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TO: Intermediate School District Superintendents

FROM: Jeremy M. Hughes, Ph.D. *JMH*
Deputy Superintendent/Chief Academic Officer

DATE: January 19, 2006

**SUBJ: Guidance for Middle School Mathematics Initiative
Section 99b**

Section 99b of the State School Aid Act (2005 PA 155) provides funding to intermediate school districts (ISDs) to increase mathematics knowledge of students in middle school. The law states:

"An intermediate district shall use funds received under this section only for activities and efforts designed to improve pupil performance on the Michigan education assessment program mathematics assessments administered during grades 6 to 8 and to help the districts within the intermediate district meet adequate yearly progress requirements for mathematics under the no child left behind act of 2001, Public Law 107-110."

The law implies that all activities need to benefit students in grades 5 - 8 since the 6th grade assessment covers 5th grade content, 7th grade assessment covers 6th grade content and the 8th grade assessment covers 7th grade content. The ISDs shall maintain control of the funds. The funds cannot simply be given to the districts to let them decide how it should be spent. In addition, ISDs must make every effort to design activities that all their districts can take advantage of and to include efforts that will support the achievement of students in all subgroups.

Attached are guidelines to follow when spending these funds. They allow for a wide variety of activities and efforts that, when implemented faithfully and focused specifically on the middle school math needs of an ISD, should result in increased mathematics knowledge of all middle school students. Also attached is the original language of the bill.

If you have any questions, please contact Ruth Anne Hodges, Office of School Improvement at HodgesRA@michigan.gov.

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GUIDANCE FOR MIDDLE SCHOOL MATHEMATICS INITIATIVE

State School Aid Act, Sec. 99b (2005 PA 155)

INTRODUCTION

Section 99b of the State School Aid Act (2005 PA 155) states that “An intermediate district shall use funds received under this section only for activities and efforts designed to improve pupil performance on the Michigan education assessment program mathematics assessments administered during grades 6 to 8 and to help the districts within the intermediate district meet adequate yearly progress requirements for mathematics under the no child left behind act of 2001, Public Law 107-110.” The law implies that all activities must benefit students in grades 5-8 since the 6th grade assessment covers 5th grade content, 7th grade assessment covers 6th grade content and the 8th grade assessment covers 7th grade content. The intermediate school district (ISD) shall maintain control of the funds. The funds cannot be simply given to the districts to let them decide how it should be spent. In addition, ISDs must make every effort to design activities that all their districts can take advantage of and to include efforts that will support the achievement of students in all subgroups.

PLAN CRITERIA

Whenever possible, Sec. 99b funds should be used for activities and efforts that support or extend exemplary middle school mathematics initiatives that are already underway in the ISDs. These may include, but are not limited to, Mathematics/Science Partnership Grants (Title IIB), Improving Teacher Quality Grants (Title IIA), Title I efforts, Freedom to Learn and the Office of Special Education and Early Interventions Mathematics AYP project. Other criteria include:

- All professional learning activities should be aligned to the Michigan professional development vision and standards; the Mathematics Grade Level Content Expectations, 5th-7th grade; and the School Improvement Framework.
- There must be documented evidence that:
 - The activities were designed and implemented with collaboration from key administrative and curriculum staff from all the districts within an ISD's jurisdiction.
 - The ISD contacted their regional Mathematics/Science Center in the development and implementation of their plan.
 - Data supports the proposed activities, i.e., MEAP scores that identify weaknesses in content and in subgroups.
 - Research supports all proposed activities and efforts in improving student achievement on the 6-8 mathematics portion of the MEAP.

SUGGESTED ACTIVITIES AND EFFORTS

- Professional learning at the ISD and/or district level related to identified middle school mathematics needs of the teachers in either content or pedagogy, including planning, implementation, materials, teacher stipends or substitute costs.

- Purchase and support of implementation of middle school mathematics curriculum aligned with Michigan's Grade Level Content Expectations in grades 5-8.
- Activities and materials that support English Language Learners or special education populations.
- Salaries for personnel that will plan and provide professional learning for districts in middle school mathematics, prorated with the amount of time spent on Sec. 99b efforts.
- Support administration efforts to improve mathematics by training curriculum leaders, principals and teacher coaches in best practices that support middle school mathematics achievement, e.g. Lenses on Learning, Content-Focused Coaching, etc.
- Aligning middle school curriculum with the Michigan Curriculum Framework and the Grade Level Content Expectations.
- Materials, including training to support use of materials, which support student achievement at the middle school level.
- After-school and summer school for students that need more sustained scaffolding with the middle school curriculum.

388.1799b Middle School Mathematics Initiative.

Sec. 99b. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed \$3,850,000.00 for 2005-2006 for payments to intermediate districts under this section for the middle school mathematics initiative to achieve the middle school mathematics standards and benchmarks adopted by the state board.

(2) The amount of the payment to each intermediate district for 2005-2006 shall be an equal amount per pupil for each pupil actually enrolled and attending school in a district located within the intermediate district in grades 6 to 8. The amount of the payment to an intermediate district under this section for subsequent fiscal years will be calculated as described in subsection (4).

(3) An intermediate district shall use funds received under this section only for activities and efforts designed to improve pupil performance on the Michigan education assessment program mathematics assessments administered during grades 6 to 8 and to help the districts within the intermediate district meet adequate yearly progress requirements for mathematics under the no child left behind act of 2001, Public Law 107-110.

(4) It is the intent of the legislature to continue to allocate funds under this section for subsequent fiscal years. However, beginning in 2006-2007, only eligible intermediate districts will receive funding under this section and the amount of funding shall be an equal amount per pupil enrolled and attending school in grades 6 to 8 in districts located within eligible intermediate districts only. An intermediate district shall be eligible to receive funding under this section only for the districts located within the intermediate district that meet either or both of the following during the fiscal year for which the funds are allocated:

(a) Achieve the passage rate on the Michigan education assessment program mathematics assessments administered during grades 6 to 8 necessary for the district to meet adequate yearly progress requirements for those grades for mathematics under the no child left behind act of 2001, Public Law 107-110.

(b) Achieve an increase in the passage rate on the Michigan education assessment program mathematics assessments administered during grades 6 to 8 of at least 10 percentage points, as compared to that passage rate for the immediately preceding year.

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