**SCC Meeting Minutes**

**January 5, 2015**

**PRHS Library**

Present: Doug Ross, Bob Price, Barbra Noyes, Amey Bailey, Julie Fogarty, Donni Hughes, Bruce Parsons, Sean Harris, Jack Friedman, Omkar Waghe, Alison Smith, Lilly Friedman, Jim Kelly, Rob Kelly, Devin Guild, Kyle Sanders, Stephen Buttolph, Will Gunn, Maria Sanders, Emelia Fleck

* Bob Price called the meeting to order at 5:15 p.m
* The SCC meeting minutes from November were accepted
* Introductions
* Will Gunn updated the committee on the progress with restructuring Academic Advisory
* All classes have a rough curriculum
* Three Senior Advisories will be piloting an engaging, web based program to introduce content such as student loans, investments and health insurance
* Bob Price complied a handout highlighting the percentages of formative and summative grading practices
* The handout is sorted by points and percentages
	+ - Point System
* Total number of points earned divided by total number of points possible equals a quarter grade
* Percentages
* Homework (ex: 20% of the final grade), quizzes and tests (ex: 50% of the final grade), papers and projects (ex: 30% of the final grade)
* The handout is then sorted by competencies
* Some teachers who teach several classes use a variety of grading practiced depending on which class they are teaching
* The question was asked, if a teacher has more points in a summative section does that determine that they base their grades primarily on tests and quizzes?
* Tests, quizzes, projects; summative is based on production and proficiency
* The question was asked, as a school, does it matter whether we have teachers who use points or categories? Does it make a difference? Is it okay to do both?
* It will depend on the course, for example, within CTE, Art, and Lab based Sciences there are going to be more formative assessments due to the nature of the course
* Currently, students enrolled in the same course, who turn in the same amount of work and receive the same scores on the same assignments, can receive a different grade depending on whether not the grading system is by points or percentages. Is that a problem?
* There needs to be a overall respect for the individuality of teachers and their courses. Semester exams are common and work may be similar, but the overall course will never be the same
* Should there be guidelines concerning formative and summative grades between classes?
* It is nice to see development levels throughout a class and be able to know where improvement needs to occur without a grade being based on one test or exam. This approach is less frustrating as a student
* As we talk about competencies the emphasis levels on summative assessment, how will this effect the over all student work ethic? If teachers philosophically say that the formative assessments do not matter towards grades and the summative assessment is the main focus, are teachers telling students that it is not about the process, only the product?
* This could become a cultural shift from the process being important to only the product being the focus
* The results can be skewed with percentage grades
* In the past there was an instance with 60% of a grade percentage was based on a single third quarter test, one grade was given during that quarter making the quarter test worth more than the final exam
* Point systems seem to create a better handle on perspective
* Should there be a policy?
* What is the value of extra credit? How does it fit with competencies? Is it fair for all students?
* If a student is not competent in writing but receives a passing grade due to extra credit how does that support the system? Could a student have an A average but in actuality have a C if there was not extra credit offered? How does this work?
* Bob suggested creating a staff survey concerning late work, grading systems, averaging, scales, what is the purpose of grading, homework, incompletes, re-do’s, the philosophies behind their systems
* This information collected from the staff will give the committee a better idea of how to proceed with answering some of the philosophies questions before looking to policy changes and guidelines
* Do we believe that a 60 is a passing grade or should it be a 70? Should D’s be eliminated, just having A, B, C and F?
* Bow High School has this system, the result has been that instead of inflating things it actually shifted everything down so that a B was what an A had been
* The current PRHS earned time policy is based on an old grading system when a 93-100% was considered an A
* Incompletes (NYC)
* If a student has not accomplished enough information to complete a grade it is considered incomplete.
* If a student is in school they can, at any point and time, make up the competency through credit recovery or online classes
* If a student transfers schools before the competency is completed it becomes an F
* Students transitioning from Elementary school into the PRHS system of grading have been shocked that they can complete all of their homework and still not be doing academically well in a class. Being transparent with the transition would help students with the adjustment
* There needs to be an emphasis for incoming Freshmen on homework completion, study skills and writing assessments
* It was recommended that if we move forward with a philosophical approach we need to start with the question, what is a high school graduate? How are we educating them? What are we hoping that each student knows as they exit PRHS? What is it in each subject areas that students should leave knowing? The basic questions should be answered first.
* Higher education is undergoing reform because as a country we are examining the increased cost of education compared to the quality of the education. What does it mean to be a quality-educated citizen in our society?
* Mr. Parsons suggested that the SCC, along with collecting information from the staff, receive input from the students as well as we move forward
* Allowing teachers academic freedom is extremely important
* Students were asked if they think that grading is fair? Do they think that they have learned something at the end of a course?
* It was stated that although the concept of competencies is understood and valued, all students have strengths and weaknesses throughout the curriculum. If every student needs to pass every competency throughout the curriculum, will some students be forced to take a lower level in a course to pass a particular competency if they are struggling? What if they are successful at 80% of honors and struggling with 20%, does this mean that they cannot take the course? It is perceived that all students need to be perfect (competent) in every subject. Students want a challenge, but a lower level class that they can easy pass might be a better option than not meeting all of the competencies
* Competency’s are set at 60-70%, which should not be difficult to achieve or discourage students from enrolling in an honors class
* There is a spectrum within competencies
* The knowledge surrounding competencies is limited

The meeting was adjourned at 6:10 pm

Our next meeting will be held on Monday, March 2nd, at 5:15pm in the PRHS Library