

**Issaquah School District**  
**ENDS 2: Academics and Foundations**  
**PART 1**  
**January 13, 2022**

**Upon graduation, students will be academically prepared and confident to pursue higher education or specialized career training.**

**Interpretation**

Following graduation, students will be prepared for employment, enlistment, and enrollment in post-secondary institutions. Students will demonstrate and apply the skills, knowledge, and thinking habits that empower them to fulfill their personal, academic, and career interests and ambitions after graduation.

**Reasonable progress**

Achievement of Ends 2 implies that from pre-school through transition to college and career, students will either achieve benchmark expectations described by grade-level standards or demonstrate gap-closing growth toward meeting expectations by graduation.

Indicators that students in all demographic and program subgroups are meeting, or are on track to meet, the targets of E-2 include the following:

- Students achieve academic benchmarks or accelerated growth in literacy and math on standards-aligned, validated assessments.
- Students meet standard on elementary report cards.
- Students earn credit in secondary courses aligned to E-2.
- Students select courses that support post-secondary studies and/or pursuit of their career choices.
- Students earn an Issaquah School District (ISD) diploma, based on graduation requirements aligned to E-2.
- Students access post-secondary opportunities according to their college and career plans.
- Students persist in their post-high school pursuits for employment, enlistment, or enrollment as indicated in successful attainment of degrees, certification, employment and/or enrollment.

**Data Workbooks**

[Benchmark Summary](#)

This workbook provides a summary and disaggregated data for selected cohorts on key benchmarks indicating progress toward academic achievement outcomes.

[Additional Data for Ends 2](#)

This workbook summarized additional data referred to in this monitoring report. (ex: Education, Research & Data Center (ERDC) highlights, survey data, PSAT, advanced course enrollment...)

[SBA Summary](#)

This workbook summarizes Smarter Balanced Assessment (SBA) data, used by the school board and district leadership.

[Demographic Data](#)

This workbook provides the official demographics of ISD from Office of Superintendent of Public Instruction (OSPI).

## Executive Summary

Key finding upon review of the evidence:

**1. ISD provides a broad range of programs informed by professional standards and evidence-based research. Programs are designed to meet a diverse range of educational needs and interests.**

**Preschool Programs:** During 2021-22 school year, preschool program included the community peer programs, bridge to kindergarten, and transitional kindergarten; which was expanded to three sites.

**Comprehensive Schools:** 16 Elementary Schools, 6 Middle Schools and 3 Comprehensive High Schools provide standards-aligned curriculum, teaching, and learning. In 2021-22, ISD returned to full in-person learning and opened Cedar Trails Elementary School and Cougar Mountain Middle School to address the long-term enrollment needs.

**Innovative choice programs:** ISD offers several innovative programs where students can focus on alternative educational programming to meet their personal needs and interests. These programs include Dual Language, Highly Capable Programs, Science Tech, and Gibson Ek High School (project based / mastery learning).

**Targeted and intensive services:** ISD provides supplemental educational services for students who meet qualifying criteria. These programs include; English Language Learning (ELL)\*, Academic Interventions regulated through the federal Title IA grant and state Learning Assistance Program (LAP), Learning Resource Centers providing Special Education services, and Summer School which was expanded in 2021-22.

**Self-Select secondary course selection:** In secondary schools, students are provided with a choice of course offerings. Learning recommendations are provided to ensure students know how to make choices that lead to success. Course selections include on-standard and advanced core academic courses, a broad array of elective courses, Career and Technical Education (CTE) course offerings, College in the High School, Dual Credit, and Advanced Placement (AP) or International Baccalaureate (IB) courses that may lead to college credits.

**2. ISD students continue to achieve at very high levels. [see Benchmark Summary - 4-yr Grad tab].**

ISD continues to graduate students at high levels. (Washington State average in 2020-21 = 83%).

	4-year cohort	Adjusted 5-year cohort	Adjusted 6-year cohort	Adjusted 7-year cohort
Class of 2018	91.8	93.6	96.6	97.1
Class of 2019	93.2	96.3	96.8	<b>97.5</b>
Class of 2020	95.6	96.8	<b>97.4</b>	TBD
Class of 2021	95.9	<b>97.3</b>	TBD	TBD
Class of 2022	<b>96.9</b>	TBD	TBD	TBD

Notes: Source: OSPI. In 2020 & 2021 additional graduation waivers were allowed under conditions defined by OSPI to ensure students who were on track to graduate prior to the pandemic were not prevented from graduating due to impacts on programs related to the pandemic.

**Extended graduation rates demonstrate persistence to graduate across demographic and program groups.** [see [Benchmark Summary](#) - Ext Grad tab.].

	All	Asian	Black / African Amer.	Hispanic / Latinx	2 or More Races	White	English Lang. Learners	Low-Income	Students with Disabilities
Class of 2019: 7-year Grad Rate	97.5	98.1%	100.0%	93.1%	98.3%	97.7%	92.5%	85.0%	90.7%
Class of 2020: Percent of students graduated or continuing	98.6%	98.6%	100.0%	96.6%	98.6%	98.9%	93.2%	95.1%	96.0%
Class of 2021: Percent of students graduated or continuing	98.2%	99.8%	96.7%	94.4%	97.2%	98.1%	98.2%	92.7%	96.3%

**Approximately 45% of ISD students continued to perform at advanced levels.** Source [OSPI Report Card](#)

- 44.4% of ISD students scored level 4 (advanced) on the ELA SBA in 2022. (Compared to 23.0% statewide)
- 45.1% of ISD students scored level 4 (advanced) on the Math SBA in 2022. (Compared to 18.7% statewide)

These levels are approximately 7% lower than in 2019, similar to state-wide trends. The 2022 SBA was a change in format and are considered a new baseline by OSPI.

**ISD students continued to score 60-70 points above the national average on the PSATs in 10<sup>th</sup> and 11<sup>th</sup> grades.** [see [Additional Data for Ends 2](#), E2.2 ELA tab – math tab will be added during monitoring of part 2]

Note: National, state and district scores were down 5-7% on the PSAT tests from 2019.

**3. Students access and succeed in post-secondary educational and occupational pursuits at high levels.**

[ERDC Data](#) is independently collected information on post-graduate continued education. By nature, it is a lagging indicator. See [Additional Data for Ends 2](#), ERDC tab

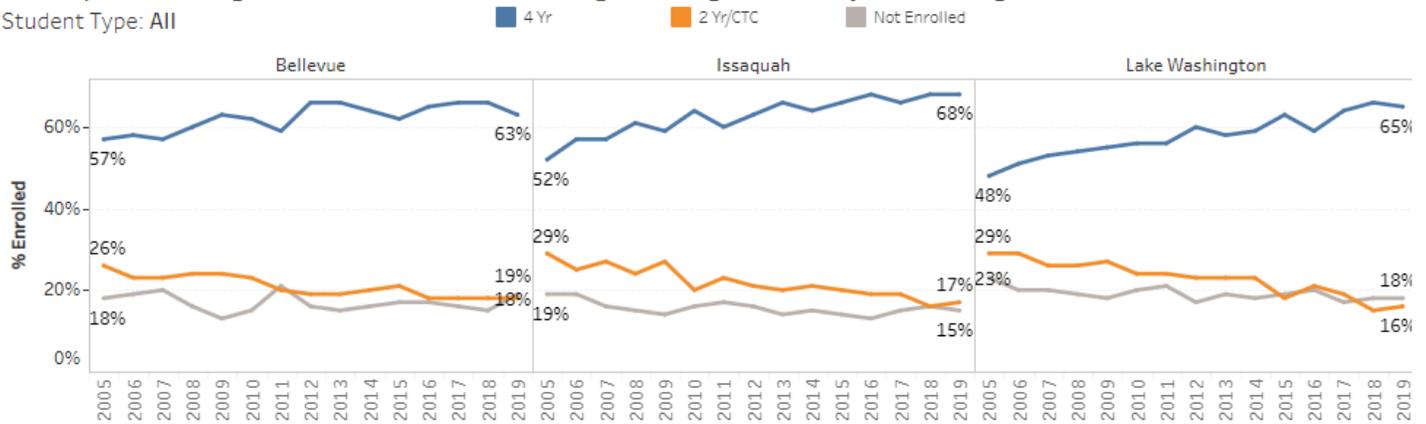
**As of 2019, ISD maintained high rates of students entering college.**

68% of students entered 4-yr college programs, and 17% of students entered 2-yr/vocational programs. 4-yr program enrollment increased over time, while 2-yr/CTC enrollment has decreased, representing an overall increase in continuing education beyond high school

**Regional district comparison of post-secondary enrollments:**

What percent of graduates enrolled in college during the first year after graduation?

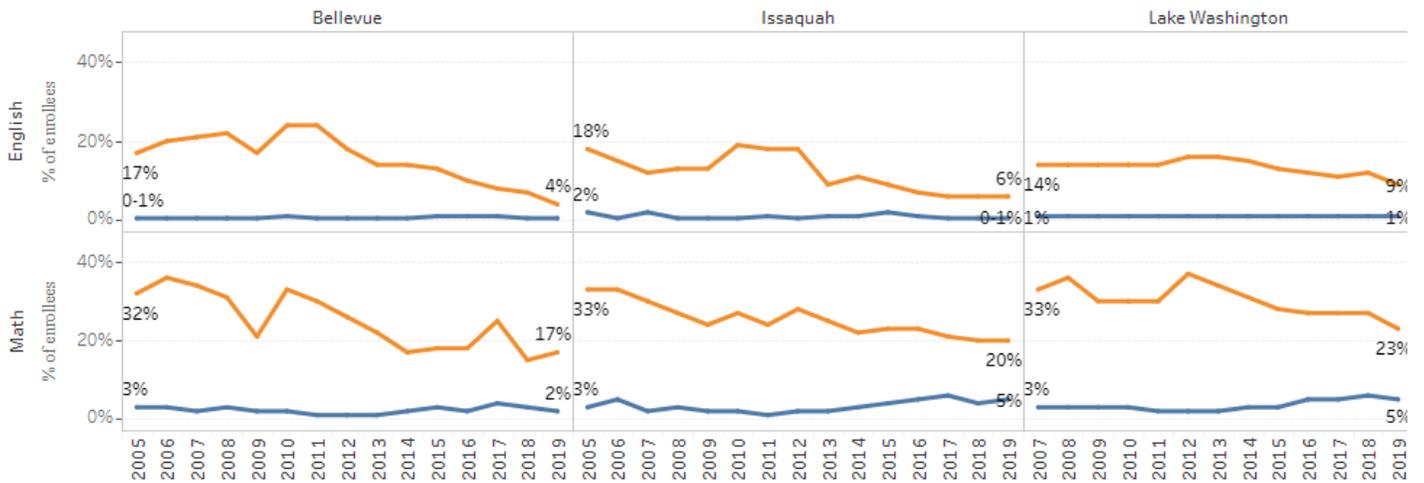
Student Type: All



**ISD students maintained low rates of 4-yr college-bound students requiring pre-college courses:**

- Blue line indicates 4-year college students, - Orange Line indicated 2-yr/CTC students

**Regional district comparison of students requiring remedial courses (below 100 level)**



See #6 below for comments on 2-yr/CTC pre-college data.

**ISD students persist and earn degrees at high rates.**

- 72% of students attained a degree within 8-years. (Washington State average in 2020-21 = 47%)
  - 65% Bachelors, 7% AA/Certificate
- Success in high school as measured by grades continued to be a strong indicator of persistence and retention in post-secondary enrollment. Students earning a 3.0 GPA or above earned degrees at a much higher rate.
  - 88% of ISD students with a GPA ≥ 3.0 earned post-secondary degrees vs. 43% of ISD students with a GPA < 3.0.
  - 97% of ISD students with a GPA ≥ 3.0 persisted in 4-yr programs vs. 88% of students with a GPA < 3.0. (persisted operationally defined as continued at least two years in a continuing education program)
  - 88% of ISD students with a GPA ≥ 3.0 persisted in 2-yr programs vs. 69% of students with a GPA < 3.0.

#### 4. Pandemic related trauma, difficulties, fiscal constraints, and mitigation measures continued to impact teaching and learning.

##### ***The pandemic directly impacted students.***

The social-emotional development and mental health of students was deeply impacted during the pandemic, resulting in those furthest from educational justice facing barriers to academic recovery and re-engagement at higher rates and often in addition to pre-pandemic barriers and difficulties.

Impacts on the development of reading skills were situationally dependent. Study of ELA achievement using i-Ready and SBA data as well as ELA grades, indicates that early learners and students who were reading at or near grade level more readily retained or recovered reading skills, while students who read significantly below grade level prior to disruptions in schooling and intermediate and middle school students, were more likely to face greater challenges in recovery and more likely to have an increase in their achievement gap. (see section 2.2 below)

*Note: Impacts to math achievement will be added during the part 2 monitoring*

##### ***The pandemic impacted instruction and staff / program development.***

Adjustments to instructional programs were necessary to adapt to student learning needs. Additionally, daily COVID mitigation measures, such as additional hand hygiene, social distancing, COVID testing, and quarantining affected the continuity of instruction, both for students and for teachers. Examples of impacts to instruction and instructional support include the following:

- Course essential learnings were modified in core courses that build cumulative skills, such as ELA and Math, to focus on the most critical learning objectives for future success while ensuring time for assessment and instruction to identify and address skill and knowledge gaps.
- Teachers lost valuable instruction time due to additional routine COVID measures.
- Social distancing mandates in the fall interfered with typical collaborative learning structures and small group differentiated instruction.
- School/district administration and school support staff were redirected to support COVID mitigation, decreasing time and effort that otherwise would have been spent on supervision, school improvement, professional development, direct service and/or culture-building.
- Increases in staff and student absences due to COVID strained Human Resources and interrupted instruction:
  - Continuity of instruction and learning for students was impacted by student absences and increased teacher absences.
  - Administrator and support staff were further redirected to provide instruction when substitute teacher availability could not match the level of staff absences.
  - Opportunities for collaboration, training and professional development were severely limited.

***Culminating impact:*** Staff were strained. The increasing range of learning needs, the demands on time for COVID mitigation and/or to help cover classes when substitutes could not keep up with the rate of staff absences in addition to also dealing with personal impacts of COVID, had a culminating impact on staff, straining their capacity to engage in additional collaboration, professional learning and program development even as they faced new instructional challenges.

**5. During the 2021-22 school year, assessment data indicated areas of progress toward academic recovery while also identifying persistent recovery needs.**

During the 2021-22 school year, staff focused on identifying and addressing the social-emotional and academic recovery needs of students as described above. Multi-Tiered Systems of Support (MTSS) provided an effective framework for organizing recovery efforts using research-informed practices. Staff combined observations, perceptual data, and assessment data to inform recovery efforts. New assessments provided leading indicators and timely measures of progress. Academic recovery was far from complete in 2021-22. ISD continues to grow the use of new assessment data and leverage existing and new instructional resources towards academic recovery.

**Signs of initial recovery**

**Early learners experienced more rapid recovery.** Not only did achievement data demonstrate a timelier return to near pre-pandemic proficiency levels, anecdotally, our early learners were, largely, highly engaged in school. Examples of signs of academic recovery, such as SBA proficiency rates for 3<sup>rd</sup> & 4<sup>th</sup> grade students approaching pre-pandemic levels, this will be further explored in sections 2.2 and 2.7.

**Students who scored solidly at or above standard pre-COVID experienced more rapid recovery.** This monitoring report includes data on grades and achievement that indicate many students who performed well in school prior to the pandemic have continued to do well in the return to school and resumed their learning path, performing above standard on assessments such as i-Ready, SBA and PSAT scores.

**New student growth measures indicated relatively high levels of K-5 student growth across performance levels.** K-5 student growth measures were introduced in 2021-22 and were reviewed 2-3 times per year with i-Ready staff who brought state and national comparisons. This data indicated that ISD students, across performance levels exceeded typical growth &/or were on track to meet stretch growth goals – an evidence-based indicator of accelerated growth.

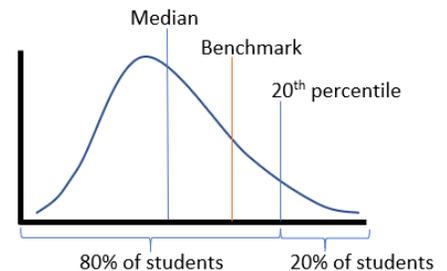
**Tiered Teams make a difference.** New MTSS-aligned integrated teams review social-emotional, behavioral and academic data to identify patterns of need. Teams use the data to adjust Tier 1 instruction and systems, identify individual students who are not responding to current instruction or intervention, and adjust student support and learning plans.

**Areas of persistent needs**

**Continued need to address social development and mental health factors that impact engagement and learning.** As described above, students continue to experience increased social-emotional dysregulation and disengagement impacting student achievement and recovery. Continued attention to social-emotional and mental health is needed in support of recovery.

**Addressing persistent achievement gaps.** Though many students are showing signs of recovery, others are not. It is critical that ISD systematically and individually monitor and adjust to address persistent achievement gaps (see #6 on disproportionality below).

**Monitoring Gaps:** This report explores the use of 20<sup>th</sup> percentile detail level scores. The 20<sup>th</sup> percentile for any data set provides a way to monitor the progress of students at the lower end of achievement. The detail level score provides a *distance to benchmark* measure. For example, a student scoring a 2.25 is .75 below the benchmark score of 3.00, which is meeting benchmark. If, over time, the 20<sup>th</sup> percentile score of any group gets closer to 3.00; it is an indicator that the gap to standard is closing.



Why the 20<sup>th</sup> percentile? MTSS literature indicates that Tier 1 universal instruction should, on its own, meet the need of 80% of students, and that it is expected in any given population, that up to 20% of students may need Tier 2 or 3 support. The 20<sup>th</sup> percentile score monitors progress toward an initial goal of 80% of students meeting or exceeding an academic benchmark.

## **Works in progress and recommendations**

More details are explored in section 2.2 and 2.7 of this report. Overall, the works in progress to address recovery include the following:

**Selection and implementation of research-informed instructional materials and evidence-based intervention programs.** ISD regularly reviews and selects new instructional materials, which includes researching, recommending and adopting new intervention curricula / programs, progress monitoring assessments and data-based decision and problem-solving protocols, aligned to MTSS evidence-based practices.

