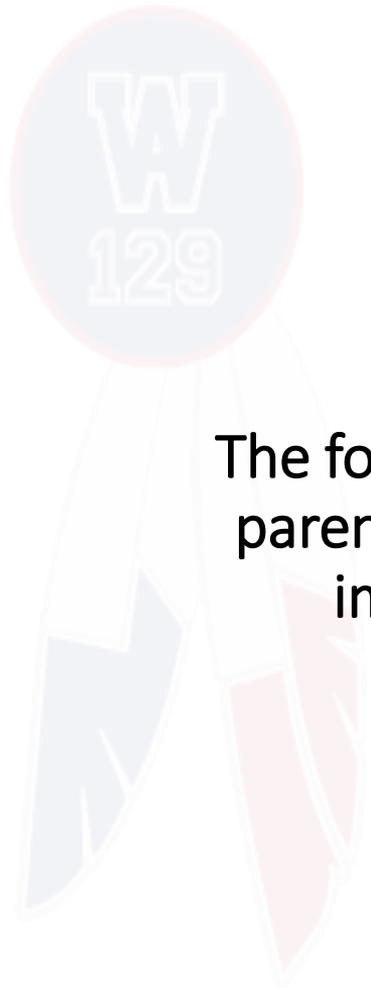




# West Aurora School District 129

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**Fostering an Environment of Equity and  
Opportunity**



# West Aurora

The following slides and images are a summary of a parent presentation from January 23<sup>rd</sup>, 2017. The images and text are meant as informative.

# District 129



# PURPOSE OF THE PRESENTATION

1.SHARE INFORMATION

2.GATHER INPUT

3.SPARK AN OPEN AND ONGOING DIALOGUE

- EMAIL FOLLOW-UP QUESTIONS TO:

- [middleschoolday@sd129.org](mailto:middleschoolday@sd129.org)

# IMPORTANT REMINDER

- The content of this presentation is the product of a collaborative effort. It is not a final product and parent input is desired to help inform future decisions
- The earliest this initiative would go into place is **2018-19.**

## TWO IMPORTANT ITEMS TO REMEMBER

- *We are better today than we were three years ago.*
- *The plan we will discuss is about continuing to improve as a school district.*



West Aurora

# Part 1: Problem Identification

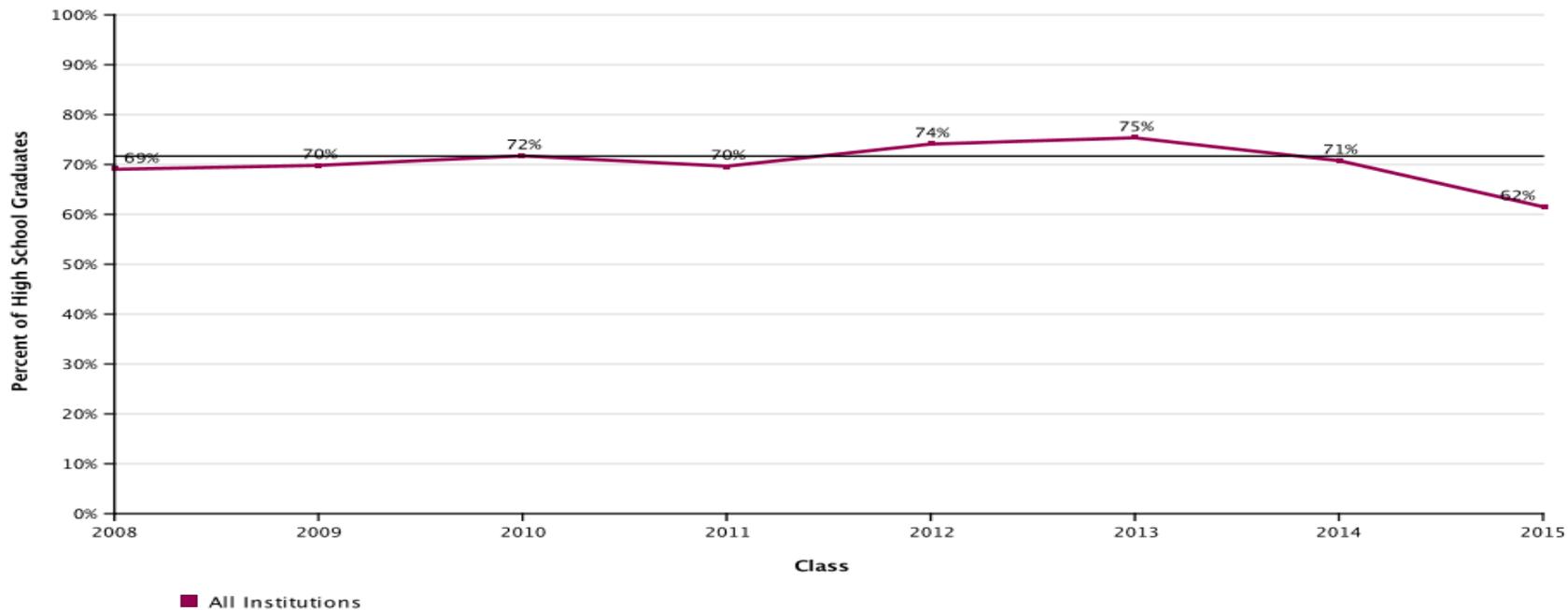
District 129

While 70-75% of West High graduates students are going on to post high school college of some kind, only about 38% of them are graduating from college within 6 years of graduation.

This information is shown in graphic form on the next two slides.

# Percent of Students Enrolled in College at Any Time During the First Two Years After High School

Effective Date = August 15, 2016



AVG = 72%



WEST AURORA HIGH SCHOOL

Report Run Date: 10/06/2016 11:03 AM

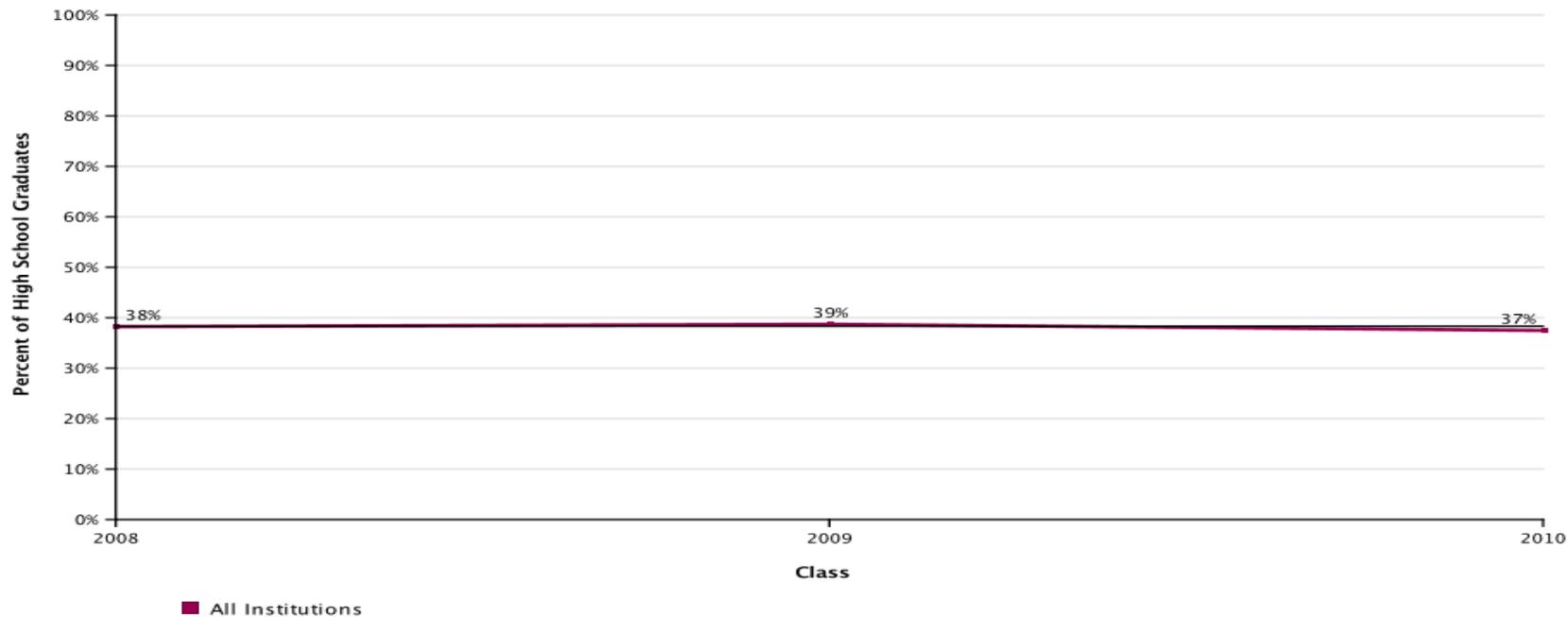
Page 1 of 2

NATIONAL STUDENT  
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## Percent of High School Class Who Completed a Degree Within Six Years

