



PARAMOUNT UNIFIED SCHOOL DISTRICT

OUR MISSION IS TO ENSURE LEARNING AND SUCCESS FOR EACH STUDENT BY PROVIDING A QUALITY EDUCATION.

Update on Student Placement and Acceleration in Secondary Mathematics

**Board of Education Meeting
May 25, 2016**

Dr. Ruth Pérez, Superintendent
Deborah Stark, Assistant Superintendent, Educational Services
Kelly Morales, Facilitator of Instructional Improvement

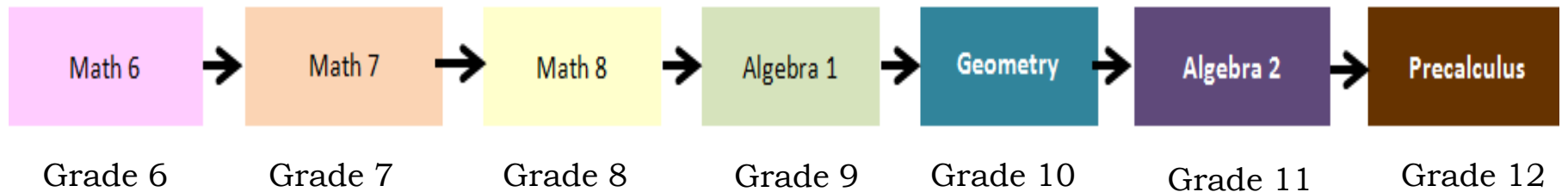
Purpose of Presentation

- Present information on PUSD's middle school acceleration pathway.
- Provide an overview of Senate Bill 359, the California Mathematics Placement Act of 2015, to ensure appropriate placement of students into secondary mathematics courses.
- Outline recommended high school acceleration pathways in mathematics.

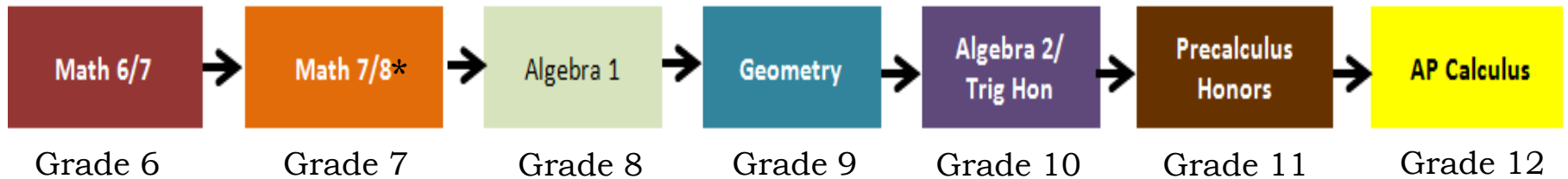
What is Acceleration in Mathematics?

- Acceleration takes place when a student's math sequence is "quickenened" in middle or high school in order to provide the student with the opportunity to participate in advanced, higher level math courses in high school.
- Accelerated courses include the full-range of mathematical content and skills, taught at a faster pace or with more compressed mathematical information than the standard courses without omitting important concepts. Students are expected to master and fully comprehend all important topics in the curriculum.

6-12 **Grade-Level** Math Course Sequence

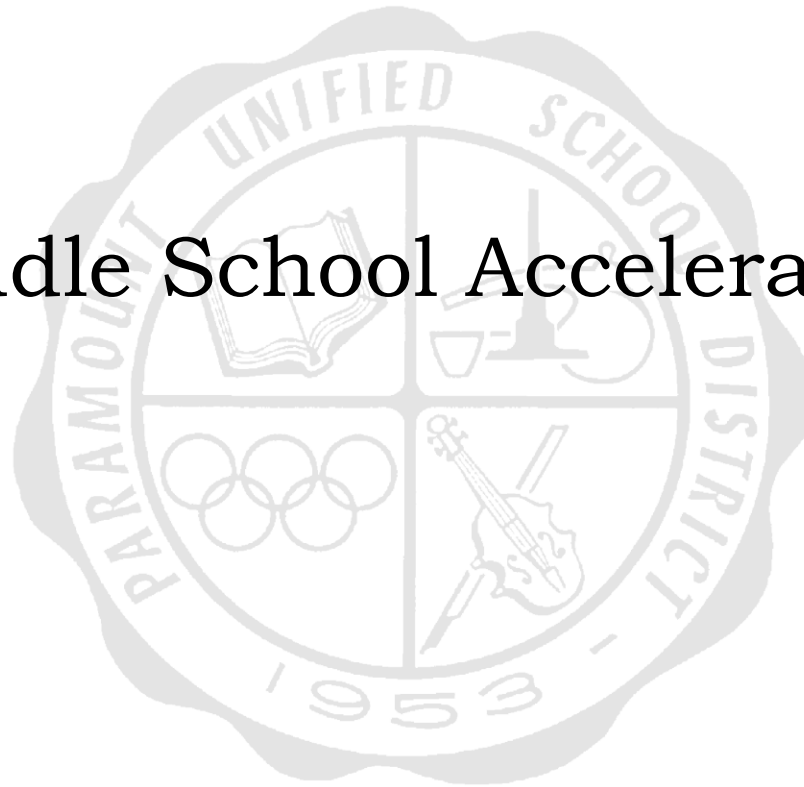


6-12 **Accelerated** Math Course Sequence



*new in 2016-17

Middle School Acceleration



Middle School Acceleration Implementation Timeline

2015-2016:



2016-2017:

