



CLARENDON CISD
Advanced Mathematics
Manual
2024-2025

Acknowledged by CISD Board of Trustees

September 10, 2024

Clarendon Consolidated Independent School District Administration

**416 S. Allen Street
Clarendon, TX 79226**

District Contact

Jarod Bellar-Superintendent

bellar.jarod@clarendonisd.net

Elementary School

Cynthia Bessent-Principal

bessent.cynthia@clarendonisd.net

Middle School

Jenifer Pigg-Principal

pigg.jenifer@clarendonisd.net

High School

John Moffett-Principal

moffett.john@clarendonisd.net

Counselors

Erin Shaw(K-6), Jenae Ashbrook(7-12)

shaw.erin@clarendonisd.net

ashbrook.jenae@clarendonisd.net

Table of Contents

I.	Clarendon CISD Mission, Vision, Beliefs, and Goals	1
II.	Advanced Mathematics Acceleration Guidelines	3
	A. Overview of Pathways	
	Figure 1: Flow Chart of Accelerated Mathematics Pathways	4
	B. Multiple Measures	5
	C. TEA Math Badge	5
	D. Multiple Exit Points	5
	E. Periodic Review of Scope and Sequence Frameworks	5
	F. District Support for Campuses	6
III.	Communication to Stakeholders	7
	Figure 2: Links to Family & Caregiver Guides Grades 6-8	7
	A. Goals and Expectations for accelerated math coursework	8
	B. Promotion of accelerated opportunities	9
	1. Parents	9
	2. Students	9
	3. Teachers	9
	4. Counselors	9
	5. Administrators	9
	Figure 3: Example Parent Letter-Student Acceleration	10
	Figure 4: Parent Opt-Out Letter	12
	C. Advanced Letter of Understanding	13
	1. General Course Expectations	13
	2. Exit Policy/Process	13
	3. Student Agreement	13
	4. Parent or Guardian Agreement	13
	D. Level Up and Level Down	14
	E. Process of Identification	16
	F. Texas Education Agency (TEA)	16

I. Clarendon CISD Mission, Vision, Beliefs, and Goals

Mission Statement

The mission of Clarendon CISD, in partnership with home and community, is to teach, challenge, and inspire each student to succeed in the global community.

Vision

Clarendon CISD and its campuses will be known for commitment to our students' futures, exceptional academic and extracurricular achievements, the value we bring to the community and its families, the stewardship of our resources, and the professionalism demonstrated by our staff, teachers, administration, and school board.

Core Beliefs

These following belief statements represent the fundamental convictions, values, and character of Clarendon CISD, and will be reflected through our behaviors and district improvement efforts.

- * We believe that every student can learn regardless of gender, ethnicity and socioeconomic status.
- * We believe that schools should provide a safe, secure and well-disciplined learning environment.
- * We believe that educators hold the key to student success and thus are committed to having high expectations for ourselves in providing leadership and support to realize the vision.
- * We believe in promoting community service, individual worth, and respect for the cultural diversities and contributions of others.
- * We believe that students must be taught "how to learn" and challenged to think logically, independently, and creatively so that they can live and work in a world that is rapidly changing.
- * We believe in promoting partnerships that will increase community support and parental participation in promoting the social, emotional, and academic growth of children.
- * We believe that communication is a vital part of student success.

Goals

Student Achievement Goal- Through attention to individual students' needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement, including intervention and enrichment. The district will evaluate and address the individual needs of each student. Student performance will be evaluated in academics; college, career, and military readiness; and character and power skills education.

School Safety & Security Goal-A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The district will partner with local, state, and federal entities to assure preparedness related to School Safety and Security.

Community Relations Goal-The district will foster a welcoming culture of positive engagement and public service. Our district is committed to customer service with timely and effective communication.

II. Advanced Mathematics Acceleration Guidelines

A. Overview of Mathematics Pathways

Clarendon CISD believes that instruction should be student-centered and designed based on the needs of the individual learners. Clarendon CISD students deserve educational experiences that develop their unique interests and talents to create a passion for learning mathematics.

