

What's New with the BIG Accommodation?

BIG Gets Largest Test Gains in State for Low Performing School

In Year 2 of BIG, Goethe Middle School achieved the largest gains in SAT-9 reading scores among schools performing in the bottom quartile in California. Goethe gained 14 points, moving from the 21st percentile to the 35th in reading.



Raising scores from the 21st percentile is much more difficult than from the 40th or 50th percentile. Imagine the schools performing at each percentile as a runner in a race of 100 runners. The longer the race goes, the more distance between the runners falling behind and the main pack of runners. Passing 14 runners (gaining 14 percentile points) requires covering much more distance for a runner in the tail than for a runner in the middle of the pack. Goethe's gains ranked 5th in California.

The 4 middle schools posting better gains started closer to the middle.

Goethe's math scores moved from the 27th percentile to the 35th. Students in the BIG math program scored higher than the students in Algebra (a non-BIG program). (Students placed in the BIG math program were initially performing below algebra placement level.)

- B** Big Ideas
- I** Intensive Teaching
- G** Great Expectations

BIG Professional Development Model Gets Results to Spread

To prevent low quality replications of BIG, our training model includes substantial in-class coaching in the training school before teachers start working in their classrooms.

Teachers new to the model are released from their classrooms and attend a 3-day training at a training school with a high quality implementa-

tion. During this time, the teachers-in-training work in classrooms with teachers proficient in the model, receiving intensive coaching.

The quality of teachers' first lesson at their own school has been greatly improved through this model.

Through our partnership with the Sacramento

County Office of Education, Goethe MS has received a great deal of attention. Over 800 teachers have been trained in over 50 schools in over 30 districts using this new training model. Seven schools have become new training centers. The state of Florida has also begun implementing the BIG Accommodation model in 9 schools.

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Highlights in this issue:

- Full implementations of BIG get better results than partial implementations (see page 2 table).
- BIG moves significant numbers of students out of the bottom quartile.
- Schools implementing in February achieved significant gains by May (see page 3).
- Middle schools in their 2nd year of implementation have nearly eliminated illiteracy.

BIG Replications Move Students Out of Bottom Quartile

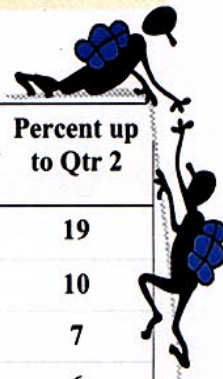
The table below shows the results of the full BIG Model in the final year of the Goethe research project and the results of the replication efforts.

No school has replicated the full BIG Model. Six schools implemented the schoolwide reading component but did not implement the *Understanding U.S. History* course (for all grade 8 students).

However, nearly every student took a BIG reading class. (See reading placement tests at www.higherscores.org.)

The "partial BIG" schools implemented only with students at the bottom and used only the *Corrective Reading--Decoding* program. Page 3 shows the results for this subgroup on a more sensitive measure.

The More BIG Programs Implemented, the Better the Test Scores!



Grade 8 SAT-9 Scores	# of schools	Mean SAT-9 %ile ¹		Change In Mean	% of Ss in Qtr 1		Percent up to Qtr 2
		Pre (1999)	Post (2000)		Pre (1999)	Post (2000)	
Full BIG ²	1	21	35	14	58	39	19
Schoolwide BIG Reading ³	7	32	40	8	47	37	10
Partial BIG ⁴	21	49	55	6	27	20	7
California 8th Graders ⁵		43	47	4	33	27	6

¹Mean of the percentiles of the mean raw scores provided on the California Department of Education website for each school.

²Full BIG: All programs implemented, including *Understanding U.S. History* and *Expressive Writing 2* (SRA).

³Schoolwide BIG Reading: Schools tested all students for placement in a reading program (*Corrective Reading Decoding*, *Comprehension*, and *Reasoning and Writing*), as in the Goethe Project.

⁴Partial BIG: Schools selected students scoring below the 25th or 35th percentile in reading, and placed only those students in *Corrective Reading Decoding*, the remedial component of BIG.

⁵California: Percentiles for the mean raw scores of all the grade 8 students in California (www.cde.ca.gov).

Core Programs in the BIG Model

"BIG" includes 5 new programs incorporating the 6 design considerations for accommodating diverse learners (Kame'enui & Carnine, 2001):

- *Understanding U.S. History* (U of O, 1998);
- *Reasoning and Writing* (SRA, 2001),
- *Connecting Math Concepts* (SRA, 1996),

- *Core Concepts* videodisc science (Phoenix Film, 1990).
- *Understanding Life, Physical, and Earth Science* (under development).
- BIG also includes research-based and research-validated *Corrective Reading* (SRA, 2000).

Critical components of implementation include:

- 1) the curricula designed around "Big Ideas,"
- 2) intensive in-class coaching for teachers, and
- 3) continuous progress-monitoring of student mastery.

Our Motto:

"Only perfect practice makes perfect."

Background of the Goethe Middle School Implementation

Several factors provided impetus for the Goethe Research Project:

- 1) Middle schools were becoming aware of an acute school achievement problem,
- 2) Research work at U of O had resulted in a set of programs for at-risk middle schools (the BIG Accommodation),

3) A desperate middle school raised its hand for change (Goethe MS in Sacramento), thus becoming the testing ground for the full-scale BIG Accommodation.

The federally funded Goethe Research Project ran from 1997 to 1999 (2 years). The purpose of the Goethe Project was:

- a) to evaluate the effects of a high quality implementation of the BIG Accommodation Model on learning,
- b) and, if effective, develop a system for upscaling across many schools.

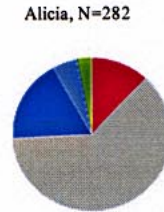
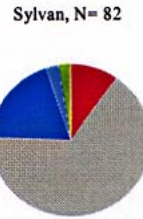
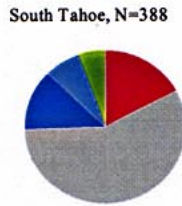
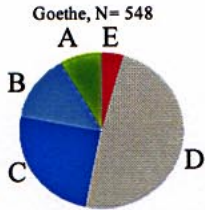
Results by School for Low Achieving Students

The pie charts below display performance on the Multi-Level Academic Survey Test relative to an end-of-grade 6 reading standard. The posttest scores are for the same students displayed in the pretest charts, by school.

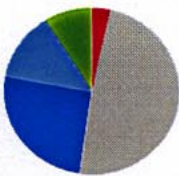
A/Green=Above grade 6
B/Light blue=At grade 6
C/Dark blue=Close to grade 6
D/Grey=Well below grade 6
E/Red=Nonreaders

PRETESTS October 1999

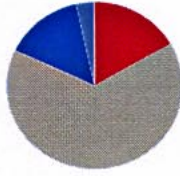
PRETESTS February 2000



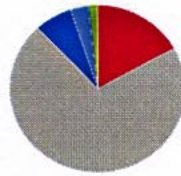
Leroy Greene, N=455



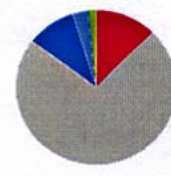
Sierra, N=150



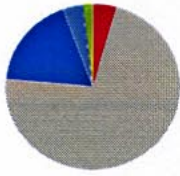
Starr King, N= 59



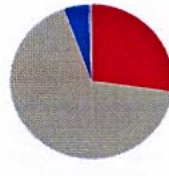
Oasis, N=129



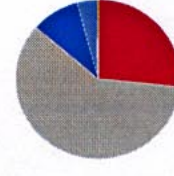
Foothill Farms, N=110



Cal Middle, N=183

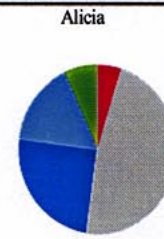
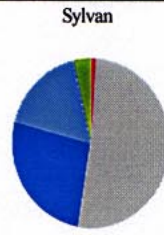
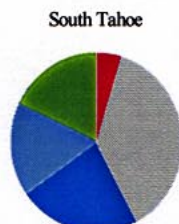
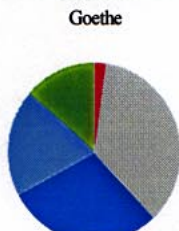


Raymond Cree, N=245

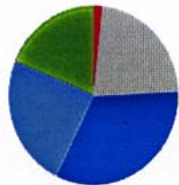


Middle schools implementing in February achieved significant gains by May.

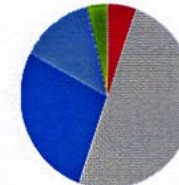
POSTESTS, Spring 2000



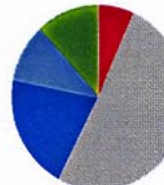
Leroy Greene



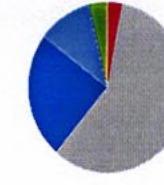
Sierra



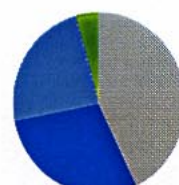
Starr King



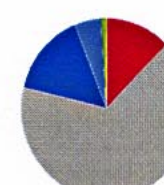
Oasis



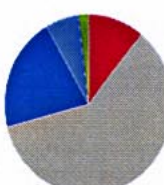
Foothill Farms



Cal Middle



Raymond Cree



Schools in their second year of BIG have nearly eliminated illiteracy.

BIG Middle Schools Implementing With Fidelity

Three schools, besides Goethe Middle School, have been implementing *Corrective Reading* for more than one year. These include Sutter Middle School in Sacramento City USD, LeRoy Green in Natomas USD, and Foothill Farms in Grant USD.

The pie charts on page 3 display the scores of all students placed in *Corrective Reading* Decoding, who had both a pre- and a posttest score. (Sutter did not participate in the MAST testing.) The 3 schools in the leftmost column of page 3 are schools that have been implementing for more than one year. Their pretest scores in 1999 did not seem as low as the other schools, indicating a cumulative effect.

The schools displayed in the rightmost column on page 3 are schools that did not begin implementing until February 2000. In spite of their late start, students made remarkable progress. Factors that seem important for the success of these schools

include: the strong commitment of the teachers and administrators to a quality implementation, adherence to the schedule for turning in student progress reports, and quality follow-up coaching. Year 3 data also indicate that effects can decline if a school does not stay focused on implementing with fidelity.

Schools Implementing More of BIG

South Lake Tahoe MS, Lake Tahoe USD	Reasoning and Writing
LeRoy Green MS, Natomas USD, Sacramento	Reasoning and Writing
San Juan USD, Sacramento	Connecting Math Concepts
Natomas High School, Sacramento	All BIG Tools
Desert Hot Springs HS, Palm Springs	All BIG Tools

References

Kameenui, E., & Carnine, D. (Eds.) (2001). *Effective strategies for teaching students with diverse learning and curricular needs*. Columbus, OH: Merrill.

Seven BIG Beacon Training Sites

Seven schools have become training centers for other schools. We call these schools "BIG Beacons."



BIG Beacon Schools:

Alicia MS, Marysville USD
Apple Valley MS, Apple Valley USD
Goethe MS, Sacramento City USD
LeRoy Green MS, Natomas USD, Sacramento
Raymond Cree MS, Palm Springs USD
South Lake Tahoe MS, Lake Tahoe USD
Starr King MS, San Juan USD, Sacramento

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Higher Performing Schools is an organization of successful implementers, trainers, and teachers who help other schools implement effective school practices. Schools may contract for services with the Higher Performing Schools organization. Our strategy is to build a model school, a BIG Beacon, and then use that school as a professional development center for serving other teachers in the area. With this strategy, we are able to provide high quality, yet cost effective implementations of Direct Instruction programs.

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Profits go to Goethe Middle School