
MATHEMATICS PLACEMENT POLICY

Pathways Academy Adult Education (“PAAE”) believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. The Board of Directors of PAAE (“Board”) recognizes that student achievement in mathematics is critical for preparing students for college and career, especially in science, technology, and engineering.

A student’s ninth grade mathematics placement is crucial to ensuring future educational success. The Board affirms that a fair, objective, and transparent mathematics placement policy that strictly limits the use of subjective criteria in placement decisions will result in an appropriate ninth grade mathematics student placement and will prevent mathematics misplacement.

The Executive Director or designee shall work with teachers, counselors, and administrators to administer this policy to ensure PAAE’s students are placed in a mathematics course in compliance with applicable law. PAAE staff shall implement this policy and placement practices uniformly and without regard to students’ race, sex, gender, nationality, ethnicity, socioeconomic background, or any other subjective or discriminatory consideration.

Mathematics course placement shall systematically take into consideration multiple objective and academic measures that may include, but are not limited to:

- A standardized placement test that includes a mathematics component for incoming ninth graders;
- Objective measures, such as grades and assessment results from prior years; and
- Other objective indicators of student performance and proficiency in mathematics.

PAAE has also adopted the following guidelines for systematically considering whether to place a student in Algebra 1. Students generally must meet at least two of the below indicators to demonstrate readiness for Algebra 1:

1. Score at grade level or show readiness according to a local diagnostic assessment.
2. Student’s CAASPP results indicate “standard met” for 8th grade math.
3. Grade of “C” or higher on directly preceding math course.
4. Teacher recommendation.
5. Lead counselor recommendation.

If a student disagrees with their placement, a student (or the parent/guardian on the students’ behalf) shall have seven (7) calendar days after receipt of the placement to provide a written appeal to PAAE. Students shall submit appeals to the Executive Director at jluedtke@pathwayscharterschool.org. The Executive Director shall use objective measures to

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determine if a student's placement was appropriate. The Executive Director or designee shall make a decision on the appeal and such decision will be final.

When a student does not qualify to be enrolled in a higher-level mathematics course based on a consideration of the objective measures specified above, the student may nevertheless be admitted to the course based on the recommendation of a teacher or counselor who has personal knowledge of the student's academic ability.

Within the first month of each school year, PAAE staff shall evaluate students to ensure that they are appropriately placed in mathematics courses based on the objective measures listed above, including individual student progress. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

Annually, PAAE staff shall review student data related to placement and advancement in the mathematics courses offered at the school to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. PAAE staff shall annually report the results of this examination to the Board. PAAE staff shall also consider appropriate recommendations to the Board for removing any identified barriers to students' access to mathematics courses.