Results 2: Academics and Foundations
Policy Type: Results

Annual Internal Review for School Year 2024-2025 – February 12, 2026

Upon graduation, students will be academically prepared and confident to pursue higher education or specialized career training.

Interpretation:
Following graduation, students will be prepared for employment, enlistment, and enrollment in post-secondary institutions. Students will demonstrate and apply the skills, knowledge, and thinking habits that empower them to fulfill their personal, academic, and career interests and ambitions after graduation.

Note: With the adoption of a "Portrait of a Graduate" in November 2025 and discussions with the Board for any implications for policy updates, this interpretation of Results 2 and the interpretation of other Results are expected to change next year.

Executive Summary:

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

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

	Size 2024-25	**% Low Income 2024-25**
Issaquah SD (ISD)	19,258	16%
Bellevue SD (BSD)	20,454	25%
Lake Washington SD (LWSD)	31,146	13%
Northshore SD (NSD)	22,932	20%
Washington State (WA)	1,105,384	50%

- **Highlights**: Each section will provide insights from staff analysis into areas of strengths in student outcomes, improvements in recent years, and other celebrations related to academic programs and outcomes.
- **Challenges**: Each section will provide a summary of areas for improvement in student outcomes.
- **Actions**: Each section will provide a high-level summary of actions taken or initiated during the 2024-25 school year and beyond to improve outcomes and related academic programs.

Findings: Overview

Issaquah School District continues to be a high-performing district. In 2024-25, the district had the highest graduation rates among Washington districts with multiple high schools. Students in Issaquah schools continued to perform at or above levels of comparable districts across demographic and program groups.

For the sake of analyzing progress toward students being academically prepared and confident to pursue higher education or specialized career training, this report will refer to 4 levels of preparedness, understanding that any individual students may not fit cleanly at any one level. The Foundational level was introduced by OSPI in state data and standards starting with the fall of 2024. Descriptions below were edited for 2025-26 to simplify language and incorporated career-readiness.

Level of Preparedness	Ways students may demonstrate this level
Academic Excellence *Demonstrates high levels of preparedness for higher education*	• Frequently earns A's in classes • Scores 4's/Advanced on state, national and district assessments • Earns college credits in high school • Earns career-ready certifications • Persists through college graduation
Readiness *Prepared to pursue employment, enlistment or enrollment per their High School and Beyond Plan (HSBP)*	• Frequently earns B- or better in classes • At or above standards / state averages on assessments • Achieves their personal HSBP • Enters and persists in employment, enlistment, or enrollment to pursue and thrive in life goals
Foundational *Graduates with foundational academic skills*	• Meets all graduation requirements • Frequently earns C- or better in classes • May earns 2's, Basic, or Approaching on standardized assessments • Has a path beyond high school to enter employment, enlistment, or enrollment
High Risk *Does not graduate or graduates with significant limits on pursuit of goals beyond high school*	• Doesn't graduate OR • Is inadequately prepared for employment, enlistment or enrollment beyond high school • May have multiple D/F grades in the current school year • May score 1's / Well Below on standardized assessments

Overview of Highlights

- The district developed a 3-year Strategic Plan to guide improvement in student outcomes.
- The district maintains high rates of graduation, enrollment in post-secondary education, and persistence toward earning a degree or certification.
- Students access a wide range of advanced academic courses, interest-based courses, and college-credit bearing courses in each comprehensive high school.
- Gibson Ek High School provides access to a nationally recognized, competency-based school, with a component of learning through internships, where nearly all students graduate.
- Students have access to a wide range of interventions. With the growing implementation of Multi-Tiered Systems of Support, most interventions are monitored with normed data to monitor student growth and adjust learning plans. (See challenges and actions below for more information)

Overview of Challenges

Recognition of inequities: Our district recognizes the outcome gap for students with disabilities, low-income students, and students who identify as Black/African-American or Hispanic/Latino. This report reflects our commitment to pursuing gap closure for these students, and to ensuring all students are provided equitable opportunities.

Issaquah School District Problem of Practice: Disproportionate outcomes persist for students with disabilities, students from low-income households, and students who identify as Black/African American or Hispanic/Latino.

This report highlights a few areas of promising gap closure such as graduation rate and inclusion in advanced math classes, and school improvement data this year reflected multiple bright spots of increases in outcomes, especially for students with disabilities. At the same time, the district is seeking to replicate and expand successes and accelerate gap closure.

Some potential systemic barriers to increasing achievement and disrupting predictable patterns of disproportionate outcomes include the following:

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

Overview of Actions

Strategic Plan:

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

Goal 1: Increase student achievement of meaningful milestones of 3rd grade reading, Algebra 1 and 9th grade on-track to graduation and decrease opportunity gaps.	a) Design and implement Universal Design for Learning and culturally responsive education strategies in all classrooms. b) Design and implement academic interventions for literacy and math at each grade level. c) Examine curriculum and assessment practices to better serve diverse students and address opportunity gaps.
Goal 2: Students will have equitable access to resources and pathways that support individualized post-high school goals.	d) Establish a baseline of offerings at all secondary schools 6-12 and ensure these programs are delivered consistently across all schools. e) Create and communicate unique pathways to graduation that ensure students understand opportunities as aligned to their pathway and post-high school goals. f) Design and implement a system to deliver focused support to ensure ninth grade students are on track to graduate.

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

The district is systematically increasing and honing classroom-based interventions and supplemental supports to accelerate growth and increase student achievement and preparedness to pursue post-high school goals. Changes are guided by national research and OSPI guidance for comprehensive, integrated Multi-Tiered Systems of Support (MTSS). Part of this work is to establish a nationally normed comprehensive assessment plan to monitor the response to intervention so we can evaluate the effect of intervention for individual students as well as at the class, building and program levels.

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

- Planning for variability (i.e. cultural, linguistic and neuro-diversity) is critical in engaging each student in learning and opportunities to demonstrate their learning in meaningful ways.
- Relationship and engagement are key. District staff have noted that students at the highest risk demonstrate behaviors, such as low attendance and work completion, that indicate we have not anchored these students with a strong connection to staff, to learning, and to their life experiences and goals.
- The district should strengthen assessments and the practice of team-use of data to make timely instructional adjustments.
- The district should increase access for all students to core instruction alongside their peers and provide integrated tiers of support in all educational settings. Integrated refers to providing a

holistic approach to support and intervention that accounts for the social, emotional, behavioral, and academic strengths and needs of students.

Data Access and Data-Based Decision-Making

During the 2024-25 school year, the district made significant improvements in Data-Based Decision-Making. Working with school leaders and support teams, district staff developed new data applications using PowerBI to ensure timely access and usability of data to monitor student outcomes and inform interventions. Some highlights of this work included:

- Updates of elementary assessments immediately after assessment windows, enabling principals to lead teacher teams in using the data to form intervention groups for success blocks.
- Tier 2/3 teams, typically consisting of building leaders and support staff, access to weekly updates of early risk indicators including attendance, behavior, and content/academic outcomes in a single dashboard with the ability to filter for students with specific risk levels. This dashboard allowed teams to quickly identify students with early or emerging risk indicators and intervene in a timely manner.
- Use of formative data to monitor School Improvement Plan goals, with the ability to drill down to the demographic group, program group, classroom, and individual level to monitor overall outcomes as well as disproportionality measures while ensuring that such progress monitoring informed supports for individuals.

Next steps for 2025-26 include increasing access to course and class data for secondary teachers as part of developing protocols for all staff to use data to select specific, high leverage practices and strategies designed to support students experiencing difficulties in class and to address disproportionate outcomes.

Overview Data Findings: Graduation

Data on graduation outcomes includes the following:

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

9th Grade On-Track to Graduate

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

Data: 9th grade on-track: Passing all classes in 9th grade is an indicator of school success. District results have held steady at or above 85% of students passing all classes. This continues to be a focus of the district as we aim to raise this percentage. Data on the percent of district students achieving this measure is commensurate to peer districts and 13% above state averages.

