

School Community Council
Thursday, May 11, 2017 @ 3:30pm
Minutes

Board members in attendance: Amber Rydalch, Kay Adams, LeAuna Brown, Natalie Dansie, Paul Pickett, Nita Tuitupou, Cindy Wilkey (Also present: Student Caden Seiter.)

1. **Approval of minutes:** Minutes were unanimously approved.
2. **Results of proposed budget to Murray Board of Education:** It was approved by the Board.
3. **Results of ACT:** The results with the data broken down have not been received yet.
4. **SLCC review of 1st year MHS graduates attending there:** See handout on following pages. Concern was expressed about the decreased percentage of students college ready in Math. Natalie Dansie also asked if we could get information on how MHS compares to other high schools. Amber Rydalch is going to look into the answers for both of those questions.
5. Amber also gave a handout "What to Expect" (see following pages) discussing the new assessment changes. Beginning next school year, SAGE testing will not be done for grades 9-12. Grades 9 and 10 will be given ACT Aspire, and grade 11 will have the ACT.
6. In the March meeting, an idea was presented to have a table set up at the New Student/Sophomore Orientation meeting. Amber advised the SCC that the meeting is scheduled for August 16th @ 6:00pm. Mr. Pickett suggested that an email be sent out to council members when the date is closer to ask if anyone could attend and have a table there to encourage more parent involvement in the SCC. Those SCC members at the table would be there so that parents can share ideas that focus on student academic performance (not as a place to express grievances as that is not the function of the school community council.)
7. Cindy Wilkey brought up the recent student suicide and said that she thought the school handled the situation very well. She appreciated the quick and efficient response of the school.
8. Paul Pickett asked about council members term dates. The following members terms end on 6/30/17:
Carla Christensen, Cherie Clawson, Laurel Fetzer, Anita Longhurst.
9. **Meeting schedule for next year:** Next meeting: Oct. 12, 2017 at 3:30pm.



College Readiness

PERCENT OF ENROLLED STUDENTS WHO ARE



College Ready



College Ready

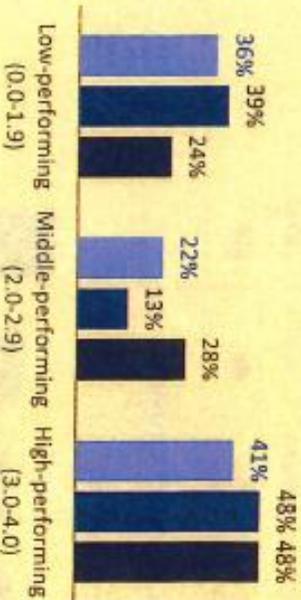


Student Performance

FIRST FALL G.P.A. DISTRIBUTION

2013-2015

2013 2014 2015

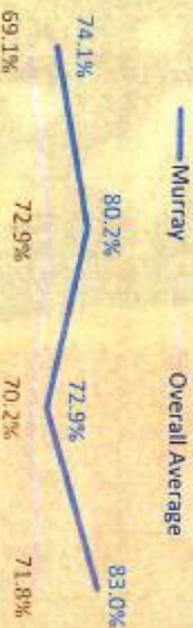


13% Change in students earning ≥ 2.0 GPA.

Student Persistence

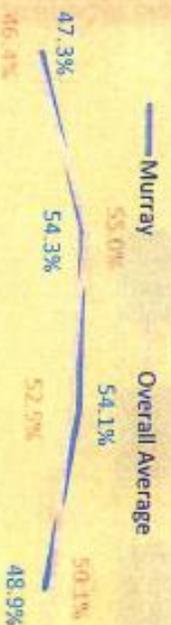
FALL TO SPRING RETENTION

2012-2015



FALL TO FALL RETENTION

2012-2015

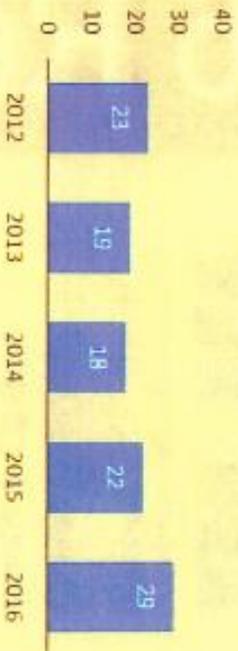


Cohort Description

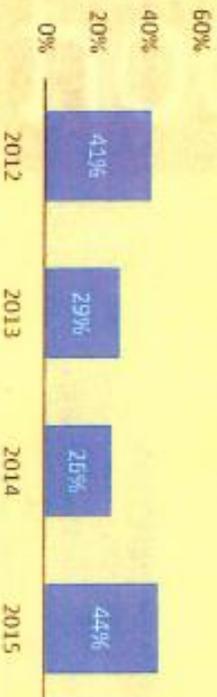
TOTAL COHORT BY GENDER



TOTAL MINORITY STUDENTS



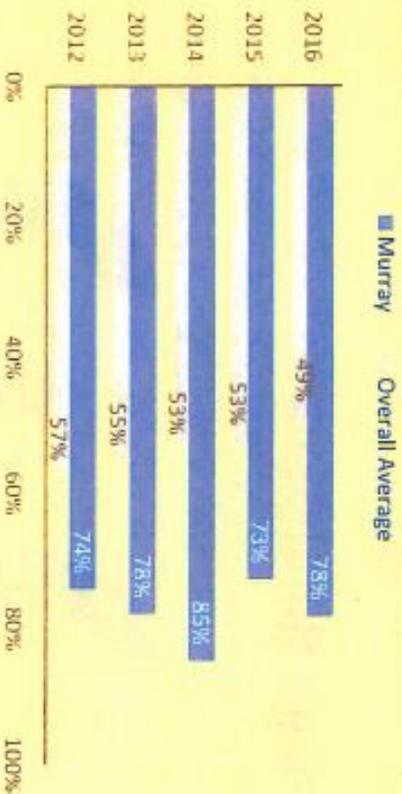
PERCENT FULL-TIME STUDENTS



**2016 student data is compiled at end of Fall 2016 semester.
**Unlabeled horizontal bar FTE.*

Notes: The student population for this report are high school students enrolling at SLCC the Fall immediately after their senior year. Only students who were 18-19 (birthdays from September 1 to Aug 31 in the selected year) when they were enrolled at SLCC were selected for this report. Contact SLCC Institutional Research for a list of schools included in this report. Data accessed Oct 2016.

CONCURRENT ENROLLMENT PARTICIPATION



Salt Lake Community College is committed to access and success in higher education for underserved, low-income and first-generation students.

For more information please contact:

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Associate Vice President,
Student Success & Completion

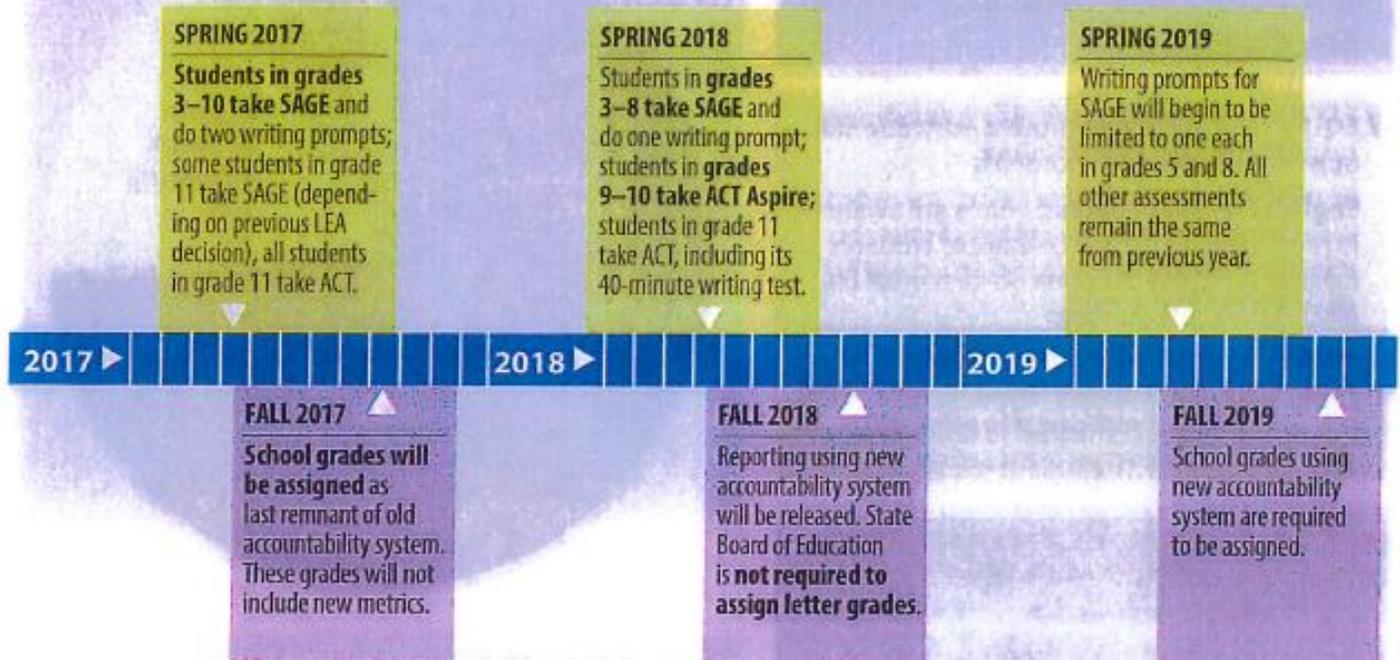
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WHAT TO EXPECT

TIMELINE



WHAT WILL BE BETTER IN 2018?

■ Additional metrics

The new system adds metrics for growth among a school's lowest performing students and those learning English. It will also award high schools for students who successfully complete advanced coursework such as Advanced Placement, concurrent enrollment, International Baccalaureate, or Career and Technical Education pathways.

■ Changing to an absolute grading system

Under the new system, schools will be assigned a letter grade based on individual merit, not how they compare to other schools in the state. The State Board of Education will convene a stakeholder group to set criteria for letter grades.

■ No more moving targets

The old system required letter grade targets to move up if a certain percentage of schools earn As

or Bs. The new system sets "performance thresholds" for each letter grade, giving clarity on how to achieve that grade. There will be no limit on how many schools can achieve an A or B.

■ New system increases neutrality

The system is more equitable with respect to schools with large low-income student populations. Analyses of the new system indicate there will be a reduction in the effect of a school's socio-economic demographics on the school's grade.

■ New and improved reporting dashboard

A new online dashboard, to be designed with professional and public input, will provide better context for grades and allow schools to handpick unique strengths to highlight.

■ One accountability system

Finally, Utah will move toward one accountability system to measure school performance.

(Continued)

HOW WILL SCHOOL PERFORMANCE BE MEASURED?

■ **PROFICIENCY**—How a student scores relative to an established standard on a statewide assessment. Points are awarded in proportion to the percentage of students who score proficient or above on a statewide assessment.

■ **EQUITY**—Promote equitable educational opportunity for each student.

English learner progress: Points are awarded in proportion to the percentage of students making adequate progress on an annual English learner assessment.

Growth of the lowest performing 25 percent: Points are awarded based on how much the student grew compared to other students with similar, prior assessment scores.

■ **GROWTH**—How much a student's scores improve over the course of the school year. Points awarded based on:

- Whether a student's performance on a statewide assessment is equal to or exceeds the student's academic growth target; and
- How much the student grew compared to other students with similar, prior assessment scores.

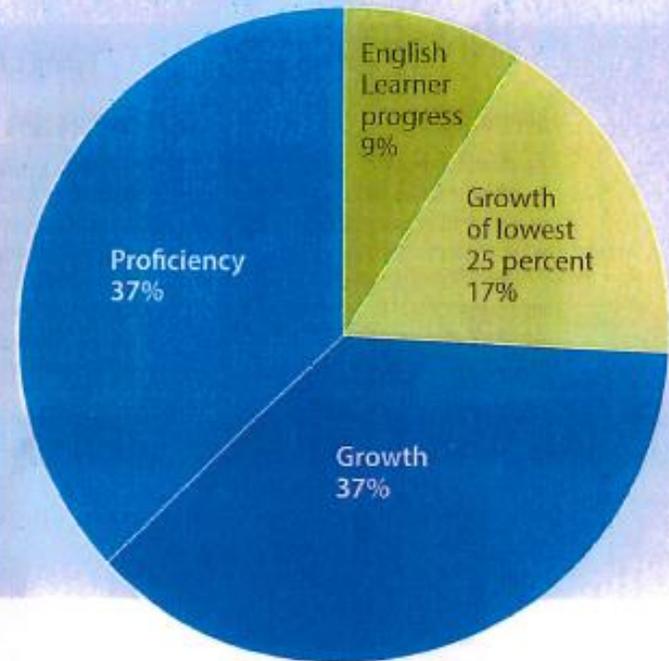
■ **POSTSECONDARY READINESS**—Promote preparation for the transition from high school to the multiple pathways after graduation.

High school graduation: Points are awarded in proportion to the percentage of students who graduate in four years.

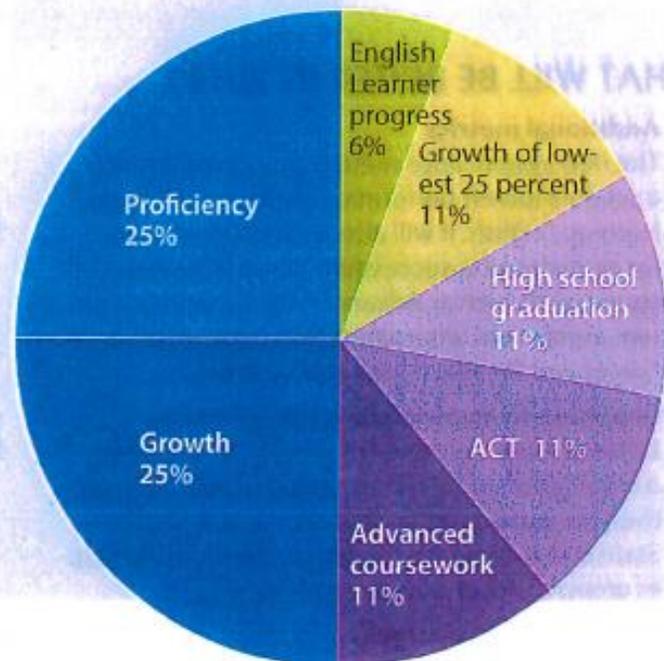
ACT: Points are awarded in proportion to the percentage of students who earn a composite score of 18.

Advanced coursework: Points are awarded in proportion to the percentage of students who accomplish at least one of the following: A "C" or higher in an Advanced Placement, Concurrent Enrollment, or International Baccalaureate course; or a career and technical education pathway.

ELEMENTARY AND MIDDLE SCHOOLS



HIGH SCHOOLS



*Note that the English Learner indicator is not included for schools with fewer than 10 English learners.