



California Mathematics Placement Policy for Students Entering 9th Grade

TEACH Public Schools recognizes that student achievement in mathematics is critical for preparing students for college and career, especially in science, technology, engineering and mathematics (STEM). A student's 9th grade mathematics placement in particular is crucial to ensuring future educational success.

TEACH affirms that a fair, objective, and transparent mathematics placement protocol that strictly limits the use of subjective criteria in placement decisions will result in an appropriate 9th grade mathematics student placement and will prevent mathematics misplacement, particularly of students of color.

The TEACH Determinations Mathematics placement of 9th graders shall be based on objective measures. These measures will include:

- Diagnostic placement tests such as Mathematics Diagnostic Testing Project (MDTP) tests;
- Standardized tests (MAP & Smarter Balance) including from prior years;
- Student grades that reflect comprehension and mastery of the subject matter, from both semesters of the 7th and 8th grade year; and
- Other objective indicators of student performance and proficiency in mathematics. Limitation on The Use of

Subjective Placement Measures Subjective measures, such as placement recommendations, may not be considered in determining 9th grade mathematics placement. However, recognizing that teachers and counselors are often aware of students' talents and abilities that are not reflected in objective data, an exception to this prohibition may be made to advance a student to a higher mathematics class than objective data indicates.

Timing of Mathematics Placement Decisions and Parent/Student Notification

Placement decisions shall be made according to a timeline that allows for maximum use of current objective measures. Placement decisions shall be communicated in writing to parents/students prior to the start of the school year; shall include the District's mathematics placement protocol; and shall indicate the objective factors that resulted in the student's 9th grade placement.

If a parent/guardian would like for his/her child's mathematics placement to be reconsidered, the following steps are in place:

1. Per parent/guardian's formal request, site administration may make available the outcomes from the objective performance measures listed above.
2. Per parent/guardian's formal request, site administration will allow the student to take the end of course, final summative assessment. Based on the results of this assessment, site administration may reconsider student's math placement.
3. Parent/guardian may also request a waiver requesting his/her child be placed in the next in sequence course. However, such as request would be against the professional recommendation of the site administration. By signing the waiver, the parent/guardian will acknowledge and accept responsibility for the requested placement.

After the first month of school, district staff involved in placement

decisions shall review student placement to ensure accurate placement and permit reevaluation of individual pupil progress. Any student found to be misplaced would be promptly placed in the correct mathematics course.

TEACH Public Schools Mathematics Placement Policy will be posted on the school's website and will be addressed by the Middle School and High School site at the beginning and end of each school year.

Legal References

Education Code

California Education Code Section 200 California Education Code
Section 201 California Education Code Section 260

Government Code California Government Code Sections 11135
et seq.

Court Cases *Serrano v. Priest*, 18 Cal. 3d 728 (1976), *cert. denied*, *Clowes v. Serrano*, 432 U.S. 907 (1977) *Butt v. State of California*, 4 Cal. 4th 668 (1992)

California Constitution

Cal Const., Art. IX, Sec. 5

Federal Law

42 U.S.C. § 2000d (Title VI of the Civil Rights Act of 1964); 34
C.F.R. § 100.3(b)(2)

Background:

If students are placed below their level of proficiency in 9th grade mathematics courses, their ability to complete the recommended sequence of mathematics courses for admission to the University of California and California State University systems and other higher education institutions will be compromised. If admitted to college, students who were forced to repeat lower level mathematics courses in high school will be behind other students, and less likely to be competitive for careers in the STEM fields upon graduation. Mathematics misplacement has also been shown to affect students' confidence and their overall educational experience. Finkelstein, N., Fong A., Tiffany-Morales, J., Shields, P. & Huang, M. (WestEd 2012) *College Bound in Middle School*

& High School? How Math Course Sequences Matter; Waterman, S. (2010) *Pathways Report: Dead Ends and Wrong Turns on the Path Through*

Algebra

http://www.noycefdn.org/documents/Pathways_Report.pdf.

Mathematics misplacement can occur with successful students, and disproportionately affects successful students of color. Studies have shown that successful students, particularly from minority populations, may receive passing grades in mathematics coursework and/or demonstrate proficiency on standardized tests in 8th grade mathematics course work, and yet nonetheless be held back and forced to repeat the same course in the 9th grade rather than advancing.