**OE-12 Learning Environment**
Policy Type: Operational Expectation

**Annual Monitoring Report for School Year 2024-2025 – December 11, 2025**

*The Board believes that every student should have access to all academic and social-emotional learning supports that are necessary for them to achieve their full potential. Grading practices should be equitable and homework should meaningfully contribute to overall student learning.*

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**The Superintendent certifies that the district is in compliance with OE-12 with exceptions (noted below and underlined within the report in future pages).**

**Exceptions:**
12.1, c & d
During the 2024-25 school year, grading practices were expected to be consistent within a course team at each school, with known inconsistencies addressed by school leaders. However, secondary students did not experience transparency and consistency in approach to grading across grades, courses, and across schools. Progress towards this goal is outlined below and in the 2024-25 Operational Expectation 12: Learning Environment report. Descriptions of additional actions being taken to bring the district into compliance are described in this report.

12.2
During the 2024-25 school year our district did not specify clear definitions for consistency across schools for homework in secondary schools so cannot provide clear and compelling evidence that homework practices were consistent across secondary grades, departments, or schools. The actions being taken to bring the district into compliance are described in this report.

**The Superintendent shall establish and maintain a learning environment that is characterized by support and encouragement for high student achievement.**

**General Interpretation:**
I interpret this to mean that the district sustains a learning environment that supports robust and rigorous learning experiences for every student, every day, in partnership with students and their families. I further interpret this to mean that the learning environment is supported by homework and grading practices that seek to reduce inequities that exist across the district in student learning experiences.

**The Superintendent will:**

**12.1 Ensure that grading practices are equitable and based on a comprehensive and objective review of best practices research.**

- **Determination of student grades should reflect the student's understanding of course learning objectives.**
- **Students should have multiple opportunities to demonstrate and achieve a grade that reflects a high-level of understanding of course learning objectives.**
- **Grading practices should be consistent across grades and secondary departments.**
- **Departmental grading practices should be consistent across schools.**

**Interpretation:**
I interpret this to mean that grading practices reflect the learning of academic content for all students, are based on research, and are accessible to diverse learning needs and styles. I interpret this to mean that grades communicate to students and their families about their progress in learning academic content and course expectations. I further interpret this to mean that the district ensures alignment across the system so that:

a. Students have a clear understanding of the course learning objectives and how there are different methods for demonstrating high levels of understanding of course learning objectives.
b. Students know how to access the process and journey of learning through multiple opportunities to demonstrate their learning (e.g. opportunities to demonstrate learning after teacher feedback or after a personal setback).
c. Students experience transparency and consistency in approach to grading across grades, courses, and across schools.
d. Students will not be graded on non-academic factors.

**Research-basis for equitable grading practices.** Using the synthesis of research provided by Center for Applied Special Technology (CAST) and Visible Learning. This research applies to grading practices in the following areas. CAST is an organization that synthesizes research for Universal Design for Learning. Issaquah School District (ISD) and Issaquah Education Association (IEA) have acknowledged this research as a source of best practices for grading in the IEA collective bargaining agreement. CAST draws on and is aligned with John Hattie's *Visible Learning*, a collection of books, websites and resources for understanding and implementing evidence-based practices aligned with research.

- **Clear and visible success criteria.** Consistently defined outcomes in a way that is accessible to students
- **Actionable Feedback.** Proactive, prior to summative assessment, feedback that is specific and timely
- **Self-evaluation and reflection.** Ensuring time for students to take corrective action
- **Recovery as a response to intervention.** Reactive to a summative assessment, after support provided

## Evidence:

Elementary:
Elementary teachers are provided with a grading guide to support consistent application of a standards-based report card. Staff and parent feedback from the 2022-23 school year initiated the development of a Report Card Committee that began in the fall of the 2023-24 school year. Implementation of the new elementary report card was implemented in 2024-25. Elementary grading and reporting was strengthened in the following ways:

- Increased alignment between assessments and grading categories. This provides more concrete direction to teachers in how to use curriculum-based assessments to determine a student's grade, decreasing variability in grading across the district.
- Updated the 4-point scale rubric to more closely align with state definitions.
- Added an assessment report emailed to parents to provide another measure of achievement for families.

Secondary:

**Exceptions and Challenges:**
During the 2024-25 school year grading practices were not consistent across grades and secondary departments and departmental grading practices were not consistent across schools.

Promoting a consistent approach to equitable grading is both technical and adaptive. Challenges noted to achieve consistency include:

- Defining consistency that allows for flexible means as described in Universal Design for Learning
- Time for calibration across schools is limited
- Capacity to lead calibration across hundreds of secondary courses

See *Actions in progress to bring district into compliance* section below.

**Data Evidence:**

**Soft Skills Survey Data**
Student surveys offer an opportunity to hear from students about how they experience the learning environment, including workload questions. All student surveys results can be viewed on our website.

**Most of my classes provide me an opportunity to turn in assignments late if I miss the first deadline/due date.**
Student perception data indicates we are holding consistent with room to improve to reach our goal for students reporting their confidence in ability to return late work for substantial credit.

| 7th grade Soft Skills Survey | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Percent agree or strongly agree** | 78% | 82% | 78% |
| **Number respondents** | 1030 | 182 | 1051 |

| 9th - 11th Soft Skills Survey | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Percent agree or strongly agree** | 72% | 75% | 73% |
| **Number respondents** | 2566 | 93 | 2305 |

**Most of my teachers provide me an opportunity to show mastery if my first attempt received lower than 80% on work that has a significant impact on my grade.**

Student perception data indicates we are holding consistent in 7th grade and have made gains in high school, with significant room to improve to reach our goal that students are confident they will have an opportunity to recover if they do not reach the identified level of achievement.

| 7th grade Soft Skills Survey | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Percent agree or strongly agree** | 70% | 75% | 76% |
| **Number respondents** | 1030 | 182 | 1051 |

| 9th - 11th Soft Skills Survey | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Percent agree or strongly agree** | 58% | 68% | 76% |
| **Number respondents** | 2566 | 93 | 2305 |

**Strengths & Improvements:** Areas of strength and improvement in this area include the following.

- ***Use of Canvas Learning Management System (LMS) and Syllabus***. For the 2024-25 school year new conventions were developed and communicated to staff for the syllabus in Canvas to increase consistency in where learning expectations and grading practices for courses would be visible to students and families.

- ***Established Grading Scales***. District standard grading scales are preloaded into Canvas LMS. Course teams at individual schools may choose which standard scale to use. Use of alternative scales are subject to administrator approval.
  *Example rationale for alternative scale: use of AP-aligned assessments where a lower percentage is expected to achieve a grade*.

| Standard Grading Scale | | | Grading Scale without +/- | | |
|---|---|---|---|---|---|
| A | 93 -100% | 4.0 | A | 90-100% | 4.0 |
| A- | 90-92% | 3.7 | | | |
| B+ | 87-89% | 3.3 | B | 80-89% | 3.0 |
| B | 83-86% | 3.0 | | | |
| B- | 80-82% | 2.7 | | | |
| C+ | 77-79% | 2.3 | C | 70-79% | 2.0 |
| C | 73-76% | 2.0 | | | |
| C- | 70-72% | 1.7 | | | |
| D+ | 67-69% | 1.3 | D | 60-69% | 1.0 |
| D | 60-66% | 1.0 | | | |
| F | 0-59% | 0.0 | F | 0-59% | 0.0 |

- ***New course development guidelines and Scope & Sequence***. During the 2024-25 school year guidelines for new course development were added to the curriculum adoption procedures. This included the following:
    - Strengthening how essential learnings and power-standards are identified in the Scope and Sequence.
    - Alignment of Common Learning Experiences (description of consistent type and quantity of work expected in the course) to…
        - identify integration of Universal Design for Learning core practices
        - identify tiered supports for students who encounter difficulties in the course

      Common learning experiences strengthens articulation of both how to provide multiple means of expressing learning and multiple means of students to grow and achieve high levels of learning.
    - Integrate guidance on grading standards and practices.

