

Success Brief: Algebra Readiness and Algebra 1 Granda Hills Charter HS

The Challenge

Granada Hills Charter High School (GHCHS) is an independent public school located in the San Fernando Valley region of Los Angeles, CA. GHCHS serves a student body of approximately 4,260 students, of which 45% qualify for free or reduced price lunch. GHCHS students come from diverse backgrounds and speak more than 20 languages other than English at home. While the school has been recognized nationally as a leading charter program, Algebra achievement has proven elusive: before Revolution K12, on average, 47% of students tested at Below Basic and Far Below Basic levels (averaged CST results over a 6 year testing period, from 2003-2009).

The Solution

GHCHS teachers used Revolution K12's Algebra 1 software to help them assess which topics students were struggling with the most. GHCHS staff were able to look at how often students got certain "hits" to better pinpoint their instruction and differentiate both within a class, and across their different class periods. Teachers reported that Revolution K12's Algebra 1 software provided quick and immediate feedback, allowing them to specialize their teaching to best address diverse student needs. Many teachers at GHCHS also asked parents to review student reports online so parents could see their students' progress.

Granada Hills Teachers Differentiate Instruction to Dramatically Increase Student Proficiency

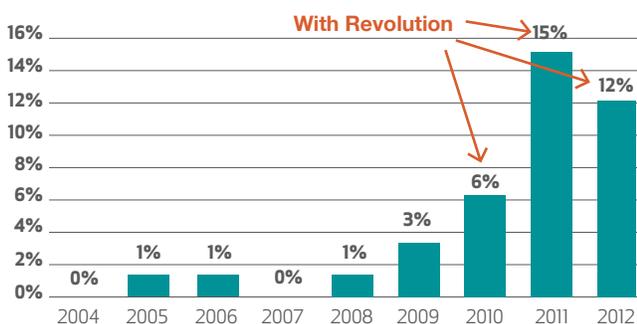


The Educator Perspective

We are able to pinpoint our instruction around certain concepts based on the Revolution data... definitely from the beginning of school last year, to the beginning of school this year, there's a drastic difference."

- Meghan McGovern, Math Teacher

GHCHS Students Scoring "Advanced" 2004-2012



Source: CA Dept of Ed, DataQuest

The Results

- GHCHS saw its **highest level ever** of proficient and above students on the Algebra I CST: from 23% in 2008-09, to 33% in 2009-10, and 49% in 2010-11.
- The number of **students scoring advanced on the Algebra I CST doubled** after the first year of implementation, rising from 3% to 6%. After the second year of implementation, that number **more than doubled again**, from 6% to 15%.
- The number of students scoring below basic, and far below basic decreased from 49% in 2008-09 to 28% in 2010-12.