



Equity Impact Statement

Title: Grading Policy Update

Date: 5/26/21

Was the [Racial Equity Planning Tool](#) used? X Yes (In Progress, not completed) No

If yes, insert date(s) of REPT meetings and [link to first steps of REPT here](#): 4/12

Did a member of the Division of Equity, Strategy and Opportunity Gaps review this statement? X Yes No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p>1. Proposal/Presentation & Impact <i>What are the proposal's/effort's desired outcomes, including in eliminating disparities? Who led this work/planning, and do they reflect BPS students' and families' group identities (key groups include individuals who are Black, Latinx, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>Members of the Grading Policy Task Force will build a shared understanding of the vision for, meaning of, and purpose for grades in the Boston Public Schools. The team will define the audience for grades (their value to the student, the student's family, current and future educators of the student, etc.), and what information they will aim to communicate (skill mastery, work completion, etc.).</p> <p>This presentation will detail the work done to-date on developing a new grading policy as well as outline the timeline for the policy proposal and implementation.</p> <p>The desired outcomes for this policy are to implement grading practices across the district that will:</p> <ol style="list-style-type: none"> 1. decrease variability and bias 2. increase accuracy and actionable feedback 3. Decrease gaps in student performance on grades by race, EL, and SWD status <p>The Grading Task Force has drafted a mission, vision and values, and discussed key operational and implementation challenges and opportunities of a new policy. The Task Force developed short-term recommendations for practices to encourage for the 2021-22 school year while we spend the year developing a comprehensive, permanent grading policy for BPS. The grading policy will be guided by the following practices:</p> <ul style="list-style-type: none"> ● The elimination of penalties for late work. ● Consistent minimum grading across the district (entering failing grades as a "50" rather than a "0" to maximize the opportunity for improvement). ● Consistent, agreed-upon number of assignments per marking term to generate each grade given per marking term. ● Consistent timeframe for updating grades in Aspen so that students and families have accurate and up-to-date information on progress. ● A requirement to provide students with informal feedback on their progress prior to a formal assessment.
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>GOAL 1: Eliminate Opportunity Gaps: BPS graduates will be ready for success in college, career, and life.</p> <p>This project is about creating a more equitable, predictable and clear system of feedback on student progress and it is also about supporting students to look at their progress differently. The current grading system takes an extrinsic, reward/punishment approach to student learning. Through these shifts, the ultimate goal is for students to be more independent learners who are intrinsically motivated to do demanding work that matters, which is</p>

	directly tied to the outcomes that we hope to see for our students.
<p>3. Analysis of Data <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>To date, the Task Force has examined:</p> <ul style="list-style-type: none"> ● Course failures for SY20-21 (disaggregated) ● Panorama on-track student data (disaggregated) ● Boston Student Advisory Council (BSAC) survey data (not disaggregated) ● Secondary school leader survey data (not disaggregated) <p>Panorama data shows the following data for students who are “on-track” (defined as having all A’s, B’s, and C’ in 6-12 and meeting 60% of standards in K-5) for the Spring of 2021:</p> <ul style="list-style-type: none"> ● All students = 29% ● Black Students = 22% ● Asian Students = 49% ● White Students = 32% ● SWD = 20% ● EL’s = 11%
<p>4. Stakeholder Engagement <i>Who was engaged (quantity, key groups, and roles) and how, and what did that yield? What did students/families most impacted by this proposal/effort say?</i></p>	<p>As this work is in-progress, the engagement to date has been limited to seven sessions with the taskforce, two sessions with the secondary school leader working group, and two sessions with BSAC.</p> <p>Students articulated (69% of 16 students surveyed) that they believe that the purpose of grading should be to show if students have mastered content and/or have grown in their learning and not to focus on non-academic topics (such as effort, attendance, etc.). They spoke about how feedback, additional time to complete work, and opportunities to make corrections have supported their learning.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/effort mitigate disparities and increase racial and other equity? What are possible unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>Currently, grading practices vary considerably between and even within schools. This variability exists by race, EL and disability status. Students are left to navigate the individual grading systems, practices and expectations of each of their teachers.</p> <p>The pandemic has exacerbated existing inequalities, and many schools now have higher failure rates.</p> <p>A new policy and supported practices will help educators to recognize and mitigate the biases that they bring to the classroom. Significant professional learning will be needed to ensure thorough, consistent, and enduring implementation. Students and adults have been socialized to believe that they do schoolwork and homework to earn points. We need to reframe the reason why students do their work - to gain mastery rooted in intrinsic motivation - to close opportunity gaps, and achieve stronger academic outcomes.</p>
<p>6 Budget & Implementation <i>What are the budget impacts? How will implementation ensure all objectives, particularly equity-related objectives, are met? What are the group identities of the implementation team, and will they bring an equity lens?</i></p>	<p>The Professional Learning Community pilot rollout in SY21-22, providing 10 staff each at 10 schools with ongoing coaching support, will cost \$75,000.</p> <p>School leaders and school superintendents will</p> <p>In the implementation year, we estimate that teacher stipends for additional professional development will require an additional \$150,000.</p> <p>Successful implementation of the policy will require that relevant central</p>

	<p>office leaders, all school leaders and a critical mass of teacher leaders are trained on the equitable grading practices outlined in the policy. Therefore, ALI, Teacher Summer Institute and New Teacher Institute will be utilized to increase reach. The Academics team will provide leadership on developing a portable training that school leaders will turn-key in their schools. The BTU has been supportive of changes and will be a key partner in amplifying the message.</p> <p>Teachers, school-based support staff, school administrators, and district staff (e.g. School Superintendents, Human Capital, Finance, Accountability, Academics, Special Education, English Learners, etc.) will be responsible for ensuring programming is implemented with fidelity, monitored, assessed, and communicated to students, families, and stakeholders. Feedback from the Community Equity Roundtable, District English Learner Advisory Committee, and Special Education Parent Advisory Council will be also needed as the policy is developed.</p> <p>The implementation planning will be done through interdepartmental collaboration. Black and Latinx leaders driving this work include Gene Roundtree, Harold Miller, Carline Pignato, Pauline Lugira, Herve Anoh, Danielle Alli, Karen White and Andrea Zayas.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>Impact will be assessed and documented by tracking:</p> <ul style="list-style-type: none"> -Educator participation in conferences and professional development -Student course grades -Student course completion -Alignment of course grades to other achievement indicators (MCAS, graduation rates, etc) -Performance on program specific assessment <p>We will communicate to stakeholders through school and district websites, school site councils, letters “backpacked” home, report cards, parent meetings, on-line learning platforms, and reports to the School Committee.</p>