



# LEADER

Summer 2018 Official Magazine of the Michigan Association of Superintendents & Administrators

The background of the entire page is a dense collage of various educational scenes. It includes images of students in classrooms, teachers interacting with students, children playing, and groups of students working together. The collage is overlaid with a semi-transparent blue filter.

## Inspire, Educate, Celebrate

**Groundwork of supports drives student graduation success in Dearborn**

**Page 12**

### **Balanced Calendar**

bringing a balanced approach to student achievement

**Page 20**





## VALIC supports fiscal transparency for school districts

For more than a decade, VALIC has partnered with the Association of School Business Officials International (ASBO) to support the individuals who work behind the scenes safeguarding education funds in school systems around the world.

By sponsoring the Certificate of Excellence in Financial Reporting (COE), VALIC enables ASBO to recognize education's financial managers for communicating school district expenditures with utmost clarity and integrity.

At VALIC, we commit ourselves to upholding the "four Ps" — Partnership, People, Process and Promise. It is this commitment to our clients and our industry that has helped us become a leading retirement plan provider, serving more than 23,000 plan sponsors and nearly 2 million participants.



When you're ready to partner with a company dedicated to supporting the education market, call us to learn more.

Donald Koller  
Vice President

Office: 216.643.6366  
Email: [donald.koller@valic.com](mailto:donald.koller@valic.com)



Strategic Partner  
ASBO INTERNATIONAL

**CALL 1-800-972-6978** **CLICK [VALIC.com](http://VALIC.com)**

Securities and investment advisory services offered through VALIC Financial Advisors, Inc. ("VFA"), member FINRA, SIPC and an SEC-registered investment advisor. VFA registered representatives offer securities and other products under retirement plans and IRAs, and to clients outside of such arrangements.

Annuities issued by The Variable Annuity Life Insurance Company ("VALIC"). Variable annuities distributed by its affiliate, AIG Capital Services, Inc., member FINRA. VALIC and VFA are members of American International Group, Inc. ("AIG").

Copyright © The Variable Annuity Life Insurance Company.  
All rights reserved.  
VC 26917 (08/2016) J99534 ER.

For Plan Sponsor Use Only. Not for Public Distribution.







Use Our Power to Simplify  
Your School Finances.

When you're this strong, everything is easy.

## Better, Easier, More Accurate:

Managing the finances of a school district doesn't have to be complicated. Specialized Data Systems has 32 years of experience in working with School Districts in Michigan. SDS provides a 100% Browser Based system which will help you reduce your district costs, increase your efficiency and improve your report productivity by providing unprecedented data access anywhere the internet is available. **Contact Maury Phelan at 800-323-1605 ext.110** and he will be able to provide you with additional information.



**SPECIALIZED  
DATA  
SYSTEMS**

Specialized Data Systems, Inc.  
2215 York Road, Suite #208  
Oak Brook, Illinois 60523

Let's Talk: 800-323-1605, ext. 110  
[www.schooloffice.com](http://www.schooloffice.com)



# How **1<sup>st</sup>** **cow** contributes

## to a Sustainable Food System

### Nutrition and Health Benefits

Dairy foods are a powerhouse of nutrients that are affordable, delicious and readily available.

- 1 cow produces on average 144 servings of milk per day.
- That's enough to provide 48 people with 3 daily servings of low-fat milk.
- And this would deliver:
  - 90% Daily Value for calcium
  - 90% Daily Value for vitamin D
  - 30% Daily Value for potassium
  - 48% Daily Value for protein
  - plus additional nutrients essential for health
- Milk is about \$0.17 per serving.



### Nutrient Management

Rich in nutrients, cow manure fertilizes the land for growing more crops for people and animals.

- 1 cow produces 17 gallons of manure per day.
- That's enough fertilizer to grow 56 pounds of corn or 84 pounds of tomatoes.

### Value from By-Products

Having four stomachs means cows can recycle food that people can't eat.

- 75% of a cow's diet is not consumable by humans.
- By-products from the human food and fiber industries (e.g., citrus pulp and cottonseed) are converted to milk rather than sent to landfills.





## HP ProBook x360 Education Edition

Four modes. Built to last. Designed for learning.

With four flexible modes, the **HP ProBook x360 EE** caters to today's blended learning environment, while standing up to rigorous student use.

 Windows 10 Pro

*Dual camera system*

*Corning® Gorilla®  
Glass 4 touchscreen*

*Spill-resistant  
keyboard*

*Optional  
Active Pen shown*



*Call Sehi Today to Schedule a Demo. 1-800-233-7344*

 **Sehi**  
Computer Products, Inc.

Rochester Hills, Michigan  
1-800-233-7344  
[www.BuySehi.com](http://www.BuySehi.com)



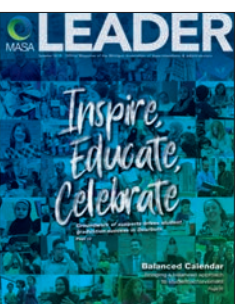
Microsoft





SUMMER 2018

Official  
Magazine of  
the Michigan  
Association of  
Superintendents  
& Administrators



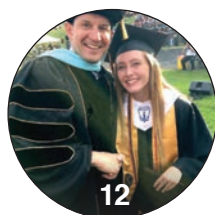
# CONTENTS

## MASA LEADERSHIP

8 *from the* **MASA EXECUTIVE DIRECTOR**

9 *from the* **MASA PRESIDENT**

## FEATURES



10 **MASA News & Notes**

12 **Groundwork of Supports Drives Student Graduation Success**

Dearborn Public Schools uses community involvement and creative solutions to increase graduation rates.



18 **Legacy Learning Provides Path to Success at Greenville HS**

Greenville Public Schools creates an online Legacy Learning program to provide students flexibility and customization in education while still earning a GHS diploma.



20 **Bringing a Balanced Approach for Student Achievement**

Holt Public Schools and Baldwin Community Schools are among those reaping the benefits of using the balanced calendar approach for student achievement.



26 **Five Questions You Should Be Asking About Evidence-Based Interventions in ESSA**

ESSA requires all Title I schools to use evidence-based interventions and strategies. Learn the questions to ask while your district initiates new accountability models.



30 **Online Credit Recovery & Alternative Learning: A Promising, New Approach**

Michigan Virtual designed the Essentials courses for students who need additional support when it comes to credit recovery, as well as for students enrolled in alternative education programs.

32 **School Evaluation Module: Collaboration on Student Growth Data**

A new school evaluation method provides administrators with a tool to calculate student growth ratings for teachers and administrators.

36 **Library of Dreams**

Kelloggsville Public Schools created a community partnership with the Kent District Library, so students and their families have access to books, internet, and programming during evenings and on weekends. The 19th branch of the KDL was established in the high school.

38 **Index to Advertisers**

ON THE COVER: Images from Dearborn Public Schools. COVER DESIGN PHIL MARRAH. COVER PHOTOS: MITCH SMITH.



# CREATE A SAFE ENVIRONMENT FOR MORE PRODUCTIVE LEARNING

**ComSource**  
INCORPORATED



**MOTOROLA**  
SOLUTIONS  
Channel Partner

**Call today to learn about our NEW EVX-S24 Radio - Compact, Durable, Lightweight**

- Supports analog and digital
- Broadens your reach
- Long lasting battery
- Emergency call button
- Clear communication
- USB charging



**ComSource, Inc. • 734.738.0800 • [www.comsourcemi.com](http://www.comsourcemi.com)**



# MASA

1001 Centennial Way  
Suite 300  
Lansing, MI 48917-9279  
Ph. 517.327.5910  
gomasa.org

## Board of Directors

David Tebo  
PRESIDENT

Dr. Steve Matthews  
PRESIDENT-ELECT

## DIRECTORS

Andrew Brodie  
Yvonne Caamal Canul  
Angie McArthur  
Dr. Brian Metcalf  
Dr. Kathy Stewart

## EXECUTIVE DIRECTOR

Chris Wigent

# LEADER

## Editor

Cathy Bacile Cunningham

## Contributing Editors

Philip Marrah  
Mitch Smith

## Contribute to the MASA Leader

Do you have news or information to share with members? The staff of the *MASA Leader* invites you to contribute. Please contact Cathy Bacile Cunningham at 517.327.9251.



from the  
**MASA EXECUTIVE DIRECTOR**

**CHRIS WIGENT**

## "You Are Never Too Old to Learn."

I AM NOT SURE WHERE THIS QUOTE came from, but it seems like an appropriate way to focus on the theme of **Learn** for this issue of *Leader*. Those of us who are in public education are all about learning, as we support children, teachers, staff, and many others in their continued quest for knowledge.

But, what about our own learning? We definitely need to learn, and I am confident that we all want to, but there are many distractions that take our time and attention. Like you, I work in a world that at times is very diverting, so I decided to take a few minutes and think about what I have learned (or re-learned) over this past year. Some of those learnings include:

- We can do a lot to help protect those in our schools by installing the latest safety technology, having an officer present and visible, and training everyone involved in the latest prevention and reaction protocol. However, in spite of being highly effective in all of these areas, school violence is something that can occur at any time in any place. We will need to continue to be extremely vigilant in this area and learn from the experts and each other as we prepare to begin another school year.
- Education is steeped in politics. I continue to learn the impact that legislators and other policy makers can have (positive or otherwise) on public education. Policies are developed or implemented by those with limited educational experience, and

it is imperative that we are at the table before, during, and after these policies are developed to ensure that what comes out of Lansing (and elsewhere) is truly in the best interest of the children in our state.

- True collaboration is extremely hard work and requires patience, focus, and a cooperative spirit if the results of our work are going to be positive and useful.
- We need to continue to revisit our priorities and make sure they don't become overshadowed by other stuff. If I get too far from my areas of focus, I become a less effective leader and end up trying to do a little bit of everything.
- People are always going to disagree on issues (especially in our current political environment). Active listening has turned into an art form, and it is critical that we truly listen to what others are saying. Tuning people out because they annoy us, do not see things the way we do, or for other surface reasons can be a big mistake. Listening to understand is one of the keys to effective leadership.

There are many other things I have learned this past year for the first (or the hundredth) time. Continuous learning is not an option anymore, and MASA is strongly committed to helping our membership with that learning and support growth as leaders. Have a great summer and remember: "You are never too old to learn!"





## Being the Lead Learner Will Take Us to Great Places. Are You Ready for the Ride?

**A**S THE INCOMING PRESIDENT OF MASA, I was excited to hear that the focus of this issue of *Leader* magazine is LEARN! As the leaders of our respective organizations, is there any more important topic? Regardless of the frame or topic we are focused on, we are here to lead learning and to model our learning for others along the way.

We are lucky (okay, some won't call it lucky) to have the opportunity to lead when we know so much about all of the things that we are asked to address as the leaders of our school districts. From the politics of the job to the boots-on-the-ground developmentally appropriate instruction delivered to each and every individual student, our work covers a wide variety of issues, all of which continue to change. If we expect to be the leaders that our students, teachers, parents and communities need, we have to continue to LEARN.

At the same time, as two of my fellow superintendents reminded me, along with learning, we also have to be open to unlearning. We have to unlearn some of the frames we have been given that hold us back from becoming what we can be for our students, our communities, and ourselves. As we push to be all we can be for students, and to ensure that each student has the ability to thrive when they leave us and move on to the work of work, I would ask you to think about those things that might need to be unlearned. Things like siloed subjects, seat-time, averaging grades, and the Carnegie unit might need to be looked at through the lens of the outcome versus the process.

I have recently started to frame the construct of school as a conversation between what was/is—"formal learning"—and what

is/might be—"formal and informal learning." We are all learners. Every day we take in information, process it, and make decisions based on that new information.

Every child is a learner, as well, some faster or slower than others. Some are motivated by the current structures and topics of school; others are motivated by non-school topics. In the end, each is a learner.

The question is, are we willing to look past the compliance side of school and use students' informal learning as a means to improve formal learning? Might we give up some of the control of formal learning (think credit given for only the work assigned) to use informal learning (the learning being done naturally outside of what is assigned) to frame learning and growth toward the standards we want each student to master?

Regardless of your belief, bewilderment, or doubt in the ideas I share here, we are learning organizations, and we must model learning from the top. As you spend time this summer preparing for a new year, I encourage you to push yourself to learn something new that could take you from what you are to what you might become. I challenge you to bring the best of the past with you as we mesh it with what we are currently learning while we strive to meet the lofty goal of preparing every child for what's next when they leave our organizations.

To help us in this collective work of learning, I plan to use #MASALearns on Twitter to share and compile what we learn as a collective group. My hope is that we can model our learning for others as we facilitate learning in our organizations. Have a great summer and keep learning.

*David Tebo is the superintendent of Hamilton Community Schools.  
Contact him at 269.751.5148 or [dtebo@hamiltonschools.us](mailto:dtebo@hamiltonschools.us).*

PUBLISHED BY



**Apogee Publications**

6528 Greenleaf Avenue  
Suite 219  
Whittier, CA 90601  
562.698.3424

PUBLISHER  
Mel Sturr

SALES MANAGER  
Kathleen Pishotta  
352.371.4933

SALES REPRESENTATIVES  
Bren Born  
Dejah Reno

EDITOR  
Nicole Millman-Falk

ART DIRECTOR  
Aude Cabaldon

DISCLAIMER: The author(s) listed for each article is solely responsible for the content of items submitted. The information and opinions do not necessarily represent the views or opinions of the directors, officers, editors or staff members of MASA. Further, the directors, officers, editors or staff members of MASA assume no responsibility nor accept liability for the content of any article printed in the MASA *Leader* magazine or in the MASA *Leader* posted on the MASA website (except for those they author) nor any errors or omissions in submitted materials that may apply.

All rights reserved. Please contact MASA for permission to reprint or distribute information in this issue.

PUBLISHED  
Summer 2018



## New name, same commitment *MASA has a new name!*

MASA is now the **Michigan Association of Superintendents & Administrators**. The MASA Constitution Review Committee met in 2017 to conduct a thorough review of the association's guiding document. After extensive discussion, the committee members recommended changing MASA's name to better reflect our membership.

While our name has changed, one thing remains the same: MASA continues to be committed to our core values of service, leadership, collaboration and excellence—and to serving district leaders who work every day to strengthen public education in Michigan.

## SAVE THE DATE: MASA 2018 Fall Conference

WHEN: *September 19-21, 2018*

WHERE: *Grand Traverse  
Resort and Spa*

Join your MASA colleagues and other experts who are passionate about public education at the MASA 2018 Fall Conference. Focusing on the theme of **Lead. Innovate. Learn.**, the conference will provide superintendents and central office administrators the opportunity to network and connect with colleagues and sponsors from across the state. Inspiring speakers, a hot topic session, and informative breakout sessions will make for an exciting and enriching Fall Conference.

## Best wishes to Cindy Ruble in Retirement

MASA is wishing a fond farewell to Associate Executive Director of Instruction Cindy Ruble, who retired from the MASA staff at the end of June. Cindy was the driving force behind the creation of Navigate Leadership and Sustain Excellence—MASA's signature professional development programs. She has served as a source of support and counsel for MASA members, drawing on her years of experience navigating the superintendency. Cindy devoted 43 years to education, and we wish her all the best in her next adventure.



# We Built That.

**millerdavis**  
EXPERIENCE MATTERS



Mattawan Consolidated Schools: New Later Elementary

**miller-davis.com**



# **nami** | Michigan

National Alliance on Mental Illness

50% of all chronic mental illness begins by age 14; 75% by age 24. Suicide is the 2<sup>nd</sup> leading cause of death for people aged 15–24. More than 90% of children who die by suicide have a mental health condition. We can change this! STIGMA is the leading barrier to early diagnoses and treatment. TOGETHER we can end the STIGMA of mental illness. We invite your schools to join us at the 16<sup>th</sup> Annual NAMIWalks in your community.



NAMIWalks' public, active display of support for people affected by mental health conditions is one important way we are changing how Americans view people with a mental illness. NAMIWalks brings together individuals and businesses to help raise funds, combat stigma and promote awareness. NAMIWalks is NAMI's largest and most successful mental health awareness and fundraising event. In 2017, 80 NAMIWalks events raised over \$11 million to support local programs and initiatives that improve the lives of persons affected by mental illness.

NAMIWalks Marquette- August 18<sup>th</sup> [www.namiwalks.org/northernmichigan](http://www.namiwalks.org/northernmichigan)

NAMIWalks Detroit - September 22<sup>nd</sup> [www.namiwalks.org/michigan](http://www.namiwalks.org/michigan)

NAMIWalks Grand Rapids – October 13<sup>th</sup> [www.namiwalks.org/grandrapids](http://www.namiwalks.org/grandrapids)

NAMIWalks is a mental health awareness and fundraising event, however there is no registration fee to participate. To register your school team(s), or for more information, contact NAMI Michigan Walk Mgr.

Briana Sallis at (517) 485-4049, or [bsallis@namimi.org](mailto:bsallis@namimi.org) today.







# GROUNDWORK *of* SUPPORTS DRIVES STUDENT GRADUATION SUCCESS

BY *MITCH SMITH*

**A** FOCUSED APPROACH ON BUILDING A CULTURE THAT OFFERS INTERVENTIONS, community involvement and creative solutions to the many challenges its district's students face are paying off for Dearborn Public Schools turnaround with rising graduation rates.

Boosting on-time graduation rates for district students from 76% to 95% takes a commitment to all students, collaborative efforts and active approaches that are student focused. Dearborn Public Schools (DPS) clearly understands how important knowing where and how to focus its efforts, can payoff in strong, measurable results.

