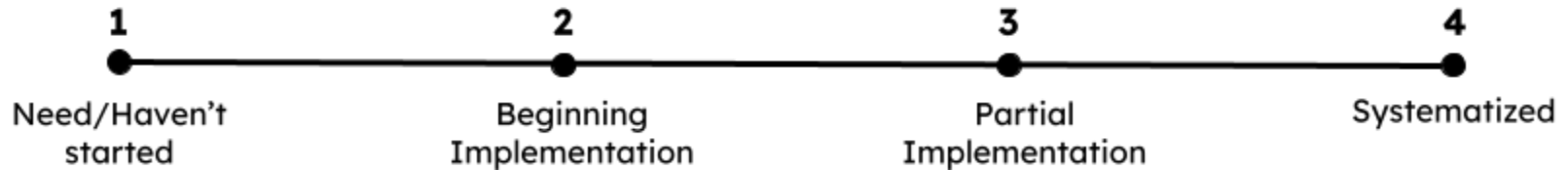


Advanced Mathematics Pathway Needs Assessment

The needs assessment below is to be used by district or campus staff to determine what areas of need to address in order to optimize your advanced math pathways in your district. The scale you will use in order to rate your district's implementation in each area:



I. Logistics	We have a clear, asset-based vision for our mathematics program.	1	2	3	4
	We currently have a math pathway that allows 8th grade students to take Algebra I.	1	2	3	4
	Our advanced math pathway reflects our vision and SB 2124 rule making, ensuring automatic access for all students who meet ANY of the following criteria: <ul style="list-style-type: none"> In the 60th percentile (top 40%) or higher on statewide scores In the top 40% on local measure In the top 40% of class ranking in 5th grade 	1	2	3	4
	We have defined which local assessment(s) in addition to STAAR that we will use to identify who will be automatically enrolled in the advanced math pathway.	1	2	3	4
	Our Advanced Math policy includes how students will be identified and enrolled into advanced math pathways and the benefits of the advanced math pathway.	1	2	3	4
	We have identified our projected number of students, based on last year's scores, in order to prepare for how many FTEs and course offerings are needed.	1	2	3	4

	We have a curriculum designed to support all of our math pathways and the students and staff.	1	2	3	4
	Staff have all the materials and resources to teach the curriculum.	1	2	3	4
	Support(s) for students who are excelling or need additional support have been identified within or in addition to the curriculum.	1	2	3	4
	We have a plan to identify and offer a way into the advanced math pathway to those students who would have qualified under new policies for advanced math pathways that are not in the advanced math pathways currently.	1	2	3	4
	<i>I. Overall Logistics Total:</i>				

II. Communication	Internal Communication				
	<p>We have trained all staff involved in advanced math pathway implementation on the why, what, and how of our advanced math policies and practices including, but not limited to the following:</p> <ul style="list-style-type: none"> ● Program purpose and value ● Pathways and content within each pathway (and what STAAR assessment will be taken) ● Support Resources ● Families right to opt-out ● Process for opting-out summer before 6th grade(if family chooses to) ● Clear on-ramps policy into advanced math pathway ● Exiting process once in the advanced math pathway ● Value of taking 4 years of Math in HS 	1	2	3	4

	We have designated times throughout the year for communication, support, and alignment so everyone is on the same page surrounding messaging the advanced math policies both internally and externally.	1 2 3 4
	We have developed messaging around the value of advanced math pathways and use this messaging to shape language about the importance of mathematics and having a growth mindset .	1 2 3 4
	External Communication	
	<p>We have developed and communicated to students and families (at least 2 weeks prior to the first day of school) the advanced math policies and pathways including, but not limited to the following:</p> <ul style="list-style-type: none"> ● Program purpose and value ● Pathways and content within each pathway (and what STAAR assessment will be taken) ● Support Resources ● Families right to opt-out ● Process for opting-out summer before 6th grade(if family chooses to) ● Clear on-ramps policy into advanced math pathway ● Exiting process once in the advanced math pathway ● Value of taking 4 years of Math in HS 	1 2 3 4
	We have scheduled multiple information nights where families can ask questions regarding the advanced math pathways and policies.	1 2 3 4
	We have developed communication that is asset framing and highlights the value of math pathways and the opportunities this provides our students.	1 2 3 4
	II. Overall Communications Total:	

III. Building Capacity	We have designated time set aside to provide campus leaders and teachers with on-going job embedded support on mathematics content, curriculum, and resources.	1	2	3	4
	We have determined which leaders or contracted services will provide support to teachers throughout the school year.	1	2	3	4
	We have a designated time to check in with all district and campus staff regarding logistics, communication, and for math instruction to determine support needed throughout the year.	1	2	3	4
	We have prioritized staff and students having a growth mindset when it comes to math access, opportunity, and success.	1	2	3	4
	Our district has a system in place to ensure that the district math curriculum is implemented with fidelity.	1	2	3	4
	III. Overall Building Capacity Total:				

If you have scored low in a particular statement or area and would like additional help, please don't hesitate to reach out to Marco Pizana at mpizana@e3alliance.org for a free-consultation, or set up a time for us to meet at <https://calendly.com/mpizana>.