



SCHOOL OPERATIONS

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Middle School Mathematics Course Sequencing and Entrance Criteria *Explanation*

Development of Entrance Criteria

- There was careful consideration of the Arizona College and Career Ready Standards (including focus, coherence and rigor) and the Standards for Mathematical Practice.
- Data was evaluated for hundreds of current Amphitheater students, looking specifically at MAP data and students' current academic progress (grades) in accelerated courses.

What Amphitheater Student Data Shows

- A strong correlation between MAP score below the cutoffs scores outlined on the attached flowchart and poor grades in accelerated math courses.
- A large portion of students who scored below the MAP cutoff scores earned a lower overall grade in the Edgenuity summer program.
- Students who earned a C, D, or F in any accelerated courses often had to repeat a course, or if they continued on their current trajectory, went on to fail high school credit math courses.

Conclusions

- The cutoff scores are notably higher than the NWEA MAP fifty-percentile end of year scores for 6th, 7th, and 8th grade students. This is due to the fact that students are most successful with consistently high percentile-scores (ninety and above percentile range consistently over time).
- Given the data, these cutoffs scores were created to help teachers and principals select students who will be successful *long-term* in an accelerated pathway.

Caution!

- Students who are recommended who do not fit the criteria would possibly experience:
 - lower grades in high school math courses, ones which will be on their high school transcript, and cannot be grade replaced, only averaged;
 - increased levels of stress;
 - a strong need for extra support outside of the classroom;
 - gaps in their understanding;
 - possible aversion of mathematics.

Amphitheater Public School District 2016/2017

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