

# Mountain View Whisman School District

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750-A San Pierre Way / Mountain View, CA 94043 / 650-526-3500 x 1023



## Meeting of the Board of Trustees

January 17, 2017

6:30 PM

### Strategic Plan Goal Areas

#### ***Student Achievement:***

Every student will be prepared for high school and 21st century citizenship.

#### ***Achievement Gap:***

Achievement gaps will be eliminated for all student groups in all areas.

#### ***Inclusive and Supportive Culture:***

Every student, staff, family, and community member will feel valued and supported while working, learning and partnering with MVWSD.

#### ***Resource Stewardship:***

Students, staff, and community members will have access to various resources, such as technology, facilities, furniture, equipment, etc., in a fiscally responsible manner to fulfill the mission of MVWSD.

#### ***Human Capital:***

MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work.

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**Mountain View Whisman School District**  
***Education for the World Ahead***  
**Board of Trustees - Special Meeting**

750-A San Pierre Way  
January 17, 2017  
6:30 PM

(Live streaming available at [www.mvwsd.org](http://www.mvwsd.org))

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***As a courtesy to others, please turn off your cell phone upon entering.***

Under Approval of Agenda, item order may be changed. All times are approximate.

**I. CALL TO ORDER**

- A. Pledge
- B. Roll Call
- C. Approval of Agenda

**II. COMMUNITY COMMENTS**

This is the time reserved for community members to address the Board on items that are not on the agenda. The Board and Administration welcome this opportunity to listen; however, in compliance with the Brown Act, the Board is not permitted to take action on non-agenda items.

Speakers are requested to complete a speaker card and state their name for the record.

If there are additional comments after 10 minutes have elapsed, this item may be continued after all the action and discussion items are completed.

**Notes on Community Comments on Agendized Items**

The staff presentation to the Board will occur first for each item. The Board will then ask clarifying questions. Afterwards, the community will be invited to comment. Any person wishing to speak will be granted up to three (3) minutes at the time the item appears on the agenda. Comments will be taken for up to 10 minutes, with extra time allowed for translation, as needed. Prior to addressing the Board, each speaker is requested to complete a speaker card (located on the counter near the door), give it to the Superintendent's Executive Assistant, and state his/her name for the record. We ask that you speak from the podium so that we may better hear you. At the conclusion of remarks or after 10 minutes has elapsed, the public comment portion is closed for that item and the Board will return to their own deliberations and comments. Please see the Board's "Welcome" brochure for more specifics on how Board meetings are

run. The Board is grateful to have district personnel in the audience. These personnel may be consulted during the Board's discussion on any item.

### III. REVIEW AND DISCUSSION

- A. Update on Teach to One: Math (90 minutes)

### IV. ADJOURNMENT

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#### NOTICES FOR AUDIENCE MEMBERS

1. **RECORDING OF MEETINGS:**

The open session will be video recorded and live streamed on the District's website ([www.mwsd.org](http://www.mwsd.org)).

2. **CELL PHONES:**

As a courtesy to others, please turn off your cell phone upon entering.

3. **FRAGRANCE SENSITIVITY:**

Persons attending Board meetings are requested to refrain from using perfumes, colognes or any other products that might produce a scent or chemical emission.

4. **SPECIAL ASSISTANCE FOR ENGLISH TRANSLATION/INTERPRETATION:**

The Mountain View Whisman School District is dedicated to providing access and communication for all those who desire to attend Board meetings. Anyone planning to attend a Board meeting who requires special assistance or English translation or interpretation is asked to call the Superintendent's Office at (650) 526-3552 at least 48 hours in advance of the time and date of the meeting.

El Distrito Escolar de Mountain View Whisman esta dedicado a proveer acceso y comunicacion a todas las personas que deseen asistir a las reuniones de la Junta. Se pide que aquellas personas que planean asistir a esta reunion y requieren de asistencia especial llamen a la Oficina del Superintendente al (650) 526-3552 con por lo menos 48 horas de anticipacion del horario y fecha de esta reunion, para asi poder coordinar los arreglos especiales.

5. **DOCUMENT AVAILABILITY:**

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office, located at 750-A San Pierre Way during normal business hours.

Los documentos que se les proveen a la mayoria de los miembros de la Mesa Directiva sobre los temas en la sesion abierta de este orden del dia estaran disponibles para la inspeccion publica en la Oficina del Distrito, localizada en el 750-A San Pierre Way durante las horas de oficinas regulares.

*Mountain View Whisman School District*

**Agenda Item for Board Meeting of 1/17/2017**

**Agenda Category:** REVIEW AND DISCUSSION

**Agenda Item Title:** Update on Teach to One: Math (90 minutes)

**Estimated Time:**

**Person Responsible:** Dr Ayindé Rudolph, Superintendent

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**Background:**

This year the District piloted Teach to One: Math in sixth grade, which is provided by New Classrooms, a non-profit that designs innovative personalized instructional models for schools. In the pilot students received direct instruction, did independent work and collaborated in groups – all based on their progress from the day before. The Trustees have requested a study session to discuss the Teach to One: Math program.

**Fiscal Implication:**

None.

**Recommended Action:**

No action required.

**ATTACHMENTS:**

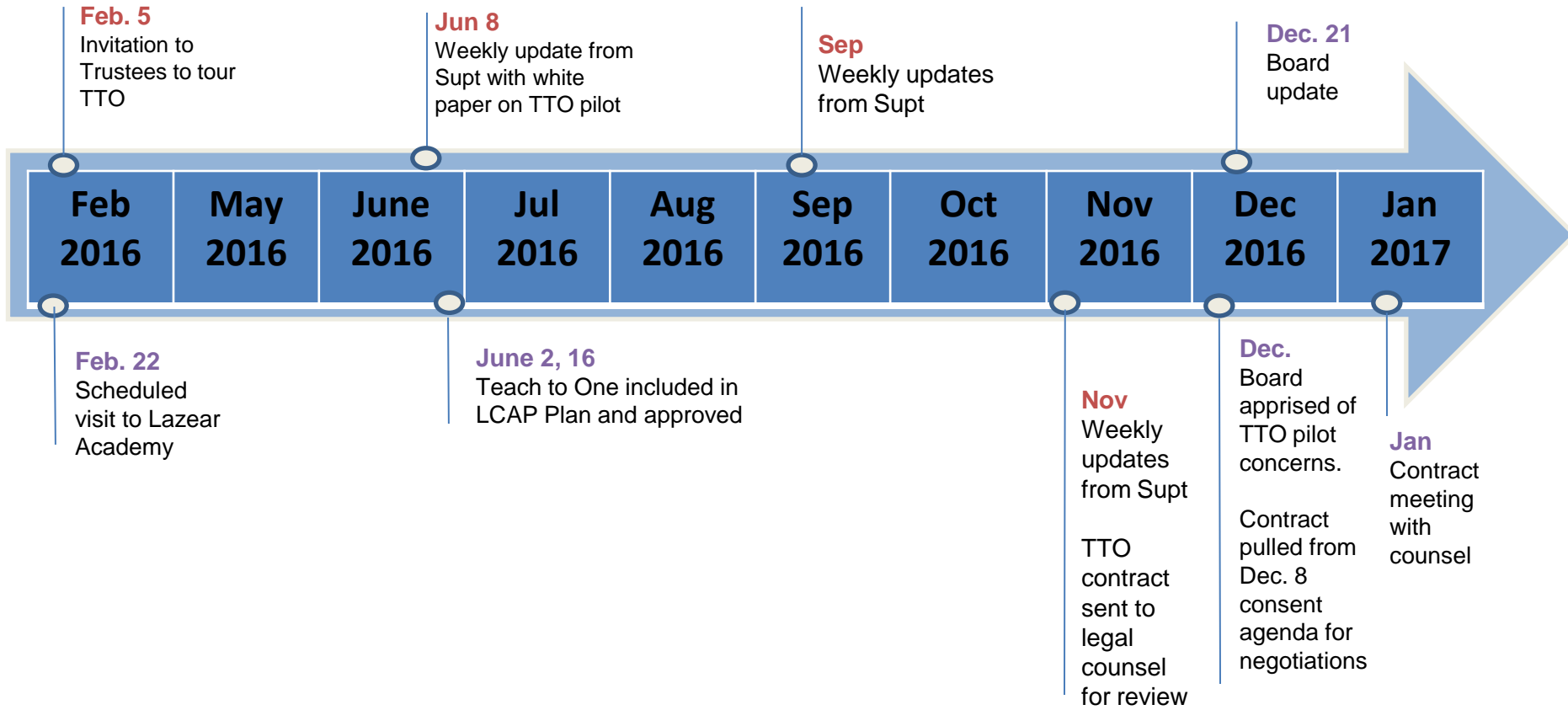
Description	Type	Upload Date
TTO Update	Backup Material	1/12/2017



# Study Session: Teach to One

Jan. 17, 2017

# TTO timeline - Board communication



**Feb  
2016**

**May  
2016**

**June  
2016**

**Jul  
2016**

**Aug  
2016**

**Sep  
2016**

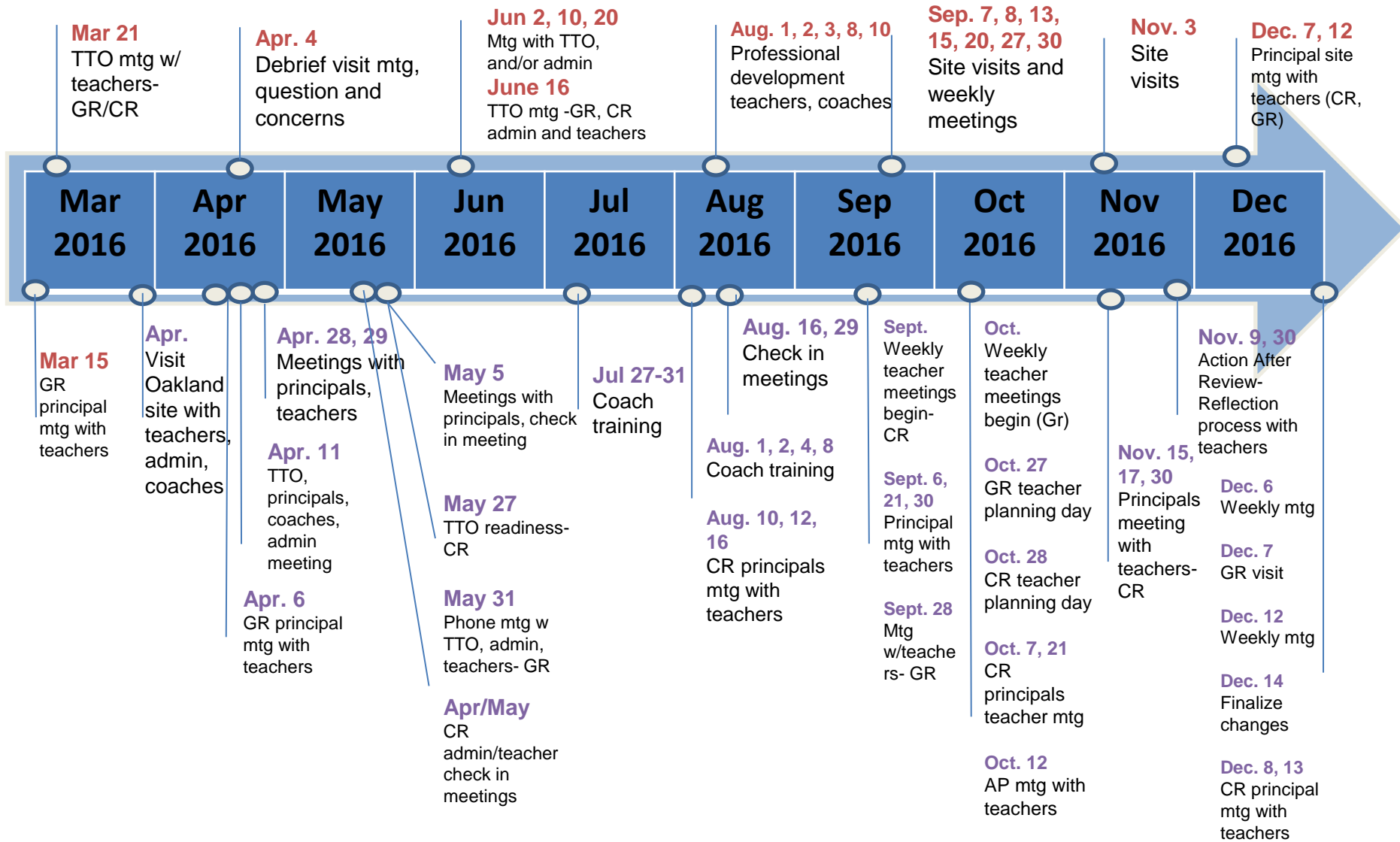
**Oct  
2016**

**Nov  
2016**

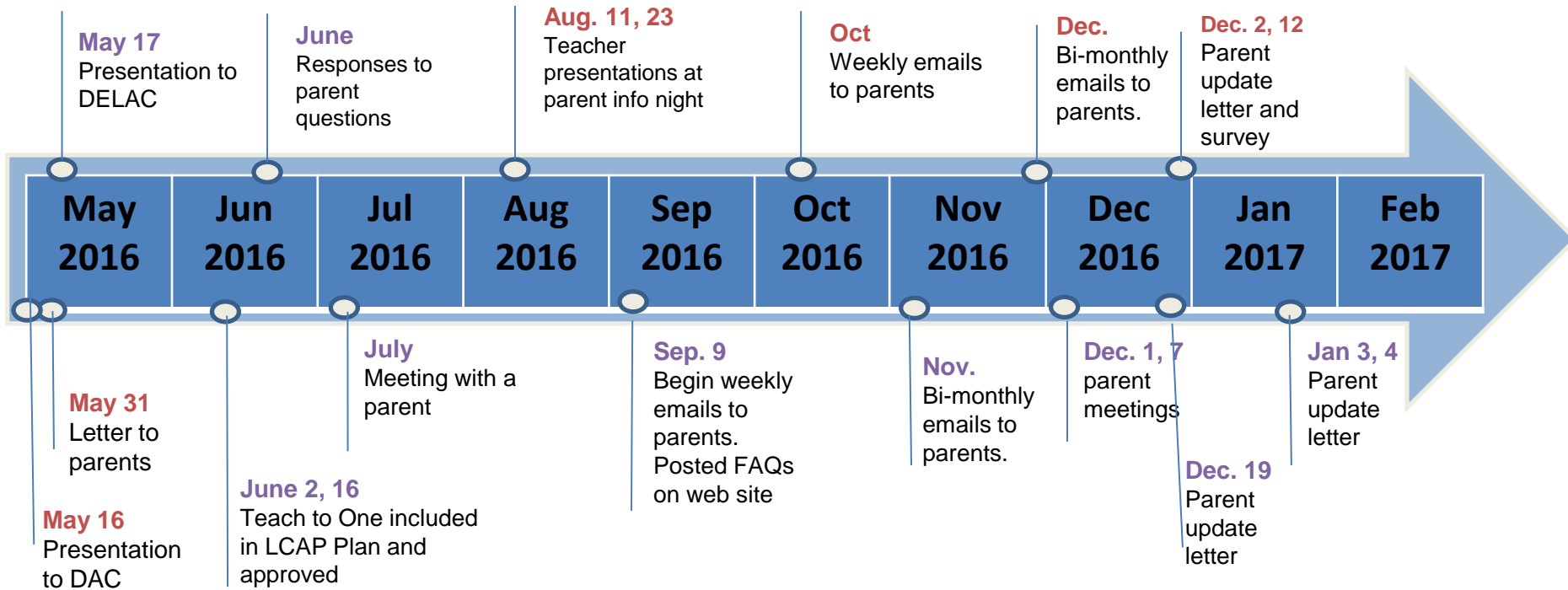
**Dec  
2016**

**Jan  
2017**

# TTO timeline - Communications with teachers/admin



# TTO timeline - Parent communication





# Context for pilot

District followed its process for curriculum pilots

Limited timeframe announced at onset

Teacher feedback collected before and during pilot

Not adopted by Board

Limited to 6<sup>th</sup> graders

Hearing not required before pilot

TTO program meets curriculum standards

# Context for pilot, continued

On the heels of:

Test scores

Curriculum adoption

Strategic Plan 2021

Construction - Measure G

Parcel Tax

# Logistics

Chromebooks

Exit tickets

Special Education adjustments

Professional development

Site setup

# October Benchmark results - Math

Trimester 1 Math – Change from last year

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<u>Bubb</u>	+4	-13	+1	+7	+5
Castro	+10	-14	+8	+16	-5
Huff	+12	+10	+7	+5	+5
<u>Landels</u>	+28	+6	+13	-8	-8
Mistral	+46	-1	-3	+2	+25
<u>Monta Loma</u>	-33	+4	-3	-1	-4
Stevenson	=	-15	+10	+13	-11
<u>Theuerkauf</u>	+8	+13	+13	-6	-9

	Grade 6	Grade 7	Grade 8
Crittenden	+4	+3	+2
Graham	-13	-4	-4

# October Benchmark results - ELA

Trimester 1 ELA – Change from last year

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<u>Bubb</u>	-3	-12	=	+3	+18
Castro	+15	-6	+10	+14	+6
Huff	+6	+6	+1	-3	+18
<u>Landels</u>	-16	+12	+2	-5	+26
Mistral	+4	-6	+2	-8	+47
<u>Monta Loma</u>	-27	+3	-2	+4	+16
Stevenson	+12	-2	+10	-8	+14
<u>Theuerkauf</u>	-8	+6	-1	-6	=0

	Grade 6	Grade 7	Grade 8
Crittenden	+6	-2	+11
Graham	-2	-10	+2

# Test Data

Trimester 1 data raised concerns

Remember it's October

Backfilling

Needed 2nd round of data

# Feedback collection

Collected feedback informally throughout fall semester

Action After Review with teachers (Nov.)

Parent survey (Dec.)

Mixed results

12% (CMS) & 30% (GMS) of parents responded that TTO fails to meet needs.

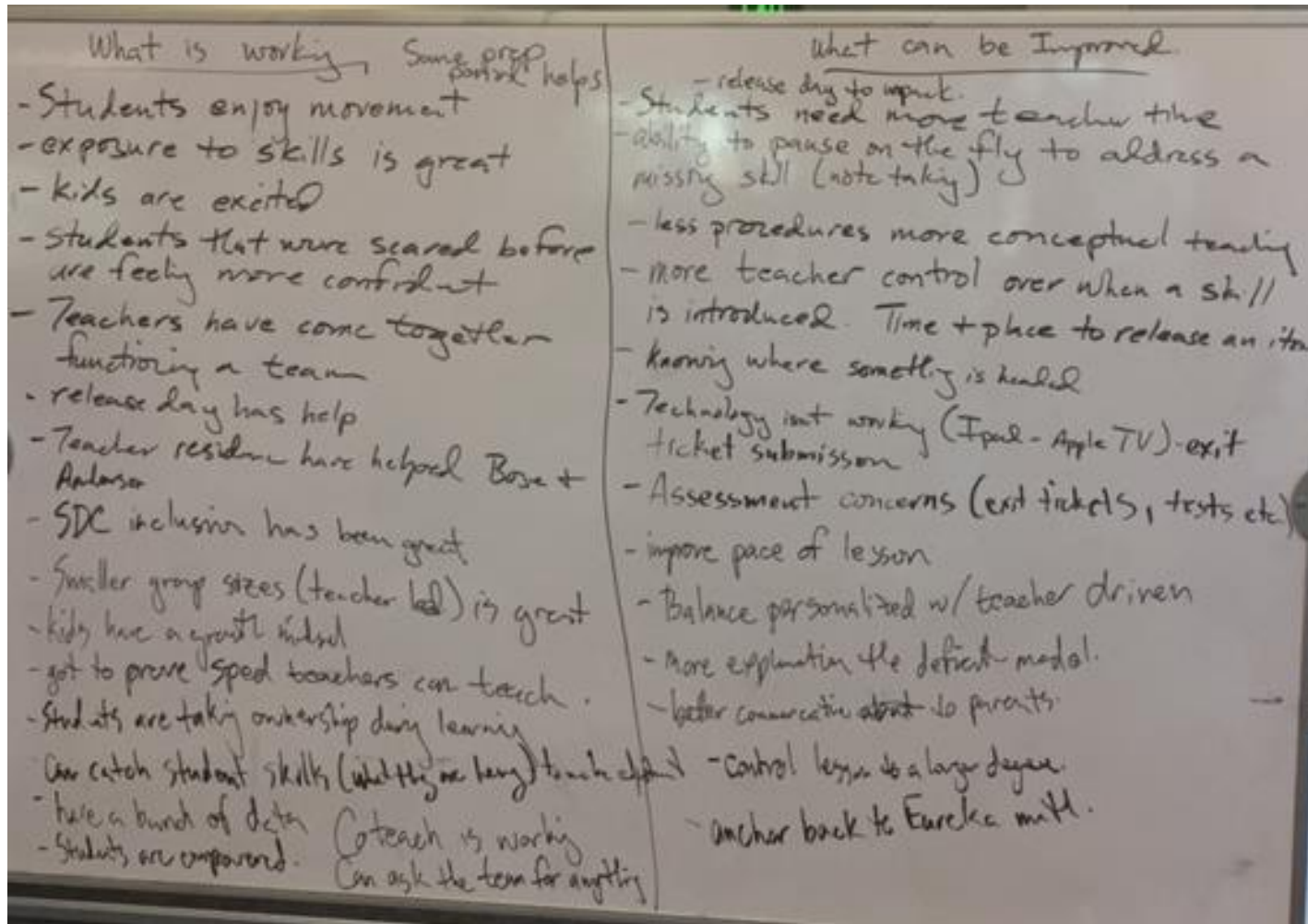
Student survey (Dec.)

78% of CMS students and 57% of GMS students think TTO meets needs

Parents submitted letter of protest

188 parents ~ 50 families from Graham and 15 from Crittenden (out of 520 households) + 5th grade parents

# Feedback continued...





# Feedback, continued

## Themes

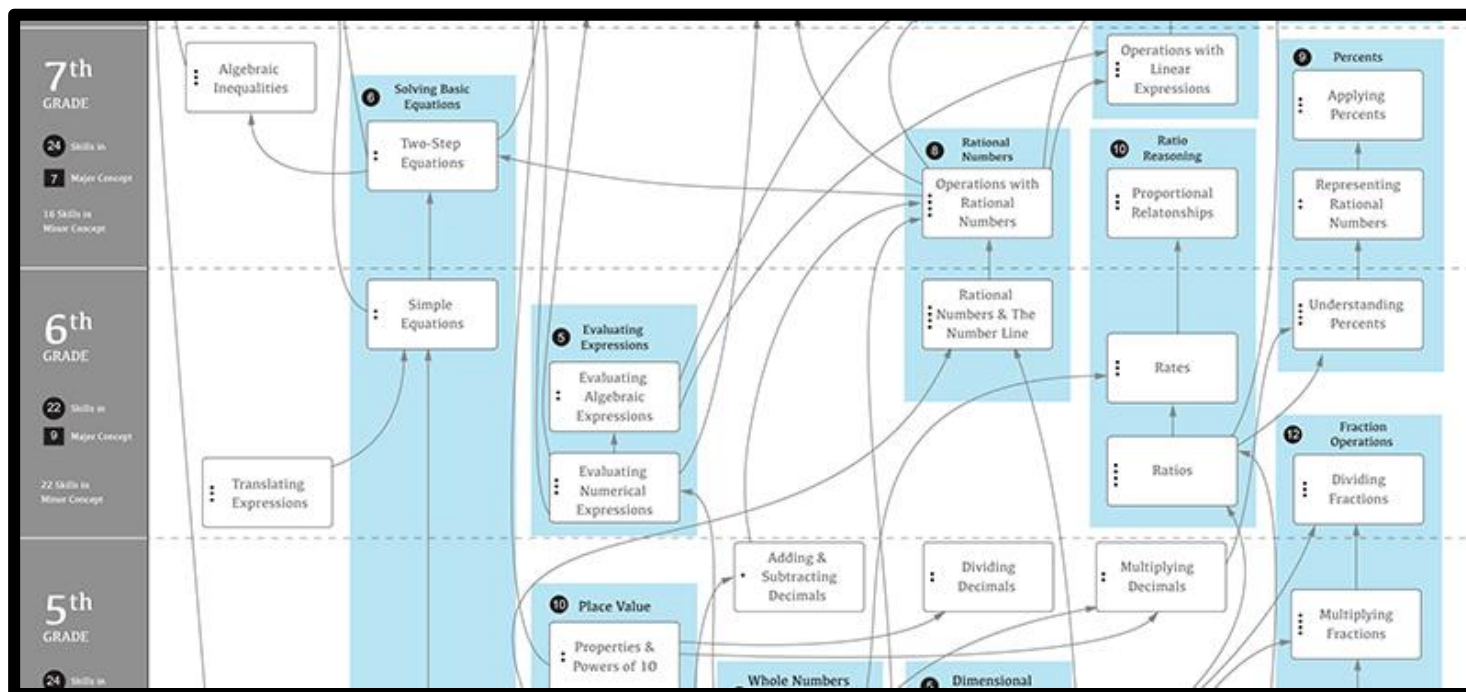
Pros: Daily data, differentiated instruction, following up on missed skills

Cons: Tech issues, need for more direct teacher time, may miss foundational instruction before moving to higher-level skills

# TTO approach

## Concept & Skills Map

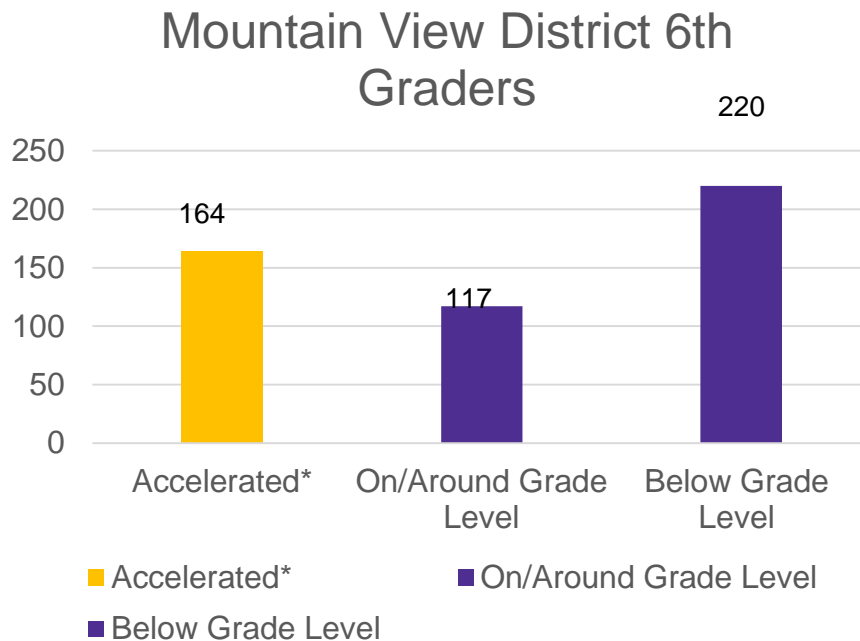
The foundation of the adaptive curriculum is the Concept & Skills map that is aligned to the Common Core and lays out hundreds of interrelated skills. **The sequence of how students experience skills is personalized to their needs.** This is a different approach from a textbook-based curriculum.



# TTO analysis

## Entering performance levels of students

### Where Students Entered Sixth Grade



\*These are students who the district would traditionally put on an accelerated pathway.

- All students take the NWEA MAP at the beginning of the school year to identify:
  - Skills they have already acquired
  - Where they are in regards to grade level
- This information is used to create their initial personalized curriculum (known as their Skill Library)

# TTO Analysis

Students Consistently Work with Teachers in Different Ways  
Nearly 50% of Instruction is “Traditional” Teacher-Led

	Live Instruction Teacher-Led	Collaborative Teacher Guided	Independent Teacher Supported
Students Traditionally on Accelerated Pathway	46%	12%	42%

\*No meaningful difference in distribution for all Mountain View Whisman Students

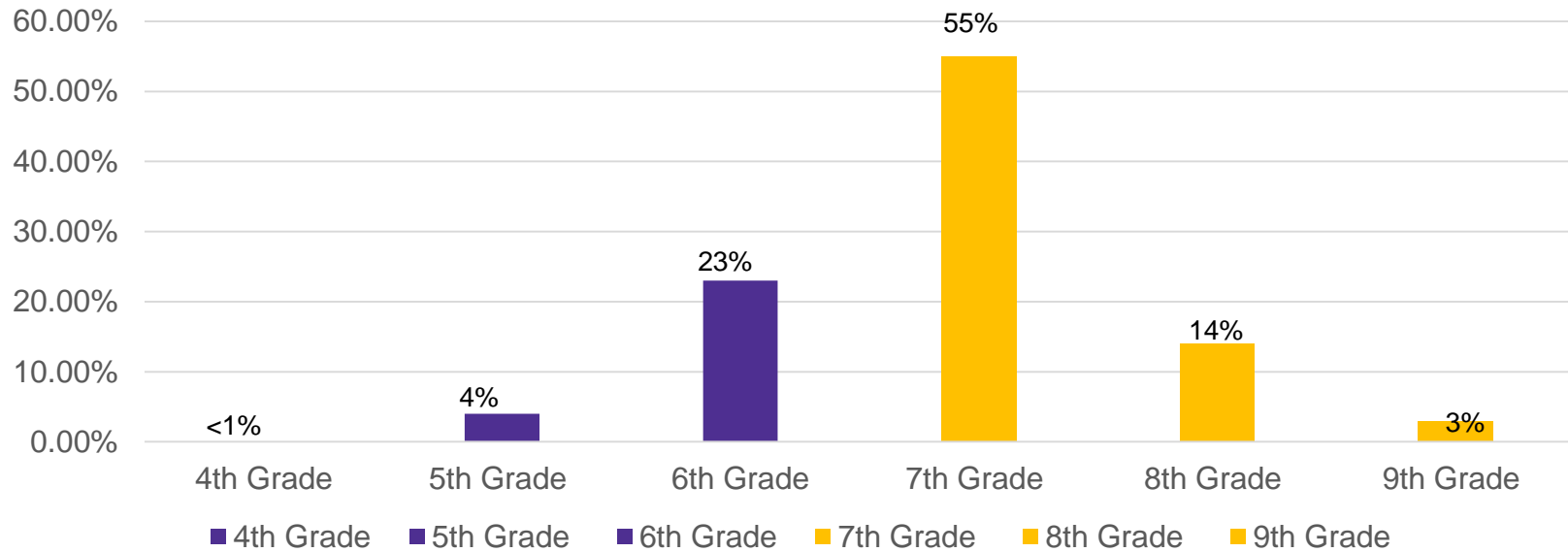
Throughout the school year, students engage with mathematical concepts through multiple instructional approaches, called learning modalities. These modalities include:

- **Live Instruction:** Led by teachers to introduce and reinforce concepts and skills. This includes Live Investigation, Math Advisory and Task.
- **Collaborative:** Students work together with a teacher’s guidance to work on real-world problems. This includes Small Group Collaboration and Peer to Peer.
- **Independent:** Students work independently to obtain skills while teachers support them as needed. This includes virtual instruction, virtual reinforcement and printed materials.

# TTO analysis

72% of Instruction Spent on Above Grade Skills  
Students Traditionally on an Accelerated Pathway

% of Time on Specific Grade Level Skills

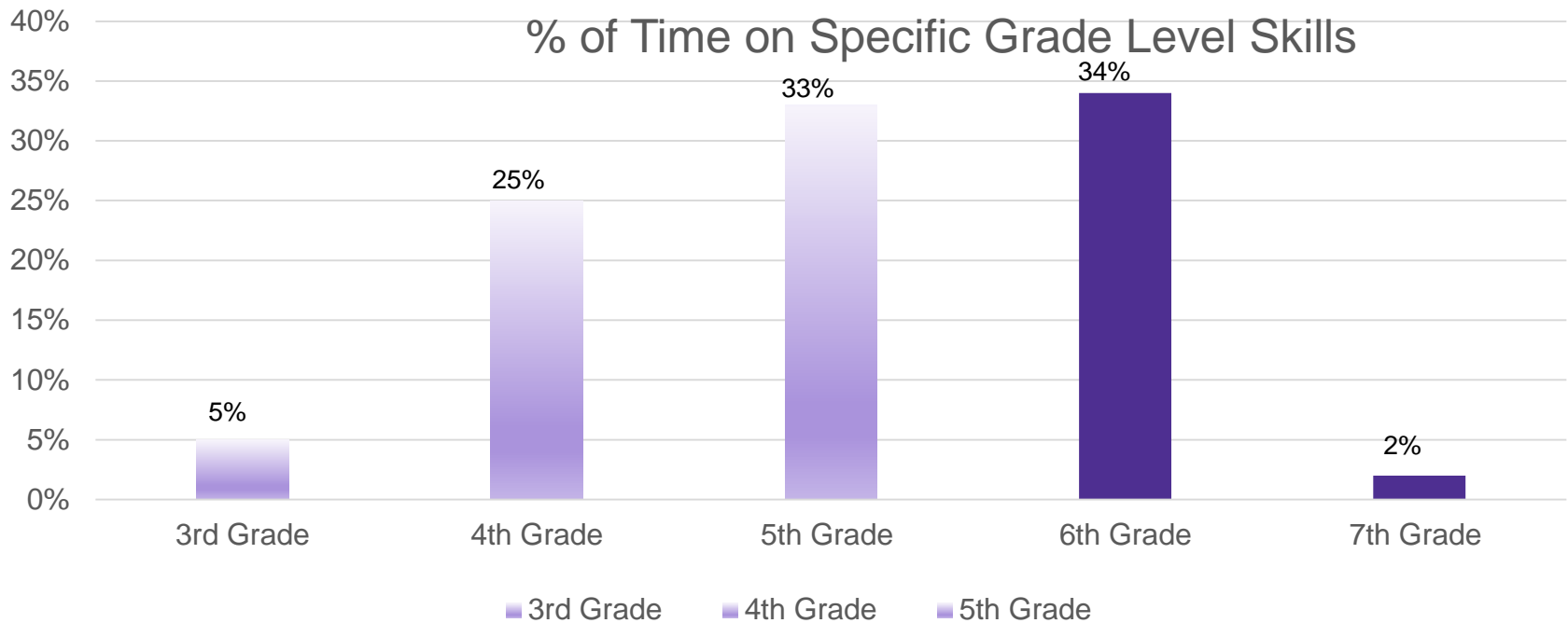


Students who traditionally would be on an accelerated pathway were able to work on above grade level skills and accelerate their own learning.

# TTO analysis

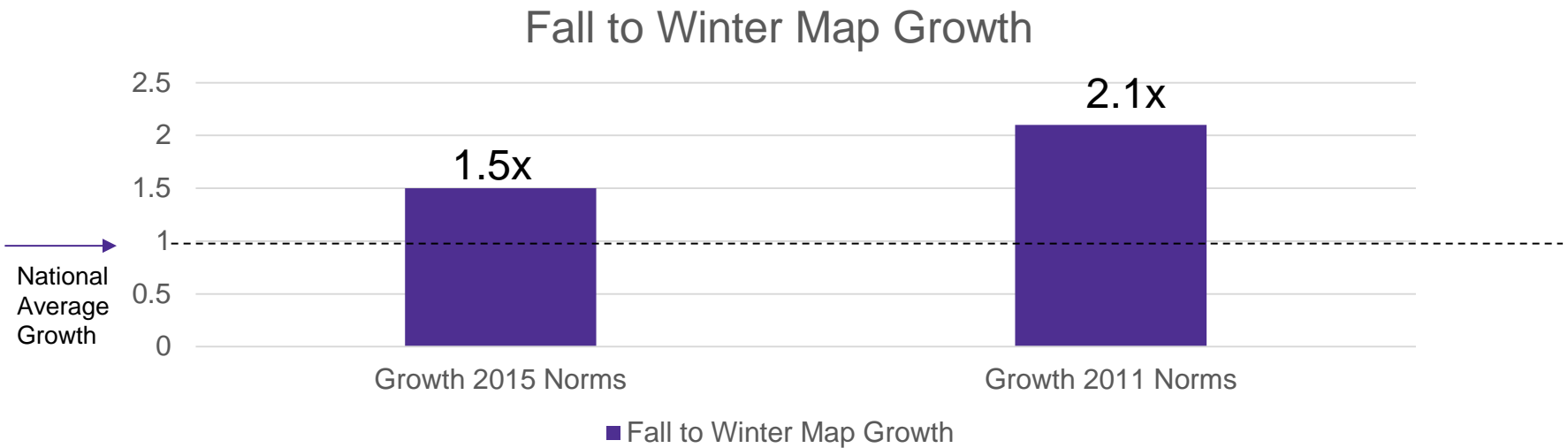
## Students not on an Accelerated Path

Students are able to fill in pre-grade level gaps to create a stronger math foundation.



# TTO analysis

MAP analysis students on track to achieve 1.5 -2 years growth\*



- Students are on track to make 1.5 to 2 years worth of gains over the course of the school year

\*This data covers students who traditionally would be on an accelerated pathway.

*The Columbia University Study about students participating in Teach to One: Math showing academic gains of 1.5 times the national average were based on 2011 norms.*

# Teacher administered internal assessments

## Performance on standards RP1 and RP3

(Ratio and Proportional Relationships standards 1 & 3. Percent of proficiency)

Tested Standard	EOY 2015-16	Jan 2016-17
RP1	49%	61%
RP3	49%	60%



# Analysis and next steps...

Skill v. Rigor

Data and feedback shows mixed results

Tipping point: October data

Action: Discontinue Teach to One immediately