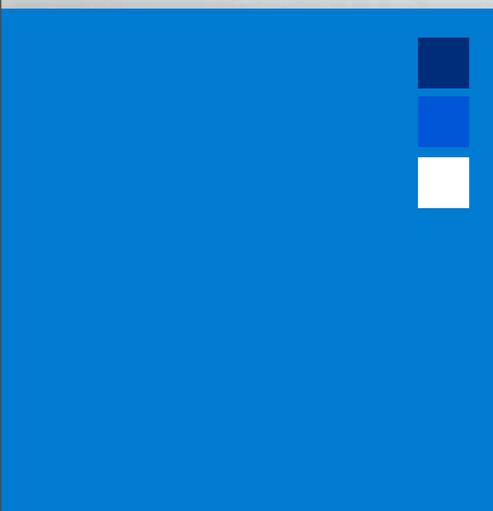




Early School Reform Planning

Considerations for Potential Priority Schools

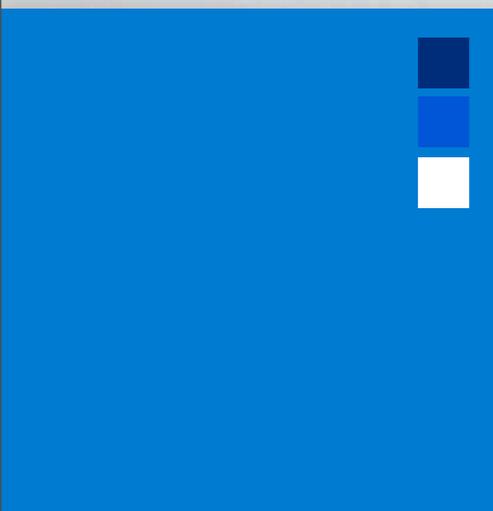


WELCOME / AGENDA

- ▶ Considerations of Reform
 - ❖ Reform Models and Requirements
 - ❖ Strategies
- ▶ Data and Support
- ▶ Funding Considerations and Set-Asides
- ▶ Questions and Answers (Breakout Room)

WHAT IS A PRIORITY SCHOOL?

- ▶ Identified in bottom 5%* of Michigan's Top-to-Bottom list of schools
- ▶ Needs to develop a reform plan using one of the four federal models
- ▶ Has four years (1 planning and 3 implementation) to effectively implement plan to meet proficiency targets

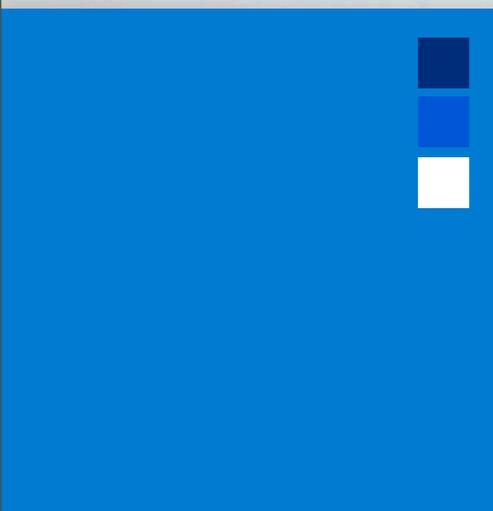


SUPPORTS FOR PRIORITY SCHOOLS

- ▶ Data Wall
- ▶ Intervention Specialist
- ▶ Survey Instruments and Diagnostics
- ▶ Online Professional Learning Tools

HOW IS REFORM DIFFERENT FROM IMPROVEMENT?

- ▶ Timeline
- ▶ Scope
- ▶ Requirements (and barrier removal)
- ▶ Accountability and Evaluation



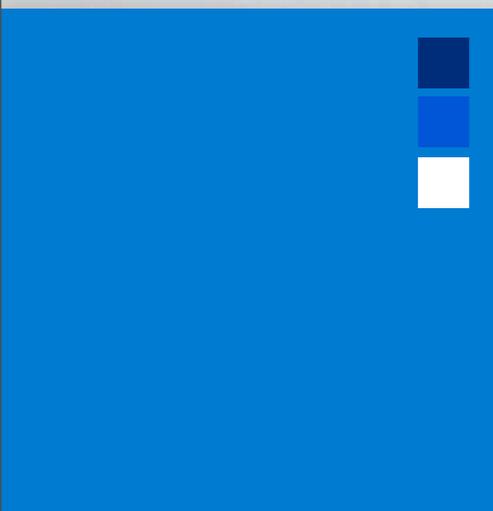
FEDERAL REFORM MODELS

- ▶ Transformation
- ▶ Turnaround
- ▶ Restart
- ▶ Closure



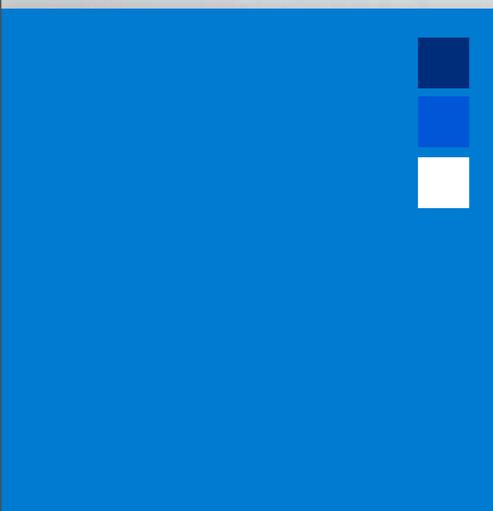
CONSIDERING THE REFORM REQUIREMENTS

- ▶ Review the requirements
- ▶ Review the research
- ▶ Review examples of successful reform plans
- ▶ Consider the context in your school / district
- ▶ Review the data for your school
- ▶ Brainstorm strategies for inclusion in your plan



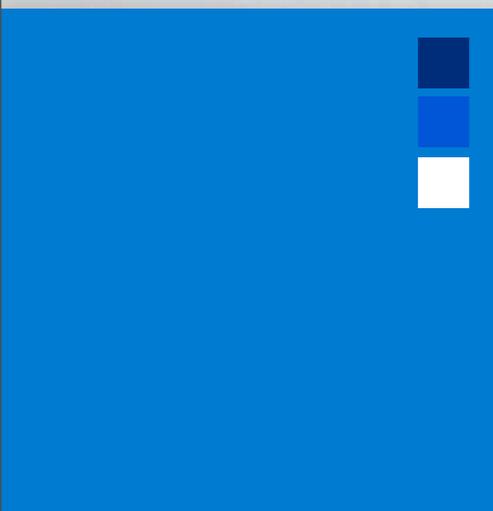
LET'S LOOK AT AN EXAMPLE

- ▶ Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year (Specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.



REVIEW THE REQUIREMENT

- ▶ What is the intent of the requirement?
- ▶ What aspects need definition or clarification?
- ▶ What are the key components of the requirement?
- ▶ How might this requirement apply to low performing schools in general? To your school?



REVIEW THE RESEARCH

- ▶ Center for Innovation and Improvement
- ▶ Doing What Works
- ▶ MASS 2020
- ▶ Ed Week; ASCD; others

REVIEW EXAMPLES OF SUCCESSFUL REFORM PLANS

- ▶ Sample Block Schedule (posted on MI Education)
- ▶ Clintondale “Flipped Classroom”
- ▶ MASS 2020

CONSIDER THE CONTEXT IN YOUR SCHOOL / DISTRICT

- ▶ What is the current situation for this requirement in your school?
- ▶ What evidence / data do you have to support this? What do you need?
- ▶ What are the constraints that will affect this?
- ▶ What data would be helpful to know for your school?
- ▶ How could you investigate the issue further?

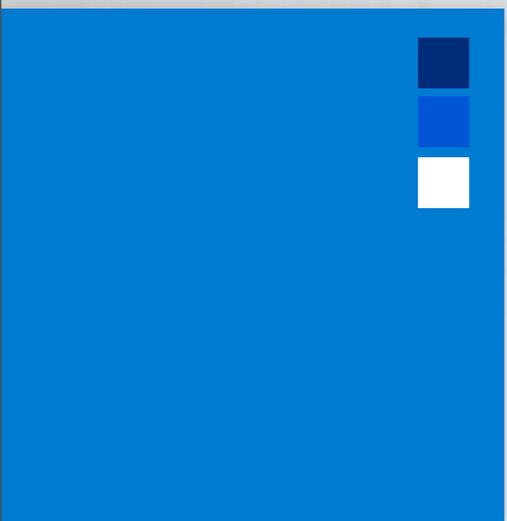


REVIEW LOCAL DATA AND BRAINSTORM STRATEGIES

- ▶ What does the data suggest as a problem to address?
- ▶ What does the data suggest as a strength to build upon?
- ▶ What kinds of changes would you look for in your school?
- ▶ Brainstorm strategies to consider

TIMELINE PRIOR TO PRIORITY SCHOOL IDENTIFICATION

- ▶ Review reform models and requirements
- ▶ Ask questions at <http://mieducation.net>
- ▶ Consider initial public relations efforts to communicate your plans to your community
- ▶ Continue School/District Improvement Plans with reform requirements as considerations with a “reform team” for the school



TIMELINE OF REFORM PLANNING

- ▶ Early August - Publication of Top-to-Bottom List
- ▶ Late August - Superintendent of Public Instruction places Priority schools under supervision of School Reform Office
- ▶ 90 days to complete initial reform plan
- ▶ 30 days for feedback/approval from MDE
- ▶ 30 days for revisions to plan

EVALUATING PROGRESS ON REFORM EFFORTS

- ▶ Year 0 - Planning Year - Select implementation indicators and leading indicator target values
- ▶ Year 1 - Monitoring and technical assistance; progress determined by implementation and leading indicators
- ▶ Years 2-3 - Continued monitoring; progress includes student achievement targets

INTEGRATION WITH AdvancEd TOOLS

- ▶ Reform plan requirements come online within AdvancEd ASSIST tools
- ▶ School Improvement Plan integrates with reform plan over time, using goals and strategies to address annual efforts
- ▶ Other tools (surveys, Title funding plans, etc.) integrate into online reform planning efforts

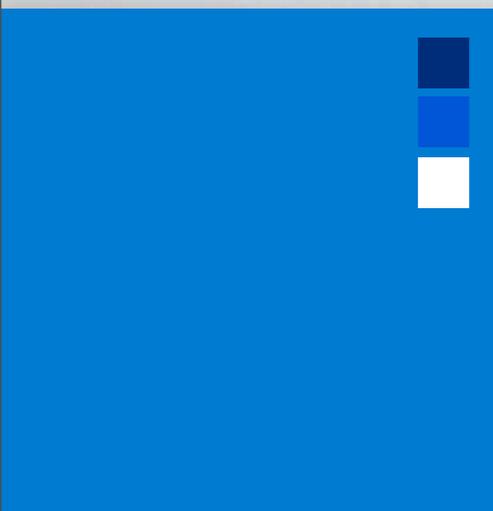


Data and Supports for Priority Schools

Joann Neuroth

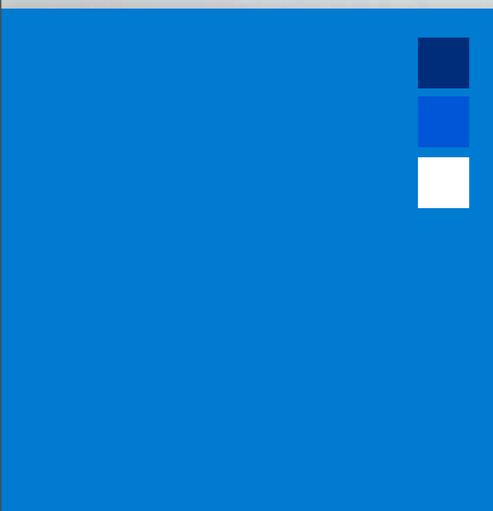
Office of Education Improvement and Innovation

Michigan Department of Education



DATA SUPPORTS FOR SCHOOLS

- ▶ Focus on effort to use data to inform policies at the district and school level; instruction at the classroom and student level
- ▶ “Data wall” with a broad range of data to inform the reform planning effort
- ▶ Data instruments to add a range of information for planning and evaluation



DATA TOOLS TO GUIDE REFORM EFFORTS

- ▶ Introductory analysis of TTB list placement
- ▶ Demographic data
- ▶ Perception data
- ▶ Outcomes data
- ▶ Process data



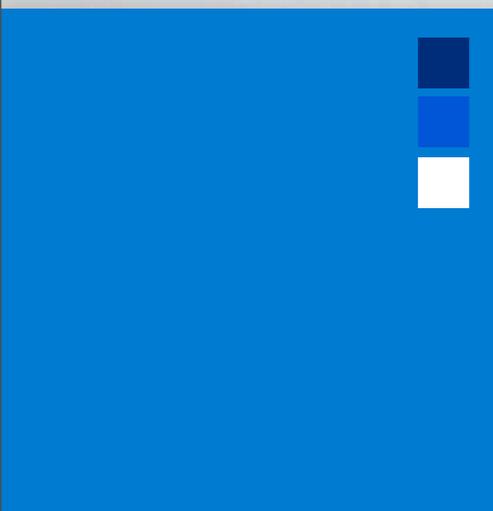
INTRODUCTORY ANALYSIS OF TOP-TO-BOTTOM LIST METRICS

- ▶ Proficiency data in all core subjects
- ▶ Growth/decline data over 2-4 years
- ▶ Trends over time
- ▶ Graduation rate



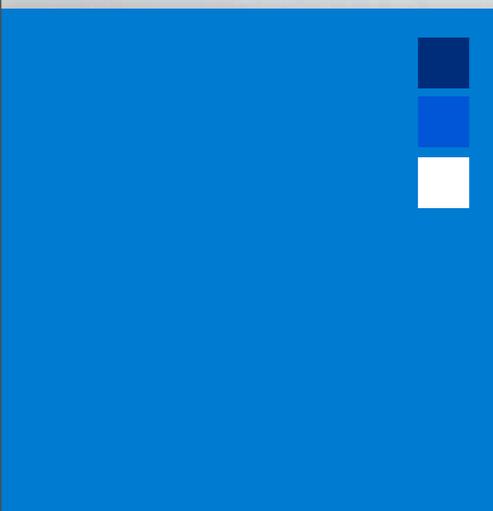
DEMOGRAPHIC DATA

- ▶ Who are your students, and what does the data suggest about their achievement?
- ▶ General demographic analysis
- ▶ Sub-group analysis
- ▶ Consideration of related data: special education placement, attendance, discipline, etc.



PERCEPTION DATA

- ▶ How are the district practices, achievement, and other factors viewed by...
 - ❖ Students
 - ❖ Teachers
 - ❖ Parents and Community
 - ❖ Administrators



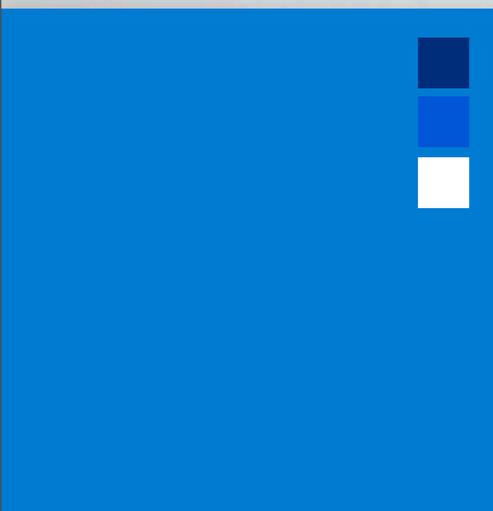
OUTCOMES DATA

- ▶ In-depth analysis of achievement
- ▶ School, teacher, and student level
- ▶ Leading and lagging indicators
- ▶ Sub-group specific data
- ▶ Identification of required proficiency outcomes



PROCESS DATA

- ▶ Surveys of enacted curricula
- ▶ District resource allocation
- ▶ Professional learning practices



INTERVENTION SPECIALISTS

- ▶ Experienced educators and professionals with training in school reform efforts
- ▶ Trained by MSU and MDE to facilitate use of data to guide the reform planning process
- ▶ Provide ongoing guidance to support and document the implementation of the reform
- ▶ Provided by MSU, collaborating with MDE

INTERVENTION SPECIALISTS' TIMELINE

- ▶ August - September: Initial discussions and review of data to facilitate planning
- ▶ October - November: Facilitate reform plan development (and revision if necessary)
- ▶ Rest of 2012-13 school year: Facilitate ongoing planning and begin documentation
- ▶ Continuing on-site efforts through program implementation (years 1-3 of reform effort)

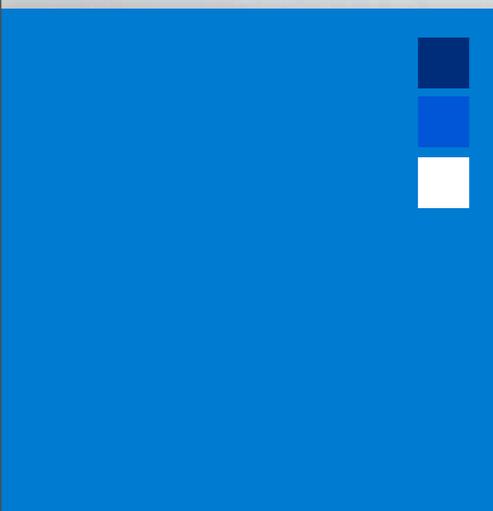


Considerations for Federal Programs and the Consolidated Application

Margaret Madigan

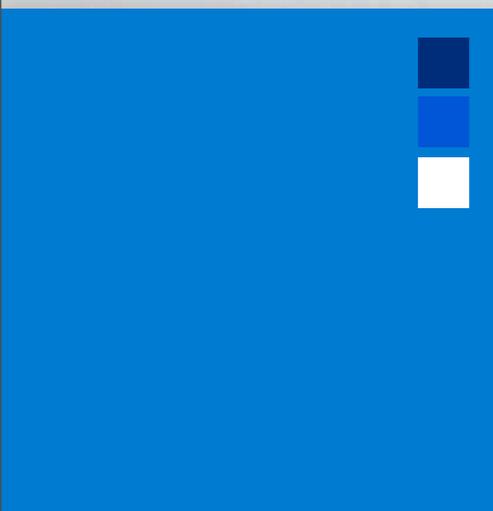
Office of Field Services

Michigan Department of Education



PROGRAM REQUIREMENTS

- ▶ Identify the basic program
- ▶ Understand the schoolwide programs
 - ❖ All students receive services
 - ❖ Safety net for lowest achievement students



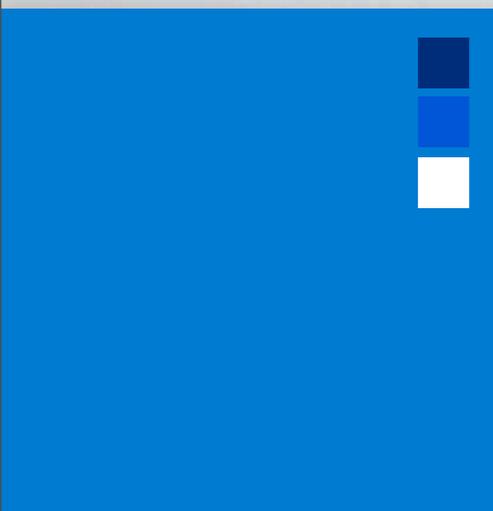
PROGRAM PLANNING

- ▶ Intent and purpose of legislation
- ▶ Articulated in the District or School Improvement Plan (DIP or SIP)
- ▶ Implementation of the reform model
- ▶ Required uses of set-aside
- ▶ Allowable uses of fund



TITLE I SCHOOL SELECTION

- ▶ Large District
- ▶ Multiple buildings
- ▶ Priority
- ▶ Non priority
- ▶ TISS long form
- ▶ Small District
- ▶ Under 1000 students
- ▶ Schools without overlapping grades
- ▶ Priority School
- ▶ TISS short form



ALLOWABLE USES OF FUNDS

- ▶ Most frequently used strategies or activities
- ▶ Allowable uses of funds summary chart
- ▶ Decision tree for planning:
 - ❖ Intent and Purpose
 - ❖ Reasonable and necessary
 - ❖ Supplement not supplant
 - ❖ Articulated in the plan



2012-13

- ▶ Consolidated Application
 - ❖ 20% district set aside off the top of the allocation
 - ❖ 10% building level set aside
- ▶ Use Placeholder Language
 - ❖ Choice and transportation
 - ❖ Revised with detail in the amendment

TITLE I DISTRICT SET ASIDE (20% of LEA Allocation)

- ▶ Transportation for Public School Choice (req'd)
AND at least one of the following
- ▶ Support of increased learning time
- ▶ Implement rapid turnaround strategies to accelerate whole-building performance
- ▶ Professional learning aligned with needs
- ▶ District-level process improvement consultation

TITLE I BUILDING SET ASIDE (10% of the building allocation)

- ▶ Choose one of these options:
 - ❖ Professional learning on implementation of strategies aligned to data-derived Turnaround / Transformation plan
 - ❖ Contract local ISD/ESA for school improvement review
 - ❖ Provide for teacher collaboration
 - ❖ Culture/climate intervention, use of time analysis, or culturally responsive teaching interventions as indicated by diagnostic dialogue



MANAGE RESOURCES

- ▶ 20% set aside for 2012-13
- ▶ Mid year amendment:
 - ❖ Mandatory components
 - ❖ Carryover consideration
 - Legislation allows carryover to be used for:
 - Programs related to school improvement
 - Parent involvement
 - Professional learning