

**Course Weight Task Force**  
**-August 15, 2017-**  
**Minutes**

**I. Co-chair Cartha Siddiqui welcomed Task Force members and introduced**  
Co-Chair - James Idea

Board Members - Chris Vierra and Katherine Dawson; Senior Staff Liaison - Tyler Ream  
Co-district Task Force Lead - Lance Stallworth & Randolph Adami

**II. Review of Task Force Charge, Timeline, & Outcomes**

Lance reviewed the Board Charge for the Task Force, including limitations and deliverables.. Lance reminded members about the phase process we are following to get to a December recommendation. Phase 1 - gain a thorough understanding of current system, the guiding principles behind the system, and our current data. Phase 2 - seek to understand the perspectives of various stakeholders through empathy work. Phase 3 - design and test possible system improvements.

**III. Share out on summer work**

Cartha and James shared their personal experiences from interviews with students over the summer. Members were then invited to share with their tablemates about what they learned from their own interviews. Tables then shared out one or two key findings.

Examples of findings included:

- A. MHS Alumni - Parent message was that this is a huge problem and lots of gaming going on. Kids said, "I did what I wanted to do."
- B. SHS Student at Summer School - taking Eng IV - she wasn't worried about weighting because she had good ACT/SAT scores
- C. Other students with "Advanced" classes in Middle School - will they be disadvantaged at the HS level?
- D. Students taking classes based on interest/passion
- E. ECP students sharing the rigor of classes taken on HCC campus - difference in the number of assignments, class expectations
- F. IB students take courses all 8 periods and only gain weighted credit for half of what they take. Give credit for other content areas
- G. Student knew that they would only receive credit for one of two science classes in the same year, so he dropped the easier one
- H. Students feeling disadvantaged by not being given credit for classes such as Spanish 5 AP, Art - students didn't care as much about weight as about learning.
- I. Difference in rigor based on DC/AP?preAP
- J. Unintended consequence of change in weight for preAP course - students losing motivation for rigorous courses
  1. Opportunities for "gaming"
- K. Students having to choose between a sport or fine art and taking AP classes
- L. I take what my mom tells me to take.

M. Math students would be benefitted by changing weight of PreAP/AP. Calc and Stats would allow a double boost.

N. Unintended consequence of limiting number of classes if we are looking at opportunities for personalized learning

**IV. Data Sharing**

Lance invited Martha Meyer, Student Support Facilitator, to share the data compiled based on summer data request from the committee. The data can be viewed at the data link provided on the Task Force Website <https://cms.springbranchisd.com/district/For-Parents/Course-Weight-Task-Force>

**V. Empathy Work**

The committee then discuss who should be interviewed as part of empathy work. The decision was made to ask every high school to conduct panels of current students and recent graduates. Some schools might also look for an opportunity to ask parents, but the committee was most concerned about hearing from students. Tables then generated a list of questions they want asked of the students. Each high school will hold their panel interviews and enter their findings into a dedicated Google Form prior to our next meeting.

**Next Meeting:** Tentative - September 26 from 4:00-6:00..