

From Meeting of the Budget Sub-Committee (Committee of the Whole)
Budget Workshop
Thursday, March 22, 2018

CRLS Attles Room

Called for the purpose of a Budget Workshop for review and discussion of the proposed FY2019 School Department Budget. There will be a presentation on the 7th Grade Enhanced Mathematics Initiative during this Workshop.

Members Present: Ms. Bowman, (ABSENT) Emily Dexter, Mr. Fantini, Co-Chairs; Ms. Kelly, Mr. Kimbrough, Ms. Nolan and Mayor McGovern

Also Present: Dr. Salim, Superintendent; Dr. Turk, Deputy Superintendent; Ms. MacDonald, Assistant Superintendent for Elementary Education; Dr. Likis, Chief Planning Officer; Ms. Spinner, Chief Financial Officer; Mr. Maloney, Chief Operating Officer; Ms. Allen, Executive Director of Human Resources; Ms. Spera, Interim OSS Director; Ms. Liss, Education Liaison to the Mayor

Mr. Fantini in the Chair.

A quorum of the Sub-Committee (Committee of the Whole) being present, Mr. Fantini called the meeting to order at 6:00 p.m. After reading the call of the meeting, the Chair turned the meeting over to Dr. Salim. The Superintendent explained that he intends to examine the multi layers of the math programs, he introduced Dr. Anda Adams, Assistant Superintendent of Curriculum and Instruction; Ms. Julie Ward, Math Coordinator; Ms. Julie Craven, RAUC Head of School; Daniel Coplon-Newfield, VLU Head of School; Manuel Fernandez, CSUS Head of School; Mirko Chardin, PAUS Head of School and Sarah B. Marrero, Amigos Head of School (ABSENT)

Dr. Adams gave a presentation overview, explaining that they have been working with Dr. Turk and the school heads; she is prepared to report to the School Committee Members, building on the conversations from the Roundtable back in November. She began speaking on that Roundtable, and what went into the presentation.

Ms. Ward acknowledged that she is thankful of the support she gets from the school heads and the administration because their support helps her do her job. Dr. Adams included that they have been transparent about sharing the entire process.

Background – what we know

- **Change to a more balanced approach to math** – conceptual development + procedural fluency + application, including more Algebra in middle school
- **Sort students** into on-grade-level and accelerated math pathways after 6th grade
- **Disproportional representation** of students of color, students with disabilities, English language learners, and students identified as economically disadvantaged in accelerated math pathway
- **Impact on student self-perception & mathematical ability** of tracked classes
- **Performance below state/comparison district averages on MCAS** for African-American/Black students, students with disabilities, English Language learners, and students identified as economically disadvantaged.

Background – where we have been

Ongoing research and outreach to experts and other districts, informed by engagement with various stakeholder groups:

- Standing component of **6-12 Administrators** working meetings since last spring
- Focused work with **coaches & educators** through regular professional learning

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- **School Committee Roundtable** in November 2017
- **Educators Forum** in January 2018
- **Superintendent’s Cabinet** analysis of current data & program in January 2018
- **School Committee** Budget Proposal & Budget Workshop in March 2018

Enhanced Upper School Math & Our District Plan

Equity & Access

Whole Child as an Individual

Implementation & Progress Monitoring

Dr. Adams stated that they don’t have all of the answers because they have not gone through all of the data yet. They want to tweak this program along the way as the needs come up. This is the way a learning organization gets better.

ENHANCED Upper School Math: Multi-Pronged Approach

Curriculum	Assessment
Instruction	Professional Learning

Enhanced Upper School Math: Multi-Pronged Approach

Curriculum	Assessment
IN ALL US MATH CLASSES: Standards-aligned, top-rated resource Updated curriculum scope & sequence Consistency across schools	
Instruction	Professional Learning
Curriculum	Assessment
Instruction	Professional Learning

7th grade students in heterogeneous classes
Strengthened Tier 1 + support & extension scheduled into every week
+Math educators for flexible small group
Online math program to supplement

Ms. Ward added that the new resources have high ceiling low floor tasks that are rich in a fluency mindset to highlight integrating certain resources in the classrooms.

Dr. Adams explained that they are proposing 7th grade math with a strengthened Tier 1 + support & extension scheduled into every week. There will be more heterogeneous classes. The biggest change here is that they will be able to continually move up when they are ready on a regular basis. This age group is rather difficult, they are a “dynamic” bunch at this age and they need to be met where they are.

They intend to try out an online math program. This is not the major style of learning; it is a supportive way of meeting the kids where they are to prepare them for the major learning styles to come. Ms. Ward stated that these assessments are meant to be individualized.

Assessment

Professional Learning

Ms. Ward spoke about the challenges that they face, for example, what works in one school, does not work in all schools. They have to restructure their tools for the next step to support each child individually in each different school culture. Their dialogue has increased and they have been able to tailor their errors for the next support mechanism.

Curriculum

In all US Math Classes:

Standards-aligned, Top rated resource, Updated curriculum maps

Instruction

Assessment - Math coaches and educators developed common interim assessments put specific supports in place (re-teaching, tutoring, vacation/weekend math instruction) Building capacity in error analysis.

Ms. Kelly asked what is scope and sequence? Ms. Ward explained that the curriculum frameworks holds our students to certain expectations by grade level; scope and sequence maps out those standards in a sequential way.

7th Grade Enhanced Mathematics Means:

- ✓ New curriculum resources, aligned to standards
- ✓ Summer and yearlong support to educators in curriculum & ambitious instruction
- ✓ Common assessments to identify student knowledge and needs and flexible groups
- ✓ Exposure to 8th grade standards for all students and deeper dive for students who demonstrate mastery of 7th grade content
- ✓ Pathway for students to study Algebra standards in 8th grade

Anticipated timeline – with room for learning and adjustment

2017-2018	2018-2019	2019-2020	2020-2021
Focus on Ambitious Instruction for all Students	Maintain heterogeneous classes in 6 th grade	Maintain heterogeneous classes in 6 th & 7 th grade	Maintain heterogeneous classes in 6 th , 7 th & 8 th grade
Introduction of Standards-aligned Curricular resources For all grade levels	Add 7 th grade in heterogeneous classes	Add 8 th grade in heterogeneous classes with support/extension	Options at high school enable multiple pathways to high-level math

The presentation ended and there was a discussion which included the following issues, concerns and questions.

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Ms. Nolan asked if we are continuing with Math in Focus?

Ms. Ward answered yes it will still be used and they will continue to include more resources. She has always supported level classes; she will continue to support the Algebra project. Ms. Nolan's first question involved grade staffing, it seems to be the same for grade 7 and grade 8. Ms. Nolan spoke about some examples of what is going on in the middle schools; she is still concerned about the low math ranges across the schools. CPS went to the model of AMP, how is that working to date?

Dr. Adams answered that we cannot compare this to anything else. We can only see a group of students. They are trying to build a program and make changes by looking at the prior grade. The staffing sticks out because of the budget request, they are trying to tackle it from all sides. They are examining what kids have learned and where we need to do a re-teach across three grade levels.

Dr. Salim pointed out the differences between other schools and PAUS; explaining PAUS gets the most services within the budget because at this time they have the most need. Amigos needs are less and therefore there will only be the minimum concentrated there. There is only one 7th grade math teacher at each school.

Dr. Turk, expanded on thinking across schools, she wants us to think about how we have implemented what we have across the district. Five or six years ago there were many changes happening simultaneously. The state was bringing out a new curriculum and they also had the beginning of a curriculum review cycle at the same time. The administration wants students and faculty to benefit, and have come to realize that we cannot do everything all at once. Figure out what is manageable and reasonable to change. We do have fantastic teachers but we need a plan that rolls out over time, not all at once.

Ms. Craven appreciates the differentiated budget. Overall, her students don't present any particular challenges. She is excited about adding an upper school math coach. There are many ways teachers and students use technology now, so everything is shared between teachers and instructional coaches. They used to move between schools, now they collaborate through technology allowing collaboration to increase. Putting another body in the classroom with nothing else changing does not help, but putting someone in the classroom that can provide intervention helps.

Ms. Nolan stated that the school to school variation of learning is huge. She wants to learn from it and consequently improve it. She emphasized very strongly that CPS needs to be successfully completing algebra 1 in 8th grade. Freshmen at CRLS from schools outside the district, come in knowing algebra 1. CPS students do not. This needs to change. She is not opposed to flexible grouping, but does not see it actually working. It sounds like we are facing a big challenge.

Ms. Ward responded by reflecting on the statistics of the socio economic status of under-performing in all schools. She looks at the aggregated and disaggregated data and concludes that students come to the upper schools from different spaces and different levels; which creates a challenge of individualizing everything for all students.

Dr. Salim highlighted flexible grouping is not a new concept, teachers have started to recognize new models as a means to improve flexible grouping.

Mr. Fernandez, CSUS, informed the assembly that PAUS and CSUS are both being engaged with the Algebra project in their flag races after school program. They are recruiting former PAUS and CSUS students of color of that are current juniors and seniors at CRLS, are successful and going on to college, (some on full scholarships) to work with 6-8th graders to improve self esteem. The 6th grade math experiment didn't get the professional support they that they now understand was needed. They don't have all of the answers, but they are doing things differently and collaborating in order to learn what works and what does not work.

Mr. Chardin, PAUS, echoed the comments of his colleagues. The leadership has the courage to deal with equity and social justice issues, which is not new anywhere in the country. Dedicated teachers are working after hours for no pay to learn first hand what practices will work. They want the teachers to learn numbers talk so students will learn too. Our students cannot come to class defeated; they need to know or at least think they can do it. It is time to address the elephant that lives in the room that has been ignored for too long.

Mr. Coplon-Newfield agrees with all of his colleagues and built on Dr. Salims' question about collaboration. This process of getting educator feedback is important. He is excited that there is a vibrant math team at his school, even though there is only one 7th grade math teacher in each school. They need to ensure that they approach this work from an equity lens. Co-teaching does not look like putting two teachers in a classroom.

Ms. Kelly stated this is a very different conversation than the conversation at the November Roundtable. They looked at the deficits back in November, at this meeting she is hearing a lot of excitement and looking forward to doing it differently instead of focusing on what is wrong. Bringing in the Algebra Project in the afternoons is an important change to the process. She is excited about the support to identify the students that can stretch more.

Mayor McGovern thanked the upper school heads and the administration for the presentation. He has been visiting the upper schools and has seen a lot of positive things. He wants to keep heterogeneous classes; it is a social justice issue. CPS got rid of the heterogeneous classes and segregated the students that were struggling. He loved being in diverse classes and is sorry it does not happen as much anymore. Do not tell a 12 year old kid you don't believe in him/her. Cambridge does not represent that.

Emily stated that she did not know this was coming. Although they may have been transparent about it, it is not what she expected. She would have appreciated some updates along the way and wishes the teachers were at this meeting also. Emily did not expect to spend this much time on math alone, she thought the entire budget, including class sizes, would have been discussed. She would have preferred a representative from the educators that do not support this to be at this meeting.

Mr. Fantini stated that he would like to discuss the 2019 budget also tonight.

Dr. Salim explained there is timeline, the planning will continue; the educators will be a part of it.

Dr. Adams stated they have been collaborating to figure out what works best for all schools. She will let the upper schools heads speak on how they feel about it.

Mr. Coplon-Newfield spoke on scheduling, they begin building schedules in March – the schools are all different. They have to figure out how to share a staff member. They are looking at that, and are considering using a guidance counselor to fill the schedule. He agrees that there is some tension about the process and the outcome. The goal is to build schedules well, with realistic moving parts, before the beginning of the summer; then we know how to fill the schedule with educators.

Ms. Julie Craven spoke on priorities, from her school, the teachers all want intervention blocks for all kids. Her staff all signed the letter and they are all applauding the heterogeneous approach.

Emily is all on board with the direction. She wants to know if there are going to be 25 kids in a classroom.

Mr. Fernandez explained they have classes of 25 kids with 2 to 3 educators at all times. He pointed out that there are general educators, interventionists, math coach interventionists and paraprofessionals; no student does technology independently, unless they do it at home. Some will go home and go online, some don't have the access. Some need to be in the wind block because they need support beyond

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heterogeneous learning. There should be intervention for scholars that are not on ed plans but do need support.

Mr. Kimbrough asked for an example of what our curriculum looks like. He would like a real world example of what our kids today leave the classroom and go into the world with.

Ms. Ward stated the curriculum is built on looking at patterns in sporting events and otherwise in the real world. She can provide the data at another time; she cannot do it justice right now. It is rich in applications. Number talks is big with students and educators.

Mr. Kimbrough's second question was to define what content mastery looks like.

Ms. Ward stated it is the actual standard language. They use tools. What does mastery look like if our students cannot demonstrate it? The students have to be able to demonstrate what it looks like. Promotion – they want to see where the errors are and then address it in a precise manner so they can move up into the next grade.

Mr. Fantini stated that math is a gatekeeper to success and life. He thanked Ms. Nolan for her research on how she framed her questions. He spoke about James Coleman on low expectations, stating it is easy to have them. We are going to change that. He is excited about the work we are all doing.

The Chair excused the upper heads at 7:40 p.m. and turned the assembly's attention to the Budget Sub-Committee (the Committee of the Whole) 2019 Budget.

Ms. Nolan stated that she is interested in the numbers and thinking on the computer science enrollment and an allocation of socio/emotional learning.

Dr. Salim spoke on the social worker and the case load analysis and looking at the adjustment counselor case load that have been built into prep plans.

Mayor McGovern stated that we have heard a lot of what has been left out of the budget, we should explain why and how we intend to resolve it. Needs were explained at the Baldwin school regarding large class sizes. The assembly has learned that there will be 24 students in each class, and learned that at all times there will be three adults in each class at all times, which helps him feel better about class size.

Dr. Salim informed the assembly that generally speaking, the administration has insight into the schools that the School Committee does not have and the insight contributes to their analysis.

Mayor McGovern stated that the Members are still the ones the public goes to and asks why things are not being done. It is because the Members don't have that insight that transparency will be best for all.

Mr. Fantini stated that we have a balanced budget at this point, so don't expect much change.

Emily, following up on social workers, stated this is about supporting multiple tiers of support. When Ms. Cohen came, this was her idea, based on the model from Boston College City Connects. She was hoping that would be rolled out to all of the schools in the district. Emily stated that providing \$30,000.00 training for teachers is money that could be better spent on SEL coaches. She wants to know what happened to expanding Kodaly? CRLS course availability is getting smaller and smaller, there are going to be 60 extra freshmen next year, will level up still work? Where is the additional English teacher? PAUS came up a lot this year, are they getting more resources or are they being taken away? She is very concerned about class size in grades 1 and 2.

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Mr. Fantini stated four schools do not have a Kodaly music teacher and he would like to see the program extended. Please consider a Saturday World Language program. It is a low budget item, and since we are not going to proceed with World Language, we should do this.

Ms. Nolan stated we are still going forward with World Language; it is still in the two schools as pilots and being expanded in two more grades, just not to more schools.

Emily stated that we all have different visions and different perspectives. We have collective skills, we were elected to advocate for the schools.

Mr. McGovern motioned, seconded by Ms. Dexter to adjourn at 7:55 p.m.

Dosha Beard
Executive Secretary to the School Committee

Distributed Back-up Documents (copy on file in the School Committee office):

Enhancing Upper School Math Program March 22, 2018 PowerPoint presentation

Email Communications received (copy on file in the School Committee office):

Sachiko Tanaka Rodes
Jode Luis Rojas
Jamie Lichtenstein
Patricia Nola