



## **9th Grade Mathematics Course Placement Policy**

ECHS and the ECS Governing Board recognize that student achievement in mathematics is critical for preparing students for college and career, especially in science, technology, engineering and mathematics (STEM). A student's 9th grade mathematics placement in particular is crucial to ensuring future educational success.

In order to ensure that all students are placed in the proper mathematics course during their 9th grade year, ECHS staff will:

- Systematically take multiple objective academic measures of pupil performance into consideration, including results from diagnostic placement tests and interim assessments, which are aligned to state-adopted content standards.
- Include at least one placement checkpoint within the first month of the school year to ensure accurate placement and to permit reevaluation of individual student progress. This will include performance in Integrated Math 1 and on the Northwest Evaluation Association's (NWEA) Fall Measures of Academic Progress (MAP) assessment. 9th grade students scoring in the 74th percentile or higher on the NWEA MAP will qualify to advance to the accelerated math track, and the current teacher will notify the student of their recommended advancement into the accelerated program. If a student does not wish to advance, a mandatory student/parent/guardian meeting will be held with ECHS counselor/administrator to ensure that student/parent/guardian are informed about the implications of staying in their current math course.
- Review on an annual basis the examination of pupil placement data to ensure that students are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background.
- Create and submit a report on the results of the annual examination to the ECS Governing Board.
- Offer a clear and timely recourse for each pupil and his or her parent or legal guardian who questions the student's placement.