



## Student Placement Process (Creating heterogeneous Level 2/Level 3 classes)

### General Timeline

April – MAP testing; final F & P assessment (teachers will need to assess kids to actual reading level)

April – buildings finalize number of sections for literacy and math based on class size targets

April – parent input letters/forms

May 1 – pull student data from data warehouse; teachers complete additional checklist data (writing checklist)

Early May – principals review parent input letters

Early May – Teachers in grades 1 and 2 meet with Level 2 literacy teachers and the principal to create Level 2 literacy classes; teachers in grades 3 and 4 meet with Level 3 literacy teachers and the principal to create level 3 literacy classes

Early May – Teachers in grades 1 and 2 meet with Level 2 STEAM teachers and the principal to create Level 2 math classes; teachers in grades 3 and 4 meet with Level 3 STEAM teachers and the principal to create creating level 3 math classes

Mid May – Related arts teachers and all specialists review list for input

May – Lists are finalized

Late May – Simulated experience for students

### Considerations for determining placements

- Academic data: F & P; MAP; District writing assessments; Common literacy assessments; teacher checklist (see writing behavior checklist); Common math assessments
- Social/emotional needs
- Behavioral needs
- Student environment needs
- Medical needs
- Receives ESL services (language level)
- IEP
- 504 plans
- Interventions/Involved in the RtI process
- Who can be kept together; ;who needs to be separated
- Boy/girl ratio
- Grade 1/Grade 2 ratio for literacy; Grade 3/Grade 4 ratio for literacy
- Age
- AEC (double accelerated math)

### Guiding Principles for Level 2 and Level 3 Literacy Classes

Need to remember that an original guiding principle is that all kids have a learning partner *and* models.

1. Using F & P data, place students on a continuum
2. Verify F & P scores against the following:
  - MAP data
  - District writing assessment data
  - District common literacy assessment data
  - Checklist
3. Adjust continuum with new information
4. Pull small clusters of like learners from across the continuum to include a group from the left, middle and right side of the continuum.
5. Verify against the considerations identified above

### Guiding Principles for Level 2 and Level 3 STEAM Classes

2013/2014 School Year

- Current Science curriculum
- STEAM time for the first year will predominantly provide for extended time in math due to the acceleration of the curriculum. Guided math will further differentiate for individual needs and WIN time will allow for interventions in math and this time will be used to scaffold instruction for any gaps in math skills (math committee will identify specific mini-units for this instructional time.

- For students significantly below grade level, they will receive a compacted, common core curricula that will be designed to accelerate their math growth so that they can participate in grade level instruction.
1. Use MAP data; classroom data (assessments and guided math information) to determine if any students will require double acceleration.
  2. Using MAP data, place students on a continuum
  3. Verify current MAP score against the following:
    - Previous MAP scores
    - EM assessment information
    - Teacher input
  4. Adjust continuum with new information
  5. Pull small clusters of like learners from across the continuum to include a group from the left, middle and right side of the continuum.
  6. Verify against the considerations identified above.

#### *Math curriculum information*

- Students in Level 2-2 will receive grade 3 EM instruction
- Students in Level 2-3 will receive grade 4 EM instruction
- Students in Level 3-4 will receive grade 5 EM instruction
- Students in Level 3-5 will receive grade 6 EM instruction
- AEC students in Level 3-4 will receive grade 6 (Connecting Math Concepts)
- AEC students in Level 3-5 will receive grade 7 (Connecting Math Concepts)

#### *2014/2015 School Year*

- New STEAM curriculum using the Next Generation Science Standards (new common core). This curriculum will be written during the 2013/2014 school year. Intend to design curriculum experience that provides a set of experiences that children will participate in over the course of two years. Math standards will also be strategically imbedded in the new science curriculum to further integration.
- Math instruction remains the same as the 13/14 school year.

#### *2015/2016 School Year*

- Year 2 of implementing new STEAM curriculum (arts will be infused)
- Multi-grade Level 2 and Level 3 math classes that integrate and support the STEAM curriculum (will give consideration to using Connecting Math Concepts)

#### *Notes about class placement*

- Literacy – All of the classes will have a heterogeneous group of students. They are created to provide a like learner and provide models. If a student experiences significant growth over the summer, that data will be assessed and if a change would benefit the student a meeting will be held with staff, principal and parent before any changes are made.
- Math – All students will be accelerated a year with the EM curriculum. For those students whose MAP scores *consistently* demonstrate a need for double acceleration we will place them accordingly, with permission from the parent. This may require the child to attend math class with above grade level students. This will be done in the spring of every year. One high MAP score does not warrant double acceleration. Parents can contact the principal to have the data reviewed.
- Move-in students - Buildings will administer the MAP brief survey test in reading and math to determine an overall RIT level. This will assist principals in determining the appropriate class placement.