



Manor ISD - Building Capacity for College Readiness: A College Readiness Comparison between Algebra I Scores, GPA, and Credits by Race, Gender, and Socio-Economic Status for Class of 2018

Introduction

Originally established in the late 1880's, the Manor Independent School District community was a hub for the Central Texas cotton industry. Fast-forward to the 21st century, and Manor is proud to be a hub for the high-tech industry, with Samsung and Applied Materials within its boundaries and Dell and Freescale Semiconductors in close proximity.

Manor Independent School District is a rapidly growing, diverse district that encompasses approximately 100 square miles and includes addresses in Austin, Manor, and Elgin, Texas. It serves over 8,700 students at two high schools, three middle schools, nine elementary schools, and one alternative academy.

The District is made up of a unique blend of rural and urban features with its diverse population. Its primary focus offers exciting opportunities and demonstrates what is possible when educating 21st-century students.

In Manor, our mission is to ensure the social, emotional, and academic development of every student through innovative opportunities. As we continue on the journey to constructing our 5-year strategic plan, we will work diligently to operate within our core values, which are Respect, Student Success, Integrity, Responsibility, Accountability, and Support. Last, our motto is "Diverse Paths to Success. Destination Manor". This means each day we work towards excellence in all that we do.

Snapshot 2016: Manor ISD District Detail (<https://tea.texas.gov/perfreport/snapshot/index.html>)

Manor ISD (227907) District Accountability Rating - Met Standard

- 13 Schools (8 Elementary, 2 Middle School, 2 High School, 1 Alternative School (MEA))
- 8,856 Students
 - African American - 21.5%
 - Hispanic - 64.1%
 - White - 8.6%
 - American Indian - 0.2%
 - Asian - 3.0%
 - Pacific Islander - 0.2%
 - Two or More Races - 2.3%
 - Economically Disadvantaged - 73.2%
 - English Language Learners (ELL) - 36.0%
 - Special Education - 7.8%
 - Bilingual/ESL Education - 35.7%
 - Career & Technical Education - 28.7%
 - Gifted & Talented Education - 7.3%
 - Attendance Rate (2014-15) - 94.9%
 - Annual Dropout Rate Gr. 9-12 (2014-15) - 1.8%
 - 4-Year Longitudinal Graduation Rate (Class of 2015) - 88.5%
 - Annual Graduate Count (2014-15) - 477
 - Annual RHSP/DAP/FHSP Graduate Count (2014-15) - 400
 - STAAR % At Level II Satisfactory Standard
 - All Subjects - 63%
 - ELA/Reading - 61%



- Writing - 56%
- Mathematics - 65%
- Science - 68%
- Social Studies - 67%
- African American - 58%
- Hispanic - 62%
- White - 77%
- American Indian - 57%
- Asian - 84%
- Pacific Islander - 80%
- Two or More Races - 66%
- Economically Disadvantaged - 60%
- College Admissions Testing - CLASS OF 2015
 - Percent Tested - 61.2%
 - Percent At or Above Criterion - 6.8%
 - SAT - Average Score - 1233
 - ACT - Average Score - 16.5

Collaboration

The purpose of this document is to bring awareness and urgency to Tier I instruction as it relates to College Readiness preparatory initiatives, specifically in Math and ELAR. It is my hope to that we decide to create and sustain systems for data collection and analysis regarding Tier I instruction and SAT/ACT/TSI performance, and college entrance and enrollment.

Key players:

- Beth Chapoton (District Testing Coordinator)
- Christopher Tawater (Director of Student Information Systems)
- Nanette Deaton (Director of Guidance and Counseling)
- Michael Perkins (Executive Director of Curriculum and Instruction)
- Dr. Balasubramanian (Executive Director of School Improvement and Accountability)
- Dr. Brian Yearwood (Assistant Superintendent)
- Dr. Royce Avery (Superintendent)

Statement of Problem/Opportunity

The problem is that the students are either not attending college or staying in college after graduation. The THECB tracks student data related to student enrollment in college and retention by semester and the following year. The state agency also measures the number of college ready students that enter college.

