



Desmos Accelerated Curriculum Guidance

The purpose of this document is to support schools and districts in making decisions about acceleration in Math 6–8 using the Desmos Math Curriculum.

Research-Based Recommendations for Acceleration

- **Limit acceleration before high school** to ensure that all students have access to the opportunity to develop a deep mathematics foundation needed for high school.
- **Embed opportunities to access advanced mathematics** that are not dependent on accelerated programs to provide all students with the opportunity to engage with extensions and enrichment.
- **Use multiple measures** to determine which students are included in an accelerated program in order to minimize bias. This should include student and parent self-assessments, teacher recommendations, and student performance on multiple assessment measures.
- **Collect and interrogate longitudinal data** about which students have the opportunity to engage in an accelerated curriculum and which do not. Make every effort to eliminate sources of bias and opportunity gaps. The population of students included in an accelerated program should be representative of the population of the school.

K–8 mathematics content is foundational to student access and success in Algebra 1 and beyond. For schools that opt to offer Math 6, 7, and 8 in two years, consider using the [Desmos Accelerated Pathway Scope and Sequence](#). This approach combines related content from different grade levels rather than skipping content in order to support student success in later math courses.

Suggestions for Further Reading

ASSM. (2021). Detracking school mathematics to ensure equitable and empowering programs and opportunities. Retrieved from:

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https://www2.wested.org/www-static/online_pubs/resource1274.pdf

Illustrative Mathematics. (2020). Guidance for accelerating students in mathematics. Retrieved from:

<https://www.illustrativemathematics.org/wp-content/uploads/2020/06/2020-05-07-FINAL-Guidance-for-accelerating-students-in-mathematics.pdf>

Kansas State Department of Education White Paper. (2015). Rethinking mathematics acceleration practices. Retrieved from:

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TNTP. (2018). The opportunity myth: What students can show us about how school is letting them down—and how to fix it (report). Retrieved from:

<https://tntp.org/publications/view/student-experiences/the-opportunity-myth>