



# SCUSD Mathematics Update

Board Meeting  
May 1, 2025

***Presented by:***

**Mikila Fetzer**, Director of PL for Math, Science, Instructional Technology and PE

**Suzie Craig**, Mathematics Coordinator

**Holly Kosiewicz**, Einstein MS Math Teacher

# SCUSD Math Updates to Explore

- Assessments and Placement
- Professional Learning
- Instructional Materials Adoption Process & Progress

## Mathematics Vision for Instruction

We will actively implement the drivers for high-quality instruction in all SCUSD classrooms so that students are equipped to think critically, solve problems, and use mathematics in their everyday lives.

# Math Assessments:

## Purpose of the Data in SCUSD

### 1. **Program Evaluation**

What are the strengths and gaps in our instructional materials?

### 2. **Professional Learning**

Who and what needs support?

### 3. **Placement Recommendations**

Who is recommended for Math 7 and Compacted Math 7/8?  
Who is recommended for IM2 and IM2 Plus?

# Assessments: State Level, Gr. 3-8, 11

## Student Group Details

### All Student Groups by Performance Level

14 Total Student Groups

#### All Students

All Students

State



Yellow

63.9 points below standard

Increased 3.4 Points Ⓢ

Number of Students: 18,477

2024 CA Dashboard,  
Mathematics



Red

- African American
- American Indian
- English Learners
- Foster Youth
- Pacific Islander



Orange

- Asian
- Homeless
- Long-Term English Learners
- Socioeconomically Disadvantaged
- Students with Disabilities



Yellow

- Hispanic
- Two or More Races



Green

- Filipino
- White



Blue

- No Student Groups

Lowest  
Performance



Very Low



Low



Medium



High



Very High

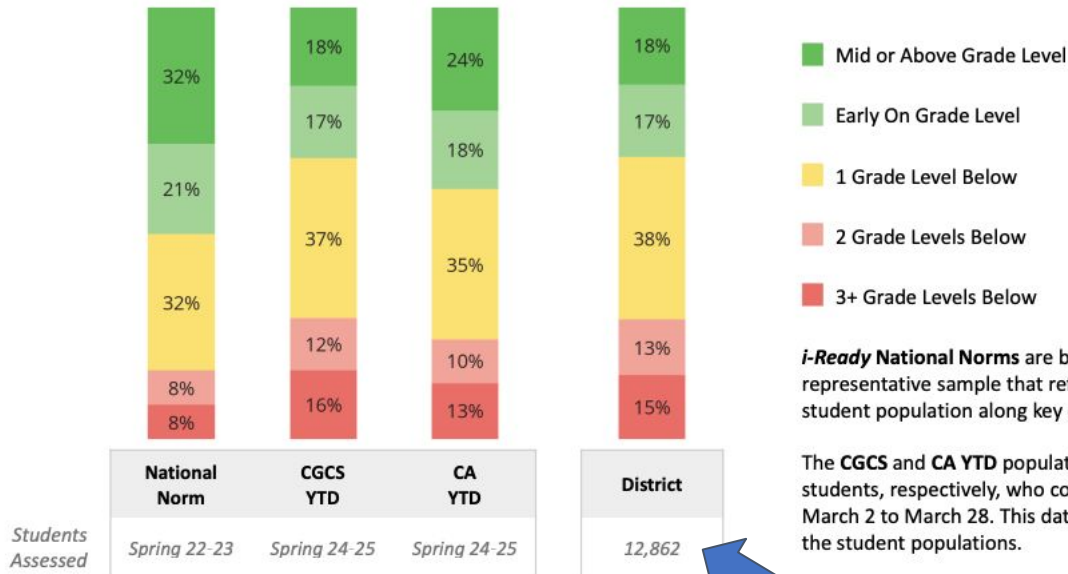
Highest  
Performance

# Assessments: Local Level, i-Ready, K-8

## Mathematics

### How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks

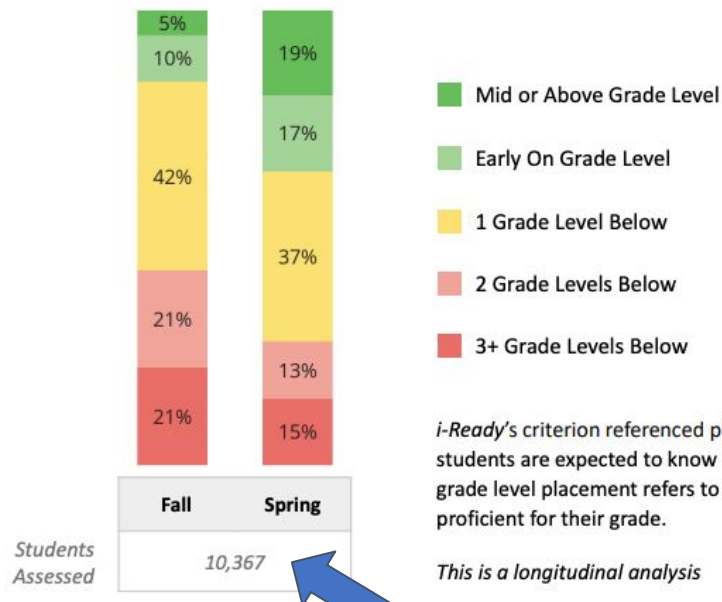


# Assessments: Local Level, i-Ready, K-8

Mathematics

## How Have Relative Placements Changed From Fall to Spring?

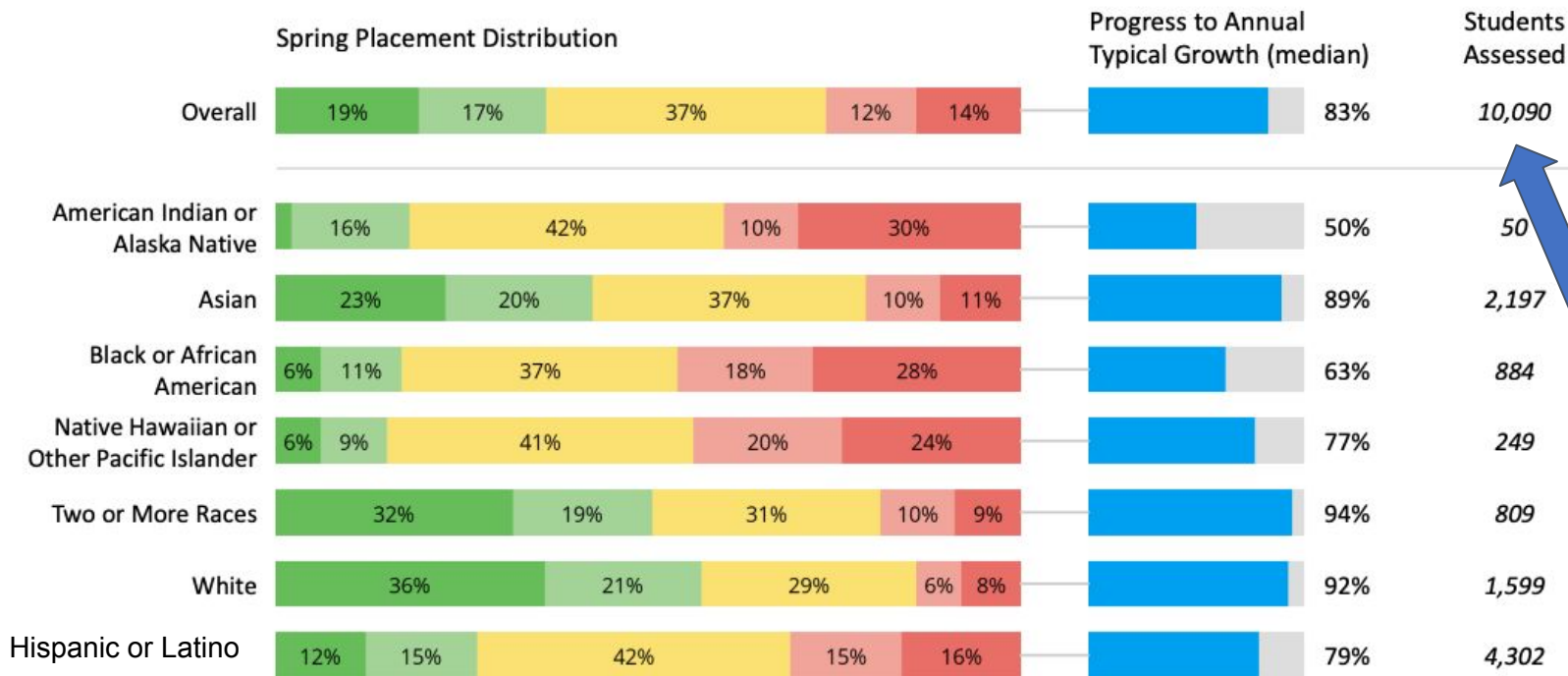
Placement Distribution, Fall 24-25 to Spring 24-25



# Assessments: Local Level, i-Ready, K-8

Mathematics

## What Are the Relative Placements and Growth by Race?





# Assessments: Placement

- SCUSD students in **Grade 6 Math** and **Integrated Math I** across the district are given the opportunity to seek placement into an advanced math course.
- Part of the **Advanced Math Placement Recommendation Process** includes an assessment.
  - This year, we will use the i-Ready Diagnostic Math Assessment for grade 6 from either the Spring/March or End-of-Year/June assessment window.
  - Students in Integrated Math I will continue with the teacher-developed End-of-Course exam which includes selected response, short answer, and extended response questions.

*NOTE: Results from the i-Ready Diagnostic Math Assessment will also be used to place students in the **Summer Matters** personalized math learning experience, part of the academic intervention program.*



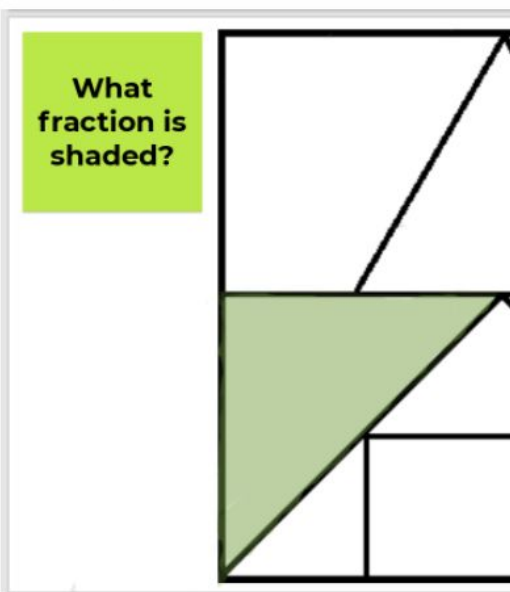
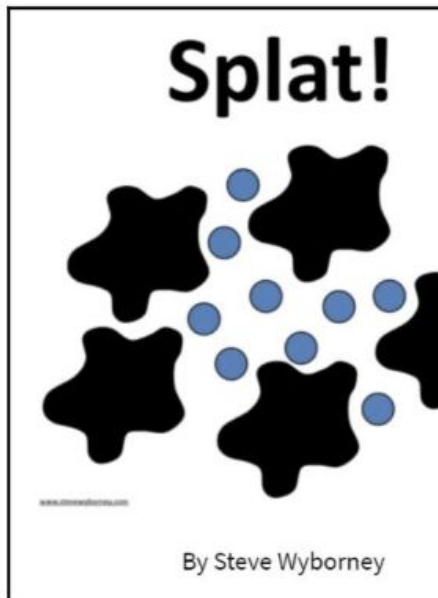
# Professional Learning

- I. **Centralized:** Options in PowerSchool
  - A. Open to all educators
  - B. Developed and delivered by content specialists and vendors
- II. **Site-Based:** By school-site request
  - A. Open to educators at a specified site
  - B. Developed and delivered by instructional specialists
- III. **Targeted:** Available at target school sites only
  - A. Supported by instructional specialists assigned to the site
  - B. Often job-embedded and during collaborative time

# Math Professional Learning:

## Centralized *(Participants register in PowerSchool)*

### Number Sense Routines



**Which One Doesn't Belong?**

Choose one of these that does not belong with the other three.  
Be prepared to share what the other three have in common that does not apply to your choice.

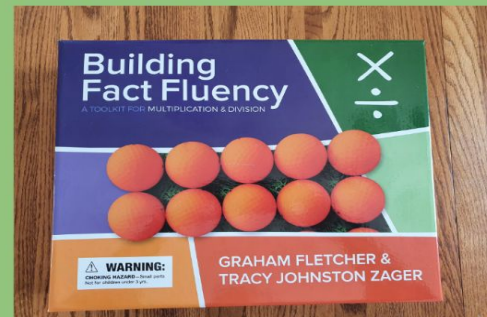
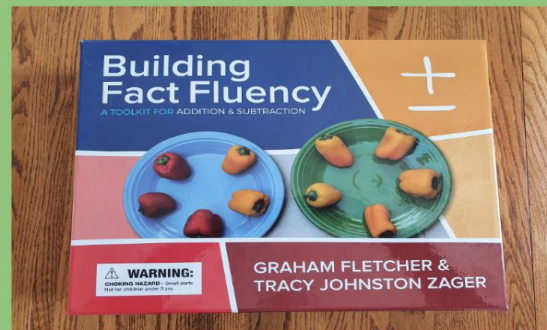
<b>A</b>	$20 = 6x$	<b>B</b>	$20 - x = 0$
<b>C</b>	$\frac{1}{6}x = 20$	<b>D</b>	$6 + x = 20$

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# Math Professional Learning: Site-Based

## Building Fact Fluency Toolkits for Building Number Sense and Fluency

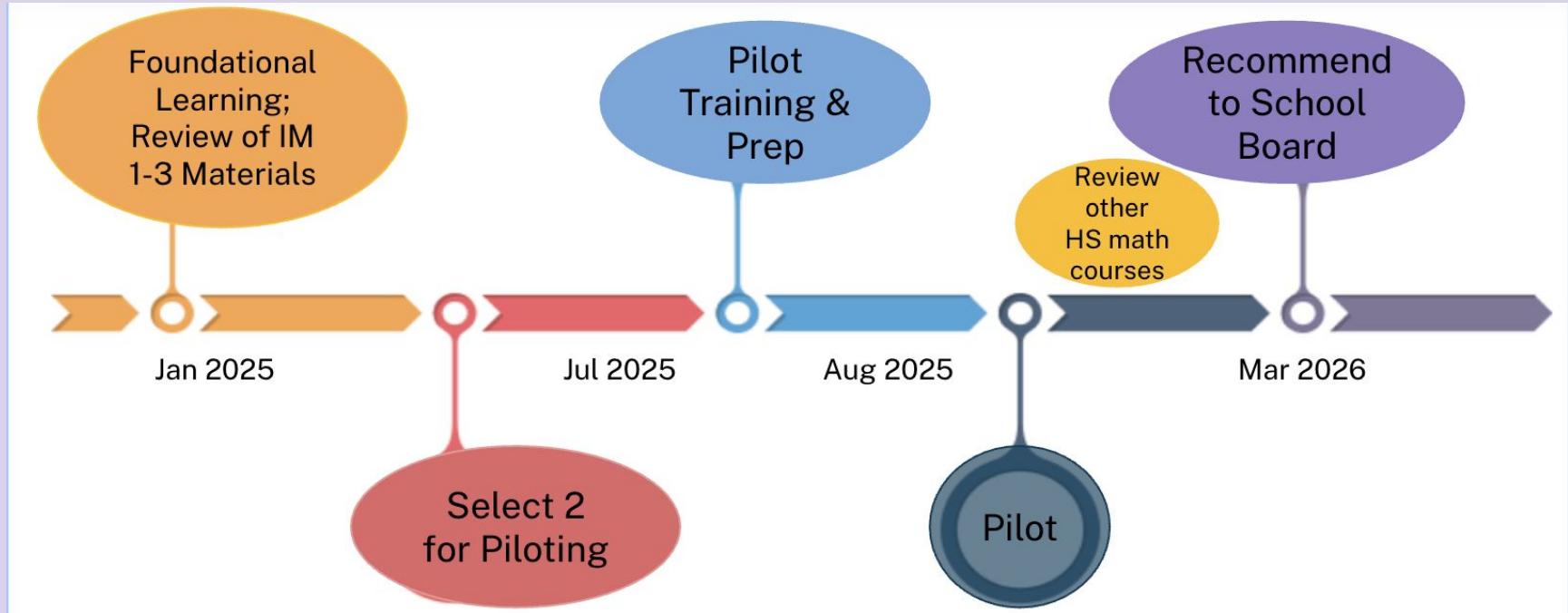
*Professional Learning for  
Teachers of K-6*



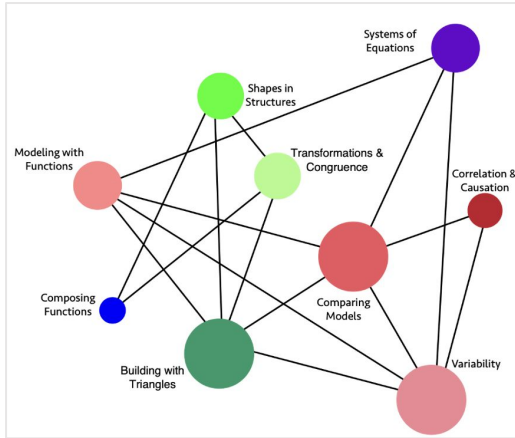
# Math Professional Learning: Targeted

- **Training specialists** were assigned to support instructional practices at targeted sites this year
- Professional learning for **site staff** in math has included:
  - Facilitating coaching cycles based on data and goal setting with teacher teams
  - Instructional coaching during teaching and learning times
  - Building clarity around essential standards
  - Just-in-time supports like demonstration lessons

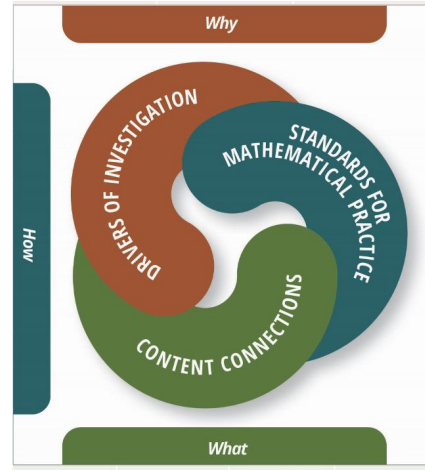
# Math Instructional Materials Adoption: High School, Process and Progress



# Math Instructional Materials Adoption: Consideration of CA Mathematics Framework



The Big Ideas



The Why, How  
and What of  
Mathematics

3 Dimensions of  
Systemic Change  
that Support Math  
Instruction



5 Components of  
Equitable &  
Engaging  
Teaching of  
Mathematics



# Math Instructional Materials Adoption: Vision and Local Priorities

Students will make **connections** between and within math concepts

Students will feel seen, have confidence, and **strengthen their identity** in a math community

Students **see themselves** as “doers” of mathematics

Students engage in **open tasks** at appropriately challenging levels

Students will ask and explore **questions** sparked by wonder and intrigue. Their questions are valued and important

Students will feel **empowered** to use math as a tool to make sense of the world and address important issues

Students **communicate** their thinking and reasoning with each other

**Local Priorities:**  
Improve outcomes for English Learners and BIPOC students. Language supports are built in to the curriculum.

*Our vision for math instruction is to build an inclusive community where students make connections between math concepts, feel confident, and see themselves as “doers” of math. They engage in meaningful tasks, communicate their reasoning, and use math to make sense of the world. Students are empowered to ask questions sparked by curiosity, with their ideas valued as essential to the learning process.*



# Math Instructional Materials Adoption:

How Does the Process Support SCUSD Mathematics?

**Holly Kosiewicz,**  
Einstein MS Math Teacher  
*and Mathletes Coach*



# Thank You

from Mikila, Suzie, and Holly

## Now... Get Ready to Meet Our Middle School Mathletes

The Students, Their Families  
and  
Our Coaches

