

# MS Algebra I Performance Reporting Strategies

## 1. Student Acc'I Math Badge

## 2. Campus Math Distinction

## 3. Accountability Incentive

### Purpose

Build parent awareness and advocacy around accelerated math pathways

Adjust math distinction to more appropriately account for 8<sup>th</sup> grade Algebra I performance

Incentivize districts to increase Algebra I enrollment by 8<sup>th</sup> grade

### Barrier Addressed

Families are not always aware of acceleration options for their students

Existing Algebra I indicator only accounts for participation, not performance

District reluctance to enroll students in a course that has a more difficult exam

### Description

Implement an Accelerated Math badge on STAAR report cards for students in grades 5-7, along with a description of what this means for that student. Students qualify if they meet the equivalent scale score for *Meets Grade Level* on STAAR grade 8 in any of these grades.

Change one of the 13 math distinction indicators from 'Algebra I by Grade 8 – Participation' to 'Algebra I by Grade 8 – Performance' to encourage targeted enrollment of students in Algebra I.

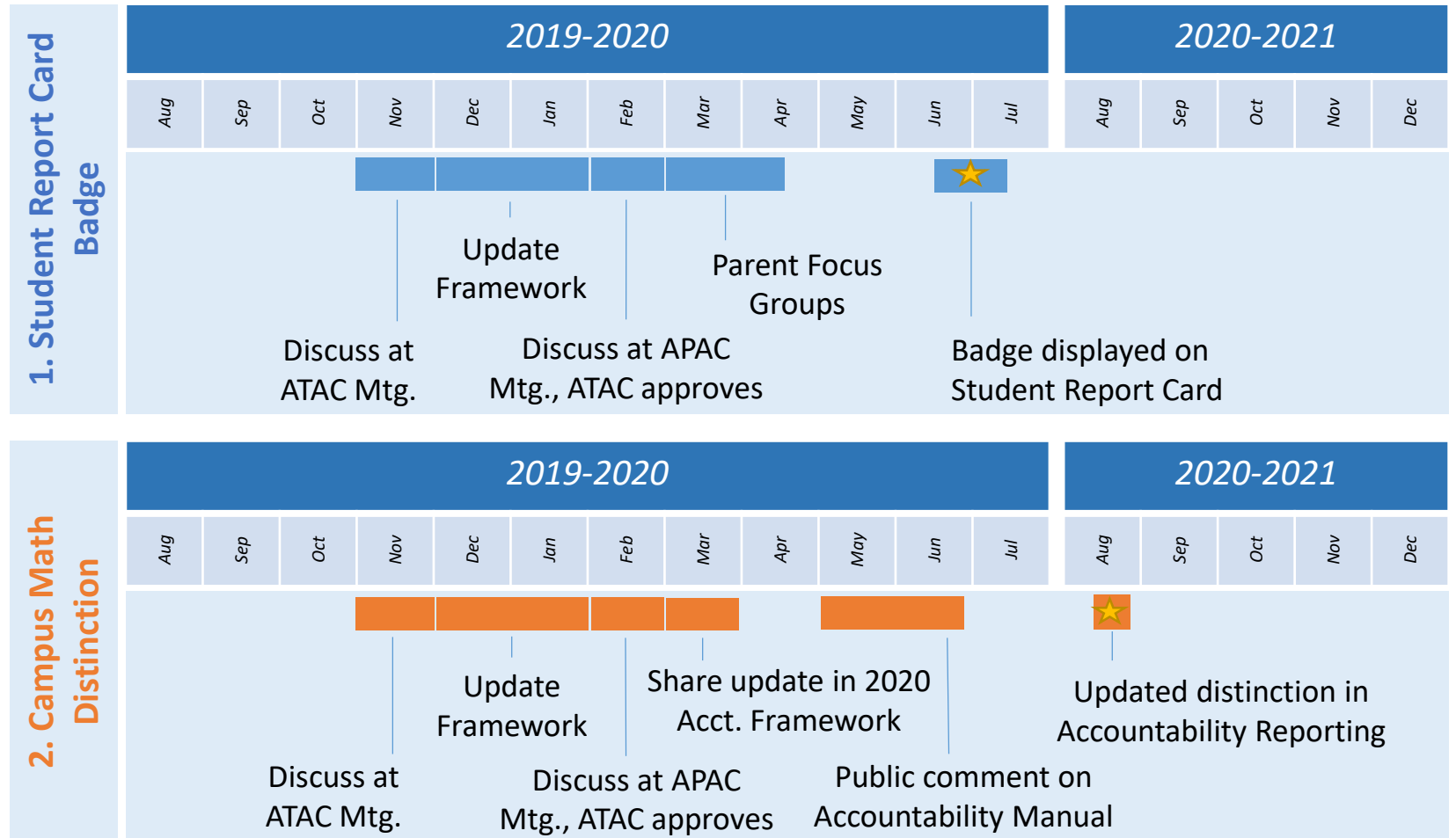
Conduct a study over the next year to identify the key identifiers to Algebra I student readiness. Use these identifiers to establish an accountability standard for incentive points.



# Badge and Distinction Implementation Timeline

The Student Report Card badge and Math Distinction will be updated in the 2019-2020 school year.

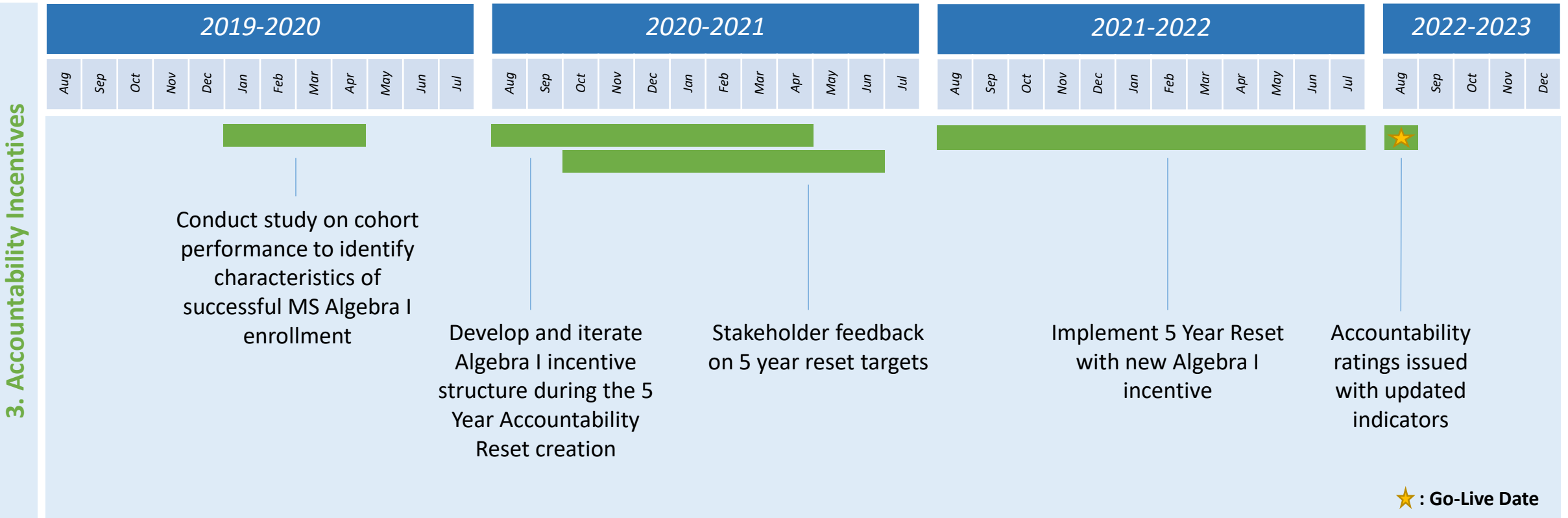
The Student Report Card badge and District Math Distinction can be implemented reflecting 2019-2020 data



★: Go-Live Date

# Accountability Three Year Timeline

The Performance Reporting vendor will conduct a study in spring of 2020 to inform recommendations for changes during the “5 Year Accountability Reset”, with implementation in the 2021-2022 school year.



*\*Accountability incentives will be implemented reflecting data from the 2021-2022 school year*