

Maryland Support to Low-Performing Schools

Maryland State Department of Education
Division of Student, Family and School Support

May 2006



What Matters Most?

“The State’s role for providing technical assistance to schools and school systems in improvement is based on a joint partnership with local education agencies and a belief that all students will meet the proficiency goals set by No Child Left Behind by 2014.”

Nancy S. Grasmick –
State Superintendent of Schools
Chair of the School Improvement Workgroup

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LEA and School Numbers

24 LEAs **869,113 Students**

1409+ Schools **107,243 Instructional Staff**

385 Title I Schools **34,194 Non-Instructional Staff**

LEAs & Schools in Improvement

241 Schools in improvement **9 LEAs in improvement**

97 Title I schools in improvement **149 Schools in Years 1 & 2**

9 Schools in Corrective Action **83 Restructuring Schools Years 1 & 2**

Guiding Principles Who's on First

- **Local education agencies (LEAs) bear the majority of the responsibility for support to low performing schools.**
- **All Department divisions must coordinate and sustain high quality technical assistance focused on increasing LEA capacity to support low performing schools.**
- **The State has a responsibility to monitor the effectiveness of LEA support to schools in improvement.**
- **The most commonly requested training from LEAs is for content and instructional strategies for reading and mathematics based on the Voluntary State Curriculum.**

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Our Commitment

- **Maryland General Assembly committed \$11+ million to support schools in improvement - from Year 1 to Restructuring to exiting. This is beyond the \$6+ million in federal Title I funds.**
- **Collaboration among all divisions within the State Department of Education**
- **Consolidation of State and Federal funds**
- **Staff dedicated to statewide school improvement within the Division of Student and School Services**
- **Development of a School Profile Database**
- **Focused professional development**
- **MSDE Website**

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Three Components of Statewide Technical Assistance

Technical Assistance in Reading, Mathematics, and Leadership

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| <ul style="list-style-type: none"> • Available to all LEA and school staff • Priority given to Year Two and Corrective Action schools • Customized based on student and staff needs | <ul style="list-style-type: none"> • Reading TA with a focus on principals, coaches, and key instructional staff needs • Differentiation of instruction for staff and students • Reflective teaching/leadership practices |
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Three Components of Statewide Technical Assistance

School Profile Process for Schools in Corrective Action	Technical Assistance to Schools In Restructuring
<ul style="list-style-type: none"> • In depth student needs analysis • Teacher Capacity Needs Assessment • On-site visits, interviews, monitoring, and guidance to schools 	<ul style="list-style-type: none"> • Guidance for the development of Alternative Governance Models • Review and approval of SIP with Alternative Governance by State Board • On-Site Monitoring

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Technical Assistance in Reading and Mathematics

Division of Instruction

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Process for Building Capacity for Local Education Agencies

- Phase I Regional Introductory Meetings
- Phase II LEAs request professional development support from MSDE
- Phase III Discuss and finalize Collaborative Agreements between MSDE and LEA
- Phase IV Identify professional development participants
- Phase V Implement, evaluate, and monitor all trainings

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Collaborative Agreements

A SCHOOL MUST...

- Develop a professional development plan to implement information presented by MSDE
- Provide time for coaches to support teachers as they implement new knowledge
- Have principals conduct observations with follow-up conversations
- Evaluate the impact of MSDE-provided professional development and revise PD plan accordingly
- If in Corrective Action, participate in the School Profile Process

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Collaborative Agreements

AN LEA MUST...

- Identify a planning team to work collaboratively with MSDE
- Identify names of LEA and school based personnel who will attend all PD sessions
- Share the expectations for implementing MSDE information with school based leadership teams and provide continued support for principals
- Identify personnel who will prioritize and implement action steps identified through the School Profile Process

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Collaborative Agreements

MSDE MUST...

- Facilitate LEA planning meetings to determine the focus of PD based on an analysis of LEA and school needs
- Work with the LEA to identify specific learning goals for principals, teachers, and students
- Facilitate the joint planning, delivery, and evaluation of focused professional development
- Monitor and report LEA implementation and provide staff to assist schools through the School Profile Process
- Train MSDE staff on State reading and math curriculum

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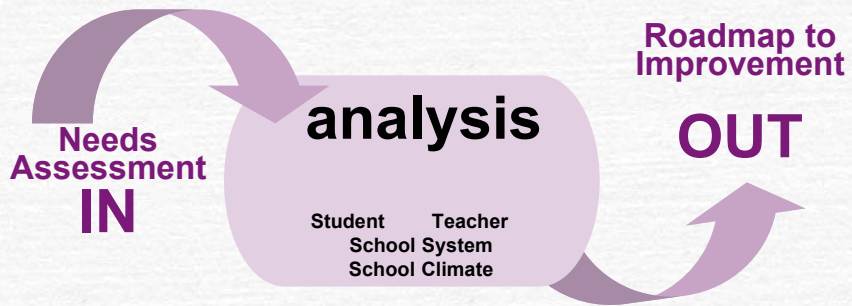
School Profile Process

DIVISION OF STUDENT AND SCHOOL SERVICES

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School Profile Process

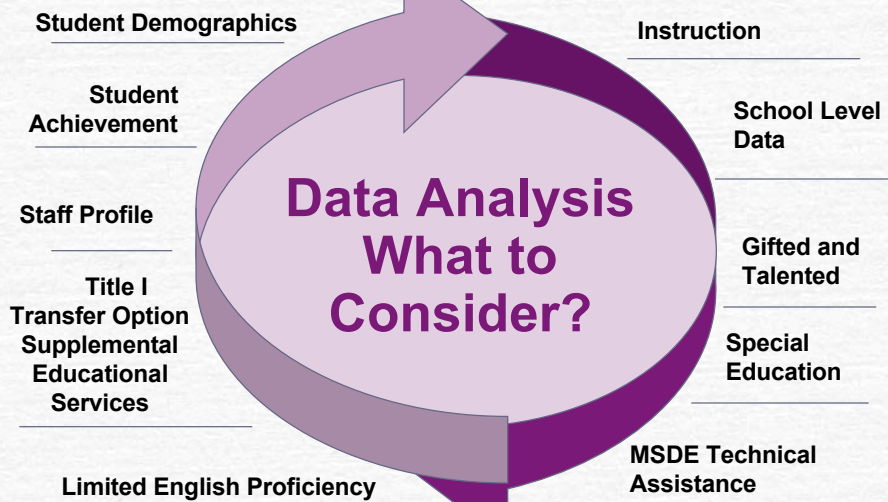
With accurate information,
informed decisions can be made.



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School Profile Process

State/Local Data Sets identified by the MSDE School Improvement Workgroup



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Teacher Capacity Needs Assessment

- WHAT** Analysis of teacher capacity to implement and assess reading and mathematics in the Voluntary State Curriculum (VSC)
- WHO** School administration, reading & math resource personnel, department chairs, team leaders, special ed representatives, SIT members, central office staff, etc.
- WHY** Identify root causes, build consensus on possible solutions and action steps, inform the school improvement process

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Technical Assistance to Schools in Restructuring

DIVISION OF STUDENT AND SCHOOL SERVICES

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Paradigm Shift

FROM...

- Assigned coaches to schools in restructuring

TO...

- A heavy emphasis on building the capacity of local education agencies and school leadership to assist schools in improvement with targeted instructional strategies, implementation of the Voluntary State Curriculum, and assessment of student knowledge

How Is This Accomplished?

- Developing guidelines for school improvement plans for schools in Restructuring Year 1 to ensure compliance with NCLB, inclusion of the ten requirements of school improvement, and for Title I schools the 10 schoolwide components and the components for Targeted Assistance
- Approving School Improvement Plan – Alternative Governance Models by the State Board of Education
- Monitoring approved activities
- Awarding State School Improvement Grants to assist with the implementation of approved activities

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MSDE Technical Assistance

- Assist low-performing schools to ensure compliance with Federal and State regulations
- Conduct on-site visits to monitor effectiveness of approved plans and modifications to programs
- Offer suggestions for improvement
- Award State School Improvement Grants
- Provide resources and a network for collaborative improvement

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Available Resources

- **School Improvement Checklist 2005-2006**
- **Teacher Capacity Needs Assessment**
- **Achievement Matters Most**
- **M-PAC Report**
- **Supplemental Educational Services**



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