

**A BRIEF UPDATE ON  
MIDDLE AND HIGH  
SCHOOL MATHEMATICS**

**FEBRUARY 27, 2024  
PASQUALE SCUDERI, SUPERINTENDENT**

# AGENDA

- Short primer on some current actions and policies and goals
- More detailed presentation later in the spring

# AN UNCOMPLICATED VISION

- Increase overall math performance
- Have students make meaning with mathematics and see it in real life contexts
- Ensure access and pathways to higher level math classes
- Increase numbers of underrepresented students in higher level math classes

# ALGEBRA 1 REMAINS AN OPTION FOR 8TH GRADERS

No plan to eliminate 8th grade algebra as an option

*Longer* term concepts under exploration are more integrated pathways grades 8-12

- Would still allow for acceleration in 8th
- Could include an integrated 3/Pre calc compacted class
  - Provides pathway to Calculus or AP Stats for all students *without* the need to:
    - Take courses outside district
    - Enroll in more than one math course at a time



*Additional details on these concepts will be presented to the Board for information later this spring.*

# ALGEBRA 1 REMAINS AN OPTION FOR 8TH GRADERS

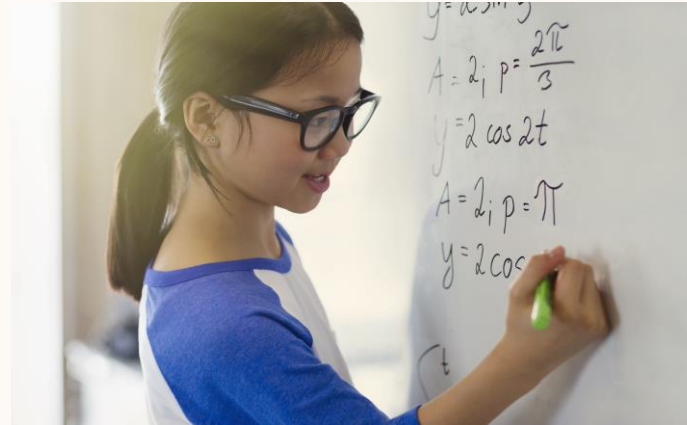
## Criteria:

1. A's in their 6th and 7th grade math classes
2. Score 3 or a 4 on the 6th grade math SBAC taken Spring of 2023
3. Percentile rank above 85 on the district wide Star Math assessment
4. Score of 80% or higher on the 7th grade common assessments
5. Score of 80% or higher on the Math Diagnostic Testing Project's (MDTP) Readiness for Algebra 1 placement test



# ALGEBRA 1 REMAINS AN OPTION FOR 8TH GRADERS

- All students who meet 5 out of 5 criteria for algebra readiness (listed on previous slide) get a seat in an algebra 1 section.
- If, for example, there are 10 students who meet the algebra 1 readiness criteria, and not enough space in the sections, we create an additional section, and fill the section with students who met 4 out of the 5 criteria.
- We select students who met 4 out of the 5 criteria by taking a holistic look at their scores.



# UNIVERSAL ACCELERATION? A LONGER-TERM DISCUSSION?

- Some research shows completion of advanced math courses increases significantly in all groups (with significant supports)
- Requires significant investment of time, resources, and staffing
- Summer or additional preparations would be required
- Alteration of master schedules to include a universal support periods (in a way that does not limit elective options of struggling students)

# MATH TASK FORCE

- Analyze data, prioritize trends, and design actions to increase the number of AUSD students, particularly our traditionally underserved students, who complete A-G requirements in math



# MATH TASK FORCE

**Reviewing data and data disparities: STAR, SBAC, High School Pass Rates**

Review and consideration of future math pathways

Curriculum Adoptions: PILOT COMMITTEE:

K-5: Year 2 of Eureka Squared

6-8: Year 2 of Carnegie Learning

9-12: Currently piloting 2 potential curricula:

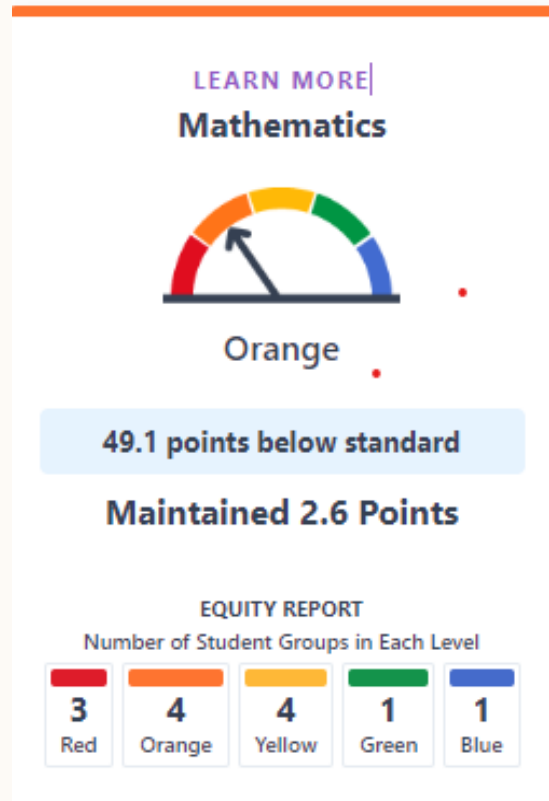
- CPM (formerly College Preparatory Mathematics)
- Open Up Resources (formerly Math Vision Project)

# ELEMENTARY WORK

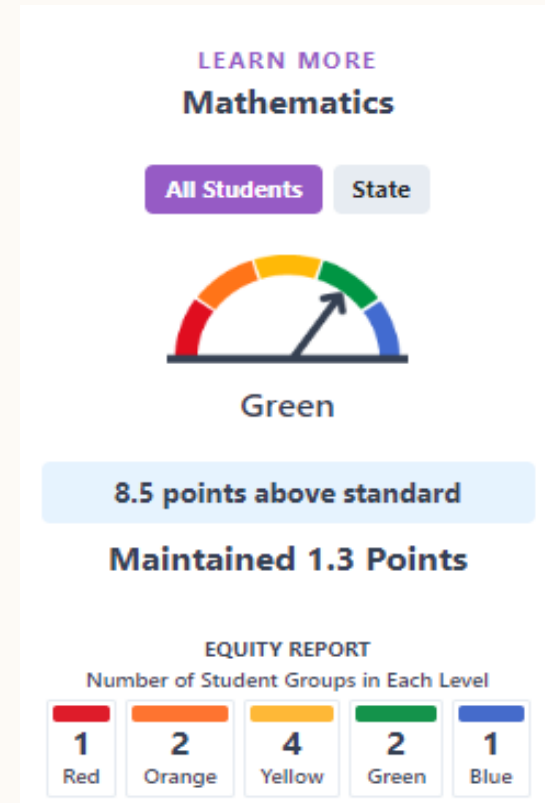
- **Math Teacher Leaders- K, 2nd, 3rd, 5th**
  - Provide support for implementation of Eureka Squared (year 2)
  - Create newsletters for each module (instructional guidelines, suggestions and best practices.)
  - Support for new teachers
  - Facilitate after school collaborations (Gamify-Fact Fluency through Games and Math IABs)
  - Help facilitate district-wide professional development
- **Math Intervention Program for RTI and after school programs**
  - Do the Math Kits (Marilyn Burns program) to be used during RTI for 1st-5th grade
  - Check out system (17 teachers have checked out intervention kits at 7 sites)
  - Instruction includes computation and problem solving through partner activities, games and direct instruction.

# STATE COMPARISONS

All California



AUSD



# Math\*

The average distance from meeting the standard on the Math State Assessment (SBAC or CAA)

LEARN MORE  
Mathematics

All Students State

Green

8.5 points above standard

Maintained 1.3 Points

EQUITY REPORT  
Number of Student Groups in Each Level

|          |             |             |            |           |
|----------|-------------|-------------|------------|-----------|
| 1<br>Red | 2<br>Orange | 4<br>Yellow | 2<br>Green | 1<br>Blue |
|----------|-------------|-------------|------------|-----------|

View More Details →

| LEVEL  | DECLINED SIGNIFICANTLY<br><i>from Prior Year (by 15.1 points or more)</i> | DECLINED<br><i>from Prior Year (by 3.0 to 15.0 points)</i> | MAINTAINED<br><i>from Prior Year (declined increased by 2.9 points or fewer)</i> | INCREASED<br><i>from Prior Year (by 3.0 to 14.9 points)</i>       | INCREASED SIGNIFICANTLY<br><i>from Prior Year (by 15.0 points or more)</i> |
|--|---|--|--|---|--|
| <b>VERY HIGH (HIGHEST STATUS)</b><br><i>+35.0 points or more in Current Year</i> | Green<br>(None)   | Green<br>(None)  | Blue<br>(None)   | Blue<br>▪ Asian   | Blue<br>(None)   |
| <b>HIGH</b><br><i>0.0 to +34.9 points in Current Year</i>                        | Green<br>(None)   | Green<br>(None)  | Green<br>▪ All Students (District Placement)<br>▪ White                          | Green<br>▪ Two or More Races                                      | Blue<br>(None)   |
| <b>MEDIUM</b><br><i>-0.1 to -25.0 points in Current Year</i>                     | Yellow<br>(None)  | Yellow<br>▪ Filipino                                       | Yellow<br>(None)   | Green<br>(None)   | Green<br>(None)  |
| <b>LOW</b><br><i>-25.1 to -95.0 points in Current Year</i>                       | Orange<br>▪ English Learners  | Orange<br>▪ Hispanic                                       | Orange<br>(None)   | Yellow<br>▪ Socioeconomically Disadvantaged<br>▪ African American | Yellow<br>▪ Homeless   |
| <b>VERY LOW (LOWEST STATUS)</b><br><i>-95.1 points or fewer in Current Year</i>  | Red<br>(None)   | Red<br>▪ Students with Disabilities                        | Red<br>(None)  | Orange<br>(None)  | Orange<br>(None)   |

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Viewing the district 5x5 tables by school type adds cut scores to the status and change labels, however, the district placement may not be held to the school type cut scores shown. District placement is kept on the 5x5 table for reference purposes only.

Total Number of Student Groups in Each Performance Level

| All Student Groups | Red | Orange | Yellow | Green | Blue |
|--------------------|-----|--------|--------|-------|------|
| 10                 | 1   | 2      | 4      | 2     | 1    |

**\*A more in-depth analysis of the State Assessments was presented to the public at the October 24, 2023**

# AHS AP MATH SCORES SPRING 2023



AHS Mean Ca Mean Global Mean

SOURCE: The College Board AP Results

**QUESTIONS/  
COMMENTS?**