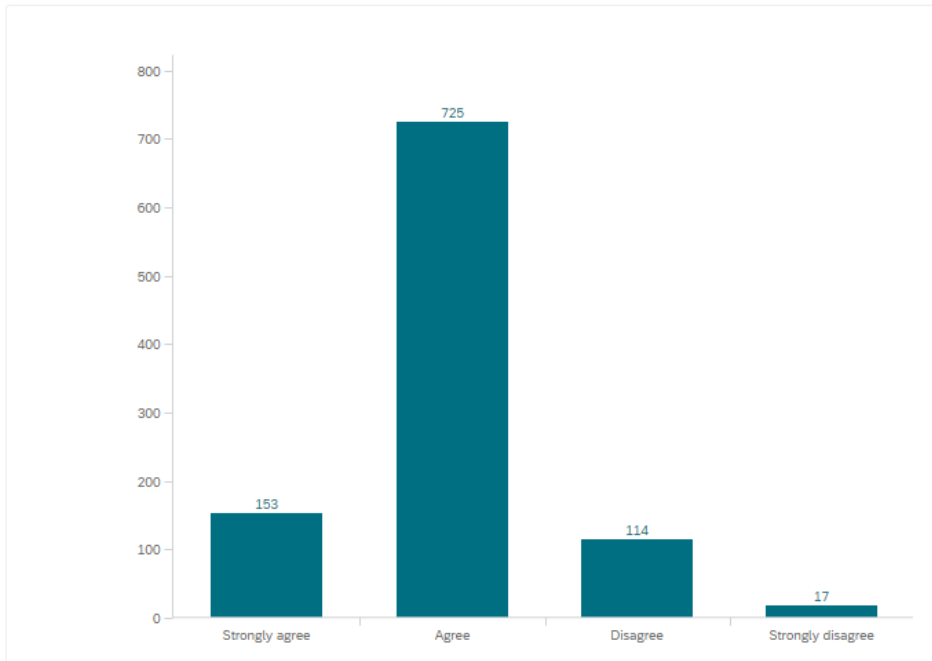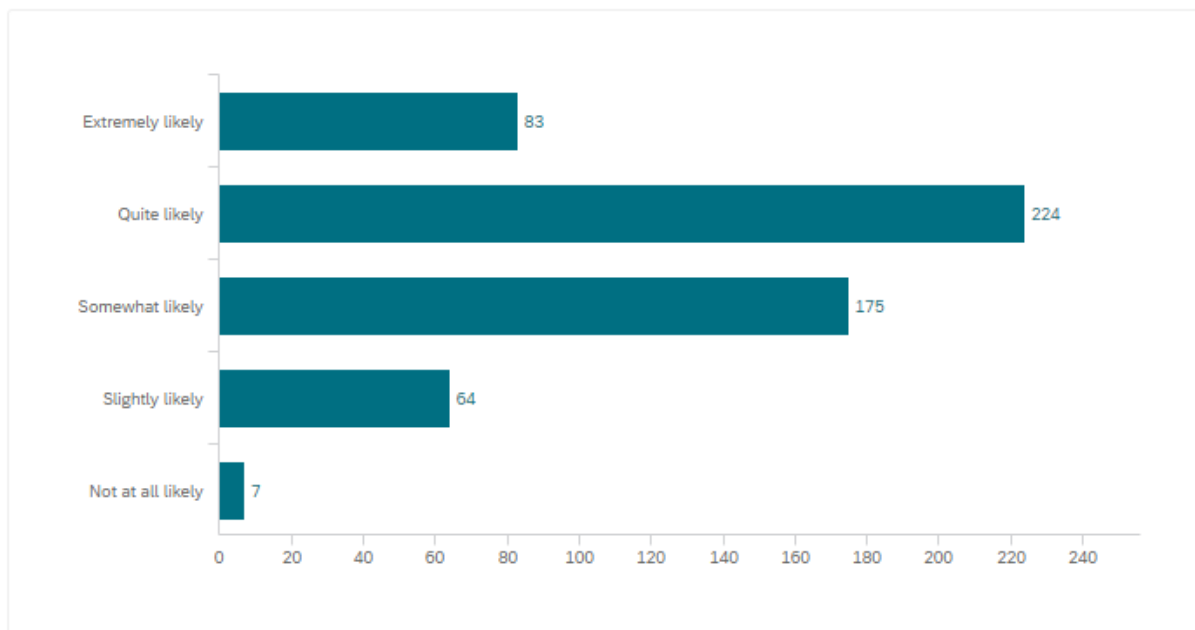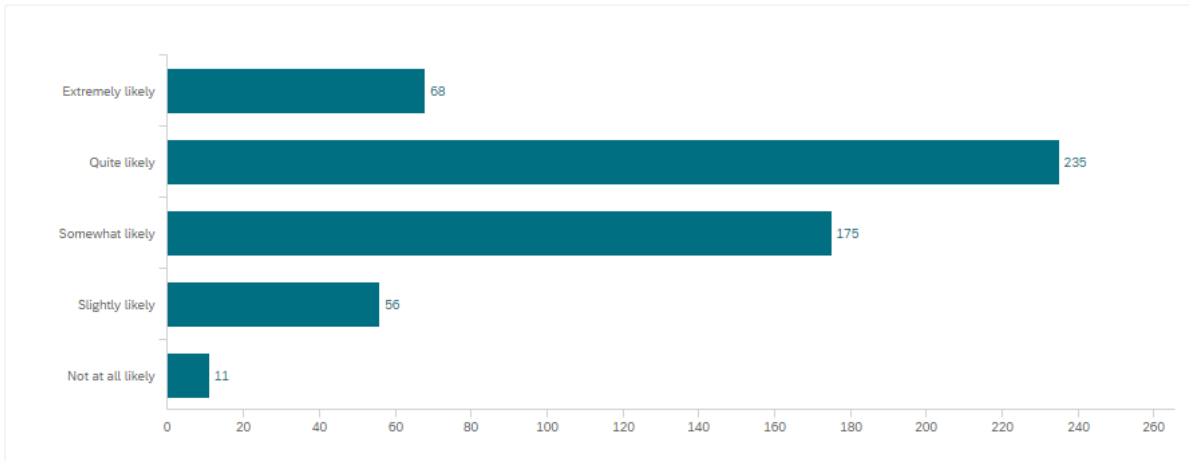|	
Extremely likely	68
Quite likely	235
Somewhat likely	175
Slightly likely	56
Not at all likely	11

