

## Managing Multiple Initiatives at the Elementary Level

How is your district coordinating/comprehensively addressing the following initiatives: Teacher Evaluation Process, Minnesota Blueprint for Literacy, Reading Well by 3<sup>rd</sup> Grade, “New” Criteria for Specific Learning Disability, Alternative Delivery of Specialized Services Grant?

### Teacher Evaluation Process

\*\*\*Must coordinate staff development activities under sections [122A.60](#) and [122A.61](#) with this evaluation process and teachers' evaluation outcomes;

Effective staff development activities include:

focus on the school classroom and *research-based strategies* that improve student learning; provide opportunities for teachers to *use student data as part of their daily work* to increase student achievement; improve student achievement of state and local education standards in all areas of the curriculum *by using best practices methods*; effectively meet the needs of a diverse student population, including *at-risk children, children with disabilities, and gifted children*, within the regular classroom and other setting;

\*\* Must use an agreed upon *teacher value-added assessment model* for the grade levels and subject areas for which value-added data are available and *establish state or local measures of student growth* for the grade levels and subject areas for which value-added data are not available as a basis for 35 percent of teacher evaluation results;

The purpose of the Minnesota Growth calculation is to compute a standardized growth score for each students who took the same test in two consecutive administrations (e.g., students who took the reading MCA in grades 3 and 4). The Minnesota Growth methodology qualifies as a "grade to-grade" growth model..which....possesses some of the same features that make ...value-added modeling useful.

### Minnesota Blueprint for Literacy

Priority 1:

Develop an infrastructure to implement and sustain high quality literacy practices statewide.

MDE has partnered with the National Center on State Implementation and Scaling Up of Evidence-based Practices (SISEP). This partnership will provide the support necessary to ensure we incorporate the *science and research* behind effective implementation .... It is the goal of the MDE to operationalize systemic change from within .. by examining and understanding educational practices (*the what*) and developing the capacity (*the how*) to support those practices system-wide (Fixsen, Blase, Horner & Sugai, 2009).

Goal #1: Improve literacy outcomes for our state’s most disadvantaged learners by developing a cohesive state literacy plan highlighting instructional practices for reading, writing and oral language grounded in evidence and scientifically based research. To build coherent systems of education.. several key factors need to be incorporated... *data-driven decision making process, a focus on evidence based practices, alignment of curriculum, instruction and assessment practices, instructional leadership, job-embedded professional development plans, and multi-tiered systems of support* to fully meet the needs of all learners from birth through grade 12.

Goal #2: Increase Teacher Effectiveness and Instructional Leadership for ALL Birth-Grade 12 Educators in *using evidence and scientifically-based reading and writing research* to improve instructional literacy practices at all levels.

## Reading Well by 3<sup>rd</sup> Grade

- Reading Well by Grade 3
  - Scientifically based reading instruction
  - Parent notification
  - Intervention
  - Staff development
- Local Literacy Plan
  - To ensure reading proficiency by the end of Grade 3
- Provide comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4
- Identify before the end of kindergarten, grade 1, and grade 2 students who are at risk of not learning to read and not reading at grade level before the end of second grade
- Locally adopted assessment method and data reported to commissioner annually by June 1
- Local literacy plan
  - a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3.
  - The plan must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs.
  - The district must post its literacy plan on the official school district Web site.
- Includes Proficiency Aid and Growth Aid
- Proficiency aid = \$85 x school's enrollment on October 1 of the previous year x percent of third graders meeting or exceeding proficiency on the third grade reading MCA, averaged across the previous three test administrations (FY 10, 11 & 12 for FY 13 aid).
- Growth aid = \$85 x school's enrollment on October 1 of the previous year x percent of fourth graders making medium or high growth on the reading MCA, averaged across the previous three test administrations.
- For FY 2013 only, state total aid is capped at \$48,585,000. No proration is anticipated, but will depend on 2011 & 2012 test results.

## “New” Criteria for Specific Learning Disability

The child must receive two interventions, as defined in Minnesota Statutes, section 125A.56, prior to evaluation,

**125A.56 Subdivision 1.Requirement.** (a) Before a pupil is referred for a special education evaluation, the district must conduct and document at least two instructional strategies, alternatives, or interventions using a *system of scientific, research-based instruction and intervention* in academics or behavior, based on the pupil's needs, while the pupil is in the regular classroom. The pupil's teacher must document the results.

The new rule has often been misinterpreted because “we aren’t doing RTI”. However, the law is not giving a choice regarding doing SRBI, it only gives districts a choice in how they ultimately validate inadequate progress— either by a rigorous plan detailed in the district TSES and delivered with fidelity (RTI), or confirming with additional testing and use of discrepancy model.

## **ADSIS – Alternative Delivery of Specialized Services**

Funds are from targeted state aid to fund special education services. A portion of funds are allocated to provide direct service and targeted interventions for students needing early intervention and prevention services. There is opportunity to align core components of State Literacy Plan in area of multi-tiered systems of support.

Funding information was out in Feb, 2012 but ISD 709 was not prepared to apply. This money has been available for over 5 years and Duluth could have been eligible for up to 500,000 dollars of funding each of these years.

### **Is your district prepared?**

How effective is your district in the following areas:

- Process for determining Scientific-Research Based vs. Research Informed vs. Reasoned Judgment
- Implementing 20-45 minutes of researched-based interventions in addition to core curriculum
- Matching instruction and interventions to accelerate growth in specific skill areas
- Collecting weekly/monthly/triannual progress monitoring data
- Using progress monitoring data to inform instruction and guide interventions
- Targeting resources to ensure 80% of students are successful in core instruction
- Collaboration and/or Co-teaching with gen-ed/sped/related service professionals/administration