



Mathematics Placement Policy for Entering 9th Grade Students

Initial Placement

All entering 9th grade students will be placed in mathematics courses fairly and without regard to race, ethnicity, gender, or socioeconomic status. Entering 9th grade students will be initially placed in mathematics courses according to the following criteria:

1. **Prior Year Report Card or Transcript:** A student's 9th grade mathematics course placement will be determined first and foremost by his or her prior performance in mathematics courses, as evidenced by an official report card or transcript. A grade of 70% C- or higher in the student's most recent mathematics course will earn an advancement to the next level course* for 9th grade. A grade of less than 70% C- in the student's most recent mathematics course will require repetition of an equivalent course* in 9th grade.
2. **Standardized Test Results:** If a report card or transcript from the prior school year is not available at the time of enrollment, or if staff wish to review/confirm the validity of mathematics course placement based on a report card or transcript, the most recent standardized test results in mathematics may be used. If standardized test results are used to determine mathematics course placement, results showing that a student met or exceeded 8th grade level mathematics standards will cause the student to be placed in Algebra 1 in 9th grade. Results showing that a student did not meet or nearly met 8th grade level mathematics standards will cause the student to be placed in Pre-Algebra in 9th grade.
3. **Mathematics Entry Exam:** If a report card or transcript from the prior school year is not available at the time of enrollment, a student's 9th grade mathematics course placement may be determined by his or her performance on a mathematics entry exam administered in person at the resource center. The mathematics entry exam may also be used to confirm or review placement based on a prior year report card, transcript, or standardized testing results.
4. **Course Request:** If no prior year report card, transcript, or standardized testing results are available, and a student cannot physically attend the resource center to take the mathematics entry exam, the student's 9th grade mathematics course

placement may be determined by a conversation between Pivot Charter School staff, the student, and the student's parent(s) or legal guardian(s). A similar conversation may be used to confirm or review placement based on a prior year report card, transcript, standardized testing results, or the results of the mathematics entry exam.

5. **Checkpoint:** Pivot will also review results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year, as described below.

* Pivot Charter School's standard high school college preparatory mathematics course progression and equivalent courses are listed in the table below. Many variations are possible, and some additional/optional mathematics course offerings are not listed. The table below shows only the courses that 8th graders and entering 9th graders routinely take.

Pivot Charter School Course Progression	Examples of Equivalent Course(s)
Pre-Algebra	Algebra Readiness, 8th Grade Math
Algebra 1 or Integrated Mathematics I	HS Mathematics I
Geometry or Integrated Mathematics II	HS Mathematics II
Algebra 2 or Integrated Mathematics III	HS Mathematics III

Placement Review Checkpoint

The aforementioned criteria will determine initial placement in mathematics courses. However, 9th grade students' performance in mathematics courses will be reviewed within one month of the start of the school year to ensure accurate placement and permit reevaluation of individual student progress, and some students' mathematics course placements may change. Pivot will take into consideration factors which may include, but are not limited to, the student's assignments, quizzes, tests, exams, grades, 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 mathematics placement. Each student's course placement will be confirmed or changed based on his or her performance in the initially assigned mathematics course. If a student is struggling significantly, he or she may be placed in a mathematics support course or tutorial or may be reassigned to a lower level course.

Recourse

In the event that a student or his or her parent or legal guardian wishes to question the student's mathematics course placement, a request must be made in writing to the student's Educational Coordinator (EC). The EC will review the student's progress and performance, discuss options with the person who made the request, and apply any changes agreed upon by the concerned parties. If the requesting party is dissatisfied with the results of the EC's review or recommendations, a request for mathematics course placement review must be made in writing to the Executive Director. The Executive Director will resolve any dispute and make the final determination regarding the student's mathematics course placement.

Aggregate Data

The Pivot Executive Director, or designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included above are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. Pivot shall annually report the aggregate results of this examination to the Pivot Board.

A copy of this Mathematics Placement Policy is posted on the School's website.