LAMAR CISD

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Lamar CISD

Middle School Advanced Mathematics Pathway Guide

2024-2025

Lamar Consolidated Independent School District

Administration Office

3911 Avenue I
Rosenberg, TX

District Contact

Andria Olson
Secondary Mathematics Coordinator
aolson@lcisd.org

Middle School

Navarro Middle School
Toshila Darjean
tdarjean@lcisd.org

Roberts Middle School
Kyle Little
klittle@lcisd.org

Ryon Middle School
Stacie Johnson
sjohnson@lcisd.org

Steenbergen Middle School
Ben Perez
bperez@lcisd.org

Wertheimer Middle School
Toni Scott
tlscott@lcisd.org

Wessendorff Middle School
Monica Auffant
mauffant@lcisd.org

Junior High School

Briscoe Junior High School
Jennifer Zebold
jzebold@lcisd.org

George Junior High School
Leslie Crawley
leslie.crawley@lcisd.org

Lamar Junior High School
Michael Semmler
msemmler@lcisd.org

Leaman Junior High School
Trey Watkins
jwatkins@lcisd.org

Reading Junior High School
Dr. Sonya Sanzo
ssanzo@lcisd.org

Wright Junior High School
Sherryl Anthony
santhony@lcisd.org

High School

Foster High School
Amy Araguz
aaraguz@lcisd.org

Fulshear High School
Brian Forshee
bforshee@lcisd.org

George Ranch High School
Heather Patterson
hpatterson@lcisd.org

Lamar Consolidated High School
Sierra King
sierra.king02@lcisd.org

Randle High School
John Montelongo
john.montelongo@lcisd.org

Terry High School
Dr. Melissia Smith
melissia.smith@lcisd.org

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Lamar CISD Mission

Lamar CISD Mission Statement

To educate all students by ensuring access to a superior education through inspired leadership among parents, teachers, administrators, and staff, allowing students to achieve their full potential to participate in future social, economic, and educational opportunities in their community.

Lamar CISD Mathematics Mission Statement

To create a spiraling mathematics program that applies math concepts and skills to the real world in a way that uses technology, problem solving, and computational skills in the mastery of mathematics content and process so that students will be empowered to reach full potential to participate in future social, economic, and educational opportunities.

Lamar CISD Accelerated Mathematics Vision Statement

To discover, mentor, and nurture mathematically inclined students and provide a supportive environment that fosters intellectual growth and prepares students for a wide variety of careers.

Mathematics Acceleration Plan

Overview of Mathematics Pathways

Lamar CISD believes that every student deserves the opportunity to advance academically as far as the student's ability, motivation, and effort can take them. While Lamar CISD is an open enrollment district for advanced courses, this guide serves as a roadmap for students and family members to illustrate the advanced math pathways that Lamar CISD offers.

Why it Matters

Students who do not take Algebra I by 8th grade are far less likely to enroll in college level math courses in high school, such as Advanced Placement (AP) and dual credit courses. Enrolling in AP and dual credit courses is a strong predictor of college success. Students who take any college level math course before high school graduation are three times more likely to earn a college credential than students whose highest math course was Algebra II.

Acceleration Opportunities

Lamar CISD offers two math pathways that allow learners to pursue the opportunities that best fit their mathematical goals. Students may pursue the on-level pathway, or the advanced mathematics pathway. With the on-level pathway, students typically take Algebra I in high school, and may have fewer opportunities to take AP or dual credit math courses. With the advanced math pathway, accelerated mathematics curriculum begins in 6th grade, with the goal of students completing Algebra I in 8th grade so that they have opportunities to pursue AP and dual credit math courses for college credit while still enrolled in high school.

Senate Bill 2124, Texas Education Code Section 28.029

With the passage of Senate Bill 2124, students who perform in the top 40% on the STAAR Grade 5 Mathematics assessment will automatically be enrolled in the 6th Grade PAP Math course and will enter the advanced math pathway. For 6th grade students who move into the district with no 5th Grade Mathematics STAAR score available, the beginning of the year NWEA MAP performance will be used to determine advanced math pathway placement. A parent or guardian may opt the student out of automatic enrollment by completing the opt-out form and returning it to the appropriate school personnel.

The Lamar CISD math pathways can be seen in the figure on the following page.

Table of Lamar CISD Math Pathways

Grade Level	On-Level Pathway	Advanced Pathway
Grade 6	Grade 6 Math	Grade 6 Math PAP
Grade 7	Grade 7 Math	Grade 7 Math PAP
Grade 8	Grade 8 Math	Algebra I
Grade 9	Algebra I	Geometry
Grade 10	Geometry	Algebra II
Grade 11	Algebra II	Pre-Calculus /AP / Dual Credit Course
Grade 12	4th Year Math Course	AP / Dual Credit Course

Math Standards and STAAR Testing for 6th PAP and 7th PAP

- ***Grade 6 Math PAP:***
  - Consists of all of the 6th grade math standards and half of the 7th grade math standards.
  - Students in 6th PAP will take the 6th Grade Math STAAR
- ***Grade 7 Math PAP:***
  - Consists of all of the 8th grade math standards and the remaining half of the 7th grade math standards
  - Students in 7th PAP will take the 8th Grade Math STAAR

High School On-Level and Advanced Course Options

Fourth Year Math Options

- **Pre-Calculus**
- **Advanced Quantitative Reasoning (AQR)**
- **College Preparatory Math**
- **College Algebra (Dual)**
- **Statistics (AP or Dual)**

AP and Dual Credit Options

- **Pre-Calculus (Dual)**
- **Calculus (AP or Dual)**
- **Statistics (AP or Dual)**
- **College Algebra (Dual)**
- **Independent Study in Math (Dual)**

Protocol for Entering the Advanced Math Pathway at Multiple Entry Points

	Advanced Math Sequence: **Entering in 6th Grade**	Advanced Math Sequence: **Entering in 7th Grade**	Advanced Math Sequence: **Entering in 8th Grade**	Advanced Math Sequence: **Entering in 9th Grade**
Grade 6	6th PAP	6th Grade Math	6th Grade Math	6th Grade Math
Grade 7	7th PAP	*7th Grade PAP	7th Grade Math	7th Grade Math
Grade 8	Algebra I PAP	Algebra I PAP	*Algebra I PAP	8th Grade Math
Grade 9	Geometry PAP	Geometry PAP	Geometry PAP	Algebra I PAP
Grade 10	Algebra II PAP	Algebra II PAP	Algebra II PAP	**Geometry PAP
Grade 11	Pre-Calculus or Statistics	Pre-Calculus or Statistics	Pre-Calculus or Statistics	Algebra II PAP
Grade 12	Calculus, Statistics, College Algebra, or Independent Study in Math	Calculus, Statistics, College Algebra, or Independent Study in Math	Calculus, Statistics, College Algebra, or Independent Study in Math	Pre-Calculus, Statistics, or College Algebra

*CBE required
**Geometry CBE or Geometry summer course may be completed in order to get on the advanced track in high school

Entering the Advanced Math Pathway in Grade 6

Incoming 6th grade students may enroll in the advanced math pathway through open enrollment, automatic enrollment based on previous STAAR performance, or by NWEA MAP performance. Through open enrollment, students who have a history of success in math may be enrolled in 6th PAP mathematics upon parent or guardian request.

Students who performed in the top 40% on the STAAR Grade 5 Mathematics assessment will automatically be enrolled in the 6th Grade PAP Math course. A parent or guardian may opt the student out of automatic enrollment by completing the opt-out form and returning it to the appropriate school personnel.

Entering the Advanced Math Pathway in Grade 7

Students entering the advanced math pathway in 7th grade must pass Grade 7 Math Credit by Exam (CBE) with an 80% or higher, have a 90 or above grade average in 6th Math, and must have scored at the Meets or Masters level for STAAR Math 6.

Entering the Advanced Math Pathway in Grade 8

Students entering the advanced math pathway in 8th grade must pass Grade 8 Math Credit by Exam (CBE) with an 80% or higher, have a 90 or above grade average in 7th Math, and must have scored at the Meets or Masters level for STAAR Math 7.

