

Grading for Equity Napa Valley Unified School District

CONTEXT / BACKGROUND

Napa Valley Unified School District (NVUSD) seeks to improve the accuracy, equity, and consistency of its teachers' grading practices as a key lever for instructional improvement and to increase opportunities for success for all students, particularly those historically underserved. They seek to begin a districtwide shift by introducing faculty to the concepts of equitable grading, followed by piloting more equitable practices with a cohort of teachers.

[Note: Based on the complexity of grading and assessment reform, this proposal assumes that 2020-21 could be the first year of a multi-year partnership that would include more teachers. However, NVUSD and Crescendo Education Group are entering only into a 1-year partnership, extended upon mutual agreement.]

OUTCOMES (2 TO 3-YEAR PLAN)

For teachers:

1. Teachers use grading and assessment practices that are more accurate, bias-resistant, motivational, and understandable to students, caregivers, and school staff, and that reflect and measure proficiency on course standards
2. Teachers have qualitative and quantitative evidence, both individually and collectively, of the value of more equitable grading and assessment practices in the context of their own classrooms
3. Teachers have stronger collaborative relationships and experience a greater sense of efficacy with influencing student performance

For students:

1. Students can more accurately describe expectations for their academic outcomes, and their own place relative to those outcomes
2. Students have a greater sense of agency and efficacy about their academic performance
3. Students have a stronger sense of belief in their own success and of trust in their teachers

For the school as a system:

1. Creating a less stressful learning environment with less focus on points and competition for grades
2. Teacher-endorsed and coherent grading and assessment policies within departments, schools, and the district
3. Improved conversations with students and caregivers about student expectations for course standards mastery

SCOPE OF WORK

Note: This scope of work assumes all work will be performed remotely until state or local guidelines permit.

Element	Content	When	Attendees
Phase 1: Intro for Secondary Leadership	<ul style="list-style-type: none">Provide overview of the urgency and importance of improving grading practices, and of the design and potential outcomes of this professional developmentBuild engagement and support by site and teacher leadership	Dec 2, 2020 1-3p	Site admin, dept chairs
Phase 2: Foundational Learning: Pt 1	<ul style="list-style-type: none">Provide overview of the urgency and importance of improving grading practices, and of the design and potential outcomes of this professional developmentBuild engagement and interest to generate Grading for Equity Cohort 1 participants	January 13, 20, 27, 2021 1-3p	All secondary faculty attend one session
Pre-PD Assessment	<ul style="list-style-type: none">Create survey for Cohort 1 participants before KickoffIdentify trends / patterns across courses, teachers, grade levels	Week of Jan 18	Data reviewed and analyzed
Phase 3: Action Research Cohort Kickoff	<ul style="list-style-type: none">Surface assumptions, beliefs, experiences about formative assessments and gradingShare results of survey to show schools' current state/trendsReview history, function, and impact of traditional gradingDiscuss research and practices that more accurately and fairly assess / reflect what students know and can do on course standardsTrain and facilitate teacher-developed action research	Feb 3, 10, 2021 (Two 3-hour sessions; time TBD)	Teacher cohort participants (admin optional)
Professional Development Sessions (2)	<ul style="list-style-type: none">Share action research results and identify next designProvide deeper understanding and capacity to implement improved grading / assessmentBuild consensus on impact and best practices for improved grading / assessment	Mar 24, 2021 May 19, 2021 4-6p	Teacher cohort participants
Remote Coaching of Teachers	<ul style="list-style-type: none">20-min session for each teacher cohort participant with similar-discipline teacher experienced in equitable grading practicesOccurs during each action research cycle period (3 coaching sessions for each teacher)Provide differentiated, individualized support to ensure progress toward implementing improved grading practices¹	Weeks of Feb 22-26 March 29-Apr 2 May 24-28	Three 20 min sessions for each teacher
Presentation to Caregivers	<ul style="list-style-type: none">Explanation of district's work and how it impacts studentsIntroduction to research base	Q2 or Q3	
Student Interviews	<ul style="list-style-type: none">Gather student voices and experiences from schoolsShare results with participants in workshops	Q2 or Q3	Students
Cohort Colloquium	<ul style="list-style-type: none">Present evidence summary of teacher cohortModerate cohort representatives' sharing of experiencesEngage teachers to participate in Grading for Equity Cohort 2 (Fall 2021)	June 2, 2021 3-4p	All secondary faculty and admin
Data Collection & Reporting ²	<ul style="list-style-type: none">Review grading data of teacher participants to identify impact of PDSummary of progress, challenges, and outcomes to school leadership	End of 2 nd semester	Data reviewed and analyzed

¹ This Scope of Work assumes a maximum of 20 teachers in the cohort for coaching purposes. If this number does not reasonably reflect the actual number of teachers in the cohort, this contract will be amended and/or invoices will be adjusted—subject to mutual agreement by both Client and CEG.

² **NOTE: Reporting the effectiveness of this work requires that the school share data described in Crescendo Education Group's Data Sharing Request to ensure that both Client and CEG recognize the impact of this professional development.**

DATA SHARING

In addition to collecting qualitative data of teachers' experiences throughout this professional development, it is critically important to determine its impact on students, specifically comparing teachers' assigned grades over time. For that reason, Crescendo Education Group will work closely with the school to collect teachers' grade data. The attached **Data Sharing Request** describes the data needed, the process and timeline for receiving it, and our compliance with FERPA.

PERSONNEL:

Joe Feldman, CEO of Crescendo Education Group, LLC (CEG), along with CEG associates, will work closely with Client to ensure that the scope of work meets its goals. CEG will host all zoom meetings and manage the technology associated with it, and upon receiving the zoom link, Client will forward and communicate the information to all participants.

PROJECT COST:

Total project cost is \$42,100 for 2020-21, based on an estimate of the work required for successful planning and implementation of the above scope. This includes all materials for each of the 40 participants (including a copy of Joe Feldman's book *Grading for Equity*), and correspondence with site leadership.

Payment Schedule

Payment is to be made to Crescendo Education Group, LLC according to the following schedule (invoices will be sent during these months):

- 50% of 2020-21 work (December 2020: \$21,050)
- 50% of 2020-21 work (March 2021: \$21,050)

Signed parties agree to the terms and conditions of this contract. Any material adjustment to the terms of this contract is to be made in writing and agreed upon by both parties.



Joseph Feldman, CEO
Crescendo Education Group, LLC

11.5.2020

Date

Pat Andry-Jennings, Assistant Superintendent
Napa Valley Unified School District

Date