



Wake County Board of Education

STUDENT ACHIEVEMENT

PRECIS

Subject

MIDDLE SCHOOL MATH PLACEMENT POLICY – SECOND READING

Staff Liaison Present

Sylvia Wilkins, Assistant Superintendent for Curriculum and Instruction
Ruth Steidinger, Senior Director of Secondary Education, Middle Schools
Nancy Baenen, Senior Director of Data and Accountability

Main Points

In an effort to achieve the goal of all eligible middle school students completing Algebra I by the 8th grade, staff drafted a middle school math placement policy to ensure equity with regards to placement.

Fiscal Implications

The draft policy requires the equitable distribution of resources to ensure student success. This could include dollars for tutoring, and/or other supplemental resources. This year we will allocate \$342,720.00 to schools for tutoring.

Savings

None at this time.

Recommendation for Action

Board approval is requested.

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

A. Established Placement Criteria

1. No placement test may take the place of or be used to augment the district criteria in any way.
2. 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 than the student data suggests, should all 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. 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;
 - 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. Ensure support structures are in place for all students to be successful. Documentation of ~~interventions~~ 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

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

A. General Guidelines

1. Placement for Rising 6th Graders

Course options for students:

a. Advanced 6th Grade Math

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

b. Pre-Algebra in the 6th grade

Student received the 5th/6th compacted curriculum in his/her 5th grade year.

2. Placement for Rising 7th Graders

Course options for students whose EVAAS achievement probability for scoring a Level III in Algebra I is greater than or equal to 70%.

a. Pre-Algebra

If a student has a 70-79% achievement probability for scoring a Level III in Algebra I, then a conference should be scheduled between the administration, parent and student about placement into Pre-Algebra or 7th grade math.

b. Algebra I in the 7th grade

Student received the Pre- Algebra curriculum in his/her 6th grade year.

Course option for students whose EVAAS achievement probability for scoring a Level III in Algebra I is less than 70%.

c. 7th Grade Math

3. Placement for Rising 8th Graders

Course options for students whose EVAAS achievement probability for scoring a Level III in Algebra I is greater than or equal to 70%.

a. Algebra I (Student received the Pre-Algebra curriculum in the 7th grade)

If a student has a 70-79% achievement probability for scoring a Level III in Algebra I, then a conference should be scheduled between the administration, parent and student about placement into Algebra or 8th grade math.

b. Geometry

Student received the Algebra I curriculum in his/her 7th grade year.

Course option for students whose EVAAS achievement probability for scoring a Level III in Algebra I is less than 70%.

c. 8th Grade Math

Middle School Math Placement Criteria – Revised DRAFT 9/29/2011

Placement for Rising 6th Graders

Course options:

All 6th grade students will be placed in either:

- **Advanced 6th Grade Math**
For students whose EVAAS achievement probability for scoring a Level III in Algebra I is less than or equal to 79% the administration shall schedule a meeting to inform parents and students about supports available to promote academic success.
- **Pre-Algebra in the 6th grade**
Student received the 5th/6th compacted curriculum in his/her 5th grade year.

Placement for Rising 7th Graders

Course options for students whose EVAAS achievement probability for scoring a Level III in Algebra I is greater than or equal to 70%.

- **Pre-Algebra**
If a student has a 70-79% achievement probability for scoring a Level III in Algebra I, then a conference should be scheduled between the administration, parent and student about placement into Pre-Algebra I or 7th grade math.

- **Algebra I in the 7th grade**
Student received the Pre-Algebra curriculum in his/her 6th grade year.

Course option for students whose EVAAS achievement probability for scoring a Level III in Algebra I is less than 70%.

- **7th Grade Math**

Placement for Rising 8th Graders

Course options for students whose EVAAS achievement probability for scoring a Level III in Algebra I is greater than or equal to 70%.

- **Algebra I (Student received the Pre-Algebra curriculum in the 7th grade).**
If a student has a 70-79% achievement probability for scoring a Level III in Algebra I, then a conference should be scheduled between the administration, parent and student about placement into Algebra or 8th grade math.

- **Geometry**
Student received the Algebra I curriculum in his/her 7th grade year.

Course option for students whose EVAAS achievement probability for scoring a Level III in Algebra I is less than 70%.

- **8th Grade Math**

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

| School | | | | | | Money at \$80 per |
|------------------------|-------------|-------------|-------------|-------------|---------------------|-------------------|
| | 6th | 7th | 8th | Total | student | |
| Apex | 25 | 31 | 43 | 99 | \$7,920.00 | |
| Longview | 0 | 0 | 0 | 0 | \$0.00 | |
| Carnage | 7 | 36 | 34 | 77 | \$6,160.00 | |
| Carroll | 46 | 24 | 24 | 94 | \$7,520.00 | |
| Centennial | 40 | 37 | 22 | 99 | \$7,920.00 | |
| Daniels | 71 | 49 | 43 | 163 | \$13,040.00 | |
| Davis Drive | 35 | 33 | 20 | 88 | \$7,040.00 | |
| Dillard Drive | 41 | 57 | 62 | 160 | \$12,800.00 | |
| Durant Road | 83 | 64 | 68 | 215 | \$17,200.00 | |
| Reedy Creek | 80 | 59 | 41 | 180 | \$14,400.00 | |
| East Cary | 35 | 33 | 28 | 96 | \$7,680.00 | |
| East Garner | 102 | 79 | 56 | 237 | \$18,960.00 | |
| East Millbrook | 78 | 75 | 62 | 215 | \$17,200.00 | |
| East Wake | 41 | 62 | 60 | 163 | \$13,040.00 | |
| Fuquay-Varina | 24 | 37 | 35 | 96 | \$7,680.00 | |
| River Oaks | 0 | 2 | 11 | 13 | \$1,040.00 | |
| Heritage | 103 | 50 | 42 | 195 | \$15,600.00 | |
| Holly Ridge | 68 | 60 | 48 | 176 | \$14,080.00 | |
| Holly Grove | 78 | 61 | 46 | 185 | \$14,800.00 | |
| Leesville | 23 | 48 | 50 | 121 | \$9,680.00 | |
| Ligon | 29 | 38 | 25 | 92 | \$7,360.00 | |
| Lufkin | 55 | 28 | 5 | 88 | \$7,040.00 | |
| Martin | 56 | 35 | 27 | 118 | \$9,440.00 | |
| Mills Park | 29 | 37 | 15 | 81 | \$6,480.00 | |
| Moore Square | 34 | 27 | 24 | 85 | \$6,800.00 | |
| Mt. Vernon | 0 | 2 | 13 | 15 | \$1,200.00 | |
| North Garner | 32 | 53 | 66 | 151 | \$12,080.00 | |
| Salem | 0 | 30 | 4 | 34 | \$2,720.00 | |
| Wake Forest-Rolesville | 65 | 60 | 42 | 167 | \$13,360.00 | |
| Wakefield | 48 | 69 | 49 | 166 | \$13,280.00 | |
| Wendell | 86 | 78 | 33 | 197 | \$15,760.00 | |
| West Cary | 34 | 16 | 28 | 78 | \$6,240.00 | |
| West Lake | 45 | 31 | 6 | 82 | \$6,560.00 | |
| West Millbrook | 56 | 45 | 54 | 155 | \$12,400.00 | |
| Zebulon | 50 | 29 | 24 | 103 | \$8,240.00 | |
| | | | | | | |
| Totals | 1599 | 1475 | 1210 | 4284 | \$342,720.00 | |

Number of students determined by those students who were in higher level course with a 70 - 89 EVAAS score (as of September 7, 2011)