

# **Progress Reporting Phase III Design Team Update**

Personal, Local, Immediate -  
Keep a Spotlight on Race -

Gather Multiple Perspectives -  
Establish Parameters -

Establish A Racial Equity  
Transformation Plan -

**PHASE I:  
LOOKING INWARD**  
*KNOW THYSELF*

- Teacher Self-Reflection
- Examine Disaggregated Data
- Hear and Reflect upon Students Voice and Community Input
- Unpack Standards
- Driven by R.E.P. Statements
- Intersection of IB, AP, & Immersion & CRP
- Engage in Courageous Conversation

**PHASE II:  
LOOKING AROUND**  
*DISTINGUISH KNOWLEDGE FROM  
FOOLISHNESS*

- Research and Visit Regional, National, and International Exemplars
- Engage Scholars of Culturally Relevant Pedagogy, Content Specific Pedagogy and Tech Enrichment
- Establish Criteria for Adopting New Materials (Pilot Curriculum or PD)
- Engage in Courageous Conversation

**PHASE III:  
LOOKING OUTWARD**  
*BUILD FOR ETERNITY*

- Develop Content Area Belief Statements
- Adopt New Curriculum with Fidelity or Engage in Curriculum Writing
- Establish Collaborative Team and PD Plans
- Develop 3, 5, and 8 year benchmarks
- Engage in Courageous Conversation



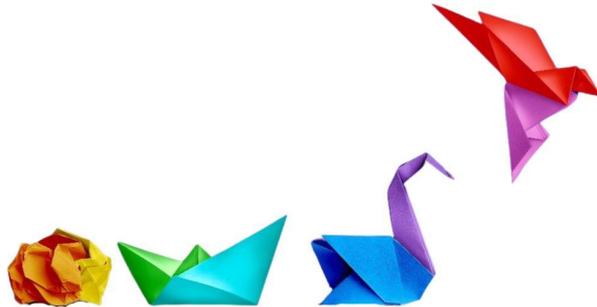
# Progress Reporting TEAM LEADERS

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Abby Lugo, *High School*

Ila Saxena, *High School*

Andy Wilkes, *High School*



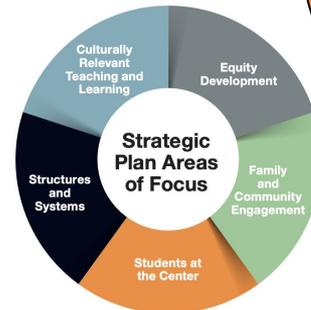
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# Racial Equity Statement

Our hopes, dreams and goals involve rebuilding a system of progress reporting that accurately reflects learning and is liberatory for all of our learners.

As a Design Team, we believe what students understand, know, and are able to do are more essential than control and compliance. Assumptions regarding grading practices and progress reporting exist—we must name these assumptions and begin to reframe them. Questions will drive us to uncover patterns of harm that exist in our current progress reporting practices are listed below:

- what we are measuring, why do we measure this, and for whom?
- how are we tapping into and elevating the brilliance of all of our students?
- how can we effectively communicate that progress?



We believe communication about student progress between teacher (school) and families (caregivers) should be

- Accurate
- Bias Resistant
- Motivational



# Progress Reporting Recommendations (1)

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**At elementary, a district team continues to work on the development of a new elementary progress report (to be fully implemented by the winter of 2024-25)**

- a) *Teaching & Learning Team*
- b) *Principals*
- c) *Teacher, Student, Parent input*



# Progress Reporting Recommendations (2)

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**At secondary (6-12), move towards a district-led, full implementation of standards-based grading.**

## ***Standards based grading is***

- *Knowing the standards we are expected to teach*
- *Ways of knowing and evidence of learning*
- *Formative and Summative Assessment that demonstrate evidence of learning.*
- *Continuous feedback for students, teachers, and families about their academic progress against standards*
- *Moves away from point systems --> proficiency in standards*
- *Learning is transparent and clearly articulated to students and families*
- *Elevates metacognition*

## ***Ways to get there***

- *Scope and sequence, alignment vertically and horizontally, pathways to get there*
- *Develop curricular units*



# A Note About Recommendation (2)

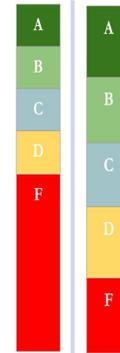
## High School Accomplishments regarding Standards Based Grading

- HS Administration Courage
- 80/20 weighting
- 50% grading floor option 23-24 and required in 24-25

CCSD: JUST THE FACTS

### Fact:

The equity grading scale provides balance and supports mathematical precision.



The equity grading scale provides a floor of 50, which ensures an equal range for each letter grade of A through F. Extreme outliers can no longer impact a student's grade making it possible to recover when new learning has occurred.



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# Progress Reporting Recommendations (3)

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**By building/site, principals facilitate feedback from stakeholders (parents, teachers) to clarify preference on conferences**

*We cannot make a district-wide recommendation on conferences because each building is unique and we want each level (Early Childhood, K-5, 6-8, and 9-12) to explore what works for its population (mini-community)*

- *DIPAC stakeholders have already provided feedback*
- *Families of color (students/caregivers) need more voice in the process*



# Questions

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