**At-a-Glance**

Algebra Readiness was a grant funded program implemented to increase the preparedness of middle school students for Algebra I. Rider 42E in the General Appropriations Act, Article III of the Student Success Initiative, passed by the 81st Texas Legislature (Rider 42) provides for the Algebra Readiness grant program. The grant funded two phases of the program; the planning phase began in January 2011 and ended in May 2011, and included curriculum planning and design as well as work with instructional coaches to implement the algebra readiness model on campuses. The implementation phase will include the 2011-12 and 2012-13 school years.

The goals of the planning phase were to design a program that increases teachers' mathematics content knowledge and instructional effectiveness to improve performance for struggling students and those at risk of failure. The program aims to increase the number of students who are academically ready to meet the passing standard on the Algebra end of course (EOC) exam, to equip school leadership to support teacher efforts to increase student achievement, while providing targeted intervention services to middle school students who are identified as unlikely to meet the end of course standards for Algebra I.

The Algebra Readiness program grant was awarded to seven schools in the Dallas Independent School District (Dallas ISD) in January 2011: Edward H. Cary Middle School, Fred F. Florence Middle School, John B. Hood Middle School, Maynard H. Jackson Middle School, Pearl C. Anderson Middle School, Seagoville Middle School, and E. B. Comstock Middle School were the inaugural campuses for the planning phase of the program. Additional campuses have since been awarded funding to join the implementation phase in 2011-12.

**Planned Professional Development**

The Algebra Readiness program will provide a wealth of professional development opportunities for participating teachers. In August 2011, the Dallas ISD school board approved a contract with Texas Instruments to provide instructional coaching services to middle school mathematics teachers through the Algebra Readiness grant. In-classroom coaching will be provided to improve instructional and Response to Intervention (RtI) effectiveness.

During the planning phase, Algebra Readiness teachers took the Learning Math for Teaching Assessment (LMT). The LMT Assessment was a web-based assessment of math content and teaching strategies. The LMT project was designed by the University of Michigan School of Education to investigate the mathematical knowledge needed for teaching, and how such knowledge develops as a result of experience and professional learning. This is accomplished through the writing, modeling, and analysis of problems that reflect real mathematics tasks teachers face in classrooms. These include assessing student work, representing numbers and operations, and explaining common mathematical rules or procedures. The LMT assessments is composed of these problems, and used to measure the effectiveness of professional development intended to improve teachers' mathematical knowledge.

Additionally, teachers will attend training through the Texas Education Agency's (TEA) Middle School Students in Texas: Algebra Ready (MSTAR) project. MSTAR training will include the MSTAR: Math Academy in summer 2011, and Algebra EOC Success Academy in summer 2012. The MSTAR framework aims to implement strategies focused on eight key research-based curricula and professional development strategies designed to meet the recommendations of the National Mathematics Advisory Panel. These include increasing instructional time for mathematics, increasing teacher content knowledge in mathematics, diagnosing student learning in mathematics, increasing teacher collaboration and building professional learning communities, implementing classroom-based coaching and professional development, integrating technology that builds classroom collaboration, utilizing accelerated, problem-based curriculum, and increasing administrator and parental support of math teaching and learning.

**Evaluation Support During Planning Phase**

Throughout the 2010-11 school year, Dallas ISD evaluators worked to provide student demographic and teacher assignment data to TEA on behalf of the participating campuses.

For more information, contact Program Evaluation at 972-925-6457.