

ORO GRANDE SCHOOL DISTRICT

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California Mathematics Placement Act of 2015

The Governing Board 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.

The Governing Board 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.

Pursuant to California Education Code Section 260, the Governing Board has the primary responsibility for ensuring that school district programs and activities are free from discrimination based upon enumerated characteristics, including race and ethnicity. Because the Governing Board is responsible for ensuring that all students, regardless of race or ethnic background, receive an equal chance to advance in mathematics, the Governing Board desires to ensure that the District implements a fair, objective and transparent mathematics placement

The Governing Board therefore directs District staff to create, implement, and monitor a mathematics placement protocol that includes the following elements:

Reliance On Objective Determinations

Mathematics placement of 9th graders shall be based on objective measures. These measures may include:

***Diagnostic placement tests such as tests aligned to state adopted content standards (California State University Math Placement Exam, Mathematics Core Curriculum Assessments)**

***Standardized tests that reflect statewide mathematics assessments (CAASPP-California Assessment of Student Performance)**

***Student grades that reflect comprehension and mastery of the subject matter, from both semesters of 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 to parents/ students prior to the start of the school year.

Implementation, Monitoring, And Accountability

District staff involved in placement decisions shall be properly trained on the protocol and its use. The protocol shall also include steps for ensuring that it is being followed in practice, including provisions for checking that each student is properly placed according to the protocol within the first month of the school year. Any student found to be misplaced shall be promptly placed in the correct mathematics course.