

**H.S. Graduation Requirements Implementation Task Force**  
**April 14, 2008**  
**Minutes**

In attendance: Michelle Abernathy, Sherrie Brown, Lynn Carroll, Linda Chapman, Dennis D'Amelio, Jamie Freeman, Craig Funston, Maria Griggs, Ira Hyman, Bobbie Jaffe, George Kaas, Julie Kratzig, Susie Landsem, Mary McClement, Terry McClement, Gigi Morganti, Marcia Pederson, Michael Schackel, Phyllis Textor, Lynn Torpey

- I. The meeting was held from 3:00–5:00 at Central Services in Room 212.
- II. Information shared with the group:
  - Sherrie reviewed the minutes from the last meeting. Questions from the previous meeting were discussed.
  - An additional meeting, if needed, was scheduled for Monday, May 12, 2008 at 3:00 at Central Services in Room 212. At this meeting, the committee will review the Management Action Plan and the report to the Board on May 22<sup>nd</sup>.
- III. Transitional Math Project
  - Angela Murray and Paul Clement showed a PowerPoint presentation and gave an overview of the Transitional Math Project.
- IV. Mathematics Discussion

The committee broke into four groups to discuss considerations for students on slower, regular, and accelerated mathematics paths. The fourth group discussed considerations for aligning our programs with colleges and universities.

  - Group I – Slower Path (not successful in Algebra I)
    - Support and training for collection of evidence
    - More support in the classroom, i.e. two certificated or one certificated and four instructional assistants.
    - After-school support
    - In-school support
    - Parent support and training
    - Special education collaboration\Online support (for parents and teachers)
    - Consistent evaluation
    - Formative assessment tools
    - Research best practices
    - Standard-based assessment/instruction
    - More frequent and better assessments
    - Teacher training
    - If students fail Algebra II A, they can take summer school or take Algebra II A & B in 12<sup>th</sup> grade?

Other Considerations:

  - Positive math development from kindergarten
  - Expand CTE
  - Get math in other classes
  - Buy-in that research is valuable
  - More real world/practical math options

- What will we do with students who do not pass the end-of-course assessments? Will they be allowed in the next course? Required to repeat?
  - Comprehensive summer school program
  - Develop alternative math pathway that doesn't have Algebra II as goal—focus on real world/practical uses (business? statistics?).
  - Can some students try geometry without passing Algebra I?
- Group II – Regular Path (8<sup>th</sup>—Algebra; 9<sup>th</sup>-Geometry; 10<sup>th</sup>—Algebra II; 11<sup>th</sup> Pre-Calc/AP Stats/Func Stats & Trig; 12<sup>th</sup>—AP Calc/AP Stats)
    - Make placement in Algebra by readiness, not grade level.
    - MAP test (or comparative assessment) fall and winter to guide instruction all grades.
    - If mastered, move on; if not, fix it.
    - Make math less theoretical and more real—apply to career fields, interests.
    - How to support slow learners without slowing down those ready to move through.
    - Take these concerns all the way down to elementary school.
    - Math placement test for all incoming freshmen (written by math teachers).

Other Considerations:

- Other options for classes after Algebra II (Applied Math, Finance, Business Math, construction) and cross crediting.
  - With only three math credits required, kids could potentially stop taking math after Algebra II in sophomore year.
  - Quality of 8th grade Algebra when all are in the class. Will this slow it down and our top kids suffer? Will it still be “real” Algebra?
  - Will our kids truly be ready for geometry in 9<sup>th</sup> grade?
  - What about additional support for Algebra II kids just barely making it?
  - Increase in numbers of kids taking classes means increase in math FTE and need to train teachers.
  - Should all students be in Algebra in 8<sup>th</sup> grade? Should there be multiple accepted routes?
  - Is there longitudinal data we can get to see if 8<sup>th</sup> grade Algebra will have the necessary rigor?
- Group III – Accelerated Path
    - Start Algebra II in 9<sup>th</sup> grade.
    - 10<sup>th</sup> – Pre-Calculus or Trig/Stats
    - 11<sup>th</sup> – AP Calculus or AP stats
    - 12<sup>th</sup> – AP Stats or AP Calculus plus WWU or WCC math.

Other Considerations:

- Need ability to get more 7<sup>th</sup> graders (and 6<sup>th</sup> graders) in Algebra I.
- Geometry teacher at middle school?
- Since HEC Board is saying math through grade 12, are we willing to offer AP classes with smaller enrollments?
- Need Calculus B & C.
- Alternative to college course—logic (calculus-based math)?
- Online courses?
- Even really good students need a teacher!

- Track the success of the advanced kids in college. Should we have SAT prep classes or help in preparing for placement tests?
  - Make sure accelerated math students still have enough variety in their schedule. Some have “burned out” from too much acceleration, too soon, and the pressure.
  - Losing AP classes due to FTE being transferred to remedial classes.
  - No penalties for acceleration, i.e. schedule conflicts with other institutions.
  - University partnerships.
- Group IV – Alignment with Colleges & Universities
    - Need to have students take math or lab-based science in the 12<sup>th</sup> grade.
    - What are other alternatives? Math drafting? Stock exchange? Home finance, mortgages?
    - Develop understanding of what college placement tests are measuring and prepare students for those.
    - Plan for business math skills. Also consider post-high school readiness—integrated math, math applied to interests, etc.
    - Make sure science classes are using appropriate math skills.
    - What options will be available for 12<sup>th</sup> grade math other than the standard-track options?

Other Considerations:

- Specify math skills for K-7 for students to be ready for Algebra in 8<sup>th</sup> grade.
  - Offer more support at both ends of the spectrum.
  - Make sure statistics and reasoning are introduced to all students.
  - College Placement Test in junior year and if not ready, then math senior year (CA model).
- V. Next meeting
- The next meeting of the task force is scheduled for Monday, April 28 at 3:00 p.m. at Central Services in Room 212.
  - Topics: Report from World Language Task Force and “other” considerations
- VI. Tentative Meeting – Monday, May 12 at 3:00 at Central Services in Room 212.