

EXCEL

TALENT DEVELOPMENT

The New Prague Area School District is proud to provide all students with opportunities for appropriate academic challenge throughout district-wide differentiation initiative. Identified Gifted, Talented, and High Achieving elementary students are additionally clustered together within a heterogeneous (mixed ability classroom) lead by a teacher specially trained to meet their unique needs. Clustering identified students allows for student interaction with both similar age and ability peers throughout the school day. Our district uses the MCA, FAST, common formative assessments, Fountas and Pinnell Benchmark Assessment, CogAT, and teacher observation when identifying students for this cluster. Gifted, Talented and High Achieving middle and high school students have additional opportunities to enroll in higher level classes designed to meet their needs.



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MATHEMATICS AND ENGLISH PLACEMENT

Students are carefully placed in 1 of 2 math and english levels to ensure they are appropriately challenged. Placement is determined by a student's standardized assessment results and classroom performance. We recognize that students may develop their mathematics and language passion and strength at different ages. Therefore we provide opportunities for students to enter advanced math and english classes throughout middle school.

ACCELERATED MATH

NPMS students can accelerate in math during middle school. Our middle schools offer two levels of math in sixth through eighth grades. Some students begin in Pre-Algebra and progress through Algebra and Geometry by eighth grade. All students complete Algebra by eighth grade.

ENRICHED LANGUAGE ARTS

Enriched language arts is available beginning in seventh grade.



ACCELERATED/ENRICHMENT *Course Placement*

PLACEMENT

The principal determines student course placement based on the following standards:

Placement criteria are meaningful:

- Criteria identify students based on skills and knowledge that are central to success in the course.

Placement criteria are non-arbitrary:

- One "cut point" alone does not preclude a student from participation. There is a range where other factors can be considered.

Placement processes are equitable:

- Students are placed following the same criteria regardless of school, teacher or parent advocacy.

Placement processes are transparent:

- The process is clear, coherent, readily available and understandable to parents.

PLACEMENT PROCESS

The principal and counselor analyze data and recommend student placement through multiple paths:

1. Students with data meeting accelerated/enrichment criteria are automatically placed in an advanced course.
2. Students with data that is close to meeting criteria undergo an automatic File review. Expanded data may include FAST/MCA history and classroom assessment history.
3. Placement is communicated to parents by school staff after file reviews are complete. After placement is communicated, questions may be directed to the school principal.
4. Students placed in an accelerated/enrichment have the opportunity to continue in honors class from quarter to quarter and from year to year if they have consistently maintained at least B average in each semester.

GRADE 6 QUALIFYING PLACEMENT CRITERIA

Pre-Algebra	A combination of FAST, MCA, classroom assessments and teacher input are utilized to determine students for enrichment classes
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GRADE 7 QUALIFYING PLACEMENT CRITERIA

Algebra 7	Successful completion of Pre-Algebra 6
Enriched Language Arts 7	A combination of FAST, MCA, classroom assessments and teacher input are utilized to determine students for enrichment classes

GRADE 8 QUALIFYING PLACEMENT CRITERIA

Geometry 8	Successful completion of Algebra 7 (B- or better)
Enriched Language Arts 8	A combination of FAST, MCA, classroom assessments and teacher input are utilized to determine students for enrichment classes