

Board Memo

Date: May 5, 2022

For ACTION

For INFORMATION

Board Agenda: Yes

No

FROM: Terri H. Mozingo, Ed.D., Chief of Teaching, Learning, and Leadership
Gerald R. Mann, Jr., Ed.D., Executive Director of Instructional Support
Pierrette Finney, Ed.D., Principal, Francis C. Hammond Middle School
Suzanne Futrell, Secondary Mathematics Instructional Specialist
Jennifer Tutuska, Teacher, George Washington Middle School

THROUGH: Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

TO: The Honorable Meagan L. Alderton, Chair, and
Members of the Alexandria City School Board

TOPIC: Middle School Project Mathematics Pathways

ACPS 2025 STRATEGIC PLAN GOAL:

Goal 1: Systemic Alignment

Goal 2: Instructional Excellence

Goal 3: Student Accessibility and Support

SY 2021–2022 FOCUS AREA:

Focus Area 3: Middle School Educational Experience

Focus Area 4: Early College

FY 2022 BUDGET PRIORITY:

Implementation of the 2025 Strategic Plan

Reduce Disproportionality in Talented and Gifted (TAG) and Advanced Courses

SUMMARY:

Over the next four months, ACPS will engage with a group of internal and external stakeholders in providing a recommendation to the School Board regarding the middle school framework, including instructional programs. This Middle School Project Work Team (MSPWT), led by Principal Finney and Ms. Jennifer Tutuska, will address potential revisions, additions, refinements, and/or deletions in the following areas: honors courses, **mathematics pathways**, Dual Language progression, scheduling options for students, and exploring the possibility of offering college credit in middle school.

The MSPWT subcommittee focused on middle school mathematics pathways and has explored the following areas:

- Updates from the Virginia Department of Education (VDOE) and its timeline for implementing new standards and courses
- Analyzing the Catalyzing Change work that mathematics instructional specialists have undertaken this school year with coaches and administrators
- Developing research-equitable teaching practices in mathematics and developing professional learning resources aligned with the teaching practice

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The MSPWT **middle school mathematics pathways subcommittee will** continue to monitor VDOE developments in mathematics, develop supporting professional learning resources, coordinate recommendations with the TAG local plan committee, establish a timeline for implementation, and continue to gather feedback from stakeholders and experts in the field.

BACKGROUND:

ACPS's MSPWT includes Executive Sponsors; Co-Project Managers; Project Work Team Leads; and other members, including leaders, teachers, parents, and students. For the next four months, the MSPWT will examine the following: honors courses, **mathematics courses**, Dual Language strategic plans, scheduling, and offering college credit courses in middle school.

The MSPWT will conduct an analysis on each of the identified areas, honors courses, **mathematics pathways**, Dual Language progression, middle school scheduling, and college-level courses. This analysis will include the latest research on the topic and site visits to schools, as needed, to help determine the impact of the recommendation on ACPS K–8 schools. A second component of the team's work will include establishing metrics for each recommendation to determine success during implementation. The last component will be a detailed implementation timeline for three years. This timeline will include updates to the internal staff, parents, and community; professional learning for staff; and updates to the School Board.

RECOMMENDATION:

The Superintendent recommends that the School Board review the information within this memo.

IMPACT:

The points in this memo support the middle school focus areas in the *ACPS 2025 Strategic Plan: Equity for All* (scheduling, math pathways, and middle school transitions for grades 5–6 and 8–9). The memo also provides information about ACPS's plans for the Middle School Project.

ATTACHMENTS:

1. 220505_Board_Presentation_Middle_School_Mathematics_Pathways

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