SAN FRANCISCO UNIFIED SCHOOL DISTRICT
San Francisco, California

First Reading

Superintendent's Proposal

165-24Sp2 - Adoption of Board Policy 6146.1
Instruction: Math Placement Policy

REQUESTED ACTION: *Approve adoption of Board Policy 6146.1, Math Placement Policy*

BACKGROUND: The Mathematics Placement Act of 2015 (SB 359) requires that prior to the 2016-2017 school year, school districts serving 9th grade students must adopt a fair, objective, and transparent mathematics placement policy for pupils entering grade 9. The Mathematics Placement Act requires a fair, objective, and transparent mathematics placement policy for pupils entering grade 9 that does the following:

- Systematically takes multiple objective academic measures of pupil performance into consideration. For purposes of this policy, "objective academic measures" means measures such as statewide mathematics assessments, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards.
- 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. The policy shall offer clear and timely redress for parents and pupils that question placement.
- Requires examination of aggregate pupil placement data annually to ensure that pupils who are qualified to progress in mathematics courses based on the objective academic measures are not held back in a disproportionate manner on the basis of race, ethnicity, gender or socioeconomic background.

Superintendent's Proposal
165-24Sp2

First Reading: 5/24/16
Second Reading

12

San Francisco Unified School District
Board Policy

INSTRUCTION: Math Placement Policy 6146.1

Statement of Purpose

The Mathematics Placement Act of 2015 (SB 359) provides that "[a]ll pupils, regardless of race, ethnicity, gender, or socioeconomic background, deserve an equal chance to advance in mathematics. With the shift towards implementation of the Common Core State Standards for Mathematics, it is particularly important for all pupils to have access to high-quality mathematics programs that meet the goals and expectations of these standards. It is crucial for teachers and guidance personnel to advise pupils and parents on the importance of accurate mathematics course placement and its impact on future college eligibility so pupils may take each course in the mathematics course sequence."

The Mathematics Placement Act requires a fair, objective, and transparent mathematics placement policy for pupils entering grade 9 that does the following:
- Systematically takes multiple objective academic measures of pupil performance into consideration. For purposes of this policy, "objective academic measures" means measures such as statewide mathematics assessments, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards.
- 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. The policy shall offer clear and timely redress for parents and pupils that question placement.
- Requires examination of aggregate pupil placement data annually to ensure that pupils who are qualified to progress in mathematics courses based on the objective academic measures are not held back in a disproportionate manner on the basis of race, ethnicity, gender or socioeconomic background.
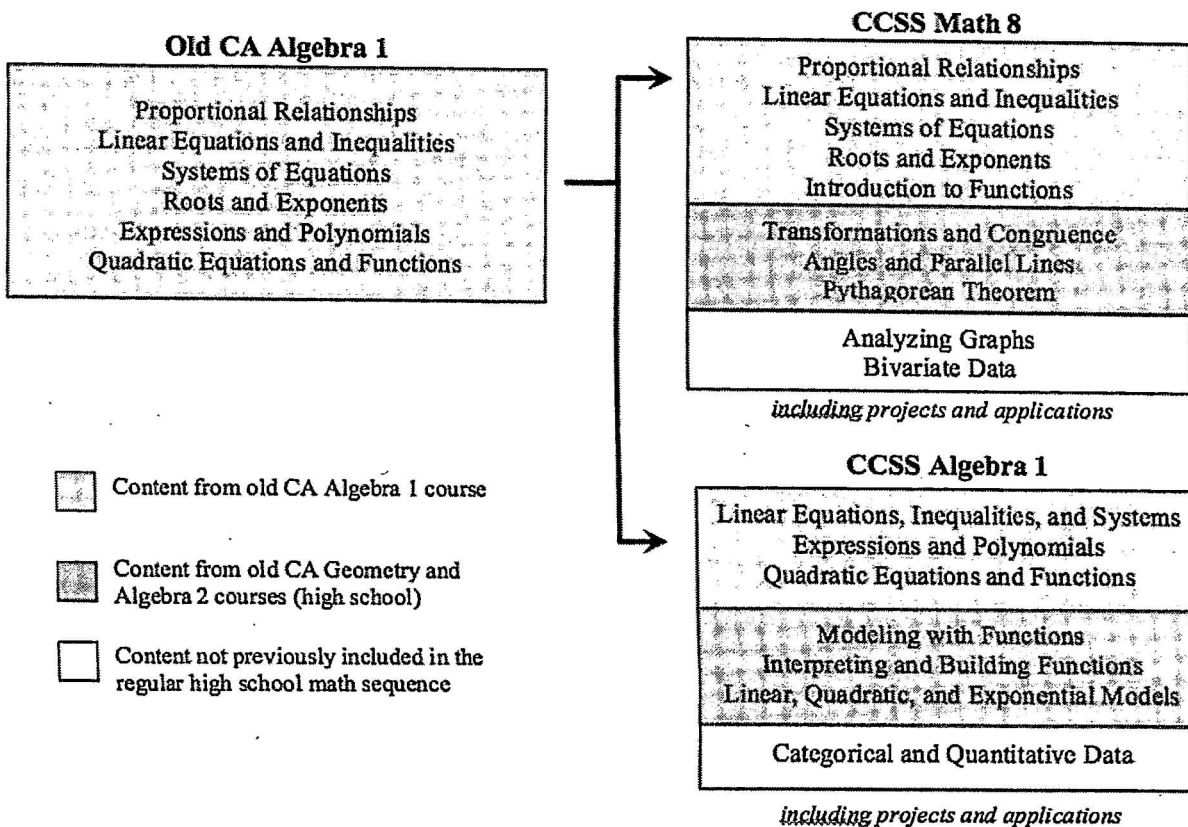
The SFUSD Mathematics Course Sequence is designed to give all pupils an equal opportunity to take the courses necessary for college admissions, including admissions at the California State University and University of California.

