**SCC Meeting Minutes**

**March 7, 2016**

**PRHS Library**

Present: Bruce Parsons, Bob Price, Amey Bailey, Julie Fogarty, Jack Friedman, Lilly Friedman, Maria Sanders, Andy Havey, Aidan Temperino, Chris Inman, Ryan Amtmann, Emelia Fleck

* Ryan Amtmann called the meeting to order at 5:15 p.m
* Introductions
* February minutes were accepted
* Ryan reminded the committee that the goal of the meeting was to work on deciding the specifics of the proposal regarding weighted grades and class rank
	+ Specifically what are weighted grades?
	+ What is the weight going to be for each individual course?
	+ Decile system
* Ryan asked members to share their research findings
	+ One article suggested that high schools with weighted grades were a better predictor of college grades (a 3.8 in high school is more related to a 3.8 in college)
		- The article also compared the best predictor of the grading curve stating that the best predictor was AP courses (5) followed by honors courses (4.5)
* Gilford High School has a weighted grades system
	+ - Originally Gilford weighted AP and honors courses the same
			* The superintendent later chose to drop the weighted grade on their honors classes
				+ This resulted in a public backlash and weighted grades were reinstated for all honors classes
				+ Some schools require students to take the AP exam if they want to receive the full weighted grade

This might offer incentive for the institution of an AP Chemistry class at PRHS

Changing the grading system may create changes in some of the course offering due to demand from students

* One study suggested that un-weighted grades were better predictors of college success
	+ - This article strongly cautioned against weighting due to the variations between schools across the United States that it was not an ideal measure or predictor of student achievement
* It was stated that students should challenge themselves regardless of how much a particular class is weighted
	+ - Are you trying to promote student achievement or select students by weighted or un-weighting? What is the rational?
* A table was distributed highlighting a weighted and non-weighted scales system
	+ - Are we going to create a different weight depending on whether a student is plus, middle or minus?
			* Some schools are giving students who have a 99-90 an A other schools an A is a 92 or above
			* Bob Price created a proposal to share with the SCC
				+ PRHS has a long history with of traditions from valedictorian, salutatorian and third-honors speaking at graduation

It is important that a proposal for weighted grade not be disregarded due to the fact that it does not include class rank, which would end the tradition of class honors

If changes to traditions are to be considered a public hearing will be required

Currently we have a 100 point scale and do not use letter grades

If the school went forward with a proposal that had weighted grades, changed the grading system from a 100 point scale to a 4 or 5 point scale, dismissed class honors, and transitioned to deciles instead of class rank it may create a lot of controversy for a school that is currently steeped in tradition

* Using a multiplier would allow a student who receives a 99 to have more of a benefit than a student who receives an 85
	+ - Students are not just receiving 10 extra points because they participated in an AP course, they are receiving the points in relation to the multiplier (1.09)
		- Honors courses are not at the same level as AP course but they receive more than half of the benefit (1.06)
		- Every other course taught would receive a traditional grade
		- Honor roll and highest honors would not be based on the weighted grade, it would based on the actual grade that is received in the course (GPA)
			* If a student has an 89 they would be considered in the B range, not the high honors range but the benefit of the weight would still apply when it comes time to calculate the GPA
			* Earned time would be based the original grade
* This system would allow PRHS to transfer to a weighted grades system based on a multiplier while keeping the 100 point scale, class rank, and the honors at graduation
* The question was asked, do you think this will increase the enrollment in AP and honors courses?
	+ - No, on average AP class sizes average 8-9 students. It is not anticipated that there will be an increase due to weighted grades
			* + It was stated that when students fill out college applications they are asked for what percentile the students are in, they do not ask for their class rank

The guidance department will be able to manage this with their reporting to colleges

The question was asked, what is the reason for not calculating weighted grades into honors and ‘regular ‘classes?

If a student receives a 75 in an AP course, is still constitutes as a C average. Currently honor roll is an A or a B. The grade that they received in the class was a C, however they still get the benefit of the multiplier in the course in terms of their gpa and class rank.

* The question was asked, what is the difference between using a multiplier compared to a 4.5 scale?
	+ - The difference is that if a student is enrolled in an AP course and receives a 61 in the class, under the 10 point scale they receive 10 extra points due to the fact that they took the class on an AP level. If a student receives a 98 in the class they receive the same 10 points.
		- The multiplier ensures that everyone who is enrolled in the course is on the same even ground, yet the incentive is to get the higher grade because the higher the grade is the more valuable the points are in the grading system
			* + The question was asked, what is the difference between the point values?

If a student receives a 61 they would receive a 66 with the point system, the lower your grade is, the smaller the boost is. If a student receives a 100 in the course their grade would be a 109

Just because a student is enrolled within an AP course does not mean that they should all receive the same benefit. The students who work hard to receive a good grade should be rewarded with incentives

* The multiplier system is extremely transparent and helps students to better understand the reasoning behind their grade
* The SCC must be clear to define the rationale behind the changes within the proposal
	+ - It was suggested to use the words accountability and ownership
		- PRHS needs to prepare student for college as much as possible
		- The top two reasons are to reward the students who enroll in the most challenging courses and to offer an incentive to the students to take the more challenging courses
* Questions to consider
	+ - How does this system affect students who are not high on the performance level?
		- How will this affect enrollment in electives such as chorus, band and art classes? Will there be an honors option?
		- Why the 1.09 and 1.06? Where do those numbers come from?
* Ryan asked the committee what their thoughts were about the proposal

The SCC agreed to take the proposal, highlighting past information gathered from the SCC, to the faculty and students

Ryan will email the document to the faculty and talk to the faculty at the next meeting

Students representatives will bring the proposal and the document to the student senate

Members of the SCC will vote at the next meeting on whether or not to accept the proposal

* If accepted by the school board, Bruce and Bob will take on the challenge of changing any student's schedule for the 2016-2017 school year who would like to enroll in an AP or honors class to benefit from the weighted grades
* The SCC agreed that the proposal should be implemented for the 2016-2017 school year without affecting grades from the past

The meeting was adjourned at 6:15 pm

Our next meeting will be held on Monday, April 4th, at 5:15pm in the PRHS Library