

**Secondary Math  
Program Evaluation  
Student & Teacher Survey Results**

January 23, 2018

# Processes and Timeline for Math Committee Work

## Timeline: September - February

- Reviewed quantitative data (November)
  - Number of students in courses
  - CAASPP scores
  - Grades
- Review qualitative data (Dec & Jan)
  - Parent survey data
  - Input from parent meetings
  - Student and teacher survey data
  - **Teacher survey data Part 2**
- Discuss potential changes based on review of data (January)
- Present proposed changes (February)

Are students placed appropriately  
and showing success?

**Upon review of CAASPP data, grade data, parent and student survey data, the majority of Piedmont students enjoy their math courses and are performing at high levels.**

[Student Achievement Results](#)

[Parent survey results](#)

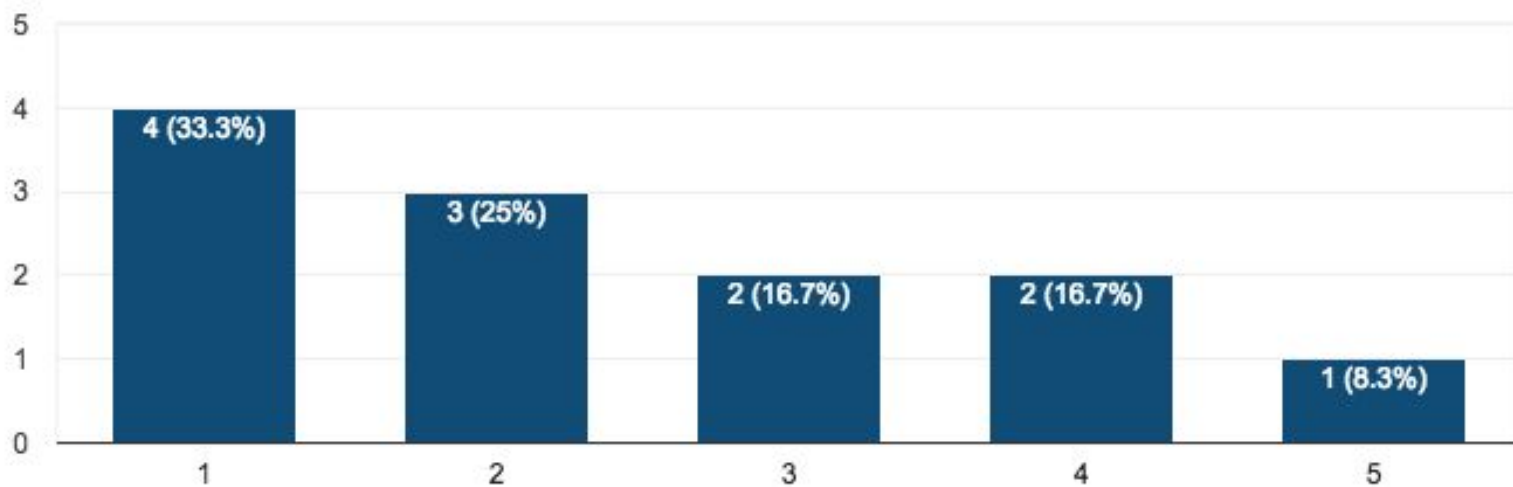
[Student and Part 1 Teacher Survey Results](#)

# Teachers' key take-aways after reading Parent & Student Surveys

- Many students are placed in classes that are a good fit
- There is a need to ramp up the challenge problems for students in 6th grade, in spite of shifts in pacing to CC6 (3 weeks ahead in content)
- More differentiation is needed in all of the grade-level classes--middle school and high school
- Need to do less CPM and more projects to keep the approach to teaching math interesting
- Need to spend more time educating parents and students about the goal of Common Core--depth vs speed
- Middle and high school math education is viewed as a means to an end--college admissions--rather than valuing the math itself

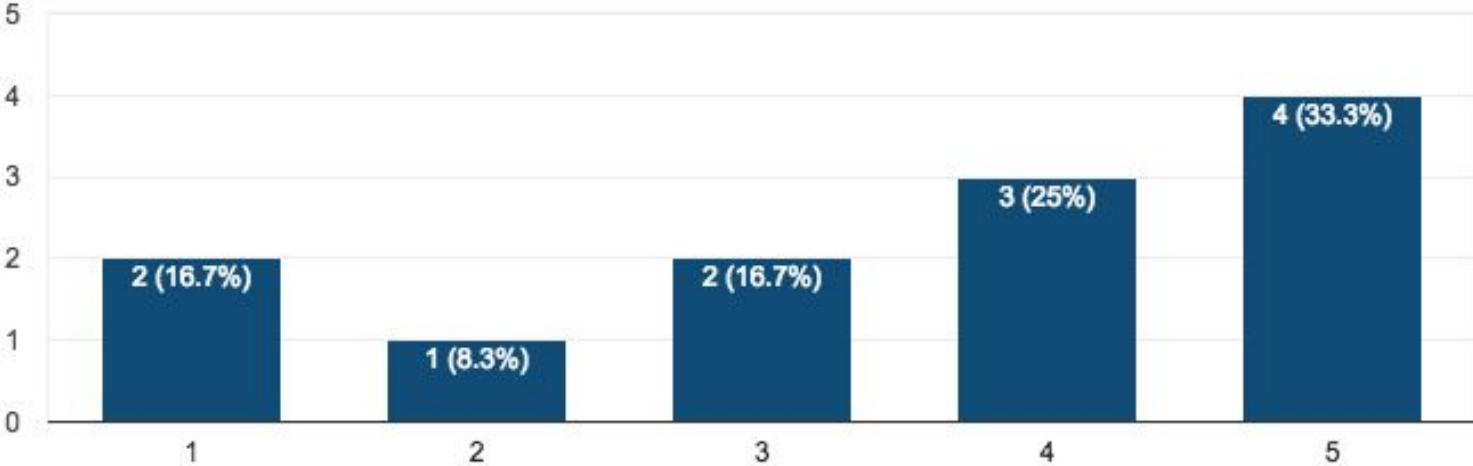
## Degree of support for acceleration beginning in 6th grade

12 responses



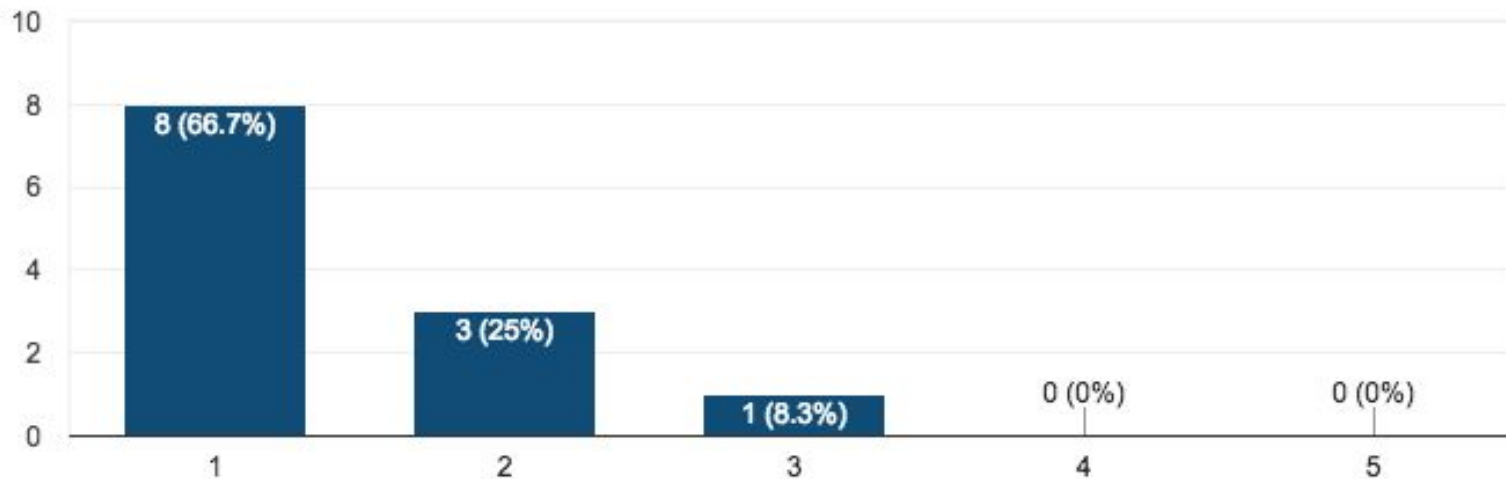
# Degree of support for middle school compression being 4 years (CC6-CC8 / IM1) in 3 years

12 responses



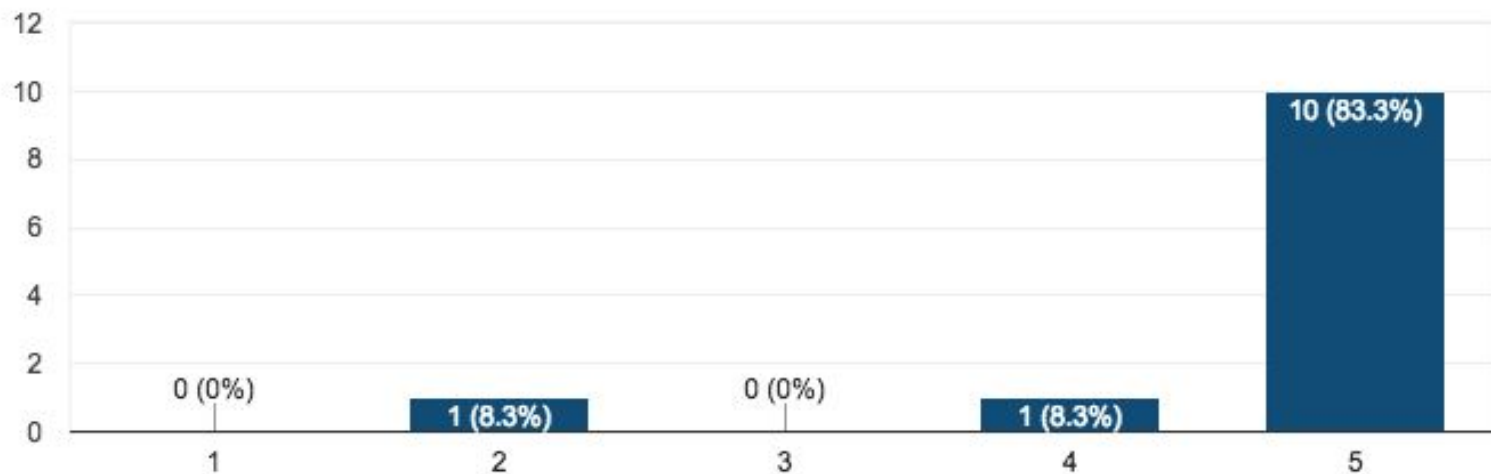
## Degree of support for middle school compression being 4.5 years (CC6-CC8, IM1 /IM2A in 3 years)

12 responses



## Degree of support for eliminating the current two year progression of AP Calculus AB to AP Calculus BC

12 responses





# Teacher input regarding math pathways

- Support for beginning compression in 6th grade, allowing for the same endpoint (IM1) and a little more time to go deeper with advanced students
- Strong recommendation to eliminate the summer bridge course (IM2A)
- Recommend we spend more time analyzing our compressed courses to find out how much content are we able to teach, what is being left out, and are students mastering the Math Practice Standards
- Balance the need to challenge students with the importance of experiencing both the breadth and depth of the course (currently not teaching the statistics standards in middle school and not teaching all of the standards in IM2B3)

# Teacher input regarding math pathways

- Believe that the AP Calculus AB→ Calculus BC is not serving advanced students and should be eliminated
- Current design has created a defacto tracking system in high school--many other subject areas are affected and high school teachers feel that other academic areas are suffering because of it
- Recognize that students who compress are losing out when they are moving quickly through content--losing depth of conversation and the myth that math is about speed is being reinforced
- Very worried about students who are in the grade-level courses--so much emphasis is on advanced students and grade-level students feel like they are “less than” their peers



# Next Steps

# Process and Timeline

1. District communication with recommended changes to the math pathways sent this week
2. Parent Information Night January 29, 2018
3. Continue presentations at site council and parent club meetings to get parent input
4. Present recommended changes to the Math Pathways at School Board Meetings
  - a. February 13, 2018 - 1st reading
  - b. February 28, 2018 - 2nd reading
5. Encourage parents and Board to hear Dr. Jo Boaler speak on February 27



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