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Associates™

Knowledge. Strategies. Results.

Adding Value to the Work of Illinois and Wisconsin

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Objectives for the Webcast

- To help Advisory Council members understand the work of the Great Lakes West Comprehensive Assistance Center
- To help Advisory Council members understand the challenges facing the state education agencies (SEAs)
- To help Advisory Council members understand the guidance and direction from the U.S. Department of Education (ED)

Assistant Secretary Henry Johnson

➤ Thomas Jefferson

- Public education is still about training citizens to participate in a democracy.

Assistant Secretary Henry Johnson

- What is capacity building?
 - Increasing and enhancing knowledge—know what they did not know before
 - Guidance in designing an evaluation for the Wisconsin Statewide System of Support
 - Wisconsin self-assessment rubric: Resource on effective strategies
 - Crosswalk between research base and the Wisconsin Department of Public Instruction's *District Self-Assessment Handbook*

Assistant Secretary Henry Johnson

- What is capacity building?
 - Increasing and enhancing knowledge—know what they did not know before
 - Gathering from other states information about creating a bank of technical assistance
 - Illinois review of highly qualified teacher plans
 - High school renewal: Strategies and approaches for the Illinois State Board of Education
 - Skills—do what they could not do before

Assistant Secretary Henry Johnson

➤ Guiding principles

- Must be sustained—must be able to know and do when the regional comprehensive assistance centers are not around.
- Must be tied to student learning outcomes.

Session Topics

➤ Day 1

- English language learner instruction and assessment
- District improvement strategies
- Statewide systems of support
- Promising Practices Initiative
- Title II and teacher quality
- Improving and evaluating supplemental educational services (SES) programs

➤ Day 2

- Material review, vetting, and quality standards
- Students with disabilities
- High school redesign and improvement
- School restructuring
- Improving data use at the district and school levels
- Title I assessment and accountability

High School

➤ Issues

- High school redesign—making changes now (examples from Louisiana, Mississippi, and South Carolina)
- Adolescent literacy—The Center on Instruction is working in this area (www.centeroninstruction.org).

High School

➤ Issues

- Districts and SEAs need to support schools in need of improvement.
- Statewide System of Support (SSOS)—
The SSOS needs to include high schools.

Note: High school teachers need professional development for working with students with disabilities in their classrooms.

Students With Disabilities

- Response to Intervention (RTI) moving into general education
- Early intervening services
- Web resource:
 - Westat: Disproportionality technical assistance
 - <http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>

Statewide Systems of Support

- Purpose of SSOS: To increase the opportunity for all students served by local education agencies (LEAs) (districts) and schools to meet the state's academic content and student achievement standards (Section 1117 of the Elementary and Secondary Education Act)

Statewide Systems of Support

➤ National priorities

- Provide support and assistance to districts with schools subject to corrective action.
- Provide support as necessary to ensure the effectiveness of these teams.
- Provide support and assistance to districts and schools participating under Title I that need support and assistance to carry out the requirements.

Supplemental Educational Services

➤ Issues

- Resources needed—Cost and time
- Louisiana has developed good state policies for SES providers.

➤ Resource

- <http://www.centerii.org/participants.html>

Supplemental Educational Services

➤ To start

- Determine specific questions the SES evaluation needs to answer.
- Identify the resources that can be allocated reasonably to support the evaluation planning, data collection, analysis, reporting, and dissemination.

Title I Assessment and Accountability

- Assessments provide an objective measure of achievement.
- Accountability is one of the four pillars of No Child Left Behind (NCLB) and key to reaching proficiency for all by 2013–14.
- Amendments to the State Accountability Workbooks are due February 15 (in the past April 1).

Title I Assessment and Accountability

- State must receive approval before implementing amendments.
- Current workbooks are on the ED website.
- Workbook approval letter includes changes by elements.
 - <http://www.ed.gov/admins/landing.jhtml>
- Growth model—All new proposals due November 1 (limit of 10)
 - <http://www.ed.gov/admins/lead/account/growthmodel/index.html>

Assessment Plans

- Greatest challenge to states
 - Explaining assessment to districts
 - Formative assessment
 - Assessment linked to instruction
 - Science assessments (2007–08)

District Improvement Strategies That Work

- National assessment of Title I—Interim report
 - 42 percent of districts report having problems analyzing student data.
 - 41 percent of districts report having problems identifying and implementing effective curriculum and instructional models
 - 40 percent of districts report having problems meeting the instructional needs of students with disabilities

District Improvement Strategies That Work

➤ Law provides

- Continuum of actions
- Statewide systems of support
- LEA improvement plan

District Improvement Strategies That Work

➤ Statewide systems of support

- Focus in many states—LEAs in corrective action
- Jackie Jackson, ED: Need to begin thinking preventively: “How do we keep schools and districts from entering into improvement?”
- Intervention—Should map backward from restructuring phase.

District Improvement Strategies That Work

➤ Professional development

- Needs to focus on
 - Curriculum and instruction
 - Processes
 - Governance (before restructuring happens)
 - Various levels within the system

District Improvement Strategies That Work

- Title I out-of-compliance areas
 - Qualified paraprofessionals
 - Parent involvement
(notifying parents of choice)
 - Identification of schools in need of improvement



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