



MEMORANDUM

To: TK-12 Principals
From: Wendy Ranck-Buhr, Secondary Instructional Support Officer
Date: May 24, 2017
RE: Secondary Mathematics Pathways Update for the 2017-18 School Year

Information and Background:

In 2014 the District began full implementation of the Common Core State Standards that required a shift in how mathematics instruction was implemented. In 2015 input was gathered through site conversations, cluster level and department conversations, and collaboration with a respected mathematics consultant to strategize next steps and improve the math placement process. As a result of the work in 2015 the district revised the math pathways, identified multiple measures that a site could use to determine student course placement, and created Math Readiness Assessments that would align with Smarter Balanced Assessment Consortium (SBAC) and district assessment practices. The procedures and criteria put in place in 2015 provided useful guidelines for all schools. In the spring of 2016, student grades were reviewed to monitor the success of the placement criteria. Students who were placed in the math pathways as described below were experiencing success and earning grades of C or higher. The procedure for placement will continue for 2017-18. Starting in 2016-17 all high schools must place students into math courses using procedures compliant with SB359. This includes using multiple measures to determine placement, re-assigning students within the first 30 days of instruction, and having a procedure in place for potential parent dispute of placement.

Criteria for Placement Decisions:

Four measures were established as indicators for sites to utilize as they planned for student course placement:

- Math Readiness Assessments
- Grades in Previous Math Coursework
- Teacher Recommendation (If requested by administrator.)
- SBAC overall math score (If available this data should be considered to help clarify placement.)

Based on the results, a report will be generated in Illuminate for each site to review the data and make instructional decisions. Sites will be the primary decision makers for the student course selections as they are the ones with the most knowledge of student progress towards the standards.

While proficiency cut points are provided for the Math Readiness Assessments it is the belief of Leadership and Learning that no single test score should determine a student's placement. For 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.

Guidelines for Proficiency Cut Points for Placement:

6th Grade Math Placement

5th Grade Progress Reports	Readiness Test Score	2017-18 Math Class 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	2017-18 Math Class 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	2017-18 Math Class 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, C's	Advanced Integrated Math 1

9th grade Math Placement

For 8th Grade Students Enrolled In Common Core Math 8		
8th grade progress reports	Readiness Test Score	2017-18 Math Class Placement
A's, B's and C's	80% or higher	Advanced Integrated Math 1
Any grade	79% or lower	Integrated Math 1
For 8th Grade Students Enrolled in Advanced Integrated Math 1		
8th grade progress reports	2017-18 Math Class 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 were a question of student proficiency the site should consider SBAC scores in math as another factor to be considered when determining placement.

Grade levels for the assessment:

The Assessment will be one measure utilized in the decision making process.

- Accelerated Math 6 – Math Readiness Assessment
 - For all 5th graders entering Grade 6
- Accelerated Math 7 – Math Readiness Assessment
 - For all 6th graders entering grade 7
- Advanced Integrated Math I – Math Readiness Assessment
 - For all 8th graders enrolled in Common Core

A 7th grade Math Readiness Assessment was not created. The rationale for not creating the exam was that the current 7th grade program is the 1st year of a two-year sequence. The students who are currently in Common Core 7 have only been taught 7th grade standards and therefore the next course in the sequence is Common Core 8.

Students in Accelerated Math 7 have been taught both 7th grade and 8th grade standards, the next course in the sequence is Integrated Math I Advanced or Integrated Math I, depending on their performance in Accelerated Math 7.

Action / Next Steps:

1. Math Pathways (course sequence) are located in the Course of Study.
2. The Readiness Assessment window is as follows:
 - a. Traditional – May 24, 2017-June 14, 2017
 - b. Year round – July 3, 2017-July 21, 2017
3. Assessment Services will provide hard copies of the test to sites one week prior to the testing window. After the one-week window, we will require sites to return all test materials to Assessment Services. Schools sites will print the scan sheets from Illuminate and the results will be available as soon as sites can the completed answer sheets into Illuminate. Detailed and specific information about this process is provided to the Test Coordinators at each school site. There will be an additional testing opportunity in the fall for any students who missed the spring testing window (e.g. enrolling from private school, new to the district). Sites will be able to order test materials from Assessment Services in August.
4. It will be critical for sites to see themselves as the primary decision makers in all student placement decisions. Sites know their students and their abilities best and this should be honored.
 - a. There should be conversations between the elementary, middle and high schools in a cluster to calibrate and develop a shared understanding of student course sequence pathways based on the adjusted options.
5. A sample parent letter is provided for sites to share the information with the families about math placement procedures.

Special Circumstances:

It is recognized that in any structure there will also need to be case-by-case decisions that may not fit into the pathway options. Site teams need to make those individual placement decisions based on data and what is in the best interest of the student. Here are a couple examples:

- If a student enters in the fall and has not taken the Math Readiness Assessment, the site would provide an assessment. They would also review previous grades and SBAC results and make a course placement decision based on the evidence.
- If a student demonstrates a high level of proficiency on all of the 4 identified criteria, and the site is considering that it may be in the best instructional interest of the student to move to a more advanced course outside of the pathway pattern, the student would have to take the additional Math Readiness Assessment for the next grade level and demonstrate proficiency.

Questions: For additional questions contact Wendy Ranck-Buhr at wranck-buhr@sandi.net or via phone at 619-725-7076. For questions related to the administration part of the exam contact Assessment Services at (619) 725-7065.