

Manzano High School Instructional Council

Special IC (Credit Recovery) Meeting Notes

Time & Date: January 11th, 2021 @ 2:45pm

Location: Virtual Conference

IC Chair: Derek Villaneuva
Vice Chair: Teddi Toniolli

Total Attendees: 29

Guest Attendees: Shauna Howser, Diane Anderson, Mary Rock, Stephen Kraw, Elizabeth Hughart, Timothy Gutierrez, Yvonne Reneau, Mark Smith, Brigette Black

MHS IC Representatives		
<i>*Social Studies - Derek Villanueva</i>	<i>Math -</i>	<i>Admin - Rachel Vigil, San Juan Mendoza, Arvis Vonner, Jason Sanchez</i>
<i>*ELA - Teddi Toniolli</i>	<i>AVID - Teresa Hargis</i>	<i>Counselors - Alisha Diaz Bole, Jamie Anderson</i>
<i>CTE - Heather Gillespie</i>	<i>Science - Laura Llanes</i>	<i>ATF - Kelly Dutro</i>
<i>Fine Arts -</i>	<i>Health/IMPAC -</i>	<i>Student -</i>
<i>90-Day Committee-</i>	<i>ROTC - Tim Kerze</i>	<i>Parent -</i>
<i>Community Coordinator: Jessica Dinsmore</i>	<i>MCL- Caroline Keller</i>	<i>Activities - Jessica Whittet</i>
<i>SpEd - Megan Painter</i>	<i>PE/Athletics - Matt Espinosa, Phillip Martinez</i>	<i>TLF Rep - Robanne Harrison</i>

Today's Agenda:

1. Credit Recovery Cont...
 - a. Freshmen fail rates are really high
 - b. Llanes -Science has some concerns; we added some students on there but no one put down Biology even though they (the kids) failed it so they don't know if they should offer it or not.

- c. Hargis - Make note that 1st semester freshmen tend to fail at a higher rate; because they aren't used to the accountability measures (compared to middle school). Maybe we should look at last year's freshmen failures for comparison. But this is not uncommon for freshmen.
 - i. Dutro would like to see data for comparison (chat box)
- d. Vigil - None of the teachers who signed up to teach were in the area of Biology. Do you think there will be interest to do that
 - i. Llanes- I will mention it to them but a lot feel like they don't have time this semester.
 - ii. Diaz-Bole (chat box) - FYI: Native American Grad Recovery program is offering Biology.
 - 1. MHS has the largest native american population and this is only for native american services. Counseling is on top of this.
- e. Toniolli- Had quite a few freshmen that didn't show up for the first 12 weeks, and the last 6 weeks they showed up and realized they had missed a large part of semester. There is a big learning curve with them.
- f. Sanchez - has fail list for this semester - presented. 1,299- 9th graders - 1308 (info provided by Espinosa)
- g. Dinsmore - Research shows 9th graders do have a higher failure rate (whether 1st or 2nd semester)
- h. Dutro - we do need to keep this in mind, because we have so many failures, and we want to make sure to focus on this. If we have less 11/12 and more 9 that need this service, maybe we should redirect freshmen.
- i. Keller - we could offer this every year so all grade levels can catch up
- j. Dutro - There are a lot of kids who have failed electives, could we offer a study skills 8th period as an elective credit to both support them this semester and make up a credit.
- k. Espinosa - can we look at failures based on subject and level? Presenting data, all 4 grade levels
 - i. Harrison/Dutro: Social Studies numbers are high, but freshmen don't take SS.
- l. Villanueva--Access to community funds? Do we know how many we may actually have in addition because of those community funds?
 - i. Vigil - A .2 for Level I teacher will be different from level II and III; I discovered that the ABC community funding has to come in the form of timesheets and stipends. Am nervous about that because I want to make sure each teacher is being compensated for what they are doing for their teaching level--this is more difficult to do on time sheets. If we wanted to off tutoring services, we could use the ABC money for that time.
 - ii. Villanueva - can offer 5 classes. What should these classes be that we can use this funding for?
 - iii. Dutro mentioned a Study Skills class that will work for the ABC funding.
 - iv. Dinsmore - the money was supposed to be used for 9th grade mentoring any ways, so this would be helpful.
- m. Dutro - Presenting data on who filled out the 'fail list' google form. 43 responses total; very few SPED students were recommended. Did SPED have the sheets?
 - i. Painter - We didn't have a chance to fill out the sheets yet; the numbers will go up when we fill out.
 - ii. Dutro - We do have data for the courses and percentages, but it's easier to look at the specific sheet, but people are still adding to it. We had more 9th grade students than anything else. Department wise we have a lot of English, Science, Math, some Social Students.
- n. Villanueva - content area and grade levels - what should be providing?
 - i. Dutro - our data is still coming in, so maybe we should go off of Espinosa's data and we can use this spreadsheet to see what students we place in those spots.

- ii. Dinsmore- Yes, and maybe for those students who don't fit into these classes, we can reach out to students individually with tutoring schedule and other academic resources.
- iii. Sanchez - We know that most of the students who have failed are 9th grade; I'm noticing that some of these students are re-classified (9th in chemistry). I'm seeing 170 Algebra I fails. There was only 1 Math on Dutro's data?
 - 1. Dutro- Only 1 Math on the Gform that we filled out. We know there's way more Math. Because we only have 5 sections to offer, we aren't going to have room for every student to take a credit recovery. We need to look at preventing these failures to become reclassified.
 - 2. Sanchez - We are losing our kids between grades 9 and 10 - maybe we should consider both grades: 9 and 10. A lot of those students didn't make the cut with the survey, but need the support.
 - 3. Villanueva - how do we cast the widest net?
 - 4. Anderson- Impacting upperclassmen most, these aren't including students who failed their Ecad classes. All grade levels, including seniors failed.
 - 5. Vonner - We should concentrate on the students that really want to come back and use this opportunity. What if we offer these classes and get little participation? Sometimes we provide opportunities but kids resist - so we need to keep this in mind. How do we focus on those that really want to take advantage of this opportunity?
 - 6. Vigil - definitely think we need to take a look at the kiddos that will maximize this opportunity, emphasis on 9th grade class due to big numbers. Which course can we offer at the Senior level that will catch some seniors up?
 - a. Espinosa -211 F's for seniors (in chat box)
 - b. Boles-Diaz- Financial Literacy was failed by a lot of seniors. Government (is offered this semester, so we can put seniors in those classes).
 - 7. Vigil - One section of English 9/10, one English 11/12, one financial lit, we don't have social studies or science in the line up.
 - 8. Villanueva - US history has a lot of failures from the first semester.
 - 9. Dismore- are we just talking about the students that failed this exact class this last semester? Or are we looking at previous semesters?
 - a. Dutro - no just this semester
 - 10. Sanchez - looking at 9th grade data, those that failed upper class are about 216 out of the 1300; makes the freshmen and sophomores equal. Both those graduating classes are in crisis. The juniors have half as many failures as that and the seniors have half as many as the juniors. I think we need to focus on those 2 grades, however we will have to give the seniors the class they need to take, somehow, in order to graduate.
 - 11. Painter- Just want to make sure that we offer at least one special ed english and one special ed math with a special ed teacher
 - 12. Dutro - standards different at each grade level; can't teach 1 Math class and call it special education. Also, US History--Mr. Kraw, what SS do you specifically want to teach? If we have English 9/10 and English 11/12, Algebra I, Financial Literacy, Chemistry and US History, that covers us offering a class for all grade levels
 - a. Kraw - will teach whatever class is in need
 - b. Villanueva - would it be more pertinent to create a contract with our special ed students, based on numbers, to make sure they can make up credit with their teachers.

- c. Painter - that sounds great- as long as there is an ability to make sure they can complete credit recovery.
13. Anderson- For seniors alone, 52 students failed Financial Lit, 10 students failed Trig, 53 students failed English 12 and 6 failed Film Crit
14. Dutro -Can someone cross reference the number of math and english credit recovery to the no show list?
15. Vigil - Yes, we need to do this - attendance is a huge part of the issue. Also wondering- could we figure out how many special education students need to recover one of these general ed classes because we don't have all the fte in the world - so we need to figure out how to serve all.
16. Toniolli- Are we moving away from recommendations? These failure lists are just kids that have failed, not kids that have been recommended necessarily. What are the classes with the highest need?
17. Dutro - English has a high need, Science as well - these are the two that were most responsive, and then social students. We don't have teachers willing to do bio, but do for chemistry.
18. Vigil - Math teachers didn't turn it in
19. Sanchez - am concerned that teachers didn't turn in Math students since that's the highest subject failing on the list
20. Whittet - Per an email sent by Math dept, they are going to work with their students to get the competencies met during semester 2 so they can change the grade for semester 1.
21. Villanueva - Where are we in identifying the classes?
22. Gillespie - English 9/10, English 11/12, Financial Literacy, Chemistry, and US history seem to be the recurring theme in the notes.
23. Dinsmore - We have to remember that we can't help everyone, there are other make up opportunities, as amazing as this opportunity is.
24. Villanueva - Counselors please remind us of what else is out there for credit recovery opportunities so this is most effective for what constraints and parameters we have.
25. Anderson - We also have summer school and ecad sessions - some have fees, but not all. None of these offer special education courses.
26. Diaz-Bole - Right now we are looking at senior transcripts and contacting parents and students and putting them in Ecad so they can start tomorrow. No bad feedback from parents; am communicating with them so they know how serious we are. Right now we are doing this with Financial Literacy.
27. Villanueva - Given all of the things we have considered today, is there a way we can cross reference and widdle down the courses we can offer?
28. Dutro - Chat box chatter:
 - a. Kraw - could offer various History courses, through individualized instruction with one google meet.
29. Dutro - we would design courses off of the recommendation list, but we don't have enough feedback and data off the recommendation list. The more courses that we can offer that would cover multiple content areas as possible the better. Like Kraw with history, then English 9/10 and English 11/12. Could we do a chemistry/math hybrid?
30. Llanes - Physics is very Geometry heavy and Chemistry is more Algebra I heavy; there's an issue with the endorsement. Not every Science teacher has a Math endorsement.
31. Sanchez - We only have one math teacher that has both science and math endorsements - but they did not volunteer to teach this

32. Harrison - We want to make sure that this is highly successful, that we really select well; any of us, including Stephen, can teach any of the courses. He can do the hybrid class if he is willing, which he seems to be.
33. Vigil - Loves the creative thinking on this. If SIS runs reports, is it going to red flag us.
34. Sanchez - Generally, it's a union issue--teacher can only have a certain number of preps; this is out of the school day so it may make it different?! Not certain because it is an out of the school day kind of thing. We will not be able to have a combo Math/Science unless we have a teacher to teach both. I would think we would want to have smaller number classes for this.
35. Vigil - Concerned more about how the class names/justifications - like will we get flagged for someone teaching us and world history at the same time.
36. Sanchez - I would think that's too many; but some Spec Ed teachers are doing this. They may have 3-4 students but are teaching everything to them. I would shy away from that situation. I know we want to honor the recommendations made by teachers but the data clearly shows we need somebody to teach Math and ELA. ELA 9/10 maybe, but not 4 levels in 1 class. Don't know what the quality of ed would be.
37. Dutro - The union stance is if a teacher volunteers to waive contractual rights, and wants to take on additional courses, they can. Admin cannot force a teacher to do this. As for integrated courses - at Cibola she took courses integrated with other courses to accelerate learners to take more advanced classes (this is when she was in high school). What if we were to come up with a draft schedule and finalize it next time we meet where we create our dream schedule then maybe Vigil could take it to district and see what they see. Then we create a plan B schedule of what we will do instead.
38. Harrison- Want to get a sense of the overall goal here; quite a few students who failed with 47-48%. Are they starting from scratch 0% or are they working to enhance the grade they received?
 - a. Dutro-Starting from scratch
39. Triangulating what we know:
 - a. **Schedule A Draft:** English 9/10, English 11/12, Integrated Social Studies, Sped Math or ELA, Chemistry or Algebra
 - i. Sanchez - Financial Lit should be in here.
 - ii. Vigil - agreed - based on the data, though Math did not submit the form, seniors would benefit from this.
 - iii. Villanueva - Are there other alternatives for those students because we are trying to catch the widest net possible? We had talked about contracts as well. Specific SPED classes, no crossover can occur; is this going to reach a wide range of students?
 - iv. Vigil - yes and we have special education students within reg core classes as well.
 - v. Villanueva - is this the greatest use of resources if we are giving specialized special ed classes? How can we best address needs of students
 - vi. Painter - We want to be make sure we are giving the message that certain students don't matter

- vii. Villanueva - we included the check on the list on the Google Form, to ensure they are given preference in general ed recovery, not to create special ed courses, this was more dependent on numbers we had in the data.
- viii. Vigil - we aren't looking to single out anyone here, we want to make sure everyone is given opportunities. And we will have special ed students that will need to recover courses we are offering. We do have to try to utilize our resources to maximize the number of students needing the recovery no matter if they are reg ed or gen ed. We want to provide opportunities for all of our students.
- ix. Dutro - since these are gen ed courses we are offering, we could prioritize those students for those courses vs. those who aren't special ed.
- x. Keller- what about teachers like Jacob Chavez who is dual certified? Could he teach an inclusion class.
- xi. Vigil - interesting idea
- xii. Hughart - If SPED students do sign up for the class, could we really modify and differentiate those competencies for them to meet. Look at giving students this choice to make up the class.
- xiii. Vigil - correct me if I am wrong -when we assign special ed students to a general ed course, then SIS will contact Jason and make sure they are scheduled appropriately?
- xiv. Sanchez - It pops out students who are ELL, but I've never seen where a special education student is scheduled incorrectly, it pops out.
- xv. Villaneuva - we also need to be clear that IEP's need to be met. Do we have a complete alternative schedule B? Do we need a financial lit?
- xvi. Anderson - e cad is not capping class sizes, they should have the space. E cad success rate is not high. They also have the space for English 12.
- xvii. Sanchez - this would provide students with more chance of being successful. Students who aren't successful in Algebra I or lower level Math classes tend to not be successful in higher levels and our failure rates for Algebra 1 are high.
- xviii. Vigil - If we offered 1 of the ELA classes or possibly both, there's where we are providing SPED opportunities as well. Good faith in thinking of our entire student population so that SPED feels that they are included
- xix. Painter - Conversation regarding Least Restrictive Environment
- xx. Villanueva - do we have a data point for how many special ed students need recovery?
 - 1. Dutro - 12 students labeled as special ed according to the spread sheet, but we don't know their level. For example, Mr. Wycoff (who is a general ed teacher) but has SPED students in his class.
 - 2. Villanueva- 6 SPED students on the list per data provided

3. Sanchez - all of these classes will have special ed students, it will just depend on their IEP and pathway
 4. Villanueva - this is the data we need to give them priority in enrollment in courses
- xxi. **Dream Schedule B:** Sped ELA, Algebra 1, Financial Lit, English Inclusion 11/12, English 9/10
1. Sanchez - can't have inclusion unless you have SPED and Regular ed in one class; we don't have that option
 2. Dutro - Chavez is endorsed with this inclusion (Reg/sped combined)
 3. Kraw - US has highest need then WH
 4. Dutro - Point out the # of freshmen who failed English; not many options for sophomores on schedule B
 5. Vigil - How many students can we service in ELA class?
 - a. Sanchez - 15 students
 6. Villanueva - this is where we need to look at data. What would be most beneficial (for the most students)?
 7. Hughart - the heart of this is customization and working individually with students. A lot of students would be bogged down by another class period. We have to look at what will help them pass.
 8. Villanueva - this will have to be solidified on Wednesday. This credit recovery program to roll out by January 19th

Next Meeting is Wednesday, January 13th @ 2:45pm

If you have any questions or concerns about issues brought up in today's IC please make sure you contact your department representative and/or email Derek & Teddi directly.

Meeting ended at: 4:29pm