

SOLVING CALIFORNIA'S MATHEMATICS PROBLEM: EQUITY, CAPACITY, AND CONTINUOUS IMPROVEMENT

TUESDAY, DECEMBER 4 AND WEDNESDAY, DECEMBER 5
LONG BEACH UNIFIED SCHOOL DISTRICT
RICHARD D. BROWNING HIGH SCHOOL
2180 OBISPO AVENUE, LONG BEACH, CA

MEETING AGENDA

DAY I: TUESDAY, DECEMBER 4

- 8:30 am **Breakfast.** Light breakfast will be available in the multi-purpose room.
- 9:00 am **Convene Meeting.** Jennifer O'Day will convene the meeting with opening remarks, introductions, and an overview of the agenda. Superintendent Chris Steinhauser will welcome the group to Long Beach Unified School District (USD).

SESSION I

Student Performance in Mathematics: Unpacking the Problem

- 9:30 am **Jigsaw Examination of the Mathematics Challenge.** Assessments of mathematics achievement in California have consistently revealed an overall pattern of low performance combined with persistent gaps among student groups. To significantly change these results requires an understanding of their contributing causes. Toward this end, the meeting will begin with an exploration of varying types of Long Beach USD data—from test scores to empathy interviews with students to indicators of social and emotional development and teacher learning. Participants will first work in small groups to explore one type of evidence; we will then reconfigure into new groups to “jigsaw” our observations and questions across evidence types, with the goal of further illuminating the nature and potential causes of the performance problems.
- 10:45 am **Full Group Discussion of Evidence.** Following the jigsaw exercise, participants will reconvene as a large group to share key takeaways from the evidence and to discuss what other types of information might be necessary to get a complete picture of the mathematics challenge at the local level.
- 11:15 am **Break.**

SESSION II

District Approaches to Addressing Local Mathematics Challenges

11:30 am **District Stories.** Districts differ in their contexts and thus in the particularities of their mathematics challenges and the foci for their improvement efforts. To help participants understand the range of district contexts, as well as the approaches taken by each district, we will hear from district teams in Long Beach, Sacramento City, and Twin Rivers USDs who will tell their emerging stories of improvement.

- Long Beach USD
- Sacramento City USD

12:40 pm **Lunch.**

1:25 pm **District Stories (continued).**

- Twin Rivers USD

SESSION III

Capacity-Building for Mathematics Improvement: Cross-Cutting Themes

2:00 pm **Full-Group Identification of Themes.** Following the third district presentation, participants will reflect on what they have heard across the district stories and identify issues and themes about mathematics improvement that cut across contexts.

2:15 pm **Small Group Discussions.** Districts' individual stories reflect the diversity of challenges and potential solutions facing mathematics educators and learners. They also reveal several areas of capacity that might require attention regardless of district context:

- (1) Building teacher content knowledge to effectively lead students to mastery of academic standards in mathematics
- (2) Enabling administrators with the knowledge and skills to support high quality instruction and student learning in mathematics
- (3) Developing the system structures and supports needed to facilitate effective mathematics practice.

Participants will break into small groups to consider these issues.

3:15 pm **Break.**

3:30 pm **Report Out.** Small groups will return to the main room to share key takeaways from their conversations.

3:50 pm **System Learning from Deeply Contextual Improvement Work: The Role of Networks.** In the past few years, we have seen a marked rise in the formation of networks among schools and/or districts to support problem-based learning and continuous improvement.

Yet the improvement work of the organizations within these networks is deeply contextualized, often varying in both the definition of the problem and the change strategies to address it. How can networks best navigate this variation to foster learning across contexts and the development and testing of strategies that might contribute to improvement at scale? A panel of individuals who have been engaged in networks focused on mathematics improvement will offer their insights, followed by full group discussion.

4:45 pm **Summary and Reflection on the Day's Discussion.**

5:00 pm **Adjourn for the Day.**

6:30 pm **Reception Followed by Dinner** at the Hotel Maya.

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DAY 2: WEDNESDAY, DECEMBER 5

8:30 am **Breakfast.** Light breakfast will be available in the multi-purpose room.

9:00 am **Collaborative Updates.** We will begin the day with a brief update on current Collaborative projects in support of our members.

SESSION IV

Course Sequencing and Placement

9:15 am **Detracking to Promote Equity.** Efforts to build the knowledge, skills, and dispositions of educators are fundamental components of many district improvement efforts. Strategies for course design, placement, and sequencing are another pathway to addressing inequities within school systems. District leaders from San Francisco USD will share some of the experiences and results they have seen since the district redesigned its middle school math courses to eliminate accelerated course-taking and focus on both quality and access for all students.

10:45 am **Break.**

SESSION V

Opportunities for State Policies and Support

11:00 am The meeting will conclude with a discussion of potential state policy levers to create the conditions for improving mathematics performance and reducing opportunity gaps across the state. We will begin by identifying policy implications of the local challenges, strategies, and conditions explored in earlier sessions.

12:00 pm **Lunch.**

12:30 **Opportunities for State Policy (continued - ESSA)**

After lunch, we will zero in on suggestions for leveraging state set-aside monies in the Every Student Succeeds Act, particularly those in Title II.

1:45 pm **Summary and Reflection on the Day's Discussion.**

2:00 pm **Adjourn Meeting.**