



# 8th Grade Math Placement and Achievement: Implications for District & State Policy

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# California and the Common Core State Standards

Senate Bill 1 from the Fifth Extraordinary Session (SB X5 1):

- established an Academic Content Standards Commission (ACSC) to develop standards in mathematics and English–language arts
- stated that 85 percent of the standards were to consist of the CCSS with **up to 15 percent additional material**
- directed the State Board of Education to adopt or reject recommendations of the ACSC – adopted August 2, 2010



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# Mathematics Grade 8

“The California State Board of Education acknowledges that the goal for 8<sup>th</sup> grade students is Algebra I. However, they also recognize that not all 8<sup>th</sup> grade students have the necessary prerequisite skills for Algebra I. Consequently, the State Board of Education adopted two sets of standards for 8<sup>th</sup> grade. The first set describes standards for Algebra I.”

Source: *K-12 California’s Common Core Content Standards for Mathematics*, p. 33



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# Mathematics Grade 8 (cont.)

“The second set of standards is from the 8<sup>th</sup> grade Common Core document published June 2, 2010. These standards are for 8<sup>th</sup> grade students who do not have the necessary prerequisite skills for Algebra I. The goal of the 8<sup>th</sup> grade Common Core is to finalize the mathematics preparation for students in high school. There is some duplication of standards between grades and courses that will be resolved in the frameworks/instructional materials development process.”

Source: *K-12 California's Common Core Content Standards for Mathematics*, p. 33



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# ESEA Requirements

- Under section 1111(b)(1)(A) of the ESEA, 20 U.S.C. § 6111(b)(1)(A), a State must adopt challenging academic content standards and challenging student academic achievement standards that will be used by the State, local educational agencies, and its schools. Section 1111(b)(1)(B) of the ESEA, 20 U.S.C. § 6111(b)(1)(B), further requires that those standards be the same academic standards that the State applies to all schools and children in the State.



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# CCSS Grade 8

- ESEA intent is to have a single set of content standards and performance standards for grade 8
- ESEA reauthorization
- Peer review of standards and assessment system
- Assessment issues



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# Current Grade 8 Math Assessments

- General Mathematics
  - Not yet taking Algebra I
  - In the first or second year of a two- or three-year Algebra I course
  - Taking any mathematics course prior to Algebra I
  - Taking no mathematics course
- Algebra I
  - Completed course in the summer or will complete in the school year
- Geometry
  - Completed course in the summer or will complete in the school year
- Algebra II
  - Completed course in the summer or will complete in the school year



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# Assessment Consortia

- National consortia assessments will be designed to measure the common core released by the National Governors Association and Council of Chief State School Officers
- Grade 8 CCSS in Mathematics will be assessed
- State specific standards will not be addressed





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# Current Grade 8 Math Accountability

- Academic Performance Index (API)
  - General Mathematics (lowered by one performance level in grade 8)
  - Algebra I
  - Geometry
  - Algebra II
- Adequate Yearly Progress (AYP)
  - General Mathematics (no adjustment to performance)
  - Algebra I
  - Geometry
  - Algebra II



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# State Level Impact

- Implications for Standards Implementation, including Professional Development
- Implications for Assessment Development
- Unintended Consequences of Accountability on Instructional Practices
- Legislative/Policy Remedies