

Washtenaw ISD
A REGIONAL EDUCATIONAL SERVICE AGENCY



2014-15
Board Goals

2014-2015 Board Goals

Focus Area 1—Innovative Change in Learning and Leading

Learning

(1a) Build an effective, high-quality birth to kindergarten entry system that ensures all children enter kindergarten prepared to succeed. (Oman, Burton)

Birth to Three Programs and Services

- Since the beginning of the year, WISD's birth to three services have been enhanced by the new Early Head Start Conversion grant and the transition of Part C (Early ON Services) from four LEAs. Washtenaw ISD Home Visiting programs (Early On, Parents as Teachers, and Early Head Start) realized an enrollment of 124 infants and toddlers by the end of the calendar year.
- In September, the Office of Head Start approved a conversion within our existing Head Start grant to create 36 Early Head Start (EHS) spaces within Washtenaw County. This is the first time the Early Head Start program has been available to families in Washtenaw County. By January, three Early Head Start Home Visitors had been hired and the program is fully enrolled with a waiting list.

Preschool Programs

- As has been the trend over the last three years, pre-kindergarten programs administered by WISD have continued to grow and expand in 2014-15.
- Four new Great Start Readiness Program (GSRP) partner organizations (sub-recipients) were added in the fall of 2014. These include, one new Public Service Academy, One non-profit preschool partner, and two private childcare partners.
- Countywide, WISD now has 19 Head Start and GSRP partners providing preschool classrooms in 26 separate schools and centers.
- Within Washtenaw County, 1,400 children were enrolled in Head Start or GSRP preschool classrooms in the fall of 2014.
- An increase in WISD's state GSRP funding has resulted in a 35% increase in the program over last year and an 80% increase in the size of Washtenaw's GSRP program since 2011.
- In addition, a greater emphasis on providing school-day preschool programs for families has seen more school-day classrooms opened. In the fall of 2014, 705 preschool children were enrolled in school-day classrooms, a 38% increase over 2013-14.
- The Early Childhood Team is working with the Technology Department to improve demographic data collection for all Head Start children. Beginning in the spring of 2015, with the inclusion of community based preschool partners, data on all preschool children will be collected in PowerSchool for the first time in Washtenaw County.
- By the beginning of the current school year, approximately 1,700 families had completed the new online preschool interest form at www.washtenawpreschool.org. As a result, most preschool partner sites were fully enrolled sooner than ever before. A survey of parents utilizing the website showed that 87% of parents found the site easy or very easy to use with only 1% of families expressing any difficulty in using the site.

(1b) Continue to develop the knowledge, understanding, and optimal delivery of special education services throughout all facets of the WISD. (Burton, Trent, Shivers)

Deaf and Hard of Hearing Program Team Development

- The Deaf and Hard of Hearing (DHH) staff met regularly during the fall to develop a shared understanding of their work, deepen their relationships with one another, foster a sense of team, and collaborate around the challenges of their daily practice as educators of students who are deaf and hard of hearing. Under the leadership of Neal Elyakin and a core planning team of DHH educators, the group has made substantial progress in their development as a team. This has been especially important work since the DHH group is adjusting to having the Ann Arbor program shift to WISD.
- The four D/HH classrooms have implemented curriculum based on the Cottage Acquisition Scales for Listening, Language, and Speech assessment tools. The D/HH staff is working collaboratively with the general education staff in each building to maximize integrative opportunities for all the students enrolled in the program.

High Point School and K-12 Local-Based Classrooms

Teaching Staff from High Point and the K-12 Local-Based Classrooms continue to make progress on a literacy initiative that began this school year. Over the summer, six teaching staff had the opportunity to participate in weeklong training in Traverse City, to learn research-based effective practices for teaching literacy to students with significant disabilities. As a result of this training, teachers re-designed their instructional practices and immediately saw an increase in student engagement and learning. In addition, this group of teachers is continuing their learning by meeting monthly to share classroom practices and study the book, “Children with Disabilities: Reading and Writing the Four Blocks Way” by David Koppenhaver and Karen Erickson.

Young Adult Program

Young Adult staff have focused on professional development. This includes START training for all teacher assistants and training of teachers on compliance in the area of Transition as it relates to State Performance Plan Indicator 13. Staff has worked to add and expand occupational training sites throughout the county. Finally, staff is utilizing a new online curriculum tool produced by the Council for Exceptional Children, Life Centered Education: Transition and Assessment Portal.

Forest School

Forest had a major change at the high school level this year due to the hiring of a new teacher and a new (returning) social worker. Any change in this program results in a period of “disequilibrium” for our students during which a great deal of effort goes into maintaining a calm and safe environment. The entire building team has worked very well together to support students and one another. Our Positive Behavior Intervention and Supports structure (ROAR) is working very well. Students are typically responsive to recognition for “doing the right thing,” in reference to programmatic expectations. They enjoy the weekly “Star of the Week” announcements and the ROAR drawings that offer an opportunity to receive prizes. Even our high school students get excited when their name is called. Our monthly ROAR parties, for those who’ve earned it, have been a huge success with good times for all. The large bulletin board in our hall is rapidly filling with pictures of our “Stars,” ROAR winners, and the ROAR parties. We are very proud of this effort.

Facility/Maintenance Improvements and Enhancements for Optimal Service Delivery

Starting in July and finishing in December the following improvements were made:

High Point School

- New Interior and Exterior LED lighting
- New Energy Control Systems
- New Toilets and Automated Pool Cover
- New Playground Safety Surfacing
- New Office and Storage Room Tile Floors

Teaching and Learning Center

- New Interior and Exterior LED lighting
- New Energy Control Systems

Young Adult Sites

- New Kitchen in Chelsea
- New Kitchen in Ypsilanti

The Barn

- Reinforced the Structure
- New Metal Roof Underway

(1c) Support and promote initiatives that encourage diversity learning opportunities enabling students to communicate with others who are different from themselves; which promotes mutual understanding; and prepares them to effectively and actively participate in a democratic society. (Menzel, Shivers)

Diversity Forum:

In November, students from high schools across Washtenaw County converged on the EMU College of Business for a day of dialogue and learning around issues of race, culture, inequality and stereotypes. Over 100 students attended sessions focusing on these four areas: 1) Introduction to the yearlong partnership with the neutral zone (see below), 2) Stereotypes and Crime: The Ferguson Story, 3) Immigration: Beyond the Border, United States 2025 and 4) Social Identity: Who Are We?

Neutral Zone (NZ) Partnership (Expansion of SEED Project):

The Ann Arbor Neutral Zone has had a long-standing SEED (Student Educating Each other about Diversity) project aimed at building more substantive and sustainable human relations in the Greater Ann Arbor community. As part of the Understanding Race Exhibit of 2012, the Neutral Zone expanded this long-standing successful project beyond Ann Arbor. They worked with students across the county to build Diversity Councils at selected local high schools to address issues of school climate such as harassment, bullying, conflict, and negative stereotypes.

This year the WISD Annual Youth Diversity Forum partnered with the Neutral Zone to expand this project to include even more schools in Washtenaw County. As a result of the 2014 forum the project has made the following progress:

- Solicited applications from WISD high schools that were interested in and ready to develop and sustain diversity councils. Diversity councils are groups of students who meet regularly with an adult sponsor in their building to learn about issues of diversity and justice and develop action plans to make changes in their schools.
- Completed a NZ and WISD plan to support the diversity councils. Part of the plan includes hosting student/teacher forums throughout the school year, allowing participants to learn about their own social identities, issues of justice and diversity, and obtaining help with making change in

their schools by sharing with their peers across the county. Teachers will be provided with training (during the four meetings) and support by ISD consultant, Dr. Shalya Griffin and NZ co-facilitators. Ongoing supports will include email communications, phone consultations, site visits, and sample agendas and activities that are shared with adult sponsors.

- The following schools were notified in December of 2014 of their acceptance as a diversity council site: Milan, Saline, Dexter, Lincoln, Ann Arbor Community, Ypsilanti New Tech and Ann Arbor Skyline.

(1d) Support district efforts to address achievement of underperforming subgroups. (Menzel, Shivers, Burton)

Culture and Diversity Task Force:

The district instructional leaders spent time at their fall meetings reading and learning about key issues of cultural proficiency. In December the group unanimously made the recommendation to form a countywide culture and diversity task force. The superintendents unanimously adopted the recommendation at their January meeting. The task force will be led by Dr. Shayla Griffin and will meet during the spring. The group is charged with defining a body of collective work around cultural proficiency at the educator, school, and district levels that includes:

- 1) Educator learning, in terms of social justice, equity, multicultural education
- 2) Culturally responsive curriculum and assessment development
- 3) School culture that is inclusive
- 4) System activities including policies and community development

(1e) Support College and Career Readiness through expansion of early college and career and technical training opportunities throughout the county. (Menzel, Heaviland, Norman, Jackson)

- Washtenaw ISD has continued to work intentionally with Washtenaw Community College to expand both general dual enrollment as well as specially designed career pathway programming. Approximately 80-90 youth are currently involved in general dual enrollment from YCS and demonstrating great success; we are also pleased that AAATA, through a partnership with WCC, is operating routes along Hewitt Road to accommodate transportation needs.
- This is our second year with the Construction Technology half-day program, held on WCC's campus. This program serves about 13 youth, integrating direct instruction in reading, writing, and math through contextual learning using construction technology content. This pathway has been successful in raising the COMPASS scores-the college entrance exam-in all areas, particularly math. This experience is co-taught by a WCC construction technology faculty member and two developmental teachers with expertise in reading and writing.
- A second career pathway was built to address both employment needs, as well as student interest areas. The Certified Nurse Assistant program is one semester and was launched this fall with 12 attendees, mostly from Ypsilanti Community Schools. It provides the state certificate training modules to prepare students to pass the state certification exam to be employed as a home health aid; it incorporates lecture, lab, and a clinical site experience. All 12 participants successfully passed the course and are eligible to take the exam, which will also be supported by WCC. Overall, WCC has a very high success rate with their students on this exam. We are offering a second experience for winter semester. WCC invested in building a lab space at the Ypsilanti Community High School building. The course is offered during the day to school age youth and in the evening to the general

public. Expansion planning for fall 2015 is underway to serve Lincoln students. At times, Washtenaw Alliance for Virtual Education students have also participated. Discussions continue with the county high school principals' group to support further conversations around increasing career pathway experiences, especially for grades 7-10.

Leading

(1f) Lead efforts that will support school districts in the proficient creation and use of high quality data systems at every level including serving as a resource for compiling and reporting data (key metrics) in support of achievement initiatives (aggregated and disaggregated data sets) for the purpose of making informed decisions to improve student achievement. (Norman, Domino)

- County data, including MEAP, attendance, and discipline data, was analyzed for growth of our targeted subgroups and included in several presentations this fall. The first presentation was for the Community Health Committee. Over 100 community members and students, who are considered at-risk from AAPS Pathways program and the Washtenaw Alliance for Virtual Education, attended the session held at Cobblestone Farm. The second presentation was shared with the county school board association. The third presentation, with the richest set of data, was provided for 35 Ann Arbor school counselors. The fourth data presentation was for the School Justice Partnership and focused on attendance and discipline data.
- The county data warehouse remains with Data Director. However, three districts dropped their Data Director contracts (Manchester, Dexter, Whitmore Lake). Several others were willing to do pilot projects using alternative tools. The SchoolNet pilot project in Chelsea did not work out, due to cost. We worked with Illuminate, one of the data warehouse finalists from the bid process last year, to establish a pilot in one of our districts during the spring of 2015. Ypsilanti and Lincoln piloted the advanced features of Data Director. The options for a data warehouse will be reassessed next fall.
- The state's shift to a new standardized testing tool for all schools drew attention. This tool, called M-STEP, will replace the MEAP and MME test. Districts prepared for this new assessment, which is based on the Smarter Balanced Assessment Consortium test questions and format.
- This fall the curriculum and technology/data leaders in the county reviewed bid responses for student data warehouses. The consensus was to try pilots of the products this school year; however, at this time selected districts could not afford to purchase the pilot software. While this project is currently on hold, there is a statewide bid for student data warehouse software that could garner a lower price.

(1g) Lead efforts that will support school districts in implementing effective instructional practices through professional development and development of instructional leaders. (Shivers, Norman)

Achievement Initiatives:

Fall 2014 was extremely busy for our teacher professional development networks. The following networks engaged in extensive work:

- Study of Early Literacy (25 educators conducting action research on early literacy models)
- Reading Apprenticeship (7 teachers becoming WestEd Consultants along with 8 others working to redesign and evolve the adolescent literacy model for the region.

- Writing Collaborative (25 English teachers deepening skills in teaching writing at the high school level)
- Science Workgroup (40 educators developing our long-term approach to science instruction)
- Assessment Literacy (120 educators developing assessment literacy skills as well as teacher leader skills to scale the work within their buildings)
- Adaptive Leadership Network (35 educators from 8 teams, some of which are cross-district teams, working on complex organizational or system improvement initiatives)

In addition we provided substantial leadership and support for additional initiatives:

- Teacher evaluation network (a three-session look at effective evaluation practices with 45 participants from 6 districts)
- Intel Math Project (2 weeks of summer training followed by monthly professional learning community meetings during the school year. There were 70 elementary and middle school math teachers from Ypsilanti, Lincoln and Milan)
- Everyday Math Professional Development (a team of 8 instructional leaders meet to plan extensive support and summer professional development for teachers using the Everyday Math curriculum)
- A day-long Literacy Summit focusing on speaking and listening in the classroom
- Instructional Consultation Team support for YCS
- Social emotional development and the use of the Engage Assessment to gauge student and school social, emotional, and cultural needs and strengths.

Several districts have requested custom professional development from members of the instructional team. This professional development includes:

- Curriculum development (YCS)
- Formative assessment (Dexter & Manchester)
- Literacy (Multicultural Academy)
- Data analysis (Lincoln)

Focus Area 2—Diversity, Inclusiveness and Customer Service

(2a) Continue to review and implement practices to support a productive and diverse workforce. (Marcel, Harmon-Higgins)

- Regular meetings with representatives from PESG and Phoenix to discuss staffing needs and processes.
- Met with representatives from Concordia, EMU, WCC, and Michigan Works to recruit substitute teachers to work in our classrooms through PESG.
- Met with representatives from HumanEx to discuss 2nd survey to obtain feedback from staff regarding the organization's culture.

2b) Implement a comprehensive and consistent employee evaluation system at all levels of the organization (Harmon-Higgins, Shivers, et. al.)

- Reviewed evaluation tools to ensure compliance with recent legislation.
- Worked with administrators to address questions/issues with evaluation tools.

- Hosted part one of a two-part series with all administrative cabinet entitled, “Planning and Conducting Intentional Conversations Around the Evaluation Process” led by Nancy Colflesh, PhD, Educational Consultant and Leadership Coach. Part one with Nancy was coupled with a year-long book study co-facilitated by all members of cabinet, Having Hard Conversations by Jennifer Abrams. Dr. Colflesh will rejoin the group this spring.

(2c) Build a culture of respect and responsibility that ensures internal and external high quality customer service. (Menzel, Marcel, Harmon-Higgins)

- Launched the Let’s Talk! tool in order to enhance two-way communication with internal and external stakeholders. Individuals can submit questions, comments, suggestions, and/or concerns, through a link on our website. The tool is designed to automatically route the inquiry to the appropriate person within the organization who can provide the information or respond to the question or concern. Individuals who would like a reply can provide their contact information, but they also have the option of remaining anonymous.
- Ensure classrooms are properly staffed which impacts various stakeholders including students, parents, teachers, building-level administrators, and others.
- Support the business office with the conversion to Aesop for all employee absence tracking. This will ease transfer of absence balances to the employee website.
- In conjunction with the Communication Specialist, the HR department sponsored several social events to boost employee morale and provide engagement. Examples include “pump-day,” a fall festival event and an ice cream social.

Focus Area 3—Boundary Spanning Partnership and Regional Collaboration

(3a) Study and implement additional areas of regional collaboration or expansion. (Menzel, Marcel, Oman, Domino)

- In the area of regional collaboration, one of the primary highlights continues to be the conversion to New World Systems Logos for K-12 software for Finance and Human Resources. All districts have completed the implementation of the basic Finance applications and have started training on some of the more advanced aspects of the software. During the past several months, the districts have also been highly focused on the implementation of the Human Resources/Payroll application. Seven districts, including WISD, are on schedule to go “live” for payroll on January 1, 2015; two other districts will be “live” a few months later. Ypsilanti Community Schools has been using the software since July 2013.
- All districts also converted from Excent Tera (ET) to TIENET for special education student management. The software was fully installed and student and staff data were converted from ET. All special education staff members were trained on the use of the software during the summer or during the beginning of the school year. The conversion has been, in all aspects, extremely successful and smooth, and staff appears to be very pleased with the upgrade.
- A shared technology director was hired by WISD to serve the Lincoln and Ypsilanti school districts. Both boards approved the collaboration, and Karen Domino has been meeting regularly with the director to ensure the collaboration is proceeding as expected and to provide support to the director. WISD also entered into a shared services agreement with Ypsilanti Community Schools for the services of Technical Specialist and Network Engineer.

