

# Education Committee Data Summary - Revisit

9<sup>th</sup> Grade Algebra Completion from May 15, 2019

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Expect great things. 

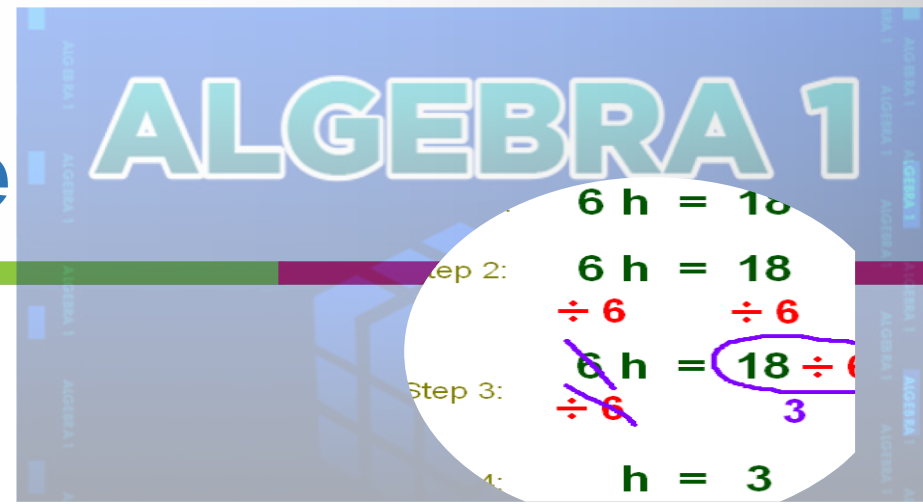
# Session Goals

**REVISIT DATA** from May 15<sup>th</sup> Presentation

**DISCUSS** some of the actions taken that will ensure greater success in the Algebra I course moving forward:

- Resource Evaluation
- Curricular Revisions
  - Course Additions
- Professional Learning

# Algebra I Course Pass Rate



## Who and what does the data represent?

- All students who completed 9<sup>th</sup> grade for the first time in 2016, 2017, and 2018.

*AND*

- Have passed Algebra I by the end of their 9<sup>th</sup> grade year.

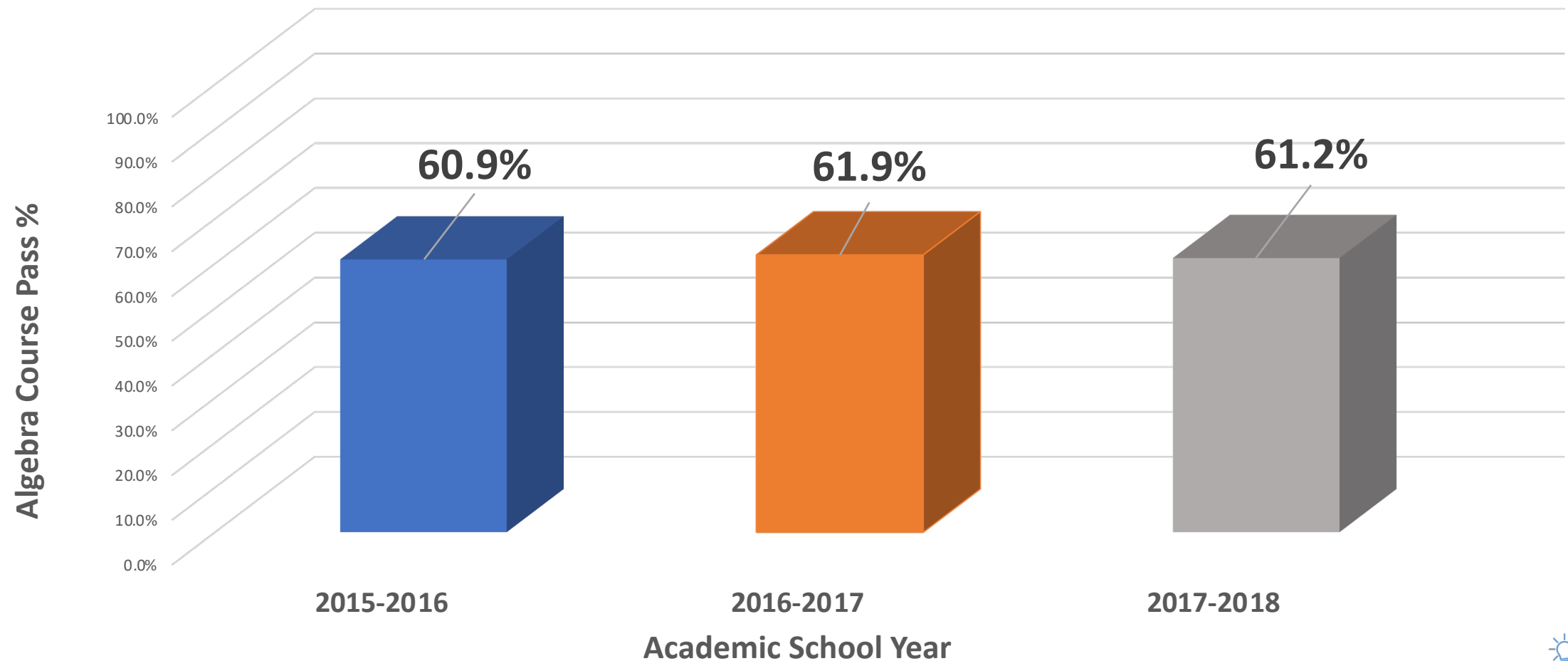
## What is not represented in the following data?

- Algebra Keystone proficiency



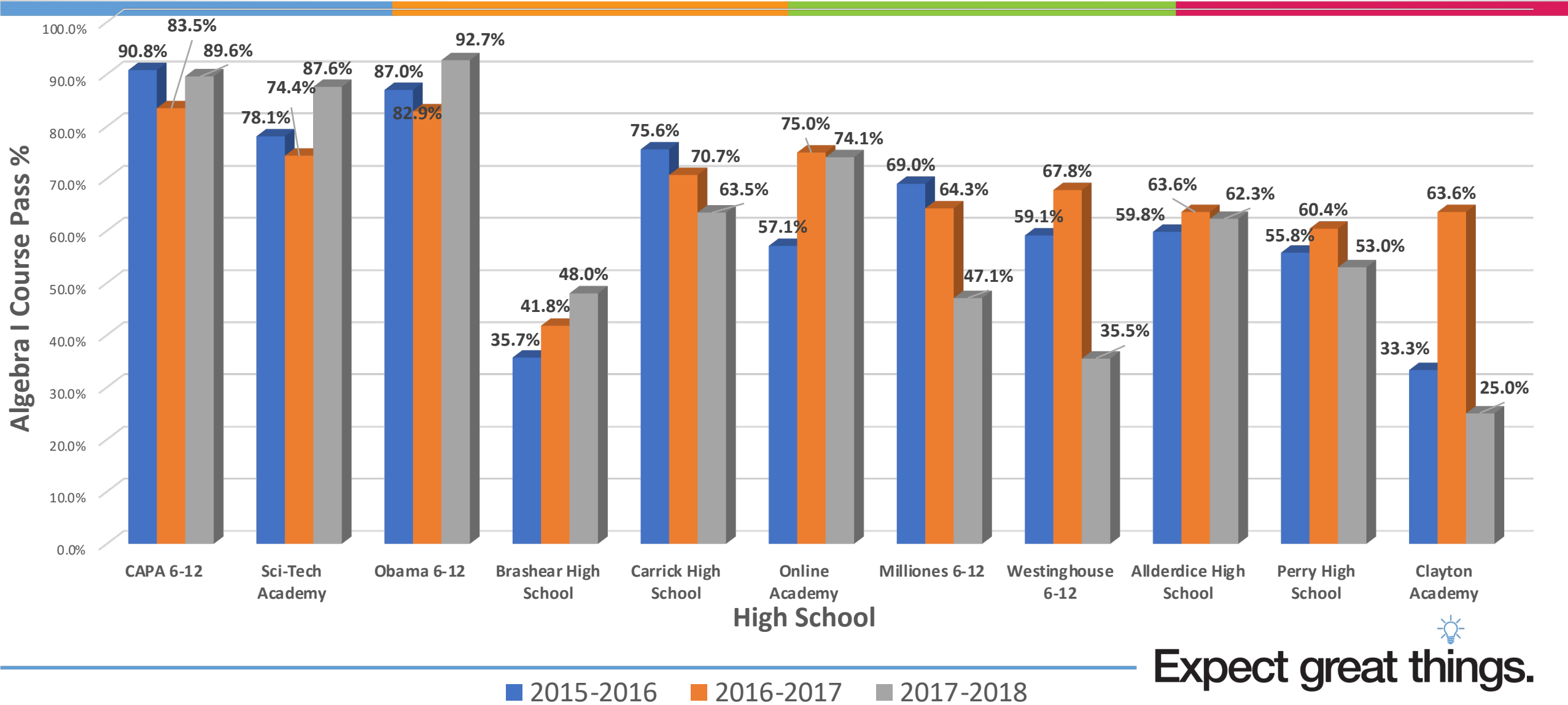
Expect great things.

# Students that have successfully passed the Algebra I Course by the end of their 9<sup>th</sup> grade year.



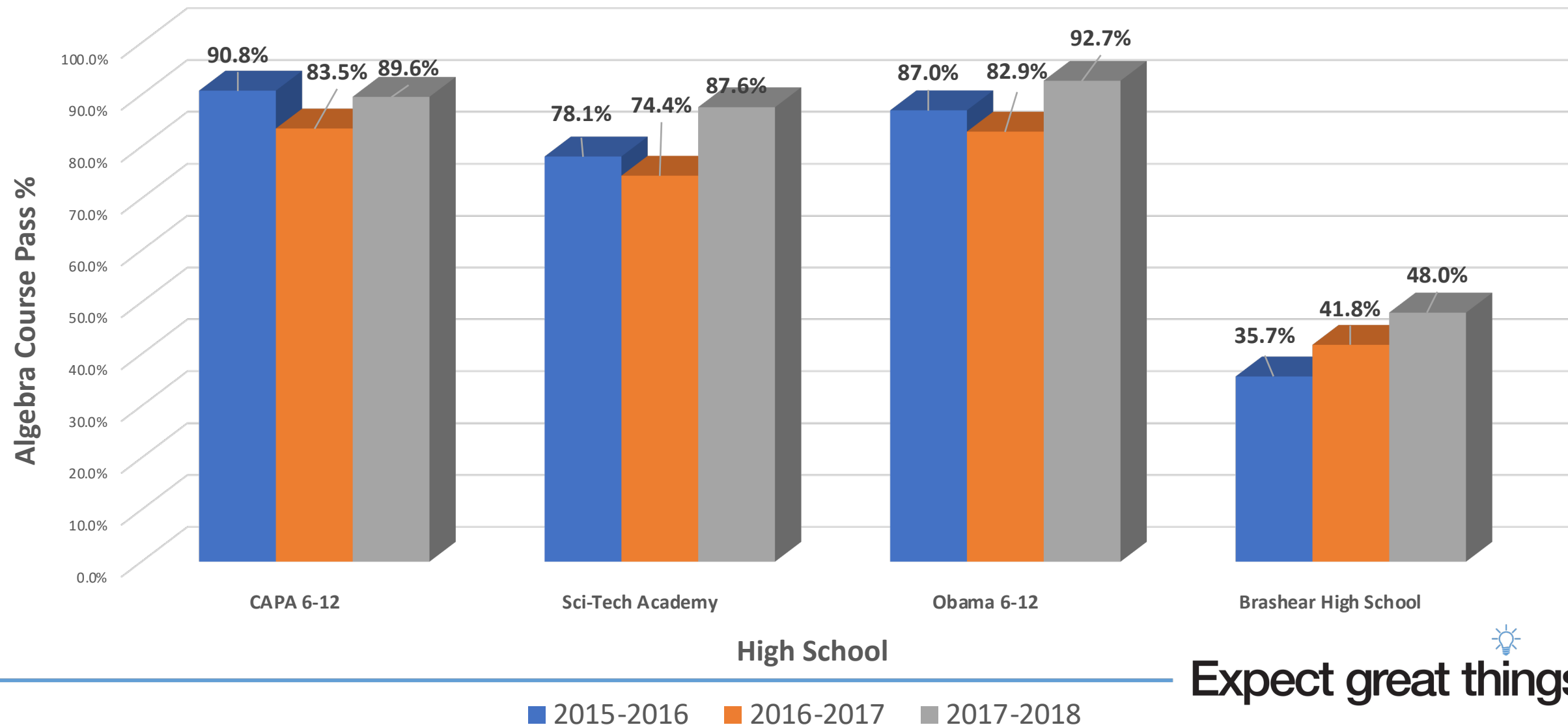


