



The University of Texas at Austin
Charles A. Dana Center

Detracking Mathematics Meetup

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Sherri Jones, Course Program Specialist, Secondary Mathematics, Dana Center

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Emma Treviño, Project Manager of Implementations of CCSS-M, San Francisco USD

NCSM Annual Conference, San Diego, CA | April 1, 2019



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Agenda

- **Introductions**
- **About the Charles A. Dana Center**
- **Framing detracking**
- **Discussion rounds**
- **Closing**



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About the Dana Center

— Equity — Access — Excellence —

2019

Dana Center by the Numbers



Major grant received from the Bill & Melinda Gates Foundation
for our **Launch Years initiative**, which aims to improve
student success in high school mathematics.

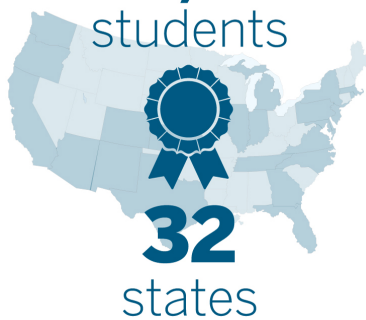
Dana Center by the Numbers

We provided professional development for
Department of Defense Education Activity teachers,
benefiting **88,500 students in 14 countries**.



Dana Center by the Numbers

200,000
students



Nearly **200,000 students in 32 states** were served by
Dana Center–Agile Mind courses, recognized for their
quality by multiple review panels, including EdReports.

Dana Center by the Numbers



**ONE
HUNDRED
THIRTY
FIVE**

Local, state, and national **organizations collaborated** with the Dana Center to ensure all students have **equitable access to an excellent education.**

Emma Treviño, San Francisco Unified School District

SFUSD Math Department Vision
All students will make sense of
rigorous mathematics in ways that
are creative, interactive, and relevant
in heterogeneous classrooms.



Luis A. Lima, Ed.D.

Senior Advisor for Curriculum, Assessments, and Professional Services STEM at CenterPoint Education Solutions



Format for Discussion and Networking

- **For each round of discussion**
 - Mix it up – try to have a completely different group in each round so that you can meet as many colleagues as possible.
 - As you respond to the prompt, give your name and your affiliation; then, briefly respond to the prompt (1 minute per person).
 - Take notes and names as you go along.
 - Have fun!

Discussion Questions

Question 1

- What motivates your presence in this session? What detracking efforts have you taken in your setting(s)?

Question 2

- What resonates with you about what has been shared regarding detracking? What questions does it raise?

Question 3

- What action steps will you take to further your learning, networking, or other efforts to detrack mathematics in your setting?

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