

Questions/Concerns - SBL at Chilton High School

PREAMBLE: The document below is a list of questions and concerns provided to Chilton Public Schools Administration in the Spring of 2019. Throughout the document list, letters and numbers signify the questions and concerns raised, whereas, items listed with a square or circle bullet are the CPS response. This document is intended for informational purposes and is subject to change.

1. For the 2019-2020 school year, what HS courses will be SBL?
 - The expectation is that HS Faculty, except teachers new to the district, are expected to teach a (1) course aligned to SBL.
 - This [document](#) shows those teachers and courses that will be SBL aligned.

2. School Profile
 - a. Can the School profile be updated to include the average Chilton student GPA for the past five years?
 - [Chilton SBL Aligned School Profile](#)
 - A decision was made at the administrative level to not make GPAs public due to issues with equity, reporting and the many variables inherent with students that would not make reporting this a positive publication for our schools.

3. Has it been determined which courses in the 2019-2020 school year will have a GPA scale higher than a 4.0?
 - a. What are those classes?
 - These courses will be calculated with a weighted GPA once CHS has fully implemented SBL (projected for 20/21 SY), [click here](#) for the list. These courses will be part of the CHS Parent-Student handbook as well.
 - b. What does the grade scale look like?
 - [Click here for the grade scale.](#)
 - c. How were the scales developed?
 - We surveyed schools around the state and nation, read articles and spoke to educational researchers and experts, and gathered feedback from parents and faculty. We went through a total of 9 drafts of the May 2019 adopted grade scale. The most recent changes were to better convert our scale scores to GPA, while we are transitioning from traditional grade scales. The Chilton Public Schools Education Committee has discussed and approved the grade scale as presented.

4. Behaviors Standards/Employability Skills
 - a. Need to explore if other behaviors/skills should be added.
 - CHS extensively researched with both the MS, HS, and other area schools that have categories similar across all content areas. It was determined that all of the behaviors we were needing assessment fell under one of two categories; Respect and Responsibility. However, individual teachers can determine the specific skills to be assessed and will communicate those out via their syllabus.

- b. Current 2 Behaviors: Respect & Responsibility
 - This topic is subject to change after the 19/20 school year because this is the first use of these standards.
 - In 19/20, we will research how this will look in PowerSchool and on transcripts.
 - Each teacher uses and defines Respect & Responsibility for their own classes.
 - In 20/21 SY, teachers are expected to report the following in their syllabus:
 - Performance indicators for each standard
 - Frequency of when they will be scored
 - How Respect and Responsibility scores are calculated by course
5. Behaviors Standards/Employability Skills are not part of a course grade and not a part of a student's GPA.
- a. At the 2/19 HS SBL meeting, parents were told that the Behaviors Standards were one way students were differentiated from each other.
 - With all due respect to the opinions of all stakeholders, educational research supports behaviors not being assessed as part of an academic record. [Click here for a brief article explaining more.](#)
 - The performance and/or achievement for each standard is a representation of what students know and what they can do, not how they behave. If we include behaviors, we will continue to have grade inflation/deflation for compliance/noncompliance tasks, instead of what students know and can do. [Click here for a brief article explaining more.](#)
 - Behavior standards are still delineated on CHS school records.
6. Grade Reporting
- a. At the beginning of each HS SBL class, clear communication is needed that explains to students and to parents how the final grade is calculated for that course.
 - Each teacher is expected to include the following headings in a course syllabus:
 - List of standards
 - Scoring- How scores are calculated
 - Reassessment Policy
 - Employability Skills
 - Scale Score Reporting - How scores are reported
 - How to separate yourself from Peers
 - Each individual teacher will submit their syllabus and it will be housed in a folder and published to the district SBL website
 - b. According SBL articles and videos on-line, a student can earn 3s on a standard consistently throughout a quarter or semester, receive a 2 the last time this standard is assessed and end the grading period with a 2.
 - Each teacher will determine how they would like the scores to be calculated. Reference the course syllabus for specific information.
 - c. On 4/4, Chilton parents were told that for all HS classes:

1. If a student consistently earns 3s on a standard and receives a 2 on the final assessment, the student's overall grade remains a 3 for that standard.
 - First and foremost, this is not unique SBL. In fact, final exams in a traditional, non-SBL, system often impact the final grade.
 - This is determined by each teacher at their discretion.
2. Final scores for each standard are a compilation of all the assessments during a grading period.
 - Yes, this is true. However, there are instances where the most recent score is the grading practice in that course or standard.
3. The weighting scale for each standard in the course needs to be communicated.
 - Yes, it will be communicated as part of course syllabi.

d. When will we have one grading/reporting system used across all schools and classes?

1. For the 2019-2020 school year, will all HS SBL classes use the Excel spreadsheet used in some classes in the 2018-2019 school year?
 - No, we are still investigating what the best option is for our school.
2. Or, will a new grade reporting system be used?
 - Not for the 19-20 school year. It will be PowerSchool and the individual spreadsheets.
3. Grade Reporting between classes currently is not consistent.
 - For the 2018-19 school year, teachers were piloting SBL and were exploring what ways to report grades would be the best.
 - Prior to SBL, CHS has very different grade scales, even between teachers teaching the same course. A 60% may have passed a course for one teacher, but for another teacher that same course may have required a 64% to earn credit.
 - All teachers use SBL pedagogy, but there will be differences in reporting procedures.
 1. Grade 9 Physical Science uses a spreadsheet only visible through the student's access. As of 4/10, parent cannot access Excel file through Powerschool. File only visible through student's account.
 - This was a parent issue, not the program.
 - All students and parents can access scores using the link in PowerSchool.

2. Grade 9 American Studies is reported in PowerSchool. Individual assignments/assessments are recorded in Powerschool.
 - Yes, this is true.
3. Grade 9 Physical Education - Individual assignments/assessments are not recorded in Powerschool. Only scores for each standard are visible. Parents cannot view what work was done to earn standard scores.
 - PowerSchool records scores on standards.
 - Standards are intended to be informative for what a student knows and can do, not what the assignment was where it was demonstrated.
 - Most assessments measure multiple standards for progress.
 - Traditional systems only use terms like, Chapters, Test or Quizzes, so parents were never able to see the “work.”
 - If there is ever a question regarding academic or behavioral scores, contacting the teacher for information is the best solution.
4. Women’s Choir - Individual assignments/assessments are not recorded in Powerschool. Only scores for each standard are visible. Parents cannot view what work was done to earn standard scores.
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 - Standards are intended to be informative for what a student knows and can do, not what the assignment was where it was demonstrated.
 - Most assessments measure multiple standards for progress.
 - Traditional systems only use terms like, Chapters, Test or Quizzes, so parents were never able to see the “work.”
 - If there is ever a question regarding academic or behavioral scores, contacting the teacher for information is the best solution.

5. For all courses, not all assignments/assessments are visible for earlier quarters.
 - In a traditional grading or SBL system, scores from earlier terms disappear after they are recorded and stored.

7. Grade Conversion Scale – 3 Point scale to 4 Point Scale

- a. What other schools were used to benchmark against? Examples from other schools using a 3 Point scale need to be presented, discussed and compared to the Chilton conversion scale.
 - We surveyed many schools in Wisconsin and others in the nation. The CHS faculty went through numerous drafts using others schools as our guide. Ultimately, the local decision was made in the best interests of Chilton students.
 - We sought feedback from parents on and received minimal feedback. Of the feedback we received, it drove our most recent discussions and changes.
- b. Discussion needed to determine the right conversion scale for Chilton.
 - There had been many discussions and debate between stakeholders and many trials conducted.
 - Discussions have been held at the faculty level, Board and community level.
- c. Conversion to a 4 point scale should equally score students across schools.
 - Even with the traditional 4 point scale conversion, there is variation among schools.
- d. Public mindset (those not in academia) when seeing a GPA on a 4 point scale assumes it is a number that represents the student on a traditional 4.0 GPA scale and accurately compares the student to other students at other schools. Equality across schools is needed for national scholarships.
 - Above is an opinion, one not shared by any of the Scholarship Committees or Institutes of Higher Education we spoke to. In fact, the Institutes of Higher Education have reported that they see many types of GPA scales. You can see this fact [shared in our videos](#).
 - Scales vary, from percentages assigned letter grades to scales of GPA, across all schools nationwide.
- e. Chilton's conversion scale is not mathematically accurate.
 1. For example: 2.9 on the 3.0 scale converts to a 3.67 on Chilton's conversion scale. Mathematically, a 2.9 on a 3.0 converts to a 3.866 on a 4.0 scale
 - We disagree, however, that point is mute as the scale has changed - see the [CHS Grade scale as of 5/21/19](#)
- f. Further explanation needed as to why Chilton's scale is lower when compared to a school like Winneconne using a 3 point to 4 point conversion scale.
 1. Chilton's conversion scale converts grades at a lower number vs. Winneconne
 1. For example: Winneconne uses a 3 point standards based grading scale and converts the

final score in a course to a letter grade and GPA score on a 4 point scale.

In Winneconne, a 2.85-3.0 score converts to a 4.0

In Winneconne, a 2.71-2.8497 score converts to a 3.5

A Winneconne student's GPA would be higher on a 4.0 scale vs. a Chilton student who earned the same scores on a 3.0 scale.

- This is an unfair (apples to oranges) comparison. Winneconne's scale is not consistent. For example, the top scale (4.0) is a range of .15, which is significantly wider than CHS, and the reason for that is to match up with their Letter Grade scale (93-100) from a percentage. CHS does not use percentages.
- Winneconne's scale is flawed in that there is no score for a 2.0; it is missing.
- Chilton grades using six consistent standards across all content areas. If you score all 2's across all six standards a student will not earn credit and will be assigned a GPA of a 1.0. Whereas, at Winneconne that score would be a D or F, but we don't actually know because the scale is incomplete.
- Scales between schools is not as inconsistent as it may seem.
 - If a student were to earn 2,2,2,2,2,3, it's a 2.16 average scale score, both Winneconne students and Chilton students would earn a 1.5 GPA.
 - If a student were to earn 2,2,2,2,3,3, it's a 2.33 average scale score, both Winneconne students and Chilton students would earn a 2.0 GPA.
 - If a student were to earn 2,2,2,3,3,3, it's a 2.5 average scale score, both Winneconne students and Chilton students would earn a 2.5 GPA.
 - If a student were to earn 2,2,3,3,3,3, it's a 2.66 average scale score, both Winneconne students and Chilton students would earn a 3.0 GPA.
 - If a student were to earn 2,3,3,3,3,3, it's a 2.83 average scale score, both Winneconne students and Chilton students would earn a 3.5 GPA.
 - If a student were to earn 3,3,3,3,3,3, it's a 3.0 average scale score, both Winneconne students and Chilton students would earn a 4.0 GPA.
- In the instance that a course may have more or less standards present than the Chilton Six, that necessitates the scale score range.
- [Chilton High School Grade Scale as of 5/21/19](#)

8. Reassessment

- a. Currently the reassessment process across classes is not consistent and causes confusion and frustration for students and parents.
 - Anytime something is new, this occurs. We have and continue to work in earnest with families to educate and align our practices to the needs of our students and community.
 - Traditionally, reassessment policies were not consistent either. Reassessment policies often varied from teacher to teacher or course to course.
 - All departments have their own reassessment policy which is communicated through the class syllabus.
 - For specific questions regarding reassessment, the best action step is to contact the teacher directly.

1. Grade 9 American Studies - Reassessment can take place on individual parts of assignments and tests Anytime student has verbally asked to reassess something, student has been able to do that.
 - This practice occurs in traditionally graded courses as well.
 - This occurs in other SBL courses as well based on their reassessment policy.
2. Grade 9 Physical Science - Student asked how students could reassess on a group assignment and was told that was something that could not be reassessed.
 - In this instance, the student could not re-assess because it was lab work and syllabus clearly stated that lab work is not eligible for reassessment.
3. 2/19 HS SBL meeting, parents were told that in a Social Studies class, students needed to fill out a form to request reassessment.
 - All staff members have their own procedure for organizing and tracking reassessments, based on what works best for their content area and their reassessment policy.
4. Consistency is Needed Across Classes
 - Each department needs to establish what is most appropriate for their content area, level of rigor and standards.
5. Can everything be reassessed or only some things? If only some things can be reassessed, need to clearly identify to students what can be reassessed and what cannot before a unit begins. Need to clearly define how to request/ask for reassessment.
 1. Each assignment?
 2. Individual parts of assignments?
 3. Only tests?
 - What can be the process and types of assessment that can be reassessed is identified in the course syllabus.

9. Student Differentiation

- a. What actions/decisions have been made since the 2/19 HS SBL meeting that will differentiate high achieving students from classmates who regularly reassess and earn a 3 for a final grade in a course?
 - Students have the ability to differentiate themselves:
 - Accommodations within standards - [see Marzano Research explanation](#)
 - through the Respect and Responsibility Employability Standards
 - through their class selection and admissions applications- [see IHE video for an explanation.](#)
 - by joining clubs and organizations in which they can further explore the subject area they want to excel in (ex: Math Team, Science Olympiad,

FBLA, Forensics, The Prowler, etc.) Colleges and Universities like to see this extracurricular involvement.

1. When will these decisions be communicated to parents and students and be implemented?

- The simplest answer is when they are available. Mr. Breitlow will send out an email to all parents in June updating the community on recent changes or updates that will be coming up in the Fall. There will also be an opportunity for students/parents on August 29, 2019 to meet with individual teachers and find out how SBL will look in their classroom.

b. At the November SBL Meeting, parents and students were told there was no differentiation between students who regularly reassess and those who do not regularly reassess.

- Our goal is for students to gain knowledge, skills and a positive behavioral disposition by the time a student graduates according to the standards set by the WI state legislature and the WI DPI.
- Students learn through different processes, experiences and timelines. As access and equity are priorities in public education, it is not for educators to judge the manner in how students arrive at mastery of standards as it is far too subjective.

c. At February and April meetings, there has been discussion about how to differentiate high-achieving students who do very little reassessment from students who reassess regularly and receive the same final score in a course.

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- Students have the ability to differentiate themselves:
 - through the Respect and Responsibility Employability Standards
 - through their class selection and admissions applications- [see IHE video for an explanation](#).
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d. Future discussion is needed on how these students are differentiated.

- In traditional grading, students who scored above average by completing “extra credit” were not separated out from those who earned above average scores without “extra credit.” An A+ was an A+, not A++.
- A student can be differentiated based on the courses that they take. A student who continually reassesses and struggles in a class, will not push themselves to take advanced courses. If a student wants to differentiate themselves, they can take the more advanced courses.

10. How are questions/concerns discussed in HS SBL meetings shared with MS staff and teachers?

- a. Awareness of questions/concerns and of actions taken at both the MS and HS is needed across the two buildings.
 - Principals and District Administrators meet regularly and share the developments in each building.
- b. Consistency in grading and grade reporting is needed across the schools.
 - The High School and Middle School meet throughout the year during our Professional Development and Department meetings time to discuss the role each school will play in the SBL journey.

11. When will a parent/student/teacher/administration committee be created to address questions and concerns?

- There are established avenues to communicate and address individual questions and concerns.
- b. Who has ownership for each concern?
 - All stakeholders
- c. When will each question/concern be answered/addressed?
 - As they are approved for public knowledge.
- d. When is the next HS SBL meeting?
 - A CHS SBL Open House will occur on 8/29 from 3:15-6:00pm following that day's New Student Orientation. Parents will have the opportunity to visit with each of their students teachers.
 - 1. What topics/information will be presented?
 - Teachers will have their syllabi, standards, assessment procedures, and reassessment procedures