

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.5

Meeting Date: September 15, 2016

Subject: Adopt Revision of Board Policy No. 6152.1: Placement in Mathematics Courses

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: 10-66 0 Td (10)Tj 0 Tc 00)

Recommendation: The Sacramento Board of Education is requested to approve Board Policy No. 6152.1: *Placement in Mathematics Courses*.



SCUSD recognizes that student achievement in mathematics is a vital part of preparing students for college, career, and life. Mathematical competency and success in advanced mathematics courses is even more important for students wishing to pursue careers in science, technology, engineering, and math or STEM fields. Placement in mathematics courses during a student's middle school and early high school years is therefore critical as these placements can determine whether or not students take advanced math courses needed for admittance into



In October 2015, the state of California passed Senate Bill 359, the California Mathematics Placement Act of 2015, which requires governing boards of local educational agencies (LEAs) that serve grade 9 to adopt a fair, objective and transparent mathematics placement policy in a regularly scheduled public meeting that does the following:

1. Systematically takes multiple objective academic measures of pupil 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, placement tests that are aligned to state-adopted 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 reevaluation of 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 performance on objective academic measures selected for inclusion in the policy pursuant to paragraph (1) are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The local educational agency shall report the aggregate results of this examination to the governing board or body of the local educational agency.
4. Offers clear and timely recourse for each pupil and his or her parent or legal guardian who questions the pupil’s placement.

The bill further outlines that governing boards of LEAs serving students who are transitioning between elementary and middle school may develop and implement a mathematics policy for those students, as applicable, that satisfies the same criteria outlined in numbers 1-4 above.

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funding and a grant from a philanthropic partner. The district incurs minimal costs to implement the California Mathematics Placement Act of 2015.

The district's goals for implementing the California Mathematics Placement Act of 2015 are two-fold: 1) to eliminate student misplacement in mathematics courses at key junctures in their secondary schooling and 2) to decrease the disparity in mathematics course taking between students of color and their white and Asian peers. In order to achieve these goals, SCUSD will closely monitor the results of placement decisions made at the end of grade 6 and as a result of the Integrated Math 1 End of Course Exam. Data will be analyzed at the end of each school year and disaggregated by race/ethnicity as well as socio-economic status and gender. Placement decisions will be reassessed for accuracy within the first month of school and will be reported to the Board annually. In 2016-17, the district will establish a baseline and specific metrics and targets for the two goals outlined above.

In addition to the two goals, the Academic Office will assess the quality, effectiveness, and fidelity of the implementation of the 6th grade and Integrated Math 1 placement tests by seeking feedback from students, teachers, and site leaders on an annual basis. These data will inform revisions to the process in accordance with Education Code and State Law.

The proposed Board Policy 6152.1 *Placement in Mathematics Courses* addresses mathematics course placement at two key junctures, placement in grade 7 based upon grade 6 performance and placement in Integrated Math 2 based upon performance in Integrated Math 1. Below we outline the mathematics course progression for secondary mathematics including points where students have the opportunity to accelerate. In addition, we detail the criteria for establishing mathematics placement at the secondary level.

Secondary Math Course Sequence

The California Common Core State Standards for Mathematics (CA CCSS-M) establishes clear, consistent guidelines for what every student should know and be able to do from kindergarten through 12th grade. The standards outline the knowledge, skills, and behavioral expectations that are necessary for students to be college and career ready upon high school graduation, with each grade-level's standards building upon the previous grade-level.



Within the regular math courses progressing from kindergarten through high school, SCUSD has created two key “decision points” to determine math placement. These two decision points occur during transition points at the secondary level and students 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 after 6th grade as students enter middle school and the second decision point comes after students have completed Integrated Math 1 (either in middle school or high school). For students who are seeking to complete AP Calculus in high school (e.g. students who are interested in entering a STEM major (science, technology, engineering, or math) in college, these decision points provide opportunities to do so. Below we outline the secondary math course progression and the key decision points:



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 to complete 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 Superintendent or designee shall be final.

(cf. 5123 - Promotion/Acceleration/Retention)

District staff shall implement the placement protocols 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 and Activities)

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 approved placement 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-adopted 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