NO CHILD LEFT BEHIND ACT

Adequate Yearly Progress Report

Office of School Improvement

School and District Information *(please provide a separate report for each school on the enclosed list)*

Name of District dcode

Name of District bcode

Address of School

School Contact/Principal

E-Mail Address Phone

District Contact

E-Mail Address Phone

Title I Status:

Check the AYP Phase that applies to this school:

- ☐ Phase 1: Identified for Improvement
- ☐ Phase 2: Continuing Improvement
- ☐ Phase 3: Corrective Action
- ☐ Phase 4: Planning for Restructuring
- ☐ Phase 5: Implementation of Restructuring Plan
- ☒ Phase 6: Continue Implementation of Restructuring Plan
- ☐ Phase 7: Continue Implementation of Restructuring Plan

The Michigan Department of Education (MDE) is requiring that each Title I school submit evidence that it has complied with the requirements listed for its identified AYP phase. Those requirements are outlined in the attached information. Submit the appropriate checklist and the requested evidence to:

Margaret Madigan
Office of School Improvement
Michigan Department of Education
P.O. Box 30008, Lansing, MI 48909

E-Mail: osiltresp@mi.gov

Fax: 517-335-2886

NO CHILD LEFT BEHIND ACT

Adequate Yearly Progress Technical Assistance/Reporting Packet

6

Phase 6
Continued Implementation of Restructuring Plan

OFFICE OF SCHOOL IMPROVEMENT

FIELD SERVICES UNIT

Phase 6 Reporting

To be completed and submitted to MDE no later than October 27, 2006.

District Name:_____

School Name:_____

The following requirements apply to:

- Schools newly entering Phase 6 based on 2005-06 AYP results

Phase 6 Checklist

- ☐ District met set-aside requirement for transportation costs related to the transfer option and for supplemental educational services
- ☐ Date of notice to public regarding AYP phase status:_____
- ☐ Letter sent to all parents regarding identification and transfer option *(attach copy of letter)*
  - ☐ Letter explains what the identification for improvement means.
  - ☐ Letter includes a comparison of the school, in terms of academic achievement, to other schools in the district and the State.
  - ☐ Letter explains the reasons for identification.
  - ☐ Letter includes a description of what the school is doing to address the problem of low achievement.
  - ☐ Letter includes a description of what the district or state is doing to help the school address the achievement problem.
  - ☐ Letter includes information about how the parents can become involved in addressing the academic issues that caused the school to be identified for improvement.
  - ☐ Letter includes specific details regarding the parents' right to transfer their student to another public school, including:
    - __ A list of available school(s) not identified for improvement.
    - __ Notice that transportation will be provided subject to certain cost limitations.
    - __ The academic achievement record of the school(s) to which the student may transfer.
    - __ Other information to help parents decide which school(s) would be best for their student(s).
  - ☐ Letter explains that SES may be available to eligible students remaining in the school.

Checklist continued on next page

Phase 6 Reporting *(Continued)*

To be completed and submitted to MDE no later than October 27, 2006.

District Name: _____

School Name: _____

Phase 6 Checklist *(Continued)*

- ☐ Letter sent to parents of low-income students regarding supplemental educational services (attach copy of letter)
  - ☐ Letter identifies each approved provider within the district's geographic location or reasonably accessible.
  - ☐ Letter includes a brief description of the services, qualifications, and evidence of effectiveness of each provider.
  - ☐ Letter includes a description of the procedures and timelines that parents must follow in selecting a provider.
  - ☐ Letter informs parents on how the district will set priorities in order to determine which eligible students will receive services, if the district anticipates it will not have sufficient funds to serve all eligible students.

Indicate which of the following restructuring options were implemented in 2005-06:

- ☐ Replace all or most of the school staff, including the principal, who are relevant to the failure to make adequate yearly progress
- ☐ Close the school and re-open it as a charter school
- ☐ Turn the school's operation over to private management company with a demonstrated record of effectiveness
- ☐ Implement any other major effort that significantly changes the governance of the school as defined by MDE:
  - ☐ Appoint/employ an independent "turn-around" specialist.
  - ☐ Turn the school's operation over to the school's school improvement committee.
  - ☐ Restructure the governance of the school by appointing a governing board to oversee the school.
  - ☐ Appoint/Employ a coach from the Coaches' Institute.
  - ☐ Close the school and re-open it as a complete school of choice within district governance.
  - ☐ Use an external research-based reform model.
  - ☐ Appoint a new principal.
  - ☐ Suspend the office of the principal. (Indicate how the school will be governed.)
  - ☐ Other major restructuring of the school's governance arrangement (for clarification of restructuring options, please review the guidelines included in this packet).

