

More Effective Schools Process

Nationally Validated

School districts, school buildings, shared decision making teams, classroom teachers



- *A data-driven, decision-making program to assist schools in meeting state mandated expectations for students.*

Results



The MESP results in significant increases in:

- *Academic achievement for all students; especially in reading and math,*
- *The percent of grade enrollment passing high level courses,*
- *The use of effective instructional practices, and*
- *The capacity of staff to implement collaborative planning, problem solving, and leadership roles to improve school results.*

The Program

The More Effective Schools Process (MESP) uses comprehensive district, school, and classroom strategies to ensure student success. MESP uses proven, research-based strategies to develop and support the leadership and local capacity of schools. Implementation of MESP helps every child, regardless of socio-economic background, to meet or exceed grade level expectations and state and local standards defining student success. The process is based on effective schools' research; collaboration; and shared, data-driven decision making. More Effective Schools Process is working in numerous districts; 248 schools throughout Kentucky using this process had a significantly higher level of achievement than did 998 other schools in the state.

District Level: A broadly representative leadership team is formed to revise or create policy on performance standards for schools, school improvement processes, and reporting requirements. During the second phase of implementation, district curriculum teams are formed to establish expectations and create grade level standards that are aligned with the NYS Standards.

School Level: Perception surveys are administered, student performance data are obtained, and school level teams analyze the data and develop an improvement plan.

Classroom Level: Teachers learn to align classroom curriculum and instruction with expectations and grade level standards. They also learn how to develop and use performance assessments to ensure high levels of learning.

Professional Development

A district-wide leadership team is trained and guided to develop policy concerning school and student expectations, annual reporting requirements, and effective schools processes. Training and guidance are also provided to translate New York State standards into grade- and course-level expectations and standards in order to foster consistent and coordinated alignment and implementation of teaching, testing, and learning expectations. School-based improvement teams are trained to solve problems and to plan using data analysis and research to improve student learning.

Costs & Funding Options

Costs depend upon district size and the number of schools involved. Approximately \$50,000 per year over a 3 year period provides the district and school training described above. Detailed joint planning is needed with the replicating district to develop a customized budget.

Possible funding sources for replication include CSRD Grants, Comprehensive School Improvement Grants, IASA Title I School-wide Improvement funds, IASA Title II Eisenhower Professional Development funds, IASA Title VI Innovative Educational Strategies funds, and Goals 2000 Integrated Systemic Reform funds.

Learning Standards

MESP addresses all learning standards through the development of grade-level standards and their application in the classroom.

Contact

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