

CURRICULUM ASSESSMENT AND PROGRAM EVALUATION COMMITTEE

Tuesday April 21, 2020

Zoom Invitation- 5:45 p.m.

Minutes (revised 4.29.2020)

Present: BOE Members: Joy Greenstein, Jennifer Laden, Michael Murphy

Administration: Maureen Ruby, Assistant Superintendent

Debbie Farias, Director of Instruction

Marc Balanda, Principal BHS

Deane Renda, Principal WMS

Melissa Labrosciano, Principal, HHES

Mary Rose Dymond, Principal, CES

The virtual meeting was called to order at 5:48 p.m. Attendees were present via Zoom. The meeting focused on two important, timely topics: the BHS Schedule and Grading and Reporting for the current school year because of the transition to Distance Learning.

1. Mr. Balanda, Principal BHS presented the proposal for 2020-21 Brookfield High School schedule. This was the second presentation on the proposed schedule for the coming year. The reason for the proposed changes is to allow for an "Individualized Learning Block" at the high school. The proposal was born out of both the recommendations of the NEASC Report and the acknowledged need for scheduled time for supporting student individualized learning, to provide personalized faculty-student mentorship, to support instructional needs, and to expand student directed learning opportunities.

Individualized Learning Block

Meeting Block		Time
1		7:15 - 8:33 (78)
2		8:37 - 9:55 (78)
IEB		9:59 - 10:48 (49)
3 (1st lunch)	Lunch	10:52 - 11:16 (24)
	3	11:20 - 12:38 (78)
3 (2nd lunch)	3a	10:52 - 11:31 (39)
	Lunch	11:33- 11:57 (24)
	3b	11:59 - 12:38 (39)
3 (3rd lunch)	3	10:52 - 12:10 (78)
	Lunch	12:14 - 12:38 (24)
4		12:42 - 2:00 (78)

Instructional time:

Current: 83 minutes x 91 days = 7553 minutes

Proposed: 78 minutes x 91 days = 7098 minutes

Difference: **-455 minutes** (7.5 hours)

Individualized time:

Current: 0 minutes x 182 days = 0 minutes

Proposed: 49 minutes x 135 days = 6615 minutes

Difference: **+6615 minutes**(110.25 hours)

Planned Advisory/Mentor Mondays:

Current: 24 minutes x 20 days (once every 2 weeks) = 480 minutes

Proposed: 49 minutes x 40 days = 1960 minutes

Difference: **+1480 minutes**(24 hours)

Accomplished by:

Shortening classes by 5 minutes

Shortening passing time by 1 minute

Creating 3 lunch waves

Supports:

Social Emotional Learning (RULER)

NEASC recommendations

SRBI Tier 2 and Tier 3 interventions

Independent Study and online coursework

The CAPE Subcommittee members unanimously supported this plan and to recommend approval by the full Board of Education.

2. The unplanned transition to Distance Learning following the March 12 cessation of “in school” classes has changed the manner in which teaching and learning is conducted. The Assistant Superintendent, Director of Instruction and Building Principals have been collaborating to identify equitable and accurate ways to both grade student work and report on student progress and achievement. This situation is not unique to Brookfield, the state of Connecticut, or the United States; rather, it is a global concern. Administrators have participating in online meetings focused on the topic of grading and reporting and the local, regional, state, national, and international levels.

At the state level, stakeholders in the discussions have included district administration, building leadership, the Connecticut Association of Public School Superintendents, the State Department of Education- including the Commissioner and Deputy Commissioner of Education, and the in

state colleges and universities. At the national level, the College Board, NCAA, and colleges and universities have been intimately involved in planning and discourse.

On April 7, 2020, the attached guidance was issued by the Connecticut State Department of Education.

The NCAA guidance document is also attached.

On Tuesday, April 21, 2020, the following decision was received from UConn regarding ECE courses:

Dear UConn ECE Community,

I am reaching out to clarify my last message from Friday concerning the final grade for your UConn ECE courses. It has become clear to us that most of the high schools are grading the fourth quarter on a pass/fail basis and will be calculating the final student average based on the first three quarters and the Pass for the fourth quarter. I would like to make it clear that employing this method of grading **IS** acceptable for your UConn ECE classes as well. You may calculate the final grade using this method (or something similar) whether you are teaching a spring-only or yearlong course. When the semester ends, please submit your grades as you normally would. Students will still have the option to withdraw from the course up to the final day of class.

I appreciate those who reached out to me on this issue, including the Department of Education and the Connecticut Association of Public School Superintendents. It is only through communication that we make the process better. Thank you!

Please reach out to me if you have questions.

Sincerely,

Brian

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As a result of careful consideration of the guidance and decisions received from the CT SDE, NCAA, colleges and universities, and our administrations and faculty input, the following grading and reporting procedures were proposed:

Grading and Reporting

March –June 2020

School	Grading	Reporting
Center Elementary School Huckleberry Elementary School	3rd Trimester <ul style="list-style-type: none"> ● Feedback provided on all assignments that are submitted ● Monitoring participation in distance learning plan via program usage (Google Classroom K-4, ST Math K-4, Lexia - K and 1) 	3rd Trimester Participate/Did not Participate (P/DNP) Participate <ul style="list-style-type: none"> ● There is evidence* that the student participated in distance learning for at least 90% of the distance learning period Did Not Participate <i>*Evidence includes: daily question answered in Google Classroom, assignments submitted, participation on online programs (e.g., ST Math, Lexia)</i>
Whisconier Middle School	3rd quarter <ul style="list-style-type: none"> - traditional (A-F/numerical on tests, quizzes, projects, etc.) up to March 12 - Since March 12: any assignment handed in was 0/1 or 1/1 and that assignment went into a homework/classwork grade (10 to 15% of students grade per marking period) 4th quarter <ul style="list-style-type: none"> - Grade based on assignments handed in and scored as 0/1 or 1/1 	3rd quarter <ul style="list-style-type: none"> - traditional (A-F/numerical) 4th quarter <ul style="list-style-type: none"> - Pass/No Pass based on cumulative 0 and 1 grades (P/NP)
Brookfield High School	See below	See below

Brookfield High School: Distance Learning - Grading and Reporting (BHS) –

Creating Fair and Equitable Options

Step 1: Continue traditional grading of assignments

Step 2: Eliminate Final Exams

Step 3: Recalculate quarter and exam weighting

- Year long classes
 - Q1 = 25%
 - Q2 = 25%
 - Midterm = 10%
 - Q3 = 25%
 - Q4 = 15%
- 2nd Semester classes
 - Q3 = 75%
 - Q4 = 25%

Step 4 - Selection of Q4 grading option (by students and families)

- Option #1- Traditional (default)
 - Translate earned numerical value to a traditional letter grade (A-F)
- Option #2 - Pass with Distinction/Pass/No Pass
 - Translate earned numerical grade to a “P+”, “P”, or “NP”
 - 86-100 = Pass with Distinction (P+)
 - 65-85 = Pass (P)
 - 64-0 = No Pass (NP)
 - Assign a point value to a letter
 - P+ = 93
 - P = 85
 - NP = 64

Step 5 - Considerations for fair and equitable options

- Q3 failing grades will be raised to a at least a 50
- GPA will be based on grades through Q3
- Option #1 (Numerical Grade) is the default for Q4
- “P+”, “P”, or “NP” will only show in Q4 if Option #2 is selected
- “P+”, “P”, or “NP” will NOT BE REFLECTED on a transcript, only traditional grades will be reported
- Students and families will submit a change request if they would like Option #2

Student Examples:

Previous years before distance learning

Option #1 (w/traditional grading in Q4)

Option #2 (w/ "P+", "P", or "NP" grading in Q4)

Student 1	Q1	Q2	E1	Q3	Q4	E2	Y1	Transcript
Traditional	70	58	63	58	65	63	62.8	F
Option #1	70	58	63	60	65	N/A	63.5	F
Option #2	70	58	63	60	85	N/A	66.05	D
Student 2	Q1	Q2	E1	Q3	Q4	E2	Y1	Transcript
Traditional	73	75	73	78	75	73	74.8	C
Option #1	73	75	73	78	75	N/A	75.05	C
Option #2	73	75	73	78	85	N/A	76.55	C+
Student 3	Q1	Q2	E1	Q3	Q4	E2	Y1	Transcript
Traditional	89	85	87	82	90	87	86.6	B+
Option #1	89	85	87	82	90	N/A	86.2	B+
Option #2	89	85	87	82	93	N/A	86.65	B+
Student 4	Q1	Q2	E1	Q3	Q4	E2	Y1	Transcript
Traditional	96	94	88	94	89	88	92.2	A-
Option #1	96	94	88	94	89	N/A	93.15	A
Option #2	96	94	88	94	93	N/A	93.75	A

Importantly, teachers, counselors and specialists, and administrators are tracking and accounting for student engagement and participation in distance learning activities. Emails and

phones calls to parents and students are made as “wellness checks” and to identify barriers to completion of work and need for assistance.

Board Policy 6146.I (a) states that grading “*shall be fair, equitable, and consistent with the system's philosophy and goals. Formal grading provides important periodic feedback for students, parents, and members of the educational community.*” Furthermore, the policy identifies the purposes of grading and the criteria as follows:

Purposes of Grading

Grading is important in order to:

- a) give students continuous feedback regarding achievement in the coursework and their progress toward mastery of curricular objectives;*
- b) periodically give parents or guardians accurate and useful feedback regarding their children's progress, in order that they might effectively support learning;*
- c) communicate accurately to educational audiences (e.g., receiving teachers, guidance counselors, college admissions officers, etc.); and*
- d) maximize each student's motivation to learn, achieve and excel.*

For Grading Criteria

Students shall receive grades which reflect their performance in a number of areas. These may include:

- classwork;*
- homework;*
- tests and quizzes;*
- reports and projects;*
- portfolios;*
- class participation, allowing for variation due to individual differences; and*
- other student activities or products appropriate to the particular subject and student.*

Board Regulation 6146.1 (a) on grading states, “*The administration shall develop specific grading regulations and procedures, consistent with district policy.*”

The CAPE Subcommittee members voted unanimously in favor of recommending approval of the grading and reporting plan by the full Board of Education.

Following the discussion on grading and reporting, the meeting was adjourned at 7:24 p.m.

Respectfully submitted,

Maureen Ruby, Ph.D.
Assistant Superintendent