

From: Olena Chyruk <olena.chyruk@gmail.com>

Date: August 16, 2018 at 11:33:24 AM EDT

To: "Dr. Ray Lechner" <lechnerr@wilmette39.org>, Kelly Jackson

<jacksonk@wilmette39.org>, leek@wilmette39.org, steenm@wilmette39.org, panzicaf@wilmette39.org, sternwee@wilmette39.org, schaffa@wilmette39.org, cesaretj@wilmette39.org, fabesl@wilmette39.org, kearneyt@wilmette39.org

Cc: Olena Chyruk <olena.chyruk@gmail.com>, Dzmitry Asinski <dasinski@gmail.com>, Alma Arslanagic <alma.orahovac@gmail.com>, edoarsla <edoarsla@gmail.com>, Victoria Shoemaker <victoriasterlina@yahoo.com>, Lejla Kapidzic <lejlakap@gmail.com>

Subject: Petition about MPE progress indicators in Highcrest Middle School

Dear Dr. Lechner, Mrs. Jackson, Ms. Lee, and members of the Board of Education,

Please see the attached Petition that asks District 39 to postpone the introduction of MPE progress indicators in Highcrest Middle School until at least the fall of 2019. More than 200 parents from our District have signed (some with comments) this petition. It lists our many concerns about this proposed change.

In addition, here is a link to the online Petition with signatures and comments:

<https://www.ipetitions.com/petition/postpone-mpe-grades-highcrest>

We look forward to speaking with you on August 27.

Thank you



This petition has collected
245 signatures
using the online tools at ipetitions.com

Printed on 2018-08-16

Postpone the introduction of MPE grades in Highcrest Middle School

About this petition

Dear Dr. Lechner, Mrs. Jackson, and members of the Board of Education,

Many of us have been talking amongst ourselves, both in person and on social media, and have numerous concerns about the recent announcement that *District 39 plans to begin using a standards-based MPE (“Meets”, “Progressing”, “Experiencing Difficulty”) progress indicators at Highcrest Middle School in the academic year of 2018-2019, instead of continuing to use the more traditional A-F grading system.* While we welcome most of the progressive decisions that District 39 has made over the years (such as focusing on growth-mindset initiative, emphasizing executive functioning skills, and Second-Step emotional intelligence programs), we have a hard time understanding the potential benefits of using the MPE system in grades 5 and 6 (and possibly in grades 7-8 in the future as mentioned in Curriculum Updates).

We appreciate that you have our children's best interests in mind with regards to education, but we have to admit that this decision to switch to MPE progress indicators took most of us by surprise. Although apparently this has been in the works all year, the letter from Mrs. Jackson in late July was the first we had heard of this, which gave us no opportunity to have any input on this important decision.

Based on our prior experience with the current MPE system in District 39 elementary schools, we believe that the implementation of the same system in Highcrest middle school would negatively impact our children's education. Therefore, we are reaching out to you with our concerns.

We ask that you postpone the introduction of the MPE grading system in Highcrest middle school until at least the fall of 2019. This coming year could be used by the District to educate parents and students on what you consider to be the benefits of expanding the MPE system to grades 5-6 (and potentially grades 7-8). Currently, **we feel being rushed** into this important change. For example, the District ran a pilot program before introducing 1:1 learning (through iPads) in all upper grades. This postponement would also give you time to hold several meetings with parents to hear our concerns about using the MPE system at Highcrest and get our feedback. The proposed change is significant, and we believe that parents should have an input into this decision.

Below we include the list of concerns and questions about expanding the MPE system (as implemented in District 39) to Highcrest. **Not all of the parents signing this petition agree with all of the ideas and concerns listed below. However, every parent below does believe that the District should NOT rush into these proposed grading changes but instead should postpone the introduction of the MPE grading system in Highcrest middle school until at least the fall of 2019.**

The parents signing below will all have children at Highcrest in the next few years and/or have had children go through both elementary school and middle school in District 39 and therefore have experience with both types of grading systems used and can make an informed comparison.

- **MPE progress indicators are too vague, inadequate, and generic:** MPE grading system with three levels of progress as implemented in District 39 elementary schools is too broad to signal the true level of mastery of a subject. It fails to provide clear and consistent

expectations for what students are learning. In contrast, the traditional A-F grades or percentages clearly tell kids how close or far their work is from what is expected. Moreover, clear feedback supports children in developing their executive functioning skills. If a student knows that his work fell short from what was expected, as demonstrated by a poor grade, s/he will pay more attention to the teacher's suggestions for improvement. **Example:** One of the standards in 4th grade mathematics last academic year was **"Solves multi-step word problems involving whole numbers and a variety of operations"**. What does an M mean for this standard? If a child is given 100 such word problems, how many s/he is expected to get correct on average: 70 or more out of 100? What defines the distinction between M and P? If two different teachers evaluate the same child, would they be expected to assign the same letter, M or P, at least on average? If some objective criteria (such as 80 out of 100 score) are not used, how can we be sure that the evaluation of standards is applied consistently across children? Consistency is important not because children would be compared to one another, but because it would allow each child gauge their preparedness and progress grade-to-grade.

- **Most other schools in IL use at least four levels of grading:** For the standards-based grading (SBG) system to be more informative and useful to students and parents, it should have at least 4 levels of gradation. For example, most school districts that adopted SBG system have at least 4 levels to measure the degree of students' understanding of a subject. Here are a few examples:
 - (1) Glen Ellyn District 41 has **five** levels of performance assessment (see **Exhibit 1** at the end) <https://www.d41.org/Domain/453>
 - (2) Deerfield District has **four** levels of mastery: <https://drive.google.com/file/d/0BzQMt6xbBooxM3NScmI3QUNqNkE/view>
 - (3) Northbrook District 28 has a *pilot program* to evaluate new grade reporting system and uses **four** levels in both achievement and learner characteristics assessment in grades 1-5 <https://northbrook28.net/programs/standards-based-grading>
 - (4) Stevenson High School uses concurrently both traditional and standards-based **four** level grading systems and gives a clear explanation how to relate the grades <https://www.d125.org/academic/grading>
 - (5) Lincolnshire Prairie-View 103 uses **four** levels of mastery in grades 3-5 and enhanced grading system in upper grades <https://dw.d103.org/page.cfm?p=2970>
- **Elementary school MPE reports are generic and not informative:** Even though teachers in elementary schools had training, a lot of parents noticed no meaningful change in their kids' reports over the last year. We noticed that you added a list of standards to describe what they learn in school. However, with a simple MPE system the report cards fail to convey the actual progress in each standard. In addition, the number of child-specific comments varies from teacher to teacher. This raises the question about the preparedness of the district to roll out a system in the middle school that has not yet been fully evaluated and implemented in elementary schools. The middle school curriculum is more complex than the one in grades 1-4. We have seen no evidence so far that MPE system as used in Grades 1-4 can accommodate this.
- **Improve MPE in elementary schools before introducing it at Highcrest** The way District 39 elementary schools currently use the MPE system is close to completely uninformative for both parents and children. The more traditional A-F letter grade system used at Highcrest and WJHS seems to be an improvement over the one used in the elementary schools. We feel that we can make a very well-informed comparison between the two systems because we have had years of experience with both. We are not aware of any feedback you have asked for from parents about our thoughts on the different grading systems. District 39 first needs to improve the MPE system used in the elementary schools. Only after you have done that, and parents have experienced the positive changes, should you propose expanding the MPE

system to Highcrest. Parents should be a part of this decision.

- **Grade 6 transition uncertainty:** The students in Grade 6 in 2018-2019 will experience a lot of confusion, uncertainty, and misunderstanding as the new SBG system is rolled out. This will most likely result in less efficient learning as study strategies and skills will have to be adjusted to this new feedback system from teachers.
- **Preparedness for traditional grades in New Trier High School (NTHS)** District 39 feeds into NTHS that continues to utilize traditional grading system. We think that brief exposure to traditional grades in Wilmette Junior High School is not long enough for students to transition to A-F grading system and understand the requirements behind it. We would also like to see how progress indicators correlate with traditional grades in high school. In addition, if other feeder districts use traditional grades, this change puts our kids at disadvantage compared to other districts.
- **Limited communication from District 39** As of now there is only one "speed-dating" parent-teacher conference in grades 5-8 and it occurs early in academic year. Therefore, parents rely on reports to assess their kids learning. Many school districts mentioned above that transitioned to the SBG system have used a number of ways to inform the parents about new grading reports. For example, Deerfield D105 set up a website with detailed description of the new approach. Rick Wormeli gave a presentation to parents and there is a video of it as well. Given that the MPE system has been in place in our district's elementary schools for a year, there are still no resources for our parents to refer to if they want more information. Again, this raises questions about the preparedness of our district to introduce a SBG system in middle school when the system was not well understood at the elementary level.
- **No feedback was collected in elementary schools** Given that a lot of parents find the grade reports in elementary schools confusing and unhelpful, we as parents would like to see that the district is serious about taking advantage of the SBG benefits. More evaluation and improvements are required to make MPE system in our district's elementary schools satisfactory and useful for evaluation of our kids' progress in mastering standards. For example, Glen Ellyn District 41 routinely surveys students, staff, and parents using School Perceptions Surveys to receive ongoing feedback from everyone who is part of kids' schooling (<https://www.d41.org/Domain/366>).
- **Meaningful feedback of traditional grading system currently at Highcrest and WJHS** Grades are beneficial because they motivate students extrinsically and encourage accountability while the students acquire study skills and mature to become self-motivated learners. Grades are not merely an accumulation of points but also an indicator of a student's ability to acquire and process new information in the school setting, demonstrate their executive functioning such as ability to follow instructions, meet deadlines, and organize information - the skills that are vital to their future academic success in high school and beyond. Traditional grades differentiate the student's academic progress, indicating both to students and their parents areas that need improvement. While an "M" means "meets standards", "meets standards" is a vague and broad category and may provide a false sense of achievement to the student thereby discouraging the students from academic rigor and pursuit of knowledge. Upon entering New Trier High School that utilizes traditional grading system, D39 students will be unprepared to function within the traditional grading system and may be unpleasantly surprised and disappointed by their grades that will be inconsistent with their perceived academic performance and expectations based on the MPE results.
- **Grit and resilience** Some of the big buzzwords currently in educational/parenting communities are "grit" and "resilience". This is one of the many reasons we think kids need grades. Many of us feel that having grades was important in helping us develop grit and resilience. Many of us remember getting a bad grade, feeling upset, then picking ourselves up and figuring out what we needed to do differently to master the material for next time. We then worked hard

and felt really proud when that hard work paid off and we got a better grade the next time. By not giving kids grades you are denying them the opportunity to know both when they are doing poorly and when they are doing well. It would deny them the opportunity that we all had to develop grit and resilience, which is so important to everything they will do, in school and out. If, on the other hand, a child works hard and it does not pay off in terms of improvement that is also a very useful and important information. It may be an indication of a learning challenge, and the sooner that is discovered and diagnosed, the sooner the child can get help learning strategies to work with it (another form of “grit”!). If the child and parent do not get clear feedback on how a child is doing (as the MPE system fails to provide), we do not know that there is a problem until much later.

- **Fixed vs Growth Mindset** The educational/parenting buzzwords a few years ago were “fixed mindset” and “growth mindset”. We think having a clear indication of when you’re doing well and when you’re doing poorly (which is very efficiently accomplished with grades and not accomplished at all with current District 39’s MPE system in elementary schools) is important to developing and maintaining a “growth mindset”. What clearer demonstration of a skill being subject to “growth” (instead of being “fixed”) than working hard and getting a better grade as a result?
- **Relying on PARCC, MAP and ISAT** If the grade report feedback is not meaningful to students and parents, they will have to rely on annual State Testing results (ISAT) and MAP testing for mastery assessment. This type of assessments is infrequent and may not be an ideal signal about students’ mastery of tested subjects for a number of reasons: a student was anxious, did not have a good night sleep, or is not feeling well. However, the MAP and ISAT reports will provide a more direct feedback as the percentages reported signify how much a student knows of the grade-appropriate material, and where he stands relative to other same-grade students in IL or nationwide.
- **Recommendations** Should SBG be implemented at Highcrest in the future after careful analysis and input from parents, it is vital that necessary modifications include:
 - (1) at least four tiers to the qualitative progress indicators;
 - (2) additional numerical rubric grading system that relates kids’ learning progress and state standards for each subject (similar to the ones given in the Exhibit 1);
 - (3) a system of merit-based incentives;
 - (4) additional parent-teacher conferences to provide for frequent and quality feedback about the child's performance within the standards-based system an opportunity for a meaningful dialogue between parents and teachers rather than a once-a-year brisk five-minute encounter with each of child's teachers at the end of the first quarter;
 - (5) consider a pilot program like other districts;
 - (6) provide resources and seminars for parents on standards-based grading system, collect parent feedback;
 - (7) collect information from other districts that have already introduced SBG system to determine the best way to implement such a system in District 39.

Upon signing this petition, we request that District 39 postpone the implementation of the MPE system at Highcrest middle school until further review and modifications.

Thank you for your time and consideration.

PDF version: <https://drive.google.com/file/d/1snq3fCF6HljMqu7yL...>

Exhibit 1: <https://www.d41.org/Domain/452>

Glen Ellyn District uses a combination of rubric grading and percentage grading. Listed below is the grading scale:

*Grade ** MarkRubric *****PercentageGrading ***** PercentageGrade

***** Grading ***** at Elementary School * at Hadley Middle School

5	*****	4.6 - 5.0	*****	95-100	*****	95-100
4	*****	3.6 - 4.5	*****	80-94	*****	85-94
3	*****	2.6 - 3.5	*****	70-79	*****	75-84
2	*****	1.6 - 2.5	*****	60-69	*****	67-74
1	*****	<1.5	*****	<59	*****	<66

In addition, they have **five qualitative performance descriptors** as follows:

5 = Exceptional: Demonstrates an exceptional understanding of the concepts and performance of the skills included in the standard.

4 = Proficient: Demonstrates a secure understanding of the concepts and performance of the skills included in the standard.

3 = Satisfactory: Demonstrates a competent understanding of the concepts and performance of the skills included in the standard.

2 = Beginning: Demonstrates a beginning understanding of the concepts and skills included in the standard.

1 = Unsatisfactory: Does not yet demonstrate an understanding of the concepts and cannot perform skills included in the standard.

Signatures

1. Name: Olena Chyruk (olena.chyruk@gmail.com) on 2018-08-08 17:10:27
Comments:

2. Name: Alma Arslanagic (alma.orahovac@gmail.com) on 2018-08-08 20:24:52
Comments:

3. Name: Victoria Shoemaker (victoriasterlina@yahoo.com) on 2018-08-08 21:10:28
Comments:

4. Name: Michael Kogan (mkogan4@gmail.com) on 2018-08-08 23:17:03
Comments:

5. Name: Jessy Ferdman (jessyb@gmail.com) on 2018-08-08 23:25:02
Comments:

6. Name: Jackie Carpenter (bopper75@aol.com) on 2018-08-08 23:26:13
Comments: The incoming sixth graders should stick with grades now. Don't go backwards. If this system will be implemented, do it for fifth grade only this year. Letter grades gave a better reality of where the student fits overall.

7. Name: Robert Ferdman (bobferdman@gmail.com) on 2018-08-08 23:26:22
Comments:

8. Name: Liz Okesson (lizokesson@gmail.com) on 2018-08-08 23:29:49
Comments:

9. Name: Slava Elkin (sl.elkin@gmail.com) on 2018-08-08 23:34:02
Comments:

10. Name: Andrea Clark (andrea.lee.clark@comcast.net) on 2018-08-08 23:51:36
Comments:

11. Name: Tim Clark (tim@arlenmusic.com) on 2018-08-08 23:52:09
Comments:

12. Name: Lynne Abbott (shoremedia@aol.com) on 2018-08-09 00:01:37
Comments:

13. Name: Christine Anderson (historichouse@comcast.net) on 2018-08-09 00:09:56
Comments: I hate the non grade system. I think it's one of they ways my child slipped through the cracks on an LD

-
14. Name: Brian Okesson (okesson@gmail.com) on 2018-08-09 00:28:40
Comments:
-
15. Name: Anne Stumpf (Annejstumpf3@gmail.com) on 2018-08-09 00:36:39
Comments:
-
16. Name: Dzmitry Asinski (dasinski@gmail.com) on 2018-08-09 00:45:27
Comments:
-
17. Name: Monica Grubbs (monica_grubbs@hotmail.com) on 2018-08-09 00:56:43
Comments:
-
18. Name: tracey Brownrigg (thomerin@hotmail.com) on 2018-08-09 01:32:59
Comments:
-
19. Name: Jenifer Giller (jenny.giller@gmail.com) on 2018-08-09 01:33:04
Comments:
-
20. Name: Jie Li (jie_nm@hotmail.com) on 2018-08-09 01:34:07
Comments:
-
21. Name: Jennifer Bethke (jcandjen@sbcglobal.net) on 2018-08-09 01:36:05
Comments:
-
22. Name: Marjorie Steadman (steadaroo@aol.com) on 2018-08-09 01:41:35
Comments: I didn't find out that my son was falling severely behind in math until I requested his achievement scores in 3rd grade. The standards based reporting and P/T conferences failed to give me a an accurate account of his learning. I felt cheated and spent years and lots of money in tutoring costs to help him plug in what he didn't receive in class. I would hate to go back to this system...perhaps it works for some, but not for those like my son's who are bright but need differentiation in teaching. Standards based reporting masked his struggles.
-
23. Name: Jennifer Jacobsen (jenniferj66@sbcglobal.net) on 2018-08-09 01:44:25
Comments:
-
24. Name: Lisa Gordon (lisagrnd17@gmail.com) on 2018-08-09 01:52:56
Comments:
-
25. Name: Yunzhu Chen (yunzhu_chen@yahoo.com) on 2018-08-09 02:04:47
Comments: My child is no longer at Highcrest, but based on her experience at New Trier, I believe that the Wilmette Schools needed to have provided a stronger foundation for

New Trier's rigorous curriculum, which includes building a stronger STEM program and promoting STEM amongst their students. By changing the grading system, we are lowering the bar for students, which will not benefit them in the long run when they enter a highly competitive environment, such as the one found at New Trier.

26. Name: Ling Zhang (jzl721@hotmail.com) on 2018-08-09 02:08:51
Comments: I strongly agree that more communication with parents should be made and consensus obtained before implementation of the change
-
27. Name: Faith son (faithmin@yahoo.com) on 2018-08-09 02:09:45
Comments:
-
28. Name: Petia Parvanova (parvanova707@gmail.com) on 2018-08-09 02:09:59
Comments:
-
29. Name: Eva Shin (epl_58@yahoo.com) on 2018-08-09 02:15:56
Comments:
-
30. Name: Jing Yang (acjingyang@gmail.com) on 2018-08-09 02:18:31
Comments:
-
31. Name: Jennifer Szabo (jennszabo@yahoo.com) on 2018-08-09 02:20:24
Comments:
-
32. Name: Donghong Wu (donghwu@gmail.com) on 2018-08-09 02:25:32
Comments:
-
33. Name: Lilia Vitkovych (lilia_vitkovych@yahoo.com) on 2018-08-09 02:26:09
Comments:
-
34. Name: Stephen Scallan (stevescallan@staesandscallan.com) on 2018-08-09 02:26:25
Comments: This decision is an embarrassment. It was done with zero input from your constituents and no empirical support has been provided. Please rescind the decision.
-
35. Name: Clarence Morales (clabriffod@yahoo.com) on 2018-08-09 02:26:26
Comments:
-
36. Name: Susan Dawod (sshmoon1@hotmail.com) on 2018-08-09 02:30:58
Comments:
-
37. Name: Lydia Ji (ji_xf@yahoo.com) on 2018-08-09 02:31:03
Comments:
-

38. Name: Alexandra Wenzke (alexandravs@hotmail.com) on 2018-08-09 02:31:04
Comments:

39. Name: Gabriel Shoemaker (gjshoe31@yahoo.com) on 2018-08-09 02:35:39
Comments:

40. Name: Daniel Wenzke (dwenzke@gmail.com) on 2018-08-09 02:37:35
Comments:

41. Name: Renee Sotos (reneesotos@yahoo.com) on 2018-08-09 02:38:34
Comments:

42. Name: Lilia Kogan (lkogan2005@gmail.com) on 2018-08-09 02:40:21
Comments:

43. Name: Amy Peters (petershoya@gmail.com) on 2018-08-09 02:40:30
Comments:

44. Name: Lana Pandolfino (lanapandolfino@yahoo.com) on 2018-08-09 02:41:06
Comments:

45. Name: Meg Maris (megmaris@ymail.com) on 2018-08-09 02:42:29
Comments: Don't support the new grade change

46. Name: Meg Maris (gambo634@hotmail.com) on 2018-08-09 02:43:27
Comments:

47. Name: Venessa Fawley (vmv71@yahoo.com) on 2018-08-09 02:48:08
Comments:

48. Name: Timothy Gambacorta (tim@gambacortalaw.com) on 2018-08-09 02:50:37
Comments:

49. Name: Steve Maris (smaris666@msn.com) on 2018-08-09 02:55:27
Comments:

50. Name: Sarah Hepner (sehepner@yahoo.com) on 2018-08-09 02:59:20
Comments:

51. Name: Sally Christ (SallyAChrist@gmail.com) on 2018-08-09 02:59:24
Comments:

52. Name: Edin Arslanagic (edoarsla@gmail.com) on 2018-08-09 03:01:57
Comments:
-
53. Name: Brian Day (brianday@gmail.com) on 2018-08-09 03:04:28
Comments:
-
54. Name: Claire Hewitt (claire.hewitt@effem.com) on 2018-08-09 03:06:20
Comments: Agreed.
-
55. Name: Steven Becker (stvnbckr@gmail.com) on 2018-08-09 03:07:27
Comments: We need more qualitative and quantitative measurements not less.
-
56. Name: Daniel Djenev (daniel.djenev@gmail.com) on 2018-08-09 03:08:13
Comments:
-
57. Name: Jodi Soriano (jflaxsoriano@gmail.com) on 2018-08-09 03:09:07
Comments:
-
58. Name: Kate Scallan (kscallan@loeb.com) on 2018-08-09 03:17:12
Comments:
-
59. Name: Drew Riedl (drewriedl@gmail.com) on 2018-08-09 03:26:19
Comments:
-
60. Name: Laura Griffin (seewhatwinnetka@gmail.com) on 2018-08-09 03:28:59
Comments:
-
61. Name: Christine Mackris (christinemackris@gmail.com) on 2018-08-09 03:38:07
Comments: I too was surprised by the sudden announcement that the grading system was being switched. My first thought was actually that my child would be more motivated to work harder with the traditional A-F system. Is there a way to incorporate both? A-F along with the proposed plan? Thank you.
-
62. Name: Kala Callahan (ovkala@gmail.com) on 2018-08-09 03:38:14
Comments:
-
63. Name: Anonymous (marir32@hotmail.com) on 2018-08-09 03:46:38
Comments:
-
64. Name: Christina Tavares (cthallagan@yahoo.com) on 2018-08-09 03:49:49
Comments: This is especially challenging for kids with IEP's We have no idea which expectations they are meeting It has been very helpful to have a letter grades and percentages grades in middle school I understand the desire not to drive comparison

or make kids feel bad about their grades But we need some way of knowing what percentage of the material our child understands

65. Name: Carolin Huh (carolinkang@hotmail.com) on 2018-08-09 03:57:58
Comments:

66. Name: Jeff Huh (jeffhuh75@gmail.com) on 2018-08-09 03:58:55
Comments:

67. Name: Kim Gable (klmginley@yahoo.com) on 2018-08-09 03:59:10
Comments:

68. Name: Matt Gable (mattkingable@gmail.com) on 2018-08-09 04:02:29
Comments:

69. Name: Amela Sabovic (Amela.sabovic@gmail.com) on 2018-08-09 04:08:42
Comments:

70. Name: Hajdar Sabovic (dako@sabovicmanagement.com) on 2018-08-09 04:10:52
Comments:

71. Name: Lucy (lucywang76@hotmail.com) on 2018-08-09 04:47:11
Comments:

72. Name: Kara Fleming (karafleming312@gmail.com) on 2018-08-09 05:14:15
Comments:

73. Name: Peter Klibanoff (peterk@kellogg.northwestern.edu) on 2018-08-09 05:26:32
Comments:

74. Name: Cecilia (kekicomp@gmail.com) on 2018-08-09 06:51:44
Comments:

75. Name: Liping hu (hliping@yahoo.com) on 2018-08-09 07:42:41
Comments:

76. Name: Iqbal Brainch (ibrainch@mac.com) on 2018-08-09 08:56:58
Comments:

77. Name: Patricia Hilkert (family@hilkert.net) on 2018-08-09 09:55:28
Comments:

78. Name: Vorawan Gambacorta (natic.tg@gmail.com) on 2018-08-09 09:57:54
Comments:
-
79. Name: Lejla Kapidzic (lejlakap@gmail.com) on 2018-08-09 11:09:26
Comments:
-
80. Name: Marnie Bach (marnie.ketchum@yahoo.com) on 2018-08-09 11:10:35
Comments: Grades need to be meaningful and actionable.
-
81. Name: Jen shabaz (jenshabaz@gmail.com) on 2018-08-09 11:12:16
Comments:
-
82. Name: Andrew shabaz (awshabaz@gmail.com) on 2018-08-09 11:27:54
Comments:
-
83. Name: Jenny (jhsterrett@aol.com) on 2018-08-09 11:45:37
Comments:
-
84. Name: Stacey Blasko (stacey.blasko@gmail.com) on 2018-08-09 11:47:12
Comments:
-
85. Name: Nancy Rolison (ndrolison@aol.com) on 2018-08-09 11:50:55
Comments:
-
86. Name: Tina Papadimas (tinasotos@hotmail.com) on 2018-08-09 11:53:36
Comments:
-
87. Name: Jen Suplee (jensuplee@gmail.com) on 2018-08-09 12:08:28
Comments:
-
88. Name: Genny Lenon (glenon75@gmail.com) on 2018-08-09 12:08:42
Comments:
-
89. Name: Padma Ramanathan (padma1710@yahoo.com) on 2018-08-09 12:20:22
Comments:
-
90. Name: Diana Fitzgerald (dianafitzgerald74@gmail.com) on 2018-08-09 12:41:40
Comments: One of my biggest issues with the implementation of this grading system in elementary schools is that there is no clear indication of meeting expectations in all subject matter Until the final report card at the end of the year. We were told that it's ok to get a P during the first semester because they may still be learning the subject matter. So it is hard to know if my child is not doing well and not understanding that topic or if they are in the middle of teaching that subject matter. There should only be an MPE provided

on content that they have completed at the time of assessment and leave it blank if they have not completed learning that skill. I also believe getting more frequent assessments quarterly would be more beneficial than two times a year.

91. Name: Sara Stotts (sarastotts@hotmail.com) on 2018-08-09 12:46:17
Comments:

92. Name: Melissa Buchmann (melbatoast2001@yahoo.com) on 2018-08-09 12:52:05
Comments:

93. Name: Julie Howie (julienhowie@gmail.com) on 2018-08-09 13:00:49
Comments:

94. Name: Nita Kulkarni (kulkarnn@yahoo.com) on 2018-08-09 13:03:42
Comments:

95. Name: Candy Gerber (thegerbers11@aol.com) on 2018-08-09 13:06:49
Comments:

96. Name: Scott Giller (scott.giller@gmail.com) on 2018-08-09 13:15:58
Comments:

97. Name: Shelly OBrien (shellystarr@hotmail.com) on 2018-08-09 13:24:10
Comments:

98. Name: Daniel O'Brien (dmo777@hotmail.com) on 2018-08-09 13:28:46
Comments:

99. Name: Nina Terzian (ninaterzian@gmail.com) on 2018-08-09 13:36:16
Comments:

100. Name: Nell Cunningham (cunninghughes@hotmail.com) on 2018-08-09 13:41:46
Comments:

101. Name: Candice Luglio (luglioc@aol.com) on 2018-08-09 13:43:54
Comments:

102. Name: Scott Gibbard (scottdgibbard@gmail.com) on 2018-08-09 13:44:15
Comments: This change is stupid. Kids should be introduced to the grading system.

103. Name: mark buchmann (mbuchmann@globalver.com) on 2018-08-09 13:56:14
Comments: Please do not implement this. It is a HUGE disservice to our children

-
104. Name: Susan Adams (suzhai@earthlink.net) on 2018-08-09 13:58:02
Comments:
-
105. Name: Elvir Kapidzic (elvir.kapidzic@gmail.com) on 2018-08-09 14:19:46
Comments:
-
106. Name: Shefali Nathan (shefalidp@hotmail.com) on 2018-08-09 14:27:22
Comments: My child LOVES A-F grading because it shows her just how well she is doing and gives her concrete ways to improve.
-
107. Name: Greg Beitel (beitel@northwestern.edu) on 2018-08-09 14:34:22
Comments: The district needs to present compelling research-based evidence that switching from letter grades to MPE produces better outcomes in terms of High School grades and standardized tests. To date the district has not provided that data. The letter to the parents by Ms. Principal Jackson justifies the change mostly by saying "everyone else is doing it too". The letter grade system provides clear feedback as to whether a student is working toward, meeting or exceeding expectations, and does so in a detailed way with five categories (A,B,C,D,F) instead of three (MPE). It is not obvious that reducing the resolution of the assessment system is going to lead to more learning, whereas there is lot of obvious reasons why moving to what is little more than Pass/Fail system could be detrimental. We all know the relative amount of effort students put into pass/fail versus graded classes. But the real answer to the debate is what actual studies show. If there is solid data showing the the MPE system produces better academic outcomes, the district should be presenting this vital information to the parents. Lets discuss data, not guesses.
-
108. Name: Petra Choi (petrakchoi@gmail.com) on 2018-08-09 14:36:31
Comments:
-
109. Name: Scott Browne (scottbrowne@sbcglobal.net) on 2018-08-09 15:01:04
Comments:
-
110. Name: Evita gailuma (evitagailuma1@yahoo.com) on 2018-08-09 15:39:30
Comments:
-
111. Name: Thomas Koutsouvas (tomkoutsouvas@gmail.com) on 2018-08-09 15:53:13
Comments: Being a product of District 39, I moved back to Wilmette primarily for the schools. That is why most people are here. This is a deeply disappointing development in a school district that already makes me wonder what the benefits are versus, frankly, most anywhere else. Let's not be afraid to challenge and expect a bit more from our kids. I don't see that today and this takes us squarely in the other direction. The rationale laid out in this petition is spot on and, if anything, restrained in its criticism of this decision.
-
112. Name: Diane Cotton Caplan (cottonink@yahoo.com) on 2018-08-09 16:04:39

Comments: The bottom line is that letter grades (or perhaps the proposed 1-5 number grades) are meaningful and motivating to kids this age (and parents). The letters simply are not.

113. Name: David Rankin (drankin@glpf.org) on 2018-08-09 16:13:58
Comments: Please defer this change, and consider it more carefully before moving ahead in the future.

Letter grades have given my daughter the clearest feedback on her performance that she has ever had in District 39. The traditional rubric also seems to have been of great use to her wonderful educational team at Highcrest to identify gaps, spot intervention opportunities and evaluate their success in teaching. She thrived with letter grades.

The District needs to do two things before moving ahead with this change.

First, assemble and provide the evidence that this system will better serve our children. This systems is not just "standards-based progress indications" but the suite of changes to instruction, assessment, and intervention that must accompany the changed indicators.

Surely, you have research-based evidence that the suite of changes you have in mind will drive better educational outcomes. Please share that with parents.

Second, better involve the community in this decision. I grade the District's performance as an "F" in this regard. I trust that my assessment is clear, and that you know I believe that you are not just "experiencing difficulty" but have failed to adequately engage the community. The change proposed is not just about reporting, but a systemic shift in instruction, feedback, intervention and accountability. Presumably you have a plan for those changes, rather than letting the unintended consequences consume classroom teachers (and students). As a parent, I would appreciate the opportunity to learn about them, and perhaps even make suggestions.

I know that the District cares about our children and their education. Thanks for all you do.

But this change, implemented the way you intend, is a mistake. Even if you have research-based evidence that supports the change and a solid implementation plan, you've lost some of the trust you need to make this work. Take a year, make your case, and move forward with us.

114. Name: Stacy Flanigan (sjflanigan@sbcglobal.net) on 2018-08-09 16:28:57
Comments:
-

115. Name: Jennifer Berg (jennyberg1@gmail.com) on 2018-08-09 16:34:35
Comments: Please postpone the change in the grading system until this decision can be reviewed by the parents and community.
-

116. Name: Neha Biggs (neha.biggs@gmail.com) on 2018-08-09 16:40:49
Comments:
-

117. Name: DENISE GAMBERDELLA (neicydella@gmail.com) on 2018-08-09 17:42:02
Comments:
-
118. Name: vanessa k smith (vanessa.smith@gmail.com) on 2018-08-09 17:57:32
Comments:
-
119. Name: Diana Harr (luvslugg@gmail.com) on 2018-08-09 17:58:52
Comments:
-
120. Name: Michelle Baby (michelletrimmer@yahoo.com) on 2018-08-09 17:59:52
Comments:
-
121. Name: Tanvi parikh (tanvi28@hotmail.com) on 2018-08-09 18:04:17
Comments:
-
122. Name: Ute Braasch (ute.singapore@gmail.com) on 2018-08-09 18:15:41
Comments:
-
123. Name: Mary Ann Spencer (mabspace@sbcglobal.net) on 2018-08-09 18:56:02
Comments: This system is too vague. Too much coddling of kids. This is how millennial generation was formed
-
124. Name: Julie Adrianopoli (julie.adrianopoli@yahoo.com) on 2018-08-09 19:04:03
Comments:
-
125. Name: Eve McElvenny (evehelen76@gmail.com) on 2018-08-09 20:33:15
Comments:
-
126. Name: Zhuo Chen (chenzhuo51@gmail.com) on 2018-08-09 21:04:58
Comments:
-
127. Name: Suning Wang (wsuningnju@hotmail.com) on 2018-08-09 21:43:13
Comments: I have a 3rd grader and we would prefer A-F grading system, which will give us a much clear idea what position my kid is at, and how much he actually improved from the 1st to the 2nd semester.
-
128. Name: Carrie Palmer (carriemgarcia@yahoo.com) on 2018-08-09 22:35:12
Comments: I am not opposed to SBGs in theory, but definitely opposed to the way they are currently utilized in our elementary schools. Further, I am disappointed that parent feedback wasn't solicited on the current MPE system (which has provided truly meaningless information about our elementary students' progress) before D39 decided to role it out more broadly.
-

129. Name: Randy Gerber (rsgerber@aol.com) on 2018-08-09 23:24:41
Comments:
-
130. Name: Jeannie Romas (jnromasd@gmail.com) on 2018-08-09 23:56:46
Comments:
-
131. Name: Lia Chong (lia38@yahoo.com) on 2018-08-10 00:16:39
Comments: This vague grading system accepts mediocrity and does not encourage children to challenge themselves. They need a couple years of experiencing true grades before moving on to high school. By not providing a clearer grading assessment of achievement, our children are being put at a disadvantage when applying to more advanced programs or moving out of public school system if they choose.
-
132. Name: Eunice flores (elagunat@hotmail.com) on 2018-08-10 00:17:31
Comments:
-
133. Name: Gregory Eickbush (gregory@eickbush.com) on 2018-08-10 00:19:22
Comments: The message here is spot on
-
134. Name: Mylene Estrada (mzmylene@yahoo.com) on 2018-08-10 00:41:50
Comments:
-
135. Name: Nat Kunzer (nat.kunzer@gmail.com) on 2018-08-10 02:08:19
Comments: Our children and us (their parents) were looking forward to finally having a grade system. The grade system begins too late in the district and postponing it more won't do a good service to students. Do not do that.
-
136. Name: Karen Cyrus (karenhollenbeck@hotmail.com) on 2018-08-10 02:17:55
Comments:
-
137. Name: Stan Diskin (standiskin@gmail.com) on 2018-08-10 02:54:47
Comments:
-
138. Name: Sonia Angres (smuhaimeen@yahoo.com) on 2018-08-10 03:42:44
Comments:
-
139. Name: jacqueline briskin (partlyorange@gmail.com) on 2018-08-10 04:13:23
Comments:
-
140. Name: Preeti varshney (preeti.varshney@gmail.com) on 2018-08-10 04:20:53
Comments:
-
141. Name: Raquel Klibanoff (raquel@stanfordalumni.org) on 2018-08-10 04:25:48

Comments:

-
142. Name: Fei dong (feidong@yahoo.com) on 2018-08-10 09:20:34
Comments:
-
143. Name: Kan Chiu (kcic2008@yahoo.com) on 2018-08-10 10:09:44
Comments:
-
144. Name: Bradley T Cheskes (bcheskes@cheskeslaw.com) on 2018-08-10 12:27:30
Comments:
-
145. Name: Mark Chong (mchong99@yahoo.com) on 2018-08-10 13:03:57
Comments:
-
146. Name: Laurel Flatt (laurelflatt@mac.com) on 2018-08-10 14:56:58
Comments:
-
147. Name: Diane Krieman (diane.krieman@allstate.com) on 2018-08-10 15:01:10
Comments:
-
148. Name: Leonore Lee (geoleolee@gmail.com) on 2018-08-10 15:11:31
Comments: I strongly feel that MPE grading should be postponed. At the very least, 6th graders should be "grandfathered" into the traditional grade systems.
-
149. Name: George Lee (lee@ls3ip.com) on 2018-08-10 15:12:44
Comments:
-
150. Name: Ben Tolsky (bentolsky@gmail.com) on 2018-08-10 15:20:59
Comments:
-
151. Name: Elizabeth Dolinsky (badolinsky@yahoo.com) on 2018-08-10 15:36:14
Comments: Students of all ages should be aware of their true academic performance. Their parents are not in the classroom with them to see how they are performing in relation to peers. When the MSP system is implemented, there is little motivation to improve beyond a passing grade. A child with a B+ will almost always realize that with a little more effort or extra credit an A is attainable and most will strive for the improvement. MSP does not show that one small assignment/quiz/test could result in failure. Healthy competition is a part of life. This grading system, in my opinion, is a dumbing down of our kids and their education. Just stop already.
-
152. Name: Kai Lin (klnu@hotmail.com) on 2018-08-10 15:42:21
Comments: I agree with the opinion that MPE system is insufficient to represent the performance of a student at school.

-
153. Name: Kara Lesperance (kennedy-lesperance@comcast.net) on 2018-08-10 15:46:23
Comments:
-
154. Name: Monica Thomas (monicahtomas12@gmail.com) on 2018-08-10 15:55:52
Comments:
-
155. Name: Gretchen Kurtz (gzehner@yahoo.com) on 2018-08-10 16:15:56
Comments:
-
156. Name: Howard Soriano (howard@weebeetunes.com) on 2018-08-10 18:18:44
Comments:
-
157. Name: Lisa Cox (lisa.cox3@gmail.com) on 2018-08-10 18:32:51
Comments:
-
158. Name: Jen Finger (jencfinger@gmail.com) on 2018-08-10 18:36:14
Comments:
-
159. Name: Amy Brogan (amybrogan425@outlook.com) on 2018-08-10 19:26:36
Comments:
-
160. Name: Michelle Lorge (MichelleBeelsLorge@icloud.com) on 2018-08-10 19:34:20
Comments:
-
161. Name: Svetlana Chae (svetchicago@yahoo.com) on 2018-08-10 19:45:13
Comments:
-
162. Name: Kim Agostinelli (kim.agostinelli@gmail.com) on 2018-08-10 20:33:21
Comments:
-
163. Name: Robin Cook (robinacook@yahoo.com) on 2018-08-10 21:15:42
Comments:
-
164. Name: Laura Sandee (lsandee@compassrs.com) on 2018-08-10 21:28:14
Comments:
-
165. Name: yang tang (eusyata@yahoo.com) on 2018-08-11 00:33:30
Comments:
-
166. Name: Mariana Viola (viola.marianaz@gmail.com) on 2018-08-11 00:47:16
Comments:

-
167. Name: Dimitry Kherson (school@dimux.net) on 2018-08-11 01:45:42
Comments:
-
168. Name: Helen Kherson (hek@dimux.net) on 2018-08-11 01:47:24
Comments:
-
169. Name: Sarah Titterton (sarahjane@titterton.net) on 2018-08-11 02:22:01
Comments:
-
170. Name: Malaika Myers (laynevm@aol.com) on 2018-08-11 03:02:26
Comments: I could not agree more with the sentiment expressed in the letter. Children need to know where they stand and the school needs to ensure parents understand the performance of their child. This is best accomplished through the use of a clear system that distinguishes performance vs expectations. Letter grades do this and they should be retained. I have not read anything from the district that explains why the vague terms used in the proposed new system are better.
-
171. Name: Cristina Cobian (ccobiroj@hotmail.com) on 2018-08-11 03:15:31
Comments: I don't understand the meaning/reason of expand the MPE grading system currently in use in the elementary schools to grades 5-6 at Highcrest Middle School.
-
172. Name: Jamie chase (jnj8114@gmail.com) on 2018-08-11 03:43:07
Comments:
-
173. Name: scott posch (scott@posch.us) on 2018-08-11 03:53:45
Comments:
-
174. Name: Scott Preusen (spreusen@yahoo.com) on 2018-08-11 04:18:07
Comments:
-
175. Name: Stephanie Zehender (zehenders@mac.com) on 2018-08-11 04:33:24
Comments:
-
176. Name: Jason Chase (jasonc.trs@gmail.com) on 2018-08-11 05:07:31
Comments:
-
177. Name: Paul Titterton (paul@titterton.net) on 2018-08-11 12:04:57
Comments:
-
178. Name: William Truszkowski (wtruszkowski@yahoo.com) on 2018-08-11 12:17:52
Comments:
-

179. Name: Susan Spillane (sustim1@comcast.net) on 2018-08-11 13:01:06
Comments:
-
180. Name: Jennifer Choi (jennchoidds@yahoo.com) on 2018-08-11 13:43:17
Comments:
-
181. Name: Dave Parker (parkerdb@sbcglobal.net) on 2018-08-11 13:57:59
Comments:
-
182. Name: Beth Parker (betheparker@att.net) on 2018-08-11 14:00:17
Comments:
-
183. Name: Jenny Toft (jfer71@yahoo.com) on 2018-08-11 14:10:33
Comments:
-
184. Name: Charles McElvenny (charlie@cemlawfirm.com) on 2018-08-11 15:14:50
Comments: My wife is a fifth grade teacher and she strongly disagrees with this decision as it severely limits feedback to the student. Also, my daughters are not particularly grade conscious but they want to keep letter grades so they have a better idea of how they are performing.
-
185. Name: Karen Park (karenjungster@yahoo.com) on 2018-08-11 15:20:44
Comments:
-
186. Name: Michael Himmelfarb (himmelfarb@yahoo.com) on 2018-08-11 15:40:35
Comments:
-
187. Name: David Tang (davidqtang@gmail.com) on 2018-08-11 15:56:49
Comments:
-
188. Name: Alexander Tynkov (atynkov@yahoo.com) on 2018-08-11 16:05:48
Comments:
-
189. Name: Nancy Himmelfarb (nancy@himmelfarb.com) on 2018-08-11 17:52:02
Comments:
-
190. Name: Jennifer Campolieto (jennifer_b_campbell@hotmail.com) on 2018-08-11 17:57:18
Comments:
-
191. Name: Priya karvekar (priya.krishnarao@gmail.com) on 2018-08-11 18:57:11
Comments:
-

192. Name: Amy Pawasarat (amybp2010@gmail.com) on 2018-08-11 19:20:34
Comments:
-
193. Name: Marija pauly (mppauly@yahoo.com) on 2018-08-11 19:41:35
Comments:
-
194. Name: Valerie Neymeyer-Tynkov (ValerieN@aol.com) on 2018-08-11 20:05:13
Comments: My thanks to the petition writers. Regardless of the District's intent, the decision to switch to MPE seems rushed and poorly thought-out. Also, I have found the MPE system to be vague and inherently negative, only pointing out kids' weak spots, without allowing them to see where they excel.
-
195. Name: Talia Shefi (talias9@gmail.com) on 2018-08-11 20:40:19
Comments:
-
196. Name: Michael Cox (laborlaw1@msn.com) on 2018-08-11 21:07:26
Comments:
-
197. Name: Mike wainscott (mvwainscott@gmail.com) on 2018-08-11 21:29:26
Comments:
-
198. Name: Peteris Freimanis (peterisf@yahoo.com) on 2018-08-11 23:01:45
Comments:
-
199. Name: Gretchen Cappiello (downingg@yahoo.com) on 2018-08-12 03:06:50
Comments:
-
200. Name: CHristopher J Wieczorek (christopher.wieczorek@femoran.com) on 2018-08-12 06:34
Comments: Parent of students William Vulgaris-Wieczorek and Anastasia Vulgaris-Wieczorek.
-
201. Name: Evita Vulgaris (evita@alum.mit.edu) on 2018-08-12 08:48:58
Comments: I agree completely with all the points outlined in this petition. At the middle school, the children are certainly old enough to be receiving grades. We are doing them a disservice by postponing the transition to grades. Grades are a much better indicator of where they stand academically. The MPE standard is very vague and does not really provide any useful assessment to the students or the parents.
-
202. Name: Timothy Little (Timothy.i.little@gmail.com) on 2018-08-12 11:48:14
Comments: I fully support this effort. Thank you for putting this together.
-
203. Name: Jennifer Latimer (jenniferflatimer@gmail.com) on 2018-08-12 13:53:26
Comments:

-
204. Name: Bonnie Baumeier (brewerbonbon@yahoo.com) on 2018-08-12 14:37:42
Comments:
-
205. Name: Julie Maxham (juliemaxham@mac.com) on 2018-08-12 15:24:41
Comments:
-
206. Name: Ben Cirrincione (cirrincioneben@yahoo.com) on 2018-08-12 16:56:31
Comments:
-
207. Name: Maja Kos (majabkos@gmail.com) on 2018-08-12 18:17:04
Comments:
-
208. Name: ann meyers (meyersfour@icloud.com) on 2018-08-13 14:48:24
Comments: keep current letter grading system, there is nothing wrong with it, it has been used for many many years and seems to be a non issue. letter grades are very motivating for children
-
209. Name: Li Wan (ada.li.wan@gmail.com) on 2018-08-13 14:52:11
Comments:
-
210. Name: Sara Mcspedon (sara.verhey@gmail.com) on 2018-08-13 15:18:24
Comments:
-
211. Name: Charlene Hoyt (charhoyt@comcast.net) on 2018-08-13 15:24:28
Comments:
-
212. Name: Peter Jacobson (pjacobson@wj-attorneys.com) on 2018-08-13 15:41:53
Comments:
-
213. Name: qiang wang (wangqiang726@yahoo.com) on 2018-08-13 15:48:33
Comments:
-
214. Name: Jo Hsu (jj_hsu@yahoo.com) on 2018-08-13 15:51:25
Comments:
-
215. Name: Alice (alicegao.lp@gmail.com) on 2018-08-13 17:09:27
Comments:
-
216. Name: wenzhe che (chewenzhe@gmail.com) on 2018-08-13 17:49:01
Comments:
-

217. Name: Chuchu li (lcxchen@hotmail.com) on 2018-08-13 18:13:33
Comments: MPE progress indicators are super vague ,inadequate.
-
218. Name: bailing ma (bailongm2000@yahoo.com) on 2018-08-13 18:34:22
Comments:
-
219. Name: Jun Wei (jijimao2009@gmail.com) on 2018-08-13 18:36:36
Comments:
-
220. Name: Haifeng Zheng (haifeng_chicago@yahoo.com) on 2018-08-13 18:42:24
Comments:
-
221. Name: Beth Feeley (bklfeeley@yahoo.com) on 2018-08-13 19:28:12
Comments:
-
222. Name: Kevin Feeley (kfeeley@mwe.com) on 2018-08-13 19:29:15
Comments:
-
223. Name: David Angres (david.angres@gmail.com) on 2018-08-13 22:41:35
Comments:
-
224. Name: Songwang hou (songwanghou@gmail.com) on 2018-08-14 00:45:07
Comments: We should encourage student competition spirit by having appropriate number of levels.
-
225. Name: Jeanne Phenany (jphenany@ameritech.net) on 2018-08-14 01:50:51
Comments:
-
226. Name: Yoad Shefi (yshefi9@gmail.com) on 2018-08-14 02:17:21
Comments:
-
227. Name: Jeffrey Danielsen (jsdanielsen@sbcglobal.net) on 2018-08-14 03:07:20
Comments:
-
228. Name: Kristen Danielsen (thedanielsens@sbcglobal.net) on 2018-08-14 03:14:25
Comments:
-
229. Name: Hina Rathod (fizarathod786@gmail.com) on 2018-08-14 03:17:46
Comments:
-
230. Name: Mary Kaczmarek (marykaczmarek@gmail.com) on 2018-08-14 03:28:45
Comments:

