



Regular Board Meeting
February 13, 2024

Algebra 1 in 8th Grade Recommendations



Vision for Middle School Students in Math

SFUSD prepares all middle school students for Algebra 1 in 8th grade and increases the number of underrepresented students in higher level math.

Goals for Middle School Math Policy and Pathway Changes



- 65% of students achieve proficiency in 8th grade math by 2027.
- Increase the math achievement of Black students and other student groups who SFUSD has historically underserved.
- Increase the number of students who graduate college and career ready by ensuring more students are successfully completing higher level math in high school and/or the recommended A-G courses in mathematics.
- Increase the number of underrepresented students in high level mathematics.
- Provide opportunities for any student ready and/or interested to take Algebra 1 in 8th grade.

Seeking Board of Education Approval

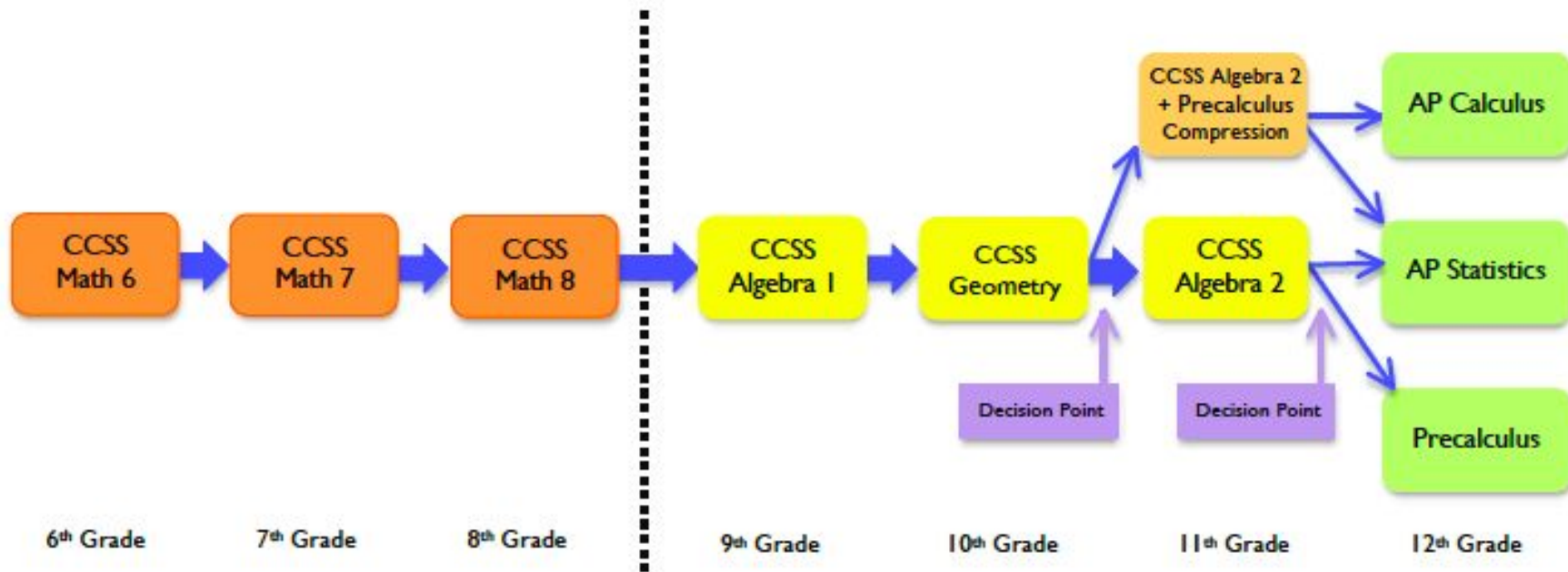
REQUESTED ACTION: That the Board of Education of the San Francisco Unified School District (SFUSD) approves offering Algebra 1 in the 8th grade beginning in 2024-25 and supports the actions necessary to implement the recommendations of the Superintendent to revise SFUSD's middle school math pathways and curriculum over the next three academic years (from 2024-2027).

Overview of Presentation

- Current Math Course Sequence Policy
- Rationale for Changing our Sequence
- Prototypes to Pilot
- New Math Curriculum and Academic Support
- Interim Algebra 1 Options During Pilot
- Budget Projections
- Implementation Timeline

