CRESCENDO Education Group
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Improving Grading and Assessment to Transform Learning
Agreement with San Leandro Unified School District (San Leandro, CA)

BACKGROUND

In 2015-16, Crescendo Education Group and San Leandro Unified School District have partnered to improve the accuracy of grading and assessment at San Leandro High School. A cohort of teachers have been learning about and testing improved practices, and have found those practices to have a significantly positive effect on teaching and on their students' learning. For this reason, SLUSD seeks to continue to provide support to the 2015-16 cohort, as well as to expand the partnership in 2016-17 to three cohorts of teachers from San Leandro High School and one cohort each from SLUSD's two middle schools.

[Note: Based on the complexity of grading and assessment reform, this proposal assumes that this partnership would ultimately benefit all secondary teachers. However, this Agreement between SLUSD and Crescendo Education Group is only for the 2016-17 year.

OUTCOMES (3- TO 4-YEAR PLAN)

For teachers:

1. All teachers use standards-based grading that is more accurate, fair, understandable to students, parents, and school staff, and reflecting proficiency on the Common Core standards
2. Teachers understand relationships between standards-based grading practices, assessment, and instruction, and they can create and implement mutually-reinforcing and coherent practices
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 schools and the District as a system:

1. Course passing rates increase and less grade inflation
2. "Bottom-Up" support for schoolwide grading and assessment policies that are owned by teachers (i.e., the school administration does not need to create a top-down policy or be primarily responsible for enforcement)
3. Increased capacity of school leaders to lead this work, with "proof points" of the value of improved formative assessment and grading practices
4. Improved conversations with parent community about student expectations for Common Core standards mastery

SCOPE OF WORK

New Teachers: 5 cohorts (3 at SLHS, 1 at Bancroft, 1 at Muir)

Element	Content	When	Attendees and Structure	Crescendo Staff	Time
Pre-School Year Assessment (for each school)	○ Review 2015-16 syllabi and grades of Teacher Participants ○ Create survey to be administered to Teacher Participants, ideally before kick-off PD session (Spring 2016) ○ Identify trends and patterns across courses, teachers, grade levels	July-August 2016	Data reviewed, disaggregated, and analyzed	JF (60%) Associate (40%)	1 day remotely per site
Pre-School Year Kick-Off (1 session for middle school cohorts, 1 session for high school cohorts)	○ Surface assumptions, beliefs, experiences about formative assessments and grading ○ Review history, function, and impact of traditional grading systems ○ Develop shared vision for grading and assessment ○ Discuss research and examine practices that more accurately and fairly assess and reflect what students know and can do on CCSS ○ Prepare for action research: ▪ Each Teacher selects hypothesis and practice to prototype, with data collection plan	August 2016	Teacher cohort from site and site leaders	JF (100%)	1-1/2 days for each session (1 session for middle school cohorts, 1 session for high school cohorts)
Professional Development Sessions (separate session for each cohort)[1]	For Teacher Participants: ○ Share action research results and identify next design ○ Additional research/practices for improved grading / assessment For Site Leaders: ○ Observe workshop to provide effective support to teachers	6 workshops (Sept, Oct, Dec, Jan, Mar, May)	All teacher participants and Site Leadership	JF (80%) Associate (20%)	1/2 day (3-hours) per cohort
Coaching of Teachers (separate day for each cohort)	○ Provide differentiated, contextualized support for individual needs to ensure progress toward implementing improved grading practices ○ Informs monthly professional learning session content and provides feedback to Site Leader	6 visits (mid-way between workshops)	Teacher participants selected by Site Leadership or requesting assistance	JF (75%) Associate (25%)	1 day per cohort

[1] Though combining cohorts for professional development sessions was considered, SLUSD is constrained by the number of substitutes available.

Presentation for Families at each site	○ Explanation of school's work ○ Introduction to research base ○ Supported and co-facilitated by school representatives	October 2016 or March 2017	School / District representative to co-facilitate	JF (100%)	2 hours per site
Student Interviews at each site	○ Gather student voices and experiences ○ Share results with Teacher Participants and Site Leaders	Q1 or Q2	Students selected by Site Leadership	JF (100%)	2 Panels (2 hours each) per site
Data Collection and Reporting for each site	○ Review grading data of Teacher Participants to identify trends, patterns, and comparisons to previous year ○ Share results with site leadership to discuss next steps	End of each quarter	Data reviewed, disaggregated, and analyzed	JF (50%) Associate (50%)	1 day per site per quarter
School-wide presentation	○ Share experiences and knowledge with full faculty	Spring 2017	Representatives of cohort	JF (100%)	2 hours per site
Updates and Coordination with District Leadership	○ Semester written summary of progress, challenges, and data outcomes with suggested next steps; followed by in-person discussion. Includes progress with Teachers in 2nd year	December, May	Reports; in-person meeting	JF (100%)	2 reports

Teachers in 2nd year of Grading Work: 1 cohort at SLHS

Element	**Content**	**When**	**Attendees and Structure**	**Crescendo Staff**	**Time**
Professional Development Sessions	For Teacher Participants: ○ Share action research results and identify next design ○ Additional research/practices for improved grading / assessment For Site Leaders: ○ Observe workshop to provide effective support to teachers	4 workshops (Sept, Nov, Jan, May)	All teacher participants and Site Leadership	JF (80%) Associate (20%)	1/2 day (3-hours)
Coaching of Teachers	○ Provide differentiated, contextualized support for individual needs to ensure progress toward implementing improved grading practices ○ Informs professional learning session content and provides feedback to Site Leader	4 visits (Oct, Dec, Feb, Apr)	Teacher participants	JF (75%) Associate (25%)	1 day
Data Collection and Reporting	○ Review grading data of Teacher Participants to identify trends, patterns, and comparisons to previous year ○ Share results with site leadership to discuss next steps	End of each quarter	Data reviewed, disaggregated, and analyzed	JF (50%) Associate (50%)	1 day per quarter

DATA SHARING

A key to improving teachers' grading and assessment is the ability to give them feedback on their progress, and how their progress is affecting students. For that reason, Crescendo Education Group works closely with the client to organize teachers' grade data throughout the partnership. The attached Data Sharing Request describes the data needed, the process and timeline for receiving it, and our compliance with FERPA.

PROJECT COST:

Total project cost is $164,700 for 2016-17, based on an estimate of the work required for successful planning and implementation of the above scope. This includes all materials and correspondence (pre-planning, debriefing) with site administrators and district administration, as well as all travel and related expenses. The cost represents a significant discount because of the comprehensiveness of this partnership.

Payment Schedule

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

- 50% at work launch (August)
- 50% at mid-point of work (February)

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.

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Joseph Feldman, CEO Date
Crescendo Education Group

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Dr. Rosanna Mucetti, Deputy Superintendent Ed Services Date
San Leandro Unified School District

NOTE: This Agreement is incomplete without submission of Crescendo Education Group's Data Sharing Request (separate attachment)