



Math Placement Act of 2015  
Senate Bill 359



## 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



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



The Math Placement Policy must do the following:

1. Use multiple objective academic measures of student performance for placement
2. Include at least one placement checkpoint within the first month of the school year to ensure accurate placement
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
4. Offer clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement
5. For non-unified school districts, addresses the consistency of math placement policies between elementary and HS districts



# SB 359 Requirements and Our Current Policies and Practices



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

- **Board Policy 6162.5 – Student Assessment**

- “assessments are conducted for purposes of determining students’ eligibility for and appropriate placement in district programs”
- “use of a variety of evaluation measures to reach the Board Policy stated goal”

- **Board Policy 6152 – Class Assignment**

- “student skill level as indicated by achievement and testing data”

- **Current Placement Practices**

- 8<sup>th</sup> grade course and grade used for placement
- CST scores have been used
- Other assessment data provided by feeder schools



# SB 359 Requirements and Our Current Policies and Practices



2. Include at least one placement checkpoint within the first month of the school year to ensure accurate placement
  - **Board Policy 6162.5 – Student Assessment**
    - “assessments are conducted for purposes of determining students’ eligibility for and appropriate placement in district programs”
  - **Board Policy 6152 – Class Assignment**
    - “during the school year, the principal or designee may make any adjustments in class placement which he/she considers to be beneficial to the student”
  - **Current Placement Practices**
    - Use of Mock CAHSEE – all 9<sup>th</sup> graders tested within first three weeks of school



# SB 359 Requirements and Our Current Policies and Practices



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

- **Board Policy 6162.5 – Student Assessment**

- “assessments are conducted for purposes of determining students’ eligibility for and appropriate placement in district programs”
- “tests must correspond to the material that is being taught and reliably measure the extent to which students meet specified standards of achievement”

- **Board Policy 6143 – Courses of Study**

- “superintendent or designee shall ensure that all qualified students have a timely opportunity, within the four years before graduation, to enroll in each course necessary to fulfill requirements for A-G”

- **Current Placement Practices**

- Use of Mock CAHSEE – all 9<sup>th</sup> graders tested within first three weeks of school
- Examination of student data as it relates to placement in courses





# SB 359 Requirements and Our Current Policies and Practices



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

- **Board Policy 6143 – Courses of Study**

- “superintendent or designee shall ensure that all qualified students have a timely opportunity, within the four years before graduation, to enroll in each course necessary to fulfill requirements for A-G”
- “guidance services shall be available to help students select courses relevant to their academic needs”

- **Board Policy 6152 – Class Assignment**

- “the principal or designee may accept from parents/ guardians any information which would be helpful in making placement decisions”

- **Current Placement Practices**

- Course selection process



# SB 359 Requirements and Our Current Policies and Practices



5. For non-unified school districts, addresses the consistency of math placement policies between elementary and HS districts

- **Board Policy 6143 – Courses of Study**

- “the superintendent or designee shall work with representatives of appropriate area districts to ensure articulation of courses between elementary and secondary schools”

- **Current Placement Practices**

- East Side Alliance – collaboration with feeder school districts specific to math course alignment and placement