

Agile Mind Mathematics Programs

Promising Findings and District Snapshots

Achieving meaningful, lasting improvements in the education of adolescents requires vision, commitment, and persistence. Yet improving achievement in science, technology, engineering and mathematics (STEM) has never been more urgent—for individuals, for communities, and for the defense of our nation. There is a wide consensus that the quality of secondary science and mathematics instruction is crucial in preparing students for success, and equipping them for vibrant participation in postsecondary education and the 21st-century workplace.

Since our founding, Agile Mind has worked to provide the highest quality programs, tools, and services to America's middle and high schools. We partner with dedicated educators, schools, and systems to:

- Broaden student access to rigorous mathematics and science experiences
- Transform student engagement, persistence, and high achievement
- Support exemplary, sustainable teaching practices

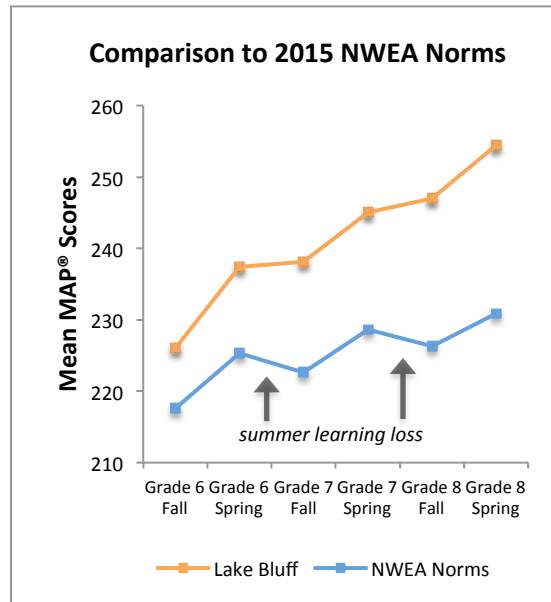
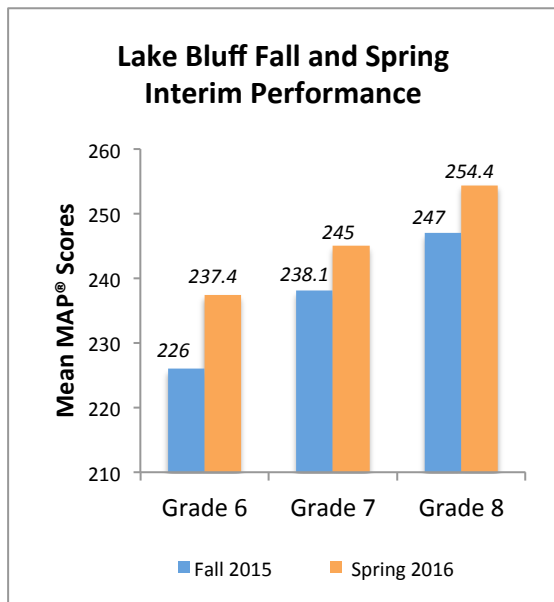
The following snapshots provide examples of success from our partners, and illustrate the achievements that can result for districts that choose to enact Agile Mind.

Lake Bluff, IL

North of Chicago, Lake Bluff Elementary School District 65 serves approximately 1000 K-8 students.

Agile Mind's **Middle School Mathematics 6, 7, and 8** programs have driven consistent and dramatic gains in student achievement as the district curriculum, chosen by leaders and teachers for their rigor and engagement. Lake Bluff students are far outperforming the 2015 NWEA 2015 MAP® normative data across the board, and 2016 results demonstrate growth increasing at each benchmarking stage:

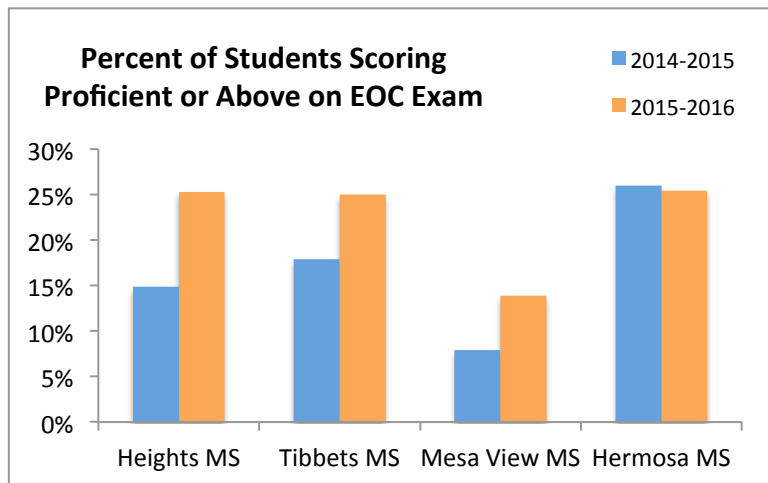
- **Lake Bluff's MAP growth significantly outpaced NWEA norms** from beginning- to end-of-year assessment, with **48% greater growth at Grade 6**, **15% greater growth at Grade 7**, and **61% greater growth at Grade 8**.
- Unlike what is predicted by NWEA norms and similar data nationwide, **Lake Bluff students experienced no summer learning loss**.
- From the beginning of grade 6 to the end of grade 8, district MAP scores grew by 28.4 points. This represents 114% greater growth in middle school than that predicted by NWEA norms.



Farmington, NM

Farmington Municipal Schools is a comprehensive school district serving over 11,000 students at 18 schools in Farmington, NM. More than 50% of students in the district qualify for free and reduced lunch.

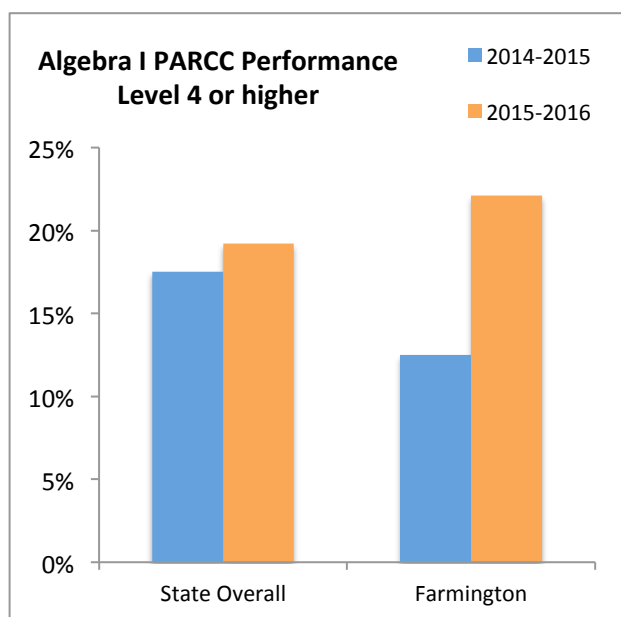
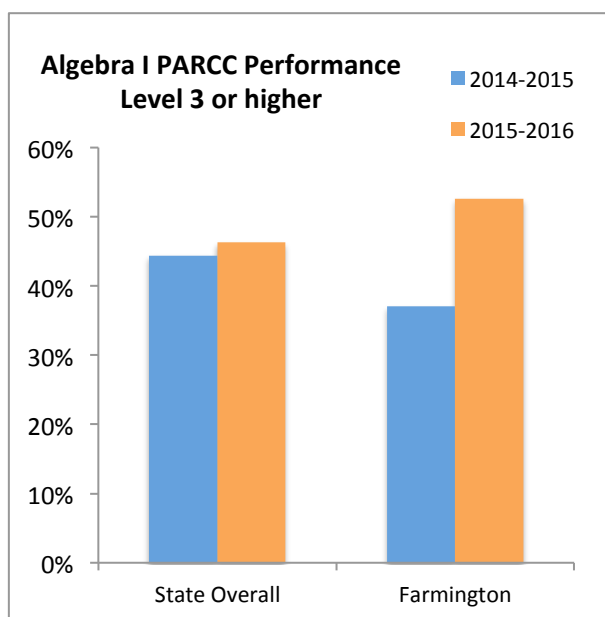
During the 2015-2016 school year, Farmington enacted Agile Mind's **Middle School Mathematics 6, 7, and 8** programs as its core instructional resource. Students' performance on the end-of-course (EOC) exams revealed dramatic growth – the gains here represent a **37% district-wide increase in the number of students who achieved proficient or higher on the EOC.**



At the high school level, Farmington first administered the PARCC Assessment during the 2014-2015 school year. To strengthen students' understanding of key mathematical concepts, and ultimately their achievement, the district enacted Agile Mind's **Algebra I** program as its core curriculum during the 2015-2016 school year.

In a single academic year, PARCC performance increased dramatically – students achieving a performance level of 3 or higher increased from 37.1% to 52.6% – moving the district from significantly below to significantly above that of overall student performance in the state.

In addition, **the percentage of students meeting or exceeding expectations on PARCC nearly doubled, increasing from 12.5% to 22.1%, and significantly outpaced the overall performance of students across the state.**



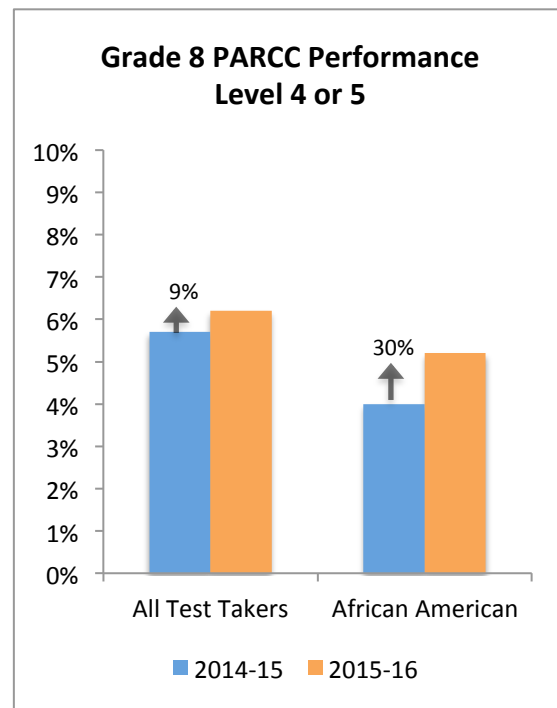
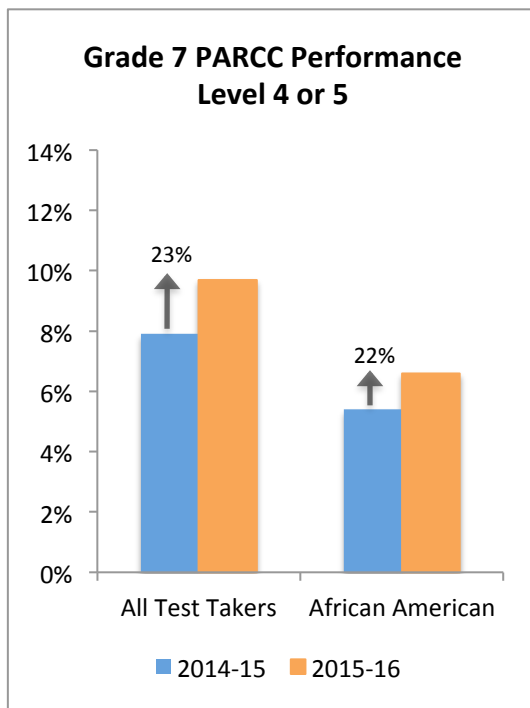
Baltimore, MD

Baltimore City Public Schools is a comprehensive school district serving nearly 85,000 students in Baltimore, Maryland. 65% of students are designated as low income and 15% of students are identified as having a disability. The demographic makeup in the district is 81% African American, 9% Hispanic/Latino, and 8% white.

Baltimore City Public Schools has achieved dramatic growth in student achievement in both middle- and high-school mathematics in 2016, despite the impact of significant student mobility and teacher turnover.

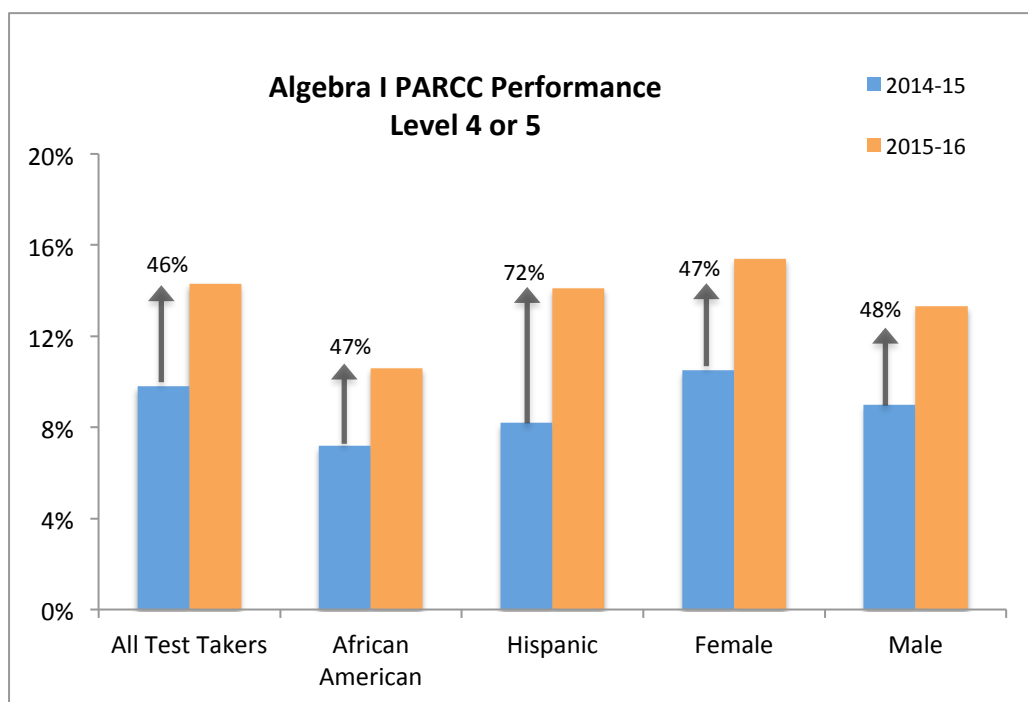
Baltimore City Middle School Mathematics:

- At the middle school level, the district saw significant increases in the percentage of students meeting or exceeding expectations on PARCC from 2015-2016, with a 23% increase at grade 7 and a 9% increase at grade 8.
- African American students demonstrated the most notable gains in middle school, with the percentage of students scoring 4 or 5 increasing by 22% among 7th graders and 30% among 8th graders.
- At the current pace of growth, **Baltimore City will surpass Maryland's current PARCC passing rates for African American students within 2 years at Grade 7 and within 3 years at Grade 8.**



Baltimore City Algebra I:

- Between 2015 and 2016, the first and second years of the PARCC Assessment, **the district saw a 46% increase in the percentage of students who met or exceeded expectations** (scored a 4 or 5). This constitutes an 84% increase in the *number* of students who met or exceeded expectations.
- Among white students, the percentage meeting or exceeding expectations increased from 36% to 50%. 9% of white students in Baltimore City exceeded expectations in 2016, more than double the percentage of white students across the state of Maryland (3.9%).
- While more than doubling the number of Hispanic/Latino Algebra I test takers from 2015 to 2016, the percentage of those students who met or exceeded expectations increased from 8.2% to 14.1% in 2016. This represents:
 - 72% increase in the percentage of Hispanic/Latino students who achieved a 4 or 5
 - 269% increase in the number of Hispanic/Latino students who achieved a 4 or 5
- If the current pace of growth is sustained, **Baltimore City will surpass Maryland's current Algebra I PARCC passing rates within 1 year for Hispanic/Latino students, and within 2 years for African American students.**



I was particularly pleased to see the results in Algebra I, where our students' growth matched that of students across the state.

- Chief Academic Officer, Baltimore City Schools

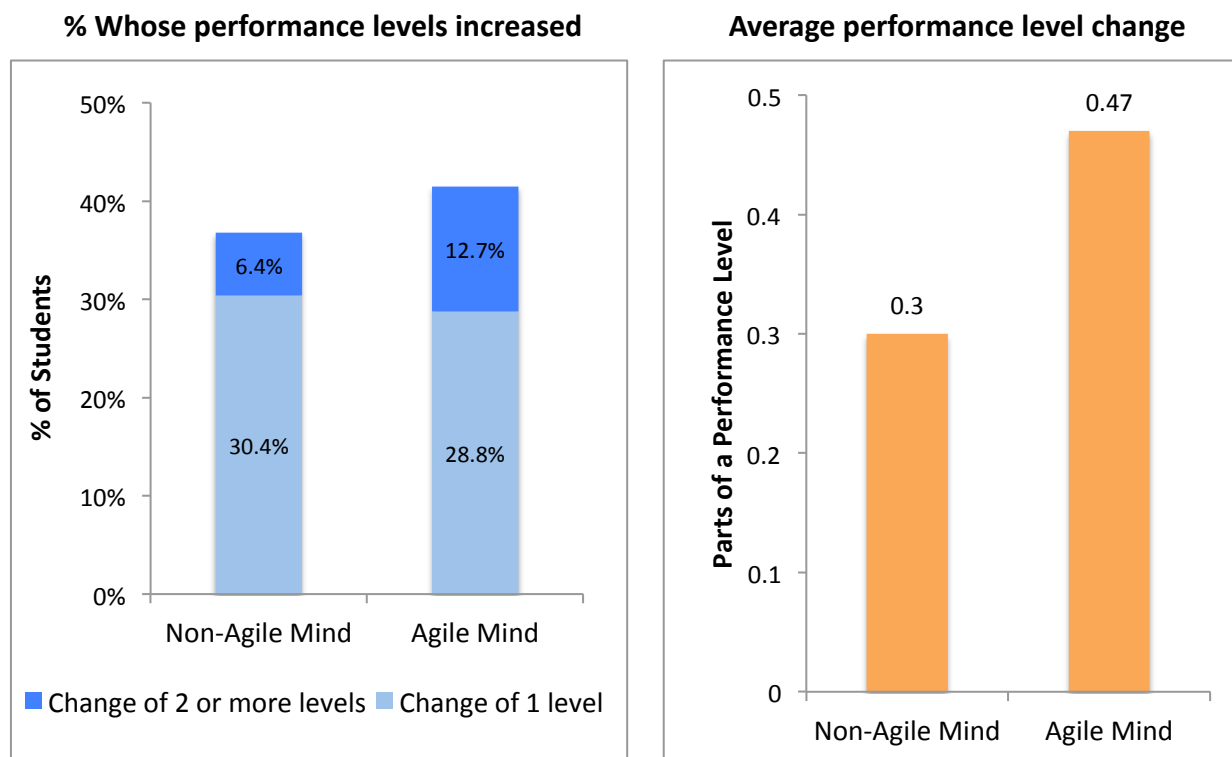
Newark, NJ

Newark Public Schools is a comprehensive public school district—the largest in the state of New Jersey—that serves the entire city of Newark. Its population of students is 35,000, 90% of them African American or Hispanic, and more than 70% designated as Economically Disadvantaged.

Newark Algebra I:

In 2015-2016, the district enacted Agile Mind's **Algebra I** program for 25% of the eligible Algebra I student population across the district, and examined student performance on the PARCC assessment.

Change in PARCC Performance Levels, 2014-2015 to 2015-2016



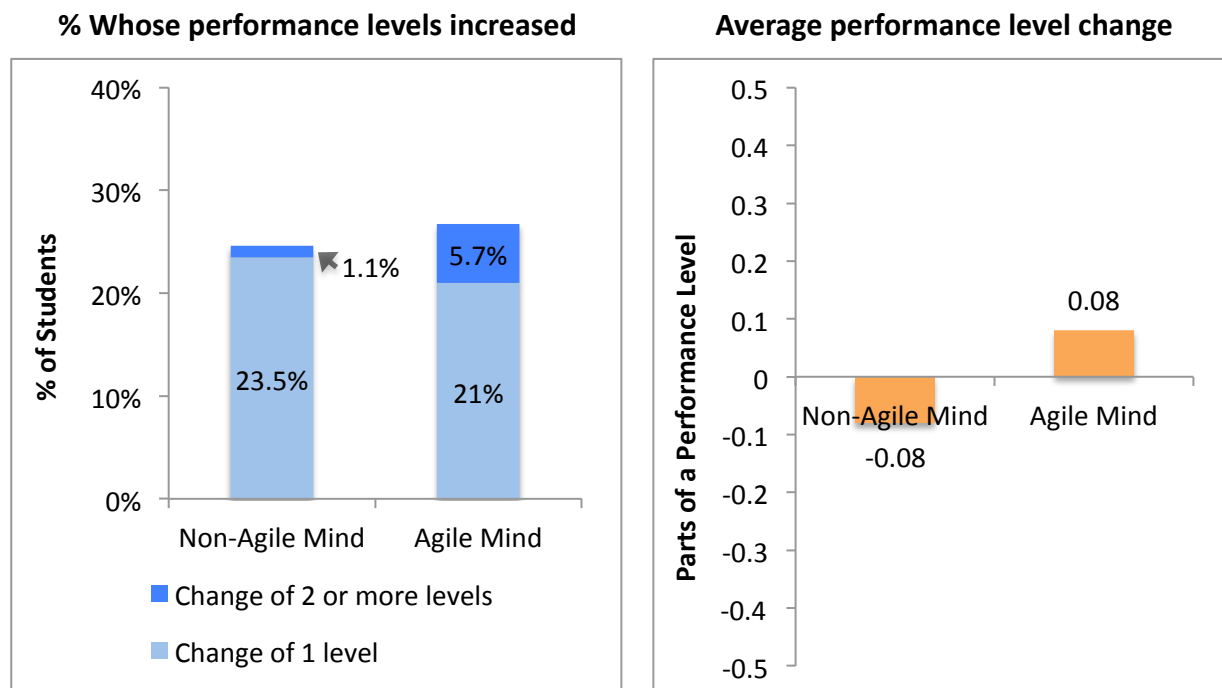
The graph on the left depicts the achievement of 615 Algebra I students for whom the district has prior year history on the PARCC Assessment, taken when they were in middle school.

- 42% of the students participating in Agile Mind's Algebra I program achieved an improvement of 1 or more levels, whereas only 37% of the students in the non-Agile Mind program gained at least 1 level, a difference of 13.5%.
- **Students who participated in the Agile Mind Algebra I program were twice as likely as to increase their PARCC performance by 2 or more levels**, compared with non-participating students (12.7% vs. 6.4%).
- Among Agile Mind students, the **average performance level increase was more than 50% greater** than students who did not participate in Agile Mind classes.

Newark Geometry:

In 2015-2016, Newark Public Schools also enacted Agile Mind's **Geometry** program for 25% of the eligible Geometry student population across the district, and compared student performance on the PARCC assessment.

**Change in PARCC Performance Levels
between 2014-2015 and 2015-2016**



The graph on the left depicts the achievement of 678 Geometry students for whom the district has prior year history on the PARCC Assessment, taken when students were in Algebra I.

Students who participated in the Agile Mind Geometry program increased their PARCC performance level by 2 or more levels at more than five times the percentages of non-participating Geometry students (5.7% vs. 1.1%).