



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

BRIAN J. WHISTON
STATE SUPERINTENDENT

MEMORANDUM

DATE: August 4, 2016

TO: Local and Intermediate School District Superintendents
Public School Academy Directors, and Principals with Title I Focus
Schools Identified in 2014

FROM: Linda Forward, Director *WF* *LF*
Office of Education Improvement and Innovation

SUBJECT: 2016-2017 School Year Title I Set-asides, Required and Optional
Interventions for Title I Focus Schools and Letter of Identification and
Notification for Parents

The Michigan Department of Education (MDE) provides districts and schools with this information regarding the changes in Michigan's amendment to the Flexibility Waiver of the *Elementary and Secondary Education Act* (ESEA). The status of elementary and middle schools, alternative schools, and high schools that are identified as Title I receiving Focus Schools in your district is based on the academic achievement, improvement and achievement gap status of the schools and the ranking on the Top to Bottom List as determined by the MDE. Focus Schools are those with the largest achievement gaps, defined as the difference between the average scale score for the top 30 percent of students and the bottom 30 percent of students. Title I receiving schools identified as Focus Schools for 2014-2015, and not released from this identification by the MDE, must continue to engage in the requirements associated with this identification in the 2016-2017 school year, which are summarized in the enclosed documents.

Letter of Identification and Notification – A letter must be sent to parents of students enrolled in a school identified as a Title I Focus School. The letter must be sent to parents of those students enrolled in the school in the 2015-2016 school year and those anticipated by the district to enroll in the Focus School for the 2016-2017 school year. Also to be included in the letter are the reasons for the school's identification and the school's and district's plans and activities to improve student achievement and narrow the achievement gap.

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The MDE has determined that the required letters should be sent so that parents will receive them before the start of the school year, and no later than August 26, 2016.

Title I Focus Schools identified as Focus Schools for the 2014-2015 school year will continue to be identified as Focus Schools for the 2016-2017 school year and will continue in their last year of identification. See the chart below to determine the year of identification.

Title I set-aside uses will continue as described for 2016-2017. When the ESSA State Plan is approved, then the new Title I set-aside criteria, if any, will be used with the next group of identified schools in the 2017-2018 school year.

Title I Focus Set-Asides for the 2016-2017 School Year	
Any cohort of Focus Schools is “held” at the identification assigned in 2014/15	This includes any school identified as Focus in 2014 – whether or not they were identified in 2012 or 2013
Title I Set-Asides – Named in 2012 or 2013 and not named in 2014	No district set-aside. No building set-aside
Title I Set-Asides – named in 2014 AND 2014 cohort (Year 1)	No district set-aside. No building set-aside
Title I Set-Asides –named in 2014 AND 2013 cohort (Year 2)	No district set-aside. Building set-aside – 10%
Title I Set-Asides – named in 2014 AND 2012 cohort (Year 3)	District set-aside – 10% formula. Building set-aside – 10%

Please note the following information about the required activities and interventions under the amended ESEA Waiver. The required set-asides for the 2016-2017 school year remain unchanged from the 2015-2016 school year, applicable to Title I Focus Schools:

The following provides a brief summary:

- o *No building set-aside during Year 1 and a 10 percent building set-aside during Year 2 and beyond, which the school must use to implement one or more of the following:*

Option 1: Professional learning on implementation of a multi-tiered system of support and/or scaffolded instruction of students in the lowest performing student groups,

Option 2: Provide weekly/daily time for teacher collaboration,

Option 3: Contract for administration of Surveys of Enacted Curriculum,

Option 4: Contract with the local ISD/ESA for a School Improvement Review or AdvancEd Michigan for a School Diagnostic Review, which will give the school an external perspective on processes that best support student achievement,

Option 5: Professional Learning on implementation of Essential Elements for teachers with MI-ACCESS students in the bottom 30 percent,

Option 6: Implement culture/climate interventions, use of time analysis or culturally-responsive teaching interventions as needed.

