



# Principal's Report

01.22.19 SAC MEETING



# Math at Foothill

*How do we meet the needs of learners who are talented and gifted and advanced in mathematics?*

# Acceleration or Advancement?

Q: Which is the learning pathway for mathematics at Foothill?



# Acceleration or Advancement?

## A: Both

*Foothill offers both advancement in the classroom and options for acceleration in mathematics*



# Advanced vs. Accelerated

**Advanced coursework** is coursework that is within the grade level but taught with *depth and complexity*. Students gain a deeper and more complex understanding of the topic.

## Students are expected to:

- Consume more material, apply the material differently, and extend their learning beyond the classroom
- Examine topics by determining the facts, concepts, generalizations, principles and theories related to them
- Uncover new knowledge and more details
- Adopt perspectives and to see patterns in connections
- Make relationships connecting other concepts
- See associations among diverse subjects, topics, or levels

**Acceleration practices** involve allowing a student to move through traditional educational organizations more rapidly, based on readiness and motivation. This can occur through grade skipping or subject acceleration

## The purposes are:

- to adjust the pace of instruction to the students' capability in order to develop a sound work ethic
- to provide an appropriate level of challenge in order to avoid the boredom from repetitious learning
- to reduce the time period necessary for students to complete traditional schooling

Acceleration decisions should be made with the needs of the whole child in mind. Educators and parents should consider the child's intellectual and academic profile, socio-emotional and physical development, and preferences and dispositions of the child.

# Advanced Math Learners

Advanced is a term used for describing *understanding* while accelerated is used to for describing *the grade level or course* in which the student will be enrolled. A student may be advanced, but still enrolled in grade-level content. However, the advanced student will demonstrate above grade-level in understanding of the content and also its applications.



# Accelerated Math Learners

Accelerated students are enrolled in the study of mathematics a grade level or more ahead of his/her chronological age/grade placement. A student who is a year or more advanced in demonstrating understanding of mathematics content and application will likely be accelerated in his/her course work.



# BVSD Guidelines for Advancement

- If a student demonstrates above grade-level understanding, there are, generally, three recommended paths for the student, depending on the level of understanding demonstrated by the student. As a rule, individual consideration and meeting a student's particular academic, social and emotional needs will come before any prescribed recommendation. A student who is determined (by screener, placement assessment, performance on class work and other pieces of a body of evidence) to be less than one year beyond grade level standards should be kept on grade-level and provided challenging and differentiated instruction using both enrichment and extensions with frequent monitoring for additional advancement.
  - **Enrichment** - enrichment reaches beyond the standards but does not extend into the next grade level. (Ex: logic problems, Roman Numerals, etc.)
  - **Extension** - Extensions are designed to develop more depth, flexible application, connections, and fluency within and among the topics of the current grade level. Extensions provide opportunities within the realm of the current grade level standards.





# BVSD Guidelines for Acceleration

- Acceleration - moving a student into the next year's standards *in their entirety*.



# How Foothill Identifies Advanced Math Students

1. Must be a partnership between school and families
2. Consider the intellectual and social preparedness of student
3. Utilize a body of evidence
  - a. Universal Screener
  - b. Online Assessments
  - c. Transition Assessments
  - d. CMAS scores
  - e. In-class assessments and student performance
  - f. Teacher insight



# Wait....What about School X?

*Why do we do 4th and 5th grade math the way we do?*

*How come 5th graders at Crest View can accelerate math? Why aren't we like them?*



# BVSD Advanced Learner Plans

- Not accelerating is OK. Acceleration can take the joy out of math for students if they are pushed too fast. Enrichment and extension may be more appropriate.
- Accelerated students are fluent, can communicate how and why they solve problems and can apply their knowledge
- No specific district acceleration policy or required course offerings at any level
- Course offerings are a school decision
- On-grade-level is OK and perfectly normal and healthy
- An “A/4” student is one who is very, very good at grade-level standards



# Questions and Reflections





# CMAS 2019

# CMAS 2019

## Grades 3-5 Math

- 3 Units
- 65 Minutes Each
- Non-calculator

## Grades 3-5 ELA

- 3 Units
- 90 Minutes Each

- Foothill Dates are 3/19-3/21 and 4/3-4/5
- Participation is highly encouraged
- No 4th Grade Social Studies



# Enrollment Update



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- 2 Formal School Tours (25-35)
- Parent Information Night (70)
- OE window closed 01/08
- Notification on 01/31

