

Spotlight on the Board

Notes from the District 211 School Board Meetings

April 14, 2011

This was a Regular Board of Education meeting. All board members were present including newly elected Bill Robertson and Mucia Burke.

Presentation: District 211 Joint Grading Committee

D211 Superintendent Nancy Robb – Introduced Schaumburg HS Principal Tim Little, Hoffman Estates HS Principal Jim Britton and D211 Union President and Social Studies teacher Jason Spoor. These are the 3 that are leading our subcommittee on grading. This really is an outgrowth of our work. You have heard so much about critical learning standards, formative and benchmark assessments and a lot of work we have been doing in our PLCs (Professional Learning Communities). And one of the things that has happened as we have been reviewing the data and we have been talking about assessments – is some of our teachers have started to ask questions. And the questions that they are asking one another is really ***what does the grade mean?*** And they are becoming very reflective about grades and looking at grades in general. So what we decided to do was when there were questions that were asked about this – we asked about perhaps this is a time that we should have a joint committee take a look at this and begin the discussions. And so what I wanted to do tonight for the Board is show you this is the very beginning discussions that we are having about grading. And we have looked at Doug Reed's work – Elements of Grading – and Ken O'Connor had a Repair Kit for Grading. And these are resource books from esteemed educators basically to help us in leading that discussion to say – what are some of the things perhaps we should look at? So I believe we have had two full committee meetings – we have many teachers from each one of our schools, and we are at the process right now where we are discussing grading – but I thought it would be a good time for us to bring some of those thoughts forward to you. This will probably be a several year look at things. As I think you know in our evaluation committee that was a 2 ½ year time that we spent really looking at that. But I thought on the grading, I wanted to get you – as a Board – familiar with some of the questions that we have been asking in some of the discussions we are just beginning to have with our staff.

Schaumburg Estates HS Principal Tim Little – We are talking about an emotionally charged topic. It is emotionally charged for kids, and it is emotionally charged for teachers. It is a tough topic to open up to talk about. The reason we are doing that is because in the past several years, we have been engaged in really this 3 question cycle of identifying standards – in either content or skill. Assessing that, taking that data and then intervening when we need to. In that process what we have discovered is – *there may be some grading practices that we engage in that aren't really congruent with what we are doing inside the Professional Learning Team.* We jointly decided to come together and investigate – not just past practice but then hold that up against best practice today. As Dr. Robb referenced, the work of Doug Reed and Ken O'Connor – that was the basis of our discussion. I can share with you that really the process of reflective practice for us has been a very good one in the very, very initial stages of what we are doing here. We are talking about the first baby step of coming together to talk about this as professionals.

Hoffman Estates HS Principal Jim Britton – The first step of that process is to come together to define a purpose. Our purpose initially was to define what this concept of grading is and to define what the purpose of what grading is and should be. What we wanted to do at this point is to merely have our teaching professionals engage in reflective practice.

D211 Union President Jason Spoor – The teachers throughout the district have had a lot of different conversations with me as we sort of begun this process, there are some concerns but really what we are looking at, as teachers, is the grade. *At the very heart of what a grade is – is a tool to communicate.* Whether we are communicating with parents, or with students or with employers or with universities. What we are doing is communicating. Every teacher will be – what we all agree on – is that we want to give an authentic and a real communication tool to those universities to really help

our students. So as we pick the members of the committee, we look to find a variety of teachers from a variety of disciplines. As you saw on the previous slide was the list of our committee members – all of the building principals are there, and department chairs involved in the process – PE, Math, Applied Tech, Science, Social Studies – try to get every art, every teacher represented in the discussions.

Presentation (16 slides)

[http://www.boarddocs.com/il/thsd211/Board.nsf/files/8FPO5F62BFA5/\\$file/Grading%20Cmte.%20Summary%20for%20BoE.pdf](http://www.boarddocs.com/il/thsd211/Board.nsf/files/8FPO5F62BFA5/$file/Grading%20Cmte.%20Summary%20for%20BoE.pdf)

Purpose – *The purpose of the meeting was to develop a vision statement that clearly identifies and defines our district’s vision on the definition and purpose of grades. The vision statement is supported by four fundamental elements that will guide our reflective practice on grading.*

Effective grading practices must be Accurate, Fair, Specific, and Timely. Our belief statements on the elements of grading are founded on the work of Dr. Douglas Reeves and are identified and explained in the book, Elements of Grading: A Guide to Effective Practice.

In addition, the committee worked on potential revisions of the district policies on grading to better align these policies with standards based practices.

Spoor – As you know, as you acted earlier this year on Robb’s request to look at and **put a moratorium on the current Board policy regarding truancies** and grades affected by those truancies. And that is really what sort of began that discussion was to look at that policy and to try to find out – what are we doing by attaching the behavior to that communication tool? And to kind of move out from there in our discussions.

Vision Statement - *A grade communicates an accurate measurement of student performance and progress toward mastery of academic standards over a given period of time, providing descriptive feedback to students, families, teachers, employers, and postsecondary institutions.*

Little – The vision statement was a collective work from this task force to do an informative, overarching view about what grading should be about. (Read statement) I can tell you this when you look over that standard and why the vision statement is so important for us. It really ties in the fact that we are very interested to know where a student lies on the attainment mastery and/or the completion of that standard. And what we do is – we formatively come in and find out where that is, get that information. We obviously know that we want them to master it or be proficient. But when they aren’t, that third step comes into play for us. We need to close that gap through interventions. One of the things that we really talked about in that process of closing the gap was the amount of information, very specific information about where a kid is at on a specific standard. I would say in the last four years we get even more and more specific information on a kid. That really led to the development of the vision statement and the need to look at some grading.

Accuracy - *An accurate grade reflects a clear representation of student mastery of skills and content within a given course. There should be a common definition of how to assess mastery from teacher to teacher and school to school.*

Spoor – What are we communicating? Going back to that communication tool and are we accurately communicating it? Grades are something that is a little bit different than the evaluation process where the immediate stakeholders are those teachers and the evaluators – what are we looking at involved in that process? We are speaking to the community, we are speaking to you all as board members, we are speaking to everyone involved in this process as we said before – and we need to make sure that we are communicating accurate record. And we are very fortunate and what is exciting about being in D211 is that we have such high quality professionals working in our district. That we can be pretty **confident that the message we are sending is relevantly accurate to addressing those standards**. But what is interesting and really exciting about this process right now is that it is bringing together everything that we are doing. The late start time that we have and working in our Professional Learning Teams and developing these critical learning standards and putting these

altogether along with that evaluation piece, as teachers start to really internalize this process of grading, and what this means as we look into the future of D211 and what we are trying to communicate – and combining that with those standards. That is what our accuracy piece is trying to reflect.

Fairness - *A fair grade reflects a student's performance in meeting specific, academic learning standards. A fair grade reflects the quality of a student's work and not differences in gender, ethnicity, or social class. Fairness allows time for students to reach specific learning standards according to their different needs.*

Specificity - *For grades to be specific, they need to communicate to students, families, teachers, employers, and postsecondary institutions. To inform instruction, specificity helps teachers plan, teach, and remediate. To support student learning, specific grades indicate how students can improve their performance. Finally, specific reporting effectively informs parents on how students measure against set objectives and standards.*

Spoor – **We are using one letter and we are communicating an immense amount of material.** And I think that we discovered that when we looked back to the beginning of the year at that truancy policy. And we said, alright our grades are communicating whether or not our students are successful in our class. But then we have a student that is truant for two or three days, the reason we don't necessarily know – could be that they just didn't want to come to school, could be that something happened in their personal life, we don't know. But they get back to school and they have missed a 100 point project in a class where you have 300 points by the end of a quarter. Are we communicating when that student gets a Zero on that project, are we communicating specifically that that student doesn't understand the standards? Or are we communicating that student doesn't have the behavior that it takes to be successful in our class? What is it that we are trying to communicate? We had a long discussion in our first two committee meetings about this idea of specificity. And how it relates to standards and how it relates to behavior and how it relates to effort. And that discussion is really going to continue as we move into the next step of the process.

Timeliness - *In grading systems, timeliness refers to the communication among students, families, teachers, employers, and postsecondary institutions about the current levels of performance on specific components of learning. Teachers should seek to provide descriptive feedback to students in a timely fashion, promoting achievement and increasing motivation. By providing preemptive communication with parents, students will have time to improve performance and correct behaviors inhibiting success.*

Britton – More and more so our students are logging in and seeing their grades every day. They go home, they pull up their grades and they want to know how successful they are in meeting the standards in the classroom. Also parents want that timely feedback so that they can support their student being successful in their classes. So it is incumbent upon the teachers to be timely in their assessment – because that assessment and that grade provides feedback. Feedback by which the student can change their performance. If they are falling behind, they can use the information to pull their grades up.

Little – (referring to slide with a quote) The center of the quote is really on building confidence for learners. When we have kids that are highly motivated, are very very strong learners and come from that experience and backgrounds – confidence builds for those kids. But when we have a system of grades that are broken, I think it really speaks to the fact that it is a confidence killer in kids. We really need to put a system in place that helps build the confidence of all of our learners. Not just some of them.

Spoor – Before we even went into our first meeting, we did an immense amount of research as to what is out there right now about grades and effective practice in grading. And everything kept coming back to these three names that you now have heard a number of times. Ken O'Connor's work – a Repair Kit for Grading: the 15 Fixes for Broken Grades – is really a handy tool for our teachers in that it

specifically addresses 15 problem areas in the way that the majority of educators grade students. It gives really proactive solutions for the teacher in addressing those 15 problem areas. It allows them too – still within the framework of how we have been doing grades – address everything that we have talked about in those areas of specificity, timeliness and accuracy. As our committee met in the second meeting, took apart those 15 fixes and we took a step back and said now in district 211 – how does this fit for us? Because if you read and look at Ken O'Connor's text, he is addressing it for teachers K-12. As a 9-12 district with a variety of student populations, we had to really break down how does this fit for us in D211? So we put together a sort of framework for D211 teachers to take Ken O'Connor's work and start to begin to reflect on how it fits with their practice.

A REPAIR KIT FOR GRADING: 15 FIXES FOR BROKEN GRADES -

Fix #1: *Don't include student behaviors (effort, participation, adherence to class rules, etc.) in grades; include only achievement.*

Fix #2: *Don't reduce marks on "work" submitted late; provide alternate deterrents and provide support for the learner.*

Fix #3: *Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.*

Fix #4: *Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.*

Fix #5: *Don't consider attendance in grade determination; report absences separately.*

Fix #6: *Don't include group scores in grades; use only individual achievement evidence.*

Britton – Grades should reflect achievement not behavioral factors that influence the grade.

It is somewhat the hidden curriculum in education that sometimes we include the behaviors as part of the grade – instead of it reflecting the achievement of the student against the standard.

Britton – The 2nd fix that is recommended is that **we should not mark students down in their grade for turning in assignments late**. Really we are penalizing them for learning at a slower rate or learning to perform a skill at a slower rate. That what matters is the final product, the quality of that final product. We know that sometimes students will take longer to get to the standard that we want them to reach.

Little – We are not going to walk through each of the 15 for you. But we have selected a few highlights that is why the variation in color. Fix 5 looks at attendance and its affect on grades, it says **don't count attendance in grading**. That is not to not hold them accountable for attendance, it is to say that accountability comes in a different arena outside of a grade on a specific level or a standard. Fix 6 – **don't include group scores in grades**, use only individual achievement for evidence. Cooperative learning is a catch phrase several years ago. And what it is saying is that that can really mask how well a kid is doing on a particular standard at a given time. So we want individual grades when it comes to that kind of work.

Fix #7: *Don't organize information in grading reports by assessment methods (quizzes, tests, homework, etc.) or simply summarize into a single grade; organize and report evidence by standards/learning goals or targets.*

Fix #8: *Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.*

Fix #9: *Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards.*

Fix #10: *Don't rely on evidence gathered using assessments that fail to meet standards of quality; rely only on quality assessments.*

Spoor – The key here – and one of the biggest factors that draws teachers to this district and Dr. Robb mentioned it earlier. To see the way that we in this district work as a team in addressing these problems has been really exciting and it draws people in. If you look at fix 8 and fix 9 – part of what the teachers are concerned about is moving forward here is that we all, love the students in this district

– and everybody from board member to administrator to teacher feels that a student who walks in the door of Fremd or any other building in this district is one of their own children. So the biggest thing that we need to do is to look at **how are we assessing our students based on whether or not they are achieving mastery in that content area?** Is a student leaving my Social Science Survey class a better citizen than when they walked in the room? Is that going to happen based on what I am doing?

Fix #11: *Don't rely only on the mean; consider other measures of central tendency and use professional judgment.*

Fix #12: *Don't include zeros in grade determination when evidence is missing or as punishment; use alternative deterrents and use alternative grading such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient Evidence.*

Fix #13: *Don't use information from formative assessments and practice to determine grades; use only summative evidence.*

Fix #14: *Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement.*

Fix #15: *Don't leave students out of the grading process. Involve students; they can –and should – play key roles in assessment and grading that promotes.*

Britton – Another fix we want to call your attention to is – **the role of Zero**. Sometimes a zero is given for a student when they don't turn in an assignment. For some students that Zero is a pass. It is a pass not to learn the material. They didn't turn in the assignment so therefore they get a Zero, they don't have to perform the learning task. They move on. They miss the opportunity to learn. Also the research and some of the leading researchers in the field look at what a Zero does on a 100 point scale. It pulls a grade down so significantly that the grade no longer represents the true achievement of the student. In the same way, we sometimes include the practice that we give our students as part of the grade. The practice is just that and it should be treated as just that. We do not evaluate a basketball team on how they do during practice – but in the game – in the big game. And those big games are our summative assessments. Those tests we give, those major projects we have and we should not, at least the researchers are saying – should not evaluate students based on how they do in their practice but at how they do at the big game.

Spoor – Let me us inject about the Zero. **Zero is an important piece for teachers. This has been the most common feedback that I have received from the teachers is the concern about the Zero.** In part of what I explained to them and even in talking with parents – if you leave high school and you get a job – let's say you are a mechanic at the Ford dealership and you do not come into work one day and you have been assigned to change somebody's transmission. And you just don't do it. Does your boss look at you and say – Okay you got a zero for that transmission and just move on to the next thing. No – the bottom line is that transmission needs to be fixed. And that is what we are doing. We need to communicate to students that every piece of work that I give you has a purpose. I am assigning you something because it's going to make you a little bit better tomorrow than you are today. Whether it is a little bit smarter or understand something – you need to understand that this is valid and important work that you are doing in my classroom. The only way to do that is to hold them accountable and say, No, you don't have a ticket to the party until you have this work completed.

Little – Fix 14 looks at really the time of the learning process and what we really should **emphasize or look at is more recent achievement** – meaning in the beginning you are going to instruct, identify the standard, you are going to frequently assess the formative assessment – and hopefully by the end of the process, you are going to see where a kid falls in the summative. Look at the end of the game not the beginning. Fix 15 – there is no doubt in my mind that there is nobody better in the feel of assessment in education today than an individual kid. They know best about how they are doing in stuff. I think to not include them in that overall process – is kind of a travesty. The idea of fix #15 is that kids become an integral part of that grading process.

NEXT STEPS - *The committee will break up into smaller groups (Spring and Summer of 2011 and early next fall) to discuss elements of grading and other targeted areas which include: 40/40/20*

determination of semester grades, accepting late work, dealing with zeros, and developing a dual grading system (i.e. separating standards versus behavior).

Spoor – Has to make a correction, board packets went out before they had a chance to make this correction. It is that the committee is only going to break up into one smaller group. One subcommittee. ***The reason is that we are poking a sleeping giant right now.*** We are dancing around a very sacred cow with grading and we can't spread out resources too thin. Our building principals are already stretched to the max and to ask them to serve on five different subcommittees from the grading committee and have all five of those building principals present is impossible to do. As we move forward, we are going to do the building principals will be on this smaller subcommittee. I have asked a teacher from each building in the district and one from the academies and an additional teacher from Fremd because I am acting as the Union president to go forward as this sort of subcommittee to look at more specific target areas that we discovered in our bigger discussions.

Those specific target areas are the way we figure final semester grades right now which is a 40/40/20 grade count. As we mentioned before, ***dealing with the Zero, late work and how teachers accept late work and talking about a dual grading system.***

What that would mean – just to clarify – there would be two grades on the report card. ***One grade measured by the standard that would be used to determine the GPA.*** And then another grade that would ***reflect performance as far as behavior goes*** – turning in late work, sort of an effort grade. I don't like to use that word "effort" because it makes it sound a bit too subjective. It isn't like that in districts where they have employed the concept.

And we are going to look at that research. Because we need to emerge from that subcommittee and we ***need to talk to the people in our buildings and need to be presenting a unified message.*** We maybe hit some bumps as we started right now and we are communicating that. Everybody hits some bumps in the beginning of something. And this is something very new for us, talking about grading in this manner. So what we are going to do as we move forward is really present a united front between our administration and our union leadership and the teachers on that subcommittee to go out and have these discussions in our buildings with the rest of our faculty.

Little – I really appreciate the time you took this evening to listen to the presentation. I would again like to stress that we are really in the infancy level here in terms of just taking some baby steps to start the discussion. Proud of an organization that can step back and look at some very hot topics engage in professional dialogue and really have the ability to grow from that so I think in the long view that presents an opportunity for us.

After presentation - Board member questions, comments and committee responses

Board member Anna Klimkowicz – I can see where there is going to be some heavy conversations because you have many opinions and you are going to have to come up with some common understanding on some of the definitions. I was wondering at what point will we bring students in to help form some of the great expectations. Students have a feeling of fairness and consistency and they want to make certain that all of their teachers are consistent with them. I know that this is in the infancy stage but wanted to know were you planning to bring the students in, to get feedback from them.

Little – That is a great idea. That would definitely be an element that we are looking at and as you mentioned, we are a long way from that. We are going to find a common ground right now amongst the faculty and then move in that direction. As Fix#15 identifies, kids should be key.

Spoor – And also the parents. Parents have gone through years and years of schooling with grades meaning one thing. Anybody you meet on the street has a very clear definition of what an A, B, C, D and F is. ***And if we are going to talk about this, we need to have all of the stakeholders involved in these conversations because it is going to take a realignment of understanding from all aspects of the community to really address this effectively.***

Board member Richard Gerber – Is there anything that would preclude a teacher from moving toward this type of grading (now)

Robb – Actually one of the things about grading is that **teachers have a huge amount of latitude in what they do**. So I would say probably when you look at our grading, it is probably more inconsistent than it is consistent. I would say that there are many. One of things that we really have to deal with is that these are really new concepts – when you look at the impact of the zero. These are concepts that teachers are just beginning to talk about and I would say that some that are seeing this already are saying – oh my goodness, I see the impact this has, that is not something I think is consistent with what I think I should do. So I would say that some of those teachers would do that right now. Others, I would say are just exploring and are probably doing what they have done for the last 20 years. But I think what it has done is – with our PLCs (Professional Learning Communities) and working together to analyze the data. When we had the group of Physics that came in here and talked about Exam View and about all those activities, how they could individualize students' learning on a critical learning standard. And to help with having multiple tests they could give and multiple assignments kids could have – these are questions that are coming forward to say – If "Tim" learns this the 4th week rather than the 1st week that the first 3 weeks, the grades he received along the way were very poor – or if by the 4th week he learns it, do we want to impact his ultimate grade because the first 3 weeks it took him longer than maybe what it did "Jim" to learn that.

So those are some of the concepts I think that people are looking at and when you have some of the software, you have opportunities to have multiple tests, individualize what kids would do, and you saw that they had all of those learning activities that students know they need to complete. That's where we start having the questions. It really has become very reflective. And for some, it is the first time we are touching this because it is a "sacred cow" and there will be many bumps along the way. I mean **it will take us a long, long time to come to a common understanding**. I think we are stronger by having the discussions though. Already I think there has been some very valuable discussions. You can say at the building level that they are making a difference.

Spoor – There are teachers in different buildings who are employing some, if not all of these practices. And in these discussions have said – I haven't given a zero in two or three years. So we do have that freedom to sort of explore what is going on right now.

Board member Deb Strauss – This certainly is a different mindset and I applaud thinking out of the box. The governor's P20 Council, we have had many, many conversations about where we need to go in the State of IL with having students be successful. Obviously one of the things we look at is really the dismal – across the State – percentage of students who don't go on to post-secondary education. So one of the aims is to raise that percentage across the State of the number of kids who do. But in that conversation we have talked about the fact that when students, especially those doing very poorly and drop out of high school, talk about the fact that they don't see the relevance – that they don't feel engaged in their education and they don't have a caring adult. A process like this completely holds them accountable which I think engages them, puts a caring adult – because now you have someone who is not just saying – well, you didn't do the work, so you get the zero or you get the failure. But no, we have held you accountable so obviously as a teacher, I care about how you do. And I think because of that there is going to be more communication with families and teachers and the students – holding them accountable, engaging them in the process and therefore, helping them be more successful. I understand that many things will have to happen, conversations that have to take place, but I will be happy to want to share things that are happening around the State, at the P20 meetings, at the Council and this is one of the things I would gladly go back and say it is being looked at in a very prestigious district. So thank you for sharing.

Spoor – Just to reiterate. It is really a team effort. We would not be able to – as in answer to Mr. Gerber's question, we wouldn't be able to have teachers doing some of these things if we didn't have the Professional Learning Communities (PLCs) and the time to work in those. If we didn't have the Tutoring Centers in our schools to send kids to when they come to class without their homework.

Which is not just teachers, it is all of us working together to ensure the success of our students. It is working as a team so thank you for your continued support.

Board member George Brandt – (did not use the microphone, difficult to understand his comments/question) Four of the fixes indicated not taking down grades for cheating, not finishing tasks or being insubordinate.

Little – That is a great point, you are not the first one to bring that up in these discussions. Looking at that what they really are saying is – we are going to hold them accountable for all of those things that you discussed. We are going to it though differently from grades. Differently from what we have done in the past. Speaking in terms of what that rationale is, really because a grade should represent a more accurate measure of where a student is at, a key performance indicator – where they are at. Sometimes when we put in those types of reactions to behaviors, it really clouds what that true measure is for that student. We still want to hold them accountable; if the work is not there perhaps what we should write down is “no evidence present” – something to that affect. We still want them to do the work. If they are absent or truant – those types of things – we are going to hold them accountable. Some have done it in the new rating system. There are ways to reflect but I think at the heart of the matter for your question is – try to separate that out from what a pure performance indicator is.

Spoor – As a teacher, as to what Mrs. Strauss said – my goal in teaching them, if my standard is that they can write a research paper. And if I get a research paper that is plagiarized from the Internet. If the student does that, I need to communicate two things. One – address the fact that when you go to the university and you plagiarize in that manner, you are done. There are no ifs, ands or buts. But as a high school teacher, I need a safety net there. I have to catch them when they make mistakes. This is your chance to make a couple of mistakes. And so now I have to deal with that in a different manner – and that manner is to teach them the character piece. As far as saying, that student walks away after I give them a zero for cheating on that enormous project – more indigent than when they walked in the room when they cheated before – and angry. Instead of taking that piece and creating that situation but to use that as a teachable moment. To teach, not only should you respect me as your educator enough to understand that is insulting – but we need to have a relationship where we can grow from here and understand. Secondly, I still need you to write a research paper. I need to know that you are going to walk out of my classroom and be able to write a research paper. Because if you can't, if you are in a situation where the only option you see is to cut and paste from the Internet, then there is a much bigger problem. And so the grade is an important part – yes – but to immediately fail that kid as a result, I have now done them a disservice. There are other ways to convey the importance and the gravity of the achieving in that grade. That is what our discussion is starting out at.

Brandt – (not using the microphone, difficult to hear and understand comments/questions) The last election had a fair amount of talk about ethics and responsibility. Some said that is better suited to some organizations than schools. How do we now do that?

Spoor – ***Cheating I think is inherently an academic characteristic.*** And so we have to look at what is going in and what is motivating the cheating. I think for most of our students what motivates cheating is not the desire to commit some sort of evil but a bigger issue at home or in school. Whether it is that they feel lost and they don't know how to even begin the process or they simply don't have the time. So to address the root of what the cheating is, I think is what Ken O'Connor asks us to do. As opposed to marking their standard down. But to find out what is the root that is motivating the cheating or the copying of assignments or some sort of plagiarism. And to then move forward from there and addressing that issue.

Britton – In no way to delude the importance of some of the issues you brought forward. We want to make sure that those behaviors are not intermingled within this construct we call a “grade”. You have seen, I think, in the presentation earlier this year at Palatine HS and Schaumburg HS, they are overtly teaching the expectations – the behavioral expectations we have for students. And holding students accountable for violations of those behavioral expectations. And also reinforcing when they achieve

those. We want to reinforce the academic achievement of our students through the grade and also acknowledge their achievement of the behavioral standards.

Robb – Obviously those are the questions that many, many will have. Those are the exact questions. And again, unless there is a common ground and people understand what are the strategies you can use – you have to have those strategies. If you don't have those strategies, then it will be very difficult to move forward. So that is why I think that, it is something that has least opened the eyes for reflection on what we are doing. I think these "fixes" have been a point of discussion that have been able to lead the discussion. And we have so many more to happen. This is a committee that has met twice. But I thought it was important that you knew these were some of the things we are really taking a look at and these are not easy questions. So it will not be something that will be coming back very quickly and saying we have the answers to this. There won't be the answers. But I can assure you we will do what we believe will be in the best interest of our students and will continue to have the discussions. Which I think already have been very fruitful. I thank the group; I think that you have been able to portray at least where we are at this point in time.

Strauss – How exciting for the new board. (laughter)

Transcribed by: Jennifer Mondy

Posted on the website: Spotlight on the Board

www.spotlightontheboard.org/d211_spotlight.htm

Date: Monday, April 18, 2011

[http://www.boarddocs.com/il/thsd211/Board.nsf/files/8FPQ5F62BFA5/\\$file/Grading%20Cmte.%20Summary%20for%20BoE.pdf](http://www.boarddocs.com/il/thsd211/Board.nsf/files/8FPQ5F62BFA5/$file/Grading%20Cmte.%20Summary%20for%20BoE.pdf)