

**Issaquah School District**  
**ENDS 2: Academics and Foundations**  
**Annual Internal Review – February 8, 2024**

**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.

**Executive Summary:**

ISD continues to be a high-performing district with overall high levels of achievement and growth. The ISD diploma and transcript are a source of pride and opportunity.

ISD recognizes that not all students benefit equally or achieve equitably within our district. Our outcome measures such as graduation rate, proficiency on assessments, and grades indicate that we are not achieving equitable results for students in identified ethnic and racial groups, students who are experiencing economic hardships, and students with disabilities.

Global (across time and place) and local factors contribute to inequitable outcomes in our District, and we have identified the key areas where we can interrupt such patterns. Global factors include the following:

- Institutional racism and ableism
- Impacts of economic hardship, including mobility or discontinuity of education
- Impacts of adverse childhood experiences (ACEs)
- Lack of consistent access to preventative and responsive services when experiencing ACEs
- Lack of consistent access to adequate supports designed to address basic and individual educational needs
- Lack of consistent access to high quality, inclusive, universally designed, and culturally responsive education

Throughout this report, data will be disaggregated into the following groups to monitor equitable outcomes within our system.

- **All Student:** All students in the data set
- **BIPOC Focus Group:** four ethnic and racial demographic groups that have persistent disproportionate outcomes. This includes students from our African American, Hispanic/Latino, Pacific Islander, and Native American demographic groups.
- **Students with Disabilities:** Students who actively received special education services in 2022-23.

The following types of metrics are used in this report to monitor adequate progress and system-level efficacy toward the academic outcomes described in Ends 2. These measures are supported by progress monitoring metrics and procedures to provide timely data for administrative staff and educational staff to make program and educational decisions.

- **Culminating Metric: Graduation Rates**
- **Milestones.** Metrics provide key data points on the efficacy of our system and progress toward ensuring students reach the culminating metric.

- **3<sup>rd</sup> grade phonics (i-Ready).** This is the most direct measure of whether a student *learned to read*, a critical skill for accessing education. Once a student has *learned to read* the focus shifts to a student's ability to *read to learn*, measuring comprehension and overall literacy.
- **Algebra 1 (grades).** Algebra 1 is a critical turning point for students. Success in Algebra is an indicator of successful learning in the math content that leads up to Algebra, and following this point, students can match future learning in math learning to their chosen pathway (Geometry is the noted exception).
- **Additional Key Metrics.** Additional key metrics are used in this report to provide indicators of the quality of outcomes as defined in the interpretations of ends statements.
  - **Growth Data.** Growth data provides a complementary view to proficiency data.
    - Growth data provides insight into overall program impact on learning
    - Growth data helps monitor the rate at which students are making progress toward meeting state standards
    - Growth data provides insight into the impact on learners who are provided ISD educational services for a limited time.
  - **Grades.** Grades in high school are critical to determine whether students are accumulating the credits needed to graduate. Grades also are a measure, though imperfect, of confidence in a student's learning outcomes (*to what extent did they learn the essential skills and knowledge described in the course scope and sequence?*) and preparedness for future success (*how confident are we that they are ready for the next step in learning or application of learning*). Generally, we interpret grades as follows:
    - There is the greatest confidence in the learning and preparedness of students who score in the A or B ranges. Research from the University of Chicago and the post-graduation survey reporting indicates that achieving a 3.0 GPA results in higher outcomes such as post-high school certifications and degrees.
    - Confidence in the depth of learning and readiness is lessened when students score in the C range. Students achieving a C grade accumulate credit toward graduation. Also, students achieving a C are likely, according to our data and educational research, to continue accumulating the credits needed to graduate. Students scoring in the C range likely have acquired the essential skills and knowledge of the course, possibly without acquiring the targeted depth of knowledge, or their work completion or test-taking skills may have impacted the final grade.
    - Students who score in the D or F range are likely to have gaps in their learning and potentially will face difficulty in applying their learning to their next steps.

Though for ongoing progress monitoring, ISD is committed to monitoring all levels of achievement, this report focuses on the percentage of students who score in the A to C range. The Ends 2 Additional Data workbook (below) examines all three performance ranges described above in selected courses or grade levels.

## Data Workbooks

Full data sets supporting this monitoring report are available using the links below.

[Academic Milestones](#)

This workbook provides a summary and disaggregated data for selected cohorts on key milestones and checkpoints.

### [Ends 2 Additional Data](#)

This workbook summarized additional data referred to in this monitoring report.

### [SBA Summary](#)

This workbook summarizes Smarter Balanced Assessment (SBA) data.

## **Cross-Cutting Actions**

For each academic content area in Ends 2, this report describes findings in addition to those described above and reports on actions taken or initiated during the 2022-2023 school year specific to the content area. Some actions cut across content areas and/or address the findings about disproportionality. Highlights of these actions include the following:

- **Continued development of Integrated Multi-Tiered Systems of Support.** ISD continues to develop systems at all levels based on educational research in gap-closing systems, structures, and interventions.
  - **Early Identification and Intervention Matching.** ISD continues to create tools and procedures to use data from assessments, attendance, behavior, discipline reports, grades, and other sources to quickly identify students with greater risk of opportunity gaps and identify the interventions that address the student's learning or well-being needs. This includes the *rapid onboarding* of students who move into our system, using benchmark assessments to quickly identify whether new students need immediate support.
  - **Development of Tiered Teams.** At the district and school level tiered teams regularly review data and direct adjustments to educational programming, interventions, and student learning plans based on multiple data points.
  - **Targeted allocation of interventionist staffing based on system-wide data analysis.** This resulted in an increased allocation of academic interventionists in schools with greater educational needs.
  - **Design and initiate a pilot support team.** Creation of a team approach to bring the expertise of certificated school social workers and behavior specialists to support the social, emotional, and behavioral needs of students in schools with high-impact needs.
  
