Presentation Overview

- Superintendent’s Charge, Objectives, and Outcomes
- Working Group Members
- Process and Timeline
- Parent Forums
- Communication
- Board Discussion
Superintendent’s Charge

To study and formulate recommendations:

• To ensure that our students are placed in the middle school course for which they are best prepared to succeed and in which they will be challenged to learn;
• That both respect and reflect the diversity of values held by our community concerning mathematics education and achieve consensus about math curriculum pathways and course placement guidelines in SUSD.
Community Math Study Group
Objectives

● Become informed by research-based, effective mathematics education practices

● Weigh the benefits of curriculum compacting vs. curriculum “skipping”

● Analyze data on SUSD student success indicators relative to math course placement from elementary to middle school to high school
Community Math Study Group
Objectives (cont.)

● Study math course placement best practices of similar school districts (Cupertino, Los Altos, Menlo Park, Palo Alto, Pleasanton, and private schools)

● Gain awareness of various family and cultural goals for mathematics education and consider possible ways to be responsive

● Given the above objectives, reach consensus on recommendations to the superintendent, who will subsequently advise the Board of Trustees of the study group’s outcomes
Math Study Group Outcomes

To agree on a set of recommendations to the Superintendent on the math pathways and the corollary assessments for all students.
Selection of CMSG Members

- Equal number of staff and parents. Nine SUSD staff members volunteered to serve on the CMSG. Therefore, 9 parents were selected. (One SHS math teacher was added to the group on Oct. 12.)
- Representatives from all four schools. Preference was given to those who had students at one elementary school, Redwood, and/or at Saratoga High School.
- Educational or experiential background in mathematics and/or mathematics education.
- “Blind selection” without regard to applicants’ names.
<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Community Members (from all 4 schools and SHS)</td>
<td>9</td>
</tr>
<tr>
<td>Saratoga High School Math Teacher (added on Oct. 12)</td>
<td>1</td>
</tr>
<tr>
<td>RMS Math teachers</td>
<td>3</td>
</tr>
<tr>
<td>RMS Special Education Teacher</td>
<td>1</td>
</tr>
<tr>
<td>SUSD Math Teacher on Special Assignment</td>
<td>1</td>
</tr>
<tr>
<td>RMS Guidance Counselor</td>
<td>1</td>
</tr>
<tr>
<td>Administrators (elementary principal, RMS Principal, Asst. Supt.)</td>
<td>3</td>
</tr>
</tbody>
</table>
CMSG Process & Timeline

September 11: Superintendent Memo to SUSD Community/ beginning of window to accept applications for Working Group (CMSG WG)
September 22: Close of window for applications for CMSG WG
September 27: CMSG WG members notified of selection

October 5: Background information about SUSD’s current math pathways; identification of information and data
October 12: Background info about SUSD’s current placement system (cont.)
October 19: Background info about SUSD’s current placement system (cont.)
October 23 & 25: Parent Input Forums
November 9: Parent Input Forums data; similar districts’ math pathways and placement systems
November 16: Board Meeting - update to Board of Trustees
November 30: CMSG Mtg: SUSD Placement Data
December 7: CMSG Mtg: Problem-Solving
January 11: CMSG Mtg: Problem-Solving
January 18: Board Study Session (Time TBD)
February 8: Board Meeting (informational presentation)
March 8: Board Meeting (board action)

March 14 (pm) & 15 (am): CMSG Report to the Community
CMSG Process

Completed thus far:

- Participants had an opportunity to meet one another and learn of each member’s interest in participating in the CMSG.
- Participants identified specific agreements for how they would interact with one another.
- Superintendent Nancy Johnson presented her charge to the CMSG.
- Outcomes and objectives for the CMSG were reviewed.
- Participants identified specific information they would like reviewed at future meetings in order to form recommendations about math pathways and placement.
- Staff presented background knowledge of SUSD’s math pathways, placement assessments and qualifying scores.
- Examine comparable districts’ math pathways and placement processes.
CMSG Process

What we plan to do:

● Examine private schools’ math pathways and placement processes
● Analyze student placement, pathways, and performance in Redwood Middle School and Saratoga High School
● Analyze data from parent forums, parent surveys, student surveys
● Share community input from the parent forums
● Begin the problem solving process
  ○ Arrive at a consensus set of recommendations
● Present recommendations to Board of Trustees at Study Session
● Integrate Board input and/or direction
● Present to Board of Trustees as Information Item
● Present to Board of Trustees as Action Item
CMSG Process Checks

“We fulfilled today's agenda.”

5 = Strongly Agree

1 = Strongly Disagree

Rating (1 = Disagree; 5 = Strongly Agree)
CMSG Process Checks

“We followed our Group Agreements.”

5 = Strongly Agree
1 = Strongly Disagree
CMSG Process Checks

“What worked well today?”

* Adjustments made in response to Process Check results

● Taking time to know one another and understand SUSD’s current pathways and placement process
● Discussing in small groups; sharing questions through post-its
● Using question cards and reserving questions to end of presentations*
● Completing agenda items more efficiently*
Parent Forums: Individual Input

- Total number of families represented: 86
- Percentage (of total current SUSD population): 7.10%
- Total number of current SUSD students represented: 129
- Total number of graduated SUSD students represented: 22
Parent Forums: Individual Input

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students Represented</th>
<th>Total Number of Students in Grade</th>
<th>Percentage of Students Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>5</td>
<td>134</td>
<td>3.73%</td>
</tr>
<tr>
<td>1st Grade</td>
<td>5</td>
<td>135</td>
<td>3.70%</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>9</td>
<td>129</td>
<td>6.98%</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>14</td>
<td>201</td>
<td>6.97%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>9</td>
<td>192</td>
<td>4.69%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>37</td>
<td>201</td>
<td>18.41%</td>
</tr>
</tbody>
</table>
## Parent Forums: Individual Input (cont.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Special Ed</th>
<th>Grade-Level Pathway</th>
<th>Compacted Pathway</th>
<th>Accelerated Pathway</th>
<th>Accelerated Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5/258</td>
<td>23/351</td>
<td>16/179</td>
<td>3/13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.94%</td>
<td>6.55%</td>
<td>8.94%</td>
<td>23.08%</td>
</tr>
<tr>
<td>6th</td>
<td>0/10</td>
<td>CCSS 6</td>
<td>CCSS 6/7A</td>
<td>CCSS 7B/8</td>
<td>Algebra 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/70</td>
<td>14/128</td>
<td>5/32</td>
<td>3/6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.43%</td>
<td>10.94%</td>
<td>15.63%</td>
<td>50%</td>
</tr>
<tr>
<td>7th</td>
<td>0/11</td>
<td>CCSS 7</td>
<td>CCSS 7B/8</td>
<td>Algebra 1</td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/88</td>
<td>4/114</td>
<td>5/63</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.14%</td>
<td>3.51%</td>
<td>7.94%</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>0/2</td>
<td>CCSS 8</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3/100</td>
<td>5/109</td>
<td>6/84</td>
<td>0/9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3%</td>
<td>4.59%</td>
<td>7.14%</td>
<td></td>
</tr>
</tbody>
</table>
Parent Forums

Individual Input Questions:

● What in your child’s math learning in SUSD school(s) has worked well (for example, effective teaching)?
● What in your child’s math learning in SUSD school(s) has not worked well?
● In addition to math learning during SUSD school hours and homework, what extracurricular math activities does your child regularly participate in?

Group Input Questions:

● As a group, what is one idea you want the Community Math Study Group to consider as they make their recommendation about math pathways and placement to the Superintendent?
● As a group, what is one idea you want the Community Math Study Group to consider as they make their recommendation about math pathways and placement to the Superintendent?
Community Input and Communication

Sources of Input:

● Community Math Study Group Members
● Parent Forums (October 23 and 25)
● Parent Surveys (November 8 - November 22)
● Student Surveys (in class in November)

Communication:

● CMSG Website
● District and School E-news
● Math Parent Forums (to be scheduled)
● Community Presentations (March 14 and 15)
Board Discussion