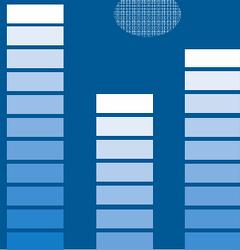
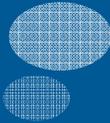
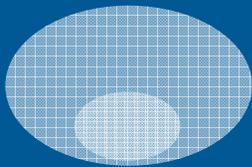


PRIORITY SCHOOLS

State Board of Education
October 8, 2013





BACKGROUND

- Priority Schools have existed for four years.
- They experience challenges in:
 - Student achievement, gap closure, growth and graduation rates
 - Building and district leadership, effective classroom instruction, building a culture and climate geared to success, and school governance



BACKGROUND

- The Department Team supporting these schools involves the following offices:
 - Evaluation, Strategic Research and Accountability
 - School Reform
 - Education Improvement and Innovation
 - Field Services
 - Other offices as particular needs arise
- CEPI is instrumental in the data support



METHODOLOGY OVERVIEW

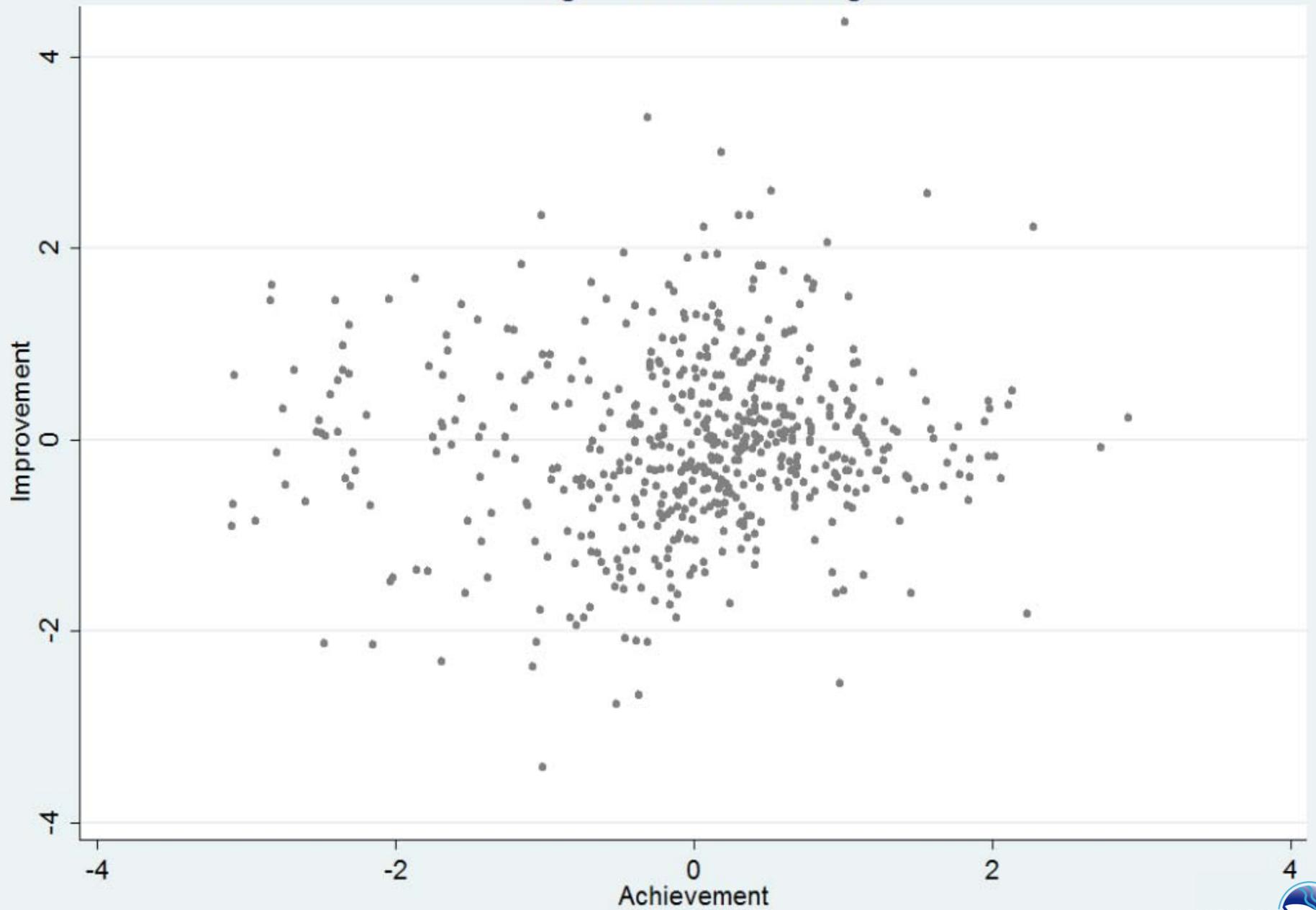
- Top to Bottom (TTB) Components
 - Student achievement level
 - Individual student progress or schoolwide improvement
 - Size of the within-school achievement gap
 - Graduation rate and improvement in graduation rate (high school only)



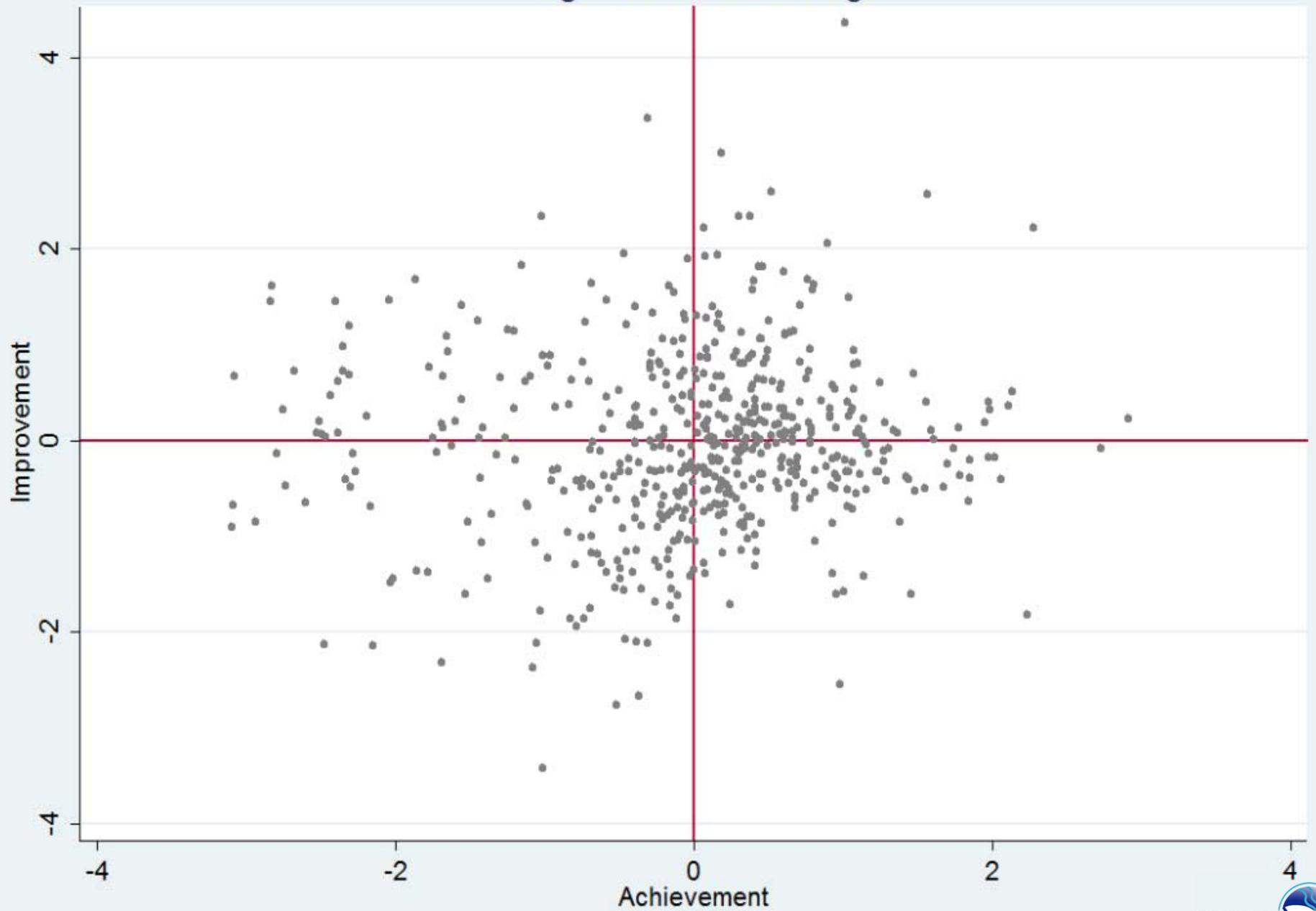
PRIORITY SCHOOL IDENTIFICATION

- Identification of Priority Schools
 - Bottom 5% on the TTB list
 - Grad rate less than 60% for three years running
- Identification versus Intervention
 - Intervention for at least four years
 - Re-identification every year

