



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1e

Meeting Date: October 6, 2016

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Background/Rationale

_____ : In October 2015, the state of California passed Senate Bill 658, the California Mathematics Placement Act of 2015, which sets standards for getting

Financial Considerations

_____ : NA

Documents Attached:

Executive Summary
Board Policy 6152.1

Estimated Time of Presentation: NA

Submitted by: Iris Taylor, Chief Academic Officer, Matt Turkie
Assistant Superintendent of Curriculum and Instruction

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Curriculum and Instruction: Board Policy No. 6252.1:

Placement in Mathematics Courses

October 6 2016



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II. Driving Governance

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

Board of Education Executive Summary

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Within the regular mathematics courses progressing from kindergarten through high school, SCUSD has created two key “decision points” to determine math placement. The 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 DC -0568lk032 Tm(s)6(ate)3(8)6(r)48A8A occur[SCectwon

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- determined by report card grades or transcript evaluation
- x Performance on a placement assessment. Students will take the Mathematics Diagnostic Testing Project (MDTP) developed by UC Davis and district developed open ended assessment items to determine 7th grade math placement. Students will take the Integrated Math 1 End of Course Exam, a district developed assessment, to determine Integrated Math 2 placement.
- x Recommendations by teachers, students, and parents/guardians 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 6th grade students and June for Integrated Math 1 students). Placement decisions will be reassessed in September to ensure proper placement and data will be analyzed and disaggregated by race/ethnicity, socioeconomic status, and gender. Although the district has identified key math placement decision points at grades 7 and Integrated Math 2, students 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 mathematics policy in a second reading to the Board
- x Once approved, draft administrative regulations for the policy to provide further guidance on policy implementation

Board of Education Executive Summary

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 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 approval 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