Effective Date = August 15, 2016



AVG = 38%

WEST AURORA HIGH SCHOOL

Report Run Date: 10/06/2016 11:09 AM

Page 1 of 2

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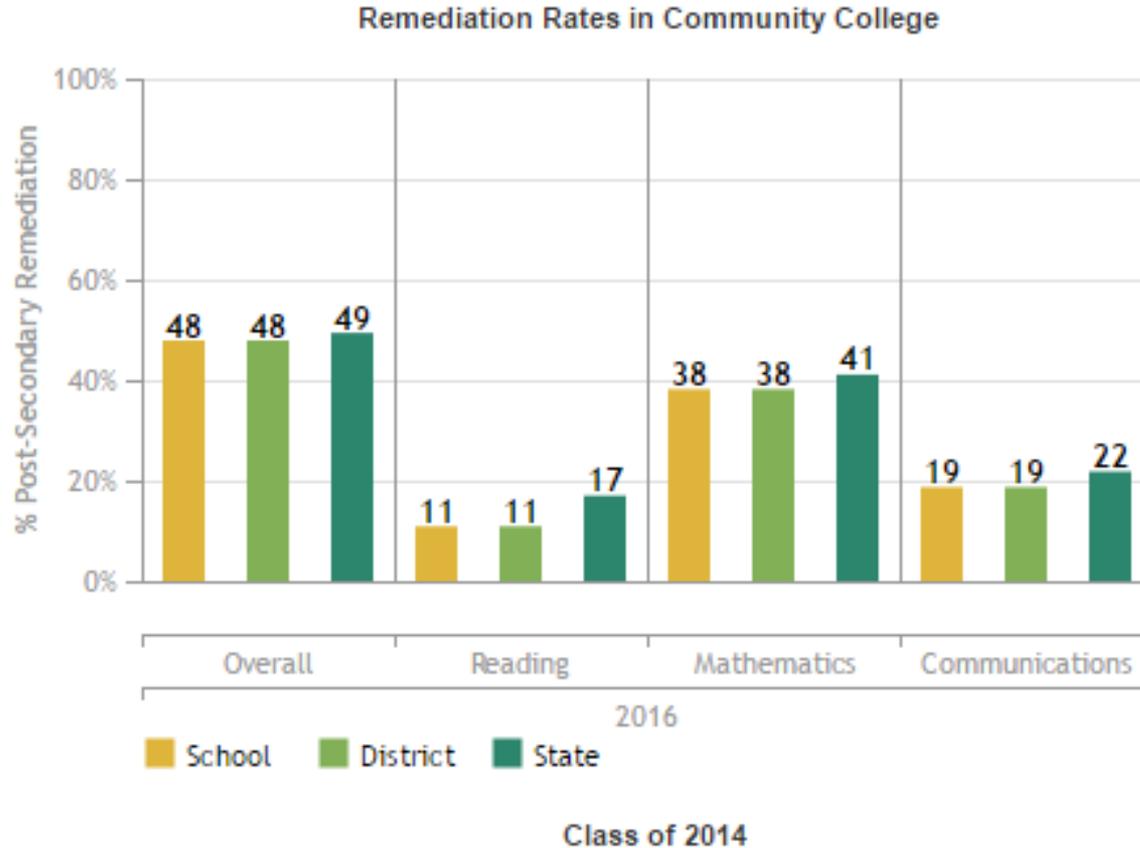
West Aurora

***WHY IS THIS HAPPENING?***

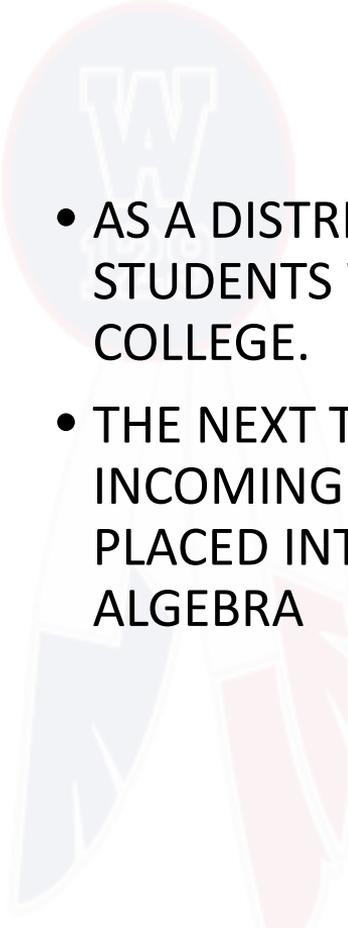
District 129

# Remedial College Course Work

THROUGH PUBLICLY AVAILABLE DATA WE SAW THAT HIGH NUMBERS OF OUR GRADUATES WERE BEING REQUIRED TO TAKE REMEDIAL LEVEL COLLEGE MATH COURSES.

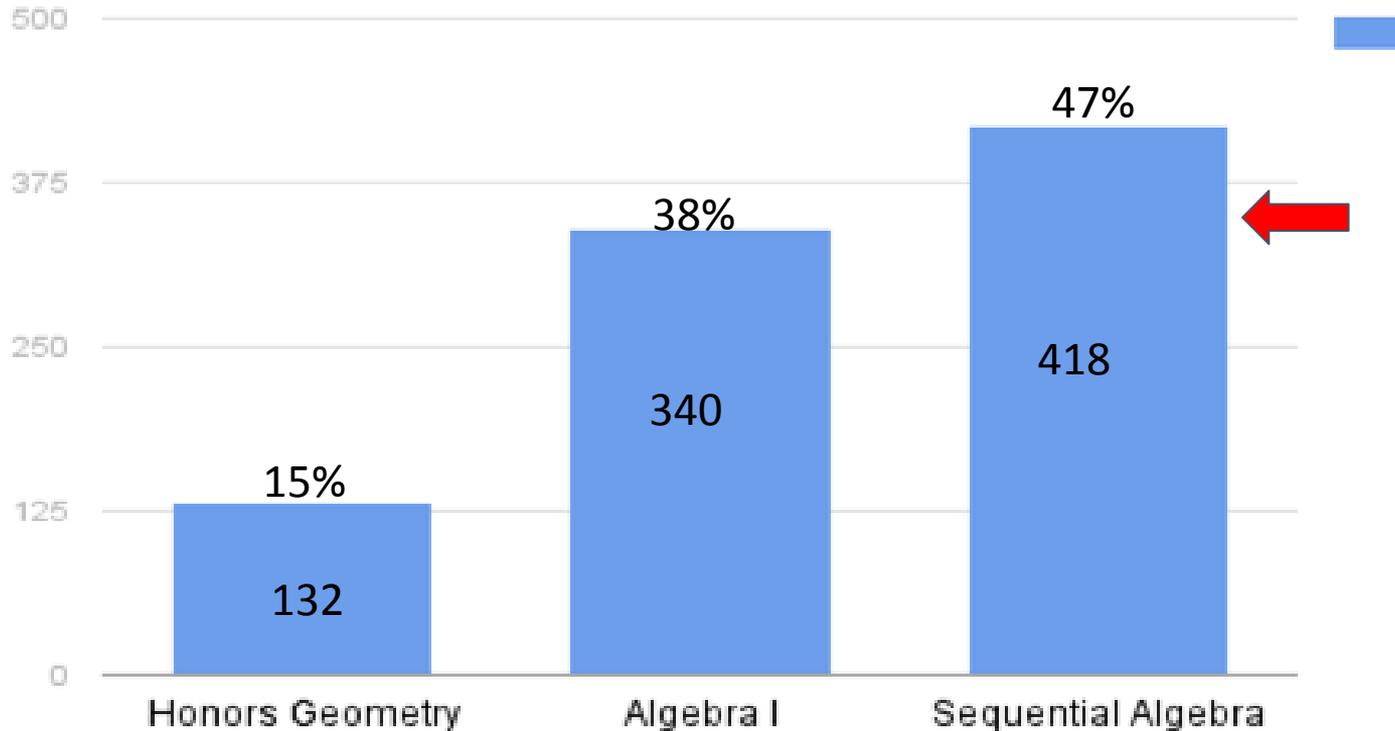


TAKING REMEDIAL COLLEGE COURSE WORK IS A STRONG PREDICTOR THAT A STUDENT WILL NOT GRADUATE FROM COLLEGE.

- 
- The image features a large, faint watermark of the West Aurora High School logo in the background. The logo consists of a stylized 'W' inside a circle, with the words 'West Aurora' written in a serif font below it, and 'High School' in a smaller font at the bottom. The watermark is light pink and blue.
- AS A DISTRICT WE INVESTIGATED REASONS WHY SO MANY OF OUR STUDENTS WERE TAKING REMEDIAL LEVEL MATH COURSES IN COLLEGE.
  - THE NEXT TWO SLIDES SHOW THE DATA OF THE PERCENTAGE OF INCOMING FRESHMEN OVER THE LAST TWO YEARS WHO HAVE BEEN PLACED INTO REMEDIAL HIGH SCHOOL MATH i.e. SEQUENTIAL ALGEBRA

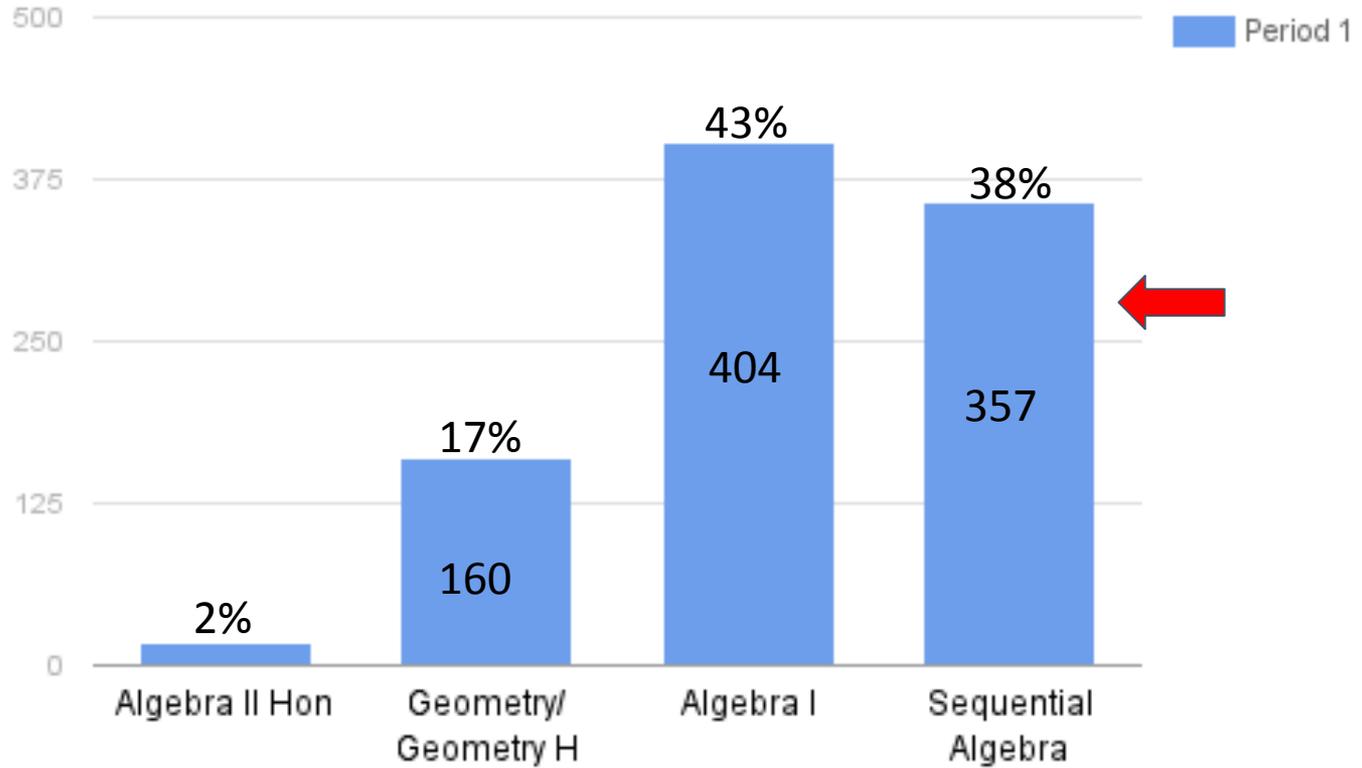


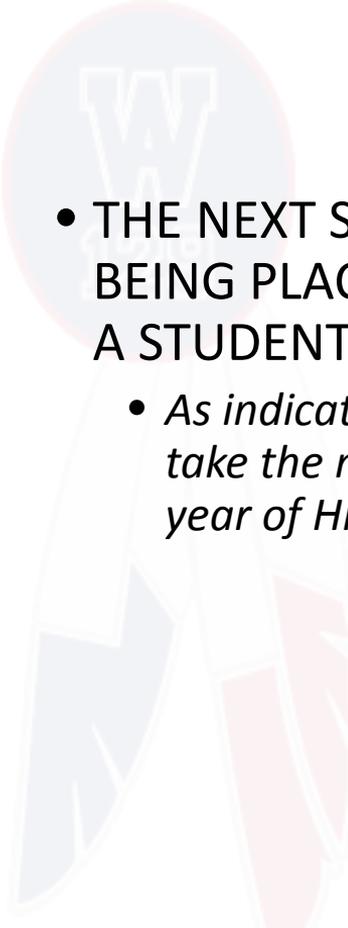
# Freshman Class Math Placements (2015-2016)