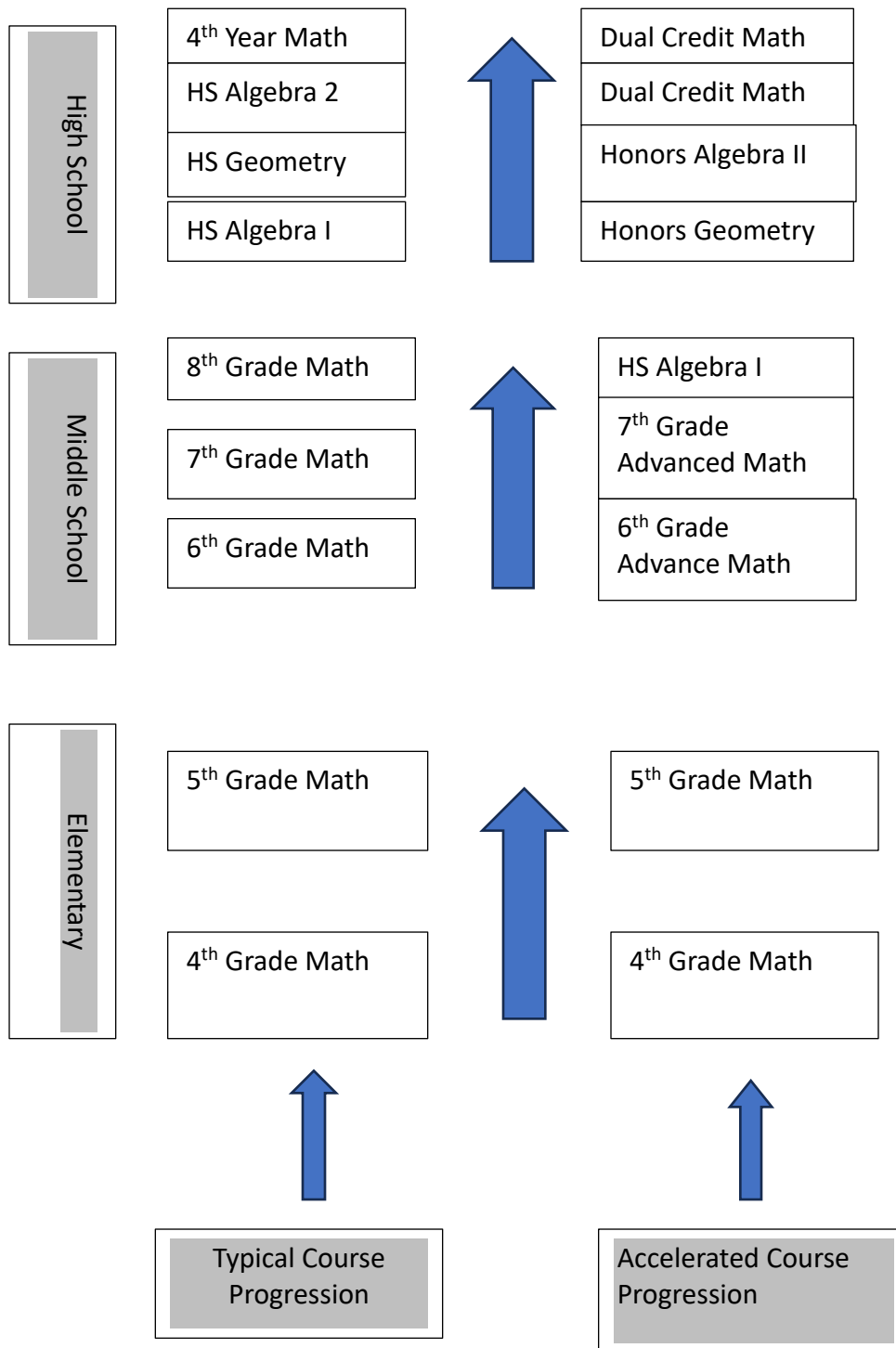
Options for acceleration of mathematics curriculum begin in grade 6. Placement in accelerated pathways are outlined in this manual. This acceleration can lead to completion of Algebra I in middle school.

Clarendon CISD offers two pathways that allow learners to have customized, well-designed educational experiences in mathematics that develop their unique interests and talents and a passion for learning. One of the pathways allows for acceleration of course at the high school level. Following is a diagram, (Figure 1), to illustrate options within the two pathways.

Through the advanced mathematics pathway, the information provided to students (content), is compacted and provided at a faster pace than the regular math pathway. This can be a challenge for students, and students need to be aware of the increased mental load that will be required to make sense of the ideas and be able to apply them to future courses.

Students may begin high school course work in 8th grade with Algebra I; Clarendon CISD students are still expected to take a math course each of their four years of high school. Any students completing Algebra I in middle school are also required to complete an SAT or ACT at some point in their four years in high school.

Figure 1: Diagram of options for the two math pathways



B. Multiple Measures

Student qualification 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 for Math (NWEA if no STAAR scores available), previous grades in mathematics courses and assessments, summer project work/summer online programs (if applicable).

C. TEA Math Badge

Beginning with the STAAR Report Cards issued for the Spring 2021 Assessment Cycle, students in grades 5, 6, and 7 who have demonstrated that they are on track to meaningfully engage in advanced mathematics coursework will have a Math Badge displayed on their STAAR Report Card and the online Parent Portal. (The Math Badge shows that your child **may** be ready to enroll in an advanced mathematics course in the next school year).

D. Multiple Exit Points

Student Performance on State Assessments (STAAR) should 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.

E. Periodic Review of Scope and Sequence Frameworks

Mathematics course scope and sequence frameworks will be reviewed each summer by the Secondary Math Coordinators (Alix Snure-JH, Nate Hennington-HS, Harley Schafer-HS) and the district administration team for efficiency, effectiveness, and support of student achievement and success.

F. District Support for Campuses

The creation of the Advanced Mathematics Manual is to support all campuses in maintaining a consistent policy for equity and access to all students in Clarendon CISD. All students should have the opportunity to accelerate their instruction in mathematics if they so desire. The Secondary Mathematics Coordinator, in conjunction with summer curriculum team and administrative team, will review district and state assessments and the scope and sequence of mathematics courses to maintain consistency of the program across all campuses in the district. Any content resources sites will be continually updated with activities, resources, and support to help teachers facilitate engaging, effective lessons. District purchased resources include current adopted curriculum and Region 16 Instructional Materials. During campus and district PLC days, these resources will be highlighted and teachers supported to include lesson plans and prepare for implementation in their classrooms.

II. Communication to Stakeholders

The following communications will be utilized to share information with various stakeholders as clearly and timely as possible.

Elementary School

- Elementary school principal, counselor and teachers will have information available to them in order to share at spring events.
- 5th grade students and their parents will have information about the advanced mathematics pathways in middle school before completing schedule requests for the following year.
- Information will include advanced course information and options to change pathways.

Middle School

- Middle School principal, counselor and teachers will have information available to them in order to share spring events.
- Students will have access to information about the advanced mathematics pathways before completing schedule requests for the following year.
- Information will include advanced course information and options to change pathways.

High School

- High school principal, counselor and teachers will have information available to them in order to share at spring events.
- Students will have access to information about the advanced mathematics options before completing schedule requests for the following year.
- Information will include: Advanced course information, Dual credit, and Honors prerequisites and course information.

Figure 2: Carnegie Learning Family Guides Grades 6-8:

Advanced 6th Grade: <https://www.carnegielearning.com/texas-help/article/accelerated-grade-6-module-family-and-caregiver-guides/>

Advanced 7th Grade: <https://www.carnegielearning.com/texas-help/article/accelerated-grade-6-module-family-and-caregiver-guides/>

Algebra 1: <https://www.carnegielearning.com/texas-help/article/algebra-i-module-family-and-caregiver-guides/>

A. 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 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.

Advanced courses are designed to prepare students for high school Advanced and college-aligned (AP, Dual Credit, and Dual Enrollment) courses. 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

B.Promotion of accelerated opportunities

1. Parents
 - i. 6th Grade Information Night
 - ii. Middle School Open House Nights
2. Students
 - i. Middle School Visits
 - ii. Counselor and Teacher recommendations
3. Teachers
 - i. Course Guides
 - ii. Faculty Meetings
 - iii. Campus/District PLCs
 - iv. Professional Development
4. Counselors
 - i. Counselor Meetings and Updates
 - ii. Course Guides
5. Administrators
 - i. Principal Meetings and Updates
 - ii. Course Guides

Figure 3: Example Parent Letter-Student Acceleration

Dear Parent/Guardian,

We are excited to share with you that your upcoming 6th grade student has been selected to participate in our Advanced Math Program. This program has been carefully designed to provide your student with a challenging and rigorous curriculum aligned with your student’s demonstrated ability in mathematics, ensuring that they are well prepared for future academic success. **TEA requires 5th graders who performed in the 60th % or higher on Math STAAR or performed in the top 40th % of the student’s grade point class ranking in math be automatically enrolled in the program.**

Why Math Matters:

Research indicates that math 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’s degree, or bachelor’s degree.
2. **College Credit in High School:** Students who engage in college-aligned courses (Advanced Placement, Honors, Dual Credit) and/or complete a Career and Technical Education (CTE) program of study during high school are twice as likely to earn a credential, associate’s 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.

Advanced Math Pathway Overview:

6 th	7 th	8 th	9 th	10 th	11 th	12 th
Advanced 6 th Teks, 1/2 7 th Teks, 6 th STAAR	Advanced 1/2 7 th Teks, all 8 th Teks, 8 th STAAR	Algebra I, Algebra STAAR	Honors Geometry	Honors Algebra II	Dual Credit	Dual Credit

By embarking on this path, your student can begin high school coursework in 8th grade, exploring college-aligned math courses. This early exposure increases the likelihood of your student earning a postsecondary credential or degree, six times over.

Our goal is to support and encourage your student to follow a math pathway that aligns with their current needs and future goals. We believe that this program will empower your student to excel in their mathematical pursuits and contribute to their overall academic success.

If you have any questions or concerns, please feel free to reach out to us. We look forward to partnering with you to ensure a bright and successful academic journey for your student.

If you prefer that your student not participate in this program, please let us know by filling out the attached opt-out form and contacting the high school counselor, Jenae Ashbrook at ashbrook.jenae@clarendonisd.net or the junior high principal, Jenifer Pigg at pigg.jenifer@clarendonisd.net by (date).

Sincerely,

Jenifer Pigg-Principal
Clarendon Junior High
806-310-7655 ext: 4301

Figure 4: Parent Opt-Out Letter

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

[The Texas Education Code, Section 28.029©](#), 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 college-level Statistics and/or Calculus before graduating high school.

STUDENT INFORMATION

Student Name: _____

Student Classification: _____ Campus: _____

District/Charter: _____

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 and not participate in the advanced math program.**

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/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

C. Advanced Coursework Letter of Understanding

The purpose of this Letter of Understanding is to provide information to parents and students and to facilitate students' success in academically challenging courses. Advanced courses stimulate and challenge students to perform at an advanced academic level. Therefore, advanced coursework requires students to engage in more independent analytical reading and writing assignments, both inside and outside of the classroom.

Due to the rigor, high level of expectation and preparation time required in Advanced and AP courses, students and parents must submit a signed letter of understanding at the start of the school year. While Advanced courses are open to any student wishing to enroll, parents and students should consider the extra effort required of students who typically experience success in Advanced courses. The decision to enroll in Advanced and AP courses ultimately rests with the parents and the students.

1. General Course Expectations:

*Successful completion of each Advanced course requires additional hours of individual study time outside of class on a regular basis.

*For a student whose grade average for the **first six weeks is less than 70, the student will be moved to the on-level course.**

*For a student whose grade average is **less than 70 for each subsequent grading period after the first six weeks, the student will be required to attend mandatory morning tutorials until their grade is above 75.**

2. Exit Policy/Process:

*Attend a conference between student, parent/guardian, teacher, and principal or designee. If a student transfers out of an Advanced class, the student's grades will directly transfer to the course into which the student enters if the course is a different level course of the same subject.

3. Student Agreement:

*In signing up for this Advanced course, I agree to organize my time and effort to successfully complete all work in this rigorous course. I understand that I may need to seek additional help from my teacher outside of class.

4. Parent or Guardian Agreement:

*I understand the expectations of this Advanced course, and I agree to support and encourage my son/daughter in his/her endeavors in the course. I will notify the teacher of any concerns relating to the course or my student's progress. I understand that my son/daughter may need to seek additional help from the teacher outside of class.

Student Signature _____ Date _____

Parent Signature _____ Date _____

D. Level Up and Level Down

When can students level up (enter the advanced mathematics pathway)?

6th Grade Entry

The best time to start on Advanced Mathematics pathway is at the beginning of Grade 6. The beginning-of-year (BOY) MAP assessment is an excellent way to identify students in on-level classes who should be advanced. 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 jump into the Advanced Mathematics pathway at the beginning of Grade 7, but they will have missed about 80% of the curriculum covered by the Grade 7 Math STAAR, and will need to demonstrate understanding of the 7th grade math TEKS in order to be placed into 7th Grade Advanced Mathematics. The beginning-of-year (BOY) MAP assessment may be used to identify students. The student will also be required to complete (during the summer) all of the 7th grade Teks through a program like Khan Academy.

8th Grade Entry

At Clarendon CISD students can't jump into the Advanced Mathematics pathway at the beginning of Grade 8 because they will have missed all of the curriculum covered by the Grade 8 Math STAAR which is a prerequisite for Algebra I.

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 reach Dual Credit Math as a senior.

When can students level down (exit advanced math pathways)?

6th Grade Level Down

Students can level down from 6th Grade Advanced Mathematics course into the 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 first six weeks report card. A committee composed of the math teacher, counselor, administrator, parent and student (or their designees) should collaborate to make the decision.

7th Grade Level Down

Students can level down from 7th Grade Advanced 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 first six weeks report card. Curriculum that is covered in the on-level course will be a repeat of the curriculum the student was exposed to in 6th Grade Advanced Mathematics and 7th Grade Advanced Mathematics and the student will be scheduled to take the Grade 7 STAAR. A committee composed of the math teacher, counselor, administrator, parent and student (or their designees) should collaborate to me the decision.

8th Grade Level Down

No level down for 8th Grade.

High School Level Down

Students can level down from an Advanced course into the on-level course at any time before the end of the first semester, and should leveled down if the student has an average below 70 on the first six weeks report card. A committee composed of the math teacher, counselor, administrator, parent and student (or their designees) should collaborate to make the decision.

E. Process of Identification

Initial identification will be through Meets and Masters level performance on the local assessments and STAAR math assessments in 5th, 6th, or 7th grades, input from current math teacher and input from parents.

Students will be automatically placed into Grade 6 Advanced Mathematics after scoring in the 60th percentile on 5th Grade STAAR math or in the top 40th percentile in their class ranking for math.

After 6th grade, review of students' previous performance on STAAR math, previous benchmark assessments, previous math course grades, as well as teacher input will be considered.

F. TEA

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."

Some things to keep in mind from the **Texas Administrative Code RULE 74.2101:**

"Each school district and open-enrollment charter school shall develop a middle school advanced mathematics program for students in Grades 6-8 to enable them to enroll in Algebra I in Grade 8."

"A local measure shall be used to determine enrollment of Grade 6 students for whom there are no results on the Grade 5 STAAR math assessment."

"The parent/guardian of a student automatically enrolled in a middle school advanced math program may opt the student out of the program before the first day of school."