

Achievement Chasms

MSTC Feb. 25, 2009
Ernie Bauer, Oakland Schools
Dave Treder, GISD

Revised Standard Edition

**L.A.C.O.
Survey of
Algebra I Taking
Algebra I grade >C-**

for the
Class of 2011
In grade 7, 8 and 9.

October 7, 2008

Dear Oakland Superintendent,

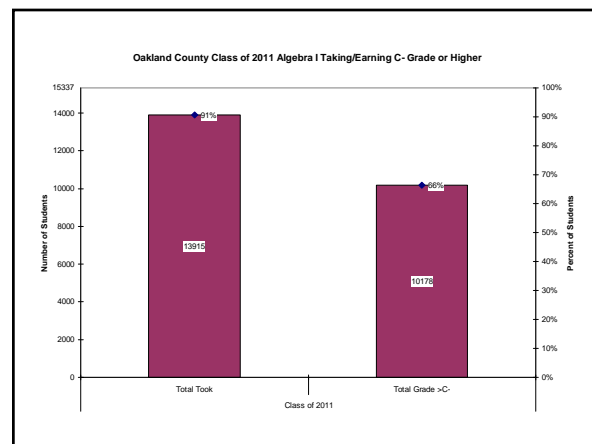
The Learning Achievement Coalition of Oakland and the Oakland County Superintendents' Association would like to collect the information below to help improve graduation rates, reduce the gaps between groups of students, and help make Algebra I more accessible to all students. The data is for the Class of 2011 cohort, beginning with your 9th graders in 2007-08, that group as 8th graders in 2006-07, and as 7th graders in 2005-06. If you have any questions about this effort, please contact Ernie Bauer at 248 209 2162.

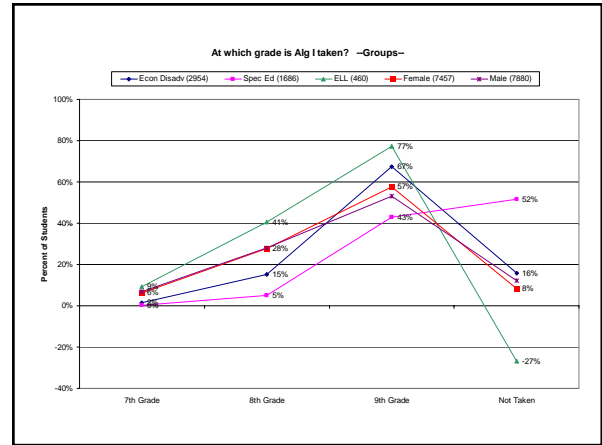
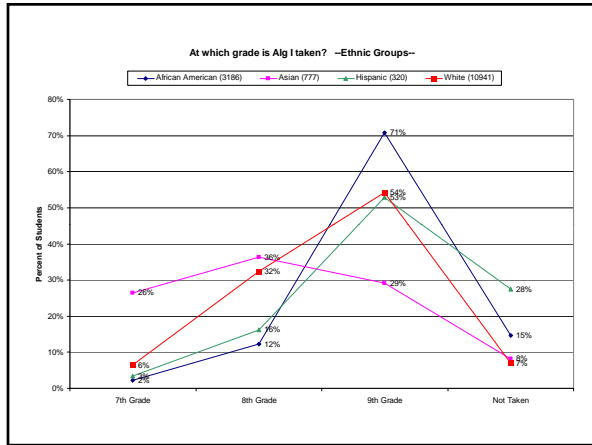
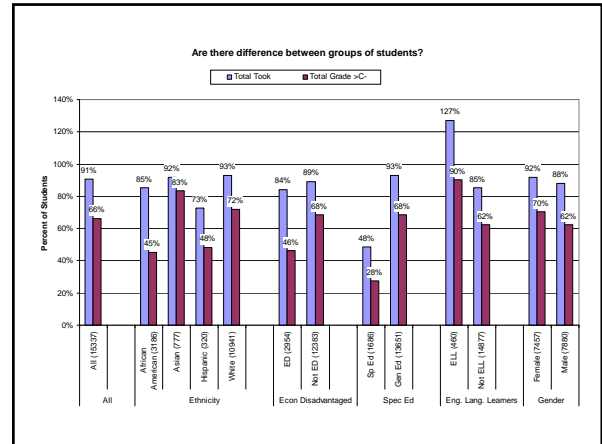
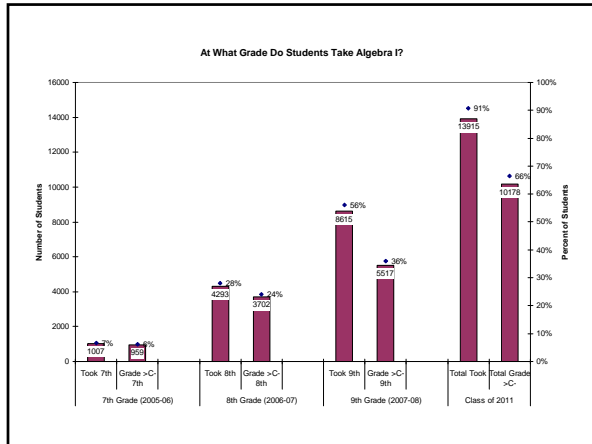
Student Group	Number of Students in the Class of 2011					
	7th Grade (2005-06)		8th Grade (2006-07)		9th Grade (2007-08)	
	Took Algebra I	C- or higher grade in Alg I	Took Algebra I	C- or higher grade in Alg I	Took Algebra I	C- or higher grade in Alg I
All Students						
African American Students						
Asian Students						
Hispanic Students						
White Students						
Economically Disadvantaged						
Not Econ. Disadvantaged						
Special Education Students						
Students without disabilities						
English Language Learners						
Native English Speakers						
Female Students						
Male Students						

Definitions:
"Algebra I" refers to a course which is predominately aligned to the Algebra I high school content expectations.
"Took Algebra I" means the number of students who started the year in an Algebra I course and completed the course. If Algebra I is a two year course, count it only in the second year.
Please note: if the number for any cell is zero, please enter "0"

Thank you very much. The results of this effort will be reported at the December, 2008 Superintendents' meeting.

If you put the data into an Excel file, please email it to Ernie.Bauer@oakland.k12.mi.us.
If you filled in the data on a sheet of paper, please fax it to Ernie at 248 209-2024.





LACO Survey of Algebra I Taking & Earning a C- Grade or Higher

Oakland County		7th Grade (2005-06)		8th Grade (2006-07)		9th Grade (2007-08)		Class of 2011	
Group	Count	Took 7th	Grade >C- 7th	Took 8th	Grade >C- 8th	Took 9th	Grade >C- 9th	Total Took	Total Grade >C-
All	15337	1007	959	4293	3702	8075	5517	13915	10178
African American	5186	2%	2%	12%	8%	71%	55%	85%	45%
Asian	777	20%	23%	26%	24%	22%	18%	71%	64%
Hispanic	320	3%	3%	16%	13%	52%	31%	72%	48%
White	10941	6%	9%	32%	28%	54%	37%	92%	72%

Oakland County		7th Grade (2005-06)		8th Grade (2006-07)		9th Grade (2007-08)		Class of 2011	
Group	Count	Took 7th	Grade >C 8th	Took 8th	Grade >C 8th	Took 9th	Grade >C 9th	Total Took	Total Grade >C
All	15337	7%	8%	23%	24%	56%	58%	91%	66%
Economically Disadvantaged	40	4%	4%	15%	15%	10%	10%	24%	13%
Not Economically Disadvantaged	2954	2%	2%	15%	19%	37%	35%	34%	46%
Special Education	775	7%	7%	30%	26%	53%	39%	80%	68%
Students without disabilities	12383	6%	6%	30%	26%	53%	39%	80%	68%
English Language Learners	7	0%	0%	0%	0%	43%	43%	43%	43%
ELL (460)	1586	0%	0%	6%	3%	43%	24%	48%	28%
Female	810	7%	7%	38%	34%	70%	51%	76%	64%
Male	13551	6%	6%	29%	25%	56%	37%	93%	68%
English Language Learners	42	3%	3%	17%	14%	55%	25%	58%	41%
Native English Speakers	460	9%	8%	41%	31%	77%	50%	127%	100%
Female	774	7%	7%	38%	34%	80%	51%	127%	92%
Male	14377	5%	5%	26%	22%	54%	35%	85%	62%
Female	499	4%	4%	20%	25%	57%	47%	92%	70%
Male	7457	6%	6%	28%	25%	57%	47%	92%	70%
Male	538	6%	6%	22%	18%	41%	26%	62%	41%
Male	7380	7%	6%	28%	23%	53%	32%	88%	62%

Summary of findings

- 9th grade is where most (56%) students took Algebra I.
- 91% had taken Algebra I by 9th grade.
- 66% had earned a grade of C- or higher by 9th grade.
- Only 7% of students took Algebra I in 7th grade.
- 28% of students took Algebra I in 8th grade.

Summary of findings (cont.)

- Only 48% of Special Education students had taken Algebra I by 9th grade & only 28% had earned a C- grade or higher.
- 45% of African American students had earned a C- grade or higher by the end of 9th grade.
- 46% of Economically Disadvantaged students had earned a C- or higher by the end of 9th grade.
- There are very large differences in the patterns in the grade level at which they take Algebra I for groups of students.

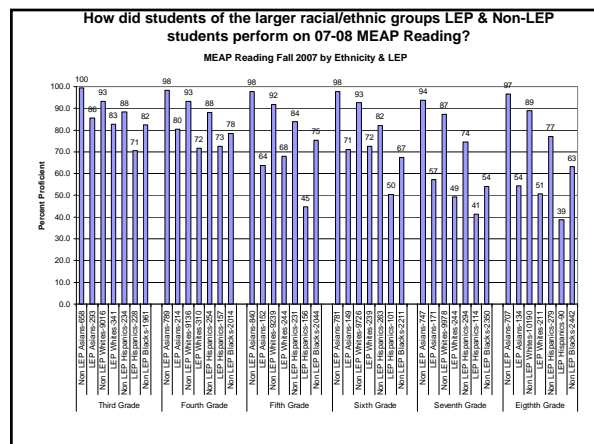
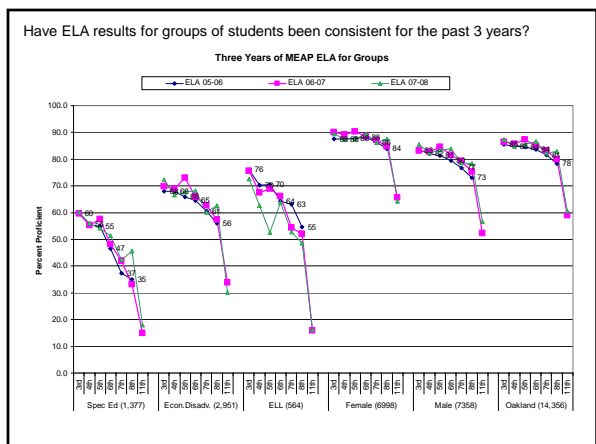
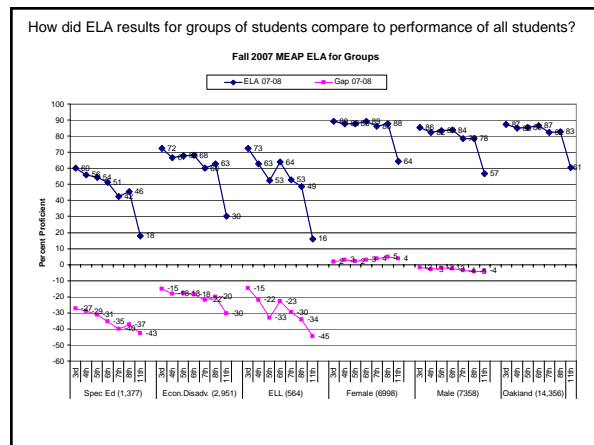
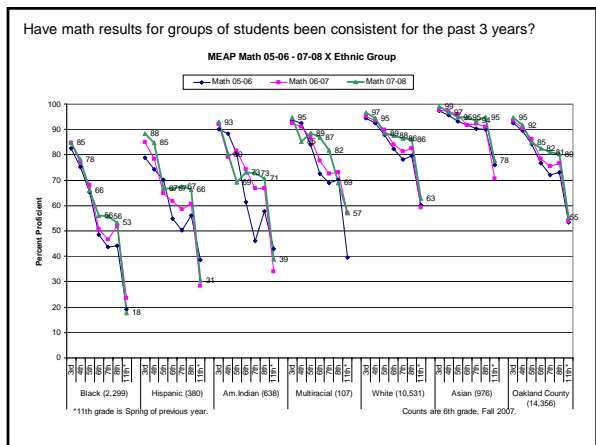
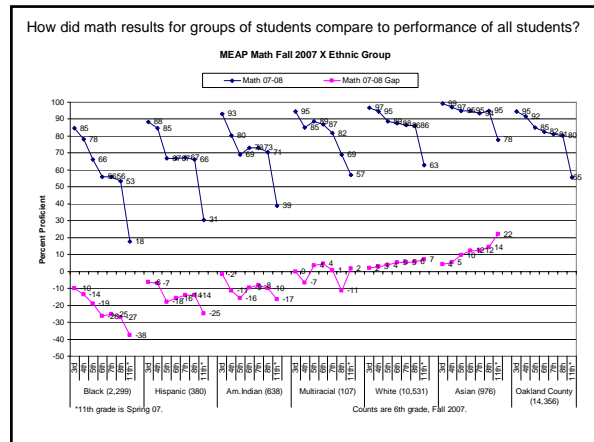
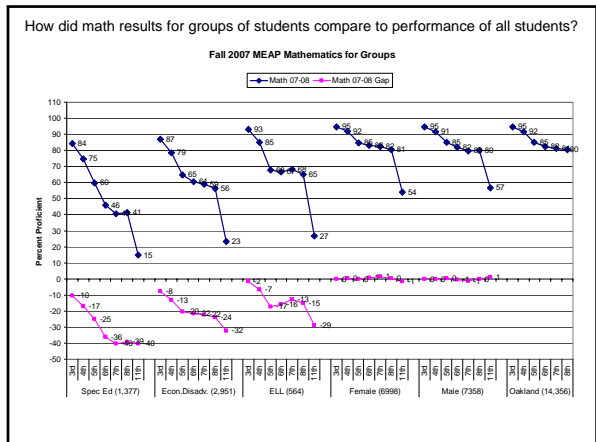
An impression...

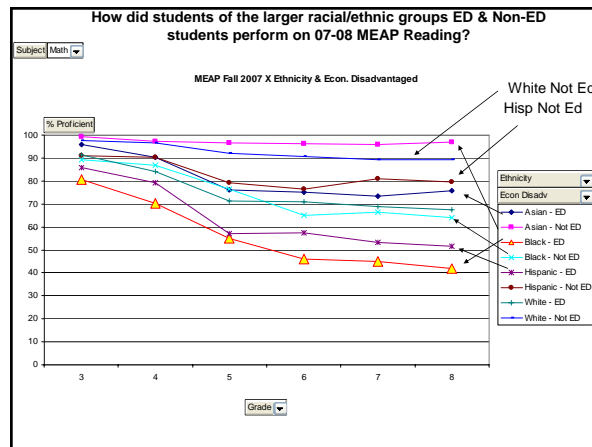
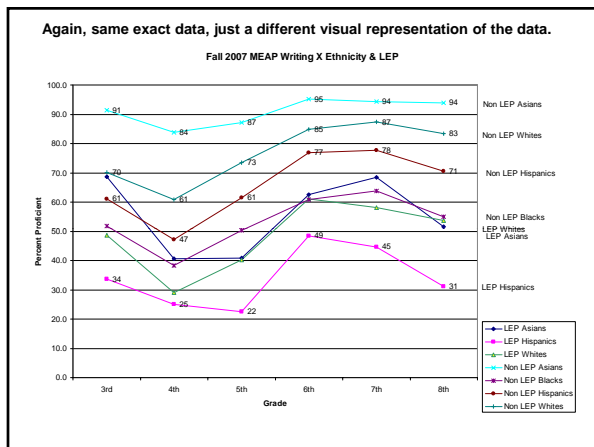
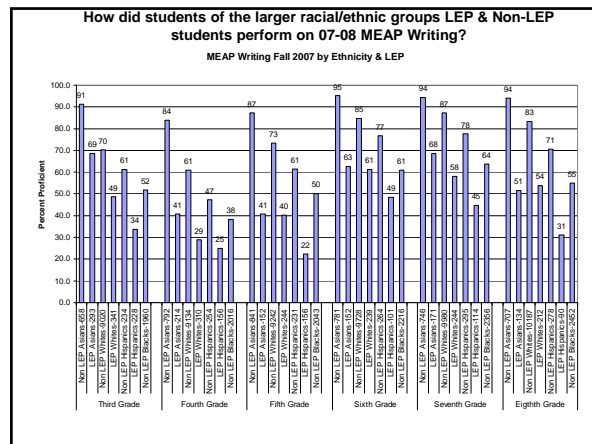
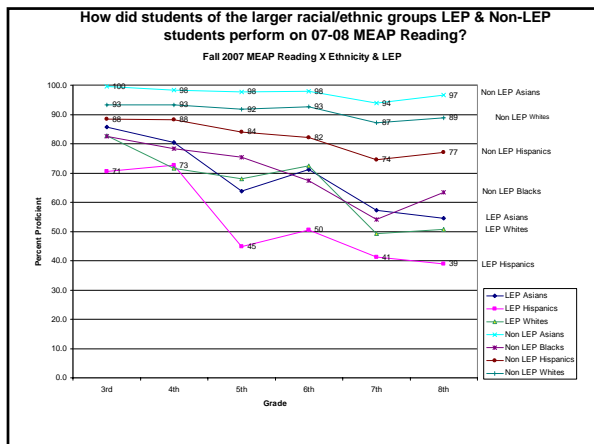
- This was apparently **Very Difficult** for many districts.
 - Transcripts often begin at high school?
 - Student Information Systems don't have an easy report like this?
 - Districts don't have tools to help create this kind of aggregation?
 - ?

- Lack of consistency/flexibility in naming courses. (In some districts almost anyone with access to the SIS can name a course! So when one wants to aggregate for Algebra I there are lots of courses to look for. Most SIS's don't have a place to create an internal "crosswalk" for course names to a common course name.

- Flexibility in giving partial credit; how does one aggregate across semesters, quarters, years, courses?
- Flexibility in grading scales -- a C- is not always a C-.

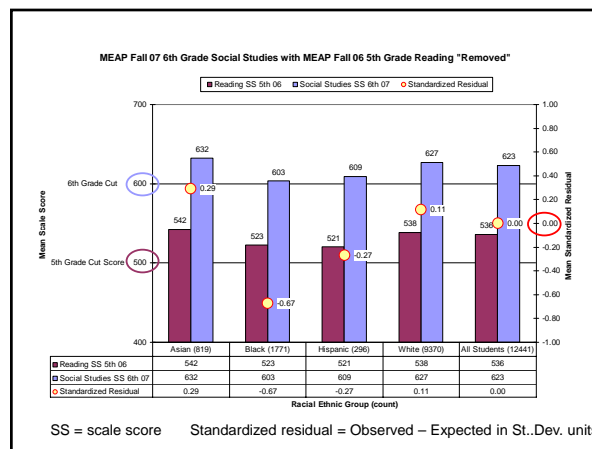
- When is Algebra I offered and what is Algebra I -- how many different ways can a student earn credit in each district? It can range from 1 or 2 to over 25 ways.

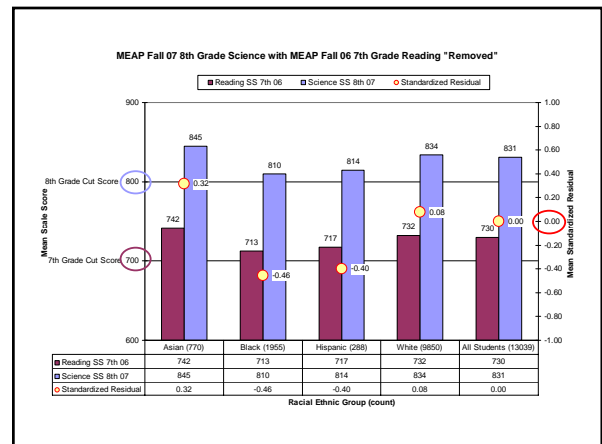
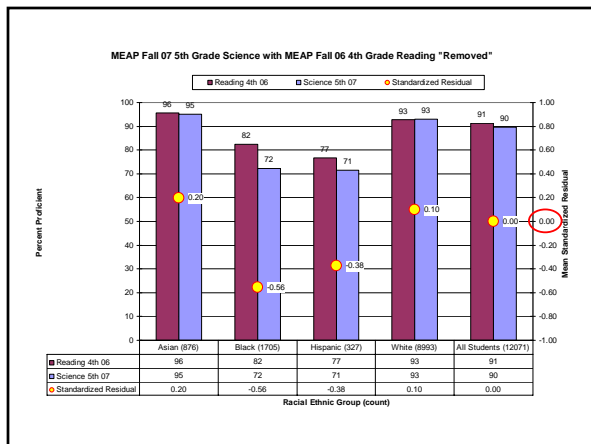
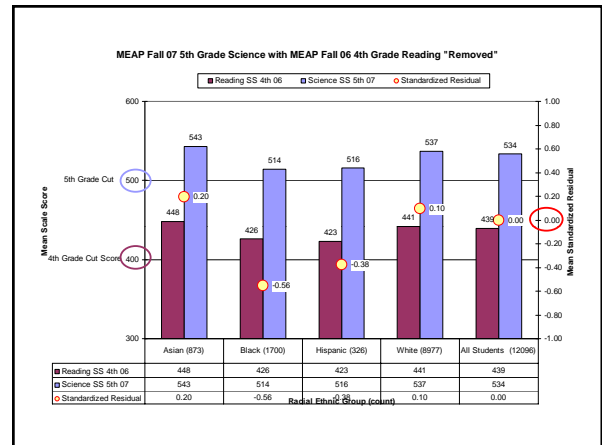
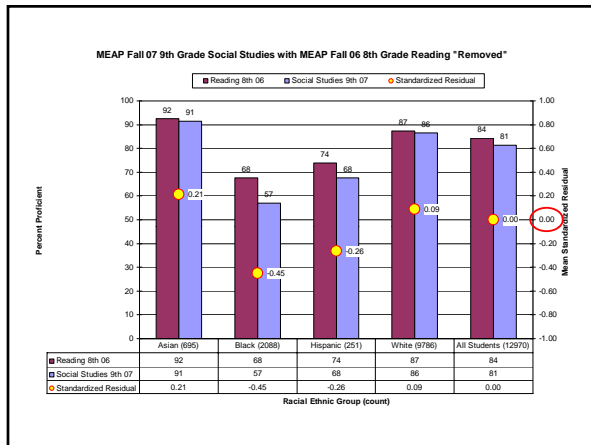
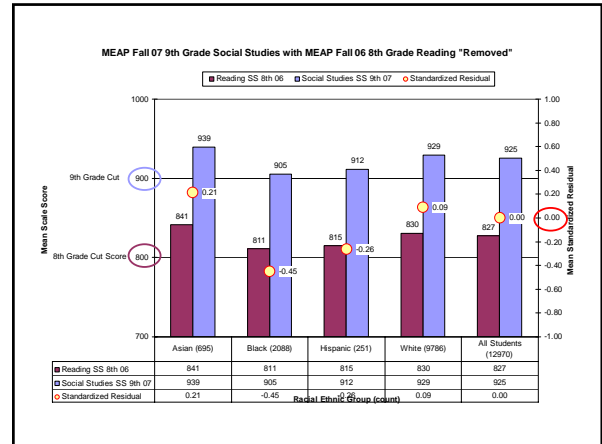
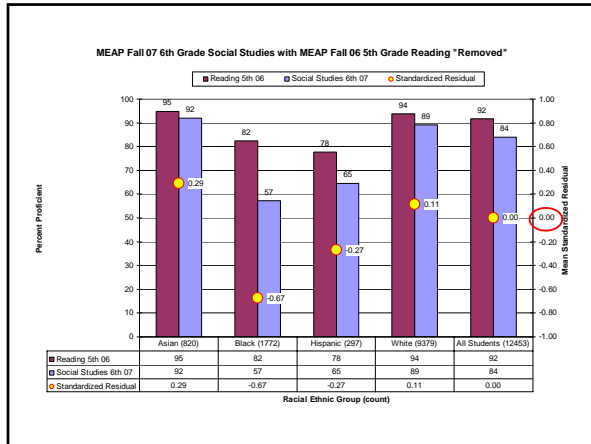


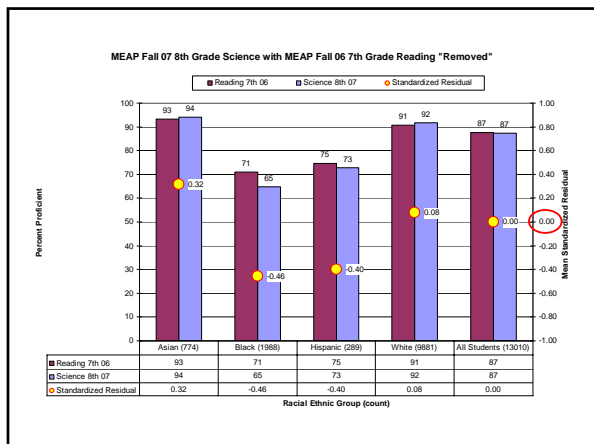


What happens to math, science & social studies when MEAP reading scores are "factored out?"

Fall 2006 matched with Fall 2007
Oakland County







Finally, analysis that might be "actionable..."

Gender differences on PLAN English Items...

make a false promise. Consumers should be aware, however, that when an ad states that what you buy "can cost you less," the word, can leaves quite a bit

30. F. NO CHANGE
G. word: can,
H. word can
J. word can,

		Engl30					Total	
		F	G	**H**	J			
GENDER	Female	Count	6	11	19	72	47	155
	% within GENDER		3.9%	7.1%	12.3%	46.5%	30.3%	100.0%
Male	Count	2	25	45	54	49	175	
	% within GENDER		1.1%	14.3%	25.7%	30.9%	28.0%	100.0%
Total	Count	8	36	64	126	96	330	
	% within GENDER		2.4%	10.9%	19.4%	38.2%	29.1%	100.0%

After graduating from Leland College in 1943, Robinson secured a coaching position at Grambling State University, a small school tucked away in the rolling hills of north central Louisiana.

31. E. NO CHANGE
G. University, Which is a
H. University, A
J. University a

		Engl40					Total		
		**	**F**	G	H	J			
GENDER	Female	Count	8	0	112	21	12	2	155
	% within GENDER		5.2%	.0%	72.3%	13.5%	7.7%	1.3%	100.0%
Male	Count	4	1	101	32	34	3	175	
	% within GENDER		2.3%	.6%	57.7%	18.3%	19.4%	1.7%	100.0%
Total	Count	12	1	213	53	46	5	330	
	% within GENDER		3.6%	.3%	64.5%	16.1%	13.9%	1.5%	100.0%

MEAP/MME MI-ACCESS Functional Independence 2007-08 Results

Special Education & General Education for Oakland Districts/ Oakland County/ State of Michigan