# Students that have successfully passed the Algebra I Course by the end of their 9<sup>th</sup> grade year by school.



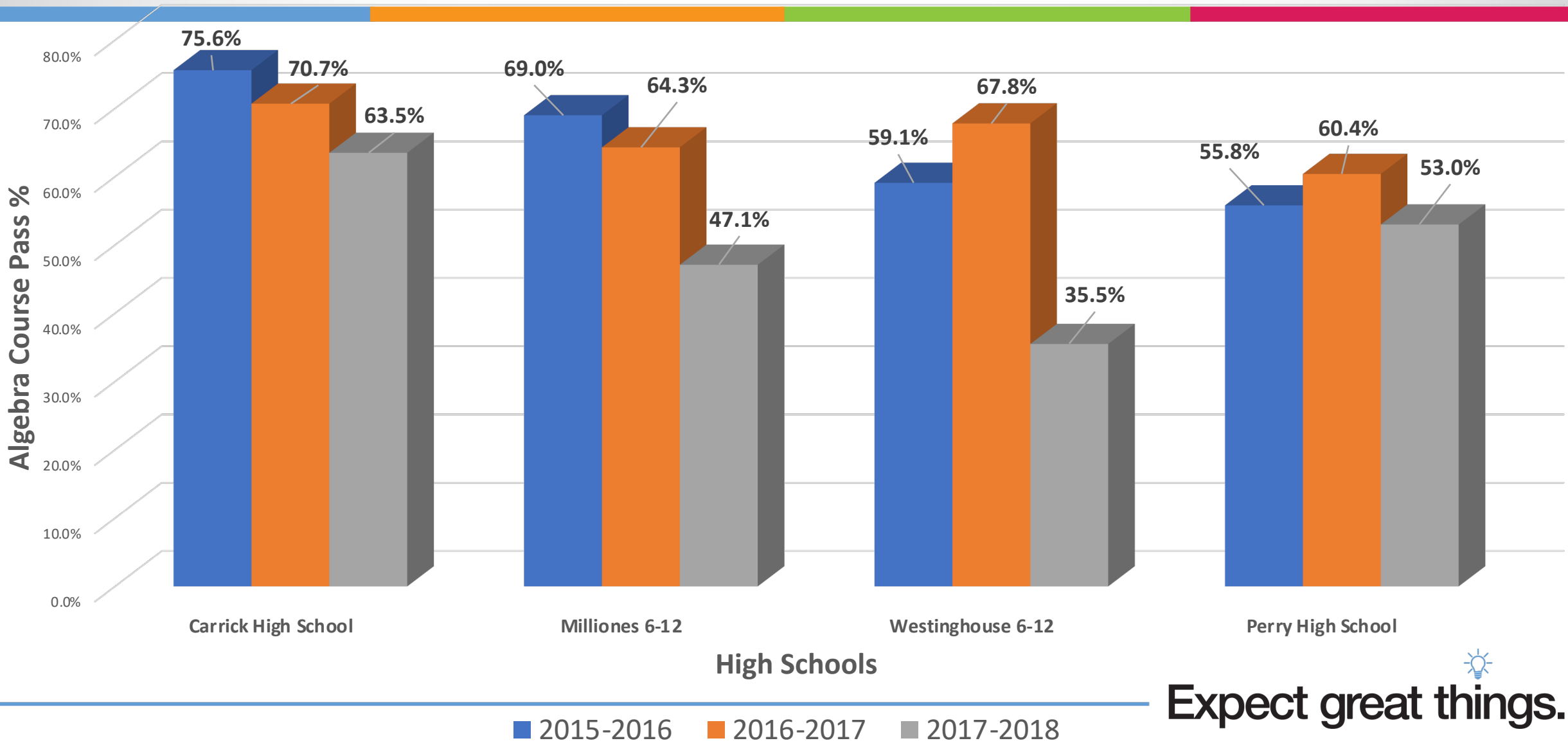
Expect great things.

