



JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairman

DATE: February 23, 2004

SUBJECT: Report on NCLB Monitoring Process for High Priority Schools

Attached for your information is a monitoring packet that was sent to local district superintendents requesting documentation to verify compliance with NCLB sanctions for each of the phases in Adequate Yearly Progress. The effort to monitor district responses is being handled by the Office of School Improvement.

This item is on the agenda for the Committee of the Whole meeting and no action is anticipated.

STATE BOARD OF EDUCATION

KATHLEEN N. STRAUS - PRESIDENT • HERBERT S. MOYER - VICE PRESIDENT
CAROLYN L. CURTIN - SECRETARY • JOHN C. AUSTIN - TREASURER
MARIANNE YARED MCGUIRE - NASBE DELEGATE • ELIZABETH W. BAUER
REGINALD M. TURNER • EILEEN LAPPIN WEISER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

Printed by members of:





STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

SAMPLE

February 23, 2004

Bert Bleke, Superintendent
Grand Rapids Public Schools
P.O. Box 117
Grand Rapids, MI 49501-0117

Dear Mr. Bleke:

A review of the 2002-03 Adequate Yearly Progress (AYP) results for schools in your district indicates that the schools listed on the attached pages did not make AYP in 2002-03 for at least the second consecutive year. Unless a listed school is not currently receiving Title 1 funds, the district must immediately implement the consequences required by the *No Child Left Behind Act* for Title I schools that have been identified for Improvement, Continuing Improvement, Corrective Action, or Restructuring. The schools are grouped by the number of years for which they have not made AYP, with a brief description of the consequences that apply to each group.

The Michigan Department of Education is required to file a report with the USDOE regarding the implementation of NCLB consequences. Therefore, within 30 days of receiving this letter, you are required to verify to MDE that you are implementing the required consequences. At a **minimum**, we require that you send to us, via email, fax, or U.S. mail a copy of the letter sent to parents of the affected schools, informing them of their options. If identified for **Continuing Improvement**, you will be required to verify that you have informed parents of this option. In a later report to USDOE, MDE is required to report the *number of students* choosing to attend another school and/or receiving supplemental services. Please set up a data collection system in order to provide this to us when requested at a later date.

For those schools in **Corrective Action or Restructuring**, we need information from you on the steps you are taking or planning to take immediately to implement those respective consequences for each of the schools identified in those phases. We recommend that you confer with your Intermediate School Districts for assistance on these decisions. **A packet of information, including guidelines and forms for your responses, is attached.**

STATE BOARD OF EDUCATION

KATHLEEN N. STRAUS – PRESIDENT • HERBERT S. MOYER – VICE PRESIDENT
CAROLYN L. CURTIN – SECRETARY • JOHN C. AUSTIN – TREASURER
MARIANNE YARED MCGUIRE – NASBE DELEGATE • ELIZABETH W. BAUER
REGINALD M. TURNER • EILEEN LAPPIN WEISER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

SAMPLE

It is incumbent on all of us to embrace both the spirit and the intent of the federal law and to ensure that parents are made aware of the options available to them, and for each of us to monitor compliance as mandated by NCLB.

If you have any questions about the schools listed on the attached pages, or the actions that must be taken, please contact your regional Field Services Consultant.

Sincerely,

Tom Watkins

Attachment

cc: Jeremy M. Hughes
Yvonne Caamal Canul
ISD Superintendent

**Schools Identified for Improvement
(2 years of no AYP)**

[REDACTED] Elementary School
[REDACTED] Elementary School

The schools in this group must revise their school improvement plans and submit them to the district for peer review and approval. They must also use at least 10 percent of their Title I funds for professional development to support the revised plan. The district must notify parents of students attending these schools and offer the option to transfer to a school in the district that is not identified for improvement, with transportation provided by the district.

**Schools Continuing to be Identified for Improvement
(3 years of no AYP)**

Ottawa Montessori School
Harrison Park Elementary School
Henry Paideia Elementary School
Alger School

The schools in this group must continue to implement their revised school improvement plans and use at least 10 percent of their Title I funds for professional development to support the revised plan. The district must also notify parents of students attending these schools, offer the transfer option, and offer students from low-income families the opportunity to obtain supplemental educational services from a state-approved provider.

**Schools Identified for Corrective Action
(4 years of no AYP)**

**[REDACTED] Middle School
[REDACTED] Elementary School**

The district must notify parents of students attending these schools and offer the transfer option and supplemental educational services to students from low income families. The NCLB act, Sec. 1116(b)(7)(C), states that the district must also take at least one of the following corrective actions with respect to each of the schools:

- Replace staff relevant to the failure to make AYP.
- Institute a new curriculum and provide appropriate professional development.
- Significantly decrease management authority at the school.
- Appoint an outside expert to advise the school.
- Extend the school year or school day.
- Restructure the internal organization of the school.

It is especially critical for school districts to choose the corrective actions that are most likely to address the underlying achievement problems in these schools, since they will be subject to restructuring if they continue not to make AYP for an additional year.

**School Identified for Restructuring
(5 years of no AYP)**

[REDACTED] Middle School
[REDACTED] Elementary School
[REDACTED] Elementary School
[REDACTED] Middle School
[REDACTED] Middle School
[REDACTED] Elementary School
[REDACTED] Elementary School
[REDACTED] School
[REDACTED] School

The district must notify parents of students attending these schools and offer the transfer option and supplemental educational services to students from low income families. The district must also begin the process of restructuring the school. Teachers and parents must be notified promptly and given an opportunity to participate in the development of the restructuring plan, which must include a major change in the school's governance arrangement. The restructuring plan for these schools must be implemented no later than the beginning of the 2004-05 school year, unless the school makes AYP in 2003-04. The NCLB act, Sec. 1116(b)(8)(B), lists the following options for restructuring:

- Reopen the school as a charter school.
- Replace all or most of the relevant staff, which may include the principal.
- Enter into a contract with an entity to operate the school.
- Turn over the operation of the school to the state, if permitted under state law and acceptable to the state.
- Any other major restructuring that is a fundamental reform and which will lead to improved student achievement.

(Note: The Department will shortly be issuing guidance on what kinds of restructuring would be permissible under the "any other" clause above.)



Michigan Department of Education
No Child Left Behind Act
Adequate Yearly Progress Report

School or District Information

Please provide a separate report for each school on the enclosed list.

Name of District

Name of School

Address of School

Phone

School Contact/Principal

Phone

E-Mail Address

District Contact

Phone

E-Mail Address

Check the AYP Phase that applies to this school

Identified for Improvement – Phase One

Corrective Action – Phase Three

Continuing Improvement – Phase Two

Restructuring – Phase Four

This school receives Title I Funding

Yes No

Schoolwide?

Yes No

The Michigan Department of Education (MDE) is requiring that each school submit evidence that it has complied with the sanctions listed in each of the AYP Phases. Those requirements are outlined in the following pages. Submit all evidence to:

Dr. Yvonne Caamal Canul, Director
Office of School Improvement
Michigan Department of Education
P.O. Box 30008, Lansing, MI 48909
e-mail: osiltresp@mi.gov
fax: 517-241-1117

The checklist at right is meant to assist schools in clarifying the sanctions in each of the AYP Phases of No Child Left Behind. It will also serve as a way of determining evidence a school or district must submit to MDE on each of its schools identified as not making AYP to verify compliance with the respective sanctions.

All evidence requested must be returned with the checklist and cover sheet for each school.

Phase One IDENTIFIED FOR IMPROVEMENT

The following two items are mandatory for all Phases and must be submitted to MDE and must include the specified information.

Letter to Parents

- AYP status of school
- How parents can become involved
- Transfer option to schools within the district

Number of non-identified students using transfer option will be collected in summer 2004.

Technical Assistance / School Improvement Plan

- Plan for technical assistance
- Name and contact information of technical assistance
- Level of enrollment of Intermediate School District/ Regional Service Agency

Phase Two CONTINUING IMPROVEMENT

In addition to all items in Phase One above, the following must be submitted to MDE. The number of students enrolled in Supplemental Services will be collected by summer 2004.

Supplemental Services

- Evidence that parents have been informed that supplemental services are available
- Evaluation of supplemental services

Phase Three CORRECTIVE ACTION

In addition to all items in Phase One and Two above, select AT LEAST ONE of the following options and submit documentation to MDE as indicated. Whatever option is chosen, a rationale for WHY that option was selected is also required.

Curricular Change (see guidelines)

- Rationale and plan for selection of corrective approach
- Description of why this approach constitutes corrective action
- Plan for evaluation and funding of corrective action
- Rationale and plan for professional development, including staff involved
- Focus, type, schedule/calendar of professional development

Extend School Day/Year

- Provide rationale and indicate change

Replace School Staff

- Provide rationale and indicate positions that will be replaced

Significantly Decrease Management Authority

- Rationale and plan for decreasing school's management authority

Restructure Internal Organization (see guidelines)

- Rationale and plan for restructuring internal organization

Appoint Outside Assistance (see guidelines)

- Rationale and plan for on-going external assistance
- Name and contact information of external assistance

Phase Four RESTRUCTURING

Year ONE is Planning.

Year TWO is Implementation of the Plan.

In addition to all items in Phase One, Two and Three above, select AT LEAST ONE of the following options and submit documentation to MDE as indicated. Whatever option is chosen, a rationale for WHY that option was selected is also required.

- Rationale and plan for replacing staff**
 - Indicate positions that will be replaced
- Turn operation of school over to a private management company**
 - Name and contact information of management company
 - Rationale and plan for transition of operations
- Re-open school as a Public Charter School**
 - Rationale and plan for closing and re-opening of school
 - Notification evidence – parents, community, school staff
 - Name and contact information of PSA Authorizer
- Other major restructuring of the school's governance**
(see guidelines)
 - Identification of restructuring/reform model
 - Rationale and plan for implementation – including staff to be involved, schedule/timeline, funding resources, anticipated outcomes and evaluation design

* * * * *

See "Guidelines for Corrective Action and Restructuring Options" on the following pages.

Guidelines for Corrective Action and Restructuring Options

Ⓒ = Corrective Action Ⓓ = Restructuring Option

- Ⓒ 1. **Institute a “new curriculum” along with professional development.** This option is not merely a change in textbooks or basal series. It is intended to focus on significant change in the structure or instructional design and delivery as well as an emphasis on curricular decision-making, such as mapping and/or use of a schoolwide curriculum assessment data system to drive instruction. External reform models are acceptable, but must be used as a whole school initiative. Models must include schoolwide instructional reform, not merely a change in curricular support materials. These models include:
 - Coalition of Essential Schools (www.essentialschools.org)
 - American Student Achievement Institute (www.asai.indstate.edu)
 - Other examples are available through www.ncrel.org Catalogue of Reform Models – Whole SchoolAll Professional Development in this option must be based on the Michigan Standards for Professional Development and include the following criteria: be schoolwide; be long-term with follow-up; include school administrator; have access to adequate funds, time, substitute teachers, materials, and outside speakers; foster agreement among participants on goals and vision; encourage collegiality; and make use of an outside facilitator.
- Ⓒ Ⓓ 2. **Appoint a new principal.** Provide rationale why this option will significantly change student achievement status (C) OR significantly change the school’s governance (R). Provide rationale and a plan for alternative governance (R).
- Ⓓ 3. **Temporarily suspend the office of the school principalship.** Have the central office take over the administration of the school through the appointment of a central office administrator to govern the school.
- Ⓒ Ⓓ 4. **Appoint/employ an independent “turn-around specialist” for the school.** This person would have some limited powers over the school, e.g. in decisions regarding curriculum, staff development, decision-making process, school improvement plan, etc. Powers of this specialist could be determined by:
 - **The state**—if specialist were state-appointed and the school/district was required or volunteered to accept a state monitor.
 - **The local board of education**—if specialist were a district decision and the monitor would report to the school board.
- Ⓓ 5. **Turn over the operation of the school to the school’s School Improvement Committee (SIC)** Require the SIC to submit an action plan that will commit the staff to professional development and curriculum/instruction changes. Establish a sunset date for the SIC to give governance back to a principal. Hold the SIC accountable for school improvement within this time frame.

Guidelines for Corrective Action and Restructuring Options

Ⓒ = Corrective Action Ⓓ = Restructuring Option

- Ⓓ 6. Instead of closing the school and reopening as a charter school, replicate the governance model of a charter school.** Establish a Governing Board to oversee the school, with representatives of the teachers, administration, parents, business and community leaders. Have the local board of education grant the Governing Board some degree of autonomy in pursuing an aggressive improvement plan. Establish a sunset date for the Governing Board to cease to exist, and hold that board accountable for school improvement within that time.
- 7. Assign a coach to the school, from the cadre of coaches trained through the Coaches' Institute.** Coaches are experienced, active or retired, administrators or teachers. The coach would, to a greater or lesser degree, become "embedded" in the school, to assist in implementing the school's aggressive school improvement, corrective action, or restructuring plan. The Coach would make recommendations to the Superintendent of the district as to the viability of continuing the operation of the school and in what manner. Coaches would be funded by the district and/or school using Title I funds and would be on contract for no less than 100 school days (may include summer with work staff).
- Ⓓ 8. Close the school and reopen as a complete school of choice within the governance of the school district.** The school would need to identify itself specifically by what it would be able to offer students in terms of academic programs and expected performance. For example, a focus school where a specific approach to learning is implemented on a school wide basis. This option would require a state appointed monitor/coach to assist the school in developing its focus, mission, goals, and operational structure. Monitors/Coaches would be funded by the district and/or school using Title I funds and would be on contract for no less than 100 school days (may include summer with work staff).
- 9. Use of external-based reform model.** Model must include alternative governance approaches and schoolwide instructional reform, not merely a change in curricular materials. These models include:
- Coalition of Essential Schools (www.essentialschools.org)
 - American Student Achievement Institute (www.asai.indstate.edu)
 - Other examples are available through www.ncrel.org Catalogue of Reform Models – Whole School

The cost of all Corrective Action and Restructuring options is the responsibility of the school and/or district. The Michigan Department of Education will allocate funds to support technical assistance and professional development for schools identified as having the greatest need based on State Board of Education criteria.