



SPP&G Review Process

JEFFERSON COUNTY BOARD OF EDUCATION

JUNE 8, 2015

Review Process for 2015-16



- ▶ **Initial meeting to develop timeline for SPP&G revisions**
- ▶ **Organized broad based committee**
 - ▶ ETCs, Directors, Curriculum Specialists, Counselors, Computer Education/Trainers
 - ▶ JCTA Members
 - ▶ Tammy Berlin
 - ▶ Diane Redmond
 - ▶ Alan Young



SPP&G Committee



Met to review and revise all SPP&G
Handbooks for 2015-16

Feb. 2, 2015

Feb. 16, 2015

March 2, 2015

March 16, 2015

March 30, 2015

April 13, 2015

SPP&G Committee Structure

Elementary Sub-
Committee
(Chair – Margie
Eckerle)

Middle Grade
Sub-Committee
(Chair – Jan
McDowell)

High School Sub-
Committee
(Chair – Pam
Royster)

District-level
Sub-committee
addressing issues
spanning all three
Handbooks (Chair –
Karen Branham)

Key Areas of Focus



**Stakeholder
Survey
Number of
Grading
Cycles**

**Stakeholder
Survey and
Revision of
Grading Scale**

**Review
Categories
and
Components
of Academic
Grading**

**Bridge to
connect to
Standards
Based Grading**

**Rollout for
2015-16
SPP&Gs**

- Communication and training for principals, staff, etc.

Standards Based Grading

► New Section

Standards-Based Grading

For schools using standards-based grading, the following conversion chart should be used to connect the standards-based grading scale to the JCPS grading scale:

Letter Grade	Standards-Based Grading Marks	Grading Scale	Performance Description
A	4	93–100	Above Standards
B	3	86–92	Meets Standards
C	2	79–85	Approaching Standards
D	1	70–78	Below Standards
U	–	Below 70	Substantially Below Standards

Pilot - Elementary SBG Addendum

Standards Based Grading Addendum

Kindergarten - Standards & Key Focus Topics

Teacher Name: _____

Student Name: _____

Reading		1 st	2 nd	3 rd	4 th	5 th	6 th
S1	Asking and answering questions about words I do not know when I read						
S2	Retelling stories and giving details of an informational text						
S3	Identifying details and connecting ideas in a story						
S4	Asking and answering questions about words I do not know when I read						
S5	Identifying both covers and title page of a book, and telling the difference between fiction, nonfiction, and poetry						
S6	Telling what an author and an illustrator does						
S7	Matching the illustration with the text						
S8	Telling what the author thinks and why						
S9	Comparing story characters, topics and events						
S10	Participating in group reading activities						

Feedback Sessions



Revised
SPP&Gs for
Elementary,
Middle &
High

Invited all
Stakeholders
to attend

- Teachers,
Principals,
Assistant
Principals,
Counselors,
GCCs, District
Administrators

Provided
feedback
forms for
each grade
level

Most Work
Team
Members
were present
to answer
questions

Feedback
Sessions –
April 13th &
15th at
Gheens

Utilizing Feedback



SPP&G Core
Team met to
review all
feedback and
make
additional
revisions



SPP&Gs were
sent to
Materials and
Production for
board mock
up



SPP&Gs were
sent to Legal
Counsel for
review

Overview of Key Changes



Components of Academic Grades

Teachers will use a balanced approach in evaluating student mastery of standards and in determining grades. Academic grades reflect what the student knows and is able to do. Academic grades are based on standards and must include at least two of the suggested components from each of the following categories. No one component may count for more than 40 percent of the total academic grade, and no one category may count for more than 60 percent of the total academic grade.

Categories of Academic Grades	Suggested Components for Each Category
Student Engagement With Standards	Participation, group work, class discussion, journals/logs/notebooks, teacher observation, student reflection, or other measures of student interaction
Student Progression Toward Standards	Homework, problem solving, class assignments, quizzes, anecdotal records, student self-assessment, or other measures of student progress
Student Mastery of Standards	Tests, proficiency assessments, projects, performance assessments, presentations, or other measures of student mastery

Overview of Key Changes



Components of Academic Grades

Teachers will use a **balanced approach** by using three grading categories (Engagement, Profession, and Mastery) to determine grades. ~~in evaluating student mastery of standards and in determining grades. Academic grades reflect what the student knows and is able to do.~~ Academic grades are based on standards and reflect what the student knows and is able to do. Each of the three categories must be represented, and each category must include at least two components. Each component used must include multiple (two or more) grades/assignments. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct. ~~must include at least two of the suggested components from each of the following categories. No one component may count for more than 40 percent of the total academic grade, and no one category may count for more than 60 percent of the total academic grade.~~

Categories of Academic Grades <u>Categories of Academic Grades (must include all three)</u>	Suggested Components for Each Category <u>Component for Each Category (Examples include, but are not limited to, the following.)</u>
Student Engagement With Standards <ul style="list-style-type: none"> <u>Shall count for no more than 20% of the total academic grade</u> 	Participation, group work, class discussion, journals/logs/notebooks, <u>projects</u> , teacher observation, student reflection, or <u>other measures of student interaction (must include two or more)</u>
Student Progression Toward Standards <ul style="list-style-type: none"> <u>Shall count for no more than 30% of the total academic grade</u> 	Homework, p Problem solving, class assignments, quizzes, anecdotal records, student self-assessment, or <u>other measures of student progress (must include two or more)</u>
Student Mastery of Standards <ul style="list-style-type: none"> <u>Shall count for no more than 70% of the total academic grade.</u> 	Tests, Proficiency Test/Proficiency assessments, <u>projects</u> , performance assessments, presentations, or <u>other measures of student mastery (must include two or more)</u>