

**K – 12 Science Vertical Team Meeting Notes
October 30, 2014**

Members

Steve Anderson	Simley	Katy Anich	Hilltop
Sandra Clifford	Pine Bend	Amanda Cook	IGHMS
Quennel Cooper	Hilltop	Mary Dillon	IGHMS
Carol Ellison	Simley	Lisa Ellison	Pine Bend
Cindy Ford	Salem Hills	Tammy Gingerich	IGHMS
Patti Goettsch	Pine Bend	Jessica Goodwin	Hilltop
Jorge Guiral	Hilltop	Lori Haak	Simley
Michele Haedrich	Salem Hills	Pam Hatlestad	Pine Bend
Penny Kaszas	District Office	Rebecca Lippert	Pine Bend
Rachel McLaughlin	Atheneum	Janette Melde	Pine Bend
Timothy Peper	Simley	Rebecca Prall	Simley
Gerald Sakala	Simley	Christina Tucker	Hilltop
Sally Watrus	Hilltop	Jodi Wendel	IGHMS

***Bold** – Members in Attendance

I. Review 2013-2014 Action Steps

- A. Team reflection and conversation regarding last year's decision to choose Scientific Inquiry as a focus for improvement.
- B. The team reviewed the posters created as a result of last year's team collaboration and team member work over the summer. Thank you to Mary Dillon, Patti Goettsch, and Christina Tucker for continuing the team's work.
- C. Recommendations for changes were made. Simley staff requested to bring the charts for the high school science department to review. Expectations are for follow-up and finalization before the second science meeting in January.

II. Review District Assessment Results

- A. Reviewed 2012-2013 proficiency levels and predicted outcomes from 2013-2014 MCA – III Science test results.
- B. The team posted 2013-2014 MCA – III science proficiency results, made direct observations, developed inferences, and asked questions.
- C. Summary:
 1. Results: See Attachment 1
 2. Celebrations:
 - a. Very proud of our district's accomplishment.
 - b. Proud of becoming more focused and streamlined at each grade level – focus on standards is evident.
 3. Concerns:
 - a. Concerned about middle school trends.
 - b. Concerned about the time constraint in the elementary.
 - c. Concerned that we are going very broad due to the number of standards and not able to go deep with student understanding.
 - d. Concerned with our changing student demographics that we

have the instructional tools to meet each student's needs.

III. Test Strand Analysis

- A. The team created charts to observe the progress made in each strand within the MCA – III Science test.
- B. Summary: See Attachment 2

IV. Disaggregating MCA – III Science Data

- A. The team participated in the data protocol of predicting, going visual, observing, inferring, and questioning with district data disaggregated by race/ethnicity, gender, English language learner status, special education status, and socioeconomic status. The purpose of viewing disaggregated data was to provide a frame of reference for discussions related to the specific actions the team may decide to pursue in the future.
- B. Results: See Attachment 3

V. District Science 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.
- 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 4

VII. Next Steps for the Science Vertical Team

- A. Proceed with vocabulary alignment as a strategy to continue to improve science instruction and outcomes for all students
 - 1. Science MCA – III test specs/standards
 - 2. Academic language
 - 3. English language learner strategies of best practice (which will benefit all)
- B. Investigate strategies for assessing students who are new to the district for science content mastery and strategies for helping students catch up if needed
- C. Middle school teachers will have a chance to review and have access to Minnesota Collaborative Curriculum Project courses
- D. High school – middle school conversation about projects and activities to avoid repetitiveness for students

VIII. Wrap-Up

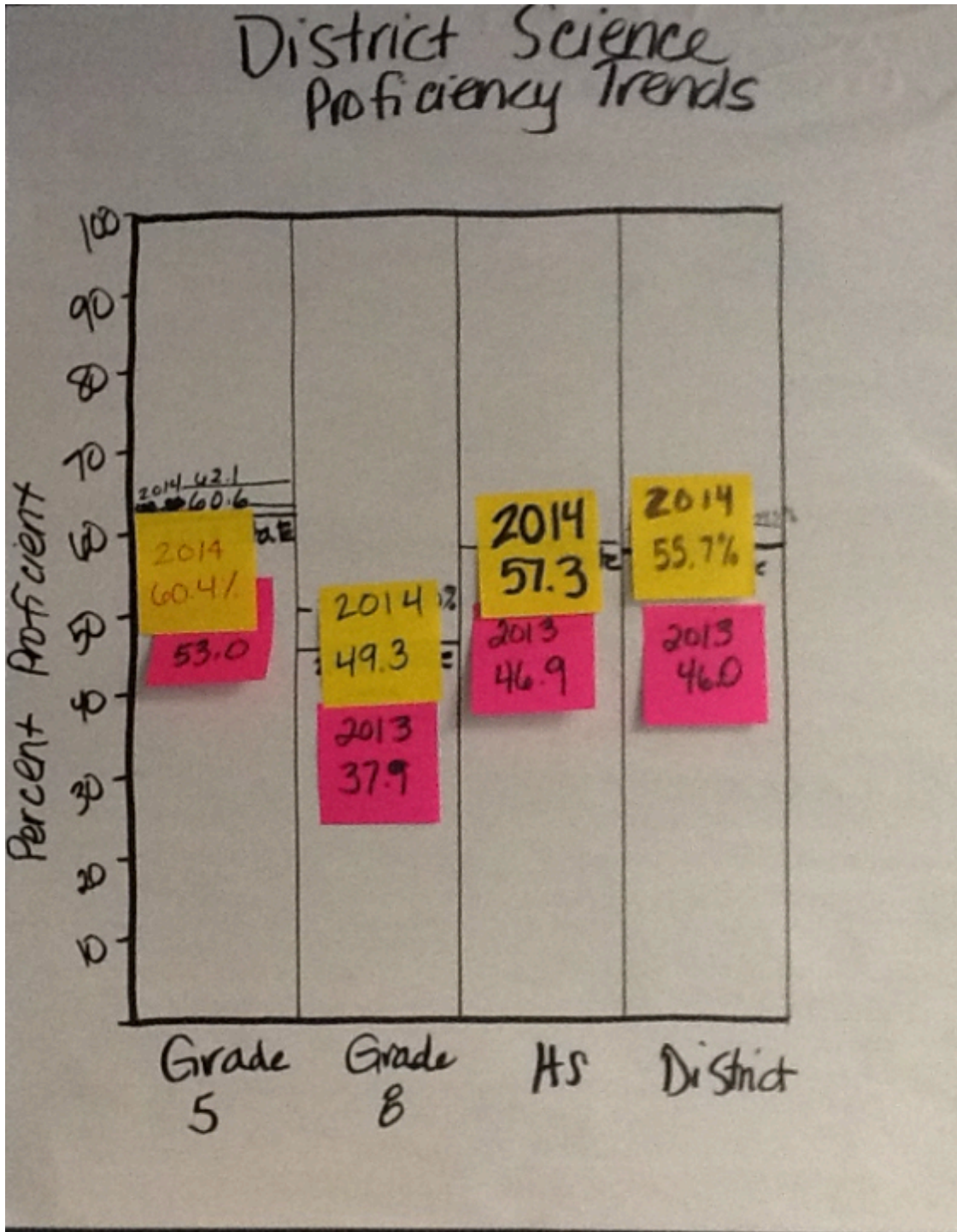
- A. Team members completed an exit survey .

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

Key:

2012-2013: Pink

2013-2014: Yellow

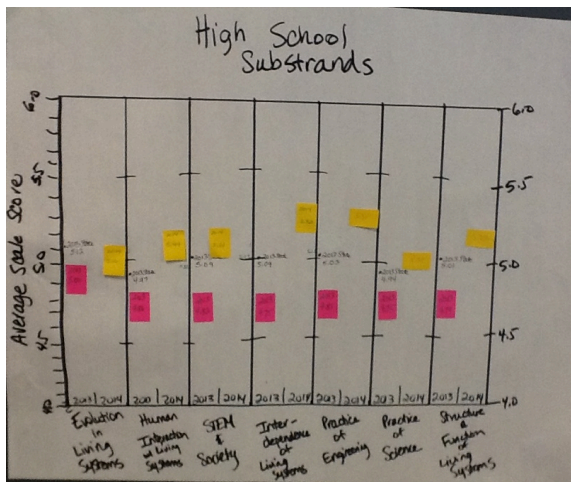
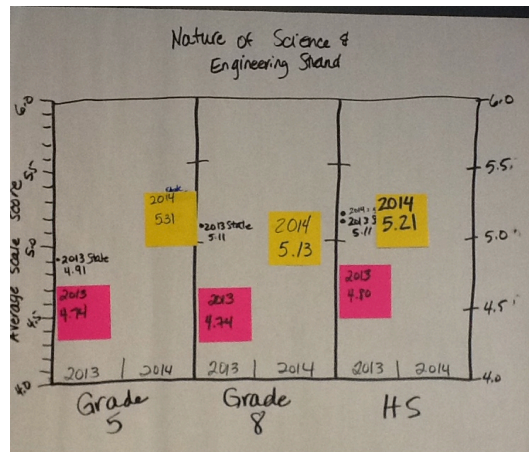
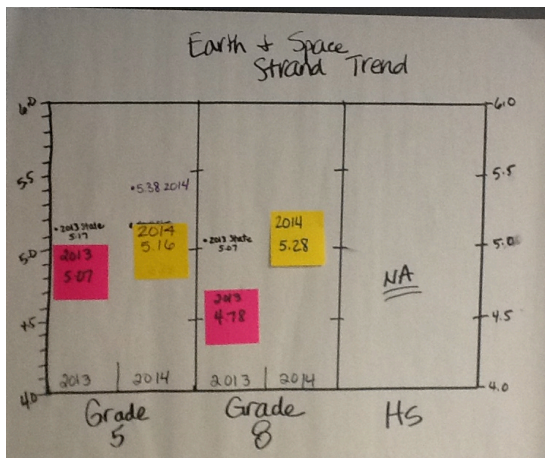
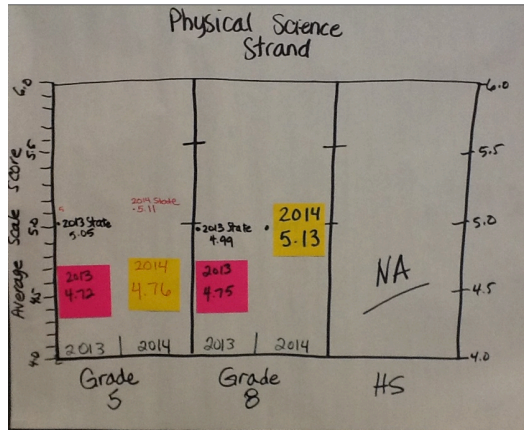
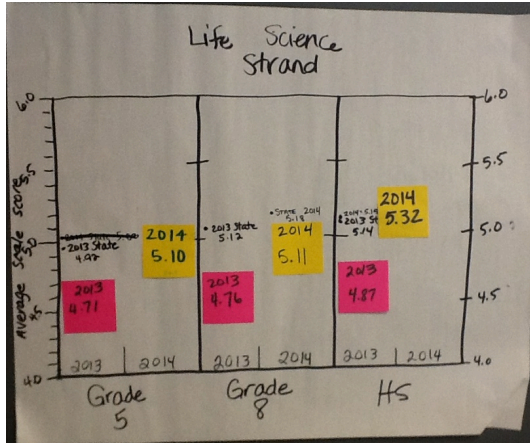


Attachment 2: District Results MCA III Science Test Strand Analysis 2012-2013 and 2013-2014

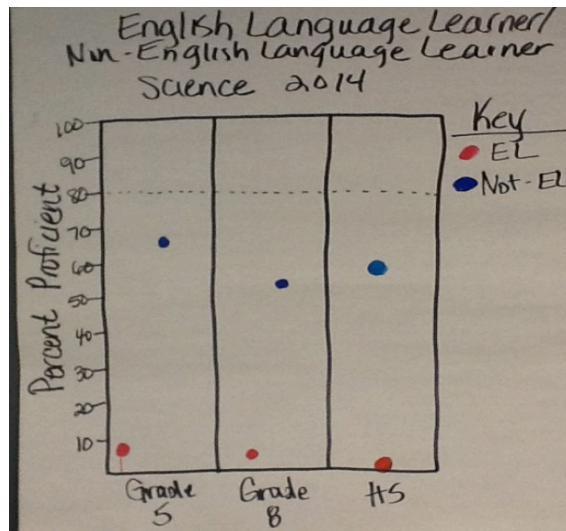
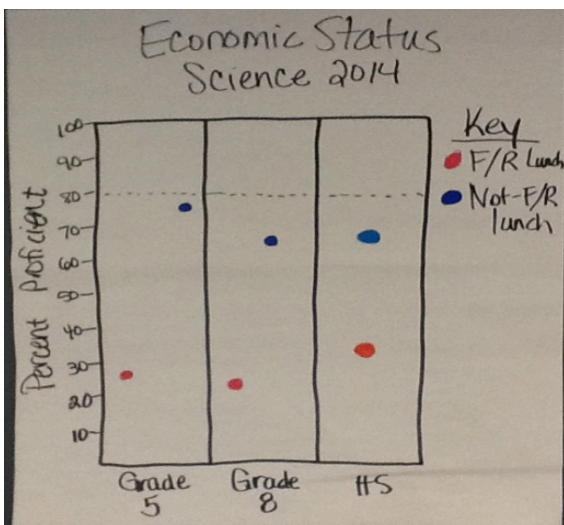
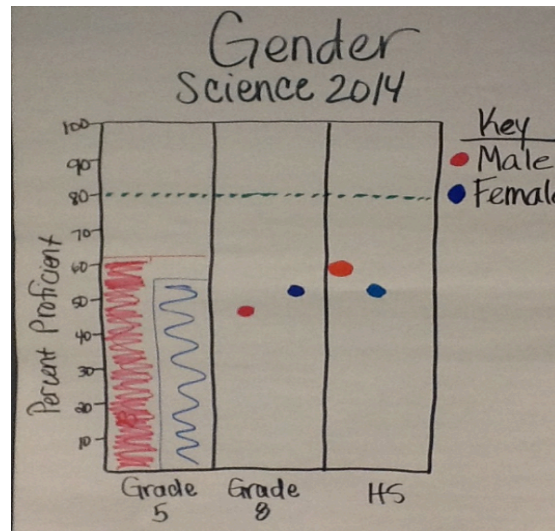
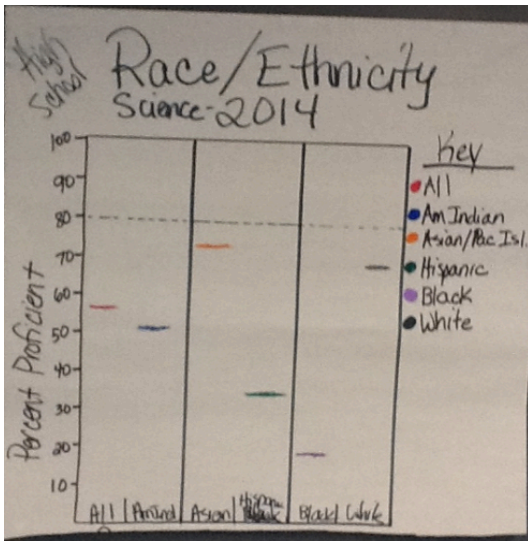
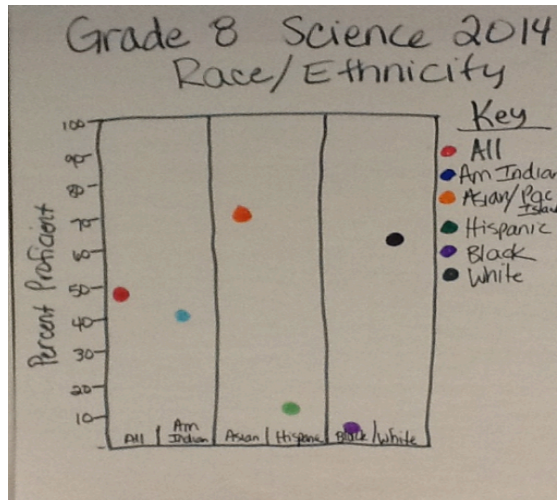
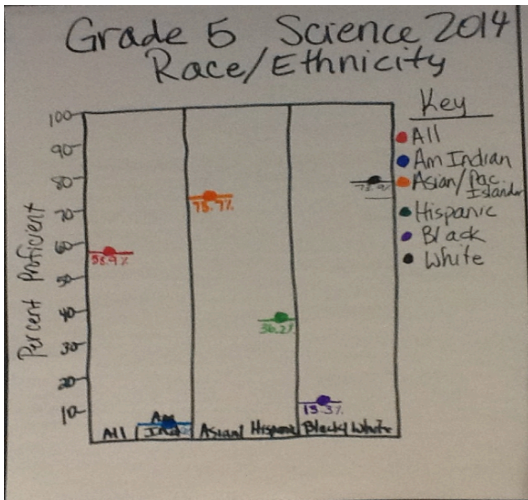
Key:

2012-2013: Pink

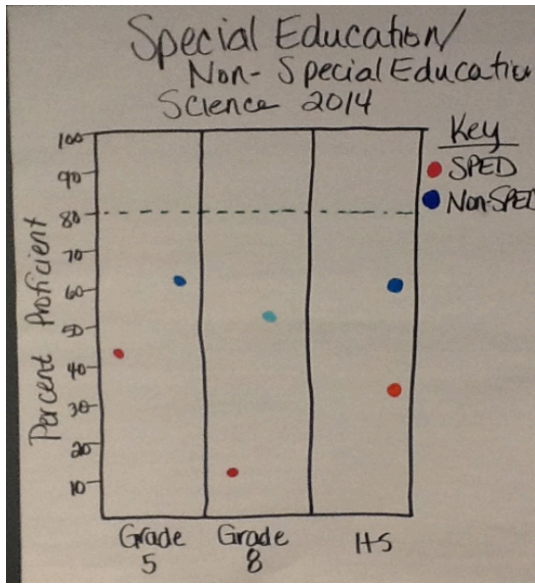
2013-2014: Yellow



Attachment 3: District Results MCA III Science Test Strand Analysis 2012-2013 and 2013-2014



Attachment 3 Continued



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.

Attachment 4 Continued

