



OE-14 Instructional Program
Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2023-2024 – November 14, 2024

The Board believes that the District should provide students with challenging and engaging opportunities for educational exploration, acceleration and remediation. The educational program should provide instructors with opportunities for differentiation and should be relevant to a broad range of students.

The Superintendent certifies that the District is in compliance with OE-14 with no exceptions.

The Superintendent shall maintain a management system that ensures challenging and relevant opportunities for all students to achieve at levels defined in the Board’s Results policies.

General Interpretation:

I interpret this policy to mean that I will put in place an effective management system and structure that ensures our district and school leaders provide the course offerings, research behind program decisions, materials to support curriculum and teacher planning, professional development, and data to support student learning. Data to support student learning is included in monitoring of Results. In addition, I will foster and cultivate a culture of continuous learning that monitors student progress and identifies opportunities to adjust course or deliver on additional resources.

Evidence:

Reporting on OE-14 is lengthy and provides many exemplars of the work that occurred in 2023-24 to maintain and grow our instructional programs. Themes illustrated in the evidence include the following.

Strengths:

The district is building on an established strong foundation in academic programs:

- The district has sustained a focus on Inclusion and Culturally Responsive education for 10+ years
- The district offers a broad selection of rigorous core and elective high school courses, supported by the 7-period day, and multiple options for accelerated learning in middle school
- The district offers a breadth of Career and Technical Education (CTE) courses
- The district is currently strengthening Tier 1 instruction through the selection (2023-24) and implementation (2024-25) of new elementary literacy and middle school math curricula
- The district monitored and improved academic interventions, recently through integration of evidence-based intervention materials in early literacy, K-8 math, Algebra 1, and 6-8 reading
- The district’s *Multilingual Learner* program had the 2nd best rate of growth in Washington for the 2023-24 school year as measured by the WIDA Access language development assessment

Focus:

The district is committed to the ongoing continuous improvement cycle for the development of the academic program. The following focus for improvements in our instructional programs center on reducing disproportionate outcomes:

- Integration of the CAST’s Universal Design for Learning (UDL) guidelines to ensure implementation

- of inclusive and culturally responsive teaching and learning in every classroom
- Deepening implementation of Integrated Multi-Tiered Systems of Support (MTSS) with a relentless attention to the outcome gaps of our students with disabilities and our BIPOC focus group; 4 federal race groups with predictable outcome gaps (students who identify as Native American, Black / African American, Hispanic / Latino, or Pacific Islander)
- Increase inclusionary practices so neurodiverse students learn alongside their peers
- Increase investment and articulation of opportunities for students interested in pathway options beyond direct enrollment in 4-year colleges
- Investment in new secondary social studies curriculum that increases diverse representation

Strategic Plan Focus: Priority Area 2: Academic Opportunities

During the 2022-23 school year, district leaders developed a three-year strategic plan that included an academic focus on three milestones. Progress data from 2023-24 for each milestone are presented in the Results 1 and 2 monitoring reports on the following metrics:

1. Achievement of 3rd Grade Reading Foundational Skills – the standards that describe a student’s ability to fluently access grade level text. ([AECF Research Paper](#))
2. Successful Completion of Algebra 1. Data suggests that the two most prominent barriers to graduation are credit accrual and meeting the Math Requirement. Successful completion on the first attempt of Algebra 1 removes the first and largest barrier to meeting the math graduation requirement and opens multiple pathway opportunities.
3. On-track to graduate in 9th grade ([NCS Research](#)) as determined by earning all attempted credits, addressing the most prominent barrier to graduation, credit accrual.

During the 2023-24 school year, the following actions were taken in the strategic plan Priority Area 2, Academic Opportunities:

- Initial implementation of UDL for Inclusive and Culturally Responsive Education strategies in all classrooms. ([Research Evidence](#))
 - Leadership training for school leaders
 - Development and delivery (summer 2024) of the *Ignite* summer institute designed to develop teacher leaders and lab classrooms in every school
 - Integration of UDL in professional development, curriculum selection, course development, leadership collaboration, and district committees
- Design and implement academic interventions for reading and math at each grade level. research-based Guidance: [AIR](#), [MTSS4Success](#))
 - Continued development of Early Literacy interventions
 - Expansion of new structured math intervention in all K-5 Title programs
 - Selection of middle school math with integrated MTSS interventions
 - Pilot of Intensified Algebra
 - Continued collaboration for alignment of resources for middle school Study Skills courses to integrate evidence-based interventions
- Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps.
 - Adoption of World History and Northwest History using a newly developed Equity Framework for Curriculum Adoptions that ensures diverse representation and culturally sustaining approaches to new curriculum
 - Representation was a criterion in the selection of the K-5 Comprehensive Literacy adoption
 - Conducted the second annual audit of course selection of 6th grade math courses.

- During this audit, 130 families were contacted about their student’s math selection. Though families still made the final decision of math courses, the personal contact communicated the invitation to students in historically underrepresented groups in advanced middle school math courses to consider registering for an advanced math course based on the data that indicated readiness. This process had the potential to reach proportional representation among students meeting standard in 5th grade. Data resulting from this process over the last two years will be described in the monitoring of Results 2

The Superintendent will:

14.1 Ensure that instructional programs are based on a comprehensive and objective review of best instructional practices research.

Interpretation:

I interpret this to mean that our district and schools identify and promote the implementation of curriculum, supplemental materials and instructional practices based on research and evidence. Further, I interpret a comprehensive and objective review of best instructional practices research to mean that our process and procedures provide for effective analysis of instructional practices and subsequent calibration training for successful implementation.

