

# Math Placement, Policies, and Plan to Support Students with Three Years of Math

Emily Toone

Director of Curriculum Instruction, English Learner and Language Programs  
Fallbrook Union High School District

Steve Martinez

Assistant Principal  
Fallbrook High School



# Thoughtful, Collaborative Planning

- Research into policies and what other schools are doing
  - Research success of other schools and pull comparative data as well as internal data
- Administration develops a plan and policies and solicits feedback from the following stakeholders:
  - Math Department Chair
  - Math Department
  - English Learner Advisory Committee - Parents
  - English Learner Department
  - Director of Special Education and Special Education Department
  - College and Career Readiness Committee
- Undergo a continuous evaluation and revision process to determine the best course of action

# Internal Data

Data reflects a comparison of students who did or did not complete a 3rd year math (most recent "3rd year" course, or higher, taken at any point in the student's HS course history, up through their 11th grade year) with their Spring 2019 Math SBAC score.

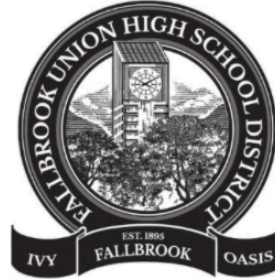
SBAC Perf Level	No 3rd Yr Math		3rd Yr Math Completed		Total # of Stu	Total % of Stu
	# of Stu	% of Stu	# of Stu	% of Stu		
1	153	95.03%	121	38.41%	274	57.56%
2	8	4.97%	89	28.25%	97	20.38%
3	0	0.00%	67	21.27%	67	14.08%
4	0	0.00%	38	12.06%	38	7.98%
Grand Total	161	100.00%	315	100.00%	476	100.00%

# Math Placement Policy

## Incoming Placement

Multiple Measures of Evaluation

Asset Based Placement



Fallbrook Union High School District provides all students with access to high quality mathematics courses and is inclusive of all students regardless of race, ethnicity, gender or socioeconomic background.

Fallbrook Union High School District courses are aligned to the Common Core California State Standards and incorporate the math practices throughout their instruction. It is important that all students have access to high quality math courses that address the goals of these standards.

At Fallbrook Union High School District it is understood that placement in 9th and 10th grade math courses is crucial to a student's future educational success.

At Fallbrook Union High School District we acknowledge that misplacement in the sequence of math courses can impact a student's performance, confidence, and high school experience in addition to the potential impact to the college and career opportunities available to the student.

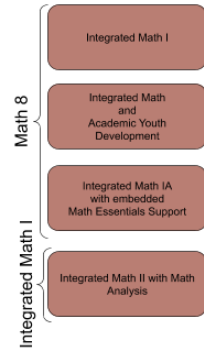
The following are placement practices and policies that incorporate our vision to provide all students with access to high quality mathematics courses and incorporates the [California Mathematics Placement Act of 2015](#).

### Placement Requirements and Multiple Measures:

Fallbrook Union High School District does everything in their power to gather evidence and multiple data measures to correctly identify appropriate placement for incoming 9th grade students. Among the multiple measures that FUHSD utilizes is the 6th-9th grade standards aligned district assessment, and their performance of the California Assessment of Student Performance and Progress (CAASPP), and their math and other subject area grades.

*When a student's placement is in question, the student will be placed in the higher math option, and their need for support will be reevaluated within the first four weeks of instruction of their 9th grade year.*

- Students will be placed in Integrated Math I if they
  - Took Math 8 and received a C or higher
  - Took Math 8 and scored benchmark or challenge on the district assessment
  - Took Math 8 and scored proficient or advanced on the 8th grade Math CAASPP assessment
- Students will be placed in Integrated Math I with Academic Youth Development as an additional support if they
  - Have a F in Math 8 AND Ds or Fs in other 8th grade courses and did not meet any of the criteria to be placed in Integrated Math I
- Students will be placed in our two year long IM I course with embedded Math Essentials course work if they
  - Have a D or lower in only Math 8 and do not meet any of the criteria to be placed in the single year Integrated Math I course.
  - With no transcripts and performing below grade level on the district assessment.
- Students will be placed in Integrated Math II with Math Analysis if they
  - Pass Integrated Math I with a C or better or an equivalent course, ie Algebra I



