



# Middle School Advanced Math Programs

*March 28, 2024 Webinar*

# Webinar protocols



The **webinar format** allows attendees to listen to and view the presentation. Attendees are all muted.



**Questions?** Submit them using the **Q&A feature** during the webinar.

We will address questions received as time permits. We will also include common questions and answers in the FAQ that will post to the TEA website.



**Access to the presentation—** A recording of this webinar is expected to be available on the TEA YouTube channel.



<https://t.ly/3OeJL>

# Today's Presenters



## **Shawna Wiebusch**

Math and Science Director  
Curriculum Standards and  
Student Support Division



## **James Slack**

Secondary Math Content Specialist  
Curriculum Standards and  
Student Support Division

# Questions about Advanced Math Programs?

Submit questions about advanced mathematics programs to the Curriculum Division via the TEA Help Desk.



<https://t.ly/10F01>

Welcome to the TEA Help Desk!

Click on an icon below to look up information or submit your question to TEA staff. If you are unsure of which area to submit your request, please call 512-463-9734 and we will do our best to route your request to the right place.

For a quick orientation to the redesigned TEA Help Desk see the short [training video](#) or [quick reference guide](#).

<b>TEAL Access</b> Need access to your TEAL account?	<b>Educator Certification and CPE</b> Do you have educator related questions?	<b>Educator Testing and Preparation Programs</b> Have questions about educator testing or preparation programs?	<b>Fingerprinting and Do Not Hire Registry</b> Fingerprinting and Do Not Hire Registry
<b>Grants</b> Grants, eGrants, and Expenditure Reporting (ER) Questions	<b>GED - Certificate of High School Equivalency</b> GED, HISET & TASC (TxCHSE)	<b>Texas Virtual School Network</b> Catalog Courses/Online Schools	<b>Instructional Materials and Implementation</b> Have questions about instructional materials?
<b>Student Assessment</b> STAAR, STAAR Alternate 2, TELPAS, TELPAS Alternate, & Interims	<b>CAPPS HR-PR</b> For former TEA employees to get their ID/password reset	<b>Ascend</b> Ascend Questions/Issues	<b>Curriculum</b> Curriculum Inquiries

To reach Student Assessment



To reach TXVSN



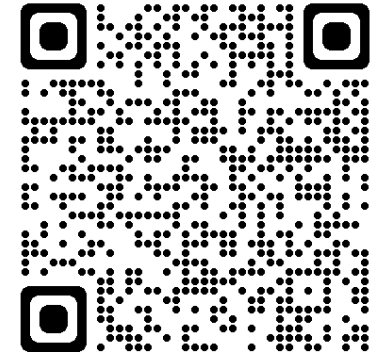
To reach Curriculum



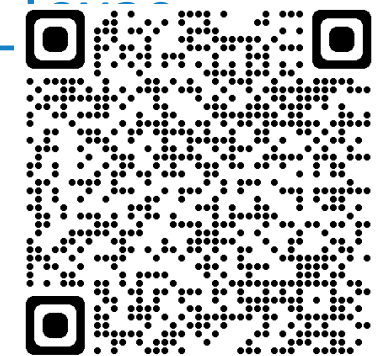
# Resources



[Links from the webinar:  
https://linktr.ee/teamathscience](https://linktr.ee/teamathscience)



[Middle School Advanced  
Mathematics Program | T  
Education Agency](#)



# Agenda

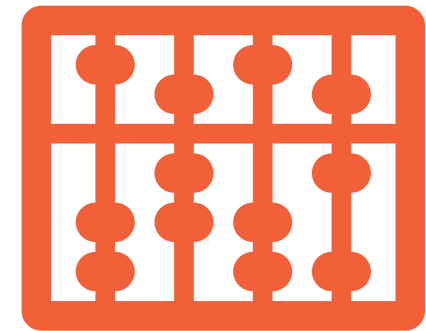
## Overview

- Purpose
- Law
- Commissioner's Rules



## Implementation Considerations

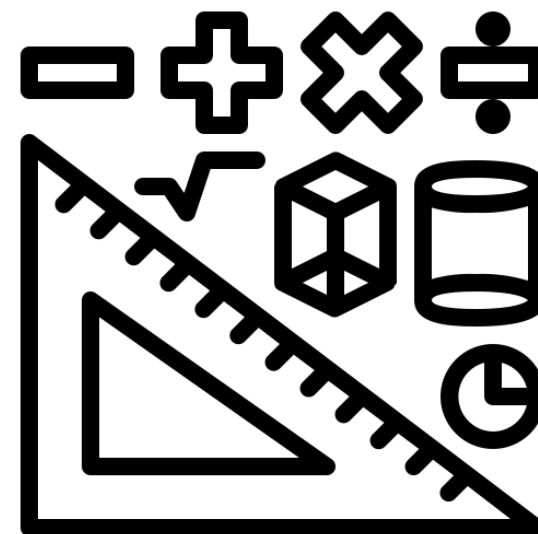
- Planning for Year 1
- From the field
- First year of implementation
- Second year of implementation
- Year 3 and beyond
- Building capacity





# Overview – Law and Rules

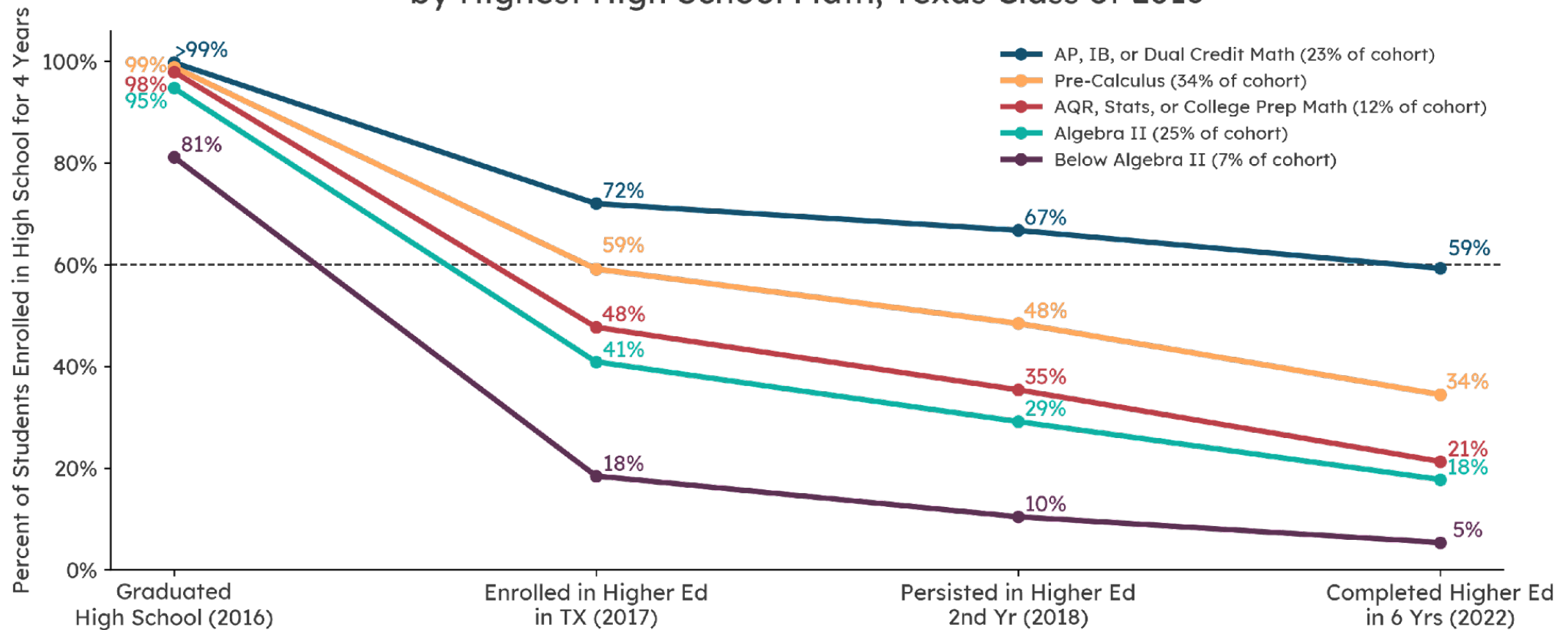
- Overview – [Texas Education Code §28.029](#)
- The purpose of this law is —
  - “To increase the number of students who complete advanced mathematics courses in high school”
- The mechanism enacted by this law is —
  - "Each school district and open-enrollment charter school **shall** develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade."





## Math Pipeline—Texas

Outcomes of Students Enrolled in HS for 4 Years  
by Highest High School Math, Texas Class of 2016



## ■ Texas Education Code §28.029

**(b)** Under the program, subject to Subsection (c), a school district or open-enrollment charter school **shall automatically enroll** in an advanced mathematics course **each sixth grade student** who performed **in the top 40 percent** on:

- (1)** the fifth grade mathematics assessment instrument administered under Section 39.023(a); or
- (2)** a local measure that includes the student's fifth grade class ranking **or** a demonstrated proficiency in the student's fifth grade mathematics coursework.

**(c)** **The parent or guardian** of a student described by Subsection (b) **may opt the student out of automatic enrollment** under that subsection.

**(d)** **The commissioner may adopt rules** to implement this section.



Why opt out instead of opt in?



More families will engage in the conversation about the potential their children have in mathematics

Gives parents or guardians explicit authority to remove students

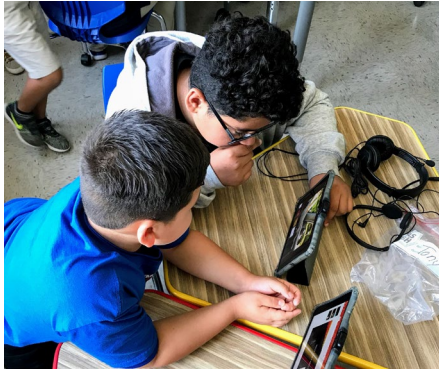




## Proposed Commissioner's Rules

Each school district and open-enrollment charter school **shall** —

- Develop a...program for students in Grades 6-8 to enable students to enroll in Algebra I in Grade 8;
- Develop a local measure for use in determining student eligibility for automatic enrollment;
- Automatically enroll...each Grade 6 student whose performance was:
  - in the 60<sup>th</sup> percentile or higher on statewide scores for the Grade 5 mathematics STAAR, OR
  - in the top 40% on a local measure that include the student's Grade 5 class ranking or a demonstrated proficiency in the student's Grade 5 mathematics coursework;

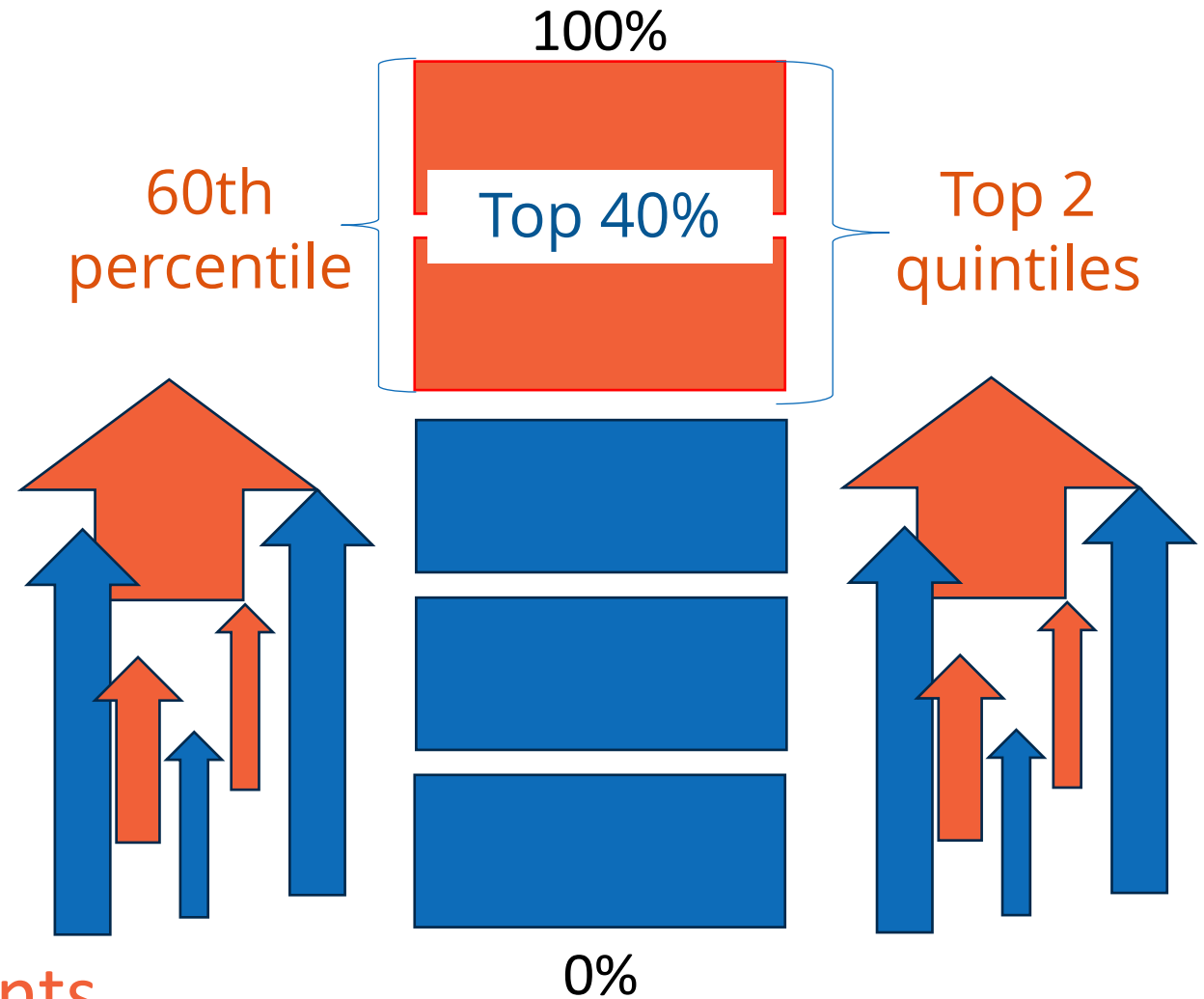


## Common vocabulary:

These terms mean the same thing—

- 60<sup>th</sup> percentile
- Top 40%
- Top 2 quintiles

refers to the top scoring students.



## Proposed Commissioner's Rules - Communication



Each school district and open-enrollment charter school shall **provide written notice** to the parent or guardian of each student...who will be automatically enrolled.

The written notification shall be provided **no later than 14** days before the first day of instruction

## Proposed Commissioner's Rules - Communication



### Required Components of Parent Notification

- Purpose of the program
- Structure of the program, including an overview of the content addressed at each grade level
- Resources offered to support student success
- Right of the parent or guardian to opt their child out
- Process for a parent or guardian to opt their child out of the program and any associated deadlines

- Public comment period was from 2/23/2024 – 3/25/2024
- TEA expects that the rules will be adopted in early June



## ■ Purpose

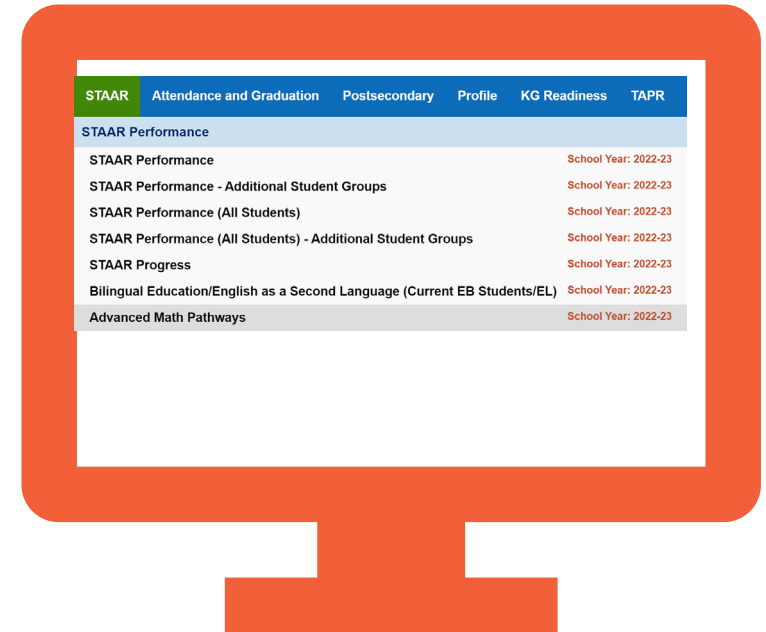
- Identify students who demonstrate proficiency in grade 5 mathematics and were enrolled in an advanced middle school mathematics program.
  - Defined in report as Meets or Masters on STAAR Grade 5 Math Assessment and completion of the STAAR Algebra 1 EOC by the end of 8<sup>th</sup> grade.

## ■ Included Data

- Grade 8 Algebra 1 EOC participation across student groups

## ■ Where to find it

- TPRS - [Link](#)  
([https://rptsvr1.tea.texas.gov/perfreport/tprs/tprs\\_srch.html](https://rptsvr1.tea.texas.gov/perfreport/tprs/tprs_srch.html))
  - STAAR → STAAR Performance → Advanced Math Pathways



# Advanced Math Pathways Report (2022 and 2023)



TEA has recently added a new report to the Texas Performance Reporting System or TPRS  
To help follow students progress through the Middle School Advanced Math Program



STAAR Attendance and Graduation Postsecondary Profile KG Readiness TAPR Accountability Report Cards Research and Analysis Other Links

Search

## Texas Education Agency 2022-23 Advanced Math Pathways State



	School Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2023 Advanced Math Pathways</b>															
<b>All Students</b>															
Students in Grade 8	2023	418,145	53,342	224,366	106,037	1,322	20,652	652	11,774	51,980	8,080	290,010	128,135	254,342	107,122
Students that have taken STAAR Algebra I EOC by the end of Grade 8	2023	128,924	10,851	61,259	38,875	308	13,372	194	4,065	3,602	2,366	99,165	29,759	58,520	26,527
STAAR Algebra I EOC participation rate by the end of Grade 8	2023	31%	20%	27%	37%	23%	65%	30%	35%	7%	29%	34%	23%	23%	25%
<b>Achieved Meets Grade Level or Above on Grade 5 Math +</b>															
Students in Grade 8 that achieved Meets Grade Level or Above on Grade 5 STAAR Math	2023	1,932	154	932	646	**	124	*	68	217	35	1,026	906	1,034	318
Students in Grade 8 that achieved Meets Grade Level or Above on Grade 5 STAAR Math and have taken STAAR Algebra I EOC	2023	863	45	314	358	**	100	*	42	16	19	619	244	256	85
STAAR Algebra I EOC participation rate for students that achieved Meets Grade Level or Above on Grade 5 STAAR Math	2023	45%	29%	34%	55%	50%	81%	*	62%	7%	54%	60%	27%	25%	27%
<b>Achieved Masters Grade Level on Grade 5 Math +</b>															
Students in Grade 8 that achieved Masters Grade Level on Grade 5 STAAR Math	2023	1,103	53	467	425	*	106	*	47	71	22	674	429	466	135
Students in Grade 8 that achieved Masters Grade Level on Grade 5 STAAR Math and have taken STAAR Algebra I EOC	2023	679	25	222	301	*	94	*	34	10	16	522	157	167	62
STAAR Algebra I EOC participation rate for students that achieved Masters Grade Level on Grade 5 STAAR Math	2023	62%	47%	48%	71%	*	89%	*	72%	14%	73%	77%	37%	36%	46%
<b>2022 Advanced Math Pathways</b>															
<b>All Students</b>															
Students in Grade 8	2022	416,762	52,075	221,990	107,798	1,231	19,958	570	11,050	47,652	7,729	295,815	120,947	246,725	100,539
Students that have taken STAAR Algebra I EOC by the end of Grade 8	2022	128,243	10,202	60,489	39,696	345	13,160	147	3,674	2,831	2,166	101,179	27,064	56,030	23,380
STAAR Algebra I EOC participation rate by the end of Grade 8	2022	31%	20%	27%	37%	28%	66%	26%	33%	6%	28%	34%	22%	23%	23%
<b>Achieved Meets Grade Level or Above on Grade 5 Math</b>															

As a result of the cancellation of STAAR in 2020 due to COVID-19, most 2023 grade 8 students do not have a Grade 5 STAAR Math score.



# Planning for Year 1 – What to do now

# Eligibility for automatic enrollment

Determine who is eligible for automatic enrollment

- Identify students who place in the 60<sup>th</sup> percentile or higher on Grade 5 STAAR Math
- Identify students perform in the top 40% on a local measure

Grade 5 STAAR results in the top 40% across the state

Top 40% of Grade 5 mathematics class ranking

Top 40% within the district on Grade 5 math demonstrated proficiency

**Students meeting any of these requirements shall be automatically enrolled in a middle school advanced mathematics program**

# Identifying the 60<sup>th</sup> Percentile

## Centralized Reporting System STAAR Results

TEA | TEAS ASSESSMENT | Reporting | Secure File Center | Help

Dashboard Generator > Dashboard > Performance on Tests

Enter TSDS Number

Average Score and Performance Distribution, by Assessment: ISD, 2022-2023

Filtered By Campus: All Campuses | Test Administrations: All Test Administrations

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
<a href="#">Spring 2023 STAAR Grade 5 Mathematics Online Form</a>	STAAR Summative	5	STAAR 3-8 Spring 2023 Math	2663	1648	 Percent: 17% 32% 31% 20% Count: 462 858 816 527	05/12/2023
<a href="#">Spring 2023 STAAR Grade 5 Mathematics General Paper, Paper with Embedded Supports, Braille, and ASL Forms</a>	STAAR Summative	5	STAAR 3-8 Spring 2023 Math	7	1517	 Percent: 57% 29% 14% Count: 4 2 1	05/08/2023
<a href="#">Spring 2023 STAAR Spanish Grade 5 Mathematics Online Form</a>	STAAR Summative	5	STAAR 3-8 Spring 2023 Math	358	1574	 Percent: 29% 40% 27% 4% Count: 104 143 97 14	05/08/2023

Look at STAAR, Spanish STAAR, and STAAR with Embedded Supports

# Identifying the 60<sup>th</sup> Percentile

Performance by Roster | Performance by Student

Score, Performance and Points Earned on **Spring 2023 STAAR Grade 5 Mathematics Online Form** (STAAR 3-8 Spring 2023 Math) of All Rosters, by Student and Reporting Category: **2022-2023**

Filtered By **Campus:** All Campuses | **Test Administrations:** STAAR 3-8 Spring 2023 Math | **Standards Keys**

Student	TSDS Number	Total	Scale Score	Performance	Percentile Rank	Reported Quantile® Measure	5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
State		1646			n/a	n/a						
ESC		1651			n/a	n/a						
District		1648			n/a	n/a						

# Identifying the 60<sup>th</sup> Percentile



Standards

1722	Meets Grade Level	73%	920Q
1706	Meets Grade Level	70%	900Q
1690	Meets Grade Level	67%	880Q
1675	Meets Grade Level	64%	860Q
1661	Meets Grade Level	60%	840Q
1661	Meets Grade Level	60%	840Q
1661	Meets Grade Level	60%	840Q
1647	Meets Grade Level	57%	825Q

# Identifying the 60th Percentile

STAAR scores will be available on the Texas Assessment Central Reporting System to –



Who	When
district testing coordinators and superintendents	Thursday May 30, 2024
The rest of the district	Tuesday, June 4, 2024

- per the [Texas Assessment Calendar of Events](#).

**Best Practice:** for the District Testing Coordinator to pull a list of students in the 60th percentile to share with internal district stakeholders and campus personnel for purpose of scheduling and communicating with parents or guardians.



## Who needs to know and what do they need to know?

Who needs to know?	What do they need to know?
<p>Parents and Guardians/ Students</p>  <p><b>Families</b></p>	<ul style="list-style-type: none"><li>• Purpose</li><li>• Structure, including an overview of the content addressed at each grade level</li><li>• Resources offered to support student success</li><li>• Right of the parent or guardian to opt their child out</li><li>• Process for a parent or guardian to opt their child out of the program and any associated deadlines</li></ul>
<p>Teachers and Counselors</p>  <p><b>Educators</b></p>	<ul style="list-style-type: none"><li>• Purpose</li><li>• District/campus logistics</li><li>• Professional development available</li><li>• Plans for systemic student support</li></ul>



## Communicating with asset focused language

- What opportunities does this open for students today and in the future?
- What new skills and perspectives might non-traditional students bring to the advanced space?
- What opportunities does this provide to focus on the needs of students at all levels?

## Sample Language for communicating with parents



<https://bit.ly/TXMSAM>

<https://tea.sharefile.com/d-s8b9621ed659f499695fffccf43acb47>

### Why Math Matters:

Research indicates that math, more than reading, is a strong predictor of future academic achievements. Specifically, participating in advanced math courses during middle and high school has numerous benefits for your student:

- 1. Opportunity for Success:** taking advanced math courses in middle and high school significantly increases the likelihood of students earning a credential, associate degree, or bachelor's degree.
- 2. College Credit in High School:** Students who engage in college aligned courses [such as Dual Credit (DC) or Advanced Placement (AP)] and/or complete a Career and Technical Education (CTE) program of study during high school are twice as likely to earn a credential, associate or bachelor's degree.
- 3. Increased Access and Wages:** Completing Algebra I in 8th grade has been linked to higher rates of postsecondary credential completion and increased wages in the workplace.

## Notifying Parents

As a courtesy, we offer this sample opt-out agreement. School districts and open-enrollment charter schools are welcome to use it or to create one that better meets their needs.



<https://bit.ly/TXMSAM>

<https://tea.sharefile.com/d-sb56f5476244e4bf4815ebe94583d0e64>

Middle School Advanced Mathematics Program Parent / Guardian Opt-Out Agreement	
The <a href="#">Texas Education Code, Section 28.029(c)</a> , allows a parent or guardian to opt out their student from the Middle School Advanced Mathematics Program. The purpose of this program is to give students the opportunity to take Algebra I in grade 8 and thereby Calculus before graduating high school.	
<b>STUDENT INFORMATION</b>	
Student Name:	_____
Student Classification:	_____ Campus: _____
District/Charter:	_____
<b>PARENT OR GUARDIAN</b>	
I have received written notice regarding the benefits to my child participating in the middle school advanced mathematics program and I grant permission for my child to return to grade-level instruction.	
_____	_____
Signature of parent/guardian	Date
<b>SCHOOL ADMINISTRATOR</b>	
I certify that _____ (student name) meets the criteria below to return to grade-level mathematics instruction.	
<input type="checkbox"/> The student and his or her parent/guardian have been advised by a school counselor of the specific benefits of remaining in the middle school advanced mathematics program.	
_____	_____
Signature of school administrator	Date
_____	
Title	

# Middle School Math — Compacted Curriculum Example

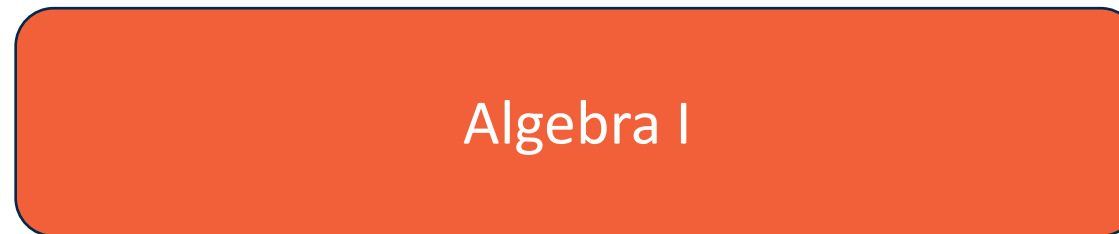
Grade 6  
Advanced



Grade 7  
Advanced



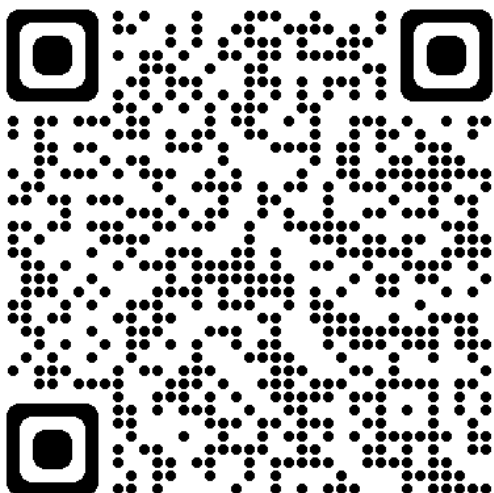
Grade 8/  
Algebra I



**Sample**  
Middle school math  
TEKS organization to  
support access to  
Algebra I in grade 8

TEA has open educational resources that can support a compacted curriculum. These resources are part of the COVID emergency release from 2020 and are a pilot of the OER mathematics resources.

[Full-Subject Texas OER Materials 6-12 Math | Texas Gateway](#)



SECTIONS

- Grade 6 Math
- Grade 6 Math Spanish
- Accelerated Grade 6 Math
- Grade 7 Math
- Accelerated Grade 7 Math
- Grade 8 Math
- Algebra Foundations
- Algebra I
- Geometry
- Algebra II

Grade 6

Grade 6 Math Spanish



6.º grado

Accelerated Grade 6 Math



Accelerated Grade 6

Grade 7 Math



Grade 7

Questions about OER resources can be directed to [OER@tea.texas.gov](mailto:OER@tea.texas.gov)

☰ **Grade 6 Math Acceleration** ▾



## Program Materials

Resource ID: MAccPMG006

Grade Range: 6 - 12

### SECTIONS

- **Front Matter**
- [Scope & Sequence](#)
- [Year-at-a-Glance](#)
- [Standards Alignment](#)
- [Glossary](#)
- [Errata](#)

## Front Matter

[Teacher's Implementation Guide](#)

[Student Guide](#)

## Scope & Sequence

[180-Day Scope & Sequence](#)

## Year-at-a-Glance

[180-Day Year-at-a-Glance](#)

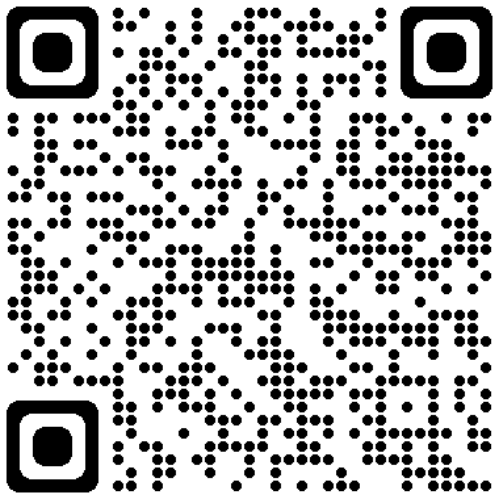
## Standards Alignment

[TEKS Dot Chart](#)

[ELPS Dot Chart](#)

## Glossary

[Full-Subject Texas  
OER Materials 6-12  
Math | Texas  
Gateway](#)



## Module 1: Composing and Decomposing

### Topic 1: Factors and Multiples

#### Teacher's Implementation Guides

- Lesson 1: Taking Apart Numbers and Shapes | [Teacher's Implementation Guide](#)
- Lesson 2: Searching for Common Ground | [Teacher's Implementation Guide](#)
- Lesson 3: Composing and Decomposing Numbers | [Teacher's Implementation Guide](#)

#### Assignments

### Topic 1: Factors and Multiples

#### Teacher's Implementation Guides

#### Assignments

- Lesson 1: Taking Apart Numbers and Shapes | [Student Assignment](#) | [Answer Key](#)
- Lesson 2: Searching for Common Ground | [Student Assignment](#) | [Answer Key](#)
- Lesson 3: Composing and Decomposing Numbers | [Student Assignment](#) | [Answer Key](#)

### Topic 1: Factors and Multiples

#### Teacher's Implementation Guides

#### Assignments

#### Enhanced Assessments

- Topic 1: Composing and Decomposing | [End of Topic Assessment](#) | [Answer Key](#)

#### BOOK OUTLINE

- ▶ Program Materials
- ▶ Module 1: Composing and Decomposing
- ▶ Module 2: Relating Quantities
- ▶ Module 3: Moving Beyond Positive Quantities
- ▶ Module 4: Determining Unknown Quantities
- ▶ Module 5: Thinking Proportionally
- ▶ Module 6: Describing Variability of Quantities
- ▶ Teacher Resources - Access Required

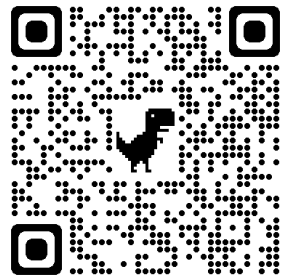




## Texas Virtual School Network (TXVSN) Course Catalog

- TEA is working with catalog providers for possible online options starting Fall 2024.
- TXVSN catalog courses —
  - include a Texas certified mathematics instructor;
  - meet 100% of the TEKS; and
  - are asynchronous.
- A student is eligible to generate FSP funding in the same manner as a student who receives instruction in a traditional classroom.

TXVSN course catalog



<https://catalog.mytxvsn.org/>

TXVSN questions

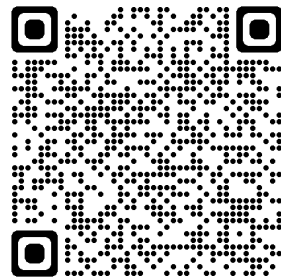


<https://helpdesk.tea.texas.gov/Texas-Virtual-School-Network/>



## On-campus online courses (non-TXVSN)

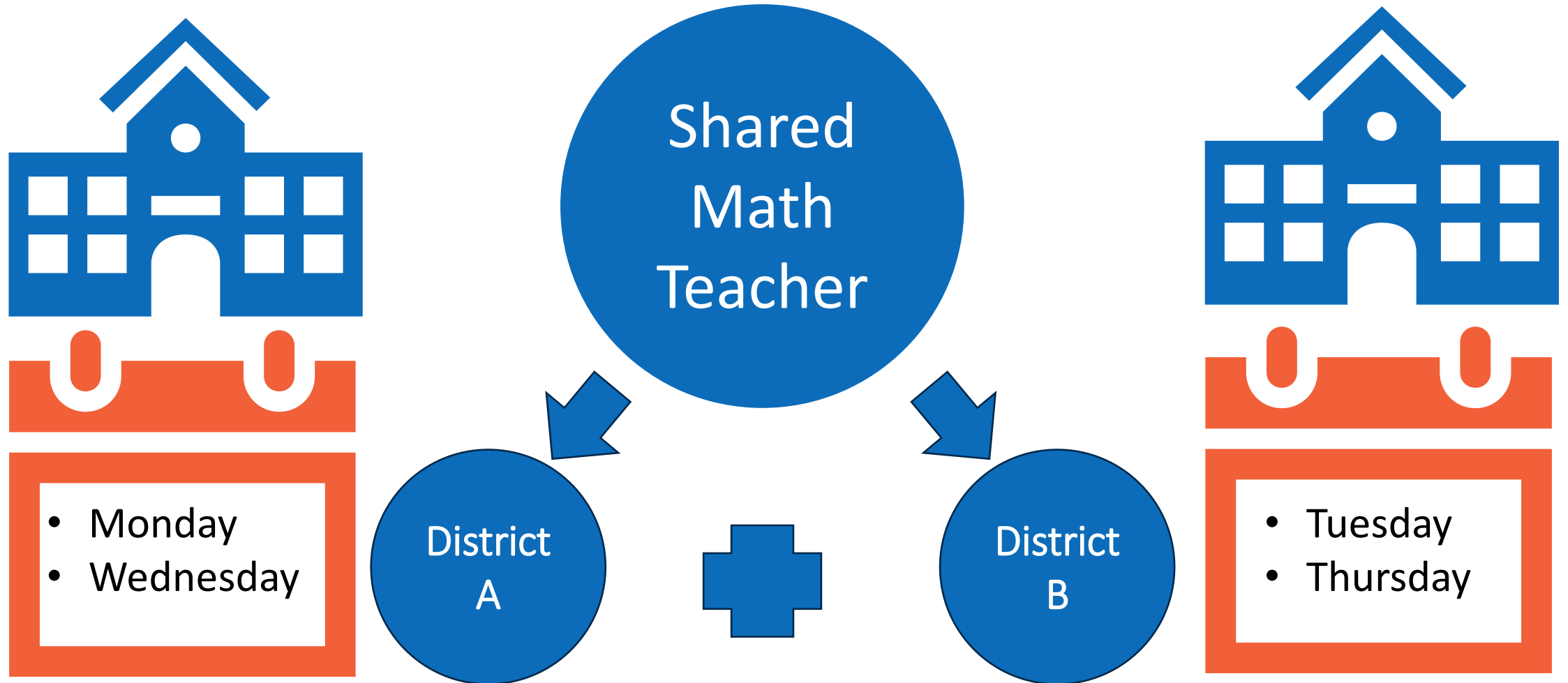
- Courses must cover the TEKS and are not designed to operate on a drop-in basis.
- The time that a student spends in an online course (that is not provided through the TXVSN) and that your district provides to the student on the student's campus **may be considered classroom time for FSP funding purposes if the following two conditions are met** (Student Attendance Accounting Handbook, Section 12.4).
  - A certified teacher for the appropriate grade level must be present in the room in which the student is taking the course to answer questions and otherwise assist the student. (Charter schools should check their charter for certification requirements.)
  - A student must be regularly scheduled for and attending the online course while on-campus.



Student Attendance  
Accounting Handbook

<https://tea.texas.gov/finance-and-grants/financial-compliance/student-attendance-accounting-handbook>

## Collaboration between districts



## Split-level or stacked classes

Warm-up/Class announcements

On-level Grade 6

Compacted Gr. 6 and 7

**Teacher time: 8:30 – 9:00**

- Direct instruction
- Direct feedback

**Independent time: 8:30 – 9:00**

- Independent practice
- Partner practice

**Independent time: 9:00 – 9:30**

- Independent practice
- Partner practice

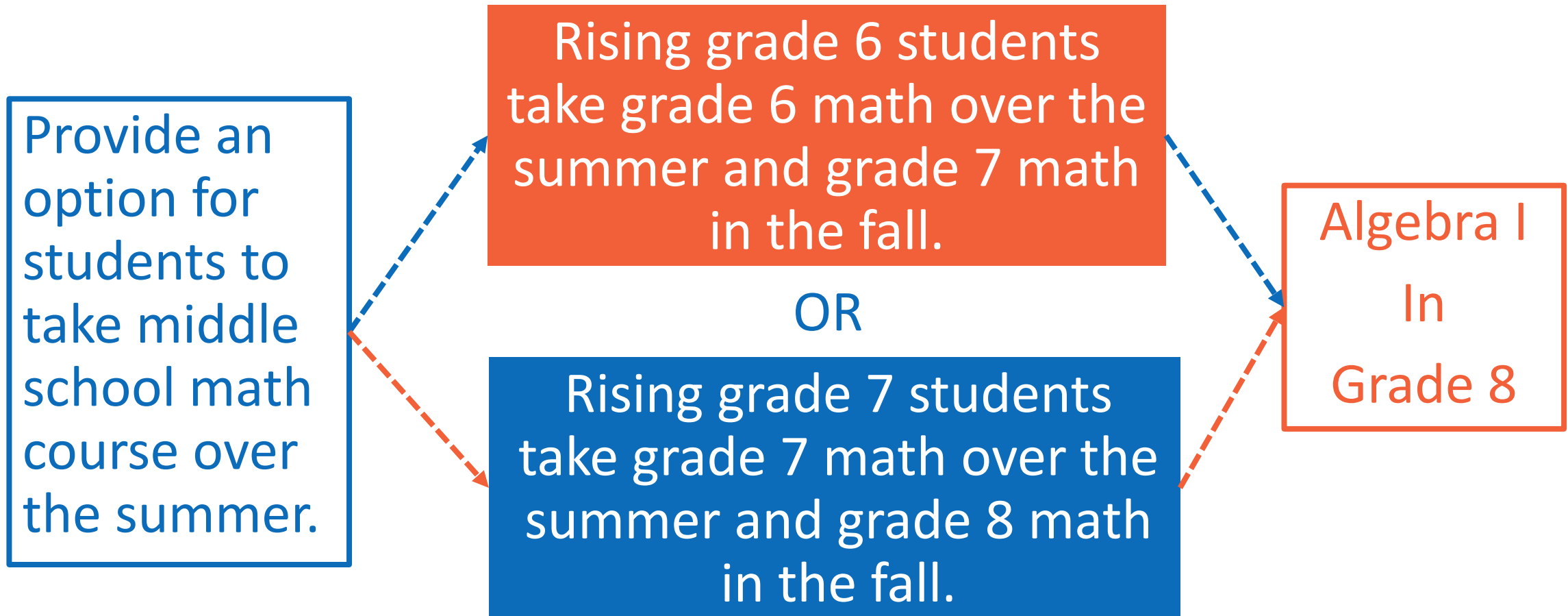
**Teacher time: 9:00 – 9:30**

- Direct instruction
- Direct feedback

Things to consider that may help make this model more successful

- High-quality digital adaptive program
- Centers and small groups
- Enrichment activities (games, logic puzzles, challenge problems)

# Master Scheduling Considerations – Summer Bridge



*Successful completion of grade level math is not based on seat time, but depth of instruction*

If you would like for your grade 5 students to take an intensive summer grade 6 math course, your district may qualify for Additional Days School Year (ADSY) funding. To do so, you must meet the **ADSY Campus Eligibility Requirements**:

- Serve at least one grade level within grades PreK-5th grade
- Campus academic calendar(s) include at least 180 instructional days with 75,600 operational minutes, not including staff development waivers
- Add up to 30 additional days of instruction in addition to the 180 instructional days in its regular academic calendar



## ADSY Campus Eligibility Requirements (continued):

- **Have a certified teacher deliver at least two hours of instruction on designated ADSY days**
- Host ADSY days separate from the regular instructional calendar days (e.g., ADSY days cannot be hosted in the second part of a regular instructional day)  
Demonstrated proficiency and NOT seat time.

**Note:** If a student is a fifth grader in the 2023-2024 school year and the student's campus calendar for the 2023-2024 school year did **not** meet the ADSY eligibility requirements then they would **not** be able to generate funding from the student's participation in the 2023-2024 summer program

For more information, contact [adsy@TEA.Texas.gov](mailto:adsy@TEA.Texas.gov).



Whichever technique is used to support your master schedule . . .



- Plan for necessary teaching certifications
  - For grades 6 advanced math courses, most certificates listed in 19 Texas Administrative Code §231.61 will work
  - For grade 7 and 8 advanced math courses, certificates must allow the teaching of these grades.
    - For example,
      - Core subjects: Grades 4-8
      - Junior High School or High School -- Mathematics
    - For Algebra I in middle school, only —
      - Mathematics: Grades 4-8
      - Elementary Mathematics (Grades 1-8) (no longer available)
      - Any of the listed high school certificates
  - This information can also be found in the Teacher Assignment Chart





# Hearing from the field

## Ingram ISD



**Dr. Mindy Curran**  
Assistant Superintendent

## Garland ISD



**Liz Johnson, M.Ed**  
Coordinator for Middle  
School Math



**Year 1 — 2024-2025**

# Year 1 — 2024-2025 school year

- Enroll identified students in advanced math program
- Notify parents – **must be no later than 2 weeks before first day of school**
- Verify teacher, student, and parent access to strong instructional materials
- Ensure staff has necessary tools for implementation, including tools to support a variety of learners
  - Gifted & Talented
  - Emergent Bilingual
  - Special Education
  - 504
  - Highly mobile
  - Other at-risk students



## TEA Resources available to support special populations.

### Special education support

#### Texas SPED Support

- Guidelines for Co-Teaching in Texas
- Field User Guide for Guideline for Co-Teaching in Texas
- Working with Paraprofessionals
- Field User Guide for Working with Paraprofessionals

### Emergent Bilingual support

#### English Learner Portal-Educators (txel.org)

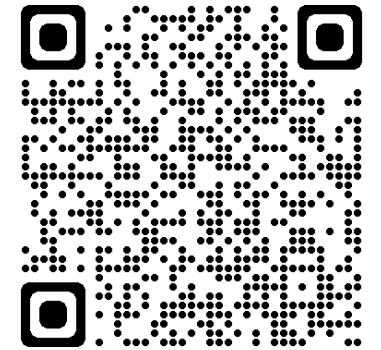
- Content Based Language Instruction (CBLI)
- Texas Effective Dual Language Immersion Framework (TxEDLIF) Self-Review ScoreCard
- Transitional Bilingual Education Rubric and Stakeholder Checklists
- ESL Rubric and Stakeholder Checklists

LEAs are encouraged to consider adding a method to include students who newly demonstrate capacity for advancement in math in grade 7

## **STAAR considerations for a compacted curriculum —**

“If a student who is **enrolled in grade 6** is receiving **instruction in all grade 6 and some grade 7** mathematics TEKS, the student should take the **STAAR grade 6** mathematics assessment. It would **not** be appropriate to administer the **grade 7** assessment to this student since the **student has not** been given the opportunity to **learn all the grade 7** mathematics”

#12 on the [Texas Assessment Program Frequently Asked Questions](#)



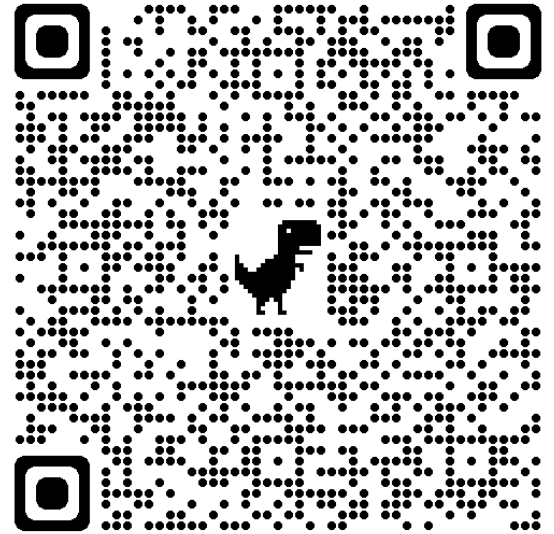
[Student Assessment Overview](#)  
[| Texas Education Agency](#)



**Year 2 — 2024-2025**

# Year 2 — Building Upon Year 1

- Review teacher certifications and ensure that you have a teacher(s) who is certified to teach Algebra I in grade 8
  - Elementary Mathematics (Grades 1-8)
  - Mathematics: Grades 4-8
  - Mathematics: Grades 7-12 (Grades 7 and 8 only)
  - Mathematics: Grades 8-12 (Grade 8 only)
  - Mathematics/Physical Science/Engineering: Grades 6-12
  - Mathematics/Physical Science/Engineering: Grades 8-12 (Grade 8 only)
  - Physics/Mathematics: Grades 7-12 (Grades 7 and 8 only)
  - Physics/Mathematics: Grades 8-12 (Grade 8 only)
  - Secondary Mathematics (Grades 6-12)
  - Secondary or all-level teacher certificate plus 18 semester credit hours in mathematics



Per [19 Texas Administrative Code §231.61](#) and the [Teacher Assignment Chart](#)



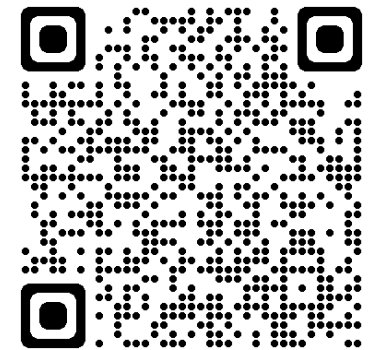
## Building off year 1 work -

- Evaluate your middle school advanced math program and adjust as needed
- LEAs are encouraged to consider adding a method to include students who have newly demonstrate capacity for advancement in math in grade 8

## **STAAR considerations for a compacted curriculum —**

If a student who is enrolled in grade 7 is receiving instruction in some grade 7 and all grade 8 mathematics TEKS, the student should take the STAAR grade 8 mathematics assessment.

#12 on the [Texas Assessment Program Frequently Asked Questions](#)



[Student Assessment Overview](#)  
[| Texas Education Agency](#)



# Year 3 and Beyond

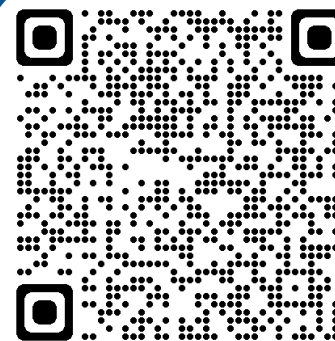
## STAAR considerations for high school—

Students in grades 3–8 who are enrolled in a high school course will take the corresponding STAAR EOC assessment in place of their grade-level assessment in that subject area. These students must take all other STAAR grade-level assessments. For example, **a grade 8 student enrolled in Algebra I will take the STAAR Algebra I assessment** and the STAAR grade 8 RLA, science, and social studies assessments. When this student is **in high school**, he or she will need to **take either the ACT or the SAT to fulfill federal testing requirements for mathematics.**



## Test Administrator Manual

- TAC [§101.3011\(a\)\(2\)](#)
- page 7 last paragraph of the [2023–2024 STAAR Test Administrator Manual](#) available at [Test Administration Resources | Texas Education Agency](#)



[Student Assessment – TEA-Student Assessment \(zendesk.com\)](#)

The purpose of this law is —

- “To increase the number of students who complete advanced mathematics courses in high school”
- Consider additional high school course options for students who have already completed Algebra I.
  - Dual credit
  - AP/IB courses
  - Advanced math courses tied to a CTE pathway



## CTE Courses

Students who successfully complete Algebra I in grade 8 may be able to take career and technical education courses such as the following earlier.



- Manufacturing Engineering Technology I
- Metal Fabrication and Machining I
- Precision Metal Manufacturing I
- Introduction to Welding
- Welding I



- Computer Science I
- Game Programming and Design
- Mobile Application Development
- Advanced Placement (AP) Computer Science A
- Advanced Placement (AP) Computer Science Principles

These courses may have additional prerequisites beyond Algebra 1 which also must be met.

## CTE Courses

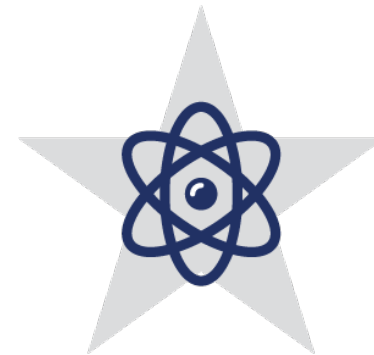
Students who pass Algebra I in grade 8 may be able to take Career and Technical Education courses such as the following earlier.



- Mathematics for Agriculture, Food, and Natural Resources



- Financial Mathematics



- Engineering Design and Presentation I

These courses may have additional prerequisites beyond Algebra 1 which also must be met.

# Rural Pathway Excellence Partnership (R-PEP) Program

**Background:** The Rural Pathway Excellence Partnership program (HB2209) was signed into law on June 2, 2023, with the goal of **increasing access to high-quality post-secondary pathways for rural students** through the replication of the successful Rural School Innovation Zone model in South Texas.

R-PEP created two new opportunities:

## Additional Allotment

R-PEP Designated Districts earn **additional ADA Allotment** for each student in a postsecondary pathway **& an Outcomes Bonus** for each student that earns a postsecondary credential of value up to 5 years after graduation.

## Grant Program

TEA supports new R-PEP Collaboratives through a **grant** that provides district funding and technical assistance for **planning and implementation**.

# What does this look like in practice?

1. Districts with fewer than 1600 students opt in



2. Select a partner and Boards approve a performance agreement with a 3<sup>rd</sup> party intermediary



3. Intermediary operates pathway programs (CTE, PTECH, or ECHS) aligned with high-wage, high-demand career open to all students in the partnership

4. Districts pool resources and invest in the continued excellence of pathways



**Grow Your Own Educator Academy** at Premont High School



**Citizen's Battalion Naval JROTC Academy** at Falfurrias High School



**Ignite Technical Institute Career and Technical Academy** at Falfurrias High School



**Next Generation Medical Academy Health and Science Academy** at Freer High School



**STEM Discovery Zone STEM Academy** at Premont Collegiate High School



# R-PEPs must have the following elements:

**Collaborative of districts**  
with fewer than 1,600 students and a willingness to think creatively

**College and Career Pathways**  
open to all eligible students

**Coordinating Entity**  
with capacity to operate pathways

**Performance Agreement**  
outlining roles, responsibilities, and metrics for success

If you have questions, please reach out the District Innovation and School Models Division through this contact form.





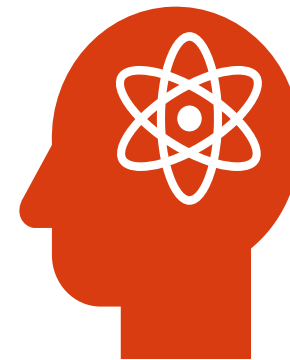
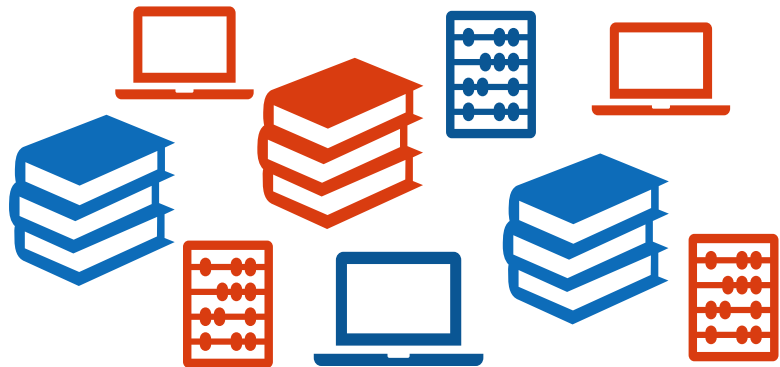
# Building Capacity

Capacity building is important because it encourages the people involved to be part of developing solutions that fit your unique community.

- Building teacher capacity
  - How do you develop and support a growth mind set?
  - How do you listen to suggestions to improve processes?
- Building student confidence
  - How do you build grit?
  - How do you develop a growth mind set?
  - How do you develop self-efficacy?
  - How do you foster their curiosity?



- Evaluate your instructional materials
  - Do they need to be augmented? If so, how?
  - Does the pacing meet the needs of your learners?
- Consider other curriculum needs
  - Does your curriculum adequately support and encourage students and teachers?
  - What additional supports are needed for special populations of students?
  - What additional supports are needed for all students?

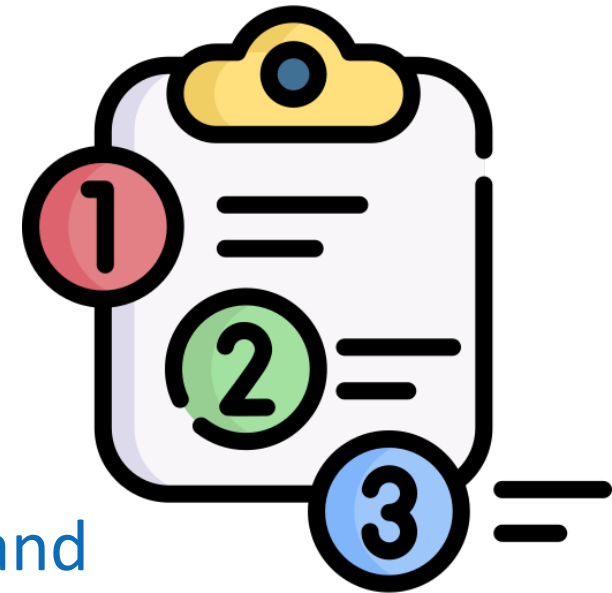


## Update the Middle School Advanced Mathematics Program Webpage

- Post the webinar slides (tomorrow)
- Post the webinar recording (within a week)
- Update the webpage with relevant resources (ongoing)
- Post the FAQ (early April)

Rules will be filed as adopted in early June

STAAR scores will be available to district testing coordinators and superintendents on Thursday May 30, 2024 and are available to the rest of the district on Tuesday, June 4, 2024 per the [Texas Assessment Calendar of Events](#).



# Your feedback is important to us



Please help us enhance future presentations by completing a brief survey on today's presentation.

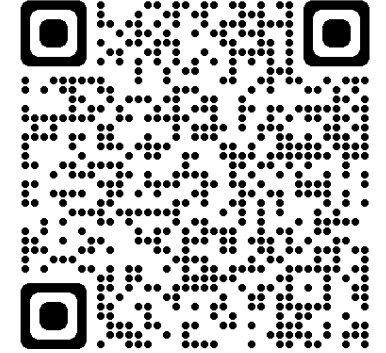
<https://is.gd/TEAsurvey1>

Please select: Shawna Wiebusch and James Slack under question 1 (presenter name)

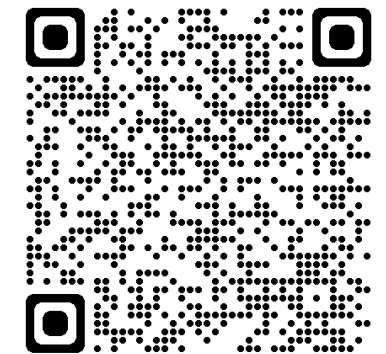
# Resources



<https://linktr.ee/teamathscience>



[Middle School Advanced  
Mathematics Program | Texas  
Education Agency](#)





# Questions about Advanced Math Programs?
















<https://t.ly/10F01>

Welcome to the TEA Help Desk!

Click on an icon below to look up information or submit your question to TEA staff. If you are unsure of which area to submit your request, please call 512-463-9734 and we will do our best to route your request to the right place.

For a quick orientation to the redesigned TEA Help Desk see the short [training video](#) or [quick reference guide](#).

<b>TEAL Access</b>  Need access to your TEAL account?	<b>Educator Certification and CPE</b>  Do you have educator related questions?	<b>Educator Testing and Preparation Programs</b>  Have questions about educator testing or preparation programs?	<b>Fingerprinting and Do Not Hire Registry</b>  Fingerprinting and Do Not Hire Registry
<b>Grants</b>  Grants, eGrants, and Expenditure Reporting (ER) Questions	<b>GED - Certificate of High School Equivalency</b>  GED, HISET & TASC (TxCHSE)	<b>Texas Virtual School Network</b>  Catalog Courses/Online Schools	<b>Instructional Materials and Implementation</b>  Have questions about instructional materials?
<b>Student Assessment</b>  STAAR, STAAR Alternate 2, TELPAS, TELPAS Alternate, & Interims	<b>CAPPS HR-PR</b>  For former TEA employees to get their ID/password reset	<b>Ascend</b>  Ascend Questions/Issues	<b>Curriculum</b>  Curriculum Inquiries



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