DPS Superintendent Glenn Maleyko believes that

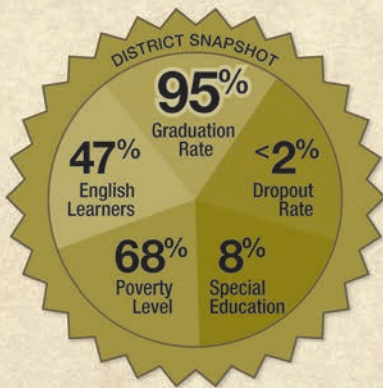
the ultimate measure of success also includes not just graduating from high school, but also the student's success beyond that milestone.

"If we were not having students graduate, they were not going to overcome, get ahead and have post-secondary, or after, successes," Maleyko said. "So our district began to look at students that were not on track to graduate.

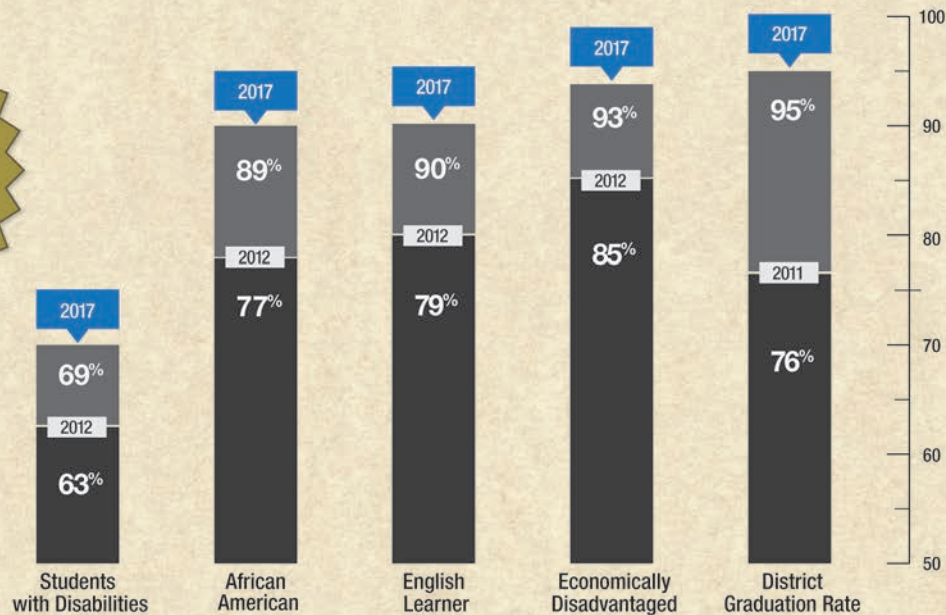


# Graduation Rates

## Dearborn Public Schools



Ensuring  
**20,907** students  
achieve academic success  
through the implementation  
of the Graduation Specialist  
Intervention Model



Look at why that was, where was the data, was it a transcript problem, or documentation error?"

Along with looking specifically at the students, the district focused deeply on its approach to how they "do" education and move strategically districtwide to a whole child approach. This approach involved policies, practices, and

relationships that ensured each child in the Dearborn community is healthy, safe, engaged, supported, and challenged.

This Whole Child model matches Dearborn's philosophy of *Students First: Inspire, Educate, Celebrate*. They work diligently as part of the district's strategic plan to build a culture over time so that the decisions

they make are in the best interest of all students.

"If we are truly moving to a community and schools model, we had to ask ourselves if the students also are getting needed medical, dental, additional tutoring, or other outreach interventions," Maleyko said.

That commitment to students starts right at the beginning,



identifying at-risk students entering Dearborn schools at the pre-K level, and putting interventions into place to begin efforts to assure future academic success.

Boosting social-emotional skills leads to greater academic outcomes for students, especially in those students residing in categories considered high-risk, such as English-language learners (ELL) and high-poverty households.

“The impact might show up in high school, but it starts earlier than that,” said Jill Chochol, Ph.D., executive director of student achievement. “Supports need to build on each level as a student moves up through the grades, from pre-K through elementary and middle school to high school and beyond.”

### Professional learning communities

Dearborn looked critically at how its district was structured, observing that it was not cohesive with its programs and models across grades and buildings. It has taken Professional Learning Community concepts and embedded them into

#### DIGITAL FEATURE

### A Deep Dive into the Data:

Superintendent Glenn Maleyko and Executive Director of Student Achievement Shannon Peterson share their students' success. *Read more at [www.gomasa.org/Leader](http://www.gomasa.org/Leader).*

the culture of the schools. This simply ensures that students are being successfully taught, as well as that they learn and successfully graduate. DPS created a vertically articulated model that shifted its efforts from the narrow focus of student academic achievement to a broad focus on long-term success and forward-moving development of children—from pre-K through graduation.

For implementing that vision, DPS eliminated secondary and elementary supervision positions, undertook restructuring its central office, and implemented three executive directors of student achievement who carried district-wide responsibilities.

Dearborn's professional learn-

ing community philosophy, which incorporates the collaboration, input, and talents of all aspects of its district staff across all grade levels and buildings, includes school psychologists, social workers, resource teachers, English language development specialists, principals, and graduation intervention specialists. They meet regularly to discuss how to implement interventions with fidelity, monitor student growth, and use the student data to adjust or alter interventions best meeting individual student needs. These regular meetings give staff insights on how to support the students and families more successfully.

### Transition conversations

With the new restructuring of district leadership and the new focus on the whole child, the attention could now be on the students—specifically where students were presently in achievement and how they will successfully transition to the next grade. This is where the collaborative team approach is able to access, understand, and assist the students' strengths, needs, preferences, and

# Collegiate Pathways

## Regional and online dual enrollment through WMU

Partner with Collegiate Pathways to customize dual-enrollment programs for your district. Offer high-quality university courses, taught in your district or online by WMU faculty, at limited or no cost to students and families.

Contact Chuck Pearson, director of early college programs, to explore dual enrollment options.

**[wmich.edu/collegiatepathways](http://wmich.edu/collegiatepathways)**  
(269) 387-4201



**Collegiate Pathways**

WESTERN MICHIGAN UNIVERSITY



interests, to help them with their future transitions of being promoted through the grades, and, ultimately, to graduation.

"The opportunity to share information about students across grade levels, departments—those silos that sometimes we inadvertently build—and breaking them down to ensure Dearborn is providing that student and that family with supports, this is the big takeaway from the team," Chochol said.

Furthermore, the team is dedicated to assisting teachers with classroom needs to make certain interventions are successful, and in some cases, even helping teachers better understand what intervention actually is and showing them what different interventions look and sound like in the classroom.

"This can be a paradigm shift for the classroom teachers," Chochol said. "However, it is part of a school improvement process that gives authentic feedback to the classroom teachers. Importantly, it also gives students the individual attention they need to reach the next level, and success."

## A strong start

With a district population where 47% of students are English language learners, 8% require special education services, and 68% are at or below poverty level, intervening early with services to support the whole child is essential. Dearborn believes the foundation for success starts at the preschool level. Its Cotter Early Childhood Center served 464 at-risk pre-K children in 2017-18.

"We really focus on the children who come with risk factors, or have been identified with developmental delays," said Nadra Lamberti, early childhood programs/GSRP coordinator. Dearborn takes its pre-K



program seriously and devotes additional resources to try to achieve successful outcomes for those children in the program. For example, Dearborn staffs every classroom with a certified teacher and an associate teacher, beyond what is necessary by state requirements.

"Teachers who spend a lot of time with children can recognize the needs that children have very early on," Chochol said. "Getting at-risk students started right is important for them ultimately graduating high school."

When the children leave this program, the goal is that they will be ready for kindergarten—socially, emotionally, and behaviorally. It offers one of the first opportunities to get the district's children the appropriate interventions they may need, as well as begin to collaborate with their parents early on. It also sets the tone for how Dearborn does school as the student moves forward through the grades and building transitions.

"Research has shown that when you do this early, a lot of issues that pop up later can be avoided," Chochol said. "If we can get to them [children] early, it will be a strong part of their future successes."

## Working to finish strong

Key to the success of increasing graduation rates was the creation

of the position of graduation interventionist specialist (GIS) in each of the district's three high schools. These specialists connect with students and their families to ensure that they are on track for successfully graduating on time. They also devote their time to monitoring student progress and identifying specific supports to ensure that they graduate. This includes reviewing the student data, sitting down with or calling a student's family, enrolling a student into a specific intervention, or arranging credit recovery courses.

"The high school graduation intervention specialist takes the ball from the middle school and run with it," said Shannon Peterson, Ed.S., executive director of student achievement. "The GIS gets valuable information that follows the students, allowing proactive measures as soon as they enter the high school."

This offers opportunities to prevent students from making poor decisions, stumbling in their progress, and overcoming other obstacles to their success in school and beyond.

"We put the GISes in place despite being under tight budgetary constraints. We made it a priority at the time," Maleyko said. "The investment has paid off because it is benefitting our students, and Dearborn's expectations that all students can and will learn."