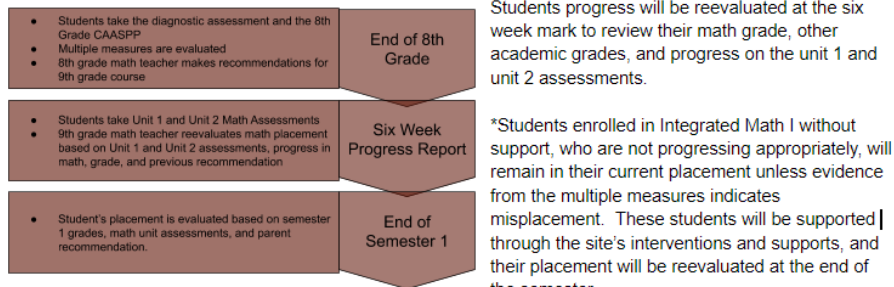
# Reevaluation Process

## Asset Based Reevaluation Process

FUHSD

# DRAFT Math Placement Policy

## Reevaluation Process



### Students may be moved based on evidence from multiple measures:

1. Students who are earning an A or B in their Integrated Math I class and a C or better in all other courses at the six week mark can be moved out of Academic Youth Development into ASB or AVID if they choose.

### Students on an Individual Education Plan

- Placement and support to achieve the three year graduation requirement will be addressed through the IEP Process and the transition meeting between 8th and 9th grade.

### [Site Based Interventions](#)

# Multiple Tier System of Support Interventions

## Site Based Interventions

- Students who fail second semester of IM IB can take APEX IM I for credit recovery, and must cover units \_\_\_\_\_.
- The other option is to take the entire second semester of summer school IM I, which would validate the entire course provided they receive a C or higher.

## Failing at the First Six Week Progress Report in Math Only

- Schedule a parent teacher conference with the counselor to address in class supports for the student
- Provide students and parents with information about peer tutoring, and create a Warrior Way or Title I funded math support after school specifically for these students.

## Failing at the First Six Week Progress Report in Math and Other Courses

- Schedule a Student Intervention Meeting with teachers, counselors, and parents, and determine the factors that are inhibiting learning for the student and apply interventions as appropriate using the MTSS document

## Failing at the Second Six Week Progress Report in Math Only

- Schedule a parent teacher conference with the counselor to address in class supports for the student
- Provide student and parents with information about peer tutoring, and create a Warrior Way or Title I funded math support after school specifically for these students

## Failing at the Second Six Week Progress Report in Math and Other Courses

- Schedule a Student Intervention Meeting with teachers, counselors, and parents, and determine the factors that are inhibiting learning for the student and apply interventions as appropriate using the MTSS document

## Failing at the Semester in Math Only

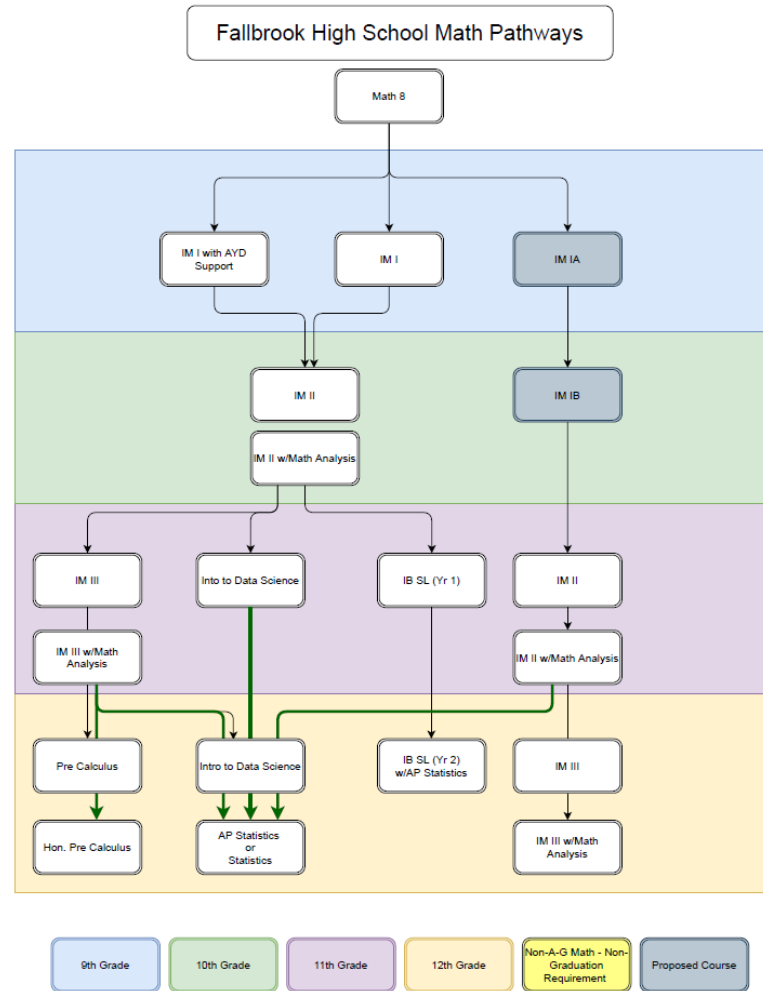
- Counselor meets with student and parent and teacher and the team **considers the supports and options for the student based on the MTSS support system.**
- Teachers collaboratively look at the students who *only* have an F in math and brainstorm strategies for first best instruction to address and support those students.

