

MICHIGAN PUBLIC SCHOOLS BEATING THE ODDS

Presentation to the Michigan State Board of
Education

November 8, 2011

Identifying Schools Beating the Odds

- Ran the two separate studies of schools Beating the Odds using considerably different methodologies
 1. Schools performing above their predicted levels based on risk factors
 - Percent economically disadvantaged
 - Percent students with disabilities
 - Percent English language learners
 - Percent minority
 2. Schools performing above a comparison group of the most demographically similar schools in the state
- Identified schools as beating the odds for this presentation only if they were identified in both studies as beating the odds
- Provides a strong basis for concluding that these schools are indeed beating the odds

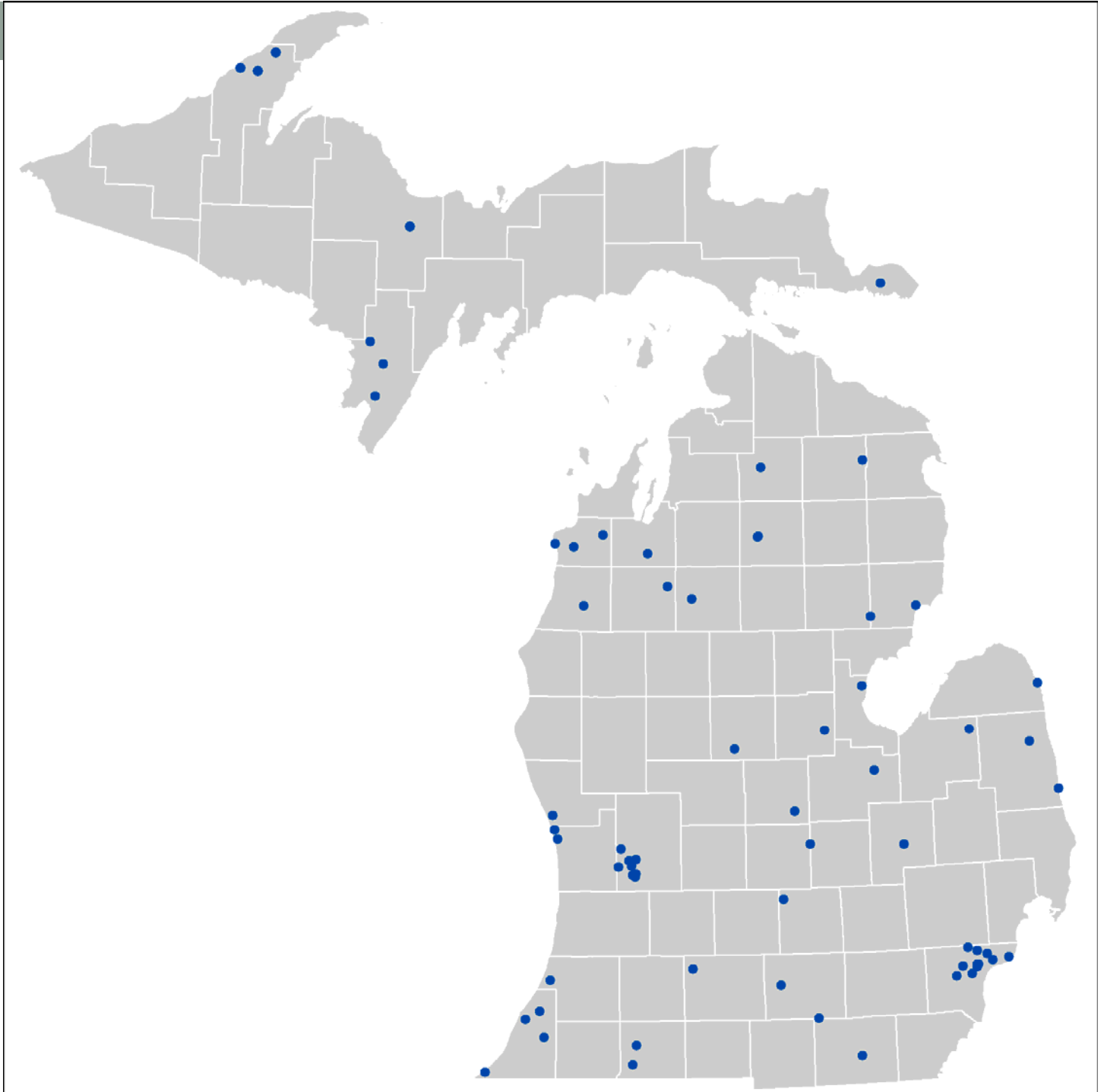
Selecting schools to profile for the State Board of Education

- MDE staff reviewed the identified schools to eliminate schools of the following types
 - Selective admissions
 - Gifted and talented programs

THE SCHOOLS

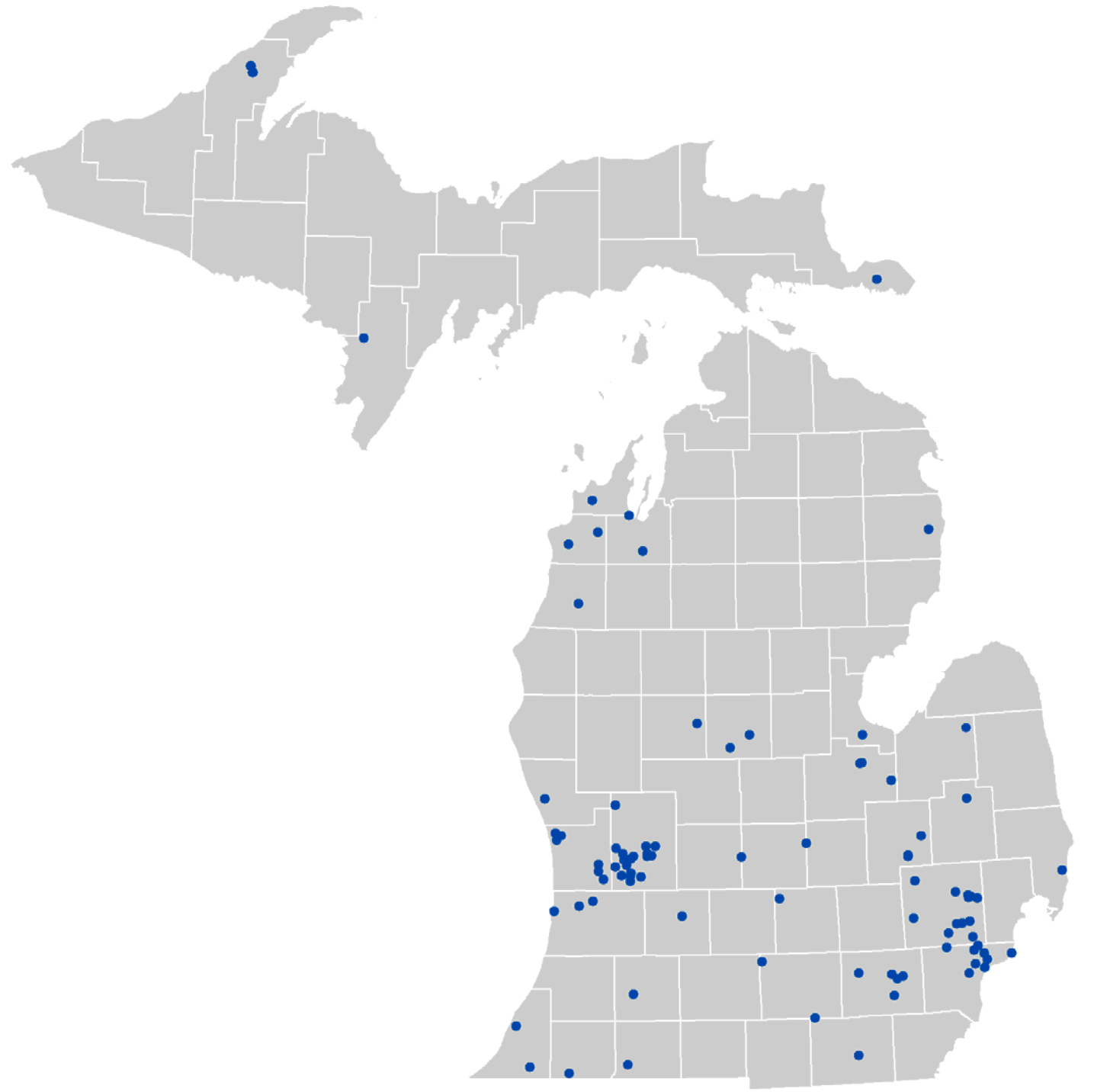
Results of Study 1

- Schools whose top to bottom ranking is higher than that predicted based on school demographics
- 60 schools identified



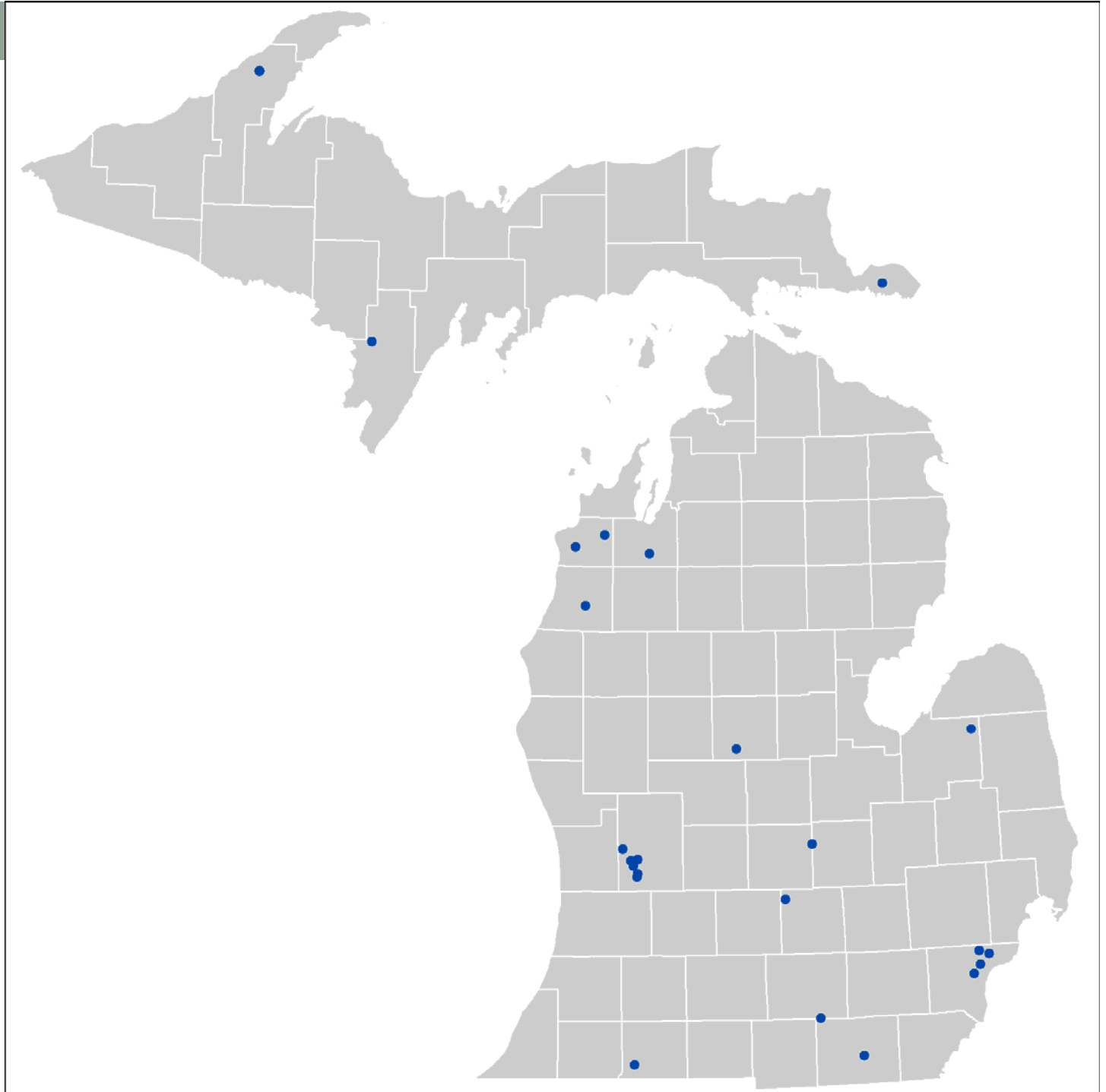
Results of Study 2

- Schools that outperform the 30 most demographically similar schools in the State.
- 83 schools identified



Identified by Both Studies

- Schools that were identified using both studies
- 20 schools identified
- These 20 schools represent schools that both...
 - Outperformed their predicted outcomes
 - Outperformed each of the 30 most demographically similar schools in the state



The 20 Schools Identified by Both Studies

ISD Name	District Name	Building Name
Clinton County RESA	Ovid-Elsie Area Schools	Leonard Elementary School
Copper Country ISD	Hancock Public Schools	Hancock Middle School
Eastern Upper Peninsula ISD	DeTour Area Schools	Drummond Island Elem. School
Gratiot-Isabella RESD	Shepherd Public School District	Winn Elementary School
Ingham ISD	El-Hajj Malik El-Shabazz Academy	El-Hajj Malik El-Shabazz Academy
Kent ISD	Godfrey-Lee Public Schools	Godfrey-Lee Early Childhood Ctr.
Kent ISD	Godwin Heights Public Schools	North Godwin Elementary School
Kent ISD	Kentwood Public Schools	Glenwood Elementary
Kent ISD	Kentwood Public Schools	Southwood Elementary
Lenawee ISD	Madison School District (Lenawee)	Madison Middle School
Manistee ISD	Kaleva Norman Dickson School District	Brethren High School
Menominee ISD	North Central Area Schools	North Central Elementary School
Traverse Bay Area ISD	Benzie County Central Schools	Crystal Lake Elementary School
Traverse Bay Area ISD	Benzie County Central Schools	Lake Ann Elementary School
Traverse Bay Area ISD	Kingsley Area Schools	Kingsley Area Elementary School
Tuscola ISD	Cass City Public Schools	Campbell Elementary School
Wayne RESA	Business Entrepreneurship, Sci., Tech. Academy	Business Entrepreneurship, Sci., Tech. Academy
Wayne RESA	Dearborn City School District	Howe Trainable Center and Montessori
Wayne RESA	Dearborn City School District	Iris Becker Elementary School
Wayne RESA	M.L. King, Jr. Education Center Academy	M.L. King, Jr. Education Center Academy

Selecting schools to profile for the State Board of Education

- MDE staff selected 7 schools to profile for the State Board of Education
 - 3 elementary schools
 - 2 K-8 schools
 - 1 middle school
 - 1 high school
- The full list of...
 - 60 schools from study 1
 - 83 schools from study 2
 - 20 schools in both
- ...will be made publicly available on the web later this week.

