



2014-15 MIDDLE SCHOOL MATH COURSE AND SECTION PLACEMENT CRITERIA

The full implementation of the Common Core State Standards comes with many transitions, including new instructional approaches, materials, and teacher professional development. Additionally, changes must be made from existing course sequences to new course sequences. The new courses represent significantly increased rigor in mathematics concepts and skills development through all grade levels. In order to insure our students master the newly added content and are prepared for college and careers as well as the new curriculum in high school, Huntington Beach City School District has adjusted course sequencing and will use multiple measures criteria to determine the appropriate course and section placement for students. Students will be adequately prepared for high school success with completion of the Common Core-aligned Mathematics 6, 7, and 8 courses or with the accelerated pathway.

Acceleration options will be made available after sixth grade to students who meet the criteria outlined below. Many different sets of data are required to make these placement decisions; however, the critical assessments under the previous STAR system that have been traditionally used for such decisions (the California Standards Tests, or CSTs) were suspended with the passage of Assembly Bill 484 in May, 2013. This decision was made by the State Board of Education to support the Spring 2014 field test of the new Smarter Balanced Assessment, which did not produce student-level data. In the absence of current State testing results, the District has selected five specific criteria that are a combination of assessments from the new (Common Core) and past (California Content) standards to determine student learning levels and the most effective educational plan for mathematics. The measures we will use are:

- 1) Academic grade in a student's 2013-14 mathematics course: provides a teacher-reported assessment of classroom performance
- 2) 2014 End-of-Year (EOY) Mathematics Exam scores: providing a standards-based skills assessment based on the past standards; this assessment determines specific math concepts students have mastered during the 2013-14 school year
- 3) Spring 2013 CST Mathematics: used to establish a history of past mathematics performance from past standards
- 4) Spring 2012 CST Mathematics: used to establish a history of past mathematics performance from past standards
- 5) Common Core Mathematics Diagnostic: designed to pre-assess students on Common Core content they will be taught in 2014-15; the data from this diagnostic test provides data on concepts students may have mastered already (since the new and past standards have some overlap) which helps teachers lesson plan as well as make adjustments to differentiate their standards-based instruction

ACCELERATION CRITERIA FOR SEVENTH and EIGHTH GRADE

The previous set of standards saw an increasing number of students enrolled in an 8th grade Algebra I course; that same course name will now be the default in 9th grade for most students. Content that was previously taught in the Algebra I course has been included in the new Mathematics 8 course in addition to content from geometry and statistics courses. In order to transition to the Common Core without penalizing students who have already been on an accelerated track while also ensuring their preparedness for high school mathematics, the District has determined a combination of previous and new standards assessment that allow students to demonstrate their readiness for accelerated placement based on mastered skills and classroom performance.

It is important to note that the criteria for the cohort of 2013-14 sixth-grade Pre-Algebra students looking to move forward into Math 8 Accelerated is slightly more stringent than the group of seventh-grade Pre-Algebra students going ahead into the same class. Districts have received guidance from the California State Department of Education to accelerate students very carefully during the middle school years to prevent any learning gaps prior to high school.



Students qualify for a continuation of mathematics acceleration in Grades 7 or 8 if they meet four of these five criteria.

2013-14 Enrollment	Qualifies for acceleration if 2013-14 academic grade is ..	Qualifies for acceleration if EOY Math score is ..	Qualifies for acceleration if 2013 CST (Math) score is ..	Qualifies for acceleration if 2012 CST (Math) score is ..	Qualifies for acceleration if scaled CCSS Diagnostic score is ..	Proposed 2014-15 Enrollment
Grade 6 Math Accelerated	C or better	Meets or Above	Proficient or Advanced	Basic	Grade 7 score 440 - 679	Grade 7 Math Accelerated
Grade 6 Pre-Algebra	B or better	Above	Proficient or Advanced	Proficient or Advanced	Grade 7 score 680+	Grade 8 Math Accelerated
Grade 7 Pre-Algebra	C or better	Above	Proficient or Advanced	Basic	Grade 8 score 100 - 349	Grade 8 Math Accelerated
Grade 7 Algebra	C or better	Meets or Above	Proficient or Advanced	Proficient or Advanced	Grade 8 score 350+	Geometry

PLACEMENT CRITERIA FOR SIXTH GRADE

All sixth grade students will be placed in the Mathematics 6 course; however, students will be clustered in sections to support teachers in determining pacing of content instruction to best meet student learning needs.

Points Earned	EOY Math Score	2013 CST	2012 CST	Grade 6 CCSS Math Diagnostic
4	Above	Advanced	Advanced	Scale Score 680+
3	Meets	Proficient	Proficient	Scale Score 520 - 670
2	Below	Basic	Basic	Scale Score 310 - 519
1		Below or Far Below Basic	Below or Far Below Basic	Scale Score 0 - 309

Sixth-grade students earn one, two, three, or four points for each of the four criteria; please note that classroom grades from fifth grade are not used. After totaling the points for each criteria, students will be placed in grouped sections, as outlined in the table below.

Students with total points between will be clustered in ..	SECTION A	SECTION B	SECTION C	SECTION D
	13 - 16	10 - 12	6 - 9	0 - 5

If you have any questions, please contact your school site principal or the Educational Services Department at the District Office.