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Math Programming and Curriculum Adoption Process Update

May 29, 2025

Alignment to Strategic Plan

Goal Area 1 - Instruction

- Effective and consistent instructional practices that meet the needs of all students

Strategic Initiative 1a.3

- Develop programs to increase opportunities for underrepresented students to reach high levels of academic success

2024-25 Process

- District staff began the process to update mathematics programming, pathways and placement and curriculum in 2024-25
- This year staff:
  - reviewed math data and pathway demographics
  - reviewed math instructional time across sites
  - collected stakeholder input from parents, teachers and students through a Thought Exchange and focus groups

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2024-25 Mathematics Data

6th Grade Pathway Enrollment

Student Group	2024-25 6.1	2025-26 6.1 *Projected	2024-25 6.2	2025-26 8.2 *Projected
Asian	10% (30)	11% (35)	42 (73)	40% (57)
Hispanic/Latino	55% (165)	53% (173)	6% (10)	4% (6)
White	23% (70)	19% (61)	25% (43)	32% (46)
SED	46% (137)	44% (142)	7% (12)	6% (8)
EL	27 (80)	28% (90)	1% (1)	2% (3)

*Pending CAASPP results

6th Grade Pathway Enrollment by Feeder School

Feeder School	2024-25 .1 Accelerated	2025-26 .1 Accelerated (Projected)	2024-25 .2 Advanced	2025-26 .2 Advanced (Projected)
Bubb	7% (20)	7% (24)	17% (30)	18% (26)
Castro	15% (46)	11% (36)	1% (2)	0
Imai	8% (24)	10% (32)	17% (30)	21% (30)
Landels	11% (34)	12% (39)	9% (15)	12% (17)
Mistral	12% (37)	13% (43)	6% (10)	3% (5)
Monta Loma	9% (26)	10% (34)	4% (7)	3% (5)
Stevenson	5% (16)	13% (43)	28% (49)	29% (42)
Theuerkauf	11% (33)	8% (25)	2% (4)	4% (6)
Vargas	9% (28)	15% (48)	9% (16)	9% (13)

*Pending CAASPP results

7th and 8th Grade Pathway Enrollment

Student Group	.0 Grade Level		.1 Accelerated		.2 Advanced	
	23-24	24-25	23-24	24-25	2023-24	2024-25
Asian	4% (16)	6% (24)	17% (49)	18% (45)	37% (101)	41% (128)
Hispanic/Latino	76% (296)	71% (283)	29% (83)	31% (77)	6% (17)	5% (15)
White	10% (38)	12% (46)	35% (98)	34% (86)	33% (89)	33% (104)
SED	55% (216)	56% (223)	22% (61)	21% (52)	6% (16)	4% (13)
EL	31% (121)	27% (106)	3% (9)	2% (6)	0	1% (4)

7th and 8th Grade Accelerated Pathway Enrollment by Feeder School

Feeder School	.1 Accelerated		.2 Advanced	
	23-24	24-25	23-24	24-25
Bubb	10% (29)	5% (13)	20% (55)	21% (67)
Castro	6% (18)	6% (15)	1% (3)	1% (3)
Imai	12% (35)	14% (36)	24% (64)	20% (63)
Landels	12% (34)	11% (27)	12% (32)	13% (40)
Mistral	12% (33)	11% (27)	4% (10)	5% (17)
Monta Loma	5% (15)	6% (16)	5% (14)	5% (16)
Stevenson	11% (32)	15% (37)	16% (43)	15% (47)
Theuerkauf	5% (14)	6% (15)	2% (6)	3% (10)
Vargas	7% (21)	10% (26)	9% (25)	7% (22)

Data Summary

- Sixth grade pathway placements for 2025-26 are projected
  - CAASPP scores are not in yet
  - All students take i-Ready in August which can affect placement
- Not all student groups are accessing advanced math pathways
- Enrollment in advanced math pathways varies by feeder school
- The impact on placement in advanced pathways for students having access to i-Ready math is still unclear
- 2025-26 7th and 8th grade pathway data has not been disaggregated yet

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Instructional Time

Math Instructional Time

- Eureka math recommends 60 minutes per day for math plus additional time for intervention and differentiation
- Staff reviewed schedules at all elementary sites for 2024-25 to assess time dedicated to mathematics instruction
- Time designated for mathematics instruction varied across sites and across grade levels at the same site
  - Example same site: 160, 190, 250 math instructional minutes per week
- Mathematics is not taught daily across the District

Math Instructional Time

Grade Level	Average minutes per week	Range of minutes per week	Range of time per instructional block	Average days per week
KIndergarten	222	120 - 280	15 min - 60 min.	4.5
First Grade	226	165 - 290	30 min - 60 min.	4.7
Second Grade	232	175 - 295	25 min - 60 min.	4.7
Third Grade	250	180 - 335	35 min. - 65 min.	4.7
Fourth Grade	245	160 - 320	30 min. - 60 min.	4.8
Fifth Grade	246	215 - 350	35 min. - 60 min.	4.8

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Stakeholder Input

Data Collection and Participants

Dates	Input Session	Number of Participants
3/18/25	Administrator Focus Group	
3/18-4/18	Elementary Student Focus Groups	6-10 5th graders from each elementary school
3/18-4/18	Middle School Student Focus Groups	6-10 students from each middle school, representing different math pathways and grade levels
3/26-4/4	Thought Exchange	MVWSD Parents: MVWSD Staff: MVWSD 4th-8th Grade Students:
4/16	Middle School Teacher/Staff Focus Group	
4/17	Elementary Teacher/Staff Focus Group	
4/23	Parent/Community Focus Group	100 Parents:

Thought Exchange

- What are the best ways for students to learn math?
- What are the most important things we need to consider when looking at a new math curriculum?
- What are the benefits and disadvantages of tracked, or leveled, math classes in middle school?

Teacher and Administrator Focus Groups

- On a scale of 1-5, how much is math a focus at your school?
- Do you feel that Eureka math meets the needs of your students?
- What is missing and what would you like to see in a new math curriculum?
- What do you feel about departmentalizing math instruction? (elementary)
- If leveled classes continue, what changes are needed to ensure that students are successful? (MS)
- If leveled classes were discontinued, what would you need in order to meet the needs of all students? (MS)

Parent Focus Groups

- On a scale of 1-5, how much is math a focus at your school?
- What do you feel are the most effectives ways to learn math?
- What would you want to see in a new math curriculum?
- What are your thoughts about tracked or leveled math classes in middle school?

Student Focus Groups

- On a scale of 1-5 (1 is lowest, 5 is highest), show with your fingers how much math is a focus at your site.
- What do you like best about math instruction at school?
- What do you like least about math instruction at school?
- If you could change one thing about the math program at your school, what would it be?
- What are your thoughts about the middle school math pathways at MVWSD?/ middle school math classes?
- What role do you feel technology has in learning math?
- What do you do when you don't know how to complete math homework?

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Findings

Effective Math Instruction

- Needs to be evidence-based
  - Several parents noted the importance of following research rather than parent responses on surveys
  - Educators cited evidence-based practices such as direct instruction, relevance, repeated and spaced practice
- Engaging and fun
- Importance of math fluency
- Targeted to student needs
- Teachers who have passion for math and can clearly explain to students

Math Pathways: Support

- Most respondents believed that MVWSD should continue tracked math in middle school
  - Most cited benefits for students in the most accelerated pathways
    - Allows for students to receive an extra challenge
    - Perception of being competitive in high school math classes
  - Few discussed benefits for students in the grade level pathways

Math Pathways: Considerations

- Most teachers expressed need for different entrance criteria for .2 pathways
  - Too many students in the .2 pathways that do not have the requisite skills or academic habits
  - Too much variance in student skill level
- Students expressed pressure associated with math pathways
  - Peer perceptions of different pathways
  - Feeling pressured to get into .2 pathway, even if not interested in math
- Some parents expressed desire for depth over acceleration--spend more time really developing a fundamental understanding of the math concepts

Current Math Curriculum

- Mixed reactions on effectiveness of Eureka Math
  - Many teachers expressed that Eureka was effective for students at grade level, but not enough opportunities for enrichment or intervention
  - Some students and teachers enjoyed the structure of Eureka
  - Some parents, teachers, and students appreciated learning different ways to solve and model problems, while others found the emphasis on multiple methods frustrating
  - Workbook only, no textbook for students and families to reference

Future Math Curriculum

- Include more real-world applications and/or ground the mathematics in anchor phenomena
- Textbook for students and families to reference
- Intervention and enrichment materials
- Delivered with direct instruction (I Do, We Do, You Do) for new concepts and skills and application problems and projects to further develop concepts and skills

Role of Technology

- Mixed responses from students
  - Several students said that Zearn and IXL have been helpful to give them extra practice
  - Few mentioned i-Ready; however, most said i-Ready was boring, but some said they missed i-Ready because it was math at their level
- Most parents emphasized the importance of live instruction for a teacher
  - Several described potential of technology such as AI to provide differentiated instruction to students or allow for repeated practice of taught skills

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Considerations

Considerations

- All students deserve a strong mathematics program which provides opportunities for acceleration if desire
- Large achievement gaps in mathematics that were exacerbated during the pandemic persist
- Not all groups of students are accessing accelerated math pathways
- Scheduling
  - Middle school cascading schedule
    - Monday periods are much shorter
    - Due to schedule there are only 3 other periods of math per week
  - Inconsistent time spent on math in elementary
    - Most have 50 minute blocks, which does not allow for intervention or differentiation

Considerations

- Enrichment programs impact the instructional day and schedule (i.e Art, Music, library, Living Classroom, etc at elementary schools)
- Elementary teachers are expected to be proficient in planning for and teaching all subjects (except Science and PE)
- Elementary math instruction lays a foundation for success in higher levels of math starting in middle school
- Elementary teachers have focused on shifting to structured literacy and using a new curriculum
  - limits capacity to add new learning and curriculum for math

Considerations

- Most staff, students and parents want to continue to have multiple pathways in middle school
- Process for students to accelerate must ensure that students have the prerequisite skills to be successful
- Input from MVLA is that staff prefers students to start 9th grade with strong foundational skills and proficiency in the course preceding the pathway they enter into (Algebra 1, Geometry or Algebra II
- Although publishers have submitted materials to the state for possible inclusion in the state-approved list (anticipated release in November), math materials most likely will not be available to pilot until spring which will delay the District's adoption process

Recommendation

- Due to the anticipated inability to access materials to pilot early in January 2026, staff recommends the following:
  - Convene math committee in January 2026
  - Review materials, and decide on pilots in spring 2026
  - Pilot in fall 2026
    - allows teachers to be trained in August
    - allows for having all middle school teachers pilot if desired
    - would allow for longer pilots
  - Use spring of 2027 to develop assessments, consider adjustments to pathways and communicate changes
    - Utilize current pathways and assessments
  - Full implementation in August 2027

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Next Steps

Next Steps

- Pending input from the board of Trustees begin to plan for 2025-26
- Continue to research pathway and assessment options used in other Districts for middle school
- work with community partners to address scheduling concerns at the elementary level
- Share next steps with students, staff and parents

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Appendix

Background

- Curriculum adoptions are usually conducted according to the cycle of approved Curriculum Frameworks outlined by the California Department of Education
- Approved curriculum is dependent on a state approved Framework as it contains evaluation criteria for the adoption of materials
- California finally approved a revised Mathematics Framework in June of 2023 after a four year delay
  - The delay was due to a variety of factors including: Covid-19 pandemic and the need for multiple revisions due to feedback and criticism
- This delay is also delaying the District's plan to update math programming and materials

Background

- An approved list of mathematics materials is not expected until November of 2025 and this timeline is subject to change
- MVWSD adopted Eureka Math K-8 in June 2015
- Materials are usually updated every 6-8 years
- MVWSDs math materials are 9 years old
- Math placement assessments and criteria have not been adjusted since 2021-22
- A middle school mathematics placement appeals process was added in 2023-24

Additional Information

- Districts are able to adopt new materials without an approved list as long as a majority of members of the committee are teachers
  - MVWSD adopted new K-5 ELA materials without a list in 2023-24
  - 13 Districts in California have adopted new mathematics materials K-5 since 2020 according to a report from the *Center For Education Market Dynamics*
- Ed. Reports does have a list of mathematics materials that have been rated for both alignment to standards and usability
  - this list could be used as a starting point for an adoption process and compared to the approved list from the California Department of Education when released

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Current Mathematics Programming

Elementary Programming

Core Instruction

- **K-5: *Eureka Math, A Story of Units*, Great Minds Publishing**
  - Counting and Cardinality (Kindergarten only)
  - Operations and Algebraic Thinking (K-5)
  - Number and Operations in Base Ten (K-5)
  - Number and Operations - Fractions (3-5)
  - Measurement and Data (K-5)
  - Geometry (K-5)

Middle School Programming

The 6-8 program builds on the foundation for higher levels of math with a focus on the following domains:

- **6-8 Eureka Math, A Story of Ratios, Great Minds Publishing**
  - Ratios and Proportional Relationships (6, 7)
  - Expression and Equations (6-8)
  - The Number System (6-8)
  - Statistics and Probability (6-8)
  - Geometry (6-8)
  - Functions (8)
- **Algebra 1: *Eureka Math, A Story of Functions*, Great Minds Publishing**
  - Functions
  - Algebra
  - Statistics and Probability
- **Geometry: *Eureka Math, A Story of Functions*, Great Minds Publishing**
  - Geometry

Middle School Programming

- MVWSD currently offers a variety of math pathways for students
- All pathways allow student to enter high school on a college preparatory or A-G track
  - Students are initially placed into math pathways based data from District i-Ready and state assessments given in May.
  - All students have the opportunity to adjust their pathway in August based on data from i–Ready which includes accelerating to a more challenging pathway or moving to a course better suited to their abilities.
  - In 2023-24, the district implemented a math appeals process to allow students and parents another opportunity to adjust their pathway

Middle School Math Pathways