



Year 1 Middle School Acceleration Report  
Board of Education Meeting  
July 17, 2018

# Topics

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- Acceleration and evaluation overview
- Enrichment objectives, implementation, and outcomes
- Intervention objectives, implementation, and outcomes
- Next steps and lessons learned
- Questions

# Middle school acceleration intended to provide time for support and opportunities for enrichment

- 30-minute session offered every day
- Two distinct elements: enrichment and intervention
  - Enrichment: 3-week sessions on a wide variety of topics
  - Math intervention: 6-week sessions taught by math teachers
  - Reading intervention: Ongoing, taught by reading specialists

# Evaluation intended to inform implementation and increase focus on program analysis



- Provide information to improve implementation
  - Interim report in January
- Assess impact of acceleration period on student and other intended outcomes
  - Year 1 report

# Evaluation plan began with a theory of action, which led to evaluation questions

If...	Then....
We allocate certain resources	We will achieve certain outcomes (short or medium term)
And carry out certain activities	And some longer-term outcomes

Question	Data Source	Data Collection Timeline
Implementation		
Outcomes		

See handout for specifics

# Enrichment theory of action begins with good courses and student choice

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If teachers create interesting and engaging enrichment units (based in part on student input)

And if we allow students to indicate the units in which they would like to participate

And if we place students in enrichment units based as much as possible on their preferences

Then.....

# Positive feedback from students on courses; some concerns from staff and parents

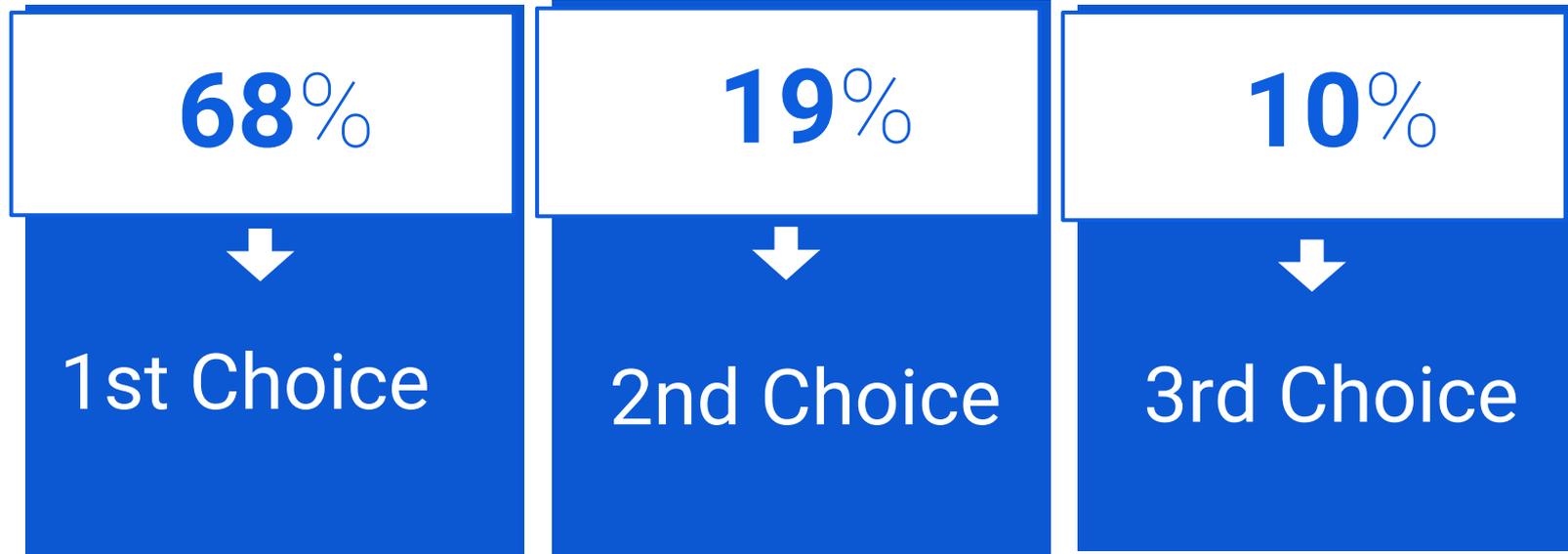
- Feedback from both staff and parents indicates some concern with the purpose and quality of the courses, as well as their “readiness” for implementation
- **Staff survey:**
  - purpose of enrichment courses was unclear or had changed; unclear on criteria for enrichment course approval
  - need for more courses and more detailed plans for the courses
- **Parent survey:**
  - feedback parallels staff feedback about the quality of some enrichment courses and the loss of core instructional and study hall time (while at the same time some acknowledged that their students were enjoying the courses).
- **Student surveys:** On average, 75% of students reported having fun and being willing to recommend courses to friends.

Staff survey: ~56% response rate  
Parent survey: ~14% response rate

Courses listed by students as favorites include games, STEM, and a wide variety of others

Course	Number of Mentions
Board Games	170
Stress Busters	76
Crafty Kids	56
Sign Language	51
STEM	42

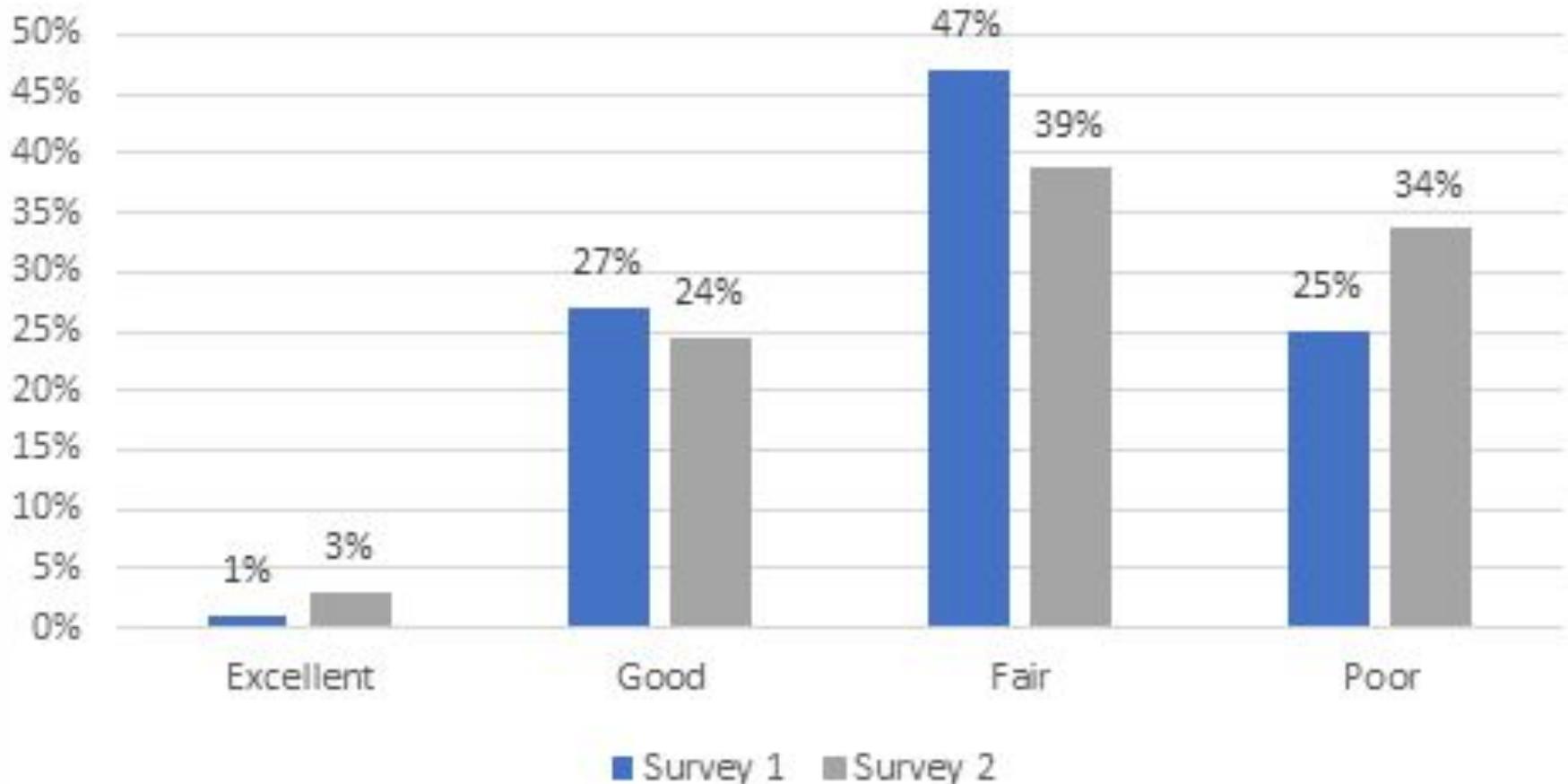
In general, schools were able to respond to student preferences



Some variation in course size (e.g. 5 to 50, with median of 22 in round 1)

# Most staff rated implementation overall as fair or poor

Staff Ratings of Implementation



# Staff highlighted some successes and pointed to some challenges to address moving forward

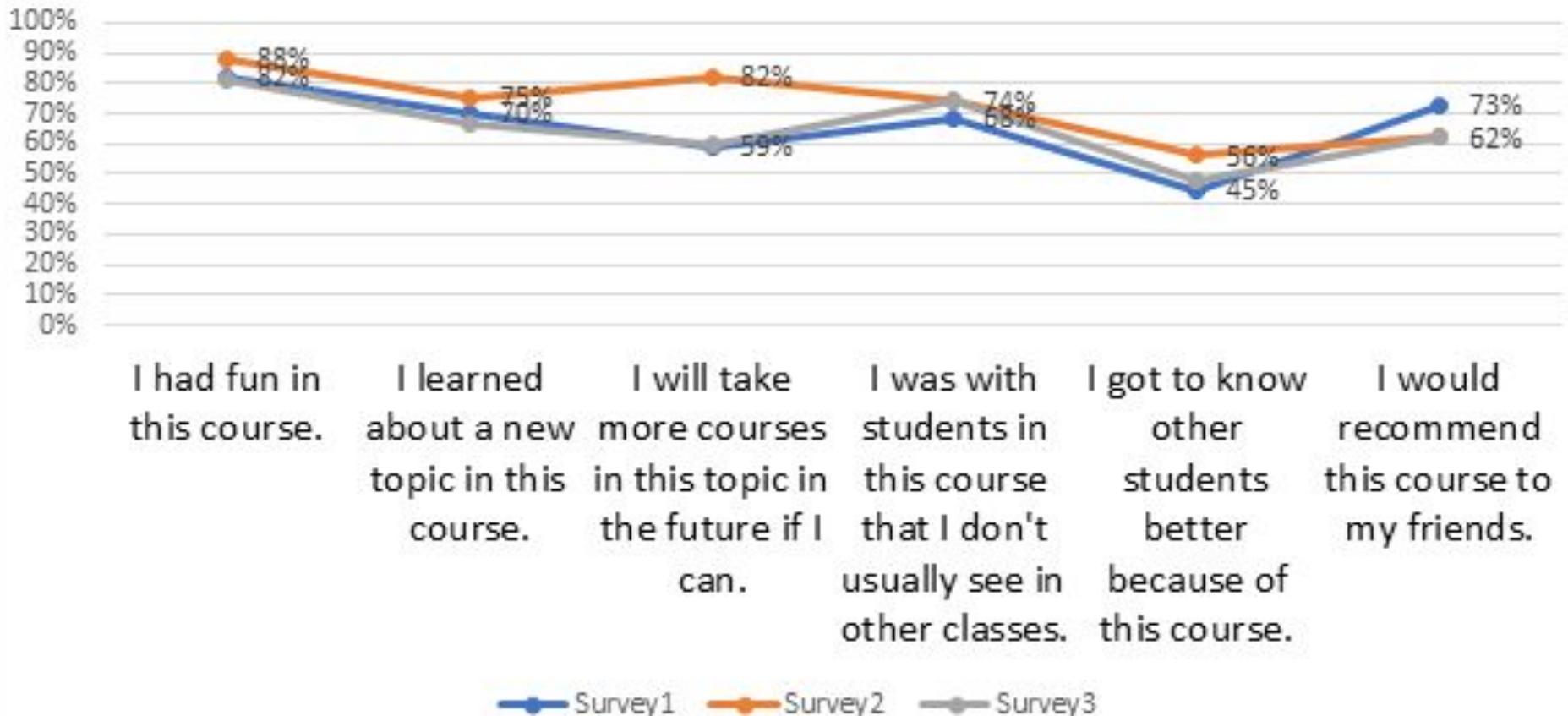
- Successful aspects of implementation:
  - students do have some choice, and can explore things that interest them and that they may not experience in their regular coursework
  - students having fun, time to relax, or to be in an ungraded environment during acceleration
  - chance to get to know students in this kind of setting or to get to know different students.
- Challenging aspects of implementation:
  - need to do additional planning work for both intervention and enrichment courses, even when materials were available
  - organization and logistics, particularly around scheduling and tracking students; especially challenging when changing courses

# Enrichment theory of action intended to lead to course satisfaction, greater interaction and engagement

- In the short term (by mid-year):
  - Students will enjoy their enrichment courses
  - Students will interact with a broader range of their peers
  - Teachers will interact with a broader range of students
- In the medium term (by end of year):
  - Students will feel increased sense of ownership over their learning
  - Students will learn about new areas of interest for future course-taking or even future careers
  - Students will feel more engaged in school
  - Teachers will feel satisfied with opportunities to “teach their passions” and will feel increased sense of ownership over curriculum

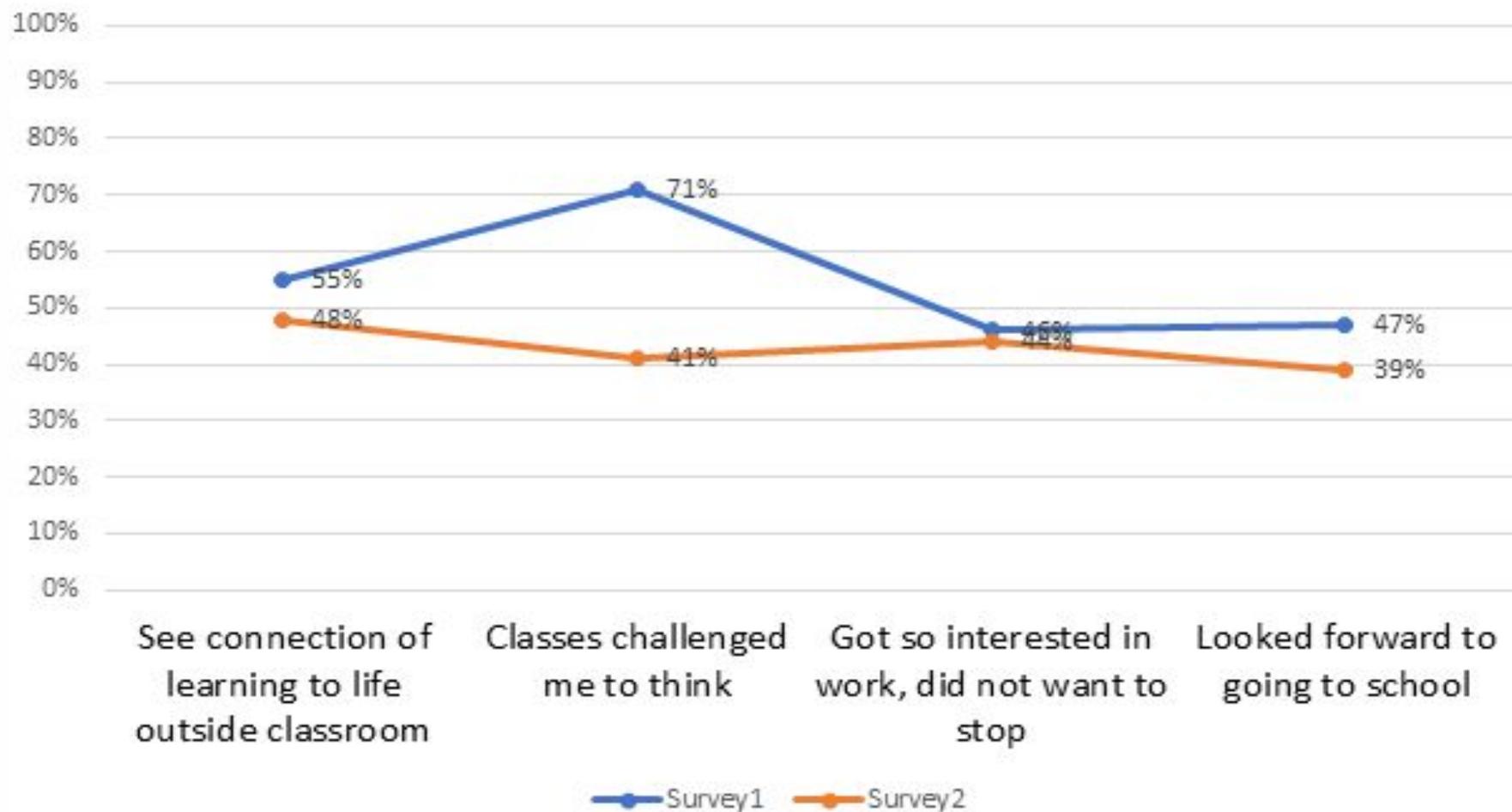
On average, 75% of students report enjoying courses; somewhat fewer learning new areas of interest and getting to know new peers

Enrichment Course Student Feedback



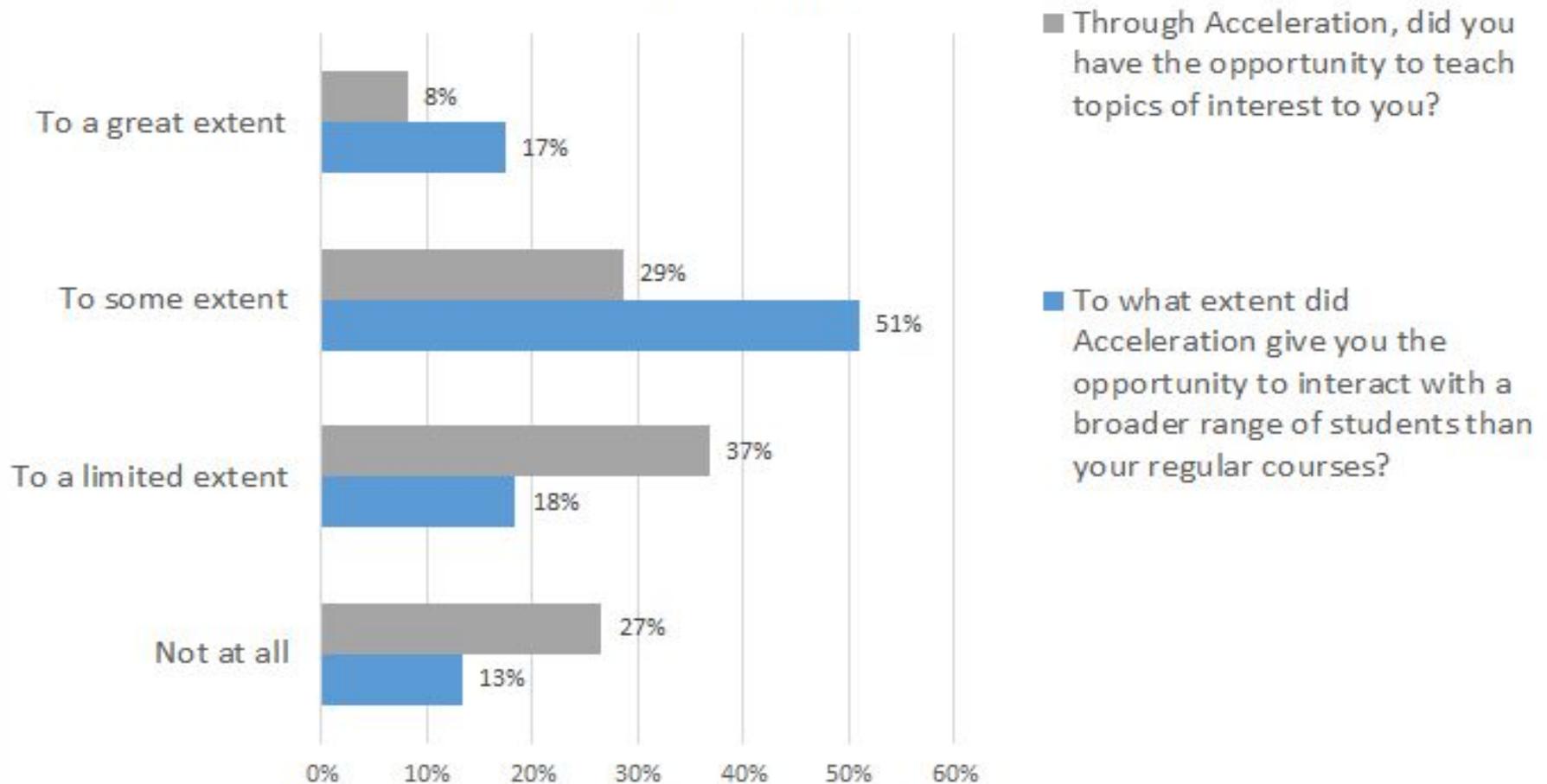
Only about half of students report high engagement and this decreases somewhat over the year

Engagement Survey Student Feedback



About 70% of teachers report interacting with a broader range of students; just over one-third said they could teach topics of interest

Staff Feedback on Opportunities to Interact with Students and Teach Topics of Interest



# Intervention theory of action begins with identifying students in need of support

If we appropriately identify students for intervention

- using MAP scores, teacher input, and classroom performance

And if teachers provide effective targeted instruction during intervention

Then.....

# Minor over-identification of students in both reading and math; greater issue with serving those possibly eligible

Numbers of Students in Intervention		
	Reading Intervention (Tier 2)	Math Intervention (Tier 2 & 3)
Bryan	33	40
Churchville	44	85
Sandburg	22	47
	99	172

Estimate that about two-thirds to three-quarters of students in need of reading support in reading received some type of support (does not include supports related to IEPs); estimate about 39% to 55% for math; related issue is Churchville serving more lower-performing students

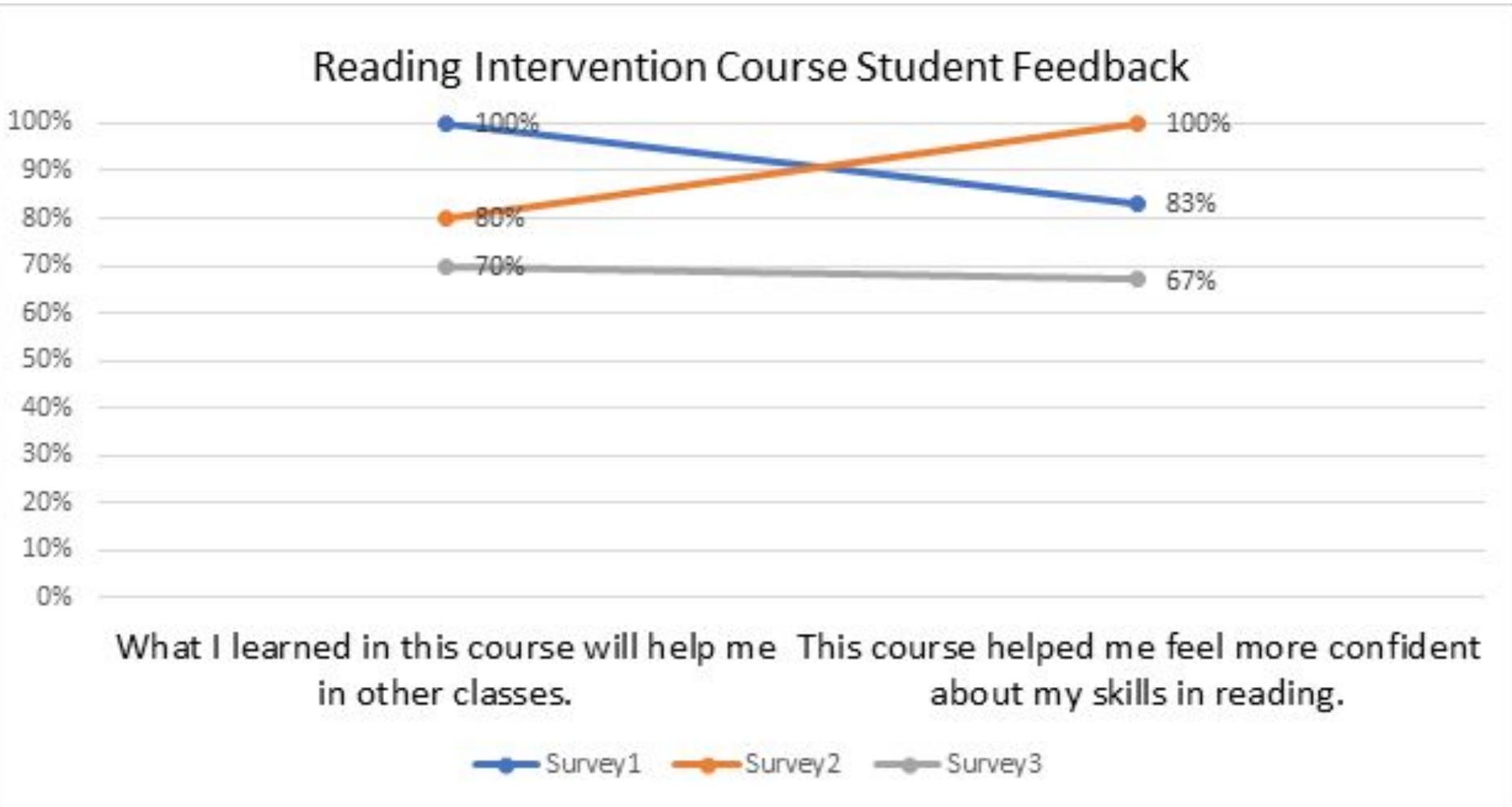
# Variability and adjustment in intervention instruction over the year

- Reading
  - Content and structure vary across grades within and across schools
  - Push toward more consistent application of workshop approach in second semester
- Math
  - Content and structure also vary
  - Use of Khan Academy not consistent and opened to include other systems in second semester
  - Growth mindset component of intervention de-emphasized in second semester

# Intervention theory of action intended to lead to feelings of confidence & academic growth

- In the short term (by mid-year):
  - Students will feel more confident about their skills and knowledge
  - Students will feel supported
  - Students will make shorter-term academic progress (exit intervention, progress monitoring)
- In the medium term (by end of year):
  - Students' self-reported capacity in number sense and growth mindset will improve
  - Students will make longer-term academic progress

On average over time, 83% of students in reading intervention report feeling positive about their skills and learning

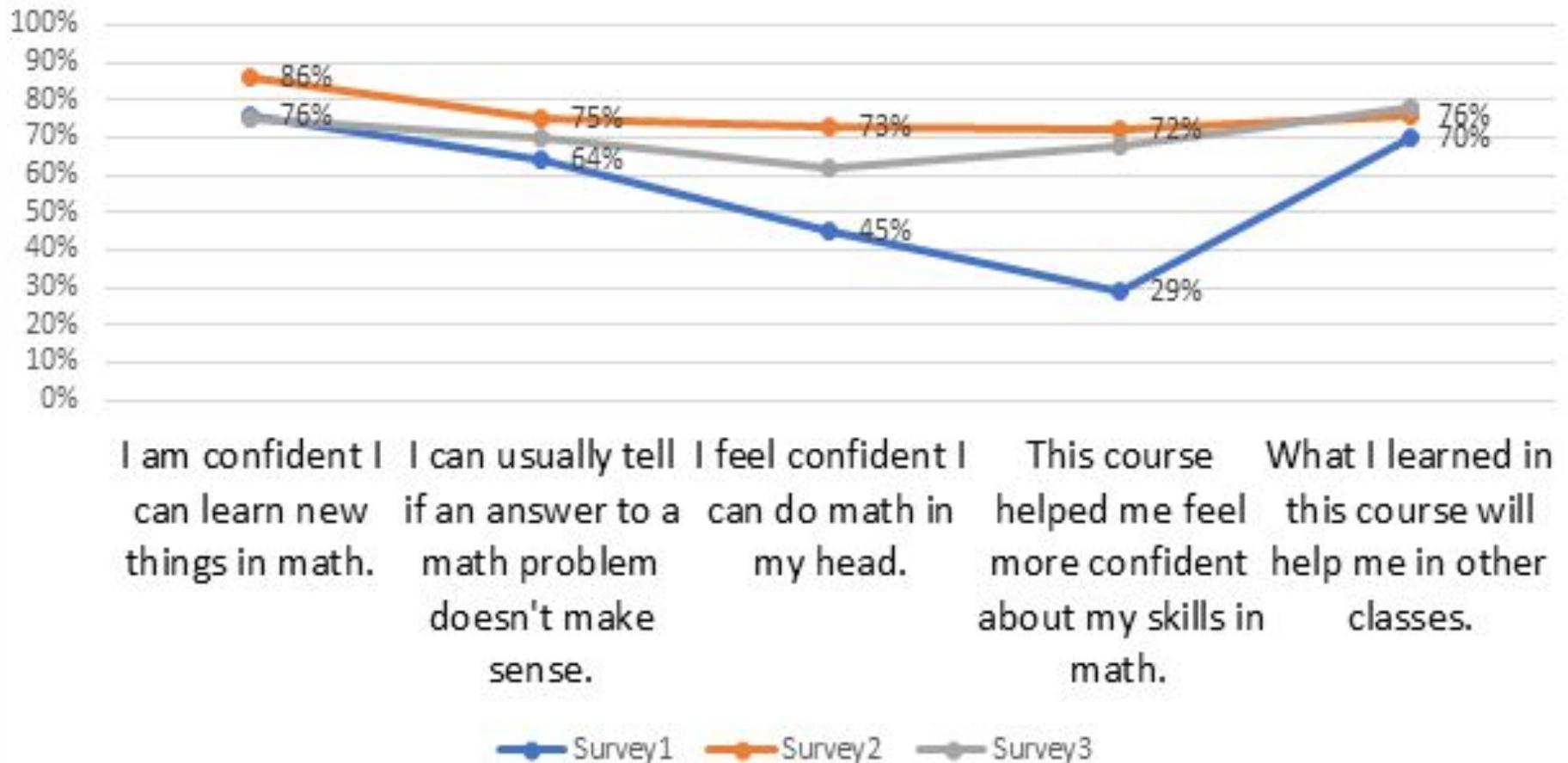


## And students in reading intervention are demonstrating growth on multiple measures

- Increase in three-quarters of an instructional reading level on STAR reading assessment
- Increase of nearly 2 instructional reading levels as measured by F&P\*
- About 61% of students meeting MAP growth fall to winter
- About 48% of students exited reading intervention at some point
- However, most students remain at least 1-2 grade levels behind expectation

About 65 to 70% of students on average in math intervention report feeling confident about skills, learning, and math capacity with proportions increasing over time

### Math Intervention Course Student Feedback



## Academic growth for students in math intervention appears mixed

- Increases in speed/accuracy of computation as measured by M-COMP in first semester
- About 56% of students meeting MAP growth fall to winter
- About one-third of students moved up at least one level on number sense MAP strand from fall to winter
- About 38% of students exited intervention at some point (half of the students at Bryan and Sandburg exited; only about one-quarter at Churchville)
  - At least 15 of the 66 students who exited (nearly one-quarter) re-entered at some point.
- Performance on Eureka common assessments higher in Grade 6, lower in Grades 7 and 8

	Enrichment		Intervention
<b>Implementation</b>			
Interesting and engaging units		Appropriate identification	
Follow student preferences		Effective instruction	
Implementation overall			
<b>Outcomes</b>			
Course satisfaction		Feelings of confidence & support	
New areas of interest		Exiting intervention	
Engagement		Self-reported math capacity	
Interaction with peers/more students (students/staff)		Academic progress math	
Opportunities to teach topics of interest (staff)		Academic progress reading	

## Adjustments to be made for 2018-19 address some implementation, data challenges

- New scheduling tool available which will also improve data on programming
- Additional STEM courses and other courses available
- 4-week sessions to build in time for SEL, reduce churn, and allow greater relationship-building
- Professional development on guided math; ongoing work on reading workshop
- Algebra readiness map for math intervention
- Focus on F&P, standards, class work for progress monitoring

## Additional lessons learned about evaluation moving forward

- More communication and consultation; ongoing progress monitoring key
- Need longer time frame to establish, examine outcomes
- May need to focus on fewer outcomes or use longer time frame to examine them
- Guidance from DMG consultants on sample cost analysis for acceleration can serve as model

Questions?

