



Santa Ana Partnership Math Planning Conversation

Friday, May 30, 2014 – 9:00 a.m.

RSCCD District Office, Room 114

Agenda

1. Review of math curriculum and course sequences in both SAUSD and at SAC (with special consideration to related Common Core issues).
2. Re-cap HS graduation and college degree requirements in relation to math and consider how each segment helps students to meet them.
3. Consideration of math levels of SAUSD students upon high school graduation and of course success data for both SAUSD and SAC in relation to key math courses.
4. Review current/possible math achievement strategies that we could consider (or may already be) implementing such as:
 - a. Math Boot Camps
 - b. SCE courses at high schools
 - c. Re-test strategies in advance of Early Decision
 - d. Summer or school year pre-testing workshops to re-engage students in mathematics (if they are not enrolled in their senior year) and to familiarize them with the test by practicing with sample problems to lower anxiety and boost placement.
 - e. Curriculum re-design and curriculum articulation
5. Next Steps/Continuing the Conversation



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Santa Ana Unified	
Ed Winchester	Executive Director of Secondary Curriculum and Instruction
Jenny Gautreau	Secondary Division - Math Curriculum Specialist
Nata Shin	Lathrop Assistant Principal and Secondary Math Administrative Liaison
Christy Conner	Godinez Fundamental High School - Math Department Chair
Tim Werdel	Seegerstrom High School - Math Department Co-Chair
Dianne Iwamoto	Saddleback High School - Math Department Chair
Jeff Hruby	Valley High School - Math Department Chair

Santa Ana College	
Sara Lundquist	Vice President, Student Services
Jim Kennedy	Vice President, Adult Education
Cher Carrera	Interim Dean, Science & Math
George Sweeney	Math Professor
Mike Everett	Math Professor/Department Chair
Ken Sill	Math Professor (2014-2015 Dept. Chair)
Dahlia Vu	Math Professor/Math Curriculum Chair
Caren McClure	Math Professor/Math SAUSD Liaison
Lynn Marecek	Math Professor/Department Co-Chair/Freshman Experience Coord.
Carrie Patton	ASE Department Chair
Dai Nguyen	Lead Math Faculty, Adult Education
John Zarske	Math Professor

Confirmation: SA Partnership Math Planning Conversation

Sent: April 23, 2014

A few minutes ago I got off the phone with SAUSD's Assistant Superintendent, Dawn Miller, who is eager and excited to do all she can on the SAUSD side to schedule a planning conversation between math leaders at SAC and in SAUSD. From separate conversations that I have had with many of you, some of the topics to cover include (but are by no means limited to) the following:

1. Review of math curriculum and course sequences in both SAUSD and at SAC (with special consideration to related Common Core issues).
2. Re-cap HS graduation and college degree requirements in relation to math and consider how each segment helps students to meet them.
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4. Review current/possible math achievement strategies that we could consider (or may already be) implementing such as:
 - Math Boot Camps
 - SCE courses at high schools
 - Re-test strategies in advance of Early Decision
 - Summer or school year pre-testing workshops to re-engage students in mathematics (if they are not enrolled in their senior year) and to familiarize them with the test by practicing with sample problems to lower anxiety and boost placement.
 - Curriculum re-design and curriculum articulation
 - More!

The purpose of the meeting is really to re-familiarize ourselves with the work in the segment we are not anchored in and to look at data to help identify a few promising priorities for collaborative math success efforts in the 2014-2015 year that might involve a more expanded group of colleagues.

TO THAT END, are any Friday mornings available between now and graduation that we could block a couple of hours to meet? I will gather your feedback and share it with SAUSD so that we can confirm logistics, finalize an agenda, and move forward together. The English Department is planning a similar meeting for May 6, 2014 and it is exciting to imagine the power of this work to change student futures.

What do you think?

Send dates! Talk to me!

Take care everyone, Sara

Sara Lundquist, Ph.D.
Vice President, Student Services
Santa Ana College

Notes from SA Partnership Math Meeting, May 30, 2014

Dear Math Colleagues,

Below please find a summary of the major topics and action items resulting from our meeting on Friday, May 30th at the RSCCD District Office. The purpose of the meeting was to connect math educators from SAUSD, SAC Credit, and SAC School of Adult Education for the purpose of developing the most integrated, coordinated, and student-centered plan for math learning across the partnership that was possible. Our meeting conversation began with creating a landscape for each of the three core math groups present which highlighted the major current forces for change, including the challenges and opportunities they presented for improving student learning and achievement in math. A number of resource materials were included in the meeting packets, all of which are attached to this summary as a PDF helped this along and all meeting documents are attached in a PDF as a resource to our continuing work together.

The meeting identified data that we would like to gather, short term goals that we can and must address during the remainder of 2014, and more long-range goals that we want to engage as our mathematics success and learning work continues.

I. Immediate Opportunities

1. Getting Ready: Develop a plan for reaching all 11th and 12th grade students in SAUSD to learn more about what math course they are taking so that we can better prepare to receive and support them at SAC.

2. Possible Articulation Opportunities: Review course outlines across the three core areas of SAC credit, SAC non-credit, and SAUSD secondary to identify any possibilities for creating an articulated math pipeline for advancing students who continuously enroll in math. A number of strategies could help this along. They include, but are not limited to creating actual course articulation agreements linked to specific criteria which could be a common end of course assessment, grades received in the course, and more. These strategies would provide an incentive for continuous enrollment and success in math for SAUSD students that have already met the 3 year math requirement for HS graduation. These students might well be able to place directly into math at SAC without taking a placement test.

3. A 4th Year of HS Math: A number of possibilities were identified to increase the number of students who enroll in a 4th year of math. They included incentivizing senior year math direct placement for students who get an A or a B in the course or successfully complete a common final. The Intermediate Algebra course under development at SAC (Math 83) could be a great place to begin exploring concepts for emphasis in a modestly redesigned senior year math course at SAUUSD. Caren McClure and Jeff Hruby are working on this. Jeff volunteered to join some meetings to listen in as he was able with SAC colleagues.

4. Counseling/Information Tools: Increase messaging and counseling tools that make the math learning pipeline clear and easy for counselors and students to understand. Ed Winchester agreed to develop an initial draft. It is clear that all groups have some refining to do to help clarify math pathways for science and engineering students in relation to math pathways for humanities students. Both pathways are academically rigorous, but the topics emphasized differ significantly. It was generally agreed that the MDTP (which SAC uses presently for placement) is strongly focused on the first group of students mentioned above and may not serve the second group well. We agreed to provide input to the SAC faculty rep who serves on the MDTP advisory board to see if this could be remedied.

II. Data/Resource Information Desired:

1. From SAUSD: Data regarding the math courses that seniors and juniors in the 2014-2015 school year will be taking

2. From SAC: Data regarding the following:

-How students who completed senior year math did in their freshman math classes at SAC.- -Where high achieving SAUSD math students placed for fall 2014, linked back to last high school math course taken and grade received.

-Placement data showing differences between students who did and did not take senior year math (note that faculty working on possible course articulation options may need additional specific data).

-A copy of the math sequence that will be included in the forthcoming SAC college catalog for the 2014-2015 year. Lynn Marecek offered to provide this.

3. From SAC's School of Adult Education: Information on where their students are placing on the SAC credit assessment to inform curriculum development priorities.

4. A complete set of course outlines from the SAC Credit program is needed.

NOTE--FEEDBACK IS REQUESTED: Any input that colleagues would like to provide to SAC faculty member Mary Anne Anthony for her mid-June MDTP planning meeting (to make the test more worthwhile for placing both STEM and Humanities-centered entering college students) would be welcome. Please send your input to Karen Scott (scott_karen@sac.edu) by Wednesday, June 11th and she will compile it and share it with Mary Anne before her meeting the following week.

III. Critical Future Topics:

Topics for the group's consideration in the future include pilot testing ideas that solidify from the immediate priorities, undertaking deeper work to build an integrated, mastery-centered program of math learning for students that will serve them from the beginning of secondary school through to college completion.

PLEASE CALENDAR OUR NEXT MEETING:

Friday, September 19th from 9 am until noon at the RSCCD District Office.

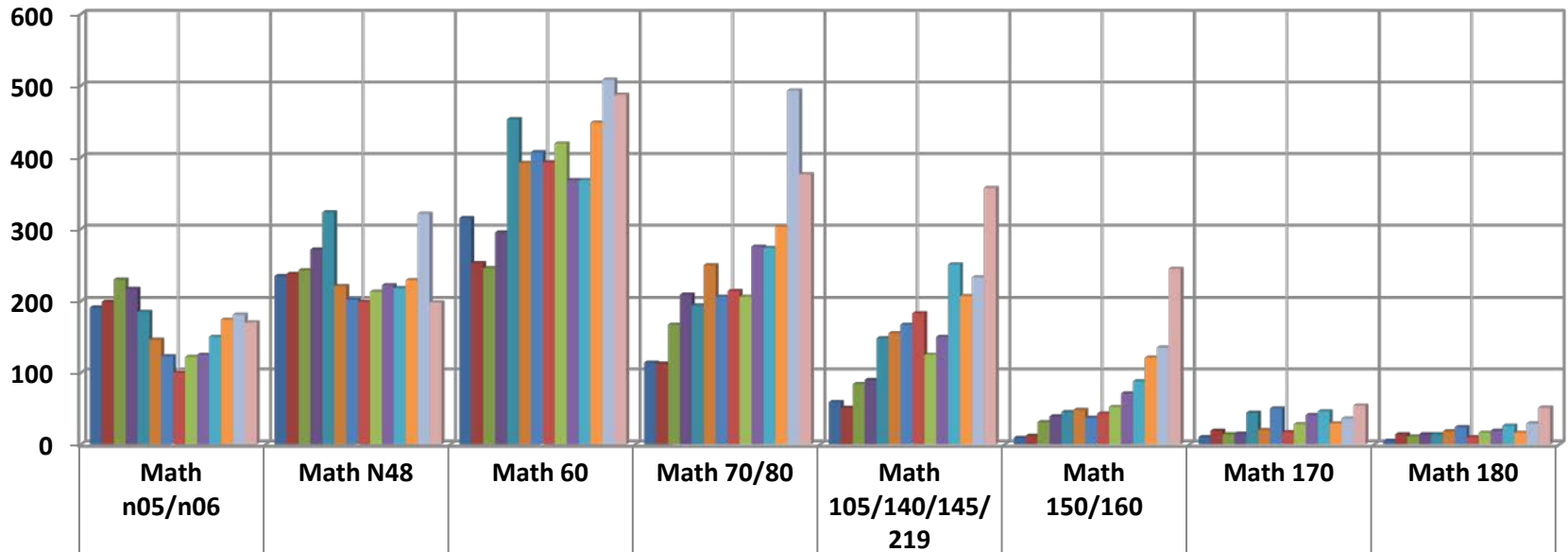
A reminder will be sent in early September. A networking roster is attached to facilitate communication on any possible areas of work between now and our September meeting.

Sara Lundquist, Ph.D.

Vice President, Student Services

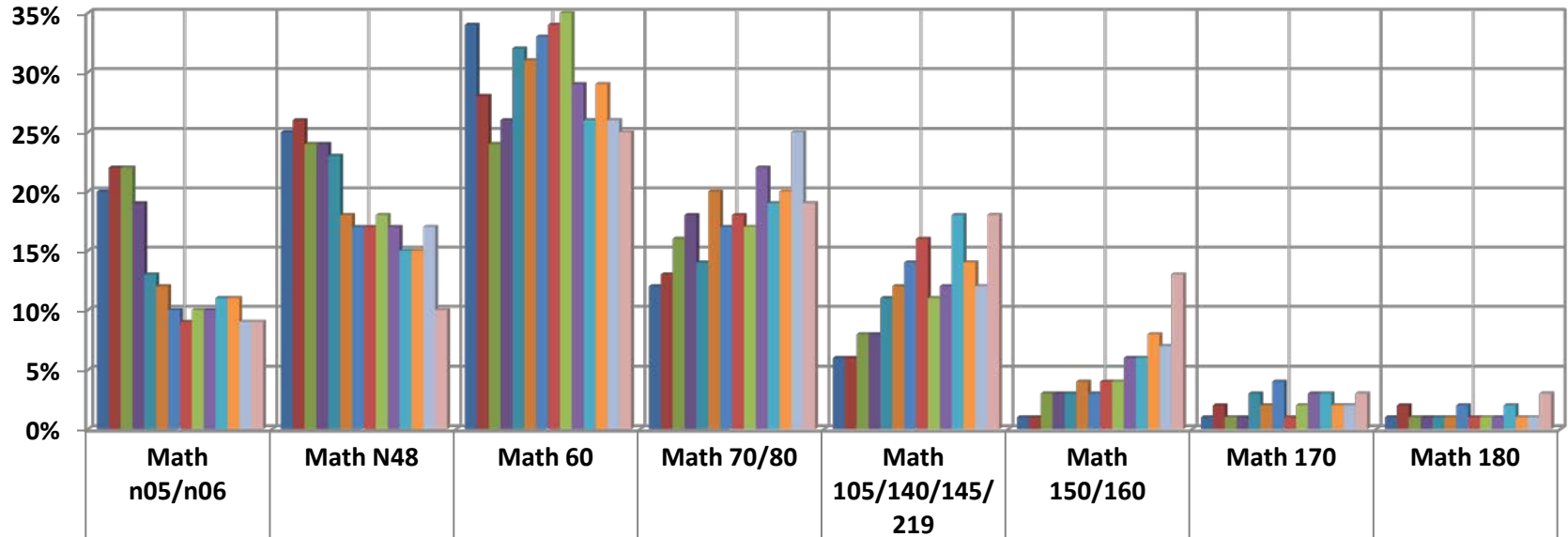
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**SAUSD MATH PLACEMENT 14 YEAR TREND
SANTA ANA COLLEGE OUTREACH
2000-2013**



	Math n05/n06	Math N48	Math 60	Math 70/80	Math 105/140/145/219	Math 150/160	Math 170	Math 180
SAUSD 2000 n=938	191	235	315	114	59	9	10	5
SAUSD 2001 n=899	199	238	253	113	51	12	19	14
SAUSD 2002 n=1026	230	243	246	167	84	31	14	11
SAUSD 2003 n=1152	217	272	295	209	90	39	15	14
SAUSD 2004 n=1406	185	323	453	194	148	45	44	14
SAUSD 2005 n=1250	146	221	392	250	155	48	20	18
SAUSD 2006 n=1216	123	202	407	206	167	37	50	24
SAUSD 2007 n=1163	100	199	393	214	183	43	17	10
SAUSD 2008 n=1181	122	213	419	206	125	52	28	16
SAUSD 2009 n=1272	125	222	368	276	150	71	41	19
SAUSD 2010 n=1421	150	218	368	274	251	88	46	26
SAUSD 2011 n=1527	174	229	448	303	207	121	29	16
SAUSD 2012 n=1936	181	321	508	493	233	135	36	29
SAUSD 2013 n=1938	170	198	487	376	357	245	54	51

**SAUSD MATH PERCENTAGE 14 YEAR TREND
SANTA ANA COLLEGE OUTREACH
2000-2013**



	Math n05/n06	Math N48	Math 60	Math 70/80	Math 105/140/145/219	Math 150/160	Math 170	Math 180
SAUSD 2000 n=938	20%	25%	34%	12%	6%	1%	1%	1%
SAUSD 2001 n =899	22%	26%	28%	13%	6%	1%	2%	2%
SAUSD 2002 n=1026	22%	24%	24%	16%	8%	3%	1%	1%
SAUSD 2003 n=1152	19%	24%	26%	18%	8%	3%	1%	1%
SAUSD 2004 n=1406	13%	23%	32%	14%	11%	3%	3%	1%
SAUSD 2005 n=1250	12%	18%	31%	20%	12%	4%	2%	1%
SAUSD 2006 n=1216	10%	17%	33%	17%	14%	3%	4%	2%
SAUSD 2007 n= 1163	9%	17%	34%	18%	16%	4%	1%	1%
SAUSD 2008 n=1181	10%	18%	35%	17%	11%	4%	2%	1%
SAUSD 2009 n=1272	10%	17%	29%	22%	12%	6%	3%	1%
SAUSD 2010 n=1421	11%	15%	26%	19%	18%	6%	3%	2%
SAUSD 2011 n=1527	11%	15%	29%	20%	14%	8%	2%	1%
SAUSD 2012 n=1936	9%	17%	26%	25%	12%	7%	2%	1%
SAUSD 2013 n=1938	9%	10%	25%	19%	18%	13%	3%	3%