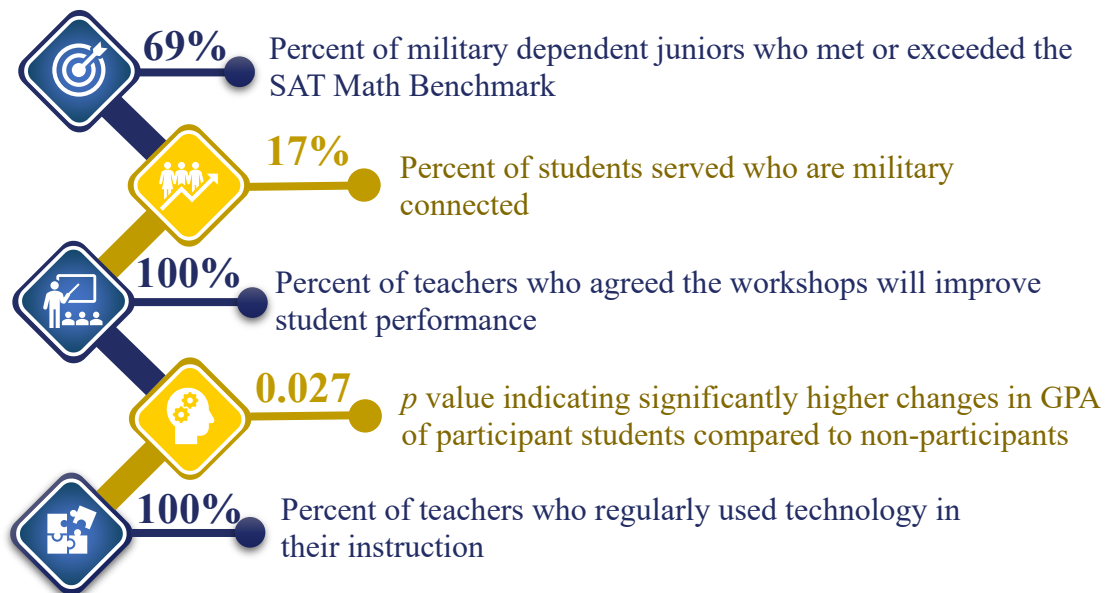


Mathematics for At-Risk Students for College and Career Readiness (MARS CCR): Year 2 Program Evaluation



Key Evaluation Findings



“I feel that I gained so much. These presenters were awesome. They gave good strategies and time to develop our own. It will definitely change my plans of instruction.” – OTHS Math Teacher

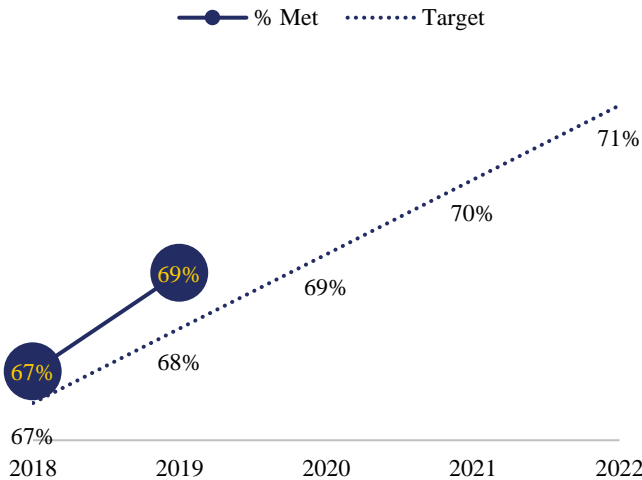
“I feel that I will be able to reach more students on a level playing field - trying to ask open ended questions, valuing all answers (even if not especially wrong answers), providing the technology to all including those that can't afford their own, etc.” – OTHS Math Teacher

“The continuing ideas about how I teach. I really needed to be reminded of good practices to become a great teacher. Many of my previous ideas were challenged.” – OTHS Math Teacher

Executive Summary



% of Students Who Met SAT Math Benchmark



SMART Goal

The program is **on track** to meet the goal of 71% or more military connected juniors who meet or exceed the College and Career Readiness SAT Math Benchmark by 2022.

Math Student Enrollment whole School



Math Student Enrollment in Program



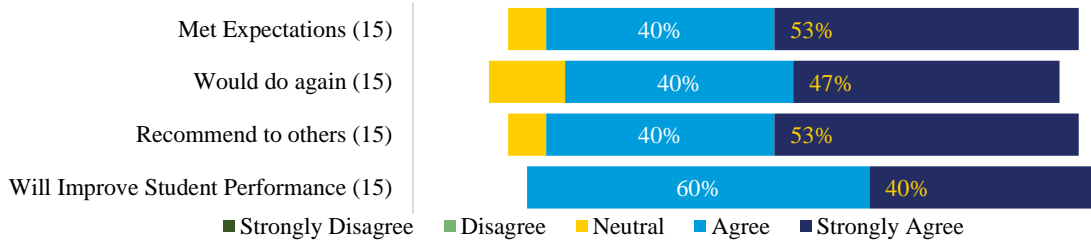
17% of students served by the program are military connected.

The percent of military connected students served is lower than last year, but the percent of military connected overall is also lower than last year. The program is still within +/- 5% of the overall population.

Strategy 1: In Class Support

Improve student achievement by expanding the teacher instructional strategies for at risk youth

Teacher Training Survey Reponses



19 teachers participated in 6 different professional development activities during the 2018 – 2019 school year.

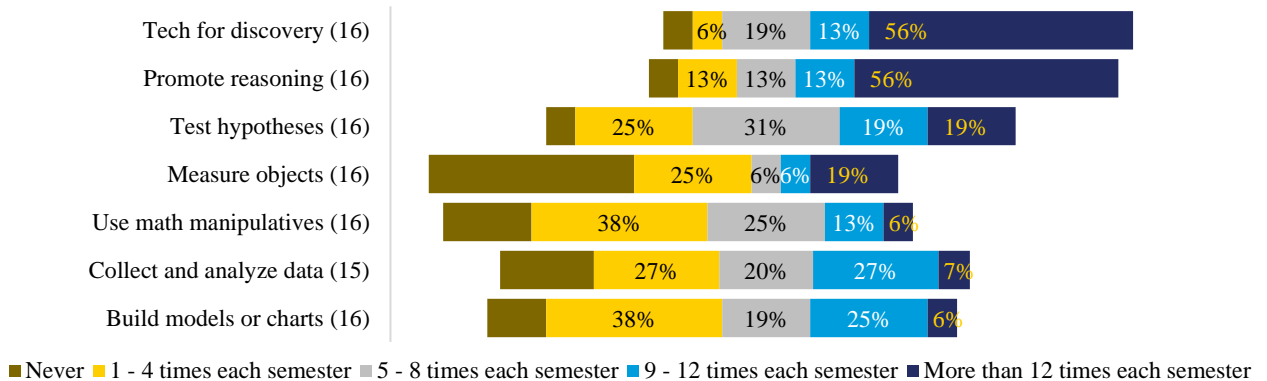
100% of teachers agree the trainings will improve student performance.

88% or more of teachers regularly use curricular activities designed for at-risk students.

Barriers to Success

A content test was not administered at the conclusion of summer training. The summer training is not content training but is teaching strategies training. The program director agrees that a content test is not appropriate but instead an evaluation of the frequency of curricular activities is appropriate.

Frequency of curricular activities



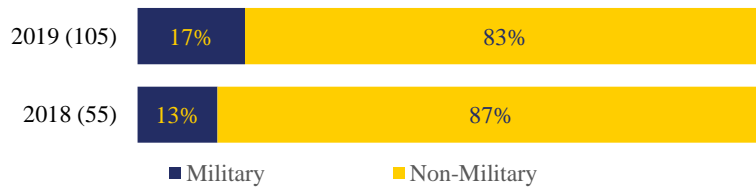
Strategy 2: Tutoring

Additional instruction for identified at risk students to occur during their advisory periods

Lessons Learned

The tutoring intervention that replaced the extended time intervention has made a positive impact.

Students in Tutoring Program



The program met their goal with 17% (105 students) military connected participating.

Students in the tutoring program had significantly ($p = 0.027$) smaller decreases; a 1.61 drop in GPA between Semester 1 and Semester 2 vs 2.34.

Change in GPA Comparison

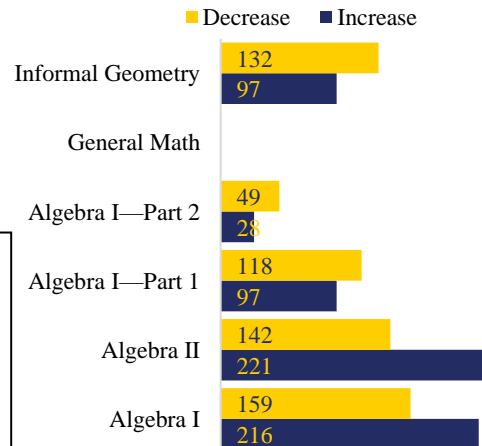
■ Participant ■ Non-participant



Transformative Aspects

More efforts are planned for year 3 to better understand how the tutoring strategy is impacting students. Specifically, the program director will collect GPA data at midterm and end of semester to compare for growth throughout the semester.

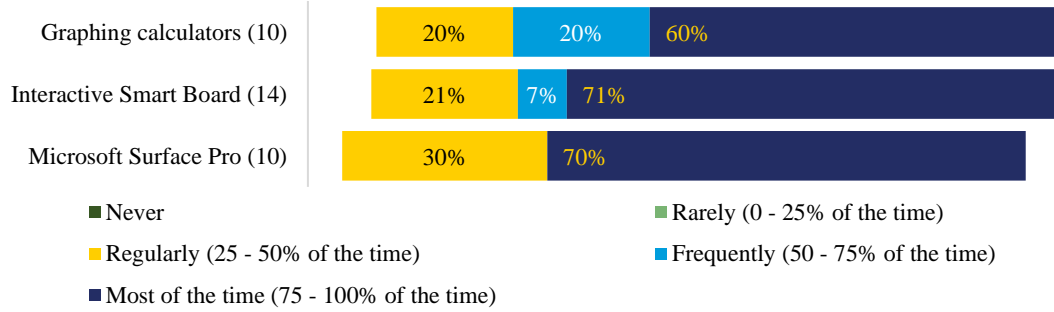
of Students vs Grade changes from Sem 1 to Sem2



Strategy 3: Virtual

Adding technology to classroom lessons

To what degree do you use



All the technology has been purchased and 2 teacher professional development activities took place.
92% of teachers agreed that the teacher professional development will improve student performance.



Sustainable Practice
100% of teachers regularly used the technology devices purchased for the project.