



Secondary Math Program Evaluation

2017-18

District Program Evaluation Committee

Math Committee members

Administrators : Cheryl Wozniak, Carol Cramer, Ryan Fletcher, Shannon Fierro, Adam Littlefield

Math Teachers: Lucas Denman, Karen Bloom, Kate Waldron, Doyle O'Regan, Diana Miller, John Hayden

Counselors: Amy Sharp, Chris Hartford, Ashley English

Goals and outcomes of the Committee

1- Evaluate the successes and challenges of the secondary math program--curricular materials, instructional practices, grading practices, and courses offered

2- Revise any policy/procedures based on identified questions/concerns from math teachers, counselors, administrators, parents, students

3- Make recommendations to School Board on changes to the math pathways, as needed

Processes and timeline for gathering input from parents & students

Timeline: September - January/February

Monthly committee meeting work

- Review quantitative data for various cohorts of students
 - Number of students in courses
 - CAASPP scores
 - Grades
- Review qualitative data
 - Survey data
 - Input from parent meetings and parent support groups (ALPS & PRAISE)
- Discuss potential changes based on review of data

Are our math courses and pathways meeting the needs of students?

Are students counseled appropriately?

Are accelerated students succeeding?

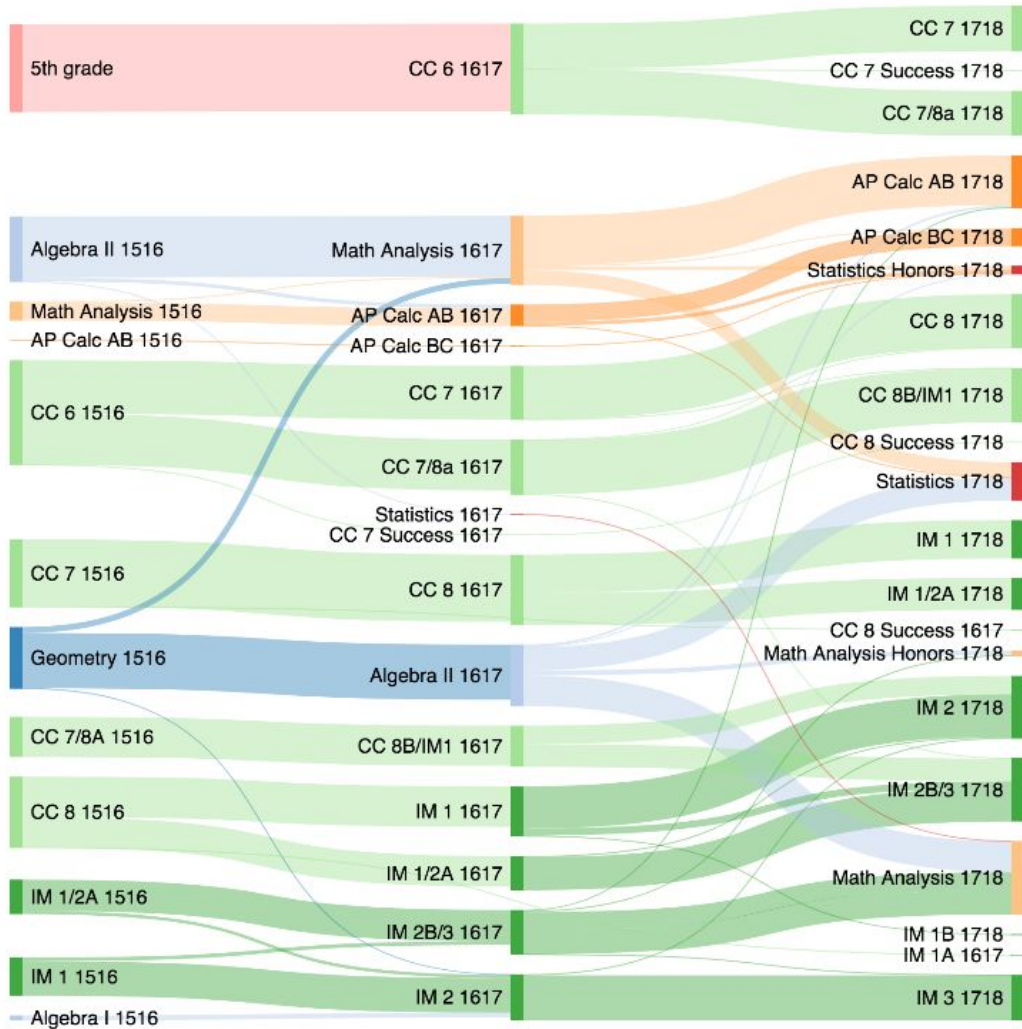
Where are the students?

