Hawthorne ESD
Board Policy
Placement In Mathematics Courses

BP 6152.1
Instruction

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 be required to repeat a mathematics course which he/she has already successfully completed and earned credit for.

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 15 school days of receiving the appeal. The decision of the Superintendent or designee shall be final.

(cf. 5123 - Promotion/Acceleration/Retention)
Hawthorne ESD
Exhibit
Mathematics Placement Protocols

E 6152.1
Instruction

Hawthorne School District
Mathematics Course Placement Protocols
for Pupils Entering Grades 7-8
and
Pupils Entering Grades 9-12
at Hawthorne Math and Science Academy

The purpose of these protocols is to create a fair, objective, and transparent policy that serves pupils who are transitioning into mathematics courses in grades 7 and 8 at middle schools in the Hawthorne School District (HSD) and also into mathematics courses in grades 9 through 12 at Hawthorne Math and Science Academy (HMSA). Beginning in the 2016-17 school year, the District will implement the requirements of the California Mathematics Placement Act of 2015 to accurately evaluate and place pupils in appropriate mathematics courses. The District will take into consideration the following multiple objective academic measures of pupil performance for the appropriate grade level:

Grade 7 Mathematics or Grade 7 Accelerated Mathematics
1. Standardized statewide mathematics assessment scores (ex. results from the 6th grade mathematics portions of the California Assessment of Student Performance and Progress - CAASPP)
2. Final math grades on the official end-of-year report card
3. Teacher recommendations based upon classroom assessments and grades
4. Results from assessments administered within the first four weeks of the school year to ensure accurate pupil placement and to permit reevaluation of individual pupil progress
5. For pupils transferring in from outside of the District after the first four weeks of the school year, academic records from previous school
6. For pupils receiving special education services, input from the pupil’s IEP team

Grade 8 Mathematics or Algebra I
1. 7th grade mathematics course content and completion
2. Standardized statewide mathematics assessment scores (ex. results from the 7th grade mathematics portions of the California Assessment of Student Performance and Progress - CAASPP)
3. Final math grades on the official end-of-year report card
4. Teacher recommendations based upon classroom assessments and grades
5. Results from assessments administered within the first four weeks of the school year to ensure accurate pupil placement and to permit reevaluation of individual pupil progress

6. For pupils transferring in from outside of the District after the first four weeks of the school year, academic records from previous school

7. For pupils receiving special education services, input from the pupil’s IEP team

Grade 9 - Algebra I or Algebra II

1. Results from mathematics placement examinations (HMSA end-of-course 8th grade mathematics or Algebra I assessments) administered during the spring or summer preceding the 9th grade year

2. 8th grade mathematics course content and completion

3. Standardized statewide mathematics assessment scores (ex. results from the 8th grade mathematics portions of the California Assessment of Student Performance and Progress - CAASPP)

4. Final math grades on the official semester and/or end-of-year report card

5. Teacher recommendations based upon classroom assessments and grades

6. Results from diagnostic assessments administered within the first four weeks of the school year to ensure accurate pupil placement and to permit reevaluation of individual pupil progress

7. For pupils transferring in from outside of the District after the first four weeks of the school year, academic records from previous school

8. For pupils receiving special education services, input from the pupil’s IEP team

Grades 10 through 12 - All Mathematics Courses

1. Previous year’s mathematics course content and completion

2. Standardized statewide mathematics assessment scores (ex. results from the 11th grade mathematics portions of the California Assessment of Student Performance and Progress – CAASPP)

3. Final math grades on the official semester and/or end-of-year report card

4. Teacher recommendations based upon classroom assessments and grades

5. Results from diagnostic assessments administered within the first four weeks of the school year to ensure accurate pupil placement and to permit reevaluation of individual pupil progress

6. For pupils transferring in from outside of the District after the first four weeks of the school year, academic records from previous school

7. For pupils receiving special education services, input from the pupil’s IEP team
Public Reporting of Pupils’ Mathematics Performance
Pursuant to Section 51224.7 of the Education Code, site administration will report annually to the Superintendent or his/her designee on the aggregate pupil placement data, demonstrating that all pupils are appropriately and fairly placed in mathematics courses based upon the multiple objective performance measures listed above. This aggregate pupil placement data will be reported to the Board of Trustees annually.

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 mathematics course placement. The District enumerates the following remedial steps to be taken within 10 days of pupil’s initial course placement or placement decision upon reevaluation:

1. Per parent/guardian’s written request, site administration may make available the outcomes from the objective multiple performance measures listed above.

2. Per parent/guardian’s written request, site administration will allow a pupil in 9th grade to retake the mathematics placement examination. Based on the results of this assessment, site administration may reconsider pupil’s mathematics placement.

3. Per parent/guardian’s written request, the Superintendent or designee will review the mathematics course placement and shall decide whether or not to overrule the placement determination within 15 school days of receiving the written request. If the placement determination is overruled, the parent/guardian will sign a waiver requesting that the pupil be placed in the next in sequence course, against the professional recommendation of site administration. By meeting with a school counselor and/or site administrator and signing this waiver, parent/guardian will acknowledge and accept responsibility for requested placement.

Public Reporting of Mathematics Placement Policy
The District shall ensure that its mathematics placement policy is posted on its Internet website.

Inter-District Policy Consistency
This policy addresses the consistency between middle school and high school mathematics course placements within the Hawthorne School District. All efforts are made to ensure consistency with other high school districts into which pupils from the Hawthorne School District might matriculate.
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

Policy HAWTHORNE SCHOOL DISTRICT
adopted:  June 15, 2016    Hawthorne, California