Evidence:

To ensure that instructional materials are aligned with current research, each adoption team reviews relevant research and creates selection criteria aligned to the research and standards. Each curriculum being considered is scored using the selection criteria, then finalist materials are field tested in the classroom before the team selects materials to recommend for adoption. Standards and sources of research for adoption of instructional materials includes the following:

- The [ISD High Leverage Practices](#)
- Instructional Frameworks: [Danielson Teachers Framework](#), [CAST Universal Design for Learning Guidelines](#).
- [Washington State Learning Standards](#), published by OSPI which informs district core learning outcomes.
- Intervention materials and instructional approaches for MTSS are informed by the following:
 - [Menu of Best Practices & Strategies](#), published by OSPI
 - National Center on Intensive Interventions [National Center on Intensive Interventions](#) and [i-MTSS Research Network](#) <https://mtss.org/https://mtss.org/>provide access to provide access to databases of evidence-based interventions and guidance on research-based approaches to intervention programs and [i-MTSS Research Network](#) provide access to databases of evidence-based interventions and guidance on research-based approaches to intervention programs.
 - Washington [AIMS](#), University of Washington Goodlad Institute for Educational Renewal provides leadership training on the implementation of MTSS
- Professional organizations and professional practice standards for specific content areas. Examples include [C3 Framework](#) (Social Studies), [ACTFL](#) (World Language), [CASEL](#) (Social Emotional Learning).

Regulation [2020](#), [2020P](#) guides the process for adopting district curriculum. During the 2023-24 school year, this process was followed to adopt the following curricula:

- World History 9th grade

- K-5 Comprehensive Literacy
- Middle School Math
- 6th grade FLASH
- Various AP / IB course curricula
- Initiated in 2023-24 and completion expected in 2024-25:
 - Ancient and Medieval History for 6th grade
 - Northwest History and Geography for 7th grade

Additional training to increase the quality of implementation of curriculum included the following:

- State Learning Improvement Days:
 - New Student Growth Goals training – 3-hour session on new framework for setting and reporting student growth goals as a component of the teacher evaluation process
 - Session with Dr. Adeyemi Stenbridge on the Culturally Responsive Pedagogy mental model
 - Middle School Training on the Social Institute Digital Citizenship curriculum
 - Structured collaboration on curriculum, grading and instruction
 - Required technology integration (infused with Universal Design for Learning)
 - Training on social-emotional screening, SAEBRs
 - Trainings on courageous conversations, the DEI Frameworks, WIDA (strategies for serving multilingual learners, LGBTQ+IA inclusion)
- LETRS (Language Essentials for Teachers of Reading and Spelling) – the district continues to support teachers through this intensive 2-course training. Nearly 120 teachers completed one LETRS course in the summer of 2024.
- School-based Math and Reading training to support Elementary School Improvement plans.
- i-Ready assessment and tools for instruction training
- Paraprofessionals continue to be trained in the Foundational Course of Study (FCS) required for new paraprofessionals. New training offered in 2023-2024 included Youth Mental Health First Aid, CCS Book Studies, Using the Ladder of Independence, Evidence Based Practices in Promoting Positive Student Behavior, Speaking Up/LGBTQIA+, and Special Education Subject Matter Certificate Training.
- New hire professional development series for new-to-profession certificated staff.

14.2 Align curriculum and the base instruction with academic standards that meet or exceed state standards.

Interpretation:

I interpret this to mean that our District uses Washington State Learning Standards developed by the Office of Superintendent of Public Instruction (OSPI) to provide a foundation for our curriculum and assessment. I further interpret this to mean that we strive to enrich learning beyond these standards for instruction.

Evidence:

During the adoption process for new instructional materials, selection criteria include an assessment of alignment to Washington State Learning standards and current research as described above. Materials not in alignment with standards cannot be considered for adoption. [Link to the Adoption Cycle / Curriculum Selection web page.](#)

Professional standards are also used for selecting materials. Professional standards emphasize relevance and application of learning, similar to the statements found in the Board's **Results**. For example:

- The [C3 Framework](#) calls for social studies to help students understand “the complex and multifaceted world they inhabit” and to prepare “students for the responsibilities of citizenship”.
- The [NGSS](#): Next Generation Science Standards was adopted as both academic standards and a professional standards framework. It calls for not only a standard of knowledge and skill, but also to emphasize scientific and engineering practices that “extend what is meant by *inquiry* in science and the range of cognitive, social and physical practices that it requires.”

14.3 Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.

Interpretation:

I interpret this to mean that students can choose and participate in classes and activities in areas of interest so that they may develop their personal passion.

Evidence:

Opportunities are offered at each level for students to participate in activities and coursework that allow for student choice, the opportunity to try new things, and to develop their known and new passions. Additionally, the growing development of UDL and Culturally Responsive Education approaches increases the development of talents and interests throughout our curriculum by:

- Embracing student variability and using an asset or strengths-based approach to designing learning
- Increasing saliency of lessons by making deep connections to students' current lives and future opportunities
- Allowing students to vary or choose the ways they engage with concepts or express their learning
- Varying or allowing for choice in the types of learning experiences or student groupings.
- Engaging in student goal setting

Elementary school

All elementary school students participate in music, library, and physical education. Other school activities at the elementary level may include safety patrol, choir, STEM/science club and/or reading club. In the 2024-25 school year opportunities for student-initiated groups based on interests will be added.

Choice programs at the elementary level include Science Tech and Dual Language. There were no students on the waitlist for the Dual Language program. Students can test into the Highly Capable programs of Special Approach to Gifted Education (SAGE) and Mind Education Right Left Integration (MERLIN).

