Project M3: Math, Mindset, and Mastery Annual Program Evaluation (EOY3)

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### 2018 Annual Report

Local Educational Agency (LEA)	Coronado Unified School District
Federal Grant Number	4TZB7
Project Title	Project M3: Math, Mindset, and Mastery
Grant Year	2017-2018

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#### Grant Project Focus Area(s): *Please check the appropriate box(es)*

□CCR – General Academic	□English Language Arts/Reading	⊠Mathematics
□Science	□STEM	□Social/Emotional
Other: (please list) Click or tap here to enter text.		

Grant Project Subgroup(s), if applicable *Please check the appropriate box(es)* 

		11 1		
□English Learners	□Free and	□Students with	□Other (please list)	□N/A
	Reduced Lunch	Disabilities		

In 200 words or less, please provide a summary of your activities this year, including successes and/or challenges. If you have challenges, please briefly include a description of the solutions you used.

In terms of strengths and success, Project M3 delivered all in-class supports at all sites including Tier II supplemental supports. Fidelity to the Tier II model remains high to the point where we can begin focusing on the effectiveness of the model. Additionally, sites continue to implement Personalized Education Plans and are beginning to use them multiple times a year. Furthermore, Project M3 met all of its interim outcomes this year in both elementary and secondary along with many of its formative benchmarks—those both the project director and evaluator monitor closely throughout the school year. One current challenge facing M3 involves the use of high quality math tasks. Teachers have modified some of them over time reducing the rigor of these assessments. We are working with a mathematics content expert to improve the rigor of these assessment for the current school year. Finally, teachers struggle to find the time to meet with students to complete the Personalized Education Plans. While many complete Part I of the document, some struggle to complete Parts II and III which happen at later times in the school year. We are working to develop ways for these documents to be easily accessed using technology so that the PEP process becomes more efficient.

Military-Connected Impact:

SY 2017–2018	Elementary	Middle	High	Combination (e.g. K-8, 6- 12)
Total Number of Impacted Schools	2	1	1	
Total Number of Impacted Military- Connected Students	581	269	375	
Total Number of All Impacted Students	1162	750	1193	
Total Number of Impacted Teachers	48	6	7	

Goals, Strategies, and Outcomes:

Goal 1: Improve academic achievement in mathematics of military-connected elementary		
students		
Strategies Used:		
Choose an item.	Choose an item.	Choose an item.
In-class supports	Tutoring	Virtual learning
Interim Goal Outcome Target:	72% students meet or exceed star	ndards
Outcome assessment tool:	outcome assessment tool: Smarter Balanced Summative State Assessment	
Interim Goal Status:	Met	

Goal 2: Improve academic achievement in mathematics of military-connected secondary students.

Strategies Used:		
Choose an item.	Choose an item.	Choose an item.
Describe: In-class supports	Describe: Tutoring	Describe: Virtual
		learning
Interim Goal Outcome Target:	68% of students meeting/exceeding standards in 6-8 and	
	57% in grade 11	
Outcome assessment tool:	Smarter Balanced Summative State Assessment	
Interim Goal Status:	Met	

## Project M3: Math, Mindset, and Mastery Annual Program Evaluation (EOY3)

### Section 1: Background

Many military connected students arrive in the Coronado Unified School District with gaps in mathematics content area knowledge and skills. Subject to frequent relocations, these students often have significant credit deficiencies, low grades and test scores, and face higher than normal local expectations. Furthermore, for many of its military-connected students, the incongruity of the rigorous Common Core State Standards (CCSS) versus standards of their previous states of residence presents additional difficulties and pressure. The primary goal of M3 is to fill these gaps in mathematical understanding so students have the greatest number of post-secondary options.

