



Count on College  
ALearn to *Aspire* and Achieve



September 9,  
2008

# MAP Program Assessment Summer 2008

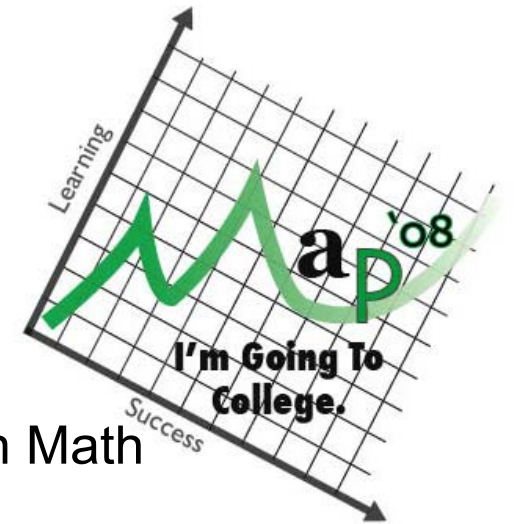
ALearn, MVWSD, Foothill Joint Summary

Aspire  
Inspire  
Expect

# Math Acceleration Program Assessment: Agenda



- Program Partners
- Program Description
- Assessment of Results: Program Goals
  1. Align District Goals: summer, in-school
  2. Increase Student Achievement & Motivation in Math
  3. Develop Teacher Proficiency
  4. Raise Student Aspirations for College
- Summary



# Program Partners: In Alignment



## MVWSD

- Provided administrative support, Math Coach Director
- Provided buses to/from Foothill campus
- Tapped 3 credentialed teachers
- Recruited students
- Intervention Curriculum & Supplies



## ALearn

- Provided project management
- Acquired funding from Packard Foundation
- Designed field trips
- Organized assessment
- Organizing school-year follow up



## Foothill College

- Provided location, rooms, teacher break-out
- Provided breakfast, lunch, backpacks, t-shirts
- Hosted parent financial night, including food
- Hosted Celebration for students, parents, at end of program
- Provided printing, tech support, administrative support



# Program Description



## Math Acceleration Program (MAP) for underperforming students

- Students at below-basic, far below basic on CSTs
- 88 Students started program, 75 finished (25 waitlist)
- Rising 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> graders from MVWSD
- Students invited, but voluntary (with parental support)
- Mostly students from low-income, underrepresented backgrounds

## Structure

- 4-week program, 4 days/week
- 8:30 - 2pm daily, with morning and lunch breaks
- Breakfast and lunch served
- 3 field trips on Fridays; Wednesday Fun Days

# Program Description (cont.)



## Teaching Staff

- Math Teacher/Director
- 3 credentialed math teachers from MVWSD
- 6 tutors from Foothill College (college students)



## Curriculum

- SRA math intervention curriculum - new to District
- Consistent with regular math curriculum, but designed to “fill in gaps” for students who had missed some basics
- Additional games, books, etc., to make more interactive

# Goal 1: Align Summer MAP with District Goals and In-School Year



## MAP goals aligned with MVWSD

- Student achievement, MVWSD instruction methodology (Continuous Improvement), in-school curriculum

## **MVWSD Mission: Demonstrate daily, relentless commitment to the success of every child**

- Academic Excellence
- Strong Community
- Broad World View

## Teachers return to MVWSD classrooms

- “The teachers now know the curriculum better than before. By bringing their experiences back to school, I believe the program will run smoother in the future.”
- Consistent goals in math intervention and improvement

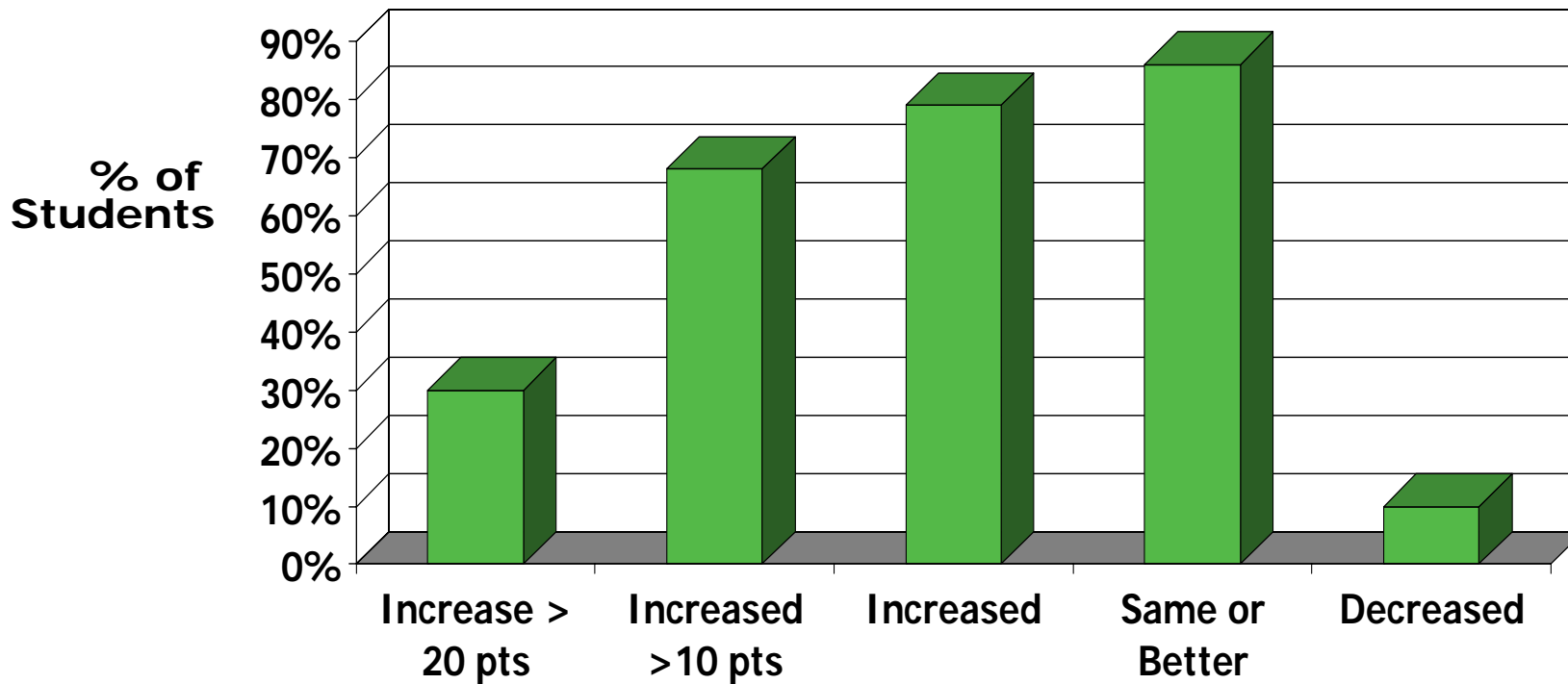
## SRA intervention curriculum supports in-school curriculum

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# Goal 2. Increase Student Achievement in Math



Post-session Scores compared to Pre-Session Scores

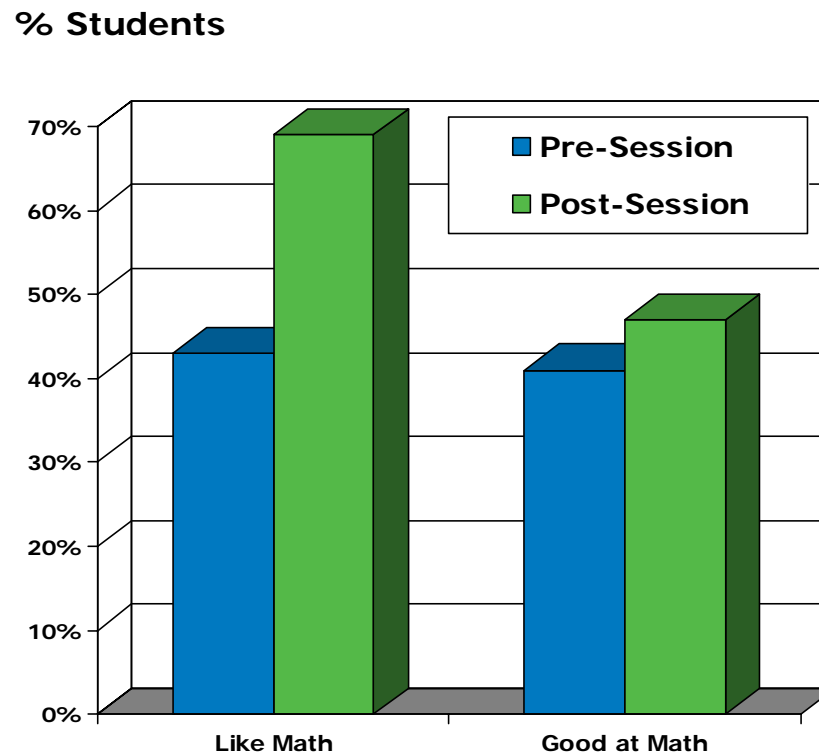
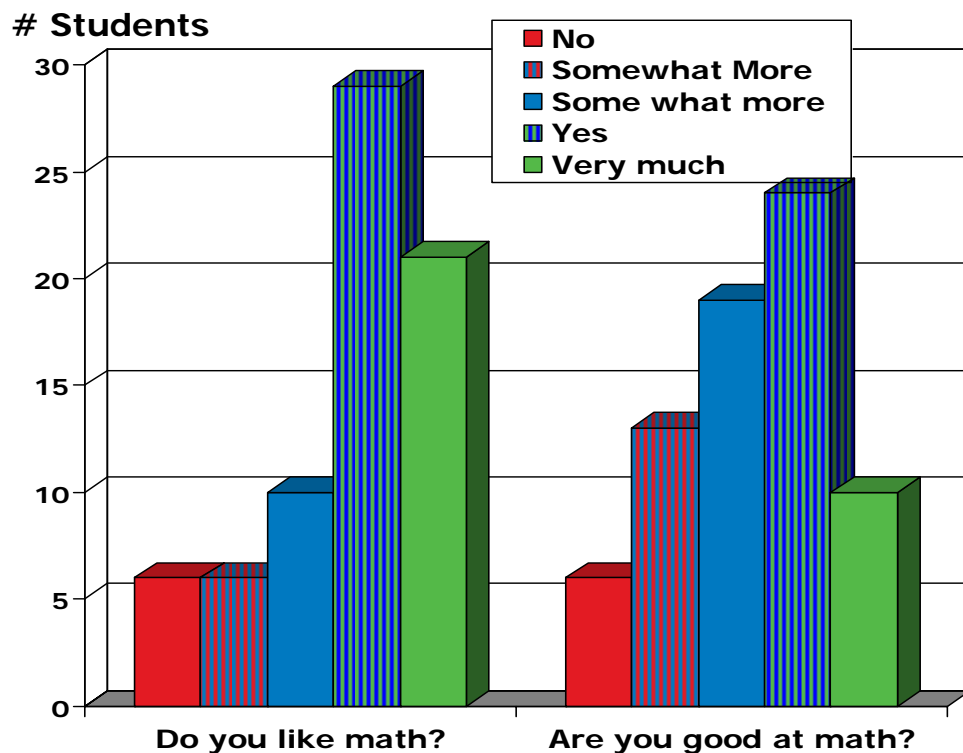


**>79% Students Showed Increase in Math Skills  
(pts. On 100 pt. scale)**

# Results for Goal 2: Increased Student Motivation for Math



## Post-Session: 69% like Math: Increased from 43%



**Students increase their appreciation of math and their confidence in their abilities to do math.**

## Goal 2: Increased Student Motivation



### Student attitudes change – in their own words

- *Math: “My first day of MAP I was surprised because I did not think I would learn anything...I was shocked when I saw how much I improved in adding, subtraction, rounding and place value.”*
- *Helping others: “I also learned another important skill– helping others with their work.”*
- *Goal setting: “We make our SMART goals every week. Mine is to get all A’s on my quizzes and tests for the next 2 weeks.”*
- *Study skills: “I have improved on paying attention more because I used to day dream for hours and no one would notice (sic)...I have also improved on turning in class and homework because I used to just not work anymore (sic).”*
- *Personal Behavior: “She (teacher) also taught us self-control, responsibility, organization and how to be a good student. She helped us learn more than just math; she helped us realize how important it will be to our futures.”*



# Goal 3. Develop Teacher Proficiency



## Teachers attest to significant learning

- Team approach
  - Week preparation time, and daily recaps
  - *“Laughter helped us through. I could not have done what I did without the ability to blindly trust my colleagues.”*
- Personal learning
  - *“I have grown as a teacher in many ways, and I could not have done so without the guidance of Kim and my 2 other team members.”*
- Use of new intervention curriculum
  - *“The SRA program helped us teachers have a framework for the intervention classes, instead of inventing our own curriculum.”*



## Teachers faced significant challenges also

- High level of behavioral problems
- Students on IEP's

## Goal 4: Raised Student Aspirations for College



Students profess a higher desire to go to college at the end of the program, as witnessed in discussions and comments in journals

Teachers and tutors see a higher interest level in going to college

- “By taking them to colleges, they might have a feeling that they can come here to study too. Some students said that they want to study at Stanford after the field trip.”
- “It (being on Foothill campus) allowed the kids to see college as something achievable and real.”



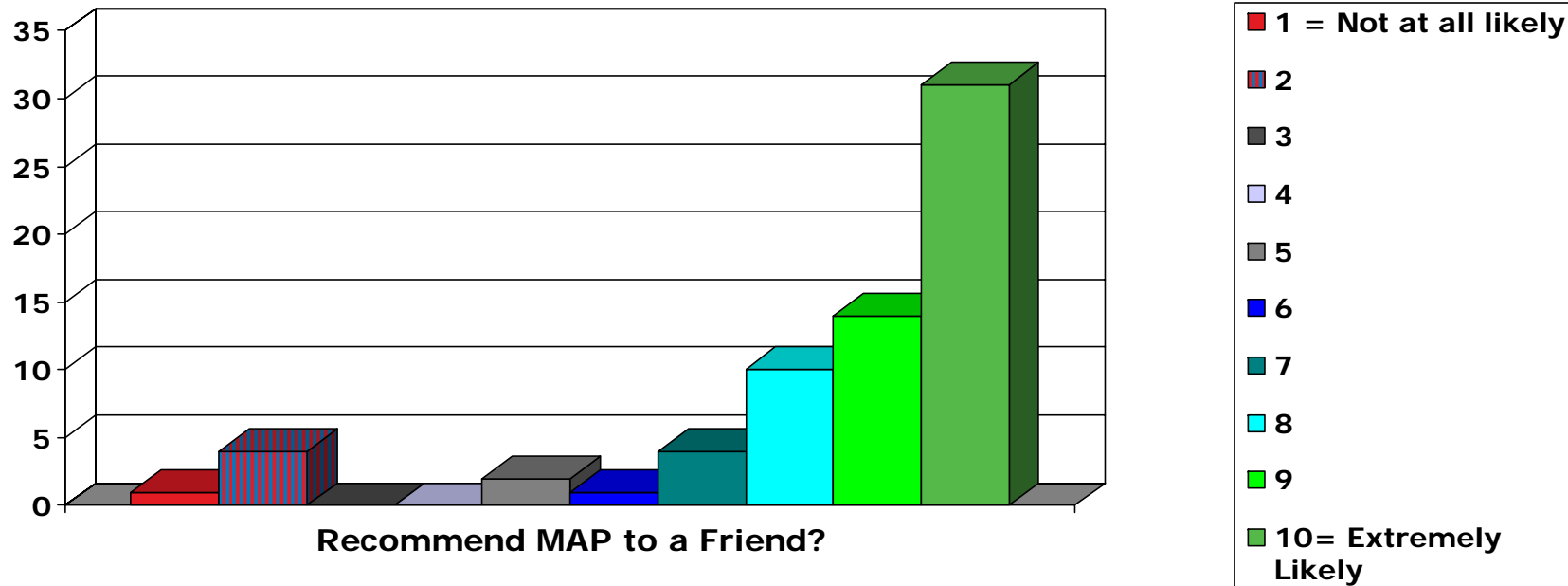
College message was consistently reinforced

- “I liked the theme of study skills in the pursuit of college reinforced by Pat Hyland. This message was reinforced by the field trips and the Foothill College setting.”
- “The continued mantra about college expectations and how important math as a stepping stone is.”

# How Likely Would You Recommend this Program to a Friend (rate 1-10)



# Students



**Vast majority of students (88%) would recommend MAP to a friend, which demonstrates a high level of student satisfaction with the program.**