

Supports for Math Academic Classroom Teachers, K-12

Summer 2019 – Elevate
Conference

July 8, 2019



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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Mississippi Department of Education
District

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JumpStart
ACT Test Prep

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JumpStart ACT User
Madison County SD

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community









MISSISSIPPI
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MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

- 1**
All Students Proficient and Showing Growth in All Assessed Areas

- 2**
Every Student Graduates from High School and is Ready for College and Career

- 3**
Every Child Has Access to a High-Quality Early Childhood Program

- 4**
Every School Has Effective Teachers and Leaders

- 5**
Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

- 6**
Every School and District is Rated "C" or Higher


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Activity – Brainstorm

- What does HQIM mean to you?
- How/why do you think this initiative ties into your work at an “identified school”?

© Note: There are no wrong answers.



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MS's Definition for HQIM-PL

In Fall 2017, the MDE adopted the following definition for High-Quality Instructional Materials and Professional Learning (HQIM-PL). This definition provides a frame of reference all public schools and districts may use when selecting resources for classroom use.

MS's Definition for HQIM-PL



Materials that are aligned with the Mississippi College- and Career-Readiness Standards, externally validated, comprehensive, and include engaging texts (books, multimedia, etc.), problems, and assessments.

HQIM can be used to identify students' areas of strength and opportunities for growth, which are sequentially mapped and designed to prepare students to graduate ready for college and the workforce, educative for teachers, and accessible to students with differentiated needs.

Activity – Table Talk

Why do you believe HQIMs are important for each audience listed below?

- Parents
- Teachers
- Students
- Educator Prep Programs



MS's Talking Points on HQIM-PL

- **Adopting high-quality materials is a highly effective and ultimately a cost-neutral strategy.**
 - Adopting high-quality materials is no more expensive than replacing the materials currently used.
 - Many high-quality materials are available online for free, so switching can save money.
 - A study found that the average cost-effectiveness of switching to high-quality materials is almost 40 times that of class-size reduction.
- **High-quality instructional materials build teachers' content knowledge.**
 - Lack of access to high-quality materials or lack of confidence in selecting high-quality instructional materials is a common concern from teachers.
 - Professional development and access to high-quality materials close gaps between the learning expectations for students and the quality of instruction to help students meet their learning goals.

MS's Talking Points on HQIM-PL

- **Teachers entering the profession will be better prepared to hit the ground running.**
 - Preservice teachers will be able to identify high-quality instructional materials for use
 - High-quality instructional materials boost the average teacher's effectiveness more than the improvement the typical teacher experiences in their first three years on the job, as they are just learning to teach.

Your child will receive better instruction in the classroom that will help them meet or exceed learning goals.

- High-quality instructional materials are better aligned to learning expectations for your child, so you will know that your child is learning at the highest level.
- Students' knowledge of subjects improves when their teachers use high-quality instructional materials in the classroom.
- Research has shown that high-quality instructional materials have a significant impact on student achievement, especially among underserved students.



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What Parents Should See in Their Child's Backpack

Real-world examples that promote what students learn in English and Math.

Math homework that asks students to write out *how* they got their answer.



Books that are both fiction *and* non-fiction.

Writing assignments that require students to use evidence instead of opinion.

Math homework that asks students to use different methods to solve the same problem.



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The image shows the cover of a report titled "THE OPPORTUNITY MYTH" and an infographic. The cover features a teal background with a large orange balloon being held by a hand. The text on the cover includes "EXECUTIVE SUMMARY", "2018", "THE OPPORTUNITY MYTH", "What Students Can Show Us About How School Is Letting Them Down—and How to Fix It", and the TNTP logo with the tagline "reimagine teaching". The infographic on the right lists research statistics: "We partnered with FIVE diverse school systems", "We reviewed nearly 5,000 assignments", "We collected nearly 30,000 real-time student surveys", "We observed nearly 1,000 lessons", and "We analyzed more than 20,000 student work samples".

“The Opportunity Myth” by TNTP





A proven, unique approach to improve test scores

ACT® GED® HISET® TASC® PRAXIS® ACT WorkKeys®

Let's Review!

It pays for your students to do their best on the ACT exam. Have you ever wanted a hand with their preparation?

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Let's Review!

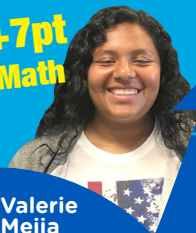
- The Jumpstart Test Prep Story
 - Dot McClendon (19 year STAR teacher, STAR teacher hall-of-fame)
- Experience the Jumpstart Test Prep review
 - Demonstration - Online / Delivered to the classroom on demand
- Results / Success Stories
 - Hear from other educators that have utilized in the classroom

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Want to CRANK UP your ACT® Scores?


Let's Review!

+7pt Math



Valerie Mejia
Lake Cormorant High School (14 to 21)

+10pt Math



Cole Dye
North Pike High School (16 to 26)

+3pt Math



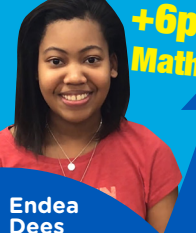
Tristian Brown
Blue Mountain High School (17 to 20)

+10pt English



Jayden Foster
Franklin County High School (11 to 21)

+6pt Math




Endea Dees
Long Beach High School (17 to 23)

+5pt Math



Reagan Rainey
Long Beach High School (18 to 23)

+9pt Math



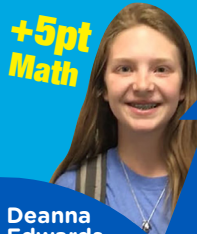
Brooklyn Cain-Chase
Hazelhurst High School (12 to 21)

+5pt English




Kenderius Martin
Ruleville High School (11 to 16)

+5pt Math



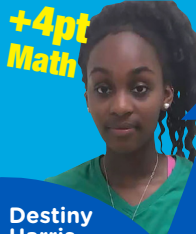
Deanna Edwards
Bogue Chitto Attendance Ctr (18 to 23)

+5pt English




Alexionna Cunningham
West Point High School (21 to 26)

+4pt Math



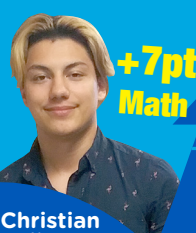
Destiny Harris
Salem High School (16 to 20)

+4pt English




Wesley Gaskin
West Point High School (14 to 18)

+7pt Math



Christian Avila
Coldwater High School (18 to 25)

+5pt Math



Gabreanna Booth
Wingfield High School (11 to 16)

+8pt English



Edward Gaudin
North Pike High School (23 to 31)

+6pt English



Jecavion Donald
Wingfield High School (15 to 21)

+8pt English



Madelaine Palen
North Pike High School (16 to 24)

+5pt Math



Angel Wilson
Laurel High School (13 to 18)

+5pt Math



Natasha Thomas
Ray Brooks High School (18 to 23)

+8pt English



Haydent Fortenberry
North Pike High School (26 to 34)

+7pt English




Camryn White
Bogue Chitto Attendance Ctr (24 to 31)

+8pt Math




Nicole Mondares
Long Beach High School (17 to 25)

+8pt Math



Dennis Wilson
Bay Springs High School (17 to 25)

+?



1. Expert content review and practice, along with test taking tips and strategies delivered in the classroom via streaming video.
2. Online, on-demand, review of content tested by the ACT® led from the classroom or used individually by students.
3. Consumable student workbooks with flashcards completed as lecture content is watched and later used as study guide.

It **PAY\$** to be **PREPARED!**

YOUR STUDENT HERE



A proven, unique approach to improve test scores
jumpstarttestprep.com

Proven Results



A proven, unique approach to improve test scores
ACT* GED* HISET* TASC* PRAXIS* ACT WorkKeys*

2018-2019 Academic Year

Jumpstart Test Prep Pilot

MS Legislative Initiative / Pilot Schools selected with MDE

PERCENT OF STUDENTS IMPROVED

	Math	English
Long Beach	68% (+3.00 Pts)	n/a
North Pike	58% (+2.82 Pts)	76% (3.94 Pts)
Ruleville	68% (+1.69 Pts)	42% (2.63 Pts)
Hazlehurst	60% (+2.04 Pts)	n/a
Ray Brooks	45% (+2.00 Pts)	45% (+2.25 Pts)
Salem	53% (+1.75 Pts)	n/a
Coldwater	47% (+2.75 Pts)	n/a
Bay Springs	47% (+2.29 Pts)	n/a
Bogue Chitto	37% (+2.55 Pts)	67% (+2.93 Pts)
Lake Cormorant	43% (+2.31 Pts)	n/a
Wingfield	43% (+2.31 Pts)	58% (+2.88 Pts)
Laurel	47% (+1.57 Pts)	n/a
West Point	43% (+1.58 Pts)	41% (+2.57 Pts)
Franklin County	34% (+1.86 Pts)	57% (+3.52 Pts)
Blue Mountain	33% (+2.00 Pts)	n/a

% of students improved (with prior attempt) and average improvement for that group

Key Conclusions

Both the Math and English Test Prep show discernable and consistent improvement at the individual school and global analysis levels.

The results are not only positive in direction, but also statistically significant outside of the field tests in which the # of students is low (limiting sample size).

Improvements are consistently seen across student (race, gender, academic strength) and school (school quality, instructional approach) level factors.

Some key inputs do increase the rate of improvement.

When optimally implemented, the full potential of the program is high with the ability to drive several point score improvements and to drastically improve ACT® exam results.

Given the less than ideal deployment approaches in some pilots, it may be safe to expect higher rates of improvement in a typical environment.

- Jake Hoskins, PhD

Feedback

from Principals & Teachers

Blue Mountain, Dr. Karen Letson: **“The program was very beneficial to the students and we look forward to implementing the program again in the future.”**

Lake Cormorant, Rhonda Guice: **“We saw a tremendous improvement in a large group of our kids - over 45% of our kids improved in the math section of the ACT® and a large group of our first time test takers scored a 20 or above on the math section. Our students were really impressed with the program and a lot of them stopped by to tell me how much they got out of the review. I believe it’s a great program.”**

North Pike, Scott Hallmark: **“My students did very well with the program and I feel that the review was a good supplement for what we are doing in the classroom. We met with the teachers to ensure the proper implementation of the program and it was used immediately before our juniors tested on the ACT® in February. It was imbedded within our class day, short modules that could be done in the class. It’s a good program and I am very pleased with its results, and I would like to continue using it.”**

West Point, Beverly Blake, ACT® Prep Teacher: **“We saw tremendous growth from a lot of our students and it was exciting to see the growth even with many of the students we didn’t expect to see movement in.”**

from Students

Bay Springs, Dennis Wilson ACT® Math +8 (17 to 25) **“I feel Jumpstart (review) was beneficial because it helped us sharpen skills that we forgot over time and it helped us get the extra points we needed for the ACT®.”**

Lake Cormorant, Hannah Glover ACT® Math +5 (20 to 25) **“Doing the review in a classroom setting really helped me because anything we were reviewing that we didn’t understand we could ask our teacher and she could help us figure it out. Reviewing everything that we have learned so far really helped me get through it faster on the test.”**

Laurel, Angel Wilson ACT® Math +5 (13 to 18) **“The Jumpstart program really helped. The videos explained a lot and went step-by-step. I really would recommend it to other juniors.”**

Long Beach, Endia Dees ACT® Math +6 (17 to 23) **“The (Jumpstart) program helped me to review the calculator use and work faster with the calculator.”**

Ruleville, Kalia Lockett ACT® Math +3 (15 to 18) **“It helped me remember strategies and taught me how to handle my time better. It will help you remember different formulas that will help you out on the ACT® test.”**

Salem Attendance Center, Destiny Harris ACT® Math +4 (16 to 20) **“I think the Jumpstart program is very beneficial. I think the most helpful part is when they time you for the questions and then explain it afterwards.”**

Pilot Schools Survey Results

Principals

Teachers

Do you think students who utilized **Jumpstart Test Prep** performed better on the February 2019 attempt than they would have without?

100%

95.65%

Next year, would you like for your school’s juniors to have access to the complete **Jumpstart Test Prep ACT®** review before Feb. attempt?

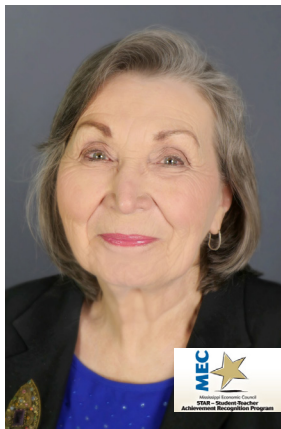
100%

100%

I would recommend **Jumpstart Test Prep ACT®** review to other school districts.

100%

92%



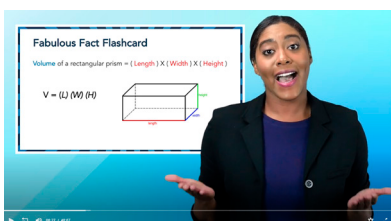
OUR MISSION: To help students of all ability levels gain the most improvement in the shortest time.

Jumpstart Test Prep began with one educator, Dot McClendon, and her passion to help students prepare for and perform better on the ACT® exam. After more than 40 years of dedication, her knowledge and expertise in this area is second to none. Dot's private tutoring and live classroom prep events have resulted in dramatic ACT® improvements for thousands of college bound students. She has been selected STAR teacher 19 times by students from 3 different schools and is a member of the STAR teacher Hall-of-Fame.

With Jumpstart you get:

1. Proven exam prep expertise honed over a lifetime of successful results. The Jumpstart review is highly visual, highly animated, and provides ACT® style practice questions.
2. Engaging, not boring! Presented by a group of fun people, in short 35-minute segments. Students must actively engage as they follow along in their workbook to complete the blanks, flashcards, and attempt ACT® style practice problems as the online review progresses.
3. Improved time management. Jumpstart Test Prep reviews content step-by-step, then shows how to apply that content with follow-up examples. We follow with challenge questions allowing a clock timer countdown. Time is critical on the ACT® and by the end of our review, Jumpstart Test Prep students know the average amount of time they can allocate per question and what to do when too much time has lapsed.

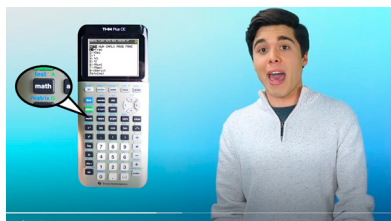
#jumpstarttestprepworks



Principals say



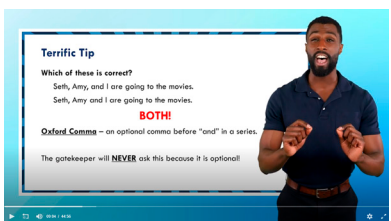
Fantastic product for schools! We implemented (Jumpstart Test Prep) in Algebra 1 and ACT® Math with our Juniors and saw **increases across all demographics**. Great people to work with on implementation. Looking forward to working with them again this year and with new subjects being developed. **David Martin, Principal, Brookhaven High School**



Students say



We have been taking these ACT® prep courses for some time now, and after receiving my updated test scores I just want to say how thankful I am for having them. My first two times taking the ACT® my scores always came out as a 15, **but after taking these prep classes at my school I came up 5 points!** **Kendarius Sterling**



Parents say



Jumpstart Test Prep was a simple easy to use study guide that helped my daughter work problems in an efficient manner and properly manage her time while taking the test. **She increased her score 8 pts. on the math section of the test.** She took a few hours each day for the 2 weeks before the test to complete the Math modules. She is looking forward to working the English modules and re-taking the test a few times her junior year. I would highly recommend this program to any interested Parent, Student, or school. **Mark Leblanc**



Request a Free Informational Session Today!

Learn how Jumpstart will improve your school's ACT® composite and end of course MAP results. Contact us at info@jumpstarttestprep.com



www.jumpstarttestprep.com

