

ALGEBRA READINESS, CYCLE 1

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Agenda

- Welcome-Introductions
- Program Goals/Purpose
- Eligibility
- Key Practices
- Program Requirements
- Program Assurances
- Required Attachments
- Planning/Implementation phase
- Use of Funding
- Timeline
- FAQs



Program Purpose & Goals

Program Purpose

- Increase teachers' mathematics content knowledge for instructional effectiveness to improve performance for struggling students and those at risk for failure in mathematics.
- Equip school leaders to support and facilitate teacher's efforts to increase student achievement in mathematics.
- Provide targeted intervention services to middle school students identified as unlikely to meet the EOC standard in future Algebra I assessments.

Program Goals

- Increase the number of students academically ready to meet the passing standard on the EOC assessment in Algebra I
- Plan, design, and implement effective systemic programs to improve grades 6-8 teachers' mathematics knowledge and instructional effectiveness and create a deeper understanding of the mathematical concepts and skills needed to prepare students for algebra

Program Goals

- Create opportunities for teachers to receive in-classroom coaching to improve instructional and Response to Intervention (Rtl) effectiveness in mathematics. As part of the program's professional development requirements, teachers will gain experience and ideas from the MSTAR training in order to accomplish this goal. Professional learning opportunities with Tier I and Tier II Rtl strategies and accelerated instruction will be provided during the first year of the grant.

Program Goals

- Ensure students participate in a challenging curriculum that meets and exceeds the grade level TEKS for which the student is enrolled.
- Equip school leaders to support and facilitate teachers' efforts to increase student achievement in mathematics.
- Provide teachers and parents opportunities to communicate more frequently about the student's progress in mathematics.



Eligibility



Eligibility

- Campus must serve students in grades 6-8 or grades 7-8 AND
- 65% or fewer students in grades 7 and 8 (calculated as a combined average) met the TAKS mathematics passing standards on the first administration when averaged over the preceding three school years (2006-2007, 2007-2008, and 2008-2009)

Eligibility-Rank criteria

- Average TAKS Mathematics passing rate for students in grades 7 and 8 for 2006-07, 2007-08, and 2008-09 (first administration of each school year)
- Number of students in grades 6, 7, and 8, or grades 7 and 8, is at or above 400 when combined (number of students identified in the 2008 PEIMS fall enrollment)
- The average rate of improvement for TAKS Mathematics passing rates for the 2006-07, 2007-08, and 2008-09 school years for grades 7 and 8 is 5 percentage points or higher, as computed by TEA (average of all three school years)

Eligibility-Rank order

- Campuses meeting Criteria 2 and 3 above , ranked from lowest TAKS Mathematics passing rate to highest
- Campuses meeting only Criterion 2, ranked from lowest TAKS Mathematics passing rate to highest
- Campuses meeting only Criterion 3, ranked from lowest TAKS Mathematics passing rate to highest
- Campuses not meeting either Criteria 2 or 3, ranked from lowest TAKS Mathematics passing rate to highest

ERRATA-posted 9/25/09

- Revision to Part 2: Program Guidelines, “Eligible Applicants,” p. 9 of 37
 - Funding 80% and 20%
- Revision to Part 2: Program Guidelines, “Application Funding,” p. 21 of 37
 - Funding \$450 per student allocation for campuses with less than 400 students. \$235,000 max for campuses with more than 400 students



Key Practices

Paula Moeller

Key Practices

- Extended Learning Time
- Instructional Coaching
- Effective Professional Development
- Common Planning Time
- Effective Supplemental Resources
- Administrator Training
- Appropriate Technology
- Active, Ongoing Student Engagement
- Guidance and Communication for Parents

Extended Learning Time

- Model determined by the campus
- 80-100 minutes daily, taught by the same teacher
- Individual, small group instruction
- Before , during or after school programs
- 21st Century Community Learning Centers
- Saturday school

Instructional Coaching

- Coach may be external during year one of the grant, local coach hired during year two
- Pedagogical Coaching
 - ▣ *Coach as a Collaborator*, resource to the teacher to plan and encourage the teacher
 - ▣ *Coach as Model*, coach models instruction with students using high level tasks
 - ▣ *Coach as Leader*, coach provides guidance to the teacher based on student understanding

Effective Professional Development

- Teachers attend training specifically designed to increase pedagogical content knowledge
 - ▣ *Middle School Students in Texas Algebra Ready, MSTAR: An Introduction* (Spring 2010)
 - ▣ *MSTAR Academies, Foundations for grades 5-8* (Summer 2010)
 - ▣ *Math End of Course: Algebra I* (Summer 2011)

Common Planning Time

- Time established by the campus for teachers to collaboratively plan lessons, interventions and assessments based on data.
 - ▣ Develop a professional learning community
 - ▣ Lesson study model shared during *MSTAR* training
 - ▣ Coach initially guides the work of the professional learning community

Effective Supplemental Resources

- Curriculum that is supplemental to the district's curriculum that challenge students with additional problem solving, higher-level thinking, and performance based assessments.
- Resources to provide additional practice with multiple choice items will not be allowed.

Administrator Training

- Administrators that supervise teachers participating in this program must attend training.
 - Provided at the campus by the instructional coach
 - Models effective instructional strategies, interventions, and assessments that increase student achievement in mathematics

Appropriate Technology

- Selected based on how the technology will enhance student learning of the mathematics TEKS and preparedness for Algebra EOC
 - ▣ May be used to track student progress
 - ▣ Must engage students in thinking about the mathematics in different ways

Active ongoing student engagement

- 3 domains of student engagement (Jones, 2008)
 - Cognitive domain-beliefs and values
 - Emotional domain-motivation and feelings
 - Behavioral domains-habits and skills

Guidance and Communication for Parents

- Campuses will be required to communicate with parents at more frequent intervals
- Communication should enable parents to understand how the mathematics a student is learning prepares them for the demands of content in high school



Program Requirements

Stacy Avery

Program Requirements

- Provide a thorough assessment of the campus middle school mathematics program.
- Describe the campus on which this grant will be administered.
- Describe the method of identification of middle school students at risk of not meeting future standards and assessment requirements in Algebra I.
- Describe how the campus will address the requirement for extended learning time.

Program requirements

- Describe the qualifications of the teachers selected to participate.
- Describe how grant funds will be used to enhance teacher content knowledge.
- Describe how the instructional coach will be selected.
- Describe additional teacher supports.
- Describe the supplemental instructional resources that will be used to support grant activities.

Program requirements

- Describe how administrators will be trained.
- Describe the types of technology that will be used.
- Describe methods used to provide guidance and communications to students and parents.
- Describe how the supplemental instructional resources be selected.



Program Assurance

Program Assurances

- Supplement vs. supplant
- Release time for teachers
- Extra duty pay-outside normal contracted day/week
- Attendance at mandatory trainings
- LMT assessment
- Paperwork reduction

Attachments

- Letter of support from campus principal
- Letter from at least 2 teachers at the campus
- Resume of coach (due by end of planning phase)



Use of funding

Mona Corbett

Use of Funds

- Grant Period-January 1, 2010-May 31, 2012
 - ▣ Funds obligated during grant period
 - ▣ Goods received and services provided during grant period
 - Funds must substantially benefit population being served
 - Goods and services purchased near end of grant period often determined as not necessary for the grant program
- Allowable vs. Unallowable costs
 - ▣ Reasonable-consistent with prudent business practices and comparable to current market value
 - ▣ Necessary-cost is essential to accomplish the objectives of the grant

Use of Funds

- Supplement not supplant
 - ▣ Supplement –to increase level of services
 - ▣ Supplant-replace funds from federal, state, and local sources
 - ▣ Algebra Readiness requires funding supplement NOT supplant
 - ▣ Activities required by state law, SBOE rules, or local board policy may NOT be paid with these funds

Use of Funds

- Grant amendments
 - ▣ Last day to amend March 2, 2012
 - Grant spans ~2.5 school years
 - Monitor budget and draw down in a timely manner
 - Discretionary grants have specific reasons that require an amendment (Schedule 3A)
 - Submit amendment PRIOR to obligating funds for a new item or service (amendment must be approved PRIOR to any activities occurring that are affected by the amendment)
 - Amendments are subject to negotiations

Use of Funds

□ Reporting

▣ Program and fiscal reports due every 6 months

- Program reports template will be sent by program division
- Fiscal, i.e., expenditure reports completed via online ER system
- Final expenditure report due June 30, 2012.
No opportunity for a revised final



Phases of the grant

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Planning Phase

January 1, 2010 through May 31, 2010

- Not to exceed 10% of the total funds awarded
 - ▣ Finalize implementation plan
 - ▣ Identify students and teachers to participate
 - ▣ Select external and/or local coach
 - ▣ Plan for use of extended learning time
 - ▣ Develop or select project-specific curriculum
 - ▣ Travel to visit exemplar sites
 - ▣ Arrange for materials and supplies
 - ▣ Attend technical assistance sessions
 - ▣ Send coach(s) to MSTAR training, (March 2010) in Austin

Implementation Phase, June 1, 2010 through May 31, 2012

- Begins once TEA approves planning document
 - ▣ Implementation of model for 10-11 school year
 - ▣ Professional development
 - ▣ Instructional Coaching
 - ▣ Purchase materials, supplies, and technology
 - ▣ Salaries for staff positions that could not otherwise be funded



Timeline



Timelines

- Technical Assistance Sessions
 - ▣ September 28, TETN
 - ▣ September 30, TETN
 - ▣ October 1, Webinar
- FAQ Posted online, October 8, 2009
 - ▣ <http://burleson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>
- Grant Deadline, October 29
- Errata updates posted on the discretionary grants website

Frequently Asked Questions

algebrareadiness@tea.state.tx.us

FAQ's

Does a district have to submit separate applications for each eligible campus?

FAQs

Is an alternative campus eligible to participate provided it meets other eligibility criteria?

FAQs

Has TEA already ranked eligible campuses?
Since you have access to all scoring criteria from previous enrollment figures and TAKS administration. Can you share this list with us?

FAQs

Do schools have to select a program from an “approved list” of programs?

FAQs

Are campuses required to implement all or some of the key practices?

FAQs

Does the math coach need to be math certified?

FAQs

Is it mandatory that we hire a full-time coach and full-time mentor?

FAQs

Is there a minimum or maximum number of teachers that must be involved from each campus?

FAQs

Should all of my math teachers participate in this grant?

FAQs

Will our campus be awarded the entire \$235,000 if we serve a limited number of students?

FAQs

Can a campus draw down funding greater than 10% during the planning phase?

FAQs

Is it possible the required professional development opportunities will be delivered via TETN or some other method to avoid teacher travel, or is teacher travel to these events inevitable?

Contact information



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