

## Community Engagement on Middle School Math Pathways--Written Q&A

#	Question	Answer(s)
1	So all 6th graders -- does that include those who are currently in math foundations in heterogeneous math?	Yes. Students who are currently enrolled in Math Foundations will also be in heterogeneous Math 6.
2	How have you measured the impact of math learning on 5th grade student math performance? Or do you just "know"?	live answered. Yes, we have curriculum embedded assessment data and teacher report of student work and progress. We are lacking the "standardized" data that usually is provided by the SBAC.
3	How do you know the impact is strong in 5th grade math due to pandemic? What assessment tool have you used?	We are relying on elementary teacher reports based on curriculum-embedded assessments and other benchmark assessment data.
4	Does this only impact the incoming 6th grader this year (Fall 2021)? How about the incoming 6th grader next year (Fall 2022)?	If approved, it will impact incoming 6th grades going forward.
5	Will you use a standardized test in 6th grade as part of the placement recommendations in the future, or will it be based on teacher assessment?	We will finalize assessments used for placement recommendations as we engage in conversations around this with all stakeholders moving forward. We will discuss using multiple measures to inform these decisions which will include both standardized tests along with teacher assessments.
7	Are you saying that this is a one-year fix, and then we will go back to how things were?	No, if approved, Heterogeneous Math 6 will go forward, while we finalize the options for 7th/8th compacted math.
8	The Studies in the flyer indicated that there was improvement for all if everyone was put in the advanced math track. Why isn't the proposal to advance everyone to the accelerated math program rather than remove it?	The research you refer to was conducted prior to 2013, when the standards were shifted. The Burris & Weiner piece from 2005 eliminated a track in which students were taking "Algebra 1" in 10th grade. That "Algebra 1" class now refers to much of Math 8. In that sense, doing Math 6/7/8 in three years would be analogous to the "higher track for all" when you look at which math is taught when. The key takeaway was "high expectations for all" which remains a key facet of this work.
9	How do you have capacity to set this up in four short months, when you have not even fully reopened schools?	These are two separate planning streams which we have facilitated.
10	Will class size for 6 Grade Math be reduced to accomplish the ability to address individual student readiness?	Class size itself will not necessarily be reduced. However other changes will be made: coaching, push-in support, and team teaching are all being explored to address that ratio and provide quality instruction.
11	Did this disproportionality occur between 3rd and 5th grades? Or has it persisted since the 3rd grade assessments?	The disproportionality has been present for many years, with several different efforts to address it.
12	Do you have data for those in compact math that meet UC-CSU A-G "C" requirement	live answered
13	I remember the district used to give a math assessment test to the fifth graders so they can place probably for the 6th grade math program. When will the district roll out the test? Thanks!	We have not administered that assessment due to the challenges of the pandemic.
14	Beyond looking at race, are you also looking at the impact to gender?	yes.

15	If this is something that has existed since 3rd grade (and is predicted then) why can't we use 3rd grade scores to predict?	live answered
16	Will there still be a pathway to geometry in Grade 8? Many students have had this opportunity over the past several years through a "zero period," which allows them to take more advanced classes in high school.	No, SMFCSD and SMUHSD have reached agreement that students will take Geometry in high school, due to concerns about the quality and depth of both the class previously offered by SMFCSD and the community college summer classes.
17	Is this plan just for 2021-2022 school year, or is this for future years as well	For future years.
19	Per Mrs. Pede presentation, if she doesn't have time to go in depth with strategy concepts in Compact Math class, how will there be time for a class where there are students that are not talented in math?	As I shared in my examples of low-floor high-ceiling tasks, students can all participate in and grow through exploring the same task, even if they don't all reach the same conclusions. In a course that is Math 6 for the whole year, we will have time to explore these problems deeply and every student may go as deep as they wish, without staying in-lock-step together. Furthermore, math is a skill that all students can grow rather than a talent that they do or do not have. This shift in mindset and in instruction will help all students grow, regardless of their previous achievement levels.
20	It's not if the kid is good in math or not it's how it's taught. Some teachers can explain and some can't explain it so that the students with difficulty understanding can understand.	[[comment]]
21	Will the gate students all be in the same classroom for the math under this proposal?	That will depend on Bayside's master scheduling. This would need follow up.
22	What evidence is there that you can effect change in mindset in mathematics over one key year -- 6th grade? And what kind of time investment in professional development is required?	Live answered partially and this question would require detailed response that can't be provided here.
23	Who coaches? You got rid of the TOSAs.	Live answered ... and new state funding could allow us to continue to support Math ToSAs.
24	Does this affect the students are taking 7th and 8th math?	Students who are currently in 6th, 7th, or 8th grade will not be affected by these changes.
25	Is there enough time to make these investments for incoming 6th graders?	Yes
26	Will 6th grade teachers actually be ready on Day 1 of this upcoming school year to teach in this way? Seems like there is a lot of training needed...	Yes, in many ways they are already ready, which is why they are advocating for this change. And we would provide additional support.

27	<p>Re the 2 proposals in the attachment:</p> <p>1. That is too much compacting in 1 yr. For the kids who currently join compacted in 7th, they get math work for the summer and then “merge” with kids who have already covered 1/2 of 7th grade in 6th.</p> <p>2. Double period. Math 8 must precede and build on algebra1, can’t do concurrently.</p> <p>Comments please?</p>	<p>The summer bridge is only one of the four proposals, and none of the students in that grade level would have covered 1/2 of 7th in grade 6 moving forward (that’s a difference between the previous bridge and a possible future bridge). With the double period, they would be “two periods of math 7 in the first semester, two periods of math 8 in the second semester.” Or, the same concept for 8th grade with “math 8 in the first half and algebra in the second.” Hope that helps!</p>
28	<p>Considering 6th grade teachers are going to have their hands full with school reopening to the end of the year, when will teachers get training for the heterogenous math for 6th grade or will it be the regular non compact math curriculum</p>	<p>Our teachers are ready and there are several additional supports that we propose to implement that will assist them.</p>
29	<p>The school should give more homework rather than have the students work on it at school! I wish we went back to the old school way . You had homework .</p>	<p>[[comment]]</p>
30	<p>Will this Bridge Study Program happen during summer between 6th and 7th grade? Or during 6th grade</p>	<p>It would not be a summer program. It would happen during the spring in Math 6. Again, this is an option that has not yet been adopted.</p>
31	<p>Will double blocked period necessitate a zero period?</p>	<p>No, but 0 period might enable a student to take an additional elective.</p>
32	<p>Would the double block exclude kids who are in mandarin program in bayside, since they have a double block for mandarin?</p>	<p>That’s a great example of the kind of detail we need to attend to. I don’t know the exact answer but that’s a possible advantage for a double-block in grade 8, where students have two electives, so that students in the mandarin program could participate.</p>
33	<p>How do standardized test scores factor into these different pathway options? Or are the teacher assessment and student classroom performance the primary factors used to guide the pathways?</p>	<p>Placement criteria would include a variety of factors, likely including all three of what you have mentioned. In the past, I believe the criteria included three different standardized assessments (Galileo, CAASPP, and MARS tasks scored on a rubric).</p>
34	<p>How will you know whether this experiment is successful? What are the metrics? (And yes, this IS an experiment and the most vulnerable time for our district.)</p>	<p>Live answered. Now is the best time to effect this change. We have had professional learning and content strategies in operation that have readied us for this shift.</p>
35	<p>What about Geometry? SMFCSD used to offer the option of Geometry in 8th grade as well as Algebra. Will you not be offering that anymore? Why? Many students that took Geometry in 8th grade have done extremely well in high school math. There are definitely students in our district who have the ability to excel in Geometry in 8th grade. Why hold them back?</p>	<p>SMFCSD and SMUHSD have reached agreement that students will take Geometry in high school, due to concerns about the quality and depth of both the class previously offered by SMFCSD and the community college summer classes.</p>
36	<p>On the Aragon math pathway, it doesn't make sense that a student finishing Algebra 2 in 11th can do AP Calculus in 12th. What about PreCalculus?</p>	<p>You are correct, if a student finishes Algebra 2 in 11th they will not yet be prepared for AP Calculus. They can access either PreCalculus or AP Statistics in 12th grade after Algebra 2. If a student attends Aragon and begins in Algebra 1, they can take Compressed Math 1 in 10th grade, Compressed Math 2 in 11th grade and then they will be prepared for AP Calculus in 12th grade.</p>

37	The high school slides don't show any path for students who did 8th grade algebra. why is that?	If a student enters high school having passed Algebra 1, they will enter into Geometry and follow the high school pathway from there. They would take Algebra 2 in their 10th grade year and then will have some choices in 11th grade. Maybe they will choose to take PreCalculus or a Data Science course. Either way they will be able to access an AP course by their 12th grade year if they choose.
38	Acceleration in High School should not be the fall back. It is very important to be able to do Algebra 1 in 8th grade and the pathways to that are stil not clarified	This is what we are proposing.
39	The premise of all these proposals is summer self study. Why are we taking away the children's summers?	None of these proposals require summer study. Some of them do require additional study during the school year.
40	How will the district measure progress during and after this new 6th grade proposal? What will indicate that it is working? what will indicate that it isn't? how would we adjust as we go?	Live answered. Student assessment performance, enrollment data, A-G "c" requirement met data, and survey indicators.
41	At San Mateo High School, if you take Algebra I as a freshman, you CANNOT get into an AP math class without taking a math class over the summer. Many students don't have the option of doing this. You cannot couch this as a viable option for everyone. That's misleading.	Please review the slide provided on SMHS pathways; this shows one can do this. We are assured of this by SMUHSD staff.
42	Have you considered a summer school option for algebra between 8th and 9th grade?	Not at this time, but can add it for consideration.
43	You are proposing kids to do more schooling in the summers! Your first option is unrealistic. You expect students to self study. Do you truly believe that Latinx students, the student groups that you are trying to help, will benefit from this?	We are not expecting students to self-study in the first option (or any of the initial thinking options shared this evening). We have historically implemented a self-study Bridge to Compacted 7/8 program but we are considering how we could support the necessary preparation for interested students in option 1. We know there are strengths and weaknesses to each of the current options and we will continue to engage with our stakeholders to consider the best option for all of our students.
44	What will be the group size for the heterogeneous math? If you place students from different levels to the same group, don't you think that will slow down the progress of the whole group? The advanced students may feel boring and lose their interests, meanwhile, some students may feel frustrated and lose their interests, too.	Our 6th grade math teachers and math team are confident they can address the different needs of students, particularly with the additional supports we are planning.
45	Thanks Dana, it would be wonderful for all kids can be engaged in this way. However, like you said, time constraints will limit the depth of the facilitation. Wouldn't this turn into a situation where a teacher will teach to the kids who can understand the least?	Rich, collaborative classrooms with skilled facilitation of partner work allow students to support each other to high levels.

46	How do we know that later on the pathway for algebra I in 8th will not disappear? From what I hear, geometry for 8th grade suddenly disappeared just before students started last school year.	The district goal is that as many students as possible take Algebra in 8th. See above for feedback on Geometry
47	The change is just eliminating the 5th grade opportunity instead kids having of two opportunity to join the compacted flow they will now have only one opportunity. Currently lot of kids join 9th grade with finishing Geometry and Algebra 1 into Algebra 2 but with this they will not get to that level. They will hit AP only in 12 grade which is very disadvantage to kids who excel in math.	[[comment]]
48	are you saying that today in the 6th grade the deeper knowledge is not done by teachers. if so, how are you ensuring high quality is not the same old one. how are teachers trained for this and how are teachers measured for this change.how are you measuring this is done at each school.	Live answered and above.
49	What are your proposed metrics to measure success for this adjusted program? You had mentioned the ~70/30 split on those meetings UC math. Would that be your metric of measurement? Or would you have a more timely feedback mechanism of metrics/KPIs?	Live answered and above.
50	Why has the FAQ been taken down?	Live answered (to finish updating)
51	For the "Bridge Study 7a" option, when would this take place? After school? Over the summer?	It is planned for spring of 6th grade and could be before and after school. We could consider an additional summer option.
52	Would "double period" take away options for other classes/enrichment? Such as music, drama, sports, etc	It depends on the master schedule at each middle school. Our planning would be to prevent this.
53	this is billed as a proposal, but it is only considering options with a major change. what is the alternative if we don't do this? and is the District equally preparing for that?	The alternative is to continue with the current program design.

54	<p>Why not make these changes to the regular curriculum, while keeping compacted math in place? This would be more analogous to the published method of Burress, in which they got rid of the lowest track but the most advanced they kept intact. Also, why not just allow students to choose to be in the compacted path? That avoids lack of testing data and its problems you pointed out.</p>	<p>1) The research you refer to was conducted prior to 2013, when the standards were shifted. The Burris &amp; Weiner piece from 2005 eliminated a track in which students were taking “Algebra 1” in 10th grade. That “Algebra 1” class now refers to much of Math 8. In that sense, doing Math 6/7/8 in three years would be analogous to the “higher track for all” when you look at which math is taught when. The key takeaway was “high expectations for all” which remains a key facet of this work.</p> <p>2) The FAQ includes several research pieces that suggest students suffer when they take Algebra before they are prepared for it — compacting math can pose significant threats to students’ conceptual understanding and math confidence if they are unprepared. Every teacher I have spoken with (across multiple sites) shares significant concerns that open enrollment would be detrimental to students.</p>
55	<p>Explain what extra thing teachers are doing to make sure Latinx percentage is more if they do this in 6th grade Vs 5th grade. It's the same opportunity.</p>	<p>This work needs to happen in elementary and in middle school. The strategies were live discussed.</p>
56	<p>will the subsequent sessions on other days is repeat of today's program?</p>	<p>yes</p>
57	<p>In the high school pathways, it's not clear how any student could reach AP Calculus BC unless they took both AP Calculus AB and Calculus BC simultaneously as a Senior, which would be impossible. Put differently, it's not realistic to expect that Calculus BC will still be achievable as a practical matter.</p>	<p>Typically students choose to take AB Calculus or BC calculus. They don't have to be taken sequentially.</p>
58	<p>What will happen to 6th grade math in 2022-2023? Is the plan to continue this plan in future years?</p>	<p>Yes, see above.</p>
59	<p>want to clarify, have you considered a summer school option for kids that aren't ready for algebra in 8th grade?</p>	<p>That could be an option.</p>
60	<p>Will any of the curriculum be including critical race theory concepts like those in the Pathways to Equitable Math that the County Board of Education is pushing which teach that focusing on right answers is a form of white supremacy and is one of the means by which white people keep others down?</p>	<p>That is not under consideration.</p>
61	<p>The first option IS different than what you currently have. It's better to have 3 years to do 4 years of math than to have 2 years to do 3 years of math.</p>	<p>[[comment]]</p>
62	<p>I might have missed it, but what additional support in the classroom will there be to help those that need more help while not holding back those that do not?</p>	<p>Some of the proposed investments to Math 6 include push-in support and team-teaching which could both provide targeted support where needed.</p>

63	The new proposal is making it harder to pursue higher level math. Can you elaborate on exactly how this is supposed to make MORE students pursue higher level math?	The current pathway is only accessible to students who are prepared at the end of their 5th grade year. Many students develop stronger math understandings in their 6th grade and 7th grade years, so a later decision point around acceleration would make the pathway available to those students.
64	I'm concerned you will eliminate the compacted math pathway in the 7th and 8th	We are not planning to eliminate a pathway to Algebra by 8th grade. Schools in our county typically offer Algebra in 8th grade and we will continue to do the same.
65	Please clarify how the heterogenous program is going to provide opportunities for increased challenge and enrichment to students who do not have unfinished learning, have been bored in math for many years, and are desperate for opportunities to accelerate now?	Boredom can be addressed by deep, rich tasks with high ceilings. There are many ways to provide challenge beyond from covering content more quickly.
66	How does grading work for this "high ceiling", "low floor" model work? What would tests look like? Will different students be getting different tests since they will be studying different problems in different amounts of depth?	This is a big question. Assessment can take a variety of directions. We can use a balance of tests (I give the same test to all students) as well as projects that have various criteria. Rubrics are a useful tool.
67	How do you ensure that a more advanced student will actually work to provide a higher ceiling answer and not just provide the easy answer? Then it will appear the student is not as advanced, but maybe they opt to provide to an easy answer to be sure it is accurate. A kid may just opt to take the easy way out.	Teachers facilitate this focus on the group developing all possible answers.
68	Based on past school years in the 6th grade classes, does creating the "compacted class" pull stronger, more confident math students from the heterogeneous classes, therefore leaving the classes less balanced with ability levels? Also, are SMFCSD math teachers still using the CPM curriculum and past SVMl problems and techniques to teach math classes?	This year we switched from CPM to Illustrative Mathematics (via Math Nation). We haven't made a formal decision for next year's course, but it's likely that we will source from a variety of sources including SVMl tasks and techniques.
69	This just stumps me—unfortunately there may be kids in heterogeneous math 6 who still need more help. Will the District then offer Math Foundations to these kids?? If not, is this because the rising 6th graders aren't being tested per usual this year?? Foundations was crucial to our current 7th grader but without it she would have made very little progress. We fear that this wonderful class should still be offered this fall.	There were scheduling complications with the Foundations course this year. This is an example of how decisions about math are part of a network with other subjects. The availability of Foundations can be different at various school sites, but I can speak to our commitment to put supports in place for students like push-in support, co-teaching models, ST Math, etc.
70	Why not start this training in kinder? Why not give a plan where SMFCSD start this process much much earlier than 6th grade	We actually have started in early elementary. Counting collections is one example.
71	My son is a rising 6th grader. He is currently in 5th grade.	[[comment]]

72	Please clarify the Bridge Study program. Does it exist at Borel? Will every incoming 6th grader have access to the Bridge Study program?	The existing "Bridge Study" program is for students who are currently in Math 6 to study the 7th grade topics that are covered in the compacted 6th class and then join the compacted pathway for 7th grade. It is available at all sites. That sounds like a good question for the fall engagements.
73	My question still stands. You are proposing kids to do more schooling in the summers! Your first option is unrealistic. You expect students to self study. Do you truly believe that Latinx students, the student groups that you are trying to help, will benefit from this	Summer learning can be an option but not the only one. Our current proposal does not require it, but it could be considered if it supported more students to succeed in compacted math.
74	You talked about increased enrichment for the heterogeneous 6th grade class. Does this mean lower student to teacher ratio? Can you be specific in terms of what that increased investment would mean?	Live answered, and yes we are considering adding more adults to the classrooms to support differentiation.
75	extra period of math in 7th or 8th grade options - will it be additional period or instead of something?	This depends somewhat on each school's master schedule, but we would plan with the intention of not reducing student choices.
76	Is this proposal just for the rising 5th graders for the upcoming school year? Or is it for the long haul?	Answered above ... ongoing
77	Will the proposed heterogeneous 6th grade math include current Math 6 plus some Math 7 concepts?	The Math 6 course will be built around 6th grade standards, but tasks with high ceilings encourage students to think deeply and so students may explore "7th grade questions" as they think.
78	My kid is in a regular math program, 7th grade. Is there any summer math program that he can attend during summer break?	We will have summer options that we will communicate shortly.
79	so currently you can get to Geometry in 8th grade, would that no longer be a path?	SMFCSD and SMUHSD have reached agreement that students will take Geometry in high school, due to concerns about the quality and depth of both the class previously offered by SMFCSD and the community college summer classes.
80	What were the arguments by these math teachers for integrating the normally compacted students in with a heterogeneous group?	Live answered. We have a better understanding of who should be in accelerated math by working with all students in 6th grade.
81	With California pushing more math content down from high school to middle school level in 2013, the idea would have been to cover more content in early years, including elementary years. The new proposal goes the other way around and pushes back on covering of the content in later years. Ms Dana wonderfully described the idea of deeper coverage for a given idea, but with the rigorous years of coverage later in 7/8th grade, that seems even less plausible. How will you address the pressure on rising 6th grader kids that do want to get to the Algebra course in 8th grade?	The pathways shared tonight are four ways to get to algebra in 8th grade. The double-period models would allow for continued, rich, deep instruction. If one of the other models is selected (non double-block), it's still my opinion that a deeper, richer foundation of math 6 would sufficiently prepare students to accelerate through 7/8/algebra in two years of math.

82	I have seen data supporting and not supporting detracking. What specific metrics are we going to use to measure if this is on the right track? And would we have means to adjust mid course through the year if this experiment is not working?	Live answered. See above.
83	My daughter who is currently in 7th grade compacted math was listening to Dana's presentation. Her comment from her experience was when there is too big a gap in math levels in the same class, kids who fall behind will either fade away or become disruptive if it becomes too hard. Same things if it is too easy, more advance kids will also lose interest and become disruptive.	[[comment]]
84	What will happen to the students in the GATE program?	Live answered. They would take the heterogeneous Math 6 and have access to compacted math after that.
85	Thanks for your response Mrs. Pede: How will the teachers have the time to give advanced students the additional instructions they will need to learn the new skills needed to go deeper on the tasks? As you mentioned, you already don't have time to go deep in current compact math class then how will you have the time in a heterogeneous classroom?	There would be more time available in a heterogeneous classroom because we would only be focusing on Math 6 content, rather than 6th and half of 7th. It may be hard to wrap heads around instruction that hasn't been seen, but when I am facilitating student work I make time to check in with each group about their thinking and help them push each other to high levels. Furthermore, in highly collaborative classrooms, students can work together to push each other's thinking and invent new ideas together. Of course that collaboration also requires skilled facilitation, but considerable research (linked in the FAQ) suggests that all levels of students benefit from instruction that is detracked, rich, and collaborative.
86	By implementing this change, what problems are you trying to solve by sacrificing those talented kids' interest?	Live answered.
87	Sounds very difficult for 6th grade math teachers. There are 6th graders who have difficulty with multiplication and division and others who literally are ready to learn calculus concepts. How can one teacher support such disparate abilities successfully? How can the struggling student learn what they need to know in the same classroom where the extremely high achiever is challenged? I don't think the Rubik's cube example will work in this situation.	Answered above. Our Math 6 teachers are ready for this opportunity and looking forward to the additional supports discussed in the meeting and above.
88	are you going to change the math curriculum from Math Nation or the Common Core textbooks as well for next year?	Teachers are finalizing this decision now.
89	thank you for presenting this proposal to support our students in their math education...really like the idea of the lower floor and high ceiling idea-my concerns are around implementation of the plan (once a pathway has been decided)- does this plan a) include classroom management strategies b) ensuring we have good math teachers c) ensuring that additional resource (ie math aids) are able to teach the material successfully?	Thank you for elevating pieces a, b, and c. I agree that those are all so critically important and need to be in place.

90	I don't think you've answered the question around how you've determined that 5th graders are not prepared for entering compact math starting in 6th grade? What data do you have? Thanks.	See above.
91	As you are correctly saying, we need more support for students to learn math. But that doesn't mean eliminating compact math for 6th grade students who has the ability to take it. Shouldn't the proposal be asking for more funding/support to help students and not take away opportunities for students?	Answered above
93	I don't see how this change in pathway is going to lead to equity. How does pushing off the "test in" to compacted math 1 year later going to lead to lower performing students rising to compacted. Can those lower performing students catch up in just one year? It seems that you're using the higher performing student to push up the lower performing ones. You will end up with a homogenous group of average students. This seems like "equity" for the lower performing ones but how is that equitable to the higher performing ones?	Answered live and above
94	Was the middle school math curriculum changed this year? If so, why would there be a recommendation to change it again next year? Is the current curriculum not effective? This seems very rushed and reactionary.	The actual curriculum was changed this year to accommodate the distance learning needs. We are finalizing decisions as to which curriculum, this year's or last year's, will be used next year.
95	It has been mentioned several times that this new way of approaching heterogeneous math would allow for greater teacher assessments, but this teacher input piece doesn't seem to be built into the approach how to place students in grade 7 & 8. Can you provide more detail on this?	Live answered. Multiple measures including evidence of math understanding, study skill readiness, etc.
96	If there are 300 6th graders and 100 are identified as "ready" for accelerated math, is district /individual schools willing and able to create enough classrooms space/teachers for these rising 7th graders? Note: In 2019 only 30 (out of 300+?) students (Borel) had opportunity to be in 6th grade compacted math (and I believe about 10 bridged into 7th). Thank you for this session!	Yes, the district is willing.
97	When will you figure out the math pathways long-term plan?	After engagements this fall and by next December
98	How is it okay to proceed with this proposal without knowing how the option of double period is going to be implemented in 8th grade? This proposal should NOT proceed without a clear understanding of what we're getting into for 7th and 8th grade math. I can envision reaching 8th grade and having to forego an important class to be able to do double period or having to do zero period in order for everything to work.	[[comment]]

99	Why are we focusing on sixth grade instead of lower grades? Anyone following CASSP scores see unacceptably low achievement emerging by 3rd grade and persisting up through middle school.	We are also focusing on elementary as well. For this proposal, however, we are focusing on middle school.
100	Why not just put the “high ceiling” kids in a class by themselves? So they can get the full attention of their teacher with others at the same ability? A heterogenous 6th grade math class seems to be more difficult for the teacher, and disadvantageous to both struggling and high achieving students! Please do the right thing!	[[comment]]
101	would you consider officially surveying students throughout the year to get a sense of their satisfaction with the level of depth in math learning to support your hypothesis that advanced students will feel quite engaged?	Great suggestion. Student surveys are being conducted and we should continue to do.
102	Can a firm pathway be in place to take Algebra in 8th grade BEFORE compact math in 6th grade is removed. As a 5th grade community, we were surprised with this change at the end of this school year that is affecting our children next school year. I am very concerned that we will be surprised once again in the next year with no recourse.	The advantage of having several options right now is that each middle school community will need to weigh in on what options or combination of options work best for them. The commitment to 8th Algebra is firm.
104	Why can't we have all students do compacted maths in 6th grade and give students who need to catch up an additional math period?	Live answered. We need the opportunity to better understand student readiness. Going faster in 6th is simply going faster--and doing so without clear understanding of readiness. We are committed to Algebra in 8th grade, with adjusted pathways.
105	Why not offer compacted math to all 6th graders?	See above.
106	Why aren't discussing more help in math for students in lower grades (grades 1 through 5) to address the diversity issues in compacted math?	We are doing this and are planning additional strategies. This is simply a middle school focused proposal.
107	Why can't compacted math in 6th grade be an opt-in this year (and perhaps every year thereafter) and do an assessment for fit 1-2 months into the year? Why is a whole year necessary for the teacher to understand the student's math level?	Live answered
108	I hear a lot of benefits for the non-tracked math, but still do not understand any reason *not* to have the compacted math for those who would benefit from the program.	[[comment]]
109	Will you please share the final recommendations in detail more than a day BEFORE the board meeting on Apr 22 decision. Also please put this in the first or early agenda on Apr 22 so it will be addressed within the first hour of the meeting, instead of the 6th or later hour the following morning. Thank you.	[[comment]]

110	Repeated assertions that 8th grade Algebra 1 is still possible are NOT reassuring since the pathways to that are still not clear are the proposed pathways compress math more than the current program so might be more difficult to achieve.	[[comment]]
111	When would summer bridge happen ( I have a current 5th grader like she does)?	We are not proposing a summer bridge, but it could be an option. See above.
112	Quick Question: Will the current 7th graders be able to take geometry next year during 0 period?	No.
113	Can you please consider keeping compacted math in 6th grade AND change regular math into the current proposal?	[[comment]]
114	Doesn't all this concern from parents make the school district consider withdrawing this proposal and consider reintroducing it when plans are more clear? Instead of just passing this onto the school board now for the final decision	The reason for the timeline is because counselors and administrators need to develop the master schedule for next year.
115	It seems like the parents and community are not represented by the board members. The board was clear they were voting for a plan without even hearing any of the information provided tonight. How do we help the board become more informed? Is there specific training they can get to be representatives of our community versus just voting on their own opinion.	[[comment]]
116	You showed racial bias in the current system, but you did not show gender bias. What, if any, implication would you expect in terms of gender bias?	We can address this in future discussions.
117	What hypothesis exists for why there is inequity in Latinx students accessing compact math? How does heterogenous math fix that issue?	Great questions which are difficult to answer in an FAQ. Heterogeneous Math 6 is one aspect of addressing our understanding that Latinx students are not getting opportunities to access compacted math in 5th. This deserves a broader conversation!
119	While we definitely should focus on the students, we should also consider the impact for the teachers? Doesn't it make it more difficult for teachers to manage classes with students with different levels? This might ultimately end up not allowing the teacher to be effective, having to cater to different levels. Instead, with a class that have students at similar level, the teacher can be more focus and effective.	I won't speak on behalf of all teachers, but I do know many of us understand the challenges and still strongly believe that the benefits of the proposal are worth it. The other Bayside math teachers couldn't be here tonight but I have spoken with each of them and they are unanimously supportive of the proposal. The types of tasks I have shown can allow diverse communities of students to learn together in parallel.
120	Are students allowed to skip levels when they are really advanced in math?	Not in middle school. We cannot say for sure in high school.
121	What is the breakdown for kids qualifying for compact math by elementary school? Are there any inequities in that breakdown which might suggest additional patterns regarding equitable access by race?	We are doing this analysis.

122	OK—no one's mentioned this. Supt Rosas stated parents will be given the option to do Distance Learning next year. The fall planning surveys have yet to go out. Please tell me how the heterogeneous math classes will manage with DL kids who are on a screen? The teachers will be doing deep dives with the kids in class, but how do they have time to do all this equally for all kids? Unless you're keeping DL kids only with DL math teachers.	We are still researching how distance learning can be offered to those who need it in the upcoming year.
123	Dana is a teacher at a STEM program (Bayside). I think it is a fair ask to show that teachers at non-STEM focused schools are equally trained.	All math teachers have specific training in mathematics and equally participate in current and future professional learning opportunities.
126	Is the Bridge program guaranteed to be kept in the new model? Or will it be Bridge OR double period in 8th? Can we have all options available to get to Algebra 1 in 8th?	Noted above that the district is not currently proposing a summer bridge, but could explore this as an option to complement the spring bridge. ... and it is possible we will land on a combination of options.
127	What is the racial breakdown for those students who have taken and completed the bridge program successfully?	Will have to follow up with this information.