

MODESTO CITY SCHOOLS

TO: Dr. Sara Noguchi, Superintendent

Regular Meeting

SUBJECT: Math Adoption, TK-6 and 9-12

April 20, 2020

BACKGROUND

The Mathematics adoption process occurs every six to eight years. Once the State Board of Education approves the Mathematics Framework, the adoption cycle for materials aligned to the State Standards begins. Currently the Mathematics Framework is scheduled to be revised and available for the 2021-2022 school year.

GOAL ALIGNMENT

- 1.1: Ensure Great Instruction First Time.
- 1.2: Increase students being identified as “prepared” in the college/career indicators.
- 1.3: Increase English Learner growth toward English proficiency.

REPORT

K-6

The goal of the Swun Math program is to increase student achievement in mathematics through the development and implementation of a daily 90- minute math model for K-6 students at Modesto City Schools. Key features of this program include a pacing guide utilizing Swun math lessons, common pre-and post-trimester exams, teaching strategies (Phase I lesson design/ Phase II Inquiry based Instruction, group work techniques, academic language development, writing skills, math fact fluency, etc.), and monthly coaching support/site visits by contractor for both teachers and principals.

Currently there are approximately 157 TK-6 teachers associated with the pilot. The majority of teachers have expressed their satisfaction with the curriculum, including the instructional model and the fact fluency program. Teachers receive monthly coaching with curriculum experts to help guide instruction, review student performance data, and plan for struggling and advanced learners.

For grades 2-6, unit and trimester benchmarks are available using an online system that is identical to the CAASPP testing platform. This allows teachers immediate access to disaggregated data that can be used for making instructional decisions in a timely manner. Students are afforded multiple opportunities to use the system prior to the summative CAASPP experience, thus lowering their affective filter and increasing their familiarity with the logistics of the assessment.

9-12

On April 22, 2019, MCS formed the Math Study Committee. The committee included math teacher representatives from each of the comprehensive high schools, science teachers,

special education teachers, and administrators from K-8 feeder districts. The committee was charged with the following:

First, researching effective mathematics instruction, delving deep into three key questions:

- What is currently working with respect to mathematics education in MCS?
- What is not currently working?
- Where in the State of California is high school math instruction effective?

Second, make recommendations to the superintendent and the Board of Education on future math programming for the 2020-2021 school year.

The math Study Committee met seven different times to answer the first charge. They also visited four different schools across the state that mirrored the demographics of MCS but had math scores that exceeded the state average.

The Committee's key findings included the following:

- Curriculum lacks support for student and parent support
- Students are lacking necessary skills
- Curriculum is serving the higher achieving students
- Curriculum lacks sufficient ancillary resources
- Intervention for struggling learners is not working. We need to have an option during the school day.

At the December 5th, 2019 meeting, the Committee voted to return to a course sequence that included Algebra, Geometry, and Algebra 2, and not the current integrated course pathway. They reviewed several different curriculum options and decided to pilot ***Carnegie Learning*** and ***Pearson EnVision***. Each curriculum was piloted for a month. Pilot teachers were selected from across all comprehensive high schools and included classes in Algebra, Geometry, and Algebra 2. A total of 16 teachers participated in the pilot, which included the use of both curricula with the same group of students.

On March 19, 2020, the pilot teachers met to review and discuss their feedback from both curriculums. The group came to a consensus and is recommending the adoption of the ***Pearson EnVision*** Curriculum.

FISCAL IMPACT

The approximate cost based on projected enrollment numbers of the curriculum will be as follows:

Curriculum	Coaching (SWUN Personnel)	Training (MCS Personnel)	Substitutes (MCS Personnel)
\$631,887.00	\$1,165,000	\$220,000	\$356,400

The curriculum cost will occur each year, with the coaching and substitute components lasting only the first three years of implementation. The training of MCS personnel is a one-time cost. The final cost of the curriculum will be dependent upon actual enrollment rather than projected enrollment numbers and may include curriculum to be purchased for use by resource, special day, and ED classroom teachers.

9-12 Course Sequence	
Option 1 Curriculum Digital Access and STUDENT SETS	Option 2 Curriculum Digital Access and CLASS SETS
\$ 1,845,395.10	\$ 1,676,039.23
This will be the combined cost for the life of the six-year adoption. The final cost of the curriculum will be dependent upon actual enrollment rather than projected enrollment numbers and may include curriculum to be purchased for use by resource, special day, and ED classroom teachers.	

SUMMARY

Staff recommends the adoption of the Swun Math curriculum for grades TK-6 and the adoption of the Pearson envision curriculum for the Algebra, Geometry, and Algebra II course sequence.

Originating Department: Curriculum & Instruction, Professional Development