

SUSD

Summer Bridge Math Programs

Update and Next Steps



Karen Benson, PhD
Executive Director of Instructional Services
February 9, 2016



Scottsdale *Unified*
SCHOOL DISTRICT

Goals:

- Briefly revisit programs and baselines – 2015
- Share indicators of success
- Share progress monitoring data
- Identify next steps



Scottsdale *Unified*
SCHOOL DISTRICT

SUSD Summer Bridge Support - 2015

Student
Support

Two Programs:

Transition to Middle Grades/6th Grade Math -- Grade 5 to 6
Transition to High School/Algebra I -- Grade 8 to 9

Purposes:

Develop foundational skills in math – focus on concept recovery
Foster confidence in math
Support transition to MS or HS



Scottsdale *Unified*
SCHOOL DISTRICT

Measures of Success

- Number of students served
- Attendance
- Grades in math and
- Credits earned
- Stories from teachers, principals and students
- Benchmark and AzMERIT scores



Scottsdale *Unified*
SCHOOL DISTRICT

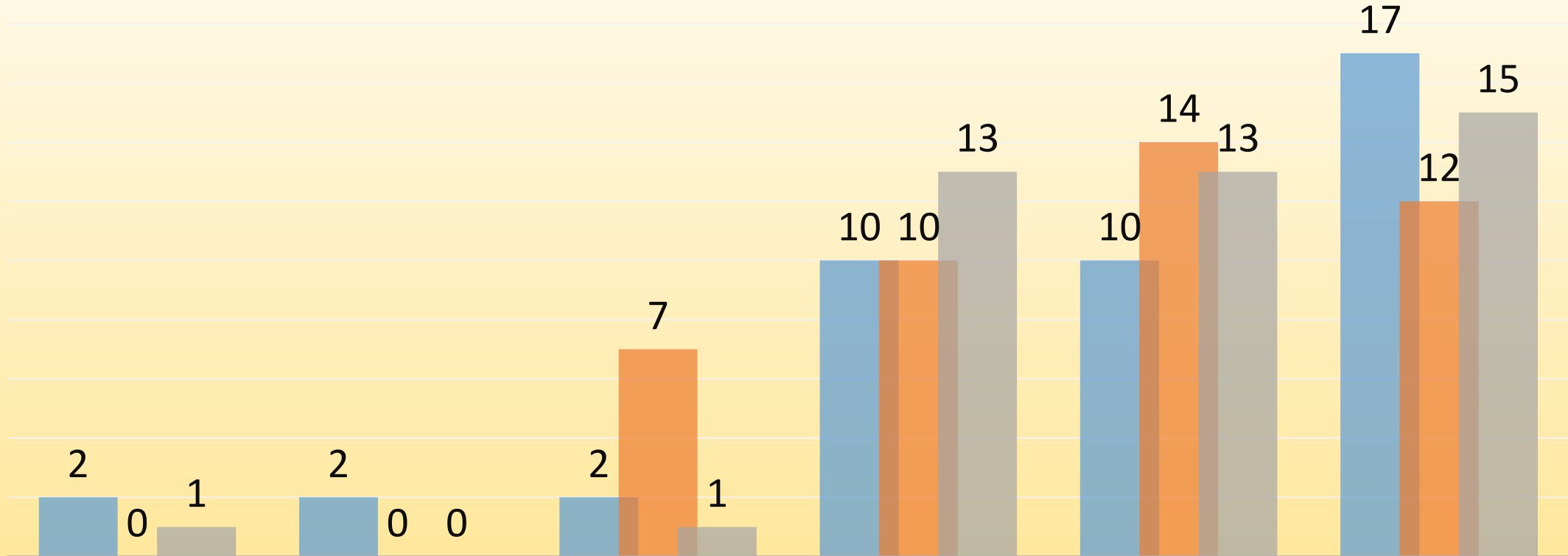
SUSD Summer 2015 Math Bridge

Grade 8 to 9

- # of SUSD teachers: 15
- # of students served: 166 incoming freshman
- # of students earning elective credit: 146
- Recommended Curriculum/Resource: Blended eLearning online course



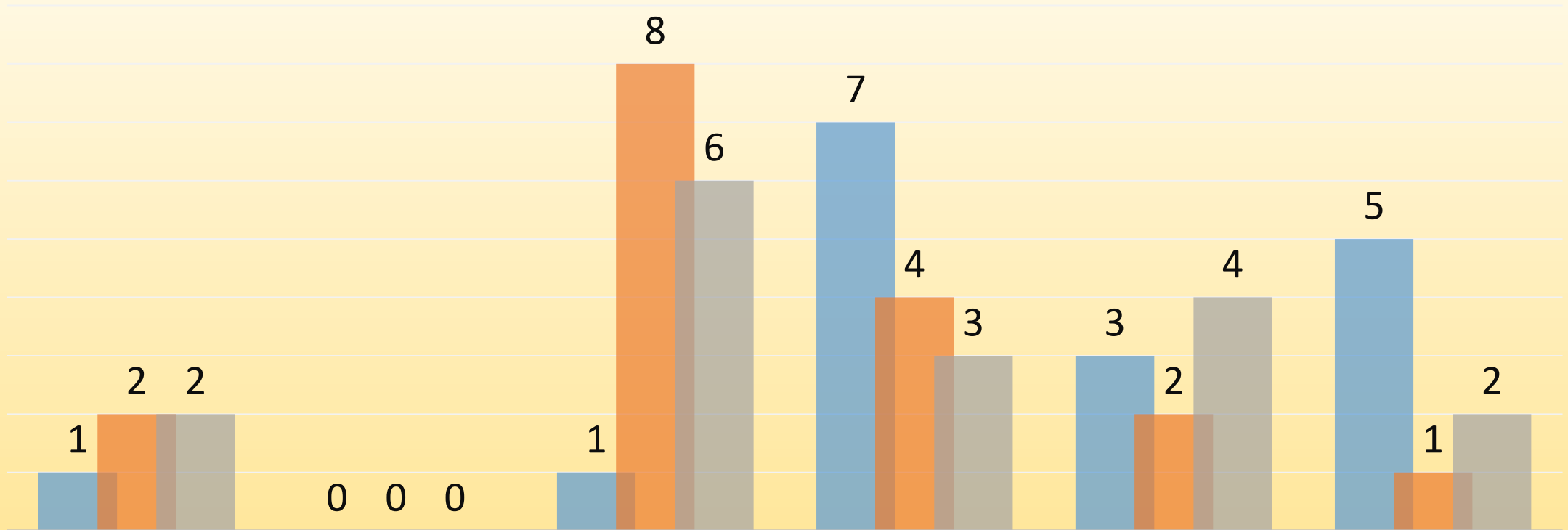
ARCADIA



	Not Enrolled	A	B	C	D	F
GRADE 8 S2	2	2	2	10	10	17
GRADE 9 Q1	0	0	7	10	14	12
GRADE 9 S1	1	0	1	13	13	15

■ GRADE 8 S2
 ■ GRADE 9 Q1
 ■ GRADE 9 S1

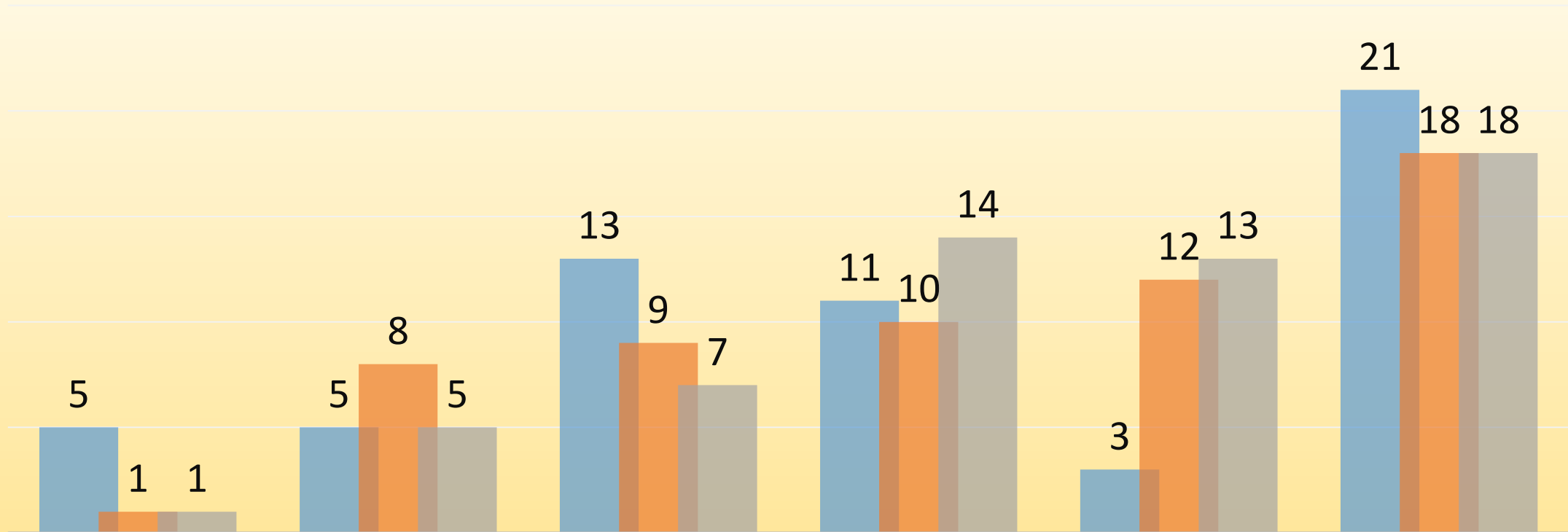
CHAPARRAL



	Not Enrolled	A	B	C	D	F
Grade 8 S2	1	0	1	7	3	5
Grade 9 Q1	2	0	8	4	2	1
Grade 9 S1	2	0	6	3	4	2

■ Grade 8 S2
 ■ Grade 9 Q1
 ■ Grade 9 S1

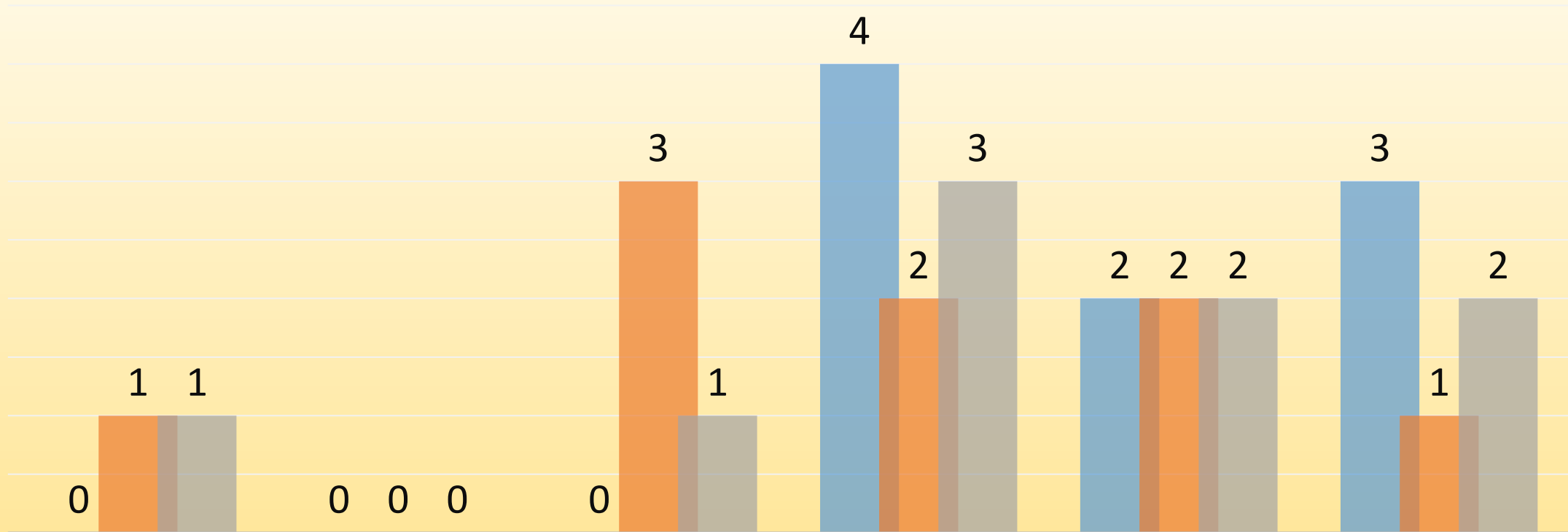
CORONADO



	Not Enrolled	A	B	C	D	F
Grade 8 S2	5	5	13	11	3	21
Grade 9 Q1	1	8	9	10	12	18
Grade 9 S1	1	5	7	14	13	18

■ Grade 8 S2
 ■ Grade 9 Q1
 ■ Grade 9 S1

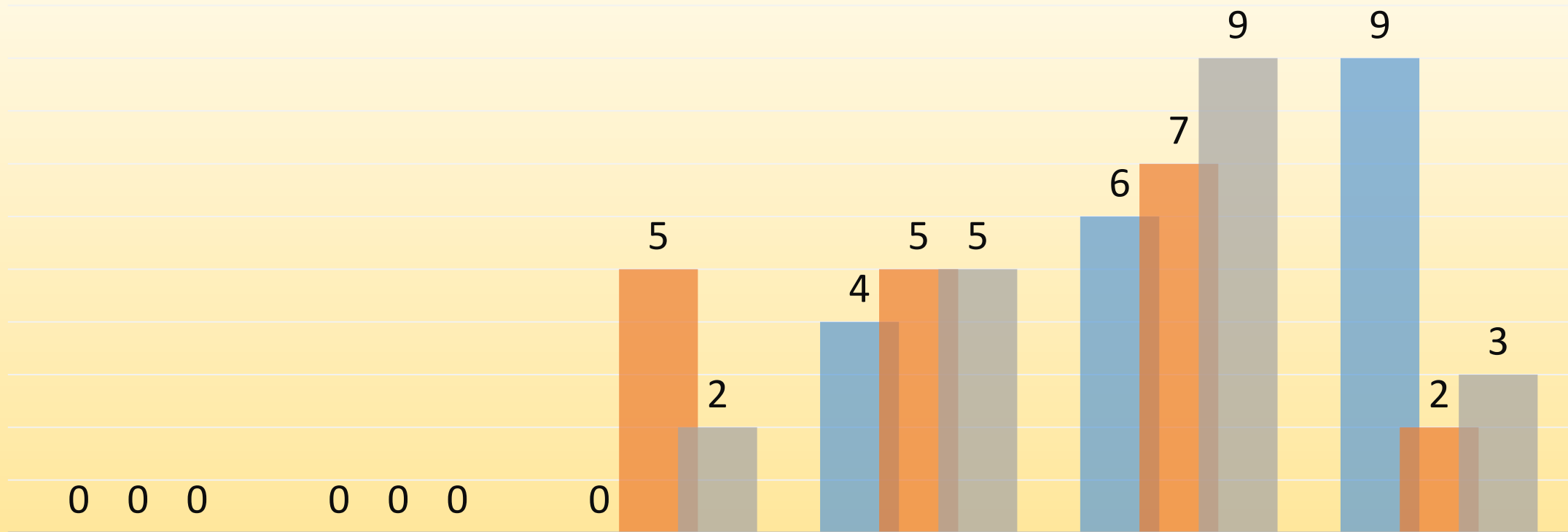
DESERT MOUNTAIN



	Not Enrolled	A	B	C	D	F
Grade 8 S2	0	0	0	4	2	3
Grade 9 Q1	1	0	3	2	2	1
Grade 9 S1	1	0	1	3	2	2

■ Grade 8 S2
 ■ Grade 9 Q1
 ■ Grade 9 S1

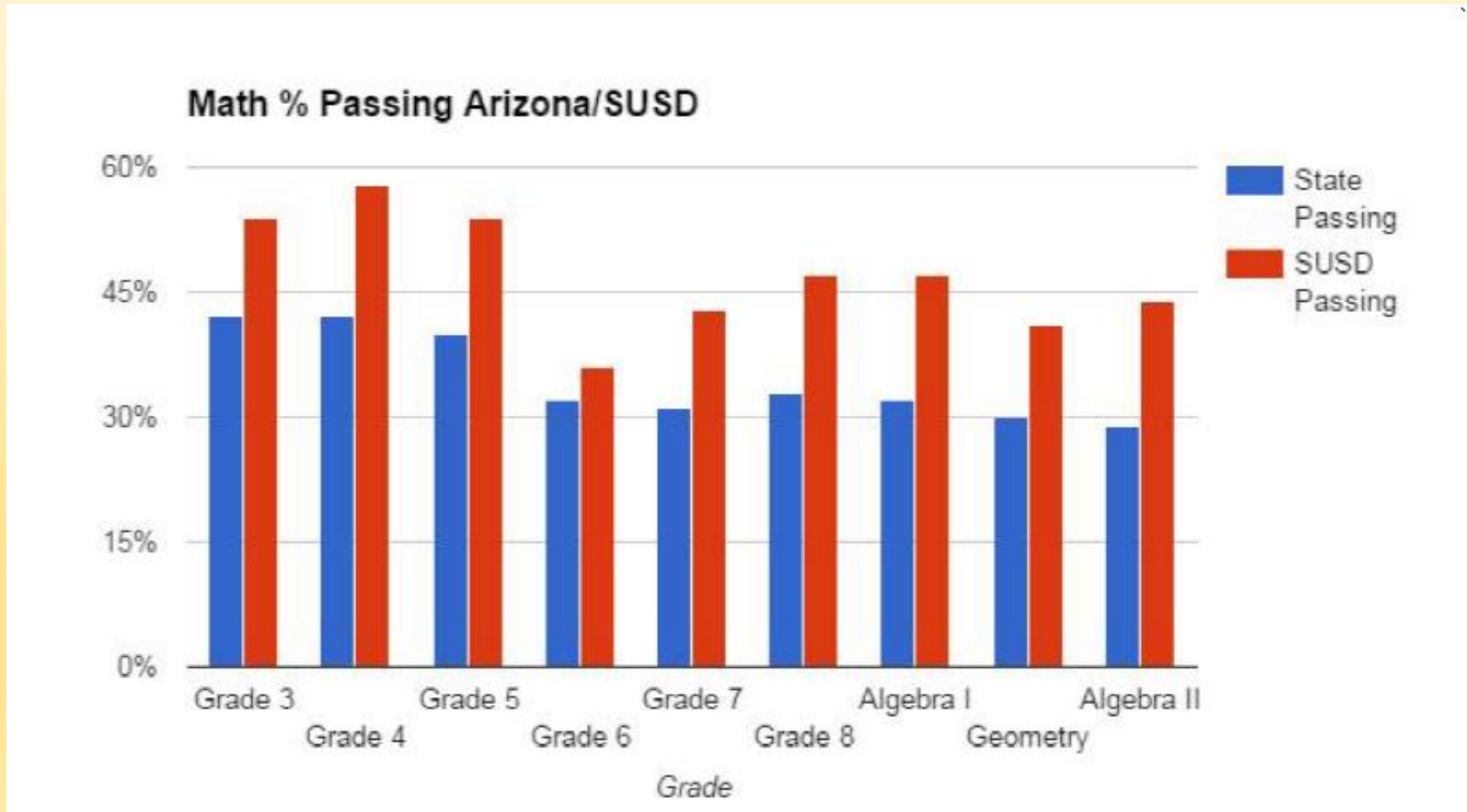
SAGUARO



	Not Enrolled	A	B	C	D	F
Grade 8 S2	0	0	0	4	6	9
Grade 9 Q1	0	0	5	5	7	2
Grade 9 S1	0	0	2	5	9	3

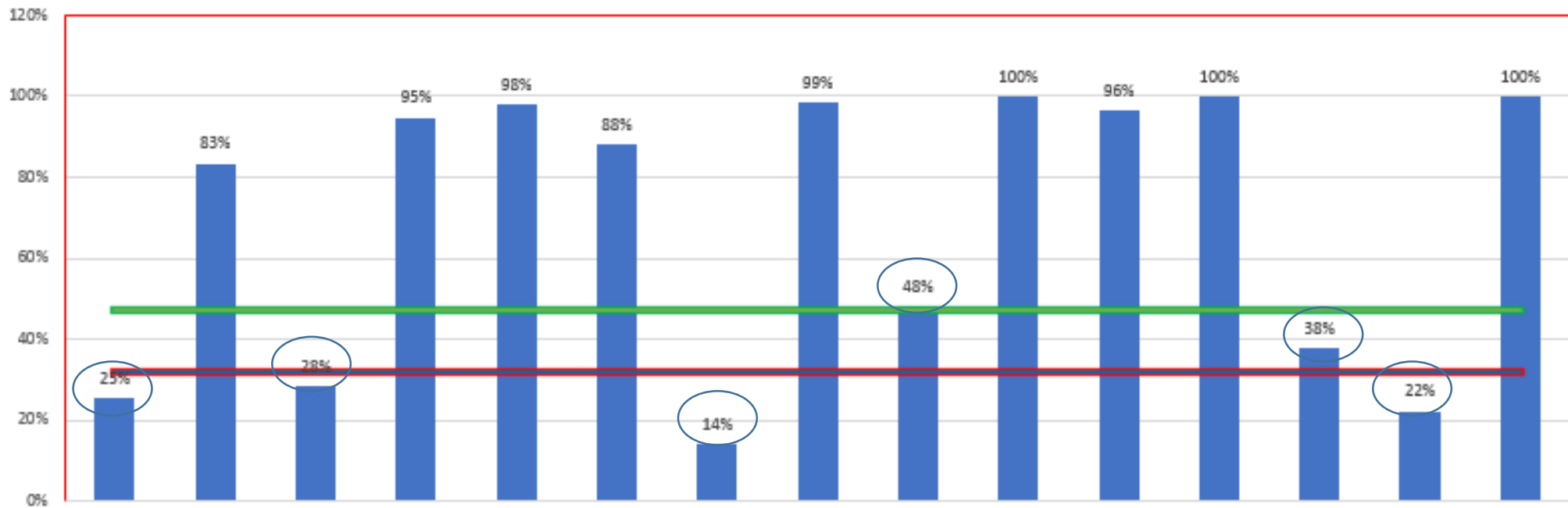
■ Grade 8 S2
 ■ Grade 9 Q1
 ■ Grade 9 S1

SUSD – AzMERIT Math



SUSD -- Algebra I AzMERIT Scores

Algebra 1 AzMERIT % Passing



Support Structures

High School

Algebra I Support class

A full class period of math support offered as an elective credit – during the school day

Lunch Intervention and Tutoring

.2 staffing for one certified teacher to provide free tutorial support for students struggling in Algebra I – during lunch.

Stacking/Retaking Algebra I

Algebra I first semester course, offered again during second semester – for students that were not successful the first semester.

Data / Stories – Support Structures

Algebra I Support Class

Algebra Support Analysis

19	Assigned	
11	Grade Improvement (since grade 8)	58%
7	Grade Static	37%
1	Grade Decline (since grade 8)	5%

No Algebra Support Analysis

3	Grade Improvement (since grade 8)	14%
7	Grade Static	32%
12	Grade Decline (since grade 8)	55%

Data/Stories – Support Structures

Stacking/Repeating Algebra I

Repeating of Semester 1 Algebra I during Semester II for students that did not pass Semester I Algebra I.

Example: Last year, one campus had 34 students that did not pass Semester I Algebra I. Those students repeated Algebra I Semester I during Semester Two. 22 of those students passed Semester II Algebra I.

This year, same campus had 17 9th graders not pass Algebra I Semester I and those students are repeating Semester I right now, during Semester II.

Goals – Moving Forward

High School

Algebra I and any Algebra I Support classes -- staffed at 25:1.

1. Continued Support to Summer Bridge Program – SUSD Teachers:

- HS Principals select/hire teachers – 3 to 4 teachers per site. ***15 to 1 ratio***

2. Recommended Training for Teachers

- Approximately 20 Summer Bridge math teachers
- Targeted professional development to address how to best promote concept recovery in math and what strategies work best to motivate and support our students that are identified as underserved.

3. Incentive for Participating Bridge Students

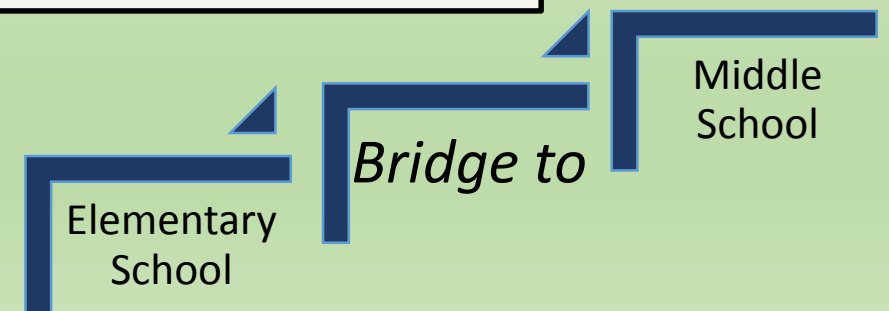
- All students attending will receive a graphing calculator.

4. Provide resources to high schools to offer additional support structures.

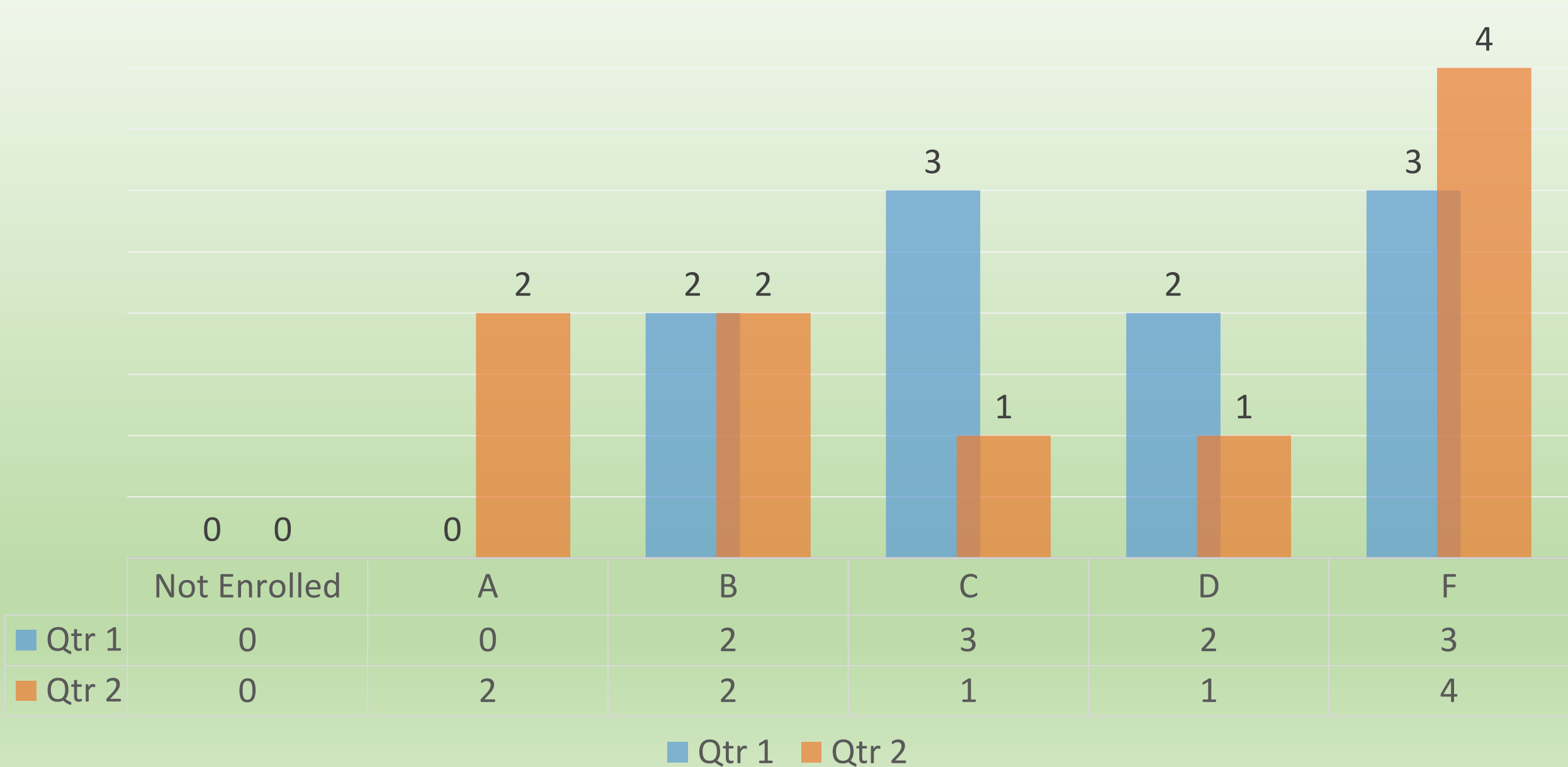
SUSD Summer 2015 Math Bridge

Grade 5 to 6

- # of SUSD teachers: 7
- # of students served: 149 incoming 6th graders
- Autonomy in structure: 18 – 72 hours
- Recommended Curriculum/Resources: Engage NY



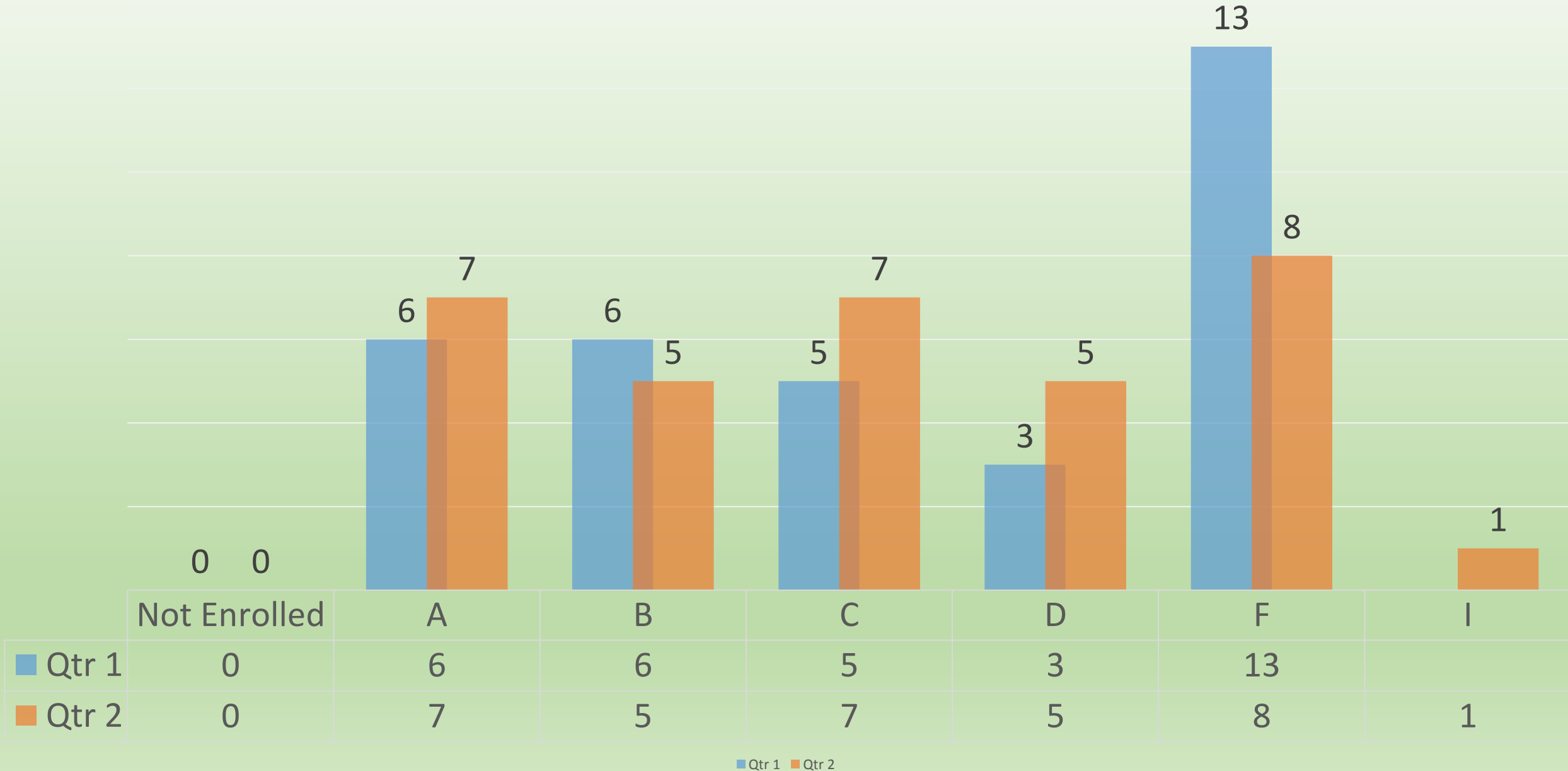
Cocopah



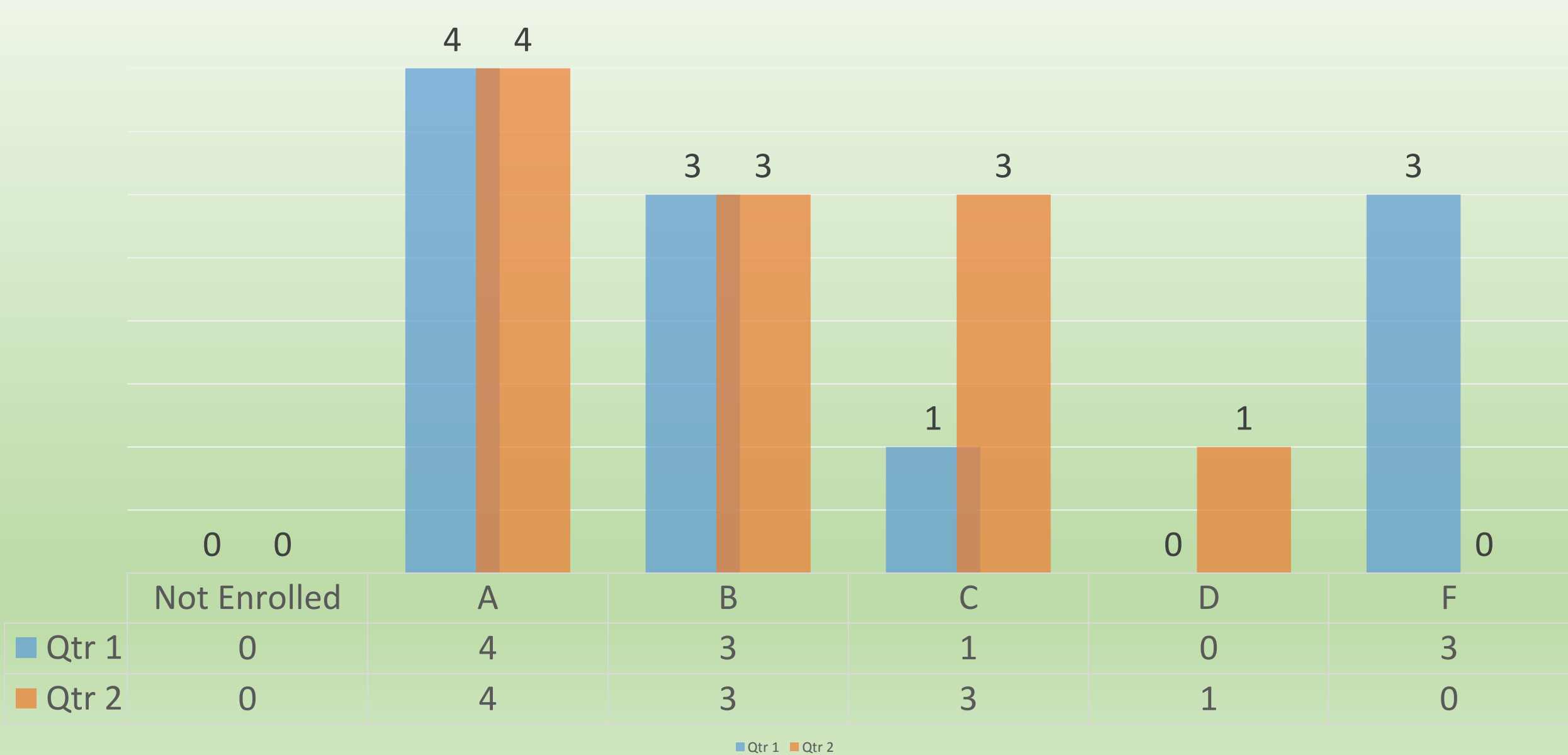
DCMS



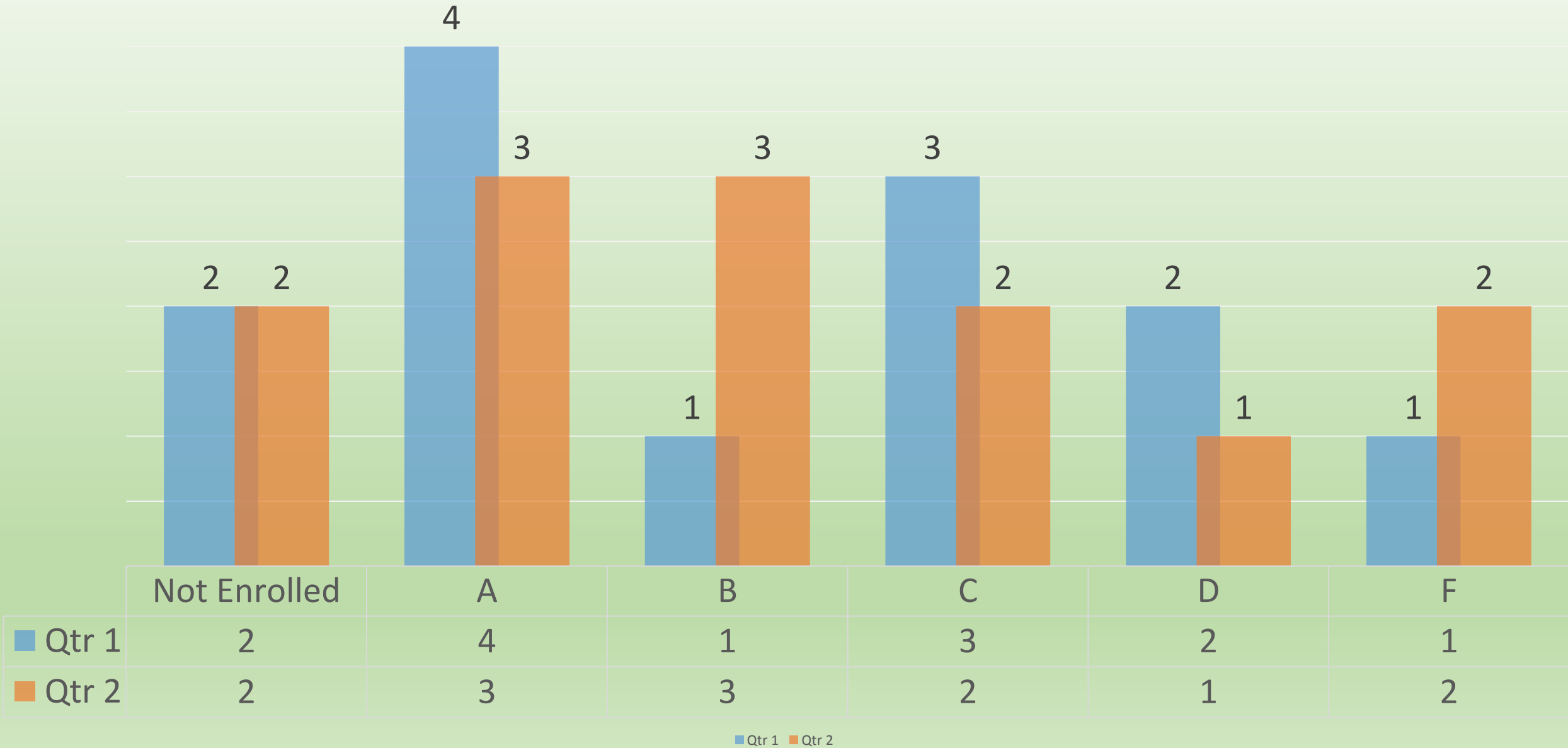
Ingleside



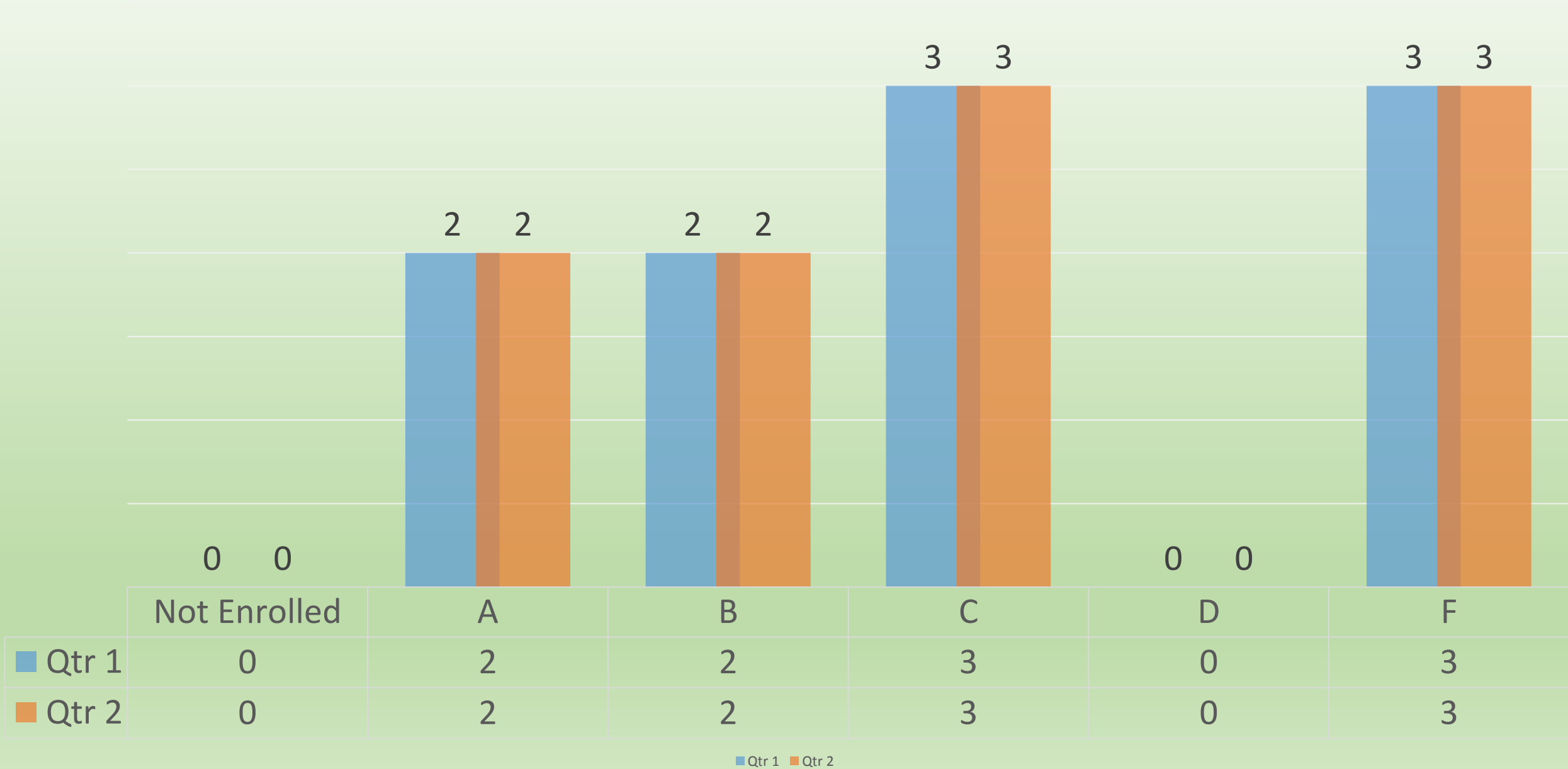
MMS



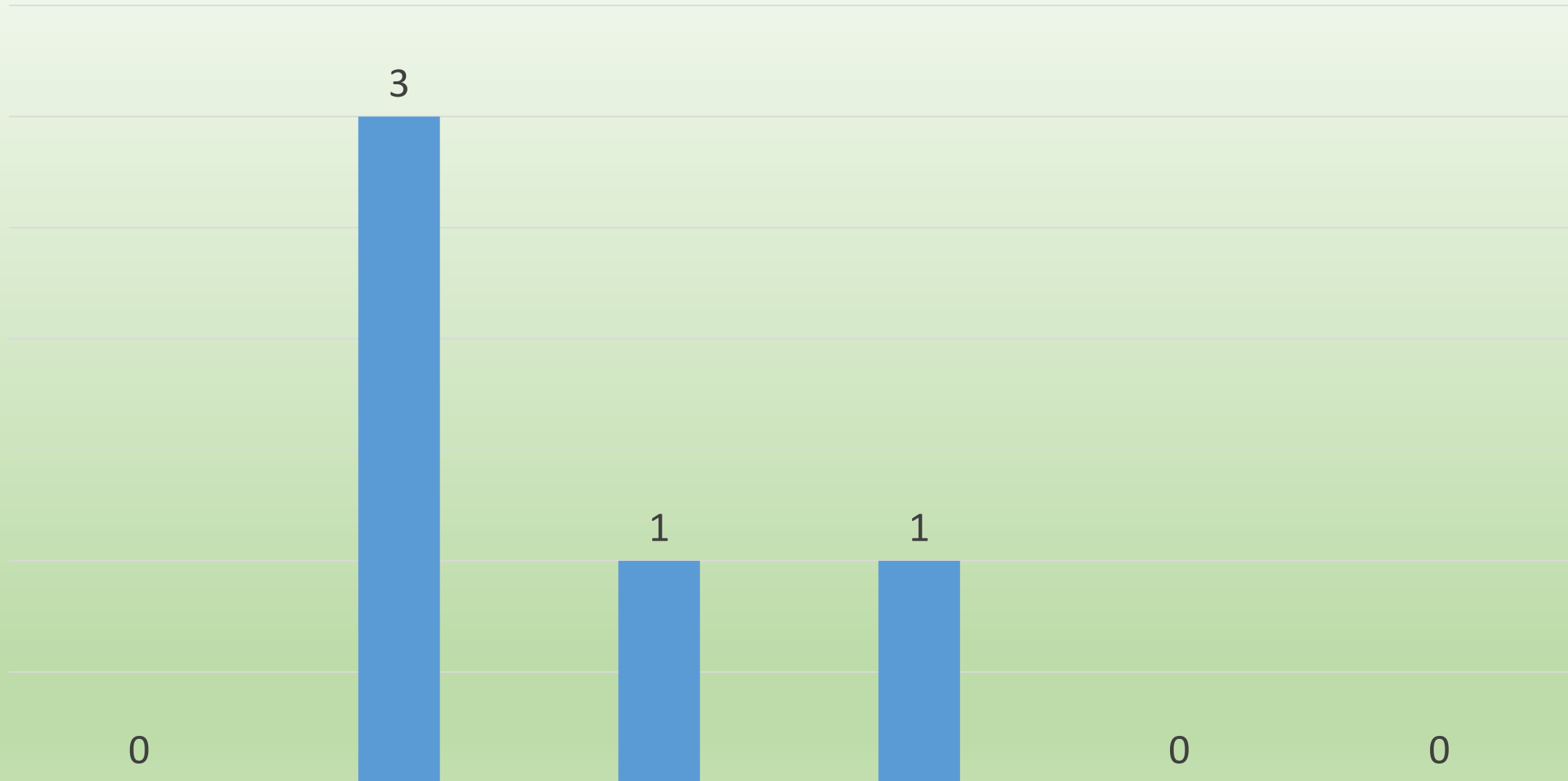
Mohave



Supai



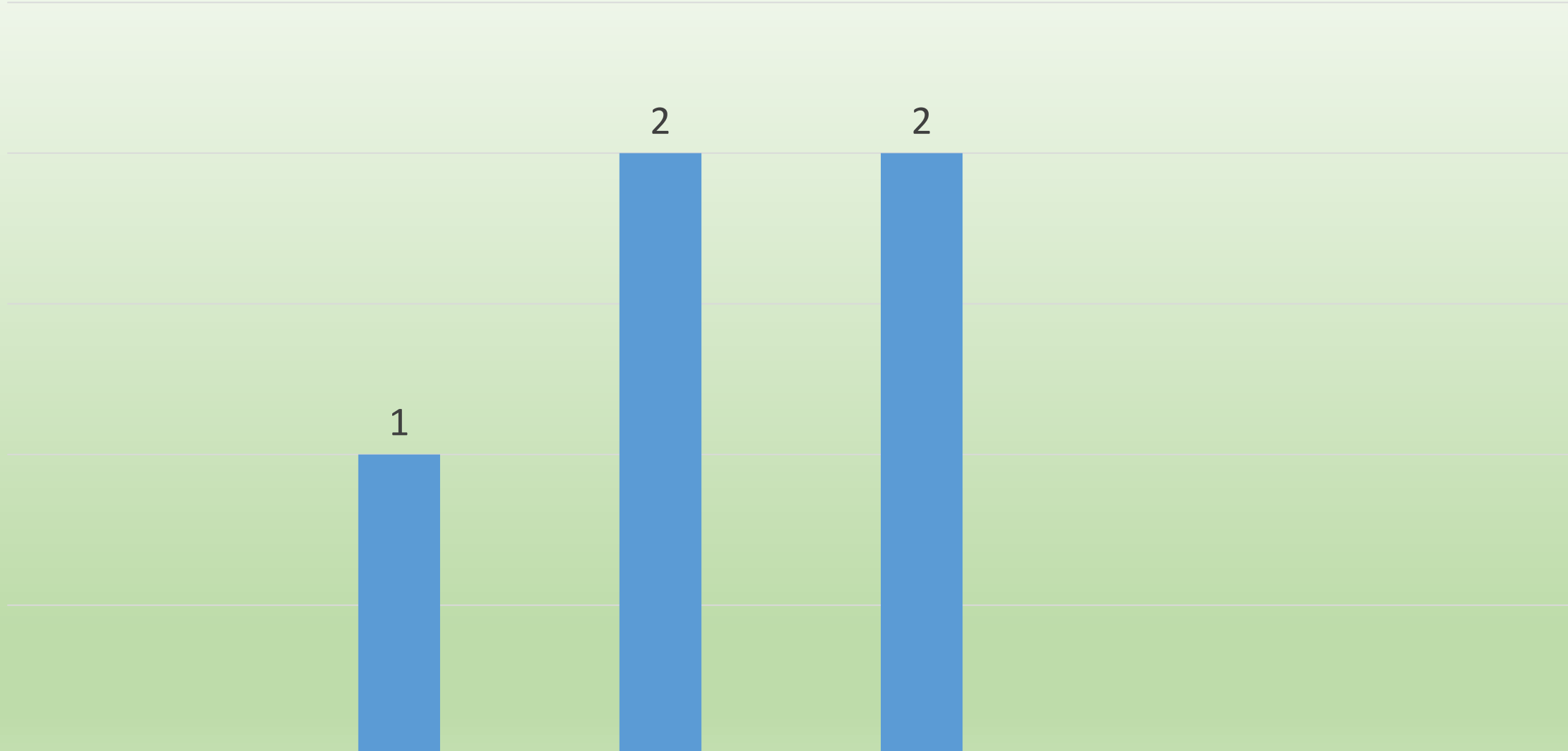
Cheyenne



■ Chey-Tri 1

Not Enrolled	A	B	C	D	F
0	3	1	1	0	0

Copper Ridge



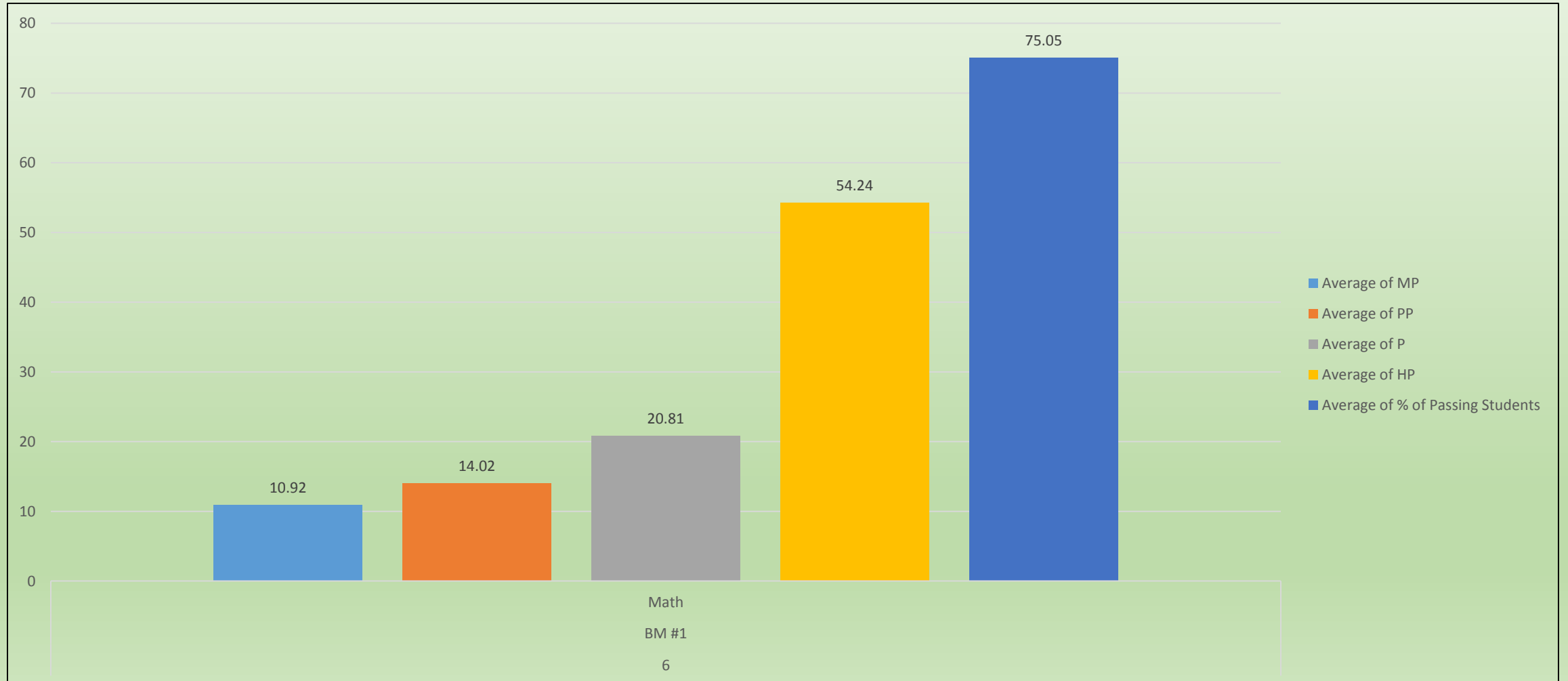
■ CR-Tri 1	Not Enrolled	A	B	C	D	F
		1	2	2		

ANLC



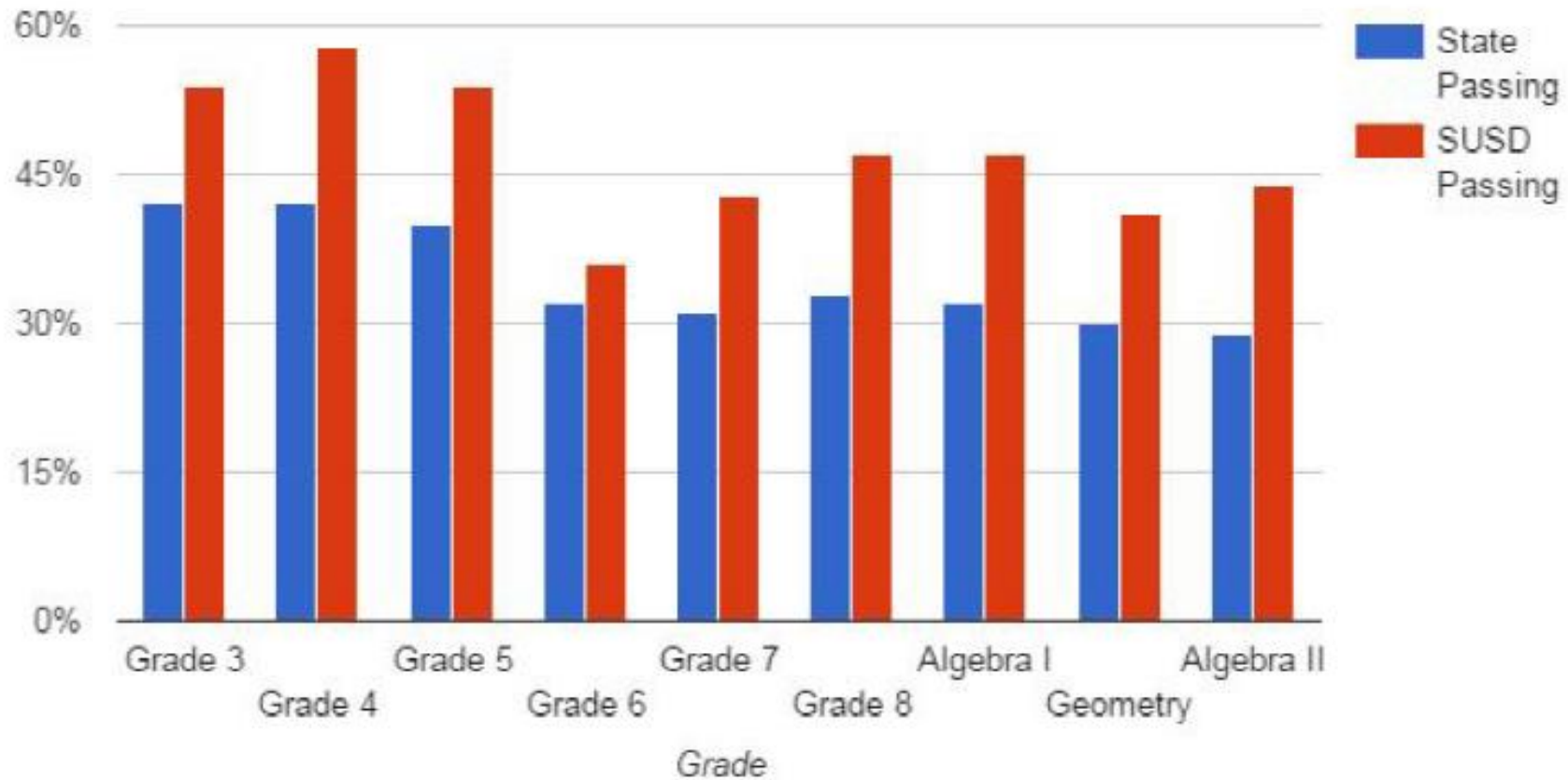
	Not Enrolled	1 Needs Support	2 Developing	3 Proficient	4 Advanced	X-Standard Not Yet Presented
ANLC -Tri 1	0	7	6	2	7	7

SUSD – 6th Grade Math Benchmark 1 2015-16

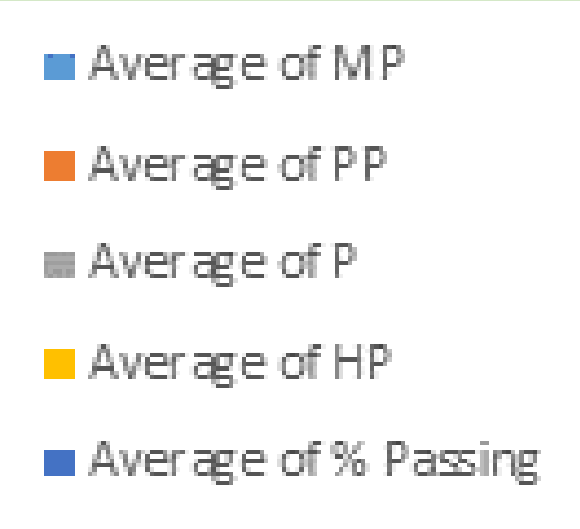
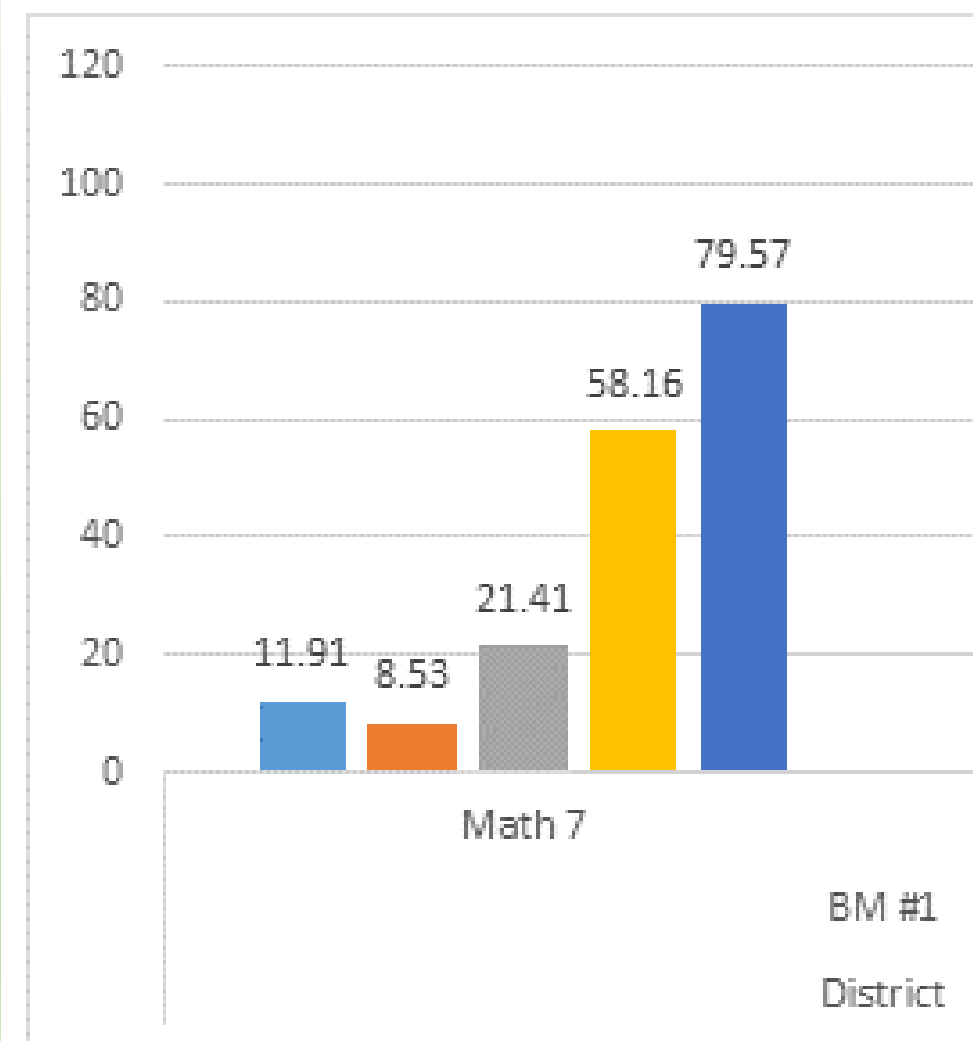


SUSD – AzMERIT Math

Math % Passing Arizona/SUSD



SUSD – 7th Grade Cohort Scores 2015-16



Support Structures -- *Middle School*

Successful completion of middle school coursework is essential. Students who experience challenges in math may be scheduled to attend a specified academic Math for Success course during the school day in lieu of an elective. This course is designed to provide targeted, structured intervention to students that would benefit from support in math.

Support Model	Considerations	Budget
<p>Math for Success Support Classes Grades 6, 7 and 8</p> <p>A full class period of math support offered during the school day</p>	<p>Loss of an elective.</p>	<p>.6 staffing per MS/K-8</p>

Data/Stories – Support Structures

Math for Success Support Class

“We would love to have staffing for 3 sections of support classes. I firmly believe in this support class. We just looked at data (week prior to start of second semester) to ensure we have all of the right kids in for 2nd semester.”

Goals – Moving Forward

Middle School

1. Continued Support to Summer Bridge Program

MS Principals select/hire teachers -- ***15 to 1 ratio***

2. Provide Additional PD Support and Resources for MS Teachers

Continued AMP PD/involvement – MS

Middle Level Targeted PD Plan

Resources – specific to student learning results

3. Provide additional support for targeted interventions specific to individual student learning gaps.



Scottsdale *Unified*
SCHOOL DISTRICT

Situating Supports in Context in SUSD

Curriculum Map Work - Annual

Instructional Resources
*Adopted Materials and
Supplementals*

SPED

Title I/DESEG

Gifted

Professional Development

*Summer
Institute*

*Early
Releases*

*Personalized
Resources*

*Workshops and
Coaching*

*Instructional
Rounds*

**Intervention
Supports**

**Intervention
Supports**

**Intervention
Supports**

AzMERIT

Formative Assessments

Common Finals

Benchmarks

Grades Earned

Credits Earned



Thank You!

**Teachers, Principals,
Counselors,
Curriculum, Assessment and
Federal Programs
Departments, SIMAR,
Executive Directors and
Executive Admin. Assistants**

QUESTIONS?



Scottsdale *Unified*
SCHOOL DISTRICT