SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1e

Meeting Date: October 6, 2016

Curriculum and Instruction: Board Policy No. 6252.1: Placement in Mathematics Courses

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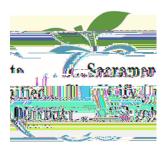
II. Driving Governance

In October2015, the state of Californiassed Senate Bill 359, the California Mathematics Placement Acot 2015, which requires governing boards of aducational agencies EAs) that serve grade 9 to adopt a fair, objective and transparent mathematicsement policin a regularly scheduled public meeting to does the following:

- 1. Systematically takes multiple objective academic measuresipif performance into consideration. For purposes of this paragraph, "objective academic measures" means measures, such as statewide mathematics assessments, including interim and summative assessments authorized pursuant to Section 60640, placementhtests are aligned to state dopted content standards in mathematics, classroom assignment and grades, and report cards.
- 2. Includes at least one placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluator individual pupil progress.
- 3. Requires examination of aggregate pupil placement data annually to ensure that pupils who are qualified to progress in mathematics courses based on their

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Within the regular mathcours progressing from kindergarten through high school, SCUSD has created two key "decision points" to determine math placement. It is two decision points occur during transition points at the secondary level and usents who are prepared and willing to advance through the mathematics standards at an accelerated rate have the opportunity to be placed in accelerated/advanced courses

The first decision point comes afteth gradeDC -0568lk032 Tm(s)6(ate)3(8)6(r)48A8A occur[SCectwor

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determined byreport card grades or transcript evaluation

- x Performance on placement assessment will take the Mathematics Diagnostic Testingreject (MDTP) developed by UC Davis and district developed open ended assessment items determine † grademath placement. Students will take the Integrated Math 1End of Ourse Exam, a district developed assessment, to determine Integrated Math 2placement.
- x Recommendations recommendations by teachers, students, and paræntardians will also be utilized for placement. Recommendations are optional and can only be used to positively influence placement.

Screening for math placement will take place in the spring (April/Mayth for added students and June for Integrated Math students). Placement decisions will be reassessed in September to ensure proper placement and data will be analyzed and disaggregated by race/ethnicity, socio economic status, and gender Although the district has identified key math placement decision points at grades 7 and Integrated Math dudents seeking to accelerate can be assessed at any grade level. Decisions for acceleration outside of these key decision points will be made in accord with BP 5123 Promotion/Acceleration/Retention.

VI. Results

Once approved, the district will assess the impact of the policy as outlined in the Goals, Objectives and Measures section of this document, and will report results annually.

VII. Lessons Learned/Next Steps

Next steps include the following:

- x Present the proposed mathematic spolicy in a second reading to the Board
- x Once approæd, draft administrative regulations for the policy to provide further guidance on policy implementation

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Board Policy

Placement In Mathematics Courses

BP 6152.1 Instruction

The Governing Board believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. To the extent possible, district students shall be provided an opportunity mplete a sequence of mathematics courses recommended for admission into the University of California and California State University systems.

student may appeal the decision to the Superintendent or designee. The Superintendent or designee shall decide whether or not to overrule the placement determination within 15 school days of receiving the appeal. The decision of the decis

(cf. 5123 -Promotion/Acceleration/Retention)

District staff shall implement the placement problem uniformly and without regard to students' race, sex, gender, nationality, ethnicity, socioeconomic background, or other subjective or discriminatory consideration in making placement decisions.

(cf. 0410 -Nondiscrimination in District Programs andth/vities)

The Superintendent or designee shall ensure that all teachers, counselors, and other district staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

(cf. 4131 -Staff Development)

Prior to the beginning of each school year, the Superintendent or designee shall communicate the district's commitment to providing students with the opportunity to complete mathematics courses recommended for college admission, including approvement protocols and the appeal process, to parents/guardians, students, teachers, school counselors, and administrators.

This policy and the district's mathematics placement protocols shall be posted on the district's web site. (Education Code 51224.7)

(cf. 1113 -District and School Web Sites)

Annually, the Board and the Superintendent or designee shall review student data related to placement and advancement in the mathematics courses offered at district high schools to ensure that students who are q-

51225.3 High school graduation requirements
 51284 Financial literacy
 60605 State dopted content and performance standards in core curricular areas
 60605.8 Common Core standards

Management Resources: CSBA PUBLICATIONS Math Misplacement, Governance Brief, September 2015 Governing to the Core, Governance Briefs CALIFORNIA