

March 2020 Midvale Middle School Board Proposal: After School Programming & Additional FTE

Background:

As a Targeted School for Improvement (TSI), Midvale Middle needs to increase opportunities and supports for all of our students. We also need to continue the growth that is occurring at our feeder elementary schools through innovative structures and supports that build strong teacher relationships and provide intervention and enrichment opportunities, without the funding from Title 1 that the elementary schools receive. Our FTE funding allows us to provide reading intervention during the school day, but not math intervention. We also anticipate large class sizes going forward and need to continue to find ways to provide more individualized attention and meet the diverse needs of our students.

Proposal:

In order to reduce class size and extend the school day, while supporting the academic growth and overall well-being of Midvale Middle students, we are requesting funding for 1) four additional FTE and 2) after-school programming on Tuesday, Wednesday, and Thursday. Additional FTE will allow Midvale Middle School to provide math intervention during the school-day, reduce the size of math classes, and provide co-taught teachers for our English Language Learners. The after-school programming will consist of an intervention and enrichment strand in order to eliminate barriers to student success and provide equity school-wide.

Data:

Reading Inventory and Math Inventory [Data](#)

- 51% of students are making expected growth on the Reading Inventory (RI) this year
- 29% of students are making expected growth on the Math Inventory (MI) this year

Early Warning System [Data](#)

- 2nd Term: 39% of Midvale Middle Students were Off-Track on the Early Warning System (EWS). The area of greatest concern is attendance.
 - 7% of students are in the severe category
 - 17% of students are off-track

Office Discipline Referrals

- Current year data as of March 10, 2020
 - 941 Office Referrals
 - 1623 Minor Incidents
- In 2018-2019
 - 1122 Office Referrals
 - 2234 Minor Incidents

CTESS Question: I know an adult at my school that I can talk with if I need help

- 2018-2019, average score was 3.38 out of 4.0
- 2019-2020, average score was 3.30 out of 4.0

Research:

Research on Math Intervention, Co-taught classes, and Class Size

- [Article](#) #1: Math 180 Research Findings
- [Article](#) #2: Math Interventions “Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.”
- [Article](#) #3: Co-taught ELD classrooms, “ELLs have different needs than do remedial students. An ESL program should enhance student understanding of English while learning classroom content, as well as offer English-proficient peers to serve as language models. In our view, these are some of the basic 10 Winter 2008 ingredients of a successful ESL co-teaching model. Within a mainstream classroom, an ESL teacher can demonstrate strategies during a co-taught lesson, and the classroom teacher can continue to use the same strategies with ELLs when the ESL teacher is no longer present. Often, the exchange of ideas between teachers allows for more risk taking and the use of innovative strategies on the part of each teacher to benefit all students in the classroom.”
- [Article](#) #4: Research on reducing class sizes.
- [Article](#) #5: Understanding Hattie’s effect size on reduced classroom size.
- Dr. John Hattie’s research says positive teacher-student relationships have an effect size of .75, after school programming has an effect size of .40, and reducing class size has an effect size of .21.

Research on After School Programming

- Research [Article](#) #1: “Research shows that high-quality afterschool programs improve students’ educational outcomes, school attendance, and social and emotional learning. Consistent participation in afterschool programs has also been found to lower dropout rates and help to close achievement gaps for low-income students. For older youth, regular participation in an afterschool program may also reduce risky behaviors and help them to gain skills needed for college and career.”

- Research [Article](#) #2 “A meta-analysis of 68 studies of afterschool programs by the Collaborative for Academic, Social and Emotional Learning found that students participating in an afterschool program improved their school day attendance and saw reductions in drug use and problem behavior.” The article outlines four positive outcomes that after-school programming provides:
 - Help students learn
 - Boost attendance
 - Keep kids engaged
 - Improve foundational skills
- Research [Article](#) #3 focuses on the safety that is provided to students during after-school programming.
- Research [Article](#) #4 Gifted students benefit from competitions and after-school programs that are focused on deeper and creative thinking. “Additionally, in a study looking at gifted students who participated in talent development through competitions, the researchers reported a long-term impact on these students’ postsecondary achievements, with 52% of the 345 students who participated having earned doctoral degrees.”

Details on Additional FTE:

Currently, 1075 students have submitted registration cards to attend Midvale next year. Based on that number, core class sizes are projected to be on the average 35 students per class. The current FTE funding allocated by the district is based on 967 students. For the upcoming school year, Midvale Middle School has been granted 42.50 FTE from 0050 (budget.)

If allocated, the additional four FTE would be used to provide the following:

- **6th Grade Math Interventionist/Teacher:** Teaching 6 every-other-day sections of MATH 180 (for 6th, 7th, and 8th graders) and teaching 2 periods of Math 6. Math 6 classes will be reduced from 33 students a section to 27. This will also reduce elective class size.
- **7th Grade Math Interventionist/Teacher:** Teaching 6 every-other-day sections of MATH 180 (for 6th, 7th, and 8th graders) and teaching 2 periods of Math 7. Math 7 classes will be reduced from 35 students a section to 28. This will also reduce elective class size.
- **Co-Teacher for English Language Learners:** Co-teaching 5 periods of Math/Science.
- **Co-Teacher for English Language Learners:** Co-teaching 4 periods of ELA/History and teaching one period of 8th grade ELA. 8th Grade ELA SALTA will be reduced from 42 to 21.

Details on After-School Programming:

- Location: Midvale Middle School classrooms
- Days: Tuesday, Wednesday, and Thursday
- Time: 3:10 - 4:10 p.m.
- Transportation: One late bus will be provided, with multiple stops to take students home.
- Food: Daily snacks will be provided to students.

After-School Programming will begin Tuesday, September 1, and end Wednesday, May 6.

- Total number of afternoons: 90 days
- Intervention Program: 4 teachers per afternoon
- Enrichment Program: 4 teachers per afternoon

Intervention Program:

2 rotations of 30 minutes each afternoon

- Math Intervention using Math 180 or MathSpace with small-group instruction (daily)
- Social/Emotional Group in circles:based on need, for example, mindfulness (Tuesday)
- Physical Activity (Wednesday)
- Organization/Study Skills with homework help (Thursday)

Enrichment Programming

2 to 3 offered each day

Programs could be yearlong, monthly, or weekly

- Science Fair
- History Fair
- Visual art enrichment
- Sports
- Service Opportunities (could include Make a Difference Project)
- STEM
- Cooking
- Cultural Opportunities

**District-sponsored after-school activities such as debate, MathCounts, and intramurals will still be offered separately from this programming.*

Roles & Responsibilities in After-School Programming:

Role	Responsibility
Intervention Coordinator	Oversee the logistics of the intervention program, including snacks, transportation, incentives, data, and curriculum. Oversee the communication of the program to all stakeholders. Problem-solve any problems

	that arise. Celebrate successes.
Enrichment Coordinator	Oversee the logistics of the enrichment program, including snacks, transportation, incentives, data, and curriculum. Oversee the communication of the program to all stakeholders. Problem-solve any problems that arise. Celebrate successes.
Administration	One administrator will always be available during afterschool programming to ensure safety and help with any concerns.
Teachers/Social Emotional	Teachers who participate in the program will be asked to ensure that they are actively working with students, creating curriculum, and providing a safe nurturing environment for students to succeed. They will be collecting data to monitor the progress of the program.
Students	Students will sign a contract to participate in the program, outlining expectations and incentives. Students will be able to attend the intervention and enrichment after-school programming as they are able. Students will set goals, monitor their data, and celebrate their progress.
Parents	Parents support their students to attend and agree, by signing a contract, that their students will follow expectations. Parents will also be given data reports where applicable and provide quarterly feedback.

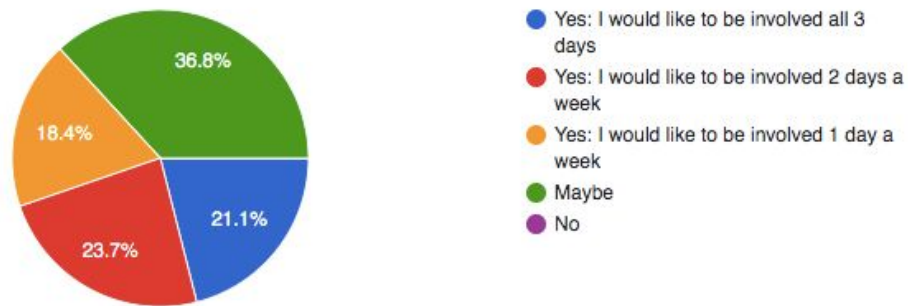
Stakeholder Input:

- Teachers/Staff:** Midvale's staff met as teams and [proposed](#) ideas. The majority of teams wanted after-school programming and increased FTE. Next, a survey was sent out to finalize ideas and ensure support. For the after-school programming, there will be an application process for coordinators, enrichment teachers, and interventionists. Each quarter teachers will be surveyed to gain feedback and adjust the program as needed. The graph below is from the teacher survey.

Would you be willing to participate in the after school program?



38 responses



- **Parents:** Administration met with the School Community Council (SCC) to discuss the idea. The SCC unanimously approved the board proposal. As requested by the SCC, the school will survey current parents to find out what type of after-school programming they want next year.
- **Students:** Through Student Advisory (held during Trojan Time) the administration will seek feedback from the current students. Next year, students will be surveyed at the beginning, middle, and end of the year.

Communication:

The after-school program will be communicated through the following means:

- Registration letter
- Back to School information meeting
- Monthly calendars handed out to students
- Information on website and Facebook
- Weekly Skylert emails to parents in English and Spanish

Incentives:

- Students that attend after—school programming will receive 'Trojan Tickets' to purchase items at the school store. Based on student feedback, we could also consider other incentives for students to increase attendance. For example, daily prize drawings during after-school programming, guest speakers, or special opportunities.

Expenditures:

Funding Request: \$231,250

Total Anticipated Cost \$521,750 - Possible Alternative Funding \$290,500 = \$231,250

Total Anticipated Costs: \$521,750

- Four additional FTE \$320,000
- Online Math Remediation program to use in intervention courses \$50,000
- The afterschool programming is estimated to cost \$151,750 (including coordinators, hourly teacher rate, transportation, snacks, supplies, and incentives)

Possible Alternative Funding: \$290,500

- Midvale's TSSA & LAND Trust funds
- District FTE cushion
- Responsive Services
- Student Advocacy and Access
- Instructional Supports

Measuring Effectiveness of Program:

- The Early Warning System (EWS) will be monitored, with a specific focus on attendance.
- The Office Discipline Referrals (ODRs) will also be monitored to see if they decrease.
- Math Inventory growth scores will be monitored. The data of individual students participating with the math intervention (in school and through the after-school programming) will be reported monthly.
- Reading Inventory growth scores will be monitored. The data of students in reading classes will be monitored and reported monthly.
- Pre- and post-participation surveys for students will be administered and analyzed. The survey will focus on student-teacher relationships and student perception of school. The survey will also look at students' perceptions about restorative practices, especially circles. The survey will include the CTESS question: I know an adult at my school that I can talk with if I need help.