

Mammoth Unified School District

Math Placement Plan K-12

Philosophy Statement

The CCSSM content and practice standards have set out a rigorous progression of mathematics for grades K-12. Courses do not repeat material, so it is critical that students not miss necessary foundational concepts. The vast majority of K-8 students will be better-served by following the CCSS course of study through 8th grade, then taking algebra in high school. www.cpm.org/algebra_in_8th_grade.html

Goals for MUSD Mathematics

- Ensure that all students have deep understanding of concepts and can apply them to real world situations
- Design pathways that ensure all students engage in rigorous coursework leading to high levels of math
- Align courses and assessments to CAASPP, Early Assessment Program, and SAT
- Ensure that our students are competitive and college and career ready

What Do the Experts Say?

The Achieve Pathways Group (CA Math Framework, Appendix A):

- Decisions to accelerate before ninth grade should not be rushed. Placing students into an accelerated pathway too early should be avoided at all costs.
- The CA CCSSM Grade 8 standards are of significantly higher rigor than the Algebra 1 course that our students have taken in 8th grade.

Common Core State Standards, Appendix A:

- Skipping material to get a student to a particular point in the curriculum will create gaps in the student's mathematical background, which may create additional problems later.

College Preparatory Mathematics position paper:

- CPM discouraged algebra in the 8th grade for most students and recommended that acceleration should take place in the high school.

Paul Heckman, PH.D., UC Davis Education Professor:

- Instead of having kids go faster, maybe we should be focusing more on understanding. We know this from the research literature on learning and yet the rhetoric around the political aspect of the issue is that "we have to go faster to cover more."

Hung-His Wu, Ph. D., Professor Emeritus, UC Berkley Mathematics:

- ... a misguided topic has emerged: the best way to educate our brightest students in mathematics is to let them accelerate through the grades. But, many of us in the institutions of higher learning across the country do not agree.
- Skimming over existing materials in order to rush ahead to more advanced topics will no longer be considered good practice.

- Mathematics is by nature hierarchical. Every step is a preparation for the next one. Learning it properly requires thorough grounding at each step, and skimming over any topics will only weaken one's ability to tackle more complex material down the road. The weakness usually shows up in students' scientific work in college. This is one reason why many of my colleagues bemoan the practice of acceleration in schools.
- We should not allow a sideshow about acceleration to overshadow our nation's drive to achieve excellence in mathematics education.

Process of Aligning to Practice of the Common Core Standards for Mathematics

- MES piloted CCSS aligned math curriculum
 - Grades K-2 2013-2014
 - Grades K-5 2014-2015
- MMS adopted CCSS aligned math curriculum 2014-2015
- MHS reviewing CCSS aligned math curriculum for 2015-2016
- 6-12 Teachers have had ongoing professional development, coaching, and curriculum alignment with West Ed Consultant 2014-2015
- Ongoing administrative, teacher and parent discussion regarding acceleration of students grades K-12

Stakeholder Involvement

- Discussion with 8th grade parents regarding enrollment for high school math and science
- Parent night information for new 6th graders
- Individual parent meetings
- Collaboration between 5th and 6th grade teachers
- Collaboration between 6-12 teachers
- Other – newsletter; FAQ.....

Math Placement in Grades K-5

No mathematical content is skipped in grades K-5 unless the whole child is accelerated a complete grade level for all subjects. Students will promote to the next grade level each year in all subjects including math. Students are provided differentiated instruction and activities as much as possible to meet the various learning needs and levels of students within each grade. Parent request for math acceleration can only be considered in grades 1-5 based upon the following:

- Grades 1 and 2
 - First and Second grade STAR Math Scores must be 90% or above in all domains
 - Tests and Assessments must be 90% or above
 - Teacher must recommend acceleration
- Grades 3-5
 - Aeries grades – non weighted – tests and quizzes must equal 90% or above
 - CAASPP Performance Task scores must be Above Standard
 - End of year Go Math tests score must be at 90% or above
- Students must show competency in current grade and in beginning of the year test for grade desired to enter
- Criteria must be completed by May 15 to be considered for the next school year placements.
- Student will be re-evaluated within the first two weeks of the new school year

- If a student qualifies for acceleration, during the first year of acceleration, the student must be enrolled in mathematics in current classroom as well as in a next grade level classroom so as not to skip content of the California Common Core State Standards for Mathematics

Math Placement in Grades 6-8

- Students will promote to the next grade level each year in all subjects including math
- Each student is placed into grade level content with remediation and enrichment as necessary to ensure deep understanding, fluency, ability to apply mathematic concepts and to provide appropriate challenge for each student
- No child skips material or content
- Acceleration point will be 8th grade for top 8-10% of students – 8th grade students will take 8th grade math and algebra
- Acceleration must be done thoughtfully with careful considerations of mathematics performance in high school and college
- In order to accelerate in the following school year, students must pass three of the four measurable criteria by the end of the school year:
 - Interim Cumulative Assessment (ICA)
 - Expressions & Equations at Above Standard
 - Number Systems at Above Standard
 - Remaining Domains must be At/Near Standard
 - Star Math Diagnostic
 - Expressions & Equations – 90th percentile or above on 3 of 4 standards
 - Number Systems – 90th percentile or above on 2 of 3 standards
 - Remaining Domains – 80th percentile or above
 - Site Identified Performance Task
 - Above Standard (90th percentile or above)
 - Course Grades
 - Tests & Quizzes – 90% or above each quarter
- Staff will also consider the following factors:
 - Teacher recommendation
 - Work ethic
 - Attendance
 - Parent recommendation
 - Why do you want to accelerate?

Mathematics Placement in Grades 9-12

- Students who have successfully completed algebra in grade 8 will be placed in geometry in grade 9
- Students who have successfully completed grade 8 CCSS math will be placed in Algebra I
 - Passing math 8 second semester with C- or higher
 - Passing math 8 final with a C- or higher
 - Score on STAR Math of
- Students who do not meet the above criteria will be placed in Algebra Fundamentals in grade 9
- No student shall repeat a mathematics course in which he/she has successfully completed (grade D or higher)

- Students wishing to take additional math courses while in high school may take the following concurrent course pairings:
 - Geometry and Algebra II
 - Precalculus and Statistics
- Students will have opportunities to take Advanced Placement and concurrent enrollment courses at Cerro Coso Community College

Reevaluation during First Month of School

All students will be screened with the STAR Math assessment during the first two weeks of school to ensure that they are appropriately placed in mathematics courses. Students scoring at the 90th percentile or above on the majority of the standards, will be rescreened for possible misplacement using the measures and criteria used in the spring. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

Nondiscrimination

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

Appeal Process

Within 10 school days of an initial placement decision or a placement decision upon reevaluation, a student and his/her parent/guardian who disagree with the placement of the student may appeal the decision to the Superintendent or designee. The Superintendent or designee shall decide whether or not to overrule the placement determination with 10 school days of receiving the appeal. The decision of the Superintendent or designee shall be final.