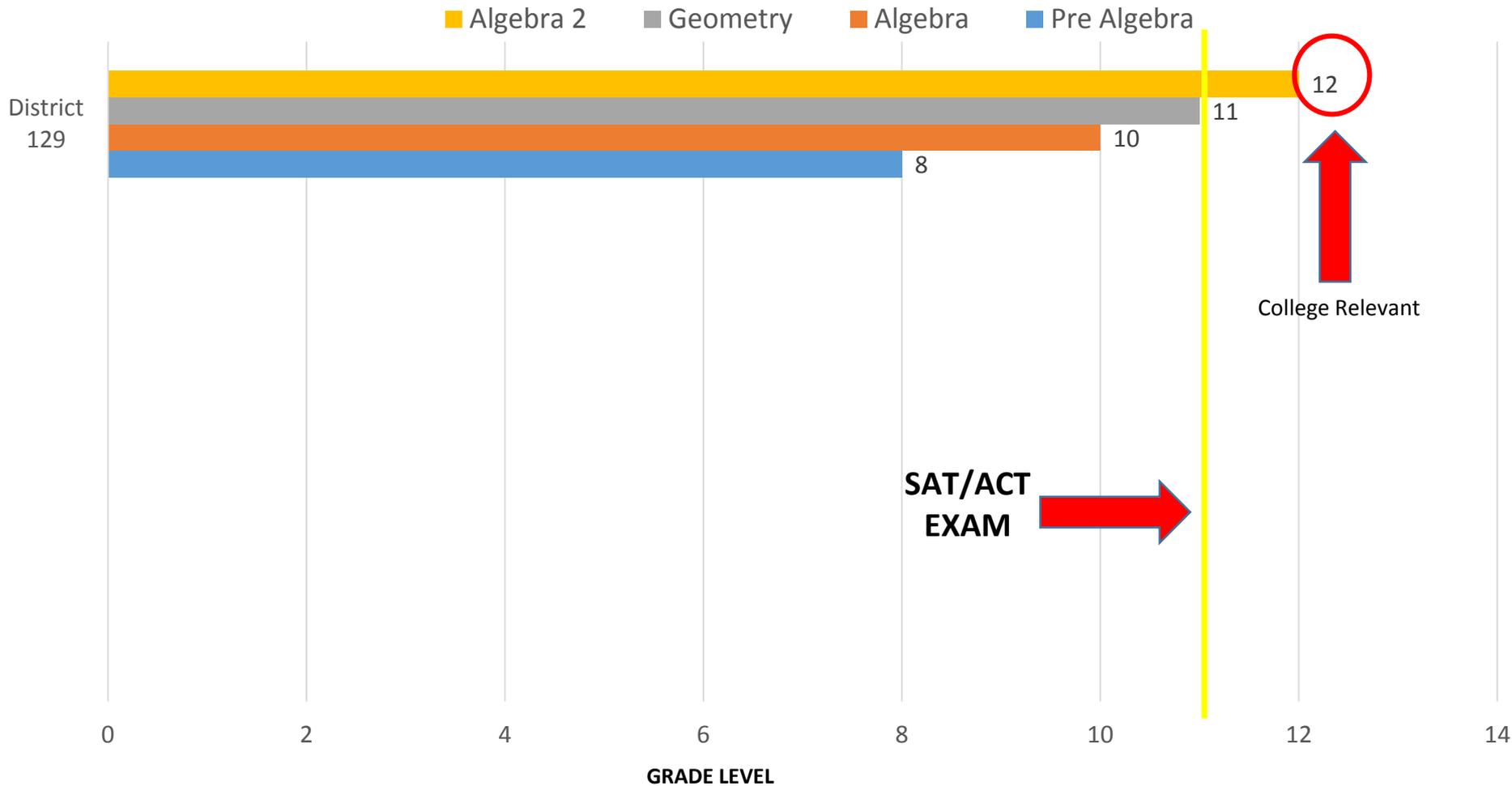
# Freshman Class Math Placement (2016-17)

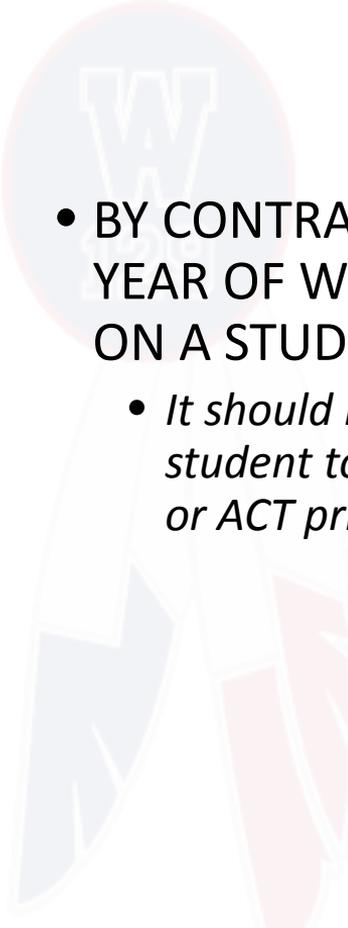


- 
- THE NEXT SLIDE SHOWS THE SEQUENCE BY SCHOOL YEAR OF WHAT BEING PLACED INTO SEQUENTIAL ALGEBRA AS A FRESHMAN HAS ON A STUDENT'S EDUCATION.
    - *As indicated by the graph, a student placed into Sequential Algebra will not take the math courses that are covered on the SAT or ACT until their Senior year of High School, which is one year after those tests are first administered.*



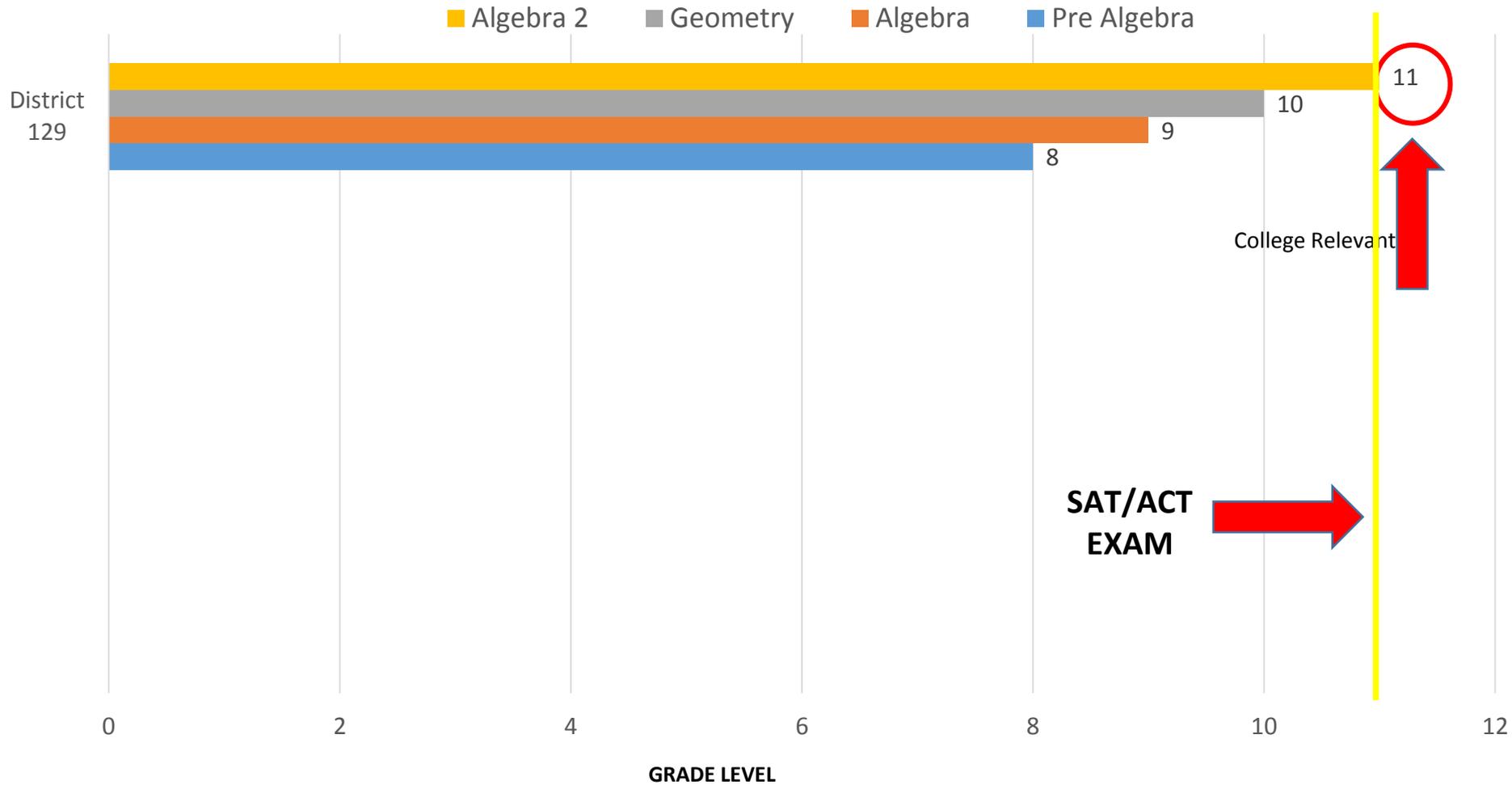
# Students Placed in Sequential Algebra as Freshmen



- 
- BY CONTRAST, THE NEXT SLIDE SHOWS THE SEQUENCE BY SCHOOL YEAR OF WHAT BEING PLACED INTO ALGEBRA 1 AS A FRESHMAN HAS ON A STUDENT'S EDUCATION.
    - *It should be noted that placement into Algebra 1 as a Freshman allows a student to be exposed to all the pre-requisite math topics covered on the SAT or ACT prior to sitting for those exams.*



