

## **Improving Student Achievement Initiative Flexible Learning Year Application**

**District Name:**

**District Number:**

**School or Program Name:** Improving Student Achievement Initiative

**Application/Revision Date:** February 5, 2010

**Date Received:** \_\_\_\_\_

**124D.12 Application must include a description of the type of flexible learning year program that the district wishes to implement.**

**45-15, flexible all year, 4-quarters, 4-day week, quinmester, other-specify: extended learning year**

Twenty-five (25) schools in Southwest Minnesota, with a total combined student population of **16,153** students and **1,380** staff, have joined together in order to respectfully request permission from the Commissioner of Education to implement a program called the *“Improving Student Achievement Initiative.”*

This request is for the category of “other-specify”:

In joint cooperation (MS 120.40), and in order to *“suitably fulfill the educational needs of [our] pupils”* (MS 124D.12), we are requesting that the Commissioner of the Minnesota Department of Education, under Minnesota Rule 3500.1000, grant permission to implement a flexible learning year program for the 2010-11, 2011-12 and 2012-13 school years,

The first day of school for the 2010-11 school year is set for Monday, August 23, 2010.

The first day of school for the 2011-12 school year is set for Monday, August 22, 2011.

The first day of school for the 2012-13 school year is set for Monday, August 20, 2012.

Each school district will create a custom district calendar within the parameters of a “common calendar.”

**124D.123 Application describes whether the program is for a single school or district-wide.**

This application is a “district-wide program” for each individual district. It is submitted in cooperation with a Consortium of 25 school districts including active participation from the SW/WC Service Cooperative located in Marshall, Minnesota. The proposal is designed to improve student achievement for 16,153 students in southwest Minnesota.

Each school district will submit an individual application.

Consortium schools participating for THREE YEARS (2010-11, 2011-12, 2012-13) include:

<b>District #</b>	<b>Name</b>	<b>Students</b>	<b>Staff</b>
1. 0511-01	ADRIAN	617	46
2. 0513-01	BREWSTER	141	11
3. 0891-01	CANBY	522	47
4. 0081-01	COMFREY	147	19
5. 0581-01	EDGERTON	308	32
6. 0402-01	HENDRICKS	166	13
7. 0671-01	HILLS-BEAVER CREEK	328	28
8. 0403-01	IVANHOE	151	15
9. 2895-01	JACKSON COUNTY CENTRAL	1,128	84
10. 2167-01	LAKEVIEW	572	47
11. 2184-01	LUVERNE	1,200	99
12. 0415-01	LYND	126	16
13. 0413-01	MARSHALL	2,170	175
14. 0635-01	MILROY	35	5
15. 0414-01	MINNEOTA	447	39
16. 0173-01	MOUNTAIN LAKE	472	48
17. 2897-01	REDWOOD AREA	1,233	102
18. 0516-01	ROUND LAKE	121	11
19. 2902-01	RTR	553	50
20. 0084-01	SLEEPY EYE	611	57
21. 0085-01	SPRINGFIELD	588	47
22. 2904-01	TRACY AREA	758	64
	TRACY AREA (BALATON )	54	5
23. 2898-01	WESTBROOK-WALNUT GROVE	548	49
24. 0177-01	WINDOM	886	81
25. 0518-01	WORTHINGTON	2,271	190
	Totals	<b>16,153</b>	<b>1,380</b>

- Source: MDE School Report Card (all licensed professionals) October 1, 2008

**3500.1000 subp.1 Application describes how it will accomplish at least one of the following:**

- A. improve instructional quality;**
- B. increase cost effectiveness;**
- C. make better use of community resources or available technology**
- D. establish an alternative eligibility criteria intended to identify pupils in need of special education services.**

The application is targeted to accomplish item “**A. improve instructional quality.**”

## **PART ONE – Research & Improving Instructional Quality**

### **Research Based Hypothesis**

Consortium schools hypothesize that within three years, student achievement will increase as a result of quality instructional time added in advance of assessments.