## Failing at the Semester in Math and Other Courses

- Schedule a Student Intervention Meeting with teachers, counselors, and parents, and determine the factors that are inhibiting learning for the student and apply interventions as appropriate using the MTSS document

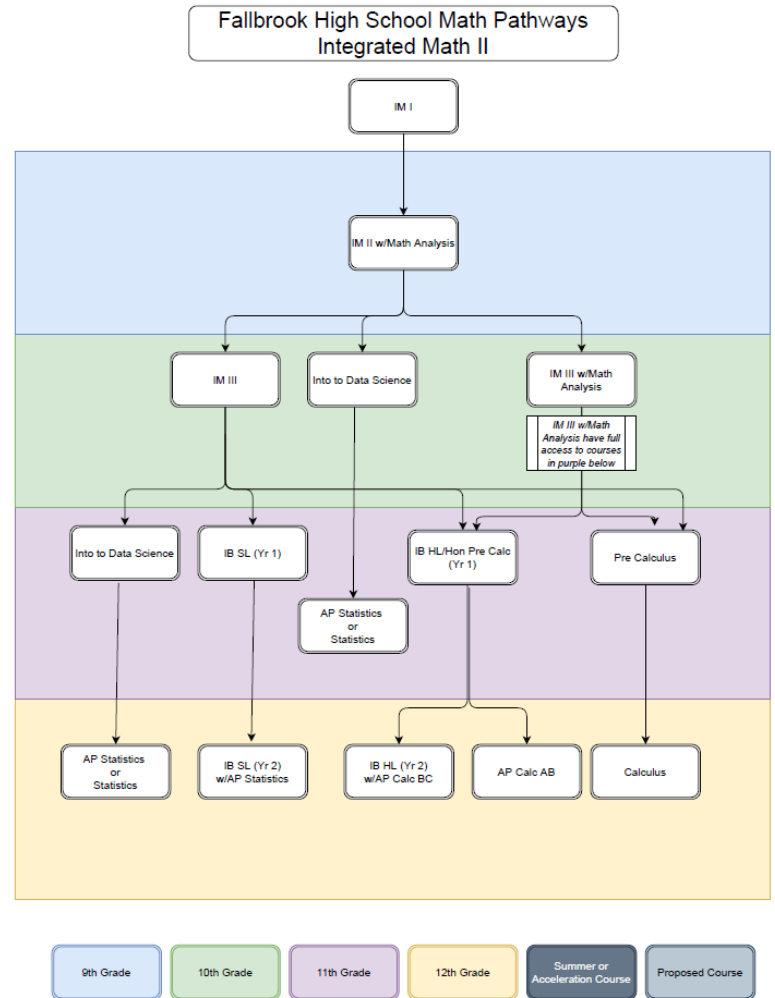
# Math Pathways

## Math 8



# Math Pathways

## Integrated Math I





Thank  
you