- **Strategic Planning.** ISD engaged in a process of developing a [3-year strategic plan](#) to address disproportionality and expand opportunities within our school district. One of the five Priority Areas of the plan is focused on Academic Opportunities. Strategies in Academic Opportunities relevant to this report include:
  - Increasing staff understanding and application of principles of Universal Design for Learning and Culturally Responsive Education to provide more consistently inclusive and effective learning experiences for all.
  - Increase evidence-based interventions at all levels.
  - Examine and select curriculum and assessments that better reflect and serve our diverse population and address opportunity gaps.
  - Development of systems, structures, and routines for preparing and transitioning students into high school through monitoring 9<sup>th</sup> grade on-track data.

## **Culminating Outcome: Graduation**

Ends 2 focuses on graduation through ensuring that students reach this critical culminating outcome and that an ISD diploma indicates that students are ready for their next steps. Ends 2 includes indicators on how educational experiences and the evaluation of student performance ensure that students have access to pathways that lead to desired post-high school outcomes. The full graduation data set is available in the [Academic Milestones](#) workbook 4-year Graduation and Extended Graduation tabs. Academic requirements for graduation are described on our [Graduation Requirements](#) web page.

*What percentage of students graduated in 2023?*

<b>4-Year Graduation Rate</b>	<b>District total</b>	<b>Gibson Ek HS</b>	<b>Issaquah HS</b>	<b>Liberty HS</b>	<b>Skyline HS</b>
All Students	<b>95.3%</b>	<b>87.1%</b>	<b>93.3%</b>	<b>95.7%</b>	<b>98.0%</b>
BIPOC Focus Group	85.0%	N<10	80.6%	85.4%	94.7%
Students with Disabilities	79.1%	N<10	74.5%	75.0%	83.3%

Some students persist in their education and graduate in 5 - 7 years. The chart below indicates the percentage of students who either **graduated OR continued their enrollment** and persisted toward graduation. Some students with disabilities continue to receive transitional services up to age 21, evident in the extended graduation rates shown below.

<b>4-Year Graduation or Continuing</b>	<b>District total</b>	<b>Gibson Ek HS</b>	<b>Issaquah HS</b>	<b>Liberty HS</b>	<b>Skyline HS</b>
All Students	97.3%	90.3%	95.6%	97.5%	99.5%
BIPOC Focus Group	89.0%	N<10	84.9%	87.5%	96.5%
Students with Disabilities	91.5%	N<10	87.2%	85.7%	97.6%

**Findings**

- **Disproportionality in Graduation Rates persisted.**
  - A 10% gap in graduation rates in 2023 is evident for students in the BIPOC focus group as compared to All Students (85.0% v 95.3%), or an 8% gap when factoring in students continuing their education (89.0% v 97.3%).
  - For students with disabilities, 79.1% graduate at the 4-year time period, and 12.4% more students continued their education, following the IEP process.
  - The gap was larger in 2023 than the previous graduating class as demonstrated by extended grade rates, potentially explained in part by Covid-related waivers, as the 4-year graduation rates for students with disabilities and students in the BIPOC focus group were higher than in 2019.
  - For Multilingual learners actively receiving service as seniors, there was a gap of over 20% (73.8% v 95.3%) in graduation rate, or 14% when factoring continuing education (83.1% v 97.3%). Additional analysis has shown that students who exited Multilingual learner services prior to their senior year graduate at a rate similar to, or higher than, the district average.
- **ISD has a high rate of 4-year graduation compared to the state and peer districts:**
  - Washington State: [83.6%](#)
  - Bellevue School District: [93.0%](#)
  - Lake Washington School District: [94.7%](#)

**2022-2023 Actions**

- **Early Identification & Intervention.** In collaboration between building teams, the Student Information Systems (SIS) staff, and the Educational Technology team; ISD created a system of early reporting to identify students at

risk of failing a class. Building teams-initiated conversations with students, families, and/or the classroom teachers to intervene and ensure a plan was in place to help students pass their classes. This included:

- **Transition Data Grids.** Data on incoming students (grades, attendance, and test scores) resulted in summer engagement with students and families with past attendance and/or middle school course failures; and strategic placement of students in academic support or intervention classes.
- **Assignments of Concern.** Working with Canvas, the Educational Technology Team was able to create a new reporting system within Canvas so school counselors and academic support staff could generate reports of students with missing grades on major assignments. This allowed, for example, teachers of academic support classes to identify where students needed support and then engage with students to get them back on track.
- **D and F Reports.** Student Information Systems provides a reporting feature in Skyward to generate a list at each grading period in which students have D's or F's. School staff use the first grading periods to intensify interventions with students not on track to earn credits in classes. (See works in progress for additional work initiated for earlier identification.)
- **Attendance Reports.** Attendance is an early identifier of the risk of failure. Attendance reports available through Skyward are used to identify students who may need additional support.
- **Targeted increase in intervention staffing.** During the 2022-2023 school year, based on data analysis, additional staffing was provided to provide intervention and academic support for high school classes both in the fall and then again mid-year. (See works in progress for additional work initiated from these data studies.)
- **Increase in Credit Recovery and Grade Improvement Opportunities.** Not every student initially passed all their classes. During the 2022-2023 school year, ISD increased and streamlined opportunities for students to receive credit in courses they initially failed. This included more opportunities to *finish learning* rather than repeat classes, the use of online resources to allow students to complete learning during summer and/or after school, and the use of ISD teachers to provide feedback and support to help students complete their learning.

In the Math and English Language Arts (ELA) sections, this report describes further measures taken prior to high school to prepare students for success in high school and prevent patterns of failure.

### Impact Monitoring and Analysis

The intended impact of these actions was to increase the accrual of credit and completion of learning. Credit accrual is the primary means of, and primary barrier to graduation. Schools collect data as part of their School Improvement Plan (SIP) progress monitoring and reported significant increases in the completion of assignments and attainment of passing class grades.

