

# AUSD 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.

Pupil achievement in mathematics is important to prepare pupils for college and their future careers. Placement in appropriate mathematics courses is critically important for a pupil during his or her middle and high school years. A pupil's 9th grade math course placement is a crucial crossroads for his or her future educational success. Misplacement in the sequence of mathematics courses creates a number of barriers and results in pupils being less competitive for college admissions, including admissions at the California State University and University of California.

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. In addition, beginning in pre-school, District students shall be counseled and encouraged to achieve at a high level in mathematics so that they can complete such a sequence. Toward that end, District leadership will facilitate and staff will engage in dialogue about issues of bias to ensure that no preconceived ideas of any student's abilities limit the amount of help or encouragement that student receives.

(cf. 6141.5 - Advanced Placement)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Governing Board recognizes that

- There are significant gaps in opportunity and achievement for certain groups of students.
- Achievement gaps in mathematics continue to persist for students in certain racial, ethnic and socio-economic groups.
- There are significant inequities in student performance and access to opportunity based on the subjective bias that people hold towards certain groups of children based on race, class, gender, socio-economic backgrounds and other factors.
- The most demanding challenge that growing children face concerns their

development of both academic competencies as well as the positive self-beliefs that motivate them to pursue lifelong learning. To foster this development, adults who take care of children hold the responsibility to promote a growth mindset while also proactively engaging children in rigorous learning opportunities.

- A child's self-perception of their competencies in mathematics begins very early in life and that parents, teachers, and community members need to be aware of the impact that encouragement and high expectations can have on the long-term future of a child's education in mathematics.

(cf. 0000 – Vision)

The District will encourage and facilitate training and education for parents/guardians of pre-school and elementary-school students to help them engage in insightful conversations about issues of bias and about the impact of encouragement and high expectations on later achievement in mathematics.

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 and/or potential.

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, teacher, and/or counselor 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)

District staff shall implement the placement protocols uniformly and without regard to students' gender, sex, race, color, religion, religious creed, ancestry, national origin, ethnic group identification, age, physical or mental disability, sexual orientation, gender identify or expression, or genetic information; the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics, 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 professional development on the placement protocols. Furthermore, the Superintendent or designee shall ensure that all teachers, counselors, and other district staff engage in dialogue about issues of equity, inequity and bias as it relates to the provision of a highly engaging and rigorous program of instruction.

(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, including, but not limited to the engagement of parents and community members around the issues of systemic inequities and the significant gaps in opportunity and achievement that exist for certain groups of students based on race, class, gender, socio-economic backgrounds and other factors.

(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 ALBANY UNIFIED SCHOOL DISTRICT

Adopted: June 21, 2016 Albany, California