



## **WAKE COUNTY BOARD OF EDUCATION**

### **Work Session / Committee of the Whole**

## **PRECIS**

### **SUBJECT/TOPIC**

MIDDLE SCHOOL MATH PLACEMENT 2012-13

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

Ms. Cathy Moore, Deputy Superintendent of School Performance  
 Dr. Sylvia Wilkins, Assistant Superintendent for Academics  
 Dr. Ruth Steidinger, Senior Director for Middle School Programs

### **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 8<sup>th</sup> 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 Criteria – DRAFT 03/23/12

## FOR 2012-13 ONLY – TRANSITION YEAR

### Placement for Rising 6<sup>th</sup> 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 successfully completed 5/6 Compacted Math, (standards based grade of 3 or greater)

### Placement for Rising 7<sup>th</sup> 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 successfully completed Pre-Algebra.

### Placement for Rising 8<sup>th</sup> 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 successfully completed Pre-Algebra and has a 70% or higher achievement probability for scoring a Level III in Algebra I (Math I).
- **Geometry**  
Student has successfully completed Algebra I.

- No placement test may take the place of or be used to augment the district criteria in any way.

• The principal will use available data to ensure that all students have equal access to quality teaching.

- A parent or teacher request to place a student in a class higher than the student data suggests shall be reviewed by the school based review team after which they will make a recommendation for placement. The review team WILL NOT consider requests to skip courses. The school based review team shall include:

- Principal
  - Parent or legal guardian
  - Mathematics teacher
  - AIG teacher (when dealing with an AIG student)
  - Special Programs teachers (when dealing with a special programs child)
- The review team cannot recommend that a student skip a course (e.g. An incoming 6<sup>th</sup> grader cannot be placed in Common Core Math 7 PLUS if they did not receive 5<sup>th</sup>/6<sup>th</sup> Compacted Math)

- The review team will document the evidence used supporting the recommendation of placement for each child reviewed.

- A parent request to place his/her child in a class lower than the student data suggest shall be reviewed by the principal. The principal will make the final decision.

- For students whose EVAAS achievement probability for scoring a Level III in Algebra I is between 70 and 79% the administration shall schedule a meeting to inform parents and students about supports available to promote academic success.

- If a student fails the previous course and scores a Level I or Level II on the 2011-12 EOG, the administration shall revisit placement into the accelerated pathway through a conference with the parents.

- Once the 2012 EVAAS report becomes available, the administration shall revisit math placement for all students to ensure they are placed based on the criteria according to the new EVAAS scores.

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.
  2. No placement test may take the place of or be used to augment the district criteria in any way.
  3. District-level staff will establish placement criteria based on research and obtainable student data, ~~such as those available through EVAAS. (LEGAL REFERENCE)~~
  4. A parent or teacher request to place a student in a class higher than the student data suggests, shall be reviewed by thea school based review team that includes 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 school based team will make a decision regarding math placement.
  5. A parent request to place his/her child in a class lower than the student data suggest shall be reviewed by the principal. The princpal will make the final decision.
  6. .
- 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 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;

- 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;
- d. Ensure the 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. The review will commence at the conclusion of each school year when EOG data is available. Staff from Data Accountability and Academics will review the data to determine any revisions that need to be made to the criteria.
2. District-level staff will monitor for patterns of failure and offer recommendations for strengthening the criteria, as appropriate.

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