The Consortium defines *instructional time* as instructional days and minutes added to the school calendar *in advance of state and national assessments*.

### **A. Time for Academic Success**

Consortium schools have reviewed research related to how adding time affects student performance. Although the primary research is nearly two decades old, consortium schools are convinced that the findings are valid and can be generalize to anchor this proposal.

Consortium schools are persuaded by validity of research demonstrating the positive effects that additional instructional time has on learning (Berliner, 1990).

Consortium schools add time to learning by shifting instructional days that occur after assessments and placing them in advance of assessments.

Consortium schools are convinced by research which indicates that *additional days* must have an *academic purpose*. Added time must be more than mere *time allocated* to the beginning of the school year. Added time must be filled with activities designed to improve student achievement (Berliner, 1990). Effective instructional days and hours (learning) are defined as “*time on task*” where the student is “*behaviorally oriented to the teacher or task*” (Gettinger, 1985). Spending less instructional time than is needed negatively affects students in two ways: 1) a *lower degree of learning*, and 2) a *lower retention rate* (Gettinger, 1985).

### **B. Training for Academic Success**

Consortium schools are convinced by research showing that the *effective use* of the additional time *by teachers* is critical to increasing student achievement. Research indicates that teachers who are good at the *management of instructional time*, the *control of attention*, and the *alignment of curriculum contents* with the desired outcomes of *instruction increase performance on standardized test scores* (Berliner, 1990). Consortium schools believe that research demonstrates the critical need for high quality, effective, intentional and focused staff development activities designed to help teachers make the most of instructional time (Berliner, 1990).

The Consortium is convinced that research authenticates both the Minnesota Staff Development Standards and the National Staff Development Council Standards as effective models of professional development leading to academic success for students. “Professional development” is defined as a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.

## **PART TWO – Strategies & Improving Instructional Quality**

### **A. Time for Academic Success**

**General Days Devoted to Academic Success:** This application maximizes “general” instructional days to benefit students. It adds *days in advance of critical state and national assessments*.

No other calendar options are currently available to schools whereby days can be added prior to these assessments since nearly all breaks are fixed by state law, contractual agreements or past practice. Adding days to the beginning of the school year, rather than at the end of the school year is consistent with our desire to capture “high impact instructional time” and prepare students for success. The Consortium views “high impact instructional time” as time that students have a high degree of motivation to attend school and engage in school activities. Again, the consortium believes that motivation is greater in the fall than in the spring.

**Optional Programmed Days Devoted to Academic Success:** This application maximizes “programmed” instructional days to benefit students. Programmed days are suited to meet individual school districts within the Consortium desiring to devote time to meet the unique needs of students.

Two examples of Programmed Days include:

- 1) **Eclectic Sessions within the Calendar Year:** This proposal adds seven to ten days between the start of school and the state assessment calendar whereby schools may have the opportunity to devote concentrated time to meet the eclectic needs of students such as: 1) prepare for state assessments, 2) facilitate participation in academic enrichment and remediation programs, and/or 3) exposure to unique and advanced academic programs.
- 2) **Extended School Year:** This proposal allows Consortium schools to create an extended school year to meet the needs of students not meeting academic standards. Extended school year programs may start when school ends in the middle of May and last until the end of May or early June as individually determined by each district. Consortium schools believe that the extended school year options maximize student motivation and learning opportunities.

**Increasing Instructional Time:** The generalized chart below, based on 175 instructional days, shows how adding 10 instructional days to the Common Calendar impacts instructional time in advance of high stakes state and national tests.

**Various MCA testing windows are scheduled to BEGIN between November 2 and April 26.**

Test	Date	Percent Increase in Instructional Time
ACT	September 11, 2010	+ 250
ACT	October 23, 2011	+ 31
GRAD Writing Retest Grades 10-12	November 2, 2010	+ 26
GRAD Writing Retest Grades 10-12 (Make-up)	November 9, 2010	+ 23
ACT	December 11, 2010	+ 16
ACT	February 12, 2011	+ 10
ELL Testing Begins	March 7, 2011	+ 9
ELL Testing Ends	March 25, 2011	+ 8
MTAS Reading, Math, & Science Begins	March 28, 2011	+ 8
MCA Modified Mathematics Begins	March 28, 2011	+ 8
MCA Modified Reading Begins	March 28, 2011	+ 8
MCA Science Testing Begins	March 28, 2011	+ 8
ACT	April 9, 2011	+ 7
MCA Paper and Pencil Reading & Math Gr 3–8 Begins	April 11, 2011	+ 7
MCA Modified Reading Grades 5–8 Begins	April 11, 2011	+ 7
MCA Paper and Pencil Reading & Math Gr 10 & 11: Seg. 1 & 2	April 12, 2011	+ 7
MCA Modified Paper and Pencil Reading & Math Gr 10 & 11: Seg. 1 & 2	April 12, 2011	+ 7
GRAD Writing Grade 9	April 12, 2011	+ 7
MCA Paper and Pencil Reading & Math Grades 10 & 11: Seg. 3 & 4	April 13, 2011	+ 7
MCA Modified Paper and Pencil Reading & Math Grades 10 & 11: Seg. 3 & 4	April 13, 2011	+ 7
GRAD Writing Retest (Seniors Only)	April 19, 2011	+ 7
GRAD Writing Grade 9 (Make-up)	April 19, 2011	+ 7
GRAD Writing Retest (Seniors Only) (Make-up)	April 26, 2011	+ 7
ACT	May 2, 2011	+ 6
AP Tests Begin May 2 -13	May 2, 2011	+ 6

**Various MCA testing windows are scheduled to END between April 29 and May 20.**

MCA Paper & Pencil Reading & Math Reading Ends	April 29, 2011
MTAS Reading & Math Ends	April 29, 2011
MCA Modified Math Ends	April 29, 2011
MCA Modified Reading Ends	April 29, 2011
MCA Grades 3-8 Online Mathematics Ends	May 20, 2011
MCA Science Ends	May 20, 2011
MTAS Science Ends	May 20, 2011
GRAD Writing Retest	July 19, 2011
GRAD Writing Retest (make-up)	July 20, 2011

**Achievement Centered Semester Break:** Interruptions in the learning process negatively impact the learning process. Current school calendars interrupt the school curriculum learning process (second quarter / first semester) by a seven to ten day winter (holiday) break. This interruption negatively impacts the learning and often requires lesson review.

The proposed calendar schedules the first semester to end prior to the December holiday break with the second semester beginning after the holiday break. This eliminates the 7 to 10 day interruption and creates an uninterrupted semester with no unit interruption.

**Achievement Centered Motivation:** Adding seven to ten days in advance of critical state and national assessments increases student motivation in three ways.

**First,** student motivation increases when students have ample time to learn and practice for assessments. Scheduling an additional seven to ten days in advance of these assessments allows this to happen.

**Second,** student motivation increases when students improve their performance on assessments. Seven to ten additional days scheduled in advance of these assessments allows this to happen.

**Third,** anecdotal evidence leads us to conclude that student motivation for academic achievement decreases after the state assessments are completed (late April to mid May) leaving students less inclined to attend to schoolwork. Removing seven to ten days after state assessments and scheduling these days in advance of these assessments is a more effective use of time and maximizes student motivation.

## **B. Training for Academic Success**

**Achievement Centered Staff Development:** Currently, no common calendar exists among schools in southwest Minnesota. With the creation of the Consortium, common staff development activities can be created and designed to increase student achievement.

The Consortium believes that adding more time to the calendar in advance of assessments without addressing *how teachers use that time* only solves part of the student performance equation. Therefore, this application not only creates a common calendar; it *mandates coordinated staff development activities* among Consortium schools, *within the framework of that common calendar*. These coordinated activities are designed to equip teachers, paraprofessionals, and administrative staff with ideas and methods to *improve instructional quality* resulting in increased student learning.

