

CONTOOCOOK VALLEY SCHOOL DISTRICT
Office of the Superintendent of Schools
106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE

February 18, 2019
SAU Boardroom
5:30 PM

Minutes

Committee Members:

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Crista Salamy (Chair)

Present: Dick Dunning, Bernd Foecking, Niki McGettigan, Linda Quintanilha, Rich Cahoon, Myron Steere, Dr. Ann Forrest, Amy Janoch

Linda Quintanilha called the meeting to order at 5:31 p.m.

5:30 Approval of January 28, 2019 Minutes

Dick Dunning moved to accept the minutes of January 28, 2019. Bernd Foecking second. The minutes were amended to reflect that Bernd Foecking was present. In addition, the sentence at the bottom of page one, onto page two was amended to read “Students are encouraged to participate in all four weeks, but need to participate in a complete two-week session”. The sentence “Is it appropriate to use community resources to support students taking VLACS courses during the school day?” was added to the bottom of page two.” Lastly, on page 3 of the minutes, the word “it” in the sentence that begins with “Rachel Bowman.....” should be replaced with “the course and it isn’t a scheduling conflict”. All of the “VLAC” terms were replaced with “VLACS”.

Bernd Foecking and Linda Quintanilha abstained. Motion carried as amended.

5:40 Update on Exploring Equity within the Math Department

SP Action Step 1.1.1 Math Program Review

Three conversations have taken place that allow three different groups of data being brought to the table from Conval 2025, the Math Department, and the CVHS Leadership Team.

A handout titled “Teacher Quality Indicators: Years of Experience and Level of Degree” was distributed (see attached). It included a map of the “math pathways”. The table includes all of the math classes offered this year, organized to match the math pathways, looking at years of teacher experience, level of degree, and class size. Students are required to take three credits of math to graduate. Digging into the schedule and the impact of block scheduling on math is under the looking glass. What is the impact of scheduling for students in conjunction with math? A student could go multiple semesters without taking a math course.

Is block scheduling as effective in outcomes as other scheduling possibilities?

Paying attention to the teacher assignment to math classes is important. Balance is important. Currently, often teachers with the most experience are teaching the higher level math courses rather than spread their expertise to all levels.

Current assignment to courses is preparing teachers with less experience taking on the high level courses. The math department recognizes this and is preparing a plan.

Rich Cahoon said that teachers with years of experience can choose to teach courses that might have fewer difficult students.

Balance is the goal; teachers with the most experience at all levels of teaching.

Who schedules the teacher? Department Chairs play a role.

ConVal should be looking at what we want in a teacher of math for the high school; rather than hiring a teacher with a certain experience that might be limiting what is offered.

Who makes the decision on who teaches what? It is a collaboration.

The three groups recognize specific issues. The most senior teachers often teach higher level classes and might be spread through the levels.

When will this issue be addressed? Is it 19/20? 20/21? When will we see a better disbursement of teachers throughout the levels?

Setting guidance and expectations on structure for assigning teachers and students to courses is a goal.

This is not exclusive to math, this just begins with math.

Student placement and progression through math courses – transition from middle to high school needs strengthening. Communication about the math pathways and ability to move from one to the other is important.

A new software program using assessments for the placement decisions is available.

The board has put a policy in place that allows the inequities in the lower expectations of the math tracks. The graduation requirements are squishy; the expectations for math need to be better documented.

Other districts require Algebra I. Students often have to take Geometry. Some districts require four years of math. The intent is to have students take more math.

Where does a teacher recommendation fit into the placement of a student in math? Is it the number one criteria? The response was that it seems to be the main driver. There are others.

What will be done? Compilation of the conversations across the three groups to look for similarities in conversation.

Taking Algebra I for a full year is a requirement. We allocate twice as much time to Algebra I as other areas of math.

Why aren't we done teaching Algebra and Geometry by junior year when all students take the SAT's? This discussion will go back to the math department.

Graduation requirements is a constant discussion.

It was noted that the number of sections for Algebra has shrunk and Algebra Concepts has grown. The number of Algebra Concepts offerings was said to be atrocious.

The discussion on the level of rigor for VLACS courses is much different than the discussion of rigor for math courses. The concern with rigor is selective.

Block Scheduling – discussion has come up in all three conversations. Conversation about more mobility for students in pathways and clearly outlined supports needed has taken place.

Professional Development in Learning – effective use of the 88 minute instructional block should be ensured. Supporting teachers to pursue their Master's degree has been discussed. How important is this? Experienced teachers might be better served by taking courses in math rather than in teaching. Part of it is coming up with a periodic and effective way of reviewing this before just rolling from one year to the next. Discussion on the state advisory that says that students need to take math for four years of high school took place in the groups.

Resources – are needed for additional math intervention resources.

There is a cultural mindset where it is acceptable for both students and adults to say "I'm not good at math".

Ann Forrest will be going back to the math department for further discussion and to look at graduation requirements. Deadlines will be discussed with the school counseling office as well.

It was noted that students start signing up for classes in the spring and not in the fall; this discussion is needed sooner as a result.

When are the number of course offerings decided? June.

Recommendations are needed by April 15th. Discussion took place about the possibility.

Administration and the math committee will be invited to the next Education Committee meeting.

6:00 Update on Implementation of Letter Land and Key Comprehension Routine

SP Action Step 1.1.5 Reading Program Review

Amy Janoch reported that Letter Land staff came and modeled lessons. Students continue to respond. Mid-year data is under review. The data looks to be 73% proficient with the first year implementation. In first grade, reading fluency is about 48% proficient. Letter Land focuses on building skills. Robust work on sight words is necessary. Letter Land is doing exactly what we wanted it to; targeting discreet skills (blending together sounds).

Key to Comprehension Routine – Amy Janoch said that teachers were surveyed, most are using two column notes, which is an organization structure, as well as top down webs. More training on summarizing is asked. Creating activities, working on teams, to learn more from each other about teaching strategies was discussed as a need.

6:20 Other

None.

Next meeting: Monday, March 18, 2019 at 5:30pm in the SAU Boardroom

Bernd Foecking motioned to adjourn at 6:55 p.m. Dick Dunning second. Unanimous.

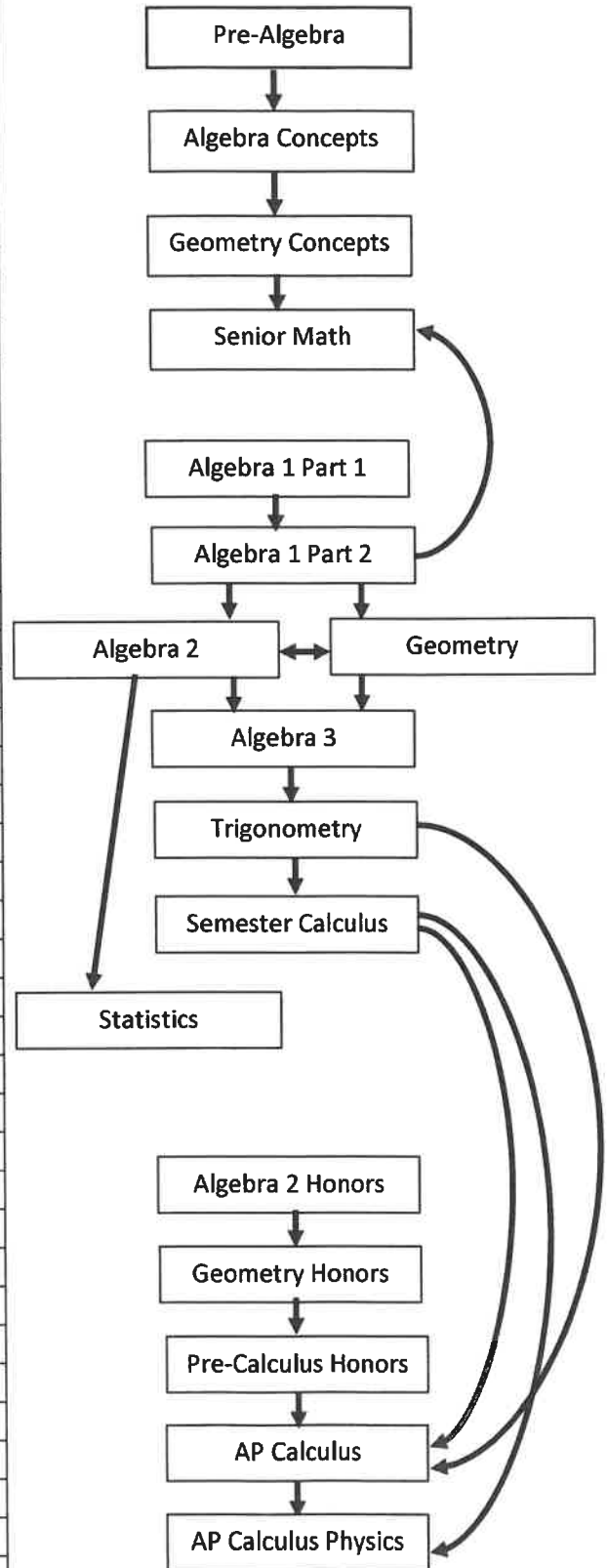
Respectfully submitted,

Brenda Marschok

Teacher Quality Indicators: Years of Experience and Level of Degree

2018-2019 Math Courses	Number of Credits	Years of Experience	Level of Degree	Class Size
Pre-Algebra	1	0 to 5	B+00	13*
Algebra Concepts	1	0 to 5	B+00	13
Algebra Concepts	1	0 to 5	B+00	16
Algebra Concepts	1	0 to 5	B+00	14*
Algebra Concepts	1	6 to 10	B+00	13*
Algebra Concepts	1	6 to 10	B+00	14*
Algebra Concepts	1	16 to 20	M+00	14
Geometry Concepts	1	0 to 5	B+00	16*
Geometry Concepts	1	11 to 15	B+00	14*
Geometry Concepts	1	11 to 15	B+00	14
Senior Math	1	0 to 5	B+00	18
Algebra I – Part 1	1	0 to 5	B+00	23
Algebra I – Part 1	1	0 to 5	B+00	24
Algebra I – Part 1	1	0 to 5	B+00	22*
Algebra I – Part 1	1	11 to 15	B+00	25
Algebra I – Part 2	1	0 to 5	B+00	20
Algebra I – Part 2	1	0 to 5	B+00	21
Algebra I – Part 2	1	11 to 15	B+00	22*
Algebra I – Part 2	1	11 to 15	B+00	22
Algebra I – Part 2	1	11 to 15	B+00	24
Geometry	1	0 to 5	B+00	22
Geometry	1	0 to 5	B+00	19
Geometry	1	0 to 5	B+00	25
Geometry	1	11 to 15	B+00	22
Algebra 2	1	0 to 5	B+00	22
Algebra 2	1	0 to 5	B+00	24
Algebra 2	1	0 to 5	B+00	18
Algebra 2	1	6 to 10	B+00	23
Algebra 3	1	11 to 15	B+00	21
Algebra 3	1	11 to 15	B+00	23
Trigonometry	1	16 to 20	M+00	12
Trigonometry	1	16 to 20	M+00	15
Statistics	1	6 to 10	B+00	23
Statistics	1	6 to 10	B+00	23
Calculus	1	6 to 10	B+00	15
Algebra 2 Honors	1	16 to 20	M+00	14
Algebra 2 Honors	1	16 to 20	M+00	20
Geometry Honors	1	0 to 5	B+00	15
Geometry Honors	1	20+	M+45	18
Pre-Calculus Honors	1	16 to 20	M+00	17
AP Calculus	2	20+	M+45	18
AP Calculus/Physics	2	20+	M+45	8

INFORMATION FROM CVHS's MATH FLOW CHART



* Indicates a co-taught class with the math teacher as lead teacher and a special educator as co-teacher.

Exploring Educational Equity within the Math Dept.

Essential Question: What systematic educational differences exist across (or within) the individual schools that make up the ConVal School District?

Important Definition: *Systemic equity* is defined as the transformed ways in which systems and individuals habitually operate to ensure that every learner – in whatever learning environment that learner is found – has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life (Scott, 2001).

Timeline

- Collect and compile math data on identified indicators (December-January).
- Present the math data to relevant stakeholders for review and analysis (January-February).
- Collect and compile science data on identified indicators (February-March).
- Present the science data to relevant stakeholders for review and analysis (March-April).
- Create a report that includes data collected, analysis of data, and proposed next steps/recommendations (March-May 15th).
- Report to the Ed. Committee and/or full Board the findings and recommendations for next steps (May 15th-June).

EDUCATIONAL EQUITY AGENDA

Who are we? What will we learn together?

- Introductions, review agenda, goals
- Agreements

Educational Equity: What do we see?

- Examine the equity data
- Description *without* judgment

Educational Equity: What do we wonder about?

- What questions does the equity data raise? What do we need to hear more about?

Educational Equity: What meaning can we make of the data?

- What are our speculations? What do we think the data tells us?

Educational Equity: What do we need to do to learn more?

- What next steps will help us learn more, and understand educational equity within ConVal High School? What additional data do we need?

Implications and next steps

- What are you thinking now?

Resources

Scott, B. (2001, March). Coming of age. IDRA Newsletter [On-line]. Retrieved October 19, 2016, from http://www.idra.org/IDRA_Newsletter/March_2001_Self_Renewing_Schools_Access_Equity_md_Excellence/Coming_of_Age/

Skrla, L., McKenzie, K.B., & Scheurich, J. J. (2009). *Using equity audits to create equitable and excellent schools*. Thousand Oaks, CA: Corwin.

Update on Exploring Educational Equity within the Math Department

Teacher Assignment to Math Courses

- Looking for a balance of the most experienced and least experienced teachers teaching all levels of mathematics.
- Current teacher assignments target preparing less experienced math teachers to take on the teaching of higher level math courses.
- Revisit assigning co-teachers to math classes.

Student Placement and Progression through Math Courses

- Continue to strengthen the horizontal (within grade-level) and vertical (across grade-levels) alignment of the K-12 math curriculum, with a focus on the transition from middle to high school.
- Further strengthen communication to incoming (and current) high school students in order to deepen their understanding of math courses and math pathways, including opportunities to change their math pathway.
- Strengthen the role of common assessments in making placement decisions.

Further Explore the Role/Impact of the Schedule

- Explore the impact of block scheduling on students' progression through math courses—e.g., not taking a math course during a semester.
 - Currently exploring the use of “skinnies”—shorter, year-long courses.
- Strengthening our approach to provide math support and intervention.

Professional Development/Learning

- Ensuring the effective use of the 88 minute instructional block.
- Investigate partnering with a college/university to offer math courses in district to our teachers.
- Supporting math teachers to pursue getting their Master's degree
- Building up all teachers math literacy
 - There is a state advisory that says students need to take math all four years of high school. This doesn't mean that students have to take a math course each year. It calls for the integration of math standards across the curriculum.
 - A focus for future curriculum mapping

Resources

- Need for additional math intervention resources.

Culture/Mindset

- “I'm not good at math.”