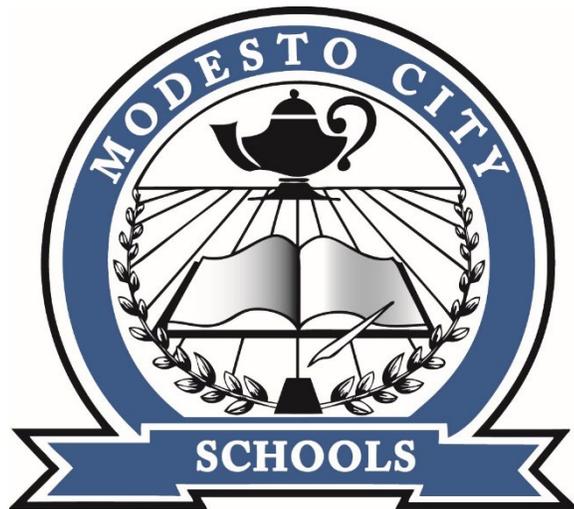


# Teacher Grading Practices for 2020-21



**Brad T. Goudeau**

Associate Superintendent  
Educational Services

**Dr. Lauren Odell**

Associate Superintendent  
Curriculum & Instruction / Professional Development

**Carson Carranza**

Student Representative to the Board

February 22, 2021

# Purpose of Presentation

- ▶ Provide the Board of Trustees with information regarding Quarter 1 and Semester 1 grades at the 7-12 grade level.
- ▶ Review of work completed in Fall of 2020 with Secondary Grading Taskforce.
- ▶ Provide student voice to the challenges of grading
- ▶ Outline both the short- and long-term plans regarding Grading practices and policies.



# District Goal Alignment

- ▶ **Goal 1**: Increase academic achievement and ensure equitable access to enable all students to attain college and career readiness.
  - ▶ *1.1 Ensure Great Instruction First Time (GIFT)*
  - ▶ *1.2 Increase students being identified as “prepared” in the college/career indicators*



# Impacts of COVID-19: 7-12 Grading

- ▶ 7-12 students started 2020-21 in Distance Learning
- ▶ Feedback and anecdotal evidence of a precipitous drop in students' academic performance.
- ▶ Quarter 1 (Q1) average student engagement rate for was **94.47%**.
- ▶ However, even with consistent attendance and engagement, **failing grades skyrocketed** during COVID-19 Distance Learning.

# MCS 7-8 Grade Data: Quarter 1

School	School Type	School Year	Term	A %	B %	C %	D %	F / Fail %
Hanshaw	7-8	2016	Q1	36.39%	22.20%	16.46%	9.76%	15.20%
		2017	Q1	36.96%	24.52%	16.50%	9.97%	12.05%
		2018	Q1	39.68%	25.51%	16.00%	10.82%	7.99%
		2019	Q1	35.99%	26.72%	18.73%	11.15%	7.41%
		2020	Q1	34.47%	18.27%	15.19%	14.54%	17.54%
La Loma	7-8	2016	Q1	42.64%	26.50%	16.48%	7.60%	6.79%
		2017-18	Q1	43.96%	25.22%	14.46%	7.66%	8.70%
		2018-19	Q1	43.33%	26.80%	14.98%	7.83%	7.06%
		2019-20	Q1	40.90%	23.18%	15.81%	10.47%	9.64%
		2020-21	Q1	33.02%	16.10%	12.53%	10.15%	28.20%
Mark Twain	7-8	2016	Q1	47.90%	20.96%	13.11%	11.53%	6.49%
		2017	Q1	47.74%	23.07%	13.74%	9.15%	6.30%
		2018	Q1	44.38%	23.95%	16.56%	9.95%	5.16%
		2019	Q1	43.54%	23.36%	14.85%	11.85%	6.40%
		2020	Q1	30.27%	16.40%	13.87%	9.99%	29.48%
Roosevelt	7-8	2016	Q1	46.65%	23.78%	16.17%	8.03%	5.37%
		2017	Q1	47.20%	25.80%	15.17%	7.22%	4.62%
		2018	Q1	50.80%	23.30%	14.12%	6.98%	4.80%
		2019	Q1	45.43%	25.24%	15.92%	8.02%	5.38%
		2020	Q1	37.59%	16.10%	12.12%	10.69%	23.51%

Grade Distribution Data (Q1 / 5-Yr Trends)

# MCS 9-12 Grade Data: Quarter 1

School	School Type	School Year	Term	A %	B %	C %	D %	F / Fail %
Beyer	9-12	2016	Q1	45.88%	26.27%	14.18%	6.92%	6.74%
		2017	Q1	47.32%	24.48%	13.90%	6.79%	7.51%
		2018	Q1	46.04%	23.56%	14.92%	7.11%	8.37%
		2019	Q1	47.62%	24.67%	13.83%	6.86%	7.02%
		2020	Q1	41.56%	19.38%	12.02%	10.22%	16.82%
Davis	9-12	2016	Q1	39.64%	21.95%	15.74%	9.66%	13.02%
		2017	Q1	41.22%	22.79%	15.12%	9.21%	11.66%
		2018	Q1	39.50%	22.54%	15.33%	9.14%	13.49%
		2019	Q1	38.98%	22.76%	15.17%	9.42%	13.67%
		2020	Q1	33.50%	15.86%	12.56%	8.96%	29.12%
Downey	9-12	2016	Q1	38.84%	24.73%	16.73%	9.47%	10.23%
		2017	Q1	38.52%	24.42%	16.44%	9.57%	11.04%
		2018	Q1	38.17%	24.95%	16.44%	8.85%	11.59%
		2019	Q1	36.02%	23.47%	16.55%	10.40%	13.56%
		2020	Q1	29.18%	15.57%	12.92%	10.34%	31.98%

Grade Distribution Data (Q1 / 5-Yr Trends)

# MCS 9-12 Grade Data: Quarter 1

School	School Type	School Year	Term	A %	B %	C %	D %	F / Fail %
Modesto	9-12	2016	Q1	44.26%	25.04%	14.48%	7.13%	9.08%
		2017	Q1	43.31%	22.70%	14.05%	8.16%	11.77%
		2018	Q1	41.35%	23.36%	14.94%	8.59%	11.76%
		2019	Q1	41.40%	21.87%	14.86%	8.52%	13.35%
		2020	Q1	32.66%	14.75%	12.47%	10.80%	29.33%
Johansen	9-12	2016	Q1	40.10%	22.89%	16.08%	9.56%	11.37%
		2017	Q1	38.67%	23.01%	16.09%	9.00%	13.23%
		2018	Q1	39.38%	23.31%	16.10%	8.46%	12.75%
		2019	Q1	39.02%	22.74%	16.40%	9.66%	12.18%
		2020	Q1	38.14%	17.84%	12.91%	11.00%	20.12%
Enochs	9-12	2016	Q1	49.20%	25.07%	13.06%	6.64%	6.03%
		2017	Q1	46.61%	25.56%	14.81%	6.66%	6.37%
		2018	Q1	47.62%	24.80%	14.77%	6.83%	5.98%
		2019	Q1	50.83%	24.51%	12.97%	5.70%	5.99%
		2020	Q1	46.77%	20.23%	11.11%	7.05%	14.84%
Gregori	9-12	2016	Q1	50.17%	25.12%	14.12%	6.36%	4.23%
		2017	Q1	49.57%	24.94%	13.33%	6.28%	5.88%
		2018	Q1	51.45%	25.18%	12.68%	5.54%	5.14%
		2019	Q1	49.11%	25.70%	13.44%	5.87%	5.88%
		2020	Q1	43.80%	19.08%	12.53%	8.31%	16.28%

Grade Distribution Data (Q1 / 5-Yr Trends)

# MCS 9-12 Grade Data: Quarter 1

School	School Type	School Year	Term	A %	B %	C %	D %	F / Fail %
Elliott Alter	9-12	2016	Q1	30.77%	29.37%	25.17%	11.89%	2.80%
		2017	Q1	29.67%	37.40%	20.33%	4.07%	8.54%
		2018	Q1	35.77%	31.30%	13.01%	12.20%	7.72%
		2019	Q1	30.77%	29.59%	28.40%	5.92%	5.33%
		2020	Q1	22.58%	34.68%	19.35%	10.48%	12.90%
Elliott Cont	9-12	2016	Q1	31.20%	28.76%	22.29%	12.58%	5.18%
		2017	Q1	36.22%	24.14%	20.45%	12.32%	6.87%
		2018	Q1	33.47%	27.15%	18.95%	10.01%	10.42%
		2019	Q1	29.97%	24.02%	19.51%	13.56%	12.94%
		2020	Q1	26.41%	21.32%	18.82%	19.31%	14.14%

Grade Distribution Data (Q1 / 5-Yr Trends)

# Secondary Grading Taskforce

## Our Purpose

The taskforce reviewed best practices currently in use at sites, and possible options to support students in earning passing grades.

## Two topics and recommendations explored:

1. Grading Ideas
2. Engagement Ideas

## Meeting Dates

- 11/17
- 11/23
- 12/1

# Secondary Grading Taskforce Members

- ▶ Dr. Christi Allan
- ▶ Jennifer Beard
- ▶ Joshua Berbena
- ▶ Gretchen Boore
- ▶ Lindsay Bryan
- ▶ Niles Carlin
- ▶ Ulices Chavez
- ▶ Kailey Coulter
- ▶ Jon Delfatti
- ▶ Cassandra Delgado
- ▶ Marissa Donahue
- ▶ Kim Durham
- ▶ Johanna Elms
- ▶ Mary Jeannette Fong
- ▶ Heather Friedberg
- ▶ Sue Gleaves
- ▶ Mark Gonzales
- ▶ Julia Greene
- ▶ Devonne Greenhalgh
- ▶ Julie Gwynn
- ▶ Brad Hart
- ▶ Chris Gayden
- ▶ Rachel Howenstine
- ▶ Kyle Joslin
- ▶ Derek Krueger
- ▶ Sean Lish
- ▶ Lucia Luis
- ▶ Steven Martinez
- ▶ Michele McDonough
- ▶ Melody McGill
- ▶ Melissa Mchale
- ▶ Nancy Meier
- ▶ Joseph Mesa
- ▶ Joe Michelena
- ▶ Danee Miller
- ▶ Jennifer Moreno
- ▶ Scott Neeley
- ▶ Dr. William Nelson
- ▶ Chad Neslen
- ▶ Kim Newton
- ▶ Dr. Lauren Odell
- ▶ Callie O'keeffe - Wingfield
- ▶ Shannda Ortiz
- ▶ Brooke Plaa
- ▶ Brandon Price
- ▶ Sharon Reeve
- ▶ Mike Rich
- ▶ Jose Rios
- ▶ Kimberly Roderick
- ▶ Priscilla Jordan Rodgers-Giberson
- ▶ Robin Rodrigues
- ▶ Kristy Schow
- ▶ Liana Scotto
- ▶ Aimee Shepherd - Matlock
- ▶ Stacey Silva
- ▶ Matthew Soderlund
- ▶ Priscilla Solorio
- ▶ Brandi Speed
- ▶ Jessica Valerio
- ▶ Rosa Vargas - Torres
- ▶ Dr. Janeen Zambo
- ▶ Brett Wagner

# Secondary Grading Taskforce

## Articles:

**The Case Against the Zero**

Douglas B. Reeves

**Do No-Zero Policies Help or Hurt Students?**

Emelina Minero

**The Implications of Grading Without Zeros**

Sheldon Soper

## Book:

**Rethinking Grading**

Cathy Vatterott

# Summary by Content Area

Math	Science	ELA
<ul style="list-style-type: none"><li>● Standards based grading;</li><li>● Weighted grading</li><li>● Accepting late work within unit, or any time</li><li>● Make up tests, multiple opps to take</li><li>● Shortening assignments*</li><li>● 12 point system 88-100 etc.</li><li>● 52% is the F</li><li>● Tutoring</li></ul>	<ul style="list-style-type: none"><li>● Focus group of students/parents</li><li>● Verbalize- “do something!” you’ll get credit</li><li>● Work done concurrently with the instruction</li><li>● Case by case considerations with a student</li><li>● Relationship building</li></ul>	<ul style="list-style-type: none"><li>● Group projects- clear expectations and rubrics</li><li>● Build relationships -peer to peer</li><li>● Tech tools like docs/synchronous</li><li>● Fewer assignments, more focused/ standards based</li><li>● SEL- personal contact</li><li>● Positively acknowledging students</li><li>● Growth mindset/TED talks</li></ul>

# Summary by Content Area

H/SS	Sped & VAPA
<ul style="list-style-type: none"><li>● Consideration for late work</li><li>● No late work penalties</li><li>● Essential assignments identified</li><li>● Tech tools to help organize those signature assignments</li><li>● Adjust grade scale</li><li>● Minimum competencies for a course- alongside mastery demonstration</li><li>● Formative assessment to determine student progress</li></ul>	<ul style="list-style-type: none"><li>● Google form to teachers</li><li>● Change of pacing lessons- engaging tech, activities</li><li>● Projects in stages with determined check ins</li><li>● Formative assessments content and participation</li><li>● Multiple small assessments</li><li>● Summative assessments with self-peer grading</li><li>● Focus on standards and process - perhaps not achieve same level as in person</li><li>● Grading structure</li><li>● Random checks</li><li>● Reduce homework</li></ul>

# MCS 7-8 Grade Data: Semester 1

School	School Year	Term	A %	B %	C %	D %	F %	D/F %	Term	D/F Student Rate All
Hanshaw	2017-18	Q2 & S1	29.56%	26.31%	20.20%	14.00%	9.59%	23.59%	S1 only	51.75%
	2018-19	Q2 & S1	35.05%	24.69%	18.60%	13.58%	8.02%	21.60%	S1 only	49.24%
	2019-20	Q2 & S1	31.48%	25.26%	21.72%	15.83%	5.69%	21.52%	S1 only	53.44%
	2020-21	Q2 & S1	36.37%	18.82%	18.06%	16.39%	9.05%	25.44%	S1 only	47.93%
La Loma	2017-18	Q2 & S1	38.78%	28.41%	18.47%	9.56%	4.77%	14.33%	S1 only	40.23%
	2018-19	Q2 & S1	40.20%	26.50%	15.74%	9.94%	7.62%	17.56%	S1 only	40.36%
	2019-20	Q2 & S1	36.60%	22.39%	17.97%	12.36%	10.38%	22.74%	S1 only	52.35%
	2020-21	Q2 & S1	31.40%	17.06%	15.53%	16.45%	19.45%	35.90%	S1 only	62.68%
Mark Twain	2017-18	Q2 & S1	43.21%	25.49%	15.95%	10.90%	4.20%	15.10%	S1 only	48.85%
	2018-19	Q2 & S1	41.58%	24.13%	18.75%	10.92%	4.60%	15.52%	S1 only	46.39%
	2019-20	Q2 & S1	40.01%	24.58%	17.34%	13.67%	4.39%	18.06%	S1 only	57.18%
	2020-21	Q2 & S1	30.26%	14.46%	16.55%	15.41%	21.41%	36.82%	S1 only	68.37%
Roosevelt	2017-18	Q2 & S1	44.29%	26.63%	16.66%	8.57%	3.85%	12.42%	S1 only	33.13%
	2018-19	Q2 & S1	45.93%	24.36%	15.55%	8.89%	5.21%	14.10%	S1 only	35.36%
	2019-20	Q2 & S1	40.82%	24.74%	18.72%	10.47%	4.90%	15.37%	S1 only	38.23%
	2020-21	Q2 & S1	35.58%	17.00%	12.78%	13.22%	19.68%	32.90%	S1 only	56.88%

Grade Distribution Data (S1 / 4-Yr Trends)

# MCS 9-12 Grade Data: Semester 1

School	School Year	Term	A %	B %	C %	D %	F %	D/F %	Term	D/F Student Rate All
Beyer	2017-18	Q2 & S1	41.79%	25.95%	16.31%	8.36%	6.02%	14.38%	S1 only	38.11%
	2018-19	Q2 & S1	41.98%	23.64%	16.90%	8.94%	7.25%	16.19%	S1 only	39.47%
	2019-20	Q2 & S1	41.63%	25.41%	16.72%	8.13%	6.72%	14.85%	S1 only	38.81%
	2020-21	Q2 & S1	42.49%	19.40%	14.36%	10.40%	11.69%	22.09%	S1 only	41.45%
Davis	2017-18	Q2 & S1	36.22%	24.44%	18.05%	10.84%	9.22%	20.06%	S1 only	44.03%
	2018-19	Q2 & S1	34.44%	24.07%	18.13%	11.77%	10.43%	22.20%	S1 only	49.19%
	2019-20	Q2 & S1	35.02%	24.01%	17.29%	11.59%	11.04%	22.63%	S1 only	48.30%
	2020-21	Q2 & S1	33.05%	16.15%	13.96%	12.18%	22.92%	35.10%	S1 only	58.78%
Downey	2017-18	Q2 & S1	32.24%	25.56%	18.72%	11.80%	10.97%	22.77%	S1 only	50.68%
	2018-19	Q2 & S1	33.30%	25.52%	19.26%	10.94%	10.32%	21.26%	S1 only	49.17%
	2019-20	Q2 & S1	31.75%	24.68%	18.45%	12.02%	12.09%	24.11%	S1 only	51.68%
	2020-21	Q2 & S1	32.09%	16.43%	13.62%	12.83%	23.64%	36.47%	S1 only	58.64%

Grade Distribution Data (S1 / 4-Yr Trends)

# MCS 9-12 Grade Data: Semester 1

School	School Year	Term	A %	B %	C %	D %	F %	D/F %	Term	D/F Student Rate All
Enochs	2017-18	Q2 & S1	42.82%	25.87%	16.95%	7.58%	5.74%	13.32%	S1 only	35.29%
	2018-19	Q2 & S1	43.79%	25.96%	16.31%	7.54%	5.40%	12.94%	S1 only	35.46%
	2019-20	Q2 & S1	45.80%	25.64%	15.73%	6.84%	5.21%	12.05%	S1 only	32.08%
	2020-21	Q2 & S1	46.89%	19.39%	12.07%	7.86%	12.84%	20.70%	S1 only	36.95%
Gregori	2017-18	Q2 & S1	42.75%	27.51%	15.88%	7.46%	4.85%	12.31%	S1 only	34.66%
	2018-19	Q2 & S1	44.19%	27.12%	16.05%	6.87%	4.69%	11.56%	S1 only	33.17%
	2019-20	Q2 & S1	44.05%	26.54%	16.19%	6.89%	5.02%	11.91%	S1 only	31.79%
	2020-21	Q2 & S1	43.81%	20.04%	13.79%	9.44%	11.89%	21.33%	S1 only	41.47%
Johansen	2017-18	Q2 & S1	33.45%	22.82%	18.68%	12.07%	11.61%	23.68%	S1 only	52.60%
	2018-19	Q2 & S1	34.90%	23.99%	18.03%	10.95%	10.57%	21.52%	S1 only	50.68%
	2019-20	Q2 & S1	34.30%	22.26%	18.28%	11.68%	11.47%	23.15%	S1 only	53.47%
	2020-21	Q2 & S1	32.03%	17.46%	14.24%	13.03%	20.16%	33.19%	S1 only	56.68%
Modesto	2017-18	Q2 & S1	37.04%	23.51%	17.02%	10.51%	10.63%	21.14%	S1 only	51.64%
	2018-19	Q2 & S1	36.96%	23.98%	17.58%	10.17%	10.32%	20.49%	S1 only	50.55%
	2019-20	Q2 & S1	36.96%	23.46%	16.59%	9.67%	11.89%	21.56%	S1 only	51.38%
	2020-21	Q2 & S1	32.75%	15.46%	13.32%	13.97%	21.89%	35.86%	S1 only	63.74%

Grade Distribution Data (S1 / 4-Yr Trends)

# MCS 9-12 Grade Data: Semester 1

School	School Year	Term	A %	B %	C %	D %	F %	D/F %	Term	D/F Student Rate All
<b>Elliott Alt. &amp; Cont.</b>	2017-18	Q1,Q2, S1	26.03%	20.48%	16.78%	11.25%	2.63%	13.88%	S1 only	N/A
	2018-19	Q1,Q2, S1	24.81%	20.78%	15.40%	9.78%	9.16%	18.94%	S1 only	N/A
	2019-20	Q1,Q2, S1	21.22%	19.95%	16.31%	10.77%	11.42%	22.19%	S1 only	N/A
	2020-21	Q1,Q2, S1	17.54%	18.60%	15.67%	16.02%	6.53%	22.55%	S1 only	N/A

Grade Distribution Data (S1 / 4-Yr Trends)

# MCS 7-12 Grade Data Q1 v S1

School	School Year	Quarter 1 F %	Semester 1 F %	Difference +/-
Hanshaw	2020-21	17.54%	9.05%	-8.49%
La Loma	2020-21	28.20%	19.45%	-8.75%
Mark	2020-21	29.48%	21.41%	-8.07%
Roosevelt	2020-21	23.51%	19.68%	-3.83%
School	School Year	Quarter 1 F %	Semester 1 F %	Difference +/-
Beyer	2020-21	16.82%	11.69%	-5.13%
Davis	2020-21	29.12%	22.92%	-6.20%
Downey	2020-21	31.98%	23.64%	-8.34%
Enochs	2020-21	14.84%	12.84%	-2.00%
Gregori	2020-21	16.28%	11.89%	-4.39%
Johansen	2020-21	20.12%	20.16%	0.04%
Modesto	2020-21	29.33%	21.89%	-7.44%
Elliott	2020-21	12.90%	6.53%	-6.37%

Grade Distribution Data (S1 / 4-Yr Trends)

# Student Voice: Carson Carranza

## Student Representative to the Board

### ► Recommended grading procedure:

- Assign a 50% for missing assignments instead of a zero.
- Students still receive an “F” for the class if there is no engagement.
- Students with a failing grade will be motivated to aim for passing grade when the base level is 50% instead of a zero.



# Student Voice: Inter-High Council

## ► Inter-High Council student feedback:

- This policy will greatly benefit students who realize at the quarter, for example, that they want to raise their raise to a passing mark.
- Distance Learning has hampered learning in some way for all students. This grading procedure will help students pass their classes despite new circumstances.
- The policy will receive a positive response among staff because it is a recommendation. If any teacher is vehemently opposed, they can choose not to implement it in their class.



# Next Steps - Short Term

- ▶ Secondary Grading Task Force strategies - continue
- ▶ Expanded “Intersession” opportunities: Spring Break and Summer, as well as traditional summer school
- ▶ G230 teachers at every high school
- ▶ Increasing student support (i.e., tutoring)
- ▶ Examine grade data impact on Class of 2021 graduation requirements



# Next Steps - Long Term

- ▶ Grade Equity Task Force to address site and student group grade data
- ▶ Identify grading policy recommendations for the Board



# Questions?

