

# **PROFICIENCY-BASED STEERING COMMITTEE**

## **WORK TO DATE 2.25.14**

**Purpose** - to broaden the K-12 plan and facilitate the implementation of the plan including Board and Community outreach. The members of that team will then be the liaisons back to their building teams.

### **Driving Questions:**

1. How will we ensure that every student has an opportunity – and is encouraged – to “exceed the standard?” How will we identify exemplary work?
2. How will we recognize exemplary accomplishments in the areas of learning (content and Habits of Work)?
3. What changes to eligibility policies need to be made
4. How do we accurately and meaningfully report learning? What does our report card/transcript look like?

### Notes from SPSD Proficiency-Based Learning Committee

1. Minutes accepted with proviso of removing image (per Becky)
2. Weighting grades
  - a. Sample group of HS faculty with experience teaching AP courses support the notion of eliminating weight from Honors courses and weighting AP and dual enrollment courses. This recognizes the pace and rigor of such course and would likely incentivize students to do well
  - b. A counter-argument is around whether students who meet HS graduation standards via AP courses as one pathway should have their GPA increased compared to students who meet the same standards but via different pathways. If they are meeting the same standards then why would one pathway have greater value than another?
  - c. Take question to HS faculty: how should students who enroll in AP, dual enrollment - and other courses/pathways which presumably expect students to meet standards that are beyond HS graduation standards – be recognized?
  - d. Becky also suggested that it is also important to bring such a question to the broader community in some way (e.g. community forum). Similarly it was also suggested that students engage in this conversation as well.
  - e. Another set of questions arose around how college admissions officials would view the question of weighted vs. non-weighted grades for AP courses.
  - f. Possible steps moving forward:

- i. Determine the importance and rationale for recognizing AP work in the current system
- ii. Determine how we will address each of these needs in a PBL system
- iii. Engage HS faculty and students around this set of questions
- iv. Poll a sample of college admissions officers and get a better sense of the role GPA plays in general and the extent to which weighting GPA for certain courses places in admission decisions
- v. Ryan & Jon will work on a timeline
- vi. Make sure that the updated school profile clearly reports the % of students from each graduation cohort in each latin honor category

### 3. Latin Honors

- a. Many factors influence the cut scores:
  - i. Whether *only* 3.0 and 4.0 are given or 3.25, 3.5, etc. are given
  - ii. Whether 2.5 or 3.0 is the minimum graduation floor
- b. Likely too soon to have the conversation about cut scores
- c. What role will HOW and 21c skills?