

Academic Achievement-EIC (Local) - January 18, 2018- MISD Center for Performing Arts

Meeting Minutes

Welcome 5:34 pm.

Members in attendance:

Priscilla Blanton, LaShaun Bougere, Lisa Cole, Monica Dabney, Teresa Francis, Erin Frye, Erica Goulding, LeeAnn Grommesh, Ikie Holder, Phillip Ipock, Brandon Johnson, Tiffany Johnson, Zach Kotlarich, Leland Mallet, Holly McCanlies, Jacquelyn Minor, Corey Nieman, Jemima Oluwagbemiga, Jared Peters, Libby Priddy, Jennifer Roberts, Sean Scott, Emma Tran, John Williams, David Wright

(We will probably use 2 hours at the next meeting.)

Introductions of all committee members.

Dr. Scott gave thanks to our students for being a part of this committee. We want to make sure we have a good mixture of district representatives.

Dr. Scott provided explanation of difference between policy and procedure.

Dr. Scott reviewed Vision 2020 – we are not sure that current policy maximizes the last 3 guiding statements.

Goals and Outcomes

1. Cut off for class rank- when will this occur?
2. GPA (all) vs class rank GPA
3. Weighted Classes

Mr. Wright- Review of current policy and the process of approving/ creating a policy. .

Asked members to review handout of current policy.

Asked question, what steps are required to amend or change policy?

6 years ago, I was asked to create district policy regarding Academic Achievement Class Ranking.

Current policy- “if you take it, it counts” towards GPA

Class Rank- “everything counts”

Weighted Credit- shall be reflected in GPA, but not numerically per course. , If a district approved college awards credit, the district shall award credit.

Board Policy states- Class Rank- for the purpose of educations of higher education, the district shall calculate class rank.

Class rank in the past has been an issue for some districts, they tried to do away with class ranks, the state of TX, however, requires class rank to be calculated.

Board Policy states- MISD shall calculate class rank for Val, Sal, Top 10, Summa Cum Laude, Magna Cum Laude, and Cum Laude at the end of the fall semester.

Questions? – None

Dr. Scott resumed by dividing committee into groups.

- 1- Holly McCanlies, Leland Mallet, Brandon Johnson, Libby Priddy, Jemima Oluwagbemiga
- 2- Jared Peters, Priscilla Blanton, Jennifer, Roberts, Phillip Ipock
- 3- Erin Frye, Ikie Holder, LeeAnn Grommesh, Jacquelyn Minor, Lashaun Bougere
- 4- John Williams, Lisa Cole, Tiffany Johnson, Emma Tran
- 5- Erica Goulding, Zach Kotlarich, Corey Neiman, Monica Dabney

Question 1: Should GPA for class rank be separate from the general GPA?

Group 4- “we can see both sides of why you would have a separate GPA. We allow students to take course work outside of the school day can easily be a disadvantage for economically disadvantaged students. “

Group 5- “as a student, I dropped band my 3rd year of HS, to focus on grades and GPA, having a separate GPA would allow students to continue to do things they love”

Group 3 “ We thought it would be good idea to have split GPAs, students can participate in extra curriculums, it would help with students emotional, physical, mental state to cut out some competition”

Group 2 “We were in the middle, students who work hard for their grades, should be rewarded”

Group 1 “We stand in solidarity with what has been articulated, we did not settle on a firm answer”

David Wright “I made a pitch because extracurriculars were hurting students GPAs. We discussed creating a level playing field. We want students to participate in courses of high interest and not lose grades. I proposed that we count only the Core Courses (5) “

Ikie Holder “Keller counts what the state counts- 4 years ELAR, 3 years Math, 4 years Social Studies, 3 years of Science and 2 levels of Foreign Language”

Question 2: What courses should be included in a Class Rank GPA?

Group 1 – “We think that the 5 core is a good idea, but they should be spelled out”

Group 2- “What is our ultimate goal? We have no decision. We must be careful not to turn it into a game to grab points.”

David Wright- “There is always going to be gamesmanship, but we must make sure that the students understand the rules. Any Academic Associate or Counselor sees students making choices based on the grade field”

Dr. Scott- “We might not make any changes, but this committee needs to take into account student interest”

Group 3- “We agreed on the 4X4 and LOTE, maybe having a list of what fits in the GPA. There is still an issue with double blocking some courses like Band or Athletics”

Group 4- If we cut off at 3 courses, some courses especially in science and social studies will need to be considered:”

Group 5” We agreed if the committee creates a list of acceptable courses, and we discussed some of the issues that parents and students are manipulating to their advantage”

Question 3: When should we stop calculating GPA for Class Rank?

David Wright- informed committee the reason that the cut off is at semester, to make calculations easier for counselors.

Holly McCanlies “This also impacted scholarships, but this decision was made when we had one high school, it is time to revisit this issue.”

Group 2- it is logistically unfeasible to make the date later, I don’t think it would work any later.

Group 3- We discussed ending it at the 5th six weeks. - Skyward now does some GPA calculations, so that takes some of the pressure off of counselors. We also discussed teaching students to continue to work and finish strong.”

Group 4- “We recommend that calculations end at semester, to insure correct processes.”

Group 5-“It takes teamwork, but it is feasible to move grade verifications later, it is a better reflection of the whole kids, holds them and us accountable to presenting a true reflections. Some of it depends on what the district is capable of doing- how late you can clear absences? “

Group 1- “We are in favor of pushing the time back, We experienced that the person who gave the valedictorian speech, once grades were done, were dropped to #3, and that is not a good feeling.”

Question 4: What changes, if any, should be made concerning class weight?

Group 4: “I like Keller’s system, I would give no weight to TCC, but that would be too radical a change. I like that TCC gets 5 points, AP gets 10 points, and I don’t think it is on the same level of rigor as an AP course.”

Group 3 “If we lower the value of TCC then we are not following the vision of, we would be killing the TCC program that we are trying to develop. Outside of the state of TX, they determine what a TCC course counts for.”

Group 2 “We were all over the map. Why are some things weighted, and others not?” I used to teach PAP BIMM, but we deleted those because they did not lead to an AP exam. IF we leave what we have in place now, should we ask the question as to why AcaDec is weighted?”

Group 1” Ditto. If a kid is committed, why can’t they get weighted credit?”

Group 5 “We do not see an issue with TCC. The two do not have the same goal, TCC is a way to get credit in an area that may not be my field of study for the future. I do not think that different weights will kill any programs- because it is my goal to guide you to what is best for you. Kids tend to take courses based on their needs. We have to keep in mind that the goals of the two are not the same. “

Homework: Research EIC (Local) policies from other districts. Prepare to work with your group to make a recommendation.

Future Meetings:

Feb 7- meet in groups, develop and present recommendations, voting exercise to pare down, leave for district staff to format into recommendation. Reminder- the earliest this would start would be with next year's freshman class.

March 20- Present and finalize recommendation, Members of MISD policy Review Committee may be in attendance.

David Wright- explained to committee how to search policy on other district websites, and explained the difference between some of the coding of State and Local Policy.

Commitment:

Check with PIEMS and make sure that whatever the committee decides is logistically possible.

Meeting Adjourned: 7:03 pm

Respectfully submitted by Teresa Francis 1/18/18