



Nord Country School

BP 4040 – Math Placement

1.0 Purpose

The Nord Country School Board recognizes the importance of each student’s achievement in all subject areas, including mathematics, as critical for college and career readiness.

The Nord Country School Board recognizes that 8th grade teachers and counselors play an important role in providing mathematics course placement recommendations to high school districts and in counseling graduating 8th grade students on their mathematics course selection when they enroll in high school.

The Nord Country School Board recognizes that if students are placed below their level of proficiency in 9th grade mathematics courses, their ability to complete the recommended sequence of mathematics courses for admission to the University of California and California State University systems and other higher education institutions is compromised.

The purpose of this policy is to ensure a fair, objective, and transparent protocol for advising and recommending mathematics placement that strictly limits the use of subjective criteria and will result in appropriate 9th grade mathematics student placement.

2.0 Protocol Elements

In accordance with the California Mathematics Placement Act of 2015, this Governing Board directs staff to create, implement, and monitor a protocol for 9th grade mathematics placement recommendations which includes the following elements:

2.1 Reliance on Objective Determination

Recommendations made to the high school district and any advising of 8th grade students regarding their mathematics placement in 9th grade shall be based on objective measures. These measures may include:

- Diagnostic placement tests such as Mathematics Diagnostic Testing Project (MDTP) tests aligned to state-adopted content standards;
- Standardized tests that reflect statewide mathematics assessments;
- Student grades that reflect comprehension and mastery of the subject matter, from both semesters of the 7th and 8th grade years; and
- Other objective indicators of student performance and proficiency in mathematics.

2.2 Limitation on the Use of Subjective Measures for Recommendation

Subjective measures may not be considered when making recommendations to 8th grade students and to the high school district on their 9th grade mathematics placement. However, recognizing that teachers and counselors are often aware of students’ talents and abilities that are not reflected in objective data, an

exception to this prohibition may be made to recommend advancing a student to a higher mathematics class than objective data indicates.

2.3 Implementation, Monitoring, and Accountability

NCS staff involved in advising students on mathematics course placement, or involved in sending recommendations to the high school district for placement, shall be properly trained on the protocol and its use. The protocol shall also include steps for ensuring that it is being followed in practice.

The Nord Country School recommendation and advising protocol shall be developed and implemented in coordination with the corresponding high school district. Once finalized, NCS staff shall work with its partner high school district to ensure that mathematics teachers and counselors at those schools are aware of the recommendation and advising protocol and are appropriately trained on its proper use, implementation, and monitoring.

2.4 Governing Board Approval and Review

NCS staff shall report to the Governing Board on a regular basis while the recommendation and advising protocol is being developed. When the protocol is finalized, NCS staff shall return to the Governing Board to seek approval of the protocol. Once approved, the protocol shall be prominently posted on the NCS website and shall be made readily accessible to parents/students and administrators. NCS staff shall subsequently report to the Governing Board on implementation on an annual basis.

3.0 Adoption and Review

3.1 Originally Adopted: 2/24/2021

3.2 Most Recent Revision: