

## Subject Areas Decision Form

### SUBJECT AREA A: ANNUAL MEASURES FOR ALL SCHOOLS

Proposal	Questions	Suggestions/Comments
1. Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient in six years. (Option A)		
2. Schools' and districts' AYP statuses using the new AMOs will be reported annually.		
3. Schools' performance on the multiple measures chart will be posted on school report cards for all schools each year.		
4. The annually reported multiple measures chart will measure proficiency, growth, achievement gap reduction and graduation rate.		
5. Proficiency will be measured using the AMOs. Schools will get points based on the percentage of subgroups that make AYP.		

<p>6. Growth will be measured using a normative growth model with points awarded based on a school's ranking in growth.</p>		
<p>7. Achievement gap reduction will be measured by comparing the growth of all minority subgroups, students qualifying for Free/Reduced Priced Lunch, Special Education students, and English Learners in each school to the statewide average growth of their counterparts. Groups will be weighted based on the number of students, and points will be awarded to schools for their achievement gap reduction ranking.</p>		
<p>8. Schools with a graduating class will receive points according to their graduation rate rank.</p>		
<p>9. The four categories in the multiple measures chart will be weighted equally.</p>		

**SUBJECT AREA B: ANNUAL MEASURES AND ACCOUNTABILITY FOR TITLE I SCHOOLS**

<b>Proposal</b>	<b>Questions</b>	<b>Suggestions/Comments</b>
10. Use the multiple measures chart to identify the top 15 percent of Title I schools as Reward Schools.		
11. Choose Reward Schools on a proportional basis so the number of schools in each classification (elementary, middle, and high school) is proportional to the number of Title I schools in that classification statewide.		
12. Use the multiple measures chart to identify the bottom 25 percent of schools.		
13. Those schools in the bottom 25 percent that are not Priority or Focus Schools must complete a needs assessment and complete a school improvement plan.		
14. Schools identified in the bottom 25 percent that are not Priority or Focus Schools can choose to work with regional facilitators for technical assistance and may choose to work with a Reward School to adopt best practices.		
15. Schools are no longer labeled in need of improvement, corrective action or restructuring.		

16. MDE will audit 10 percent of schools writing improvement plans to ensure fidelity.		
17. To comply with current state statute, schools that fail to make AYP for two consecutive years or more must write a school improvement plan.		
18. Schools writing school improvement plans as a result of not making AYP need not get approval from MDE and are only subject to audit if they fall within the bottom 25 percent on the multiple measures chart unless they are Priority or Focus Schools.		
19. Title I schools not making AYP will no longer be required to set aside funds for school choice, supplemental educational services (SES) or professional development.		
20. Districts can choose whether to offer school choice or SES.		
21. Districts can act as their own SES provider regardless of the district's AYP status.		
22. Title I districts no longer need to write district improvement plans.		
23. Districts are no longer identified for improvement or corrective action.		

## SUBJECT AREA C: THREE-YEAR MEASURES FOR TITLE I SCHOOLS

Proposal	Questions	Suggestions/Comments
24. The multiple measures chart will be used to determine the bottom five percent of schools, which will be Priority Schools.		
25. The current 19 SIG schools will be Priority Schools.		
26. Priority Schools will work directly with regional facilitators to implement a turnaround model based on the turnaround principles outlined by the federal guidance.		
27. Priority Schools will have the opportunity to pair with Reward Schools to share best practices.		
28. Districts with Priority Schools have the option of offering school choice and SES but it will not be required.		
29. Priority Schools may exit Priority status if their performance on the multiple measures chart puts them outside of the bottom 25 percent of Title I schools.		
30. The achievement gap measurement from the multiple measures chart will be used to determine the 10 percent of schools with the biggest achievement gap problems, which will be Focus Schools.		

<p>31. Any high school with a graduation rate below 60 percent that is not a Priority School will automatically be categorized as a Focus School.</p>		
<p>32. Focus Schools must work with their districts to implement interventions that support subgroups exhibiting the largest growth gaps.</p>		
<p>33. Focus Schools must complete a needs assessment and write a school improvement plan to be approved by MDE.</p>		
<p>34. Focus Schools can access support from regional facilitators and can choose to work with Reward Schools to share best practices.</p>		
<p>35. Districts with Focus Schools have the option of offering school choice and SES but it will not be required.</p>		
<p>36. Focus Schools may exit Focus status if their performance in the achievement gap reduction measurement places them above 25 percent of other Title I schools for two consecutive years.</p>		
<p>37. To the extent practicable, Priority and Focus Schools will be proportionally represented so that there is not a disproportionate number of any one type of school in either category (elementary, middle, and high school).</p>		

<p>38. K-3 schools that can only be measured for one of the four measurements on the chart will become “feeder schools” and their status will be determined by the combined performance of their own students and those that have attended the feeder school and moved to higher grade-level schools in the district.</p>		
<p>39. MDE will build state, LEA and school capacity to implement interventions by reforming its system of regional support to fit the needs of the state under the waiver.</p>		
<p>40. Capacity-building will also include examining the best practices of Reward Schools and creating a clearinghouse for non-Reward Schools to access for improvement planning.</p>		