

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**Date:** February 26, 2019

**To:** Principals

**Subject:** APPROPRIATE MATHEMATICS PLACEMENT OF STUDENTS IN ACCORDANCE WITH CA SB359

**Department and/or Persons Concerned:** Site Administrators, Teachers, Counselors and Area Superintendents

**Due Date:** Date should be four weeks before due (appropriate for site response)

**Reference:** CA SB 359

**Brief Explanation:**

Per the California Mathematics Placement Act of 2015, 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.

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).

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. 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.

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

**Criteria for Mathematics Placement Decisions:**

- a. Student scores on District Math Readiness Assessments
- b. Students grades in previous mathematics courses
- c. Results on Smarter Balanced Assessments (SBAC) in mathematics
- d. Teacher recommendations (Upon request of site principal).

Based on the results of these measures students should be placed in to the appropriate math course. Proficiency cut points for the Math Readiness Assessments and students' 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 responsible for student placement in to math courses.

**IMPLEMENTATION**

1. **Math Readiness Assessments.** Three separate Math readiness Assessments will be administered to students in the spring semester 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 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.

Parents/guardians of students in grade 5 are notified by the receiving middle school of their child's initial placement in secondary mathematics in the spring semester of fifth grade.

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

**6th Grade Math Placement**

5 <sup>th</sup> Grade Exam Results	Grades for First Semester 5 <sup>th</sup> Grade Math	6 <sup>th</sup> Grade Math Course Placement
Score Range: 90-100%	Majority of 3's and 4's	Accelerated Math 6
Score Range: 70-89%	Majority of 3's or 4's	Accelerated Math 6
	Majority of 1's and 2's	Common Core Math 6
Score Range: 69% or lower	Majority of 1's and 2's or 3's or 4's	Common Core Math 6

**7<sup>th</sup> Grade Math Placement**

6 <sup>th</sup> Grade Exam Results	Grades for 6 <sup>th</sup> Grade Math	7 <sup>th</sup> Grade Math Course Placement
Score Range: 80-100%	A's or B's	Accelerated Math 7
Score Range: 79% or lower	Any Grade	Common Core Math 7

### 8<sup>th</sup> Grade Math Placement

7 <sup>th</sup> Grade Math Course	8 <sup>th</sup> Grade Math Course Placement
Common Core Math 7	Common Core Math 8
Accelerated Math 7 with D's/F's	Common Core Math 8

### 9<sup>th</sup> Grade Math Placement

8 <sup>th</sup> Grade Students Enrolled in Math 8		
8 <sup>th</sup> Grade Exam Results	Grades for 8 <sup>th</sup> Grade Math	9 <sup>th</sup> Grade Math Course Placement
Score Range: 80-100%	A's, B's or C's	Advanced Integrated Math 1
Score Range: 79% or lower	Any Grade	Integrated Math 1

8 <sup>th</sup> Grade Students Enrolled in Advanced Integrated Math I	
Grades	9 <sup>th</sup> Grade Math Course Placement
A's, B's, or 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. If SBAC scores are not available other math assessments given at the site should also be considered such as interim assessments, Math Inventory (MI), MDTP, and MAPS.

### 3. Student Placement Checkpoint

Within the first 30 days of the school year the results of the Smarter Balanced Assessments (SBAC) in mathematics that students took in the previous grade level should be reviewed by school site counselors to identify students who should be considered for reevaluation for placement into advanced or accelerated courses. Students with achievement level 4, "Standard Exceeded" on the mathematics portion of the SBAC should be considered for placement into accelerated or 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 request for appeal needs to be provided in writing to the principal and should be signed and dated by the parent/guardian. Principals are responsible for processing appeals in a timely manner.

- a. Upon receipt of the appeal, the principal shall review assessments and other data used to determine placement and convene a meeting with the assigned classroom teacher, a school counselor, parent/guardian, and student (if appropriate).
- b. School staff may elect to administer an additional assessment such as the MDTP or the SMI to provide additional data for the placement discussion. If an additional assessment is selected, it should be administered and scored prior to the appeal discussion meeting.
- c. The appeal discussion will include a review of the student's progress, assessment results, and overall readiness for the designated math course. The results of the appeal shall be provided to the parent in writing. When possible, the proceedings are to be conducted in the primary language of the parent/guardian or with an appropriate translator provided.

Suggestions or questions concerning this procedure should be directed to the Office of School Innovation and Integrated Youth Services.

APPROVED:



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Executive Director  
Office of School Innovation and Integrated Youth Services