



# What is the College-Ready Math Initiative?

For the College-Ready Math Initiative: Intensified Algebra/SY-AYD College Spark Washington, an education foundation, is investing significant funding over seven years in the College-Ready Math Initiative to help low-income students graduate from high school with strong math skills and avoid remediation in college. The Initiative includes a variety of evidence-based strategies and programs designed to help students improve their scores on the 11<sup>th</sup> grade Smarter Balanced Assessment, which measures achievement relative to the Common Core State Standards, and provide students an opportunity to develop the math knowledge and skills they need to succeed in college without the loss of time and expense of remedial courses. The focus for this grant is on school districts with high percentages of students living in poverty (50%) as measured by participation in the Free and Reduced Lunch program, though schools with 40-49% low-income students may be considered.

#### The Need

A significant number of Washington's high school graduates are required to take remedial math in college. This remediation increases the time it takes students to move toward a college degree, requires students to use valuable financial aid on course work for which they can earn no college-level credits, and dramatically reduces the chance that a student will earn a degree: fewer than half of the students who take remedial math go on to graduate from college.

#### **The Programs**

- School-Year Academic Youth Development (SY-AYD) is a program designed to improve student performance by helping them develop a growth mindset and become more engaged and motivated. In Washington, School-Year Academic Youth Development (SY-AYD) curriculum through Agile Mind will be delivered during 8th, 9th, or 10th grade advisory or a designated class, along with OSPI's Career Guidance Washington to help students with their High School & Beyond Plan.
- **Intensified Algebra (IA)** is a CCSS Algebra I course designed for students 1-3 years behind in mathematics. Using an extended period and a variety of strategies and resources (including those to develop a growth mindset), Intensified Algebra helps students catch up to grade level in one year. Intensified Algebra would be enacted in 8<sup>th</sup>, 9<sup>th</sup>, **or** 10<sup>th</sup> grade. Students would receive one credit of Algebra I and the remaining credit would be elective credit. The State Course Code for Intensified Algebra is 02059.
- Educator's Course in Academic Youth Development (E-AYD) is a professional development experience designed for educators interested in learning about the research and strategies that are most critical to student learning and achievement. Participants explore ideas and strategies that have the power to transform students' attitudes and behaviors, teachers' attitudes and practices, and education systems. E-AYD courses are required for math teachers of students enrolled in SY-AYD and encouraged for other interested educators. Training can be onsite at school.

Through the College-Ready Math Initiative in the 7-year implementation, 60 schools will receive four-year grants to implement School-Year Academic Youth Development (SY-AYD), or Intensified Algebra (IA), or both. All grant-funded schools will participate in the Educator's Course in Academic Youth Development (E-AYD) as a part of their implementation. In the first round of grants starting in 2015-16 twenty-five (25) schools received four-year grants to implement School-Year Academic Youth Development (SY-AYD), Intensified Algebra (IA), or both, as well as the Educator's Course (E-AYD). In this second round fifteen (15) schools will be selected, based on applications in OSPI's iGrant #774. Grant applications are open from April 25, 2016 – October 12, 2016.

Grant funding covers the cost of the School-Year Academic Youth Development (SY-AYD) and/or Intensified Algebra (IA) services, programs, curriculum, summer training, and professional development plus \$5,000 each year of the grant for related program costs such as technology, program coordination, data collection, and travel costs. For complete information about College Spark WA's efforts to support the College-Ready Math Initiative go to <u>http://www.collegespark.org/</u>.

# What are the Eligibility Requirements?

For **School-Year Academic Youth Development (SY-AYD)** each school applying must meet the following eligibility criteria:

- An existing advisory program with dedicated advisory class time, with a class that meets four times a week for 25-30 minutes, or the equivalent, and will remain committed to full implementation of all key elements for either 8th, 9th **or** 10th grades. SY-AYD is intended to serve a single grade level. (Other models of homeroom or core/elective class dedicated time for college/career readiness guidance may be considered.) Minimum instruction time for SY-AYD is 30 hours per year.
- Program participation that will include all students in the targeted grade-level, with a recommendation of no more than 25 students in each advisory or class where AYD is taught.
- A SY-AYD leadership team consisting of school district leader, building administrator, school counselor, lead SY-AYD teacher, and school data collection/evaluation coordinator.
- A technology-enabled classroom that includes a single classroom computer, projector, internet connection, and periodic access to a computer lab or classroom set of computers (or Chromebooks). Agile Mind's minimum technology requirements can be found at <a href="http://www.agilemind.com/support/technical-requirements/">http://www.agilemind.com/support/technical-requirements/</a>.
- The district leaders, school leaders, and teachers must commit to attend regional and state professional development and technical assistance opportunities including, but not limited to:
  - 2 full days of in-person leadership development (Feb and May 2017),
  - $\circ$  2.5 days of summer training for IA and SY-AYD instructors (Aug 2017)
  - 2-3 professional development meetings during school year for leadership team and teachers,
  - enactment of the 15-hour (6 hours in-person, 9 hours online) Educator's Course in Academic Youth Development (E-AYD) within the first two years of implementation, and
  - teacher professional development/collaboration time periodically during the school year. At least one hour per week of professional collaboration time dedicated to School Year-Academic
- At least one hour per week of professional collaboration time dedicated to School Year-Academic Youth Development.
   Schools with a negulation of at least 50% FBL aligible students will reasive priority consideration.
- Schools with a population of at least 50% FRL eligible students will receive priority consideration; schools with 40-49% FRL may be considered. High schools can use feeder middle school FRL data to establish eligibility.

For Intensified Algebra (IA) each school applying must meet the following eligibility criteria:

- Students must be 1-3 years below readiness for Algebra 1. (Students would receive one credit of Algebra I and the remaining credit would be elective credit. The State Course Code for Intensified Algebra is 02059.)
- Dedicated 80 minutes of daily class time (one double-block class) for Intensified Algebra instruction with a recommendation of no more than 25 students in Grades 8, 9 **or** 10 enrolled in each Intensified Algebra course.
- An Intensified Algebra leadership team consisting of a school district leader, building administrator, school counselor, lead math teacher and data collection/evaluation coordinator.
- A technology-enabled classroom that includes a single classroom computer, projector, internet connection, and at least twice-monthly student access to a classroom set of computers, laptops, or iPads, and 60-90 minutes a week of online access (some outside of class). Agile Mind's minimum technology requirements can be found at <u>http://www.agilemind.com/support/technical-</u> <u>requirements/</u>.
- A commitment (including allocation of staff time) to participate in annual professional development, including:
  - 2 full days of in-person leadership development (Feb and May 2017),
  - 2.5 days of summer training for IA and SY-AYD instructors (Aug 2017)
  - 2-3 professional development meetings during school year for leadership team and teachers,
  - enactment of the 15-hour (6 hours in-person, 9 hours online) Educator's Course in Academic Youth Development (E-AYD) within the first two years of implementation and tagebox preferences development (callebox period is all of the second years).
  - teacher professional development/collaboration time periodically during the school year. At least one hour per week of professional collaboration time dedicated to Intensified Algebra.
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  Though not required, schools may also receive grant funds for a one-day Educator-AYD (growth
- mindset) training for teachers at Intensified Algebra schools who are not directly teaching Intensified Algebra. This training can be provided on location at your school or district.

- At least two participating math teachers per site. (Exceptions may be made for small rural schools; collaboration with other schools may be expected.)
- Schools with a population of at least 50% FRL eligible students will receive priority consideration; schools with 40-49% FRL may be considered. High schools can use feeder middle school FRL data to establish eligibility.

### **Selection Priorities for School Districts**

- Programs must be well aligned with the school's strategic plan for implementation of the Common Core State Standards and the Smarter Balanced Assessment System, and student achievement in mathematics
- Schools with highest FRL populations may be prioritized over others
- Geographic diversity (state-wide and urban, rural, suburban)
- Openness to providing additional information, site visits/interviews prior to award selection, if warranted
- Districts with multiple schools/feeder schools implementing SY-AYD or Intensified Algebra (SY-AYD for 8<sup>th</sup> grade students following by Intensified Algebra for targeted 9<sup>th</sup> grade students, for example)
- Schools with experienced math teachers who have been focusing on implementing the Common Core State Standards and formative assessment within their instruction and aims to foster a classroom culture of a growth mindset with students
- Schools who offer the Bridge to College Transition Course to seniors who score 2 on Smarter Balanced assessment

# **Goals for this Initiative**

- Provide funding and other supports to enable schools to implement strong School Year-Academic Youth Development (SY-AYD) and Intensified Algebra programs that help students develop the skills they need to succeed academically; measured by improvements in the following areas (which have been demonstrated by students at other Academic Youth Development/Intensified Algebra schools)
  - Improvements in growth mindset/non-cognitive factors
  - Decreases in suspensions/expulsions, increases in attendance, and decreases in failed grades (early warning indicators)
  - Increases in GPA
  - Increases in students passing Algebra I, as well as success in Geometry, Algebra II and higher during high school
  - Higher Smarter Balanced Assessment scores than would have otherwise been earned by students in participating schools (most likely via comparison, since baseline data will be unavailable)
- Establish a cohort of strong SY-AYD/Intensified Algebra schools that can serve as models for other schools considering implementing these programs (on their own or during one of the subsequent rounds of funding)
- Provide building leaders with the information regarding implementation and impact to enable them to address implementation challenges early on and describe the benefits to students that occur as a result of program implementation, over time
- Through participation in School-Year Academic Youth Development programs, equip educators with the knowledge and skills to make research on non-cognitive factors of malleability of intelligence, effective effort, self-regulation, and productive persistence a part of school culture and of daily practice

#### **Program Evaluation**

Those selected for College Ready Math Initiative grants to implement School-Year Academic Youth (SY-AYD) Development and/or Intensified Algebra will become members of an active learning community of schools statewide working to remove mathematics as a barrier to student success and college readiness. A carefully constructed evaluation design will provide actionable and relevant findings that will be communicated to schools regularly to support program implementation. Schools will receive data specific to their site, as well as data aggregated across all participating schools. These data can be shared locally with district leaders, school boards, and the community as evidence of the school's commitment to student success. Aggregate data will be shared with education leaders, policy makers, and researchers across the state - and nation - to build broad support for the selected college readiness strategies.

The evaluation design will collect data to answer questions important to participating school leaders and teachers, including:

- 1. To what extent is the program being implemented as intended?
- 2. What are the factors that are supporting or inhibiting successful implementation of the program?
- 3. To what extent is the professional development supporting implementation?
- 4. To what extent do teachers and students perceive the program as useful and relevant to them?
- 5. To what extent is the program positively impacting students?

To answer these questions, participating schools will be asked to submit a variety of data through surveys and interviews of administrators, teachers, students, and parents, as well as providing access to schoolbased data such as transcripts. Other student-level data such as attendance records and state assessment scores will be accessed through CEDARS. Additional data about program usage for those implementing School Year Academic Youth Development (SY-AYD) or Intensified Algebra (IA) will be collected passively from the Agile Mind digital platform. Schools will be asked to assist in the acquisition of relevant parental permissions for the release of this data. It is estimated that the total amount of time for data collection and submission at each school will not exceed 80 hours per year. School leaders will be convened 1-3 times per year for facilitated discussion on the evaluation findings, collaboration among other districts to share successes and problem-solve, and to plan mid-course adjustments to improve implementation and increase impacts. These convenings are included in (not in addition to) the leadership meetings described in the Assurances and Eligibility Requirements of the grant application.

The BERC Group and the Charles A. Dana Center at the University of Texas at Austin will be working collaboratively to support all evaluation activities. Together they commit to minimizing the burden of data collection, while maximizing the benefit of the analyses to support learning and decisions at the school level. OSPI has a data sharing agreement with BERC group, allowing data to be accessed through CEDARS to improve efficiencies.