Selecting schools to profile for the State Board of Education

- MDE staff contacted and interviewed ISD, District, and School officials to ask for information about how the school is going about beating the odds

BRETHREN HIGH SCHOOL

Kaleva Norman Dickson School District

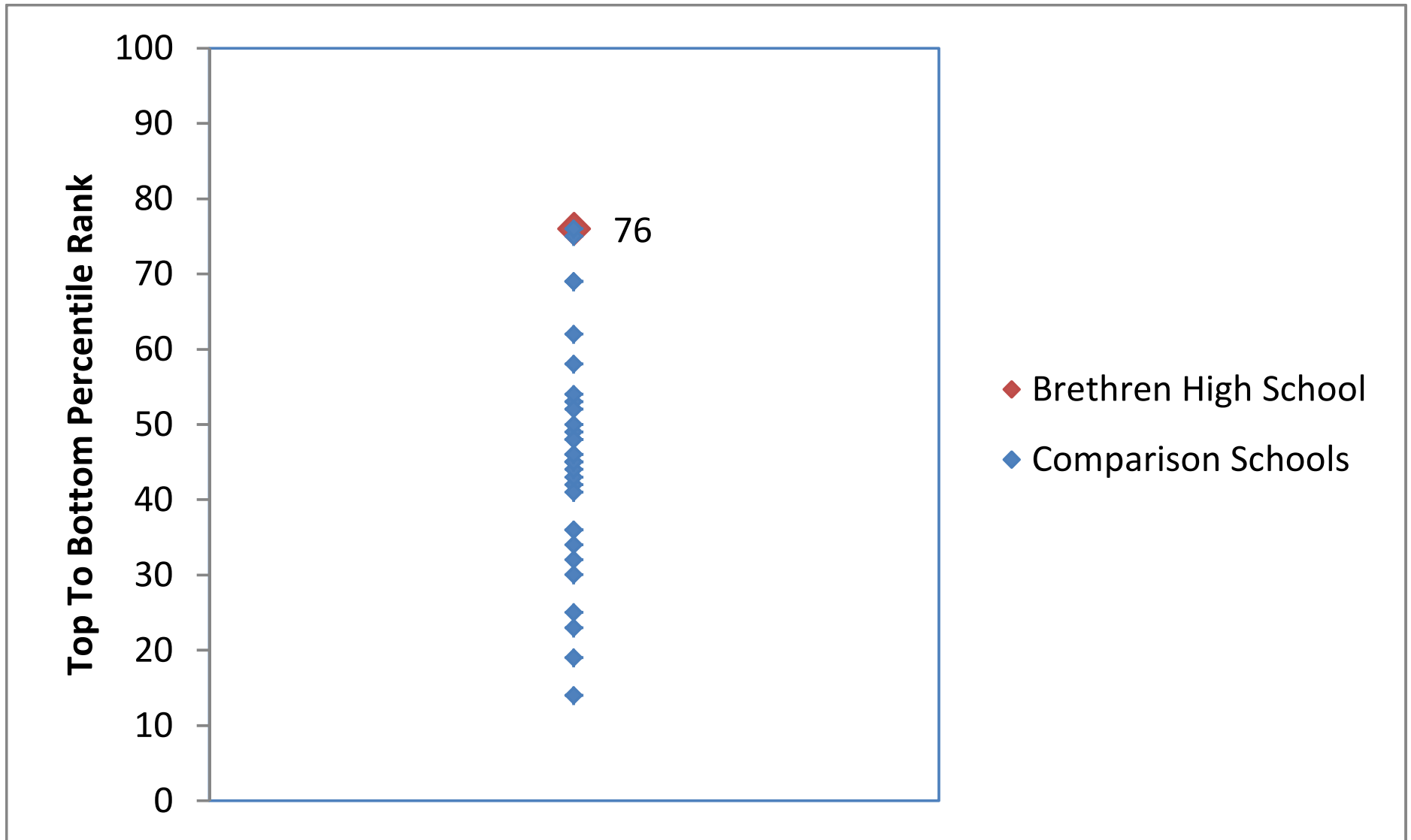
Manistee ISD

Peer Group

- Remote rural high schools
- Enrollment around 350
- SFA around \$7,400
- Minority around 7%
- ED around 52%
- SWD around 13%
- LEP around 1%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City			
Suburb of large city			
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe			
Distant rural area			
Remote rural area	Yes	100%	
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K			
Includes grade 1			
Includes grade 2			
Includes grade 3			
Includes grade 4			
Includes grade 5			
Includes grade 6			13%
Includes grade 7			43%
Includes grade 8			40%
Includes grade 9	Yes		100%
Includes grade 10	Yes		100%
Includes grade 11	Yes		100%
Includes grade 12	Yes		100%
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7801	7357	166
Enrollment	214	341	146
% minority	8%	7%	7%
% economically disadvantaged	64%	52%	10%
% students with disabilities	12%	13%	4%
% limited English proficient	0%	1%	1%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels and graduation rate similar to peers, but...
- Had high improvement rates in all subjects compared to peers
- Had a high improvement in graduation rate compared to peers
- Had small achievement gaps compared to peers

Interview Responses

- “Small school, big family” (motto)
- Two hour “delay days” every other week for staff to do professional development; “creates one voice where we are all on the same page and share that same voice...we have a consistent message to students and community.”
- District-wide commitment to technology that has been sustained even through cuts.
- Supportive school board, and a high level of support from the ISD.
- Focus on keeping students motivated (setting goals/expectations, rewards, creative homework policy)
- Strategic focus on the culture of their building for both students and staff,

CAMPBELL ELEMENTARY SCHOOL

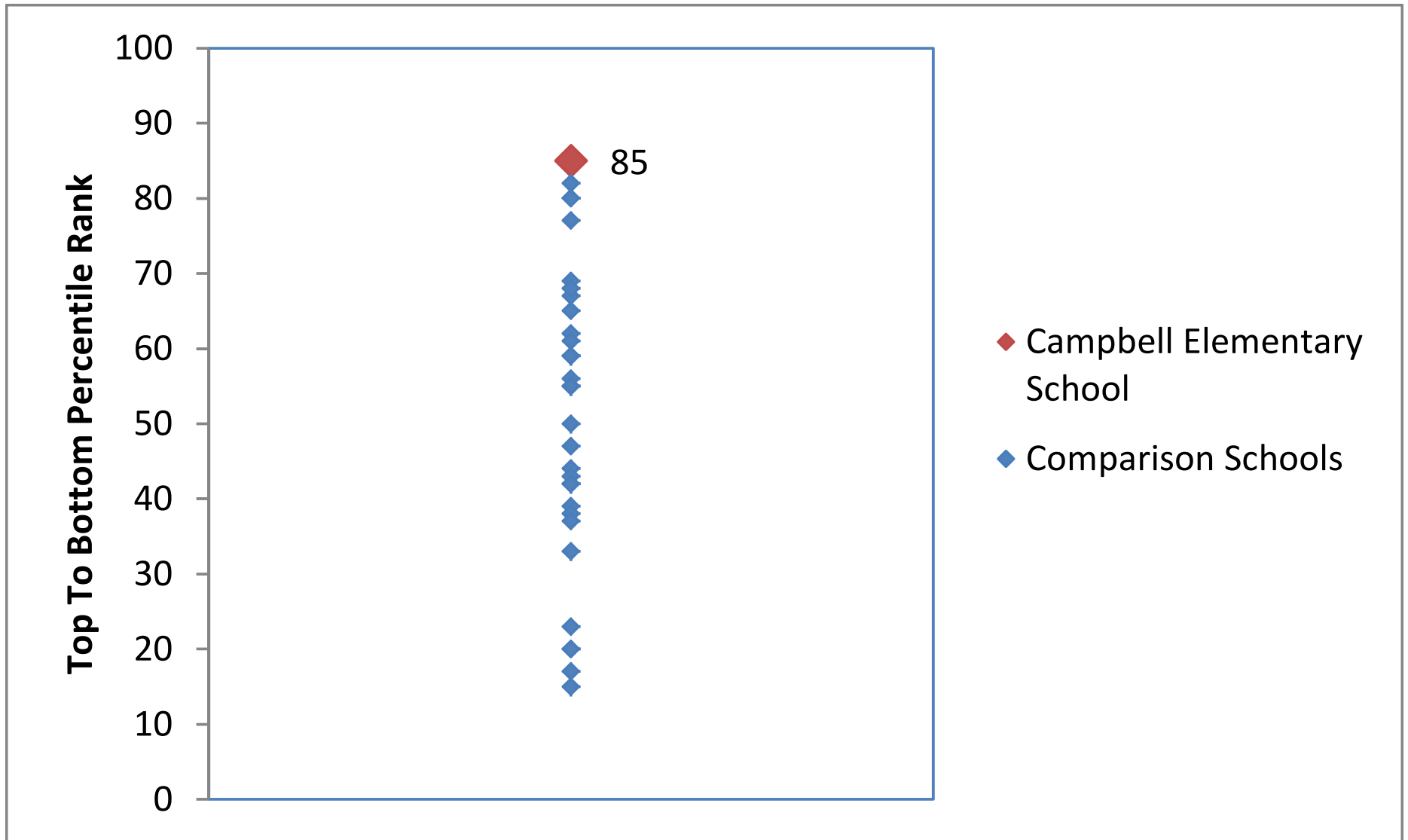
Cass City Public Schools
Tuscola ISD

Peer Group

- Distant town K-4/5 schools
- Enrollment around 350
- SFA around \$7,300
- Minority around 13%
- ED around 54%
- SWD around 16%
- LEP around 1%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City			
Suburb of large city			
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town	Yes	100%	
Remote town			
Rural area on urban fringe			
Distant rural area			
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	70%	
Includes grade 1	Yes	70%	
Includes grade 2	Yes	80%	
Includes grade 3	Yes	90%	
Includes grade 4	Yes	93%	
Includes grade 5		63%	
Includes grade 6		10%	
Includes grade 7		7%	
Includes grade 8		3%	
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7316	7331	51
Enrollment	439	335	69
% minority	3%	13%	10%
% economically disadvantaged	57%	54%	10%
% students with disabilities	16%	16%	4%
% limited English proficient	1%	1%	1%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had math achievement levels similar to its peers and math improvement rates slightly lower than its peers, but...
- Had higher achievement levels than peers in reading and science
- Had improvement rates in reading and science above its peers
- Had achievement gaps much smaller than its peers in math, reading, and science

Interview Responses

- MiBLSI: three-tiered intervention model
- 90 minute reading block, 60 minute math block, 45 minute writing block, with additional time for struggling students
- Frequent assessment of students.
- Student Achievement Model (initiated by Huron ISD, in conjunction with Tuscola ISD)
- Research-based core curriculum for all students.
- Commitment to early intervention for struggling students.
- Strong use of data for information; they “use data daily.”
- Exceptional staff, including a very dedicated paraprofessional staff and strong building leadership.
- Strong utilization of ISD resources; collaboration with other districts; openness to try new ideas.
- Rewards for students; backpack program to send food home.

CRYSTAL LAKE ELEMENTARY SCHOOL

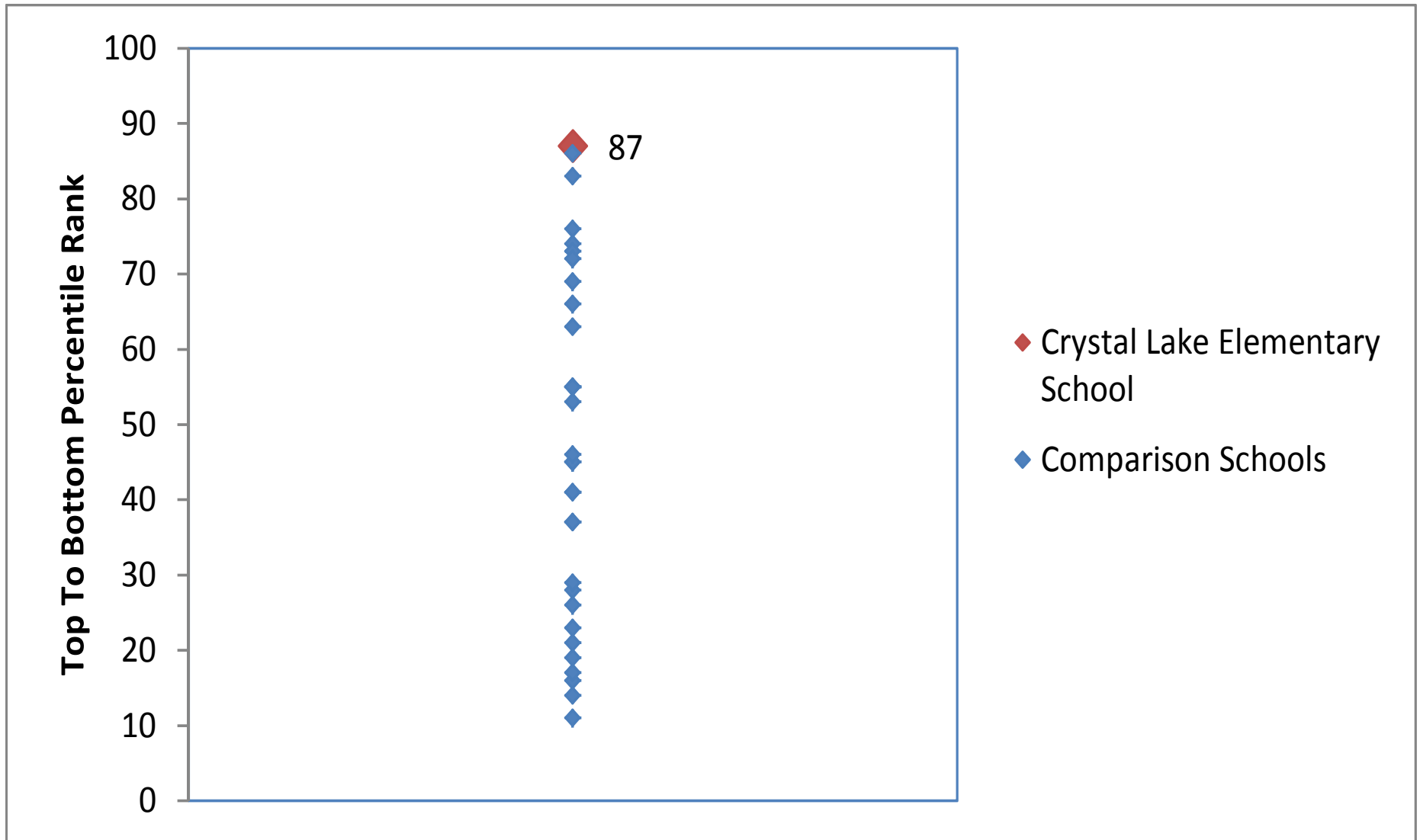
Benzie County Central Schools
Traverse Bay Area ISD

