



Accelerated Learning Academies

January 6, 2009

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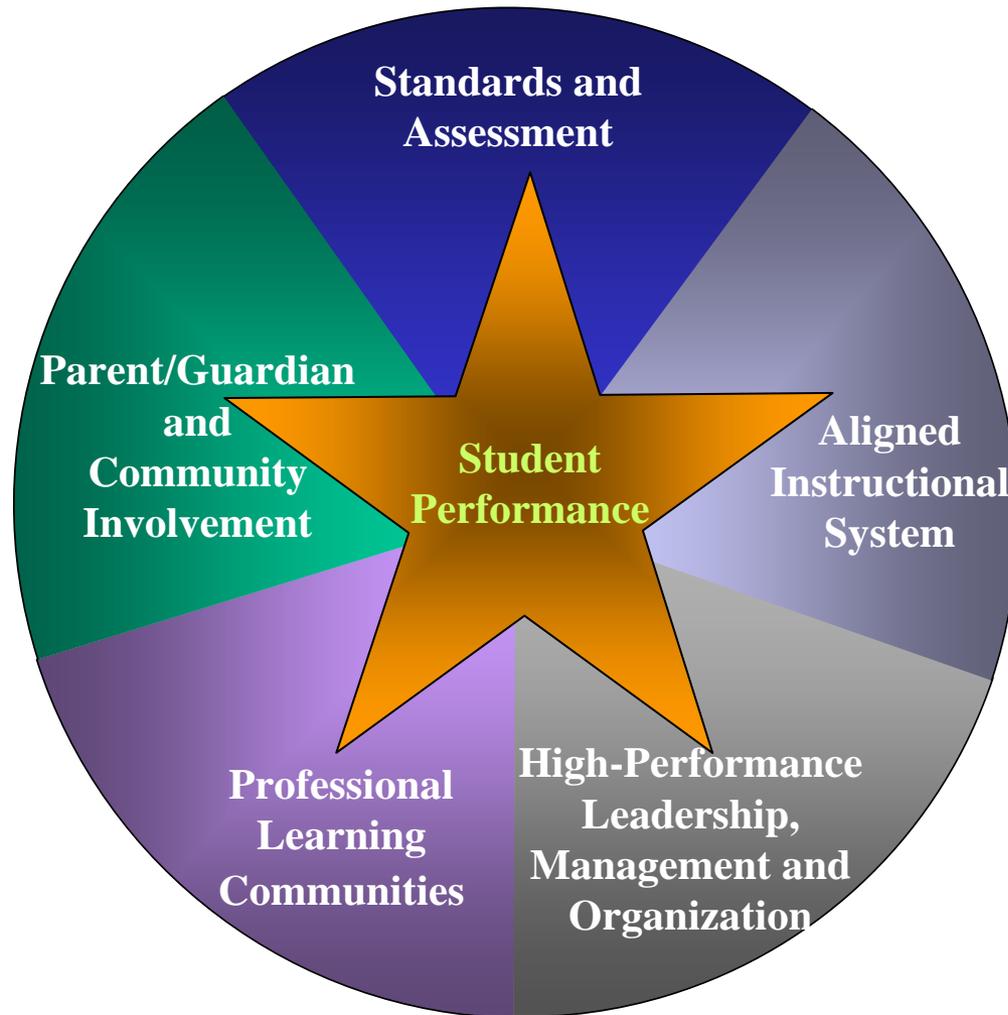


2009-2010

Planning for Year 4

Accelerated Learning Academies

America's Choice Implementation Rubric



Driven by the
DAT
(Diagnostic
Assessment
Tool)

The
Design
Tasks

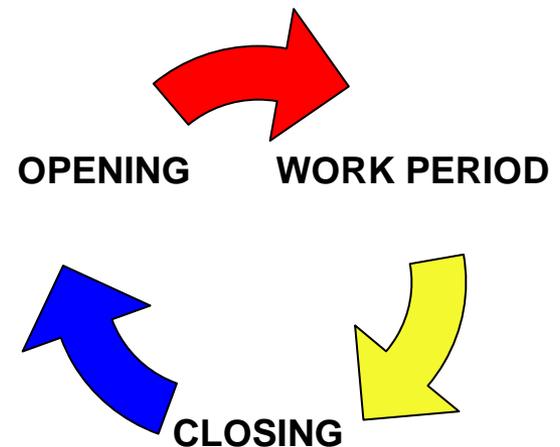
What does it mean to be an Accelerated Learning Academy?

- **Longer Day**
 - **36 Instructional Minutes + 9 minutes ESEP = 45 minutes**
- **Longer Year**
 - **10 additional school days**
- **Standards-based classrooms that use data walls and data binders to monitor student achievement**
- **Professional Learning Communities**
- **Engagement of Parents and Community**
 - **Parent Engagement Specialists**

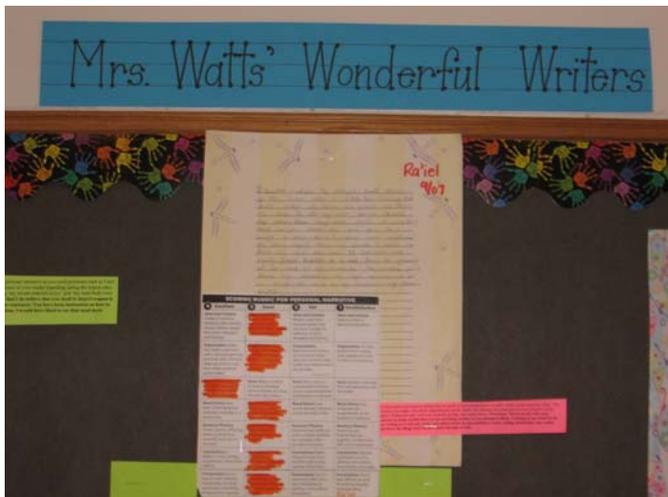
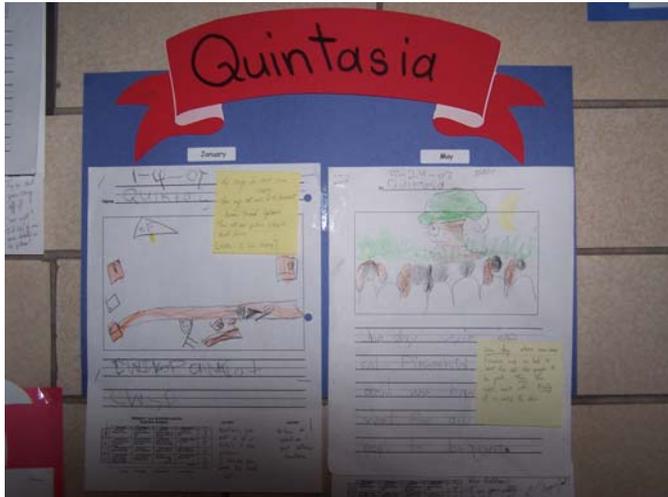


Key Components of an Accelerated Learning Academy

- **Rituals and Routines**
- **Student-Centered Classrooms**
 - **Aligned Instructional System:
Workshop Model**



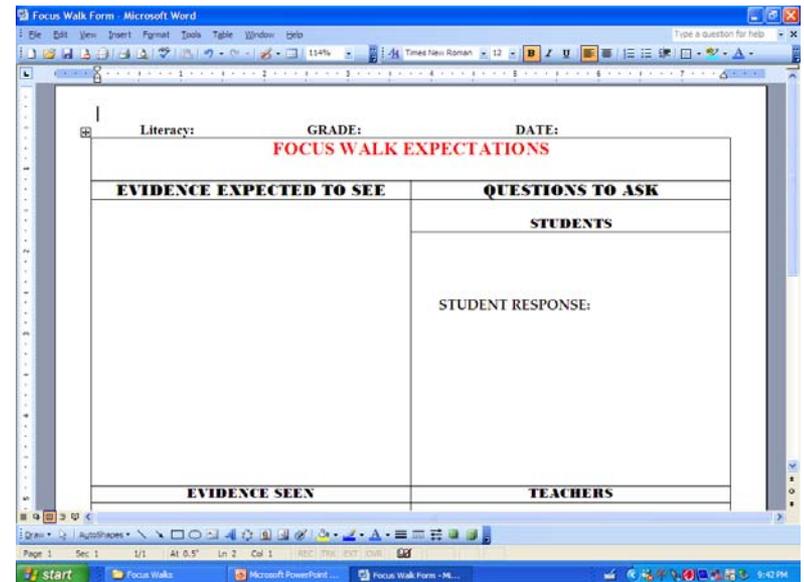
Key Components of an Accelerated Learning Academy



- **Writer's Workshop**
 - Daily Writing Instruction
- **Standards-Based Teaching and Learning**
- **Teacher Commentary**
- **Analysis of Student Work**

Key Components of an Accelerated Learning Academy

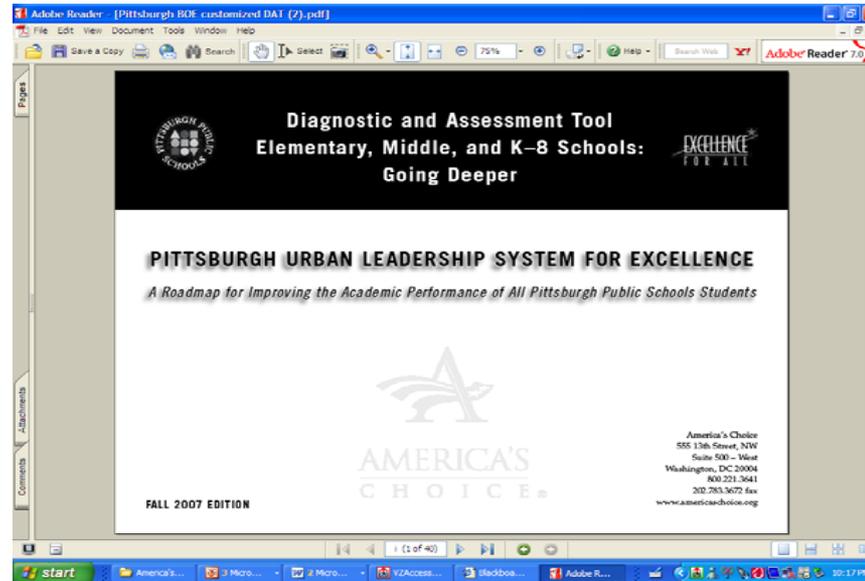
- High Performing Leadership
 - Comprehensive collection of people form leadership team
 - Weekly leadership team meetings
 - Conduct focus walks focusing on areas of design
 - Analyze data
 - Formulate decisions about next steps and professional development



The screenshot shows a Microsoft Word document titled "Focus Walk Form" with the following structure:

Literacy:	GRADE:	DATE:
FOCUS WALK EXPECTATIONS		
EVIDENCE EXPECTED TO SEE	QUESTIONS TO ASK	
	STUDENTS	
	STUDENT RESPONSE:	
EVIDENCE SEEN	TEACHERS	

Key Components of an Accelerated Learning Academy



■ Quality Reviews

- Two quality reviews conducted each school year (mid/end)
- Executive Director and support staff assist leadership team with review
- Diagnostic Assessment Tool utilized (55 design components)

End of 3 Year Agreement

- Plans had to be discussed regarding the direction of the ALA model by the district in cooperation with the parents, district personnel, America's Choice, and the teacher's union. It was necessary for us to review components of the ALA program and determine the direction for year 4 and beyond.
- All stakeholders clearly acknowledge the impact that ALA's have had on student achievement, however there continues to be a disagreement on the most useful aspects.

2009-2010 Planning Process

Information contained on the following slides is based upon a cumulative review which includes:

- Staff input
- Principal/Assistant Principal input
- Parent survey
- Attendance statistics
- PSSA, 4SIGHT, DIBELS
- Teaching & Learning Team Visitations
- Quality Reviews

Data Collection Process

Staff Feedback

Pittsburgh Federation of Teachers

■ **Extended School Year/Day**

- Some staff in the ALA's have expressed concerns regarding the heat conditions during the extended day and extended year.
- Some staff have voiced that students are fatigued and this inhibits learning.

■ **District Curriculum**

- Staff have voiced concerns about the America's Choice support staff. They have limited knowledge of the district curriculum and this makes the implementation more difficult.
- Desire for pacing guides aligned to ALA calendar for each content area was expressed.

Data Collection Process

Staff Feedback

Pittsburgh Federation of Teachers

- Safe and Orderly Learning Environments
 - Some teachers feel that the longer day impacts student willingness to cooperate which makes it difficult to teach.
 - Some staff voice a strong need for alternatives to out of school suspensions as well as options for primary age students.
 - The need to have support staff on ALA calendar was expressed.
- America's Choice Paperwork Requirements
 - Teachers state that they have limited time to complete required America's Choice paperwork which guides instructional decisions. Although staff feel that the standards based commentary is valuable, it is very time consuming and they need more time to complete.

Data Collection Process

Principal & Assistant Principal Feedback

- A high majority of principals feel that the extended year and extended day are essential to student success and growth.
- All principals agree that the school district should build capacity by assuming responsibility to implement and provide professional development in order to sustain and grow the America's Choice School reform model.

Data Collection Process

Parental Feedback

Parent Survey

- The objectives of the study included:
 - To determine perceptions of the curriculum, parent-school communication, and rituals/routines.
 - To determine the impact of the extended school day and school year on student learning.
 - To determine how much impact, if at all, the accelerated learning academy has had on students' overall progress, behavior, and willingness to take responsibility for homework.
 - To identify how often, if at all, students read at home and/or share information about their school day.

Data Collection Process

Parental Feedback

- Data collection was conducted from November 6 to 10, 2008. Interviews averaged seven minutes in length. The number of interviews per school is indicated in the table.
- Since Colfax was over-represented in the sample, an adjusted sample was used to more accurately represent a random sample of parents with children in Accelerated Learning Academies. The number of Colfax interviews was reduced to 35 in the adjusted total of 166 interviews.
- For this study, the total sample size of 166 yielded results with a statistical accuracy of $\pm 7.3\%$ at the 95% confidence level. This means that there is a 1 in 20 chance that the "true" measurement will fall outside of this range.

Arlington	29
Rooney	6
Colfax	70 (35)
Fort Pitt	14
King	25
Murray	21
Northview	15
Weil	21

Data Collection Process

Parents rated schools from 1 (No Impact) to 5 (Strong Positive Impact)

The following percentages reflect ratings of 3 (mid point scale) or greater.

Parental Feedback

DATA HIGHLIGHTS

- 82% stated that ALA's had a positive impact on their child's progress
- 76% stated they felt the impact of the extended school day was beneficial to their child's progress
- 71% felt the impact of the extra ten extended school days were beneficial to their child's progress
- 77% felt that their child showed improvement in overall reading ability

Data Collection Process

Parents rated schools from 1 (No Impact) to 5 (Strong Positive Impact)

The following percentages reflect ratings of 3 (mid point scale) or greater.

Parental Feedback

DATA HIGHLIGHTS

- 77% felt that their child showed improvement in overall writing ability
- 83% felt that the rituals and routines were effective in the ALA's
- 71% felt that the ALA's had a positive impact on their child's behavior
- 87% felt that ALA's exhibited an increased effort to communicate with parents

Data Collection Process

Attendance Review

- Attendance statistics for the 1st 8 days of the school year (3 year average: 2006-2008)
 - Average ALL schools: 90%
- Attendance statistics for the last 2 days of the school year (2 year average: 2007-2008)
 - Average ALL schools: 78%

2007-2008

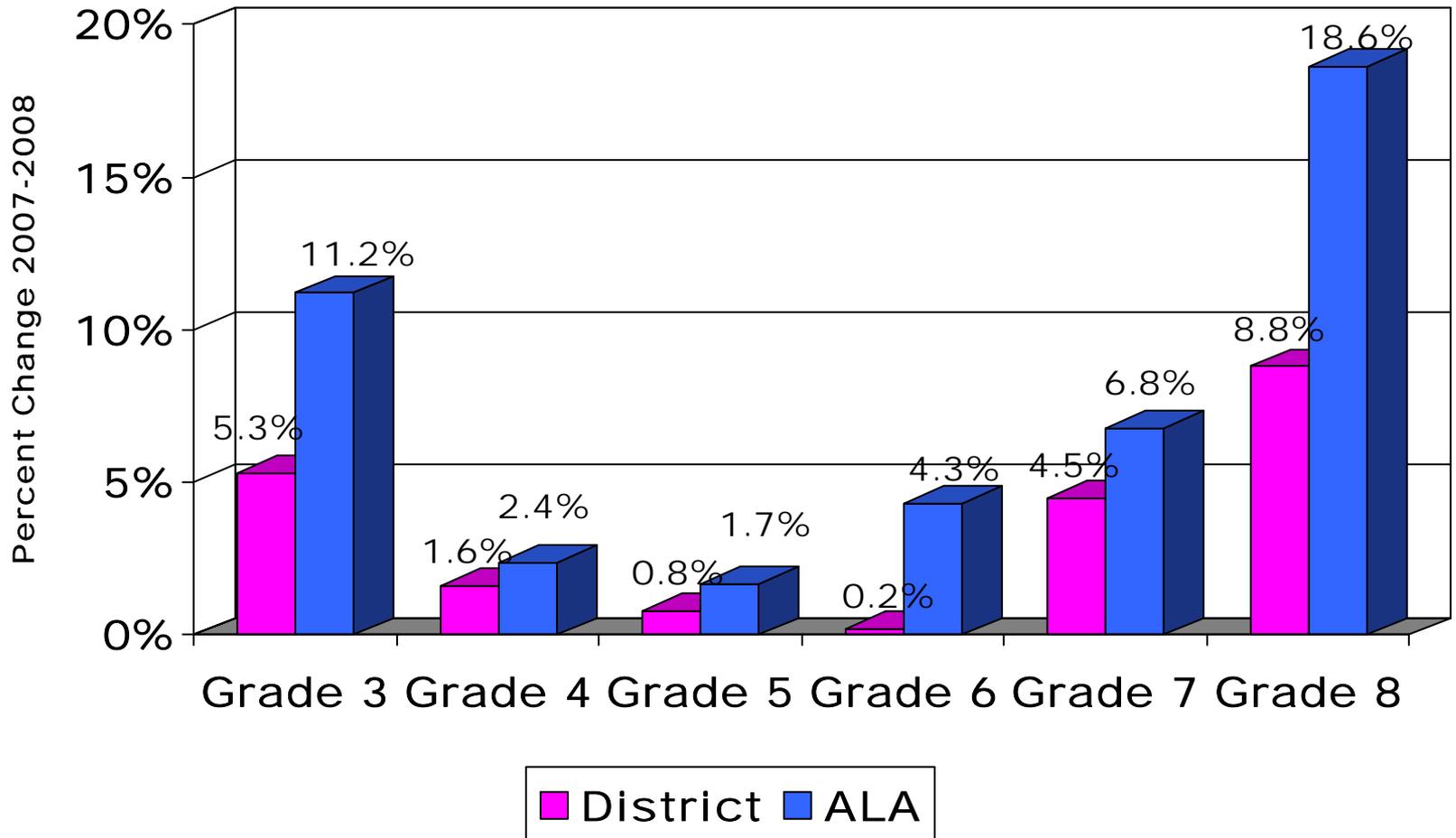
PSSA Review

The state made progress on the PSSA.

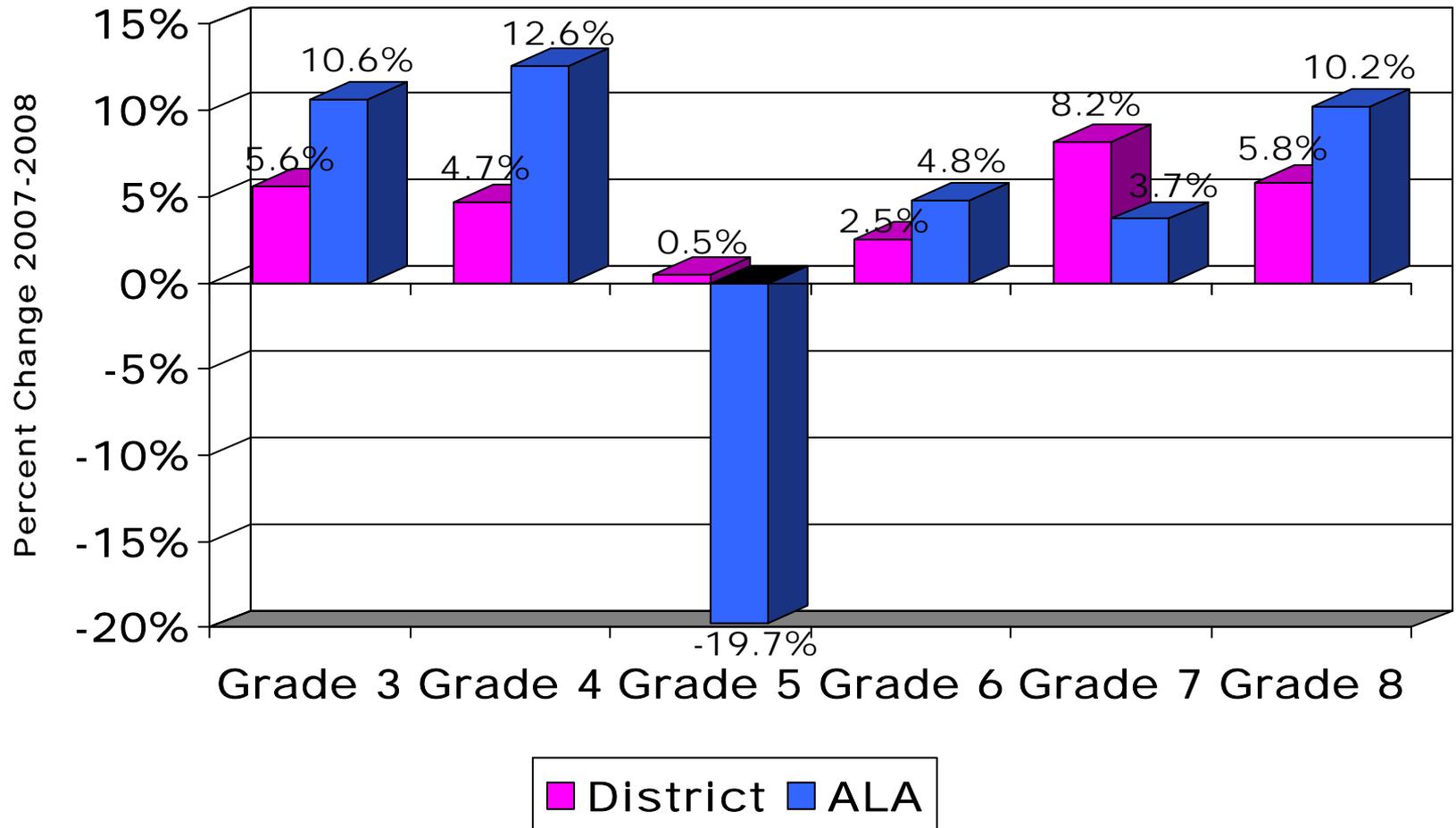
The District made substantial progress in raising student achievement levels across the board.

Accelerated Learning Academies made even greater gains in their effort to accelerate student achievement.

Meeting and Exceeding Achievement Targets: Reading Proficiency Comparison



Meeting and Exceeding Achievement Targets: Math Proficiency Comparison





2009-2010

Proposal

Accelerated Learning Academies

Extended School Year

The following is proposed to maintain the educational impact for all students...

- Continue the extended year for the first 8 days of school
- Eliminate the last 2 extended year days for both teachers and students
- Students will have 190 student days
- Teachers will work 200 days



Extended School Day

- Standardized Schedule at all ALA's to maximize instructional time (47 minutes)
- Maintains 8 hour teacher workday

ESEP	7:30 – 8:00
Homeroom	8:00 – 8:05
Period 1	8:05 – 8:52
Period 2	8:52 – 9:39
Period 3	9:39 – 10:26
Period 4	10:26 – 11:13
Period 5	11:13 – 12:00
Period 6	12:00 – 12:47
Period 7	12:47 – 1:34
Period 8	1:34 – 2:21
Period 9	2:21 – 3:10
Professional Preparation Time	3:10 – 3:30

30 Minutes ESEP Time

Decreased homeroom time due to established and successful Rituals/Routines

Lunch transition times reallocated to gain instructional time

**Original ALA Model:
34 minutes ESEP –
446 Instructional Minutes
Proposed ALA Model:
30 minutes ESEP
430 Instructional Minutes**

**Overall:
7 hour 10 minute student day
(Maintains 20 additional instructional minutes beyond Non-ALA Schools)**

Extended instructional time will be maintained by reorganizing the schedule to promote more direct learning time.

Time Configurations	ALA	Non-ALA
Minutes per day	430	410
Minutes per year	81,700 +7,080	74,620
Hours per year	1,362 +118	1,244
Days per year	190 days Plus (9.25 days = accumulated minutes) + 8 extended year days = 17.25 = 199.25 days per year	182
K-8 Impact (Span)	155.25 days (85% of a school year)	



District Support to ALA's

- Ensure delivery of curriculum materials in alignment with ALA calendar
 - Curriculum Consumables
 - Assessments
- Ensure delivery of services in alignment with ALA calendar
 - Occupational, Physical, Speech Therapy
 - School Psychologists
 - Special Education Specialists
 - ESL/Gifted Teachers
 - Security Guards
 - Food Services (Delivery of regular hot food at beginning of year)



America's Choice Services

- In an effort to transfer responsibility and build our own internal capacity it is recommended that we hire curriculum coordinators for Literacy & Mathematics. (We are exploring using Funds for Excellence and Title II Funds.)
- These positions will assume responsibility to provide support to the schools with district initiatives and America's Choice implementation. They will work collaboratively to effectively infuse America's Choice best practices within the core curriculum.
- The scope of the proposed America's Choice contract for the 2009-2010:
 - Principal Networks: (8) \$38,400
 - Core ALA Team Training: \$37,600
 - End of the Year Quality Review: \$24,000
 - Total Contract Amount: \$100,000 (We are exploring using Title II Funds.)