

Piedmont Unified School District

**M E M O R A N D U M**

**To:** Board of Education

**From:** Randall Booker, Superintendent  
Cheryl Wozniak, Director of Curriculum & Instruction

**Date:** February 28, 2018

**Re:** **PROPOSED CHANGES TO THE SECONDARY MATH PATHWAYS**

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**I. BACKGROUND INFORMATION**

In 2015, the School District began implementing Common Core math curriculum in the middle and high schools and new math courses and course progressions (or “pathways”) were introduced. After two full years of implementation, a Math Program Evaluation Committee was formed to evaluate the effectiveness of the current program. For the past five months, the committee members have been analyzing data sets to evaluate the courses and pathways.

On November 8, 2017, Cheryl Wozniak and Stephanie Griffin presented several quantitative data sets. On December 12, 2017, Dr. Wozniak presented the results of the parent surveys. Results of the middle and high school students’ surveys and part one of the teacher surveys were shared at the Board meeting on January 10, 2018. Results of part two of the teacher surveys were shared at the Board meeting on January 23, 2018. All Board presentations can be found on the District website.

After months of reviewing the current math program, the Math Evaluation Committee has proposed four changes to the Math Pathways to further improve opportunities for student learning. The proposed changes have been shared with the community multiple ways: 1) at a Parent Information Night held on January 29, 2018; 2) in two communications sent through Infinite Campus; 3) at the Board meeting on February 13, 2018. Parents were sent a feedback form allowing them to give feedback on the proposed changes. A summary of parents’ feedback was presented at the Board meeting on February 13, 2018 and parents were given an opportunity to speak at the podium.

**II. PROPOSED CHANGES**

At the Board meeting on February 13, 2018, the Math Program Evaluation Committee proposed four changes to the current math pathways, which are summarized in this chart and discussed below.

**MIDDLE AND HIGH SCHOOL MATH PATHWAYS  
(four proposed changes)**

	6th	7th	8th	9th	10th	11th	12th
Grade-Level Progression	CC6	CC7	CC8	IM1	IM2	IM3	Math Analysis Math Analysis Honors
							Statistics or Honors Statistics
							AP Calculus AB
Middle School Compression	CC6/7	CC7/8	CC8/ IM1	IM2	IM3	Math Analysis or Math Analysis Honors	AP Calculus (A)BC
							Statistics or Honors Statistics
							AP Calculus AB
High School Compression	CC6	CC7	CC8	IM1/2A	IM2B/3	Math Analysis or Math Analysis Honors	AP Calculus (A)BC
							Statistics or Honors Statistics

**1. Middle School Compression Path Beginning in 6th Grade**

In response to the request for more differentiation in 6th grade math classes, the Math Evaluation Committee proposes beginning compression in 6th grade. In this pathway, middle school students will learn four years of math content standards and the mathematical practice standards in three years.

**2. No Summer Bridge Course (IM2A)**

The District offered a “summer bridge” summer school course originally intended to give those who did not compress in middle school an opportunity to join a compression pathway after 9th grade and reach Calculus AB. The summer bridge has been used more so by students who compressed in middle school and want to take both Calculus AB and Calculus BC in high school. Given that there is another high school compression option and that the District proposes that students choose between Calculus AB and Calculus BC rather than take both, the Math Evaluation Committee proposes to discontinue the summer bridge course. This recommended change is proposed to begin in the summer of 2019, allowing only the current 9th graders the opportunity to take the summer course in 2018, so they still have the opportunity to take a calculus course in high school.

**3. Choice Between AP Calculus AB or AP Calculus (A)BC**

The Math Evaluation Committee proposes that students take either AP Calculus AB (one semester of college calculus taught over one year) or AP Calculus (A)BC (one year of college calculus taught in one year, Calculus A embedded) depending on their math

interest, ability to learn at a quicker pace, and career aspirations and goals beyond high school.

#### **4. Change in the Content of Math Analysis Honors**

The Math Evaluation Committee proposes a change to the Math Analysis Honors course. Rather than compressing the content of Math Analysis to get to Calculus A, this course would be a more rigorous version of Math Analysis. Students could opt to take either Math Analysis or Math Analysis Honors as juniors and take either AP Calculus AB or AP Calculus BC as seniors. Math Analysis Honors would continue to be a weighted course.

At the Board meeting on February 13, 2018, Dr. Cheryl Wozniak, Director of Curriculum and Instruction, and members of the Math Program Evaluation Committee presented a summary of the parent feedback and the proposed changes to the Math Pathways. Board members asked questions and requested additional information related to some of the changes. This information will be provided at the Board meeting on February 28, 2018.

### **III. RECOMMENDATION: Adoption of Proposed Changes to the Math Pathways**

Dr. Cheryl Wozniak, Director of Curriculum and Instruction, PUSD staff will respond to questions from the Board and provide additional information related to the proposed changes in the Math Pathways. As this is the second reading, District staff requests that the Board entertain a motion to approve the proposed changes.