- WISD also entered into an agreement with Ypsilanti Community Schools to provide communication, curriculum and restorative practices services.
- In the facilities management area, the agency has entered into a shared services agreement with Lincoln Consolidated School District to provide facilities management oversight, training, and mentorship services.
- Randy Trent has also worked on a cooperative energy management services bid in which all the districts were invited to participate. He also has worked to put together a cooperative bid for construction management services.
- Collaboration in the area of technology has been ongoing since July. The Lincoln and Ypsilanti school districts have begun the process of combining their Technology Departments and are beginning to realize cost savings. Karen Domino, Technology Director, serves on the State Educational Network group to create a statewide network for Internet, data and application access. The group is currently finishing up a bid to begin to connect parts of the state that do not currently have this access. This will increase the sharing of resources across the state and is funded by the 22i TRIG state funding. A bid has also been completed, based on the district needs for online testing, and districts are currently purchasing the necessary items.
- Technology Services has implemented and is supporting the TIENET special education IEP software across the county, including data connectors between this application and the student management systems. The New World Finance/HR software support model is in place. The application is supported centrally by the ISD technology and business departments.

(3b) Assist/support districts in the area of consolidation and/or annexation. (Menzel, Shivers, Marcel, Norman)

- Worked with Ann Arbor and Whitmore Lake on the annexation proposal. On July 30th, the Ann Arbor and Whitmore Lake Boards of Education approved placing the question of annexation and mutual assumption of debt on the November ballot. Activities in support of the effort included: meetings with legislators in an effort to secure changes to the State School Aid act to address the shortfall in the foundation amount if annexation was approved (Representatives Zemke and Rogers introduced a proposal to increase the foundation grant to address this concern); commissioned a survey of voters in both districts to determine the level of support and messaging that impacted whether people would support or oppose the effort; met with representatives from the Michigan Department of Treasury to discuss creative ways to address issues related to refinancing Whitmore Lake's School Bond Loan fund obligation; worked with the Michigan Department of Education and State Superintendent to secure approval to proceed with annexation as well as to encourage funding of the consolidation grant proposal that was submitted by Ann Arbor; participated in weekly planning meetings prior to the vote in November and attended several community forums to assist in sharing information about the proposal. While the proposal passed in Whitmore Lake, it was defeated in Ann Arbor. Subsequent to the election Superintendent Menzel was afforded the opportunity to testify on the legislative change proposed by Representatives Zemke and Rogers to the House K-12 education appropriations committee. In addition to outlining the importance of the funding incentive if the State is serious about future voluntary annexations and consolidations, representatives from Whitmore Lake and Ann Arbor were also able to

share the specifics from their perspectives. The comments were generally well-received by the legislators.

- Subsequent to the defeat of the proposed annexation of Whitmore Lake by Ann Arbor, WISD was asked to assist in facilitating conversations between Dexter and Whitmore Lake. Two meetings were held before the end of the calendar year with the ad hoc committees from both districts and their superintendents. These conversations will continue to develop during the course of the next year as the Dexter board gathers information about the pros and cons of a potential annexation of Whitmore Lake.
- Modified the contract with Ypsilanti Community Schools for superintendent services. YCS has hired their own superintendent and the modified contract provides for customized levels of support for year two of the consolidation.

(3c) Provide leadership with respect to policy and advocacy work at the local, state, and national level (Menzel, Burton, Oman, Norman)

- Dr. Jennifer Scott-Burton attended the CASE Board of Directors Meeting and Fall Conference on November 12 and 13, 2014. Staffers from the U.S. Government Accountability Office (GAO) attended the BOD meeting and requested input on the topics of burdensome paperwork and administrative tasks associated with special education laws and regulations. Jennifer provided information during the GAO discussion with the CASE Board of Directors. In addition, the GAO held small group discussions during the conference in order to provide an opportunity for participants to share their views on local, state, and federal requirements related to burdensome paperwork, etc. These discussions were recorded in order to inform an upcoming GAO report about paperwork and administrative requirements in special education requested by the Chairman and majority member of the U.S. House of Representatives Committee on Education and the Workforce. Jennifer attended a session and provided information from Washtenaw County as well as the State of Michigan. In addition to this work, Jennifer has been working with the CASE Policy Committee on the council's Legislative platform (specifically IDEA and ESEA) and response to the GAO. In early fall, Jennifer provided information to Representative Zemke, at his request, on special education and teacher evaluations.
- Naomi Norman co-led a group of educational leaders in the writing of a draft position regarding teacher evaluation. The group represented three educational groups—Learning Forward Michigan, Michigan ASCD, and the MAISA General Education Leadership Network as well as all geographical parts of the state of Michigan. A draft position was crafted, but we have decided to delay its release until a later point in time. Adam Zemke, one of our state legislators, joined the October meeting of the county curriculum group to discuss teacher evaluation legislation and other policies of interest to the group. He was very well received and took extended time to answer questions.
- Superintendent Menzel testified November 13 at a House K-12 Appropriations Committee on the proposed language related to incentives for consolidation/annexation (HB introduced by Representatives Zemke and Rogers) as well as technical changes to admin language for the GSRP program. No action was taken on either topic before the conclusion of the lame duck session. Mr. Menzel also worked with Representative Zemke during lame duck to find ways to achieve final approval of the teacher/administrator evaluation bills. Unfortunately, these were halted in the Senate by the Education Policy committee chair, Senator Pavlov.

- Dr. Sarena Shivers was asked to serve on the MDE Authorize Accountability Task Force to discuss and address issues related to authorizer accountability that are specific to academic performance and improvement indicators for public school academies. The group was to consider three issues; 1) concerns with top to bottom metrics used to determine Public School Academy (PSA) effectiveness, 2) additional improvement metrics to be considered and 3) what (if any) role could AdvancED's accreditation process play in determining accountability of PSA Authorizers. As a result of these task force meetings and our ISD's leadership role in subsequent conversations, our State Superintendent has made the decision to table further discussion and lead the internal planning team down a different path.

(3d) Develop and implement a P-20 (cradle to career) model within Washtenaw County with a focus on building intentional community partnerships. (Menzel, Heaviland, Oman)

Currently, WISD is working intentionally with Washtenaw Alliance for Children and Youth (WACY), Success by Six Great Start Collaborative, Washtenaw Futures, and our community coordinated funders (city and county governments, United Way and Ann Arbor Area Community Foundation) to shift these collaborative networks into a P-20 model. Through funding from our community, we have contracted with Janice Brown, formerly of the Kalamazoo Promise, to help facilitate our community conversations to best leverage the local work and to propose an infrastructure, funding and staffing model, that makes sense for our community. We have discussed the option of positioning WISD to serve as the backbone agency to host, support, and provide basic services for these networks, as we are best positioned to integrate community and government services with our K12s. We are targeting a July deadline to make some community based decisions.

(3e) Support local districts in building safe and supportive learning environments for all students (i.e. ALICE training, mental health interventions, School-Justice Partnership, At-Risk Taskforce, etc.). (Menzel, Shivers, Heaviland)

Washtenaw County ALICE Initiative

- Awarded a continuation grant from United Way of Washtenaw County in the amount of \$4, 000 to expand the initiative for the 2014-2015 school year.
- Hosted a September 15 New Staff ALICE in the AM and Train the Trainer session in the PM.
- September 24 we will be presenting to the Early Childhood Director's Association of Washtenaw County. The goal of this meeting is to develop an early childhood center training model for 2014-2015.
- WISD and WCSO will collaborate to develop a monthly ALICE Training Institute. Sessions will be held at the ISD. This training will be primarily for new local district school employees (although other community personnel may attend).
- Trained over 300 bus drivers in November at the countywide transportation ALICE training held at Lincoln Consolidated Schools Performing Arts Center.
- Age appropriate, locally developed, student lessons have been created for 47,000+ students in the county. Piloting of these student lessons is underway. The goal is by November 1, 2014 to have taught all student lessons.

