Math Leadership Corps Partnership
2015-2018

• Trained & mentored teachers on two teaching models:
  • Math Learning by Design
  • Cognitively Guided Instruction

• Worked with district & site administrators and teachers to build site-specific, sustainable Professional Learning Systems

• Developed teachers as peer coaches

• Focused on equity, access & success for students, K-12

http://www.elsegundousd.net/
Closing the Achievement Gap

El Segundo USD 3-8 & 11 grade students who met/exceeded the 2016 Math CAASPP standards

After MLC implementation, the percentage of underrepresented minority (URM) students in El Segundo Unified School District who met or exceeded the CAASPP math standards increased. Specifically, the percentage of African-American students who met or exceeded the standards increased from 37% in 2014-15 to 52% in 2015-16.
A higher percentage of MLC students met or exceeded the CAASPP standard compared to non-MLC students. The difference between these two groups of students was statistically significant.
Overall, a significantly higher proportion of 11th grade MLC students passed each of the concept categories compared to non-MLC students in 2016.

The majority of 11th grade students scored near/at or above the standard for each of the concept categories, regardless of MLC exposure.

Effect size:
- Concepts & Procedures – Phi = .212, p = .003
- Problem Solving – Phi = .229, p = .001
- Communicating Reasoning – Phi = .212, p = .003

*denotes a statistical significance
The majority of 3rd, 4th, and 5th grade students met or exceeded the standard regardless of MLC exposure. A greater proportion of non-MLD students met or exceeded the standard compared to MLD students. However, the difference was not statistically significant between groups.
2016 Concept Category Achievement
ESUSD 3rd, 4th, and 5th Grades

<table>
<thead>
<tr>
<th>% Near/At or Above Standard</th>
<th>Non-MLC</th>
<th>MLC</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts &amp; Procedures</td>
<td>80%</td>
<td>&gt;</td>
<td>77%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>89%</td>
<td>&lt;</td>
<td>90%</td>
</tr>
<tr>
<td>Communicating Reasoning</td>
<td>89%</td>
<td>&gt;</td>
<td>87%</td>
</tr>
</tbody>
</table>

- A higher percentage of non-MLC 3rd, 4th, and 5th grade students met or exceeded the standards in all three concept categories. However, the difference was not statistically significant.
- Overall, the majority of 3rd, 4th, and 5th grade students scored near/at or above the standard for all three concept categories regardless of MLC.

Effect size:
- Concepts & Procedures – Phi = .037, p = .497
- Problem Solving – Phi = .021, p = .707
- Communicating Reasoning – Phi = .034, p = .534
El Segundo High School Demographics

- 6 MLC teachers – 208 students
- 4 non-MLC teachers – 54 students

Gender:
- Male, 52%
- Female, 48%

Socioeconomic Status:
- Low, 10%
- Not Low, 90%

Ethnicity:
- White: 128
- Latino: 50
- Two or more races: 45
- Asian: 17
- African American: 14
- Filipino: 7
- Native Hawaiian/Pacific Islander: 1
Richmond Street & Center Street Street Elementary Schools
Demographics – 3rd, 4th, and 5th Grades

• 3 MLC teachers – 82 students
• 9 non-MLC teachers – 249 students