**SCC Meeting Minutes**

**November 3, 2014**

**PRHS Library**

Present: Doug Ross, Julie Fogarty, Hannah Karp, Devin Guild, Will Gunn, Amey Bailey, Bruce Parsons, Bob Price, Maria Sanders, Patricia Rella, Omkar Waghe, Jack Friedman, Stephen Buttolph, Peter Templeton, Lilly Friedman, Lisa Ash, Donni Hughes, Kim Weeks, Emelia Fleck, Ryan Amtmann

* Ryan Amtmann called the meeting to order at 5:15 p.m
* The SCC meeting minutes from September were accepted
* Introductions
* Will Gunn updated the committee on the progress with restructuring Academic Advisory
* Each grade level will have a specific curriculum with goals and themes
* Will reminded the committee that the goal of Advisory was for every student to have a connection with an adult
* Academic Advisory will be meeting twice a month in the 2015-2016 school year
* Each meeting will have a specific goal
* Freshmen orientation, transitions and goal setting
* Will reminded the committee that the Advisory committee meets on the third Tuesday of every month directly after school in the chorus room
* This month they will be discussing Sophomore year
* The folder can be shared with any interested party via Google
* Membership update
* Five voting members from the faculty volunteered
* Ryan Amtmann, Patricia Rella, Doug Ross, Julie Fogarty and Will Gunn
* All department all encouraged to have a reprehensive present to participate in discussions
* Two voting members from the support staff
* Emelia Fleck and Kim Weeks
* The SCC would like to recruit parents from towns that are currently not represented
* Thornton, Waterville Valley, Ashland, Rumney, Wentworth and Holderness
* Best Grading Practices
* Examine faculty grading practices
* The goal of the SCC is to put forth a recommendation to the School Board about the findings and feedback on the current grading practices at PRHS
* Areas that should be examined and any suggestions or concerns
* A handout including best grading practices from the 2014-2015 PRHS Faculty Handbook was circulated
* Members were asked to read the handout and highlight any topics they would like to discuss
* Are competencies being considered inclusive?
* There is a section within the faculty handbook that that talks about competencies
* There are contradictions
* Although they are not currently incorporated into report cards, competencies will be included in the best grading practices discussion
* What does the State of New Hampshire currently require for competency based reporting for grades?
* The State has not changed from 2008-2009 when it stated that *schools should be based on students achieving competencies*
* The newly crafted minimum standards for school approval (June 2014) the language is changed in the minimum standards to shift away from earning credits based on *seat* time to achieving competencies
* PRHS will continue to move forward with developing competencies and will determine how that will impact grading
* Do we base student achievement of credit based on competencies?
* Many high schools in the State of New Hampshire have shifted to a competency based report card but there are also a lot of schools that are back-tracking from having instituted competency based transcripts
* Does the PRHS Administration have a preference?
* K-12 is affected
* The new minimum standards state that K-8 must develop competencies
* Having consistency throughout the district is imperative
* Grading policies are decided by individual schools
* Students feel that it is vital to remember that GPA is important for a students acceptance into college and future prospects of education
* It is essential that expectations are consistent between teachers
* The general feeling is that many *A* students GPA’s are suffering due to lack of grading consistency, standards and homework expectation within a course
* How would these standards be created?
* PRHS has students at a variety of levels (honors/AP – basic) Are students going to be graded with the same expectations?
* Is the competency grading movement designed to develop a better understanding as opposed to emphasizing high grades and test scores?
* Currently a students GPA does not reflect their competencies within a subject
* If classes are averaging at (ex: 40%) than the teacher’s practices should be examined
* Academic freedom has traditionally been granted to teachers within their classroom
* Subjectivity in grading can’t always be eliminated
* Can the level of variation be minimalized? How?
* Weighted grades within a class are not consistent. How do they align with the competencies?
* Formative assessments must be the emphasis
* The handbook states that a B or higher is the average necessary to receive a college recommendation letter from a teacher. Is this accurate?
* No. This statement is exclusive and not currently practiced
* The language needs to be reexamined when a new handbook is issued
* PSU has students who received a C or D average in high school who are A students within a college atmosphere
* When a recommendation is written it is important that is authentic and represents the students abilities and shortcomings
* Common assessments are used within several classes for each summative assessment (ex: Three teachers/College Prep Geometry Class)
* Concerns
* Teachers can use identical curriculum within a class, administer the same work, grade major assessment the same and arrive at vastly different numerical grades based on the formulas that the teachers are using (ex: allowing late work/extra credit/ tests / quizzes/projects/points). If the criteria is not consistent that the grade are going to be varied
* Learning outcomes may be the same but assessment is varied
* Currently some students final grade for a semester is determined by a single test that counts as 50% of their grade
* Particular teachers are accustomed to using a point scale (ex: a summative test is worth 200 points while a formative quiz is worth 50 points) point –vs- percentage
* Grading software allows for both points and percentage and they both have their pros and cons
* Formative – The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
* Summative - The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
* The handbook states that the school curriculum is developed by the School Board, Superintendent, faculty and community. Who is the community? Who decides the direct curriculum for each course? Parents? Students? Are students ever asked what they would like to receive educationally out of a class?
* PRHS must follow the State Standards and curriculum
* Students voice their opinions when they choose their electives
* Parents can choose to pull their child out of a particular section or unit of a class (ex: sexual education or religious teaching)
* During our next meeting we will cover percentages, weighted grades, formative, and summative and consistency within courses
* Ryan asked the committee to speak with their constituents about feedback regarding grading practices
* Bruce Parsons asked Ryan and the committee to research other schools grading practices and policies for the SCC to examine

The meeting was adjourned at 6:20 pm

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