



**Setser Group**

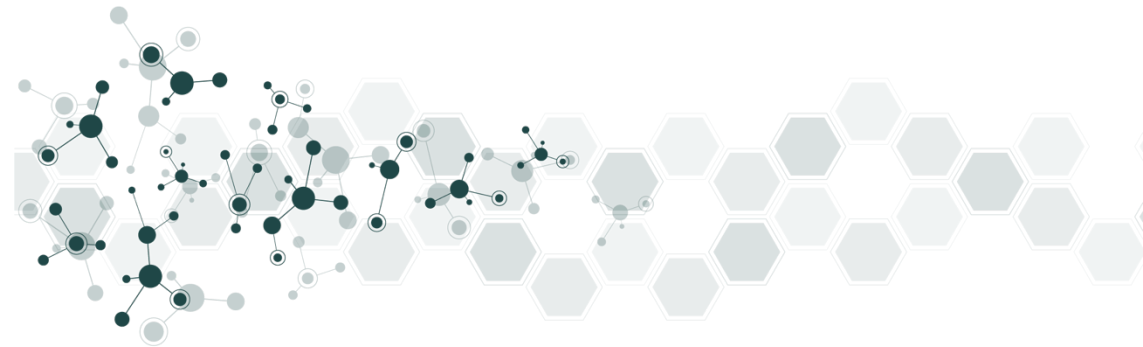
*we build the future of learning + work*

**Oakwood City Schools Fair and Accurate  
Grading Project Board Report**  
July 12, 2021



# Board Agenda

- Celebration and Gratitude
- Project Goals and Process
- Benchmark Data
- SWOT Insights
- Recommendations and Roadmap
- I Like, I Wish, and I Wonder
- Q and A
- Next Steps



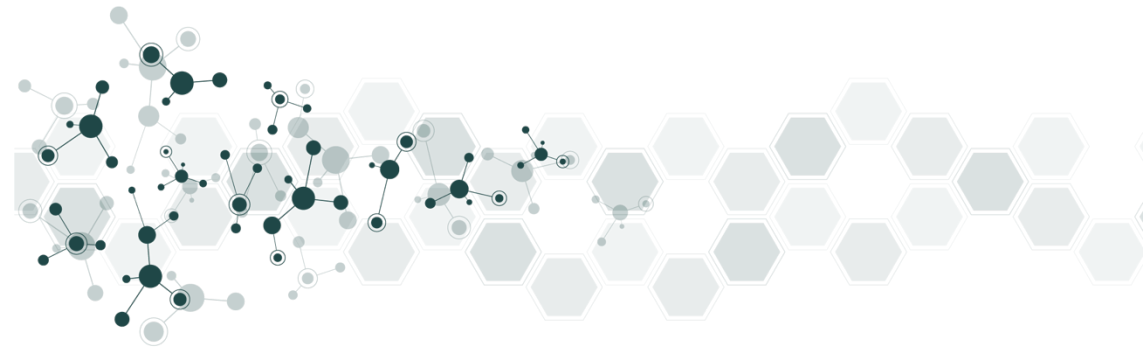


**I Like, I Wish, and I Wonder**



# Celebration and Gratitude

- Superintendent Kyle Ramey
- Board Members
- Board Chairman Todd Duwel
- Parent representative Stephanie O'Hara
- APAC Committee
- Oakwood Community Stakeholders
- Expert Team Members

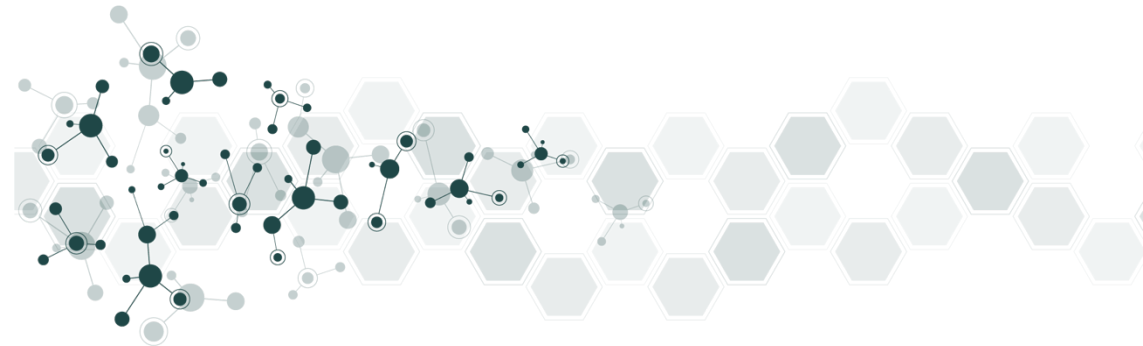






# Project Goals

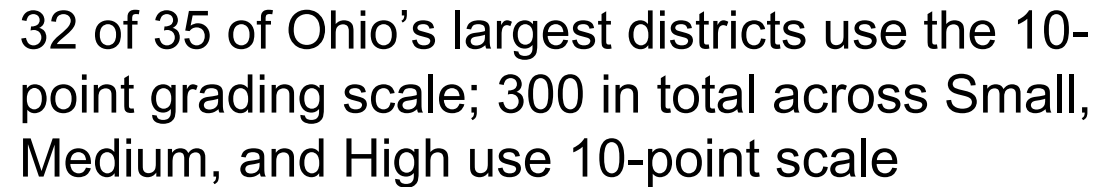
- A team of experts will collaborate with a core Oakwood Schools team to produce school board recommendations related to fair and accurate grading project questions and opportunities
- The expert team will deliver a draft report for revision, comments, and improvements to the core team
- The expert team will deliver a final board report with a description of the final project outcomes and work that we completed towards those outcomes
- Recommendations and a roadmap will also be provided with options for the first 90 days of the 2021 school year that will inform annual assessment planning



# Project Process: February-July 2021

	Feb	March	April	May	June	July
<b>Core and Expert Team Schedule</b>	Phase I: Planning and Discovery <ul style="list-style-type: none"><li>• Meetings</li><li>• APAC Document Review</li><li>• Draft Executive Summary</li></ul>		Phase III-IV: Define + Ideate Policy Options Approach <ul style="list-style-type: none"><li>• Meetings</li><li>• Benchmarks (50 States; 300 Ohio Districts)</li></ul>		Phase VI: Reflect and Refine <ul style="list-style-type: none"><li>• June 1-July 8, 2021</li><li>• Policy Approach</li><li>• Options</li><li>• Roadmap Recommendations</li></ul>	
<b>Stakeholder Schedule</b>	Phase II: Interviews and Surveys <ul style="list-style-type: none"><li>• 26 People Interviewed</li><li>• 37 surveys completed</li><li>• SWOT analysis completed</li></ul>				Phase V: Open Comment Period for Community <ul style="list-style-type: none"><li>• June 11-18, 2021</li><li>• Web Tools ( 455 respondents to Google Form; 313 were parents )</li></ul>	
<b>Board Schedule</b>					Phase VII: Board Presentation (July 12, 2021) <ul style="list-style-type: none"><li>• Executive Summary Deck</li><li>• Process Description</li><li>• Proposed Options</li><li>• Roadmap Recommendations</li></ul>	

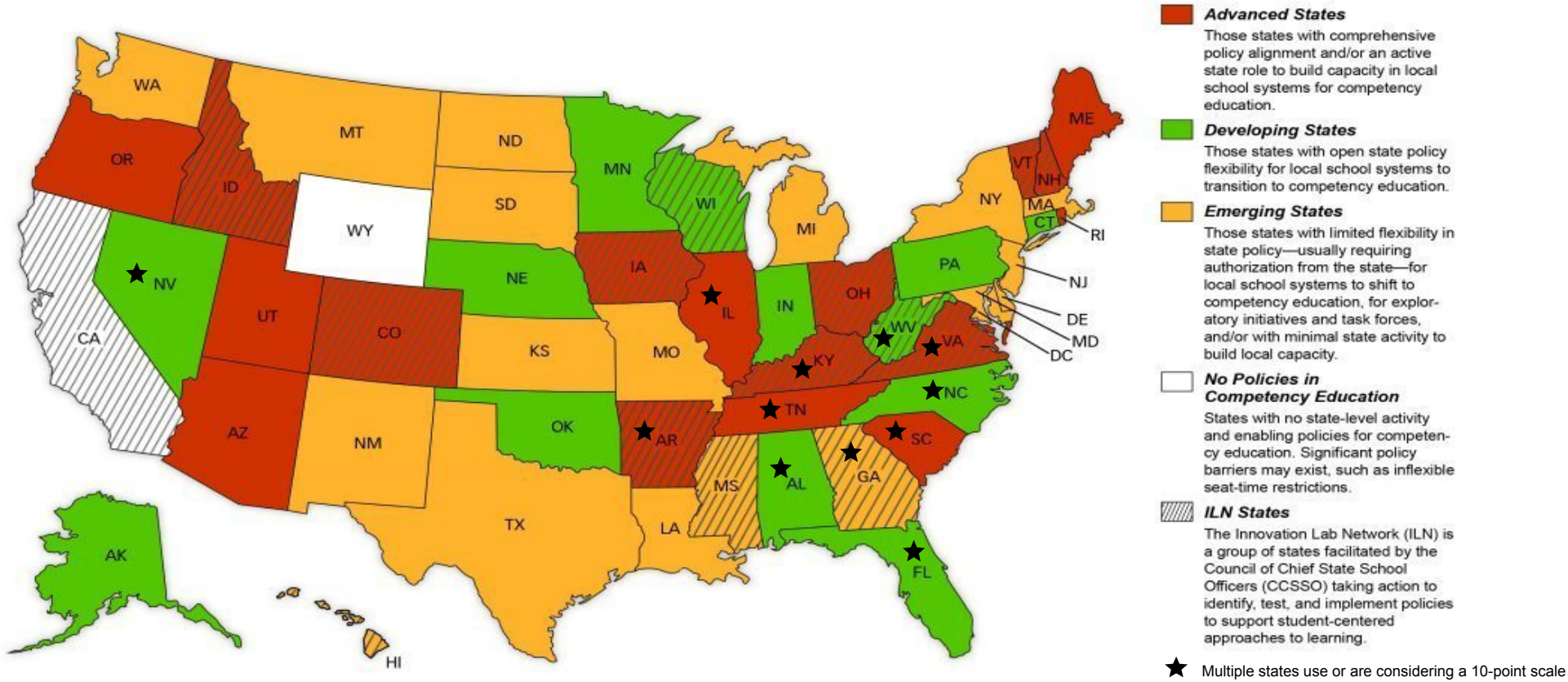




*OHIO DOE and District Data – 2020*



# A Snapshot of K-12 Competency Education State Policy Across the United States



NCES, MTC, College Board 2020



# What is a SWOT?



A SWOT analysis is used across industries to measure Strengths, Weaknesses, Opportunities and Threats of a venture, idea, policy change, or initiative. SWOT can also be easily used to measure almost any project or initiative that is influenced by external and internal factors.



# How was the SWOT Developed?

## Interviews

- Internal stakeholders:
  - 3 students
  - 6 admin
  - 6 teachers
- External stakeholders:
  - 5 Parents
  - 6 Community members

## Surveys

- 484 people surveyed
- 339 parents responded
- Not a representative sample
- Feedback to inform the overall effort

## Other Inputs

- APAC research review
- Core team meetings
- Expert team meetings
- National and Ohio Benchmarks
- Qualitative comments on surveys
- Emails from survey and interview respondents
- COVID and post COVID research

# Google Form Survey - Headlines



455 people responded

7-12<sup>th</sup> grade roll-out most  
favored option

313 respondents were parents

10-point scale most favored  
option

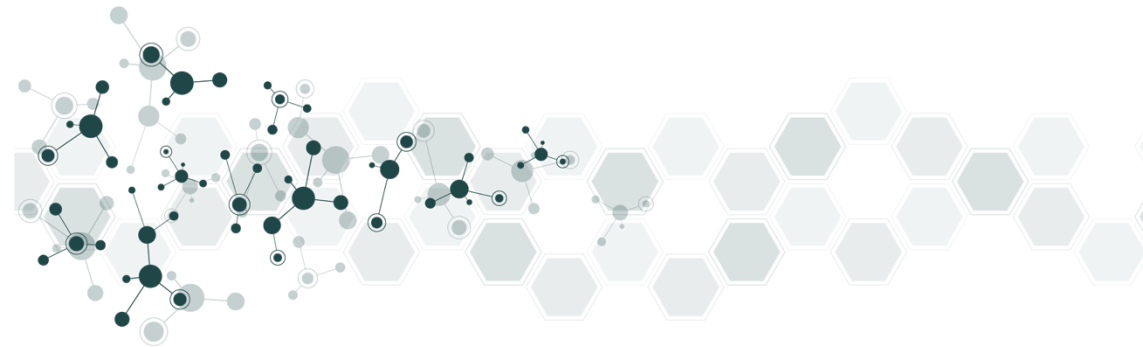






# Google Form Comments - Headlines

- Lack of transparency and trust in the process
- Chromatic grading continues to be favored
- Expert team agenda was mentioned multiple times
- AP courses and Honors courses need to be a part of the model
- Pilot and implementation process was questioned multiple times





# SWOT Insights



## \*Strengths

- Process Builds on APAC work
- Engagement was high and candid
- Open dispositions towards grading options
- National and Ohio Benchmark data supports the 10-point and ABCDF scales

## Weaknesses

- Fair and accurate among respondents means fair and accurate for some not all
- Grades often viewed as a win/lose arena
- Stakeholder trust in the process
- Chromatic grading subjectivity

## Opportunities

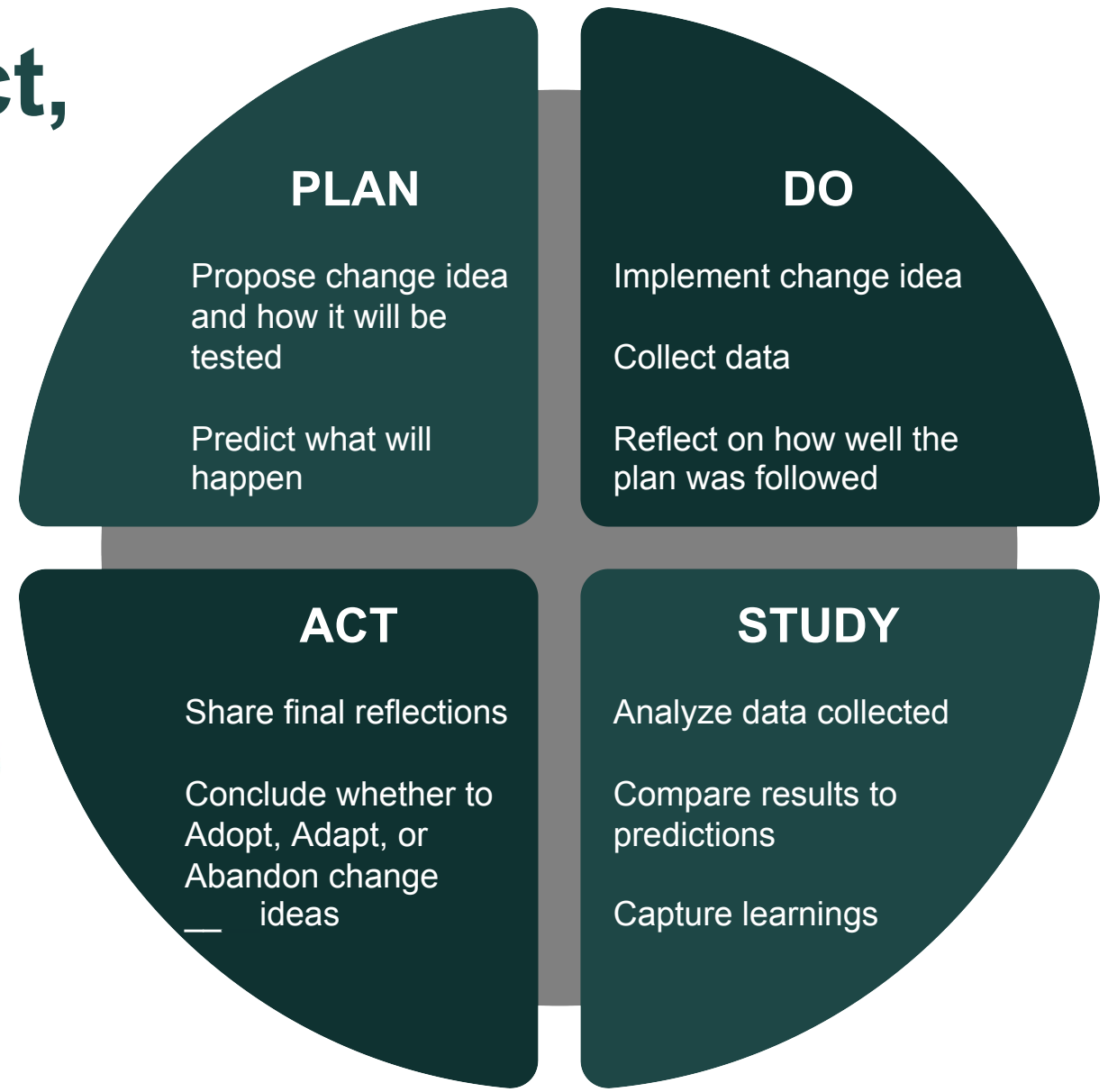
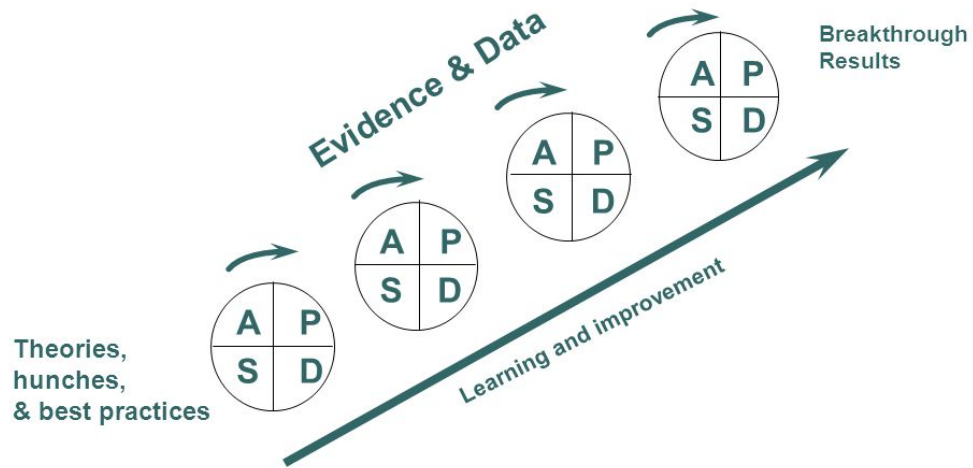
- Move to a 10-point grading scale
- Launch district PLC for the A, B, C, D, F scale supported by a PDSA
- Contract with fair and accurate grading scale trainer
- Expand equitable and inclusive learning agenda

## Threats

- Individual vs community perspectives
- Evolving student admissions market
- COVID changes
- Teacher subjectivity and capacity
- Change management versus expediency

# What is a Plan, Do, Act, Study Cycle?

## ● ● ● | PDSA Ramps





# Recommendations

1



Transition to 10-point scale for 7<sup>th</sup>-12<sup>th</sup> graders in 2021-2022 school year



Plan to study the (ABCDF) scale



Establish a district wide Professional learning community (PLC) on fair and accurate grading with an annual review process

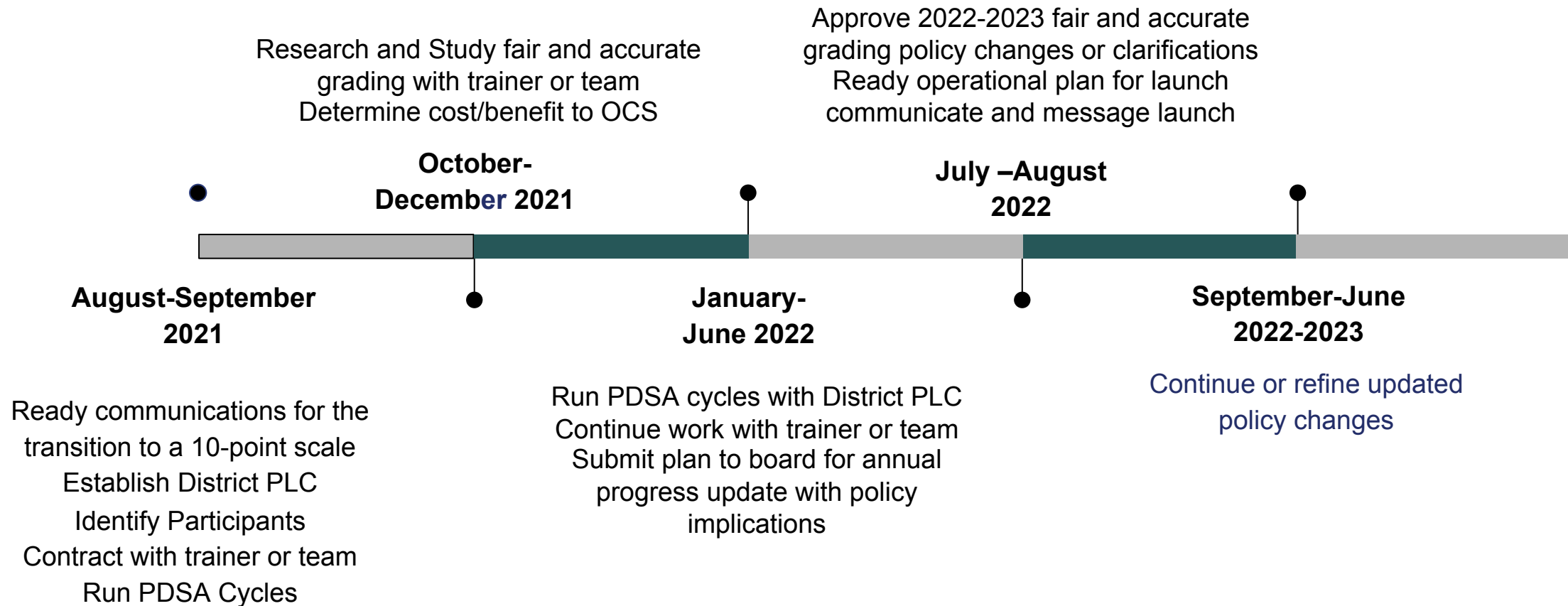


Contract with a fair and accurate grading trainer



Conduct Plan, Do, Study, Act (PDSA) cycles on the ABCDF scale (August 2021 – May 2022) – via an annual cycle

# Fair and Accurate Grading Project Roadmap 2021-2023






# I Like, I Wish, and I Wonder

<https://audience.ahaslides.com/7oihk5u932>


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What do you wonder about or question?  
Open Ended

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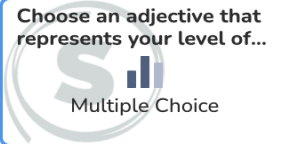
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Grid View

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