**Increasing Achievement Through the Use of Limited Resources:** Present state and local school economies limit resources critical to improving teacher effectiveness and student learning. This application creates opportunities designed to maximize these dwindling resources. Consortium schools are required to pool professional expertise presently existing in our Consortium schools, and financial resources, in order to provide focused, effective and high-quality professional development opportunities.

**3500.1000 subp.3 Application includes the goals and objectives of the program and the activities used to accomplish the objectives.**

**ACTIVITY #1 – PROGRAMMED DAYS:** Schedule “programmed days” devoted to increasing student achievement.

**Goals & Objective:** These days are suited to meet the needs of individual school districts within the Consortium that plan to set aside time to meet the unique needs of students. Schools within the Consortium can choose among activities tailored to meet district needs.

**Activity A:** Some Consortium schools may plan to devote seven to ten days of concentrated time to meet the individual needs of students in order to 1) prepare for assessments, 2) facilitate participation in academic enrichment and remediation programs, 3) exposure to unique and advanced academic programs, and/or 4) meet academic standards.

**Activity B:** Some Consortium schools may plan to extend the school year to meet the needs of students not meeting academic standards. Extended school year programs may start when school ends in the middle of May and last until the end of May or early June as individually determined by each district. Consortium schools believe that the extended school year options maximize student motivation and learning opportunities.

**ACTIVITY #2: GENERAL STAFF DEVELOPMENT:** Implement staff development activities designed to increase student achievement.

**Goals & Objective:** A premise of this application is that successful schools impact student achievement through powerful, deliberate and consequential teacher development.

The Consortium believes that the purpose statement of the National Staff Development Council clearly identifies the critical role that staff development plays in student achievement.

*“Every educator engages in effective professional learning  
every day so  
every student achieves.”*

Therefore, the Consortium is committed to high quality professional development, grounded in the best practice activities as defined by the Minnesota Department of Education and the National Staff Development Council.

The Consortium will create activities that benefit teachers and ultimately the students under their care. Activities will be data driven, evaluative, research-based, focused on best practice, student-centric, motivational and collaborative. Activities will also give teachers the opportunities to become instructional leaders.

A general description of the trainings includes:

1. Disaggregate student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement processes. (Data Driven)

2. Use multiple sources of information to guide improvement and professional practice and demonstrate the impact of these information sources to demonstrate impact. (Evaluation)
3. Prepare educators to apply research to make instructional decisions. (Research-based)
4. Use learning strategies appropriate to the intended goal. (Design/Best Practice)
5. Apply knowledge about human learning and improvement. (Learning)
6. Provide educators with the knowledge, time, and skills to collaborate. (Collaboration)
7. Require skillful school and district leaders who guide continuous instructional and organizational improvement. (Leadership)

**Activity A:** District staff development coordinators and/or a representative from each school district will meet to schedule and plan common professional development activities for teachers, paraprofessionals and administrators that are consistent with best practice standards as defined by the National Staff Development Council.

**Activity B:** Five days will be set aside to conduct common staff development activities--three full days and two early release days. These will be used for staff activities within the district and among Consortium districts.

The three full days in the 2010-2011 calendar are:

Wednesday	August 18, 2010
Monday	January 17, 2011
Monday	March 14, 2011

The two “early out” days in the 2010-2011 calendar are:

Wednesday	October 20, 2010
Friday	February 18, 2011

Note: The staff development days for Year 2 (2011-12) and Year 3 (2012-13) will be determined at a later date.

**ACTIVITY #3 – COMMON CALENDAR:** Create a school calendar designed to increase student achievement.

**Goals & Objective:** Add days in advance of state and national assessments and improve the scheduling of holiday interruptions in order to increase student performance on high stakes assessments.

**Activity A:** Create a common Consortium school calendar that adds school days and hours in advance of state and national tests:

For the 2010-11 school year, the first day of school will be Monday, August 23, 2010, instead of the mandated start date currently set for Tuesday, September 6, 2010.

For the 2011-12 school year, the first day of school will be Monday, August 22, 2011, instead of the mandated start date currently set for Tuesday, September 5, 2011.

For the 2012-13 school year, the first day of school will be Monday, August 20, 2012, instead of the mandated start date currently set for Tuesday, September 3, 2012.

**Activity B:** Create a common Consortium school calendar that eliminates the traditional December holiday interruption of first semester (2<sup>nd</sup> quarter) learning.

For the 2010-13 school years, the last student day before the winter holiday will be December 22<sup>nd</sup> or December 23<sup>rd</sup>.

**ACTIVITY #4 – PROFESSIONAL LEARNING COMMUNITIES:** Create professional learning communities (PLCs) designed to increase student achievement.

**Goals & Objective:** Develop, implement, and deploy a common framework across districts to institute PLCs by applying the DuFour model for professional development.

The NSDC recognizes that educators benefit from participation in regional or national school reform consortia that connect schools with common interests. Consortia (PLCs) may be organized as virtual networks, face to face meetings or a combination of both. The Consortium believes that these networks will become vital sources of professional information and knowledge. In addition, it is believed that PLCs will provide essential interpersonal support and accountability in order to ensure that change actually occurs and is sustained over time. ([www.nsd.org/standards/learningcommunities.cfm](http://www.nsd.org/standards/learningcommunities.cfm)) – accessed 11/4/09

This is an essential component for applying the professional learning community model within and across the participating districts.

The PLCs will operate with an ongoing commitment to continuous improvement through experimentation and engagement of the members to improve daily practice to advance student achievement and meet school district goals and individual goals for student learning.

**Activity:** PLCs will meet during the school year to exchange 1) successful instructional and assessment strategies, and 2) relevant knowledge (data) about learning, learners and student achievement.

The Consortium supports the following findings by the NSDC that are essential components for applying professional learning communities with and across districts.

The Consortium believes that educators benefit from participation in regional or national school reform consortia that connect schools with common interests.

Consortium PLCs may utilize technology to create “virtual networks” that will allow staffs to meet.

Source: ([www.nsd.org/standards/learningcommunities.cfm](http://www.nsd.org/standards/learningcommunities.cfm))

Year One: Develop and begin implementation of the PLC structure among all 25 districts.

Year Two: PLCs will meet at least 3 times during the school year.

Year Three: PLCs will meet at least 5 times during the school year.

**ACTIVITY #5 - TEACHER INDUCTION PROGRAM:** Implement teacher induction activities designed to increase student achievement.

**Goals & Objective:** Consortium schools believe student achievement is increased through effective teacher induction programs.

Consortium schools will identify content specific mentors within each school and among participating school districts.

This model of induction will provide participating districts with the support to provide ongoing formative coaching and observations to support a new teachers' development and will be utilized to improve instruction.

Ultimately, this induction model, which will include established and trained mentors, will be linked to the standards of effective practice (see MDE mentoring models) in order to help new teachers grow and provide effective instruction.

This induction model will create a network of teachers that may draw teachers from isolation, providing a community of reflection, personal support, learning, and collaboration. This induction model will provide new teacher support, through inter-district and/or intra-district approach.

**ACTIVITY #6 - POST SECONDARY CONNECTIONS:** Create college and university connections, relationships and partnerships resulting in invitations to participate and plan Consortium activities designed to improve teacher effectiveness and student achievement.

Consortium students' educational needs will be served as K-12 schedules are aligned with area post-secondary institutions. All of our schools have university contracts for student teachers to be placed in our school districts and the current calendar makes this more difficult. In addition, practicum experiences for the college students will be better aligned.

Currently, Minnesota Statute sets the school start date as September 7, 2010, or later. The start date for area post-secondary schools in the area is August 23 or 24, 2010. A start date that is common to post-secondary consortium schools enables us to align the schedules and programs of K-12 and post-secondary schools to better meet the needs of students in both institutions. This will also facilitate collaborative opportunities between the university staff and K-12 staff in each of the consortium schools. (The STEM grant currently has college professors working with our staff in the area of mathematics.)

The current 2010-11 start date for Consortium schools is set for  
Monday, August 23, 2010

The current 2010-11 start date for area post-secondary institutions are:

Minnesota State University Mankato - Start Date: August 23, 2010

Minnesota West Community Colleges (All campuses) - Start Date: August 23, 2010

Southwest Minnesota State University (Marshall) - Start Date: August 23, 2010

Bethany Lutheran College (Mankato) - Start Date: August 24, 2010

South Central Community College (Mankato) - Start Date: August 24, 2010

**Goals & Objective:** Consortium schools believe student achievement is increased through cooperative connections with area colleges and university personnel.

Consortium schools will create opportunities for connections to be established with area colleges and universities that increase teachers' instructional effectiveness.

Consortium schools will create opportunities for connections to be established with area colleges and universities that increase student performance.

**124D.12 Application must show that it will suitably fulfill the educational needs of its pupils.**

**A. A calendar(s) is provided and shows that the proposal provides at least as many instructional hours as were provided in the prior school year for every school, i.e., elementary, middle and high school.**

No participating school district will reduce its instructional hours or days under this proposal. Each superintendent has certified on a separate assurance page that this proposal does not decrease instructional time (minutes, hours or days). See Appendix D—Assurance Statement on Instructional Time. Each district will provide a more detailed report on instructional minutes if requested.

**B. A description, including any research, of the instructional impact of the program.**

See Appendix A – Description of Research

**124D.123 If not district-wide, application describes how students and siblings will be assigned to program. Siblings assigned to same schedule unless parents request otherwise:**

Students will be assigned to classrooms in a manner consistent with prior school years.

**3500.1000 subp. 4 If the program is not district-wide, the application must describe how parents of students with an IEP shall have the opportunity to approve or disapprove placement in the program.**

The flexible learning year proposal does not change the educational opportunities offered to students with an IEP.

Nevertheless, students with an IEP will have an opportunity along with the rest of the students in the school district to comment on the effectiveness of the program.

**3500.1000 subp. 3 Application includes specific state rules from which the district requests exemption, if any.**

The proposal does not request an exemption or modification of any rule established by the Minnesota Department of Education.

**124D.124 District has conducted, at a minimum, three community meetings with published notice to the teachers, employees, and parents of pupils affected.**

See Appendix E – Community Meeting Unified Report Form

**124D.125 If not district-wide, application includes description of how teachers were assigned to the program.**

Teacher assignments will not change under this proposal.

**3500.1000 subp. 3 Application includes a definite time limit which may not exceed three years.**

The application request is for THREE years.

Year 1 – 2010-2011

Year 2 – 2011-2012

Year 3 – 2012-2013

**3500.1000 subp. 3 Application includes the evaluation procedures to be used.**

SUMMARY of Evaluation Procedures: The Consortium of school districts will collect the following data from each individual district to determine the effects of the program. A master report will be created and submitted to MDE on or before August 15 to report the findings for each year.

The 2010-11 results are due August 15, 2011.

The 2011-12 results are due August 15, 2012.

The 2012-13 results are due August 15, 2013.

Consortium schools are aware of MDE's desire to have a report submitted to MDE by July 1 of each year. The Consortium believes that August 15 is a more realistic due date and aligns with the release of district performance data to the public.

## PERFORMANCE GOALS, INDICATORS AND TARGETS

### 1.0 PROGRAM SUPPORT (Teachers, Parents & Students)

**1.1 Performance Goal:** Teachers, parents and students will indicate a high level of support for the program's overall academic benefits for students.

**1.2 Performance Indicators:** The Consortium will measure performance over time by administering a perception survey to teachers, parents and students in the spring of 2011, 2012 and 2013. Low, moderate and high support for the program will be measure on a 3 or 5 point scale. The results will be annually reported to MDE.

**1.3 Performance Target:** By the end of the 2013 school year, the percentage of teachers, students and parents who report a high level of support for the program will be 90%.

### 2.0 ACADEMIC PERFORMANCE (Reading & Mathematics)

Margaret Biggerstaff provided WebEx training and resources to 22 Consortium districts on goal setting on January 8, 2010. She also helped set reasonable Consortium goals.

**2.1 Performance Goal:** Students in all Consortium schools will reach high academic standards in reading and mathematics.

**2.2 Performance Indicators:** The Consortium will measure performance over time by the following:

- **Baseline Data** - District-wide baseline data for the 2008-09 school year will be created for each individual school district. See Appendix C—Individual District Target Goals Worksheet
- **Annual District Target Goals** - Each individual school district will create annual (SY11, SY12, SY13) district-wide reading and mathematics target goals for the following measures for reading and math index rates. Adequate yearly progress is calculated based on our index rates. After we receive our 2010 results, we will revisit the goals set in this application. Districts will annually report its baseline and adjusted TARGET GOALS and its PROGRESS toward reaching each target goal. See Appendix C—Individual District Target Goals Worksheet
- **Consortium Target Goals** - In addition to the individual school district reports, annual Consortium-wide target goals will be created for the following measures for reading and math index rates. The Consortium will annually reports its baseline and adjusted TARGET GOALS and its PROGRESS toward reaching target goals. See Appendix I—Consortium Target Goals Worksheet

**2.3 Performance Targets:** Reading and mathematics target goals will be created for the following:

**AYP Index Rates:** The AYP index rates in reading and mathematics on the Minnesota State Assessments (MCA-II/MTELL/MTAS) for all students will increase from the Spring 2010 to Spring 2013 school year. (The MTELL will be discontinued after the 2010 school year). Goals for each district are found in the Appendix C—Individual District Target Goals Worksheet.

**Example: Reading**

District Number	District Name	# Oct 1 Valid Scores	# of Index Points	Index Rate	Goal Index Rate for 2010	Goals Index Rate for 2011	Goal Index Rate for 2012	Goal Index Rate for 2013
0511	Adrian	297	245.5	82.66	85.66	88.66	91.66	94.66

### 3.0 WRITTEN COMPOSITION PERFORMANCE

**3.1 Performance Goal:** Students in all Consortium schools will reach high academic standards in written composition.

**3.2 Performance Indicators:** Consortium will measure performance over time by annually administering state assessments. After we receive our 2010 results, we will revisit the goals set in this application. In each Consortium school district, the percent of students proficient on the Grad Test of Written Composition will be reported to MDE by August 15.

**3.3 Performance Target:** The percentage of students proficient on the Grad Test of Written Composition (9<sup>th</sup> grade students only) will increase from spring 2010 to spring 2013 in the Consortium schools. Goals for each district are found in the Appendix C—Individual District Target Goals Worksheet

### 4.0 AMERICAN COLLEGE TEST PERFORMANCE

**4.1 Performance Goal:** Students in all Consortium schools will reach high academic standards in all schools.

**4.2 Performance Indicators:** The Consortium will monitor performance over time by annually administering national assessments. In each Consortium school district, the composite score on the American College Test (ACT) for all students will be reported to MDE by August 15.

**4.3 Performance Target:** The composite score on the American College Test (ACT) will be monitored from 2010 to 2013 for the Consortium schools. Baseline data is found in Appendix C—Individual District Target Goals Worksheet.

### 5.0 TEACHER QUALITY & EFFECTIVENESS

#### 5.1 Staff Development Perception

**1 Performance Goal:** Teachers and administrators will indicate a high level of support for the program's staff development activities.

**2 Performance Indicators:** The Consortium will measure performance over time by administering a perception survey to teachers and administrators in the spring of 2011, 2012 and 2013. Low, moderate and high support for the staff development activities will be measure on a 3 or 5 point scale. The results will be annually reported to MDE by August 15.

**3 Performance Target:** By the end of the 2013 school year the teachers and administrators that report a high level of support for the program's staff development activities will be 90%.

## **5.2 Staff Development Activities**

**1 Performance Goal:** All Consortium students will receive instruction and support from teachers, paraprofessionals and administrators trained in methods designed to increase student achievement.

**2 Performance Indicators:** The Consortium will measure performance over time by annually reporting the staff development activities conducted to increase student performance with a brief description of: 1) the activity, 2) the flexible learning year goal(s) it addresses, and 3) the anticipated impact on student achievement, and 4) the percentage of teacher, paraprofessionals, and administrator participants. The results will be annually reported to MDE by August 15.

**3 Performance Target:** By the end of the 2013 school year the percentage of teachers, paraprofessionals and administrators who participate in the scheduled staff development activities will be 100%.

## **5.3 Teacher Induction Programs**

**1 Performance Goal:** All Consortium students will receive instruction and support from teachers and administrators trained in methods designed to increase student performance.

**2 Performance Indicators:** The Consortium will measure performance over time by annually reporting the teacher induction activities conducted to increase student performance with a brief description of: 1) the activity, 2) the flexible learning year goal(s) it addresses, 3) the anticipated impact on student achievement, and 4) the percentage of teacher and administrator participants. The results will be annually reported to MDE by August 15.

**3 Performance Target:** By the end of the 2013 school year the percentage of Consortium schools that have a teacher induction program will be 100%.

## **5.4 Professional Learning Communities (PLCs)**

**1 Performance Goal:** All Consortium students will receive instruction and support from teachers who have a common understanding of PLCs, and participate in PLCs designed to increase student performance.

**2 Performance Indicators:** The Consortium will measure performance of this goal over time by annually reporting: 1) training activities designed to create a common understanding of PLCs, 2) the number of PLCs created across the Consortium both inter-between, and intra-

within district PLCs, 3) the number of *times* the individual PLCs met, and 4) the percentage of *teachers participating* in PLCs. The results will be annually reported to MDE by August 15.

**3 Performance Target:** By the end of the 2013 school year 100 % of the Consortium teachers will participate in PLCs, and the PLCs will meet for 100% of the scheduled times.

## 6.0 HIGHER EDUCATION CONNECTIONS

**6.1 Performance Goal:** All Consortium students will receive instruction, designed to increase student performance, from districts that have created connections with area higher education institutions created to improve teacher quality and effectiveness for both pre-service teachers and teacher practitioners.

**6.2 Performance Indicators:** The Consortium will measure performance of this goal over time by annually reporting the number of pre-service placements, activities, and teacher-training partnerships created with areas colleges and universities. The results will be annually reported to MDE by August 15.

**6.3 Performance Target:** By the end of the 2013 school year the Consortium will have established a partnership with one (1) area college and/or university.

### **3500.1000 subp. 4 Application provides evidence that district staff, pupils and parents who would be affected will participate in the annual review of the program.**

SUMMARY of Evaluation Procedures (Annual Review): The Consortium of school districts plans to collect the following data from each individual district to determine the effects of the program. A master report will be created and submitted to MDE on or before August 15 to report the findings for each year.

The 2010-11 results are due August 15, 2011.

The 2011-12 results are due August 15, 2012.

The 2012-13 results are due August 15, 2013.

### **3500.1000 subp. 4 Application includes board minutes at which the program was approved and signed by the board chair.**

Date approved:

See Appendix F—School Board Minutes Excerpt/School Board Resolution

Assurances have been checked and signed by all who are required:

See Appendix G—Flexible Learning Year Assurances of Compliance