Education Committee Data Summary - Revisit

9th Grade Algebra Completion from May 15, 2019
Session Goals

REVISIT DATA from May 15th 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 9th grade for the first time in 2016, 2017, and 2018. AND
- Have passed Algebra I by the end of their 9th grade year.

What is not represented in the following data?
- Algebra Keystone proficiency
Students that have successfully passed the Algebra I Course by the end of their 9th grade year.

<table>
<thead>
<tr>
<th>Academic School Year</th>
<th>Algebra Course Pass %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>60.9%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>61.9%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>61.2%</td>
</tr>
</tbody>
</table>
Students that have successfully passed the Algebra I Course by the end of their 9th grade year by school.
Algebra I Course Pass Rate Increase by School

- **CAPA 6-12**: 90.8%, 83.5%, 89.6%
- **Sci-Tech Academy**: 78.1%, 74.4%, 87.6%
- **Obama 6-12**: 87.0%, 82.9%, 92.7%
- **Brashear High School**: 35.7%, 41.8%, 48.0%

High School

- 2015-2016
- 2016-2017
- 2017-2018
Algebra I Course Pass Rate Decline by School

<table>
<thead>
<tr>
<th>High Schools</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrick High School</td>
<td>75.6%</td>
<td>70.7%</td>
<td>63.5%</td>
</tr>
<tr>
<td>Milliones 6-12</td>
<td>69.0%</td>
<td>64.3%</td>
<td>47.1%</td>
</tr>
<tr>
<td>Westinghouse 6-12</td>
<td>59.1%</td>
<td>67.8%</td>
<td>35.5%</td>
</tr>
<tr>
<td>Perry High School</td>
<td>60.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Algebra I Course Pass Rate by Race

#### Algebra I Course Pass Rate %

<table>
<thead>
<tr>
<th>Race</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>District-wide</td>
<td>60.9%</td>
<td>61.2%</td>
<td>61.9%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>66.7%</td>
<td>61.8%</td>
<td>69.2%</td>
</tr>
<tr>
<td>White</td>
<td>65.7%</td>
<td>63.8%</td>
<td>69.2%</td>
</tr>
<tr>
<td>African American</td>
<td>56.0%</td>
<td>57.4%</td>
<td>62.9%</td>
</tr>
<tr>
<td>Asian (not Pacific Islander)</td>
<td>49.1%</td>
<td>54.7%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>47.8%</td>
<td>39.6%</td>
<td>38.1%</td>
</tr>
</tbody>
</table>

**Expect great things.**
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 0.7% 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.
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

Resource Evaluation
(Algebra Resources)

Professional Learning
(Student Achievement Focused)

Curricular Revisions
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.
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.
• 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.
Questions??