Elementary curricula are designed to allow students authentic exploration of content to foster interest and curiosity and provide space for student voice. Examples include:

- Students self-select much of their independent reading material
- Students self-select writing topics within a genre
- During social studies, students have choice in specific topics within a unit, for example during a culture unit, students can select a culture to research and report on, and in a government unit, students select an issue to study to understand the laws, roles and personal responsibilities related to the issue
- During science, every unit introduces a scientist or engineer role. During the unit students take on the role to “try on” the career path as they learn the science and application of the scientific principles

Middle school

Middle school students have an elective period to explore interests, talents, and passions. Building administrators periodically solicit student interest to inform the development of the course offerings. To expand student choice opportunities in smaller middle schools, building administrators use a two-year cycle, for example offering sculpture one year and visual art the next, allowing for students to take both. In addition to student choice, practical matters such as mandated electives, physical building constraints and the endorsements of teachers align to set the conditions for the electives that are eventually in place for any school year.

Examples of middle school electives include:

- Visual and performing arts such as music, drama, sculpture, arts and crafts, photography, 3D art, and visual arts
- CTE courses such as automation and robotics, coding, design modeling, Project Lead the Way classes of real-world application, and STEM sampler classes where students explore a variety of STEM activities
- Unique and innovative classes that occur in some middle schools include courses such as: TWIG (Totally Wicked Integrated Geography), zoology, speech and debate, WAVE leadership, yearbook, cooking, and woodshop

Co-curricular activities included athletics and activities. In middle school, students can join or start a new club, participate in a class that has co-curricular components (band, orchestra, theater, choir) and play a sport.

High school

The comprehensive high schools each have course guides that communicate a variety of courses, both in core content and electives that support student choice and offer opportunities to explore new and unique classes. Elective courses are available in course guides:

[High School Course Guides](#)

Co-curricular activities included athletics and activities. In high school, students can join or start a new club, participate a class that has co-curricular components (e.g. band, orchestra, theater, Sales and Marketing, Sports Med, etc.), play a sport, or connect to community service opportunities through the college and career center.

In 2023-24, all three comprehensive high schools offered flex time. This time allowed students to seek academic support and/or enrichment. All comprehensive high schools offered individualization in the acquisition of credits through choice.

Gibson Ek High School offers a project-based learning model where internships and mentorships provide students with opportunities to work with an adult mentor whose career matches or touches on their interests and aspirations. During 2023-24, we continued to grow new internship opportunities, bringing in over 25 new community partners. These opportunities are a core element of how Gibson Ek helps students partner with experts to develop student's specialized talents. A few examples are below:

- One student observed and assisted with surgeries as an intern at a veterinary clinic. She is planning to pursue veterinary medicine in college next year. Through her work promoting arts events to students through video and social media during her TeenTix internship, a sophomore was named Seattle's Outstanding Youth Theatre Advocate at the city's Gregory Awards (theater). As a junior she became Seattle Repertory Theatre's first teen marketing intern.
- A senior and a junior with an ongoing interest in sustainability interned together with the City of Issaquah's new Urban Forestry team. Requesting to deepen their understanding through

authentic field work, the pair measured and documented heritage trees around town and mapped invasive species within park quadrants, providing crucial data for the city. The senior is now pursuing an Environmental Science degree at Western Washington University

Gibson Ek was nominated every year since 2022 and in 2023-24 by both Big Picture Learning and Master Transcript Consortium to [The Canopy Project's national database](#) of 'innovative learning environments" and serves as a paradigm in Washington state for reimagining learning, highlighted as a model school for the new graduation pathway options as well as a new Innovative Learning Pilot program.

Running Start offers another opportunity for students to select into available courses that are of interest and earn college credit. In the 2023-24 senior exit survey, one of the reasons for participating in Running Start was access to electives not offered in their home high schools. In June of 2023, 825 students were registered for a Running Start class. While most students attend Running Start at Bellevue College (773 students), opportunities also exist at Renton Technical (19 students), Green River College (4 students), Lake Washington Technical (2 students) and Central Washington University (27 students).

The Academy for Community Transition (ACT) honors student agency by supporting every student's post-secondary goal relating to adult-living and economic self-sufficiency per their IEP Transition Plan and High School and Beyond Plan. This year, due to a 9th Circuit Court decision, ACT now serves students until their 22nd birthday. ACT staff continuously work to help all students reach their post-secondary goals. To help students gain work experience and explore interests, ACT students participate in on-campus and/or off-campus internships. Internships included Fortunato Chocolate, The Sammamish Animal Sanctuary, Holly Street's ECE campus, the Admin Mailroom, The Garage and Coal Creek YMCA. ACT students' technology skills have also been enhanced by the adoption of 1:1 laptops. These meaningful learning opportunities aim to unlock students' strengths and passions and increase their sense of belonging and thriving in their community.

CTE provides opportunities for students to explore courses that prepare them to be career and college ready by providing core academic skills, employability skills and technical, job specific skills. Each course integrates academics with rigorous and relevant curriculum in one of 14 Career Clusters. Additional course offerings allow students to expand their knowledge in some of these [Career Clusters](#). In 2023-24, CTE added opportunities for students to explore applied mathematics options through the following entirely new to district course:

Course Title	School	Student Enrollment
Applied Algebra 1	Skyline High	44
Photography 4	Issaquah High	1

CTE internships, called Work Site Learning, give students the opportunity to work at an internship site for high school CTE credit and must be connected to a CTE course related to the job or internship. Students may earn 1.0 high school credits for each 360 work hours accumulated and verified. Ninety-five (95) District students participated in Washington Network for Innovative Careers (WANIC) courses, reflecting access to 13 academic school year preparatory and approximately 26 exploratory summer CTE courses. The summer courses allowed students to explore many CTE options which integrate academics and rigorous curriculum. These courses provide students opportunity to study the subject for 3 hours each day (3.0 high school credits) and complete the course with college credit and/or an industry recognized credential in the field.

14.4 Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.

Interpretation:

I interpret this to mean that our District utilizes Universal Design for Learning (UDL) to support the diversity and variability of all learners. Multi-Tiered Systems of Support (MTSS) provides a framework and system to support UDL. The district will provide professional development to support the implementation of MTSS and provide resources to support Tier 1 and universally designed instruction for all students, strategies, and interventions to support Tier 2 and Tier 3 learning needs.

Evidence:

In support of meeting various student needs, an Equity Framework for Supplemental Curriculum or Non-Adopted materials was created and shared with building administrators and certificated staff. Using instructional resources and materials that are free from bias, that promote inclusion and belonging, and that respectfully portray differing racial groups, cultural traditions, religion, gender, and sexual identity, as well as family identity, create learning environments that are safe, welcoming, and representative of our students. This document acts as an additional guide for educators when using their professional judgement to select supplemental resources and materials. [Equity Framework for Supplemental Curriculum](#). In 2023-24, the district added an [Equity Framework for Curriculum Adoptions](#) to ensure a similar lens is applied to the adoption of all curricular material moving forward.

The district supports and promotes the use of technology to reduce barriers to learning and ensure accessibility. Examples of support for assistive technology and accessibility tools used in district classrooms to plan for learner variability include the following:

- Integration of Microsoft 365
 - Immersive Reader
 - PowerPoint Translate and Subtitles
 - Speech to Text
 - Text translation
- Learning Ally (audio books, human read with visual cuing)
- Canvas LMS
 - Mastery Paths for personalized learning
 - New quizzes that allow for greater accommodation
 - Section / Groups allow staff to create sections for differentiation and inclusion
- Core digital tools (options for students to engage in and express learning)
 - Ex: partnership with ISF for Gizmos science tool
 - Ex: Canva – tool for design thinking and visualization, templates available for scaffolding for students
- Digital curriculum with now assessed for accessibility tools and variability of representation (use of animations, modeling, etc.)
- Adaptive assessments for identification of pre-requisite skill gaps and adaptive relearning
 - Ex: Read & Write – a tool that can be allocated to students who need additional support with everyday tasks such as reading text out loud, defining words, word prediction, spelling, composition
- AI Toolkit for teachers – work in progress, for students – coming in 2024-25
- Additional assistive technology and accessibility tool resources and staffing per 504 and IEP needs.

Use of accessibility tools is integrated into district training and support including:

- District Tech series PD
- Ignite: integrating technology, inclusion and Universal Design for Learning. Professional development, lab classrooms and building leadership capacity

- Canvas 101 course for teachers
- Canvas 101 for students / caregivers
- Book studies
- Curriculum implementation training
- Coaching and consultation with instructional technology specialists embedded in schools

The district continues to support and promote Tier 1 instructional practices and materials that address the different learning styles and needs of students of various backgrounds and abilities. Examples of ongoing professional development that illustrate differentiation include the following:

All levels -UDL as the framework for inclusionary practices

Annual training in cultural competency and inclusionary practices to increase capacity of staff to differentiate for diverse interests and needs. In 2023-24 training included:

- District-wide training (see 14.1 above)
- Integration of Tier 1 practices to address the needs of students with social-emotional barriers to learning, ensuring access to learning for students of differing needs and abilities to self-regulate, including common behavior expectations, common language, and evidence-based interventions such as “Check In – Check Out”
- Professional Development with a focus on inclusive practices continues to be delivered to special education staff within monthly PLC (Professional Learning Community) meetings.
- During the 2023-2024 school year the Special Services Department continued to expand inclusive practices and the continuum of special education services across all levels to include increased delivery of specially designed instruction in success blocks at the Elementary level and initial implementation of inclusion facilitation and teaming/consult models at the Secondary level.
- Feedback from building staff and those participating in offered training to expand on successful programs and to narrow the focus of training in the Tiered Teams level. Examination of behavioral and academic data at the building level resulted in the creation of the Integrated MTSS Specialist position at three high need schools, specific rather than arching professional development in Tiered Teams training and expanding the use of academic screeners at the middle school level
- Training was provided for tiered teams on the use of data-based decision making to inform intervention matching to better meet the individual needs of students
- Use of Learning Ally, to provide audio-text novels to students with reading difficulties. 2023-24 usage data indicated (not including summer reading):
 - 7,540 students were given access to Learning Ally
 - 963 students actively used Learning Ally
 - Those students read 247,106 pages of text through Learning Ally
- Program support by Multilingual Learner certificated specialists and Title/LAP specialists. Ongoing training of specialists increases their capacity to apply current research-based to their program supports and to provide consultation services to the classroom teacher on how to support students in core instruction

Elementary school

- Elementary teachers experienced a series of training centered on UDL in the 2023-2024 school year. Session themes included Planning with a UDL Mindset, Assessment with a UDL Mindset, and UDL and Literacy.

Middle school

- Inclusive behavior support programs were developed and implemented at Issaquah Middle School and Issaquah High Schools with a focus on reengagement and emotional and

behavioral regulation.

- Read 180 reading intervention for students in grades 6-8 was implemented at all 6 middle schools. Students are identified for Read 180 based on academic, iReady and SBA scores in literacy. Throughout the 2023-24 school year 66 6th grade students, 60 7th grade students and 67 8th grade students were enrolled in Read 180.
- Study Skills as an intervention class is also taught at each middle school. Study Skills focuses on Executive Functioning Skills, Social Emotional Learning and improving literacy skills for students that are identified as needing extra academic support but not as intensive as Read 180.

High school

- Secondary readers and writers' workshop and high school book clubs to incorporate choice in reading and writing instruction at the secondary level.
- Gibson Ek continues to pursue a full-inclusion model for all students who receive special education services, including consistent co-teaching and teaming practices.
- During the 2023-24 school year, *Intensified Algebra* was piloted in two classrooms, one at Liberty High school and one at Issaquah High school. This course provides a 2-period block intervention that enables students with math skill gaps to re-build math skills and complete the Algebra 1 course. Intensified Algebra is offered as one of several models for students to take Algebra 1, which also includes Applied Algebra, Algebra with a math lab support class, or the traditional Algebra course.

Results:

At the end of the year, 75% of these students earned Algebra 1 credit.

In comparison, the previous approach with students with similar data was to provide 1 year of pre-algebra and 1 year of Algebra. In that model, approximately 25% of students successfully earned Algebra 1 credit over the two-year period.

Further learning: We also noted that there were students who successfully earned Algebra 1 credit using the math lab support class. In debriefing experiences with both intervention models, we have begun to build a greater understanding of how each model addresses various root causes of lagging math skills, allowing us to more precisely make course recommendations to students. Those recommendations influenced the course guide descriptions provided to students and caregivers as they choose which algebra 1 model best fits their students' learning needs.

- At Echo Glen School, Tier 1 interventions were established and monitored during the 2023-24 school year. This includes school-wide expectations (developed, posted and reviewed with students throughout the school year), Check-In/Check-Out system for all students (behavior data entered into SWIS database), MTSS Tier 1 team meeting monthly and reviewing student data, robust orientation process for all students, academic testing for all students upon arrival and at transition, student recognition system, student council, restorative practices to support student behavior.

14.5 Encourage new and innovative programs based on research, carefully monitoring and evaluating the effectiveness of all such programs.

Interpretation:

I interpret this to mean the district is staying at the cutting edge of promising practices and evidence or research-based programs that support universally designed, culturally responsive and trauma informed

instructional practices, and that there are processes that allow for review of such programs in the context of our district.

Evidence:

Promising practices and initial implementation data is reviewed through Cabinet, Academic Cabinet, departmental, and teacher leader meetings to collaborate on effectiveness of program and to determine next steps. These teams use data to inform decisions to expand, maintain or sunset programs as appropriate.

Transition to Kindergarten

Transition to Kindergarten continued to serve Pre-K aged children during the 2023-24 school year at three sites (Clark, Discovery, and Newcastle). The legislatively established program serves students who have been identified through a screening process to be in need of additional preparation for kindergarten. [OSPI](#) published data in February 2023, showing that “Transition to Kindergarten is an effective strategy for closing opportunity gaps.” Within the district, data indicates that students participating in Transition to Kindergarten show growth across all areas and are measurably more ready to enter kindergarten.

TS Gold Assessment 2023-24 N=42	Fall # of students who scored at accomplished level	Winter # of students who scored at accomplished level	Spring # of students who scored at accomplished level
Social Emotional Score	5 (12%)	36 (82%)	41 (98%)
Physical Score	19 (45%)	41 (93%)	40 (95%)
Language Score	17 (40%)	37 (84%)	39 (93%)
Cognitive Score	9 (21%)	42 (95%)	41 (98%)
Literacy Score	24 (57%)	42 (95%)	42 (100%)
Mathematics Score	17 (40%)	38 (86%)	40 (95%)

**Note that totals vary for each column and row as students move out of district and new students move into the program throughout the year. The “n” size reflects the total number of students that participated in the study.*

In support of trauma informed practices, the district trained staff in the crisis intervention tool of Safety Care. The second year of implementation resulted in another 50% decrease in instances where physical intervention was considered necessary by district staff.

Elementary intervention programs were carefully monitored using student achievement data and teacher feedback. During the 2023-24 school year, this resulted in the following actions:

- Really Great Reading interventions: Teaching and Learning Services (TLS) expanded the use of Really Great Reading curriculum for 1st and 2nd grade students as a Tier 1 instruction program. 1st and/or 2nd grade teams at all 16 schools participated.
- Bridges Math intervention: after piloting in 2022-23, all Title schools implemented the Bridges math intervention curriculum in the 2023-24 school year.
- To create the foundation for future interventions, TLS worked with principals in the spring to build block schedules that allow for consistent instructional time across grade levels in reading and math. This system-wide change will support classroom-based interventions and inclusion services.

Spotlight on Secondary Innovation:

Issaquah Microschool launched in spring 2024 as a pilot program and, after receiving grant funding in summer 2024, officially opened as a startup for the 2024-2025 school year. The microschool offers students a unique learning environment that is project-based, interdisciplinary, and deeply connected to the community. This innovative program places students at the center of their learning, prioritizing engagement through high-interest projects and fostering growth aligned with their personal goals and ability to impact the community. By blending academic rigor with real-world connections in an engaging learning environment, Issaquah Microschool has the potential to significantly enhance student learning experiences now and in the future.

14.6 Ensure that all instructional programs, including both content and practice, are uniformly implemented, regularly monitored, and modified as necessary to assure continuing effectiveness.

Interpretation:

I interpret this to mean that our district is a learning organization and balances professional judgement of teachers with accountability to a common course scope and sequence, which includes student outcomes. The district will have a core curriculum and assessment program that is consistently implemented within defined parameters and aligned to student learning outcomes. Revisions to scope and sequence occur on a regular schedule.