### Works Initiated / In Progress

In addition to the Cross-Cutting Actions described above:

- **Grade monitoring reports in Canvas.** The Educational Technology team continues to work with building staff and the learning management system Canvas, to develop new reporting capabilities to quickly identify students at risk of course failure.

Additional actions designed to impact graduation rates and disproportionality in them are described in the ELA and Math sections of this report.

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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.

**Evidence:**

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

Further evidence and examples for 2.1 are included in the evidence for 2.2 - 2.8 as reporting for each of these sections includes student outcome data and examples of the depth of knowledge expected to achieve success in each content area.

***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.

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 language, listening, speaking, reading, and writing. Standards are designed to develop literacy skills necessary for college and career readiness. (see p. 7 & 10)

**Outcome Data**

- **Key Milestone: 3<sup>rd</sup> Grade Reading, i-Ready Phonics** see [Academic Milestones](#) workbook

The following chart indicates the targets set in the 3-year Strategic Plan. Phonics is a direct measure of a student’s ability to read. Research and experience indicate that students who learn to read by the end of third grade are more likely to develop the skills associated with comprehension and overall ELA achievement in the ensuing years. We have also seen that growth in Phonics skills in K-2 is paralleled by growth in overall reading. Our theory of action is that a strong focus on reading foundational skills in K-3 will result in an increase in overall ELA achievement as measured on the SBA.

All	2023 Baseline 83%		2024	2025	2026	Goal
		Target	84%	85%	86%	86%
		Actual				

<b>BIPOC Gap</b>	<b>2023 Baseline</b>	<i>Target</i>	<b>71%</b>	<b>74%</b>	<b>77%</b>	<b>77%</b>
	<b>68%</b>	<i>Actual</i>				
	<b>-15% gap</b>	<i>Gap</i>		<b>-15% gap</b>		

- Additional Key Metrics**

**Grades:** 8<sup>th</sup> grade and 10<sup>th</sup> grade ELA classes were chosen as additional key moments to monitor outcomes that lead to graduation and achievement of the Ends. 8<sup>th</sup> grade was selected as an indicator of readiness for success in high school, and 10<sup>th</sup> grade as it aligns with the ELA standards for graduation assessed on the SBA.

Metric	Workbook
<p><b>Grades:</b> <i>What percent of students are meeting performance expectations in class? 8<sup>th</sup> and 10<sup>th</sup> grade, the percent of students receiving C- or above in ELA classes are, respectively</i></p> <ul style="list-style-type: none"> <li><b>All Students: 91%</b> 8<sup>th</sup> grade, <b>89%</b> 10<sup>th</sup> grade</li> <li><b>BIPOC focus group: 75%</b> 8<sup>th</sup> grade, <b>70%</b> 10<sup>th</sup> grade</li> <li><b>Students with Disabilities: 77%</b> 8<sup>th</sup> grade, <b>72%</b> 10<sup>th</sup> grade</li> </ul>	<p><a href="#">Ends 2 Additional Data</a> Grades Tab</p>

- Growth Indicators.** ISD uses two types of growth indicators to identify the extent to which students who are not meeting standard are closing their personal achievement gap or to monitor the efficacy of educational programing in meeting rigorous standards.
  - The i-Ready growth provides a standardized assessment to measure individual student growth based toward meeting state standards.
  - The SBA Student Growth Percentile data, provided by OSPI, indicates how fast students are growing compared to their peers across the state.

Metric	Workbook
<p><b>i-Ready Overall Reading Growth:</b> <i>What percent of students who started the year below standard in reading demonstrated accelerated or increasing growth in reading in 3<sup>rd</sup> grade?</i></p> <ul style="list-style-type: none"> <li><b>All Students: 67%</b> (160 out of 239)</li> <li><b>BIPOC focus group: 53%</b> (37 out of 70)</li> <li><b>Students with Disabilities: 61%</b> (48 out of 79)</li> </ul>	<p><a href="#">Academic Milestones</a> 3<sup>rd</sup> grade reading tab</p>
<p><b>SBA ELA Growth:</b> <i>What percent of 4<sup>th</sup> – 8<sup>th</sup> grade students who scored at Level 1 (Below Standard) or Level 2 (Approaching Standard) in 2022 on the SBA ELA assessment demonstrated high growth? (Compares to 34% state-wide for all students)</i></p> <ul style="list-style-type: none"> <li><b>All Students: 46%</b> (777 out of 1706)</li> <li><b>BIPOC focus group: 35%</b> (143 out of 413)</li> <li><b>Students with Disabilities: 33%</b> (153 out of 457)</li> </ul>	<p><a href="#">SBA Summary</a> Student Growth Percentile tab</p> <p><i>See SGP Comparisons tab for how ISD growth data compares to state-wide growth and growth in comparison districts.</i></p>

Additional Data Reviewed: [SBA Summary](#)

## Findings

In addition to the findings on disproportionality described above, ISD data indicates the following:

- **Academic Recovery.**
  - Elementary ELA achievement levels on the SBA are equal or higher than the 2019 assessment.
  - Middle School ELA data shows mixed results on recovery.
    - Proficiency rates on the SBA are 2-6% lower than in same-grade-level proficiency rates in 2019.
    - Cohort data show proficiency rates for 7<sup>th</sup> and 8<sup>th</sup> grade students similar to scores from 2019.
    - Disaggregated data shows lower SBA ELA proficiency rates in 2023 than in 2019.
- **Urgency for Elementary Literacy Adoption.** Current research on reading/literacy indicates the need for more explicit structured literacy approaches, which would most benefit students with difficulties or opportunity gaps. (see Works in Progress Below)

## 2022-2023 Actions (Highlights)

- MTSS Systems described earlier are the most developed for Early Literacy. These systems were monitored and refined over the year and included continued professional development provided to staff by professional trainers and district staff.
- Initiated Read180 intervention classes at 3 focus middle schools, expanded to all middle schools for the 2023-2024 school year.
- Supported middle schools with literacy-focused School Improvement Plans to include:
  - Evidence-based strategies for building vocabulary and background knowledge.
  - Consistent teaching and prompting of evidence-based strategies for close-reading of informational texts.
  - Use of NoRedInk grammar and writing personalized learning and writing scaffolds.