# Students Placed in Algebra 1 as Freshmen

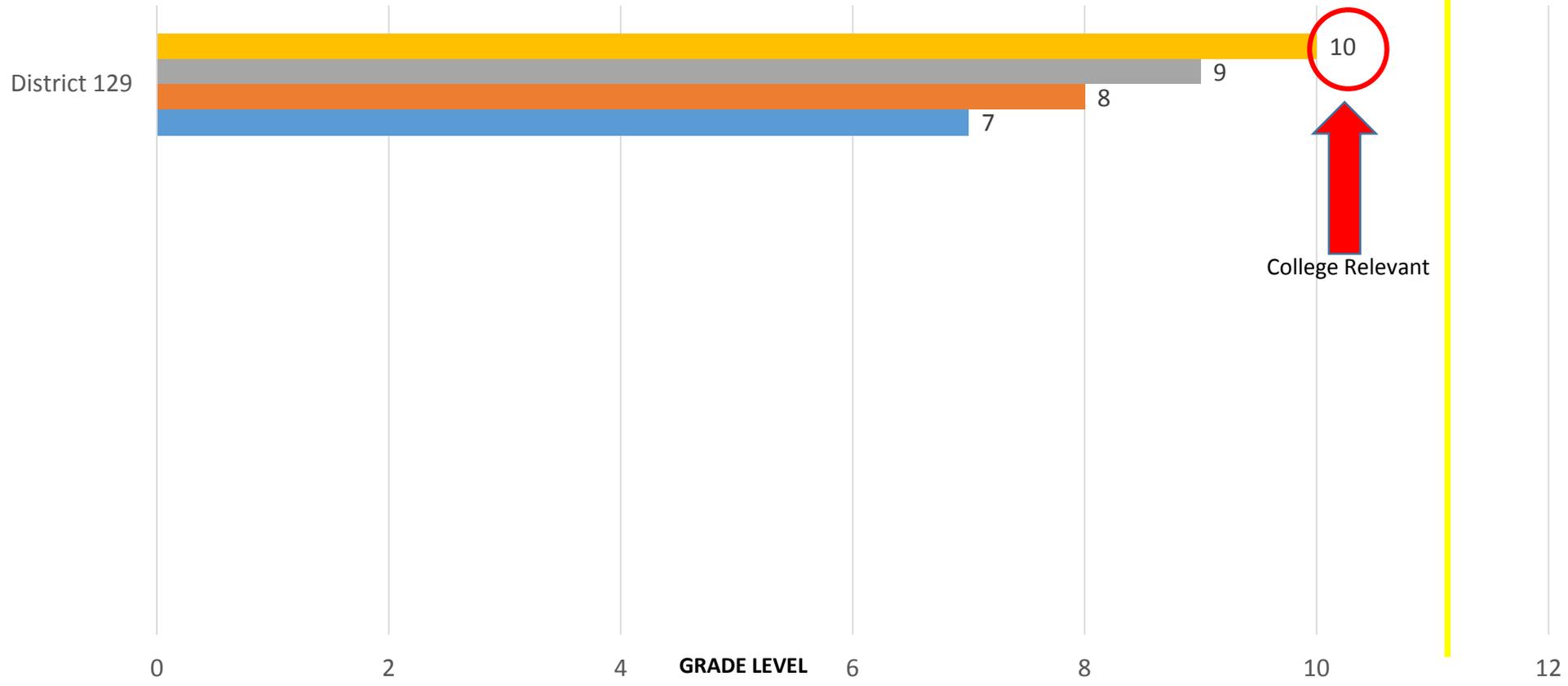


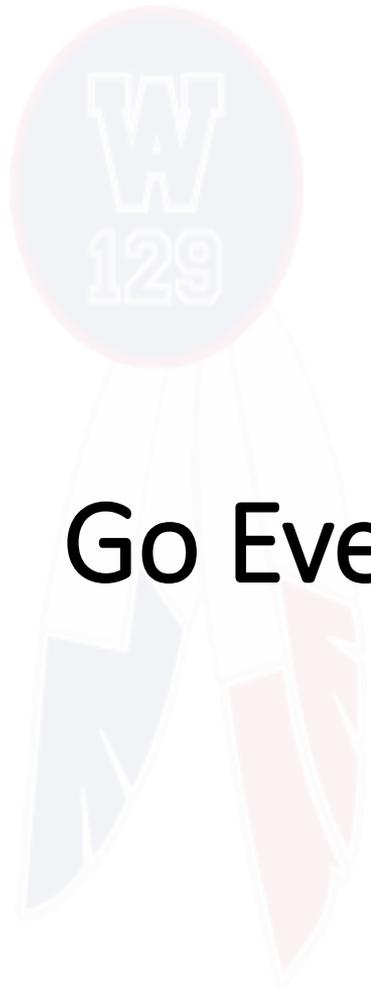
- 
- The logo for Waterbury University is located on the left side of the slide. It features a large, stylized letter 'W' in a light blue color, set within a circular background. Below the 'W' are several abstract, overlapping shapes in shades of blue and red, suggesting a mountain range or a stylized landscape.
- THE NEXT SLIDE SHOWS THE SEQUENCE BY SCHOOL YEAR OF WHAT BEING PLACED INTO GEOMETRY AS A FRESHMAN HAS ON A STUDENT'S EDUCATION. THIS IS THE TRACK OUR MOST ADVANCED STUDENTS TAKE.



# MATH SEQUENCE (Advanced Students)

Algebra 2   Geometry   Algebra   Pre Algebra





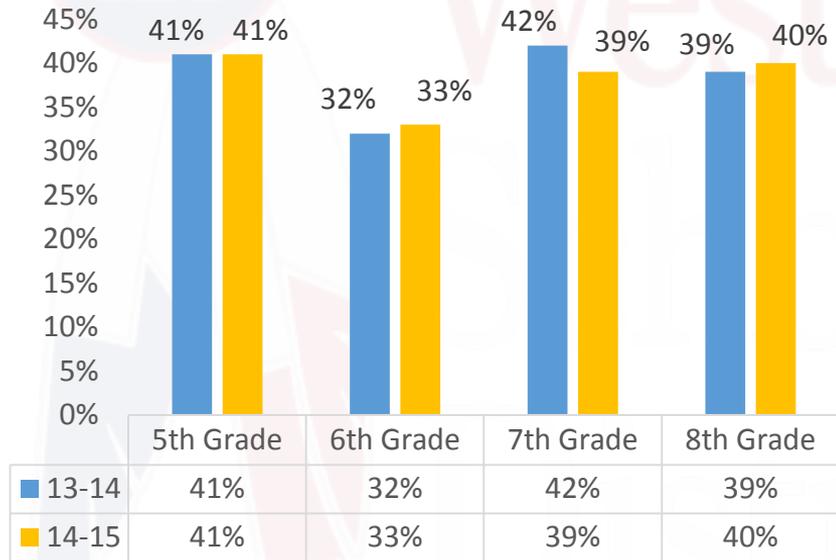
West Aurora

**Go Even Further Back....**

School  
District 129

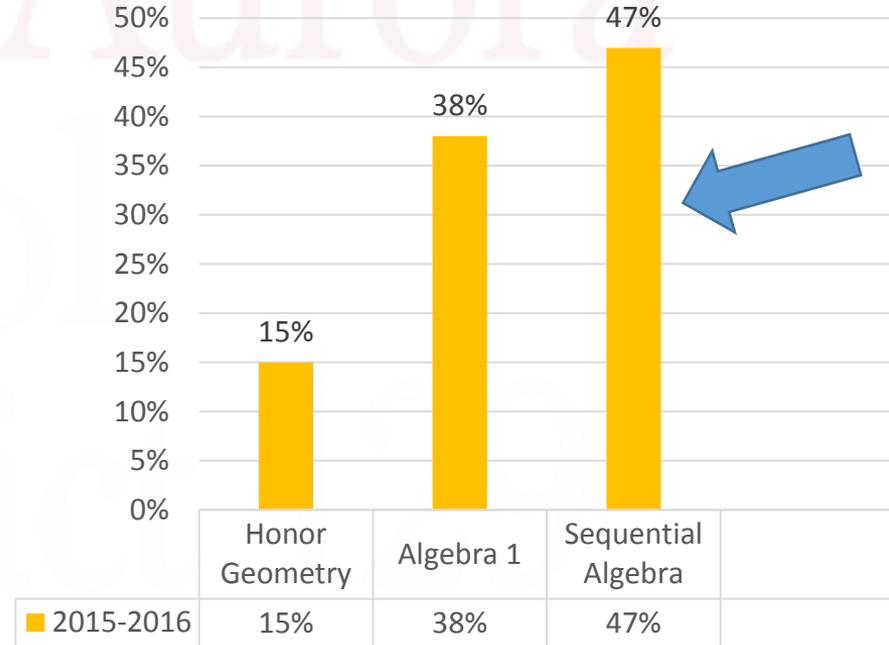
As we examined the achievement data of 8<sup>th</sup> grade students in 2014-15 to their subsequent high school math placement as Freshmen in 2015-16 we noticed that when low percentages of students are at grade level or above (left graph) a high number of them are placed in remedial (Sequential) Algebra (right graph)

**Math Students At Or Above Grade Level 2013-2015**



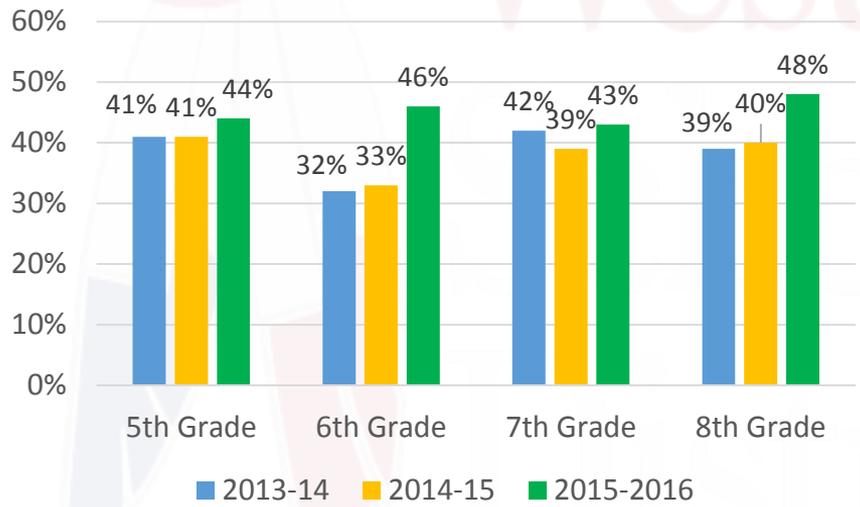
■ 13-14 ■ 14-15

**Freshman Math Placements 2015-2016**

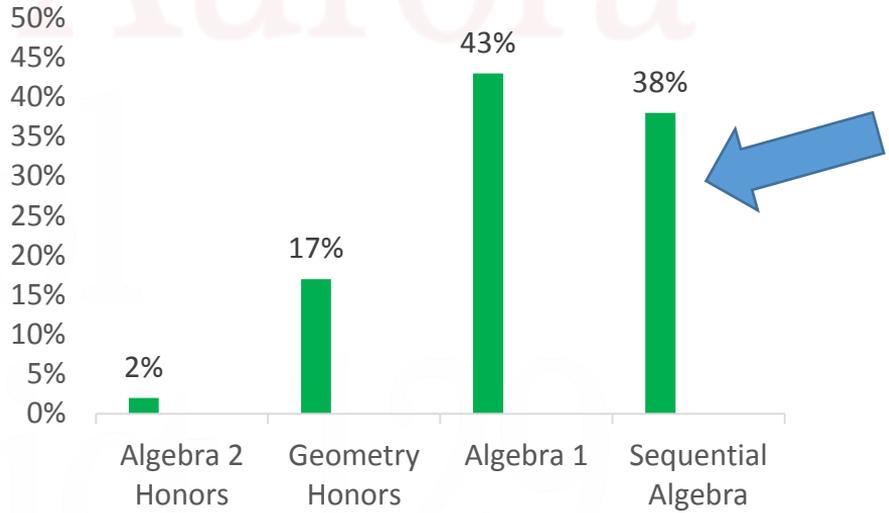


Similarly, we found that as 8<sup>th</sup> grade student achievement rose in 2015-16 (left graph) that placement into Sequential Algebra (right graph) *declined* significantly.

**Students At Or Above Grade Level Grades 5<sup>th</sup>-8<sup>th</sup> 2013-2016**



**Freshman Math Placements 2016-2016**



# Conclusions

Low Achievement in Middle School Math

Remedial Placement in High School Math

Remedial Placement in College Math

Low Levels of College Completion



West Aurora

# Solution Identification

The next slide shows the current structure for our students in Middle School through High School in regards to Math courses taken.

# CURRENT MODEL: AGE/GRADE=MATH COURSE TAKEN

## ON TRACK STUDENT/STRUGGLING STUDENT

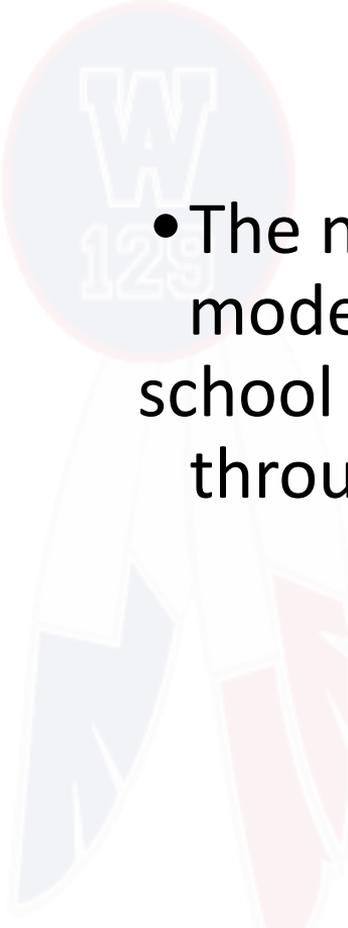
| <u>6<sup>TH</sup> GRADE</u> | <u>7<sup>TH</sup> GRADE</u> | <u>8<sup>TH</sup> GRADE</u>              | <u>9<sup>TH</sup> GRADE</u> | <u>10<sup>TH</sup> GRADE</u> | <u>11<sup>TH</sup> GRADE</u> | <u>12<sup>TH</sup> GRADE</u>          |
|-----------------------------|-----------------------------|------------------------------------------|-----------------------------|------------------------------|------------------------------|---------------------------------------|
| 6 <sup>TH</sup> GRADE MATH  | 7 <sup>TH</sup> GRADE MATH  | 8 <sup>TH</sup> GRADE MATH (Pre-Algebra) | ALGEBRA                     | GEOMETRY                     | ALGEBRA 2                    | PRE-CALCULUS/ STATISTICS/ FINITE MATH |
|                             |                             |                                          | SEQUENTIAL ALGEBRA 1 A      | SEQUENTIAL ALGEBRA 1 B       | TECHNICAL GEOMETRY           | ALGEBRA 2                             |

## ET STUDENT

| <u>6<sup>TH</sup> GRADE</u>                                | <u>7<sup>TH</sup> GRADE</u>                 | <u>8<sup>TH</sup> GRADE</u> | <u>9<sup>TH</sup> GRADE</u> | <u>10<sup>TH</sup> GRADE</u> | <u>11<sup>TH</sup> GRADE</u> | <u>12<sup>TH</sup> GRADE</u> |
|------------------------------------------------------------|---------------------------------------------|-----------------------------|-----------------------------|------------------------------|------------------------------|------------------------------|
| 6 <sup>TH</sup> GRADE ET MATH (7 <sup>TH</sup> GRADE MATH) | 7 <sup>TH</sup> GRADE ET MATH (Pre-Algebra) | ALGEBRA                     | GEOMETRY                    | ALGEBRA 2                    | PRE CALCULUS                 | AP CALCULUS                  |

# PROPOSED MODEL

- COURSE BASED APPROACH TO MATHEMATICS CONSISTING OF 5 COURSES.
  1. MATH 1 (*6<sup>TH</sup> GRADE MATH*)
  2. MATH 2 (*7<sup>TH</sup> GRADE MATH*)
  3. MATH 3 (*8<sup>TH</sup> GRADE MATH/PRE ALGEBRA*)
  4. ALGEBRA
  5. GEOMETRY
- 2 PERIODS OF MATH IN 6<sup>TH</sup> GRADE AND THEN 2 PERIODS AS NEEDED.

- 
- The logo for Waterford 129 is located on the left side of the slide. It features a large, stylized letter 'W' in a light blue color, with the number '129' positioned directly below it. The 'W' and '129' are set against a circular background that is part of a larger, faint graphic of a Native American figure in traditional dress, including a feathered headdress and a tunic with geometric patterns. The entire logo is rendered in a semi-transparent, light blue color.
- The next slides show a different, more flexible model of delivering Math education to middle school students. These slides show various paths through our proposed Math courses based on student individuality.

# FOR SOME STUDENTS

| 6th Grade       | 7th Grade       | 8th Grade       | Freshman Year |
|-----------------|-----------------|-----------------|---------------|
| Math 1<br>----- | Math 2<br>----- | Math 3<br>----- | Algebra I     |
| Math 1          | Math 2          | Math 3          |               |

For some students they may need 2 periods of math over three consecutive years in order to take Algebra 1 as a Freshman as represented above.

# FOR OTHER STUDENTS

| 6th Grade       | 7th Grade       | 8th Grade       | Freshman Year |
|-----------------|-----------------|-----------------|---------------|
| Math 1<br>----- | Math 2<br>----- | Math 3<br>----- | Algebra I     |
| Math 1          | Math 2          | Math 3          |               |

|                 |                 |                 |           |
|-----------------|-----------------|-----------------|-----------|
| Math 1<br>----- | Math 2<br>----- | Math 3<br>----- | Algebra I |
| Math 2          | Math 3          |                 |           |

Some students may need 2 periods of math only in 6<sup>th</sup> and 7<sup>th</sup> grade in order to take Algebra 1 as a Freshman as represented above.

# FOR OTHER STUDENTS

| 6th Grade       | 7th Grade       | 8th Grade       | Freshman Year |
|-----------------|-----------------|-----------------|---------------|
| Math 1<br>----- | Math 2<br>----- | Math 3<br>----- | Algebra I     |
| Math 1          | Math 2          | Math 3          |               |

|                 |                 |                  |          |
|-----------------|-----------------|------------------|----------|
| Math 1<br>----- | Math 2<br>----- | Algebra<br>----- | Geometry |
| Math 2          | Math 3          | Support          |          |

|  |                 |                  |          |
|--|-----------------|------------------|----------|
|  | Math 3<br>----- | Algebra<br>----- | Geometry |
|--|-----------------|------------------|----------|

Other students may only need 2 periods of math in their 6<sup>th</sup> grade year and could be ready for Geometry as a Freshman.

# FOR OTHER STUDENTS

| 6th Grade       | 7th Grade       | 8th Grade       | Freshman Year |
|-----------------|-----------------|-----------------|---------------|
| Math 1<br>----- | Math 2<br>----- | Math 3<br>----- | Algebra I     |
| Math 1          | Math 2          | Math 3          |               |

|                 |                 |                  |          |
|-----------------|-----------------|------------------|----------|
| Math 1<br>----- | Math 2<br>----- | Algebra<br>----- | Geometry |
| Math 2          | Math 3          | Support          |          |

|  |                 |                  |          |
|--|-----------------|------------------|----------|
|  | Math 3<br>----- | Algebra<br>----- | Geometry |
|--|-----------------|------------------|----------|

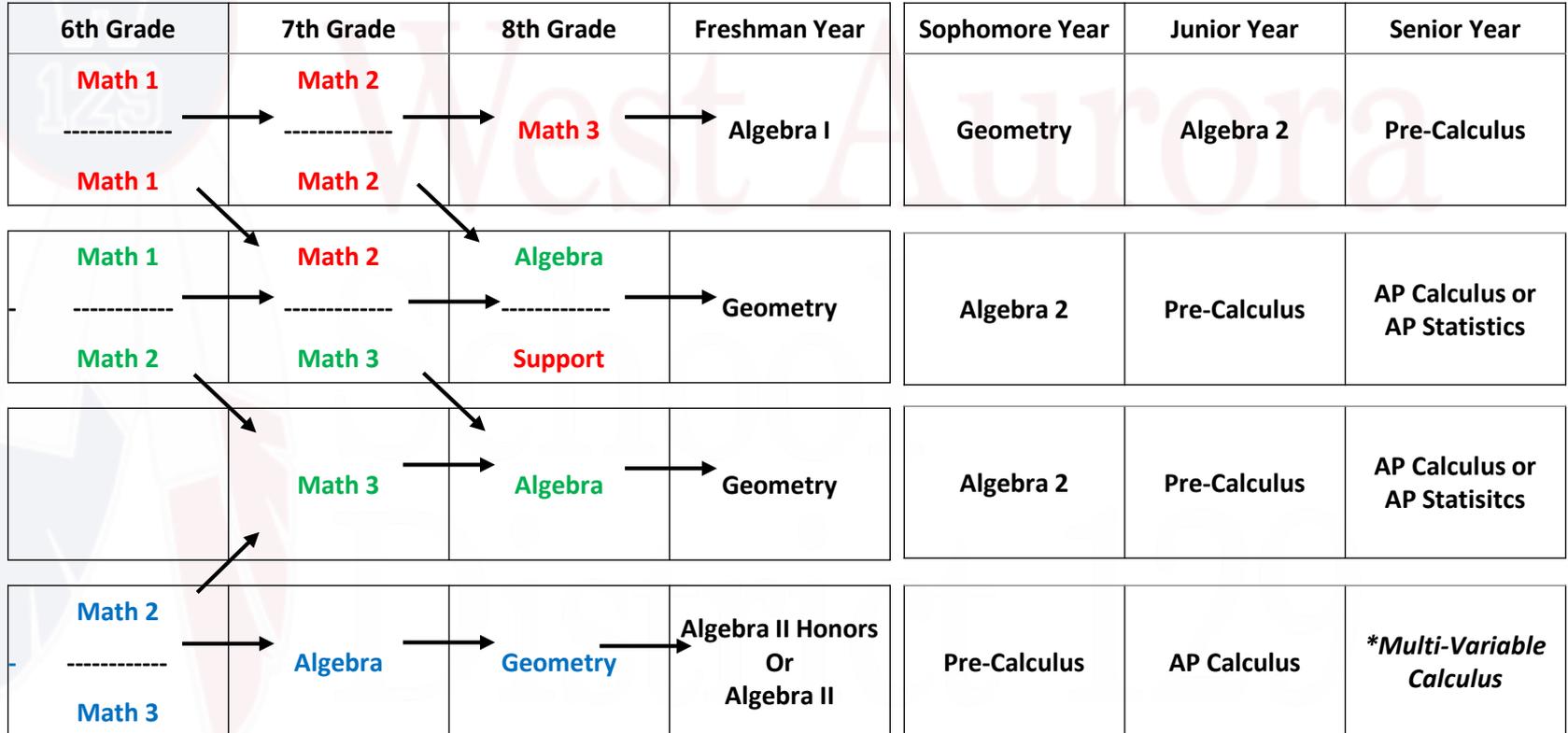
|                 |                  |                   |                                       |
|-----------------|------------------|-------------------|---------------------------------------|
| Math 2<br>----- | Algebra<br>----- | Geometry<br>----- | Algebra II Honors<br>Or<br>Algebra II |
| Math 3          |                  |                   |                                       |

Other students may only need 2 periods of math in their 6<sup>th</sup> grade year and could be ready for Algebra 2 as Freshmen.



# FOR OTHER STUDENTS

This graphic displays how each of the displayed pathways articulate throughout a student's high school career.





West Aurora

## STUDENT SCHEDULES

**The following slides offer a perspective on what a current 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grade schedule look like now as compared to the proposed changes.**



# RESTRUCTURE OFFERING TO PROVIDE 2 PERIODS OF MATH

## CURRENT 6<sup>TH</sup> GRADE SCHEDULE

1. ELA 1
2. ELA 2
3. SCIENCE
4. MATH
- ~~5. *Intervention / Support or Enrichment Period*~~
6. LUNCH
7. PE
8. SOCIAL STUDIES
9. ELECTIVE

## PROPOSED 6<sup>TH</sup> GRADE SCHEDULE

1. ELA 1
2. ELA 2
3. SCIENCE
- 4. MATH 1 (ET=MATH2)**
- 5. MATH 2 (ET=MATH3)**
6. LUNCH
7. PE
8. SOCIAL STUDIES
9. ELECTIVE



# RESTRUCTURE OFFERING TO PROVIDE 2 PERIODS OF MATH IF NECESSARY

## CURRENT 7<sup>TH</sup> GRADE SCHEDULE

1. ELA 1
2. ELA 2
3. SCIENCE
4. MATH
- ~~5. *Intervention / Support or Enrichment Period*~~
6. LUNCH
7. PE
8. SOCIAL STUDIES
9. ELECTIVE

## PROPOSED 7<sup>TH</sup> GRADE SCHEDULE

1. ELA 1
2. ELA 2
3. SCIENCE
4. **MATH 2 / ELECTIVE\* / *Intervention***
5. **MATH 3 (ET=ALGEBRA)**
6. LUNCH
7. PE
8. SOCIAL STUDIES
9. ELECTIVE



# RESTRUCTURE OFFERING TO PROVIDE 2 PERIODS OF MATH *IF NECESSARY*

## CURRENT 8<sup>TH</sup> GRADE SCHEDULE

1. ELA 1
- 2. *ELA 2 or World Language***
3. SCIENCE
4. MATH
- ~~5. *Intervention / Support or Enrichment Period*~~
6. LUNCH
7. PE
8. SOCIAL STUDIES
9. ELECTIVE

## PROPOSED 8<sup>TH</sup> GRADE SCHEDULE

1. ELA 1
2. ELA 2
3. SCIENCE
- 4. ALGEBRA/GEOMETRY**
5. ELECTIVE\* / *Intervention*
6. LUNCH
7. PE
8. SOCIAL STUDIES
9. ELECTIVE



# WHAT THIS MEANS FOR FUTURE STUDENTS

West Aurora  
District 129

## **6TH GRADE:**

**EVERYONE HAS 2 PERIODS OF MATH;**

**1 ELECTIVE PERIOD**

**NO INTERVENTION PERIOD**

## **7TH GRADE:**

**EVERYONE HAS 1 ELECTIVE PERIOD (At least)**

**WORLD LANGUAGE IS AN ELECTIVE OPTION**

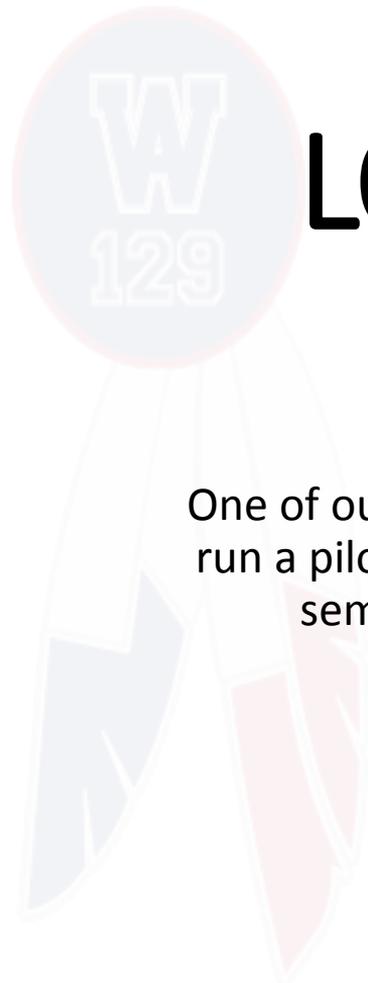
**MATH AND READING SCORES DETERMINE IF A STUDENT HAS A SECOND PERIOD OF MATH  
OR A READING INTERVENTION. IF NEITHER ARE NEEDED THEN A SECOND ELECTIVE IS  
TAKEN**

## **8TH GRADE:**

**ALL STUDENTS HAVE TWO PERIODS OF LANGUAGE ARTS**

**WORLD LANGUAGE IS AN ELECTIVE OPTION**

**MATH AND READING SCORES DETERMINE IF A STUDENT NEEDS A SECOND PERIOD OF  
MATH OR A READING INTERVENTION. IF NEITHER ARE NEEDED THEN A SECOND ELECTIVE  
IS TAKEN**



# LOCAL EVIDENCE OF THIS PRACTICE

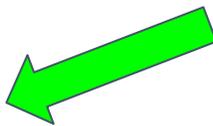
One of our four middle schools was able to use Federal grant dollars to run a pilot in which 21 students took 2 periods of Math during second semester last school year. The next slide shows the results.



**JEFFERSON FOCUS GROUP**

| <u>Student</u> | <u>Grade</u> | <u>NPR MOY</u> | <u>NPR EOY</u>     | <u>Growth</u>   |
|----------------|--------------|----------------|--------------------|-----------------|
| Student 1      | Grade 7      | 69             | 88                 | 19              |
| Student 2      | Grade 7      | 53             | 71                 | 18              |
| Student 3      | Grade 7      | 81             | 94                 | 13              |
| Student 4      | Grade 7      | 35             | 34                 | -1              |
| Student 5      | Grade 7      | 54             | 66                 | 12              |
| Student 6      | Grade 7      | 60             | 96                 | 36              |
| Student 7      | Grade 7      | 38             | 64                 | 26              |
| Student 8      | Grade 7      | 62             | 95                 | 33              |
| Student 9      | Grade 7      | 62             | 93                 | 31              |
| Student 10     | Grade 7      | 26             | 70                 | 44              |
| Student 11     | Grade 7      | 48             | 80                 | 32              |
| Student 12     | Grade 7      | 66             | 91                 | 25              |
| Student 13     | Grade 7      | 63             | 90                 | 27              |
| Student 14     | Grade 7      | 58             | 83                 | 25              |
| Student 15     | Grade 7      | 67             | 71                 | 4               |
| Student 16     | Grade 7      | 57             | 96                 | 39              |
| Student 17     | Grade 7      | 70             | 64                 | -6              |
| Student 18     | Grade 7      | 47             | 91                 | 44              |
| Student 19     | Grade 7      | 47             | 81                 | 34              |
| Student 20     | Grade 7      | 45             | 66                 | 21              |
| Student 21     | Grade 7      | 54             | 55                 | 1               |
|                |              |                | <b>Avg. Growth</b> | <b>22.71429</b> |

Results from the pilot show that on average students grew by 22 National Percentile Points. This means that a student who was in the 50<sup>th</sup> percentile of students their age at the start of the semester would on average finish the semester at the 72<sup>nd</sup> percentile.





# PROPOSED TIMELINE

**9/28/16:** First Meeting of Middle School Day Committee.

**10/17/16:** Update to Board of Education on our Status and Next Steps.

**November-December 2016:** Listening Tour of Internal Stakeholders.

**January-March 2017:** Listening to External Stakeholders.

**Spring 2017:** Based Upon Feedback Seek Board of Education Approval.

**2017-2018:** Planning and Communication.

**2018-2019:** Implementation of Grade 6.

**2019-2020:** Implementation of Grade 6, & Grade 7.

**2020-2021:** Implementation of Grades 6, 7 & 8.

# Your Opportunity for Feedback

- QUESTION CARDS

- EMAILS

- PHONE CALLS



Send Questions/Suggestions/Ideas to...



West Aurora

[middleschoolday@sd129.org](mailto:middleschoolday@sd129.org)

School District 129