

Executive Summary

Prepared for Board of Trustees Meeting

March 8, 2016

Academic Behaviors Response to Intervention

Board Goals

The Academic Behaviors Response to Intervention supports the following Board goals: Vision goal I C - remain committed to providing equitable and outstanding opportunities for every student on every campus; Teaching & Learning goal II C – develop academic skills and interpersonal relationships necessary for student success in college, the workplace, and for life; and Climate goal III D – instill in students a love of life-long learning.

Purpose of Report

We have recently undergone numerous changes in our grading and assessment practices and guidelines. These changes were based on our beliefs that (1) All students can learn. (2) Students learn in different ways. (3) Students learn in different time frames. (4) Errors are inherent in the learning process. (5) Assessment is a process for providing feedback that influences learning. (6) Grades should accurately reflect mastery of the standards (TEKS or AP/IB standards).

Two driving questions that were also the basis for change were (1) Do our grades accurately reflect student learning, and (2) Do our grading practices build confidence in our students' belief that they can learn?

Since we no longer reward or punish student behaviors by including it in a student's grade, this report is provided to outline what is being done to work with students who have not yet developed strong academic behaviors such as turning their work in on time and completing all assignments.

Objectives

- To review campus intervention plans designed to help support students who are not developing important academic behaviors such as turning in their work on time or doing all of their assignments in order to strengthen their learning
- To reflect on teacher conversations about what they have observed to be the benefits of no longer rewarding or punishing student behaviors included in a student's grade

Operational Impact

None

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Results

Students, with support and guidance, are starting to develop stronger academic behaviors such as time management, recognizing the importance of meeting deadlines, and completing their work in order to receive important feedback about their learning. There is still much room for growth among our students in this area, but with the support of our dedicated teachers, we believe our students will continue to grow and develop and be much better prepared for life after high school whether it is college, the workplace, or whatever career they select. They are developing strong academic skills and behaviors through learning to be self-motivated, self-directed, and focused on their own learning.

Other Options

N/A