

Algebra Practices throughout CT Schools

1. Introduction and General Information

The following survey has been developed in an effort to support mathematics education in Connecticut with regards to Secondary School Reform. The information gathered will be used to help answer the questions relevant to all of our work, such as the percent of districts offering algebra to all 8th grade students as well as provide the necessary data to make decisions about statewide initiatives related to professional development and course requirements related to the reform initiative.

The data gathered will be reported aggregately for all respondents. Specific district information will be kept confidential except to indicate best practices. If you do not want us to share this information even in this case, please indicate on the last question of the survey.

This survey is intended to be filled out by someone who has the responsibility of overseeing both the middle school and high school mathematics program. If this is not you, please forward this survey to one person in the district who has this responsibility. We only need one response per district.

The survey is web-based and should be completed at one sitting. Since some responses may require data collection or discussion with others, we recommend you print the survey attached to this email and go through the questions prior to submitting your answers on-line.

If you have questions about using the survey, please contact Marlene Lovanio at 860-713-6786 or at marlene.lovanio@ct.gov.

To show our appreciation, we will share the results with all the individuals that submitted a survey. Thank you again for taking the time to fill out this survey!

1. Please provide the following information:

Name	<input type="text"/>
Title	<input type="text"/>
District	<input type="text"/>
Email Address	<input type="text"/>
Work Telephone Number	<input type="text"/>

2. Information on the Middle Grades

The following questions focus only on the middle grades. Please provide information based on the 2008-2009 School Year unless otherwise indicated. For this survey, Algebra denotes a course with the same expectations as a 1-year high school Algebra course.

1. To what extent does your district align the outcomes in the Grades 6 - 8 curriculum with the following?

	Not Aligned	Somewhat Aligned	Mostly Aligned	Completely Aligned
4th Generation Connecticut Mastery Test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2005 CSDE Mathematics Curriculum Framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2007 CSDE Curriculum Standards (GLE's and CMT Correlations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2008 CSDE Model for Math Curriculum (Pacing Guide, Units, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2. For the following grades, how many sections of Algebra are being offered, how many students are enrolled in the given sections and what would the next course be for students who successfully complete Algebra at that grade?

	Algebra Sections	Total # of Students Enrolled	Next Course
Grade 6	<input type="text"/>	<input type="text"/>	<input type="text"/>
Grade 7	<input type="text"/>	<input type="text"/>	<input type="text"/>
Grade 8	<input type="text"/>	<input type="text"/>	<input type="text"/>

If more than 20 sections for any grade, please indicate the total number of sections for that grade in the text box provided. Explain any choice of other above.

3. Which of the following options does your district use to decide on the placement of a student in Algebra? Check all that apply.

- Grades
- Parent request
- Teacher recommendation
- Connecticut Mastery Test results
- Student request
- Orleans-Hanna Algebra Test results

Other (please describe)

4. What percent of Algebra students typically complete the course with success and ready to move on to the next course?

- 0-25%
- 26-50%
- 51 -75%
- 75-87%
- 88-100%

5. What options do students have that are unsuccessful at completing Algebra at this level?

- Repeat the following year
- Move down a level
- Take an integrated sequence

Other (please specify)

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6. What aspects of the middle grades Algebra course are the same as the high school course? Check all that apply.

- Textbook
- Formative assessments
- Unit assessments
- Topic outline
- Midyear exam
- I don't know
- Curriculum
- Final exam
- Other (please describe)

7. Do students receive high school credit for taking Algebra or Geometry in Grades 6, 7 or 8?

	Yes	No
Algebra	jn	jn
Geometry	jn	jn

Comment

8. Which of the following are offered to support students in mathematics? Check all that apply.

	6th Grade	7th Grade	8th Grade
Double math classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrating math into other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After school help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer based instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-line tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off-site tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Enrichment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Club (e.g. Math Olympiad, Stock Market Game)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

3. Information on the High School Grades

The following questions focus only on Grades 9 - 12. Please provide information based on the 2008-2009 school year unless otherwise indicated.

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1. What course sequence does the majority of high school students take in your district?

Other (please specify)

2. How many levels (including honors) of the primary sequence of courses are offered?

1

2

3

4

5

Other (please specify)

3. What percent of Algebra students typically complete the course with success and ready to move on to the next course?

0-25%

26-50%

51 -75%

75-87%

88-100%

4. Are any courses offered at the high school(s) that would be a pre-requisite to Algebra (e.g. pre-algebra, basic math)?

Yes

No

If yes, please list the courses.

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5. What is offered to support students in mathematics? Check all that apply.

	9th Grade	10th Grade	11th Grade	12th Grade
Double math classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrating math into other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After school help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer based instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-line tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off-site tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Enrichment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

6. What other types of courses are offered to students for mathematics credit?

	We have this now	It's planned for the future
CAPT Prep Course	<input type="checkbox"/>	<input type="checkbox"/>
Capstone Course	<input type="checkbox"/>	<input type="checkbox"/>
SAT Prep Course	<input type="checkbox"/>	<input type="checkbox"/>
Virtual High School courses	<input type="checkbox"/>	<input type="checkbox"/>
Other on-line courses	<input type="checkbox"/>	<input type="checkbox"/>
Financial literacy	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary math/science	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical modelling	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

7. What college credit opportunities are available to your students?

- AP
- UCONN Early College Experience
- International Baccalaureate
- College Career Pathways
- I don't know

Please indicate other innovative math course opportunities.

4. General Questions

Specific to mathematics, the Secondary School Reform Plan calls for 4 credits of mathematics for all students including Algebra I, Geometry, Algebra II/Probability and Statistics and an advanced course. Model curriculum and statewide final exams will be developed and implemented for both Algebra I and Geometry. Algebra I model curriculum will be developed this year and available for piloting beginning in the 2009-2010 school year. Given this information, please respond to the following questions.

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1. What topics are currently part of your Algebra I curriculum?

- Absolute value
 - Data analysis
 - Direct and indirect variation
 - Exponential functions
 - Exponents
 - Factoring
 - Functions
 - Other (please specify)
-

- Linear equations and their graphs
- Linear functions
- Linear inequalities
- Linear programming
- Mathematical modeling
- Operations with real numbers
- Polynomial expressions

- Probability
- Problem solving
- Quadratic equations
- Quadratic functions
- Simultaneous equations

2. What are the five most important topics to be included in an Algebra I curriculum for all of Connecticut's students? These can include different topics than those listed above.

1.
2.
3.
4.
5.

3. Do you feel you have an exemplary model for teaching Algebra I, Geometry, Algebra 2 and/or Probability and Statistics?

Yes

No

If yes, please specify which course(s) is(are) exemplary.

4. What support or professional development would your district need to implement a statewide Algebra I model curriculum in your district for all students?

- Content
- Effective teaching strategies
- Data driven decision making
- Using technology in the mathematics classroom
- Acquiring technology
- Embedding 21st century skills
- Differentiated instruction
- Instruction for English Language Learners
- SRBI
- Formative assessment

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5. Are you willing to share these survey responses in an aggregate form with other schools/districts?

Yes

No

Would need to know more

5. Exit

Thank you for your thoughtful responses! The responses will be integral to the planning and support for districts with regards to the Secondary School Reform Plan.