

Issaquah School District

ENDS 4: LIFE MANAGEMENT AND PERSONAL AWARENESS

June 27, 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 (PE) 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 8th 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, including a FLASH 2 day unit in 12th grade that is offered during SBA testing
- 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.
- Curricular opportunities such as sports medicine allow students to further pursue interests in physical wellness.

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 5th grade.
- Adopted new High School Health curriculum.

Monitoring Impact

Pass rate Secondary Health & PE, 2022-23

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

- Pass rates for Physical Education at the three comprehensive high schools ranged from 92% to over 99%.
- ***The 2023 Healthy Youth Survey reports that 27% of 6th graders, 30% of 8th graders, 21% of 10th graders and 13% of 12th graders report being physically active 60 minutes per day, seven days a week.***

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 0.5 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 6th grade.
- In 2023-24, 3,259 middle school and 1,681 high school students participated in non-cut sports.
- In 2023-24, 654 students at Issaquah high, and 872 students at Liberty high, and 1,077 students at Skyline high were issued a PE waiver for sports participation.
- Adoption calendar for PE & Health:

Courses	Current Curricula adopted:	Next scheduled review & adoption:
Elementary Health & PE	2014	Est. 2025-26
Middle School PE	2013	Est. 2025-26
Middle School Health	2020	Est. 2029-30
High School PE	2013	Est. 2025-26
High School Health	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.

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

The 2023 Healthy Youth Survey data reveals that for:

- 8th 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.
- 10th 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.
- 12th 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 8th grade to 19% of students in the 10th grade to 27% of the students in the 12th 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.

Partnership with Swedish School Based Mental Health Counselors included a focus on increased communication, agreements on the use metrics and more frequent meetings to review data, attended by the Superintendent, Chief Academic and Student Success Officer, Director of Student Interventions and Executive Director of Equity.

This increased communication and partnership led to the revisions in the contract that allowed the Swedish leadership to place staff in the highest need areas.

- [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
Middle School Survey: <i>In school, students are taught responsible, safe, legal, and ethical ways to be an active member in a digital world, whether it be on social media or other websites and apps.</i>	Percent Agree	70%	70%
	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
Middle School Survey: <i>Do you use social media such as Instagram, Snapchat, TikTok?</i>	Percent Yes	57%	56%
	Number Respondents	3856	4276

		2021-22	2022-23
Middle School Survey: <i>When using social media, how prepared do you feel when you encounter negative or harmful comments? (only students answering yes on use of social media receive this question)</i>	Percent very or somewhat prepared	80%	82%
	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 8th graders, 8% of 10th graders and 6% of 12th graders report that bullying through social media exists and more than 75% of students across all grades know how to report bullying. More than 50% at every grade level reported excessive screen time of 3 or more hours daily.

2023 Healthy Youth Survey	8 th grade	10 th grade	12 th 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%

Excessive screen time	51%	69%	72%
Number respondents	1295	1331	752

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

How many 11th grade students chose an advanced English Language Arts class?

		2021-22			2022-23		
		<i>IHS</i>	<i>LHS</i>	<i>SHS</i>	<i>IHS</i>	<i>LHS</i>	<i>SHS</i>
<i>Standard</i>		396	197	325	371	212	291
<i>EN300Aor310A</i>		77%	74%	72%	74%	67%	72%
<i>Advanced</i>		120	69	129	127	103	114
<i>EN600Aor652A</i>		23%	26%	28%	26%	33%	28%

How many students enrolled in math courses beyond Algebra 2?

	2021-22			2022-23		
	IHS	LHS	SHS	IHS	LHS	SHS
Personal Finance	180	74	33	206	62	29
Statistics	140	78	68	129	67	62
Adv. Algebra-Trig	58	13	22	41	33	58
Pre-Calculus	319	199	178	296	183	130
Pre-HL Math			108			143
Calculus	69		47	47		64
Calculus CHS		30			29	
AP Calculus AB	113	62		136	83	
AP Calculus BC	39	27		63	26	
IB HL Math 1			107			96
IB SL Math 1			70			82
IB HL Math 2			106			104
IB SL Math 2			89			62
Total	918	483	828	855	421	810

Note: In International Baccalaureate courses SL indicates standard level, and HL indicates higher level. CHS indicates the course is certified as a College in the High School and is a college credit earning course.

What was the level of enrollment (# of semesters) in various interest areas?

	2021-22			2022-23		
	IHS	LHS	SHS	IHS	LHS	SHS
Theatre & Visual Arts (AR & ART codes)	1493	930	1300	1416	692	1171
Music Arts (MU & MUS codes)	993	720	902	976	728	867
Computer Tech Courses*	1188	615	977	962	480	1069
Science beyond Bio-Chem-Phys**	1679	1006	1627	1973	866	1864

*(com330, 335-6, 600-1, int240-1, 245-6, IN146, 252, 601, co650-1)

**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

How many students enrolled in an ISD online course to enhance learning? (not including credit recovery and grade improvement)

	2020-21	2021-22	2022-23
To accelerate learning	237	242	291
To take a course not offered at their school	75	52	173
For enrichment or Learning Style	398	399	424
Total	710	715	888

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.

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

		2020-21	2021-22	2022-23
8th grade Exit Survey: <i>I have enough opportunities to participate in school-sponsored and non-school sponsored sports, clubs and activities.</i> <i>Reworded in 2023 to “My school helps me discover things that interest me.”</i>	Percent who Agree or Strongly Agree	91%	88%	47%
	Percent neutral	n/a	n/a	35%
	Number respondents	1109	1009	1067

Senior School Exit Survey		2020-21	2021-22	2022-23	
<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](#) integrates content knowledge standards, process or practice standards, and thinking skills or depth of knowledge. By aligning to the state standards with the descriptions of depth of knowledge, core courses of study develop age-appropriate, rigorous, and transferable creative and critical thinking skills.

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.
- The CTE annual showcase reflects student's passion projects and how students engage in the creative process, how they innovate through the iterative process and how they practice public speaking by sharing their projects in the showcase forum.
- District students are innovating throughout their school experiences. Students work on real world problems, participate in co-curricular activities such as DECA, and participate in classes such as Inventors Lab, Computer Science for Innovators and Makers, Principles of Flight, and Video Game Design with

Unity and C#. Going forward will seek ways to represent all the ways students innovate both in and out of the classroom.

Monitoring

Percent of students earning a 4 on the SBA *(source: OSPI Report Card)*

Rationale: The SBA assesses through advanced levels of mastery, providing an indicator of students demonstrating a greater depth of understanding of content than required to meet state proficiency standards.

	ELA				Math		
	2021	2022	2023		2021	2022	2023
ISD 3-12	44%	44%	47%		40%	45%	48%

Percent grades resulting in an A

Rationale: An A or A- represents mastery at high levels in any given course. This data includes all grades from high school classes.

Percent of grades resulting in an A-/A

	2022	2023
IHS	52%	49%
LHS	52%	50%
SHS	60%	56%
ISD HS Totals	55%	52%

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

4th grade Soft Skills Survey

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

5th grade Exit Survey

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

7th grade Soft Skills Survey

		2020-21	2021-22	2022-23
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<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	51%	47%	53%
	Somewhat likely	34%	34%	30%
	Number respondents	992	1186	1072

8th grade Exit Survey

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

High School Soft Skills Survey

		2020-21	2021-22	2022-23
<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	42%	44%	56%
	Somewhat likely	36%	39%	30%
	Number Respondents	956 (9 th only)	573 (9 th only)	2564 (9 th – 11 th)

Senior Exit Survey

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

Increasing Achievement: SBA Growth

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

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

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

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

Credit Recovery and Grade Improvement

Rationale: Another way students demonstrate resiliency is through credit recovery, where students retake a course after earned a failing grade; or grade improvement, where students retake a course where they earned a lower than desired grade. Grade improvement was limited through the spring of 2023 to courses where a student earned a C- or lower.

Credit recovery or grade improvement	2020-21	2021-22	2022-23
Number of enrollments in school year credit recovery.	<i>Not Available</i>	373	423
Number of enrollments in summer credit recovery.	Not available	Not available	756
Number of enrollments in online credit recovery.	119	91	63

Number of enrollments in online grade improvement.	54	76	95
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District Survey Responses

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

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

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

5th grade Exit Survey		2020-21	2021-22	2022-23
<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	94%	92%	93%
	Number Respondents	1229	1403	1315

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

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

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

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

Senior Exit Survey

			2020-21	2021-22	2022-23
<i>In general, I felt safe in high school, particularly in classrooms, so that I could risk being wrong and not ridiculed or marginalized in my high school years.</i>	Gibson Ek	Percent Agree or Strongly Agree	90%	79%	93%
		Number respondents	31	34	15
	Liberty	Percent Agree or Strongly Agree	69%	82%	66%
		Number respondents	218	140	173
	Issaquah	Percent Agree or Strongly Agree	80%	74%	72%
		Number respondents	562	532	286
	Skyline	Percent Agree or Strongly Agree	80%	77%	73%
		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 at each comprehensive high school. Links to Associated Body Clubs are below:

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

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

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 9th grade allows for more students to share with school leaders how they experience district schools.

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

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

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

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 6th-12th 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. Feedback from students includes a trend that many students complete the HSBP work just prior to graduation. District leaders have recognized that the HSBP process allowed students to complete the work intended to support course choice aligned to post-secondary paths and that the process needed to be embedded into the school day and delivered via teacher-led lessons. This work was delayed through COVID. District leaders are

prepared to move the system to the [state adopted](#) tool. The focus on deepening student and caregiver attention to career and post secondary education planning was evident in the development of the strategic plan and is represented in Priority 2. Through this work, a pilot of a more inclusive and extensive transition event for 8th grade students and their caregivers was piloted at one high school.

The HSBP culminates in an in-person Senior Exit Interview, wherein 12th 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. [Senior exit interview expectations](#)

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

In the 2023 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). Small response numbers require interpreting this data with caution.

<i>Post Graduate Survey</i>		2022-23
<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 th grade)	42%
	The college search and financial aid selector activities (11 th grade)	27%
	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 for graduation has not created the capacity to add another course requirement.

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

Eighth grade Social Studies Financial Literacy Unit, developed in 2019

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

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

Additional elective courses that support sound financial management

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

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

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.

Business and Finance course enrollments

	2021-22			2022-23		
	<i>IHS</i>	<i>LHS</i>	<i>SHS</i>	<i>IHS</i>	<i>LHS</i>	<i>SHS</i>
<i>Personal Finance</i>	180	74	33	206	62	29
<i>Other financial math</i>		19	10		15	16
<i>Future Ready</i>	148	126	130	130	67	58
<i>Economics</i>	56	49	86	77	31	52
<i>Accounting</i>		27	31		23	32
<i>Other business ed</i>	146	153	415	103	126	465
<i>Learn and Earn</i>		123			95	
Total	530	571	705	539	428	675

Post Graduate Survey

2020-21

2021-22

2022-23

<i>Upon graduation, how prepared did you feel in working numerical problems and finances?</i>	Very or somewhat prepared	58%	75%	70%
	Number Respondents	209	237	83

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

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

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

Board Approval: