# Progress Monitoring In KM Perform using myLC

February, 2020

A common question in a Competency-Based Progression is "How do I know how my child is doing?" In the Kettle Moraine School for Arts and Performance, it is not as simple as the "B-" or "A+" indicator that we are all familiar with. Traditional letter grades are *quality* indicators, but in a traditional model, these indicators assume all learners will learn the exact material at the same time and in the same way (i.e. all of Biology in a 2nd Term class.) **TIME is fixed to a term, and the quality indicator provided by a single letter grade is all that is needed to answer this question**. In the traditional model, a student can receive a D and still advance to the next level.
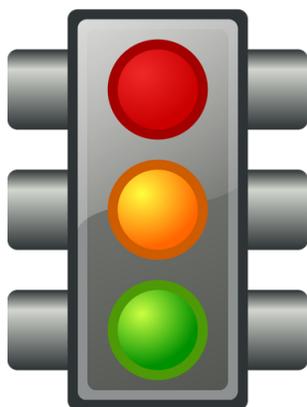
KM Perform students DO receive letter grades upon completion of the required competencies in a course!

But the letter grade is just a small part of communicating progress, and often the least helpful. KM Perform allows for more credits, more arts, and more choices, but also for a personalized pace to allow students to have these opportunities. To provide flexibility, we need to have clear expectations for each course credit. Our *course competencies* are derived from state and national standards, designed to ensure that essential content and skills are covered in the course of a 4-year journey. There is an expectation that students are getting 3's, 4's and 5's on most of the competencies to advance, so grades should be high but now it is the **TIME is the variable.** Because of this, pace is an even more important indicator, and Green, Yellow, Red help monitor that pace.

Green, Yellow, Red indicators are more than a "doing bad vs. doing good." We often tell students that when you pull up to a red stop light you don't say to yourself, "Wow, I'm terrible at life." Red/Green/Yellows are an indicator of what tasks and subjects need attention, not skill level in those subjects. The colors indicate the credit students should have earned today if they were keeping a steady pace in the class. For most, growth is never steady, which is why the overall progress is more important than each individual goal. If most goals are green and there is a red along the way, this doesn't mean the student is doing poorly in the class - it means they are off pace - and other classes are at or ahead of pace. Green is about 90% of expected progress has been made, where Yellow is about 80% of expected. If a student is green in many goals, that means they have time to attend to the red goals.

The more green they are, the more a "red" course is not a problem. Because Green, Yellow, Red are *pace* indicators, NOT *quality* indicators.

So, if students do not all start and stop the courses at the same time, and the letter grade isn't the best indicator of progress, how do we know how a student is doing?

Goal Setting

Algebra II (#58300)
Goal: 0.6 CR
6 of 10 Competencies
09/02/20-06/10/21
Created on 09/02/2020

0.4
0.325
0.6
0.5

Leadership Studies (#58301)
Goal: 0.4 CR
Set by overall credit
09/02/20-06/05/21
Created on 09/02/2020

0.55
0.22
0.4
0.5

includes in-progress credit from evidence

AP English Language (#58308)
Goal: 1 CR
17 of 17 Competencies
09/24/20-06/10/21
Created on 09/02/2020

0.314
0.502
1
0.5

includes in-progress credit from evidence

Individual Portfolio in Writing (#58313)
Goal: 1 CR
5 of 5 Competencies
09/02/20-06/10/21
Created on 09/02/2020

0.4
0.541
1
0.5

Goal setting allows a student to declare which courses they need to complete over a specific time period. Teachers and our graduation requirements help students determine the appropriate goals.

It is not uncommon for a student to set a goal for only a portion of the course, as shown in the example on the left for Algebra II, which is set for .6 credit. This can happen either because they didn't finish something last year, or because they advanced and were able to start something in a previous term but did not finish. Setting goals is the equivalent to choosing classes in a traditional school.

Graduation Progress

Overall Credit - How are students doing on graduation credits? Are they on pace to get between 7-8 credits this year?

Graduation Progress - Are they on track in the bigger picture towards the required number of credits needed for graduation in each subject area?

Consider the progress below:
- *Completed* refers to courses that are completely finished and ready for transcription (or are already transcribed)
- *Out of* refers to how many are required in that subject
- *In progress* refers to the percentage of competencies finished in the courses not yet completed

Graduation Progress

Graduation Progress ~~ed)~~

Completed
7.25

| 0 | 5 | 10 | 15 | 20 | 25 |
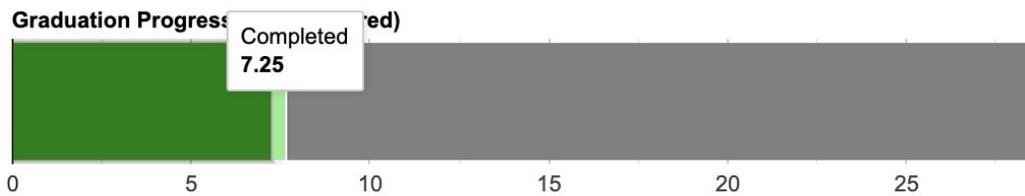
English Completed: 1 of 4 (0.4 total in progress)

Science Completed: 1 of 3 (0.25 total in progress)

Social Studies Completed: 1 of 3 (0.27 total in progress)

Physical Education and Health Completed: 1 of 2 (0.28 total in progress)

Mathematics Completed: 1 of 3 (0.4 total in progress)

Interdisciplinary Fine Arts Completed: 0 of 2 (0 total in progress)

Leadership Completed: 0 of 1 (0 total in progress)

Arts Foundations Completed: 0 of 2 (0.33 total in progress)

Fine Arts Completed: 1 of 4 (0.75 total in progress)

Elective Completed: 1.25 of 2.5 (0 total in progress)

Arts Portfolio Completed: 0 of 1 (0 total in progress)

Career Completed: 0 of 1 (0.06 total in progress)

This student has 7.25 completed credits, with another 2.73 in progress. If the 2.73 seems like a strange number it is because it represents competencies that are a fraction of the total required. Satisfactory progress is relative to the student's grade in school. Assuming the above student is a sophomore, he is doing okay with some room for improvement for the in progress courses. He has 7.25 credit already completed and transcripted, and by the end of the school year it would be great if he had 14 credits completed towards graduation.

Parent Digest

The easiest way to see this progress is by getting the parent digest. This is an email that is sent weekly to parents with an update of each goal. It will also give a list of any to-dos and tasks, as well as teacher comments. Simply log-in to myLC once with your child to sign up. (Click the settings icon and then parent digest)

If you want to dig in more, then login to myLC with your child. The parent digest is the main progress reporting tool; any other digging in should be done *with* your child. When logging in, here's what to look for:

TODAY - **To-do List -** Important due dates live here. If there are several overdue items this might be cause for concern. Our to-do lists put assignments and progress in one place for the students

THIS YEAR - **Goals** - How many goals are green? How many red or yellow? Obviously more yellow and green is better than red.

BIG PICTURE - **Graduation Progress** - How does the progress today (to-do list) and the progress this year (goals) impact the overall graduation progress?

TIP: In most cases, managing the to-do list is a good place to start helping a student. Completing all assigned items on time will lead to credit!

Competency Based vs. Simple Letter Grade: Why So Complicated?

Is it really, though? **Consider a school district grading scale.** Is it really any less complex, or is it just more *familiar*? We didn't even include honors points from AP courses, GPA calculation, or any explanation of weighted grades in a course. Most traditional courses weigh different components more than others when calculating grades (i.e., benchmark test worth 40% and projects each worth 25%). All of these influence the grade!

Competency-based is a map designed to give the student clarity and voice in what needs to be done and when.

HS Term Grade Conversion

Grade	Lower Band	Upper Band
A+	4.75	5.0
A	4.5	4.749
A-	4.25	4.499
B+	4.0	4.249
B	3.75	3.999
B-	3.5	3.749
C+	3.25	3.499
C	3.0	3.249
C-	2.75	2.999
D+	2.5	2.749
D	2.25	2.499
D-	2.0	2.249
F	0.0	1.999

Competencies are the *What*

Competencies are the skills and knowledge needed to show proficiency or mastery in a course. Students typically need 4's and 5's on their competencies with a few 3's to earn a course credit.

Evidence and Tasks are the *How*	Evidence is the work that needs to be shown in order to show mastery. Tasks are simply assignments. There is nothing new here; this is good quality work that you would hope to find in school.
Evidence is shown *Where*	Seminars, along with workshops, field experience, and studio times, are where students can show evidence. Because the competencies and tasks are clearly laid out and tracked in myLC, the *How* and *Where* can be very personalized and relevant.

The tight structure of the competency-based system and the detailed tracking in myLC allow for the most choice in the path, place, and pace of the learning.