

Timeline for Data Collection for ASD **Grade 5 Middle School Transition**

General Time-Frame	Activity	Who is Responsible?	Additional Notes/Directions
April - May	Spring NWEA is given to all students in the 4 th grade	Building principal or designee	Because 5 th grade is a transition year for students in the ASD this data collection will allow the transition process to occur in a more timely fashion.
April-May	Classroom teacher completes <i>Student Work Habits Rubric</i> for all students.	Student's math instructor	Because it is not as easy for teachers from different buildings to converse we see this as valuable data for next year's teacher.
April-June	Master scheduling of students	Principal's Office	

Timeline for Mathematics Placement, Students Entering **Grade 7**

April	Letter is sent home to all families announcing a screening process for all students entering grade 7 and the date and time of an informational meeting.	Math Curriculum Coordinators	Dir. Of Curriculum will create master letter that will be adapted by the individual schools.
Late April – Early May	Spring NWEA is given to all students in the 6 th grade	Building principal or designee	
Late April – Early May	All grade 6 take the Orleans Hannah to determine algebra readiness	Math Curriculum Coordinators	
Mid- May	<ul style="list-style-type: none"> • All assessments evaluated • Student Work Habit Rubric completed • Placement Rubric completed 	Math Curriculum Coordinators in consultation with student's math instructor	
Last two weeks of May	Parent appeals process	Parent initiates the process by contacting the building principal	Documents available on the SAU website in addition to the principal's office.
May-June	Master-scheduling of students	Principal's Office	<p>Depending on all assessment results students may be contained to one team, cross-teamed, or assigned cross grade levels.</p> <p><i>*This decision may vary from year to year</i></p>

Timeline for Mathematics Advancement, Students Entering **Grades 8 and 9**

General Time-Frame <i>*May vary slightly by school or district</i>	Activity	Who is Responsible?	Additional Notes/Directions
January	<ul style="list-style-type: none"> Letter is sent home to all families inviting their student(s) to participate in a screening process for mathematics placement. Email sent to parents with same information 	Math Curriculum Coordinators and Building Principals	<ul style="list-style-type: none"> Dir. Of Curriculum will create master letter that will be adapted by the individual schools. Process will vary slightly based upon grade level of student
January – Beginning of May	<p>Students currently enrolled in grades 7 and 8 attend “math support” sessions designed to cover content and material students intend to advance through.</p> <ul style="list-style-type: none"> Grades 7 and 8 = “Core and More” <p>The activity concludes with the completion of an End of Course Assessment (EOC) certifying student has successfully mastered the material. Preparation for EOC is supported by ongoing formative assessments.</p>	Math Curriculum Coordinators and Building Principals	A grade of an 80% or better demonstrates mastery of material.
May	<p>Conference with students on EOC assessment results, portfolio of work demonstration, and other rubric indicators.</p> <p>Recommendation for placement made</p>	Student’s math instructor and/or math curriculum coordinator	
May	Parent appeals process	Parent initiates the process by contacting the building principal	
May-June	Master-scheduling of students	Principal’s Office	Depending on all assessment results students may be contained to one

			team, cross-teamed, or assigned cross grade levels.
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Timeline for Mathematics Advancement, Students **Entering Grades 10 through 12**

SHS's math advancement opportunity is purposely designed to be more independent in nature, fostering and respecting the developmental readiness of adolescents to be advocates for their academic and social growth.

General Time-Frame <i>*May vary slightly by school or district</i>	Activity	Who is Responsible?	Additional Notes/Directions
March	<ul style="list-style-type: none"> Letter is sent home to all families inviting their student(s) to participate in a mathematics advancement process 	Math Curriculum Coordinators and Building Principals	<ul style="list-style-type: none"> Dir. Of Curriculum will create master letter that will be adapted by the individual schools.
March -May	<ul style="list-style-type: none"> Students currently enrolled in grades 9-11 maintain a portfolio of work, documenting mastery of the mathematics class they wish to advance through. This is supported and managed through Angel. Students currently enrolled in grades 9-11, pursuing advancement thru Integrated II or III attend "math support" sessions which foster a sense of student initiative in determining what content should be reviewed. Attendance is optional, but highly recommended. Occurs during the 8th period. *Students currently enrolled in grades 9-11, pursuing advancement thru Pre-Calc. or Calc see note at bottom. The activity concludes with the completion of the mid-year assessment certifying students have successfully mastered material from the first half of the 	Math Curriculum Coordinators and Building Principals	A grade of an 80% or better demonstrates mastery of material on the mid- year assessment and EOC assessment .

	course.		
End of May	Curr. coord. conferences with students after completion of the mid-year examination offering recommendations on whether to continue w/the advancement process.	Student's math instructor and/or math curriculum coordinator	
June - July	Students complete coursework for second half of the program and complete the EOC assessment		
End of July (completed by the end of the month)	Placement results shared with student identifying placement for next year.	Principal and Math Curriculum Coordinators	
First Week of August	Appeals process	Student or parent initiates the process by contacting the building principal or curr. coordinator	
August	Master-scheduling of students	Principal's Office	

*Students wishing to advance thru **Pre-Calculus or Calculus** will enroll in an accelerated (pace) course through New Hampshire's Virtual Learning Academy, an online opportunity provided to New Hampshire students free of cost. Please see the Math Curriculum Coordinator to learn more about this opportunity.