- The County Safety Coalition, made up of superintendents and local law enforcement, will meet biannually
- Presented in December at the AESA Annual Conference in San Diego, CA on the current status of the ALICE initiative

School-Justice Partnership

- Conducted two forums with representatives from school districts and community organizations related to school attendance. The first forum, held in August, was titled: **Every Child, Every Day: A Conversation on School Attendance in Washtenaw County**. The session highlighted data with respect to the number and percent of students in the county who are chronically absent (defined as missing 10% of the school year) or severely chronically absent (missing 20% or more of the school year). The session also included dialogue around absences that were school-imposed (suspensions and expulsions) and the disproportionate number of students of color and students with IEPs (individualized education plans) that were suspended and expelled from school.
- The second forum, held in December, was a follow-up to the first session with a focus on developing a plan of action to address barriers to attendance, especially for students in poverty, students of color, and students with IEPs (all of these sub-groups had higher absence rates). The School Justice Partnership also developed an absenteeism protocol to assist school districts and partner organizations in formalizing processes to track absence data and provide appropriate interventions and support to address chronic absences, thereby mitigating the negative impact on achievement.

Focus Area 1

Innovative Change in Learning and Leading

Goal 1a

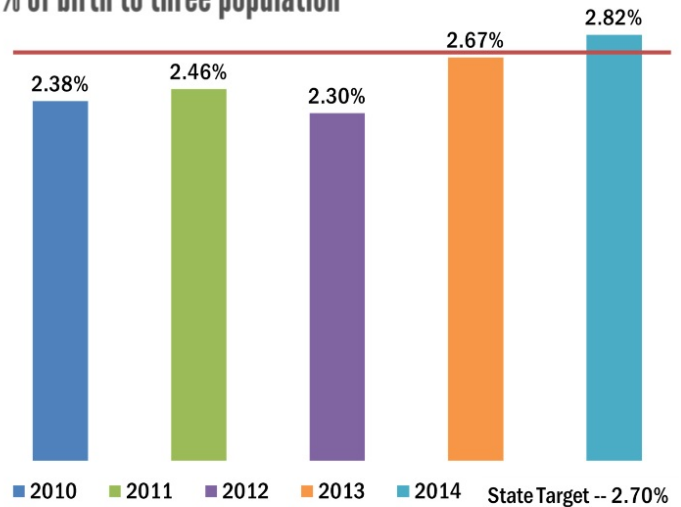
Build an effective, high-quality birth to kindergarten entry system that ensures all children enter kindergarten prepared to succeed.

Washtenaw ISD's Early Childhood Department continues to grow and expand as we endeavor to increase the availability of high quality birth to kindergarten programs and services in Washtenaw County. Department staff members work closely with community districts and partners to support programs and services for local families and young children.

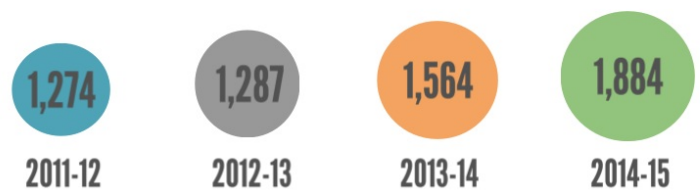
In the first six months of the 2014-15 program year, WISD has expanded the Great Start Readiness Program in Washtenaw County by an additional 368 slots. As a result, an additional 352 children are attending school-day preschool and WISD is supporting four new community partners. Across the county, six new licensed schools and childcare centers are home to GSRP classrooms this year.

The 2014-15 program year, has also seen a significant increase in birth to three services. As of the end of 2014, 124 infants and toddlers were enrolled in WISD Home Visiting programs. This includes 36 children enrolled in our new Early Head Start program. This is the first time that Early Head Start services have been offered to families in Washtenaw County.

Early On Enrollment: % of birth to three population



Number of Head Start and GSRP Enrollment Slots Available to Eligible Families

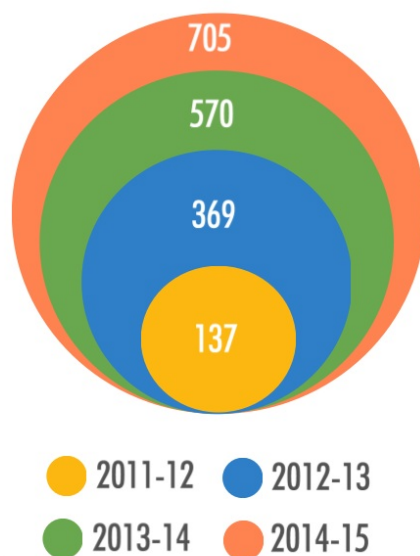


Increase from 2011-12 to 2014-15: 47.9% ↑

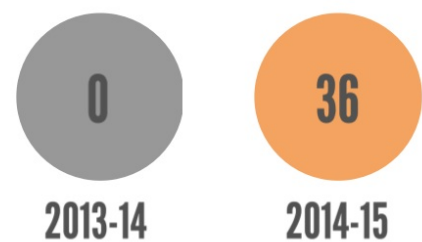
Number of School-Day Preschool Options Available to Eligible Families

Increase from 2011-12 to 2014-15:

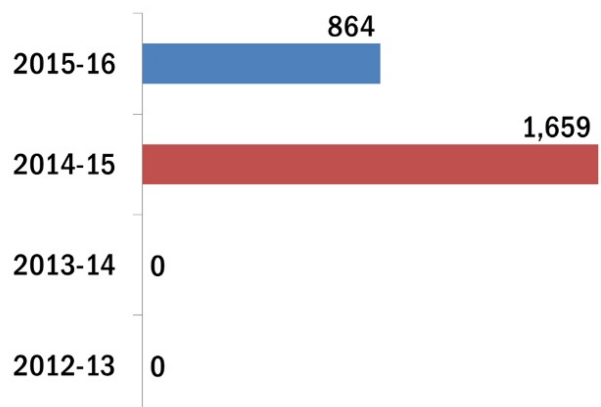
514% ↑



Early Head Start (birth to 3) Enrollment



Number of Preschool Interest Forms Processed



DRAFT

Goal 1b

Continue to develop the knowledge, understanding, and optimal delivery of special education services throughout all facets of the WISD.

Special Education Professional Development Opportunities:

- ✔ Crisis Prevention Intervention Training
- ✔ START Training
- ✔ MOVE Training
- ✔ Cognitive Coaching
- ✔ Visual Phonics
- ✔ Compassionate Communication
- ✔ Critical Friends Group (CFG) Training

72  students

High Point School



9 teachers

21 teacher assistants

7 support staff

6 teachers

Forest School



43 students

 11 teacher assistants

9 support staff

Professional Development Opportunities:

- ✔ Positive Behavior Supports
- ✔ Mental Health Supports

Washtenaw Deaf and Hard of Hearing

teachers 4

teacher assistants 3 

Professional Development Opportunities:

- ✔ Equitable Learning Opportunities
- ✔ Cottage Acquisition Scales for Listening, Language, and Speech assessment tools

16  students

support staff 3

interpreters 4

Young Adult Program / Young Adult Project

8 teachers

students with paid employment 42

 6 teacher consultants

students involved in Train Today Work Tomorrow program 14

27 teacher assistants

students with unpaid occupational training opportunities 94 

155  ya/yap students

state conference presentations by ya programs, staff, and students not yet available

4 support staff

graduates 16 on track

DRAFT

Goal 1c

Support and promote initiatives that encourage diversity learning opportunities enabling students to communicate with others who are different from themselves; which promotes mutual understanding; and prepares them to effectively and actively participate in a democratic society

Diversity Forum

The annual high school diversity forum in Washtenaw County is held each November. The goal of the forum is to raise student awareness and commitment to issues of racial inequities, discrimination and differences. Many topics emerge such as racial profiling, sexism, sexual orientation, and body image. Teens growing up in this era struggle immensely with many of these issues, which are compounded by the unhealthy culture of social media.

Student leaders engage in dialogue and discussion designed to help them disrupt these issues in their school setting. Each year, students return to their home school with a project or challenge to complete.

In 2014 **172** students and **15** high schools and **72** adults participated

In 2013 **147** students and **14** high schools participated

Students Educating Each other about Diversity (SEED)

7 high schools created Diversity Councils

serving **7,291** students



Neutral Zone's long-standing SEED Central Council will partner to support diversity councils in schools.

SEED Central Council is comprised of student leaders from each of the participating schools. Students attend weekly workshops throughout the school year to participate in SEED's diversity curriculum and partake in facilitation training. Students from SEED's Central Council use their skills to facilitate three daylong forums for peers from participating high schools, help lead the development of a council at their home school, and are available to advocate and support broader student diversity initiatives across the WISD. The group serves as a valuable resource to the County, and as a diverse, highly skilled student corps with a countywide perspective on issues of diversity and inclusion.



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Goal 1d

Support district efforts to address achievement of underperforming subgroups.

