



FALL PROCESS 2010

Arizona Department of Education
School Improvement and
Intervention

School Improvement and Intervention

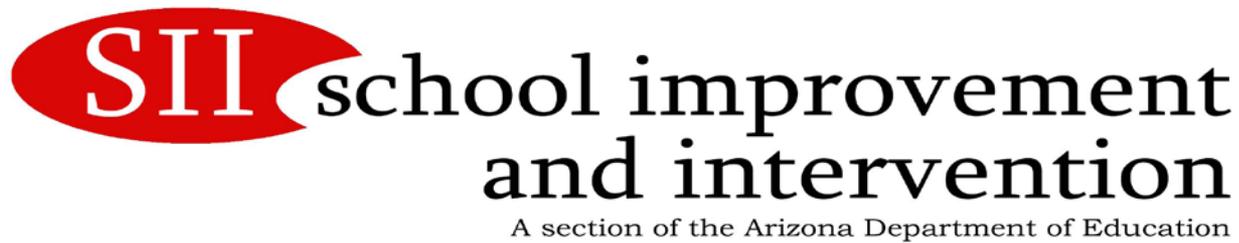
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WORKSHOP OUTCOMES

- Review the Arizona State System of Support
- Understand the critical role of improvement planning for all schools
- Explore the activities of the improvement planning process
- Understand the LEA's responsibility and accountability for the school improvement process





The State's Role

Mission

To build LEA capacity through a comprehensive system of support that ensures effective and sustainable teaching and learning environments that result in high academic achievement.

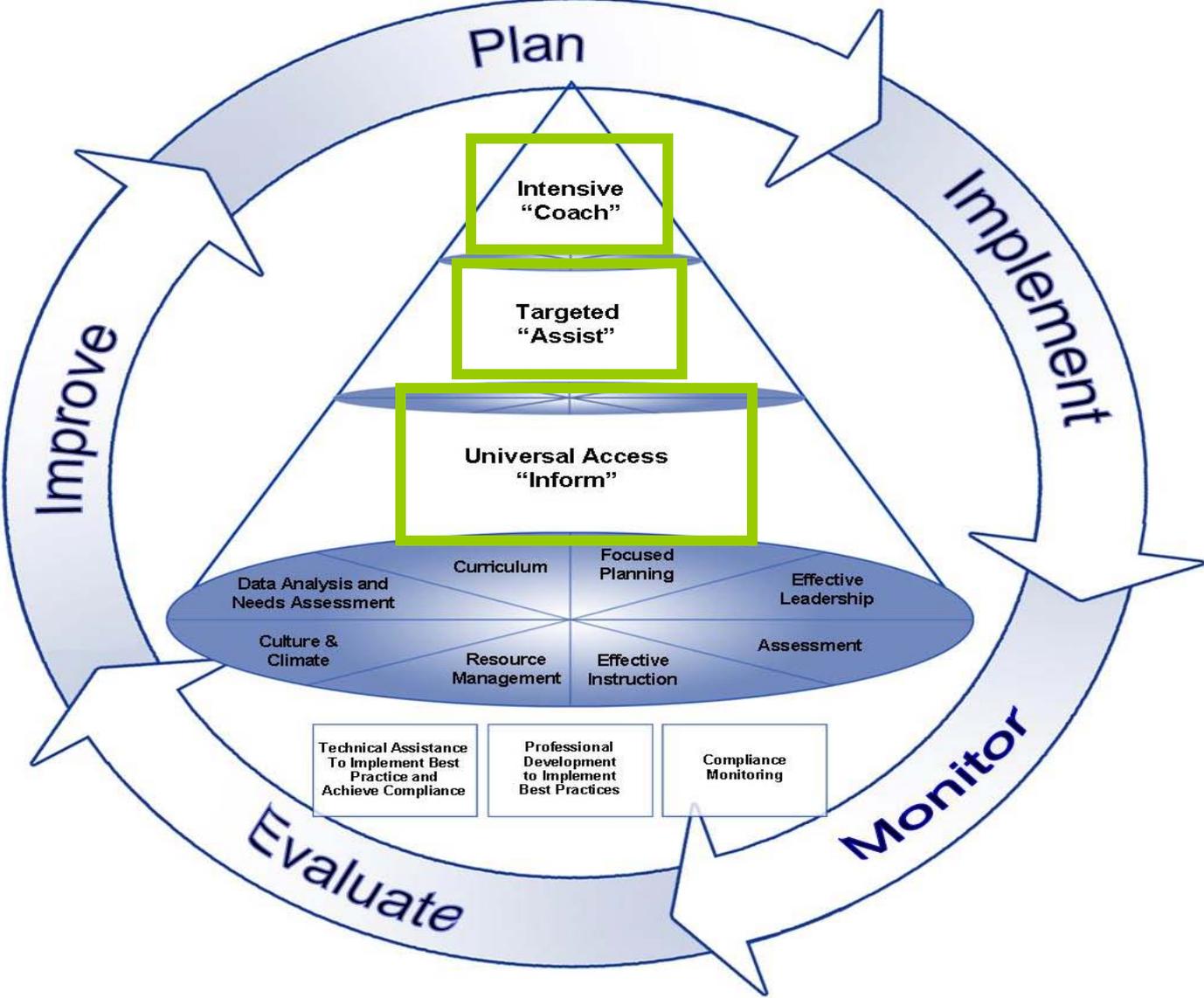


Vision

In order to provide LEAs with a comprehensive system of support our section will:

- Work as an integrated collaborative team with a unified voice
- Build LEA capacity and sustainability through research, data analysis and reflection
- Support the continuous improvement of schools to ensure high academic student achievement
- Collaborate with other sections to ensure access to resources and supports
- Build relationships with district and schools that foster trust, allowing school and districts to thrive
- Demonstrate a personal commitment to the success of all LEAs and schools

Continuous Improvement Model



Universal

- PDLA
- ASIP on ALEAT
- SAI
- AZ LEADS
- ADE Conferences
- RtI Framework on ADE website
- K-12 Literacy course of study
- AZ READS literacy assessments K-12
- PBIS
- Parent Information Resource Center
- Academic Standards
- AIMS Blueprint
- Standards and Rubrics for School and LEA Improvement
- Resources easily accessible on our website



Parent Involvement Resource Center (PIRC)

- The Arizona Department of Education and PIRC are establishing a statewide collaboration for family, community and parental engagement that will provide the following: (1) regional training; (2) materials (PIRC, ADE, NNPS, ADI); (3) ongoing technical assistance



Targeted: Tier III

- Regional support for LEAs and schools in improvement status
- Differentiate Tier III based on level of need
 - Level of improvement, Percent proficient, Lack of Progress
- Topic specific meetings
- Training for LEAs with schools in Year 1
- Training for LEAs with schools in Corrective Action and Restructuring