- ***Articulation of grading and recovery expectations.*** During the 2024-25 school year the district established the common expectations on recovery opportunities as articulated in a memorandum of understanding (MOU) with the Issaquah Education Association (IEA). During the summer of 2025, a new collective bargaining agreement (CBA) was reached with IEA creating a 3-year agreement that includes the following provisions related to consistency in grading.

- ***Defined core expectations.*** Under the supervision of the principal and in accordance with the adopted course of study and other provisions approved by the Superintendent, educators will be responsible for the evaluation of each student's educational growth and development and for making periodic reports to parents or guardians as well as to the designated school administrator.

- [Educators will] rely on their professional judgment to establish expectations for student work submission and deadlines for those submissions.

- [Educators will] rely on their professional judgment to assist struggling learners and determine the best approaches for supporting all learners.

- [Educators will] rely on their professional judgment to determine when additional opportunities are appropriate for assessments, as well as how best to include additional opportunities for assessments in their practice. Such opportunities may not be available for end of course final assessments.

- ***Defined actionable feedback, timeliness of feedback, grade entry.*** For secondary staff, [educators will] be responsible for returning graded student work, and providing feedback, to students in a timely manner as appropriate to assignment or discipline. "Timely" includes the opportunity for students to attempt to improve their performance and/or avoid an F in a course before being asked to perform in the same or substantially similar way again. For secondary staff, be responsible for the timely entering of graded

student work into the district online reporting tool within three (3) school weeks of students having submitted the work.

- ***Defined criteria for recovery.*** On summative coursework that significantly impacts their final course grade, and scores a C plus or lower, the teacher will provide at least one additional opportunity to earn up to a C plus on that coursework. Building content teams may increase these thresholds above a C plus.
- Educators will consider barriers students are facing when determining a student's demonstration of effort and available recovery opportunities.
- Recovery opportunities may be personalized to the situation and include examples such as, but are not limited to: Grade adjustments after future coursework; Relearning; Use of Mastery Gradebook; Re-Assessment; Academic Contracts; and/or Accumulation of evidence.
- ***Define arbitrary and capricious grading in terms of consistency in approach with peers***
- ***Establish a joint IEA-Admin grading practices advisory committee to inform and influence district initiatives related to grading practices and to examine the following:***
- New trends in current research, if any;
- Effective grading practices used by teachers/teams in the ISD and to highlight their use;
- Practices identified/suggested by peers or administrators as resulting in inequities or as being misaligned with CAST; and
- The intersection of how equitable grading practices affect students with documented supports.
- **Annual structured cross-district calibrations.** During August Learning Improvement Days secondary teachers collaborated in cross-district, course-alike groups to increase calibration of learning expectations and/or grading practices.

## Actions in progress to bring district into compliance

**Leveraging Student Voice**

- **Student engagement plan.** Secondary Ed and Teaching & Learning Services departments will work with secondary principals to develop and implement a plan to solicit from students their experiences of grading and homework to inform actions related to bringing the district into compliance in 12.1 and 12.2.

**Leveraging Grading Practices Advisory Committee**

- **Establish core components for equitable grading.** Develop procedures for monitoring and reinforcing core components as a universal expectation across grades, departments and schools.
- **Identify and address problem areas**. Prioritize situations where practices are significantly misaligned resulting in a high likelihood of inequitable or unequal outcomes for students across grades, departments or schools.

**Leveraging the adoption and course development process**

- **Continue to implement UDL and grading practices.** Ensure each new core course Scope & Sequence and teacher training clearly establishes high leverage practices for feedback, assessment and grading.
- **Initiate Scope & Sequence revisions.** Where the academic cabinet or grading committee identifies courses where addressing inequitable grading practices and/or student outcomes requires curricular adjustments for the course, revisions to the scope and sequence will be made in collaboration with Teaching and Learning Services.

**Leveraging MTSS, Inclusion & UDL**

- **Incorporating collaborative data study and tiered team data study.** Collaborative data study is the process of course or department teams using a data protocol to study data such as grade and assessment data to calibrate and determine instructional next steps to meet students' learning needs. Tiered team data study is the process of MTSS teams examining data to identify programmatic needs or to determine supports for groups or individual students. Data study would support increased attention to calibration of supports, grading practices and outcomes.
- **Cross-walks of Universal Design for Learning core practices.** By making explicit the connection between UDL core practices and grading practices as well as the teaching framework used for professional growth and evaluation, professional development, collaboration and professional growth and student growth goals are aligned and cohesive, promoting a core set of principles for grading.

**Plan to monitor progress and compliance in 2025-26**

ISD will monitor progress and compliance with respect to 12.1. Examples may include, but are not limited to:

- **Fidelity of implementation study.** Study on implementation of core components of grading practices including how those practices are reflected in syllabi and gradebooks.
- **Problem & Resolution.** ISD will resolve grading inconsistencies identified for problem solving by district administrators and/or the grading advisory committee or through the complaint process.

**12.2 Ensure that homework practices are equitable and based on a comprehensive and objective review of best practices research.**

a. **Homework practices should be consistent across grades and secondary departments.**
b. **Homework practices should be consistent across schools, not necessarily including elementary special programs and accelerated offerings such as AP, IB, and high school courses at middle school.**

**Interpretation:**

I interpret this to mean that teachers establish homework expectations aligned to best practices, are calibrated and consistent across grade levels and content areas, are developmentally appropriate, and are accessible to students with diverse learning needs and styles. Homework practices should prioritize learning over volume in accordance with the course expectations. I further interpret this to mean that homework assignments are intentionally focused to support the learning outcomes and objectives.

**12.3 Solicit regular feedback from stakeholders on grading and homework practices, with consideration for overall student workload.**

**Interpretation:**
I interpret this to mean that the district and school staff make every effort to incorporate feedback from constituent groups on grading and homework practices to reduce stress for students and calibrate for consistency across schools.

**Evidence for 12.2 and 12.3:**
Evidence for 12.2 & 12.3 are presented together. See also 12.1 actions on leveraging student voice as additional actions related to 12.3.

**Elementary:**
District Regulation 2422 and the Guidelines for Elementary Homework help teachers and principals calibrate and maintain consistency across the elementary grade levels. Each elementary school website includes consistent homework guidelines. District schools do not have 'No Homework' policies, however, types of homework may range from independent reading and math work to defined assignments based on the factors above.

Key points, teacher will:

- limit time students should generally be spending on homework; ranges from 10-20 minutes a day in Grades K-2 to 30-45 minutes a day in Grades 3-5
- explain the purpose of homework
- provide feedback in a timely manner

Additional language in the guidance is included to ensure teacher-parent communication and monitoring of the appropriate use of homework.

**Secondary**
**Exception:**
During the 2024-25 school year, our district did not specify clear definitions for consistency across schools for homework in secondary schools so cannot provide clear and compelling evidence that homework practices were consistent across secondary grades, departments, or schools. See *Actions in progress to bring the district into compliance* below.

**Data Evidence:**
Student surveys offer an opportunity to hear from students about how they experience the learning environment, including workload questions. All student surveys results can be viewed on our website.

