COMMON CORE MATH STANDARDS IMPLEMENTATION

August 19, 2014

IUSD MATH PLACEMENT PHILOSOPHY

Students are placed in math classes when they demonstrate the pre-requisite knowledge required to be successful. Students are accelerated in math when they have demonstrated knowledge of the Common Core Standards in math for all prior courses/grades.

GOALS FOR MATH INSTRUCTION IN IUSD

- Place students in the appropriate level math course using multiple measures of student learning
- Allow options for parents to have input into the placement process
- Provide support that is appropriate for each student in math.
  - Challenge work for those students who are ready
  - Extra support for those students who need it

STARTING WITH THE END IN MIND

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade

DRAFT

7th Grade Common Core Math	8th Grade Common Core Math	Algebra 1 or Enhanced Algebra 1 (Depends on Grades in 7th and 8th Grade Math	Geometry or Enhanced Geometry (Depends on Grades in Algebra 1	Algebra 2 or Enhanced Algebra 2 (Depends on Grades in Geometry Course)	Honors Pre-Calculus or Calculus AB (Depends on Grades in Algebra 2 or Enhanced Algebra 2 Course)
8th Grade Common Core Math	Enhanced Algebra 1 (Depends on Grades in 8th Grade Common Core Math (Course)	Geometry or Enhanced Geometry (Depends on Grades in Algebra 1 Course)	Algebra 2 or Enhanced Algebra 2 (Depends on Grades in Geometry Course)	Honors Pre-Calculus (Depends on Grades in Algebra 2 Course)	Calculus AB (Depends on Grades in Pre-Calculus Course)
Algebra 1	Geometry or Enhanced Geometry (Depends on Grades in Algebra 1)	Algebra 2 or Enhanced Algebra 2 (Depends on Grades in Geometry Course)	Honors Pre-Calculus (Depends on Grades in Algebra 2 Course)	Calculus AB (Depends on Grades in Pre-Calculus Course)	Calculus BC or AP Statistics

GOALS OF THE PATHWAYS

- Multiple Acceleration Points
- Future course sequencing is based on the performance of the student in the current course
- Multiple measures are used to initially place students in the course pathway
- Multiple measures are used to gauge the student's success in the current course and opportunities for future course sequencing

OTHER PATHWAY OPTIONS UNDER CONSIDERATION FOR 2015-2016

- Compacted 6th/7th Grade Common Core Math Class in 6th Grade (2014-2015 plan on next slide)
- Compacted 7th/8th Grade Common Core Math Class in 7th Grade
- Compacted 8th Grade/Algebra 1Class in 8th Grade

ACCELERATION IN ELEMENTARY SCHOOL

- Except to meet the needs for exceptional children, the first acceleration point in elementary school is 6th Grade
- Options under consideration for 2014-2015 include
  - Focus on 6th Grade Standards through the first ½ of the year
  - For 2014-2015, based on performance in class during the first ½ of the year, and scores on a placement test, offer students the opportunity to learn 7th Grade Math the second ½ of 6th Grade
- 6th Grade and Middle School Teachers will further develop this plan prior to the Winter Vacation for implementation in January, 2015.

PROFESSIONAL LEARNING

- 2011-2012:
  - Introduction to Common Core Math and ELA provided for each teacher
- 2012-2013:
  - Teachers released multiple days to understand the differences between Common Core and the California Standards
- 2013-2014:
  - Teachers released multiple days to begin building courses aligned to the Common Core Math Standards
  - Adoption of new instructional materials for math for grades K-8

PROFESSIONAL LEARNING 2014-2015

- August 29:
  - Focus on new instructional materials for math in Grades K-8
  - Focus on problem-solving with Common Core for Grades 9-12 with Dan Meyer
- October 13
  - K-6: Math Training Using Common Core Standards with the Irvine Math Project
- Release Days
  - K-6: Additional Day of Training with the Irvine Math Project
  - 7-12: 2 Days of Training with the Irvine Math Project
- March 6
  - 7-12: Full Day of Training with the Irvine Math Project

7TH GRADE ENROLLMENT PATTERNS

7th Graders 2013-2014

- Introduction to Pre-Algebra:
  1,364 (58%)
- Pre-Algebra:
  518 (22%)
- Algebra 1:
  469 (20%)

7th Graders 2014-2015

- 7th Grade Common Core Math
  1,731 (71%)
- 8th Grade Common Core Math
  358 (15%)
- Algebra 1
  345 (14%)

8TH GRADE ENROLLMENT PATTERNS

8th Grade 2013-2014

- Transitional Algebra:
  1,239 (51%)
- Algebra 1:
  838 (34%)
- Honors Geometry:
  359 (15%)

8th Grade 2014-2015

- 8th Grade Common Core Math:
  1,287 (57%)
- Algebra 1:
  598 (26%)
- Honors Geometry:
  373 (17%)

ASSURANCES

- Rigor:
  - Will students be prepared for the next course in the sequence as we work through the full transition to the Common Core Standards?
- Changes in Placement:
  - Will students be able to change from one course to another if the current placement is not suitable?
- Meeting the Needs of Students:
  - How will math teachers meet the needs of students who need further challenge in a particular course or those students who need additional support to learn the concepts in a particular course?

DECISIONS TO BE MADE

- Determining Acceleration Points and Process for Acceleration
  - Building Compacted Classes for 2015-2016
    - 6th/7th Compacted Class
    - 7th/8th Compacted Class
- Defining Multiple Measures of Student Success for all Middle School Math Courses. Examples could include:
  - Grades in current course
  - SBAC Scores
  - Parent Request
  - Placement Test Score
- Addressing Math Prerequisites for High School Science Courses
- Analyzing Data from the Placement Process for 2014-2015