

On April 15, 2013, Board Member Debra Robinson asked the following question regarding Board Agenda Item: AC 1 - Florida State University Subcontract R01552 - Amendment #1

QUESTIONS:

1. please attach or link to original board item for this FAU contract 2. are we still using the SSS program 3. please provide more explanation on the results... A. I don't understand the fractions (decimals) used in the results...what is the numerator and what is the denominator B. what is the baseline...an addition 4/5 years growth over what? zero? average growth in students not participating in SSS?

RESPONSES:

Question:

Please attach or link to original board item for this FAU contract.

Response:

School Board Meeting 9-19-12

Agenda Item #37

<http://www.palmbeach.k12.fl.us/agenda/Wednesday,%20September%2019,%202012%20School%20Board%20Meeting%209-19-12/0BDB0A88-56E4-49FA-B4F5-3770959F2534-CC7812BF-7874-4D17-9FBB-2C9F89242347.HTM>

Question:

Are we still using the SSS program?

Response:

Yes. Fourteen (14) elementary schools implemented the SSS curriculum this school year. The schools keep the materials and are encouraged to continue to use the curriculum, which is appropriate for grades 4-5.

Fifteen (15) elementary schools will receive training and materials to implement the SSS curriculum for the 2013-2014 school year.

Question:

Please provide more explanation on the results... A. I don't understand the fractions (decimals) used in the results...what is the numerator and what is the denominator? B. What is the baseline...an addition 4/5 years growth over what? zero? average growth in students not participating in SSS?

Response:

The results included in the data panel are from a meta-analysis of 5 previous research studies on Student Success Skills. The student outcomes for this year's implementation are not yet available as not all data has been reported (ex. final attendance, grades and FCAT scores).

A. The practical significance of an effect size describes the impact in context. In this case, the context is student gains on FCAT Reading and Math. The information reported on the data panel

displays additional student learning gains for those participating in the SSS curriculum compared to those who did not.

For example, we know what an average fifth grader should learn during the school year. Students who participated in SSS in grade 4-5 achieved almost a full year (4/5) of additional growth in math beyond in comparison to students who did not participate in SSS. In other words, the data shows almost 2 years of growth in math.

B. The Effect Size of the SSS program is listed as a decimal. Effect size is a measure of the strength of an intervention. An effect size of .25 is considered large, .15 is considered medium, and .1 is considered small. In this case, the data panel is reporting on the strength of the impact the SSS curriculum has had on FCAT reading and FCAT Math scores. Previous studies indicate the SSS has a medium .17 effect (impact) on FCAT Reading scores and a large .41 effect (impact) FCAT Math scores.

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