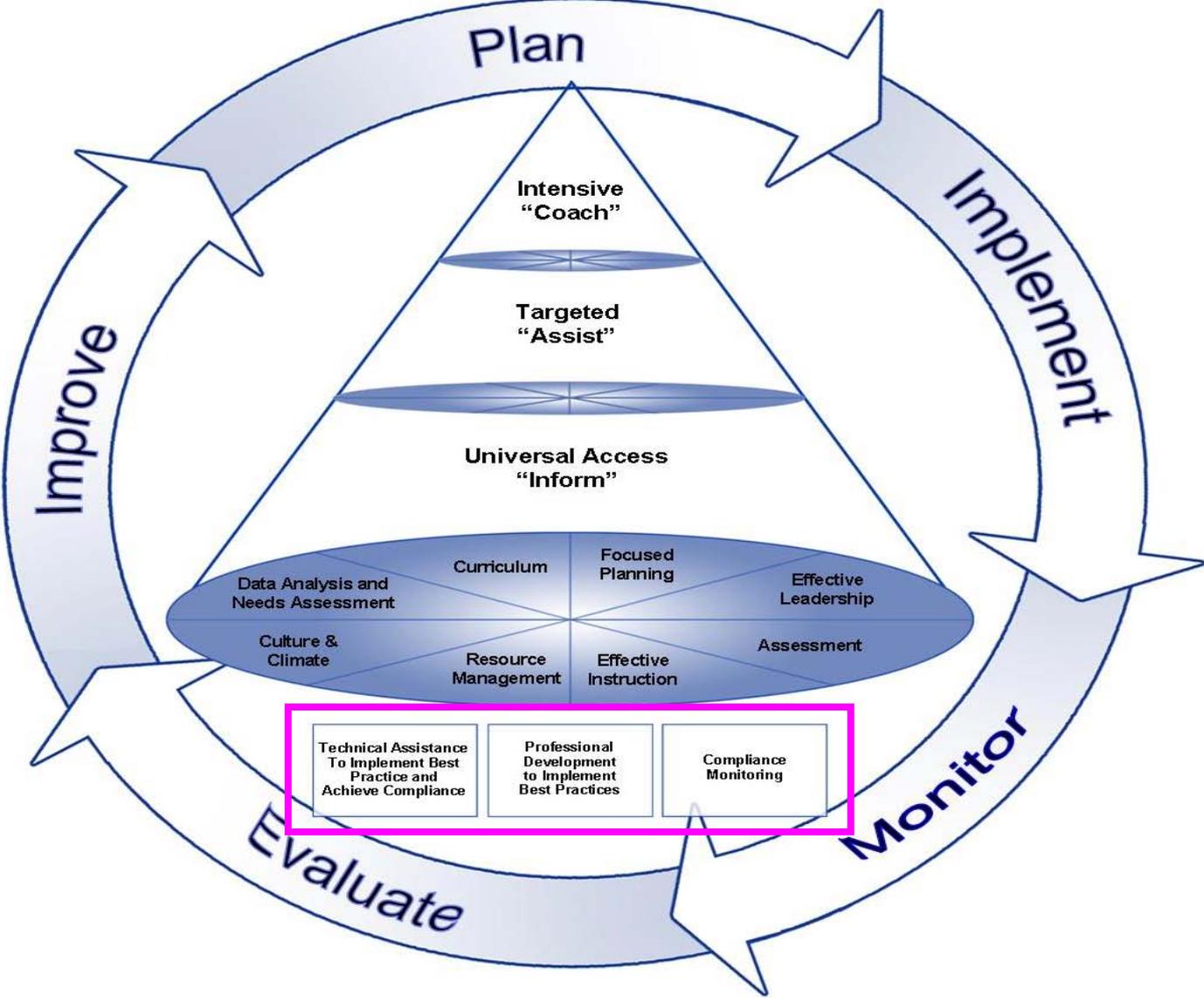
Intensive: Tier I and Tier II

In addition to Universal and Targeted:

- Monthly Leadership Trainings
 - Partnership with AZ LEADS, K-12 Literacy and Title I
- Collaboration with agency stakeholders – coordination of efforts
- Funds through School Improvement Grant



Continuous Improvement Model



Technical Assistance and Professional Development

Technical Assistance To Implement Best Practices

Technical assistance targeted to implementation of improvement and/or intervention plan. Goal is to increase student achievement and exceed end outcome goals.

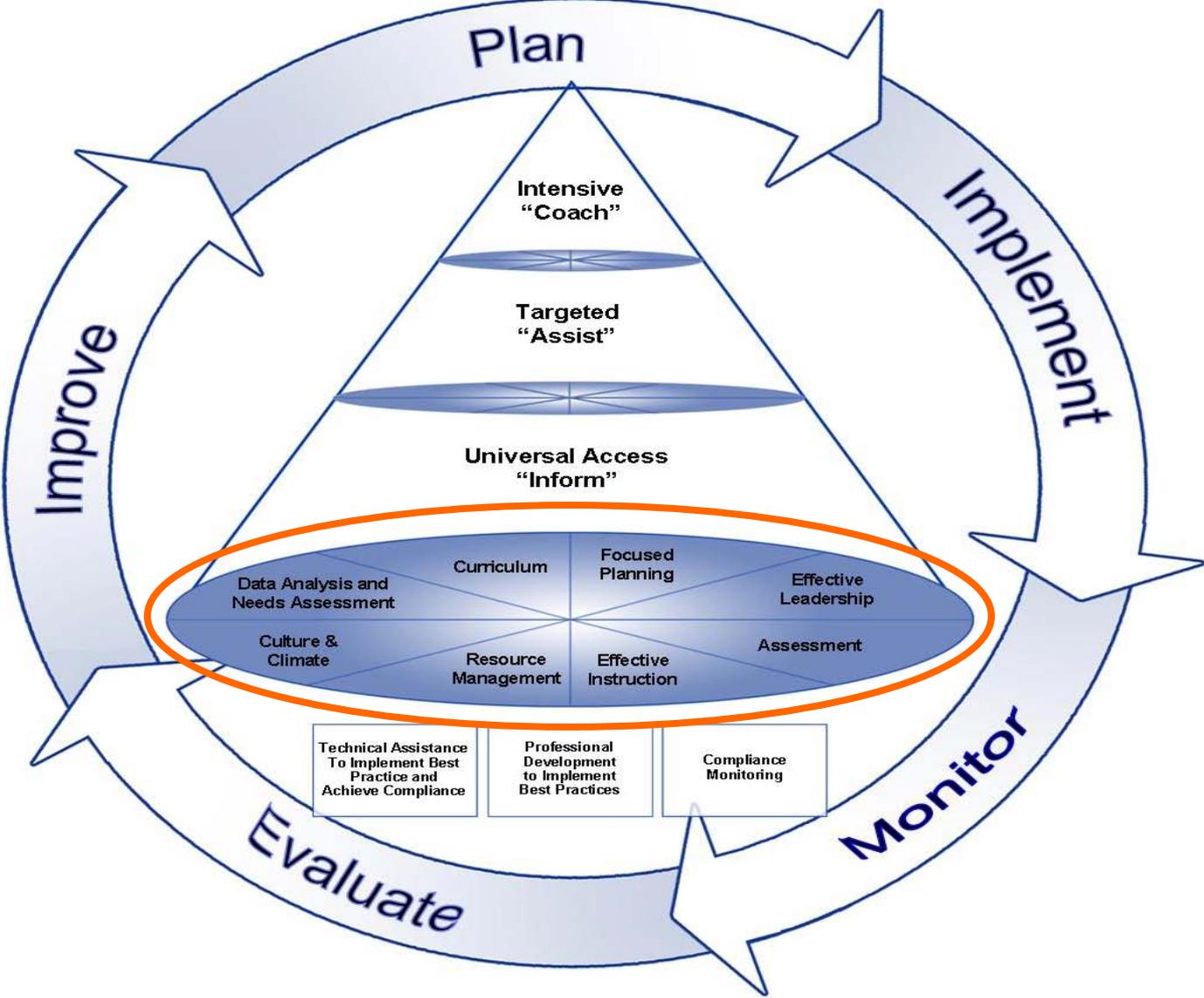
Professional Development to Implement Best Practices

Focus on professional development that increases the probability that the most effective practices are implemented with fidelity and integrity.

