

Instruction

PLACEMENT IN MATHEMATICS COURSES

The Governing Board believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. To the extent possible, district students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California and California State University systems.

(cf. 6141.5 - Advanced Placement)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee shall work with district teachers, counselors, and administrators and the representatives of feeder schools to develop consistent protocols for placing students in mathematics courses offered at district high schools. Such placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, interim and summative assessments, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

Students shall be enrolled in mathematics courses based on the placement protocols. No student shall repeat a mathematics course which he/she has successfully completed based on the district's placement protocols.

When a student does not qualify to be enrolled in a higher level mathematics course based on a consideration of the objective measures specified in the placement protocols, he/she may nevertheless be admitted to the course based on the recommendation of a teacher or counselor who has personal knowledge of the student's academic ability.

The placement protocols shall specify a time within the first month of the school year when students shall be reevaluated to ensure that they are appropriately placed in mathematics courses and shall specify the criteria the district will use to make this determination. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

Within 10 school days of an initial placement decision or a placement decision upon reevaluation, a student and his/her parent/guardian who disagree with the placement of the

student may appeal the decision to the Superintendent or designee. The Superintendent or designee shall decide whether or not to overrule the placement determination within 10 school days of receiving the appeal. The decision of the Superintendent or designee shall be final.

(cf. 5123 - Promotion/Acceleration/Retention)

Placement in Mathematics Courses – Board Policy 6152.1

District staff shall implement the placement protocols uniformly and without regard to students' race, sex, gender, nationality, ethnicity, socioeconomic background, or other subjective or discriminatory consideration in making placement decisions.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The Superintendent or designee shall ensure that all teachers, counselors, and other district staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

(cf. 4131 - Staff Development)

Prior to the beginning of each school year, the Superintendent or designee shall communicate the district's commitment to providing students with the opportunity to complete mathematics courses recommended for college admission, including approved placement protocols and the appeal process, to parents/guardians, students, teachers, school counselors, and administrators.

This policy and the district's mathematics placement protocols shall be posted on the district's web site.

(Education Code 51224.7)

(cf. 1113 - District and School Web Sites)

Annually, the Board and the Superintendent or designee shall review student data related to placement and advancement in the mathematics courses offered at district high schools to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Board and Superintendent shall also consider appropriate recommendations for removing any identified barriers to students' access to mathematics courses.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48070.5 Promotion and retention; required policy

51220 Areas of study, grades 7-12

51224.5 Completion of Algebra I or Mathematics I

51224.7 California Mathematics Placement Act of 2015

51225.3 High school graduation requirements
51284 Financial literacy
60605 State-adopted content and performance standards in core curricular areas
60605.8 Common Core standards

Management Resources:

CSBA PUBLICATIONS Math Misplacement, Governance Brief, September 2015

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013

California Common Core State Standards: Mathematics, January 2013

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards

LAWYERS' COMMITTEE FOR CIVIL RIGHTS OF THE SAN FRANCISCO BAY AREA (LCCR)

Held Back - Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Common Core State Standards Initiative: <http://www.corestandards.org/math>

Lawyers' Committee for Civil Rights of the San Francisco Bay Area (LCCR):

<http://www.lccr.com>

See below for AR 6152.1

PLACEMENT IN MATHEMATICS COURSES

California Mathematics Placement Policy, for Pupils Entering Grades 6 and 9

The purpose of the policy is to create a fair, objective, and transparent protocol that serves pupils who are transitioning from elementary to middle school and middle school to high school. Beginning of the 2016-17 school year, the District will implement the requirements of the California Mathematics Placement Act of 2015 to accurately evaluate and place students in appropriate mathematics courses. The District will take into consideration the following multiple objective academic measures of pupil performance.

1. Standardized statewide mathematics assessment score, CAASPP performance data levels 2-4 from grades 5 and 8, NWEA Measures of Academic Progress (MAP), and PSAT.
2. End of the course final, summative assessment grade measuring student mastery on state-adopted standards with a grade of C or above, and demonstrating sufficient preparation for the next in sequence mathematics course.
3. Final math grade on the end of the year official report card.
4. Teacher recommendation based upon classroom assessments and grades.
5. Results from a diagnostic assessment within the first three weeks of school to ensure accurate pupil placement and permit re-evaluation of individual pupil progress.
6. For pupils receiving special education services, the final mathematics placement will be determined by the pupil's IEP team.

Exemptions for Students in Grades 5 and 8 Performing Above Grade Level

For students in grades 6 and 8, parents/guardians will receive communication from site administration informing them of the opportunity to take mathematics placement assessment(s), qualifying them for placement in mathematics courses above grade level. Data from the above-mentioned assessment(s) will determine mathematics placement for these pupils.

Public Reporting of Students' Mathematics Performance, Grades 5 and 8

Pursuant to Section 51224.7 of the Education Code, site administration will report annually to the Office of Superintendent on the aggregate pupil placement data, demonstrating that all students are appropriately and fairly placed in mathematics courses based upon the multiple objective performance measures listed above.

Parent/Guardian and Pupil Recourse for Challenging Mathematics Placement

The District acknowledges the need to offer clear and timely recourse for each pupil and his/her parent(s) or legal guardian(s) who question the pupil's placement. The District enumerates the following remedial steps:

1. Parent/Guardian may make a request that site administration present the outcomes from the objective multiple performance measures listed above.
2. Parent/Guardian may formally request that the student retake the end of the course final, summative assessment. Parent/Guardian may request reconsideration of mathematics placement based upon this data.

3. Parent/Guardian may sign a waiver requesting that the pupil be placed in the next in sequence course, against the professional recommendation of site administration, acknowledging and accepting responsibility of this placement.

Public Reporting of Mathematics Placement Policy

The District shall ensure that its mathematics placement policy is posted on its Internet website