

**Kyrene Middle School Model
First Year Evaluation For School Year 2006 – 2007
(Dr. Garcia, ASU)**

Method of Study

- On-line survey was given to all Middle School teachers
- One on one interviews were done with principals
- Six focus groups with students
- Three focus sessions with Exploratory teachers from all six schools.

Summary of Response Rate

Of the total 308 Middle School teachers, which include Language Arts, Math, Science, Social Studies, and all Exploratory classes (Spanish, P.E., Chorus, Band, Orchestra, Art, FACS, Drama and Computer), response rate was good at 62% or 187.5 teachers responding.

<u>Teachers Group</u>	<u>Response Rate</u>		<u>Sample as % of Universe</u>
	<u>Sample</u>	<u>Universe</u>	
Core Teachers (excluding L. Arts)	59.5	59.5	100%
Language Arts Teachers	90	178.5	50.4%
TOTAL Core Teachers	149.5	238	62.8%
Exploratory Teachers	38	69.5	54.7%
TOTAL Middle School Teachers	187.5	307.5	61%

Conclusions:

1. Core teachers (Soc. Studies, Science, Math) had a more favorable experience with the Model than Math and Exploratory teachers. They felt they could cover more material in depth, try new teaching methods and had more individual time with students.
2. Language Arts felt the pressure of teaching all objectives with less time. It was not clear to either Language Arts or Core teachers which objectives would be divided and who would ultimately be responsible. Language Arts teachers also felt they did not have time to try to teaching methods and were behind in curriculum objectives compared to the previous year.
3. Exploratory teachers also said they had problems with trying new methods, felt the Model had a negative impact on time available to teach and believed students would learn better with more frequent classes. Spanish and Music teachers may have been the most effected from the Model.
4. Regarding Academic Lab, almost all teachers felt they had little guidance on how to best use this time, which resulted in a large variation of how this class time was spent. Students saw this as a time to relax and not related to academics.
5. Discipline referrals increased by over 30% of all teachers. This may have been due to the fact that few teachers participated in professional development in regards to teaching for longer class periods.

6. There was a difference in perception of problems with the Model by teachers versus principals. Principals seemed to be less aware of discipline problems, the challenges of Academic Lab and perceived professional development as being more prevalent with teachers than it actually was.

7. Teachers were also asked questions in regards to personal satisfaction. The point was if teachers were generally unhappy in Kyrene, then one would expect them to be unhappy with the Model. This did not appear to be the case since the vast majority of middle school teachers indicated they felt Kyrene was a good place to teach and seemed very satisfied with the District. So, it would seem these teachers were very sincere about their feelings with the Model and thus, the observations made may be considered legitimate.

Results

Core teachers (Minus Language Arts):

- Felt they were spending more time on task (69%-73%)
 - Students felt they were spending more time on task (56%)
- Model had positive effect on differentiated learning (67%)
- Felt the Model had a positive impact on time available for instruction. (73%)
- Felt Model had positive effect of depth of material covered. (50 -65%)
- Felt they were able to provide more individualized instruction. (52-60%)
- 33% felt they were ahead or a little ahead in the curriculum objectives.
- Felt they were able to try new teaching methods 67%

Exploratory teachers:

- Disagreed they could provide more differentiated learning
- Felt model had a negative effect on the amount of teaching time.
- Felt students need more frequent class periods to maximize learning.
- Reported inconsistencies in class size and scheduling
- 11% felt they were ahead or a little ahead in the curriculum objectives.
 - Differences vary among subjects.
 - 67% felt they were significantly behind
- Changed the way they teach 67%

Language Arts teachers

- Felt pressure to cover required material in less time
- Disagreed model provided opportunity to try new methods
- Disagreed they were able to cover material in more depth
- Reported being significantly behind (58%)
- 7% reported being ahead in teaching curriculum objectives

Principals

Report more time in core classes is a benefit to students.

Reading and Writing Across Curriculum (Extremely important due to the time in Language Arts being reduced by 24%)

None of the Core or the Language Arts teachers felt it was clear what objectives were to be moved in regards to reading and writing across curriculum.

Academic Lab (A.L)

A major conclusion: Extreme variability in the execution of Academic Lab has an Impact on the perception of A.L. and the Model

Teachers:

- Were not prepared to use Academic Lab productively
- Less than half received guidance on how to implement A.L. (43%)
- Few agreed they were prepared to use this time productively (27%)
- Implementation of A.L, varied widely
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Students:

Consider A.L. as detached from rest of subjects
Question purpose of A.L.
Perception reflects level of teacher buy-in
Few refer to activities in A.L. as enrichment or innovative

Principals:

Describe A.L. as purely academic
Believe teachers are responsible for implementation

Discipline

Teachers:

- The model has little perceived impact on reducing discipline referrals
- 47% of all teachers noticed *a change* in discipline referrals.
- Of those, 77% indicated the number of referrals had increased
- In class behavior versus out of class behavior
- Teachers report referrals have increased

Principals:

- Perceive campuses as calmer

Professional Development

A major Conclusion: Few teachers participating in professional development in regards to teaching with longer class periods, however, 79% report being adequately prepared to teach quality lessons w/ longer class periods

Teachers:

Few Core Teachers participated on professional development related to teaching longer class periods (21%)

Over half of Exploratory teachers participated in professional development (53%)

Principals:

Were positive of the professional development offered by the Academic Lab Advisory Committee

Personal Satisfaction

Kyrene Teachers report a high degree of personal satisfaction.

Feel Kyrene is a good place to work (81%)

Feel they can make a difference with students (89%)

Feel they are treated like a professional (64%)

Enjoy teaching at a Kyrene School (84%)