Washtenaw County has some of the highest performing students and districts in the state. It is also the county with the largest percent of schools that are labeled as "focus" schools because of the gap between the highest performing and lowest performing students.

WISD leaders worked with community leaders to identify many of the student groups that require attention by making the data more transparent and available.

30% Economically Disadvantaged

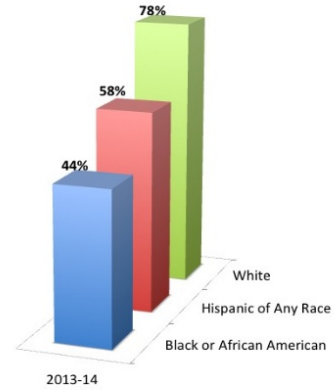
13% Students with Disabilities

36% Students of Color

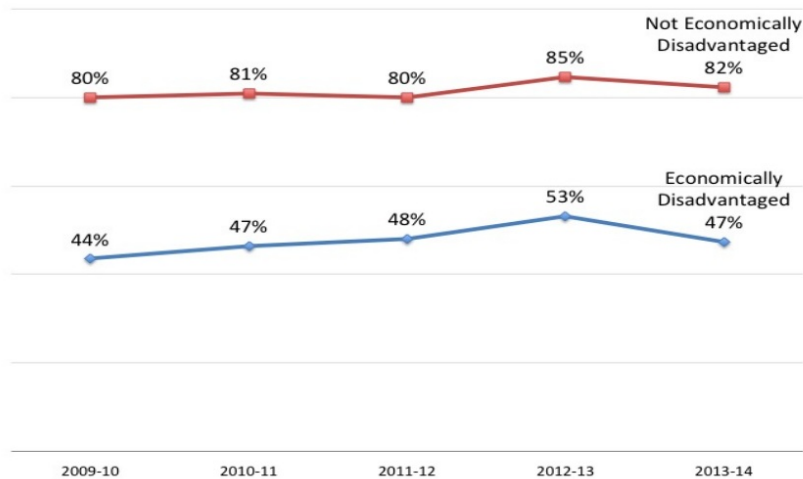
2014-15 Washtenaw County Demographics

Data available March 2015

2013-2014 -- Washtenaw County 3rd Grade MEAP Reading Percent Proficient by Race/Ethnicity



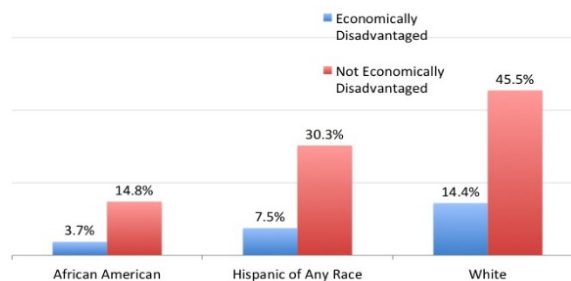
2013-2014 -- Washtenaw County 3rd Grade MEAP Reading Percent Proficient



35
Percentage Point Gap

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2013-2014 -- Washtenaw County 11th Grade Percent College-Ready on ACT by Subgroup

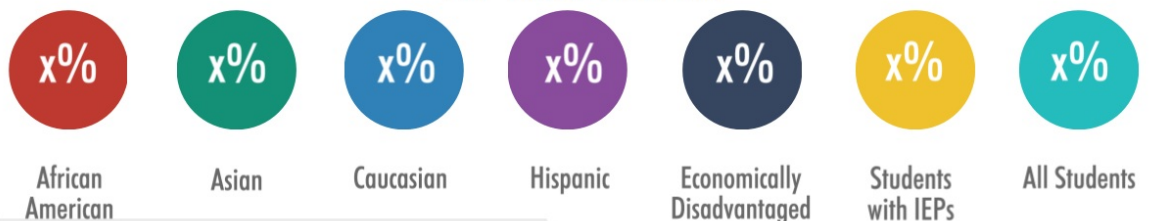


Class of 2013 Washtenaw County Students Enrolled in College within 12 Months of Graduation

Asian	91%
Two or More Races	85%
White	81%
All Students	80%
American Indian	77%
Hispanic of Any Race	77%
African American	72%
English Language Learners	68%
Economically Disadvantaged	64%
Students With Disabilities	56%
Homeless	46%

Washtenaw County Class of 2014 4-year Cohort Graduation Rates by Subgroup

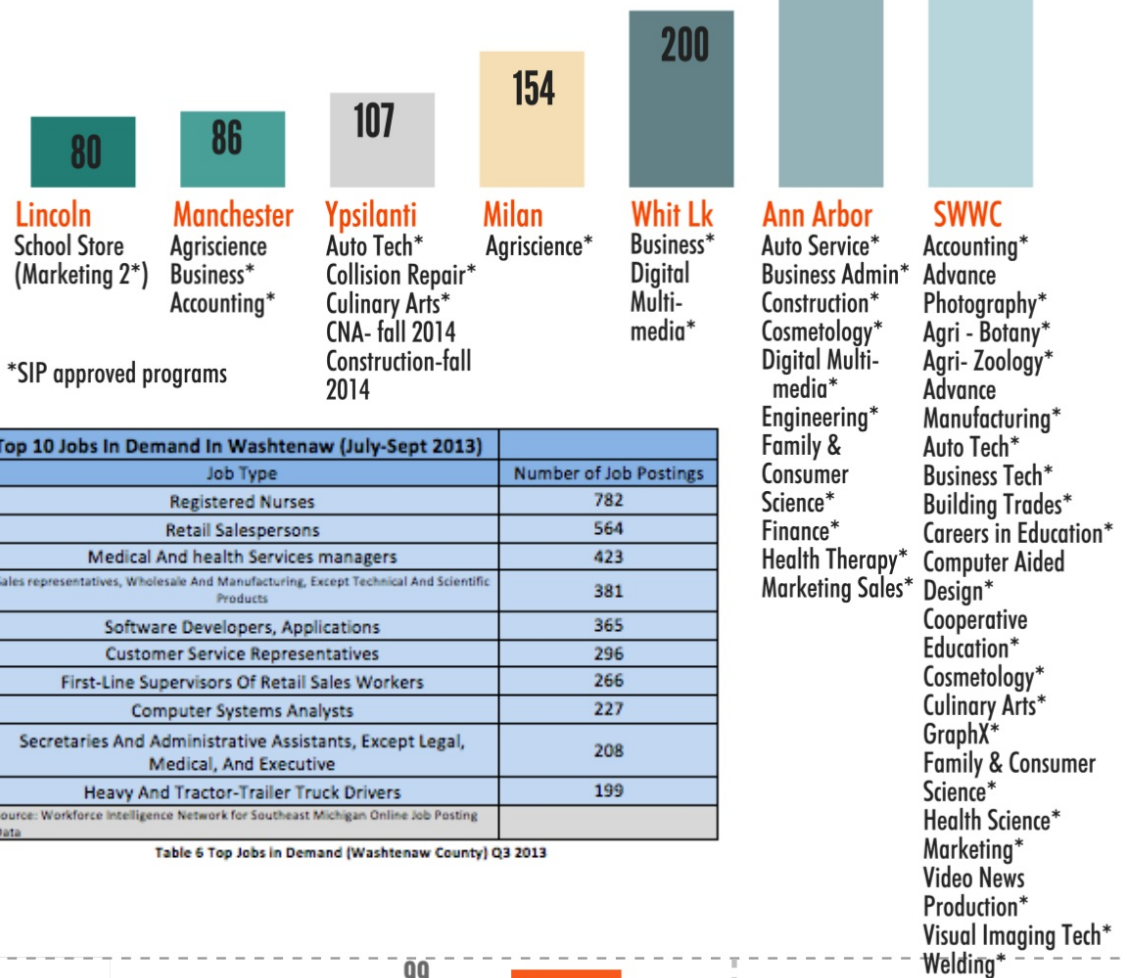
Data available March 2015



Goal 1e

Support College and Career Readiness through the expansion of early college & career & technical training opportunities throughout the county

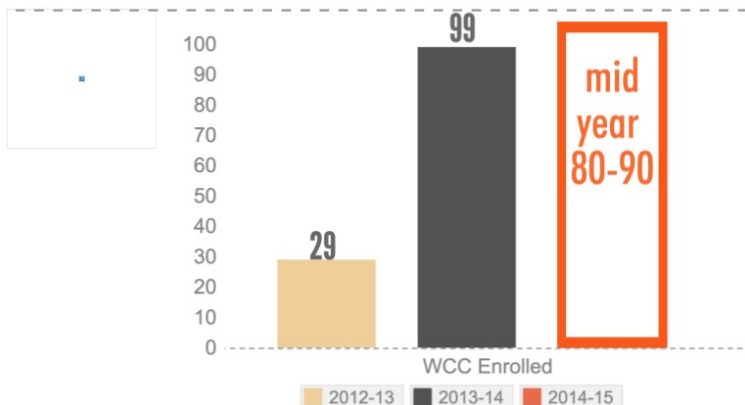
Career & Technical Education Data # students enrolled in CTE programs 2013-14



