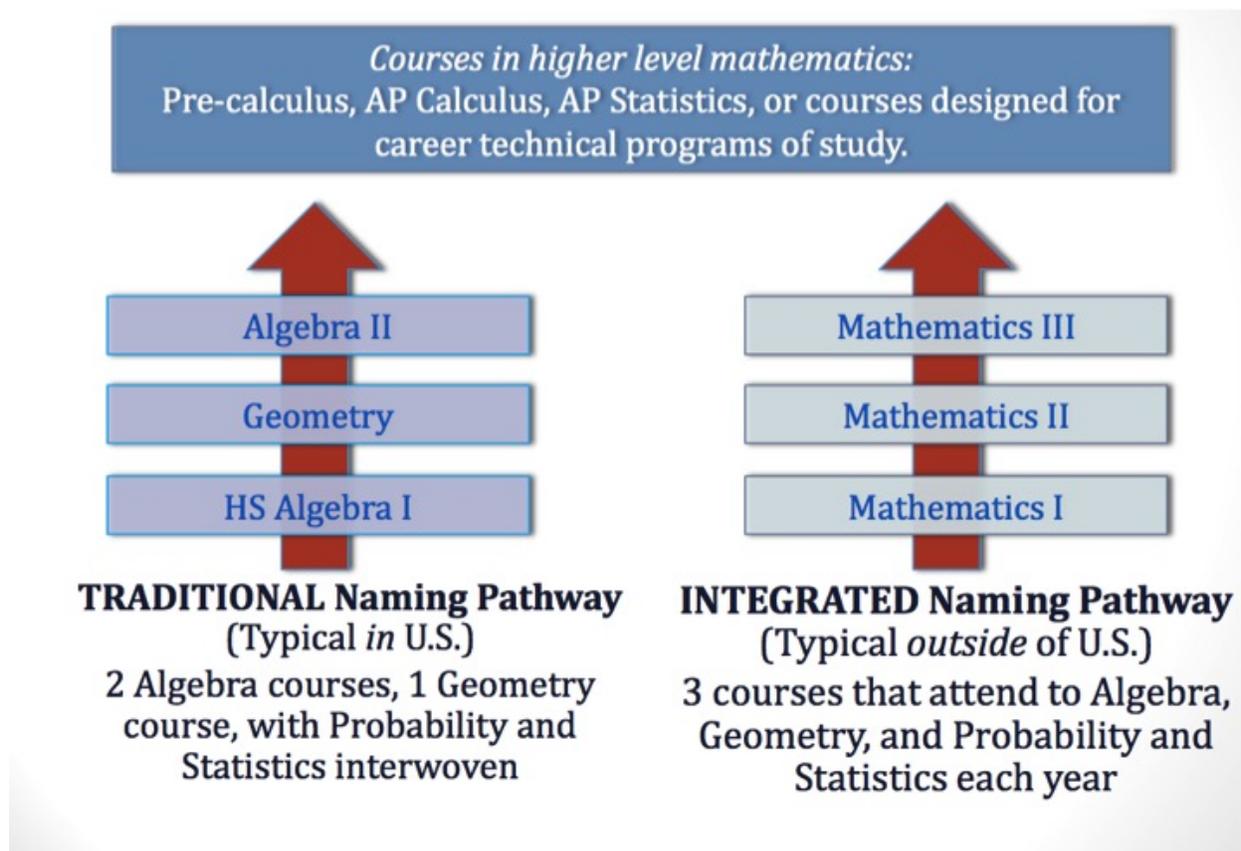


the California Assessment of Student Performance and Progress (CAASPP) -- the test that replaces the STAR tests and that is aligned with the Common Core standards. The PUSD Board also decided that, during the transition to Common Core Math and after implementation is completed, the District will:

- continue to offer pathways to Calculus AB and BC for qualified students; and
- offer at least one opportunity to “compress” math at both the middle school and high school level (students may compress at either or both points).

Pending Decisions

In the next few months, the Board will consider the next phase of Common Core math implementation. The Board will decide whether to adopt either “traditional” or “integrated” courses for the courses that follow CC8. Under the traditional approach, students would take sequential courses in Algebra, Geometry, Algebra II, and Math Analysis. Under the integrated (or “international”) approach, the content of these courses would be mixed over a period of years. The District currently offers traditional courses, although the courses will change significantly under Common Core regardless of the choice between the traditional and integrated approach. CC8 is an integrated course, with elements of Algebra and Functions, Geometry, and Statistics.



What are Other States Doing?

California was one of 46 states, along with Washington, D.C., that adopted the nationwide Common Core standards. (Three states--Indiana, South Carolina and Oklahoma--have since rescinded them, and two more states may follow.) Some states, including New York, mandate the traditional course sequence. Other states, including Utah and West Virginia, mandate the international sequence. Rather than mandate either approach, California allows school districts to choose what works best for them.

The Key to Successful Implementation of Common Core Math: Teachers

David Foster, the Executive Director of SVMI, recommends the integrated approach for a variety of reasons. Please visit the following link to review Mr. Foster's presentation to the Piedmont Community on December 1, 2014.

<https://drive.google.com/open?id=0B-vdk-LUzFEkTnBaa3BvOG1IMzg&authuser=0>

Nonetheless, he downplayed the difference between the traditional and international course sequences -- the content is the same, the only difference is the order in which the content is taught. Foster emphasized that what matters most is the classroom implementation, not the course sequences. "Nobody has ever said standards change education or teaching," he said. "Class size does not matter; what curriculum you use does not matter. All that ever matters is teaching."

Consultant Cheryl Holzmeyer, Ph.D. made a similar point in her analysis of the traditional and international models. Holzmeyer found that research comparing traditional and international math courses tend to overstate the differences, and she cautioned against underestimating key variables such as teacher professional development, instructional practice, and school and community resources.