

# SRCS Mathematics & Science Update

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FEBRUARY 8, 2017

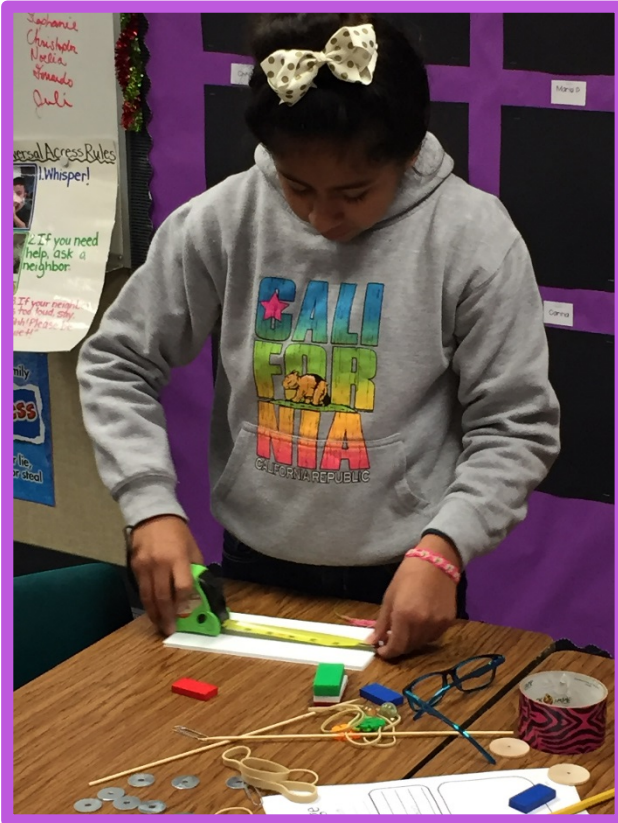
# Mathematics K-6

- Currently piloting Common Core Math Programs
  - Everyday Mathematics 4
  - Eureka Math
  - College Preparatory Math – 6<sup>th</sup> grade only
- Math Pilot Team
  - 16 teachers, Grades KA-6
  - Implement each program for 7-9 week period
- Timeline
  - Pilot complete in early February 2017
  - Recommend KA-6 adoption for 2017-18 school year



# Make the Way

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- Cohort of 58 teachers in grade Kinder-Academy through Grade 8 in high need schools
- 60 hours of intensive workshops plus 24 hours of lesson study
- Maker projects to activate learning in order to develop grade level mathematics
- Students in grades three and four in classrooms of participating teachers significantly outperformed other students in the district on SBAC
- Teachers significantly increased Mathematical Knowledge for Teaching

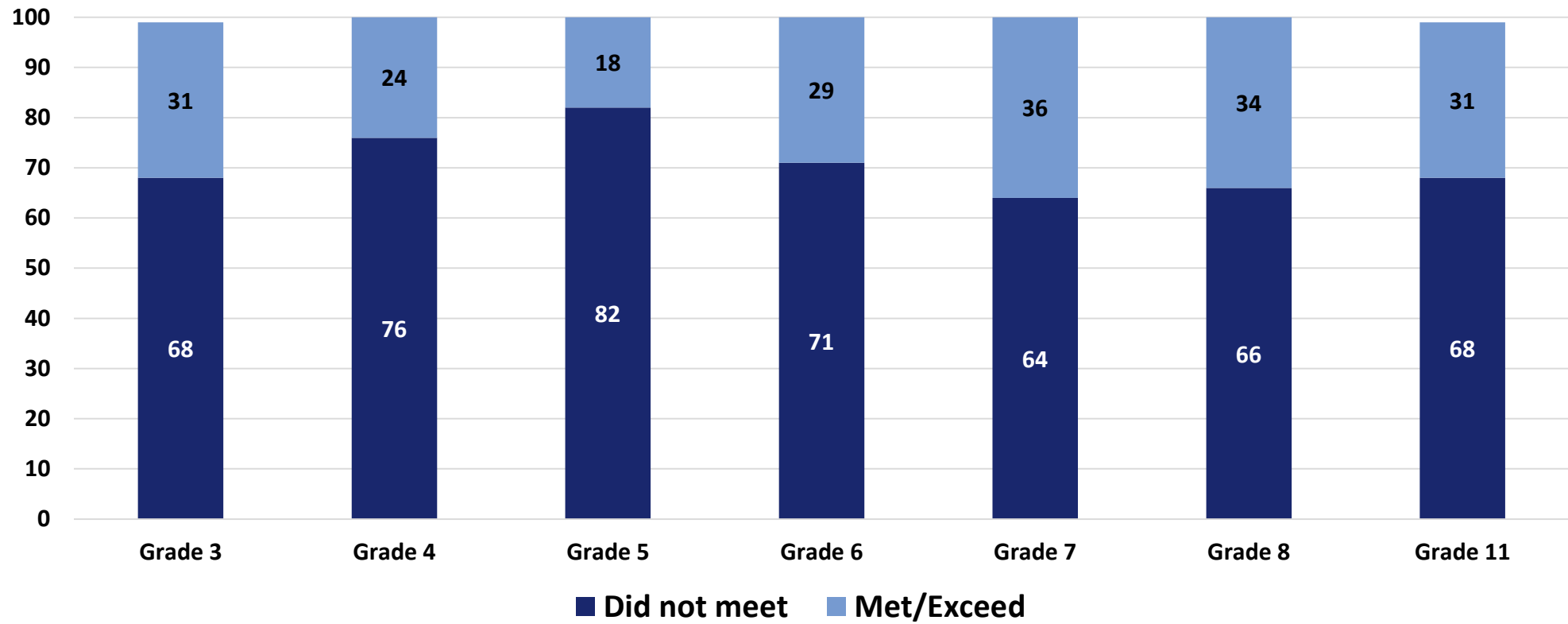
# Mathematics 7-12

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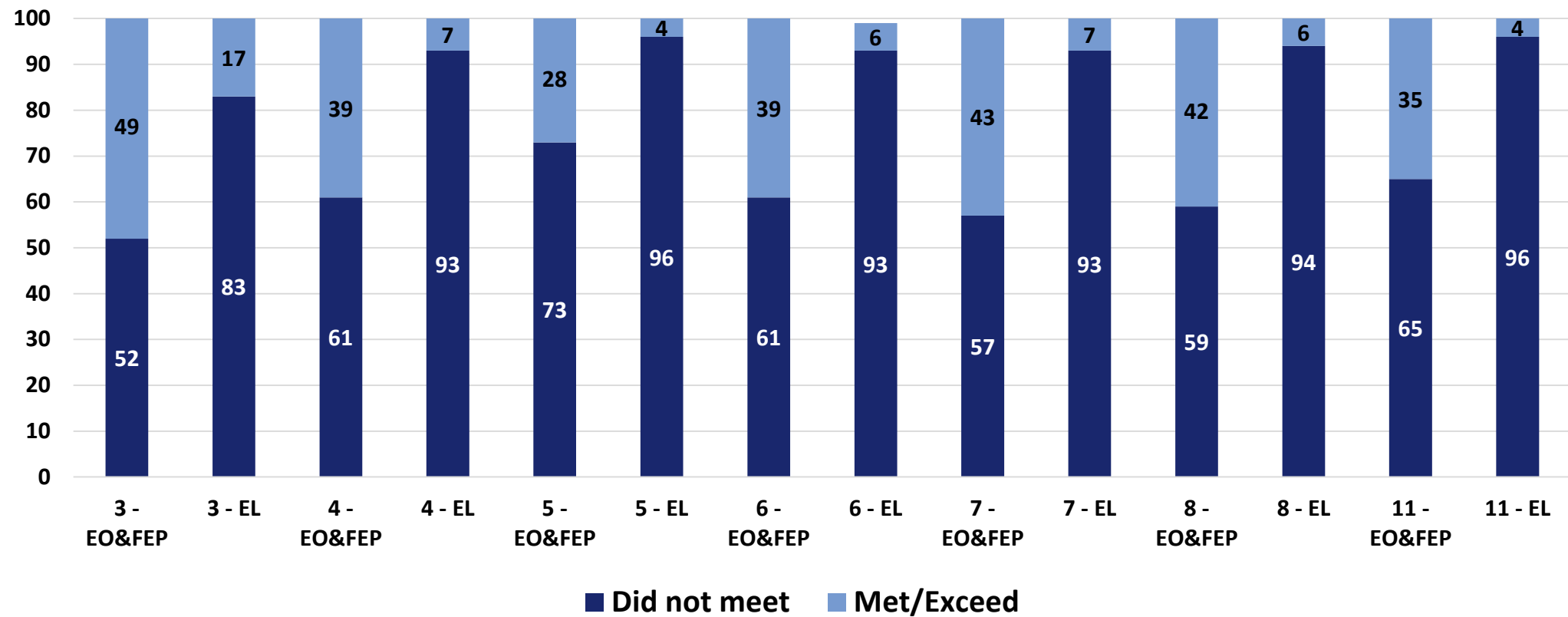
- Adoption of College Preparatory Mathematics (CPM) in Math 7, Math 8, and Algebra 1
- Creation & administration of Assessment Benchmarks this year for Math 7, Math 8, and Algebra 1
- Continue to transition our courses beyond Algebra 1
- Observations for Five Dimensions of Powerful Learning facilitated by Center for Mathematics Excellence and Equity with principals



# Mathematics SBAC Scores (%)



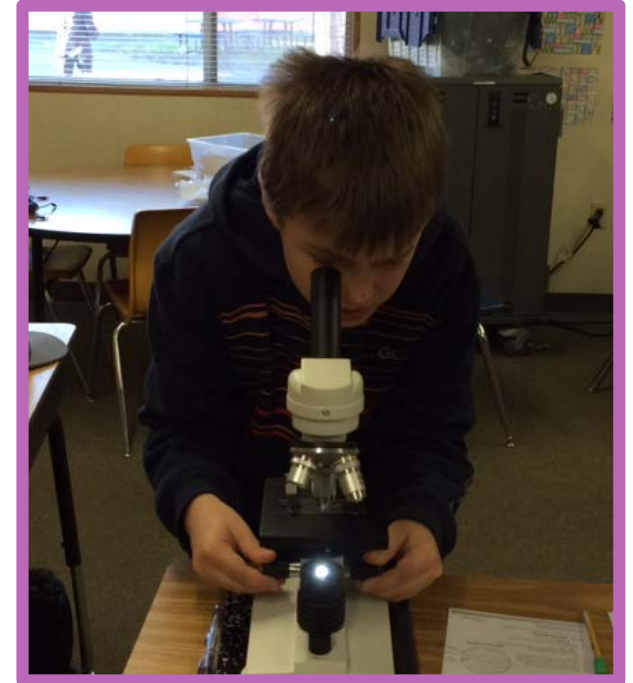
# Math Results English & Fluent English Proficient compared to English Learners (%)



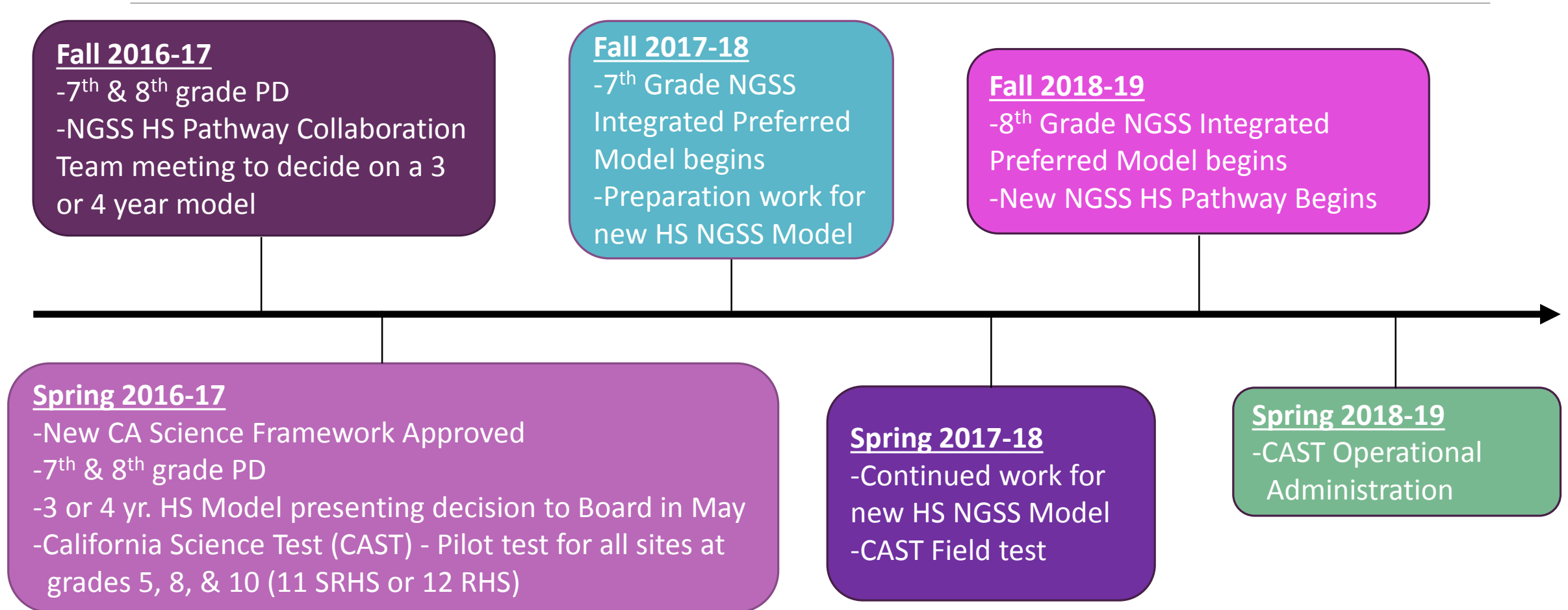
# Science K-6

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- FOSS Kits in grades K-6
- 3 year roll out of kits in K-5, beginning with Physical Science Kits in 2016-17
- 6<sup>th</sup> grade presently teaching the Next Generation Science Standards Integrated Model
  - To support Integrated Model, 6<sup>th</sup> grade received all 3 necessary kits in 2016-17
- 3 hour FOSS Kit trainings provided for each kit purchased
- 0.20 Science TOSA to support implementation of FOSS, vertical alignment K-12 and the Integrated Model in 6<sup>th</sup> Grade



# 7-12 Science Timeline



# Moving Forward

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- What types of professional learning opportunities will allow us to teach high quality mathematics and science to all of our students?
- How do we ensure that middle school math placement does not create a barrier to high level mathematics in high school?
- How can we create systems that will identify and help us respond to student learning so that we may support successful completion of current year courses?