

Regulation 6152.1: Placement In Mathematics Courses

Status: ADOPTED

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Hawthorne School District Mathematics Course Placement Protocols for Pupils Entering Grades 7-8 and Pupils Entering Grades 9-12 at Hawthorne Math and Science Academy

The purpose of these protocols is to create a fair, objective, and transparent policy that serves pupils who are transitioning into mathematics courses in grades 7 and at middle schools in the Hawthorne School District (HSD) and also into mathematics courses in grades 9 through 12 at Hawthorne Math and Science Academy (HMS). Beginning in the 2016-17 school year, the District will implement the requirements of the California Mathematics Placement Act of 2015 to accurately evaluate and place pupils in appropriate mathematics courses. The District will take into consideration the following multiple objective academic measures of pupil performance for the appropriate grade level:

Grade 7 Mathematics or Grade 7 Accelerated Mathematics

1. Standardized statewide mathematics assessment scores (ex. results from the 6th grade mathematics portions of the California Assessment of Student Performance and Progress - CAASPP)
2. Final math grades on the official end-of-year report card
3. Teacher recommendations based upon classroom assessments and grades
4. Results from assessments administered within the first four weeks of the school year to ensure accurate pupil placement and to permit reevaluation of individual pupil progress
5. For pupils transferring in from outside of the District after the first four weeks of the school year, academic records from previous school
6. For pupils receiving special education services, input from the pupil's IEP team

Grade 8 Mathematics or Algebra I

1. 7th grade mathematics course content and completion
2. Standardized statewide mathematics assessment scores (ex. results from the 7th grade mathematics portions of the California Assessment of Student Performance and Progress - CAASPP)
3. Final math grades on the official end-of-year report card
4. Teacher recommendations based upon classroom assessments and grades
5. Results from assessments administered within the first four weeks of the school year to ensure accurate pupil placement and to permit reevaluation of individual pupil progress
6. For pupils transferring in from outside of the District after the first four weeks of the school year, academic records from previous school
7. For pupils receiving special education services, input from the pupil's IEP team

Grade 9 - Algebra I or Algebra II

1. Results from mathematics placement examinations (HMSA end-of-course 8th grade mathematics or Algebra I assessments) administered during the spring or summer preceding the 9th grade year
2. 8th grade mathematics course content and completion
3. Standardized statewide mathematics assessment scores (ex. results from the 8th grade mathematics portions of the California Assessment of Student Performance and Progress - CAASPP)
4. Final math grades on the official semester and/or end-of-year report card
5. Teacher recommendations based upon classroom assessments and grades
6. Results from diagnostic assessments administered within the first four weeks of the school year to ensure accurate pupil placement and to permit reevaluation of individual pupil progress
7. For pupils transferring in from outside of the District after the first four weeks of the school year, academic records from previous school
8. For pupils receiving special education services, input from the pupil's IEP team

Grades 10 through 12 - All Mathematics Courses

1. Previous year's mathematics course content and completion
2. Standardized statewide mathematics assessment scores (ex. results from the 11th grade mathematics portions of the California Assessment of Student Performance and Progress - CAASPP)
3. Final math grades on the official semester and/or end-of-year report card
4. Teacher recommendations based upon classroom assessments and grades
5. Results from diagnostic assessments administered within the first four weeks of the school year to ensure accurate pupil placement and to permit reevaluation

individual pupil progress

6. For pupils transferring in from outside of the District after the first four weeks of the school year, academic records from previous school
7. For pupils receiving special education services, input from the pupil's IEP team

Public Reporting of Pupils' Mathematics Performance

Pursuant to Section 51224.7 of the Education Code, site administration will report annually to the Superintendent or his/her designee on the aggregate pupil placement data, demonstrating that all pupils are appropriately and fairly placed in mathematics courses based upon the multiple objective performance measures listed above. This aggregate pupil placement data will be reported to the Board of Trustees annually.

Parent/Guardian and Pupil Recourse for Challenging Mathematics Placement

The District acknowledges the need to offer clear and timely recourse for each pupil and his/her parent(s) or legal guardian(s) who question the pupil's mathematics course placement. The District enumerates the following remedial steps to be taken within 10 days of pupil's initial course placement or placement decision upon reevaluation:

1. Per parent/guardian's written request, site administration may make available the outcomes from the objective multiple performance measures listed above.
2. Per parent/guardian's written request, site administration will allow a pupil in 9th grade to retake the mathematics placement examination. Based on the result of this assessment, site administration may reconsider pupil's mathematics placement.
3. Per parent/guardian's written request, the Superintendent or designee will review the mathematics course placement and shall decide whether or not to overrule the placement determination within 15 school days of receiving the written request. If the placement determination is overruled, the parent/guardian will sign a waiver requesting that the pupil be placed in the next in sequence course, against the professional recommendation of site administration. By meeting with a school counselor and/or site administrator and signing this waiver, parent/guardian will acknowledge and accept responsibility for requested placement.

Public Reporting of Mathematics Placement Policy

The District shall ensure that its mathematics placement policy is posted on its Internet website.

Inter-District Policy Consistency

This policy addresses the consistency between middle school and high school mathematics course placements within the Hawthorne School District. All efforts are made to ensure consistency with other high school districts into which pupils from the Hawthorne School District might matriculate.
