

3/15/2023 - Parent Advisory Council Meeting

Parent Topics

- The meeting consisted of discussion around the Integrated Math curriculum. The focus was heavily on our Integrated 2 math curriculum which is new for this school year. Parents provided me a document summarizing issues they see along with items to be addressed. That information is below. I appreciated the feedback and have setup a meeting with our Integrated 2 teachers to ensure I have the ground floor information to address the items in the document. They will be addressed at our April meeting.

The main issues we see are:

- The pace of the curriculum is simply too fast. It is so fast that formative check ins for second semester will necessarily have to be dropped to keep on pace.
- Access to help for these students is hard to come by. Our current High School schedule is a big part of this problem. Students do not have access to their teachers during JIT and when they do the teachers are dealing with many failing students in addition to the struggling ones.
- There is no flexibility in the curriculum for students who learn/test differently.
- All of these students lost time in school due to COVID shut downs. No consideration of the skills that may have been affected, both social and academic, have been addressed.
- Agile Mind has written the entire curriculum without knowing our specific needs by school. They are setting the pace and dictating what needs to be covered.
- Students are not allowed to see their tests except if they make an appointment with the teacher. The tests were written by the district to use year after year and meant not to hand back. This means students do not get feedback except for a grade in IC and can not use their tests to study for or have teacher feedback to their specific errors for the benchmark exam for each unit.
- Current Integrated Math students and teachers have had a big adjustment to a completely new Agile Mind curriculum. Agile Mind is also writing the curriculum for next year. There has been no extra support put in place for students who have been learning in an alternate model and now are breaking ground with this new curriculum.
- There is no formal reteach/relearn of material to increase understanding before the benchmark assessment is taken.
- Several of us have been told that it's ok for our students to be average. Is this the mindset we want our students to cultivate? Shouldn't we be giving these students a growth mindset that pushes them to reach beyond their comfort level to achieve as much success as possible?

Items to be addressed:

- Re-evaluate the high school schedule so all students have access to their teachers during JIT time.
- Survey parents of Integrated Math students to find specific feedback to improve the class.

- Aggregate data for 5 years from pre COVID 8th grade Algebra 1 and 9th grade Honors Geometry to cross compare with the Integrated 1 and 2 data from the 21-22 and 22-23 school years.
- Give students the opportunity to make corrections and or retake any sections of a test that did not go well.
- Simplify the homework and tests so there are fewer platforms and media to lessen confusion of where to look for material.
- Evaluate the role Agile Mind has played in the creation of this new curriculum. Were the individual needs of schools and students considered when this was written? What safety nets were put in place to assure that students would not slip through the cracks? Is Agile Mind too involved with curriculum creation and has this made the material/timeline inflexible and intolerant of students with alternate learning styles?
- Administer a comprehensive test to see where the Integrated curriculum has left gaps in student learning and actively work to repair those.
- Reteaching/reconsideration of all Integrated 1 and 2 material and grades. Students can retest on material and it will reflect on grades if positive.
- Create opportunities for struggling students to get the help they need.
- Formal reteach of material after formative for the summative and after the summative before the benchmark to give students the best shot of success.

We see this conversation as an opportunity to address the math curriculum and effect positive change for all math students. We appreciate any insights and suggestions you may have to further this conversation. In the end we just want the opportunity for success for all students.