-
231. Name: Jolanta Roslan (jolaroslan@hotmail.com) on 2018-08-14 06:26:08
Comments:
-
232. Name: Cristin Connerty (cconnerty@gmail.com) on 2018-08-14 13:12:15
Comments:
-
233. Name: Kathryn Guerra (kathrynguerra@gmail.com) on 2018-08-14 13:19:10
Comments:
-
234. Name: Margaret K (mkahdeman@gmail.com) on 2018-08-14 15:12:17
Comments:
-
235. Name: Michele Epps (michele.epps@gmail.com) on 2018-08-14 16:55:54
Comments:
-
236. Name: Jennifer Marzouk (jenmarzouk@hotmail.com) on 2018-08-14 22:35:49
Comments:
-
237. Name: Jesse Marzouk (jessemarzouk@hotmail.com) on 2018-08-14 22:36:20
Comments:
-
238. Name: Alesha Romatier (a.romatier@gmail.com) on 2018-08-14 22:37:49
Comments:
-
239. Name: Kathleen Myalls (kmmysalls@umich.edu) on 2018-08-15 22:14:12
Comments:
-
240. Name: Kelly Stolyar (kastolyar@gmail.com) on 2018-08-15 23:04:59
Comments:
-
241. Name: Liesel Brown (lieselbrown@mac.com) on 2018-08-16 01:44:26
Comments:
-
242. Name: David Schonberg (dave@schonberg.com) on 2018-08-16 07:34:37
Comments:
-
243. Name: Vitaliy Murashko (vmurashko76@gmail.com) on 2018-08-16 12:33:51
Comments:
-
244. Name: Wen Cheng (wen829@gmail.com) on 2018-08-16 12:40:13
Comments:

245. Name: Tanya Jeong (tanyajeong@gmail.com) on 2018-08-16 14:02:44
Comments: It's even frustrating at the elementary level to see how your student compares. I understand that puts pressure on a student and family, the "real world" applies similar pressures. I would rather my children learn to cope with this and set high expectations for themselves.

Hi Mrs. Shoemaker,

Thank you for this email, as well as your feedback and suggestions regarding grading and progress indicators. I completely understand your concerns and we are taking steps to answer all questions, comments and concerns directly; even if that means taking a pause on our work.

We agree with you that intrinsic motivation is the most powerful kind of motivation. When a student is involved in their own learning process, by knowing their own strengths and where they need to improve, the student can work with teachers to set meaningful goals of excellence, strive to achieve the goals, and experience success. Our true intent with standards-based descriptors are to provide the springboard for these more personalized conversations among the student, teachers, and their families.

An investigation of a standards-based reporting system stemmed from the fact that our report card and reporting system did not fully connect student learning to the state and national standards. Many districts have come to realize the same including other New Trier Township sender districts. However, District 39 is taking the first steps in this area; we shared with parents other districts we knew were considering this shift as well.

Please know that we have noted all of your perspective and suggestions offered. We will be reviewing our plans, and look forward to updating you with respect to the process in the near future. Again, thank you very much for your feedback and suggestions.

Thanks,



Dr. Ray Lechner
Superintendent
Wilmette Public Schools District 39
www.wilmette39.org | 847.512.6030

On Jul 20, 2018, at 4:38 PM, Gabe Shoemaker <shoemakertrio@gmail.com> wrote:

Dear Dr. Lechner,

While I appreciate the district's follow up communication about the grading system, albeit vague, and your intent to revisit the changes throughout the year, I do not appreciate that my child will be in the middle of this experiment.

We are familiar with the standards-based system from the elementary school and found it less than informative, even with two parent-teacher conferences a year. Seeing "M"s on the report cards relaxed my child. It is an admirable goal for children to be self-directed and self-motivated learners. However, while they are still working toward maturing and acquiring intrinsic motivation, the grading system should provide extrinsic support. The M/P/E system in middle school will not provide adequate feedback regarding our kids' progress, their readiness to do well at WJHS/NTHS, and will not incentivize the students in general.

I am not sure I understand our district's attempt to follow school districts that do not feed into New Trier High School.

I firmly believe that while the district further researches how to implement standards-based improvements and allocate sufficient time for teachers to provide necessary and quality feedback, we should continue utilizing the traditional grading system or, at the very least, expand the M/P/E system to include indicators for levels of achievement within the "M" progress-indicator as well as provide for an "exceeds standards" category.

Sincerely,
Victoria Shoemaker

Dear Mr. Shoemaker,

Thank you for this email. We understand your concerns with the changes outlined in this week's update.

We have received a lot of feedback about the report card changes over the last couple of days, and are preparing another communication at the end of this week to help clarify the rationale, and to outline our plan for revisiting the changes. We are committed to improving the communication moving forward, and hope to keep parents better updated through the next steps of this process.

Thanks again,

Ray



Dr. Ray Lechner
Superintendent
Wilmette Public Schools District 39
www.wilmette39.org | 847.512.6030

On Jul 16, 2018, at 9:29 PM, Gabe Shoemaker <shoemakertrio@gmail.com> wrote:

Dear Ms. Jackson,

I am appalled about the district's decision to remove grading system from students' report cards for middle school students. Grades are beneficial because they motivate students and encourage accountability. The standards system is uninformative because "meets standards" can mean anything from a strong "A" to a weak "C". No comments will substitute a clear grade that indicates a student's performance.

This is also frustrating because the district did not obtain input from us, parents; instead, you sprung this decision on parents in the middle of the summer, hidden in the end of a lengthy email that may not even be read by all.

I am afraid that the real purpose of this decision is to avoid questions about students grades and remove accountability from school for students' academic progress. Our children will be disadvantaged entering New Trier because you have decided to hold them to a lower meaningless standard.

These "progress indicators" do not prepare students for the reality of a high school and allow for complacency. Despite what our children may believe, all "M"s on their report cards do not demonstrate achievement; on the contrary, they discourage academic rigor. Perhaps you should have surveyed the parents prior to making such an important decision. Perhaps you should have done so to realize that we find these "progress indicators" meaningless and useless even on the elementary school level. With only one parent-teacher conference of five minutes per subject a year parents will be only left wondering how their children truly perform academically.

I strongly urge you and the district to reconsider this decision before the start of the 2018-2019 school year.

Sincerely,

Victoria Shoemaker
Sent from my iPhone

On Jul 16, 2018, at 1:26 PM, Kelly Jackson <jacksonk@wilmette39.org> wrote:

Dear HMS and WJHS Families,

We hope you are enjoying these warm summer months, and have found time to relax with family and friends. As we look forward to this fall, we wanted to share some updates with you from the June Board of Education meeting. Click [HERE](#) for these updates, and please check back for additional updates later this summer!

Have a great week,

Kelly, Aaron, Susie, Jeff & Eric