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# **ESEA Flexibility**

## **Renewal Form**

# **Michigan**

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March 31, 2015

OMB Number: 1810-0581

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 16 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to retain the benefits of ESEA flexibility, offered to State educational agencies under section 9401 of the Elementary and Secondary Education Act of 1965, as amended, and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1810-0581. Note: Please do not return the completed ESEA Flexibility Renewal Request Form to this address.

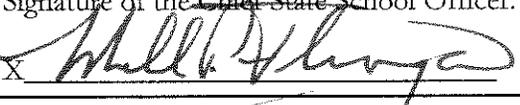
## **RENEWAL FORM**

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### **SECTION I: COVER SHEET, WAIVERS, ASSURANCES AND CONSULTATION**

Each SEA must remove the Cover Sheet, Waivers, and Assurances pages from its currently approved ESEA flexibility request. It must replace those pages with the completed Cover Sheet, Waivers, and Assurances pages from this form as part of its renewal request.

## Cover Sheet for ESEA Flexibility Request

<p>Legal Name of Requester:</p> <p>Michael P. Flanagan Superintendent of Public Instruction</p>	<p>Requester's Mailing Address:</p> <p>Michigan Department of Education PO Box 30008 Lansing, MI 48909</p>
<p>State Contact for the ESEA Flexibility Request</p> <p>Name:</p> <p>Venessa Keesler, Ph.D. and Abbie Groff-Blaszak</p> <p>Position and Office:</p> <p>Deputy Superintendent, Accountability Services and Special Assistant, Education and Accountability Services</p> <p>Contact's Mailing Address:</p> <p>Michigan Department of Education PO Box 30008 Lansing, MI 48909</p> <p>Telephone: (517) 335-0011</p> <p>Fax: (517) 335-4565</p> <p>Email address: <a href="mailto:keesler@michigan.gov">keesler@michigan.gov</a> and <a href="mailto:groff-blaszaka@michigan.gov">groff-blaszaka@michigan.gov</a></p>	
<p>Chief State School Officer (Printed Name):</p> <p>Michael P. Flanagan</p>	<p>Telephone:</p> <p>(517) 335-0011</p>
<p>Signature of the Chief State School Officer:</p> <p></p>	<p>Date:</p> <p>3/30/15</p>
<p>The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.</p>	

## WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its

LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a

priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

## ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.
- 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)
- 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

**If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:**

- 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.
- 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the “all students” group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

**Principle 3 Assurances**

Each SEA must select the appropriate option and, in doing so, assures that:

<b>Option A</b>	<b>Option B</b>	<b>Option C</b>
<p><input type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.</p>	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input checked="" type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input checked="" type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p>	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p>

## CONSULTATION

An SEA must provide a description of how it meaningfully solicited input on the implementation of ESEA flexibility, and the changes that it made to its currently approved ESEA flexibility request in order to seek renewal, from LEAs, teachers and their representatives, administrators, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English Learners, business organizations, institutions of higher education (IHEs) and Indian tribes.

[See pages 19-22 of Michigan's redlined ESEA Flexibility Request](#)

## SECTION II: CONTINUED COMMITMENT TO AND PROGRESS TOWARDS ESEA FLEXIBILITY PRINCIPLES

An SEA must provide a narrative response updating the SEA's currently approved ESEA flexibility request to address each of the items under Section II. Specifically, an SEA must address each of the Principles as described below through at least the end of the 2017–2018 school year (an SEA that is eligible for and requests a four-year renewal must address each of the Principles as described below through at least the end of the 2018–2019 school year).

For each of the following items, an SEA should make revisions in a redline version of its currently approved ESEA flexibility request, and indicate in the text boxes on this form the pages where relevant changes have been made. To the extent that an SEA has sufficiently addressed any requirement in its currently approved request, the SEA may reference the relevant pages and existing text in its approved request in response to that requirement.

### ***Principle 1: College and Career-Ready Expectations for All Students***

In its request for renewal of ESEA flexibility, each SEA must update its currently approved ESEA flexibility request to describe how it will continue to ensure all students graduate from high school ready for college and a career, through implementation of college- and career-ready standards and high-quality aligned assessments (general, alternate, and English language proficiency), including how the SEA will continue to support all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and teachers of those students.

[See pages 36-38, 42-43, and 66-67 of Michigan's redlined ESEA Flexibility Request](#)

### **Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support**

Each SEA must provide narrative responses for each of the items enumerated below. In providing these narrative responses, each SEA must describe its process for continuous improvement of its systems and processes supporting implementation of its system of differentiated recognition, accountability, and support. In describing its process for continuous improvement, an SEA should consider how it will use systematic strategies to analyze data and revise approaches to address

implementation challenges in order to ensure that it and its LEAs are meeting the needs of all students.

**2.A. Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support:** In its request for renewal of ESEA flexibility, each SEA must demonstrate that a school may not receive the highest rating in the SEA’s differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

[See page 166 of Michigan’s redlined ESEA Flexibility Request](#)

**2.D. Priority Schools:** In its request for renewal of ESEA flexibility, each SEA must:

- a) Submit either (i) its updated list of priority schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of priority schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
- b) Provide its timeline for implementation of interventions aligned with all of the turnaround principles in all priority schools; and
- c) Describe its process for identifying any schools that, after implementing interventions for three school years, have not made sufficient progress to exit priority status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

- a) [See Attachment 9.B for an updated list of Priority schools](#)
- b) [See pages 180-190 of Michigan’s redlined ESEA Flexibility Request](#)
- c) [See pages 195-196 and 172-174 of Michigan’s redlined ESEA Flexibility Request](#)

**2.E. Focus Schools:** In its request for renewal of ESEA flexibility, each SEA must:

- a) Submit either (i) its updated list of focus schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of focus schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
- b) Provide its process, including a timeline, for ensuring that its LEAs implement interventions targeted to a focus school’s reason for identification; and
- c) Describe its process for identifying any schools that have not made sufficient progress to exit focus status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

- a) [See Attachment 9.B for an updated list of Focus schools](#)
- b) [See pages 209-215 of Michigan’s redlined ESEA Flexibility Request](#)
- c) [See pages 223-224 and 215-219 of Michigan’s redlined ESEA Flexibility Request](#)

**2.F. Other Title I Schools:** In its renewal request, each SEA must update its plan for providing incentives and supports to other Title I schools to include a clear and rigorous process for ensuring that LEAs provide interventions and supports for low-achieving students in those schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

[See pages 227-230 of Michigan's redlined ESEA Flexibility Request](#)

**2.G. Build SEA, LEA, and School Capacity to Improve Student Outcomes:** In its request for renewal of ESEA flexibility, each SEA must describe its statewide strategy to support and monitor LEA implementation of the State's system of differentiated recognition, accountability, and support. This description must include the SEA's process for holding LEAs accountable for improving school and student performance.

[See pages 231-253 of Michigan's redlined ESEA Flexibility Request](#)

### **Principle 3: Supporting Effective Instruction and Leadership**

An SEA that checked option C under assurance 15 must provide a narrative response to this item detailing:

- a) The progress made to date in ensuring that each LEA is on track to implement high-quality teacher and principal evaluation and support systems designed to support educators and improve instruction;
- b) The proposed change(s) and the SEA's rationale for each change; and
- c) The steps the SEA will take to ensure continuous improvement of evaluation and support systems that result in instructional improvement and increased student learning.

[Not applicable; Michigan checked option B under assurance 15.](#)

## **SECTION III: ADDITIONAL AMENDMENTS (OPTIONAL)**

If an SEA wishes to make any additional amendments to its currently approved ESEA flexibility request to clarify or revise how the SEA and its LEAs will close achievement gaps, improve student achievement, and increase the quality of instruction, the SEA must include those amendments in its redlined request and identify on the renewal request form the page numbers on which amendments have been made. An SEA need not make any amendments beyond those discussed in Sections I and II above in order to receive renewal of ESEA flexibility. For any additional amendments the SEA makes to its currently approved ESEA flexibility request, the SEA must provide a rationale for the proposed change(s), either in the text of the ESEA flexibility request or on the ESEA flexibility renewal form. In considering whether or not to make additional amendments to its approved ESEA flexibility request, an SEA should keep in mind that the Department will not approve any amendment that conflicts with the ESEA flexibility principles.

Flexibility Element(s) Affected by the Amendment	Page Number(s) Affected in Redlined Request	Brief Description of Requested Amendment	Rationale
2.A.i	68-69	<p>Move from an annual identification cycle for Priority and Focus schools to a three-year identification cycle for Priority and Focus schools. Identifications made in fall 2014 will direct programming until the next identification cycle in fall 2017. Priority and Focus designations will continue on a three-year cycle (with the exception of Focus-Graduation rate) and Reward designations on an annual cycle thereafter.</p>	<p>A three-year identification cycle will provide more stability in the accountability system by ensuring three years of consistent implementation for each new cohort and focusing state and local capacity to serve low-performing schools on a smaller group of schools. Holding the fall 2014 designations for Priority, Focus, and Reward schools until the next cycle in 2017 will allow the next designations to be made on two years of data from a stable assessment.</p>
2.A.i	75-77 & 171-172	<p>Modify the metrics used to determine the Top to Bottom (TtB) List that identifies Priority Schools:</p> <ul style="list-style-type: none"> <li>• Remove the gap measure (achievement gap will continue to be calculated separately for the purpose of identifying Focus schools); achievement now counts 50% and growth now counts 50%</li> <li>• Use fewer content areas ELA, math, science, and social studies</li> <li>• Each content index is weighted by the number of student scores rather than weighting all content areas equally</li> <li>• Use mean student growth percentile aggregated at the school level where SGP data exists to determine improvement</li> </ul>	<p>Removing the gap measure from identifying Priority schools provides for less noise in identifying very low achieving schools. These schools typically do not have achievement gaps, as all students are low performing.</p> <p>Achievement and improvement are highly correlated, and so from a technical sense, the weighting of these two components isn't much of an issue. We are suggesting a 50/50 weighting in order to recognize the increased emphasis of student improvement, while maintaining the existing weighting on student achievement. Moving to content-area weighting by number of student scores will better represent the student enrollment of a school.</p>

		<ul style="list-style-type: none"> <li>Identified in 0-4% in both Cycle 2 and Cycle 3 (if needed, to get to 5% of schools, apply a two-year aggregate TtB ranking and identify from lowest)</li> </ul>	<p>The use of ELA instead of writing is necessary due to the move to new tests which combine reading and writing into a single score.</p> <p>Using SGP data where it exists follows our existing accountability rules of using data when we have it. Mean SGPs are being used for our aggregate TtB calculations, whereas individual SGPs will be used in the Scorecards. Due to issues around error, our technical advisory committee did not recommend we use a value table approach as is used in the current TtB.</p> <p>Using two years of TtB data leads to a more stable and reliable identification of Priority schools.</p>
2.A.i	207-208	<p>Modify the Focus school identification metric to</p> <ul style="list-style-type: none"> <li>add an audit rule precluding a school from being labeled as “Focus” if its Bottom 30% subgroup demonstrates achievement or improvement above the state average for the Bottom 30% subgroup</li> <li>calculate gap based on ELA and mathematics only</li> <li>identified in 10% of schools with largest gaps in Cycle 2 and Cycle 3 (to get to 10%, we will take schools with largest gaps in Cycle 3 to supplement)</li> <li>identify Focus schools based on graduation rate every year for schools that have 3 consecutive years of graduation rates below 60% (2.E.i)</li> </ul>	<p>Using an audit rule comparing the Bottom 30% subgroup ensures schools have gifted programs will not be unfairly identified as Focus schools.</p> <p>Moving to using only ELA and mathematics will allow for more narrowly focused supports and interventions. Previously, a school could have been identified by having smaller gaps in all subjects.</p> <p>Using two years of results to identify Focus schools will allow for a more stable and reliable identification process.</p> <p>Graduation rate identification follows federal requirements for Focus schools.</p>
2.D.v	195-196	<p>Modify the Priority School exit criteria to require that a school</p>	<p>The new Priority School exit criteria are focused on student</p>

		<ul style="list-style-type: none"> <li>• has a TtB percentile rank of 5 or higher in the most recent year; and</li> <li>• must meet its AMOs for both ELA and mathematics in the All Students group in the most recent year; and</li> <li>• must meet participation rate on accountability scorecard on all required state assessments in the most recent year.</li> <li>• MDE will plan to use the above exit criteria to exit Priority Schools from the 2010 and 2011 cohorts by the end of the 2014-15 school year and the 2012 cohort at the end of the 2015-16 school year.</li> </ul>	<p>outcomes and better ensure that schools are on track to meeting proficiency targets in the future in order to prevent the schools from falling back into Priority status.</p> <p>Eligibility for exit from Priority status for 2012 cohort schools starting in 2016 is proposed based on significant stakeholder feedback and comment that identified schools should not be precluded from exit during the assessment transition years. High-stakes accountability decisions regarding identification of schools for Priority status is fundamentally different from the demonstration of improvement over time, and thus the MDE is comfortable in the ability to use state assessment data during transition years for an exit determination.</p>
2.E.iv	223-224	<p>Modify the Focus School exit criteria to exit schools that</p> <ul style="list-style-type: none"> <li>• demonstrate improvement (using only ELA and mathematics) of the bottom 30% that is greater than the statewide average of bottom 30% subgroup improvement for two consecutive years; OR</li> <li>• demonstrate achievement (using only ELA and mathematics) of the bottom 30% that is greater than the statewide average of bottom 30% subgroup achievement for two consecutive years.</li> <li>• For schools that have been identified as Focus based on graduation rate, exit from status results from graduation rate at or above</li> </ul>	<p>Using Bottom 30% criteria for exit status will help schools close achievement gaps for all students, and for schools that develop successful strategies in working with students in the Bottom 30% subgroup, keep schools from being re-identified.</p> <p>The graduation rate exit criteria is aligned with the federal definition of Focus schools, and makes schools focus on improving the low rates that identified them as Focus schools in the first place.</p> <p>These criteria use two years in order to provide stable and reliable results that are conducive to keeping schools from being re-identified.</p> <p>Eligibility for exit from Focus</p>

		<p>60% for two consecutive years.</p> <ul style="list-style-type: none"> <li>Schools identified in the 2012, 2013, and 2014 Focus school cohorts will be eligible for exit based on meeting the above exit criteria in 2014-2015, 2015-2016, and 2016-2017 respectively.</li> </ul>	<p>status for 2012, 2013, and 2014 cohort schools starting in 2015 is proposed based on significant stakeholder feedback and comment that identified schools should not be precluded from exit during the assessment transition years. High-stakes accountability decisions regarding identification of schools for Focus status is fundamentally different from the demonstration of improvement over time, and thus the MDE is comfortable in the ability to use state assessment data during transition years for an exit determination.</p>
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