

Tredyffrin/Easttown School District
BOARD EDUCATION COMMITTEE

February 10, 2016
5:00 PM
TEAO, Meeting Room 200

Agenda

- I. Approval of January 13, 2016 Minutes

- II. Public Comment

- III. Technology Update

- IV. PSSA Remediation

- V. Middle School Math

- VI. Other

Board Education Committee Goals

1. Review the recommended administrative changes to the academic program that have impact on curriculum or budget and communicate recommendations to the full Board.
2. Review all enrollment and staffing numbers and projections for the year to determine the extent to which educational needs are addressed.
3. Review student assessment results.
4. Recommend informational education presentations to include in the monthly Board meetings as priority discussions.
5. Receive administrative recommendation for school calendar and make recommendation to the full Board.
6. Review current programming to determine alignment with federal and state mandates including Keystone Exams content and implementation.
7. Make recommendations to Board committees to communicate appropriate educational positions to legislators.
8. Review current programming at the middle school level.

Next Meeting Date: March 9, 2016

DRAFT PENDING COMMITTEE APPROVAL
BOARD EDUCATION COMMITTEE MEETING MINUTES
January 13, 2016

Tredyffrin/Easttown Administrative Offices
1:00 p.m.

Attending all or part of the meeting:

Board Committee Members: Scott Dorsey (Chair), Kevin Buraks, Roberta Hotinski, Katharine Murphy

Other Board Members: Michele Burger, Virginia Lastner,

TE School District Representatives: Wendy Towle (Administrative Liaison), Mark Cataldi, Patrick Gately, Richard Gusick

Community Members: Amy Alvarez, Doug Anestad, Ray Clarke, Kris Graham, Barb Jackson, Jamie Lynch, Jerry Henige, Cheryl Lowery

The meeting was called to order at 1:06 p.m.

Public Comment:

Barb Jackson commented on the **Middle School Guidance Update.**

Ray Clarke commented on the **Middle School Guidance Update.**

Jamie Lynch commented on the **Middle School Guidance Update.**

Doug Anestad commented on the **Middle School Guidance Update.**

Ray Clarke commented on the **Enrollment/Staffing/Facilities Report.**

Doug Anestad commented on the **TESD: Value Indicators.**

Ray Clarke commented on the **TESD: Value Indicators.**

Jerry Henige commented on the **TESD: Value Indicators.**

Approval of Minutes:

The November 11, 2015 minutes were approved.

Committee Discussion and Recommendations:

The Committee received a **Middle School Guidance Update** from Mr. Cataldi, Director of Assessment and Accountability. Mr. Cataldi addressed several questions from Committee and community members. The Committee discussed the roles and responsibilities of the counselors at the Middle Schools, average caseloads for TESD and surrounding Districts, and historical trends. In light of growing enrollment, the Committee continued to support one additional counselor at each Middle School for the 2016-2017 school year. The Committee expressed support for including one additional counselor in the preliminary budget and moving the split counselor from the elementary level to the Middle School based on projected enrollment numbers for the 2016-2017 school year. The Committee continued to support monitoring need and enrollment throughout the year in order to ensure that the recommendation of one additional counselor remains appropriate.

The Committee received an **Enrollment/Staffing/Facilities Report** from Dr. Towle, Director of Curriculum, Instruction, Staff Development, and Planning. Dr. Towle addressed several questions from Committee and community members. The Committee discussed the available classroom space at each Elementary and Middle School, based on projected enrollment numbers for the 2016-2017 school year. The Committee discussed options for meeting the needs of students if enrollment numbers grow larger than predicted by the Demographer's Report and the District's study of enrollment trends. The Committee recommended that the District continue to monitor projected enrollment numbers for the 2016-2017 school year in preparation for another Report in March.

The Committee received a draft report on the **TESD: Value Indicators** from Dr. Towle, Director of Curriculum, Instruction, Staff Development, and Planning. Dr. Towle addressed several questions from Committee and community members. The Committee discussed the purpose of the Value Indicators, which arose from a community request, and the significance of the different Indicators, all of which are based on publicly available information. The Committee recommended that the District continue to evaluate the impact and possible use of the Indicators, along with consideration of Indicators that can be used to show historical trends.

The meeting was adjourned at 3:43 p.m.

