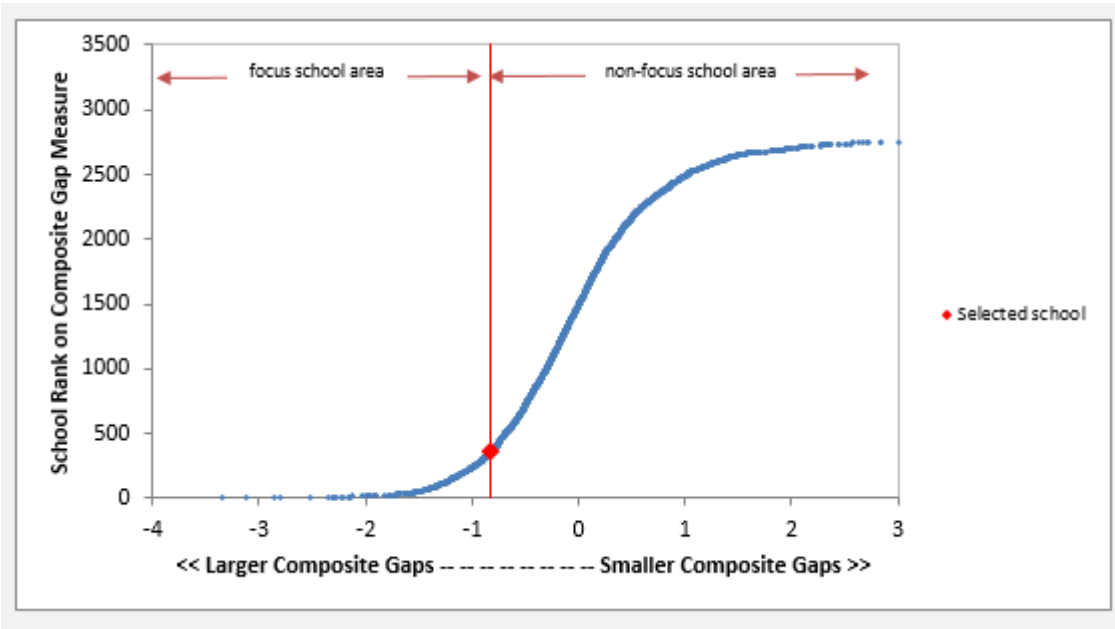


**What to do as a Focus School:**

**Step 1. Where does your school fall in terms of Achievement Gap compared with the other schools statewide?** (Available data tool: 2013-14 Achievement Gap Lookup Tool)

<http://www.michigan.gov/focusschools>

**Sample Focus School Achievement Gap (composite)**



**Step 2. Understand Focus Schools: *What is a Focus School? How was Focus School identified? What to do next?***

[http://www.michigan.gov/documents/mde/UnderstandingFocusStatus\\_427341\\_7.pdf?20141002082526](http://www.michigan.gov/documents/mde/UnderstandingFocusStatus_427341_7.pdf?20141002082526)

Step 3. Where is the gap? Identify the subjects with largest achievement gaps.

Sample Focus School Subject Achievement Gaps

Subject Area	Gap Measure (Negatives Indicate Large Gaps)
Elementary/Middle Mathematics	-1.6707
Elementary/Middle Reading	-1.4031
Elementary/Middle Science	0.1644
Elementary/Middle Social Studie	-0.6802
Elementary/Middle Writing	-0.5490
High School Mathematics	
High School Reading	
High School Science	
High School Social Studies	
High School Writing	
<b>Composite Gap</b>	<b>-0.8277</b>

Is this school a Focus School?	Yes
Is this school a Priority School?	No

**Step 4. Identify the bottom 30% students in each subject with large achievement gaps: *who are they?***

**Sample School Bottom 30% Student List:**

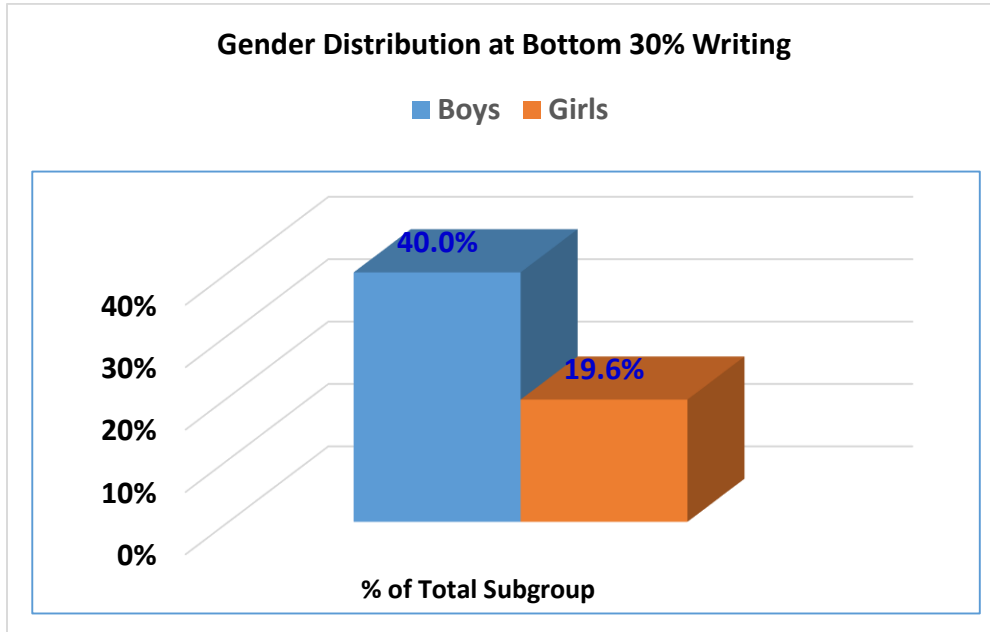
School X 2013-14 Reading: Bottom 30% Students														
	Name	Gender	Grade	Ethnic	Special Ed	Limited English	Economically Disadvantaged	Reading PL	Reading SS	Bottom 30 Reading	Reading Z Score	Reading Current	Reading Previous	Reading Proficient
1	Ian	Male	3	African American	No	No	Yes	3	307	Btm30	-0.974	3-Low		Provisional
2	Michael	Male	3	Hispanic	Yes	No	Yes	3	311	Btm30	-0.848	3-Low		Provisional
3	Brian	Male	3	White	No	No	Yes	3	311	Btm30	-0.848	3-Low		Provisional
4	George	Male	3	Hispanic	No	Yes	Yes	4	277	Btm30	-2	4-Mid		
5	Taylor	Female	3	Hispanic	No	Yes	Yes	4	297	Btm30	-1.441	4-High		
6	Shawn	Male	3	Hispanic	No	No	Yes	3	311	Btm30	-0.848	3-Low		Provisional
7	Tim	Male	4	Hispanic	No	Yes	Yes	3	311	Btm30	-0.848	3-Low		Provisional
8	David	Male	4	African American	Yes	No	Yes	3	301	Btm30	-1.27	3-Low		
9	Sharon	Female	4	African American	Yes	No	Yes	3	307	Btm30	-0.974	3-Low		Provisional
10	Elaine	Female	4	White	No	No	Yes	3	307	Btm30	-0.974	3-Low		Provisional

*The student names here are made up not real.*

**Step 5. Understand the bottom 30% students: *which student groups need the most focus to help to close achievement gaps?***

*breakdown into subgroups of gender, race/ethnicity, program participation (Special Education, Economically Disadvantaged, Limited English Proficiency), grade level, etc.*

Here is a sample subgroup analysis of the bottom 30%:



\*The bottom 30% students include more boys than girls in Writing.

**Step 6. Provide additional support for the targeted group/subgroup of students: *how to support these students?***

- Deep analysis of achievement and gap data
- Create Data dialogue within school/district: within & across grade level & team level
- Utilize the resources provided by the state:
  - *How to create and facilitate data dialogue (a 3-phrase process) for strategic change*

[http://www.michigan.gov/documents/mde/DataDialogueBooklet\\_438847\\_7.pdf?20141002082526](http://www.michigan.gov/documents/mde/DataDialogueBooklet_438847_7.pdf?20141002082526)

- *Requirements and supports for focus schools*

[http://www.michigan.gov/documents/mde/RequirementsForAllFocusSchools\\_427495\\_7.pdf?20141002082526](http://www.michigan.gov/documents/mde/RequirementsForAllFocusSchools_427495_7.pdf?20141002082526)

- *MI Toolkit: Achievement Gaps in Focus*  
<http://mitoolkit.org/focus>

**Step 7. Look at other types of assessment (e.g. NWEA, Diebels, AimsWeb, District Benchmarks, teacher-designed classroom assessment, etc.) & Track the progress of the target group/subgroup of students.**