The indicators of the problem have been:

- The THECB tracks student data related to student enrollment in college and retention by semester and the following year. The state agency also measures the number of college ready students that enter college.
- Manor ISD District Data - SAT and ACT, AP passing percentages



Organizational Analysis and Action Steps

Strengths	Weaknesses
<ul style="list-style-type: none"> • Awesome Staff • Early College HS • New Leadership (Campus and District) • New Accountability • Awareness of need for interventions • Technology • New facilities • Some Diversity in staff • Parent Liaisons hired (6) 	<ul style="list-style-type: none"> • Implementation of College Readiness Initiatives • Staff Turnover • Data Usage • Tier I – Instruction and Interventions • Application of research and evidence based best practices • Parent Engagement • Cultural Competence
Opportunities	Threats
<ul style="list-style-type: none"> • Reinvent MISD • Build CCR System • Enhance and Increase Early College opportunities • SAT/TSI/ACT Support • Training for teachers and counselors • Data review team and process • Innovation 	<ul style="list-style-type: none"> • Leadership scope and priorities • District/Principals perceived risk of focus • Forced solutions • Personal agendas • Varying Emotional intelligence • Lack of funds allocated or support to reallocate funds for CCR • Low expectations

Michael Fullan suggests that the key to sustainable organizational change would first begin with capacity building through building a moral purpose collectively. Based on the threats and weaknesses listed above, the perceived opportunities and outcomes would need to be deemed necessary and of dire need. The intent of the action plan is that the data collected and presented will create a moral obligation to do more.

Implementation and Results

After attending the first DLI session I communicated with central office leaders about the DLI project. While working on the GEAR UP grant, we discovered several systems that needed to be reviewed or replaced. Although we had great people in positions necessary to address the program goals, we discovered holes in the system that needed to be filled. Our new Director of Counseling has been removing barriers preventing staff from engaging in college and career preparatory activities. So we first lightened the load of our counselors. We removed testing responsibilities from them. Then we trained them in the techniques and software applications necessary to enhance their counseling and guidance initiatives. Last, we cut down the administrative duties assigned to counselors. This was completed in Fall 2017. By the end of the first semester, counselors were having one-on-one meetings with students and conducting transcript checks. But we didn't notice any difference in student motivation or achievement.

We decided to gather college enrollment, graduation, academic, ranking, and credit accrual data to make a comparison between Algebra I Score, GPA, and Credits by Race, Gender, and Socio-Economic Status for Class of 2018. The goal is present the findings from the data in May 2018 to the directors and executive team.

Data Collected:

- College Enrollment: Class of 2014-2016 (THECB)
- Graduation numbers: 2010-2013 (THECB)
- 3 high schools - MEA, MHS, MNTHS - Comparison between Algebra I Score, GPA, and Credits by Race, Gender, and Socio-Economic Status
- 282 took algebra in 2014 Freshman Year
- 254 passed algebra; 28 failed
- Number of credits by Fall 2017 (Students should have 22 Credits)



- Manor Excel Academy (MEA)
 - Demographics:
 - 3 students; 66% passed (1 failed)
 - 3 Males
 - 2 Hispanic; 2.1 GPA; 21 Credits; 50% Eco Dis; 50% Passed
 - 1 Black; 1.77 GPA; 19 Credits; 100% Eco Dis; 100% Passed
 - Failed - 1.67 GPA; 19 Credits
 - Passed - 2.15 GPA; 21 Credits
 - Eco Dis Passing Rate 66%
- Manor High School (MHS)
 - Demographics:
 - 235 students; 90% passed (23 failed-83% Eco Dis)
 - 2 American Indian (100% Eco Dis) (2F); 3.08 GPA; 100% Passed
 - 6 Asian (50% Eco Dis) (6F); 3.39 GPA; 100% Passed
 - 62 Black (76% Eco Dis) (29F/33M); 2.81 GPA; 89% Passed
 - 150 Hispanic (74% Eco Dis) (77F/73M); 2.81 GPA; 89% Passed
 - 12 White (33% Eco Dis) (6F/6M); 2.95 GPA; 100% Passed
 - 3 Multi (33% Eco Dis) (2F/1M); 2.63 GPA; 100% Passed
 - 122 Females; 94% passed (fail2B/5H; 100% Eco Dis); 2.98 GPA; 28 Credits
 - 113 Males; 86% passed (16 failed- 5B/11H; 75% Eco Dis); 2.67 GPA; 27 Credits
 - Failed GPA - Male 2.06; Female 2.23; Total 2.11; 24 Credits
 - Passed GPA - Male 2.76; Female 3.03; Total 2.9; 28 Credits
 - 71% (167) Eco Dis; GPA 2.83; 89% Passed (19 failed); 27 Credits
 - 29% (68) non-Eco Dis; GPA 2.83; 94% Passed (4 failed); 27 Credits
- Manor New Tech High School (MNTHS)
 - Demographics
 - 44 students; 90% passed (4 failed)
 - 5 Asian (60% Eco Dis) (2F/3M); 3.51 GPA; 100% Passed
 - 10 Black (60% Eco Dis) (8F/2M); 2.63 GPA; 90% Passed
 - 19 Hispanic (63% Eco Dis) (8F/11M); 2.77 GPA; 84% Passed
 - 9 White (44% Eco Dis) (4F/5M); 3.00 GPA; 100% Passed
 - 1 Multi (100% Eco Dis) (1F); 3.18 GPA; 100% Passed
 - 23 Females; 97% Passed (1H; 100% Eco Dis); 3.00 GPA; 30 Credits
 - 21 Males; 86% Passed (1B/2H; 66% Eco Dis); 2.76 GPA; 29 Credits
 - Failed GPA - Male 1.93; Female 1.70; Total 1.87; 23 Credits
 - Passed GPA - Male 2.90; Female 3.05; Total 2.98; 30 Credits
 - 59% Eco Dis; 2.95 GPA; 88% Passed; 30 Credits
 - 41% non-Eco Dis; 2.78 GPA; 94% Passed; 29 Credits



18					
19	Note: % Percentage is calculated by number of each category divided by the number of high school graduates. Texas Public College Enrollment by Ethnicity and High School Graduation Year				
20					
21					
22			2010	2011	2012
23	High School Graduates	Asian			6
24		African American	54	106	84
25		Hispanic/Latino	153	171	149
26		White	30	49	43
27		Other			5
28		Total Graduates	237	326	276
29					
30			2010	2011	2012
31	Enrolled in Texas Public College	Asian			
32		African American	26	63	51
33		Hispanic/Latino	54	66	60
34		White	16	28	17
35		Other			
36		Total Graduates	96	157	128
37					
38					
39			2010	2011	2012
40	Enrolled in Texas Public College	Asian	*	*	*
41		African American	48.2%	59.4%	60.7%
42		Hispanic/Latino	35.3%	38.6%	40.3%
43		White	53.3%	57.1%	39.5%
44		Other	*	*	*
45		Total All	41%	48%	46%
46					
47					

1	Texas High School Graduates From FY 2014				
2	Enrolled in Texas Public or Independent Higher Education Fall 2014				
3					
4	Districts with more than 25 graduates				
5	'Other' records combine records where Total Students for one institution < 5.				
6	'Not trackable' graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.				
7	'Not found' graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.				
8					
9	County	District	Code	Institution	Students
10					
17	TRAVIS	MANOR ISD	227907	U. OF TEXAS AT AUSTIN (003658)	8
18	TRAVIS	MANOR ISD	227907	UNIVERSITY OF NORTH TEXAS (003594)	6
19	TRAVIS	MANOR ISD	227907	TARLETON STATE UNIVERSITY (003631)	5
20	TRAVIS	MANOR ISD	227907	TEXAS A&M UNIV-CORPUS CHRISTI (011161)	5
21	TRAVIS	MANOR ISD	227907	Other Pub/Ind 4-yr Institution (18)	31
22	TRAVIS	MANOR ISD	227907	Other Pub/Ind 2-yr Institution (8)	9
23	TRAVIS	MANOR ISD	227907	Not trackable	32
24	TRAVIS	MANOR ISD	227907	Not found	182
25	TRAVIS	MANOR ISD	227907	Total high school graduates	392



County	District	Code	Institution	Students
TRAVIS	MANOR ISD	227907	AUSTIN COMMUNITY COLLEGE (012015)	78
TRAVIS	MANOR ISD	227907	U. OF TEXAS AT SAN ANTONIO (010115)	16
TRAVIS	MANOR ISD	227907	TEXAS STATE UNIVERSITY (003615)	15
TRAVIS	MANOR ISD	227907	U. OF TEXAS AT AUSTIN (003658)	15
TRAVIS	MANOR ISD	227907	TEXAS A&M UNIV-CORPUS CHRISTI (011161)	8
TRAVIS	MANOR ISD	227907	LAMAR UNIVERSITY (003581)	6
TRAVIS	MANOR ISD	227907	BLINN COLLEGE (003549)	5
TRAVIS	MANOR ISD	227907	TEXAS A&M UNIVERSITY (003632)	5
TRAVIS	MANOR ISD	227907	Other Pub/Ind 4-yr Institution (13)	22
TRAVIS	MANOR ISD	227907	Other Pub/Ind 2-yr Institution (6)	8
TRAVIS	MANOR ISD	227907	Not trackable	47
TRAVIS	MANOR ISD	227907	Not found	252
TRAVIS	MANOR ISD	227907	Total high school graduates	477

County	District	Code	Institution	Students
TRAVIS	MANOR ISD	227907	U. OF TEXAS AT AUSTIN (003658)	7
TRAVIS	MANOR ISD	227907	HUSTON-TILLOTSON UNIVERSITY (003577)	5
TRAVIS	MANOR ISD	227907	U. OF HOUSTON-VICTORIA (013231)	5
TRAVIS	MANOR ISD	227907	UNIVERSITY OF NORTH TEXAS (003594)	5
TRAVIS	MANOR ISD	227907	Other Pub/Ind 4-yr Institution (23)	41
TRAVIS	MANOR ISD	227907	Other Pub/Ind 2-yr Institution (8)	12
TRAVIS	MANOR ISD	227907	Not trackable	41
TRAVIS	MANOR ISD	227907	Not found	234
TRAVIS	MANOR ISD	227907	Total high school graduates	467



Successes

We've noticed that the average number of credits entering the 2nd semester of the student's senior year, almost every category is about 19 credits. This appears to mean passing Algebra I has little impact on credit accrual. Our T-STEM Academy (MNTHS) and Manor High School both had 90% passing rates for Algebra I with cohort 2018. When considering social economic status of our students, there was insignificant change in the Algebra I passing rate. At our traditional high school, we don't see any gaps between the cohort passing rates and Black and Hispanic student passing rates. 2014-2015 school year Manor ISD had a huge push for increasing student enrollment in college, thus the largest postsecondary enrollment thus far for the district.

Challenges

The main challenges with this project has been time and access to resources. It is difficult to assess a system or protocol that was not designed to be measured. Thus my method was to find and communication significant correlations that would hopefully spark curiosity and the necessary resources and personnel to explore further. The average GPA for MHS male students by their senior year after passing Algebra I was 2.76. The GPA for all students that failed Algebra I was below 1.88. On average, the gap in credits between students that passed or failed Algebra I is about 4.3 credits. The gap in GPA between students that passed or failed Algebra I is 0.8 points. The overall average GPA for passers is 2.67, below a "B-". Though it appears that passing Algebra I means a higher GPA and more credit accrual over the next 4 years, it doesn't mean obtaining a college ready GPA. According to [College Simply](#), only 3 colleges in Texas have an average accepted GPA near that mean. However, none of those 4-year colleges have a GPA below 2.79.

Recommendations and Solutions

The initial hope behind the project was to provide a more thorough analysis of the data collected as well as the collection of more college entrance exam related data for the current senior class. The first recommendation is to continue the initial intent behind this project, collect the SAT, ACT, and TSI data for the senior class of 2018. Then conduct a statistical analysis to determine:

1. Does passing Algebra I have an impact on GPA, Credit accrual, SAT, ACT, and the Texas Success Initiative exam (Texas' college admission exam)?
 2. Does the passing score of Algebra I have an impact on GPA, Credit accrual, SAT, ACT, and the Texas Success Initiative exam (Texas' college admission exam)?
- Phase I
 - Continue to collect data of previous cohorts to determine readiness. Data collected should be related to ACT, SAT, and TSI test blueprints. Thus, we should review ELA I and II EOC scores, and district formative and summative benchmarks. In addition, construction addition ways of measuring growth in math subjects beyond Algebra I.
 - Request data from the Texas Higher Education Coordinating Board for cohort 2013-2017.
 - Upload college entrance exam scores in district PEIMS database
 - Get student and parent permission forms to track student data beyond graduation
 - Phase II
 - Evaluate data and determine root causes
 - Form stakeholder teams to brainstorm interventions and need training
 - Present findings to school board for additional funding and resources
 - Finalize systems that support a continuous improvement model for college readiness.
 - Phase II
 - Ongoing training and support for teachers to align curriculum to college entrance exams; exceed end of course examinations expectations (which do not require 70% mastery of the course)
 - Implement continuous improvement model for college readiness

DLI Leader Personal Reflection (Class of 2017-2018 Cohort Member)



National Council for
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Partnerships



I can't explain how important the DLI has been for my professional growth, but more so for finding the courage to push from my current position to make an impact. I've learned directly and indirectly that I can choose to only engage in the areas I have authority, or I can choose to hold myself accountable to using the skills and tools I have for our students regardless of who has been tasked and paid.

I am thankful for the colleagues I've meet and the professional relationships that were birth from the NCCEP. I wish I could continue for another session as I feel right not in my career I need to be around like-minded people, willing to push the needle and remove any roadblocks to student success.

My ultimate goal has always been to make the world a better place. The DLI has given me more tools and made me aware of other labourers in the field trying to make the world a better place. The DLI makes the task of eliminating the racial achievement gap in the US a little more possible.