



EVIDENCE OF EFFECTIVENESS

Hacienda La Puente Unified School District

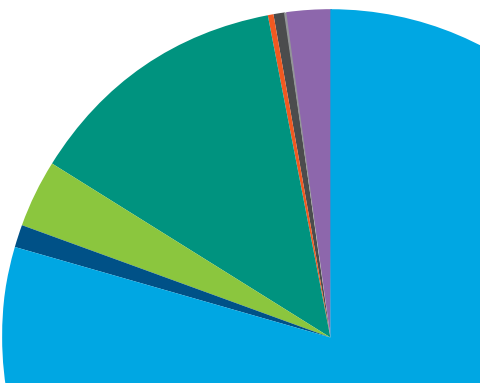
LOS ANGELES COUNTY, CALIFORNIA

“After working with Solution Tree’s mathematics experts, the percentage of students meeting or exceeding mathematics standards increased from 31% to 38% in three years.”



DEMOGRAPHICS

- 18,860 Students
 - 72% Free and reduced lunch
 - 19% Limited English proficient
 - 10% Special education
- 79.6% Hispanic
 - 1% African American
 - 3.3% Caucasian
 - 13.1% Asian
 - 0.1% Native American
 - 0.3% Pacific Island
 - 0.5% Multiracial
 - 2.1% Other



Hacienda La Puente Unified School District (HLPUSD) is located in Los Angeles County. HLPUSD is one of the largest districts in the San Gabriel Valley and serves students in Hacienda Heights, La Puente, and City of Industry.

CHALLENGE

Mathematics had been a challenge at HLPUSD. Fewer than 30% of students were proficient in mathematics, and only 12% of 11th-grade students demonstrated college readiness on the Early Assessment Program (EAP).

District leadership decided to provide teachers with ongoing, intensive professional development to increase rigor and student achievement in mathematics.

IMPLEMENTATION

District leaders made the decision to bring Dr. Juli K. Dixon to HLPUSD to lead a one-day training for principals and teachers. Afterward, teachers were asked if they would be interested in summer professional development—the answer was an overwhelming yes.

HLPUSD began partnering with Solution Tree’s DNA Mathematics experts to drive excellence in mathematics instruction. Leadership scheduled a variety of training opportunities over several years to ensure teachers at all grade levels increased their content knowledge and depth

of understanding. Mathematics became a constant part of the district’s academic conversation and focus, with staff developing a sincere commitment to the mindset that all students have the ability to achieve in mathematics.

“The strength of the professional development is the real-life examples they bring to the table,” explained assistant superintendent Judy Fancher.

“What teachers like the most is that they learn the strategies in action. The workshops are interactive with the use of manipulatives, participant-created charts, and technology.”

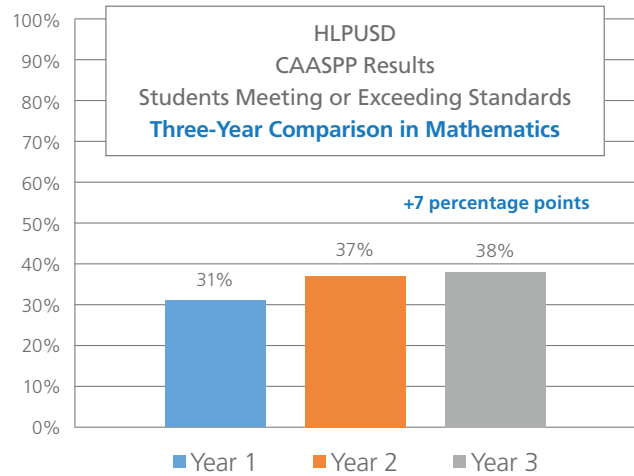


RESULTS

HLPUSD's long-term goal is for all students to complete four years of high school college-preparatory mathematics. Since partnering with Solution Tree, the district has seen consistent growth from year to year and continues to build capacity at the site and district levels.

"We face the moral imperative to provide all students an opportunity to learn and apply mathematics," said Dr. Fancher.

"As the global economy evolves, students, more than ever, require sophisticated math skills to increase opportunities for postsecondary education and careers."



The strength of DNA Mathematics is the real-life examples they bring to the table. What teachers like the most is that they learn the strategies in action. The teachers and administrators who attend the three-day sessions come away with increased content knowledge, depth of understanding, and practical classroom application."

—Judy A. Fancher, assistant superintendent



Juli K.
Dixon



Edward C.
Nolan



Thomasenia
Lott Adams

DNA Mathematics Experts



Janet
Andreasen



Lisa
Brooks



Melissa
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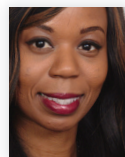
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George J.
Roy



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Safi



Taylar
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For a complete list of DNA Mathematics experts, visit SolutionTree.com/DNAExperts

Why DNA Mathematics?

DNA Mathematics empowers teachers, administrators, and coaches to master the mathematics being taught in classrooms. Grade-band-specific classroom videos are used extensively throughout the services to highlight key instructional practices and demonstrate to participants how they can successfully apply what they've learned in a classroom setting.



The TQE Process central to DNA Mathematics

Customizable Services for Teachers, Administrators, & District Leaders

Big-Picture Shifts in Content and Instruction

Successful leaders of mathematics teaching must know what to look for and promote in instruction. Explore content-based strategies to transform teaching and advance learning. Participants will investigate shifts in planning, instructing, and assessing to focus on deeper content-based instruction. Create a shared image of successful classrooms, and generate a plan for targeted professional improvement in mathematics teaching.

Time frame:

One day

Designed for:

District and school leaders

FEATURED DNA MATHEMATICS SERVICE

Content Institutes

Make sense of mathematics for teaching in an intensive and collaborative setting. These institutes begin with a large-scale opening session focused on vertical articulation and instructional shifts, followed by grade-band-focused breakout sessions. They conclude with another large-scale session focused on lessons learned across the grade bands and next steps.

Time frame:

Three or four days

Designed for:

PreK–12 teachers

Implementation Workshops

Learn content-based strategies to transform teaching and advance learning. Participants will apply deep understanding of mathematics content to create end-of-unit assessments, engage students in high-cognitive-demand tasks, assess student work, and implement productive homework plans.

Time frame:

Four days

Designed for:

PreK–12 teachers

Coaching and In-School Support

Receive just-in-time, in-class support. Participants will observe model teaching, get assistance with collaborative planning, and receive guidance during teacher observations and evaluations to move mathematics instruction forward.

Time frame:

Four days

Designed for:

PreK–12 teachers