



**HAYS CISD Advanced
Mathematics Policy Manual
2021-2022**

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Hays CISD Mission, Vision, Beliefs, and Goals

Hays CISD Mission Statement

The mission of Hays CISD is to nurture students to become extraordinary citizens through unique, personal educational experiences through an innovative community of learners while celebrating our diversity and legacy.

Hays CISD Vision Statement

All Hays CISD learners will be:

- academically prepared for college, career, and life
- effective communicators and collaborators
- globally competent and competitive
- prepared for life and citizenship

Hays CISD Beliefs

We believe:

- Decision making is student-focused
- All students have the capacity to learn and be successful
- A safe and secure environment is essential
- Success is a shared investment that includes learners, educators, parents and the community
- In treating our educators and staff with dignity and respect
- The allocation of resources will support high quality learning
- An educated populace is essential to democracy
- High expectations lead to high achievement
- Open communication, transparency, and accountability build trust
- Inspired learning is the foundation of lifelong success
- Diverse and varied opportunities further learning
- Student success includes a well-rounded education that goes beyond standardized testing

Hays CISD Board & Superintendent Goals for 2018-2019 *(adopted August 2018)*

Hays CISD believes in the achievement of every student. The District will evaluate and address the individual needs of each student. Student performance will be evaluated in academics, college readiness, and career development. Our staff believes in the education of the whole child and knows that success is based on more than the results of a single test.

Hays CISD is dedicated to the safety, social and emotional well-being of students and staff. A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The district will partner with local and state entities to assure preparedness. Specific areas to be addressed are campus access, detecting and reporting possible threats, and building an environment of trust between adults and all students. Our Emergency Operations Plan is updated annually and followed throughout the district.

Hays CISD is dedicated to treating all stakeholders with respect and dignity. Cultivating great community and staff relations requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our district is committed to increasing client engagement both internally and externally.

Advanced Mathematics Acceleration Policy

A. Overview of Mathematics Pathways

Hays CISD believes that instruction should be student-centered and designed based on the needs of the individual learners. Hays CISD students deserve educational experiences that develop their unique interests and talents to create a passion for learning mathematics.

Options for acceleration of mathematics curriculum begin in grade 6 with opportunities for deeper mathematics understanding formally beginning in grade 4. Placement in accelerated pathways are outlined in this handbook. This acceleration can lead to completion of Algebra 1 or Geometry in middle school.

These pathways offer families a choice for their child's education and provide differentiated pathways. Differentiation is an instructional model guiding teachers in developing classrooms that are actively attentive to the needs of academically diverse student populations. The approach of differentiating instruction advocates active planning for student differences in the classroom.

In a differentiated classroom, students have multiple options for

- Taking in or accessing information (content)
- Making sense of ideas (process)
- Expressing what they learn (product)

Hays CISD offers three pathways that allow learners to have customized, well-designed educational experiences in mathematics that develop their unique interests and talents and a passion for learning. Two of the three pathways allow for acceleration of course content allowing students more access to higher level math and other courses of interest at the high school level. Following are diagrams (Figure 1) and tables (Figure 2 and 3) to illustrate options within the three pathways.

Through the advanced mathematics pathways (Pathway 2 and 3), the information provided to students (content), is compacted and provided at a faster pace than the regular math pathway. This can be a challenge for students and students need to be aware of the increased mental load that will be required to make sense of the ideas and be able to apply them to future courses.

Students may begin high school course work in 8th grade with Algebra 1, but Hays CISD students are still expected to take a math course each of their four years in high school. Any students completing Algebra I in Middle School are also required to complete an SAT or ACT at some point in their four years in high school.

Figure 1: Diagram of options for the three math pathways

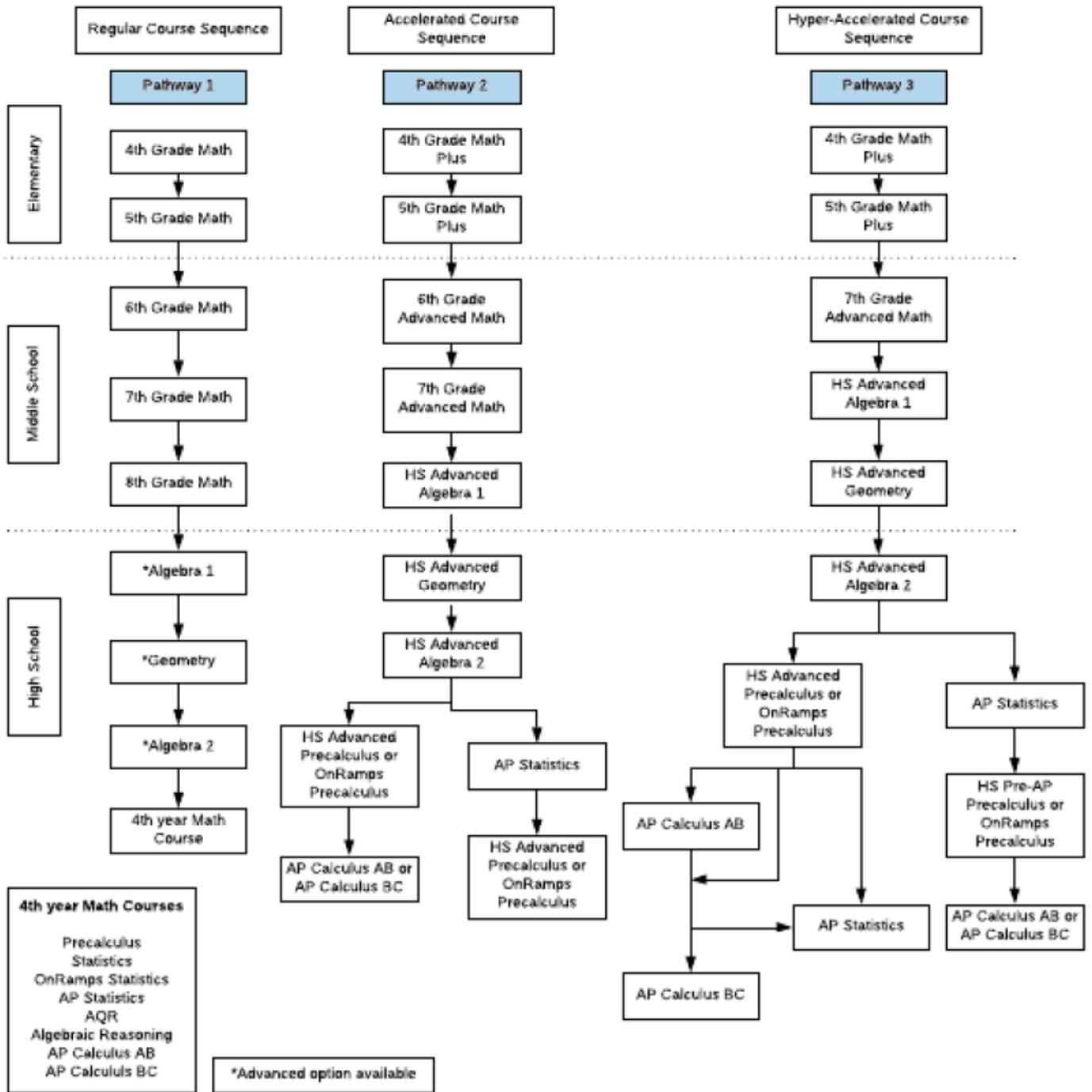


Figure 2: Table of Accelerated (or Hyper-) Advanced Mathematics at various entry points

	Advanced Math Sequence (entering at Grade 6)		Advanced Math Sequence (entering at Grade 7)		Advanced Math Sequence (entering at Grade 8)	
	Accelerated	Hyper-Accelerated	Accelerated	Hyper-Accelerated	Accelerated	Hyper-Accelerated
Grade 4	Grade 4 Math Plus	Grade 4 Math Plus	Grade 4 Math	Grade 4 Math	Grade 4 Math	Grade 4 Math
Grade 5	Grade 5 Math Plus	Grade 5 Math Plus	Grade 5 Math	Grade 5 Math Plus	Grade 5 Math	Grade 5 Math
Grade 6	6 Advanced Math	*7 Advanced Math	Grade 6 Math	6 Advanced Math	Grade 6 Math	6 Advanced Math
Grade 7	7 Advanced Math	Advanced Algebra 1	**7 Advanced Math	*** Advanced Algebra 1	Grade 7 Math	7 Advanced Math
Grade 8	Advanced Algebra 1	Advanced Geometry	Advanced Algebra 1	Advanced Geometry	*** Advanced Algebra 1	Advanced Algebra 1
Grade 9	Advanced Geometry	Advanced Algebra 2	Advanced Geometry	Advanced Algebra 2	Advanced Geometry	Advanced Algebra 2 concurrently w/ Advanced Geometry
Grade 10	Advanced Algebra 2	^Advanced Precalculus or ^AP Stats	Advanced Algebra 2	^Advanced Precalculus or ^AP Stats	Advanced Algebra 2	^Advanced Precalculus or ^AP Stats
Grade 11	^Advanced Precalculus or ^AP Stats	AP Calculus AB or BC or ^AP Stats	^Advanced Precalculus or ^AP Stats	AP Calculus AB or BC or ^AP Stats	^Advanced Precalculus or ^AP Stats	AP Calculus AB or BC or ^AP Stats
Grade 12	AP Calculus AB or BC or ^AP Stats	AP Calculus AB or BC or ^AP Stats	AP Calculus AB or BC or ^AP Stats	AP Calculus AB or BC or ^AP Stats	AP Calculus AB or BC or ^AP Stats	AP Calculus AB or BC or ^AP Stats

* Must demonstrate competency in Grade 6 Math and Grade 7 Math TEKS, have 80 or above in Grade 5 Math Plus, and Meets or Masters on STAAR Math 5.

** Must demonstrate competency in Grade 7 Math TEKS, have 90 or above in Grade 6 Math, and Masters on STAAR Math 6.

*** Must pass Grade 8 Math CBE with 80% or higher, have 90 or above in Grade 7 Math, and Masters on STAAR Math 7. (New in summer of 2021: Successful completion of 7th Advanced Bridge Camp can replace the CBE requirement.)

^OnRamps Statistics and OnRamps Precalculus are also options for those courses.

