



January 13, 2025

Senator Ruth Ward, Chair, Senate Education Committee
Representative Rick Ladd, Chair, House Education Funding Committee
NH State House
107 North Main Street
Concord, NH 03301

Dear Senator Ward and Representative Ladd,

The Community College System of New Hampshire (CCSNH) is pleased to submit the attached report, pursuant to NH RSA 193-I:1, Math Learning Communities Program in Public Secondary Schools:

193-I-2, IV The community college system of New Hampshire shall annually submit a report listing the New Hampshire high schools that are partners in the math learning communities program to the department of education, the house education committee and the senate education committee no later than October 1. The submitted report shall contain, but not be limited to, the total number of students participating in the advanced mathematical foundation and quantitative reasoning courses; the number of summer institute participants; a summary of student achievement and growth using data based upon the Next-Generation Accuplacer (QAS) exam and the SAT math examination; and any other information as determined by the community college system of New Hampshire.

The Math Learning Communities program is established in RSA 193-I:1 as a “supplemental, 2-tier high school math program to be known as math learning communities, in order to meet the needs of any student who requires a better understanding of requisite math knowledge and skills and who has previously completed algebra I, but who lacks a strong foundation in mathematics to successfully transition from high school to college and career. Math learning communities shall be made available statewide to all public secondary schools. Students who would like to pursue a STEM career or postsecondary education program pathway but who are not ready to engage in mathematical reasoning and the application of math required in algebra II or other upper level math courses shall have access to this program of study and shall be encouraged to participate.”

The attached report was completed as the program was being re-launched following a period of suspension, therefore, it reflects activity as of the report date and is not inclusive of all of the elements in 193-I:2, IV. We expect the 2025 report to be more comprehensive as the program moves beyond these preliminary steps.

Thank you for your attention to this information. Representatives from CCSNH would be pleased to appear before the committee at your convenience, to discuss the program in greater detail.

Very truly yours,

Kristine Conmy

Kris Conmy
Director, CCSNH Math Learning Communities Program

Cc:
Commissioner Frank Edelblut
New Hampshire Department of Education



January 2025

NH High Schools + NH Community Colleges = NH Success

This is an update on the Math Learning Communities project that was funded in HB2 (2023) and re-launched in 2024. The update is authored by Kris Conmy, the Math Learning Communities Project Director.

Math Learning Communities Update

Since I was hired as the Math Learning Communities (MLC) Project Director in April, a lot of exciting activities have taken place towards rebooting the MLC. In this report I will include updates on the recruitment of, and work of, the project leadership team (PLT); the *Creating Connections* conference that we held in August; what the program will look like for AY25 and AY26; and the recruitment of schools to the program.

Project Leadership Team (PLT)

While I joined CCSNH with experience in launching start-up businesses, teaching math at both the high school and college level, and higher education administration, my role is focused on directing the program - managing the recruitment and nurturing of partner schools, ensuring that the program curriculum is grounded in the latest research on student success in high school math and successful transition to their chosen post-secondary education, and creating opportunities for professional development and community connection among the teachers in our program.

The PLT is responsible for developing the curriculum for the MLC, delivering professional development and training for partner schools, and supporting partner schools once they begin offering the MLC courses. Recruitment of the PLT members took place throughout April and May of 2024, interviewing interested candidates from among the seven colleges' math department heads and high school teachers. In early June we held our first meeting of the PLT consisting of the following members:

- Kris Conmy, Community College System of NH (CCSNH) MLC Project Director
- Anne Wallace, Mathematics/STEM Specialist & PAEMST State Coordinator, Division of Learner Support, Bureau of Instructional Support, New Hampshire Department of Education

- Rich Andrusiak, River Valley Community College Professor, Mathematics and Department Chair, Mathematics & Computer Technology
- Bill Comerford, Wilton-Lyndeborough High School Math Teacher, Math and Science Department Head
- Kim Knighton, Profile School Mathematics Teacher
- Morgan Lamb, Manchester High School Math Teacher
- Pam Lamontagne, Manchester Community College Professor of Mathematics, Department Chair Mathematics and Physics
- John Mannarini, Great Bay Community College Faculty Lead, Department Chair, Mathematics and Engineering
- Julie Morin, Lakes Region Community College Professor, Mathematics
- Christine Morris, Nashua Community College Professor of Mathematics, Mathematics Program Coordinator

The initial work of the PLT began before the summer break with deciding on the general content of the two program courses. Since it has been several years since the MLC courses last ran, we decided to focus on what students need now rather than relaunching courses that were designed many years ago, between 2006 and 2016. Their work was informed by the current education landscape as well as entry requirements for our state universities. It was decided that the Tier 1 course, Algebra 2: Functions, Modeling, and Quantitative Reasoning, would include the Algebra 2 concepts required by UNH for general admission as well as other quantitative reasoning topics to prepare students for their post-secondary education and career. The Tier 2 course will be an introductory statistics course, Statistics 1: An Introduction to Statistical Reasoning, since that course prepares students to be critical consumers of information and data in our society and is also a required course for many majors today, giving students the opportunity to not only earn college credit while they're in high school, but also to take a course that might be required at their college.

Because of the amount of work involved in developing and implementing the curriculum for two new courses within one year, and because there are several similar programs that have been created for and are running in different states, we are contracting with Joleigh Honey, an expert in these college transition courses and in the area of equity in education. Once the PLT has defined the course outcomes, Joleigh will report back on options for using existing curricula that have already been deemed successful, advise the PLT through the selection process, and assist us with the training and implementation of the selected curricula.

In addition to working on the selection of the curricula for the program, the PLT will help to facilitate monthly Zoom Community Conversation sessions where teachers can discuss with each other challenges and successes they are experiencing with their students, and professional development sessions on instructional strategies that will be employed in the new courses,

continuing the work of our August 2024 conference, Math Learning Communities – Creating Connections.

August 2024 conference, Math Learning Communities – Creating Connections

Not wanting to wait until the program curricula was ready to launch before engaging with high school teachers around the state, we decided to host a conference for NH high school math teachers, curriculum directors, and administrators in August at NHTI. The conference offered three main sessions: a keynote speaker, Joleigh Honey; five breakout sessions of which participants could choose one; and a Community Conversations session where participants could engage with the PLT to ask questions about and offer suggestions on several key topics related to the development of the program's courses.

There were 48 attendees representing 30 different NH high schools, plus PLT members and speakers, totaling 60 conference attendees. High school attendees fell into the following role categories: 30 math teachers, 6 math coaches, 4 math department heads, 2 math curriculum directors, 2 district administrators, 1 assistant principal, 2 principal, and 1 superintendent.

The feedback from conference attendees, collected anecdotally at the conference and through a post-conference survey, was overwhelmingly positive. The most frequently offered comments were gratitude for a very informative experience overall, excitement over the chance to hear about innovative instructional strategies from a national expert in the keynote address, wishes that the conference could have been held over multiple days to allow for the opportunity to attend more than one breakout session, and the wish that such opportunities for development and conversations with their peers were more available to high school teachers. The one major critique, which is more related to the MLC program than the conference, was that they felt the challenges with math education being addressed through the MLC should be addressed much earlier than the junior year in high school.

What the MLC will look like in AY25 and AY26

For AY25, the focus of our work in the MLC will be on development of the curriculum for the Tier 1 and Tier 2 courses, recruitment of partner high schools, and offering both professional development and community building opportunities for the high school teachers at our partner schools. Since the process for approval of new or modified courses through district boards of education and college curriculum committees takes place the year before changes are implemented, it was not possible to launch this school year, AY25, 2025-2026.

In the Fall of 2025, we will launch the MLC courses at our first partner schools. Some schools will be able to offer both the Tier 1 and Tier 2 courses the first year, while others may need to phase in the Tier 1 course in AY26 and Tier 2 in AY27.

In addition to the preparatory professional development, we will offer during AY25 to our partner schools, we will also hold a Summer Institute in August 2025 which all partner teachers will be required to attend. This conference will provide general development in the areas of instructional strategies and training specific to the course content and delivery strategy. Attendance at this conference will be mandatory because the methods for instruction of the MLC courses will likely be very different from the traditional methods the teachers are employing today. Likewise, the scope and sequence of topics will break from tradition as well, yielding a more engaging class that should not only engage students more fully, but will also improve their success in these and future courses, across curricular areas. We expect to see success for students beyond these classes because included in the curriculum will be instruction and conversation around social and emotional learning to ground students in the learning process in a way they likely haven't been in the past.

Recruiting MLC partner schools

Concurrent with the work the PLT was doing to define the MLC courses, and while the legal department was reviewing the memorandum of understanding (MOU) that we will use to formalize partnerships, I began contacting all the high schools in the state to have initial conversations with them about the program. Since the MOU was approved in early September, our recruiting efforts have resulted so far in 12 partner schools for 2025-2026, 1 partner school to launch 2026-2027, 7 schools interested in the program but can't launch in 2025-2026 and aren't ready to commit to 2026-2027 right now, and 15 schools that are in ongoing discussions/consideration.

- 12 Confirmed partners for 2025-2026:
 - Inter-Lakes
 - Manchester Central
 - Manchester Memorial
 - Manchester West
 - Merrimack Valley
 - Moultonborough
 - Nashua North
 - Nashua South
 - Plymouth
 - Prospect Mountain
 - Spaulding

- Woodsville
- 1 Confirmed partners for 2026-2027, in addition to the partners above
 - Winnacunnet
- 7 Confirmed interest, can't launch in 2025-2026 but will consider for 2026-2027
 - Concord
 - Goffstown
 - Kennet
 - Pinkerton
 - Profile
 - Salem
 - Windham
- 15 Ongoing discussions
 - Belmont
 - Bud Carlson
 - Conant
 - Dover
 - Gorham
 - Groveton
 - Hollis-Brookline
 - Hudson
 - Keene
 - Kreiva Academy
 - Laconia
 - Lin-wood
 - Londonderry
 - Next Charter School
 - Spark Academy

In conclusion, a lot of work has been done towards the relaunch of the Math Learning Communities in NH. The establishment of a strong project leadership team has set us on the path for a successful launch of the program curriculum in the Fall of 2025. Early recruitment efforts through the summer and fall are paying off with several committed partner schools and even more in consideration. The research we have put into curricula in other states with similar programs will result in an opportunity for NH students to experience a break from traditional teaching methodologies that are failing to adequately prepare our students and to engage with instructional strategies using modeling techniques to explore, discover, and achieve success in the study of mathematics.

For more information on NH Math Learning Communities you can visit our website at <https://www.ccsnh.edu/math-learning-communities/>, join our Facebook group at [MLC Facebook site](#), or sign up to receive our monthly Community Correspondence newsletter at [MLC Contact List](#).

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