Checklist continued on next page

Phase 6 Reporting *(Continued)*

To be completed and submitted to MDE no later than October 27, 2006.

District Name: _____

School Name: _____

Phase 6 Checklist *(Continued)*

Provide a restructuring update that includes the following information (attach update unless you have submitted this update as part of your Title I School Improvment Application in MEGS):

- A description of the restructuring activities completed during the 2005-06 school year and an evaluation of those activities
- A description of the professional development activities completed during the 2005-06 school year and an evaluation of those activities
- A description of any positive or negative changes in student achievement during the 2005-06 school year, based on two or more achievement measures, if available
- A description of the changes that have occurred in the school as a result of the restructuring efforts and the rationale based on outcome and process data to support continuing or revising the existing plan

Phase 6 Mandatory Steps

Set Aside Funds for Transportation and Supplemental Educational Services

- Set aside an amount equal to 20% of the district's Title I allocation for transportation costs associated with the transfer option and for supplemental educational services.
- Set-aside may come from the Title I allocation or other funds.
- Upon meeting all demands for transportation and supplemental educational services, the district may reallocate any remaining set-aside funds.

Notify Public

- Provide notification to the public that the school is identified for implementation of the restructuring plan.
- Describe what the school is doing to address the problem of low achievement.
- Describe what the district or State is doing to help the school address the achievement problem.

Send Letter to Parents

- Mail or email the transfer option letter directly to the parent(s) of each student by the beginning of the 2005-2006 school year.
- Provide in an understandable and uniform format.
- Write the letter, to the extent practicable, in a language or languages that parent(s) of each student enrolled in the school can understand.
- Letter must contain:
  - What the identification for implementation of the restructuring plan means.
  - Comparison of the school, in terms of academic achievement, to other schools in the district and the State.
  - The reasons for the identification.
  - A description of what the school is doing to address the problem of low achievement.
  - A description of the specific restructuring action(s) that will be taken.
  - A description of what the district or State is doing to help the school address the achievement problem.
  - Information about how the parents can become involved in addressing the academic issues that caused the school to be identified for implementation of the restructuring plan.
  - Specific details regarding the parents' right to transfer their student to another public school, including:
    —A list of available school(s) not identified for improvement.
    —Notice that transportation will be provided subject to certain cost limitations.
    —The academic achievement record of the school(s) to which the student may transfer.
    —Other information to help parents decide which school(s) would be best for their student(s).
  - Notice that SES may be available to eligible students remaining in the school.

Phase 6 Mandatory Steps *(Continued)*

Continue to Offer the Transfer Option

- Provide all students enrolled in the school the option to transfer to another school not identified for improvement (Phases 1-7).
- If possible, provide parent(s) a choice of more than one school to transfer their student(s).
- If all schools served by the district to which a student may transfer are identified for improvement (Phases 1-7), the district or Public School Academy (PSA) shall attempt to establish a cooperative transfer agreement with other districts or PSAs in the area. Documentation (e.g., letters and/or meeting minutes) must be maintained to verify such efforts.
- Provide transportation, up to limit of resources as determined by NCLB requirements.
- Give priority for transportation to lowest-achieving students from low-income families.
- Students may remain in that school of choice until the student has completed the highest grade in the school.
- The district must continue to provide transportation for students electing to transfer to other schools until the student's original school has returned to Phase 0.

Continue to Provide Supplemental Educational Services

- Notify parents of eligible students that supplemental educational services are available.
- Mail or email notice directly to the parent(s) of each eligible student.
- Provide notice in an understandable and uniform format.
- Write the notice, to the extent practicable, in a language or languages the parent(s) of each student enrolled in the school can understand.
- Notice must contain:
  - Identity of each approved provider within the district's geographic location or reasonably accessible.
  - A brief description of the services, qualifications, and evidence of effectiveness of each provider.
  - A description of the procedures and timelines that parents must follow in selecting a provider.
  - Information on how the district will set priorities in order to determine which eligible students will receive services, if the district anticipates it will not have sufficient funds to serve all eligible students.
- If requested, help parents select a supplemental educational service provider.
- District enters into an agreement with supplemental educational services providers. Agreement must contain:
  - Specific achievement goals for the student developed in consultation with the student's parents.
  - Description of how the student's progress will be measured.
  - Description of how the student's parents and teachers will be regularly informed of the student's progress.
  - Timetable for improving achievement.
  - Provision for termination of the agreements if provider is unable to meet the goals and timetables.
  - Method of payment for the services.
  - Provision to protect the identity of any student eligible for, or receiving, supplemental educational services.
  - Assurance that supplemental educational services will be provided consistent with applicable health, safety, and civil rights laws.
- Provisions of the agreement must be consistent with individualized education program under IDEA or Section 504.
- Ensure that eligible limited English proficient students receive appropriate supplemental educational services and language assistance in the provision of those services.

Phase 6 Mandatory Steps *(Continued)*

Continue to Implement Restructuring Plan

- Continue to Implement at least one of the following alternative governance options:
  - Replace all or most of the school staff, including the principal, who are relevant to the failure to make adequate yearly progress
  - Close the school and re-open it as a charter school
  - Turn the school's operation over to private management company with a demonstrated record of effectiveness
  - Implement any other major effort that significantly changes the governance of the school as (defined by MDE):
    —Appoint/employ an independent "turn-around" specialist.
    —Turn the school's operation over to the school's school improvement committee.
    —Restructure the governance of the school by appointing a governing board to oversee the school.
    —Appoint/Employ a coach from the Coaches' Institute.
    —Close the school and re-open it as a complete school of choice within district governance.
    —Use an external research-based reform model.
    —Appoint a new principal.
    —Suspend the office of the principal. (Indicate how the school will be governed.)
    —Other major restructuring of the school's governance arrangement (for clarification of restructuring options, please review the guidelines included in this packet).
  - Make other arrangements as necessary to implement the alternative governance restructuring plan.

Guidelines for Other Restructuring Options

The Michigan Department of Education has developed the following guidelines for the other restructuring options allowed under NCLB:

1. **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 is State-appointed and the school/district was required or volunteered to accept a State-appointed specialist.
   - The local board of education—if specialist is a district decision, the specialist would report to the school board.

2. **Appoint a Governing Board to oversee the 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 student achievement within that time.

3. **Close the school and re-open as a completely restructured 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, e.g., a focus school where a specific approach to learning is implemented on a schoolwide 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 work with staff).

4. **Use an external research-based reform model that addresses the issue of alternative governance.**
   Model must include alternative governance approaches and schoolwide instructional reform, not merely a change in curricular materials. Examples are available through www.nwrel.org Catalogue of Reform Models—Whole School.

5. **Appoint a new principal.**
   Plan must include rationale that explains how this change in governance will lead to fundamental reforms and to improved student achievement.

6. **Suspend the office of the principal.**
   Have the central office take over the administration of the school through the appointment of a central office administrator to temporarily govern the school.

Sample: Letter sent to parents of ALL students who attend Title I schools identified for Phases 2-7 of improvement.

(Date)

(Parent)
(Address)
(City, State, Zip)

Dear (Parent):

Your child is a student at *(ABC School).* You know that your child is important to us and that this school wants to provide every opportunity for success.

(*ABC School)* provides math and reading programs funded by Title I. Each school is required to assess students every year on the Michigan Educational Assessment Program (MEAP) tests. *(ABC School)* did not make adequate yearly progress (AYP) for the last (# of years) based on these tests and is identifed for *(phase of improvement).*

A comparison of this school with other schools in our district is part of the district's report card and is enclosed with this letter. This year, *(ABC School)* is identified because (list reasons: be specific, e.g., only 20% of the students were proficient in reading). In order to address this problem, *(explain what the school is doing to address the problem and how the district and MDE are helping).* You can assist in our efforts by *(explain how parents can be involved in addressing the academic issues that caused the school to be identified).*

Because the school is identified, the district must offer you the opportunity to transfer your child to *(specify other school(s) in this district or another neighboring school).* Priority to transfer to another school will be given to the lowest achieving children from low-income families.

To help you decide, we have provided test information from the schools that did make adequate yearly progress along with *(ABC School's)* information so you can compare them. Based on this information, you may choose a school using the enclosed School Transfer Form. Transportation to this school will be provided. You must complete this form by *(date - 30 days)* and return it to *(name and number)* to be considered.

If you decide not to transfer your child and your child is eligible for free or reduced price meals, free tutoring may be available to your child. You will receive a separate letter about the tutoring.

If you have questions or would like to discuss this decision further, please call *(name and number)* and *(he/she/they)* will be happy to help you.

Sincerely,

District Official

Enclosures:
School Comparison Data, School Transfer Request Form

Sample: Letter sent to parents of students who are eligible for free or reduced price meals and attend Title I schools identified for Phases 2-7 of improvement.

(Date)

(Parent)
(Address)
(City, State, Zip)

Dear (Parent):

Help your child succeed in school! As a result of the federal No Child Left Behind Act, your child may be able to receive extra help in math and reading. You can receive free tutoring because (ABC School) is identified for improvement and your family meets the income limits under the law.

(ABC School) is identified for improvement in (Mathematics and/or Reading) because it has not made adequate yearly progress on the Michigan Educational Assessment Program (MEAP) test for (#) years. The school is working to address these problems by (briefly identify improvement efforts). In order to help your child do better in our school, you can now choose a free tutoring program in your area. These programs have been approved by the Michigan Department of Education and will provide tutoring that is coordinated with what is being taught in school. Each program is different. You will need to review the information and decide which program is best for your child.

Think about the answers to these questions to help you decide:

- When and where will the tutoring take place?
- How far is it? Please note that transportation to the tutor and to your home is not provided.
- Consider how often the tutor will meet with your child and how long the tutoring session is.
- Note what programs, by grade level and subject areas, are provided by that tutor.
- What type of instruction is used, e.g., small group, one-on-one, or computer based instruction.
- Review the tutor's qualifications.
- Does this program seem to fit your child's needs?

The school has invited tutors to meet with parents (include details, time and place for a provider fair) to help you decide.

Included in this letter is a Tutor Selection Form. If you would like to select a tutor from the list, complete this form and return it to (name and address) in the stamped envelope we have enclosed. Your Tutor Selection Form is due by (date - 30 days) to be allowed to participate.

The No Child Left Behind Act also allows students to transfer to another school (be specific if it is in the district or if it is in a neighboring district). The School Choice letter was mailed to you on (date).

The school staff want to help you with this information, so please do not hesitate to contact us (name and number) if we can answer your questions.

Sincerely,

District Official
Enclosures: District Report Card, List of Tutors Approved by the State, Tutor Selection Form, Stamped, Addressed Envelope

Worksheet:
District Title I Schools Set-Aside

1. District Title I Allocation ..... _____ A

2. Highly Qualified Set-Aside ..... _____ B
   5% minimum set-aside unless less is needed

3. Homeless Set-aside..... _____ C
   Sufficient funds to provide comparable Title I services to homeless students in non-Title I schools. District may determine the amount.

Complete Steps 4a and 4b ONLY if district has a school(s) in Phase(s) 1-7.

4a. Transportation (Transfer Option) and/or Supplemental Educational Services (SES) Set-Aside
District must set-aside an amount equal to 20% of the district's total allocation for transportation related to the transfer option, supplemental educational services, or a combination of both transportation and SES.

Transportation set-aside must be greater than or equal to 5% ..... A x _____% = _____

SES set-aside must be greater than or equal to 5% ..... A x _____% = _____ D

TOTAL set-aside must equal 20%..... A x _____20% = _____ E

(Leave blank if using funds other than Title I)

4b. Title I funds beyond the minimum that will be used AT DISTRICT'S OPTION for transportation and/or supplemental services:

Additional Amount for Transportation: ..... _____ F

Additional Amount for SES: ..... _____ G

5. Total set-asides for highly qualified, homeless, transportation and supplemental educational services:..... (B+C+E+F+G) = _____ H

6. Title I Balance of Allocation:..... (A – H) = _____ I

NOTES

Transfer Option: Open to all students; priority given to lowest achieving students from low-income families.

SES: Only for students from low-income families; priority given to lowest achieving students.

Title I balance (letter I): Will be allocated using the "Title I School Selection and Allocation Worksheet," beginning at Step 6. The process to determine the maximum supplemental services amount per student is on page 2, which should be completed by districts with a school(s) in Phase(s) 2-7.

Worksheet:
Determining Maximum Supplemental Education Services (SES) Per Student

1. District Title I Allocation	_____	A
2. District Title I Census Poverty Count or Equated Census Poverty Count for PSAs: ..... *Reference MDE website, Title I, Part A Allocations*	_____	a
3. Per Student Maximum Amount for SES.....	A ÷ a _____	b
4. Total SES Set-Aside ..... *From page 1: D + G*	_____	c
5. Estimated Number of Students Served by Set-Aside Amount.....	c ÷ b _____	d

* Letter to describe availability of supplemental services should be sent to low income families. If the number of students exceeds the estimated number "d", the lowest performing students are given preference over the higher performing students.