



Early Notice Planning Considerations for Potential PLA Schools

Michigan Department of Education

April 30, 2012



Welcome and Introductions

- Agenda

- What is the PLA List and What Does It Mean?
- Considerations for School Reform and Redesign
- School Reform Plans and Requirements
- Timeline for School Reform Planning
- Funding Considerations
- Next Steps



Persistently Lowest Achieving Schools

- Schools are currently placed on the list by being in the lowest 5% of one of the tiered groups identified based on metrics approved by the U.S. Department of Education as required by state law.
- Metrics for identifying PLA schools are based on student achievement (math and reading), Title I funding eligibility, and school improvement efforts.



Why Am I Here?

- Superintendents wanted early warning on potential placement on the PLA list
- Schools from your district were in the bottom 15% of the 2011 Top to Bottom list
- MDE will be creating a new PLA list in August 2012
- PLA Schools are required by legislation to develop a comprehensive reform plan within 90 days of publication of the list



2011 Legislation – School Reform Act MCL 380.1280C

- “(16) If a school that is included on the list under subsection (1) is operated by a school district in which an emergency manager is in place under the local government and school district fiscal accountability act, then the superintendent of public instruction shall not issue an order placing the school under the supervision of the state school reform/redesign officer.”



SRO and PLA School Oversight

- State Reform Office/Officer position was created to provide leverage for dramatic improvement in the state's persistently lowest achieving (PLA) schools.
- The legislation supporting this office also established the State School Reform/Redesign District. The authorities, duties, responsibilities of the district were transferred over to the Education Achievement Authority.



Persistently Lowest Achieving Schools

What is the difference in being under the supervision of the State Reform Office and the State School Reform Redesign District/EAA?

State Reform Office:

- It is the district's/school's last opportunity to address persistent failure on their own.
- Districts/schools are required to develop and implement a redesign plan that meet specific requirements.



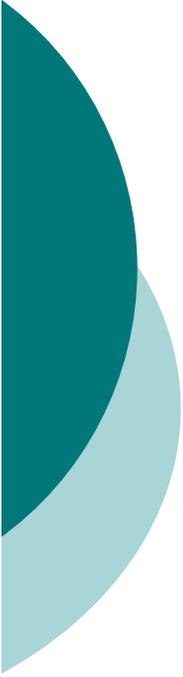
What is the Educational Achievement Authority and How Is It Relevant to PLA?

- Schools that are under supervision of the SRO need to develop and implement a reform plan
- Schools that fail to effectively implement their plans and show turnaround are transferred to the EAA
- Functions as a statewide school district
- Impose one of the 4 intervention models
- Impose addendums to collective bargaining agreements to implement school intervention model
- Exercise power of SRO, school board, superintendent for schools placed in EAA
- Power to terminate rights/obligations under collective bargaining agreement/employment contracts
- Determines significant achievement to be released from EAA



Our Goals

- Schools placed on the PLA list develop effective redesign/reform plans for rapid turnaround
- Schools effectively implement their plans during a 3-year timeframe after development
- Schools are able to meet the reform plan goals and AYP requirements (of the ESEA Flexibility Waiver) at the end of the process so that they can return to LEA oversight



How is the PLA List Determined

Venessa Keesler

Bureau of Assessment and Accountability



Top to Bottom (TTB) Ranking

The statewide top-to-bottom ranking takes into account both student achievement on state tests and graduation rates. Student achievement on state tests is included in the statewide top to bottom ranking in the following three ways:

- Achievement at the elementary, middle, and high school levels
- Improvement in achievement over time
- The largest achievement gap between two subgroups calculated based on the top scoring 30% of students versus the bottom scoring 30% of students



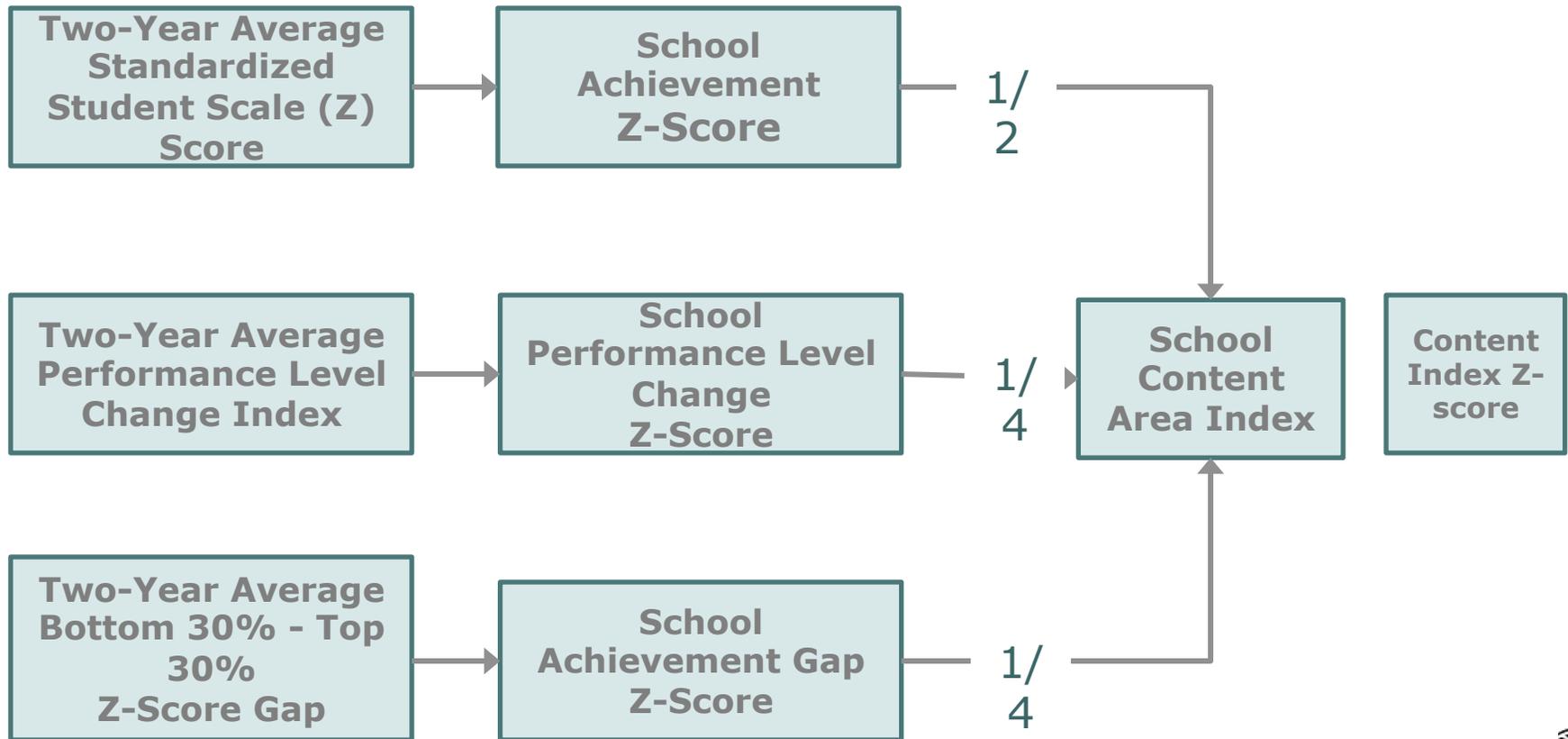
TTB Ranking

In addition to the achievement components, student graduation is included in the statewide top-to-bottom ranking for schools with a graduation rate in the two following ways:

- Graduation Rate
- Improvement in graduation rate over time

How Is the Top to Bottom Ranking Calculated

- For grade 3-8 reading and mathematics



Weighted Performance Level Change

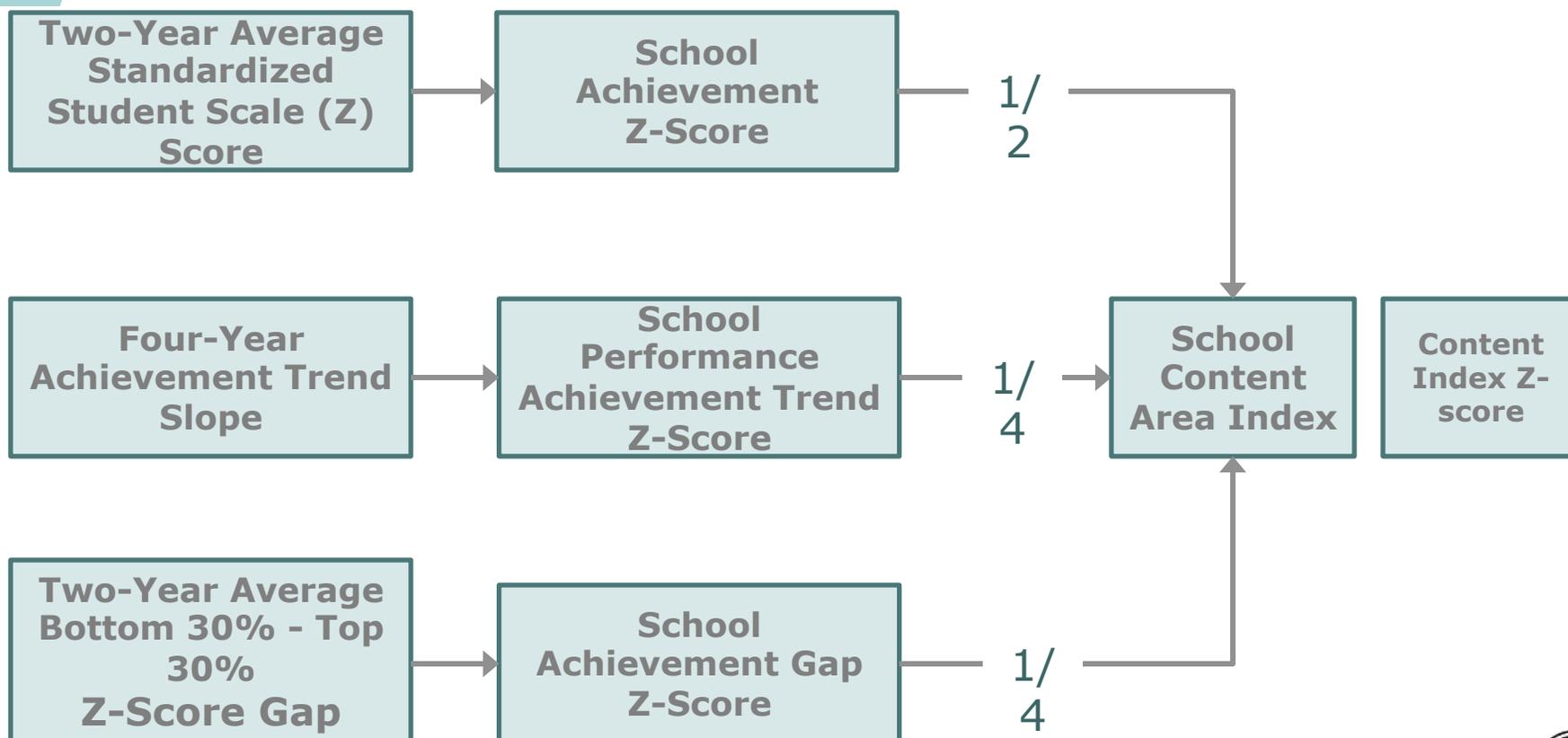
- A weighted composite of individual student performance level change is used to calculate improvement in grades 3-8 reading and mathematics

| Previous Proficiency | Significant Decline | Decline | Maintain | Improvement | Significant Improvement |
|---------------------------|---------------------|---------|----------|-------------|-------------------------|
| Not Previously Proficient | -2 | -1 | 0 | 1 | 2 |
| Previously Proficient | -2 | -1 | 1 | 1 | 2 |

- Rewards large improvements more heavily, rewards maintenance of proficiency if a student was already proficient

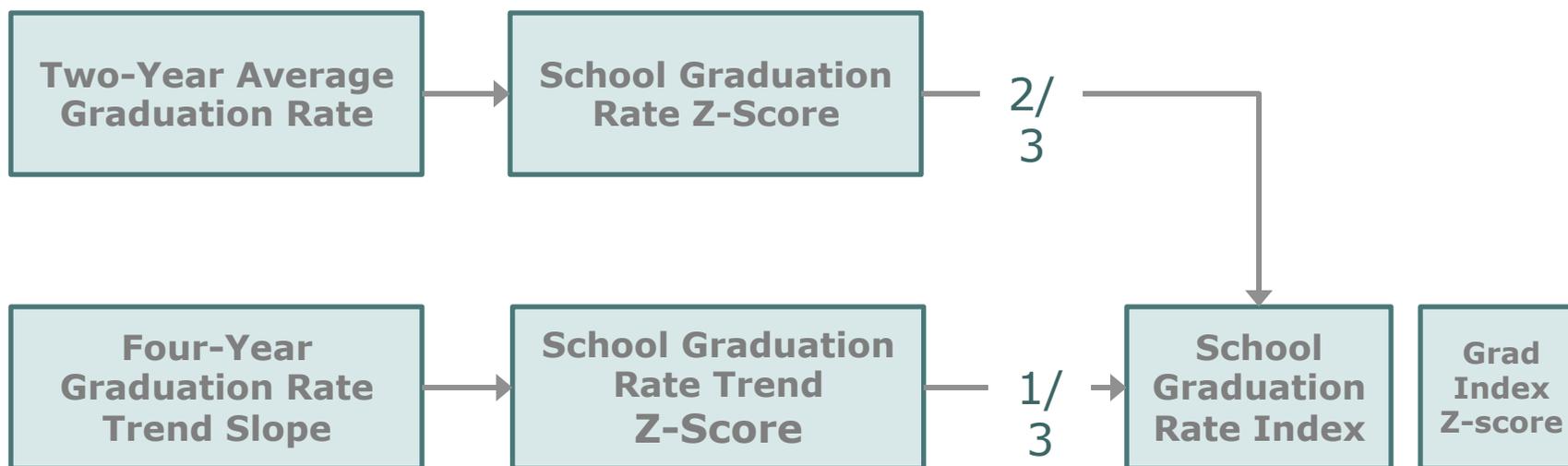
How Is the Top to Bottom Ranking Calculated

- For science, social studies, writing, and grade 11 all tested subjects



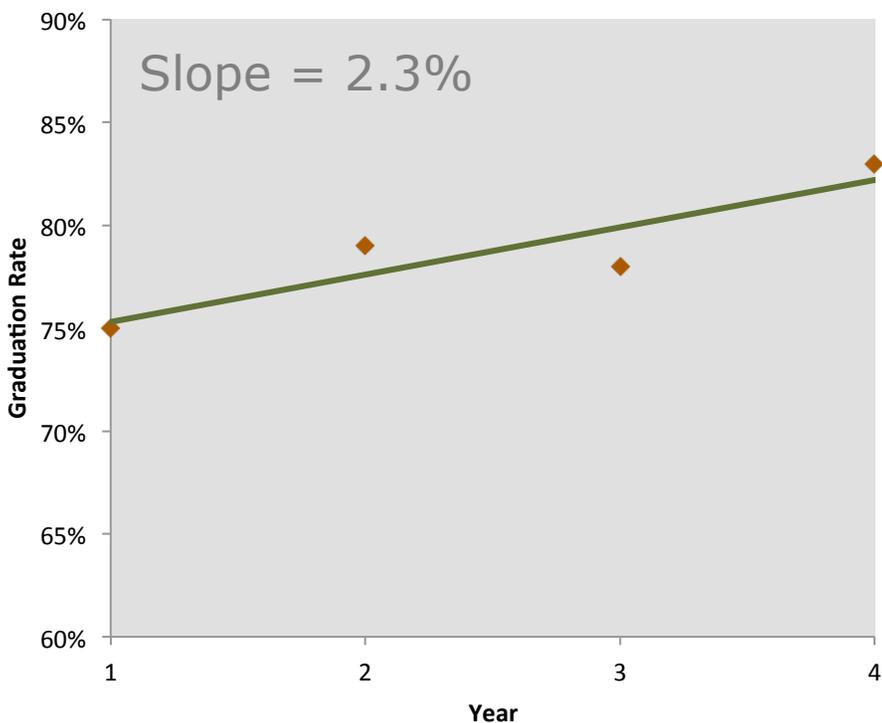
How Is the Top to Bottom Ranking Calculated

- For graduation rate



How Is the Top to Bottom Ranking Calculated

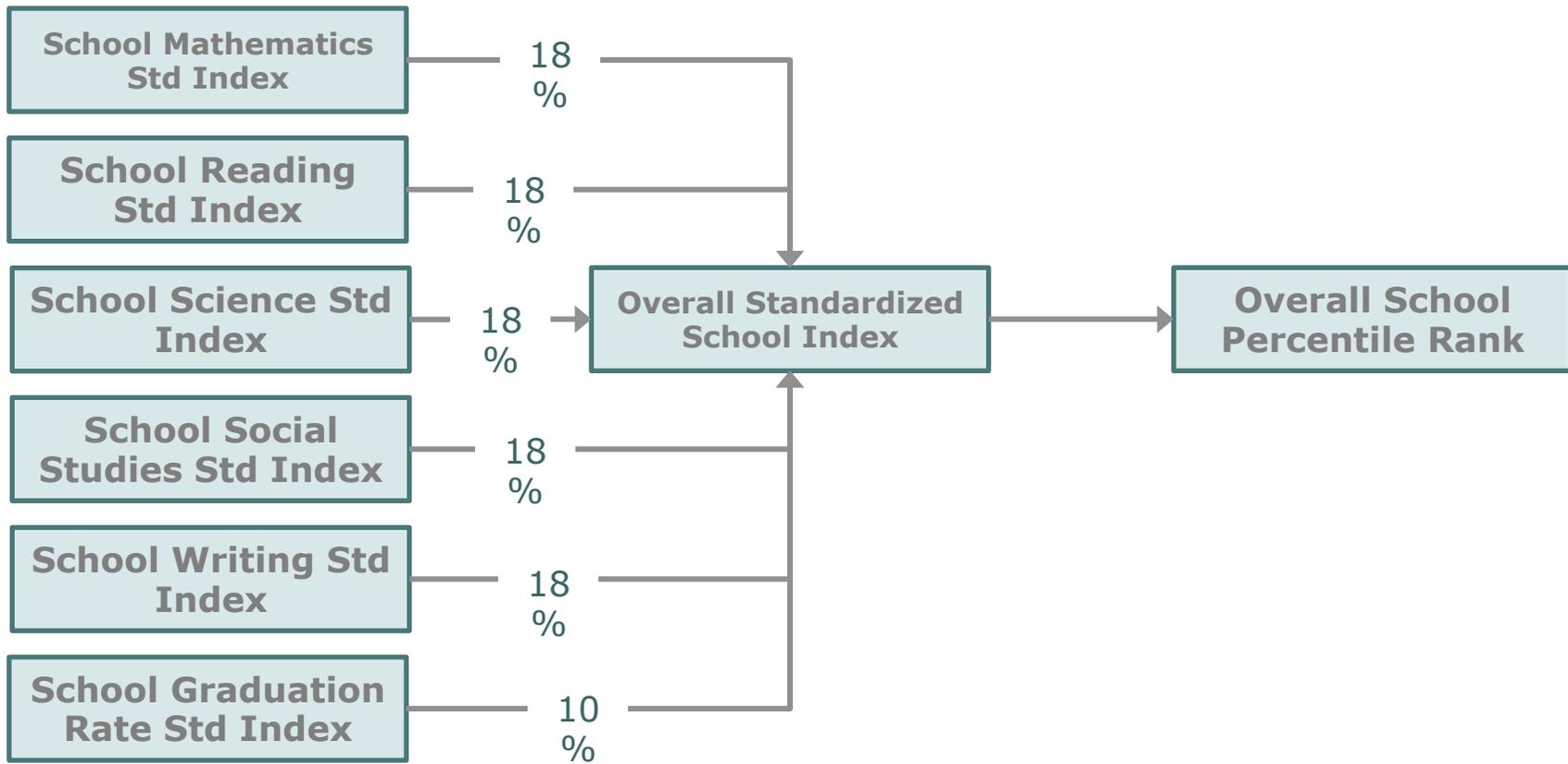
- Calculating a four-year slope (e.g., graduation rate)



- Plot the school's graduation rate for the last four years
- Plot a linear regression line through the points
- Calculate the slope of the line (gives the school's annual improvement rate)

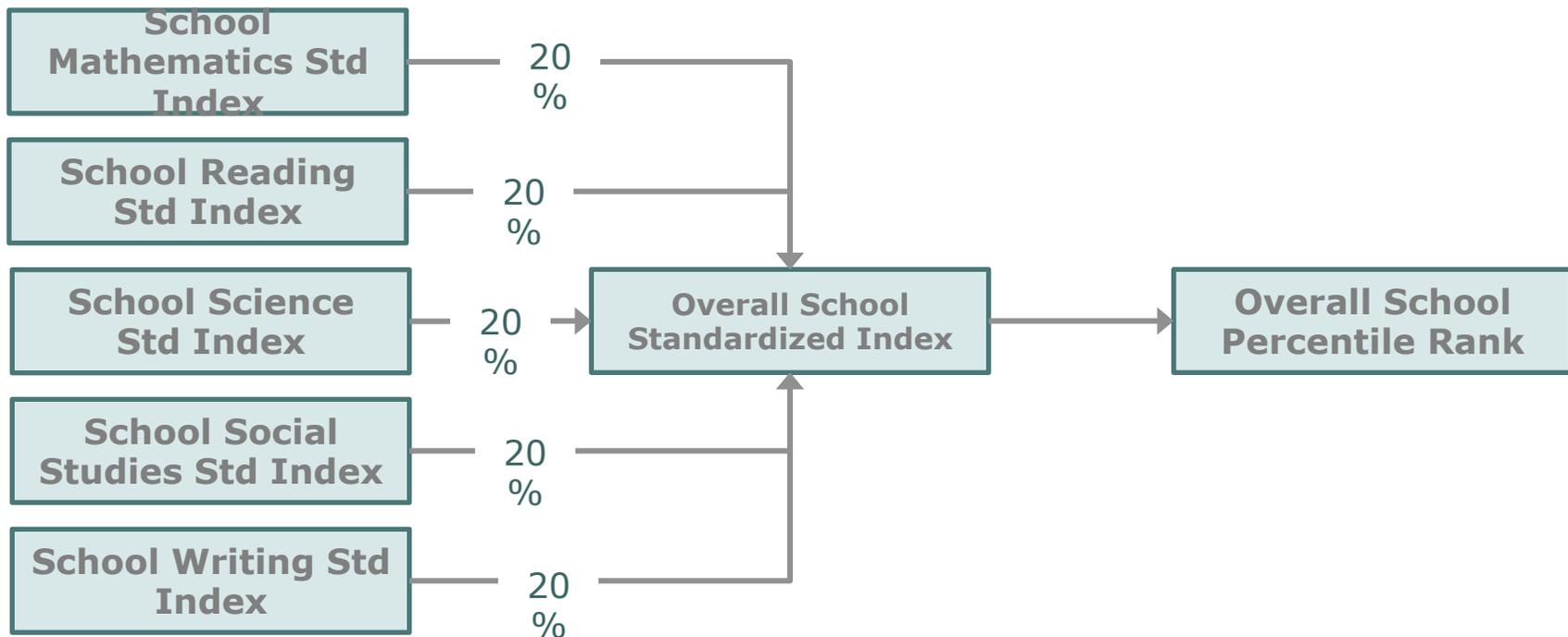
How Is the Top to Bottom Ranking Calculated

- Calculating an overall ranking for a school with a graduation rate



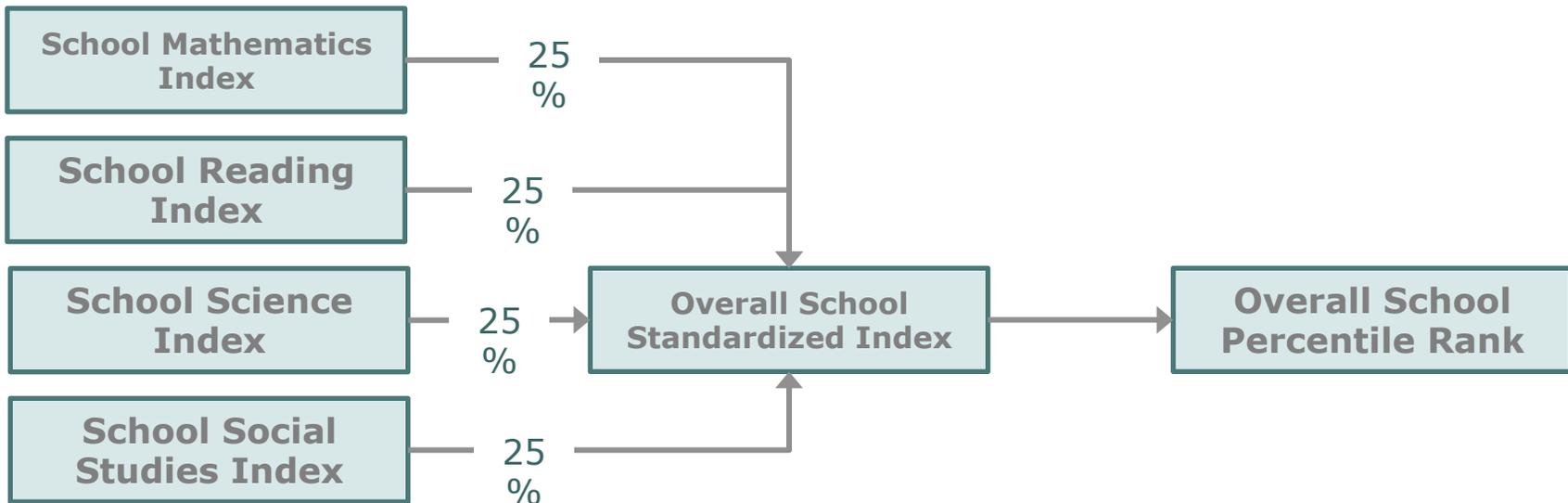
How Is the Top to Bottom Ranking Calculated

Calculating an overall ranking for a school without a graduation rate



How Is the Top to Bottom Ranking Calculated

- Calculating an overall ranking for a school without a graduation rate and without a writing score



Why are the lists different?

| | Top to Bottom | PLA |
|-------------------------|---|---|
| Subjects included | Math Reading Writing Science Social Studies | Math Reading |
| Graduation rate? | Yes | No |
| Components | Achievement (1/2) Improvement (1/4) Achievement gap (1/4) | Proficiency (2/3) Improvement (1/3) |
| Proficiency? | Uses standardized measure of student performance (z-score) | Uses proficiency levels |
| High achieving schools? | Calculation adjustments to avoid "ceiling effects" | No adjustment |
| Tiers? | No tiers; all schools included | Tiers; Title I, AYP and school level considered |



What do we know about “turnaround”?

Stephen Best
School Reform Office



Reform vs Improvement

- This is not just an effort to encourage school improvement
- Reform requires significant change throughout a school (and district)
- The goal is rapid turnaround!
- What is possible?
 - 90-90-90 schools data
 - Center for Innovation and Improvement
 - Beating the Odds



Discussion

- What are your thoughts or concerns about focusing on rapid turnaround and reform?
- Use the papers on your tables to have one person in your group note 2-3 ideas or comments to address this question.



Break



About the PLA School Process

Linda Forward

Office of Educational Improvement and Innovation



What Does It Mean to Be a PLA School?

- Schools need to develop a reform plan using one of the four intervention models established by USED
- Plans need to be approved during the 2012-13 school year for implementation through the 2015-16 school year
- Plans need to address all of the requirements of the chosen model
- Plans must include collective bargaining agreement amendments needed to implement the intervention models



Collective Bargaining and PLA

- HB 4628 amended the Public Employment Relations Act to prohibit certain subjects from being collectively bargained:
 - Teacher placement or personnel decisions
 - Employer's performance evaluation system
 - Discharge or discipline of an employee
 - Classroom observations decisions
 - Performance-based method of compensation
 - Parental notification of ineffective teachers



Reform Plan Intervention Models

- Transformation – requires a broad series of district and building reforms to address leadership, teacher quality, instruction, data use, and community engagement
- Turnaround – similar to transformation, but requires replacement of 50+% of staff along with operational flexibility considerations
- Restart – close and reopen as a charter school
- Closure – close the school and place students in high-performing local schools



PLA Plan Considerations

- Plans are evaluated based on a rubric, and monitored by SRO/OEII staff.
 - Removal of Principal and 50% of staff if Turnaround
 - Operational flexibility
 - Measures staff effectiveness linked to student growth
 - Recruit/retain new staff
 - Increased opportunities for promotion/rewards
 - Ongoing, job-embedded professional development
 - New governance structure
 - Data used to select research-based instructional program; data is continually used for differentiation and improvement
 - Increased time for core academic subjects and teacher collaboration
 - Ongoing mechanisms for family/community engagement



Discussion

- Take 3-5 minutes to discuss the specific questions on your table regarding the reform process.
- Use the papers on your tables to have one person in your group note 2-3 ideas or comments to address this question.
- We'll share some of your comments among the group.



Plan Considerations

Joann Neuroth

Office of Education Improvement and Innovation

Stephen Best

School Reform Office



Questions to Address

- What do you need to know about the models?
- How should you begin thinking about this process for your schools?
- Who should be involved in local discussions about this?
- What aspects of the reform need more clarity?
- How does this interact with your School/District Improvement Plans?

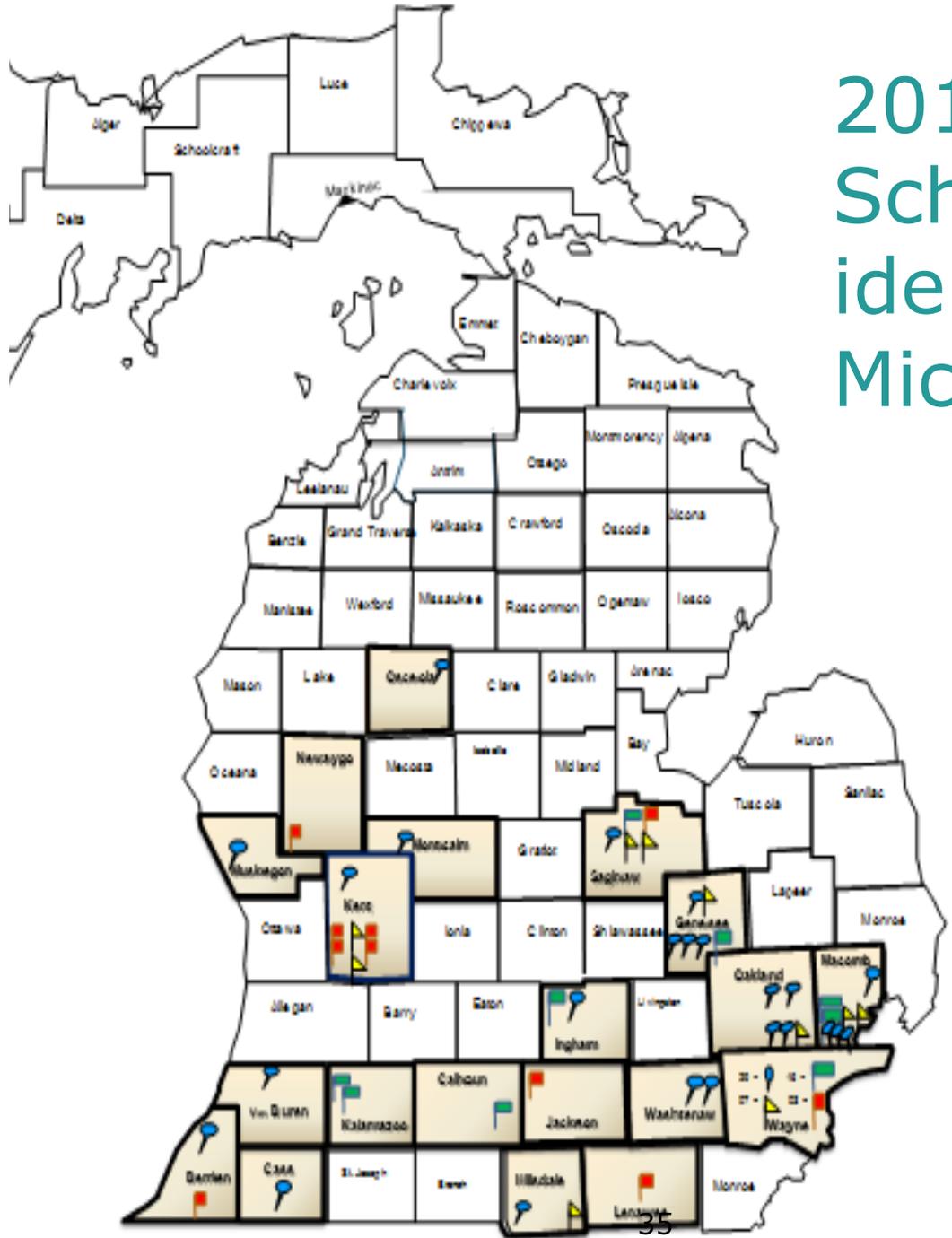


Learning from Experience

- In 2010, 92 schools were placed on the PLA list
- In 2011, 98 schools were placed on the list
- Schools that were initially identified are completing their first year of full implementation of their plans

- This year, we estimate approximately 150 schools on the list due to new metrics

2010 – 92 PLA Schools identified in Michigan





Initial Progress of PLA Schools

- School Climate
 - Most significant reported change among schools is school climate and student engagement /attitudes about school
- Leadership
 - Appreciable modifications, including school schedules and increases in shared leadership
- Performance Evaluation, Incentives, and Removal:
 - Most are developing new performance evaluation systems, and about half implemented performance incentives so far
- Professional Development and Coaching
 - Teachers at a majority of schools received PD and coaching of considerable breadth and frequency; less for principals
- Student Achievement
 - Overall gains in reading and mathematics achievement, including some schools exceeding PLA list metrics



PLA School Performance

- Elementary/Middle Schools (39 schools)
 - 79% improved in math proficiency (33% had significant gains)
 - 85% improved in reading proficiency (44% significant gains)
 - 67% improved in both math and reading proficiency
 - 67% have more students improving in math than 2008, and 62% have more students improving in reading (growth trend)
- High Schools (52 schools)
 - 48% improved in math proficiency (12% had significant gains)
 - 46% improved in reading proficiency (19% significant gains)
 - 28% improved in both math and reading proficiency
 - 50% schools improved the four-year math slope; 40% improved in the reading slope over four years
 - 35% of the 49 schools recording graduation data improved graduation rates (up to 19%)



Tentative Timeline for Planning

- Today – Early Planning Discussion with Potential Districts
- May 10 – Webinar summary of today's meeting
- June 18 – 2nd Early Planning Discussion with Potential Districts and School Leadership Teams (at Lansing CC West)

August 17 – Communication office publishes 2012 PLA list



Tentative Timeline for Planning

- Aug 20 – Webinar addressing criteria for getting on the list and next steps for schools
- Sept 12 – 1st Technical assistance meeting for new PLA schools at Lansing Center
- Mid-October – 2nd Technical assistance meeting to review plans and address plan development
- **Nov 15 – Schools Submit Redesign Plans to MDE by 5:00pm**



Tentative Timeline for Planning

- Dec 17 – MDE notifies LEAs and PSA authorizers of approval or disapproval of reform plans
- **Jan 16, 2013 – Schools Re-submit plans with required changes to MDE by 5:00pm**
- Jan 2013 – Implementation activities on approved plans begins
- Feb 15, 2013 – MDE notifies LEAs and PLA authorizers of approval or disapproval



Tentative Timeline for Planning

- **Mar 18, 2013 – Schools have 30 days to appeal to the Superintendent of Public Instruction on a plan that has been disapproved**
- Aug 1, 2013 – Required documentation must be submitted to MDE by 5:00pm
- Sept 2013 – Implementation of plans must begin – monitoring of implementation begins
- June 30, 2014 – First Progress Assessment for implementation



Funding Considerations

Fred Williams
Office of Field Services



Funding Considerations

- Consolidated application considerations
- Planning for set-asides
- District level efforts and supports
- What if set-asides are not needed?



Contact Information

Deb Clemmons
School Reform Officer
ClemmonsD@michigan.gov

Linda Forward
Director, OEII
ForwardL@michigan.gov

Stephen Best
School Reform Office
BestS1@michigan.gov

Joann Neuroth
OEII
NeurothJ1@michigan.gov

Venessa Keesler
*Bureau of Assessment and
Accountability*
KeeslerV@michigan.gov

Fred Williams
Office of Field Services
WilliamsF3@michigan.gov



Contact Information

- **Deborah Clemmons**

State School Reform Office

clemmons@michigan.gov

517-241-4185

More information will be posted next week at:

<http://MIEducation.net/>