

CORE Plus

Core Plus was used to help support students across the District in the 6th grade who were academically deficient so that they could focus on core academic areas. The CORE Plus (CP) Academic Intervention Program's goal is to provide academic intervention to low performing 6th graders and with an emphasis in targeting Hispanic and African American students and moving 25% of enrolled students up one category in one or more areas of the AIMS test as well as to show a 15% or greater change in pre and post tests in reading and math.

This program was housed in classrooms at geographically dispersed sites, Alice Vail Middle School serving the central and eastside areas of the District and the Southwest Alternative Ed Center serving the westside of the District. The classroom at each school follows a self-contained model with a low student to teacher ratio as there is one certified teacher and one Instructional Specialist in each room. All of the 6th grade curriculum is delivered throughout the year along with an academic intervention focus on math and reading. Research based programs such as Success Maker, Reading Apprenticeship (Balanced Literacy), and ATI, are used in the targeted interventions. By maintaining middle school registration, gains shown in the program will be reflected as middle school gains as well.

The program objective is to increase AIMS/State test scores of the students enrolled in the program and increase AIMS/State test scores at the middle school level. These interventions impact students' success and relationship with school and thus decrease the drop out potential. Because CP is a program and not a school, the enrolled students maintain their TUSD middle school registration, but attend one of the CP classrooms.

By establishing an environment where accountability and communication link families to the classroom, where relationships and academic safety are paramount, and where research based intervention strategies like SuccessMaker, Reading Apprenticeship, and Math Solutions, are used, it is anticipated that low performing middle school students will show academic gains as reflected in classroom attendance and grades, quarterly ATI scores, reading lexile scores, and AIMS/state test reading and math scores. Through this proactive intervention approach it is anticipated that the risk of retention and drop out will decrease as well.

Selection of Students

Selection of students is done through analysis of end of the year 5th grade data (AIMS Reading or Math, Learner Qualities from the 5th grade report card, and ATI

scores for the year) with an emphasis of targeting Hispanic and African American students. Only students scoring Falls Far Below or Approaches are considered for this program.

Students are grouped into round one and round two recruiting groupings. Round one students include those with a “Falls Far Below” score on AIMS Reading or Math, a Good Citizenship learner quality score of 3 or 4 with all other qualities averaging to a 3, and ATI scores of “Falls Far Below” for that subject (math or reading). Typically, the round one group ranges from 90-100 students. Letters explaining our program along with an informational flyer about the program and meeting dates are mailed to each of the families. Each family is then called in an attempt to answer questions or provide more information about the program and to invite the families to attend a parent information meeting.

Round two students include those with an “Approaches” score on AIMS Reading or Math, the same learner quality prerequisites, and ATI scores of Falls Far Below for that subject. Also included in this group are any round one students who did not respond to our attempts to contact them. Four parent information meetings are held for recruitment, one in the morning and one in the evening for each round. At each parent meeting we provide families with information about our program, state testing, and the possible need to have one more year of support before entering the traditional middle school setting. Families may enroll at the meetings and are informed of the procedures they need to follow to also be registered at a middle school in the district. If 40 families do not enroll during round 1, then round 2 is held.

Students Enrolled

At the Southwest Education Center (SWEC) classroom the 2014-15 school year started with fourteen students in the CORE Plus program. In early September, using the same criteria as above, an additional 3 students were enrolled. In October, 1 more student was referred and enrolled at SWEC. The school year ended with sixteen students at SWEC due to a family moving out of state and another wishing to return to their neighborhood school.

In the 2014-15 school year, the Alice Vail Middle School classroom began with 18 students. In early September, two Latina Core Plus students were involved in a disciplinary incident and were reassigned to the Life Skills program. Other families relocated out of state. The school year ended with fourteen students at CP at Vail MS.

The race/ethnicity of the students who completed entire 2014-15 school year in Core Plus is as follows - Hispanic/White: 24, Black: 2, Hispanic/Am. Indian: 1, American Indian: 3

Data Results

Because the ATI tests this year were discrete tests covering different standards each quarter, it is not possible to do a beginning of the year/end of the year comparison. The chart below compares the program average performance on each quarterly test to the average performance of other approaches and falls far students in self-contained 6th grade classrooms as well as the average performance of all district 6th graders (this includes all performance levels-FAME). Shaded boxes indicate where Core Plus out performed the other self-contained students, the district, or both.

	Core Plus Avg.	Avg. of District self-contd., underperforming 6th graders	District Avg. (all performance levels)
ELA Part A Q1	40%	42%	43%
ELA Part A Q2	52%	40%	50%
ELA Part A Q3	49%	41%	55%
Ma Part A Q1	40%	40%	44%
Ma Part A Q2	45%	39%	47%
Ma Part A Q3	49%	38%	44%



CORE PLUS ACADEMIC INTERVENTION PROGRAM

**Achievement, Intervention, and
Relationship**

WHY YOU ARE HERE

Your child:

- has low scores in the Math and/or Reading section of the state test
- may not be ready for the hectic pace of Middle School (6 different teachers; different sets of rules in each class; a different tone in each classroom)
- may struggle with keeping up and staying organized



WHY YOU ARE HERE

Your child:

- may have gaps or may need skills reinforced
- may need another year of one teacher and a small community of learners to gain the confidence and strength to be successful in 7th and 8th grade, and on into high school.



WHAT IS DIFFERENT ABOUT CORE PLUS?

- Each classroom has a ratio better even than some private schools: one certified teacher and one instructional specialist with no more than 20 students (that's 10 to 1!)
- Our program communicates daily with home to create a partnership. You will know when your child is falling behind, needs to improve behavior, or has done a dynamite job.
- We deliver all of the 6th grade curriculum, but spend extra time each day on Math and Reading



WHAT IS DIFFERENT ABOUT CORE PLUS?

- Our small classes allow us to focus on relationship building. When students feel comfortable and accepted in their environment they can focus more on academic goals.
- Each classroom is equipped with a large amount of technology such as netbooks for each student, smart board, and a document camera.
- With fewer students there will be fewer “socializing” temptations.



RESULTS FROM PREVIOUS YEARS

Data comparing those who attended Core Plus and those invited to attend but declined:

	CORE PLUS 2012-13 (n=43)	Recruited, not enrolled 2012-13 (n=66)	CORE PLUS 2013-14 (n=34)	Recruited, not enrolled 2013-14 (n=41)
Reading				
Increase	68%	27%	44%	22%
No Change	30%	58%	47%	49%
Decrease	2%	15%	9%	29%
Math				
Increase	67%	29%	56%	20%
No Change	28%	53%	35%	51%
Decrease	5%	18%	9%	29%

- Increase – AIMS level went up 1 to 2 levels; i.e Approaches to Meets
- No Change – AIMS level remained constant
- Decrease – AIMS level went down 1 level; i.e. Approaches to Falls Far Below

RESULTS FROM PREVIOUS YEARS

State Testing Results from 2013-14(the last year with results available):

Students moving up one level in either Math or Reading: 72% (our goal was 25%)

Students moving up two levels in either Math or Reading: 30%

Students at “Meets” or above in Math or Reading: 52%



RESULTS FROM PREVIOUS YEARS

Reading Intervention Results:

- Average initial reading inventory score: 50%
- Average score at last administration(4th quarter): 65%
- Average point gain: 8.35
- Average percent change between pretest and quarter 4: 34%



RESULTS FROM PREVIOUS YEARS

Math Inventory Results:

- Average pretest math inventory score: 8.5/30 28%
- Average posttest inventory score: 20.5/30 68%
- Average point gain: 13.4
- Average percent change from pre to posttest: 198%



SUCCESSMAKER RESULTS

- Average Initial Placement (IP)
Reading: 3.94 (nearly 4th grade) **Math:** 4.35 (middle 4th gr.)
- Average Point Gain:
Reading: 0.85 (nearly one year) **Math:** 1.12(1 year+)
- Average End Of Year Placement (EOY)
Reading: 4.68 grade **Math** 5.5 grade
- Average Percent Change from IP to EOY:
Reading: 25% **Math:** 27%



RESULTS FROM PREVIOUS YEARS

ATI Results (this is the practice State test):

	Core Plus Avg.	Other Self –Cont 6 th Gr. Students Avg.	District Avg.
ELA Part A Q1	40%	42%	43%
ELA Part A Q2	52%	40%	50%
ELA Part A Q3	49%	41%	55%
Ma Part A Q1	40%	40%	44%
Ma Part A Q2	45%	39%	47%
Ma Part A Q3	49%	38%	44%

Highlighted boxes indicate areas where the program outperformed other self-contained and/or the district



COMMENTS FROM PAST PARENTS

“ I love that my son got one on one attention and improved a lot since he’s been in the class. We want to thank the teachers for everything you’ve done through the year. You guys are great!”

Parent of Jonathan C.

“This has actually been the first year that I see great improvement in Arzelya. Thank you from the bottom of my heart.”

Grandparent of Arzelya G.



THE CHOICE TO BE MADE

- Past test scores are still the best indicator and predictor of student performance.
- Let's provide some intervention and support now to make our kids stronger students.
- This may not be what your child had in mind for 6th grade, but it may be a very wise investment in the future.



CORE PLUS Academic Intervention Program

Achievement. Intervention.
Relationship.

Focusing on math and reading achievement while delivering all the classroom curriculum. Why not choose CORE PLUS instead of traditional middle school?

Grade 6, 2014-15



"Kids don't care how much you know until they know how much you care."
Anonymous

Tucson Unified School District
Office of Student Services



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TUSD

Deliver Excellence in
Education Everyday
Grow- Reach- Succeed

Office of Student Equity and Intervention

Please note: *this is not a summer or an after school tutoring program. It is your child's 6th grade school experience instead of traditional middle school. Our start and end dates are the same as the TUSD school calendar.*

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CORE PLUS is :

Education to the **CORE**



PLUS in *filling gaps in learning, developing self direction and fostering relationship.*

At the **CORE** of our program is:

- Academic Achievement.
- A staff dedicated and committed to student needs.
- AZ Academic Standards & Common Core Standards
- Small class sizes.
- Restorative Practices.
- Accountability
- Communication with parents.


CORE PLUS Academic Intervention program

CORE PLUS is a yearlong TUSD sponsored academic intervention program for 6th graders whose AIMS scores are below grade level in reading and/or mathematics. The program goal is to work to move students forward in preparation for the next level of learning. We have two sites in the district. Qualifying 6th grade students register at a TUSD middle school. Then they enroll in the program and attend one of our sites (see locations below) for their 6th grade school year. The best part is it's **FREE!**

CORE PLUS sites include:

West: Southwest Education Center: 6855 S. Mark Rd. 85746
Hours: 8:20-2:30; Wed. 8:20-1:30
(*transportation dismissal is 50 minutes later)

Central: Vail MS: 5350 E. 16th St. 85712
Hours: 8:50-3:00; Wed. 8:50-2:00
(*transportation dismissal is 50 minutes later)

 **Great News!** We now have TUSD transportation including "Parent Responsibility Stops" to offer transportation to and from our classrooms. Contact us for details on how it works.

Your child can be enrolled in this year long, 6th grade program and receive help in improving skills, learning thinking strategies, and focusing on the organization skills necessary to be successful in 7th and 8th grade and do well on the AIMS. The program hours mirror a traditional school day, and we serve CORE PLUS students all day, all school year to provide the greatest impact.

The program covers all 6th grade curriculum and requirements just as a regular middle school would. The difference is that we have an outstanding teacher student ratio, 1 teacher to every 10 students; and fewer distractions caused by moving from one class period to the next.

Once we meet the students' immediate needs - then more focus can be placed on reading and math comprehension.



We teach all of the 6th grade subjects in one room for the entire school year. This allows us to identify the skills that are missing, provide practice in those skills, and introduce challenges along the way for each student enrolled in CORE PLUS.

This is not a program for troubled kids. We have the most success with kids and families who will show up every day willing to work hard at filling in their skills gaps.

This unique educational program has limited enrollment!

Please contact the CORE PLUS director for more information.

Program Outline

- We will:
- Develop a system that nurtures meaningful relationships and learning.
 - Establish high expectations for student achievement through the implementation of differentiated instruction.
 - Design and implement personal learning plans

- with short term and long term goals.
- Implement restorative practices to meet the social/emotional needs and enhance the growth of students.
 - Foster communication that links families to community resources.

Additional Goals:

- ⇒ Work to move students toward grade level;
- ⇒ Prepare students for the transition to 7th and 8th grade;
- ⇒ Provide a foundation for student success in High School.

CORE PLUS

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Data Summary for Core Plus, 2014-15

General Overview of CORE PLUS (CP) Program:

The CORE PLUS Academic Intervention Program goal is to provide academic intervention to low performing 6th graders. The program objective is to increase AIMS/State test scores of the students enrolled in the program and increase AIMS/State scores at the middle school level. This will be done by identifying 6th grade students from across the district, enrolling them in the program but maintaining their middle school registration, and providing academic intervention with a focus on math and reading in 2 self-contained classrooms with low teacher to student ratio. The classrooms will be geographically dispersed across the district: west side at SWEC, and central/east side at Alice Vail MS. Research based programs such as Success Maker, Reading Apprenticeship (Balanced Literacy), and ATI, will be used in the targeted intervention. By maintaining middle school registration, gains shown in the program will be reflected as middle school gains as well.

Mission of CP Program:

To provide academic intervention to low performing 6th graders, and eventually 7th and 8th graders, in order to improve individual student AIMS results and district wide Middle School AIMS results.

Vision of CP Program:

By establishing an environment where accountability and communication link families to the classroom, where relationship and academic safety are paramount, and where research based intervention strategies like Achieve3000, Reading Apprenticeship, and Math Solutions are used low performing middle school students will show academic gains as reflected in classroom attendance and grades, quarterly ATI scores, reading lexile scores, and AIMS reading and math scores. Through this proactive intervention approach risk of retention and drop out will decrease as well.

Personnel in the CP Program:

2 certified teachers: one at each site; 2 Instructional Specialists: one at each site; .5 LSC for all sites

Student Goal: 25% of enrolled, racially and ethnically diverse, low performing 6th graders will move up one category in the 6th grade level AIMS test in one or more testing area. This has been our goal for the past three years. Given that 2014-15 was the first year of the new State test, AzMERIT, we will not have test scores to compare and identify growth. Below, however, is much data on the progress our students have made while being with us an entire year. There is much to be proud of.

2014-15 Results (4th year):

Number of students enrolled on 7/31/14: 31

Number of students enrolled on 5/21/15: 30

Racial/Ethnic breakdown:

- Hispanic/ White 28;
- Hispanic/Am In 1;
- White 2;
- Black 2;
- American Indian 3;

AIMS / State testing Results:

This was the first year of implementation of the AzMERIT, the new state test. We will not have results until some time in August 2015.

Reading Results: using Houghton Mifflin Inventory (new inventory this year)

Average initial reading inventory score:	28/56 50%
Average score at last administration (4 th quarter):	36.5/56 65%
Average point gain:	8.35
Average percent change between pretest and quarter 4:	34%

Math Results: using district math inventory

Average initial math inventory score:	8.5/30 28%
Average score at last administration (4 th quarter):	20.5/30 68%
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Average percent change from pretest to quarter 4:	+198%

SuccessMaker Results: Math and Reading

Average Initial Placement (IP)	Reading: 3.94 (nearly 4 th grade)	Math: 4.35(middle 4 th gr.)
Average Point Gain:	Reading: 0.85 (nearly one year)	Math: 1.12(1 year+)
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Average Percent Change from IP to EOY:	Reading: 25%	Math: 27%

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Additional Results:

Three students were referred for Exceptional Ed. Evaluation.

What makes our program unique is not only our attention to the use of research based intervention curriculum, but also the intense accountability and parent communication system we have in place along with the intentional creation of a relationship based, safe learning environment. We provide the curricular intervention to fill in academic gaps, teach strategies that enable students to be life long learners, and focus on relationship and response to relationship so that our students become increasingly self aware.