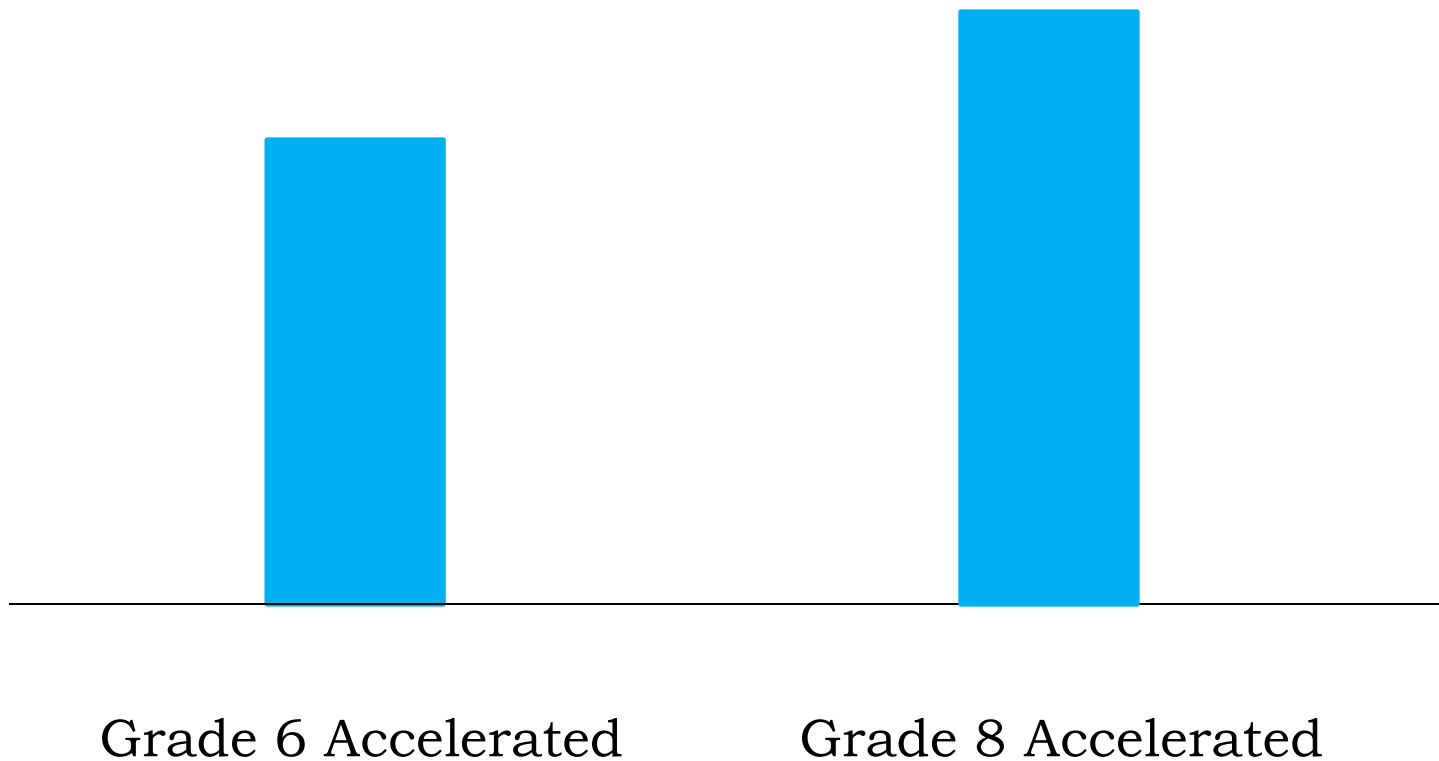
**Implement Accelerated
Grade 6 Math**

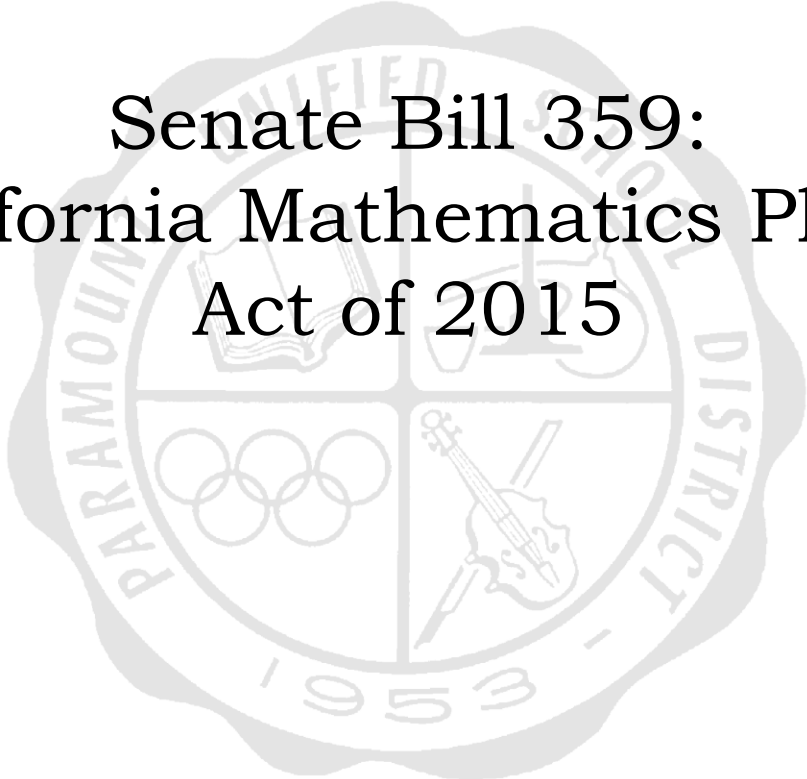
**Implement Accelerated
Grade 8 Math/
Algebra 1**

**Implement Accelerated
Grade 7 Math**

Assessments Results for Accelerated Math, Grades 6 and 8

Average of Students Who Scored
“At or Above Standard” on all Unit Assessments





Senate Bill 359:
The California Mathematics Placement
Act of 2015

What is Senate Bill 359, the California Mathematics Placement Act of 2015?

Placement in appropriate math courses is critically important for a student during middle and high school.

A student's 9th grade mathematics placement is a crucial crossroad for future educational success.

Misplacement in the sequence of math courses creates a number of barriers and results in students being less competitive for college admissions.

Implementation of new Education Code requires Districts to develop and adopt a mathematics placement policy before the 2016-17 school year.

Senate Bill 359: California Math Placement Act

A district's math placement policy for pupils entering grade nine must:

- Systematically take multiple objective academic measures of student performance into consideration.
- Include at least one placement checkpoint within the first month of school to ensure accurate placement.
- Include an annual examination of placement data to ensure that students are not held in a disproportionate manner on the basis of race, ethnicity, gender, or socioeconomic background.
- Provide an annual report of results to the Board of Education.
- Offer clear and timely recourse for student and parent or legal guardian who question placement.

The seal of Paramount Unified School District is a circular emblem with a scalloped border. It is divided into four quadrants: the top-left contains a book, the top-right contains a quill pen, the bottom-left contains the Olympic rings, and the bottom-right contains a violin and bow. The text "PARAMOUNT UNIFIED SCHOOL DISTRICT" is written around the perimeter, and "1953" is at the bottom. The seal is rendered in a light gray, semi-transparent style.

Secondary Math Placement and Acceleration Committee

Secondary Math Placement & Acceleration Committee

The Committee:

- ❑ Met regularly to review information on new requirements, learn from other districts' practices and outline priorities for PUSD.
- ❑ Made a recommendation on *placement criteria* for secondary mathematics courses as required by Senate Bill 359 and *accelerated pathway options* at the high school level.

Secondary Math Placement & Acceleration Committee

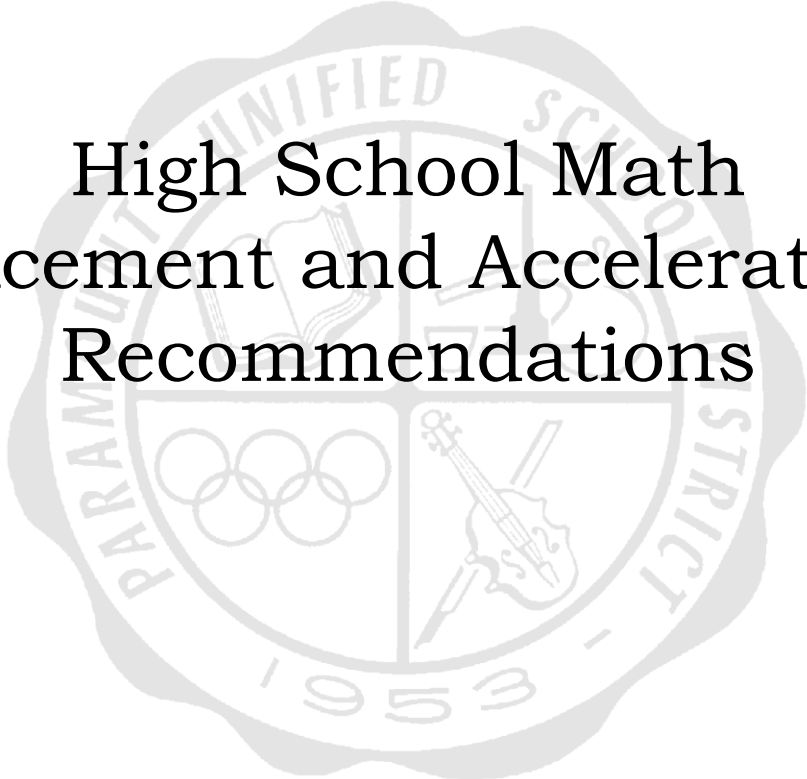
Member	Position	School
Michelle Cribari	Math Coach	Alondra
Tyra Trujillo	Grade 8 Math Teacher	Zamboni
Kelly Anderson	Principal	Jackson
Katherine Thomas	Algebra 1 Teacher	PHS West
Ali Radmanesh	Geometry Teacher	PHS West
Claudia Catalan	Math Coach	PHS West
Alicia Megofna	TOSA	PHS West
Rebecca Johns	Counselor	PHS West
Morrie Kosareff	Principal	PHS West
Yvonne Rodriguez	Assistant Principal	PHS West
Marya Hughes	Middle School Math Curriculum Specialist	Ed. Services

Secondary Math Placement & Acceleration Committee

Member	Position	School
Vicki Xiong	Geometry Teacher	PHS
Lori Louzy	Geometry Teacher	PHS
Rocio Lopez	Algebra 2 Teacher	PHS
Santiago Rios	Math Department Chairperson	PHS
Clarinda Allen	Math Coach	PHS
Krystal Fierro	Counselor	PHS
Greg Buckner	Principal	PHS
Sue Saikaly	Assistant Principal	PHS
Steve Merickel	Pre-Calculus Teacher	TAP
Hector Ramos	Algebra 2 Teacher	Buena Vista
Theresa Diaz	High School Math Curriculum Specialist	Ed. Services
Kelly Morales Greg Francois Debbie Stark	Facilitator of Instructional Improvement Director of Secondary Education Asst. Superintendent	Ed. Services

Committee Meeting Dates and Topics

Date	Topic
March 21	<ul style="list-style-type: none">• Share meeting norms, role of committee, definition of consensus.• Provide an overview of Senate Bill 359.• Review middle school acceleration pathway.
March 24	<ul style="list-style-type: none">• Develop placement criteria for all 9-12 math courses.
April 21	<ul style="list-style-type: none">• Finalize placement criteria and provide feedback.• Review California Mathematics Framework's recommendations for developing accelerated courses and placing students in courses.
April 28	<ul style="list-style-type: none">• Review the Framework's recommended acceleration options.• Share acceleration pathways from local school districts.
May 4	<ul style="list-style-type: none">• Analyze acceleration options for alignment to Framework .
May 10	<ul style="list-style-type: none">• Analyze benefits and risks for students by the acceleration options . Prioritize recommendations.

The seal of Paramount Unified Schools District is a circular emblem with a scalloped border. It is divided into four quadrants: the top-left contains a book, the top-right contains a graduation cap, the bottom-left contains the Olympic rings, and the bottom-right contains a violin and bow. The text "PARAMOUNT UNIFIED SCHOOLS DISTRICT" is written around the perimeter, and "1953" is at the bottom. The seal is rendered in a light gray, semi-transparent style.

High School Math Placement and Acceleration Recommendations

Committee Recommendation on Placement Criteria for Students Entering 9th Grade

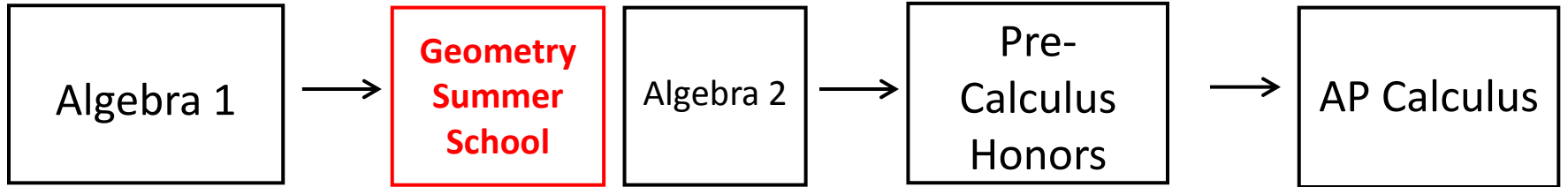
Students beginning the 9th grade will have their math placement identified by the following academic measures of performance:

- The course the student completed in the previous year to ensure the sequence of mastery of standards will continue.
- Semester math grades.
- Unit assessment results including special attention to extended, constructed response questions.
- Teacher input.
- State standardized mathematics assessment data.
- A placement test for students new to the district.

Recommended Acceleration Options for High School

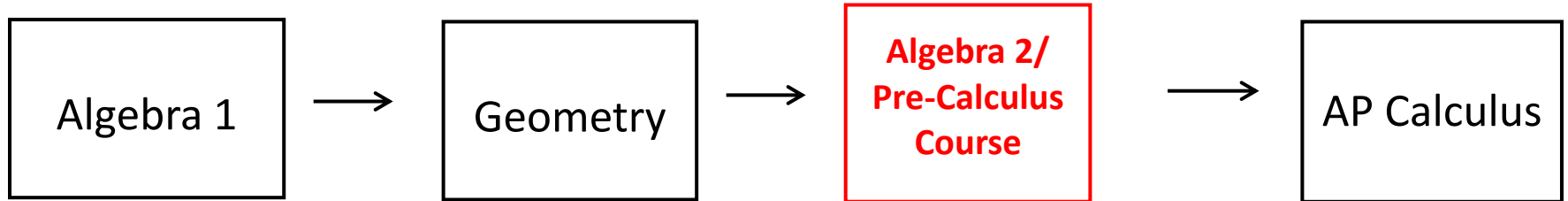
Acceleration Point 1

Geometry Summer School



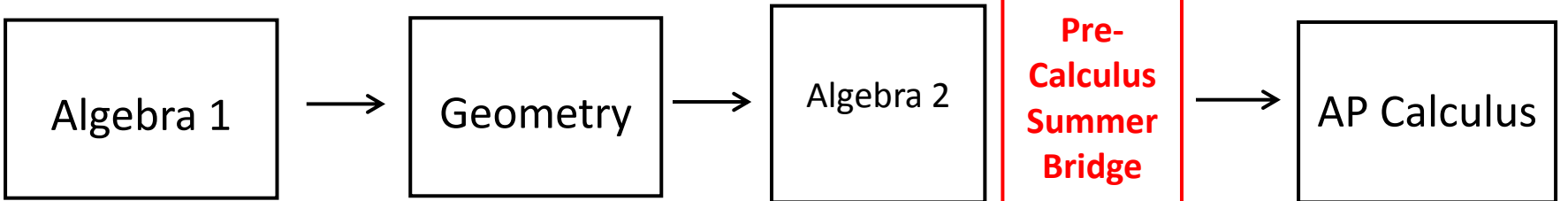
Acceleration Point 2

Algebra 2/Pre-Calculus Course

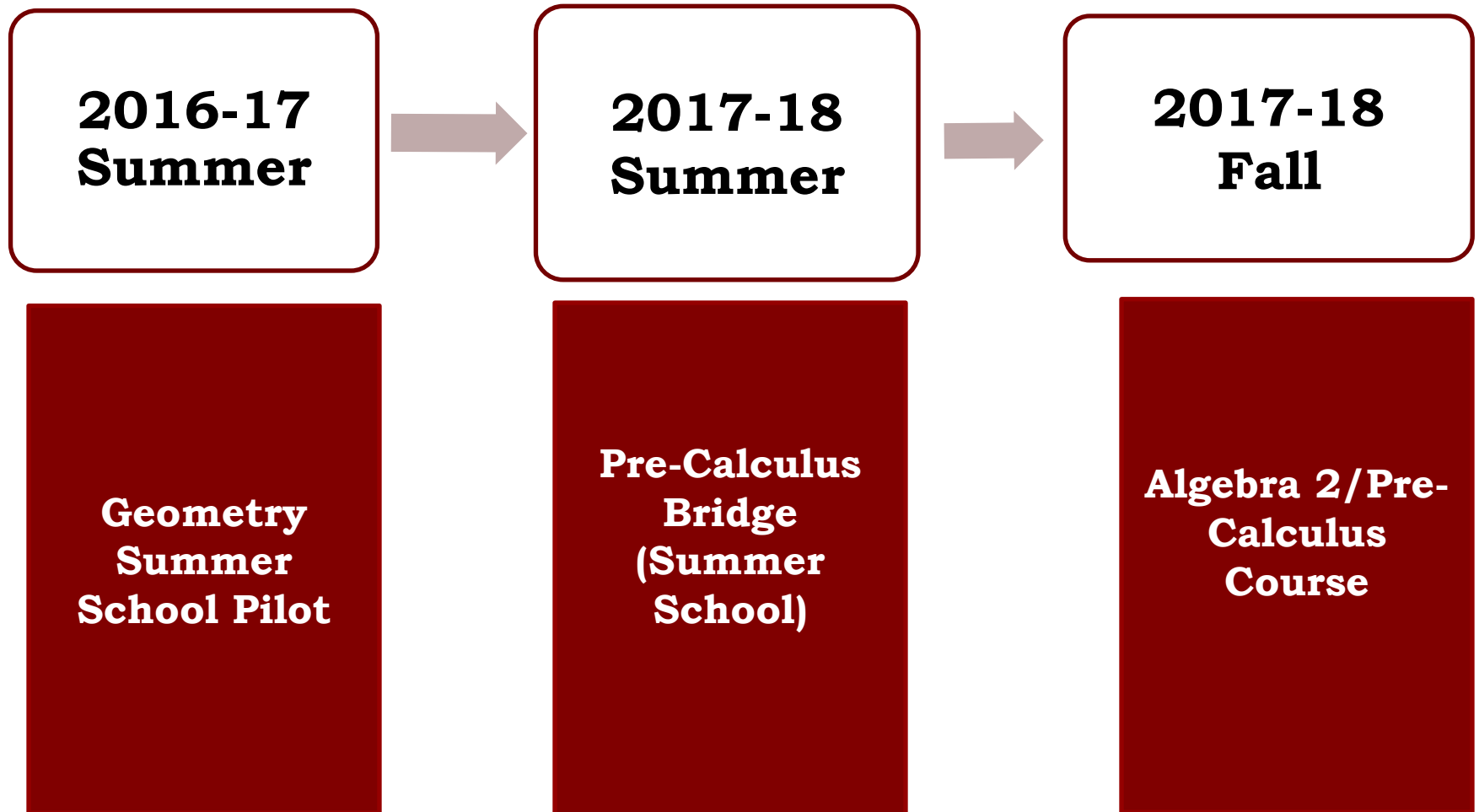


Acceleration Point 3

Pre-Calculus Bridge Summer School



High School Acceleration Implementation Timeline



Next Steps

- Identify eligible students for placement in the Geometry Summer School course pilot.
- Evaluate the performance of students who participated in the Geometry summer course pilot and their achievement in 10th grade math.
- Reconvene the Math Placement Committee in 2016-17 to review performance of students who participated in the summer Geometry pilot and provide input on planning the Pre-Calculus Summer Bridge and the Algebra 2/Pre-Calculus courses.

Preparing Students for College and Careers through Mathematics Education in PUSD

Children are not limited in what they can do when they have mathematical skills.