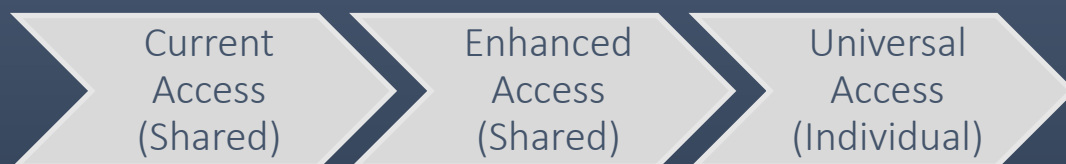
Next meeting: **February 10, 2016**

Technology Access

February 10, 2016

District Level Goal 2015-2016

- Goal 3: To analyze the integration of technology resources, access and training to support innovative teaching and learning.
 - Objective 3.3: To assist the District Technology Committee in evaluating student and staff access to technology.



Tredyffrin/Easttown School District Essential Skills Framework



Digital/Media Literacy

Goals

- DM-1 Use technology to advance creative thinking and construct knowledge.
- DM-2 Use digital media and environments to communicate and work collaboratively.
- DM-3 Apply digital tools to gather, evaluate, and use information.
- DM-4 Understand cultural and societal issues related to technology.
- DM-5 Practice legal and ethical behavior when using technology.
- DM-6 Demonstrate an understanding of technology tools and operations.
- DM-7 Deconstruct the purpose and conventions embedded in media messages.
- DM-8 Create effective media messages.

Tredyffrin/Easttown School District Strategic Plan

We will harness the power of technology to advance learning while engaging and empowering students in a connected world.

- To leverage digital content, tools, and processes to support the development of information fluency skills.
- To educate thoughtful and ethical behavior with technology as digital citizens.
- To develop critical thinking, effective communication, and creativity using technology.
- To facilitate understanding in the selection of appropriate digital tools, the ability to troubleshoot systems and applications, and the transfer of technology skills.

Tredyffrin/Easttown School District
Strategic Plan - Spring 2014

Mission Statement
To inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student.

We will continue to develop and support a culture within the school community that promotes personal integrity and social responsibility.

- To develop a foundation of personal integrity within students at each developmental level.
- To identify and facilitate ways in which students can develop social responsibility within their school, local, and global communities.

We will promote emotional, mental, social, and physical well-being by fostering a culture of acceptance and respect.

- To ensure a safe and welcoming school environment in which every student feels accepted, respected, and supported by peers, faculty, and administration.
- To empower students to overcome academic and personal challenges and develop the intellectual courage to grow, excel, and innovate.
- To develop student capacity for resilience, grit, and flexibility that will serve as a foundation for success as life-long learners.

We will create a framework for learning that develops a capacity for innovation, creativity, and an entrepreneurial spirit.

- To support academic inquiry by promoting students' abilities to ask deep, meaningful questions and to conduct independent, original research.
- To provide opportunities for students to become skilled with emerging theories, models, and methods to create, design, and solve problems.
- To enhance and expand opportunities for students to develop skills and interests in science, technology, engineering, and mathematics.
- To provide students with learning experiences that are authentic and organized in both traditional and non-traditional ways.

We will harness the power of technology to advance learning while engaging and empowering students in a connected world.

- To leverage digital content, tools, and processes to support the development of information fluency skills.
- To educate thoughtful and ethical behavior with technology as digital citizens.
- To develop critical thinking, effective communication, and creativity using technology.
- To facilitate understanding in the selection of appropriate digital tools, the ability to troubleshoot systems and applications, and the transfer of technology skills.

We will provide professional learning opportunities that foster collaboration, reflective questioning, and the artistry of teaching.

- To establish a community of collaboration and open professional exchange.
- To create a professional learning framework in which reflective questioning and dialogue among colleagues are encouraged.
- To facilitate opportunities for professionals across the career spectrum to share their ideas and insights, to cultivate continuous improvement, and to strengthen the practice of all.

We will create opportunities to interact within and beyond the T/E Community by building partnerships and relationships that develop social skills, enhance experiences, and increase knowledge.

- To foster partnerships and relationships among students, families, alumni, staff, and school district support groups.
- To foster partnerships and relationships with local community groups, leaders, resources, businesses, and institutions.
- To foster partnerships and relationships with state-wide, national, and global universities, organizations, businesses, and governmental institutions.

We will anticipate, interpret, and influence legislative and regulatory issues in a manner to achieve our mission.

- To anticipate, interpret, and communicate legislative and regulatory issues for all T/E stakeholders.
- To influence federal, state, county, and local decision makers in order to positively impact legislation, regulations, and actions affecting the T/E School District.

Common Beliefs Statements

- We believe that every individual has intrinsic value.
- We believe that individuals are responsible for their choices and actions.
- We believe that external and internal expectations strongly influence personal growth and achievement.
- We believe that individuals and communities are strengthened by a culture of participation.
- We believe that lifelong learning is essential for one to flourish in a continually changing world.
- We believe that meaningful growth comes from building on successes, expanding challenges, and embracing adversity.



September 2015	Education Committee – Bring Your Own Device
October 2015	Education Committee – Technology Access
November 2015	Education Committee – Schoology Learning Management System Conestoga High School Grade Level Parent Meetings Conestoga High School Faculty/Department Meetings
January 2015	Conestoga High School Student Meeting
Ongoing	Conestoga Department Meetings Collaboration with Curriculum Supervisors and Building Administration Collaboration with Network Manager and Technology Teacher on Special Assignment Communication with Other Districts Pilot Devices

Tredyffrin/Easttown School District Wireless Infrastructure

Infrastructure Report	Plan Developed to Create K-12 Wireless Campus			Construction & Implementation	New Wireless Network Commissioned	BYOD at CHS
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

BYOD	1:1
<ul style="list-style-type: none"> No expectation that all students will have a device 	<ul style="list-style-type: none"> Expectation that all students will have a device
<ul style="list-style-type: none"> No expectation that all devices will be the same 	<ul style="list-style-type: none"> Expectation that all devices will be the same
<ul style="list-style-type: none"> Transformative on individual level 	<ul style="list-style-type: none"> Transformative on class level
<ul style="list-style-type: none"> Supplemental devices needed if instruction requires device 	<ul style="list-style-type: none"> Supplemental devices not needed
<ul style="list-style-type: none"> Focus on device over instruction 	<ul style="list-style-type: none"> Focus on instruction over device

“The point of any far-reaching educational technology (pencil, textbook, laptop) is not the mastery and success of the said technology, but the improvement of the process and environment in which teaching and learning occur.”

-Bebell and O’Dwyer, 2010

Innovative Teaching and Learning

1:1
Technology
Access

Staff
Development

Technical
Support

Innovative Teaching and Learning

1:1
Technology
Access

Staff
Development

Technical
Support

Transformation

Enhancement

Redefinition
*Tech allows for the creation of new tasks,
previously inconceivable*

Modification
Tech allows for significant task redesign

Augmentation
*Tech acts as a direct tool substitute,
with functional improvement*

Substitution
*Tech acts as a direct tool substitute,
with no functional change*

Create
Evaluate
Analyze
Apply
Understand
Remember

Innovative Teaching and Learning

1:1
Technology
Access

Staff
Development

Technical
Support



Spontaneous

Differentiated

Personalized

Collaborative

Engaging

Authentic

Inquiry Based

Innovative Teaching and Learning

1:1
Technology
Access

Staff
Development

Technical
Support

Research Themes:

1. Student Engagement & Motivation
2. Academic Achievement – Writing
3. Increased Collaboration
4. Individualized Learning & Student Centered Instruction
5. Benefits for All Students

Innovative Teaching and Learning

1:1
Technology
Access

Staff
Development

Technical
Support

“It is critically important to appreciate the pivotal role that classroom teachers play in the success of 1:1 computing.”

-Bebell and Kay, 2010

Innovative Teaching and Learning

1:1
Technology
Access

**Staff
Development**

Technical
Support



2016 National Education Technology Plan, <http://tech.ed.gov>

Innovative Teaching and Learning

1:1
Technology
Access

**Staff
Development**

Technical
Support

Research Themes:

1. Teacher Buy-in
2. Helping teachers integrate technology into their instruction
3. Informal help from colleagues
4. Ongoing access to coaches to help with integration
5. Leadership

Innovative Teaching and Learning

1:1
Technology
Access

Staff
Development

*Technical
Support*

Research Themes:

1. Access to Tech Support
2. Reliable devices
3. Reliable wireless infrastructure
4. Student support teams

Implementation Plan & Forecasted Costs

- Fall 2016: Grades 9 & 10, CHS Teachers
- Fall 2017: Grades 9 & 12, Middle School Teachers
- Fall 2018: Grades 7 & 8
- 24/7 Access with home filtering
- BYOD option continues, software licensing TBD
- Device ≈ \$400
- 4 Year Warranty and Accidental Damage Protection ≈ \$200

Offset Savings over 4 Years at CHS

Device	Quantity	Cost to Refresh
Library Laptops	60	\$37,410.00
Library Desktops	75	\$43,874.00
Library Lab Desktops	30	\$17,550.00
Library Lab Laptops	30	\$18,705.00
Building Laptop Carts	90	\$56,115.00
Desktop Lab 211 (Business Tech)	26	\$15,210.00
Desktop Lab 213 (Business Tech)	28	\$16,380.00
Desktop Lab 136 (Computer Sci.)	30	\$17,550.00
Laptop Lab 135 (Academic Support)	10	\$6,235.00
Achievement Center/MIT Desktops	7	\$4,095.00
Department Cart Laptops	260	\$162,110.00
Department Student Desktops	50	\$29,250.00
TOTAL	696	\$424,484.00

Other Potential Savings & Considerations

- Textbooks
- Paper
- Leasing vs. Purchasing
- Family Cost Sharing
- Implementation Timeline – 1 grade vs. 2 grades

“Technology will never replace great teachers, but technology in the hands of great teachers is transformational.”

-George Couros

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PSSA Remediation

PSSA Testing

Students in grades 3 – 8 are required to take PSSA English Language Arts & Math

Students in grades 4 & 8 are required to take PSSA Science

Administered in the Spring

Scores are categorized into the Performance levels of Advanced, Proficient, Basic and Below Basic which are set by the State

Students who do not achieve proficiency (Advanced or Proficient) in PSSA English Language Arts & Math are scheduled for remedial instructional opportunities

Pennsylvania Code

PA Code had required an additional learning opportunity for students who did not achieve proficiency.

Due to revisions to Chapter 4 over the years, an additional learning opportunity is no longer a specific requirement.

PA Code states “Students who have not achieved proficiency in reading and mathematics by the end of grade 5 as determined on State assessments under § 4.51a (relating to Pennsylvania System of School Assessment) shall be afforded instructional opportunities to develop knowledge and skills necessary to achieve the proficient level.”

Elementary PSSA Remediation

Students in grades 3 and 4 are required to take PSSA English Language Arts & Math

Since there is no PSSA scores in grade 2, students in grade 3 are identified for additional Language Arts and/or Math instruction through multiple criteria, such as classroom teacher input and data from other assessments

Students who do not achieve proficiency on the prior school year’s PSSAs are offered remedial instruction for the corresponding subject

The Reading Specialist and Math Support Teacher provide the remedial instructional opportunities

Middle School PSSA Remediation

Students in grades 5-8 are required to take PSSA English Language Arts & Math

Students who do not achieve proficiency on the prior school year's PSSAs are scheduled for remedial instruction for the corresponding subject

Grades 5 & 6

Students are scheduled for a seminar 2 days out of the 6 day cycle for one semester in lieu of a Special Area subject

The Reading Specialist and Math Support Teacher provide the instruction

Grades 7 & 8

Students are grouped in Advisory Initiatives and receive instruction from a core English and/or Math teacher for a total of approximately 15 sessions

T/E Compared to the State

2013-2014

PSSA 2013-2014 Score Comparison of T/E and State Proficiency

The data in the table below that shows a comparison of the percentage of students achieving proficiency (a score in the advanced or proficient range) on PSSA exams in 2013-2014

Grade	Reading T/E 2013-14	Reading State 2013-14	Difference	Math T/E 2013-14	Math State 2013-14	Difference
3	92.7	70.2	22.5	95.0	74.6	20.4
4	92.3	68.6	23.7	95.6	75.9	19.7
5	84.3	60.4	23.9	87.3	67.0	20.3
6	92.4	64.5	27.9	91.7	71.7	20.0
7	94.3	71.9	22.4	95.1	75.0	20.1
8	96.6	79.3	17.3	93.6	73.1	20.5
Average:			23.0			20.2

T/E Compared to the State 2014-2015

PSSA 2014-2015 Score Comparison of T/E and State Proficiency

The data in the table below that shows a comparison of the percentage of students achieving proficiency (a score in the advanced or proficient range) on PSSA exams in 2014-2015

Grade	ELA T/E 2014-15	ELA State 2014-15	Difference	Math T/E 2014-15	Math State 2014-15	Difference
3	88.6	62.1	26.5	77.9	48.5	29.4
4	87.4	58.6	28.8	75.6	44.5	31.1
5	89.5	62.0	27.5	73.7	42.8	30.9
6	90.0	59.8	30.2	67.6	39.8	27.8
7	90.4	58.6	31.8	70.8	33.1	37.7
8	87.7	58.3	29.4	61.2	29.9	31.3
Average:			29.0			31.4

Number of Students Receiving PSSA Remedial Instruction

Grade	4		5		6		7		8	
	R/ELA	Math	R/ELA	Math	R/ELA	Math	R/ELA	Math	R/ELA	Math
2012-2013	20	20	19	18	27	48	28	34	18	14
2013-2014	25	15	30	10	37	25	32	30	17	22
2014-2015	15	31	27	14	50	29	29	30	24	18
2015-2016	61	114	49	100	48	124	48	158	51	156

R: Reading for 2012-2013 and 2013-2014

ELA: English Language Arts for 2014-2015 and 2015-2016

Percentage of Students Achieving Proficiency* After Receiving PSSA Remedial Instruction

Grade	4		5		6		7		8	
	R/ELA	Math	R/ELA	Math	R/ELA	Math	R/ELA	Math	R/ELA	Math
2012-2013	35%	70%	37%	22%	44%	60%	61%	53%	56%	36%
2013-2014	28%	27%	30%	20%	46%	24%	47%	60%	59%	27%
2014-2015	33%	3%	56%	7%	54%	3%	31%	0%	25%	0%

*Proficiency = Scoring Advanced or Proficient

Options to Consider

- Continue with the current delivery model of PSSA remedial instruction
- Continue with the current PSSA remedial instruction, optional to all families
- Revise the current delivery model of PSSA remedial instruction
- Continue to embed skill-based remediation into core instruction, no PSSA specific remediation

Keystone Exams Update

RECENT LEGISLATION

Key Points

Delays the implementation of Keystone Exams as a graduation requirement until the class of 2019 (current 9th graders)

Students are still required to take the Keystone Exams in Algebra I, Biology, and Literature

PDE must investigate and develop alternatives in addition to the use of the Keystone Exams as a requirement for graduation within 6 months

Current and Future Impact

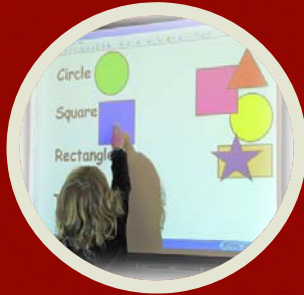
Options for the 55 students in Grades 10, 11, 12 who are currently enrolled in Keystone remediation or Project-Based Assessment for Algebra I, Biology or Literature

The 4 students in Grade 9 who are currently enrolled in Algebra I remediation will continue as it is still a graduation requirement for them

Options for students in the graduating classes of 2017 and 2018 who do not achieve proficiency on the Keystone Exams

Students in the class of 2019 and beyond are still required to complete remediation if they are not proficient

SIXTH GRADE MATH



Program Review

February 10, 2016



CURRENT CONTEXT

6th grade courses are aligned to new PA Core Standards through teacher developed supplements to the current materials

Text resources are needed for full curricular alignment

“Named” courses (Prealgebra and beyond) curricula and resources are fully aligned to current and upcoming assessments

6TH GRADE MATH CURRICULUM STUDY

Gather and examine possible
curricular resources

Evaluate

- Math Standing Committee
- Classroom Teachers
- Principals

Compare

Try Out

Select

Education Committee Review



WHAT DOES FULL ALIGNMENT MEAN?

Curricular Alignment with Standards & Assessments

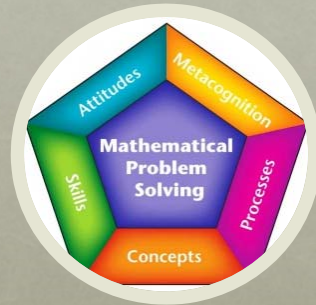
- Multi-step problems
- Problem Solving Methods
- Integration of mathematics, statistics and computation
- Application of skills and concepts
- Preparation or advanced algebraic thinking

Instructional Alignment with Essential Skills

- Critical thinking
- Creative problem-solving
- Conceptual understanding
- Procedural fluency
- Strategic competence
- Adaptive reasoning
- Productive disposition

MATH IN FOCUS

ALREADY IN USE IN GRADES K-5



Balances skills, concepts and procedures

Builds from hands on to pictorial to abstract

Rigorous and aligned with the PA Core standards & assessments

Aligned with how children learn

Supported by T/E teachers and administrators

PROFESSIONAL STAFF FEEDBACK

Reviewed and recommended by:

- 6th Grade Teachers
- Middle School Principals
- Math Specialists
- Math Standing Committee



BUILDING UNDERSTANDING

Learn Recognize the use of positive and negative numbers in real-world situations.

Positive and negative numbers can be used to represent many real-world situations.

- a) They can be used to represent temperature readings that are above and below zero, as shown in the table. Notice that you use a negative sign before a negative number. You do not need to use a "plus" sign to show that a number is positive.

Time	12 A.M.	4 A.M.	8 A.M.	12 P.M.	4 P.M.	8 P.M.
Temperature (°C)	-5	-12	-8	4	10	2

- b) They can be used to represent gains or losses.
For example, in the game of football, -15 can be used to represent a loss of 15 yards, and 30 can be used to represent a gain of 30 yards.
- c) They can be used to represent values that are above and below a certain value, such as elevations above or below sea level.

For example, a depression that is 52 feet below sea level can be represented by -52 feet, and a mountain peak that is 7,310 feet above sea level can be represented by 7,310 feet.

Sea level is considered to be at an elevation of 0 feet.

- d) They can be used to represent debits or credits. A debit is an amount someone owes. A credit is an amount owed back.



BUILDING SKILLS

Learn Divide a fraction by an improper fraction or a mixed number.

- a) Divide $\frac{1}{2}$ by $\frac{7}{3}$.

$$\begin{aligned} \frac{1}{2} \div \frac{7}{3} &= \frac{1}{2} \times \frac{3}{7} \\ &= \frac{3}{14} \end{aligned}$$

Write as a multiplication expression.

Multiply.

Check: $\frac{7}{3} \times \frac{3}{14} = \frac{21}{42} = \frac{1}{2}$

The answer is correct.

Division is the inverse of multiplication. So, dividing by $\frac{7}{3}$ is the same as multiplying by $\frac{3}{7}$.



- b) Divide $\frac{3}{4}$ by $1\frac{1}{2}$.

$$\begin{aligned} \frac{3}{4} \div 1\frac{1}{2} &= \frac{3}{4} \div \frac{3}{2} \\ &= \frac{3}{4} \times \frac{2}{3} \\ &= \frac{1}{4} \times \frac{2}{1} \\ &= \frac{1}{2} \end{aligned}$$

Write $1\frac{1}{2}$ as an improper fraction.

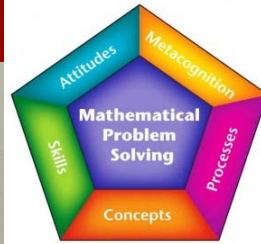
Rewrite using the reciprocal of the divisor. Divide a numerator and a denominator by the common factor, 3.

Divide a numerator and a denominator by the common factor, 2. Then multiply.

$$\begin{aligned} 1\frac{1}{2} &= 1 + \frac{1}{2} \\ &= \frac{2}{2} + \frac{1}{2} \\ &= \frac{3}{2} \end{aligned}$$



MEASURING MATHEMATICS PROFICIENCY



- 31** Mr. Thomas spent \$1,600 of his savings on a television set and $\frac{2}{5}$ of the remainder on a refrigerator. He had $\frac{1}{3}$ of his original amount of savings left.
- a) What was Mr. Thomas's original savings?
 - b) What was the cost of the refrigerator?

2016-2017 IMPLEMENTATION

6th Grade On level

–Math in Focus Grade 6

6th Grade Above level

–Math in Focus Grade 7

Future Steps

- Evaluate Grade 7 program

