

**Public Abstract****First Name:**Nevels**Middle Name:**N.**Last Name:**Nevels**Adviser's First Name:**Barbara**Adviser's Last Name:**Reys**Co-Adviser's First Name:**Robert**Co-Adviser's Last Name:**Reys**Graduation Term:**SS 2012**Department:**Curriculum & Instruction**Degree:**PhD**Title:**SCHOOL AND DISTRICT POLICIES AND STRATEGIES THAT IMPACT STUDENT PERFORMANCE ON THE MISSOURI STATE END-OF-COURSE ALGEBRA 1 NCLB ASSESSMENT

This dissertation study performed an analysis of state testing data, teacher survey data, and interview data to describe policies and strategies used by 42 teachers and administrators at 6 high schools having 9-12 grade structure. Following the work of Yañez & Wenrick (2000); Williams, Kirst, Heartel, et al. (2005), a framework for school practices and policies that impact student performance was used to analyze interview and survey responses reported by administrators and teachers participating in this study.

The Missouri Department of Elementary and Secondary Education (MODESE) allows the Algebra 1 EOC assessments to be administered to students during any year from 6th to 12th grade. If students are administered the Algebra 1 EOC assessment prior to entering secondary school, test scores are banked until the year a student is enrolled in secondary school. Therefore, one policy having a positive impact on student performance involves positioning the district to administer the Algebra 1 EOC to students prior to their entrance into secondary school.

In all, a total of eight strategies and policies that are used by successful school districts have been determined to have impact on student improvement on the Missouri Algebra 1 EOC assessment.