Middle School Acceleration

From Foundations to Futures: A PD Series on Readiness, Access, and Alignment

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From Foundations to Futures: A PD Series on Readiness, Access, and Alignment

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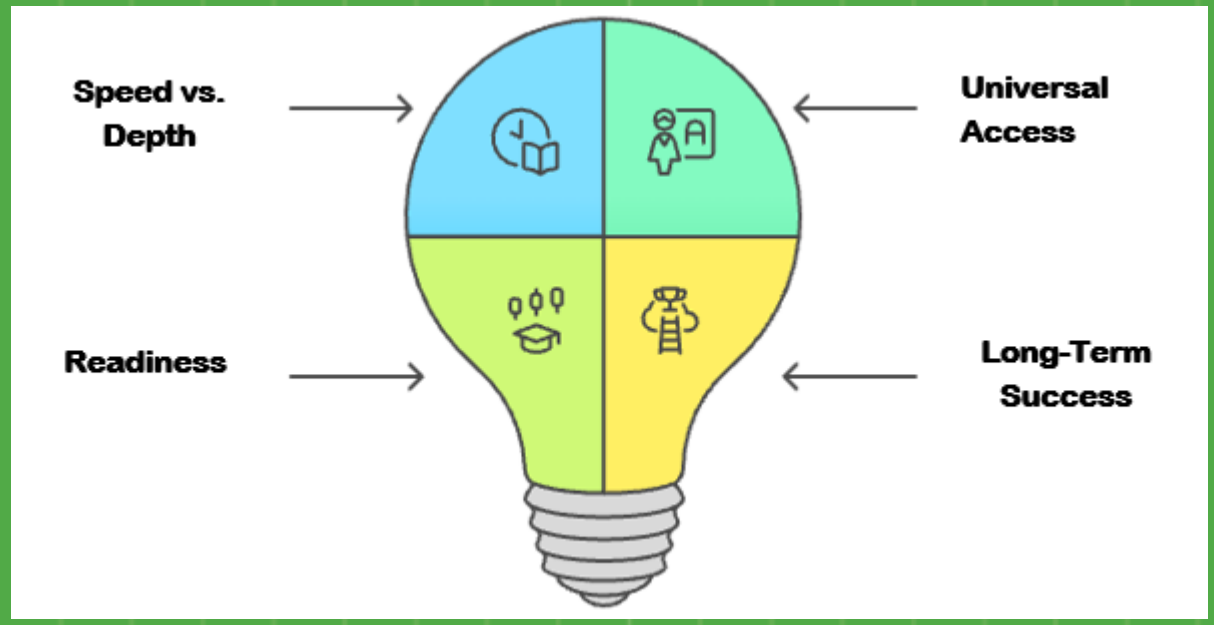
Topic Overview

Problem: We need to rethink how, why, and for whom we accelerate mathematics.



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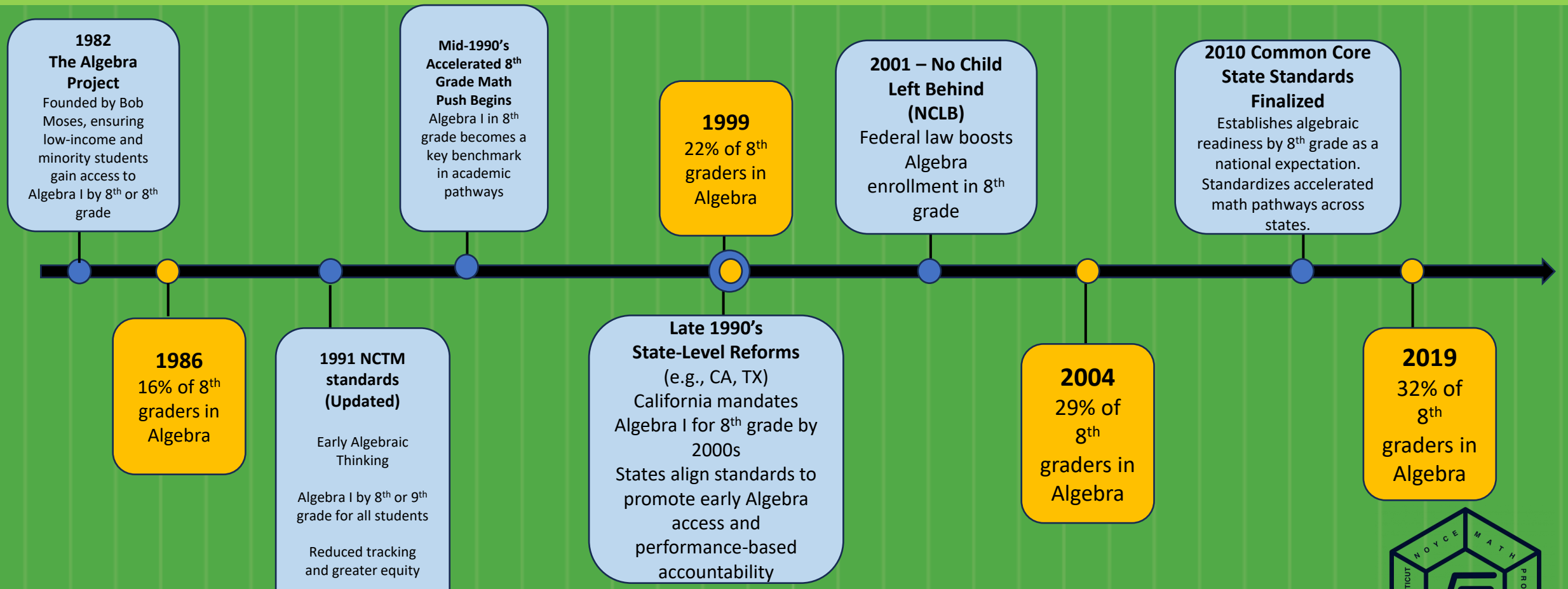
History of Middle School Mathematics



