

Advanced Reading and Mathematics Program Recommendations for 2022-2023

Board of Education Meeting - June 7, 2022



Inquiry Questions from the SSC Members

- Are we meeting the needs of our advanced learners in ELA and math?
- Is there a need for an honors/advanced program in ELA in middle school?
- Could we run an honors program in addition to the Advanced Math program in math for the students who don't get into the program?
- How do our offerings compare with surrounding schools, public and private?
- Are parents leaving our school because we don't have advanced programs for our students, particularly at middle school?



Information from Parent Interviews

Students leaving for Sixth Grade (13):

- Student really wants to push himself/herself; our middle school needs some work - needs more challenge (3)
- Looking for more differentiation in the classroom; personal attention; better classroom management (2)
- Moving (1)
- Difficult to get in at the high school level - only 10% of students accepted at the high school level, 40% at the middle school level (2)
- Shy student; needs more time to adjust to new environment, want him/her to have more time there before high school (1)
- Older sibling is already at the other school; need calendars to match up (3)
- Unhappy with school (1)

Students leaving for Seventh Grade (7):

- Older sibling is already at the other school; need calendars to match up
- Wants experiential learning like the Harkness model
- Social difficulties at school
- Religious school preference
- Difficult to get in at the high school level - only 10% of students accepted at the high school level, 40% at the middle school level (2)



Advanced Math Discussion



Advanced Math Currently

- Supplants the regular program
 - Advanced 3rd - Third grade curriculum
 - Advanced 4th - Fourth grade curriculum with some fifth grade content
 - Advanced 5th - Sixth grade curriculum with some fifth grade content
 - Advanced 6th - Seventh grade curriculum
 - Advanced 7th - Eighth grade curriculum
 - Advanced 8th - Integrated Math I Honors



How Other Elementary Schools/Middle Schools Provide Advanced Mathematics Programs

Elementary Schools (Cardiff, Carlsbad, Del Mar, Encinitas, Solana Beach):

No advanced programs in mathematics; differentiation in the classroom to meet the needs of their learners

Middle Schools (Carlsbad, San Dieguito, Privates):

Carlsbad: Three levels - Support, General Education, Advanced

San Dieguito: Three levels of mathematics - Essentials, College Prep, Honors (Also a grade skip)

The Bishop's School - Middle School - Math Enriched 1, 2, 3

Pacific Ridge School - Middle School - Courses with both regular and honors sections



Summary for Elementary School:

- Elementary school is the place to spend time on important foundational skills, e.g. number concepts, that are necessary for all other mathematics. Time to practice is important and valuable for all kids.
- We have a range of students in every classroom. We are able to meet the needs of most students by differentiating the instruction, e.g. giving students more complex problems to solve. **If children are appropriately challenged, their needs are being met.**
- The Advanced Mathematics program began as a way to challenge the outliers - those students who need more of a challenge than we can provide in the regular classroom. They are divergent thinkers, and make connections between concepts and between problems that are unique and innovative.
- We use the five criteria as a way to determine if the students are outside of the range of a what we would expect in a regular classroom.



Summary for Middle School:

- We have had an Advanced Mathematics class at middle school in the same way that other schools have “honors” programs. Middle schools in the area have an essentials (fundamentals) course, a college prep (on grade level) course, and an honors class.
- Other middle schools have different ways to compact their programs. Because we are K-8 and can work with fifth graders at the middle school level, our middle school teachers feel that providing a combination of 5th and 6th grade skills is the right way to combine the curriculum. They believe it has been very successful at 5th grade, though the group that began that sequence will not reach eighth grade until next year. The teachers feel that the students will be more prepared for IM1 as a result. We will know more as we monitor student progress next year.
- We need to do the IM1 Honors course (eleven units), because our families would like their children to be prepared for the IM2 Honors level in San Dieguito schools.
- In San Dieguito, there is an honors class, and an accelerated class that involves a grade skip. That class requires testing, while the honors class is a class for high achieving students. The enrollment at these schools is much higher than ours and tracking students there does not skew the remaining classes the way it would at R. Roger Rowe. For example, Earl Warren Middle School has an enrollment of 610 students and serves only 7th and 8th graders.
- Our middle school serves 6th - 8th grade students, with an enrollment of 250 students, approximately 75 students per grade level.
- If we offered an honors program for students willing to do the work, depending on whether there would be criteria, we could have one or two classes left. It would make the remaining classes extremely unbalanced.
- It was suggested to use 85% on iReady as a cut off for honors which is only a B, and iReady is not the only measure we use.



Criteria for Advanced Math

Elementary School:

- iReady scores in the 95th percentile, standards-based test, measures proficiency on standards
- SBAC scores after 3rd grade (Must have all 4's - exceed the standards)
- District Benchmark Assessment: 90%
- Exemplar: 3.0 - 4.0 (Proficient-Advanced)
- Report Card/Classroom Performance: 4's on report card; classroom work shows higher level thinking throughout the year
- Teacher Recommendation

Middle School:

- 85% or more on placement test (testing a year above grade level skills)

Math iReady Winter Data



Grade Level	85% or higher	Number of Students	Total Students Tested
3	39%	25	64
4	43%	35	82
5	43%	32	74
6	41%	31	75
7	42%	33	79
8	44%	35	77

Math iReady Data

Grade Level	85th-90th Percentile	90th-95th Percentile	95th-99th Percentile	Number of Students Tested
3	3 students (5%)	6 students (9%)	16 students (25%)	64
4	3 students (4%)	10 students (12%)	22 students (27%)	82
5	4 students (5%)	8 students (11%)	20 students (27%)	74
6	6 students (8%)	5 students (7%)	19 students (25%)	75
7	5 students (6%)	8 students (10%)	20 students (25%)	79
8	9 students (11%)	9 students (11%)	17 students (22%)	77

Math SBAC Scores from 20-21 School Year

Third Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
Math (66)	2% (2)	6% (4)	27% (18)	65% (43)	92% (61)

Fourth Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
Math (59)	7% (4)	8% (5)	22% (13)	63% (37)	85% (50)

Fifth Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
Math (69)	12% (8)	10% (7)	22% (15)	57% (39)	78% (54)

Sixth Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
Math (72)	4% (3)	14% (10)	22% (16)	60% (43)	82% (59)

Seventh Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
Math (65)	5% (3)	20% (13)	25% (16)	51% (33)	75% (49)

Student Data

Current Third Grade (9)

Number of students in the class:	9
Number of Students who took assessments	57
Number of students who qualified by meeting all 4 criteria (No SBAC scores)	5
Number of students who were close/on the cusp	5
Number of students who did not meet more than 2 of the criteria	47

Current Fourth Grade (14)

Number of students at the end of third grade	9
Number of Students who tested coming into 4th grade year +New students by parent request	20
Number of students who qualified by meeting all 5 criteria	3
Number of students who were close/on the cusp	4
Number of students who did not meet more than 2 of the criteria	13

Current Fifth Grade (17)

Number of students in the class at the end of fourth grade	12
Number of Students who tested coming into 4th grade year +New students by parent request	18
Number of students who qualified by meeting all 5 criteria	5
Number of students who were close/on the cusp	4
Number of students who did not meet more than 2 of the criteria	9

Comments from Parent Surveys: Advanced Math

- Parents are tutoring students on iReady and exemplars to qualify for the program.
- The criteria is secretive. Parents want to know earlier how to prepare their students to get in - want a study guide.
- Teacher recommendation is a problem.
- Parents should have access to testing to get the students in.
- Students shouldn't need preparation to get into the program.
- We should allow students to opt in. If they don't maintain a B average, they should be pulled out of the program.
- Birthdate plays a large role in who qualifies for the class.
- If older siblings are in the class, younger ones get in.
- Eighth grade is a difficult year for our students.
- Need a way for advanced students who earn it to get in, even if they don't start here.
- If students are high achieving in the regular classroom, they should get in.
- Students who finish homework in five minutes need more of a challenge and should get into the program.
- Students aren't challenged in general education, need a tutor to provide a challenge.
- The criteria is too rigid, it should be open to more.
- The elementary grades need a curriculum.
- This is a big topic of discussion among our parent community.
- Parents become very disappointed in the District if their children don't get into the program. They feel guidelines are too strict; the teachers aren't working with the students to get them into the program and need to be, especially with the small class size; the District curriculum isn't preparing students well enough to meet the criteria (should be doing more exemplars), etc.
- Students have been challenged in great ways in the advanced math program.
- Illustrative Mathematics is dumbed down and doesn't prepare students for Integrated Math honors; we're not doing anything challenging outside of using a curriculum that is a grade level above where students are placed
- There should be a summer packet for students who plan to move up.
- Parents feel advanced math is more important than advanced reading.
- We should reassess students mid-year and allow them to get into the program at a midway point if they need it.
- We should place "on the cusp" students into the program.



Teacher Input: Advanced Mathematics

Elementary School:

- Current advanced math curriculum for third and fourth grade does not have a scope and sequence and students may have gaps.
- There is a large impact on the schedule, particularly at fifth grade.
- Ideally, would like to differentiate in the classroom for high achieving students.

Middle School:

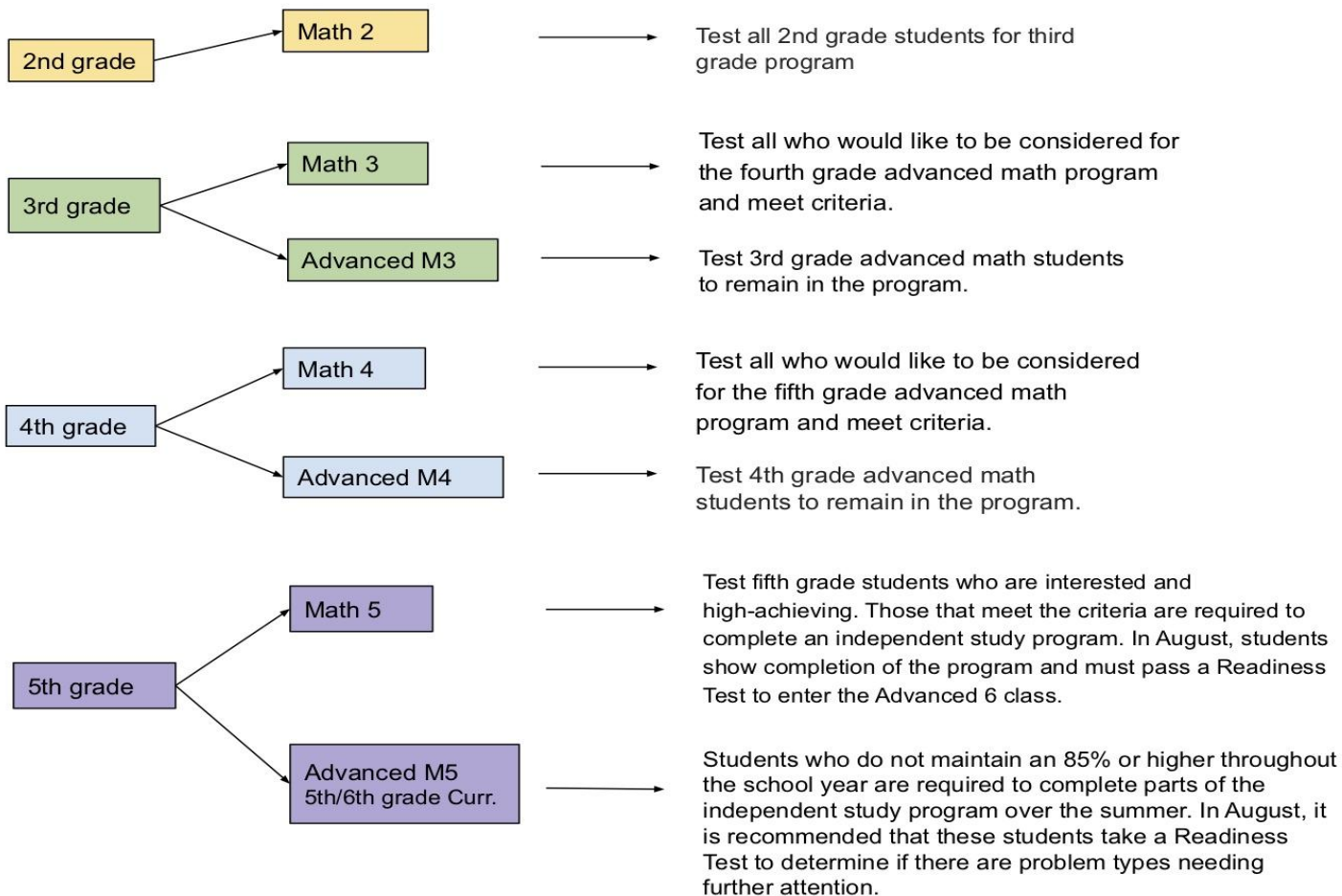
- Feel we are meeting the needs of all of our students. If they work with a student who needs an advanced program, they have worked together to move the student into the appropriate placement. This has been done informally.
- They are differentiating within the regular and advanced programs.
- They do not feel that an honors program would be appropriate based on our numbers. It would lead to tracking students and a very skewed make-up of the classrooms.



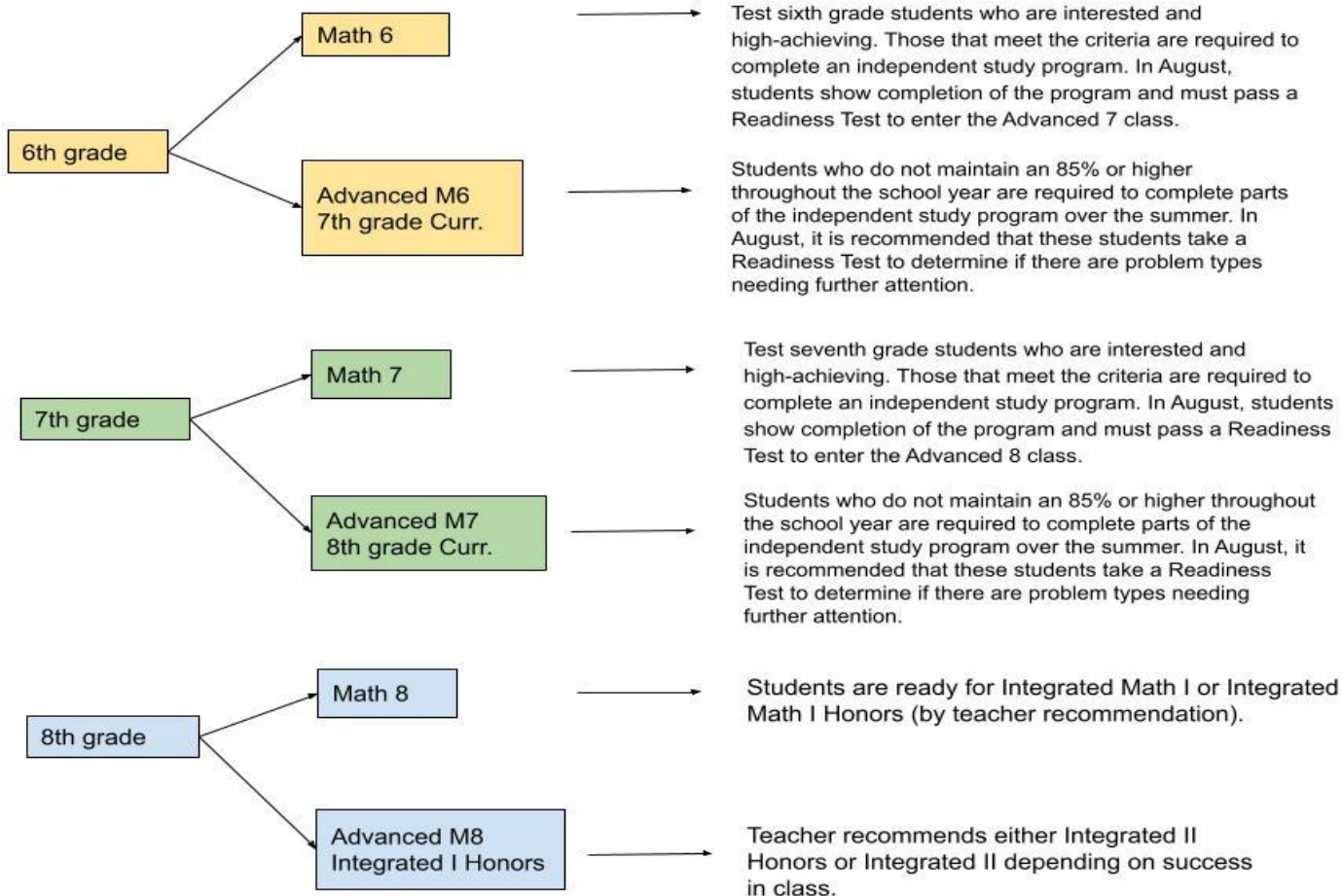
Professional Recommendation: Advanced Math

- We will commit to more professional development for teachers on differentiating to meet the needs of students who work at an advanced level K-8.
- The design of Everyday Mathematics begins with a whole group lesson, then gives students time to try on the skills they learn with practice problems. At that time, students can be grouped to work in partnerships or small groups by ability.
- At 3rd and 4th grade, we will continue to pull out students who are working at an advanced level, but we will look at either using Everyday Mathematics or Open Up Resources to ensure that students don't have gaps in their learning.
- The middle school math teachers feel it is in our advanced students' best interests to combine 5th and 6th grade math for our fifth grade Advanced Math students.
- The rest of the grades will stay the same (Advanced 6th will do 7th grade curriculum, etc.), but we have worked out pathways to enable more students access to the program in grade 5 or above.
- The professional staff worked on the criteria for qualifying for the program and have changed some of the testing.
- Ensure that we communicate well with parents about the criteria for the program and the pathways.
- Ensure that we communicate how we are differentiating in the regular program to meet the needs of high achieving students.

2022/2023 RSFSD Elementary Math Pathways



2022/2023 RSFSD Middle School Math Pathways





Advanced Reading Discussion



Current Advanced Reading Program

- Supplements the regular program
 - Advanced 4th grade - One hour, once per week
 - Advanced 5th grade - One hour, once per week
- Current fourth grade - taught by Katrina Gerace - 18 students
- Current fifth grade - taught by Henley Doherty - 19 students



How Other Middle Schools/Elementary Schools Provide Advanced Reading Programs

- Elementary Schools (Cardiff, Carlsbad, Del Mar, Encinitas, Solana Beach):
 - No advanced programs in reading; differentiation in the classroom to meet the needs of their learners

- Middle Schools (Carlsbad, San Dieguito, Privates):
 - Carlsbad: Grade 6 no program, Advanced English Grade 7, Advanced English Grade 8
 - San Dieguito: Honors English Grade 7, Honors English Grade 8
 - Pacific Ridge: No program
 - The Bishop's School: No program



Criteria for Advanced Reading

- 95th percentile or higher on iReady; standards-based test, measures proficiency on standards
- A year above grade level reading expectations
- Strong recommendation from teacher based on classroom work

Reading iReady Data

Grade Level	85th-90th Percentile	90th-95th Percentile	95th-99th Percentile	Number of Students Tested
3	6 students (9%)	8 students (13%)	14 students (22%)	64
4	6 students (7%)	10 students (12%)	17 students (21%)	82
5	5 students (7%)	12 students (16%)	16 students (22%)	74
6	9 students (12%)	10 students (13%)	10 students (13%)	75
7	12 students (15%)	9 students (11%)	11 students (14%)	79
8	9 students (12%)	7 students (9%)	15 students (19%)	77

ELA SBAC Scores from 20-21 School Year

Third Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
ELA (67)	0%	15% (10)	19% (13)	66% (44)	85% (57)

Fourth Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
ELA (59)	7% (4)	7% (4)	14% (8)	73% (43)	86% (51)

Fifth Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
ELA (69)	3% (2)	16% (11)	36% (25)	45% (31)	81% (56)

Sixth Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
ELA (72)	3% (2)	4% (3)	28% (20)	65% (47)	93% (67)

Seventh Grade	Below Standard	Near/At Standard	Proficient	Advanced	Percent Proficient and Advanced
ELA (64)	3% (2)	11% (7)	36% (23)	50% (32)	86% (55)



Comments from Parent Surveys: Advanced Reading

- Parents are not informed about the program – they don't know the criteria, and they want to prepare their children to qualify, seems exclusionary.
- We should not rely on iReady to get into the program, but teacher evaluation.
- They don't think there is enough time devoted to the program - one day a week is nominal at best.
- They feel that the program is not rigorous or robust, and doesn't push the students.
- Parents feel that it needs a writing component.
- There is a perception that we are not challenging high achieving students in the classroom.
- If students get all 4's on their report cards, parents believe they need a different/more challenging class.
- Current curriculum is lacking for “general education” at middle school.
- We need an honors curriculum that is different and better prepares students for the advanced track in high school.



Teacher Input: Advanced Reading

- **Teachers feel that they can differentiate in the classroom for advanced readers**
 - They can even pull a group from across the grade level that teachers would rotate teaching.
- **Some advanced readers not keeping up with the assignments for both their class work and the advanced reading class**
- **Schedule implications**
 - Students miss other important work in the classroom
 - Impacts the teachers' ability to schedule other subjects/speakers/activities
- **Advanced reading work is separate and apart from grade level standards, skills, units**



Professional Recommendation: Advanced Reading

- The way our current reading program is designed, a great deal of differentiation is inherent in the program. Students receive a reading comprehension lesson and then are grouped with students of like ability to try on the skills in text at their level. This is true of elementary and middle school.
- We will be reviewing our ELA curriculum next year as it has been in place for fifteen years. Criteria for a new or revised curriculum will be the critical thinking skills and rigor that prepare students for advanced work throughout their time at R. Roger Rowe and for the rigor of honors classes at high school.
- Teachers will continue to group students in their individual classrooms at elementary school and middle school.
- At elementary school, they may choose to group students across the grade level and one of the teachers at the grade level will teach this group (the group may be rotated so all teachers know the students and can confer on their needs).
- In both schools, we will add more writing, projects, assignments and presentations to the reading work of the advanced learners.
- There is no requirement that students be in an honors program at middle school to matriculate to an honors program in high school. Most middle schools are able to differentiate within their ELA classes. Our school has even a greater capacity to do so with the block schedule and two designated periods - one for reading and one for writing.
- Our professional staff will also look at high school honors classes to determine if we need to incorporate additional writing, responses to literature, etc.

Questions?