

2012 Legislative Report on Michigan's Lowest Achieving Schools



Michigan Department of Education
State Reform/Redesign Office
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LEGISLATIVE REPORT-MICHIGAN'S PERSISTENTLY LOWEST ACHIEVING/PRIORITY SCHOOLS

September 2012

INTRODUCTION

In 2010, the Michigan legislature passed a law (MCL 380.1280c) requiring the State Superintendent of Public Instruction to publish a list identifying the public schools in the state that have been determined to be among the lowest achieving five percent of all public schools in the state. Each school on the list must submit a redesign plan that address one of four federal intervention models identified by the U.S. Department of Education. The State School Reform Office (SSRO) reviews and approves or disapproves the plans and provides technical assistance to schools. Schools remain under the authority of the SSRO for a total of four years; one year of planning and three years of implementation. This report is provided as a requirement of this law to give an annual update on the efforts of the SSRO, and provide progress information on those schools previously identified in the bottom five percent in the state.

The Michigan Department of Education submitted a Flexibility Request to ESEA ("No Child Left Behind") that was approved in July 2012. The U.S. Department of Education required Michigan to identify three new categories of schools: Priority schools, those identified from the lowest five percent of schools on the Top to Bottom ranking of schools; Focus schools, those identified with the largest achievement gaps; and Reward schools, those identified with the highest achievement and greatest increases in achievement. Based on this request, the former designation of schools as Persistently Lowest Achieving (PLA) is now changed to Priority schools.

INTERVENTION MODELS

The four intervention models are identified below.

Transformation Model-Districts address four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformation model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operational flexibility and sustained support.

Turnaround Model-Districts replace the principal and at least 50 percent of the school's staff, adopt a new governance structure, and implement a new or revised instructional program.

Restart Model-Districts close the school and reopen it under the management of a charter school operator, a charter management organization, or an educational management organization selected through a rigorous review process. A restart school is required to enroll, within the grades it serves, any former student who wishes to attend.

School Closure-Districts close a failing school and enroll the students who attended that school in other high-achieving schools in the district.

TECHNICAL ASSISTANCE/SUPPORTS

The Michigan Department of Education (MDE) and its partner organizations provide a range of technical assistance and other supports to PLA/Priority schools, to address broad issues of improvement and student achievement. These supports also are strengthened through Michigan's ESEA Flexibility Request specifically for Title I schools that are identified as Priority schools.

MI Excel Supports:

Any Title I school that does not make Adequate Yearly Progress (AYP) is identified for school improvement, corrective action, or restructuring. As a result, MI Excel, the Michigan Statewide System of Support (SSoS) and partners provide schools with the help needed to increase student achievement and to eventually be removed from school improvement status. Thirty-six PLA schools had access to MI Excel services including regional assistance from Intermediate School Districts (ISDs), fellowships for instructional leaders, instructional coaches and School Improvement Review (SIR) visits.

Data Workshops:

PLA schools were offered the opportunity to participate in data workshops between August 1, 2011 and March 1, 2012, with the purposes of promoting effective use of student data to inform and adjust classroom instruction to meet the needs of students. Secondly, these workshops urge schools/districts to routinely use data to select researched, evidence-based programs aligned with the academic state standards.

The SSRO and the Office of Educational Improvement and Innovation (OEII) provided two data conferences to promote and build data driven decision-making skills, in which 34 school districts and 85 schools were represented.

School Improvement Review (SIR):

The School Improvement Review (SIR) process is a way to assist building leaders and teachers to develop a common understanding of what high performance instruction looks like and what schools do to obtain it and continue it. Through the use of forensic-type classroom observations, focus groups, and a careful review of school data, the SIR process can provide a school with a picture of how its processes are either aligned or misaligned with the Michigan School Improvement Framework. As a result, the SIR has been a valuable tool in assisting schools to identify hurdles to successful student instruction.

During the 2011-2012 school year, eight training sessions on the SIR were provided to a total of over 200 participants from 20 districts/10 PLA schools and included personnel from ISDs.

Networking Meetings:

Federal School Improvement Grant (SIG) and PLA Networking meetings were held three times during the 2011-2012 school year and provided an open forum and a pipeline of information for PLA school leaders and educators. The networking meeting allows turnaround leaders and teachers to build new educational relationships and to generate educational opportunities. Principals can seek out specific solutions to turnaround challenges and also share turnaround successes.

During the 2011-2012 school year, 36 districts with PLA or SIG schools participated in the networking meetings.

Principal's Academy:

The Principal's Academy was held four times during the 2011-2012 school year and focused on creating and sustaining a professional learning community for leaders of PLA schools. Initiated by the Office of Education Improvement and Innovation (OEII), the Academy was created by PLA principals and members of the OEII team. It is a principal-directed and OEII facilitated venture. The topics are heavily driven by the Academy's most pressing needs and are differentiated and interactive, including a panel of successful PLA principals and study groups.

During the 2011-2012 school year, over 50 principals from 39 school districts participated in the Principal's Academy sessions, which included topics on school climate and culture, and addressing the achievement gap for African-American male students.

Webinars:

The SSRO uses webinars to provide a wide variety of technical assistance information and dissemination of policies and supports for PLA schools. During the 2011-2012 school year, six webinars were presented by SSRO personnel which addressed reform strategies and monitoring considerations.

Technical Assistance Meetings and Workshops:

In addition to the Networking Meeting and Principal's Academy, the SSRO and MI Excel provide additional support for schools undergoing reform efforts, as well as technical assistance providers, including ISD personnel and school improvement facilitators, who support PLA and Priority schools. These workshops for support personnel have focused on tools and strategies, including the Surveys of Enacted Curriculum, which was available to all PLA schools as a way to review the content and strategies that teachers use in the classroom and align to statewide assessments or curricula.

FUNDING SUPPORT FOR PLA SCHOOLS

School Improvement Grants (SIG):

School Improvement Grants (SIG) are federal grants administered by the state to dramatically increase academic achievement of students in Michigan's PLA schools. SIG grants provided up to \$2 million over a three-year period for each school receiving these awards. The schools are able to use their grant funding to purchase additional services as identified in the school's grant application and reform/redesign plan.

In 2010, 40 schools received SIG grant. One additional school received a grant in 2011. Of these, 18 were awarded to schools in Detroit Public Schools and 23 in other districts. SIG funds were not available for 2011 or 2012 schools. Because of the schedule of the program, no additional funds were awarded in 2012.

Safe and Supportive School Grants (S³):

The overarching goal of the Federal S³ initiative is to help grantee schools raise the level of academic achievement by improving conditions for learning. In addition to raising academic achievement, the secondary intent of the initiative is to improve the overall school climate, by helping schools reduce substance abuse and to increase student safety.

The S³ grant has been awarded to 24 PLA high schools; each school received between \$125,500 and \$175,500 depending on student enrollment.

ARRA Section 1003(a) Grants:

In 2012, eligible schools that did not receive SIG grant funding were able to apply for a supplemental ARRA 1003(a) grant of \$56,848. These funds were awarded to 29 PLA schools to provide additional resources, services, or technology to support the instructional efforts and strategies identified in their reform plans.

SUMMARY OF LOWEST ACHIEVING SCHOOLS

2010

In 2010, 92 schools were identified on the 2010 lowest achieving five percent of schools list, using the U.S. Department of Education metrics for Persistently Lowest Achieving (PLA) schools. Of the 92 schools, 40 schools are in the Detroit Public School System (DPS), operated under an Emergency Manager. Since 2010, two additional schools in Muskegon Heights and Highland Park School Districts also became overseen by an Emergency Manager. Schools under Emergency Managers are not placed under the supervision of the School Reform Officer. Three schools closed. The reform plans of the remaining 47 schools were approved, implemented, and monitored in the 2011-12 school year.

2011

In August 2011, 98 schools were identified on the 2011 lowest achieving five percent of schools list using the PLA methodology. Of the 98 schools, 58 remained on the list from the previous year and 40 new schools were added to the list. For the new schools, all redesign plans for those districts not overseen by Emergency Managers have been approved and will begin first year implementation in the 2012-2013 school year.

2012

With the approval of Michigan's ESEA Flexibility Request in July 2012, 146 schools were identified in the lowest five percent on the 2012 Top to Bottom List, and are now identified as Priority schools. Of the 146 schools, 48 remained on the list from the previous year and 98 new schools were added to the list. Due to changes in supports and requirements for federal funding that come from Michigan's ESEA Flexibility, all newly-identified schools (those not identified as PLA in 2010 or 2011) in this category, will need to create a reform/redesign plan in order to access federal Title I funds.

The following list provides a description of the schools identified as Priority (lowest 5 percent) on the 2012 Top to Bottom list:

Grade Level Breakdown:

- Grades 9-12 32
- Grades 1-12 1
- Grades 1-7 1
- Grades P-5 34
- Grades 5-8 1
- Grades 6-12 4
- Grades 6-8 10
- Grades 7-12 2
- Grades 8-12 2
- Grades K-12 3
- Grades K-8 32
- Grades K-9 1
- Grades P-8 13
- Special Education 8
- Alt Education 2

Special Designations:

- 1 online school
- 15 Public School Academies (Charter schools)

Location Designation (based upon census categories):

- 8 rural schools
- 30 suburban schools
- 106 urban schools
- 2 schools in small cities

PERSISTENTLY LOWEST ACHIEVING SCHOOL PERFORMANCE DATA

This section of the report includes information on the progress of two cohorts of Persistently Lowest Achieving (PLA)/Priority Schools:

1. The 2010 Cohort (just completed first full year of implementation of plans)
2. The 2011 Cohort (just completed their planning year)

The information below looks at the change in performance on the Statewide Top to Bottom Ranking for the 2010 and 2011 cohorts of PLA schools. We would expect to see the strongest impacts for the 2010 cohort, as they have completed a full year of implementation.

2010 PLA Cohort (92 schools)

- 40 schools (43%) still considered lowest 5% schools (labeled Priority Schools in 2012)
- 43 (47%) no longer in the lowest 5% of schools.
- 9 (10%) no longer open or receiving a ranking

For those 43 schools no longer on the Priority/PLA list (i.e. those schools still in the intervention, but out of the bottom 5% of the ranking):

- The average percentile ranking on the 2012 Top to Bottom Ranking is 23rd percentile
- The highest percentile ranking is the 63rd percentile (meaning the school is performing better than 63% of schools in the state)
- The lowest percentile ranking is 5th percentile (meaning the school is performing better than 5% of schools in the state).

2011 PLA Cohort (98 schools)

- 48 schools (49%) are still considered lowest 5% schools (labeled Priority Schools in 2012)
- 50 schools (51%) are no longer in the lowest 5% of schools (although still expected to continue with their intervention plans).

For those 50 schools no longer in the lowest 5% of schools:

- The average percentile ranking on the 2012 Top to Bottom ranking is the 16th percentile.
- The highest percentile ranking is the 50th percentile (meaning the school is performing better than 50% of schools in the state)
- The lowest percentile ranking is the 5th percentile (meaning the school is performing better than 5% of schools in the state).

CHANGE IN PROFICIENCY IN THE 2010 AND 2011 PLA SCHOOLS

Assessment data is used to measure change in proficiency and reflects where the student took the test, and reflects all students taking the test at a given school, regardless of how long that student has been in that school.

This section of the report will focus primarily on mathematics and reading, as these subject areas were used for the original determination of PLA schools in 2010 and 2011. These are broken into two categories: high schools (using MME assessment data) and elementary and middle schools (using MEAP data).

Changes in Mathematics Proficiency

2010 and 2011 PLA High Schools: Mathematics

2010 PLA High Schools (53 of the 92 schools had high school data)

- Of these 53 high schools, 21 (40%) saw an increase in their percent of students proficient on the MME between 2009 and 2012. Statewide, 396 of 658 non-PLA high schools (60%) saw an increase in percentage of students proficient in mathematics.
- Twenty-seven schools (51%) saw a decrease in their percent of students proficient on the MME.
- Five schools (9%) saw no change in their MME mathematics scores.
- Of all 2010 PLA schools, mathematics proficiency on average increased 0.2%, compared with a statewide increase of 1.8%.
- The 2010 PLA schools change in mathematics proficiency in high schools ranged from a 7% decrease to a 19% increase. Statewide among non-PLA schools, proficiency change ranged from a 40% decrease to a 50% increase.

2011 PLA High Schools (60 of the 98 schools had high school data)

- Of those 60 high schools, 23 (38%) saw an increase in their percent of students proficient on the MME between 2009 and 2012.
- Thirty-seven (62%) either saw a decrease in their percent of students proficient on the MME or demonstrated no change.
- Of all 2011 PLA Schools, mathematics proficiency on average increased 0.3%, ranging from a 7% decrease to a 7% increase. Statewide among non-PLA schools, proficiency change ranged from a 40% decrease to a 50% increase

2010 and 2011 PLA Elementary/Middle Schools: Mathematics

2010 PLA Elementary/Middle Schools (29 of the 92 schools had elementary/middle school data)

- Of the 29 schools with elementary/middle school data in mathematics, 12 (41%) had an increase in their percent of students proficient between 2009 and 2012. Statewide, 908 of 2272 non-PLA schools with MEAP data had a similar increase in percentage of students proficient in mathematics.
- 17 of the schools (59%) had a decrease in the percent of students proficient in mathematics.
- Of all 2010 PLA schools with MEAP data, mathematics proficiency on average increased 1.4%, compared with a statewide average of a 2.2% decrease in proficiency.
- The 2010 PLA schools change in mathematics proficiency in elementary/middle school ranged from a 12% decrease to a 26% increase. Statewide among non-PLA schools, proficiency change ranged from a 34% decrease to a 26% increase.

2011 PLA Elementary/Middle Schools (41 of the 98 schools had elementary/middle school data)

- Of the 41 schools with MEAP mathematics data, 10 of the schools (24%) had an increase in the percent of students proficient in mathematics.
- 31 of the schools (75%) had a decrease in the percent of students proficient in mathematics.
- Of all 2011 PLA schools with MEAP data, mathematics proficiency on average increased 0.4%, ranging from a 32% decrease to a 26% increase. Statewide among non-PLA schools, proficiency change ranged from a 34% decrease to a 26% increase.

Changes in Reading Proficiency

2010 and 2011 PLA High Schools: Reading

2010 PLA High Schools (53 of the 92 schools had high school data)

- Of these 53 high schools, 27 (51%) saw an increase in their percent of students proficient on the MME in reading between 2009 and 2012. Statewide, 597 of 807 non-PLA schools (74%) saw an increase in the percent of students proficient on the MME in reading during that same time span.
- Twenty-six (49%) of these schools had a decrease in their percent of students proficient on the MME in reading, compared to 26% (209 of 807 schools) of the non-PLA schools statewide.
- Of all 2010 PLA schools with high school data, reading proficiency on average increased 1.1%, compared to a 4.8% increase statewide.
- The 2010 PLA schools change in reading proficiency in high school ranged from a 14% decrease to a 23% increase. Statewide among non-PLA schools, proficiency change ranged from a 79% decrease to a 50% increase.

2011 PLA High Schools (60 of the 98 schools had high school data)

- Of those 60 high schools, 27 (45%) saw an increase in their percent of students proficient on the MME between 2009 and 2012.
- Thirty-three (55%) saw a decrease in their percent of students proficient on the MME.
- Of all 2011 PLA schools with high school data, reading proficiency on average increased 1.8%, ranging from a 7% decrease to a 7% increase in proficiency. Statewide among non-PLA schools, proficiency change ranged from a 79% decrease to a 50% increase

2010 and 2011 PLA Elementary/Middle Schools: Reading

2010 PLA Elementary/Middle Schools (29 of the 92 schools had elementary/middle school data)

- Of the 29 schools with elementary/middle school data in reading, 25 (86%) demonstrated an improvement in the percent of students proficient in reading. Statewide, 1895 of 2318 (82%) non-PLA schools with MEAP data in reading showed an improvement in percent of student's proficiency in reading.
- The remaining four schools (14%) demonstrated a decline in the percent of students proficient in reading. Statewide, 18% (423 of 2318 schools) had a decline in percent of students proficient in reading.
- Of all 2010 PLA schools with MEAP data, reading proficiency on average increased 6.2%, compared to a 5.8% increase statewide.
- The 2010 PLA schools change in reading proficiency for elementary/middle school ranged from a 7% decrease to a 39% increase. Statewide for non-PLA schools, proficiency changes ranged from a 50% decrease to a 32% increase.

2011 PLA Elementary/Middle Schools (41 of the 98 had elementary/middle school data)

- Of the 41 schools with elementary/middle school data in reading, 32 (78%) demonstrated an improvement in the percent of students proficient in reading.
- The remaining nine (12%) schools demonstrated a decline in the percent of students proficient.
- Of all 2011 PLA schools with MEAP data, reading proficiency on average increased 4.7%, ranging from a 35% decrease to a 39% increase. Statewide for non-PLA schools, proficiency changes ranged from a 50% decrease to a 32% increase.

Change in Graduation Rates of PLA High Schools

For the 2010 PLA Cohort:

- 17 of the 55 schools with graduation rate data have 2011 graduation rates above 80%
- 23 of the 55 schools (42%) have improved their graduation rate since 2008
- The average graduation rate change for the 2010 PLA Cohort is actually negative; on average, the 2010 PLA cohort has seen a decline in graduation rate of 2.5%
- However, for the 23 schools that improved their graduation rates, the average rate of improvement was 4%, with some schools improving as much as 25% in graduation rate.
- The statewide graduation rate for 2010-2011 is 74%, down 0.9% over the last four years. The statewide graduation rate for 2011-2012 is not available at this time.

For the 2011 PLA Cohort:

- 16 of the 59 schools with graduation rate data have 2011 graduation rates above 80%
- 24 of the 59 schools (41%) have improved their graduation rate since 2008.
- Similar to the 2010 cohort, the average graduation rate change was negative.
- However, for the 24 schools that have improved their graduation rate, the average improvement was nearly 6% with some schools improving as much as 15% in graduation rate.

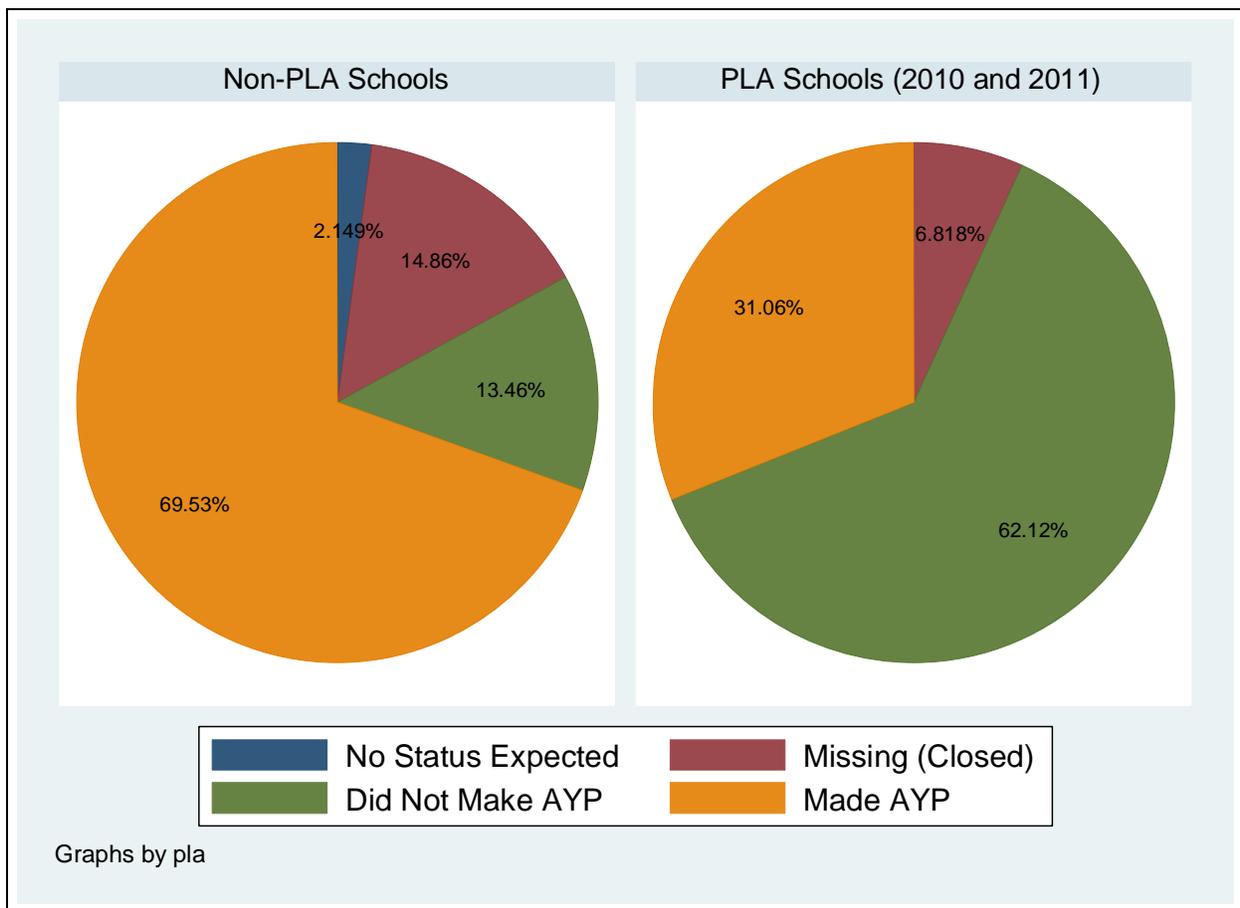
CURRENT ACCOUNTABILITY STATUS OF THE 2010 AND 2011 PLA SCHOOLS

There are 92 schools in the 2010 PLA Cohort and 98 schools in the 2011 PLA Cohort, which results in 132 unique schools identified over both cohorts (some are identified in both). Their 2012 accountability results provide us with some information on their performance in the 2011-2012 school year. Accountability data take into account student mobility (as measured by full academic year status) and feeder schools.

Adequate Yearly Progress

Adequate Yearly Progress provides a measure of whether or not a school is reaching their proficiency targets on average with their students.

- Of the 132 PLA schools (across both cohorts), 41 (31%) made AYP, while 82 schools (62%) did not make AYP, and 9 schools did not receive an AYP status.
 - In the 2010 PLA Cohort, 28 (30%) of schools made AYP and 55 (60%) of schools did not
 - In the 2011 PLA Cohort, 22 (22%) of schools made AYP and 76(76%) did not.



Priority, Focus and Reward Status

Michigan used three new designations in 2012:

ADDITIONAL METRICS FOR PLA AND PRIORITY SCHOOLS

While the 2010 and 2011 PLA schools were identified based upon mathematics and reading achievement and graduation rates from statewide assessments, Michigan's ESEA Flexibility Request expands the range of considerations that affect a school's ranking on the statewide Top to Bottom list. Subject area assessments in writing, science, and social studies are now considered for this ranking, along with mathematics and reading, to provide equal emphasis for all of these subject areas. Students' scale scores, based solely on the number of items answered correctly by students, are used to determine achievement, rather than proficiency levels, which were recently adjusted with new cut scores to reflect realistic career and college readiness requirements. While these subjects were not specifically used to identify PLA schools in 2010 and 2011, summary information for these areas is provided here, as these subjects and indicators will now have greater emphasis on school progress from this point in time forward. More information about the metrics can be obtained from the Bureau of Assessment and Accountability (available at <http://mi.gov/baa>).

Science

Science is assessed at three grade levels in Michigan – at the 5th and 8th grade on the MEAP assessment in October, and at 11th grade on the MME assessment in March. An analysis of science achievement data from 2011-12 for the 2010 PLA schools reveals the following information:

- 35 of 75 schools showed improvement equal to or greater than improvement among all schools in the state (note that not all schools have relevant science data if their grade level distribution does not align with the science assessments)
- 10 of the 75 schools showed significant gains in improvement, relative to state averages (top 15 percentile in growth)
- 24 of 75 schools shows minimal gaps in achievement in science between high and low performing schools in the school
- 26 of 75 schools show significant gaps in achievement in science
- PLA schools ranged from 0 to 30% proficient in social studies using new college and career ready proficiency levels, with an average of 6% proficient at the high school level (compared to 26% proficient statewide)

Social Studies

Social studies is assessed at three grade levels in Michigan – at the 6th and 9th grade on the MEAP assessment in October, and at 11th grade on the MME assessment in March. An analysis of social studies achievement for 2010 PLA schools reveal the following information:

- 30 of 74 schools showed improvement equal to or greater than improvement among all schools in the state (note that not all schools have relevant social studies data if their grade level distribution does not align with the writing assessments)
- 6 of the 74 schools showed significant gains in improvement, relative to state averages (top 15 percentile in growth)
- 65 of 74 schools shows minimal gaps in achievement in social studies between high and low performing schools in the school
- none of the 74 schools show significant gaps in achievement in social studies (likely due to generally lower scores among all of these schools)
- PLA schools ranged from 0 to 40% proficient in social studies using new college and career ready proficiency levels, with an average of 15% proficient at the high school level (compared to 41% proficient statewide)

Writing

Writing is assessed at three grade levels in Michigan – at the 4th and 7th grade on the MEAP assessment in October, and at 11th grade on the MME assessment in March. Since the writing assessment is relatively new, only two years of data are used to determine improvement trends. An analysis of writing achievement for 2010 PLA schools reveals the following information:

- 32 of 71 schools showed improvement equal to or greater than improvement among all schools in the state (note that not all schools have relevant writing data if their grade level distribution does not align with the writing assessments)
- 11 of the 71 schools showed significant gains in improvement, relative to state averages (top 15 percentile in growth)
- 24 of 71 schools shows minimal gaps in achievement in writing between high and low performing schools in the school
- 21 of 71 schools show significant gaps in achievement in writing
- PLA schools ranged from 0 to 58% proficient in writing using new college and career ready proficiency levels, with an average of 21% proficient at the high school level (compared to 49% proficient statewide)

Growth/Improvement

In addition to basic student achievement, growth and improvement in each of the assessed subject areas are now considered as a factor in the overall performance and ranking of schools. Such metrics can help determine the change over time for a school to try to ensure that student achievement in any area is improving over time. For the Top to Bottom metric, this growth is standardized, so that schools can look at their own scores from year to year, and compare this growth to statewide averages for all schools in the state.

An analysis of growth and improvement in each of the subject areas for the Top to Bottom list for 2010 PLA schools reveal the following information:

- 27 of the 80 schools with achievement data from 2011-12 (removing closed schools) showed overall growth in achievement compared to all schools in the state, averaged from all subjects
- 9 of the 80 schools with achievement data from 2011-12 showed growth greater than statewide averages in all areas assessed
- 7 of these schools showed significant growth (top 15 percentile) in three or more areas
- 8 of the 80 schools showed significant overall growth (top 10 percentile in the state for overall growth)
- 32 of the 80 schools showed declines in four or more subject areas relative to statewide averages

Achievement Gaps

While average achievement scores can be useful, they do not provide enough information to reflect the range of achievement of all students in a school. For Michigan's ESEA Flexibility, the MDE's Bureau of Assessment and Accountability developed a metric to help provide a better picture about the range of achievement within a school. This metric compares relative performance of each student to others in the state who use the same assessment instrument, and then groups the highest and lowest performing 30% of students within a school, and compares the gaps between the averages for these groups. While this metric specifically identifies Focus schools, it can also provide a picture of all schools, including PLA/Priority schools, to note whether some students are not being served appropriate by the school.

An analysis of achievement gaps in each subject area for the Top to Bottom list for 2010 PLA schools:

- 19 of the 80 schools have no significant achievement gaps in any subject
- 19 of the remaining 61 schools have a significant achievement gap in just one subject
- 7 of the 80 schools have a significant achievement gap in four or more subjects
- 24 of 80 schools shows minimal gaps in achievement in mathematics between high and low performing schools in the school
- 50 of the 80 schools show significant gaps in achievement in mathematics
- 43 of 80 schools shows minimal gaps in achievement in reading between high and low performing schools in the school
- 13 of the 80 schools show significant gaps in achievement in reading

LEADING AND IMPLEMENTATION INDICATORS FOR PLA SCHOOLS IMPLEMENTING REFORM PLANS

In order to monitor progress of schools in implementing the reform/redesign plans, the School Reform Office developed a decision matrix regarding satisfactory progress for PLA schools as they work to enact their reform efforts. Based on federal guidance for School Improvement Grant schools, and utilizing outcome indicators to account for variability in each school’s individual plan, the matrix focuses on implementation and leading indicators during the first full year of implementation. Student achievement and other lagging indicators will be used in the second and third year of plan implementation to note progress. The matrix is provided below.

	Planning	Implementation		
PROGRESS INDICATORS	Year 1	Year 2	Year 3	Year 4
Leading Indicators: (added instructional time, assessment participation, dropout rate, course completion, student attendance, advanced course rate, discipline incidents, truancy, teacher performance level, and teacher attendance)	--	20%	20%	0%
Implementation Indicators: (based on outcomes linked to the Turnaround or Transformation reform requirements)	--	80%	55%	40%
Lagging Indicators: (average scale scores; percentage of students who attain English proficiency; graduation rate; college enrollment rate; percentage of students in each proficiency level)	--	0%	5%	10%
Student Achievement	--	0%	20%	50%

The implementation of the reform plans by schools was monitored by SRO staff (and OEII staff for SIG schools) to note progress in implementation, and to also provide focused technical assistance to help schools identify potential barriers to progress, or strengths to build upon in the broader reform effort. During implementation, all PLA schools are also required to examine progress on ten specific leading indicators. These indicators, while not directly related to student achievement, are “early-notice” metrics that can often be used to determine broader progress in implementation. These two metrics were used to determine progress for the 2010 schools monitored by the School Reform Office.

Findings from Monitoring and Implementation

While the main goals of monitoring implementation are to ensure that schools follow through on reform efforts, and to provide focused technical assistance when schools run into barriers to this implementation, a broader goal of the School Reform Office is to review data and findings to identify replicable practices that are successful for schools engaged in transformation/turnaround, so that these may be shared more broadly as new Priority schools are identified. Likewise, a goal is to examine the barriers to implementation, or the details of the implementation efforts, to understand what challenges may arise, and how specific aspects of the implementation may affect the overall outcome. These are used to inform other schools through the newly added supports or content of the MIExcel system. Reviews of progress and implementation using a variety of evidence and data have resulted in some key findings thus far in the implementation of reform efforts:

1. **District Support for School Initiatives.** Implementation of reform plans was often limited by a lack of support or ineffective systems at the district level, especially in larger school districts. SIG schools in particular struggled with human resources and procurement systems that took considerable time to process purchases or payment to implement reform strategies. This is echoed by statewide research throughout the country, and a new focus identified by the U.S. Department of Education to address school reform efforts at the district level.
2. **Early Focus on Instructional Practices.** Schools that showed greatest gains in student achievement picked a specific focus on instructional practices that could be tested with a small group first, and then implemented school-wide after working out implementation details. Such efforts encouraged teachers to take ownership and focus on academic outcomes for specific strategies, rather than vague instructional reforms that were applied only by individual teachers.
3. **Paying Attention to Data to Inform Instruction.** Schools that performed well set up data-review practices early in their reform efforts, and were able to develop their own capacity to collect, review, and analyze data to make instructional decisions. Many other schools only recently started paying attention to data, and were overwhelmed by the range of possible data to review, and which data were most relevant to the decisions to be made. Most of these lower-achieving schools also did not have the technological infrastructure to gather and review data on a regular basis, and have struggled to implement data-based reform measures.
4. **Curriculum Alignment.** Many schools that were able to show significant gains did so by reviewing what is taught and realigning curriculum resources and instruction to address current standards and assessments. A number of schools reported changes in what topics were being taught, the grade level they were being taught at, or the level or rigor in which they were taught. Other schools used common assessments as a way to standardize the content for courses taught by more than one teacher.

SCHOOLS SHOWING SIGNIFICANT TURNAROUND

<i>Godfrey Lee High School Wyoming, Michigan</i>	<i>Students</i>	<i>Grades</i>	<i>SWD</i>	<i>ED</i>	<i>2012 TTB Rank</i>
	405	9-12	1%	83%	63
<p>Godfrey Lee High School is an urban school located outside of Grand Rapids. They received \$2,167,506 in SIG funding to employ a SIG Coordinator to facilitate the work of the SIG and developed a plan to improve student academic achievement. The Center for Excellence in Education provided professional development in extended learning time, differentiated instruction, and comprehensive use of student data lead the process to improve student academic achievement. READ 180 Program was purchased and implemented as an intervention program to improve students Reading ability. EXPLORE and PLAN tests were administered to all 9th and 10th grade students to assess their level of College Readiness. Staff identified and implemented researched based strategies to address the needs of students. The Center for Excellence in Education provided a team consisting of a Principal Leadership Coach and Content Coaches for Math and English, three days per week in the building modeling and co-teaching. Lee High School is identified as a Reward School in 2012 for significant growth and achievement.</p>					

<i>Albion High School Albion, Michigan</i>	<i>Students</i>	<i>Grades</i>	<i>SWD</i>	<i>ED</i>	<i>2012 TTB Rank</i>
	334	7-12	13%	75%	40
<p>Albion High School is an urban school located in southern Michigan. They received \$888,979 in SIG Funding and began a program to improve student academic achievement. The Center for Excellence in Education was brought on board as the External Service Provider and utilized a Principal Leadership Coach, Content Coaches for Math & English, and a SIG Coordinator. Professional Development was provided by early release of students twice per month and lead by the Center for Excellence in Education. The primary focus was on student achievement data and researched based instructional strategies in the classroom. Extended learning time began in January of 2012, with all students attending one additional hour of school each day. This was accomplished by adding an "EXCEL Hour" in which all students were scheduled into a course based on their academic need. EXPLORE and PLAN tests were administered to all 9th and 10th grade students. The AVID (Advancement via Individual Determination) Program had been in place since the beginning of the school year. AVID is a voluntary program in which the parents sign the participation agreement for the program that focuses on character, behavior and study skills.</p>					

<i>Fitzgerald Senior High School, Warren, Michigan</i>	<i>Students</i>	<i>Grades</i>	<i>SWD</i>	<i>ED</i>	<i>2012 TTB Rank</i>
	943	9-12	11%	77%	37
<p>Fitzgerald Senior High School is a small suburban school located near Detroit. They received \$1,012,461 in SIG funding and has provided funds for a full-time ELA consultant and a 4-day per week expert in mathematics to work with teachers in the classroom as well as in professional learning groups. The plan for improvement supports long term professional development with on-site expert consultants working with teacher content teams that have targeted the high school, but have moved to implementation of successful programs K-12. An in-house Data Analyst works full time to assist teachers in assessment, use of technology, and data analysis. Every teacher is involved in close and critical reading in their content area, corrective reading classes have been instituted to work with struggling readers, writing prompts are administered and assessed for all students regularly, and every final exam must include writing in the content area that is assessed.</p>					

<i>E.A. Johnson Memorial High, Mt. Morris, Michigan</i>	<i>Students</i>	<i>Grades</i>	<i>SWD</i>	<i>ED</i>	<i>2012 TTB Rank</i>
	630	9-12	10%	69%	55
<p>E.A. Johnson Memorial High School is a high poverty student population located in a small suburban setting on the outskirts of Flint. They received \$1,562,309 in SIG funding to provide funding for a national expert in mathematics to work closely with the math staff on a monthly basis and a classroom strategy and technology expert to work with all staff with a concentration on ELA teachers and the writing process on a weekly basis. Both professional development specialists have worked closely with teachers in professional learning content groups and directly in the classroom. Administration at the high school and the district level has been fully supportive and has taken the initiative to expand the successful strategies to the middle school and elementary levels. In addition, a big push this year has been on establishing a more positive learning environment in the high school by encouraging parent involvement and working with staff to support positive behavior. The school has established a 7th hour Success Hour for students to assist students that are falling behind in completion of assignments.</p>					

<i>Waldron Middle School Waldron, Michigan</i>	<i>Students</i>	<i>Grades</i>	<i>SWD</i>	<i>ED</i>	<i>2012 TTB Rank</i>
	72	6-8	22%	69%	49
<p>Waldron Middle School is a small rural school located on the Michigan/Ohio border. They received \$605,500 in SIG funding. Waldron Middle School adopted a Response to Intervention (RTI) model which provides data for instructional programs. They continue to follow their RTI model with fidelity which is leading to continuing improvement. A leadership team has been developed and works on getting teachers involved in best practices through articles and modeling during professional development. This practice is helping teachers look more closely at their teaching and incorporating best practices in their work.</p>					

<i>Bloomingtondale High School Bloomingtondale, Michigan</i>	<i>Students</i>	<i>Grades</i>	<i>SWD</i>	<i>ED</i>	<i>2012 TTB Rank</i>
	630	6-12	10%	73%	53
<p>Bloomingtondale Middle and High School is a rural school located west of Kalamazoo. Bloomingtondale planned around the Transformation model, and identified a specific focus on subject area instruction, and is now beginning implementation of the PBIS program to improve school culture. As a result of the reform plan, the school not only engaged in more thorough examinations of data to inform instruction, but also identified several instructional strategies that are used school-wide, including the "Zap" program to address problems related to incomplete homework or effort on student projects as a way to ensure greater engagement and effort. Bloomingtondale was identified as a Reward school this year for significant growth in achievement.</p>					

<i>Kent City High School Kent City, Michigan</i>	<i>Students</i>	<i>Grades</i>	<i>SWD</i>	<i>ED</i>	<i>2012 TTB Rank</i>
	420	9-12	n/a	39%	61
<p>Kent City High School is a rural school located near Grand Rapids. Kent City selected the transformation model and focused on raising standards for all students and incorporating common instructional practices as a way to improve outcomes for all students. In order to support these efforts, Kent City implemented a 1:1 tablet program at the high school to encourage access to common resources and common practices using these tools across all classrooms. While the school is still working to address the gaps between high and low performing students, it is now a Focus school.</p>					

<i>Marion High School Marion, Michigan</i>	<i>Students</i>	<i>Grades</i>	<i>SWD</i>	<i>ED</i>	<i>2012 TTB Rank</i>
	259	6-12	18%	69%	28
<p>Marion High School is a rural school located near Cadillac. They selected the Transformation model to implement as a way to maintain this small community's connection to the educators of the school. Marion's new principal, Beth Robb, implemented several initiatives to improve instruction, including a regular professional learning schedule for teachers, alignment of curricula, and participation in statewide initiatives such as the S3 (Safe and Secure Schools) and MIPhy that address issues of school culture and community and student preparation for schooling. The school showed significant increases in student achievement in all subjects.</p>					

<i>Truman High School Taylor, Michigan</i>	<i>Students</i>	<i>Grades</i>	<i>SWD</i>	<i>ED</i>	<i>2012 TTB Rank</i>
	1214	9-12	16%	58%	58
<p>Truman High School is an urban/suburban school located near Taylor in southeast Michigan. Truman High School identified three specific efforts that are leading a significant turnaround in instructional practice. Truman math faculty used an "instructional learning cycle" approach to experiment with specific practices, document their efforts, and analyze student work to better understand the impact of their instruction on student learning. Truman faculty also created a rubric and exemplar for what student engagement looks like in the classroom, which is being held as a standard for all faculty to gear their instruction to achieve. Finally, Truman established a position for one of their teachers to focus specifically on data analysis, professional learning, and improving colleague's instructional practices. Truman showed significant increases in student achievement in all subjects.</p>					

<i>University High School Ferndale, Michigan</i>	<i>Students</i>	<i>Grades</i>	<i>SWD</i>	<i>ED</i>	<i>2012 TTB Rank</i>
	485	9-12	n/a	75%	50
<p>University High School is an urban school located near the northern border of Detroit. Ferndale selected the transformation model, and focused on a number of efforts that utilized the flexibility of this model to engage in reform. Ferndale initiated a data-based formative assessment process starting with the entire language arts program as a way to gather and review student data to inform both individual teacher's instruction and department-wide decisions about curriculum and instructional programs. University High School is also beginning a distributed leadership program that will result in three co-principals for the school, who will focus on different aspects of leadership and administration. This approach recognizes the challenge of running the various aspects of a school, and allows leaders to focus on specific skills and strategies for their area of oversight. University High School has shown significant progress in implementation.</p>					

Key:

SWD-students with disabilities

ED-economically disadvantaged (based on free and reduced lunch numbers)

TTB-Top to Bottom