

BPS Middle School Math Pathways	GIFTED	ENRICHMENT	TYPICAL	Student Characteristic 1 (mild)	Student Characteristic 2 (Mild/Moderate)	Student Characteristic 3 (Moderate)	Student Characteristic 4 (Severe)	Student Characteristic 5 (Significantly Severe)
<b>PERCENTILE RANKING</b>	Possible percentile >94	Possible percentile range 60-94	Possible percentile range 35-66	Possible percentile range 25-40	Possible percentile range 10-30	Possible percentile range 1-15	Possible percentile range 1-5	Possible percentile range 1-2 or exempt
<b>BPS Option 4</b>	Advanced Math 6 <sup>th</sup> Grade Requirements: <ul style="list-style-type: none"> <li>• Winter or spring MAP score of 80<sup>th</sup> percentile or above</li> <li>• Student has consistently scored proficient or above on standards-based assessments</li> <li>• Math Classroom Performance score of 17 or higher</li> </ul>	Grade Level Math			+ More (Core Math Strategies)	Transitional Math + More (Math Strategies) Co-Taught Gen Ed and Spec Ed 15 – 18 students	Applied Topics in Math IEP only	Applied Topics in Math IEP only
<b>CURRICULUM</b>	Above grade level standards/benchmarks: skipping grade levels, AP coursework	Grade level standards/benchmarks with LOS service; May choose AP coursework	Grade level standards/benchmarks with differentiated instruction	Grade level standards; no more than one grade level below	Grade level standards with accommodations and supplemental programming; approximately two grade levels below	Exposure to grade level standards with accommodations and supplemental programming; approximately three or more grade levels below	Short periods of grade level exposure with altered expectations; alternate programming more than three grade levels below	Functional/alternate curriculum
<b>ACADEMIC IMPLICATION</b>	Advanced expectations	Additional challenges needed	No academic concerns	Concern in 1 core academic area and/or a documented behavior concern	Concern in more than 1 core academic area and/or a documented behavior concern	Significant concerns across several academic areas and/or a documented behavior concern in multiple settings	Multiple disabilities; behavior impedes classroom functioning	Medically fragile; Behavior unable to be managed in a public school setting
<b>INSTRUCTIONAL/ BEHAVIORAL BEST PRACTICE (CO-TEACHING /di/ Small group/1:1)</b>	Best instructional practice at higher grade levels; examining grade level standards with the intent of generating new conclusions	Enrichment in 1/more academic areas; students are instructed to use knowledge in specific situations	Best instructional practices at grade level; Students identify critical or essential information	Supplemental instruction considered; Strategies used: pre-teach/reteach; repetition of new info/skills development; manipulatives possible; co-teaching helpful, differentiated instruction a must	Supplemental instruction needed to work on holes in learning; co-teaching needed; Strategies used: pre-teach/ reteach of "need and important to know"; significant repetition of new info/skills and additional visual supports; manipulatives needed	Specifically designed instruction needed to work on a developmental sequence of skills significantly below grade level; Strategies used: pre-teach/ reteach "need to know" only; significant repetition of new info/skills and additional visual supports; manipulatives needed	Specially designed instruction to work on some developmental skills and some functional skills; Aide time needed to support the student with additional practice of new skills and for altering the expectation in the classroom	Specially designed instruction focusing on functional skill development; 1:1 needed for sensory stimulation and the management of medical needs; aide support for the entire day

<b>INTERVENTION</b>	Advanced grade level; LOS services, AP classes, Diverse programming in the classroom	LOS services, AP classes, Diverse programming in the classroom	Differentiated instruction in the classroom for enrichment and support	Remedial programs, may have an IEP for minimal specially designed instruction (i.e., articulation)	Remedial programs and additional ILP goals utilizing push-in and/or pull-out; applied topics possible; LSC time probable; ELL plan with pull-out services	Aide support in core probable to provide accommodations; IEP goals with multiple service providers; LSC more than 1 period per day; applied topics core; ELL services	Aide support in the classroom to support altered expectations and throughout the day for functional use of daily living skills; IEP support with multiple service providers; applied topics for core, LSC for at least 2 periods per day; ELL services	1:1 aide support all day; IEP programming throughout the day
<b>ASSESSMENT</b>	Exploring/probing for strength/weakness; NDSA as is; MAP as is; SBPRA on and above grade level; CBM at and above grade level	Exploring/probing for strengths and weaknesses; NDSA as is; MAP as is; SBPRA on and/or above grade level; CBM at and/or above grade level	Exploring/probing for strengths/weaknesses NDSA as is; MAP as is; SBPRA as is; CBM at grade level.	NDSA with/out accommodations; MAP as is/with allowable accommodations; SBPRA as is/with allowable accommodations; Formal assessment for Special Education eligibility and/or ELL; CBM at grade level and below, if needed	NDSA with/out accommodations; NDAA2; MAP as is/with allowable accommodations/modifications; Formal assessments for Special Education eligibility and /or ELL; CBM at and below grade level	NDSA with accommodations; NDAA2; MAP with allowable accommodations; SBPRA with allowable accommodations/modifications; Formal assessment for Special Education eligibility and/or ELL; CBM at and below grade level; FBA	NDAA2 or 1; MAP with allowable accommodations; SBPRA with modifications; Formal assessment for Special Education eligibility and/or ELL; CBM at and below grade level attempted.	NDAA 1; Student may be exempt from MAP testing; SBPRA given out-of-grade-level; may be exempt from CBM assessment.
<b>ACADEMIC PLAN</b>	ILP enrichments/intervention	ILP enrichment/intervention	May have a 504 Plan	May have an intervention plan (ILP), 504 Plan, IEP or ELL Plan	ILP and/or IEP probable, ELL Plan	IEP; ELL Plan	IEP; ELL Plan	IEP
<b>POST HIGH SCHOOL</b>	All options	All options	All options	Advanced education with accommodations; all options	Trade school probable; advanced education with accommodations	Job Corp on-the-job training; trade school	Independent living with support; DD case management	Dependent living