	2021-22	2022-23	2023-24	2024-25
Issaquah School District	84%	85%	87%	85%
Bellevue School District	83%	83%	83%	83%
Lake Washington School District	88%	86%	87%	88%
Northshore School District	90%	88%	86%	87%
Washington State Total	70%	70%	71%	72%

Source: OSPI Report Card

Highlights:

Early improvements emerging from a focus on 9th grade on-track include increased interventions and decreased fail-rates in Algebra 1, redevelopment of 9th grade World History with 9th grade on-track data informing course design, support for high schools to provide guided studies courses with a stronger focus on supporting students with academic needs with school-work support and support with executive functioning.

Challenges & Actions:

- Especially at the high school level, more skill-based progress monitoring is needed to measure the efficacy of interventions. MTSS teams are focusing on developing better measures and processes to evaluate interventions.
- Course redesign is resource intensive and results in improvements one course at a time. Currently we have seen incremental growth and are exploring ways to accelerate growth both through more rigorously applied tiered supports, inclusion, and innovation such as micro-schools. Current courses in the redesign that are designed to increase 9th grade on-track include:
    - K-5 Literacy is in year 2 implementation that includes continued training, expanded use of resources, and increased progress monitoring.
    - 6-8 Math is in year 2 implementation and is focusing on targeted supports, classroom-based interventions, and data-based decision making.
    - 6-8 Literacy is in the material selection process with the target for implementation in fall 2026.
    - 9th World History is in year 2 implementation with a focus on instructional adjustments to effectively engage all learners and reduce disproportionality in grades.
    - Study Skills, Guided Studies, and Math Labs are all in the process of redesign to strengthen interventions for content skills and executive function.
- Disproportionate outcomes are persistent. Deeper dives into this data identified gaps in the following groups. Gaps for the 2024-25 school year included the following:
    - Low Income: 28% gap
    - Students with Disabilities: 19% gap
    - English Language Learners: 34% gap
    - Hispanic/Latino: 25% gap
    - Black/African American: 24% gap

To address this gap, the district is developing data protocols at all levels of the organization to more closely examine leading indicators of disproportionate outcomes and use data to make educational adjustments, rework systems and structures, and provide professional development.

- Additional actions the district and schools have taken to improve 9th grade on-track includes the following:
  - Provided summer transition class between 8th and 9th grade to bolster pre-algebra skills.
  - Improvement in facilitation with students and families of the High School and Beyond Plan. This encourages students to set meaningful goals prior to the start of 9th grade.
  - Intervention staff added to Issaquah High School.
  - Development of data tool and protocol for High School Tier 2 teams to review risk indicators related to research-based 9th Grade On-Track data to guide early intervention and prevention of failure. High school MTSS teams focused on a variety of strategic, evidence-based supports for 9th grade students, including:
    - Increased participation in 9th grade summer programs to ensure a smooth transition to high school
    - Prioritization of 9th grade classes for smaller class size to increase teacher to student ratio
    - Intentional efforts in 9th grade homeroom to ensure strong connections are emerging with mentors,
    - Use of peer engagement and peer mentor programs

Graduation or Continuation / Persistence Data:

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

4-Year Graduation or Continuing

	2021-22	2022-23	2023-24	2024-25
Issaquah District Total	98.2%	97.3%	97.6%	98.9%
Gibson Ek High School	100.0%	90.3%	96.2%	96.3%
Issaquah High School	97.7%	95.6%	96.2%	98.6%
Liberty High School	98.3%	97.5%	98.7%	99.2%
Skyline High School	98.7%	99.5%	98.5%	99.3%
Bellevue SD	96.2%	95.6%	96.3%	91.3%
Lake Washington SD	96.8%	97.1%	95.6%	96.8%
Northshore SD	97.7%	96.8%	97.6%	97.6%
Washington State	89.9%	90.0%	90.3%	90.2%

4-Year Graduation

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

	2021-22	2022-23	2023-24	2024-25
Issaquah District Total	96.9%	95.3%	94.7%	96.3%
Gibson Ek High School	94.3%	87.0%	92.3%	94.4%
Issaquah High School	96.7%	93.3%	93.4%	95.0%
Liberty High School	97.2%	95.7%	94.9%	96.4%
Skyline High School	98.3%	98.0%	96.4%	97.9%
Bellevue SD	93.6%	93.0%	92.5%	87.7%
Lake Washington SD	94.4%	94.7%	93.3%	94.2%
Northshore SD	96.1%	95.1%	94.8%	94.5%
Washington State	82.3%	83.6%	82.8%	82.6%

Highlights:

- Issaquah School District students graduate at a very high rate, more than 15% higher than the state.
- The district provides several credit recovery options to support students who initially struggle with passing their classes to persist and complete graduation requirements.
- In the 2024-25 school year, students with disabilities graduated at 84.0% Grad in 4 years and 10.7% were continuing (4+ continuing = 94.7%)
- Non-Grad Study
    - 17 students were in the *drop out* count, meaning they are not accounted for in any educational program. District and school staff noted that 4 were multilingual learners, 7 were students with disabilities, and 10 were low-income.
    - 40 students were in the *continuing education* count. In review of these students the district found the following:
        - 9 are continuing through the ISD ACT program
        - 10 continued in our comprehensive high schools (4 have already graduated)
        - 7 continued in our online program (2 have already graduated)
        - 9 continued in Running Start or other non-district programs
    - In studying the reasons for not graduating on time the district found that outside of students continuing with ACT, credit deficiency was the primary reason for not graduating on time.
        - 9 continuing students were within 1.0 credits of graduating
        - 4 continuing students had exceptional circumstances that prevented them from being able to attend school for extended periods
        - Of the remaining 16 continuing students a study of missing credits indicated a range of missed graduation requirements. The top subjects where students were credit deficient were in the four core subjects (ELA, Math, Social Studies, Science), closely followed by PE.

Progress toward reducing disproportionality: A gap analysis below indicates reduction in the gap for 4-year graduation or continuing, especially for students in our BIPOC Focus Group and for low-income students.

4-Year Graduation or Continuing Gap Analysis

		District total	GAP
All Students	2023	97.3%	NA
	2024	97.6%	NA
	2025	**98.9%**	**NA**
BIPOC Focus Group	2023	89.0%	-8.3%
	2024	93.4%	-4.2%
	2025	**97.5%**	**-1.4%**
Students with Disabilities	2023	91.5%	-5.8%
	2024	92.0%	-5.6%
	2025	**94.7%**	**-4.2%**
Low-Income	2023	87.8%	-5.8%
	2024	90.9%	-6.7%
	2025	**95.6%**	**-3.3%**

Actions:

To improve outcomes in graduation rates as well as increase the qualifications of students who graduate, the district is taking the following actions:

- The district is expanding career preparation courses and certification opportunities.
  - For 2024-25 added 4 new certifications
  - For 2025-26 adding *Aerospace Manufacturing* at Liberty (3-credit WANIC course)
- Staff-initiated a review of high school math course options (review in 2024-25, implemented fall 2025)
- Strengthened the use of data to more quickly identify students who are starting to show risk factors so support staff can take preventative measures.
- Increasing engagement with students and caregivers in developing meaningful High School and Beyond Plans.
- Continued investment in Graduation Specialists to support students to create a plan to graduate and to support students at-risk of not meeting graduation requirements.
- Support for diverse pathways to graduation to allow multiple ways for students to meet graduation requirements.

Post-Secondary Education Data

Data from the senior exit survey, National Student Clearinghouse (NSC) and Education Research & Data Center (ERDC) shows college enrollment and persistence to degrees, from colleges and universities across the country. OSPI data introduced in work study was removed.

Data summary: The data indicates that over 90% of students aspire to continuing school beyond high school, near 70% attend a 4-year program with a very high rate of completion, and 15-20% attend a 2-year program with 7% attaining a 2-year certification.

Note: *The ERDC data indicates that students who earn both the 2-year and 4-year degrees will be counted in both statistics.*

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

Post secondary plans

	2024 graduates		**2025 graduates**	
Paid employment	15	2%	21	3%
Military	4	1%	4	1%
Trade School	7	1%	7	1%
2- year college	46	7%	58	8%
4-year college	535	83%	630	83%
undecided	22	3%	16	2%
other	16	2%	20	3%
N	645		756	

Given that the data below from the National Clearing House and ERDC indicates that more students eventually attended 2-year programs and fewer students than the exit survey indicates attended and completed a 4-year college, exit data indicates that in our district, a large majority of students at least consider and even aspire to extending their learning and earning a 4-year degree. Though we don't have data on why not all who plan to attend college end up enrolling into 4-year programs, the data provides a launching point for us to consider more opportunity to support career exploration and planning.

National Student Clearinghouse provides additional tracking of graduates' college enrollment to further obtain post-secondary enrollment data and triangulate with information from the exit survey and ERDC data. Fall semester enrollment for 2024 graduates is presented below:

Preliminary Post Secondary Enrollment

	2024 graduates n= 1520	**% of graduating class**	**2025 graduates n =1539**	**% of graduating class**
Public Colleges and Universities	966	63.5%	911	59.2%
Private Colleges and Universities	230	15.1%	252	16.4%
Not enrolled in participating Colleges and Universities	324	21.3%	376	24.4%

Source: National Student Clearinghouse

NSC data may be adjusted as data is finalized (Example: mid-year enrollments). Education Research & Data Center (ERDC) and the National Student Clearinghouse have begun a collaboration on post-secondary education tools that are now available to district officials. ERDC data is available through 2023 graduates.

Note: *Evaluation of NSC and ERDC data and available explanations of data rules do not clearly explain the discrepancy between the two data sets, as both draw from NSC data. It appears that the following ERDC data, with the larger lag time, provides a more finalized data as its explanation describes how students who transfer from a 2-year program to a 4-year program are treated in the data (show up in both data points.)*

ERDC Historical Post-Secondary Measures:

First year after Graduation		**Class of 2021**	**Class of 2022**	**Class of 2023**
% in a 4-year program	**Issaquah** WA St	**70%** 34%	**70%** 34%	**69%** 33%
% in a 2-year program	**Issaquah** WA St	**13%** 19%	**13%** 20%	**15%** 22%

		Class of 2022	**Class of 2023**
Percent of graduates who enrolled in a 4-year institution persisting beyond the first year	**Issaquah** WA St	**94%** 86%	**95%** NA

	Class of 2016	**Class of 2017**
Percent who enrolled in 4-year institution in first year after high school graduation	**ISD 69%** WA St 34%	**ISD 66%** WA St 35%
Percent who enrolled in 2-year institution in first year after high school graduation	**ISD 19%** WA St 26%	**ISD 19%** WA St 26%
Percent who attained a Bachelor's or Higher within 8 years	**ISD 67%** WA St 33%	**ISD 66%** NA
Percent who attained an associate or certificate within 8 years	**ISD 7%** WA St 11%	**ISD 7%** NA

Highlights:

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

Challenges:

- Data on proportionality currently cannot be disaggregated
- We do not have access to similar data on trade school enrollment and enlistment in the military.

Actions:

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

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

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

Interpretation:

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

Data:

Data available related to creative and critical thinking skills includes:

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

B- or better is used in this and ensuing sections of Results 2 reporting based on research from the University of Chicago that indicates that students earning grades in the B- range or better sustain higher levels of achievement through and beyond high school. Engagement with district teachers also indicated a strong consensus that students who score in the B- range or better demonstrate greater depth of knowledge including the ability to apply concepts and skills, to create, and to extend learning.

This data is used for systems monitoring of academic results, recognizing that it is separate from the metrics used in the Operational Expectation 12 threshold for recovery on major assignments and assessments as determined in collective bargaining.

Performance level on state assessments

On state assessments students score at one of 4 levels.

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

Performance level of students All Grades SBA ELA

		Level 4	Level 3	Level 2	Level 1
Issaquah SD	2021-22	44.4%	31.6%	13.8%	8.3%
	2022-23	47.3%	29.8%	13.0%	7.9%
	2023-24	45.7%	31.3%	12.7%	8.6%
	2024-25	**48.4%**	**29.1%**	**11.7%**	**8.8%**
Bellevue SD	2024-25	45.4%	25.4%	12.2%	13.5%
Lake Washington SD	2024-25	50.9%	27.1%	10.7%	8.8%
Northshore SD	2024-25	41.9%	30.4%	14.1%	10.9%
Washington State	2024-25	24.1%	26.7%	20.0%	24.9%

Performance level of students All Grades SBA Math

		Level 4	Level 3	Level 2	Level 1
Issaquah SD	2021-22	45.1%	24.5%	16.6%	11.4%
	2022-23	48.0%	23.2%	16.0%	10.9%
	2023-24	49.3%	22.7%	15.7%	10.5%
	2024-25	**52.4%**	**21.0%**	**14.0%**	**10.1%**
Bellevue SD	2024-25	47.8%	18.1%	14.3%	16.0%
Lake Washington SD	2024-25	52.6%	20.0%	13.3%	11.5%
Northshore SD	2024-25	41.2%	22.7%	17.9%	15.3%
Washington State	2024-25	21.8%	18.9%	22.6%	32.1%

Percent of grades B- or better in secondary courses

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

	Year	Total # of grades	# grades at B- or better	% of grade at B- or better
High School	2021-22	77,991	58,797	75%
	2022-23	75,625	56,845	75%
	2023-24	76,460	57,966	76%
	2024-25	**75,111**	**57,953**	**77%**
Middle School	2021-22	87,551	71,003	81%
	2022-23	86,736	69,909	81%
	2023-24	85,837	69,204	81%
	2024-25	**82,254**	**66,159**	**80%**

Note: New business rules applied for this reporting: include all grades in all courses in all terms where students completed the course. Shows percent of grades that were a B- or better. Includes in-person and online courses, excludes credit recovery

Highlights:

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

Challenges:

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

Actions:

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

- The district will increase opportunity to earn college credits while in high school. Launching in 2025, increased college credit opportunities at Skyline for Math and Computer Science, for Liberty High School in ELA, and at all schools Precalculus CHS and AP African American Studies (though only sufficient interest at Issaquah High resulted in running this course). Further expansion is planned for Skyline AP offerings for fall 2026.
- The district will continue to adopt new curriculum, support teacher enrichment of curriculum, and provide teacher training with a focus on providing increased opportunities for deep learning, relevance, cultural responsiveness, and universal design to address learner variability. An example is the result of redesign of standard level social studies classes with an increased emphasis on inquiry and compelling questions and a decreased emphasis on specific, discrete knowledge assessments.

2.2 Students will read, write and speak the English language effectively for a wide range of purposes, including the interpretation and analysis of both literary and informational texts.

Interpretation:

I interpret 2.2 to mean:

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

- students will be able to apply their literacy skills to authentic literacy tasks in school and in their college, career and personal pursuits beyond high school.

Data:
Current ELA Standards describe learning outcomes that include literacy foundational skills and standards for comprehension and production across genres. Literacy, as defined by state standards, includes language, listening, speaking, reading, and writing. Standards are designed to develop literacy skills necessary for college and career readiness (see p. 7 & 10 of the link above). The following data provides key indicators of the levels of performance of ELA standards through the SBA and grades. State growth indicators demonstrate that in Issaquah, students across demographic and program groups typically exceed their peers across the state and in comparison districts both in overall achievement and year to year growth / rate of improvement. High growth, especially for demographic groups who experience disproportionate outcomes, are the only state-normed indicator of the degree to which students are accelerating learning.

Percent Meeting Standard on the SBA state assessment of English Language Arts (ELA)
Reminder: Spring 2022 was the first SBA spring assessment using the new format. Prior administrations are considered a different assessment, not providing a direct comparison.
Source: OSPI Report Card Data Portal, % met (tested only)

	Grade Level	2021-22	2022-23	2023-24	2024-25
Issaquah SD	3	76%	77%	73%	74%
	5	78%	82%	81%	83%
	8	78%	78%	74%	78%
Bellevue SD	3	73%	71%	71%	67%
	5	76%	76%	78%	73%
	8	75%	74%	72%	72%
Lake Washington SD	3	80%	81%	78%	76%
	5	83%	84%	82%	82%
	8	82%	81%	77%	80%
Northshore SD	3	75%	71%	75%	71%
	5	76%	75%	77%	75%
	8	72%	70%	71%	69%
State Total	3	49%	49%	49%	49%
	5	53%	54%	54%	54%
	8	52%	51%	50%	51%

Grade Performance in Secondary ELA courses, Percent of grades in each grade range.
This data shows the distribution of earned grades for English/Language Arts classes across the system, showing that most students in middle and high school achieve grades aligned to "Academic Excellence" in the table below, and between 11 and 12% of district students achieve at the "readiness" level, and between 6.2% and 11.2% of secondary students achieve at the "foundational" or "high risk" levels.

		A to B-	C+ to C-	D+ to D	P or S	F, N or U
High School	2021-22	76%	11%	6.3%	1.7%	5.3%
	2022-23	75%	12%	6.6%	1.5%	5.0%
	2023-24	76%	12%	6.9%	1.6%	4.0%
	2024-25	**78%**	**11%**	**5.8%**	**1.1%**	**4.1%**
Middle School	2021-22	83%	10%	4.1%	0.9%	2.0%
	2022-23	82%	10%	4.1%	0.8%	2.9%
	2023-24	82%	11%	4.0%	0.8%	2.5%
	2024-25	**81%**	**11%**	**4.0%**	**1.6%**	**2.5%**

Note: Adjusted business rules to include all in-person and online courses, excluding credit recovery courses. Also broke out P grades received by students who met their learning goal in their individualized education plan (IEP). S grades are provided in middle school courses only.

Monitoring Effective Supports and Interventions in ELA
An area of emphasis in the development of Multi-Tiered Systems of Support is the expansion of assessment and data to monitor the efficacy of core instruction and targeted interventions. This includes the use of screening assessments that quickly identify students who may need targeted supports, diagnostics to identify areas of support, progress monitoring assessments to routinely measure rate of improvement toward learning goals, and benchmark or mastery measures to identify overall growth.

The district is most developed in early literacy with the use of i-Ready diagnostic and progress monitoring assessments and SBA as a summative benchmark measure. Progress monitoring measures are the most direct measure of the efficacy of intervention. For example, reading fluency uses a *Correct Words per Minute* measure that research indicates is a reliable indicator of overall improvement in the ability of a student to read with understanding.

For overall efficacy of the total intervention program, the district evaluates gap closing growth on i-Ready Reading and, in the school improvement plans, ELA. This data, copied below, indicates that 54% of students who were not meeting standard demonstrated improvement on the SBA in 2025.

In combination with other measures, the district finds that for the majority of students, our interventions are effectively helping them close learning gaps. We have also identified need for continued improvement for students whose growth stalls after a period of intervention to receive a different approach or more intensified supports. Current MTSS teams are using multiple datapoints and teacher observations to improve intervention programs including classroom based interventions, targeted interventions such as Title/LAP services, and intensive interventions provided through general education and special education services.

ISD SBA ELA Growth

Focus Group	2022	2023	2024	2025
All Students	32%	53%	49%	54%
BIPOC Focus Group	26%	37%	34%	47%
SWD	21%	30%	31%	35%

Source: SIP Dashboard

For secondary schools, there are fewer established high-quality assessments for interventions. District MTSS teams are consulting national research and working to select or develop assessments, interventions, and data protocols to more clearly and effectively monitor student rate of improvement and overall growth. Measures will include skill-based measures of key skills, overall measures such as SBA, and performance measures such as grades.

At the writing of this report, the team has not developed a clear and consistent protocol for reporting on secondary interventions beyond our typical measures of grades, iReady at middle school, and curriculum-based assessments. The district will be using available data from semester 1 and fall/winter assessments to further develop a protocol for monitoring the impact of support classes and structured interventions.

Highlights:

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

Challenges:

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

ISD - ELA: % C- or Above

Focus Group	2022	2023	2024	2025
All Students	86%	88%	89%	90%
BIPOC Focus Group	65%	71%	72%	74%
SWD	72%	77%	74%	76%

- District teachers and leaders share a growing urgency to review secondary literacy supports. Based on early positive returns from elementary interventions and increased focus on foundational reading and writing skills, achievement data and educator input is generating a clear need for

ongoing shifts for secondary literacy supports and increased urgency to complete a more comprehensive review of our secondary literacy program within an MTSS framework.

Actions:

- **Initiated the Middle School Literacy Adoption.** The district chose to expedite the selection of new Middle School ELA curriculum based on analysis of the existing curriculum, student data, and teacher input. Among the goals of the adoption is to strengthen teaching of reading skills aligned to science of reading for adolescents, integrate interventions and supports, and build teacher capacity to meet the continuum of literacy needs. The expedited process aims to launch new curriculum in fall of 2026.
- **Elementary Literacy Selection: Year 1 implementation.** In the 2024-25 school year, the district implemented Benchmark Advance. This program was selected for the following reasons:
  - Based on current educational research and 3rd party evaluation (from Benchmark and Ed Reports)
  - Integrated Multilingual Learners and Intervention programs that support inclusionary practices
  - Strong blend of reading foundational skills and comprehension
  - Strength in building background and content knowledge and vocabulary
  - Effective assessments to monitor and adjust learning

  This program shifts the district from a focus on leveled-reading to all students accessing and close-reading grade level text. This program is designed to ensure that students can engage in complex, non-fiction, content-based deep-reading of grade level text, critical to success in secondary school subjects. It differentiates instruction by varying the length of text, complexity of analysis of ideas in the text, time provided to synthesize text and ways to respond to text. This approach allows students with diverse learning strengths and needs to engage with the same text while learning effectively
- **Continued expansion and refinement of early literacy intervention.** Monitoring of early interventions included regular teacher feedback, as well as monitoring rate of improvement, especially when adjustments to programs were made. Engagement and data study of early literacy interventions in the first couple years of new interventions resulted in the following:
  - Developing tiers of intervention, adjusting cut scores for decision-making to find the right intensity of intervention and to determine when to intensify or fade interventions
  - Using pilots of materials and data from pilot projects, adjusted guidance for the use of Really Great Reading and Benchmark interventions to maximize impact and efficiency (delivery and groups size) and to better match to need.

  Of particular note has been the use of focus schools to lead refinement of interventions. Three of our elementary schools with the highest levels of socioeconomic and academic need are leading the way in interventions. This allows us to infuse these schools with leadership, work to find successes, and replicate these successes in other schools.
- **Read180 intervention classes** provided for all middle schools. This program has its own progress measures and teachers use i-Ready as a general outcome measure. Results of this intervention have been mixed so far with some signs of success in building targeted skills and less success in overall reading level increases. Challenges are being studied and addressed. Given that this program is considered one of the most proven-effective middle school interventions, we are continuing to increase our quality of implementation and giving it more time to demonstrate efficacy in closing gaps, but will continue to closely monitor, evaluate and adjust as needed.
- **Supported middle schools with literacy-focused School Improvement Plans** to include:
  - Evidence-based strategies for building vocabulary and background knowledge.

- Consistent teaching and prompting of evidence-based strategies for close-reading of informational texts.
- **Initiated a secondary school pilot for 2024-25 of literacy screeners** for assessing and providing classroom-based interventions in reading and grammar through high school.

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

Interpretation:

I interpret 2.3 to mean:

- each student will demonstrate knowledge and inquiry skills that meet or exceed the state standards for geography,
- students who score below standard in core academic skills impacting performance in social studies will be provided the equitable opportunity to attain and demonstrate proficiency with social studies concepts and skills,
- students will be able to apply the themes of geography to relevant global issues including those related to culture, politics, and the environment.

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

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

Interpretation:

I interpret 2.4 to mean:

- each student will demonstrate knowledge and inquiry skills that meet or exceed the state standards for history and civics,
- students will understand the multiple and diverse lived experiences that contribute to the historical record, be able to validate and analyze source material, and apply the themes of history and civics, relevant to contemporary issues and events, government, and world religion.

The skills described in 2.3 and 2.4 are most closely aligned with the standards taught in social studies classes.

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

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

		A to B-	C+ to C-	D+ to D	P or S	F, N or U
High School	2021-22	78%	10%	5.8%	0.9%	4.8%
	2022-23	77%	11%	6.6%	0.5%	4.8%
	2023-24	79%	10%	5.8%	0.5%	4.0%
	2024-25	**81%**	**10%**	**5.8%**	**0.4%**	**3.6%**
Middle School	2021-22	84%	8.8%	3.9%	0.6%	2.7%
	2022-23	84%	8.5%	4.0%	0.4%	2.9%
	2023-24	83%	9.2%	3.9%	1.6%	2.8%
	2024-25	**81%**	**11%**	**4.7%**	**0.8%**	**3.3%**

Enrollments in Social Studies Courses
Source: Skyward data

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

In 9th grade, students may take World History or an advanced option that may include Honors World History or AP Human Geography. Numbers below reflect the percent of students who selected the advanced option at their school based on semester 2 grades (students who completed their course).

9th Social Studies Core Percent in Advanced Option

	# Students	IHS	LHS	SHS
2021-22	1536	28%	28%	43%
2022-23	1513	39%	30%	49%
2023-24	1539	40%	35%	48%
2024-25	1482	40%	37%	46%

In 11th grade, students may take US History or the advanced option of AP US History or IB History of the Americas. Numbers below reflect the percent of students who selected the advanced option at their school based on semester 2 grades (students who completed their course).

11th Social Studies Core Percent in Advanced Option	***# Students***	***IHS***	***LHS***	***SHS***
2021-22	1176	28%	22%	29%
2022-23	1185	33%	16%	29%
2023-24	1161	38%	16%	35%
2024-25	1105	35%	26%	35%

On average, students in ISD complete 1-2 semesters per year of social studies beyond required courses. The most common electives for high school social studies include Economics, Psychology, and AP or IB social studies courses.

Highlights:

Scope & Sequence: The district follows the recommended scope and sequence for social studies provided by OSPI to ensure all students, including those entering and leaving ISD, are provided a cohesive and comprehensive approach to state standards. State standards include content and processes as described in Results 2.3 and 2.4.

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

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

Secondary: Secondary courses integrate all 5 themes in 2.3-2.4. Below are examples of notes from selected courses on some key learning outcomes for each area, by course. To meet course expectations students must engage in inquiry and complete inquiry-based assessments using primary source documents to develop an understanding of and to analyze real-world issues.

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

	SP	G	GR	EC	H
6th-7th grade Ancient & Medieval History ***New*** Curriculum selected for implementation in the fall of 2025, when this will become a yearlong 6th grade course.	Comparative cultures	Using maps, regional characteristics (human/physical), influences on modern society	Forms of government and civic involvement in government	Production and distribution, international trade, money, and taxation	Eras, perspectives, cultures.
7th grade: Washington State History ***New*** Curriculum selected for implementation in the fall of 2025, when students will complete 2 trimesters of Washington State history and 1 trimester of Geography.	Impact of technology	Use of maps to understand issue or event	Tribal treaties, state constitution	Production to consumption in Washington	Analyze from different cultural perspectives, themes, and development
8th grade: United States History *Through Industrialism* ***New*** curriculum adoption initiated in 2024-25 school year.	Analyze position (rights v common good)	Geographic context of global issues	Function and organization of US government, laws	Economic issues and problems all societies face	Multiple perspectives, roots of current events
9th-10th grade: World History ***New*** Curriculum launched in fall 2025.	World cultures	Concept of location, region, movement, and culture	Function of political systems and effects on individuals and societies, world cultures (including religion)	Analyze economic decision-making	Evaluate how history shapes present, evidence & multiple viewpoints
11th grade: US History ***New*** curriculum adoption initiated in 2024-25 school year.	Civil rights, contemporary society	Colonization and westward expansion	Formation of democracy, civil rights	Reconstruction, imperialism, depression & New Deal	Analyzing US development from multiple points of view
12th grade: Civics ***New*** Curriculum launched in fall 2025.	Liberties, Rights, Civic involvement		Branches of government		Analyze positions and consequences of positions on an issue or event

Challenges / Actions:

- The standard courses for World History and US History result in some of the highest fail rates. Both courses are in stages of course development where new curriculum and course design is being determined, implemented and student outcomes monitored to inform instructional design decisions. Study of causes of failure in these courses have centered more on productivity and engagement rather than skill or knowledge. Students report less interest in the subjects. As a result, the World History team has focused on strategies to elicit interest, heighten relevance and connection to the content, and to infuse more interactive, highly engaging instructional strategies consistent with Universal Design for Learning. With each course meeting, the most recent data is reviewed to examine impact of changes and inform further development and refinement of course curriculum.
- Identified Ethnic Studies Electives, including AP African American Studies and India and Asia to offer starting in fall 2025.
- Secondary social studies curriculum adoptions are in process as described in the reporting on Operational Expectation 14.
- Continued professional development on Universal Design for Learning framework and Inclusionary Practices to inform inclusive and culturally responsive education.
- The district developed an Equity Framework for curriculum adoptions as part of the ISD 3-year strategic plan. This framework, a joint endeavor between the Equity and Teaching and Learning teams, was piloted with the World History adoption to ensure that only curriculum that presents culturally diverse perspectives in a culturally sustaining and inclusive manner is adopted.
- Special Services continued to provide training with a focus on inclusionary practices for teachers across content.

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

Interpretation:

I interpret 2.5 to mean that each student will demonstrate an understanding of the four artistic processes *(*creating, performing/presenting/producing, responding, and connecting) described in state art standards as applied to fine, visual and performing arts.

Highlights:

Secondary students on average earn 1.35 credits of art per year. In high school students averaged just over 1 credit of fine arts per year, more than double that required for graduation.

- A robust music program accounts for over 60% of fine arts enrollment. Music programming is articulated K-12. Elementary students receive 2-days per week of music instruction. In secondary schools, students have choices to participate in choir, band, or orchestra, from beginning to advanced levels.
- Elementary visual arts include two art projects led by the classroom teacher. Additionally, the district supports the Art Docent program in collaboration with the Issaquah PTSA Council and Issaquah Schools Foundation.
- Elementary music completed a new curriculum selection process during 2024-25, selecting to continue with Quaver music.
- Middle schools developed an elective rotation to meet the state requirement for universal fine arts.

- The district provides a wide range of Arts opportunities in secondary schools as described in course guides for High School and Middle School (New). The following are among the most selected courses
    - Photography
    - Graphic Arts
    - Exploratory visual arts
    - Performing arts / Theatre

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

Interpretation:

I interpret 2.6 to mean:

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

Data:

World Language Enrollment

% represents the estimated cohort retention based on previous course the previous year

Language	**2021/22**	**2022/23**		**2023/24**		**2024-25**	
Sign Language 1	110	167		150		179	
2	58	71	65%	110	66%	107	71%
3	47	20	34%	40	56%	35	32%
Chinese 1	58	62		52		30	
2	61	70	121%	64	103%	57	110%
3	72	86	141%	105	150%	81	127%
4+	52	49		44		42	
French 1	180	134		139		101	
2	163	145	81%	72	54%	108	78%
3	77	86	53%	54	37%	58	81%
4+	27	13		15		23	
Japanese 1	250	142		175		171	
2	131	187	75%	131	92%	146	83%
3	37	46	35%	57	30%	57	44%
4+	30	15		6		9	
Spanish 1	1037	1001		1063		1215	
2	856	796	77%	849	85%	856	81%
3	544	475	55%	466	59%	476	56%
4+	218	214		198		197	

In addition, in 2024-25 students completed 124 semesters of World Language online. The largest enrollment in any one online World Language course was 28 (Spanish 3).

Students may meet the World Language graduation requirement through a variety of means from course completion, CTE pathway or Seal of Biliteracy. For the class of 2025 only 1 student fell short of meeting this requirement.

Highlights & Actions:

- **Graduation requirement.** To graduate, students must complete 2 years of a world language, complete the Seal of Biliteracy or complete personal pathway.
- **Completion of adoption of new French and Spanish Curricula.** The adoption of new world language curriculum was disrupted during the 2020 pandemic. During the 2024-25 school year the process was completed and training began for implementation in the fall of 2025. The new curriculum aligns with the ACTFL World Readiness Standards. The world languages now use a more natural language acquisition approach that is more engaging for students, and incorporates a greater focus on understanding and navigating world cultures.
- **Integration of World Cultures in Social Studies core courses.** As described in Results 2.3 and 2.4 above, world cultures and cultural perspectives are integrated throughout the K-12 social studies learning experience as a central theme and core content. Highlights include:
  - K-1st Grade: Focus on understanding our own cultures and the cultures of those around us.
  - 2nd-5th grade: Understanding the cultures represented in our community, state and country.
  - 6th –7th, 9th –10th grades: Understanding the development of cultures and cultural groups.
  - 8th & 11th grades: Understanding the impact of culture on American society and understanding of American history.
- **Integration of diverse cultural and world literature in ELA courses**. The district has committed to increase the representation of world cultures and narratives of people from diverse cultural backgrounds in elementary classroom libraries, school libraries, and ELA text selections including:
  - Diverse representation was a core requirement and screening criteria for the new Elementary Literacy curriculum adoption.
  - Maintained a commitment of annually adding new diverse texts to refresh Middle School Reader Workshop novels.
  - Establishing proportional representation as an expectation for all future curriculum adoptions, starting with the High School ELA adoption completed in 2020.
- **Tribal Sovereignty.** The district integrated In Time Immemorial and additional lessons on First Peoples as indicated above. Highlights include:
  - 2nd –5th grade: Starting local and building to the national story of First Peoples, students learn about First Peoples and their stewardship of the lands prior to the arrival of colonialists/settlers until modern times.
  - 7th, 8th, and 11th grade, students deepen their understanding of the story of First Peoples and related current events and issues.
- **Cultural Competency & Culturally Responsive Education.** Developing cultural competency in students begins with the cultural competency of staff. The district has provided professional development to develop cultural competency annually. See the Equity webpage for more information.

- Direct instruction on cultural competency for students is integrated into Social Emotional Learning, Advisory / Homeroom, and special programs. Examples include lessons on micro-aggressions and addressing the use of the N-word.
- The district continues to integrate a 2-week diversity unit in the fall of 9th grade World History. This unit provides a framework for learning about issues related to race, socio-economic and gender diversity, and issues throughout high school social studies courses.
- Additional information on Cultural Competency is reported in OE-16 monitoring.

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

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

Interpretation:

I interpret 2.7 to mean:

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

Data:

Percent Meeting Standard on the SBA State Assessment of Math

The district continues to perform at or above the level of nearby comparable school districts at all grade levels. Additionally, state growth metrics demonstrate that year-to-year individual growth across nearly every demographic and program group outpaces the state and comparable districts, demonstrating that students perform highly and increase their level of performance over time.

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

	Grade Level	2021-22	2022-23	2023-24	2024-25
Issaquah SD	3	80%	80%	77%	79%
	5	73%	77%	76%	76%
	8	68%	69%	68%	74%
Bellevue SD	3	75%	74%	74%	71%
	5	67%	68%	69%	69%
	8	68%	63%	63%	65%
Lake Washington SD	3	80%	81%	79%	77%
	5	71%	75%	73%	73%
	8	71%	71%	70%	73%
Northshore SD	3	77%	74%	76%	75%
	5	63%	65%	66%	65%
	8	53%	53%	57%	58%
State Total	3	51%	52%	52%	53%
	5	39%	42%	43%	43%
	8	34%	34%	36%	38%

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

This data shows the distribution of earned grades for math classes across the system, showing that most students in middle and high school achieve grades aligned to "academic excellence" or "readiness." Between 12 and 15% of district students achieve at the "foundational" level, and between 10% and 15% of secondary students are at the "high risk" level.

		A to B-	C+ to C-	D+ to D	P or S	F, N or U
High School	2021-22	67%	15%	9.0%	1.2%	7.4%
	2022-23	67%	15%	9.0%	1.1%	7.3%
	2023-24	68%	16%	8.9%	0.9%	6.0%
	2024-25	**70%**	**15%**	**7.9%**	**1.2%**	**5.6%**
Middle School	2021-22	80%	12%	4.9%	1.0%	2.8%
	2022-23	79%	12%	5.6%	1.1%	3.0%
	2023-24	80%	12%	4.6%	1.2%	2.3%
	2024-25	**78%**	**12%**	**5.6%**	**1.7%**	**3.1%**
Algebra 1	2021-22	75%	12%	5.7%	0.2%	7.1%
	2022-23	74%	13%	6.3%	0.3%	7.2%
	2023-24	79%	11%	4.9%	0.4%	4.2%
	2024-25	**77%**	**12%**	**5.6%**	**0.7%**	**5.0%**
Algebra 2	2021-22	65%	16%	11%	0.9%	7.0%
	2022-23	69%	15%	8.6%	0.5%	7.3%
	2023-24	68%	18%	8.5%	0.1%	5.2%
	2024-25	**70%**	**15%**	**8.9%**	**0.3%**	**6.6%**

What math are students taking in 7th grade?

To measure proportional representation in math, and the impact of new math pathways, the district monitors enrollment in *Standard Level* math courses and *Accelerated* math courses for all students and students in our BIPOC Focus Group. Students who met standard on their 5th grade Math SBA were invited to register for 6th grade *Accelerated* math.

Note: The following describes the change in middle school math pathways:

	6th	7th	8th
Prior Standard Level	Math 6	Math 7	Math 8
Prior Accelerated	*Not available*	Math 7-8a	Math 8b/Alg 1
New Standard Level	Math 1	Math 2	Math 3
New Accelerated	Math 1-2	Math 2-3	Algebra 1

Goals of the new pathways:

- increase opportunity to reach Algebra 1 in Middle School
- increase representation by underrepresented student demographic groups in accelerated math
- respond to feedback that 6th grade math did not provide enough challenge
- increase achievement (SBA) in 6th grade and beyond

Monitoring 7th grade provides insights into rate of students who continued on an accelerated path into the 7th grade.

The data below indicates that for 2024-25, 68% of students chose to register for *Accelerated* math in 7th grade. This was 88% of students who met standard. For students in the BIPOC Focus Group, 33% registered for *Accelerated* math. This was 80% of the students who met standard.

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

Enrollment in Tri 1, 7th grade

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

When are students taking Algebra 1?

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

		2021-22		2022-23		2023-24		2024-25	
Algebra students - All Students	*In Middle School*	*792*	49%	730	48%	729	47%	758	46%
	In High School	*825*	51%	793	52%	864	53%	880	54%
Algebra students - BIPOC Focus Group	*In Middle School*	*41*	19%	43	20%	50	22%	46	19%
	In High School	*180*	81%	171	80%	164	78%	201	81%

Highlights:

- The Washington State Common Core Math Standards are designed to prepare students for college and career readiness. Standards combine core skill fluency with depth of conceptual understanding and the expectation that students can apply their math understanding to real-world applications. The state and district graduation requirements ensure a level of math achievement for students to pursue their personal choice of continued education and career and life opportunities.
- Both overall and among students of color, there is an increase in participation in middle school accelerated math, especially among students meeting standard on the SBA.

Challenges:

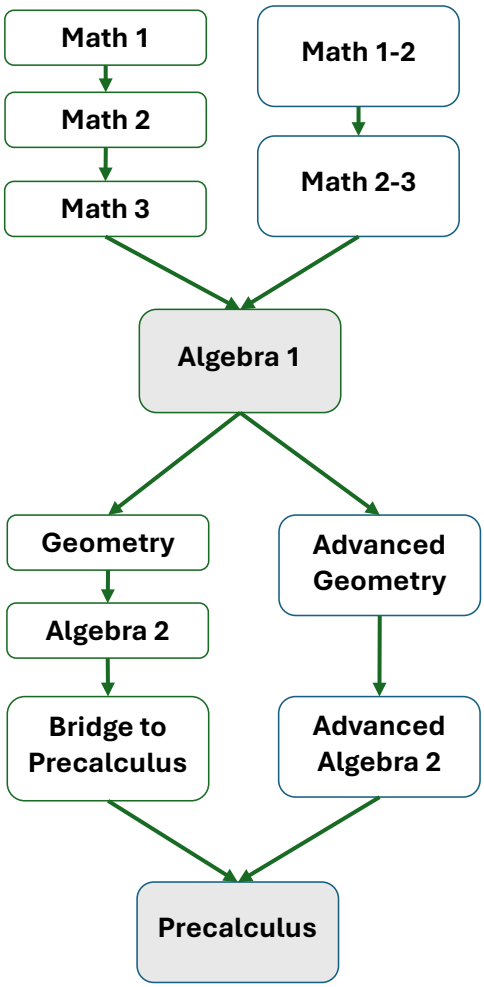
- Representation and disproportionality continue to be a concern with math outcomes. Though there are indicators of some incremental progress, this remains an area of focus.
- Math interventions present a unique challenge given the cumulative nature of math content. The district continues to develop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

Actions:

- The district also increased the number of lab class opportunities in Geometry and Algebra 2 for students who show learning support needs in these courses.
- Initiated a High School math program review for the fall of 2024 to make adjustments to course offerings for the fall of 2025.
    - **Core Pathway Redesign**. The district initiated changes to the core pathway to provide agency for students to pace their high school math learning by providing standard level and accelerated courses up to Pre-Calculus (see graphic below). The addition of standard level and accelerated pathways for high school are consistent with offerings in surrounding districts. Additional on-ramps and off-ramps to pathways are available, working with school counselors.

Simplified Core Math Graphic

Pathway begins in 6th grade with Math 1, Math 1-2 or Math 2-3



- In 2024-25 the district also initiated the redesign and expansion of Math Extension Courses including:
    - **Interest-based Extensions**
        - AP Computer Science – available at any time 9th grade and beyond, expanded to Skyline High in fall 2025
        - Personal Finance – redesign process initiated in fall 2025 for fall 2026 launch with new materials and a greater push toward well defined independent semester courses and an encouragement to take personal finance as a highly relevant supplemental elective
        - AP Statistics – continued access and clear articulation for students completing Algebra 2 or beyond
        - Business Algebra – exploring interest and capacity for a course that reinforces Algebra 2 content with stronger application to social sciences and business applications. Piloting at Issaquah High fall 2026

- **Math Support Extensions:** Initial review of data indicated some inconsistencies in the efficacy of math support classes. Data did reveal pockets that suggested some lab classes and some intensified algebra classes had a large effect on pass-rates in math. This data study informed the following review, redesign, and expansion efforts.
    - Bridge to Algebra – a general education and special education collaboration to create a more inclusive, MTSS aligned course with new evidence-based instructional materials
    - Bridge to Algebra summer extension – piloted summer 2025 as a summer intensive transition for students entering Algebra who show signs of being underprepared at the end of 9th grade
    - Math Labs – currently working with math teachers to redesign math labs to infuse evidence-based interventions for math and executive function and to design progress measures to validate effect of interventions, consideration of means to extend math labs in middle school.
    - Intensified Algebra 1 – expanded in 2024-25 as we continued to refine selection of students, and development of staff in another general education-special education collaboration
- **Calculus Extensions:** expand to include CHS or AP option where there is capacity based on teacher meeting the certification requirements
    - IB HL – at Skyline, a component of a comprehensive International Baccalaureate Degree
    - AP Calculus AB – extended to Skyline High fall 2025
    - AP Calculus BC – extend to Skyline High fall 2026
    - AP Calculus 3/4 – pilot 2025, extend 2026 based on interest
- Increase in opportunities to earn college math credits in high school, including Pre-Calculus, in place for the fall of 2025. College in the High School which can meet the college math graduation requirement for many students not pursuing a STEM degree.
- Challenges in expanding math opportunity have surfaced during this process:
    - Overextension: some students are accelerating math at the expense of quality learning and balance of challenge and stress.
    - Confusion – with new options counselors, students and parents have expressed confusion over the transition and the range of choices. The district is collaborating with counselors, teachers, and leaders to better curate choices for students and revise web-based resources to help families make informed choices.
    - Capacity – expansion of choice has in some cases starting to exceed the number of different math courses a single school can sustain. The district is exploring strategies for strategic consolidation and prioritization.

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

Interpretation:

I interpret 2.8 to mean:

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

- students who score below standard in core academic skills impacting performance in STEM will be provided the equitable opportunity to attain and demonstrate proficiency with STEM concepts and skills, and
- students will have equitable access to STEM opportunities of their choice, including science, applied math and sciences, and CTE (Career and Technical Education), and develop cross-cutting concepts, core ideas and practices to understand and address global and local issues, and design solutions to real-world problems.

Data:

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

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

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

		A to B-	C+ to C-	D+ to D	P or S	F, N or U
MS Core Science	2022-23	79%	13%	4.4%	1.0%	2.6%
	2023-24	79%	13%	4.3%	1.1%	2.4%
2024-25 N=4216	2024-25	81%	12%	4.1%	0.7%	2.3%
MS Biology	2022-23	88%	9.2%	2.2%	0.1%	0.1%
	2023-24	87%	9.7%	3.1%	0.0%	0.3%
2024-25 N=262	2024-25	84%	11%	3.9%	0.1%	0.1%
HS Biology	2022-23	65%	17%	11%	1.3%	6.8%
	2023-24	66%	16%	10%	1.1%	6.3%
2024-25 N=1302	2024-25	66%	17%	10%	1.4%	4.7%
HS Chemistry	2022-23	71%	14%	9.3%	0.8%	4.8%
	2023-24	70%	15%	9.8%	0.6%	5.2%
2024-25 N=1268	2024-25	71%	16%	8.5%	0.3%	4.6%

		A to B-	C+ to C-	D+ to D	P or S	F, N or U
MS Core Science	2022-23	79%	13%	4.4%	1.0%	2.6%
	2023-24	79%	13%	4.3%	1.1%	2.4%
2024-25 N=4216	2024-25	81%	12%	4.1%	0.7%	2.3%
Biology	2022-23	70%	15%	8.5%	1.0%	5.3%
	2023-24	71%	15%	8.6%	0.9%	5.0%
2024-25 N=1564	2024-25	70%	15%	9.5%	1.1%	4.0%
Chemistry	2022-23	71%	14%	9.3%	0.8%	4.8%
	2023-24	70%	15%	9.8%	0.6%	5.2%
2024-25 N=1268	2024-25	71%	16%	8.5%	0.3%	4.6%

Enrollments in Science Courses

The middle school course sequence for science for all students is set, and in high school students have choice of science courses. The most commonly selected courses continue to be Biology, Chemistry, and Physics, traditional college-prep lab courses. The top additional courses selected in 2024-25 at each school are listed below.

Issaquah High	Liberty High	Skyline High
Anatomy & Physiology (117) AP Physics: Mechanics (94) Forensics (89) AP Environmental Science (89) AP Biology (81) AP Chemistry (81) Marine Biology (51) Astronomy (48)	Geology (64) AP Physics: Mechanics (53) Forensics (65) Zoology (62) AP Biology (46) AP Chemistry (41) AP Environmental Science (40) Astronomy (48)	IB Biology (132 yr1 + 111 yr2)) Environmental Systems (92) Forensics (91) IB Physics (88 yr1 + 75 yr2) IB Env. Systems (84) IB Chemistry (63) Astronomy (58)

Highlights:

- Next Generation Science/STEM Standards, (NGSS) are designed around Crosscutting Concepts, Disciplinary Core Ideas, and Science and Engineering Practices, and guide STEM instruction to blend depth of understanding of science with the ability to apply science to real-world science and engineering compelling problems and tasks.
- Secondary science curriculum was adopted in 2017-19. It is aligned with NGSS and supported with hands-on laboratory learning.
- The district offers a wide range of science and technology courses. In the 4 subject areas listed, each comprehensive high school offered between 25 and 40 distinct courses.

