

**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

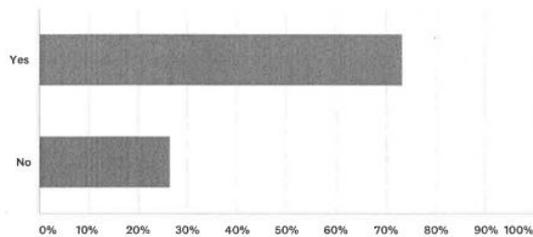
FLEX
Offerings
we've had
success with

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:

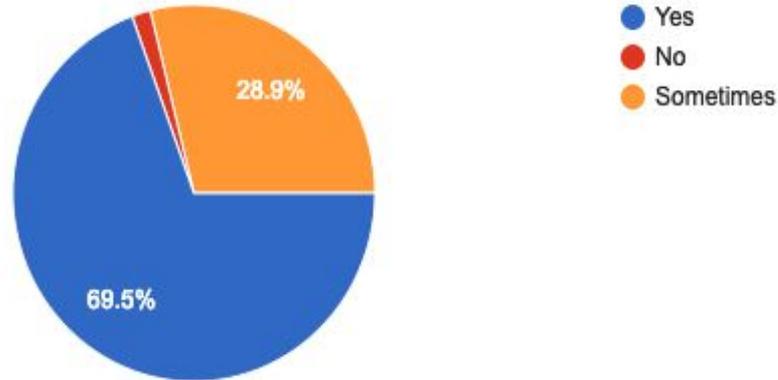
- Math data
- Science data



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?

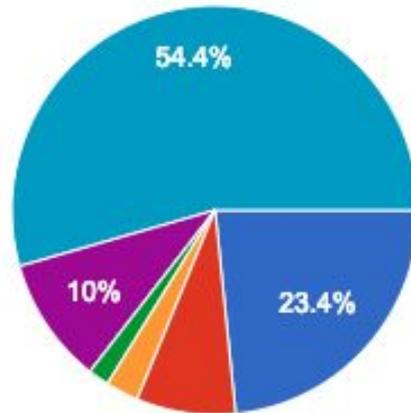
419 responses



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



- Occasionally
- 1-2x a week
- 3-4x a week
- Daily
- Not at all, because I don't have time
- Not at all, because I don't need it

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

