

Mathematics Pathways & Placement Process

Poudre School District

Background

The Curriculum, Instruction, and Assessment department has worked with a number of district stakeholders in developing and refining the mathematics pathways and placement process outlined below. This process will support consistent and appropriate decision making when placing students in mathematics courses.

Included below is the PSD Mathematics Course Sequence. Please note that this document highlights the most frequently used mathematics pathways and is not a complete list of all options available in PSD. Individual sites may choose which courses to offer, some schools may not offer all of these classes, while other schools may offer courses not included here. It is unusual that a student should skip academic standards. Models used for acceleration in mathematics are “compacted models,” in which students learn grade level standards at a rapid pace, typically three years of standards in two years’ time (e.g. Math 7/8 & Math 8/Algebra).

Placement and Transitions

The transition between elementary and middle school is a big leap for students and parents. It is the first time that our students will be in a new building, surrounded by teachers who do not necessarily know their learning history. As a district we take many steps to make this as smooth a transition as possible, and math placement is a unique step in this process.

We recognize that placement should be an individualized process, placing students in the most appropriate course, based upon a body of evidence that can best ensure a student’s success. We consider information gained through the Cognitive Abilities Test (CoGAT), Measures of Academic Progress (MAP), Colorado Measures of Academic Success (CMAS), and the PSD Math Readiness Assessment. Individual sites may include additional information such as teacher recommendation, or student and parent feedback. Some of our elementary schools offer compacted courses for third, fourth and fifth grade students while others differentiate for individual learner needs in other ways. Based on this body of evidence, some of our students are ready for Math 7 or Math 7/8 in sixth grade. Here are some criteria for the 2017-2018 school year to guide math placement:

- Students identified for compacting and enrollment in a Math 6 class, in elementary school, will not complete the readiness assessment. Students will be enrolled in either Math 7 or Math 7/8 based upon data and successful completion of the Math 6 course.
- Students not completing Math 6 at the elementary level may be identified as benefiting from acceleration through the following criteria:
 - Accel 2: A student scoring in the 90th + percentile on MAP Math during Winter 2018, Fall 2017, or Spring 2017 **AND** earning a Performance Level of 5 (Exceeds Expectations) on the 4th Grade CMAS Assessment.
 - Accel 1+: A student who meets one of the criteria for Accel 2 and is close in the other criteria or missing the second data point. For example, a student may be in the 90th + percentile in MAP Math and have a Performance Level of 4 (Met Expectations) on the 4th Grade CMAS Assessment. Alternately, a student may have earned a Performance Level of 5 (Exceeds Expectations) on the 4th Grade CMAS Assessment and was within the 80th to 89th percentile range on MAP Math.

These students are recommended to complete the PSD Math Readiness Assessment during Spring 2018. (We recognize that students can have a bad test day, and therefore have included the Accel 1+ kids in the recommendation for completing the Readiness Assessments as a way to ensure a complete body of evidence.)

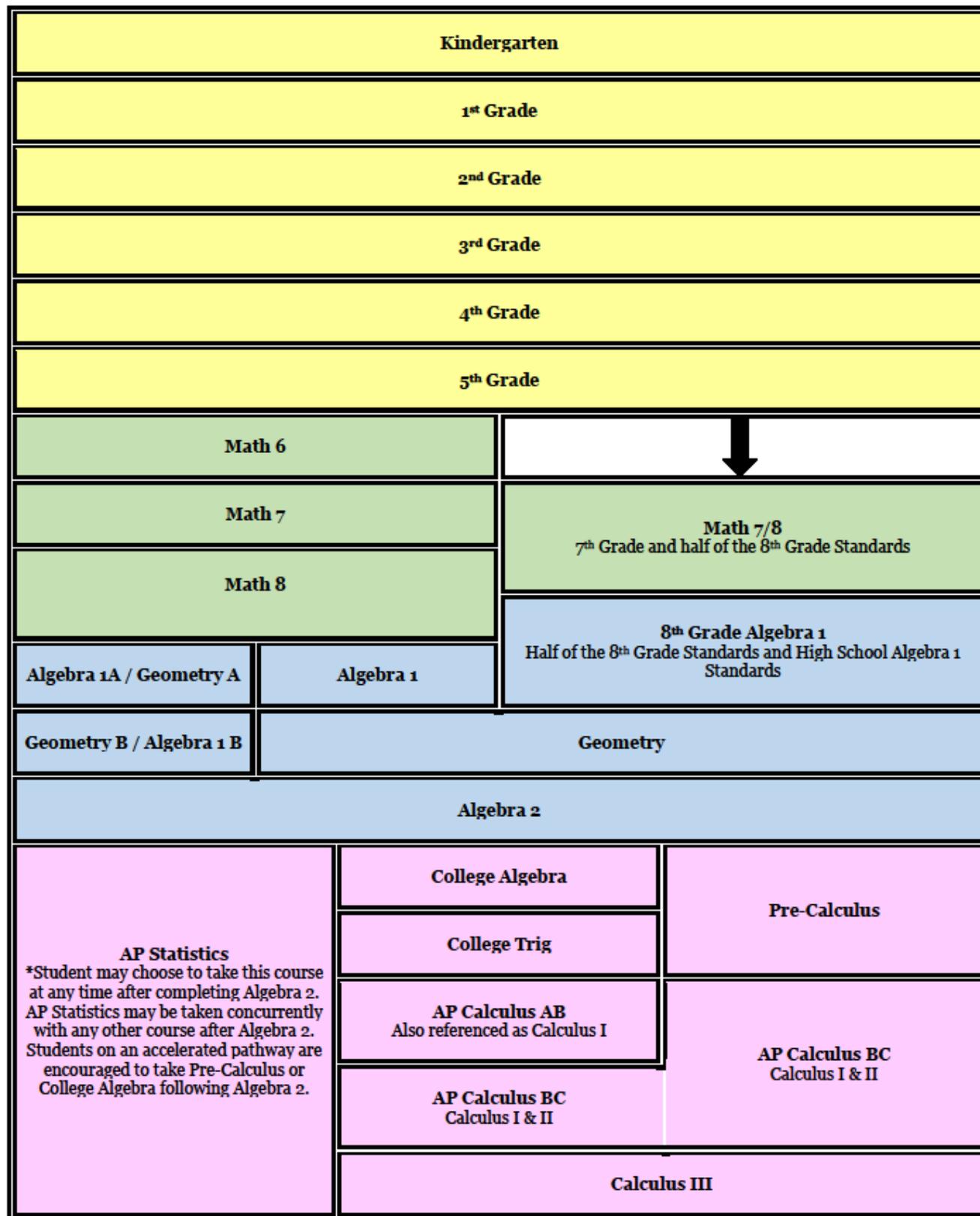
- Students in the Accel 2 or Accel 1+ bucket and earning an 80% or higher on the Readiness Assessment will be recommended to enroll in either Math 7 or Math 7/8 for the 2018-2019 school year.

Schools have access to the Math Placement Toolkit in the PowerBI data dashboard. The dashboard placement recommendations include placement for enrichment, grade level course placement, and support and intervention. Middle and high school department chairs and teachers are being trained to use the data dashboard information to assist in meeting the needs of all students. The following table best describes how students are being identified through two data points, recognizing that teachers should gather additional data to best meet the needs of individual students.

		MAP Percentile				
		No Data	1-34	35-79	80-89	90-99
CMAS Performance Level	No Data	No MAP or CMAS scores	Support (No CMAS)	Grade Level / Dig Deeper (No CMAS)	Grade Level + (No CMAS)	Accel 1+ (No CMAS)
	1 – 2	Support (No MAP)	Support	Grade Level with Support	Grade Level / Dig Deeper	Grade Level / Dig Deeper
	3 Approached Expectations	Grade Level with Support (No MAP)	Grade Level with Support	Grade Level	Grade Level	Grade Level / Dig Deeper
	4 Met Expectations	Grade Level (No MAP)	Grade Level / Dig Deeper	Grade Level	Accel 1	Accel 1+
	5 Exceeds Expectations	Accel 1+ (No MAP)	Grade Level / Dig Deeper	Grade Level / Dig Deeper	Accel 1+	Accel 2

The placement process between 5th and 6th grade continues to be refined. Current cut scores will be updated as additional data is gathered on successfully placing students within their zone of proximal development to ensure a challenging, yet successful mathematics placement for students. We intend to continue to refine this process based upon data in the years to come.

The recommendations provided through this process will provide consistency in practices among PSD schools, understanding that, in addition to this data, schools may use additional site level information to make final instructional placements for students.



Elementary Grades Contact: Kelly Shank
 Mathematics Facilitator
 970.490.3024
 kshank@psdschools.org

Secondary Grades Contact: Megan Korponic
 Mathematics Facilitator
 970.490.3483
 mkorponic@psdschools.org

