

Grove School Board Policy: Placement in Mathematics Courses

This policy was passed and adopted by Grove School Board on October 1, 2018

Introduction

The Governing Board of the Grove School believes that a sound educational program must include the study of subjects that prepare students for life.

To the extent possible, Grove 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.

Criteria

Students shall be enrolled in mathematics courses based on the following criteria:

- Diagnostic placement tests, such as Mathematics Diagnostic Testing Project (MDTP) tests and/or PSAT results if available
- Standardized tests and state tests, including scores from prior years
- Student grades and in class assessments that reflect comprehension and mastery of the subject matter from previous academic years
- Other objective indicators of student performance and proficiency in mathematics

Repeating Courses

No student shall be required to repeat a mathematics course which he/she has successfully completed based on the district's placement policy.

Testing Out of Math Classes

Grove does not allow students to test out of math classes in order to advance.

Math Placement

Students will follow different pathways in their math education at Grove, each of these pathways will accomplish the completion of the necessary three years of math courses (30 credits) from 9th grade to 12th grade for graduation from Grove.

Grade Level	Grade Level Pathway	Accelerated Pathway*		Supportive Pathway
7	Math 7	Math 7	Algebra 1	Math 7
8	Math 8	Algebra 1	Geometry	Math 8
9	Algebra 1	Geometry	Algebra 2	Pre-Algebra
10	Geometry	Algebra 2	Pre-Calculus	Algebra 1
11	Algebra 2	Pre-Calculus	Statistics	Geometry
12	Pre-Calculus or Statistics	Statistics		Algebra 2

* The accelerated pathway is for students who have shown mastery of the prior course content through the designated criteria listed in this policy.

Math Placement

Students will take a short math assessment during their shadow at Grove. This information will give math teachers valuable information on student's skill level.

7th and 8th grade Students

Students entering Grove in 7th grade will automatically be placed in the Math 7 course and all 8th graders will be placed into Math 8. If a 7th or 8th grade student would like to complete the MDTP assessment to see whether they are ready for Algebra 1 course, then they would need to contact the school counselor to request to take the MDTP assessment.

7th grade student that have successfully completed Algebra 1 will be on the most accelerated pathway that Grove offers. Students have to consider taking a math class outside of Grove in order to complete four years of math in high school.

To be placed on the accelerated math pathway, students must fulfill the following criteria:

- Math CAASPP results "Standard met or exceeded" in 7th and/or 8th grade CAASPP test
- MDTP High School Readiness Test: There are 8 critical levels and students must meet or exceed the standard in the following six critical levels:
 - Decimals, including Applications; Percents: Absolute Value

- Fractions, including Applications
 - Linear Equations & Inequalities
 - Functions and their Representations
 - Exponents & Square Roots; Scientific Notation
 - Integers
- Few or no missing assignments in previous mathematics courses and grade of “B” or higher for graded classes

Students in grades 9-12

Students that have passed Math 8 will move into Algebra 1 in 9th grade unless the student is recommended by grove for continued skill building.

Advancing through Summer School Courses

Students are required to take three years of math courses, including Algebra 1, at Grove. Students may take Geometry in summer school. Students will only be placed in Algebra 2 the following year if they have successfully completed both semesters of Geometry in summer school.

Appealing the Math Placement by the School

A parent and/or guardian may appeal the math placement by the school by contacting the counselor and requesting a meeting to review the data the school has and provide other documentation and data that demonstrates the student has the skill necessary to successfully complete the desired math course.

After the completion of the meeting to appeal the placement, the parent and/or guardian may choose for the student to opt into a different math course than recommended by the school with the completion of the Math Placement Waiver.

Re-evaluation

Within the first month of the school year, students can be re-evaluated to ensure that they are appropriately placed in mathematics courses. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

Re-evaluation Appeals Process

Within ten school days of this reevaluation, a student and his/her parent/guardian who disagree with the placement of the student may appeal the decision to the School administration.

The School administration shall decide whether or not to overrule the placement determination within ten school days of receiving the appeal. The decision of the school Administration shall be final.

Non-Discrimination Policy

School staff shall implement the placement policy uniformly and without regard to students' race, sex, gender, nationality, ethnicity, socioeconomic background, or other subjective or discriminatory consideration in making placement decisions.

Training, Communication and Review

School administration shall ensure that all teachers, counselors, and other School staff responsible for determining students' placement in mathematics courses receive training on this placement policy.

Prior to the beginning of each school year, the School administration shall communicate the School's commitment to providing students with the opportunity to complete mathematics courses recommended for college admission, including approved placement criteria and the appeal process, to parents/guardians, students, teachers, staff, and administrators.

This policy shall be posted on the School's website. Annually, the Board and the Head of School or designee shall review student data related to placement and advancement in the mathematics courses offered at the School to ensure that students who are qualified to progress in mathematics courses are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Board shall also consider appropriate recommendations for removing any identified barriers to students' access to mathematics courses.