- The **district** Title 1 set-aside for the 2016-2017 school year continues unchanged from the 2015-2016 school year and is determined by the number of Priority and Focus Schools in the district and their cohort year of identification. The district set-aside is required for Focus Schools in their third and fourth year of identification.
 - The required district Title I set-aside will begin in Year 3 of a Title I Focus School's identification and will be calculated as the sum of 10 percent of each Focus School's previous year school level Title I budget, up to an aggregate maximum not to exceed 10 percent of the current year Local Education Agency (LEA) Title I allocation. The district level set-aside is required before any other reservations are made.
- In a District with both Title I Focus and Priority Schools, the minimum required Title I aggregate district set-aside is determined by the cohort of the oldest (2012, 2013 or 2014) identified of the Priority School(s) in the district.
- A District with both Title I Priority and Focus Schools required to do the set-asides will determine the aggregate maximum district set-aside of the LEA Title I allocation as follows:
 - If, in addition to a Year 3 (2014 cohort) Priority School the district has one or more Focus Schools identified as Year 3 (2012 cohort), then the district set-aside increases to 15 percent of each Priority School's previous year school level Title I budget, plus 10 percent of each Focus School's previous year school level Title I budget up to an aggregate maximum not to exceed 15 percent of the current year LEA Title I allocation. The district level set-aside is required before any other reservations are made.
 - During Year 4 or greater (2012 and 2013 cohorts) of Priority School identification, the district set-aside increases to 20 percent of each Priority School's previous year school level Title I budget up to an aggregate maximum not to exceed 20 percent of the current year LEA Title I allocation. The district level set-aside is required before any other reservations are made.
 - During Year 5 or greater (2010 and 2011 cohorts) the district superintendent (after consultation with his/her leadership team) will determine the district set-asides for those 2010 or 2011 cohort schools and activities associated with it.
- The district may determine how the district set-aside is allocated to each identified Title I Focus and Priority School; however, the set-aside may only be used for the MDE-identified activity options and must serve all of the identified Title I receiving Focus and Priority Schools.
- **A district-level set-aside during Year 3 (2012 cohort)** of Focus School identification requires that the district must use the set-aside funds for one or both of the options below:

1. Implement professional learning on research-based interventions
 2. aligned to the Focus School's needs, and/or
 3. Provide a multi-tiered system of support that includes scaffolded instruction of students in the lowest performing student groups if the Focus School does not implement one. If the school implements such a system, deepen or broaden the scope or enhance the fidelity of implementation.
- The district may determine how the district set-aside is allocated to each identified Focus and/or Priority School; however, the set-aside may only be used for the MDE-identified activity options.

The MDE Office of Field Services will advise districts and schools of the amounts of the **district level set-asides**. Specific questions regarding the amounts of set-asides required in the Consolidated Application should be directed to the district's OFS Regional Consultant (517-373-3743).

A summary document is also part of this memorandum and provides a description of required interventions and strategies for the 2016-2017 school year.

District Parent Letters of Identification and Notification must be submitted to the MDE later this year as evidence of compliance with these requirements for Title I schools identified as a Focus School in 2014. A future communication will be sent notifying districts to upload the letters into the MDE Michigan Electronic Grants System Plus (MEGS+).

Sample/template letters are attached to this correspondence. All template letters must be revised by the district to reflect current and accurate information for the building and the district before the letters are sent to parents.

To reiterate, the above requirements apply only to **Title I Focus Schools**. If you have questions about this communication or need more information, please feel free to contact Greg Olszta at 517-241-4715 or olsztag@michigan.gov.

Enclosures

Additional Requirements for Title I Focus Schools 2016-2017
The District will collaborate with the District Improvement Facilitator to create milestones of implementation progress that will be reported to MDE
<p style="text-align: center;">District Title I Obligation begins in Year 3 of a Focus School's identification</p> <p style="text-align: center;"><i>(all regular Title I rules apply when using set-asides).</i></p> <p>The required district set-aside will be calculated as the sum of 10% district set aside. During Year 4, the district set-aside increased to an additional 15% of each Focus School's previous year Title I budget up to a maximum of 15% district set-aside.</p>
<p style="text-align: center;"><i>All regular Title I rules apply when using set-asides.</i></p> <p style="text-align: center;">In years 3 and 4, a District may choose from the options below:</p> <p>Option 1: Provide a multi-tiered system of supports that includes scaffolded instruction for Students with Disabilities and English Learner students if the school does not currently implement one. If the school implements such a system, deepen or broaden the scope or enhance the fidelity of its implementation.</p>
Option 2: Professional learning on research-based interventions aligned to building's needs assessment, including coaching and support for administration
<p style="text-align: center;"><i>All regular Title I rules apply when using set-asides.</i></p> <p style="text-align: center;">Building Level 10% Obligation beginning in Year 2 of identification</p>
Select at least one of the options below:
Option 1: Professional development on implementation of multi-tiered system of supports including meeting academic and behavioral/health needs of all students, including coaching and support for administration
Option 2: Provide weekly/daily time for teacher collaboration
Option 3: Contract for the administration of Surveys of Enacted Curriculum
Option 4: Contract with the local ISD/ESA for A School Improvement Review or AdvancEd Michigan for a School Diagnostic Review, which will give the school an external perspective on processes that best support student achievement
Option 5: Professional learning on the alternate achievement standards for students that take an alternate assessment
Option 6: Culture/climate interventions, use of time analysis or culturally-responsive teaching interventions as needed

**SAMPLE 2014 FOCUS SCHOOL NOTIFICATION TEMPLATE
FOR THE 2016-2017 SCHOOL YEAR**

<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 we want to provide every opportunity for success. In past years, each school in Michigan was required to test students every year using the <Michigan Educational Assessment Program (MEAP) tests/Michigan Merit Exam (MME)>. The results of these tests, as well as participation on the tests were used to determine whether our school has been meeting Michigan School Proficiency Targets and where it ranked in a "Top to Bottom" list of schools and their performance. As a result of this ranking in a "Top to Bottom" list of schools and their performance, a low achieving school was identified as a Priority or Focus School. Focus Schools are those with the largest achievement gaps, defined as the difference between the average scale score for the top 30 percent of students and the bottom 30 percent of students. For the 2016-2017 school year, <ABC School> continues to be identified as a Focus School because of the size of the gap in achievement between the highest performing and the lowest performing students in the school as determined by the Michigan Department of Education in 2014.

In order to address this problem, <explain what the school is doing to address the problem and how the district is helping—see attached Focus School Identification Letter Requirements>.

To discuss this information further, please call <name and number> and <he/she/they> will be happy to help you.

Sincerely,

School Official

Focus School Identification Letter Requirements

- Letter explains what identification as a Focus School means.
- Letter explains the reasons for identification as a Focus School in 2014 (be specific as to the gap and those in the bottom 30 percent of students).
- Letter includes a description of what the **school and district** are doing to improve student achievement. The following provides *a partial list of required and/or optional activities and interventions* that may be described in the letter, as appropriate:
 - The district will implement a multi-tiered system of supports that includes scaffolded instruction for students with disabilities and English Language Learner students. (If the school implements such a system, deepen or broaden the scope or enhance the fidelity of its implementation.)
 - The school and district are collaborating with the intermediate school district (ISD/ESA), MDE and its MI Excel partner organizations to better understand the school's strengths and weaknesses by looking at the achievement data more closely and to make changes in how instruction is delivered in the classroom toward closing the achievement gap.
 - The school is working with the ISD and a School Support Team to develop and implement new strategies for classroom instruction to improve teaching methods and enhance student achievement.
 - The school is implementing the Superintendent's Dropout Challenge to assist students at-risk of dropping out of school.
 - The district will monitor and evaluate the Focus School's School Improvement Plan.
 - The school will implement professional learning on research-based interventions aligned to building's needs assessment.
 - The school will provide weekly/daily time for teacher collaboration.
 - The school will contract for the administration of Surveys of Enacted Curriculum.
 - The school will contract with the local ISD/ESA for a School Improvement Review which will give the school an external perspective on processes that best support student achievement.
 - The school is providing additional professional learning about implementing the Essential Elements for teachers with students in the bottom 30 percent.
 - The school will provide culture/climate interventions, use of time analysis, or culturally-responsive teaching interventions.

Requirements and Supports for all Focus Schools 2016/17

Requirements for All Focus Schools	Supports/ Resources Available at No Cost to All Focus Schools	Additional Supports Provided for Title I Focus Schools
Ensure that students' academic and behavioral/health needs are addressed in a multi-tiered system of support (MTSS)	MTSS http://www.michigan.gov/mde/0,4615,7-140-28753_65803-322534--,00.html	District Improvement Facilitator technical assistance
The district will conduct data dialogues with Focus Schools and identify the Teaching and Learning Priorities that are likely to close the gap	MiSchool Data https://www.mischooldata.org	District Improvement Facilitator will model a process for district staff to use with Focus School staff using reports from MiSchool Data
Document the identified Teaching and Learning Priorities in the Focus School(s) Progress Monitoring Report	Template for Focus School(s) Progress Monitoring Report <i>replaces the Focus School Diagnostic in ASSIST</i> https://sites.google.com/a/calhounisd.org/mi-excel/home	District Improvement Facilitator technical assistance
The district will hold its own professional dialogue about the system changes needed to support their Focus Schools in rapid change	District Systems Review (DSR) http://www.michigan.gov/mde/0,4615,7-140-6530_30334_37563-340775--,00.html AdvancED Self-Assessment http://www.advanced.org/partnership/mde	District Improvement Facilitator will engage the district in a professional dialogue using the results of the DSR or SA; upload in ASSIST by April 21, 2017
The district will implement the necessary actions to facilitate changes in support of Focus Schools	Blueprint for Turnaround https://sites.google.com/a/calhounisd.org/mi-excel/home/blueprint-for-turnaround	District Improvement Facilitator technical assistance
Revise District Improvement Plan	District Improvement Resources http://www.advanced.org/partnership/mde	District Improvement Facilitator technical assistance
The district will monitor and evaluate the Focus School's School Improvement Plan	District Improvement Resources http://www.advanced.org/partnership/mde	District Improvement Facilitator technical assistance
The district will report to its local Board of Education three times annually on the progress of its Focus Schools	Focus School(s) Progress Monitoring Report https://sites.google.com/a/calhounisd.org/mi-excel/home	District Improvement Facilitator technical assistance

Title I set-aside uses will continue as described for 2016/17. When the ESSA State Plan is approved, then the new Title I set-aside criteria, if any, will be used with the next group of identified schools in the 2017/18 school year

Title I Focus Set-Asides for the 2016/17 School Year	
Any cohort of Focus Schools is “held” at the identification assigned in 2014/15	This includes any school identified as Focus in 2014 – whether or not they were identified in 2012 or 2013
Title I Set-Asides – not named in 2014	No district set-aside. No building set-aside
Title I Set-Asides – named in 2014 AND 2014 cohort	No district set-aside. No building set-aside
Title I Set-Asides –named in 2014 AND 2013 cohort	No district set-aside. Building set-aside – 10%
Title I Set-Asides – named in 2014 AND 2012 cohort	District set-aside – 10% formula. Building set-aside – 10%

Additional Requirements for Title I Focus Schools 2016/17
The District will collaborate with the District Improvement Facilitator to create milestones of implementation progress that will be reported to MDE
<p>District Title I Obligation begins in Year 3 of a Focus School’s identification (All regular Title I rules apply when using set-asides).</p> <p>The required district set-aside will be calculated as the sum of 10% of each Focus School’s previous year Title I budget, up to a maximum 10% district set-aside. During Year 4, the district set-aside increased to an additional 15% of each Focus School’s previous year Title I budget up to a maximum of 15% district set-aside.</p>
<p>All regular Title I rules apply when using set-asides.</p> <p>In years 3 and 4, a District may choose from the options below:</p> <p>Option 1: Provide a multi-tiered system of supports that includes scaffolded instruction for Students with Disabilities and English Learner students if the school does not currently implement one. If the school implements such a system, deepen or broaden the scope or enhance the fidelity of its implementation.</p> <p>Option 2: Professional learning on research-based interventions aligned to building’s needs assessment, including coaching and support for administration</p>
<p>All regular Title I rules apply when using set-asides.</p> <p>Building Level 10% Obligation beginning in Year 2 of Identification</p>
<p>Select at least one of the options below:</p>
<p>Option 1: Professional development on implementation of multi-tiered system of supports including meeting academic and behavioral needs of all students, including coaching and support for administration</p>
<p>Option 2: Provide weekly/daily time for teacher collaboration</p>
<p>Option 3: Contract for the administration of Surveys of Enacted Curriculum</p>
<p>Option 4: Contract with the local ISD/ESA for a School Improvement Review or AdvancEd Michigan for a School Diagnostic Review, which will give the school an external perspective on processes that best support student achievement</p>
<p>Option 5: Professional learning on the alternate achievement standards for students that take an alternate assessment</p>
<p>Option 6: Culture/climate interventions, use of time analysis or culturally-responsive teaching interventions as needed</p>

2016-2017 Set-Aside Requirements for Title I PLA and Priority Schools

All Set-Aside requirements must be approved by the LEA's Office of Field Services Representative through the Consolidated Application Process

District Title I Obligation begins in Year 2 of a Title I Priority School's identification (All regular Title I rules apply when using set-asides). During Year 2, the required district set-aside will be calculated as the sum of 10% of each Priority School's previous year school level Title I budget, up to an aggregate maximum not to exceed 10% of the LEA Title I allocation. During Year 3, the district set-aside increased to an additional 15% of each Priority School's previous year school Title I budget up to an aggregate maximum not to exceed 15% of the current year LEA Title I allocation.

During Year 4, the district set-aside is increased to 20% of each Priority School's previous year school Title I budget up to an aggregate maximum not to exceed 20% of the current year LEA Title I allocation.

For districts with one or more Priority/PLA Schools in Year 5 or greater, the superintendent (after consultation with his/her leadership team) will determine the district set-asides for those 2010 or 2011 cohort schools and the activities associated with it.

All regular Title I rules apply when using set-asides.

The District must choose from the options below:

Option 1: Support Increased Learning Time

Option 2: Implement or strengthen a multi-tiered system of supports that includes scaffolded instruction for ELL and SWD students if the professional dialogue has identified this as a primary turnaround strategy for lifting whole-school performance.

Option 3: Professional learning for the staff aligned to the building's needs assessment paying particular attention to the needs of SWD and ELL students as appropriate.

Option 4: Obtain a process improvement consultation for district system-level redesign in service of rapid school turnaround

Option 5: Administer interim baseline assessments which will supplement the district's universal screening assessment with additional diagnostic data and progress monitoring of student achievement.

All regular Title I rules apply when using set-asides.

Building Level 10% Obligation Begins in Year One of Identification

For districts with one or more Priority/PLA Schools in Year 5 or greater, the superintendent (after consultation with his/her leadership team) will determine the district set-asides for those 2010 or 2011 cohort schools and the activities associated with it.

Select any of the options below that are aligned with the building's needs:

Option 1: Professional learning on implementation of strategies aligned to the data-derived School Improvement/Reform-Redesign Plan, including adoption of rapid turnaround practices.

Option 2: Contract with a local ISD/ESA for a School Improvement Review or with AdvancED Michigan for a School Diagnostics Review, which will give the school an external perspective on the processes that best support student achievement

Option 3: Provide daily/weekly time for teacher collaboration

Option 4: Culture/climate interventions, use of time analysis, or culturally responsive teaching interventions as needed

Title I set-aside uses will continue as described for 2016/17. When the ESSA State Plan is approved, then the new Title I set-aside criteria will be used with the next group of identified schools in the 2017/18 school year

Title I Priority Set-Asides for the 2016/17 School Year

<p>All cohorts of Priority Schools continue in their four year cohorts</p>	<ul style="list-style-type: none"> • 2014 cohort moves into Year 3 • 2013 cohort moves into Year 4 • 2012 cohort continues in Year 4 • 2010, 2011 and 2012 cohorts continue at Year 4 level
<p>2014 cohort – Year 3 set-asides</p>	<p>District set-aside – 15% formula Building set-aside - 10%</p>
<p>2013 cohort – Year 4 set-asides</p>	<p>District set-aside – 20% formula Building set-aside – 10%</p>
<p>2012 cohort – Year 4 set-asides</p>	<p>District set-aside – 20% formula Building set-aside – 10%</p>
<p>2011 cohort – continue level of Year 4 set-asides</p>	<p>District set-aside – 20% formula Building set-aside – 10% or, for districts with one or more Priority/PLA Schools in Year 5 or greater, the superintendent (after consultation with his/her leadership team) will determine the district set-asides for those 2010 or 2011 cohort schools and the activities associated with it.</p>
<p>2010 cohort – continue level of Year 4 set-asides</p>	<p>District set-aside – 20% formula Building set-aside – 10% or, for districts with one or more Priority/PLA Schools in Year 5 or greater, the superintendent (after consultation with his/her leadership team) will determine the district set-asides for those 2010 or 2011 cohort schools and the activities associated with it.</p>