*Mitch Smith is a communications specialist for MASA. Contact him at 517.327.9244*

*or [mitchsmith@gomasa.org](mailto:mitchsmith@gomasa.org).*

## THREE PERSPECTIVES

*Read three success stories made possible by the work of Dearborn's graduation intervention specialists. Pages 16-17.*

## THREE PERSPECTIVES

Dearborn's **graduation intervention specialists (GIS)** primarily work with students during their high school years. They connect with the students and their families to ensure that they remain on track to successfully graduate. Following are three student perspectives of their experiences.

### **Stability Leads to Success**

**Mohamed Almozahmi, senior**  
**Kareem Naimi, Graduation Intervention Specialist**

Mohamed attended Dearborn's Edsel Ford High School through his sophomore year, when he began to struggle in his studies. He was sent by his family to his home country of Yemen to complete his schooling, but the civil war there led to his returning after a year without enough credits to ensure that he would graduate with the class he was originally a part of unless some interventions were put into place.

As a GIS, Kareem Naimi makes sure that Mohamed is committed to his own success by monitoring his classwork and homework and keeping tabs on his attendance. Naimi also keeps in close contact with Mohamed's parental support in Dearborn.

"Mr. Naimi helps me, overall, with time-management," Mohamed said. "I am able to graduate on time, with people I was in Head Start with."

Mohamed balances a co-op job program, classes during the day, and night school, all with the goal of graduating on time with his classmates.



## Nearly 50% of Michigan School Employees Have Meemic.

### School administrators can save up to 35% on auto insurance.

With special rates plus customized coverages like personal liability coverage that can protect administrators, teachers and professors at school.

### AND we can help you get money for your school.

Get classroom funding at [MeemicFoundation.org/MASA](http://MeemicFoundation.org/MASA).

Contact us for your **FREE** quote today and save!

Call **877-324-2123** or find your local agent at [Meemic.com/MASA](http://Meemic.com/MASA).

Get a **FREE** auto quote and

**Get a \$20 Gift Card!\***

\*No purchase necessary. Offer expires 8/18/2018. For complete details, visit: [Meemic.com/Offer](http://Meemic.com/Offer).





### Pro-active Support

**Ariana Calvas**, senior  
**Christopher Minor**, Graduation Intervention Specialist

For Ariana, there were interventions that needed to be in place right away when she entered high school. Because Christopher Minor had worked with the family before, he was aware of the issues and challenges that she was facing. That relationship with her family gave Minor an awareness of potential issues and challenges and helped him give Ariana the guidance and support she needed to avoid some potential complications she might face.

Oftentimes, the focus of a GIS is the children who are already off track. However, predicting potential pitfalls helps to keep some of those at-risk students from ever getting into a bad place.

"On my first day of high school, Mr. Minor pulled me aside and said, 'I'm here for you. If you need anything, I will be there for you,'" Ariana said. "He makes me want to be a better student and a better human."



### Teamwork Leads to Life Skills

**Haider Abdallah**, senior  
**Osama Abulhassan** and **Kevin Bruce**, Graduation Intervention Specialists

Osama Abulhassan and Kevin Bruce work as a team to support students in their high school. When the specialists became aware that Haider's grades started to go down, they worked collaboratively with him to create a plan that included timelines and goals. They also helped Haider to understand the expectations and standards of different teachers.

"Working with them, I discovered it was consistency—not doing it tomorrow or next week—but to do it now," Haider said. "I was previously focused on the school day ending and going home when 2:15 rolled around. Now, what I am learning from them I am using at work, with my family, just dealing with people in general. It's a big deal to me because I did not previously know those life skills."



# NIGHTLOCK® LOCKDOWN

## SECURE CLASSROOM IN SECONDS



### SIMPLE · FAST · SECURE

FOR EXTREME EMERGENCY SITUATIONS

The Nightlock Lockdown Door Barricade allows a teacher to immediately lock the door from inside the classroom, eliminating exposure during a hostile intruder situation. This device makes it virtually impossible for an intruder to break through an entry door.

- Simply add this safety device to classroom doors
- Works with outward and inward swing doors
- No need to replace existing hardware
- One time solution - easy to install
- Lockdown in seconds

So affordable!  
**\$59.95**  
ea.



**NIGHTLOCK**  
[classroomlockdown.com](http://classroomlockdown.com)  
**CALL TOLL FREE 1-855-644-4856**

**L**EGACY. TO SOME, IT means building wealth and reaching a certain status point. For others, it means being the first in the family to graduate high school or go to college. In 2015, Greenville Public Schools created a program to help continue to ensure that all students could reach their academic goals and leave a legacy of their own.

Legacy Learning, Greenville High School's online learning option, was conceptualized during the 2014-15 school year as a local answer to the need for virtual programming. Greenville saw students leaving for other online programs and wanted to be able to offer the best opportunities for their own students. Meeting students' needs meant dreaming outside of the box. Legacy Learning was formed to provide students flexibility and customization in education while still earning a GHS diploma. The program uses student-centered online courses designed and delivered to promote quality collaborative learning where student exchanges, interactions, and input are valued. The use of this virtual programming allows expanded options for academic success not limited by time, place, or availability as students are able to work both inside and outside of the classroom, anywhere internet access is available.

The purpose of Legacy Learning is to provide another opportunity for students to be successful. Just as a teacher within a traditional classroom setting adjusts instruction in order to reach all students, Legacy Learning is another option students have at Greenville High School to earn credit and graduate. For a variety of reasons—including health and emotional needs, at-risk learners, and academically gifted students who are seeking scholastic enrichment—Greenville students



# LEGACY LEARNING

---

## PROVIDES PATH TO SUCCESS AT GREENVILLE HS

---

BY **SAMANTHA HONDORP**

benefit from the flexibility provided by Legacy Learning that cannot be offered in a traditional setting.

Students are finding success both in academic and personal ways through this new option.

A student who was recognized as "most improved" for his class said, "Legacy has transformed my attendance from missing school almost 30 days last semester down to just five days this semester."

During the traditional school day, the program is housed in two adjoining rooms furnished with desktops and

laptops, as well as a variety of seating options. While one might expect desks, tables, and chairs in a classroom, but the Legacy Learning classrooms also include futons and beanbags to help students create their own space.

Also found in the classrooms are highly qualified teachers who inspire and care for students while building relationships, something on which the program prides itself. In fact, students cite the welcoming and caring environment created by the teachers as the difference.

One student shared, "Our teachers



just care about us. Yes, they care about us passing classes and doing well and graduating, but most of all, they just care about us.”

Another student said, “I’m so thankful for the support I’m able to get in class that I wasn’t able to get taking online classes at another place.”

While Legacy Learning surely is not the only option for students in the area to take online classes, it provides a level of support not found elsewhere. Over the past two years, Legacy Learning has seen a success rate of 93.5% of students passing their courses, well surpassing the pass rates of other virtual options which range from 38%-62% according to the *Michigan’s K-12 Virtual Learning Effectiveness Report 2014-2015*, published by Michigan Virtual Learning Research Institute.

As a cutting-edge program offered



within a traditional high school setting, Legacy Learning fulfills a growing need while combining the best of both worlds of structure and flexibility, independence, and support. While being an online program, the uniqueness of being housed at the high school provides students with connectivity, which is vital to their growth and success. The ability to have both virtual and in-class settings makes the Legacy environment a unique and successful option for many students.

A student shared, “I don’t feel

pressured by my social disorders when I attend this program. I’m not completely isolated and have enough interaction with peers to feel comfortable.”

With the rapid growth of online learning options, Greenville Public Schools is proud to have established such a strong program and is looking forward to expanding virtual opportunities as a district while they always continue to put students first.



*Samantha Hondorp is a Legacy Learning teacher for Greenville Public Schools. Contact her at 616.225.1000, ext. 8295*

*or HondorpS@gpsmi.us. Michelle Blaszczyński, chief academic officer for Greenville Public Schools, contributed to this article. Contact her at 616.754.3686, ext. 892, or BlaszczM@gpsmi.us.*

## BE PREPARED WITH MICHIGAN VIRTUAL

### Seclusion and Restraint Awareness Training

This Michigan Virtual course fulfills the State of Michigan requirements for seclusion and restraint awareness training. It will help you protect the well-being of the students in your care by enabling you to identify situations where seclusion and restraint are appropriate as well as gain understanding of reporting and documentation requirements.



Don't wait, register today at  
[michiganvirtual.org/seclusion](https://michiganvirtual.org/seclusion)





# BRINGING A BALANCED APPROACH FOR STUDENT ACHIEVEMENT

*Many factors can help boost student achievement and graduation rates, and considering a balanced calendar option to your school year could be one.*

BY MITCH SMITH

**M**ICHIGAN SCHOOLS ARE required to demonstrate a year's worth of academic growth for every student and do this in a minimum of 180 days of classroom time. Furthermore, accountability has never been higher, with all the necessary measuring and weighting of student growth, which is ultimately factored into evaluations of teachers, central office administrators and superintendents.







Finding ways to boost achievement in students involves both how districts educate students, as well as how a school's philosophy approaches education, including what some may say are the limitations of the traditional school year calendar with its long summer break.

David Hornak, superintendent of Holt Public Schools and the executive director of the National Association for Year-Round Education (NAYRE), believes that the traditional school calendar is contributing to some of the learning gaps that the state is requesting Michigan educators to close.

One of Hornak's arguments in support of schools adopting a balanced calendar hinges on the measurable student learning losses that occur over the extended summer break, referred to as "summer learning loss."

"On average, a teacher may have to spend from four to eight weeks annually simply re-teaching content after the students return from summer break," Hornak said. "This can easily lead to a student graduating up to a year and a half behind students who are not experiencing the learning loss and the related re-teaching that takes place over time. And I will tell you that our district's educators on the balanced calendar are not re-teaching even five days of content."

Hornak speaks from his experience as a leader of a district and the principal of one of the first balanced calendar schools in the state, as well as from his passion to shed the light on the benefits districts can gain by adopting the balanced calendar.

"One of the strengths of the balanced calendar, based on my own personal experience, is the continuity of instruction, linking the school year in a more cohesive,

constructive fashion," said Hornak. "Research indicates that teachers on the balanced calendar are able to be more reflective and better able to navigate the curriculum."

Another great opportunity is the more frequent breaks during a school year. "These breaks, called intersessions, provide time to work with students who may need remediation," said Hornak. "It also is a time where we can offer additional opportunities where students can try new educational opportunities or experiences, or simply take a break to recharge their batteries and process their current learning."

### **Balanced calendar in action**

To be successful with transitioning to a balanced calendar, school leaders need to work closely in collaboration with their staff, board of education, and community. If they have any hope that they will be able to maximize the benefits, minimize the costs, and build the support necessary to move away from the traditional school calendar, they will need buy-in, according to Dr. Stiles Simmons, superintendent of Baldwin Community Schools.

Baldwin Community Schools (BCS) was struggling with low graduation rates and poor student achievement across the board. They were looking for answers and solutions to improve their district.

"We crunched the district data on student achievement, specifically the differences from spring assessments where students end the year and fall assessments when they resume their studies after the 12-week summer break," Simmons said. "Our results were eye-opening and really compelled us to act."

Simmons and his district staff undertook a professional literature



*"We have seen an uptick in student achievement in all our different student groups . . . those students at or above state averages on any of the given state assessments or NWEA data—their growth has accelerated. Those students considered in the middle, your average achievers, are also experiencing success. For those students who struggle, the balanced calendar and the programs we can now provide for them are really accelerating their learning, and they are graduating."*

**Dr. Stiles Simmons**  
Superintendent  
Baldwin Community Schools

#### DIGITAL FEATURE

#### Enrich, Remediate, Recharge:

A balanced calendar offers positive benefits for students, teachers, and administrators in Baldwin. Read more at [www.gomasa.org/Leader](http://www.gomasa.org/Leader).

review, did site visits to districts utilizing the balanced calendar, and attended workshops focused on new school calendar approaches.

In the end, BCS moved district-wide to a balanced calendar in the 2015-16 school year, and the new schedule seems to be benefiting students.

"We have seen an uptick in student achievement in all our different student groups," Simmons said. "When we look at those students at or above state averages on any of the given state assessments or NWEA data, their growth has accelerated. Those students considered in the middle, your average achievers, are also experiencing success. For those students who struggle, the balanced calendar and the programs we can now provide for them are really accelerating their learning, and they are graduating."

#### Intersessions play key role

Increasing student achievement and improving graduation rates is not exclusively due to a shorter summer break.

The opportunities afforded to a district during the two built-in intersessions in the calendar year can be a wonderful opportunity for students on both ends of the learning spectrum, from high achievers to those who struggle.



"Intersession gives us the opportunity to work with students who have fallen behind for various reasons," said Calvin Patillo, principal at Baldwin High School. "Our data shows us what supports during the intersessions those students need on an individual basis, and offer interventions to give those students a fighting chance to compete, engage and feel better about coming to school every day."

Many things happen outside of learning during the intersessions. In Baldwin for instance, students get to work with other students who they don't often interact with because the sessions are often across grades. Students and teachers are alike able to build and improve relationships due to the smaller student-teacher ratio of the session classes. Building those student-teacher relationships are an important factor to drive improvement in academic achievement for those involved in the intersessions.

"Teachers find out a lot about students and teaching when working one-on-one at times with students during intersession, where the ratio of teachers to students range from one to eight or 12," Patillo said. "Teachers really get to know the students, why they might be struggling, what has occurred that has made them fall behind."

During intersessions, students engage with course work that is either of a remedial or enrichment nature, preparing them by frontloading the concepts and skills they will be introduced to when they return to classes.

"We strongly encourage students who are struggling and need additional instructional support to attend, but the intersessions are open to everyone. Currently, we average about a third of students enrolled in



intersession periods," Simmons said.

### Balanced calendar considerations

After three years on the balanced calendar, BCS has

experienced the largest enrollment bump in their region, where other districts have seen their enrollment remain flat or even decrease. They also are currently fully staffed and do not have any problems retaining

**CONSTRUCTION MANAGEMENT    FACILITY STUDIES**  
**BOND CAMPAIGN STRATEGISTS**





**Wolgast**  
CORPORATION

**800-WOLGAST**  
[www.wolgast.com](http://www.wolgast.com)

**Steadfast Drivers of Your Building Success**

**Solid foundations... Solid results... the Wolgast Way!**



or recruiting teachers.

Another added benefit: BCS operates an on-site health clinic, and the district's balanced calendar offers more days that students can have access to medical services.

BCS has worked around the transportation issues, sports

practices, and dual-enrolled student needs that cropped up with the new format.

"People ask me how I like the balanced calendar, if it is worth trying, is it a shift, are your students worth making that shift?" Patillo said. "I believe those districts that are

doing well take risks. Was this a risk? Absolutely, because it was something we had never seen before. But if you are committed to your students, it is worth making that shift."

"I would urge everyone in Michigan to give the balanced calendar a long look, for it is truly a way to keep your kids engaged, keep them refreshed, and keep your faculty engaged," Hornak said. "I can tell you that our educators in the state of Michigan who have transitioned to the balanced calendar question why they hadn't done it sooner. Once they live it they love it."



*Mitch Smith is a communications specialist for MASA. Contact him at 517.327.9244 or*

*mitchsmith@gomasa.org.*

# Awarded by Educators Built for the Classroom



## EdReports rates **Ready Mathematics** the highest overall K-8 program!

After an extensive review by expert educators, *Ready Mathematics* met all evaluation criteria and was rated the highest overall K-8 program.

 edreports.org

 **Ready | Mathematics**

**For more information, contact your local sales representative:**

Southeast Michigan  
Jeffrey Tompkins  
JTompkins@cainc.com  
(313) 316-0141

Western & Northern Michigan  
Vikki Halstead  
VHalstead@cainc.com  
(989) 577-0305

Curriculum Associates

See the results and evaluation at [www.EdReports.org](http://www.EdReports.org)



# Michigan school districts find funding for their wish lists

Administrators can take advantage of new state legislation to make improvements without passing a bond or raising taxes.

## Why Schneider Electric?

- Ranked as #1 leader in the ESCO industry
- Top 10 on Ethisphere's list of most ethical companies, 2017
- Total client savings of nearly \$2 billion



**Scott Mason**  
Energy & Sustainability Services  
312-758-4564  
[Scott.Mason@schneider-electric.com](mailto:Scott.Mason@schneider-electric.com)

Contact us to  
see how the new  
legislation applies  
to you



Leverage turnkey  
design and  
construction  
services



Maximize energy  
and operational  
efficiencies



Make facility  
improvements and  
eliminate deferred  
maintenance



Reinvest utility  
savings back into  
your budget



Fund energy  
education programs  
to prepare students  
for the future



Publicize your  
position as  
sustainability  
leader

[Schneider-electric.us/enable](http://Schneider-electric.us/enable)

Life Is On

**Schneider**  
Electric



# FIVE QUESTIONS YOU SHOULD BE ASKING ABOUT EVIDENCE-BASED INTERVENTIONS IN ESSA

BY Kristopher John AND Luci Willits

**T**HE IMPLEMENTATION OF THE EVERY STUDENT SUCCEEDS ACT (ESSA) REPRESENTS America's greatest shift in federal education law since the passage of No Child Left Behind (NCLB) in 2001. Gone are NCLB's focus on rigid accountability models and draconian focus on inputs. Thanks to ESSA, districts can now adopt and evaluate innovative new approaches.

Because of ESSA, districts will encounter a whole new set of measures as new accountability ratings are calculated at the end of the 2017–2018 school year. Not only will these accountability measures be new, **but ESSA requires all Title I schools to use evidence-based interventions and strategies.** Knowing and understanding not only the technicalities of what the law deems evidence-based, but also what common-sense questions to ask about that evidence-based designation, will help districts find the products and programs that best fit their needs with their Title I dollars.

## How does federal law define "evidence-based?"

ESSA defines four categories, or levels. These categories are defined solely by the type of study conducted, not by the strength of the study results. Level 1, or Strong Evidence, is characterized by a well-designed and implemented experimental or randomized control trial. Level 2, or Moderate Evidence, means the product went through at least one quasi-experimental study. Level 3, or Promising Evidence, is based on at least one correlational study with statistical controls for selection bias. Level 4, or Demonstrates a Rationale, means the product is based on relevant

research or evaluation that shows the product is likely to improve student outcomes. While these categories should offer education consumers peace of mind that the higher the rating, the better the results, that's simply not the case.

To assist schools and districts with the task of evaluating evidence claims for ESSA, we've created five questions districts should ask to cut through the evidence-based jargon.



## When was the study conducted?

ESSA does not require that



the research evidence be current or up to date. However, we know that a lot can change in education in a few short years. Educational standards change, instructional methods change, students' preparation levels change, and even how we assess students changes. While most programs will highlight their most current, relevant evidence, it is worth learning more about when a study was conducted and how it relates to your proposed uses. **The rapid pace of change in education can render even the highest quality study obsolete.** Make sure to understand when the study or studies were conducted and think about how the evidence relates to your current situation.



**How large was the sample size for the study, and did the sample include**

### a diverse set of students including subgroups?

At the higher levels, for example, 1 and 2, ESSA guidance is that studies include a "large" sample size (typically meaning more than 350 students) and that the sample come from multiple sites. However, since evidence levels are self-reported, it is important to ask how many students and which students were included in the study. Well-implemented studies should also include students of diverse background, such as gender, ethnicity, and socio-economic background, among others. The subgroup designations used in ESSA reporting may also be important. Quality efficacy studies mirror diverse district demographics. Studies can have general applicability, but relevance to different student populations

and types of schools gives districts more confidence that the product will work for all students, including English learners, diverse genders, multiple races, and various socio-economic backgrounds. To ensure the product shows gains among diverse students, districts will need to ask clarifying questions about the study methodology. **Ask specifically if the study mirrors the demographics and diversity of students served in your school district.**



**Was the study based on current content and standards?**

The guidelines for ESSA

research implicitly assume that studies are aligned with a state's current standards, but it is up to

When it comes to advising our education clients  
**we're all in**



**It's time to count on more.**

Clark Hill's Education Team applies significant real-world expertise to identify, analyze, and solve the legal challenges of educational institutions. We understand your challenges. We offer you solutions. We share your commitment.

[clarkhill.com](http://clarkhill.com)

CLARK HILL

## Eliminate the summer reading slide

Our formula is simple:

Read a book, get a book,  
all summer long.

kids  
**read** now

Learn more at  
**KidsReadNow.org**

districts to find out for sure. It is possible that a Level 1 study used older standards or even standards from another state. To ensure good standards alignment, **ask about what content and standards alignment were used in the program or intervention being studied. Also, note the program's purpose.** Was the product designed as more of a skills-based intervention or tied to standards-based curriculum? Knowing the purpose of the product will help to compare whether the product will fit the solution the district is looking for.



#### Were the results favorable?

ESSA defines favorable as “statistically significant and

**positive.”** Level 1–3 studies should have statistically significant, positive results. However, many studies contain a mix of positive, negative, and indeterminate findings. It’s important to understand what each finding means and how it might affect your district. Evaluating effect sizes can provide a guide to how strong the results were. Effect sizes are a common way of measuring the strength of an educational intervention. Larger effect sizes indicate a greater effect.

Because the outcomes are more challenging to influence with interventions, the average effect sizes in research fields such as education, medicine, and economics are smaller than in other fields of research. Specifically, effect sizes of .25 or greater are considered large in education research.




#### Does the product truly help students?

While the statistical results are an important

part of a well-designed study’s specifications, the real question is: **Does the product produce positive outcomes for students?** What evidence besides the studies required by ESSA shows positive, practical outcomes? Ask about other groups that have used or reviewed the product for content alignment, efficacy, and usability. Federal guidance agrees that “stakeholders should consider the entire body of relevant evidence.” Getting additional perspectives will give districts the best information possible to make the most effective use of federal funds.

**MICHIGAN'S #1 UNDERWRITER  
FOR K-12 FINANCING\***



At Stifel, our team is committed to providing knowledgeable guidance and employing our years of experience to secure the lowest cost of borrowing for Michigan taxpayers.

- Stifel is the **#1 K-12 Underwriter in Michigan** since 2009.\*
- Stifel is the **#1 K-12 National Underwriter** since 2013.\*

**Brenda Voutyras**  
voutyrasb@stifel.com

**Jeffrey Zylstra**  
zylstraj@stifel.com

**Brodie Killian**  
killianb@stifel.com

**Annette Jones**  
jonesam@stifel.com

**Bobby Jarosz**  
jaroszb@stifel.com

**(517) 381-1230 | (866) 850-3701**  
3590 Okemos Road  
Okemos, Michigan 48864  
[www.stifel.com/publicfinance](http://www.stifel.com/publicfinance)

STIFEL


Stifel, Nicolaus & Company, Incorporated | Member SIPC & NYSE


\* Source: Thomson Reuters SDC, by par amount and number of transactions

## 100 YEARS OF INTEGRITY

At Triangle, our duty is to perform every job with consistency, honesty and accuracy. Leveraging a wealth of educational experience, we build projects that earn high grades for performance, student experience, and teacher enablement.

[www.triangle-inc.com](http://www.triangle-inc.com)



  
**100 YEARS STRONG**



In conclusion, there is no formal mechanism for approval of an intervention under the ESSA regulations. While states sometimes suggest districts rely on online clearinghouses, it is really up to educators to ask the right questions to get the best interventions, curriculum, and activities with their Title I dollars. By asking these five questions, districts and schools will get a better picture of whether a product truly is the best fit for them.

References are available in the “ESSA and Evidence Claims” in Curriculum Associates’ white paper.



*Kristopher John is vice president of online assessment and analytics for Curriculum Associates. Contact him at 646.657.8336 or KJohn@cainc.com.*

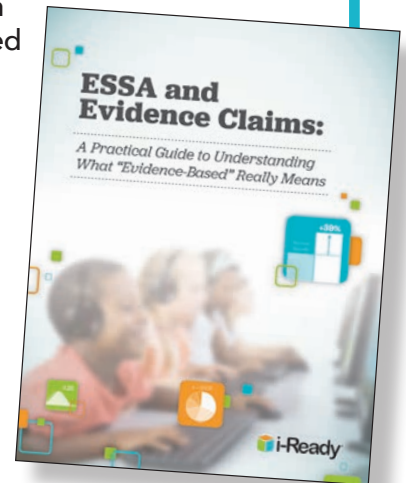


*Luci Willits is associate vice president for policy at Curriculum Associates. Contact her at 208.912.2002 or LWillits@cainc.com.*

## GET THE GUIDE

TO ASSIST SCHOOLS AND DISTRICTS with the task of evaluating evidence claims for ESSA, Curriculum Associates created five questions districts should ask to cut through the evidence-based jargon.

To read the entire *Practical Guide to Understanding What “Evidence-Based” Really Means*, visit: [www.CurriculumAssociates.com/EvidenceBased](http://www.CurriculumAssociates.com/EvidenceBased).



The Michigan eLibrary provides **over \$3 million** of quality, vetted resources to Michigan residents **at no cost**.

Which resources do your teachers and students use?



The Michigan eLibrary is a program of the Library of Michigan and part of the Michigan Department of Education. It is funded by the Federal Library Services and Technology Act (LSTA) via the Institute of Museum and Library Services (IMLS), with additional funding provided by the State of Michigan.

For more information about using MeL in K-12 or to schedule free PD for your district:

- Go to <http://mel.org/> or <http://teachers.mel.org/>
- Email the MeL K-12 Education Specialist

**Christine Schneider**  
[CSchneider.MeL@gmail.com](mailto:CSchneider.MeL@gmail.com)



# ONLINE CREDIT RECOVERY & ALTERNATIVE LEARNING:

BY KRISTIN FLYNN

## A PROMISING,

**“W**HEN I FOUND OUT I FAILED, IT WAS heartbreaking to me because I’m a hardworking student. By failing a class, I felt like I let my parents down and myself down. I was worried I wouldn’t graduate on time.”

This story came to us from Sarah, a Brighton High School student who enrolled in the pilot version of Michigan Virtual’s Essentials program last summer. With the help of both her instructor and mentor, she passed her online geometry course and recovered the credits she needed for graduation.

Unfortunately, not all students share Sarah’s online credit recovery experience. Often, when a student fails a course, or maybe several courses, online learning seems like an alluring option, a second chance for them to recover the credits required for graduation.

It should come as no surprise, however, that moving a student’s learning into an online format does not guarantee a different outcome. If you provide them with a highly supportive learning environment, their odds of success increase.

Michigan Virtual designed the Essentials courses for students like Sarah who need additional support when it comes to credit recovery, as well as for students enrolled in alternative education programs. To create an online credit recovery program with real results, we knew we had to take extra steps to build a highly-supportive online learning environment.

### **Building a highly supportive online learning environment**

To foster student success in these courses, we established two primary pillars of support. First, we provided a highly qualified, Michigan-certified instructor, endorsed in the subject area and grade-level related to the student’s credit recovery needs. Next, we ensured the student had a mentor available to them in their home

school district. To take this a step further, we also chose to include mentor training, access to EdReady Math, and comprehensive student orientation modules at no additional cost.

The mentor training program provides educators with an introduction to evidence-based best practices for mentoring online learners.

“There’s nothing more valuable than a mentor,” said Henry Vecchioni, principal of Brighton High School. “If you’re going to do a summer credit recovery program, you have to have a full-time teacher/mentor tracking and supporting these students.”

Most students have years of practice learning in face-to-face settings, but only hours of practice, if any at all, in how to learn online. That’s why comprehensive student orientation modules are so important. These modules help students acclimate to the strange, new world of online learning, setting the framework for what will be expected of them if they are to succeed in a digital classroom.





# NEW APPROACH

For students who are performing below grade-level in mathematics, attempting to complete credit recovery course content—which is typically written to meet grade-level appropriate standards—can be especially challenging as such courses are often not designed to address prerequisite gaps in learning.

EdReady Math—including to supplement and complement the lessons in credit recovery courses—offers students diagnostic testing and a personalized playlist of lessons curated to help them reach their target goals. Because this program is self-paced, students can skip through concepts they have already mastered and focus on the skills required for the next step in their mathematical journey.

Based on our pilot study with credit recovery students, we

have reason to believe that these additional measures of support—highly qualified instructors, trained mentors, student orientation modules, and EdReady Math access—have a positive effect on student success.

## The success of our pilot study

In 2016-17, Michigan's statewide virtual learning pass rate was 55 percent among all providers of online content and instruction, according to *Michigan's K-12 Virtual Learning Effectiveness Report*, published annually by the Michigan Virtual Learning Research Institute. For students in alternative learning programs, this statistic is even more concerning. Last year, we saw a 44 percent virtual pass rate for schools with an alternative education emphasis compared to the 62 percent virtual pass rate for schools with a general education emphasis.

The odds are, if a student is performing well in their traditional classes, they are much more likely to succeed in their online courses. That's why we've been so encouraged by the findings from our

Essentials pilot study. Discounting the four enrollments in which students never attempted any part of the course, 40 of our 54 students passed their online classes, giving the pilot study an overall pass rate of 74 percent.

Though we're still in the early stages of developing our Essentials program, we're hopeful that we've designed a model that better serves the needs of online learners enrolled in alternative education programs or seeking credit recovery.

Vecchioni agrees: "Any high school that is looking to do credit recovery programs for their students—especially during the summer since that's when you have the biggest chunk of time—if you don't have the numbers to support actual classrooms and an actual summer school, this program is by far the best."



Kristin Flynn is executive director of student learning services for Michigan Virtual. Contact her at 517.664.5391 or [kflynn@michiganvirtual.org](mailto:kflynn@michiganvirtual.org).

## MICHIGAN VIRTUAL ESSENTIALS

TO LEARN MORE, VISIT:  
<https://michiganvirtual.org/students/essentials>.

# SCHOOL EVALUATION MODULE: COLLABORATION ON STUDENT GROWTH DATA



BY ANDREW VAN WYLEN



**S**CHOOL LEADERS are invariably pressed for time and resources. That's why they need efficient and reliable tools and services that provide easy-to-use, accessible and actionable data.

The Eidex product development team began its work on the new School Evaluation Module with these essential benefits in mind. Our objective was to provide school administrators with a comprehensive, turn-key solution that calculates student growth ratings for teachers and administrators as required in Section 380.1249. This is a Michigan statutory requirement that mandates 40% of an educator's evaluation be based on student growth and assessment data beginning with the 2018-19 school year. It applies to principals and teachers.

The module had to be intuitive, fast, and accurate, but we also wanted to deliver meaningful analytics that offered school leaders an ability to look beyond the basic scoring. We wanted to offer them trends, comparisons, and solutions-oriented insights. In short, we wanted to solve the problem, plus offer actionable data.

### **Few inputs eliminate the complexity of evaluations**

This module calculates student growth from three years of state data, or whatever is available, using the Michigan Department of Education recommended methodology for Student Growth Percentile (SGP). SGPs reflect the



impact an educator had on student achievement by comparing how much growth occurred for his or her students in comparison to other students in an academic peer group, regardless of proficiency.

To get started, a district determines the weighting for SGP scores from each of the three required years. After entering this "Score Weighting," a district defines the rating scale based on the mean SGP. The "Cut Scores" identify the score ranges for each of the rating categories (e.g. (1) Ineffective: 0-19; (2) Minimally Effective: 20-39; (3) Effective: 40-59; and (4) Highly Effective: 60-100). The final required entry is to provide a "Minimum Student Count," which is needed for a mean SGP to be calculated.

The MDE recommends that data from a minimum of 10 students be used when determining a student growth rating through the SGP methodology.

Once a district has made these three decisions, totaling just seven values, the Eidex module collects the data, rosters the data, aggregates the data, and calculates an SGP rating for individual teachers, building administrators, and district administrators.

This reduces the district burden from hours to minutes.

### **Next step: Offer not just data, but data analytics**

Many districts are data rich, but information poor. In order for data to be actionable, it needs

to give rise to a discussion about improvement and best practices. At Eidex, we want to provide a solution that is not only a reliable, easy-to-use measure of effectiveness, but also a platform for constructive, solutions-oriented conversations between supervisors and their staff.

And, as in all our data visualizations, we wanted our tool to make it easier for school leaders to uncover a path towards sustained excellence. Principals, superintendents and other school administrators can use the school evaluation module to:

- Visualize SGP by building, teacher and student breakdown;
- Employ a district-wide scatter plot graph to identify persistent high or low performers;

- Identify growth trends by building, to help superintendents evaluate district needs;
- Isolate an assessment (M-STEP or NWEA) and then evaluate trends by building or teacher;
- Drill down into assessments by content area, i.e., math, English, social studies and science.

### Accommodating shared attribution adds another benefit

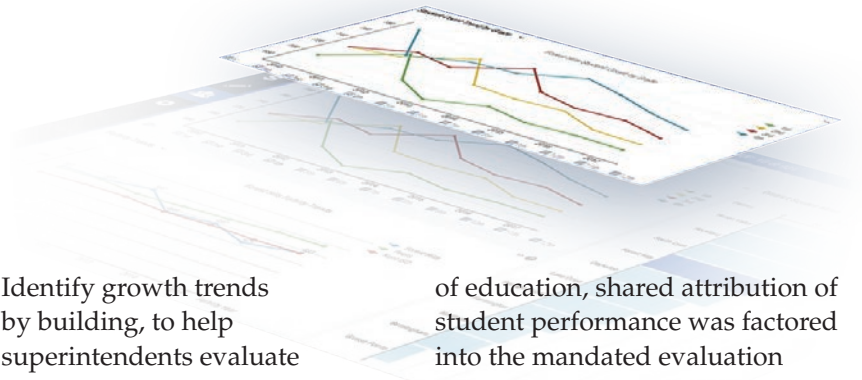
Given the collaborative nature

of education, shared attribution of student performance was factored into the mandated evaluation procedure. The Eidex tool can easily accommodate shared attribution at the grade level or within content specialties.

### Close cooperation with MASSP for better results

Another informing principle that we employed in developing the school evaluation module was to keep the needs of our user-group in mind through every stage of the build.

In collaboration with Colin



**GRANGER**  
ADVANCE THE ART OF BUILDING

**75%**  
Bond Passage Rate

Charlotte Performing Arts Center

**Let's Envision a World of Collaboration and Build it Together**

[www.grangerconstruction.com](http://www.grangerconstruction.com)

**TMP**  
ARCHITECTURE

**EMPOWERING STUDENTS THROUGH INSPIRING DESIGN**

Serving the K-12 market with a full range of planning and design services.

**TMP ARCHITECTURE • BLOOMFIELD HILLS • PORTAGE**  
TMP-ARCHITECTURE.COM 248.338.4561 TMPArchitecture



Ripmaster, associate executive director of the Michigan Association of Secondary School Principals, we were able to build in functionality that reflected the “real world” and practical needs of school leaders. In fact, our team checked with Ripmaster frequently to be sure we were aligned closely with his team’s objectives. He delivered an admonition that became our mission objective: “Your module needs to address the specific pain points of principals adjusting to new requirements and processes for annual evaluation of teachers and administrators. It has to reflect the needs of all the involved parties so that accurate data can be used appropriately and effectively in providing a rigorous, fair, and transparent evaluation.”

Similarly, advice and guidance from Brian Lloyd, student growth

consultant at MDE, was instrumental in demonstrating a reliable approach to calculating a mean student growth percentile from state data for each educator.

### Michigan data hub helps fuel data leadership

The development of the school evaluation module was inspired, and assisted, by our direct connection to the Michigan Data Hub. Don Dailey and his team at the Data Hub have built an outstanding resource for Michigan’s school leaders. We would encourage all Michigan school districts to get connected to the Data Hub to help build out this important, centralized resource.

In fact, the advanced state of educational data collection in Michigan suggests that the commitment of our state legislators is helping the state lead the way in

making actionable data accessible to school leaders.

Inspiring student success with actionable, meaningful insights. Our school evaluation module is the latest installment in our ongoing efforts to address the needs of school leadership. We’re committed to delivering easy-to-use, compelling, and actionable data analytics that help tireless and dedicated educators serve the nation’s students.

The module is another reflection of our singular focus on the K-12 educational community—a community that inspires us daily.



*Andrew Van Wylen is the product owner at Eidex, a data analytics firm exclusively focused*

*on serving K-12 school leaders. Contact him at 616.405.8144 or [avanwylen@eidexinsights.com](mailto:avanwylen@eidexinsights.com).*

## CALL BEFORE YOU EXCAVATE

### DRAINAGE. BASEMENTS. POOLS. SEWER PIPE. STORM PIPE.

We provide solutions for piping repairs with our No-Dig methods saving our clients money.

#### CIPP

Elite provides pipeline rehabilitation using Cured in Place Piping (CIPP). These products can be used to rehabilitate sanitary sewers, storm drains and pressure pipelines for Residential & Commercial properties.

#### Drain Inspections

Depending on your needs and pipe size, Elite Pipeline has a CCTV solution for you. Inspections can be performed with a variety of cameras in nearly all sizes of pipe.



[eps@elitepipeline.com](mailto:eps@elitepipeline.com)

616.726.8286

[www.elitepipeline.com](http://www.elitepipeline.com)



By Tammy Savage

# LIBRARY OF



PHOTO COURTESY OF KENT DISTRICT LIBRARY

**IF YOU BUILD IT, THEY WILL COME.** That mantra began the journey for the Kelloggsville Public School district for the vision of a community library to become a reality. This small, urban district of 2,321 students has boundaries within 4.5 square miles in both the cities of Wyoming and Kentwood. One of the oldest school districts in the area dating back 161 years to 1856, the school district itself is the heart of the Kelloggsville community.

When the community passed a \$33.9 million bond in February 2015, residents knew a transformation would occur at their high school. That transformation included an innovative vision of creating a community library. The critical services that public libraries provide were not easily accessible to many in this high poverty, high at-risk district. Travel to the closest libraries, approximately four and five miles each way, was a barrier.



The district knew that an innovative approach was needed to ensure families had access to books, internet, and programming during the evening and on weekends. Tours of Grand Valley State University's Mary Idema Pew Library and a county library housed within a high school in Barry County were just the inspiration needed to build a two-story, 6,500-square-foot media center within Kelloggsville High School.

While the building plans were being readied for the construction of a state-of-the-art library facility within the high school, the district began talks with Kent District Library (KDL) about the possibility of a collaborative partnership for library services. Kent District Library is a public library system operating 18 branch libraries, which serve nearly 400,000 residents of 27 different municipalities

throughout Kent County. KDL is an IRS-designated 501(c)(3) nonprofit supported by millage dollars and private donations.

Early talks were lukewarm regarding this partnership, and as the building project progressed, the district looked for another avenue to complete this vision. This came in the form of a \$250,000 grant through the Steelcase Foundation. The district secured the grant over the next three years, but it knew that the partnership with KDL was a key piece with established recognition throughout the county and a shared philosophy of service to community.

That shared philosophy became the bedrock of the first KDL branch within a high school in Kent County. Beginning this past January, the vision of a community library became a reality as KDL opened its 19th branch within Kelloggsville

High School. Resources available at this branch will support the curriculum, as well as provide KDL cardholders with books, music, movies, e-books, databases, and access to MelCat, which gives access to literally any book within the state.

Lindsey Dorfman, director of branch services and operations for Kent District Library, stated it perfectly, "KDL is focused on equity of services. The Kelloggsville branch will have the same services and material you can get at any KDL library."

Building the bridge from idea to reality has all been grounded in service to community. As a district we could see it, we just needed to build it.

---

*Tammy Savage is the assistant superintendent for Kelloggsville Public Schools. Contact her at 616.538.7460 or [tsavage@kvilleps.org](mailto:tsavage@kvilleps.org).*

## DISTRICT AND CAMPUS ADMINISTRATORS APPLY FOR TWO FULL SCHOLARSHIPS\*

Experience for yourself the proven research-based **Capturing Kids' Hearts** process that educators across the nation are using to:

- Improve Student Attendance
- Decrease Discipline Referrals
- Improve Graduation Rates
- Improve Student Performance
- Increase Teacher Satisfaction

**To Learn More and Apply Go To:**  
<http://flippengroup.com/MASA/>



\*Available to qualifying districts who are new to our processes.

# LEADER Digital Features

Explore bonus content online at [gomasa.org/Leader](http://gomasa.org/Leader).



## Career Pathway Alliance in Action

Northwest Community Schools launches an Advanced Manufacturing and Engineering Program to respond to Michigan's talent shortage.



## Classroom Space = Makerspace

The REMC Association's Classroom Makers Program provides access to maker training, curriculum, and materials.



## Crucial Questioning Leads to Success in Mason

From instructional rounds and walk-throughs to learning talks and professional learning communities, Mason Public Schools see growth in high-quality learning.

## Index to Advertisers

Clark Hill PLC.....	<a href="http://clarkhill.com">clarkhill.com</a> .....	27
ComSource, Inc. ....	<a href="http://comsourcemi.com">comsourcemi.com</a> .....	Opposite Table of Contents
Curriculum Associates.....	<a href="http://edreports.org">edreports.org</a> .....	24
Dean Transportation .....	<a href="http://deanschoolbus.com">deanschoolbus.com</a> .....	Inside Back Cover
Elite Pipeline Services.....	<a href="http://elitepipeline.com">elitepipeline.com</a> .....	35
The Flippen Group .....	<a href="http://flippengroup.com/masa">flippengroup.com/masa</a> .....	37
Granger .....	<a href="http://grangerconstruction.com">grangerconstruction.com</a> .....	34
Kids Read Now .....	<a href="http://kidsreadnow.org">kidsreadnow.org</a> .....	27
Library of Michigan .....	<a href="http://mel.org">mel.org</a> or <a href="http://teachers.mel.org">teachers.mel.org</a> .....	29
Meemic Insurance .....	<a href="http://meemic.com/masa">meemic.com/masa</a> & <a href="http://meemicfoundation.org">meemicfoundation.org</a> .....	16
Michigan Virtual.....	<a href="http://michiganvirtual.org/seclusion">michiganvirtual.org/seclusion</a> .....	19
Miller-Davis Company .....	<a href="http://miller-davis.com">miller-davis.com</a> .....	10
NAMI Michigan .....	<a href="http://namimi.org">namimi.org</a> .....	11
Nightlock.....	<a href="http://classroomlockdown.com">classroomlockdown.com</a> .....	17
Schneider Electric .....	<a href="http://schneider-electric.us/enable">schneider-electric.us/enable</a> .....	25
Sehi Computer Products, Inc. ....	<a href="http://buysehi.com">buysehi.com</a> .....	5
SET SEG .....	<a href="http://setseg.org">setseg.org</a> .....	Outside Back Cover
Specialized Data Systems .....	<a href="http://schooloffice.com">schooloffice.com</a> .....	Opposite Inside Front Cover
Stifel, Nicolaus & Company, Incorporated .....	<a href="http://stifel.com/publicfinance">stifel.com/publicfinance</a> .....	28
TMP Architecture.....	<a href="http://tmp-architecture.com">tmp-architecture.com</a> .....	34
Triangle Associates, Inc. ....	<a href="http://triangle-inc.com">triangle-inc.com</a> .....	28
United Dairy Industry of Michigan.....	<a href="http://milkmeansmore.org">milkmeansmore.org</a> .....	4
Valic.....	<a href="http://valic.com">valic.com</a> .....	Inside Front Cover
Western Michigan University Extended University Program .....	<a href="http://wmich.edu/collegiatepathways">wmich.edu/collegiatepathways</a> .....	14
Wolgast Corporation .....	<a href="http://wolgast.com">wolgast.com</a> .....	23





## **Getting them there safely!**

*Providing proven busing partnerships  
built on Trust, Performance, Advocacy  
and Stewardship.*

*Proud Michigan transportation provider  
since 1969. [deanschoolbus.com](http://deanschoolbus.com)*





TAKING CARE OF **YOU**  
SO YOU CAN  
TAKE CARE OF **THEM**



THAT'S THE **SET SEG DIFFERENCE**

School Insurance Specialists

EMPLOYEE BENEFITS | PROPERTY/CASUALTY | WORKERS' COMPENSATION

[www.setseg.org](http://www.setseg.org)



@setseg