### Project Objectives and Activities

The main objectives of Project M3 are to integrate personalized learning with assessment methods. By assessing students when they arrive to the district, Project M3 can accurately identify students' strengths and weaknesses and develop a personalized learning path with them to move their learning forward. The project then re-assesses students in the spring to determine the extent to which its actions impacted the students' goals. While M3 relies on this spring administration for summative information, the Project Director (PD) and evaluator also collect monthly data regarding (a) students' performance on high quality mathematics tasks and (b) student grades in order to know, in a timelier manner, whether M3 actions are accomplishing their expectations. Additionally, for those students who show limited progress on assessments and/or low performance on math tasks or grades, the grant funds Tier II supports including before and after school tutoring, pull out math support with specialists, math lab, and double-dose math courses. All the aforementioned activities are monitored and evaluated for effectiveness. Below is a list of activities and their completion status.

	1
Activity	Status
Use NWEA MAP assessment to determine all military	Completed pre-assessment in
connected students' strengths and weaknesses	September 2017 and post-
	assessment May 2018
Determine the most vulnerable military connected	Completed in September 2017
students who are significantly behind	

Table 1. List of grant activities and completion status.

Provide teacher-directed, one-on-one academic conferencing for each of these students	Ongoing through June 2018
Develop a Personalized Education Plan (PEP) that identifies student weaknesses and establishes an action plan to address these weaknesses	Ongoing through June 2018
Support student progress toward meeting the goals by providing both in-class (e.g., high quality math tasks with feedback) and technology-based supports (such as Odyssey Learning and ALEKS)	Ongoing 2017-2018

### Progress report from 2016-2017 recommendations

The 2016-2017 report made 4 recommendations. The following actions have been taken to address these recommendations.

- The highest priority should be developing a sustainability plan for M3 activities and services. Funding is set to expire in two years, so the district must develop a plan for sustaining these practices internally. The district has focused on sustainability using school site budgets, additional Coronado School Foundation funding, and with district Learning Department support. Continued professional learning on differentiated strategies will be integrated into district wide professional development and push-in support.
- 2. Increasing parents' awareness of M3 services by developing rationale around the use and effectiveness of PEPs, high quality math tasks, and Tier II support. Recommendation two is addressed as part of onboarding of new students. Parent awareness is an ongoing focus in the district, but nothing new is occurring with regard to M3 awareness. The district will continue to discuss ways to market M3 services so that parents understand the rationale behind these actions.
- 3. Increased coordination between SPED services and M3 activities. SPED students who are also M3 do not experience the same level of success as M3 students who are not served by SPED services. CUSD will continue academic supports, such as Study Skills, co-taught math courses, and scaffold curriculum through and after M3. The district's MTSS committee has been established to provide comprehensive support for all CUSD students, including military, special education, and at-risk students.
- 4. Increased monitoring of the evolving high school Tier II model. High school teachers providing direct service to M3 students should receive regular feedback on how well M3 students are performing in mathematics. Intensive professional learning took places in the summer of June 2018 for secondary math support teachers. Growth and progress of students placed in math support courses is being assessed quarterly and monitored weekly.

## Section 2: Evaluation Study Questions

Project Goals and Expected Outcomes

K-5 GOAL (ELEMENTARY)

The main goal of M3 for elementary students is to improve academic achievement for militaryconnected students in mathematics. Improving academic achievement occurs as a result from the following activities:

Activity 1: Track and monitor military connected students' mathematics progress using a personalized education plan (PEP).

Activity 2: Provide weekly high quality mathematics tasks (HQMTs) that address students' conceptual and procedural knowledge and feedback on the results to move students' learning forward.

Activity 3: Provide quality Tier II supports based on effective intervention principles to students who need additional mathematics assistance (including pull out support and before/after school tutoring in elementary and virtual tools such as Compass Learning).

Project M3 uses the following interim indicators to know whether it is meeting annual benchmarks:

• By June 2017, 72% of military connected students in grades 3-5 will meet proficiency on the Smarter Balanced Assessment in mathematics, an increase of 6% over 2015 baseline.

#### 6-11 GOAL (SECONDARY)

The main goal of M3 for secondary students is to improve academic achievement for militaryconnected students in mathematics. This goal results from deploying the following activities:

Activity 1: Track and monitor military connected students' mathematics progress using a personalized education plan (PEP).

Activity 2: Provide weekly high quality mathematics tasks (HQMTs) that address students' conceptual and procedural knowledge and feedback on the results to move students' learning forward.

Activity 3: Provide quality Tier II supports based on effective intervention principles to students who need additional mathematics assistance (including standalone support classes and virtual tools).

Project M3 uses the following interim indicators to know whether it is meeting annual benchmarks:

- By June 2018, 68% of military connected students in grades 6-8 will meet proficiency on the Smarter Balanced Assessment in mathematics, an increase of 6% over 2015 baseline.
- By June 2018, 70% of military connected students in grade 9 will have a PSAT score of 400 or higher.
- By June 2018, 70% of military connected students in grade 10 will have a PSAT score of 440 or higher.
- By June 2018, 57% of military connected students in grade 11 will meet proficiency on the Smarter Balanced Assessment in mathematics, an increase of 9% over 2015 baseline.

## **Evaluation Questions**

### FIDELITY QUESTION

Have all the M3 activities been implemented according to plan?

#### PROCESS MONITORING QUESTION

To what extent were the M3 activities operating the way they were supposed to operate? INTERIM (OUTCOME) QUESTIONS

Did M3 accomplish its interim goals?

If so, to what extent did M3 strategies contribute to the accomplishment of the goals?

## Section 3: Evaluation Methodology

Project M3 is a sophisticated and interconnected set of strategies, actions, and outcomes. To evaluate the project effectively, the PD and evaluator employed a case study approach. A case study approach allows the evaluator to collect both quantitative and qualitative data, creating a more comprehensive picture of the work and the results of that work. The PD and evaluator collected data approximately every month from August to June, compiled that data, generated findings in early fall, and reported to stakeholders.

## Fidelity

For the fidelity of implementation, the PD and evaluator collected data to answer the question: "Are M3 activities reaching their intended audience and are students receiving the right amount of the activity?" While a true fidelity question is concerned primarily with the extent to which an intervention or program was delivered as intended, we answered this question in the process monitoring section. In this section, we answered the following questions:

Question	Types of data collected
Reach: How much of the intended target	Sign in sheets from before/after school
audience participated in the intervention or	tutoring
program activity?	Attendance logs from pull out support
	Reports from virtual tools such as Compass
	Learning
	Completed mathematics tasks
Dosage Delivered: How much of intervention	Frequency
(program activity) was delivered?	FTEs/hours for before/after school tutoring
	FTEs for pull out support
	Number of math tasks delivered
Dosage Received: How much of the	Survey
intervention (program activity) was received?	Satisfaction. Did participants get what they needed?

Table 2. Fidelity questions and types of data collected.

### Process Monitoring

For process monitoring, the primary question was "To what extent were the M3 activities operating the way they were supposed to operate?"

Table 3. Process monitoring question and types of data collected.

Question	Types of data collected
Fidelity: To what extent was the intervention	Observations of before/after school tutoring
(program activity) delivered as planned?	Observations of math labs, double dose math
	classes, pull out support
	Observations of classrooms using Compass
	Learning
	Observations of high quality math tasks

### Interim Outcomes

Finally, the interim measures asked and answered two fundamental questions:

Table 4. Interim outcome questions and types of data collected.

Question	Types of data collected
Did M3 accomplish its interim goals?	Smarter Balanced assessment data
	NWEA MAP assessment
	PSAT
If so, to what extent did M3 strategies	Same data as above with different
contribute to the accomplishment of the	populations
goals?	<ul> <li>Military-connected students vs. non-</li> </ul>
	military connected students
	Low performing military-connected
	students vs. low performing non-
	military connected students

## Analysis

Most of data collected for Project M3 are analyzed using evidence tables, or by comparing actual data to benchmark thresholds, and/or descriptively by comparing average performance of one group to another. The PD and evaluator did conduct t-tests to determine if significant differences existed between military-connected and non-military connected students using NWEA MAP and SBAC assessments. This test is important because it establishes the connection between the project actions and outcomes.

#### Section 4: Data Analysis and Findings

#### Study Demographics

In the 2017-2018 school year, approximately 3134 students enrolled in Coronado Unified School District (CUSD). Of those 3134, 1207 or 39% were enrolled in Coronado High School (CHS), 757 or 24% at Coronado Middle School (CMS), 270 or 9% at Strand Elementary, and 795 or 25% at Village Elementary. Student enrollment by grade level is arrayed in the table below.

	Number of	Percent of
Grade	Students	Students
	Enrolled	Enrolled
ТК	32	1.0%
KN	162	5.2%
1	181	5.8%
2	186	5.9%
3	174	5.6%
4	203	6.5%
5	232	7.4%
6	233	7.5%
7	255	8.1%
8	269	8.6%
9	281	9.0%
10	307	9.8%
11	298	9.5%
12	321	10.2%

Table 5. Total student enrollment by grade level.

Of the 3134 students enrolled in CUSD, 1088 or 34.7% are military connected students. Of those 1088, 267 or 25% were enrolled at CHS, 271 or 25% at CMS, 250 or 23% at Strand Elementary, and 294 or 27% at Village Elementary. Student enrollment by grade level is arrayed in the table below. Furthermore, about 12% of CUSD student's transition in and out of Coronado during the school year. Approximately, 376 of the 3134 students exited CUSD in 2016-2017. About 191 students or 51% of those exiting were military connected.

	Number of	Percent of
Grade	Students	Students
	Enrolled	Enrolled
ТК	22	2.0%
KN	85	7.8%
1	93	8.5%
2	87	8.0%
3	88	8.1%
4	75	6.9%
5	100	9.2%
6	92	8.5%
7	76	7.0%
8	103	9.5%
9	85	7.8%
10	58	5.3%
11	65	6.0%
12	59	7.8%

Table 6. Military-connected student enrollment by grade level.

#### Elementary

FIDELITY OF IMPLEMENTATION (Who is getting what and how much?)

For fidelity data, the PD and evaluator answered the question of whether or not grant activities were delivered to the target audience in the necessary amount and whether the target audience received what they needed. It is important to note that some of these activities below apply to all 597 military connected students in elementary such as high quality math tasks and small group instruction. Other activities apply specifically to M3 students, or students who struggle in mathematics. Of all the M3 students (174), some are military connected (69) others are not (74). For this reason, the total number of military connected students may differ according to the program activity.

Definitions:

- **M3**. Students who struggle in mathematics. These students are identified as being below the 50<sup>th</sup> percentile in mathematics on the MAP assessment and not meeting standard on SBAC mathematics.
- **M3 Military-connected**. A subset of M3 students. These students struggle in mathematics, meet the identification criteria above, AND are military connected.

Table 7. Elementary project activities by reach and dosage.

Project Activity		Reach	Dose Delivered	Dose Received
		% students participating	Frequency of activity	Activity received
Personalized Education Plans (PEPs)	M3 (174)	104/174 (60%)	3 conferences per year	100%
High Quality Mathematics	All (2439)	2439/2439 (100%)	18 per year	100%
Tasks	Military- connected (939)	939/939 (100%)	18 per year	100%
Tier II Support				
Before/After Tutoring (Strand)	M3 (48)	35/48 (73%)	163 hours	XX hours (XX%)
Small group instruction (Strand)	M3 (48)	23/48 (48%)	180 hours	180 hours
Math lab (Village)	M3 (126)	75/126 (60%)	90 hours	**

PROCESS MONITORING OF ONGOING IMPLEMENTATION:

Activity 1: Personalized Education Plan (PEP)

Ongoing classroom observations and record reviews provided most of the process data for activity one. We observed students' PEP documents in the classroom as well as collecting these documents at the end of the year. We requested PEP documents on virtually every student identified as both military connected and struggling in mathematics. In an effort to improve the PEP for 2017-2018, CUSD implemented a common PEP document for teachers to use. This document allows the evaluator and PD to better understand how PEPs are supporting military connected students who struggle in mathematics. Furthermore, we developed a process that involves teachers updating PEP documents several times a year. We reported on this information below. We reviewed 25 of the 104 PEP documents to answer the questions below.

Figure 1. PEP document review

Item	Question	
1.	What % of the military connected M3 students have a PEP?	60%

2.	What % of the PEPs include a specific math goal?	100%
3.	What % of PEPs include a way for students to track their progress?	100%
4.	What % of PEPs show regular updates (more than twice a year?	40%
5.	What % of PEPs have strategies for improvement?	80%
6.	What % of the students met his/her math goals in 2018?	

## Activity 2: High Quality Math Task

In elementary, most teachers administer high quality math tasks once or twice a week to all students in grades K-5. Some of the teachers are administering them less frequently (2-3 times a month), but every teacher is providing approximately 18 high quality mathematics tasks per year in elementary settings. Teachers score tasks using a 3 point rubric, where a 1 is below, a 2 is developing, and a 3 is secure. We report on student results for those students who scored a 2 or 3. In 2018, 3116 tasks were scored and 2910 were 2s or 3s (94%). Of these 3116 tasks, 1369 were completed by military connected students and 1294 scored a 2 or higher (95%). Also, 519 tasks were completed by M3 students and 438 were developing or higher (84%).

In addition to the results, we review whether the math tasks are considered "high quality" using mathematics experts at the San Diego County Office of Education. Below are the results of reviewing 3 random tasks.

The task		
Reflects high cognitive demand.	Yes	No
Allows multiple ways to enter the task.	Yes	No
Provides access to a wide range of learners.	Yes	No
Encourages creative application of knowledge.	Yes	No
Exposes what students know and provides information for next steps.	Yes	No
Encourages reflection and communication.	Yes	No
Promotes connections between two or more representations.	Yes	No
Leaves behind something of mathematical value.	Yes	No

Figure 2. The high quality math task checklist

Our mathematics expert, Mark Alcorn San Diego County Office of Education, analyzed 3 randomly selected tasks and found none met our definition of high quality math tasks (meeting at least 6 of the 8 criteria above). The first task scored a 5 out of 8, the second task 2 out of 8, and the third task 3 out of 8. While these tasks are more rigorous in nature that typical math

word problems, they do not yet rise to the level of high quality, which is evident in a task that elicits students conceptual understanding.

## Activity 3: Tier II Support

Tutoring is a primary strategy used by Silver Strand Elementary. Silver Strand is located inside military housing, so the environment is more conducive to before/after school tutoring. This year approximately 35 M3 military-connected students attended tutoring regularly. Students worked on a combination of reading, vocabulary and mathematics throughout the 2017-18 school year. These 35 students represent approximately 73% of the M3 student population.

At Village Elementary, military connected students who struggle in mathematics participate in a Math Lab. This year approximately 39 military connected students attended Math Lab regularly. Of those 39, students worked on a combination of reading, vocabulary and mathematics.

Another Tier II strategy is the use of Compass Learning. Approximately 117 military connected students used Compass Learning at the elementary level. The 117 students averaged about 10 minutes on task per activity. These students practiced on average 52 math activities and averaged 77% correct on these activities.

Finally, the project director and evaluator use the following document when observing the Tier II support class to ensure that students receive instruction that is both supplemental to Tier I instruction and meets the students' needs. Data are not reported here due to the small number of observations. This form is primarily used to provide immediate feedback to the classroom teacher around the elements of high quality Tier II instruction.

Principle	Question	
	Is the lesson organized and focused on a specific math concept?	
	Does the lesson begin with a clear expectation for the students?	
Explicit Instruction	Does the lesson commence with a review of prior knowledge?	
	Does the lesson commence with a step-by-step demonstration?	
	Does the lesson break down complex skills into smaller chunks?	
Instructional Design	Does the lesson allow students to use tools to access foundational	
	skills (ruler, calculator, etc.)?	
Conceptual basis for procedures	Are procedures explained using conceptual tools (e.g., using an array for multiplication)	

### Figure 3. Tier II support class

	Do students have guided practice opportunities to demonstrate what they learned from the explicit instruction/ modeling?	
Drill & Practice	Do students have independent practice opportunities to demonstrate what they learned from the explicit instruction/ modeling?	
Cumulative Review	During practice opportunities, do students demonstrate what they learned from previous days of instruction as well as the day's lesson?	
	Does the teacher address environmental barriers to success (e.g., loud noises, classroom distractions)?	
Motivation	Does the teacher address confusion or discomfort elicited by the lesson (e.g., Am I going to fast?)	
	Does the teacher address how students are progressing (e.g., who's making errors, who can move on, etc.)?	
	Does the teacher provide corrective feedback (e.g., #4 is incorrectlook back at your work to find the error)?	

## Interim Goals

As depicted in the table, the Smarter Balanced assessments in mathematics were administered to 578 students in grades 3-5. Of the 578 students, 230 were military connected and 312 were not. The Smarter Balanced assessments in mathematics has four cut points: Not Meeting Standards, Nearly Meeting Standards, Meeting Standards, and Exceeding Standards. We examined the performance of students performing at the Meeting and Exceeding Standards thresholds. Of the 230 military connected students assessed, 165 (or 71.4%) met or exceeded standards in 2018. Our June 2018 goal was 72%. We met our 2018 goal, increasing nearly 6% over our 2015 baseline (66%). Also, military connected students outperformed non-military connected students by 4 percent.

Table 8. Military connected and non-military connected student performance on SBAC.

Students	Ν	% Meeting/Exceeding	Target	Met (Yes/No)
Military-connected	230	71.7%	72%	Yes*
Nonmilitary-connected	312	67.6%	70%	
Total	578	69.1%	70%	

The next table indicates the results of the NWEA Measures of Academic Progress (MAP) assessment in grades 3-5. To determine growth, the PD and evaluator matched spring scores to students' fall MAP scores. Essentially, a growth score is the difference between the spring and fall performance on MAP. The MAP assessment provides an "Expected Growth Goal" for every student based on his/her fall MAP performance. For example, a student who scored a 187 in the fall might be expected to grow 5 points by the spring. After the spring performance, we can compare the difference between the two scores and determine if that difference is 5 points or

more. If it is, then we consider this student to have met his/her expected growth for the year. Every student has his or her own personalized growth goal based on prior performance.

Of the 443 military connected students assessed in the spring of 2018, 62 (14%) did not have a spring score so growth cannot be determined for these students. Once removed, the analysis left approximately 381 students with matched scores. Of the 381, 317 students or 83% met their expected growth goal in 2016-2017. We set the growth target at 100%, so we are below that target currently, but well above last year's growth at 50%. Also, military connected students performed similarly to non-military connected students where both groups achieved nearly 83% growth.

Students	Ν	# Matched	% Making Growth	Target	Met (Yes/No)
Military-	443	381	83.2%	100%	No
connected					
Nonmilitary-	523	469	82.3%	N/A	N/A
connected					
Total	966	840	50.5%		

Table 9. Military connected and non-military connected student growth on MAP.

## Secondary

FIDELITY OF IMPLEMENTATION (Who is getting what and how much?)

For fidelity data, the PD and evaluator answered the questions of whether or not grant activities were delivered to the target audience in the necessary amount and whether the target audience was satisfied with what they received.

Table 10. Secondary project activities, reach, and dosage.

Project Activity		Reach	Dose Delivered	Dose Received
		% of students participating	Frequency of activity	Activity received
Personalized Education Plans (PEPs)	M3 (282)	135/282 (48%)	3 per year	100%
	All (282)	282/282 (100%)	18 per year	100%

High Quality Mathematics Tasks	Military-connected (70)	70/70 (100%)	18 per year	100%	
Tier II					
Support					
Double-dose	M3	38/282 (13.5%)	100 h ouro		
Math class	(282)		180 nours	1/5 (97%)	
	Military-connected (70)	15/70 (21.4%)	180 hours	175 (97%)	

PROCESS MONITORING OF ONGOING IMPLEMENTATION:

Activity 1: Personalized Education Plan (PEP)

Ongoing classroom observations and record reviews provided most of the process data for activity one. At the middle school, we observed students' PEP documents and the ways students used them. Both middle and high school students who take a double-dip math class develop a PEP as soon as they get their Fall test scores. These documents are then kept with the student throughout the year, and they share them with us during our observations.

Figure 4. Secondary PEP review

Item	Question	
1.	What % of the M3 students have a PEP?	48%
2.	What % of the PEPs include a specific math goal?	91%
3.	% of PEPs in which students track their progress?	93%
4.	% of PEPs with regular updates (more than twice a year)?	88%
5.	% of PEPs with strategies for improvement?	91%

The middle school students' PEPs typify the kind of living document envisioned by the grant with regard to a PEP. Students use data to define a concrete math goal. They track their progress regularly and update their performance. Finally, students, with their teachers, determine strategies that will aid in accomplishing the goal(s).

Activity 2: High Quality Math Task

Instead of developing math tasks like elementary teachers, the middle and high school teachers adopted a curriculum with embedded high quality math tasks.

Over the course of the year, the PD and evaluator observed eight classrooms to validate the use of the CPM curriculum along with the use of quality mathematics tasks. In middle and high school, teachers administered quality math tasks almost daily to all project students. These tasks are part and parcel to the CPM curriculum.

## Activity 3: Tier II Support

Double-dip math classes is a primary strategy used by both the middle and high school to address the needs of struggling students in mathematics. The struggling students are identified using criteria from the grant and students are placed in a double dose math class in order to remediate their needs. Over the past two years, the Project Director has worked to infuse a Tier II model of support into these classes. Observations indicate that the middle school classes have fully adopted the principles of Tier II instruction we introduced last year. We use the same instrument as in the elementary section to capture how well lessons incorporate the principles. While the high school class continues to evolve, the teacher typically re-teaches content with which the students struggled.

### Interim Goals

#### GRADES 6-8

In grades 6-8, the Smarter Balanced assessments in mathematics were administered to 684 students. Of the 684 students, 231 were military connected and 453 were not. The performance of students at the Meeting and Exceeding Standards thresholds indicated that, of the 231 military connected students, 166 (70.1%) met or exceeded standards in 2018 and 65 did not. The June 2018 goal was 68%. Project M3 surpassed the goal in grades 6-8 by 2%. Furthermore, military connected students also outperformed non-military connected students by 2%.

Table 11. Military-connected (secondary) and non-military connected student performance by SBAC.

Students	Ν	% Meeting/Exceeding	Target	Met (Yes/No)
Military-connected	235	70%	68%	Yes
Nonmilitary-	445	68%		
connected				
Total	680	69%		

For the mathematics growth, the PD and evaluator examined the results of the 271 military connected students assessed on the MAP Spring of 2018 in grades 6-8, 34 students or 13% did

not have both a Fall and Spring score. Nearly, 71% (or 159 students) made expected growth during the year, while 29% were unable to meet expected growth. Military connected students experienced approximately the same growth last year as this year, while nonmilitary-connected students grew at a higher rate. A 9% gap exists in growth between nonmilitary and military-connected students.

Students	Ν	# Matched	% Making Growth	Target	Met (Yes/No)	
Military-connected 271		237	71%	100%	No	
Nonmilitary-	482	450	80%			
connected						
Total	753	687	77%			

Table 12. Military connected (secondary) and non-military connected student growth on MAP.

Grades 9-10

In grades 9-10, the Smarter Balanced assessments in mathematics are not administered so we have no data for these students. Instead, we examined the performance of 9<sup>th</sup> and 10<sup>th</sup> grade students using the PSAT. The PSAT provides a benchmark for knowing whether students are college-career ready (similarly to SBAC in grade 11). Students scoring above a 400 in 9<sup>th</sup> grade or above a 440 in 10<sup>th</sup> are considered on track for college and career readiness and mastering rigorous state standards.

Of the 281 9<sup>th</sup> grade students assessed on the PSAT, 85 students were military connected and 196 were not. Nearly 89% (or 74 students) of the military connected students were considered "on track," while 12% or 8 students were not. The goal for this year was 70%.

Table 13. Military connected (grade 9) and non-military connected student performance on PSAT.

Students	Ν	% Meeting Target	Target	Met (Yes/No)	
Military-connected	85	88%	70%	Yes	
Nonmilitary-	196	84%			
connected					
Total	281	85%			

Of the 321 10<sup>th</sup> grade students assessed on the PSAT, 51 were military connected while 227 were not. Nearly, 90% (or 46 students) of the military connected students were considered "on track," while 10% or 5 were not. The goal for this year was 70%.

Table 14. Military connected (grade 10) and non-military connected student performance on PSAT.

Students	Ν	% Meeting Target	Target	Met (Yes/No)	
Military-connected	51	90%	70%	Yes	
Nonmilitary-	227	85%			
connected					
Total	278	86%			

GRADE 11

The PD and evaluator examined the Smarter Balanced assessment results in mathematics for students in grade 11. Of the 264 total students, 53 were military connected and 211 were not. Of the military connected students, approximately 58% (33 students) met or exceeded standards, while 42% (or 20) did not. In year three, CUSD exceeded its 2018 summative goal by 1.8%.

Table 15. Military connected (grade 11) and non-military connected student performance on SBAC.

Students	Ν	% Meeting/Exceeding	Target	Met (Yes/No)	
Military-connected	53	58.3%	57%	Yes	
Nonmilitary-	211	53.2%			
connected					
Total	264	59.7%			

#### Section 5 & 6: Conclusions and Recommendations (italicized)

Overall, the implementation of M3 activities is strong across all sites. M3 activities are widely valued by teachers, staff, and students. Those students who need M3 services are receiving them, many students also receive services in a general education setting, which is important given the grant is in year 4 and sustainability become a concern especially if funding is no longer available. Additionally, the program is well coordinated with other math efforts across the district and is becoming part of the regular work of the district. *Marketing and outreach efforts must continue to ensure that every student and parent understands both the purpose and effectiveness of M3*. Coronado Unified School District has a relatively high percentage of students transferring in and out of the district annually. All students entering the district must be aware of the services available to them through M3.

Service delivery continues to be a strength of M3. All M3 practices are backed by research and evidence-based. Fidelity to M3 services across schools and classrooms is very consistent, even in some of the more volatile practices such as PEP documentation. Most teachers are using a consistent PEP, but *having students update the PEP is still a challenge especially in elementary school.* Furthermore, students who are targeted for M3 activities largely participate and are satisfied with what they receive. As we progress through year 4 of the grant, it will be important for *program administrators to develop a concrete exit plan for M3.* The district needs to determine how to sustain M3 services, especially given funding for M3 expires in less than 2 years.

Finally, we are observing meaningful changes in student performance in mathematics over the course of this grant and especially this past year. As implementation of all grant activities has improved, students have met the program objectives. In 2017-2018, <u>CUSD met all of its interim</u> <u>outcomes</u> in addition to a handful of other objectives tracked internally. The grant goals and timelines have proven realistic. Measures and evaluation methods have provided timely feedback to ensure continuous improvement. Moreover, the necessary resources to carry out M3 services and actions have been consistently sufficient.

Figure 6. District-wide performance on interim measures over time.

	2015-2016			2016-2017			2017-2018		
	Result	Goal	%	Result	Goal	%	Result	Goal	%
			Achieved			Achieved			Achieved
Military-									
connected									
student in	60%	600/	10.20/	670/	70%	05%	700/	720/	100%
grades 3-5	09%	00%	102%	0770	70%	95%	1270	1270	100%
meet									
standards									
Military-									
connected									
students in	650/	C 19/	1020/	750/	669/	11/0/	700/	600/	1020/
grades 6-8	05%	04%	102%	/ 5%	00%	11470	70%	00%	103%
meet									
standards									
Military									
connected									
students in	62%	60%	103%	59%	54%	109%	58%	57%	101%
grade 11 meet									
standards									

In terms of the overall recommendations for change, the following list outlines the changes by priority level:

- 1. Review the high quality math task benchmarks to ensure they are high quality and work to improve the rigor of those that are not.
- 2. Continue to provide support and structures for teachers to use PEPs with students in elementary school so they become living documents chronicling their math achievement over time.