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

Math Misplacement

- Teacher professional development
- Extended learning

Grantmaking

- Forums on closing the racial achievement gap
- Legal roundtables
- Board member-organized town hall meeting

Convening

- Held Back report
- Additional analysis of statewide data

Research

- Held Back Phase II

Initiatives and Special Projects
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

Math Misplacement

- Teacher professional development
- Extended learning

Grantmaking

Public Policy and Advocacy

- Enlist legislator support
- Develop bill frame and content
- Cultivate allies

Convening

- Forums on closing the racial achievement gap
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- Board member-organized town hall meeting

Partnerships, Collaborations and Coalition

- 22 of 54 school districts with objective placement criteria
- Lawyer’s Committee for Civil Rights
- California Community Foundation

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Initiatives and Special Projects

- Held Back Phase II

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Questions?

Eleanor Clement Glass
Chief Giving Officer
Silicon Valley Community Foundation
2440 West El Camino Real, Suite 300 | Mountain View, California 94040