**On average, when you do schoolwork at home, how much time do you spend studying, completing homework, projects, etc.?**
This data indicates that 89% of middle school students report 90 minutes or less homework per night and a median of 30-60 minutes. High school students report a broader range with 69% of students reporting 90 minutes or less of homework per night and a median of 60-90 minutes per night.

| 7th grade Soft Skills Survey | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **0 minutes nightly** | Not a choice | Not a choice | 6% |
| **Up to 30 minutes nightly** | 32% | 30% | 30% |
| **30-60 minutes nightly** | 37% | 38% | 39% |
| **60-90 minutes nightly** | 19% | 20% | 14% |
| **90-120 minutes nightly** | 7% | 6% | 6% |
| **More than 2 hours nightly** | 5% | 5% | 5% |
| **Number Respondents** | 1045 | 194 | 1078 |

| 9th-11th grade Soft Skills Survey | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **0 minutes nightly** | Not a choice | Not a choice | 5% |
| **Up to 30 minutes nightly** | 15% | 14% | 13% |
| **30-60 minutes nightly** | 24% | 23% | 29% |
| **60-90 minutes nightly** | 27% | 26% | 24% |
| **90-120 minutes nightly** | 16% | 16% | 15% |
| **More than 2 hours nightly** | 18% | 21% | 16% |
| **Number Respondents** | 2566 | 310 | 2305 |

| 9th-11th grade Soft Skills Survey 2024-2025 | SHS | LHS | IHS | GE |
|---|---|---|---|---|
| **0 minutes nightly** | 5% | 4.3% | 4% | 14.5% |
| **Up to 30 minutes nightly** | 10% | 14.1% | 13% | 36% |
| **30-60 minutes nightly** | 26% | 27.2% | 30% | 34% |
| **60-90 minutes nightly** | 25% | 23.2% | 25% | 8% |
| **90-120 minutes nightly** | 15% | 14% | 17% | 2% |
| **More than 2 hours nightly** | 19% | 17.2% | 11% | 5.5% |
| **Number Respondents** | 1040 | 650 | 506 | 109 |

### What best describes the purpose of the work you do at home?

This data indicates the range of perceived purposes of homework. Note that new assignments may include tasks that prepare a student for new learning while the preparing for new learning indicates reading tasks. This data only offered responses consistent with the designed intent for purposes of homework.

| 7th grade Soft Skills Survey | 2024-25 |
|---|---|
| Finishing something we started in class | 39% |
| Studying/preparing for quizzes/tests | 22% |
| Preparing for new learning (reading) | 2% |
| New assignments that are expected to be done and were not assigned in class. | 36% |
| Number Respondents | 1051 |

| 9th – 11th grade Soft Skills Survey | 2024-25 |
|---|---|
| Finishing something we started in class | 38% |
| Studying/preparing for quizzes/tests | 37% |
| Preparing for new learning (reading) | 4% |
| New assignments that are expected to be done and were not assigned in class. | 20% |
| Number Respondents | 2305 |

### I believe the amount of school work I have outside of the school day is reasonable for the grades I want to earn.

This data illustrates a decreasing trend from 2022-23 of 86% to 2024-25 of 73% of students in 5th grade and 74% to 65% in 8th grade reporting that the amount of school work is reasonable for the grades they want to earn, perhaps suggesting fewer students are identifying the value of the work they complete at home.

| 5th grade Exit Survey | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| Percent agree or strongly agree | 86% | 79% | 73% |
| Number Respondents | 1315 | 1207 | 89 |

### I believe the amount of school work I have outside of the school day is reasonable for the grades I want to earn.

| 8th grade Exit Survey | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| Percent agree or strongly agree | 74% | 60% | 65% |
| Number Respondents | 1034 | 167 | 1035 |

**Strengths and Improvements**

- **Middle School calibration.** Middle school leaders and staff have been generally successful in calibration of homework and homework expectations. Further calibration to articulate and ensure alignment across grades, schools and departments is described in actions below.

**Challenges**

- **Coordination.** For homework to be meaningful, homework must be linked to the learning in real-time and responsive to the needs of students. To avoid homework for the sake of homework, predetermined homework days for classes have not been encouraged. While encouraging meaningful homework is the goal, this makes coordination across the 6-7 classes a student is taking more difficult.
- **Variability.** Students vary significantly in their pace of work completion and the ideal environment for work completion. As a result, homework must be managed for the range of student assets and needs while providing appropriate opportunities for students to complete independent work and receive feedback.

**<u>Actions in progress in 2025-26 to bring the district into compliance for the 2026-27 Monitoring Report</u>**

**Leverage Student Voice**

- Develop a structure for regularly soliciting student feedback on homework in a way that can inform teacher adjustments and systemic actions.

**Leverage course design process and Scope & Sequence**

- During the course design process, all new Scope & Sequences will include pacing guides that enable core content to be covered in 75-80% of the days of the term. This will allow for personalization, differentiation, and flexibility to better control student workload.

  It will be noted if or when a course cannot meet this expectation. Examples may include certain classes with specific content demands such as core math classes, and courses with external frameworks such as AP and IB courses.

**Develop Homework Guidelines for Secondary Schools**

- Using student engagement (see 12.1) and research on homework, district and school leaders will engage their staff to develop guidelines for homework at each level, Middle and High. Principals will calibrate to ensure consistency across schools. Aspects of homework addressed by the guidelines will include, but not be limited to the following:
  - Explicit communication of purpose of each assigned work to be completed at home
  - Homework expectations on weekends and breaks
  - Strategy and/or flexibility to empower students to manage workload across classes
  - Non-punitive approach to supporting students who encounter barriers or difficulties with homework
  - Evaluation of when core course requirements are causing excessive homework and should be adjusted to fit within the 75-80% guideline. Identification of guidelines for courses intended to have minimal work outside of class, such as specified exploratory electives.

Guidelines will be published on school or district webpages and/or student handbooks upon completion.

- Update the common course guide to clearly articulate homework expectations and course types so students may make informed choices to manage their own workload. Course types will include, but not be limited to the following.
    - Core at standard classes
    - Core advanced classes
    - Exploratory elective classes
    - Preparatory elective classes
    - College-credit bearing classes with external frameworks

**12.4 Ensure access to student-driven opportunities to explore non-core options, especially in the areas of CTE, STEM and fine, visual and performing arts, providing career-connected learning.**

**Interpretation:**
I interpret this to mean that each secondary school will provide a variety of electives and choices that support students' passion and potential.

**Evidence:**
Enrollment data reflects the end of the process of providing opportunities. This process includes:

- Surveying student interest in courses and/or career interests
- Using data to identify courses to offer in course catalogs
- Student registration where they select courses and alternates
- Using registration data and evaluation of feasibility to determine which courses to schedule
- Is there enough student interest to fill class(es)?
- How much budget capacity is needed to offer each section?
- How much staffing can be dedicated to this course?
- Schedule and adjust to resolve scheduling conflicts.

At the end of this process, students are enrolled in courses where there is interest and capacity.

Middle school has a common course guide showing the breadth of electives offered for selection.

High school course guides show all the courses available to students. Through the course selection process, students and caregivers are provided the opportunity to review the student's transcript and use the course guide and selection process to plan for the following school year. Students select courses of interest that meet graduation requirements and select additional electives that align with their personal pathways.

- Issaquah High School course guide
- Liberty High School course guide
- Skyline High School course guide

**Data Evidence: Secondary Course Enrollment**

***High School CTE Enrollment***

Career and Technical Education (CTE) provides opportunities for students to explore courses that prepare them for the world of work and post-high school employment options in one of 14 career clusters.

The data provided below indicates the following:

- Issaquah High School: The highest level of CTE enrollment is due in part to a robust Sports Medicine program, AP Comp Sci (added to Skyline in fall of 2025), Applied Algebra 2 (discontinued in fall 2025 in favor of a new non-CTE Algebra 2 option), and AP Psychology, in addition to enrollments in CTE courses similar to Skyline and Liberty.
- Liberty High School: Being a smaller school, numbers reflect its size. Liberty's Culinary program and Naval Science program provide unique opportunities in addition to the standard array of CTE offerings.
- Skyline High School: Some of Skyline's more robust or unique CTE offerings include IB Business Management, Sports Marketing, Graphic Design, Criminal Justice, Political Science, and IB Personal and Professional Skills.

It should be noted that some courses offered as CTE at one school are available as non-CTE at other schools. This difference is due to the availability of a CTE certified teacher. When possible, courses are offered as CTE.

The following provides overall enrollment in CTE courses by high school over time. For example, in 2024-25 students at Issaquah High School completed 6067 semesters of CTE.

CTE Enrollments, High School

Number of semester student enrollments. (Ex: 30 students in a 2-semester class = 60)

| School | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
|---|---|---|---|---|
| Issaquah High School | 6116 | 6045 | 5703 | 6067 |
| Liberty High School | 3711 | 3105 | 3150 | 3099 |
| Skyline High School | 4179 | 4401 | 4817 | 4937 |

The following are ISD course categories. This data reflects the number of enrollments in CTE courses in each category. Additional non-CTE courses may also be offered in each category.

## 2024-25 CTE Enrollments, High School

Number of semester student enrollments. (Ex: 30 students in a 2-semester class = 60)

| ISD Subjects | Issaquah High School | Liberty High School | Skyline High School |
|---|---|---|---|
| ⊞ Business and Marketing | 493 | 339 | 1103 |
| ⊞ Communication Technology | 206 | 294 | 598 |
| ⊞ Engineering Design | 358 | 160 | 307 |
| ⊞ Fine and Performing Arts | 369 | 302 | |
| ⊞ Human Services | 1110 | 621 | 316 |
| ⊞ Information Technology | 955 | 383 | 633 |
| ⊞ Law and Public Service | | 160 | 357 |
| ⊞ Manufacturing | 302 | 256 | |
| ⊞ Mathematics | 624 | 184 | 366 |
| ⊞ Miscellaneous | 99 | 20 | 317 |
| ⊞ Physical, Health, and Safety Education | 557 | 354 | 422 |
| ⊞ Science | 176 | | |
| ⊞ Social Sciences and History | 469 | 26 | 204 |
| ⊞ World Language | 349 | | 314 |
| **Total** | **6067** | **3099** | **4937** |

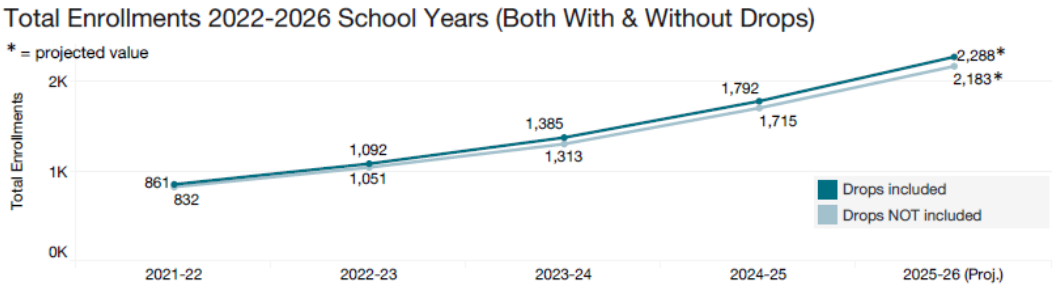
In addition to in-building elective options, students can elect to participate in regional options.

- In 2024-25, 77 students participated in Washington Network for Innovative Careers (WANIC) programs, exploring careers in firefighting, health sciences, technology design (DigiPen), sports medicine and automotive.
- The CTE graduation pathway, introduced in 2020, specifies two consecutive years of successful completion of an approved CTE series as an approved graduation pathway. In 2025, 1084 graduates had sufficient access to meet this requirement using the CTE pathway.
- Running Start offers an opportunity for students to access desired electives.
    - In the 2023-24 school year, 825 students registered for Running Start classes.
    - In the 2024-25 school year, 945* students registered for Running Start classes. **Highest monthly headcount.*

  In the 2023-24 & 2024-25 senior exit surveys, students reported "*college tuition savings*" and "*less time spent in class which leaves more time for other things (hobbies, work, etc.*)" as their primary reason to take a Running Start class. This is a change from previous years where "*access to an elective not offered in high school*" was stated as a primary reason to take Running Start classes.
- Internships and work experience options are key components of the Gibson Ek and ACT programs approximately 2-3 times a week.

- ISD Online Learning also allows students access to online high school level courses, including AP courses, not offered at their middle or high school.
    - In 2023-24, 119 students reported "*access to an online high school level course not offered at their middle or high school"* as their reason to have taken an online course.
    - In 2024-25, 113 students reported "*access to an online high school level course not offered at their middle or high school"* as their reason to have taken an online course.

    Additional Data below indicates the growth in students accessing online courses.

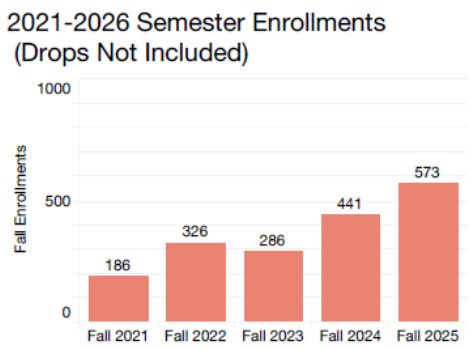


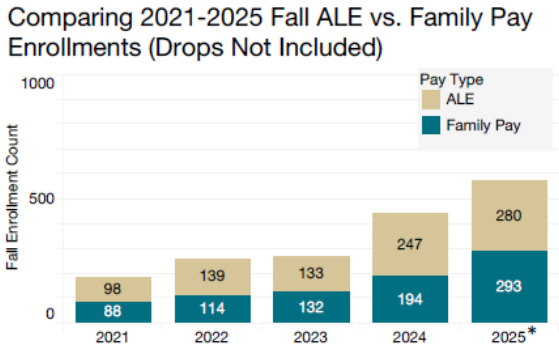

From 2024-25

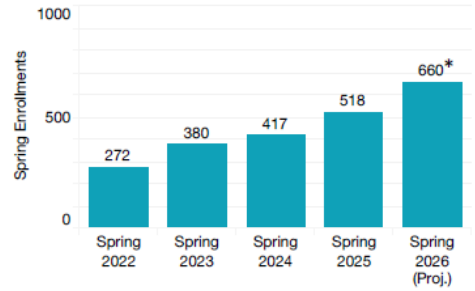
Breakdown of Main Reasons for Enrollment

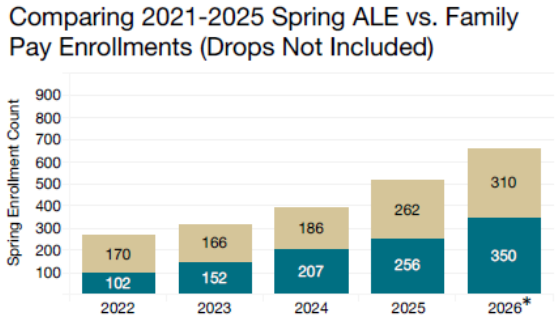
| | Accelerati.. | Course Not Offered | Credit Deficient | Credit Recovery | Grade Improvement | Learning Style | Medical | Re-engag.. | Others | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Enrollments | 512 | 114 | 95 | 69 | 331 | 457 | 52 | 85 | 77 | 1,792 |
| % ALE | 6% | 53% | 48% | 39% | 10% | 49% | 94% | 100% | 12% | 32% |
| % Family Pay | 94% | 47% | 52% | 61% | 90% | 51% | 6% | 0% | 88% | 68% |

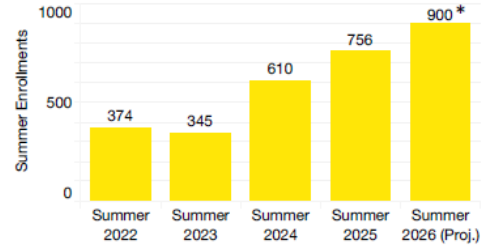
Projected enrollment counts for 2025-26 school year calculated using the average annual growth rate.




*Projected

**Middle School Electives**

The process of soliciting student interest and scheduling elective courses at the middle school is complicated by limits of the 6-period day, which limits most students to 1 elective in any given term. In addition, two years ago the state mandated middle school students experience a fine arts elective, which limited choice by one trimester. As a result, student input and decisions during registration have a significant impact on which courses an individual school schedules and which courses it does not.

The data below illustrates the range of elective courses offered at the middle school level.

- All schools demonstrated high levels of enrollment in fine-arts, courses that students often take throughout their middle school years.
- STEM: Pine Lake did not schedule courses categorized as Engineering Design (STEM Labs) but had a higher level of enrollment in Informational Technology and Manufacturing (Woods).

## 2024-25 Elective Enrollments, Middle School

Number of trimesters student enrollments. (Ex: 30 students in a 3-trimester class = 90)

| Predominant Subject | Beaver Lake Middle School | Cougar Mountain Middle School | Issaquah Middle School | Maywood Middle School | Pacific Cascade Middle School | Pine Lake Middle School |
|---|---|---|---|---|---|---|
| ⊞ Academic Support | 258 | 102 | 233 | 201 | 112 | 270 |
| ⊞ Communication Technology | 146 | 77 | 52 | 218 | 78 | 51 |
| ⊞ Engineering Design | 135 | 128 | 207 | 217 | 53 | |
| ⊞ Fine and Performing Arts | 1332 | 1119 | 1282 | 1160 | 1026 | 1569 |
| ⊞ Human Services | 23 | | 11 | 218 | | |
| ⊞ Information Technology | | 69 | | 77 | 51 | 245 |
| ⊞ Manufacturing | 65 | | | | | 329 |
| ⊞ Miscellaneous | 57 | 20 | 122 | 135 | 74 | 149 |
| ⊞ Student Leadership | 67 | 161 | 217 | 129 | 225 | 150 |
| ⊞ World Language | 399 | 263 | 413 | 278 | 284 | 419 |
| **Total** | **2482** | **1939** | **2537** | **2633** | **1903** | **3182** |

## 2024-25 Enrollments, Middle School

Number of students enrolled over the course of the year.

| Beaver Lake Middle School | Cougar Mountain Middle School | Issaquah Middle School | Maywood Middle School | Pacific Cascade Middle School | Pine Lake Middle School |
|---|---|---|---|---|---|
| 705 | 613 | 787 | 830 | 601 | 888 |

**Information on courses included in each category:**

| | |
|---|---|
| **Academic Support** | Most frequent course at all schools is a study skills class that has been standardized with evidence based supports with a focus on literacy and executive functioning skills. |
| **Communication Technology** | Includes *Yearbook* in all schools except IMS, *Digital Photography* at IMS and Maywood. |
| **Engineering Design** | Includes a variety of *STEM labs*. |
| **Fine and Performing Arts** | Includes the full array of performing, music, and visual arts |
| **Human Services** | Includes *Family Science* (MMS), *Medical Detective* (BLMS, IMS), and *Vocational Skills* (IMS) |
| **Information Technology** | Includes *Computer Science, Web Design, Game Design* and *Video Production* |
| **Manufacturing** | Includes *Integrated Projects* and *Woodshop* (PLMS) and *Makerspace* (BLMS) |
| **Miscellaneous** | Includes *Backyard Forest, Board Games, Survival Skills, Vision Lab, and Teaching Assistance* |
| **Student Leadership** | Includes *ASB* and *Leadership* classes |
| **World Language** | Students may take the first year of a world language in 8$^{th}$ grade for HS credit. |

**12.5 Consider student opinion in academic remediation and acceleration opportunities.**

**Interpretation:**
I interpret this to mean that the district will support secondary students and their families through dialogue and analysis of pathways and options to support student selection of courses. I further interpret this to mean that students are aware of the types of courses and remediation that support their learning needs, academic and career pathways, and the result of these choices in relation to future course opportunities and pathways.

**Evidence:**
School course guides that are also listed in 12.4 above, which highlights the self-selected course choices of students. The district maintains an 'informed self-select' process for remediation and acceleration opportunities. Students are offered and advised on opportunities for support and acceleration classes based on available data and teacher recommendations, with the final decision given to students and their guardians, with a few exceptions (see below).

- All secondary students engage in the course registration process. Acceleration and remediation options for core content classes are listed in course guides, and the building schedule is built around course requests made by students during registration. As an example, the number of sections of an accelerated class would be determined by the number of students requesting the course.
    - Exceptions to Self-Select included the following:
    - To enroll in Algebra 1 in 6th grade, skipping all of middle school math, students must take a test to demonstrate mastery pre-requisite skills.
    - There are options to accelerate math learning through compacted courses, concurrent courses, and select online courses, but students must complete courses in sequence.
    - Some *College in the High School* courses have pre-requisites, per the interlocal agreement with the college. These are often consistent with learning recommendations and include an option to demonstrate competency as an alternative to completion of pre-requisite courses.

- All high school students participated in High School and Beyond Planning (HSBP) activities that align with their individual plan (example of assignments can be found on the High School and Beyond Plan website.
- The district offered in-person summer school courses for credit retrieval and/or grade improvement. This table shows how many students participated and earned credits.

| Summer of | Number Students | Number Classes | Number of Credits Earned |
|---|---|---|---|
| **2024** | 361 | 567 | 283.5 |
| **2025** | 239 | 415 | 207.5 |

- High school students needing remediation mid-year can access a Canvas course during guided studies to earn credit.
- The 7 period day allows for students to access credit recovery and support classes during the school day.

### If you decided to challenge yourself and take advanced classes, let us know how many advanced classes you are taking?

High School and 7th grade soft skills survey results show the percentage of students taking advanced classes. The data indicates a slight increase in students accessing advanced classes. This would be the first 7th grade class on the new math pathways. In high school, the data is generally consistent over time with the exception of a slight trend toward more students taking 5+ advanced classes.

| 7th grade Soft Skills Survey | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **None** | 29% | 24% | 20% |
| **1 - 2 advanced classes** | 52% | 54% | 56% |
| **3 - 4 advanced classes** | 16% | 18% | 22% |
| **5+ advanced classes** | 3% | 4% | 2% |
| **Number Respondents** | 1045 | 194 | 1078 |

| 7th grade Soft Skills Survey 2024-2025 | BLMS | CMMS | IMS | MMS | PCMS | PLMS |
|---|---|---|---|---|---|---|
| **None** | 10% | 23% | 17% | 31% | 20% | 16% |
| **1 - 2 advanced classes** | 60% | 58% | 66% | 51% | 55% | 52.5% |
| **3 - 4 advanced classes** | 27% | 19% | 14% | 16% | 25% | 27.5% |
| **5+ advanced classes** | 3% | 0% | 3% | 2% | 0% | 4% |
| **Number Respondents** | 206 | 156 | 125 | 252 | 99 | 240 |

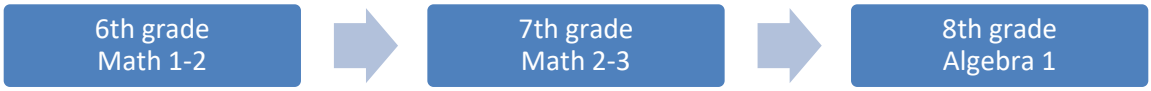
| 9th – 11th grade Soft Skills Survey | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **None** | 34% | 24% | 29% |
| **1 - 2 advanced classes** | 37% | 42% | 38% |
| **3 - 4 advanced classes** | 19% | 24% | 20% |
| **5+ advanced classes** | 9% | 10% | 13% |
| **Number Respondents** | 2566 | 93 | 2305 |

| 9th – 11th grade Soft Skills Survey 2024-2025 | SHS | LHS | IHS | GE |
|---|---|---|---|---|
| **None** | 27% | 27% | 24% | 81% |
| **1 - 2 advanced classes** | 29% | 52% | 44% | 18% |
| **3 - 4 advanced classes** | 22% | 16% | 25% | 1% |
| **5+ advanced classes** | 22% | 5% | 7% | 0% |
| **Number Respondents** | 1040 | 650 | 506 | 109 |

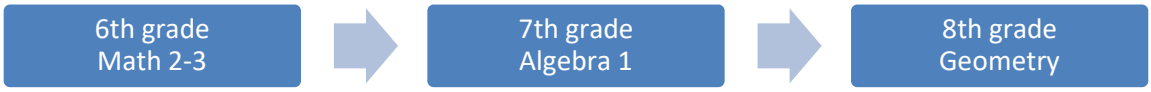
**Challenges & Actions**

The district has identified the following challenges in considering student opinion for opportunities for remediation and acceleration.

- Complexity of course registration. To support student and family understanding of course offerings the district developed a common course guide and catalog and is annually reviewing and refining the guide for clarity and accessibility. In some cases, learning recommendations are being strengthened based on feedback from counselors and leaders who identify community misunderstandings.
- Accelerated Math Pathway. The accelerated math pathway was redesigned for the fall of 2023 to increase access to Algebra 1 in 8th grade, and allow acceleration to start in 6th grade, which was a community interest. This pathway, recommended for students meeting 5th grade standards, provided the following pathway:




For students in the Merlin highly capable program, who completed Math 1-2 in 5th grade, the following pathway was provided.




Using i-Ready test scores, the district identified additional students who demonstrated the math knowledge and skill to have a high likelihood of success in joining Merlin students in taking Math 2-3 in 6th grade. The challenge is that many 6th grade students who did not demonstrate the math skills have selected Math 2-3 resulting in the following:

- 6th grade students taking Math 2-3 who do not meet the learning recommendations are significantly less likely to achieve an A than those who do meet the recommendations.
- Reports from counselors and administrators led to concerns that students not meeting the learning recommendations were more likely to need additional support at home, experience stress, and request a schedule change.

***Action:*** The district directly emailed students who enrolled in Math 2-3 who did not meet the learning recommendation for fall 2025, offering additional information and guidance and the opportunity to request a personal consultation. The district is conducting further data study on the impact to students affected, and engaging middle school math teachers, school leaders, and our community to strengthen learning recommendations and guidance and consider actions to ensure students are set up for success and making informed math pathway decisions.

**12.6 Ensure that opportunities for social-emotional learning are embedded throughout the K-12 experience.**

**Interpretation:**

I interpret this to mean that Social Emotional Learning (SEL) opportunities are aligned with Washington State and CASEL (Collaborative for Academic, Social, and Emotional Learning) standards across all grade levels and content areas and are delivered in developmentally appropriate ways.

**Evidence:**
The district follows the Washington State Standards for SEL, and utilizes materials that are aligned with CASEL standards.

The adopted Social Emotional Learning (SEL) curriculum, Second Step, is aligned with Washington State Standards and Collaborative for Academic, Social, and Emotional Learning (CASEL) standards. The documents below show how the CASEL standards appear in the Second Step Curriculum for grades K-8.

- Second Step K-5 CASEL Alignment
- Second Step Middle School CASEL Alignment
- ISD K-5 Second Step Pacing Guide 23-24
- ISD Middle School Second Step Scope & Sequence 23-24

The Secondary Social Emotional Learning (SEL) committee met to review and revise SEL lessons, including mandatory digital citizenship and safety lessons primarily delivered through homeroom and/or flex time. Secondary certificated teachers received professional development on social emotional learning (SEL) and brain science connected to adolescent development in August 2023 and follow up training in August 2024 during district-delivered professional development.

Over 3 years, 2023-24, 2024-25, and 2025-26, certificated teachers used research-based resources to design key lessons and practices to integrate into their individual classrooms, meeting Washington state SEL standards. Through 2024-25, teachers integrated 4 of the 6 SEL standards. Just as with integration of academic standards, implementation of SEL standards is individually assessed as part of the teacher supervision and evaluation process that includes collection of evidence, conferencing with individual teachers, and direct classroom observation. Anecdotally, principals have noted an increase in and strengthening of SEL integration.

As part of the strategic plan, the district is still exploring additional resources to make available for teachers when they need explicit direct instruction of social emotional skills. Across three high schools in 2024-25, 26 certificated staff piloted Wayfinder, a SEL curriculum. Staff gave positive feedback on its flexible design and effectiveness, length and choice of lessons, and ability to easily integrate lessons into content courses. However, scaling it district-wide proved challenging without more logistical and financial support. Based on pilot insights, the district will not continue with Wayfinder for 2025–26, but instead will develop a district-created SEL Playbook aligned to all six Washington state SEL Standards as a reference for teachers to use in their classrooms, potentially referencing and providing access to additional resources that are more scalable.

**SEL & Positive Behavior Interventions and Supports (PBIS)**
Social-Emotional Learning is a central part of Positive Behavior Interventions and Supports, or PBIS, one component of Multi-Tiered Systems of Support (MTSS). The district is currently increasing investment in strengthening our implementation of MTSS. This includes continued evaluation and strengthening of SEL and PBIS to ensure it meets these conditions:

- Anchored to evidence-based instructional practices and/or curriculum.
- Delivered with fidelity in a manner that is accessible to students, including in an authentic, relevant, and relatable manner.
- Integrated into and reinforced through daily routines that allow for guided practice and corrective feedback.

Challenges regarding implementation of SEL as identified by district staff and teachers include the following:

- Struggles with students and staff making SEL lessons in provided materials authentic, relevant, and relatable. Students and staff often report that SEL lessons can feel contrived or inauthentic when not integrated in the natural flow of learning and building of the classroom routines and culture.
- Questions about whether sufficient SEL lessons or topics are taught, and when they are taught.
- Effective integration of SEL concepts into daily routines so students are consistently practicing SEL skills taught.

Actions

- In Fall 2025, the district hired a Director of Multi-Tiered Systems of Support (MTSS) to evaluate district systems and develop a plan to fully implement MTSS by 2028, integrating Positive Behavior Intervention and Supports (PBIS) and academic interventions and supports.
- Evaluating and strengthening the district and school-level approach to SEL will be one aspect of this work.
- MTSS is the work of all teams, so many support staff and school teams will be engaged in implementing and supporting the implementation of MTSS. This includes classroom teachers as well as support staff such as counselors and administrators.
- The district is developing a SEL Playbook, based on our learning from the Wayfinder pilot, that is aligned to all six Washington state SEL Standards.

**12.7 Provide adequate access to counseling and mental health supports.**

**Interpretation:**
I interpret this to mean that each school will have counseling services and mental health resources, with clear communication to students and families about how to access these services.

**Evidence:**
The Issaquah School District's comprehensive counseling program includes responsive and integrated counseling services and mental health support. Information about, and access to these services is available on district and school websites. The district website shows the name and contact information for counselors by building.

In the 2024-25 school year, there were 47 school counselors, serving all schools in the district. School counselors have a caregiver resource sheet that can be shared with parents as needed: ISD Caregiver Resource Sheet.

The district maintains a contract with Swedish to provide School-Based Mental Health Counselors. In 2024-25, 664 students accessed this service, for a total of 6,297 student visits to a Swedish School-Based Mental Health counselor. The district website shows contact information for the School-Based Mental Health service providers. Over the last few years, the district has worked with Swedish leadership to provide greater visibility, discuss and review program data, and offer more flexible staffing to allow for coverage for vacancies or need at individual buildings. These elements are included in the contract.

This year, we continued strengthening our system of mental health supports by moving to a portfolio approach for school-based mental health services. This model allows us to partner with a range of community organizations to better meet the diverse and evolving needs of our students. In addition to our longstanding partnership with Swedish, we expanded our network to include Youth Eastside Services, Friends of Youth, Sound Mental Health, Consejo, Asian Counseling and Referral Services, and The Garage, each offering specialized expertise and access points for care. By broadening our partnerships, we are able to provide more responsive, culturally attuned, and comprehensive mental health support across all schools.

Families continue to share that access to mental health resources is their number one basic need. In response, the district has maintained its partnership with Care Solace, a vital resource that helps connect students and families to mental health providers, navigate insurance, and schedule appointments. This partnership removes barriers for families seeking timely support and aligns with our commitment to student well-being. See data below for additional information on utilization and impact.

During the 2024-2025 school year there were:

- 513 care appointments were scheduled
- 234 total anonymous searches
- 18,890 total communications between Care Solace, staff, community members, and providers
- 1,321 hours of time saved to coordinate care

Also available on the district website are updated resource lists for families in crisis including grief and suicide prevention resources, and community resource contacts for support in the areas of abuse, addiction, advocacy, basic needs, interpreters, immigration services and youth and family services, as examples. Each secondary counselor provided an additional website presence through Canvas, accessible by students. All building-based counselors have a counseling department website, and these websites are consistent and aligned with district standards.

Adjacent to the availability of adequate mental health support is the discussion about the mental health impact from cell phone and social media use. The district continues to engage with school buildings and students about the development of guidelines and expectations on cell phone use.

**12.8 Ensure that special education students have equitable opportunities and necessary supports to reach their full potential in an environment that is welcoming, safe, and as inclusive as possible.**

**Interpretation:**
I interpret this to mean that the district is continuously reviewing options and programs and partnering with families and educational staff to implement special education services and fulfill a student's individualized education plan. *I further interpret this to mean we are working to expand our continuum of services to support inclusive opportunities, ensuring that students' Individualized Education Plans can access core content alongside their peers, thereby addressing disproportionality in outcomes.*

**Evidence:**
In alignment with the district's dedication to equity and the core tenets of the Individuals with Disabilities Act (IDEA), the Special Services department continued to focus on expanding inclusionary

practices throughout the 2024-254 school year. This work aims to ensure that students with disabilities have equitable opportunities and necessary supports to reach their full potential through a comprehensive continuum of inclusive services, with personalized support for every learner to excel academically within the least restrictive educational environment as measured by Least Restrictive Environment (LRE) data. Ongoing development in inclusive practice beyond co-teaching continued at all levels in 2024-25 with ongoing development of a comprehensive continuum of inclusive services.

During the 2024-25 school year, the Special Services department served an annual average of 1,983 students (not including Echo Glen) ranging in ages from three through twenty-two years of age across thirteen different eligibility categories (developmental delays, specific learning disabilities, visual impairments, emotional/ behavioral disabilities, intellectual disabilities, autism, deaf-blindness, deafness/hard of hearing, multiple disabilities, speech or language impairment, orthopedic impairment, other health impairment, and traumatic brain injury).

During the course of the 2024-25 school year, the Issaquah School District Special Education program increased from 1,936 students served in September of 2024 to 2,025 students served in June of 2025. This represented an increase of 89 students served over the course of the school year.

- Despite slower programmatic growth consistent with overall district enrollment declines the Issaquah School District's Special Education program continued to see notable areas of student need and impact including: Significant increases complex behavioral and mental health needs across all levels (including preschool and elementary aged students) requiring comprehensive supports.
- Ongoing growth in both the number of students receiving services and increases in the amount of programming provided to students ages 3-5 in Special Education Early Learning representing an increase of 46 students over the course of the academic year and a 51.69% programmatic increase.

Preschool:
During the 2024-25 school year, the Special Services department offered half-day Early Childhood Education (ECE) programming for students ages three through five who qualify for special education services at three district sites: Briarwood, Holly Street Early Learning Center, and Discovery. Early Childhood Education programs support students in early access to high quality instruction that supports students in being prepared both academically and socially to enter kindergarten. In addition, students with disabilities are also served in all TK classrooms districtwide.

K-12 schools: During the 2024-2025 school year, the district continued a multi-year transition to expand its continuum of special education services across elementary, middle, and high schools. A key shift involved transitioning from "Learning Resource Center" to "Learning Resource Continuum" terminology to better reflect that special education is a service, not a place, and to emphasize the district's inclusive program model.

To increase access to services in neighborhood schools, the district expanded its LRC-1/2 and LRC-2 programming as part of a gradual, multi-year shift away from a regional model. Three elementary schools added LRC-1/2 programming designed to serve students with moderate to severe disabilities

and complex needs through specially-designed instruction. Additionally, one middle school and one high school added inclusive behavioral support programs. LRC services provide specially-designed instruction in academics, behavior, and social areas as indicated within students' Individualized Education Plans (IEPs), and are offered across educational settings.

Transition program:
The Special Services department also offered transition programming for students ages eighteen through twenty-two at the Academy for Community Transition (ACT) program or through individualized programming.

Least Restrictive Environment (LRE): LRE-1 indicates that a student has access to and participates in the general education classroom 80% to 100% of their educational day. LRE-2 indicates that a student has access to and participates in the general education classroom 40% to 79% of their day. LRE-3 indicates that a student has access to and participates in the general education classroom 0 to 39% of their educational day. During the 2024-25 school year, the Special Services department continued strategic efforts to increase LRE and access with appropriate accommodations and supports. This is a strategy to disrupt predictable disparities in student outcomes for students who receive special education services.

### *Multi-year Districtwide LRE Data 2022-2025*

| | *LRE 1*<br>*80-100% In General Ed* | *LRE 2*<br>*40-79% in General Ed* | *LRE 3*<br>*0-39% in General Ed* |
|---|---|---|---|
| 2022-2023 | 66.80% | 20.10% | 8.40% |
| 2023-2024 | 69.30% | 20.10% | 7.30% |
| 2024-2025 | 76.50% | 12.80% | 6.10% |

N*ote: OSPI, 2025* Data for all other placements (Home Hospital, Non-Profit Agency, etc.) are not included.

### *Multi-year LRE Data by Disability Category 2023-2025*

| **Disability** | **2023-2024**<br>**LRE 1**<br>**80-100% In General Ed** | **2024-2025**<br>**LRE 1**<br>**80-100% In General Ed** | **+/-** |
|---|---|---|---|
| Specific Learning Disability | 73.20% | 83.80% | +10.60% |
| Other Heath Impairment | 72.00% | 79.90% | +7.90% |
| Emotional/Behavior Disability | 39.40% | 47.50% | +8.10% |
| Communication Disorder | 98.60% | 100% | +2.40% |

Note: OPSI, 2025

### *Multi-year LRE Data by Race 2023-2025*

| Race | 2023-2024 LRE 1 80-100% In General Ed | 2024-2025 LRE 1 80-100% In General Ed | +/- |
|---|---|---|---|
| Am Indian/ Alaska Native | Suppressed due to n size | Suppressed due to n size | --- |
| Asian | 64.10% | 72.50% | +8.70% |
| Black/African American | 55.30% | 61.66% | +6.36% |
| Hispanic/Latino of any race | 59.40% | 69.50% | +10.10% |
| Native Hawaiian/Other Pacific Islander | Suppressed due to n size | Suppressed due to n size | --- |
| Two or More Races | 72.23% | 78.70% | +6.47% |
| White | 76.80% | 82.80% | +6.00% |

The district has achieved measurable systemic improvements in Least Restrictive Environment (LRE) as a measure of inclusion and access, with year-over-year data demonstrating increased access to general education settings for 80% or more of the instructional day from 2023-24 to 2024-25. Equity progress is evident across all demographic categories, with substantial gains among Hispanic/Latino students (+10.1%), Asian students (+8.7%), and students identifying as two or more races (+6.4%). While White students maintain the highest overall LRE placement rate at 82.8%, the increasing access for BIPOC groups suggests that targeted efforts are beginning to narrow opportunity and equity gaps.

However, we recognize that LRE metrics represent only one dimension of educational equity. Despite these promising trends in expanding access, BIPOC students continue to experience differential access to inclusive settings, reflecting historical systemic barriers that require sustained focus. Comprehensive system improvement demands parallel examination of special education identification practices alongside placement data to ensure we address potential disproportionality at both stages. This dual lens approach will enable the district to advance both access and equity effectively in the years ahead.

Special Services conducts annual reviews of available data to support continuous cycles of improvement and to assess progress towards strategic efforts. 2024-2025 data continue to reveal a significant gap in achievement on both the SBA English Language Arts and Mathematics assessments between students who receive special education services compared to students who do not receive special education services (OSPI Report Card, 2025).

### *Longitudinal Elementary ELA SBA – Special Education Performance Comparative Data*

| | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|
| All Students | 79% | 77% | 78% |
| Students with Disabilities | 35% | 33% | 34% |

*Note: OSPI, 2025 Percent of students scoring proficient*

### *Longitudinal Elementary Mathematics SBA – Special Education Performance Comparative Data*

| | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|
| All Students | 78% | 77% | 78% |
| Students with Disabilities | 35% | 35% | 36% |

*Note: OSPI, 2025 Percent of students scoring proficient*

### *Longitudinal Middle School ELA SBA – Special Education Performance Comparative Data*

| | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|
| All Students | 71% | 71% | 74% |
| Students with Disabilities | 17% | 17% | 21% |

*Note: OSPI, 2025 Percent of students scoring proficient*

### *Longitudinal Middle School Mathematics SBA – Special Education Performance Comparative Data*

| | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|
| All Students | 77% | 77% | 78% |
| Students with Disabilities | 23% | 21% | 25% |

*Note: OSPI, 2025 Percent of students scoring proficient*

Despite ongoing and persistent opportunity and equity gaps the Special Services Department has seen modest performance improvements and remains committed to supporting increased student outcomes and gap closure as measured by other key performance and system health indicators.

### *Longitudinal 3rd Grade Phonics Proficiency – Special Education Performance Comparative Data*

| | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|
| All Students | 75% | 70% | 82% |
| Students with Disabilities | 30% | 26% | 40% |

*Note: Percent of students scoring proficient*

### *Longitudinal 9th Grade Passed all Classes – Special Education Performance Comparative Data*

| | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|
| All Students | 85% | 87% | 89% |
| Students with Disabilities | 57% | 68% | 74% |

*Note: Percent of students scoring proficient*

To support improved outcomes targeted efforts to address opportunity and equity gaps and strengthen outcomes include:

Allocated resources to:

- Invested in professional development focused on inclusion, literacy, and the Science of Reading
- Continued partnership with Seattle Children's Autism Center and Dr. Orlich to conduct school-based evaluations using the Autism Diagnostic Observation Schedule
- Continued partnership with Brooks Powers Group in tiered interventions specific to reengagement, school refusal, and student mental health

- Program development in the inclusive behavioral support programs at Issaquah Middle, Cougar Mountain Middle, Issaquah High and Liberty High schools.

Examination of best practices and access to high quality materials:

- Introduction of Educational Services Planning Document to support Individualized Education Planning teams in reviewing and determining appropriate special education services within the least restrictive environment.
- Ongoing delivery of system-wide literacy training to include: Science of Reading and Wilson reading.
- Expanding Inclusion Facilitation across Secondary to increase access to Core Curricular content and expand full continuum of services.
- Expansion of continuum of services to more robustly support students receiving Special Education services across all grade levels.
- Continued comprehensive curriculum audit. Developed a divestment and investment plan to ensure high-quality materials are available and in use for all students and programs, including literacy, mathematics, executive functioning, and social, emotional and behavioral development.
- Continued professional development on different models of inclusionary practices beyond co-teaching to include push-in and inclusion facilitation services. Yearlong focus to reinforce the connection between Universal Design for Learning and Inclusionary Practices.
- Sustained ongoing PD and support for the implementation of ECE Creative Curriculum, TS Gold and the Pyramid Model for our youngest learners.
- Examination of Special Olympics, Unified Sports and access to clubs and extra curricular activities.

Engaged in family partnerships with:
ECE parents/caregivers:

- ECE family engagement nights provided families support and resources to:
    - Promote learning and development for the whole child
    - Social emotional learning
    - Increase family engagement and personal connections
    - Increase frequency and quality of communication between families and educators
    - Increased coordination of strategies and care

Student, Family, and Community Engagement Activities:

- Continued Special Services Team Meeting Feedback Survey
- Updated Special Services website
- Special Services Parent and Community-based Committees: Literacy Continuum Committee, Family and Community Partnership Committee, Strategic Planning Committee, Donuts with Directors, Parent Advisory, and Student Advisory
- Started Special Education Parent Advisory Council (SEPAC)
- Held family and community Listening Session
- Held Secondary Student Listening Sessions on the student experience
- Ongoing parent/caregiver community resource connections

- Parent Education offered including: IEP 101/Navigating the IEP Processing, Participating in Your Child's IEP Meeting, and Understanding the Continuum of Services
- Spring Transition Information Event held supporting transitions from ECE to K, 5th to 6th, 8th to 9th and 12th to Post-Secondary
- Financial strategies and estate planning (3X per year) to inform parents of available resources in estate planning, including pre-guardianship, post-guardianship and independent living
- The ARC of King County (3X per year) to share information from the ARC, King County and Washington State to share what help and community resources are available, including waivers, respite care, therapies, behavioral support, etc.
- Deaf and Hard of Hearing (DHH) family engagement events

Persistent and strategic work continues to move toward the goal of equitable opportunities and necessary supports for students with disabilities to reach their full potential.

*Board acceptance:*