



OE-14 Instructional Program
Policy Type: Operational Expectation

Emergency Monitoring Report for School Year 2024-2025 – May 29, 2025

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

Emergency Monitoring Note: The Superintendent certifies that the district is making progress toward the compliance of sections OE 14.3, 14.4, 14.5 and 14.6. Section 14.3 policy revisions were completed at the November 14, 2024 Board meeting and the below evidence reflects progress in this year for implementation starting next year and beyond. The emergency monitoring for the sections aforementioned was requested at the March 27, 2025 Board meeting. In addition, this evidence will serve as the foundation for evidence provided next year as part of the annual monitoring cadence and schedule.

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

General Interpretation:

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

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

- a. Learning experiences providing the opportunity for students to earn career certifications and credentials.**
- b. Courses providing the opportunity for students to accelerate learning that leads to college credit earning opportunities starting in 9th grade, including Advanced Placement and College in the High School courses at all comprehensive high schools, while facilitating access for all students to unique opportunities and course offerings at each individual high school.**

Interpretation:

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

Evidence:

In addition to the elements presented in the annual report, updates for the 2024-25 school year include:

District structures to support development of interests and personal passions:

- Elementary change in student groups: Each elementary school has structures in place through Regulation 2153 - Non-Curriculum Related Elementary School Student Groups, to allow for the formation of up to five student-initiated groups. Students design their student groups based on their interests and passions. Student groups this year include a range of interests such as arts and crafts, debate and public speaking, leadership, knitting, gaming, theater, comics, and more.
- Middle school leaders routinely solicit feedback from students about which electives need to be added to the menu of opportunity, and through the course request process can create a building schedule that meets student demand. In the 2024-25 school year, 61 unique electives were offered across the system. Examples of these are listed below:
 - Fine and performing art; chorus, band, orchestra, drama, arts and crafts, drawing and painting, 3-D art, mixed media art, sculpture and 3D
 - Class and peer tutoring; library TA, office TA, peer tutoring and diverse need peer tutoring
 - Technology: automation and robotics, design and modeling, stem sampler, advanced computer science, Computer science discoveries, game design, digital photography
 - World language exploration (also option to take as high school credit)
 - Innovation: principles of flight, medical detectives, woodshop, design and modeling, yearbook
 - Other special interest; speech and debate, reading for fun, leadership, backyard forests, board games, zoology, family and consumer science,
- The 7th period day provides students with an additional class period, enabling those who take advantage of it to pursue coursework aligned with their personal passions.

Courses that provide students the opportunity to earn career certifications and credentials already in place:**In place for 2024-25**

High school level credentials:

- AP/IB Computer Science
- Cybersecurity
- Health
- Mechatronics
- Metal Fabrication
- Photoshop
- Sports Medicine
- Video Game Design with Unity and C#
- Web Design
- Wood Shop

Work-Ready Credentials:

- Culinary Arts- SERV Safe Food Manager Certification
- Teaching Academy- Paraprofessional certification

In place to launch in 2025-26

- Liberty is adding Aerospace manufacturing which leads to CORE Plus certification.

Learning experiences that provide acceleration and/or college credit options:

In place for 2024-25

- Liberty High School Contemporary Literature class in 2024-25 is entirely College in the High School certified. Preparation for this launch was in 2023-24, and the positive impact is that all students in this course this year who earn a B or better will be awarded 5 English 111 credits at Bellevue College. A known area of struggle is the application process and portal at Bellevue College. This is being remedied through a variety of supports.
- Ongoing opportunity to college credit earning classes through Advanced Placement (AP) courses, dependent on successful passage of exams. Students can take AP tests without having taken the course, which many students do annually.
- Ongoing opportunity to college credit earning classes through International Baccalaureate (IB) courses at Skyline High School, dependent on successful passage of exams.
- Running Start classes as directed by state law at Renton Tech, Bellevue College, Central Washington University and University of Washington.
- Career and Technical Education (CTE) continues to expand in response to student interests. New CTE classes launched in 2024-25:
 - Business Law was reinstated at Issaquah High to respond to student interest in law careers.
- ISD Online Learning offers a wide range of online AP courses.
- Legacy advanced classes at the middle school; Algebra, Geometry, and Spanish allow students to earn high school credit while in middle school which allows for further acceleration and scheduling opportunities while in high school.

In place for launch in 2025-26

- CTE continues to expand in response to student interests with plans to launch Aerospace Manufacturing- CORE+ this upcoming fall.
- District-wide collaboration to certify all Precalculus classes as College in the High-School: the program is moving forward with the expectation that all Precalculus classes in the district will be College in the High School certified. The positive impact is that all students taking Precalculus next year who earn a B or higher will earn 10 credits (Precalculus 141 and 142). A known concern is the student application process and portal at Bellevue College, as it is expected that over 500 district students will take this course next year - this is an appropriate area to build out student and parent support. College in the High School through University of Washington (UW) was considered; UW is not accepting new classes at this time.
- Advanced Placement new courses:
 - Issaquah High is piloting AP Precalculus, AP Music Theory and AP African American Studies
 - Skyline is adding AP Calculus A/B, AP Statistics and AP Computer Science Principles (with AP Calculus B/C for 2026-27)
 - Liberty High is adding AP Economics.
- International Baccalaureate new courses at Skyline
 - Standard Level Literature/Language 11th grade
 - Higher Level Chemistry

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

Interpretation:

I interpret this to mean that our District utilizes Universal Design for Learning (UDL) to support the diversity and variability of all learners. Multi-Tiered Systems of Support (MTSS) provides a framework and system to support UDL. The district will provide professional development to support the

implementation of MTSS and provide resources to support Tier 1 and universally designed instruction for all students, strategies, and interventions to support Tier 2 and Tier 3 learning needs.

Evidence:

In addition to the elements presented in the annual report, updates for the 2024-25 school year include:

District implementation of Universal Design for Learning:

- Expansion of inclusive practices and Universal Design for Learning. Several items of work launched in 2024-25 support the expectation that the instructional program is inclusive to the diverse students within our district:
 - Launched the first year of Ignite professional development, including the development of lab classrooms and teachers and principals creating Universal Design for Learning goals at the school and classroom level.
 - Established an elementary building schedule that ensures consistent time for math support and intervention. This change in schedule expanded opportunities for Tier 2 interventions and support in math going forward. Literacy support was already in place.
 - Expanded Tier 2 interventions for Algebra 1 taken in high school.
 - Aligned study skills and learning strategies classes to follow evidence based practices.

District change to curriculum adoption process to be more inclusive of all students

- Continued the new practice of inviting parent feedback on materials being considered for adoption during the entire field-testing window, including the time between Instructional Materials Committee decision and school board approval.
- Used newly developed [Equity Framework for Curriculum Adoptions](#) for Global Studies, striving to engage the community in the development of this important course.
- Continued use of the [Equity Framework for Supplemental Curriculum](#), designed to support teachers seeking supplemental materials to select materials that are free from bias, promote inclusion and belonging and respectfully portray differing groups.

Preschool:

- District preschool programs of Early Childhood Education (ECE), Transition to Kindergarten (TK) and ECEAP have Tier 1 guaranteed developmentally appropriate curriculum in: Creative Curriculum (literacy), PreK Eureka (mathematics), Handwriting Without Tears, and Pre K Second Step for social/emotional learning. This guaranteed curriculum resulted in an analysis of curriculum in 2023-24, and purchasing all needed curriculum for every preschool class for the start of the 2024-25 school year and training all preschool teachers on the delivery of these curriculum.

Elementary School

- In the 2024-25 school year, all elementary schools included a 30-minute Success Block to their building schedule dedicated to math intervention and support. This Success Block ensured supplemental intervention programs such as Title 1A, LAP and Special Education services could occur with little to no loss of access to core instruction.
- Launched the new literacy curriculum, Benchmark, which includes components to be more responsive to individual students needs and is culturally responsive

Secondary School

- Expanded online learning from four to eight credits, allowing students agency to make choices based on their best learning needs. This regulation change will go into effect beginning in fall 2025. Current indicators of students taking advantage of additional online learning opportunities

are an increase of 30% in summer school enrollments and an increase of 20% for fall 2025. Fall 2025 enrollment does not close until June 20 for the first start date. Typically, a second opportunity to register and enroll is offered in late summer. This expansion allows students who find success in the Online learning program to take more credits in a path that matches their individual needs.

- Launched several attendance interventions at the high school level: Re-engagement work for students resulting in targeted progressive interventions ranging from in person and virtual attendance re-engagement workshops, community engagement boards, school team meetings, incentive contracts and attendance agreements with over 141 students with BECCA petitions this school year. The district continues to offer options to engage students including; partial schedules, enrollment in Career Education Option programs, GED programs, full time online learning through the state, and jobcorp. Through the online learning re-engagement pilot program this year housed at the district office, the positive impact includes 12 students engaging in learning who previously were neither attending nor enrolled.
- The common course request process allows secondary school leaders to respond to student requests and build schedules that meet student demand, specifically in the support classes. Availability of support classes allows student agency to request this support, engage in direct instruction on executive function skills, additional time and instruction in subjects where students know they need more help.
- The high school microschool pilot at Issaquah High will conclude in 2024-25, due to staffing limitations and the end of grant funding. However, based on the success and key insights from the pilot, the district is shifting focus to middle school, where two new microschools will launch this fall. This transition allows the district to build on what was learned while aligning more closely with existing capacity and momentum at the middle level.

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

Interpretation:

I interpret this to mean the district is staying at the cutting edge of promising practices and evidence or research-based programs that support universally designed, culturally responsive and trauma informed instructional practices, and that there are processes that allow for review of such programs in the context of our district.

Evidence:

In addition to the elements presented in the annual report, updates for the 2024-25 school year include:

Preschool:

- Two additional Transition to Kindergarten classes were added in 2024-25. These classes are both full at 15 students in each, making the district total 5 classrooms and 75 students receiving this innovative approach to early learning. Data from the winter TS Gold assessment indicates strong student achievement from all classes. Spring TS Gold data collection will be available in June.

Elementary:

- In the 2025-26 school year, Teaching and Learning Services will provide additional training and resources for teachers to add more Curriculum Based Interventions (CBI) during literacy Success Block and math Success Block time, allowing for earlier intervention and greater differentiation. The training will support teachers in understanding which students need earlier intervention and how to provide that support. The district will also establish system-wide fidelity measures and student progress measures to monitor more interventions.
- Elementary Tier 2 Interventions are monitored closely with both progress monitoring data (at

least monthly measures of growth) and diagnostic benchmark data from i-Ready, as well as annual evaluation that includes the use of SBA data where available. Schools are provided with dashboards in PowerBI and i-Ready school and teacher dashboards for access to student and cohort achievement and growth throughout the year.

Middle School:

- Microschool expansion to middle school for the start of next year. Starting in the 2025–26 school year, the microschool model is expanding to serve middle school students with the launch of two new microschools at Maywood Middle School and Pine Lake Middle School. These new hybrid learning opportunities will bring an interdisciplinary, community connected, and project-based learning approach to middle school students. Students in these microschools will learn with a cohort of students as they learn subjects such as language arts, social studies, and science while fostering agency, creativity, collaboration, and leadership. The microschool model is evidence based to support students not finding success in the traditional model.

High School:

- Consideration of addition of College in the High School courses, which creates system-wide opportunities for students doing college level work to earn college credits at no charge. This model is aimed at on-grade level high school courses. Research indicates that College in the High School has more equitable access and achievement than other college credit earning opportunities for high school students.
- As part of building our Multi-Tiered System of Support systems, secondary school teams are provided a *Secondary Grades* data dashboard, updated at the middle and end of each term (quarter/trimester) to help identify students at risk of receiving a D or F in any course so that adults can intervene and monitor progress. The ability for adults to frequently and systematically monitor student progress is one tool used by leaders to equitably respond to students in need. An example use of this data is the monitoring of Algebra 1, a key milestone in the district 3-year Strategic Plan. Examples of this data, and reference data from the monitoring report in Results 2, are provided below to illustrate how the tool allows nimble, formative monitoring of data aligned to strategic milestones.
- Data from the National Clearinghouse, allows district leaders to follow district graduates into college, tracking their persistence. This gives insight into which colleges and universities across the nation district graduates attend, and how many earn a bachelor's degree in 4, 5 and 6 years. This information is helpful to triangulate data about what students' report, what teachers and principals observe, and what post-secondary outcomes we are able to track.

From the monitoring report of Results 2 (annual monitoring)

The below Algebra 1 data shows a decrease in D and F grades and an increase in A and B grades for the past three years. This can be attributed to the interventions put in place at both the middle level and the high school interventions in place.

		A to B-	C+ to C-	D+ to D	F
<i>Algebra 1 in high school</i>	2021-22	55%	19%	11%	16%
	2022-23	53%	19%	12%	16%
	2023-24	66%	17%	9.1%	8.7%

From the Secondary Grades Dashboard for Semester 1, 2024-25 (progress monitoring)

Below is an example of the *Secondary Grades* dashboard, showing current student achievement. Secondary schools can track student achievement in smaller increments throughout the year,

Class Name	% A to B-	% C+/C/C-	% D/D+	% F's	Total # Students	School
CC ALGEBRA 1 A	71%	14%	8%	6%	189	Liberty High School
CC ALGEBRA 1 A	69%	15%	6%	7%	215	Skyline High School
CC ALGEBRA 1 A	62%	17%	9%	11%	322	Issaquah High Scho...

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

Interpretation:

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

Evidence:

In addition to the elements presented in the annual report, updates for the 2024-25 school year include:

- The new equity framework for adoptions: [Link to Equity Framework for Curriculum Adoptions](#) provides an opportunity to routinely monitor the effectiveness of curriculum for all learners, and disaggregate on race and program to ensure that adopted curriculum is accessible for all and shows student achievement equally across race and program.
- Began to build out scope and sequence for new on-grade level courses to include 145-150 days of core content. This step allows all teachers to utilize strong Universal Design for Learning practices and be more responsive to student learning needs and interests.
- The Tier 2 intervention for Algebra 1, *Intensified Algebra*, was offered at all three comprehensive high schools and offered to meet student demand.
- New high school math pathways were developed with representatives from all three comprehensive high schools and these courses were offered at all three schools. Representatives, with facilitation by Teaching and Learning Services, are currently working on developing new Scope and Sequences for all core and advanced math classes for the 2025-26 school year.
- Attendance interventions were codified and shared with secondary school leaders, utilizing the Tiered system and a menu approach of trying likely to work interventions with students who struggle to attend regularly.
- As stated in 14.3, when considering College in the High School courses, this is now accomplished at the school and/or subject level, not only at teacher discretion. The two examples cited show effort to create uniform opportunity for students.
- The addition of initially selected AP courses for Skyline High School, prepared to launch in 2025-26 is intentional change management, working with the teams to determine the first best step.
- Civics will be offered in 12th grade at all comprehensive high schools.
- The new common course catalog, launched in January 2025, provides comprehensive high schools

uniform directions on which courses are available for which grades, and which credits are assigned to core courses. This strategic plan strategy is nearly complete for core subjects and will move in 2025-26 to continue this work for common electives.

Board approval: