

**K - 12 Mathematics Vertical Team Meeting Notes
October 29, 2014**

Members

Jon Albrecht	IGHMS	Michelle Ahrens	IGHMS
Anna Arnebeck	Simley	Ben Bushaw	Simley
Jane Cromie	Hilltop	Cheryl Dahl	Salem Hills
Katie Debele	Hilltop	Carol Ellison	Simley
Doris Ferguson	Simley	Kara Goodwin	Salem Hills
Amy Hoell	Hilltop	Ted Ihns	Pine Bend
Melissa Jannetto	Salem Hills	Mary Jurrens	Pine Bend
Penny Kaszas	District Office	Jillian Konsor	IGHMS
Erin Kylo	Pine Bend	Kristi Larson	Hilltop
Mark Madigan	IGHMS	Rachael Mollo	Pine Bend
Ben Peine	Pine Bend	Paul Rekow	Simley
Jerri Sakala	Simley	Tim Schlatter	Hilltop
Michelle Sherrard	IGHMS	Sonja Steele	Pine Bend
Mindy Tavernier	Elementary Coach	Joyce Ursin	Hilltop
Sue Vallafskey	Hilltop	Jodi Wendel	IGHMS
Kim Westra	Atheneum	Amy Williams	Pine Bend

***Bold** – Members in Attendance

I. Review 2013-2014 Action Steps

- A. Team reflection and conversation regarding last year's decision to choose Geometry power standards as a focus.

II. Review District Assessment Results

- A. Review 2012-2013 proficiency levels and predict outcomes from 2013-2014 MCA – III Mathematics test results.
- B. The team posted 2013-2014 proficiency results, made direct observations, developed inferences, and asked questions.
- C. Summary:
 1. Results: See Attachment 1
 2. Celebrations
 - a. Above the state average in almost every grade.
 - b. It was the first time students in Grades K and 1 took a computer test and they still did very well.
 3. Concerns
 - a. Meeting the needs of students who may not be developmentally ready for Grade 8 Algebra I.
 - b. Transitions are a concern. (grades 5 to 6 and grades 8 to 9)

III. Test Strand Analysis

- A. The team created charts to observe the progress made in each strand

- within the MCA – III Mathematics test.
- B. Summary: See Attachment 2
 - C. Improvements in Geometry strand – celebration of team’s work.
 - D. The team decided that not enough information can be derived from looking at scale scores to continue planning future actions.

IV. Proficiency versus Growth

- A. The team discussed the focus for several years on proficiency.
- B. The team reviewed the College and Career Readiness trajectories (see Attachment 3).

V. District Math Progression

- A. The team discussed the pathways available to district students at the middle and high school levels.
- B. The team viewed the current student demographic representation by race/ethnicity in Advanced Placement courses, at Simley High School, with the whole district, and elementary trends for the past 13 years.

VI. Pre-AP Vertical Teams

- A. Vertical Team members read descriptions of the College Board’s view on Advanced Placement (AP), AP Vertical teams, and the AP equity Statement (see Attachment 4).
- B. The team used a strategy of coding the text and personal reaction to the College Board statements to begin the process of establishing the team’s alignment with the Advancement Placement principles and beliefs.
- C. Results: See Attachment 5
- D. The team observed Simley Advanced Placement demographics, Simley school demographics, and district student demographics.

VII. Next Steps for the Mathematics Vertical Team

- A. Collect input K – 12 on top 3 – 5 topics/concepts that students struggle with the most. As a team, we will review this and identify 3 – 5 concepts/topics that we can focus on specifying systemic scaffolding for all students. A goal of this step is to increase the rigor level for all students and improve the Pre-AP opportunities for each student.
- B. Investigate best practice in mathematics instruction for the topics/concepts students are struggling with the most.

VIII. Wrap-Up

- A. Team members completed an exit survey

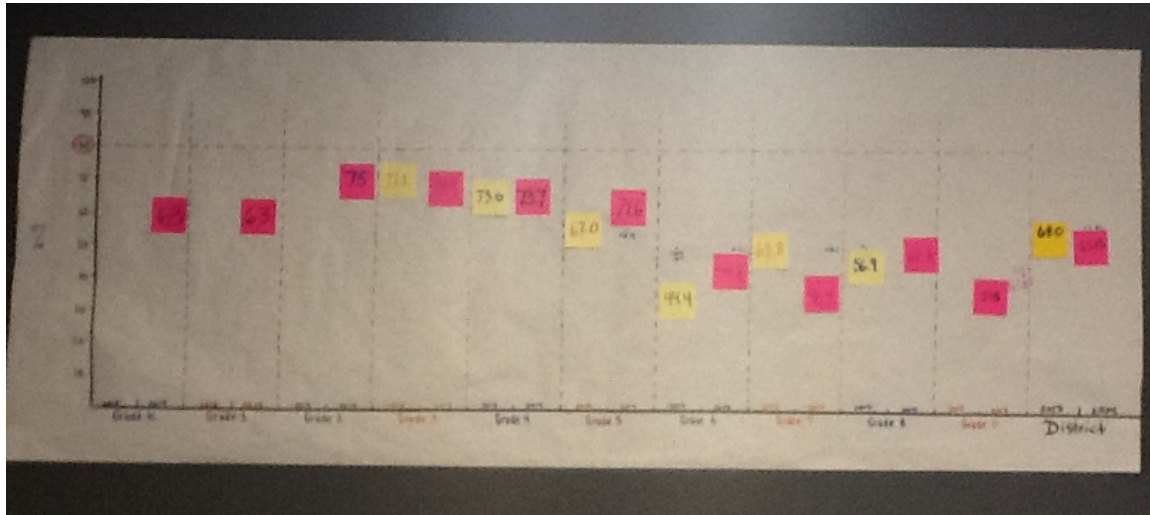
Attachment 1: District Results MCA III Mathematics Test 2012-2013 and 2013-2014

Key:

2012-2013: Yellow

2013-2014: Pink

Note: Grades K, 1, 2 are MAP Mathematics results



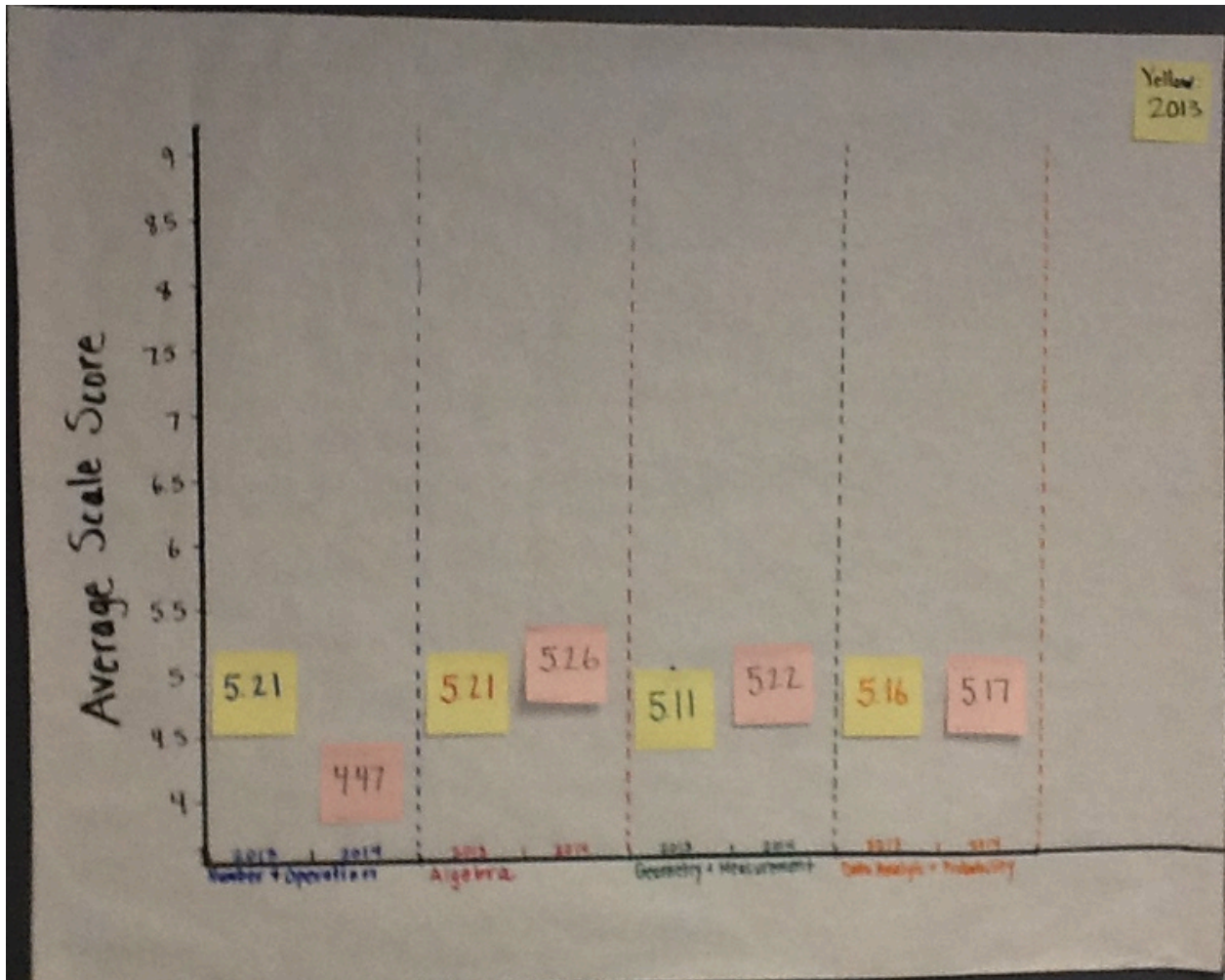
Attachment 2: District Strand Results MCA III Mathematics Test 2012-2013 and 2013-2014

Key:

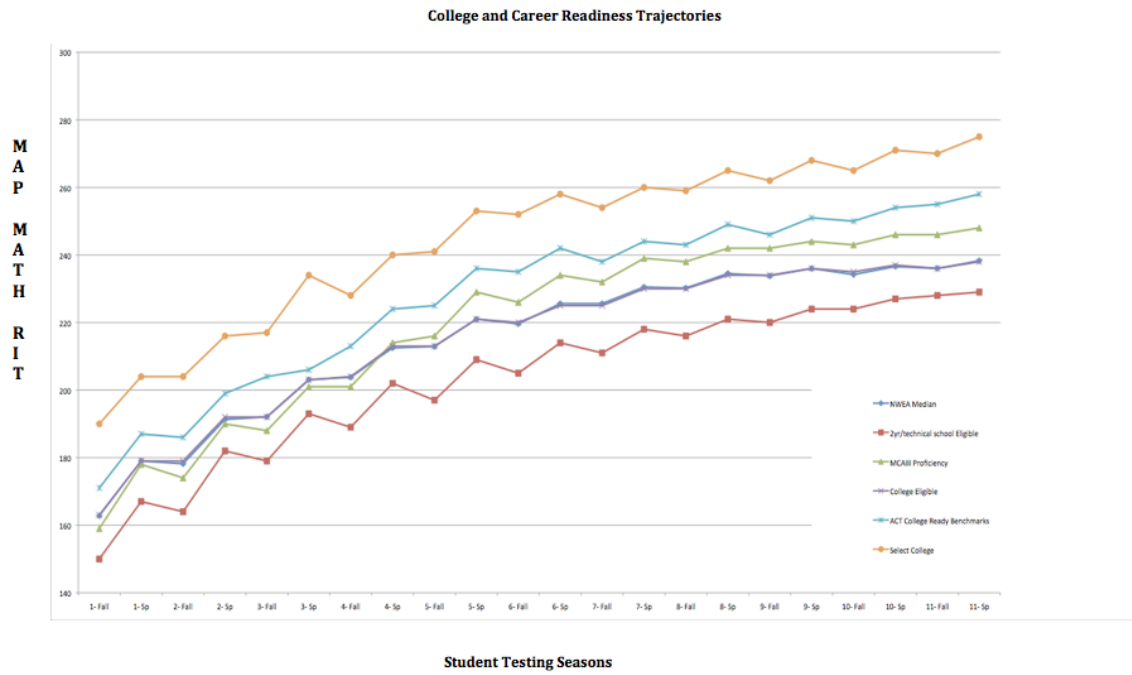
2012-2013: Yellow

2013-2014: Pink

Note: First year Grade 11 students took the MCA III Mathematics test



Attachment 3: College and Career Readiness Trajectories



Attachment 4: AP Equity Statement and Team Consensogram

Preparing every student for college

Pre-AP is based on the following two important premises. The first is the expectation that all students can perform well at rigorous academic levels. This expectation should be reflected in curriculum and instruction throughout the school such that all students are consistently being challenged to expand their knowledge and skills to the next level.

The second important premise of Pre-AP is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. Addressed effectively, the middle and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning

Achieving Equity: College Board's Equity and Access Policy Statement

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage educators to:

- Eliminate barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved.
- Make every effort to ensure their AP classes reflect the diversity of their student population.
- Provide all students with access to academically challenging coursework **before** they enroll in AP classes

Only through a commitment to equitable preparation and access can true equity and excellence be achieved.

Labeling Courses Pre-AP

The College Board does not officially endorse locally designed courses labeled "Pre-AP." Courses labeled "Pre-AP" that inappropriately restrict access to AP and other college-level work are inconsistent with the fundamental purpose of the Pre-AP initiatives of the College Board.

The College Board strongly believes that all students should have access to preparation for AP and other challenging courses, and that Pre-AP teaching strategies should be reflected in all courses taken by students prior to their enrollment in AP. The College Board discourages using "Pre-AP" in the title of locally designed courses and listing these courses on a student's transcript, because there is no one fixed or mandated Pre-AP curriculum that students must take to prepare for AP and other challenging coursework. Rather than using Pre-AP in course titles, the College Board recommends the adoption of more comprehensive Pre-AP programs that work across grade levels and subject areas to prepare the full diversity of a school's student population for AP and college.

How Strongly We Agree or Disagree

