

Why Should These Data Be Used for Course Enrollment

This guide for course enrollment aligns with the Clark County School District's (CCSD) strategic plan, *Focus: 2024*, specifically within Student Success Priority Area 3: Increase access and equity to rigorous curriculum and instruction for all students. Using common cut scores from districtwide assessments to inform course enrollment decisions supports consistency and equity.

Furthermore, using these data can mitigate the impact of implicit bias that has resulted in an underrepresentation of low-income, Hispanic, and African American students in advanced academic courses. In alignment with the recommendations from the Superintendent's Student Equity and Access Commission, increased access to rigorous mathematics and other core content courses in middle school is critical to students having access to and earning successful completion of advanced mathematics and core content courses at the high school level.

Course progressions aligned with enrollment criteria in English language arts (ELA), mathematics, science, and social studies provide pathways to rigorous curriculum and instruction. Based on evaluated criteria, students may move across the course progressions.

Consideration should be taken if a student is experiencing impactful life circumstances out of their control. Longitudinal data may be used for students who may have met course enrollment criteria under typical circumstances. Individual needs and situations should be considered; a sole criterion should not be used to deny a student access to accelerated courses.

How to Use Assessment Criteria for Enrollment in Accelerated Courses

If a student meets **at least one** of the criteria below, the student is **automatically** placed in the course.

MAP Growth RIT score at or above the 70th percentile in the content area.

OR

CRT score of level three or above in the content area from the previous grade level.

		Fall MAP Growth RIT Score	Winter MAP Growth RIT Score	Spring MAP Growth RIT Score
Grade 5 to Grade 6 Accelerated	ELA Mathematics	213 217	217 223	219 228
Grade 6 to Grade 7 Accelerated	ELA Mathematics	219 223	222 228	224 232
Grade 7 to Grade 8 Accelerated	ELA Mathematics	223 229	226 233	227 236

MAP Growth RIT scores can also be used to predict performance on the ACT. View [About the ACT college Readiness Benchmarks linking study](#) for further information.

Additional Data May Be Considered for Enrollment

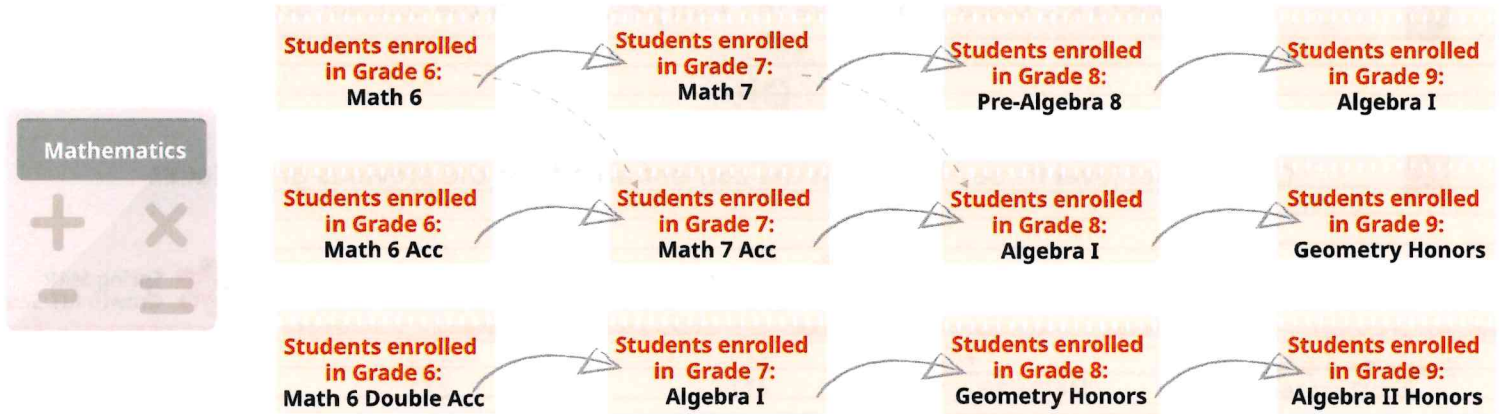
If a student does not meet the assessment score criteria, other data may be evaluated:

- Semester course grade and/or semester exam grade of B or higher.
- PSAT 8/9 Evidence Based Reading and Writing score of 390 or higher; Mathematics score of 430 or higher.
- Qualitative data focusing on student growth and ability. Consider the following:
 - Is the student exceeding MAP Growth goals despite scoring below the designated RIT score?
 - Is other evidence available to support the student's ability to be successful with accelerated coursework?
 - Will the student receive summer bridge coursework/school supports to address gaps of advancing into accelerated courses?
- Enrollment for out-of-district students is based on previous course enrollment, grades, and standardized assessment score(s). Support is available through Transcripts and Translation Services at 702-799-2137.

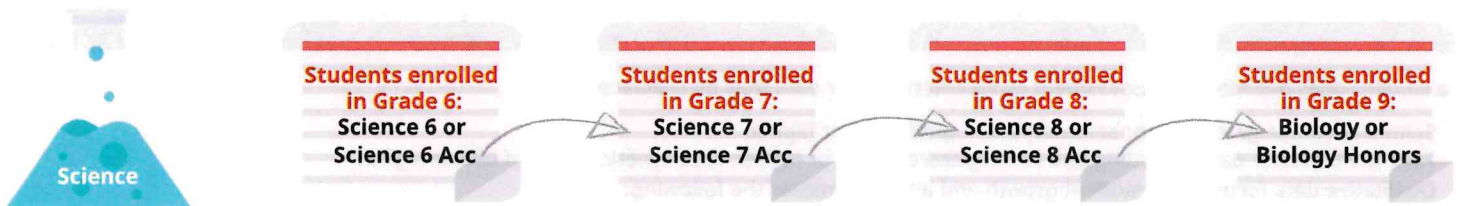
Based on evaluated criteria, students may move across the course progressions.



For Grades 7, 8, and 9, social studies course enrollment should align to ELA course enrollment.



For more information, view the [Middle School Mathematics Accelerated Course Pathways Guidance Document](#).



For Grades 6 and 9, science course enrollment should align with Science CRT achievement.