Warehousing Update

Accountability Actions: Immediate and Ongoing
Tier 1

Immediate
Tier 1: Immediate

Tier 1 is intended to be a qualitative screening process. At this tier, the collation of information, either through site reviews or warehouse evaluations, should be preliminary. The purpose of this tier is to determine two main points:
1. Whether the site/warehouse is meeting the necessary requirements established by the AMSTI Guidelines

2. Whether the site needs to develop well-focused, actionable, detailed recommendations to implement industry best practices
Tier 1: Benchmarks

AMSTI Guidelines

Industry Best Practices
Tier 2

Ongoing
Tier 2: Ongoing

Tier 2 is intended to be a budgeting screening process. The goal of this tier is to aid in planning site and materials operations, communicating plans to various stakeholders, controlling activities, and evaluating budget goals each fiscal year.
Tier 2: Budget Screening Process

01 Review
02 Planning
03 Implementation
04 Evaluation
05 Forecasting
These immediate and ongoing accountability actions are a control process for the SDE in which responses are given to a site or IHEs actions. These actions are crucial to ensuring high performance with AMSTI.
Failing to Implement Accountability Actions

Memorandum of Agreement (MOA)

&

Other considerations
Teachers In Residence

Studying the effects of Building Based Math Coaches
Supplemental Funding

$2,700,000

Expended for additional regional math coaches and trainers to expand early mathematics improvement efforts, and AMSTI, NUMBERS, and OGAP training opportunities
Elementary (K-5) Limited Support 1 (LS1) math schools are the primary focus.

AMSTI will employ at least one Teacher in Residence in each region to provide support to an LS1 math school(s) in their region.
### Statewide View

<table>
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<tr>
<th>Region</th>
<th>AMSTI Site</th>
<th>Served</th>
<th>TIRs</th>
<th>Classrooms Served by Grade</th>
<th>Total</th>
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</table>

AMSTI is supporting 62 schools:

- 57 Limited Support One schools
- 5 Limited Support Two schools
- 26 regional AMSTI Math specialists mentoring the TIRs
Daily Math Fluency Positively Impacts Students and Teachers

Percentage Point Gain by Gender

- Posttest
  - Female: 66.0
  - Male: 65.9

- Proctest
  - Female: 41.9
  - Male: 45.8

Male Students
- 20.3 percentage point gain for male students.

Female Students
- 24.3 percentage point gain for female students.

Percentage Point Gains for IEP Students

- Posttest
  - IEP Students: 70.2%
  - Non-IEP Students: 50.6%

- Proctest
  - IEP Students: 48.7%
  - Non-IEP Students: 21.5%
Coaching Academy and Follow Up Support

Coaching, Leadership, Content and Pedagogy

Eight Effective Mathematics Teaching Practices

1. Establish mathematics goals to focus learning.
2. Implement tasks that promote reasoning and problem solving.
3. Use and connect mathematical representations.
4. Facilitate meaningful mathematical discourse.
5. Pose purposeful questions.
6. Build procedural fluency from conceptual understanding.
7. Support productive struggle in learning mathematics.
8. Elicit and use evidence of student thinking.

The Coaching Cycle

Pre-Planning

Debrief

Planning with Teacher

Reflection

Classroom Practice

Five Generations Working Side by Side in 2020

ALABAMA COURSE OF STUDY
MATHMATICS
Measuring the Effectiveness

- Coaching Logs
- Early Math Assessments and/or Scantron (depending on grade level)
THANKS!

Any questions?