

***AYP Regional Meetings
In Need of Improvement
Schools and Districts***

**MDE School Improvement Division
and Regional Service Cooperatives**

August/September 2010

Session Objectives

- Highlight 2010 MCA-II results
 - Discuss the regional model for Title I AYP school and district improvement
 - Review federal elements for improvement plans
 - Ensure all stakeholders understand the next steps of improvement plan process
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2010 MCAII Results

- Overall math results improved 2.4%
- Eleventh grade math results continued their upward trend for the second year in a row.



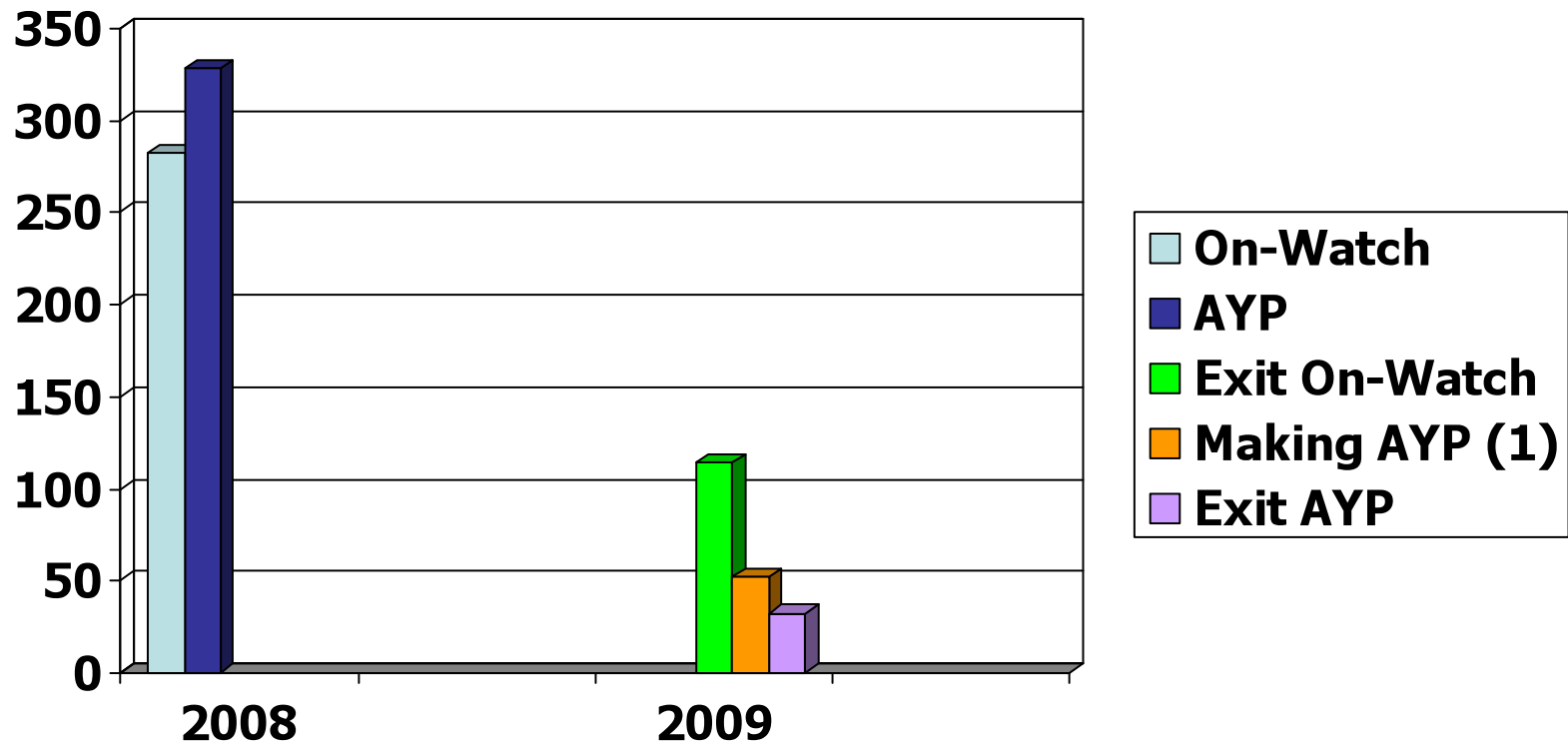
2010 MCAII Results

- Overall reading results remained steady with a slight increase of 0.4%
 - 10thgrade reading continued to improve due to the high stakes nature of the test
 - 10thgrade reading has improved 10 percentage points since 2006
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2010 MCAII Results

- Minority students made significant gains in certain grades such as sixth grade math and fifth grade reading
 - However, all student groups saw achievement gains so achievement gap remains
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Exiting AYP



School Improvement Division

Title I AYP Statewide System of Support

– *Building district capacity for:*

- Conducting needs analysis
 - Developing and implementing improvement plans
 - Facilitating high quality job-embedded professional development
 - Evaluating improvement efforts
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AYP Statewide System of Support

Focus on a systems approach

- MDE supports and works with regional service model to provide support for AYP districts
 - AYP regional coordinators work with districts to support their AYP schools
 - AYP coordinators are required to serve as members on school support or district improvement teams to provide technical assistance and resources for improvement plan efforts
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Statewide System of Support

Focus on building leadership teams for AYP technical assistance, support and resources

- AYP Leadership Teams of local, regional and statewide level experts (as appropriate)
 - May include higher education, regional technical assistance center or other providers of research-based reform models
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Statewide System of Support

Federal Definition - School Support teams

- (1) highly qualified or distinguished teachers and principals;
 - (2) pupil services personnel;
 - (3) parents;
 - (4) representatives of institutions of higher education;
 - (5) representatives of educational laboratories or regional technical assistance centers;
 - (6) representatives of outside consultant groups; or
 - (7) other individuals that the SEA, in consultation with the LEA, may deem appropriate.
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Statewide System of Support

Capacity Building for AYP Districts

- Support the capacity of AYP districts to initiate and sustain rapid system-wide improvement
 - Align improvement efforts for AYP districts if schools are *In Need of Improvement*
 - Facilitate coordination of AYP plans with other district or school improvement efforts
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Statewide System of Support

Rapid System-wide Improvement:

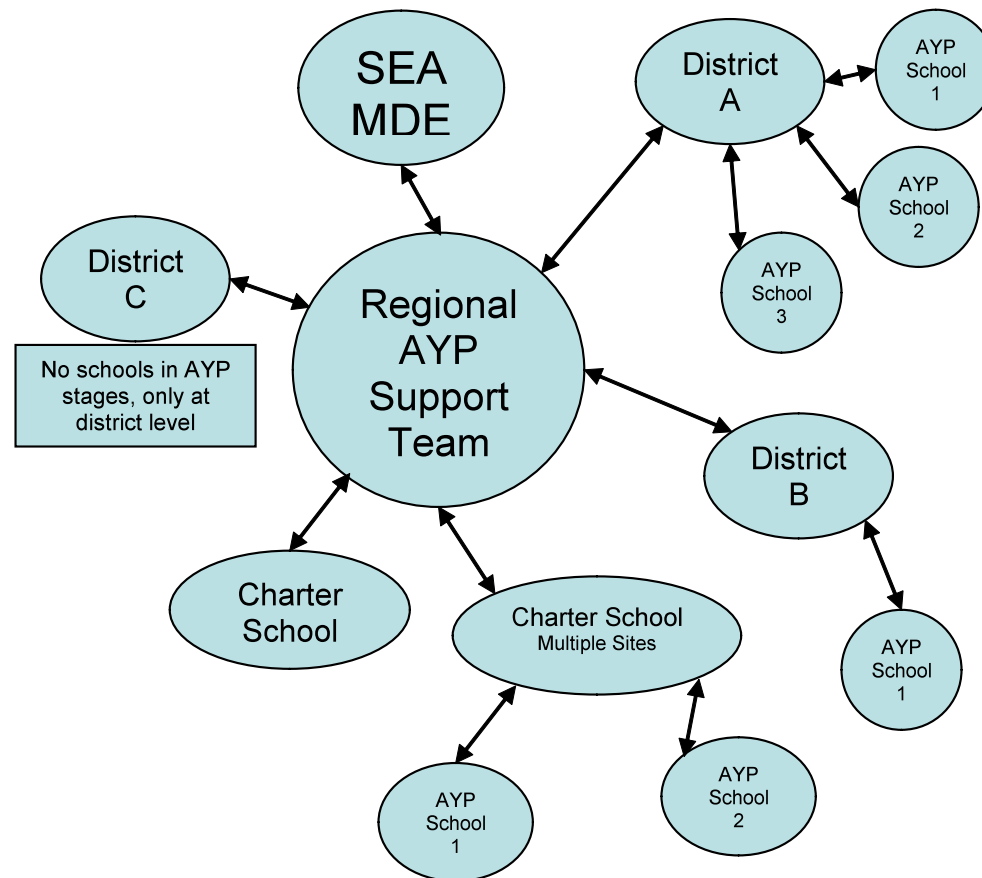
- *Substantial changes in district structures, culture, policies and process within 1-3 years*
 - *Evidence of significant improvement in instructional practices and student performance within 3-4 years*
 - *Evidence that changes and improvements are system-wide and sustainable*
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Title I AYP Process and Timelines

- 2010-11 AYP Process and Timeline
 - Roles and Resources
 - Regional AYP Support Teams
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MDE Regional AYP Coordination Model for 2010-11

Goal: To increase capacity in schools/districts for high quality professional development, continuous improvement and formative evaluation.



Title I AYP Improvement Plans

Improvement Plan Requirements

- Legislative elements required in plan, including research-based strategies
- Quality framework guided planning and implementation
- High quality, job-embedded professional development provided
- Improvement plan evaluation process provided to continually inform efforts

Title I AYP Improvement Plans

Improvement Plan Review

- Stages for AYP schools and districts
 - Improvement plan elements
 - Improvement plan process and timelines for schools and districts *In Need of Improvement*
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Title I Schools *In Need of Improvement*

Schools *In Need of Improvement* are schools

- Identified as Title I for two consecutive years
- That have not made AYP for two years in a row in the same content area (reading/math)

and/or

- That have not met other required criteria of the primary AYP calculation for two years in a row

Schools must make AYP for two consecutive year to exit *In Need of Improvement* Status

Schools *In Need of Improvement*

<i>In Need of Improvement</i> Stage	Student Options
School Choice (1.1, 1.2)	Students may choose to attend a higher performing school in the district
Supplemental Education Services (SES) (2.1, 2.2)	Students have the option to participate in SES, such as tutoring, and continue to have School Choice
Corrective Action (3.1, 3.2)	School begins to take corrective action and continues to offer School Choice and SES
Pre-Restructuring (4.1, 4.2)	School prepares to restructure the following year and continues to offer School Choice and SES
Restructuring (5.1, 5.2)	School reopens as a newly restructured school

School Improvement Plan Elements

Ten required elements

1. Ensure all students are proficient in core academic subjects by 2013-14
 2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency
 3. Incorporate strategies based on scientifically based research to strengthen core academic subjects
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School Improvement Plan Elements

4. Describe how the professional development set aside (10% of Title I) will improve school status
 5. Increase teacher and principal participation in high quality professional development
 6. Promote effective parent involvement strategies
 7. Incorporate extended day and extended school year activities as appropriate
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School Improvement Plan Elements

8. Outline the responsibility of school, LEA, and SEA including the technical assistance provided by the LEA
9. Describe the process of written parent notification of needs improvement status
10. *Incorporate teacher mentoring in the school improvement process

*<http://teachersupportpartnershipmn.org>

Title I Districts *In Need of Improvement*

Districts *In Need of Improvement* are districts

- Identified as Title I for two consecutive years
- That have not made AYP for two years in a row in the same content area (reading/math)

and/or

- That have not met other required criteria of the primary AYP calculation for two years in a row

Districts must make AYP for two consecutive years to exit *In Need of Improvement* Status

Title I Districts In *Need of Improvement*

<i>In Need of Improvement Stage</i>	Requirements
In Need of Improvement (1.1, 1.2)	<ul style="list-style-type: none"> Develop and implement an improvement plan Set aside 10% of Title I funds for PD Flexing limited to 30% (unless REAP*) May not be an SES provider
Continuing In Need of Improvement (2.1, 2.2)	<ul style="list-style-type: none"> Update and implement an improvement plan Set aside 10% of Title I funds for PD Flexing limited to 30% (unless REAP*) May not be an SES provider
Corrective Action (3.1, 3.2)	<ul style="list-style-type: none"> Update & implement the improvement plan Set aside 10% of Title I funds for PD No flexing (unless REAP*) May not be an SES provider Mandatory 2% programmatic Title I set aside to be used for improvement plan activities

District Improvement Plan Elements

Eight Required Elements

1. Ensure all students are proficient in core academic subjects by 2013-2014
 2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency
 3. Incorporate strategies based on scientifically based research to strengthen core academic subjects
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District Improvement Plan Elements

4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development
 5. Address the teaching and learning needs in the district
 6. Promote effective parent involvement strategies
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District Improvement Plan Elements

7. Incorporate extended day and extended school year activities as appropriate
 8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including technical assistance provided by the LEA
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AYP Process and Timeline

Job-Embedded Professional Development:

- Job-embedded professional development is professional learning that occurs at a school as educators engage in their daily work activities
 - It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be *immediately* transferred to classroom instructional practices
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AYP Process and Timeline

NCLB Professional Development, Sec. 9101 (34)

- Integrate as part of broad school wide and district wide improvement plans
 - Align with and directly relate to State academic content standards, student academic achievement standards and assessments
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AYP Process and Timeline

NCLB Professional Development, Sec. 9101 (34)

- “Evaluate regularly for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development.”
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Improvement Plans Include

MDE's State Plan for Meeting the Highly Qualified Teacher Goals (*federal NCLB legislation requirement*)

- If a school has not met Highly Qualified teacher requirements and has been identified for stages of AYP improvement, the improvement plan must include a component for addressing progress toward the HQ goal

AYP Process and Timeline

School and District Report Cards

- Once improvement plans are approved by MDE, the plans will be posted on the School Report Card site of the MDE website
 - Timely submission is important for stakeholders and community members to access plans from report cards
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AYP Process and Timeline

- MDE contacts districts and schools - *August*
- AYP coordinators identified - *August*
- AYP Regional Support Team meetings are held – *August/September*
- School Support and District Improvement Team meetings – *TBD, begin in August*
- Improvement Plan is developed or revised and submitted to Service Cooperatives by *November 10, 2010 (Firm deadline!)*

Other School Improvement Resources

- Center for Comprehensive Reform and Improvement -- <http://www.centerforcsri.org/>
 - North Central Regional Education Laboratory
<http://www.learningpt.org/page.php?pageID=243>
 - What Works Clearinghouse (WWC)
<http://www.whatworks.ed.gov>
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AYP Statewide System of Support

Questions?

AYP Statewide System of Support

Next Steps

- Discuss AYP regional coordinator support for improvement planning and/or implementation
- Establish contact information and ongoing communication process

MDE Contacts

Steve Dibb

steve.dibb@state.mn.us

Fay Sandven

fay.sandven@state.mn.us

Tom Gray

thomas.gray@state.mn.us
