

Pathway to MSG Attainment

Counting Beans

Abstract

Our professional learning product aimed to increase measurable skill gains and improve student outcomes through a comprehensive approach. By pairing experienced mentors with new teachers, offering online resources and workshops, remote tutoring, and equipping educators with the skills to navigate standardized assessments along with exploring IETs and WPLs, our product empowered teachers to enhance their instructional practices, leading to increased enrollment, improved MSG performance, and positive student outcomes.

Introduction

The BCTC PLC project consists of trying to increase MSGs. However, our initial plan of focusing on IET and WPLs quickly changed, and the need to pivot to ensure MSG attainment rates would be achieved by each quarter instead of the customary year-end goal was put into action.

- Continue to try to implement the IET and WPL programs with Fayette County Schools and Amazon.
- Explore new resources for the ELL classroom.
- GED and ELL instructors will work on ways to help students improve their test taking skills prior to progress testing. GED and ELL instructors will implement Scoreboost for TABE and Scoreboost for CASAS in the classroom to assist students in preparing for TABE and CASAS progress testing.
- GED instructors will implement one-on-one or small group virtual learning opportunities for students as a final step in their preparation for the GED test.
- A team will work together to develop TABE-like questions for students preparing for progress testing.
- Create instructor mentoring groups for both GED and ELL groups.
- Create GED Success Academies in order to enhance MSG as a GED success rate.
- The data indicates significant outcome growth in MSG performance from FY22 to FY23 with a strong increase in the MSG performance each quarter. See Table 1.
- The data also indicates significant MSG growth per quarter from FY22 to FY23. This results in a strong increase in quarterly MSG growth. See Chart 1.

Table 1: BCTC Outcome Growth for MSG

| Period | Goal | QTR 1 | QTR 2 | QTR 3 | QTR 4 |
|----------------|-------|-------|-------|-------|-------|
| FY23 | 45.2% | 27.8% | 40.1% | 46.4% | TBD |
| FY22 | 53% | 22.5% | 33.3% | 38.4% | 37.6% |
| Outcome Growth | | 5.3% | 6.8% | 8.0% | |

Product Description & Motivation

To improve our MSGs, we used a multi-strategy approach. Research shows that student results improve when learning is relevant to everyday experience, takes place in small group settings with targeted practice, and staff mentoring. Koutsoukos et al. 2021 and Morrow et al. 1993

By targeting the following areas, we increased our MSG rate:

1. IET-Paraeducator program/WPL-Amazon ELL employees
2. CASAS and GED Scoreboost to improve testing performance
3. One-on-one or small group virtual GED tutoring (Morrow et al. 1993)
4. Team-created and administered TABE/CASAS test reviews prior to progress testing
5. Instructor mentoring (Koutsoukos et al. 2021)
6. GED Success Academies

Strategies 2-4 resulted in improved MSGs. Strategy 6 is ongoing.

Our team approach used resources, staff, and materials in a student-focused way to achieve results. We implemented all strategies immediately, except strategy 1. Strategy 1 will be implemented in the future. Our approach was novel in that we did not rely on one strategy but employed many to reach goal.

Baseline & Goal

BCTC established an MSG Baseline of 277. This represented a 10% increase over the 252 MSG average for FY20-FY22. As of 4/14/2023, BCTC reported 286 MSGs (46.4%), thus exceeding the target goal of 45.2%.

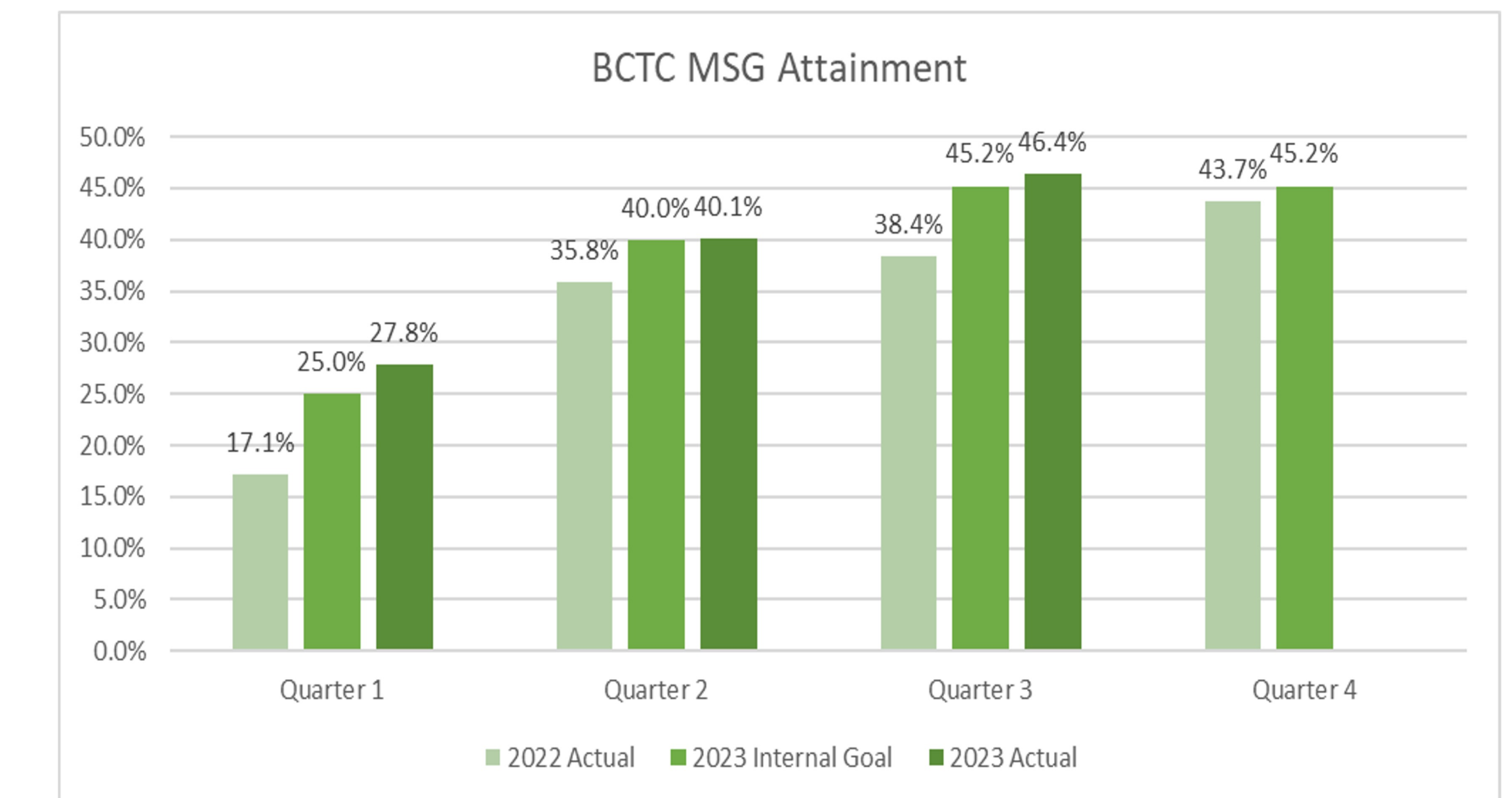
The GED completion goal was set at 282. As of 4/14/2023, 89 GEDs were earned – 31.6% of the goal. BCTC has seen a shift in student population from ABE/GED to ELL. Today, 65% of students served by BCTC are ELLs. These students have immediate goals of gaining English language proficiency to function in the community and the workplace, rather than earning a high school credential, thus the reduced GED completion level.

Results

Our PLC work focused on increasing MSG attainment. Unfortunately, our initial plan of focusing solely on IET and WPLs as the primary means of achieving the goal did change. Therefore, we quickly pivoted to ensure that we could meet the MSG attainment rates established by the state.

- Created and received approval for Paraeducator and Amazon IET/WPL. Actual class has not occurred due to timing.
- Implemented new ELL study materials for CASAS MSG attainment in September.
 - Scoreboost for CASAS implemented - Not as successful as Scoreboost for TABE.
- Developed ELL and GED Test Prep Sessions in October.
 - All students were placed in small test-prep sessions before progress testing and presented with TABE/CASAS-like questions.
- Developed GED one-on-one virtual learning opportunities for MSG/GED attainment in October.
 - Intensive focus on GED curriculum with test-taking strategies.
- Implemented a new mentoring program for new teachers to help with strategies and resources for MSG attainment in August.

Chart 1: BCTC MSG Attainment



Discussion

Upon analyzing the data, overall results are showing signs of improvement.

- By Q3 our goal for MSG attainment was achieved (46.4%). See Table 1 and Chart 1.
- Utilizing our multi-strategy approach set forth our ability to reach that goal. As we continue to use our strategic approach, while also making adjustments as needed, we will strive to reach and/or exceed that goal prior to Q3 in the future.
- Though our goal was met, the goal was not reached until Q3 FY 2023. The internal baseline goal for MSG attainment will need to increase to reach a higher MSG attainment rate by Q2 FY 2024.
- More than 65% of the population we serve are ELL students. These students tend to take longer to reach eligibility to progress test. This can cause a delay in MSG attainment, which directly impacts quarterly performance.

Conclusions

Our overall results in improving MSG attainment were positive. We have made great strides in enhancing MSG attainment and meeting state MSG goals as a program. Moving forward, we will continue implementing the listed strategies; however, additional tweaks will be needed.

- The internal baseline for MSG attainment will need to increase to account for higher MSG attainment rates by the state at the end of the second quarter FY 2024.
 - This will be challenging as our ELL population makes up 65% of our total enrollment and traditionally are not eligible for progress testing by the end of the second quarter.
 - Proxy hours may need to be increased for our ELL population, even as publisher guidelines suggest seat time is necessary.
 - Implementation of IET/WPL for fall.

References & Acknowledgements

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References: Koutsoukos M, Kiriatzakou K, Fragoulis I, Valkanos E. The Significance of Adult Educators' Mentoring in the Application of Experiential and Participatory Teaching Techniques. *International Education Studies*. 2021;14(1):46-51. Accessed May 10, 2023.

Morrow DH, And Others. *Effectiveness of Group Instruction in Adult Literacy Acquisition. Final Report*; 1993. Accessed May 10, 2023.