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## Mathematics Placement Policy

As a college preparatory academy, Gompers Preparatory Academy (GPA) requires every one of its students to complete college prep coursework. At a minimum, every GPA student is required to complete the A through G coursework required for eligibility for the University of California system.

In addition to the minimum A-G requirements, GPA also ensures that its students reach the highest level of high school mathematics possible by senior year. The GPA Math Placement Policy is designed with that purpose. It establishes a transparent and equitable protocol for placement in math courses, ensures the success of each student, and meets the requirements of the California Mathematics Placement Act of 2015.

Under the current Common Core Integrated Math sequence, GPA students normally take math courses according to the following sequence:

Grade 6: Common Core Math 6

Grade 9: Integrated Math I

Grade 7: Common Core Math 7

Grade 10: Integrated Math II

Grade 8: Common Core Math 8

Grade 11: Integrated Math III

Grade 12: Pre-Calculus

Especially for students seeking to enter STEM studies at the university level, it is important that the 6th-12th grade curriculum provide opportunities for students to reach advanced levels of math and science studies. The placement descriptions below demonstrate how Gompers Preparatory Academy creates potential pathways for students to accelerate to Calculus AB and Calculus BC by the end of senior year.

### Math Placement for Students Entering Grade 6

Students entering GPA in grade six are placed in Common Core Math 6. At the beginning of the year, students are assessed using ADAM (Adaptive Diagnostic Assessment of Mathematics). ADAM results

are used to determine present levels and the potential for alternative placement, along with a combination of other data that may be made available by student's previous schools or districts. This may include one or more of the following:

- Statewide math assessments through the CAASPP (California Assessment of Student Performance and Progress)
- Grades from previous math courses
- Recommendation, if available, of each student's previous Math teacher based on classroom assignment and grades

### **Math Placement for Students Entering Grade 7 & 8**

As middle school students complete ADAM each school year, the yearly results are used to determine placement, along with a combination of following:

- Statewide math assessments through the CAASPP (California Assessment of Student Performance and Progress)
- Grades from previous math courses
- Recommendation, if available, of each student's previous Math teacher based on classroom assignment and grades
- Performance in online math programs including, but not limited to Khan Academy, Math Edge, and ADAM

### **Math Placement for Students Entering Grade 9**

In determining the mathematics course placement for entering 9th grade students, GPA systematically takes multiple objective academic measures of student performance into consideration, including:

- Statewide math assessments through the CAASPP (California Assessment of Student Performance and Progress)
- Placement tests that are aligned to state-adopted content standards in Math
- Recommendation, if available, of each student's previous Math teacher based on classroom assignment and grades
- Recommendation, if any, of each student's current mathematics teacher based on classroom assignments and grades provided at the beginning of the school year
- Final Math grade in student's official, previous end-of-year report card

- Results from all placement checkpoints, including at least one placement checkpoint within the first month of the school year as described below
- High school students may be considered for accelerated placement by expressing interest by way of the counseling office.

## **Eligibility Check Points**

GPA will provide a placement checkpoint within the first month of the school year to ensure accurate placement and to reevaluate individual student progress. All Math teachers responsible for teaching 9th grade students will assess the math placements for each 9th grade student assigned to the teacher's mathematics class. The assessment will take into consideration factors which may include, but are not limited to, the student's classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's math placement. Based on the assessment, students will be recommended either to remain in the current math placement or be transferred to a more appropriate placement.

### **Annual Review of Data**

GPA will examine student placement data annually to ensure that students who are qualified to progress in mathematics courses based on performance measures are enabled to do so. GPA will annually report the aggregate results of this examination to the Board of Directors.

### **Placement Recourse**

The school offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

A parent/legal guardian of any 9th grade student may request from Leadership the following, in writing:

1. Information regarding how the student's mathematics placement was determined, including the objective academic measures used in determining the placement.
2. An opportunity for the student to retake the assessment that used to determine placement, to be facilitated within two (2) weeks.

3. Reconsideration of the student's mathematics placement based on objective academic measures.  
The student's math teacher will assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in this policy. Based on this assessment, GPA will determine whether the most appropriate math placement for the student is the student's current placement or another placement, in which case GPA will specify the mathematics course or level recommended for the student. Within 30 days, GPA will provide the determination as well as the objective academic measures used to make that determination.

If, after reconsideration of the student's mathematics placement by the Director or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Director or designee, acknowledging and accepting responsibility for this placement.

GPA will ensure that its most updated math placement policy is posted on the school's website.

GPA students are expected to meet the California Common Core State Standards for math. These standards are fully implemented and assessed as a commitment to providing math pathways for all students that supports college and career readiness. The standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as conceptual understanding.

GPA math instruction will focus deeply on the concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence is fostered through vertical alignment.

Students must complete three years, or six semester credits, of math course work in order to meet GPA's requirements for graduation. Because GPA is a college preparatory school, students are required to meet the minimum recommendations set forth by the University of California (UC) system (three years) and urged to complete a fourth year, as recommended by UC. Accordingly, the typical math pathway at GPA begins with Integrated Math I and II, and III, followed by one of the following additional math classes: Pre-calculus, or Calculus AB, with the potential to reach Calculus BC if the student has qualified to bypass one or more of the earlier courses.

A combination of the following criteria determines eligibility for placement in accelerated math course:

- ADAM (Adaptive Diagnostic Assessment of Mathematics) score
- CAASPP (California Assessment of Student Performance and Progress) math score
- Grades from previous math courses
- Performance in online math programs including, but not limited to Khan Academy and Math Edge

This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.