OE-14 INSTRUCTIONAL PROGRAM
Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2025-2026 - October 22, 2026

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

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

Exception:

14.3 The policy language changes over the past two years inform the district's plan to implement Advanced Placement (AP) courses at Skyline High School to provide more access for college credit starting at ninth grade. Since the monitoring cycle and policy updates are running simultaneously, we are naming an exception for last year, but anticipate being in compliance next year.

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

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

A note about the structure of this report:

Evidence for each criterion describes the district's instructional systems, programs, and practices in 2025-26. The Looking Ahead sections identify key work planned and in progress for 2026-27. Sections without a looking ahead section describe established practices that will continue as part of ongoing district operations.

Evidence:

Reporting on OE-14 provides exemplars, challenges, and works in progress related to maintaining and growing the district's instructional programs.

Strengths. The district has established a strong foundation in academic programs, with a broad selection of rigorous core and elective high school courses supported by the seven-period day, and multiple options for advanced and accelerated learning in middle and high school, including college preparatory and college credit-bearing courses and a breadth of Career and Technical Education (CTE) courses. The district has sustained a focus on inclusion and culturally responsive education for more than 10 years. The district's Multilingual Learner program continues to produce among the highest rates of growth in Washington as measured by the WIDA ACCESS language development assessment. Curriculum adoptions and course development in K-8 ELA, middle school math, secondary social studies, and support classes at all levels are central to strengthening instruction and intervention. See the Curriculum Adoption Cycle Calendar for details.

Ongoing Focus for Improvement. The district is committed to a continuous improvement cycle for the academic program. Investment in academic opportunities is described in the district's previous and current strategic plans and centers on the district's Problem of Practice (revised 2026):

> **ISD Problem of Practice:** *In our district we are not yet providing learning experiences that eliminate pervasive disproportionate differences in academic outcomes and sense of belonging for students by race, ability, language, and income.*

We believe this means that we must provide more effective core instruction, ensure our range of academic offerings align to the post-high school plans and pathways of our students, and increase broad representation in all pathways, including college readiness pathways. The district supports strategic plan priorities with interconnected, research-based approaches including the following:

- **Universal Design for Learning (UDL):** Using CAST UDL guidelines to deliver high-quality Tier 1 core instruction that promotes equitable outcomes
- **Multi-Tiered Systems of Support (MTSS):** Using American Institutes for Research (AIR) guidance to organize and create systems that promote equitable outcomes
- **Inclusionary practices:** Creating a culture and capacity where all students can access opportunities and reach their potential
- **Pathways & Durable Skills:** Ensuring program decisions are designed to provide opportunities for students to build their durable skills as described in the ISD Portrait of a Graduate and achieve their post-high school goals

To build a sustainable, effective and cohesive system, all of these components must be in place. Each component relies on and reinforces the other components.

2023-26 Strategic Plan Focus: Priority Area 2, Academic Opportunities

During the 2022-23 school year, district leaders developed a three-year strategic plan with three academic milestones. Progress data for each milestone are presented in the Results 1 and 2 monitoring reports:

- Achievement of 3rd grade reading foundational skills (AECF Research Paper)
- Successful completion of Algebra 1
- On track to graduate in 9th grade, as determined by earning all attempted credits (NCS Research)

In 2025-26, Priority Area 2 guided investments in the academic program:

- Continued implementation of UDL for Inclusive and Culturally Responsive Education strategies in all classrooms (Research Evidence) and expanded resources for the ISD Core UDL High Leverage Practices (see 14.1 and 14.4)
- Continued design, implementation, and development of academic interventions in literacy and math at each grade level (Research-based guidance: AIR, MTSS4Success)
- Examination of curriculum and assessment practices to better serve diverse students and address opportunity gaps
- Adoption of secondary social studies and middle school ELA curriculum using the Equity Framework for Curriculum Adoptions, which ensures diverse representation and culturally sustaining approaches to new curriculum
- Implementation of high school math options that increase choice and agency for students to select the pathway that best matches their goals and support needs, including targeted engagement with students and guardians in groups underrepresented in advanced math courses

Looking Ahead: During 2025-26, a new three-year strategic plan was developed to extend this work. Reporting on shifts in the strategic plan will be included in next year's OE-14 report and in the reporting on Results 1.

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

Interpretation:

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

Evidence:

1. Research Base for Curriculum, Materials, and Instructional Practice

- **Instructional frameworks:** The Danielson Framework for Teaching and CAST Universal Design for Learning Guidelines provide in-depth descriptions of research-based instructional practices for professional growth.
- **ISD Instructional Playbook:** The ISD Instructional Playbook, developed in 2025-26, describes UDL High Leverage Practices and core Spotlight Strategies (see 14.4).
- **MTSS intervention materials and approaches** are informed by the OSPI Menu of Best Practices & Strategies, the National Center on Intensive Intervention, and the i-MTSS Research Network.
- **Washington AIMS:** Washington AIMS, University of Washington Goodlad Institute for Educational Renewal.
- **Special education** specially designed instruction, instructional approaches, and supplemental materials are informed by High-Leverage Practices for Students with Disabilities and *High-Leverage Practices for Inclusive Classrooms* (Council for Exceptional Children, 2nd edition).

2. Training for Successful Implementation

Job-embedded professional development. Support staff provide coaching, modeling, and consultation to individuals and teams, and teachers observe peers' instruction followed by a structured conversation about how high leverage practices were planned and implemented. Examples include teachers on special assignment (TOSAs) supporting implementation of *Benchmark Literacy* and educational technology, and Ignite Classroom Workshops, in which teachers attend a summer institute, receive TOSA coaching, and host classroom workshops demonstrating UDL strategies that leverage instructional technology to meet diverse learning needs.

Learning Improvement Days. The state and district provided four Learning Improvement Days (three in August and one in January) for coordinated districtwide professional development:

- **August cross-district day:** Annual trainings on school safety, mental health, and inclusion of students with disabilities were re-envisioned to be more practical and purposefully aligned to inclusionary practices, UDL, and MTSS. The day also provided time for cross-district collaboration on the elementary literacy adoption and success block, secondary grading practices, post-high school pathways, and use of Colleague AI.
- **School-based coordinated professional learning:** Departments and school leaders collaborated on Equity and Courageous Conversations (engaging culturally diverse students and families and students who identify as LGBTQIA+), the Framework for Teaching, de-escalation training for supporting students during dysregulation, UDL implementation and School Improvement Plans, and the introduction and practice of data study protocols.

New course development. With each new secondary curriculum adoption, all teachers of the course engage in three years of professional development and course development (see 14.6).

School staff meetings. A significant portion of school staff meetings is used for professional learning and collaboration on assessment and data, UDL implementation, equity and culturally responsive practices, and inclusion.

Targeted professional development for job-specific purposes included:

- Safety Care certification (initial or maintenance) for de-escalation that ensures student safety at elevated moments
- LETRS (Language Essentials for Teachers of Reading and Spelling), an intensive two-course training
- Required training on intervention and data-based decision-making for MTSS
- Career and Technical Education (CTE) training
- Multilingual Learning training

Paraprofessional Foundational Course of Study (FCS). New paraprofessionals complete the FCS, which includes Youth Mental Health First Aid, CCS Book Studies, Using the Ladder of Independence, Evidence-Based Practices in Promoting Positive Student Behavior, Speaking Up/LGBTQIA+, and Special Education Subject Matter Certificate Training.

New Hire Academy. New-to-profession certificated staff receive four days of professional development in August and a monthly series of professional development and support.

Special Services and early learning professional development included:

- Professional development focused on inclusion, literacy, and the Science of Reading, including systemwide literacy training in the Science of Reading and Wilson Reading

- Continued professional development on inclusionary models beyond co-teaching, including push-in and inclusion facilitation services, with a yearlong focus connecting UDL and inclusionary practices
- Sustained professional development and support for implementation of ECE Creative Curriculum, TS GOLD, and the Pyramid Model for the district's youngest learners

Looking Ahead:

The district identified three focus areas for professional learning. These focus areas center on specific district-wide actions for implementation of our strategic priorities that involve staff at all levels.

1. PBIS: Supporting Student Belonging and Social Emotional, Behavior & Mental Health

Professional Development & Implementation Focus: **School-Wide Behavior Plan**
Clear and specific practices and guidance will support creating inclusive, supportive learning environments and proactively promote positive behavior health.

2. MTSS: Collaborative Data Teams: Data-Driven Instruction and Support Staff

Professional Development & Implementation Focus: **Data Study & Planning Cycles**
Data-based decision making by all staff, in teams, ensures instruction and intervention is aligned to specific instructional needs of students.

3. UDL: Identifying and training on tangible, actionable high-leverage instructional strategies

Professional Development & Implementation Focus: **Instructional Playbook**
Identifying and training on specific instructional strategies that evidence shows increases learning and closes learning gaps creates consistent and responsive learning opportunities for all students.

To support these focus areas, the district is increasing interdepartmental collaboration, through shared meeting structures, co-planned professional development, and engagement with building leaders to set priorities across programs, and authentic engagement with certificated staff leaders through committees, listening sessions, and surveys. These areas form the focus of school improvement planning and resource prioritization.

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

Interpretation:

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

Evidence:

1. Standards-Aligned Curriculum Adoption

Each adoption team reviews relevant research and creates selection criteria aligned to research and standards. Candidate materials are scored against those criteria, and finalist materials are field tested in classrooms before the team recommends materials for adoption. Standards for adoption include:

- Washington State Learning Standards, published by OSPI, which inform district core learning outcomes.
- Professional organization and practice standards for specific content areas, such as the C3 Framework (social studies), ACTFL (world language), and CASEL (social-emotional learning). These standards often push courses beyond state standards to reflect the most current applications of learning in the content area.

Regulation 2020 and 2020P (updated fall 2025) guide the curriculum adoption process. The Curriculum Selection page of the district website describes ongoing adoptions and provides the full ISD Curriculum Adoption Cycle Calendar.

2. Course Development Beyond the Standards

During the first three years after a new curriculum is selected, the district leads a course development phase that includes:

- Training for all teachers teaching the curriculum
- Development of Essential Learnings (goals of the course), including core cross-cutting concepts and processes and learning goals aligned to district Results and the highest-value applications of learning, which go beyond the standards to keep course goals current and relevant
- Core learning experiences that may extend beyond the standards so students learn in ways that apply to future learning and life
- Regular data study, focused on equity and gap closure, to monitor student achievement and inform course adjustments (see 14.6)

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

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

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

I interpret this to mean that students can choose and participate in classes and activities in areas of interest so that they may develop their personal passion. There will be unique programs at each learning site for high school students, and this is a strength of the district's educational offerings. *I also interpret this to mean that there are courses available as early as 9th grade to earn college credit and a consistent set of college credit-bearing courses available to all high school students, including online courses. Furthermore, at all comprehensive high schools (i.e. Issaquah, Liberty and Skyline), College in the High*

School are offered as available and for Advanced Placement (AP) courses there are consistent sequence and progressions for courses offered in mathematics and English. In addition, the history and computer science courses will be added based on the portfolio mix of other programs and course offerings.

Exception:

14.3 The policy language changes over the past two years inform the district's plan to implement Advanced Placement (AP) courses at Skyline High School to provide more access for college credit starting at ninth grade. Since the monitoring cycle and policy updates are running simultaneously, we are naming an exception for last year and anticipate being in compliance next year.

Evidence:

Related information will be presented in OE-12, 12.4: *Ensure access to student-driven opportunities to explore non-core options, especially in the areas of CTE, STEM and fine, visual and performing arts, providing career-connected learning*, including middle and high school course guide development and data on middle school electives, online learning, and high school CTE.

1. Universal Design for Learning (UDL), K-12

UDL, with integrated culturally responsive approaches, develops student talents and interests across the curriculum by:

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

2. Elementary School

Core curricula are designed for authentic exploration that fosters interest, curiosity, and student voice. Students self-select much of their independent reading and choose writing topics within a genre. In social studies, students choose specific topics within a unit, such as a culture to research or an issue to study in a government unit. In science, every unit introduces a scientist or engineer role that students "try on" as they learn and apply scientific principles.

Specialists and co-curricular activities. All elementary students participate in music, library, and physical education. Other activities may include safety patrol, choir, and student-initiated groups.

Student groups. Under Regulation 2153, Non-Curriculum Related Elementary School Student Groups, each elementary school may form up to five student-initiated groups designed around students' interests and passions. Groups this year included arts and crafts, debate and public speaking, leadership, knitting, gaming, theater, comics, and more.

Choice and Highly Capable programs. Elementary choice programs include Science Tech and Dual Language. Spring Dual Language enrollment resulted in no Spanish-speaking students and 30 non-Spanish-speaking students on the waitlist for the incoming kindergarten class; other grades have small waitlists of 1-5 Spanish-speaking students and 12-46 non-Spanish-speaking students. Students can test into the Highly Capable programs Special Approach to Gifted Education (SAGE) and Mind Education

Right Left Integration (MERLIN). Additional details on the structure and qualification process of Highly Capable programs can be found on the district website.

Looking Ahead: Planning began in 2025-26 for a fall 2027 launch of an elementary Mandarin Dual Language Program (see 14.13 for the current Dual Language program).

3. Middle School

Clubs and activities. Middle school students can join or start a club, take classes with co-curricular components (band, orchestra, theater, choir), and play a sport.

Electives. Middle school leaders use the course request process to build schedules that meet student interests (Table 1).

Table 1. Middle School Elective Enrollments by Subject, 2025-26

Predominant Subject	Beaver Lake	Cougar Mountain	Issaquah	Maywood	Pacific Cascade	Pine Lake
Academic Support	310	38	220	184	76	244
Communication Technology	162	75	35	50	150	29
Engineering Design	120	139	142	229	88	--
Fine and Performing Arts	1,303	989	1,374	1,451	1,120	1,449
Human Services	--	--	--	185	--	--
Information Technology	29	66	--	38	--	266
Manufacturing	56	--	--	--	--	423
Miscellaneous	57	19	84	228	94	179
Student Leadership	54	135	193	77	164	145
World Language	376	268	283	310	270	489
Total elective enrollments	**2,467**	**1,729**	**2,331**	**2,752**	**1,962**	**3,224**
Number of students	**707**	**570**	**725**	**842**	**607**	**875**

Note: Elective enrollments are counted by trimester (e.g., 30 students in a three-trimester class = 90). Number of students is the number of students who enrolled in classes over the course of the year. "--" indicates no enrollments in that subject.

Shifts in elective enrollment from 2024-25 to 2025-26 include:

- Beaver Lake added a Computer Science/Maker Studio class.
- Issaquah Middle School saw an increase in fine arts enrollments and a decrease in technology and world language enrollments.
- Maywood enrollments shifted from Digital Photography (Communication Technology) to mixed media art and film/video production (Fine Arts).
- Pacific Cascade saw increased Communication Technology enrollment with the addition of Digital Photography, and no longer had enrollment in a Computer Science course.
- Pine Lake and Cougar Mountain saw no major shifts.

Microschools. In 2025-26, Pine Lake and Maywood Middle Schools launched microschools grounded in interdisciplinary, project-based learning, competency-based assessment, cohort mentorship, and community-connected learning. Pine Lake had one social studies/science cohort, and Maywood had two science/language arts cohorts.

Looking Ahead: In 2026-27, each middle school will have at least one microschool cohort.

4. High School

In high school, students have more choice to pursue interests and align course selections to their personal pathway. The High School Course Guides describe the core and elective courses students may select during registration, and the seven-period day allows students to pursue coursework aligned with their passions.

Career and Technical Education. CTE gives students the chance to explore and prepare for potential careers. Exploration begins as early as 7th grade through the High School and Beyond Plan, which includes a career interest assessment that helps students identify courses connected to their interests in 8th grade and beyond. Students can go deeper through programs at each comprehensive high school and through WANIC and Running Start. Through Work Site Learning, students earn 0.5 high school CTE credit for each 180 verified hours in a job or internship connected to a CTE course; in 2025-26, three students participated and each earned 1.0 credit. More detailed information on CTE programming will be provided in the 2025-26 Operational Expectation 12 – Learning Environment report.

Opportunities to earn certifications and credentials in 2025-26 included AP/IB Computer Science, Cybersecurity, Health, Mechatronics, Metal Fabrication, Photoshop, Sports Medicine, Video Game Design with Unity and C#, Web Design, and Wood Shop, as well as Work-Ready Credentials in Culinary Arts (ServSafe Food Manager Certification) and Teaching Academy (Paraprofessional certification).

Acceleration and college credit. Students may earn high school credit in middle school in math (Algebra and Geometry), science, and world language (Spanish), and through online learning, creating space for acceleration and advanced coursework in high school. The district continues to expand college credit opportunities in high school:

- **CTE Dual Credit** courses allow students to earn high school and college credit while progressing toward industry credentials, technical certifications, and technical college degrees.
- **College in the High School** has expanded by aligning existing courses with college-credit requirements. Bellevue College is the primary partner, and credits are available at no cost and widely accepted for transfer. In 2025-26, Precalculus was converted to a College in the High School course with minimal changes to its scope and sequence.
- **Advanced Placement and International Baccalaureate** provide multiple pathways to rigorous coursework and college credit through course completion and examinations. The district offers financial assistance to students for whom exam costs present a barrier.
- **Online AP courses** through ISD Online Learning provide flexibility and access when a course is not available in a student's building or schedule.

AP Expansion. In 2025-26, Skyline launched AP Calculus AB, AP Statistics, and AP Computer Science Principles, establishing new AP pathways in mathematics and computer science, and added courses to the 2026-27 catalog, including humanities courses and options for 9th grade students. Other comprehensive high schools also expanded advanced coursework: Issaquah High School added AP Precalculus, AP Music Theory, and AP African American Studies, and Liberty High School added AP Economics.

Looking Ahead: Skyline AP Coursework In 2026-27, Skyline is running AP courses across English language arts, mathematics, computer science, and social studies, along with Precalculus College in the High School.

Table 2. Skyline High School AP and College in the High School Courses, 2026-27

Course	Grades Served
AP Human Geography	9-10
AP Computer Science Principles	9-12
Precalculus College in the High School	9-12
AP Calculus	10-12
AP Statistics	10-12
AP U.S. History	11
AP English Literature and Composition	12

With the addition of AP classes, concerns were expressed that this may take away from the strength of the IB program at Skyline. At this point, the number of IB sections has increased, from 103 sections in 2024-25 to 116 sections in the first semester of 2026-27. We will continue to monitor the impact of these changes on course scheduling going forward.

For 2027-28, AP Precalculus and AP Business Principles with Personal Finance have been identified as potential course catalog additions. The district will also continue course request access to AP Calculus BC, AP English Language and Composition, AP World History, and AP African American Studies, as Skyline builds more complete AP course progressions.

5. High School Choice Programs

WANIC. Students participated in Washington Network for Innovative Careers (WANIC) courses, with access to 17 academic-year preparatory courses and approximately 26 exploratory summer CTE courses. Academic-year courses meet three hours daily for 3.0 high school credits and conclude with college credit and/or an industry-recognized credential.

Gibson Ek. Gibson Ek High School offers a project-based learning model with twice-weekly internships with regional businesses and organizations, allowing students to explore career interests, build durable skills, and develop authentic project work with a working professional. New community partners are added each year from municipal agencies, nonprofits, small businesses, technology companies, and design firms. Since 2023, Gibson Ek has been a member of the Washington State Board of Education's Mastery-Based Learning Collaborative, which strengthens competency-based learning models and designs clear transcripts and pathways to higher education. Students may also take online AP courses that fit their schedule, including AP English Language and Composition, AP Spanish, AP Statistics, AP Calculus AB, AP Biology, AP Psychology, AP U.S. History, and AP Computer Science Principles.

Running Start. Running Start lets students earn college credit in courses of interest. Most students attend Bellevue College, with options also at Renton Technical, Green River College, Lake Washington Technical, and Central Washington University. Recent senior exit surveys indicate students enroll primarily for (1) less time in class, leaving more time for hobbies and work, and (2) college tuition savings.

New High School. In 2025-26, planning for the new high school advanced significantly, focused on an innovative instructional program that expands student access, agency, and career-connected learning. The planning team engaged students, educators, families, industry partners, and community members. Initial program development centered on Engineering and Robotics, Entrepreneurship, and Health Sciences, with additional exploration of computer science, artificial intelligence, environmental sustainability, and arts and design. The team developed a flexible full- and part-time enrollment model, explored interdisciplinary and project-based structures, and began designing learning spaces that support collaboration, mentorship, internships, and authentic community and industry connections.

Looking Ahead: Program development and community engagement will continue leading to the new high school's planned opening in fall 2027.

6. Athletics, Activities, and Transition Programming

Athletics and activities. High school students can join or start a club, take classes with co-curricular components (e.g., band, orchestra, theater, Sales and Marketing, Sports Medicine), play a sport, or connect to community service through the college and career center.

Looking Ahead: The board has expressed an interest in better understanding students' levels of participation in student activities. As a result, the 2026-29 strategic plan includes the following new metric for student well being: the percentage of students participating in extracurricular, athletic, or work based learning experiences in school or the community. We anticipate being able to provide a baseline for this metric in the Results 1 monitoring report.

Academy for Community Transition (ACT). ACT honors student agency by supporting each student's post-secondary goals, including vocational, adult-living, and economic self-sufficiency, as defined in the IEP Transition Plan and High School and Beyond Plan for students ages 18-22. Students participate in on- and off-campus internships, including Fortunato Chocolate, the Sammamish Animal Sanctuary, Holly Street's ECE campus, the Administration Mailroom and Cafe, The Garage, and Coal Creek YMCA, which aim to unlock students' strengths and passions and increase their sense of belonging in the community (see also 14.4).

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

Interpretation:

I interpret this to mean that our District utilizes Universal Design for Learning (UDL) to support the diversity and variability of all learners. Multi-Tiered Systems of Support (MTSS) provides a framework and system to support UDL. The district will provide professional development to support the implementation of MTSS and provide resources to support Tier 1 universally designed instruction for all students, as well as strategies and interventions to support Tier 2 and Tier 3 learning needs.

Evidence:

MTSS addresses the different learning styles and needs of students by ensuring the following conditions are met and continuously improved:

1. **Tier 1: Core instruction** is universally designed to support learner variability, meeting the needs of at least 80% of students across demographic and program groups.

2. **Tiers 2 and 3: Data-based intervention and individualization** processes identify student learning needs and match instruction and intervention.

Although MTSS has been an established evidence-based system for decades, Washington has only recently based state policy and guidance on it. Feedback from this phase of implementation identified three next steps:

A. Core instruction alone does not meet the instructional needs of 80% of students across all learning environments and all demographic and program groups.
B. Screening and progress monitoring systems that allow for data-based decision making are not yet fully developed and implemented across all domains.
C. Intervention and support opportunities need to be strengthened to better leverage evidence-based practices to meet student needs and close gaps.

Over the last five-plus years, district leadership has acknowledged the need to accelerate development of MTSS and charted a course toward a state-leading program. This commitment drives the district strategic plan and School Improvement Plans. Because Washington lacks established MTSS frameworks and exemplars, this is a long-term, complex process.

A. Core Instruction (Tier 1)

Strengths. The district expects every class to address the different learning styles and needs of students of various backgrounds and abilities. The Framework for Teaching (Danielson, 2022) is the district's framework for professional growth and teacher evaluation, and the CAST UDL Guidelines are the district's source of research-based instructional practice. Veteran teachers are evaluated to ensure they are at least "proficient" on the Danielson Framework for Teaching (2022) Rubrics by Washington State. The following proficient-level language is from Criterion 3: **Recognizing individual student learning needs and developing strategies to address those needs.**

- **1b: Knowing and Valuing Students:** The teacher's knowledge of students supports learning and development and enables the teacher to build upon student assets.
- **3e: Responding Flexibly to Student Needs:** The teachers' adjustments and responsiveness lead to deeper understanding for students and new learning experiences.
- **Student Growth 3.1: Establish Student Growth Goal(s):** The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential. The teacher explains how the knowledge of individual students informed the goal in specific ways. The goal addresses an essential standard for the teacher's content and grade level. The goal requires students' cognitive and emotional engagement. The teacher seeks and considers, when provided, input from students' families in developing the goal.
- **Student Growth 3.2: Achievement of Student Growth Goal(s):** The teacher provides evidence of student progress on the stated learning goal, which includes both formative and summative assessments. There is evidence of student engagement in assessment and student monitoring of their own progress. There is evidence of opportunities for students to share feedback on how they experienced the learning. The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress. The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.

District UDL implementation centers on the CAST Framework, which provides explicit strategies and guidance for meeting the different learning styles and needs of students in 3 *guidelines* divided into 9 *principles* divided into 36 *considerations*. For example, the first Guideline, *Design Multiple Means of Engagement*, includes Principle 7, *Welcoming Interests & Identities*, and Consideration 7.2, Optimize relevance, value, and authenticity, which guides teachers in making learning valuable, relevant, and meaningfully engaging. The CAST framework is integrated into course development and professional learning.

Spotlight Strategies. In response to teacher feedback, the district identified six spotlight strategies that form the foundation of proactive and responsive instruction, described in The Instructional Playbook.

Challenges. Implementation of the Framework for Teaching and the CAST UDL Guidelines is highly adaptive and contextual. Although the district is systematically reframing course designs through the curriculum adoption process, much of the daily impact depends on teachers' daily classroom decisions. Supervision, evaluation, and professional learning are designed to monitor application of the frameworks and their impact on student learning; this approach can be highly effective but is resource intensive, limiting the scale and pace of change.

Looking Ahead: To address these challenges, the following actions are in progress:

- Evaluation calibration and training for principals
- Alignment of School Improvement Planning to the UDL Guidelines
- Continuation of the Ignite UDL program to provide deeper training and establish teacher leaders in all schools
- Curriculum frameworks and teacher training centered on the UDL Guidelines for newly adopted curriculum
- Implementation of Tier 1 Data Protocols, introduced in spring 2026, so all staff collaborate to ensure core instruction meets the needs of at least 80% of students across demographic and program groups
- Piloting and further development of the Instructional Playbook through 2026-27 as staff contribute feedback and exemplars of strategies in practice

B. Data-Based Decision Making

Strengths. Schools, with district support, have significantly expanded assessment and data resources for instruction and intervention matching, including:

- i-Ready and Momentum assessment platforms accessible to teachers and leaders
- Pilots and collaboration across schools, Teaching and Learning Services, and Special Services to identify evidence-based screener and progress monitoring assessments
- Data platforms that put assessment data in the hands of teachers and leaders
- Data protocols and decision trees at all tiers of support to ensure consistent use of data in matching instruction and intervention

Challenges. Assessment and data systems are not yet complete. Some content areas and grade levels have fewer established research-based resources, and effective, consistent use of assessments and data requires time, resources, training, and experience. Fully realizing a comprehensive assessment and data system will take years of continued development.

Looking Ahead: Steps underway include:

- Collaborative groups that guide resource selection and inform training, such as the Elementary Assessment Committee, the IEA/ISD MTSS Committee, and regular meetings with specialists and teachers of secondary lab and support classes.
- Redirecting assessment and data team investment from third-party applications to customized data platforms that increase data accessibility
- Hiring key leaders with MTSS expertise and training additional leaders so cross-functional teams are aligned with research-based practices
- Regular training of school leadership teams on assessment and data protocols and data literacy

The district recognizes that as we are in a change process, we need to have effective feedback loops and training. For example, increased assessments have led to concerns from teachers of over-assessing students. The steps above are designed to address this by ensuring we streamline necessary assessments as much as possible and ensure that every assessment provides highly useful information to guide instruction.

C. Tier 2 and Tier 3 Intervention Programs

Strengths. Schools offer a range of intervention and support programs, including Title I, Part A/LAP elementary interventions; specially designed instruction; Section 504 plans; Multilingual Learning services; secondary support and lab classes; and secondary flex-time programs. These programs are reviewed and improved annually, and data indicate learning acceleration and gap-closing growth for students receiving supports (to be further explored in Results 2). Resources are allocated to schools based on need using equity-based budgeting principles. Key strengths developed through actions taken to date include:

- **Elementary interventionists:** Changes in teaming, hiring, and training interventionists that began in 2019 have significantly increased expertise in data literacy, support for core instruction teachers, and implementation of evidence-based interventions. Teams are in continuous cycles of improvement.
- **Early literacy and math screeners:** Investment in screeners and staff training shifted interventions to the science of reading sequence that accelerates early literacy. This approach has been most effective for students receiving intensive interventions; more are achieving standard, and progress data indicate most are accelerating learning even if they have not yet met standard.
- **New interventions:** New intervention materials are in practice across elementary and secondary, including elementary and middle school math intervention materials, Intensified Algebra in high schools, and middle school reading intervention classes.

Challenges. Improvement is ongoing and informed by nationally recognized frameworks such as the AIR MTSS fidelity rubric. Two challenges were identified:

- **Interventionist training:** Teachers responsible for interventions varied in training and expertise and often worked in isolation rather than in coordination with teachers of core curriculum.
- **Intervention matching:** The system lacked assessments, data systems, and decision matrices to correctly identify student needs and match interventions, and did not provide comprehensive interventions across domains and tiers. Some needs could be met in general education intervention while others could not, and when an intervention did not accelerate learning, there was not always a system for intensification.

Looking Ahead: Aligning secondary support and lab classes to evidence-based practice, integrating executive function materials, and building more consistent access to program data, especially for secondary general education lab and support classes, remain areas of focus. Ongoing work includes:

- **Secondary support and lab classes:** These classes began as school-based efforts, creating strong local ownership but highly variable programs in which teachers often selected approaches and materials on their own. Since 2022, district staff have worked with support class teachers to identify what is working, which student needs each setting addresses, and which evidence-based approaches should be applied consistently across schools (see also Section E). The district is conducting a data study on the effectiveness on secondary lab and support classes. The results will be included in the 2025-26 Results 2 monitoring report.
- **Executive function materials:** During 2024-25 and 2025-26, groups reviewed and selected executive function materials to integrate into secondary support classes to address underlying causes of learning difficulties.

D. MTSS Implementation by Level

Early learning. District preschool programs, including Early Childhood Education (ECE), the Early Childhood Education and Assistance Program (ECEAP), and Transition to Kindergarten (TK), have a guaranteed, developmentally appropriate Tier 1 curriculum: Creative Curriculum (literacy), PreK Eureka (mathematics), Handwriting Without Tears, and Pre-K Second Step (social-emotional learning). The district strengthened preschool systems through aligned enrollment and screening, TK screening and placement practices, professional development on structured teaching and Child Find, collaboration among ECE, ECEAP, and TK staff, and partnerships with community preschool providers to support kindergarten transitions.

Elementary. Block scheduling allows every student to access interventions with minimal to no loss of core instruction. 2025-26 was the second year of Benchmark Advance, a science of reading-aligned literacy curriculum. All elementary schools have a UDL focus; in 2025-26, the focus was *establishing meaningful goals and success criteria*.

Looking Ahead: Next steps include review of core math curriculum, improved progress monitoring for students receiving intervention, a focus on explicit instruction, and continued growth in addressing social-emotional learning and behavioral health.

Middle school. Middle schools implemented new math curriculum in fall 2024, with a 2025-26 focus on classroom-embedded learning supports. Teams continue to invest in inclusive behavior support programs and models for academic and behavioral health interventions, including a pilot math intervention program for 6th and 7th grade students at Issaquah Middle School.

Looking Ahead: A new science of literacy-aligned ELA curriculum, selected in 2025-26, is being implemented in 2026-27.

High school. High school teams began collaboration on lab and Guided Studies courses with Teaching and Learning Services and Special Services to integrate more evidence-based interventions and ensure these classes lead to higher performance in core classes.

Social studies material selection continued, including review of embedded academic supports.

In 2025-26, new math options allowed students to accelerate or slow down their math pathway based on interests and needs; in this transitional year, staff identified challenges in curriculum and family communication, and teachers, counselors, and district staff collaborated to address them.

Looking Ahead: Next steps include review of the transition to 9th grade ELA courses and science pathway options.

The district is developing systems to evaluate the effectiveness of lab classes and guided studies courses using both evidence of impact on associated courses, i.e. *does a lab class increase the likelihood of better achievement in the core class?,* and the use of standardized general measures of achievement, *i.e does the support class increase students' core skills and knowledge?.* Further description of this analysis and available initial results of the evaluation of lab and guided studies courses will be included in the reporting of Results 2.

Common course request process. The common course request process allows secondary leaders to build schedules that meet student demand, particularly for support classes, giving students agency to request support, receive direct instruction in executive function skills, and gain additional time and instruction in subjects where they need more help.

Online learning. The district expanded online learning from four to eight credits, giving students who find success in online learning more choice in a path that matches their needs.

Equity Frameworks. The Equity Framework for Supplemental Curriculum or Non-Adopted Materials, shared with building administrators and certificated staff, guides educators' professional judgment in selecting supplemental resources that are free from bias, promote inclusion and belonging, and respectfully portray differing racial groups, cultural traditions, religion, gender, sexual identity, and family identity. In 2023-24, the district added the Equity Framework for Curriculum Adoptions to apply a similar lens to all curricular adoptions.

E. Implementation of Special Education Services

Within the district's instructional framework, special education is not a parallel system. It is the most individualized layer of a graduated response to student need. UDL establishes the conditions for access within core instruction. MTSS provides the structure for identifying emerging need, intensifying intervention, and monitoring response. Special Services builds on these layers when the nature, intensity, duration, or method of instruction must be individualized through the IEP. In 2025-26, Special Services served an annual average of 1,933 students ages 3-22.

During 2025-26, the department focused on coherence across these layers. Grade-level access points, evidence-based intervention, specially designed instruction (SDI), IEP goals, and progress monitoring were treated as one connected instructional sequence rather than separate components. Professional learning helped educators use data to decide not only whether more support was needed, but how instruction should change and whether those changes were producing increased student outcomes.

Expanding the continuum of services. Earlier phases of this work increased neighborhood-based service options and reduced reliance on regional programs. In 2025-26, the emphasis shifted to what happens within those settings: building a differentiated range of academic, behavioral, and functional supports for students whose needs vary in kind and intensity.

- **Elementary:** Special Services and Teaching and Learning expanded literacy and mathematics intervention across all 16 schools, with Structured Teaching, Data-Based Individualization, and ongoing implementation support for special educators.
- **Secondary:** The district continued refining support courses such as study skills, Guided Studies, and Math Lab, which provide instructional time beyond the core class for executive functioning, literacy, mathematics, and organization, by clarifying their purpose, aligning them to evidence-based practice, and reducing unnecessary variation across schools (see Section C).

The result is a continuum defined less by fixed placements than by the district's capacity to vary the type, intensity, and duration of support within a coherent educational program.

Meeting complex and emerging needs. Student needs continue to grow in complexity and intensity. For some students, academic instruction cannot be separated from communication, adaptive functioning, behavioral health, emotional regulation, or related services, so these must be integrated around the learner rather than delivered in parallel. In 2025-26, inclusive behavioral support programs at the middle and high school levels emphasized reengagement, emotional regulation, and the conditions students need to participate in instruction. At the elementary level, the district introduced additional SEL and behavior curricula and intervention tools, paired with professional development. Investments in staff expertise, coaching, and implementation support are building teams' capacity to respond earlier and more effectively, without assuming that greater complexity requires greater separation from the instructional community.

Inclusive practices and access. Least Restrictive Environment remains a critical indicator of access, though the work now extends beyond it. In 2025-26, 79.3% of students receiving special education services spent at least 80% of the school day in general education, compared with 66.8% in 2022-23. The focus remains on ensuring students receive the supports needed to participate successfully and on decreasing disproportionality in special education placement.

- **Secondary math:** Students receiving special education services accounted for 89 enrollments in Algebra 2 or higher, a five-year high, including 45 enrollments across eight advanced or college-level courses, an area students had identified in listening sessions as needing greater opportunity.
- **Elementary literacy:** Expanded intervention and shared literacy professional development accompanied a 14-percentage-point increase over five years in students meeting Typical Annual Growth in i-Ready Reading.

Comprehensive programming across age ranges. Programming adapts to students' developmental demands from early learning through transition.

- **Early learning:** Expanded inclusive and blended opportunities and partnerships with general education programs. Child Outcomes Summary data showed growth in all three outcome areas.
- **Elementary and secondary:** Services emphasize intervention, access to grade-level content, executive functioning, graduation pathways, and independence.
- **Transition (ACT):** A four-year scope and sequence spans vocational, life, and academic learning. Every student participated in at least two community-based learning opportunities (see 14.3).

Looking Ahead: OE-14.4 depends on a system that accurately identifies learner need, matches it to the right instructional response, and determines when greater intensity is warranted. These conditions are not yet equally developed districtwide. Ongoing systemwide work is focused on ensuring screening and progress monitoring across domains and grade levels, and greater consistency in intervention matching and intensification; these are priorities for 2026-27. For Special Services, the next stage is precision and reliability: ensuring evidence from core instruction and intervention informs IEP decisions, and that specially designed instruction adjusts to student progress rather than functioning as a static layer of support.

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

Interpretation:

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

Evidence:

1. New and Innovative Programs

The district continues to invest in new and innovative programs guided by research and community interest. Programs from recent years with continued development in 2025-26 include:

- Middle school microschools
- Mandarin Dual Language Program (planning)
- The new high school (planning)
- New CTE programming, such as Aerospace Manufacturing at Liberty High School

Transition to Kindergarten (TK). Though no longer new, TK bears mention given decreased state support. As of fall 2025, TK expanded to five sites: Apollo, Briarwood, Clark, Discovery, and Newcastle Elementary Schools.

Portrait of a Graduate. In 2025-26, the district developed the Portrait of a Graduate, a shared vision of the skills, mindsets, and qualities all students should have at graduation. Developed with significant community voice and collaboration, it goes beyond grades and test scores to emphasize durable skills such as collaboration, communication, problem-solving, creativity, and empathy. The Portrait of a Graduate will:

- Align district goals around a common definition of success
- Ensure students build and strengthen skills through teaching and learning experiences
- Provide a skills-based framework integrated across elementary, middle, and high school
- Help students prepare for college, careers, and life
- Support and inform the next strategic plan

2. Monitoring and Evaluation

New programs are aligned to the priorities, strategies, and key metrics of the district strategic plan. The district is investing in new data systems, using Power BI to build data models and visualizations of leading and summative indicators of impact, to create more consistent and coherent program monitoring. Results for many programs are reported in Results 2. Monitoring approaches include:

- **Academic growth metrics:** The district evaluates the progress of students receiving interventions or supports using screener, progress monitoring, and benchmark assessments to determine whether interventions result in increased and accelerated growth.
- **Course outcomes:** The district has developed, and continues to improve, data resources, protocols, and apps to monitor whether new courses increase the percentage of students, across demographic groups, finding success in courses.

- **Direct student feedback:** Qualitative listening and survey data show whether students report an improved experience in new programs, such as the positive reporting from students in middle school microschools.
- **Fidelity measures:** The district uses research-based fidelity measures, such as the AIR MTSS Tier 1 Fidelity Rubrics schools use to monitor implementation of core instruction, and has developed rubrics for implementation of UDL, adopted curriculum, interventions, and systems where research-based measures are not available. Because fidelity measures are a newer practice in Issaquah schools and require training and experience, the district is growing in their use.

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

Interpretation:

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

Evidence:

In addition to the program monitoring and evaluation described in 14.5, the district maintains the following systems for consistent implementation.

1. Scope and Sequence

A Scope and Sequence, and curriculum guide is developed for each district course and maintained by Teaching and Learning Services in collaboration with school instructional leaders. Monthly meetings with teacher leaders (department leads and elementary content leads) determine when a review and revision is needed or when minor adjustments should be made in response to emerging student needs. The refined template explicitly identifies Essential Learnings (the big ideas of a course), Common Learning Experiences, and tiered supports that should be consistent across classes. To balance consistency with professional judgment, each new Scope and Sequence is designed around 145-150 days of core content, leaving up to 35 days for reinforcement, enrichment, and classroom-based intervention.

2. Course Development (Process Revised in 2023)

During the first three years of a newly adopted curriculum, all teachers of the course participate in course development meetings that include training, monitoring and adjustment of the course guide, and data review. Teachers regularly review outcome data (assessments and/or grades) to identify student strengths and needs, inform course improvements, and identify and address disproportionate outcomes, including the impact of new courses on the district Problem of Practice. In 2024-25, procedures were developed to keep principals informed of updates to new courses, including pacing revisions and the types of student work to expect during observations. In 2025-26, the district developed and piloted fidelity measures to more closely monitor implementation of new curriculum.

3. Guidance on Instructional Practice

The Core UDL Practices establish the practices that should be evident in every classroom as a baseline for culturally responsive, inclusive, and trauma-informed instruction, with ongoing professional development. The teacher evaluation system is the core of accountability for consistent instructional practice. The Framework for Teaching, which is aligned with UDL and current research on best instructional practices, describes *unsatisfactory*, *basic*, *proficient*, and *distinguished* practice. New teachers have up to three years to demonstrate *proficient* practice based on an OSPI formula, and teachers beyond three years are expected to maintain *proficient* practice. As defined by OSPI and the Collective Bargaining Agreement, evaluation includes direct observation by principals, conferencing, and use of the Framework as a scoring rubric, with specific accountability measures if a teacher is not meeting OSPI expectations.

4. Consistency Across Programs and Schools

- **Equity Framework:** The Equity Framework for Curriculum Adoptions (see 14.4) supports routine monitoring of curriculum effectiveness for all learners, with data disaggregated by race and program to ensure adopted curriculum is accessible and supports achievement equally across groups.
- **Math pathways:** New high school math pathways were developed with representatives from all three comprehensive high schools and offered at all three. Representatives, facilitated by Teaching and Learning Services, are developing new Scope and Sequences for all core and advanced math classes for the 2025-26 school year.
- **College credit expansion:** As described in 14.3, expectations for college credit-bearing courses are now set at the district level, working with each school leader to balance consistent opportunity with each school's unique student interests, course selections, and capacity.
- **Common Course Catalog:** The common course catalog for middle and high school provides uniform information on which courses are available to which grades and which courses meet core learning requirements.

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

Interpretation:

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

Evidence:

Materials selected for adoption are vetted by the adoption team and the Instructional Materials Committee (IMC) to ensure consistency with the Results. For each adoption, district leadership provides a charter describing the role of the adoption committee and the conditions the adoption must meet to align with District Results, Operational Expectations, and regulations. Current and upcoming adoptions are listed in the Curriculum Adoption Cycle Calendar. The Equity Framework for Supplemental Curriculum or Non-Adopted Materials and the Equity Framework for Curriculum Adoptions (see 14.4) also support the Board's Results policies.

Ongoing team and committee work to ensure curriculum alignment includes monthly secondary department lead meetings; Multilingual Learner and Title/LAP parent advisory meetings; and elementary professional development, curriculum, and assessment listening sessions.

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

Interpretation:

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

Evidence:

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

Requests typically begin with a question at the school level and are first addressed in a conference between the teacher and the person raising the concern. If unresolved, a school administrator meets with the person, and if requested, the superintendent's designee, typically the Executive Director of Teaching and Learning Services, meets with them. Nearly all questions are resolved through these conversations, either by addressing individual student needs or by building shared understanding of how materials are used (Table 3).

Table 3. Requests for Re-evaluation of Materials (Form 2020F3), 2021-22 to 2025-26

School Year	Submissions	Material	Resolution
2021-22	0	--	--
2022-23	2	Elementary library book	Material was altered (map revision)
		Middle school library book	Material was retained in the library
2023-24	0	--	--
2024-25	0	--	--
2025-26	0	--	--

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

Interpretation:

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

Evidence:

The district provides curriculum, web-based platforms, and subscriptions that support instruction for all students. Elementary classrooms receive class sets of materials and annual consumables. In secondary core courses, provision varies by subject and most commonly includes:

- Teacher materials for each teacher
- One class set of textbooks per classroom, so students do not have to carry textbooks to and from school
- Digital subscriptions to texts and ancillary materials for each student, when available; in most of these courses students are not automatically issued a physical textbook, but each school keeps a supply for students who request one at home
- A "stay-at-home" textbook for each student when a digital text is not available

The district maintains an inventory of adopted materials and orders annually based on enrollment projections so every classroom has the adopted materials. Canvas continues as the secondary learning management system. In 2025-26, ClassLink provided single-point access to web-based platforms and digital texts for grades 6-12, while Clever provided this access for grades K-5. Beginning in 2026-27, students in grades K-12 use ClassLink, a change made to provide K-12 consistency and increased functionality. The district also invests in common supplemental digital resources.

Materials that meet the needs of all students include large print and braille editions for students with visual impairments; Assistive Technology team support for students with disabilities who require assistive technology accommodations, including digital magnifiers for near and distance viewing and screen reader/magnification software that supports built-in Microsoft tools; and Learning Ally, licensed for all schools, which provides human-read audio text to any student with reading difficulties, with or without a documented disability. Additional assistive and accessibility technology is described in OE 14.12.

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

Interpretation:

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

Evidence:

Regulation 2020, updated fall 2025, requires a published opportunity for the community to review curriculum materials. The curriculum adoption team includes teacher representatives from schools and department support specialists. The community review period now begins when the adoption team field tests two or more finalist materials and ends at the Board vote, expanded from a 10-day window after selection, so community members can provide input before the adoption team and IMC make recommendations. The review period is announced in the district digital newsletter and posted on curriculum adoption update pages. The full process is described in District Regulation 2020P.

Near the start of each adoption, parents and teachers are surveyed about their interests to inform the process. The Instructional Materials Committee, which reviews materials and the selection process before recommendation to the Board, includes community, parent, and teacher representatives. Career and Technical Education frameworks are reviewed and approved every five years, on a rotating basis, by Pathway Advisory Committees made up of teachers in the program area, community members who

work in the field, and past and present students, ensuring CTE courses remain relevant to rapidly evolving industries.

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

Interpretation:

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

Evidence:

Each school completes a School Improvement Plan (SIP) in accordance with Washington Administrative Code 180-16-220 and District Regulation 2005. SIPs are presented annually to the Board in two to three work study sessions that allow direct discussion among Board directors, principals, and district administrators, and are available to the community on the School Improvement Plan public site.

SIPs are vertically aligned: they are driven by research on key indicators and benchmarks for student performance at the student, classroom, and school levels, and the Strategic Plan uses key indicators from the same research so measures align across classroom, school, and district. All measures are disaggregated to monitor a clearly articulated Problem of Practice that addresses perennial outcome and opportunity gaps for students with disabilities and students who identify as Black/African American or Hispanic/Latino. The district continues to refine custom data apps for SIPs, state data monitoring, and the data schools study throughout the year to proactively identify concerns and take timely action.

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

Interpretation:

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

Evidence:

1. Technology Plan and Expectations

The district's approach to technology integration, including laptop distribution, is described in OE-15 and the Educational Technology Plan. Of the plan's four goals, Goal 1 relates most closely to 14.12: *Teachers create and foster a classroom environment where ALL students can access, engage with, create, and produce using technological tools giving students ownership and agency over their own learning and the opportunity to use technology to engage with the world in meaningful ways.* Six expectations for technology integration are set and communicated to staff (learn more about each expectation):

- 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.

Allocation of educational technology is designed to promote purposeful, educationally appropriate use of technology. As such the allocations are as follows:

- Kindergarten classroom set with a 3:1 ratio. Limited access intentional as core curriculum has minimal use of technology. Carts are available for assessments and occasional activities where additional devices are needed.
- First-Second Grade classroom set with a 2:1 ratio. Limited access is intentional. Slight increase in technology usage reflect increase instruction on tech skills and opportunity to use productivity and creativity tools. Carts are available for assessments and occasional activities where additional devices are needed.
- Third-Fifth Grade classroom set with a 1:1 ratio. Students have devices on an as-needed basis. Reflect increased need for tech skills for productivity, research, and creativity. Core curriculum remains primarily analog.
- Secondary 1:1. Students are assigned a device to keep with them through the school day and to take home. Many curricula contain digital components. Students have access to many textbooks in both digital and analog form. Students use technology for learning management, productivity, research, and creativity.

Looking Ahead: Based on feedback from teachers, over the course of the 2026-27 school year, second grade classes will increase a full classroom set of laptops with a 1:1 ratio. Second grade teachers have indicated over the last several years the need for a classroom set of laptops to facilitate additional assessments that require devices. This will support more efficient use of instruction time. The district will increase guidance on the use of technology to maintain and guard appropriate levels of use of technology for this and all age groups.

2. Educational Technology Professional Learning

The IEA collective bargaining agreement requires application of technology in classrooms and the provision of optional training. Training is centered on the ISTE standards for students and teachers and the UDL Guidelines, which provide evidence-based guidance, encourage advanced uses of technology, shared leadership, and collaboration, describe advanced student use of technology for knowledge construction, design, and creative communication, and provide multiple means of culturally responsive engagement, representation, and expression. Supports include:

- Instructional Technology Specialists (TOSAs) assigned one day per week to each school for coaching and consultation, plus districtwide training and support
- Secondary Ed Tech Leads, teachers at every secondary school who provide peer leadership and consultation
- Optional trainings during the summer and school year, in person and on Teams, including the District Tech series, book studies, and curriculum implementation training

- Canvas tech modules on core tools, with accountability systems for staff to access additional compensation for completion, and a Canvas 101 course for teachers and for students and caregivers
- Ignite, which integrates technology, inclusion, and UDL through a summer institute, periodic professional development, and lab classroom workshops (see 14.1)
- Colleague AI training for all teachers, and AI Literacy in Education and the Workplace for all secondary teachers on the January non-student day

3. Technology to Reduce Barriers

The district supports, trains on, and promotes technology that reduces barriers to learning and ensures accessibility, with training integrated into district technology professional learning. Examples include:

- Microsoft 365 tools: Immersive Reader, PowerPoint Translate and Subtitles, Speech to Text, and text translation
- Learning Ally human-read audiobooks with visual cuing, and Read & Write for reading text aloud, word definitions, word prediction, spelling, and composition
- Canvas features: Mastery Paths for personalized learning, New Quizzes for greater accommodation, and sections/groups for differentiation and inclusion
- Core digital tools offering options to engage and express learning, such as Gizmos (through a partnership with the Issaquah Schools Foundation) and Canva templates for design thinking and scaffolding
- Digital curriculum assessed for accessibility tools and variability of representation, such as animations and modeling
- Adaptive assessments that identify prerequisite skill gaps and support adaptive relearning
- An AI Toolkit for teachers
- Adaptive technology staff, tools, and resources for students with exceptional needs identified in Section 504 plans and IEPs

The district is also expanding educational technology work to include responsible use of artificial intelligence and related data privacy practices, including district-supported AI tools for students and staff, professional learning on AI literacy, and continued review of vendor privacy terms. The focus is safe, developmentally appropriate use; clear expectations for staff and students; and alignment with existing data privacy requirements.

4. Strengths and Challenges

Strengths. Integration is monitored through professional development feedback, input from Educational Technology staff, and administrator observations. Usage data are often limited to activity measures such as logins and active accounts; tools such as Canvas provide basic activity data but not always feature-level information showing the depth of instructional use. Based on staff feedback and observation, strengths contributing to significant growth over the last five years include:

- Leaders and early adopters who model effective use and provide exemplars for broader training
- Consultation, modeling, and coaching from Instructional Technology Specialists embedded weekly in each school
- Broad use of 1:1 laptops and Canvas, with increased adherence to published standards and use of core and accessibility tools

- Technology integrated into curriculum adoption, increasing common use of core tools through course development
- Consistent hardware and access to learning applications across all content areas, explicitly linked to core instruction, so teachers can plan with confidence that resources will be available

Challenges. Optional professional learning tends to reach staff already seeking support, which limits how consistently new practices spread. Professional learning on accessibility tools initially focused on students with identified learning needs; with UDL, the district has shifted toward teaching all students how core accessibility tools can enhance learning while continuing targeted supports for students who would particularly benefit. This approach shows early promising signs and remains an area of ongoing focus.

Looking Ahead: Future planning will address uneven participation in optional professional learning, responsible AI implementation, data privacy expectations, and ongoing input from teachers, students, families, and community members. The district has established a Teacher Technology Advisory Committee to provide ongoing educator feedback on instructional technology needs, implementation barriers, professional learning, and emerging issues such as AI. The district is also planning teacher listening sessions and December parent listening sessions focused on AI and technology, and the creation of a broader Technology Advisory Committee of students, teachers, parents, and community members.

14.13 Assure the implementation of the Transitional Bilingual Instruction Program.

Interpretation:

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

Evidence:

1. Multilingual Learner Program Design

The Multilingual Learner (ML) program is designed around the belief that multilingualism is an asset and that students should have access to strong grade-level instruction while receiving the language-development support they need to fully engage and thrive academically. The program is aligned to the World-class Instructional Design and Assessment (WIDA) research and guidelines, and The Multilingual Learner Plan, required by the state, details the district's instructional program. Components include:

- WIDA Screener and ACCESS language proficiency assessments, administered annually, to identify students needing ML support and monitor language growth, with the intensity of support individualized based on assessments and teacher observations
- A functional approach to language development that integrates reading, writing, speaking, and listening with academic content, as described in the WIDA English Language Development Standards, delivered through Dual Language and supportive mainstream models (push-in, co-teaching, and secondary ELD classes)
- Staffing based on the number of multilingual learners in each school, changed from approximately 60:1 in 2024-25 to 50:1 in 2025-26

2. Strengths and Outcomes

Issaquah has one of the highest English language proficiency rates in the state, and students gain proficiency at a higher rate than students in almost all other districts (Table 4). ML funding is intentionally directed toward certificated ML specialists so students receive instruction from educators with specialized expertise in language development, and the percentage of dually qualified educators is above the state average, expanding the district's ability to integrate language development with high-quality content instruction.

Table 4. Multilingual Learner Enrollment and Progress, District and State

School Year	ML Students (% of District Enrollment)	District Progressing	District Proficient	State Progressing	State Proficient
2014-15	1,027 (5.3%)	Not available	Not available	Not available	Not available
2021-22	1,448 (7.3%)	51.3%	29.0%	30.9%	5.5%
2022-23	1,429 (7.3%)	59.9%	24.4%	36.6%	5.9%
2023-24	1,508 (7.7%)	62.5%	26.3%	37.7%	8.5%
2024-25	1,524 (7.9%)	59.0%	25.3%	37.6%	8.8%
2025-26	1,446 (7.7%)	62.7%	26.0%	40.28%	9.25%

Note: Progressing is the percentage of ML students who made their target progress on the state language proficiency assessment. Proficient is the percentage who met the proficiency goal to exit service.

Students are monitored for two years after exiting the program, and exited students continue to perform as well as or better than students not identified as ML on state and district assessments. In 2026, 89.1% of students two years after exiting were proficient on the ELA SBA, and 85.6% were proficient on the math SBA. Students who qualify for service for more than five years are considered long-term English learners (LTELs); in 2025-26, 18.2% of ISD ML students qualified as LTELs, compared with the state rate of 37.5%.

3. Dual Language

The Dual Language Immersion Program gives native English speakers and native Spanish speakers the opportunity to learn to read, write, and communicate effectively in English and Spanish. As an additive bilingual program, it strengthens each child's first language while the child gains a second. Program goals are:

- **Bilingualism:** high levels of thinking, listening, and speaking proficiency in English and Spanish
- **Biliteracy:** reading and writing skills and academic excellence in all subject areas, meeting or exceeding district and state standards in both languages
- **Biculturalism:** students feel empowered as multilinguals and develop positive attitudes toward their own cultures and other world cultures

At Issaquah Valley Elementary School, Dual Language serves kindergarten through fifth grade in 12 classrooms. Cohorts include multilingual learners, especially Spanish-speaking students, with priority for neighborhood school enrollment to support long-term participation. The program expanded to include a sixth grade class at Issaquah Middle School in 2025-26, and planning is underway for a Mandarin Dual Language Program (see 14.3).

4. Areas of Focus

Strong overall results do not mean every student group is experiencing the same outcomes. Outcomes for long-term multilingual learners, particularly students who have received services for five or more years, are an important area of focus. Spanish-speaking multilingual learners are not currently achieving at the same rate as some other multilingual learner groups; rather than viewing this as a student deficit, the ML team is using data to inform changes in instruction, access, programming, and support.

Looking Ahead: The ML team will sustain the practices contributing to high rates of English language proficiency while becoming increasingly precise in responding to students not yet experiencing expected growth:

- **Professional learning on long-term multilingual learners** to help educators understand these students' needs and strengths and use strategies that promote academic language development, engagement with rigorous grade-level content, and increasing independence
- **Partnership with Special Services on the Critical Data Process**, a more systematic way to examine multiple sources of student data, particularly when distinguishing language-development needs from other learning needs
- **Student-specific focus on students not meeting expected growth**: identifying who is not yet growing as expected, examining data to understand why, and determining needed instructional adjustments or supports
- **Attention to outcomes for Spanish-speaking students and long-term multilingual learners**, so strong overall proficiency outcomes are experienced more consistently across the multilingual learner population

Board acceptance: 10/22/2026