SFUSD Course Sequence

The SFUSD 4-year course sequence for high school mathematics provides an opportunity for all pupils to complete the courses necessary to be eligible for UC/CSU admissions. The diagram below illustrates the SFUSD Math Course Sequence.
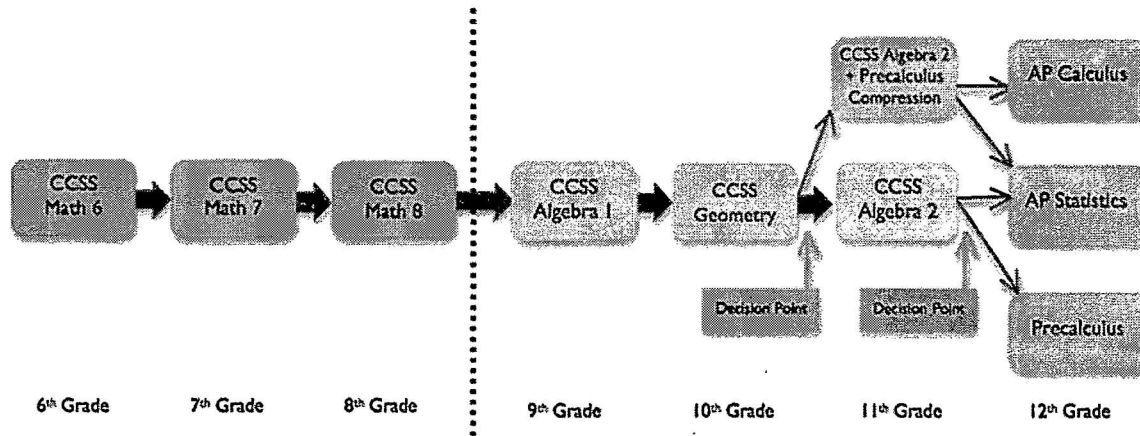
SFUSD has committed to providing all students with access to the 4-year high school mathematics course sequence that offers the courses necessary for UC/CSU admission. The first year of the SFUSD recommended course sequence in 9th Grade is CCSS Algebra 1. The CCSS Algebra 1 course is a substantial departure from the courses previously taught and labeled as Algebra 1. Many of the topics previously learned in Algebra 1 are not in CCSS Math 8 and material such as geometry, data-analysis, and mathematical modeling are included in CCSS Math 8 and CCSS Algebra 1. The illustration below illustrates how course content has changed.

Old CA Algebra 1

Proportional Relationships
Linear Equations and Inequalities
Systems of Equations
Roots and Exponents
Expressions and Polynomials
Quadratic Equations and Functions

CCSS Math 8

Proportional Relationships
Linear Equations and Inequalities
Systems of Equations
Roots and Exponents
Introduction to Functions

Transformations and Congruence
Angles and Parallel Lines
Pythagorean Theorem

Analyzing Graphs
Bivariate Data

including projects and applications

Content from old CA Algebra 1 course

Content from old CA Geometry and Algebra 2 courses (high school)

Content not previously included in the regular high school math sequence

CCSS Algebra 1

Linear Equations, Inequalities, and Systems
Expressions and Polynomials
Quadratic Equations and Functions

Modeling with Functions
Interpreting and Building Functions
Linear, Quadratic, and Exponential Models

Categorical and Quantitative Data

including projects and applications

9th Grade Math Placement

1. Students who have completed the SFUSD CCSS Math 8 course with a D or better, and who have scored above the Not Met Standards level on the CCSS state assessment, shall be placed in CCSS Algebra 1.

2. Students who have completed the SFUSD CCSS Math 8 course with an F, and scored at the Not Met Standards level on the CCSS state assessment, shall also be placed in CCSS Algebra 1, but will be offered the opportunity to participate in additional support intended to bolster their ability to succeed in Algebra 1. These support activities may be offered before or after school, or during lunch, depending on the campus.

3. Students who have taken coursework covering all of the subject matter taught in CCSS Math 8 and CCSS Algebra 1 before 9th grade and received a grade of C or higher in their 8th grade math course, will be eligible to take CCSS Geometry in 9th grade if they are able to pass the SFUSD Math Validation Test (MVT). To be eligible to take the MVT, the student must have earned a "C" or better in their 8th grade math course and provide documentation that they have taken coursework that covered all of the subject matter listed below:
   i.   Use multiple representations to display functions
   ii. Use and understand rigid transformations on two-dimensional figures

iii. Understand linear functions, in particular that the slope of a line has multiple meanings and can be seen in multiple representations including slope triangles, growing rate, rate of change, vertical distance/horizontal distance, unit rate and more

iv. Solve and analyze linear equations. Know that all possible solutions to a system of inequalities can be represented graphically. The solution to a system of equations can be solved algebraically, and is seen graphically as the intersection of the two equations.

v. Algebraic expressions and equations can be rearranged into other equivalent forms in which different mathematical structures are evident.

vi. Know that Quadratic functions can be represented in graphs, tables, equations, and different forms of each representation give different information about the key features of the relationship.

vii. Ability to model real world situations with linear, quadratic, and other nonlinear functions.

viii. Understand functions as relationship between two quantities that assigns one output for every input

ix. Represent and analyze categorical and quantitative data in univariate and bivariate data and using linear models to establish and explain correlation or causation in a set of data.

(To verify that the student has already learned the content above, the student must submit *a course syllabus, or equivalent, originating from the school or teacher where coursework was completed, and pass the MVT*)

The timeline and process to submit a request to take the MVT shall be outlined in Administrative Regulation.

Students who pass the MVT shall be eligible to take CCSS Geometry in 9th Grade. Students who do not pass the MVT shall be placed in CCSS Algebra 1.

Placement Checkpoint

Within the first month of placement in CCSS Algebra 1, students will take diagnostic tests to measure pupil progress and support differentiated instruction, and to help ensure accurate placement. Based on this placement check, students will be offered the opportunity to participate in either additional support intended to bolster their ability to succeed in Algebra 1 or extension opportunities where students will be supported to deepen their mathematical understanding. These support activities may be offered before or after school, or during lunch, depending on the campus.

Challenging Placement

A student who is placed in CCSS Algebra 1 at the start of the school year may request placement in CCSS Geometry during the first month of the school year if the student has taken a course covering the content described above (2i-ix), earned a "C" or better in

this course, and is able to pass a fall administration of the SFUSD Math Validation Test which will be given after the first week of the school year. If the student passes the MVT, s/he will be moved into CCSS Geometry within 1 week of passing the MVT. Students who failed to pass the MVT in the spring of their 8th grade year may re-take the MVT in the fall. The timeline and process to submit a request to take the MVT shall be outlined in Administrative Regulation.

11th and 12th Grade Placement

Students and parents have the discretion to select mathematics courses in 11th and 12th grades from among the options described in the SFUSD Math Course Sequence above. These courses are assigned based on student/parent choice, and not based on staff recommendation.

Data Collection and Review

Annually, the Board will review aggregate pupil placement data to ensure that pupils who are qualified to progress in mathematics courses based on the objective academic measures are not held back in a disproportionate manner on the basis of race, ethnicity, gender or socioeconomic background.

Notice

This Math Placement Policy shall be posted on the SFUSD website.