Culver City Unified School District

Math Leadership Corps Partnership
2013-2016

- Trained & mentored teachers on two teaching models:
  - Math Learning by Design
  - Cognitively Guided Instruction
- Created a sustainable model with embedded PD and on-site partner teacher/coaches
- Developed Teacher Leaders
  - Math Leadership by Design
  - Cotsen Art of Teaching
- Focused on equity, access & success for students, K-12

http://www.ccusd.org/
After MLC implementation, the percentage of underrepresented minority (URM) students at Culver City High School enrolled in college-ready courses as defined by UC/CSU’s A-G requirements increased. Specifically, the percentage of African-American seniors enrolled in college-ready courses increased from 35% in 2013-14 to 62% in 2015-16.
After MLC implementation, the percentage of underrepresented minority (URM) students at Culver City High School who sat for the AP Calculus Exam increased from 35% in 2013-14 to 52% in 2015-16 with no drop in achievement.

Culver City High School AP Calculus AB Enrollment, 2013-14 vs. 2015-16

Data sourced from CCHS AP Subject Score Roster, © The College Board
Culver City High School Success
CAASPP 2016 Results – 11th Grade

2016 CAASPP Scores

1 year MLC (n = 53)
- Standard exceeded: 13%
- Standard met: 36%
- Standard nearly met: 23%
- Standard not met: 10%

2 years MLC (n = 206)
- Standard exceeded: 17%
- Standard met: 36%
- Standard nearly met: 24%
- Standard not met: 18%

3 years MLC (n = 77)
- Standard exceeded: 46%
- Standard met: 26%
- Standard nearly met: 10%
- Standard not met: 18%

Higher exposure to MLC was significantly correlated with CAASPP achievement.

More than half of 11th grade students who had participated in MLC classrooms for three consecutive years met or exceeded the standards.

Effect size: $V = 0.368$, $p<0.001$. 
Higher exposure to MLC was significantly related to larger proportions of students scoring near/at or above the standards for each concept category in 2016.

### % Near/At or Above standard

<table>
<thead>
<tr>
<th></th>
<th>1 Year MLC</th>
<th>2 Years MLC</th>
<th>3 Years MLC</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts &amp; Procedures*</td>
<td>34%</td>
<td>&lt;</td>
<td>&lt;</td>
<td>74%</td>
</tr>
<tr>
<td>Problem Solving*</td>
<td>47%</td>
<td>&lt;</td>
<td>&lt;</td>
<td>85%</td>
</tr>
<tr>
<td>Communicating Reasoning*</td>
<td>63%</td>
<td>&lt;</td>
<td>&lt;</td>
<td>88%</td>
</tr>
</tbody>
</table>

* denotes a statistically significant difference

Effect size:
- Concepts & Procedures: $V = .302$, $p < .001^*$
- Problem Solving: $V = .298$, $p < .001^*$
- Communicating Reasoning: $V = .177$, $p < .001^*$
Culver City High School Demographics

9 MLC teachers – 344 students
No non-MLC teachers

Gender
- Male: 41%
- Female: 59%

Socioeconomic Status
- Low: 37%
- Not low: 63%

Ethnicity
- Latino: 36%
- African American: 22%
- Filipino: 3%
- Pacific Islander: 1%
- Caucasian: 26%
- Asian: 13%