Current Math Course Sequence Policy

Adopted by Board of Ed February 2014



Rationale for Changing SFUSD's Math Sequence

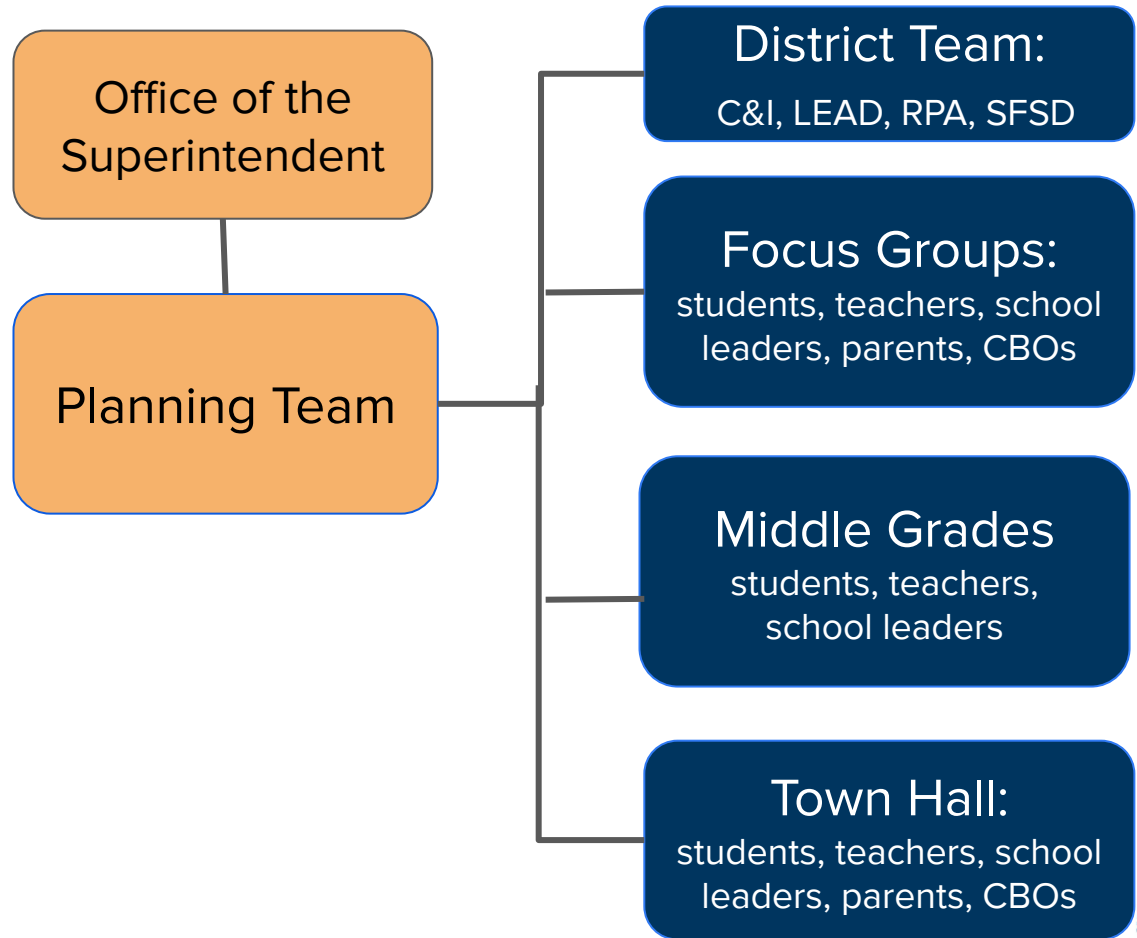
Based on our student outcome data*, [a study by Stanford](#), and community feedback, we have determined ...

- Our approach to math has not led to improved outcomes in middle school and at all levels.
- Student achievement declines in mathematics as students progress through SFUSD.
- SFUSD has not meaningfully increased participation of underrepresented students in high level mathematics in high school.
- Overall, fewer students are taking higher level mathematics in high school.

Click [here](#), [here](#), and [here](#) for SFUSD monitoring reports.

Meaningful Community Engagement Process

See Appendix B
for More Details



SFUSD 3-Year Middle School Math Improvement and Algebra I Plan

Middle School Math Improvement And Algebra 1 Plan Focus Areas

- Middle school math pathways
- Math curriculum
- Increasing representation
- Academic support
- School schedule
- Math placement policy

Algebra I in 8th Grade Prototypes

Equitable Access

- ❑ Math pathways are **differentiated** to provide students equitable **access** to both acceleration and support classes.
- ❑ Math pathways and course options are **varied** so students can meet not only their graduation requirements but also their diverse post secondary goals.
- ❑ Curriculum and staffing resources are placed at each site so that schools can **sustainably** offer math pathways.

Equitable Representation

- ❑ Math policy/pathways should promote **equitable representation** of students and mirror the demographics of the district across race, gender, language, economics and IEP status.
- ❑ Math pathways should reduce the possibility of **tracking** students in math and other disciplines while also promoting successful completion.

Equitable Supports

- ❑ Math pathways for each school are designed to maximize the availability of **high quality instruction** regardless of school size.
- ❑ Math pathways provide all students the **support** to reach grade level proficiency and are available when students will have the **highest likelihood of success**.
- ❑ A math placement policy must be in alignment with the **state policy** so that students can access supports and options when needed.

How are other districts implementing Algebra 1 in 8th grade?

See Appendix C for More Details

SFUSD staff looked at what other districts that offer Algebra in the 8th grade do. We found ...

- Districts typically offer multiple pathways for math with some students on an Algebra 1 track and others on a Math 8 track.
- Many districts begin acceleration in either 6th or 7th grade.
- Districts either implement some form of “compression” of 6th-8th grade standards or skip a course (e.g. Math 7 or Math 8).
- Districts use a variety of criteria to determine how students are enrolled in Algebra 1.

SFUSD's Transition Plan:

From Piloting Prototypes to Full Implementation

- SFUSD is working towards offering Algebra 1 in 8th grade during the school day at all middle and K-8 schools by the 2026-27 school year.
- SFUSD has different school configurations and programs, so we need time to determine which pathway(s) will work best to offer Algebra 1 in a way that aligns with our guiding principles.
- To successfully implement Algebra at all schools by 2026-27, the district also needs to increase capacity by providing new curriculum, additional training and support for math teachers, and possibly hiring more math teachers.

Recommended Prototypes to Pilot

Prototypes	Pilot
<ol style="list-style-type: none"><li data-bbox="92 317 821 443">1. Algebra I for All in 8th Grade (Algebra 1 course)<li data-bbox="92 487 774 683">2. Readiness and Interest (Math 8/Algebra 1 compression course)<li data-bbox="92 727 768 923">3. Additional Math Period (Math 8 and Algebra 1 concurrent courses)	<ul style="list-style-type: none"><li data-bbox="884 334 1831 503">● In 24-25 SY and 25-26 SY, pilot each prototype with the new math curriculum at a subset of schools.<li data-bbox="884 552 1831 721">● The pilot will include two years of data collection and analysis to define models.<li data-bbox="884 770 1831 940">● Pilot will include a demographically representative sampling of schools, with 2-3 piloting each prototype.

1. Algebra I for All in 8th Grade

Summary: All students are enrolled in Algebra I in 8th grade. Those students who do not demonstrate grade level proficiency will be provided additional support such as access to a Math 8 Lab course.

Pathway	Grade 6	Grade 7	Grade 8
All students	Math 6	Math 7	Algebra I
For students below grade level			Additional support provided by the school (e.g. Math 8 Lab)

2. Readiness and Interest

Summary: 8th graders take the Math 8/ Algebra 1 compression course based on readiness or interest. All students who meet the designated proficiency criteria will be automatically enrolled, and will have the option to opt out. Students who are below proficient may also opt-in.

Pathways	Grade 6	Grade 7	Grade 8
Regular	Math 6	Math 7	Math 8
Compression in 8th grade	Math 6	Math 7	Math 8 & Algebra 1

3. Additional Math Period

Summary: Algebra I as second math course during the school day. All students who meet the designated proficiency criteria (next slide) will be automatically enrolled, and will have the option to opt out. Students who are below proficient may also opt-in.

SY Schedule	Grade 8: School Day
1st - 5th Period	Math 8 (all 8th graders)
2nd math course	Algebra 1 (8th graders who meet proficiency criteria)

Criteria Using Multiple Measures

Assessments

Grades

Interest

(Student/Family Commitment)

Analysis of 2023-24 7th Grade Students Meeting Criteria
(N = 3407 students)

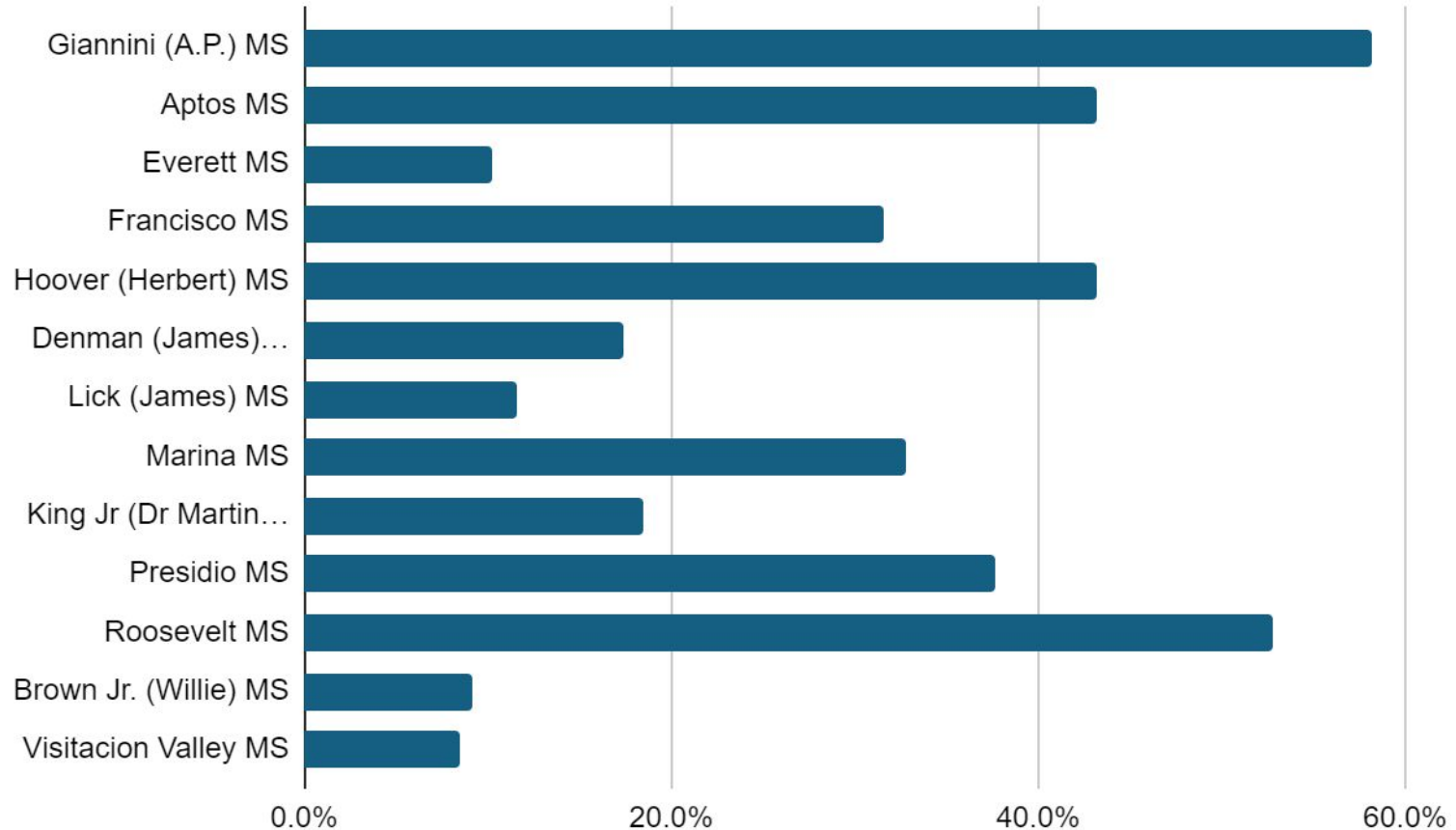
Criteria	Assessments	Grades	% Gr 7 students
1	6th grade SBAC Math = Standard Meet/Exceeds	7th grade Fall Math Course = C or better	34.7%
1B		7th grade Fall Math Course = B or better	33.7%
2	7th grade Fall Star Math = Standard Meet/Exceeds	7th grade Fall Math Course = C or better	32.8%
2B		7th grade Fall Math Course = B or better	31.7%
3	6th grade SBAC Math = Standard Meet/Exceeds, AND 7th grade Fall Star Math = Standard Meet/Exceeds	7th grade Fall Math Course = C or better	26.1%
3B		7th grade Fall Math Course = B or better	25.5%

Criteria #1 with Opt-out and Opt-in for Prototypes 2 & 3

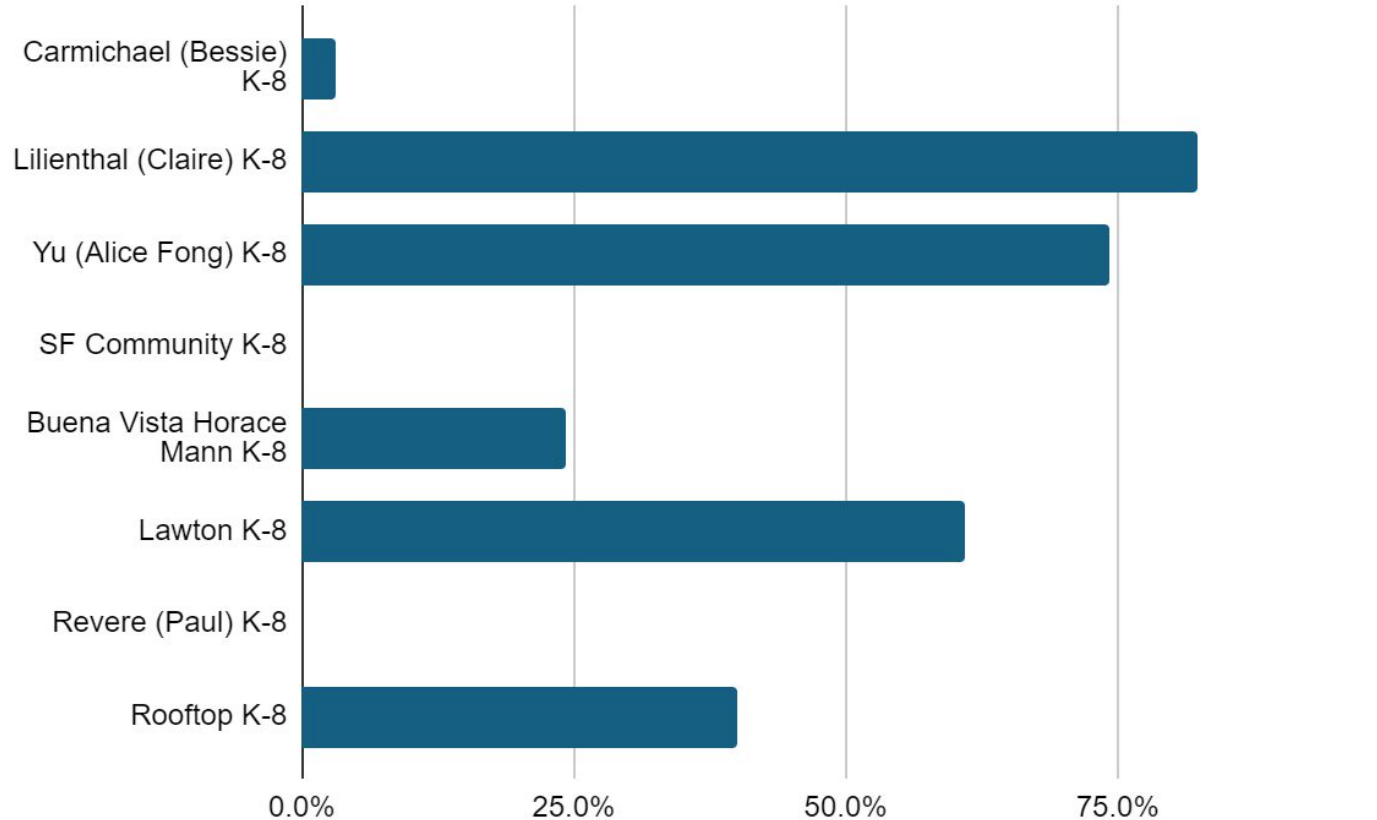
Summary: All students who meet the following criteria are placed in Algebra 1 by default; students may still opt-out or opt-in Algebra 1 prior to the start of the school year to inform school-wide scheduling.

Criteria	Description	Rationale
Grades AND Assessments	Grade C or better for first semester of Math 7 Math standards met or exceeded (3 or 4) on 6th grade SBAC	Automatically enroll to potentially increase access to diverse Algebra 1 participants instead of waiting for student/parent requests
For students who want to opt-in and are not proficient: use teacher recommendation OR parent permission with student data to make an informed choice		

Criteria #1: Percentage of 7th Graders at Middle Schools Who Demonstrated Math Proficiency



Criteria #1: Percentage of 7th Graders at K-8 Schools Who Demonstrated Math Proficiency



As we pilot prototypes during the 2024-25 SY, we will offer all 8th graders at sites without a pilot the following options:

1) Online Algebra 1 Course

Starting in fall of 2024, 8th graders will be able take an online Algebra 1 course provided by SFUSD.

2) Summer Intensive Algebra 1 Course

Starting in the summer of 2025, 8th graders will have access to a SFUSD Algebra 1 course before starting 9th grade.

Additional Middle School Math Improvement and Algebra I Plan Components

New Math Curriculum Timeline & Alignment to the Pilot

SY 23-24

Audit and Evaluate Curriculum

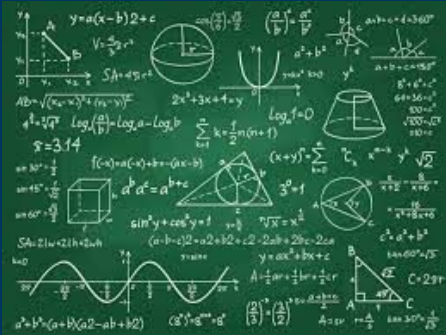
SY 24-25

Pilot New Curriculum for K - Algebra I; (for compression course, need pacing guide)

SY 25-26

Implement Adopted Curriculum for Grades K-8 (Including Algebra I)

Curriculum Implementation



SFUSD intends to implement the math curriculum so that all students are prepared for Algebra 1 in the 8th grade. This means ...

- All students in 6th and 7th grade will have the same curriculum.
- There will be “compression” in 6th and 7th grade to ensure that all necessary standards are taught to prepare students for Algebra 1.
- We will use the publishers guidelines and work with our middle math teachers to plan the compression courses.

Increase Representation in Higher Level Math



In order to support underrepresented students to take higher level math, in 2024-25 SY the district plans to:

- Expand Black Star Rising to serve and support 5th graders; and
- Explore other effective strategies and programs.

Academic Supports for Pilot



NEW Math 8 Lab as an additional period for students who need support

NEW High Impact Tutoring: math intervention to increase Algebra 1 success on early release Wednesdays. Tutoring can begin during Advisory block from 1:15 - 2:15 PM twice a month.

Digital Platforms:

- Dreambox
- IXL

Professional Development:

- Mathematical Standards
- Deepen Content Knowledge

New Middle School Schedule Expectations

In reviewing middle school schedules, we found the amount of minutes each week for core subjects varies, with some schools having only 180 minutes of math per week:

- All middle school students will have a minimum of 205 minutes per week of each core subject, including math.
- Students needing additional support will receive additional minutes during the school day (e.g. in a support class) and/or after school.
- Prior to the 2026-27 school year, the district will determine if additional math minutes are needed in middle school.



Math Placement Policy in 9th Grade



In the 2024-25 SY, we will continue the same practice from the 2023-24 SY to enroll students in 9th grade math:

- Students enrolled in accredited Algebra 1 course with a C or better may enroll in Geometry in 9th grade.
- District will not use the Math Validation Test (MVT) for 9th grade placement.

Staff will develop a new math placement policy for 2025-26 SY based on the changes to our math pathways.

Budget Projections for Pilot and Beyond

School Year	K-8 Curriculum	K-8 Academic Support	K-8 Professional Development	MS Extra Period FTE	Pilot Data Collection & Analysis	Online Algebra Course	Summer Algebra FTE
24-25	Pilot Curriculum \$500K	\$1.7M (10 sites)	~100K	1.0 FTE	\$300K	\$240K	\$160k (10 FTE)
25-26	New Curriculum \$10M	\$5.1M (30 sites)	Built into new curriculum purchase	1.0FTE	\$300K	\$240K	\$200k (13 FTE)
26-27	N/A	\$7.1M (42 sites)	~100K	TBD	\$300K Implementation	\$240K	\$200k (13 FTE)

Implementation Timeline

	24-25 SY	25-26 SY	Decision Point
MS Math Pathways to Algebra 1	Offer Algebra 1 to all interested students during the school day, through an online course during the school year, or a summer course.	Continue pilot, online and summer Algebra 1 course.	Determine SFUSD middle school math pathway(s) that include Algebra in the 8th grade based on prototypes.
	Pilot 3 prototypes, to offer Algebra 1 in the school day.	Continue data collection for the pilot.	
Math Curriculum	Pilot new math curriculum and provide academic supports.	Adopt new math curriculum. Develop pacing guides to plan for compression in 6th and 7th grade to prepare students for Algebra.	Approve 6th and 7th grade math pacing guides to ensure all students are prepared for Algebra 1.
Academic Support	Provide academic supports with prototype pilot	Evaluate supports and explore other available academic supports.	Determine math support plan.

Immediate Next Steps

- Work with schools to identify which schools will pilot by March 15.
 - We expect to pilot in at least one-third of our middle and K-8 schools.
- Identify additional support for pilot implementation.
- Plan with all middle schools to increase instructional time in core subjects, including math, to at least 205 minutes per week in middle school.
- Prepare for new math curriculum pilot, including Algebra 1.

Questions & Discussion



Algebra I in 8th Grade

APPENDIX A: Current Policy

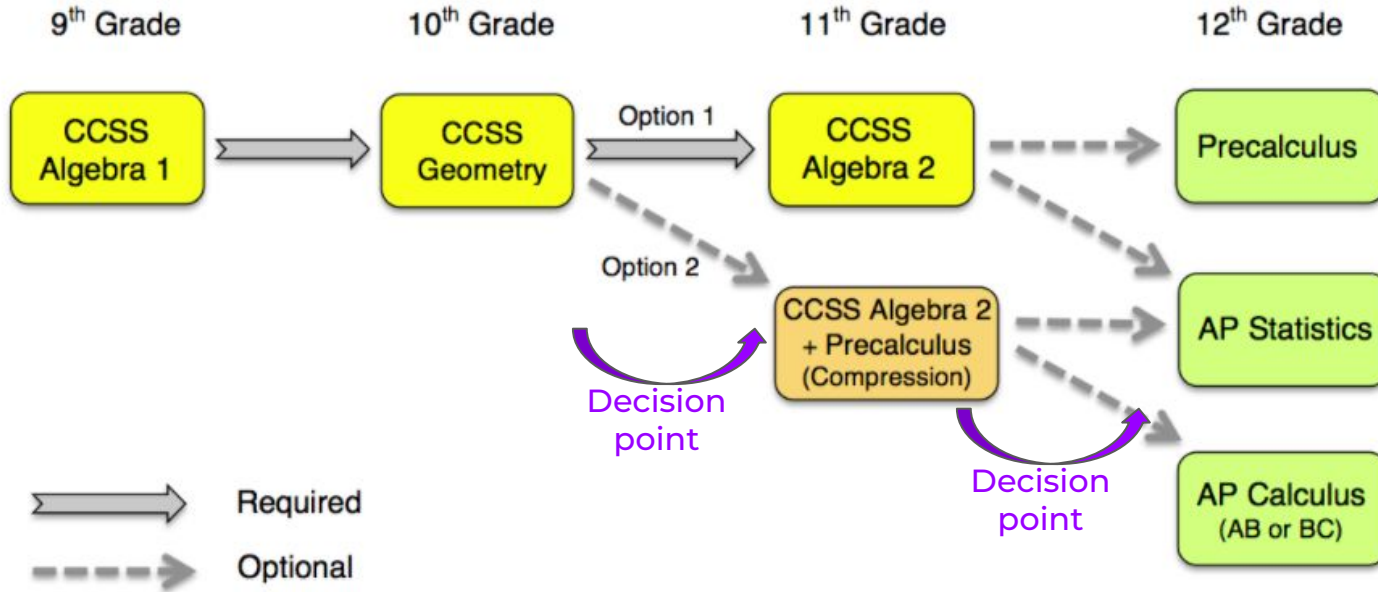
Middle School Math Standards

- Standards taught in Math 6, 7, and 8 prepare students for Algebra 1 (pre-Algebra)
- These standards link to concepts taught across grade levels

C & C								
Operations and Algebraic Thinking							Expressions and Equations	
Number and Operations—Base Ten							The Number System	
					Number and Operations—Fractions		Ratios and Proportional Relationships	Functions
Measurement and Data							Statistics and Probability	
Geometry								
K	1	2	3	4	5	6	7	8

[Source](#) ([Focus by Grade Level](#))

1. SFUSD Recommended Sequence



1. Doubling up Geometry and Algebra 2 in 10th grade
2. Doubling up Algebra 1 and Geometry in 9th grade
3. Accelerated Summer Geometry

Algebra I in 8th Grade

APPENDIX B: Engagement Process

Decision-Making Model

Hierarchical

The party responsible for the decision (i.e. the District) makes a decision for a group with little or no input.

Consultative

The responsible party seeks input and advice from the group before making a decision for a group, but then makes the final decision himself or herself.

Consensus

Decision is reached by the group as a whole.

Majority

Decision is made by voting or a show of hands.



INFORM

To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions

CONSULT

To obtain public feedback on analysis, alternatives and/or decisions

INVOLVE

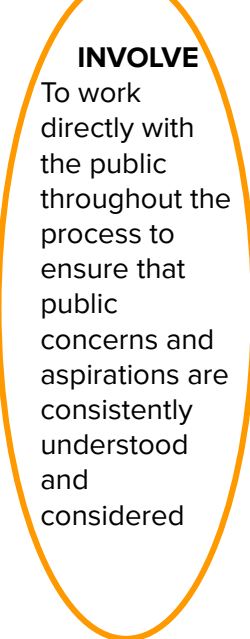
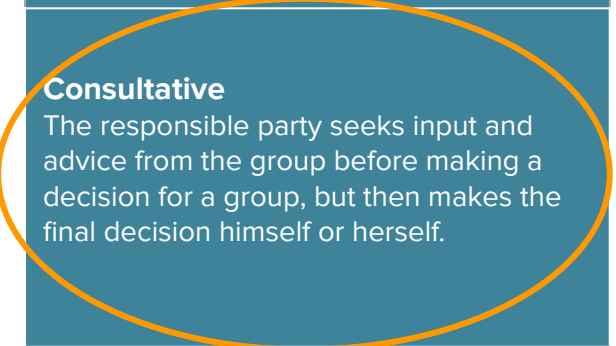
To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered

COLLABORATE

To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.

EMPOWER

To place final decision making in the hands of the public.



Engagement Timeline



MONTH	ACTIVITY	40
Oct - Jan	Focus Group provides input on Algebra 1 in 8th grade prototypes	
Oct - Jan	District Team iterates/refines prototypes and evaluates feasibility	
Jan	Gather input on refined prototypes from MS school leaders, MS math teachers, MS students, and K-8 school leaders, including town hall with the broader community	
Feb 13	Present recommendations to the School Board for action	

Guiding Questions

Equity	Staffing	Programming
<ul style="list-style-type: none">● Will this option be available to all students, or only some?● Will this option be accessible at all school sites regardless of enrollment size?● Will this option lead to the segregation of students by demographic (race, FRL, etc.) and/or programmatic (MLL, IEP, etc.) factor?	<ul style="list-style-type: none">● Will this option increase the required number of secondary math teachers?● Will this option increase required administrative, custodial or other staffing?● Will this option require additional professional development for teachers?● Will this option increase the number of preps for the math teacher?	<ul style="list-style-type: none">● Will this option require changes to the middle grades instructional schedule?● Will this option require significant curriculum development and/or revisions?● Will this option impact electives offered in the middle grades?

Algebra I in 8th Grade

APPENDIX C:

Research on Other Districts

How are other districts implementing Algebra 1 in 8th grade?

Alameda USD

Alameda USD: offers regular Math 6, 7, and 8 course sequence AND accelerated path sequence with compression of Math 7/8 in 7th grade and Algebra 1 in 8th grade.

Grade Level	Middle School Course Sequence	Accelerated Path Sequence
Grade 6	CCSS Math 6	CCSS Math 6
Grade 7	CCSS Math 7	Math 7/8 Accelerated
Grade 8	CCSS Math 8	Algebra 1

How are other districts implementing Algebra 1 in 8th grade?

Long Beach USD

Long Beach USD: all 6th graders are offered math course that covers Math 6 and $\frac{1}{2}$ of Math 7. Depending on course grade, students continue to Math 7 OR $\frac{1}{2}$ Math 7 and Math 8. 8th graders who demonstrated proficiency in 7th grade are placed in Algebra 1.

Grade Level	Middle School Course Sequence	Accelerated Sequence
Grade 6	Math 6 and $\frac{1}{2}$ Math 7	Math 6 and $\frac{1}{2}$ Math 7
Grade 7	Math 7	$\frac{1}{2}$ Math 7 and Math 8
Grade 8	Math 8	Algebra 1

How are other districts implementing Algebra 1 in 8th grade?

Los Angeles USD

Los Angeles USD: students are offered 3 math pathways. ⁴⁵
In the Accelerated Pathway, three years of math are combined into two math courses: Accelerated College & Career (CC) Math 7 and Accelerated CC Algebra 1. The Highly Accelerated Pathway begins in grade 6 and combines five years of mathematics into three years: Highly Accelerated CC Math 6/7, Highly Accelerated CC Math 8/Algebra 1, and CC Geometry.

Grade Level	Regular Course Sequence	Accelerated Pathway	Highly Accelerated Pathway
Grade 6	CC Math 6	CC Math 6	Highly Accelerated Math 6/7
Grade 7	CC Math 7	Accelerated Math 7	Highly Accelerated Math 8/ Algebra 1
Grade 8	CC Math 8	Accelerated CC Algebra 1	CC Geometry

How are other districts implementing Algebra 1 in 8th grade?

San Mateo-Foster City School District

[San Mateo-Foster City School District](#): offers two acceleration options. Students may skip Math 7 and take Math 8 in 7th grade if they can demonstrate proficiency in Math 7 standards. With counseling, 8th graders can also take 2 periods of Math 8 in the first semester and 2 periods of Algebra 1 in the second semester.

Grade Level	Regular Course Sequence	Skip Math 7	Double Period in Grade 8
Grade 6	CCSS Math 6	CCSS Math 6	CCSS Math 6
Grade 7	CCSS Math 7	CCSS Math 8	CCSS Math 7
Grade 8	CCSS Math 8	CCSS Algebra 1	(2) CCSS Math 8
			(2) CCSS Algebra 1

Algebra I in 8th Grade

APPENDIX D: Iteration of Prototypes

Current 8th Grade Schedule, Instructional Minutes*, and Staffing by Middle School (MS) Size

School Size	8th Grade Schedule	Instructional Minutes in Math per Week	Staffing for Math
Large MS (850-1200 students) 4 schools	10-12 math sections	180 - 240	2-3 math teachers per grade
Medium MS (600-800 students) 3 schools	6-8 math sections	180 - 240	1-2 math teachers per grade
Small MS (300-500 students) 6 schools	4-5 math sections	180 - 200	1 math teacher per grade
K-8 School (275-670 students) 8 schools	2-3 math sections	180 - 240	1 math teacher for 7th/8th grade sections

*Most districts have 220-240 minutes of core subjects per week depending on their schedule. Click [here](#) for state recommendations

Iteration of Prototypes Between Focus Group Meetings 49

4 Prototypes

1. Double Block (Math 8 & Algebra 1)
2. Algebra 1 Elective (during the school day or zero period)
3. Summer Intensive
4. 3 Year Compression (4 years of math in 3 years)

“Double Block will double the number of math teachers needed.”

“3 Year Compression may start tracking in 6th grade and change 3 years of math instruction.”

3 Prototypes

1. Compression in 8th Grade (Math 8 & Algebra 1)
2. Algebra 1 Elective (during the school day or zero period)
3. Summer Intensive (small schools only)

November

December

January

Prototype A: Compression in 8th Grade

Summary: a compression Math 8/Algebra 1 class as part of student's regular schedule in 8th grade.

Pathways	Grade 6	Grade 7	Grade 8
Regular	Math 6	Math 7	Math 8
Compression in 8th grade	Math 6	Math 7	Math 8 & Algebra 1

Prototype A: Compression in 8th Grade

Summary: a compression Math 8/Algebra 1 class as part of student's regular schedule in 8th grade.

	Strengths	Considerations
Equity	<ul style="list-style-type: none">• Does not impact ML or SPED services.• Removes potential bias.	<ul style="list-style-type: none">• May result in separate tracks for student groups to accommodate placement into single section of Math 8/Algebra I. Manual scheduling needed.• Low enrollment in Math 8/Algebra 1 would cause greater class sizes in 8th Grade Math.• Increases the number of standards to be covered in fewer instructional minutes.• Decreases opportunities for depth of engagement with math concepts.• Students may need additional resources (tutoring, etc) to not fall behind.
Staffing	<ul style="list-style-type: none">• Does not impact the number of staff required.	<ul style="list-style-type: none">• Curriculum revision/rewrite would be needed for Math 8 and Algebra 1.• 8th grade math teachers will need professional development and coaching support.
Program	<ul style="list-style-type: none">• Students are able to take electives and/or support classes.	<ul style="list-style-type: none">• Faster pacing, with students more likely to fall behind and / or not have access to content.• Additional pathway would impact schoolwide schedule depending on school size resulting in tracking throughout the instructional day.

Prototype A: Compression in 8th Grade

Impact on	Focus Group Feedback Themes
schoolwide schedule by school size	<ul style="list-style-type: none">● Schedule is dependent on student enrollment into Math 8/Algebra 1.● This creates a track, especially at smaller schools; would need to manually review all student schedules to prevent full day tracking.● Should add counselor support to help guide students.● Worried about the academic culture by creating a 2 tiered system.
staffing	<ul style="list-style-type: none">● Additional preps for teachers would be needed (already have two preps).● Consider co-teaching option for SPED students; need more teachers.
instructional minutes/ program	<ul style="list-style-type: none">● Teachers would need PD on new curriculum.● Need to monitoring who is struggling and have academic support ready.● Even with overlap in Math 8 and Algebra 1, Algebra 1 alone is aggressive; worried about student practice time.● Student success is related to how math is taught and targeted support, not necessarily number of minutes.

Prototype B: Algebra I Elective

Summary: Algebra I as an elective during the school day **or** a zero period.

SY Schedule	Grade 8: School Day		Grade 8: Zero Period
Zero Period (8:30 am)		OR	Algebra 1
1st - 5th Period	Math 8		Math 8
1st Elective	Algebra 1		
2nd Elective			

Prototype B: Algebra I Elective

Summary: Algebra I as an elective during the school day **or** a zero period.

	Strengths	Considerations
Equity	<ul style="list-style-type: none"> Does not require separate tracks for student groups. 	<ul style="list-style-type: none"> This self-selection option often follows racial lines of access.
Staffing	<ul style="list-style-type: none"> Does not impact the number of staff required for 6th - 8th grade. 	<ul style="list-style-type: none"> Requires additional middle grades math teachers to teach Algebra 1. In conjunction with labor partners, additional preps would need to be negotiated. Impacts all schoolwide structures and staffing (administrative, clerical, custodial etc.). If a zero period, requires the family to meet transportation and any other obligations.
Program	<ul style="list-style-type: none"> Does not require a compression of standards or courses. Maintains instructional minutes for students to engage deeply. 	<ul style="list-style-type: none"> Requires redesign of curriculum and work around to attend to prerequisites for Algebra 1.

Prototype B: Algebra I Elective

Impact on	Focus Group Feedback Themes
schoolwide schedule by school size	<ul style="list-style-type: none">● Zero period elective may conflict with morning staff meetings and busing schedules.● Elective during the school day may take away current elective offerings; limited to schools with 2 electives offered; may cause significant changes in school programming depending on enrollment.
staffing	<ul style="list-style-type: none">● Will need more math teachers and less VAPA teachers; math is already a very hard to staff area.
instructional minutes/program	<ul style="list-style-type: none">● For MLs and SPED, may not have a VAPA elective if they choose to take Algebra 1.● There would be no tracking and more instructional minutes in math.● Will need curriculum development and PD; Dreambox may provide support.

Prototype C: Summer Intensive for K-8 & Small Middle Schools

Summary: Algebra I course in the summer between 8th and 9th grade. Given limited staffing in math during the summer, priority will be given to students from K-8 and small middle schools where it is not possible to implement one of the other prototypes.

Grade 6	Grade 7	Grade 8	Summer
Math 6	Math 7	Math 8	Algebra 1

Prototype C: Summer Intensive for K-8 & Small MS

Summary: Algebra I course in the summer between 8th and 9th grade.

	Strengths	Considerations
Equity	<ul style="list-style-type: none">• Does not require separate tracks for student groups within the school day.• Allows additional time for students to build proficiency in 8th grade math.	<ul style="list-style-type: none">• Fast pace (1 day = 1 week) requires students and families to maintain consistent attendance.• Decreases opportunities for depth of engagement with math concepts.• Students may need additional resources (tutoring, etc) to not fall behind.
Staffing	<ul style="list-style-type: none">• Does not impact the number of staff needed for courses during the school year.	<ul style="list-style-type: none">• Requires staffing and resources (an estimated 10 sections cost @ ~\$200,000).• Summer math positions have historically been hard to staff.• Can impact staffing for other summer programs such as Intensive Geometry and Credit Recovery.
Program	<ul style="list-style-type: none">• Ensure completion of all Algebra I prerequisites.• Students are able to take electives and/or support classes during the school year.	<ul style="list-style-type: none">• Less time and space for students to engage deeply with the Algebra 1 content over time and to enact the Math Practice Standards.

Prototype C: Summer Intensive for K-8 & Small MS

Impact on	Focus Group Feedback Themes
schoolwide schedule by school size	<ul style="list-style-type: none">● Most inequitable because limited access.● Prioritize small schools and lottery for everyone else.
staffing	<ul style="list-style-type: none">● Based on enrollment.● Math teachers are already hard to staff; we may be pulling from the summer Geometry course and credit recovery.
instructional minutes/ program	<ul style="list-style-type: none">● If miss one day, miss one week of instruction; hard to cover the material in 6 weeks.● No loss of instructional minutes if take Algebra 1 during the summer.● Will need Algebra 1 curriculum and resources to support students.

Community Town Hall

[over 200
participants]



Common Themes:

1. **Prototype A**, compression in 8th grade, was the most preferred option; parents want students to be able to keep their electives.
2. **Prototype B**, Algebra 1 elective, was the second choice for many parents; those who selected this option preferred zero period or an elective during the school day.
3. **Prototype C**, the Algebra 1 summer intensive, was the least preferred option; parents want students to enjoy their summer.