

# Statewide System of Support for High Priority Schools

## Glossary of Terms

**Adequate Yearly Progress (AYP):** A component of the Federal Elementary and Secondary Education Act (ESEA) that requires states to develop and set goals for their student populations that are further subdivided for specified demographic subgroups, including major ethnic/racial groups, economically disadvantaged students, limited English proficient (LEP) students, and students with disabilities. If schools fail to meet AYP goals for two or more years, they are classified as schools in need of improvement and face certain consequences based on the number of years the school has not met AYP.

**Capacity Review:** three day visit to a school site to observe teaching and review data. The review team assists schools in understanding how their current teaching methods/instructional delivery impact student learning.

**Data Coach:** a data coach assists the High Priority School in understanding and making decisions based on the varying types of information the school receives regarding student achievement and instructional practice.

**Did not make AYP for attendance, participation or graduation rate:** It is possible for a school to meet academic targets in all areas with all subgroups, but fail due to other factors. A school will not make AYP if:

- In elementary and middle school, an average daily attendance rate of less than 85% for all subgroups
- In high school, a graduation rate for all subgroups of less than 85%
- In high school, the number of students tested for each subgroup is less than 95%
- In elementary and middle school, the number of students tested for each subgroup is less than 95%

**High Priority School:** A school that does not make AYP because it did not meet the student proficiency standards for mathematics and/or reading.

**Instructional Coach:** An instructional coach helps teachers strengthen skills in lesson planning, delivery, and assessment. Instructional coaches are available for mathematics and reading.

**Leadership Coach:** Research shows the strong influence a principal has in terms of the academic achievement of a building. A leadership coach helps the principal strengthen skills and broaden the leadership skills to improve achievement. Leadership coaches are trained by Michigan State University.

**No AYP for Performance:** Every subgroup of students must meet the state targets in Reading and Mathematics. Any one subgroup failing to make AYP in any subject area mentioned above will cause a school to not make AYP.

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**Principal Fellowship:** principals attend a two week residential fellowship hosted and developed at Michigan State University. The principal fellowship focuses on skills to strengthen instructional leadership to help teachers improve instruction and students to learn.

**Process Mentor Team (PMT):** The team that guides the Title I High Priority School through the continuous school improvement process. The PMT assists the school in analyzing data to determine the supports the school needs to increase student achievement. A representative from the local Intermediate School District (ISD) sits on the PMT and coordinates the supports provided to the high priority school. The team also includes a district representative who facilitates assistance and support to the HP School. When the HP School enters corrective action, an MDE representative joins the team. All members help with school improvement planning and implementation.

**Public School Choice:** A mandate of the Elementary and Secondary Education Act (ESEA) that all students enrolled a Title I school indentified for improvement, corrective action, or restructuring are provided the option to transfer to another school that is not so identified.

**Supplemental Educational Services (SES):** A mandate of the ESEA that low income students enrolled in a Title I school identified for improvement year 2, corrective action, or restructuring receive additional academic instruction or tutoring provided outside the regular school day. SES must be designed to increase the academic achievement of eligible students.

**School Improvement Framework:** Michigan's framework for continuous school improvement in all schools. The framework is research-based and identifies key factors that characterize high performing schools. The framework has five (5) strands:

- Teaching for learning
- Leadership
- Personnel and professional development
- School and community relations
- Data and information management

The school improvement framework provides the guiding principles for all high priority school initiatives.

**School Improvement Plan:** Each HP School must develop and annually update a plan for increasing student achievement and meeting AYP. All major stakeholders in the school have input to this plan. The plan is developed based on a comprehensive needs assessment and is data driven.