

Policies and Practices for Student Success

50% Grading, Reduced Elective Credit Options and Predicted Graduation Report

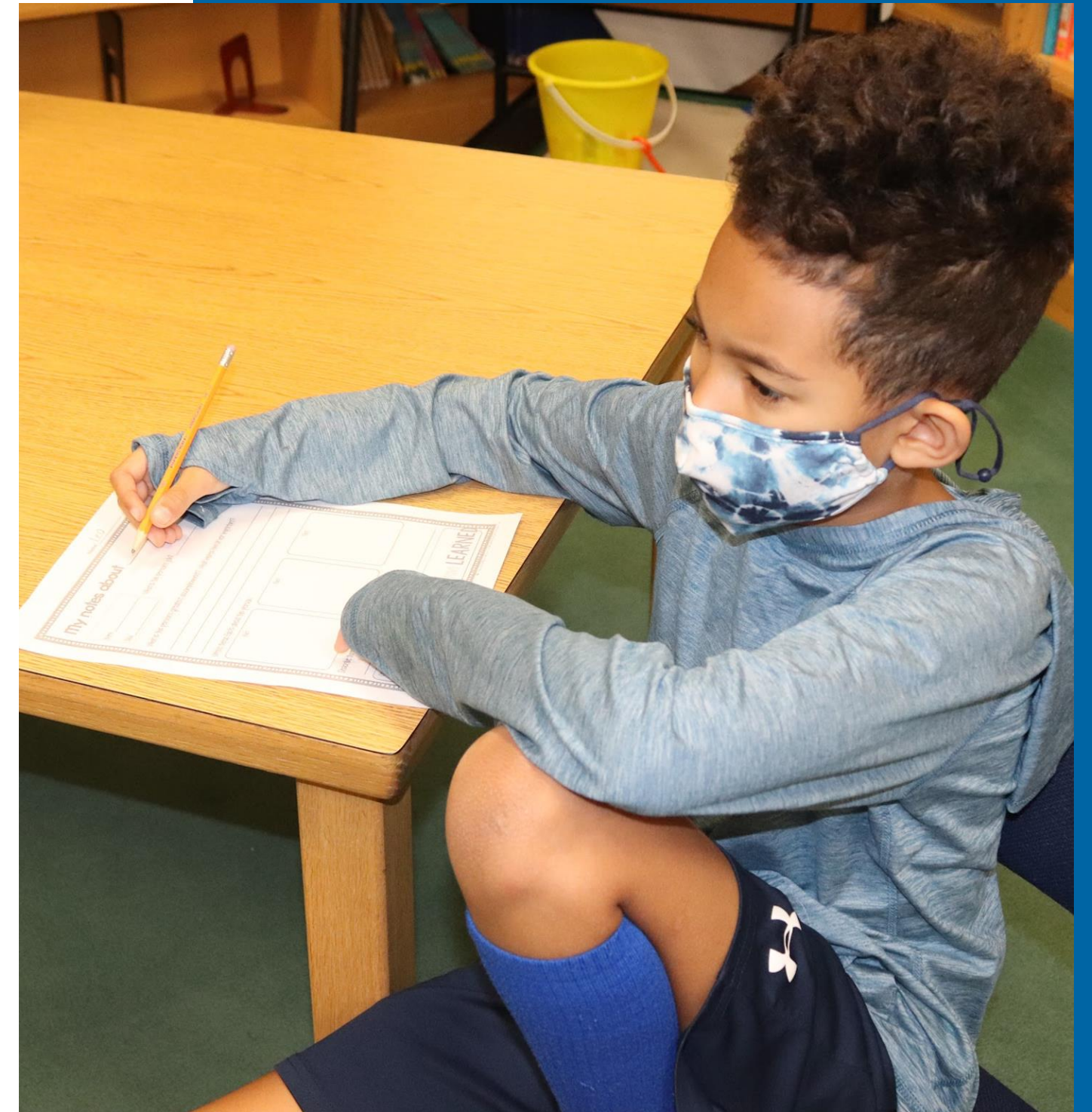


Pursuit of Excellence



Overview

- ❑ 50% Grading Overview
- ❑ Reduced Elective Credit Diploma
- ❑ Predicted Graduation Reports



Grading Practices

What We are Doing

Policy 3400

“While attendance and behavior may influence learning, grades assigned will reflect actual academic performance. Evaluation of behaviors will be reported separately.”

Grading Scale – Grades 3-12

A	90-100
B	80-89
C	70-79
D	60-69
F	50-59
INC	Incomplete

➡ No Credit Earned



Grading Practices: Why We Are Doing This

Regulations

Research

Implications



Grading Practices- Regulations

Every Student Succeeds Act (formerly NCLB) has changed the way school leaders and teachers operate. Learning targets are more rigorous, consistent, and transparent.

School leaders must now ensure their system's purpose is to develop talent rather than merely sort it. Thus higher scrutiny and accountability over the measurement of student achievement has demanded grades be more reflective of learning.



Grading Practices- Regulations

These federal initiatives have exposed that traditional grading practices may no longer be an effective way of measuring student performance in the classroom because they do not equate or correlate with performance on standardized tests.

What does research say about standards-based grading? A research primer. Townsley and Buckmiller, January 2016



Grading Practices – NC State Board Policy QP-C-014

Policy for Code of Ethics for North Carolina Educators: includes in the standards for professional conduct a commitment to “evaluate students and assign grades based upon the students’ demonstrated competencies and performance”.



Grading Practices- Research

“Assigning zeros to students is a barrier to learning and is often non-recoverable. If a student receives a grade of a zero on an assignment, it may take as many as nine scores of 100 to pull the average grade into the passing range.”

Policy Brief: The Unintended Consequences of Grading Practices 2015



Grading Practices – Implications

Current NHCS Policy on grading is intended to give students a chance to recover even if they fail an assignment or a grading period. Along with being mathematically unjust (a zero and perfect score average to still be a failing grade), a zero provides no information about what a student has learned. It is left as a distortion of the student's overall performance.



Consistent with adopting grading practices to support student learning and self-efficacy, local graduation requirements are able to be waived for students experiencing extenuating circumstances.



Graduation Requirements - Reduced Elective Credits

NC State Board Policy GRAD - 004

All public high school students must meet minimum state graduation requirements to earn a diploma and graduate. These graduation requirements are considered the Future-Ready Course of Study (FRC) requirements and prepare students for post-secondary success.

Although the state requires a designated number of courses and credits for students to graduate high school, local school districts and other public school units may require additional courses and credits to graduate.



Graduation Requirements - Reduced Elective Credits

NHCS Board Policy 3460

The board recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be career and college ready and productive members of society. The policy increases the elective credit requirement count to 12 (an addition of 6 credits). The policy allows for a Reduced Elective Credit option, eliminating the locally required electives, for students at risk of not graduating due to extenuating circumstances.



Graduation Requirements - Reduced Elective Credits

Consistent with NHCS Policy, Principals utilize a team approach, including the student and parent, to determine the need for the Reduced Elective Credit option.

NC Graduation Requirements- 22 credits

NHCS Graduation Requirements- 6
additional elective credits- 28 credits

Reduced Elective Credit Option- Meets ALL
state requirements for graduation



Predicted Graduation Report

Prevention

Provide individualized intervention services for students in danger of not graduating

Intervention

Require graduation coach and administrative notification/involvement prior to withdrawing a student as a dropout

Monitoring

Monthly monitoring reports to obtain information on why students dropout and the barriers to completing high school

Utilize school based data to assess needs and guide service planning

Recovery



Predicted Graduation Report

Created district wide processes and procedures

Working with Research and Accountability in the adoption of a dashboard that supports early warning systems

Maintaining, monitoring and analyzing data focused on increasing student outcomes

Providing individual support services to students



Predicted Graduation Report

Provide support services to families and schools

Collaboration between school based support staff (counselors, social workers, special education, ESL, graduation coaches, etc.)

Implementation of short-term and long-term graduation plans for students and schools

Provide professional development



Predicted Graduation Report



2021 PREDICTED GRADUATION COHORT PROGRESS REPORT

School: New Hanover High Principal: Philip Sutton Date: _____

Month	A: 2022 Cohort # On Track	B: Off Track, Low Danger	C: Off Track, High Danger	D: Certificate Student	E: Mathematically Cannot Graduate	F: Cohort Dropouts	G: Cohort Total
October							0
November							#VALUE!
December							#VALUE!
January							#VALUE!
February							#VALUE!
March							#VALUE!
April							#VALUE!
May							#VALUE!
June							#VALUE!
July							#VALUE!

Graduation Rate Percentage Scenarios

Scenario 1= All students in categories A, B, and C graduate.
 Scenario 2= All students in categories A and B graduate and 1/2 of category C graduate.
 Scenario 3= All students in categories A and B graduate. No students in category C graduate.
 Scenario 4= All students in category A, 1/2 of B graduate. No students in category C graduate.
 Scenario 5= All of A graduate. No other students graduate.

Predicted Cohort Graduation Rates

September	Scenario	1	2	3	4	5
	Graduation Percent	#REF!	#REF!	#REF!	#REF!	#REF!
October	Scenario	1	2	3	4	5
	Graduation Percent	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
November	Scenario	1	2	3	4	5
	Graduation Percent	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
December	Scenario	1	2	3	4	5
	Graduation Percent	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
January	Scenario	1	2	3	4	5
	Graduation Percent	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
February	Scenario	1	2	3	4	5

Column A-On Track:

No failed core classes and on track with all previous grade level courses and no apparent concerns

Column B-Low Level Danger:

No failed core classes and 20-22 credits at start of the school and needs to pass all classes

Column C-High Level Danger:

Has failed 1-7 core classes **and/or** needs to pass all classes to graduate **and/or** currently failing one or more courses needed to graduate **and/or** need an additional course credit(s) outside of the current school day **and/or** are on a Reduced Elective Credit Diploma (REDC) track

Certificate Student:

Students in the cohort on a Certificate track

Mathematically Cannot Graduate:

Has failed more than 7 core classes and/or has 0-13 by start of the SY

Cohort Dropouts:

Official dropouts, unknowns and students missing documentation on file

District SpEd Rate

# of SpEd Students	# of SpED A, B, C	Rate
		#VALUE!



Questions/Discussion

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