

November 4, 2019
Weighted vs. Unweighted Committee
7:00 am
Main Office Conference Room

The committee began by discussing other schools weighting systems. Holly reports out on NH and Massachusetts schools.

Holly expresses the feeling that students should take classes where they belong with an appropriate amount of rigor.

Shannon reports out on Massachusetts schools. Lexington does not weight grades but now assigns credits to each course (ex. 3 or 4).

Weston Massachusetts is not weighting beginning with this year's 9th grade class. Weston did not feel as though the students would not take Honors or AP classes because of non-weighting. Their research shows that students will still take these classes.

Craig explains that he feels that colleges are looking at the courses and the grades. Then they look at the GPA.

Liz shares that Vanderbilt says that they compare the students GPA to the schools specific profile. Holly and Liz express the concern that larger schools receive 60000 applications and that a computer program is paring down the numbers.

Shannon shares that her son's school told her that the college (Northeastern) looks at the courses first.

David shares that the National Association for College Admission Counseling noted two years ago that there is no advantage to students who receive weight for their courses.

Learning? College acceptance?

Ari recalculates her GPA if it was unweighted and it would drop by .55 points and a high achieving student "top 10" GPA drops .11 GPA point.

Holly expresses the concern that a student will not take the risk of taking a higher level course due to the fear of a low grade and the course not being weighted.

Data point: How many students are taking each AP course?

Liz wants to hear from graduated students about whether the courses that were taken by the students (effort and learning) were useful for college preparation.

Naviance – graduate information.

What do we want this committee to solve? Sam shares that the personal decision about what level of stress the student has is important. Some stress is necessary in order to help students be better prepared for the future.

Lauren G shares that sometimes surveys do not yield solid results because students may answer the survey a certain way.

Shannon asks how many students have a full discussion with counselors about what they want to do. Chantel anecdotally reports that about 50% know in freshman year and about 25% has changed by junior year.

Vero mentions CTE programming. She feels there should be more classes offered for students to explore what they are interested in. Sam expands on this because for some students this would boost interest.

Liz explains that it is important to remember that high school is supposed to produce well-rounded individuals.

Liz mentions the quality of HW – is the stress level appropriate or quality.

Barbara mentions Dot's method in the middle school. They receive a baseline grade and the message is that she wants the students love math.

How many students are taking AP classes – and a grade distribution. Top 10% in the class, etc.
Naviance – alumni information.

Student focus groups- across grade levels.