Senior Exit Survey 2022

Question 8: In general, I felt safe in high school, particularly in classrooms, so that I could risk being wrong and not be ridiculed or marginalized during my high school years. (% agree or strongly agree)

Gibson Ek HS	Issaquah HS	Liberty HS	Skyline HS
79%	74%	82%	77%

Survey Data:
Rationale: Reviewing survey data informs the District on how students view their ability to be resilient.

- Survey Data on Resiliency in grades 4, 7 and 9
- Fifth Grade Exit Survey data questions 7 and 17
    - Fifth Grade Exit Survey by school
- Eighth Grade Exit Survey on self-expression
    - Eighth Grade Exit Survey by school
- Senior Exit Survey questions 8 and 9
    - High School Senior Exit Surveys

Curriculum Opportunities which include self-select and AP/IB enrollment
Rationale: Giving students opportunities to choose self-select pathways enables them to take informed risks.

- Online Learning Summary 2020-21 Credit Accrual on page 11
- Live Summer School Class Enrollments 2020-21
- Online Learning Enrollment Trend Fall/Spring/Summer – page 1
- AP, IB, College in the High School enrollments, Ethnicity/Race and Gender data
- High School and Middle School Learning Recommendations:
    - ISD Academics Overview – Curriculum Standards
    - Issaquah High School 2022-23 Course Guide
    - Liberty High School 2022-2023 Course Guide
    - Skyline High School 2022-23 Course Guide

    - Middle School Advanced Language Arts (self-select)
    - Middle School Math Pathways (self-select)

