
OLYMPIA SCHOOL DISTRICT SCHOOL BOARD MEETING

MIDDLE SCHOOL MATH REVIEW COMMITTEE'S RECOMMENDATION

February 12, 2007

DECISION MAKING PROCESS

- Utilized a facilitator
- Attempted to reach consensus
- In voting we set a standard of 2/3 majority to make a formal recommendation

- We did not reach a 2/3 majority

PRIMARY FILTERS

- Has balance -- problem solving, critical thinking, applications, and basic skills
- Student retention of knowledge
- Aligns with State standards
- Meets needs of various levels of learners

PROJECTED MIDDLE SCHOOL ADOPTION BUDGET

- Text Adoption \$155,000

(This includes the core text as well as purchasing algebra and geometry books that match the high schools books)

- Professional Development \$ 75,000
- Manipulatives \$ 7,200

PROFESSIONAL DEVELOPMENT

- Training in August or early Fall
- Consultant every 5-6 weeks
- Professional Learning Community every 4 weeks
- Math TOSA support
- Release time for preparation

MCDOUGAL LITTELL OPTIONS

6TH

7TH

8TH

9TH

McDougal Littell 1	McDougal Littell 2	McDougal Littell 3	Pre-Algebra Algebra
McDougal Littell 2	McDougal Littell 3	Algebra	Geometry
Pre-Algebra	Algebra	Geometry	Algebra II

CONNECTED MATHEMATICS PROJECT 2 (CMP2) OPTIONS

6TH

7TH

8TH

9TH

CMP2	CMP2	CMP2	Pre-Algebra Algebra
CMP2	CMP2	CMP2	Geometry
CMP2	Pre-Algebra	Algebra	Geometry
Pre-Algebra	Algebra	Geometry	Algebra II

MCDUGAL LITTELL

MATH 1, 2, 3 STRENGTHS

- Basic skills are well supported in textbook.
- Problem solving, critical thinking, and application are supported in additional resources.
- Students use spiraling curriculum to review previous concepts and build expected skills each year.
- Additional resources provided to meet the needs of various levels of learners.

MCDUGAL LITTELL

MATH 1, 2, 3 CHALLENGES

- Teachers will need to use supplemental materials to address concept development, problem solving, and mathematical reasoning.
- Staff development related to concept development, problem solving, and mathematical reasoning would be required.
- Ensuring retention of learning due to lack of contextual learning
- Ensuring retention of learning from a lack of depth due to the spiraling nature of the material.

CONNECTED MATHEMATICS PROJECT 2

STRENGTHS

- Problem solving, critical thinking and application skills are well-supported in textbook.
- Basic skills are supported in additional resources.
- Students go deeper into math topics and are expected to retain those concepts.
- Independent practice in textbook allows students to work at their own ability level.

CONNECTED MATHEMATICS PROJECT 2

CHALLENGES

- Teachers will need to use the resource CD to ensure students obtain basic skills and procedural fluency.
- Parent support is more difficult than in a traditional program.
- Helping teachers who have not used this approach to become comfortable and confident will take time.
- Determining what elements of the material are core and what should be emphasized at each grade level.

LESSONS FROM OUR TEACHERS

- **TOPIC – Mixed numbers and improper fractions**
 - McDougal Littell – presented by Julie McDougal
 - CMP2 – presented by Kate Trafton

WHAT WE KNOW ABOUT THE PROGRAMS

MCDOUGAL LITTELL ...

is stronger than our current program.

is used by two districts in our state (the 2005 or 2007 edition). It is also being used in Juneau, Alaska and Corvallis, Oregon.

is considered similar to our current approach, which some OHS staff think we should continue with adjustments.

MCDUGAL LITTELL ...

addresses basic skills and procedural fluency well.

is being used as a core program by one of 10 effective school districts in the State of Washington recognized by OSPI.

(From Compliance to Commitment: A Report On Effective School Districts in Washington State, WSRC, 2004)

MCDOUGAL LITTELL ...

The website that provides a variety of teacher support strategies and information.

www.classzone.com

from McDougal Littell

CMP2 . . .

aligns with research on how students learn math.

(Helping Children Learn Math

- National Research Council).

is a contextual approach to concept development,
problem solving and reasoning, required by state
standards and WASL.

is used by 24 of 28 middle schools performing
above Washington Middle School.

CMP2 . . .

is used by approximately 105 districts in our state as a core program and by approximately another 30 as a supplement.

is preferred by six out of seven of our OSD teachers who have used both CMP and a traditional text.

was the only middle school math curriculum rated as Exemplary by the Department of Education (2000)

CMP2 . . .

is being used as a core program by 6 of 10 districts recognized by OSPI as effective school districts in the State of Washington. (*From Compliance to Commitment: A Report On Effective School Districts in Washington State, WSRC, 2004*)

requires substantial staff development for teachers.

was the highest rated middle school math program in the Project 2061 Study by the American Association for the Advancement of Science. (2000)

CMP2 . . .

is more difficult than a traditional program for parents to support students at home. Prentice Hall has developed a website to assist parents with home support.

ancillary materials (CD's) that come with the program provide teachers with the tools to differentiate instruction on basic skills.

is used by a vast number of local districts and ESDs, providing the potential to collaborate and conduct professional development.

CMP2 ...

is considered much improved over CMP1 in developing skills, procedures, and support materials for teachers.

is recommended by all of the OSD middle school principals as the core mathematics materials for our middle schools.

CMP2 . . .

There are websites and a blog, blog.teachervision.fen.com, that provides a variety of teacher support strategies and information.

Websites

www.phschool.com/cmp2/parent_guide.html from

Prentice Hall and

www.connectedmath.msu.edu/parents/tips.html

from the Michigan State University assist teachers and parents

CONCERNS / ISSUES RELATED TO CMP2

- Time
- ELL and Special Education
- Student Absences
- Substitutes
- Holes in the material
- Parent support – this will be referred to in another portion of the presentation

GENERAL INFORMATION THAT WE KNOW

- In a review of the 2006 WASL results for middle school students in our district, students who did not pass the math section scored lowest on the strand dealing with problem solving and logical reasoning.
- Of the 6th, 7th, and 8th grade students who did not pass the math WASL, only 13.66% passed the problem solving strand.
- Of the 8th grade students who did not pass the math WASL, only 7% met the standard in the problem solving strand.

**Over 35% -- 642 students -- of our
6th, 7th, and 8th grade students did
not meet standard on the
state assessment in 2006.**

COMMITTEE OUTCOME

- We had 61.5% of members (16) support CMP2
- We had 38.5% of members (10) support McDougal Littell
- We had one abstention and one absent

SCHOOL DISTRICTS USING CMP AS A CORE TEXT

Lake Washington	Bellevue	Edmonds
Seattle	Clover Park	Evergreen (Clark)
East Valley Spokane	Central Valley Spokane	Everett
Bellingham	Mead	Bethel
East Valley Yakima	West Valley Yakima	Kennewick
Pasco	Richland	Bremerton
Central Kitsap	North Kitsap	South Kitsap
Walla Walla	Puyallup	Wenatchee
Eastmont	Battle Ground	Vashon Island
Tumwater	Yelm	Mukilteo

- This is thirty of the approximate 105 districts using CMP as their core text.