Districts in Corrective Action

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Introductions

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Overview

- What is District Corrective Action
- How Does a District Enter Corrective Action Status
- AYP Calculations
- Specific Corrective Actions
- ISBE’s Requirements
- District Requirements
- Rising Star
- The role of the RESPROs
Corrective action is the collective name given to steps taken by a state department of education that substantially and directly responds to serious instructional, managerial, and organizational problems in the district that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics.
How Does a District Enter Corrective Action Status?
AYP Calculations & Trends

➢ To make AYP a district or school must meet ALL of the following three requirements...

➢ Participation Rate on State Assessment
➢ Performance
➢ Attendance/Graduation Rate
Participation Rate

- At least 95% of the students must be tested in reading and mathematics in the ALL group and for each subgroup.

- If the current year’s participation rate is less than 95%, the participation rate for AYP will be considered sufficient if:
  - the average of the current year and the preceding year is at least 95% or
  - if the average of the current year and the two preceding years is at least 95%.
Performance

- Students in the ALL group and each subgroup must have performance levels of at least 85.0% for 2011 Meeting/Exceeding standards for reading and mathematics.

- For any group (including the ALL group) with less than 85.0% for 2011 Meeting/Exceeding standards, a 95% confidence interval will be applied, which may enable the group to meet AYP. Subgroups may also meet this condition through Safe Harbor provisions.
For 2010, non-high schools had to achieve an attendance rate of at least 91%.

For 2010, high schools had to achieve a graduation rate of at least 80%.
Assessments Included in the AYP Calculations

- Illinois Standards Achievement Test (ISAT) Reading & Mathematics for grades 3–8
- Prairie State Achievement Examination (PSAE)–Reading & Mathematics for grade 11
- Illinois Alternate Assessment (IAA)–Reading and Mathematics for grades 3–8, and 11
Open IWAS at the ISBE website.
Use your username and passwords.
Search for Systems Listing for Annual e-Report card.
Left hand margin: see pathways of state/federal status
No Child Left Behind (NCLB)

- Districts receiving Title I funds are subject to corrective action by ISBE after failing to make AYP for four consecutive years.

- NCLB also specifies that ISBE may identify a district for corrective action at any time after the district enters improvement status (i.e., fails to meet AYP for two consecutive years).
Corrective Actions

- NCLB requires ISBE to take one or more of the following corrective actions in a district:

1. Defer programmatic funds or reduce administrative funds;
2. Institute and fully implement a new curriculum based on State and local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff;
3. Replace LEA personnel who are relevant to the inability of the district to make adequate progress;
4. Remove individual schools from the jurisdiction of the district and arrange for their public governance and supervision;
5. Appoint a receiver or trustee to administer the affairs of the district in place of the superintendent and school board; and/or
6. Abolish or restructure the district.
Institute and Fully Implement a New Curriculum

- Which must include mathematics and English language arts
- Verify that new curriculum
  - Includes scientifically research based practices
  - Closely aligns to the learning standards
- Address professional development to support new curriculum
- provide local assessments that are aligned with the learning standards
ISBE’s Requirements

Once ISBE identifies a district for corrective action, the agency must:

1. Take at least one of the previously mentioned corrective actions, as consistent with State law; and

2. Continue to ensure that the district is provided with technical assistance
District Requirements

- A district in corrective action must:
  1. within three months of identification, develop a District Improvement Plan in consultation with parents, school staff, and any outside expert who are providing assistance;
  2. implement the improvement plan at the beginning of school year;
  3. budget and expend at least 10 percent of its Title I allocation each year on professional development that directly addresses the achievement problems across the district that caused it to be identified and;
  4. Notify Parents of the district’s improvement status.
Technical Assistance
Statewide System of Support

- The Regional System of Support Providers (RESPROS) have shifted attention away from serving all schools in federal and state academic status.
  - RESPROS are only serving corrective action districts and schools that are in Choice/SES status or higher.
  - Corrective Action districts will receive intensive and ongoing support from RESPRO coaches with weekly engagement.
  - RESPRO coaches will utilize a continuous improvement process, driven by indicators of effective practice, using tool called *Rising Star*.
District Improvement Plan

- Movement away from static 2-year plans driven by areas of deficiency

  Toward

- Continuous improvement using indicators of effective practice
Data and the Service Cycle

- Identify
- Assess/Review
- Monitor Results
- Support
- Plan
Why Rising Star?

- Moves us beyond compliance toward continuous improvement.
- Grounded in research on effective practice.
- Provides indicators of effective practice.
- Allows district and school teams to assess, plan, and monitor their progress.
Why Rising Star

- The indicators of effective practice provide a framework that supports a comprehensive review of current practice that moves us beyond assessments to also consider:
  - curriculum
  - instruction
  - leadership
  - community and family engagement
  - culture and climate
  - professional development
  - comprehensive planning
  - assessment
Why Rising Star

- Guides everyone in the same direction
  - Roles are Clear
  - Purpose is Shared
  - Effort is Aligned
  - Partnerships Prevail
  - Change is Sustained

- Rising Star provides a structure for improving performance with plenty of how flexibility
The Structure is Built Using Indicators of Effective Practice

Grounded in the Research and Evidence of What Works in School Improvement
The work happens in teams
Improving the Performance Of

The District.
   The School.
      The Classroom.

And Ultimately...
   The Student.
What about IIRC

- The goal is full integration
- If you are a district in corrective action or school in year 2 improvement status or higher and
  - need to submit a plan this year you will do it through Rising Star
  - already have an plan you will monitor its implementation through Rising Star.
What Role Will RESPROs Play?

RESPROs Will:

- Provide a highly skilled coach who is charged with providing essential “pressures and supports” to an improvement team to attain the ultimate goal of raising student achievement.

- Work closely with the superintendent and principal to plan and prepare for improvement team meetings.

- Support the implementation of the team’s priority areas and align activities and resources with the needs of the improvement team.
What Role Will RESPROs Play?

- The RESPRO coach supports the development of individual and group skill and knowledge in the areas of:
  - team functions
  - assessment of student learning
  - assessment of school programs and practices
  - effective instructional practices
  - school policies and procedures that promote student achievement
  - monitoring implementation
  - monitoring impact of change strategies
  - action planning

- The coach builds the capacity of the team to do its work
Next Steps

- Establish District Leadership Team to work with RESPRO coach.
- Attended AREA meeting with District & School leadership.
- Submit District Plan by October 29, 2010.
- Look for password for Rising Star