ANN ARBOR PUBLIC SCHOOLS

LEAD. CARE. INSPIRE.

Middle School Instructional Support

Ann Arbor Public Schools

Board of Education
May 3, 2023

Tonight's Agenda

- Approach to Academic Intervention
- The Middle School Intervention Process
- Unpacking Math and Literacy Intervention
- Partnering Beyond the School Day
- Teacher Practice and Professional Learning
- Next Steps

Our Approach to Intervention - Core + More

- Access to **core, general education grade level instruction** by expert certified teachers
- Small group, **differentiated core instruction**
- **Double dose of skills-based instruction** to bridge gaps and build key foundational understanding
- **Effective intervention practices and high quality, proven resources**
- Students are supported with access to **individualized instructional support 24/7**

The Middle School Instructional Support Model

1. **Analyze Math and Literacy data to identify students in need of support**

Most Students	Some Students
Core Class with General Ed, Content Expert Teacher	Core Class with General Ed Content Expert Teacher & Special Education or English Language Teacher

2. **When data and teacher review indicates the student would benefit from instructional support, students are placed in the appropriate support course**

Literacy Specific (1 period)	Math Specific (1 class period)
Academic Literacy General Ed & Spec Ed in same class	Strategies for Success-Math/Math Support General Ed & Spec Ed in same class

Combined Literacy & Math Intervention
(1 class period)

The Middle School Intervention Process

- **Data-driven, teacher involved** identification of students in need of instructional support
- **Communication with families** and careful scheduling
- **Balancing elective experiences** with intervention needs
- **Monitoring progress** and use of on-demand instructional tools

Data Monitoring for Student Support and Success

Let’s pause here and take a look at an example.

Identifying Students for Instructional Support in Mathematics

Identifying Students for Math Interventions
Ann Arbor Public Schools
updated January, 2022

The Data Team/SIP Team will use multiple data sources to determine which students may indicate a need for math intervention. The profile report in Performance Matters gathers the most recent data from the following sources.

Identification Criteria: The maximum number of intervention indicators in any column is two.

Delta Math Screeners[1]	State Testing (MStep/PSAT)[2]	District Common Assessment in Math	NWEA MATH	Classroom progress in preceding term/year
❑ **One or Two** standards flagged for intervention (1 indicator) ❑ **Three** or more standards flagged for intervention (2 indicators)	❑ Grades 5-7: **Score of 2 / Partially proficient** on most recent M-Step Math Overall or more than one subscore (1 indicator) ❑ Grades 5-7: **Score of 1 / Not proficient** on most recent M-Step Math Overall or more than one subscore (2 indicators) ——————— ❑ Grades 8-11: **Yellow** on PSAT/SAT Math (1 indicator) ❑ Grades 8-11: **Red** on PSAT/SAT Math (2 indicators)	❑ Score of less than 70% on the district common assessment from the previous year (1 indicator) ❑ Score of less than 50% on the district common assessment from the previous year (2 indicator)	❑ Grades 5-8: **Below 41st** percentile (1 indicator) ❑ Grades 5-8: **Below 21st** percentile (2 indicators)	❑ 5th Grade: **More than 50%** of 1's and 2's on standards in trimester 3 report card in 5th grade (1 indicator) ❑ 5th Grade: **More than 75%** of 1's and 2's on standards in trimester 3 report card in 5th grade (2 indicators) ——————— ❑ MS: **Ds -** in Math during previous marking period (1 indicator) ❑ MS: **Es, & NCs** in Math during previous marking period (2 indicators)

GUIDING PRINCIPLES
for math interventions

1

All students should be exposed to ***expected*, grade-level Core Math curriculum**; for the most equitable experience, students should be in Core Math classes whenever possible. The in-class service model makes this possible for more students by accelerating students' learning with robust tier 1 curriculum and universal supports within the general education setting.

2

All math intervention teachers should **meet students at their *instructional* level** (i.e., teach foundational math skills, if necessary, using Delta Math RTI).

3

Secondary math intervention teachers must be equipped with knowledge and strategies to teach foundational math skills (explicit instruction of number sense and fact fluency) **through ongoing training and support from colleagues.** This must go beyond providing the Atlas curriculum and DreamBox and Delta Math RTI training.

4

Intensive foundational math intervention cannot be done within Core Math classes, as this work requires significant time and smaller, more targeted teacher-student interaction.

5

All students should be provided with **a means of exiting math intervention**. The goal is independence.

6

Building teams should discuss students' placement and appropriate level of support.

Math Support Course Design

- **Strengthen foundation skills** necessary for success in upcoming core course units of instruction.
- Teachers **customize instruction to fill gaps,** pre-teach upcoming concepts and carefully monitor student growth.
- Resources like Delta Math RTI and Dreambox support classroom instruction and also **provide ongoing student support**
- Key component is to **strengthen student self-concept as a math learner** using the Stanford University "How to Learn Math" tenets each week

*Dreambox is available for all students in Grades K-8 in AAPS

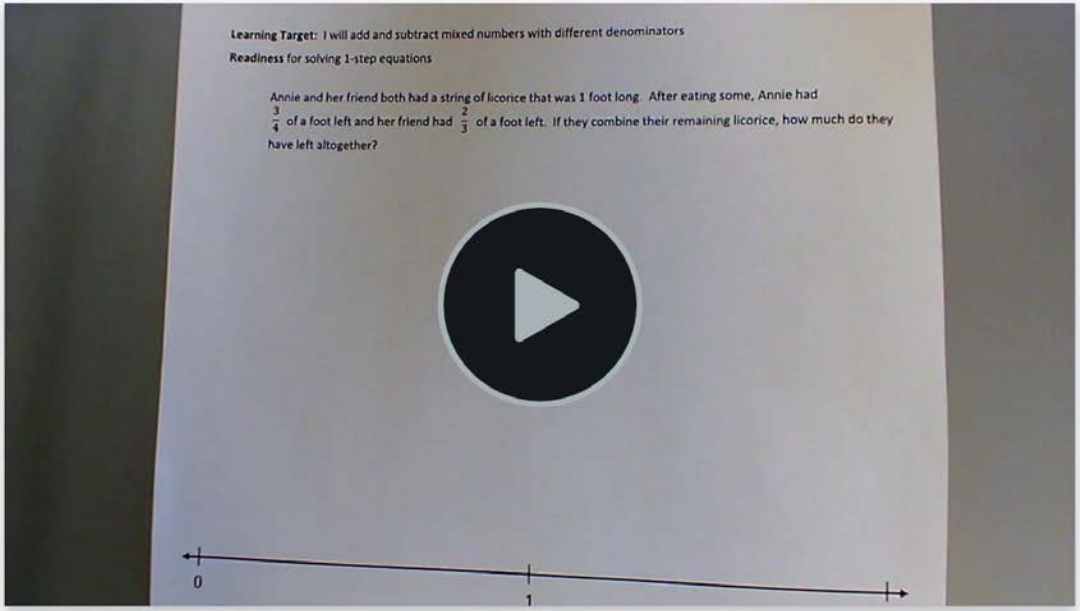
Delta Math Response to Intervention (RTI)

- **Diagnostic screener** to identify skills in need of intervention
- Specifically focused on 6-8 key **foundations standards**
- **Skills-based lessons for each foundational standard** to support effective instruction
- Supported **in-class and on-demand practice**

Sample Independent Practice Module
Delta Math Response to Intervention (RTI)

Screencast® Classic 5.NF.1Build.mp4 Share Details

All JoeMcKenzie's Items > Intervention Lesson Videos > 5.NF.1Build.mp4

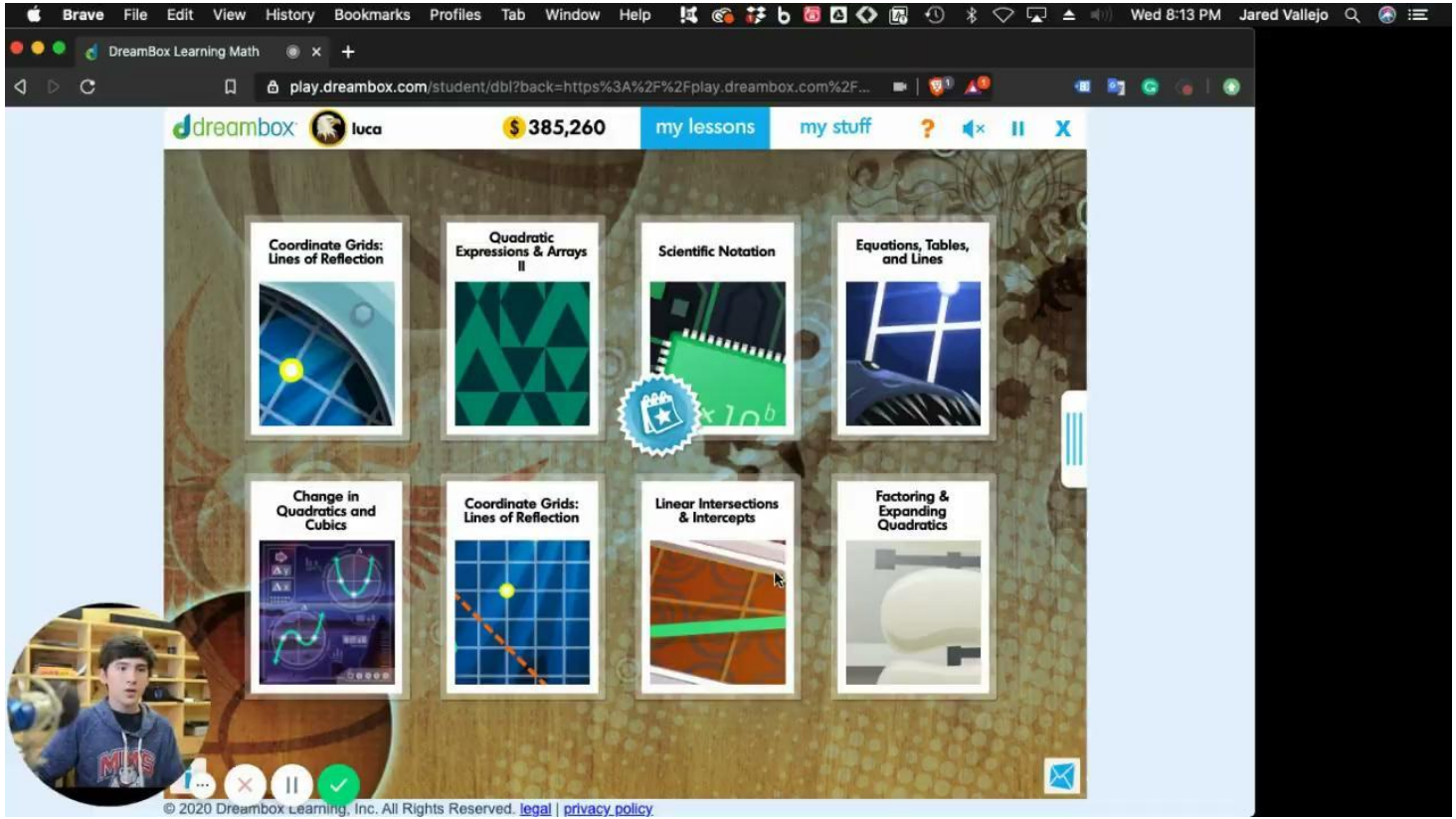


Strengthening Skills with DreamBox

Independent, Individualized Support for All Student Access

- **Adaptive platform,** "artificial intelligence" based on monitoring keystrokes of students
- Assesses current level of skill, forming a **student-specific menu of skill for instruction and practice** which adapts as students demonstrate proficiency
- **Teacher assigned lessons** support upcoming instruction

DreamBox - All Student Access Any time, Anywhere



Modern Mathematics Learning Approach Stanford University

- **Strategies-centered approach** to build math confidence and resilience
- Information that helps students **understand their potential** to succeed in math
- **Root out and correct misconceptions** about math
- Specific, mini-lessons **completed over six weeks**

GUIDING PRINCIPLES
for literacy interventions

1

All students should be exposed to ***expected*, grade-level Core English curriculum**; for the most equitable experience, students should be in Core English classes whenever possible. The in-class service model makes this possible for more students by accelerating students' learning with robust tier 1 curriculum and universal supports within the general education setting.

2

All literacy intervention teachers should **meet students at their *instructional* level** (i.e., teach foundational literacy skills, if necessary).

3

Intensive foundational literacy intervention cannot be done within Core English classes, as this work requires significant time and smaller, more targeted teacher-student interaction.

4

Secondary literacy intervention teachers must be equipped with knowledge and strategies to teach foundational literacy skills (explicit instruction of phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension) **through ongoing training and support from colleagues.** This must go beyond providing the Atlas curriculum and basic Lexia PowerUp training.

5

All students should be provided with **a means of exiting literacy intervention**. The goal is independence.

6

Building teams should discuss data and appropriate level of support for individual students.

Identifying Students for Literacy Intervention

Support Criteria for Secondary Literacy Interventions & English Language Development
Ann Arbor Public Schools
Updated January 11, 2023

Step 1: Data Collection, Using Multiple Indicators. The Data Team/SIP Team will use multiple data sources provided to determine which students may indicate need for a literacy intervention. The reports gather *the most recent data* from the following sources:

Support Criteria. The maximum number of intervention indicators in any column is *two*.

Lexia PU[1] or Core5[2] (2 possible indicators)	State Testing[3] (2 possible indicators)	NWEA Reading (2 possible indicators)	Classroom progress in preceding term (2 possible indicators)	WIDA Access and/or Screener[4] (2 possible indicators)
❑ 5th Grade: **Below 1 Grade Level** (1 indicator) ❑ 5th Grade: **Below 2+ Grade Levels** (2 indicators) ——— ❑ MS: **"Foundational"** placement in one zone (1 indicator) ❑ MS: **"Foundational"** placement in two or three zones (2 indicators) ——— ❑ HS: **"Foundational" or "Intermediate"** placement in one zone (1 indicator) ❑ HS: **"Foundational" or "Intermediate"** placement in two or three zones (2 indicators)	❑ Grades 5-7: **Score of 2 / Partially proficient** on most recent M-Step ELA Overall (1 indicator) ❑ Grades 5-7: **Score of 1 / Not proficient** on most recent M-Step ELA Overall (2 indicators) ——— ❑ Grades 8-11: **Yellow** on PSAT/SAT Evidence-Based Reading & Writing (1 indicator) ❑ Grades 8-11: **Red** on PSAT/SAT Evidence-Based Reading & Writing (2 indicators)	❑ Grades 5-8: **Below 41st** percentile (1 indicator) ❑ Grades 5-8: **Below 21st** percentile (2 indicators)	❑ 5th Grade: **More than 50%** of 1's and 2's on standards in most recent report card in 5th grade (1 indicator) ❑ 5th Grade: **More than 75%** of 1's and 2's on standards in most recent report card in 5th grade (2 indicators) ——— ❑ MS: **Two Ds & Es** in ELA, Science, and Social Studies during previous marking period (1 indica ❑ MS: **Three Ds & Es** in ELA, Science, and Soc Studies during previou marking period (2 indicators) ——— ❑ HS: **Grade-level GPA** is 1.4 or lower. (1 indicator) ❑ HS: **Grade-level GPA** is .5 or lower. (2 indicators)	❑ **Score 2-2.9** on WIDA Composite Score (1 indicator) ❑ **Score 1-1.9** WIDA Composite Score (2 indicators)

5

All students should be provided with **a means of exiting literacy intervention**. The goal is independence.

Collaborative Process

Step 2: Teacher Input: *A student **will not be recommended for an intervention without data** to support that decision. Despite the presence of data supporting the criteria above, **the team may recommend that a student does not need an intervention, or recommend a lesser intervention**. Teams use guiding principles for literacy intervention to assist decision-making.*

Is this student able to decode (use knowledge of letter-sound relationships to correctly pronounce written words)**?**

Do you recommend this student for foundational literacy support (explicit instruction of phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension) **in addition to Core English?**

Is this student able to complete 5th grade tasks independently?

What did we do this year for this student? Did it work? How do you know?

6

Building teams should discuss data and appropriate level of support for individual students.

Core English + More

Student has 4+ indicators; teacher recommends core plus more

2

All literacy intervention teachers should **meet students at their *instructional* level** (i.e., teach foundational literacy skills, if necessary).

3

Intensive foundational literacy intervention cannot be done within Core English classes, as this work requires significant time and smaller, more targeted teacher-student interaction.

Students in Academic Literacy must be co-seated in a Core English course. Academic Literacy is a Tier 2 course focused on developing foundational literacy skills.

"Blended learning allows me to target the specific next skill each student is ready to learn. PowerUp presents lessons to students while providing me with information about their accuracy. Using that, I am able to plan lessons for each student in the Tier 2 class. This approach sticks: students learn a concept and I come in to help them understand how those foundational patterns work and when to use them to understand the complex texts they use in their core classes."

- Sarah Andrew-Vaughan, Scarlett Power Hour Teacher

Ongoing Literacy Intervention Professional Learning

"Even in the middle school years, it is imperative for teachers to have the training necessary to address foundational reading skills and phonics instruction."

–Connie Ray, Scarlett Power Hour Teacher & English Dept. Chair

4

Secondary literacy intervention teachers must be equipped with knowledge and strategies to teach foundational literacy skills (explicit instruction of phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension) **through ongoing training and support from colleagues.** This must go beyond providing the Atlas curriculum and basic Lexia PowerUp training.

Fall '22 Training Sessions

Conferring with Skill Progressions

Using Lexia Power Up

Feedback and Monitoring

Spring '23 Training Session

Institute for Educational Science

Reading Interventions Practice Guide

Practice recommendation

1. Build students' decoding skills so they can read complex multisyllabic words.
2. Provide purposeful fluency-building activities to help students read effortlessly.
3. Routinely use a set of comprehension-building practices to help students make sense of the text.
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.

Combined Literacy & Math Support

- **Co-taught** by math and literacy teacher
- **Station-rotation** model
- **Blended learning** with digital tools and direct instruction of foundational skills
- **Taken concurrently with core English & Math courses**

"I love the intentionality around working on students' IEP goals. We are working on students' individual IEP goals each and every day that we are [in Power Hour], instead of waiting on the curriculum and how we can weave it into the classroom environment."

- **Laura Hurst, Scarlett Teacher Consultant and SISS Department Chair**

Partnering Beyond the School Day

- Student success requires a **team** effort
- Centering **dignity** & ensuring **belonging**
- Student **access 24/7** to resources and tools
- Neighborhood centers like PEACE and Community Action Network are key, **connected partners**
- **Communication and connection with families**

Partnering Beyond the School Day - Math On Demand

Connected Mathematics books are linked for accessibility in Schoology. Physical books are available at all neighborhood centers. Students receive single unit hard copies as they progress.

- Connected Mathematics Family Website
- Connected Mathematics Online Glossary
- Connected Mathematics content help by unit, including concept explanations, sample homework problems, and mathematical background with examples

DreamBox - All students can access DreamBox through Clever 24/7 year round.

Access and Monitoring Made Easy - Family letter details the simple process of setting up the family DreamBox dashboard for monitoring use from home (in English and Spanish)

Partnering Beyond the School Day - Literacy On Demand

Sora: a reading app that provides students with access to age-appropriate ebooks and audiobooks from an online library.

Sora Student Presentation

Lexia PowerUp Literacy: a computer-adaptive program that customizes instruction to the specific needs of each middle schooler. The activities in PowerUp support and build on reading skills in three areas: word study, grammar, and comprehension.

PowerUp Student Experience Video (5:31)

PowerUP Family Letter

Logging in from home: **English** / **Spanish**

Teacher Practice and Professional Learning

- Ongoing professional learning in **effective practices, diagnosing and progress monitoring**
- **Ongoing Lexia PowerUp and Dreambox training** in classroom integration, data and customizing practice and the power of pre-teaching
- **Expansion of key literacy professional learning pathways** like Language Essentials for Teachers of Reading and Spelling (LETRS), Project Read, Brainspring Structures, Delta Math RTI and Advantage Math

Next Steps

- Structure beyond the school day **skills-based, small group instruction**
- Increase **consistency of intervention implementation**, including the use of screening, diagnostic and progress monitoring data
- **Enhance the "hand-off"** between school levels to ensure that each student is known and supported for success from day one
- **Expand professional learning** in literacy and mathematics instructional intervention practices

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