



OE-14 Instructional Program
Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2024-2025 – January 15, 2026

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.

The Superintendent certifies that the District is in compliance with OE-14 with exception. Exceptions are noted below and underlined in the report. *New interpretation of updated policy language is underlined and italicized.*

Exception:

14.3 The policy language changes over the past two years inform the district’s plan to implement Advanced Placement (AP) courses at Skyline High School to provide more access for college credit starting at ninth grade. Since the monitoring cycle and policy updates are running simultaneously, we are naming an exception for last year and will likely need to name an exception in future years as we continue to increase access.

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.

Evidence:

Reporting on OE-14 is lengthy and provides many exemplars of the work that occurred in 2024-25 to maintain and grow our instructional programs. Themes illustrated in the evidence include the following.

Strengths:

The district has established a strong foundation in academic programs:

- The district offers a broad selection of rigorous core and elective high school courses, supported by the 7-period day, and multiple options for advanced and accelerated learning in middle and high school, including college preparatory and college credit-bearing courses and a breadth of Career and Technical Education (CTE) courses.
- The district has sustained a focus on Inclusion and Culturally Responsive education for 10+ years
- The district’s *Multilingual Learner* program had the 2nd best rate of growth in Washington for the 2023-24 school year as measured by the WIDA Access language development assessment. In

2024-25 the ISD rate of growth increased by 2%. Statewide comparisons for 2024-25 have not yet been made available by OSPI.

- The district is strengthening instruction and intervention through our recent curriculum adoptions and course development: [link to Curriculum Adoption Cycle Calendar](#)

Content Area	Curriculum Selected	Date of initial implementation
Elementary Literacy	<i>Benchmark Advance</i>	2024-25
Middle School Math	<i>Envision Math</i>	2024-25
6th Grade Ancient & Medieval History	<i>History Alive: The World through 1750</i>	2025-26
7th Grade Washington State History & World Geography	<i>The Washington Journey and Geography Alive!:Regions and People</i>	2025-26
8th Grade U.S. History	Selection in process	Est 2026-27
9th Grade World History	<i>World History Interactive</i>	2024-25
10th Grade Global Studies	Open Educational Resources (OER)	2024-25
11th Grade U.S. History	Selection in process	Est 2026-27
12th Grade Civics	<i>Magruder’s American Government Interactive</i>	2025-26
Course development for Guided Studies, Studies Skills, and Math Lab classes	Multiple resources selected for Executive Functioning, Evidence-Based intervention	init. 2024, ongoing

Focus:

The district is committed to the ongoing continuous improvement cycle for the development of the academic program. The following focus for improvements in our instructional programs center on reducing disproportionate outcomes for students with disabilities, low-income students, and students who identify as Black/African American or Hispanic/Latino:

- Integration of the CAST’s Universal Design for Learning (UDL) guidelines to ensure implementation of inclusive and culturally responsive teaching and learning in every classroom
- Continuing development of Multi-Tiered Systems of Support (MTSS) that includes expanding and improving the following:
 - Screening and progress monitoring assessments used for early identification of need for academic support and monitoring of the efficacy of interventions
 - Evidence-based academic interventions and positive behavioral supports
 - Structures for all staff to engage in data study to inform instruction, intervention and individual problem solving
- Increase inclusionary practices so neurodiverse students learn alongside their peers
- Increase investment and articulation of opportunities for students interested in career pathway options beyond direct enrollment in 4-year colleges

Strategic Plan Focus: Priority Area 2: Academic Opportunities

During the 2022-23 school year, district leaders developed a three-year strategic plan that included an academic focus on three milestones. Progress data for each milestone are presented in the Results 1 and

2 monitoring reports on the following metrics:

1. Achievement of 3rd Grade Reading Foundational Skills – the standards that describe a student’s ability to fluently access grade level text. ([AECF Research Paper](#))
2. Successful Completion of Algebra 1. Data suggests that the two most prominent barriers to graduation are credit accrual and meeting the Math Requirement. Successful completion on the first attempt of Algebra 1 removes the first and largest barrier to meeting the math graduation requirement and opens multiple pathway opportunities.
3. On-track to graduate in 9th grade ([NCS Research](#)) as determined by earning all attempted credits, addressing the most prominent barrier to graduation, credit accrual.

During the 2024-25 school year, the following actions were taken in the strategic plan Priority Area 2, Academic Opportunities:

- Continued implementation of UDL for Inclusive and Culturally Responsive Education strategies in all classrooms. ([Research Evidence](#))
- Leadership training for school leaders and schools integrated UDL into their school improvement plans
- Updated the ISD Core UDL High Leverage Practices (*See 14.1 below*)
- Development and delivery (summer 2024 & 2025) of the *Ignite* summer institute designed to develop UDL teacher leaders and lab classrooms in every school
- Integration of UDL in professional development, curriculum selection, course development, leadership collaboration, and district committees
- Design and implement academic interventions for reading and math at each grade level. (Research-based Guidance: [AIR](#), [MTSS4Success](#))
 - Continued development of Early Literacy interventions
 - Expansion of new structured math intervention in all K-5 Title programs
 - Selection of middle school math with integrated MTSS interventions
- Pilot of Intensified Algebra course to support 9th grade students needing additional algebra skills
- Continued collaboration for alignment of resources for middle school Study Skills courses to integrate evidence-based interventions
- Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps.
- Adoption of secondary social studies curriculum using a newly developed [Equity Framework for Curriculum Adoptions](#) that ensures diverse representation and culturally sustaining approaches to new curriculum
- Review and revision of math options for high school math to increase choice and agency for students to select the math pathway that best matches their goals and support needs.
- Conducted the second annual audit of course selection of 6th grade math courses. During this audit, families were contacted about their student’s math selection. Though families still made the final decision of math courses, the personal contact communicated the invitation to students in historically underrepresented groups in advanced middle school math courses to consider registering for an advanced math course based on the data that indicated readiness. Data resulting from this process over the last two years will be described in the monitoring of Results 2.

14.1 Ensure that instructional programs are based on a comprehensive and objective review of best instructional practices research.

Interpretation:

I interpret this to mean that our district and schools identify and promote the implementation of

curriculum, supplemental materials and instructional practices based on research and evidence. Further, I interpret a comprehensive and objective review of best instructional practices research to mean that our process and procedures provide for effective analysis of instructional practices and subsequent calibration training for successful implementation.

Evidence:

The district has identified the following research to inform the implementation of curriculum, supplemental materials and instructional practice.

- The ISD Core UDL High Leverage Practices (*see graphic below*)
- Instructional Frameworks, [Danielson Teachers Framework](#), [CAST Universal Design for Learning Guidelines](#), provide in-depth descriptions of research-based instructional practices for professional growth.
- Intervention materials and instructional approaches for MTSS are informed by the following:
 - [Menu of Best Practices & Strategies](#), published by OSPI
 - [National Center on Intensive Interventions National Center on Intensive Interventions](#)
 - [i-MTSS Research Network](#)
 - Washington [AIMS](#)
 - University of Washington Goodlad Institute for Educational Renewal
- Special Education specially designed instruction, instructional approaches, and supplemental materials are informed by the following:
 - [High-Leverage Practices for Students with Disabilities](#)
 - High-Leverage Practices for Inclusive Classrooms (Council for Exceptional Children, 2nd edition)

Issaquah School District’s Core UDL High Leverage Practices

The district developed the following practices as core, essential high leverage practices that describe key themes in Universal Design for Learning that should be applied in every classroom. Development of these practices is ongoing as part of the district’s Strategic Plan, school improvement plans and is aligned to the teacher evaluation system.



Explanation: Each practice is applied in a way that is *Culturally Responsive* (honors each student’s personal identity), *Inclusive* (supports each students strengths and needs), and *Trauma Informed* (understanding of how to support students who experience traumas small and large to engage in learning).

Practice	Explanation: in each classroom...
Positive Relationships & Culture of Belonging	Students are known by their name, strength, and need; and experience a class culture of acceptance, encouragement, and support.
Leverage Cultural Assets & Background Knowledge	Students’ background is known and valued, and the teacher intentionally builds upon and expands students’ background knowledge; the knowledge each student brings from their lived experiences and learning.
Establish Meaningful Goals & Success Criteria	The learning is important to the students as they connect their learning to their life and life goals, understand how their learning is building toward important ideas, and understand what they need to do to demonstrate high levels of learning.
Plan for Variability with Explicit, Tiered Instruction	Learning is proactive and responsive to the strengths and needs of the students so that students get what they need to learn, including clear and explicit instruction, and classroom based supports and interventions.
Design for Active Learning and Skill Building	Learning is interactive and designed so students are intellectually engaged, meaning that they are responding, producing, and creating throughout each lesson.
Provide for Actionable Feedback & Reflection	Students are given multiple opportunities to demonstrate their learning independently, receive clear and timely feedback, process the feedback, and then show how their reflection resulted in stronger skill and understanding.

Training to increase the quality of implementation of curriculum included the following:

Job Embedded Professional Development

One core strategy for supporting professional growth is job embedded professional development, where support staff provide coaching, modeling and consulting to individuals or teams, or teachers engage in workshops where they go see the instruction of peers and engage in a structured conversation about the ways the peer planned and implemented high leverage practices. Examples of job embedded professional development include embedding elementary teachers on special assignment (TOSAs) in buildings to support implementation of *Benchmark Literacy* and educational technology, the Ignite Classroom Workshops where teachers take part in a summer institute, receive coaching from TOSAs, then host classroom workshops to demonstrate *Universal Design* strategies that also leverage instructional technology to meet diverse learning needs.

Learning Improvement Days

The state and district provided teachers with 4 Learning Improvement Days. Three occurred in August, and two half days were provided during the school year in October and January. These days allowed for district-wide professional development. For the 2024-25 school year the learning improvement days included the following professional development:

- Annual trainings on school safety, inclusion of students with disabilities and social-emotional needs
- Equity & Courageous Conversations – training on engaging culturally diverse students and families and students who identify as LGBTQIA+
- Training on new Framework for Teaching, the framework used for teacher evaluation
- Secondary collaboration on grading practices
- Secondary collaboration on implementation of Social Emotional Learning

- Elementary training on new Benchmark Literacy curriculum and Success Block
- Training on the social emotional screener, SAEBRs
- De-escalation training – supporting students during times of dysregulation
- School based training and collaboration, Universal Design for Learning implementation plan and the School Improvement Plan
- Technical training on transition to new Student Information System

New course development

With each adoption of new secondary curriculum all teachers of the course engage in 3-years of professional development and course development, where they both learn about new professional standards and best uses of instructional materials, and collaborate to build, monitor, and adjust the scope and sequence and course guide for the course.

School Staff Meetings

A significant portion of school-based staff meetings are used for professional learning and collaboration on instructional practices including use of assessment and data, implementation of Universal Design for Learning, equity and culturally responsive practices, and inclusion.

Targeted Professional Development

The district provides professional development for job-specific purposes throughout the year. In 2024-25 over 3800 participant days (1 participant day = 1 staff member participating in 1 day of professional development) of professional development were provided to staff. Examples include the following:

- Safety Care certification: many staff complete initial or maintenance of certification for this de-escalation training that ensures student safety at elevated moments
- LETRS (Language Essentials for Teachers of Reading and Spelling) – the district continues to support teachers through this intensive 2-course training.
- Training on intervention, data-based decision-making for Multi-Tiered Systems of Support
- Career and Technical Education (CTE) training and course revision
- Multi-Lingual Learning training
- Participation in professional conferences

Paraprofessional Foundational Course of Study

Paraprofessionals are critical partners in implementing instruction. They continue to be trained in the Foundational Course of Study (FCS) required for new paraprofessionals which include topics such as Youth Mental Health First Aid, CCS Book Studies, Using the Ladder of Independence, Evidence Based Practices in Promoting Positive Student Behavior, Speaking Up/LGBTQIA+, and Special Education Subject Matter Certificate Training.

New Hire Academy

New-to-profession certificated staff are provided 4 days of professional development in August and a monthly series of professional development and support.

- Special Services professional development focused on inclusion, literacy, and the Science of Reading
- Ongoing delivery of system-wide literacy training to include: Science of Reading and Wilson reading
- 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.

Actions in progress

The district understands the need for continuous improvement. Key areas for improvement identified to guide future professional learning include:

Inclusion: Staff report the need for more training on how to meet the needs of students with disabilities in the general education setting and how to collaborate effectively with specialist staff.

Universal Design for Learning (UDL): The core UDL practices identified above require ongoing cycles of improvement and problem solving to increase consistency of delivery. Staff feedback indicates the need to continue training on specific instructional strategies that are proven effective in addressing diverse student needs and learning gaps, both for Tier 1 / UDL and classroom-based interventions and supports.

Critical Conversations: Teachers increasingly interact with students around politically, personally, and culturally charged topics. Teachers indicate desire to continue to build on past cultural competency training to build skills in meeting the needs of students when sensitive and controversial topics surface in curriculum or daily life.

Collaborative Data Study: Continuous improvement is needed to increase data literacy at all levels, including the use of a consistent protocol for using data to develop and monitor a plan for strengthening Tier 1 instruction and intervention.

Positive Behavior Interventions & Supports: Staff feedback indicates the need to increase training on positive behavior supports and classroom management strategies that are more effective in addressing the full continuum of behavioral support needs.

These areas represent a broad and extensive range of topics. Examples of actions for continuous improvement include the following:

Interdepartmental Collaboration. Increasing the coordination and collaboration across departments to ensure cohesive and efficient messaging, professional development, and program supports for school-staff. This takes the form of interdepartmental meeting structures, co-planning of professional development, and engagement with building leaders to set priorities across programs.

Authentic engagement with certificated staff. Increasing collaboration with certificated staff leaders to plan professional development and monitor the interests and needs of teaching staff. This includes the use of committees, listening sessions, and surveys.

14.2 Align curriculum and the base instructional program with academic standards that meet or exceed state standards.

Interpretation:

I interpret this to mean that our District uses Washington State Learning Standards developed by the Office of Superintendent of Public Instruction (OSPI) to provide a foundation for our curriculum and assessment. I further interpret this to mean that we strive to enrich learning beyond these standards for instruction.

Evidence:

To ensure that instructional materials are aligned with current standards and research, each adoption team reviews relevant research and creates selection criteria aligned to the research and standards. Each curriculum being considered is scored using the selection criteria, then finalist materials are field tested in the classroom before the team selects materials to recommend for adoption. Standards for adoption of instructional materials includes the following:

- [Washington State Learning Standards](#), published by OSPI which informs district core learning outcomes.
- Professional organizations and professional practice standards for specific content areas. Examples include [C3 Framework](#) (Social Studies), [ACTFL](#) (World Language), [CASEL](#) (Social Emotional Learning). Professional practice standards often push courses beyond the standards to ensure learning is aligned with the most current applications of learning in the content area.

Regulation 2020, 2020P (*updated fall 2025*) **guides the process for adopting district curriculum.** The [Curriculum Selection](#) page of the district website describes ongoing adoptions and provides the full [ISD Curriculum Adoption Cycle Calendar](#). See the table in the overview section for curriculum adoption and implementation in 2024-26.

During the first three years after a new curriculum is selected the district leads the course development phase. This phase includes the following:

- Training for all teachers teaching the curriculum
- Development of Essential Learnings (goals of the course). Essential Learnings include core cross-cutting concepts and processes as well as a description of learning goals aligned to the district results and highest value applications of learning. Essential Learnings go beyond the standards to ensure the goals of the course are current and relevant.
- Core learning experiences. This is another area that may push learning beyond the standards to ensure that students are learning in a way that applies to future learning and life applications.

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

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

Interpretation <Updated for January 2026 Board Discussion and Review>:

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. There will be unique programs at each learning site for high school students, and this is a strength of the district's educational offerings. *I also interpret this to mean that there are courses available as early as 9th grade to earn college credit and a consistent set of college credit-bearing courses available to all high school students, including online courses. Furthermore, at all comprehensive high schools (i.e. Issaquah, Liberty and Skyline), College in the High School are offered as available and for Advanced Placement (AP) courses there are consistent sequence and progressions for courses offered in mathematics and English. In addition, the history and computer science courses will be added based on the portfolio mix of other programs and course offerings.*

Exception:

14.3 The policy language changes over the past two years inform the district’s plan to implement Advanced Placement (AP) courses at Skyline High School to provide more access for college credit starting at ninth grade. Since the monitoring cycle and policy updates are running simultaneously, we are naming an exception for last year and will likely need to name an exception in future years as we continue to increase access.

Current Actions:

Skyline High School will add additional AP courses in the 2026-27 school year. Students will have the opportunity to register for these courses during the February course registration process. Teachers will be provided with AP training to be prepared to teach these courses in the fall of 2026.

Evidence:

Cross-Link

Related information was presented in OE-12, 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.* This included information on:

- Middle School and High School Course guide development
- Data on Middle School Electives, Online Learning, and High School CTE

K-12 UDL

The growing development of UDL and Culturally Responsive Education approaches increases the development of talents and interests throughout our curriculum by:

- Embracing student variability and using an asset or strengths-based approach to designing learning
- Increasing saliency of lessons by making deep connections to students' current lives and future opportunities
- Allowing students to vary or choose the ways they engage with concepts or express their learning
- Varying or allowing for choice in the types of learning experiences or student groupings
- Engaging in student goal setting

Elementary school

- **Core Curricula:** Elementary curricula are designed to allow students authentic exploration of content to foster interest and curiosity and provide space for student voice. Examples include:
 - Students self-select much of their independent reading material
 - Students self-select writing topics within a genre
 - During social studies, students have choice in specific topics within a unit, for example during a culture unit, students can select a culture to research and report on, and in a government unit, students select an issue to study to understand the laws, roles and personal responsibilities related to the issue
 - During science, every unit introduces a scientist or engineer role. During the unit students take on the role to “try on” the career path as they learn the science and application of the scientific principles
- **Specialists:** all elementary school students participate in music, library, and physical education.
- **Co-curricular Activities:** Other school activities at the elementary level may include safety patrol, choir, STEM/science club and/or reading club.
- **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.

- **Choice Programs:** Choice programs at the elementary level include Science Tech and Dual Language. There were no students on the waitlist for the Dual Language program. Students can test into the Highly Capable programs of Special Approach to Gifted Education (SAGE) and Mind Education Right Left Integration (MERLIN).

Middle school

- **Clubs & Activities.** In middle school, students can join or start a new club, participate in a class that has co-curricular components (band, orchestra, theater, choir) and play a sport.
- **Electives.** 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 interests. In the 2024-25 school year, 61 unique electives were offered across the system.

Data from OE-12.4

Noted trends from 2023-24 to 2024-25 reflected in this data:

- Overall there was a decrease in enrollment in Academic Support classes except at Pine Lake Middle School.
- Beaver Lake appeared to have a decrease in Information Technology courses. This is due to course categorization where courses such as Robotics and STEM sampler classes are categorized in Engineering Design, though these courses also incorporate information technology and physical programming.
- Issaquah Middle saw a significant increase in students enrolled in World Language (from 297 to 413).
- Maywood saw a steep increase in Communication Technology enrollment (from 57 to 218) and increase in World Language (from 58 to 278). The increase in World Language was primarily due to resolving a problem finding a teacher for Spanish 1.
- Pacific Cascade saw an increase in World Language (from 226 to 284) and Student Leadership (from 165 to 225) and corresponding decrease in Communication Technology due to the loss of the Digital Photography course.
- Pine Lake saw an increase enrollment in Communication Technology (from 21 to 51) and decrease enrollment in Information Technology (from 434 to 245) with an increase in Arts (from 1496 to 1569)

Other enrollments were relatively similar to the previous year.

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 <i>Yearbook</i> in all schools except IMS, <i>Digital Photography</i> at IMS and Maywood.
Engineering Design	Includes a variety of <i>STEM labs</i> .
Fine and Performing Arts	Includes the full array of performing, music, and visual arts
Human Services	Includes <i>Family and Consumer Science</i> (MMS), <i>Medical Detective</i> (BLMS, IMS), and <i>Vocational Skills</i> (IMS)
Information Technology	Includes <i>Computer Science</i> , <i>Web Design</i> , <i>Game Design</i> and <i>Video Production</i>
Manufacturing	Includes <i>Integrated Projects</i> and <i>Woodshop</i> (PLMS) and <i>Makerspace</i> (BLMS)
Miscellaneous	Includes <i>Backyard Forest</i> , <i>Board Games</i> , <i>Survival Skills</i> , <i>Vision Lab</i> , and <i>Teaching Assistance</i>
Student Leadership	Includes <i>ASB</i> and <i>Leadership</i> classes
World Language	Students may take the first year of a world language in 8 th grade for HS credit.

High school

- **High School Course guide.** (See OE-12.4), [High School Course Guides](#)
- **7 Period Day.** The 7 period day provides students with an additional class period, enabling those who take advantage of it to pursue coursework aligned with their personal passions.
- **Athletics and activities.** In high school, students can join or start a new club, participate in a class that has co-curricular components (e.g. band, orchestra, theater, Sales and Marketing, Sports Med, etc.), play a sport, or connect to community service opportunities through the college and career center.
- **Flex time.** This time allowed students to seek academic support and/or enrichment. All comprehensive high schools offered individualization in the acquisition of credits through choice.
- **CTE.** (See also OE-12.4) 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. Additional course offerings allow students to expand their knowledge in some of these [Career Clusters](#). In 2025-26, Liberty High School added Aerospace Manufacturing which leads to CORE Plus certification. Business Law 2 was added at Issaquah High to further support interest in legal careers.
- **CTE internships**, called Work Site Learning, give students the opportunity to work at an internship site for high school CTE credit and must be connected to a CTE course related to the job or internship. Students may earn 1.0 high school credits for each 360 work hours accumulated and verified. In 2024-25, two students participated in this program and each earned .5 credit. Core CTE Programming includes opportunities to earn career certifications and credentials. Certifications and credentials in place for 2024-25 include AP/IB Computer Science, Cybersecurity, Health, Mechatronics, Metal Fabrication, Photoshop, Sports Medicine, Video Game Design with Unity and C#, Web Design, Wood Shop; and Work-Ready Credentials for Culinary Arts - SERV Safe Food Manager Certification and Teaching Academy - Paraprofessional certification
- **WANIC.** District students participated in Washington Network for Innovative Careers (WANIC) courses, reflecting access to 13 academic school year preparatory and approximately 26 exploratory summer CTE courses. The summer courses allowed students to explore many CTE options which integrate academics and rigorous curriculum. The academic year courses provide students opportunity to study the subject for 3 hours each day (3.0 high school credits) and complete the course with college credit and/or an industry recognized credential in the field.
- **Acceleration & College Credit.** Students have access to learning experiences that provide acceleration and/or college credit options:
 - Liberty High School Contemporary Literature class in 2024-25 is entirely College in the High School certified. The positive impact is that all students in this course are provided the opportunity to earn five (5) English 111 credits at Bellevue College.
 - 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 for college credit earning classes through International Baccalaureate (IB) courses at Skyline High School, dependent on successful passage of exams.
 - 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.
- **New Courses Prepared in 2024-25 and Launched in 2025-26**
 - 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 will have the opportunity to earn 10 credits (Precalculus 141 and 142). College in the High School through University of Washington (UW) was considered, but UW is not accepting new classes at this time.

- Issaquah High added AP Precalculus, AP Music Theory, and AP African American Studies.
- Skyline added AP Calculus A/B, AP Statistics, AP Computer Science Principles, IB Standard Level Literature/Language 11th grade and IB Higher Level Chemistry.
- Liberty High added AP Economics.

Gibson Ek

Gibson Ek High School offers a project-based learning model that includes twice weekly internships with regional businesses and organizations. These learning opportunities allow students to explore career interests, build durable/soft skills, and develop authentic project work with a working professional. In 2024-25, we continued to grow new internship opportunities with 38 new community partners, including manufacturers, small businesses, nonprofits, municipal agencies, multimedia marketers, a real estate developer, an architecture firm, and more.

Since 2023 Gibson Ek has been a member of Washington State Board of Education's Mastery Based Learning Collaborative to strengthen competency-based learning models in our state and design clear transcripts and pathways toward higher education for students learning in a competency-based environment.

Students at Gibson Ek may also select online AP Courses to earn college credits in a format that fits their alternative schedule. These offerings include AP English Language and Composition, AP Spanish, AP Statistics, AP Calculus A/B, AP Biology, AP Psychology, AP U.S. History, and AP Computer Science Principles, providing students opportunities to earn college credit while pursuing personalized learning.

Running Start

Running Start offers another opportunity for students to select into available courses that are of interest and earn college credit. In the [2024-25 senior exit survey](#) [Q17] students were asked, "What is the primary reason you chose to participate in Full-Time Running Start?" The top two answers were the same at all three comprehensive high schools and represented 105 of the 149 responses:

- Less time spent in classes which leaves more time for other things (hobbies, work, etc.)
- College tuition savings

While most students attend Running Start at Bellevue College, opportunities also exist at Renton Technical, Green River College, Lake Washington Technical and Central Washington University.

ACT

The Academy for Community Transition (ACT) honors student agency by supporting every student's post-secondary goal to include vocational, adult-living, and economic self-sufficiency per their IEP Transition Plan and High School and Beyond Plan for students ages 18-22. ACT staff continuously work to help all students reach their post-secondary goals. To help students gain work experience and explore interests, ACT students participate in on-campus and/or off-campus internships. Internships included Fortunato Chocolate, The Sammamish Animal Sanctuary, Holly Street's ECE campus, the Admin Mailroom & Cafe, The Garage and Coal Creek YMCA. These meaningful learning opportunities aim to unlock students' strengths and passions and increase their sense of belonging and thriving in their community.

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 universally designed instruction for all students, as well as strategies and interventions to support Tier 2 and Tier 3 learning needs.

Evidence:

Strengthening the Teacher Professional Growth and Evaluation System

During the 2024-25 school year, the district trained on and implemented a new version of the Framework for Teaching used for teacher professional growth and evaluation, added to a new process introduced in the fall of 2023 for evaluating student growth.

This new version significantly strengthened the language particularly in areas related to adjusting instruction to meet the needs of individual students. The framework is used for teachers to set student growth goals and professional growth goals. It is used by principals for observation and evaluation of teachers.

Example from the Framework for Teaching. The following example from the framework illustrates explicit guidance for meeting the different learning styles and needs of students from various backgrounds and abilities. The target for evaluation is for teachers to reach the *Proficient* or *Distinguished* descriptors.

Framework for Teaching Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
1b: Knowing and Valuing Students			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher’s knowledge of students’ identities, as well as their strengths and needs, partially supports learning and development.	The teacher’s knowledge of students supports learning and development and enables the teacher to build upon student assets.	The teacher’s knowledge of students is extensive and fosters student learning and development to support academic and personal success.
3e: Responding Flexibly to Student Needs			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teachers’ adjustments and responsiveness lead to deeper understanding for students and new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.

Student Growth 3.2: Achievement of Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of student engagement in assessment of their own progress.</p> <p>There is no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is limited evidence of student engagement in assessment of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on student learning progress overall, but</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments.</p> <p>There is evidence of student engagement in assessment and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share feedback on how they experienced the learning.</p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional</p>
<p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their own classroom or context.

District implementation of Universal Design for Learning (UDL):

As described in 14.1, the district continues to implement Tier 1 instructional practices and materials that address the different learning styles and needs of students of various backgrounds and abilities. The CAST Framework for UDL provides an extensive catalog of instructional practices that can be applied across content areas that address different learning styles and needs.

To support implementation of UDL the district is taking the following actions:

Promoting and Integrating the CAST Framework for UDL. The [CAST Framework](#) explicitly provides strategies and guidance for meeting the different learning styles and needs of students from various backgrounds and abilities in 3 *guidelines* divided into 9 *principles* divided into 36 *considerations*. For example:

The first Guideline is *Design Multiple Means of Engagement*

Principle 7 under this guideline is *Welcoming Interests & Identities*

Consideration 7.2 is [Optimize relevance, value, and authenticity](#). This consideration provides guidance on how to ensure learning is valuable and relevant to the student and facilitated in a way that meaningfully engages young learners.

The CAST framework is integrated in course development and professional learning.

UDL Look-fors & Schoolwide Implementation. The district selected key UDL implementation progression rubric components provided by CAST and the Novak Institute as look-fors for setting, reflecting on, and evaluating the implementation of schoolwide UDL. Schools select one of the ISD Core practices as a schoolwide focus and use related look-fors to reflect and learn, identify opportunities to strengthen UDL practices, and evaluate growth in the focus area.

Focused professional learning and collaboration. Professional learning and collaboration center on UDL in a variety of contexts from course development, to training on inclusion, to training on curriculum and instruction, to training on assessment, data, and grading.

Program Development

The district continues to review and strengthen programs to meet the diverse needs and styles of students. Examples include the following programs:

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 this curriculum.

Elementary School

- In the 2024-25 school year, all Title 1A elementary schools integrated Math interventions, leading to all elementary school in 2025-26 including a 30-minute Success Block in 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.
- Elementary teacher training continues to integrate UDL. Themes in 2024-25 continued to include Planning with a UDL Mindset, Assessment with a UDL Mindset, and UDL and Literacy.

Middle school

- Inclusive behavior support programs were developed and implemented at Issaquah Middle School and Issaquah High School with a focus on reengagement and emotional and behavioral regulation.
- Read 180 reading intervention for students in grades 6-8 was implemented at all 6 middle schools. Students are identified for Read 180 based on academic, iReady and SBA scores in literacy.
- Study Skills as an intervention class is also taught at each middle school. Study Skills focuses on Executive Functioning Skills, Social Emotional Learning and improving literacy skills for students that are identified as needing extra academic support but not as intensive as Read 180.

High school

- Secondary readers and writers' workshop and high school book clubs incorporate choice in reading and writing instruction at the secondary level.
- Gibson Ek continues to pursue a full-inclusion model for all students who receive special education services, including consistent co-teaching and teaming practices.
- Intensified Algebra is offered as one of several models for students to take Algebra 1, which also includes Applied Algebra, Algebra with a math lab support class, or the traditional Algebra course.

Common Course Request Process

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, and additional time and instruction in subjects where students know they need more help.

Online Learning

As described in the reporting of OE-12, the district expanded online learning from four to eight credits, allowing students the agency to make choices based on their best learning needs. This expansion allows students who find success in the Online learning program to take more credits in a path that matches their individual needs.

Equity Framework

In support of meeting various student needs, an Equity Framework for Supplemental Curriculum or Non-Adopted materials was created and shared with building administrators and certificated staff. Using instructional resources and materials that are free from bias, that promote inclusion and belonging, and that respectfully portray differing racial groups, cultural traditions, religion, gender, and sexual identity, as well as family identity, create learning environments that are safe, welcoming, and representative of our students. This document acts as an additional guide for educators when using their professional judgement to select supplemental resources and materials. [Equity Framework for Supplemental Curriculum](#). In 2023-24, the district added an [Equity Framework for Curriculum Adoptions](#) to ensure a similar lens is applied to the adoption of all curricular material moving forward.

Implementation of Special Education Services

The Special Services department demonstrates a robust commitment to addressing the diverse learning styles and needs of students through a comprehensive continuum of services designed to support learners of all backgrounds and abilities. During the 2024-25 school year, the department served an annual average of 1,983 students ranging in ages from three through twenty-two years across thirteen different eligibility categories, including 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.

Expanding the Continuum of Services

In alignment with the principle that special education is a service, not a place, the district undertook a multi-year transition to expand its continuum of special education services across all levels. A significant shift involved moving from "Learning Resource Center" to "Learning Resource Continuum" terminology to better reflect the district's inclusive program model and emphasize personalized support for every learner.

To increase access to services in neighborhood schools and better meet diverse student needs, the

district expanded its LRC-1/2 and LRC-2 programming through 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. These 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.

Meeting Complex and Emerging Needs

The district responded to significant increases in complex behavioral and mental health needs across all levels, including preschool and elementary-aged students, by providing comprehensive supports tailored to individual learner profiles. The Special Services department also experienced ongoing growth in both the number of students receiving services and 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. Early Learning services are in place to ensure that our youngest learners with diverse needs receive high-quality instruction that prepares them both academically and socially for kindergarten.

Inclusive Practices and Access

The district has achieved measurable systemic improvements in ensuring students with disabilities access general education settings alongside their peers. Data demonstrates that 76.5% of students receiving special education services now participate in general education classrooms for 80-100% of their instructional day, representing a 7.2 percentage point increase from the previous year. This progress reflects the district's commitment to providing appropriate accommodations and supports that allow students with varying learning needs to access grade-level curriculum in the least restrictive environment.

Notably, equity progress in accessing the general education setting is evident across all demographic categories, with particularly substantial gains among Hispanic/Latino students (+10.1%), Asian students (+8.7%), and students identifying as two or more races (+6.4%). These gains demonstrate that the district's expanded continuum of services is effectively addressing the intersection of diverse cultural backgrounds and varying abilities, ensuring that all students receive personalized support to excel academically.

Comprehensive Programming Across Age Ranges

The continuum of services spans from early childhood through post-secondary transition, addressing the evolving needs of learners at every developmental stage. Early Childhood Education programming is offered at three district sites for students ages three through five, while transition programming serves students ages eighteen through twenty-two through the Academy for Community Transition (ACT) program or individualized programming. This early learning-to-career approach ensures that students with diverse learning needs receive appropriate, age-responsive instruction throughout their educational journey.

Ongoing Development

The district recognizes that meeting the needs of students with various backgrounds and abilities requires continuous improvement and adaptation. Ongoing development in inclusive practice beyond co-teaching continued at all levels in 2024-25, with sustained focus on developing a comprehensive continuum of inclusive services. The district also acknowledges that while progress has been made in expanding access, continued attention to special education identification practices and placement decisions is essential to ensure equitable outcomes for all learners.

Through these strategic efforts to expand and refine our continuum of services, the Issaquah School District Special Services Department demonstrates compliance with Operational Expectation 14.4, ensuring that the instructional program is responsive to the different learning styles and needs of students of various backgrounds and abilities.

Actions in progress:

The district recognizes the need for ongoing implementation and strengthening of Universal Design for Learning, Multi-Tiered Systems of Support, and Inclusion. These are key priorities that will require continuous cycles of improvement over the years to come.

The district also recognizes the need for ongoing engagement with our community as we review and enhance our programs to meet the style and needs of our students. Program considerations are further described in the next section of this report, 14.5.

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:

Promising practices and initial implementation data is reviewed through Cabinet, Academic Cabinet, departmental, and teacher leader meetings to collaborate on effectiveness of program and to determine next steps. These teams use data to inform decisions to expand, maintain or sunset programs as appropriate.

As part of building our Multi-Tiered System of Support systems, school teams are provided PowerBI data apps with key measures updated multiple times per year to monitor programs and make program adjustments and adjustments to interventions and supports for groups and individuals in a timely manner. Examples of data in the apps include:

- Test data (SBA, i-Ready, Momentum Math [MS], key assessments from Benchmark Literacy, Progress monitoring data
- Grades updated at each term as well as midterm for secondary students.
- Screeners such as SAEBRS updated 3 times per year
- Attendance data updated weekly
- Major, minor, and exclusion behavior data updated weekly

School Improvement Data Dashboards are used for annual review and revision of school improvement plans.

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.

Transition to Kindergarten

Transition to Kindergarten continued to serve Pre-K aged children. As of fall 2025, this program was expanded to five sites: Apollo, Briarwood, Clark, Discovery, and Newcastle Elementary Schools. The legislatively established program serves students who have been identified through a screening process to be in need of additional preparation for kindergarten. OSPI published data in February 2023, showing that “Transition to Kindergarten is an effective strategy for closing opportunity gaps.” As described in Results 2 reporting, efficacy of this program is monitored using TS Gold Assessment data to ensure student growth in readiness to enter kindergarten.

Within the district, data indicates that students participating in Transition to Kindergarten show growth across all areas and are measurably more ready to enter kindergarten.

Safety Care

In support of trauma informed practices, the district trained staff in the crisis intervention tool of Safety Care. This evidence-based program focuses on de-escalation and prevention of physical intervention. Efficacy is monitored through data collection on physical intervention. The second year of implementation resulted in another 50% decrease in instances where physical intervention was considered necessary by district staff.

K-12 Intervention Programs

Intervention programs continue to be expanded. Interventions are chosen for their alignment with core curriculum and the research and evidence basis, including whether the programs were peer-reviewed and found to have data that supports efficacy.

Intervention programs are carefully monitored using student achievement data and teacher feedback. Data used to monitor the program include the following:

- Progress monitoring data: students are assessed 2-4 times per month using an evidence-based measure of progress.
- General measure of mastery: students are assessed on a more comprehensive measure of mastery such as i-Ready 3 times per year.

The Results 2 monitoring report will provide data on student outcomes.

Continued development and monitoring of new intervention programs resulted in the following actions:

- Elementary Reading interventions: Teaching and Learning Services (TLS) and Special Services collaborated to further develop a continuum of support using multiple intervention programs.
- Bridges Math intervention (Elementary): Starting in 2022-23, this math intervention was piloted, and expanded annually to become available to all with assessed need, district-wide, by the fall of 2025.
- Expanding secondary math interventions: the district expanded classroom-based interventions in middle school math with the implementation of Envision Math, initiating a course development process for secondary math labs to integrate evidence-based interventions, and the continued support for Intensified Algebra 1 in high schools.
- Course development for Study Skills and Guided Studies is ongoing to incorporate evidence-based interventions.

Microschools

Issaquah Microschool launched in spring 2024 as a pilot program and, after receiving grant funding in summer 2024, officially opened as a startup for the 2024-25 school year. The microschool offered Issaquah High students a unique learning environment that is project-based, interdisciplinary, and deeply connected to the community. This innovative program places students at the center of their learning, prioritizing engagement through high-interest projects and fostering growth aligned with their personal goals and ability to impact the community. The high school microschool pilot at Issaquah High concluded 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 shifted its focus to middle school.

The fall of 2025 saw 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.

Monitoring of Microschool programs will use measures such as student and family feedback, use of academic progress indicators (grades and relevant test scores), and future success (success in future courses).

College in the High School

The district is continuing to consider the 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. The district will monitor enrollment, grades, and access to college credit.

Dual Language

The Spanish immersion dual language program at Issaquah Valley Elementary met a key milestone in 2024-25. The first cohort of students completed 5th grade. Data used to monitor this program included the i-Ready Spanish literacy assessment, the WIDA language assessment for students qualifying for ML service, and language proficiency testing. Initial analysis of this cohort indicated academic and language proficiencies close to those of their peers. Research indicates that we should continue to monitor student progress through 8th grade as national data suggests some potential achievement areas may lag into middle school when they then tend to achieve at a higher rate as true biliteracy sets in.

Actions in progress:

The district continues to consider new and innovative programs including, but not limited to, the following:

- Expansion of middle school microschools
- CTE courses and pathways that build skills with emerging technologies and/or build toward certifications
- Development of a plan for a new high school that will feature innovative programs
- Expansion of dual language programs to new schools and/or languages

Decisions regarding any of these programs will be based on community engagement, research, and data on interest and benefit to students.

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:

Scope & Sequence

A Scope & Sequence and curriculum guide is developed for each district course. This guiding document is maintained and adjusted by Teaching and Learning Services staff in collaboration with school instructional leaders. Monthly meetings with teacher leaders (department leads, elementary content leads) are used to determine when there is need for a review and revision of a Scope & Sequence or curriculum guide, or to make minor adjustments in response to emerging student needs.

The district has refined the Scope & Sequence template to explicitly identify the Essential Learnings (big ideas of a course) that are supported in teacher materials, and to identify Common Learning Experiences and tiered supports, also described in pacing guides and teacher materials, to support core outcomes and structures that should be consistent across classes.

Course Development (process revised in 2023)

During the first 3 years of a newly adopted curriculum, all teachers of the course are involved in course development meetings that include training, monitoring and adjustment of the course guide, and data review. During the data review teachers regularly review outcome data (assessment and/or grades) to identify strengths and needs of students to inform course improvements, and identify and address disproportionate outcomes.

During the 2024-25 school year, more procedures were developed to ensure principals who supervise teachers are informed of updates to new courses, including revisions to pacing and types of student work they could expect to see when conducting observations.

To assist in balancing consistency with professional judgement for personalizing learning, each new Scope & Sequence is being designed around 145-150 days of core content. This leaves up to 35 days for reinforcement, enrichment, and classroom-based interventions.

Guidance on Instructional Practice

With the implementation of the CAST UDL Framework and Core UDL Practices, the district has identified practices that should be evident in every classroom as a baseline for culturally responsive, inclusive, and trauma informed practices. Professional development on these practices is ongoing.

The teacher evaluation system forms the core of accountability on consistent instructional practices. The Framework for Teaching describes *unsatisfactory*, *basic*, *proficient*, and *distinguished* instructional practices. New teachers have up to 3 years to demonstrate *proficient* practices based on a formula set by the Office of the Superintendent of Public Instruction (OSPI). Teachers beyond 3 years of experience are expected to maintain *proficient* practice.

The evaluation system, as described by OSPI and our Collective Bargaining Agreement (CBA) includes direct observation by principals, conferencing and use of the Framework as a scoring rubric. Specific

accountability measures are identified to respond if any teacher is not meeting expectations set by OSPI.

The Framework for Teaching is aligned with UDL and current research on best instructional practices.

Developing Multi-Tiered Systems of Support (MTSS)

One core area of action in strengthening consistent practice and content is the ongoing development of MTSS. Steps being taken to continue our multi-year focus on MTSS include the following:

Elementary Block Schedule and Success Block. Guidance for planning for the 2024-25 school year included required block scheduling district wide to ensure core instruction would be coordinated with targeted intervention at all schools.

Evidence-Based Assessments. Improving our assessments for screening, progress monitoring and general outcome measures to ensure we have the information on student growth to confirm efficacy of instruction and intervention in closing achievement gaps.

Data-Based Decision-Making. Strengthening data literacy at all levels, classroom / department / school / district, to improve how we identify students for intervention and how we engage in continuous cycles of improvement.

Team Structures. Ensuring that teams at all levels are organized and using their time effectively. In planning for the 2025-26 school year, the District hired a new Director of MTSS to provide strategic leadership in this area to align district practices with research and legal requirement that go into place by the fall of 2028.

Equity Framework. The new equity framework for adoptions described above 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.

Pathways. 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 & Sequences for all core and advanced math classes for the 2025-26 school year.

Expansion of College-Credit earning potential. 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, launched in 2025-26 is intentional change management, working with the teams to determine the first best step.

Common Course Catalog. 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.

Exit Survey Results. One gauge available that speaks to consistency and efficacy of instruction are student exit surveys.

Senior Exit Survey Q5: In general, I was satisfied with the quality of instruction I received during my high school years.

2025	Gibson Ek HS	Issaquah HS	Liberty HS	Skyline HS
Agree or Strongly Agree	82%	76%	81%	68%
Neutral	14%	14%	9%	21%
Disagree or Strongly Disagree	4%	7%	5%	7%
Number of Respondents	49	99	182	494

8th Grade Exit Survey Q3: I feel academically prepared to enter high school.

2025	ISD	BLMS	CMMS	IMS	MMS	PCMS	PLMS
Agree or Strongly Agree	77%	74%	79%	73%	80%	78%	74%
Neutral	12%	17%	7%	11%	12%	9%	12%
Disagree or Strongly Disagree	10%	9%	14%	16%	8%	12%	13%
Number of Respondents	1035	145	156	154	270	151	159

14.7 Select textbooks and instructional materials that advance the achievement of the Board’s Results policies and that achieve consistency and articulation of the curriculum by course and program.

Interpretation:

I interpret this to mean that our district has a documented and transparent approach to the adoption of curriculum in alignment with high leverage instructional practices that advance the Board’s Results.

Evidence:

Materials selected for adoption as listed in 14.1, were vetted by the adoption team and Instructional Materials Committee (IMC) to ensure that they were consistent with the Results. [Link to the Adoption Cycle / Curriculum Selection web page.](#)

For each curriculum adoption (listed in 14.1 above), district leadership provides a charter describing the role of the adoption committee and the conditions the adoption must meet to align with District Results, Operational Expectations, and regulations.

The Equity Framework for Supplemental Curriculum or Non-Adopted Materials, and the Equity Framework for Curriculum Adoption supports the Board’s Results policies.

Additionally, ongoing team and committee work to ensure alignment of curriculum includes the following:

- Monthly secondary department lead meetings
- Multilingual Learners, Title/LAP parent advisory meetings
- Elementary professional development, curriculum and assessment listening sessions

14.8 Maintain a procedure for reviewing materials and textbooks upon formal request by a parent or other stakeholder.

Interpretation:

I interpret this to mean that our district has a clear process for parents, caregivers and guardians, or other stakeholders, to review curriculum materials.

Evidence:

The district maintains a curriculum library at the district office, available to the public by appointment. [Regulation 2020](#) and corresponding [procedure 2020P/2020F3](#) provides the process for parents to request re-evaluation of materials (adopted or supplemental).

Requests for re-evaluation typically start with a question raised at the school level. Questions are first addressed through a conference between the teacher using the material and the person raising a question or concern. If unresolved, a school administrator will meet with the person raising the concern. If requested, the superintendent designee, typically the Executive Director of Teaching and Learning Services, will meet with the person raising the question. Nearly all questions and concerns are resolved through one of these conversations either by addressing individual student needs, or through building a shared understanding of the use of instructional materials that addresses questions or concerns raised.

Year	2020F3 Request for Re-evaluation of Materials Submissions	Resolution
2021-22 – None	NA	NA
2022-23 – 2 submissions	Elementary library book	Material was altered (map revision)
	Middle School library book	Material was retained in the library
2023-24 – None	NA	NA
2024-25 – None	NA	NA

14.9 Supply adequate core materials necessary for implementation of instructional program.

Interpretation:

I interpret this to mean that the district provides curriculum and supplemental materials to support all students at a reasonable cost.

Evidence:

The district provides curriculum, web-based platforms and subscriptions that support the delivery of instruction to all students.

For Elementary Curriculum, materials reside in class and class sets of materials and annual consumable materials are provided to schools.

In Secondary, curriculum materials vary by subject with the most common provision of materials for core courses include the following:

- Each teacher provided teacher materials.
- One class set of textbooks provided per classroom so that students do not have to carry text books to and from school.
- If available digital subscriptions to texts and ancillary materials provided for each student.

- When a digital text is provided, for most courses students are not automatically provided a physical text book. Additionally, each school is provided a supply of student textbooks to provide students who request a physical text book at home.
- When a digital text is not available the district provides each student with a 'stay-at-home' textbook.

Additionally,

- Teaching and Learning Services maintains an inventory of adopted materials and allocation of instructional materials to schools. Using enrollment projections, materials are ordered annually to ensure each classroom has access to the adopted materials for instruction.
- District continued the use of Canvas as the secondary learning management system.
- Classlink (6-12) and Clever (K-5) provide a single point access for students to access web-based platforms, digital texts, and subscriptions.
- The district invests in a range of common supplemental digital resources, often with access to a range of instructional materials. The list of digital resources for students is available [here](#).

Instructional materials to meet the needs of all students included the following:

- Large print and braille editions for students with visual impairments.
- Support from the Assistive Technology team for students with disabilities requiring accommodations through assistive technology, including the support of digital magnifiers for near and distance viewing, screen readers/magnification software to support the built in Microsoft tools.
- Learning Ally was licensed for all schools to provide access to human-read audio text to any student with reading difficulties, regardless of whether the student had a documented disability or not.
- As described in 14.4 above, assistive and adaptive technology resources are provided to ensure accessibility for diverse learners and integrated into training.

14.10 Ensure appropriate and timely input from students, parents, community members, teachers, administrators, and other staff members involved in the instructional program as textbooks are reviewed and selected.

Interpretation:

I interpret this to mean our district has policies and procedures which outline the opportunities for input from students, parents, caregivers, guardians, community members and staff on curriculum and supplemental materials

Evidence:

Regulation 2020, updated fall 2025, requires a published opportunity for the community to review curriculum materials. The curriculum adoption process includes a team of teacher representatives from schools and department support specialists. This review period is now expanded to start when the adoption team field tests two or more finalist materials, and end at the time of the board vote. This expansion from a 10-day window after selection allows community members to provide input prior to the adoption team and IMC making recommendations to the district on the selection of materials. The review period is announced in the district digital newsletter and posted on the website in curriculum adoption update pages.

The full Regulation 2020P that describes the process is available on the district website: [District Regulation 2020P](#).

Additionally, near the start of the adoption process parents and teachers are surveyed about their interests to inform the adoption process.

The Instructional Materials Committee (IMC), who reviews materials and the selection process prior to recommendation to the school board, consists of community, parent, and teacher representatives.

Career and Technical Education Frameworks are reviewed and approved by Pathway Advisory Committees every five years, on a rotating basis. These committees are comprised of teachers in the cluster or program area under which the course is taught, community members who work in the field and past and present students. Input is received from the advisory members to ensure CTE courses remain relevant to a quickly evolving industry.

14.11 Share with the Board, on an annual basis, data-driven plans for improvement at each school.

Interpretation:

I interpret this to mean that each school in the district develops School Improvement Plans utilizing a variety of sources of quantitative and qualitative data, root cause analysis and in alignment with evidence-based strategies for accelerated learning and opportunity gap closure.

Evidence:

Each Issaquah School District school completes a School Improvement Plan (SIP) in accordance with [Washington Administrative Code 180-16-220](#) and [District Regulation 2005](#). School improvement plans for each school are presented annually to the school board in 2-3 work study sessions that allow for direct discussion with board directors, school principals, and district administrators. The [School Improvement Plan public site](#) is available to our community.

During the 2024-25 school year the district built, using PowerBI, custom data apps reports and visualizations for school improvement plans, monitoring of state data, and the data used by school to study related data throughout the year to proactively identify areas of concern and take timely action.

The School Improvement Plans are vertically aligned, meaning that they are driven by research on key indicators and benchmarks for student performance at the student, classroom and school level. Additionally, the district's Strategic Plan uses the key indicators from the same research so that there is vertical alignment in the measures and data used at the classroom, school and district level.

All measures are disaggregated to ensure monitoring of a clearly articulated problem of practice that addresses perennial outcome and opportunity gaps for students with disabilities and students who identify as Black/African-American or Hispanic/Latino.

14.12 Integrate technology into content areas across all grade levels where appropriate.

Interpretation:

I interpret this to mean that technology integration is an expectation for all courses and content areas to enhance learning, prepare students for digital literacy, empower students to manage their learning, and as a developmentally appropriate instructional strategy to meet a diverse range of learning styles.

Evidence:

Much of the approach of integration of technology, including our 1:1 laptop program, is described in OE-15 and the [Educational Technology Plan](#). Highlights from this report relevant to 14.12 include:

- Laptops meeting technical specifications for educational use and hardware were allocated in the first weeks of school and adjusted based on feedback from users.
- All classrooms were outfitted with teaching stations that conform to a minimum standard of technology.
- IT support plan was implemented.
- Technology training, consultation and coaching was implemented to support teachers and provide resources for teachers to support students in learning how to use and leverage their district laptops.
- [Tech Integration Expectations](#) were created to clarify expectations for incorporating technology into instruction and facilitate students' use, as informed by the ISTE standards and UDL. The Digital Learning Experience establishes an overall goal and six expectations for integration of technology across educational settings. The linked tool is used for teachers to reflect on how they can meet the expectation in a way that enhances learning appropriate to their discipline, grade level and context were created to clarify expectations for incorporating technology into instruction and facilitate students use, as informed by the ISTE standards and UDL.

The district technology plan focuses on four goals. Goal 1 relates most closely to 14.12. Further reporting on educational technology integration was included in the reporting of OE-15.

Goal 1: Teachers create and foster a classroom environment where ALL students can access, engage with, create, and produce using technological tools giving students ownership and agency over their own learning and the opportunity to use technology to engage with the world in meaningful ways.

Six Expectations for technology integration are set and communicated to staff:

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

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

Educational Technology Training

To support the Digital Learning Experience (DLE), the district has developed a range of supports for professional learning and support during implementation at the classroom level. Training includes the following:

The IEA collective bargaining agreement requires application of technology in classrooms and the provision of optional training (after an initial required series of trainings in 2023-24)

- Instructional Tech Specialists (TOSAs), assigned 1 day per week at each school to provide coaching and consultation; Ed Techs also provide district-wide training and support
- Secondary Ed Tech Leads are teachers at all secondary schools who provide peer leadership and consultation
- Optional tech trainings during the summer and school year located throughout the district and on Zoom.

- Asynchronous tech modules in Canvas platform (accountability systems used for staff to access additional compensation for completion of trainings)

Adoption of and training for a high level of technology integration

Training on the integration of technology centers on the [ISTE standards](#) for [students](#) and [teachers](#), as well as the [guidelines for Universal Design for Learning](#). Together these standards support teachers in their journey to and beyond the core standard for integration in the following ways:

- Provide guidance for teachers based on evidence-based research
- Encourage teachers to learn advanced uses of technology, and to apply advanced uses to teaching and learning in their classrooms
- Encourage shared leadership and collaboration
- Describe advanced levels of student application and use of technology for knowledge construction, design and creative communication
- Provide multiple means of culturally responsive engagement, representation and expression to grow students into expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal directed
- As described in 14.4 above, assistive and adaptive technology resources are provided to ensure accessibility for diverse learners. Training for staff is integrated into technology training

Technology to reduce barriers

The district supports, trains on, and promotes the use of technology to reduce barriers to learning and ensure accessibility. Examples of support for assistive technology and accessibility tools used in district classrooms to plan for learner variability include the following:

- Integration of Microsoft 365: Immersive Reader, PowerPoint Translate and Subtitles, Speech to Text, Text translation
- Learning Ally (audio books, human read with visual cuing)
- Canvas LMS: Mastery Paths for personalized learning, New quizzes that allow for greater accommodation, Section / Groups allow staff to create sections for differentiation and inclusion
- Core digital tools (options for students to engage in and express learning)
 - Example: partnership with Issaquah Schools Foundation (ISF) for Gizmos science tool
 - Example: Canva – tool for design thinking and visualization, templates available for scaffolding for students
- Digital curriculum now assessed for accessibility tools and variability of representation (use of animations, modeling, etc.)
- Adaptive assessments for identification of pre-requisite skill gaps and adaptive relearning
 - Example: Read & Write – a tool that can be allocated to students who need additional support with everyday tasks such as reading text out loud, defining words, word prediction, spelling, and composition
- AI Toolkit for teachers
- Additional assistive technology and accessibility tool resources and staffing per 504 and IEP needs

Use of accessibility tools is integrated into district training and support. Examples of training include

- The District Tech series professional development
- Ignite, a professional learning program that integrates technology, inclusion, and Universal Design for Learning through a summer institute, periodic professional development, and a series of lab classroom workshops
- Canvas 101 course for teachers and students / caregivers
- Book studies
- Curriculum implementation training

The district provides adaptive technology staff to support students with exceptional adaptive technology needs such as those described in 504 and Individualized Education Plans (IEPs).

Strengths to current approach

Our approach to integration is monitored through feedback from participants on professional development and monitoring by Educational Technology staff and school administrators. Unfortunately usage data in educational software is very limited. For example, we are able to get basic usage data for Canvas and can tell for some course software whether accounts are active, but we are not provided access to data on features used. Based on staff feedback and observation, some strengths of tech integration that have led to significant growth in tech integration over the last 5 years include:

- Development of leaders and early adopters. Teachers and other staff who lead the way provide important information on how to effectively leverage technology and provide exemplars that are used in broader training and guidance to staff.
- Opportunities for staff to gain assistance with problem solving or integration through consultation, modeling, or coaching from Instructional Technology Specialists embedded weekly in each school.
- 1:1 laptops and Canvas are broadly used, with increased adherence to published standards and use of core tools and accessibility tools. (See challenges below.)
- Technology integration in the curriculum adoption process is increasing common use of core tools through the course development process.
- Core tools for teaching stations, classroom equipment, student laptops, and access to learning applications are provided in all content areas and explicitly linked to core instruction and instructional practices. This allows teachers to plan for the use of technology with assurance that the resources will be available. This is a significant shift since 2020.

Challenges / limitations informing future planning

- Optional professional learning opportunities tend to reach the same staff seeking learning in tech integration. Future planning will include a focus on identifying areas of lagging implementation and focus supports to helping every learning setting develop to district standards.
- Professional learning about accessibility tools initially focused on students with identified learning needs. With the implementation of Universal Design for Learning, the focus has shifted to teaching all students how core accessibility tools may enhance learning and then providing targeted supports to any student who would particularly benefit, as identified by teachers or by students showing interest in the tools. This new approach is showing early promising signs, while also continuing to be an area of ongoing focus.

14.13 Assure the implementation of the Transitional Bilingual Instruction Program.

Interpretation:

I interpret this to mean that the district will implement a Multilingual Learning program, inclusive of Dual Language learning opportunities, according to state and federal regulations and current research-based professional practices.

Evidence:

Multilanguage Learners (ML) in the district access grade-level academic content and English Language Development (ELD) through participation in their general education classrooms. Explicit English language instruction is delivered either individually, in small groups or designated English Language Development classes by teachers who have been specifically trained in the field of second language acquisition and instructional strategies for language learners. World-class Instructional Design and Assessment (WIDA) is a

professional organization that provides guidance on professional practices to support Multilingual Learners to learn English through content. To ensure meaningful access to rigorous, grade-level content, English language instruction is delivered throughout the day to ensure access to core content in English using the [WIDA](#) Framework.

[The Multilingual Learner Plan](#), required by the State, details the district’s instructional program.

Components of our WIDA-aligned Multilingual program include the following:

- [Screening](#) and [ACCESS language proficiency](#) assessments to identify students needing ML support and monitor language growth. The intensity of supports are individualized based on the assessments and teacher observations.
- The WIDA program model centers on a functional approach to language development that includes both the development of language (reading, writing, speaking and listening) and the integration of language development with academic content as described in the [WIDA English Language Development Standards](#). Program delivery includes:
 - Dual Language Program
 - Supportive Mainstream: push-in, co-teach, secondary ELD classes

Enrollment & Progress

The following chart indicates the size of the district program and the percent of ML students who made their target progress on the state assessment, and percent of students who met the proficiency goal to exit service.

Year	Number Students (% of District Enrollment)	District Rate Progressing	District Proficient	State Rate Progressing	State Proficient
2014-15	1027 (5.3%)	Not available		Not available	
2021-22	1448 (7.3%)	51.3%	29.0%	30.9%	5.5%
2022-23	1429 (7.3%)	59.9%	24.4%	36.6%	5.9%
2023-24	1508 (7.7%)	62.5%	26.3%	37.7%	8.5%
2024-25	1524 (7.9%)	59.0%	25.3%	37.6%	8.8%

Highlights below describe the scope of the program and success indicators of the District Multilingual Learner (ML) Program:

- The ML program is staffed on a formula based on the number of Multilingual learners in each school (approximately 60:1 in 2024-25, changed to 50:1 for 2025-26)
- Students are assessed annually on the WIDA Access assessment
- ML students are monitored for 2 years after exiting the program. Exited students continue to perform as well or better than students not identified as ML on state and district assessments.
 - ELA SBA scores 2 years after exiting 85.4% proficient in 2025
 - Math SBA scores 2 years after exiting 87.4% proficient in 2025

Students are considered *long term English Learners (LTELs)* if they qualify for service for more than 5 years, in 2024-25, 12.4% of ML students in the ISD qualify as LTELs, as compared to the state LTEL rate of 32.4%.

Challenges:

- Families who waive services and testing never exit the ML program, and become LTELs on record, though the students are performing well in academics.

- District, state and research on ML data indicates ML students whose home language is Spanish require more intensive ML supports and take longer to reach proficiency.

Actions:

To address the long-term needs of LTEL and Spanish speaking students, the district is taking the following actions:

- Prioritizing increased staffing ratios for programs with higher proportions of LTEL and Spanish speaking students.
- Increasing supplemental services learning opportunities in a co-teaching model
- Piloting a new adaptive English Language Development technology resource at IMS and IVE based on higher rates of LTEL.

The Dual Language Immersion Program provides both native English speakers and native Spanish speakers the opportunity to learn to read, write, and communicate effectively in English and in Spanish. This is an “additive bilingual” program, meaning that a child’s first language continues to be strengthened and augmented while he/she is gaining a second language. The program goals are:

- **Bilingualism** – students develop high levels of thinking, listening, and speaking proficiency in English and Spanish.
- **Biliteracy** – students develop reading and writing skills while striving for academic excellence in all subject areas, meeting or exceeding district and state standards in both languages.
- **Bicultural** – students feel empowered as multilinguals, developing positive attitudes and appreciation toward their personal cultures, as well as other world cultures in our global society.

At Issaquah Valley Elementary School, Dual Language expanded to include fifth grade in 2024-25, resulting in 12 classrooms total in grades K-5. The cohorts include multilingual learners, especially Spanish-speaking students, prioritizing neighborhood school student enrollment for long-term program enrollment. The Dual Language program was expanded to include a sixth grade class at Issaquah Middle School for the 2025-26 school year.

Board acceptance: January 15, 2026