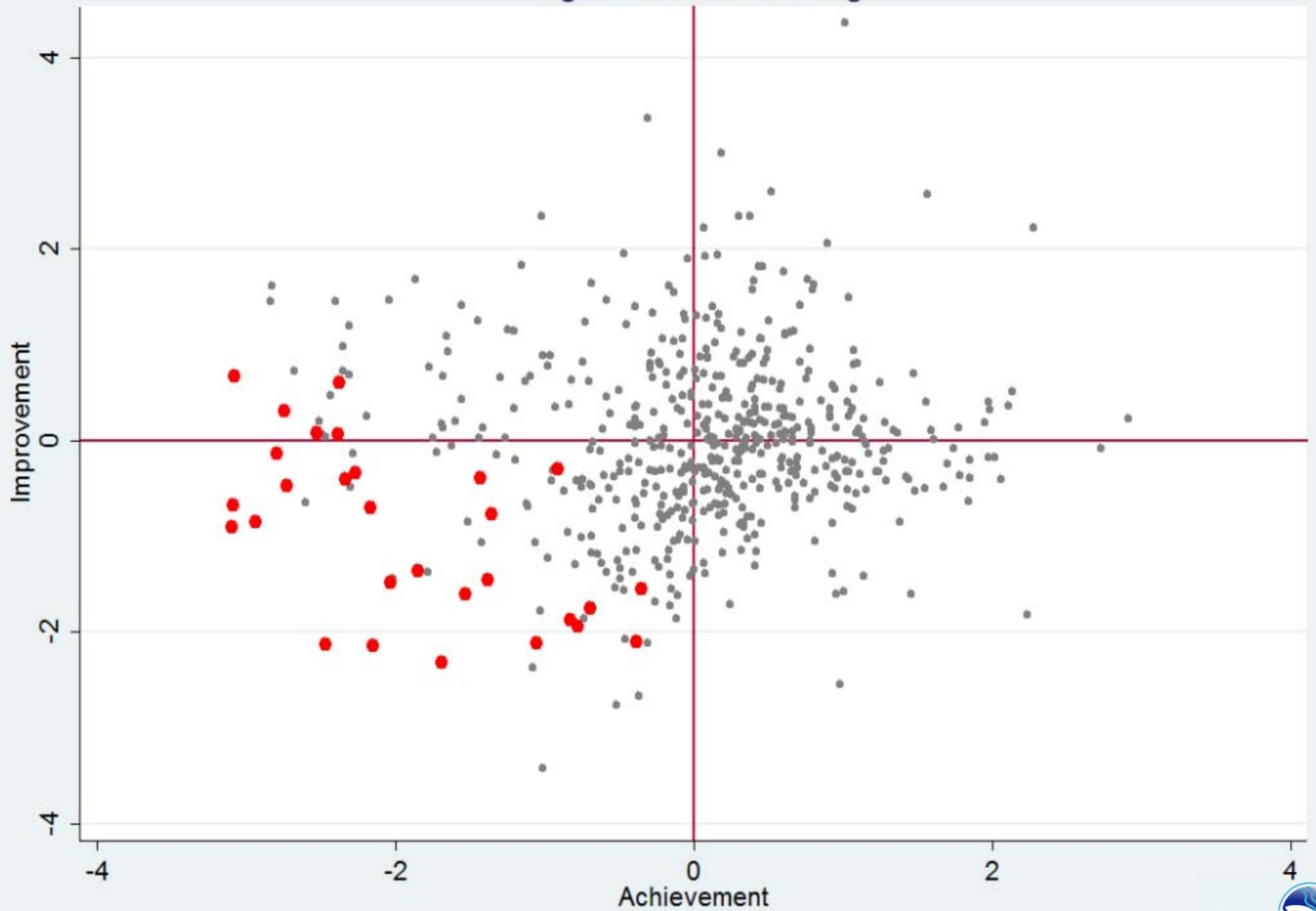
High School Reading



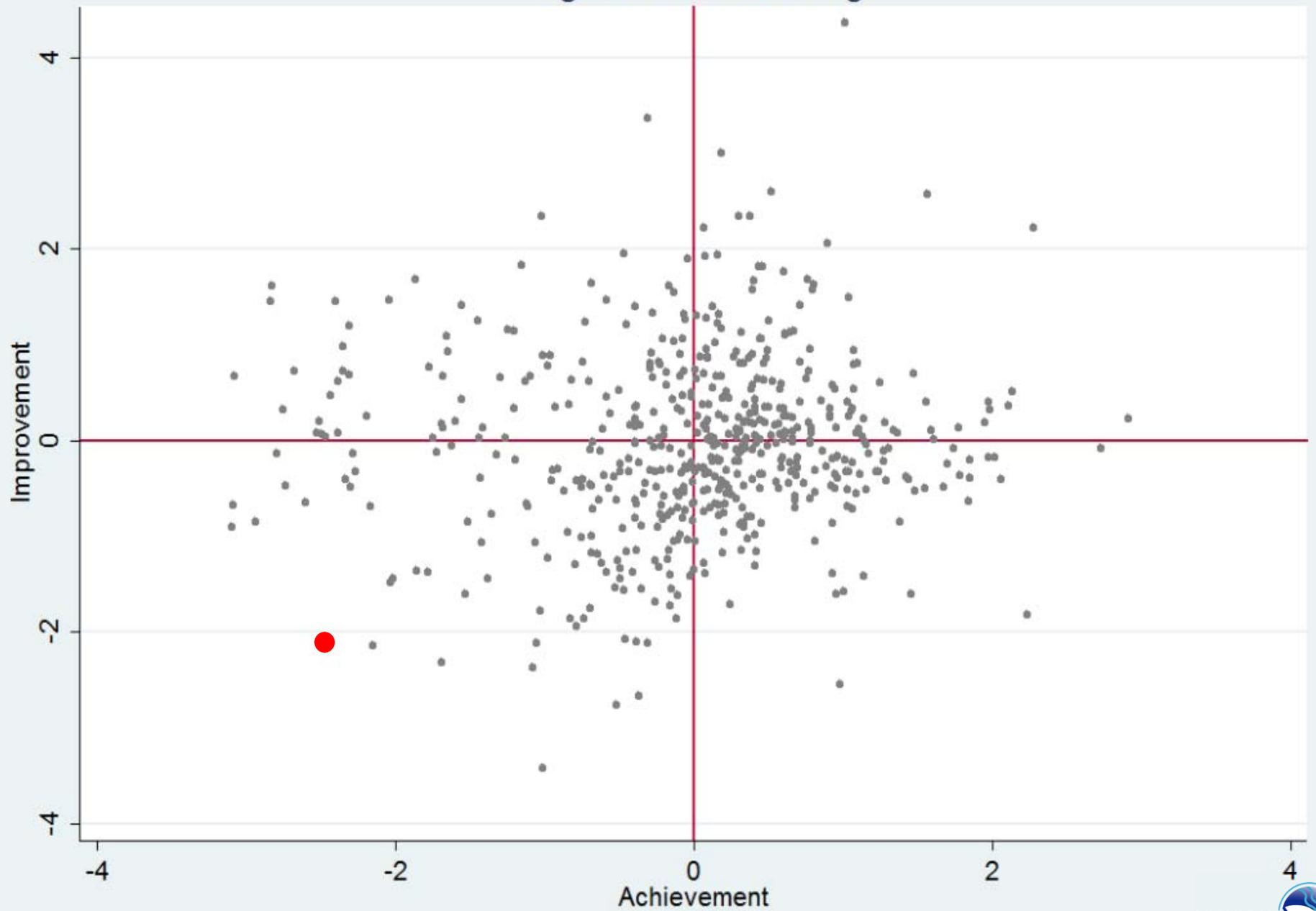
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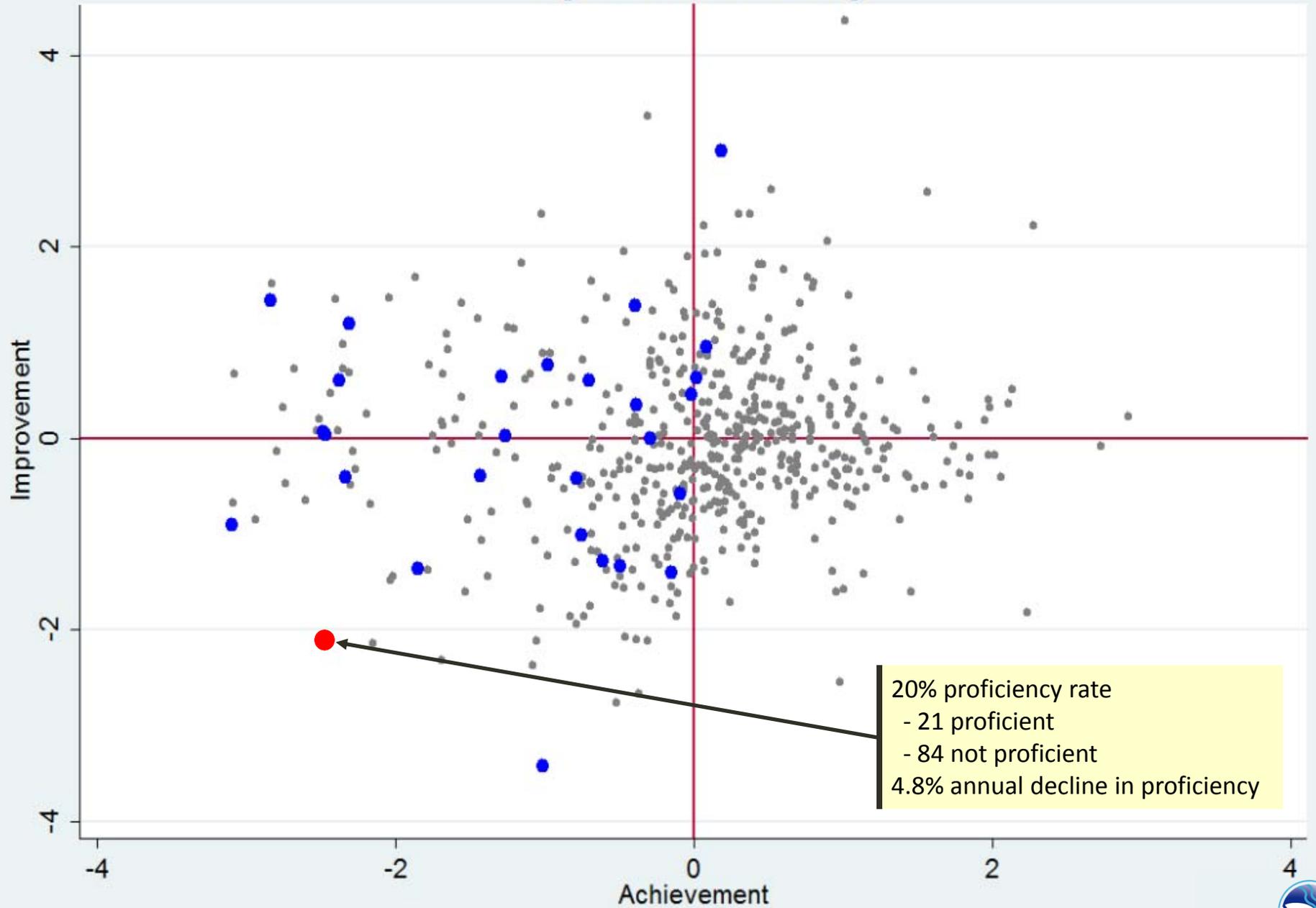
High School Reading



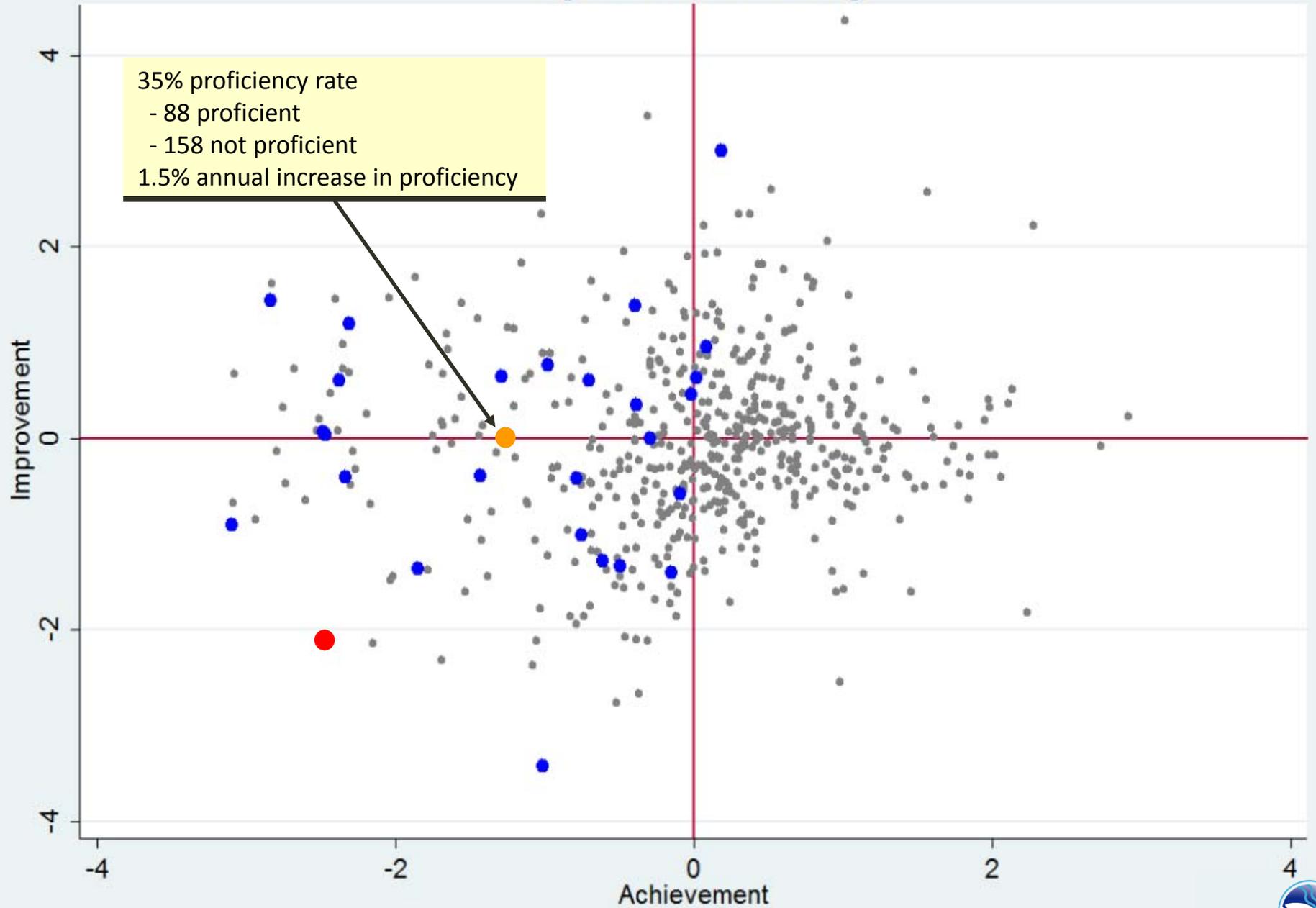
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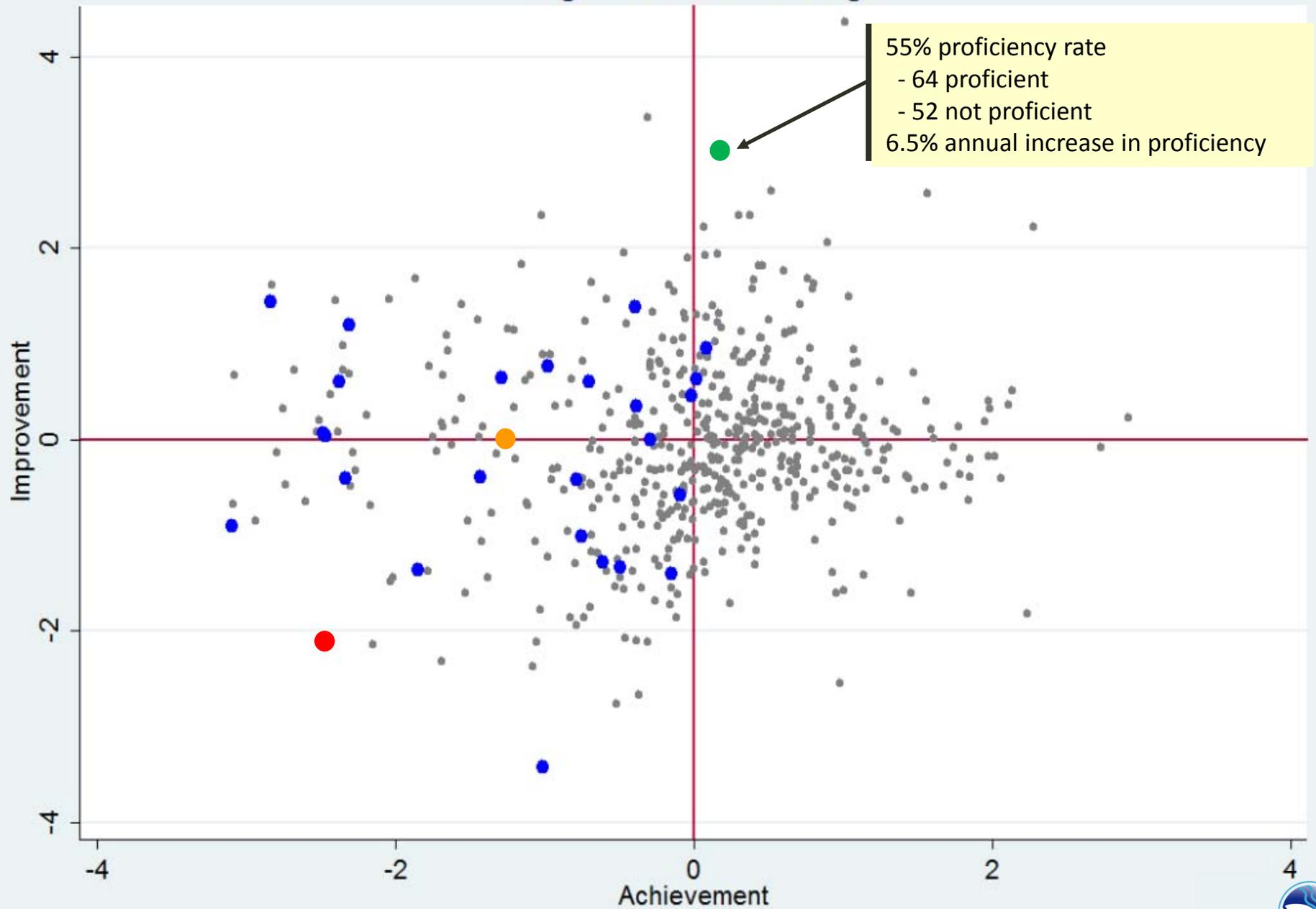
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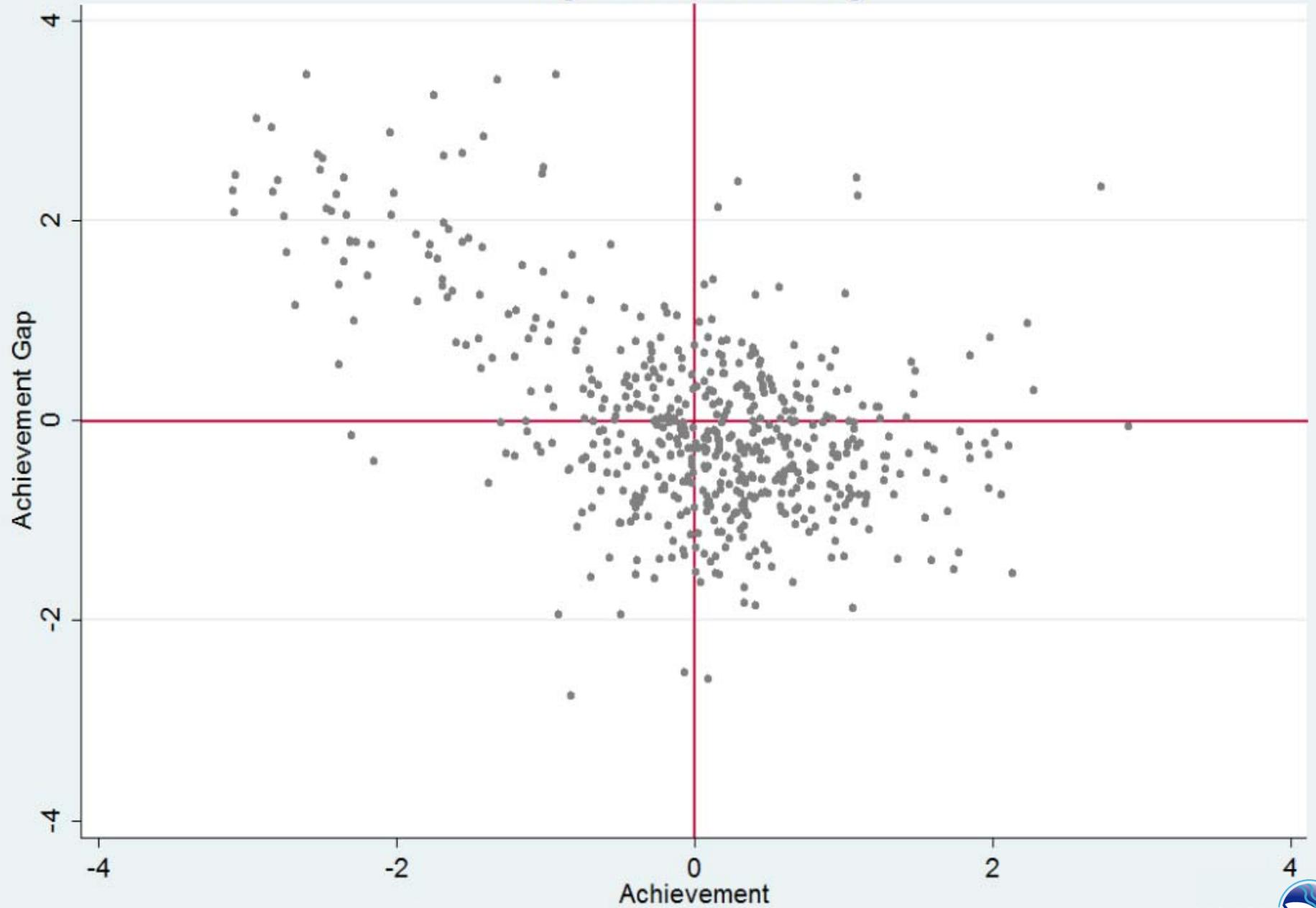
High School Reading



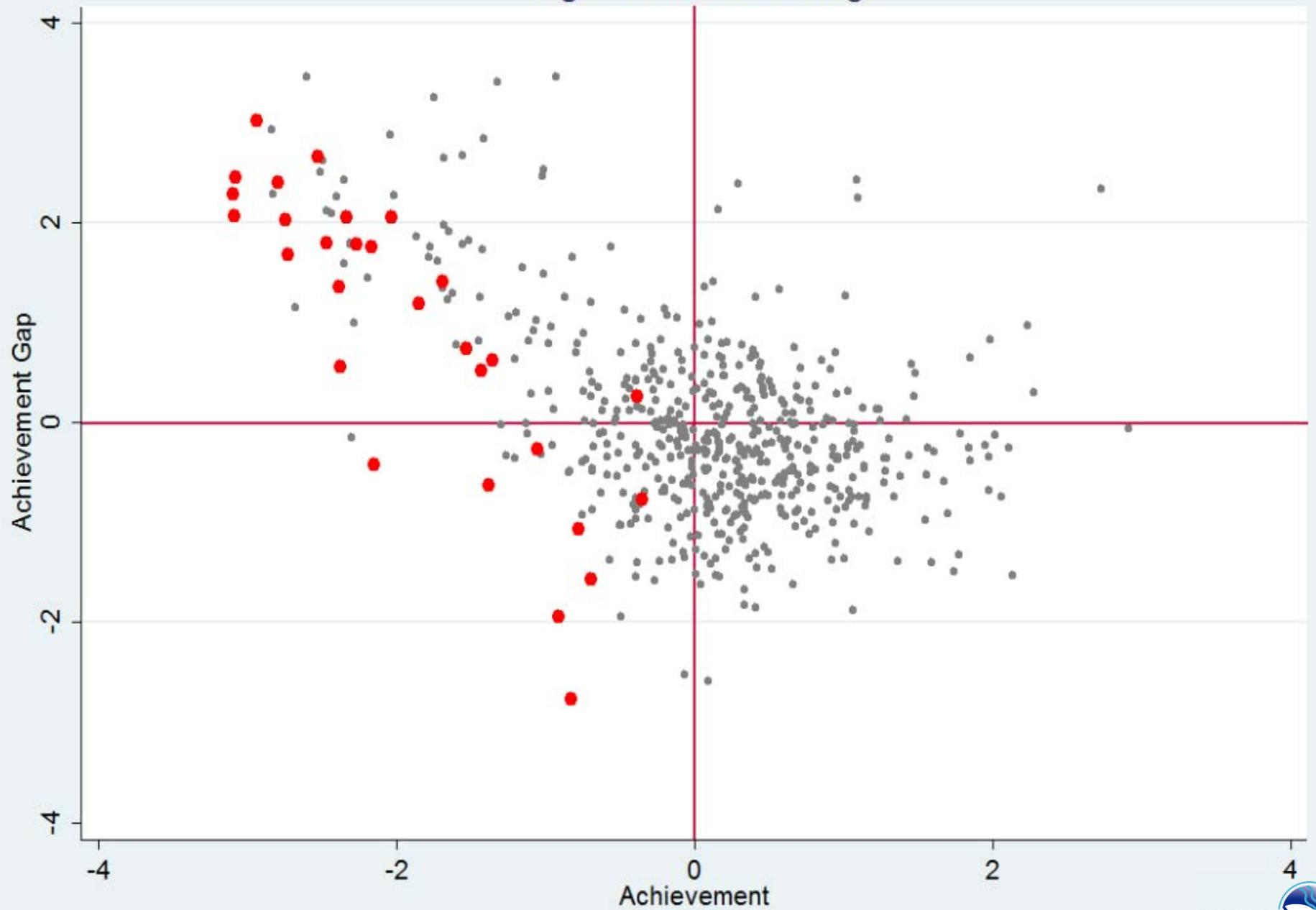
High School Reading



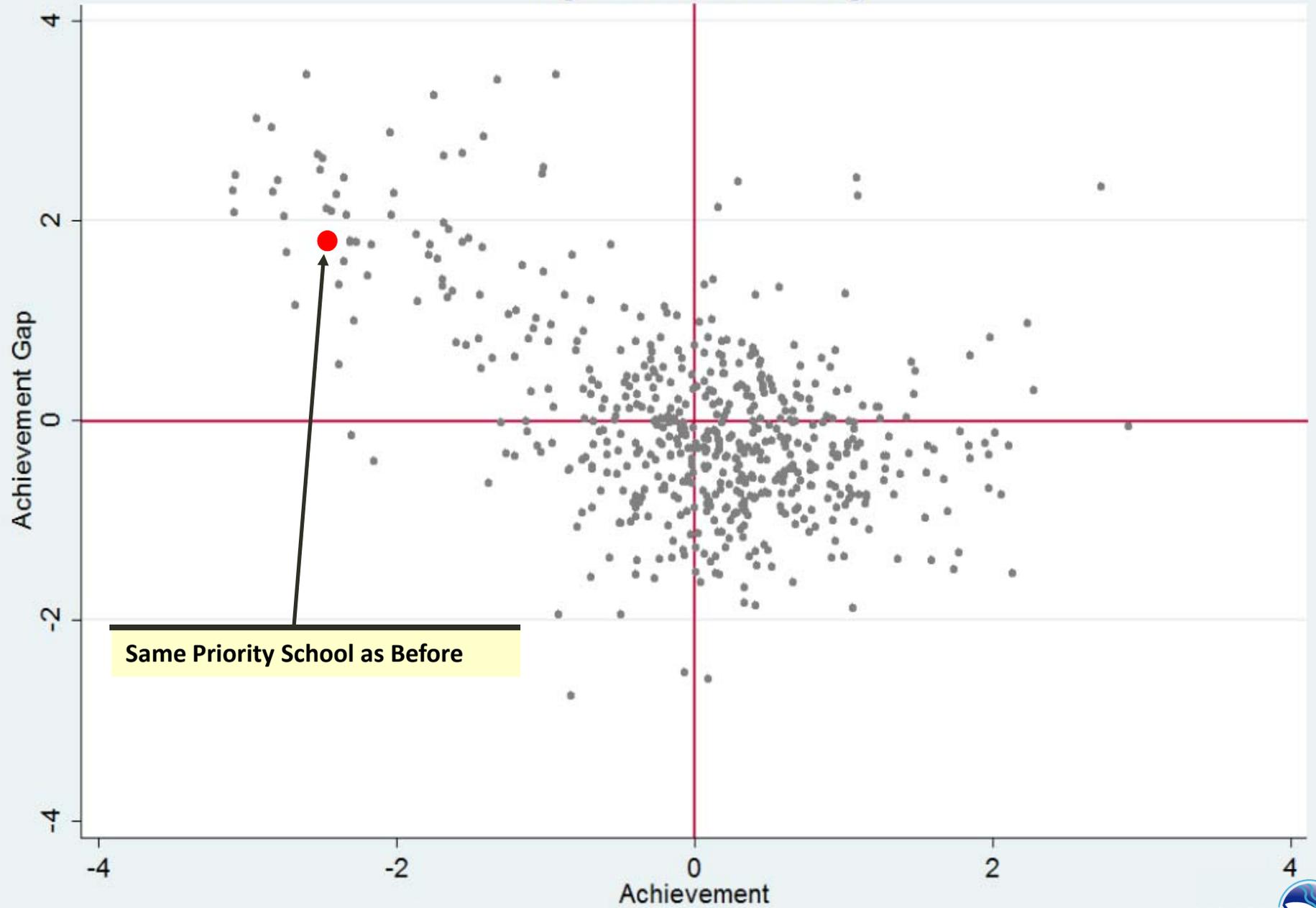
High School Reading



High School Reading

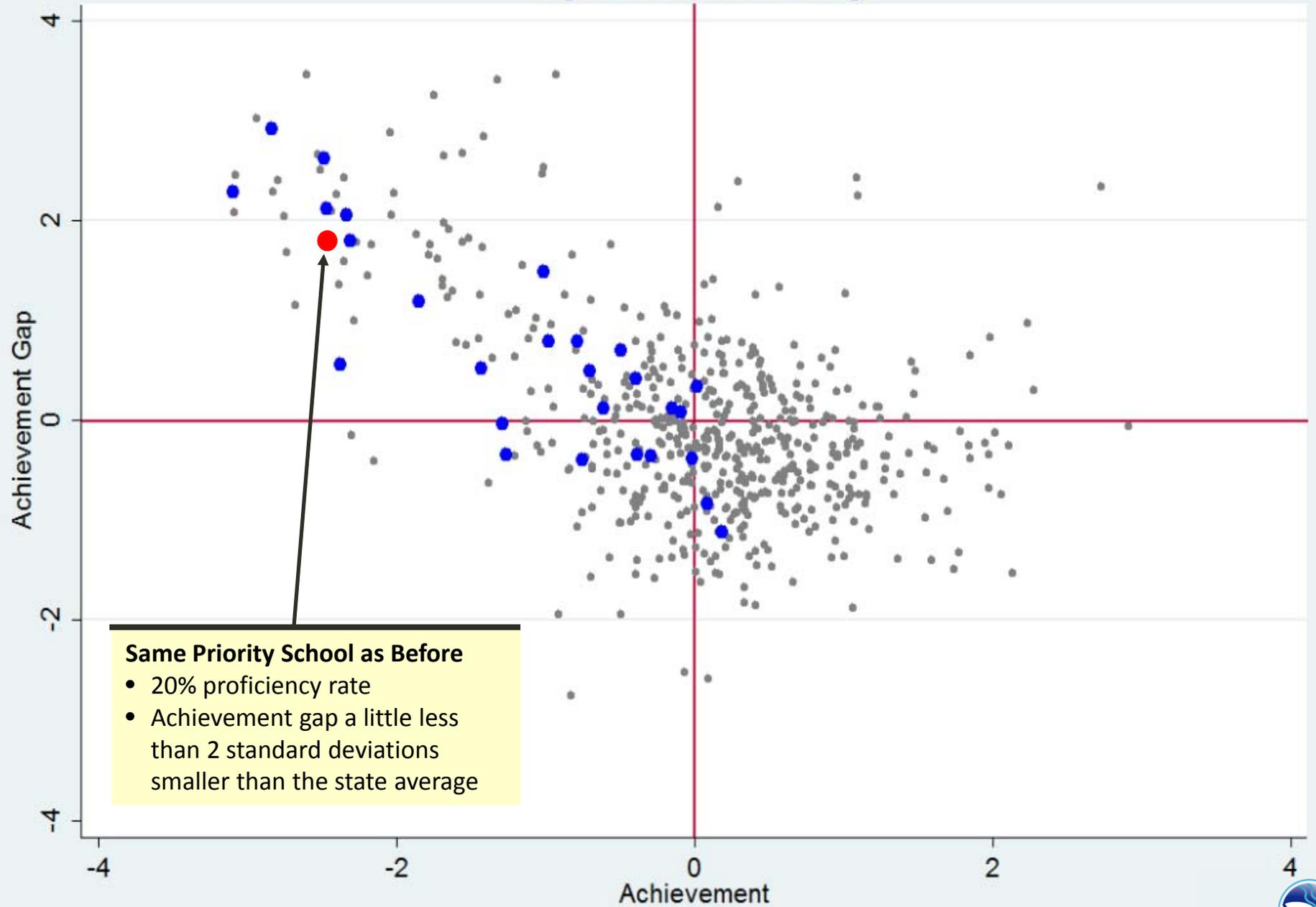


High School Reading

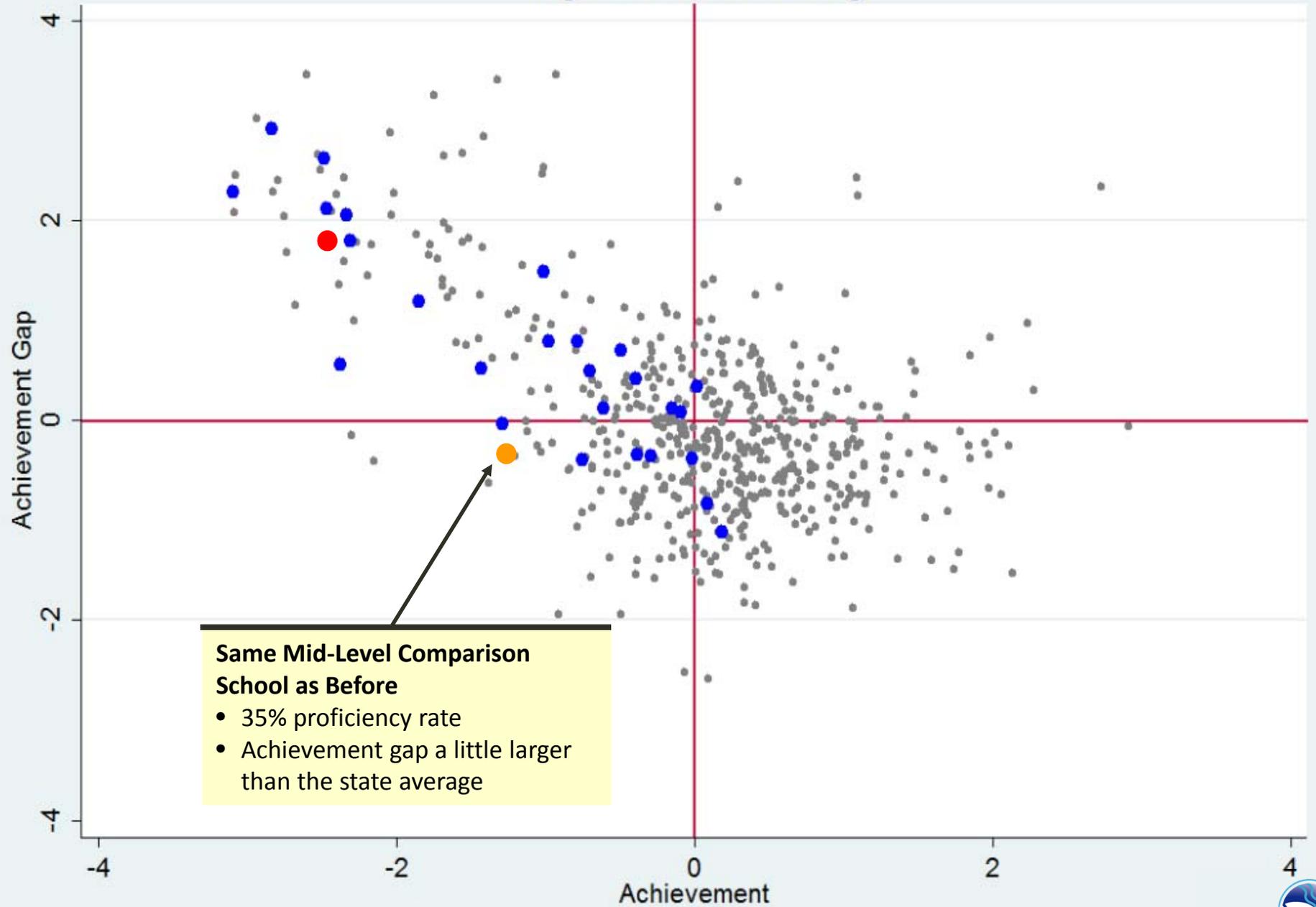


Same Priority School as Before

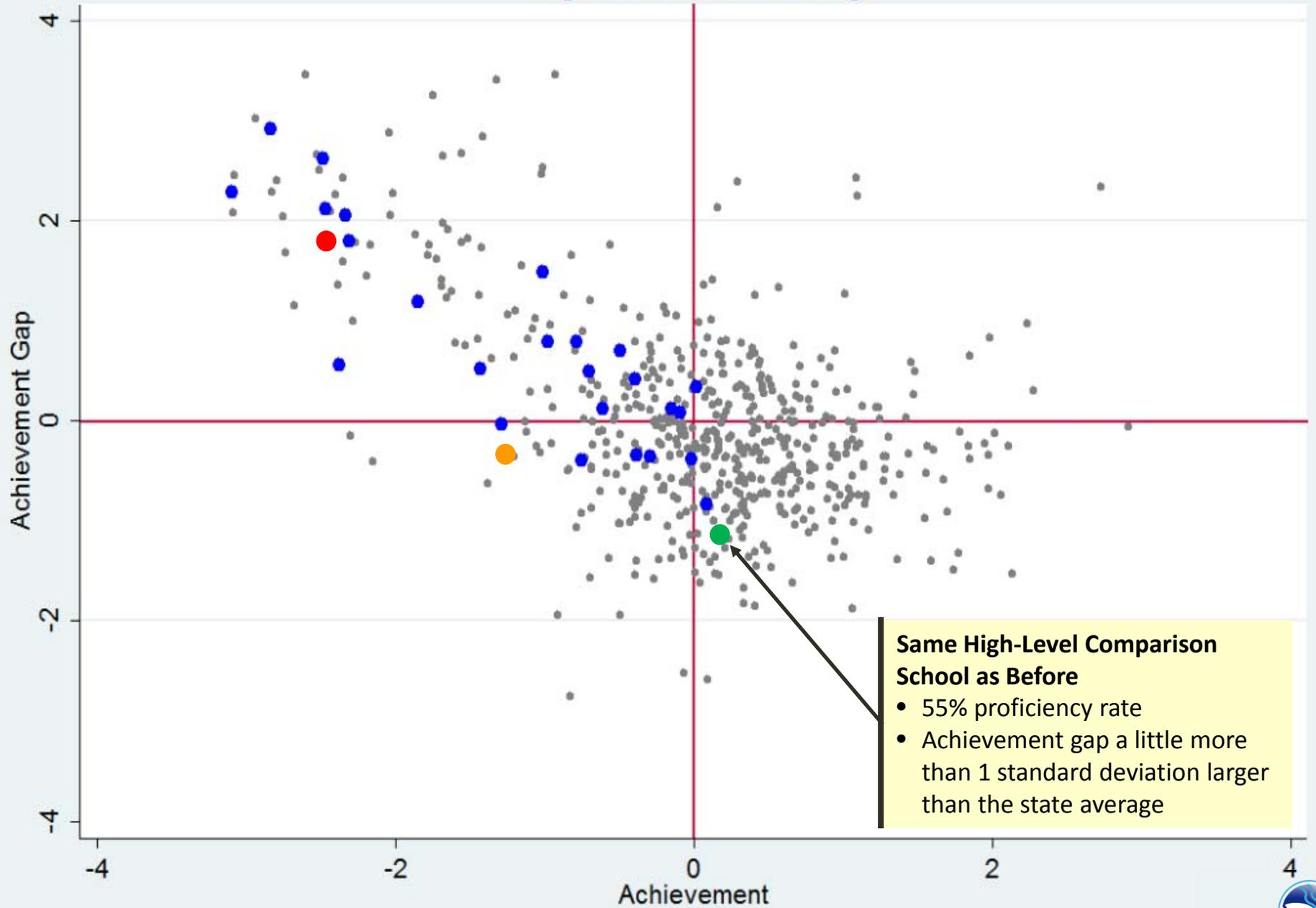
High School Reading



High School Reading



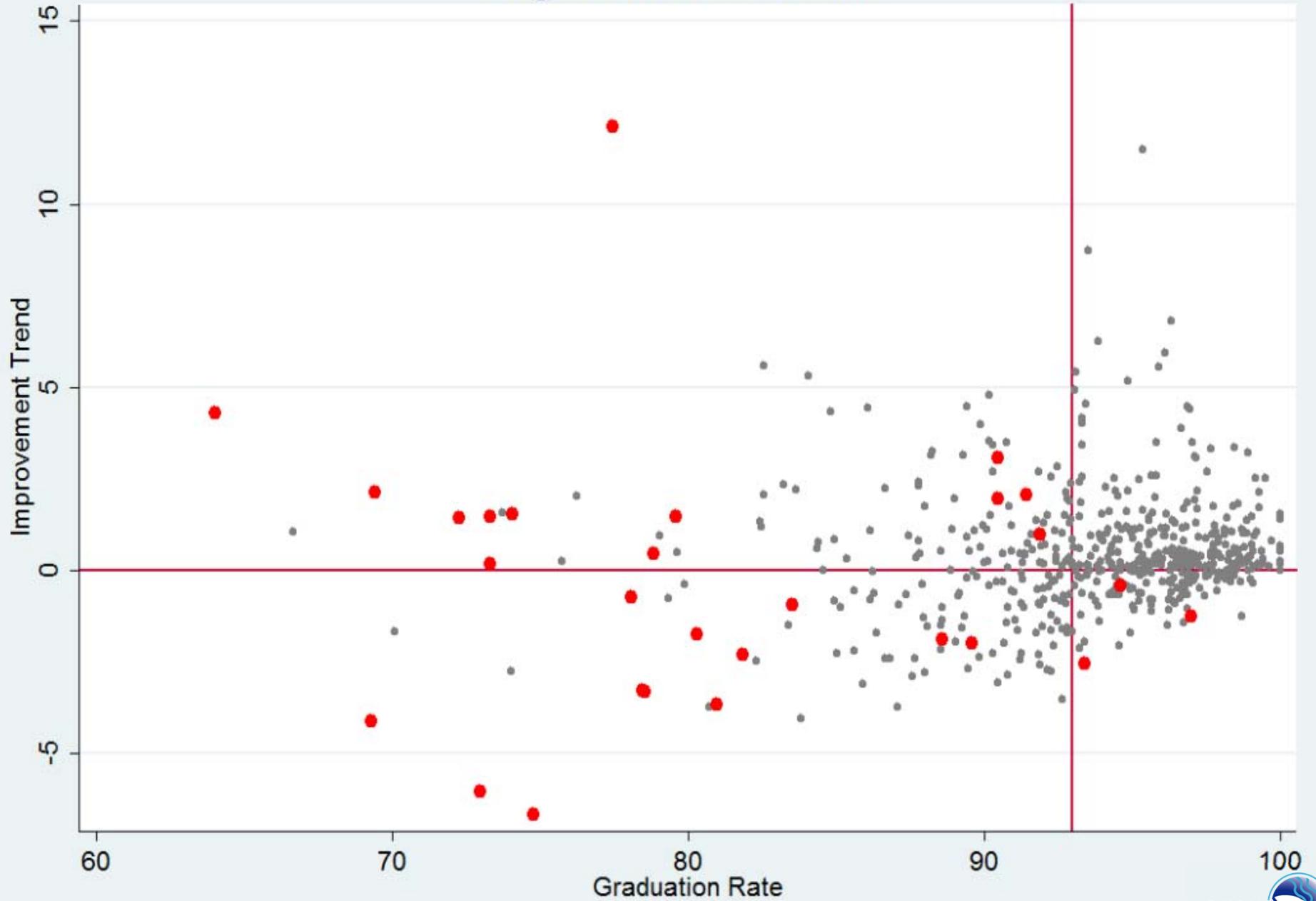
High School Reading



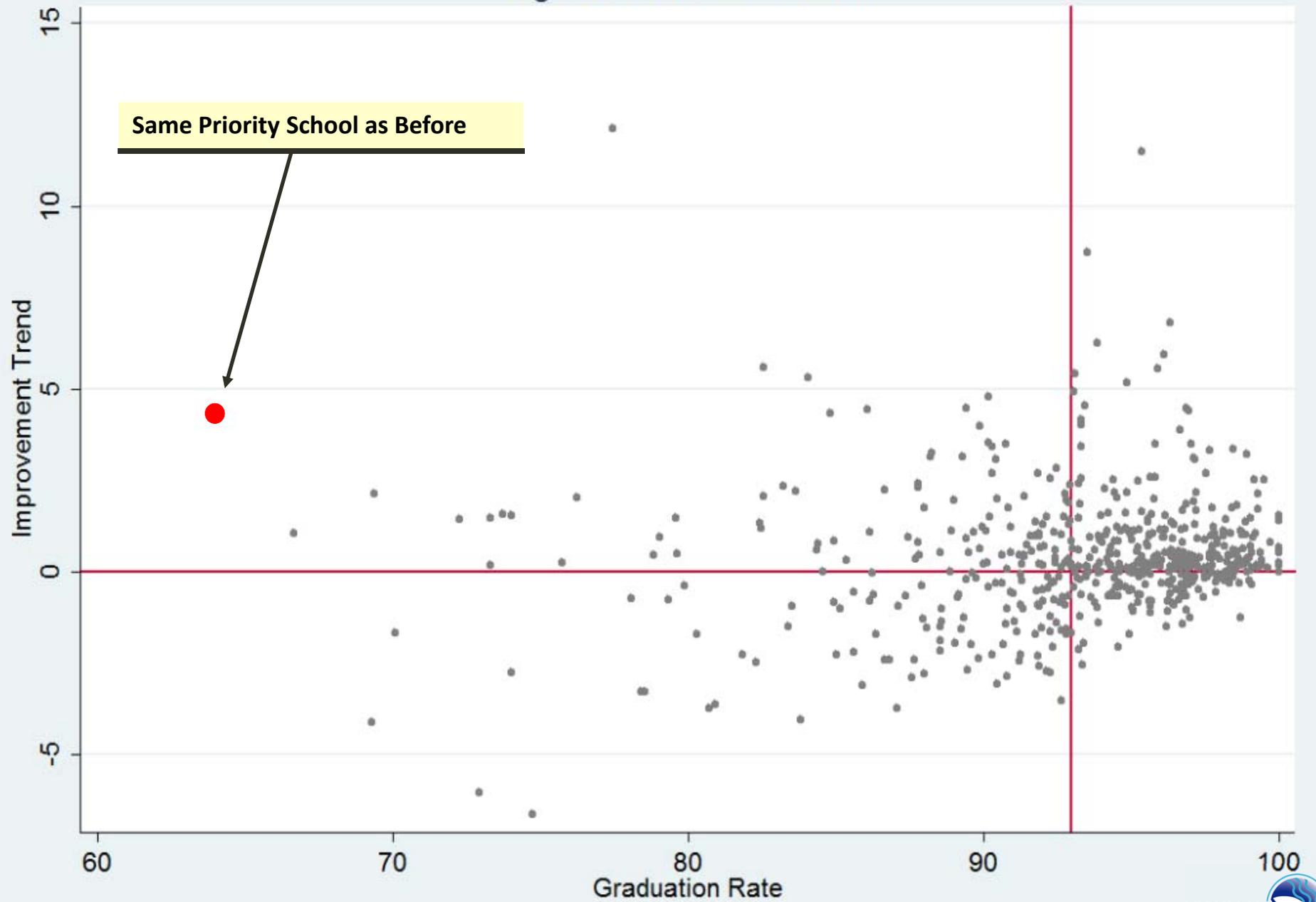
Same High-Level Comparison School as Before

- 55% proficiency rate
- Achievement gap a little more than 1 standard deviation larger than the state average

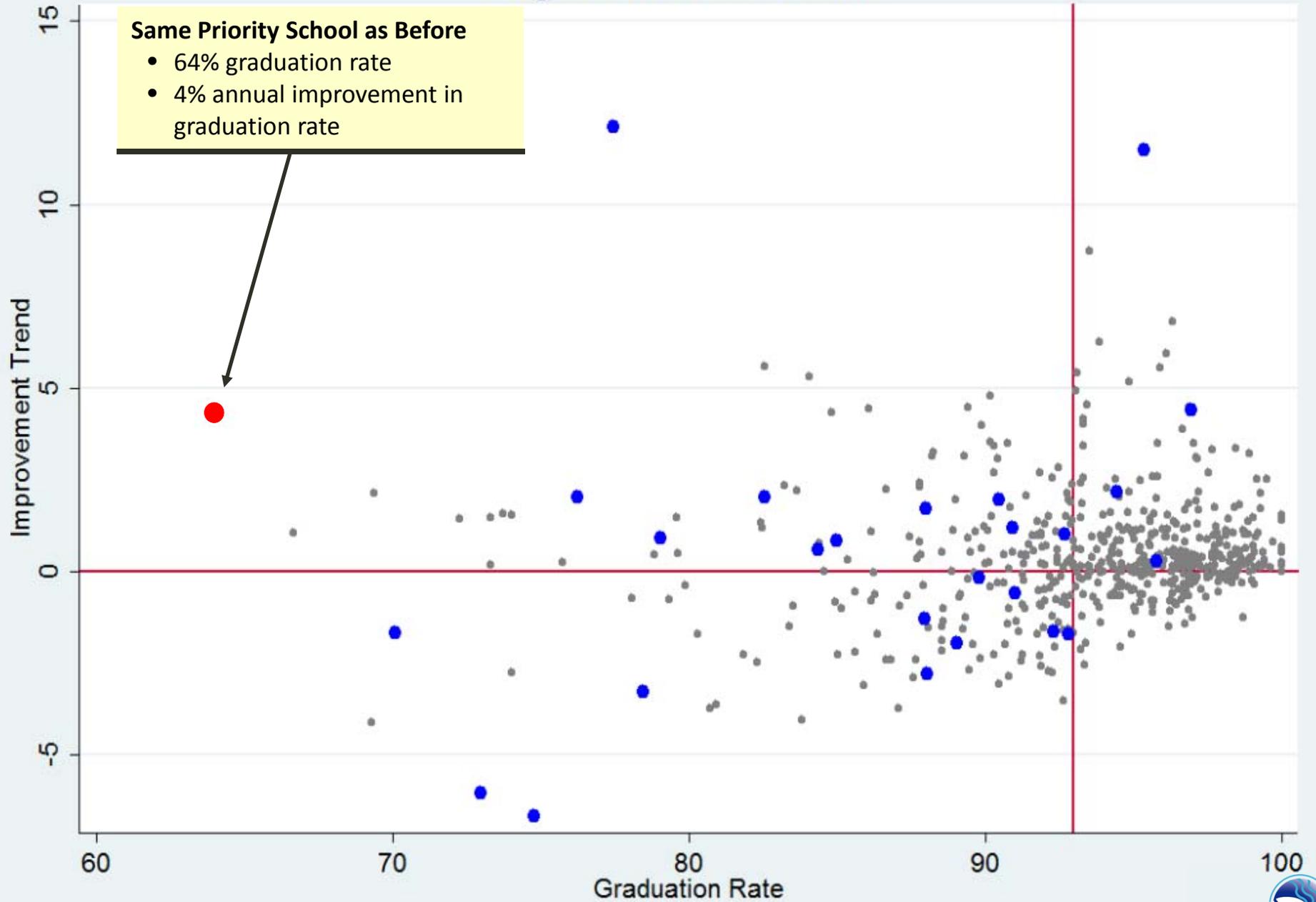
High School Graduation



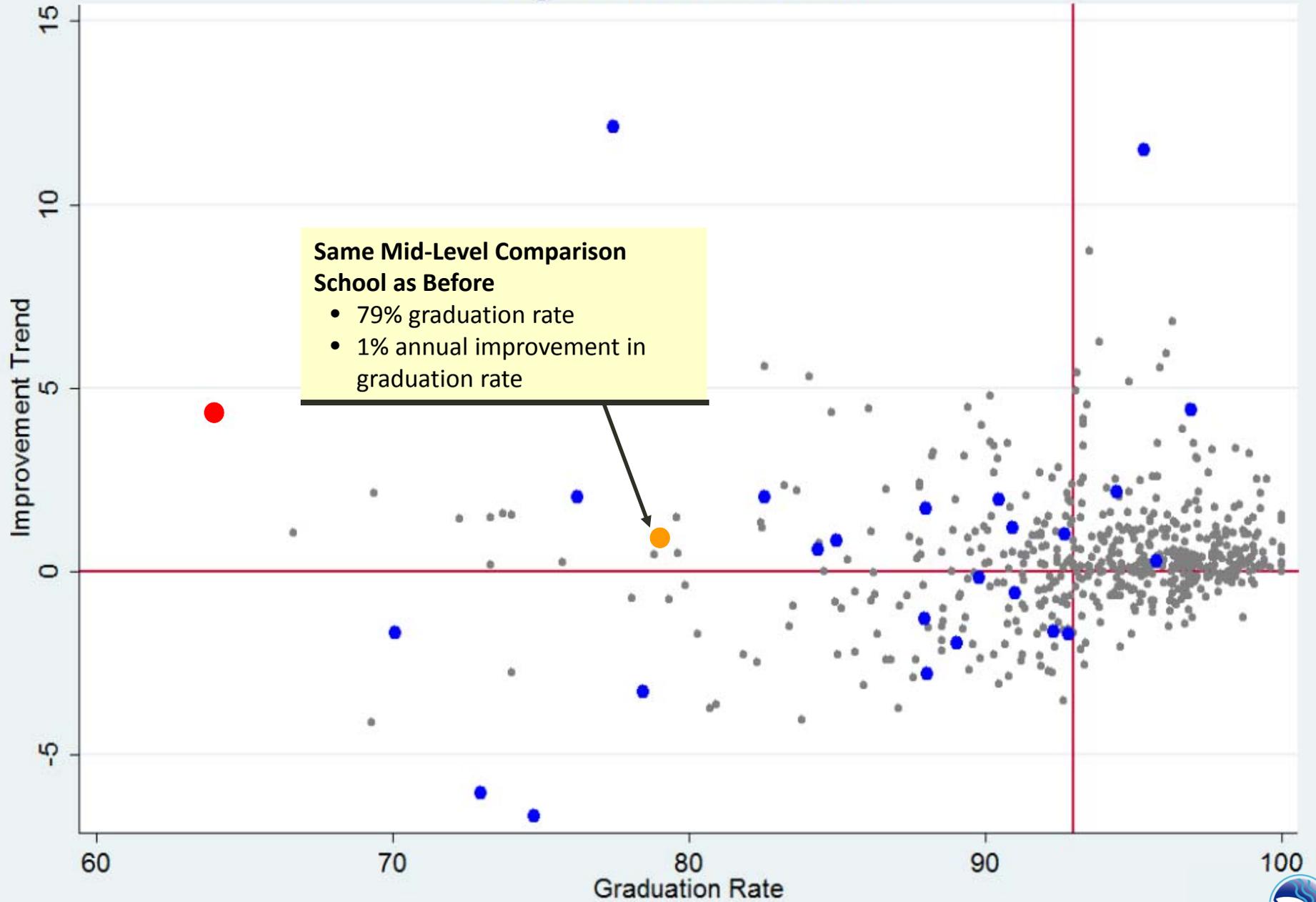
High School Graduation



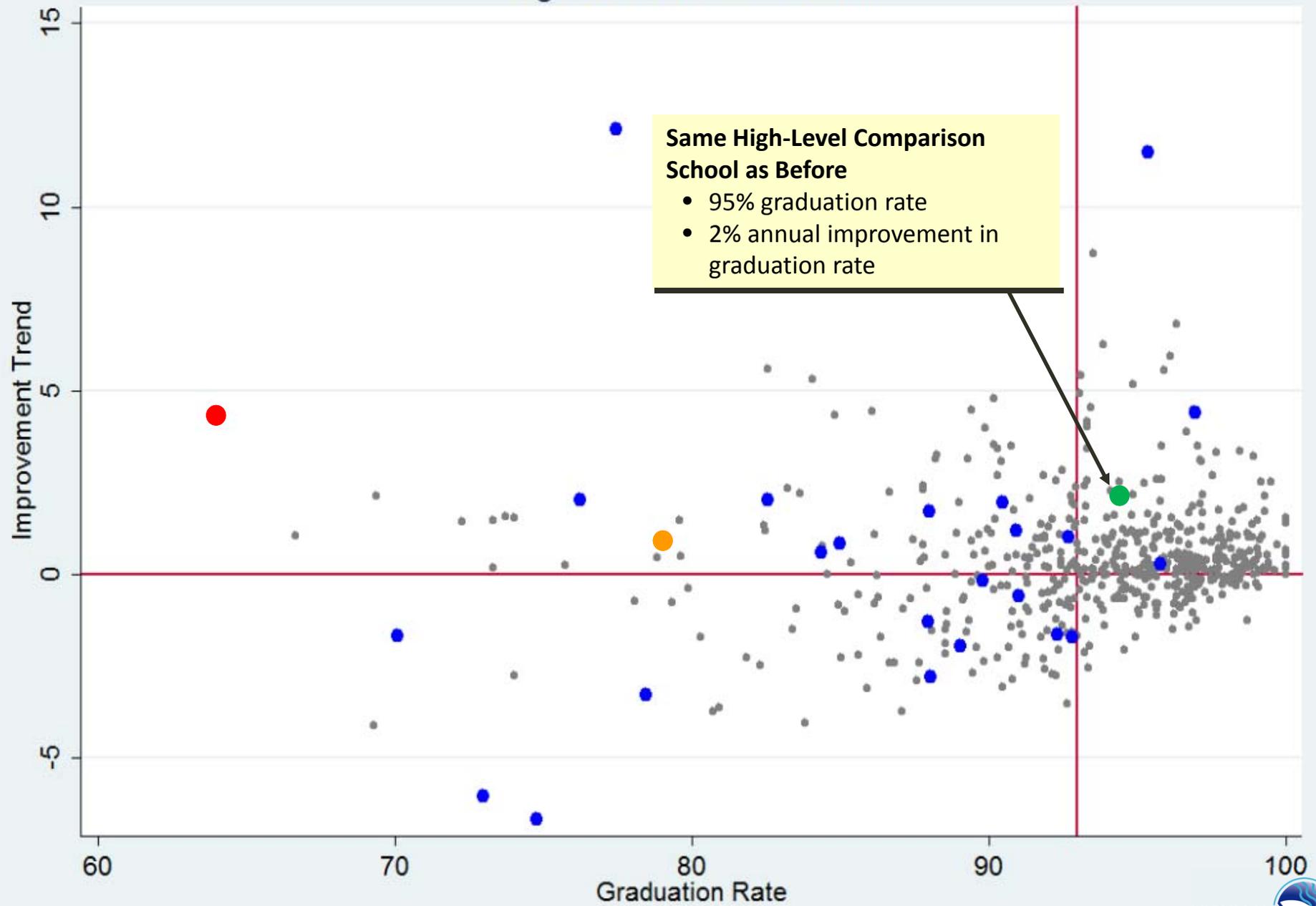
High School Graduation



High School Graduation



High School Graduation





OBSERVATIONS FROM MDE MONITORS

- School Culture & Climate Issues
 - High Teacher Absences
 - Acrimony among adults/"Toxic" culture
 - Majority of schools with building mechanical failures
 - Police/security offices/metal detectors at building entrance in majority of buildings in larger cities
 - High Suspension rates (particularly with African American youth)
 - Numerous students in hallways during instructional time

OBSERVATIONS FROM MDE MONITORS

■ Instructional Issues

- Prevalent didactic, teacher-led instructional models
- Low-level learning tasks
- High numbers of substitute teachers
- Teacher lack subject-matter expertise and pedagogical skill
- Failure to use data to drive instruction



OBSERVATIONS FROM MDE MONITORS

■ Leadership Issues

- Rotating building/district leadership (many with 2-3 different leaders in two years)
- Lack skills to work in a turnaround environment
- Failure to provide instructional leadership
- Continue to invest in programs/initiatives that have not proven effective
- Multiple initiatives with little focus (one school with 39 different initiatives)



OBSERVATIONS FROM MDE MONITORS

- Governance Issues
 - Lack of autonomy given to Principals
 - Many have financial deficits
 - Little differentiation in support from central office
 - “Broken” System—lacks focus on reform plan



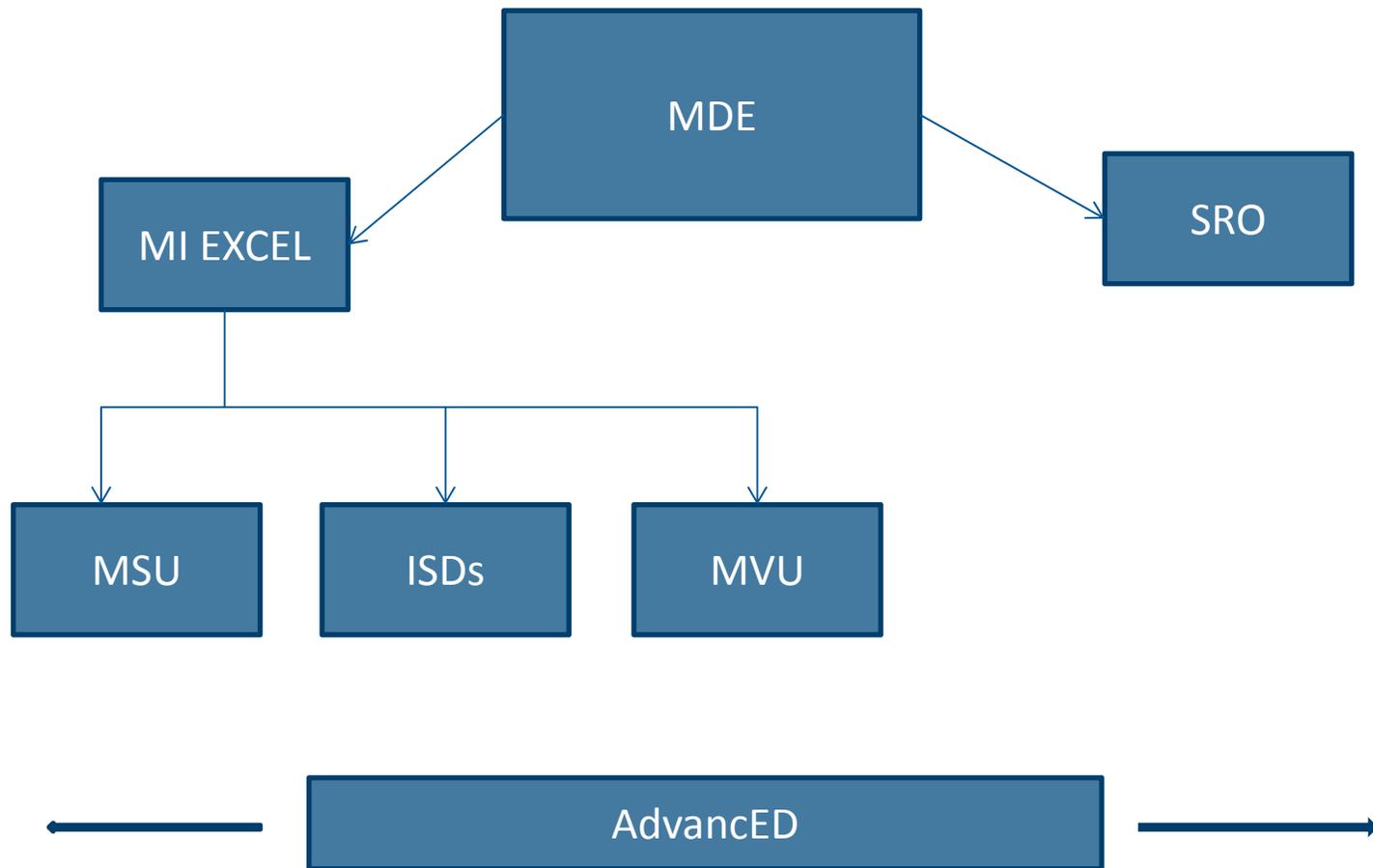


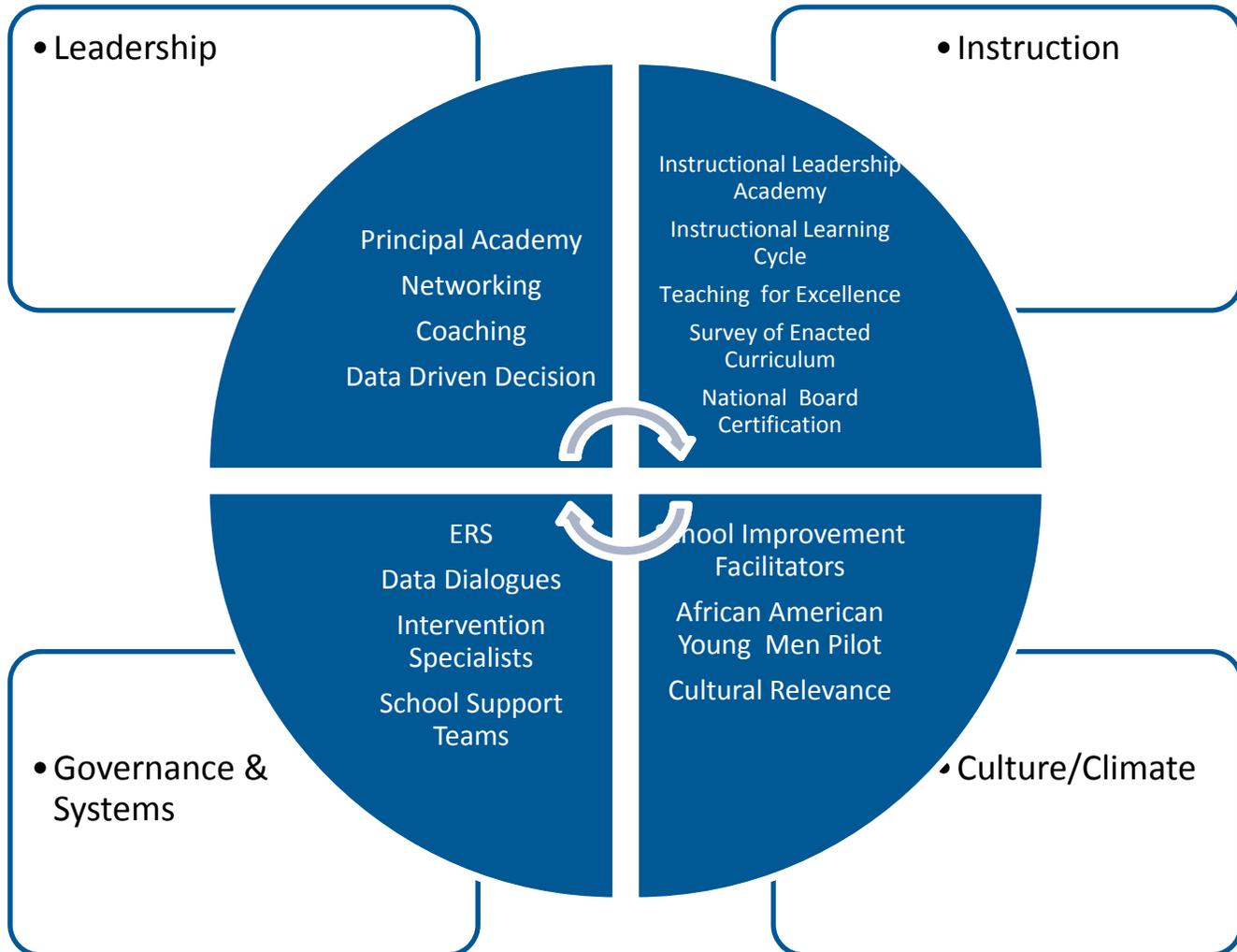
OBSERVATIONS FROM MDE MONITORS

- No clear process for analyzing data and pinpointing the “real” problems that created low test scores.
- “Over-identifying” our goals; too many initiatives, not enough focus.
- Need to focus on curriculum development activities
 - “You guys are doing an excellent job of teaching the wrong things!”
- Lack a culture of achievement in our building; focused on care and compassion, not on student achievement
- We need to set the needs of the school and the community above the needs of adults



PRIORITY SCHOOL SUPPORT PROVIDER NETWORK







SUPPORTS FOR TEACHERS

- Purpose
 - Provide descriptive data about current classroom practice to inform reflective dialogue to evaluate potential changes in instruction
- Support is
 - In classroom with School improvement facilitators
 - During grade level meetings
 - Available through networking meetings with experts
 - On-line tools and surveys



SUPPORTS FOR SCHOOL LEADERS

- Purpose
 - To build the capacity of school leaders to select powerful reform strategies, monitor and evaluate effectiveness of strategies, and take rapid action for course correction
- Support is
 - An on-site collaboration between school leadership team, ISD school improvement facilitator, and MSU intervention specialist to conduct diagnostic dialogues
 - Frequent on-site coaching conversations between monitors and school leadership team



SUPPORTS FOR DISTRICT LEADERS

- Purpose
 - Identify misalignments in district systems that are barriers to rapid changes at the building level.
- Support is
 - Facilitated building/district conversation about how to customize supports that meet the specific needs of the priority school's rapid change agenda
 - Provided by MSU intervention specialist and SRO monitors

HARVARD STRATEGIC DATA PARTNERSHIP

- MDE and CEPI partnered with the Harvard SDP beginning in 2013:
 - Two Data Fellows and one Agency Fellow
 - Two year partnership
 - Designed to increase SEA capacity to leverage data and research for action
- Increase MDE's dedicated capacity to enact our Strategic Research and Evaluation Initiative goals
 - Rapid response research to inform policy and decision-making; actionable information
 - Longer-term research to address our priority policy areas





CONTACTS

- Venessa Keesler, Ph.D.
 - Deputy Superintendent, Education Services
 - keeslerv@michigan.gov

- Joseph Martineau, Ph.D.
 - Deputy, Accountability Services
 - martineauj@michigan.gov