

**Issaquah School District  
Executive Limitations Monitoring Report**

**EL-12 LEARNING ENVIRONMENT  
Annual Internal – April 28, 2022**

The Superintendent shall not fail to establish and maintain a learning environment that is characterized by support and encouragement for high student achievement.

**GENERAL INTERPRETATION**

The Superintendent will establish systemic grading and homework practices, course offerings, services and stakeholder engagement that promotes informed choice in pursuit of student’s learning goals and interests; honors the input of educators, families and students; and supports equitable learning outcomes.

*Accordingly, the Superintendent may not fail to:*

- 1. Ensure that grading practices are equitable and based on a comprehensive and objective review of best practices research.
  - a. Determination of student grades should be driven by demonstration of mastery.*
  - b. Students should have multiple opportunities to demonstrate mastery.*
  - c. Grading practices should be consistent across grades and secondary departments.*
  - d. Departmental grading practices should be consistent across schools.**

**INTERPRETATION**

I interpret this to mean that ...

1. Grading practices should align to the established principles for grading, research-based best practices, and be calibrated such that similar work would result in similar grades in like courses.
  - a. Grades entered in the gradebook should be the result of work that demonstrates a student’s proficiency of the essential learnings and/or standards for the course. Grades should not directly reflect non-academic factors.
  - b. Students should have the opportunity to recover from late or below-standard work in order to demonstrate meeting standard.
  - c. Grading practices should be aligned within a school by course including the following:
    - i. Grading categories and weights should be the same.
    - ii. Volume of work within each category should be consistent.

- iii. Practices for recovery of late work and below-standard work should be consistent.
  - iv. Essential learnings should be established and consistent.
  - v. Common learning experiences should be established and consistent.
- d. Grading practices should align to the above criteria in like courses across the district.

**EVIDENCE**

*To be provided in the report monitoring the 2021-22 school year.*

*...the Superintendent may not fail to:*

2. *Ensure that homework practices are equitable and based on a comprehensive and objective review of best practices research.*
- a. *Homework practices should be consistent across grades and secondary departments.*
  - b. *Homework practices should be consistent across schools, not necessarily including elementary special programs and accelerated offerings such as AP, IB, and high school courses at middle school.*

**INTERPRETATION**

I interpret this to mean that ...

- 2. Teachers should set homework expectations aligned to research-based best practices. Homework should have an educational purpose related to course objectives. Volume of homework should be appropriate to the age of the student and the course.
  - a. Volume of work in each grading category should be consistent across each course within a school.
  - b. Volume and nature of homework should be similar across schools. Special programs and advanced courses may result in more work completed at home due to pacing, rigor, and/or depth of learning.

**EVIDENCE**

*To be provided in the report monitoring the 2021-22 school year.*

*...the Superintendent may not fail to:*

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

### **INTERPRETATION**

I interpret this to mean that district and school staff will survey families and staff on grading and homework practices including the amount of school-work students are completing at home and whether homework is supportive of learning.

### **EVIDENCE**

*To be provided in the report monitoring the 2021-22 school year.*

*...the Superintendent may not fail to:*

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

### **INTERPRETATION**

I interpret this to mean that each school will provide a variety of electives and promote student choice for interest-based course selections during course selection.

### **EVIDENCE**

*To be provided in the report monitoring the 2021-22 school year.*

*...the Superintendent may not fail to:*

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

### **INTERPRETATION**

I interpret this to mean that ISD will continue self-select of courses and pathways, providing guidance and recommendations that are supportive of student and family learning goals.

### **EVIDENCE**

*To be provided in the report monitoring the 2021-22 school year.*

*...the Superintendent may not fail to:*

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

### **INTERPRETATION**

I interpret this to mean that SEL lessons are clearly articulated for all grade levels and delivered in a manner that ensures all students receive the SEL lessons.

### **EVIDENCE**

*To be provided in the report monitoring the 2021-22 school year.*

*...the Superintendent may not fail to:*

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

### **INTERPRETATION**

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

### **EVIDENCE**

*To be provided in the report monitoring the 2021-22 school year.*

*...the Superintendent may not fail to:*

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

### **INTERPRETATION**

I interpret this to mean that students receiving special education services will have access to all course options, and be included with their peers, appropriate to their learning goals and interests as well as be provided systems of support aligned to their IEP goals.

### **EVIDENCE**

*To be provided in the report monitoring the 2021-22 school year.*

*Board Acceptance:*