

WASHTENAW INTERMEDIATE SCHOOL DISTRICT 2012-2013 YEAR END GOAL REPORT






INTRODUCTION

As we work with the diverse learners and communities in our county to ensure a quality education for every young person, the focus areas of our 20/20 Plan continue to serve as a critical roadmap in putting ***Students First***.

This year the intermediate school district embarked upon and was awarded full re-accreditation by AdvancEd. Being fully accredited means the agency, “scored high enough on all Standards and Indicators to warrant no concerns...” This accreditation provides our agency with affirmation that our vision, purpose, core values and improvement goals are aligned with our mission.

This year-end goal report, provides an update for each of the focus areas of our 20/20 Plan and the key indicators. This report contains three subheadings for most of the four focus areas:

- 1) **STATUS CHART**- This chart provides a visual update of the status of each key indicator. For each key indicator, the following symbols provide an update on the work for this school year:

Symbol	Definition
	Goal is completed or successfully in progress.
	Goal is still in emerging stages. Ongoing work is needed to move forward.
	Goal is not completed and/or not in progress.


- 2) **HIGHLIGHTS**-A short highlight summarizes the status of a particular key indicator. (NOTE: Not all key indicators have highlights.)
- 3) **DASHBOARDS**-We continue to focus on data as a way to drive our work, leadership and decision-making. The Dashboards show variations of baseline and current status data related to transportation, business services, technology, organizational and student achievement (NOTE: Not all key indicators have dashboards.)

Focus Area 1 – Boundary Spanning Partnerships and Regional Collaboration

GOAL

(1a) Improve safety, quality, and efficiency standards by optimizing the regional public school transportation operations. (Marcel, Moore)

STATUS CHART

Goals	Key Indicators	Status
1a1	Results of annual school bus inspections.	See Dashboard Indicators
1a2	Accident volume and severity.	See Dashboard Indicators
1a3	Utilization of bus seating capacity.	See Dashboard Indicators
1a4	Budget savings/route reductions.	See Dashboard Indicators
1a5	Streamlining operational structure in order to achieve economies of scale (i.e. consolidated fleet/maintenance for WR/Ypsi, unified delivery system, etc.).	

HIGHLIGHTS

We consolidated the transportation operations of Willow Run and Ypsilanti at the Willow Run facility for the start of the 2012-13 school year resulting in staffing reductions of one mechanic and one office position. The effort allowed WRCS to eliminate a contracted bus for school of choice students and YPS to reduce the number of buses from 7 to 2. Construction of a new parking lot and expansion of the facility to accommodate 45 “new” employees and 34 buses was completed in October.

Our greatest challenge continues to be maintaining the number of personnel to meet customer needs. Continuous hiring and training dominated our efforts and prohibited us from meeting a number of requests for extra curricular field trips. Since July 1, 2010 we have hired 64% of our current driving staff. During the 2012-13 school year, 32 new drivers were hired to replace the 52 who left WISD employment, in the same time frame. The majority left for other positions that offer more hours and year round employment.

Despite the challenges with drivers, during the school year we conducted over 2,500 field trips during and after school and on weekends, generating more than \$500,000 in revenue for our collaboration.

Contract negotiations with the MEA and the state appointed mediator were last held on October 25th. The employees submitted a petition with the Michigan Employee Relation Committee (MERC) that was rejected in July 2013 for lack of sufficient signatures.

We have seen a slight increase in preventable accidents; 15 FY 11-12 vs. 17 FY 12-13 for the period of September through June. The drivers have been retrained to address the specific type of accidents that occurred such as tail swing backing. In addition, they were disciplined according to the severity of the incident.

Our fleet of buses received a perfect inspection in January with all 183 buses receiving a passing grade. This status is an improvement from 9 violations in 2010-11 and 3 violations in 2011-12. WISD inherited a fleet that included 27 red tags in the 2009-10 school year.

Monthly safety meetings for a cumulative audience of over 1,450 drivers and monitors were held throughout the school year. Topics included first aide and CPR, bus evacuation, student management, winter hazards, slip and fall, bullying, defensive driving, field trips and reducing stress. The transportation and special education departments hosted in-service trainings in August, February and a special Saturday event in April with over 150 people from 15 LEA's in attendance. As a training agency, more than 850 bus drivers from Livingston, Monroe and Washtenaw counties attended one of 23 classes offered this past year.

The following changes occurred for the 2012-13 school year:

Ann Arbor changes included:

- Combined Bryant & Pattengill elementary runs
- Eliminated 3 high school runs (replaced by AATA bus passes for eligible students)
- Elimination of mid-day kindergarten runs (encouraged by the state)
- 3% reduction in regular ed bus routes; **81** FY 11-12 vs. **78** FY 12-13
- 9% reduction in regular ed bus runs; **164** FY 11-12 vs. **149** FY 12-13
- 14% reduction in regular ed miles daily; **6050** FY 11-12 vs. **5200** FY 12-13
- 5% increase in student riders per bus run; **36** FY 11-12 vs. **38** FY 12-13

Willow Run changes included:

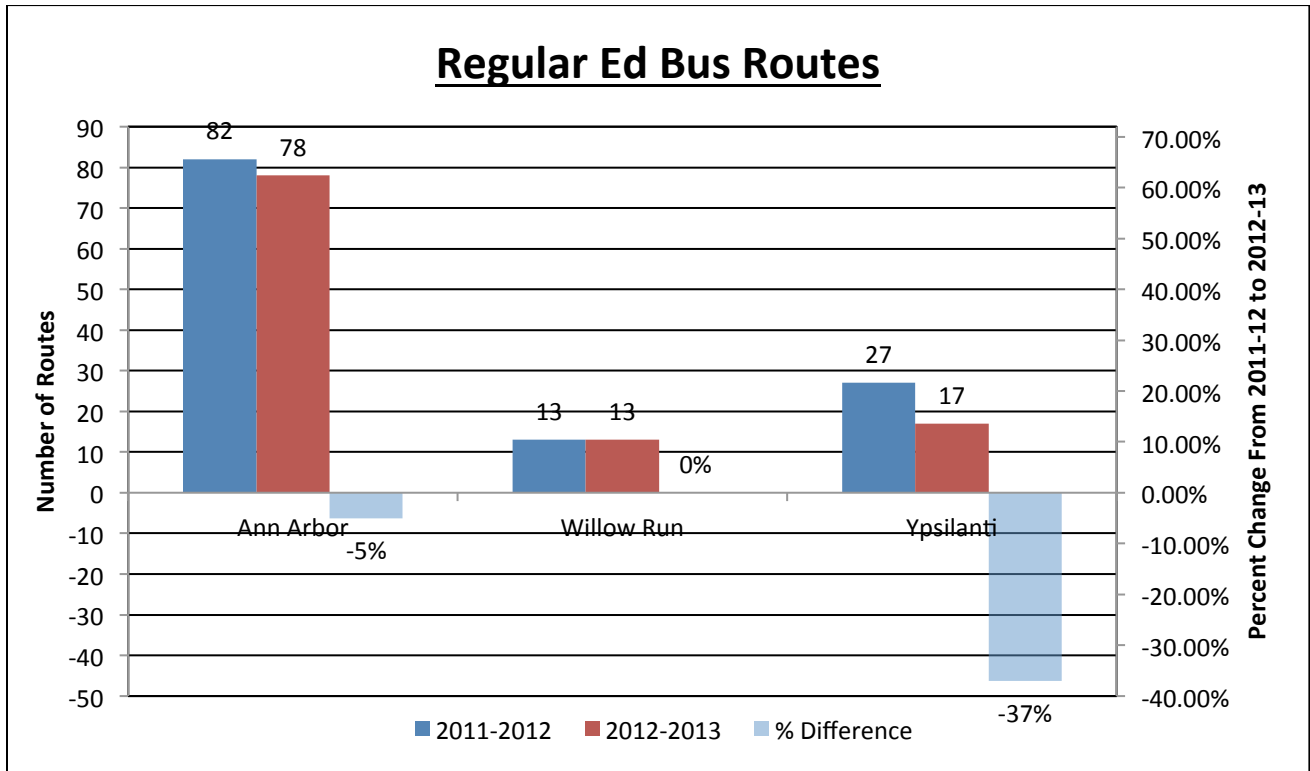
- Elimination of contracted bus for school-of-choice transportation
- Routing changes in 3-tier busing plan to accommodate change in high/middle grade reconfiguration and bell time changes for all grade levels
- 10% decrease in regular ed bus runs; **29** FY 11-12 vs. **26** FY 12-13
- 7% decrease in regular ed miles daily; **760** FY 11-12 vs. **706** FY 12-13
- 14% increase in student riders per bus run; **30** FY 11-12 vs. **35** FY 12-13

Ypsilanti changes included:

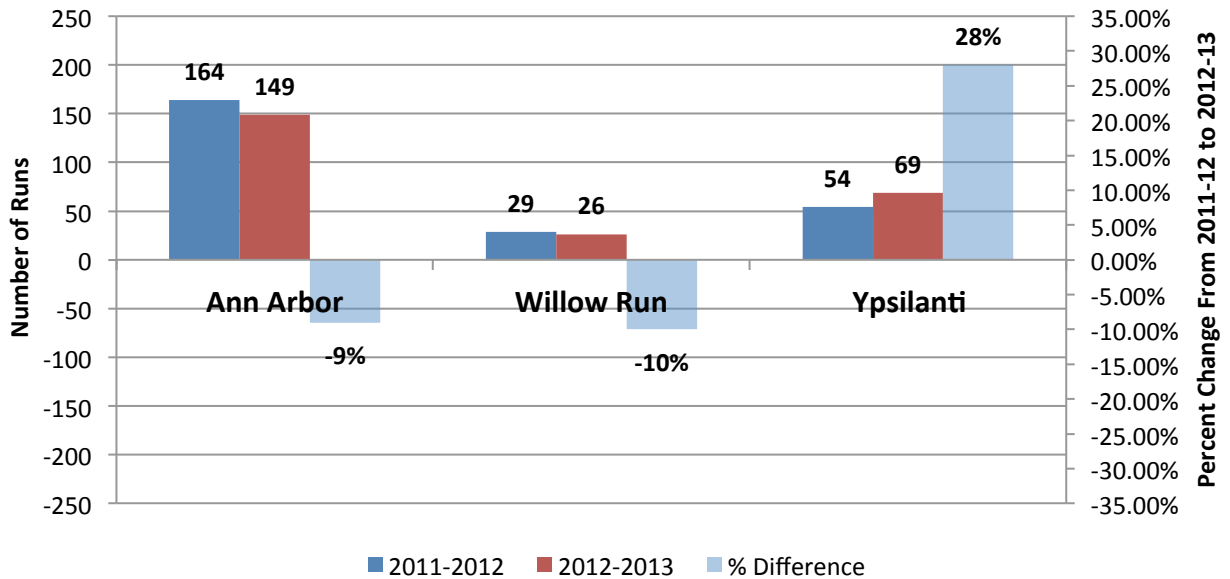
- Elimination of 5 contracted buses for school of choice transportation

- Routing changes from 3-tier to 4-tier busing system to accommodate change in bell times for all grade levels
- 37% reduction in regular ed routes; **27** FY 11-12 vs. **17** FY 12-13
- 28% increase in regular ed bus runs; **54** FY 11-12 vs. **69** FY 12-13
- 14% decrease in regular ed miles daily; **1952** FY 11-12 vs. **1668** FY 12-13
- 17% decrease in student riders per bus run; **34** FY 11-12 vs. **28** FY 12-13

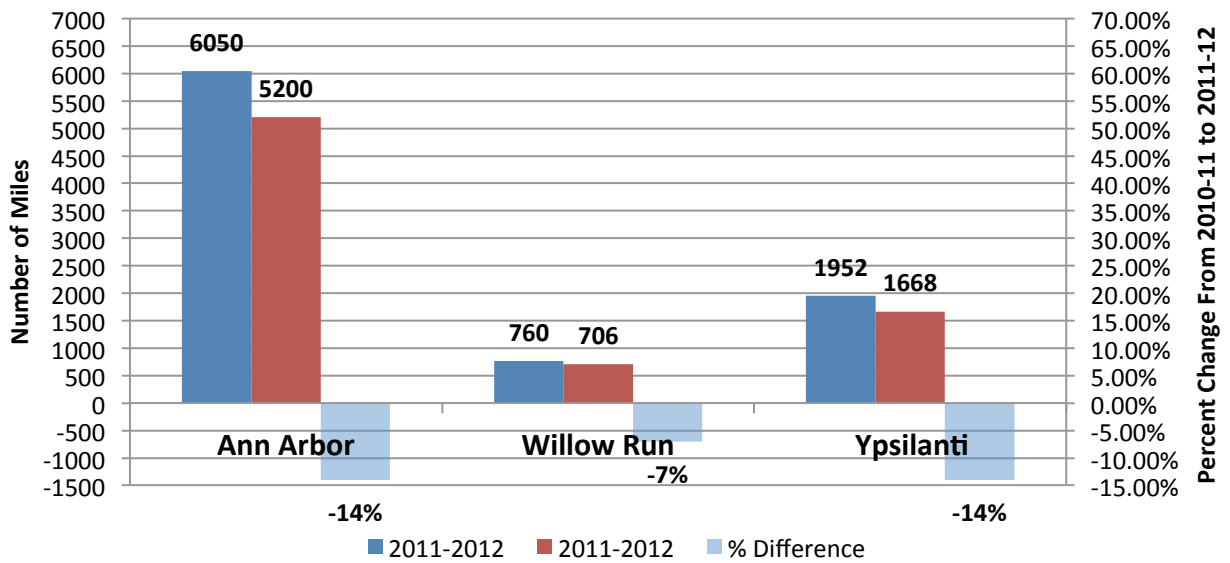
DASHBOARDS

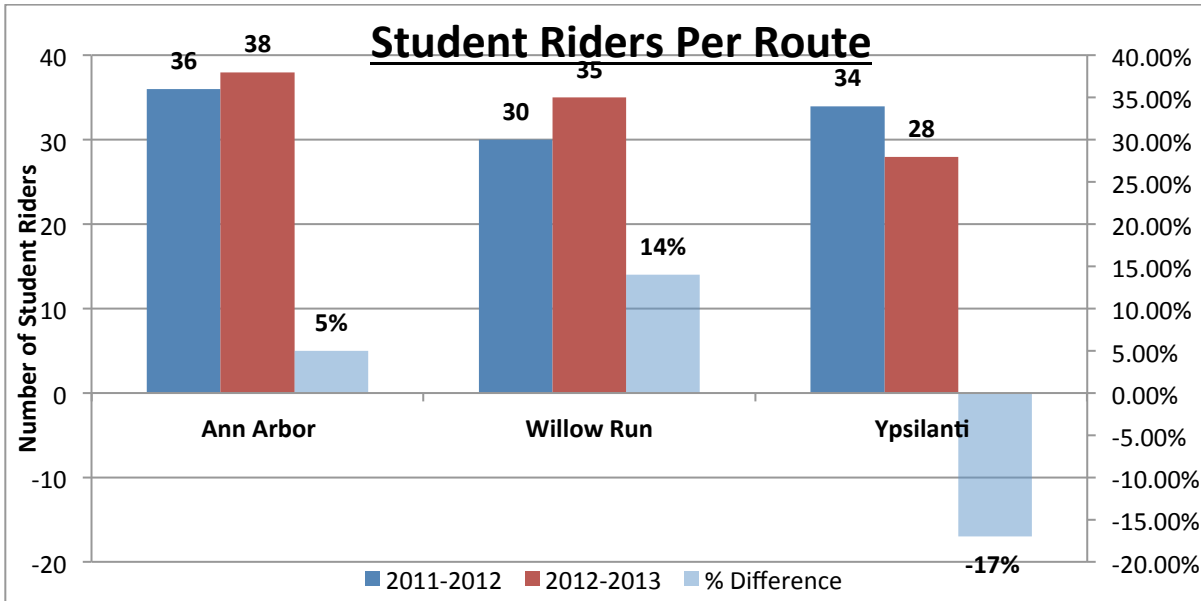


Regular Ed Bus Runs



Regular Ed Daily Miles





GOAL

(1b) Study and implement additional areas of regional collaboration around central office functions, including a plan for common platforms, human resources, business services, career and technical education and other areas that emerge throughout the course of the year. (Menzel, Marcel)

STATUS CHART

Goals	Key Indicators	Status
1b1	Comparison of services in place at the beginning vs. the end of the year.	
1b2	Identification of specific projects executed or in-progress.	
	Finance/HR Software Installation	
1b3	Identification of areas studied that were not implemented along with rationale.	Not Applicable

HIGHLIGHTS

An extensive amount of time, related to this goal, has been spent on the implementation of the new HR/Finance system, Logos.NET for K-12 from New World Systems. Both the Business Office and Technology staff have been working with the local districts, New World, and the project manager, Schafer Consulting, to establish and maintain an implementation plan, install hardware and software, troubleshoot issues and concerns, and train the system administrators

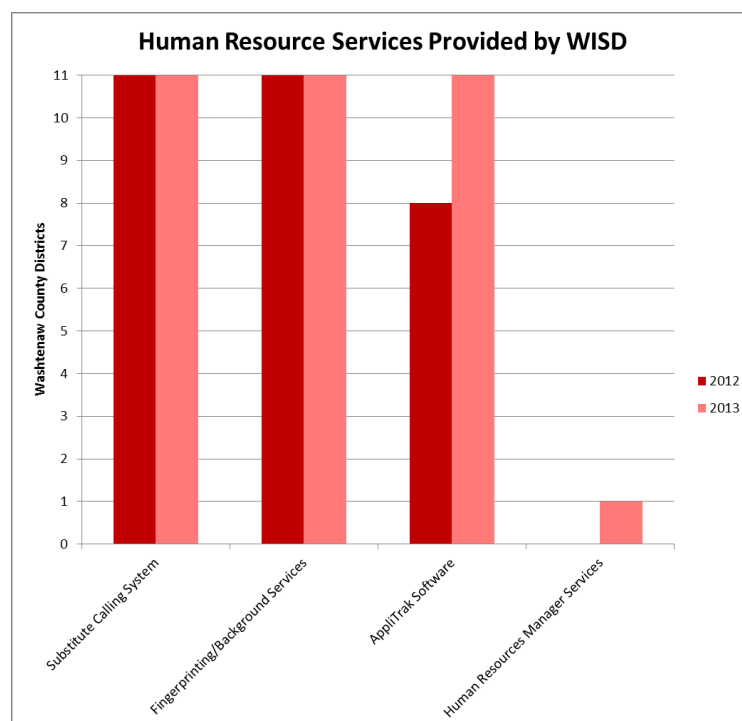
and “power users/designers” of the software. We have had some initial discussions with the local districts about the structure of the ongoing support for the software and will work to formalize an agreement this coming fall.

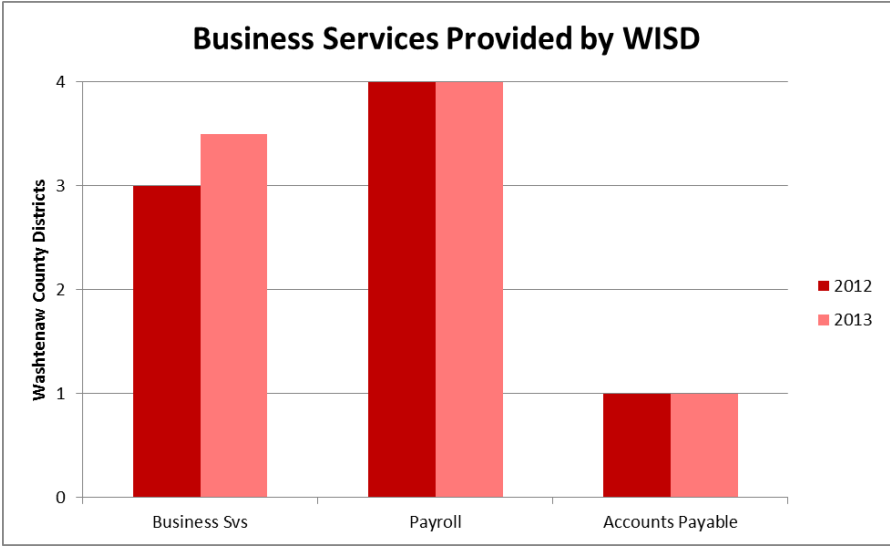
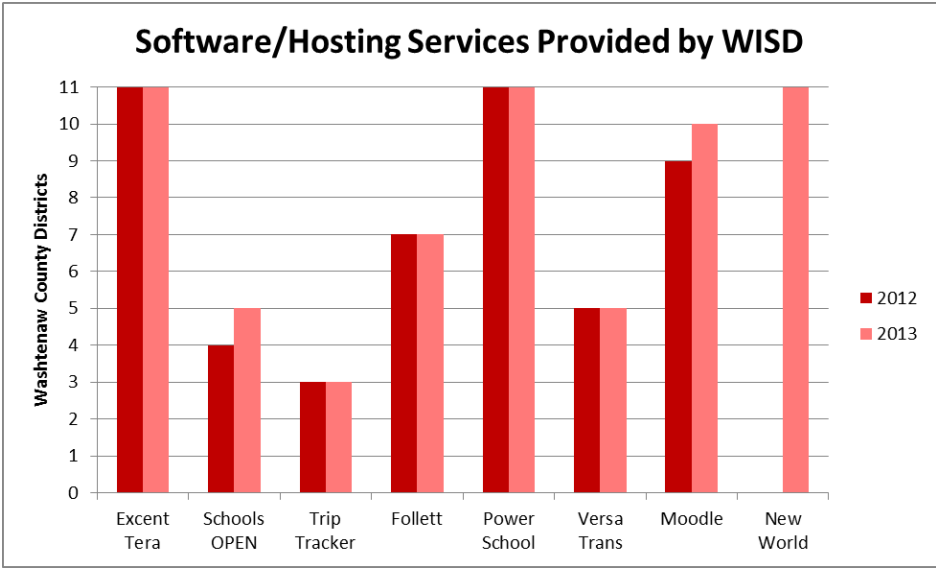
In addition to the software hosting/support handled by the Technology Department, they have also been busy this year with assisting districts with high-level infrastructure engineering services. We have contracts with Lincoln and Manchester and started work with Ypsilanti at the end of the year.

In the Business Services area, WISD provided business management services to Lincoln for a portion of the year, which is reflected as an additional 0.5 in the chart below. While the direct, on-site work has now been completed with the hiring of a full-time business manager, we were able to help out a local district with a definite need.

In the Human Resources area, WISD entered into a contract with Lincoln for 0.6 FTE human resources management services. The services started out as full-time in November and transitioned to the intended 0.6 FTE in February. The Human Resources Department has also provided training and consultation to local districts in the area of fingerprinting records. The State Police and FBI have compliance requirements related to fingerprinting records and have been conducting comprehensive audits of school districts, including several in Washtenaw ISD. These services significantly helped local districts improve their internal processes to be in compliance with the established requirements. The Human Resources Department has also provided consultation to many districts in the ISD on human resource and labor relations matters.


DASHBOARDS





GOAL

(1c) Assist in the unification efforts of the Ypsilanti and Willow Run School Districts. (Menzel, Shivers, Marcel, Norman)

Goals	Key Indicators	Status
1c	<i>A newly unified district established and opened on July 1, 2013</i>	


HIGHLIGHTS

- 61% of voters in both districts voted in favor of unifying WRCS and YPS
- WISD was awarded a six million dollar grant to facilitate the consolidation of the two districts
- After determining staffing needs, over 400 staff was hired for the new district utilizing newly established “commitments” for each position and newly established terms and conditions.
- The YCS Board of Education contracts with WISD for superintendent services
- A community developed district vision and design were established including key pillars, core values and guiding principles
- Board policies were reviewed and adopted
- District mascot and colors were established through community and student input
- A facilities audit was conducted and building use was determined for the 2013-14 school year based on community advisory group recommendations. This involved closing two school buildings.
- A balanced budget was developed and adopted by the board.
- The design of seven secondary programs was initiated and the programs developed for opening in September 2013.
- A formal partnership with Washtenaw Community College was enacted and two career credential programs initiated for the 2013-14 school year.
- Partnerships with numerous community organizations were forged, including: Eastern Michigan University to provide dual enrollment courses at the high school programs and the Dispute Resolution Center for their ongoing support of restorative practices.
- In the area of technology, new network, server, video, telephone and wireless have been replaced and improved. Applications have been consolidated to decrease costs and improve efficiency. New data systems have been built and training of Ypsilanti staff is ongoing.

GOAL

(1d) Provide leadership with respect to policy and advocacy work at the local, state, and national level (Menzel, Burton)

STATUS CHART

Goals	Key Indicators	Status
1d	<i>Continue to build relationships with state and federal legislators to influence policy-making at the state and federal level</i>	

HIGHLIGHTS

Mr. Menzel and Dr. Scott-Burton have been proactive in raising concerns and providing information to our legislators on various state and federal education bills and the implications those bills have on our districts. These bills have included Michigan House Bill 6004, US House Bill 5, Michigan lame duck Session.

Both collaborated with our local superintendents and special education directors in providing information for their own legislative advocacy. Mr. Menzel and Dr. Scott-Burton provided input to our state and national organizations in regards to ESEA reauthorization, IDEA reauthorization and Early Childhood Education issues. In addition, in March WAE hosted the State Board of Education Community Forum on the Future of Public Education in Michigan.

Mr. Menzel and Dr. Scott-Burton have provided guidance to our local superintendents and special education directors for public comment on state and federal proposed rules and regulations such as: Michigan Proposed Rules changes for Special Education programs and services; Federal Regulations regarding Medicaid Parental Consent and other rules/regulations.

Dr. Scott-Burton and Mr. Elyakin arranged legislative visits with Representatives Zemke and Irwin and Senator Warren. Dr. Scott-Burton and Mr. Elyakin have coordinated meetings with Senator Warren with mental health organizations in Washtenaw County to provide information to the Mental Health Commission on education and mental health issues. These meetings are ongoing and will continue to work with Senator Warren's office as she presents her workgroup's recommendations to the Governor.

Mr. Menzel and Dr. Scott-Burton communicated with state department officials and MAISA partners to address discrepancies within the State School Aid Act and School Code related to special education compliance monitoring, provision of services, and financial responsibilities for students with disabilities attending statewide cyber-charter schools. These communications raised awareness of the issues in order to ascertain guidance from MDE. This remains an ongoing issue within our state as communication continues with these entities.

FINAL UPDATE




Mr. Menzel and Dr. Scott-Burton continue to work with our constituent districts, professional organizations, and state and federal legislators on concerns, resolutions and implications of legislative and policy decisions at the state and federal level. Dr. Scott-Burton will be participating in a meeting this month to discuss special education funding for cyber charter and multi-site charters with representatives from MAISA, MAASE, MSBO and MAPSA.

Focus Area 2 – Education Programs and Student Services

GOAL

(2a) Ensure high fidelity in the implementation, review, evaluation and/or sustainment of the Secondary Options. (Dugger, Shivers)

STATUS CHART

Goals	Key Indicators	Status
2a3	Build a metric system for key achievement indicators in a dashboard format for each of the programs, including identifying common tools and links back to similar peers in local districts/state (including student and parent voices)	
2a5	Identify and institute system processes for communications and marketing that can be coordinated for all secondary options	
2a6	Develop processes to ensure continuous improvement of each secondary options program starting with ECA.	

HIGHLIGHTS

- The WAY and ECA programs met their enrollment goals for 2013 with WIHI coming close to meeting its goals. However, significant fall off over the summer will lower the expected incoming class by 5-9 students below earlier projections.
- Several marketing videos were produced for each program and for the secondary options programs in general. The secondary options programs received \$7,000 in funding from Washtenaw County Eastern Leaders Group and a 50% discount from Russell Video to produce the videos. Links to all four videos:

<http://www.wash.k12.mi.us/adminandcommdept/highschooloptions.php>

- A broad stroke marketing plan using commercial, billboards, print media, online media and periodicals was developed and implemented resulting in increased applications for all three programs.
- Manchester Public Schools joined the Early College Alliance for 2013
- Over 70 WAY graduates in 2013, up from 20 in 2012
- WIHI approved as an International Baccalaureate Diploma Program
- IB Diploma Program begins in the fall of 2013-14
- ECA ACT / MME composite 23.6 with 49% of all students rated as College Ready in all testing disciplines.



FINAL UPDATE

The ECA, WAY and WIHI will be moved into the Washtenaw Educational Options Consortium with the WEOC acting as the employer of all WEOC program employees including the directors and assistant directors of the programs. WISD will assume the role as fiscal agent. This is a change in how the programs are administered, operate and function.

GOAL

(2b) Continue to build the knowledge, understanding and optimal delivery of special education services throughout all facets of the WISD achievement initiatives. (Burton, Shivers)

STATUS CHART

Goals	Key Indicators	Status
2b1	Continue implementation of the WISD Curriculum and Instruction Committee in developing curriculum, instruction, and assessment structures within WISD special education programs.	
2b2	Continue efforts to include SEAM members as active participants with the ED 20/20 Steering Committee	

HIGHLIGHTS

The WISD Curriculum and Instruction Committee focused intentionally on the relationship to our student population, Common Core State Standards and Common Core Essential Elements. Over the course of the school year, the committee discussed and researched how the CC and CCEE could be implemented with our students. The Committee reviewed the Dynamic Learning Maps Assessment and its implications for instruction in our classrooms. In addition, for our students with medically fragile concerns, our High Point staff explored the MOVE (Mobility Opportunities Via Education) program to determine its effectiveness and possibilities of implementation for students in 13-14. Under the direction of Ms. Hester-Washington, our High Point staff began planning for Positive Behavior Supports with Honey Creek School. In addition to the six staff members trained in ICT during the 2011-12 school year, five additional staff members were trained in ICT in the 12-13 school year. The staff along with the WISD Curriculum and Instruction Committee continues to review instructional practices with the staff.

The WISD Curriculum and Instruction Committee developed and planned the March 20th Professional Development Day. In the morning session our teacher leaders focused on the future work of the ISD agency with the Common Core and 21st Century Skills. In the afternoon

session, all special education staff focused on Common Core, Common Core Essential Elements and instructional practices. Earlier in the year, professional development was provided to the teacher assistants on the Unique Learning System in our classrooms. In addition, our teacher consultants worked with the WISD Transportation Department to develop and present a professional development day for our constituent districts' bus drivers and monitors.

SEAM and ED 20/20 Members developed a work group to review achievement gap data on our students who struggle in the county through the Focus Schools work. Data sessions were developed for both special education and general education administrators. A specific data session was held for SE Directors on student achievement data for student with IEPs in our local districts.





FINAL UPDATE



The work of the WISD Curriculum and Instruction Committee will continue as our staff reviews relevant curriculum, instruction and assessment tools as well as meaningful professional development. As we begin the operations of Forest School and the Washtenaw Deaf and Hard of Hearing Program, we will incorporate in these programs the committee structure and goals. In our partnership with the Kennedy Center, UMS and AAPS, we will incorporate YCS into our long-range plan to expand arts integration and teaching artist opportunities as well as connecting students with artists during UMS performances. More intentional conversations and opportunities will be presented for county curriculum and special education directors to formulate ways to address the achievement gap using student data.

GOAL

(2c) Build a community wide partnership to implement and sustain a high quality, pre-kindergarten system that includes GSRP, Head Start, ECSE and tuition-based options. (Oman, Burton)

STATUS CHART

Goals	Key Indicator	Status
2c1	Establish a monthly countywide preschool partnership meeting for GSRP and Head Start programs.	
2c2	Establish methods for assessing program quality standards within GSRP and Head Start classrooms.	 partially achieved
2c3	Work with Washtenaw County to transition Head Start grantee status to Washtenaw ISD.	
2c4	Expand single point of entry system (recruitment, intake and enrollment) for Head Start and GSRP.	

2c5	Expand availability of Head Start and GSRP to ensure access for all eligible families wishing to participate.	
2c6	Expand the number of school-day preschool options available to eligible families.	

HIGHLIGHTS

All GSRP Sub-recipients and Head Start delegates and partners now participate in the newly established Washtenaw County Quality Preschool Partnership.

In 2012-13 WISD provided an Early Childhood Specialist for 14 GSRP classrooms. In 2013-14, WISD will provide Early Childhood Specialists for all Partnership classrooms (54 GSRP classrooms). WISD now has a process in place to conduct best-practice Program Quality Assessments for all classrooms and to collect countywide data that can direct professional development and inform classroom and teaching support strategies.

As of July 1, 2013, Washtenaw ISD has been awarded the contract to provide Head Start services for the county. Transitioning and hiring is currently underway. Key leadership positions have been filled and negotiations with the County and Head Start delegates is going very well. We are confident that the transition of the grantee status will be accomplished without disruptions for families and children.

The transition of Head Start grantee status to WISD is going to accelerate the development of a local Preschool Single Point of Entry System. A partnership has already been established with Child Care Network to create a single access point (phone and web-based) for preschool referrals. WISD has already established the first Head Start referral/waiver process in the County. All GSRP and Head Start partners and delegates have been informed that a single, countywide recruitment and enrollment system will be in place for the 2014/15 program year.

DASHBOARDS

Progress has been made over the last 12 months to increase the availability of quality preschool to eligible children in the county. A protocol has been established that will guide future expansion as additional funding is secured or made available.

Washtenaw County Combined GSRP / Head Start Slots for Enrollment:

2011-2012:	2012-2013:	2013-2014:	% Increase 2011-2014:
1274	1287	1564	22.8%

For working families, access to quality, school day preschool programs are critical. With an additional \$1.7 million in GSRP funding for the 2013/14 school year, far more GSRP programs are beginning to offer at least some school day options for working families.

Washtenaw County GSRP / Head Start Children Enrolled in a School-Day Program:

2011-2012:	2012-2013:	2013-2014 (Forecast):	% Increase 2011-2014:
137	369	570	316%



Focus Area 3 – Diversity, Inclusiveness and Customer Service

GOAL

(3a) Expand our organization’s capacity to support a productive and diverse workforce.

(Marcel, Clark)

STATUS CHART

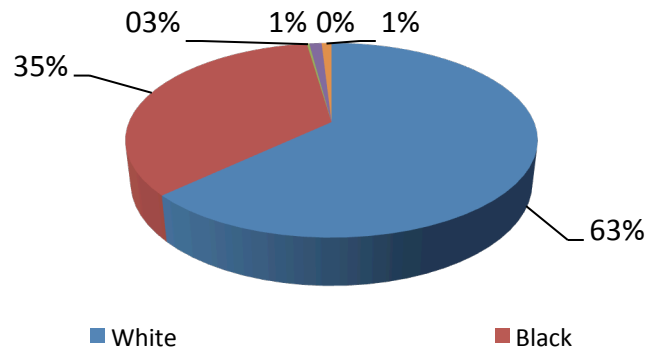
Goals	Key Indicators	Status
3a1	Investigate and administer employee perception survey options and determine feasibility for district wide survey implementation	
3a2	Continue to identify strategies utilized to recruit racially- and culturally- diverse candidates	

HIGHLIGHTS

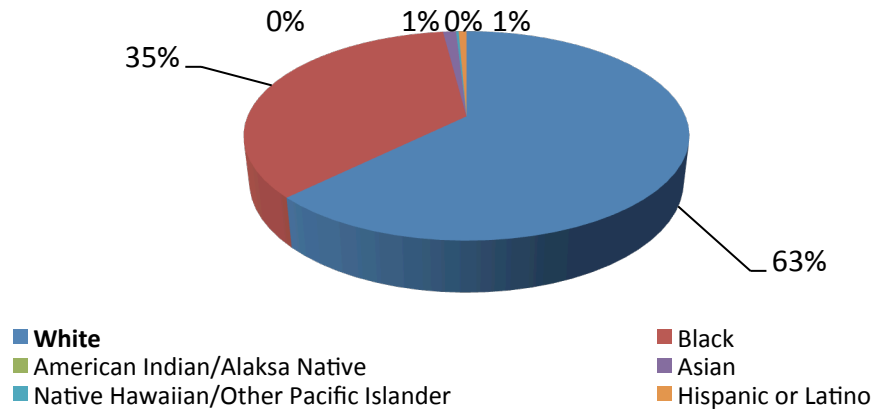
We will be administering the INSIGHTeX Cultural Assessment to be taken by all district employees. The objective of the assessment is to better equip the district with the knowledge and understanding of the organizational culture in order to drive culture excellence with proven strategies at both the district and individual building level. The process starts with an 88 question online survey designed to identify the “culture” within our organization. As one part of a continuous improvement process, the Cultural Assessment identifies areas of strengths as well as areas for improvement. Through a completely anonymous online process, ISD staff will be asked to answer questions from four different organizational levels. The last part of the feedback process involves all employees. HUMANeX staff will come to the ISD and facilitate the feedback sessions.

DASHBOARDS

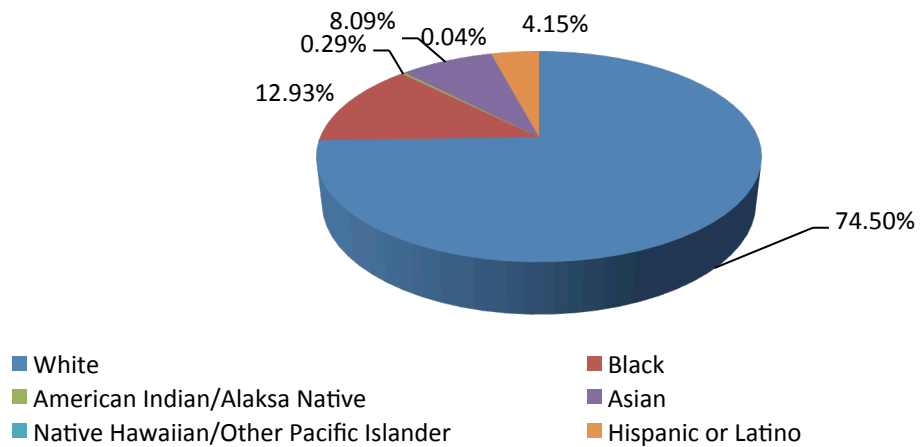
ETHNICITY OF WISD WORKFORCE 2012-2013



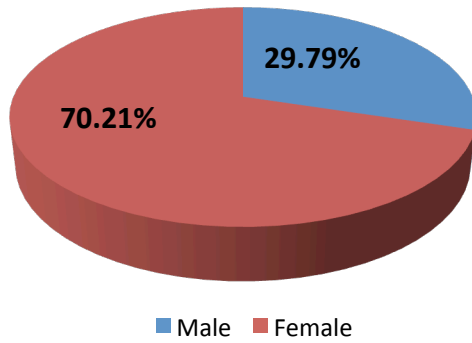
ETHNICITY OF WISD WORKFORCE 2011-2012



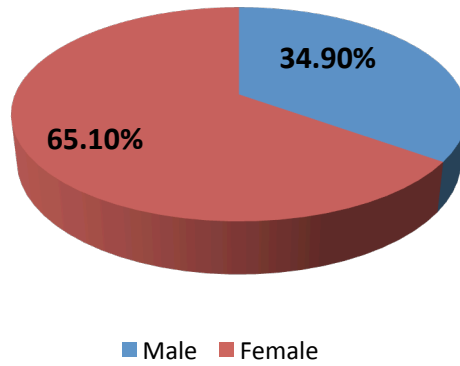
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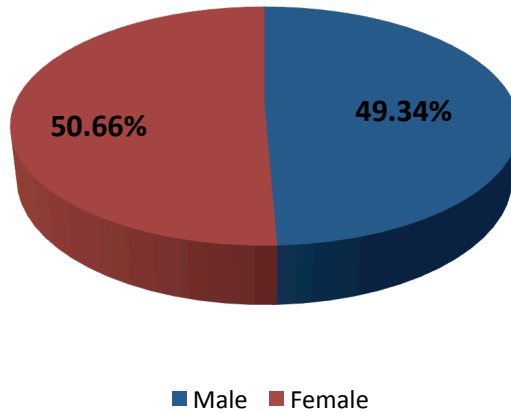
GENDER OF WISD WORKFORCE 2012-2013



GENDER OF WISD WORKFORCE 2011-2012



GENDER OF WASHTENAW COUNTY



FINAL UPDATE




The Human Resources Department plans on rolling out the assessment after the start of school, with feedback sessions scheduled a few months later. The District has contracted with HUMANeX to administer the survey for the next three years.

The Human Resources Department continues to provide assistance in first line screening of applicants, as well as participating in second round interviews in an effort to continually assess the district's recruiting process and adherence to the goal of diverse applicants and candidates. The ISD has maintained a high level of minority employees and has actually hired at elevated levels when compared with the local Washtenaw County population. We anticipate this trend will continue.

GOAL

(3b) 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)

STATUS CHART

Goals	Key Indicators	Status
3b1	<i>Increased integration of explicit diversity and differentiation research and instructional strategies into professional growth and learning opportunities sponsored and/or facilitated by WISD</i>	
3b2	<i>Increased focus on diverse populations in student learning outcomes across the county</i>	
3b3	<i>Increased professional participation and development of WISD leadership team to focus specifically on underserved students in Washtenaw County (socio-economic and racial diversity)</i>	

HIGHLIGHTS

- WISD hosted over 200 students and adults in our first youth diversity forum: Speak the Truth/Seek the Truth. After a phenomenal guest speaker, students were divided into three groups and participated in interactive sessions focusing on segregation, media influence and stereotypes. Simultaneously teachers, leaders and community members participated in three sessions that focused on data portraits (the disaggregation of subgroup data), teachers' premises and beliefs and preparation for the upcoming

Understanding Race Project. In the afternoon, a panel of community leaders talked about how their organization approaches the challenges of diversity and discrimination. They also took questions from youth representatives. We were fortunate to have on our panel Sheriff Clayton, President Bellanca (WCC), Stephanie Rosales (public health), John Austin (Michigan Board of Education), Ellen Bonter (superintendent) and Mary Jo Callan (community and economic development).

- Scott Menzel, Naomi Norman, Gregory Peoples, Sarena Shivers and the superintendents from Willow Run and Ypsilanti attended the National Alliance of Black School Educators Conference in November. Conference breakout sessions focused on data systems, special education, school improvement and mentoring for at-risk youth. Plans are underway for more of our leadership team to participate next year and potentially present.
- The Understanding Race: Are We So Different Exhibit was launched during the 2012-2013 school year. Plans were made for students across the country to view the exhibit, teachers/administrators across the county were provided with weekly updates on community events related to the exhibit and WISD hosted the superintendents in the county to a private viewing of the exhibit in late February.
- WISD took an active role in the planning and preparation for the NAAPID at Night talent celebration. This year the event was held in March due to a weather delay at Lincoln Consolidated Schools new performing arts center. Sarena Shivers and Cheryl Taylor represented the ISD on the planning committee.
- Sarena Shivers served along with State Representative Rutledge, Sheriff Clayton and other leaders in our community on the Conversations With Brothers Planning Committee. This committee (a group of concerned civic, public and private leaders) met to study the state of African American males in Washtenaw County. The group worked with UofM and the Center for the Study of Black Youth in Context to create a data tracking system to track truancy, court involvement, graduation rate, college readiness and other indicators. Data will be used to target specific areas of need in our community and organize concentrated services and support for young men at-risk.
- The year concluded with plans underway for WISD hosting a second annual countywide student diversity forum. The forum will be held on Friday, November 1, 2013.

DASHBOARDS

Sample Student and Teacher Comments from Washtenaw County Diversity Forum

Group	I came expecting....	I got...	I want next year...
STUDENTS	<ul style="list-style-type: none"> • To have fun. • A wider definition of diversity. Thought I'd spend more time 	<ul style="list-style-type: none"> • A very important lesson and speech. • Lots of information in session one (wish 	<ul style="list-style-type: none"> • Less is more – more time to process/<u>do</u>. • The unexpected kids to come so they can see


	<p>working with students.</p> <ul style="list-style-type: none"> • Lecturers, group activities, awkwardness between the students. • Talking about our direct situations and experiences. More discussion within larger groups. • To be thought about diversity. • That I would have to go through TONS of sessions and just learn a little. • Boring lectures all day. • A day off from school • To talk to adults instead of other students. • This whole conference to be boring. 	<p>it was hard copy and that we could have examined it more.</p> <ul style="list-style-type: none"> • Lectures, group activities, and awkwardness between the students. • In small groups, talking about our experiences regarding diversity and cultures. • Knowledge on diversity and how it is all around the world. • I saw everything in a new perspective, I've really learnt a lot. • A lot more than I was expecting. • Information that motivates me to be successful in life. • Good ideas of how to change, how people sort each other. • A completely different experience. 	<p>what happens at a forum like this.</p> <ul style="list-style-type: none"> • To have more of an influence on my peers (positive). To change stereotypes, or negative views on certain "groups" of people. • To come to more diversity meetings so I can learn more about diversity. • I won't be here next year ☹️ but this was great. • More movement. • To be the year I succeed. • To have maybe bigger groups/classrooms. • To be somewhat the same but more lively and fun. • To participate in activities like today.
STAFF	<ul style="list-style-type: none"> • To help my students talk about race. • I had no expectations. I was told that I was taking kids on a field trip. I didn't know what it was. 😊 • Not sure what I expected. Talking and sharing ideas. • Action plan for schools to take back and implement. • More small group dialogue. • Discussions on race/ethnic issues in classroom. • A forum for the students but I wasn't sure what there would be for adults. • Some talk on diversity. Kids would have a good experience. • To have discussions about diversity. 	<ul style="list-style-type: none"> • The problem is more wide spread – beyond my small world of Willow Run. • Awareness – prompted my thinking about diversity. Interesting look at the data. • More exposure and info on the Understanding Race Project. • Data'ed' out. Still the question, what do we do? Achievement gap. Nothing changes. 	<ul style="list-style-type: none"> • To come up with an action plan and to include students in making the plan, evaluating the plan and improving the plan. • Other issues dealing with diversity. S.E. issues, LGBTQ issues gender etc. • More interactive with the students. • More tangibles – how do we incorporate and actually plan and do culturally relevant teaching? I'd love for us to do this again <u>with</u> our students as well. • More small group discussion.

		<p>Negative feeling.</p> <ul style="list-style-type: none"> • Ideas/opinions from adult members from other schools. Good discussion tools and how others view educational challenges. • Valuable connections, information about resources (including human). • A lot of talk about diversity. Some inspiration. • A discussion and presentation regarding race. • A few small resources targeting large issues or topics in the county. • A <u>lot</u> of data about our schools. 	<ul style="list-style-type: none"> • Chances to hear students and how they approach the topic/issues of race in school setting. • Some time to meet with adults from our district/school to discuss an action plan. • More concrete plus more concrete funding. More follow thru from leaders. • To discuss diversity that includes: LGBT, Gender, abilities, \$, religion. • More with students. I was really curious to see how our students reacted to today's events.
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GOAL

(3c) Build a culture of respect and responsibility that ensures internal and external high quality customer service. (Menzel, Marcel, Clark)

STATUS CHART

Goals	Key Indicators	Status
3c1	<i>Continue to build relationships, understanding and awareness of local district needs</i>	

HIGHLIGHTS

The Human Resources Department arranged a presentation by Kevin Harty from Thrun Law Firm on preparing for and conducting negotiations that was attended by 28 people, including area superintendents.

Additionally, the ISD partnered with the Michigan Association of School Personnel Administrators to host a free teleconference on school reform presented by attorney Barb Ruga from Clark Hill. This

program was open to all our constituent districts and fourteen people attended the conference, including three area superintendents.

Ms. Clark created specialized training on the Michigan State Fingerprint Audit process, which was presented to six of our constituent districts, as well as four public schools in Livingston County.

Ms. Clark also created a checklist along with instructions on how to begin the teacher contract review process as it related to prohibited subjects of bargaining that was shared with all constituent district superintendents.




Ms. Clark and Dr. Scott-Burton worked with Thrun Law Firm to develop a new operator agreement for the countywide Hearing Impaired and Forest School programs. Ms. Clark and Dr. Scott-Burton presented information to the Washtenaw Superintendents' Association on options to non-renew existing contracts and worked to facilitate the transfer of the two programs to the ISD.

The ISD hosted a free workshop on Diversity Awareness and Non-Verbal Communications offered by the Michigan Special Education and Mediation Program.

Focus Area 4 – Innovative Change in Teaching and Leading

GOAL

(4a) Develop and implement a comprehensive P-20 model in Washtenaw County that ensures the diverse learning needs of all students is met. (Menzel, Heaviland, Oman)

Goals	Key Indicators	Status
4a1	<i>Develop a community blueprint case of support for a comprehensive P-20 model, including identification of key benchmark indicators by summer 2013.</i>	
4a2	<i>Support 2 cohorts from eastern Washtenaw County in the creation of early college experience for youth to increase the percentage of dual-enrollment completions for the 2012-13 school year.</i>	
4a3	<i>Pilot a data project with post-secondary institutions in the county to follow the GearUp Cohort as the group transitions from the K-12 system.</i>	

HIGHLIGHTS




Goal 4a1 was halted due to the school design work on the eastern side of the county. While conversations were had with key community leaders, the greater community timing for this work was not in place to proceed forward. We did, however, work with youth in Willow Run and Ypsilanti on steps to increase dual enrollment participation and successful completion (4a2).

Both Ypsilanti New Tech & Willow Run High School worked with Washtenaw Community College to have all rising 11th and 12th grade students participate in the online orientation, tour the campus, apply online, and complete the entrance exam during the 2012-13 school year; this was piloted at Ypsilanti New Tech during the 2011-12 school year. Additionally, students were recruited for a 6-week summer, half-day session to increase basic reading, writing and soft skills required to dual enroll. Of the 15 participants, 5 were credentialed to dual enroll fall 2013. All participants gained at least one level on the entrance exam and 14 were awarded the soft skill credential.

Overall, 59 YCS students will be dual enrolled at WCC for fall 2013 semester, which is an increase from 36 during the 2012-13 school year.

GOAL

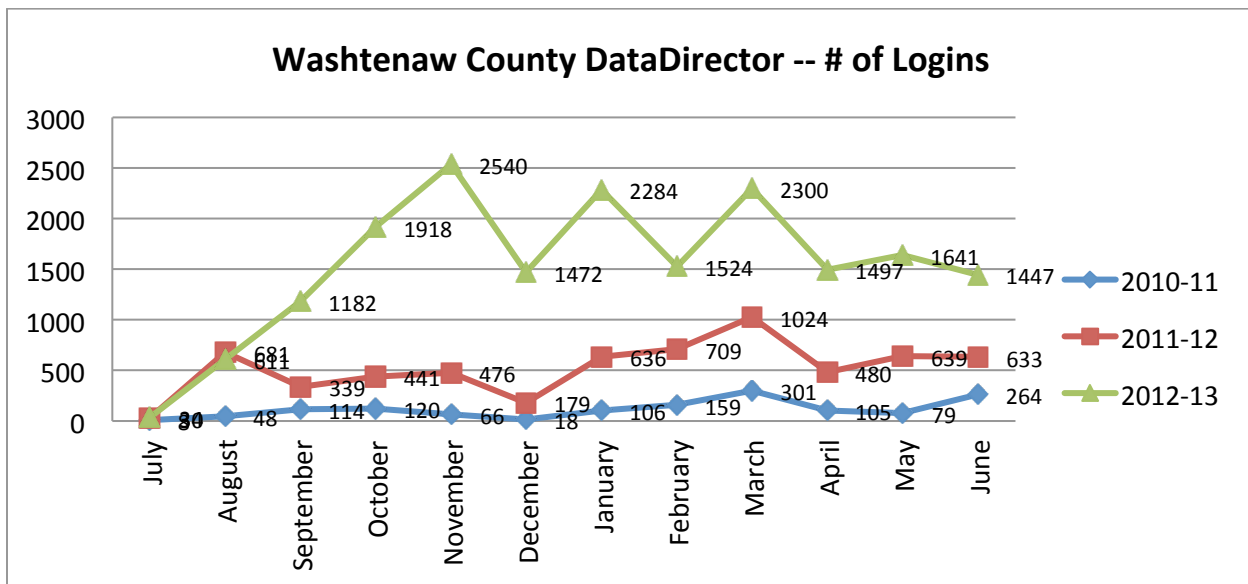
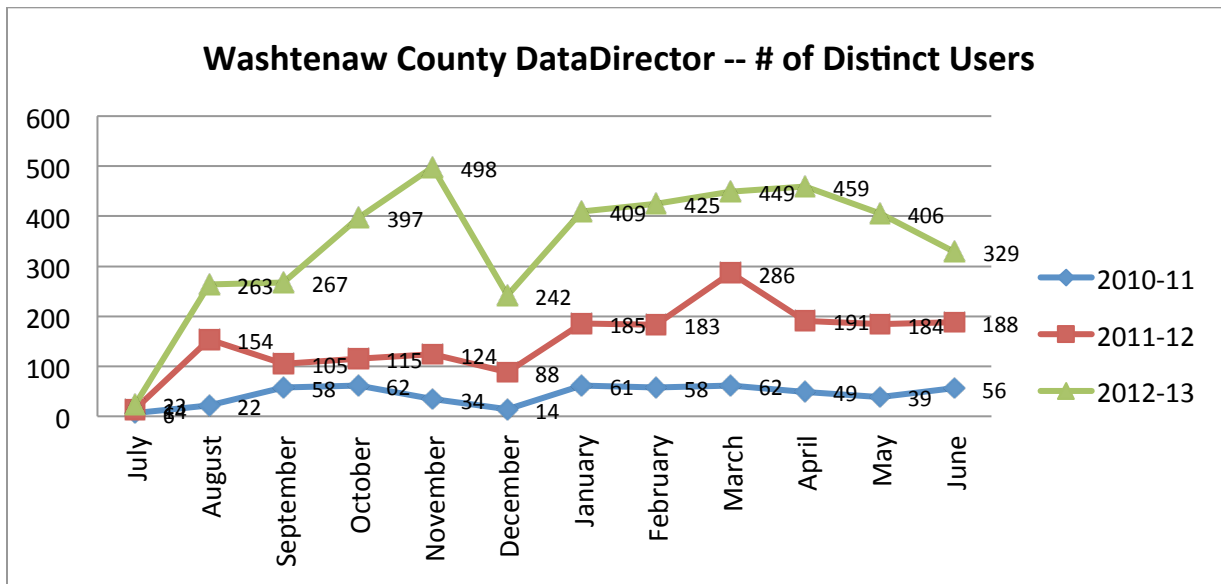
(4b) Lead efforts that will support school districts in the proficient creation and use of high quality data systems at every level for the purpose of making informed decisions to improve student achievement. (Norman, Domino)

Goals	Key Indicators	Status
	<i>Increased use of Data Director to access student performance data</i>	
	<i>Coordination of data systems across Washtenaw County through common data collection processes</i>	
	<i>Established pilot project for early warning indicator system</i>	

HIGHLIGHTS

- Designed and installed a common PowerSchool registration page for all districts in the county. It will increase the data quality and ensure more accurate data analysis.
- Increased use of Data Director for access to student performance data.
- Investigated options for next-generation tools for student performance data management and analysis.
- Established pilot project with Lincoln High School to develop an early warning indicator system that identifies students who may need additional support to prevent failure.
- In the area of technology, we designed and installed a common PowerSchool registration page for all districts in the county. It will increase the data quality and ensure more accurate data analysis.

DASHBOARDS






FINAL UPDATE

Districts are continuing to work with Washtenaw ISD to maintain and create data systems that help to make informed decisions. Working together, a common student registration form was implemented across all districts. This allows for consistent access to all demographic data. The Data Director tool continues to expand in use, although technology directors and curriculum directors are working together to determine if this is the best tool to use as we move forward. With new early warning indicator systems, the next-generation data tools show great promise.

GOAL

(4c) Lead efforts that will support school districts in implementing effective instructional practices through professional development and development of instructional leaders. (Shivers, Norman)

Goals	Key Indicators	Status
4c1	<i>Common Core Conference with participation from all districts</i>	
4c2	<i>Instructional Leader Network Model</i>	
4c3	<i>Assessment Network Action Research Project</i>	

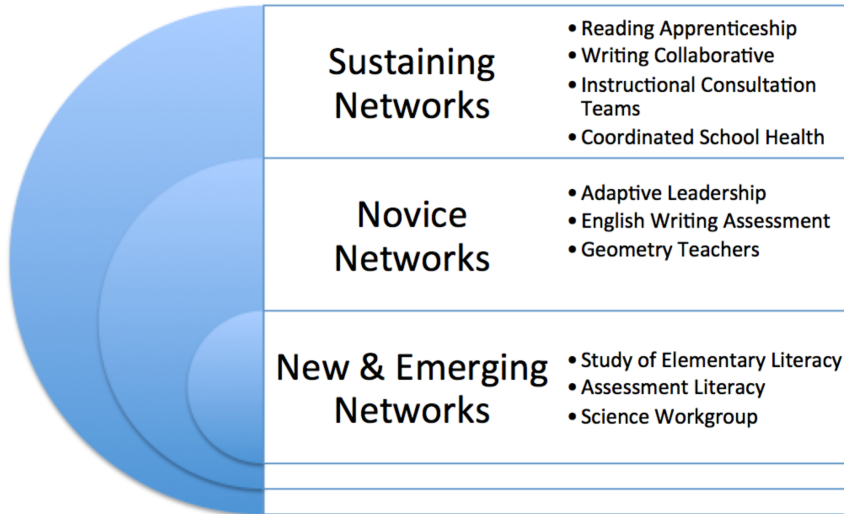
HIGHLIGHTS

The Achievement Initiatives Team tackled some substantial professional development:

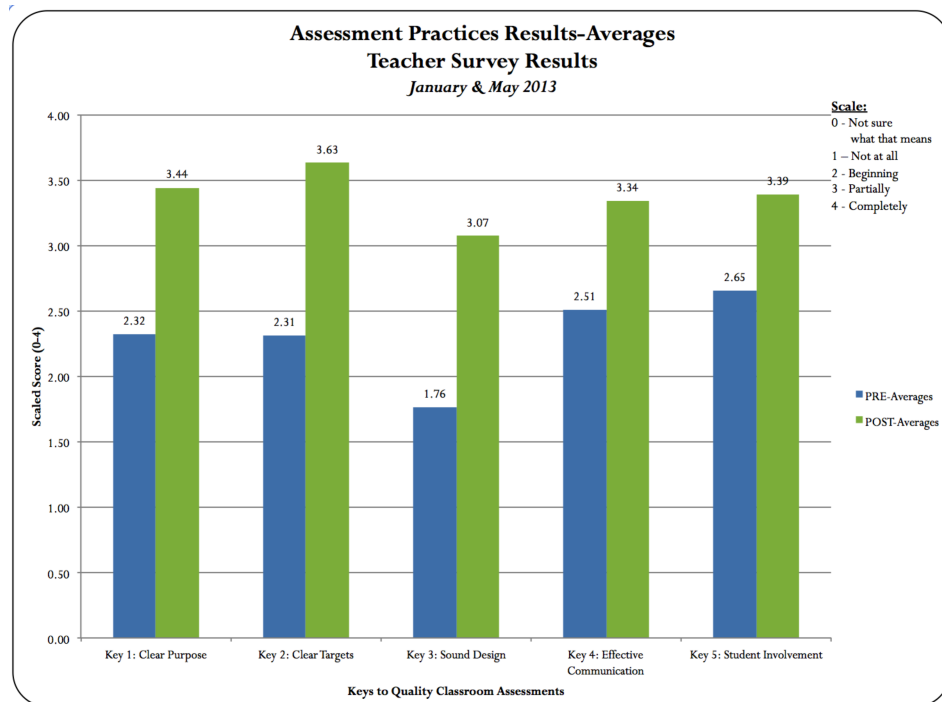
- Common Core Conference – over 200 educators participated in the three-day conference identifying key components of the Common Core Standards
- Instructional Networks – Several networks were sustained, several were initiated, and several were researched for potential implementation.
- Implementation of an intensive action research project focused on professional learning in the area of assessment
- Customized professional development was offered in nearly all districts based on district request

DASHBOARDS
Network Map

**Achievement Initiatives—Washtenaw and Livingston Counties
 Instructional Networks 2012-13**



Action Research Project Results
Teacher Knowledge:

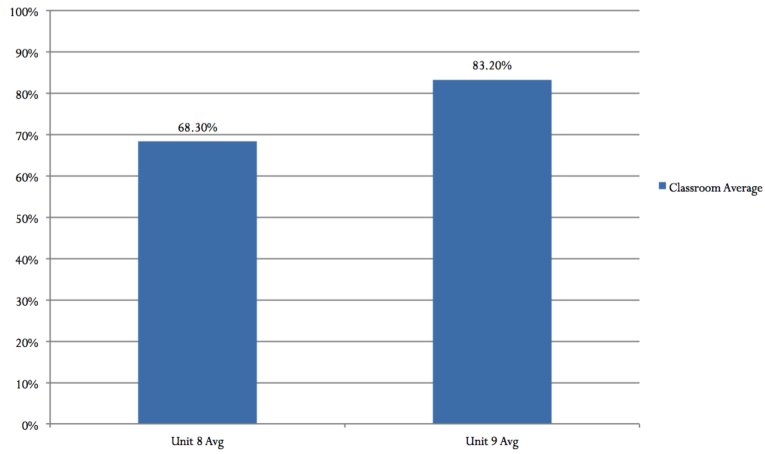


Student Growth:

Action Research Results

These are the elementary class assessment results from the previous unit in comparison to the unit that was taught using the assessment framework.

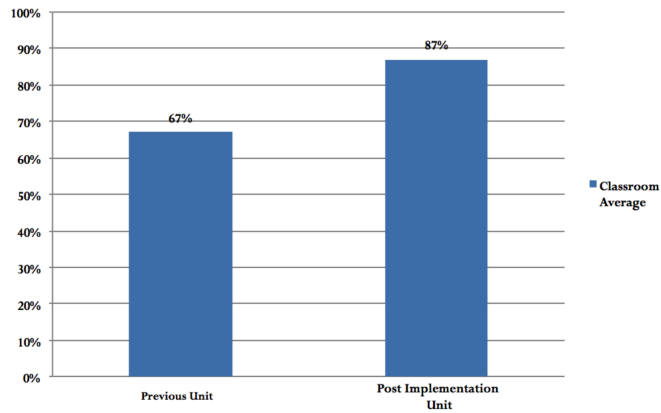
Elementary Math Summative Assessment Comparison



Action Research Results:

These are the middle school class assessment results from the previous unit in comparison to the unit that was taught using the assessment framework.

Middle School Social Studies Summative Assessment Comparison



FINAL UPDATE

The professional learning networks have been an effective way to support instructional learning throughout the county. The Education 20/20 Steering Committee, made up of instructional representatives from each district, has driven the focus of the networks and continues to evaluate their effectiveness. More sophisticated systems for tracking the impact of the networks are being developed, including a countywide yearly survey of teachers and tracking of individual student growth.