How this break felt to me:

- Great time with family: 46%
- Relaxing: 12%
- Fun and busy at the same time: 27%
- What vacation? It was stressful: 15%
Do you agree/disagree with what we heard from the community?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easily understood by the students, parents, and staff</td>
<td>4.7</td>
</tr>
<tr>
<td>Students and parents know how the scores are assessed and calculated</td>
<td>4.6</td>
</tr>
<tr>
<td>Standardize the calculation method across the school</td>
<td>4.7</td>
</tr>
<tr>
<td>Clearly communicates the student achievement to post-secondary institutions</td>
<td>4.8</td>
</tr>
<tr>
<td>We need a letter grade</td>
<td>3.9</td>
</tr>
<tr>
<td>Alignment with Chittenden County schools</td>
<td>3.4</td>
</tr>
</tbody>
</table>
What reasons why did we miss?

- How to better weight classes
- College acceptance.
- Holding staff accountable from Super Intendant down
- How are colleges interpreting our transcripts?
- Grades
- Need clear understanding how honors are going to be calculated
- By when will this be I’m place
- How will scholarships be awarded? Class rank? Valedictorian?
- Time frame for when changes will be implemented
What reasons why did we miss?

Accuracy of reporting and grades on transcript
Proof that all teachers are grading based on some criteria. Evidence that one teacher isn’t “easy.”
Class rank

Trust
Students need GPAs and class rankings to be competitive for scholarships. Classes need to be weighted so proficiencies reflect student learning.

Grade point average needed for college admissions paperwork.

What do colleges think of our system?

GPA, college calculation

Lowers motivation -
What reasons why did we miss?

- Transcripts provided yearly in effort to catch correct mistakes before senior year
- "Grades" matching trade schools requirements
- No enough communications for certain people
- Consist grading in the classroom
- How is a true GPA calculated? How is student rank clearly assessed?
- The importance of communicating clearly with all potential colleges needs to be underscored. This needs to be an easy process for students, and guidance needs to play a bigger role in the college search/application process.
- Accurate GPA calculation.
- How does this impact the other students currently at BFA?
- GPA, A/P classes being given more credit
What reasons why did we miss?

- Trust that we are doing this for students, not to boost egos
- Transferable skills not included in GPA
- Grade accuracy, understanding the calculation, a grade we can understand.
- We need to ensure our students are on an even playing field with the rest of the states.
- How is this system going to benefit kids going into college?
- Proficiency sets some students up for failure, does not challenge with ability to retake and hand in late

- Content AND proficiencies clearly translate into a transcript. Including art, music and other courses not traditionally seen as “college prep.”
- Teachers need to understand more clearly how grading system works. Enable to explain clearly to the student. More objectivity, system is too subjective.
- Teacher grade/interpret scores differently. Should be the same across the board?
How does the work you did in your small group align with the staff’s statements?

Statement 1

[Diagram with alignment scale and rating of 3.9]
My priorities to make a better system are:

1. Professional Development for Staff (4.4)
2. Ensure all classes have Level 4 opportunities (4.6)
3. Work with Students to find solution (4.1)
4. Work with parents to find solution (4.3)
5. Work with other high schools and colleges (4.3)
6. Revise how awards are determined (4.2)
What suggestions do you have for our work?

- Take these new transcripts to colleges for feedback BEFORE implementing
- Take it to get it right
- Class rank for graduation/weighting honors and AP classes for awards and ranking
- Ongoing discussion with stakeholders and public answers to questions asked
- Accuracy of calculations/reporting Education for students/staff/parents
- Make sure all teachers are using a uniform grading approach
- Transcript testing with regional colleges/universities of varying levels
- The social emotional wellness of our children and the impact on learning and success.
- Follow up with students who are going to college and track the progress/success of college enrollments and scholarships awarded to contrato to tweak our system.
What suggestions do you have for our work?

- Re-evaluation of Averaging for grading.
- Show data of what secondary schools are accepting our students. It may calm some of that anxiety.
- Train teachers on Powerschool, make it consistent throughout the district.
- How will Maple Run Graduation Expectations transfer to other high schools.
- So once this is implemented is there a maintenance plan being formulated to keep this current and make sure we are still and continue down the right path?
- The tech people need to work closely with teachers and admin throughout this entire process. They might start as observers, but they need to fully understand what teachers want to communicate so that they can provide that vehicle of communication.
- Revision/review of past scores for accuracy before conversion.
- Make sure all data is clear to everyone involved.
- Report out what percentage of colleges are accepting students using this method vs GPA.
What suggestions do you have for our work?

- Take these new transcripts to colleges for review first.
- Preparing kids for post-secondary schooling. Colleges use old grading system.
- Transparency in how previous grades/awards will be aligned with this new process.
- Insure all teachers are grading the same across the board.
- Be open to suggestions and changing paths if needed. This is about our children’s future not yours!
- Focus on the accuracy of the translation, continue to be transparent with students and parents and get the final transcript correct.
- Subjectivity vs objectivity, to ensure will be in place by next year, recognition and accuracy of increased rigor such as advanced placement classes.