



Summit Public Schools Math Placement¹

All of Summit's math courses are personalized and differentiated in order to meet the needs of very diverse learners. The vast majority of incoming 9th graders will be appropriately challenged by Math I. However based on their previous exposure to math, it may be appropriate for some incoming 9th graders to start their Summit math sequence in Math II.

In order to be eligible to take Math II as a freshman, students must:

- Express preference to accelerate in their math sequence.
- Score a 3 or 4 (standard met or standard exceeded) on the 8th-grade math CAASP test
- Demonstrate proficiency of Algebra and Geometry concepts as well as math problem-solving strategies on a Diagnostic Placement Exam to be administered within the first two weeks of school.

The goal is for students who are accelerating to start in their right-fit math course as close to the first day of school as possible. This will allow them to have the smoothest transition possible. It will also mean that by the time they start in the accelerated course, they will not yet have completed the required content assessments of the course they are accelerating out of.

Students are given the opportunity to learn more about acceleration during Student Orientation. The framing of this option is one in which the school recognizes that students may very well have taken different math courses in middle school, and we want to be responsive to meeting students where they are and allowing them to work at their own pace. We also reinforce that students who are starting ninth grade in Math I are eligible to take up to two AP math courses as seniors and that the pace that gets them there is one that strong habits can make possible.

Students who are still interested with the additional context will be eligible to take a placement assessment which is designed to evaluate which content a student is prepared for. The specific assessment given is meant to determine if a student is prepared to accelerate through a Math I course and begin Math II.

Students who show readiness to accelerate will then have an opportunity to consider the option with their families. If they choose to accelerate, they will be responsible for completing the power focus areas and additional content from the course out of which they are accelerating by the end of November. Unless the student is in the founding class at our school, the only adjustment to schedule is that students attend Project Time with their appropriately-leveled math course. There is no impact on mentor or SDL. In the founding class, the same is true and this group of students attends math all together



during Project Time.

Because we want to ensure appropriate placement for each child, there is a checkpoint one month into the school year. 9th-grade students accelerating into Math II should have completed at least 50% of the Math I power focus areas by this time. For 9th graders who are in Math I and think Math II is a more appropriate placement, they will be considered for acceleration if they meet or exceed that same bar within the first month of school. In the case that a student or parent believes a student is in a math placement that is not the best fit for him/her, they are encouraged to set up a meeting with the child's mentor or school leader as soon as possible.

Summit believes strongly that students should have equal access to math acceleration. On an annual basis, Summit aggregates and examines data about student math placement to ensure that students who are qualified to progress in math based on performance are not held back on the basis of their race, ethnicity, gender, or socio-economic background.