In 2021-22, newly selected early literacy instructional materials, intervention programs, and assessments were implemented and showing promising early results. Continued staff training and calibration will continue through the first three years of initial implementation.

i-Ready and SBA data, as well as an internal review of curriculum, indicates that areas of greatest need include selection of new instruction and intervention materials for literacy (grades 3-8) math (grades 6-8).

### ***Review and restructuring of current intervention programs and student services.***

This report, in sections 2.2 and 2.7, provides additional information on changes to programs and services to students qualifying for categorical programs.

### ***Continued alignment to Multi-Tiered Systems of Support (MTSS).***

This report will describe how MTSS is being implemented and expanded to support progress in academic recovery.

**6. Academic disproportionality persists.** Systemic and institutional inequities existed prior to the pandemic and frequently increased during pandemic-related school disruptions.

ISD acknowledges that students in the following demographic and /or program groups are more likely to be exposed to risk factors and face systemic barriers to learning. Multiple measures included in this monitoring report indicate disproportional outcomes for students in these groups.

- Black, Indigenous People of Color (BIPOC): Black/African American, Latinx, Native American, Pacific Islander students
- Students experiencing economic hardship
- Students with disabilities
- Long-term English Language Learners

Inequitable outcomes in ISD and in Washington lead to substantial and lasting impacts for a disproportionate number of students in these groups.

### ***Examples Include:***

More students in these groups are taking 5-7 years to graduate as illustrated in the 2019 graduation rate data below. More disaggregated graduation data is available in the [Benchmark Summary](#) workbook, Ext Grad Rate Tab.

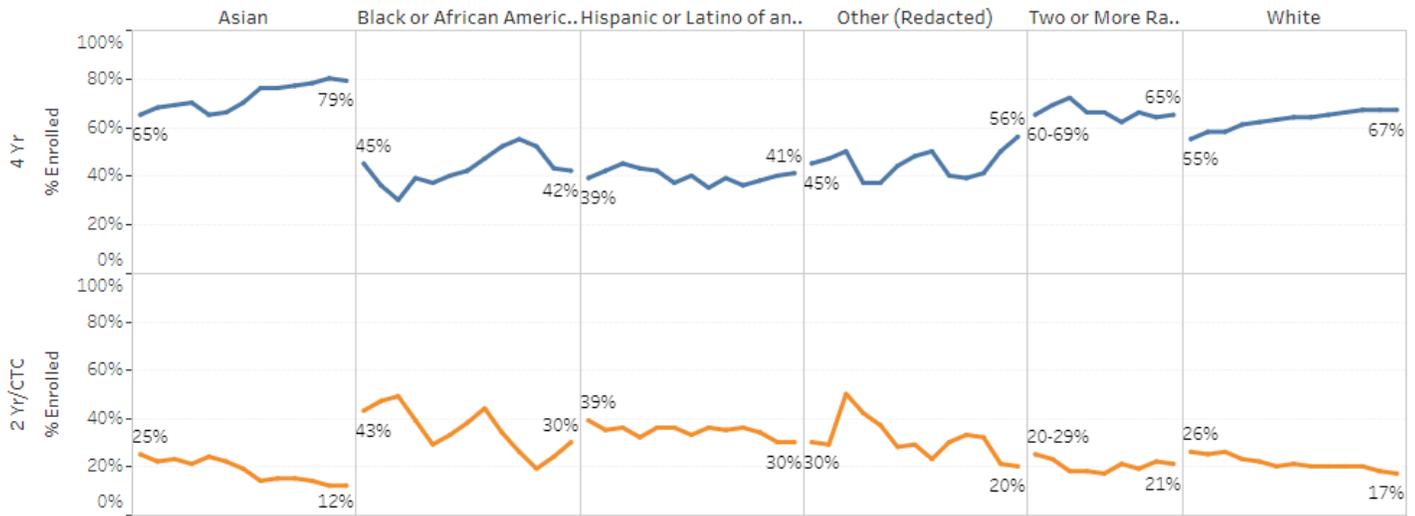
<b>Class of 2019 Ext Grad Rate</b>	All	Asian	Black / African American	Hispanic / Latinx	2 or More Races	White	English Language Learners	Low- Income	Students with Disabiliti es
<b>Class of 2019 4-year</b>	92.0%	95.3%	81.5%	77.5%	91.9%	93.1%	69.2%	70.7%	71.8%
<b>Class of 2019 5-year</b>	96.3%	97.9%	95.7%	88.1%	95.2%	96.9%	83.0%	79.9%	81.8%
<b>Class of 2019 6-year</b>	96.8%	97.9%	95.7%	91.4%	98.3%	97.0%	92.5%	84.3%	83.7%
<b>Class of 2019 7-year</b>	97.5%	98.1%	100%	93.1%	98.3%	97.7%	92.5%	85.0%	90.7%
<b>Class Size (7-year)</b>	1343	368	22	108	59	778	62	113	89

Fewer students in these groups enrolled in 4-year postsecondary programs (ERDC): 41-42% vs 68% overall.

More students in these groups attend 2-yr programs after high school (ERDC): 30% vs 17% overall.

What percent of graduates enrolled in college during the first year after graduation?

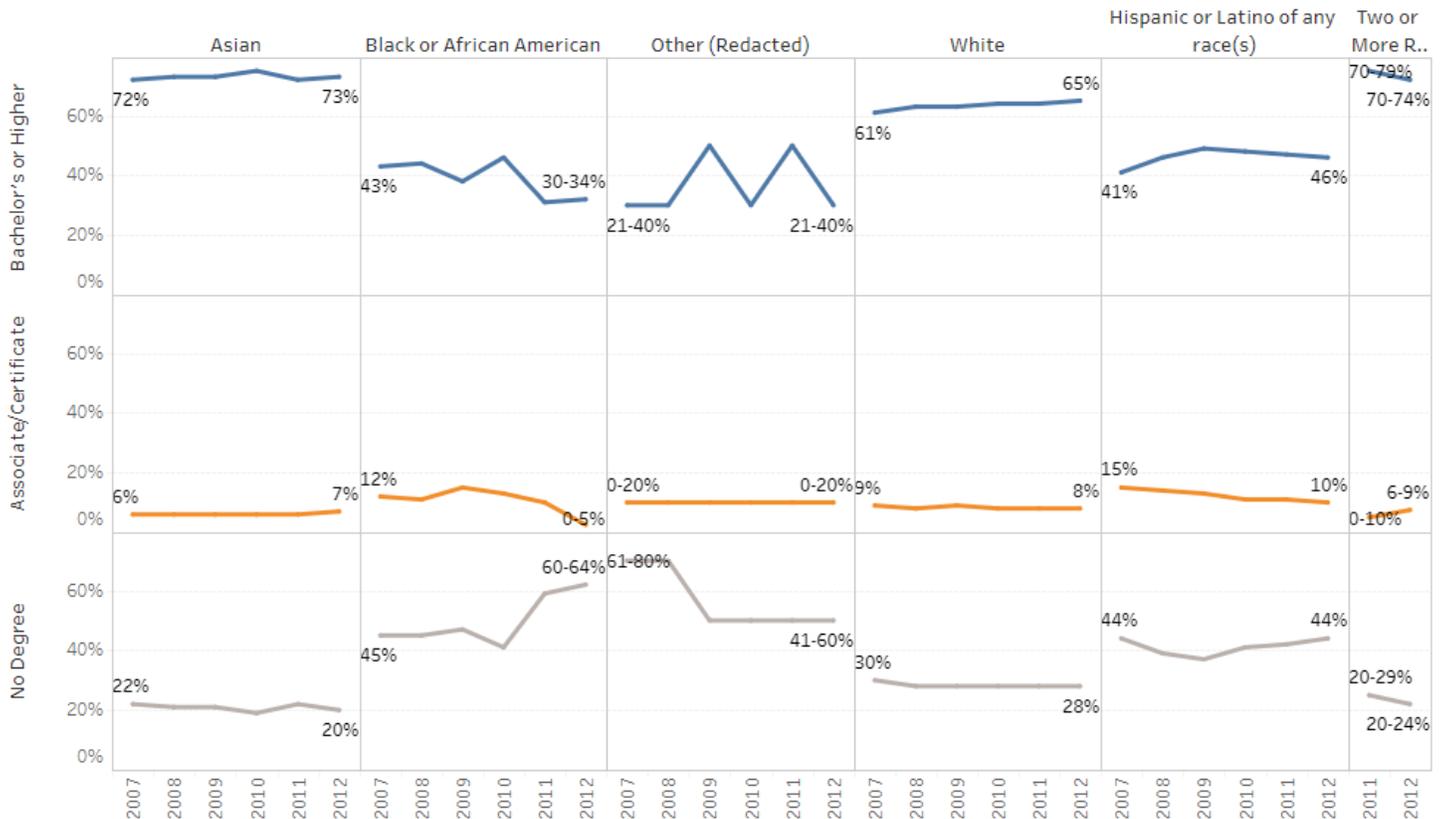
District: Issaquah || School: District Wide



Fewer students in these groups earned degrees within eight years (ERDC): 36-56% vs 72% overall.

What is the highest postsecondary credential earned within 8 years of high school graduation?

Issaquah || School: District Wide



See the [Additional Data for Ends 2](#) NRDC tab for more information or explore the [ERDC](#) website.

