

SUBJECT: Final Issuance of Regulation 6151 Placement in Mathematics Course

PERSON(S) RESPONSIBLE: Ani Silva, Director of Curriculum and Special Projects

RECOMMENDATION:

The Administration recommends that the Board approve Regulation 6151 Placement in Mathematics Course (as required by California Education Code) for issuance.

BACKGROUND:

This new Board Regulation supports the Board Policy adopted by the Board of Trustees on June 3, 2016, is necessary to meet government requirements and has been reviewed by legal counsel.

Student achievement in mathematics is important to prepare students for college and career, especially careers in the fields of science, technology, engineering, and mathematics. Appropriate placement in mathematics courses is important for a student during his or her middle and high school years.

All middle schools will administer the CSU/UC Mathematics Diagnostic Testing Project (MDTP) High School Math Readiness Assessment and the spring math interim (KDS) in second semester of their eighth grade year. The results along with transcript grades will be aggregated and used to determine appropriate placement and interventions for students as they enter High School in the 2016-2017 school year. Based upon multiple measures for placement, ninth grade students will be placed in Fundamentals of Mathematics, Integrated Math I, or Integrated Math II. It is important to note that any placement will allow a student opportunity to meet UC/CSU A-G requirements for college application. The results of the CSU/UC Mathematics Diagnostic Testing Project (MDTP) High School Math Readiness Assessment, KDS, and transcript grades will be used to determine students are placed in the appropriate math class. The aggregate results of this examination will be presented to the School Board annually.

FISCAL:

None.

Proposed Administrative Regulation

Administrative Regulation No. ____

PLACEMENT IN MATHEMATICS COURSES

Student achievement in mathematics is important to prepare students for college and career, especially careers in the fields of science, technology, engineering, and mathematics. Appropriate placement in mathematics courses is important for a student during his or her middle and high school years. In order to ensure that teachers and guidance personnel advise students and parents on the importance of accurate mathematics course placement, the following protocols will be used to determine placement of incoming ninth grade students in mathematics courses.

Assessment

In the spring, all middle school students in the eighth grade will take two placement assessments. One assessment is the Key Data Systems Grade 8 Spring Math Interim Assessment (KDS Assessment). The second assessment varies depending on the class in which the student is enrolled. Students enrolled in Math 8 will take the CSU/UC Mathematics Diagnostic Testing Project High School Math Readiness Assessment (MDTP Assessment). The eighth grade students enrolled in Integrated I will take the CSU/UC Mathematics Diagnostic Testing Project Integrated Math II Readiness Assessment (MDTP Assessment).

The results of the KDS Assessment, the MDTP Assessment, and transcript grade for the student's first semester of his or her eighth grade mathematics course will be used to determine ninth grade placement. Students entering ninth grade are placed into Fundamentals of Math, Integrated Math I or Integrated Math II. The scales listed below will create the composite score to determine student placement:

MDTP Assessment	
8	90-99.9
7	80-89.9
6	70-79.9
5	60-69.9
4	50-59.9
3	40-49.9
2	30-39.9
1	20-29.9
0	0-19.9

KDS Assessment	
8	90-99.9
7	80-89.9
6	70-79.9
5	60-69.9
4	50-59.9
3	40-49.9
2	30-39.9
1	20-29.9
0	0-19.9

Semester Grade	
4	A
3	B
2	C
1	D
0	F

will create

The MDTP Assessment and KDS Assessment Scores are based on an 8 point scale, and Semester 1 Grades are based on a 4 point scale. The total point scale is 20. Every student will receive a combined score that will be used to place the student into the appropriate mathematics course.

Placement

Based upon the student's combined score, a student will be placed in Fundamentals of Mathematics, Integrated Math I, or Integrated Math II as follows:

Mathematics Course Placement for student enrolled in Math 8	Combined Score
Fundamentals of Mathematics	0 – 7
Integrated Math I	8 – 20

Mathematics Course Placement for student enrolled in Integrated I	Combined Score
Integrated Math I	0 – 12
Integrated Math II	13 – 20

If a student does not qualify to be enrolled in a higher level mathematics course based on his or her combined score, or if a student does not receive a KDS or MDTP Assessment score and as a result does not qualify to be enrolled in a higher level mathematics course based on his or her overall combined score, the student may nevertheless be admitted to a higher level mathematics course based on reassessment.

Reassessment

Within the first month of school of a student's ninth grade year, each mathematics course will administer a placement assessment to ensure accurate placement of each individual student and/or permit reevaluation of a student. In the event a student is determined to have been misplaced, the student shall be promptly placed in the appropriate mathematics course. If a student arrives after the placement assessment is administered, they will promptly be given the placement assessment to determine proper placement.

Appeal

Within ten (10) school days of an initial placement decision or a placement decision upon reassessment and reevaluation of a student, 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 ten (10) school days of receiving the appeal. The decision of the Superintendent or designee shall be final.