FOR ACTION: Approve Proposal for Middle School/High School Math Articulation

RECOMMENDATION

It is recommended that the Board approve the middle school/high school math articulation plan to award high school credit to middle school students who successfully complete high school mathematics courses taken while in middle school.

Background Information

Students who enter middle school during their seventh grade year have a wide range of mathematics skills and are placed in a mathematics class based upon their ability level. The middle school math placement process for incoming seventh grade students is coordinated by the middle school mathematics teachers and the Department of Curriculum, Instruction, and Programs. Algebra I and Geometry classes are offered at all Monroe County Community School Corporation middle schools. Seventh grade Algebra I class placement is determined by the following placement criteria; Orleans-Hanna Algebra Prognosis score, NWEA mathematics score, the ISTEP+ mathematics score, math grade and teacher recommendation. Students must have the recommendation of their Algebra I teacher for placement in the Geometry class. Students enrolled in a mathematics class two or more grade levels above their grade placement will be designated as “High Ability, Specific Academic Math”.

At this time, middle school Algebra I and Geometry classes do not count for high school graduation credit. However, they are considered for high school mathematics class placement. Parents of students taking Algebra I and Geometry in grades six through eight receive a letter describing the intensity of the classes. In addition to the letter, parents and students sign a form acknowledging the rigorous course of study of the Algebra I and Geometry classes. Middle School students who take Geometry in seventh grade travel to the high school for Algebra II during their eighth grade year.

Proposal

The proposal is being made to provide middle school students with the opportunity to earn high school credit for high school mathematics courses taken while in middle school. Students/parents may choose to have these high school mathematics classes count as part of the mathematics credits required for high school graduation. In making this decision, the mathematics course titles will be placed on the high school transcript and be included in the calculation of the high school grade-point-average. If a student is not satisfied with a course grade they received in middle school, they may opt to retake Algebra I, Geometry or Algebra II the following year. The highest grade earned in a course will be included in the high school grade-point-average. Student transcripts will note if a class has been retaken.

Articulation of the content covered and the assessments used in the courses will take place between high school department chairs, high school and middle school mathematics teachers, the Coordinator of High Ability Education, and the Assistant Superintendent of Curriculum and Instruction.

Prior to taking higher level mathematics classes, the parents of students taking Algebra I, Geometry or Algebra II, will be given a form outlining the rigorous course of study of the higher level mathematics courses and guidelines for retaking classes. Parents/students will also be asked to indicate whether or not they would like the course grade to be placed on the high school transcript and included in the high school grade point average. If the parent chooses not to have the course placed on the high school
transcript, the student may still take the class during middle school. The appropriate course work will need to be taken at the high school level to meet the number of mathematics credits required for graduation. Dually enrolled middle school/high school students will be expected to adhere to the same guidelines all high school students follow if they wish to drop a course.

This proposal was presented to the Board for information on January 6 and is included for action at this time.