

## **Frequently Asked Questions FAQs**

### ***Who decided that the advanced math program needed to be changed?***

A consensus among campus principals, administrators, and specialists led to the need to restructure the advanced math program.

### ***Why was it changed?***

Six years ago, the first group of students receiving geometry at the 8<sup>th</sup> grade level was introduced. As these students have completed high school, an expected outcome of advanced math would be an increase in student achievement on AP tests, as well as an increase in ACT and SAT scores.

Reviewing the last five years of AP Calculus scores, a consistently low percentage receive a score of 3-5 with the high-end score being 46% and the low-end score being 12%. A steady decline with one spike is the five year trend for students at WHS. On the ACT tests, our students have dropped from an average score on math of 22.3 to 21.2 in a straight line decline. On the SAT tests, our students have not shown significant growth ranging from 521 to 500. The District TAKS Math scores for all students have increased from 67% to 84% a +17% point increase district-wide while the state increase for the same period is +20%.

Based on this data, no significant improvement in advanced level math achievement can be found.

### ***How will teachers handle two groups of students at one time?***

As educators, if we are to meet the needs of ALL students, then we must identify their level of understanding with each knowledge and skills statement through pre-assessment. Differentiated instruction is the strongest research based best practice to meet the needs of various learners in one classroom. WISD teachers have had numerous opportunities for DI training over the past decade. Additional support will be provided by specialists, principals, and district coordinators.

Teachers will have the opportunity during the summer to meet and create differentiated lessons that correspond with the bundles annually. An orientation session regarding the restructuring has been provided for all 5<sup>th</sup> and 6<sup>th</sup> grade math teachers.

Ultimately, as the educational leader on campus, the principal will monitor the differentiated instruction practices of the classroom teacher.