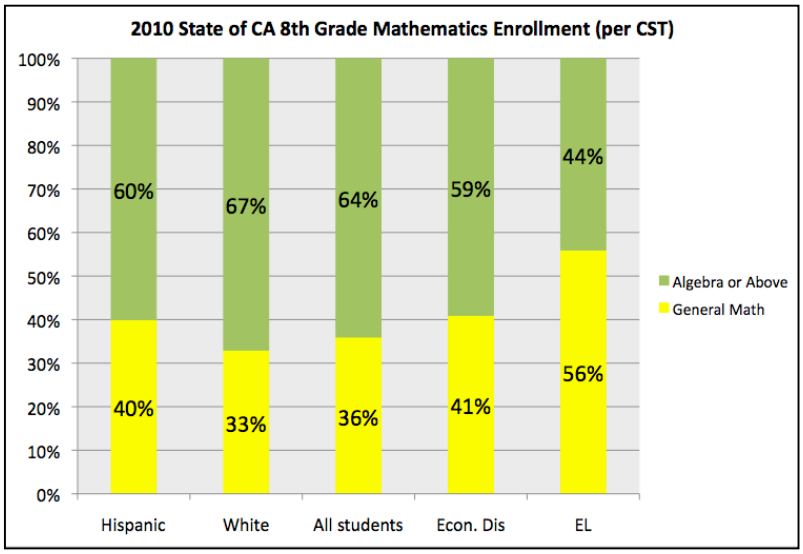
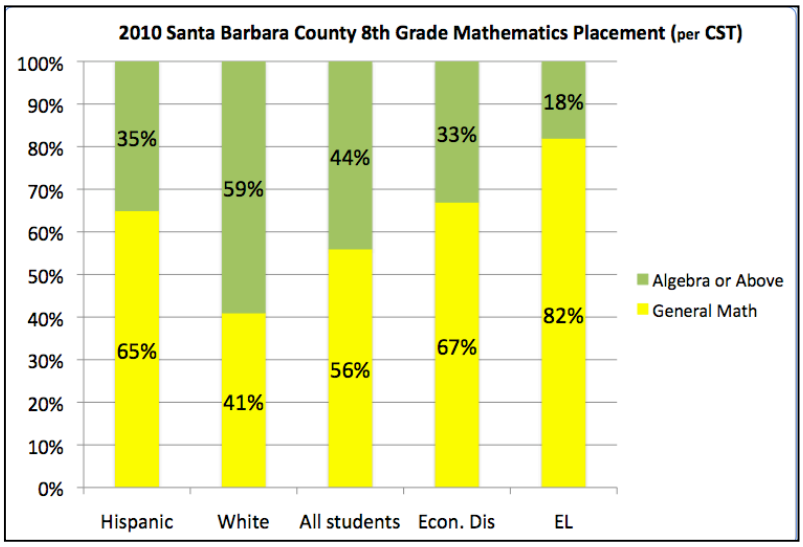
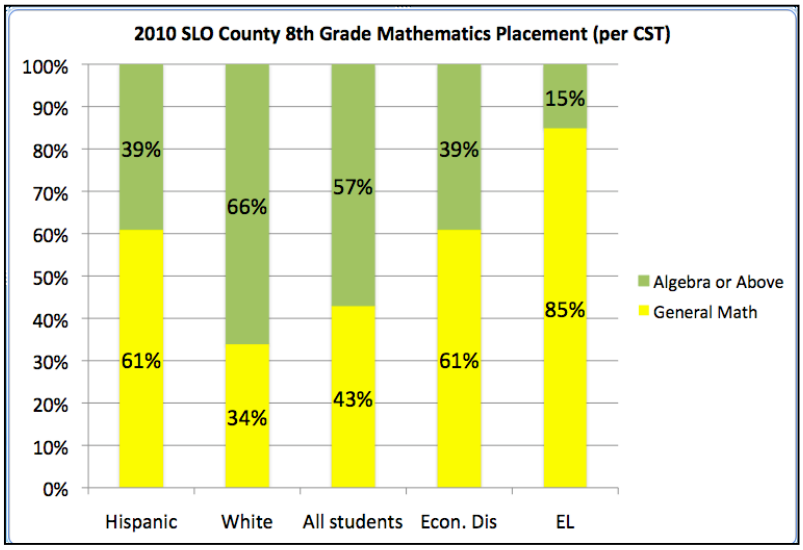
Name: _____ **Due: November 18, 2010**

AB 430 – Algebra (Secondary Only) Homework

I. Below, you will see some graphic representations of enrollment information for 8th grade mathematics courses in Santa Barbara and SLO Counties and in the State of California.







Tasks:

a. **Analyze** these graphs and make several data statements about what you see (Just the facts; it can be bullets). Then **write** a paragraph commenting about the **thoughts and questions** these data raise in your mind.

b. Construct and Analyze: Create a similar bar graph using <u>your school's 2010 CST data</u> to determine what your enrollment profile looks like, and repeat the process above. A template is available on the ATP website. *If you are at a middle or junior high school, use your school's data. If you are at a high school, you may use one or more of your feeder school's data. If you are not assigned to a specific school, choose a JH/middle school with whom you have worked.*

II. Algebra has been described as, "The Gateway to Post – Secondary Education," and in California, it is the first A-G eligible course for mathematics (specifically, area "C"). To determine whether Algebra I is a gateway or a gatekeeper, we need to consider **<u>course pathways.</u>**

Tasks:

a. **Locate or create a diagram or flow chart that illustrates the high school course pathway options provided for your students.** (High school administrators should use your school's mathematics pathways. Middle / Jr. High folks should locate one from the high school with whom you articulate.)
b. On the Pathway: **highlight** the courses as follows:
   <u>Green</u> – Courses that meet A-G requirements
   <u>Pink</u> – Courses that provide mathematics credit; but do not meet A-G
   <u>Yellow</u> – Shadow/ support courses that accompany A-G courses
c. Bring these to our session for discussion.

III. (Optional – for Practicum): Determine what percent of students complete their "C – Area" (mathematics) requirement. Then, analyze and describe the course pathways that got students to that accomplishment.
   a. Look critically at the probability of being UC/CSU eligible for students who do not pass algebra in the 8th grade
   b. Look critically at which courses lead to dead – end pathways.
   c. Connect these data to the 8th grade placement data for your students.

Contact Ellen Barger (ebarger@sbceo.org) with questions.