

## Issaquah School District

### ENDS 4: LIFE MANAGEMENT AND PERSONAL AWARENESS

May 23, 2024

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.

*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.

#### **Evidence:**

#### **Findings**

Strengths in our approach to 4.1:

- Physical education and health are taught K-12 by highly qualified certificated teachers. Course requirements at each level are established, resourced and monitored to ensure all students take part in the PE and health program.
  - Elementary students participate in PE two days per week.
  - Middle school students take two trimesters of PE and one trimester of Health, with an exception allowed for students to take independent health and/or PE in 8<sup>th</sup> grade if taking two year-long electives.
  - High school students must take 1 semester of health and 3 semesters of PE, subject to waiver policy.
- District 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.
- A broad range of PE offerings offered in high schools for students to select an option that helps them to develop interests and healthy habits.

Challenges / Opportunities:

- Curriculum adoptions for Physical Education were delayed due to budgetary constraints and pandemic-related delays in adoption of new curricula.

#### **Actions Taken in 2022-23**

- Adopted updates to Sexual Health curriculum for 5<sup>th</sup> grade.

- Adopted new High School Health curriculum.

**Monitoring Impact**

**Pass rate Secondary Health & PE, 2022-23**

	<b>2022-23 Enrollment</b>	<b>2022-23 Pass Rate</b>
<b>Health Middle School</b>	3540	98%
<b>Health High School</b>	1399	96%
<b>PE Middle School</b>	4268	99%
<b>PE High School</b>	4225	96%

- Pass rates for Physical Education at the three comprehensive high schools ranged from 92% to over 99%.

**Works Initiated / In Progress**

- Shift in PE credit requirement initiated for the 2023-24 school year. Regulation 2410P was updated to allow students to complete 1.0 PE credits toward graduation through sports waivers, online learning or outside PE courses (increased from .5 credits). This allowed more flexibility for students heavily involved in other physical activities to have more flexibility in their high school schedule. Waiver options are available in alignment with RCW 28A.230.040
- Initiated review of updated sexual health curriculum for 6<sup>th</sup> grade.
- Adoption calendar for PE & Health:

<b>Courses</b>	<b>Current Curricula adopted:</b>	<b>Next scheduled review &amp; adoption:</b>
<b>Elementary Health &amp; PE</b>	2014	Est. 2025-26
<b>Middle School PE</b>	2013	Est. 2025-26
<b>Middle School Health</b>	2020	Est. 2029-30
<b>High School PE</b>	2013	Est. 2025-26
<b>High School Health</b>	2023	Est. 2031-32

*Students will ...*

**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.

**Evidence**

**Survey Data**

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

The 2023 Healthy Youth Survey data reveals that for:

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

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

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

### **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.

### **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.

- [2022-23 ISD Suicide Prevention Plan](#)
- [2022-23 Counseling Synopsis](#)
- [2022-23 Swedish partnership report](#)
- [Elementary Health Curriculum](#) click on grade level and then Health & SEL
- [Social Emotional Learning \(SEL\)](#),

*Students will ...*

**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.

### **Findings:**

- The district has regulations on the expectations of the acceptable use of technology for all students. Regulation 2022f1 [K – 5 Responsible Use Agreement](#) and Regulation 2022f2 [6-12 Responsible Use agreement](#) illustrate what is expected behavior in regard to the safe and ethical use of technology. Students and parents are aware of and agree to these guidelines annually.

- Currently 58% of middle school students indicate they are active on social media. 71% indicate they are taught responsive, safe, legal, and ethical ways to interact on social media, with another 22% neutral on the question, providing a clear opportunity for improvement. One goal of Win@Social implementation will be to ensure every student is educated about safe and ethical behaviors on all digital platforms.

**Monitoring:**

- Middle school students were surveyed during the Spring of 2023 about their thoughts on digital citizenship and social media. 4276 students participated. The responses below indicate that less than 10% of students believe they have not been taught how to appropriately use technology in safe and ethical ways.

		2021-22	2022-23
<b>Middle School Survey:</b> <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%
	Percent Neutral	22%	23%
	Number Respondents	3856	4276

Additionally, 56% percent of middle school students reported using social media, while 44% do not use 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
<b>Middle School Survey:</b> <i>Do you use social media such as Instagram, Snapchat, TikTok?</i>	Percent Yes	57%	56%
	Number Respondents	3856	4276

		2021-22	2022-23
<b>Middle School Survey:</b> <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%
	Percent neither prepared or unprepared	16%	15%

- When responding to the National Speak Up Survey in the spring of 2023, approximately two thirds of respondents reported they know how to protect personal data and make responsible choices as a digital citizen. When asked about how social media impacts personal relationships, approximately one-quarter responded that social media creates stronger personal relationships. [district website](#).

Speak Up Survey	Respondents	District %	National %
<i>I know how to protect my personal data and maintain privacy when I am online</i>	1197	63%	57%
<i>I have stronger personal relationships because of my use of social media</i>	519	27%	34%
<i>I make responsible, positive choices as a digital citizen</i>	1256	66%	58%

- The Healthy Youth Survey measures risk indicators of the impact of social media and other bullying through technology. As reported in the fall of 2023, approximately 14% of 8<sup>th</sup> graders, 8% of 10<sup>th</sup> graders and 6% of 12<sup>th</sup> graders report that bullying through social media exists and more than 75% of students across all grades know how to report bullying.

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

#### **Actions taken in 2022-23**

- Adopted the Win@Social curriculum for the middle schools, Fall 2023 implementation.
- From EL-15: **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](#).
  - During the 2022-23 school year, a new digital citizenship curriculum for Middle School, [Win@Social](#), was selected and approved for implementation in the fall of 2023. Win@Social is based on seven social standards aligned to the evidence-based competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Win@Social aims to empower students, families and educators to navigate social experiences. The seven social standards include:
    1. **Play to your core:** Reflecting our values, character, and interests in our actions online and off.
    2. **Protect your privacy like you are famous:** Staying in control of our personal information.
    3. **Strike a balance:** Balancing our time and attention on technology and the world around us.
    4. **Cyberback:** Having each other's back and supporting each other.
    5. **Find your influencers:** Surrounding yourself with positive role models and credible influences
    6. **Use your mic for good:** Amplifying your voice to create meaningful change.
    7. **Handle the pressure:** finding your own path no matter the pressure from others

Also of note: Win@Social provides resources for parents that either parents can access directly, or schools use the parent information in their newsletters.

- Added the [Technology Safety](#) page on our Digital Resources for Students site
- Created 4-year plan for the development and delivery of lessons on responsive and ethical use and impact of technology to be consistently delivered at the high school, phasing in the lessons starting in the fall of 2022. The high school principal cohort identified areas to strengthen digital citizenship practices for their students. Four lessons were developed for use in the 2022/23 school year with plans to create additional lessons each year. These lessons will be part of the High School Flex Time.
- Piloted the use of Securly Home app (expanded in fall 2023) for parents to be able to monitor use of district laptops at home. Launched with announcements in the fall of 2023.

### ***Works Initiated / In Progress***

- Updating Responsible Use Agreements and staff guidelines to include expectations around the use of Artificial Intelligence (AI).
- Teacher and administrator workgroups are exploring the uses and guidance needs for school-based use of Artificial Intelligence.
- High school integration of SEL lessons naturally integrate ethical behavior in digital and real-life experiences.
- Building a new tech advisory committee involving students, staff, parents, and community and industry representatives. This structure contributes to our capabilities in anticipation of the impact of emerging technology.
- Sending social media, digital citizenship, and safety educational parent resources via the ISD 411.
- Initiated a Tech Advisory Committee to advise on the continuous development of the ISD [Technology Plan](#). This committee of over 80 participants includes students, teachers, administrators, parents, and technology professionals. They are organized around the 4 goals of the ISD technology plan, of which Goal 2 is Personal safety, citizenship and critical thinking.

*Students will ...*

#### **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.

#### **Findings:**

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

##### Elementary school:

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

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

- Wide range of choice during independent reading.

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

**Middle school:**

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

**Monitoring:**

Students exhibit choice through course selection to pursue interests in passions through electives, the opportunity self-select into advanced classes, and in taking core courses beyond the minimum. A sampling of these is below:

**Sampling of Data on Student Choices for the 2022-23 School Year**

<i>How many students chose an <b>advanced</b> English Language Arts class in 11<sup>th</sup> grade?</i>	American Literature	875
	AP English Language & Comp or IB English Language & Lit	518
	<b>Total</b>	1393

<i>How many students enrolled in Math <b>beyond</b> Algebra 2 during their senior year?</i>	Advanced Algebra Trig	88
	Pre-Calculus	152
	Calculus (all versions)	258
	IB Math HL & SL	150
	Personal Finance	253
	Statistics (all versions)	172