- o ~~Middle School Science Pathways (self-select)~~
- o ~~6th Grade Self-select Charts in Math, Language Arts and Science and 7th Grade Math Path Self-Select:~~
  - ~~Self-Select Data 2018-19 with Ethnicity/Race and Gender Distributions~~
  - ~~Self-Select Data 2019-20 with Ethnicity/Race and Gender Distributions~~
  - ~~Self-Select Data 2020-21 with Ethnicity/Race and Gender Distributions~~

~~STEM and Other Opportunities~~
~~Rationale:~~ ~~Additional opportunities for students to choose their own pathways enables them to take informed risks.~~

- ~~Running Start Enrollment Data~~

- ~~WANIC Skill Center~~
  - o ~~WANIC Skill Center Class Distribution 2019-20~~
  - o ~~WANIC Skill Center Class Distribution Summer 2020~~
  - o ~~WANIC Skill Center Class Distribution 2020-21~~
  - o ~~WANIC Skill Center Class Distribution Summer 2021~~

~~Grading Principles~~
~~Rationale:~~ ~~Student exceptionalities are an important consideration when determining a student's academic grade. Teachers are encouraged to provide multiple opportunities for students to show their proficiency, and many are motived to make progress with a modified timeline, or an alternate method of demonstrating their learning. The District's goal is for teachers to give our students, and those who support their learning, the clearest, most informative picture of where students are in their academic proficiency.~~

- ~~Grading - Secondary Grading Principles - ISD Webpage~~

~~Credit Accrual and Grade Improvement~~
~~Rationale:~~ ~~Students taking advantage of opportunities for credit accrual and grade improvement directly point to resiliency.~~
- ~~Online Learning Summary 2020-21- Credit Accrual on page 11~~
- ~~Live Summer School Class Enrollments 2020-21 Credit Accrual and Grade Improvement~~

4.7 **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. ~~We interpret 4.7 to mean students will acquire and apply the skills of collaboration and teamwork to achieve goals.~~

Evidence:
Issaquah school 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.

The monitoring report for Executive Limitation 16: Equity described in detail ISD'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.

ISD employs a variety of approaches to ensure inclusionary practices, including co-teaching, that ensures students with disabilities and multi-lingual students are learning along-side their grade level peers.

ISD supports student activities and clubs (IHS example) that are inclusive, fostering cooperation and collaboration within diverse groups, and clubs and activities that are intentional about supporting students from groups that experience marginalization and bias, such as the Consciousness and Racial Empowerment (CARE) club, Women in Science and Engineering, Gay-Straight Alliance, and Black Student Union.

4th grade soft skills survey: (1336 respondents)

I like working with a partner or in a group in class.

Response	Count
Strongly agree	684
Agree	448
Disagree	154
Strongly disagree	50
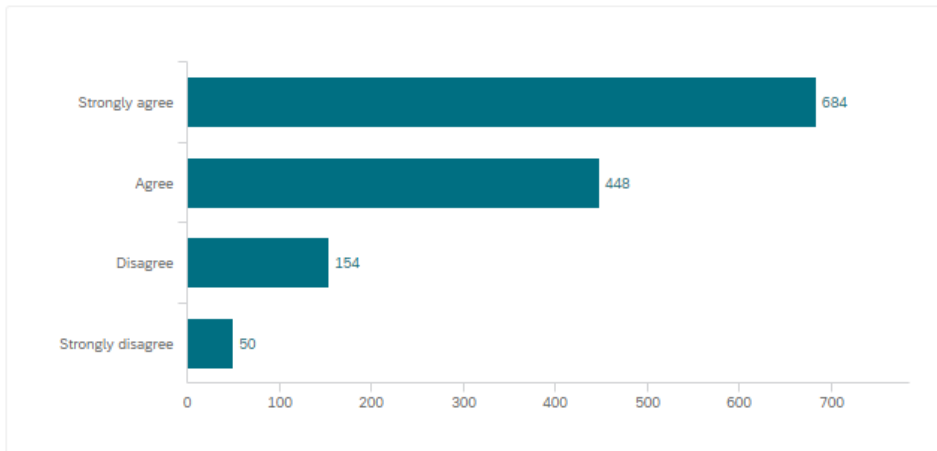
7th grade soft skills survey: (1175 respondents)

How confident are you about your skills when working in a team on a project?

Response	Count
Extremely confident	267
Quite confident	555
Somewhat confident	252
Slightly confident	66
Not at all confident	35
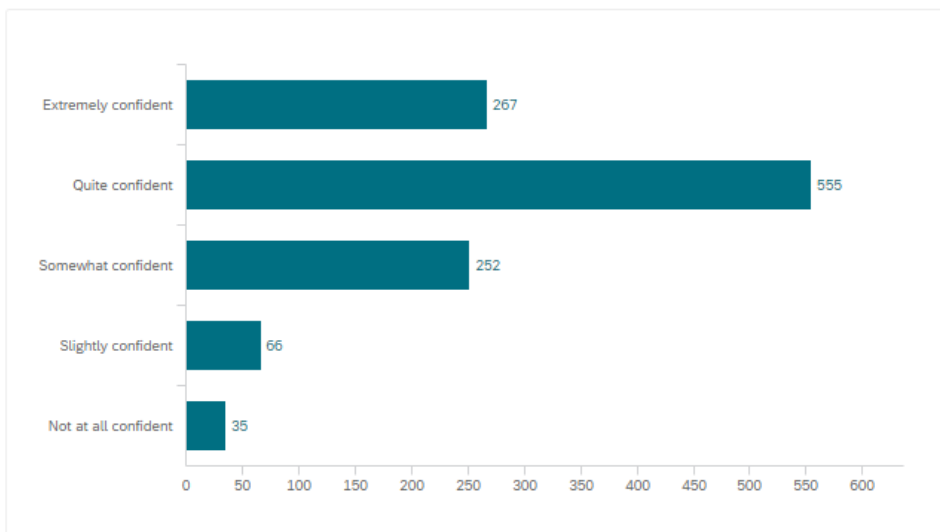
9th grade soft skills survey: (539 respondents)

How confident are you about your skills when working in a team on a project?
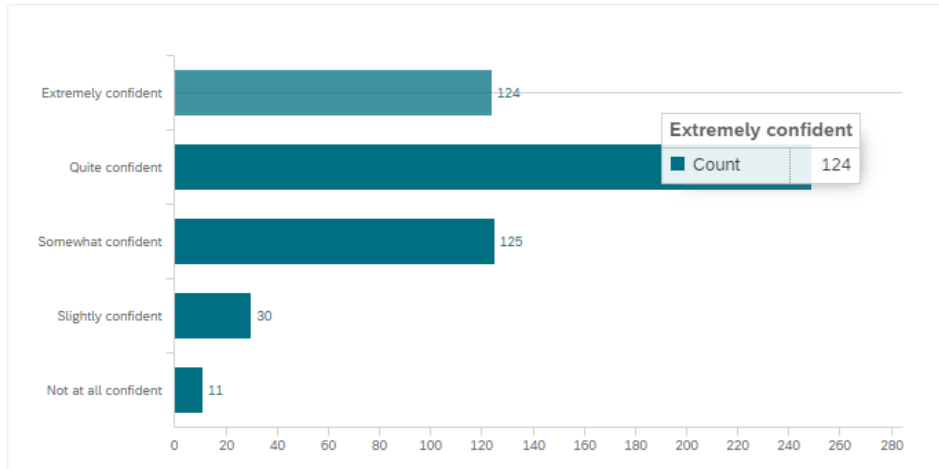

Instructional Strategies
Rationale: Teachers participate in professional development to deliver academic content in addition to structuring an educational environment that fosters collaboration.

- Embedded in instructional strategies, Danielson Instructional Framework, curriculum, and classroom environment such as:
    - Eureka Math curriculum
    - Guided Language Acquisition Design (GLAD) instructional model
    - See Talk Apply Reflect (STAR) Protocol, a research instrument to measure Powerful Teaching and Learning (PTL)
    - National Board Certification Teacher program (NBCT), etc.

8th and 12th Graders Collaborating to Support Incoming 6th and 9th Graders
Rationale: Students are encouraged to collaborate while supporting younger students with empathy and understanding.

- Student Crew Leaders (High School Program)
- WEB – Where Everyone Belongs (Middle School Program)

Survey Data
Rationale: Reviewing survey data informs the District whether students had opportunities to participate in the service of others.

- ISD Post-Graduate Survey on understanding national and world problems and being prepared in social relations
- Senior Exit Survey – question on service to others and community impact

Co-Curricular Opportunities
Rationale: When students participate in co-curricular activities, they are given the opportunity to collaborate with students they may not encounter during their regular school day.

- Extra and co-curricular opportunities provided through Issaquah Schools Foundation
- Extra and co-curricular opportunities and participation:

4.8 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. We interpret 4.8 to mean students will be able to articulate their personal and educational goal(s) and plans for implementation.

Evidence:

The Issaquah School District ensures that all students participate in the OSPI requirements of a High School and Beyond Plan What is the High School and Beyond Plan? (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 6th-12th grade students with an account on Xello.com, 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 over several years that meets their High School and Beyond Plan (HSBP) graduation requirement.

Xello is the parent company for both Xello.com and CareerCruising.com, the platform ISD used for HSBP until June 2021. Students in classes 2022 through 2026 began their HSBP on the Career Cruising platform and will complete them on the Xello platform. Some components from Career Cruising were pulled into students' Xello accounts in the transition (saved careers and colleges, saved interests, skills and experiences from the resume building tool). Other items could not transfer, though students retain the ability to log into their previous Career Cruising accounts.

The Issaquah School District HSBP and Xello platform are aligned to WA state standards, and includes a variety of lessons (and pre-requisite activities) that meet the required components of a WA state HSBP (Interest and Skills Inventory, Career Goals, Education Goals, Financial Aid, and Resume). We plan to integrate the Four-Year Course Planning component into the Xello platform in the 2023-2024 school year.

Grade	Lesson(s)	HSBP Component Met
6	Interests	Career Goals
7	Discover Learning Pathways	Education Goals
8	Explore Career Matches	Interest & Skills Inventory
	Four-Year Course Planner (beginning NY)	Four-Year Course Planning
9	Work Values	Career Goals
	Getting Experience	Resume
10	Program Prospects	Education Goals
	Build Your Resume	Resume

11	Choosing a College Financial Resources	Education Goals Financial Aid
12	Career Pathway Choices Senior Resume & Interview Q 1	Career Goals Resume

The HSBP culminates in an in-person Senior Exit Interview, wherein they experience a low-risk business casual interview experience, with interview questions aligned to the Issaquah School District's Ends Statements.

Some data from Xello on what our students did on Xello in the inaugural year with the platform:

Engagement in Xello

- On average, each student logged in 2.5 times throughout the school year
- Our students completed 4,674 lessons
- 7,238 students saved at least one career to their profile

Assessments

- 3,735 students uncovered their top career matches via Matchmaker. (Interest and Skills Inventory)
- 2,568 students completed the Personality Styles assessment. (Further refining their Matchmaker results)
- 7,238 students have saved at least one career to their profile

Most popular career clusters
1. Arts, A/V Technology & Communications
2. Human Services
3. Health Science

Top college interests
1. University of Washington
2. Washington State University
3. University of California, Los Angeles

Saved experiences (this speaks to students preferred elements that lead to their ultimate resume)
- Education   2,220
- Volunteer   2,467
- Work   1,196
- Life   1,189

10th grade activities

Senior exit interview expectations

In the postgraduate survey, students reported the most valuable High School and Beyond Plan activities to include the resume and senior interview (12th grade) and the college search and financial aid selector (11th grade).

Q37 - Which part of the High School and Beyond Plan exercises did you find the most valuable? Please rank in order of highest value to you (1 being the most value). ...

#	Field	1		2		3		4		5		Total
1	The Learning Style Assessment (8th grade)	13.64%	30	15.00%	33	14.55%	32	15.45%	34	41.36%	91	220
2	The Career Matchmaker and My Skills activities (9th grade)	13.64%	30	24.09%	53	19.09%	42	30.45%	67	12.73%	28	220
3	Review of Saved Careers and My Activities resume-building activities (10th grade)	5.00%	11	12.73%	28	39.09%	86	23.64%	52	19.55%	43	220
4	The College Search and Financial Aid Selector activities (11th grade)	20.91%	46	31.36%	69	18.64%	41	20.45%	45	8.64%	19	220
5	The Resume and Senior Interview activities (12th grade)	46.82%	103	16.82%	37	8.64%	19	10.00%	22	17.73%	39	220

Showing rows 1 - 5 of 5

In the Ends 2 monitoring report, a full list of electives available to students in 21-22 was presented.

Ends 2, Part 1, Ends 2, Part 2

High School and Beyond Plans and Surveys on Post-Graduation
Rationale: Knowing how students are participating in life after graduation helps inform the District how well students have been prepared and if they were able to implement their plans.

- ISD Post-Graduation Survey on Seeking and Getting a Job
- High School Graduate Outcomes – Source ERDC

- High School and Beyond Plans
  - 2020-21 High School and Beyond Plan 8th Grade
  - 2020-21 High School and Beyond Plan 9th Grade
  - High School and Beyond Instructions for grades 7-12
  - High School and Beyond Plan (HSBP) Grades 7-12
  - ISD Senior Exit Interview Questions (same for all high schools)

- **High School Students with IEP Transition Plans – Post-Graduation**
  Post-School Outcome Data Summary, State and Issaquah, 2019-20 leaver year
  Includes how post-school data is collected in Issaquah and terms and definitions and slides with disaggregated data.

4.9 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. We interpret 4.9 to mean students will know and apply effective and accurate strategies for personal and/or family financial stability.

Evidence:
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

Courses that support sound financial management

ISD offers courses and activities that support student understanding of financial management including:
- Business and Economics
- Personal Finance
- DECA

Students in the Post Graduate Survey responded similarly over the past four years on the questions of preparedness in the areas of finance and being an informed consumer, with 85% responding preparedness in the areas of finance.

Question: Upon graduation, how prepared did you feel in [working numerical problems and finances] regardless of where you acquired the knowledge or skills?

	Very Prepared	Somewhat Prepared	Not Sure	Somewhat Unprepared	Very Unprepared
2022 N = 237	27%	48%	4%	7%	2%
2021 N=209	22%	36%	10%	16%	16%
2020 N=295	20%	35%	11%	21%	13%
2019 N=265	32%	32%	10%	14%	12%

Question: Upon graduation, how prepared did you feel in [being an informed consumer] regardless of where you acquired the knowledge or skills?

	Very Prepared	Somewhat Prepared	Not Sure	Somewhat Unprepared	Very Unprepared
2022 N=238	22%	43%	17%	11%	8%
2021 N=208	24%	39%	18%	13%	7%
2020 N=294	23%	33%	20%	13%	11%
2019 N=264	28%	38%	10%	8%	5%

Board acceptance:

State Learning Standards

Rationale: ~~Students are required to fulfill financial education requirements taught to WA State standard. These courses help educate students on principles of sound financial management.~~

- ~~Washington State Learning Standards K-12 Financial Education~~

~~**Survey Evidence**~~
Rationale: ~~We collect and analyze self-reported financial education data as a measure of student awareness and understanding about financial management.~~

- ~~Financial Consumerism – ISD Post Grad Survey~~

~~**Curriculum and Co-Curricular Activities**~~
Rationale: ~~Financial Literacy Curriculum provides opportunities for students to acquire knowledge, understanding and skills in fiscal responsibility. Opportunities to participate in co-curricular activities gives students a practical application for using sound financial practices.~~

- ~~Curriculum in financial/economics/accounting and co-curricular Activities (DECA)~~

~~**Curriculum See above paragraph**~~
Rationale: ~~Financial Literacy Curriculum provides opportunities for students to acquire knowledge, understanding and skills in fiscal responsibility.~~

- ~~Financial Literacy ISD Curriculum K-12~~

Board acceptance: ~~*May 26, 2022*~~