Top 10 Jobs In Demand In Washtenaw (July-Sept 2013)	
Job Type	Number of Job Postings
Registered Nurses	782
Retail Salespersons	564
Medical And health Services managers	423
Sales representatives, Wholesale And Manufacturing, Except Technical And Scientific Products	381
Software Developers, Applications	365
Customer Service Representatives	296
First-Line Supervisors Of Retail Sales Workers	266
Computer Systems Analysts	227
Secretaries And Administrative Assistants, Except Legal, Medical, And Executive	208
Heavy And Tractor-Trailer Truck Drivers	199

Source: Workforce Intelligence Network for Southeast Michigan Online Job Posting Data

Table 6 Top Jobs in Demand (Washtenaw County) Q3 2013



graduation rate for CNA program

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Goal 1g

Lead efforts that will support school districts in implementing effective instructional practices through professional development and development of instructional leaders

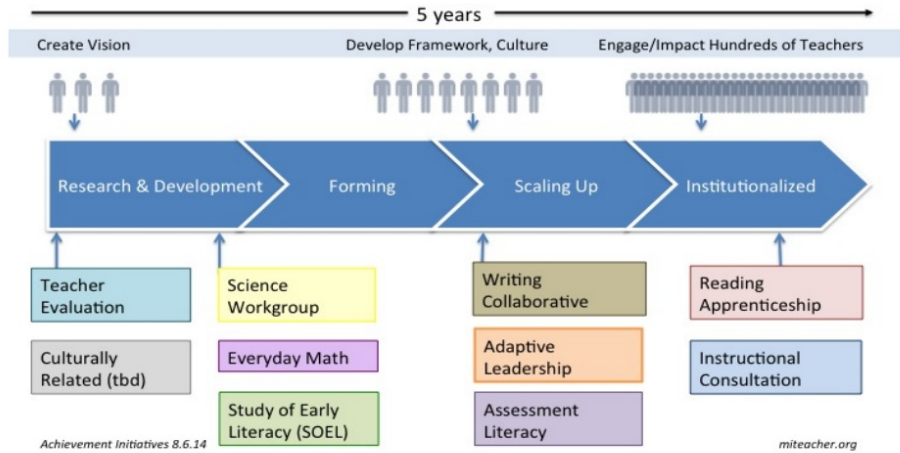
2014-15
Mid-year

10
Instructional Networks

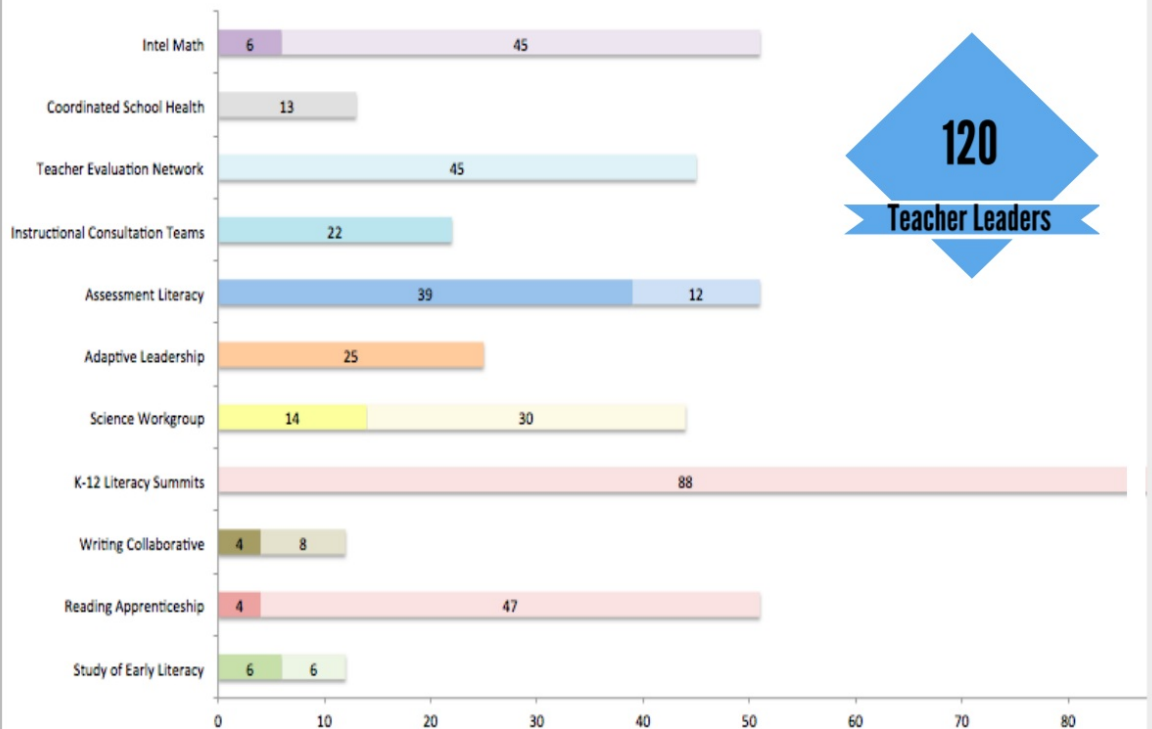
414
Participants

LIFECYCLE OF A NETWORK

Instructional networks create space for reflective practice, peer learning, and/or problem solving. Networks may organize around a subject, grade level, or other professional learning community. They may form and dissolve or evolve into a formal structure.



Instructional Network Teacher Leaders & Participants 2014-15 mid-year



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Focus Area 2

Diversity, Inclusiveness, and Customer Service

Goal 2a

Continue to review and implement practices to support a productive and diverse workforce.

WISD continues to work towards creating a positive work environment. Objectives include: cultivating a work climate where everyone is treated with dignity and respect; talents and skills of different groups are valued; productivity and customer service improves because the workforce is happier, motivated, and aware of the benefits of inclusion.

2014-15 Workplace Diversity (Transportation Not Included)

Unit	Asian	Black	Hispanic	White
Non-Affiliated	2	12	0	56
Teamsters	0	4	1	8
Unit I	1	21	2	45
Unit II	0	6	0	79
Unit III	0	0	1	2
WISD Total	3	43	4	190
% change from 2013-14	200%	-12%	33%	-9%

Unit	Female	Male
Non-Affiliated	53	17
Teamsters	13	0
Unit I	50	19
Unit II	75	10
Unit III	0	3
WISD Total	191	49
% change from 2013-2014	-3%	-26%

HumanEx Survey Results

In Progress...
(Available March 2015)

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Goal 2b

Implement a comprehensive and consistent employee evaluation system at all levels of the organization.

2014-2015 Evaluation Data

Unit	Mid-Year Completed	TOTAL	% Completed
Non-Affiliated	13	70	19%
Teamsters	2	13	15%
Unit I	45	69	65%
Unit II	54	85	64%
Unit III	3	3	100%
WISD Total	117	240	49%

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Goal 2c

Build a culture of respect and responsibility that ensures internal and external high quality customer service.

Let's Talk!



219

Dialogues Received

210

Dialogues Closed

8.8
out of 10

Average Feedback
Score

7.7

Average Days
to Close Dialogue

- ✓ The majority of dialogues initiated were questions (71%), followed by comments (15%)
- ✓ Customers identified as unknown (37%), employees (25%), community members (24%), constituent districts (9%), and parents (7%)

Instructional Staffing Levels for WISD Programs

2014/2015 Mid-Year Fill Rates	Total Absences	Filled Staff Absence	Filled Percentage	Unfilled Staff Absence	Unfilled Percentage
September	89	63	71%	26	29%
October	164	109	66%	55	34%
November	126	105	83%	21	17%
December	99	90	91%	9	9%
January	92	75	82%	17	18%
Total	570	442	79%	128	21%

Conversion to Aesop

In progress...
(Available June 2015)

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Social Events



Several activities coordinated by the Human Resources and Communications departments were designed to build camaraderie and promote a healthy work environment by providing a stress outlet and sense of community. The average attendance at each event was between 30-40 employees. Events included:

- Ice Cream Social with Piñata activity (July)
- Pump Day – a fall event with refreshments, pumpkin decorating, and a game with prizes (October)
- Tailgate Potluck – To mark the U-M vs. MSU football match-up (October)
 - Holiday snacks with White Elephant exchange (December)



Focus Area 3 Boundary Spanning Partnership and Regional Collaboration

Goal 3a

Study and implement additional areas of regional collaboration or expansion

Most of the new areas of regional collaboration or expansion surrounded either technology or the Ypsilanti Community Schools (YCS).

In the area of collaborative technology projects, one of the main highlights was the conversion to the Human Resource portion of New World Systems Logos for K-12 software for Finance and Human Resources. Another area of technology collaboration was the conversion of the special education individualized Education Plan software TIENET. The ISD has continued support, report generation, and pupil accounting training for 14-15. WISD has implemented shared technology services, including a shared technology director, network management services, and PowerSchool support for Lincoln and Ypsilanti.

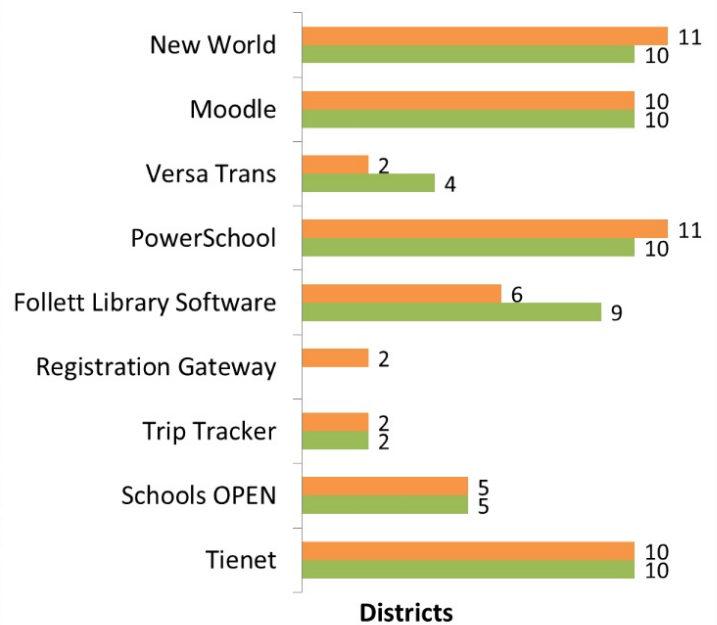
Shared services are also being explored with two other districts.

WISD also was deeply involved in regional collaboration work with YCS. Shared superintendent services, technology director services, and instructional consulting services were in place for the 14-15 year. Shared business consulting services were in place during the summer of 2013, mainly surrounding the state aid debt restructuring.

Services Provided by WISD

Software / Hosting

Including but not limited to:

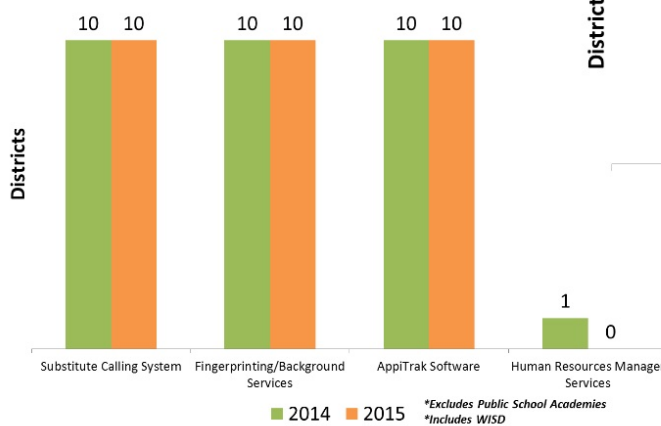


2015 2014

*excludes Public School Academies

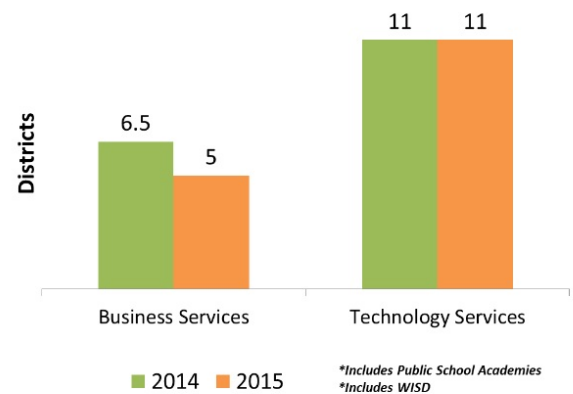
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Human Resources



*Excludes Public School Academies
*Includes WISD

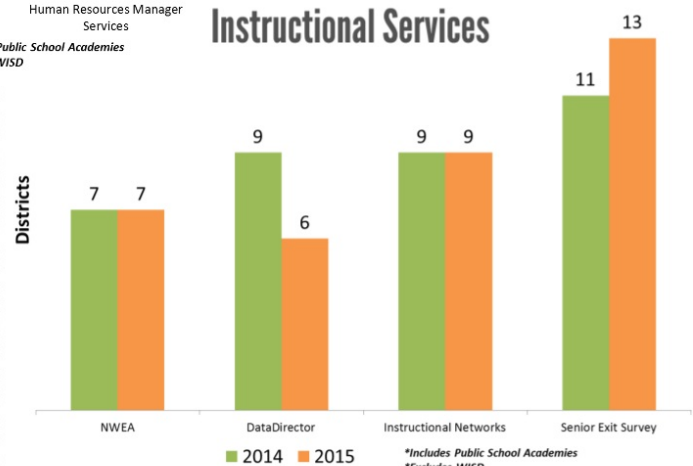
Business & Technology



2014 2015

*Includes Public School Academies
*Includes WISD

Instructional Services



2014 2015

*Includes Public School Academies
*Excludes WISD

2013-14 Estimated Savings through Shared Services

In progress...
(available June 2015)

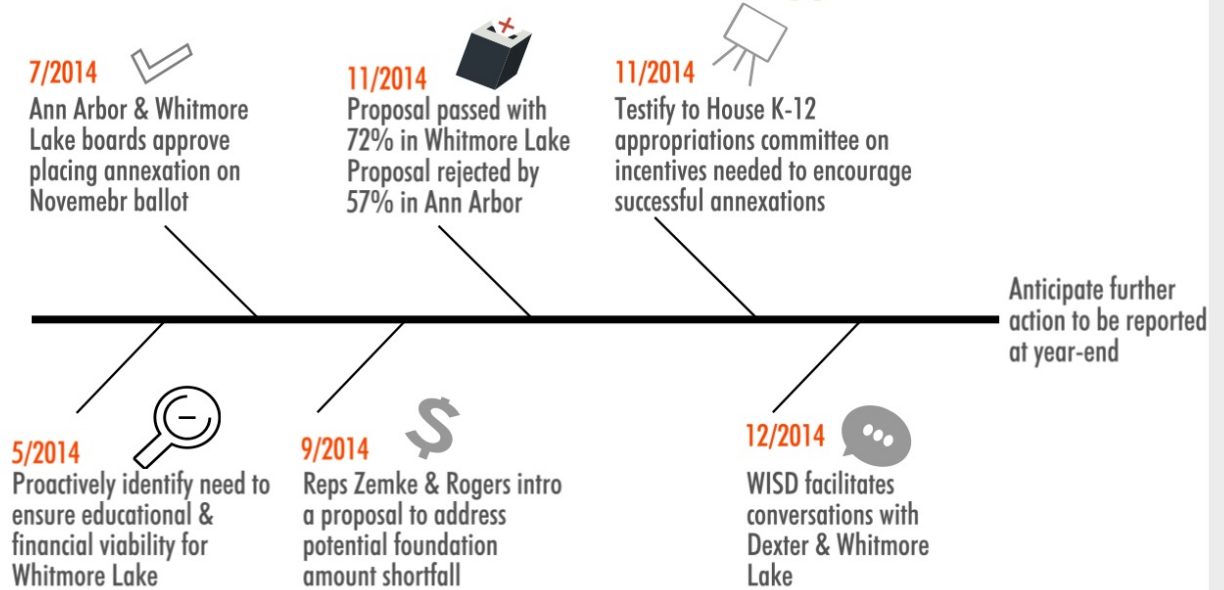
Source: ISD Best Practices - Requirement D: Shared Services

Goal 3b

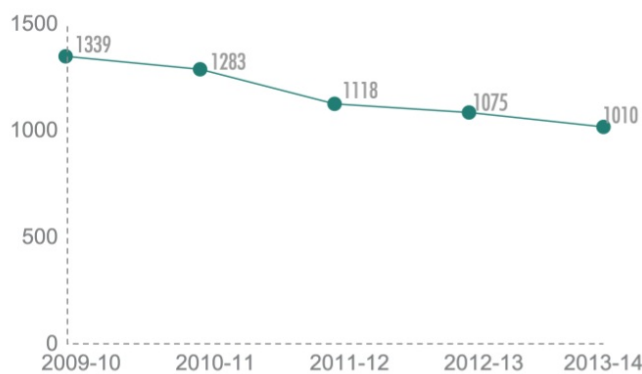
Assist/support districts in the area of consolidation and/or annexation

As Ypsilanti Community Schools moved into year two of consolidation, WISD is providing custom support. As other districts evaluated the need for consolidation/annexation support services, Whitmore Lake & Ann Arbor requested assistance with annexation activities. This was followed by a request from Dexter & Whitmore Lake to assist in a feasibility review.

Timeline of Annexation Support



Whitmore Lake Enrollment Trend

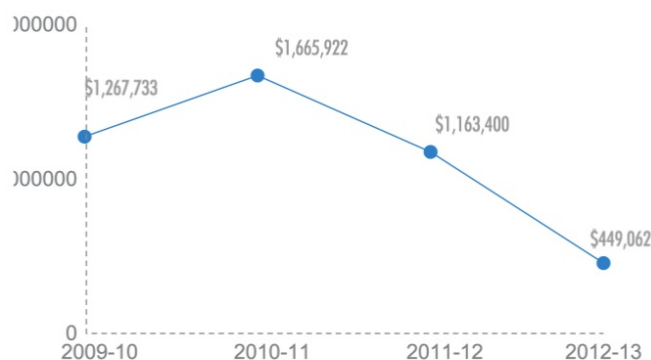


Changes in enrollment as well as declines in fund balance created a dual-point case for proactive efforts for annexation.

WISD's role in facilitating and planning such efforts is crucial & ongoing.

Further information is anticipated for the year-end report.

Whitmore Lake General Fund Balance Trend



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Goal 3c

Provide Leadership with respect to policy and advocacy work at the local, state, and national level

WISD's administrative team was actively engaged in legislative efforts in order to improve education policy and funding.



WISD Employees...

In progress...

(Available June 2015)

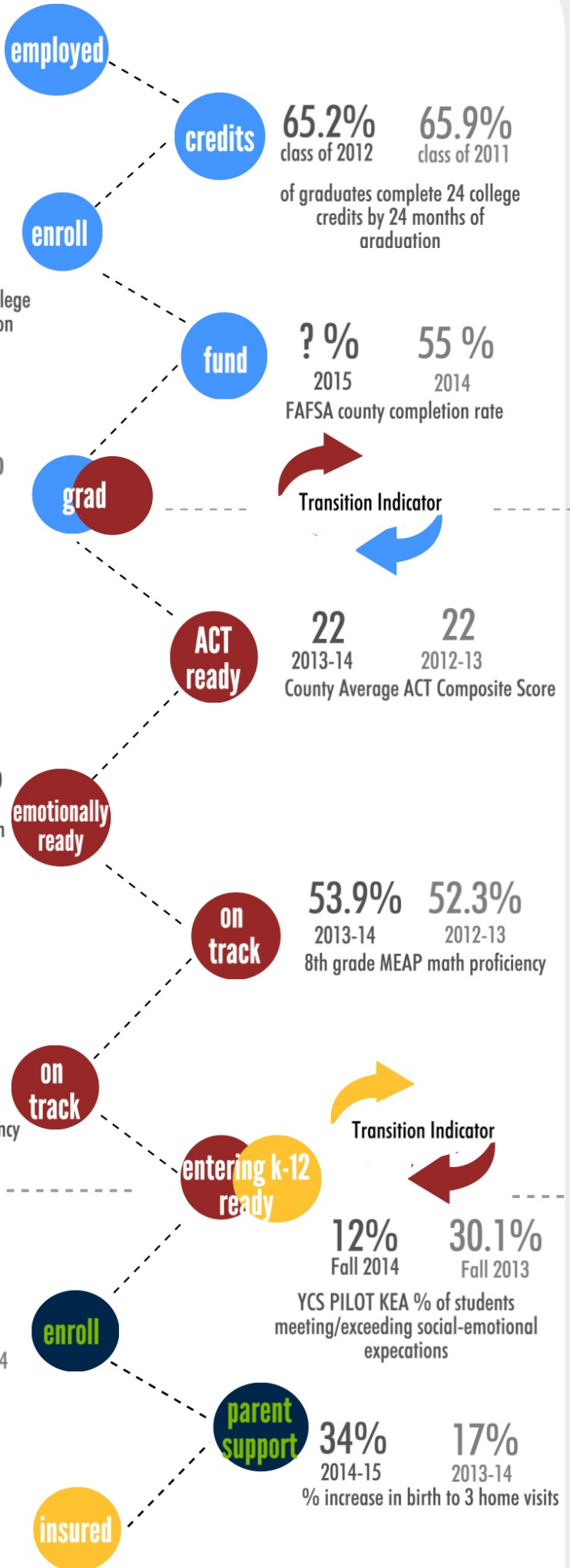
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Key Legislative Areas:

- == Early childhood (State Aid Act)
- == Expanded funding for Great Start Readiness Program (GSRP) & designated funding for GSRP transportation
- == Teacher evaluation (special education & early childhood sections)
- == Assessment
- == 3rd grade retention
- == Maintenance of Effort (MOE) (national)
- == Weighted blended funding formula (State Aid Act)
- == Modified funding for consolidated districts
- == Elementary and Secondary Education Act (ESEA) reauthorization
- == Michigan Sales Tax Increase for Transportation Amendment
- == Accountability & letter grading system (on horizon)
- == Adequacy Study

Goal 3d

Develop and implement a pilot P-20 model within Washtenaw County



Community Partner
Est. 2013
14-18 yrs old

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Community Partner
Est. 2007
6-21 yrs old



Early Childhood



Community Partner
Est. 2002
0-8 yrs old

Goal 3e

Support local districts in building safe and supportive learning environments for all students.

23 members spanning 7 sectors



48 contacts spanning 9 sectors

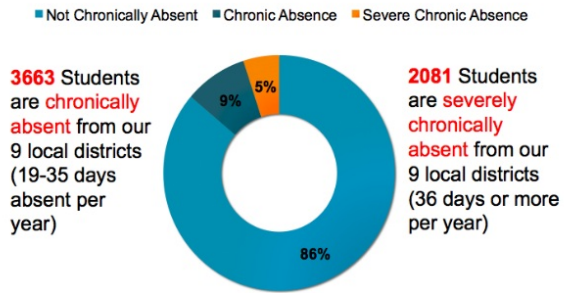


8 flow between groups

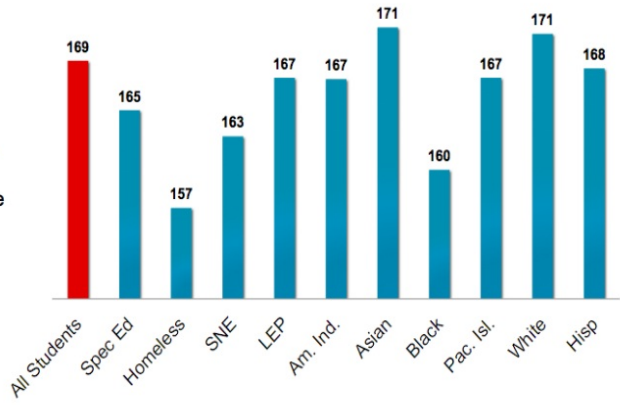


School-Justice partnership has conducted two forums related to school attendance.

Washtenaw County Chronic Absence



Average Days of Attendance in Washtenaw County 2013-14 by Subgroup



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ALICE Training

4500+ active shooter training participants

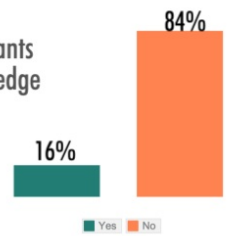
8 districts trained

130+ personnel across 9 districts completed train the trainer sessions

300+ bus drivers trained countywide

student lessons countywide

84% of survey participants had no previous knowledge or exposure to ALICE



5

Counties inquiring re ALICE

- Wayne
- Lenawee
- Oakland
- Livingston
- Saginaw



Nominated for National Exemplary School Safety Initiative Award