

Issaquah School District
EL-12 LEARNING ENVIRONMENT

The Board believes that every student should have access to all academic and social-emotional learning supports that are necessary for them to achieve their full potential. Grading practices should be equitable and homework should meaningfully contribute to overall student learning

Executive Limitations Monitoring Report
May 23~~4~~, 2023

**The Superintendent certifies that the District is in compliance with
EL-12 without exceptions.**

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

~~I interpret this to mean that the District sustains a learning environment that supports robust and rigorous learning experiences for every student, every day, in partnership with students and their families. I further interpret this to mean that the learning environment is supported by homework and grading practices that seek to reduce inequities that exist across the district in student learning experiences. 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 grading practices reflect the learning of academic content for all students, are based on research, and are accessible to diverse learning needs and styles. I interpret this to mean that grades communicate to students and their families about their progress in learning academic content and course expectations. I further interpret this to mean that:~~

- ~~1. Students have a clear understanding of mastery and how there are different methods for how to show mastery.~~

2. Students know how to access the process and journey of learning through multiple opportunities to show mastery.
3. Students experience transparency and consistency in approach to grading across grades courses, and across schools.
- ~~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 reflect non-academic factors.~~
 - ~~b. Students should have the opportunity to recover from late or below standard work in order to demonstrate meeting or exceeding 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 teachers establish homework expectations aligned to best practices, are calibrated and consistent across grade levels and content areas, are developmentally appropriate, and are accessible to students with diverse learning needs and styles. I further

interpret this to mean that homework assignments are intentionally focused to support the learning outcomes and objectives. ...

~~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 the District and school staff make every effort to incorporate feedback from constituent groups on grading and homework practices to ensure a focus on student choice and relevance, reduce of stress for students and calibrate for consistency across schools. ~~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 choices that support students' passion and potential. ~~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~~ the District will support students and their families through dialogue and analysis of pathways and options to support student selection of courses. I further interpret this to mean that students are aware of the types of courses and remediation that support their learning needs, academic and career pathways, and the result of these choices in relation to future course opportunities and pathways. ~~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~~ Social Emotional Learning (SEL) opportunities are aligned with Washington State and CASEL (Collaborative for Academic, Social, and Emotional Learning) standards across all grade levels and content areas and are delivered in developmentally appropriate ways. ~~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 the District is continuously reviewing options and programs and partnering with families and educational staff to implement special education services and fulfill a student's individualized education plan. ~~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: