

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Thursday, April 18, 2019 at 1:30 PM at the Cincinnati Public Schools Education Center in the Board Office Conference Room.

ATTENDEES

Student Achievement Committee Members

Chairperson Eve Bolton, Ozie Davis III, Mike Moroski

Board Members

Carolyn Jones

Administration/Staff

Laura Mitchell, Superintendent; Tianay Amat, Deputy Superintendent; Robin Brandon, Director, Facilities; Emily Campbell, Director, Curriculum; Lucie Collier, Language Arts Director; Justin Leach, Director, Research Evaluation and Testing; Paul McDole, Human Resources Director; Bill Moehring, Special Projects Manager; Isidore Rudnick, Fine Arts Curriculum Manager; Laura Sanregret, District Wide Lead Teacher; Barrett Smith, Walnut Hills HS Teacher; Michael Turner, Taft HS Principal

Cincinnati Urban Debate League

Eric Jenkins, LaMarque Ward, Angela White

Art Works

Tamara Harkavy, CEO and Artistic Director

Citizens for Civic Renewal

Jeffrey L. Stec, J.D., Executive Director

Cincinnati Federation of Teachers (CFT)

Julie Sellers, President

Mayerson Academy

Beth D'Amico, Director of Operations

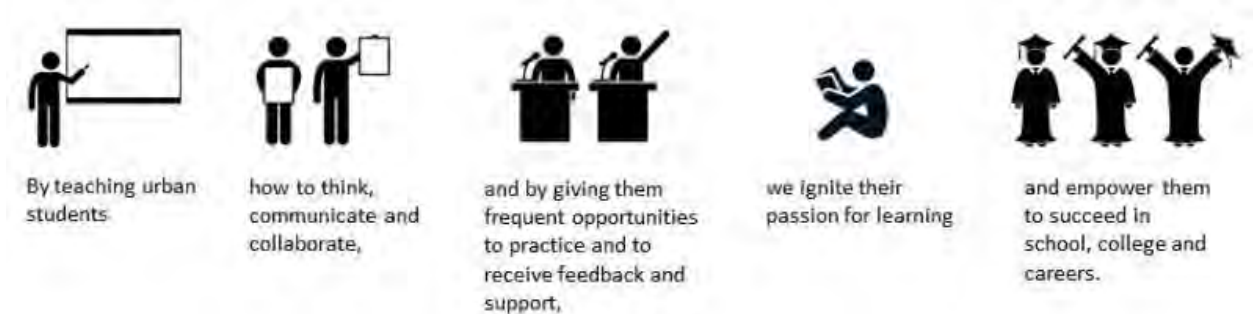
Community Members/Parents

Marlena Brookfield, Howard Konikov, Ralph Moon, Craig Rozen, Jilda Vargus-Adams,

Community and Member Reports

Creating and Expanding Student Competitive Debate at CPS

Dr. Eric Jenkins presented to the Committee on the Cincinnati Urban Debate League. An Urban Debate League (UDL) is a nonprofit or cooperative that provides teacher training and organizes tournaments for local, high-needs high schools. Starting in the 1980s, there are currently 22 UDLs across the country.



- 90 percent of all urban debaters graduate on-time
- 72 percent of urban debaters with highest drop-out risk graduate on-time
- Each semester a student debates, his or her grades will improve

- At graduation, urban debaters average a 3.23 GPA, which significantly exceeds the college readiness benchmark
- Debaters are more likely to test as college ready
- After high school, 86 percent of urban debaters enroll in college
- Urban debaters are 80 percent more likely to graduate from college
- Urban debate prepares students for 21st century careers

Dr. Jenkins informed the Committee that Cincinnati Urban Debate League would like to collaborate with CPS and University of Cincinnati and do a pilot with one CPS high school next year.

ACTION: Deputy Superintendent Amat will get Dr. Jenkins' contact information and connect him with CPS' Curriculum Director.

Reading Specialists and the Emphasis and Plan for Third Grade Reading Guarantee

As part of a planned regularly scheduled update from the Curriculum Department as well as a concern and an assignment from Member Moroski, the Committee heard a report on Reading Specialists current assignment regarding preparing our third graders for reading success and grade promotion. Member Moroski felt strongly about earlier grade emphasis by Reading Specialists.

Reading Specialists are charged with the task of helping to move all K-3 students to Proficient Reading Levels. Their work is often focused on the Third Grade Reading Guarantee, especially with grade three students who must achieve at specific reading levels on NWEA MAP and/or OST-AIR assessments in order to be promoted to fourth grade. Because of this, intensive interventions in grading are provided to K-3 students, especially Grade 3, by Reading Specialists in small groups and as part of push-in models to help struggling students move to proficient reading levels. The creation of resources used in CPS third grade reading classrooms are high-quality and aligned materials in order to provide students with the instruction and practice needed to become proficient readers and writers. These OLS and grade level aligned resources, created by CPS Reading Specialists, are contained in the Grade 3 Reading Specialist Handbook.

Deputy Superintendent Amat has charged that every child will read by first grade. To support this charge, Lucie Collier, Language Arts Director, shared the following information:

Current Reading Specialists

- Students in grades K-3 were supported by 37 Reading Specialists in Title One Schools
- Focus is on Third Grade Reading Guarantee and closing reading gaps through targeted interventions
- Participates in Quality Improvement work on multiple projects to improve reading and writing outcomes
- Works with students and teachers on quality reading instruction and use of data to monitor and adjust based on student needs
- Meet monthly for training and data work

Results

- Increase in the percentage of students promoted to grade four (98.3 percent in 2018)
- Increase in the percentage of students K-3 meeting yearly growth targets based on NWEA MAP assessments from 25 percent in spring 2016 to 46 percent in spring 2018
- 60 percent of third grade students scored proficient, with 41 percent Advanced and Accelerated and 33 percent proficient in writing on the Spring 2018 Reading OST assessment

Expansion and Next Steps

- Ten elementary schools will be served by six new 4-6 Reading Specialists

- Four high schools will be served with four full-time 7-12 Reading Specialists
- Goal is to increase number of students at grades 6 and 9 who score proficient on the ELA OST
- Curriculum Academy Training will be on June 5-7 at Sayler Park for all new Reading Specialists
- Curriculum Academy training focus will be on closing reading gaps at upper grades to meet goals
- Reading Specialists will meet monthly for training, data analysis, and creation and development of resources.

Upon conclusion of the presentation, Member Moroski felt the new plans addressed some of the raised issues and Member Bolton stated this plan and the Deputy's charge increased the necessity that reading skills need to be a major part of CPS preschools and the other Preschool Promise preschools' adopted curriculum.

LSDMC Survey – Submitted by Sue Wilke for Review and Administration

As part of our review of the first year revamp of LSDMCs, a survey was developed by the LSDMC Revamp Committee. Chairperson Bolton requested, on behalf of the committee, that the survey be distributed and tabulated electronically to all LSDMC members individually rather than at the Quarterly LSDMC Meeting.

ACTION: Deputy Superintendent Amat will direct Lauren Worley of the committee's wishes.

Artworks and the Stargel Stadium Murals

Ms. Bolton introduced Tamara Harkavy, CEO and Artistic Director for Artworks, and stated that there is some confusion regarding the murals to be done at the new Stargel Stadium.

Committee member Moroski stated there was a time when FC Cincinnati was going to build the new stadium, but now CPS is responsible for it. This may have led to some confusion; however, it is now clear who the appropriate decision-making parties are.

Ms. Harkavy shared the following proposed themes for the two murals to be located at Stargel Stadium:

1. Team pride for all high school teams that use Stargel – represented at the West location near visitors entrance (96 square feet); and
2. Neighborhood, larger West End story – represented at East location near home team bleachers (168 square feet).

A correction was made to the title or theme of the Athletic Mural. The athletic mural will emphasize CPS' great world class athletes and teams in both CPS' segregated and integrated district history.

ACTION: Administration will assemble a team together to meet with Artworks and SAC members Bolton, Davis and Moroski should be consulted and included in discussion in order to keep the Board apprised.

Both murals will be approved by the whole Board. The location choice for each will be determined by the CPS Administration.

Expanding Band Scholarships

Member Davis brought to the Committee's attention some great work being done at our Eastside elementaries and high schools.

New CPS Music Career Pathway – Goals

- Establish a clear instrumental music (band) career pathway starting at Douglass and South Avondale Elementary Schools, moving to Withrow High School and on to HBCUs including Central State University, Kentucky State University and Alabama State University.
- Have officials from CPS, Douglass, South Avondale, Withrow and each HBCU approve an official Music Career Pathway Agreement.
- Ensure student participation and student growth in Withrow's Instrumental Music Program.
- Enable and assist CPS music students at Withrow to apply, be accepted, and attend HBCUs.
- Offer private or semi-private weekly music lessons for all students in the career pathway.
- Student Visits to Central State University in their freshman and sophomore years of high school.
- Visits by HBCU's Band Students and Teachers to Withrow. HBCU students will perform for our students during these visits.
- Participation at Summer Band Programs and Camps to ensure adequate summer progress.
- Schedule Skype sessions with our students and HBCU students, teachers, college counselors, and advisors.
- Schedule and promote an awards banquet for CPS Music Students accepted to HBCUs.

New CPS Music Career Pathway – Next Steps

- Receive approval from SAC for CPS Music Career Pathway Advisors to contact and work with officials at HBCUs to create a draft agreement for this program. The Draft will include a complete program description, budget, and timeline.
- Draw up draft agreements for both CPS and the HBCUs and take to each CPS school for comment and discussion.
- Take final draft agreement to CPS Legal for any revision required and approval.
- Take agreement before the CPS Board for approval.
- If Board approves, Start Date is 2020-21 School Year.

Committee member Davis stated that many of these things are already happening, and should be putting in more resources and that there is evidence that band is already doing this. He questioned if the majority of these students are graduating from college. Deputy Superintendent Amat stated they will work to track these students.

Member Bolton suggested Member Pamela Bowers is a graduate of a HBC and may be very interested in this project.

Grading and Assessment Committee and

Educational Issues Panel's Recommendation for Semester Grade Calculation

The Grading and Assessment Committee is a joint committee of the Administration and the Cincinnati Federation of Teachers that was formed in January 2018. In Spring 2018, the Committee worked to update elementary and high school grading procedures—including high school semester assessment policy and procedures.

Feedback obtained from a District-wide survey of educators in the Spring 2018 and feedback from the Spring 2018 Educational Summit led the committee to take a closer look at the semester grade calculation at high school.

Justin Leach, Director, Research Evaluation and Testing, provided the Committee with the following:

Current Semester Grade Calculation

Current Calculation

- Quality Points Model
 - A=4, B=3, C=2, D=1, F (X or I)=0
- Each Quarter is 37.5% of the Semester Grade
- Final Exam / Assessment Grade is 25% of the Semester Grade
- Formula: $(Q \times .375) + (Q \times .375) + (E \times .25) = \text{Semester Grade}$
- Grades are calculated with this formula with two major exceptions:
 - "Double F Rule: "If 2 of the 3 grades are failing grades, the semester grade is an automatic F"
 - 3 possible outcomes are affected by this rule. Each grade would calculate as a D without the "Double F" rule.
 - Grades round up at .5-.99 to next grade with the exception of 0.5-0.99 (F) (i.e. a 2.5 rounds up to a 3 or B)
 - 31 possible outcomes in the current system round up to the next letter grade
 - 6 possible outcomes fall in a range of 0.5 to 0.99 and don't round up to a D.

Feedback on Current Calculation:

- "I always thought the grade report and double F rule were unfair (HS Counselor)"
- "because of quality points, students were both unfairly penalized and demotivated because of their awareness of the grade chart. This change (50-point model based on percentages) will allow for all points to count." (Grade 11-12 ELA Teacher)
- "I fully support the change in how semester grades are calculated." (Grade 7-12 ELA Teacher)

Examples from Current Calculation:

- Under current model, all grades are converted to quality points. For example, a quarter grade of 80% or 89% are essentially the same grade as these percentages calculate at a 3 in the current model.
 - Examples:
 - Students with Quarter grades of A & B and then a final exam/assessment grade of a B would calculate as a 3.375 or B in our current model. Mathematically, it does not matter if the student's grades were Q1 = 89%, Q2 = 92% and E=89% or Q1= 90%, Q2= 80%, and E=80%, the student would still have a semester grade of 3.375 or B in our current calculation.
 - Students with Quarter grades of D & D and then a final exam/assessment grade of a F would calculate as a 0.75 or F in our current model. Mathematically, it does not matter if the student's grades were Q1 = 60%, Q2 = 69% and E=59% or Q1= 60%, Q2= 60%, and E=50%, the student would still have a semester grade of 0.75 or F in our current calculation.
 - Current calculation does not always reward student growth throughout the semester.

Recommendation: 50 Point Grading Model

50 Point Calculation Model

- 50-point percentage model (A= 100-90, B= 89-80, C= 79-70, D= 69-60, F=59-50)
 - Floor of 50% for an F (X, I) is needed to ensure that the difference between a D and an F in the recommended model is the same as the difference between a D and an F in our current model. A zero to fifty-nine percent range for an F grade would serve to be disproportionately punitive for students.
- Proposed change in weighting of quarter and final exam/assessment grade
 - Each quarter would be 40% of the Semester grade.
 - Final exam/assessment grade would be 20% of the grade.
 - Change in weighting puts more emphasis on the work within the semester and less on the final assessment or exam.
- Remove "Double F" rule in favor of a more mathematically true calculation based on percentages
- Formula: $(Q \times .4) + (Q \times .4) + (E \times .2) = \text{Semester Grade}$

Analysis: Effects of Moving to a 50 Point Calculation Model

- Comparative Analysis: Outcomes under proposed model versus current model
 - Compared quarter averages (Q1+Q2 average) under proposed model when calculated against various final exam/assessment grades (Q Average x .8) + (E x .2) against comparative outcomes under current model (Q Average x .75) + (E x .25).
 - Compared possible quarter averages with the following final exam/assessment grade percentages: 100, 90, 89, 80, 79, 70, 69, 60, 59, 50
 - **Analysis Results**
 - 24-89 combinations where a student's semester grade went **up a letter grade**
 - Example: Quarter 1-2 Average = 88%, Exam Grade = 100%- Semester Grade = 90.4% (Grid = B)
 - 55-66 combinations where a student's semester grade went **down a letter grade**
 - Example: Quarter 1-2 Average = 70%, Exam Grade = 69%- Semester Grade = 69.8% (Grid = C)
 - Variance in possible outcomes is tied to our current "Double F" rule.
 - 65 possible semester calculations might fall under the "Double F" rule that could cause a student to have their semester grade go **up by 1-2 letter grades.**
 - Example: Q1 = 100%, Q2=59%, E1=59%, Semester Grade = 75% (Grid = F)
 - 11 possible semester calculations might fall under the "Double F" rule that could cause a student to have their letter grade go **down by 1 letter grade.**
 - Example: Q1=90%, Q2 =55%, E1 = 54%, Semester Grade = 69.4% (Grid = F)
 - Proposed model tends to lead to higher grades for students showing mastery at the upper ranges of a letter grade. Students scoring in lower levels of letter grades may end up with a lower grade under the proposed model. The proposed model combined with the removal of the "Double F" rule could decrease the number of failing grades.

The Grading Models Comparison presented to the Committee is attached to this report.

Deputy Superintendent Amat reported that the information and analysis regarding semester grade calculation was shared with the Educational Initiatives Panel (EIP).

Based on this information and analysis, both the Grading and Assessment Committee and EIP recommend changing the high school semester grade calculation to a 50-point percentage-based model with quarters calculating at 40 percent of the semester grade and final exam/assessments calculating at 20 percent of the semester grade beginning in the 2019-2020 school year.

ACTION: The Student Achievement Committee agrees with the recommendation for the change to the semester grade calculation and recommends adoption.

Curriculum

ELA Adoption Update

- Fourteen ELA vendors submitted an RFP
- ELA Adoption Committee members have completed the scoring of the submissions for all vendors
- Rankings will be calculated on April 19, 2019
- Committee members will meet on April 22, 2019 to determine final recommendation via qualitative and quantitative measures
- K-6 team created "**Must Haves**" for qualitative measure scoring:
 - Strong Alignment to Equip Rubrics and Green on EdReports
 - Authentic Books to put in hands of students
 - K-6 Curriculum*
 - Representation, Diversity and Historical and Scientific Accuracy
 - Inclusive of Teacher Feedback and Buy In
 - Structured Enough for Novice Teachers, flexible enough for Content Experts

The RFP Team has been getting strong detail from other districts. Committee Chair Bolton suggested also getting this information from other districts in our area—not around the state. Assistant Superintendent Bunte included which districts have stopped using and why.

Deputy Superintendent Amat reported the following for training:

- New ELA Curriculum Maps K-12 will be developed based on the new adoption and available to teachers in May with links to the new resources
- Work with vendors to plan the Professional Development needed for staff from May – August
 - ELA Champions and Principals to be trained in June
 - ELA New Teacher training on August 1, 2019
 - ELA Academy on August 5 and 6, 2019
 - ELA Resource Training August 15, 2019 for all ELA Teachers

ACTION: The Committee agreed with the Administration’s recommendation, and the adoption of the ELA curriculum will be submitted for approval through the Superintendent’s Recommendations at the Board meeting on April 29, 2019.

Algebra II Adoption Update

The Algebra II and PreCalculus adoption will be postponed so that it can be part of the K12 adoption next year.

Fine Arts Update

Isidore Rudnick, Fine Arts Curriculum Manager, shared the following with the Committee:

Current Programs

- Visual Art Supplies for Students in Every CPS Art Classroom
- Musical instruments (Recorders, Orff Instruments, Hand Drums) for Students in every elementary music classroom.
- Increase of Band and/or Strings Programs at Shroder High School, Dater High School, Spencer Center, Clark Montessori, Pleasant Hill Academy
- New Theatre Arts Program at Withrow UHS
- New Gifted Arts Day for Students – May 20, 2019
- Community Collage Student Arts Series (music performances, dance recitals and art exhibitions)
- Increased Artistic Programming for Special Needs Students at Roselawn-Condon and Rees E Price
- New Electronic Keyboard Lab at Taft High School
- Community Partnerships with Aliven Arts, Children’s Theater, Cincinnati Arts Association, Cincinnati Symphony Orchestra, Cincinnati Opera, Contemporary Arts Center, Eye of the Artists Foundation, Taft Museum of Art, Elementz, Jump Start Theater, Melodic Connections, Multi-Cultural Dance and Arts Organization, Visionaries + Voices
- International Performance Opportunities for Students
- CPS Summer Jazz Academy June 3-7
- CPS/CAC Summer Art Studio Intensive July 15 – 19, 2019

Expansion

- First Ever CPS International Jazz Festival – Saturday October 5, 2019
- New Summer Dance Four-Week Program for High School Students
- New After School Arts Programming at 12 of Our Most Underserved Elementary Schools.
- New After School Jazz Academy for 4th, 5th and 6th Grade Students

- New Partnership with Mr. Holland's Opus Foundation to Increase Resources and Materials for CPS Band and Orchestra Programs
- New Student Skype Sessions with Student Artists from Bulgaria, Nigeria and Spain

Dr. Rudnick highlighted that ABC is sponsoring the first ever CPS International Jazz Festival, which will be a day-long event at the Aronoff. All students will receive a free ticket to attend.

He also recognized South Avondale, part of Vision 2020, for their arts infused program to help students deal with trauma.

Previous Meetings – Follow-Ups

Administration Student Code of Conduct and Character Draft

Assistant Superintendent Myles distributed the new draft including members' previously suggested revisions of the Student Code of Conduct and Character. The Administration is working to finalize the document, and still needs the *Board of Education's Message*.

President Sellers suggested that the level for the infraction of smoking be increased and Assistant Superintendent Myles said he would review that.

ACTIONS: Members will review this draft and if there are any other suggestions.

Committee Member Moroski will prepare the first draft of the Board letter to be included in the booklet to be submitted by the following Monday.

School Name Changes for Consistency

July 1 is the date to officially request school name changes. Currently there are only three:

- James N. Gamble Montessori High School;
- James N. Gamble Montessori Elementary School; and
- Clifton Area Neighborhood School.

Member Bolton will resend the list of all school names suggestions to Deputy Superintendent Amat as a follow up to the March SAC meeting. That list will hopefully address consistency and eliminate the variety of names currently used in various places. The CANS community can revisit that name at the end of next year. At this time changing the name would be a branding problem. The full list will be a part of the SAC May Agenda

Mentors and Assistance and Support for Administrators and Teachers

Paul McDole, Human Resources Director, reported there are currently seven Districtwide Mentors (DW Mentor), and a Facilitator who also has a caseload. The current budget draft includes adding one additional DW Mentor, which Mr. McDole said would be beneficial. CFT suggested adding four additional in order for all new hires to have a DW Mentor.

Committee member Davis questioned if everyone new needs or requests a mentor. Mr. McDole said it would be nice to have, however not all new hires do require the assistance.

Committee members Bolton and Moroski suggested the program may need to be reviewed and either expanded and or redesigned to provide mentors at all buildings.

Neighborhood Boundaries in Eastern Region

Policy Committee Chair Davis reported back to SAC that the Policy Committee agreed and approved the SAC suggested boundaries for the Eastern Region.

Liberty Street Follow-Up

ACTION: The Administration provided the attendance bubble diagrams for the CPS schools in the downtown area impacted by the Liberty Street Renovation.

Workforce Development Council Membership and Appointments

ACTION: Early Childhood Staff, Board Staff, and CFT Staff will update the Workforce Development Council membership list to begin the cycle of appointments.

Laura Sanregret, District Wide Lead Teacher, reported that the Preschool Workforce Development Council presented 16 scholarships to educators.

ACTION: The Workforce Development Council scholarship recipients will be recognized at a future regular Board meeting.

Other Business

Citizens for Civic Renewal – Creating a Community of Kindness

Jeffrey L. Stec, Executive Director, presented *Creating a Community of Kindness Report Summary* to the Committee. The report addressed the following Core Questions:

- What happens outside of school that contributes to aggression and bullying in school?
- What can the community do to create a culture of kindness outside of school that reduces aggression and bullying in school?



He explained to the Committee that this works for the following reasons:

- Builds *empathetic* student-to-student relationships.
- Builds relationships between students and supportive adults.
- Teaches students relationship-building and problem-solving skills.

ACTION: The Administration will review to determine if changes are necessary due to the research.

Future Agenda Items

- Member Davis – Reducing Student Debt – *Zet Hydrick-Yarbough*
- Member Bolton – Mindprint and Columbia University Program and Professional Development Proposal Conference Call – *Nancy Weinstein*
- Overview of Summer Learning

The meeting adjourned at 4:40 PM.

Student Achievement Committee

Eve Bolton, Chair
Ozie Davis III
Mike Moroski

Staff Liaisons

Tianay Amat, Deputy Superintendent
Bill Myles, Assistant Superintendent

Current Semester Grade Calculation

Round Up at .5 - except Double F or below 1

Quarter Grades 37.5% per quarter		Semester Grade -25%				
		A	B	C	D	F
A	A	A (4)	A (3.75)	A (3.5)	B (3.25)	B (3)
A	B	A (3.625)	B (3.375)	B (3.125)	B (2.875)	B (2.625)
A	C	B (3.25)	B (3)	B (2.75)	B (2.5)	C (2.25)
A	D	B (2.875)	B (2.625)	C (2.375)	C (2.125)	C (1.875)
A	F	B (2.5)	C (2.25)	C (2)	C (1.75)	F (1.5)
B	B	B (3.25)	B (3)	B (2.75)	B (2.5)	C (2.25)
B	C	B (2.875)	B (2.625)	C (2.375)	C (2.125)	C (1.875)
B	D	B (2.5)	C (2.25)	C (2)	C (1.75)	C (1.5)
B	F	C (2.125)	C (1.875)	C (1.625)	D (1.375)	F (1.125)
C	C	B (2.5)	C (2.25)	C (2)	C (1.75)	C (1.5)
C	D	C (2.125)	C (1.875)	C (1.625)	D (1.375)	D (1.125)
C	F	C (1.75)	C (1.5)	D (1.25)	D (1)	F (0.75)
D	D	C (1.75)	C (1.5)	D (1.25)	D (1)	F (0.75)
D	F	D (1.375)	D (1.125)	F (0.875)	F (0.625)	F (0.375)
F	F	F (1)	F (0.75)	F (.5)	F (.25)	F (0)

Alternative: 50 Point Model (40%-40%-20%)

Positive Changes in Grade					Negative Changes in Grade				
Q1+Q2 Average	E1	S1	Grid Outcom e	Change	Q1+Q2 Average	E1	S1	Grid Outcom e	Change
89	100	91.2	3	1	74	100	79.2	3	-1
88	100	90.4	3	1	73	100	78.4	3	-1
79	89	81	2	1	72	100	77.6	3	-1
78	89	80.2	2	1	71	100	76.8	3	-1
69	79	71	1	1	70	100	76	3	-1
68	79	70.2	1	1	62	100	69.6	2	-1
100	69	93.8	3	1	61	100	68.8	2	-1
99	69	93	3	1	60	100	68	2	-1
98	69	92.2	3	1	77	90	79.6	3	-1
97	69	91.4	3	1	76	90	78.8	3	-1
96	69	90.6	3	1	75	90	78	3	-1
100	60	92	3	1	74	90	77.2	3	-1
99	60	91.2	3	1	73	90	76.4	3	-1
98	60	90.4	3	1	72	90	75.6	3	-1
100	59	91.8	3	1	71	90	74.8	3	-1
99	59	91	3	1	70	90	74	3	-1
98	59	90.2	3	1	64	90	69.2	2	-1
89	59	83	2	1	63	90	68.4	2	-1
88	59	82.2	2	1	62	90	67.6	2	-1
87	59	81.4	2	1	61	90	66.8	2	-1
86	59	80.6	2	1	60	90	66	2	-1
100	50	90	3	1	90	89	89.8	4	-1
89	50	81.2	2	1	65	89	69.8	2	-1
88	50	80.4	2	1	64	89	69	2	-1
59	100	67.2	1	0-1	63	89	68.2	2	-1
58	100	66.4	1	0-1	62	89	67.4	2	-1

Grading & Assessment Presentation- SAC- 4-18-19
Grading Models Comparison

57	100	65.6	1	0-1	61	89	66.6	2	-1
56	100	64.8	1	0-1	60	89	65.8	2	-1
55	100	64	1	0-1	92	80	89.6	4	-1
54	100	63.2	1	0-1	91	80	88.8	4	-1
53	100	62.4	1	0-1	90	80	88	4	-1
52	100	61.6	1	0-1	92	79	89.4	4	-1
51	100	60.8	1	0-1	91	79	88.6	4	-1
50	100	60	1	0-1	90	79	87.8	4	-1
59	90	65.2	1	0-1	80	79	79.8	3	-1
58	90	64.4	1	0-1	94	70	89.2	4	-1
57	90	63.6	1	0-1	93	70	88.4	4	-1
56	90	62.8	1	0-1	92	70	87.6	4	-1
55	90	62	1	0-1	91	70	86.8	4	-1
54	90	61.2	1	0-1	90	70	86	4	-1
53	90	60.4	1	0-1	82	70	79.6	3	-1
59	89	65	0.75	0-1	81	70	78.8	3	-1
58	89	64.2	0.75	0-1	80	70	78	3	-1
57	89	63.4	0.75	0-1	82	69	79.4	3	-1
56	89	62.6	0.75	0-1	81	69	78.6	3	-1
55	89	61.8	0.75	0-1	80	69	77.8	3	-1
54	89	61	0.75	0-1	70	69	69.8	2	-1
53	89	60.2	0.75	0-1	84	60	79.2	3	-1
59	80	63.2	0.75	0-1	83	60	78.4	3	-1
58	80	62.4	0.75	0-1	82	60	77.6	3	-1
57	80	61.6	0.75	0-1	81	60	76.8	3	-1
56	80	60.8	0.75	0-1	80	60	76	3	-1
55	80	60	0.75	0-1	72	60	69.6	2	-1
59	79	63	0.5	0-1	71	60	68.8	2	-1
58	79	62.2	0.5	0-1	70	60	68	2	-1
57	79	61.4	0.5	0-1	52	90	59.6	1	0-(-1)
56	79	60.6	0.5	0-1	51	90	58.8	1	0-(-1)
59	70	61.2	0.5	0-1	50	90	58	1	0-(-1)

Grading & Assessment Presentation- SAC- 4-18-19
Grading Models Comparison

58	70	60.4	0.5	0-1	72	59	69.4	2	-1-1
59	69	61	0.25	0-1	71	59	68.6	2	-1-1
58	69	60.2	0.25	0-1	70	59	67.8	2	-1-1
79	59	75	2	0-2	74	50	69.2	2	-1-1
78	59	74.2	2	0-2	73	50	68.4	2	-1-1
77	59	73.4	2	0-2	72	50	67.6	2	-1-1
76	59	72.6	2	0-2	71	50	66.8	2	-1-1
75	59	71.8	2	0-2	70	50	66	2	-1-1
74	59	71	2	0-2					
73	59	70.2	2	0-2					
69	59	67	0.75	0-1					
68	59	66.2	0.75	0-1					
67	59	65.4	0.75	0-1					
66	59	64.6	0.75	0-1					
65	59	63.8	0.75	0-1					
64	59	63	0.75	0-1					
63	59	62.2	0.75	0-1					
62	59	61.4	0.75	0-1					
61	59	60.6	0.75	0-1					
79	50	73.2	2	0-2					
78	50	72.4	2	0-2					
77	50	71.6	2	0-2					
76	50	70.8	2	0-2					
75	50	70	2	0-2					
69	50	65.2	0.75	0-1					
68	50	64.4	0.75	0-1					
67	50	63.6	0.75	0-1					
66	50	62.8	0.75	0-1					
65	50	62	0.75	0-1					
64	50	61.2	0.75	0-1					
63	50	60.4	0.75	0-1					