



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

**TITLE:** Mathematics Placement for Secondary Schools

**NUMBER:** REF-5720.1

**ISSUER:** Jaime R. Aquino, Ph.D.  
 Deputy Superintendent of Instruction

Gerardo Loera, Executive Director  
 Office of Curriculum, Instruction and School Support

**DATE:** April 23, 2012

**ROUTING**  
 All Offices  
 Local District Superintendents  
 Administrators of Instruction  
 Local District Directors  
 Principals  
 Mathematics Department Chairs,  
 Coaches and Teachers  
 PreK-12 Counseling Coordinators,  
 Counselors, APSCS, SLC Leads

**PURPOSE:** The purpose of this Memorandum is to provide guidelines to ensure that all students transitioning to Grades 8 and 9 are placed in appropriate mathematics courses based on multiple sources of data.

**MAJOR CHANGES:** Algebra Readiness is a default placement for grade 8 students who did not meet the placement criteria for Algebra 1 or Algebra 1 with intervention for the 2012-2013 school year.

**INSTRUCTIONS: I. BACKGROUND**

In order for the students to meet graduation requirements, it is vital that students are programmed into the appropriate sequence of courses with multi-tiered levels of support as needed. The purpose of this policy is to ensure that all students achieve the mathematics standards and graduation requirements. All decisions regarding placement should be monitored regularly. These guidelines are in alignment with the A-G Resolution and the goals of the Performance Meter. Therefore, this memorandum provides guidelines to ensure that all students are provided the opportunities, encouragement and support to complete course work beyond minimum graduation requirements, and to ensure they are prepared to achieve their post-secondary goals.

**Algebra 1 Year-long Course**

Algebra 1 will be a year-long course for the 2012-2013 school year for all students taking Algebra 1 for the first time (REF-5717.0). There are two course codes for the year-long Algebra 1 course (310319 and 310320). Schools will schedule the year-long course through the fall and spring terms. Marking periods will remain the same (every 5 weeks). A final mark for 10



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credits will occur at the end of year and transcripts will be updated. Students that have passed either Algebra 1A or 1B before the introduction of this year-long Algebra 1 course will be allowed to take only the section they need to complete their 10 credits. They will not have to take the year-long course.

### II. GRADE 8 PLACEMENT

Algebra 1 is the core mathematics course for students in Grade 8. However, some students may be placed in an accelerated track due to their advanced understanding of mathematics, or in Algebra Readiness to accelerate their development of the skills necessary to succeed in Algebra. The current Secondary Mathematics Guidelines for Standards-Based Instruction

(Revised July 2008) provide possible pathways for students in Grades 6 through 12 to meet core course requirements.

#### a. Initial Placement Recommendations (When preparing the fall Matrix)

- Assessments: The previous year CST score and the periodic assessments, as they become available, can be used to determine proficiency and student placement.
- Mark: Consider the most current mathematics mark available.

#### b. Final Recommendation (July/August)

- Assessments: The CST score for the previous year and the periodic assessments should be used to reprogram students if that would give them the advantage of a higher course placement.
- Grade: Consider the final grade in the mathematics course.

Placement of students should be based upon multiple measures and assessments. Utilizing relevant and current data will lead to accurate placement of students into Algebra I, Algebra Readiness, or Geometry for accelerated students. Algebra Readiness is a default placement for grade 8 students who did not meet the placement criteria for Geometry (310401 and 310402), Algebra 1 (310319 and 310320), or Algebra 1 with Algebra 1 Tutorial Lab (312601 and 312602) for the 2012-2013 school year. The table on the next page details criteria recommendations for 8<sup>th</sup> grade student placement for Fall 2012.



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Grade 8 Criteria		
Algebra 1	Algebra 1 w/ Algebra 1 Tutorial Lab	Geometry
Student meets 2 out of 3 of the following criteria	Student meets 2 out of 3 of the following criteria	Student meets 3 out of 4 of the following criteria
Assessment	Assessment	Assessment
1. Scored Basic, Proficient or Advanced on at least two 7th Grade Periodic Assessments	1. Scored Basic on at least two 7th Grade Periodic Assessments	1. Scored Proficient or Advanced on at least two Algebra 1 Periodic Assessments
2. Scored Basic, Proficient or Advanced on 6th grade Math CST	2. Scored Basic on 6th grade Math CST	2. Scored Proficient or Advanced on 6th grade Math CST
3. Received a mark of “C” or better on 7th grade mathematics report card	3. Received a mark of “C” on 7th grade mathematics report card	3. Received a mark of “C” or better on Algebra 1 in 7 <sup>th</sup> grade
		4. Algebra 1 EOC*

*\*Only for students who took Algebra 1 in MS to determine HS graduation credit and advancement to Geometry or Algebra 2 (Refer to BUL-5325.1).*

### c. Intervention Courses for Grade 8

In addition to core mathematics courses, intervention elective courses are available in the Guidelines for Standards-Based Instruction to be used in grade eight. These elective courses include the standards, focus, and scope to address the student’s needs:

Course number	Title	Abbreviation	Grade Level
310231	Mathematics Tutorial Lab Middle School A	MATH TU LB MS A	6-8
310232	Mathematics Tutorial Lab Middle School B	MATH TU LB MS B	6-8
312601	Algebra 1 Tutorial Lab A	ALG1 TUT LAB A	7-12
312602	Algebra 1 Tutorial Lab B	ALG1 TUT LAB B	7-12



### III. PLACEMENT IN HIGH SCHOOL

The A-G Resolution requires students in the class of 2016 to successfully complete 30 units of college preparatory courses in mathematics according to

BUL-2513.1 and REF-5152.0. California Education Code (EC) specifies that pupils must meet the following minimum graduation requirements for mathematics:

- Complete at least two courses in mathematics in grades nine through twelve.
- One or a combination of these courses must meet or exceed the rigor of the content standards for Algebra I.

All eighth grade students transitioning into ninth grade after July 2012 must be enrolled in a course meeting the C-graduation requirements which must be Algebra 1 and above based on the following criteria:

Eighth grade students that met the following criteria outlined in BUL-5325.1 will receive 10 high school mathematics credits for Algebra 1:

- pass the Algebra 1AB with a grade of “C” or better, **and**
- pass the Algebra 1 *End of Course* exam with a score of 60%, **or**
- score Proficient or Advanced on Algebra 1 CST

Students meeting the above criteria must be enrolled in the next level of mathematics course in middle or high school. This could be Geometry or Algebra II.

Eighth grade students transitioning to ninth grade who did not meet the above criteria **will not** earn high school mathematics graduation credit through their 8<sup>th</sup> grade mathematics course. Students who earned a passing score of at least 60% on the Algebra 1 *End-of-Course* exam, or a score of Proficient or Advanced on the Algebra 1 CST, but scored a “D” in their Algebra 1 class may be enrolled in the next higher level of mathematics, but will not earn high school mathematics graduation credit. Placement of incoming 9<sup>th</sup> grade students depends on the course they took in 8th grade and their success in that course.

#### a. Student identification for the intervention program in 9<sup>th</sup> grade

- All ninth-grade students, including students with disabilities served in a special day class, who took Algebra Readiness in the 8th grade must be enrolled in a second elective mathematics class (Algebra 1 Tutorial Lab) if they meet the criteria listed in Grade 9 Tier II Support Placement below.



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- All students who took Algebra 1 in the 8th grade must receive intervention if they meet the criteria listed in Grade 9 Tier II Support Placement below.

Grade 9 Tier II Support Placement		
Algebra 1 w/ Algebra 1 Tutorial Lab	Geometry w/ Geometry Tutorial Lab	Algebra 2 w/ Algebra 2 Tutorial Lab
Student meets 2 out of 4 of the following criteria	Student meets 2 out of 4 of the following criteria	Student meets 2 out of 3 of the following criteria
Assessment	Assessment	Assessment
1. Scored Below Basic or Far Below Basic on Algebra Readiness or Algebra 1 Periodic Assessments	1. Scored Below Basic or Far Below Basic on at least two Algebra 1 Periodic Assessments	1. Scored Below Basic or Far Below Basic on Algebra 1 Periodic Assessments
2. Scored Below Basic or Far Below Basic on 7th grade Math CST	2. Scored Below Basic or Far Below Basic on Algebra 1 CST	2. Scored Below Basic or Far Below Basic on Algebra 1 or Geometry CST
3. Received a mark of “D” or “F” on 8th grade Algebra Readiness or Algebra 1	3. Received a mark of “D” or “F” in Algebra 1	3. Received a mark of “D” or “F” on Algebra 1 or Geometry
4. Scored less than 50 % on 8th grade Diagnostic Assessment*	4. Scored less than 60% on Algebra 1 EOC**	

\* Only for Algebra Readiness Students to determine their intervention needs in 9<sup>th</sup> grade (Refer to Mathematics Framework for CA Public School).

\*\* Only for students who took Algebra 1 in MS to determine HS graduation credit and advancement to Geometry or Algebra 2 (Refer to BUL-5325.1).

## b. Intervention Courses for Grade 9

These elective courses included in the Guidelines for Standards-Based Instruction have standards, focus, and scope to address and bridge the student’s needs:

Course number	Title	Abbreviation	Grade Level
312601	Algebra 1 Tutorial Lab A	ALG1 TUT LAB A	9-12
312602	Algebra 1 Tutorial Lab B	ALG1 TUT LAB B	9-12
312605	Geometry Tutorial Lab A	GEOM TUT LAB A	9-12
312606	Geometry Tutorial Lab B	GEOM TUT LAB B	9-12
312609	Algebra 2 Tutorial Lab A	ALG2 TUT LAB A	9-12
312610	Algebra 2 Tutorial Lab B	ALG2 TUT LAB B	9-12
310209	Essential Standards in Mathematics	ESS STAND MATH	10-12



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### IV. WAIVER

Local Districts may consider waivers from schools seeking to use their own data-driven placement policy. Schools that meet the following criteria on their 2010-2011 CST scores will be granted the autonomy to use their own multiple measure criteria:

- 50% of students in the school are scoring proficient or advanced in CST mathematics, and
- The achievement gap between all students scoring proficient and advanced and any significant subgroup (20 students or more) of African American or Latino students does not exceed 15% based upon the last CST scores, and
- 75% of the students are passing their current course or class.

Should any school(s) decide to exercise autonomy to use their own placement criteria, the school must show that their placement criteria are based on the following multiple measures:

- The most current math mark
- Previous CST scores
- Formative Assessments or locally designed periodic assessments that are aligned to the CA mathematics standards for the grade level or course, and address at least 85% of the standards
- Diagnostic Assessments
- Others (specify)

The school seeking a waiver from using these placement criteria must submit Attachment A to both their Local District and to Gerardo Loera, Executive Director, Office of Curriculum, Instruction and School Support no later than June 15, 2012. The waiver request must include specific alternate criteria for mathematics placement of students that will be used consistently, ensure a high level of access and equity, and reference appropriate data.

### RELATED RESOURCES:

- Mathematics Framework for California Public Schools  
LAUSD Mathematics Guidelines for Standards-Based Instruction
- BUL-5325.1 Algebra 1 End-of-Course Examination Requirement for Granting Graduation Credits in Mathematics at Middle School, dated February 21, 2012
- BUL-2513.1 Enrolling Students in A-G Required Courses, dated September 21, 2006.
- BUL-307.1 Graduation Requirements Grades 9-12: For Students in the Graduating Classes of 2010 and 2011, February 8, 2010.
- REF-5152.0 Scheduling Secondary English Learners and Staffing, dated June 3, 2010
- REF-5717.0 Algebra 1 Year Long Course dated February 17, 2012



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**ASSISTANCE:** For assistance or further information, please contact Shirley Guzman, Caroline Piangerelli, or Philip Ogbuehi at the Pre-K-12 Mathematics Branch of the Office of Curriculum, Instruction, and School Support at (213) 241-6444, or by email at [shirley.guzman@lausd.net](mailto:shirley.guzman@lausd.net), [caroline.piangerelli@lausd.net](mailto:caroline.piangerelli@lausd.net), [philip.ogbuehi@lausd.net](mailto:philip.ogbuehi@lausd.net).