



MACHINE TRANSCRIPT • CORAGGIO CONSULTING

Loudoun County Public Schools, Curriculum & Instruction Committee Meeting, Wednesday, November 5, 2025

Date Wednesday, November 5, 2025
Place LCPS Administration Building / School Board Room, Ashburn, Virginia
Length 42m (video)

- Official meeting video (Vimeo / LCPS-TV): <https://player.vimeo.com/video/1134080472?rel=0>

Machine transcript (speech-to-text) produced by Coraggio Consulting. Not an official county record. Names and numbers may be misspelled; check the video at the timestamp before quoting.

Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-13. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:00] Good afternoon my name is Lauren Chernoff and I am calling this November 5th 2025 Curriculum and Instruction Committee meeting to order. I am joined by my colleagues Dr. Rasheed and Dr. Deans and we will get started tonight with item number two which is procedures for public comment.

[00:00:18] We do have one public commenter tonight we want to thank you for engaging with us in the public comment process due to the small number of speakers you will have three minutes and I'll start whenever you're ready, and it's Ms. Andrea Weiskopf. Welcome. Hi. This was important enough I even wrote it down beforehand.

[00:00:37] First, this has nothing to do with VDL administrators. They're the best ones I've worked with in the county. The first or second day back in August, we were presented with a county mandate to standardize grade books by CLT.

[00:00:55] We were given four options, but the options were just slight variations on the mandate. There is no flexibility. In the English department, it was decided we may have three minor summatives of the same point value, and that doesn't matter whether it's my 6th grade English class, my 11th grade English class, or creative writing.

[00:01:18] That is what English must have. And in world language, since I teach Latin, I am allowed four minor subnatives, which is the exact same thing that French Four has to do. Because you can't tell me we

are not heading toward an identical gradebook across the county.

[00:01:41] I've been here long enough. And this isn't about being a better teacher. It's about being a better employee. you are moving to do this across the board to make it as scripted as the English six scripts from Dr. Picard I feel micromanaged my years of schooling and teaching experience are being actively disrespected do you want me to be a better teacher or a better employee actually I

[00:02:13] probably shouldn't ask that black lives matter thank you Ms. Weisskopf that will conclude our public comment for tonight we will move on to item 3.01 the approval of the draft minutes from October 1st is there any additions or changes needed for the minutes and if not I'll entertain a motion so moved thank you Dr. Deans it is so moved may I have I will second it and all those in favor with that I sorry with that I will approve the draft minutes from October 1st are approved

[00:02:49] and now we will move into our information items first off is item 4.01 which is a math update and a new policy that is 5140 advanced or accelerated mathematics and to present tonight is mr. Roundsley director of teaching and learning and miss Juliet Kenny who is the mathematics supervisor for K through 12 welcome good evening thank you and it's great to be here great to be joined by Juliet Kenny who is recently been appointed to our role as math supervisor and she's done a great job laying out some of the requirements that

[00:03:24] we have for for House Bill 2686 and how LCPS plans to respond to that bill so on the next slide you may remember some information we've shared around House Bill 2686 and the requirement that we create a policy based on that which is policy 5140 so House Bill 2686 says that school divisions must develop policies outlining criteria for grades 5 through 8 student eligibility for accelerated math and what we're going to share with you tonight in this information item is a proposed draft of that policy very closely aligned with

[00:03:59] the VSBA model policy around this particular topic but LCPS has a very long history of supporting acceleration in mathematics and as part of the documentation that you have on board docs tonight you'll see the LCPS math course selection information from last year which outlines all the various ways that we offer acceleration and we feel as if most of our existing practices really do very closely align with House Bill 2686 and that the policy 5140 is really putting in place a lot of the work that already exists in our math office. So here are some key requirements for House Bill 2686. The first

[00:04:39] one is automatic enrollment. So for students who score in the statewide upper quartile on a grade level end-of-year standards of learning math assessment those students are automatically enrolled in an accelerated math course the following year with parental opt-out so students are automatically opted in parents have the ability to opt their child out of that accelerated course if they wish to also multiple pathways so that that acceleration is not based on any one singular thing but also that we give parents opportunities for their input for teacher recommendations for student

[00:05:14] choice for grades for other standardized test reports for portfolios of work and that acceleration isn't a one-time thing if you're not accelerated in fifth grade for example you can never accelerate there are multiple points where students can enter into an accelerated pathway and make choices about where they want to go from there and finally annual notification so that each year we are providing parents with information about the enrollment criteria in an accelerated math course the opt-out process the importance of middle school math and how it really sets the stage for students to explore high school mathematic options the impact on high

[00:05:51] school math sequence and available math courses in LCPS and again most of these things already exist in our part of our existing practices so you have a draft policy of policy 5140 in board docs tonight and really we have gone section by section of the requirements from the law and try to spell out some of that information for parents so the i the information around automatic enrollment is included in section b parental opt-out is also a part of that as well that parents can opt their children out of accelerated choices the multiple pathways and then the policy opens with annual notification

[00:06:29] in section a and we'd be happy to answer any questions you might have about the policy at the conclusion i'm going to turn it over to miss kenny to talk a little bit about the impact that this bill had in LCPS last year and some of the things we've done to support our schools in implementing it. Thank You Mr. Ounzle. So it's important to note that the house bill is referring to the top 25% for grade level SOL scores statewide. So this table here represents the SOL score range from this past spring of students who are automatically enrolled in an

[00:07:04] accelerated math course from a grade level math course. So as an example a a current seventh grade student if they received a 440 or higher on their math 6 sol this past spring then they were automatically enrolled into pre-algebra or math 8 and every year these numbers may change slightly based on student performance across the state we currently follow a pretty comprehensive math course selection process where we do consider multiple data points and teacher

[00:07:40] recommendations, family input, and also student goals. You do have access to a reference document of our current math course selection information where you'll see opportunities for acceleration through multiple different pathways including opportunities for students to access algebra 1 in middle school. We've been collecting feedback on this document from teachers and counselors and administrators and we also plan to share this document for feedback from community stakeholders over the next couple of months now this graph here shows the LCPS middle school students who

[00:08:17] are currently enrolled in accelerated math courses this school year so what you can see is that 55.8 percent of students shown in the blue there that represents the percentage of students who were enrolled in an accelerated math course prior to house bill 2686 and then that 3.7 percent in orange shows the additional students that were enrolled based on house bill 2686 over the course of the summer so what this means is that of the total number of middle school students who are in accelerated math courses within lcps 93 of them were accelerated from the current processes that

[00:08:55] we already have in place and so our department the math department has been working actively to support both teachers and students through these accelerated math courses so for teachers there's a variety of ways in which we're providing support we've been providing ongoing professional learning on our new math resources for middle school all middle school courses have access to math space as their math resource and our math space trainer has been able to visit every single middle school this year so far to provide personalized support and training for math

[00:09:32] teachers and teams and departments and math space has an adaptive digital resource for students so this resource provides student support and content where students may have gaps and alternatively it can also adapt grade level standards to meet students where they are in their learning our curriculum unit guides for our math department also provide a daily lesson sequence to support teachers with their planning including a section on student-centered supports so here's an example of what that looks like and what you can see here is that this section

[00:10:08] specifically will highlight content and provide lessons and resources for students who've been accelerated and may need that additional support during the transition also this year we've been holding quarterly collaborative learning team meetings with secondary math teachers across the county where schools can send a representative to meet with other secondary math teachers just all across the county so math six seven pre-algebra algebra one teachers it's an opportunity for teachers around the county to collaborate together and these have been an opportunity to to engage in more professional learning from our vendors

[00:10:46] and also to collaborate on county-wide resources to best support students. We've also been offering cohorts to support teachers with additional licensure certifications to be able to increase the capacity of our teachers. So for example, we offer Praxis prep courses for Algebra I and we're also going to be offering a middle school math Praxis prep course this year as well.

[00:11:08] And we collaborate with George Mason University to offer a math specialist cohort for teachers. And then coming soon, something we're excited about, we are creating a summer boost program that's gonna be able to provide middle school students with an asynchronous opportunity to be able to dive into some math content in the summer in preparation for the math course that they'll be taking in the fall.

[00:11:31] So we're really looking forward to being able to roll that out for our students as a summer support. This time, we can open it up to questions.

[00:11:46] - All right, thank you guys so much. colleagues you have any questions or comments about the policy or the presentation I have a couple of quick questions um it feels very straightforward to me it feels like we had a lot of this in place already so we're kind of just codifying that which is great one of my questions and this really isn't about the policy or even it's more just out of curiosity what happens if we accelerate someone based off of these scores or for other reasons and then they struggle so much they need to retake that math class what would the process

[00:12:22] for that look like yeah so we have a just like parents can opt out from the policy requirements if a student is accelerated we have a similar type of opt-out procedure so we encourage schools to be able to communicate with parents and families about and have a conference about that and then they would have to then do an opt-out form so that we can collect that information and that data if the student is struggling and wants to go back to a grade level course so that option is there are they able to retake the same so if they were in math seven when they're a sixth grader and they struggle I think can they take math

[00:13:00] seven again if they've already taken math seven yes but struggled I think for the most part so really what we want to we're trying to do now is identify those situations early where a student is struggling there's a process to expunge a grade if a student is in a high school math course ultimately I would in most cases we would want a student to move forward but i do think that would be a conversation between principals and counselors parents and students in special circumstances but i think most of the time we would want to catch that during the year provide additional supports come up with a plan

[00:13:37] for intervention and if necessary move students down that's what miss kenny was talking to because we are tracking that data to see if a student was accelerated and then is moving back to a grade level course and again there is a very clear policy written out if a student is in Algebra 1 or Geometry or Algebra 2 in middle school that they could expunge that grade and retake the course but ultimately I

think there's some room for for schools and parents and students to collaborate on the best spot for a student.

[00:14:07] I just wonder with the scores it sometimes feels a little bit arbitrary it doesn't really tell the whole story about whether a kid is actually ready for that math course or not so just kind of wanted to know what the contingency plans are if kids struggle are we seeing that i mean i know we've accelerated some this year are we seeing that sort of shift from kids in any way or any trends that we can identify yet there have been students who have been accelerated and then have decided to make that step back down to the grade level course we are pulling that data from the permission click opt

[00:14:41] out form that we have been given been giving to schools i think something that our department is really trying to focus on is what supports we can give to teachers and students for students who have been accelerated and so we've been really trying to enhance the student-centered supports parts of our unit guides in our curriculum resources so that teachers feel like they have those resources to be able to help students who are in that boat I appreciate that yes Dr. Deans that expunge piece is that in the policy so parents can readily see that so that

[00:15:19] is a separate existing policy that already exists but that is already an LCPS policy okay but do parents know schools every year are required to send out a notification to parents about the expunge process it's written in our program of studies but that is a yearly notification that parents receive and counselors work very closely there is a threshold where it's an automatic expungement and then a threshold where counselors and parents work together to make a decision about whether or not to expunge a grade that refers to not just math, but any high school credit earned in middle school.

[00:15:51] So world languages and math are both included as part of that. To that other point, I think one point where that's really important in our policy is the idea of those multiple pathways. The House bill does accelerate students based on one singular point of data, the SOL score.

[00:16:09] But the policy makes clear, and also is part of our existing practices, is that acceleration decisions are based on multiple points of parent contact, grades, student history other standardized test scores. And that's one thing we want to we want to emphasize that while the House bill requires us to accelerate students we should always be having conversations around the full data picture of a student in math to make sure we're putting students in the place where they're going to be most successful.

[00:16:37] Yeah I agree with that I think that's good. And it seems like I said these processes have existed before this so it's good that we've had that conversation. As far as the policy goes I see that the LCPS mathematics course selection information is cross-referenced here I'm wondering is there a plan to do a regulation with this or does that sort of serve as that piece of the puzzle what would you anticipate in terms of sort of operationalizing and making that information known is and maybe that's something for us to think about too. So we did add that as a cross

[00:17:13] reference this is a document that has evolved over the years based on consistent feedback from parents about how to better understand their math options and so if you I don't know if you could pull that up Juliet but if you go through the document there's visuals of the course progressions depending on where students are it lays out the options and while a regulation is more flexible in terms of updating every year I guess I would I think staff would maybe need some feedback on what from this 16 page document may be enhanced through a

[00:17:49] regulation I don't know if we'd want to replicate the entire entirety of the of the document um usually like we wouldn't have uh tables and such in regulations we could um so is there a particular i guess my question really in terms of just the parent i mean this is great information it's really well written i think that it's very clear i like that it has charts i mean we should change that about our regulations but um i am just wondering in terms of a lot of things get cross-referenced in policies and then do people know to go click on that that that's the process

[00:18:28] board I think we do a pretty good job of educating our parents on this especially as kids transition from elementary to middle school so I know that as a middle school parent that that's something that we see but I'm just wondering in terms of someone wondering about this policy would they click on that or would it be better served that we tuck some of those processes into regulation I I don't really have a feeling either way I just for transparency sake and clarity since it's a new policy it might be nice to have an accompanying reg but I don't you can certainly we can certainly take take a look at this I don't think we'd want to replicate the entire thing but we could look at the structure of it yeah and see what might make sense in

[00:19:07] a regulation with that that work and does that feel like something you guys are interested in yes okay yeah I would appreciate that I think that just having I mean it's pretty operational this process after you get your cut score so yeah I don't have any other comments or questions I am wondering if it would be okay for the committee to have this sent out for public feedback and then we can have it as an action item in is it December yikes where'd the year go is that all right with you guys great okie-dokie thank you so much for

[00:19:46] being here we appreciate you and with that we will move on to our next item 4.02 policy 50/30 grading and assessment update and I believe Dr. Ellis will be presenting right just live is gonna pull up the presentation and while he does while he tries I have I have faith in you I will briefly introduce this item and then pass it off to my colleagues so we are providing a brief update on the implementation of policy 50/30 that was implemented in August for this

[00:20:25] current school year as you as a committee know we went through many meetings many conversations a lot of feedback over the course of the past year to get to this point dr. single and dr. Blake look have been instrumental in gathering all that feedback working with the work group and developing resources for policy implementation so I'm going to turn it over to them to talk through a brief update and because the first quarter has just ended we don't have any data to share with you and we anticipate

[00:20:59] bringing that back at a future meeting so with that I'll turn it over to dr. single and dr. Blake look thank you good afternoon and thank you for having us and provided the opportunity to share an update on the assessment and grading

[00:21:15] policy I will take two good afternoon and thank you for the opportunity to

[00:21:54] provide an update on the revised assessment and grading policy our objectives today are to revisit the major changes within the policy offering a concise overview for all in attendance we're going to discuss the support structures and systems implemented to ensure a successful launch of this policy and then present the current implementation progress and and outline some next steps.

[00:22:16] So as we move forward with this conversation just a brief review of the journey we took last year with this policy based on the feedback we received from focus groups let's talk and thought exchange

as well. So the major changes were that we added definitions for both homework and reasonable effort.

[00:22:34] The language was referenced in the previous version of the policy and we added those definitions. We required that students demonstrate reasonable effort on all assessments on all assignments prior of the initial assessment to be able to be eligible for the reassessment. The reassessments are only available to students who score below a 70 percent on the summit on the major summative assessment and the highest score that a student can get on a reassessment is 70 percent.

[00:23:03] The floor of 50 now only applies to quarter grades with the exception of AP courses they are excluded from that floor of 50 formative assessments can count to a total of 10 percent of the quarter grade. We've introduced language to differentiate expectations across grade levels, supporting developmentally appropriate practices.

[00:23:24] Projects completed outside the classroom can now be considered major summative assessments if they meet rigor and relevance criteria. And finally, deadlines for late work are required, promoting accountability and time. Okay, so let's take a moment to review the support structures and systems that we put in place.

[00:23:43] It was really important to us to have teacher and administrator voice in helping us figure out how to translate the policy into practice. So we assembled the Assessment and Grading Workgroup comprising of classroom teachers, principals, assistant principals, instructional coaches, and instruction technology facilitators to collaboratively develop a comprehensive implementation guide.

[00:24:04] Together we produced the Assessment and Grading Handbook, and this is the first time that LCPS has had an Assessment and Grading Handbook, and based on the feedback we received, instructional staff and administrators are appreciative of this additional layer of guidance and support.

[00:24:19] believe it offers consistency in the application of policy and the guidance the work group also provided input on the technical aspects of the gradebook setup following this the handbook was reviewed by principals school-based instructional staff and the department of academics and improvements were made and then after the revised policy was approved we did attend a principal meeting to provide principals with an overview of the changes and to inquire about additional supports that they might need to help implement this policy with fidelity as a result of that conversation we developed a turnkey presentation for them to

[00:24:55] use in staff trainings we developed some frequently asked questions documents posters little what you need to know cards that they could distribute to families and students as well as a roles and responsibilities document in addition to meeting with principals we met with various offices and the middle school and high schools directors of student counseling we held office hours in may june july and august for administrators and other leaders so department chairs assistant principals teams coaches could attend to review the training materials and ask

[00:25:30] any questions you might have noticed that we did launch a multi-language website for families so they could understand the policy and what that looks like in schools and our research department developed a click app for administrators to monitor compliance with policy and I just want to give a shout out to our DDI department for updating Phoenix and the Phoenix user guide that our teachers use when they set up their grade books so to ensure widespread awareness we did partner with our communications department to disseminate updates through newsletters as well as various

[00:26:08] media outlets as with any policy revision it does take time for everyone to fully understand and implement the changes and while we haven't received major concerns from constituents we have addressed a few questions particularly regarding the learning curve associated with reassessment requirements students recently on the Student Advisory Committee have expressed that they believe this revision is fair and encourages students to diligently study and work hard for initial assessments which I thought was surprising that they

[00:26:43] supported that part of the policy we also started receiving questions about addressing transfer grades for students who have changed school sections or courses the solution to this was to apply the grades the student had in the previous course to a major summative a minor summative and a formative assessment another adjustment that required some time was the transition from a point space system to a weighted categories system a change implemented based on the input from the workgroup and the need for more consistency across LCPS that we received through surveys and focus groups the

[00:27:22] weighted category system offers several benefits over a total point system so firstly it provides greater clarity regarding the value of different assignment types under the system teachers are required to administer reassessments because we have ensured that major summatives are required to be one of the categories and then this addresses a previous concerns where some teachers categorize all assessments as minor summatives thus avoiding reassessments which was an issue we heard from families and students additionally weighted categories give teachers greater flexibility to adjust the number of

[00:27:59] minor assignments minor summative assignments allowing them to reteach content or make other adjustments based on students needs so if teachers notice the students haven't mastered certain content they can administer additional reassessments that they find during the quarter that they might not have had So as we were doing all of this work we recognized that there would probably be gaps that would emerge in the process and what we learned.

[00:28:27] Dr. Single just named some of the ones that sort of came off the transfer grades and things like that along the way. So our immediate next steps are to work with those students from the Student Advisory Committee. They mentioned it as a potential focus area for them this school year. We will also collaborate with the Regional Assessment and Grading Work Group to gather their insights on this year's implementation.

[00:28:47] Our plan includes monitoring quarter one grades in comparing their distribution to last year's. My office is already starting to work by pulling last year's grades for first quarter. So we're just once we have this year's we will have that ready to go. Finally based on feedback from both the student group and the work group we will revise the assessment and grading handbook this summer.

[00:29:04] So fill in some of those gaps that were found. We were also happy to return to the C&I committee to discuss implementation successes and challenges the year progresses. Thank you again for having us. We would be happy to answer any questions you might have. - Thank you guys so much for coming and I'm very grateful to be having this conversation sort of throughout the year along the way as we're adapting to this new policy and policy is perfect and there were some major shifts so I'm grateful that we can be reflective and hopefully if there are significant areas of feedback or changes we can address that as it comes.

[00:29:41] I am anxious to hear from about quarter one grades. I will toss it to my colleagues and then I will address some questions and just some overall feedback that I have received as well. I'm just waiting

for quarter one Grace. Okay. Sounds good. Dr. Rajee.

[00:30:00] To piggyback off Dr. Dean's also waiting but your feedback groups I was just wondering if there's a number. Did you receive a lot. I know that's subjective but I'm just curious if it was a little bit of the feedback that you received. In terms of the policy revision or the or the developing the handbook.

[00:30:19] So the policy of revision we did we engaged in a project last year where we did 10 focus groups across teachers families students and principals we also had a let's talk forum that went out division-wide for folks to provide feedback on as well I think we got about five or six hundred responses to that so we tried to make it available to everyone and we we had people gave people the opportunity to sign up for the focus groups and then did a random selection for that so we tried to cast the net that the web as wide as we possibly could I did put this out on social media and you know I've been kind of engaging different people when I'm at schools and

[00:30:58] having the conversation about how's it going with the new grading policy and I mean not to overgeneralize but it seems like teachers are pretty happy and some parents and students are have concerns that seems to be sort of the breakdown that I'm hearing the major group of concerns is largely in my community coming from parents of juniors who feel like they are getting hit particularly hard in a year that really really matters so I hadn't really thought about that so I'm curious if if you all are hearing that as well I know someone had suggested to me like they should have been grandfathered in like rezoning and then you could start the policy with the sophomores which obviously it's not really how policy

[00:31:37] works but I'm curious if you've heard from parents of juniors and especially particularly these are kids that have above a 4.0 GPA that I'm hearing from that are very concerned about what an A- or not being able to do a retake might do to that GPA as they apply for colleges so and stay competitive. So I will speak to this and then ask Dr. Blakelock and Dr. Single if they have anything to add. One concern came straight to me through a let's talk and it was a parent of a

[00:32:12] senior actually not a junior but the concern was I think similar to what you are hearing in terms of grades being reported to colleges and so the information that I shared I worked closely with the school counseling office and explained that while grades are important in terms of college application they are one of many many factors in a college application also every school district in the United States uses a slightly different grading scale or grading policy there is no obviously one set

[00:32:48] grading policy so colleges are used to grading policies being different candidate to candidate and even year to year so they take that information just as part as one tiny part of a holistic process to to sort of help that we we were able to add what hasn't been on our on our LCPS school division and school profile that school that colleges receive is a link to our policy so we did add that this year so colleges do have access to the policy I don't know

[00:33:25] if they click on it and read it my guess is no but it's available to them and students may even if they're super concerned about it or feel like the grading policy has drastically changed their grades in some way they are they can certainly write about it in an essay or ask their school counselor who also is required to write a letter of recommendation that gets submitted with their college application the school counselor may also add language about about the grading policy change in the application but overall I would say that

[00:33:57] That is a minor concern that is being addressed through the LCPS profile that gets submitted to colleges. I will also say that the conversation around a phased approach did not come up in any of our focus groups or with the work group at all.

[00:34:24] And so I'll just leave it at that. Do you all have anything to add? We did not receive feedback through Let's Talk or from teachers, but in listening to the student conversations at the student advisory committee, which juniors and seniors are part of that group, students are very excited that formative assessments now count, giving them that bump.

[00:34:45] So that part of the policy, I think, is in students' advantage, and they were excited about that. But other than that, we have not received any additional feedback. And, I mean, I'll say I haven't gotten a lot of feedback.

[00:35:00] I mean I think I got seven emails after soliciting for some you know specifically after quarter one so I know that there are I understand where the concerns are I get it so we'll continue I think to take that into advisement the for the teachers I think you know I think one of the things that people are struggling with is sort of consistency and different interpretations and nuances of the policy so and I think parents also express some of that too in terms of you know making sure it feels teacher specific but again we're addressing that through the learning curve I think because there's

[00:35:35] a lot there there was a specific question about whether or not the spirit of the policy and I think this sort of speaks to the public comment we heard tonight is to make things extremely uniform and if that is the goal I don't know that that was ever really like said as an objective when we were going through the journey as you call it but with the weighted grade books and also are all assessments across certain departments supposed to be identical well I don't remember that being part of the spirit of the policy but if you could speak to that of course absolutely and I appreciate the the public comment

[00:36:11] because I do think that there are so so I'll start by saying that I think this implementation has gotten us to a place where we are more consistent than we ever have been before with assessment and grading across schools I will say that consistency is a word that we heard over and over again in faith in feedback both written feedback and focus groups we are not expecting uniformity in our grades and I think that's a conversation that our office can have with the Department

[00:36:46] of School leadership in terms of clear expectations around consistency rather than uniformity I do think there's a difference that is maybe that is not necessarily outlined in policy and may be unclear in the regulation but again in terms of getting to a point where we are consistent the concept of moving to weighted grades was an effort to be consistent across the division so an A is an A regardless of what school or course you are in that was really important to parents and students in the feedback and that's our goal we're still

[00:37:24] working toward that goal this is this is a learning year for sure we are not a hundred percent consistent in that we are definitely working toward that would you add anything to that dr. single or doctor just to reiterate what dr. Ellis said in terms of if you look back at the focus group report one of the one of the big major themes that we heard from from staff from families from students was the lack of consistency from school to school department department grade to grade teacher to teacher so that was one of the things that we were trying to address but not so extreme that it is that one size fits all approach and I

[00:38:03] would just like to add for the teachers perspective the feedback that we received was around having to use an external calculator the work group that we have really urged us against that and so to get rid of the external calculator they did ask us to provide a couple of different options for weighted categories which we do and there is an option where teachers can set their own percentages or their own weights so there is a lot of flexibility while providing consistency across the system and so that was an action that we did as a result of the feedback we received from teachers specifically and I'll just

[00:38:39] maybe an example will be helpful so in terms of consistency across CLTs the feedback that we received from the work group was that grade level for example in elementary schools the second grade team will work together to create common assessments for second grade at that school at the secondary level the English 9 CLT will work together to create common assessments for the English 9 team at that school not across schools

[00:39:13] if that makes sense yeah I think there's just also some confusion about the idea of you can create some common assessments but that doesn't mean you can't have other smaller assessments that aren't identical to one another so just kind of hashing that out and then I also am hearing people that are very grateful to have formatives as part of the grade teachers as well as students feel that that's a mechanism a lever that they can pull to help boost or support a couple of the comments were just you know making sure that that's not making sure that those formatives are things that they have been taught not like pre tests or things like that so I guess there was

[00:39:50] some specific feedback around around that especially with middle schoolers I think because they're doing a lot of that and then as far as the positives I mean teachers seem to report that it's doing what we wanted it to do that the engagement is up that kids are prepared that they are giving it their best shot on the first try because of the retake shift that there are you know higher scores on their first quarter summatives than they've seen in the past because of the retakeability that there's a clear structure in terms of the progression with late work and that it's due

[00:40:29] before that it's assessed and that the end of quarter stress is down for specifically for teachers but also noted that you know for for students too because everything's in because it had to be so I do think that those are important things those were the goals that at least we had you know coming out of the feedback so I think that that's really positive and then I sent on some of the specific feedback that I got as well, so we can continue to kind of address those case by case.

[00:40:57] But I'm looking forward to seeing what the Q1 grades are and going from there and seeing how we are. I think maybe, you know, end of quarter two, we'll have an even better sense for where we are in terms of how this is working for people. But I would encourage the public, if you're listening, reach out.

[00:41:13] If you are feeling good or have concerns, let us know so that we can continue to monitor this before the updates next summer. Yes. Since you're speaking to the public, can I put in a plug real quick? So for anyone listening out there, I would just encourage students and parents or families, if they have questions, don't hesitate to reach out to your teacher.

[00:41:36] Talk to your teacher and express your concerns or your questions. The teachers are learning the implementation of the policy as well, and sometimes a conversation could be really, really helpful to them. And also your administrators, but start with your teacher.

[00:41:53] yeah and I just want to thank you guys for your work I know at my back to school night all eight blocks I heard about the grading policy every single block that it was a change so I think that we got the message that it had changed as parents and having the website and the FAQs and all that has been really helpful in terms of being a school board member to redirect people because you guys seem to cover it all so I think it's an ongoing conversation I'm definitely going to be keeping tabs on things along the way Ms. Weisskopf I will follow up with you as well and thank you for coming and if there's is there anything else on

[00:42:26] grading and assessment alrighty then with that I believe we are is there any new business well with that we are adjourned a record less than 45 minutes so thank you everyone for coming and we'll see you next time



Coraggio Consulting · aguyonx.com