

Equitable Grading in LBUSD

March 6, 2024



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Excellence & Equity

Our purpose is to share the proposed Equitable Grading Board Policy and Uniform Grading and Reporting Guidelines.



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Excellence and Equity Policy



LBUSD acknowledges that institutional, historical and systemic harms have contributed to disparities in student growth, social-emotional experiences, disciplinary actions, retention, academic achievement, graduation rates, A through G course completion, and an overrepresentation of BIPOC students in Special Education within LBUSD and school districts across the country. As a large educational system, we are responsible for and committed to identifying and rectifying any harmful institutional, historical, or systemic practices.

LONG BEACH UNIFIED SCHOOL DISTRICT

Book	Policy Manual
Section	Article D - Philosophy, Goals, Objectives and Comprehensive Plans
Title	Excellence and Equity
Code	D415
Status	Active
Adopted	December 1, 2021

Excellence and Equity

Definition of Equity in LBUSD:

Equity in LBUSD means that we will take action to end systemic racism and discrimination that harms students because of their race, culture, disability, economic description, immigration status, gender identification, and/or sexual orientation. If LBUSD is acting upon this definition, then the descriptors listed above will not be predictors of success or failure in our system. Equity in LBUSD also means that we center the needs of our Black, Indigenous, People of Color (BIPOC) and students with disabilities within our efforts to deliver an excellent educational experience to all students.

Equity Policy:

The purpose of this policy is to establish a common foundation of equity that will be implemented throughout LBUSD. As an organization, we recognize and acknowledge our differences and we commit to authentic, continuous improvement. By design, this policy will establish a standard of humanity, compassion, sensitivity and respect as related to accessibility and care with high expectations for all staff, students, and families. Full implementation of this policy includes celebrating student's unique identities to include race, ethnicity, socio-economic status, disability, language background, foster youth, immigrant children, neurodiversity, religious beliefs, gender identification and/or sexual orientation.

As we center equity, it is important that we also hold responsibility for the ways in which K-12 educational institutions have participated or collaborated in the systemic oppression of BIPOC students and those with disabilities. This policy creates a path forward through informed professional development and a focus on identifying and dismantling practices endemic throughout American society, including large urban school districts like LBUSD, that are racist, oppressive, and exclusive for specific individuals or groups of students. While this policy reflects our district values, it is designed with the recognition that our work around equity will be guided by the data that we gain through continued engagement with students and families. LBUSD commits to evolving as professional development continues.

Furthermore, as the deep work of anti-racism uncovers harmful biases not yet realized, we will grow as a system to meet the needs of our students. This policy reflects this moment in time. Adjustments will occur as needed as we learn more, analyze data differently, and make strides as a unified system. We view this document as a starting point and we expect to update this policy on an annual basis as we evolve in future work around equity.

Commitment to Equity as Defined Above:

LBUSD celebrates the unique gifts and cultural experiences that our students bring to school. In our schools, students shall be nurtured and treated with respect. All staff commit to practices that achieve excellence and equity in educational experiences for all students. Additionally, we commit to analyzing historical patterns of data through an equity lens to improve the experience of students who have not been served well in our system.

As we develop our own cultural competence, LBUSD will create an environment in which students' identities build connectedness to one another and honor individual's experiences. As a district, our ultimate goal is to produce graduates who become "college and career ready" (LBUSD Graduate Profile, 2018). We understand our students' success is a collaboration between home and school thus we aim to support all parents, families, and caregivers to eliminate any

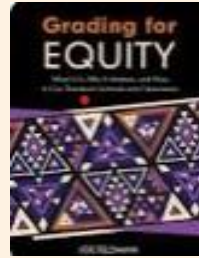
Facilitators

- Salvador Madrigal
- Eddie Cruz
- Dr. Vanitha Chandrasekhar



Book Study -2023-2024

Grading for Equity, by Joe Feldman
15 Administrators and 80 Teachers



2022-2023

June 2023

Fall 2023/
Winter 2024

February
20th, 2024

March 20th,
2024

Focus Groups

- Teachers
- Students
- Admin
- Counselors
- Parents

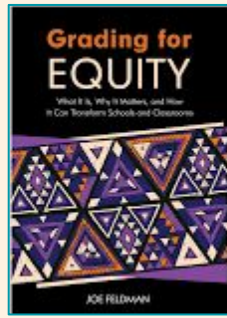
Equitable
Grading-Teacher
Survey

Draft of Grading
Policy Teacher Focus
Group

Present Draft
Grading Policy during
Board Workshop

Submitted to Board
for final approval

Next Steps – Rollout and PD for teachers, including communication to parents and students.



...twenty-first century classrooms continue to use the grading systems of the early twentieth century even though, as Marzano (2000) writes, there is 'no meaningful research reports to support it:
28

Equitable Grading Practices – Foundation

Accurate

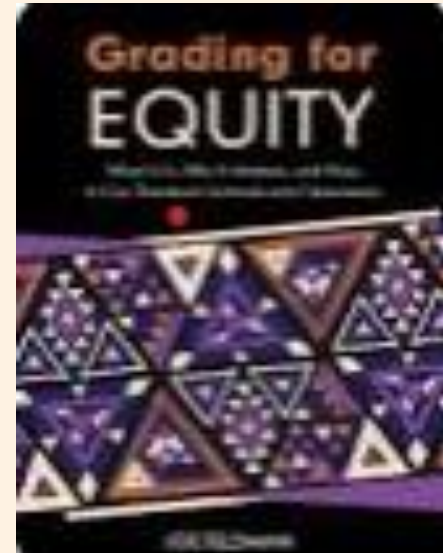
- They are mathematically accurate, validly reflecting a student's academic performance.

Bias Resistant

- They are bias resistant, preventing biased subjectivity from infecting of our grades

Motivate

- They motivate students to strive for academic success, persevere, accept struggle and setbacks, and to gain critical lifelong skills



Board Policy 5121

LBUSD UNIFORM GRADING AND REPORTING POLICY – GRADES 6–12

Proposed Board Policy (5121)

DRAFT_Proposed New Policy
Board Policy 5121: Grades/Evaluation of Student Achievement

The Governing Board believes that grades serve a valuable instructional purpose and that district-wide equitable grading practices in alignment with the Excellence and Equity policy will allow all adults involved in students' educational journey to help them achieve academic success. The Board also recognizes that grades help students and parents/guardians understand performance expectations and identify the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's academic performance.

The Superintendent or designee shall establish a uniform grading system that shall be applied to all students in that course and grade level. All teachers at the secondary level shall follow the LBUSD Uniform Grading and Reporting Guidelines. Teachers shall inform students and parents/guardians of how academic performance will be evaluated in the classroom.

A teacher shall base a student's grades solely on the quality of the student's academic work and his/her mastery of course content based on district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.

Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment.

Students in grades TK-5 shall receive achievement reports at the end of each grading period rather than letter grades.

At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level.

Key Themes of Board Policy



Expectations: All secondary teachers shall follow the Uniform Grading and Reporting Guidelines

Communication: Informing students and parents/guardians how academic performance will be evaluated in the classroom

Academic Performance: Grading based on academic performance and mastery of content

Missing Assignments: Providing students with opportunities to submit missed assignments with full credit on satisfactory completion of assignment/assessment

Education Code 49066: Grades assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation

Uniform Grading and Reporting Guidelines



Equitable Guidelines for Grading and Reporting

- Consistent district-wide equitable grading practices
- Grades are based on student achievement, knowledge, and skill
- Formative feedback
- Ongoing, credible, useful, and timely feedback
- Grading policies are transparent
- Multiple opportunities demonstrate content and skill proficiency
- Guide students to assess and monitor their own learning



Key Themes of Uniform Grading and Reporting Guidelines

Communication: Course syllabus posted communicating departmental grading policies to students and parents.

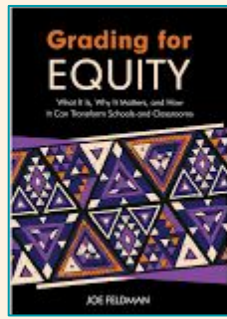
Retakes and Revisions: Opportunities provided to demonstrate improved proficiency.

Late Work: Assignments accepted to document student learning and the grade shall be included in the grade book.

Make-Up Work: Full credit for satisfactory completion of assignment or assessment after absence.



With retakes, a student always has another chance, and knowing this can decrease her stress on the assessment and actually increase her performance: **177**



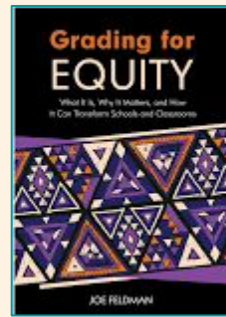


Key Themes of Uniform Grading and Reporting Guidelines

Grading Design: Separating achievement grades from work habits to show learning versus grades based on behavior.

Grading Scales for Homework and Assignments: Changing the percentages so that the "F" is 50–59% makes the "F" mathematically equal to the power of the other letter grades.

Missing Assignments: At the end of each grading period, assignments that are still missing and can be scored at **45%** to separate them from assignments that were completed but demonstrate a lack of proficiency in the content standard or academic skill being measured.



The 0–100 scale is oriented toward failure therefore yields inaccurate scores, but it also disproportionately harms students who have intermittent, catastrophic failures – something historically underserved groups are more likely to experience: **110**



Grade with 0% for Missing

Total: 39.31% (F)

Show All Details

Assignments are weighted by group:

Group	Weight
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Collaboration /Participation	88.89%	40.00 / 45.00
Skill Practice	61.18%	46.50 / 76.00
Classwork	31.11%	28.00 / 90.00
Writing	26.67%	16.00 / 60.00
Reading Analysis	21.65%	21.00 / 97.00
Total	39.31%	

Grade with 45% for Missing

Total: 58.41% (D)

NOTE: This is NOT your official score.

← Revert to Actual Score

Show All Details

Assignments are weighted by group:

Collaboration /Participation	88.89%	40.00 / 45.00
Skill Practice	70.07%	53.25 / 76.00
Classwork	53.61%	48.25 / 90.00
Writing	49.17%	29.50 / 60.00
Reading Analysis	49.48%	48.00 / 97.00
Total	58.41%	



Grade with 0% for Missing

Total: 45.55% (F)

Show Saved "What-If" Scores

Show All Details

Assignments are weighted by

Assignments	47.17%	95.75 / 203.00
Assessments	36.36%	20.00 / 55.00
Total	45.55%	

Grade with 45% for Missing

Total: 66.61% (D)

NOTE: This is NOT your official score.

↶ Revert to Actual Score

Show All Details

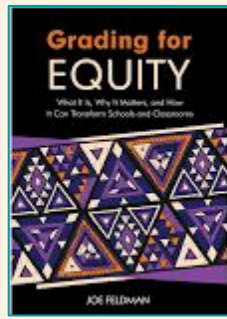
Assignments are weighted by

Assignments	66.9%	135.80 / 203.00
Assessments	65%	35.75 / 55.00
Total	66.61%	

Quotes from the Book



- ...twenty-first century classrooms continue to use the grading systems of the early twentieth century even though, as Marzano (2000) writes, there is 'no meaningful research reports to support it: **28**
- Driving Principle: Our grading must use calculations that are mathematically sound, easy to understand, and correctly describe a student's level of academic performance: **73**
- There's no research that finds that failing grades motivate students, and plenty of research that has found the opposite...: **76**
- Grading based on a student's most recent performance shows them a growth mindset in action and aligns with the important values of continuous improvement and persistence, rather than undermining those values: **102**
- The 0-100 scale is oriented toward failure therefore yields inaccurate scores, but it also disproportionately harms students who have intermittent, catastrophic failures – something historically underserved groups are more likely to experience: **110**
- With retakes, a student always has another chance, and knowing this can decrease her stress on the assessment and actually increase her performance: **177**



What's next?

February 20	Present Grading Policy to the Board of Education during Board Workshop
March 6	Grading Policy Board Informational Item
March 20	Grading Policy goes to Board of Education for Approval
March 29	MMS to release Staff Grading Policy Video for Administrators to preview and begin preparation to share with Staff
April	MMS to create Student and Parent Grading Policy Videos
April / May	Grading Policy implementation plans during Staff Meeting in preparation for the 2024 - 2025 school year
June / August	Minimum Day Staff PD and Beginning of Year PD Day used to implement Grading Policy



Thank You!



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