

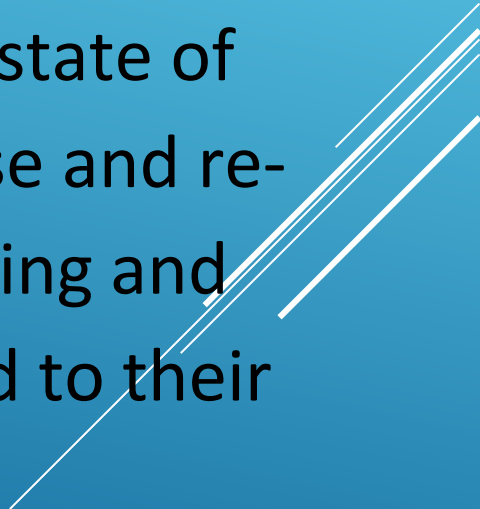


# **SRG UPDATE**

**CPS Board of Education**  
**October 20, 2022**

# WHAT IS STANDARDS REFERENCED?

Standards Referenced Grading gives students specific **feedback** about their learning, based on the standards we are expected to teach by the state of Missouri. Students have the chance to revise and re-learn, then are re-assessed. Students' learning and achievement is clearly reported by standard to their families.

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# THE WHY

**Fair:** The same work, by the same student, should receive the same grade, even if the teacher is different.

**Accurate:** Grades are based on achievement, not behavior and attendance.

**Specific:** Grading policies should be so clear that students should be able to tell teachers what grade they have earned even before the teacher calculates it.

**Timely:** Feedback to students is so timely that students can actually use that feedback, right away, to improve their performance on tests and assignments.

# THE WHY

Standards Referenced Grading is much more **specific communication** regarding a scholar's learning.

Scholars and families will know the **specifics** of what a student needs to do to improve on.

Scholars will be **measured for what they know at the end** instead of what they know at the beginning or middle of a unit.

# THE CPS JOURNEY

## 2016-2017

- Coordinators attended SRG training at Marzano Institute and took part in webinars
- Proficiency Scale development begins
- Educate stakeholders on essential vocabulary and SRG practices
- Administrator training by Marzano Research

## 2017-2018

- Continued partnership with Marzano Research to provide district training and guidance
- Administrative Teams and Elementary Team training
- Continued development of proficiency scales
- Tour of Secondary Buildings to discuss SRG implementation Why and Timelines with teachers

- 2018-2019

- Continued partnership with Marzano Research to provide district training and guidance
- Elementary professional development and scale development continues
- Training of Middle School Teacher Teams
- Training of High School Leadership teams and development of next steps timeline
- Development of middle school proficiency scales
- Parent Focus Group

## 2019-2020

- Continued partnership with Marzano Research to provide district training and guidance
- Parent Community University session
- Success Ready launch at Elementary
- Jan Hoegh provided keynote to all ALL Secondary Teachers had keynote on SRG transition
- Began development of middle school Success Ready Scales

## 2020-2021

- Development of the Secondary Bridge Handbook

# THE CPS JOURNEY

## 2021-2022

- Continued partnership with Marzano research to provide district training and guidance
- Elementary critical concepts will be represented on the progress report
- Development of a bridge document for secondary implementation
- Middle School will begin to plan and assess through a standards referenced lens
- Success Ready launched at the middle level
- High School continues scale development and professional learning

## 2022 - 2023

- Continued partnership with Marzano research to provide district training and guidance
- Elementary critical concepts will be represented on the progress report and be scored from a 1-4 scale
- Revision of secondary bridge document for secondary implementation
- Middle School will plan and assess through a standards referenced lens
- High School continues scale development and professional learning
- Re-launch of Parent Community University with a standards referenced learning focus

**WHERE WE ARE NOW...**



# THE PATH TO STANDARDS

The Missouri Learning Standards define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. These expectations are aligned to the Show-Me Standards, which define what all Missouri high school graduates should know and be able to do.

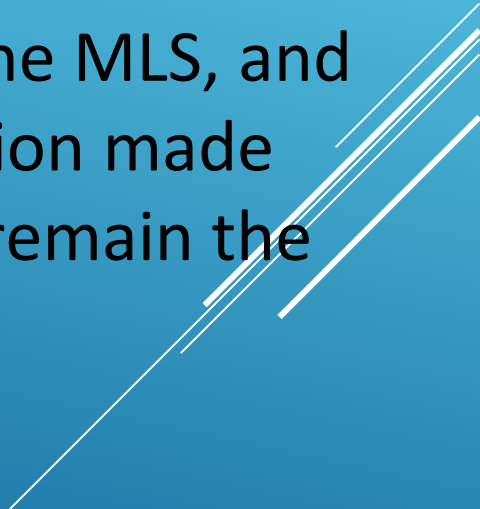
In **January 1996**, Missouri adopted the Show-Me Standards Grade-level expectations (GLEs) were then developed to provide grade by grade targets for instruction for teachers.

The latest iteration of expectations aligned with the **Show-Me Standards** are called the Missouri Learning Standards. The Missouri Learning Standards help ensure students learn basic and higher-order skills, including problem solving and critical thinking. The standards are relevant to the real world and reflect the knowledge and skills students need to achieve their goals. The Missouri Learning Standards give school administrators, teachers, parents and students a **road map** for learning expectations in each grade and course.



# MISSOURI LEARNING STANDARDS

CPS supports the Missouri Learning Standards (MLS), as well as allow them to govern and steer our instruction in classrooms. Because of our commitment to the MLS, and the expectation that the CPS Board of Education made clear in the 2016-2017 school year. The MLS remain the foundation of our curriculum and instruction.

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# GRADING PRACTICES

- A consistent 4-point grading scale is used
- Academic achievement is reported separately from behaviors
- Scores are based on a body of evidence
- Achievement is organized and reported by (Critical Concept) learning topic. In secondary schools, critical concept (topic scores) are converted to a grade at semester's end.
- Students have multiple opportunities to demonstrate proficiency.
- Accommodations and modifications for exceptional learners

## **Elementary**

- Refine scales and assessments
- Grade card that reports out 1-4 scale with critical concepts
- Continue professional learning on instructional and assessment practices

## **Middle**

- Refine scales
- Continue assessment development
- Building levels meeting with Marzano Research Associates
- Continue professional learning on instructional and assessment practices

## **High**

- Scale and assessment development
- Fall meetings with Jan Hoegh for Practical Arts, Fine Arts, and CACC
- Spring building level meeting with Jan Hoegh with PLCs
- Professional learning on instructional and assessment practices



**Secondary Schools are in a bridge period now; we have to “merge” SRG with the old system of percentages.**

**WHERE WE ARE GOING...**



# MOVE TO INFINITE CAMPUS

- eSchool will no longer be our Student Information Service
  - This will allow us to describe grades with more flexibility than eSchool
  - Infinite Campus supports standards reporting
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- A series of three parallel white diagonal lines extending from the bottom right towards the top right of the slide.

# COMPETENCY-BASED LEARNING

The state of Missouri is considering prioritizing Competency-Based Learning for MO schools. Our work with SRG will certainly reinforce this focus on academic expectation clarity, competency-based standards, and the fact that we use multiple assessments and multiple ways to assess.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                       |                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------|--------------------------------------------------------------------------------------|
| <b>MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <b>May 2021</b>                       |                                                                                      |
| <b>REPORT ON COMPETENCY-BASED LEARNING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                       |                                                                                      |
| <b>STATUTORY AUTHORITY:</b><br>Sections 161.092 and 162.081, RSMo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <input type="checkbox"/> Consent Item | <input type="checkbox"/> Action Item <input checked="" type="checkbox"/> Report Item |
| <b>PRIORITY AREA</b><br>Success-Ready Students & Workforce Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                       |                                                                                      |
| <b>SUMMARY</b><br><p>The Department of Elementary and Secondary Education (the Department) recognizes that the COVID-19 pandemic affected students to varying degrees across the state. Early national research suggests a disproportionate impact on historically underserved student populations. In response to the recovery challenge, the Department is reviewing various approaches to educating students to get students back on track for grade-level proficiency and long-term success and to continue to support students who have found success in a different learning environment. Competency-based learning is one strategy under review.</p> <p>The Aurora Institute found that, "Competency-based learning (CBL) begins with the premise that seat time and age-based cohorts are poorly suited to meeting students' individual needs, and that students should instead progress through content based on when they can demonstrate mastery of specific knowledge and skills instead of progressing based on the time spent on particular content."</p> <p>With the support of SchoolSmart KC, Bellwether Education Partners prepared a memo for the Department that is intended to serve as a guide in this consideration for adopting CBL. It answers three questions:</p> <ul style="list-style-type: none"><li>• What is CBL?</li><li>• What does the research literature tell us about the impact of CBL on student outcomes?</li><li>• What policies and practices enable and support CBL in meeting students' needs?</li></ul> <p>This discussion will focus on the Bellwether Education Partners CBL findings.</p> |  |                                       |                                                                                      |

# CONTINUED TEACHER SUPPORT

- November Professional Learning Days
  - Continued Support from Marzano Research
    - Administrative Webinars
    - Embedded at Middle School Buildings and High School Buildings
    - Beginning discussions on what support may look like or
- 23-24



# PROFICIENCY SCALES IN HIGH SCHOOL

- In HS - proficiency scales not complete
- HS using 90/10 - 90 is academic performance, 10 is Workplace Readiness (participation, homework completion etc).
- Grading like we have in the past BUT...
- We are asking HS teachers to think about their philosophy and use multiple opportunities combined with grade replacement so that a scholar's grade most accurately reflects what the scholar knows and can do at the end of a grading period.

# HOW WILL WE REPORT WORKPLACE READINESS?

Behaviors are so IMPORTANT that in our Standards Referenced Grading system we should report (*provide feedback*) on Behaviors along with Academic Grades  
CONDUCT & EFFORT\*

|   | Conduct                | Effort                 |
|---|------------------------|------------------------|
| 4 | Exceeding Expectations | Exceeding Expectations |
| 3 | Proficient             | Proficient             |
| 2 | Progressing            | Progressing            |
| 1 | Emerging               | Emerging               |

*\*expected each reporting period*

## COMMENT CODES

Comment codes are optional and up to TWO may be used.

- C01 Pleasure to have in class
- C02 Keep up the good work
- C03 All work completed
- C04 Showing improvement
- C05 Improve attendance
- C06 Prepare for exams
- C07 Not prepared for class
- C08 Utilize in-class time
- C09 Increase class participation
- C10 Talk less to classmates
- C11 Turn in more homework
- C12 Seek more teacher help
- C13 Needs to work on study skills
- C14 Not dressing for PE
- C15 Needs to turn in missing assignments
- C16 Needs to improve quality of work
- C17 Needs to turn in assignments on time
- C18 Missing 1 or more major assignment
- C22 Student phone use during class is causing a disruption to their learning

**If a score of 1 is earned by a student in conduct and/or effort a comment code should be included at reporting period(s)**

# CONVERTING TO A GRADE

## Conversion Scales

We know secondary schools need to provide a letter grade for transcripts. Critical Concept scores (based on a body of evidence) will be converted to a percentage that will be used to figure a letter grade at the end of a grading period.

**Conversion Scale**

| Score Using Prof. Scale | Percent Entered |
|-------------------------|-----------------|
| 4                       | 100             |
| 3.5                     | 96              |
| 3                       | 94              |
| 2.5                     | 85              |
| 2                       | 75              |
| 1.5                     | 65              |
| 1                       | 62              |
| .5                      | 55              |
| 0                       | IE              |

# ROLE OF SEMESTER FINALS

**Another opportunity for students to demonstrate mastery or improvement.**

Finals do not have their own grade category. They do not have more weight.\*

**Possible Options** for end of semester:

- Give students one more chance to be assessed on standards they haven't yet mastered (done on individual basis).
- Offer a “buffet” of assessments from which students can choose.
- Give a comprehensive final exam to use for grade replacement on earlier assessments.

**Assessing again at the end of a semester is one way to help provide multiple opportunities for learning.**

# WHAT OUR COLLEGIATE COLLEAGUES SAY

**How do colleges feel about SRG?** Colleges want grade point average to be an accurate reflection of student learning and understanding. [Click here for an article](#) regarding research conducted by Drake University professors regarding post-secondary thoughts on SRG. [Click here to see a October 12, 2022 article from a Colorado Supt.](#)

**Does it help students be prepared for college?** Identifying one's strengths and weaknesses as a learner, being self-motivated to meet course objectives, developing strong study habits, and mastering course standards are all aspects of this system that will help students in college.

# PARENT/COMMUNITY UNIVERSITY THEMES

1. College Enrollment - continue to have Dr. Matt Townsley, an SRG researcher, communicate with us about his SRG collegiate research
2. Colleges right now making changes to Standards Based
  - a. Colleges find that students who “do” school successfully actually need remediation because they are unable to be successful in college
3. ACT - colleges are using this metric less and less
4. 7 states have legislation that require their school districts to use competency based learning.
5. 47/50 states are working in standards based environments

# RESOURCES

- CPS Standards Referenced Learning and Grading Website
  - What is SRG?
  - CPS Standards Referenced Grading FAQ
  - Upcoming Parent Community University January 18th at Battle High School
- 

# QUESTIONS?