In acknowledging disproportionality among these groups and exploring the data and experiences of students in these groups we note the following:

**Asset-based study of disproportionality.** All students bring cultural and individual assets and are able to achieve ambitious learning outcomes. Each demographic and program group includes students who have successfully leveraged their personal assets to achieve high levels of success and includes students facing systemic barriers.

**Intersectionality.** Students may have membership in multiple groups and experience the risk factors and barriers frequently faced by members of each group. Disproportionality is more pronounced among students with membership in multiple groups experiencing disproportionality.

**Impact of Group Size (N).** Disproportionality data may be impacted by small group sizes. When a data set is comprised of a smaller number of data points, key measures such as percent proficient, median or 20<sup>th</sup> percentile can require additional study to appropriately interpret.

Data for American Indian / Alaskan & Native Hawaiian / Pacific Islander is suppressed according to OSPI suppression rules for having fewer than 10 students in given measures. This protects the privacy of individuals. Their data trends parallel that of Black/African American and/or Hispanic/Latinx and so should be included in any measures addressing BIPOC disproportionality.

Evaluating data of continuously enrolled students (true cohort), using growth measures, and study of data at the individual level is critical to determining the impact of efforts to address disproportionality when small group size influences summary data.

**Group Membership.** Special Education and ELL/MLL data is complex to interpret as students who make progress in their targeted areas of need are removed from the group. Current data systems at the district and state level don't provide longitudinal data for members exiting the group. Please note the following:

- This report will shift the focus of disproportionality among Multi-lingual learners (MLLs) to those who are Long-term ELL students (LTELs) and students who enter ISD later in their educational career. MLLs who qualify for ELL service for less than 5-years demonstrate long-term proficiency at or above the rates of their non-MLL peers. Long-Term ELL students qualify for ELL service for 5 or more years, and ELL students who enter the U.S. and/or ISD later in their educational career are more likely to experience difficulty attaining academic proficiency. The ISD ELL program focuses on LTELs by providing extra support in speaking, writing and reading per the [WIDA](#) model.
- Special education & 504 data does not currently disaggregate by qualifying area of need. Students with disabilities that do not have a direct impact on the area being assessed are included with students whose disability (such as specific learning disability for reading) is in the area being assessed.

### **Approach to addressing disproportionality**

ISD is developing integrated Multi-Tiered Systems of Support (MTSS). Integrated means the integration of Positive Behavior Intervention Systems (PBIS) with academic data-based decision-making and interventions.

MTSS Works in Progress during 2020-21 and beyond (focus on academic areas related to Ends 2):

#### ***Developing leading indicators using screeners, progress monitoring, growth measures and risk indicators***

- Refining risk indicators for use by schools to identify students needing academic support.
- Initial Implementation of i-Ready Reading (K-8) and Math (K-5) for universal screening and progress monitoring. Training on protocols for interpreting and using data is ongoing. *Goal: full implementation by fall 2024. We are continuing a close partnership with i-Ready, participating in national correlation studies to become more precise in our interpretation of assessment results.*

#### ***Establishing School-Based Tiered Teams***

- Tiered teams regularly review building-wide data, identify areas of concern, and address patterns in behavioral or academic school-wide data

- Tiered teams review leading indicators to identify group / individual intervention
- Tiered teams provide case management, and conduct problem solving conferences and determine when a student should be referred to the school guidance team
- Tiered teams ensure families are informed and involved in student intervention plans
- Tiered teams conduct Culturally Responsive - Tiered Fidelity Inventories (CR-TFIs) using a research-informed tool to identify areas of strength and next steps for developing their MTSS systems. In 2021-22 select schools completed the CR-TFI and during 2022-23 all schools are completing the CR-TFI.
- Tiered teams participate in district training and communicate with district staff for programmatic supports and feedback on district systems

***Intervention and support programs***

- District leadership reviews intervention programs to ensure they comply with legal requirements and to allocate resources based on the level of student needs.
- Title 1A / LAP program improvements in 2021-22 included:
  - Focus on early literacy with new assessments, progress monitoring and intervention curriculum
  - Change in interventionist job description and training in LETRS, an Orton Gillingham aligned training.
- 1<sup>st</sup>- 5<sup>th</sup> grade Success Block: 30-minute intervention block scheduled in every elementary school.
- Review and adjustment of resources for secondary intervention:
  - Resources and training for Study Skills courses
  - Addition of resources for lab classes and pre-algebra courses
  - Review of secondary materials for interventions

Progress toward implementing MTSS systems for academics are further explored in sections 2.2 and 2.7.

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***2.1 Students will think and solve problems using both creative and critical thinking skills;***

**Interpretation**

I interpret 2.1 to mean:

- a. that each student will meet or exceed the depth of knowledge expectations described in state standards, and
- b. students will apply their knowledge creatively to solve authentic, real-world problems in school and beyond.

**Rationale:** 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

## Evidence

Indicators that student meet or exceed depth of knowledge expectations described in state standards are described in the sections of this report related to various content areas. Steps taken to implement and monitor achievement and standards alignment include:

1. Adoption of curriculum aligned to standards.
2. Development and maintenance of the Scope and Sequence for each course (see below).
3. Regular monitoring curriculum and curriculum embedded assessments and rubrics with content leaders (such as department leads and TOSAs).
4. Use of grading. Data indicates that course grade data, though resulting from a combination of work completion and demonstration of meeting performance expectations, do provide a strong indicator of achievement and future success. (See ERDC data on page 4) The following in the [Benchmark Summary](#), 6<sup>th</sup> Gr Tab, also illustrates the relationship between grading and achievement of standards when tested to the depth of knowledge of our standards on the SBA.

### ELA Course Selection, Grades and SBA

Course Selection	Tri 3 ELA Grade	N	SBA ELA 6th Grade	
			% Met	Median
ALL Students		1537	68%	3.48
ELA N=1047	A-B	798	66%	3.33
	C-D*	175	25%	2.26
	F/NC	74	18%	2.11
Advanced ELA N=467	A-B	443	96%	4.04
	C-D	23	73%	3.44
	F/NC	3	67%	3.17

\*includes P & S

5. Use of district and state assessments.

### Scope & Sequence and Adoption of Curriculum

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. Monitoring of alignment may prompt additional revision of the Scope and Sequence between curriculum adoptions.

Note on learning / change in practice from pandemic & MTSS.

Over the last 3 years, adjustments to courses during the pandemic and the development of MTSS practices have resulted in a change in approach to ISD Scope & Sequence development.

MTSS and recovery learning prompted collaboration and discussion on how to create space within the scope and sequence for tiered supports for students. In 2020-21, this resulted in *Emergency Essential Learnings*.

As we emerged from the pandemic, ISD determined that the Scope and Sequence for each course should be amended to include Essential Learnings and Common Learning Experiences to continue to provide clarity and increased consistency in instructional focus and delivery of instruction. Research indicates that for Essential Learnings to be evenly and effectively applied, common Success Criteria that indicate the qualities and/or progression of learning in student-friendly terms should be clearly articulated.

## Alignment of Depth of Knowledge includes:

- ▶ **Essential Learnings.** In 2021-22 each course created, reviewed and/or refined Essential Learnings that describe the big ideas and the depth of understanding expected from learners aligned to state standards and ISD Ends. For some courses this process surfaced the need for additional alignment of Essential Learnings.
- ▶ **Success Criteria.** Success criteria for each course are in various stages of development. In some courses, curricular materials provide clear success criteria in the form of performance checklists, common rubrics and/or exemplars that demonstrate achievement of the depth of knowledge. For other courses, the available descriptions of standards provide clear age or grade specific descriptions of success criteria. Work is ongoing to identify and address areas where additional common alignment of success criteria is needed.
- ▶ **Curriculum Based Assessments.** For each curricula adopted, one or more of the following assessment practices are provided for teachers to align assessment of student learning outcomes to the depth of knowledge expectations:
  - Common rubrics are provided or developed by a team of teachers (ex: K-5 Writing Rubrics, HS common writing rubrics)
  - Curricular materials provide assessment and/or assessment item banks (ex: Unit or module assessments in Math, Science)
  - A team of teachers develop common formative or summative assessments with criteria and exemplars (6-12 Social Studies inquiry assessment)
  - A research-based additional assessment is selected to be used to monitor achievement (K-5 F&P, i-Ready Reading and Math, ALEKS)
- ▶ **Common Learning Experiences.** Each Scope & Sequence describes learning experiences that must be integrated into the course to ensure areas of common implementation and to ensure instruction provides opportunities for students to engage in application, strategic, and/or extended thinking.

In the 2021-22 school year ISD developed the framework for [High Leverage Practices](#) that summarize foundational evidence-based practices to be used to strengthen instruction and inform future instructional program decisions. These practices build on the work ISD has engaged in around PBSES, cultural competency, inclusionary practices and standards-based instruction. This framework includes the expectation that all instructional improvements include the following:

- ▶ Culturally Responsive Education
- ▶ Universal Design for Learning
- ▶ Trauma Informed Practices
- ▶ 4 High Leverage Instructional Practices:
  - Prime and Build Academic Vocabulary and Background Knowledge
  - Explicit and Intentional Instruction
  - Frequent Opportunities to Respond
  - Effective Performance Feedback

During the 2021-22 school year, ISD leadership developed the plan to introduce the framework in the fall of 2022. Continued professional learning and alignment of instructional practices and materials in support of High Leverage Instructional Practices will be integrated into district systems including: Curriculum Adoptions and Implementation, school-based school improvement planning and professional development, program development, district-wide professional development.

## Additional Evidence

### ***Participation in Advanced, AP and IB course selections.***

The ensuing sections of this monitoring report includes information and access to data on the rate of participation in advanced, AP and IB courses. The following charts provide an overview of AP overall participation and pass rates by race and fee reduction.

<b>AP Test Participation by Race and Fee Reduction</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>All ISD Number Students Taking Tests</b>		1398	1446	1339	1327
<b>ISD Number of Tests Taken</b>		2486	2830	2648	2636
<b>Asian</b>	% of Student in ISD	30%	31%	33%	<b>34%</b>
	% of Student Taking Test	35%	36%	38%	<b>40%</b>
	% of Tests Taken	38%	41%	45%	<b>48%</b>
<b>Black / African American</b>	% of Student in ISD	1.9%	2.0%	2.1%	<b>2.3%</b>
	% of Student Taking Test	1.0%	0.8%	0.8%	<b>1.0%</b>
	% of Tests Taken	0.8%	0.7%	0.6%	<b>0.7%</b>
<b>Hispanic / Latinx</b>	% of Student in ISD	8.5%	8.8%	9.2%	<b>10%</b>
	% of Student Taking Test	5.0%	3.9%	3.3%	<b>4.0%</b>
	% of Tests Taken	4.0%	4.0%	3.0%	<b>4.0%</b>
<b>Two or More Races</b>	% of Student in ISD	7.9%	8.1%	8.5%	<b>10%</b>
	% of Student Taking Test	8.0%	9.3%	8.9%	<b>8.0%</b>
	% of Tests Taken	8.0%	9.0%	9.0%	<b>8.0%</b>
<b>White</b>	% of Student in ISD	51%	50%	47%	<b>44%</b>
	% of Student Taking Test	49%	46%	40%	<b>36%</b>
	% of Tests Taken	46%	42%	35%	<b>33%</b>
<b>Fee Reduction</b>	% of Low Income in ISD	9.2%	10%	10%	<b>12%</b>
	% of Student Taking Test	3.0%	2.0%	2.0%	<b>2.0%</b>
	% of Tests Taken	3.2%	1.9%	1.6%	<b>1.2%</b>

<b>AP Test Passing Rates by Ethnicity and Fee Reduction</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>All ISD Pass Rate</b>		87%	85%	80%	<b>85%</b>
<b>Asian</b>	Mean Score	4.0	3.8	3.7	<b>3.8</b>
	Pass Rate	89%	86%	81%	<b>85%</b>
<b>Black / African American</b>	Mean Score	3.2	3.5	2.7	<b>2.9</b>
	Pass Rate	75%	75%	56%	<b>61%</b>
<b>Hispanic / Latinx</b>	Mean Score	3.5	3.3	3.4	<b>3.5</b>
	Pass Rate	79%	73%	79%	<b>81%</b>
<b>Two or More Races</b>	Mean Score	3.8	3.6	3.5	<b>3.9</b>
	Pass Rate	87%	83%	79%	<b>87%</b>
<b>White</b>	Mean Score	3.7	3.7	3.5	<b>3.8</b>
	Pass Rate	86%	85%	79%	<b>86%</b>
<b>Fee Reduction</b>	Mean Score	3.2	3.1	3.0	<b>2.9</b>
	Pass Rate	69%	70%	65%	<b>50%</b>

## ***Participation in Elective Courses to pursue interests in greater depth.***

The ensuing sections of this report provide descriptions and data on the range of course offerings within ISD that provide the opportunity for students to pursue interest-based or goal-informed elective courses including the arts, career and technical education, and additional courses in core content areas.

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## ***2.2 Students will read, write and speak the English language effectively for a wide range of purposes, including the interpretation and analysis of both literary and informational texts;***

### **Interpretation**

I interpret 2.2 to mean:

- a. each student will meet or exceed English Language Arts (ELA) standards for literacy, and
- b. students who score below standard in literacy, will experience accelerated growth; and
- c. students will be able to apply their literacy skills to authentic literacy tasks in school and in their college, career and personal pursuits beyond high school.

**Rationale:** Current [ELA Standards](#) describe learning outcomes that include literacy foundational skills and standards for comprehension and production across genres. Literacy, as defined by state standards, includes listening, speaking, reading, and writing. Standards are designed to develop literacy skills necessary for college and career readiness. (see p. 7 & 10)

**Note:** for purposes of E-2 monitoring this section focuses on ELA courses and related services. It should be recognized that the ELA standards apply to and are integrated into content courses.

### **Evidence**

#### ***Program Overview:***

The Issaquah School District believes that literacy, the ability to read, write, listen, speak, and think critically in different ways and for different purposes, begins to develop early and becomes increasingly important as students pursue specialized fields of study in high school and beyond.

A comprehensive approach to literacy includes appropriate and effective instructional strategies that are based on research and applied systematically and consistently in order to ensure success for all students.

#### **Components of effective literacy instruction, as described in state standards include:**

- ♦ Language Development: Literacy begins with speaking and listening. To develop English language skills students must also understand and be fluent in the use of English language conventions in reading, writing and speaking.
- ♦ Foundational Skills: Early literacy is founded on recognition of print-sound associations (phonics) and develop automaticity in decoding text.
- ♦ Vocabulary and content knowledge: Reading a broad range of texts, genres and content along builds a foundation of knowledge and increases the ability of students to closely read complex text.
- ♦ Anchor skills for reading and writing: Literacy develops skills for comprehension, inference and analysis of increasingly complex informational and literary texts.
- ♦ Integration of Multi-Tiered Systems of Support: students enter our programs with a continuum of support needs. Programs and curriculum are being redesigned to better provide systems that allow schools and teachers to provide a range of learning supports and interventions to match to student learning needs in as inclusive a learning environment as possible.

#### ***ELA Program Overview:***

**Reading Foundational Skills.** New evidence-based curriculum and a *success block* structure was implemented district-wide in 2021-22. Components of this multi-tiered instruction include:

- › Early Literacy Screener & Progress Monitoring.
- › Success Block structure to differentiate instruction based on need.
- › Increased strength of curriculum and time allocation for phonological awareness, phonics and word-work / spelling.

The foundational skills program uses research-based strategies to ensure all students develop strong foundational skills to fluently decode text and understand the words they are reading.

**Work in Progress:** Additional Reading Foundational skills curriculum selection is recommended for elementary and middle school courses to ensure the ability to provide tiered supports and explicit, systematic instruction for both reading fluency and foundational writing skills such as spelling and grammar.

***Pandemic-related impact:***

Elementary literacy curriculum was scheduled for review and selection of new instructional materials starting in the spring of 2020. Due to the pandemic-related school closures and ensuing time and budgetary constraints, this process has been placed on hold. ISD recognizes the need to review current research and achievement data and select materials that better align to research, the state standards and standards of professional practice. Teaching and Learning Services, in collaboration with content leaders and adoption teams, have identified areas of our instructional materials, with a focus on intermediate and middle school curriculum, that are in need of strengthening as soon as resources are available for this purpose.

**Literacy Workshop.** The ISD literacy workshop model in Kindergarten through 9<sup>th</sup> grade, is designed using the research-based Gradual Release of Responsibility to provide explicit instruction, guided practice and independent application. The literacy workshop provides a universally designed and culturally responsive approach to literacy to support close reading skills, practice with authentic composition and the analysis and evaluation of texts consistent with the depth of knowledge described in state standards.

**Guided Reading & Reading Small Groups.** The literacy workshop structure includes the integration of small-group reading instruction designed around the learning needs of students and their next steps in literacy development.

**Novel Study.** High school ELA courses use whole-class novel study to guide students in developing reading and writing strategies centered on diverse, complex, relevant text.

**Book Clubs.** Each high school core ELA course includes a new book club that provides students the opportunity to choose among pre-selected novels as they continue to develop and apply reading and writing strategies.

**Academic Interventions.** Academic interventions being redesigned and realigned to evidence-based practices in an MTSS structure. Interventions in 2021-22 included

- › Increase pre-school programming
- › Integration of *i-Ready Reading* to supplement differentiated instruction and extend learning opportunities at school and home to address identified areas of weakness in reading.
- › Success block guaranteed all students identified with a significant fluency-related reading gap or difficulty access a tier 2 reading intervention. (this aligns with and exceeds the requirements of the new state literacy law and menus of best practices provided by OSPI)
- › Redesign of [Title 1, Part A and Learning Assistance Program \(LAP\) K-5 Interventions](#)
  - Rewrote an interventionist job description, increased training using LETRs and training on assessment and intervention matching
  - Emphasis on reading fluency using new evidence-based interventions ([learn more here](#)), universal screening and progress monitoring
- › Study Skills course offering at each Middle School to provide targeted intervention and instructional support in literacy.

*Additional links and information:*

[Elementary School Learning](#) (see Reading and Writing tabs for any grade level)

[Middle School English Language Arts](#) (scroll to bottom to see instructional materials) & [MS Readers Workshop book selections](#).

[High School English Language Arts](#) and [Course Guides](#) with school course offerings such as [here](#).

