**Math 7-12 Committee Meeting**

**Monday, May 6, 2013**

3-8

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| **Assumptions** | **Predictions** | **Questions** |
| * Below grade level
* Levels 1 & 2
* Low Levels
* Give up easily- low frustration, tolerance
 | * Struggle with word problems
* Struggle with vocabulary
* Struggle with multi-step problems
* Not independent learners
* Don’t carryover skills to new problems
* Large range of abilities in classrooms
* Poor scores 0-2
 | * How to develop word problem skills with low level readers?
* How do you focus on gaps when they are all low?
 |

STAR

|  |  |  |
| --- | --- | --- |
| **Assumptions** | **Predictions** | **Questions** |
| * STAR has a pattern
 | * My student scores will drop this month
* Score will be higher than predicted
* My students will make minimal improvement due to the language and length of the exam
* Within range of standards for CTE
 | * Is it possible for the students to take the test a few times before a goal is set
 |

Regents

|  |  |  |
| --- | --- | --- |
| **Assumptions** | **Predictions**  | **Questions** |
| * Seriously curved- Algebra I
* Download JMAP, questions to help supplement curriculum & assist on regents prep
 | * Most pass
* Our kids score lower
 | * How does it affect future performance?
 |

What did we learn?

* 7/8 urgent intervention needed
* 7-9 measurable growth observed
* Regents- varied growth
* Build an intervention program into the school day
* Poor performance in grades 7-9
* Consistent resources/materials
* Across the board, scores are low
* 3-8 especially evident of gaps
* Optional test- geometry showed great scores (desire to acknowledge and achieve a skill in math)
* Algebra regents in value higher than geometry exam
* 7th & 8th grade: 1%-3% are proficient where the majority of students are between urgent intervention
* No significant movement between 7th & 8th

Patterns

* Majority of students increase from fall to winter
* Improved scores on second attempt at test
* NYS 3-8 results almost all below 3 (only one 3 on 7th & 8th for all BOCES)
* Star, greatest at/above bench by 11th (increase each grade)
* Not a lot of change from October – January Star testing

Areas to focus on

* Lower levels
* Graphing
* Algebra
* Reading & interpreting word problems
* Everything
* What are the content areas where the students are lacking, specifically
* Scientific & Graphic calculator proficiency
* Professional development for how to teach math to students way below grade level
* Integrating technology
* Common resources
* Interventions
* Time to collaborate with peers to share effective strategies
* Sharing information from committee with staff

3 Mathematical Shifts

* Focus
* Coherence
* Rigor
	+ Fluency
	+ Application
	+ Understanding

What is the best way to deliver Professional Development?

* Blackboard site
* Some summer work- around curriculum & alignment to common core
* Time to share materials and resources (teach lesson)
* Consider new staff and those who don’t participate in summer work
* Professional development for colleagues
* Placemat activity- connect to own room
* More time for understanding & application
* Consider CTE application and connections- customized time for CTE
* Link foundational work with curriculum work
* During year…keeping work alive
* Consider…instructional rounds