Peer Group

- Remote rural K-5 schools
- Enrollment around 250
- SFA around \$7,350
- Minority around 7%
- ED around 66%
- SWD around 16%
- LEP around 0%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City			
Suburb of large city			
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe			
Distant rural area			
Remote rural area	Yes	100%	
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	97%	
Includes grade 1	Yes	93%	
Includes grade 2	Yes	97%	
Includes grade 3	Yes	97%	
Includes grade 4	Yes	100%	
Includes grade 5	Yes	87%	
Includes grade 6		33%	
Includes grade 7			
Includes grade 8			
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7316	7361	146
Enrollment	212	264	112
% minority	17%	7%	6%
% economically disadvantaged	69%	66%	9%
% students with disabilities	17%	16%	3%
% limited English proficient	0%	0%	0%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math, reading, and science
- Had much higher rates of improvement than its peers in math, reading, and science
- Had smaller achievement gaps than its peers in science

Interview Responses

- Focus on core instruction; utilize Response to Intervention
- Use data regularly to focus intensively on student achievement; “the teachers really stay on top of the data to make sure students succeed at every level.”
- Professional Learning Communities are strong; good vehicles for focusing on student achievement.
- Positive behavior support model
- Challenge each student at their instructional level
- “Genuine commitment to student achievement as their #1 priority” (district quote)
- Committed staff (teachers, leadership, support) and community involvement.

GLENWOOD ELEMENTARY

Kentwood Public Schools

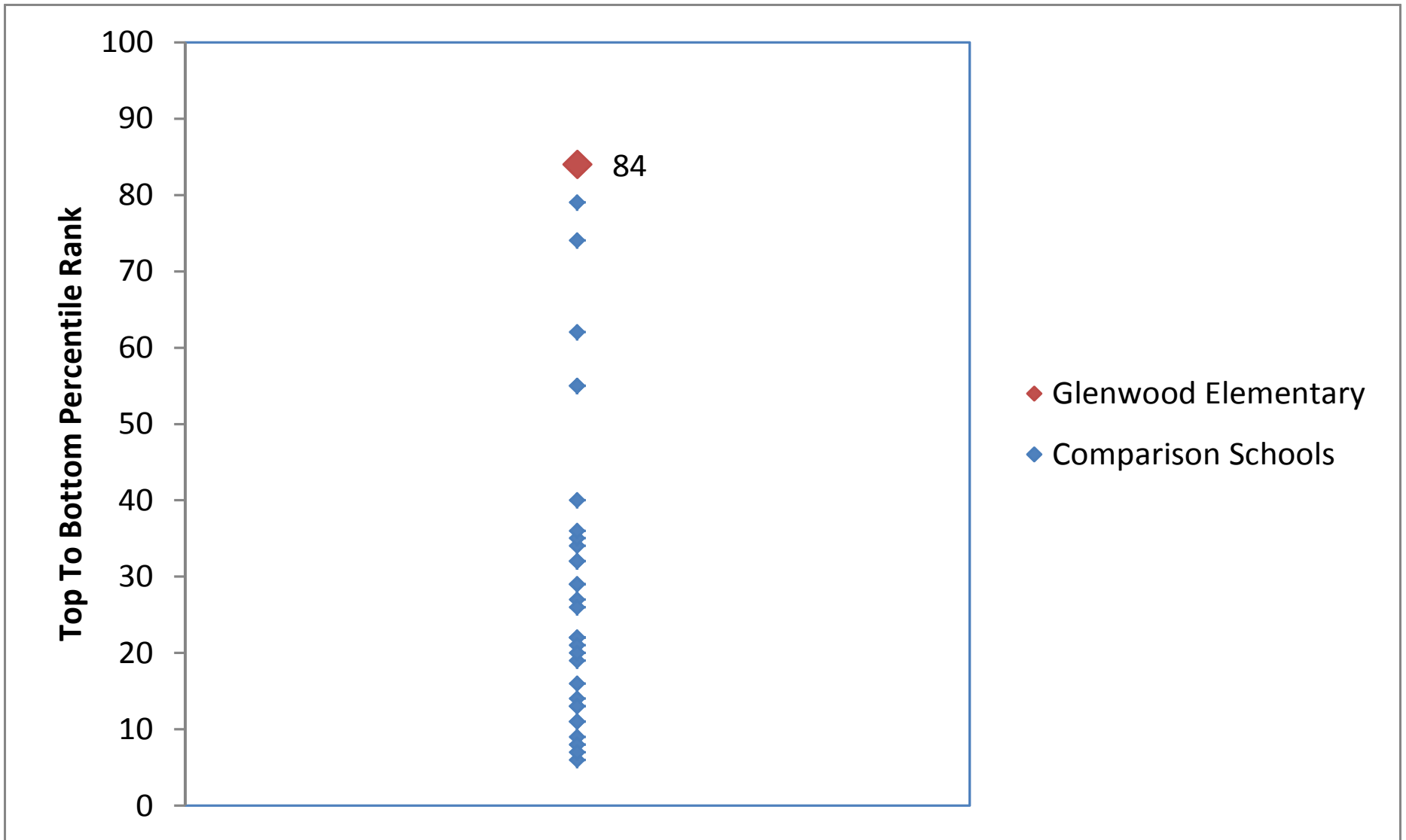
Kent ISD

Peer Group

- K-5 schools in suburbs of large cities
- Enrollment around 350
- SFA around \$7,800
- Minority around 50%
- ED around 68%
- SWD around 12%
- LEP around 7%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City			
Suburb of large city	Yes	100%	
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe			
Distant rural area			
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	97%	
Includes grade 1	Yes	100%	
Includes grade 2	Yes	100%	
Includes grade 3	Yes	100%	
Includes grade 4	Yes	100%	
Includes grade 5	Yes	100%	
Includes grade 6		13%	
Includes grade 7			
Includes grade 8			
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7559	7794	277
Enrollment	324	365	69
% minority	60%	51%	18%
% economically disadvantaged	70%	68%	11%
% students with disabilities	12%	12%	3%
% limited English proficient	8%	7%	7%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math, reading, and science
- Had higher rates of improvement than its peers in math, reading, and science
- Had smaller achievement gaps than its peers in reading and science

Interview Responses

- Focus on individualized instruction; use intervention and enrichment groups in addition to whole-class differentiated instruction.
- Positive school culture; focus on making instruction meaningful to students
- Culture of high expectations for students and staff.
- “Professional accountability” among staff members.
- Culture of collaboration, outstanding leadership, strong parental support.
- Connection with the faith community through a local church that provides additional supports.
- Strong afterschool and summer programs.

NORTH GODWIN ELEMENTARY SCHOOL

Godwin Heights Public Schools

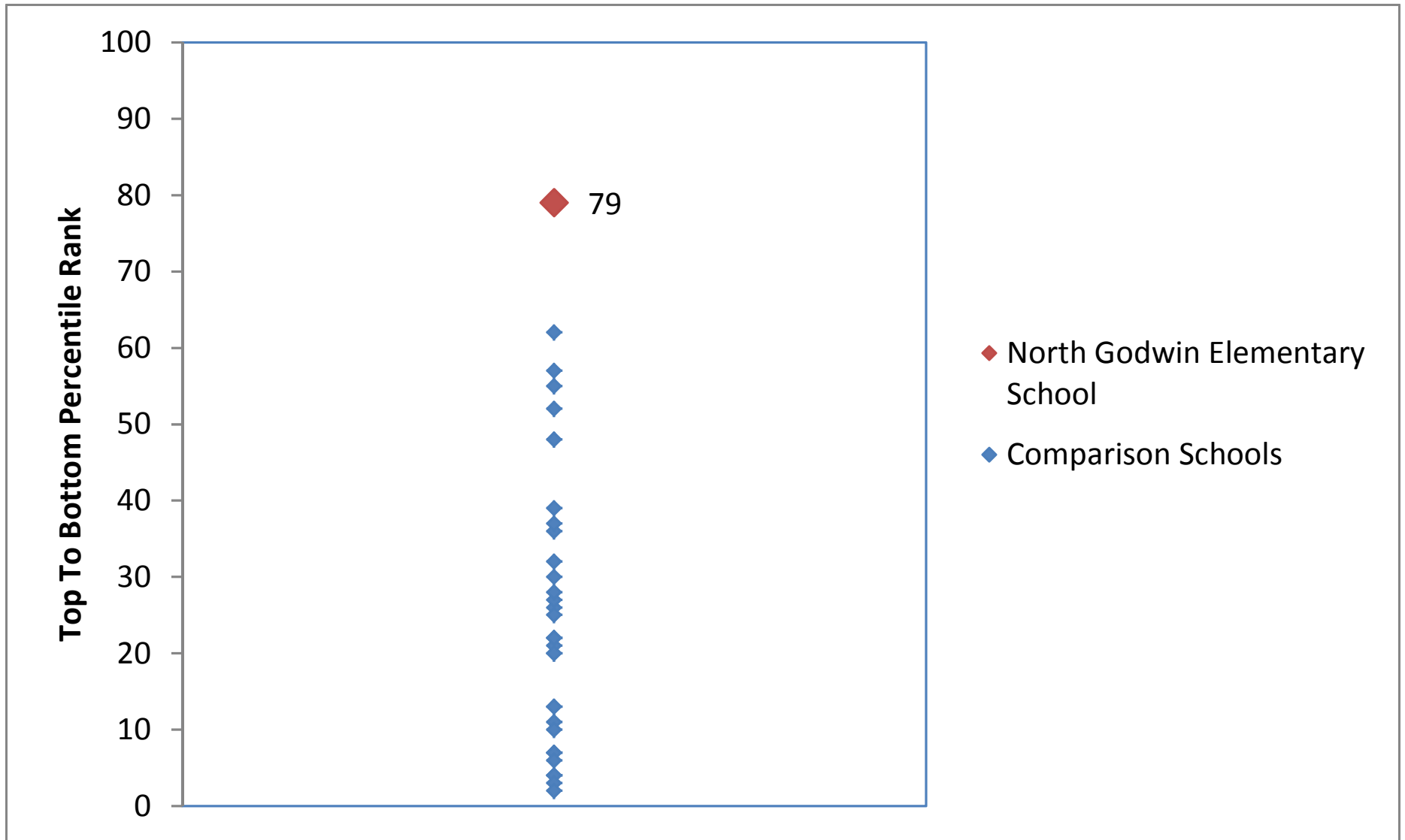
Kent ISD

Peer Group

- K-5/6 schools in small cities
- Enrollment around 425
- SFA around \$7,550
- Minority around 68%
- ED around 80%
- SWD around 14%
- LEP around 24%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City	Yes	70%	
Suburb of large city		13%	
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe		13%	
Distant rural area		3%	
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	100%	
Includes grade 1	Yes	100%	
Includes grade 2	Yes	100%	
Includes grade 3	Yes	100%	
Includes grade 4	Yes	100%	
Includes grade 5	Yes	87%	
Includes grade 6	Yes	43%	
Includes grade 7		23%	
Includes grade 8		17%	
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	8241	7565	267
Enrollment	397	419	141
% minority	62%	68%	15%
% economically disadvantaged	77%	80%	11%
% students with disabilities	13%	14%	3%
% limited English proficient	30%	24%	24%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math, reading, and science
- Had higher rates of improvement than its peers in math and reading
- Had smaller achievement gaps than its peers in reading

Interview Responses

- “Amazing collaborative culture;” constant communication between classroom and specialized teachers; PLC
- Community school; full-time community coordinator to help with attendance and organize parent involvement.
- Analyze data “continuously”
- Sense of community in the school where the staff focus on the student AND their whole family.
- “They do whatever it takes to make students successful” (district quote).
- Strong, caring staff; very collaborative with each other; innovative and willing to try new things.
- Exhibit the essence of research practitioners (ISD quote)

SOUTHWOOD ELEMENTARY

Kentwood Public Schools

Kent ISD

Peer Group

- K-5 schools in suburbs of large cities
- Enrollment around 350
- SFA around \$7,750
- Minority around 32%
- ED around 67%
- SWD around 22%
- LEP around 4%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City		3%	
Suburb of large city	Yes	97%	
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe			
Distant rural area			
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	87%	
Includes grade 1	Yes	90%	
Includes grade 2	Yes	100%	
Includes grade 3	Yes	100%	
Includes grade 4	Yes	97%	
Includes grade 5	Yes	90%	
Includes grade 6		10%	
Includes grade 7			
Includes grade 8			
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7559	7735	291
Enrollment	318	353	60
% minority	37%	32%	16%
% economically disadvantaged	72%	67%	10%
% students with disabilities	25%	22%	4%
% limited English proficient	7%	4%	4%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math, reading, and science
- Had higher rates of improvement than its peers in math and reading
- Had smaller achievement gaps than its peers in reading and science

Interview Responses

- Outstanding teachers with high expectations and excellent support staff
- Innovative technology programs (Netbooks, interactive white boards, iPads for teachers)
- Use of data and formative assessments to form intervention and enrichment groups.
- Strong district support and professional development.
- Students from all different backgrounds; work hard to celebrate diversity.
- Culture of high expectations.
- Strong community support; connection with the faith community.

DRUMMOND ISLAND ELEMENTARY SCHOOL

DeTour Area Schools

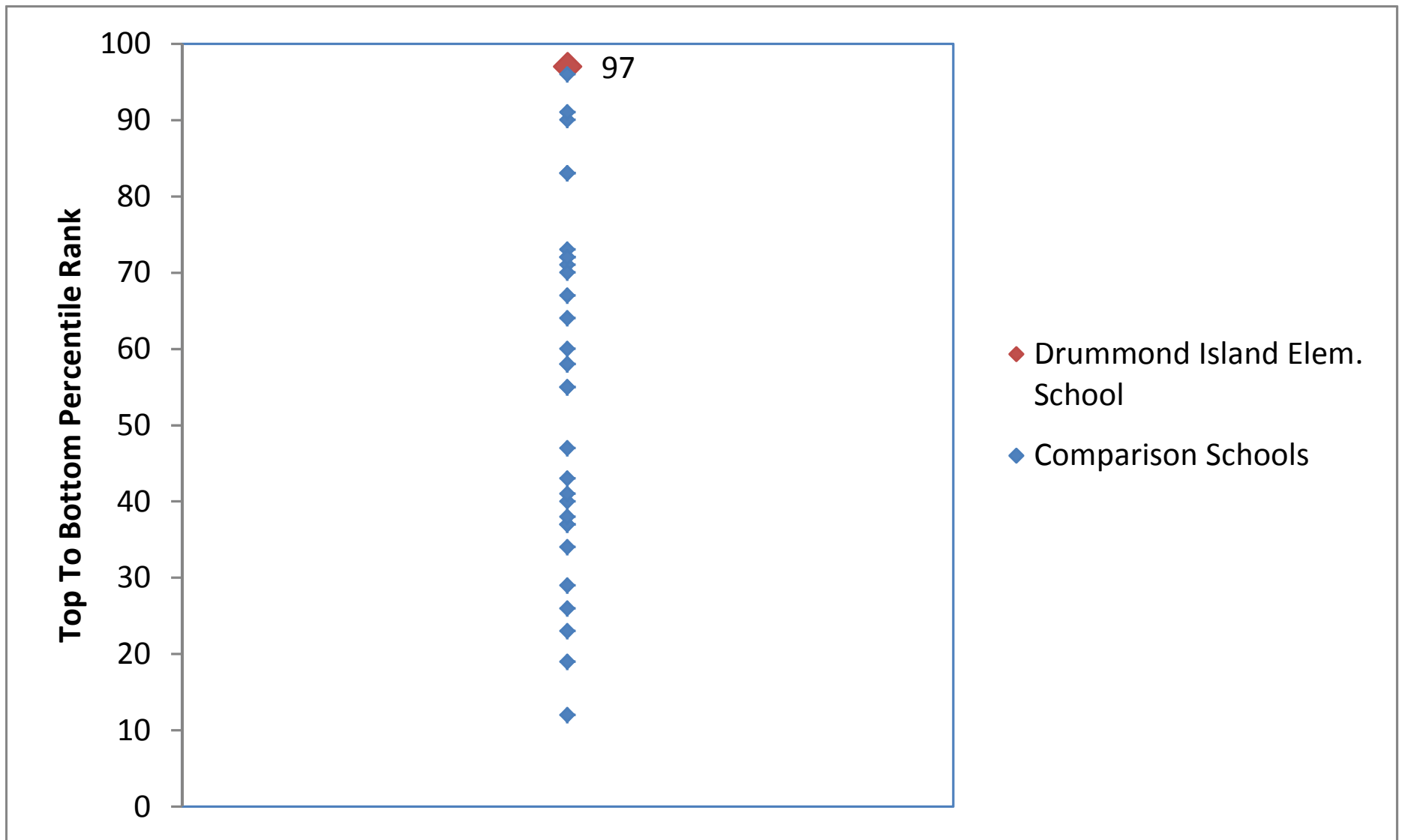
Eastern Upper Peninsula ISD

Peer Group

- K-5/6 schools in remote rural areas
- Enrollment around 300
- SFA around \$8,050
- Minority around 16%
- ED around 53%
- SWD around 10%
- LEP around 1%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsized City			
Small City			
Suburb of large city		37%	
Suburb of midsized city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe			
Distant rural area			
Remote rural area	Yes	63%	
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	100%	
Includes grade 1	Yes	100%	
Includes grade 2	Yes	100%	
Includes grade 3	Yes	100%	
Includes grade 4	Yes	100%	
Includes grade 5	Yes	97%	
Includes grade 6	Yes	63%	
Includes grade 7		7%	
Includes grade 8		7%	
Includes grade 9		3%	
Includes grade 10		3%	
Includes grade 11		3%	
Includes grade 12		3%	
Other	Focal School	Mean	SD
State foundation allowance	9280	8065	750
Enrollment	49	290	89
% minority	31%	16%	15%
% economically disadvantaged	49%	53%	12%
% students with disabilities	9%	10%	3%
% limited English proficient	0%	1%	1%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels similar to peers in math
- Had achievement levels higher than its peers in reading
- Had higher rates of improvement than its peers in math and reading
- Had smaller achievement gaps than its peers in math and reading

Interview Responses

- “Quality curriculum, high student expectations and strong administrative leadership.”
- Frequent monitoring of student performance.
- Strong parent and community support.
- High level of integration across subject areas (ex: six traits writing across the curriculum).
- Using the McREL teacher observation protocol for improvement of instructional strategies.
- Analyze data regularly to track student progress; regular staff meetings to discuss student achievement and goals.
- Focus on promoting a healthy lifestyle for students.
- Regional curriculum in the Eastern UP ISD.

LEONARD ELEMENTARY SCHOOL

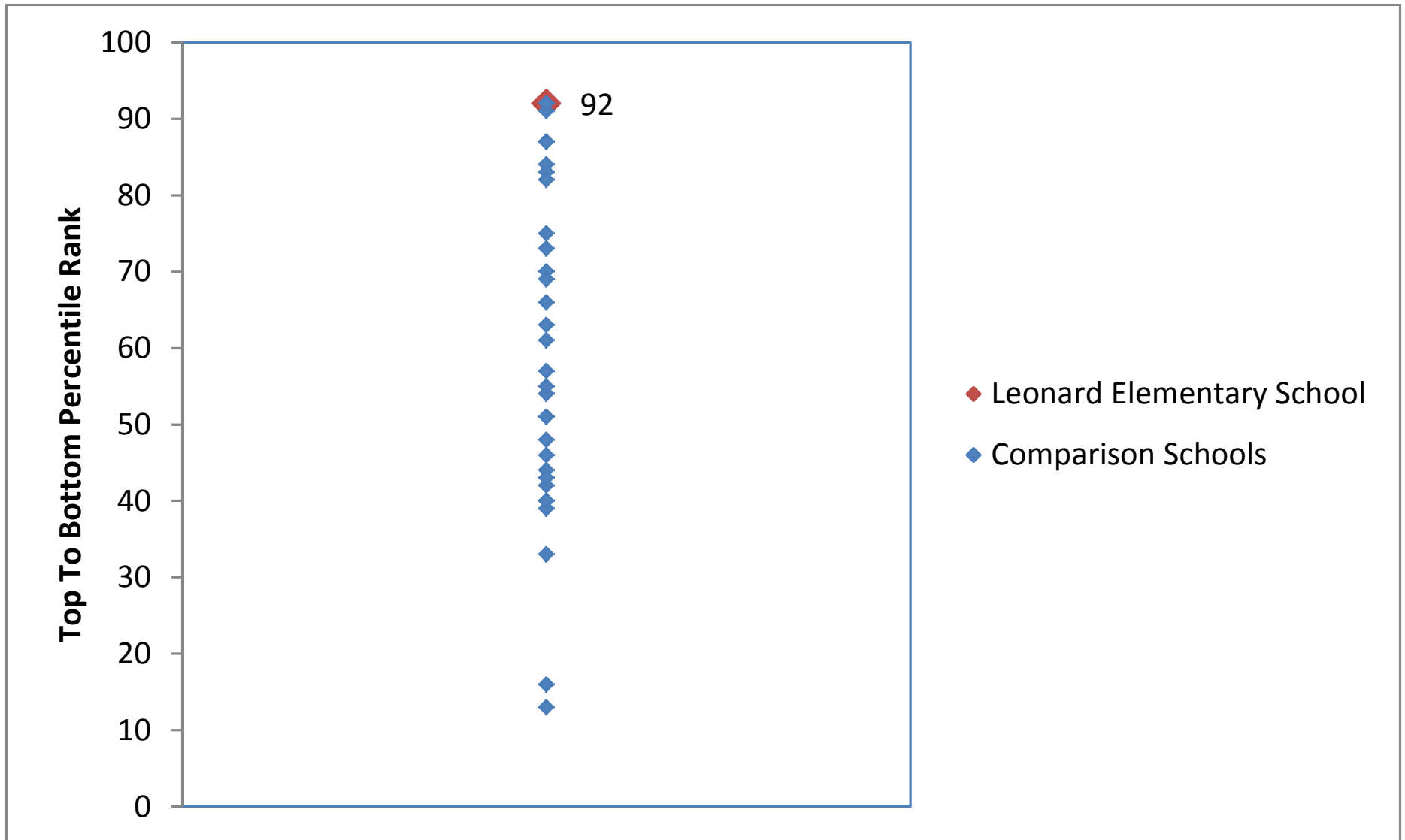
Ovid-Elsie Area Schools
Clinton County RESA

Peer Group

- K-5/6 schools in distant rural areas
- SFA around \$7,300
- Minority around 5%
- ED around 48%
- SWD around 12%
- LEP around 0%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City			
Suburb of large city			
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe			
Distant rural area	Yes	100%	
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	100%	
Includes grade 1	Yes	100%	
Includes grade 2	Yes	100%	
Includes grade 3	Yes	100%	
Includes grade 4	Yes	100%	
Includes grade 5	Yes	100%	
Includes grade 6	Yes	60%	
Includes grade 7			
Includes grade 8			
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7316	7320	22
Enrollment	556	404	99
% minority	6%	5%	3%
% economically disadvantaged	46%	48%	10%
% students with disabilities	13%	12%	3%
% limited English proficient	0%	0%	0%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math, reading, and science
- Had higher rates of improvement than its peers in math
- Had smaller achievement gaps than its peers in reading and science

Interview Responses

- Utilize the Response to Intervention model
- Set very high expectations for student achievement
- Very enthusiastic and committed staff
- 90 minutes of reading time each day
- “Our staff here is really starting to come together to reach the whole child. They’ve really embraced the community and the kids that they serve.”
- Innovative programming
- Focus on early intervention and identification of student needs.

KINGSLEY AREA ELEMENTARY SCHOOL

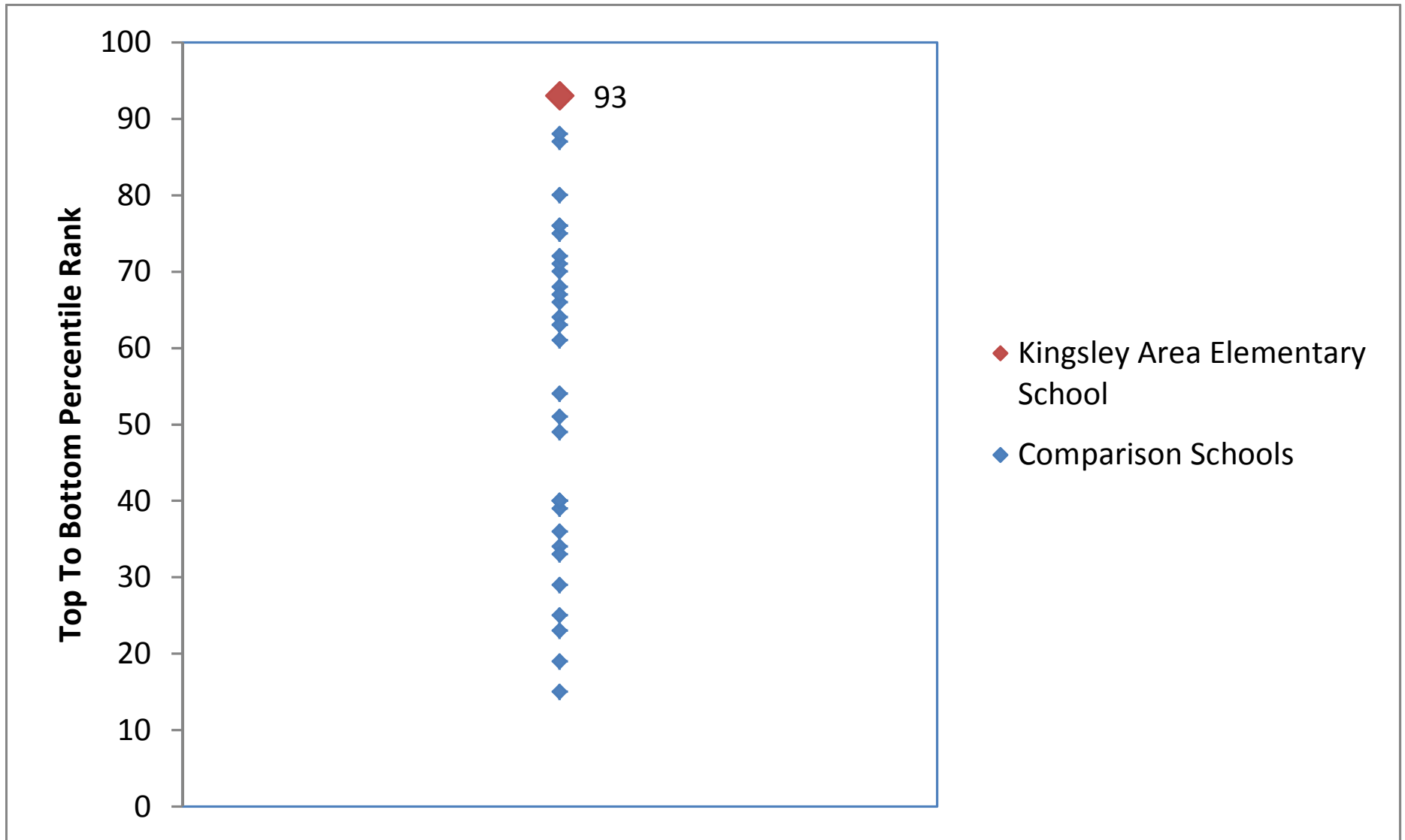
Kingsley Area Schools
Traverse Bay Area ISD

Peer Group

- K-4/5 schools in distant rural areas
- Enrollment around 450
- SFA around \$7,300
- Minority around 5%
- ED around 52%
- SWD around 12%
- LEP around 0%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City			
Suburb of large city			
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe			
Distant rural area	Yes	100%	
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	100%	
Includes grade 1	Yes	100%	
Includes grade 2	Yes	100%	
Includes grade 3	Yes	100%	
Includes grade 4	Yes	97%	
Includes grade 5		43%	
Includes grade 6			
Includes grade 7			
Includes grade 8			
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7316	7316	0
Enrollment	532	447	137
% minority	5%	5%	3%
% economically disadvantaged	50%	52%	7%
% students with disabilities	10%	12%	3%
% limited English proficient	0%	0%	0%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math, reading, and science
- Had higher rates of improvement than its peers in math, reading, and science
- Had smaller achievement gaps than its peers in math, reading, and science

Interview Responses

- Teachers collaborate in “deliberate, purposeful professional learning teams;” collaborate for lesson planning, parent involvement, communication, and assessment.
- Three-tiered Response to Intervention Model
- Very high behavioral expectations; constant parent communication to say “let’s work together.”
- Staff that goes above and beyond; very active parent/teacher organization; strong community support.
- Afterschool and preschool programming on site.
- Common vision for our students.
- Excellent professional learning community (ISD quote)
- Focused alignment with Common Core State Standards

NORTH CENTRAL ELEMENTARY SCHOOL

North Central Area Schools

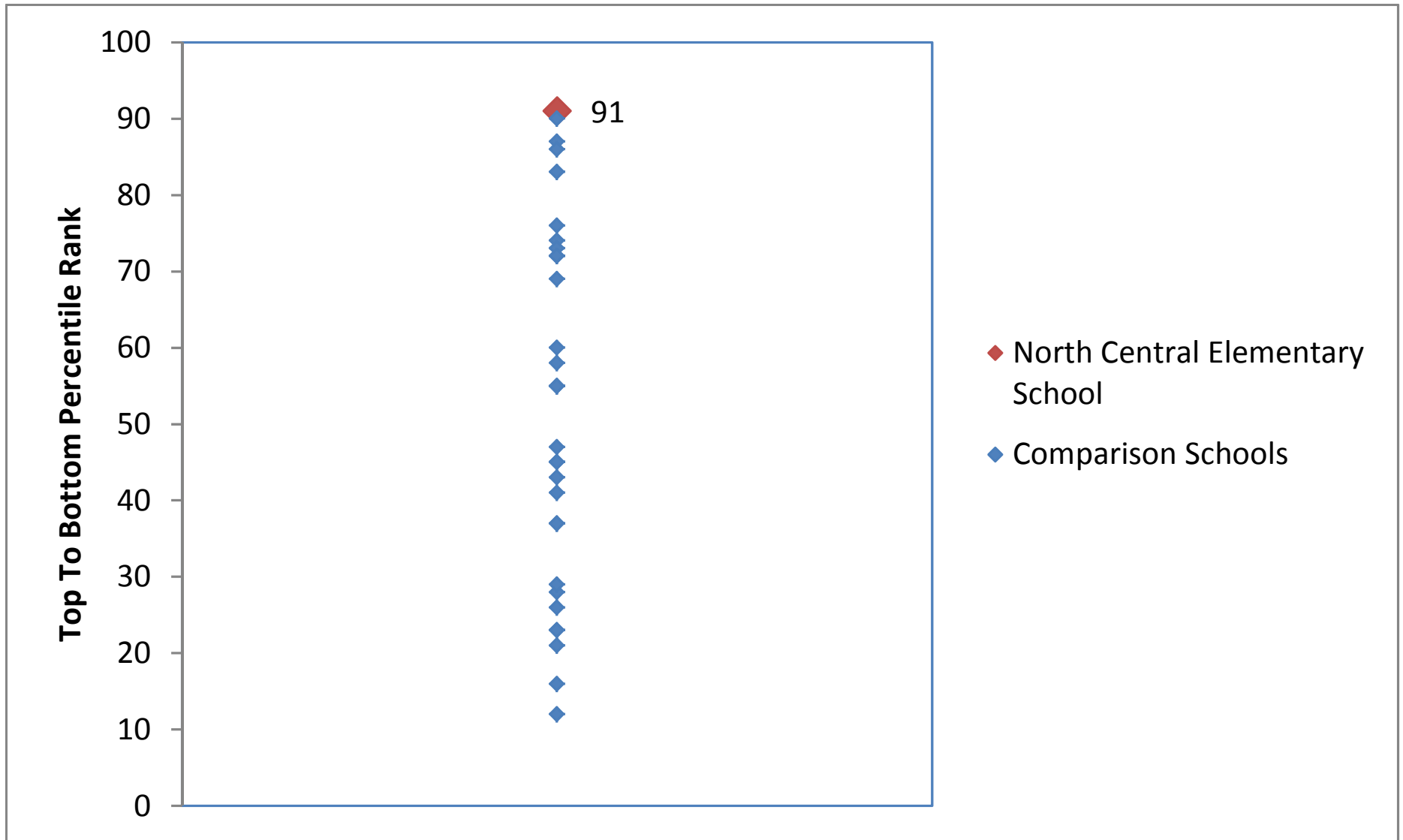
Menominee ISD

Peer Group

- K-4/5 schools in remote rural areas
- Enrollment around 275
- SFA around \$7,450
- Minority around 7%
- ED around 64%
- SWD around 13%
- LEP around 0%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City			
Suburb of large city			
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe			
Distant rural area			
Remote rural area	Yes	100%	
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	100%	
Includes grade 1	Yes	100%	
Includes grade 2	Yes	100%	
Includes grade 3	Yes	100%	
Includes grade 4	Yes	100%	
Includes grade 5	Yes	87%	
Includes grade 6	Yes	47%	
Includes grade 7		3%	
Includes grade 8		3%	
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7316	7455	303
Enrollment	200	275	107
% minority	2%	7%	6%
% economically disadvantaged	66%	64%	8%
% students with disabilities	9%	13%	4%
% limited English proficient	0%	0%	0%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math and reading
- Had higher rates of improvement than its peers in math and reading
- Had smaller achievement gaps than its peers in reading

Interview Responses

- Collaborative efforts among staff; amazing academic and support staff; “staff work together and share information.”
- Parents want their children to succeed and support the school and programs.
- Tiered math and reading programs that allow students to move ahead and to receive supports at their level.
- Wrap-around time for students before/after school; homework supports; constant communication with parents
- Very open and supportive Board of Education
- Data drives instruction and practice (ISD quote)
- School leverages support from the ISD level
- MiBLSi has been important for the school and ISD.

WINN ELEMENTARY SCHOOL

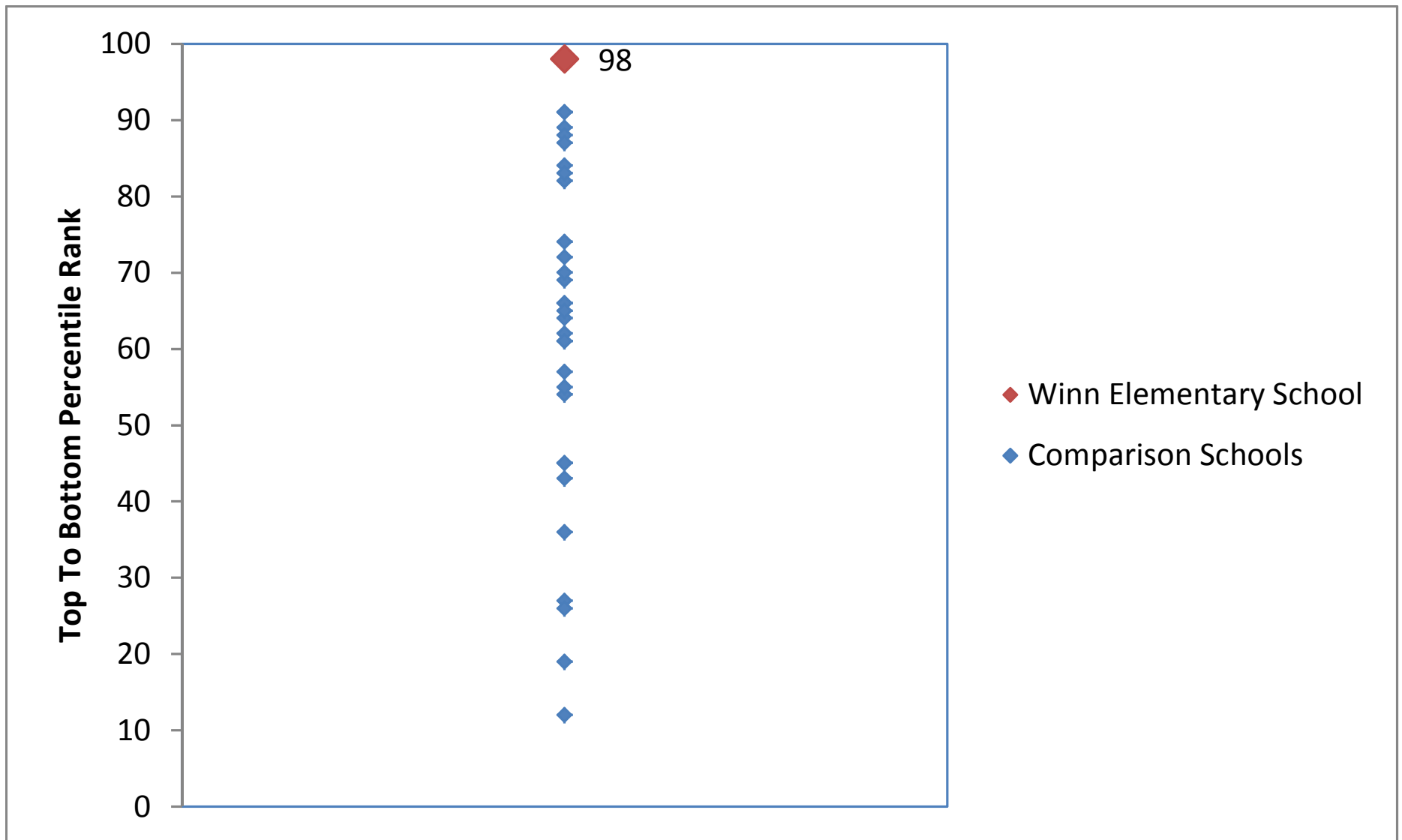
Shepherd Public School District
Gratiot-Isabella RESD

Peer Group

- K-5 schools in distant rural areas
- Enrollment around 325
- SFA around \$7,350
- Minority around 7%
- ED around 45%
- SWD around 17%
- LEP around 1%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City			
Suburb of large city			
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe			
Distant rural area	Yes	100%	
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	100%	
Includes grade 1	Yes	100%	
Includes grade 2	Yes	100%	
Includes grade 3	Yes	100%	
Includes grade 4	Yes	100%	
Includes grade 5	Yes	87%	
Includes grade 6		3%	
Includes grade 7			
Includes grade 8			
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7316	7359	195
Enrollment	150	326	107
% minority	3%	7%	4%
% economically disadvantaged	39%	45%	10%
% students with disabilities	18%	17%	3%
% limited English proficient	0%	1%	1%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math and reading
- Had higher rates of improvement than its peers in math
- Had smaller achievement gaps than its peers in math and reading

Interview Responses

- Extremely high expectations for students and staff.
- Good working relationships with students, staff, and parents; very “family-oriented.”
- Aligned curriculum; strong integration of technology.
- Response to Intervention; focus on student learning
- Expose students to cultural experiences; “We want our kids to believe they can do and achieve anything they desire.”
- Positive learning environment; service activities with the community; celebrate successes.

HOWE TRAINABLE CENTER AND MONTESSORI

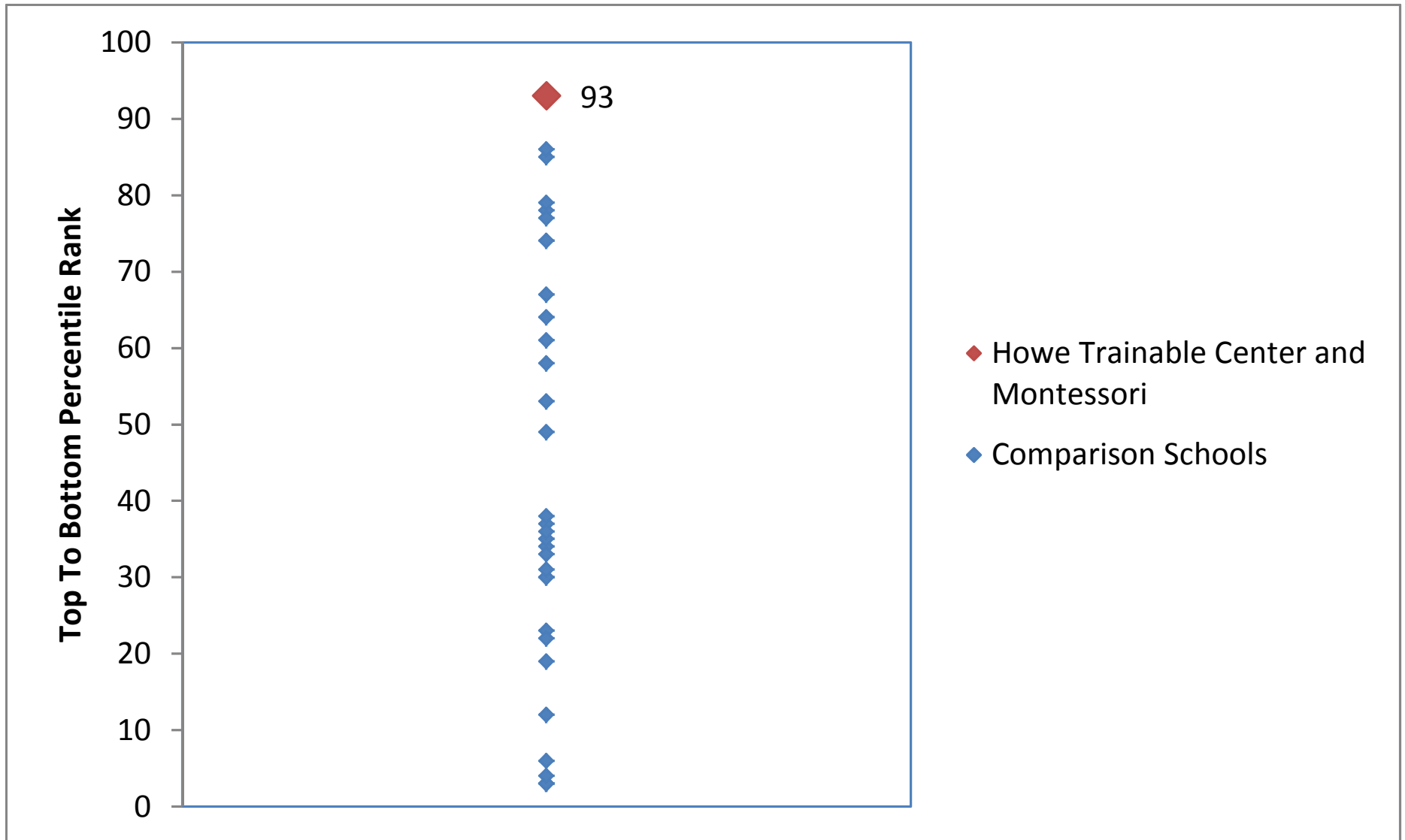
Shepherd Public School District
Gratiot-Isabella RESD

Peer Group

- Difficult to classify on locale and grade configuration
- SFA around \$7,800
- Minority around 24%
- ED around 56%
- SWD around 30%
- LEP around 5%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City		10%	
Small City	Yes	33%	
Suburb of large city		23%	
Suburb of midsize city		3%	
Suburb of small city			
Town on urban fringe		3%	
Distant town		3%	
Remote town			
Rural area on urban fringe		7%	
Distant rural area		13%	
Remote rural area		3%	
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	90%	
Includes grade 1	Yes	93%	
Includes grade 2	Yes	93%	
Includes grade 3	Yes	93%	
Includes grade 4	Yes	93%	
Includes grade 5	Yes	77%	
Includes grade 6	Yes	20%	
Includes grade 7	Yes	17%	
Includes grade 8	Yes	17%	
Includes grade 9	Yes	3%	
Includes grade 10	Yes	3%	
Includes grade 11	Yes	3%	
Includes grade 12	Yes	3%	
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	8802	7797	499
Enrollment	182	308	119
% minority	8%	24%	17%
% economically disadvantaged	38%	56%	22%
% students with disabilities	42%	30%	4%
% limited English proficient	22%	5%	5%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math and reading
- Had higher rates of improvement than its peers in math and reading
- Had smaller achievement gaps than its peers in reading

Interview Responses

- Use a Montessori philosophy, which is a unique approach.
- Differentiated instruction for each child.
- Extremely high parent involvement.
- Montessori-based mixture of grade levels.
- Strong school leadership
- Strong support from all stakeholders.
- Literacy instruction is extremely important.
- Staff are 100% Montessori certified.
- *Note: The fact that it is a Montessori school means there is an element of self-selection in the student population. Admissions are lottery based; student population is diverse.*

MADISON MIDDLE SCHOOL

Madison School District

Lenawee ISD

Peer Group

- Middle schools in rural areas on the urban fringe
- SFA around \$7,400
- Enrollment around 450
- Minority around 12%
- ED around 49%
- SWD around 13%
- LEP around 1%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City			
Suburb of large city		10%	
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe	Yes	90%	
Distant rural area			
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K			
Includes grade 1			
Includes grade 2			
Includes grade 3			
Includes grade 4			
Includes grade 5		13%	
Includes grade 6	Yes	90%	
Includes grade 7	Yes	100%	
Includes grade 8	Yes	97%	
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	8318	7416	185
Enrollment	340	466	140
% minority	32%	12%	13%
% economically disadvantaged	58%	49%	10%
% students with disabilities	13%	13%	2%
% limited English proficient	0%	1%	1%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math and reading
- Had higher rates of improvement than its peers in math and reading
- Had smaller achievement gaps than its peers in reading

Interview Responses

- MiBLISI, Response to Intervention, and CAP (Cultural Achievement Program—afterschool program)
- High expectations and a rigorous curriculum.
- Work to create a family-like atmosphere to give students additional supports; “We have personal attention all the way from the superintendent and Board of Education down to our teachers.”
- Extremely strong and dedicated staff (school, district and ISD commented on this)
- Progress monitoring with data; track students at least 3 times a year; teachers want access to data
- Creative scheduling to provide more support to students

MARTIN LUTHER KING JR. EDUCATION CENTER ACADEMY

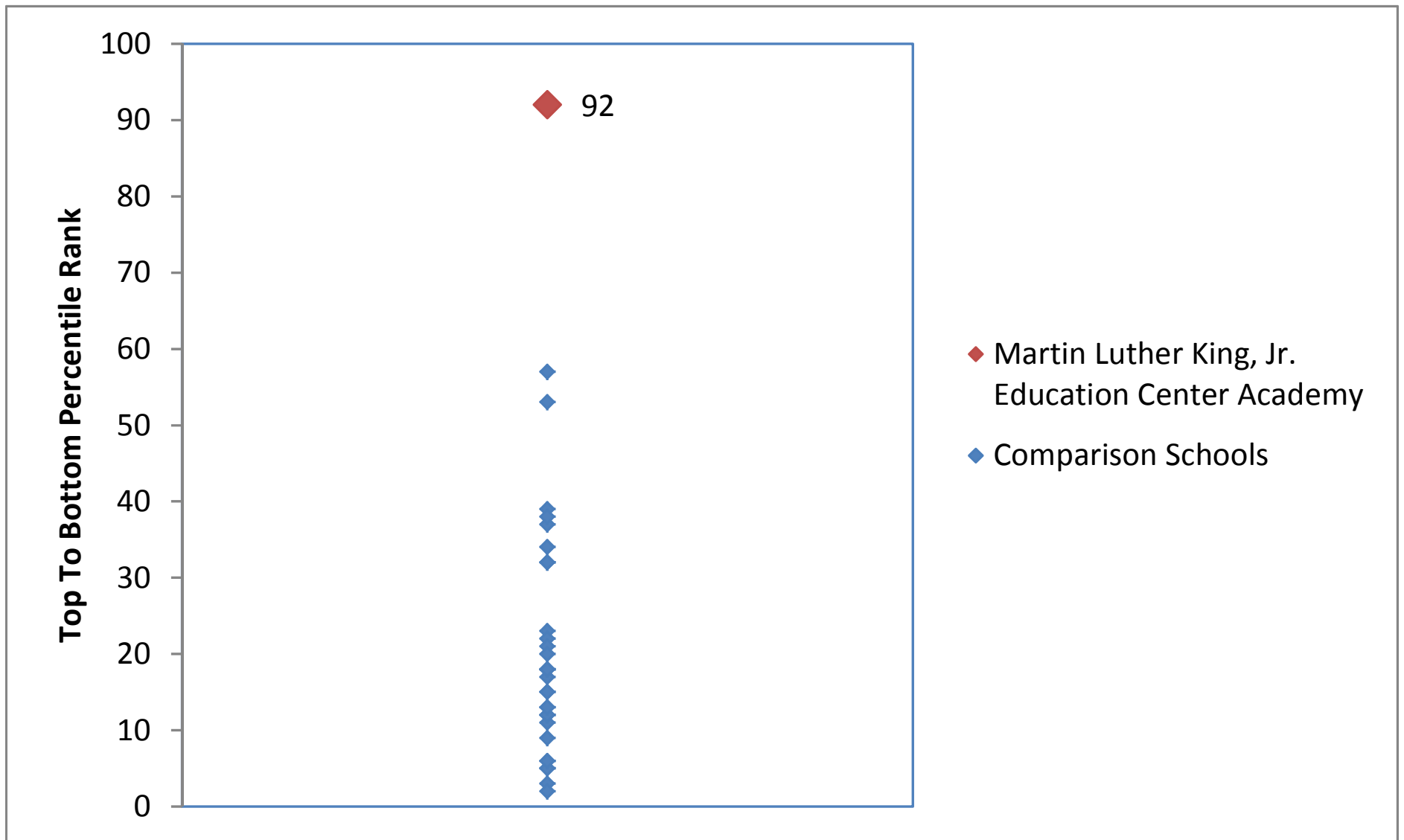
Wayne RESA

Peer Group

- Urban K-8 schools
- SFA around \$7,600
- Enrollment around 500
- Minority at 100%
- ED around 86%
- SWD around 7%
- LEP around 0%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City	Yes	100%	
Midsize City			
Small City			
Suburb of large city			
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe			
Distant rural area			
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	97%	
Includes grade 1	Yes	97%	
Includes grade 2	Yes	97%	
Includes grade 3	Yes	93%	
Includes grade 4	Yes	93%	
Includes grade 5	Yes	93%	
Includes grade 6	Yes	80%	
Includes grade 7	Yes	77%	
Includes grade 8	Yes	73%	
Includes grade 9		7%	
Includes grade 10		3%	
Includes grade 11		3%	
Includes grade 12		3%	
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7580	7596	33
Enrollment	314	494	233
% minority	100%	100%	0%
% economically disadvantaged	85%	86%	9%
% students with disabilities	0%	7%	3%
% limited English proficient	0%	0%	0%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had larger achievement gaps in math and science than its peers, but...
- Had achievement levels much higher than its peers in math, reading, and science
- Had much higher rates of improvement than its peers in math and science

Interview Responses

- Concentrate on nurturing both students and families.
- “Trust from the community is key.”
- Very strong, self-motivated teachers with very high expectations for themselves; strong professional development.
- Emphasize achievement for all students.
- Very involved in the community.
- Very “serious” atmosphere; focused on student achievement.
- Heavy parental/guardian involvement—school focuses on building these connections.

IRIS BECKER ELEMENTARY SCHOOL

Dearborn City School District

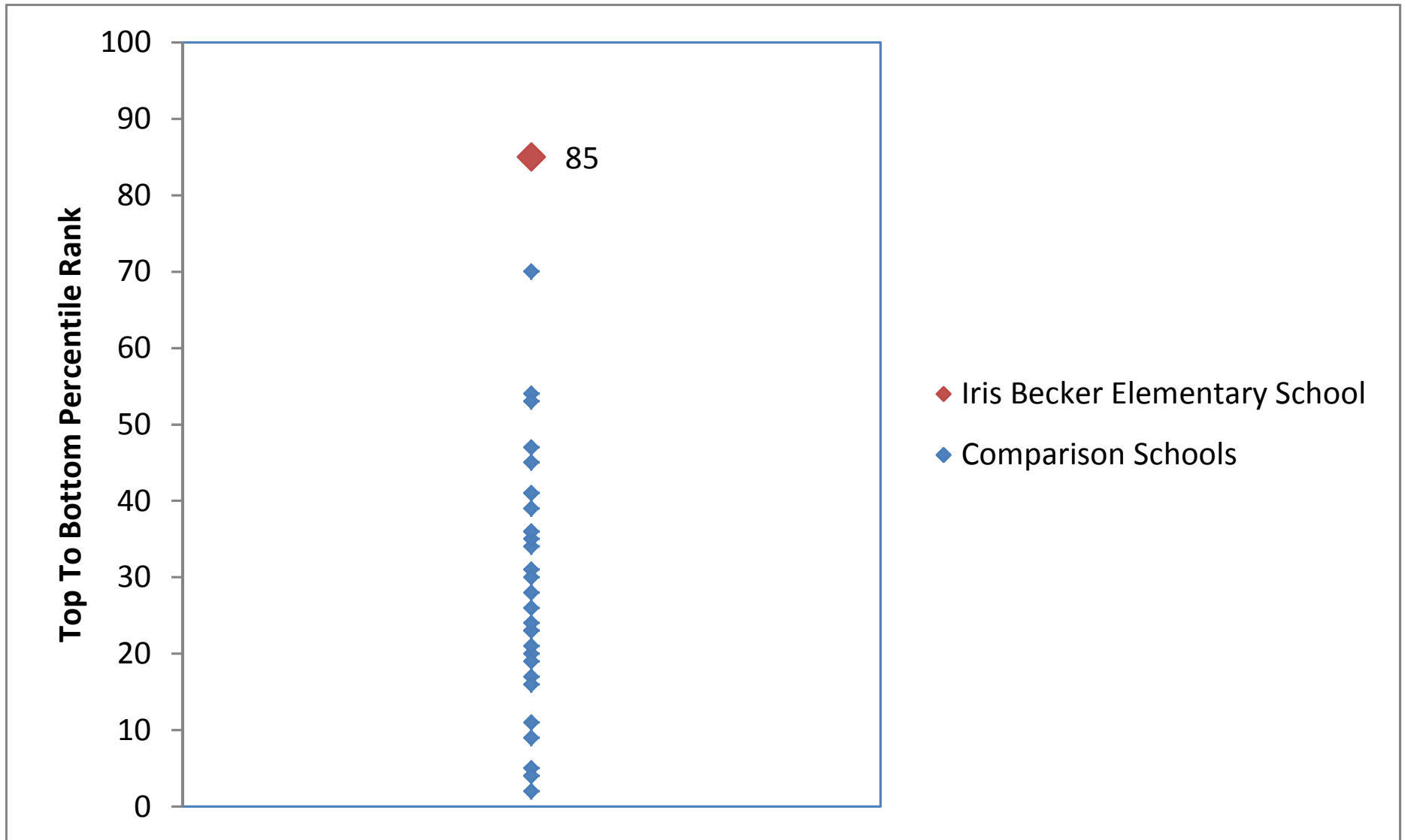
Wayne RESA

Peer Group

- Small city K-5/6 schools
- SFA around \$8,350
- Enrollment around 425
- Minority at 15%
- ED around 84%
- SWD around 8%
- LEP around 53%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City		13%	
Midsize City			
Small City	Yes	53%	
Suburb of large city		20%	
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe		3%	
Distant rural area		3%	
Remote rural area		7%	
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	73%	
Includes grade 1	Yes	77%	
Includes grade 2	Yes	77%	
Includes grade 3	Yes	80%	
Includes grade 4	Yes	80%	
Includes grade 5	Yes	80%	
Includes grade 6		40%	
Includes grade 7		30%	
Includes grade 8		30%	
Includes grade 9		10%	
Includes grade 10		10%	
Includes grade 11		10%	
Includes grade 12		10%	
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	8802	8372	832
Enrollment	274	429	175
% minority	0%	15%	15%
% economically disadvantaged	86%	84%	13%
% students with disabilities	7%	8%	3%
% limited English proficient	62%	53%	53%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had larger achievement gaps in math than its peers, but...
- Had achievement levels higher than its peers in math and reading
- Had higher rates of improvement than its peers in math and reading

Interview Responses

- Extremely high ELL population; majority of teachers have ESL endorsements
- Literacy coaches and extensive special education and resource instructors.
- Very highly qualified and engaged teachers.
- Extended day program; partnership with U of M Dearborn; multiple instructional programs to meet the needs of students.
- Heavy parental involvement; school provides computer literacy classes to parents who need them; supportive PTA who helps parents understand how to be involved
- “Effective and inspirational leadership”

EL HAJJ MALIK EL- SHABAZZ ACADEMY

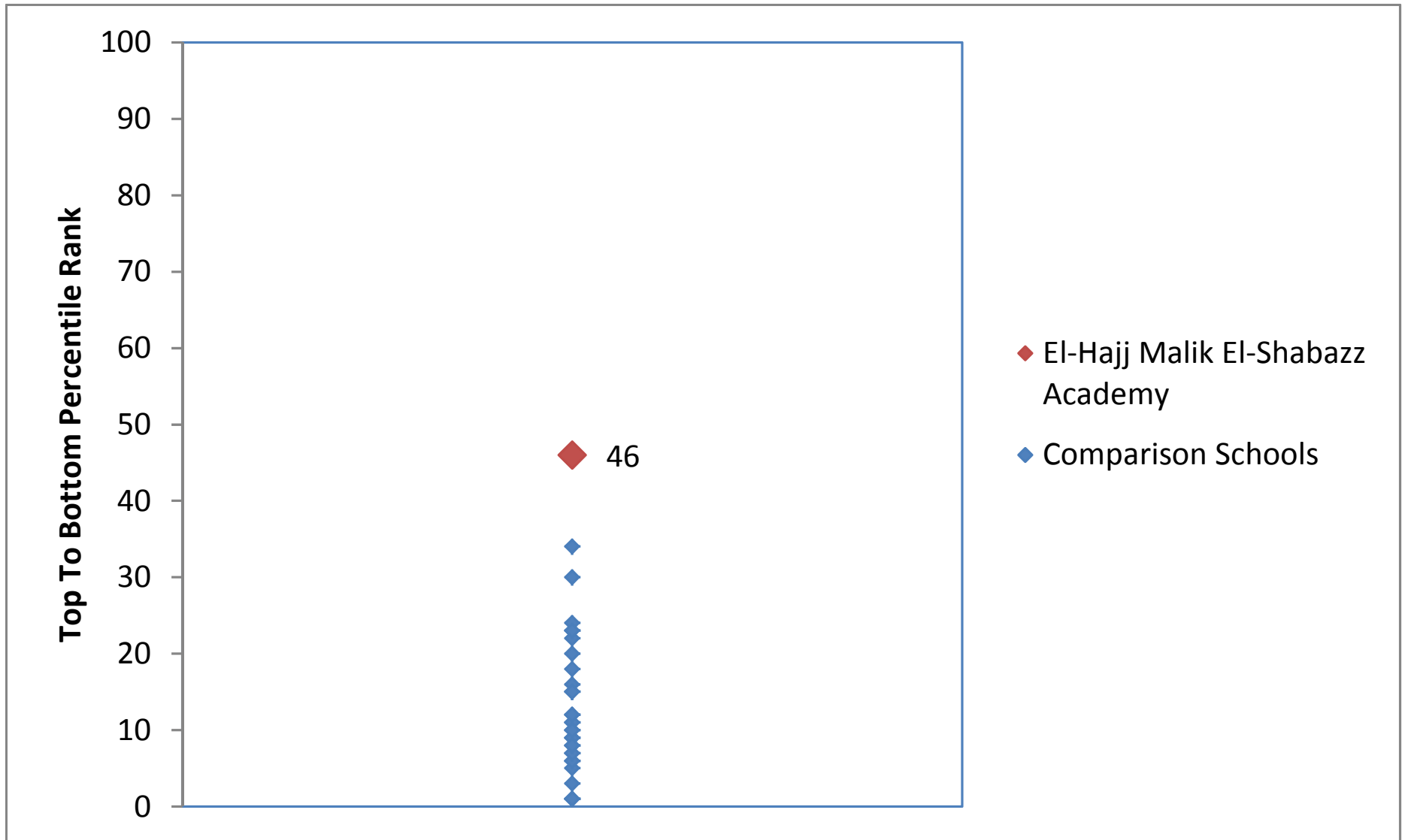
Ingham ISD

Peer Group

- Midsize city K-5/6 schools
- SFA around \$7,800
- Enrollment around 350
- Minority around 86%
- ED around 90%
- SWD around 13%
- LEP around 2%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City	Yes	97%	
Small City			
Suburb of large city		3%	
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe			
Distant rural area			
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	100%	
Includes grade 1	Yes	100%	
Includes grade 2	Yes	100%	
Includes grade 3	Yes	100%	
Includes grade 4	Yes	100%	
Includes grade 5	Yes	100%	
Includes grade 6	Yes	63%	
Includes grade 7		27%	
Includes grade 8		20%	
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7580	7779	188
Enrollment	299	354	134
% minority	100%	86%	14%
% economically disadvantaged	96%	90%	7%
% students with disabilities	12%	13%	4%
% limited English proficient	0%	2%	2%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math and reading
- Had higher rates of improvement than its peers in math and reading
- Had smaller achievement gaps than its peers in math and reading

Interview Responses

- Developed a sense of family; everyone is important to the education of all students.
- Emphasize tutorial assistance and targeted interventions.
- Highly motivated staff and veteran leadership.
- African-centered school; incorporate the history and culture of people of African descent into all activities.
- Focus on ensuring that all children are competent in the basic skills (reading, writing, speaking, computers and information gathering).
- Work directly and closely with parents to ensure student success.
- Attention to the details of working with staff and with the community.

GODFREY-LEE EARLY CHILDHOOD CENTER

Grand Rapids Public Schools

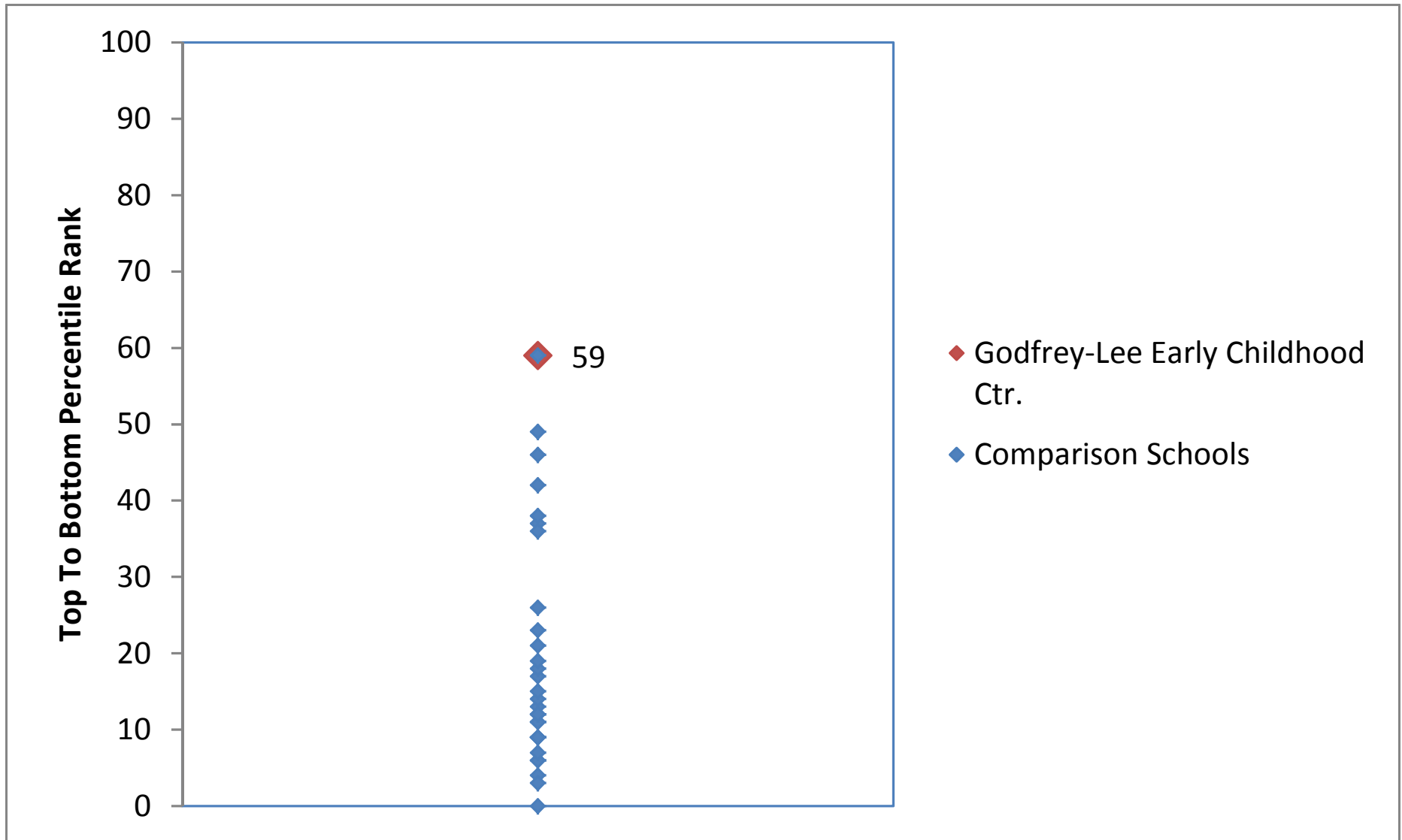
Kent ISD

Peer Group

- K-2 schools in a small city
- SFA around \$7,700
- Enrollment around 325
- Minority around 82%
- ED around 81%
- SWD around 6%
- LEP around 1%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City		13%	
Midsize City		3%	
Small City	Yes	43%	
Suburb of large city		33%	
Suburb of midsize city			
Suburb of small city			
Town on urban fringe		3%	
Distant town		3%	
Remote town			
Rural area on urban fringe			
Distant rural area			
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	97%	
Includes grade 1	Yes	97%	
Includes grade 2	Yes	97%	
Includes grade 3		80%	
Includes grade 4		70%	
Includes grade 5		70%	
Includes grade 6		30%	
Includes grade 7		20%	
Includes grade 8		17%	
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7474	7694	246
Enrollment	413	329	136
% minority	83%	82%	19%
% economically disadvantaged	85%	81%	12%
% students with disabilities	0%	6%	4%
% limited English proficient	0%	1%	1%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math and reading
- Had higher rates of improvement than its peers in math and reading
- Had smaller achievement gaps than its peers in reading

Interview Responses

- Unrelenting commitment to identifying and targeting student strengths and weaknesses; staff committed to “drilling down to root causes”—look at the whole child
- Parents are partners.
- Vibrant ELL population
- Energetic, creative, engaged staff; committed and supportive Board of Education.
- Response to Intervention
- Collaboration around student data; formative assessment; link all goals to data
- Positive climate and culture

HANCOCK MIDDLE SCHOOL

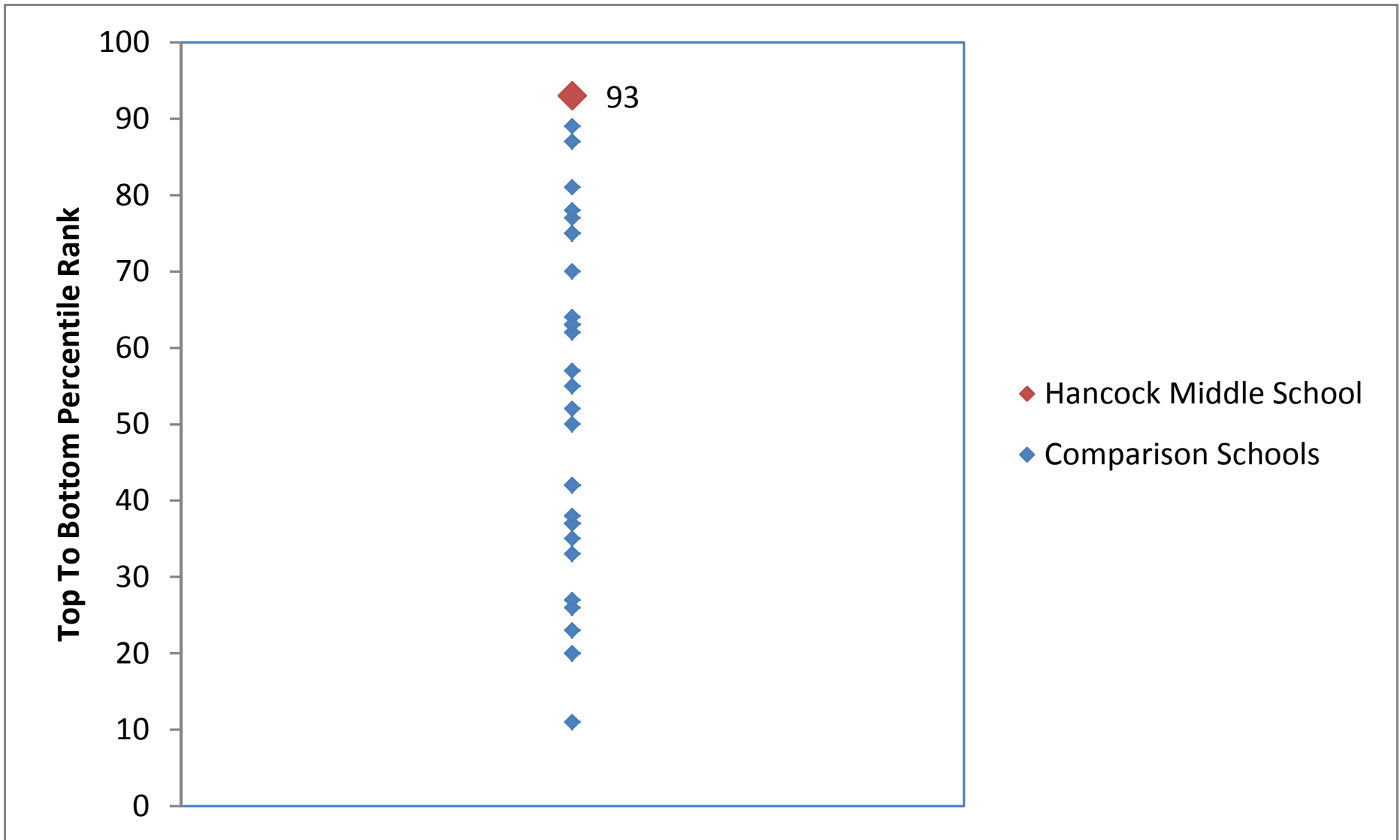
Hancock Public Schools
Copper Country ISD

Peer Group

- Middle schools in remote towns
- SFA around \$7,350
- Enrollment around 375
- Minority around 8%
- ED around 46%
- SWD around 15%
- LEP around 0%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City			
Suburb of large city			
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town	Yes	100%	
Rural area on urban fringe			
Distant rural area			
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K		7%	
Includes grade 1		3%	
Includes grade 2		7%	
Includes grade 3		13%	
Includes grade 4		17%	
Includes grade 5		30%	
Includes grade 6	Yes	70%	
Includes grade 7	Yes	80%	
Includes grade 8	Yes	80%	
Includes grade 9		13%	
Includes grade 10		10%	
Includes grade 11		10%	
Includes grade 12		10%	
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7316	7373	212
Enrollment	197	372	152
% minority	3%	8%	6%
% economically disadvantaged	45%	46%	10%
% students with disabilities	13%	15%	3%
% limited English proficient	0%	0%	0%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math, reading, science, and social studies
- Had higher rates of improvement than its peers in reading, science, and social studies
- Had smaller achievement gaps than its peers in reading, science, and social studies

Interview Responses

- Focus on the whole school environment
- Strong parental and community involvement
- “Awareness”—staff are aware of what students need, and students are aware of the goals and vision.
- Concentrate on respect and responsibility.
- Use professional learning communities at each grade level
- Leadership from the administration and commitment and collaboration among staff is key (ISD quote)
- Strong “push-in” model and strong co-teaching.
- Systematic approach to school improvement.

LAKE ANN ELEMENTARY SCHOOL

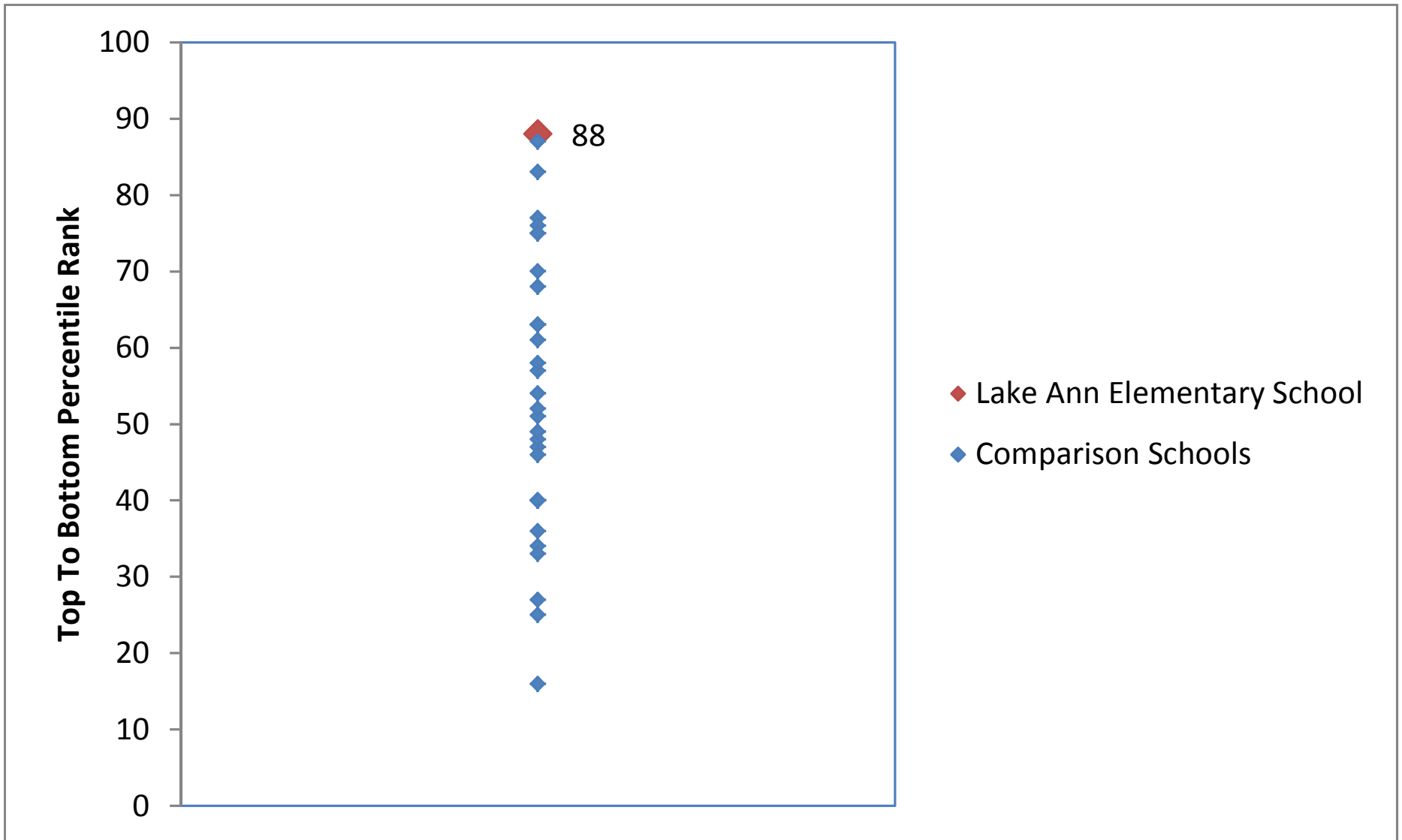
Benzie County Central Schools
Traverse Bay Area ISD

Peer Group

- K-5 schools in distant rural areas
- SFA around \$7,300
- Enrollment around 350
- Minority around 5%
- ED around 53%
- SWD around 10%
- LEP around 0%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City			
Midsize City			
Small City			
Suburb of large city			
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe			
Distant rural area	Yes	100%	
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	100%	
Includes grade 1	Yes	100%	
Includes grade 2	Yes	100%	
Includes grade 3	Yes	100%	
Includes grade 4	Yes	100%	
Includes grade 5	Yes	90%	
Includes grade 6		30%	
Includes grade 7			
Includes grade 8			
Includes grade 9			
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7316	7316	0
Enrollment	280	357	131
% minority	5%	5%	3%
% economically disadvantaged	56%	53%	6%
% students with disabilities	9%	10%	3%
% limited English proficient	0%	0%	0%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math, reading, and science
- Had higher rates of improvement than its peers in math
- Had smaller achievement gaps than its peers in reading and science

Interview Responses

- Excellent teachers with high expectations and strong commitment to the profession and students; excellent paraprofessionals.
- Strong parental involvement; school is a community center—connection to community is key.
- High expectations for students and staff; climate of learning for all students.
- Literacy interventions; unique outreach activities for students and parents.
- Support system that recognizes positive behaviors.
- Constantly monitoring data
- Very strong leadership (district and ISD comment)

BUSINESS ENTREPRENEURSHIP, SCIENCE, TECH. ACADEMY

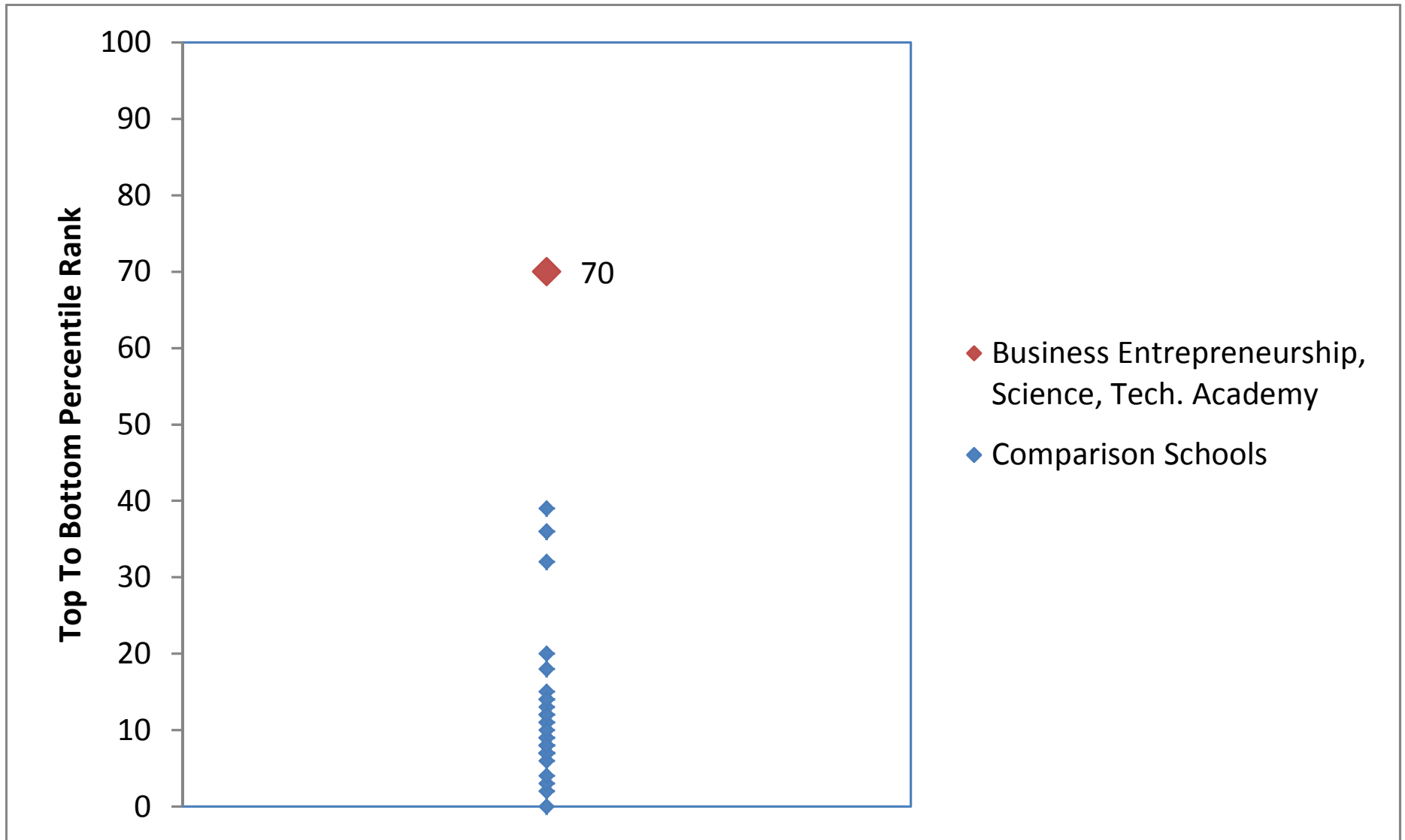
Wayne RESA

Peer Group

- K-8 schools in suburbs of a large city
- SFA around \$7,650
- Enrollment around 400
- Minority around 95%
- ED around 90%
- SWD around 11%
- LEP around 1%

Locale	Focal School	Comparison Group	
		Percent in each locale	
Large City		3%	
Midsize City		10%	
Small City		17%	
Suburb of large city	Yes	67%	
Suburb of midsize city			
Suburb of small city			
Town on urban fringe			
Distant town			
Remote town			
Rural area on urban fringe		3%	
Distant rural area			
Remote rural area			
Grade Configuration	Focal School	Comparison Group	
		Percent including each grade	
Includes grade K	Yes	100%	
Includes grade 1	Yes	100%	
Includes grade 2	Yes	100%	
Includes grade 3	Yes	100%	
Includes grade 4	Yes	100%	
Includes grade 5	Yes	100%	
Includes grade 6	Yes	93%	
Includes grade 7	Yes	73%	
Includes grade 8	Yes	70%	
Includes grade 9		3%	
Includes grade 10			
Includes grade 11			
Includes grade 12			
Other	Focal School	Comparison Group	
		Mean	SD
State foundation allowance	7580	7627	205
Enrollment	437	391	137
% minority	100%	95%	7%
% economically disadvantaged	99%	90%	7%
% students with disabilities	11%	11%	4%
% limited English proficient	0%	1%	1%

Top to Bottom Percentile Rankings



How This School Achieved a Ranking Higher Than Its Peers

- Had achievement levels higher than its peers in math, reading, and social studies
- Had higher rates of improvement than its peers in math, reading, science, and social studies
- Had smaller achievement gaps than its peers in reading

Interview Responses

- Very calm, focused environment for learning, with a focus on positive behavior.
- Family-focused environment; “Dads Doing Duties;” lots of parental buy-in.
- Differentiated instruction for all students.
- School demonstrates an ability to help students “turn around” negative behaviors toward learning.
- Strong leadership and extensive afterschool instruction.
- Afterschool tutoring in reading and mathematics.