



Annual Mathematics Placement Report

Office of English Learners, Assessment, and Special Programs
2019-2020



Mathematics Placement Act of 2015

Required

School districts that serve pupils entering grade nine and that have not already done so to adopt “a fair, objective, and transparent mathematics placement policy” that consider multiple objective measures (i.e. California statewide assessments and pupil course grades)

Purpose of SB 359

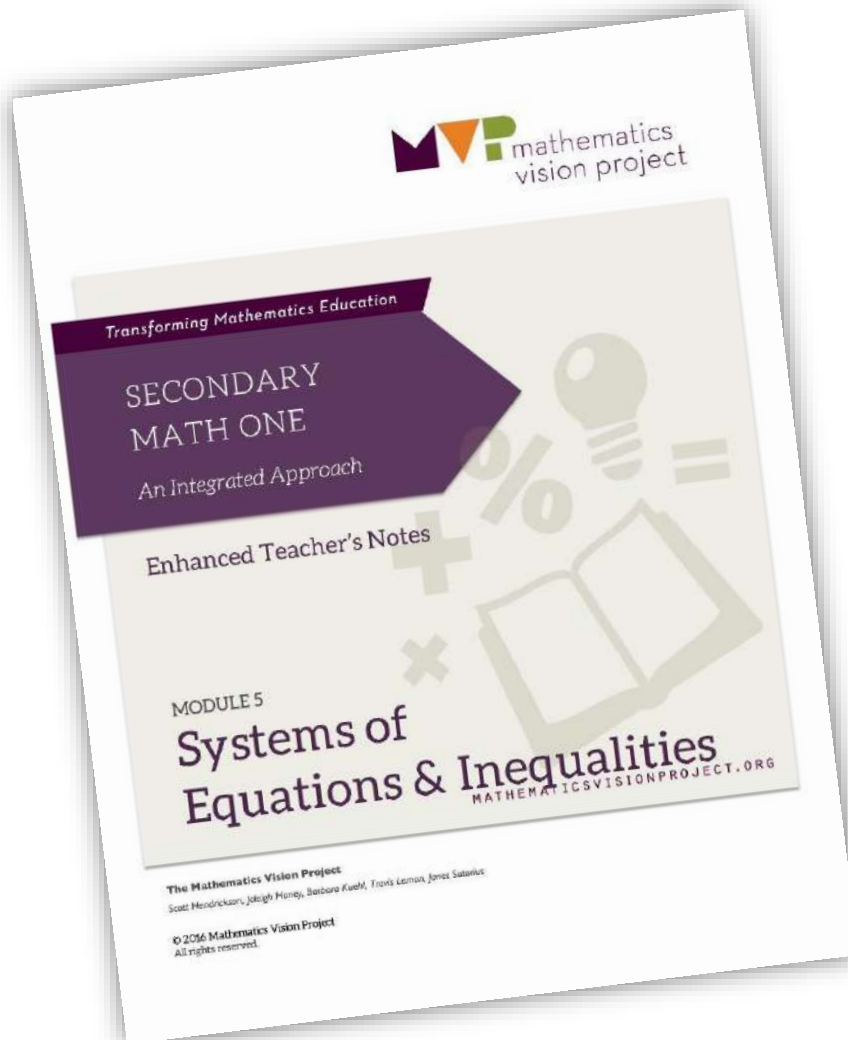
To eliminate “math misplacement” which resulted in many CA students, especially students of color, being required to repeat a math course when objective data indicated that they should advance to the next course.

Applies to Procedure for 9th Grade Placement

Mathematics Placement Act

- Importance of achievement in mathematics to prepare students for college and career
- Appropriate mathematics placement is crucial 9th grade year
- Assurance that all students entering 9th grade have the opportunity to advance to the next course in the recommended math sequence

TUSD Math Placement Options



Course Offerings

- Integrated Math I
- Integrated Math I Honors

Placement Criteria 2019-2020

- Smarter Balance Math Summative Assessment (met or exceeded Standards)
- Grades

9th Grade Math Placement Criteria

All incoming 9th grade students will be placed into either Integrated Math I or Honors Integrated Math I. At THS there will also be an intervention course, supplemental to Integrated Math I, while at PHS, intervention systems will be built into the Integrated Math I course.

Honors Criteria

Students may become qualified for the Honors course by meeting the following criteria:

1. Minimum score of 2586 on the Smarter Balanced math summative assessment (met or exceeded standards)
2. Grade of B or better in Math 8, or C or better in Math 8E/STEM in the third quarter of 8th grade

Students and/or parents with questions regarding placement should contact their counselor.

Intervention Criteria:

Students with the following criteria will be considered for an Intervention course and/or specified intervention time/resources, in addition to being enrolled in Integrated Math I:

1. Score of 2503 or lower on the Smarter Balanced math summative assessment (standards not met)
2. Teacher recommendation

Placement Checkpoint:

All 9th grade math courses will have at least one placement checkpoint within the first 30 days of school and verify appropriate placement of student.

Placement Procedure

- Compile data, including Smarter Balanced summative math assessment and current math grades.
- Follow procedure at sites for appropriate a-g approved math course placement- Integrated Math I/Honors Integrated Math I.
- Evaluate placement outcomes and consider alternative option to provide every student with appropriate opportunity and rigor.

Placement Procedure, cont.

- Notify parents of 9th grade math placement.
- Consider any parent requests regarding math placement.
- Monitor student performance during first month of school and make schedule adjustments to best meet student needs.

Math Placement Data

Turlock High School	
Number of sections of Integrated Math I	21
Number of sections of Honors Integrated Math I	6
Number placed in Integrated Math I	621
Number placed in Honors Integrated Math I	205
Within 30 days, number moved up from Integrated Math I to Honors Integrated Math I	5
Within 30 days, number moved down from Honors Integrated Math I to Integrated Math I	6

Pitman High School	
Number of sections of Integrated Math I	22
Number of sections of Honors Integrated Math I	4
Number placed in Integrated Math I	632
Number placed in Honors Integrated Math I	163
Within 30 days, number moved up from Integrated Math I to Honors Integrated Math I	10
Within 30 days, number moved down from Honors Integrated Math I to Integrated Math I	4

Questions?

