



Results 2: Academics and Foundations

Policy Type: Results

Annual Internal Review for School Year 2023-2024 – February 13, 2025

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:

This report provides evidence of progress across grade levels and content areas on academic outcomes that demonstrate how students build their preparedness and confidence to pursue higher education or specialized career training. This report is organized to include the following:

- **Data:** For each section, key data is provided. Additionally, data from deeper analysis by district staff is referenced throughout the report. When available, data will include 3 consecutive years and include comparable state and peer district data. Peer districts selected for their size (>10,000 students) and proportion of students identified as low income (<25%).

	Size (2023-24)	% Low Income (2023-24)
Issaquah SD (ISD)	19,585	15%
Bellevue SD (BSD)	19,924	24%
Lake Washington SD (LWSD)	30,993	13%
Northshore SD (NSD)	23,227	19%
Washington State (WA)	1,100,059	50%

- **Highlights:** Each section will provide insights from staff analysis into areas of strengths in student outcomes, improvements in recent years, and other celebrations related to academic programs and outcomes.
- **Challenges:** Each section will provide a summary of areas for improvement in student outcomes.
- **Actions:** Each section will provide a high-level summary of actions taken or initiated during the 2023-24 school year to improve outcomes and related academic programs.

Findings: Overview

While the district continues to be a high-performing district with high rates of strong indicators of achievement and growth, outcomes vary for each student. For the sake of analyzing progress toward students being academically prepared and confident to pursue higher education or specialized career training, this report will refer to 4 levels of preparedness, understanding that any individual students may not fit cleanly at any one level.

Level of Preparedness	Ways students may demonstrate this level	Overview Data
Academic Excellence <i>Demonstrates high levels of preparedness for higher education</i>	<ul style="list-style-type: none">• Frequently earns A's in classes, may earn B's as well.• Scores 4's/Advanced on state, national and district assessments• Earns multiple college credits in high school• Persists through college graduation	Based on the data included in this report, at least 45% of students in the district appear to demonstrate excellence in academic outcomes. This rate is aligned with outcomes compared to peer districts and is significantly higher than state-level comparable data.
Readiness <i>Prepared to pursue employment, enlistment or enrollment per their High School and Beyond Plan</i>	Readiness varies by individual student goals, and may include: <ul style="list-style-type: none">• Frequently earns B or better, may earn some C's• At or above standards / state averages on assessments• Enters and persists in employment, enlistment, or enrollment to pursue and thrive in life goals	Data suggests that at least 75% of students demonstrate readiness and/or academic excellence, aligned with or exceeding the rate of peer districts in available data, and well above the approximate 50% achievement rate on state measures.
Foundational <i>Graduates with some signs of academic weaknesses that could impact attainment of goals beyond high school</i>	<ul style="list-style-type: none">• Meets all graduation requirements<ul style="list-style-type: none">• May earn some D's or F's, engages in recovery learning• May earns 2's, Basic, or Approaching on standardized assessments• Has a path beyond high school to enter employment, enlistment, or enrollment	Data suggests 15-20% of students in the district demonstrate foundational learning with some weaknesses as described in this report. This report indicates some areas of growth in reducing D's and F's in targeted courses.
High Risk <i>Does not graduate or graduates with significant limits on pursuit of goals beyond high school</i>	<ul style="list-style-type: none">• Doesn't graduate or graduates with limited preparedness to meet post-high school goals OR• Does not have a plan for employment, enlistment or enrollment beyond high school<ul style="list-style-type: none">• May have multiple F grades in the current school year• May score 1's / Well Below on standardized assessments	Data suggests that 5-10% of students in district schools have outcomes that indicate high risk. The percentage of students achieving this level reduced in key measures as indicated in this report.

Overview of Highlights

- The district developed a [3-year Strategic Plan](#) to guide improvement in student outcomes.
- The district maintains high rates of graduation, enrollment in post-secondary education, and persistence toward earning a degree or certification
- The district provides a wide range of advanced academic courses, interest-based courses, and college-credit bearing courses in each comprehensive high school.
- The district has established Gibson Ek High School as a nationally recognized, competency-based school, with a component of learning through internships, where nearly all students graduate.
- The district is systematically increasing and honing classroom-based interventions and supplemental supports to accelerate growth and increase student achievement and preparedness to pursue post-high school goals. Changes are guided by national research and OSPI guidance for high quality MTSS.

Overview of Challenges

Recognition of inequities: *the district* recognizes that not all students benefit equally or achieve equitably within our district. Outcome measures such as graduation rate, performance on standardized assessments, and grades led to the development of a district-wide problem of practice that guides school and program improvements and implementation of strategies to create a more equitable school system.

Issaquah School District Problem of Practice: Issaquah School District is not making progress in gap closure as evidenced by disproportionality in achievement and accelerated growth for students with disabilities, who identify as Latino or Hispanic, and/or who identify as Black or African American.

The district has sought to identify barriers to gap closure, some of the potential barriers to increasing achievement and disrupting predictable patterns include the following:

- Legacy instructional design that does not adequately plan for learner variability in language, culture, race, or neurodiversity, to mitigate the effects of institutional racism and ableism.
- Lack of consistent access to mental health services and services responsive Adverse Childhood Experiences (ACEs) / traumas.
- Lack of consistent access to adequate support designed to address basic needs.

Overview of Actions

Strategic Plan: The priority area *Academic Opportunities* in the 3-year strategic plan focuses on the following areas to increase opportunities, or preparedness for all, and to close the gap for students at the foundational or high-risk levels of preparedness:

Goal 1: Increase student achievement of meaningful milestones of 3rd grade reading, Algebra 1 and 9th grade on-track to graduation and decrease opportunity gaps.	<ul style="list-style-type: none">a) Design and implement Universal Design for Learning and culturally responsive education strategies in all classrooms.b) Design and implement academic interventions for literacy and math at each grade level.c) Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps.
Goal 2: Students will have equitable access to resources and pathways that support individualized post-high school goals.	<ul style="list-style-type: none">• Establish a baseline of offerings at all secondary schools 6-12 and ensure these programs are delivered consistently across all schools.• Create and communicate unique pathways to graduation that ensure students understand opportunities as aligned to their pathway and post-high school goals.f) Design and implement a system to deliver focused support to ensure ninth grade students are on track to graduate.

Universal Design for Learning & Multi-Tiered Systems of Support:

The district continues to maintain a focus on systemic implementation of Universal Design for Learning (UDL) and providing tiers of support through the Multi-tiered Systems of Support (MTSS) that include identifying student learning needs and matching evidenced-based interventions to those individual needs, anchoring on the body of current, post-Covid research that indicates that preventative, proactive interventions are the most likely set of tools to impact student learning and achieve stronger student outcomes. Indicators from student achievement data and qualitative insights from UDL / MTSS implementation include the following:

- Planning for variability (cultural, linguistic and neuro-diversity) is critical in engaging each student in learning and opportunities to demonstrate their learning in meaningful ways.
- Relationship and engagement are key. District staff have noted that students at the highest risk demonstrate behaviors, such as low attendance and work completion, that indicate we have not anchored these students with a strong connection to staff, to learning, and to their life experiences and goals.
- The district should monitor and provide intervention on foundational literacy skills throughout the grade levels.
- The district should increase access for all students to core instruction alongside their peers and provide integrated tiers of support in all educational settings. Integrated refers to providing a holistic approach to support and intervention that accounts for the social, emotional, behavioral, and academic strengths and needs of students.

Overview Findings: Graduation

Data on graduation outcomes includes the following:

- 9th Grade On-Track to Graduate (*source OPSI*)
- Graduation or Continuation / Persistence (*source OSPI*)
- Post-secondary education data (*source National Student Clearinghouse*)

9th Grade On-Track to Graduate

On-track to graduate in 9th grade ([NCS Research](#)) is determined by students earning all attempted credits, addressing the most prominent barrier to graduation, credit accrual. The following data is provided by OSPI School Report Card.

Data: 9th grade on-track: Passing all classes in 9th grade is an indicator of school success. Data on the percent of district students achieving this measure is commensurate to peer districts and 16% above state averages.

	2021-22	2022-23	2023-24
<i>Issaquah School District</i>	84%	85%	87%
<i>Bellevue School District</i>	83%	83%	83%
<i>Lake Washington School District</i>	88%	86%	87%
<i>Northshore School District</i>	90%	88%	86%
<i>Washington State Total</i>	70%	70%	71%

Source: OSPI Report Card

Highlights:

- Collaboration among district and school staff has led to new and improved interventions.
- Early improvements emerging from a focus on 9th grade on-track include:
 - Increased interventions and decreased fail-rates in Algebra 1
 - Redevelopment of 9th grade World History with 9th grade on-track data informing course design.
- Support for high schools to provide guided studies courses with a stronger focus on supporting students with academic needs with school-work support and support with executive functioning.

Challenges:

- Disproportionate outcomes are persistent. Deeper dives into this data identified gaps in the following groups. Gaps for the 2023-24 school year included the following:
- Low Income: 27% gap
- Students with Disabilities: 22% gap
- English Language Learners: 34% gap
- Hispanic/Latino 18% gap
- Core courses of World History and Biology are among the most failed courses in 9th grade.

Actions:

To improve outcomes in 9th grade on-track to graduate, the district is taking actions including the following:

- Developing a new World History course (started fall 2024) with new materials, new Scope and Sequence, with an increased focus on the evidence based instructional practices of engagement, inclusion, universal design, and tiered supports.
- Added and expanded supports and interventions for Algebra 1 in 9th grade including:
 - Piloted Intensified Algebra 1 course during the 2023-24 school year, expanded in the fall of 2024 to all schools.
- Continued support to Algebra 1 lab classes based on student needs.
- Provided summer transition class between 8th and 9th grade to bolster pre-algebra skills
- Improvement in facilitation with students and families of the High School and Beyond Plan. This encourages students to set meaningful goals prior to the start of 9th grade.
- Intervention staff added to Issaquah High School.
- Development of data tool and protocol for High School Tier 2 teams to review risk indicators related to research-based 9th Grade On-Track data to guide early intervention and prevention of failure. High school MTSS teams focused on a variety of strategic, evidence-based supports for 9th grade students, including:
- Increased participation in 9th grade summer programs to ensure a smooth transition to high school
- Enhancements to the guided studies course to provide more direct instruction on executive functioning
- Prioritization of 9th grade classes for smaller class size to increase teacher to student ratio
- Intentional efforts in 9th grade homeroom to ensure strong connections are emerging with mentors,
- Use of peer engagement and peer mentor programs,
- Systematic use of Universal Design for Learning, and MTSS structures to proactively support students in danger of not earning credits.

Graduation or Continuation / Persistence**Data:**

Most students graduate in 4-years while others persist in their education and graduate in 5 - 7 years, including students with disabilities who receive transitional services up to age 22. The chart below indicates the percentage of students who either **graduated in 4-years OR continued their enrollment beyond 4 years**.

4-Year Graduation or Continuing	2021-22	2022-23	2023-24
<i>Issaquah District Total</i>	98.2%	97.3%	97.6%
<i>Gibson Ek High School</i>	100.0%	90.3%	96.2%
<i>Issaquah High School</i>	97.7%	95.6%	96.2%
<i>Liberty Sr High School</i>	98.3%	97.5%	98.7%
<i>Skyline High School</i>	98.7%	99.5%	98.5%
<i>Bellevue SD</i>	96.2%	95.6%	96.3%
<i>Lake Washington SD</i>	96.8%	97.1%	95.6%
<i>Northshore SD</i>	97.7%	96.8%	97.6%
<i>Washington State</i>	89.9%	90.0%	90.3%

The following data provides the 4-year graduation rate as published on the OSPI Report card, note that students who are on an intentional 5–7-year graduation plan are treated as non-grads in this data set.

4-Year Graduation	2021-22	2022-23	2023-24
<i>Issaquah District Total</i>	96.9%	95.3%	94.7%
<i>Gibson Ek High School</i>	94.3%	87.0%	92.3%
<i>Issaquah High School</i>	96.7%	93.3%	93.4%
<i>Liberty High School</i>	97.2%	95.7%	94.9%
<i>Skyline High School</i>	98.3%	98.0%	96.4%
<i>Bellevue SD</i>	93.6%	93.0%	92.5%
<i>Lake Washington SD</i>	94.4%	94.7%	93.3%
<i>Northshore SD</i>	96.1%	95.1%	94.8%
<i>Washington State</i>	82.3%	83.6%	82.8%

Highlights:

- District students graduate at a very high rate, more than 10% higher than the state.
- The district provides several credit recovery options to support students who initially struggle with passing their classes to persist and complete graduation requirements.

Challenges:

- Disproportionality in Graduation Rates persisted. Based on students graduating or continuing their education, there was a nearly 50% reduction of the gap for students in the BIPOC focus groups from 2023 to 2024, while the gap for students with disabilities remained.

4-Year Graduation or Continuing		District total	GAP
<i>All Students</i>	2023	97.3%	NA
	2024	97.6%	NA
<i>BIPOC Focus Group</i>	2023	89.0%	-8.3%
	2024	93.4%	-4.2%
<i>Students with Disabilities</i>	2023	91.5%	-5.8%
	2024	92.0%	-5.6%

Actions:

To improve outcomes in graduation rates, the district is taking the following actions:

- The district is expanding career preparation courses and certification opportunities.
 - For 2024-25 added 4 new certifications
 - For 2025-26 adding *Aerospace Manufacturing* at Liberty (3-credit WANIC course)
- Staff-initiated a review of high school math course options (review in 2024-25, implement fall 2025)
- Increasing engagement with students and caregivers in developing a meaningful High School and Beyond Plans.
- Continued investment in Graduation Specialists to support students create a plan to graduate and to support students at-risk of not meeting graduation requirements.
- Support for diverse pathways to graduation to allow multiple ways for students to meet graduation requirements.

Post-Secondary Education Data

Data:

Data from the senior exit survey and data from OSPI show both college enrollment and persistence to degrees, from colleges and universities across the country.

The senior exit survey asks graduates about their plans following high school. These results reflect approximately 50% of seniors responding to this survey. Of the respondents, most students indicate plans to attend a 4-year college.

Post secondary plans	2024 graduates
<i>Paid employment</i>	15
<i>Military</i>	4
<i>Trade School</i>	7
<i>2- year college</i>	46
<i>4-year college</i>	535
<i>undecided</i>	22
<i>other</i>	16
<i>n = 645</i>	

The district recently renewed its contract with the National Student Clearinghouse, enabling detailed tracking of graduates' college enrollment to further obtain post-secondary enrollment data and triangulate with information from the exit survey and ERDC data. Future data will include student persistence rates, time to degree completion, and types of degrees earned. Fall semester enrollment for 2024 graduates is presented below:

Post secondary enrollment 2024 graduates

	2024 graduates <i>n= 1520</i>	% of graduating class
Public Colleges and Universities	966	63.5%
Private Colleges and Universities	230	15.1%
Not enrolled in participating colleges and Universities	324	21.3%

Source: National Student Clearinghouse

Education Research & Data Center ([ERDC](#)) and the National Student Clearinghouse have begun a collaboration on post-secondary education tools that are now available to district officials. ERDC data is available for 2022 graduates. Data indicates that from the class of 2021, 94% of all graduates who enrolled in a 4-year institution persisted. Data available through the OSPI system is presented below indicating a district average of graduates earning a degree in 4 years is 68% for the class of 2017 and 69% for the class of 2018. Data on persistence to a degree in more than 4 years will become available with further collaboration with the National Student Clearinghouse.

District Graduates with a College Degree in 4 years (OSPI)

<i>Class of</i>	IHS		LHS		SHS	
	2017	2018	2017	2018	2017	2018
<i>Total in the Class</i>	493	537	266	307	518	533
<i>Total With a Degree</i>	324	354	164	194	385	407
<i>Total from Public</i>	228	266	143	156	304	311
<i>Total from Private</i>	96	88	21	38	81	96
<i>Total from 4-Year</i>	318	349	157	190	379	405
<i>Total from 2-Year</i>	6	5	7	4	6	1
<i>Total In-State</i>	179	233	118	137	242	256
<i>Total Out-Of-State</i>	145	121	46	57	143	151

The Center for Change in Transition Services collects data specifically from students with disabilities. For the 2023 graduates, this report indicates that of the 130 students polled, 43 responded, and of those who responded, 46.51% were enrolled in higher education.

Highlights:

- 78.6% of 2024 graduates enrolled in public and private universities for the fall term 2024
- 76% of graduates from 2018 have graduated and earned a post-secondary degree

Challenges:

- Data on proportionality currently cannot be disaggregated
- It is difficult to get similar data on trade school enrollment and enlistment in the military.

Actions:

To improve outcomes in post-graduation data, the district is taking actions including the following:

- Increase opportunity to earn college credits while in high school through expansion of the college in the high school offerings.
- Enroll in the guaranteed admission program through the College of Presidents, providing direct admission to state universities to district graduates with 3.0 and higher GPA.

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

Interpretation:

I interpret 2.1 to mean that each student will meet or exceed the depth of knowledge expectations described in state standards, and will apply their knowledge creatively to solve authentic, real-world problems in school and beyond.

Data:

Data available related to creative and critical thinking skills includes:

- Performance level on state assessments (SBA).
- Percent of grades that are B- or better in courses

Performance level on state assessments

On state assessments students score at one of 4 levels.

- Level 4 indicates *advanced* understanding/depth of knowledge of grade level standards
- Level 3 indicates *proficiency* consistent with depth of knowledge expectations in grade level standards
- Level 2 indicates *foundational* understanding and application of grade level standards
- Level 1 indicates a *significant difficulty* understanding or applying grade level standards

Average performance level of students on 3rd-8th grade SBA (ELA & Math)

		Level 4	Level 3	Level 2	Level 1
<i>Issaquah SD</i>	2021-22	43%	32%	15%	9%
	2022-23	47%	29%	14%	9%
	2023-24	45%	31%	14%	9%
<i>Bellevue SD</i>	2023-24	42%	28%	13%	14%
<i>Lake Washington SD</i>	2023-24	49%	29%	12%	9%
<i>Northshore SD</i>	2023-24	39%	31%	15%	12%
<i>Washington State</i>	2023-24	22%	27%	21%	27%

Percent of grades B- or better in secondary courses

All courses are taught to state standards, if a student earns a B- or better in a class, there is a high level of confidence that the students demonstrated the depth of knowledge including creative and critical thinking skills indicated in the standards taught in the class. The following data provides the number and percent of grades of each term in all classes that resulted in a B- grade or better.

	Year	Total # of grades	# grades at B- or better	% of grade at B- or better
<i>High School</i>	2021-22	39,416	29,938	76%
	2022-23	38,193	28,795	75%
	2023-24	38,886	29,510	76%
<i>Middle School</i>	2021-22	28,910	24,116	83%
	2022-23	28,604	23,499	82%
	2023-24	28,340	23,313	82%

Highlights:

- Current [state standards](#) integrates content knowledge standards, process or practice standards, and thinking skills or depth of knowledge. By aligning all preK-12th grade courses to the state standards with the descriptions of depth of knowledge, courses of study develop age-appropriate, rigorous, and transferable creative and critical thinking skills.
- The district offers a large array of core and elective courses, across many content areas, that offer students the opportunity to develop and express creativity and critical thinking.
- The 7-period day in high school allows students opportunities to select 2-3 elective courses each term, and to select from *at-standard* courses and *advanced* courses to meet core graduation requirements.

Challenges:

- Related to the problem of practice, the district recognizes that disproportionality in course enrollment and course grades.

- We recognize that enrollment in advanced courses does not proportionately represent the linguistic, cultural, racial or neurodiversity of our students.
- We recognize that the Issaquah School District has not closed the outcome gap related to grades between all students and students with disabilities, or students that identify as black/African American or Hispanic/Latino.

Actions:

To improve outcomes in critical and creative thinking skills, the district is taking actions including the following:

- The district will increase opportunity to earn college credits while in high school
- The district will continue to adopt new curriculum, support teacher enrichment of curriculum, and provide teacher training with a focus on providing increased opportunities for deep learning, relevance, cultural responsiveness, and universal design to address learner variability.

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:

- each student will meet or exceed English Language Arts (ELA) standards for literacy, and
- students who score below standard in literacy, will experience accelerated growth; and
- 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.

Data:

Current [ELA Standards](#) describes 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 of the link above). The following data provides key indicators of the levels of performance of ELA standards through the SBA and grades.

Percent Meeting Standard on the SBA state assessment of English Language Arts (ELA)

Source: [OSPI Report Card Data Portal](#), % met (tested only)

	Grade Level	2021-22	2022-23	2023-24
Issaquah SD	3	76%	77%	73%
	5	78%	82%	81%
	8	78%	78%	74%
Bellevue SD	3	73%	71%	71%
	5	76%	76%	78%
	8	75%	74%	72%
Lake Washington SD	3	80%	81%	78%
	5	83%	84%	82%
	8	82%	81%	77%
Northshore SD	3	75%	71%	75%
	5	76%	75%	77%
	8	72%	70%	71%
State Total	3	49%	49%	49%
	5	53%	54%	54%
	8	52%	51%	50%

Student Growth Percentile: Percent demonstrating high growth.

This data is provided by OSPI as a measure of year-to-year growth on the SBA. The data provided is the percentage of students who demonstrated *High Growth* on the SBA.

	2022-23	2023-24
Issaquah School District	45%	41%
<i>Bellevue School District</i>	42%	39%
<i>Lake Washington School District</i>	41%	39%
<i>Northshore School District</i>	37%	35%
<i>Washington State</i>	33%	33%

Grade Performance in Secondary ELA courses, Percent of grades in each grade range.

This data shows the distribution of earned grades for English/Language Arts classes across the system, showing that most students in middle and high school achieve grades aligned to “Academic Excellence” in the table on page 1, and between 11 and 12% of district students achieve at the “readiness” level, and between 6.2% and 11.2% of secondary students achieve at the “foundational” or “high risk” levels.

		A to B-	C+ to C-	D+ to D	F
High School	2021-22	77%	11%	6.4%	5.4%
	2022-23	76%	12%	6.7%	5.0%
	2023-24	77%	12%	7.1%	4.1%
Middle School	2021-22	84%	10%	4.1%	1.7%
	2022-23	83%	10%	4.2%	2.5%
	2023-24	83%	11%	4.0%	2.2%

Highlights:

- By 5th and then 8th grade, the percent of district students meeting standard on the SBA are well above the state levels and aligned to or above achievement levels of peer districts.
- The district is maintaining a high rate of students excelling (77% in 2023-24) in ELA courses.
- OSPI provides a measure of student growth, the [student growth percentile](#), disaggregated into multiple program and demographic groups. This measure is intended to provide districts impact data by comparing each student's growth to like students based on demographic and performance. In this measure, the district outperformed the state and either outperformed or performed at an equivalent level to peer districts. Groups that most outperformed their peers in other districts included:
 - Students who identify as Hispanic or Latino
 - English Language Learners
 - Low-Income
 - Students identified as Highly Capable

Challenges:

- As illustrated in School Improvement Plan (SIP) data dashboards, disproportionate outcomes in ELA courses remain, as illustrated by this chart:

C- or better in ELA		2021-22	2022-23	2023-24
<i>All Students</i>		86%	88%	89%
<i>BIPOC Focus Group</i>		65%	71%	72%
	Gap	-21%	-17%	-17%
<i>Students with Disabilities</i>		72%	77%	74%
	Gap	-14%	-11%	-15%

- District teachers and leaders share a growing urgency to review secondary literacy supports. Based on early positive returns from elementary interventions and increased focus on foundational reading and writing skills, achievement data and educator input is generating a clear need for ongoing shifts for secondary literacy supports and increased urgency to complete a more comprehensive review of our secondary literacy program with-in an MTSS framework.

Actions:

- **Elementary Literacy Selection completed.** During the 2023-24 school year, the district adopted Benchmark Advanced. This program was selected for the following reasons:

- Based on current educational research and 3rd party evaluation (from [Benchmark](#), from [Ed Reports](#))
- Integrated Multilingual Learners and Intervention programs that support inclusionary practices
- Strong blend of reading foundational skills and comprehension
- Strength in building background and content knowledge and vocabulary
- Effective assessments to monitor and adjust learning

This program shifts ISD from a focus on leveled-reading to all students accessing and close-reading grade level text. This program is designed to ensure that students can engage in complex, non-fiction, content-based deep-reading of grade level text, critical to success in secondary school subjects. It differentiates instruction by varying the length of text, complexity of analysis of ideas in the text, time provided to synthesize text and ways to respond to text. This approach allows students with diverse learning strengths and needs to engage with the same text while learning effectively

- **Continued expansion and refinement of early literacy intervention**
 - Pilot of tier 1 Really Great Reading in 1st & 2nd grade
- **Read180 intervention classes** provided for all middle schools
- **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.
- **Initiated a secondary school pilot for 2024-25 of literacy screeners** for assessing and providing classroom-based interventions in reading and grammar through high school.
- **Continued collaboration with middle school ELA course teachers** to adjust courses to incorporate tiered supports for students with literacy gaps.

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

Interpretation:

I interpret 2.3 to mean:

- each student will demonstrate knowledge and inquiry skills that meet or exceed the state standards for geography,
- 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,
- students will be able to apply the themes of geography to relevant global issues including those related to culture, politics, and the environment.

Note: Reporting for 2.3 and 2.4 is provided jointly below.

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

Interpretation:

I interpret 2.4 to mean:

- each student will demonstrate knowledge and inquiry skills that meet or exceed the state standards for history and civics,
- 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,
- 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 skills described in 2.3 and 2.4 are most closely aligned with the standards taught in social studies classes.

Data:***Grade Performance in Secondary Social Studies courses, Percent of grades in each grade range.***

This data provides the percentage of students who scored in each grade range in their social studies classes. Students who scored in the A to B- range have confidently demonstrated academic excellence across the strands of the social studies standards. Students scoring in the C range demonstrated readiness, students scoring in the D range demonstrated sufficient foundational knowledge to earn course credit and students who failed the class were at high risk of not achieving the outcomes described in 2.3 and 2.4.

		A to B-	C+ to C-	D+ to D	F
High School	2021-22	79%	10%	5.9%	4.9%
	2022-23	77%	11%	6.6%	4.8%
	2023-24	80%	11%	5.8%	4.0%
Middle School	2021-22	85%	8.9%	4.0%	2.0%
	2022-23	85%	8.6%	4.1%	2.6%
	2023-24	84%	9.4%	4.0%	2.5%

Enrollments in Social Studies Courses

Source: Skyward data

As an indication that students are selecting to study social studies content beyond the required coursework:

	Year	Total # Students in Social Studies Courses	# & % Students in Advanced Social Studies Courses	
<i>Students taking Advanced Social Studies courses in High School (AP, Honors, IB)</i>	2021-22	4928	2040	41%
	2022-23	4887	2264	46%
	2023-24	4944	2394	48%

	Year	Total # Students enrolled	# Social Studies Electives (by semester)	Average # elective credits per student
<i>Students taking elective social studies courses in High School</i>	2021-22	5742	2853	.25
	2022-23	5734	2628	.23
	2023-24	5826	3283	.28

Note: social studies electives may be 1 or 2 semesters.

Highlights:

Scope & Sequence: the district 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 [state standards](#). State standards include content and processes as described in results 2.3 and 2.4.

Examples of elementary units related to Results 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
Kindergarten: Focus on Rules and Identity <i>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.</i>					
1st Grade: Focus on Our Families, Our World, Wants and Needs <i>Students identify family structures, discuss different points of view, begin to understand maps, globes and other media to understand the physical environment, and start to understand wants versus needs in families and in their community (economy).</i>					
2nd Grade: Focus on Citizenship, and Government; Economics, History and Geography <i>Students in second grade focus on the community level in these topics. They engage in learning about civic responsibility and involvement, local government, and perspectives on local issues. They learn about how the local economy works with products and services. They learn about voting and consensus-building. They learn about the ways people depend on and adapt to their physical environment.</i>					
3rd Grade: Focus on Cultures, People, and Geography of North America <i>Students expand their understandings of diverse cultures by looking at how cultures unify and divide peoples, they examine universals and differences in place, time, family, economics, communications, art, etc. They study contributions and impacts on diverse populations; they investigate characteristics of regions in the United States.</i>					
4th Grade: Focus on Washington from Earliest times to Today <i>Students study tribal nations in Washington, perspectives on the changes that happened in Washington during exploration, and the various industries in Washington today, including their dependency on geography, and the role the different levels of government play in policy and decision making.</i>					
5th Grade: Focus on United States first people, colonization, revolution, and government. <i>Students analyze information about European settlement and impact on Native American tribes, they explore the economic and social factors that led to the Revolution, and they learn about the constitution and core principles of democracy, including how to participate in democracy and discuss multiple perspectives on a public issue.</i>					

Secondary: 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
6th-7th grade Ancient & Medieval History New Curriculum selected for implementation in the fall of 2025, when this will become a yearlong 6 th grade course.	Comparative cultures	Using maps, regional characteristics (human/physical), influences on modern society.	Forms of government and civic involvement in government	Production and distribution, international trade, money, and taxation	Eras, perspectives, cultures.
7th grade: Washington State History (link to Scope and Sequence) New Curriculum selected for implementation in the fall of 2025, when students will complete 2 trimesters of Washington State history and 1 trimester of Geography.	Impact of technology	Use of maps to understand issue or event	Tribal treaties, state constitution	Production to consumption in Washington	Analyze from different cultural perspectives, themes, and development
8th grade: United States History Through Industrialism (link to Scope and Sequence) New curriculum adoption initiating in 2024-25 school year.	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
9th-10th grade: World History* (link to Scope and Sequences 1,2,3 as revised during 2021-2022 for 2022-2023) New curriculum and course development ongoing, launched in fall 2024, see actions section below.	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 viewpoints
11th grade: US History New curriculum adoption initiating in 2024-25 school year.	Civil rights, contemporary society	Colonization and westward expansion	Formation of democracy, civil rights	Reconstruction, imperialism, depression & New Deal	Analyzing US development from multiple points of view
12th grade**: Civics (link to Scope and Sequence)	Liberties, Rights, Civic involvement		Branches of government		Analyze positions and consequences of positions on an issue or event

Challenges:

- The standard courses for World History and US History result in some of the highest fail rates, over 10 percent of students failed these classes each year. Upon examination of this issue, teachers provided insight into barriers students face which led to lower engagement in these courses including:
 - Students not provided text at their reading level or in a language or format that is easily accessible in our older curriculum
 - Curriculum that lacks current world connections, cultural representation
 - Courses not designed around universal design principles to ensure high engagement and the ability of students to represent learning in a range of manners

Teachers indicate that they use their ability to select supplemental resources to mitigate these efforts. See actions below for responses to these insights.

Actions:

- The district began review of 9th and 10th grade social studies options for students (completed fall 2024 for class of 2029)
 - Re-aligned 9th and 10th grade social studies courses for increased consistency across schools, to ensure a strong focus on one semester of contemporary world problems, and to increase choice for students.
 - Determined Ethnic Studies Electives, including AP African American Studies and India and Asia (est. implementation start for fall 2025)
- Secondary social studies curriculum adoptions are in process with a focus on:
 - Racial and cultural representation and responsiveness: highly relevant curriculum that represents the points of view in our schools, community, and world, consistent with the ISD Equity Framework for Curriculum Adoptions
 - Universal Design for Learning for inclusive education: resources that plan for variability in the ways students engage with learning, represent complex ideas, and express understanding
 - Multi-tiered supports: resources that reduce barriers and increase accessibility for students who encounter difficulties in social studies courses.
 - Curriculum adoptions & course development includes:
 - 6th Grade Ancient & Medieval History (complete fall 2024, implement fall 2025)
 - 7th Grade Washington State History & Geography (complete fall 2024, implement fall 2025)
 - 9th Grade World History (implement fall 2024)
 - 10th Grade Global Studies – meets Contemporary World Problems requirement (Complete fall 2024, Implement fall 2025)
 - 8th/11th US History (initiate spring 2024, est. implementation Fall 2026)
 - 12th Grade Civics (initiate spring 2024, est. implementation Fall 2025)
 - Various AP/IB material selections updated
- Continued professional development on Universal Design for Learning framework and Inclusionary Practices to inform inclusive and culturally responsive education.
- The district developed 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, was piloted with the World History adoption to ensure that only curriculum that presents culturally diverse perspectives in a culturally sustaining and inclusive manner is adopted.

- Special Services continued to provide training with a focus on inclusionary practices for teachers across content.
- Shift in elementary social studies assessment and grading. After listening sessions and surveys with teachers, investment in new report card resources included improving direction and rubrics for elementary social studies.

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

Interpretation:

I interpret 2.5 to mean that 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.

Data:

Over the course of middle school, students must complete one trimester of fine or performing arts. High school graduation requirements include fine and performing arts unless reallocated to a personal path plan.

Fine and Performing Arts enrollment by School

This data includes music and visual arts courses categorized as fine and performing arts. Other courses such as photography, dance, and other courses with fine arts components are not included.

	2021/22			2022/23			2023/24		
	# students taking Fine Arts	# students total	% students taking Fine Arts	# students taking Fine Arts	# students total	% students taking Fine Arts	# students taking Fine Arts	# students total	% students taking Fine Arts
<i>Beaver Lake</i>	391	877	45%	479	829	58%	525	789	67%
<i>Cougar Mountain</i>	447	657	68%	439	658	67%	457	653	70%
<i>Issaquah Middle</i>	592	846	70%	578	821	70%	527	817	65%
<i>Maywood</i>	571	864	66%	549	836	66%	615	848	73%
<i>Pacific Cascade</i>	440	703	63%	426	704	61%	486	664	73%
<i>Pine Lake</i>	475	901	53%	487	918	53%	550	966	57%
<i>Issaquah High</i>	1479	2382	62%	1397	2364	59%	1371	2409	57%
<i>Liberty</i>	964	1381	70%	888	1423	62%	852	1456	59%
<i>Skyline</i>	1297	2101	62%	1215	2113	58%	1210	2136	57%

Highlights:

- A robust music program accounts for over 60% of fine arts enrollment. Music programming is articulated K-12. Elementary students receive 2-days per week of music instruction. In secondary schools, students have choices to participate in choir, band, or orchestra, from beginning to advanced levels.
- The district provides a wide range of Arts opportunities in secondary schools as described in course guides for [High School](#) and [Middle School \(New\)](#).
- Elementary visual arts include two art projects led by the classroom teacher. Additionally, the district supports the Art Docent program in collaboration with the Issaquah PTSA council and Issaquah Schools Foundation.
- Secondary fine arts include visual arts, performing arts, digital arts, and fashion. Students are required to complete 2.0 credits in the fine arts.

Challenges:

- Middle school students who do not select music must take one trimester of a fine arts elective, and do so at some point during their middle school years. This limits choice to the other electives such as technology, cooking, etc.

Actions:

- Initiated a new elementary school music curriculum adoption (est. implementation fall 2025)
- Initiated a middle school elective rotation that meets the state requirement for a fine arts elective.

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

Interpretation:

I interpret 2.6 to mean:

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

Data:

World Language Enrollment

<i>Language</i>	2021/22	2022/23	2023/24
<i>American Sign Language 1</i>	120	179	162
<i>2</i>	58	78	115
<i>3</i>	50	20	42
<i>Chinese 1</i>	58	63	55
<i>2</i>	63	70	67
<i>3+</i>	65	60	71
<i>French 1</i>	190	152	152
<i>2</i>	171	154	91
<i>3+</i>	113	101	78
<i>Japanese 1</i>	265	152	185
<i>2</i>	134	194	133
<i>3</i>	73	92	115
<i>4</i>	61	44	40
<i>Spanish 1</i>	1076	1054	1118
<i>2</i>	900	837	866
<i>3</i>	714	622	614
<i>4</i>	24	26	22

What percentage of graduates completed at least 2 years of world language or the Seal of Biliteracy?

<i>Graduating Class</i>	% of students who completed the Seal of Biliteracy OR 2-years of world language	% who completed Seal of Biliteracy	% who completed 2 years of world language
<i>Class of 2022</i>	87%	<i>This data added for 2024 monitoring</i>	
<i>Class of 2023</i>	92%		
<i>Class of 2024</i>	95%	7%	92%

Highlights:

- To graduate, students must complete 2 years of a world language, complete the Seal of Biliteracy or complete personal pathway.
- **Integration of World Cultures in Social Studies core courses.** As described in Results 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-1st 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.
 - 6th –7th, 9th –10th 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.** The district has committed 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:
 - Diverse representation was a core requirement and screening criteria for the new Elementary Literacy curriculum adoption.
 - Maintained a commitment of annually adding 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.** The district integrated In Time Immemorial and additional lessons on First Peoples as indicated above. Highlights include:
 - 2nd –5th 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.
 - 7th, 8th, and 11th 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. The district 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.
 - The district continues to integrate a 2-week diversity unit in the fall of 9th 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 district High Leverage Practices framework and implementation of Universal Design for Learning.

Challenges:

- Current Spanish and French world language curriculum does not conform to the [ACTFL World Readiness Standards](#). Due to Covid-related closures and budgetary constraints, the process of completing the adoption and implementing new curriculum was put on hold and is currently scheduled for implementation in the fall of 2025.

Actions:

- Curriculum for Japanese and Chinese, an updated version of the previous curriculum consistent with the ACTFL standards, was implemented in the fall of 2020.
- Conducted a second 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.
- Integration of Universal Design for Learning and Culturally Responsive Education and the Digital Learning Experience in the 2023-2024 professional development plan and beyond.
- The curriculum adoption for French and Spanish were scheduled to be resumed with projected implementation in either the fall of 2025
- Continuing relationship with the Snoqualmie Tribe to integrate a more localized version of *Since Time Immemorial* into new social studies curriculum.

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:

- each student will demonstrate knowledge and skills in mathematics that meet or exceed the state standards at key moments in their educational development, and
- 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
- students will select courses in math that empower their personal choice of continued education and career opportunities.

Data:

Percent Meeting Standard on the SBA state assessment of Math

Source: [OSPI Report Card Data Portal](#), % met (tested only)

	Grade Level	2021-22	2022-23	2023-24
Issaquah SD	3	80%	80%	77%
	5	73%	77%	76%
	8	68%	69%	68%
Bellevue SD	3	75%	74%	74%
	5	67%	68%	69%
	8	68%	63%	63%
Lake Washington SD	3	80%	81%	79%
	5	71%	75%	73%
	8	71%	71%	70%
Northshore SD	3	77%	74%	76%
	5	63%	65%	66%
	8	53%	53%	57%
State Total	3	51%	52%	52%
	5	39%	42%	43%
	8	34%	34%	36%

Student Growth Percentile: Percent demonstrating high growth.

This data is provided by OSPI as a measure of year-to-year growth on the SBA Math assessment. The data provided is the percentage of students who demonstrated *High Growth* on the SBA. This data indicates that 7-9% more students demonstrated high rates of growth than in the state, in line with peer districts.

	2022-23	2023-24
Issaquah School District	42%	40%
Bellevue School District	45%	42%
Lake Washington School District	42%	40%
Northshore School District	36%	35%
Washington State	33%	33%

Grade Performance in Secondary Math courses, Percent of grades in each grade range.

This data shows the distribution of earned grades for English/Language Arts classes across the system, showing that most students in middle and high school achieve grades aligned to “Academic Excellence”

in the table on page 1, and between 11 and 12% of district students achieve at the “readiness” level, and between 6.2% and 11.2% of secondary students achieve at the “foundational” or “high risk” levels.

		A to B-	C+ to C-	D+ to D	F
High School	2021-22	69%	15%	9.0%	7.5%
	2022-23	68%	15%	9.1%	7.6%
	2023-24	69%	16%	8.9%	6.0%
Middle School	2021-22	82%	12%	5.0%	1.7%
	2022-23	80%	12%	5.7%	2.6%
	2023-24	81%	12%	4.6%	2.0%
Algebra 1 any grade	2021-22	75%	13%	5.7%	6.6%
	2022-23	74%	13%	6.4%	6.9%
	2023-24	79%	12%	5.0%	4.1%
Algebra 1 in high school	2021-22	55%	19%	11%	16%
	2022-23	53%	19%	12%	16%
	2023-24	66%	17%	9.1%	8.7%
Algebra 2 any grade	2021-22	67%	16%	11%	6.8%
	2022-23	70%	14%	8.4%	7.1%
	2023-24	69%	17%	8.5%	5.1%

What math are students taking in 7th grade?

To measure proportional representation in math, and the impact of new math pathways, this data.

		2022-23		2023-24		2024-25	
All Students	On Standard	794	52%	719	47%	490	32%
	Accelerated	722	48%	795	53%	1020	68%
	% Met in accelerated [#]		NA		72%		88%
BIPOC Focus Group	On Standard	163	80%	142	76%	132	67%
	Accelerated	41	20%	45	24%	65	33%
	% Met in accelerated [#]		NA		62%		80%

[#] % Met in Accelerated is an estimate of the percent of students in the group who met standard on the SBA who are taking an accelerated math course. (% met in 5th grade / % in accelerated math)

When are students taking Algebra 1?

To measure proportional representation in the grade span of students in Algebra 1, the data is presented below. The first cohort of students who accessed the new middle school math pathways will enter 9th grade in the fall of 2026.

		2021-22		2022-23		2023-24	
Algebra students - All Students	In Middle School	792	49%	730	48%	734	47%
	In High School	835	51%	794	52%	840	53%
Algebra students - BIPOC Focus Group	In Middle School	41	19%	43	20%	43	22%
	In High School	180	81%	171	80%	156	78%

Highlights:

- 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.
- Highlights related to students excelling academically:
 - Both overall and among students of color, there is an increase in participation in middle school accelerated math, especially among students meeting standard on the SBA. Measurable increases as a result of this will not be available until 2025-26 and 2026-27.
 - In 2023-24, over 40% of district seniors took a math class beyond Algebra 2
 - nearly 200 seniors took Advanced Algebra/Trig, IB Standard Level and Pre-Calculus.
 - over 450 seniors took Calculus, IB Higher Level or AP Statistics
- Highlights related to students demonstrating foundational levels of preparedness or high risks related to math.
 - In 2023-24, there was a decrease in the number of students failing to earn credit in high school math, with failing grades in algebra 1 taken in high school nearly in half from the previous years.

Challenges:

- Representation and disproportionality continue to be a concern with math outcomes. Though there are indicators of some incremental progress, this remains an area of focus.
- Math interventions present a unique challenge given the cumulative nature of math content. The district continues to develop strategies for addressing gaps while keeping students on pace with their peers.

Actions:

- The district *piloted Intensified Algebra*, an intervention with rigorous learning outcomes in 2023-24, expanding to all schools in 2024-25. The district also worked with school staff to create enhanced student access Algebra 1 lab classes, another form of support and intervention. Early results show that these interventions have been effective for students entering Algebra 1 with unfinished learning.

- The district also increased the number lab class opportunities in Geometry and Algebra 2 for students who show learning support needs in these courses.
- Initiated a High School math program review for the fall of 2024 to make adjustments to course offerings for the fall of 2025. Courses changes include:
- Increase in opportunities to earn college math credits in high school, including Pre-Calculus, expected to be in place for the fall of 2025. College in the High School which can meet the *college* math graduation requirement for many students not pursuing a STEM degree.
- The district has created and communicated the opportunity for students to self-pace learning between Algebra 1 and Pre-Calculus over three years (standard pace) or two years (accelerated / advanced pace).
- Reviewing and developing guidance for addressing the needs of students with unfinished middle school math learning AND the need for support classes through Algebra 2.
- Additional math course review will continue through fall 2025 to consider which math courses should be offered to support diverse career goals, especially careers that don't require calculus.

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

Interpretation:

I interpret 2.8 to mean:

- each student will demonstrate STEM knowledge and skills that meet or exceed state standards, and
- 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
- 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.

Data:

In science, students may take a range of courses. For graduation, they must complete 3 credits, two of which must be lab sciences.

Grade Performance in Secondary Lab Science (HS) and all MS Science courses

This data provides the percentage of students who scored in each grade range in their science classes. Students who scored in the A to B- range have confidently demonstrated academic excellence across the strands of the science standards. Students scoring in the C range demonstrated readiness, students scoring in the D range demonstrated sufficient foundational knowledge to earn course credit and students who failed the class were at high risk of not achieving the outcomes described in 2.8.

		A to B-	C+ to C-	D+ to D	F
High School Lab Sciences	2021-22	71%	16%	8.3%	4.0%
	2022-23	72%	16%	8.4%	3.7%
	2023-24	72%	16%	8.8%	3.9%
Middle School All Sciences	2021-22	77%	15%	6.0%	1.7%
	2022-23	77%	16%	5.3%	2.0%
	2023-24	76%	17%	5.4%	2.0%

Enrollments in Science Courses

Source: Skyward data

= number of enrollments in the subject area

CPS = Credits earned per student (based on headcount below)

One enrollment is equal to one student, one period, one term, which provides 0.5 credits.

This data indicates that, on average, students take 1.2 credits per year of STEM related courses, which exceeds the graduation requirements.

	Subject	#	CPS	#	CPS	#	CPS
Issaquah High	Year Total # Students	2021-22 2382		2022-23 2364		2023-24 2409	
	Communication Technology	189	0.04	181	0.04	146	0.03
	Engineering Design	275	0.06	328	0.07	226	0.05
	Information Technology	925	0.19	807	0.17	777	0.16
	Science	4123	0.87	4204	0.89	4567	0.95
Liberty	Year Total # Students	2021-22 1381		2022-23 1423		2023-24 1456	
	Communication Technology	299	0.11	263	0.09	218	0.07
	Engineering Design	143	0.05	63	0.02	144	0.05
	Information Technology	481	0.17	432	0.15	352	0.12
	Science	2558	0.93	2530	0.89	2618	0.90
Skyline	Year Total # Students	2021-22 2101		2022-23 2113		2023-24 2136	
	Communication Technology	473	0.11	371	0.09	396	0.09
	Engineering Design	256	0.06	300	0.07	244	0.06
	Information Technology	583	0.14	715	0.17	701	0.16
	Science	4047	0.96	4207	1.00	4069	0.95

Highlights:

- [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.

- Secondary science curriculum was adopted in 2017-19. It is aligned with NGSS and supported with hands-on laboratory learning.
- The district offers a wide range of science and technology courses. In the 4 subject areas listed, each comprehensive high school offered between 25 and 40 distinct courses.

Challenges:

- Science and CTE courses require specially trained staff. Maintaining CTE talent with the range of experience and training to build and maintain CTE/STEM offerings is a constant work in progress.

Actions:

- Science adoptions are up to date. The district has focused on ongoing support for the curriculum and lab experiences, as well as expansion of additional STEM courses through CTE programs as described in Results 2.10 (below).

2.9 Students will understand and apply current and emerging technologies, including artificial intelligence, to demonstrate technology literacy and use technology ethically and safely 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 (International Society for Technology in Education (ISTE) standards, and
- students will engage, create, and produce using technological tools, and
- students will adapt to and leverage new technology for learning and application.

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.](#)

Data: See Section 2.8 for course data.

Technology Surveys, administered at the middle school level, ([year to year comparison 2022-2024](#)) shows that students are comfortable or very comfortable with using technology to research, present information, collaborate with peers, and show what they know and can do. More often than not, middle school students are more likely than not to use technology when approaching assignments.

		2022	2023	2024
<i>When working on a project or assignment, how likely are you to use technology to create the project?</i>	Very Likely	40.8%	40.1%	47%
	Likely	38.9%	37.8%	32%
	Somewhat Likely	16.1%	17.3%	16%
	Not Likely	4.1%	4.8%	4%
<i>How comfortable are you using technology resources to research for a project or paper?</i>	Very comfortable	74.0%	76.3%	78%
	Comfortable	21.4%	20.4%	17%
	Somewhat comfortable	3.8%	2.8%	2%
	Not comfortable	0.8%	0.5%	2%
<i>How comfortable are you using technology resources to collaborate on schoolwork with classmates?</i>	Very comfortable	54.8%	55.5%	63%
	Comfortable	30.8%	31.8%	24%
	Somewhat comfortable	11.6%	10.7%	10%
	Not comfortable	2.7%	2.0%	3%
<i>In school, students are taught responsible, safe, legal, and ethical ways to be an active member in a digital world, whether it be on social media or other websites and apps.</i>	I agree	70%	70%	63%
	I disagree	6%	7%	9%
	Neither agree or disagree	22%	23%	27%

Students reported the rate at which they use a variety of tools. The data below shows the percent of students who reported using type of tool regularly (daily, weekly or monthly):

	2022	2023	2024
<i>Collaboration tools / Shared Docs</i>	92.8%	92.9%	93%
<i>Online Textbooks</i>	89.9%	85.6%	85%
<i>Microsoft 365</i>	99.2%	99.1%	98%
<i>Canvas</i>	99.4%	99.3%	98%
<i>Classlink</i>	97.8%	97.8%	97%
<i>Personalized learning tools</i>	97.5%	95%	86%
<i>Multimedia tools</i>	52.5%	54.9%	84%

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 Results 4.

Highlights:

- 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 Computer Science and Robotics lessons for elementary grade levels were finalized in the spring of 2024.
- No current data is available on the use of accessibility tools. Teachers report that they are encouraging and teaching the use of accessibility tools as part of inclusionary practices, with an emphasis on Immersive Reader and audio-texts.

Challenges:

- Rapid change vs. time to collaborate. Technology is constantly changing at a high rate. Though the district provides annual training, teachers report that they would benefit from more time to collaborate with peers and support staff on tech integration.

Actions:

- Levy-funded Educational Technology staff are assigned 1 day per week at each school to work with teachers to integrate technology and provide students opportunities to use technology for creation and innovation.
- Ed Tech staff review, refine and update the K-5 Technology Skills Sequences.
- Ed Tech staff are developing a 6-12 Technology Skills Sequence.
- The district developed the AI guidelines for staff and students which were adopted by the cabinet in the summer of 2024. [Procedure 2022 P \(Staff\)](#), [K-5 Responsible Use Agreement](#), [6-12 Responsible Use Agreement](#).
- District staff are participating in multiple AI professional work groups to collaborate with peers across the nation in emerging uses of AI and to identify issues and hazards of AI integration.
- District Educational Technology staff have facilitated professional learning and collaboration groups to identify uses of AI and inform decisions regarding AI.
- AI tools are integrated into an increasing number of core tech tools such as Canva. The district is entering into a partnership with the University of Washington to access, study, and improve a protected AI teaching and learning environment.

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 connected to their future.

Data:

Note: Application of course content to authentic tasks and in preparation for the use of learning for work, life and continued education is an essential element to Washington State standards. Learning in each class should be made relevant to the life of students. In this sense, all the data in sections 2.2-2.8 of this report apply to 2.10.

The area most closely and specifically linked to application to life situations are Career and Technical Education (CTE) courses. These courses are designed to allow students to explore career opportunities and build career skills.

Career & Technical Education Enrollments

This data provided information on enrollments in CTE at each school. One enrollment is equal to one student, one period, one term, which provides 0.5 credits.

- Enrollments = total number of enrollments
- CPS = Credits of CTE per student (average)

This data indicates that students, on average, are taking at least 1 credit per year of CTE courses, far exceeding the graduation requirement of 1.0 credits over 4 years.

		2021/22	2022/23	2023/24
<i>Issaquah High School</i>	Total # Students	2382	2364	2409
	Enrollments	5990	5940	5576
	<i>CPS</i>	1.3	1.3	1.2
<i>Liberty High School</i>	Total # Students	1381	1423	1456
	Enrollments	3588	2988	2949
	<i>CPS</i>	1.3	1.0	1.0
<i>Skyline High School</i>	Total # Students	2101	2113	2136
	Enrollments	4164	4338	4720
	<i>CPS</i>	1.0	1.0	1.1

Highlights:

- As illustrated in the Post-Secondary Education data from the National Clearinghouse, district students pursue and persist at high rates to achieve post-secondary degrees and certifications.
- The district's focus on Universal Design for Learning began with an emphasis on engagement, including training on making coursework connections to students' real lives and future applications of learning in an explicit and culturally relevant way.
- Every year, 100% of students at Gibson Ek participate in an internship.

Challenges:

- While the district recognizes that it provides many exploratory options for students to be work-ready upon graduation, there may be room to grow.
- School facilities and crowding impacts the types of CTE courses that can be offered.
- The High School and Beyond Plan (HSBP) has not yet been established as a critical planning tool. For the district to leverage the HSBP, we will need to better engage students, caregivers and staff.

Actions:

- The district is expanding CTE courses that lead to certifications
- Added 4 certifications in 2024-25 to existing classes
- Adding the *Aerospace Manufacturing* course, at Liberty High School in 2025-26 (3 credit WANIC Class)
- Career centers are expanding programs to engage students in exploring career options, and the courses they would take in high school to pursue careers of interest.
- The district is increasing the use of data from the High School and Beyond Plans, where students express their interest in careers, to inform course offerings. This will include expansion of courses designed so students become work-ready upon graduation in fields that provide wages that allow graduates to thrive.
- Piloted a *Pathways to Graduation* family information event for incoming 9th grade students and families.
- Piloted a microschool at Issaquah High School for students to engage in inter-disciplinary and real-world learning experiences and to demonstrate competency in multiple areas.

Board Acceptance: 2/13/2025