

# Summary of Math 13 + 213 disaggregated data for academic year 17-18

1. All Math 13 courses including courses with support
2. Math 13 courses with support Math 213 compared to Math 13 courses without support.
3. Students in Math 13 with support Math 213 who enrolled without completion of a pre-requisite course or clearance from a counselor compared to students in Math 13 courses without support who have completed the pre-requisite course or had clearance from a counselor.

## Definitions:

Achievement gap – noticeable difference

Disproportionate impact – significant difference

All Math 13

<b>Math 13, 17 - 18</b>	<b>No. of Students</b>	<b>No. of Success</b>	<b>Success Rate</b>	<b>No. of Retained</b>	<b>Retention Rate</b>	<b>No. of Withdraws</b>
American Indian	1	0	0%	1	100%	0
Asian	264	196	74%	239	91%	25
Black / African American	143	86	60%	115	80%	28
Hispanic / Latino	188	113	60%	162	86%	26
Pacific Islander	8	2	25%	5	63%	3
Two or More	47	30	64%	36	77%	11
Unknown / NR	15	12	80%	14	93%	1
White	100	76	76%	90	90%	10
<b>Grand Total</b>	<b>766</b>	<b>515</b>	<b>67%</b>	<b>662</b>	<b>86%</b>	<b>104</b>

Analysis: Overall, Math 13 there is an achievement gap for African-American, Latinx and PI students.

All Math 13+213

<b>Math 13 with 213, Spring 2018</b>	<b>No. of Students</b>	<b>No. of Success</b>	<b>Success Rate</b>
Asian	36	27	75%
Black / African American	35	26	74%
Hispanic / Latino	34	24	71%
Two or More	12	8	67%
Unknown / NR	4	3	75%
White	18	15	83%
<b>Grand Total</b>	<b>139</b>	<b>103</b>	<b>74%</b>

All Math 13 w/o support

<b>Math 13 without 213, Spring 2018</b>	<b>No. of Students</b>	<b>No. of Success</b>	<b>Success Rate</b>
American Indian	1	0	0%
Asian	228	169	74%
Black / African American	108	60	56%
Hispanic / Latino	155	89	57%
Pacific Islander	8	2	25%
Two or More	35	22	63%
Unknown / NR	11	9	82%
White	82	61	74%
<b>Grand Total</b>	<b>628</b>	<b>412</b>	<b>66%</b>

Analysis: Achievement gap doesn't exist for African-American or Latinx students in Math 13+213. Disproportionate impact exists for African-American, Latinx students and PI students in Math 13 w/o support.

Math 13+213 w/o pre-req or clearance

<b>Math 13 with 213, NO pre-req clearance, Spring 2018</b>	<b>No. of Students</b>	<b>No. of Success</b>	<b>Success Rate</b>
Asian	12	8	67%
Black / African American	16	11	69%
Hispanic / Latino	14	9	64%
Two or More	6	4	67%
Unknown / NR	3	2	67%
White	5	3	60%
<b>Grand Total</b>	<b>56</b>	<b>37</b>	<b>66%</b>

Math 13 w/ pre-req or clearance

<b>Math 13 without 213, pre-req clearance, Spring 2018</b>	<b>No. of Students</b>	<b>No. of Success</b>	<b>Success Rate</b>
American Indian	1	0	0%
Asian	167	126	75%
Black / African American	71	36	51%
Hispanic / Latino	108	66	61%
Pacific Islander	5	1	20%
Two or More	29	18	62%
Unknown / NR	7	6	86%
White	51	42	82%
<b>Grand Total</b>	<b>439</b>	<b>295</b>	<b>67%</b>

Analysis: Achievement gap is minor or non-existent for African-American and Latinx students, respectively, for students who enrolled in Math 13+213 without pre-requisite or counselor clearance. Achievement gap exists for Latinx students and disproportionate impact for African-American students who enrolled in Math 13 through pre-requisite completion or clearance from counselors.