



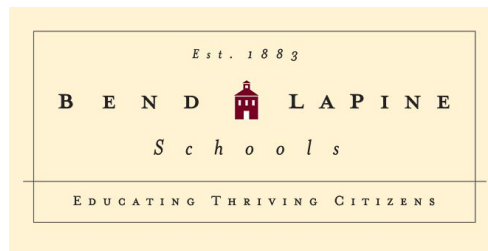
Bend-La Pine Schools School Board Work Session Meeting Agenda

May 24, 2022, - Meeting will start immediately following the Special Meeting.

Location:

Education Center, Board Room #314
520 NW Wall Street
Bend, OR 97703

1.	<u>Call to Order</u>		
	Speaker(s): Chair Barnes Dholakia		
2.	<u>Review of Agenda</u>		<u>2</u>
	Speaker(s): Chair Barnes Dholakia		
	Description: Any changes to the Agenda after posting on May 20, 2022 are shown below.		
	Attachments:		
	Agenda de la Sesión de Trabajo - BORRADOR		2
3.	<u>Reports</u>		
	A. Executive Limitation 13 (EL-13): Equity and Anti-Racism		3
	Speaker(s): Kinsey Martin, Director of Diversity, Equity, and Inclusion		
	Description: Annual report on major accomplishments and upcoming priorities.		
	Attachments:		
	Executive Summary: EL-13 2022		3
	EL-13 Equity and Anti-Racism 2022 Report		4
4.	<u>Work Session</u>		<u>9</u>
	Description: The Board will focus on key Board work and initiatives.		
	Attachments:		
	Beyond standards-based grading- Why equity must be part of grading reform.		9
	The Forgotten Element of Instructional Leadership: Grading		10
	A. Instructional Programs: Equitable Grading Practices		16
	Speaker(s): Stephen Duval, Director of College and Career Readiness		
	Attachments:		
	Presentation- Equitable Grading Practices		16
	Presentación: Prácticas Equitativas de Calificación		33
5.	<u>Board Comments</u>		
	Description: An opportunity for board members to provide comments or reflections.		
6.	<u>Adjourn</u>		
	Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for June 21, 2022.		



Las Escuelas de Bend-La Pine Agenda de la Sesión Laboral de la Mesa Directiva Mayo 24, 2022, Inmediatamente después de la junta especial

Sitio:

Centro Educativo, Sala de Juntas #314
520 NW Wall Street
Bend, OR 97703

1. Llamada al Orden

Orador(es): Presidenta Barnes Dholakia

2. Repaso de la Agenda

Orador(es): Presidenta Barnes Dholakia

Descripción: Cualquier cambio a la Agenda después de publicarse el 20 de mayo, 2022 se muestra enseguida

3. Informes

A. Limitación Ejecutiva 13 (EL-13): Equidad y Anti-Racismo

Orador(es): Kinsey Martin, Directora de Diversidad, Equidad, e Inclusión

Descripción: Informe anual de los mayores adelantos y próximas prioridades

4. Sesión Laboral

Descripción: La Mesa se centrará en el trabajo central de la Mesa y las iniciativas.

Archivos Adjuntos:

Además de calificaciones basadas en estándares- Por qué la equidad debe formar parte de la reforma de calificaciones.

El Elemento Olvidado de Liderazgo Instruccional: El Calificar

A. Programas de Instrucción: Practicas Equitativas al Calificar

Orador(es): Stephen Duval, Director de Preparación Universitaria y Profesional

5. Comentarios de la Mesa

Descripción: Una oportunidad para que los miembros de la Mesa proporcionen comentarios o reflexiones.

6. Se Levanta la Junta

Descripción: Se levanta la junta con la próxima Junta Regular de La Mesa Directiva programada para el 21 de junio de 2022.



REPORT: 2022 Compliance Report for EL-13: Equity and Anti-Racism

PRESENTED BY: Kinsey Martin; Director of Diversity, Equity, and Inclusion

EXECUTIVE SUMMARY:

Major accomplishments from 2021-2022:

- A major emphasis of the district's equity work in curriculum and instruction has been the study and adoption of more equitable grading practices. Throughout the 2021-2022 year, a team of over 30 secondary teachers and administrators researched and developed recommendations on topics such as homework, late work, standards-based grading, etc. This has already led to significant decreases in the number of students receiving failing grades, in particular students from our priority populations and who experience barriers in and outside of school.
- In the fall of 2021, the district conducted its first staff Diversity, Equity, and Inclusion survey of the identities and experiences of our employees. District leaders have reviewed the data and identified next steps for their leadership and school/department culture-building efforts. In addition, the survey responses led to the spring 2022 launch of Bend-La Pine's first Employee Resource Groups, to support our priority staff populations in networking and co-designing more inclusive workplace cultures.
- One of the highest priorities of the district has been to actively partner with our multilingual families. Increased training and software improvements have led to a significant rise in the use of translation and interpretation resources. Workshops to ensure families' understanding of their rights and culturally responsive family events have been well-attended by families and staff throughout the 2021-2022 school year.

Priorities for 2022-2023:

- Enhance collective learning for personal and professional development, by growing our cohort of Bend-La Pine participants in the *Oregon Center for Educational Equity's* workshops, as well as all building and district leadership's engagement in 30-50 hours of equity-focused school leadership with the *Center for Educational Leadership*.
- Facilitate increased community-wide opportunities for staff, students, families, and community partners to engage in transparent and productive dialogue about the district's equity stance.
- Continue teacher leadership development via the work of the LEAD Cohort, with the addition of partial-release instructional coaches who will increase classroom resources and instructional strategies to support equity-focused and anti-racist practices across all schools.
- Embed student voice consistently into curriculum audits, data reviews, professional learning, and innovation efforts, via a variety of co-design, advisory, and feedback structures.

Bend-La Pine Schools
Superintendent Monitoring Report to Board of Directors
May 24, 2022

Executive Limitation 13 – Equity and Anti-Racism

Background/Discussion

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, District staff will report to the Board regarding one group of these policies, the Executive Limitations. These reports are designed to provide the School Board with information regarding how the Superintendent is meeting the criteria established within the adopted Executive Limitations.

Executive Summary

This monitoring report provides the Board with information to evaluate the Superintendent's compliance with the directives of Executive Limitation 13-Equity and Anti-Racism.

The work of updating the district's policies and regulations has been, and will continue to be, an ongoing effort as new legislation and administrative rules are adopted, new policy guidance is issued by the Oregon School Board Association (OSBA), district practices change, and situations arise which prompt review and potential revisions. Staff will continue to rely on OSBA updates and support from legal counsel in this ongoing effort. With the transition to a policy governance model, the Superintendent and staff have established policy review and reporting systems to ensure compliance with Executive Limitation 13.

Monitoring Report

The Bend-La Pine School District values each and every student, family, and staff member and is committed to creating an equitable and anti-racist system that honors and elevates all. This requires specific actions to promote equitable opportunities, access, experiences, and outcomes in our district for historically underserved and marginalized groups, including but not limited to Black Indigenous Latinx People Of Color (BILPOC); those experiencing poverty, homelessness, or foster/kinship care; those who are LGBTQ+; those experiencing disability; and those who are linguistically diverse.

Accordingly, the Superintendent shall not fail, within each of the following areas, to:

- 1. Vision**
 - a. Hold an unwavering belief that all students can and will reach high levels of academic achievement and social-emotional well-being**
 - b. Actively articulate the systemic and institutional inequities that undermine historically underserved and marginalized students in achieving this vision**
 - c. Adopt and uphold an equity lens in decision-making**

Evidence of Compliance

Since the creation of the district's Executive Limitation 13 in 2020, the district has continued to make the vision for equitable outcomes and experiences for our students and their families central to all our work. School and district leaders worked individually to shape their own personal equity stances, which then led to the creation of a district equity stance, which is in draft form. To assist leaders and staff in ongoing review/revision of their equity stances, the

district actively promotes attendance at in-depth trainings (CFEE and Taking It Up) through Oregon's Center for Educational Equity.

At the superintendent's executive cabinet level, reflection using an equity lens is a standing agenda item in the discussion of district issues and topics.

A team of district staff, including the director of diversity, equity, and inclusion, a staff attorney, and our policy development leader from human resources, regularly creates, reviews, and revises district policies to assure they align with changing laws and best practices in issues related to systemic inequities.

- 2. Curriculum & Instruction - Adopt and support consistent implementation across classrooms, schools, and the district of:**
 - a. Curriculum that prioritizes diverse viewpoints and cultural relevance**
 - b. Anti-racist and culturally-responsive practices that put the assets of students and families at the core of instructional practices**

Evidence of Compliance

Bend-La Pine Schools' LEAD team, composed of teacher leaders from schools throughout the district, has worked for years to create resources for classroom teachers at all levels supporting effective strategies for teaching about diversity, equity, and inclusion. This includes a range of materials, from strategies for creating classrooms where difficult conversations can occur productively to anti-bias lessons appropriate for all levels, K-12.

The district has engaged in separate, specialized adoption processes to ensure that students have appropriate and effective instructional materials for subjects such as language development and Spanish-language literacy. Beyond the adoption process, teams of secondary teachers worked to create resources for book clubs studying texts across genres with diverse authors and subjects.

A major emphasis of the district's equity work in curriculum and instruction has been the study and adoption of more equitable grading practices. Throughout the 2021-22 school year, a team of over 30 secondary teacher leaders and administrators researched the topic and created recommendations for all schools on topics such as homework, late work, standards-based grading, etc.

To provide more support for secondary teachers of language development classes, as well as for secondary classroom teachers in the use of sheltered instruction practices, the ELL department added a second instructional coach.

- 3. School Culture - Adopt and support consistent implementation across classrooms, schools, and the district of proactive and positive practices that:**
 - a. Nurture healthy relationships and create just and equitable learning environments**
 - b. Are actively anti-racist**
 - c. Employ restorative justice to repair harm and transform conflict**

Evidence of Compliance

One of the district's highest priorities has been to actively engage our linguistically diverse

families. The district has dramatically improved in its use of translators and interpreters; hosted family workshops to ensure families' understanding of their rights and responsibilities at student conferences, for example; and organized culturally responsive events.

Another emphasis has been on ensuring that schools use restorative practices in their work with students, families, and staff. Administrators at all levels have received training in restorative practices, and the district has partnered with a community organization that helps provide trained facilitators to support restorative training and activities.

The district has an active bias incident reporting system. This system is constantly monitored by the director of diversity, equity, and inclusion. In addition, district and school leaders review and analyze the data.

