

**Modesto City Schools  
COMMITTEE MEETING NOTES**

<b>COMMITTEE NAME: Math Study Committee</b>	<b>MEETING DATE: 12/5/19</b>
Prepared by:  ○ Mike Rich	Phone Number (for questions on notes):  ○ (209) 247-1132

**COMMITTEE MEETING AGENDA:**

Purpose Of Committee	<p>1. Research effective mathematics instruction.</p> <ul style="list-style-type: none"> <li>• What is currently working with respect to mathematics education in MCS?</li> <li>• What is not currently working?</li> <li>• Where in the State of California is high school math instruction effective?</li> </ul> <p>2. Make recommendations to the superintendent on future math programming for the 2020-2021 school year.</p>
Review of previous findings	<p><b>Survey Key Findings:</b></p> <ul style="list-style-type: none"> <li>• Curriculum lacks support for student and parent support</li> <li>• Students are lacking necessary skills</li> <li>• Curriculum is serving the higher achieving students</li> <li>• Curriculum lacks sufficient ancillary resources</li> <li>• Intervention for struggling learners is not working. We need to have an option during the school day.</li> </ul> <p><b>Site Observation Key Findings:</b></p> <ul style="list-style-type: none"> <li>• Strong well run, well established PLCs was the key with commitment to the process (teacher-led, use of CFA, alignment to CAASPP, and use of interim assessments)</li> <li>• No clear connection between specific curriculum and student success</li> <li>• Options for other math courses (Stats, CTE themed, etc.)</li> <li>• Intervention during the day is vital</li> <li>• Integrated vs traditional was a non-issue</li> <li>• Course sequence options for all learners</li> </ul> <p><b>Committee Initial Key Findings</b></p> <ol style="list-style-type: none"> <li>1. MCS must provide a curriculum that <b>supports ELs, low and high academic achievers</b>, and students with <b>disabilities</b>. The curriculum must be <b>accessible to parents and foster parent</b> engagement. Additionally, it must provide supplemental materials and <b>support differentiation</b>.</li> <li>2. <b>Interventions</b> are most effective when provided to students <b>during the school day</b>.</li> <li>3. <b>PLCs are an integral part of a successful math program</b>. They are most effective when they are formal, provide meaningful cross-curricular collaboration, and are teacher-driven.</li> </ol>

<p>Curriculum Review Discussion</p>	<p>What did you see when reviewing curriculum for?</p> <ul style="list-style-type: none"> <li>• Course Sequence</li> <li>• Struggling Learners</li> <li>• Advanced Learners</li> <li>• EL Learners</li> </ul> <p>Overall several textbooks had the support necessary and a lot of technology for all students; all part of the curriculum without the need to supplement. Some options did not flow right and too many tasks. Several had sample problems and help for parents. Some lacked practice problems. Committee agreed that several of the options available will help support all learners.</p>
<p>Advisory Survey Review Discussion</p>	<p>In general, the comments that the math study committee members have been making over the course of the months seem to be voiced in the teacher comments on the survey.</p>
<p>Course Sequence Vote and Committee Consensus</p>	<p>Committee came to consensus to recommend an Algebra   Geometry   Advanced Algebra course sequence.</p> <p>Ultimately, what we need is to work together and to get parental support. Buy-in from the community and the teachers is important.</p> <p>Working with PLC's should help the special education students transition to AGA if the essential standards are specified.</p> <p>Pilot comments:</p> <ul style="list-style-type: none"> <li>• How the pilot will work is still to be determined after talking with the publisher representatives</li> <li>• December 11 meeting will be for pilot logistics and is not mandatory for the committee members to attend</li> </ul>
<p>Other Questions that Need to be Answered</p>	<ul style="list-style-type: none"> <li>• Could we offer a class for struggling learners that are not ready for SM 1, like a Pre-Algebra class or a support class that is structured?</li> <li>• Could we offer a third-year math class, whether it is CTE or A-G approved?</li> <li>• Advanced learner classes like Pre-Calculus and Calculus also need to be looked at.</li> <li>• Could Financial Math class get an updated textbook?</li> </ul> <p>Transitions for next year:</p> <ul style="list-style-type: none"> <li>• Students that would be going into SM 1 would transition into Algebra.</li> <li>• Students that would be going into SM 3 would transition into Advanced Algebra, but there would need to be some supplementing.</li> <li>• Students that would be going into SM 2 would transition into Geometry, but there will need to be some supplementing.</li> </ul>
<p>Next Steps</p>	<ul style="list-style-type: none"> <li>• December 6   Email out to admin</li> <li>• December 9 <ul style="list-style-type: none"> <li>○ Master schedule meeting with admin and counselors</li> <li>○ Board Presentation (2-3 volunteers – Pagani and Guinn)</li> </ul> </li> <li>• December 11   Pilot selection and logistics</li> </ul>

**Committee Members in attendance:**

Amy Chavkin  
Cameron Guinn  
Elias Pew  
Heidi Pagani  
Jason Skeen  
Karolin Dodds  
Sally Hammond  
Steve McEwen  
Veronica Davalos  
Anne Whiteside  
Marla Rucobo  
Joe Michelena  
Mike Rich (Facilitator)

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**NEXT MEETING DATE: December 11, 2019**

**Approved by:**

INSERT NAME OF COMMITTEE LEAD/APPROVER: \_\_\_\_\_ MIKE RICH \_\_\_\_\_ Date: \_\_\_ 12/5/19 \_\_\_\_\_