

**SBGR Implementation Timeline
2008 - 2017**

		2008-2009	2009-2010	2010-2011	2011-2012
Standards-Based Grading and Reporting Committee (SBGR)	Board & Superintendent	Board and Superintendent requested that the committee be formed			
	Research	Initial review of current research	Study of <u>How to Grade for Learning</u> (O'Connor) by committee Study additional research and engage in professional reading	District committee continued study of <u>How to Grade for Learning</u> Committee work with Ken O'Connor District & building administrators studied <u>How to Grade for Learning</u> and other assessment/grading resources Continued review of the research	District committee continued study of <u>How to Grade for Learning</u> Committee work with Ken O'Connor District & building administrators studied <u>How to Grade for Learning</u> and other assessment/grading resources Continued review of the research Study of other districts
	Stakeholder Involvement		District committee began, including teachers, administrators, and parents Partnership with Heartland AEA	District committee included teachers, administrators, and parents Partnership with Heartland AEA Survey of parents, teachers and students	District committee included teachers, administrators, parents and students Partnership with Heartland AEA

		2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 – 2017 and beyond
Standards-Based Grading and Reporting Committee (SBGR)	Handbooks and Policy		<ul style="list-style-type: none"> Revise handbooks & guidebooks as needed. <i>(in progress)</i> Develop policy. <i>(in progress)</i> 	Revise handbooks & guidebooks as needed	Revise handbooks & guidebooks as needed	Revise handbooks & guidebooks as needed
	Communication with stakeholders	<ul style="list-style-type: none"> Communication with staff and stakeholders about district stance on SBGR Communication for parents & stakeholders Develop website to support work Teachers' course syllabi Ongoing communication with Board of Education 	<ul style="list-style-type: none"> Communication with staff and stakeholders about district stance on SBGR <i>(in progress)</i> Communication for parents & stakeholders (information sessions, media, pamphlets) <i>(in progress)</i> Maintain website to support work <i>(Done)</i> Teachers' course syllabi <i>(Spring, 2014)</i> Ongoing communication with Board of Education <i>(Done)</i> 	<ul style="list-style-type: none"> Communication with staff and stakeholders about district stance on SBGR Communication for parents & stakeholders Maintain website to support work Provide parent workshop & offer through community education Teachers' course syllabi Ongoing communication with Board of Education 	<ul style="list-style-type: none"> Communication with staff and stakeholders about district stance on SBGR Communication for parents & stakeholders Maintain website to support work Provide parent workshop & offer through community education Teachers' course syllabi Ongoing communication with Board of Education 	<ul style="list-style-type: none"> Communication with staff and stakeholders about district stance on SBGR Communication for parents & stakeholders Maintain website to support work Provide parent workshop & offer through community education Teachers' course syllabi Ongoing communication with Board of Education
	Timeline (originated by SBGR committee) and monitoring of implementation	<ul style="list-style-type: none"> Review and recalibrate timelines & determine additional tasks with SBGR committee Example: The Fair and Consistent Grading Practices document was scheduled to go to the Board in July 2012. Due to input from teachers and administrators this was postponed to June 2013 to allow for time and professional development to build capacity within the organization. 	Review timelines & determine additional tasks with SBGR committee <i>(In progress)</i>	Review timelines & determine additional tasks with SBGR committee	Review timelines & determine additional tasks with SBGR committee	Review timelines & determine additional tasks with SBGR committee
	Fair and Consistent Standards-based Practices (district stance on the following): <ul style="list-style-type: none"> Separating behavior and achievement Homework Late work Extra credit Zeros Retakes 		<ul style="list-style-type: none"> Educate K-12 staff on district stances (including implementation expectations in 2014-15 of Fair and Consistent Grading Practices when issuing letter grades) <i>(in progress)</i>; recently modified due to Board request) Develop District stance on: <ul style="list-style-type: none"> Academic dishonesty Individual achievement Grade calculation <i>(Done)</i> More recent work Student involvement in grading process Semester tests at high school level Purpose of homework 	Implement Fair and Consistent Grading Practices in alignment with district stance on formative assessment practices, instructional framework, implementation of Professional Learning Communities, and our vision of Meeting the Needs of All Learners	Monitor implementation of Fair and Consistent Practices; adjust as needed	Monitor implementation of Fair and Consistent Practices; adjust as needed
	Infinite Campus		<ul style="list-style-type: none"> Based on teacher readiness, teachers taking initiative to utilize components of a standards-based approach in concert with letter grades <i>(in progress)</i> Collaboration with Infinite Campus representatives on examples/options for utilizing standards-based grading, reporting of behaviors, <i>and</i> letter grades that represent academic performance <i>(in progress)</i> 	Continued collaboration with Infinite Campus representatives on examples/options for utilizing standards-based grading, reporting of behaviors, <i>and</i> letter grades that represent academic performance	Continued collaboration with Infinite Campus representatives on examples/options for utilizing standards-based grading, reporting of behaviors, <i>and</i> letter grades that represent academic performance	Continued collaboration with Infinite Campus representatives on examples/options for utilizing standards-based grading, reporting of behaviors, <i>and</i> letter grades that represent academic performance

2012-2017 C&I Department

Curriculum and Instruction Department (C&I)		2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017 and beyond
Curriculum Review Process / Generation of standards-based reporting criteria		<ul style="list-style-type: none"> · Curriculum review begins for English Language Arts. Study of Iowa Core and unpacking the standards. <i>(in progress)</i> · Curriculum review begins for Math. Study of Iowa Core and unpacking the standards. <i>(in progress)</i>. · Development of Summary Statement Rubrics. <i>(Spring, 2014)</i> · Curriculum review begins for Modern Language. Development of standards. Develop Summary Statement Rubrics. <i>(Done)</i> 	<ul style="list-style-type: none"> · Continue work in English Language Arts (ELA) and Math. Develop Summary Statement Rubrics for ELA and 10-12 math courses. · Begin to use Summary Statement Rubrics in addition to letter grades in Math (K-9) and Modern Language. 	<ul style="list-style-type: none"> · Begin to use Summary Statement Rubrics in addition to letter grades in Math. · Curriculum review begins for Science. · Continue curriculum review process for additional content areas. 	<ul style="list-style-type: none"> · Continue work in Science. · Curriculum review begins for Social Studies. · Continue curriculum review process for additional content areas. 	
Professional Development	Building-level professional development, with support from C&I	<ul style="list-style-type: none"> · Building-level professional development, with support from C&I <i>(in progress)</i> · Professional Development (that occurs during late start Wednesdays) to include connecting SBGR to focused work underway in ACSD, such as Response to Intervention, Professional Learning Communities, formative assessment process, differentiation, instructional framework <i>(in progress)</i> · Just-in-time support from administration, PLCs, Instructional Coaches, and C&I <i>(in progress)</i> 	<ul style="list-style-type: none"> · Building-level professional development, with support from C&I · Professional Development to include connecting SBGR to focused work underway in ACSD, such as Response to Intervention, Professional Learning Communities, formative assessment process, differentiation, instructional framework · Infinite Campus training for all staff · SBGR training for new staff 	<ul style="list-style-type: none"> · Building-level professional development, with support from C&I · Professional Development to include connecting SBGR to focused work underway in ACSD, such as Response to Intervention, Professional Learning Communities, formative assessment process, differentiation, instructional framework · Infinite Campus training for all staff · SBGR training for new staff 	<ul style="list-style-type: none"> · Building-level professional development, with support from C&I · Professional Development to include connecting SBGR to focused work underway in ACSD, such as Response to Intervention, Professional Learning Communities, formative assessment process, differentiation, instructional framework · Infinite Campus training for all staff · SBGR training for new staff 	

2012-2017 C&I Department (cont)

<p>Reporting of Behaviors</p>	<ul style="list-style-type: none"> Teachers developing behavior rubrics at the individual and PLC level Positive Behavior Intervention Support (PBIS) Training for buildings where PBIS is not implemented 	<ul style="list-style-type: none"> Development of systemic rubric, descriptors, and reporting tool for student behavior at secondary level. <i>(in progress)</i> PBIS training and implementation <i>(in progress)</i> 	<ul style="list-style-type: none"> Monitoring and revision of behavior reporting (if needed) PBIS training and implementation 	<ul style="list-style-type: none"> Monitoring and revision of behavior reporting (if needed) PBIS training and implementation 	<ul style="list-style-type: none"> Monitoring and revision of behavior reporting (if needed) PBIS training and implementation
<p>Communication with Post-secondary Education</p>		<ul style="list-style-type: none"> Communication with DMACC regarding dual-enrollment courses <i>(Spring, 2014)</i> Contact Board of Regents <i>(Done)</i> Conduct study of regent & private post-secondary institutions <i>(Done)</i> Communicate results of regent & private post-secondary institutions <i>(Done)</i> 			
<p>Input from teachers throughout K-12 system</p>		<ul style="list-style-type: none"> Survey secondary teachers on current reality of SBGR practices and supports needed in moving forward <i>(fall- done) (Spring, 2014)</i> 	<ul style="list-style-type: none"> Survey elementary and secondary teachers on current reality of SBGR practices and supports needed in moving forward 	<ul style="list-style-type: none"> Survey of elementary and secondary teachers on current reality of SBGR practices and supports needed in moving forward 	<ul style="list-style-type: none"> Survey of elementary and secondary teachers on current reality of SBGR practices and supports needed in moving forward
<p>Support from Board of Education</p>	<p>Share Fair and Consistent Standards-Based Grading Practices with the Board of Education</p>	<ul style="list-style-type: none"> Ongoing updates with Board of Education, including district stance and updated implementation timeline <i>(in progress – posted on Standards-based Practices site)</i> Implementation of Instruction Committee (C&I and members of the Board; ongoing meetings to discuss work underway around teaching & learning in ACSD)<i>Done</i> 	<ul style="list-style-type: none"> Ongoing updates with Board of Education Continued implementation of Instruction Committee 	<ul style="list-style-type: none"> Ongoing updates with Board of Education Continued implementation of Instruction Committee 	<ul style="list-style-type: none"> Ongoing updates with Board of Education Continued implementation of Instruction Committee