- 4. Staffing - Promote a highly-skilled, culturally-responsive, and diverse workforce through:**
 - a. Recruitment and hiring practices that prioritize reaching workplace diversity reflective of our students and families, at a minimum, and aspirationally of our nation**
 - b. Pipeline programs across sectors focused on representation by gender and race/ethnicity**
 - c. A culture, along with systems and structures, designed to recruit, hire, and retain a diverse workforce**

Evidence of Compliance

The district began supporting existing staff in our alternative pathways program during the 2019-20 school year. The vast majority of staff members benefitting from the program have been staff of color, and over half have been Spanish-speaking staff.

The district has also created leadership positions whose job descriptions include the recruitment and retention of diverse staff. Our director of diversity, equity, and inclusion works directly with the human resources department. In collaboration, they have developed a staff survey to learn more about the experiences of our staff, disaggregated in numerous ways. They have also launched employee resource groups, hoping to create affinity spaces for under-represented staff. With the creation of a new position, director of recruitment and retention, the district plans to broaden its strategies to diversify our workforce at all levels and to create systems to increase retention.

- 5. Professional Development - Provide integrated professional development and ongoing coaching across sectors - leading, teaching, counseling, advising, coaching, and service provision - that:**
 - a. Develop and deepen awareness of personal and systemic bias and racism**
 - b. Inform, develop, and promote cultural competence**
 - c. Empower staff with the tools to interrupt systemic and historical patterns of oppression**

Evidence of Compliance

If the district expects its school and department leaders to ensure equitable experiences and outcomes for students, families, and staff, they need ongoing training. The district has expected school and department leaders to regularly attend professional learning sessions related to diversity, equity, and inclusion. Beginning in Fall, 2022, all school and district leaders in instructional departments will engage in over 30 hours of learning with the Center for Educational Leadership on *leading equitable schools*. In addition to the base training, all

principals and district instructional leaders will experience an additional 18 hours of school-based training.

In developing its plan for additional Student Investment Account (SIA) funding, the district placed a high priority on school-based professional learning, hiring additional elementary, secondary content area, and language development instructional coaches. These staff work regularly in schools supporting teacher and administrators' learning, they develop resources for staff, and they lead trainings for district staff.

The district also conducts required training for all instructional and operations leaders in Civil Rights, including Title VI and Title IX.

- 6. Co and Extra-curricular Activities - Ensure school activities, clubs, and athletics provide:**
 - a. Equitable access, regardless of economic means**
 - b. An inclusive, welcoming, and safe environment that supports dignity for all**

Evidence of Compliance

The district has provided professional learning and financial support for student clubs whose focus is the elevation of all students' experiences and outcomes. In addition, the district continues to explore barriers such as transportation to student access to extra-curricular activities. Currently, the district is limited by staff from providing even basic transportation for extra-curricular activities.

- 7. Voice - Promote a school and district culture that will:**
 - a. Recognize and value the diverse knowledge and experiences students and families bring to each classroom, school, and our system as a whole.**
 - b. Seek out and center student and family voice on an annual basis to inform, develop, and maintain a safe and inclusive environment for each and every student and family - and with a focus on our historically marginalized and underserved.**
 - c. Develop and implements strategies for effective partnerships between home, school, and the district, seeking out diverse perspectives on district initiatives, practices, and school climate.**

Evidence of Compliance

In the winter of 2021, the district began annual administration of the Youth Truth survey to middle and high school students, families K-12, and staff K-12. This data can be disaggregated in multiple ways so that schools can learn more about the experiences of their staff and students. In addition, every three years the district engages in an Excellence and Equity Review, which includes focus group sessions with students, staff, and families, especially those who have been most impacted by inequitable systems.

High schools, in particular, have begun incorporating student voice in decision-making processes, including curriculum reviews, analysis of student handbooks, and health education experiences.

- 8. Data - Collect, disaggregate, analyze, and utilize data on both outcomes and experiences in order to:**
 - a. Identify inequities in terms of access, experience, and outcomes**

- b. Develop and implement strategies and allocate resources towards eliminating those inequities and achievement gaps**
- c. Establish and sustain equity-based accountability systems across the district.**

Evidence of Compliance

As referenced above, the district conducted its first staff DEI survey in the fall of 2021. District leaders have reviewed the data to plan next steps in successfully engaging staff and supporting positive experiences in the district.

District leaders regularly study data regarding student performance on diagnostic reading assessments (elementary), grades (middle and high school), discipline referrals, and attendance, disaggregated by race, ethnicity, language development status, and IEP status.

- 9. Budget - Ensure that the annual budget specifically includes expenditures to support this work**

Evidence of Compliance

The district's budget expenditures in support of diversity, equity, and inclusion initiatives have grown each year since the 2019-20 school year. Bend-La Pine Schools made support of this work a priority in its SIA plan, committing millions of dollars to staff who would help our organization elevate the learning and experiences of our historically underserved students.



The Forgotten Element of Instructional Leadership: Grading

Thomas R. Guskey and Laura J. Link

Getting the school team coordinated on grading and reporting policies - and the purpose of grading - is too often overlooked in instructional leadership.

As a principal, Ms. Torrance takes pride in being an instructional leader. She attends conferences on high-quality instruction and reads cutting-edge books and articles on effective teaching strategies. She helps teachers design lessons grounded in learning theory that differentiate instruction based on students' individual needs and interests. She regularly observes teachers, offering detailed feedback on key aspects of effective practice. She even assists teachers in using results from classroom formative assessments to improve their teaching.