	<b>Total</b>	<b>1073</b>
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<i>What was the level of enrollment (# of semesters) in various interest areas?</i>	Theatre & Visual Arts (AR & ART codes)	2117
	Music Arts (MU & MUS codes)	1365
	Computer Tech Courses (com330, 335-6, 600-1, int240-1, 245-6, IN146, 252, 601, co650-1)	1508
	Science beyond Bio-Chem-Phys (see below)	2018
	<b>Total</b>	<b>7008</b>

Note: Science courses; Material Science, Introduction to Sports Medicine, Advanced Sports Medicine - Evaluation, Advanced Sports Medicine - Rehabilitation, Science of Forensics, AP/IB sciences SC600 series, Geology, Zoology, Astronomy, Food Science, Marine Biology, Sustainable Design and Technology, Biomedical Science/Anatomy & Physiology, Astronomy, Environmental Science

<i>How many students enrolled in an online course to enhance learning? (not including credit recovery and grade improvement)</i>	To accelerate learning	291
	To take a course not offered at their school	173
	For enrichment or Learning Style	424
	<b>Total</b>	<b>888</b>

Surveys given annually to district students show how the curriculum and programs are experienced by students throughout their school career. The following questions reveal student access to activities outside the school day. Going forward, all survey questions will have a neutral response for comparability.

		2020-21	2021-22	2022-23
<b>5<sup>th</sup> grade Exit Survey:</b> <i>I have enough opportunity to participate in before and after school activities</i>	Percent who Agree or Strongly Agree	<b>85%</b>	<b>80%</b>	<b>82%</b>
	Number respondents	<b>1229</b>	<b>1403</b>	<b>1315</b>

		2020-21	2021-22	2022-23
<b>8<sup>th</sup> grade Exit Survey:</b> <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	<b>91%</b>	<b>88%</b>	<b>47%</b>
	Percent neutral	<b>n/a</b>	<b>n/a</b>	<b>35%</b>
	Number respondents	<b>1109</b>	<b>1009</b>	<b>1067</b>

<b>Senior School Exit Survey</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
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<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	48%	73%	81%
		Number respondents	31	37	16
	Liberty	Percent Agree or Strongly Agree	90%	92%	83%
		Number respondents	211	141	176
	Issaquah	Percent Agree or Strongly Agree	80%	87%	89%
		Number respondents	567	281	281
	Skyline	Percent Agree or Strongly Agree	89%	91%	93%
		Number respondents	494	503	348

Students will ...

**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.

**Findings**

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

State Standards & Depth of Knowledge

Current [state standards](#) 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

Examples of Depth of Knowledge in Core courses:

- Elementary 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, Physical Education and Social Emotional Learning. 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

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

- Fine and Performing Arts: Research has long shown that music and the fine arts enhance critical thinking. Our Fine Arts program also engages students in creative and innovative thinking as they create original works of art and interpretations of art concepts.
- Business and Marketing: Students at each high school can select among business and marketing courses with many additionally joining robust DECA programs. In these learning experiences, students learn about real-world problems and opportunities and use knowledge and skills to create business solutions.
- Career and Technical Education (CTE) Technology Courses & Activities: Technology courses, coding and robotics are part of the learning experience at all levels. Students use technology knowledge and skills to solve problems and improve automated processes.
- High school CTE Courses: Courses range from photography, journalism, graphic design, child development, culinary arts, wood technology, etc.
- District students are innovating throughout their school experiences. Students work on real world problems, participate in co-curricular activities such as DECA, and participate in classes such as Inventors Lab, Computer Science for Innovators and Makers, Principles of Flight, and Video Game Design with Unity and C#. Going forward will seek ways to represent all the ways students innovate both in and out of the classroom.

**Monitoring**

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

<b>4th grade Soft Skills Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>I think of creative ways to solve problems.</i>	Percent who Agree or Strongly Agree	<b>84%</b>	<b>82%</b>	<b>83%</b>
	Number Respondents	1277	1342	1202

<b>5<sup>th</sup> grade Exit Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>I feel my creativity and individuality is valued and encouraged at my school.</i>	Percent who Agree or Strongly Agree	<b>92%</b>	<b>88%</b>	<b>86%</b>
	Number Respondents	1229	1403	1315

<b>7<sup>th</sup> grade Soft Skills Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>How likely are you to be allowed by a teacher to use your creativity to complete a school project?</i>	Extremely or quite likely	<b>51%</b>	<b>47%</b>	<b>53%</b>
	Somewhat likely	<b>34%</b>	<b>34%</b>	<b>30%</b>
	Number respondents	992	1186	1072

<b>8<sup>th</sup> grade Exit Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>I feel my creativity and individuality is valued and encouraged during middle school</i>	Percent Agree or Strongly Agree	<b>79%</b>	<b>74%</b>	<b>75%</b>
	Number Respondents	1109	1009	1034

<b>High School Soft Skills Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>How likely are you to be allowed by a teacher to use your creativity to complete a school project?</i>	Extremely or quite likely	<b>42%</b>	<b>44%</b>	<b>56%</b>
	Somewhat likely	<b>36%</b>	<b>39%</b>	<b>30%</b>
	Number Respondents	956 (9 <sup>th</sup> only)	573 (9 <sup>th</sup> only)	2564 (9 <sup>th</sup> – 11 <sup>th</sup> )

<b>Senior Exit Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	
<i>I felt my creativity and individuality was valued and encouraged during my high school years</i>	Gibson Ek	Percent Agree or Strongly Agree	<b>91%</b>	<b>91%</b>	<b>100%</b>
		Number respondents	32	32	15
	Liberty	Percent Agree or Strongly Agree	<b>71%</b>	<b>83%</b>	<b>73%</b>
		Number respondents	219	138	174
	Issaquah	Percent Agree or Strongly Agree	<b>73%</b>	<b>72%</b>	<b>63%</b>
		Number respondents	561	523	286
	Skyline	Percent Agree or Strongly Agree	<b>90%</b>	<b>77%</b>	<b>84%</b>
		Number respondents	492	515	358

*Students will ...*

**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

**Evidence:**

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

District survey questions that seek student perspectives about being resilient, adaptable and responding constructively when faced with adversity help adults understand how students experience the culture of learning and are often called soft skills. 2021-2023 responses are listed below.

<b>4<sup>th</sup> grade Soft Skills Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>When I get stuck on a problem, I stick with it until I solve it.</i>	Percent Agree or Strongly Agree	<b>88%</b>	<b>87%</b>	<b>85%</b>
	Number Respondents	1300	1363	1211

<b>4<sup>th</sup> grade Soft Skills Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>When I don't reach my goal, I try again</i>	Percent Agree or Strongly Agree	<b>88%</b>	<b>87%</b>	<b>88%</b>
	Number Respondents	1296	1341	1211

<b>5<sup>th</sup> grade Exit Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>When I struggle with something in school, I am able to learn from it, get past it and eventually be successful.</i>	Percent Agree or Strongly Agree	<b>94%</b>	<b>92%</b>	<b>93%</b>
	Number Respondents	1229	1403	1315

<b>7<sup>th</sup> grade Soft Skills Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>If you fail to reach an important goal, how likely are you to try again?</i>	Extremely or quite likely	<b>61%</b>	<b>56%</b>	<b>69%</b>
	Somewhat likely	<b>30%</b>	<b>30%</b>	<b>22%</b>
	Number respondents	1000	1186	1097

<b>7<sup>th</sup> grade Soft Skills Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>When you get stuck while learning something new, how likely are you to use a different strategy?</i>	Extremely or quite likely	<b>62%</b>	<b>57%</b>	<b>57%</b>
	Somewhat likely	<b>34%</b>	<b>31%</b>	<b>32%</b>
	Number respondents	995	1183	1097

<b>High School Soft Skills Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>If you fail to reach an important goal, how likely are you to try again?</i>	Extremely or quite likely	<b>54%</b>	<b>56%</b>	<b>68%</b>
	Somewhat likely	<b>34%</b>	<b>32%</b>	<b>23%</b>
	Number respondents	970	553	2729

<b>High School Soft Skills Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>When you get stuck while learning something new, how likely are you to try a different strategy?</i>	Extremely or quite likely	<b>63%</b>	<b>56%</b>	<b>59%</b>
	Somewhat likely	<b>33%</b>	<b>32%</b>	<b>32%</b>
	Number respondents	968	545	2729

**Senior Exit Survey**

*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.*

		2020-21	2021-22	2022-23
Gibson Ek	Percent Agree or Strongly Agree	<b>90%</b>	<b>79%</b>	<b>93%</b>
	Number respondents	31	34	15
Liberty	Percent Agree or Strongly Agree	<b>69%</b>	<b>82%</b>	<b>66%</b>
	Number respondents	218	140	173
Issaquah	Percent Agree or Strongly Agree	<b>80%</b>	<b>74%</b>	<b>72%</b>
	Number respondents	562	532	286
Skyline	Percent Agree or Strongly Agree	<b>80%</b>	<b>77%</b>	<b>73%</b>
	Number respondents	508	517	359

Students will ...

**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.

**Evidence:**

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

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

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

The district supports student activities and clubs ([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.

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.

**Monitoring Data:**

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

<b>4<sup>th</sup> grade Soft Skills Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>I like working with a partner or a group in class</i>	Percent Agree or Strongly Agree	<b>80%</b>	<b>85%</b>	<b>85%</b>
	Number Respondents	1275	1336	1202

<b>7<sup>th</sup> grade Soft Skills Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>How likely are you to enjoy working with others on a project?</i>	Extremely or quite likely	<b>50%</b>	<b>69%</b>	<b>72%</b>
	Somewhat likely	<b>28%</b>	<b>23%</b>	<b>27%</b>
	Number respondents	956	1174	1078

<b>High School Soft Skills Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>How confident are you about your skills when working in a team on a project?</i>	Extremely or quite likely	<b>67%</b>	<b>69%</b>	<b>72%</b>
	Somewhat likely	<b>23%</b>	<b>23%</b>	<b>22%</b>
	Number respondents	956	539 (9 <sup>th</sup> only)	2654 (9 <sup>th</sup> -11 <sup>th</sup> )

Students will ...

**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.

**Findings & Works Initiated:**

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

**High School and Beyond Plan**

The district ensures that all students participate in the OSPI requirements of a High School and Beyond Plan (HSBP) [What is the High School and Beyond Plan? \(www.k12.wa.us\)](http://www.k12.wa.us). Through this planning process, students and families focus on three essential questions “Who am I?”, “What can I become?”, and “How do I become that?”. Since the fall of 2021, all 6<sup>th</sup>-12<sup>th</sup> grade students, using their account on Xello, a web-based platform that allows students to explore and record their own interests, skills and experiences, and to learn more about a variety of careers and colleges. Via their Xello account, students complete a series of activities and lessons throughout their secondary years that meets their High School and Beyond Plan (HSBP) graduation requirement.

<b>Grade</b>	<b>Lesson(s)</b>	<b>HSBP Component Met</b>
<b>6</b>	Interests	Career Goals
<b>7</b>	Discover Learning Pathways	Education Goals

8	Explore Career Matches Four-Year Course Planner (beginning NY)	Interest & Skills Inventory Four-Year Course Planning
9	Work Values Getting Experience	Career Goals Resume
10	Program Prospects Build Your Resume	Education Goals 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 12<sup>th</sup> graders experience a low-risk business casual interview experience, with interview questions aligned to the Issaquah School District's Ends Statements. This platform allows leaders to review engagement and progress on the required High School and Beyond Plan activities.

- 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. Science, Technology, Engineering & Math
2. Arts, A/V Technology & Communications
3. Health Science

#### Saved Schools:

1. University of Washington
2. Bellevue College
3. Washington State University

#### 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

Number of students who completed High School and Beyond Plan components by Cohort

High School and Beyond Plan Component	Career Goals	Education Goals	Total students in cohort
Students who met requirement in class of 2023	1434	1430	1526
Students who met requirement in class of 2025	1320	987	1550

[10<sup>th</sup> grade activities](#)

[Senior exit interview expectations](#)

Beginning in 2024, students will examine their career assessment results in the 7<sup>th</sup> grade during homeroom. This change, in coordination with earlier roll out of Xello Family and more led High School and Beyond Plan instruction during school, will encourage students and their caregivers to think about all post-high school options and how they might work together to achieve a student’s personalized pathway.

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

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

*Students will ...*

**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.

**Findings:**

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

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

Eighth grade Social Studies Financial Literacy Unit, developed in 2019

The purpose of the financial literacy unit is to provide students with the knowledge and skills they need to make sound financial decisions as students, consumers, workers, entrepreneurs, savers and investors. The unit



is aligned with the WA State Financial Education K-12 learning standards that focus on 6 competencies. The competencies are Spending and Saving, Credit and Debt, Employment and Income, Investing, Risk Management Insurance and Financial Decision-Making. Unit lessons include the following:

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

Additional elective courses that support sound financial management

The district offers courses and activities that support student understanding of financial management including:

- Business and Economics
- Future Ready
- Personal Finance
- DECA

**Monitoring Data:**

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

<b>Post Graduate Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>Upon graduation, how prepared did you feel in working numerical problems and finances?</i>	Very or somewhat prepared	<b>58%</b>	<b>75%</b>	<b>70%</b>
	Number Respondents	209	237	83

<b>Post Graduate Survey</b>		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<i>Upon graduation, how prepared did you feel in being an informed consumer?</i>	Very or somewhat prepared	<b>63%</b>	<b>65%</b>	<b>75%</b>
	Number Respondents	208	238	83

*Board Approval:*