



## Middle School Advanced Pathway Courses Criteria for Appropriate Placement for Student Success

### GOAL: Student access to and success in advanced pathway courses

#### Interest, Motivation, and Perseverance Indicators

##### *Students who are successful in advanced pathway courses:*

- Demonstrate academic performance at or above grade level proficiency in English (Reading and Writing) and/or in math
- Demonstrate a high level of interest, intellectual engagement, and a strong desire to be challenged in English and/or math
- Are highly self-motivated, have the desire to excel in their courses, take responsibility for their own learning, attend class regularly, complete assignments on time, and recognize that effort is an important component of success
- Successfully complete tasks that require time, thought, perseverance, and implementation of multiple steps, concepts, or techniques
- Examine and learn from errors, try different approaches when needed, revise their work throughout the learning process, and seek help and access resources when needed

#### Academic Indicators

##### *Students who are successful in advanced pathway courses:*

**English Language Arts:** Have demonstrated the indicators for academic success as indicated below.

- Student academic performance demonstrates at or above grade level proficiency in English Language Arts (elementary Reading and Writing)
- Teacher and parent regarding student desire and commitment (see indicators above)
- Student demonstrates well-developed reading, writing, and communication skills in prior performance in classes and on classroom-based assessments
- Students seek opportunities to read independently and to analyze and respond to texts

**Math:** Have demonstrated the indicators for academic success as indicated below. Access to this pathway is not predicated on student's prior knowledge of mathematics that will be covered, as no content is skipped.

- Student academic performance demonstrates at or above grade level proficiency in math
- Teacher and parent input regarding student desire and commitment
- Student shows an interest in a mathematics pathway leading to Algebra 1, so they have the opportunity to take more advanced math and STEM related courses in high school.
- Student demonstrates positive learning attributes which include: productive persistence, embracing challenge, perseverance, responsibility for own learning and intellectual engagement

**Coordinated Science:** Have demonstrated strong performance in science and mathematics courses. Academic consideration for placement in 8th Grade Accelerated Coordinated Science is based on teacher and counselor input. Strong indicators of success in the course are:

- Math aptitude: Students should be enrolled concurrently in Geometry or Algebra
- Student academic performance demonstrates at or above grade level proficiency in science
- Science teacher placement recommendation



## **Middle School Advanced Pathway Courses Process for Appropriate Placement for Student Success**

### **GOAL: Student access to and success in advanced pathway courses**

#### **Process for decision making for EPS schools:**

- Expectations and registration process are communicated to students, families, and school staffs
- Staff support students and families to learn about and discuss appropriate placement in 5th grade conferences and at middle school information events
  - All English and math core and advanced pathway classes are college preparatory classes
  - The course sequence documents show access to honors courses at the high school level for each pathway
- Staff input to students and families addresses all the identified indicators for student success, including the academic indicators and interest, motivation, and perseverance indicators
- Staff communicate expectations for and characteristics of advanced placement courses:
  - The higher level of academic demand and commitment required for the advanced pathway English and/or math courses
  - The expectation of a commitment to participate at an accelerated pace with minimal practice, to keep up with increased homework and study expectations, and to invest the extra time outside of school needed in order to keep up with the increased pace of the course
  - The expectation that students perform at standard/above standard performance in these classes
  - Once students are placed in advanced pathway courses, they will not be allowed to transfer out without a parent/student/teacher/administrator conference
- Grade 5 teachers recommend appropriate placement for incoming 6th graders and initial the course pre-registration/recommendation form indicating their recommended placement for the next school year
- Middle school staff use multiple data points, consider student statements regarding interest and commitment, and teacher recommendations to place students appropriately

#### **Process for decision making for student and family:**

- Students should have a conversation with their current teacher to review all of the course options and the best placement for the next school year
- Students and families should consider:
  - All English and math core and advanced pathway classes are college preparatory classes
  - The course sequence documents show access to honors courses at the high school level for each pathway
  - The indicators for success in advanced pathways courses, including the academic indicators and interest, motivation, and perseverance indicators
  - The expectations for and characteristics of advanced placement courses
- Families are encouraged to attend an informational meeting at the middle school to learn more about course choices for next year
- Students should turn in their completed recommendation/registration form to their 5th grade teacher

#### **Resources:**

- Parent/Guardian letter
- Pre-registration/recommendation form
- Course pathways documents for English and math