

# Middle School Interventions Update

## Board of Education Presentation: November 28, 2011

During the last four years there have been a number of different intervention programs put in place to help students improve their reading and math skills. This report is a brief summary of those interventions as well as the data associated with each program.

### Reading Interventions (Reading Lab & Reading Class)

There are two main reading interventions that students have access to beyond the typical language arts class at the middle school level. The first is the reading lab, which is built as a tier two intervention in the RtI model. Students participating in the reading lab receive support every other day during their study hall or performing music class periods. During this intervention there is a focus on fluency, comprehension, and vocabulary acquisition. Generally speaking, the purpose of this time is to have students practice these skills, not necessarily to acquire new skills. Last year the reading lab was expanded to include before and after school sessions for those students who do not want to miss their performing music class, or IEP students who cannot miss their resource study hall time. The reading lab is supervised by reading tutors and coordinated by Mrs. Hollis, our middle school reading specialist. Mrs. Hollis also teaches reading strategy lessons with the lab students.

The reading class is a daily class that typically replaces students' exploratory class during the school day. The students in this class are generally students who would benefit from daily reading instruction beyond the typical language arts period. They are students who have received reading support through the reading lab, elementary level tutors, or students who have an IEP for reading. Most of the activities in the reading class are whole class or small group activities.

Table 1: Number of students participating in the reading lab each year.

	2008-2009	2009-2010	2010-2011	2011-2012
6 <sup>th</sup> Grade	30	46	52	38
7 <sup>th</sup> Grade	39	26	49	35
8 <sup>th</sup> Grade	33	32	46	22

Table 2: Number of students participating in the reading class each year.

	2009-2010	2010-2011	2011-2012
6 <sup>th</sup> Grade	0	0	9
7 <sup>th</sup> Grade	14	20	16
8 <sup>th</sup> Grade	9	10	22

Table 3: ISAT Change in scores during the 2010-2011 school year.

	Avg. ISAT Scale Score	Reading Lab Scale Score	Reading Class Scale Score
6 <sup>th</sup> Grade	11.1	18.2	N/A
7 <sup>th</sup> Grade	8.0	6.3	9.7
8 <sup>th</sup> Grade	4.8	13.3	17.1

Table 4: Aimsweb CBM Change in scores during the 2010-2011 school year.

	Avg. CBM	Reading Lab CBM	Reading Class CBM
6 <sup>th</sup> Grade	21.5	24.1	N/A
7 <sup>th</sup> Grade	20.1	23.3	23.2
8 <sup>th</sup> Grade	17.0	21.8	20.3

Table 5: Aimsweb MAZE Change in scores during the 2010-2011 school year.

	Avg. MAZE	Reading Lab MAZE	Reading Class MAZE
6 <sup>th</sup> Grade	5.7	9.0	N/A
7 <sup>th</sup> Grade	4.3	5.6	4.5
8 <sup>th</sup> Grade	2.4	6.2	2.7

### **Summer Reading Camp**

This was the third summer of reading camp on the middle school campus. This year the camp was expanded to three days a week instead of the two days a week in previous years. Due to the increase in numbers, Ms. Hawks and Mrs. Falls team taught the camp along with the support of our instructional assistants and/reading tutors. Another change for this school year was providing more focus on comprehension skills and vocabulary skills rather than fluency. Most of these students participated in fluency interventions during the school year and would do so again the following school year. This change away from fluency was to avoid students getting burned out on the same interventions over the summer.

Table 6: Number of Participants during the three years of having the reading camp.

	2009	2010	2011
Students	29	27	57

Table 7: Average decrease in scores for the Aimsweb from the Spring 2011 to the Fall of 2011.

	All Students	Reading Camp Students
Incoming 7 <sup>th</sup> Grade	-16.8	-13.2
Incoming 8 <sup>th</sup> Grade	-17.9	-10.3

Table 8: Average decrease in scores for the MAZE from the Spring of 2011 to the Fall of 2011.

	All Students	Reading Camp Students
Incoming 7 <sup>th</sup> Grade	-3.7	-2.5
Incoming 8 <sup>th</sup> Grade	-5.0	-3.4

### **Math Interventions (Math Lab, Math Tutoring, Math Booster)**

During the 2009-2010 school year the middle schools started a Math Lab to help students with their basic math facts and computation skills. During that year, the administrators and guidance staff worked with small groups of 7<sup>th</sup> and 8<sup>th</sup> grade students during their study hall/or performing music time on Fridays. During the 2010-2011 school year, the Math Lab was reformatted to allow for a few teachers to facilitate

Math Lab during their supervisory period. The teachers handled the 7<sup>th</sup> and 8<sup>th</sup> graders which allowed the administration and guidance departments to work with the 6<sup>th</sup> graders.

Based on feedback from middle school math teachers, as well as other staff and administration, the math lab was reformatted again for the 2011-2012 school year. Rather than focusing on basic math facts and computation skills, the focus is now on math concepts and applications that relate to the current math curriculum the students receive at each grade level. With this change of focus came a change in staffing and a name change. Math Tutoring is now facilitated by the math teachers who are working with students on their own team during their designated Math Tutoring days.

During the past four years students would also periodically be assigned to an additional math class on top of the standard math class students typically take. When this has occurred the students would be assigned to the instructional math class for this math boost. This year, GMS North has formalized this basic concept with an additional class called Math Booster. Students enrolled in Math Booster are in two different math classes for 44 minutes each. There are currently 22 students participating in this program.

Over the course of this progression of math interventions, the data collection regarding student performance has also developed. Initially we used campus created benchmarks to help identify students who could benefit from math assistance. Last spring the campus moved to giving the Aimsweb MCAP (Math Concepts and Applications) and MCOMP (Math Computation) assessments to have a more standardized approach to collecting data. This fall, all students were assessed using these measures and they will be reassessed in the spring. Additionally, students in Math Tutoring or Math Booster will have additional progress monitoring during the year.

Table 9: Number of Students involved in Math Lab or Math Tutoring during the last two school years.

	Math Lab 2010-11	Math Tutoring 2011-2012
6 <sup>th</sup> Grade	56 Students	31 Students
7 <sup>th</sup> Grade	66 Students	23 Students
8 <sup>th</sup> Grade	75 Students	44 Students