

SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: September 8, 2016

To: Middle School Principals; High School Principals; Middle School and High School Counselors

Subject: APPROPRIATE PLACEMENT OF NINTH GRADE STUDENTS IN ACCORDANCE WITH CA SB 359

Department and/or Persons Concerned: Secondary Administrators and Counselors

Due Date: None

Reference: Instruction/Mathematics Placements of Students- Ref. Board Policy 6152.1

Action Requested: Follow Placement Guidelines

Brief Explanation:

A. PURPOSE AND SCOPE

Per the California Mathematics Placement Act of 2015 (SB 359), the San Diego Unified School District (SDUSD) will develop and adopt a fair, objective and transparent mathematics placement policy for students entering grade 9, as well as for students transitioning between elementary and/or K-8 schools and middle schools. All students, regardless of race, ethnicity, gender, or socioeconomic background deserve an equal chance to advance in mathematics with access to high quality mathematics programs.

B. LEGAL AND POLICY BASIS

1. **Reference:** Education Code Section 51224.7. This act shall be known, and may be cited as the California Mathematics Placement Act of 2015.
2. **District Policy**
 - a. The policy of San Diego Unified School District is to ensure the academic success of every student. Pupil achievement in mathematics is important to prepare pupils for college and their future careers, especially those careers in the fields of science, technology, engineering, and mathematics (STEM).
 - b. Placement in appropriate mathematics courses is critically important for a pupil during his or her middle and high school years. A pupil's 9th grade math course placement is a crucial crossroads for his or her future educational success.
 - c. Misplacement in the sequences of mathematics courses creates a number of barriers and results in pupils being less competitive for college admissions, including admissions at the California State University and University of California.

- d. Students shall be assigned to mathematics classes by means of a fair, objective, and transparent placement policy which systematically takes multiple objective academic measures of pupil performance into consideration.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the Secondary Instructional Support Office.
2. **Criteria for Mathematics Placement Decisions:**
 - a. Student scores on District Math Readiness Assessments
 - b. Student grades in previous mathematics courses
 - c. Results on Smarter Balanced Assessments (SBAC) in mathematics for students in grade 8
 - d. Teacher recommendations.

Based on the results of these measures students should be placed in the appropriate math course. Proficiency cut points for the Math readiness assessments and student’s grades in the previous math course should be considered. No single measure should be used for placement. In cases where a student’s placement falls into a borderline area, site administrators should look to teacher recommendation and SBAC scores, if available, to assist in final placement decisions. Site administrators are the primary decision makers for student placement in math courses.

D. IMPLEMENTATION

1. **Math Readiness Assessments.** Three separate Math Readiness Assessments will be administered to students to determine placement:
 - a. Accelerated Math 6 - administered to all 5th grade students entering grade 6
 - b. Accelerated Math 7 - administered to all 6th grade students entering grade 7
 - c. Advanced Integrated Math I - administered to all 8th grade students in Common Core Math 8.

Students enrolled in Accelerated Math 7 will be placed in Advanced Integrated Math I. Additional opportunities for student acceleration are made available to students upon their matriculation to high school.

2. **Guidelines for Proficiency Cut Points for Placement.**

6th Grade Math Placement		
5th Grade Progress Reports	Readiness Test Score	2016-17 Math Course Placement
Majority of 3’s and 4’s	70% or higher	Accelerated Math 6
Majority of 1’s and 2’s or 3’s or 4’s	69% or lower	Common Core Math 6

7th Grade Math Placement

6th Grade Progress Reports	Readiness Test Score	2016-17 Math Course Placement
A's and B's	80% or higher	Accelerated Math 7
Any grade	79% or lower	Common Core Math 7

8th Grade Math Placement

7th Grade Math Course	2016-17 Math Course Placement
Common Core Math 7	Common Core Math 8
Accelerated Math 7 with D's/F's	Common Core Math 8
Accelerated Math 7 with A's, B's, and C's	Advanced Integrated Math 1

9th Grade Math Placement

8th Grade Students Enrolled in Common Core Math 8		
8th Grade Progress Reports	Readiness Test Score	2016-17 Math Course Placement
A's and B's	80% or higher	Advanced Integrated Math I
Any grade	79% or lower	Integrated Math I

8th Grade Students Enrolled in Advanced Integrated Math I	
8th Grade Progress Reports	2016-17 Math Course Placement
A's, B's, and C's	Advanced Integrated Math II
D's	Integrated Math II
F's	Advanced Integrated Math I

If there is a question of student proficiency, site teams should consider SBAC scores in math and teacher recommendation (at site administrator request) as an additional factor for determining placement.

- 3. Student Placement Checkpoint.** Within the first month of the school year the results of the Smarter Balanced Assessments (SBAC) in mathematics that students took in grade 8 will be reviewed by school site counselors to ensure accurate placement of 9th grade students and permit reevaluation of individual student placements. Students who score in the *Exceed* range on the SBAC should be considered for placement in advanced courses.

- 4. Parent/Guardian Appeal Process.** Parents have the right to appeal the decision of the site team regarding the mathematics course placement.
- a. The appeal shall occur within a week of notification of a change in student's placement.
 - b. Upon receipt of the appeal, the principal or designee shall review all related evidence and convene a meeting with the assigned classroom teacher, parent/guardian, and student (if appropriate.)
 - c. School staff may elect to administer the Mathematics Diagnostic Testing Project assessment to provide additional data for the placement discussion. The Mathematics Diagnostic Testing Project should be administered and scored prior to the appeal discussion meeting.
 - d. The appeal discussion will include a review of the student's progress, assessment results, and overall readiness for designated math course. When possible, the proceedings are to be conducted in the primary language of the parent/guardian or with an appropriate translator provided.

Questions regarding the placement of ninth grade students in mathematics courses can be referred to Wendy Ranck-Buhr, Instructional Support Officer, Secondary Schools, wranck-buhr@sandi.net, 619-725-7076.

Wendy Ranck-Buhr
Instructional Support Officer

APPROVED:



Cheryl Hibbeln
Executive Director
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WRB:mm