

Operational Expectation 14

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Rich Mellish

Dana Bailey

Purpose

The purpose of this slide deck is to highlight three areas of ongoing work related to Operational Expectation 14.

Highlight #1
Secondary Social Studies

Secondary Social Studies

Core social studies courses are being refreshed and redeveloped with new materials and course guides.



Newly expanded course development process focuses on...

- ✓ Blend of consistent content delivery with appropriate room for personalization
- ✓ Alignment to the *ISD Equity Framework for Adopted Curriculum*
- ✓ Integration of inclusive and culturally responsive practices
- ✓ Student engagement, relevance, and connection to the current events

Secondary Social Studies

Grade Level & Content	Status
6 th grade World History	Selection complete, in course development, launch fall 2025
7 th grade Geography & Washington St. History	Selection complete, in course development, launch fall 2025
8 th grade U.S. History	Est. Launch fall 2026 or 2027
9 th grade World History	Launched fall 2024, Course development ongoing
Global Studies (Contemporary World Problems)	Selection complete spring 2025, launch fall 2025
11 th grade U.S. History	Est. Launch fall 2026 or 2027
12 th grade Civics	Selection 2024-25, launch fall 2025
AP African American Studies (Ethnic Studies)	Offer fall 2025 or 2026
Ongoing refresh of AP & IB equivalencies and additional social studies electives	

Highlight #2
Multilingual Learner Program

Celebrations

Multilingual learners are assessed annually on the WIDA Access assessment.

- **28% met the proficiency level to exit ML services** (*2nd highest in the state*)

State average: 5.4%.

Increase of 3% from the 2022-23 school year.

- **Exited students' academic performance among the highest demographic groups in the district**

- ELA SBA scores 2 years after exiting 84.9% proficient

- Math SBA scores 2 years after exiting 85.2% proficient

Students are considered to be *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**

State LTEL rate: 41%.

WIDA Fellow: the district ML TOSA was one of the first in WA State to qualify for the WIDA Fellowship Program

Continuous Improvement

Focus on Multilingual Learners whose first language is Spanish

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% (compared to 28% for all ML students)
- District Spanish speaking students have an LTEL rate of 23% (compared to 12.2% for all ML students)
- In order to address the long-term needs of LTEL and Spanish speaking students, district is taking the following actions:
 - Focus on early intervention for students entering in elementary to prevent students from entering middle school with LTEL status
 - Prioritizing increased staffing ratios for programs with higher proportions of LTEL and Spanish speaking students.
 - Increasing supplemental services learning opportunities through co-teaching and push-in

Highlight #3
Technology for Accessibility &
Variability

Tech for Accessibility & Variability

How is the district using technology to plan for learner variability, remove barriers to learning, and increase accessibility? (OE 14.4)

- Universal Design
 - Text ↔ Speech (Immersive Reader, Subtitles, Translation, Learning Ally...)
 - Canvas LMS tools for differentiation
 - Visualization, Modeling, Interactive Text
 - Adaptive assessments that responsive to students
 - Creativity tools (video, imagery, infographics, AI toolkits)
 - Scaffolding and leveling
- Tier 2+ Assistive Technology
- Teacher training & collaboration