

**2018-19
Harvest Park Middle
School "Access
Period" Bell Schedule
Pilot Update**

Final Review

May 7, 2019

**Pleasanton Unified School District
Board of Education Meeting**

- x Reteaching
- x Pretest Reviews
- x Organizational Help
- x Mindfulness
- x Study Zone
- x Group Work
- x Test Make-Up
- x Study Sessions
- x Lab Make Up
- x PE Make Ups
- x Counseling Groups
- x Math Games
- x Extension Activities

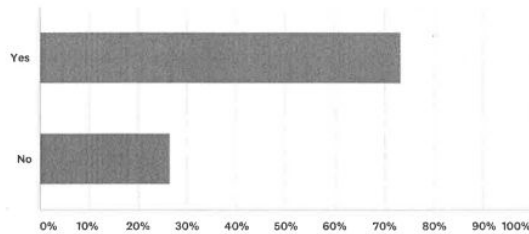
FLEX
Offerings
we've had
success with

Harvest Park Middle School 2019-20 Bell Schedule Vote Passed!

Flex Period Bell Schedule Vote Harvest Park

Q1 Yes, I am in favor of the Flex with the attached MOU and bell schedule.(See MOU and bell schedule [click here](#))Or No, I do not want Flex and wish to revert to our old bell schedule.

Answered: 49 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	73.47%	36
No	26.53%	13
Total Respondents: 49		

Current Results

- Over 90% of our staff voted
- The vote passed with 73.5%

Our Journey this school year!

We surveyed stakeholders throughout the year:

- [Student Survey](#) Results
- [Staff Survey](#) Results
- [Parent Survey](#) Results

We collected some data:

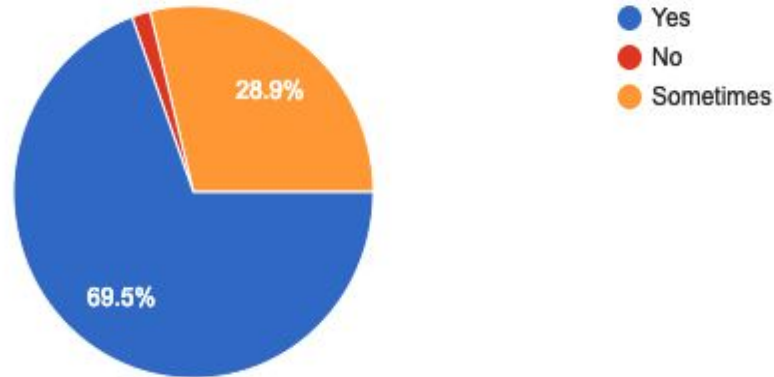
- Math data
- Science data



Our Journey this school year!

Have you found FLEX helpful, having a 30 minute period twice a week to get help from a teacher, do work, or participate in an enrichment activity?

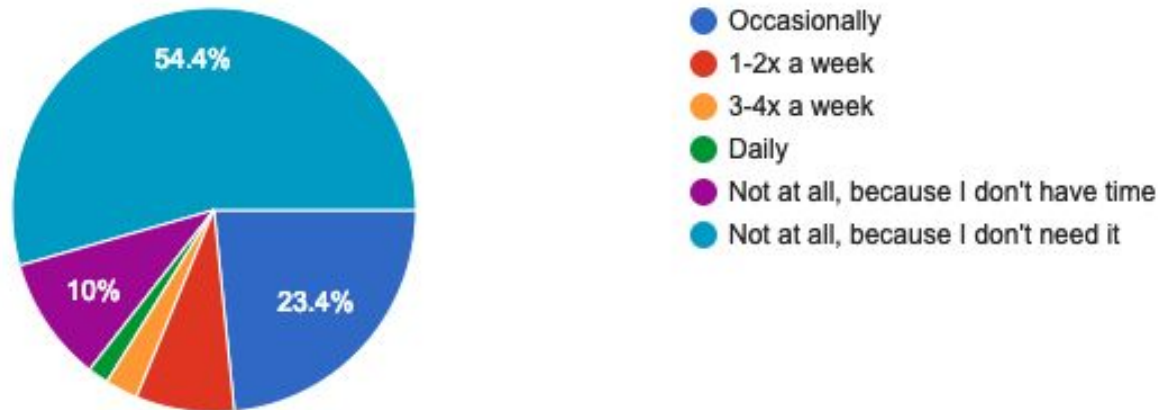
419 responses



Our Journey this school year!

Since we've started FLEX, how often do you go to see a teacher before school, at lunch, or after school with a question or for help?

419 responses



John Hattie's Research

He defines $d=0.4$ to be the hinge point - an effect size at which an initiative can be said to be having a "greater than average influence" on achievement.

$D=0.2$ - Small Effect

$D=0.4$ - Medium Effect (Hinge Point-one year's growth)

$D=0.6$ - Large Effect



Hattie's Research in Action (Math)

$$\text{Effect Size} = \frac{\text{Average Post Test Score} - \text{Average Pretest Score}}{\text{Average Standard Deviation}}$$

Math 7 All students who scored below a 70% went to a guided reteach. Remember, anything above a 0.4 is considered a greater than average impact. Here were their results:

$$\frac{.635 - .461}{.202} = \frac{.174}{.202} \approx 0.861$$

Hattie's Research in Action (Science)

Motion and Forces Test - $d=0.67$

Work and Energy Quest - $d=0.8$

Elec. and Mag. Test - $d=2.21$

Space Science Test - $d=0.19$

Evolution Test - $d=0.27$



What's Next?

- Continue "Flex" bell schedule during 2019-20 school year
- Continue strengthening PLC model through administrator support and PD in RtI²
- Continue to survey stakeholders
- RtI² committee planning

Keeping in Mind What Drives FLEX...

1. What do we want students to learn? (essential standards)
2. How will we know when students have learned it? (common formative assessment)
3. How will we respond when students haven't learned it? (intervention)
4. How will we respond when students have already learned it? (extension)

Key Terms

- D - Effect Size
- PD - Professional Development
- PLC - Professional Learning Communities
- RtI² - Response to Instruction and Intervention