### ***Outcome Data Overview***

In the fall of 2021 ISD fully returned to in-person learning after 15 months of remote and hybrid learning. In the fall students were assessed for academic proficiency using the Smarter Balanced state assessment (SBA) and i-Ready Reading (K-8). i-Ready Reading was administered again in the winter and spring to assess recovery and growth, and the SBA was administered again in the spring. Results of these assessments may be found in the [Benchmark Summary](#), [Additional Data for Ends 2](#), and [SBA Summary](#). Key findings from this data are found below.

## Data Key Findings

***K-3 Literacy: During the 2021-22 school year levels of proficiency increased and students broadly experience accelerated growth on key measures.***

For K-3 Literacy, the i-Ready Phonics assessment is a key, evidence-based indicator of reading fluency. In the [Benchmark Summary](#), 1<sup>st</sup> & 3<sup>rd</sup> Gr tab, we summarized monitoring of Phonics across three measures; fall, winter and spring.

### 1<sup>st</sup> grade Phonics Data:

1 <sup>st</sup> grade Phonics		Percent Meeting or Above Benchmark			20th Percentile Detail Level 3.00 = Meeting Benchmark 80% of students scored at or above...			Fall to Spring Accel Growth
					Fall	Winter	Spring	
	<b>N</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	
<b>ISD All</b>	<b>1246</b>	<b>74%</b>	<b>75%</b>	<b>78%</b>	<b>2.74</b>	<b>2.80</b>	<b>2.88</b>	<b>+.14</b>
<b>Asian</b>	<b>465</b>	85%	85%	89%	3.27	3.28	3.32	+.05
<b>Black/African American</b>	<b>22</b>	71%	67%	59%	2.34	2.70	2.63	+.29
<b>Hispanic/Latinx</b>	<b>144</b>	58%	56%	60%	1.97	2.27	2.08	+.11
<b>Two or More Races</b>	<b>124</b>	73%	73%	79%	2.56	2.77	2.82	+.26
<b>White</b>	<b>488</b>	69%	72%	74%	2.51	2.70	2.73	+.22

**Data Insights:** This is a new data stream so we have no reference to past data. Indicators that students are building toward reading fluency include the following:

#### ***ISD All Students:***

- › Increase in ISD All proficiency from 74 to 78%
- › At 20<sup>th</sup> percentile, gap closed from by .14 points with a remaining .12 gap
- › ISD set benchmarks for all students below a specific level to be administered a diagnostic and their data reviewed by the tiered team to determine the appropriate intervention.
- › A success block model, in combination with Title/LAP service ensured all students significantly below benchmark or not demonstrating growth by winter, would receive the intensive phonics intervention.

***Black/ African American Students:*** This data merited deeper analysis, further student-by-student study indicated the following:

- › Of the 22 students in this group:
  - 19 were continuously enrolled for the school year
  - 8 continuously enrolled students maintained advanced levels of phonics proficiency on the i-Ready assessments.
  - 4 more continuously enrolled students maintained performance at or above benchmark.
  - 2 were MLLs with one not taking the assessment due to English Language Proficiency and one on an ELD plan and showing strong growth of +.79.

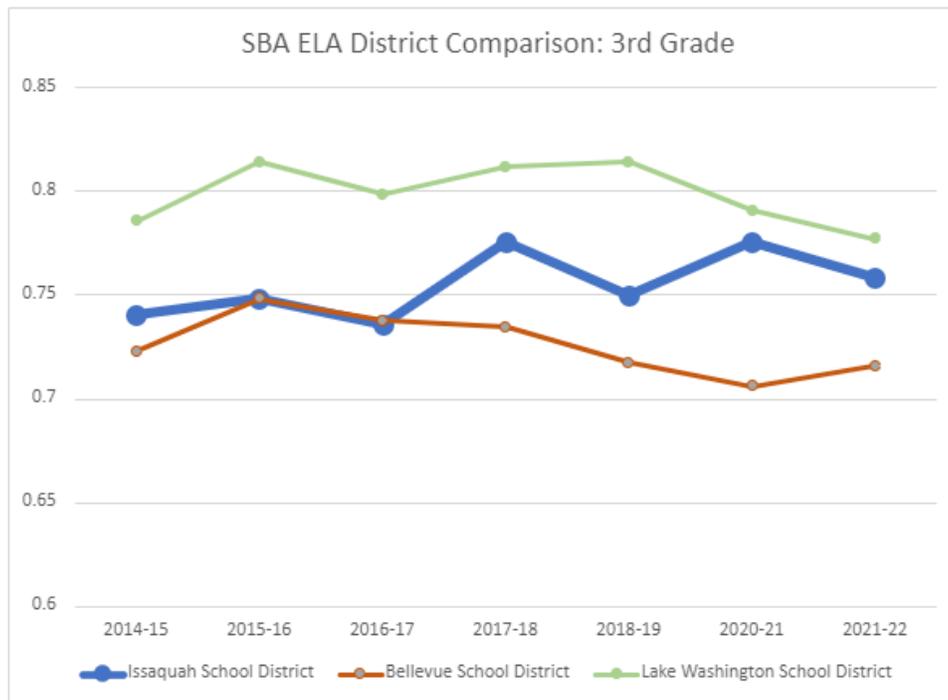
- The remaining 5 students would have been reviewed by the tiered team, given the phonics diagnostic if merited, and the appropriate learning plan put in place. Of these 5...
  - ♦ 3 demonstrated accelerated growth from +.39 to +.97
  - ♦ 1 had a lower a spring score but has scored above benchmark on 3 of the last 4 phonics assessments
  - ♦ 1 is receiving intervention and continuing to be monitored by the tiered team.

**Hispanic / Latinx Students:** A deeper look at this group presented a very complex picture including:

- Larger impact of ELL: Students at beginning English Language development did not take the i-Ready assessment in the fall due to accessibility. WIDA data was used to determine the appropriate services.
- 20 of 33 students who scored below benchmark in the fall and took the spring test demonstrated growth of greater than +.30, the 33 students averaged growth of +.44

### 3<sup>rd</sup> grade Data

Though some measures were not available for a pre-pandemic comparison, the SBA indicates that performance levels appear to have returned to near pre-pandemic levels overall. [[SBA Summary](#) , ELA Distr Comp tab]



This data, in combination with i-Ready data, indicates that overall 3<sup>rd</sup> grade students scored at or above 2019 levels of proficiency as a whole group, while below our district highest level in 2018. 90% demonstrated mastery of Phonics skills, an indicator of building reading fluency.

### 3<sup>rd</sup> Grade Disproportionality

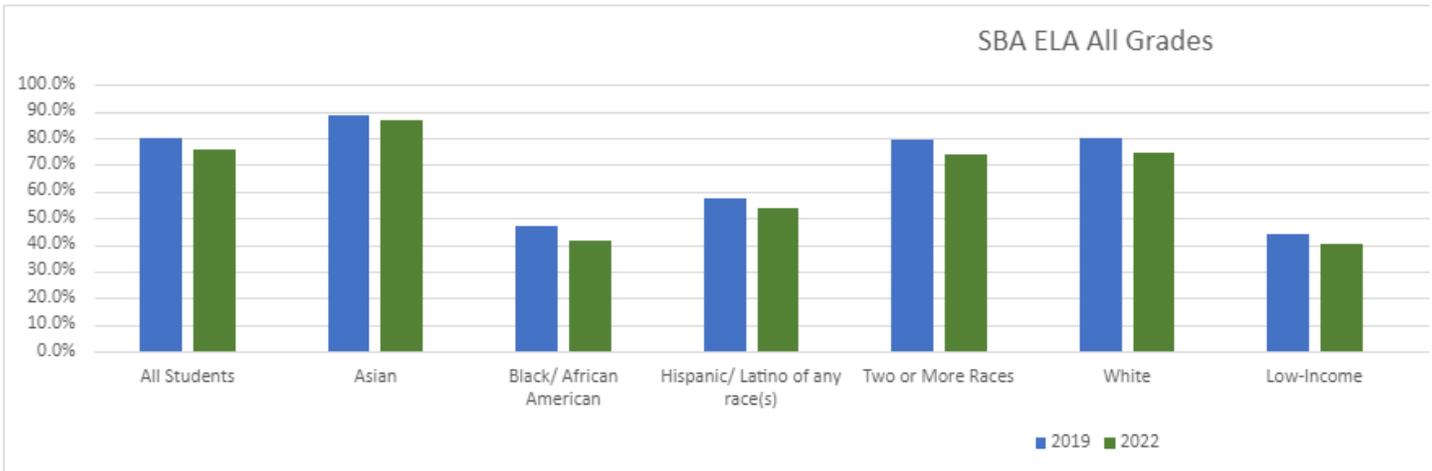
Students in our focus groups for disproportionality started the year with a larger percentage of students scoring below benchmark on i-Ready measures, and though there was an increase in proficiency rates and indications of accelerated growth, they remained well below district average.

### 5<sup>th</sup> - 8<sup>th</sup> SBA & Proficiency

Significantly fewer students 5<sup>th</sup> – 8<sup>th</sup> grade demonstrated proficiency on the ELA in 2022 in comparison to 2019, paralleling trends in neighboring districts. [[SBA Summary](#) , ELA Distr Comp tab]

Rates of proficiency decreased across demographic groups for BIPOC students and students with disabilities.

### SBA ELA All Grades



### Demographic Groups

	All Students	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Two or More Races	White	Low-Income
2019	80.1%	89.0%	47.3%	57.3%	79.4%	80.2%	44.0%
N	11365	3414	203	965	928	5815	1005
2022	76.0%	86.8%	41.4%	53.7%	74.2%	74.7%	40.4%
N	10574	3697	266	1008	996	4567	1198

Gap Increase

1.8%

### Course Selection

Another key indicator for disproportionality is course selection. The chart below pulled from data in the 6<sup>th</sup> grade tab of the [Benchmark Summary](#), illustrates a pattern found in ensuing grade levels of the representation of BIPOC students in advanced ELA courses.

	N in Cohort		Advance ELA 6	
			N	% of class in demo group
ISD All	1530		470	
Asian	522	34%	242	51%
Black/African American	43	3%	3	0.6%
Hispanic/Latinx	152	10%	20	4%
Two or More Races	141	9%	37	8%
White	645	42%	164	35%
Multi-Lingual Learners	79	5%	5	1.1%
Students with Disabilities	146	10%	6	1.3%

## **Works In Progress**

The following actions have resulted from the analysis of ELA outcome data.

### **Changes to Title 1A/LAP services.**

All students scoring significantly below benchmark in Phonics or oral reading fluency in 1<sup>st</sup>-5<sup>th</sup> grade were administered a 1:1 diagnostic. Approximately 1/3 of students screened by i-Ready phonics performed at or near benchmark when given the diagnostic in a 1:1 format. All others were provided the evidence-based intervention through Title/LAP interventionists or a trained certificated teacher during success blocks.

2021-22 saw an expansion of student learning plans in response to increase need, new early assessments and broader qualifying criteria.

### **Increased training for leaders and Tiered teams on using screener data to inform school-based decisions.**

ISD continues to support and train Tiered teams to ensure the examination of group and individual learning needs, timely adjustment to learning plans and proactive engagement with students and families.

### **Continued training for elementary teachers.**

Current training focuses on the use of screening and progress monitoring data to inform instruction and interventions, with a focus on early literacy, phonological awareness, phonics and fluency using the adopted core and supplementary instructional materials.

### **Expansion of LETRS training.**

LETRS (Language Essentials for Teacher of Reading and Spelling) is an in-depth training based on the Orton-Gillingham methodology for interventionist and reading teacher to learn about the science behind the development of reading, especially for students who are experiencing difficulty developing decoding and fluency skills. ISD has invested in two cohorts, approximately 30 teachers, to receive this training and is planning expansion of this training.

### **Exploring ELD Assessments to more accurately identify learning needs and growth indicators for MLLs.**

Our ELL Specialist team has identified *Ellevation* as a preferred tool for more accurate and timely monitoring English Language Development (ELD) so that we can determine when a student is not making adequate progress in ELD and identify specific instruction needed to accelerate development.

### **Expansion of secondary intervention materials and program.**

- New resources and training for MS Study Skill teachers.
- Exploration (implementation in Jan 2023 of Read 180 intervention courses).

### **Continuation of building the groundwork for an Elementary Literacy Adoption.**

The Elementary Literacy Adoption team formed in the winter of 2022, and has continued laying the groundwork for an Elementary Literacy Adoption based the latest research in early literacy and the depth of knowledge described in the ELA standards.

### **Recommendations for further review of Middle School ELA curriculum.**

ISD is recommending further review of the Middle School core ELA curriculum for ELA on-standard courses to better address the needs of students with reading fluency and basic comprehension challenges.

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### **2.3 understand geography, natural resources, and their shaping effect on government, economics and social patterns;**

I interpret 2.3 to mean:

- a. each student will demonstrate knowledge and inquiry skills that meet or exceed the state standards for geography,
- b. students who score below standard in core academic skills impacting performance in social studies will be provided the equitable opportunity to attain and demonstrate proficiency with social studies concepts and skills,
- c. students will be able to apply the themes of geography to relevant global issues including those related to culture, politics and the environment.

#### **Rationale:**

The [state standards](#) for geography are organized around 3 components related to 2.3.

1. Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.
2. Understands human interaction with the environment.
3. Understands the geographic context of global issues and events.

### **2.4 understand the concept of community within the context of national and world history, comparative forms and influences of governments and major world religions;**

I interpret 2.4 to mean:

- a. each student will demonstrate knowledge and inquiry skills that meet or exceed the state standards for history and civics,
- b. students who score below standard in core academic skills impacting performance in social studies will be provided the equitable opportunity to attain and demonstrate proficiency with social studies concepts and skills,
- c. students will understand the multiple and diverse lived experiences that contribute to the historical record, be able to validate and analyze source material, and apply the themes of history and civics, relevant to contemporary issues and events, government, and world religion.

#### **Rationale:**

The [state standards](#) for social studies are organized around the following components related to 2.4.

1. Civics, one of four disciplines within the Social Studies Standards, focuses on student understanding of government, law, politics and decision-making at the local, state, national, tribal and international level.
2. History, another core discipline, focuses on applying knowledge of historical thinking, chronology, eras, turning points and major ideas including world religion to evaluate how history shapes the present and future.

ISD follows the [recommended scope and sequence for social studies](#) provided by OSPI to ensure all students, including those entering and leaving ISD are provided a cohesive and comprehensive approach to the standards.

**Evidence for Ends 2.3 & 2.4 are clustered together as both are integrated into our social studies**

#### **Approach to Social Studies:**

Per the state standards, ISD bases it's approach to social studies on the following:

1. [The College, Career, and Civic Life \(C3\) Framework](#). This framework was designed to: a) enhance the rigor of the social studies disciplines; b) build critical thinking, problem solving, and participatory skills to become engaged citizens; and c) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.
2. Focus on inquiry – facilitating student engagement around compelling questions as they wrestle with big ideas of social studies and how they impact their lives today.

3. Diversity of perspective – understanding that the human story cannot be told from one perspective since lived experiences vary greatly and all lived experiences contribute to understanding the whole of society, government, economics and history.
4. Inclusionary Practices – in the fall of 2021, ISD launched the school year with a keynote from Dr. Jenna Rufo, who, building on past learning from Dr. Richard Villa, reinforced our continued commitment to inclusionary practices. Dr. Rufo introduced the idea of Universal Design for Learning (UDL) as a core practice for all teaching and learning. A key point introduced at this time was the concept of variability as a norm, and therefore our responsibility to find ways for students to access learning, regardless of the barriers they face. This concept, in Social Studies has led to the broadening use of leveled texts, choice, use of adaptive technology and media, so that students can access social studies content and express learning in a variety of means.

**The charts below provide an overview of the sequence of topics in each of the areas described in E2.3 & 2.4.**

**Elementary Grades:** *The current elementary social studies curriculum was initially implemented in the fall of 2018. This curriculum draws from a variety of resources in order to ensure the inclusion of diverse perspectives. To learn more our curriculum see the Social Studies tab at for each grade level at <https://www.isd411.org/academics/elementary-learning>.*

<b>SP = Social Patterns, G= Geography, GR = Government and World Religion, EC = Economics, H = History</b>	<b>SP</b>	<b>G</b>	<b>GR</b>	<b>EC</b>	<b>H</b>
<b>Kindergarten</b> Rules and Identity: Students explore the various ways people interact with and act upon rules and laws in society. Then students investigate their own identity and how all humans have both unique and similar characteristics.					
<b>First Grade</b> Our Family (Unit 1): Students explore what makes families around the world alike and different – understanding social structures and traditions.					
Our World (Unit 2, Geography): Students investigate maps, globes and books to find connections between different continents and the people living there.					
Our Wants and Needs (Unit 3): Students develop an understanding of needs and wants including exploration of cultural perception, the concept of goods and consumption, and the relative value of two or more goods or services.					
<b>Second Grade:</b> Community, Citizenship and Government (Unit 1): Students explore the traits or characteristics that represent responsible citizenship.					
Community Economics (Unit 2): Students employ economic concepts such as supply and demand as they attempt to provide goods and services that consumers want.					
Community History (Unit 3): Students explore short and long-term effects of the past on the present through examining the effect of settlement and industry on Indigenous People, and the environment, of the greater Issaquah area.					
<b>Third Grade:</b> Cultures of North America (Unit 1): Students expand their understandings of diverse cultures by looking at how cultures unify and divide peoples.					
Biography (Unit 2): Students study how notable Americans shape history using diverse non-fiction reading.					
Geography of North America (Unit 3): Students learn how the attributes of geography, weather and climate, cities and landmarks, resources and industry, ethnicity and cultures help define regions within the United States and make them desirable places to live.					
<b>Fourth Grade:</b> Washington Earliest Times (Unit 1): Students learn Washington’s physical geography in general and the relationship between Native American nations and their environments (pre-1700).					
Exploration of Washington (Unit 2): Students examine the impact of exploration on Washington’s environment, economy, settlement and the Indigenous people.					
Washington Today (Unit 3): Students study the various industries in Washington, their dependency on geography, and the role the different levels of government play in policy and decision making.					
<b>Fifth Grade:</b> US First People, Encounter and Colonization (Unit 1): Students investigate the reasons Europeans first came to North America, their impact on the Indigenous people, and how the development of trade affected the land and people.					
US Revolution (Unit 2): Students study history, government, and economic concepts as they respond to England levying taxes on a wide range of goods and sending troops to America to keep order.					
US Constitution (Unit 3): Students explore government by looking at the historical roots of democracy in the United States through the Compelling Question, “How is our government of the people, by the people and for the people?”					

**Secondary:** The current secondary social studies curriculum dates to the fall of 2014. Our curriculum was scheduled for review and new material selection in 2021-22. The selection process was put on hold due to budgetary constraints. It is recognized that our current materials do not provide consistent access to the diverse perspectives on history, the economy and society to which we aspire, therefore our curriculum is frequently supplemented by teachers to accomplish learning from diverse perspectives as described in Ends, Executive Limitations and the state standards. To learn more our curriculum see the Social Studies web pages for [Middle](#) and [High](#) School or the linked scope and sequence documents below.

Secondary courses integrate all 5 themes in E2.3-2.4. Below are notes on some key learning outcomes for each area by course.

SP = Social Patterns, G= Geography, GR = Government and World Religion, EC = Economics, H = History

	<b>SP</b>	<b>G</b>	<b>GR</b>	<b>EC</b>	<b>H</b>
6th grade: Ancient History ( <a href="#">link to Scope and Sequence</a> )	Interactions between societies, roots of civic involvement	Use of maps, world regions, movement	Forms of government	Production to consumption, supply and demand, money, taxation	Chronology, rise of civilization, primary sources
7th grade: Medieval History ( <a href="#">link to Scope and Sequence</a> )	Cultures and cultural groups	Human spatial patterns, Cultural diffusion	Comparative World Religions, Foreign Policy	Development of trade, modern economy	Rise of modern society
7th grade: Washington State History ( <a href="#">link to Scope and Sequence</a> )	Impact of technology	Use of maps to understand issue or event	Tribal treaties, state constitution	Production to consumption in Washington	Analyze from different cultural perspectives, themes and development
8th grade: United States Through Industrialism ( <a href="#">link to Scope and Sequence</a> )	Analyze position (rights v common good)	Geographic context of global issues	Function and organization of US government, laws	Economic issues and problems all societies face	Multiple perspectives, roots of current events
9 <sup>th</sup> -10 <sup>th</sup> grade: World History* ( <a href="#">link to Scope and Sequences 1,2,3</a> as revised during 2021-22 for 2022-23)	World cultures	Concept of location, region, movement and culture	Function of political systems and effects on individuals and societies, world cultures (including religion)	Analyze economic decision-making	Evaluate how history shapes present, evidence & multiple view points
11th grade: United States History ( <a href="#">link to Scope and Sequence</a> )	Civil Rights	Expansion in the US	Development of contemporary America	Colonization, imperialism, depression and New Deal	Research and critical analysis, evidence and support of multiple sources and texts
12 <sup>th</sup> grade**: Civics ( <a href="#">link to Scope and Sequence</a> )	Liberties, Rights, Civic involvement		Branches of government		Analyze positions and consequences of positions on an issue or event

\*During the 2021-22 school year the World History adoption team was initiated. Before being suspended, the team adjusted the scope and sequence to guide material selection. This new scope and sequence is being used to guide use of current adopted and supplemental materials.

\*\* During 2021-22, SHS taught Civics primarily in 9<sup>th</sup> grade. SHS is currently transitioning to teaching Civics in 12<sup>th</sup> grade.

**Additional Evidence:**

ISD offers Honors, AP and IB advanced courses for High School Social Studies. Patterns of participation follow a similar pattern to those observed in the ELA advanced courses described above. Please see the *E2.3-2.4 Soc St* tab of the [Additional Data for Ends 2](#) workbook for more information.

In addition, ISD offers a range of interest based social studies course as described in the High School [Course Guides](#), allowing students to pursue college, career and personal interests. Some of these courses provide the opportunity to attain additional college credits.

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**2.5 Students will understand and appreciate the basic concepts of fine, visual and performing arts;****Interpretation:**

I interpret 2.5 to mean:

- a. each student will demonstrate an understanding of the four artistic processes (creating, performing/presenting/producing, responding, and connecting) described in state art standards as applied to fine, visual and performing arts, and
- b. students will engage in personal expression through art in a manner that reflects individual choice and identity.

**Rationale:** ISD provides art courses and lessons at all levels. State standards guide art education so that students understand, practice and create art as a means of expression.

**Evidence*****ISD Arts requirement and electives.***

Starting in 6<sup>th</sup> grade students may select from a broad range of arts courses. 4 semesters of fine arts or a personal pathway are required for graduation. The personal pathway options include Career and Technical education that may provide a student an opportunity to explore or pursue career interests. [HS Course Guides](#) describe Arts offerings at each school.

With a robust music program, and the 7-period day in high school, many students far exceed the number of arts credits required for graduation.

Please see the [Additional Data for Ends 2](#) [E2.5 Arts tab] for data on Arts course offerings at the middle and high school levels.

***Elementary Arts.***

ISD students all receive 60 minutes per week of Music Education throughout their elementary years. The Elementary Music curriculum is described on our [Elementary School Learning Page](#) (select the grade level and Music tab).

Additionally, each grade level curriculum includes two, teacher-led visual art lessons designed to expose students to the visual arts and develop visual arts skills.

Under usual circumstances, our elementary school supplement art education through a volunteer-led art docent program. In 2021-22, limits on volunteers due to Covid mitigation measures paused the art docent program. In its place, ISD provided teachers additional resources to supplement art education with an SEL infusion.

Art Lessons K-5, [example: 1<sup>st</sup> Grade](#)

[Art Padlet](#)

[Art Home resources](#)

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**2.6 develop an appreciation of at least one other world culture, which may include the understanding of the basic structure of another world language.**

I interpret 2.6 to mean:

- a. each student will demonstrate knowledge and understanding of another world culture,
- b. students will develop skills for cross-cultural communication and cultural competency.

**Rationale:** Below describes our integration of learning world cultures into the K-12 social studies program as described in course Scope & Sequences. Enrollment data on world language courses provides information on how students are learning the basic structures of another world language.

**Evidence**

**Integration of World Cultures in Social Studies core courses.** As described in E2.3 -2.4 above, world cultures and cultural perspectives are integrated throughout the K-12 social studies learning experience as a central theme and core content. Highlights include:

K-1<sup>st</sup> Grade: Focus on understanding our own cultures and the cultures of those around us.

2<sup>nd</sup>-5<sup>th</sup> grade: Understanding the cultures represented in our community, state and country.

6<sup>th</sup>-7<sup>th</sup>, 9<sup>th</sup>-10<sup>th</sup> grades: Understanding the development of cultures and cultural groups.

8<sup>th</sup> & 11<sup>th</sup> grades: Understanding the impact of culture on American society and understanding of American history.

**Integration of diverse cultural and world literature in ELA courses.** ISD has made a concerted effort to increase the representation of world cultures and narratives of people from diverse cultural backgrounds in our elementary classroom libraries, school libraries and ELA text selections including:

- Partnerships with ISF for grants to provide all elementary classrooms diverse classroom library selections with teacher notes for using the diverse literature as mentor texts during focus lessons.
- Use of Title IV funds to select diverse texts to refresh Middle School Reader Workshop novels.
- Establishing proportional representation as an expectation for all future curriculum adoptions, starting with the High School ELA adoption completed in 2020.

**Tribal Sovereignty.** ISD integrate *In Time Immemorial* and additional lessons on first-peoples as indicated above. Highlights include:

2<sup>nd</sup>-5<sup>th</sup> grade: Starting local and building to the national story of First Peoples, students learn about First Peoples and their stewardship of the lands prior to the arrival of colonialists / settlers until modern times.

7<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade, students deepen their understanding of the story of First Peoples and related current events and issues.

**Cultural Competency**

Developing cultural competency in students begins the cultural competency of staff. ISD has provided professional development to develop the cultural competency, annually, each year. Please see our Equity Timeline for more information.

Direct instruction on cultural competency for students is integrated into Social Emotional Learning, Advisory / Homeroom and special programs. Examples include lessons on micro-aggressions, addressing use of the N-word.

ISD continues to integrate a 2-week diversity unit in the fall of 9<sup>th</sup> grade World History. This unit provides a framework for learning about issues related to race, socio-economic and gender diversity and issues throughout high school social studies courses.

Additional information on Cultural Competency is explored in EL-16 monitoring.

**World Language.** Two-years of a world language is a graduation requirement for ISD and common college entrance requirement. Students may choose a personal pathway including Career and Technical Education courses in lieu of studying a world language. Students may also opt to take a world language proficiency test for credit meeting to receive the seal of biliteracy to meet the World Language requirement. ISD also provides opportunities for students to extend beyond two-years of study which may meet the college graduation requirement. Enrollments in High School World Language courses in 2021-22 is summarized below. High-school credit bearing Spanish 1 is offered in the middle schools as well, not included in this summary.

<b>HS Enrollments</b>		<b>2021-22</b>
ASL	Year 1	105
	Year 2	62
	Year 3	52
Chinese	Year 1	60
	Year 2	66
	Year 3	20
	Year 4	13
French	Year 1	207
	Year 2	175
	Year 3	99
	Year 4 or IB	15
Japanese	Year 1	255
	Year 2	138
	Year 3	74
	Year 4 or IB	68
Spanish	Year 1	569*
	Year 2	938
	Year 3	612
	Year 4 or IB	169

Please see the [Additional Data for Ends 2](#) Workbook [E2.6, Cult-Language tab] for more data on World Language enrollment.

Board approval: