

WAKE COUNTY BOARD OF EDUCATION
Work Session / Committee of the Whole

PRECIS

SUBJECT/TOPIC

COMMON CORE MATHEMATICS 2012-13

DEPARTMENT, BOARD/STAFF LIAISON(S), AND ANY PRESENTERS FROM OUTSIDE THE DISTRICT

Dr. Sylvia Wilkins, Assistant Superintendent for Academics
 Dr. Ruth Steidinger, Senior Director for Middle School Programs
 Ms. Wendy Carlyle, Director for Academically or Intellectually Gifted
 Ms. Christina Zukowski, Senior Administrator for Middle School Mathematics

BACKGROUND

During the 2006-07 school year school counseling and middle school central office staff collaborated to identify key factors to help reduce dropouts. Successful completion of Algebra I by 8th grade was identified in the research as a key factor. Several key learnings were identified as the result of this work. The need for consistent criteria for placing students in math course offerings was identified as one of the key learnings. This began the process of developing consistent criteria. Since this time, there have been six revisions of these criteria with the most recent criteria incorporating the shift to a new set of standards adopted by the State Board of Education on June 2, 2010, the Common Core State Standards in K-12 Mathematics. Staff has been working with the Triangle High Five math coordinators to understand and clarify the impact of the Common Core on teaching and learning and to develop consistent naming and sequencing of the math courses offered. Alongside this effort was the direction given to staff to work on developing a policy that ensured equal access to all math course offerings based on the criteria. What is being presented today is the fifth draft of this policy.

FISCAL IMPLICATIONS

The adoption of the Common Core standards brings with it significant cost (e.g. revisions to our on-line teacher resource, C-MAPP, as well as the purchase of supplemental teacher and student resources), yet this is a result of action from the State Board of Education. The adoption of this policy does not have fiscal implications.



NEXT STEPS / RECOMMENDATIONS

To gain approval of the math placement policy



Middle School Math Placement

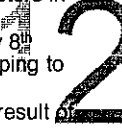

Presentation to WCPSS Board of Education
February 21, 2012
Dr. Ruth Steidinger,
Sr. Director Middle School Programs



History of Middle School Math Placement

During the 2006 – 2007 school year

- School Counseling and Middle School Programs joined forces to address factors in dropout prevention
- Successful completion of Algebra I by 8th grade was identified as a factor in helping to reduce drop outs
- 4 Key Learnings were identified as a result of this collaboration:
 - Needed to focus on math foundations in earlier grades to increase access to more rigorous math

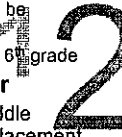



History of Middle School Math Placement

- Key Learnings con't:
 - Needed consistent criteria for math placement
 - Students need pre-algebra curriculum to be successful in algebra
 - Needed to focus on transition from 5th to 6th grade

During the 2007 – 2008 school year

- Department chairs collaborated with middle school central service staff to create a placement criteria. This was shared with MS principals February 2008. (see next slide)



History of Middle School Math Placement

During the 2009-10 school year

- Began collaboration with Triangle High 5 and SAS
- Introduction to EVAAS
- Revised placement criteria to include EVAAS (see next slide)

12

REVISED Middle School Math Placement Criteria Version 3
REVISED: 02/15/10

8 th Grade Advanced Math	Pre-Algebra	9 th Grade Math Plus	Algebra 1
<p>Placement Criteria: 80% of the total score on the placement assessment is used for 8th Grade Advanced Math.</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) <p>Placement Criteria: Level 10 or 11 or above</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) <p>Placement Criteria: 70% of the total score on the placement assessment is used for Pre-Algebra.</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) <p>Placement Criteria: 70% of the total score on the placement assessment is used for Algebra 1.</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) 	<p>Placement Criteria: 80% of the total score on the placement assessment is used for Pre-Algebra.</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) <p>Placement Criteria: Level 10 or 11 or above</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) <p>Placement Criteria: 70% of the total score on the placement assessment is used for Pre-Algebra.</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) <p>Placement Criteria: 70% of the total score on the placement assessment is used for Algebra 1.</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) 	<p>Placement Criteria: 80% of the total score on the placement assessment is used for 9th Grade Math Plus.</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) <p>Placement Criteria: Level 10 or 11 or above</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) <p>Placement Criteria: 70% of the total score on the placement assessment is used for 9th Grade Math Plus.</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) <p>Placement Criteria: 70% of the total score on the placement assessment is used for Algebra 1.</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) 	<p>Placement Criteria: 80% of the total score on the placement assessment is used for Algebra 1.</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) <p>Placement Criteria: Level 10 or 11 or above</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) <p>Placement Criteria: 70% of the total score on the placement assessment is used for Algebra 1.</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3) <p>Placement Criteria: 70% of the total score on the placement assessment is used for Algebra 1.</p> <ul style="list-style-type: none"> • 800 Score: High Level 10 or 11 or above • 4 grade (8.2, 8.3, 8.4, 8.5) • 5 grade (8.2, 8.3)

Placement Criteria: 80% of the total score on the placement assessment is used for Pre-Algebra & Algebra 1 placement.

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History of Middle School Math Placement

During the 2010-11 school year

- Continued collaboration with Triangle High 5 and SAS
- Revised placement criteria to include 5th grade EVAAS information (was not previously available) and to add compelling reasons (see next slide)
- Students were placed according to this criteria for the 2011-12 school year

12

Version 4

Middle School Math Placement Criteria - Spring 2011 Recommendations

Grade	Placement	Criteria	Placement	Criteria
7	Grade 7 Math	...	Grade 8 Math	...
8	Grade 8 Math	...	Grade 9 Math	...

History of Middle School Math Placement

During the 2011-12 school year

- August 4th – Members of the MS Math Department presented the criteria to the ED Task Force. At this meeting, staff was charged with writing a draft middle school math placement policy
- August 18th – draft policy (version 1) was presented to ED Task Force soliciting feedback on the policy and criteria

History of Middle School Math Placement

During the 2011-12 school year

- September 6th – staff presented the revised draft policy (version 2) to the BOE at their work session. At this meeting it was decided to move the item to the BOE meeting that night, as an action item. First reading was approved.
- September 20th – scheduled to present revised policy (version 3) to BOE at work session based on feedback from board at Sept. 6th meeting. Item pulled.
- October 4th – scheduled to present revised draft policy (version 3) and criteria to BOE at work session. Item pulled.

History of Middle School Math Placement

During the 2011-12 school year

- October 6th – presented revised draft policy (version 3) and criteria to ED Task Force.
- November 1st – scheduled to present revised draft policy (version 3) and criteria to BOE at work session. Item pulled.
- November 22 – presented math placement draft policy (version 3) and revised criteria (see next slide) at BOE meeting – first reading because of revisions – did not pass

Version 5

Prerequisite Skills - 8 th Grade	Prerequisite Skills - 7 th Grade	Prerequisite Skills - 6 th Grade
<p>8th Grade Math</p> <ul style="list-style-type: none"> • Algebra I • Geometry 	<p>7th Grade Math</p> <ul style="list-style-type: none"> • Algebra I • Geometry 	<p>6th Grade Math</p> <ul style="list-style-type: none"> • Algebra I • Geometry

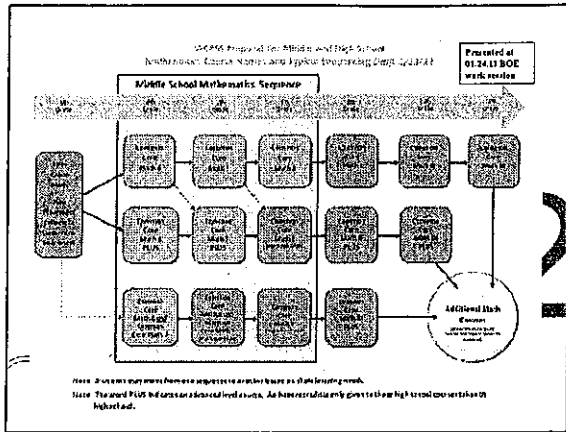
In addition to these criteria, you must reference the Middle School Math Placement Board Policy:

Presented at
11/22/11 BOE
meeting

History of Middle School Math Placement

During the 2011-12 school year

- January 24 – Dr. Steidinger and Dr. Confrey co-presented on common core mathematics, proposed course names and sequences for middle and high school, and new criteria for middle school math placement at BOE work session (see next slides).



Version 6

Presented at 01.24.11 BOE work session

Middle School Math Placement Criteria – DRAFT 1/13/12
FOR 2012-13 ONLY – TRANSITION YEAR

Placement for Middle 6 th Grades	Placement for Middle 7 th Grades	Placement for Middle 8 th Grades
<ul style="list-style-type: none"> Common Core Math 6: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610). 	<ul style="list-style-type: none"> Common Core Math 7: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610). 	<ul style="list-style-type: none"> Common Core Math 8: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610).
<ul style="list-style-type: none"> Common Core Math 6 PLUS: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610). 	<ul style="list-style-type: none"> Common Core Math 7 PLUS: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610). 	<ul style="list-style-type: none"> Common Core Math 8 PLUS: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610).
<ul style="list-style-type: none"> Common Core Math 6 and 7: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610). 	<ul style="list-style-type: none"> Common Core Math 7 and 8: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610). 	<ul style="list-style-type: none"> Common Core Math 8 and 9: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610).

In addition to these criteria, you must reference the Middle School Math Placement Board Policy # _____.

Version 6

Presented at 01.24.11 BOE work session

Middle School Math Placement Criteria – DRAFT 1/13/12
FOR SPRING 2013 AND BEYOND

Placement for Middle 6 th Grades	Placement for Middle 7 th Grades	Placement for Middle 8 th Grades
<ul style="list-style-type: none"> Common Core Math 6: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610). 	<ul style="list-style-type: none"> Common Core Math 7: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610). 	<ul style="list-style-type: none"> Common Core Math 8: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610).
<ul style="list-style-type: none"> Common Core Math 6 PLUS: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610). 	<ul style="list-style-type: none"> Common Core Math 7 PLUS: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610). 	<ul style="list-style-type: none"> Common Core Math 8 PLUS: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610).
<ul style="list-style-type: none"> Common Core Math 6 and 7: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610). 	<ul style="list-style-type: none"> Common Core Math 7 and 8: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610). 	<ul style="list-style-type: none"> Common Core Math 8 and 9: Student achieves a 70% achievement probability for scoring a Level III or higher (550-610).

In addition to these criteria, you must reference the Middle School Math Placement Board Policy # _____.

History of Middle School Math Placement

During the 2011-12 school year

- February 7, 2012 – presented revised math placement policy (version 4) at BOE meeting (see handout), first reading due to changes – did not pass. Tabled to next BOE work session.
- February 21, 2012 – present to BOE at work session the revised math placement policy (version 5).

Problems We Were Trying to Address

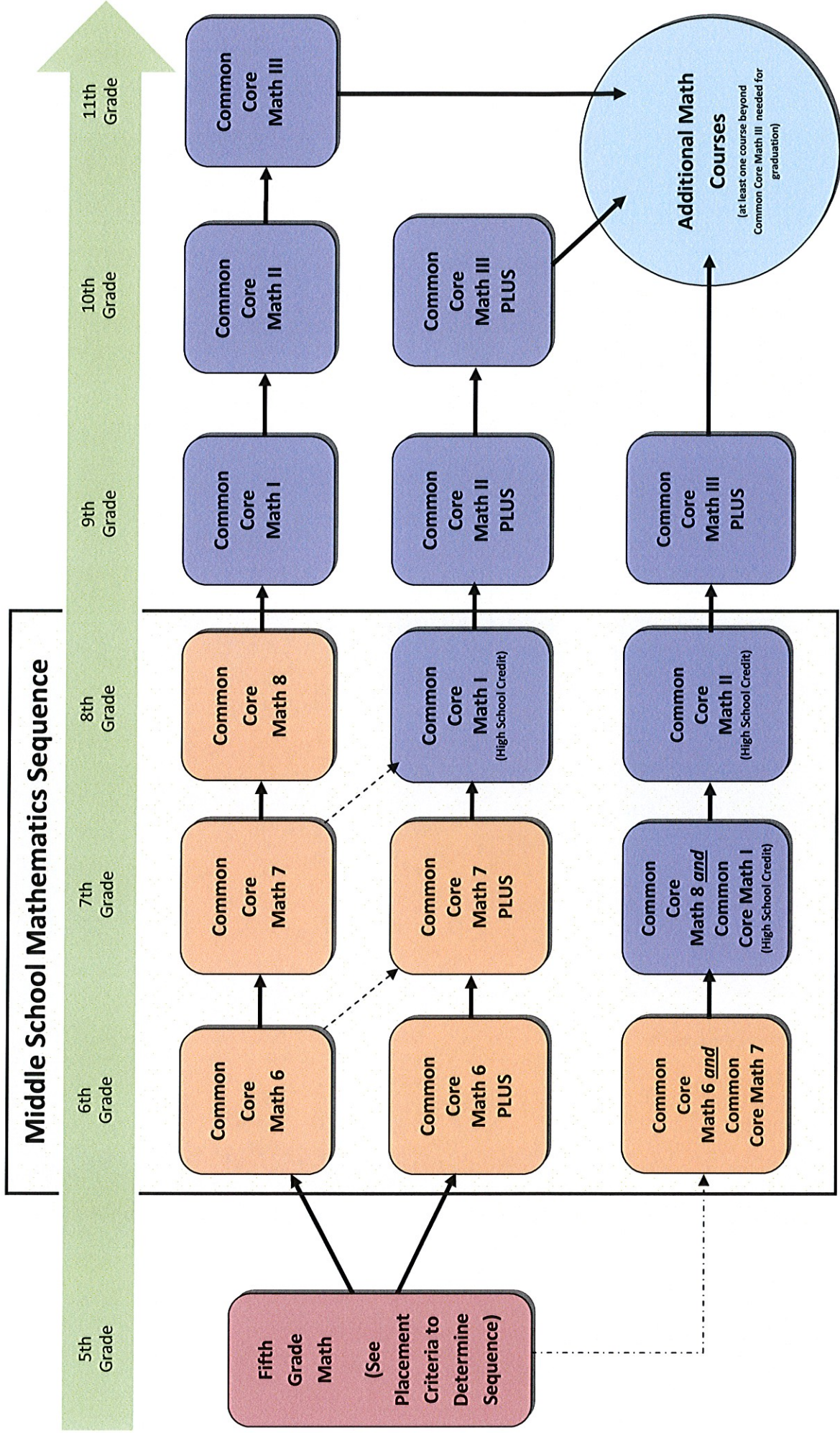
- Inconsistencies of placement into advanced courses
- Equal access to advanced courses at all middle schools

Items for your review

- 4th and 5th versions of the Draft Middle School Math Policy
- Placement Criteria and Sequencing Chart

WCPSS Proposal for Middle and High School Mathematics Course Names and Typical Sequencing Draft 1/13/12

1



Note: Students may move from one sequence to another based on their learning needs.

Note: The word PLUS indicates an advanced level course. An honors credit is only given to those high school courses taken IN high school.

Middle School Math Placement Criteria – DRAFT 1/13/12
FOR 2012-13 ONLY – TRANSITION YEAR

Placement for Rising 6th Graders

- **Common Core Math 6**
Student has below a 70% achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math 6 PLUS**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math 7 PLUS**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I and has completed 5/6 Compacted Math

Placement for Rising 7th Graders

- **Common Core Math 7**
Student has below a 70% achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math 7 PLUS**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math I**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I and completed Pre-Algebra.

Placement for Rising 8th Graders

- **Common Core Math 8**
Student has below a 70% achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math I**
Student has completed Pre-Algebra and has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).
- **Geometry**
Student has completed Algebra I.

In addition to these criteria, you must reference the Middle School Math Placement Board Policy # _____.

Middle School Math Placement Criteria – DRAFT 1/13/12 FOR SPRING 2013 AND BEYOND

Placement for Rising 6th Graders

- **Common Core Math 6**
Student has below a 70% achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math 6 PLUS**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math 6 and Common Core Math 7**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I and a 98 percentile score or higher on a nationally normed aptitude or math achievement test.

Placement for Rising 7th Graders

- **Common Core Math 7**
Student has below a 70% achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math 7 PLUS**
Student has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math 8 and Common Core Math I**
Student has completed Common Core Math 6 and Common Core Math 7.

Placement for Rising 8th Graders

- **Common Core Math 8**
Student has below a 70% achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math I**
Student has completed Common Core Math 7 PLUS and has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).
- **Common Core Math II**
Student has completed Common Core Math I.

In addition to these criteria, you must reference the Middle School Math Placement Board Policy # _____.

Middle school math placement criteria shall be established to ensure equitable access to middle school math courses.

A. Established Placement Criteria

1. Placement criteria must be used when establishing course options for all students.
- ~~1.2. No placement test may take the place of or be used to augment the district criteria in any way.~~
- ~~2.3. District-level staff will establish placement criteria based on research and obtainable student data such as those available through EVAAS. (LEGAL REFERENCE)~~
- ~~3. Teacher professional judgment should only be used to determine if a student should be placed in a higher class than suggested by available data.~~
- ~~4. A parent request to place a student in a class other-lower than the student data suggests, shall be reviewed and approved by the principal, and the area superintendent.~~
- ~~5. The criteria will state recommended pre-requisite courses. Individual circumstances should be considered for placing a student in a higher level course without the pre-requisite.~~
- ~~6.5. An IEP Team may request to place a student in a class other-lower than the data suggests. Any such request shall be reviewed and approved by the principal and the area superintendent.~~

B. Implemented Placement Criteria

1. The Deputy Superintendent for School Performance shall;
 - a. Ensure implementation of the middle school math placement criteria; and
 - b. Assist area superintendents in monitoring implementation of the middle school math placement criteria.
2. The Assistant Superintendent for Academics shall:
 - a. Ensure the dissemination of the criteria in February of each year prior to the Spring recommendation period.
 - b. Create a pre-populated data collection tool for teachers to record course recommendations in conjunction with Evaluation and Research;
 - c. Communicate math placement criteria to all stakeholders through multiple media; and
 - d. Work with the area superintendents to ensure equitable resources are allocated to effectively implement this policy.
3. The Area Superintendents shall:
 - a. Ensure that middle schools implement the middle school math placement criteria; and
 - b. Ensure that middle schools complete the district provided data collection tool with all appropriate documentation.
 - c. Work with the Assistant Superintendent for Academics to ensure equitable resources are allocated to effectively implement this policy.
4. The Principal shall:
 - a. Communicate to stakeholders the importance of the middle school math placement criteria prior to Spring course registration ;

- b. Monitor the implementation of the middle school math placement criteria;
- c. Ensure the completed data collection tool is sent to the Area Superintendent; and
- d. Use resources provided by the district to deliver additional instructional support to ensure all students are successful. Additional instructional support is defined to be concentrated tutorials in-school and/or after school. Documentation of additional support should be recorded and made available upon the request of the area superintendent.

C. Evaluated Placement Criteria

- 1. District-level staff will conduct annual reviews of the middle school math placement criteria.
- 2. District-level staff will monitor for patterns of failure and offer recommendations for strengthening the criteria, as appropriate.

Legal Reference: Any legal codes deemed necessary
Issued: Original date policy was issued
Revised: Date revision was passed

Middle school math placement criteria shall be established to ensure equitable access to middle school math courses.

5

A. Established Placement Criteria

1. Placement criteria must be used when establishing course options for all students.
- ~~1-2.~~ No placement test may take the place of or be used to augment the district criteria in any way.
- ~~2-3.~~ District-level staff will establish placement criteria based on research and obtainable student data such as those available through EVAAS. (LEGAL REFERENCE)
- ~~3.~~ ~~Teacher professional judgment should only be used to determine if a student should be placed in a higher class than suggested by available data.~~
4. A parent or teacher request to place a student in a class other than the student data suggests, shall be reviewed and approved by the principal, parent or legal guardian, mathematics teacher, AIG teacher (when dealing with an AIG student), and special programs teacher (when dealing with a special programs child). The Senior Administrator of Middle School Mathematics, Coordinating Teacher of Middle School Mathematics or the Senior Director of Middle School Programs shall review all recommendations, prior to placement, to ensure consistent and equitable access across the district. ~~and the area superintendent.~~
- ~~5.~~ ~~The criteria will state recommended pre-requisite courses. Individual circumstances should be considered for placing a student in a higher level course without the pre-requisite.~~
- ~~6-5.~~ An IEP Team may request to place a student in a class other than the data suggests. Any such request shall be reviewed and approved by the principal and the area superintendent.

B. Implemented Placement Criteria

1. The Deputy Superintendent for School Performance shall;
 - a. Ensure implementation of the middle school math placement criteria; and
 - b. Assist area superintendents in monitoring implementation of the middle school math placement criteria.
2. The Assistant Superintendent for Academics shall:
 - a. Ensure the dissemination of the criteria in February of each year prior to the Spring recommendation period.
 - b. Create a pre-populated data collection tool for teachers to record course recommendations in conjunction with Evaluation and Research Data and Accountability;
 - c. Communicate math placement criteria to all stakeholders through multiple media; and
 - d. Work with the area superintendents to ensure equitable resources are allocated to effectively implement this policy.
3. The Area Superintendents shall:
 - a. Ensure that middle schools implement the middle school math placement criteria; and
 - b. Ensure that middle schools complete the district provided

data collection tool with all appropriate documentation.
c. Work with the Assistant Superintendent for Academics to ensure equitable resources are allocated to effectively implement this policy.

4. The Principal shall:

a. Communicate to stakeholders the importance of the middle school math placement criteria prior to Spring course registration ;

b. Monitor the implementation of the middle school math placement criteria;

~~b-c.~~ Ensure that school personnel complete the data collection tool recording names of students placed in courses other than the data suggest as well as rationale;

~~e-d.~~ Ensure the completed data collection tool is sent to the Area Superintendent; and

d. Use resources provided by the district to deliver additional instructional support to ensure all students are successful. Additional instructional support is defined to be concentrated tutorials in-school and/or after school. Documentation of additional support should be recorded and made available upon the request of the area superintendent.

C. Evaluated Placement Criteria

1. District-level staff will conduct annual reviews of the middle school math placement criteria.

2. District-level staff will monitor for patterns of failure and offer recommendations for strengthening the criteria, as appropriate.

Legal Reference: Any legal codes deemed necessary

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