## Impact Monitoring

ISD is in the third year of providing a more structured approach to decoding and phonics instruction and early interventions. The target for intervention is to accelerate learning by +.33 years, or growth of 1.33 years, over a year of intervention.

Early analysis shows promising results

- Average growth of students receiving the early reading intervention was +.37 accelerated growth target.
- Cohort progress monitoring of students in the BIPOC focus group indicated a 5% increase in proficiency in phonics from fall 2<sup>nd</sup> grade to spring 3<sup>rd</sup> grade. When monitoring the true cohort, there was a 10% increase in phonics proficiency.

**Conclusion:** Growth data in phonics and overall reading is providing an increasingly reliable measure of response to intervention, that can be used to determine which students need intensified intervention. The adoption of a new, stronger comprehensive curriculum is critical to ensure these results set a foundation for increasing overall reading in 4<sup>th</sup> grade and beyond.

In 2023, OSPI resumed Student Growth Percentile (SGP) measures statewide. SGP provides each student with a rate of growth in comparison to their peers. For example, if a student has an SGP of 65, it means they increased their SBA score by *more* than 65% of the students in the state who had a similar score the previous year. This measure helps the ISD monitor the overall program impact on learning for each reported group of students, in comparison to like groups of students across the state.

The result of studying the SGP data provided two insights

- Median ELA Student Growth Percentiles in ISD indicate that ISD students across demographic groups indicated growing at a higher or similar rate in comparison to their peers across comparison districts and the state.
- At the same time, data indicates lower median growth rates in demographic and program groups that have disproportionately low achievement rates.



The following median Student Growth Percentiles illustrate this finding.

- **All students** in ISD: Median SGP = **62** (+12 over state, +3 over comparables)
- **Highly Capable** students in ISD: Median SGP = **74** (+9 over state, +4 over comparables)
- **Hispanic** Student Group in ISD: Median SGP = **55** (+10 over state, equal to comparables)
- **Students with Disabilities** in ISD: Median SGP = **47** (+8 over state, equal to comparables)

In the case of the ISD Hispanic group, the data suggest two trends.

- Since the Median SGP is >50, more than half of ISD Hispanic students showed above the state average growth for ALL Students.
- Since the Median SGP is lower than the ISD All Student group, at least half of ISD Hispanic students did not keep pace with the average achievement in the district.

**Conclusion:** Though there are promising signs of growth, the importance of deeper integration of high-leverage practices including inclusive practices, culturally responsive education, and Universal Design for Learning principles is key to closing opportunity gaps. Review of K-8 literacy curriculum and intervention, and investment in materials that address learner variability, diversity, and opportunity gaps is crucial.

#### **Works Initiated / In Progress** (*Highlights – not an exhaustive list*)

- Continued the elementary school comprehensive literacy adoption process (est. implementation in fall 2024)
- Revised the 6<sup>th</sup> grade ELA course scope and sequence to incorporate tiered supports for students entering middle school with literacy gaps. Fall 2023 launch.
- Reworking the 7<sup>th</sup> and 8<sup>th</sup> grade ELA course scope and sequence to incorporate tiered supports for students with literacy gaps. Fall 2024 launch.
- Developed new scope and sequence for MS Guided Studies with a focus on reading. Fall 2023 launch.
- Expansion of Read180 to all middle schools.
- Expansion of Tier 1 Really Great Reading instruction in 1<sup>st</sup> & 2<sup>nd</sup> grades. (Pilot in 2022-2023, expansion in 2023-2024)

#### **Description of approach to Depth of Knowledge (Ends 2.1) and Application to Life Skills (Ends 2.10)**

ELA courses are aligned with Washington State Common Core ELA standards that require:

- Strong emphasis on the ability to analyze and evaluate a range of texts including informational text, reading in ELA, and embedded in Social Studies and Science courses. Examples include:
  - Elementary guided reading differentiates instruction
  - Middle school workshops focus on choice of text and on reading strategies
  - High School focus on literary analysis in core ELA courses
  - Social studies include a focus on primary source analysis and identifying bias
- Writing for a variety of purposes and audiences. Not only are students expected to be able to effectively use the conventions of written language but must also use writing to develop a narrative, describe information, and express a compelling point of view on a topic. For example:
  - K-8 curriculum includes units on Argumentative/Persuasive writing, Descriptive/ Informational, and Personal Narrative writing. Students are given significant choice in specific topics and points of view on which to write.
  - Secondary Social Studies core courses include inquiry-based writing assessments

Rubrics are used in ELA courses to ensure evaluation reading and writing skills are developed to the depth of knowledge described in the ELA standards.

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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.

The [state standards](#) for geography are organized around three 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.

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***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.

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 2.3 & 2.4**

**Outcome Data:** Civics and Contemporary World History were selected as high school courses whose learning targets strongly align with Ends 2.3 and 2.4. Data is inclusive of courses that meet these two graduation requirements.

Metric	Workbook
<p><b>Grades:</b> <i>What percent of students are meeting performance expectations in class? In Civics and World History 3: Contemporary World History, the percent of students receiving C- or above in ELA classes are, respectively</i></p> <ul style="list-style-type: none"> <li>• <b>All Students: 87%</b> Civics, <b>88%</b> CWH</li> <li>• <b>BIPOC focus group: 70%</b> Civics, <b>68%</b> CWH</li> <li>• <b>Students with Disabilities: N/A</b> Civics, <b>58%</b> CWH</li> </ul>	<p><a href="#">Ends 2 Additional Data</a> Grades Tab</p>

### Findings

- BIPOC students and students with disabilities show a gap in pass rate for Contemporary World History and Civics.
- Secondary social studies curriculum adoptions were delayed due to school closures and budgetary constraints. Adoptions should be resumed and expanded to include tiered supports, Universal Design principles, and an approach to the content that supports student diversity and opportunity gaps.

### 2022-2023 Actions

- Developed the adoption charter and plan and allocated resources for adoption of new secondary social studies curriculum.
- Continued professional development on high leverage instructional practices and the introduction of the Universal Design for Learning framework to inform inclusive and culturally responsive practices.
- Increased opportunities for credit recovery to finish learning, rather than repeat all learning.

### Works Initiated / In Progress

- ISD is developing an Equity Framework for curriculum adoptions as part of the ISD 3-year strategic plan. This framework, a joint endeavor between the Equity and Teaching and Learning teams, led by the Executive Director of Equity, Belonging and Family Partnership, is being piloted with the World History adoption to ensure that only curriculum presents culturally diverse perspectives in a culturally sustaining and inclusive manner is adopted.
- The strategic plan included professional development in the implementation of Universal Design for Learning to ensure growth in evidence-based practices for instruction and assessment that are inclusive and culturally responsive.
- Initiated/resumed the process of adopting a new curriculum for World History 1 & 2 (9<sup>th</sup> grade), Ancient & Medieval History (6<sup>th</sup> grade), and Geography and Northwest Studies (7<sup>th</sup> Grade). The remaining Social Studies courses are scheduled to begin adoption processes in the following year.
- Special Services continued to provide training with a focus on inclusionary practices for teachers across content areas for the 2023-2024 school year.

### Description and Examples of Depth of Knowledge (Ends 2.1) and Application to Life Skills (Ends 2.10)

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

**Depth of knowledge:** Each unit is structured around a compelling question around which students build knowledge and engage in inquiry and discourse with their peers.

**Application to Life Skills:** Students are asked to identify and design a solution to a real-life problem related to each social studies unit.

Examples of elementary units related to Ends 2.3 and 2.4 are highlighted in the table below:

SP = Social Patterns, G= Geography, GR = Government and World Religion, EC = Economics, H = History	SP	G	GR	EC	H
<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>Second Grade:</b> Community, Citizenship, and Government (Unit 1): Students explore the traits or characteristics that represent responsible citizenship.					
<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.					
<b>Fourth Grade:</b> 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 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 about our curriculum, see the Social Studies website 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 examples of notes from selected courses on some key learning outcomes for each area, by course. To meet course expectations students must engage in inquiry, and complete inquiry-based assessments using primary source documents to develop an understanding of and to analyze real-world issues.

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

	SP	G	GR	EC	H
7 <sup>th</sup> 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
8 <sup>th</sup> 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 2021-2022 for 2022-2023)	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

	SP	G	GR	EC	H
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

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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.

### **Evidence:**

ISD provides fine arts instruction at all levels. State standards guide art education so that students understand, practice and create art as a means of expression.

### **Engagement Data**

- In middle school trimester 3 there were 2569 fine arts enrollments, and in high school semester 2 there were 4015 fine arts enrollments. Student selections will be further addressed in the monitoring of Ends 4.

### **Findings**

- ISD provides a wide range of Arts opportunities in secondary schools as described in course guides for [High School](#) and [Middle School \(New\)](#).
- There is the greatest continuity in programming in music, where students receive 2-days per week of music instruction at the elementary level, along with opportunities for choir as an after-school activity. In secondary schools, students have choices to participate in choir, band, or orchestra, from beginning to advanced levels.
- Elementary visual arts include the following:
  - 2 art projects led by the classroom teacher
  - Art docent program in collaboration with the Issaquah PTSA council and Issaquah Schools Foundation with up to 3 art projects per grade level.
- Secondary fine arts include visual arts, performing arts, digital arts, and fashion. Students are required to complete 2.0 credits in the fine arts.

### **2022-2023 Actions**

- Created a central district art supply budget to ensure that art materials were equitably available across all schools.
- Resumed the Art Docent training program through the PTSA partnership. (Suspended through the fall of 2021 due to Covid protocols.)

### **Description and Examples of Depth of Knowledge (Ends 2.1) and Application to Life Skills (Ends 2.10)**

The ISD fine arts program focuses on student voice and performance. Students use art for self-expression, social commentary and to build skills in and appreciation of the arts. Students have increasing choice as they progress through the system in the media they wish to pursue.

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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.

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.

### **Engagement and Outcome Data**

- Students must complete 2 years of a world language, complete the Seal of Biliteracy or complete personal pathway. 92% of 2023 graduates complete at least two years or the Seal of Biliteracy. (up from 87% the year before). More details may be found on the World Language tab in [Ends 2 Additional Data](#)

### **Findings**

- Need for new curriculum in French and Spanish courses: In 2019-20 a committee of teachers evaluated the current curriculum, reviewed updated world language standards and professional practices, and evaluated the available curriculum, culminating in the recommendation of a new curriculum. The selected curriculum for French was piloted, reviewed by the Instructional Materials Committee (IMC), and approved by the school board. The curriculum selected for Spanish was reviewed by the IMC. Due to Covid-related closures and budgetary constraints, the process of completing the adoption and implementing new curriculum was put on hold.
- Curriculum for Japanese and Chinese, an updated version of the previous curriculum, was implemented in the fall of 2020.

### **2022-2023 Actions**

- ISD developed priorities and a timeline for implementing new curriculum adoptions, including new French and Spanish curriculum based on the [ACTFL World Readiness Standards](#).
- Conducted the first Residency with approximately 40 teachers and staff led by Dr. Adeyemi Stembridge, an experience where educators examined their practice and co-designed an approach to a current teaching topic in a way that more effectively engages the range of students through a model that promotes the cultural assets of each student.

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

- The curriculum adoption for French and Spanish were scheduled to be resumed with projected implementation in either the fall of 2024 or 2025.
- Integration of Universal Design for Learning and Culturally Responsive Education and the Digital Learning Experience in the 2023-2024 professional development plan.
- The development of an Equity Framework for curriculum adoptions, as described above, is part of the ISD 3-year strategic plan. This framework is being piloted with the World History adoption to ensure that newly adopted curriculum presents culturally diverse perspectives in a culturally sustaining and inclusive manner.
- The strategic plan developed the implementation of Universal Design for Learning to ensure growth in evidence-based practices for instruction and assessment that are inclusionary and culturally responsive.

## Description and Examples of Depth of Knowledge (Ends 2.1) and Application to Life Skills (Ends 2.10)

- **Integration of World Cultures in Social Studies core courses.** As described in Ends 2.3 - 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.
  - 2nd-5th 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.
  - 8th & 11th 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 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.
  - Infusion of new 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 integrated 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 & Culturally Responsive Education.** Developing cultural competency in students begins with the cultural competency of staff. ISD has provided professional development to develop cultural competency annually. See the [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 and addressing the 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 reported in EL-16 monitoring.

Culturally Responsive Education is the pedagogy that includes practices that engage students in a culturally responsive and equitable manner. A framework for Culturally Responsive Education was introduced during the August 2022 professional development days and is part of the ISD High Leverage Practices framework and implementation of Universal Design for Learning.

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### ***2.7 Students will know and apply mathematics to a level of fluency that ensures a broad range of post-secondary opportunities and career choices;***

#### **Interpretation:**

I interpret 2.7 to mean:

- a. each student will demonstrate knowledge and skills in mathematics that meet or exceed the state standards at key moments in their educational development, and
- b. students who score below standard in mathematics will experience accelerated growth and be provided support for sustaining grade and age-appropriate engagement in math, and
- c. students will select courses in math that empower their personal choice of continued education and career opportunities.

The [Washington State Common Core Math Standards](#) are designed to prepare students for college and career readiness. Standards combine core skill fluency with depth of conceptual understanding and the expectation that students can apply their math understanding to real-world applications. The state and district graduation requirements ensure a level of math achievement for students to pursue their personal choice of continued education and career and life opportunities.

**Outcome Data**

- **Key Milestone Data:** The ISD 3-year strategic plan set the following goal: By 2026, increase the rate at which students earn a C- or above in Algebra 1 from 83% to 86% (+3%) for all students, and from 54% to 66% (+12%) for the BIPOC group. See [Academic Milestones](#) workbook, Algebra 1 tab.

<b>All Students</b>	<b>2023 Baseline</b> 83%		<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>Goal</b>
		<i>Target</i>	<b>84%</b>	<b>85%</b>	<b>86%</b>	<b>86%</b>
		<i>Actual</i>				
<b>BIPOC Gap</b>	<b>2023 Baseline</b> 54% -29% gap	<i>Target</i>	<b>55%</b>	<b>58%</b>	<b>66%</b>	<b>66%</b>
		<i>Actual</i>				
		<i>Actual Gap</i>				

- **Additional Key Metrics:**
  - **Grades:** Beyond the Milestone of Algebra 1, it is important to monitor success in the regular math classes leading to Algebra 1. CC6 was the most frequently taken 6<sup>th</sup> grade math course, providing an indicator of a successful transition into middle school math. In the standard middle school math path, CC8 is the course students took prior to taking Algebra in high school.

<b>Metric</b>	<b>Workbook</b>
<b>Grades:</b> <i>What percent of students are meeting performance expectations in class? In math CC6 and CC8, the percent of students receiving C- or above in math classes are, respectively</i> <ul style="list-style-type: none"> <li>• <b>All Students: 92% CC6, 85% CC8</b></li> <li>• <b>BIPOC focus group: 77% CC6, 67% CC8</b></li> <li>• <b>Students with Disabilities: 80% CC6, 70% CC8</b></li> </ul>	<a href="#">Ends 2 Additional Data</a> Grades Tab

- **Growth Indicators:** In 2022-2023 the primary indicator of rate of growth in the years approaching Algebra 1 was the state Student Growth Percentile data described in the Ends 2.2.



Metric	Workbook
<p><b>Overall Math Growth:</b> <i>What percent of 4<sup>th</sup> – 8<sup>th</sup> grade students who scored at Level 1 (Below Standard) or Level 2 (Approaching Standard) in 2022 on the Math ELA assessment demonstrated high growth? (Compares to 34% state-wide for all students)</i></p> <ul style="list-style-type: none"> <li>• <b>All Students: 48%</b> (898 out of 1886)</li> <li>• <b>BIPOC focus group: 36%</b> (168 out of 471)</li> <li>• <b>Students with Disabilities: 37%</b> (175 out of 477)</li> </ul>	<p><a href="#">SBA Summary</a></p> <p>Student Growth Percentile tab</p> <p><i>See SGP Comparisons tab for how ISD growth data compares to state-wide growth and growth in comparison districts.</i></p>

## Findings

- **Academic Recovery.** Elementary proficiency rates on the SBA were at levels similar to 2019. Middle school math proficiency was lower than in 2019, with rates in 7<sup>th</sup> and 8<sup>th</sup> grades approximately 8% lower.
- **Persistent Disproportionality.** The achievement gap between all students and students in the BIPOC focus group is persistent and increased slightly from 2019 to 2023 for all students who took the SBA (28% gap in 2019, 30% gap in 2023).
- **New Middle School Curriculum & Expanded High School Interventions needed.** It was determined by a committee of ISD Teaching and Learning staff and middle school teachers that the current middle school math curriculum is not strong enough or well enough aligned to the depth of knowledge expected in the state standards. Additionally, enough students were entering high school with pre-algebra skills and knowledge gaps that ISD needed to explore further options for evidence-based interventions in Algebra 1.
- **Student Growth.** Mirroring the pattern described with the ELA SBA growth data, we find that though our growth in math compares favorably with similar populations across the state and in comparison districts, the fact that our rate of growth among our students with inequitable outcomes is not at the same level at our district average.

The following median Student Growth Percentiles illustrate this finding.

- **All students** in ISD: Median SGP = **62** (+12 over state, +2 over comparables)
- **Highly Capable** students in ISD: Median SGP = **74** (+11 over state, +2 over comparables)
- **Hispanic** Student Group in ISD: Median SGP = **52.5** (+7.5 over state, +3 over comparables)
- **Students with Disabilities** in ISD: Median SGP = **51** (+10 over state, +5 over comparables)

## 2022-2023 Actions

- Increased number of math lab support classes in high schools based on an analysis of data.
- Continued pre-algebra courses based on analysis of middle school achievement data.
- Launched new math pathways, and supplemental instructional materials and training for 6<sup>th</sup> grade math (implementation for fall of 2023).
- Explored Algebra 1 intervention options (see below).
- Piloted elementary math intervention curriculum, Bridges, in select Title 1A programs.

## Impact Monitoring & Analysis

- **New Pathways.** With the new 6<sup>th</sup> grade math pathway one targeted outcome was to increase proportionality of enrollment in more advanced math pathways. This would occur over time in two steps.
  - Step 1: Proportional enrollment of students meeting standard.
  - Step 2: Maintain proportional enrollment of student meeting as we decrease achievement gaps and accomplish proportionality in achievement.

Early analysis of enrollment in the pathways indicates that enrollment more closely reflected the proportion of students achieving at standard. For example, the Algebra 1 tab of the [Academic Milestones](#) workbook demonstrates the following:

- In 2022, 31% of students in the BIPOC focus group met standard and 22% selected to try an advanced math pathway.
- In 2023, 36% of students in the BIPOC focus group met standard and 37% chose an advanced math pathway.

For 2023, ISD achieved Step 1 in reaching proportional enrollment. The next task is to maintain this accomplishment as we increase the percentage of students meeting standard in the BIPOC focus group.

- **Elementary Math Intervention.** The pilot program of Bridges math intervention aimed for a +.33 acceleration in learning. In the pilot, which was shy of a full year of intervention the average acceleration was +.29. The team determined the results were promising and the program would be expanded to all Title 1A programs for 2023-2024.
- **Goals for Algebra 1.** In addition to the benchmarks for grades for Algebra 1, a goal of Algebra intervention programs and middle school prevention programs is that ALL students can complete Algebra 1 by their 9<sup>th</sup> grade year by 2026-27. This includes sunseting the need for Pre-Algebra classes in the high school.

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

- Continuing the middle school math adoption, including MTSS support, est. Fall 2024 implementation.
- Expanding i-Ready math screener and benchmark assessments and personalized learning resources through 8<sup>th</sup> grade.
- Strengthening 6<sup>th</sup> grade math curriculum with i-Ready Math Classroom (not the same as the i-Ready Math MyPath used K-8).
- Expanding Bridges math intervention to all Title 1A elementary intervention programs.
- Piloting of Intensified Algebra in the fall of 2023. This is a 2-period block Algebra class designed for students with pre-algebra skill and knowledge gaps, that both fills gaps and completes Algebra standards.

#### **Description and Examples of Depth of Knowledge (Ends 2.1) and Application to Life Skills (Ends 2.10)**

All ISD math curriculum meets the [Common Core Math Standards](#) that include standards for computational fluency and accuracy, conceptual understanding, and the ability to apply math to real-life applications. The math practice standards are designed to guide students to use mathematical thinking and engagement strategies to become learners of mathematics, not just students who learned mathematical operations.

Once in high school, students select a sequence of math courses that match their post-high school plans, which can include math up to 2-years of Calculus, which can translate to up to a full year of college calculus credit; college level statistics, computer science, applied algebra, or personal finance.

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### ***2.8 Students will use analytic and scientific principles to draw sound conclusions;***

#### **Interpretation:**

I interpret 2.8 to mean:

- a. each student will demonstrate STEM knowledge and skills that meet or exceed state standards, and
- b. students who score below standard in core academic skills impacting performance in STEM will be provided the equitable opportunity to attain and demonstrate proficiency with STEM concepts and skills, and

- c. students will have equitable access to STEM opportunities of their choice, including science, applied math and sciences, and CTE (Career and Technical Education), and develop cross-cutting concepts, core ideas and practices to understand and address global and local issues, and design solutions to real-world problems.

[Next Generation Science/STEM Standards](#), NGSS, are designed around Crosscutting Concepts, Disciplinary Core Ideas, and Science and Engineering Practices, and guide STEM instruction to blend depth of understanding of science with the ability to apply science to real-world science and engineering compelling problems and tasks.

**Outcome Data.** Students in 8<sup>th</sup> grade either take Physical Science or high school Biology. High school students have personal choice in their selection of science classes. To capture a representative sampling of achievement in science the following grade data summarizes the earned grades in science classes for all 8<sup>th</sup> and 10<sup>th</sup> grade students.

Metric	Workbook
<p><b>Grades:</b> <i>What percent of students are meeting performance expectations in class? In 8<sup>th</sup> &amp; 10<sup>th</sup> grade, the percent of students receiving C- or above in their selected science classes are, respectively:</i></p> <ul style="list-style-type: none"> <li>• <b>All Students: 92%</b> 8<sup>th</sup> grade, <b>88%</b> 10<sup>th</sup> grade</li> <li>• <b>BIPOC focus group: 75%</b> 8<sup>th</sup> grade, <b>70%</b> 10<sup>th</sup> grade</li> <li>• <b>Students with Disabilities: 77%</b> 8<sup>th</sup> grade, <b>69%</b> 10<sup>th</sup> grade</li> </ul>	<p><a href="#">Ends 2 Additional Data</a> Grades Tab</p>

### Findings

- Grade data indicates an outcome gap between all students and students in the BIPOC focus group (17% gap in 8<sup>th</sup> and 10<sup>th</sup> grades) and students with disabilities (15% gap in 8<sup>th</sup> grade, 19% gap in 10<sup>th</sup> grade).
- The elementary science curriculum was adopted in 2020 and implemented in the fall of 2021, selected to provide a strong foundation for content knowledge and scientific thinking, aligned to the Next Generation Science/STEM standards.
- Secondary science curriculum was adopted between 2016 and 2019 and is consistent with the NGSS.
- 5 Recommendations to address root causes of achievement gaps in science:
  1. Implement integrated MTSS to ensure tiered supports extend to content area instruction
  2. Implement Universal Design for Learning, inclusionary pedagogy integrated with Culturally Responsive Education
  3. Leverage literacy interventions to increase student academic and specialized content vocabulary, and increase focus on each student's ability to read complex grade level texts
  4. Increase mathematical thinking, mindsets and proficiencies through effective math instruction and intervention programs
  5. Implement secondary pathways that connect course selection and learning to student college and career interests and goals

### 2022-2023 Actions

- The 3-year ISD Strategic Plan, Academic Opportunities Priority Area, as described earlier in this report directly addresses the recommended actions to address root causes of disproportionate outcomes in science. This includes work on pathways to better set post-high school goals, select courses that support those goals, and create new pathways for students.
- Supporting Middle School Improvement Plans focusing on literacy areas most relevant to achievement in science, including vocabulary and close reading strategies across content areas.
- The focus of professional development and digital learning on universal design and culturally responsive education was introduced in 2022-2023 and is continuing into the ensuing years.

### Works Initiated / In Progress

In addition to the strategic plan actions and integrated MTSS actions describe above:

- The elementary literacy adoption finalists integrate content vocabulary and background knowledge.

- Works in progress described in 2.2 (ELA) and 2.7 (Math) will support students’ readiness for science instruction.

### **Description and Examples of Depth of Knowledge (Ends 2.1) and Application to Life Skills (Ends 2.10)**

**Elementary Science.** ISD adopted Amplify Science in 2019. A phenomena-based science curriculum, Amplify Science is a K–5 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers

To learn more, please see our [Elementary School Learning](#) website, browse by grade using the Science Tab for each grade level.

**Middle School Science.** In 2017, ISD adopted Science and Technology Concepts (STC) for Life, Earth and Space, and Physical Science. Students may elect to skip Life Science and take High School Biology in their 8<sup>th</sup> grade year.

**High School Science.** In 2018 and 2019 district-wide high school science courses adopted new NGSS-aligned curriculum. Students may select from an array of science courses described in their school’s [course guides](#). Students must complete 3 years of high school science, two of which must be lab courses. The most common lab courses are Biology, Chemistry, and Physics. Students meeting graduation requirements also meet the college entrance requirements for most schools. Additionally, many CTE courses are STEM-oriented, providing additional STEM learning opportunities. Our CTE program offerings and participation are described in section 2.10 below.

### ***2.9 Students will understand and apply current and emerging technologies to demonstrate technology literacy and use technology to solve problems using both computational and critical thinking;***

#### **Interpretation:**

I interpret 2.9 to mean:

- students will demonstrate technology knowledge and skills as described in the ISTE (International Society for Technology in Education) standards, and**
- students will engage, create, and produce using technological tools, and**
- students will adapt to and leverage new technology for learning and personal or occupational advancement.**

The [ISTE standards for students](#) describe learning expectations for the use of standards around 7 components which “[prepare students] to thrive in a constantly evolving technological landscape. The student section of the ISTE Standards is designed to empower student voice and ensure that learning is a student-driven process.”

The monitoring report for Executive Limitations 15 on technology describes a technology plan that includes the implementation of the Digital Learning Experience training to 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 engage the world in meaningful ways. Integration focuses on six expectations for how teachers will integrate technology in a way that students will use technology to solve problems.

#### Six Expectations

- **Teachers will create procedures and expectations that empower student responsibility as they use technology.**
- **Teachers will leverage technology to support learner variability.**

- Teachers will design activities that promote student agency and provide opportunities for students to create artifacts that demonstrate learning.
- Teachers will develop learning activities to teach students to access, analyze, and consume digital information in safe and informed ways.
- Teachers will design and utilize a variety of digital assessments that inform and guide student learning.
- Teachers include collaborative tools in lesson activities to expand students' authentic, real-world learning experiences.

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

Technology surveys for the 2022-2023 school year were used to allow students to self-report their use of technology in learning throughout the school day.

Survey results in the [Ends 2 Additional Data](#) workbook include the following:

- 96% of high schoolers know how to use Office 365 productivity tools to complete schoolwork.
- 74% of high schoolers use technology to collaborate with peers on schoolwork.

Additionally, students must complete 1.5 credits of Career and Technical Education. These courses integrate technology, content skills and knowledge, and career applications in a field of the student's choosing. Student choices will be further explored in the reporting of Ends 4.

***2.10 Students will apply academic skills to life situations;***

**Interpretation:**

I interpret 2.10 to mean:

- each student will apply content and thinking skills to authentic tasks that reflect how their learning is applied outside of school, and
- students will use their content and academic skills after high school for personal and occupational advancement, continued learning and life management.

**Evidence:**

Evidence for 2.10 is included in the evidence for 2.2 - 2.8 as reporting for each of these sections includes student outcome data and examples of the depth of knowledge expected to achieve success in each content area.

*Board Approval: February 8, 2024*