FOR OUR FUTURE WORLD
Bellevue School District

2025-26 ANNUAL PLAN SUMMATIVE REPORT

JULY 30, 2026

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TABLE OF CONTENTS

Executive Summary 3

2025-26 Focus Goals 4

SUSTAINABLE SYSTEMS: Financial Stability 4

WE LEARN: Literacy and Math Proficiency 5

WE BELONG: Chronic Absenteeism 7

2025-26 Foundation Goals 9

WE BELONG: Beloved Community 9

WE LEARN: Student Engagement and the Learning Experience 11

WE LEAD: Student Agency 12

WE LEAD: Future Ready 14

SUSTAINABLE SYSTEMS: Human-Centered Systems 15

SUSTAINABLE SYSTEMS: Staff Well-Being and Engagement 17

SUSTAINABLE SYSTEMS: Environmental Sustainability 19

Appendices 22

Appendix A: Ending Fund Balance 22

Appendix B: Enrollment Data 22

Appendix C: Literacy and Math Data 23

Appendix D: Chronic Absenteeism Data 26

Appendix E: Student, Family, and Staff Survey Data 26

Appendix F: Future Ready Data 29

EXECUTIVE SUMMARY

The 2025–26 Annual Plan represents the second year of implementation of Bellevue School District's 2024–2030 Strategic Plan and marks an important shift from establishing direction to measuring progress. Building on the foundational work of 2024–25 when the district introduced its three core commitments of We Belong, We Learn, and We Lead, this year's plan adds a fourth domain, Sustainable Systems, and introduces clear goals and measures to monitor systemwide progress.

Together, these four domains reflect the district's vision to affirm and inspire each and every student to learn and thrive as creators of their future world, and are grounded in a shared theory of action: that when we intentionally build inclusive, engaging learning environments and expand opportunities for student voice, agency, and leadership, each student will experience belonging, achieve meaningful growth, and be empowered to lead.

In a year shaped by budget constraints and staffing reductions, the district prioritized focus and coherence—aligning resources and leadership attention to a defined set of high-impact strategies. To support this transition, the Annual Plan was organized into Focus Goals, which include quantifiable, measurable outcomes, and Foundation Goals, which establish the systems and conditions necessary for long-term success.

Progress on Focus Goals

The district made measurable progress across its Focus Goals:

- Financial Stability (Sustainable Systems): The district exceeded its financial targets, significantly improving its projected ending fund balance and also saw an increase in student enrollment.
- Literacy and Math Proficiency (We Learn): Targets were partially met. Grades 5 and 8 met or exceeded overall SBA math targets with stronger gains in several underserved groups. Grade 3 literacy targets were not met.
- Chronic Absenteeism (We Belong): The district met its goal of reducing chronic absenteeism overall and across key student groups.

Progress on Foundation Goals

The district made significant progress in establishing the systems and practices needed to support sustained improvement:

- Beloved Community (We Belong): We established baseline data on belonging, safety, and trust, while strengthening systems to address bias and harm and expanding student voice.
- Student Engagement and the Learning Experience (We Learn): We launched a systemwide focus on high-quality instruction and established baseline measures of student engagement.
- Student Agency (We Lead): We expanded opportunities for student leadership and voice and established baseline measures of student agency across grade levels.
- Future Ready (We Lead): We launched SchoolLinks and improved access to advanced opportunities such as AP/IB, College in the High School, and Running Start.
- Human-Centered Systems (Sustainable Systems): We established a set of districtwide guidelines and baseline data for accessible, responsive, and equitable systems through the initial implementation of the Welcome Center.

- Staff Well-Being and Engagement (Sustainable Systems): We launched a feedback and accountability loop of "You Said, We Heard, We're Learning, We Did," and initiated foundational systems to support staff during a year of significant change.

- Environmental Sustainability (Sustainable Systems): We advanced 34 operational goals in Year 2 of the Sustainability Plan with progress moving from planning into pilot, implementation, and expansion across schools and district systems.

Looking Ahead

The district now has baseline data across multiple strategic priorities, clearer systemwide expectations, and stronger alignment between strategy and practice. Looking ahead, the district will focus on deepening implementation, strengthening consistency across schools, and using data to guide continuous improvement. Equity-Driven Decision-Making will continue to guide this work, ensuring that the experiences and voices of students, families, and staff—particularly those most impacted—remain central to shaping next steps.

2025-26 FOCUS GOALS

The sections below provide a detailed summary of progress on each 2025–26 Annual Plan Focus Goal, including results, key highlights, and next steps (which are aligned to the 2026-27 annual plan key strategies). Additional data and supporting details are included in the appendices.

SUSTAINABLE SYSTEMS: FINANCIAL STABILITY

Goal(s):

- Increase fund balance from -$5 million to at least -$3 million by August 30, 2026
- Increase enrollment from 2025 to 2026

Results: **Goals Exceeded**

Data Snapshot:

- Ending Fund Balance: as of June 4, 2026, our projected ending fund balance for August is $11,544,996
- Enrollment: our Annual Average Full-Time Equivalent (AAFTE) Enrollment has increased from 18,911.66 in 2025 to 19,087.43 for 2026

These results reflect progress toward restoring financial stability, while also indicating that the district has not yet reached the fund balance levels required to ensure long-term sustainability.

See Appendix A for additional fund balance data and Appendix B for enrollment data.

Key Highlights and Areas of Implementation:

In 2025–26, the district focused on restoring financial stability through disciplined budget management, strengthened internal controls, and improved financial transparency. This work occurred in the context of constrained revenue growth, enrollment pressures, and increasing costs, requiring a deliberate approach to balancing immediate needs with long-term sustainability.

1. **Demonstrating Year-Over-Year Financial Improvement**
   The district's financial position continued to improve over the course of the 2025–26 fiscal year. As of April

2026, the district was $15.6 million better than the same point in the prior year, reflecting the impact of strengthened budget management practices, improved monitoring, and more aligned spending decisions.

2. **Improving Fund Balance Throughout the Year**
   The district's projected year-end fund balance improved significantly throughout the year, moving from $1.9 million in November to $9.5 million in February and $11.5 million by April. This improvement reflects both disciplined financial management and the impact of one-time, unexpected boosts. While these gains represent meaningful progress, they also highlight the importance of continuing to strengthen ongoing revenue and expenditure alignment to ensure long-term sustainability.

3. **Reducing Reliance on Interfund Loans**
   The district reduced its reliance on interfund loans from $13 million to $10 million, with the new interfund loan $3 million lower than the previous year. This reduction signals progress in improving cash flow and financial stability, while reinforcing the district's focus on reducing reliance on short-term borrowing as part of its long-term financial recovery strategy.

4. **Strengthening Budget Systems and Internal Controls**
   The district implemented several improvements to budget systems and internal controls to support more sustainable financial practices, including position control, strengthened spending oversight, and improved coordination between enrollment, staffing, and budget planning. These practices have increased alignment between resource allocation and district priorities and reduce the risk of unplanned expenditures.

Next Steps:

- Leverage the **Audit & Finance Advisory Council** to provide ongoing review, guidance, and community-informed feedback on financial strategies and long-term sustainability planning.
- Maintain **Board oversight** through regular study sessions and budget parameter setting, ensuring continued alignment between financial decisions, district priorities, and long-term sustainability goals.
- Advance **legislative and community advocacy** efforts to address structural funding challenges, including continued engagement with state partners and local stakeholders.
- **Increase enrollm**ent through strategic program development, expanding offerings that attract and retain students particularly at elementary while aligning with district priorities and community needs.
- Identify efficiencies and strengthen **return on investment** across district operations, ensuring resources are used effectively to support student outcomes and system priorities.
- Strengthen the Safety Net reimbursement process, improving documentation, tracking, and access to state funding for high-cost student needs.

WE LEARN: LITERACY AND MATH PROFICIENCY

Goal(s):

- Improve 3rd grade literacy proficiency for all students and by a minimum of 3 percentage points for underserved groups (Black, Hispanic, Low Income)
- Improve 5th grade math proficiency for all students and by a minimum of 3 percentage points for underserved groups (Black, Hispanic, Low Income)
- Improve 8th grade math proficiency for all students and by a minimum of 3 percentage points for underserved groups (Black, Hispanic, Low Income)

Results: Goals Partially Met

Data Snapshot:

- Grade 3 Literacy (SBA): decreased from a Spring 2025 baseline of 70% to 68% in Spring 2026; underserved student outcomes did not meet the +3 percentage point target:
  - Black students: 41% → 43% (approaching target)
  - Hispanic students: 31% → 26% (below target)
  - Low Income: 34% → 33% (below target)
  - English Learners: 39% → 37% (below target)

  i-Ready data, used as an interim progress-monitoring measure, shows strong growth from 32% in the fall to 58% in the spring, demonstrating meaningful progress in early literacy skills; however, additional growth is needed for these gains to be consistently reflected in SBA performance.

- Grade 5 Math (SBA): increased from a 68% Spring 2025 baseline to 69% in Spring 2026, meeting and slightly exceeding the district target. Underserved student outcomes showed mixed results:
  - Black students: 30% → 20% (below target)
  - Hispanic students: 25% → 31% (met/exceeded target)
  - Low Income: 27% → 33% (met/exceeded target)
  - English Learners: 25% → 31% (met/exceeded target)

  i-Ready progress data shows strong growth from 31% to 57% proficiency, supporting SBA gains.

- Grade 8 Math (SBA): increased from a 64% Spring 2025 baseline to 67% in Spring 2026, exceeding overall target expectations but not yet closing gaps across all student groups. Underserved student outcomes:
  - Black students: 22% → 32% (met/exceeded target)
  - Hispanic students: 22% → 26% (met/exceeded target)
  - Low Income: 25% → 31% (met/exceeded target)
  - English Learners: 22% → 19% (below target)
  - Students with Disabilities: 14% → 17% (met/exceeded target)

  i-Ready data shows growth from 23% to 31% proficiency, translating to moderate progress toward SBA readiness.

See Appendix C for additional Literacy and Math data.

Key Highlights and Areas of Implementation:

The following highlights and next steps represent preliminary findings. Note: A much deeper analysis will be conducted by the Teaching and Learning Department with school leaders and leadership teams during Leadership Institute and as part of the School Improvement Plan (SIP) reflection and planning process. A more detailed review of data and refined next steps will be shared with the board in August when approving the 2026-29 SIPs.

1. Teaching and Learning continued to strengthen alignment in literacy materials and practices through implementation of Science of Reading, while building greater coherence across classrooms. This did not result in the outcomes we need to see in 3rd grade (yet), and again we will have more analysis for the board, including K-2 data in August.
2. Districtwide use of i-Ready has strengthened and aligned data-informed instruction and differentiation across classrooms. Continued focus is needed on strengthening how educators use i-Ready data (plus the personalized MyPath which has had mixed feedback from students) to identify student needs, inform instruction, and guide targeted support.

3. Instructional coherence and system alignment (Danielson 1b, 3c, 4b) are strengthening teaching and learning across the district. Learning Labs, peer observations, aligned curriculum resources, and professional learning structures are building leadership capacity and supporting more consistent, high-quality Tier 1 instruction. The most important part of this is that, even in a time of reduced resources, teachers are excited and owning instructional improvement (as opposed to a top-down initiative).
4. A District MTSS Team was established to provide clear guidance about expectations for Tier 1 and entry and exit criteria for Tier 2. This is going to expand in the upcoming year, and will be key to the state's requirement of an MTSS system up and running by 2028.

See also: Literacy and Math Progress Report March 2026

Next Steps:

Next steps reflect preliminary priorities aligned to the 2026–27 Annual Plan and will be refined through deeper analysis during Leadership Institute and the School Improvement Plan (SIP) process.

- Continue strengthening Tier 1 instruction in literacy and math by deepening implementation of evidence-based practices and a coherent instructional framework (GLAD, SIOP, and UDL), with an ongoing focus on Science of Reading and effective use of i-Ready to support consistent, high-quality instruction across classrooms.
- Strengthen Tier 2 supports in literacy and math to address specific student needs, including dedicated intervention time (e.g. WIN blocks), evidence-based practices delivered by trained staff, and more consistent, data-driven progress monitoring.
- Expand and align middle school math pathways, including ongoing implementation of Algebra 1 Support and expansion of Math 8, to better meet diverse student needs and strengthen readiness for high school mathematics.
- Intensify targeted supports for historically underserved students by refining MTSS systems, including clearer entry and exit criteria, more consistent implementation of Tier 2 interventions across schools, and a continued focus on reducing opportunity gaps.
- Partner with math experts to provide high-impact tutoring and targeted supports, particularly at upper elementary and middle school levels, to accelerate learning and strengthen student outcomes.

WE BELONG: CHRONIC ABSENTEEISM

Goal(s):

- Reduce chronic absenteeism by 1-2 percentage points for all students and by a minimum of 2-3 percentage points for underserved groups (Black and Hispanic)

Results: Goal Met

Data Snapshot:

- All students: 17% of students were chronically absent, a 2 percentage point decrease from the previous year
- Black: 28% of students were chronically absent, a 6 percentage point decrease from the previous year
- Hispanic: 31% of students were chronically absent, a 5 per percentage point decrease from the previous year

These results reflect meaningful improvement overall and accelerated progress for historically underserved student groups, demonstrating the impact of targeted interventions and increased system focus.

See Appendix D for additional chronic absenteeism data.

Key Highlights and Areas of Implementation:

In 2025–26, the district focused on reducing chronic absenteeism through improved Tier 1, Tier 2, and Tier 3 supports, strengthened family engagement, and more consistent use of data to identify and respond to student needs. Implementation this year reflects increased system coherence in attendance practices and a stronger connection between attendance, engagement, and student success.

1. **Strengthening Tier 1 Attendance Practices Across Schools**
   All secondary schools implemented Tier 1 attendance strategies, contributing to an increase in students with no absence concerns (less than 5% absences), from 56% in 2024–25 (Sep – Jun 1) to 59% in 2025–26 (Sep – Jun 1). This reflects improved consistency in expectations, monitoring, and universal supports across schools.

2. **Expanding Tier 2 and Tier 3 Interventions**
   Schools expanded targeted interventions to better support students with emerging attendance challenges.
   - Three high schools and two middle schools implemented Tier 2 attendance workshops for students and families.
   - Individualized supports, including alternative learning placements, demonstrated strong outcomes for students with significant attendance needs.

   These efforts strengthened the district's MTSS approach to attendance.

3. **Targeted Improvement in High-Need Schools and Student Groups**
   Schools with the highest rates of absenteeism saw meaningful improvement across student groups:
   - Sammamish High School: 4 percentage point decrease overall; 12 percentage point decrease for Black students.
   - Highland Middle School: 5 percentage point decrease overall; 17 percentage point decrease for Black students.

   These results reflect the impact of focused, site-specific strategies and targeted supports.

4. **Strengthening Family Engagement and Communication**
   The district expanded efforts to engage families as partners in improving attendance:
   - Positive reinforcement strategies, including 136 "Positive Postcards," recognized improved student attendance.
   - Increased outreach and communication supported stronger relationships with families and more proactive intervention.

     This work reflects a shift toward more relational and strengths-based approaches to attendance.

5. **Translating Attendance into Credit Completion and Graduation Outcomes**
   As a case study of a Tier 3 intervention, a student from a focus demographic group who was experiencing chronic absenteeism and falling behind in credits transitioned to the RISE program during second semester. Through this alternative learning setting and targeted support, the student missed only three days during the semester and successfully earned all required credits for high school graduation. This example illustrates

how improved attendance, when paired with targeted supports, can translate directly into academic progress and on-time graduation.

See also: Chronic Absenteeism Progress Report January 2026

Next Steps:

- Integrate attendance into broader Future Ready outcomes, ensuring that attendance remains a core indicator of student engagement and on-track progress toward graduation.
- Continue to develop Tier 2 attendance interventions for schools to implement with an emphasis on our marginalized subgroups, tailoring those interventions to meet the specific needs of our Black, Hispanic and students with IEP's.
- Ongoing collaboration between the Student Engagement Department and schools to build strong MTSS systems at the secondary level.
- Collaboration between the Student Engagement Department with Counseling and Special Education teams to address the significant proportion of students with anxiety who experience chronic absenteeism.
- Enhance family communication and partnership strategies, building on pilot efforts to improve two-way communication and expand engagement approaches.

2025-26 FOUNDATION GOALS

The sections that follow provide a detailed summary of progress on each 2025–26 Foundation Goal, including results, key highlights, and next steps (which are aligned to the 2026-27 annual plan key strategies). Additional data and supporting details are included in the appendices.

WE BELONG: BELOVED COMMUNITY

Goal(s):

- Build system-wide understanding of Beloved Community, interrupt discrimination through improved processes and procedures, and establish belonging and trust baselines using survey data.

Results: Goal Met

Data Snapshot:
Baseline Year

- Student belonging:
  - Grades 3–5: 83% favorable
  - Grades 6–12: 86% favorable
- Family belonging: 89% favorable
- Staff belonging: 67% favorable
- Staff climate: 53% favorable

These results establish a strong baseline for student and family belonging, while highlighting opportunities to improve staff experience and systemwide consistency.

See Appendix E for full student, family, and staff survey results.

Key Highlights and Areas of Implementation

In 2025–26, the district focused on establishing a shared understanding of Beloved Community while strengthening systems to support belonging and address harm. Implementation centered on improving systemwide practices, strengthening response systems, and expanding opportunities for student voice and leadership. This work represents an early but critical step in building more consistent, equitable experiences of belonging across the system.

1. **Systemwide Equity and Belonging Practices**
   Significant progress was made in implementing the district's equity plan, aligning policy updates, and establishing equity practices as a baseline expectation across schools and departments. All schools, the school board, Technology and Human Resources departments received Microaggressions 1 Training. Six schools completed Microaggressions 2 Training which focuses on problems of practices (what's working, what's not, how to address ongoing issues). Two schools completed Microaggressions 3 Training which includes strategies for having uncomfortable conversations and practice scenarios for how to address microaggressions with colleagues. This work emphasized interrupting bias, addressing racial harm, and embedding inclusive decision-making practices into daily operations and leadership systems.

2. **Strengthening Systems to Address Harm**
   The district advanced efforts to improve processes and procedures for addressing discrimination and bias, including enhancements to incident reporting systems (e.g., Synergy) and clearer expectations for timely, consistent response and accountability. Initial implementation of improvements to IEP and 504 meetings further reflects a commitment to more inclusive, responsive systems for students and families (for more details, see Human-Centered Systems Key Highlights below).

3. **Elevating Student Voice and Agency within Belonging Work**
   Student agency emerged as a key driver of belonging. Across schools, students increasingly shaped culture, led dialogue, and influenced systems. Examples of this work include:
   - Student-led groups such as SOAR and Black Student Union creating spaces for identity affirmation, advocacy, and belonging
   - Student leadership in assemblies, campaigns, and summits addressing racial harm and representation
   - Student-led awareness efforts elevating expectations for both peer behavior and adult response

   These efforts demonstrate that belonging is not only experienced, but co-created through authentic student leadership—directly connecting *We Belong* with the district's *We Lead* commitment.

4. **Expanding Community and Cultural Engagement**
   Initiatives such as Black Excellence Year 2 and culturally responsive events expanded opportunities for students and families to experience affirmation, connection, and visibility within the school community. These efforts strengthened relationships with students, families, and the broader community and reinforced the district's commitment to honoring diverse identities.

See also: Beloved Community Progress Report January 2026

Next Steps

- Use baseline data to **set targets** and guide School Improvement Plans (SIPs), ensuring alignment with Equity-Driven Decision-Making (EDDM) practices and a continued focus on the experiences of students most impacted.
- Strengthen implementation and documentation of **Equity-Driven Decision Making** across the system, including clearer expectations for how equity considerations inform key district and school-level decisions.
- Continue Year 2 implementation of the district's **Equity Plan**, including ongoing professional learning, integration into hiring and onboarding processes, and systemwide expectations for belonging and inclusion.

- Expand and deepen **student voice and agency**, as articulated in the distinguished category of Danielson 3b.
- Monitor progress through survey data and qualitative input, using results from students, staff, and families to refine strategies and improve consistency in experiences across schools.

WE LEARN: STUDENT ENGAGEMENT AND THE LEARNING EXPERIENCE

Goal(s):

- Increase student engagement by building a system-wide focus on high-quality instruction with an emphasis on three high-leverage components of the Danielson Framework.
- Establish baseline % of students reporting they experience a sense of engagement in learning.

Results: Goals Met

Data Snapshot:
Baseline Year

- Student Engagement:
  - Grades 3–5: 82% favorable
  - Grades 6–12: 83% favorable
- Cultural Awareness:
  - Grades 3–5: 81% favorable
  - Grades 6–12: 82% favorable
- Student Agency:
  - Grades 3–5: 71% favorable
  - Grades 6–12: 70% favorable

These results establish a strong baseline for student-reported engagement and provide an important foundation for future goal setting, progress monitoring, and continuous improvement.

See Appendix E for full student survey results.

Key Highlights and Areas of Implementation:

In 2025–26, the district focused on establishing a system-wide approach to high-quality, culturally responsive instruction as the primary driver of student engagement. This work centered on strengthening instructional practices, expanding student-centered learning experiences, and improving the systems used to understand and support student engagement, reinforcing that engagement is not a standalone initiative, but the result of intentional instructional design, meaningful learning experiences, and strong relationships in the classroom.

1. **Strengthening High-Leverage Instructional Practices**
   A central strategy this year was the districtwide focus on Danielson Framework components 1b (Knowledge of Students), 3c (Engaging Students in Learning), and 4b (Maintaining Accurate Records), aligned to state criteria for high-quality teaching. This work emphasized designing instruction that reflects students' identities, interests, and lived experiences; engaging students in meaningful, cognitively demanding tasks; and strengthening systems for tracking progress and providing feedback. It's important to point out that this is an example of the power of alignment from board direction to systems alignment to school implementation.

2. **Expanding Student-Centered Learning Models**

Schools expanded opportunities for students to engage in Problem-Based Learning (PBL) and other inquiry-based experiences that promote relevance, collaboration, and ownership of learning. These approaches created more opportunities for students to apply learning to real-world problems, participate in hands-on tasks, and exercise voice and choice in the classroom. Students have consistently expressed a desire for learning that is relevant, inspiring, and meaningful, reinforcing the value of these approaches.

3. **Strengthening Social-Emotional and Character Development**
   The continued expansion of Character Strong in middle schools supported engagement by building belonging and connection in classrooms, strengthening emotional safety and relationships, and reinforcing skills that help students participate actively in learning. This work reflects the district's recognition that students are more likely to engage deeply in their learning when they experience trust, connection, and emotional safety.

3. **Improving Grading and Feedback Practices**
   The launch of the Grading Practices Handbook marked an important step toward more consistent and equitable grading systems across the district. This work focused on increasing clarity and transparency in expectations, aligning grading practices more closely to learning rather than compliance, and providing students with more meaningful feedback to guide improvement. And, of course, the board's adoption of a revised policy on grading will strengthen alignment and implementation in the upcoming year.

4. **Centering Student Voice in Survey Design and Measurement**
   A key advancement this year was the redesign of the student survey with direct input from students, helping ensure that engagement measures reflect authentic student experiences. This work resulted in clearer and more relevant questions, a stronger focus on belonging, safety, and classroom experience, and expanded opportunities for student voice through open-ended responses.

Together, these efforts reflect a transition from isolated engagement strategies to a more coherent, system-wide focus on engagement through high-quality instruction. Early signals of progress, reflected in student survey data, include stronger alignment around instructional expectations, expanded access to student-centered learning experiences, and deeper integration of student voice into both instruction and system design.

See also: Student Engagement and the Learning Experience Progress Report February 2026

Next Steps:

- Use baseline survey data to set targets and guide school and district improvement efforts, with continued attention to student engagement, cultural awareness, and agency.
- Continue implementation of Danielson 1b, 3c, and 4b as a system-wide focus on high-quality instruction, strengthening instructional coherence across schools.
- Implement districtwide grading practices in middle and high school, with an emphasis on consistency, clarity, timeliness, and alignment to learning.
- Strengthen the frequency and fidelity of social-emotional learning at the elementary and secondary levels, including support for behavior and executive functioning.
- Advance a districtwide vision for educational technology through a community design process, ensuring technology use supports engaging, relevant, and student-centered learning experiences.

WE LEAD: STUDENT AGENCY

Goal(s):

- Increase equitable opportunities for student leadership and voice in decision-making at the school and district level.
- Establish baseline % of students reporting they experience a sense of agency in their classroom, school, and/or community.

Results: Goals Met

Data Snapshot:
Baseline Year

- Student Agency:
  - Grades 3–5: 71% favorable
  - Grades 6–12: 70% favorable
- Student Leadership:
  - Grades 3–5: 60% favorable
  - Grades 6–12: 69% favorable

The Spring 2026 Student Survey established a baseline of students reporting on their sense of agency and leadership. These results indicate that while many students report experiencing agency in their learning, opportunities for leadership and influence are less consistently experienced across the system, highlighting an important area for continued growth.

See Appendix E for full student survey results.

Key Highlights and Areas of Implementation:

In 2025–26, the district focused on establishing student agency as a system-wide priority by expanding opportunities for student voice, leadership, and participation in decision-making. This work reflects a shift from isolated leadership opportunities to more intentional integration of agency across classrooms, schools, and district systems, and reinforces that student agency is most meaningful when embedded in daily instructional practice and supported by consistent opportunities for influence across the system.

1. **Demonstrating Student Influence in Systems-Level Work**
   Across the district, students demonstrated agency through authentic leadership experiences, including:
   - Student-led initiatives such as Students Organized Against Racism (SOAR), where students designed assemblies, facilitated learning, and influenced school culture
   - Black Student Union leadership and the Black Student Summit, where students organized events, raised awareness about racial harm, and advocated for improved adult response systems
   - Sustainability Committee leadership (Year 3), where students contributed to long-term planning and community-connected initiatives
   - Participation in public processes (e.g., student public comment on discipline policy), demonstrating influence on district decision-making

2. **Strengthening Classroom-Level Agency**
   The district identified the classroom as the primary context for student agency and made progress in embedding agency into daily instructional practice. Students increasingly engaged in goal-setting, reflection, and self-assessment, and experienced greater voice and choice in learning tasks. These practices support deeper engagement and ownership of learning.

3. **Centering Equity in Access to Agency**

The district made progress in expanding access to student agency opportunities across student groups, with relatively consistent participation rates across demographics. At the same time, data indicate that leadership opportunities are less consistently experienced than general agency, and that some student groups continue to experience fewer opportunities for leadership, identifying a key focus area moving forward.

4. **Redesigning Measurement and Accountability Systems**
   A key accomplishment this year was the development of updated student survey measures to better capture student experiences with voice and participation, influence on decisions, and access to leadership opportunities.

5. **Sammamish High School: School-Based Model for Student Agency**
   Sammamish High School provides a strong example of how student agency is being operationalized within school improvement efforts. As part of its School Improvement Plan (SIP), Sammamish identified student agency and engagement as a key equity focus and is implementing strategies to increase students' ownership of learning, particularly for historically underserved groups.

In summary, Student Agency in 2025-26 demonstrates a critical shift from concept to practice, with:

- Increasing student leadership across multiple contexts (classroom, school, district)
- Expanded opportunities for student voice in decision-making systems
- Clearer alignment between student agency and instructional practice (Danielson 3c – Distinguished)
- Stronger integration between student agency and the district's engagement and belonging goals

See also: Student Agency Progress Report June 2026

Next Steps:

- Embed student agency into Beloved Community and Student Engagement goals and efforts.
- Integrate student agency more deeply into instructional practice, strengthening classroom-level opportunities for voice, choice, and ownership of learning.
- Find ways to increase student agency and leadership at the district level (ex. student advisory to the school board and superintendent).

WE LEAD: FUTURE READY

Goal(s):

- Increase equitable access to future ready opportunities for students, including achieving college credits in high school (AP/IB, College in the High School, Running Start) and the Washington State Seal of Biliteracy and Industry Certifications.

Results: Goal Partially Met

Data Snapshot:

- AP/IB participation: The percentage of Black students in grades 9-12, enrolled in at least one AP/IB course, increased from 45% in 2024-25 to 55% in 2025–26.
- College in the High School (CiHS): In 2025–26, the district recorded 9,302 CiHS course enrollments and 4,502 students enrolled in at least one CiHS course.
- Running Start: Enrollment increased to 721 students in 2025–26, up from 686 students in 2024–25.

- Seal of Biliteracy: In 2025-26, 675 graduates earned the Seal across 34 languages.

Although not all data is available yet at the time of this report, the results above reflect meaningful expansion in future ready opportunities and strong participation across several pathways. At the same time, the data also show persistent participation and success gaps for some student groups, particularly English Learners and Students with Disabilities, indicating the need for continued attention to equitable access and support.

See Appendix F for additional Future Ready data.

Key Highlights and Areas of Implementation:

In 2025–26, the district focused on building a more coherent and equitable system of future ready opportunities, ensuring that students are prepared for postsecondary pathways through access to advanced coursework, dual credit, credentialing, and college and career planning tools. This work emphasized both expanding opportunities and strengthening the systems needed to track participation, monitor equity, and support long-term student success.

1. **Launching SchooLinks and Strengthening the High School and Beyond Plan**
   A major milestone in 2025–26 was the launch of SchooLinks, the district's new college and career readiness platform replacing Naviance for secondary students beginning with the Class of 2027. All secondary schools successfully launched the platform, and each school established a Future Ready Leadership Team to support implementation and continuous improvement. This work laid the foundation for a more student-centered and systemwide approach to future ready planning that begins in middle school.

2. **Demonstrating Strong Progress in Some Areas of Access and Success**
   Several indicators showed encouraging progress this year. Black student participation in AP/IB increased from 45% to 55% from 2024-25 to 2025–26 and Running Start participation continued to grow. These trends suggest that some efforts to expand access and support student success are producing positive results.

3. **Elevating Multiple Pathways to Future Readiness**
   Future readiness in Bellevue is not limited to one program or pathway. In addition to AP/IB and dual credit, the district expanded access to the Seal of Biliteracy by removing testing caps, resulting in record participation, and continued to recognize multilingualism and career-connected learning as important components of future readiness.

See also: Future Ready Progress Report April 2026

Next Steps:

- Introduce the Future Ready Index as a focus goal for all high schools in 2026–27, using school-level analysis of future ready outcomes to identify equity imperatives, select key indicators for improvement, and develop aligned strategies.
- Continue expanding future ready opportunities through the launch of AP Business with Personal Finance, and sustained promotion of AP/IB, CiHS, Running Start, CTE dual credit, industry certifications, and the Seal of Biliteracy.
- Use SchooLinks as an adaptive tool for future ready planning beginning in middle school.

SUSTAINABLE SYSTEMS: HUMAN-CENTERED SYSTEMS

Goal(s):

- Establish a standard for human-centered systems in Bellevue School District, starting with the Welcome Center.
- Develop a baseline % of students, staff, and families reporting district systems are accessible, responsive, equitable, and human-centered.

Results: Goal Met

Data Snapshot

Baseline Year

- More than 2,600 families participated in the Winter 2026 Family Survey.
- 84% of families reported a positive experience related to human-centered systems at the district level.
- Responses were generally consistent across demographic groups, with variation within ±6 percentage points for identified groups.
- Hispanic (90%) and Multilingual Learner (MLL) families (89%) reported the highest positive response rates.
- Middle Eastern/North African, White, and Multi-ethnic families reported positive response rates of 79%.

These results establish a strong baseline for understanding family experience and indicate generally consistent perceptions across groups, while also highlighting opportunities to improve experiences for some populations.

See Appendix E for additional survey data.

Key Highlights and Areas of Implementation:

In 2025–26, the district focused on establishing the foundation for more human-centered systems by improving access, responsiveness, and coordination across services. This work emphasized understanding family experience, reducing barriers for students and families, and strengthening cross-departmental alignment. Key efforts included development of Human-Centered Systems Guidelines, redesigning of the Family Survey to better reflect community and strategic priorities, and improvements to systems that directly impact student access and family engagement, particularly in special education. This year represents an early stage in building more responsive, equitable systems, with a strong foundation established for future implementation and continuous improvement.

1. **Establishing Guidelines for Human-Centered Systems**
   The Welcome Center team led the development of Human-Centered Systems Guidelines to support schools and departments in creating more accessible, responsive, equitable, and inclusive experiences. This work included:
   - Identifying key components of a human-centered experience using the Equity-Driven Decision Making (EDDM) process
   - Expanding and refining the Four Pillars of human-centered systems (Building Relationships, Serve, Communicate, Follow-Through) developed by the Welcome Center Design Team in 2024-25
   - Establishing guidance to support consistent implementation across schools and departments

2. **Building Data and Feedback Loops for System Improvement**
   Through the Equity-Driven Decision-Making (EDDM) process and in partnership with families, community members, and school-based staff, the Welcome Center team created a new Family Survey to align with the district's strategic goals and input from the community. The Winter 2026 Family Survey established a new baseline for measuring family perceptions of accessibility, responsiveness, equity, and human-centered practices across the district and will serve as a tool for monitoring progress over time.

3. **Improving IEP and 504 Meetings**

Building on the foundation established in Year 1, the Inclusion and Accessibility Design Team's three work groups, Student-Centered Meetings, Training, and Informational Support, completed development of the following resources this spring:

- Student-Centered Meetings: developed PowerPoint templates for IEP and Evaluation meetings to help staff facilitate more consistent, student-focused meetings. The templates center student strengths, include embedded speaker notes with helpful hints for including students and families, and offer flexibility for staff to adapt slides to the specific needs of each meeting.
- Training: *Running Effective IEP and 504 Meetings: Roles, Responsibilities, and Best Practices* is a professional learning module in Articulate Rise 360 (a BSD approved e-learning platform) designed to strengthen staff capacity to lead legally compliant, student-centered meetings. The course clarifies team roles and responsibilities, outlines required components of IEP and Section 504 processes, and models best practices for inclusive, collaborative decision-making. Emphasis is placed on equity, family engagement, and clear communication to ensure that meetings result in meaningful, actionable plans that support student access and progress.
- Informational Support: developed a comprehensive Family Resource Guide and companion At-a-Glance document to help families navigate special education processes in Bellevue School District. The guide covers key topics including evaluations, IEP and 504 plans, transition planning, discipline protections, and family rights, written in plain language accessible to families with varying levels of familiarity with special education. A companion two-page At-a-Glance document provides a quick visual overview of the referral and evaluation process for families who are just getting started.

These resources will be shared across the system through professional development days, department meetings, the BSD website, the internal SharePoint site, and direct communication to families, with the shared goal of improving the quality and consistency of IEP and 504 meetings across the department.

See also: Human Centered Systems Progress Report March 2026

Next Steps:

- Communicate key themes and findings from the family survey to the community in Fall 2026.
- Use family survey data to inform School Improvement Plan (SIP) goals and continuous improvement efforts.
- Share the Human-Centered Systems Guidelines with schools and departments and support consistent implementation across the district. For 2026-27, we are going to start by implementing these expectations in district departments.
- Strengthen the Welcome Center as a centralized access point for families, including streamlining the enrollment process and implementing improved technology for waitlists and choice applications.

SUSTAINABLE SYSTEMS: STAFF WELL-BEING AND ENGAGEMENT

Goal(s):

- Care for, empower, and support staff through a year of significant staffing reductions.
- Establish baseline % of staff reporting favorable responses on well-being, workplace satisfaction, and empowerment. Increase % of staff reporting BSD cares about their well-being.

Results: **Goals Met**

Data Snapshot:

The Winter 2026 Staff Survey established a baseline of staff reporting on well-being, climate, engagement, alignment and enablement, and belonging.

- Staff Well-Being: 55% favorable
- District Climate: 53% favorable
- Engagement: 77% favorable
- Alignment: 64% favorable
- Enablement: 67% favorable
- Belonging: 67% favorable

These results establish a clear baseline for understanding staff experience across the district. The data show strong staff commitment and purpose, while also highlighting well-being and district climate as the most pressing areas for continued attention.

See Appendix E for full staff survey results.

Key Highlights and Areas of Implementation

In 2025–26, the district focused on building a stronger system for understanding and responding to staff experience during a year shaped by staffing reductions, budget constraints, and organizational change. This work centered on redesigning the staff survey cycle, establishing baseline data, strengthening staff voice structures, and preparing leaders to engage in local sensemaking and follow-through. The Winter 2026 Staff Survey created a more representative districtwide baseline and provided clearer insight into both system strengths and organizational pressure points. This year's work reinforced that staff well-being is foundational to adult capacity, retention, and the conditions students experience every day.

1. **Redesigning the Staff Voice and Survey Cycle and Strengthening Accountability**
   A major accomplishment this year was the redesign of the staff voice system to make it more focused, transparent, and actionable. The district established the "You Said, We Heard, We Did" cycle, created the Staff Well-Being Leadership Team, clarified the purpose of the survey as part of a continuous improvement cycle, and implemented a phased process for sharing results and reporting back. Additional improvements included shortening and refining survey questions and expanding the survey to include central office and department staff.

   Following school board feedback and reflection from the Staff Well-Being Leadership Team, the district further strengthened its accountability model by adding a "We're Learning" phase. This phase recognizes that some challenges require deeper inquiry, root-cause analysis, and continued staff engagement before action is taken. Together, these changes establish a more complete staff voice system that moves from gathering feedback to learning, action, and continuous improvement, while supporting thoughtful, responsive decision-making in complex areas such as workload sustainability, system alignment, and staff well-being.

2. **Increasing Participation and Establishing a Stronger Baseline**
   The Winter 2026 survey received 1,806 staff responses, representing a 64.4% districtwide response rate. This was a significant increase from the Winter 2025 response rate of 41.3%, improving participation by 23.1 percentage points and creating a more representative picture of staff experience across the district. In addition, 16 schools and 6 departments met or exceeded the 70% participation target, strengthening the local foundation for reflection and planning.

3. **Identifying Staff Commitment as a Major Strength**
   Survey results and open-ended feedback show that staff remain deeply committed to BSD's mission and to the students and families they serve. Engagement was the strongest survey domain at 77%, and staff consistently described colleagues as committed, capable, student-centered, and central to what makes BSD strong. This level of commitment is a significant asset and an important strength to protect.

4. **Surfacing Well-Being, Climate, and Workload as Primary Pressure Points**
   The survey also identified well-being and district climate as the clearest organizational concerns. The well-being domain scored 55% and district climate scored 53%, with open-ended responses pointing to stress, overwhelm, exhaustion, class size, staffing capacity, student behavior, workload sustainability, and the pace of change as major sources of strain. These findings suggest that while staff remain engaged, many do not yet experience district systems and conditions as consistently supportive or sustainable.

5. **Moving from Data Collection to Communication and Follow-Through**
   Since the survey closed, the district has moved from data collection into results sharing, leader preparation, and local engagement. Staff received districtwide results and a staff voice insights report, the superintendent hosted an all-staff huddle to share key findings, leaders received toolkits and office-hour support, and schools and departments began local results conversations to identify priorities for 2026–27. This work helped establish the front end and back end of a stronger feedback loop.

See also Staff Well-Being and Engagement Progress Report May 2026

Next Steps:

- Develop and implement strategies responsive to key staff survey findings, with particular attention to staff well-being, district climate, workload sustainability, and employee confidence that feedback leads to action, including targeted supports for elementary behavior and social-emotional needs.
- Enhance communication and feedback loops through a strengthened accountability cycle, including "You Said, We Heard, We're Learning, We're Doing" updates, quarterly all-staff huddles, central office huddles, increased central office presence in schools, and consistent school and department-level follow-through.
- Implement and monitor a structured staff voice cycle, including deeper inquiry in "We're Learning" for complex areas that require root cause analysis before action, and clear timelines for communicating progress.
- Continue expanding support for underrepresented educators and staff, including targeted engagement strategies, expanded Engagement Specialist support, improved access to staff voice processes, and the use of disaggregated data to ensure that smaller populations are visible and inform decision-making.
- Strengthen leader capacity to translate staff feedback into action, including ongoing support for local data conversations, priority setting, and alignment to 2026–27 annual plan implementation.

SUSTAINABLE SYSTEMS: ENVIRONMENTAL SUSTAINABILITY

Goal(s):

- Advance environmental sustainability across district operations and schools through implementation of the Sustainability Plan and alignment to long-term district goals

Results: Goals Met

Data Snapshot:

- The district advanced 34 operational goals in Year 2 of the Sustainability Plan
- All schools embedded sustainability goals in their School Improvement Plans (SIPs)
- Implementation expanded across operations, instruction, and student-led initiatives, aligned to the district's four-pillar sustainability framework

See Sustainability Plan Annual Report May 2026 for additional data and detailed metrics

Key Highlights and Areas of Implementation:

In 2025–26, the district made significant progress advancing Environmental Sustainability as part of the Sustainable Systems foundation goal. As Year 2 of the Sustainability Plan, this work reflects a shift from planning into implementation and expansion across district operations and schools.

Sustainability efforts were integrated into core systems, including facilities, transportation, nutrition services, instruction, and school improvement planning, while continuing to elevate student voice and leadership. This work reinforces sustainability as a system-wide priority, grounded in equity, long-term impact, and continuous improvement.

1. **Advancing Systemwide Sustainability Implementation**
   The district advanced 34 operational goals aligned to the Sustainability Plan, with implementation spanning multiple departments and school sites. Sustainability efforts are now embedded across system operations, instructional practices, and school improvement planning, reflecting progress toward a more integrated, districtwide approach.

2. **Strengthening Operational Sustainability in Facilities and Transportation**
   The district made measurable progress in reducing environmental impact and improving operational efficiency, including:
   - Achieving Clean Buildings Act compliance at comprehensive high schools and expanding renewable energy use, including solar installations
   - Launching an electric bus pilot and improving routing efficiency to reduce fuel usage
   - Advancing planning for energy efficiency improvements, including LED retrofits, smart controls, and long-term capital upgrades

   These efforts reflect early progress in reducing greenhouse gas emissions and building more sustainable operational systems.

3. **Expanding Sustainable Practices Across District Operations**
   Sustainability practices were strengthened across departments, including nutrition services and technology:
   - Expanded plant-based meal options, local procurement, and waste reduction practices in nutrition services
   - Prioritized energy-efficient purchasing, device reuse, and recycling in technology systems

   These changes support more sustainable daily operations and reinforce alignment between district practices and sustainability goals.

4. **Integrating Sustainability into Teaching and Learning and School Systems**
   Sustainability was increasingly embedded into instruction and school-based systems:
   - Integrated sustainability into K–12 curriculum through inquiry- and project-based learning aligned to real-world environmental challenges

- Implemented sustainability goals in all School Improvement Plans, grounded in student voice and leadership
- Expanded student-led initiatives, including Green Teams, environmental projects, and school-based action planning

This work reflects a shift from isolated activities to more consistent integration of sustainability into core teaching and learning experiences.

5. **Elevating Student Voice and Community Partnerships**
   Student leadership and community engagement continued to grow as key drivers of sustainability efforts:
   - Sustained a districtwide Sustainability Committee with ongoing student participation and leadership
   - Strengthened partnerships with community organizations, including the City of Bellevue, to extend impact beyond schools
   - Expanded opportunities for students to lead sustainability initiatives, advocacy, and awareness efforts across schools

   These efforts reinforce sustainability as a shared responsibility and a core component of student agency and leadership development.

Next Steps

As Environmental Sustainability transitions from a standalone Annual Plan goal to ongoing implementation through School Improvement Plans and departmental work, the district will continue the following efforts aligned to the multi-year Sustainability Plan:

- Deepen implementation of sustainability goals at the school level
- Strengthen alignment of departmental sustainability goals across the system
- Expand sustainability-focused professional learning
- Fully embed sustainability practices into district systems while continuing to elevate student voice and agency

APPENDICES

APPENDIX A: ENDING FUND BALANCE

ENDING FUND BALANCE

	Aug 2025	Sep 2025	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026*	Jun 2026*	Jul 2026*	Aug 2026*
Ending Fund Balance	(693,821)	(7,892,663)	7,445,648	4,255,511	1,843,553	(2,990,341)	(6,050,040)	(1,748,546)	17,666,142	13,267,185	(4,017,344)	2,462,172	11,544,996

*Based on the 06/04/26 projection

APPENDIX B: ENROLLMENT DATA

K-12 FTE ENROLLMENT

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	AAFTE*
2024-25 Actuals	18,660	18,910	18,926	19,011	19,010	19,051	19,028	19,019	19,028	19,004	18,912
2025-26 Budget	19,105	19,105	19,105	19,105	19,105	19,105	19,105	19,105	19,105	19,105	19,105
2025-26 Actuals	18,903	19,121	19,112	19,112	19,096	19,071	19,129	19,095	19,061	19,049*	19,087*

*2025-26 Actuals include preliminary numbers for June

APPENDIX C: LITERACY AND MATH DATA

GRADE 3: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARDS ON **SBA LITERACY**

	SBA	**i-Ready Proficiency****			SBA			
Student Groups	**Spring 2025 BASELINE***	Fall 2025	Winter 2026	Spring 2026	Spring 2026 TARGET	Spring 2026 ACTUAL	Spring 2030 TARGET	Spring 2030 STRETCH GOAL
All Grade 3	**70%**	**32%**	**49%**	**58%**	**>70%**	68%***	>70%	>70%
Asian	**82%**	40%	61%	70%	>82%	83%	>82%	>82%
Black	**41%**	**7%**	**18%**	**31%**	**44%**	43%	56%	66%
Hispanic	**31%**	**11%**	**19%**	**20%**	**34%**	26%	46%	56%
Multi-Ethnic	**77%**	36%	50%	64%	>77%	71%	>77%	>77%
White	**70%**	34%	48%	58%	>70%	64%	>70%	>70%
Low Income	**34%**	**9%**	**16%**	**24%**	**37%**	33%	49%	59%
English Learners	**39%**	7%	15%	23%	>39%	37%	>39%	>39%
Students with Disabilities	**35%**	13%	19%	23%	>35%	24%	>35%	>35%

*SBA Spring 2025 Baseline is an average of 2022, 2023, 2024, and 2025 Spring SBA proficiency

**i-Ready Proficiency includes Mid or Above Grade Level *(Note from Kelly: Look at the Spring 2026 iReady column compared to Fall 2025. We have strong gains and notice how students started from very low proficiency. Next step is to narrow those gaps before 3rd grade so that the gains translate into SBA proficiency.)*

***as of 6/16/26 (with 1,263 students tested so far; 96% complete)

GRADE 5: PERCENTAGE OF STUDENTS MEETING OR EXCEEDING PROFICIENCY STANDARDS ON **SBA MATH**

	SBA	**i-Ready Proficiency****			SBA			
Student Groups	**Spring 2025 BASELINE***	Fall 2025	Winter 2026	Spring 2026	Spring 2026 TARGET	Spring 2026 ACTUAL	Spring 2030 TARGET	Spring 2030 STRETCH GOAL
All Grade 5	**68%**	**31%**	**45%**	**57%**	**>68%**	69%***	>68%	>68%
Asian	**85%**	48%	65%	76%	>85%	85%	>85%	>85%
Black	**30%**	**2%**	**11%**	**13%**	**33%**	20%	45%	55%
Hispanic	**25%**	**8%**	**8%**	**16%**	**28%**	31%	40%	50%
Multi-Ethnic	**69%**	30%	46%	59%	>69%	70%	>69%	>69%
White	**65%**	18%	33%	48%	>65%	65%	>65%	>65%
Low Income	**27%**	**8%**	**13%**	**17%**	**30%**	33%	42%	52%
English Learners	**25%**	8%	13%	17%	>25%	31%	>25%	>25%
Students with Disabilities	**23%**	9%	15%	18%	>23%	29%	>23%	>23%

*SBA Spring 2025 Baseline is an average of 2022, 2023, 2024, and 2025 Spring SBA proficiency

**i-Ready Proficiency includes Mid or Above Grade Level

***as of 6/16/26 (1,419 scores to date, 96% complete)

GRADE 8: PERECENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARDS ON **SBA MATH**

	SBA	i-Ready Proficiency**			SBA			
Student Groups	**Spring 2025 BASELINE***	Fall 2025	Winter 2026	Spring 2026	Spring 2026 TARGET	Spring 2026 ACTUAL	Spring 2030 TARGET	Spring 2030 STRETCH GOAL
All Grade 8	**64%**	**23%**	**33%**	**31%**	**>64%**	67%***	>64%	>64%
Asian	**83%**	39%	51%	46%	>83%	85%	>83%	>83%
Black	**22%**	**2%**	**7%**	**10%**	**25%**	32%	37%	47%
Hispanic	**22%**	**2%**	**6%**	**9%**	**25%**	26%	37%	47%
Multi-Ethnic	**64%**	18%	29%	26%	>64%	61%	>64%	>64%
White	**56%**	12%	24%	32%	>56%	61%	>56%	>56%
Low Income	**25%**	**4%**	**10%**	**16%**	**28%**	31%	40%	50%
English Learners	**22%**	6%	11%	21%	>22%	19%	>22%	>22%
Students with Disabilities	**14%**	3%	5%	6%	>14%	17%	>14%	>14%

*SBA Spring 2025 Baseline is an average of 2022, 2023, 2024, and 2025 Spring SBA proficiency

**i-Ready Proficiency includes Mid or Above Grade Level

***as of 6/16/26 (1,498 scores to date, 95% complete)

APPENDIX D: CHRONIC ABSENTEEISM DATA

PERCENTAGE OF CHRONICALLY ABSENT STUDENTS

	September 2024 – June 2025 BASELINE	Sep 2025 – Dec 2025	2025-26 Annual Plan TARGET	Sep 2025 – June 2026 ACTUAL	September 2029 – June 2030 TARGET	September 2029 – June 2030 STRETCH TARGET
Total District	**20%**	14%	18-19%	17%	20%	10%
Hispanic	**36%**	27%	33-34%	31%	<30%	18%
Black	**34%**	26%	31-32%	28%	<30%	17%
Special Ed	**33%**	25%	30-31%	28%	<30%	16.5%
FRM	**35%**	26%	33-34%	30%	<30%	17.5%
MLL	**28%**	19%	25-26%	22%	<30%	14%

APPENDIX E: STUDENT, FAMILY, AND STAFF SURVEY DATA

STUDENT SURVEY DATA SPRING 2026 | GRADES 3-5

Percentage of favorable responses in each domain below

	Belonging	**Safety**	**Cultural Awareness**	**Student Agency**	**Student Engagement**	**Student Leadership**
All Students Grades 3-5	83%	83%	81%	71%	82%	60%

	Belonging	Safety	Cultural Awareness	Student Agency	Student Engagement	Student Leadership
Asian	85%	84%	83%	72%	84%	60%
Black	78%	76%	78%	73%	82%	61%
Hispanic	80%	81%	79%	72%	79%	60%
Multi-Ethnic	83%	83%	82%	70%	83%	62%
White	82%	83%	81%	68%	79%	62%
Low Income	80%	80%	80%	75%	81%	62%
English Learners	82%	81%	80%	78%	83%	59%
Students with IEPs	75%	76%	77%	67%	73%	56%
Students with 504s	78%	81%	80%	65%	77%	55%

STUDENT SURVEY DATA SPRING 2026 | GRADES 6-12

Percentage of favorable responses in each domain below

	Belonging	Safety	Cultural Awareness	Student Agency	Student Engagement	Student Leadership
All Students Grades 6-12	86%	85%	82%	70%	83%	69%
Asian	89%	86%	83%	72%	86%	70%
Black	83%	82%	75%	72%	81%	71%
Hispanic	83%	84%	82%	71%	79%	68%
Multi-Ethnic	85%	84%	81%	66%	81%	67%
White	85%	84%	82%	65%	80%	68%
Low Income	83%	84%	81%	73%	80%	67%
English Learners	85%	84%	82%	79%	82%	66%
Students with IEPs	80%	81%	78%	70%	75%	63%
Students with 504s	82%	84%	80%	65%	78%	64%

FAMILY SURVEY DATA WINTER 2026

Percentage of favorable responses in each domain below

	Belonging	Human-Centered Systems (District)
All	89%	84%
Asian	93%	87%
Black	84%	84%
Hispanic	93%	90%
Middle Eastern / North African	82%	79%
Multi-Ethnic	85%	79%
Native Hawaiian / Pacific Islander	89%	84%
White	86%	79%
Other	86%	81%
Prefer not to say	80%	73%
Advanced Learning	90%	83%
English Language Services / Multilingual Education	93%	89%
Special Education	87%	82%
504	87%	78%
Other	89%	86%
None of these	89%	84%

STAFF SURVEY DATA SPRING 2026

Percentage of favorable responses in each domain below

	Belonging	Climate	Staff Well-Being	Staff Engagement	Staff Alignment and Enablement
All	67%	53%	55%	77%	67%

	Belonging	Climate	Staff Well-Being	Staff Engagement	Staff Alignment and Enablement
American Indian	78%	62%	68%	80%	70%
Asian	71%	64%	58%	81%	72%
Black	56%	51%	53%	69%	66%
Hispanic	67%	67%	62%	85%	78%
Non-Specified	73%	72%	59%	76%	73%
White	66%	49%	54%	75%	65%
Confidentiality protected	50%	49%	54%	84%	51%

APPENDIX F: FUTURE READY DATA

ADVANCED PLACEMENT (AP) / INTERNATIONAL BACCALAUREATE (IB)

Percentage of graduates with at least one AP or IB course credit

Student Groups	Class of 2023	Class of 2024	Class of 2025	Class of 2026 (thru Sem 1)
All Students	**91%**	**91%**	**88%**	**88%**
Asian	94%	96%	94%	95%
Black	73%	88%	79%	73%
Hispanic	85%	85%	81%	79%
Multi-ethnic	92%	91%	83%	84%
White	89%	89%	85%	85%
Low Income	84%	87%	80%	81%
English Learners	70%	77%	71%	72%
Students with Disabilities	59%	79%	56%	49%

AP / IB ENROLLMENT

Percentage of students in grades 9-12 enrolled in at least one AP/IB course

Student Groups	2022-23	2023-24	2024-25	2025-26
All Students	**66%**	**68%**	**68%**	**70%**
Asian	77%	79%	80%	81%
Black	42%	50%	45%	55%
Hispanic	59%	58%	55%	57%
Multi-ethnic	64%	64%	62%	66%
White	59%	61%	61%	64%
Low Income	55%	57%	55%	59%
English Learners	49%	54%	50%	53%
Students with Disabilities	30%	32%	30%	35%

AP PASS RATE

Percentage of AP tests pass during each year (scores of 3 or higher)

Student Groups	2022-23	2023-24	2024-25	2025-26*
All Students	**85%**	**86%**	**89%**	
Asian	88%	89%	91%	
Black	57%	53%	82%	
Hispanic	74%	73%	79%	
Multi-ethnic	81%	84%	88%	
White	82%	81%	86%	

Low Income	73%	75%	80%	
English Learners	69%	61%	63%	
Students with Disabilities	59%	54%	54%	

*Data not yet available

IB PASS RATE

Percentage of IB tests passed during each year (scores of 4 or higher)

Student Groups	2022-23	2023-24	2024-25	2025-26*
All Students	**96%**	**97%**	**97%**	
Asian	97%	97%	98%	
Black	*	*	*	
Hispanic	100%	90%	97%	
Multi-ethnic	94%	89%	100%	
White	95%	98%	91%	
Low Income	100%	84%	87%	
English Learners	70%	*	100%	
Students with Disabilities	n/a	n/a	*	

*Data not yet available

COLLEGE IN THE HIGH SCHOOL (CIHS) DUAL CREDIT **COURSE ENROLLMENTS**

Student Groups	# CiHS Course Enrollments 2023-24	CiHS Subgroup % of Course Enrollments 2023-24	2024-25 Grade 9-12 Demographics		# CiHS Course Enrollments 2024-25	CiHS Subgroup % of Course Enrollments 2024-25	2025-26 Grade 9-12 Demographics		# CiHS Course Enrollments 2025-26	CiHS Subgroup % of Course Enrollments 2025-26
All Students	7,660	100%	6,907	100%	8,725	100%	6,899	100%	9,302	100%
Asian	3,728	49%	3,014	44%	4,650	53%	3,097	45%	5,234	56%
Black	176	2%	275	4%	188	2%	303	4%	228	2%
Hispanic	801	10%	1,048	15%	786	9%	999	14%	786	8%
Multi-ethnic	817	11%	702	10%	820	9%	702	10%	839	9%
White	2,111	28%	1,816	26%	2,241	26%	1,800	26%	2,204	24%
Students with Disabilities	304	4%	740	11%	275	3%	669	10%	296	3%
English Learners	483	6%	889	13%	475	5%	939	14%	481	5%
Low Income	1,174	15%	1,526	22%	1,310	15%	1,511	22%	1,172	13%

COLLEGE IN THE HIGH SCHOOL (CIHS) GRADE 9-12 **STUDENTS** WITH DUAL CREDIT COURSE ENROLLMENTS

Student Groups	# CiHS Students 2023-24	CiHS % Enrolled Students 2023-24	2024-25 Grade 9-12 Demographics		# CiHS Students 2024-25	CiHS % Enrolled Students 2024-25	2025-26 Grade 9-12 Demographics		# CiHS Students 2025-26	CiHS% Enrolled Students 2025-26
All Students	4,033	100%	6,907	100%	4,406	100%	6,899	100%	4,502	100%
Asian	1,814	45%	3,014	44%	2,227	51%	3,097	45%	2,345	52%
Black	113	3%	275	4%	116	3%	303	4%	134	3%
Hispanic	490	12%	1,048	15%	482	11%	999	14%	456	10%
Multi-ethnic	420	10%	702	10%	420	10%	702	10%	426	9%
White	1,180	29%	1,816	26%	1,142	26%	1,800	26%	1,152	25%
Students with Disabilities	197	5%	740	11%	187	4%	669	10%	190	4%
English Learners	348	9%	889	13%	332	8%	939	14%	322	7%
Low Income	718	18%	1,526	22%	771	17%	1,511	22%	668	15%

RUNNING START ENROLLMENT

Student Groups	Grade 11-12 Demographics 2023-24	Running Start Subgroup # 2023-24	Running Start Subgroup % 2023-24	Grade 11-12 Demographics 2024-25	Running Start Subgroup # 2024-25	Running Start Subgroup % 2024-25	Grade 11-12 Demographics 2025-26	Running Start Subgroup # 2025-26	Running Start Subgroup % 2025-26
All Students	100%	653	100%	100%	686	100%	100%	721	100%
Asian	41%	270	41%	42%	291	42%	45%	295	41%
Black	4%	32	5%	4%	43	6%	4%	42	6%
Hispanic	14%	51	8%	15%	44	6%	13%	46	6%
Multi-ethnic	11%	77	12%	10%	81	12%	10%	90	12%
White	29%	222	34%	28%	226	33%	28%	246	34%
Students with Disabilities	10%	8	1%	10%	19	3%	9%	14	2%
English Learners	10%	26	4%	11%	37	5%	11%	41	6%
Low Income	19%	134	21%	20%	148	22%	19%	127	18%
Bellevue HS	23%	129	20%	23%	134	20%	23%	125	17%
Interlake HS	22%	131	20%	22%	140	20%	23%	160	22%
Newport HS	26%	207	32%	26%	215	31%	26%	251	35%
Sammamish HS	19%	138	21%	20%	143	21%	18%	138	19%

Student Groups	Grade 11-12 Demographics 2023-24	Running Start Subgroup # 2023-24	Running Start Subgroup % 2023-24	Grade 11-12 Demographics 2024-25	Running Start Subgroup # 2024-25	Running Start Subgroup % 2024-25	Grade 11-12 Demographics 2025-26	Running Start Subgroup # 2025-26	Running Start Subgroup % 2025-26
Big Picture School	2%	45	7%	2%	37	5%	2%	32	4%
Digital Discovery	2%	3	1%	3%	16	2%	3%	15	2%

STUDENTS EARNING ONE OR MORE SEALS OF BILITERACY

Student Groups	Class of 2023	Class of 2024	Class of 2025	Class of 2026*
Total Number of Unique Students	522	573	603	675
Hispanic	57	69	95	78
Non-Hispanic	465	504	508	597
American Indian or Alaska Native			1	0
Asian	297	326	349	398
Black or African American	7	7	8	14
Hispanic	57	69	95	78
Native Hawaiian or Other Pacific Islander	1		3	1
Two or More	42	48	37	44
White	118	123	110	140

MLL Active at Graduation	26		44	68
SPED	2	9	6	7

*As of 6/23/26

CAREER AND TECHNICAL EDUCATION (CTE) DUAL CREDIT & INDUSTRY RECOGNIZED CERTIFICATIONS (IRCS)

Number of students who have completed a CTE dual credit course

	Class of 2025			Class of 2026		
Student Groups	# of Students in Class of 2025 (4 HS)	# of Students CTE Dual Credit Course Completion	% CTE Dual Credit Course Completion	# of Students in Class of 2026 (4 HS)	# of Students CTE Dual Credit Course Completion*	% CTE Dual Credit Course Completion*
Total	1,506	1,388	92%	2,007	1,591	79%
American Indian/Alaska Native	4	4	100%	1	0	0%
Asian	667	603	90%	814	671	82%
Black/African American	56	55	98%	96	69	72%
Hispanic/Latino	199	191	96%	326	229	70%
Multi-Ethnic	156	141	90%	197	162	82%

Native Hawaiian/Other Pacific Islander	7	7	100%	8	5	63%
White	417	387	93%	565	455	81%
MLL	116	111	96%	271	179	66%
IEP	84	79	94%	173	119	69%
504	197	189	96%	277	233	84%

Number of Students Enrolled in a **Skill Center Program** (Automotive Technology, Building Industry Technology, Cisco CCNA, Cisco CCNP, Culinary Arts, Health Science Careers, CorePlus Maritime Welding) and Pass Rate

Student Groups	2023-24 Enrollment	2024-25 Enrollment	2025-26 Enrollment	% Students Enrolled in the Program Who are Taking an IRC			% Pass Rate of Students Taking an IRC		
				2023-24	2024-25	2025-26	2023-24	2024-25	2025-26
All Students	(n) 100%	241 100%	260 (100%)	96%	93%	84%	76%	70%	73%
Asian	(n) 44%	69 29%	85 (33%)	95%	93%	78%	65%	57%	62%
Black	(n) 3%	5 2%	5 (2%)	88%	80%	100%	75%	60%	80%
Hispanic	(n) 14%	50 21%	54 (21%)	100%	90%	84%	94%	76%	80%

Multi-ethnic	(n) 9%	29 12%	24 (9%)	100%	96%	63%	86%	76%	58%
White	(n) 30%	86 36%	92 (35%)	95%	95%	94%	80%	78%	84%
English Learners	(n) 9%	22 10%	22 (8%)	95%	82%	86%	87%	73%	86%
Students with Disabilities	(n) 9%	25 11%	36 (10%)	88%	88%	69%	84%	72%	81%
Low Income	(n) 24%	50 23%	63 (24%)	95%	85%	94%	81%	83%	82%