Advanced Math Program Review: Findings and Recommendations

April 29, 2025

Presented by:

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Michelle Poolaw - Curriculum Supervisor
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Emily Garcia - HF Math Teacher
Mike Zilberfarb - HF Math Teacher
Susie McKeown - LM Math Specialist

Agenda

- ➔ Background & Purpose
- ➔ Committee Formation & Process
- ➔ Data Review
- ➔ Committee Findings
- ➔ Recommendations
- ➔ Next Steps - Transition and Communication

Background and *Purpose*

Reviewing Our Curricular Materials

- **i-Ready Classroom Mathematics** approved Spring 2024
  - replaced previous core curriculum: *K-5 Investigations; 6 Connected Math; 7-8 enVisions*
- **i-Ready Components**:
  - Diagnostic
  - MyPath
  - Core Instruction
- **Support for Small Group and Independent Work**
  - Flexible groupings for *each* lesson
  - Independent personalized resources
- **Mathematical Discourse**
  - Vocabulary, reasoning, and collaborative problem-solving
- **Ongoing Progress Monitoring**
  - Real time reports
  - Comprehension checks

Why Was the Committee Formed?

- ➔ Growing questions about access and placement
- ➔ Need for program consistency across buildings
- ➔ Desire to ensure equity and appropriate challenge
- ➔ Alignment with the district's strategic goals
- ➔ Review and Analysis of student performance on district and state testing

Committee Goals

- ➔ To review current advanced math offerings and practices
- ➔ To identify strengths and challenges of our current program
- ➔ To make recommendations to improve consistency, access, and rigor

Committee Formation and *Process*

Advanced Math Committee *Members*

Advanced Math Program Committee			
Teacher	School	Grade	Level
Katie Bopf	Countryside	4	Compacted
Katie Puche	Springville	4	Compacted
Alana Johnson	Hartford	5	OL/Accelerated
Julie Belcher	Hartford	5	OL/CM
Mike Zilberfarb	Hartford	6	OL/Accelerated
Emily Garcia	Hartford	6	OL/Co-/CM
Hannah Weiner	Harrington	7	OL/Co-/Alg. 1
Kristin Moule	Harrington	7	Math Specialist
Lauren Arnot	Harrington	8	Alg 1/Geo
Katie Bogert	Hartford	5	Resource/Co-
Susie McKeown	Larchmont	K-4	Math Specialist
Lisa Wunsch	Hartford	6	Math Specialist
Michelle Poolaw	Supervisor	K-8	Math
Jared Caltabiano	Supervisor	K-8	Science/GAP
Shannon Sonnie	Hillside Principal	K-4	-
Shawn Blackshear	Hartford Asst. Principal	5-6	-
Mridula Bajaj	District Assistant Superintendent	K-8	-
George Rafferty	District Superintendent	K-8	-
*OL = On Level	*Co = Co-Teaching	*CM = Compacted Math	

Advanced Math Committee - Process

- The committee met monthly for a full day, from December 2024 through April 2025.
- Our process included evaluation of our current programs and procedures.
- Review of data, policies, curriculum, and stakeholder feedback

Data *Review*

Research and Data Review

- ➔ Student placement criteria
- ➔ Curriculum documents and pacing guides
- ➔ Surrounding district programming
- ➔ Performance data (grades, assessments, enrollments)
- ➔ Student, staff and parent feedback

Current Student Placement Process and Criteria

Process:

➔ Spring Testing: *April through June*
➔ Each year all students in grades 3-7 in *On Level* and *Compacted* classes
➔ Scores are analyzed over the summer
➔ Families are notified in August of any placement changes

Criteria: *Must earn a qualifying score for 3 out of 4 below*:

- Spring STAR 360 Math Assessment
- Savvas On-Level End-of-Year Test
- Savvas Above-Level End-of-Year Test
- Advanced Math Criteria Rubric (score of 8 or higher)

Current Advanced Program
Standards Addressed

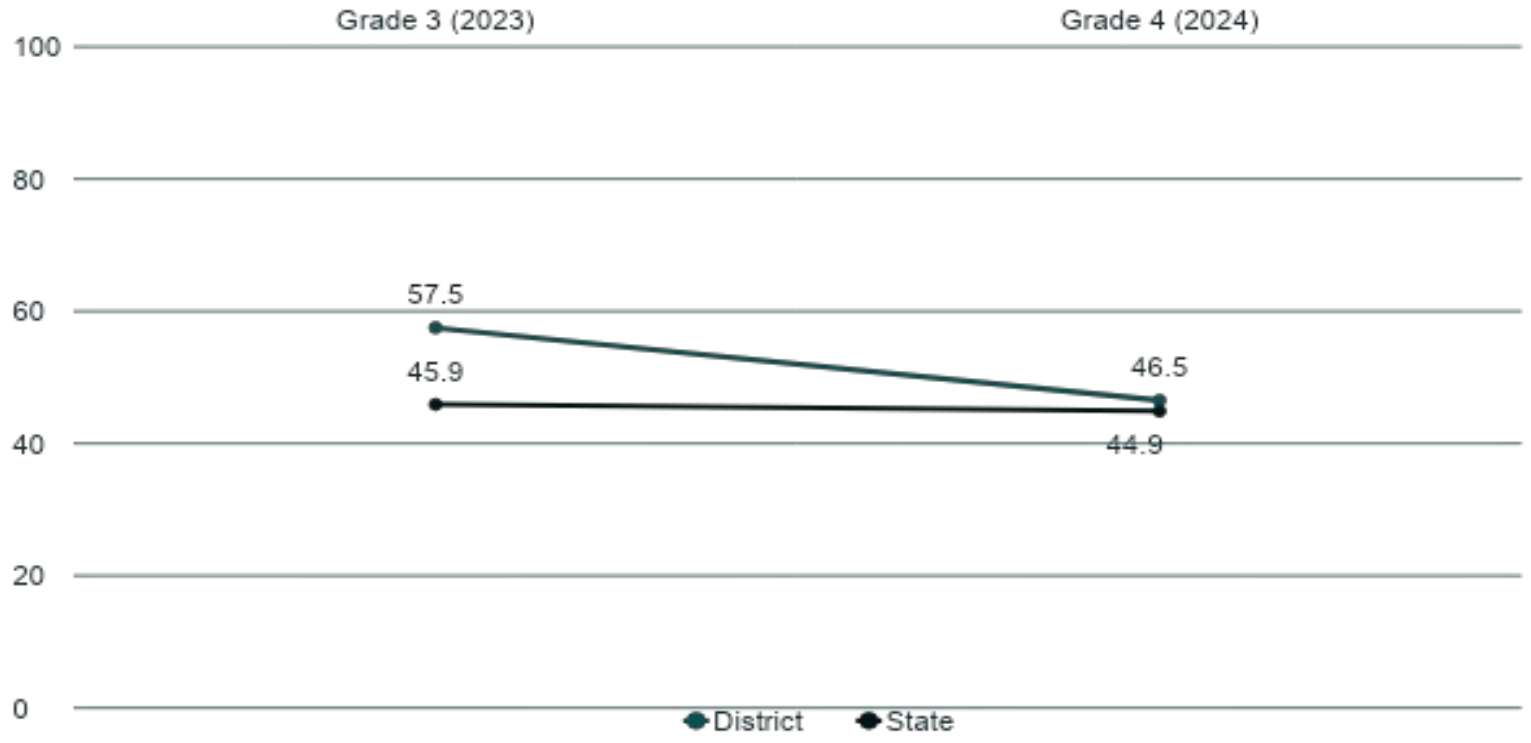
Grade/Level	**4th**	**5th**	**6th**	**7th**	**8th**
On Level	4	5	6	7	8
Compacted Math	4 and ½ of 5	½ of 5 and ½ of 6	½ of 6 and all of 7	8	Algebra 1
Accelerated Math	-	½ 6 and all of 7	8	Algebra 1	Geometry

Missing Content Moving to Advanced After 4th Grade

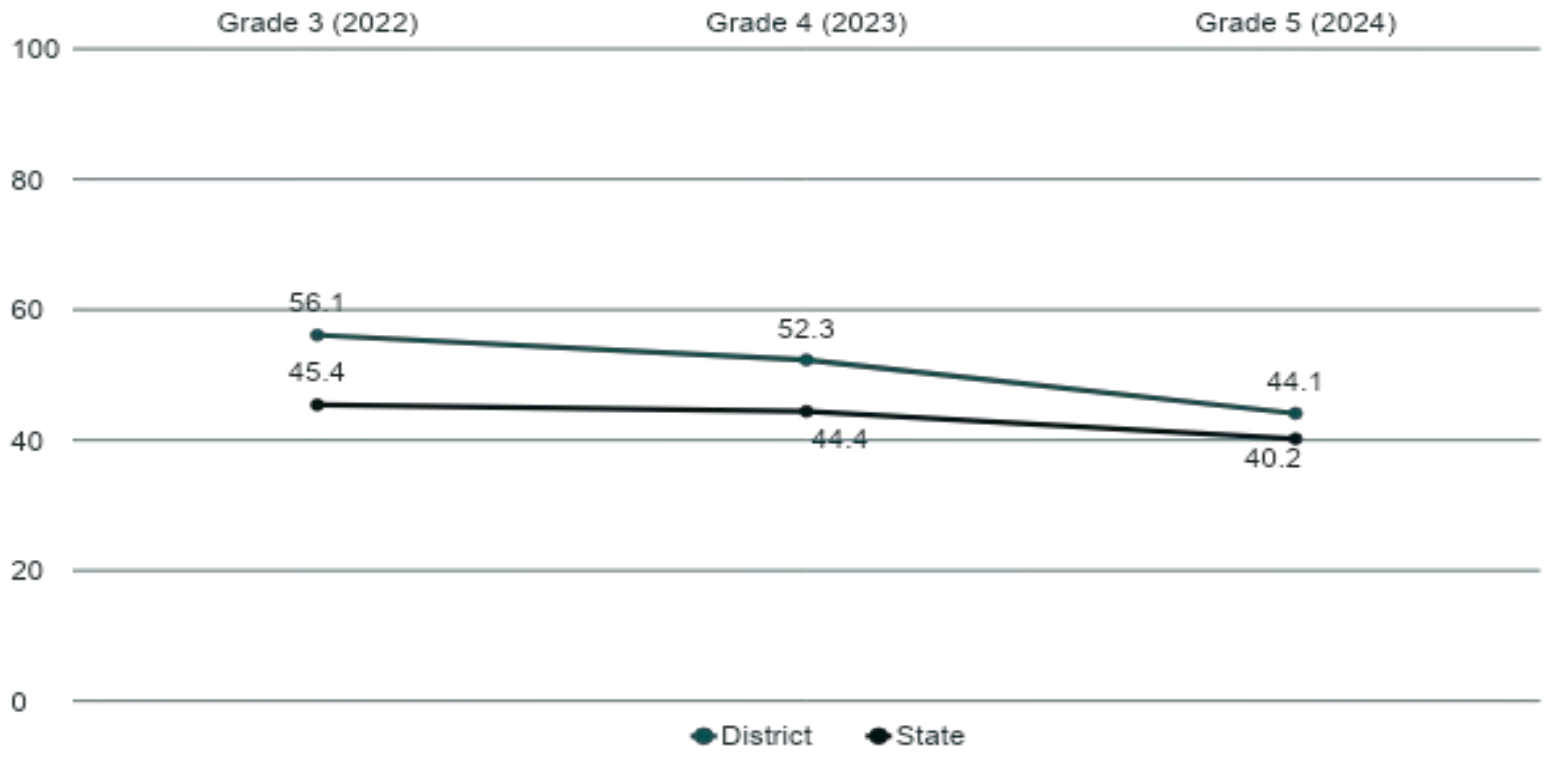
Grade/Level	4th	5th	6th	7th	8th
On Level	**4**	**5**	**6**	**7**	**8**
Compacted Math	**4 and ½ of 5**	**½ of 5 and ½ of 6**	**½ of 6 and all of 7**	**8**	**Algebra 1**
Missing content if a move is made	-	**missing ½ 5th**	**missing ½ 6th**	**missing 7th**	**missing 8th**

Compacted Math	**4 and ½ of 5**	**½ of 5 and ½ of 6**	**½ of 6 and all of 7**	**8**	**Algebra 1**
Accelerated Math	**-**	**½ 6 and all of 7**	**8**	**Algebra 1**	**Geometry**
Missing content if a move is made	-	**missing ½ 5th and ½ 6th**	**missing ½ 6th and 7th**	**missing 8th**	**no jump possible**

NJSLA Data 2023-2024
Grade 5 Cohort Comparison for the District
Percentage of Students That Met or Exceeded Expectations



NJSLA Data 2023-2024
Grade 6 Cohort Comparison for the District
Percentage of Students That Met or Exceeded Expectations



Surrounding District Programming

Districts in and Around the Lenape Regional Curriculum Consortium:

- Districts would offer advanced math programs
  - *Majority begin in 7th-8th; Some start in 6th*
  - *If offered, Algebra 1 begins in 8th Grade; Few offer Geometry*

- LRCC districts vary in allotted minutes for math instruction
  - *majority 45-60 mins*

- Lenape offers multiple levels for all math classes, along with different pathways depending on what students would like to focus on in the future

Stakeholder Feedback

Students:

- ➔ “The smart kids get into compacted math.” (5th grade)
- ➔ “I want to get into compacted math because my brothers were in it.” (3rd grade)
- ➔ “I tried to fail the test on purpose, because I don’t want to be in accelerated.” (4th grade)

Teachers:

- “Teaching math is the worst part of my day. I dread it. My class is so anxious and they put so much pressure on themselves.” (4th grade Compacted Math)
- “Some students can handle the advanced pace, but many of them struggle.” (6th grade Compacted Math)
- “There are some students who thrive in math and can handle Algebra 1 and Geometry.” (8th grade Algebra 1)

Parents:

- ➔ “You have to get in at 4th grade, otherwise it’s impossible to catch up.”
- ➔ “There is no time to prepare if your child does move. We found out our son moved the week before school started. There was no time to get them caught up.”
- ➔ “All of the assessments are digital. What if students aren’t good at digital tests?”
- ➔ “Why can’t my child be reassessed?”

Overall Committee

Findings

Key Findings: Areas of Need in Current Programming

- ➔ Foundational skills missing and gaps in content and learning standards resulting in low student achievement.
- ➔ Focuses on acceleration rather than depth of knowledge and building thinking classrooms
- ➔ Assessment process and identification concerns
- ➔ High pressure, fosters negative math identities and anxiety in students
- ➔ Late family notification and lack of support in transitions
- ➔ Misidentification
- ➔ Lack of continuity in the program along with inconsistent program structures

Key Findings: Strengths in Current Programming Building Blocks

- ➔ Intermediate and Middle School schedules support an enhanced math program (e.g. block scheduling; minutes allocated)
- ➔ Highly qualified teachers - Math content certified
- ➔ Math Specialists and Co-Teachers
- ➔ Access to high school math courses in middle school (Algebra I; Geometry)
- ➔ Students enrolled in High School Math demonstrate high achievement outcomes

Committee

Recommendations

Committee Recommendations

- ➔ Create a cohesive program K-8 including consistent guidelines
- ➔ Clear communication among all stakeholders
- ➔ Design strong, innovative pathways for enrichment and acceleration
- ➔ Ensure inclusive access for advanced math courses
- ➔ Provide professional development on differentiation
- ➔ Align curriculum resources and pacing guidelines
- ➔ Strengthen transition supports between grade level placement shifts

Learning *Reimagined* with Math+

Empowering All Learners through Innovative Mathematical Strategies

Grade/Level	4th	5th	6th	7th	8th
Math+	**4+**	**5+**	**6+**	**7+**	**8+**
					Algebra 1
				Algebra 1	**Geometry**

Math+ Framework

- New i-Ready Mathematics Instructional Materials
  - Curriculum
  - Personalized Instruction (MyPath)
  - Diagnostic Assessment
- Infrastructure
  - Small Group Instruction and Differentiation
  - Push-In Model with Math Specialists and Special Education Teachers
  - 70 and 80 Minute Math Blocks
    - 4th Grade: 70 mins
    - 5th-8th Grade: 80 mins
  - Building Thinking Classrooms

Math+ Framework

- Math+ Curriculum:
  - i-Ready Classroom Mathematics
  - Math Standards Crosswalk
    - Grade Level + *Above* Level Complementary Standards and *Before* Level Unfinished Learning

Grade 3	Grade 4	Grade 5	Grade 6
Introduction to parentheses/ Distributive Property	Solving Multi-Step Word Problems	Introduction to (formal) Order of Operations, excluding exponents	Extending Order of Operations to include exponents
In all grades, student work on solving multi-step equations, preparing them for 1- and 2- step linear equations.			

Summer+

➔ Introducing the **Summer+** Program

- Summer opportunity for self-paced, personalized practice through the i-Ready MyPath program
- Targeted skills based on what students need
- Chromebooks will be available to borrow for the summer
- Teacher-monitored participation and support, as needed
- Registration required

Summer+

➔ **Summer 2025**
- ◆ Available to all rising 3-5 students and in some cases students in grades 6-8 moving to an above level class or being reassessed.

➔ **Summer 2026**
- ◆ Available to all rising 3-8 students

- **Information Letter and Registration Form:**
  - Early May: Letter to all rising grade 3-5 families regarding the opportunity
  - Registration Due June 15
- ***Summer+ Dates***:
  - June 24th - July 25th (5 Weeks)

Next *Steps*
Transition & Communication
Timeline

Math+ Transition

2025-2026 School Year

- ➔ Grades 4-5
  - ◆ Math+
  - ◆ Summer+
  - ◆ i-Ready
- ➔ Grades 6-8
  - ◆ Continue with Current Structure

2026-2027 School Year

- ➔ Grades 4-8
  - ◆ Math+
  - ◆ Summer+
  - ◆ i-Ready
- ➔ Grade 7
  - ◆ Algebra 1*
- ➔ Grade 8
  - ◆ Algebra 1* or Geometry**

*Qualification Process
**Must pass Algebra 1 with an 80% in 7th grade

Math+ Transition: *Criteria & Qualification Process*

➔ Spring Testing: April-May

Criteria- Student Growth and Readiness Measures:

- ➔ Diagnostic
  - ◆ Up to 5 points
- ➔ District Benchmark
  - ◆ Up to 3 points
- ➔ Average of Unit Assessments
  - ◆ Up to 3 points
- ➔ Markers of Future Success
  - ◆ 1 point

Total of 12 points

Qualification Process-

- ➔ Scoring:
  - ◆ 11-12 points to qualify
  - ◆ 10 points and below do not qualify
  - ◆ Students scoring 10 points will have an opportunity to be reassessed in July, provided these students register & participate in the Math Summer+ program.

Math+ Guidelines

Movement Between Courses in Grades 7-8

- ➔ No placement changes after Sept. 30
- ➔ Changes require approval by Principal and Math Curriculum Supervisor
- ➔ All missed work must be made up
- ➔ As per Lenape Guidelines:
  - ◆ Geometry requires prior passing of Algebra 1

Maintaining Placement

- ➔ Lenape HS requires 80%+ final grade for Algebra 1 & Geometry credit
- ➔ Students in Algebra 1 in 7th grade must maintain 80%+ average
  - ◆ Students below 80% will retake Algebra 1 in 8th grade

New Students

- ➔ New students screened upon entry; must have NJ public school transcript for Algebra 1 transfer
- ➔ Students in Algebra 1 in Grade 7 must qualify for Geometry 8, or repeat Algebra 1, or take Math8+

Math+ Timeline

Program Update

First Week of May

➔ Letter to Staff & Families

➔ Presentation posted on district website

Training for Staff

- May, July, Summer PD, Back to School, Ongoing

New Qualification Window

SY 2025-2026: *Current Grade 5-7*

- STAR: *April 16th*
- District Benchmark: *Grades 5-6 May 20-21; Grade 7 May 22-23*
- Unit Test Average: *Due May 20*
- Markers of Future Success: *Due May 20*

Qualification Notification

Early June

- Qualification Letter to Grade 6-8 Advanced Math Families.
- Opt Out Option
- Students Scoring 10 points on the rubric will be notified regarding reassessment opportunity in July.

Ongoing Review and Improvement

- Annual program review for effectiveness & adjustments
- Math Committee reviews of data, retention, and overall effectiveness
- Curriculum adjusted based on research, standards, and student performance
- Ongoing professional development
- Staff and Community feedback

Instead of tracking students,
we are *keeping track OF the students*,
using Student Growth and Readiness Measures.

Thank you!

- to all **committee members** for their professionalism and dedication to this work
- to our **students**, **staff**, **administrators**, and **families** who shared their input
- to the **Board Of Education** for their support

Contact info for questions or follow-up

- Teachers, Math Specialists or building Principals
- Michelle Poolaw, Curriculum Supervisor
- Mridula Bajaj, Assistant Superintendent for Curriculum and Instruction