B. Protocol for Placement

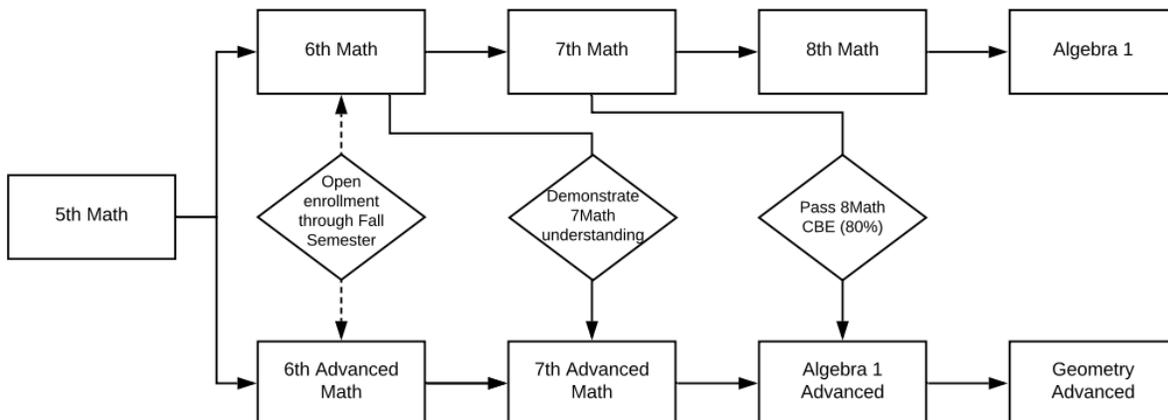
Course Completed in Current School Year	Course Desired for Next School Year	Process
5th Grade	6 th Advanced	Register - Open Enrollment
Student Rubric Review & CBE for any current 5th, 6th, 7th, & 8th grade students		
5 th Grade	7 th Advanced	Student Review Rubric
6 th Grade	7 th Advanced	Student Review Rubric
6 th Advanced	HS Algebra I Advanced	Student Review Rubric 8 th Grade CBE (80% passing)
7 th Grade	HS Algebra I Advanced	Student Review Rubric 8 th Grade CBE (80% passing)

C. Multiple Measures

Student qualification will be determined by reviewing multiple measures to determine potential success with an accelerated or hyper-accelerated pathway for their mathematics courses. The measures will include previous STAAR Scores for Math and Reading, previous grades in mathematics courses, summer bridge course work (if applicable), and Credit By Exam scores (if applicable).

D. Multiple Entry Points

Summer Bridge Camp Opportunities will provide additional support for students making a transition from on-level work to an advanced mathematics pathway. This allows students to be able to enter the advanced mathematics pathway during 4th, 5th, 6th, 7th, or 8th grade.



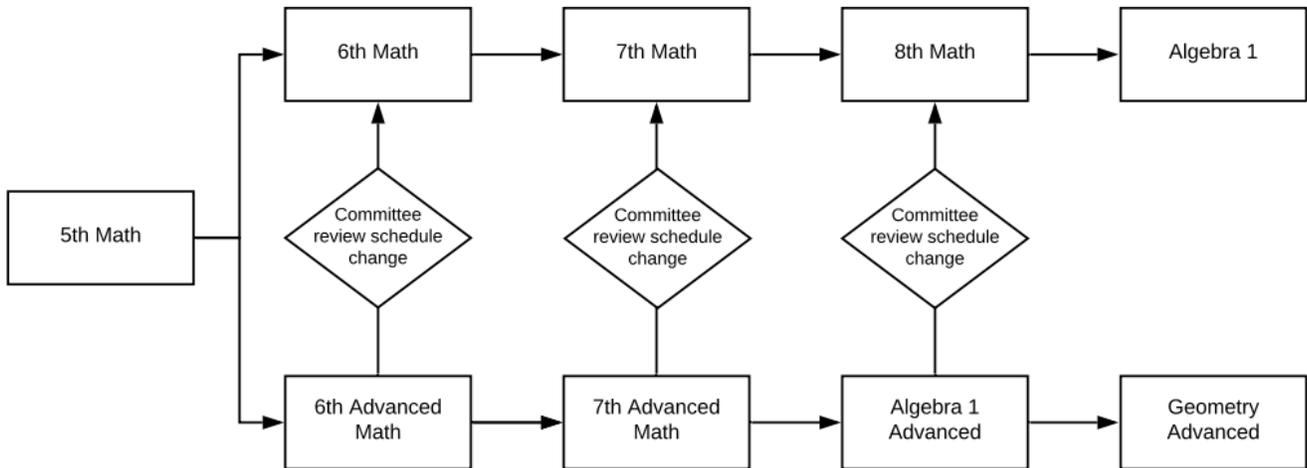
E. TEA Math Badge - **NEW for Spring 2020**

Beginning with the STAAR Report Cards issued for the Spring 2020 Assessment Cycle, students in grades 5, 6, and 7 who have demonstrated that they are on track to meaningfully engage in advanced mathematics coursework will have a Math Badge displayed on their STAAR Report Card and the online Parent Portal.

This indicator is to be used in conjunction with other district and campus mathematics indicators to determine if a student should be placed into advanced mathematics courses including, but not limited to, previous math coursework, teacher recommendations, student work ethic, and student attitudes about learning.

F. Multiple Exit Points

Student Performance on State Assessments (STAAR) must be at approaches, meets or masters levels in order to maintain enrollment in the advanced mathematics pathways. Student course grades, STAAR scores, and parent and teacher feedback will be utilized for student placement in a pathway that will support student success for the following year.



G. Credit by Exam (CBE) opportunities and procedures (EHDC (local))

The campus counselor will submit the CBE Request form in Formspace under General Forms in order for the appropriate credit by exam to be ordered and received in time for the testing date. Counselors administer the exams within the 3 day testing window (the summer date is administered at the Curriculum and Instruction Annex). When results are received by CIA, they are communicated to the counselor, PEIMS Clerk and SIS. Students cannot test for original credit after 1 day of instruction is received by the child, therefore they must test in the summer before school begins.

CBE dates are posted year round on the Hays CISD website at:

<https://www.hayscisd.net/Page/310>

- Test will be administered online
- Test will be taken with the Hays CISD assessment office in the summer
- Students may take a CBE up to two times
- A score of 80% or higher is mastery
- 3 hour exam
- Permitted materials: pencil, scratch paper, formula chart
- calculator NOT permitted

6th Grade Math Credit by Exam (University of Texas)

- 63 multiple-choice questions (equally weighted)
- 9 objectives

7th Grade Math Credit by Exam (University of Texas)

- 66 multiple-choice questions (equally weighted)
- 6 objectives

8th Grade Math Credit by Exam (University of Texas)

- 65 multiple-choice questions (equally weighted)
- 7 objectives

H. Summer opportunities for acceleration and support

These opportunities are optional for all students to get additional support with mathematics content and conceptual understanding for success on the advanced mathematics pathways.

