



Minority Achievement Office (MAO)  
Council of the Great City Schools

# MAO Acceleration Initiative

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**October 2022**

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# Agenda

- Introductions
- Minority Achievement Office
- MAO Acceleration, What is it?
- Targeted Students and Teacher Selection
- Support System
- Questions





# MAO Goal

**The Minority Achievement Office (MAO) facilitates initiatives and projects to support change designed to narrow achievement gaps for underrepresented students.**



# What is Acceleration?



**Acceleration is an instructional strategy that focuses on the front-loading of critical concepts, associated vocabulary, and the dispelling of common misconceptions before the delivery of subject area core instruction.**

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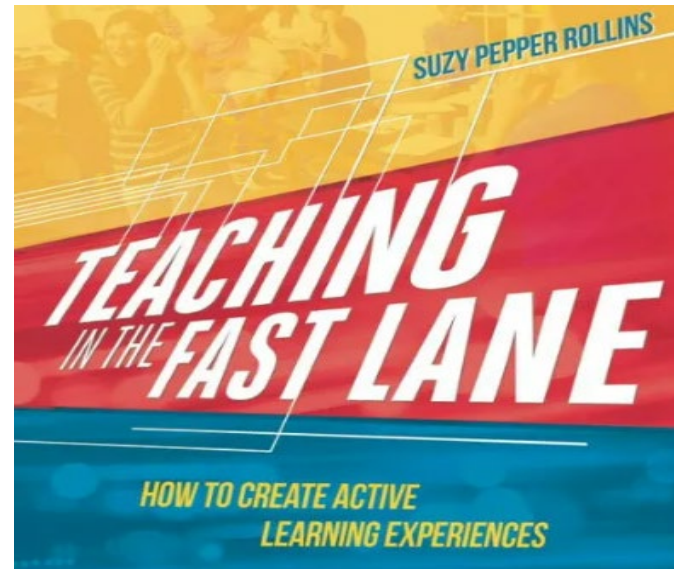
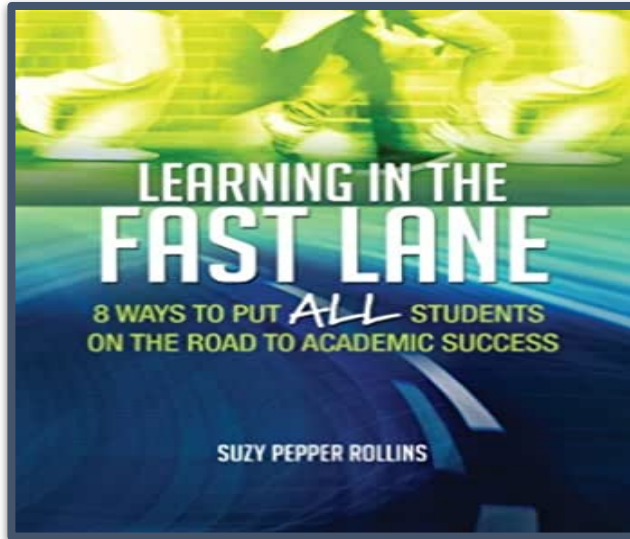
*“Front-loading provides below grade level students with extended background building opportunities and early exposure to critical vocabulary, to successfully access the core instruction when it is introduced in the classroom.”*

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# Based on the writings of Suzy Pepper Rollins

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# Acceleration Vs Remediation

Connections	Acceleration	Remediation
<b>Self-Efficacy</b>	Self confidence and engagement increase. Academic progress is evident.	Students perceive they're in the "slow class," and self-confidence and engagement decrease. Backward movement leads to a sense of futility and lack of progress.
<b>Basic Skills</b>	Skills are hand-picked just in time for new concepts. Students apply immediate skills.	Instruction attempts to reteach every missing skill. Skills are taught in isolation and not applied to current learning.
<b>Prior Knowledge</b>	Key prior knowledge is provided ahead of time, enabling students to connect new information.	Typically does not introduce prior knowledge that connects to new learning.
<b>Relevance</b>	Treats relevance as critical component to student motivation and memory.	Relevance is not seen as a priority.
<b>Connection to Core Class</b>	Instruction is connected to core class; ongoing collaboration is emphasized.	Instruction is typically isolated from core class.
<b>Pace and Direction</b>	Active, fast-paced, hands-on. Forward movement; goal is for students to learn on time with peers.	Passive, with focus on worksheets or basic software programs. Backward movement; goal is for students to "catch up" to peers.



# Teacher Selection and Responsibilities

## *Teachers should be...*

- Enthusiastic teachers with proven track record of student success.
- Creative teachers – the most successful Acceleration lessons are fun and engaging.
- Prepared-Acceleration allows 1 hour of planning time per week for 2 hours of instruction.

## *Teachers should...*

- Track and report student attendance to the site coordinator.
- Communicate student progress with the student's teacher.
- Align lesson plans with front-loaded instruction to upcoming core instruction.

“The active classroom is about creating learning experiences differently, so that students engage in exploration of the content and take on a good share of the responsibility for their own learning”.

Teaching in the Fast Lane





# Targeted Students

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- Students who:
  - are one year behind grade level
  - are not making academic progress
  - lack motivation
  - need to build self-confidence
  - lack adequate prior knowledge
  - have skills gaps within the context of new learning
  - lack academic vocabulary

The goal is to create homogenous student groups.



# School Administration is in the Driver's Seat

## Content Options:

- English Language Arts (ELA)
- Math
- or both



## Grade Level Options:

- Grade 2
- Grade 3
- Grade 4
- Grade 5
- or any combination

# Scheduling

- Before/After School
- Foundational Basic Skills (FBS Time)
- Small Group Instruction
- Virtual

Recommended two hours of student contact time and one hour for planning





# Mock Implementation Timeframes

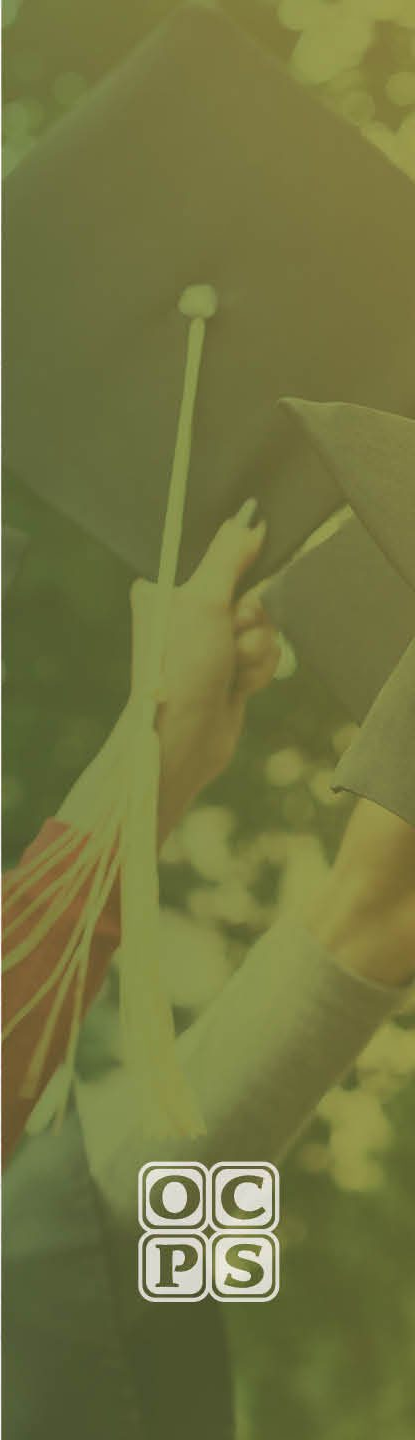
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<b>Time Frames</b>	<b>Scenario I: FBS Rotation</b>	<b>Scenario II: Extended Hour School</b>	<b>Scenario III: Before/ After School</b>
<b>Estimated Time</b>	30 minutes	40-60 minutes	40-60 minutes
<b>Frequency</b>	4 days a week	2-3 days a week	2-3 days a week

# MAO Acceleration Instructional Resources

Acceleration Resources can be found on the Acceleration SharePoint site: <https://mao.ocps.net>

The screenshot shows the MAO Acceleration SharePoint site. At the top, there is a search bar and a navigation menu with links to various programs: MAO, Minority Achievement Office, Aspire to Excellence, Calculus Project, Find Your Voice, Males of Color, MAO Acceleration, MLS, MBK, PASS, Project Serve, Restorative Practices, and OCPS Mentoring. The main header displays 'MAO Acceleration' with 'Home' and 'Edit' options. Below the header, there are utility links for '+ New', 'Page details', and 'Analytics', along with a publication date of 'Published 8/30/2022' and an 'Edit' link. The content area features two course tiles: 'Acceleration Canvas Course' with a blue and orange background and checkered patterns, and 'Mathematics' featuring a silver and orange McLaren P1 GTR sports car against a black background.





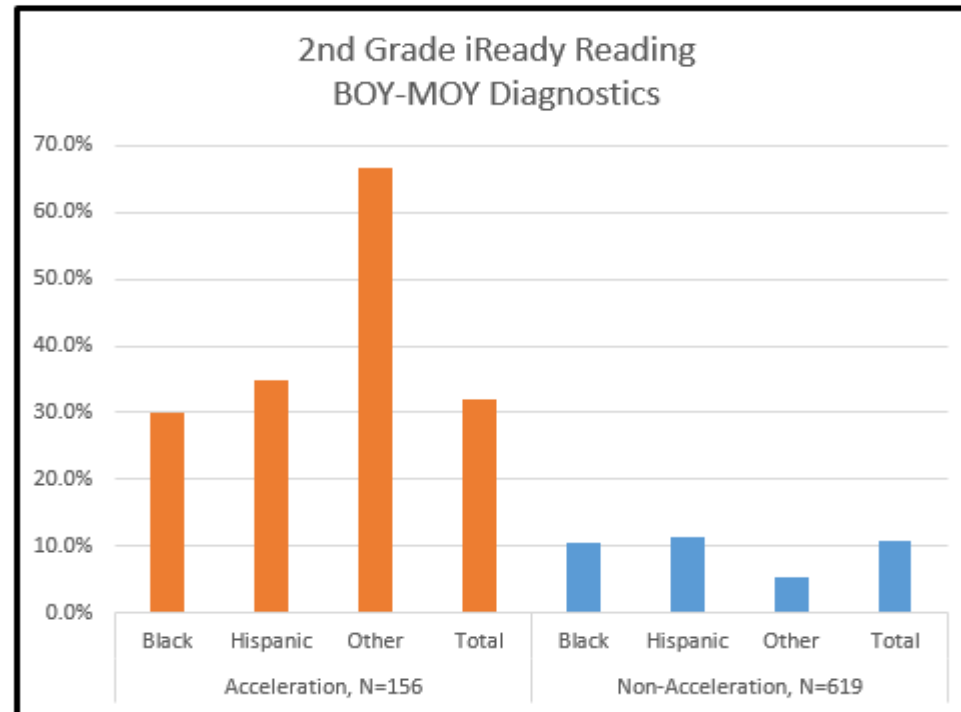
# Acceleration Observations

The Acceleration Team provides feedback on program implementation and serve as a resource to site coordinators and teachers.



- Areas of emphasis:
  - The six components of the Acceleration Framework are being addressed
  - Lessons are standards-based and addressing upcoming topics
  - Engaging, student-centered activities
  - Short direct teaching (5-12 minutes, depending on grade level)
  - Strong teacher questioning and appropriate student responses
  - Adequate wait time and allow students to struggle
  - Praise and Celebrations of Success

# ... and the results are in!



NOTE: 2019-2020.

# ... and the results are in!

2020-2021 SY, Grades 3-5

## iReady

Math	BOY	EOY	Moved to GL
Acceleration Students: 134	BGL 82.8%	BGL 26.1%	56.7 Points
Non-Acceleration Students: 558	BGL 40.1%	BGL 14.3%	25.8 Points

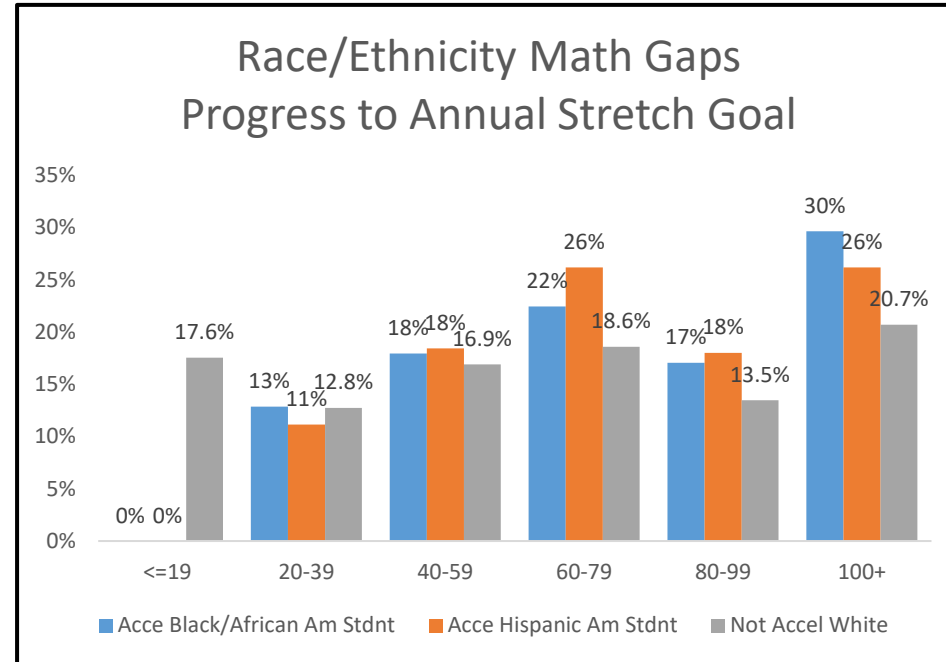
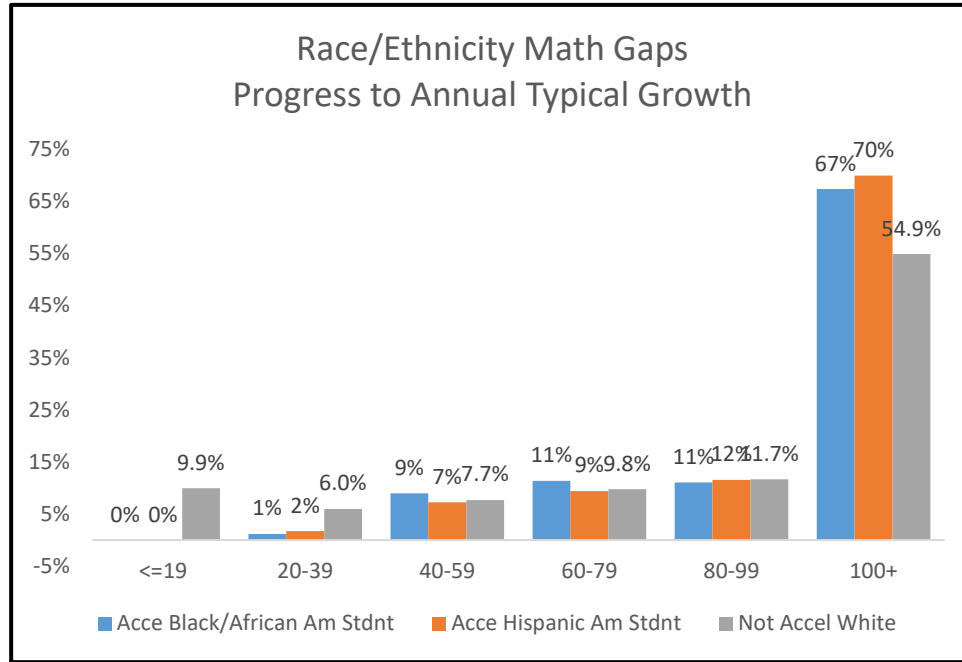
Reading	BOY	EOY	Moved to GL
Acceleration Students: 226	BGL 81%	BGL 38.5%	42.5 Points
Non-Acceleration Students: 1,268	BGL 48.3%	BGL 29.3%	19 Points

\*BGL: Below Grade Level



# ... and the results are in!

## iReady EOY Diagnostics



NOTE: 2021-2022 SY, Acceleration Students = 430, Non Acceleration Students 3401





# Components of Acceleration

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Component 1: Generate Thinking, Purpose, Relevance, and Curiosity

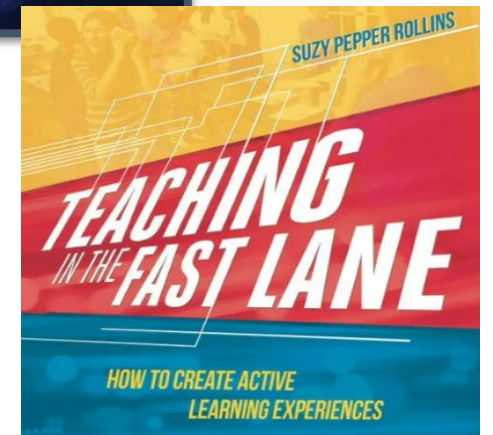
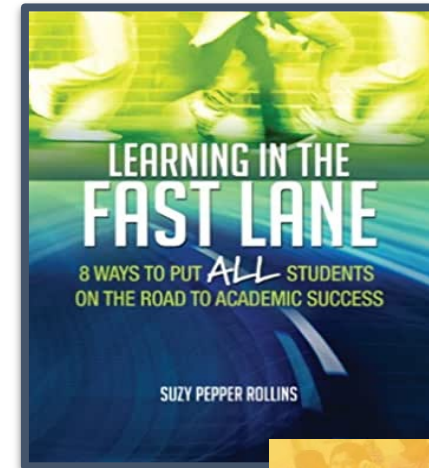
Component 2: Clearly Articulate the Learning Goal and Expectations

Component 3: Scaffold and Practice Essential Prerequisite Skills

Component 4: Introduce New and Review Prior VOCABULARY

Component 5: Dip into the New Concept

Component 6: Conduct Frequent Formative Assessments



# Component 1

## Warm Up vs Generating Thinking



### Warm up/ Bell Ringer

- Review Oriented
- Designed to get students:
  - quickly in seats
  - on task

Warm ups are largely designed as self-regulatory work to keep students busy while the teacher takes care of the managerial side of education.

### Generating Thinking/Success Starters

It is beneficial to the learning process when students find a new concept interesting and relevant right from the start.

Beginning class with immediately engaging material is especially important for underperforming learners who are on the verge of nonparticipation.

Students best retain what is taught first and what is taught most recently.

# Component 1: Implementing Success Starters

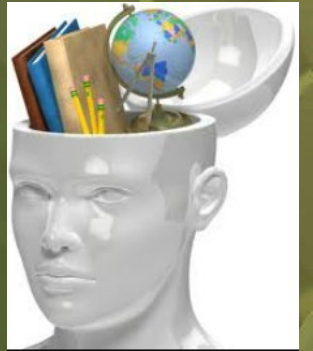
- The effectiveness of the lesson largely depends on the instructional strategies used in the opening minutes.
- These activities spark authentic involvement rather than compliance.
- This part of the lesson should include a response to the student question:



*“Why are we learning this?”*

and

*“What does this have to do with me?”*

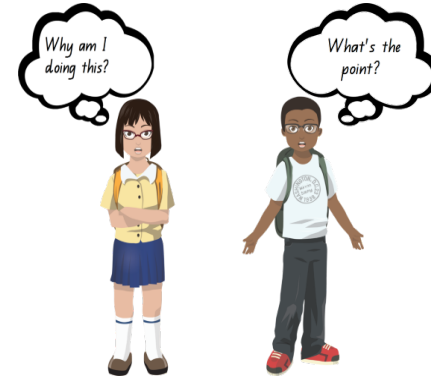


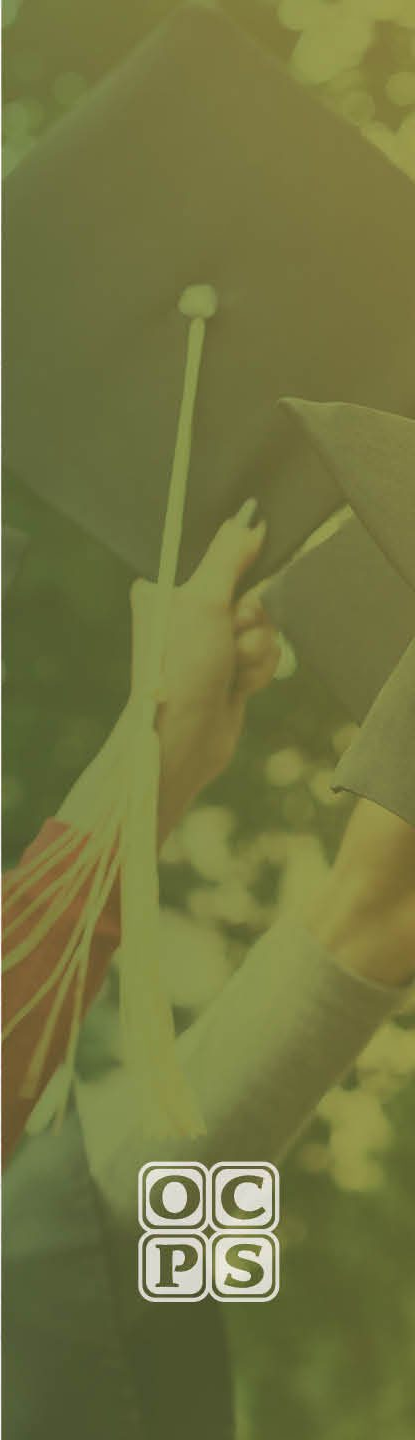
# Creating Success Starters

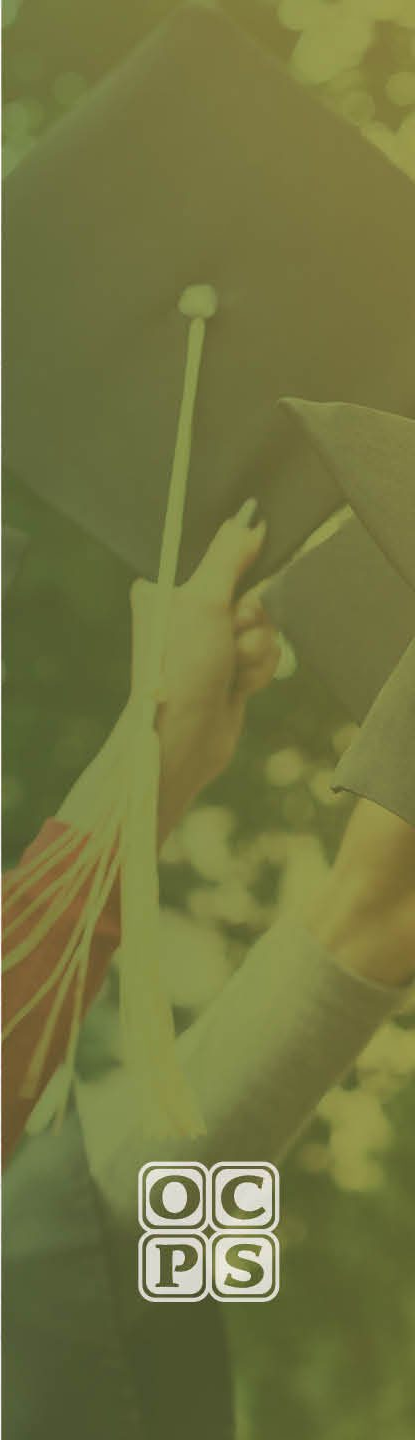
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## Lesson openers should:

- Connect to prior knowledge.
- Hold high interest, real-world relevance, and value for students.
- Be explicitly tied to the standard being taught.
- Engage every learner.
- Answer the question “What’s this got to do with me?”
- Be fast-paced and time-conscious.
- Set up the lesson, including the purpose for any assigned reading.
- When appropriate, employ concrete representations before abstract concepts.







**Our Promise. Your Support. Their Success.**

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