

**Omaha Public Schools
Middle School Placement Guidelines**



LANGUAGE ARTS

7th Grade Language Arts Placement Guidelines	
<p style="text-align: center;">Use Previous Years' Data</p> <p>The guideline for course placement is that a student would meet 3 or more of the prerequisite criteria.</p>	<p>Honors Language Arts 7 010101, 010102 H DL English Lang Arts Grade 7 013371, 013372 IB Lang A Hon English 7 010141, 010142</p>
6 th Grade Fall MAP Reading Percentile	≥ 84
6 th Grade Language Arts Report Card Grade	A
Elementary Reading AND Writing Report Card Grades	A
5 th Grade NSCAS ELA Achievement Level	CCR Benchmark
GATE Identified	Yes
Teacher Recommendation	Yes
8th Grade Language Arts Placement Guidelines	
<p style="text-align: center;">Use Previous Years' Data</p> <p>The guideline for course placement is that a student would meet 3 or more of the prerequisite criteria.</p>	<p>Honors Language Arts 8 010041, 010042 H DL English Lang Arts Grade 8 013381, 013382 IB Lang A Hon English 8 010271, 010272</p>
7 th Grade Fall MAP Reading Percentile	≥ 84
7 th Grade Language Arts Report Card Grade	A
6 th Grade NSCAS ELA Achievement Level	CCR Benchmark
GATE Identified	Yes
Teacher Recommendation	Yes

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

Omaha Public Schools Middle School Placement Guidelines



READING

Tier 1 – All students receive grade level reading instruction during their language arts class.

Tier 2 – Students who are not adequately progressing in the core instruction receive additional exposure to the core curriculum (or to an alternative program or strategy) with more intensive instruction.

Tier 3 – Students who are not adequately responding to Tier 2 instruction engage in a more intensive program of intervention in Tier 3. At this level, group size is smaller and supplemental instruction usually lasts longer.

Tier	Course Number(s)	Course Name	Curriculum / Materials	Suggested Placement Criteria (See pages 2 & 3 for specific guidelines)
1	010051, 010052 010061, 010062 010071, 010072 010081, 010082	ENG LANG ARTS GR 5 ENG LANG ARTS GR 6 ENG LANG ARTS GR 7 ENG LANG ARTS GR 8	<ul style="list-style-type: none"> • Into Reading & Lexia (5th only) • HMH <i>Collections</i> • Supplementary Resources: <ul style="list-style-type: none"> ○ Novels, Step Up to Writing, & Trait Crates 	All students are required to take an English Language Arts course.
2	011241, 011242 011111, 011112 011121, 011122 011131, 011132	READING SKILLS 6A READING SKILLS 7A READING SKILLS 7-8A READING SKILLS 8A	<ul style="list-style-type: none"> • HMH Read 180 • HMH Read 180 Student Library 	Students are 1-2 grades below grade level.
3	011271, 011272 011201, 011202 011211, 011212 011221, 011222	READING SKILLS 6B READING SKILLS 7B READING SKILLS 7-8B READING SKILLS 8B	<ul style="list-style-type: none"> • HMH System 44 • HMH System 44 Student Library 	Students are 3 or more levels below grade level.

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

1/5/24



**Omaha Public Schools
Middle School Placement Guidelines**



READING

6th Grade Reading Placement Guidelines (STUDENTS SHOULD MEET AT LEAST THREE OF THE FOLLOWING CRITERIA.)		
	Reading Skills 6A (Tier 2)	Reading Skills 6B (Tier 3)
5th Grade NSCAS ELA Level	Developing	Developing
5th Grade NWEA MAP Reading Percentile (Fall)*	16 th - 49 th	≤ 15 th
5th Grade Core 5 Lexia Skill Level	16-18	≤ 15
Teacher Recommendation	Yes	Yes

* if available

7th Grade Reading Placement Guidelines (STUDENTS SHOULD MEET AT LEAST THREE OF THE FOLLOWING CRITERIA.)		
	Reading Skills 7A (Tier 2)	Reading Skills 7B (Tier 3)
6th Grade NSCAS ELA Level	Developing	Developing
6th Grade NWEA MAP Reading Percentile (Fall)*	16 th - 49 th	≤ 15 th
6th Grade Power Up Skill Level (Word Study and/or Comprehension)	Intermediate	Foundational
6th Grade Reading Inventory Lexile*	600L - 825L	< 600L
Teacher Recommendation	Yes	Yes

* if available

8th Grade Reading Placement Guidelines (STUDENTS SHOULD MEET AT LEAST THREE OF THE FOLLOWING CRITERIA.)		
	Reading Skills 8A (Tier 2)	Reading Skills 8B (Tier 3)
7th Grade NSCAS ELA Level	Developing	Developing
7th Grade NWEA MAP Reading Percentile (Fall)*	16 th - 49 th	≤ 15 th
7th Grade Reading Inventory Lexile*	600L - 920L	< 600L
Teacher Recommendation	Yes	Yes

* if available

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

Omaha Public Schools
Middle School Placement Guidelines
MATHEMATICS COURSE SEQUENCE



High school graduation requires 3 years of math. Some universities require 4 years of math including a year beyond Algebra 3-4
 This chart includes traditional math course paths. Alternate courses are available after Geometry.

Possible Course Paths for Above Grade Level Mathematics							
5 th Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Math 5	Math 6	Math 7	Math 8	Algebra 1-2	Geometry	Algebra 3-4	College Algebra
	Advanced Math 6	Advanced Math 7	H Algebra 1-2	H Geometry	H Algebra 3-4	H PreCalc/Trig	AP Calculus and/or AP Statistics
	Advanced Math 7	H Algebra 1-2	H Geometry 1-2	H Algebra 3-4	H PreCalc/Trig	AP Calculus	Calc3/Differential Equations and/or AP Statistics

Course options in the shaded row may occur as part of an Acceleration Agreement through the office of Gifted and Talented Education.

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

1/5/24



Omaha Public Schools
Middle School Placement Guidelines
MATHEMATICS



6th Grade Math Placement Guidelines	
The on-grade level placement for 6 th grade students is Mathematics 6 Advanced Math 6 is differentiated through product and process	
The guideline for course placement is that a student would meet the MAP Math Percentile guideline of 84 or greater OR if the MAP score is between 84 and 75, the student must meet one additional criterion*	Advanced Math 6 045041,045042
5 th Grade FALL MAP Math Percentile	≥ 84 ≥ 75 AND < 84*
5 th Grade Math Report Card Grades	A or B
GATE Identification	Yes
Teacher Recommendation	Yes

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

1/5/24

Omaha Public Schools
Middle School Placement Guidelines
MATHEMATICS



7th Grade Math Placement Guidelines The on-grade level placement for 7 th grade students is Mathematics 7 040081, 040082 DL Math 7 045091, 045092		
The guideline for course placement is that a student would meet the MAP Math Percentile guideline of 84 or greater OR if the MAP score is between 84 and 75, the student must meet one additional criterion*	Advanced Math 7 040091, 040092 DL Advanced Math 7 040061, 040062	*Honors Algebra 1-2 040281, 040282 H DL Algebra 1-2 040911, 040912
6 th Grade-FALL MAP Math Percentile	≥ 84 ≥ 75 AND $< 84^*$	
6 th Grade-FALL MAP Math Percentile	≥ 75	$\geq 90^*$
6 th Grade Math Report Card Grade	A or B	
GATE Identified	Yes	
Teacher Recommendation	Yes	
Pre-Algebra Proficiency Exam		Yes

*Honors Algebra 1-2 in 7th grade requires an Acceleration Agreement with the GATE Office. Families/students with the indicated MAP Math percentile range will be informed of the process.

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

1/5/24



Omaha Public Schools
Middle School Placement Guidelines
MATHEMATICS



8th Grade Math Placement Guidelines The on-grade level placement for 8 th grade students is Math 8 Students who earn a D or an F in an above grade level course should be placed in the on-grade level course to ensure future success. Math 8 040671, 040672 DL Math 8 040691, 040692		
The guideline for course placement is that a student would meet the MAP Math Percentile guideline AND one additional criterion. Students who are passing Advanced Math 7, but are not above the 75 th percentile on MAP should be noted and reviewed on an individual basis.	Honors Algebra 1-2 040281, 040282 H DL Algebra 1-2 040911, 040912	Honors Geometry 040361, 040362
7 th Grade FALL MAP Math Percentile	≥ 75	
7 th Grade Advanced Math 7 Report Card Grade	A, B, or C	
Teacher Recommendation	Yes	
GATE Acceleration Agreement and Adequate Progress in Honors Algebra 1-2 as a 7 th grader		Yes

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.



**Omaha Public Schools
Middle School Placement Guidelines**



SCIENCE

7th Grade Honors Science Grade Placement Guidelines	
Use Previous Years' Data (The guideline for course placement is that a student would meet 3 or more of the prerequisite criteria)	H Science Gr 7 062171, 062172
6 th Grade Fall Science MAP Percentile	≥84
6 th Grade Fall MAP Math AND Reading Percentile	≥50
Science 6 Semester Report Card Grade	A
Math 6 Semester Report Card Grade	A or B
Advanced Math 6 Semester Report Card Grade (045041,045042)	A or B
Advanced Math 7 Semester Report Card Grade (040091, 040092)	A or B
GATE Identified	Yes
Teacher Recommendation	Yes

8th Grade Honors Physical Science Placement Guidelines	
Use Previous Years' Data (The guideline for course placement is that a student would meet 3 or more of the prerequisite criteria)	H Physical Science Gr 8 (Early entry to the high school sequence) 060291, 060292
7 th Grade Fall Science MAP Percentile	≥84
7 th Grade Fall MAP Math AND Reading Percentile	≥50
Science 7 Report Card Grade (060161, 060162) DL Science 7 (060051, 0600052)	A
Math 7 Semester Report Card Grade (040081, 040082, 040091, 040092,)	A
H Science 7 Report Card Grade (062171,062171) H DL Science 7 (062181, 062182)	A or B
Advanced Math 7 OR Honors Algebra Semester Report Card Grade (040061, 040062, 040281, 040282)	A or B
GATE Identified	Yes
Teacher Recommendation	Yes

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

Omaha Public Schools
Middle School Placement Guidelines



**SPANISH LANGUAGE ARTS
(FOR DUAL LANGUAGE STUDENTS ONLY)**

7th Grade Spanish Language Arts Placement Guidelines	
Use Previous Years' Data (The guideline for course placement is that a student would meet 2 or more of the prerequisite criteria)	H Spanish Lang Arts 7 161741, 161742
6 th Grade Spanish Language Arts Report Card Grade	A
Elementary Spanish Reading AND Writing Report Card Grades	A
GATE Identified	Yes
Teacher Recommendation	Yes
8th Grade Spanish Language Arts Placement Guidelines	
Use Previous Years' Data (The guideline for course placement is that a student would meet 2 or more of the prerequisite criteria)	H Spanish Lang Arts 8 161751, 161752
7 th Grade DL Language Arts Report Card Grade	A
7 th Grade H DL Language Arts Report Card Grade	A or B
GATE Identified	Yes
Teacher Recommendation	Yes

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

1/5/24

Omaha Public Schools
Middle School Placement Guidelines



HONORS SPECIAL PROJECTS

6 th Grade Honors Special Projects Placement Guidelines	
The guideline for course placement is that students who are identified as gifted and talented are automatically eligible for placement in this course OR students must meet 3 or more of the following criteria.	H SPEC PROJ 6 011031,011032
GATE Identification	Yes
Any school or district-wide administered grade-level Math assessment (current within 18 months)	95 th percentile School Norm or 85 th percentile National Norm
Any school or district-wide administered grade-level Reading assessment (current within 18 months)	95 th percentile School Norm or 85 th percentile National Norm
Most recent semester report card**	60% or more A's or 3.5 GPA Equivalent
Parent/Guardian/Student/Staff Recommendation	Yes

**Special Consideration for students with GPA < 3.0. GATE Facilitator may conduct interviews for students with a GPA below a 3.0 that do not meet 3 or more criteria and request enrollment.

*Parent/Guardian/Student/Staff may request a CogAT assessment. A subtest or composite score of 125 or higher may be used as a replacement qualifying criteria. (Standard Error Considered)

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

1/5/24

Omaha Public Schools
Middle School Placement Guidelines
HONORS SPECIAL PROJECTS



7th Grade Honors Special Projects Placement Guidelines	
The guideline for course placement is that students who are identified as gifted and talented are automatically eligible for placement in this course OR students must meet 3 or more of the following criteria.	H SPEC PROJ 7 010961, 010962
GATE Identification	Yes
Any school or district-wide administered grade-level Math assessment (current within 18 months)	95 th percentile School Norm or 85 th percentile National Norm
Any school or district-wide administered grade-level Reading assessment (current within 18 months)	95 th percentile School Norm or 85 th percentile National Norm
Concurrent Enrollment in an Honors Course Or Year-long enrollment in a Fine Arts Course	Yes
Most recent semester report card**	60% or more A's or 3.5 GPA Equivalent
Parent/Guardian/Student/Staff Recommendation	Yes

**Special Consideration for students with GPA < 3.0. GATE Facilitator may conduct interviews for students with a GPA below a 3.0 that do not meet 3 or more criteria and request enrollment.

*Parent/Guardian/Student/Staff may request a CogAT assessment. A subtest or composite score of 125 or higher may be used as a replacement qualifying criteria. (Standard Error Considered)

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

1/5/24

Omaha Public Schools
Middle School Placement Guidelines
HONORS SPECIAL PROJECTS



8th Grade Honors Special Projects Placement Guidelines	
The guideline for course placement is that students who are identified as gifted and talented are automatically eligible for placement in this course OR students must meet 3 or more of the following criteria.	H SPEC PROJ 8 010971, 010972
GATE Identification	Yes
Any school or district-wide administered grade-level Math assessment (current within 18 months)	95 th percentile School Norm or 85 th percentile National Norm
Any school or district-wide administered grade-level Reading assessment (current within 18 months)	95 th percentile School Norm or 85 th percentile National Norm
Concurrent Enrollment in an Honors Course Or Year-long enrollment in a Fine Arts Course	Yes
Most recent semester report card**	60% or more A's or 3.5 GPA Equivalent
Parent/Guardian/Student/Staff Recommendation	Yes

**Special Consideration for students with GPA < 3.0. GATE Facilitator may conduct interviews for students with a GPA below a 3.0 that do not meet 3 or more criteria and request enrollment.

*Parent/Guardian/Student/Staff may request a CogAT assessment. A subtest or composite score of 125 or higher may be used as a replacement qualifying criteria. (Standard Error Considered)

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

1/5/24



Omaha Public Schools
Middle School Placement Guidelines



Middle School Scheduling Guidelines for English Learners
Office of EL, Dual Language, Migrant and Refugee Education
2018-19 School Year

The MS EL program has variation due to the difference of available programming, staffing and scheduling (block/period). For example, Beveridge, Marrs and Norris have Dual Language course options for students. Some schools have only one EL teacher and so the teacher may have a section of ESL A and ESL B running simultaneously.

ESL A Level (Beginning):

- Reading level K-2 grade - Fountas & Pinnell Guided Reading levels: **A-K**

Day A	Course #	Day B	Course #
ESL Reading Grade 5* ESL Reading A**	150251/150252 153241/153242	ESL Reading Grade 5 ESL Reading A	150251/150252 153241/153242
ESL LA Grade 5 ESL A**	150151/150152 153171/153172	ESL LA Grade 5 ESL A	150151/150152 153171/153172
ESL Am. Studies or ESL Science	153411/153412 153511/153512	P.E.	
Math (level depends on student's ability) Option: ESL Math A***	153181/153182	Specials	

Summer School: **ESL A Enrichment**

ESL B Level (Intermediate):

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

1/5/24

Omaha Public Schools Middle School Placement Guidelines



- Reading level 2-3.5 grade - Fountas & Pinnell Guided Reading levels: **J-N**

Day A	Course #	Day B	Course #
ESL Reading Grade 5 ESL Reading B**	150251/15025 2 153251/15325 2	ESL Reading Grade 5 ESL Reading B	150251/15025 2 153251/15325 2
ESL LA Grade 5 ESL B	150151/15015 2 153131/15313 2	Grade Level Social Studies	
Math (level depends on student's ability)		Grade Level Science	
P.E.		Specials	

Summer School: **ESL B Enrichment**

ESL Transitions (Advanced):

- Reading level 3-4.5 grade - Fountas & Pinnell Guided Reading levels: **N-R**

Day A	Course #	Day B	Course #
ESL LA Grade 5 ESL Transitions	150151/150152 153161/153162	Grade Level Science	
Language Arts		Reading	
Math (level depends on student's ability)		P.E.	
Grade Level Social Studies		Specials	

*These courses are for middle schools with 5-8 grades' configurations.

** These courses are offered daily and worth 2 credits due to double seat time.

***ESL Math A is only offered at schools that serve a large number of refugee ELs and ELs with interrupted/limited formal schooling.

Note: Students develop cognitively, socially and emotionally along different time and interest continuums. For students who are willing and interested in advanced coursework, but do not meet the course prerequisites, an exception may be requested through a conversation involving building staff, parents/guardians, and the student.

1/5/24