A. Jumpstart into 6th Advanced Mathematics

TBD DATE (approximately 2 weeks prior to school start in August)

5th Grade - Rising 6th Grade

Review and pre-teach concepts to help students be prepared for the fast pace of 6th grade advanced mathematics. Focus on critical standards from 5th and 6th grades. Hands-on activities with snap cubes, algebra tiles, geo-boards and three-dimensional shapes. Additional support with online platforms (i.e. Dreambox, ImagineMath).

<https://www.khanacademy.org/math/cc-fifth-grade-math>

<https://www.khanacademy.org/math/cc-sixth-grade-math>

B. 7th Math Bridge Camp

June 2021 (in conjunction with middle school summer school)

6th Grade - Rising 7th Grade (6th Grade Math to 7th Grade Advanced Math)

Focus on critical standards from 6th and 7th grade to support students entering 7th grade advanced math and missing 7th grade math TEKS instruction. Hands-on activities with snap cubes, algebra tiles, geo-boards and three-dimensional shapes. Additional support with online platforms (i.e. Dreambox, ImagineMath).

<https://www.khanacademy.org/math/cc-sixth-grade-math>

<https://www.khanacademy.org/math/cc-seventh-grade-math>

C. 8th Math Bridge Camp

June 2021 (in conjunction with middle school summer school)

7th Grade - Rising 8th Grade (7th Grade Math to HS Advanced Algebra 1)

Focus on critical standards from 7th and 8th grade to support students entering High School Advanced Algebra 1 as an 8th grader and missing 8th grade math TEKS instruction. Hands-on activities with snap cubes, algebra tiles, geo-boards and three-dimensional shapes. Additional support with online platforms (i.e. Dreambox, ImagineMath).

<https://www.khanacademy.org/math/cc-eighth-grade-math>

<https://www.khanacademy.org/math/algebra>

I. Periodic Review of Scope and Sequence Frameworks

Mathematics course scope and sequence frameworks will be reviewed each summer by the Secondary Math Coordinator and the Summer Curriculum Writing teams for efficiency, effectiveness, and support of student achievement and success.

J. District Support for Campuses

The creation of the Advanced Mathematics Policy Manual is to support all campuses in maintaining a consistent policy for equity and access to all students in Hays CISD. All students should have the opportunity to accelerate their instruction in mathematics if they meet the guidelines set for in district policies.

The Secondary Mathematic Coordinator in conjunction with the summer curriculum writing teams will review district assessments, and the scope and sequence of mathematics courses to maintain consistency of the program across all campuses in the district.

The Content Resource Site will be continually updated with activities, resources, and support to help teachers facilitate engaging, effective lessons. District purchased resources include current adopted textbooks, Region 4 Instructional Materials, and Region 18 activities. During district PLC days, these resources will be highlighted and teachers supported to include in lesson plans and prepare for implementation in their classrooms.

Communication to Stakeholders

The following communications will be utilized to share information with various stakeholders as clearly and timely as possible.

Elementary Schools

- Elementary schools will have information available to them in order to share at spring events.
- 5th grade students, and their parents, that will be moving to the middle schools will have information about the advanced mathematics pathways before completing schedule requests for the following year.
- Information will include: Advanced course information, advanced course information, options to change pathways.

Middle Schools

- Middle schools will have information available to them in order to share at spring events.
- Students will have access to information about the advanced mathematics pathways before completing schedule requests for the following year.
- Information will include: Advanced course information, advanced course information, options to change pathways.

High Schools

- High schools will have information available to them in order to share at spring events.
- Students will have access to information about the advanced mathematics options before completing schedule requests for the following year.
- Information will include: Advanced course information, OnRamps course information, and AP course information.

A. Promotion of accelerated opportunities

1. Parents
 - i. 6th Grade Information Nights
 - ii. Middle School Open House Nights
 - iii. Navigate Your Future Night
2. Students
 - i. Middle School visits
 - ii. Counselor and Teacher recommendations
 - iii. Navigate Your Future events
3. Teachers
 - i. Course Guides
 - ii. Faculty Meetings
 - iii. District PLCs
 - iv. Professional Development
4. Counselors
 - i. Counselor Meetings and Updates
 - ii. Course Guides
5. Administrators
 - i. Principal Meetings and Updates
 - ii. Course Guides

B. Goals and Expectations for accelerated mathematics coursework

Advanced mathematics courses are designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments.

Students who participate in advanced mathematics courses experience greater levels of success in college and beyond. It is our mission to remove barriers that contribute to inequitable participation in advanced mathematics courses while at the same time educating parents and staff of the benefits advanced mathematics provides.

Advanced courses are designed to prepare students for high school Advanced and Advanced Placement (AP) courses. AP courses are college-level courses taught in a high school setting. At the end of each AP course an AP Exam is given. Qualifying scores on the AP exams can enable students to receive college credit and/or advanced standing at a university or college.

Students who experience success in these courses typically exhibit the following personal and academic characteristics:

- have a clear connection to the vocabulary, skills, concepts, or habits of mind necessary for success.
- are good problem solvers in everyday situations.
- have developed strong learning/study habits.
- display emotional maturity when frustrated; show perseverance when challenged.
- have strong/mastered math facts/fluency.
- have strong values of learning; are self-motivated.
- think deeply and communicate math ideas.
- are reflective and evaluate their own work.

