



# A Redistribution of Instructional Time

## Why go this route?

- Because this is a way to facilitate the quick wins needed to make significant and measurable increases in student achievement in a **single** year.
- Because it will help **streamline** and **prioritize** instruction to focus on the most important standards and move away from an education that is a mile wide and an inch deep.
- Because this requires some planning and collaboration time but has **no** other associated **costs**.
- Because this method will increase educator capacity and long-term sustainability, once educators learn how to **analyze and draw inferences** from the assessment tool itself.

## You'll know you've arrived when...

- Overall proficiency scores on the MME and MEAP show significant and continuous improvement.
- Eighty-five percent of your students are scoring at Level 1 or 2 proficiency on the MEAP and MME tests or there is a **significant** increase in student achievement.

### Construction Zone

An effective redistribution of instructional time is based on selected data-driven **power standards**. Power standards are prioritized standards that are essential to student success and are the foundation of a guaranteed and viable curriculum.

**Additional** instructional time should be spent on these standards, which are the basis of the "big ticket" items on standardized assessments. By redistributing instructional time and narrowly defining instructional targets to put the appropriate amount of focus on the power standards, significant increases in academic achievement can be gained in a single year.



### It's about TIME

- The time to complete this process will vary depending on the experience of the teachers with the tasks involved.
- The steps are laid out in 90 day segments each may be shortened, e.g., the tasks to be completed in the first 90 days may be completed in less time so that implementation in the classroom can begin sooner.
- Average time to complete the tasks in each segment are shown in the process steps.



### Potential COSTS

- There are **NO additional costs**.



## First 90 Days: Planning

### The Process

*A step-by-step guide to a redistribution of instructional time.*

NOTE: Steps marked with a  are accompanied by one or more inserts, included in this packet.

- 1** **Locate and print out the School Summary Report for your school.** For elementary and middle schools, print out the report for each grade separately. (1-hour meeting)
- 2** **Analyze the Performance Level Data** by subject for All Students on the first page of the report. Determine whether the percentage of students who are proficient (levels 1 and 2) is increasing, decreasing or staying the same over the past five years in each subject area. (2-hour meeting for Steps 2-6)
- 3** **Review the Score Distribution for each subject area** in which improvement is desired for All Students and locate the one or two power standards (high school) or domains (elementary and middle school) that have the highest number of points possible.
  - a. On high school/MME report, look at p. 2.
  - b. For elementary and middle school, the Score Distributions begin on p. 4 of the report for grades 4-8 and on p. 2 for grades 3 and 9.
- 4** **Calculate the percentage** of the total possible points that the power standards or domains identified in Step 3 account for in each subject area.
  - a. Add the points possible for the power standards or domains identified in Step 3 for one subject area.
  - b. Add the total points possible for the subject area.
  - c. Divide the total from Step 4a by the total from Step 4b to calculate the percentage.
  - d. Notice that in most of the cases the percentage calculated in Step 4c will account for 45% or more of the total score.
- 5** **Repeat Steps 3 and 4 for Students with Disabilities and All Except Students with Disabilities,** if Students with Disabilities are a subgroup of concern. Remember that the data will only show, if there are 10 or more students who were tested. This data set is found later in the School Summary Report.



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- 6** **Review the Mean Points scored for each of the power standards or domains.** Review the mean points scored on the power standards or domains for All Students and calculate the mean score in terms of a percentage. Repeat the same process for Students with Disabilities and All Except Students with Disabilities, if appropriate. Then review the Mean Scale Scores for each subject area by subgroup on the School Demographic Report. To get the “biggest bang for your buck,” the focus should be on achieving the highest mean scores on the power standards identified above!
  - 7** **Review Surveys of Enacted Curriculum reports** and use the Instructional Content Report to see how instructional time recorded by teachers aligns with the intended emphases in the state standards and CCSS. Incorporate these data into Steps 8 and 9. (1-hour meeting)
  - 8** **Create a redistributed instructional time calendar** that allows extra time to teach/reteach the power standards, focusing on the power standards with the lowest mean scores. Include all necessary stakeholders. Remember to include time to loop back to review the power standards every 10, 15 or 20 days (depending on how many times the standard has been taught and reviewed). Classroom time should be redistributed to cover the power standards using a 40/60 ratio. *Standards that are 40% or more of the state assessment should receive at least 60% of the classroom instructional time!* (1-hour meeting)
  - 9** Work collaboratively within each content area (high school/middle school) or within each grade level (elementary) to adjust curriculum map and pacing guides to spend additional time on the power standards, including a plan to loop back to review them periodically. *Keep in mind that if a standard or area of content is worth less than 5 points on standardized tests, it does not require a 2-week unit!* (Time for Steps 9-10 varies based on revisions needed; may be a good summer project.)
  - 10** **Work collaboratively to adjust unit and lesson plans** to incorporate additional time for the power standards including time to loop back and reteach/review them several times throughout the year.
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## Days 90-180: Implementation

- 1 Using differentiated instruction, carefully and thoroughly cover the power standards identified, seeking mastery level of those standards by all students. (Ongoing)
- 2 **Continue your regular curriculum according to the revised pacing guides**, remembering to loop back to the power standards and review with the students every 10 – 20 days. (Ongoing)
- 3 **Plan for appropriate and consistent recognition** of teachers whose students demonstrate a significant increase in student achievement on state assessments. Teachers and administrators should be involved in this planning. (1-hour meeting)
- 4 **Make adjustments in instruction as needed on an ongoing basis** by continuing to collaborate with other subject area or grade level teachers and the curriculum director. (Ongoing)

## Days 180-270: Follow-Up

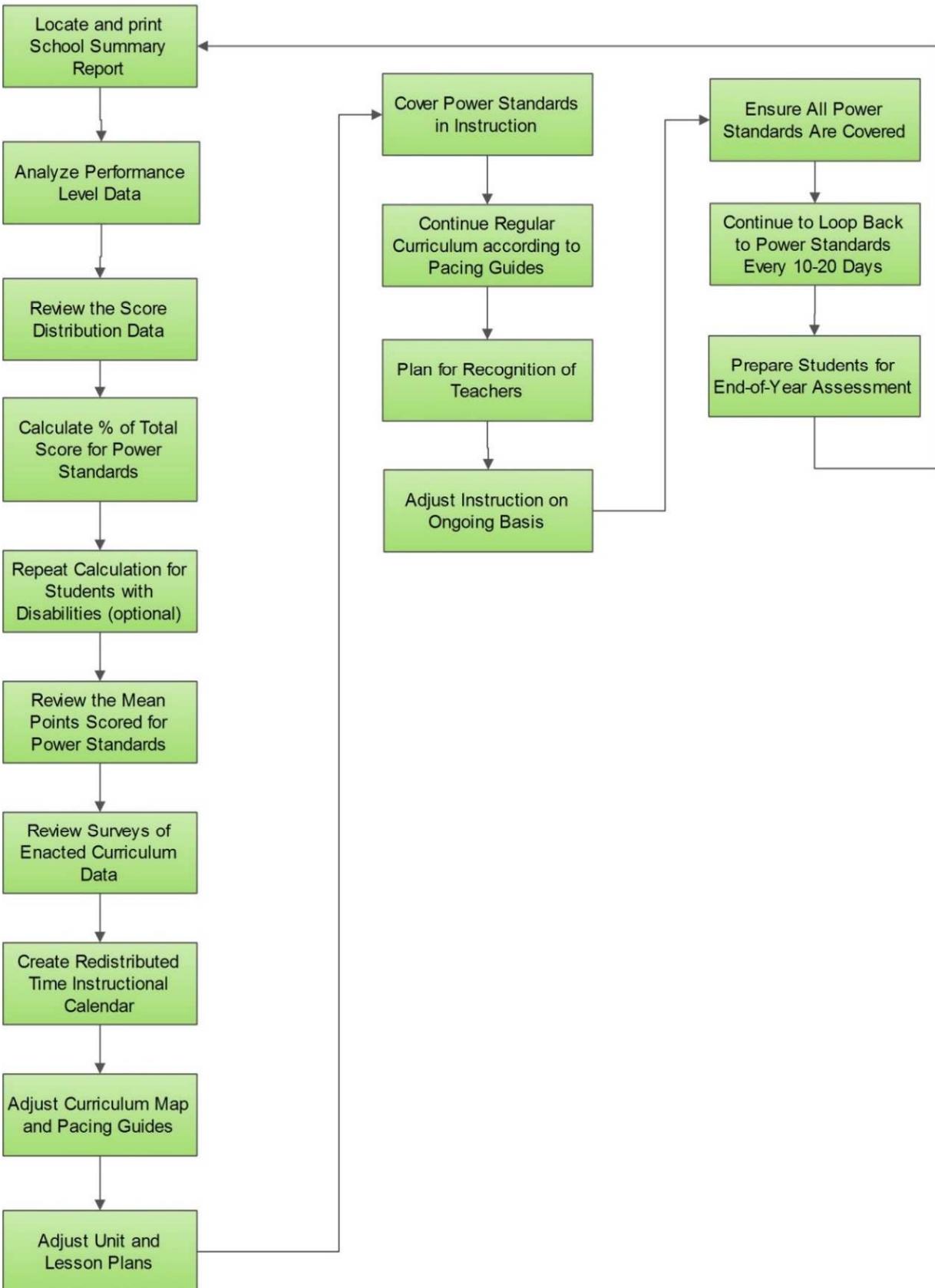
- 1 Ensure that all required standards for each subject area have been sufficiently covered. (For Steps 1-3, a 1-2 hour biweekly or monthly meeting is recommended to review and discuss progress and challenges.)
  - 2 Continue to loop back to the power standards every 10 -20 days.
  - 3 **Prepare students for state assessment, focusing on the power standards.** Note: See inserts for details; timing will depend upon grade level, i.e., MEAP is administered in the Fall and MME in the Spring.
  - 4 Once test results become available, celebrate your wins and then start the whole process over again! Even though this strategy will achieve quick wins, it is not a “one-and-done” strategy.
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# Redistribution of Instructional Time At-A-Glance

First 90 Days

Days 90 - 180

Days 180-270



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## Resources

### *Books, Articles, Websites*

#### **Data Wise: A Step-by-step Guide to Using Assessment Results to Improve Teaching and Learning.**

Boudett, Kathryn Parker., Elizabeth A. City, and Richard J. Murnane, 2005.

#### **Annual Growth for All Students: Catch-up Growth for Those Who Are behind.**

Fielding, Lynn, Nancy Kerr, and Paul Rosier. 2007.

#### **A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process.**

Hale, Janet A., 2008

#### **The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development.**

Jacobs, Heidi Hayes and Ann Johnson, 2009.

#### **The First 90 Days: Critical Success Strategies for New Leaders at All Levels.**

Watkins, Michael, 2003.

#### **Bureau of Assessment & Accountability (BAA) – Secure Site**

<https://baa.state.mi.us/secure/login.asp>

#### **Common Core State Standards Initiative**

<http://www.corestandards.org/the-standards>

#### **MDE - Grade Level Content Expectations**

[http://www.michigan.gov/mde/0,4615,7-140-28753\\_33232---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_33232---,00.html)

#### **MDE - High School**

<http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html>

#### **MI School Data.**

<https://www.mischooldata.org>

#### **Smarter Balanced Assessment Consortium**

<http://www.smarterbalanced.org/sample-items-and-performance-tasks>

### *People*

Intermediate School Districts/RESAs can serve as a resource.

#### **For more information, contact:**

Michigan Department of Education

Office of Education Improvement and Innovation  
517-241-3147

School Improvement Unit  
517-373-8480

Curriculum and Instruction Unit  
517-241-4285

Office of Assessment and Accountability  
517-373-0048

Office of Early Childhood and Family Services  
517-241-3592

Office of Field Services  
517-373-3921

Office of Professional Preparation and Teacher Certification  
517-373-6505

Office of Special Education and Early Intervention Services  
517-373-9433

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[www.michigan.gov/mde](http://www.michigan.gov/mde)