Entering the Advanced Math Pathway in High School

In order for students to enter the advanced math pathway in high school, students have the option of taking Geometry for original credit in summer school or taking the Geometry CBE. Doing this would allow students to have the same AP and Dual credit options that students who entered the advanced math pathway in grades 6th – 8th have. If students choose to take the CBE for Geometry credit instead, students will need to score 80% or higher.

Students also have the option of taking Algebra PAP as a 9th grader, without taking Geometry in summer school or the Geometry CBE. This option would allow students the same 4th level math course opportunities that students in the on-level pathway have.

Multiple Measures

Student qualifications will be determined by reviewing multiple measures to determine potential success with an accelerated pathway for their mathematics courses. The measures will include previous STAAR scores, NWEA Map scores, previous grades in mathematics courses, and Credit by Exam scores (if applicable).

Multiple Exit Points

Student performance on state assessments (STAAR) must be at approaches, meets, or masters levels in order to maintain enrollment in the advanced mathematics pathways. Student course grades, STAAR scores, and parent and teacher feedback will be utilized for student placement in a pathway that will support student success for the following year.

Credit by Exam Opportunities

Under specific criteria, a student may take an examination to obtain credit for a course. The student must receive a score of 80 percent or more on a competency test with no prior instruction, and a score of 70 percent in a course with prior instruction. CBE dates are posted on the LCISD district testing calendars and can be found on the Lamar CISD website at:
https://www.lcisd.org/students-parents/testing-information

Credit by Exam - Things to Know

- Test will be administered online
- Test will be supervised by a Lamar CISD testing coordinator, counselor, or other designated employee
- Students may take a CBE up to two times
- A score of 80% or higher is mastery with no prior instruction
- 3-hour exam
- Permitted materials: pencil, scratch paper, formula chart
- Calculators are **NOT** permitted for Grades 6 and 7 Math
- Students may use a graphing calculator on the Grade 8 Math CBE and all high school math CBEs. Prohibited calculation devices include: smartphones, CAS calculators, calculation devices with internet capabilities.

More information regarding specific CBEs can be found here:
Lamar CISD Administrative Procedures for Credit by Exam
University of Texas CBE Study Guides

Periodic Review of Scope and Sequence Frameworks

Mathematics course scope and sequence frameworks will be reviewed each spring by the Secondary Math Coordinator, Secondary Math Specialists, Instructional Coaches, and Department Chairs for efficiency, effectiveness, and support of student achievement and success.

District Support for Campuses

The creation of the Lamar CISD Middle School Advanced Mathematics Pathway Guide is to support all campuses in maintaining a consistent plan for equity and access to students in Lamar CISD. All students deserve the opportunity to advance academically in mathematics as far as his/her ability, motivation, and effort can take him/her.

The Secondary Mathematics Coordinator in conjunction with curriculum writing teams will review district curriculum materials to maintain consistency of the program across all campuses in the district. The district curriculum Canvas courses for teachers will be continually updated with activities, resources, and supports to help teachers facilitate engaging, effective lessons.

The Secondary Mathematics Coordinator, Secondary Math Specialists, and campus Instructional Coaches will support teachers by facilitating effective planning, as well as effective collaboration through the Professional Learning Community (PLC) process.

Communication to Stakeholders

In an effort to ensure that all families are aware of advanced mathematics opportunities that are available to them, the following communication timelines and methods will be utilized:

Promotion of Accelerated Opportunities

The district will provide information to be shared at spring events beginning with 5th grade through 8th grade so that the information is conveyed consistently to all Lamar CISD students and families. Information will be shared in the following ways:

- ***Course Selection*** - Students and families will be provided with information about the advanced mathematics pathways before completing course selection for the following school year. This information will be provided to 5th – 8th grade students.

- ***New Enrollees*** - Counselors and/or registrars will share information regarding advanced mathematics opportunities when a new student enrolls in grade 6-8.

- ***Parent Information Night and Open House*** - Advanced mathematics opportunities will be shared at parent information night and Open House for grade 6-8.

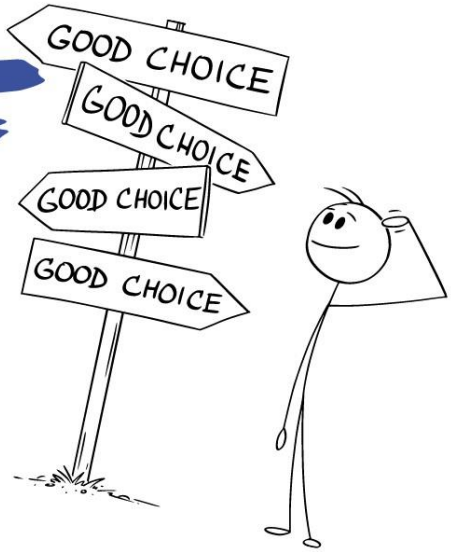
Goals and Expectations for Accelerated Mathematics Coursework

Advanced mathematics courses are designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in collaborative, independent, and analytical assignments.

Students who participate in advanced mathematics courses experience greater levels of success in college and beyond. It is our mission to remove barriers that contribute to inequitable participation in advanced mathematics courses while at the same time educating parents and staff of the benefits advanced mathematics provides. PAP courses are designed to prepare students for high school PAP, Advanced Placement (AP), and dual credit courses. AP courses are college-level courses taught in a high school setting. At the end of each AP course an AP Exam is given. Qualifying scores on the AP exams can enable students to receive college credit and/or advanced standing at a university or college. Dual credit courses are college level courses in which students earn high school and college credited concurrently on the high school campus. Students who experience success in these courses typically exhibit the following personal and academic characteristics:

- have a clear connection to the vocabulary, skills, concepts, or habits of mind necessary for success
- are good problem solvers in everyday situations
- have developed strong learning/study habits
- display emotional maturity when frustrated; show perseverance when challenged
- have strong/mastered math facts/fluency
- have strong values of learning; are self-motivated
- think deeply and communicate math ideas
- are reflective and evaluate their own work

LAMAR CISD Math Pathways



MATH PATHWAY INFORMATION FOR CURRENT 5TH GRADERS

As you prepare for 6th grade, you will have multiple options for math courses. In LCISD, you have the choice to take on-level or Pre-Advanced Placement (PAP) math course beginning in 6th grade.

On-Level 6th Grade Math

1

Within On-Level 6th Grade Math, teachers will differentiate to meet the needs of those who are excelling as well as those who struggle.

Students who choose the on-level course will receive rich instruction in the 6th grade math standards. They will take the 6th Grade Math STAAR.

With the on-level pathway, students will take Algebra I in high school.

Pre-Advanced Placement (PAP) Math

Pre-Advanced Placement 6th Grade Math will allow students who are fluent in math facts and interested in STEM the opportunity to learn more curriculum in one year than the on-level course.

2

Within the PAP 6th Grade Math course, students will complete about 1.5 years of curriculum in one year. Students will learn all of the 6th grade math standards and about half of the 7th grade math standards with the compacted PAP 6th Math course. Students who take this course have the ability to catch on quickly and move faster through the curriculum. They will take the 6th Grade Math STAAR.

With the PAP pathway, students will take Algebra I as an 8th grader, which will lead to opportunities to take courses in high school that potentially earn college credit, such as dual credit and Advanced Placement courses.

PAP Math

Pre-Advanced Placement (PAP) math makes sense for students who:

- have an interest in math or other STEM subjects - science, technology, or engineering;
- are fluent in math facts (addition, subtraction, multiplication, and division);
- persevere through challenges and ask questions;
- want to take AP and/or dual credit math courses in high school for college credit

QUESTIONS?

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Request for Entry into the Advanced Math Pathway

TO BE COMPLETED BY PARENT/GUARDIAN

Lamar CISD believes that every student deserves the opportunity to advance academically as far as the student's ability, motivation, and effort can take them. While the ideal point of entry into the advanced math pathway is 6th grade when the curriculum first compacts the 6th and 7th grade math standards, entry at the 7th and 8th grade level is possible. In these instances, the students' academic and mathematical history will be reviewed. A Credit by Exam assessment may also be required to enter the pathway after 6th grade.

For parents or guardians wishing to request their child be placed in advanced math courses in grades 7, 8, or 9, please complete this form and return it to the campus principal or counselor.

Student Name (please print): _____

Student ID # _____

Current Grade Level: _____

Math Course Enrolled in: _____

Math Course Requesting: _____

Please provide specific examples that support your acceleration request regarding your child. In your narrative, address each of the following: (1) overall academic performance, (2) ability to apply, analyze, and evaluate ideas at an advanced level, (3) ability to work independently, (4) motivation to work on advanced material, (5) oral and written communication skills, (6) any other information you feel is important.

_____ _____

Date Parent Signature

_____

Parent Phone Number

Middle School Math Acceleration Interest Letter

Date

Dear Parent / Guardian,

There has been an inquiry from you or the classroom teacher identifying your student as a potential candidate for math acceleration. The attached rubric reveals data collected to determine your child's mathematical readiness for acceleration.

Data points on the Math Acceleration Rubric provide a comprehensive picture of the student's math content knowledge. Reviewing STAAR results, NWEA Map results, benchmark results, grades, and teacher input, allows consideration of multiple student performance areas prior to completing additional CBE testing. We understand that acceleration without demonstrated mastery of TEKS may generate significant gaps in learning and can negatively affect development of essential math concepts. As students opt to accelerate by examination, our desire is to educate families about the process used to determine need.

We recognize each student is an individual learner with unique needs. Please review the data collected with your student as you consider math acceleration. Contact your school counselor or principal with additional questions or concerns about the data or process used.

Sincerely,

Your Principal
Your School

_____(student name) has been recommended to enroll in the following math course for the 2024-2025 school year:

_____	6th Grade on-level	_____	6th Grade PAP
_____	7th Grade on-level	_____	7th Grade PAP
_____	8th Grade Accelerated	_____	Algebra 1 PAP

The required Credit by Examination(s) for enrollment are:

_____ None required
_____ 6th Grade Math (80% passing)
_____ 7th Grade Math (80% passing)
_____ 8th Grade Math (80% passing)

If you would like to continue with the process of Credit by Examination, please return the attached registration form signed to your counselor by **DATE.**

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Middle School Advanced Mathematics Program Parent / Guardian Opt-Out Agreement

The Texas Education Code, Section 28.029(c), 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.

STUDENT INFORMATION

Student Name: _____ Student

Classification: _____ Campus: _____

District/Charter: **Lamar CISD**

PARENT OR GUARDIAN

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

SCHOOL ADMINISTRATOR

I certify that _____ (student name) meets the criteria below to return to grade-level mathematics instruction.

☐ 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

When can students level up or enter the advanced mathematics pathway?

6th Grade Entry

The best time to start on an advanced mathematics pathway is at the beginning of Grade 6. However, if we identify academic students in the first semester of Grade 6 that we believe should be in 6th Grade PAP Mathematics, we can make that change immediately. The earlier we make that change, the less curriculum they will miss and the more chance they will have to succeed.

7th Grade Entry

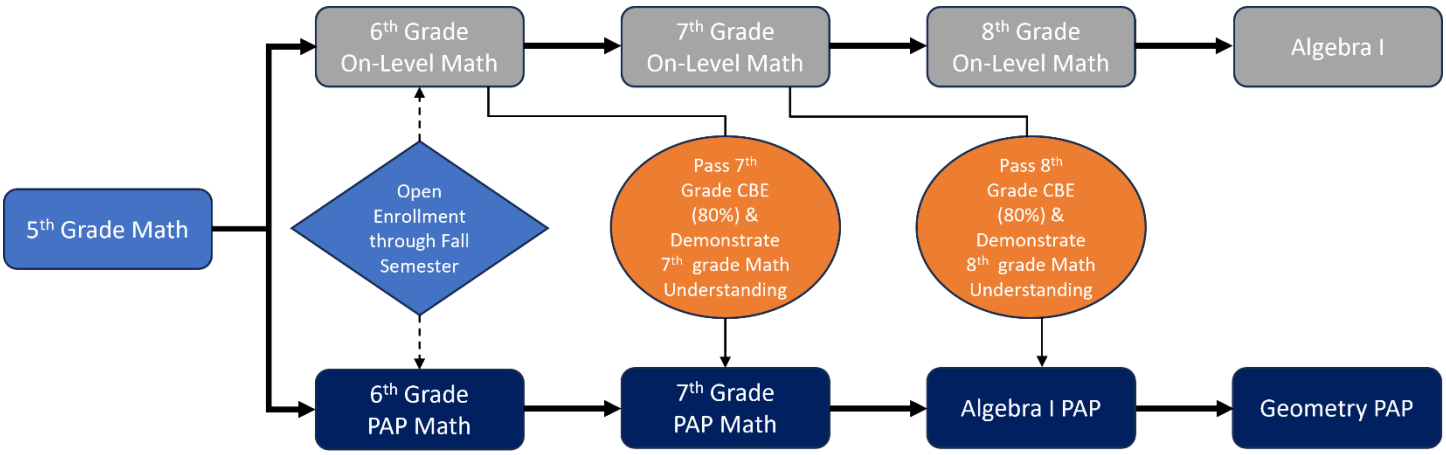
Students can enter into the advanced mathematics pathway at the beginning of Grade 7, but will need to complete the 7th grade CBE with an 80% or higher and have demonstrated a strong mathematics background through classroom grades, Benchmark scores, and STAAR scores at the Meets or Masters level. (See the Advanced Math Pathway Identification Rubric)

8th Grade Entry

Students can enter into the advanced mathematics pathway at the beginning of Grade 8, but will need to complete the 8th grade CBE with an 80% or higher and have demonstrated a strong mathematics background through classroom grades, Benchmark scores, and STAAR scores at the Meets or Masters level. (See the Advanced Math Pathway Identification Rubric) Entry into the pathway in grade 8 would place students in Algebra I PAP for high school credit.

High School Entry

Students can enroll in advanced courses on an open enrollment basis. Students can double up with Geometry and Algebra II in order to gain a year and be able to have more AP and dual credit course opportunities in high school mathematics.



When can students level down or exit the advanced mathematics pathway?

6th Grade PAP Level Down

Students can level down from a 6th grade PAP mathematics course into an on-level 6th grade mathematics course at any time during the first semester and should be leveled down if the student has an average below 70 on a report card grading period. A committee composed of the math teacher, counselor, administrator, parent and student (or their designees) should collaborate to make the decision.

7th Grade PAP Level Down

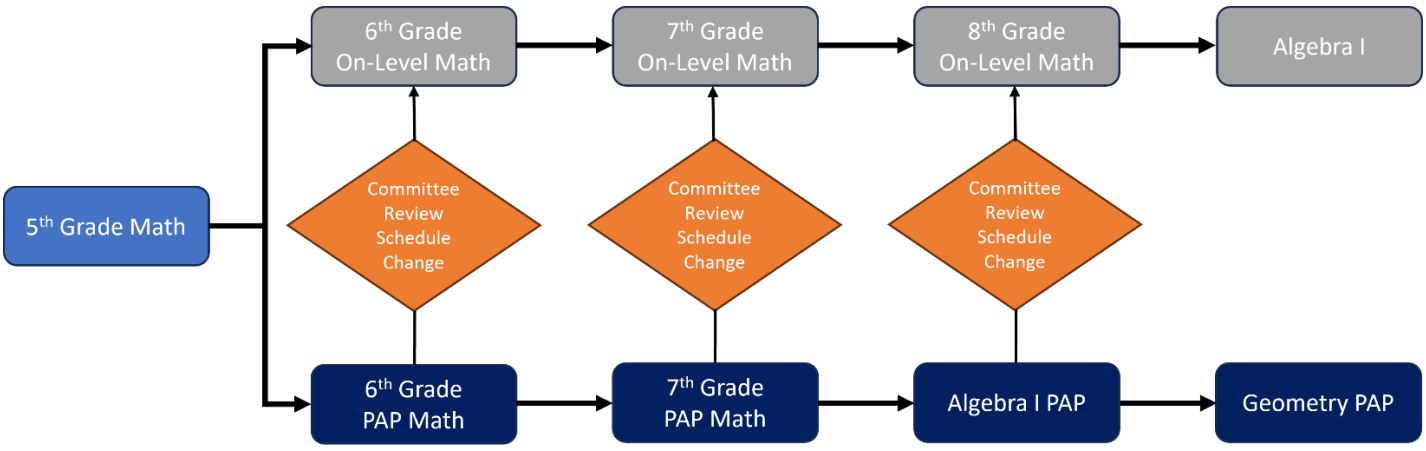
Students can level down from a 7th grade PAP mathematics course into the on-level 7th Grade mathematics course at any time during the first semester and should be leveled down if the student has an average below 70 on a report card grading period. The curriculum that is covered in the on-level course will be a repeat of the curriculum the student was exposed to in 6th grade PAP and 7th grade PAP mathematics and the student will be scheduled to take the Grade 7 Math STAAR. A committee composed of the math teacher, counselor, administrator, parent and student (or their designees) should collaborate to make the decision.

8th Grade PAP Level Down

Students can level down from an 8th Grade HS Algebra I PAP course into the on-level 8th grade mathematics or 8th grade PAP (if offered on campus) course at any time before the end of the first semester and should be leveled down if the student has an average below 70 on the first grading period. The curriculum that is covered in the on-level course will be a repeat of the curriculum the student was exposed to in 7th grade PAP and the student will be scheduled to take the Grade 8 Math STAAR. A committee composed of the math teacher, counselor, administrator, parent and student (or their designees) should collaborate to make the decision.

High School Level Down

Students can level down from an advanced course into the on-level course at the end of the 3rd week of the first grading period, at the end of the first grading period, and at the end of the first semester and should be leveled down if the student has an average below 70 on the first grading period or for the semester. A committee composed of the math teacher, counselor, administrator, parent and student (or their designees) should collaborate to make the decision.



Data Identified Acceleration Candidate Rubric

Student: _____ Current Campus: _____

Current Grade Level: _____ ID #: _____ School Year: _____

Current Math Course: _____ Requested Math Course for Next Year: _____

A Math Acceleration Rubric will be completed for each identified student interested in acceleration. **The data points on the Math Acceleration Rubric can provide a more comprehensive picture of the student's math content knowledge and should be used as talking points in conversations with students and parents.** Acceleration without demonstrating mastery of TEKS may generate significant gaps in learning and can have a negative impact on the development of essential math concepts. As students opt to accelerate, it is important to educate families so they are fully prepared for the additional demands of the course.

State Standardized Scores				**Math Course Report Card Grades & Benchmark**			
Masters = 10	Meets = 5	Approaches = 0		90+ = 10	70-89 = 5	<70 = 0	
STAAR 3rd Grade Math	10	5	0	Fall Semester Report Card Grade	10	5	0
STAAR 4th Grade Math	10	5	0				
STAAR 5th Grade Math	10	5	0	Current Math Report Card Grade	10	5	0
STAAR 6th Grade Math	10	5	0				
STAAR 7th Grade Math	10	5	0	Most Current District Benchmark	10	5	0

**Teacher and Parent input should also be considered in the placement decision.

Current Math Course	**Requested Math Course**	**Requirements**	**Score/Date Taken**	**Points** 90% = 10 80% = 5 <80% = 0
5th Grade Math	6th Grade PAP	Open Enrollment		
6th Grade Math	7th Grade PAP	7th Grade CBE		
7th Grade Math	Algebra I PAP (JH)	8th Grade CBE		
8th Grade Math	Algebra I PAP (HS)	Open Enrollment		

Total Points: _____ Maximum Points Possible: _____ Percent: _____

Decision: