

Ad Hoc Curriculum Committee/Secondary Mathematics

Minutes

December 12, 2017

At 11:38 a.m. Mike Nelson called the meeting to order.

Attendance:

Julie Amador

Katrina Zepeda

Adam Hanan

Kristen Baldrige

Jason Droesch

Deanne Clifford

Liza McNamee

Matt Werner

Tambra Pickford (Ex-Officio)

Sam Hunter arrived at 11:45 p.m.

Approve Agenda:

Kristen Baldrige moved to approve the agenda as presented, second by Julie Amador, motion passed 8-0.

Approve Minutes:

Julie Amador moved to approve the minutes of November 28, 2017, second by Kristen Baldrige, motion passed 8-0.

Discussion

- If changes are desired for next year, presenting information to the Board in February would be ideal.
- Briefly reviewed the domains of the Idaho Core Standards, our district Math Philosophy, and the different pathways to achieve the Core Standards.

New PSAT Results

- Presented the math components measured by the PSAT/SAT: Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math, and Additional Topics in Math.
- Noted that geometry is included in Additional Topics which only comprises 10% of the test.
- In 2017, our 9th grade students took the PSAT 8/9 for the first time. The PSAT 8/9 is based on standards aligned to those grade-levels. The 10th and 11th grade students took the PSAT/NMSQT.
- In reviewing the 2017 PSAT results, the following observations and questions came up:
 - Differences in scores between CHS and LCHS.
 - The high number of students that do not meet any College and Career Readiness benchmarks.
 - The decline in the percentage of students meeting both benchmarks.
 - What percentage of private and homeschool students enter our schools at 9th grade? Answer: In general, we have a 13% mobility rate, but often get as many new 10th grade students as 9th grade students.
 - Out-of-district transfers sometimes take longer to screen and place in the appropriate math class.
 - How does math content knowledge at lower grade levels impact secondary results?

ISAT Depth of Knowledge and Math Claims/Targets

- The sense of the committee is that not enough 10th grade students take the ISAT seriously, causing questionable validity.
- Other states have added SBAC validity by giving preferred admission to in-state students based on scores.

Math Professional Development

- Our professional development includes a combination of training from *Big Ideas*, *Minds on Math*, and workshops from instructional coaches.
- Textbook companies tend to offer training on how to use a textbook, but that isn't the kind of training our teachers need. *Minds on Math* is what is needed, and it is making PD more impactful this year.
- Workshop model, thinking strategies, and training received in Denver has been helpful.

Julie Amador left the meeting at 12:30 p.m.

A Closer Look at Alternate Math Pathways

- The committee examined the pathway used by West Ada School District: Secondary Math 1, Math 2, and Math 3. Their program is based on the Mathematics Vision Project (MVP). It is open source material that is adaptable and can be utilized with devices. Professional development from MVP is available for a fee.
- Compared a sample MVP module with our current textbooks.
- West Ada is in the fifth year of using MVP.
- *Big Ideas* reviews mention integration, but it appears to mainly be chapters moved around rather than thorough integration.
- There are many approaches to Integrated Math if that is preferred, e.g. Developing Mathematical Thinking Institute.
- When does a typical Algebra 1 student start to fall behind? Answer: often in second semester when curved lines and quadratics are covered.
- If we go to integrated, PD could focus more on pulling resources that fit with PEBC.
- How much structure do we provide teachers? Does it include the content to teach as well as how to teach it?
- Setting clear expectations for educational objectives helps when resources are pulled from multiple places.
- Semester and year-end goals and objectives need to be clearly defined and in the hands of teachers at the beginning of the year.

Final Questions

- Should we stay with traditional materials and focus on PD, or consider exploring integrated math?

Next Meeting:

Mike Nelson will poll the committee for the next date to meet, and send a feedback form.

Meeting adjourned at 1:04 p.m.

Submitted by: Nicole Olson