

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, May 4, 2021

VIA VIDEO CONFERENCE

Google Meet

Duluth, MN 55802

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Teaching, Learning and Equity

1) Action Items - Consent Agenda

a. Presentation Items Requiring Approval - None

b. Resolutions - None

c. Other Action Items - None

2) Informational Items

a. Presentations

(1) Curriculum Department Update: "Math Looking Forward" 2

K-12 Math Specialist Patti Bambenek

Brief update on current work being done with secondary math teachers around the recommendations coming from current research.

(2) SRO Update: Recommended Approach for the Public 13

Engagement, Design, and Decision Making Process

Assistant Superintendent Anthony Bonds

Brief update and recommendation for next steps in the public engagement, design, and decision-making process for future School Resource Officer programming and services.

B. Other

1) Monthly Standing Committee and School Board Meeting Schedule 18

C. Future Items

4. ADJOURN

Secondary Mathematics - Looking Forward

Duluth Background

- 8th grade must select Intermediate Algebra to reach Calculus in 12th grade
- Historically, approximately 50% of OEMS 8th graders that took Intermediate Algebra did NOT enroll in Calculus
- Students of color disproportionately represented in lowest tracks; ie. special education math class or Trans Math
- With the exception of Asian students - no students of color were in Calculus a decade ago



Background

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Past 30 years - national high school mathematics outcomes have remained flat while increases have been noted in 4th and 8th grade (NAEP) scores*


2018 - NCTM released ***Catalyzing Change in High School Mathematics: Initiating Critical Conversations***

2019-20 - Twelve 8th grade and high school teachers attended a News & Views book study, all secondary sites were represented.

* <https://my.nctm.org/blogs/my-nctm/2018/03/21/catalyzing-change-in-high-school-mathematics>




Catalyzing Change - 4 Recommendations to Address Inequities

- explicitly **broadening the purposes for teaching high school mathematics** beyond a focus on college and career readiness;
 - **dismantling structural obstacles** that stand in the way of mathematics working for each and every student;
 - **implementing equitable instructional practices**
 - **identifying Essential Concepts** that all high school students should learn and understand at a deep level and **organizing** the high school **curriculum** around these Essential Concepts in order **to support students' future personal and professional goals.**
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Why Change?

*Catalyzing Change addresses the fact that significant numbers of high school students develop **unproductive mathematical identities** and see little value in mathematics, while the **need** for mathematical skills is increasing to meet the **workplace**, **postsecondary education requirements**, and to ensure active **participation in our democratic society**.*



Dismantling Structural Obstacles - Tracking

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Delay acceleration until junior year.

Examples

[San Francisco Unified School District](#) - failure of first HS course 51% to 8%

DPS Book Study - compact Intermediate Algebra 2 and Pre-Calc to take Calculus Senior Year



Teach Essential Concepts

Colorado's Use of the Essential Concepts



Closer to Home - MN Example SPPS

Essential Concepts For All Students

Year 1: Intermediate Algebra with Inquiry & Justification

Year 2: Algebra 2 with Reasoning & Proofs

Core Year 3-4

Statistics & Data Analysis Pathway

CTE Pathway

STEM-Prep Pathway


Optional Year 3-4

Coding/CSci Pathway

Finance and Investing

Looking Forward

NCTM Makes Key Recommendations in Catalyzing Change:

1. Eliminate student and teacher tracking
 2. Teach all Essential Concepts in mathematics
 3. Provide engaging and empowering mathematics instruction for every student
 4. Offer high school students continuous and meaningful four-year mathematics instruction
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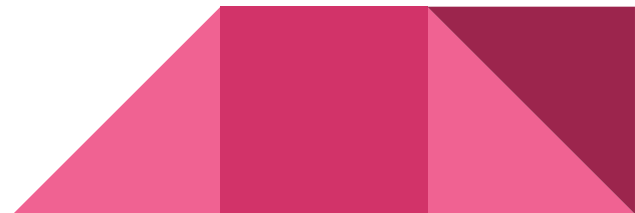
Catalyzing Change

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No time like the present to begin the conversation to improve mathematics outcomes for all students.

[Catalyzing Change in School Mathematics Key Recommendations](#) pre-k-12

Questions?



Catalyzing Change in School Mathematics Key Recommendations

	Early Childhood and Elementary	Middle School	High School
Broaden the Purposes of Learning Mathematics	Each and every child should develop deep mathematical understanding as confident and capable learners; understand and critique the world through mathematics; and experience the wonder, joy, and beauty of mathematics.	Each and every student should develop deep mathematical understanding, understand and critique the world through mathematics, and experience the wonder, joy, and beauty of mathematics, which all contribute to a positive mathematical identity.	Each and every student should learn the Essential Concepts in order to expand professional opportunities, understand and critique the world, and experience the wonder, joy, and beauty of mathematics.
Create Equitable Structures in Mathematics	Early childhood and elementary mathematics should dismantle inequitable structures, including ability grouping and tracking, and challenge spaces of marginality and privilege.	Middle school mathematics should dismantle inequitable structures, including tracking teachers as well as the practice of ability grouping and tracking students into qualitatively different courses.	High school mathematics should discontinue the practice of tracking teachers as well as the practice of tracking students into qualitatively different or dead-end course pathways.
Implement Equitable Mathematics Instruction	Mathematics instruction should be consistent with research-informed and equitable teaching practices that nurture children’s positive mathematical identities and strong sense of agency.	Mathematics instruction should be consistent with research-informed and equitable teaching practices that foster students’ positive mathematical identities and strong sense of agency.	Classroom instruction should be consistent with research-informed and equitable teaching practices.
Develop Deep Mathematical Understanding	Early childhood settings and elementary schools should build a strong foundation of deep mathematical understanding, emphasize reasoning and sense-making, and ensure the highest-quality mathematics education for each and every child.	Middle schools should offer a common shared pathway grounded in the use of mathematical practices and processes to coherently develop deep mathematical understanding, ensuring the highest-quality mathematics education for each and every student.	High schools should offer continuous four-year mathematics pathways with all students studying mathematics each year, including two to three years of mathematics in a common shared pathway focusing on the Essential Concepts, to ensure the highest-quality mathematics education for all students.



National Council of Teachers of Mathematics. (2020). *Catalyzing Change in Early Childhood and Elementary Mathematics: Initiating Critical Conversations*. Reston, VA: NCTM.

National Council of Teachers of Mathematics. (2020). *Catalyzing Change in Middle School Mathematics: Initiating Critical Conversations*. Reston, VA: NCTM.

National Council of Teachers of Mathematics. (2018). *Catalyzing Change in High School Mathematics: Initiating Critical Conversations*. Reston, VA: NCTM.

SRO Update: Recommended Approach for the Public Engagement, Design, and Decision Making Process

Monthly Committee of the Whole Meeting
May 4, 2021

Board Resolution

...NOW, THEREFORE, BE IT ALSO BE RESOLVED that the School Board directs District administration to launch dialog sessions with high school student groups to discuss issues of equity, race, and power, including a focus on the role of the School Resource Officers.

NOW, THEREFORE, BE IT ALSO BE RESOLVED that the School Board directs District administration to assess the impacted communities' experience of, and perspective on, the SRO program and seriously consider that input for possible structural or contractual changes if future contracts are pursued....

Request for Proposals

A request for proposal was developed. Based on this, the following organizations were contacted:

- Marnita's Table
- Millennium Learning Concepts
- Research in Action
- TeamWorks International
- Inspire to Change
- Rainbow Research

Marnita's Table Overview

[Sample Video of Marnita's Table IZI model](#): This video shows the impact and transparent process of Marnita's Table Intentional Social Interaction ("IZI") model. It was made for their partnership with Blue Cross Blue Shield of Minnesota during their Pledge to Listen. BCBS of MN wanted to authentically engage with marginalized community members across Minnesota to hear the unfiltered truth about their healthcare experience and what they believe should be changed or improved.

Next Steps

Establish Advisory Team

- Students Representatives
- District and Building Leadership
- Community Members and Families
- Staff

Additional information will be provided after the first team meeting

Monthly Standing Committee and School Board Meetings ~ 2021-2022 School Year

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MONTHLY COMMITTEE OF THE WHOLE Board Room - 4:30 PM (1st Tuesday unless noted)	POLICY COMMITTEE Board Room - 4:30 PM (1st Thursday unless noted)	HUMAN RESOURCES/FINANCE COMMITTEE Board Room - 4:30 PM (2nd Tuesday unless noted)	Board Meeting Agenda Setting Wednesdays	School Board Board Room - 6:30PM (3rd Tuesday unless noted)
July 6	July 8	July 13	July 14	July 20
August 3	August 5	August 10	August 11	August 17
September 7	September 9	September 14	September 15	September 21
October 5	October 7	October 12	October 13	October 19
November 3 <i>WEDNESDAY</i>	November 4	November 9	November 10	November 16
December 7	December 9 (2nd Thursday)	December 14	December 15	December 21 (Includes Truth in Taxation Hearing)
				January 3- 4:30PM Annual Organizational Mtg
January 4	January 6	January 11	January 12	January 18
February 1 ?? (caucus date/end @ 6?)	February 3	February 8	February 9	February 15
March 1	March 3	March 9 <i>WEDNESDAY</i>	March 10 <i>THURSDAY</i>	March 15
April 5	April 7	April 12	April 13	April 26 (4th Tuesday)
May 3	May 5	May 10	May 11	May 17
June 7	June 2 (1 wk early/graduations 8/9)	June 14	June 15	June 21