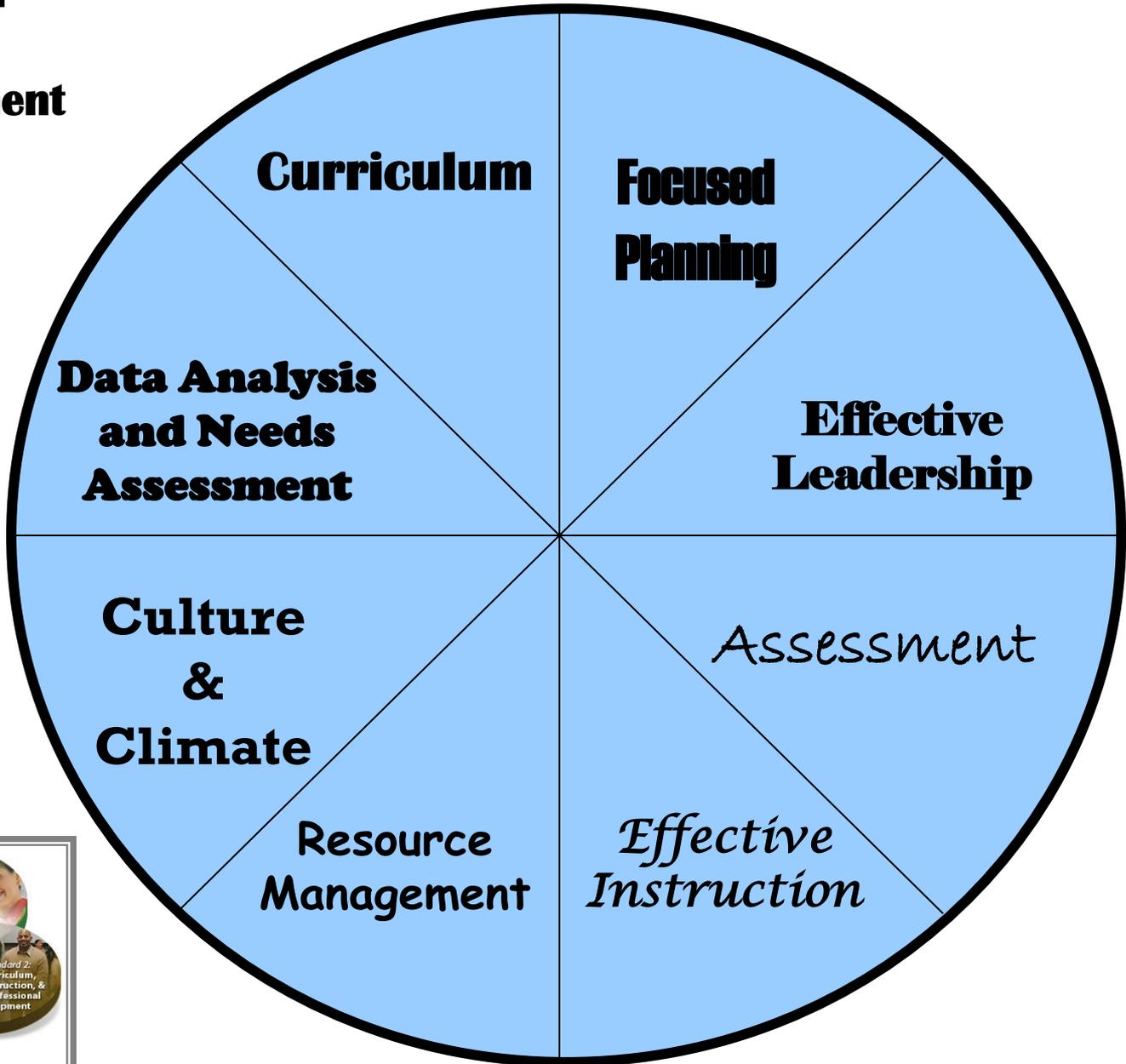
Compliance Monitoring

Must be in compliance with regulations and guidelines. Minimum requirement.

Continuous Improvement Model



Foundation for School and LEA Improvement



Regional Support Teams

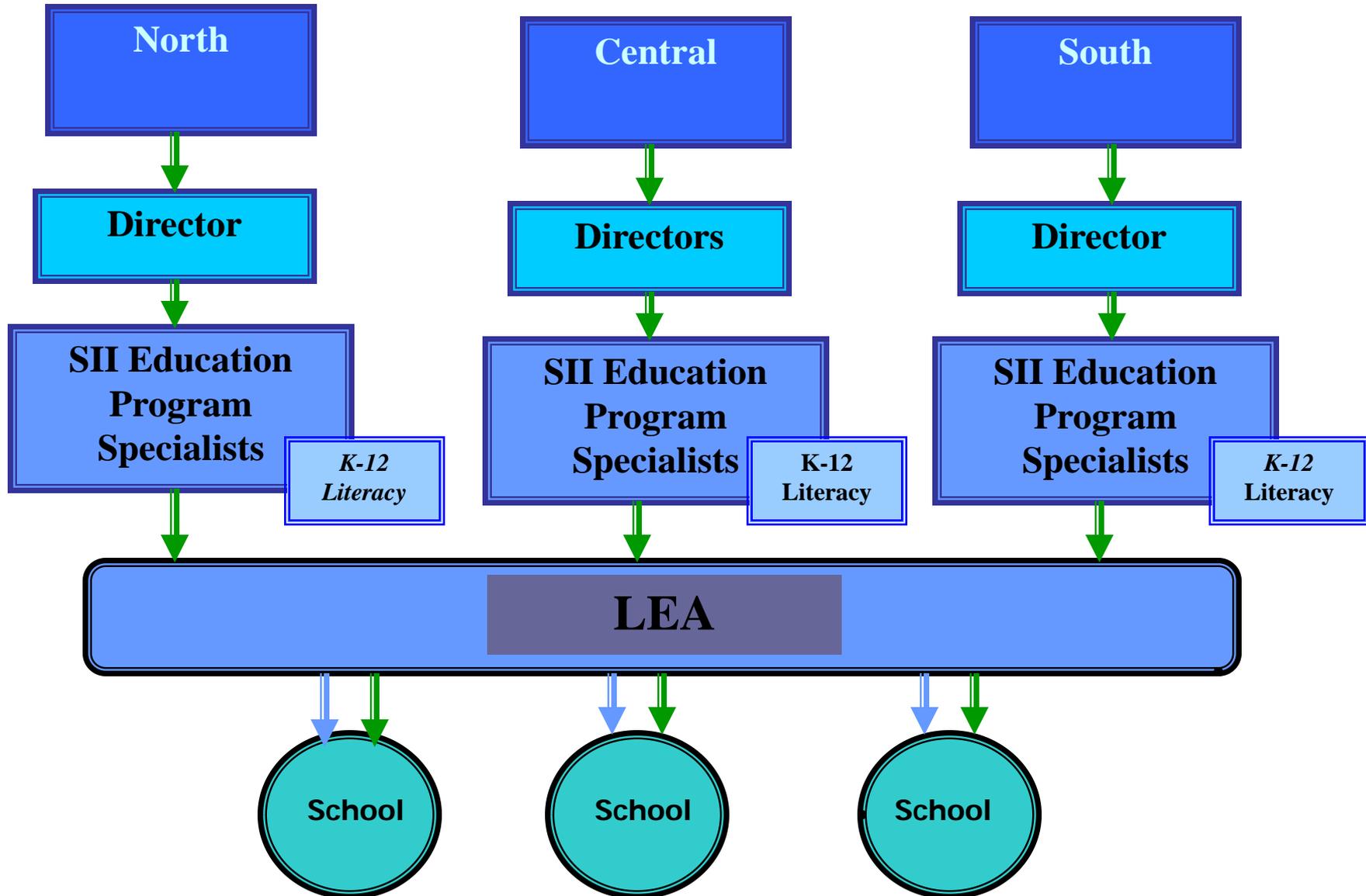
- Three Regional Support Teams
 - North, Central and South
- Focus on the First Year Topics: Tier I and Tier II
 - Components of RTI
 - Data Utilization to make decisions
 - Effective Leadership
 - Attention to Turnaround Leader competencies
- Regionally based topics
 - Examples: systems to support high teacher turnover, high populations of English Language Learners, etc.
- Collaboration with ADE departments
 - Cross unit collaborative meetings focused on LEAs in Region

How can I use the State System of Support in my school improvement plan?



School Improvement Framework

Supporting Reform and Improvement Efforts at LEAs and Schools



Functions

What do we need to do?

Arizona State System of Support Strategies

1. Partner with districts to support and enhance their School Improvement efforts.
2. Work with district and school leadership teams so efforts will be sustained over time
3. Build district and school leaders' capacity to plan and implement continuous school improvement processes
4. Differentiate delivery of high quality technical assistance to district and school leaders based upon need.

Functions

What do we need to do?

Arizona State System of Support Strategies

5. Use data to identify barriers that prohibit successful implementation of standards-based education and school improvement processes
6. Support the development of customized, research-based plans that address barriers while supporting and enhancing district's school improvement efforts
7. Provide high quality professional development opportunities that support professional learning to implement the customized, research-based plan

Functions

What do we need to do?

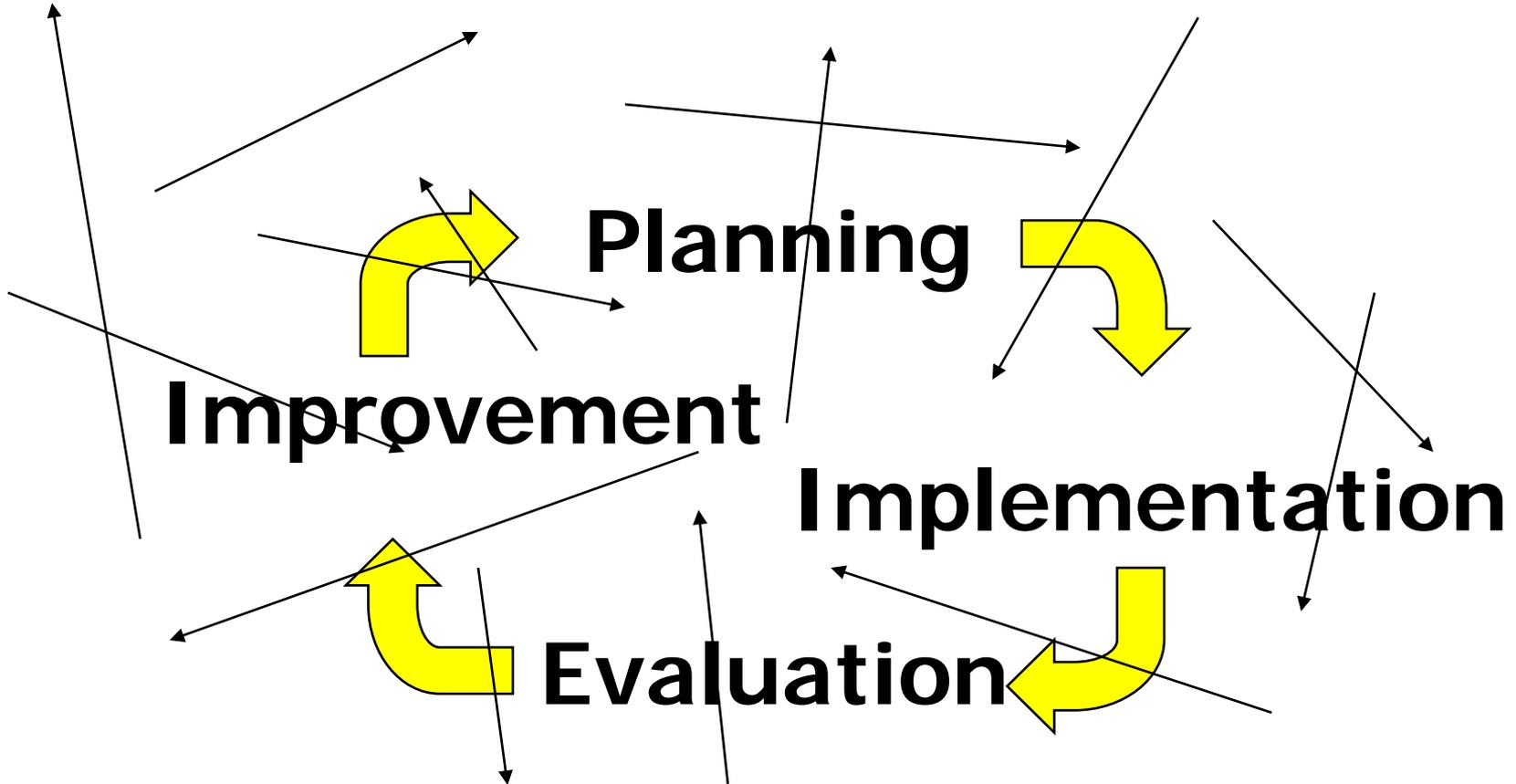
Arizona State System of Support Strategies

8. Align all resources to implement the customized, research-based plan.
9. Align ADE resources to support implementation of district school improvement plan.
10. Use data to monitor ongoing implementation and impact of the customized, research-based plan.

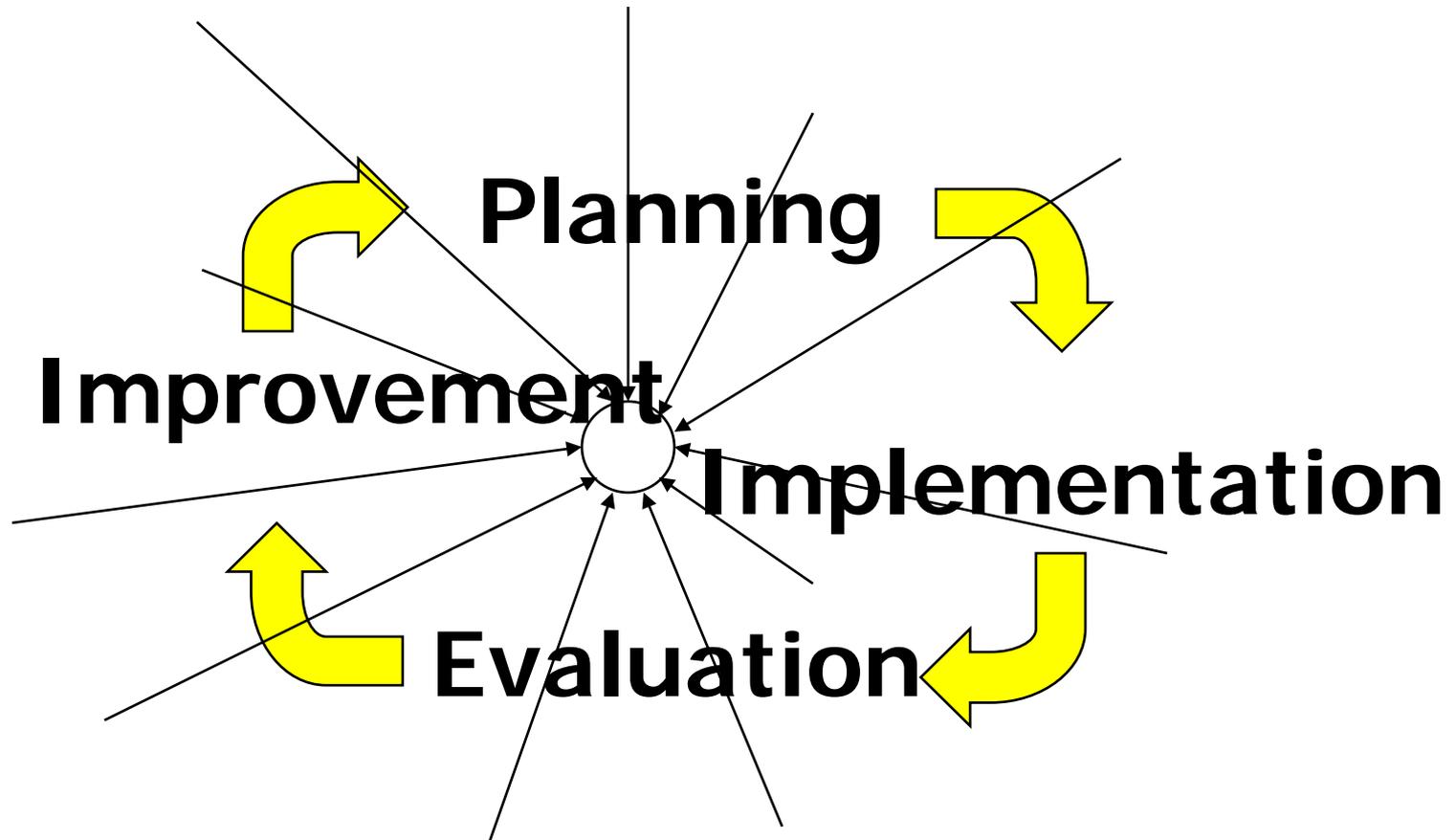
What can planning do for
my school?



Move from random acts of improvement...



...to focused efforts



AYP INDICATORS

Reading and Math	Each subject requirement includes meeting the required percent tested in the subject <i>and</i> meeting the subject AMO
Percent Tested	Ninety five percent of students enrolled in the school, are required to take the assessments
Graduation Rate	The graduation rate must be 80% or show a 2% increase over the previous year in unified and high school LEAs
Attendance	A 90% attendance rate, based on the 100 th day, is required to meet the indicator in elementary LEAs





School Improvement Warning Year

Requirements

There are no specific requirements from the Arizona Department of Education regarding schools being in a "Warning" year.

Warning is **NOT** an NCLB designation



School Improvement Year 1

Parent Notification Letters

- Parents must be notified (14) days prior to the beginning of school or as otherwise directed by ADE
- Use ADE approved templates
- Prior to notifying parents, send a copy of the notification letter to your educational specialist

ASIP

- School must submit an Arizona School Improvement Plan by October 26, 2010 on ALEAT

School Choice

- Parents must be given the choice to transfer their child to a school within the district that is NOT identified for Title I School Improvement; the district will pay for transportation
- If funds are not sufficient, the lowest-achieving students from low-income families are to be given priority to enroll
- Parents must be informed if there are no schools within the district in which students may transfer



School Improvement Year 2

Parent Notification Letters

- Parents must be notified (14) days prior to the beginning of school or as otherwise directed by ADE
- Use ADE approved templates
- Prior to notifying parents, send a copy of the notification letter to your educational specialist

ASIP

- School must submit an Arizona School Improvement Plan by October 26, 2010 on ALEAT

School Choice – Free Tutoring

- Parents must be given the choice to transfer their child to a school within the district that has made AYP
- Parents may receive free tutoring for their child from an approved state Supplemental Educational Service
- A list of approved Supplemental Educational Service providers must be sent home to parents



School Improvement Corrective Action and Restructuring

Parent Notification Letters

- Parents must be notified (14) days prior to the beginning of school or as otherwise directed by ADE
- Use ADE approved templates
- Prior to notifying parents, send a copy of the notification letter to your educational specialist

ASIP

- School must submit an Arizona School Improvement Plan by October 26, 2010 on ALEAT

School Choice – Free Tutoring

- Parents must be given the choice to transfer their child to a school within the district that has made AYP
- Parents may receive free tutoring for their child from an approved state Supplemental Educational Service
- A list of approved Supplemental Educational Service providers must be sent home to parents

School Options

Schools must choose a “Correction Action” or “Restructuring” Option

Corrective Action	Restructuring
Replace school staff who are relevant to the failure to make AYP.	Reopen the school as a public charter school
Institute and implement new curriculum (with SBR professional development for staff).	Replace all or most of the staff (which may include, but not limited to, replacing the principal) who are relevant to the failure to may AYP
Significantly decrease management authority at the school level.	Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school.
Appoint an outside experts to advise on revising and implementing its school plan.	Turn the operation of the school over to the state, if permitted under state law and agreed to by the state.
Extend the school year or school day.	Carry out any other major restructuring of the school's governance arrangement that makes fundamental reforms to academic achievement in the school.
Restructure the internal organizational structure of the school.	

How should my school
get the planning process
started?



Standards and Rubrics for School Improvement



Circle each level of performance for the indicator and enter your data source/evidence.

Standard 1: SCHOOL AND DISTRICT LEADERSHIP

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				DATA SOURCE/ EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.13 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	A. The school staff and all stakeholders recognize the principal as the instructional leader of the school and consistently seek his/her input on a variety of instructional issues.	A. The school staff recognizes the principal as the instructional leader of the school and seeks his/her input on instructional issues.	A. The principal wants to be an instructional leader, but the majority of staff does not seek his/her input on instructional issues.	A. The principal does not show evidence of instructional leadership and staff does not seek his/her input on instructional issues.	<ul style="list-style-type: none"> •Parent focus groups •Observation •Interviews with school staff •Interviews with staff •Staff meeting agendas and minutes
	B. The principal engages students, staff, and other stakeholders in frequent conversations about student academic performance.	B. The principal leads staff in regular discussions about student academic performance.	B. The principal occasionally engages staff in discussions about student academic performance.	B. The principal rarely discusses student academic performance with staff.	



National Staff Development Council Standards Assessment Inventory

The SAI answers three initial questions:

(1) What is the overall picture of professional development in our school?

(2) What are the strengths and weaknesses of our professional development?

(3) Where might we focus attention to improve the quality of our professional development?



The SAI is a 20 minute, 60 item electronic survey to assess school staff perceptions of their level of implementation of the National Staff Development Council 12 staff development standards.

Learning Communities

Leadership

Resources

Data-driven

Evaluation

Research-based

Design

Learning

Collaboration

Equity

Quality Teaching

Family Involvement

Contact Eric Brooks at
eric.brooks@azed.gov

The *online* Arizona School Improvement Plan

ASIP is a **dynamic** planning tool designed to meet the needs of **any** Arizona school that wishes to engage in the process of continuous improvement, including schools that are mandated to do so.

ASIP is accessed through the Common Logon and ALEAT

ASIP meets requirements of AZ LEARNS and NCLB accountability measures. It also can be used to develop Title I Schoolwide plans.

Arizona School Improvement Planning Process

How will we know if what we are doing is making a difference?

- *Ongoing evaluation of plan as it is implemented
- *Benchmarks set
- *Revisions made along the way

Where are we as an educational system?

- *Conduct School Needs Assessment

How are our students doing?

- *Report and analyze student learning: summative; formative; and diagnostic

How will we implement?

- *Structures and frameworks are in place
- *Decision rules are created
- *Partnerships are established

How did we get to where we are?

- *Summarize and interpret data
- *Identify root causes
- *Analyze contributing causes

How are we going to get to where we want to be?

- *Develop strategies and action steps to implement in order to achieve goal(s) set

Where do we want to be?

- *Identify priorities
- *Conduct gap analysis to determine the differences between current status and the desired results
- *Goal setting

Plan Worksheet

- Section 1: Conduct a Needs Assessment using the Standards and Rubrics for School Improvement
- Section 2: Analyze and Interpret Student Outcome Data
- Section 3: Summarize and Interpret Data

Plan Worksheet

- Section 4: Identification of the Priorities and Setting Goals
- Section 5: Developing your School's Continuous Improvement Plan
- Section 6: Evaluation of Implementation

Section 1: Conduct a Needs Assessment using the Standards and Rubrics for School Improvement

Guiding Question: Where are we as an educational system?

Identify 4-5 strengths found from the Needs Assessment:

Identify 4-5 challenge areas found from the Needs Assessment:

Section 2: Analyze and Interpret Student Outcome Data

Guiding Question: How are our students performing?

Provide a detailed summary of the student data for the school. Include aggregate and disaggregated grade level data (see below chart), grade level or sub-group trends, identified strengths and continued challenges.

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	2010 AIMS Results			
AIMS Level	All Students	ELL	SPED	Low SES

Section 3: Summarize and Interpret Data

Guiding Question: How did we get here?

After the Needs Assessment and Student Outcome data have been analyzed the school must determine the root causes from the results. Based on the analyzed information, examine possible reasons for current level of performance. This requires the school to move from problem identification to problem solving.

Provide the conclusions the school has reached based on the analyzed data from the previous section. Include the data used for analysis, the observations, findings, identified root causes, and conclusions reached by the team.

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Section 4: Identification of the Priorities and Setting Goals.

Guiding Question: Where do we want to be?

Identify the strengths, needs and challenges of the school and students.

<i>Student Strengths</i>	<i>System Strengths</i>	<i>Student Needs</i>	<i>System Needs</i>	<i>Student Challenges</i>	<i>System Challenges</i>

Section 4: Identification of the Priorities and Setting Goals.

Guiding Question: Where do we want to be?

Identify the top 4 to 5 priorities for the school

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Goal Area	Goals
Reading	
Math	
Writing	
Graduation Rate (for High Schools only)	
English Language Learners	
Student Attendance	

S.M.A.R.T. Components

- **S**pecific & **S**trategic (what and why)
- **M**easurable (if you can measure it, you can manage it)
- **A**ttainable (it will stretch you, but it is within reach)
- **R**esults-based (must have an outcome)
- **T**ime-bound (a clear beginning and a clear end point)

Goal Statement



The goal statement for **ALL** school improvement plans is:

Improve student achievement in the areas of reading and mathematics, English language proficiency, attendance and/or graduation rate

SMART Goal



- All school improvement plans will have a SMART goal defining the measurement of the components in the Goal Statement
- All school improvement plans will have strategies directly related to their SMART goal
- All school improvement plans will have action steps for each strategy showing how the strategy will be implemented

Section 5: Developing you School's Continuous Improvement Plan

Guiding Question: How are we going to get to where we want to be?

Develop Strategies and Action Steps that when implemented will achieve the set goal(s).

Strategies by program type with action steps:

AZLEARNS School Improvement (non-Title I)	Schoolwide	School Improvement – all of SW or TA plus the following actions:	Targeted Assistance
<p>1.Intervention program for struggling students <u>Address reading, math and/or writing based on SI profile</u></p>	<p>1.Intervention program for struggling students <u>SBR programs</u> <u>Integrated with regular classrooms' standards-based curriculum</u></p>	<ul style="list-style-type: none"> •Provide extended learning time based on not making AYP •SES/Choice •<i>Implement Response to Intervention Model that includes a multi-tiered instructional support system</i> 	<p>1.Targeted interventions in reading and mathematics for most academically at-risk <u>Extended learning time</u> <u>Aligned with regular classrooms' standards-based curriculum</u></p>

School Plan Requirements

- AZ LEARNS School Improvement (non Title I)
- Schoolwide
- School Improvement Schoolwide
- School Improvement Targeted Assistance
- Targeted Assistance

School Improvement (Schoolwide)

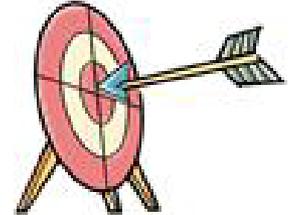
- **Goal Statement** (given)
- **SMART Goal:** Increase 10th grade reading scores from 46% to 60% and 10th grade math scores from 42% to 55% as measured by the 2011 AIMS; Increase the graduation rate from 50% to 70% as measured by the annual graduation rate report



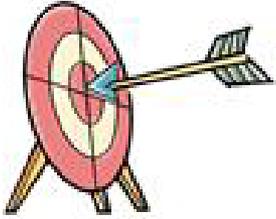
School Improvement (Schoolwide)

- **Strategy**: Implement a coordinated parental involvement program to increase graduation rate for high school students
- **Action Steps**
 - Hold spring orientation meetings with 8th grade students and parents to support transition to 9th grade
 - Provide opportunities for parents to learn strategies to prevent students from dropping out of school
 - Include parents in the development of student ECAPS

School Improvement (Targeted Assistance)



- **Goal Statement** (given)
- **SMART Goal**: Third grade students in the Falls Far Below category will decrease by 17% in both reading and math as measured by 2011 AIMS scores
- **Strategy**: Implement a Response to Intervention process



School Improvement (Targeted Assistance)

- **Action Steps:**

- Increase reading and math blocks from 60 to 90 minutes to allow for a 30 minute intervention time
- Offer an after school program in both math and reading giving first priority spacing to identified Title I Students

AZ LEARNS School Improvement (non Title I)

- **Goal Statement** (given)
- **SMART Goal:** Increase 7th grade writing scores by 10% as measured by the 2011 Spring AIMS
- **Strategy:** Implement a writing across the curriculum program for all 7th grade students



AZ LEARNS School Improvement (non Title I)



- **Action Steps:**

- Establish a research based writing curriculum
- Provide professional development for all teachers on the curriculum
- Implement curriculum in all classrooms
- Use walk-through observations to provide coaching for identified need
- Develop monthly benchmarks to monitor and evaluate student achievement
- Utilize all schoolwide programs (i.e. RTI, ESS, etc.) to support this initiative

Section 6: Evaluation of Implementation

Guiding: How do we know we achieved our goals?

What results do we want to get by implementing our plan? What are the benchmarks (monthly, quarterly) that need to be achieved to indicate our success? What will our timeline be for evaluation? Who will be responsible for evaluation?

What will the school leadership team do if the benchmarks are not achieved?

Arizona School Improvement Planning Process

How will we know if what we are doing is making a difference?

- *Ongoing evaluation of plan as it is implemented
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Where are we as an educational system?

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Where do we want to be?

- *Identify priorities
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Arizona School Improvement
Plans are due October 26, 2010

Is there a penalty for not getting your
ASIP submitted on time?

YES!

AZ LEARNS UNDERPERFORMING

The school is not eligible to receive monies from the classroom site fund for every day that a plan has not been received by the Superintendent of Public Instruction, plus an additional ninety days.

The State Board of Education shall require the superintendent of the school district to testify before the board and explain the reasons that an improvement plan for that school has not been submitted.



Arizona School Improvement Plan

**Utilizing Arizona LEA Tracker -
ALEAT - Application**



[LEA List](#)

[LEA Overview](#)

[Monitoring](#)

[Plan](#)

[File Cabinet](#)

LEA Overview

Sample LEA - Technical Assistance



LEA at a Glance



Monitoring

LEA Instruments

2010-2011 Cycle 1	In Progress
2010-2011 Cycle 2	In Progress
2010-2011 Cycle 3	In Progress
2010-2011 Cycle 4	In Progress
2010-2011 Cycle 5	In Progress
2010-2011 Cycle 6	In Progress
2010-2011 Cycle 6 ELL	In Progress
301 Plan	In Progress
Affirmation/Consultation	In Progress
Career Ladder	In Progress
Gov. Board Declaration	Received
Principal Declaration	In Progress
Superintendent Declaratio	In Progress
Teacher Evaluation System	In Progress
Technology Plan 2011-2014	In Proaress



Continuous Improvement Plan

LEA Plan Overview

Status: In Progress
Progress: 28 %

Goals

Implementation of the Transformation Model	In Progress
1A Reading/Language Arts Proficiency	In Progress
1B Mathematics Proficiency	Submitted
2 Equitable Distribution of Effective Teachers	In Progress
3 Proficiency in English for ELLs	In Progress
4 Safe, Drug-free Schools Conducive to Learning	In Progress
5 High School Graduation	Submitted
6 Parent Involvement	In Progress
7 Technology Literacy	In Progress
Technnology Literacy	Needs Further Action
HQ Teachers and Para-Professionals	In Progress

Schools in District (5)

- [ASIP/AZ Learns - Sample-001](#)
- [ASIP/Schoolwide - Sample-002](#)
- [ASIP/Targeted Assistance - Sample-003](#)
- [Schoolwide Plan - Sample-004](#)
- [Targeted Assistance Plan - Sample-005](#)



Arizona LEA Tracker (ALEAT)

Hi Marge! [Logout](#) [Help](#) [Setup & Maintenance](#)

[LEA List](#) [LEA Overview](#) [Plan](#) [File Cabinet](#)

[Continuous Improvement Plan](#) > [Budget](#) > [Timeline](#)



ASIP/Targeted Assistance - Sample-003 Continuous Improvement Plan

Status : **In Progress**
Progress : 0 % (0 of 6 Action Items Complete)

Continuous Improvement Plan

[Manage Goals](#)

[Plan](#) | [Implementation Checklist](#)

Expand Outline

Show [All Statuses](#) [All Funding Sources](#) [All Tags](#) [Update](#)

Goal

To improve student achievement

STRATEGIES: 2, 2 Incomplete
[Add Strategy](#) [Order Strategies](#)

ACTION STEPS: 0 of 6 Complete
TASKS: None

Estimated Cost : \$0.00
Budgeted : \$0.00
Actual : \$0.00



1.Increase overall reading achievement proficiency by 15% with a focus on grades 7 and 8 as measured by the Spring 2011 AIMS. 2.Increase overall math achievement proficiency by 12% with a focus on 10th grade as measured by the Spring 2011 AIMS. 3.Increase reclassification of ELL students to proficiency by 12% as measured by AZELLA Spring 2011. 4.Increase the attendance rate by 1% as measured by the 100th day attendance/membership report to ADE. 5.Increase the graduation rate by 12% as measured by the annual graduation report submitted to ADE.

TOTAL PLAN FUNDS: \$0.00

Estimated : \$0.00
Budgeted : \$0.00
Actual : \$0.00

[Arizona Department of Education](#)

For questions related to ALEAT, please contact: ALEAT@azed.gov

Continuous Improvement Plan

Manage Goals

Plan Implementation Checklist

▼ [Collapse Outline](#)

Show

<p>► Goal To improve student achievement</p>	<p>STRATEGIES: 2, 2 Incomplete Add Strategy Order Strategies</p>	<p>ACTION STEPS: 0 of 6 Complete ↳ TASKS: None</p>	<p>Estimated Cost : \$0.00 Budgeted : \$0.00 Actual : \$0.00</p>	<p> </p>
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1. Increase overall reading achievement proficiency by 15% with a focus on grades 7 and 8 as measured by the Spring 2011 AIMS. 2. Increase overall math achievement proficiency by 12% with a focus on 10th grade as measured by the Spring 2011 AIMS. 3. Increase reclassification of ELL students to proficiency by 12% as measured by AZELLA Spring 2011. 4. Increase the attendance rate by 1% as measured by the 100th day attendance/membership report to ADE. 5. Increase the graduation rate by 12% as measured by the annual graduation report submitted to ADE.

<p>► STRATEGY Expanded Learning Opportunities</p>	<p>ACTION STEPS: 4 Add Action Step Order Actions</p>	<p>Estimated Cost : \$0.00 Budgeted : \$0.00 Actual : \$0.00</p>	<p> </p>
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Implement research based pull-out and push-in intervention programs for targeted grades and students to learn prerequisite and grade level skills in reading and math.

ACTION STEP	RESPONSIBLE	STATUS	
<p>Choosing Programs Research and choose a reading pull-out intervention program and a math push-in intervention program.</p> <p>↳ TASKS: None</p>		<p>Not Begun 8/16/2010</p> <p>Estimate: \$0.00</p>	<p> </p>
<p>Funding Identify funding sources to support materials and extra TA positions for pull out and push in intervention programs.</p> <p>↳ TASKS: None</p>		<p>Not Begun 8/16/2010</p> <p>Estimate: \$0.00</p>	<p> </p>

What is the LEA's
responsibility and
accountability?



LEA Role & Responsibility

The LEA should:

- Tier schools according to need
- Provide equitable resources to all schools
- Review plans to ensure there is a system framework between schools and the LEA
- Establish student achievement goals in reading and mathematics and hold all schools accountable for meeting those goals.
- Monitor school plan implementation and provide support/technical assistance/resources for success

LEA Role & Responsibility

The LEA is responsible for helping schools:

- Implement bold and dramatic changes, based on their data, that drastically increase student learning
- Focus on quality, not on quantity
- Build capacity and supports at all levels
- Understand that improvement is a continuous process

The LEA Improvement Process



LEA Improvement Definition

The LEA is in Improvement if:

the LEA fails to make AYP for two consecutive years in the same indicator and across all grade spans

LEA AYP Determination

- The schools' data is aggregated to the LEA level.
- All schools within the LEA are included—even non-Title I schools.
- The N number remains 40.

AYP INDICATORS

Reading and Math	Each subject is assessed separately, however, each subject requirement includes meeting the required percent tested in the subject <i>and</i> meeting the subject AMO
Percent Tested	Not less than 95% of each group of students who are enrolled in the school, are required to take the assessments Failing to meet either percent tested or AMO within a subject results in the subject indicator not being met
Graduation Rate	The graduation rate must be 80% or show a 2% increase over the previous year in unified and high school LEAs
Attendance	A 90% attendance rate, based on the 100 th day, is required to meet the indicator in elementary LEAs



LEA:	Dist. ID:
ABC Unified District	XXXX

2009 -10 Title I Dist. Improvement Status	Corrective Action
2009 -10 Title III Dist. Improvement Status	Corrective Action II

	Reading						Math						Graduation
	Grades 3-5		Grades 6-8		Grade 10		Grades 3-5		Grades 6-8		Grade 10		
	% tested	AMO	% tested	AMO	% tested	AMO	% tested	AMO	% tested	AMO	% tested	AMO	
2009	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		3rd: SPED, Low SES 5th: SPED		6th: SPED 7th: SPED, Low SES	10th: H			3rd: Low SES 5th: SPED		6th: SPED 7th: SPED	10th: All, H, SPED, Low SES		
2008	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3rd: SPED 4th: B, SPED 5th: SPED		6th: W, SPED 7th: B, SPED	6th: SPED	10th: All, W, SPED		3rd: SPED 4th: SPED		6th: W, SPED 7th: B, SPED	6th: SPED, Low SES	10th: All, H, W, SPED, Low SES		
2007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	4th: SPED	5th: SPED	6th: SPED	7th: Indian, SPED			4th: SPED 5th: Indian, SPED		6th: SPED	6th: SPED, low SES			

LEA:	Dist. ID:
DEF Elementary	1234

2008-09 Title I District Improvement Status	
2008-09 Title III District Improvement Status	None

	Reading				Math				Attendance
	Grades 3-5		Grades 6-8		Grades 3-5		Grades 6-8		
	% tested	AMO	% tested	AMO	% tested	AMO	% tested	AMO	
2009	✓	✗	✓	✗	✓	✓	✓	✗	✓
		3rd: SPED 5th: SPED		7th: SPED, ELL 8th: SPED, ELL				7th: SPED	
2008	✓	✓	✓	✗	✓	✗	✓	✗	✓
				6th: SPED 8th: SPED		3rd: SPED		6th: SPED	
2007	✓	✗	✓	✗	✓	✓	✓	✗	✓
		3rd: SPED 4th: SPED 5th: SPED		6th: SPED 7th: SPED, ELL 8th: SPED, ELL				6th: SPED	

Federal Title I LEA Improvement Requirements

- NCLB specifies a number of consequences for those districts that are identified for LEA Improvement.
 - Notify parents of students who attend a school in a district in need of improvement
 - Set-aside 10% of the LEA's Title I Funds for professional development
 - Develop or revise an LEA Continuous Improvement Plan
 - Include the 8 Required Components under NCLB Title I Law

Eight Required Components of Title I per NCLB Act

1. Use **Scientifically Based Strategies** to strengthen core programs
2. Identify **actions that have the most chance of success** to improve academic achievement of standards
3. Set aside and spend **10% on professional development**
4. Write **SMART goals for each subgroup** that missed AYP

Eight Required Components of Title I per NCLB Act

- 5a. Address the fundamental **teaching and learning needs** in the schools
- 5b. Address the **specific academic problems** of low-achieving students
- 5c. Determine **why the LEA's prior plan failed** to bring about increased student academic achievement

Eight Required Components of Title I per NCLB Act

6. After school activities (include as action step)
7. Specify the responsibilities of the state educational agency and the local educational agency under the plan, including specifying the technical assistance (State System of Support)
8. Include strategies to promote effective parental involvement in the school

Self-Assessment

(Standards and Rubrics for LEA Improvement)

- Leadership
- Curriculum, Instruction and Professional Development
- LEA Assessments
- Culture, Climate, and Communication
- Resource Management



Self-Assessment

A Self-Assessment is a systematic way of assessing the strengths and limitations of an LEA's educational system by....

- ✓ **Identifying strengths of the LEA**
- ✓ **Identifying possible problems in the LEA**
- ✓ **Finding the root cause in order to solve problems**
- ✓ **Targeting use of resources**



Federal Title I LEA Improvement Requirements

- In addition, for LEAs in Corrective Action one or more of the following options must be selected:
 - (i) Deferring programmatic funds or reducing administrative funds.
 - (ii) Instituting and fully implementing a new curriculum that is based on State and local academic content and achievement standards, including providing appropriate professional development based on scientifically based research for all relevant staff, that offers substantial promise of improving educational achievement for low-achieving students.

Implementing a New Curriculum

- Core curriculum aligned to AZ standards in reading and math
- Pacing guides that include standards/objectives to be covered, time frames, resources, and assessments
- Identification and addressing gaps between standards and materials



Implementing a New Curriculum

- Formative and summative assessments
- Data driven instruction using Best Practices
- A Response to Intervention (RTI) System in place
- Fidelity of curriculum implementation
- Evaluate effectiveness of curriculum



Redirecting Funds

What funds?

- All Federal Funds
- ELL Funds (state and federal) if a Title III indicator is missed
- SPED funds, if SPED is missed



Corrective Action Option

- Include the option in the LEA Continuous Improvement Plan on ALEAT as:
 - A strategy under reading or math
 - A new goal
 - Embedded in action steps

Corrective Action Option

- Notify ADE of the option(s) chosen, why it was selected and how it will be evaluated
- Commit to address professional development needs of the LEA
- Submit to ADE by September 15, 2010 by email or by US mail

Calendar of Events



- August 24, 2010 ALEAT Training 8:30 – 12:00
- August 25, 2010 ALEAT Training 8:30 – 12:00
Washington Elementary School District Office
- August 26, 2010 ALEAT Training 8:30 – 12:00
Mingus Union High School, Cottonwood
- August 26, 2010 ALEAT Training 8:30 – 12:00
Murphy Elementary School District
- August 27, 2010 ALEAT Training 8:30 – 12:00
Yuma Elementary School District

Calendar of Events



- August 30, 2010 ALEAT Training 8:30 – 12:00
Flagstaff School District
- August 31, 2010 ALEAT Training 8:30 – 12:00
Safford High School
- September 1, 2010 ALEAT Training 8:30 – 12:00
Pinal County Superintendent's Office, Florence
- September 2, 2010 ALEAT Training 8:30 – 12:00
Amphitheater High School, Tucson
- ALEAT Webinar – Date to be determined

CALENDAR OF EVENTS

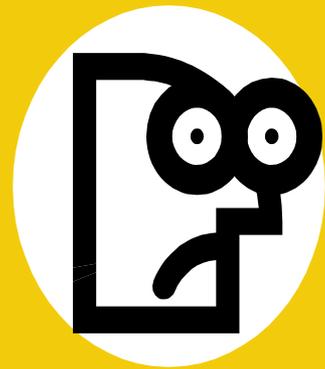
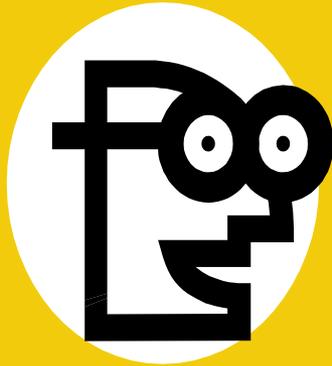
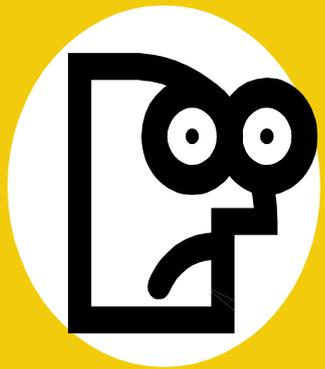
- Quarterly Regional Trainings:

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It's QUESTION TIME !!