**SCC Meeting Minutes**

**May 4, 2015**

**PRHS Library**

Present: Doug Ross, Bob Price, Julie Fogarty, Jack Friedman, Omkar Waghe, Lilly Friedman, Will Gunn, Patricia Rella, Maria Sanders, Lisa Ash, Amey Bailey, Barbra Noyes, Peter Templeton, Aiden Temperino, Ryan Amtmann, Emelia Fleck

* Ryan Amtmann called the meeting to order at 5:15 p.m
* The SCC meeting minutes from March were accepted
* Introductions
* Will Gunn updated the committee on the progress with restructuring Academic Advisory
* The curriculum for each grade is at the end stages of development
* The committee will meet both in May and June to finalize the curriculum and plan for integrating the program at next year’s teacher in-service days
* The committee is continuing to investigate the Conval High School Model
* Grading Survey results
* Surveys were distributed to the PRHS faculty as well as randomly selected students and parents
* Ryan Amtmann took the returned surveys, compiled the data and created a handout showcasing the results
* The results were emailed to the faculty, SCC committee members and is available via the SCC website
* The question was asked concerning question #2: 82% of the teachers who responded include demonstration of understanding of content in their grading, do the remainder of the percentage include teachers that do not include this?
* It is not always the case. Many of the survey results were vague. ex: Many of the surveys that required people circling a response chose to write a note instead.
* The question was asked: How many teachers were asked to take the survey?
* All of the teachers were asked at a faculty meeting to participate (roughly 60)
* 60 randomly selected students and parents were also asked to participate
* Participants were given a time span of three weeks to complete the survey
* Student felt that effort should play a larger role within the classroom while they were not as concerned about content skills
* The effort component can be very subjective within the classroom
* Does effort translate to students arriving to class on time? Staying late? Writing clear, concise sentences?
* Some teachers count perfect attendance into student grading
* Is grading effort an incentive?
* Should effort be valued enough to equal a grade?
* The most successful students put forth continuous effort but it must coincide with other components such as studying and hard work. Students that put forth effort may still struggle with content. Should they receive the same grade?
* Assessment is a measurement of the instruction. How is effort defined?
* Should teachers look at effort from different perspectives tied to their instruction?
* Effort can be recognized within a comment section within report cards. The transcript is the story of each individual’s academic mastery and helps teachers to place students within the classes where they will be successful. ex: If a student has a grade of an **A** because of a grading scale that included effort but truly earned a **B** they may get placed in a class that they might not be successful in.
* Effort is not worked into college level classes.
* A grade should reflect what a student can do within their class
* There is a vast difference between the teacher and student perception of effort, participation and homework completion. This could result in a miscommunication for grading.
* Extra credit
* Extra credit can be used as an incentive to learn new information beyond the lesson as well as to help students increase their grade level
* Point and percentages
* 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
* Teachers, students and parent survey results were evenly balanced regarding points and percentages: various grading methods were acceptable
* Do students become confused with the wide variety of grading methods used?
* Students expressed less concern about how they were graded and more frustration about teachers inability to explain their grading process
* Point System equals the total number of points earned divided by total number
* Percentages ex: 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)
* Throughout the years, PRHS’ grades have been inflated compared to where we score on standardize national testing. Are we giving false grades to students?
* The types of assessment being graded in a classroom are not often assessed within a standardized test, there will always be a discrepancy
* Retakes of exams and quizzes/late work
* Almost 100% of students were in agreement that retakes should be allowed
* Are their criteria within retakes? Is there a limit on how many times you can take a test or quiz? Is there a time limit? May people agreed that there should be criteria but there were also discrepancies.
* Students should be ready when they take a test
* Many teachers are against retakes due to the fact that it promotes being unprepared. When/how does a teacher decide if a student has a legitimate reason for a retake?
* Many schools have a clear policy for retakes with criteria (Newfound)
* Retakes could be a ‘management nightmare’ for teachers
* Some teachers believe that if a certain amount of students did poorly on a particular question or on an entire exam that adjustments must be made with another assessment to ensure that students understood the subject matter
* One of the responsibilities of a high school is to prepare students for their college experience
* In the past PRHS students were given the opportunity to be exempt from final exams. This practice was not preparing students for taking exams at the college level. What do you know? What can you do? How can you show it?
* PRHS tracks every high school student after they graduate to ensure that they were prepared at the high school level (this practice has been instituted for twelve years)
* Ryan Amtmann will compose the survey results into a proposal/response to be presented to the school board. This draft will be emailed to the SCC prior to our next meeting in June.
* The SCC does not have the power to make a policy chance, only to suggest one
* The school board gave the SCC the topic of assessing best grading processes
* The SCC will present their results to the school board but will not be suggesting a policy change
* The method of how each class is taught is vastly different between departments
* The state has requirements about earning credit. My law students should be able to earn credit by learning competencies. Every school within NH must have a policy based on competencies. PRHS must create a policy that aligns with the state mandate
* Do our grades reflect demonstration based on competencies?
* Where do we go from here?
* Although the information is helpful, it was requested by members of the SCC that the school board be made aware that the survey results were taken from a very small amount of participants (two parents/17 faculty members) and does not represent what the overall community feels
* Ryan Amtmann will create a clear disclaimer concerning the results
* Adjustment to the final results will be made at the June meeting by SCC members
* Ryan Amtmann asked the committee to bring suggestions to the June meeting for topics for the 2015-2016 school year to be presented to the school board
* Lisa Ash and Barbra Noyes will be asking the school board at their next meeting if they have any suggestions for the SCC to discuss next year

The meeting was adjourned at 6:35 pm

Our next meeting will be held on Monday, June 1st at 5:15pm in the PRHS Library