

**AVATAR Partnership Region: 16**

**Meeting/Session Documentation Form**

Form should be completed after each meeting and given to the Regional AVATAR Coordinator/Facilitator

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| **Meeting:** | Math Vertical Alignment Team | | | | |
| **Meeting Purpose:** | Review fall math college prep course information. | | | | |
| **Date:** | Fri., Feb. 6, 2015 | **Start Time:** | 1:00 pm | **End Time:** | 2:00 pm |
| **Meeting Coordinator/ Facilitator:** | Robin Adkins | **Location:** | | Region 16 ESC | |
| **Meeting Recorder:** | RA | **Meeting Timekeeper:** | | RA | |

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| **Time** | **Topic** | **Format** | **Discussion Leader** | **Desired Outcome** |
| 1:00 pm | 1. Introductions. | P | RA |  |
| 1:05 pm | 2. Review grant due dates & deliverables. Review R16 survey. | P/F | RA | Understand grant requirements & purposes of VAT. Gain perspective on CPC offerings in the region. |
| 1:20 pm | 3. Review fall math CPC offerings:  a. Student data  b. Implications for spring, including possible professional development  c. Unit tests | F/D/W | RA | Consider progress and implications for implementation. |
| 2:00 pm | 4. Adjourn. |  | RA |  |

**Agenda Format Key:** P = Presentation, F = Feedback, D = Decision-Making, W = Work Group, O = Other, with explanation

**AVATAR Meeting Minutes (See “Notes” page for more info)**

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| **Action Item (numbered items below correspond to agenda items above)** | | **Person Responsible** | **Due Date** |
| 3. Plan/schedule CPC overviews by AC & AISD staff for regional ISDs this spring. | | RA | Schedule to occure before ISDs complete master schedules for `15-16. |
| 3. Complete/submit survey using feedback from this meeting. | | RA | Feb. 15, 2015 |
| 3. Gay Lynn will send fourth unit test to Adkins to forward to regional ISDs. | | GL/RA | Feb. 27, 2015 |
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| |  | | --- | | ***Notes*** |   ***Discussions revolved around agenda items, the above action items, and the following notes.***  **--Robin Adkins reviewed the grant’s due dates & deliverables document and purposes of the VAT. Responses from survey of Region 16 ISDs having MOUs with AC & FPC were reviewed.**  **--Gay Lynn Bonjour said that AISD students were placed into math CPC based upon TSI score. Parents could opt-out. She noted that teachers and students love the course. A majority of students taking the CPC who took/passed TSI at semester chose to stay enrolled in the course.**  **--Reviewed first semester grades from each AISD HS campus provided by Gay Lynn. As in the ELA VAT meeting, the higher educ. partners commented that the A-F grade distributions were classic grade distributions for freshmen college students. Grades from the spring semester will be sent to AC. Gay Lynn noted that AISD math teachers from each campus meet often to discuss progress.**  **--Pam Lockwood commented that enrollment statuses of students in colleges can be tracked through the “Texas Clearinghouse.” She added that knowing the enrollment statuses of students who took CPCs would be important. Collin Witherspoon noted that students who take the CPC and enroll at AC can be followed for progress.**  **--Collin raised the question: What about a student who passes the math CPC, enrolls at AC in a program not requiring a math class, and then enrolls at WT: are they considered “TSI Complete” and able to enroll in an on-level course or would they be required to take the TSI or a dev. educ. course? Pam will discuss this question with Wade Shaffer, Provost/VP of Academic Affairs at WT.**  **--Adkins asked question from the survey that will be submitted by Feb. 15: “How does your partnership see College Preparatory Courses in relationship to other elements of HB5 such as endorsements, local Career and Technical Education (CTE) courses, and other aspects of college or career readiness?”**  **Responses: For Foundation Program students, CPC can count as fourth credit of math. Same with fine arts students. The CPC gives students options most appropriate to their Foundation plans, such as those in the Business & Industry strand. It also gets lower achieving students “ahead of the game” by not having to take developmental education classes in college. It was noted that even if a student takes the math CPC and isn’t successful, that student will be better prepared for the TSI and/or dev. educ. courses, possibly avoiding the lowest level of dev. educ., thus increasing the student’s chances of completing college.**  ***Meeting Participant List***   |  |  |  | | --- | --- | --- | | ***Name*** | ***Title*** | ***Organization/Institution*** | | *Gay Lynn Bonjour* | *Core Curriculum Specialist, Secondary Math* | *Amarillo ISD* | | *Collin Witherspoon* | *Instructor/Dept. Chair*  *Mathematics, Engineering & Physical Sciences* | *Amarillo College* | | *Pam Lockwood* | *Professor of Mathematics* | *West Texas A&M University* | | *Robin Adkins* | *P-16 Specialist/Team Facilitator* | *Region 16 ESC* | | | | |