Evidence:

A Scope and Sequence is developed for each district course. This guiding document is maintained and adjusted by Teaching and Learning Services staff in collaboration with school instructional leaders. The district implements district and state assessments to monitor core learning outcomes. Homework and grading practices, as further described in EL-12 monitoring, provide additional opportunity for calibration of implementation of core curriculum and assessment of learning outcomes. The district has refined the Scope and Sequence template to explicitly identify the Essential Learnings (Big ideas of a course) that are supported in teacher materials, and to identify Common Learning Experiences, also described in pacing guides and teacher materials, to support core outcomes and structures that should be consistent across classes.

Examples of actions taken in the 2023-24 school year to develop and maintain common course scope and sequences and/or district assessments included the following:

Elementary Scope & Sequence / Assessment Revisions

- The Elementary Literacy Adoption team selected Benchmark Literacy and developed a new Scope & Sequence and pacing guide for elementary teachers.
- Guidance for planning for the 2024-25 school year included required block scheduling district wide to ensure core instruction would be coordinated with targeted intervention at all schools.

Middle School Scope & Sequence / Assessment Revisions

- Continued professional development on the use of benchmark / screener assessments (i-Ready) and use of assessment data for instruction and intervention matching
- Implementation of the Middle School Math Paths
- Adoption of new MS Math materials and development of new scope and sequence and classroom-based interventions for all MS Math courses
- Revision of the [6th grade ELA](#) (English Language Arts) scope and sequence to create capacity to deliver tiered supports

- Middle School [Second Step](#) social skills Scope & Sequence established

High School Scope & Sequence Revisions / Assessment Revisions

- Pilot for the [Intensified Algebra](#) course
- Selection of new World History curriculum, development of a new district scope and sequence with resources allocated to engage in ongoing co-design of the course through the first year(s) of implementation
- Revision of the practices in the selection of advanced course offerings to ensure consistency of implementation with program specifications (AP, IB, College in the High School)

Teaching & Learning Services leaders facilitate secondary department leader meetings monthly to identify curriculum, instruction and resource issues and collaboratively develop solutions and clarify teacher guidance for courses.

Instructional programs are monitored and modified as needed in response to adoptions and feedback. An additional layer of attention to the delivery of content at the building level is the work beginning in 2023-24 with building administrators is to embed questions about teacher alignment to the pacing guide and scope and sequence documents in regularly scheduled teacher/administrator meetings. Teacher leader meetings allow another opportunity to connect about how content is delivered at and across school buildings. This teacher feedback is essential to inform the decisions and guidance from the Teaching and Learning Department.

14.7 Select textbooks and instructional materials that advance the achievement of the Board’s Results policies and that achieve consistency and articulation of the curriculum by course and program.

Interpretation:

I interpret this to mean that our district has a documented and transparent approach to the adoption of curriculum in alignment with high leverage instructional practices that advance the Board’s Ends.

Evidence:

Materials selected for adoption as listed in 14.1, were vetted by the adoption team and Instructional Materials Committee (IMC) to ensure that they were consistent with the Ends. [Link to the Adoption Cycle / Curriculum Selection web page.](#)

For each curriculum adoption (listed in 14.1 above), district leadership provides a charter describing the role of the adoption committee and the conditions the adoption must meet to align with District Ends, Executive Limitations and regulations.

Charters for adoptions in 2023-24:

- [Middle School Math Adoption](#)
- Secondary School Social Studies Adoption: [Northwest History](#), [World History](#)
- Elementary [Comprehensive Literacy Adoption](#)

As shared above in 14.4 above, the Equity Framework for Supplemental Curriculum or Non-Adopted Materials, and the Equity Framework for Curriculum Adoption supports the Board’s Ends policies.

Additional, ongoing team and committee work to ensure alignment of curriculum includes the following:

- Monthly secondary department lead meetings
- Multilingual Learners, Title/LAP parent advisory meetings
- Elementary professional development, curriculum and assessment listening sessions see above.

14.8 Maintain a procedure for reviewing materials and textbooks upon formal request by a parent or other stakeholder.

Interpretation:

I interpret this to mean that our district has a clear process for parents, caregivers and guardians, or other stakeholders, to review curriculum materials.

Evidence:

The district maintains a curriculum library at the district office, available to the public by appointment.

[Regulation 2020](#) and corresponding [procedure 2020P/2020F3](#) provides the process for parents to request re-evaluation of materials (adopted or supplemental).

Year	2020F3 Request for Re-evaluation of Materials Submissions	Resolution
2021-22 – None	NA	NA
2022-23 – 2 submissions	Elementary library book	Material was altered (map revision)
	Middle School library book	Material was retained in the library
2023-24 – None	NA	NA

14.9 Supply adequate core materials necessary for implementation of instructional program.

Interpretation:

I interpret this to mean that the district provides curriculum and supplemental materials to support all students at a reasonable cost.

Evidence:

The district provides curriculum, web-based platforms and subscriptions that support the delivery of instruction to all students.

- District continued the use of Canvas as the secondary learning management system.
- Classlink (6-12) and Clever (K-5) provide a single point access for students to access web-based platforms, digital texts, and subscriptions.
- The district invests in a range of common supplemental digital resources, often with access to a range of instructional materials. The list of digital resources for students is available [here](#).
- Teaching and Learning Services maintains an inventory of adopted materials and allocation of instructional materials to schools. Using enrollment projections materials are ordered annually to ensure each classroom has access to the adopted materials for instruction.
- Instructional materials to meet the needs of all students included the following:
 - Large print and braille editions for students with visual impairments.
 - Support from the Assistive Technology team for students with disabilities requiring accommodations through assistive technology, including the support of digital magnifiers for near and distance viewing, screen readers/magnification software to support the built in

- Microsoft tools.
- Learning Ally was licensed for all schools to provide access to human-read audio text to any student with reading difficulties, regardless of whether the student had a documented disability or not.
- As described in 14.4 above, assistive and adaptive technology resources are provided to ensure accessibility for diverse learners and integrated into training.

14.10 Ensure appropriate and timely input from students, parents, community members, teachers, administrators, and other staff members involved in the instructional program as textbooks are reviewed and selected.

Interpretation:

I interpret this to mean our district has policies and procedures which outline the opportunities for input from students, parents, caregivers, guardians, community members and staff on curriculum and supplemental materials

Evidence:

Regulation 2020 requires a published opportunity for the community to review curriculum materials. The curriculum adoption process includes a team of teacher representatives from schools and department support specialists.

During the adoption process parents and teachers are surveyed to inform the adoption process.

The Instructional Materials Committee (IMC), who reviews materials and the selection process prior to recommendation to the school board, consists of community, parent, and teacher representatives. See [District Regulation 2020P](#).

Public Input and Review

In 2023-24, the district revised the approach to the public review for materials being considered for adoption.

Previous Practice	Change	Application in 2023-24
Public review following the final selection approved by the IMC	Public Review during the 6–8-week field test window	Elementary Literacy Middle School Math World History Social Studies 6 th -7 th grade
Public feedback received after selection has been submitted to the school board	Public feedback received by the selection committee prior to the final selection of materials. Public feedback is a consideration in the selection.	Elementary Literacy: 35 respondents Middle School Math: 23 respondents
Public required to review materials in person at the Administration building.	When possible, materials are available online. Public engagement events are made available when interest is known for interactive engagement with materials and staff.	6 th FLASH (online and live) Elementary Literacy: Regional events Middle School Math: central live review with Q&A

	Presentation made to the Family Partnership Advisory Group, a committee of diverse, involved district caregivers	All presented to Family Partnership Advisory
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Career and Technical Education Frameworks are reviewed, and approved, by Pathway Advisory Committees every five years, on a rotating basis. These committees are comprised of teachers in the cluster or program area under which the course is taught, community members who work in the field and past and present students. Input is received from the advisory members to ensure CTE courses remain relevant to a quickly evolving industry.

14.11 Share with the Board, on an annual basis, data-driven plans for improvement at each school.

Interpretation:

I interpret this to mean that each school in the district develops School Improvement Plans utilizing a variety of sources of quantitative and qualitative data, root cause analysis and in alignment with evidence-based strategies for accelerated learning and opportunity gap closure.

Evidence:

Each Issaquah School District school completes a School Improvement Plan (SIP) in accordance with [Washington Administrative Code 180-16-220](#) and [District Regulation 2005](#). School improvement plans for each school are presented annually to the school board. In the 2023-24 school year, School Improvement plans were presented in feeder pattern groups. Liberty area schools presented 11/2/23, Issaquah area schools presented on 12/6/23, and Skyline area schools presented on 1/17/24. During this School Improvement Plan cycle, school teams engaged in a root cause analysis to inform improvement goals and strategies.

In 2023-24, the [School Improvement Plan public site](#) was revised to be more user friendly to our community.

14.12 Integrate technology into content areas across all grade levels where appropriate.

Interpretation:

I interpret this to mean that technology integration is an expectation for all courses and content areas to enhance learning, prepare students for digital literacy, empower students to manage their learning, and as a developmentally appropriate instructional strategy to meet a diverse range of learning styles.

Evidence:

Much of the approach of integration of technology, including our 1:1 laptop program, is described in OE-15 and the [Educational Technology Plan](#). Highlights from this report relevant to 14.12 include:

- Laptops meeting technical specifications for educational use and hardware were allocated in the first weeks of school and adjusted based on feedback from users
- All classrooms were outfitted with teaching stations that conform to a minimum standard of technology.
- IT support plan was implemented

- Technology training, consultation and coaching was implemented to support teachers and provide resources for teachers to support students in learning how to use and leverage their district laptops.”
- [Tech Integration Expectations](#) were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the ISTE standards and UDL. Expectation development began during the 2022-23 school year for use during technology professional development with broader use expected during the 2023-24 school year. The Digital Learning Experience establishes an overall goal and six expectations for integration of technology across educational settings. The linked tool is used for teachers to reflect on how they can meet the expectation in a way that enhances learning appropriate to their discipline, grade level and context were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the ISTE standards and UDL.

Goal: Teachers create and foster a classroom environment where ALL students can access, engage with, create, and produce using technological tools giving students ownership and agency over their own learning and the opportunity to use technology to engage with the world in meaningful ways.

Six Expectations:

- 1) Teachers will create procedures and expectations that empower student responsibility as they use technology.
- 2) Teachers will leverage technology to support learner variability.
- 3) Teachers will design activities that promote student agency and provide opportunities for students to create artifacts that demonstrate learning.
- 4) Teachers will develop learning activities to teach students to access, analyze, and consume digital information in safe and informed ways.
- 5) Teachers will design and utilize a variety of digital assessments that inform and guide student learning.
- 6) Teachers include collaborative tools in lesson activities to expand students' authentic, real-world learning experiences.

[Click here to learn more about each expectation.](#)

Educational Technology Training

To support the Digital Learning Experience (DLE), the district has developed a range of supports for professional learning and support during implementation at the classroom level. Training for 2023-24 included the following:

- Digital Learning Experience (DLE) Series (all staff participate)
- Ed Tech Responsibility Contract in the IEA [collective bargaining agreement](#) requires application work between trainings as part of the DLE Series
- Instructional Tech Specialists (TOSAs), assigned 1 day per week at each school to provide coaching and consultation; Ed Techs also provide district-wide training and support
- Secondary Ed Tech Leads provide peer leadership and consultation
- Option tech trainings during the summer and school year located throughout the district and on Zoom.
- Asynchronous tech modules in Canvas platform (accountability systems used for staff to access additional compensation for completion of trainings)

Adoption of and training for a high level of technology integration.

Training on the integration of technology centers on the [ISTE standards](#) for [students](#) and [teachers](#), as well as the [guidelines for Universal Design for Learning](#). Together these standards support teachers in their journey to and beyond the core standard for integration in the following ways:

- Provide guidance for teachers based on evidence-based research
- Encourage teachers to learn advanced uses of technology, and to apply advanced uses to teaching and learning in their classrooms
- Encourage shared leadership and collaboration
- Describe advanced levels of student application and use of technology for knowledge construction, design and creative communication
- Provide multiple means of culturally responsive engagement, representation and expression to grow students into expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal directed.
- As described in 14.4 above, assistive and adaptive technology resources are provided to ensure accessibility for diverse learners. Training for staff is integrated into technology training.

14.13 Assure the implementation of the Transitional Bilingual Instruction Program.

Interpretation:

I interpret this to mean that the district will implement a Multilingual Learning program, inclusive of Dual Language learning opportunities, according to state and federal regulations and current research-based professional practices.

Evidence:

Multilingual Learners (ML) in the district access grade-level academic content and English Language Development (ELD) through participation in their general education classrooms. Explicit English language instruction is delivered either individually, in small groups or designated English Language Development classes by teachers who have been specifically trained in the field of second language acquisition and instructional strategies for language learners. World-class Instructional Design and Assessment (WIDA) is a professional organization that provides guidance on professional practices to support Multilingual Learners to learn English through content. To ensure meaningful access to rigorous, grade-level content, English language instruction is delivered throughout the day to ensure access to core content in English using the [WIDA](#) Framework.

[The Multilingual Learner Plan](#), required by the State, details the district's instructional program.

Components of our WIDA-aligned Multilingual program include the following:

- [Screening](#) and [ACCESS language proficiency](#) assessments to identify students needing MLL support and monitor language growth. The intensity of supports are individualized based on the assessments and teacher observations.
- The WIDA program model centers on a functional approach to language development that includes both the development of language (reading, writing, speaking and listening) and the integration of language development with academic content as described in the [WIDA English Language Development Standards](#). Program delivery includes:
 - Dual Language Program
 - Supportive Mainstream: push-in, co-teach, secondary ELD classes

Newcomers program

Highlights below describe the scope of the program and success indicators of the District Multilingual Learner (ML) Program:

- The K-12 ML program served a total of 1416 students with 201 unique home languages. The ML program in 2023-24 included 25 elementary ML teachers, 6 middle school teachers, 5 high school teachers and 1 ML specialist (TOSA)
- Multilingual learners are assessed annually on the WIDA Access assessment
- 392 students (28%) who met the proficiency level exited ML services, as compared to the state average of 5.4%. This is an increase of 3% from the 2022-23 school year
- Exited students continue to perform as well or better than students not identified as ML
- ELA SBA scores 2 years after exiting 84.9% proficient
- Math SBA scores 2 years after exiting 85.2% proficient

Students are considered *long term English Learners (LTELs)* if they qualify for service for more than 5 years, 12.2% of ML students in the ISD qualify as LTELs, as compared to the state LTEL rate of 41%.

District, state and research on ML data indicates ML students whose home language is Spanish require more intensive ML supports and take longer to reach proficiency. District Spanish speaking students have an exit rate of 3.0 % and LTEL rate of 23%. Though these rates compare favorably to state averages, they indicate a greater level of need for Spanish speakers than other language groups in the district.

To address the long-term needs of LTEL and Spanish speaking students, district is taking the following actions:

- Prioritizing increased staffing ratios for programs with higher proportions of LTEL and Spanish speaking students.
- Increasing supplemental services learning opportunities in a co-teaching

The Dual Language Immersion Program provides both native English speakers and native Spanish speakers the opportunity to learn to read, write, and communicate effectively in English and in Spanish. This is an “additive bilingual” program, meaning that a child’s first language continues to be strengthened and augmented while he/she is gaining a second language. The program goals are:

- **Bilingualism** – students develop high levels of thinking, listening, and speaking proficiency in English and Spanish.
- **Biliteracy** – students develop reading and writing skills while striving for academic excellence in all subject areas, meeting or exceeding district and state standards in both languages.
- **Bicultural** – students feel empowered as multilinguals, developing positive attitudes and appreciation toward their personal cultures, as well as other world cultures in our global society.

At Issaquah Valley Elementary School, Dual Language expanded to include fourth grade in 2023-24, resulting in 10 classrooms total in grades K-4. The cohorts include multilingual learners, especially Spanish-speaking students, prioritizing neighborhood school student enrollment for long-term program enrollment.

Continued support for the integration of [GLAD](#) (Guided Language Acquisition Design). GLAD strategies and GLAD aligned instructional materials align with WIDA in support of MLs in content area courses. GLAD strategies also align with Universal Design for Learning for all learners, and with Culturally Responsive Education. District continues to support the integration of GLAD strategies in ongoing professional development on high leverage practices and in the ongoing development of curriculum and course scopes and sequences.

Board approval: