Mid-Michigan Migrant Summer School Program Evaluation Summer 2015

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2015 Mid-Michigan Migrant Summer School Findings & Implications

Findings and Implications for K-2 Reading Objectives

In analyzing data in grades K-2, stakeholders found that 75% of the K-2 students at both the Belding and St. Johns location met the reading objective. The Mid-Michigan Migrant Summer School Program set a goal of 85%. Therefore, we did not meet the object of 85%. The objective of 85% does not appear to be unattainable. For that reason, a similar objective will be set for next year. 45% of the K-2 students are at grade level in reading. 30% of the students in grades, K-2, started out at grade level (all were in kindergarten). Therefore, there was a 15% increase in the number of students who started out at grade level in reading as compared to those who ended the summer school program at grade level. It is noteworthy to mention that five students (all in kindergarten) were not able to demonstrate enough growth to make the reading objective, but they did demonstrate growth on local phonemic awareness and letter/sound identification. If the DRA2 assessment assessed students below level 4, then those five students would mostly likely have demonstrated enough growth to change the percentage of students meeting the reading objective from 75% to 100%.

Zero percentage of those students identified as Priority For Service met the reading objective and were at grade level in reading as measured by the DRA2 assessment. This appears to be really low, but there were only three students who were PFS in grades K-2. However, the percentage of PFS students who were proficient is concerning, and it must be addressed when making plans for next year. The implication is that PFS will need to be identified and given additional literacy interventions. The entire staff focused on targeting math facts when students were finished eating breakfast and lunch. Intervention bags and baskets were made for each class and focused on individual student needs in math. This appeared to have been very beneficial for helping students with math achievement and also decreased behavioral problems. Students were very motivated, and students were even setting goals to increase their math fluency with basic facts. We may need to put additional literacy interventions into place for next year. Possibly, we could use i-pad applications, like Scootpad, that actually assesses student needs in reading and scaffolds their literacy needs. 83% of the students identified as NPFS met the reading objective and were at grade level at the end of the summer school session. The staff and Director may need to look at other ways to increase the number of minutes that students are reading one on one with adults also.

All K-2 students demonstrate great gains. We were unable to demonstrate growth for those two students not in attendance for assessments. After reflecting on the DRA data collected, all stakeholders agreed that all K-2 students needed more time to continue growing in their literacy skills. Much discussion was had, and all stakeholders agree that students would benefit from 30 minutes of additional literacy instruction daily. Many students were very close to be able to demonstrate proficiency at one level higher than their DRA2 independent level assessed them at during the last days of summer school. The Mid-Michigan staff and Director will look at additional ways to add more minutes of literacy instruction into the Master schedule for next year. The Mid-Michigan Migrant Summer School Program will consider additional instructional strategies that allow for more intensive small group and direct, explicit reading instruction also. Implementation of a take home component for students and families will also be considered. We will also work on a literacy intervention to put into place for staff to work individually with students after students finish with breakfast and lunch to maximize those available instructional minutes.

Findings and Implications for 3-6th Reading Objectives

After analyzing and reflecting on DRA2 reading assessment data in grades 3rd-6th, the program staff found that 57% of the students met the reading objective. This is a much lower percentage than what we identified in the Mid-Michigan Migrant Summer School Program Substantiation. The objective state that

85% of the students will increase by two DRA reading levels. Only 50% of the students in grades 3rd-6th were at grade level at the end of the summer school. After digging deeper into the student achievement data, the following factors were brought up for discussion. The first factor that affected the student achievement data was that two students were newcomers, and they did not meet the objectives. However, both students made tremendous gains in English language proficiency and in literacy. More intensive literacy instruction was provided for the two newcomers, but they needed the gift of time. It will be interesting to compare their reading achievement data to reading achievement data next summer. The second factor is that there was not pre-test and post-test reading assessment data for 3 students. These three students may have contributed to the achievement data in a positive manner and boosted the percentage of proficient students. One of the two classrooms in the Mid-Michigan Migrant Summer School did have a sub for 42% of summer school, which could have affected student achievement. The four factor that could have affected student growth in literacy is that one of the two locations did have 4th-8th in one classroom (with two additional High School students doing E 20/20). This classroom had the highest number of students enrolled across both locations. Next year, we made consider a second, third, and fourth grade combo classroom. Historically, we have not seen that number of middle school students in attendance. It was a great problem to have. We did bring in another teacher to help provide some additional instruction for the middle school students, but it was not for a long enough period of time to determine if it made a huge difference in student achievement. Another consideration for planning for next year is to look at specific motivational strategies for middle school students in literacy. We may need to have some type of incentive for students to increase their reading achievement. This age level loved the crafts that teachers offered during their afternoon enrichment. Quite possibly, we could offer students craft projects as incentive to read. We also may need to look at focusing less on the teaching of comprehension strategies and more on strategies for students to increase reading accuracy and reading fluency. One of the two classroom did have students grouped according to strategies groups and did pull students for small groups reading instruction. Lack of instruction did not appear to be the issue. This particular group of students may have needed direct instruction on fluency strategies and figuring out unknown words in addition to the comprehension strategies. Further analysis with the two staff members may provide a valuable insight into reasons why students did not make the reading growth that we might have expected them to make. The Director will follow up with this challenge.

Findings and Implications for 7th-8th Reading Objectives

Unfortunately, there are not DRA2 assessments available for this grade level. Quite possibly, it will be necessary to research potential reading assessment that are similar to the DRA2 for middle and high school students. Students did make growth, but there is not substantial data to back up this finding. Students were placed in guided reading groups based on their instructional needs in reading. One of the two teachers conducted comprehension strategy groups using grade level text. Students were actively engaged in the use of comprehension strategies for the 25 days of summer school. Most students were motivated to read and use comprehension strategies. The teacher observed the use of these comprehension strategies as students worked independently on research projects for the final two weeks of summer school.

Findings and Implications for K-2 Math Objectives

95% of all K-2 students met the math objective for the Mid-Michigan Migrant Summer School Program. 81% of the K-2 students were assessed at grade level at the conclusion of the summer school session. 67% of those students identified as PFS met the math objective. One hundred percent of the students identified as PFS met the grade level proficiency level (set at 8/11 or 73%). 95% of those students identified as NPFS met the math objective. These math achievement scores are fantastic and

reflect the full implementation of the Math Matters curriculum and the purchase of the necessary resources/materials for lesson implementation. The implementation of the master schedule really helped focus instruction on math. Three of the four teachers who taught grades K-2 were new the Mid-Michigan Migrant Summer School staff. They were enthusiastic, ambitious, and competent at math instruction using the Math Matters curriculum. The one staff member returning to the program is very committed to teaching Math Matters and was very helpful to other staff. It appeared to be beneficial to build in staff planning time during breakfast. This will be done next year as well.

The implications for the program include raising the percent of increase required from the pre-test to the post-test. The objective will be higher this next year. Quite possibly, we will double the percentage to a 10% increase from the pre-test to the post-test. This objective was set based on the data from summer 2014 in which Math Matters curriculum was not implemented by all staff members

Findings and Implications for 3rd-6th Math Objectives

86% of the students in grades 3rd-6th grade met the math objective set by the Mid-Michigan Migrant Summer School staff in the Program Substantiation. Our goal was 85% of all students. 71% of all 3rd-6th graders ended the summer school session at grade level in math. Our team thought this was worthy of celebrating. This does indicate that the Math Matters curriculum really is helping migrant students make gains in math. It also demonstrates that implementation of Math Matters was done well. Professional development was provided, resources/materials were purchased, time was set aside for necessary instruction, and teachers were committed to help student master math concepts. Stakeholders also felt that having the math intervention time with paraprofessionals after breakfast and lunch helped students also with those basic math facts that they may have been missing. This time to master basic math facts may have increased students' overall performance with the Math Matters curriculum and assessment. The development at the implementation of the master schedule also helped set aside the necessary element of time in order to have Math Matters fully implemented as it was intended to be implemented. It appears that it was beneficial to build in teaching planning time during breakfast also. This will be done next year also.

86% of those students identified as PFS met the math objective. 57% of the PFS students were assessed at grade level. 86% of the students identified as NPFS met the math objective. 29% of the NPFS students were at grade level. Therefore, those students in grades 3rd-6th identified as PFS had consistent performance or outperformed those students identified as NPFS. The Mid-Michigan Migrant Summer School staff will continue to work on ways to improve Math Matters instruction. We will strengthen our commitment by discussing what professional development is needed to help students make greater achievement gains on the Math Matters assessment.

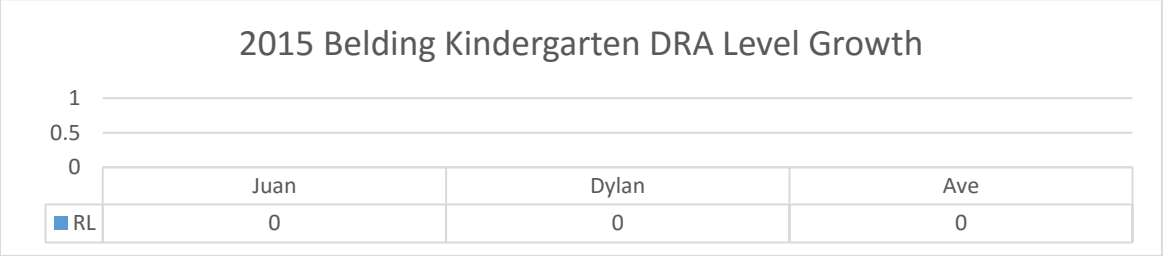
Findings and Implications for 7th and 8th Math Objectives

100% of the students, 4 out of 4, met the math objective. Students demonstrated 9%-55% growth from the pre-test to the post-test. Twenty-five percent of the students exited at grade level. 100% of the students identified as PFS at the seventh and eighth grade level met the math objective. 100% of the students identified as NPFS at the seventh and eighth grade level met the math objective. There was no difference in the performance of students identified as PFS and students identified as NPFS. 50% of the students identified as PFS exited at grade level in math, and 0% of the students identified as NPFS exited at grade level in math. Therefore, the PFS students outperformed the NPFS. One student out of the four students scored 100% and made a 55% gain from the pre-test to the post-test.

Attendance at the Belding location was fairly good. We would like to work on increasing the attendance for those students attending the St. Johns location for this age group. We will brainstorming strategies and incentives to encourage middle school students to attend our Mid-Michigan Migrant Summer School.

Data Summaries:
DRA and Math Matters
Grades: K-8th

Belding's Kindergarten DRA Narrative

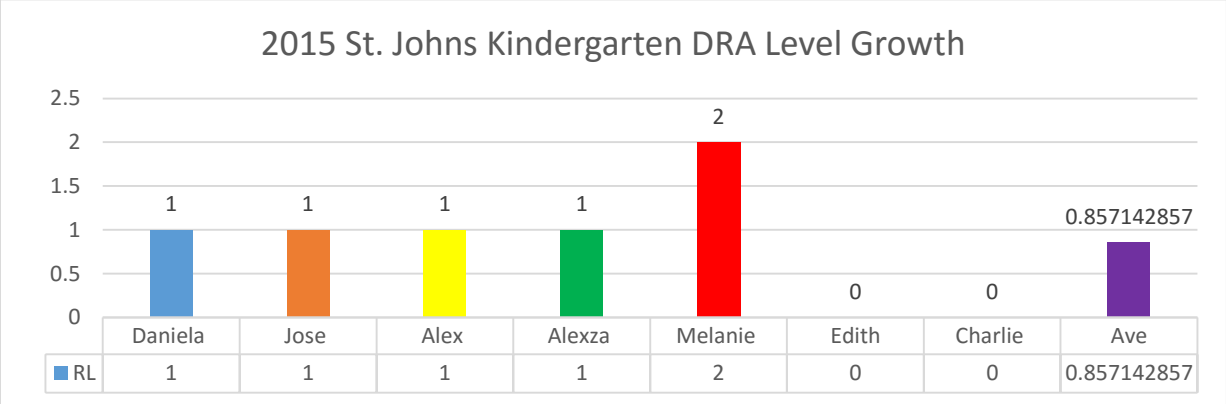


Both Kindergarten students tested below a level 4 therefore there was no post data available. The Kindergarten teacher focused on teaching phonics skills and phonemic awareness. Both students made tremendous growth in both of these pre-literacy skill areas.

PFS vs. NPFS

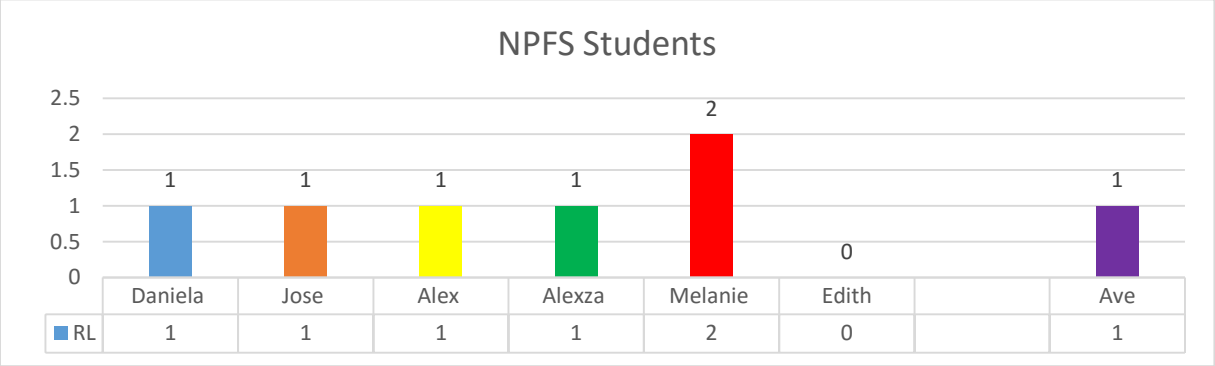
One student was identified as PFS and one student was identified as NPFS. There was no difference in the performance level of the student identified as PFS and the student identified as NPFS. Both students should be reading at a DRA level 3 at the end of kindergarten. Therefore, both students are below grade level.

St. Johns' Kindergarten DRA Narrative

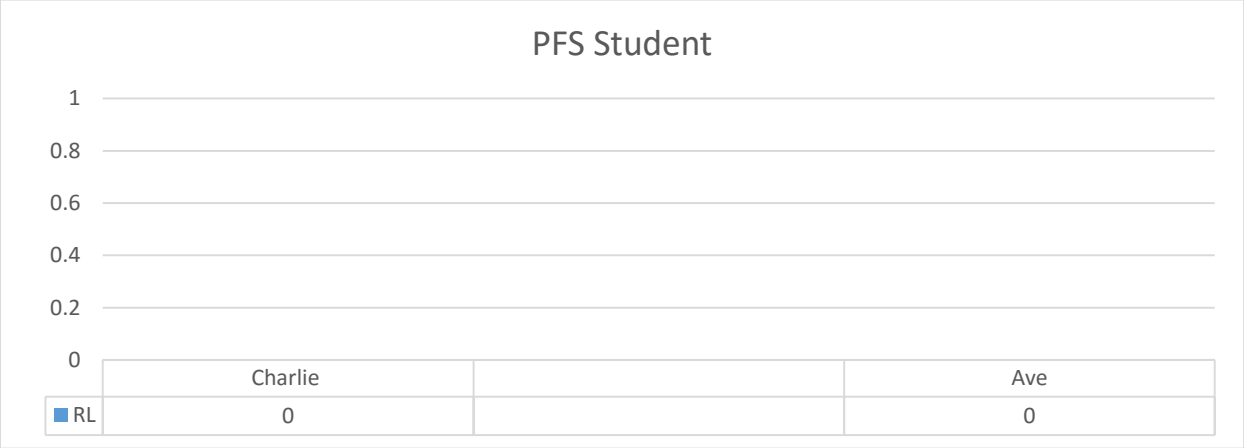


Five out of seven, 71%, students made at least one level of reading growth as measured by the DRA2. The other students were not able to be assessed at a level four, so it is difficult to determine how many reading levels each of these three students made as we do not assess under DRA level number 4. Local assessments measuring growth in phonemic awareness and letter/sound identification indicate that both students grew in the area of pre-literacy skills necessary to continue their reading growth.

PFS vs. NPFS Students

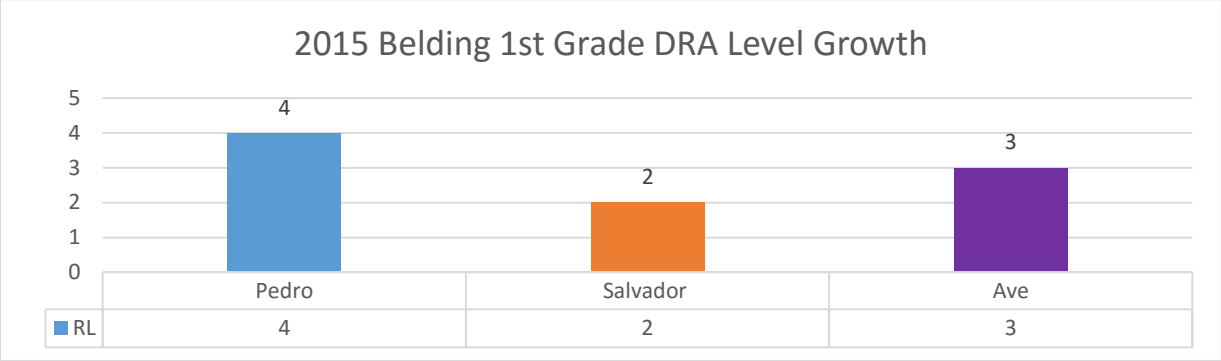


83% of the kindergarten students identified as NPFS were at grade level at the end of summer school.



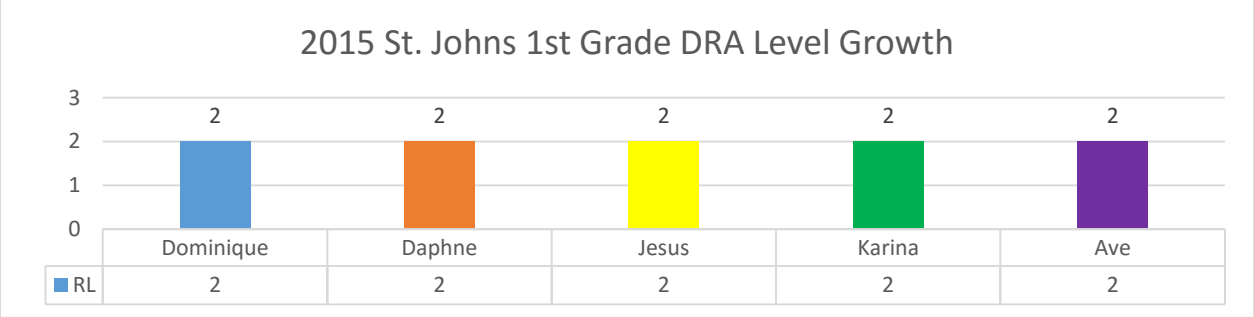
100% of the PFS students (one student identified as PFS) were below grade level in reading as measured by the DRA2 at the end of summer school.

1st Grade Belding DRA Narrative



Belding 1st grade students made an average growth of 3 reading levels. Both students were identified as NPFS. One of the two, 50% of the students were at grade level at the end of summer school.

1st Grade St. Johns DRA Narrative

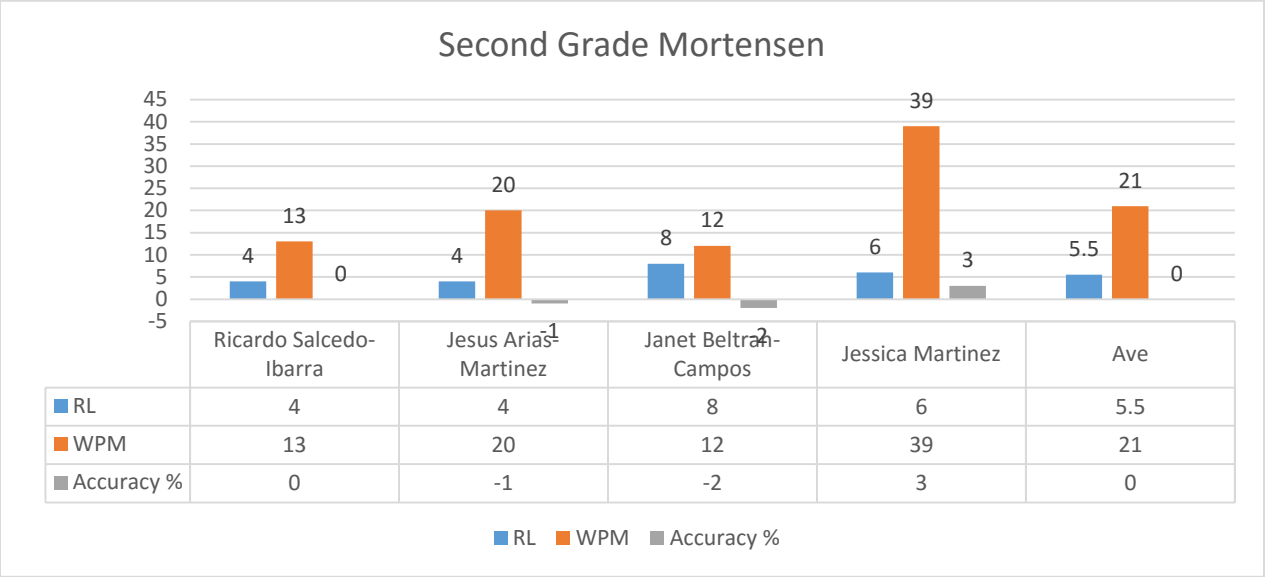


100% of the students in first grade attending summer school at the St. Johns location made two levels of reading growth. One of the four students, 25%, is currently at grade level in reading as measured by the DRA2 assessment.

PFS vs. NPFS Students

100% of the students in first grade were identified as NPFS. Only 25% of the NPFS students are at grade level in reading.

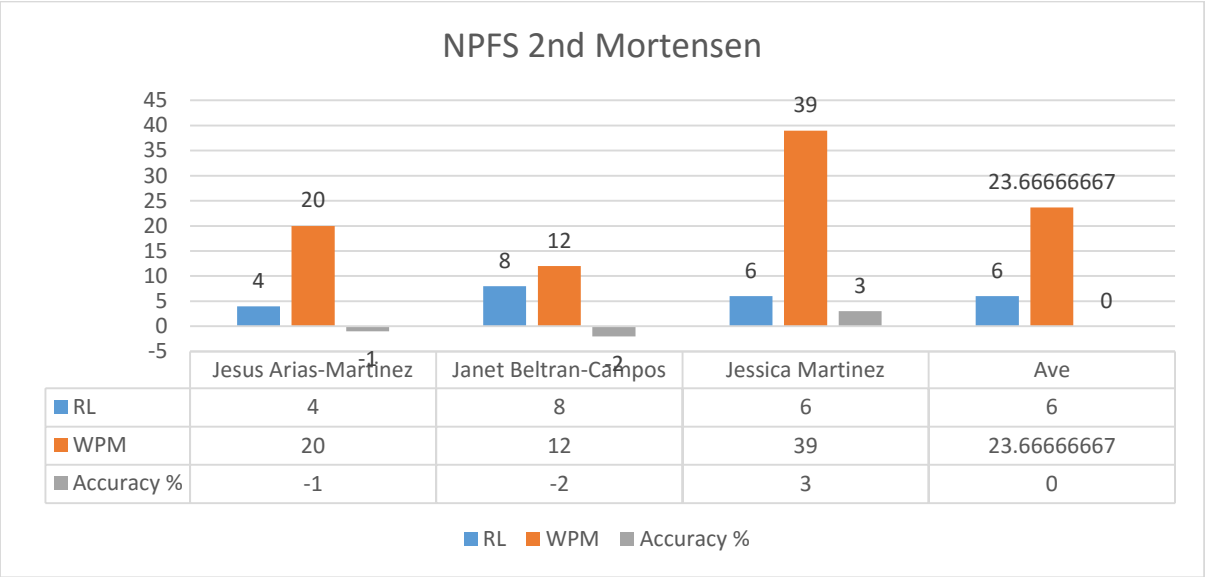
2nd Grade Belding DRA Narrative



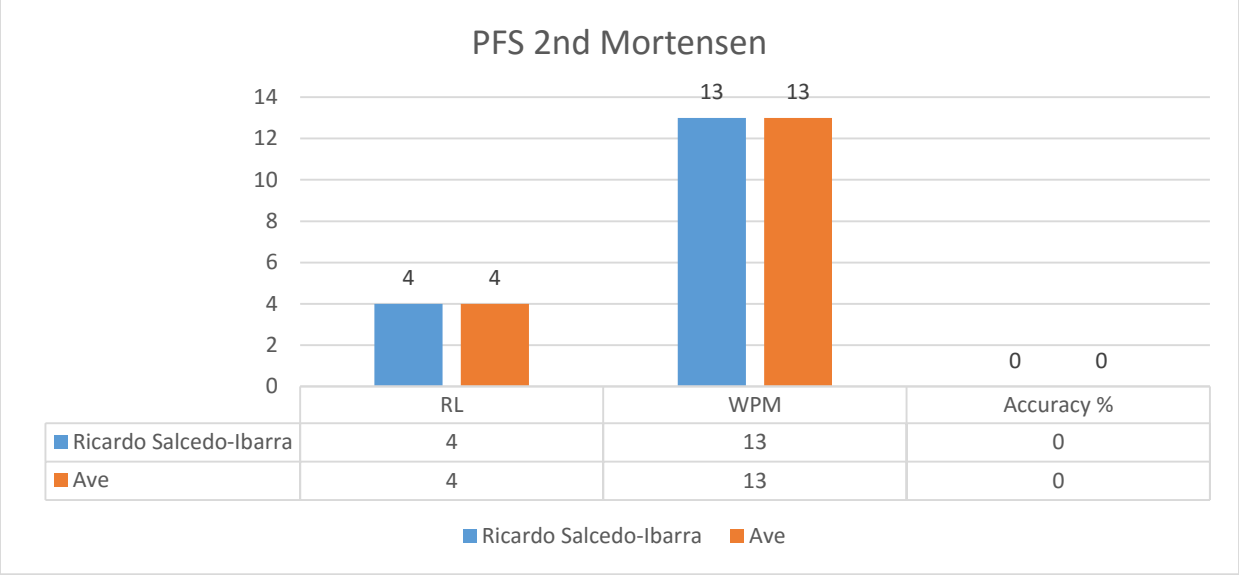
	Ricardo Salcedo-Ibarra	Jesus Arias-Martinez	Janet Beltran-Campos	Jessica Martinez	Ave
RL	4	4	8	6	5.5
WPM	13	20	12	39	21
Accuracy %	0	-1	-2	3	0

All second graders met the reading objective of gaining two DRA reading levels. The average growth for students was 5.5 DRA reading levels. All students made at least 4 reading levels. 50% of the students, 2 out of 4 students, made over four levels of growth. One of the four students increased eight reading levels. All students increased their words per minute. Most students went down in accuracy however those students did go up in reading levels. At the end of summer school, 50% of the second graders were reading at or above grade level. The other 50% of the second grade students scored at a 2.5 grade equivalent, which means that they are .5 grade levels behind in reading as assessed by the DRA.

PFS Versus NPFS



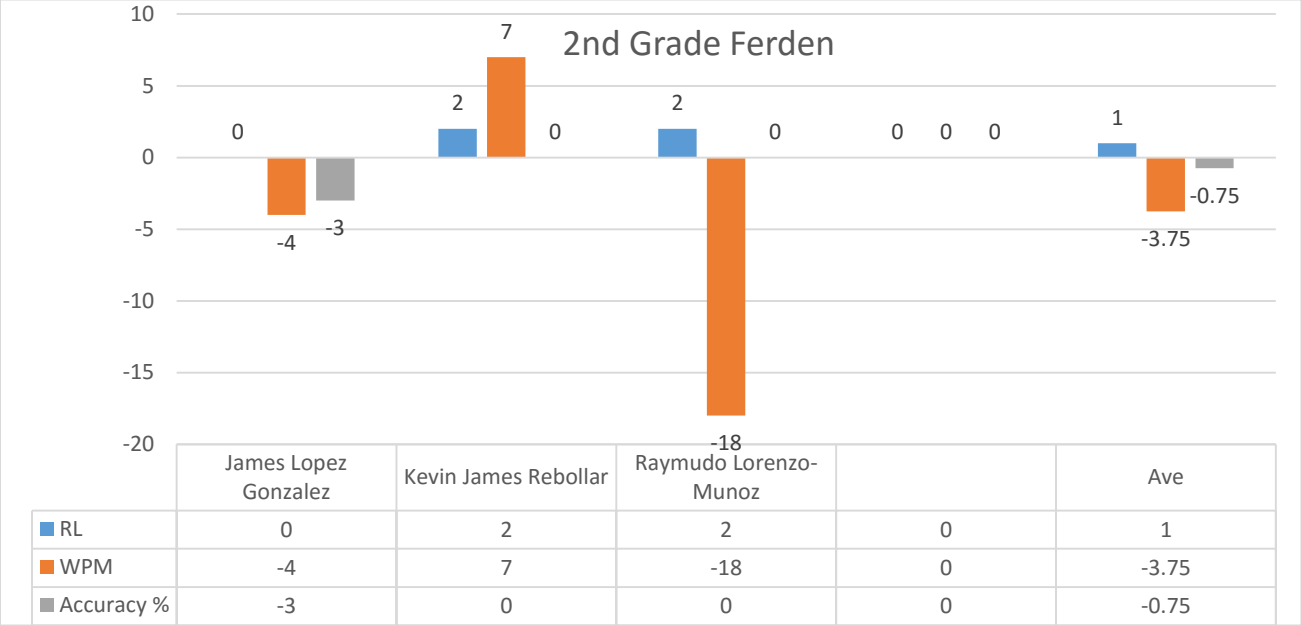
Two out of the three students, 66 2/3%, identified as NPFS were at grade level at the end of summer school as assessed by the DRA2.



There is only one student that was identified as PFS. Ricardo did gain four reading levels and met the reading objective set in the Program Substantiation. Ricardo is not at grade level. Therefore, 100% of the students identified as PFS are not at grade level.

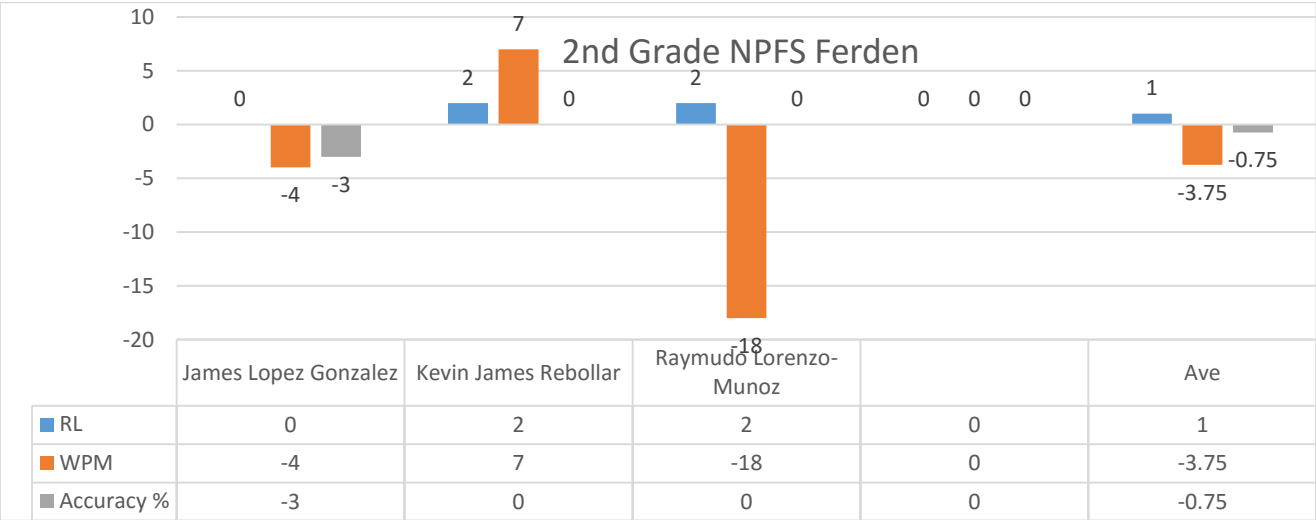
2nd Grade St. Johns DRA Narrative

2nd grade students did meet their reading level objective of increasing two DRA levels. Although the data shows an average reading level increase of 1, 2 out of the 3 students increased their DRA reading level by 2. I believe that the student who did not show growth was due to the student's reading fluency. This student often self-corrects and rereads words while reading which I believe hindered the student's performance. 0 out of the 3 students are at their expected 2nd grade reading level of 28.



	James Lopez Gonzalez	Kevin James Rebollar	Raymudo Lorenzo-Munoz		Ave
RL	0	2	2	0	1
WPM	-4	7	-18	0	-3.75
Accuracy %	-3	0	0	0	-0.75

Two, 66 2/3%, out of the three students made two levels of growth as measured as the DRA2 assessment. Zero percent of the students are currently at grade level in reading.



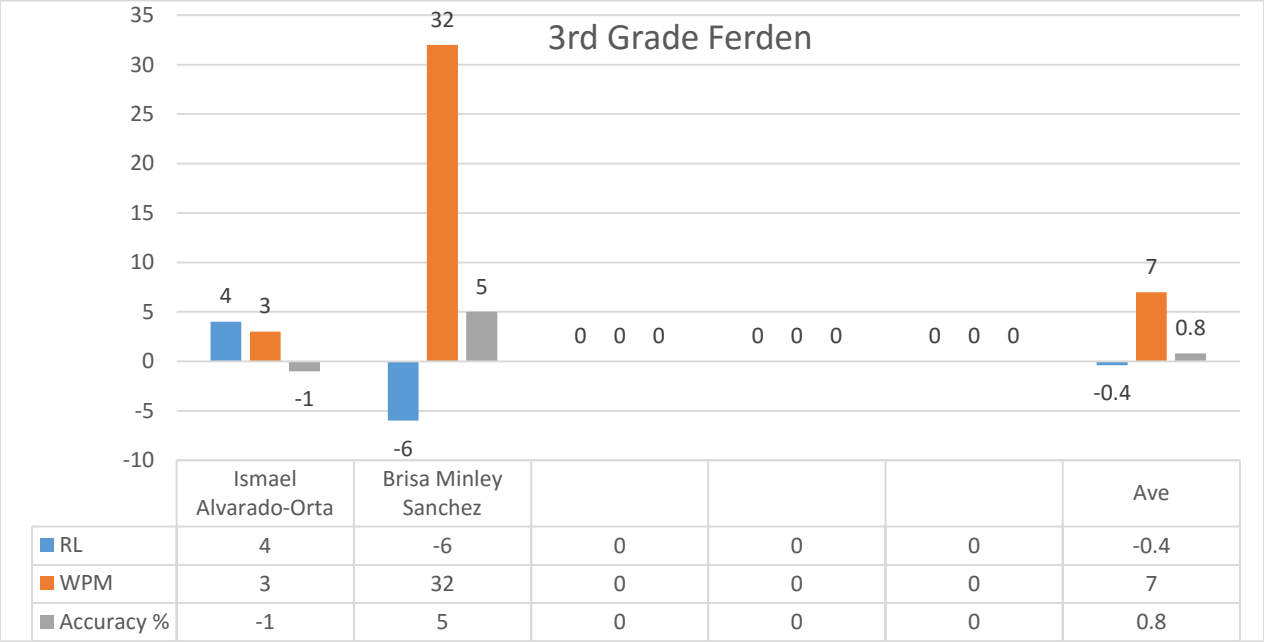
	James Lopez Gonzalez	Kevin James Rebollar	Raymudo Lorenzo-Munoz		Ave
RL	0	2	2	0	1
WPM	-4	7	-18	0	-3.75
Accuracy %	-3	0	0	0	-0.75

There were no Priority For Service (PFS) students in this grade level. Zero percent of the students identified as NPFS were at grade level

3rd Grade Belding DRA Narrative

There were only two third graders at the Belding location enrolled in summer school this summer. One of the two students was not in attendance long enough to include in summer school reading data. The other student is a newcomer, and this student was assessed below a DRA level 4, so for this reason the student was not included in the data either. Although, the both students did make gains in literacy, and they both most likely would have demonstrated adequate growth to meet the reading objective.

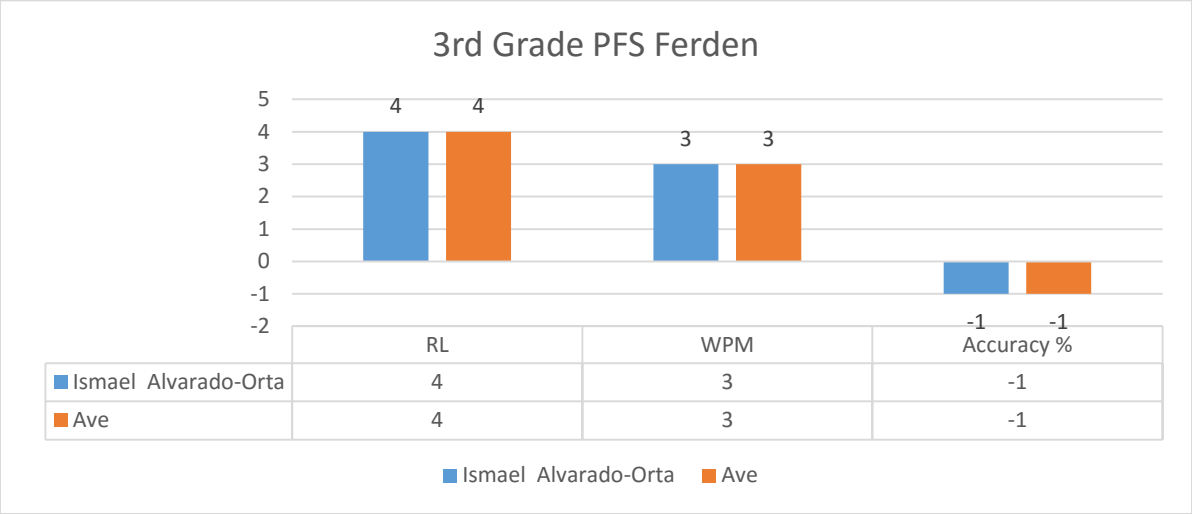
3rd Grade DRA Narrative



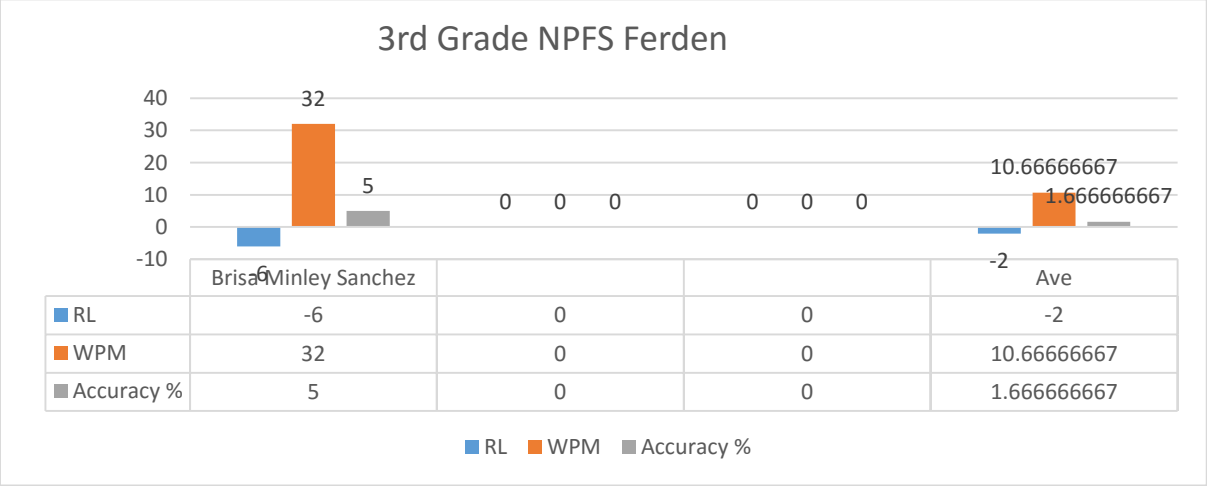
	Ismael Alvarado-Orta	Brisa Minley Sanchez				Ave
RL	4	-6	0	0	0	-0.4
WPM	3	32	0	0	0	7
Accuracy %	-1	5	0	0	0	0.8

50% of the students in attendance for at least 17 out of the 24 days, met the reading objective. This same student increased in the words per minute and improved in comprehension. The Testing Coordinator noted that she was very anxious about being assessed. Zero percent of the students were at grade level at the end of the summer school.

Priority For Service (PFS) vs. Not Priority for Service (NPFS) Students

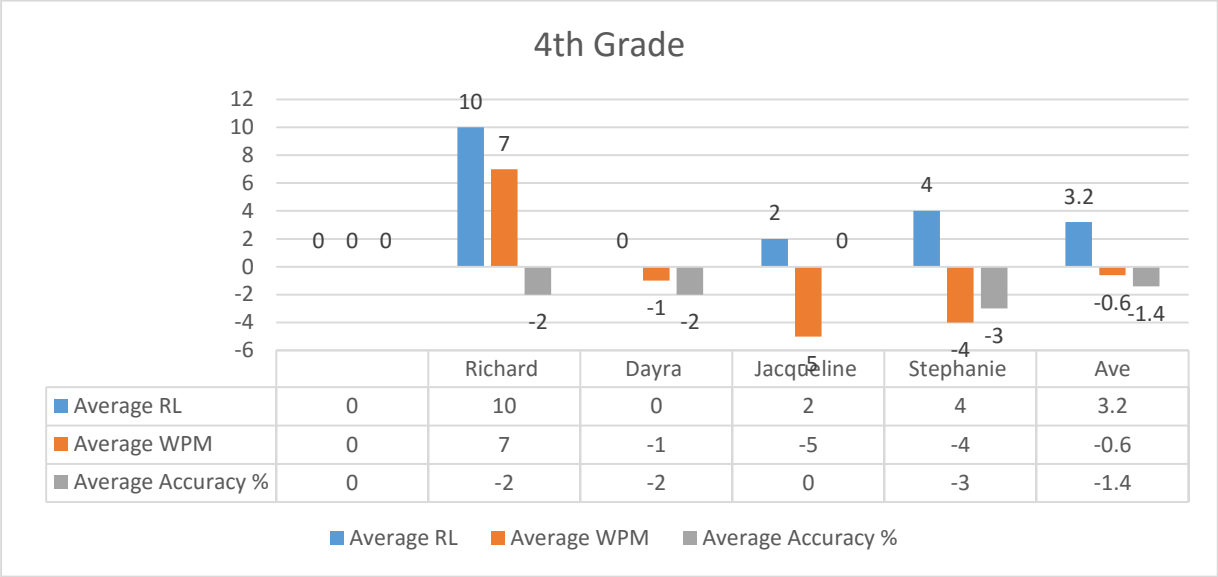


Ismael was the only student identified as PFS, and he did meet the reading objective identified in the program substantiation.



The Not Priority For Service (NPFS) student decreased one reading level but improved in accuracy, increased her Words read Per Minute (WPM) and improved their comprehension. The Priority For Service (PFS) student improved one reading level, increased their Words read Per Minute (WPM) and their comprehension and accuracy decreased. The NPFS student attended 18/22 (82%) school days where as the PFS student attended 18/24 (75%) school days. During to the PFS student's absences, the student lost valuable instructional time that the NPFS student gained. The one identified PFS student did not obtain grade level proficiency.

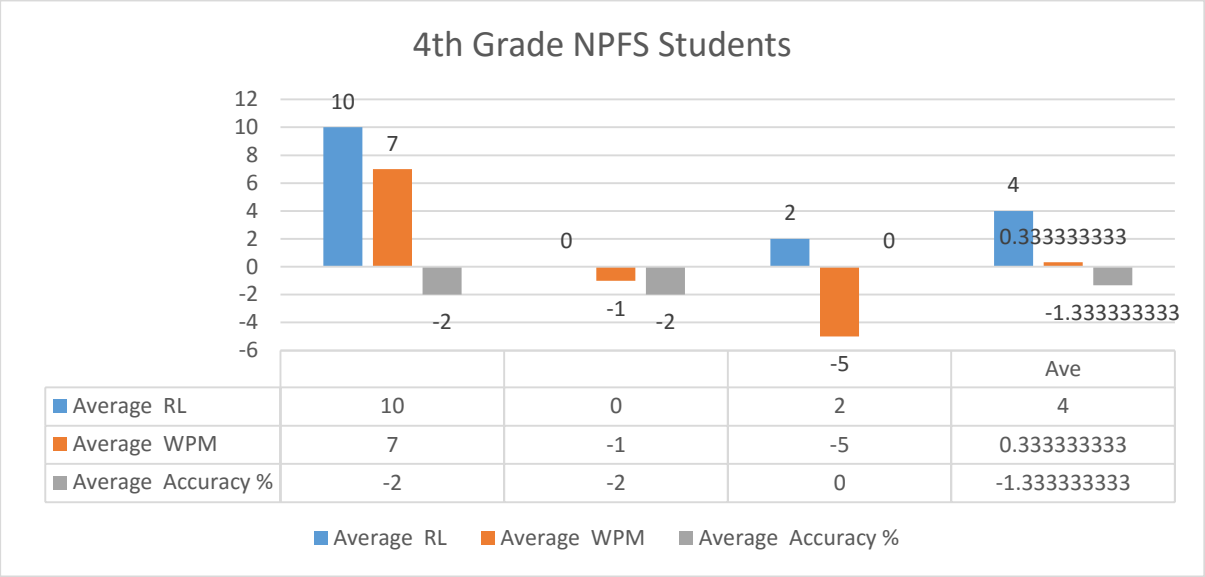
4th Grade Belding DRA Narrative



		Richard	Dayra	Jacqueline	Stephanie	Ave
Average RL	0	10	0	2	4	3.2
Average WPM	0	7	-1	-5	-4	-0.6
Average Accuracy %	0	-2	-2	0	-3	-1.4

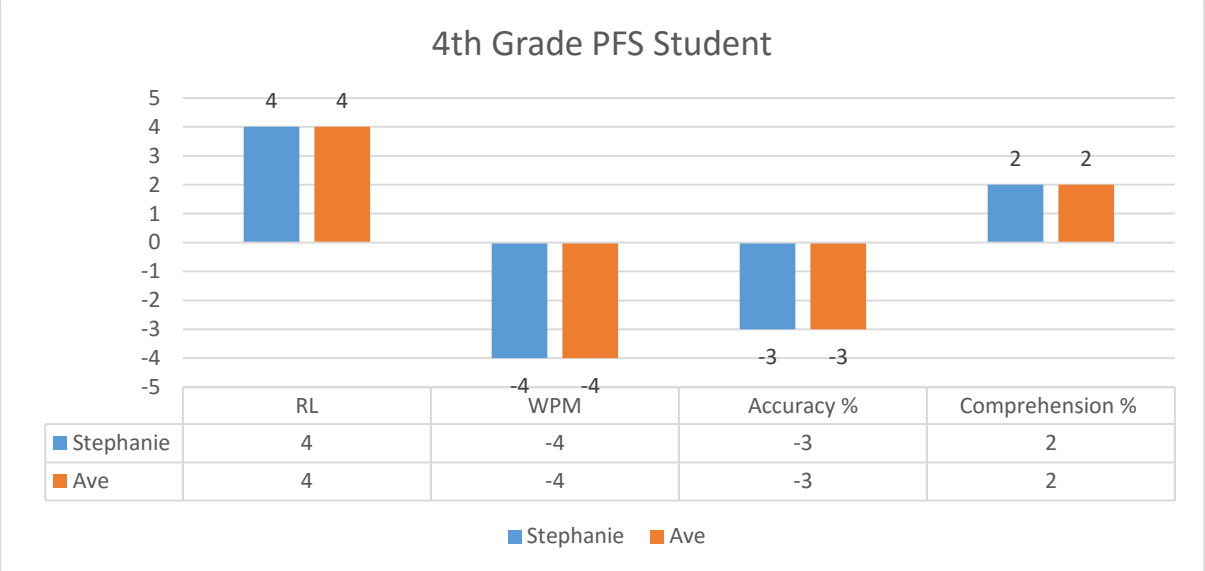
Three out of four, 75% of the students did meet the reading objective of two levels of growth on the DRA. If you look at the average growth of the entire reading level, then the grade level did meet the objective. The average reading level growth for all fourth grade students was 3.2 grade levels. The average words per minute and accuracy decreased, but the text was of greater difficulty so that could be expected. Two of the four students, 50% is at grade level in reading. One student out of the four students, (25%) is currently reading at the end of the third grade. One student out of the four (25%) is reading at a third grade level.

PFS vs. NPFS



				Ave
Average RL	10	0	2	4
Average WPM	7	-1	-5	0.333333333
Average Accuracy %	-2	-2	0	-1.333333333

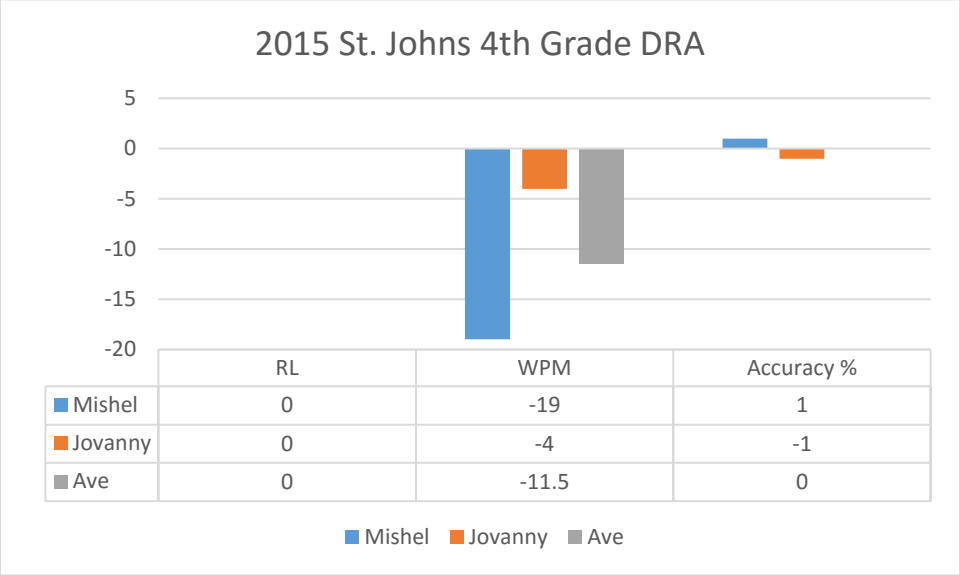
There were three NPFS students in fourth grade, and two of the three students, 66 2/3% met the reading objective. The students' average growth of NPFS students was 4 reading levels. One of the three, 33% of the students, identified as NPFS are at grade level.



	RL	WPM	Accuracy %	Comprehension %
Stephanie	4	-4	-3	2
Ave	4	-4	-3	2

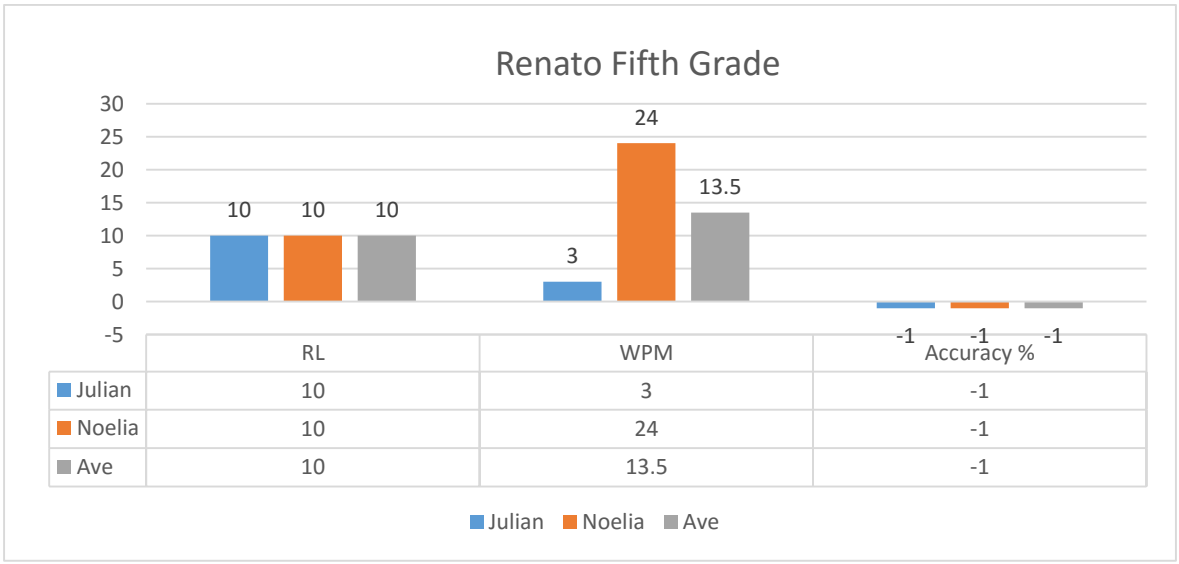
Only one student was identified as PFS, and this student did meet the reading objective, and she is increased four reading levels. 0% of the students identified as PFS are at grade level in reading as compared to the 33% of students identified as NPFS.

4th Grade St. Johns DRA Narrative



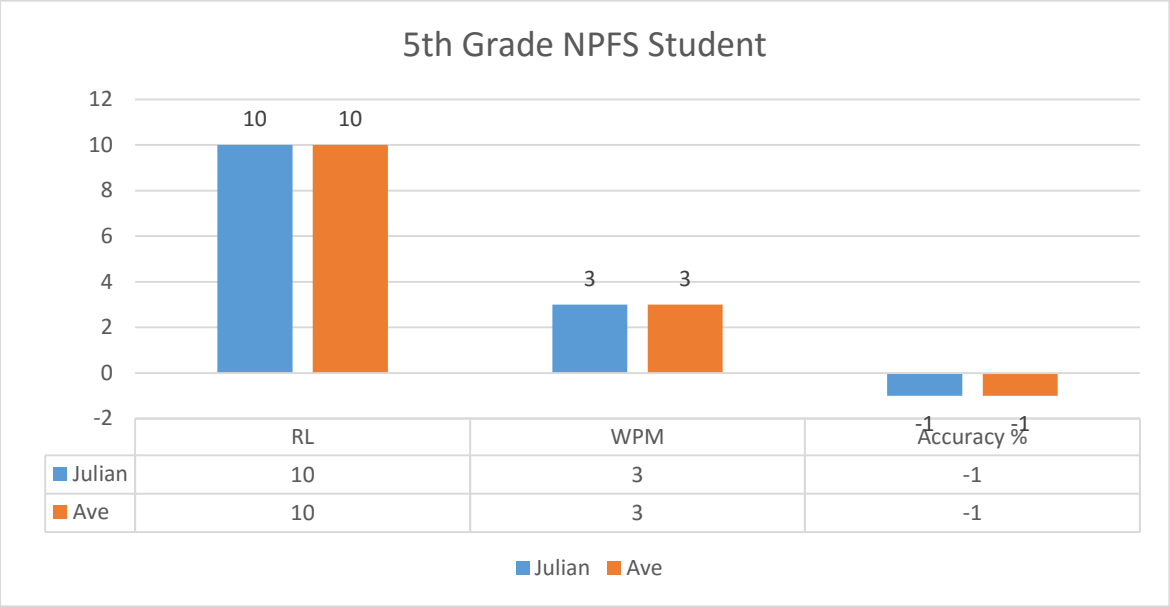
50% of the students with assessment data met the reading objective. One of the students actually decreased in their reading level. One of the three students did not attend school enough days to be included in the data analysis (6/24 days). Both students included in the testing data were identified as NPFS.

5th Grade Belding DRA Narrative

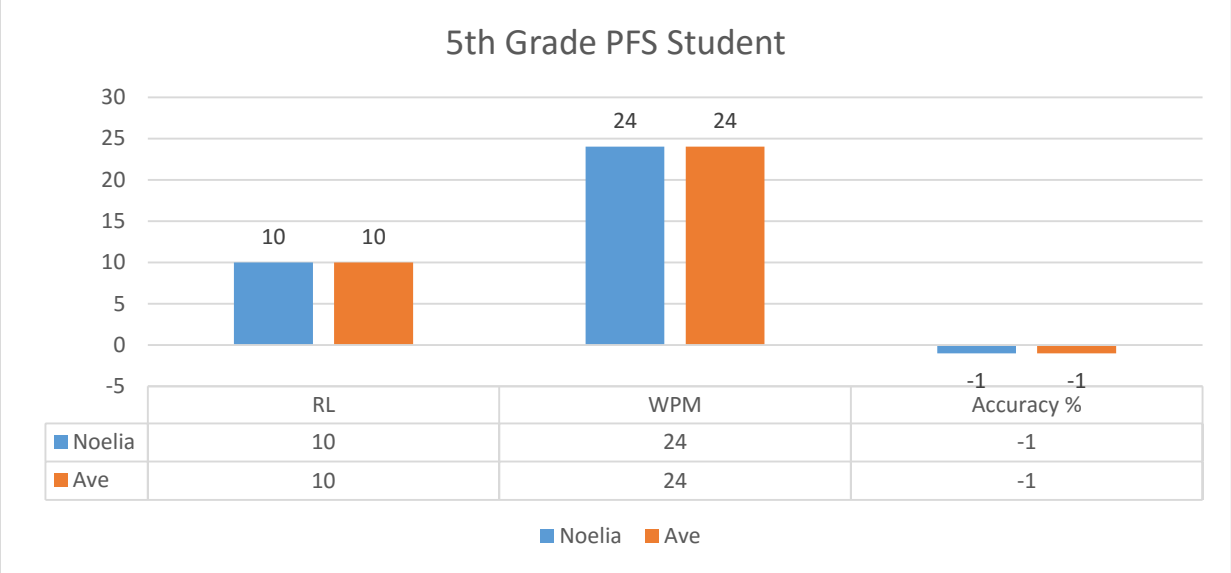


100% of the fifth grade students met the reading objective and gained at least two DRA reading levels. Both students, 100% of the students in attendance actually gained ten reading levels. Both students made nice gains in words per minute and also increased reading comprehension. Two out of two students, 100%, are at grade level in reading.

PFS vs. NPFS

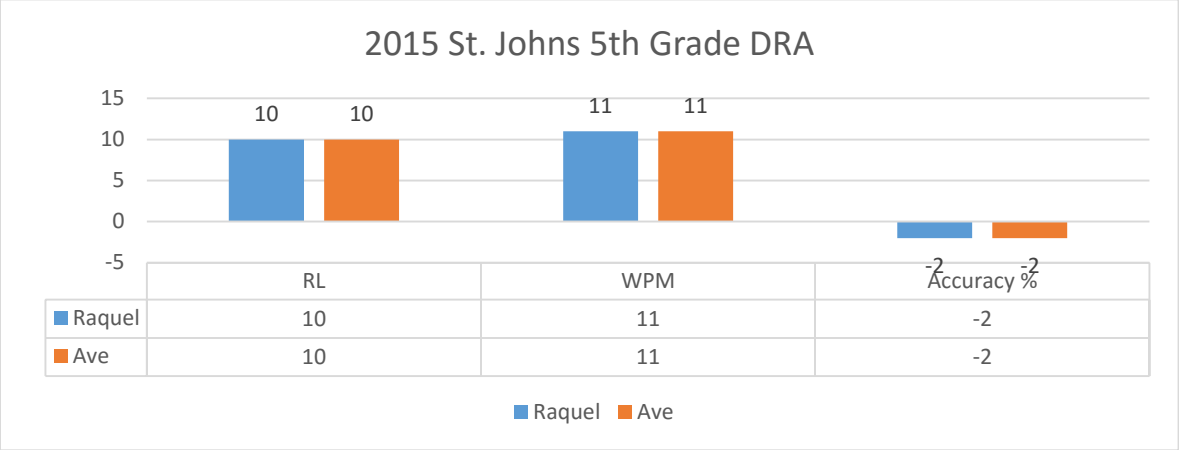


One of the two fifth graders was identified as NPFS, and the student met the reading objective. This student is not reading at grade level at this time.



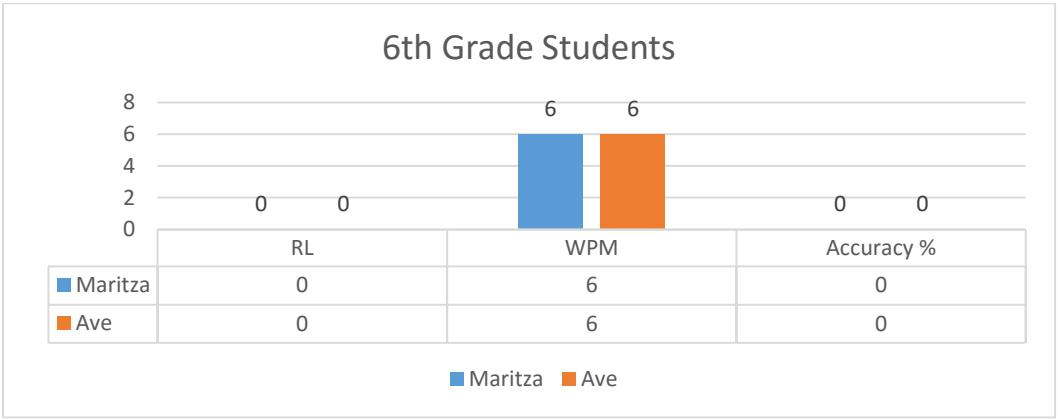
One of the two fifth graders was identified as PFS, and this student met the reading objective. 100% of the students identified as PFS were assessed at grade level in reading.

5th Grade St. Johns DRA Narrative



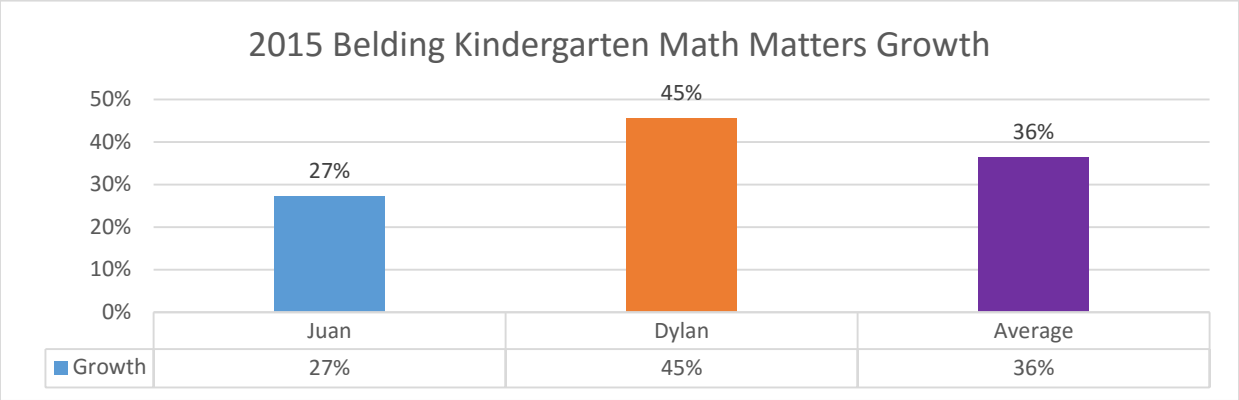
There was only one fifth grader attending at the St. Johns location. 1 out of 1, 100% of the students in the fifth grade met the reading objective and tested at grade level in reading as measured by the DRA2. The one student was identified as PFS.

6th Grade Belding DRA Narrative



100% of the 6th grade students met the reading objective and were assessed at grade level in reading. The only 6th grade student's data that could be evaluated was identified as PFS. The other student came in at a level A in 6th grade and was not able to be assessed at a level 4 to demonstrate reading growth. The teacher noted that there was reading growth that occurred in sight words, letter recognition, phonics, and phonemic awareness. The student was close to reading at a level four, but she didn't demonstrate this level of reading performance on the DRA assessment. 100% of the students in 6th grade were identified as PFS. 50% of the students in 6th grade were identified as PFS did not obtain grade level performance on reading.

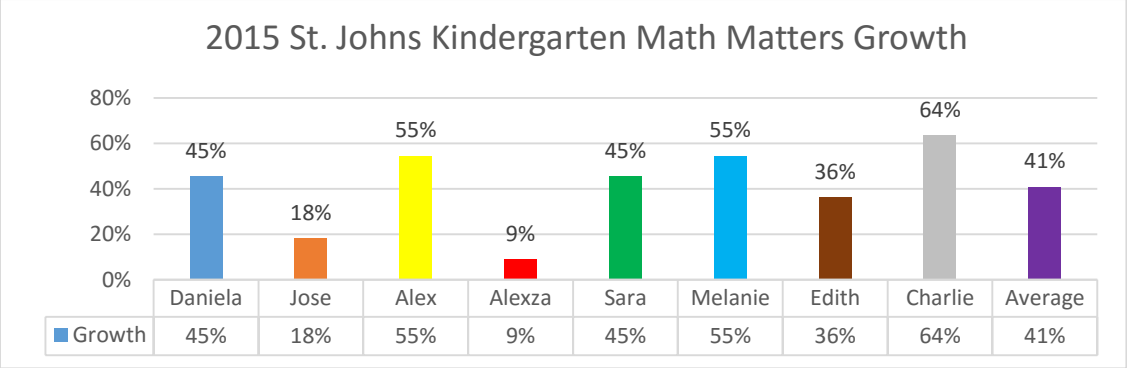
Belding's Kindergarten Math Matters Narrative



PFS vs. NPFS Students

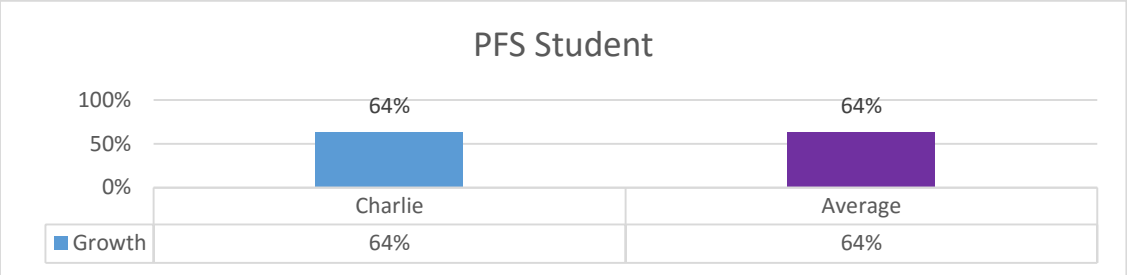
Both Kindergarten students were NPFS so there is no data to make comparisons to PFS students. 100% of the NPFS students met the math objective and were proficient at grade level on the Math Matters assessment.

St. Johns' Kindergarten Math Matters Narrative

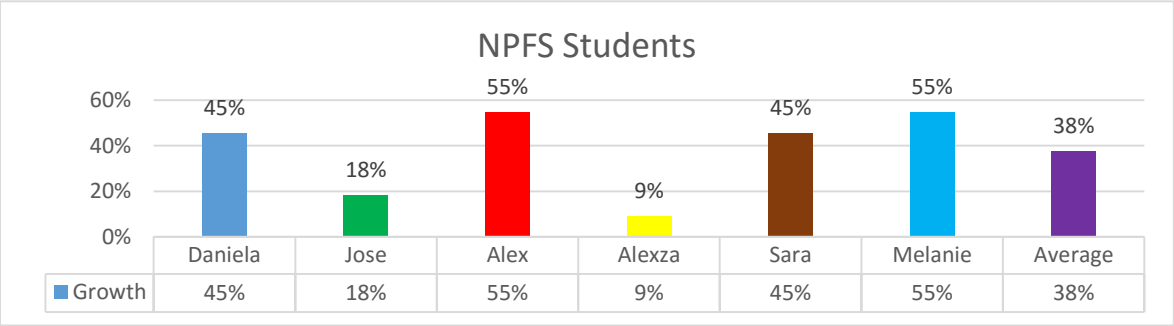


100% of the students showed 5% growth on the Math Matters assessment from the pre-test to the post-test. Students made anywhere from 15-67% growth on Math Matters. The minimum percentage of growth was 15%. This indicates that Math Matters was fully implemented.

PFS vs. NPFS Students

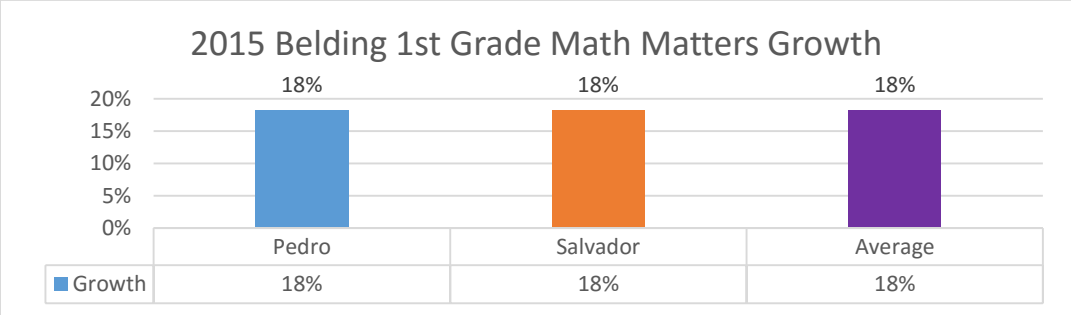


There was only one student identified as PFS. This student met the objective in math and is at grade level.



100% of the students identified as NPFS met the math objective and were at grade level in math as measured by the Math Matters assessment with 73% being proficient.

1st Grade Belding Math Matters Narrative

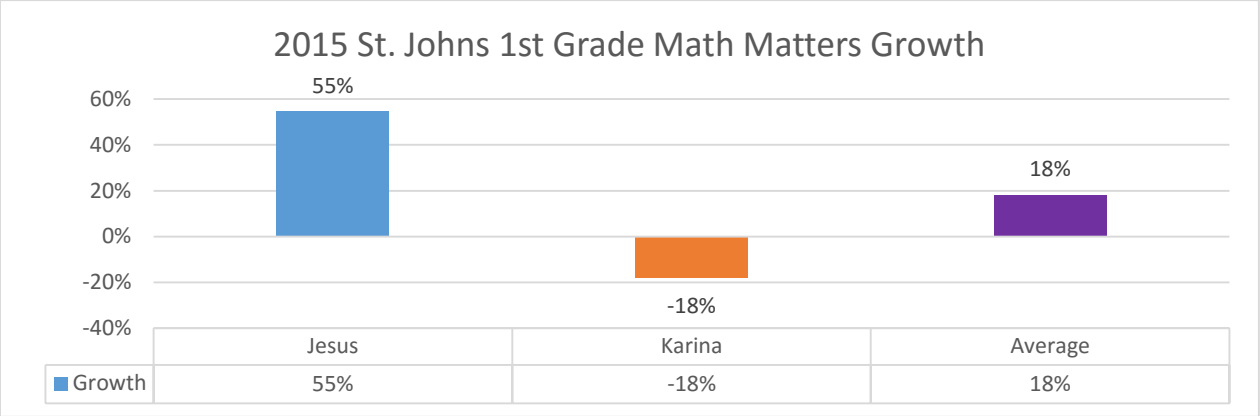


Both students, 100% of those who were attendance for at least 17 out of 25 days met the math objective. Both students, 100% are at grade level as measured by the Math Matters assessment with 8/11 or 73% be proficiency.

PFS vs. NPFS Students

Both first grade students were NPFS so there is no data to make comparisons to PFS students.

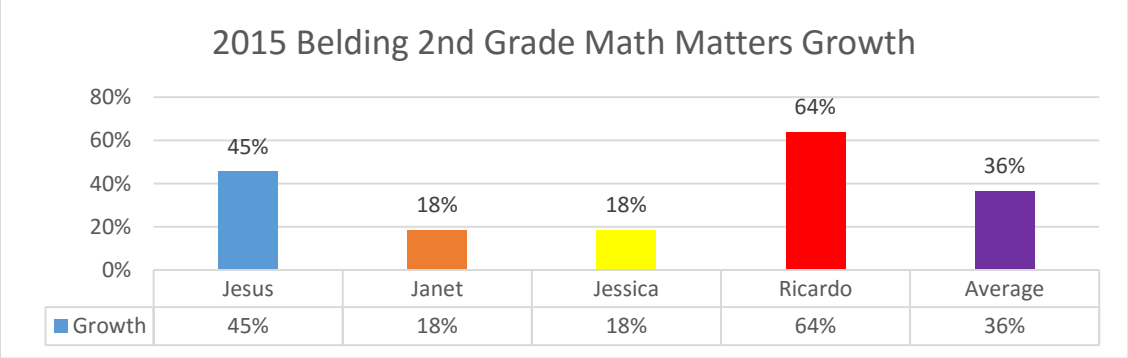
1st Grade St. Johns Math Matters Narrative



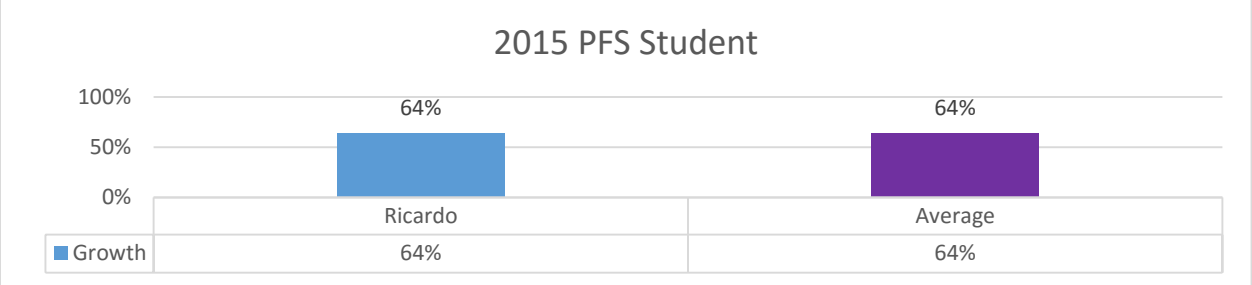
50% of the students assessed with the Math Matters assessment met the program's math objective. One student decreased by 18%. One student did grow 55% from the pre-test to the post-test. There were several notable errors in the data collection, and therefore the data for the first grade at the St. Johns location is not accurate. Two students were omitted from this data. One student was not in attendance during the last week to receive a post test, and the other student was administered the Kindergarten test by mistake. One first grade student was given the kindergarten version of the Math Matters test.

Both students' data that was accurate and reflected in the data analysis were PFS, which means 50% of the students met the math objective and both were at grade level when using 8/11 as a measure of proficiency for grade level.

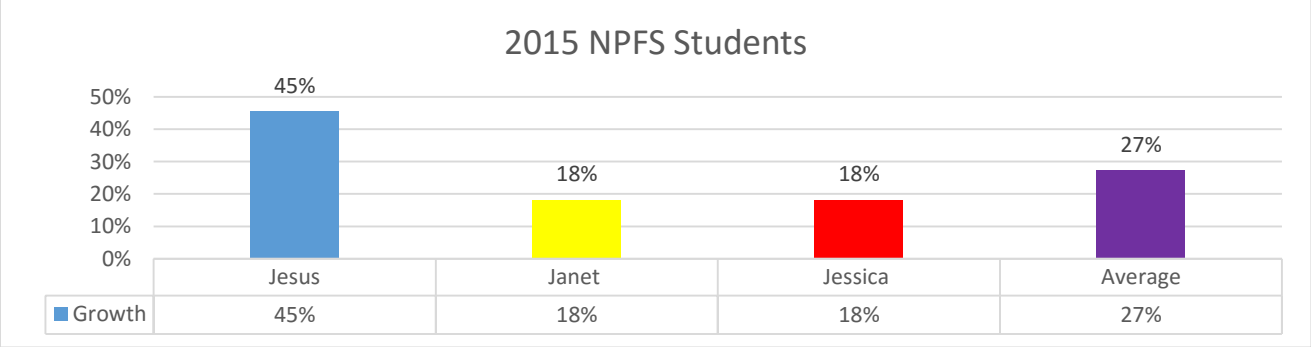
2nd Grade Belding Math Matters Narrative



All second graders met the math matters objective of increasing by 5%. Therefore, 100% of the second graders met the math objective. Students increased anywhere from 9%-64% (Jesus increased by 45%. Janet increased by 18%. Jessica increased by 18%. Ricardo increased by 64%). Ricardo also got 100% on his post test. Math Matters was implemented fully and with fidelity. This was the teachers second year of full implementation of Math Matters, and the students' achievement scores reflect a higher level of teacher expertise than other grade levels. One of the implications of this grade level's performance is that this classroom teacher could help coach other staff members in implementing and fully using all of the components of Math Matters. All students are at grade level according to the proficient level, which was determined to be 73% (8/11).

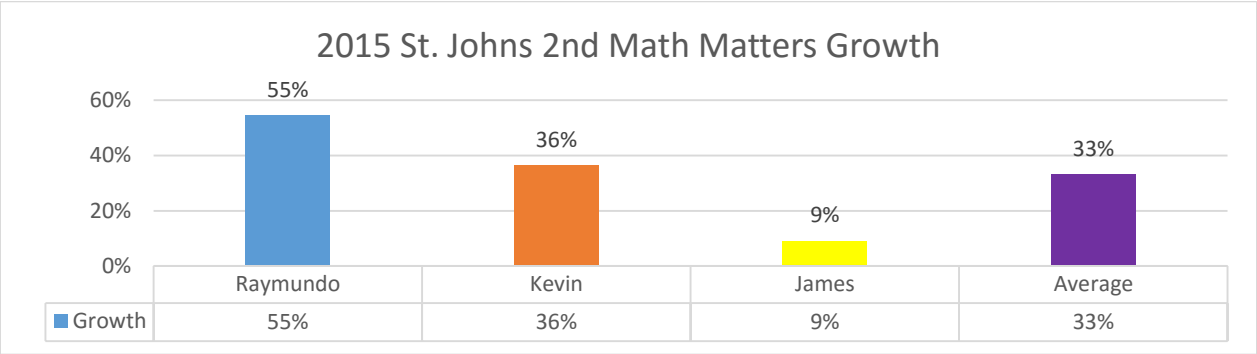


100% of those students identified as PFS met the math objective and were at grade level at the end of summer school.

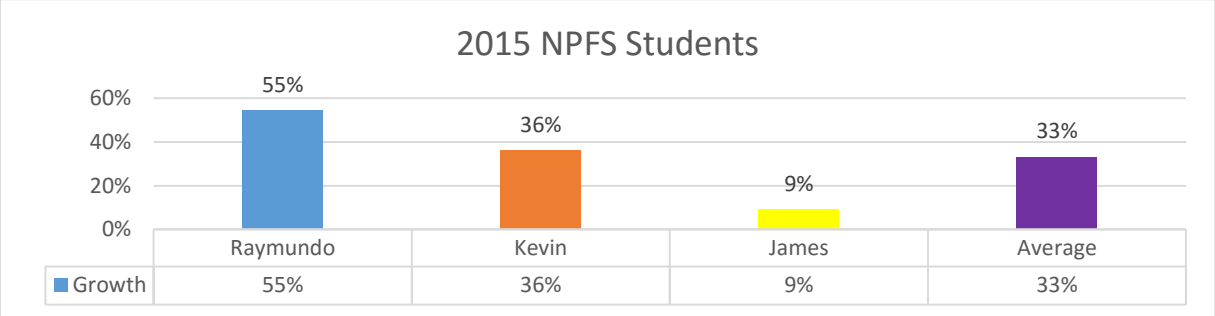


100% of the second graders identified as NPFS met the math objective and were at grade level.

2nd Grade St. Johns Math Matters Narrative

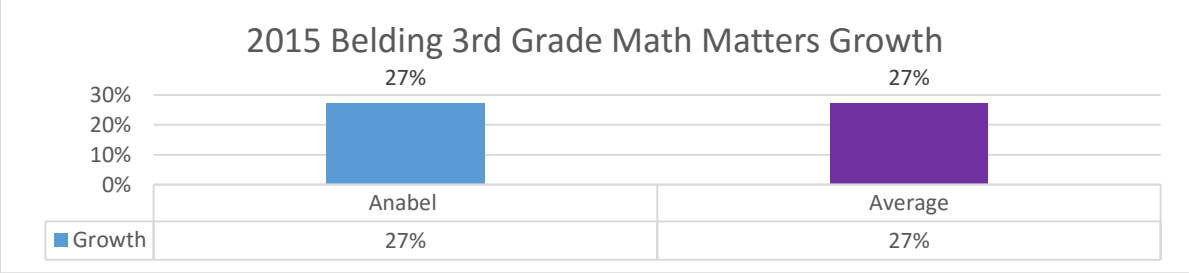


100% of the second grade students met the math objective. 100% were at grade level proficiency at the end of the school year (8/11=73% proficiency level). Students made 9%-55% growth from the pre-test to the post-test assessment.

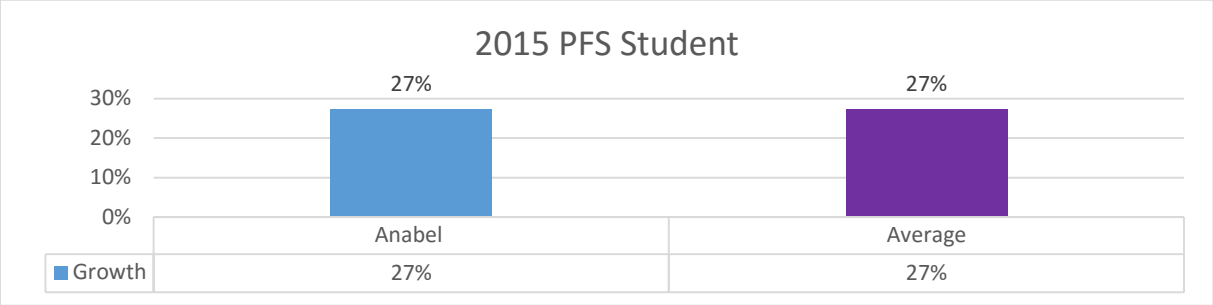


There are no PFS students in the 2nd grade class. Therefore, 100% of the PFS students met the math objective and were at grade level.

3rd Grade Belding Math Matters Narrative

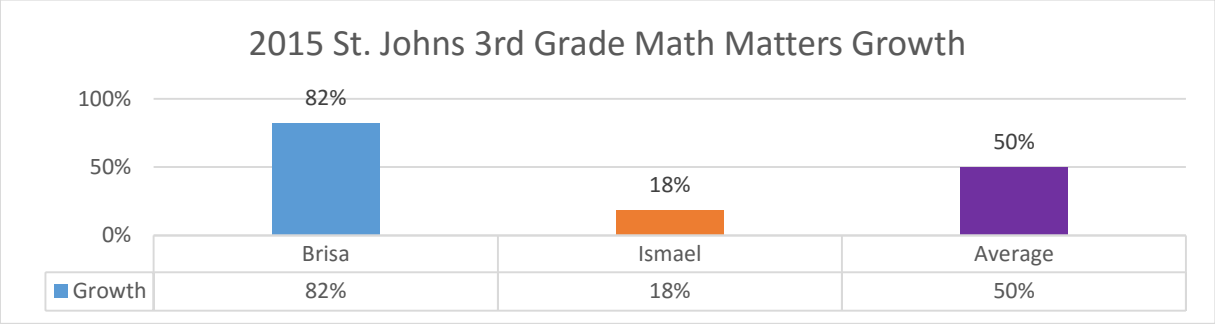


100%, 1 out of 1 students, met the math objective with 28% growth from the pre-test to the post-test. However, she was not considered to be proficient in math at the third grade level. One of the major reasons given for this is that she has just moved from Mexico, and she has been in the United States for less than one year.



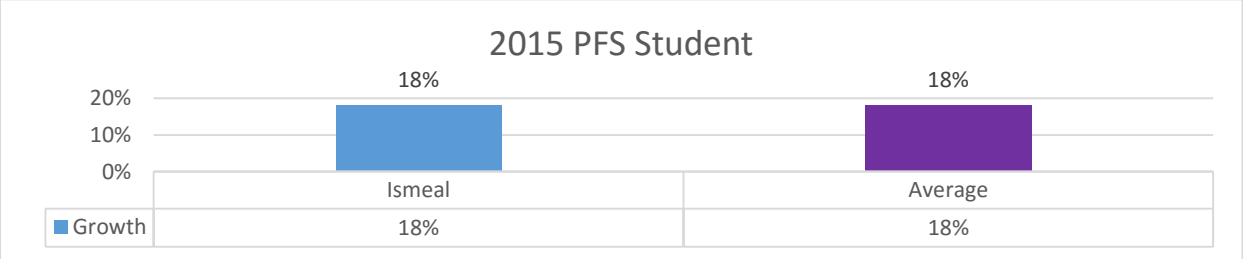
100% of the students identified as PFS met the objective. However, this PFS student is not at grade level.

3rd Grade St. Johns Math Matters Narrative

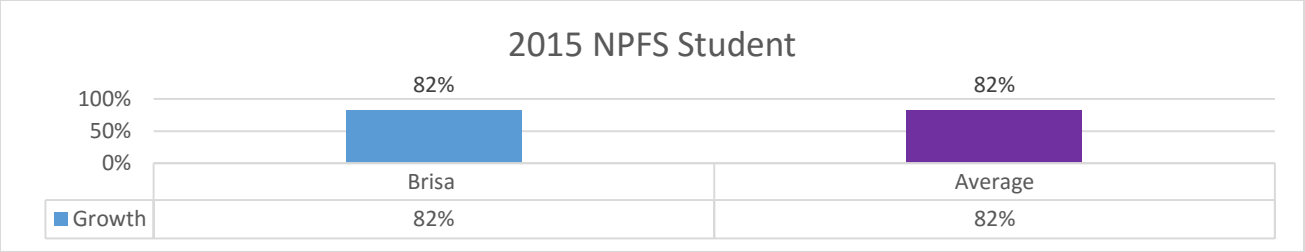


100% of the students met that math objective with anywhere from 18%-82% from the pre-test to the post-test. Both students are at grade level when using 73% (8/11) as the level of proficiency. This is a reflection of the Math Matters curriculum being implemented with fidelity. Both students also had great attendance.

Priority for Service (PFS) vs. Not Priority for Service (NPFS) Students

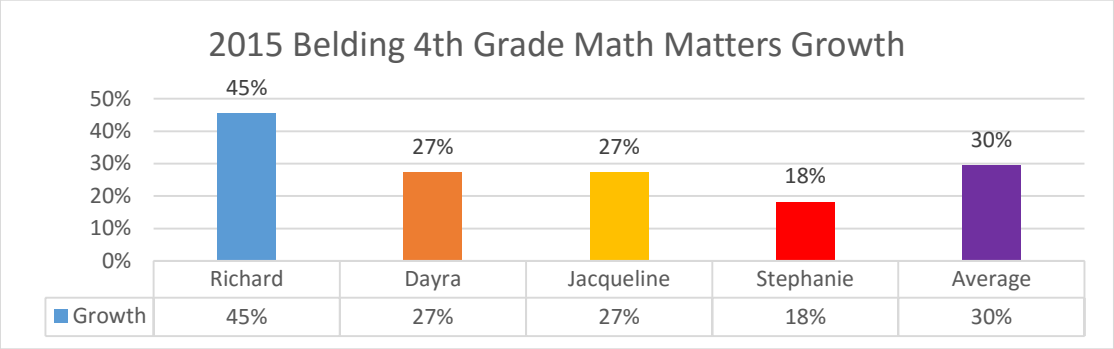


100% of the students identified as PFS met the math objective and were at grade level.

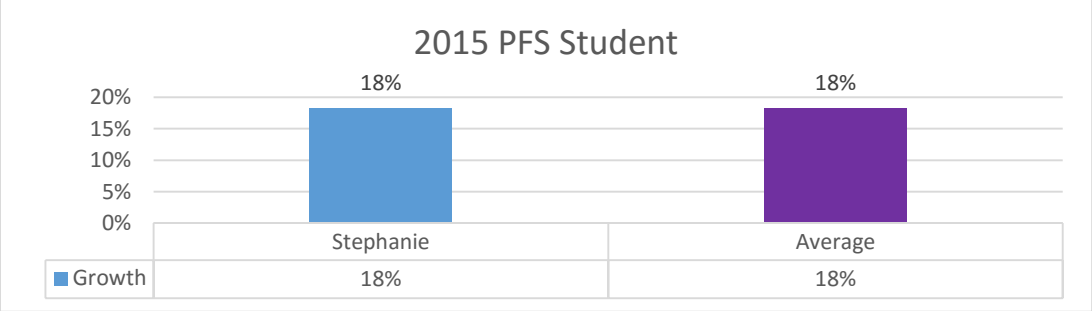


100% of the students identified as NPFS met the math objective and were at grade level.

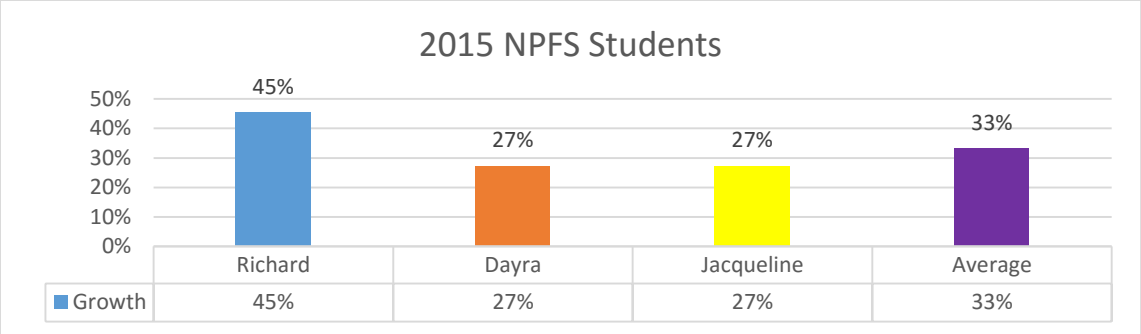
4th Grade Belding Math Matters Narrative



100% of the students met the math objective. The range of growth was from 19% to 46%. At this time, zero percentage of the students are at grade level in math when using 73% (8/11) as the proficiency level.

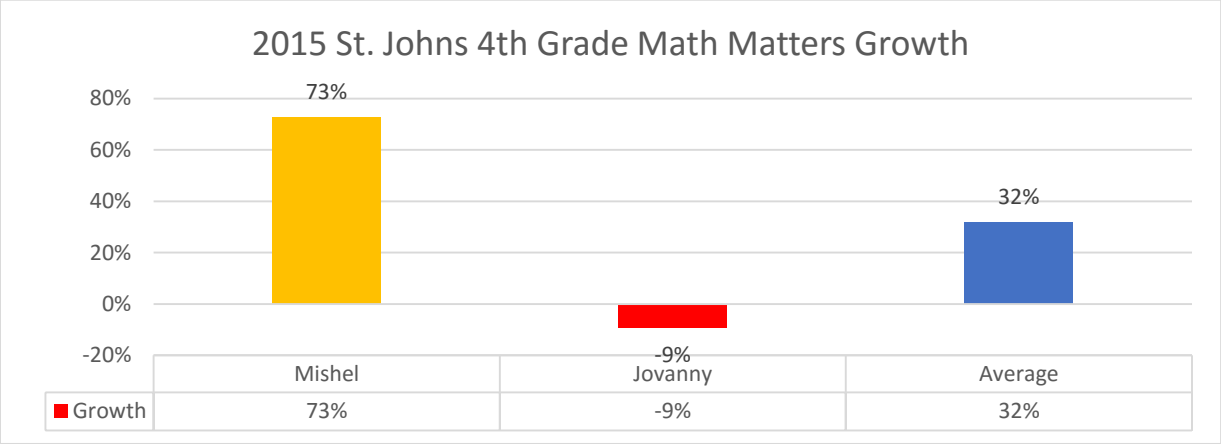


Only one student was identified as PFS. This student did meet the math objective, but the student did not leave summer school at grade level.



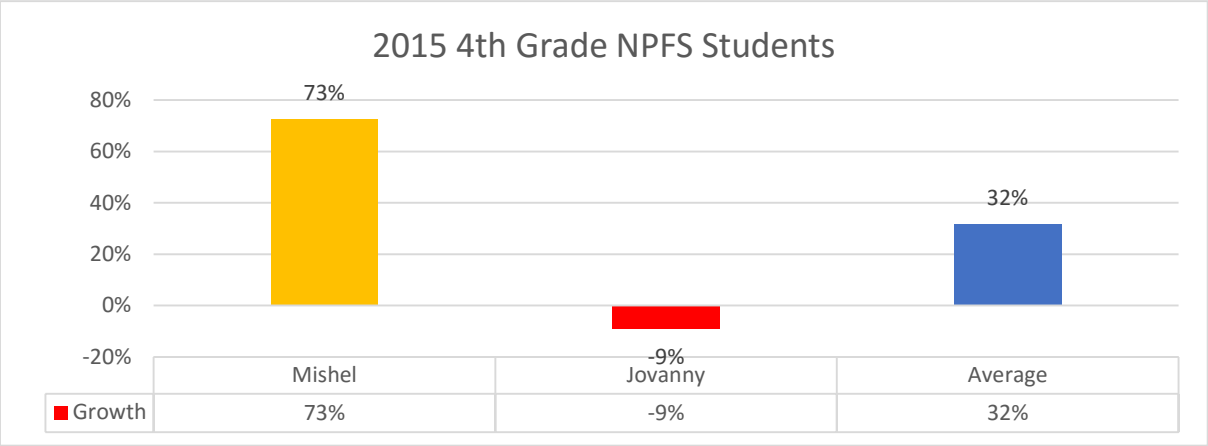
Three of the four students are NPFS. All three students met the math objective, but they were not at grade level.

4th Grade St. Johns Math Matters Narrative



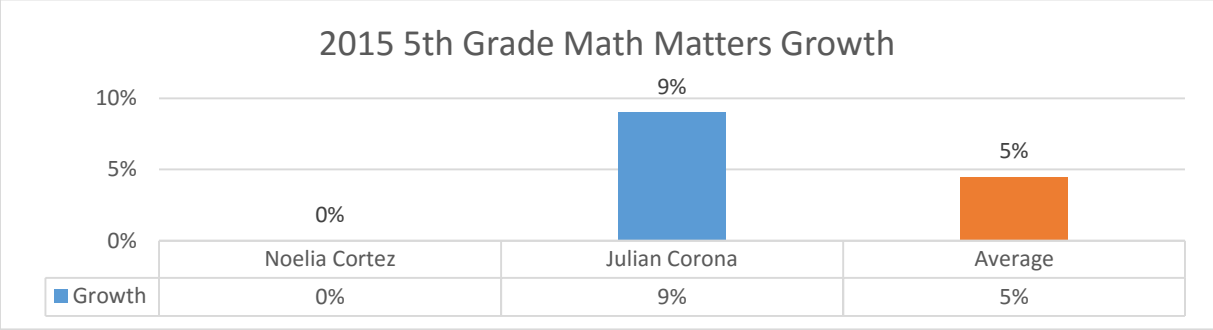
50% of the students attending fourth grade at the St. Johns location met the math objective. In fact, one of the two students made 73% growth from the pre-test to the post-test. The other student did not make progress from the pre-test to the post-test. This student has an IEP and is in special education during the normal school year. This may well explain the fact that he had 24 days of instruction, and the performance from the pre-test to the post-test was actually worse. The 73% increase does indicate that Math Matters was not implemented.

PFS Students-There were no fourth grade PFS students.

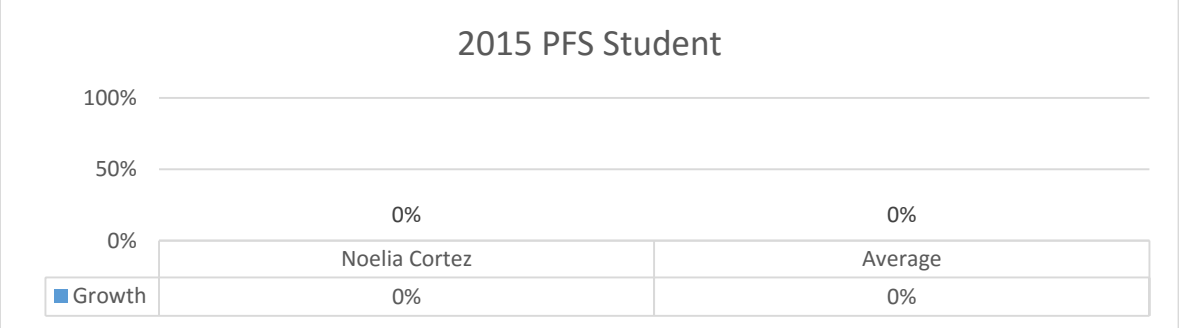


NPFS Students- There were only NPFS students in fourth grade. 50% of the NPFS students met the math objective and were at grade level at the end of the summer school session.

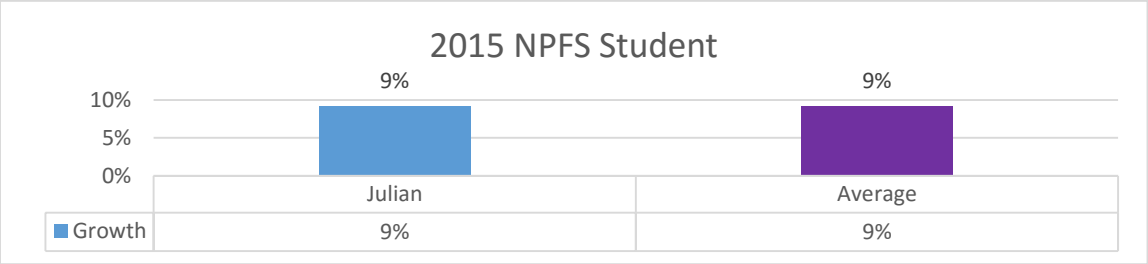
5th Grade Belding Math Matters Narrative



50% of the students in fifth grade met the math objective. One student did not show any growth from the pre-test to the post-test, but the student was already at 91% (grade level proficiency).

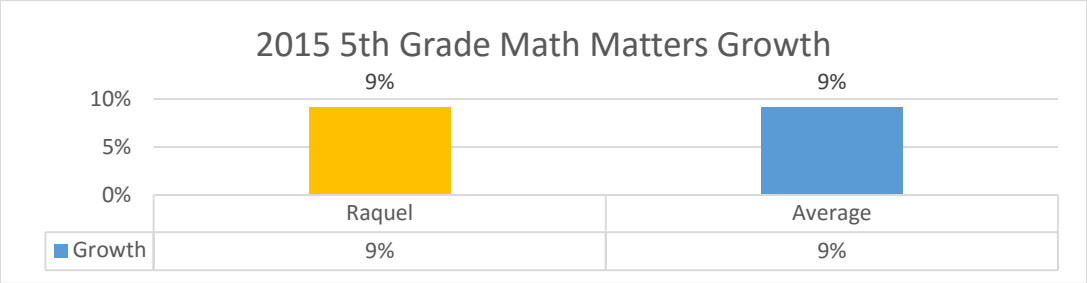


50% of the fifth grade students were PFS. The student identified as PFS did not meet the math objective, but she is at grade level.

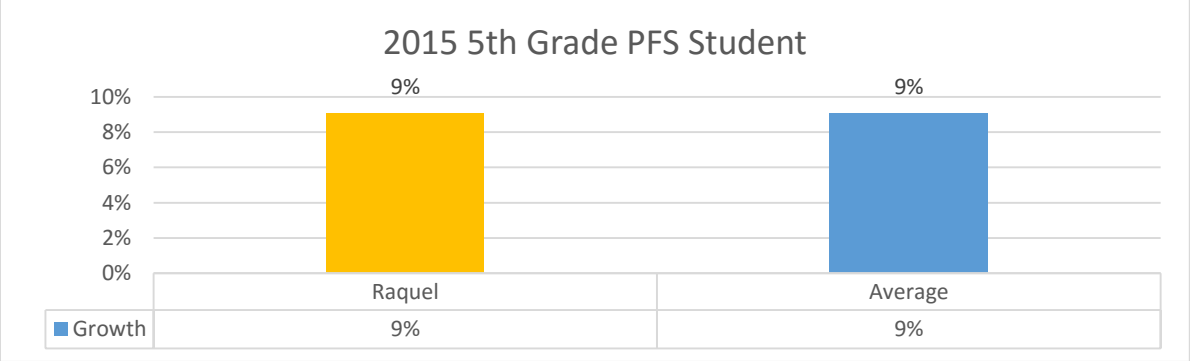


One student in 5th grade at the Belding location was identified as NPFS. This student did meet the math objective, but the student is not at grade level.

5th Grade St. Johns Math Matters Narrative



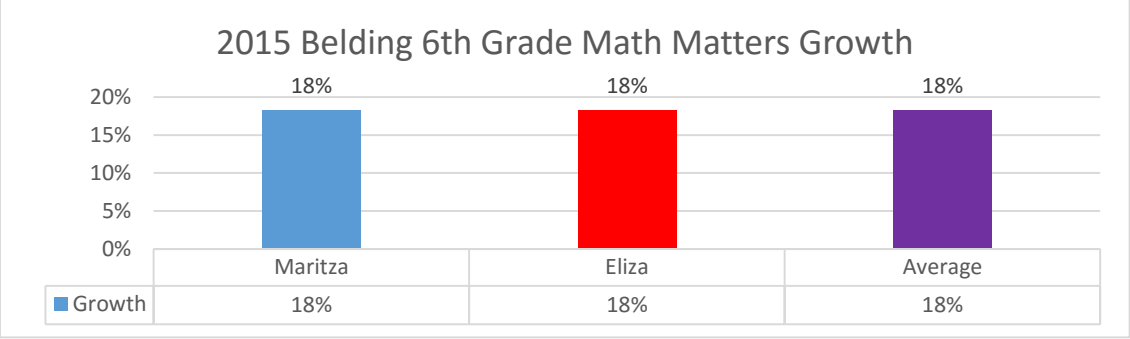
100% of the students in fifth grade at the St. Johns location met the math objective and were proficient at grade level as measured by the Math Matters assessment.



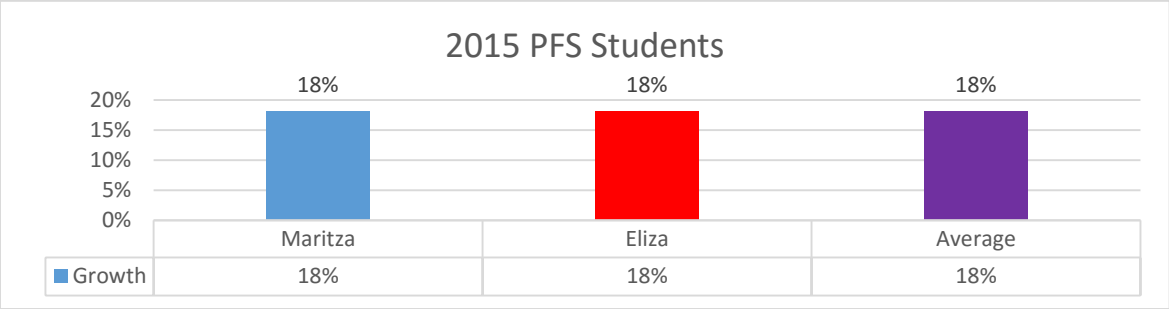
100% of the students in the fifth grade were identified as PFS. 100% of the PFS students met the math objective and are at grade level in math.

Findings: Based on the growth of both of the fourth and fifth grade students, one can make an educated inference that Math Matters curriculum was implemented fully and with fidelity.

6th Grade Belding Math Matters Narrative

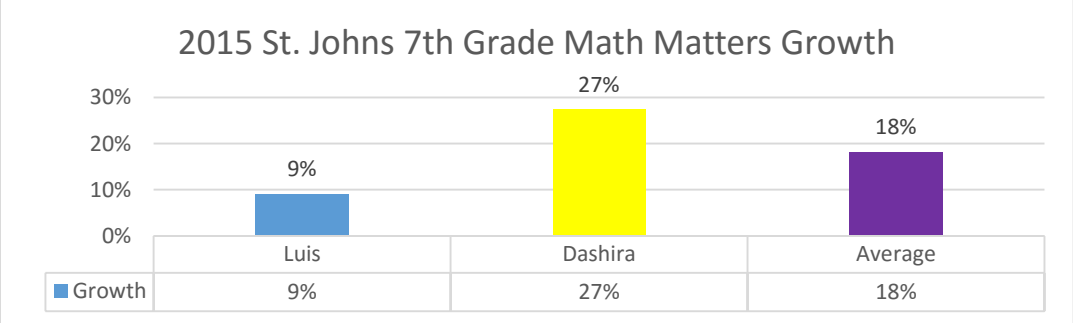


Both students enrolled in 6th grade at the Belding location met the math objective and demonstrated 18% growth from the pre-test to the post-test assessment. Neither one of the students are at grade level as measured by a proficiency level of 73% (8/11).

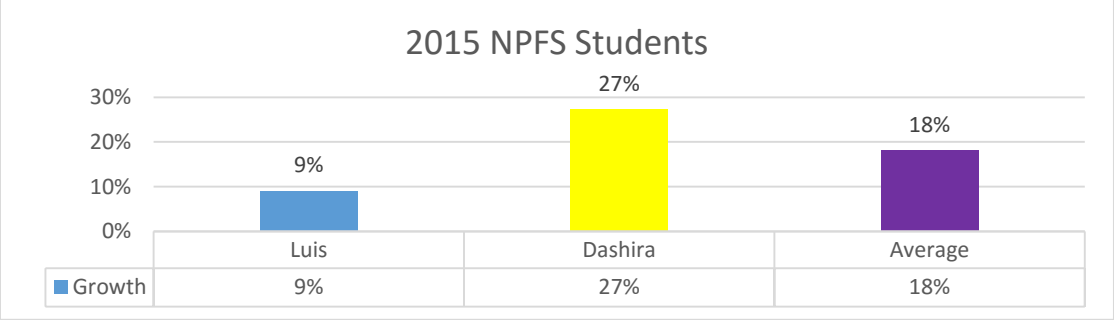


Both students are identified as PFS. Therefore, 100% of the students identified as PFS met the math objective. Zero percentage of the students identified as PFS are at grade level.

7th Grade St. Johns Math Matters Narrative



100% of the students, two out of two students, met the math objective. Students made 9% to 27% growth from the pre-test to the post-test assessments. Neither of the two students are at grade level.



Both students were NPFS. Therefore no data was available to compare PFS v NPFS. 100% met the math objectives. Zero percent of the students are at grade level.

A third student who was also a NPFS took the pretest, and the mid-test (but was absent for the last three days of post testing). He improved 18% on math matters.