



Wake County Board of Education

Student Achievement

PRECIS

Subject

MATH PLACEMENT POLICY – SECOND READING

Staff Liaison Present

Dr. Sylvia Wilkins, Assistant Superintendent for Academics
Dr. Ruth Steidinger, Sr. Director of Secondary Education, Middle Schools

Main Points

Taking into consideration the rigor of the common core curriculum, our goals are:

- To create consistent sequences/course offerings for mathematical study, and
- To create criteria for placement into those sequences/courses that is fair, equitable, and applied consistently for all students.

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 \$340,960 to schools for tutoring.

Recommendation for Action

Seeking is requesting Board approval.

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.~~ 2. No placement test may take the place of or be used to augment the district criteria in any way.
- ~~2.3.~~ 3. District-level staff will establish placement criteria based on research and obtainable student data such as those available through EVAAS. (LEGAL REFERENCE)
- ~~3.~~ 4. ~~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.~~ 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.~~ 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. 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 – DRAFT 1/13/12
FOR 2012-13 ONLY – TRANSITION YEAR

<i>Placement for Rising 6th Graders</i>	<i>Placement for Rising 7th Graders</i>	<i>Placement for Rising 8th Graders</i>
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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

<i>Placement for Rising 6th Graders</i>	<i>Placement for Rising 7th Graders</i>	<i>Placement for Rising 8th Graders</i>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 # _____.