Data Use Timeline

Prior: P-20 shares SLDS data with HIDOE and UH

2014-15
- Smarter Balanced begins and UH passes SBA 3-year pilot placement policy
- HIDOE & UH develop 12th grade math transition course

2015-16
- Math transition course piloted at 4 high schools
- UHCC passes pilot alternate placement policy

2016-17
- Math transition course scaled up to 15 schools
- Middle school math transition workgroup convenes twice

2017-18
- Workgroup designed curriculum and completed professional development

2018-19
- P-20 evaluates SLDS data for math transition course and placement policy
- P-20 analyst joins the middle school math transition workgroup
- UH approves permanent placement policy
- Implementing prototype middle school workshop

Data Use Process

<table>
<thead>
<tr>
<th>High School Intervention</th>
<th>Middle School Intervention</th>
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<tbody>
<tr>
<td>Inspiration</td>
<td>HIDOE teacher-driven with goal to identify and help struggling students before high school</td>
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<tr>
<td>UH policy-driven with goal to reduce college math remediation</td>
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<tr>
<td>Workgroup</td>
<td>HIDOE teachers and specialist, UH faculty, P-20 analyst</td>
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<td>UH faculty, HIDOE specialist (eventually, HIDOE teachers)</td>
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<tr>
<td>Process</td>
<td>Workgroup reviewed initial SLDS data and curriculum models; Questions posed in meetings addressed by analyst</td>
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<td>Workgroup used published SLDS data to propose and implement a placement policy and transition course</td>
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<td>Result</td>
<td>7th grade math workshop based on YouCubed curriculum with a low-floor/high-ceiling approach</td>
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<tr>
<td>12th grade math transition course based on an existing community college developmental course</td>
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<tr>
<td>P-20 Analyst</td>
<td>Involved as a member of the Workgroup</td>
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<td>Provided initial SLDS data and evaluated pilot outcomes</td>
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Resources


UH Smarter Balanced Placement Policy: http://p20hawaii.org/coretocollege/

UH Placement Policies: www.uhcc.hawaii.edu/success/

Contact

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Middle School Data Review

Q: How do middle school math indicators relate to college aspiration, readiness, and enrollment?

A: Graduates with 8th grade Algebra I were more likely to enroll in college-level math at the University of Hawai‘i (UH).

Population: Class of 2014 & 2015 enrolled at UH who had 8th grade and high school math courses (N=6,756)

A: Most graduates report on the ACT they aspire for a college education. Those who were proficient at 5th grade are more likely to enroll in the first fall semester.

Population: Class of 2014 & 2015 with ACT scores and 5th grade state assessment scores (N=15,125)

Q: Does math proficiency change during middle school?

A: Yes. Looking at the same students tested in 5th and 8th grade, 38% of those at level 2 moved to proficient at 8th grade.

Most of those at level 1 were still not proficient, and most of those at level 3 or 4 were still proficient at 8th grade.

Population: SY1011 5th grade students with 5th, 6th, 7th, and 8th grade state assessment math scores (N=10,721)

Evaluation Plan for Prototype Intervention

- Short term: 8th and 9th grade course enrollment and grades
- Longer term: high school math courses, college enrollment, college remediation rates
- With teachers: course content and curriculum implementation