Still, serious problems are cropping up at Ms. Torrance's school: Every day she deals with new complaints from parents. One group is upset because, despite excellent performance on quizzes and assessments, their children received low report card grades due to neglected homework assignments. Another group saw their children's grades lowered when they (the parents) didn't sign the teacher's course syllabus because they didn't fully understand it. Still other parents question why advantaged students received extra credit for bringing in additional art supplies or canned food for the food drive.

Why Is Grading Neglected?

Ms. Torrance's problems arise from neglect of a critical but frequently overlooked dimension of instructional leadership: *grading and reporting*. Discussions of instructional leadership typically focus on three dimensions of teaching and learning: curriculum, instruction, and assessment (Glickman, Gordon, & Ross-Gordon, 2018). School principals assist teachers in planning what they teach, how they teach, and how they gather evidence on student learning. A fourth and equally important dimension is the way teachers evaluate that evidence and communicate the results of those evaluations to students, families, and others - grading. Instructional leaders' lack of attention to grading policies and practices - particularly how grading practices align to

curriculum, instruction, and assessment—severely limits their effectiveness in improving student learning outcomes (Cohen, Spillane, & Peurach, 2018).

To solve this problem, instructional leaders at every level must give serious attention to grading and reporting. They need to become familiar with the extensive knowledge base on effective grading (Guskey & Brookhart, 2019) and engage teachers in ongoing discussions about how to put this knowledge into practice. Most important, they must guide their teams (including teachers, counselors, instructional coordinators, and aides) in reaching consensus about the purpose of grading and help them ensure that the policies and practices they implement are consistent, meaningful, and educationally sound.

Many reasons undoubtedly account for instructional leaders' neglect of grading and reporting. Let's consider a few.

Few leaders have training on effective grading practices (Stiggins, 1999). Pre-service programs and expectations for school leaders rarely include coursework or practicum experiences that address grading policies or practices. Only recently with the emphasis on accountability in education have aspects of assessment literacy been included (Popham, 2018). For example, The National Policy Board for Educational Administration's *Professional Standards for Educational Leaders* makes no mention of how information about students' success and well-being should be communicated to parents, families, and students themselves.

Most teacher evaluation systems don't call for principals to consider grading practices. Instead, they direct principals to observe and support teachers' ability to design effective lessons, deliver engaging and differentiated instruction, and create authentic assessments that align with curriculum goals. These are all good things, and, like Ms. Torrance, principals devote a great deal of time and attention to this work through classroom observations and feedback procedures aimed at helping teachers improve. Despite this focus, however, evidence indicates that most principals still struggle to meet teacher improvement and student achievement goals (RAND, 2018).

Grading practices are deeply rooted traditions. This reason is particularly important. School leaders who propose changes in grading are challenging some of education's longest-held traditions (see Brookhart et al., 2016; Guskey, 2015). These are policies and practices most teachers and parents experienced when they were students and which they believe served them well.

Three Steps to Improvement

Despite these obstacles, instructional leaders can and must take important steps to improve grading practices. Other leaders have blazed the trail: Current research evidence from successful grading and reporting reform efforts offers sound guidance on how to proceed (Link, 2019).

Step 1. Study Effective Policies and Practices

An essential first step is research-based professional learning on effective grading policies and practices for both school leaders and all instructional staff members. As mentioned, the frequent

inconsistencies in teachers' grading practices are due largely to a lack of professional training (McMillan, 2019). Without knowledge about what is or isn't effective, the majority of teachers rely on personal recollections of how—when they were students—the educators serving them handled grading. On the basis of those experiences, they develop grading policies they hope are equitable and fair.

The vast knowledge gained from research on grading conducted over the past century can guide instructional leaders and teachers to more effective policies and practices (see Brookhart et al., 2016; Guskey & Brookhart, 2019). Developing a thorough understanding of this extensive knowledge base, however, requires research-based professional learning. When a school team or professional learning community explores the evidence gathered on effective practices, it can help resolve disagreements about what constitutes valid grading criteria, how those criteria can be appropriately applied, and how educators working in a common setting can use grades to communicate meaningful information about students' performance—leading to agreed-upon grading policies.

Instructional leaders need to be cautious, however, when selecting professional learning experiences on grading. The popularity of grading reform has led to a flood of new "experts" on the topic whose ideas may or may not be research- or evidence-based. Acting on recommendations for grading policy that have scant research behind them will result in the same disasters that have ruined many other well-intentioned grading reform efforts (St. George, 2017).

Similarly, Google searches, Facebook groups, and Twitter chats make it easy for instructional leaders to access information on various approaches to grading reform, but don't always identify credible sources of reliable evidence to guide meaningful change. Often, they simply provide a forum for sharing opinions about what might be best practice. Instructional leaders who want to locate truly trustworthy sources of information will need to take the time to examine the credibility behind recommendations (Guskey, 2018). Leaders can then proceed knowing their actions—and the actions that flow from new policies—have been tested in specific contexts and found reliable. (For a review of recent, reliable research on grading policies, see the 2019 book [*What We Know About Grading: What Works, What Doesn't, and What's Next?*](#) by Thomas Guskey and Susan Brookhart, ASCD).

Step 2. Promote Peer Collaboration

In addition to credible professional learning, instructional leaders must build the organizational supports teachers need to change their grading and reporting practices. In particular, they must establish regular, focused opportunities for peer collaboration. Teachers need time to take advantage of their collective expertise, using each other as resources to develop shared solutions to common grading problems.

Although teachers frequently interact in writing curriculum, planning lessons, and developing common assessments, they rarely have opportunities to collaborate on grading issues. As a result, grading practices tend to be idiosyncratic and highly varied, even within the same school (Brookhart, 2005). Keeping up with teachers' varying grading practices can be confusing for students and families alike. A student's math teacher, for example, may carefully grade every homework assignment, while her English teacher uses homework only to offer feedback that

doesn't include grades. Her science teacher may accept late work, but her social studies teacher reduces grades by one letter for each day an assignment is late. Her music teacher might factor class participation into grades, but her art teacher doesn't. Regular peer collaboration leads to more consistent grading practices and lessens confusion among students and families.

Instructional leaders must ensure, however, that peer collaboration focuses on practices for which there is credible supporting evidence so teachers don't collaborate to do the wrong things. Combining collaboration with knowledge from reliable research studies and evaluation reports will greatly enhance the success of grading reform efforts.

Step 3. Clarify the Purpose

Even when grading reforms are made from verifiable knowledge and collaborative decisions, practices still may be misaligned if the *purpose* of grades and grading remains unclear. To succeed with grading reform, instructional leaders must guide teachers and school teams to consensus on what they want to accomplish with grades and reporting. Once an agreed upon, schoolwide purpose is determined, changes in grading policies and practices are easier to make and put into practice. Clarifying the purpose also helps align the entire teaching and learning process, since grades communicate the combined outcome of teachers' curriculum, instruction, and assessment efforts.

Because teachers have different perspectives on grading, coming to consensus on the purpose of grading and reporting is never easy. Researchers who have asked educators about the purpose of grades (Guskey, 2015) find answers can be classified into six categories:

- To communicate information about students' achievement to families and others.
- To provide students information for self-evaluation.
- To select, identify, or group students for specific educational paths or programs.
- To provide incentives for students to learn.
- To evaluate the effectiveness of instructional programs.
- To provide evidence of students' effort or responsibility.

Although teachers typically agree that all these purposes are legitimate, they seldom agree on which is *most* important. Such disagreement often leads educators to try to address *all* these goals with a single reporting device, typically a report card. The result is they end up achieving none very well (Austin & McCann, 1992). The simple truth is that no single reporting instrument can serve all these purposes well. Some of these purposes are actually counter to others.

What Ms. Torrance Might Have Done

To see how teachers—with the guidance of a school leader—agreeing on the purpose of grades makes for greater consistency and fewer problems, consider how this might have made Ms. Torrance more effective. Imagine that after extensive discussion, the entire team at her school

had decided the primary purpose of grading is *to communicate information about students' achievement of specific learning goals to students and to families at a certain point in time*. Suppose they then committed to align their grading and reporting practices with that purpose. This commitment would mean that teachers could no longer allow nonacademic factors—like parents' signatures on syllabi or bringing in art supplies or cans of food for a food drive—to be considered in determining students' grades. Doing so wouldn't align with their agreed upon purpose.

Such a shared commitment to purpose might also have compelled Ms. Torrance's teachers to reexamine the practice of reducing students' grades for negligent behavior, such as not turning in homework, a practice many teachers were attached to. Perhaps the team would have decided that teachers could still report on students' completion of homework on the report card, but not use homework completion as a source of evidence in determining grades. With this kind of compromise, homework completion is reported, but simply not included as part of a grade that represents what students have learned and are able to do.

Clarifying the purpose of grades prompts teachers to rethink how the other dimensions of teaching and learning align to that purpose. Gogerty (2016), for example, found that when the purpose of grading becomes clear, teachers become more deliberate with their approach to student learning. They prioritize curricular standards and jointly adjust their instructional procedures to more closely align the content, format, and level of difficulty characteristic of each of their classroom assessments. Teachers also become less tolerant of peers who fail to align their teaching and learning practices to the common purpose.

Aligning the Dimensions

Instructional leadership is vitally important in efforts to improve student learning. To live up to that importance, instructional leaders cannot neglect grading policies and practices. Through facilitating research-based professional learning, peer collaboration, and clarity of purpose, leaders can ensure that grading and reporting are aligned with the other three key dimensions of teaching and learning—a strong curriculum, effective instruction, and authentic assessment practices. This will not only make school an easier place for students to navigate—it will also facilitate critical communication with parents and families that fosters family involvement, collaboration, and support.

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Equitable Grading Practices Team Presentation

A summary of our work and what's next

Introductions

Stephen DuVal – Director of College and Career Readiness

Erin Hoffman – Math, Bend Senior High School

Brandie Ross – Spanish, Mountain View High School

Adam Howell – Physical Education, R.E. Jewell Elementary

Christine Clark – French/Spanish, Sky View Middle School

Katie Lyons – Science, Cascade Middle School

Nishka Morton – Math, High Desert Middle School

Equity in Excellence

Differences in teacher policy and procedures can give different outcomes for students who do the same work or show the same proficiency

Historically and currently underserved students do not interface with schools in the same way as non-historically and currently served students do



Grade Data – MS Trimester 1/Semester 1 of students with an F by percentage

Category	18-19	19-20	20-21 (NG)	21-22
All Students	13%	14%	18%	9%
Current and Ever EL	22%	28%	36%	26%
Students of Color	19%	24%	30%	17%
Special Ed	24%	25%	26%	15%
F/R Lunch	24%	28%	32%	18%
Students who are not in a HU category	6%	6%	11%	5%



Grade Data – HS Trimester 1/Semester 1 of students with an F by percentage

Category	18-19	19-20	20-21 (NG)	21-22
All Students	12%	15%	22%	10%
Current and Ever EL	23%	32%	60%	22%
Students of Color	19%	26%	49%	18%
Special Ed	20%	26%	42%	13%
F/R Lunch	25%	31%	52%	17%
Students who are not in a HU category	5%	7%	15%	4%



Outcomes

1. Recommendation of equitable grading practices
 - a. Policy
 - b. Best Practices
2. Recommendation of professional development



Timeline

August 2021 – Team formed and initial planning

2020–21 School Year – Members pilot/implement equitable grading practices

September/October – Reviewed *Grading for Equity* and identified pillars and buckets (next slides)

November–May – Examine buckets

Late Spring 2022 – Initial recommendations to Cabinet for best practices and policy implementation

2022/2023 – Continue examining practice/recommendations for remaining buckets and begin professional development



Pillars

Accurate

“Grade[s] should include only the data that accurately represent[s] the student’s current performance” (O’Connor, Jung, Reeves, 2018).

Transparent

“[D]efining the performance standards clearly, making them available to all, and ensuring that everyone understands them are essential steps to achieving consistency in grading” (O’Connor, Wormeli, 2011).

Bias-Resistant

Grading practices should “not only counteract the biases embedded in twentieth century grading but also act as a check on those biases we each bring into the classroom” (Feldman, 2019).

Motivational

Grades should “motivate rather than demotivate students and orient students to the value of learning rather than point collecting” (Feldman, 2019).



Buckets

Homework	Standards Role in Grading
Retakes	Grading Scales
Behavior in the Gradebook	Multiple Methods of Assessment
Formative and Summative Assessment	Systems (Structures and Technology)
Calculation Methods	



Process

1. Gather a wide variety of resources and research
2. Small teams read, listen, and research
3. Teams create draft recommendations based on best practice
4. Large team provides feedback and suggestions
5. Small teams create final draft

High-leverage, evidence-based strategy	Alignment with the four “pillars”: accurate, bias-resistant, transparent, motivational	How does it help?	Difficulty of implementation: 1 (very difficult)-4 (very easy)	Potential issues/questions regarding implementation
(i.e.) Abolish “no late work” policy.	Aligns with all four pillars, especially bias-resistant and motivational.	Provides flexibility to students. Eliminates behavior penalties.	4, but requires flexibility and management from the teacher.	Need to have a cut-off date near the end of grading period. Need to coach students about problems with letting work pile up.



Homework – Erin Hoffman

Recommendations:

- Consider eliminating all together
- Practice over Homework
- Grade level and content considerations

“I was more concerned about if students completed their homework and paid little attention to their demonstrated learning or to identifying gaps in my own instruction.” - *Brandon Macrafcic, POSA focusing on Career & College Readiness and administrator at CTECH*

Homework IF assigned:

- Purposeful
- Specific
- Focused
- Ungraded
- Short



Retakes – Brandie Ross

We learn by doing

Opportunity

Intentional + thoughtful process

Structured support

“Warm demand”-- rapport + unavoidance of learning = requirement to succeed

“Let’s allow multiple chances for success on our assessments to anyone who can continue to learn and improve. And that means everyone.” –Joe Feldman



Behavior and Grades – Adam Howell

Best Practice Recommendations:

- Grades should reflect *what students know and are able to do* towards standards.
- Participation, effort, responsibility, etc. should be reported separately than the grade.
- Group work is an instructional strategy, not an assessment tool.
- Punishment for late work?

Equity in Excellence

Bias-Resistant? Motivational?

BHS Timed Mile Rubric

Boys ****Not Bend High**** Girls

Time	Grade	Points	Time	Grade	Points
Under 7:00	A	20	Under 8:00	A	20
7:01 - 8:00	B	16	8:01 - 9:00	B	16
8:01 - 9:00	C	14	9:01 -10:00	C	14
9:01 -10:00	D	12	10:01 - 11:00	D	12
10:01 - 11:00	F	10	11:01 - 12:00	F	10
11:01 - 12:00		5	12:01 - 13:00		5
Over 12:00		0	Over 13:00		0



Accurate?

Transparent?



Standards and Grades – Christine Clark

“Standards, by contrast, create a level playing field in which expectations are consistent.”

Doug Reeves in *Take Back the Standards: A Modest Proposal for a Quiet Revolution*

Recommendations:

- Content Leadership teams, with representatives from each site, will identify and align Priority Standards both horizontally and vertically.
- Priority Standards and curriculum goals will be shared with students.
- All graded assignments will be connected to Priority Standards.
- Each Priority Standard should be assessed using varied methods and students will be provided multiple opportunities to demonstrate proficiency.



Grading Scales – Katie Lyons

The 100-point scale is disproportionately weighted towards failure:

Assigning a zero for missing work is mathematical punishment and not necessarily appropriate or fair in communicating student understanding.

Traditional Grading Scale	
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Do we want “failing” scores represented on $\frac{2}{3}$ of our grading scale?



Grading Scales – Katie Lyons

“[I]f we can recognize that the 100 point scale is mathematically inappropriate and unsound, particularly when we assign a zero, we have two more accurate alternatives: Establish a grading floor, often called a “minimum grade” or change the scale itself.”

- Joe Feldman in *Grading for Equity*

Therefore, we have 2 options:

CHANGE THE GRADE SCALE: rubric scale tied to standards, focused on summative assessments

OR

MODIFY A 100-POINT SCALE: establish a grade floor of 50%*, fewer grade categories (eliminating plus and minus scores), fewer grade marks

**Plagiarism/cheating treated as a behavior: Apply restorative practices & encourage re-takes when applicable for missing/developing work.*



Classroom Example – Nishka Morton

- Student A–“I feel like we have so much practice in class and we talk so much about what we are learning, that when I get to an assessment I feel really prepared” *6th grade student.*
- Student B–“I get really anxious in other classes to always get 100% on assignments, but in your class I feel like I can make mistakes and learn and take risks”. *6th grade student*
- Student C–“It helps me focus on just the assessment, not worrying about random assignments”. *6th grade student*
- Student D–“When I see my grade it is really clear what I learned. What really is the difference between 88% and a 90%”. *6th grade student*





Presentación del equipo de prácticas de calificación equitativa

Un resumen de nuestro trabajo y lo que sigue

Presentaciones

Stephen DuVal – Director de Preparación para la Universidad y Carreras Profesionales

Erin Hoffman – Matemáticas, Escuela Bend High

Brandie Ross – Español, Escuela Mountain View High

Adam Howell – Educación Física, Primaria R.E. Jewell

Christine Clark – Francés/Español, Secundaria Sky View

Katie Lyons – Ciencias, Secundaria Cascade

Nishka Morton – Matemáticas, Secundaria High Desert

Equidad en la Excelencia

Las diferencias en la política y los procedimientos de los maestros pueden dar resultados diferentes para los estudiantes que hacen el mismo trabajo o muestran la misma competencia.

Históricamente y actualmente los estudiantes desfavorecidos no interactúan con las escuelas de la misma manera que lo hacen los estudiantes favorecidos históricamente y actualmente.



Datos de calificación – MS Trimestre 1 / Semestre 1 de estudiantes con una F por porcentaje

Categoría	18-19	19-20	20-21 (NG)	21-22
Todos los estudiantes	13%	14%	18%	9%
EL actual y siempre	22%	28%	36%	26%
Estudiantes de Color	19%	24%	30%	17%
Edición especial	24%	25%	26%	15%
F/R Almuerzo	24%	28%	32%	18%
Estudiantes que no están en una categoría HU	6%	6%	11%	5%



Datos de calificación – HS Trimestre 1/Semestre 1 de estudiantes con una F por porcentaje

Categoría	18-19	19-20	20-21 (NG)	21-22
Todos los estudiantes	12%	15%	22%	10%
EL actual y siempre	23%	32%	60%	22%
Estudiantes de Color	19%	26%	49%	18%
Edición especial	20%	26%	42%	13%
F/R Almuerzo	25%	31%	52%	17%
Estudiantes que no están en una categoría HU	5%	7%	15%	4%



Resultados

1. Recomendación de prácticas de calificaciones equitativas
 - a. Norma
 - b. Prácticas recomendadas
2. Recomendación de desarrollo profesional



Cronología

Agosto 2021 – Formación del equipo y planificación inicial

Año Escolar 2020–21 – Los miembros lanzan/implementan prácticas de calificación equitativas

Septiembre/octubre – Revisión de Calificación para la Equidad e identificación de pilares y cubos (próximas diapositivas)

Noviembre–Mayo – Examinar cubos

Finales de la primavera de 2022 – Recomendaciones iniciales al Gabinete para las mejores prácticas y la implementación de normas

2022/2023 – Continuar examinando la práctica/recomendaciones para los cubos restantes y comenzar el desarrollo profesional



Pilares

Precisos

"Las calificaciones deben incluir solo los datos que representan con precisión el desempeño actual del estudiante" (O'Connor, Jung, Reeves, 2018).

Transparentes

"Definir claramente los estándares de desempeño, ponerlos a disposición de todos y garantizar que todos los entiendan son pasos esenciales para lograr la consistencia en la calificación" (O'Connor, Wormeli, 2011).

Contra Prejuicios

Las prácticas de calificación deben "no solo contrarrestar los prejuicios incrustados en la calificación del siglo XX, sino también actuar como un control contra el prejuicio que cada uno de nosotros trae a la clase" (Feldman, 2019).

Motivacionales

Las calificaciones deben "motivar en lugar de desmotivar a los estudiantes y orientar a los estudiantes al valor del aprendizaje en lugar de la recolección de puntos" (Feldman, 2019).



Cubos

Tareas	Funciones estándares en la clasificación
Tomas	Escalas de clasificación
Comportamiento en el libro de calificaciones	Múltiples métodos de evaluación
Evaluación formativa y sumativa	Sistemas (Estructuras y Tecnología)
Métodos de cálculo	



Proceso

1. Reunir una amplia variedad de recursos e investigaciones
2. Equipos pequeños leen, escuchan e investigan
3. Los equipos crean recomendaciones iniciales basadas en las mejores prácticas
4. Un equipo grande proporciona comentarios y sugerencias
5. Equipos pequeños crean la copia final

Estrategia de gran influencia y basada en la evidencia	Concordar con los cuatro "pilares": precisos, contra prejuicio, transparentes, motivacionales	¿Cómo ayuda?	Dificultad de implementación: 1 (muy difícil)-4 (muy fácil)	Posibles situaciones/preguntas relacionadas con la implementación
(es decir) Abolir la regla de "no trabajar tarde".	Se concuerda con los cuatro pilares, especialmente los que son contra prejuicio y motivacionales.	Proporciona flexibilidad a los estudiantes. Elimina las penalizaciones por comportamiento.	4, pero requiere flexibilidad y gestión por parte del profesor.	Necesidad de tener una fecha límite cerca del final del período de calificación. Necesidad de entrenar a los estudiantes sobre los problemas por permitir que el trabajo se acumule.



Tarea – Erin Hoffman

Recomendaciones:

- Considere la posibilidad de eliminar todo por completo
- Práctica sobre la tarea
- Nivel de grado y consideraciones de contenido

"Estaba más preocupado por si los estudiantes completaron su tarea y presté poca atención a su aprendizaje demostrado o a identificar brechas en mi propia instrucción". - *Brandon Macraic, POSA con enfoque en La Preparación Universitaria y Carreras Profesionales y administrador en CTECH*

Tarea SI se asignada:

- Con un Propósito
- Específica
- Con Enfoque
- Sin Calificar
- Corta



Retomas – Brandie Ross

Aprendemos haciéndolo

Oportunidad

Proceso intencional + reflexivo

Apoyo estructurado

"Demanda cálida": relación + falta de ayuda al aprendizaje = requisito para lograr el éxito

"Permitamos múltiples oportunidades de éxito en nuestros exámenes a cualquiera que pueda continuar aprendiendo y mejorando. Y eso quiere decir a todos". –Joe Feldman



Comportamiento y calificaciones – Adam Howell

¿Contra el prejuicio? ¿Motivacional?

Recomendaciones de mejores prácticas:

- Las calificaciones deben reflejar lo que los estudiantes saben y son capaces de hacer hacia los estándares.
- La participación, el esfuerzo, la responsabilidad, etc. deben informarse por separado de la calificación.
- El trabajo en grupo es una estrategia de instrucción, no una herramienta de evaluación.
- ¿Castigo por entregar trabajo tarde?

BHS Timed Mile Rubric

Boys ****Not Bend High**** Girls

Time	Grade	Points	Time	Grade	Points
Under 7:00	A	20	Under 8:00	A	20
7:01 - 8:00	B	16	8:01 - 9:00	B	16
8:01 - 9:00	C	14	9:01 - 10:00	C	14
9:01 - 10:00	D	12	10:01 - 11:00	D	12
10:01 - 11:00	F	10	11:01 - 12:00	F	10
11:01 - 12:00		5	12:01 - 13:00		5
Over 12:00		0	Over 13:00		0



¿Precisa?

¿Transparente?

Equidad en la Excelencia



Estándares y grados – Christine Clark

“Los estándares, por el contrario, crean un campo de juego nivelado en el que las expectativas son consistentes.”

Doug Reeves en *Take Back the Standards: A Modest Proposal for a Quiet Revolution (Recuperar los estándares: una modesta propuesta para una revolución silenciosa)*

Recomendaciones:

- Equipos de liderazgo satisfechos, con representantes de cada sitio, identificarán y alinearán los estándares de prioridad tanto horizontal como verticalmente.
- Los estándares prioritarios y las metas del currículo se compartirán con los estudiantes.
- Todas las tareas calificadas estarán conectadas a los Estándares prioritarios.
- Cada Estándar de Prioridad debe evaluarse utilizando métodos variados y los estudiantes tendrán múltiples oportunidades para demostrar competencia.



Escalas de calificación – Katie Lyons

La escala de 100 puntos se inclina desproporcionadamente hacia el fracaso:

Asignar un cero por falta de trabajo es un castigo matemático y no necesariamente apropiado o justo en comunicar la comprensión del estudiante.

Escala de clasificación tradicional	
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

¿Queremos que las puntuaciones "reprobatorias" se representen en 2/3 de nuestra escala de calificación?



Escalas de calificación – Katie Lyons

“Si podemos reconocer que la escala de 100 puntos es matemáticamente inapropiada y poco sólida, particularmente cuando asignamos un cero, tenemos dos alternativas más precisas: Establecer una base de calificación, a menudo llamado “grado mínimo” o cambiar la escala en sí”.

Joe Feldman en *Grading for Equity*

Por lo tanto, tenemos 2 opciones:

CAMBIAR LA ESCALA DE CALIFICACIÓN: escala de rúbrica vinculada a los estándares, enfocada en evaluaciones sumativas

O

MODIFICAR UNA ESCALA DE 100 PUNTOS: establecer una base de calificación del 50%*, menos categorías de calificaciones (eliminando calificaciones de más y menos), menos calificaciones

** Plagio/el copiar tratado como un comportamiento: Aplicar prácticas restaurativas y animar las retomas cuando corresponda por trabajo sin entregar o en desarrollo.*



Ejemplo de clase – Nishka Morton

- Estudiante A- "Siento que tenemos tanta práctica en clase y hablamos tanto sobre lo que estamos aprendiendo, que cuando llego a un examen me siento realmente preparado" *Alumno de 6º grado.*
- Estudiante B- "Me pongo muy ansioso en otras clases por conseguir siempre el 100% en las tareas, pero en su clase siento que puedo cometer errores y aprender y tomar riesgos". *Alumno de 6º grado*
- Estudiante C- "Me ayuda a concentrarme solo en el examen, el no preocuparme por tareas adicionales". *Alumno de 6º grado*
- Estudiante D- "Al ver mi calificación queda muy claro lo que aprendí. Lo que realmente hace la diferencia entre un 88% y un 90%" *Alumno de 6º grado*

