

Michigan Statewide System of Support Evaluation Grant

Applicant Conference

February 13, 2009 - 1:00 p.m.

Michigan Department of Education

Ladislaus B. Dombrowski Board Room

Applicant Conference Agenda

- Welcome and Introductions
- Foundations of School Improvement
- Levels of Intervention
- Michigan's Statewide System of Support for Title I Schools
- Implementation of Phases at the Building Level
- Funding the Statewide System of Support for Title I Schools
- Evaluation Questions and Guidance
- Conference Break/Applicant Question Development
- Facilitated Questions and Answer Session
- Closing

Welcome and Introductions

Welcome from the Office Of School Improvement!

- Michael Nauss
 - Michigan Dept. of Education
 - High Priority Schools
 - State Contact
- Betty Underwood
 - Michigan Dept. of Education
 - Director, Office of School Improvement
- Mike Radke
 - Michigan Dept. of Education
 - Assistant Director, Office of School Improvement

Welcome from the Office Of School Improvement!

- Linda Hecker
 - Michigan Dept. of Education
 - NCLB
- Brett Lane
 - Instill, LLC
 - Technical Assistance Contractor
- Jon Tomlanovich
 - Michigan Association of Intermediate School Administrators
 - SSOS Implementation Partner

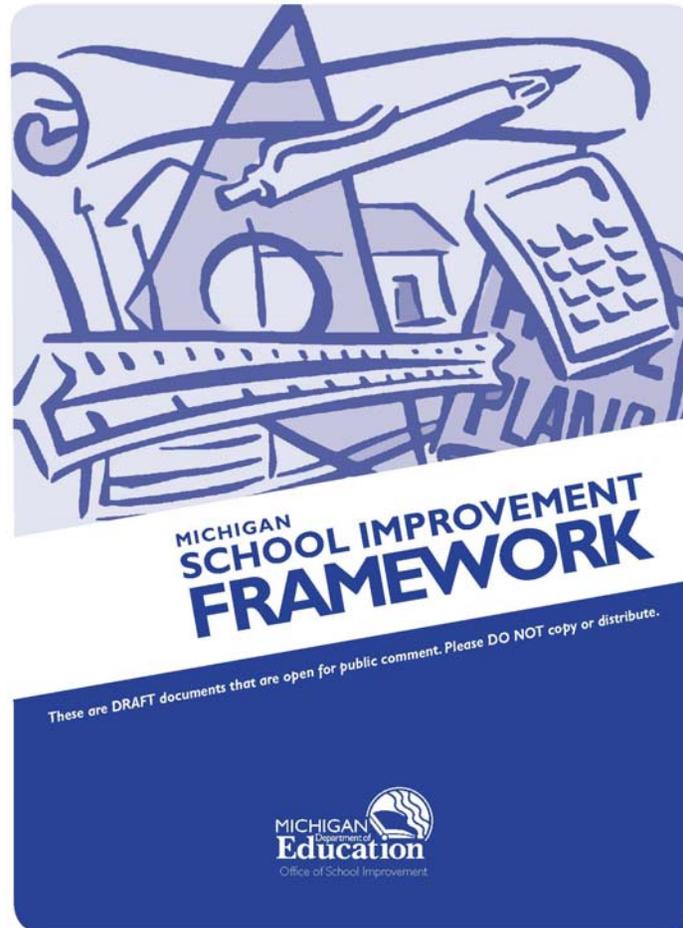


Applicant Conference Attendees

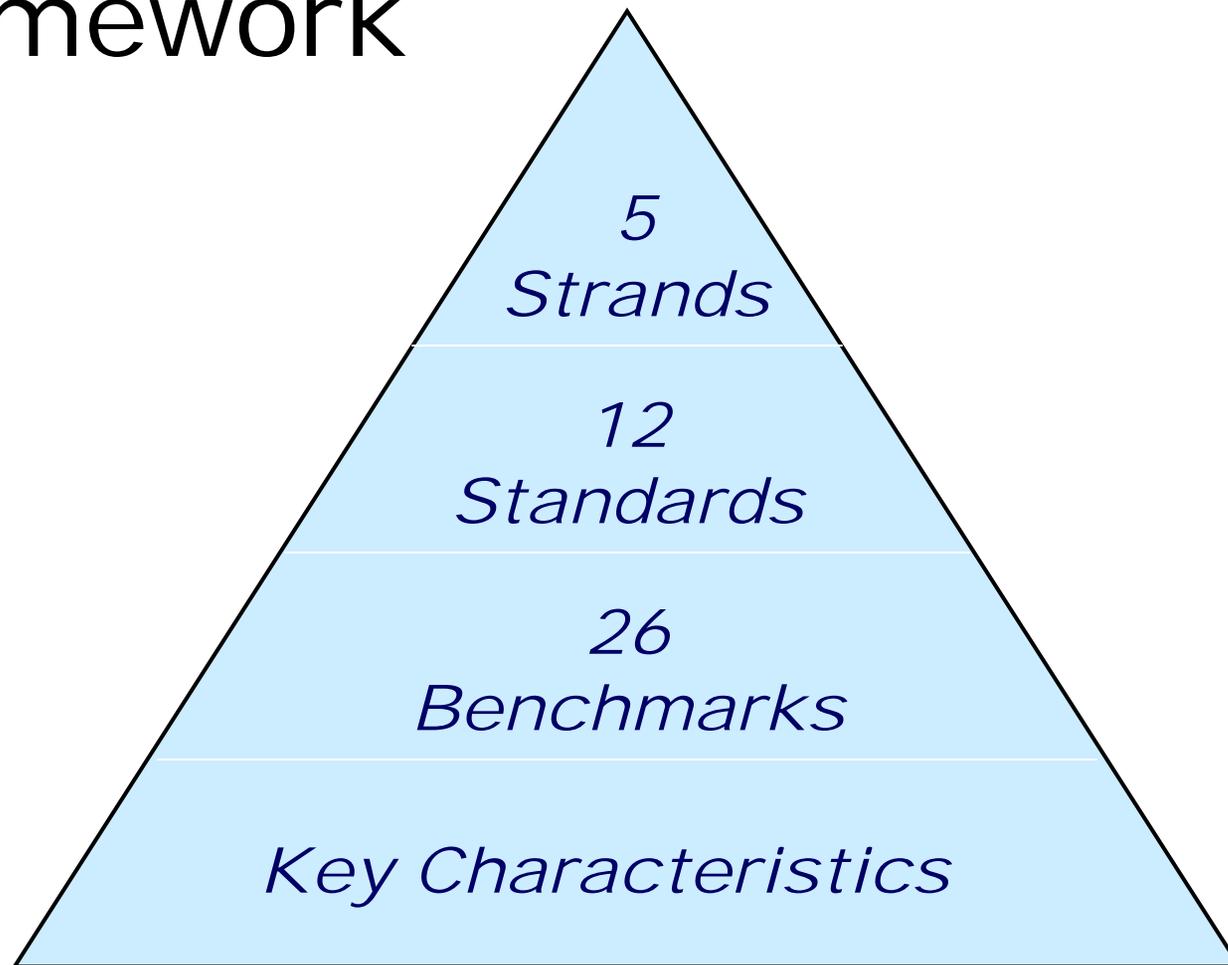
- Introduction of onsite attendees
- Webinar roll call
- Webinar instructions
 - At this time we ask that all webinar attendees place their phones on mute
 - Webinar attendees should hold development of online questions until the presentation break

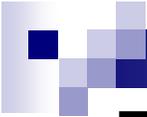
Foundations of School Improvement

The Framework



The School Improvement Framework





The 5 Strands

**Strand I - TEACHING for
LEARNING**

Strand II – LEADERSHIP

**Strand III - PERSONNEL & PROFESSIONAL
LEARNING**

Strand IV – SCHOOL & COMMUNITY RELATIONS

Strand V - DATA & INFORMATION MANAGEMENT

The 12 Standards

Strand I – TEACHING for LEARNING

CURRICULUM

INSTRUCTION

ASSESSMENT

Strand II - LEADERSHIP

INSTRUCTIONAL LEADERSHIP

SHARED LEADERSHIP

Strand III - PERSONNEL & PROF. LEARNING

**PERSONNEL
QUALIFICATIONS**

**PROFESSIONAL
LEARNING**

Strand IV - SCHOOL/ COMMUNITY RELATIONS

**PARENT/FAMILY
INVOLVEMENT**

**COMMUNITY
INVOLVEMENT**

Strand V - DATA & INFORMATION MANAGEMENT

**DATA
MANAGEMENT**

**INFORMATION
MANAGEMENT**



Strand I: Teaching for Learning

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.



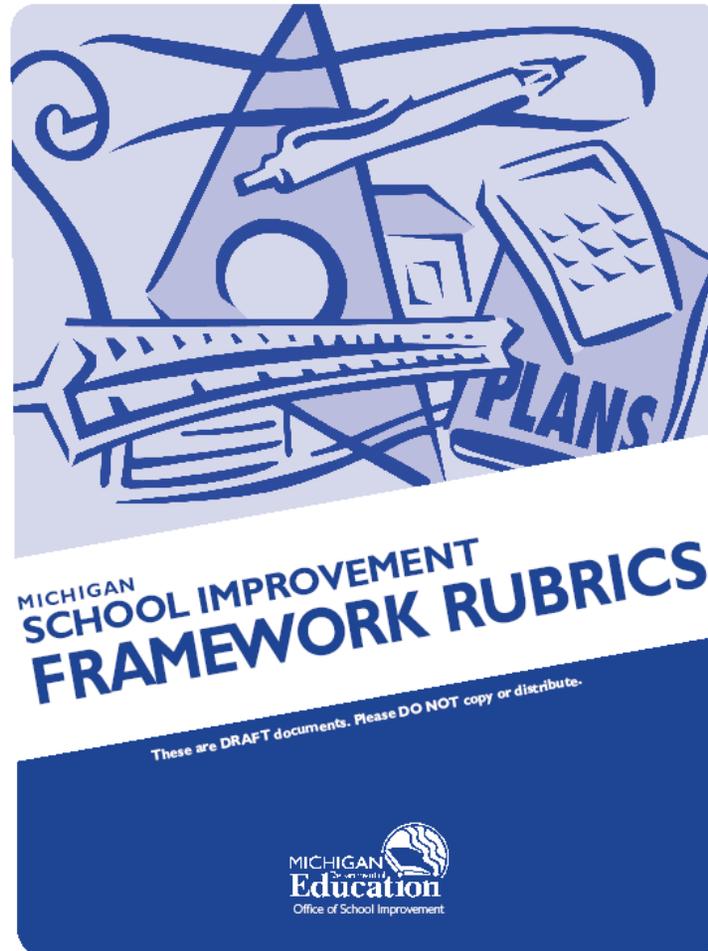
Standard 1: Curriculum

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

Benchmark B: Communicated

School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

The Rubrics

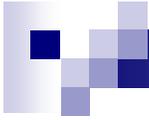


Strand I, Standard 1, Benchmark B: Communicated

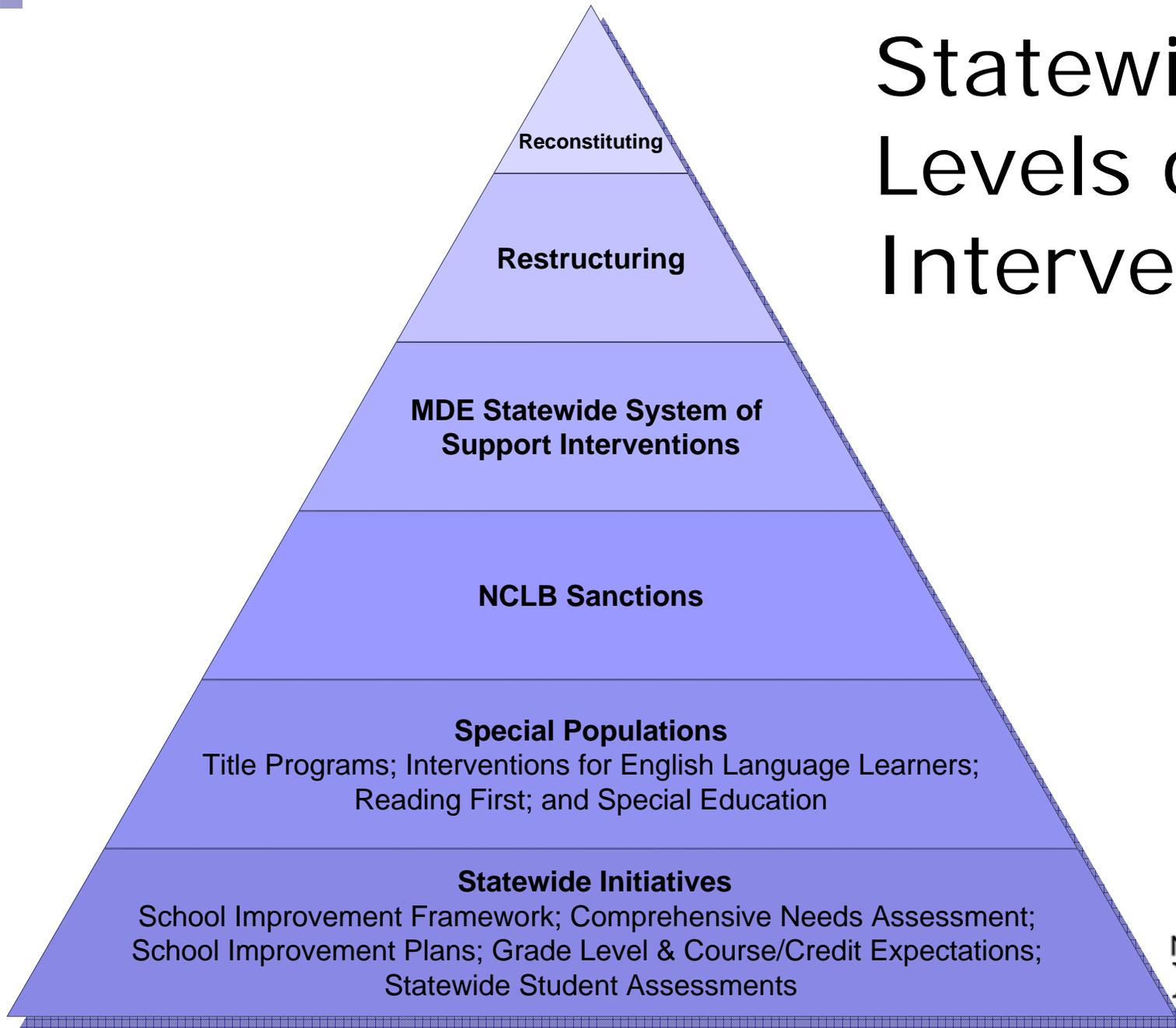
SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Parents</p> <p>Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The primary opportunity for parents to receive information about the curriculum occurs at an annual school event. Any additional opportunities to have information regarding curriculum expectations are at the initiative of the parent. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents have access to general information regarding curriculum expectations including the goals and objectives of each unit of study through written materials provided. <input type="checkbox"/> School procedures encourage parents to contact their child's teacher should questions or concerns arise regarding the curriculum. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school communicates to all parents, detailed information about the curriculum including goals, objectives, activities and accompanying assessments of all units of study. <input type="checkbox"/> The school schedules periodic large group (grade level, classroom or content area) sessions at which time information regarding the curriculum is presented. Follow-up is provided for any individual questions that arise. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents are provided detailed information regarding the goals and objectives, activities and assessment measures of each unit of study through a variety of sources. <input type="checkbox"/> Parents are provided face-to-face individual opportunities to understand the curriculum and to clarify any aspects they do not understand. <input type="checkbox"/> All parent information regarding the curriculum is translated into the primary languages of the school population.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Districtwide/school one-way communications 	<ul style="list-style-type: none"> <input type="checkbox"/> Websites, curriculum calendars, newsletters and other media <input type="checkbox"/> Accommodations for non-English speakers
<ul style="list-style-type: none"> <input type="checkbox"/> Two-way parent communications 	<ul style="list-style-type: none"> <input type="checkbox"/> Open House, parent activity nights and curriculum nights
<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum documents 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum broken down into various formats and specificity based upon audience <input type="checkbox"/> Accommodations for non-English speakers
<ul style="list-style-type: none"> <input type="checkbox"/> School accommodations 	<ul style="list-style-type: none"> <input type="checkbox"/> Provision of transportation, telephone contacts, individual assigned to communicate with specific groups of parents

Levels of Intervention



Statewide Levels of Intervention



NCLB Sanctions

■ Phase 1

- Notify parents of school AYP status
- Offer choice and transportation
- Write and implement a new school improvement plan
- 10% of Title I funds must be used for targeted professional development

■ Phase 2

- Offer Supplemental Educational Services



NCLB Sanctions

■ Phase 3

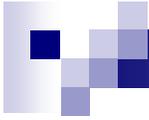
- Write and implement a Corrective Action Plan

■ Phase 4

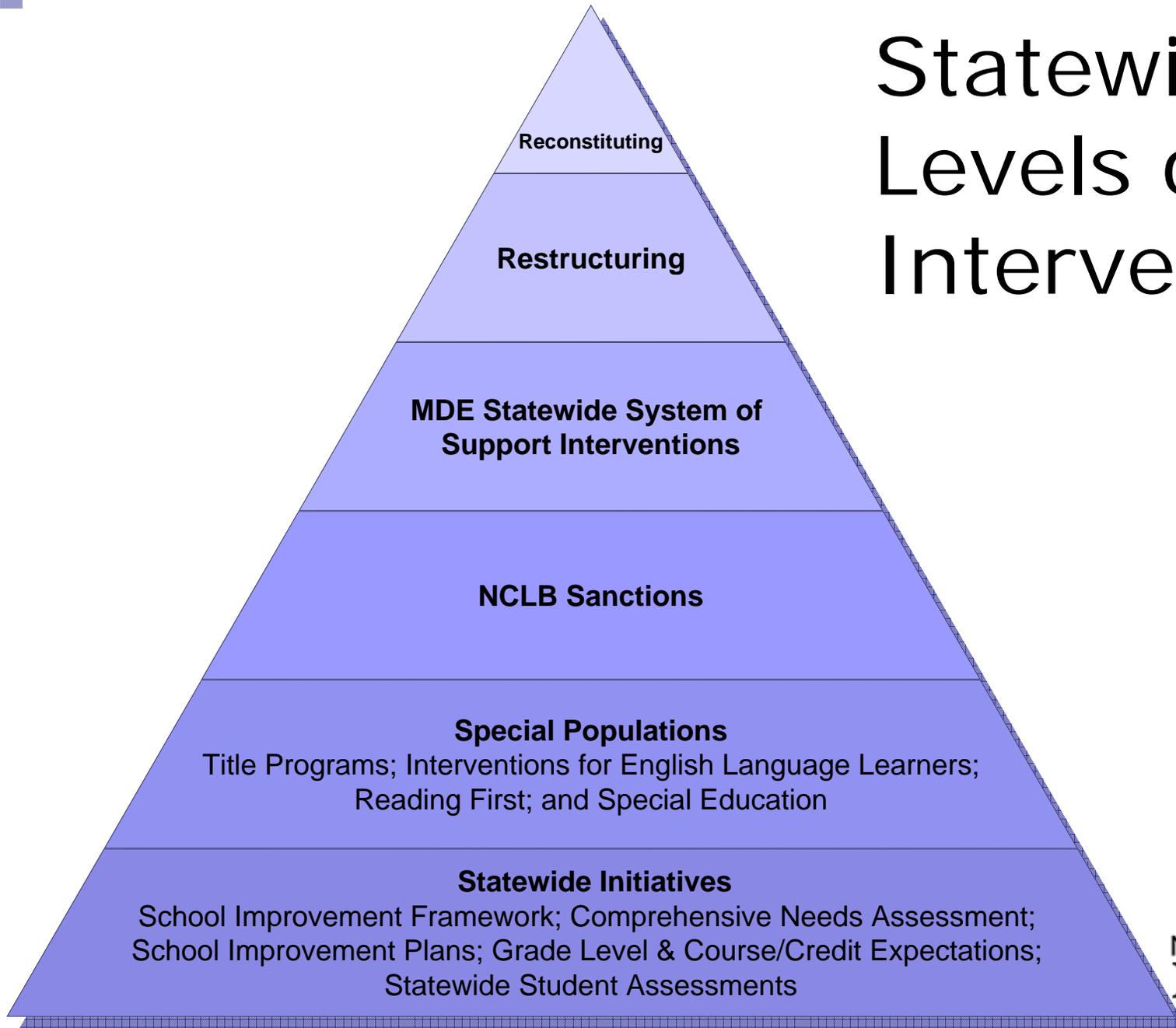
- Plan for restructuring

■ Phase 5 and Higher

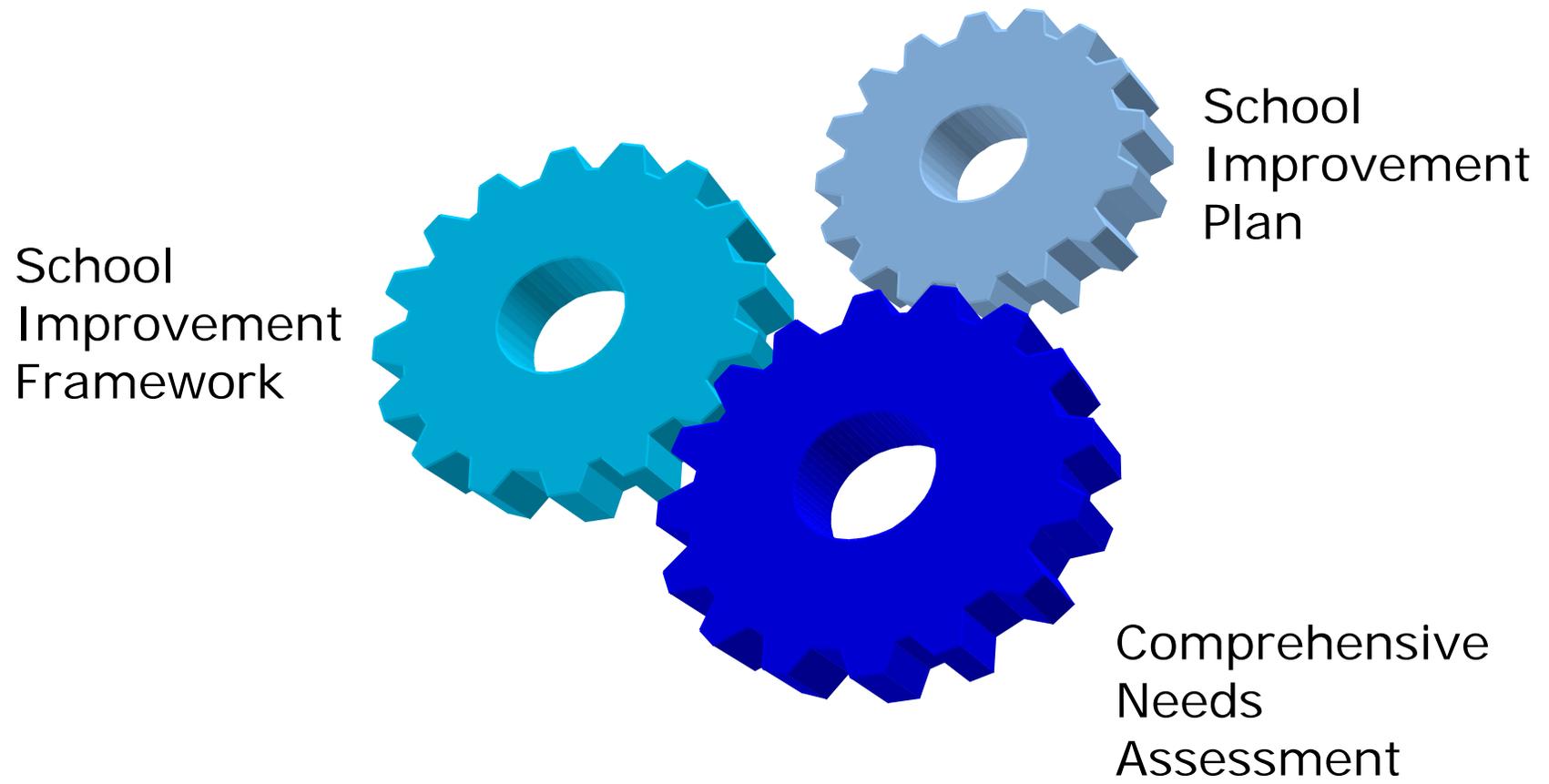
- Implement restructuring plan



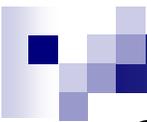
Statewide Levels of Intervention



Putting it all Together



Michigan's Statewide System of Support (SSOS)



Overview of the Statewide System of Support for Title I Schools

- Provide technical assistance to High Priority Title I schools
- Provide cohesive activities with other state and federal initiatives
- Align resources with best practices



Who Receives Support?

- The Statewide System of Support is a system of interventions for Title I schools only
- A Title I High Priority School is any school that is not making AYP for reasons of proficiency (not for participation or graduation rate)

Purpose of the Statewide System of Support

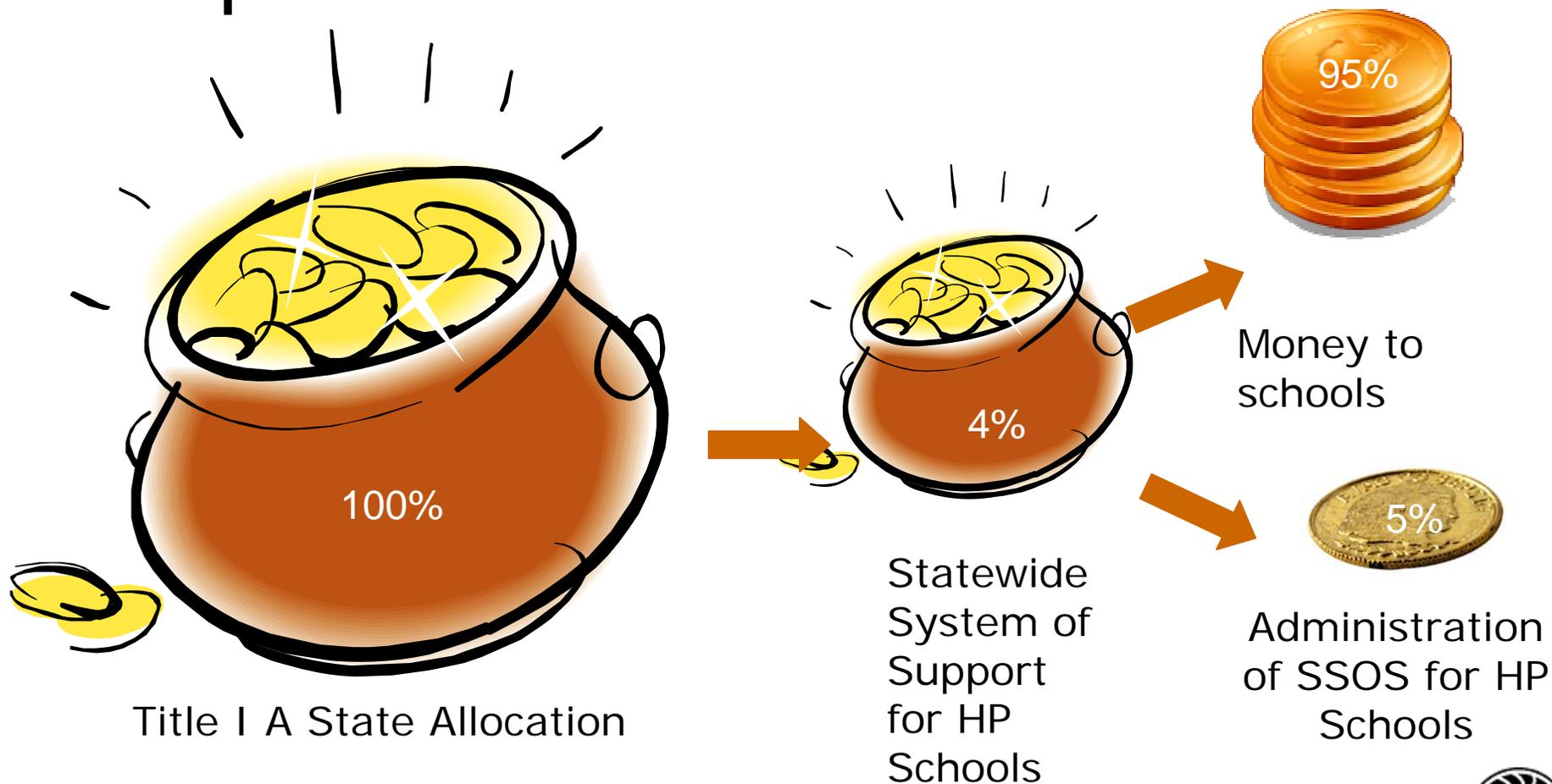
- To get schools back to Phase 0
- To focus on leadership at the building level
- To support the school improvement process using the School Improvement Framework, the School Improvement Plan, and the Comprehensive Needs Assessment
- To build regional capacity for assistance

Key Changes of the SSOS Beginning in 2007-2008

- There is an expanded role for partners
- Technical assistance begins in Phase 1
- There is increasing intensity of support through Phase 4
- The system is regional (through intermediate school districts [ISDs])
- If there is a Title I school in a phase of improvement, the system is not optional, as in past initiatives where a district could select from a series of activities

Funding the Statewide System of Support

Source of Funding for School Improvement Funds



MDE SSOS

Regional Assistance Grants

MAISA

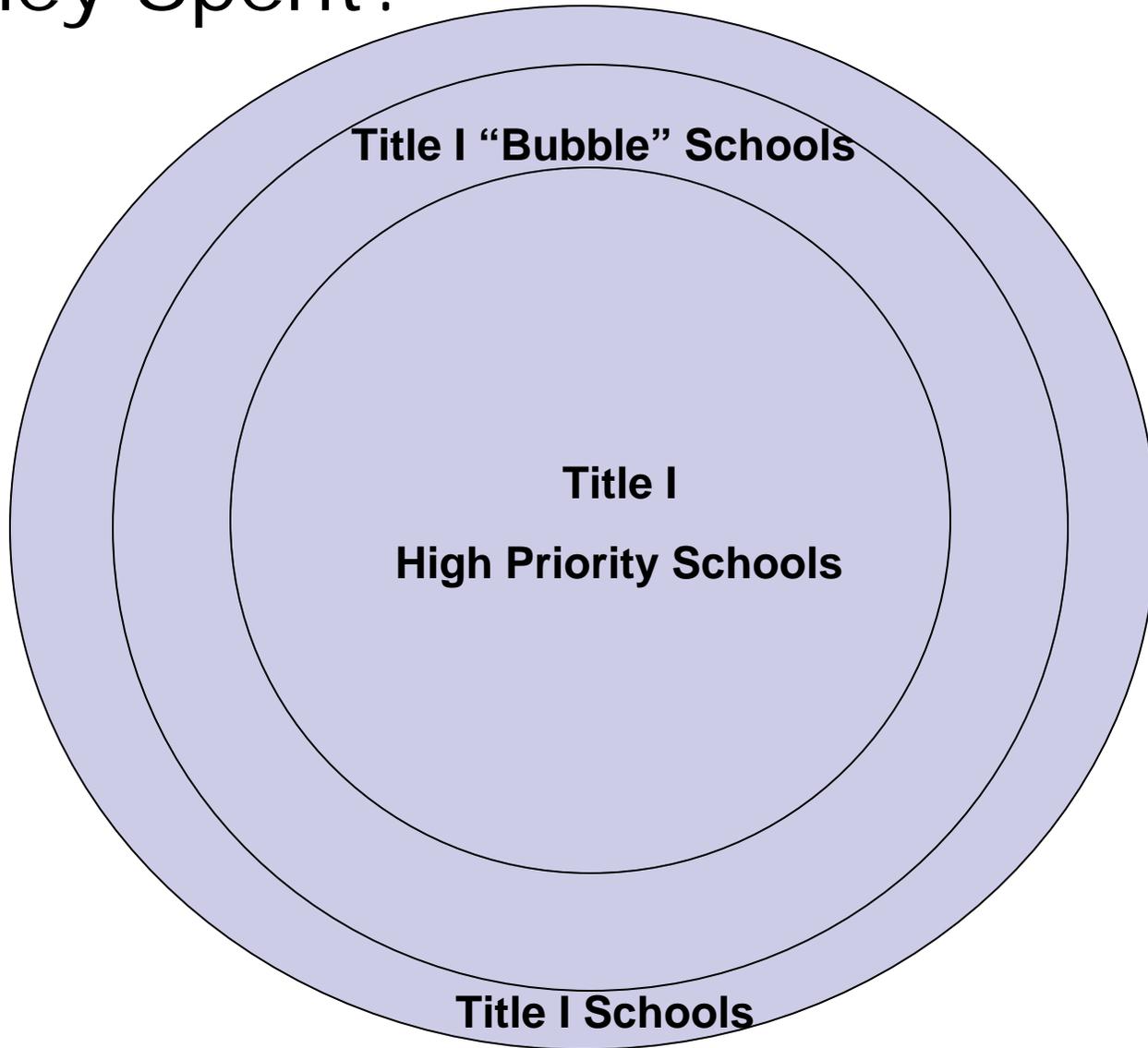
Principal
Fellowship

Coaches
Institute

Mentors

Auditors

How is the Regional Assistance Grant Money Spent?



MDE SSOS

Regional Assistance Grants

MAISA

Principal
Fellowship

Coaches
Institute

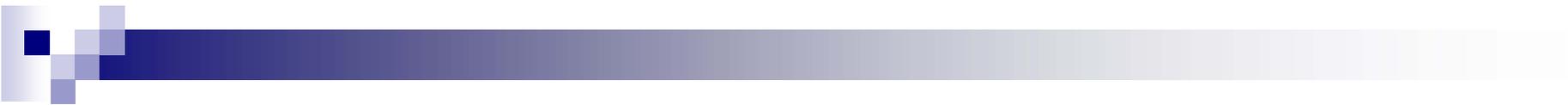
Mentors

Auditors

Components of the Statewide System of Support

Components of the Statewide System of Support (SSOS)

- Mentors
- Auditors
- Principals Fellowship
- Coaches Institute
- Individual ISD and Regional Educational Service Agency (RESA) Initiatives



Process Mentor Team

- Three-Person Team

- District level leader
- ISD facilitator
- MDE Representative

- Facilitate Change

- Removing barriers (at the district and state levels)
- Coordinating services at the district and state levels

Role of Process Mentor Team *(continued)*

- Monitor process: Is the school improvement plan being implemented?
- Provide technical assistance
- Reviews data and gives feedback
- Advises teams on processes and procedures to help accomplish short-term goals between visits
- District person is critical in assisting the team!



Auditor

- Identifies why schools did not make AYP
- Identifies steps schools are taking to address increasing student achievement
- Increases awareness of sanction status
- Provides an independent snapshot of school strengths and challenges

Role of Auditors

- Meet with teachers, leadership team and principal
- Probe for evidence of congruence with Michigan's School Improvement Framework
- Probe for evidence of congruence with Michigan's standards and content expectations

Principals Fellowship

- Intensive and ongoing support focused on building principals' capacity to lead the systematic instructional improvements needed to raise student achievement
- Combination of residential institutes and follow-up workshops
- Focused primarily on the Teaching for Learning and Leadership strands of the School Improvement Framework

Who Attends the Principals Fellowship?

- Principals in Title I schools in Phases 3 and above
 - Required beginning summer 2008
 - Coaches must also be trained by the Coaches Institute in order to be hired for this initiative

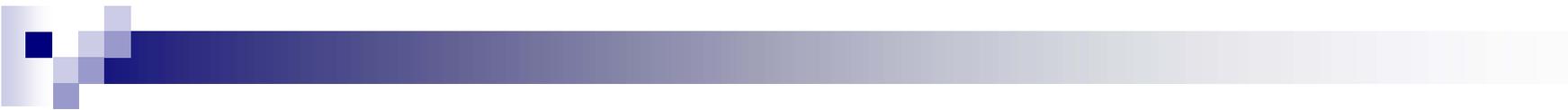
Coaches Institute

- Intensive and ongoing support focused on building a cadre of highly skilled leadership coaches to assist principals who participate in the Fellowship
- Focused building the capacity of school leaders by supporting, challenging, and assessing their progress around instructional leadership
- Coaches recruited, selected, and employed by ISDs; trained by MSU

Leadership Coach



- Assigned to building for 100 days in which the principal is present (except Wayne RESA)
- Responsible for helping building principal move through the leadership of the School Improvement Facilitators (SIFs)
- Based on Process Consultation Model



Title I Accountability Grant

- New component of the SSOS
- Development and initial roll out in 2008-09 school year
- Phase I and II Schools
- Targeted at sub group populations
 - Data Driven Needs Assessment
 - Evidence Based Intervention Selection
 - Coaching Support to Ensure Implementation Fidelity

Implementation of Phases at the Building Level

Phase I

- Mentor team is assigned to meet with building school improvement team / staff or principal 4 times over the year
- School is required to offer choice
- School is required to write a new school improvement plan

Phase 2

- Mentor team meets 4 times over the year
- School is required to offer choice
- School is required to offer SES
- School will receive a targeted audit if the only reason for no AYP is Special Education or ELL subgroup
- School implements new School Improvement Plan

Phase 3

- Mentor team meets 4 times over the year
- School is required to offer choice and SES
- School receives leadership coach
- School receives comprehensive audit
- Principal attends Principal Fellowship
- School receives \$30,000 or more for strategies that support the school improvement plan
- School / District selects Corrective Action Plan

Phase 4

- School is required to offer choice and SES
- School receives comprehensive audit
- Mentor team meets 8 times over the year
- School receives leadership coach
- Principal attends Principal Fellowship
- School receives \$30,000 or more for strategies that support the school improvement plan
- School / District implements Corrective Action Plan
- School selects Restructuring Option

Phase 5 and Above

- School is required to offer choice and SES
- Mentor team meets 4 times over the year
- School receives comprehensive audit
- School receives leadership coach
- Principal attends Principal Fellowship
- School receives \$30,000 or more for strategies that support the school improvement plan
- Implement Restructuring Option

2008-2009 Michigan School AYP Status Data

Title I Schools

Phase	K-12 School	Middle/High School	Spec Ed Center	Middle School	High School	Alternative School	Elementary	Totals
0	48	24	7	177	22	14	1434	1726
1	2	1	1	9	7	7	25	52
2	2	2	0	3	4	3	4	18
3	0	0	0	2	2	3	2	9
4	0	1	0	0	7	9	1	18
5	0	2	0	3	21	6	2	34
6	0	0	0	4	0	0	3	7
7	0	0	0	3	0	0	3	6
8	0	1	0	1	0	0	1	3
9	0	0	0	0	0	0	1	1
Totals	52	31	8	202	63	42	1476	1874

Non-Title I Schools

Phase	K-12 School	Middle/High School	Spec Ed Center	Middle School	High School	Alternative School	Elementary	Totals
0	8	70	89	403	321	101	570	1562
1	0	7	12	3	56	46	6	130
2	0	5	10	0	11	32	1	59
3	1	1	4	0	20	27	0	53
4	0	0	3	1	23	21	2	50
5	0	4	0	1	19	6	0	30
6	0	0	0	1	0	0	0	1
7	0	0	0	0	0	1	2	3
8	0	0	0	0	0	0	1	1
9	0	0	0	0	0	0	0	0
Totals	9	87	118	409	450	234	582	1889

All Schools (Title I and Non-Title I)

Phase	K-12 School	Middle/High School	Spec Ed Center	Middle School	High School	Alternative School	Elementary	Totals
0	56	94	96	580	343	115	2004	3288
1	2	8	13	12	63	53	31	182
2	2	7	10	3	15	35	5	77
3	1	1	4	2	22	30	2	62
4	0	1	3	1	30	30	3	68
5	0	6	0	4	40	12	2	64
6	0	0	0	5	0	0	3	8
7	0	0	0	3	0	1	5	9
8	0	1	0	1	0	0	2	4
9	0	0	0	0	0	0	1	1
Totals	61	118	126	611	513	276	2058	3763

Evaluation Questions and Guidance

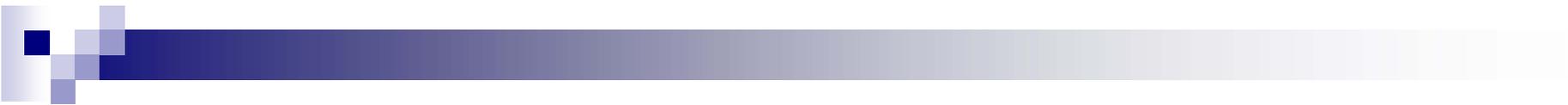
Evaluation Scope

- To understand *how the SSOS is being implemented*, including the interaction effects among program components
- To ascertain the *fidelity of implementation* (e.g., are coaches, process mentors, and principals implementing what they have learned)
- To understand the extent to which the implementation of the SSOS is having an *impact* on school planning, classroom practice, and student academic achievement
- To understand the *external and system factors* influencing the SSOS.



Evaluation Questions

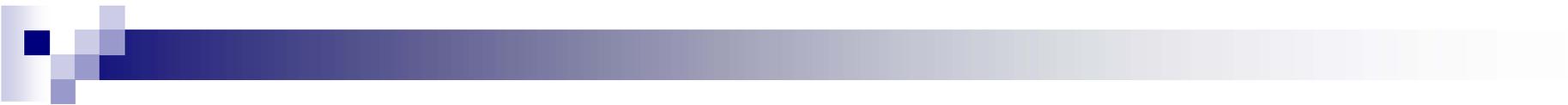
- The evaluation questions were crafted by the High Priority Schools Core Team
- A full day process was used to generate questions, identify key data elements, and explore the intended outcomes and interactions among program components.
- The questions reflect the perspectives of the full Core Team (e.g., each component of the SSOS)



Evaluation Questions

Implementation

- How well are the five program components being implemented, annually and over the course of the evaluation?
- To what extent are the program components being implemented with fidelity?



Evaluation Questions

System Components

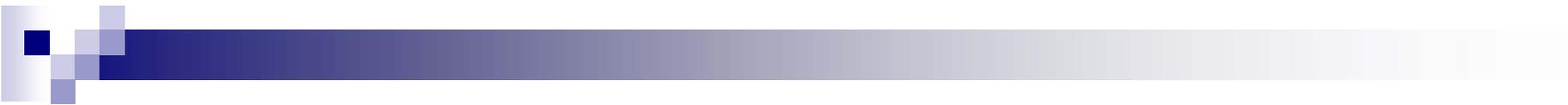
- How do the various program components work together as implemented?
- To what extent are there interaction effects between and among the various program components?



Evaluation Questions

Impact

- To what extent do schools receiving services through the SSOS improve students' academic achievement and make adequate yearly progress (AYP)?



Evaluation Questions

Systemic Influence and System Coherence

- What are the major system challenges and constraints that influence the effectiveness of the SSOS?
- Is the SSOS coherent? Does it contribute to system coherence across and within levels of the system?

Design Caveats

- We encourage rigorous and creative designs capable of answering the evaluation questions
- Given the “in-progress” status of our SSOS, MDE will not manipulate or alter the schools or groups of schools receiving services OR the types of supports provided to schools
- We encourage applicants to consider naturally occurring comparison groups or other design features through which the evaluation questions can be addressed



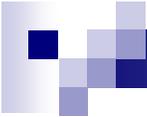
Evaluation Data Elements

- Technical Implementation
- Short-term Implementation Data Elements
- Long-term Implementation Data Elements
- Impact and System Data Elements

Proposal Organization

■ Suggested Proposal Organization

- Overall Evaluation Approach
- Evaluation Study Design
- Work Plan
- Management and Staffing
- Knowledge and Experience
- Budget and Budget Narrative



Proposal Organization

■ Specifications

- Single space, 11 point Verdana font, 1 inch margins. Proposals must be limited to 20 pages excluding the budget, budget narrative, and appendices / attachments.

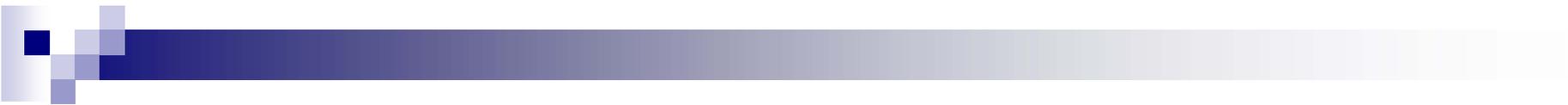


Review Process

- Proposals due to MDE on March 6, 2009
- Reviews completed by March 17, 2009
- Review Team Composition
 - A mix of MDE leaders and external experts with knowledge of the SSOS program components
 - All readers will have a working knowledge of the SSOS and NCLB accountability provisions

Scoring

- Evaluation Areas (Clarity, Design, Measurement Quality, Work Plan, Staffing Plan)
- Each evaluation question is scored on each of the five areas



Expectations

- Regular communication and coordination between the successful applicant and MDE staff
- Participation in MDE core team meetings, as needed
- Deliverables
 - Quarterly reports
 - Annual reports

Questions & Answers

Questions

- Please fill out a question card
- Place the completed card in the basket
- We will attempt to answer all questions during the today's *Applicant Conference*. Any questions, requiring more in-depth explanations, will addressed on through the Q&A section of the Grants website.
<http://www.michigan.gov/mde/0,1607,7-140-5236-206937--,00.html>



- Grants**
- > Archive: Active/Historical Grant Programs
- > Other Federal and Private Grant Sources
- > Michigan Electronic Grant System (MEGS)
- > MEIS (Michigan Education Information System)
- State Board of Education**
- Offices**
- Programs**
- News & Publications**
- Curriculum & Instruction**
- School Administration**
- Parents & Family**
- Assessment and Accountability**

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Statewide System of Support for High Priority Schools Evaluation Grant

The Michigan Department of Education is announcing a competitive grant for the design, development, implementation, and post implementation of a comprehensive, longitudinal program evaluation.

The primary purpose of this grant is to:

- Understand how the Statewide System of Support is being implemented, including the interaction effects among program components,
- Ascertain the fidelity of implementation,
- Understand the extent to which the implementation of the Statewide System of Support is having an impact on school planning, classroom practice, and student academic achievement.

***Attendance at the mandatory 2-13-09 Applicant Conference can either be on-site or through webinar. If you plan on participating through webinar, please make arrangements through STATE CONTACT.

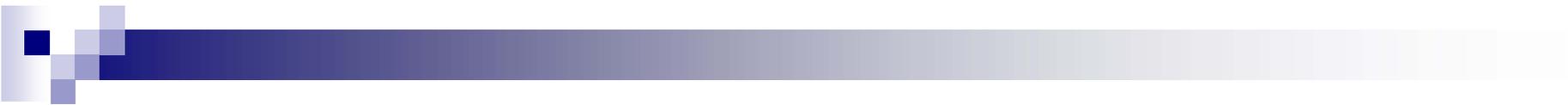
Related Documents

- > [Application: Evaluation of the Michigan Statewide System of Support for High Priority Schools - 474196 bytes](#) PDF
- > [Memo: Statewide System of Support for High Priority Schools Evaluation Grant - 47059 bytes](#) PDF

- Departments/Agencies
- Online Services
- Surveys
- RSS Feeds**

- Related Content**
- 21st Century Schools Grant
 - MEGS Statewide Training Video





THANK YOU!

- We appreciate your interest in the *Michigan Statewide System of Support Evaluation Grant*
- **Applicant Inquiry Period ends February 20, 2009 at 4:00 p.m.**
- **All applications must be received by March 6, 2009 at 4:00 p.m.**



Contact Info

- Michael Nauss

- NaussM@michigan.gov