



# Austin Independent School District

## Department of Program Evaluation

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### DELL MATH ACADEMY PROGRAM, 2005-2006

#### PROGRAM DESCRIPTION

Algebra I has long been considered as a primary gatekeeper for high school graduation and college access. The timely and successful completion of Algebra I is essential to making sure students stay on track for high school graduation. The course is a prerequisite for additional mathematics courses necessary for graduation and college admission. Student achievement in mathematics also affects student performance on state mathematics assessments and college entrance exams.

Asian/Pacific Islander students. Additionally, 33% of 9<sup>th</sup> graders

economic disadvantage and 15% of 9<sup>th</sup> grade students identified as limited English proficient  
oving students' mathematics achievement and

tin, Crockett, Lanier, and Travis high schools and to Dobie  
year. The Dell Math Academy (DMA), formerly known as  
ive academic intervention services for selected math students.  
ese services within a second math class, in which Algebra I  
diation of basic skills was embedded within the Algebra I  
ed mathematics tutoring during their math and elective classes.  
lle school focused on the skills needed to master Algebra I

DMA participants were selected based on their mathematics performance in the previous school year. They had failed or had been at risk of failing their previous mathematics course and/or had failed or barely passed the TAKS math test in the previous school year. During the



students was 92.5% (AISD Student Attendance, 2005-2006).

### **TAKS Math Test**

TAKS math test results were mixed for DMA students and their grade-level peers (Table 1). The percentages of DMA 9<sup>th</sup> grade students who passed the TAKS math test in Spring 2006 were lower than the percentages of all 9<sup>th</sup> graders who did so. Moreover, a comparison of test performance across the 8<sup>th</sup>

Table 2: Percentage of Students Passing the TAKS Math Test in the 8<sup>th</sup> Grade and 9<sup>th</sup> Grade, Spring 2005 and Spring 2006

Schools	DMA Students				All Students		
	N	8 <sup>th</sup> Grade 2005 TAKS	9 <sup>th</sup> Grade 2006 TAKS	% Point Change	N	8 <sup>th</sup> Grade 2005 TAKS	9 <sup>th</sup> Grade 2006 TAKS

Table 4: Percentage of 9<sup>th</sup> Grade Students Passing Algebra I, Spring 2005 and Spring 2006

Schools	DMA 9 <sup>th</sup> Grade Cohort Students					All 9 <sup>th</sup> Grade Students				
	N	Spring 2005	N	Spring 2006	% Point Change	N	Spring 2005	N	Spring 2006	% Point Change
<b>Akins HS</b>	96	90%	64	79%	-11	587	76%	431	65%	-11
<b>Austin HS</b>	95	72%	53	47%	-25	585	63%	243	58%	-5
<b>Crockett HS</b>	86	95%	66	54%	-41	475	77%	327	56%	-21
<b>Lanier HS</b>	105	62%	143	34%	-28	368	37%	-5		

communicating information about program expectations and to providing related professional development opportunities. School principals hired or selected DMA teachers without input from the program coordinator. Principals did not include the DMA program coordinator in DMA teacher performance evaluations.

Fifth, DMA instruction was not consistent across campuses. DMA teachers used different methods of mathematics instruction in their classrooms. Some DMA teachers did not use selected portions of the DMA curriculum modules even though ongoing professional development opportunities were provided by the DMA program coordinator.

Finally, overall program implementation differences were identified at Akins and Dobie, where DMA student attendance, TAKS passing rates, and course passing outcomes were better than they were at the other schools. DMA teachers at Akins and Dobie returned to the program after participating during the previous school year. In the spring, they began targeting students for recruitment for the fall, and they engaged in planning for the upcoming school year. They established close working relationships with the mathematics course teachers so that all of the involved teachers could align and support instruction. The teachers consistently used a variety of hands-on, interactive instructional strategies with contextual connections. The teachers at Dobie used an organized pull-out/drop-in model, rather than a scheduled class model. In the pull-out/drop-in model, the DMA teachers pulled their students from elective classes at regular intervals to provide one-on-one or small groups instruction based

on identified student needs. DMA students were also encouraged and scheduled to drop into the DMA classroom for individual tutoring during the school day or before and after school hours for individualized instruction.

#### **SUMMARY**

Although conclusive results describing the effects of the DMA program could not be determined, the program did focus on meeting important student and teacher needs. Ongoing academic support was provided for students who were struggling to meet grade level mathematics requirements. The DMA program also supported teacher needs by providing resource materials to guide instruction and professional development opportunities to improve instruction.

The DMA program coordinator recognized challenges in the program pstruction.

Knowledge and Skills (TEKS), assessing student needs, and monitoring student progress.

- To improve coordination between the regular math class and the DMA program, DMA teachers will be encouraged to meet and plan with their students' regular math teachers. The DMA coordinator will provide guidance for joint planning that will include goal setting, aligning instruction, and student progress monitoring.
- To address individual student needs and scheduling challenges, the program

# **AUSTIN INDEPENDENT SCHOOL DISTRICT**

## **SUPERINTENDENT OF SCHOOLS**

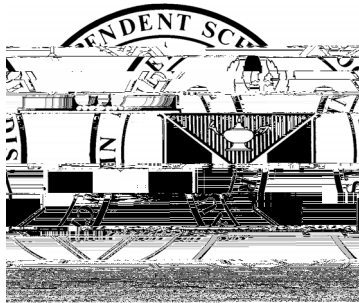
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