# Algebra I Course Pass Rate Increase by School



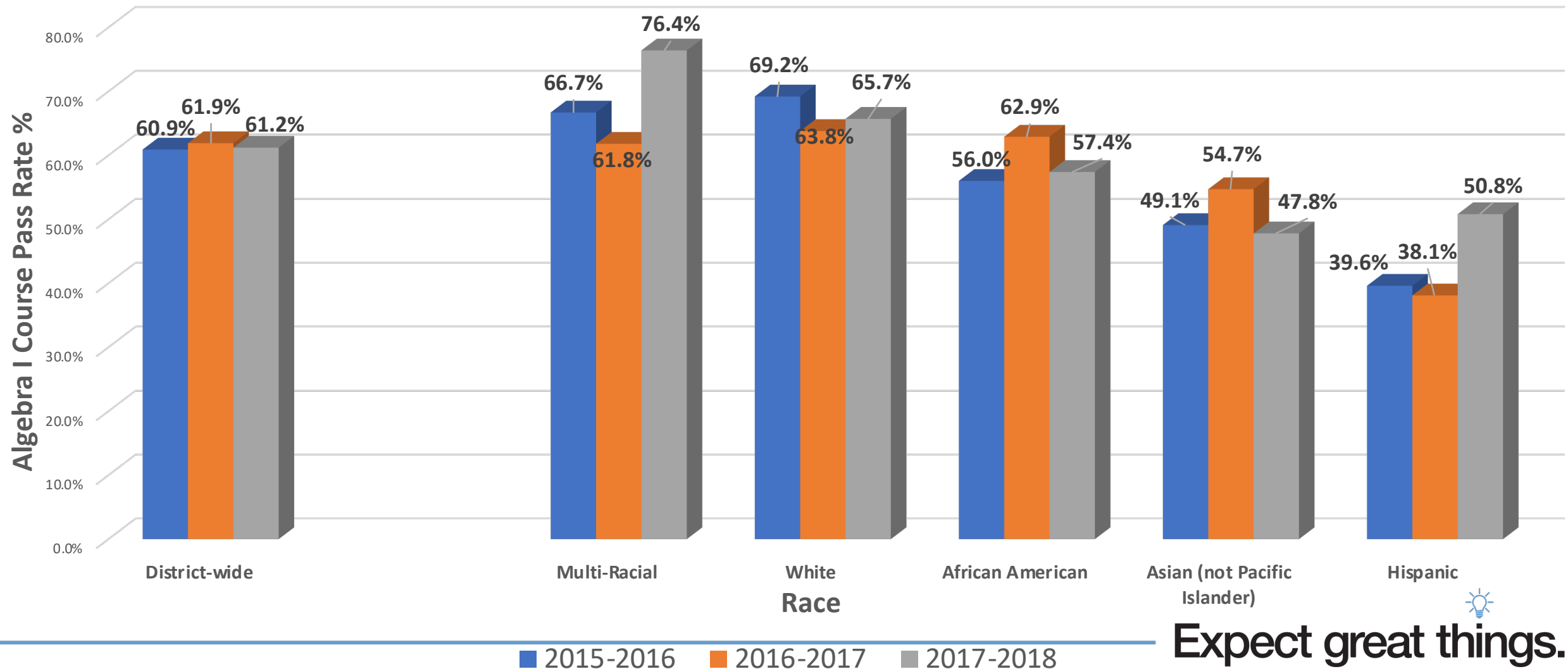
 Expect great things.

# Algebra I Course Pass Rate Decline by School



Expect great things. 

# Algebra I Course Pass Rate by Race



 Expect great things.

# Overall Snap Shot Shared by the Office of DREA

## Gender

- Females remain higher than Males
- Male Algebra I pass rates fell by more than 4%

## Students with IEPs

- Algebra I pass rate for students with IEPs fell by nearly 4%.
- Special ed. students' pass rate has been less than half of that of students with no IEP.

## Economically disadvantaged students

- Gap between Non-Economically disadvantaged and economically Disadvantaged increased from a .7% gap to a 13.3% gap (15-16 gap was 10.8)

## English learner students

- Historically low Algebra scores – with little change from last year to this year.



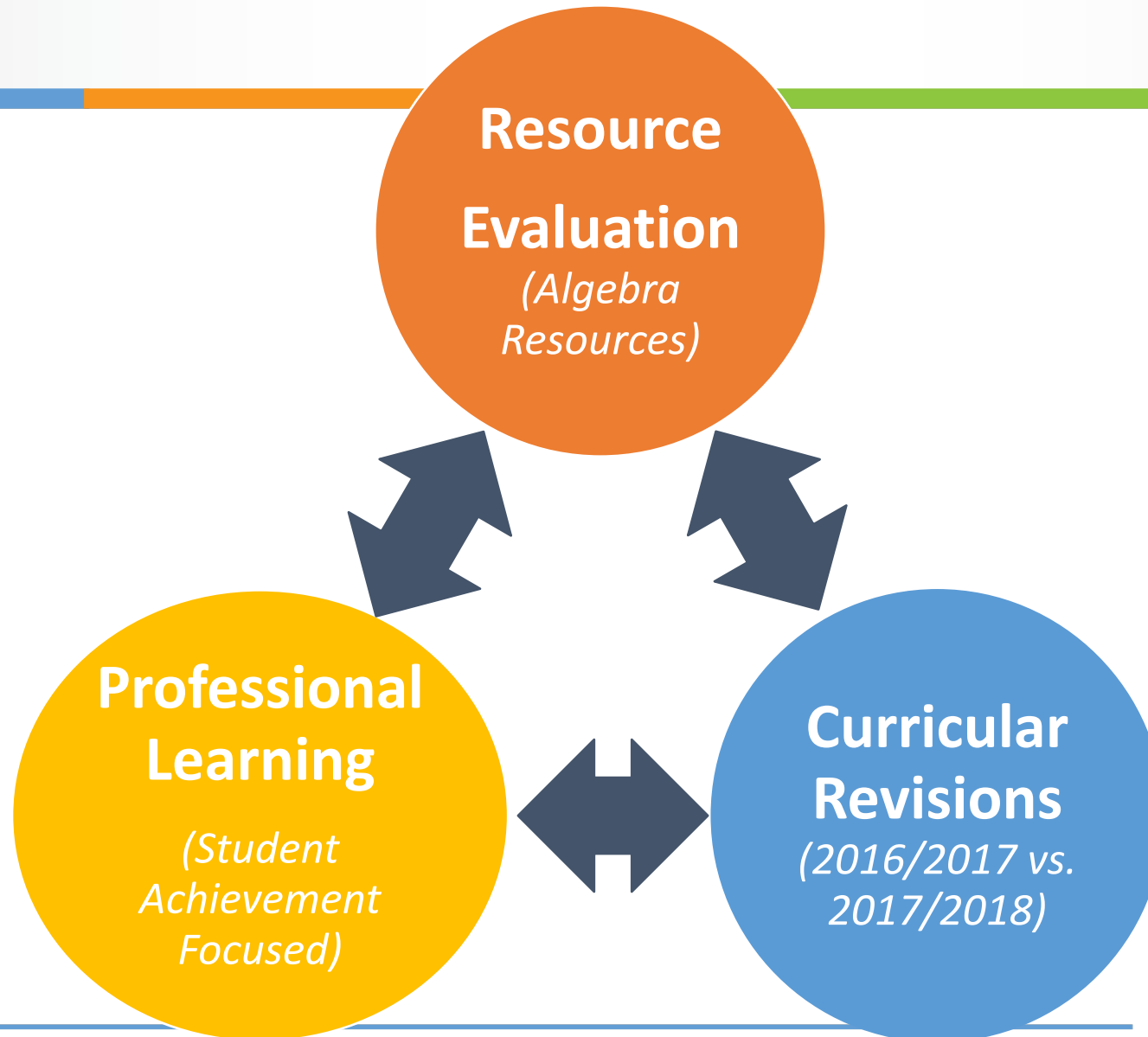
Expect great things.



# Factors That May Have Influenced Results

- Vacancies
- Changes in curriculum expectations
- Inconsistent use of the categories associated with grading guidelines
- Mobility and attendance rates may impact student success in the course
- Opportunities for students to demonstrate learning differs from each school i.e., make-up and resubmissions

# Actions Taken in 2017-2018



# Algebra Resource Evaluation

- Several Pennsylvania Core Standards (PA Core Standards) that were assessed were not addressed in the resource or curriculum documents (Resource was 10 years old).
- Technology piece for the core resource was no longer available (expired in 2015).
- The resources addressed a large amount of content that is taught in middle grades
- There was a lack of coherence and focus of major work.
- Insufficient or inadequate resources to support instruction.

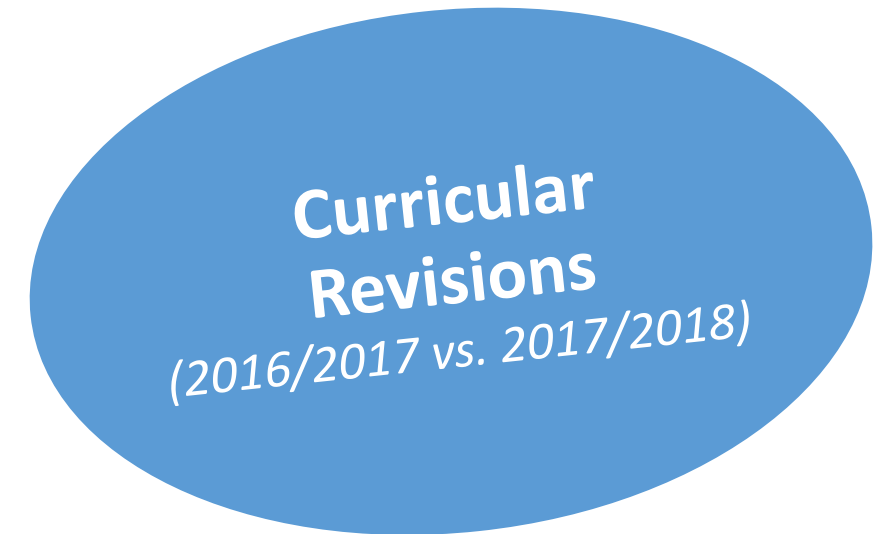
**Resource  
Evaluation**  
(Algebra Resources)



**Expect great things.**

# Curriculum Revision in 2017-2018

- Aligned curriculum to Standards/Eligible Content
- Identified two resources currently used in the district with better standards alignment to infuse districtwide
- Developed and implemented an instructional framework
- Implemented an intervention program to support students' needs
- Provided strategies and practices for differentiation
- Increased instructional support to teachers



# Curriculum Revision in 2018-2019

- Adopted an Algebra I resource from McGraw Hill
- Revised curriculum to ensure more emphasis on major work of the grade
- Shifted to an intervention program that was user-friendly
- Provided more research-based strategies and best practices
- Created an advanced & accelerated pathway
- Created an algebra preparation course to support success in algebra.

**Curricular Revisions**  
(2016/2017 vs. 2017/2018)



# Professional Learning 2018-2019

- Provided training on new resources
- Implemented use of student interactive notetaking
- Provided training and support on scaffolding instruction based on students' needs
- Continued to provide support on the use of data to plan and deliver instruction matched to the needs of students.

**Professional  
Learning**  
*(Student Achievement  
Focused)*



# Questions??

 Expect great things.