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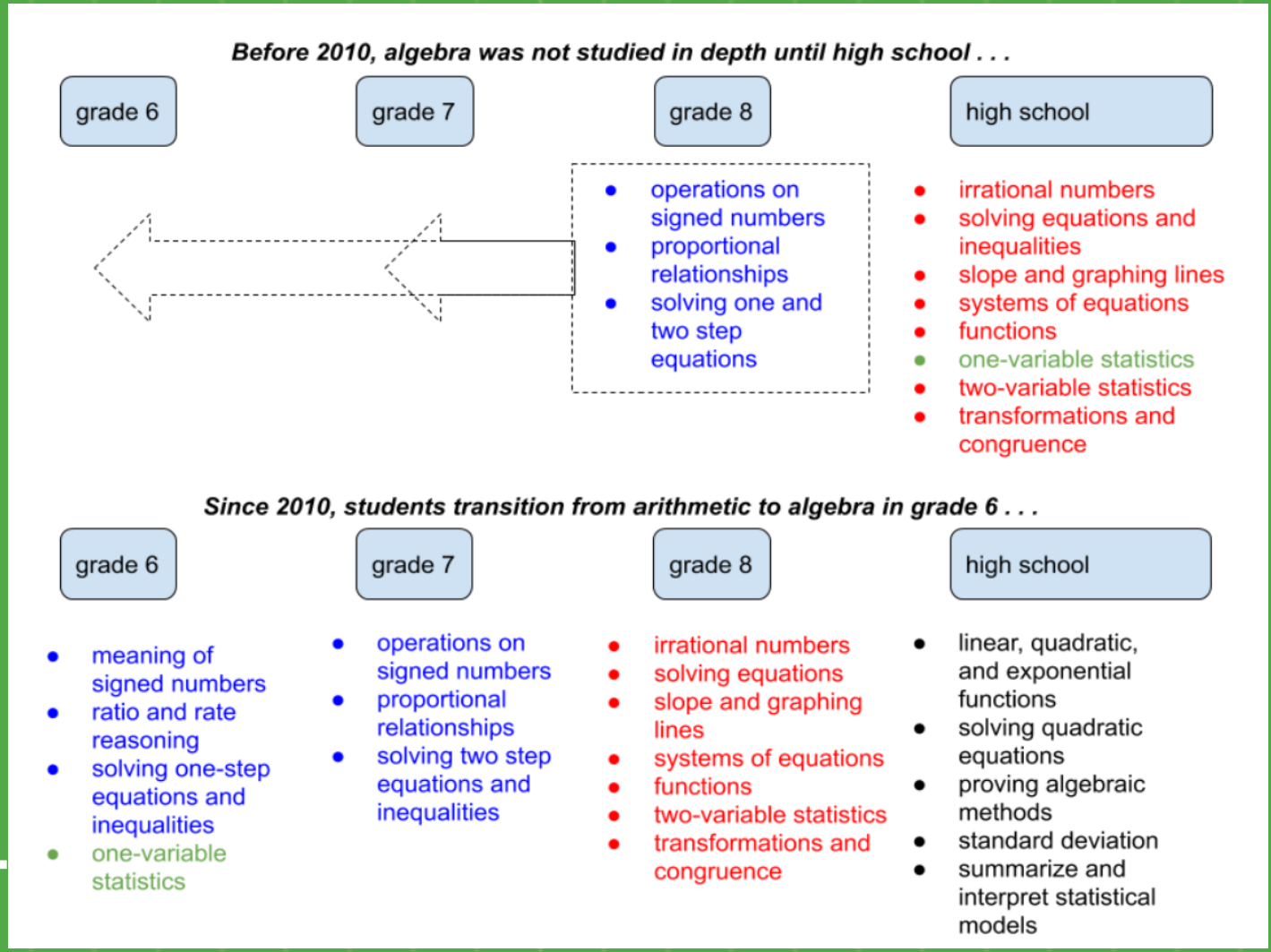
Modern Day Considerations



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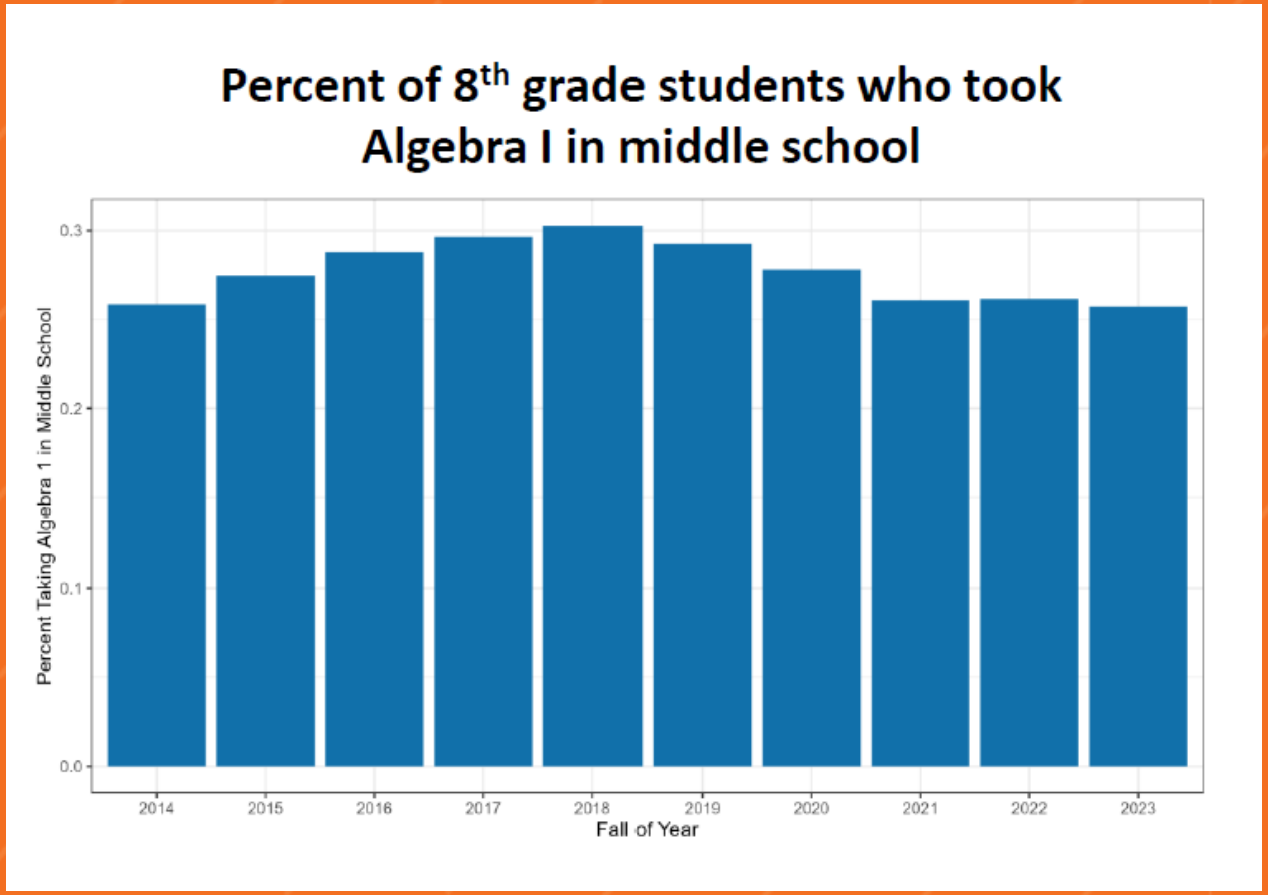
CT Now



Overall pattern of increase up until 2018-2019 then decline

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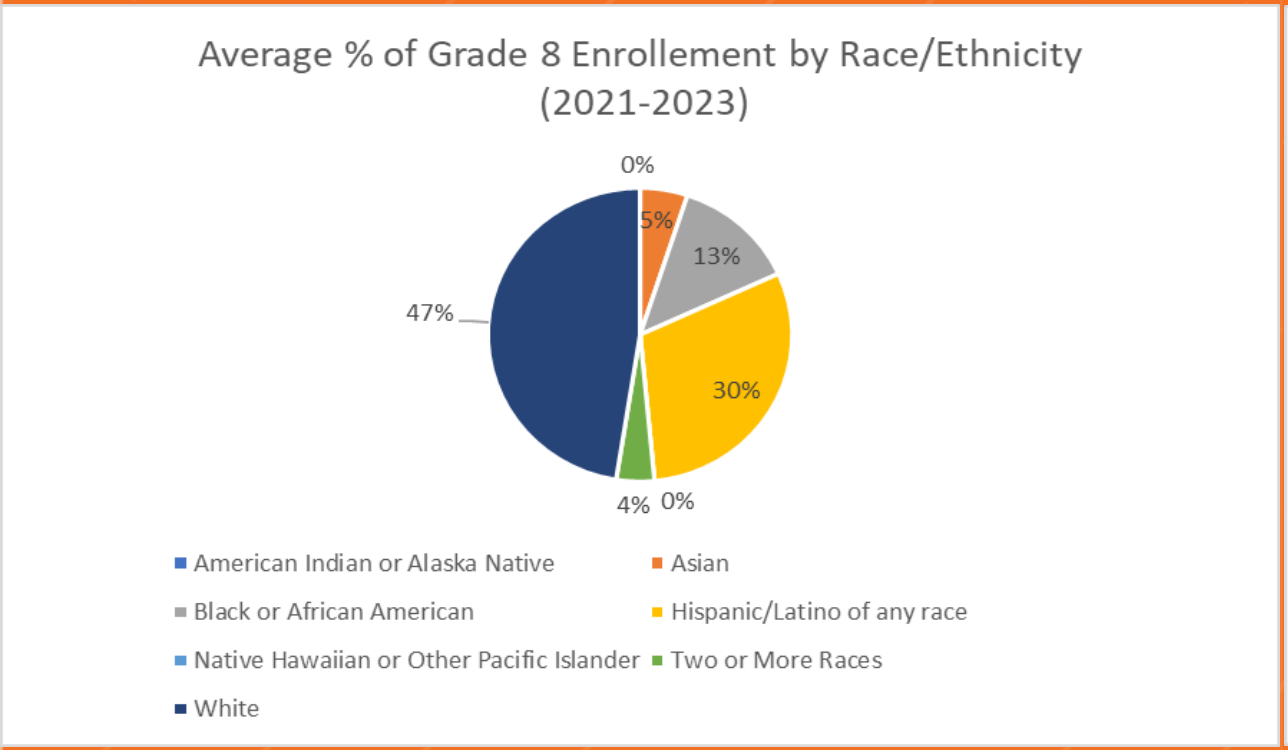
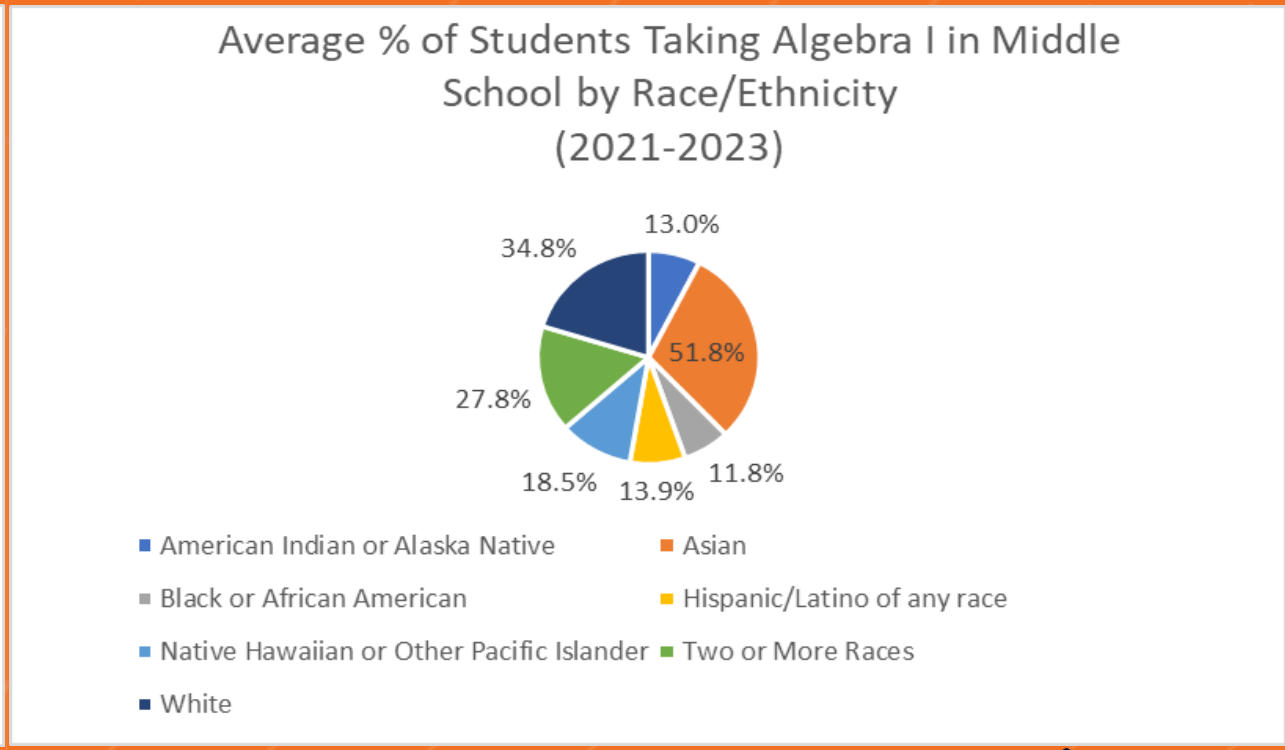
CT Enrollment - Race/Ethnity





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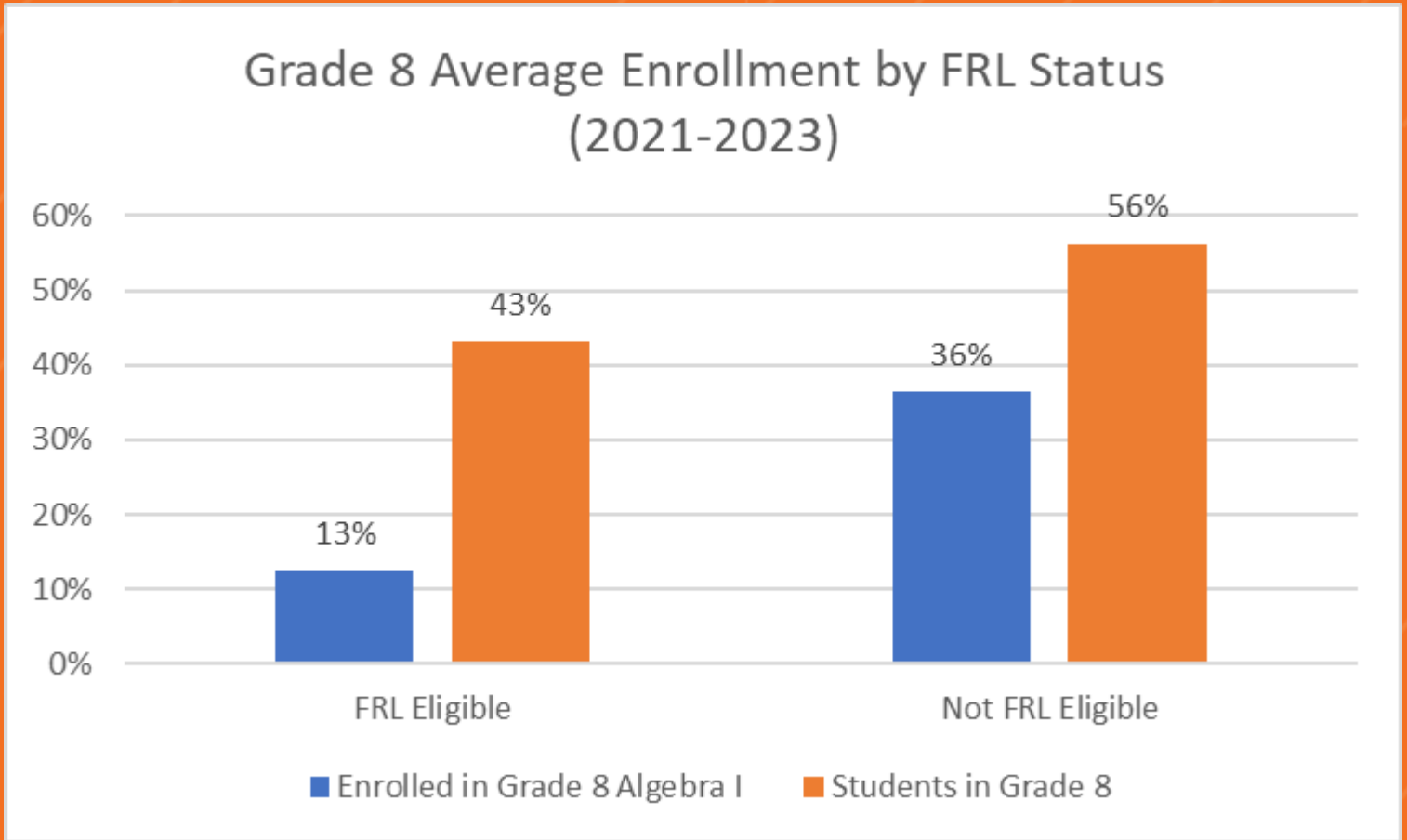
CT Enrollment - FRL



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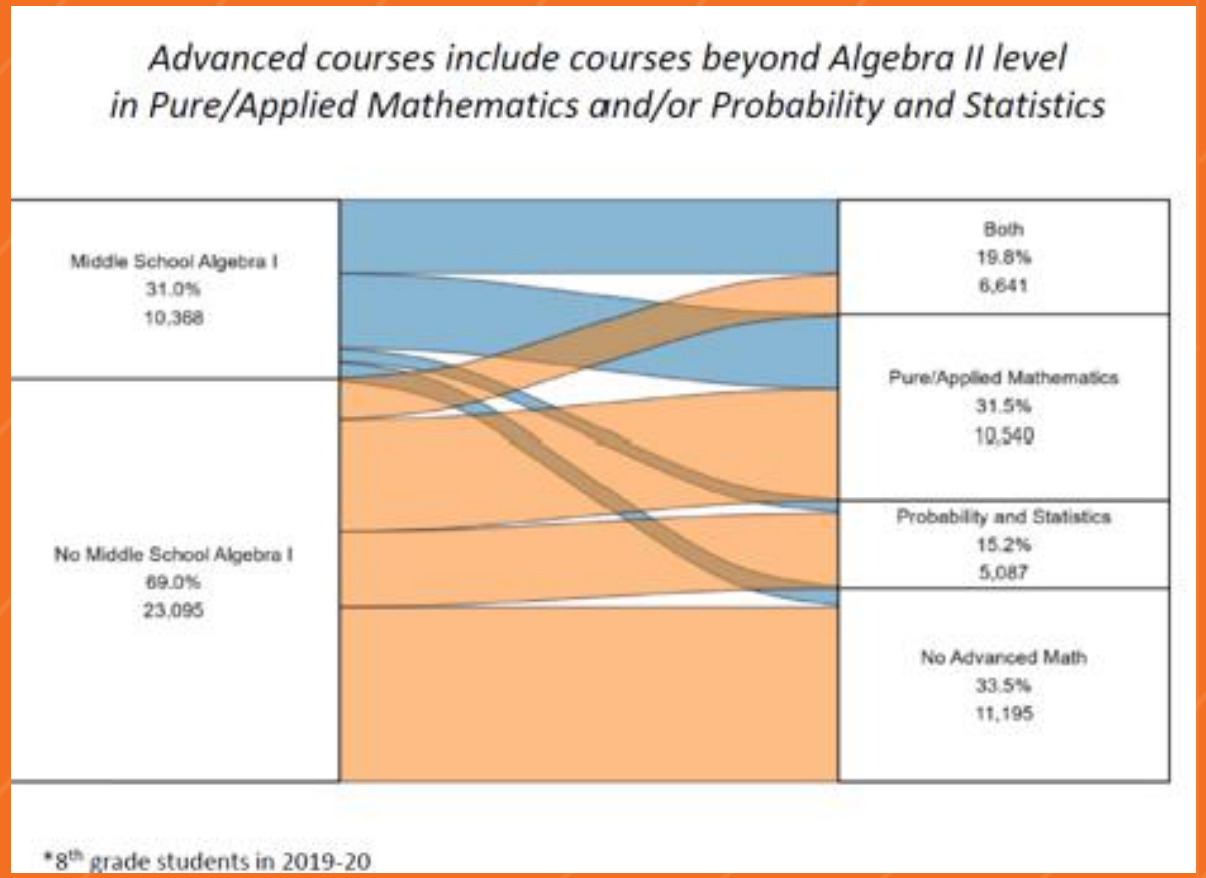
CT Opportunity for Advanced Math Course Enrollment



- 41.0% of students who take Algebra I in the middle school ended up taking both and advanced pure/applied course and a probability/statistics course
- Of the students who did not take Algebra I in the middle school, 27.0% tppl a pure/applied math course, 18.9% took a probability/statistics course, and 10.3% took both
- Of the students who took Algebra I in the middle school, 20.4% took Algebra I again in high school

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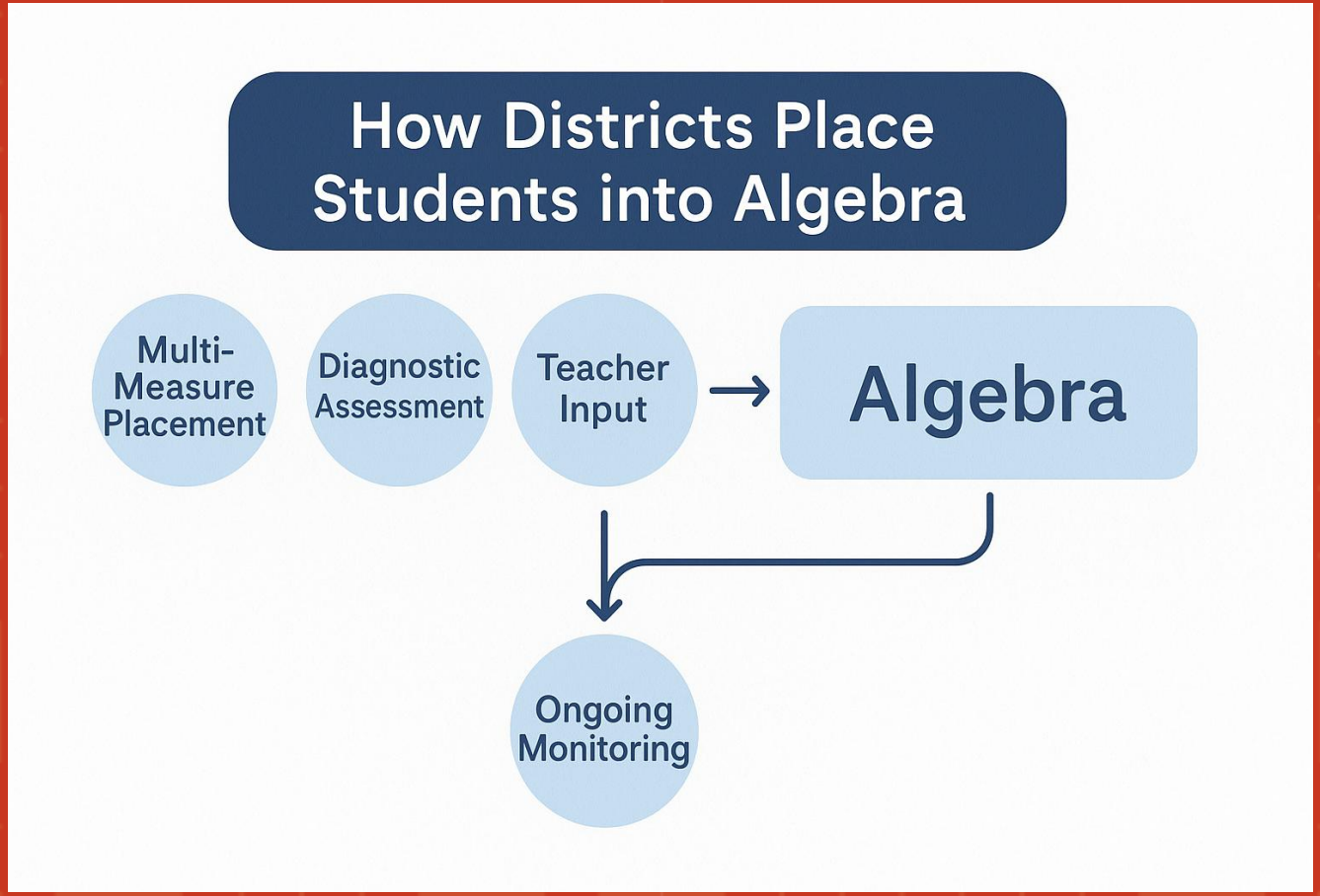
Placement Decisions



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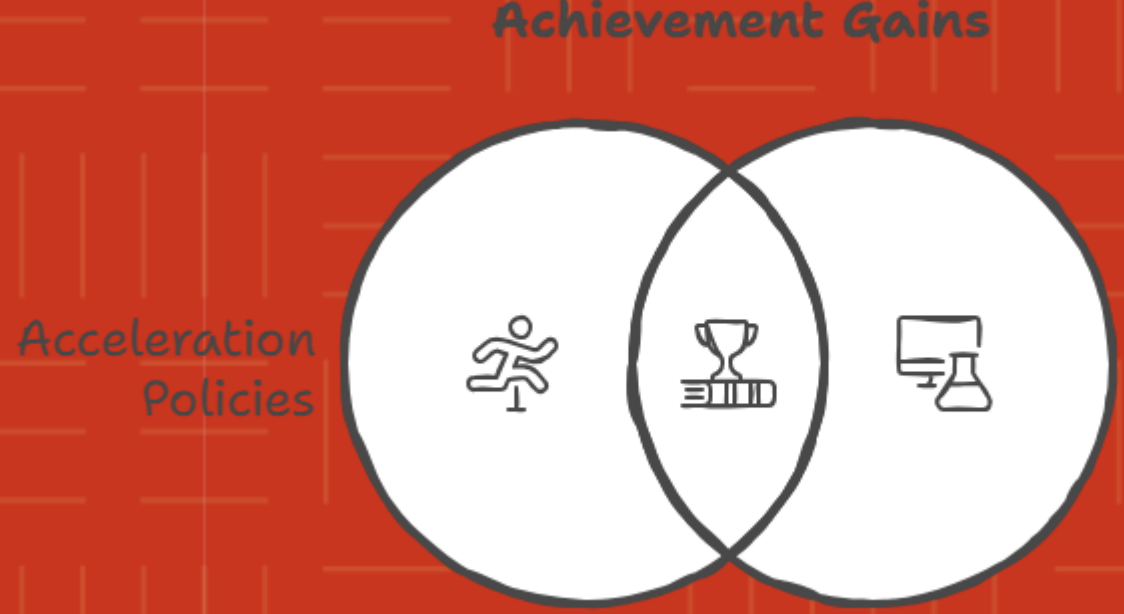
Decision Making

Single Test

Provides a snapshot but may not capture full abilities

Multiple Assessments

Offers a comprehensive evaluation of skills



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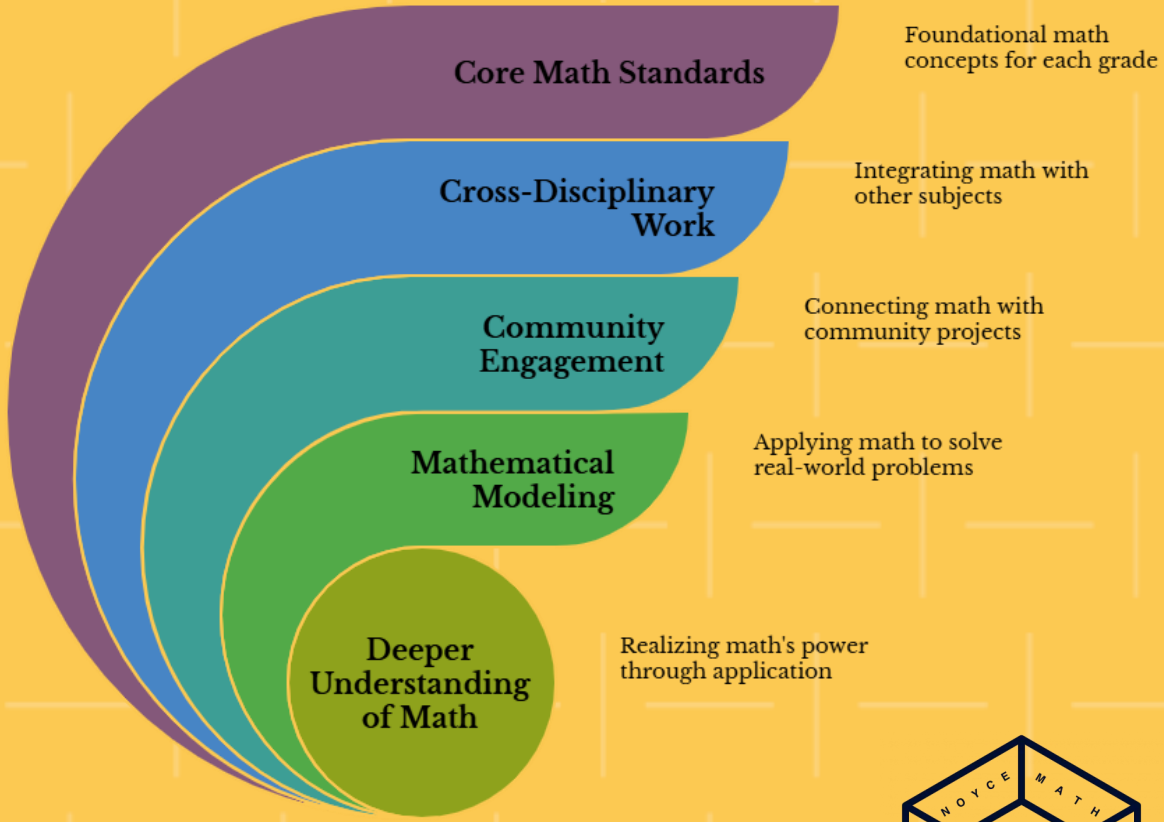
Examples of Possibilities

Exploration vs. Acceleration-

- Two options to consider:
  - a separate "plus" or "extended" course
  - projects or extensions offered within the classroom
- Develops a deeper understanding of how math is used and applied across disciplines.
- Easier to move between courses.
- Pathways at the high school should still be designed to allow for advanced math/calculus before graduation



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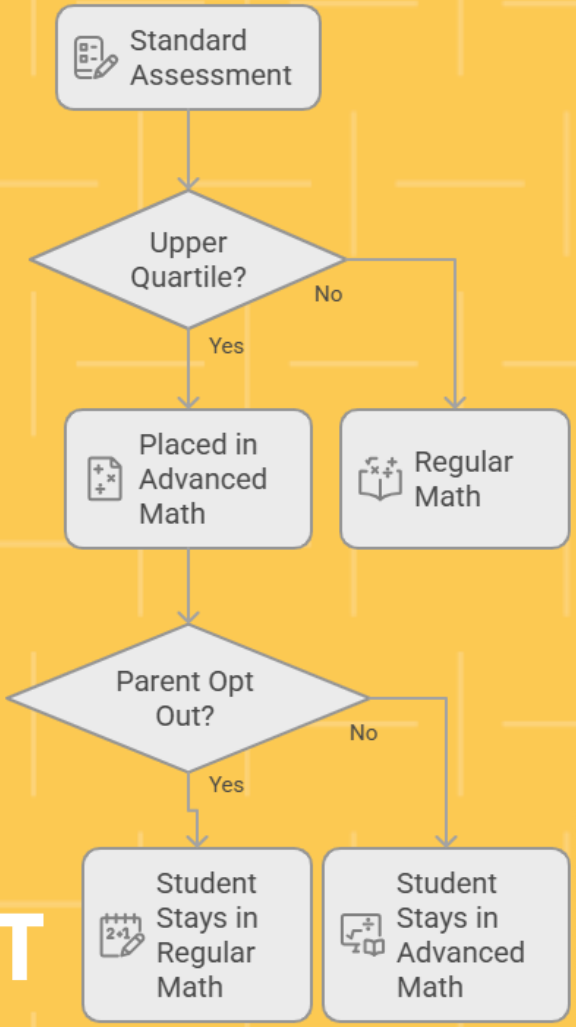
Opt - Out Possibility

Opt-out or "auto enrollment" policies-

- Removes teacher bias
- Involves students and their families in the choice.
- Some states have proposed legislation to mandate protocols for acceleration.
- This process is repeated each year to continue to address the needs of all students.



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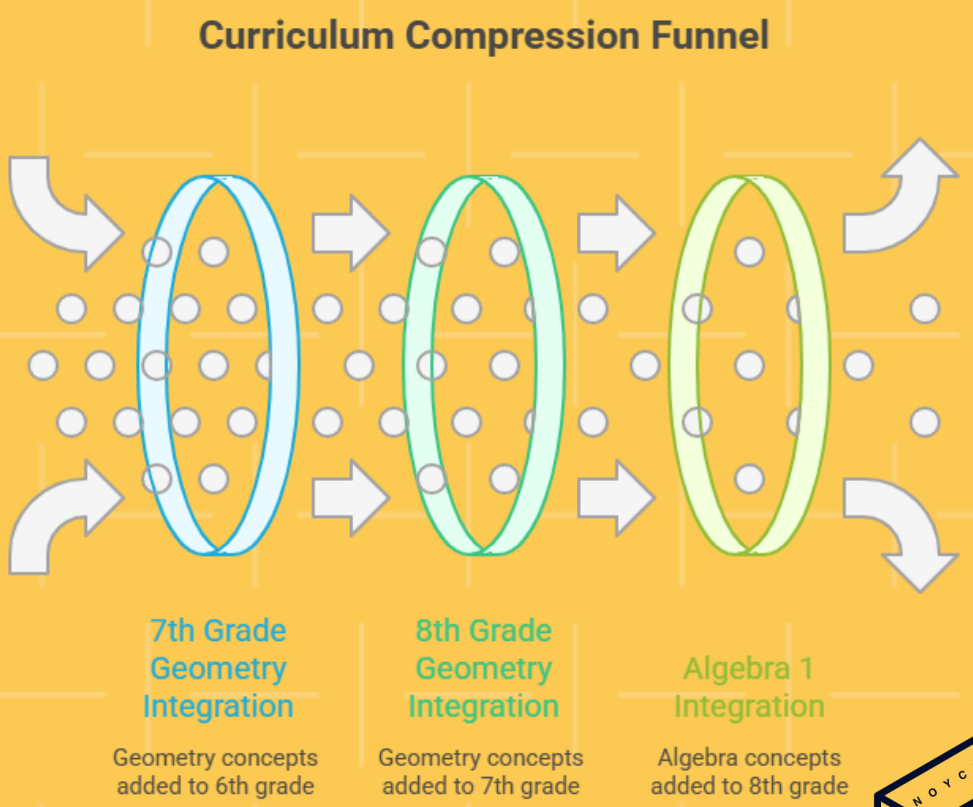
Compression Strategy

- Compression
  - All middle school content is included and not skipped
  - Could offer the compression as an additional boost class or in a class that moves more quickly so all content is addressed



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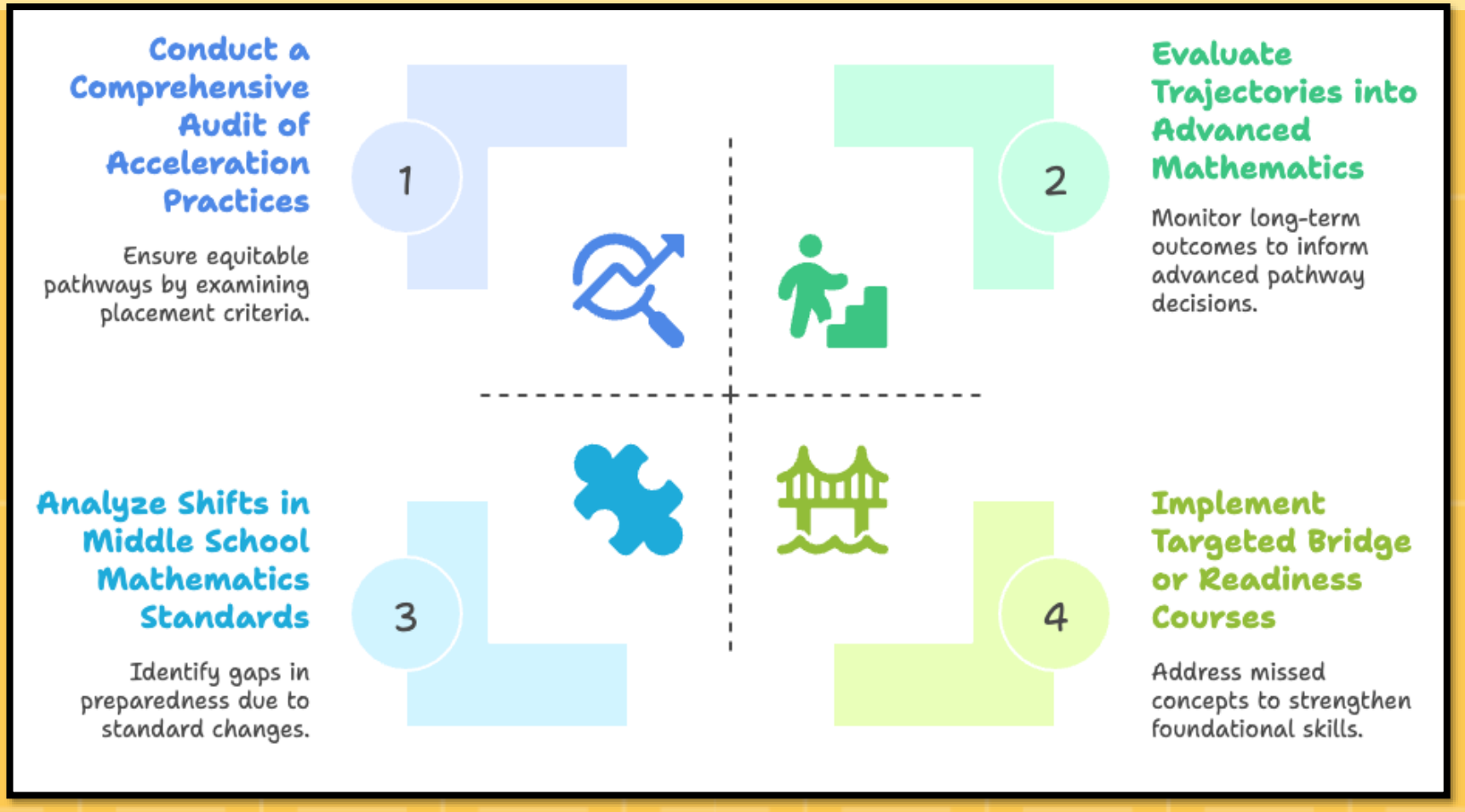
Considerations for acceleration



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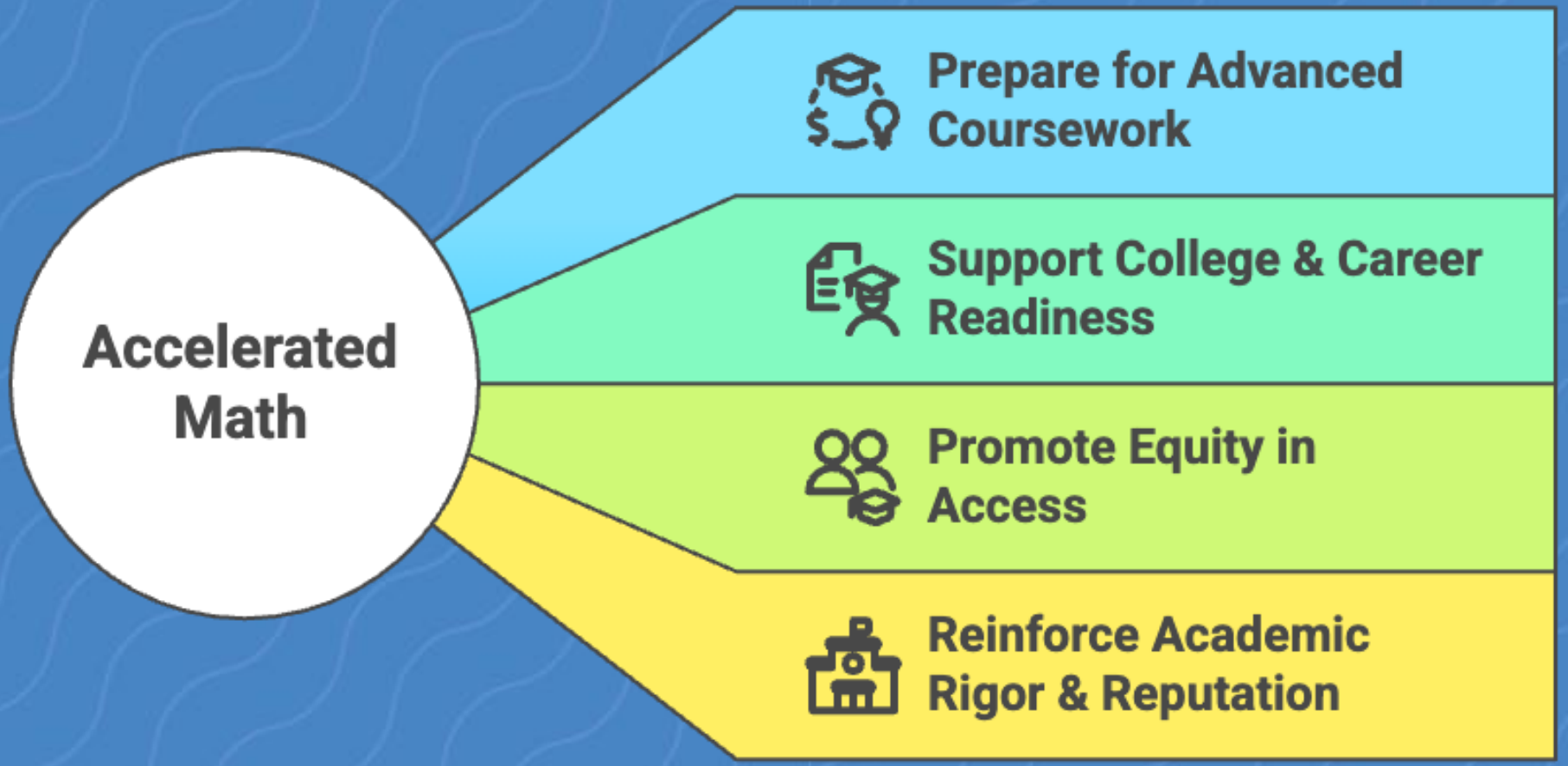
Accelerated Math Done Right:



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Exploring Next Steps

- How are students currently identified for accelerated pathways, and what implicit or structural biases might influence these decisions?
- In what ways do our selection criteria for accelerated learning reflect our values—and how might they unintentionally limit equitable access?
- What assumptions underlie our acceleration processes, and how can we make them more fair and accessible to all students?
- How does our current math placement system affect access to advanced courses, and how could later entry points expand opportunities for more students?

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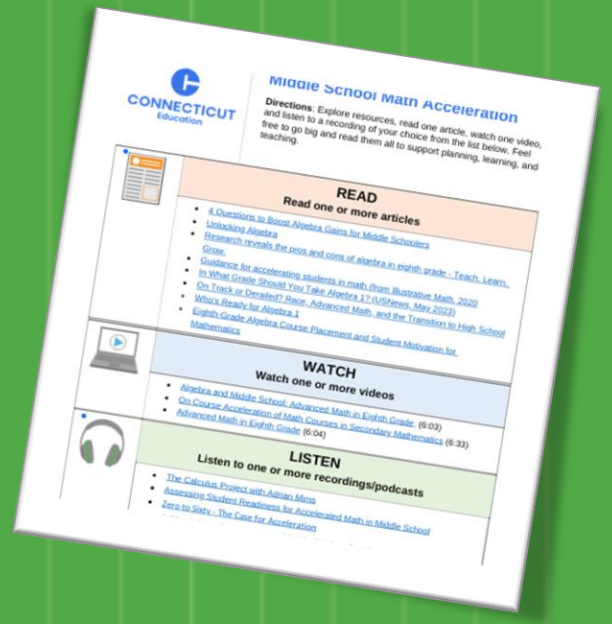
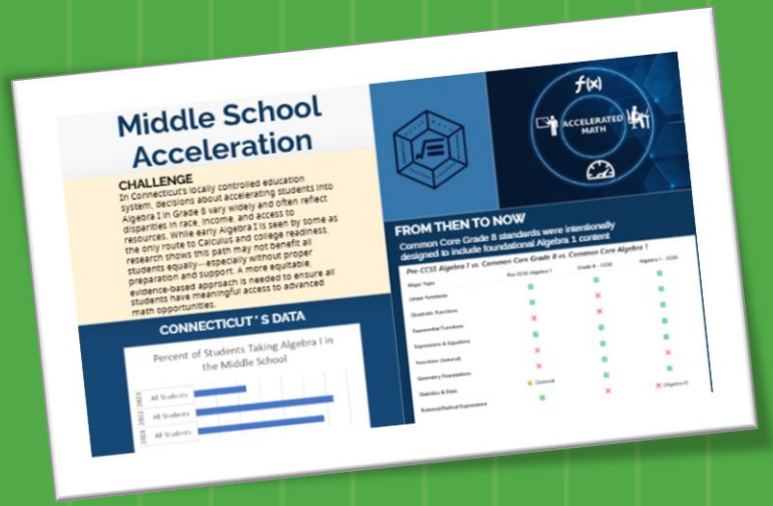
For More Information

Middle School
Acceleration Fast Facts

Middle School Math
Acceleration PD Playlist





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