

Graduation is the expectation!

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Amy Starzecki, Assistant Superintendent
Dr. Michael Cary, Director of Curriculum & Instruction
Dr. Tawnyea Lake, Director of Assessment, Evaluation & Performance

Agenda

- Overview of district initiatives
 - MTSS
 - PLCs
 - Positive School Climate
- MTSS introduction
- Next steps
- Graduation data overview



Students are at-risk of dropping out before grade 9...

Elementary				
Kindergarten Ready	Read Well by Grade 3	Achievement Gap	Graduation	Career & College Ready
		Secondary		

World's Best Workforce

Achievement Gap

- High quality early childhood-The gap starts before kindergarten!
- Multi Tiered Systems of Support (MTSS)
- Positive school culture that enhances cultural competency
- Data driven instruction (via PLCs)
- High quality extended learning
 - Summer/after school programming
- Comprehensive support services for children/families (medical, mental health, etc.)-Full Service Community Schools

Excerpt from Closing Achievement Gaps: An Association Guide (NEA)

District Initiatives

DW-CIP

MTSS

PLCs

Positive School Climate

MTSS

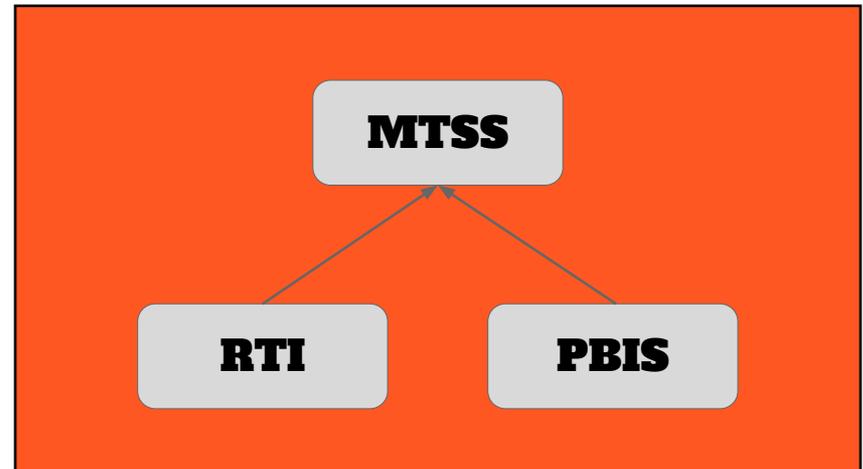
Essential Components

- Leadership
 - Building level and district level
 - Effective Core Instruction
 - Tiered Instruction
 - Assessment Plan
 - Screening
 - Diagnostic
 - Progress Monitoring
 - Problem-Solving Process
 - Infrastructure-Master Schedule
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MTSS

RTI

PBIS

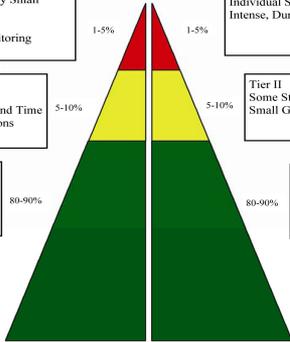


Academic Systems

Tier III
Individual Students/Very Small Group
High Intensity
Frequent Progress Monitoring

Tier II
Some Students (at-risk)
Additional Instruction and Time
Small Group Interventions
Progress Monitoring

Tier I
All Students
Universal Screening



Behavioral Systems

Tier III
Individual Students
Intense, Durable Procedures

Tier II
Some Students (at-risk)
Small Group Interventions

Tier I
All Settings
All Students
Preventive
Proactive

Leadership

District Continuous Improvement Team

District-Wide Elementary
Continuous Improvement Team

District-Wide Secondary
Continuous Improvement Team

Site-Specific Elementary
Continuous Improvement Teams

Site-Specific Secondary
Continuous Improvement Teams

Kindergarten
Ready

Read Well by
Grade 3

Achievement
Gap

Graduation

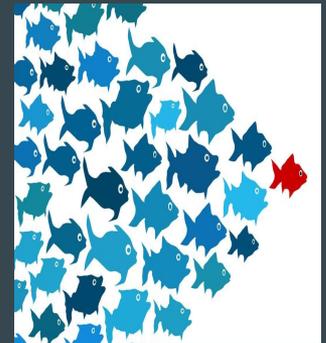
Career & College
Ready

Leadership capacity provides the necessary infrastructure to make and sustain improvement (Parrett & Budge, 2016).



Leadership

Leadership is second only to classroom instruction among all school-related factors that contribute to student learning (Louis et al., 2010).



Core Instruction



- Organized in content areas
- Aligned to required MN state standards
- Ongoing formative assessments
- Heavily focused on reading and mathematics at the elementary level
 - Balanced Literacy Blocks (up to 120 minutes)
 - Comprehensive Math Approach (approx. 75 minutes)
- Broadens as students progress through the grade levels
- The most important aspect of MTSS

Assessment Plan

Screening/Benchmark Assessments:

- Quick and efficient measures
- Administered 3x/year (Fall, Winter, Spring)
- Helps identify individual students who do not meet grade-level expectations
- Predicts student performance

Progress Monitoring Assessments:

- Sensitive to growth to determine effectiveness of interventions
- Quick assessment that has minimal impact on instructional time

Diagnostic Assessments:

- Provides additional information used to plan more effective instruction and targeted intervention

Tiered Instruction

All students continue to receive core instruction. Tiered instruction (interventions) are IN ADDITION to core.

As students move through tiers, intensity may increase by:

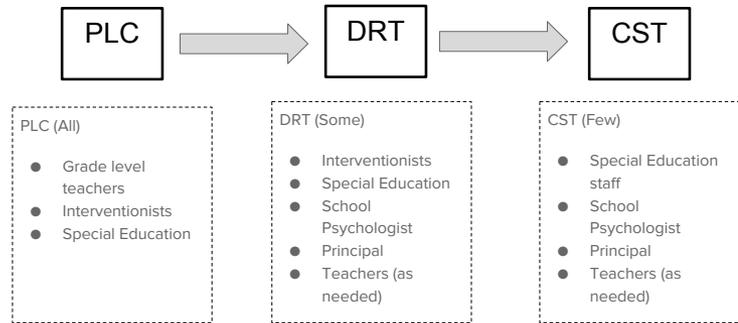
- Ratio of teacher to student
- Minutes of direct instruction
- Targeted and specific instruction



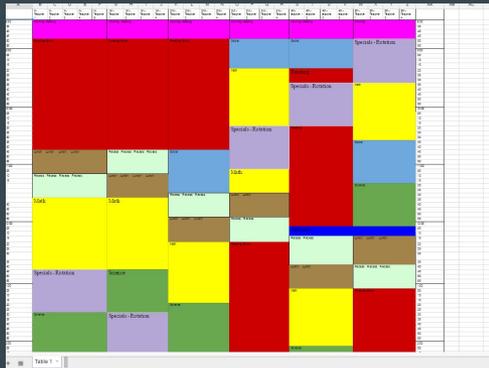
Problem Solving Process



Team Members



Infrastructure



Goal:
Principals work together to develop consistent master schedules that include additional instruction for tiered supports.

What gets monitored gets done...



MTSS Pilot Schools Action Plan

Balanced Literacy Practice Profile Example:

Core Component or Critical Feature	Contribution to the Desired Outcome	Expected/Proficient: Description of educator behavior	Developmental: Description of educator behavior	Needs Improvement: Description of educator behavior
Selection of text	Teacher previews and selects a "just right" text to support new learning for the group at their instructional level.	<ul style="list-style-type: none"> Text is at the student's instructional reading level Text contains rich language and meaning Text aligns to the skills/strategy being taught in the guided reading lesson 	<ul style="list-style-type: none"> Text is at the student's instructional reading level Text lacks rich language and meaning 	<ul style="list-style-type: none"> Text is not appropriate for student's instructional level Text does not align with skills being taught

Looking Forward

Continue to ensure effective implementation of our district initiatives:

- MTSS, PLCs, & Positive School Climate

Early Childhood Update: Increase K readiness

Leadership teams implement research-based practices and monitor the work

- New SIP structure



*What gets monitored gets done...
District level, school level and classroom level*

Looking Forward (cont.)

MDE grant (dropout prevention for special education)

- Check & Connect
- Special Education course offerings

Achievement Centers–Office of Education Equity

- College and career readiness program for underserved student populations

CTE

- New courses: Fab Lab, etc.
- Career Academies



Research Specific to Graduation

- Strong leadership at every level
 - High expectations for ALL!
- High emphasis on reading and writing
- Data, data, data-monitor student outcomes frequently
 - Attendance rates
 - Missing assignments
- Check & Connect and PBIS
- Review of graduation requirements?

Sources:

- Turning High Poverty Schools Into High Performing Schools (Parrett and Budget, 2012)
- Ronald Edmonds, 1979
- What Works Clearinghouse: Institute of Educational Sciences
- 90/90/90 Schools (Doug Reeves)
- National Dropout Prevention Center/Network at Clemson University

2015 Graduation Data