

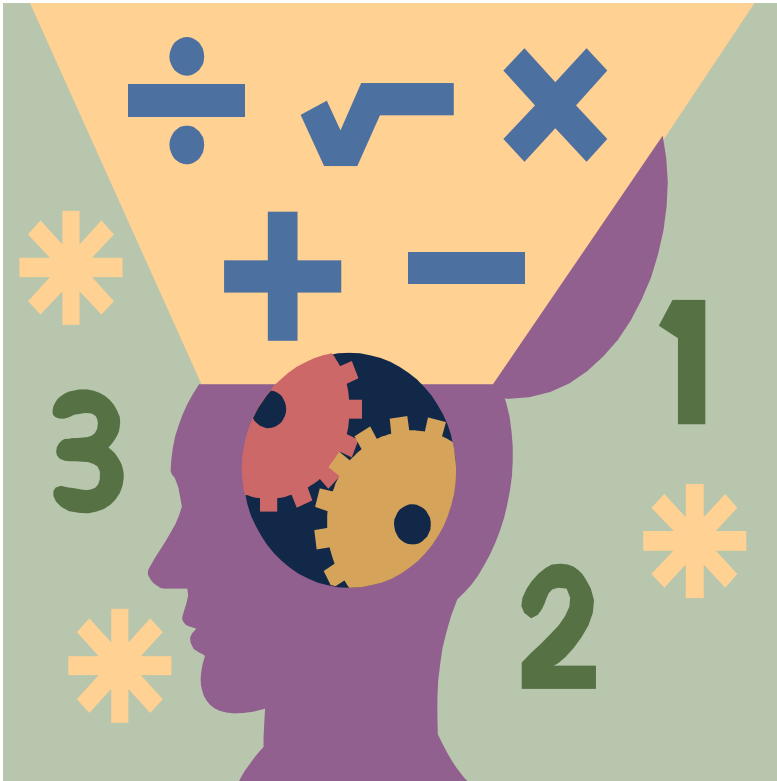
Math Misplacement

Eleanor Clement Glass, Chief Giving Officer

Objectives

1. Understand the issue of math misplacement and why it is so serious
2. Share Silicon Valley Community Foundation's response to this issue
3. Invite you to join us in looking for ways to fix this problem

The Issue: Math Misplacement



Students forced to repeat Algebra I in 9th grade after successfully completing Algebra I in 8th grade

Legal Liability for Math Misplacement

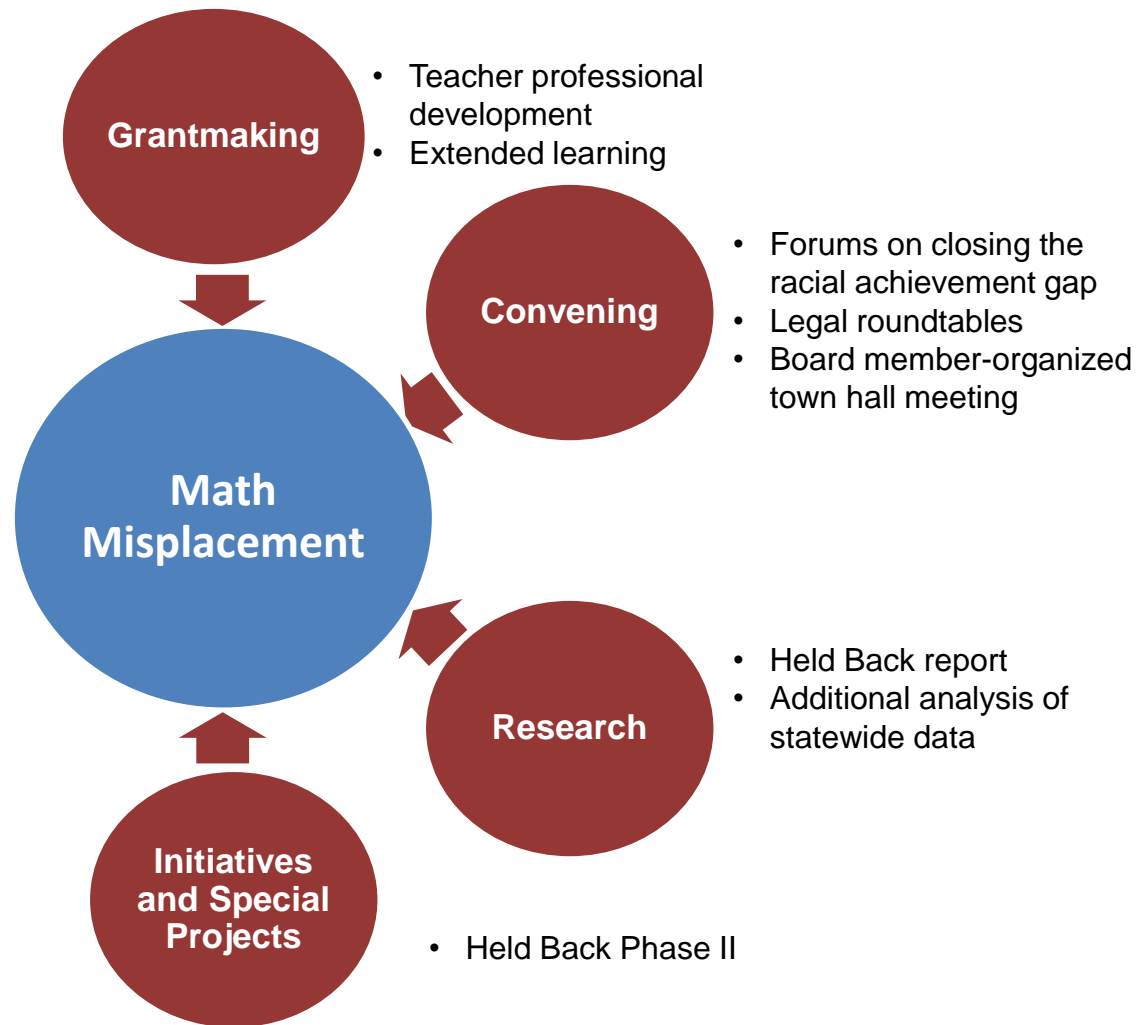


Disparate Impact

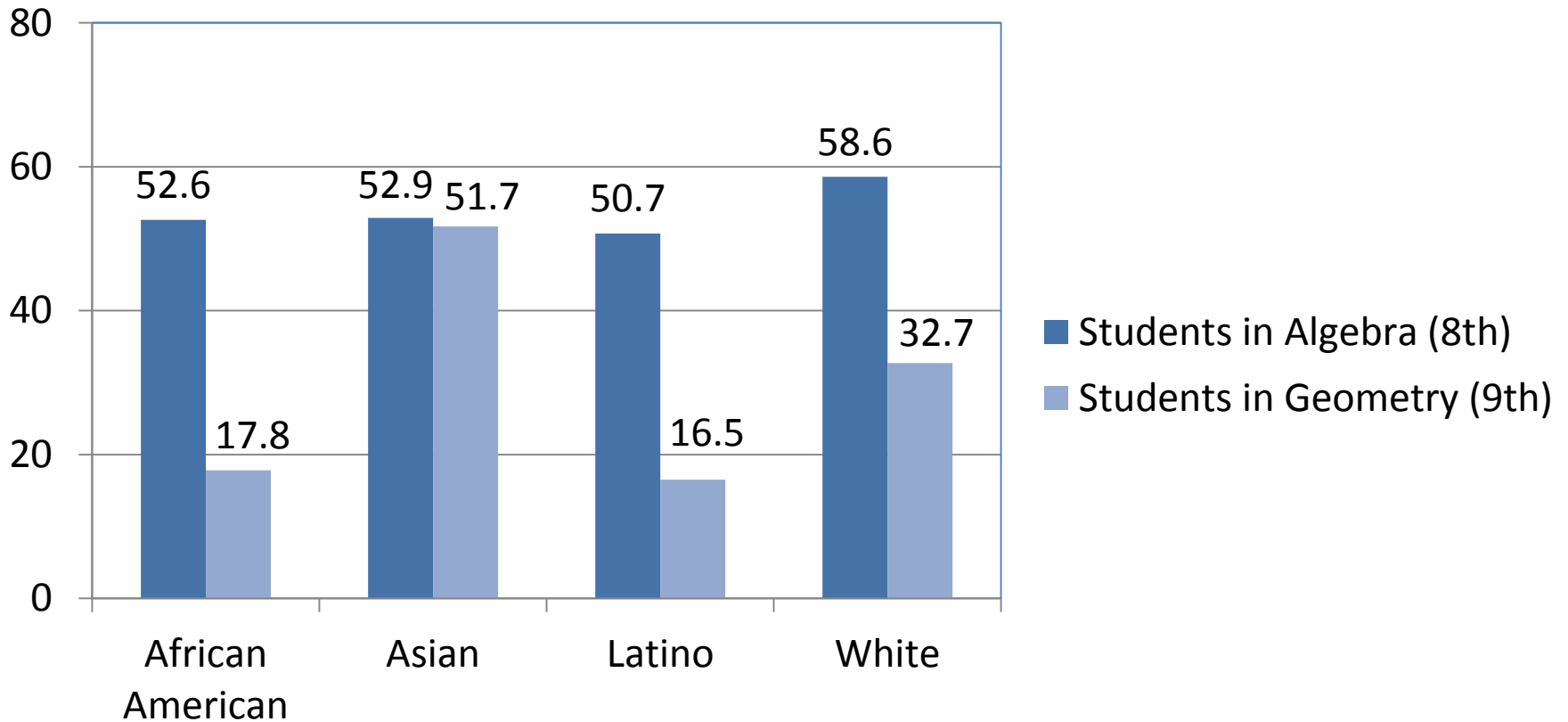
*A policy or practice that is facially neutral but disproportionately and unjustifiably affects members of a protected group, including groups defined by race.**

* From *Held Back* report conducted by Lawyers' Committee for Civil Rights

Community Foundation Tool Kit



Held Back Report Findings



Based on data taken from "Pathways Study," Noyce Foundation

How Widespread is Math Misplacement?

- *College Bound in Middle School & High School? How Math Course Sequences Matter* study*
- Included a sample of over 24,000 students across 24 unified school districts in California
- Districts were diverse in terms of location, size, student demographics and achievement
- Students were 7th graders in 2004/05 and expected to be 12th graders in 2009/10

* Study conducted by The Center for the Future of Teaching & Learning at WestEd

Many students repeat algebra, but few repeaters achieve proficiency on their second attempt.

Roughly one third of students in the study repeated algebra 1 at some point between grades 7 and 12 — repetition that yielded discouraging results.

Will be doing more analysis to better understand the characteristics of these students

Held Back – Phase II

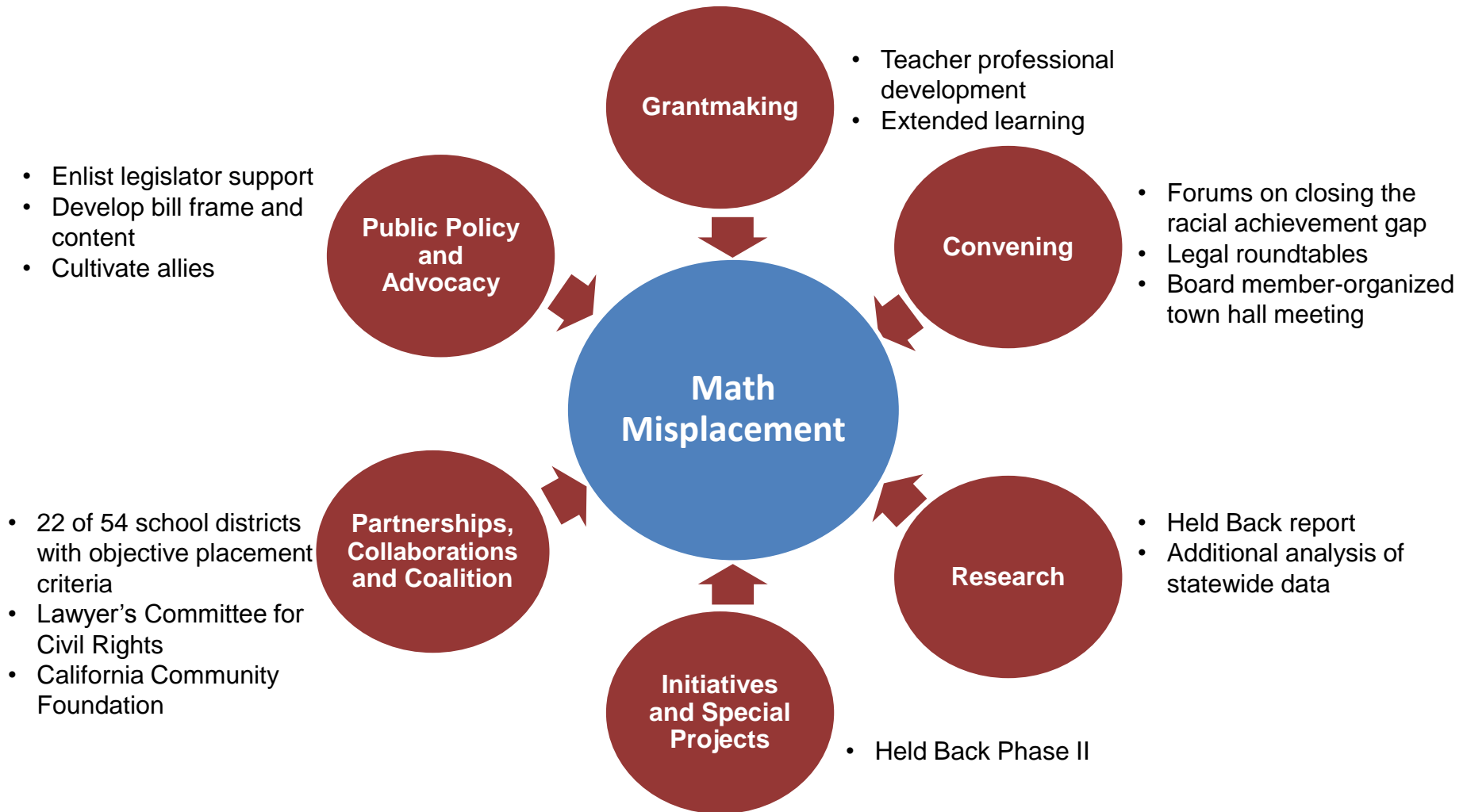
Request for additional information:

- Policies and practices
- Data (grades, test scores, placement, etc.)
- Description of math courses
- Placement criteria

Challenges:

- Burdensome
- District fragmentation and alignment
- Don't ask us, it's them

Our Response



Questions?

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