Statewide System of Support

MIExcel
Working together for student success.

2012/13
New Identification for Title I Schools

- **Priority Schools** (Persistently Lowest Achieving Schools on the Top to Bottom List)
- **Focus Schools** (Schools with the largest achievement gaps)
- **Reward Schools** (Schools making large gains: highly achieving or highly improving)
MDE’s Hypothesis

• If we combine the successful elements of the current Statewide System of Support (SSoS) with the implementation of a Transformation or Turnaround Plan, schools have the opportunity to make rapid achievement.

• If districts and schools use their Title I money to support the SSoS and Transformation/Turnaround Plan, students have the opportunity to increase student achievement rapidly.
Reward Schools

www.mi.gov/rewardschools

• Three ways to be named a Reward School:
  o Top 5% on the Top to Bottom ranking
  o Top 5% making the greatest academic progress
  o A “Beating the Odds” school
Focus Schools

www.mi.gov/focusschools

• **Focus Schools** are the 10% of schools with the largest achievement gaps

• **353 Focus Schools**
  - 188 Title I
  - 165 non-Title I
MI Excel Supports

Title I Focus Schools receive:

- District Improvement Facilitator
- Data Package
- District Toolkit

http://mitoolkit.org/category/school-design/
Requirements and Supports for Title I Focus Schools

• **District Improvement Facilitators** engage in professional dialogue with district administrators
  - Deep diagnostic data analysis
  - Differentiated district support for Focus schools
  - Revised District Improvement Plans

• **District administrators** engage in professional dialogue with their Focus Schools
  - Deep diagnostic data analysis
  - Revised School Improvement Plans
Superintendent’s Dropout Challenge

• To be implemented if the district/building is not currently participating

michigan.gov/dropoutchallenge
Title I District Set Aside

An amount equal to 10% of LEA allocation in first year of identification, 15% in the second year and 20% in the third and fourth years of identification

- Transportation for Public School Choice (required)
  AND after the above is met in all years, at least one of the following:
  - Provide a multi-tiered system of interventions if the school does not currently implement one
  - Professional learning on research-based instructional interventions aligned with the needs of students and staff

**REQUIRED** if school is identified for third and/or subsequent years: Contract with a District Improvement Facilitator that was provided by MDE in Years One & Two
Title I Building Set Aside

An amount equal to 10% of the building allocation

- Professional learning on implementation of multi-tiered system of supports and/or research-based instruction of students in lowest performing student groups
- Provide weekly/daily time for teacher collaboration
- Contract for the administration of Surveys of Enacted Curriculum
- Contract with the local ISD/ESA for a School Improvement Review
- Professional learning about implementing Essential Elements if MI-ACCESS students in the bottom 30%
- Culture/climate interventions as needed
Graphical Depiction of Focus, Reward and Priority Schools
Example: WAYNE RESA
Title 1, Non-Title 1 Focus Schools

Close-up of Focus School Gap Composite Scores for WAYNE RESA

KEY
- Title 1 (27 Schools)
- Non-Title 1 (13 Schools)
What do you think?

- From what you know and have heard now, what do you think about Reward and Focus Schools:
  - What makes sense?
  - What needs clarification?
  - What questions might you have?
Priority Schools

www.mi.gov/priorityschools

• 126 Priority Schools
  o 103 Title I
  o 23 non-Title I
School Reform Office

- The SRO is ultimately responsible for all Priority Schools
  - Provide all training for Reform/Redesign Models
  - Provide technical assistance for writing of Reform/Redesign Plans:
    - Closure
    - Reopen
    - Turnaround
    - Transformation in conjunction with SSoS for Title I schools
  - Approve all Reform/Redesign Plans
  - Monitor approved plans in conjunction with Intervention Specialists and School Improvement Facilitators for Title I schools
MI Excel Supports

• Year One Title I Priority Districts/Schools will have:
  o School Improvement Facilitator
  o School Support Team
  o Intervention Specialist
  o Data Wall
  o District Toolkit
  o Surveys of Enacted Curriculum
MI Excel Supports

• Years Two and up Title I Priority Districts/Schools will have:
  o School Improvement Facilitator
  o School Support Team
  o Intervention Specialist
  o Surveys of Enacted Curriculum
  o SSoS components that meet the school’s needs
    • Content coaches
    • Professional learning
    • Culture/Climate Intervention
    • MDE approved Restructuring Model from an outside vendor
School Support Teams

- Not part of any waiver changes
- Still required in all Title I Priority Schools
- School Improvement Facilitator role is different in Year One schools than in Years Two and up schools
SSoS – Intervention Specialist

Intervention Specialists in Title I Priority Schools:

• Assist the school in writing its R/R Plan
• Improve support for turnaround efforts at the district and building levels through technical assistance
• Use a deep diagnostic tool to uncover barriers to district support of priority schools
• Direct the revision of the district Improvement Plan
• Provide support to leadership regarding the implementation of Turnaround or Transformation Plans
• Observe and report on the implementation of Turnaround or Transformation Plans
Superintendent’s Dropout Challenge

- To be implemented if the district/building is not currently participating

[michigan.gov/dropoutchallenge](michigan.gov/dropoutchallenge)
Surveys of Enacted Curriculum

Taken by Core Content Teachers

- Teacher survey of practices and instructional content
- Responses can be aggregated if there are three or more teachers at the same grade teaching the same subject
- Content results can be compared to the Common Core State Standards
- Use of instructional practices can be compared to other teachers
Title I District Set Aside

20% of LEA Title I Allocation

- Transportation for Public School Choice (required) AND at least one of the following six options:
  - Support of Increased Learning Time (required in Transformation and Turnaround Plans)
  - Implement or strengthen a multi-tiered system of support
  - Professional learning aligned with the needs of students and staff
Title I District Set Aside

20% of LEA Title I Allocation

AND at least one of the following continued:

• Obtain process improvement consultation for district system-level redesign in service of rapid school turnaround.

• Release time for a teacher-leader to provide technical assistance to school and district stakeholders to understand the reform-redesign requirements into the school and district improvement plan during the planning year.

• Administer interim baseline assessments which will supplement the district’s universal screening assessment with additional diagnostic data and progress monitoring of student achievement.
Title I Building Set Aside

An amount equal to 10% of the building allocation

Choose at least one of these options:
- Professional learning on implementation of strategies aligned to the data-derived Turnaround or Transformation Plan
- Contract with the local ISD/ESA for a School Improvement Review
- Provide daily/weekly time for teacher collaboration
- Culture/climate intervention, use of time analysis or culturally responsive teaching interventions as indicated by needs
What do you think?

• From what you know and have heard about Priority Schools:
  ○ What makes sense?
  ○ What needs clarification?
  ○ What questions might you have?
MDE’s Waiver Application is Based on the Research that says…

Significant change in most organizations, corporations included, comes from the inside.

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