

## What is the College-Ready Math Initiative?

For the College-Ready Math Initiative (CRMI), the College Spark Washington education foundation is investing significant funding over seven years to help students graduate career and college ready, and succeed in college without needing remedial courses. The CRMI includes evidence-based strategies designed to ensure students develop the math knowledge and skills they need to improve their scores on the Smarter Balanced Assessment, which measures achievement relative to the Common Core State Standards, and graduate career and college ready.

### The Need

Too many of Washington's high school graduates are required to take remedial math in college. This increases the time it takes students to earn a college degree, requires students to pay for taking coursework that does not earn college credit, and dramatically reduces the chance that a student will earn a degree. Fewer than half of the students who take remedial math graduate from college!

### The CRMI Options:

- **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 their overall learning. SY-AYD curriculum from Agile Mind can be delivered during an 8th, 9th, **or** 10th grade advisory, or within a designated class.
- **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), IA helps students catch up to grade-level in one year. IA is enacted in 8<sup>th</sup>, 9<sup>th</sup>, **or** 10<sup>th</sup> grade. Students receive one credit of Algebra I and the remaining credit would be elective credit. Schools must use the State Course Code for Intensified Algebra = 02059.

The **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. E-AYD courses are required for math teachers of students enrolled in SY-AYD and encouraged for other interested educators. E-AYD courses are also required for math teachers at schools implementing IA and encouraged for other interested educators. Training can be onsite at a grantee school.

Throughout the CRMI's implementation, schools will receive four-years of grant support to implement SY-AYD and/or IA. All grant-funded schools will participate in the Summer Institute and in the E-AYD trainings as a part of their implementation.

**Grant funding covers the cost of** the SY-AYD and/or IA services, programs, curriculum, summer training, and E-AYD professional development. Schools also receive an additional \$10,000 of discretionary funds for use during the first two years of the grant to cover related program costs such as technology, program coordination, data collection, and travel costs.

For more complete information about College Spark Washington's efforts to support this initiative, go to <http://www.agilemind.com/evaluate2/wa/spark/>. Direct questions about the grant to Kim Reykdal, Program Supervisor @ OSPI: [Kim.Reykdal@k12.wa.us](mailto:Kim.Reykdal@k12.wa.us) / 360-725-6168; Barbara Dittrich, Program Supervisor @ OSPI: [Barbara.Dittrich@k12.wa.us](mailto:Barbara.Dittrich@k12.wa.us) / 360-725-6097; or Kristen Armistead, Director of Educational Partnerships @ Agile Mind: [karmistead@agilemind.com](mailto:karmistead@agilemind.com) / 817.778.0970.

## What are the Eligibility Requirements?

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

1. Have an established block of instructional time to deliver SY-AYD content with sufficient time allotted for student learning, approximately 30-40 minutes 2 to 3 times per week (advisory class/core class) or the equivalent. Minimum instruction time for SY-AYD is 30 hours per year.
2. Staff must 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.
3. A SY-AYD leadership team consisting of school district leader, building administrator, school counselor, lead SY-AYD teacher, and school data collection/evaluation coordinator.
4. 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.  
(Agile Mind's tech requirements = <http://www.agilemind.com/support/technical-requirements/>.)
5. 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:
  - a. 2 full days of in-person leadership development (Spring 2018),
  - b. 2.5 days of summer training for IA and SY-AYD instructors; .5 day of summer data and leadership training for IA and SY-AYD instructors and grant leadership team (Aug 2018),
  - c. 2-3 professional development meetings during school year for leadership team and teachers,
  - d. enactment of the 15-hour (6 hours in-person, 9 hours online) Educator's Course in Academic Youth Development (E-AYD) within the first 2 years of implementation, and
  - e. teacher professional development/collaboration time periodically during the school year.
6. At least one hour per week of professional collaboration time dedicated to SY-AYD.
7. 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:

1. Students must be 1-3 years below readiness for Algebra 1. (Students receive 1.0 credit of Algebra I and 1.0 elective credit. The State Course Code for Intensified Algebra is 02059.)
2. Dedicated 80 minutes (or more) of daily class time (one double-block class).
3. A recommendation of no more than 25 students in grades 8, 9 **or** 10 enrolled in each IA course.
4. An IA leadership team consisting of a school district leader, building administrator, school counselor, lead math teacher and data collection/evaluation coordinator.
5. A technology-enabled classroom that includes a single classroom computer, projector, internet connection, periodic access to a classroom set of computers, and 60-90 minutes a week of online access for practice (<http://www.agilemind.com/support/technical-requirements/>).
6. The district leaders, school leaders, and teachers must commit to attend regional and state professional development and technical assistance opportunities as described under the same topic for the SY-AYD eligibility requirements (#5 above).
7. At least one hour per week of professional collaboration time dedicated to IA.
8. At least 2 participating math teachers per site. (Exceptions may be made for small rural schools; collaboration with other schools may be expected.)
9. The same eligibility requirement for low-income student population (see #7 under SY-AYD).

## Priorities for Grant Selection

- CRMI program objectives must be well aligned with the school's strategic plan for implementation of the Common Core State Standards and student achievement in mathematics
- Geographic diversity (state-wide and urban, rural, suburban)
- Districts with multiple schools/feeder schools implementing SY-AYD or IA  
(EX: SY-AYD for 8<sup>th</sup> grade students followed by IA for targeted 9<sup>th</sup> grade students)
- Schools with math teachers who utilize formative assessment within their instruction and want to foster a classroom culture of a growth mindset with students

## Goals for this College Ready Math Initiative

- Provide comprehensive supports that enable schools to implement strong School Year-Academic Youth Development (SY-AYD) and Intensified Algebra (IA) programs which help students develop the skills they need to succeed academically, as measured by improvements in the following areas:
  - Improvements in growth mindset/non-cognitive factors
  - Decreases in suspensions/expulsions, increases in attendance, and decreases in failed grades (early warning indicators)
  - Increases in overall GPA and students passing Algebra I
  - Increased student success in Geometry, Algebra II and higher level math during high school
  - Higher Smarter Balanced Assessment scores
- Establish a cohort of strong SY-AYD/Intensified Algebra schools that can serve as models for other schools considering implementing these programs
- Provide building leaders with the information regarding implementation and impact
  - This would enable leaders 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 SY-AYD, equip educators with the knowledge and skills to make research on non-cognitive factors (malleability of intelligence, effective effort, self-regulation, and productive persistence) a part of school culture and of daily practice

## Program Evaluation

College Ready Math Initiative grantees become part of an active, statewide learning community of schools working to remove mathematics as a barrier to student success and college readiness. A carefully constructed evaluation design provides actionable and relevant findings that will be communicated to schools regularly to support program implementation. Schools receive data specific to their site, as well as data aggregated across all participating schools. These data can be shared locally as evidence of the school's commitment to student success. Aggregate data is shared with education leaders, policy makers, and researchers across the state to build support for these career and college readiness strategies.

Evaluations collect data to answer these important questions:

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 school-based data such as transcripts. Other student-level data such as attendance records and state assessment scores will be accessed through CEDARS. Additional data about SY-AYD and/or IA program usage will be collected passively from the Agile Mind digital platform.

Schools will 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 annually 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 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 collaboratively support all evaluation activities. They are committed 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.