Challenges:

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

Actions:

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

2.9 Students will understand and apply current and emerging technologies, including artificial intelligence, to demonstrate technology literacy and use technology ethically and safely to solve problems using both computational and critical thinking.

Interpretation:

I interpret 2.9 to mean:

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

The district approach to increasing students' understanding and application of current and emerging technologies is to embed the technology in course learning and support student learning of technologies as they use and apply technology in coursework.

The monitoring report for Operational Expectation 15 on technology describes a technology plan that includes the implementation of the Digital Learning Experience training to create and foster a classroom environment where ALL students can access, engage with, create, and produce using technological tools giving students ownership and agency over their own learning and the opportunity to engage the world in meaningful ways. Integration focuses on six expectations for how teachers will integrate technology in a way that students will use technology to solve problems.

Six Expectations

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

Click here to learn more about each expectation.

Data:

Technology Surveys, administered at the middle school level, (year to year comparison 2022-2024) shows that students are comfortable or very comfortable with using technology to research, present

information, collaborate with peers, and show what they know and can do. More often than not, middle school students are more likely than not to use technology when approaching assignments.

Technology Survey Questions

		2022	2023	2024	2025
When working on a project or assignment, how likely are you to use technology to create the project?	Very Likely	40.8%	40.1%	47%	44%
	Likely	38.9%	37.8%	32%	32%
	Somewhat Likely	16.1%	17.3%	16%	15%
	Not Likely	4.1%	4.8%	4%	8%
How comfortable are you using technology resources to research for a project or paper?	Very comfortable	74.0%	76.3%	78%	76%
	Comfortable	21.4%	20.4%	17%	20%
	Somewhat comfortable	3.8%	2.8%	2%	3%
	Not comfortable	0.8%	0.5%	2%	1%
How comfortable are you using technology resources to collaborate on schoolwork with classmates?	Very comfortable	54.8%	55.5%	63%	62%
	Comfortable	30.8%	31.8%	24%	26%
	Somewhat comfortable	11.6%	10.7%	10%	10%
	Not comfortable	2.7%	2.0%	3%	2%
In school, students are taught responsible, safe, legal, and ethical ways to be an active member in a digital world, whether it be on social media or other websites and apps.	I agree	70%	70%	63%	71%
	I disagree	6%	7%	9%	7%
	Neither agree or disagree	22%	23%	27%	22%

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

This data confirms a significant change observed in secondary education. Prior to 2020 few curricula were primarily digitally-based, the district did not maintain a consistent classroom management system, we did not provide laptops for students and use of productivity tools and accessibility tools was not consistent. With the shift to providing guaranteed and viable access to technologies students are using technology on a daily basis to manage their learning, access content, collaborate and produce.

The district is steadily expanding the use of AI tools. Having started with teacher-centered AI tools, it is expected that student use of AI for school is more limited.

	2022	2023	2024	2025
Collaboration tools / Shared Docs	93.%	93%	93%	93%
Online Textbooks	90%	86%	85%	83%
Microsoft 365	99%	99%	98%	99%
Canvas	99%	99%	98%	99%
Classlink	98%	98%	97%	99%
Personalized learning tools	98%	95%	86%	65%
Multimedia tools	53%	55%	84%	93%
Artificial Intelligence tools such as ChatGPT	NA	NA	Na	58%

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

Highlights:

- The district has seen a dramatic shift in the use of technology from pre-2020 to today. With the increase in availability of instructional equipment, infrastructure and student laptops, technology is now a core expectation in nearly every class.
- The ISTE standards for students describe learning expectations for the use of standards around 7 components which "[prepare students] to thrive in a constantly evolving technological landscape. The student section of the ISTE Standards is designed to empower student voice and ensure that learning is a student-driven process."
- The Computer Science and Robotics lessons for elementary grade levels were finalized in the spring of 2024.
- No current data is available on the use of accessibility tools. Teachers report that they are encouraging and teaching the use of accessibility tools as part of inclusionary practices, with an emphasis on Immersive Reader and audio-texts.

Challenges:

- The rapid change in technology and AI is happening faster than we have time allocation and capacity given other requirements for use of that time to upskill and reskill our work force more quickly while wrestling with the analysis of efficacy, ethical and acceptable use for teaching and learning.
- AI has presented both challenges and opportunities. Students and teachers are still normalizing and exploring uses of technology. The biggest concern has been to ensure AI usage amplifies, rather than supplants, student thinking, learning and productivity.
- When the vast majority of students are competent in the use of technology, there becomes an assumption of student skill and understanding. One challenge is to diligently look for students who don't have comfortable competence with core tools, learning managements, and digital resources, and ensure support and instruction are provided.

Actions:

- Levy-funded Educational Technology staff are assigned 1 day per week at each school to work with teachers to integrate technology and provide students opportunities to use technology for creation and innovation.
- Expanding teacher training in AI centering on Colleague AI – a protected AI space. The intent is to focus on teacher training on how to use AI to enhance learning while teaching responsible and safe

usage. During the 2025-26 school year the district will conduct a pilot of Colleague AI for students with the plan to expand student access to AI the following year.

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

2.10 Students will apply academic skills to life situations.

Interpretation:

I interpret 2.10 to mean each student will apply content and thinking skills to authentic tasks that reflect how their learning is applied outside of school and connected to their future.

Data:

Note: Application of course content to authentic tasks and in preparation for the use of learning for work, life and continued education is an essential element to Washington State standards in all content areas. Courses are designed to include real-world applications with the intention to make content relevant to the life of students. In this sense, all the data in sections 2.2-2.8 of this report apply to 2.10.

The secondary content area most closely and specifically linked to application to life situations are Career and Technical Education (CTE) courses. These courses are designed to allow students to explore career opportunities and build career skills. Further description of course offerings is included in the reporting on Operational Expectation 14.

Career & Technical Education Enrollments

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

CTE Enrollments, High School

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

School	2021/22	2022/23	2023/24	2024/25
Issaquah High School	6116	6233	5819	6314
Liberty High School	3711	3433	3484	3404
Skyline High School	4179	4401	4817	4937

2024-25 CTE Enrollments, High School

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

ISD Subjects	Issaquah High School	Liberty High School	Skyline High School
⊞ Business and Marketing	493	339	1103
⊞ Communication Technology	206	294	598
⊞ Engineering Design	358	160	307
⊞ Fine and Performing Arts	616	555	
⊞ Human Services	1110	621	316
⊞ Information Technology	955	435	633
⊞ Law and Public Service		160	357
⊞ Manufacturing	302	256	
⊞ Mathematics	624	184	366
⊞ Miscellaneous	99	20	317
⊞ Physical, Health, and Safety Education	557	354	422
⊞ Science	176		
⊞ Social Sciences and History	469	26	204
⊞ World Language	349		314
Total	**6314**	**3404**	**4937**

Highlights:

- As illustrated in the Post-Secondary Education data from the National Student Clearinghouse, district students pursue and persist at high rates to achieve post-secondary degrees and certifications.
- The district's focus on Universal Design for Learning began with an emphasis on engagement, including training on making coursework connections to students' real lives and future applications of learning in an explicit and culturally relevant way.
- The district is expanding career preparation courses and certification opportunities.
    - For 2024-25 added 4 new certifications
    - For 2025-26 adding *Aerospace Manufacturing* at Liberty (3-credit WANIC course)
- Every year, 100% of students at Gibson Ek participate in an internship.

Challenges:

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

Actions:

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

Board acceptance: