

Board Community Meeting Format

Welcome and Opening - Mikkal

Role of the School Board of Ed - James

Our Road Map: All In Decatur Strategic Plan - Carmen

Community Meeting Purpose - Jana

Meeting Format and Frequency - Tasha

Meeting Focus - Hans

Staff Presentations - Gyimah

Q&A - Mikkal





Board of Education Community Meeting



Role of School Board

James Herndon, Board Chair

Role of School Board

Our School Board seeks to:

- Create and sustain healthy community relations
- Model professional relationships
- Create a culture of mutual respect
- Serves as a public school advocate for effective collaboration and engagement





All In Decatur Strategic Plan

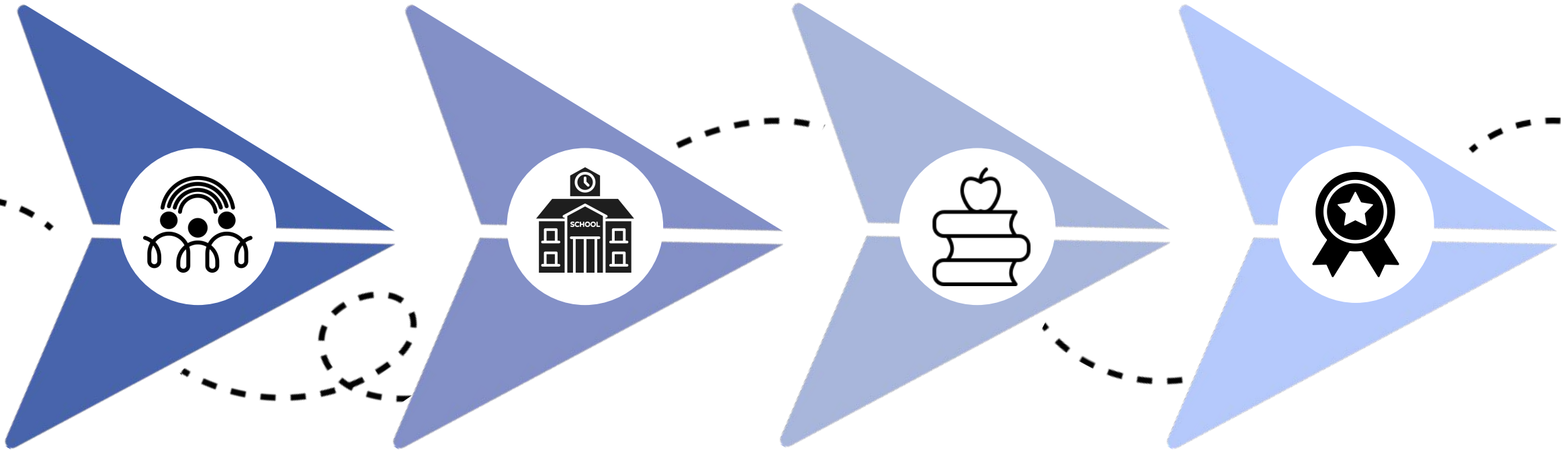
Vice Chair Carmen Sulton



All In Decatur is City Schools of Decatur's five-year strategic plan to bring out the best in our students, educators, families and city through outstanding, inclusive public education



Four Strategic Accelerators

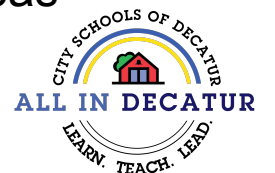


Building and Sustaining an
Engaging and Inclusive
Culture

Organizational
Effectiveness &
Excellence

Cultivating and
Retaining Quality
Professionals

Student Success
In All Areas





Board Community Meeting Purpose

Board Member Jana Johnson-Davis

Board Community Meeting Purpose

The purpose of School Board Community Meeting is to:

- Demonstrate transparency and afford community observations of school system operations
- Foster two-way communications with the community about vision, values, and results
- Provide training with the community regarding the school board's use of Goals and Guardrails to govern CSD





Board Community Meeting Frequency and Format

Board Member Tasha White

Meeting Format and Frequency

Format

- Welcome and Opening
- Role of the School Board of Ed
- Our Road Map: All In Decatur Strategic Plan
- Community Meeting Purpose
- Meeting Frequency and Format
- Meeting Focus
- Staff Presentations
- Q&A

Frequency

- **Fall:** September 12, 2023
- **Winter:** January 23, 2024
- **Spring:** April 30, 2024





Board Community Meeting Focus

Board Member Hans Utz

Meeting Focus

Tonight's meeting will focus on **GRADING**:

- Provide clarity on Grading Task Force recommendations that were not communicated during 2022-23 school year
- Communicate the plan for board policy development
- Conduct Q&A to promote understanding and transparency



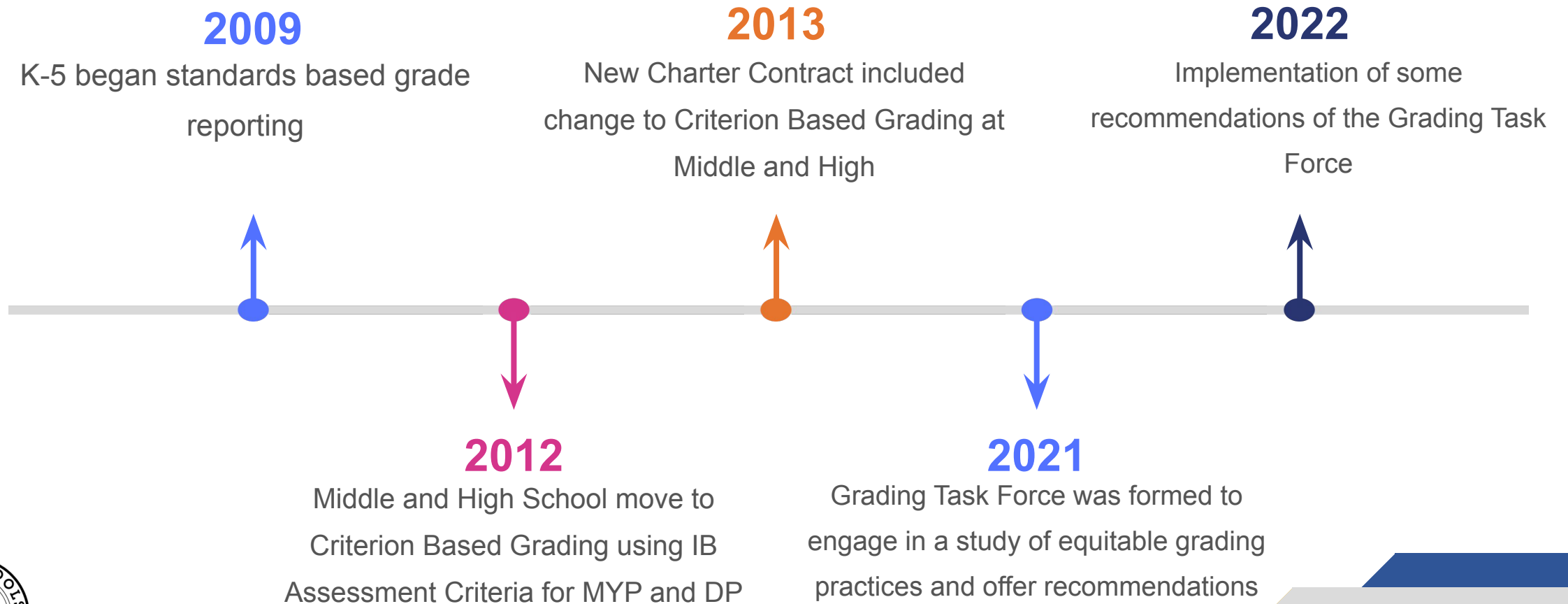


Staff Presentations

Superintendent Dr. Gyimah Whitaker

CSD Grading Practices

2009-Present



Highlighted Recommendations

- CSD should have a consistent grading system and platform (across grade bands) that is transparent and easy for students and parents to access and understand.
- CSD should no longer use ManageBac for general grade recording and reporting.
- All grading should be related to mastery of content standards.
- Clear policies, boundaries, and parameters must exist around make-ups and retakes, including a last-possible-date to submit late work, how long a student has to complete a retake, and how many times a student can retake an assessment.



DHS & BHMS Grade Calculation

- Previously, ManageBac did not include state standards in reporting nor a calculation method for both middle and high school
- 2022-2023 School Year
 - ▷ Mode was designated to BHMS
 - ▷ DHS designed their own calculation method
- Teachers, building & district leadership teams met second semester and agreed on mean as calculation method for 23-24 school year for both DHS and BHMS



Area School Districts (GPA standards)

This slide illustrates the method by which area schools calculate Grade Point Averages for both general education and advanced level coursework. It becomes evident that CSD's practice of granting extra points in general education deviates from the standard approach.

DISTRICT	QUALITY POINTS	AP/IB/DE QUALITY POINTS
APS	4.0	5.0
BUFORD	4.0 (4.5 Honors)	5.0 (AP and some DE)
CHEROKEE	100 (5 Points Honors)	10 Points added to final grade
COBB	4.0 (4.5 Honors/Accelerated)	5.0
DEKALB	4.0	5.0
DECATUR	4.25	5.25
FULTON	100	7 Points added to final grade (Honors/ Accelerated/ AP/ IB)
GWINNETT	4.0	5.0
HENRY	4.0	5.0
MARIETTA	4.0 (4.5 Honors/Accelerated)	5.0 (All AP/IB) (Core DE)



Revision: Grade Point Average

6-12 Grading Scale			
Achievement Level Descriptors	CSD Grade	Numerical Equivalent	Unweighted GPA Scale
Distinguished	7	100	4.0
Proficient, approaching distinguished	6	94	4.0
Proficient	5	89	3.25
Developing, approaching proficient	4	84	3.0
Developing	3	79	2.0
Beginning, approaching developing	2	69	0.0
Beginning	1	64	0.0
Insufficient Evidence to Assess Mastery	INC	50	0.0

5.00

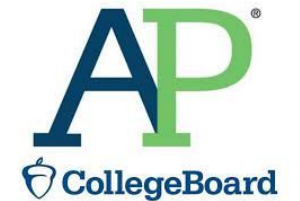


What you see is the 1-7 scale and numerical equivalents that have been used at DHS.

The adjustment for this year is that students can earn up to a maximum of 4.0 for mastery of all general education coursework.

For more advanced coursework such as IB, AP, and dual enrollment courses, the scale extends to a maximum of 5.0.

The practice of awarding GPAs above 4.0 will be reserved exclusively for coursework, syllabi, and curricula assessed to meet advanced level criteria.



Retakes

- Teachers should inform students when retakes are available and when updated scores will be posted. Students should be told which standards they did not perform at mastery on the assessment.
- Teachers should provide explicit reteaching support between retakes.
- No more than 2 retakes of the assessment on the standards that were not mastered should be provided to students.
- Teachers should not replace or delete the previous assessment score. The retake score is placed in the gradebook as a separate assessment. The highest score will be included in the students grade calculation. The lower will be dropped.



Report Card Revision & Guidance

Academic Performance Level for 4/3/2/1					
Name	Distinguished learner	Proficient learner	Developing learner	Beginning learner	Incomplete / Not Enough Evidence
Score	4	3	2	1	INC
ENGLISH LANGUAGE ARTS					
	Term				
	S1	S2			
LANGUAGE ARTS/GRADE 4					
Language Arts					
MATHEMATICS					
	Term				
	S1	S2			
MATHEMATICS/GRADE 4					
Mathematics					
SCIENCE					
	Term				
	S1	S2			
SCIENCE/GRADE 4					
Science					
SOCIAL STUDIES					
	Term				
	S1	S2			
SOCIAL STUDIES/GRADE 4					
Social Studies					
VISUAL ART					
	Term				
	S1	S2			
VISUAL ARTS/GRADE 4					
Visual Arts					
MUSIC					
	Term				
	S1	S2			
GENERAL MUSIC/GRADE 4					
Music					

2023-2024 School Year



CITY SCHOOLS OF DECATUR
GRADING AND ASSESSMENT


FAQ

Why are we making this change? Are our students' GPAs inflated so they are getting into colleges they shouldn't and failing?

The change is being made to align our grading practices more closely with established norms in academic grading. Assigning GPAs exceeding 4.0 for coursework other than IB, Dual Enrollment, or Advanced Placement could potentially create misrepresentations, as it may give the false impression that students are prepared for coursework levels they have not actually completed or experienced. This adjustment aims to ensure that GPAs accurately reflect the rigor of coursework undertaken, maintaining fairness and transparency in our grading system.

Frequently Asked Questions

2023-2024



CITY SCHOOLS OF DECATUR
GRADING & REPORTING
HANDBOOK

Grading Handbook



What's Next: Policy Development

We must develop policy IHA - Grading Systems

- Policy
- Regulation (Operating Guidelines)
- Practice

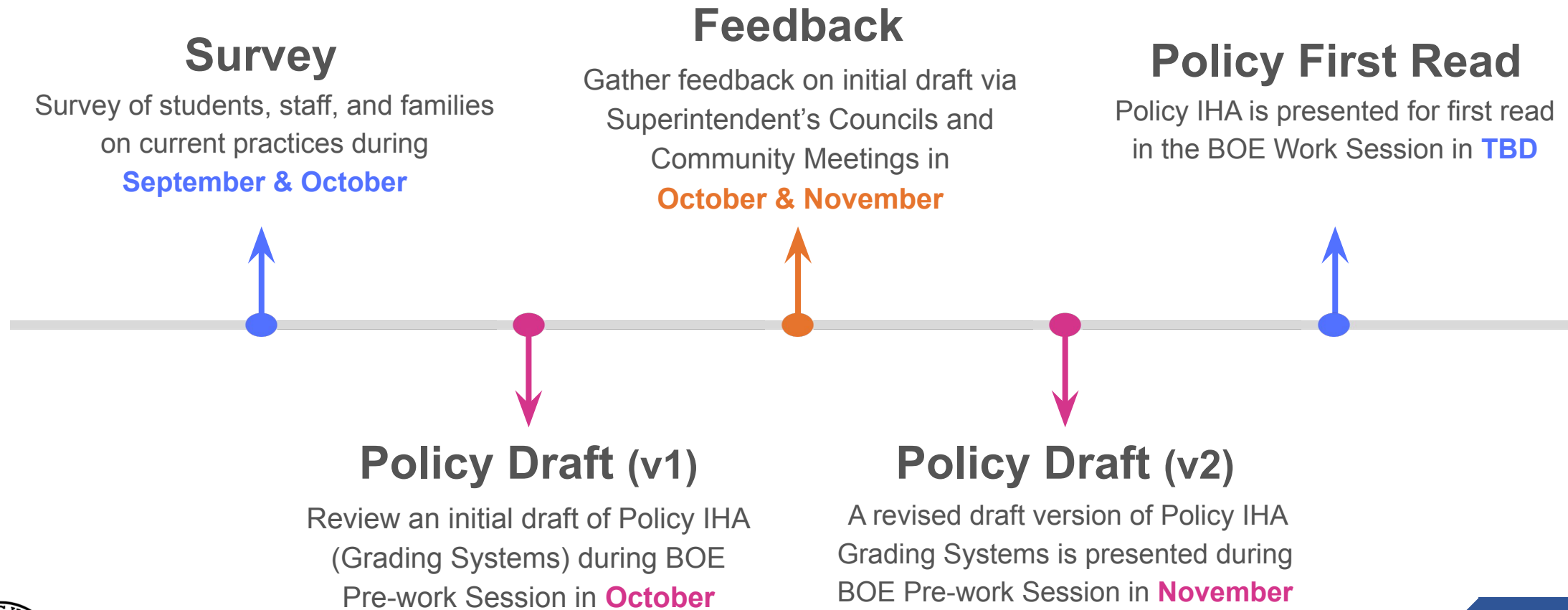
Important considerations when developing policy IHA

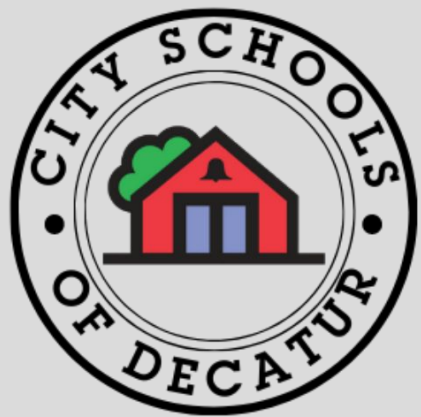
- Change Management
- Systems
- Communication



What's Next: IHA Timeline

**Timeline is subject to change*





Q&A