| 1718 Course enrollment by grade | | | | | | | | |
|---------------------------------|------------|------------|------------|------------|------------|------------|------------|--------|
| | 6th | 7th | 8th | 9th | 10th | 11th | 12th | totals |
| cc 6 success | | | | | | | | 11 |
| cc 6 | | | | | | | | 186 |
| cc 7 success | | | | | | | | 12 |
| cc 7 | | | | | | | | 103 |
| cc 7/8a | | | | | | | | 87 |
| CC 8B/IM1 | | | | | | | | 111 |
| CC 8 Success | | | | | | | | 9 |
| CC 8 | | | | | | | | 139 |
| IM 1 | | | | | | | | 77 |
| IM 1B | | | | | | | | 7 |
| IM 1/2a | | | | | | | | 60 |
| IM 2 | | | | | | | | 129 |
| IM2B/3 | | | | | | | | 116 |
| IM 3 | | | | | | | | 86 |
| Math Analysis | | | | | | | | 114 |
| Math Analysis Honors | | | | | | | | 13 |
| Ap Calc AB | | | | | | | | 123 |
| AP Calc BC | | | | | | | | 36 |
| Statistics | | | | | | | | 73 |
| Statistics Honors | | | | | | | | 16 |
| totals | 205 | 208 | 246 | 223 | 195 | 224 | 207 | |

Where are the students?

| 1718 Course enrollment by grade | | | | | | | | |
|---------------------------------|------------|------------|------------|------------|------------|------------|------------|--------|
| | 6th | 7th | 8th | 9th | 10th | 11th | 12th | totals |
| cc 6 success | 11 | | | | | | | 11 |
| cc 6 | 186 | | | | | | | 186 |
| cc 7 success | | 12 | | | | | | 12 |
| cc 7 | | 103 | | | | | | 103 |
| cc 7/8a | 8 | 87 | | | | | | 95 |
| CC 8B/IM1 | | 6 | 97 | | | | | 103 |
| CC 8 Success | | | 9 | | | | | 9 |
| CC 8 | | | 139 | | | | | 139 |
| IM 1 | | | | 75 | 2 | | | 77 |
| IM 1B | | | | | 4 | 2 | 1 | 7 |
| IM 1/2a | | | | 60 | | | | 60 |
| IM 2 | | | | 43 | 78 | 6 | 2 | 129 |
| IM2B/3 | | | 1 | 44 | 71 | | | 116 |
| IM 3 | | | | | 5 | 80 | 1 | 86 |
| Math Analysis | | | | | 33 | 63 | 18 | 114 |
| Math Analysis Honors | | | | | 2 | 10 | 1 | 13 |
| Ap Calc AB | | | | 1 | | 55 | 67 | 123 |
| AP Calc BC | | | | | | 3 | 33 | 36 |
| Statistics | | | | | | 4 | 69 | 73 |
| Statistics Honors | | | | | | 1 | 15 | 16 |
| totals | 205 | 208 | 246 | 223 | 195 | 224 | 207 | |

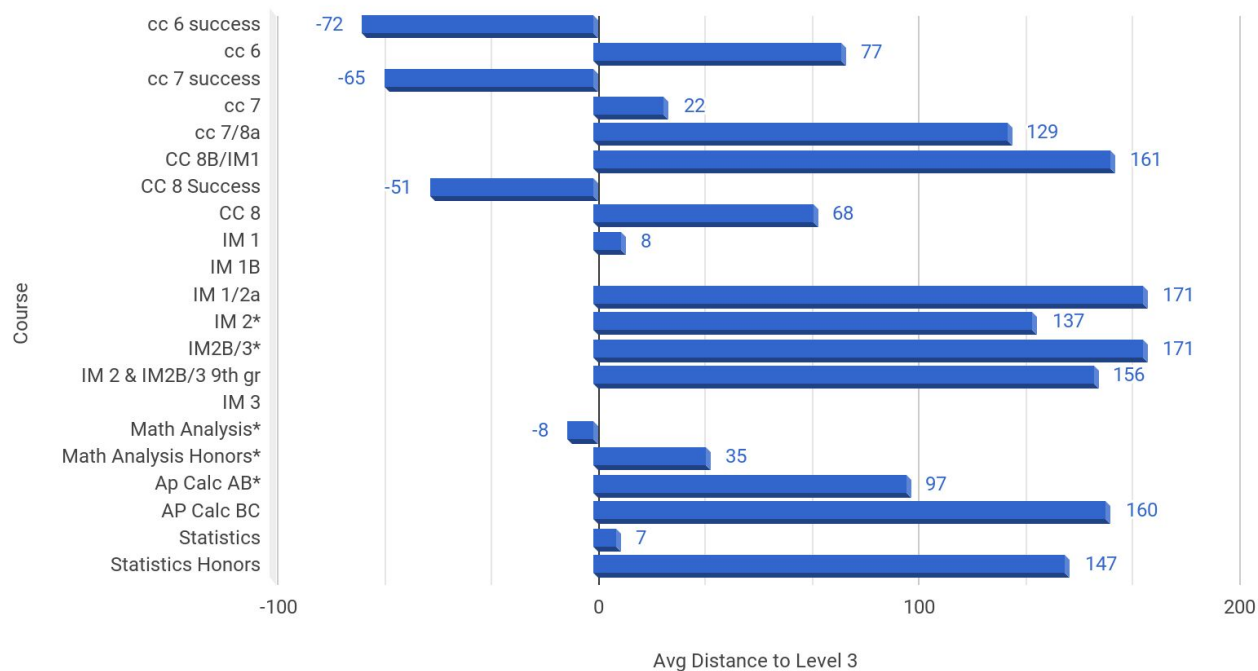
How did they get there?



How are students doing in the courses?

How are students performing in courses?

Avg Distance Level 3 vs. Course

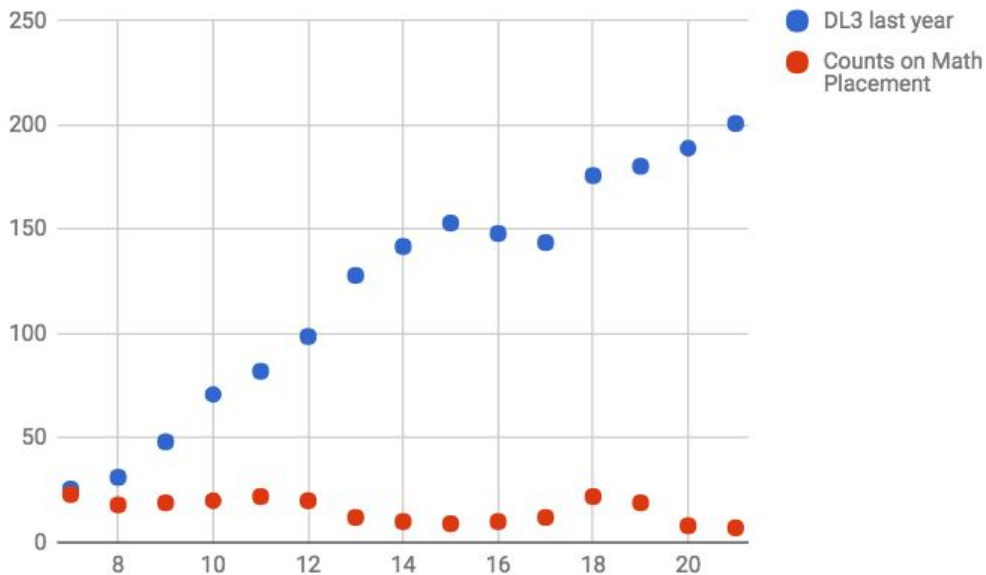


**Are students placed
appropriately?**

**Are accelerated
students succeeding?**

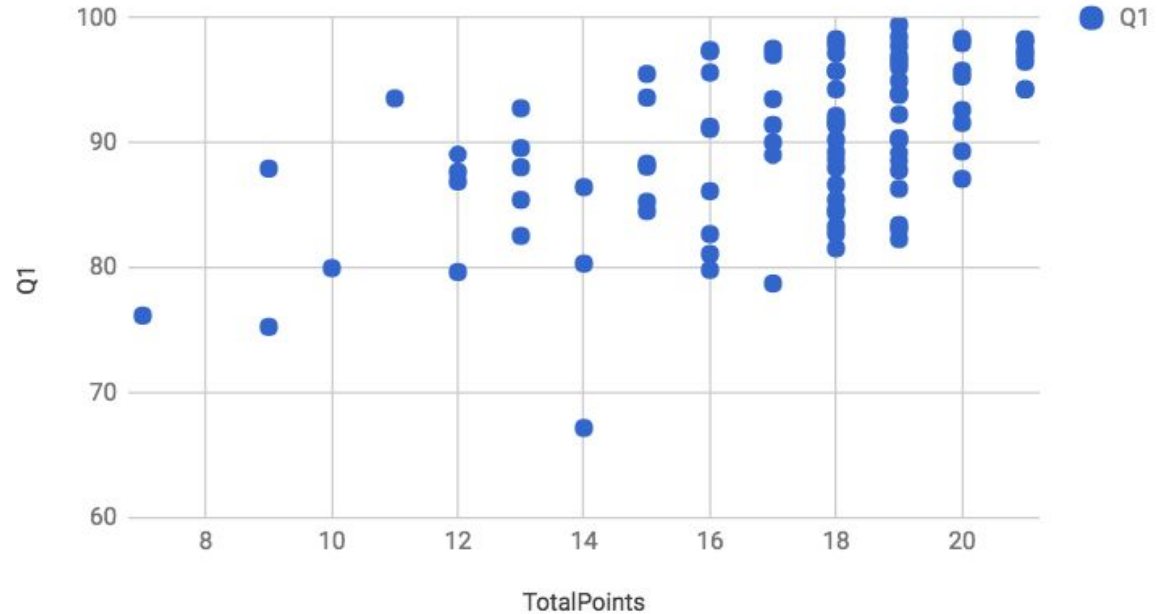
Review Pathway Compression Recommendation Rubrics

6th Grade Math Rubric vs DL3 CAASPP



Review Pathway Compression Recommendation Rubrics

1718 Q1 Grades vs. Points on 1516 6th Gr Rubric



6th grader Compression Recommendation Rubric interpreted as validated.

PIEDMONT MIDDLE SCHOOL
MATH PLACEMENT INFORMATION FOR RISING 7th GRADERS

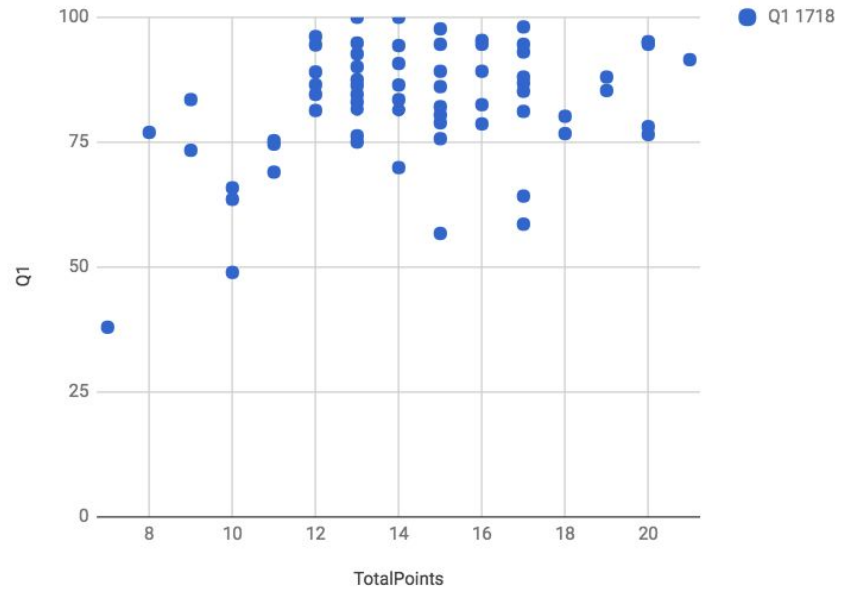
PMS offers two different math courses in the 7th grade: CC7 and CC7/CCBA. The major differences in the courses are pace, the amount of material covered, and the ability to go deep with the math during class hands-on activities. The non-compressed CC7 course will offer students opportunities for reengagement, review, and content and ½ of the CC8 content is "compressed" into one single year. This means students must be able to grasp and apply new concepts and skills quickly, work well independently and collaboratively, and do significantly more work at home (classwork will be assigned as additional homework). CC7/CCBA students will learn 1-2 lessons per day.

Placing your student in the appropriate math course for 7th grade is a collaborative effort between teachers, parents, and the students themselves. Using the following rubric, students earn a certain number of points in a math course where they will be appropriately challenged, succeed, and grow in their mathematical confidence. The goal is for them to be successful each year of their math education in the coming years. For a math teacher to recommend a 6th grade student for the CC7/CCBA compression course, the student would need to score 19 or more points out of the possible 21 points in the rubric. Students who do not enroll in compression courses at PMS will have another opportunity to compress at Piedmont High School.

| MATH PLACEMENT RUBRIC | | TOTAL POSSIBLE POINTS |
|--------------------------------------------------------------------------------|---------------|-----------------------|
| | | 21 |
| CRITERIA | POINTS EARNED | |
| Semester 1 Grade | | |
| • 95-100% | 3 | |
| • 90-94% | 2 | |
| • below 90% | 1 | |
| Semester 1 Final Exam | | |
| • 95-100% | 3 | |
| • 90-94% | 2 | |
| • below 90% | 1 | |
| 3rd Quarter Grade | | |
| • 95-100% | 3 | |
| • 90-94% | 2 | |
| • below 90% | 1 | |
| 1st, 2nd, 3rd Quarter Homework Average | | |
| • 95-100% | 3 | |
| • 90-94% | 2 | |
| • below 90% | 1 | |
| Math Reasoning (SBAC Practice Test = Performance Task) | | |
| • average 95-100% | 3 | |
| • average 90-94% | 2 | |
| • average below 90% | 1 | |
| Personal qualities that affect student success: | | |
| Motivation and organization; and | 3 | |
| Maturity and self-confidence | 2 | |
| | 1 | |
| Ability to work independently; and | 3 | |
| Ability to grasp concepts quickly | 2 | |
| | 1 | |

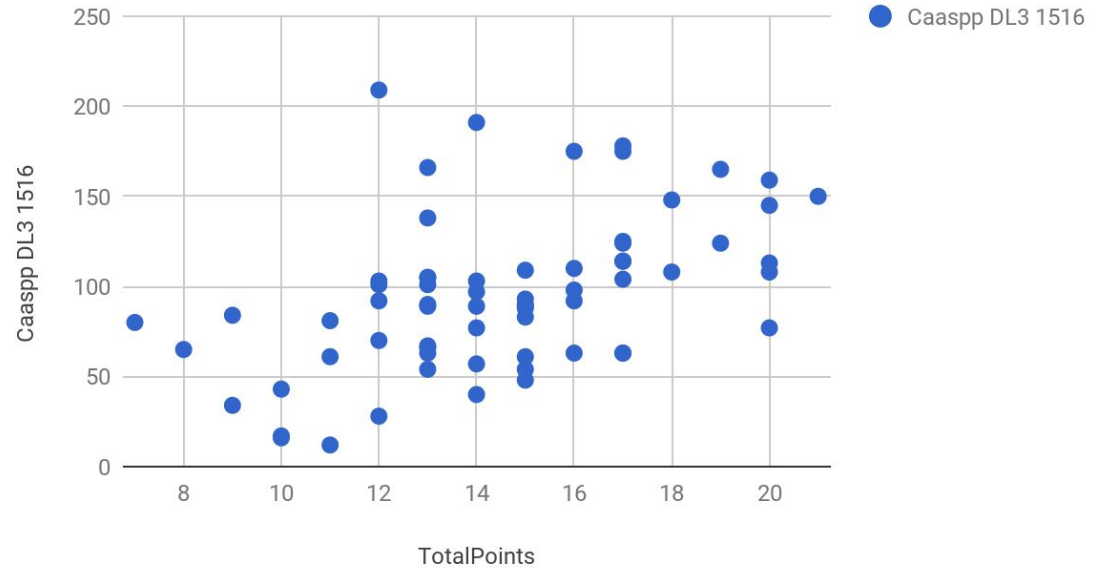
8th grade
recommendations
don't show
as tight of a
correlation

Compression Grades Q1 vs. Rubric Points



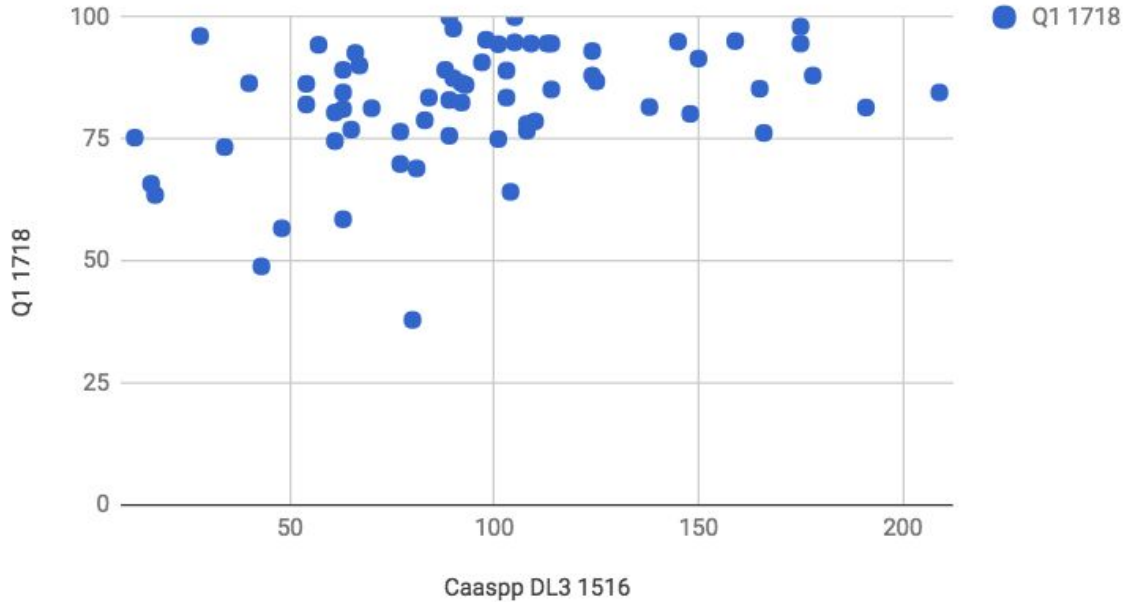
**8th grade
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Rubric Points vs DL3 Caaspp DL3 1516



**8th grade
Rubrics don't
show as tight
of a
correlation**

Q1 1718 vs. Caaspp DL3 1516






Are our math courses and pathways meeting the needs of students?


Are students counseled appropriately?

Are accelerated students succeeding?




Are our math courses and pathways meeting the needs of students?

- Success and decompressed courses added
- Success students improving DL3 each year
- Outlier students are being placed in appropriately challenging courses
- Students are taking advantage of options, including summer and multiple compression entry/exit points



Are students counseled appropriately?

- 6th grade rubric appears solid
- 8th grade rubric not as predictive of success
- Harder to evaluate at this point at HS level due to CAASPP objective test measure only given in 8th and 11th



Are accelerated students
succeeding?

- On average all students in Piedmont are succeeding!
- Standard pathway and compressed pathway show strength and growth over time

Next Steps



Processes and timeline for gathering input from parents & students

Timeline: October ~ January

Opportunities for Stakeholder Input

Teacher survey ~ in progress

Student survey ~ to be finalized late October

Parent survey ~ in development

**Parent input through meeting discussions
and survey**

**Parent Night: Date TBD (late November,
early December?)**

Processes and timeline for gathering input from parents & students

PMS Parent Club Meetings: 11/3, 12/8, 1/12

PMS Site council meetings: 11/14, 12/12

PHS Parent Club Meetings: 10/24, 1/16

**PHS Site Council Meetings: 10/26, 11/30,
12/14**

School Board informational meetings:

10/11, 11/8, 12/12, 1/10

**School Board meetings if changes to the Math
Pathways are being proposed: 1/23, 2/13**



**Questions and Input
from the School Board?**