Figure 3: Parent Information Guide



Parent Information Guide ~ Advanced Mathematics

Extensive research has shown that students who successfully complete Algebra I in the 8th grade have a much greater success rate in college enrollment and degree completion. This accelerated mathematics program is designed to prepare students to take Algebra I in Grade 8 and to continue their high school mathematics education to Advanced Placement[®] Calculus and/or Advanced Placement[®] Statistics.

6th Grade Advanced Math

This course will cover all of the Grade 6 math standards and the majority (82%) of the Grade 7 math standards. Students in this course will take the STAAR Grade 6 Math assessment.

7th Grade Advanced Math

This course will cover some Grade 7 math standards (18%) not covered in 6th Advanced and all of the Grade 8 math standards. Students in this course will take the STAAR Grade 8 Math assessment.

8th Grade Algebra I Pre-AP

This course will cover all of the Algebra I standards. This course will count for high school credit and will be factored into the student's GPA. Students in this course will take the STAAR Algebra I End Of Course assessment.

Who?

- Students who score masters on their previous grade level math STAAR*
- Students who demonstrate perseverance through mathematical challenges
- Students who will seek additional teacher support if they begin to struggle

* Students who score masters on their Grade 5 Math STAAR will automatically be enrolled in 6th Grade Advanced Math. Students must opt-out of this course if they are automatically placed and do not want to stay in advanced math.

Where can I learn more about the mathematics content in these courses?



bit.ly/MathTEKS



www.math4texas.org

Online Summer Math Enrichment Courses for Summer 2021!

Hays CISD is pleased to offer another FREE opportunity for district students to receive online, self-paced math enrichment during the summer. Any Hays CISD student who would like remediate or accelerate in 6th-Algebra 1 can register. These courses are not for acceleration, course credit, or a grade.

Register at: bit.ly/HaysMathEnrich2021

What if...

...my child signs up for an Advanced Math course and begins to struggle?

- Please visit with their teacher to determine student needs. Tutoring support from teachers during and after school is available for advanced math students.

...my child wasn't in 6th Grade Advanced Math but wants to be in 7th Grade Advanced Math?

- Please visit with the school principal, counselor and teachers to determine the best option for your student. Students must demonstrate competence in Grade 7 Math TEKS to be in 7th Advanced Math. Students in 7th Advanced Math will take the STAAR Grade 8 Math assessment and must pass in order to qualify for Algebra 1 in 8th Grade.

...my child wasn't in 7th Grade Advanced Math but wants to be in 8th Grade Algebra I, Pre-AP?

- Please visit with the school principal, counselor and teachers to determine the best option for your student and to set up a time to take the Credit by Exam for 8th Math. Students must earn a minimum of 80% on the 8th Math Credit by Exam (CBE) to be in Algebra 1. Transitioning from 7th Grade to Algebra 1, without the foundational Grade 8 content will be challenging for most students.

...I want to help my child preview some upper level content during the summer?

- Please consider enrolling your child in one or more of the FREE online Summer Math Enrichment Courses for Hays CISD Students.

Please contact the school counselor if you have any questions or Kathy Alexander, Hays CISD Secondary Mathematics Coordinator (kathy.alexander@hayscisd.net)

Figure 4: Example Parent Letter - Student Acceleration

February 2021

Dear Parent/ Guardian,

There has been an inquiry from you or the classroom teacher identifying your student as a potential candidate for math acceleration. The attached rubric reveals data collected to determine your child's mathematical readiness for acceleration.

Data points on the Math Acceleration Rubric provide a comprehensive picture of the student's math content knowledge. Reviewing STAAR results, benchmark results and grades, allows consideration of multiple student performance areas prior to completing additional CBE testing. We understand that acceleration without demonstrated mastery of TEKS may generate significant gaps in learning and can negatively affect the development of essential math concepts. As students opt to accelerate by examination, our desire is to educate families about the process used to determine need.

We recognize each student is an individual learner with unique needs. Please review the data collected with your student as you consider math acceleration. Contact your school counselor or principal with additional questions or concerns about the data or process used.

Sincerely,

Your Principal
Your School

_____ (student name) has been recommended to enroll in the following math course for the 2020-21 school year:

_____ 6th Grade on-level _____ 6th Grade Advanced Math

_____ 7th Grade on-level _____ 7th Grade Advanced Math

_____ 8th Grade on-level _____ HS Advanced Algebra 1

The required Credit by Examination(s) for enrollment are:

- _____ None required
- _____ 6th Grade Math (80% passing) and 7th Grade Math (80% passing)
- _____ 7th Grade Math (80% passing)
- _____ 7th Grade Math (80% passing) and 8th Grade Math (80% passing)
- _____ 8th Grade Math (80% passing)

If you would like to continue with the process of Credit by Examination, please return the attached registration form signed to your counselor by **April 2, 2021**.

Figure 5: Parent Opt-Out Letter

6th Grade Accelerated Mathematics Information

Dear Parent/Guardian:

Congratulations! Based on state testing results, your student has been identified as a candidate for enrollment in our Middle School Accelerated Math Program. Current research shows that students who complete advanced math classes in middle and high school have greater chances of success in attaining post-secondary credentials. This program condenses the 6th - 8th grade math curriculum into two years, and allows your student to take High School Algebra I during 8th grade. Taking Algebra I in 8th grade provides the opportunity for your student to take college-level math courses in high school such as Calculus and Statistics.

Please keep in mind that this is currently the only opportunity for your student to enter the Middle School Accelerated Math Program without taking an exam.

We are very excited about them being a part of this program. If you DO NOT want your son/daughter in an accelerated math course in 6th grade there are two options to send notification:

- Complete this electronic form to notify that you DO NOT want your student to participate in an accelerated math course in 6th grade by April 30.

- Complete the information below and direct this form to the 6th grade counselor at your next year's middle school campus by April 30.

Student Name (please print) _____

Student ID# _____

I DO NOT want my student, _____, to be enrolled in an accelerated math class in Grade 6 for the 2021-22 school year.

Date

Student Signature

Parent Signature

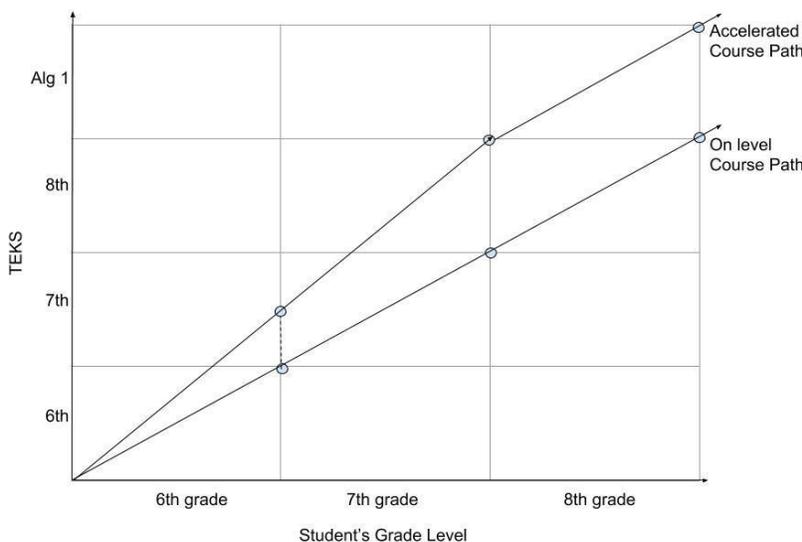
Figure 6: Student Information

Should I Take The Accelerated Math Sequence?

The only course for which there is an acceleration option is in mathematics. Counselors and math teachers can advise you in self-assessing your strengths and long-term interests in accelerated math course work. You should select an accelerated math course if you enjoy the challenge of mathematics and have an interest in a course trajectory (High School Endorsement) that leads to AP Calculus or AP Statistics in your senior year. Regardless of their middle school choice in math, students may still select advanced math classes in high school.

Things to Know About Accelerated Math in Middle School

- Math is the only subject for which there is an accelerated course.
- Advanced math in middle school involves both enrichment as well as acceleration. Acceleration allows students to enroll in Algebra 1 as an 8th grader. In order to accomplish this goal, students must complete 6th, 7th, and 8th grade math by the end of 7th grade.
- 6th Grade Advanced Math comprises the 6th grade math curriculum as well as about 80% of the 7th grade math curriculum. This course moves at a faster pace than regular math.
- 7th Grade Advanced Math consists of the remaining 7th grade standards as well as the 8th grade curriculum. This course moves at a faster pace than regular math.
- The purpose of this accelerated path is to allow students to take an Advanced Placement (AP) math class in 12th grade, such as AP Calculus or AP Statistics.



Should I take the accelerated mathematics sequence?

In middle school, math students in the accelerated sequence will be challenged to think more deeply about mathematics and the relationships between topics within mathematics. Accelerated math students are expected to be:

- confident and self-motivated math learners
- able to grasp mathematical concepts and strategies thoroughly, with good retention, and relate mathematical concepts within and across content areas and real-life situations
- able to progress independently through the curriculum with less guided practice
- prepared for more rigorous homework beyond the standard math class
- capable of learning concepts with less need for reteaching or remediation

Figure 7 - Teacher: Advanced Letter of Understanding

Hays CISD Advanced Mathematics (formerly Pre-AP) Letter of Understanding

The purpose of this Letter of Understanding is to provide information to parents and students and to facilitate students’ success in academically challenging courses. Advanced courses stimulate and challenge students to perform at an advanced academic level. Therefore, Advanced coursework requires students to engage in more independent analytical reading and writing assignments, both inside and outside of the classroom.

Due to the rigor, high level of expectation and preparation time required in Advanced and AP courses, students and parents must submit a signed letter of understanding at the start of the school year. While Advanced courses are open to any student wishing to enroll, parents and students should consider the extra effort required of students who typically experience success in Advanced courses. The decision to enroll in Advanced and AP courses ultimately rests with the parents and the students.

General Course Expectations:

- Successful completion of each Advanced course requires additional hours of individual study time outside of class on a regular basis.
- For a student whose grade average for the first six weeks is less than 70, a student-parent-teacher-counselor conference will be held to evaluate the advisability of the student remaining in the class.
- For a student whose grade average for the first nine weeks is less than 70, the student will be moved to the on-level course.
- For a student whose grade average is less than 70 for each subsequent grading period after the first nine weeks, the student will be moved to an on-level course.

Exit Policy/Process

Attend a conference between student, parent/guardian, teacher, and principal or designee. Schedule changes will be subject to course availability. If a student transfers out of an Advanced class, the student’s grades will directly transfer to the course into which the student enters if the course is a different level course of the same subject.

Student Agreement:

In signing up for this Advanced course, I agree to organize my time and effort to successfully complete all work in this rigorous course. I understand that I may need to seek additional help from my teacher outside of class.

Parent or Guardian Agreement:

I understand the expectations of this Advanced course, and I agree to support and encourage my son/daughter in his/her endeavors in the course. I will notify the teacher of any concerns relating to the course or my student’s progress. I understand that my son/daughter may need to seek additional help from the teacher outside of class.

Student Name _____ Student ID# _____

Student Signature _____ Date _____

Parent Signature _____ Date _____

Figure 8: Counselors: Level up and level down of mathematics course

When can students level up (enter the advanced mathematics pathway)?

6th Grade Entry

The best time to start on an Advanced Mathematics is at the beginning of Grade 6. However, if we identify academic students in the first semester of Grade 6 that we believe should be in 6th Grade Advanced Mathematics, we can make that change immediately. The earlier we make that change, the less curriculum they will miss and the more change they will have to succeed.

7th Grade Entry

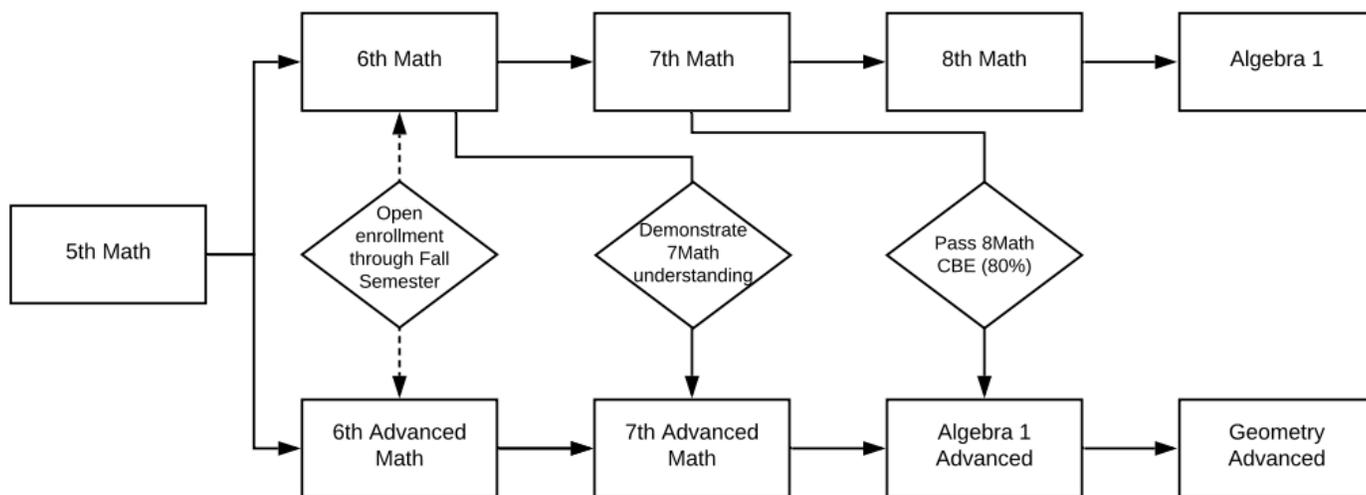
Students can jump into the Advanced Mathematics pathway at the beginning of Grade 7, but they will have missed about 80% of the curriculum covered by the Grade 7 Math STAAR and will need to demonstrate understanding of the 7th grade math TEKS in order to be placed into 7th Grade Advanced Mathematics.

8th Grade Entry

Students can jump into the Advanced Mathematics pathway at the beginning of Grade 8, but they will have missed all of the curriculum covered by the Grade 8 Math STAAR which is a prerequisite for Algebra 1. Students will need to take the Grade 8 Math CBE (80% required for passing) in order to be placed into 8th Grade HS Advanced Algebra 1.

High School Entry

Students can enroll in Advanced courses on an open enrollment basis. Students can double up with Geometry and Algebra 2 in order to gain a year and be able to reach AP Calculus as a senior in high school.



When can students level down (exit the advanced mathematics pathway)?

6th Grade Level Down

Students can level down from a 6th Grade Advanced Mathematics course into the on-level 6th Grade Mathematics course at any time during the first semester, and should be leveled down if the student has an average below 70 on a report card grading period. A committee composed of the math teacher, counselor, administrator, parent and student (or their designees) should collaborate to make the decision.

7th Grade Level Down

Students can level down from a 7th Grade Advanced Mathematics course into the on-level 7th Grade Mathematics course at any time during the first semester, and should be leveled down if the student has an average below 70 on a report card grading period. Curriculum that is covered in the on-level course will be a repeat of the curriculum the student was exposed to in 6th Grade Advanced Mathematics and 7th Grade Advanced mathematics and the student will be scheduled to take the Grade 7 Math STAAR. A committee composed of the math teacher, counselor, administrator, parent and student (or their designees) should collaborate to make the decision.

8th Grade Level Down

Students can level down from an 8th Grade HS Advanced Algebra 1 course into the on-level 8th Grade Mathematics course at any time before the end of the first semester, and should be leveled down if the student has an average below 70 on the first nine week report card grading period. Curriculum that is covered in the on-level course will be a repeat of the curriculum the student was exposed to in 7th Grade Advanced Mathematics and the student will be scheduled to take the Grade 8 Math STAAR. The student may require a remediation plan to ensure they are refreshed on the Grade 8 Math content in order to be successful on the Grade 8 Math STAAR. A committee composed of the math teacher, counselor, administrator, parent and student (or their designees) should collaborate to make the decision.

High School Level Down

Students can level down from a Advanced course into the on-level course at any time before the end of the first semester, and should be leveled down if the student has an average below 70 on the first nine week report card grading period. A committee composed of the math teacher, counselor, administrator, parent and student (or their designees) should collaborate to make the decision.

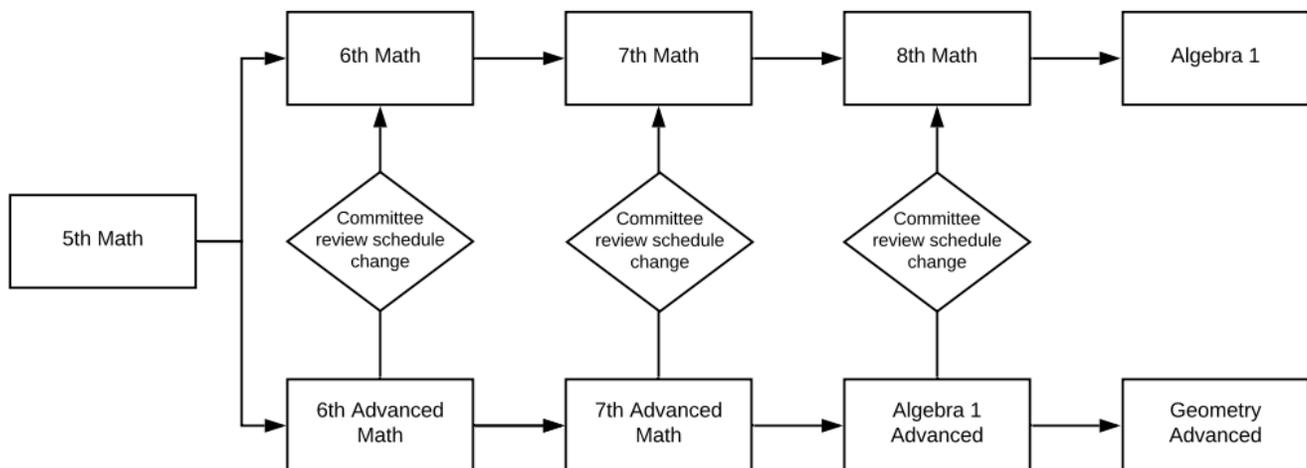


Figure 9: Annual Timeline for Process

January

- Present parents and students with information about the mathematics pathways and the benefits of selecting advanced coursework.

February

- Survey 5th, 6th, 7th, 8th, and 9th grade students and parents to gather information on WHY students choose their math courses.

March

- Study feedback from parents to determine possible root causes for selecting math courses to determine where we can have a positive impact.

April

- Invite students showing promise to participate in a summer math camp to support an advanced mathematics pathway.

May

- Math Camp Planning - hire teachers and write/revise curriculum as needed (4th, 5th, 6th, 7th grades in conjunction with Summer School).

June

- Pull STAAR data to identify students scoring at MASTERS level to enroll into Advanced Mathematics.
- Send a parent opt-out letter for anyone not already enrolled.
- Host bridge camps. Review data regularly with students and parents to support their work in continuously developing math skills.

July

- Provide training for advanced mathematics teachers to support depth and complexity of mathematics concepts for advanced mathematics pathway students.

July/August

- Host boot camp for rising 6th Grade Advanced Mathematics students to get a jumpstart on skills for their first Advanced Mathematics course.

ONGOING

- Support students and teachers as needed throughout the school year

C. Process of Identification

Initial identification will be through Masters level performance on STAAR math assessments in 3rd, 4th, 5th, and/or 6th grades, input from current math teacher and input from parents.

Parents may opt-in with open enrollment available for 4th Math Plus, 5th Math Plus, and/or 6th Grade Math/Advanced Math courses.

After 6th grade, review of students previous performance on 3rd, 4th, 5th, and/or 6th grade STAAR math, previous benchmark assessments, previous math course grades, teacher input, and credit by exam scores if necessary.

The identification rubric should be used to help facilitate conversations between student, parent, teacher, counselor and administrator to place the student in the appropriate setting for that individual student. Administrators will look at campus goals and student goals to make the appropriate student placements.

Figure 10: Identification Rubric

Data Identified Math Acceleration Candidate Rubric

Student _____ Current Campus _____

Current Grade Level _____ ID# _____ School Year _____

Current Math Course _____ Requested Math Course for next year _____

A Math Acceleration Rubric will be completed for each identified student interested in acceleration. **The data points on the Math Acceleration Rubric can provide a more comprehensive picture of the student's math content knowledge and should be used as talking points in conversations with students and parents.** Acceleration without demonstrating mastery of TEKS may generate significant gaps in learning and can have a negative impact on the development of essential math concepts. As students opt to accelerate, it is important to educate families so they are fully prepared for the additional demands of the course.

State Standardized Scores					Math Course Report Card Grades & Benchmark				
Masters = 10	Meets = 5	Approaches = 0			90+ = 10	70-89 = 5	<70 = 0		
STAAR 3rd Grade Math	10	5	0		Fall Semester Report Card Grade	10	5	0	
STAAR 4th Grade Math	10	5	0		Current Math Report Card Grade	10	5	0	
STAAR 5th Grade Math	10	5	0						
STAAR 6th Grade Math	10	5	0						
STAAR 7th Grade Math	10	5	0		Most Current District Benchmark	10	5	0	

**Teacher and Parent input should also be considered in the placement decision.

Current Math Course	Requested Math Course	Requirements	Score / Date Taken	Points 90% = 10 80% = 5 <80% = 0
5th Grade Math	6th Grade Advanced	Open Enrollment		
5th Grade Math	7th Grade Advanced	Demonstrate competence in Grade 6 & 7 Math TEKS		
6th Grade Math	7th Grade Advanced	Demonstrate competence in Grade 7 Math TEKS		
6th Grade Math	HS Advanced Algebra 1	8 Math CBE (80%)		
6th Grade Advanced	HS Advanced Algebra 1	8 Math CBE (80%)		
7th Grade Math	HS Advanced Algebra 1	8 Math CBE (80%)		

Total Points _____ Maximum Points Possible _____ Percent _____

Decision: