

Nea Community Learning Center Math Placement Policy

Senate Bill 359: CA Mathematics Placement Act of 2015

The bill requires governing boards that serve students entering grade 9 and that have not adopted a fair objective, and transparent math placement policy as of January 1, 2016, to, before the beginning of the 2016-17 school year, develop and adopt, in a regularly scheduled board meeting, a fair, objective, and transparent mathematics placement policy for students entering grade 9 with specified elements.

Findings and Declarations in SB 359

1. Student achievement in Math is important to prepare students for college and career, especially in STEM fields.
2. Placement in appropriate mathematics courses is critically important for students during high school.
3. The most egregious examples of misplacement occur with successful students and, disproportionately, with successful students of color.
4. Mathematics misplacement has far-reaching impacts on a student's confidence, general knowledge of concepts, and may also impact the college and career opportunities.

The Intent of SB 359

- Close the opportunity and achievement gaps
- Increase access for all students to high-quality math programs that meet the goals and expectations of the Common Core State Standards for Math
- Increase parental level of knowledge when it comes to Math Course Placement
- Ensure a fair process and chance for success for ALL students

SB 359 Requirements and Nea's Math Placement Policy

The Math Placement Policy must do the following:

1. Use multiple objective academic measures of student performance for placement

At the end of each Spring semester all current middle school learners take the CSU Pre-Algebra or Algebra Readiness exam. Math placement for the following school year is based upon:

- *Scores on the CSU Readiness exam*
- *Grades in current math class*
- *Project work in current math class*
- *Scores on SBA assessments may also be taken into consideration within the first month of the Fall semester, all 6th - 9th grade learners are again given the CSU Pre-Algebra and Algebra Readiness exams. If necessary, learner math placement is adjusted.*

2. Include at least one placement checkpoint within the first month of the school year to ensure accurate placement

All 6th - 9th grade learners are re-assessed using the CSU Pre-Algebra and Algebra Readiness exams within the first month of school.

3. Examine aggregate student placement data annually to ensure students who are qualified to progress in math based on performance are not held back on the basis of their race, ethnicity, gender, or socio-economic background

The Math Department will create class lists for the following school year based on the multiple assessment mentioned in #1.

The Math Department Lead will meet with the Lead Facilitator to examine and analyze math placement class lists.

4. Offer clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement

Parents and/or learners may request a re-assessment from the Math Department Lead and the Lead Facilitator if they have questions about their learner's math placement. The learner will be re-assessed in a timely way and re-placed if necessary.