Priority Schools

Presented by:
Michigan Department of Education

Webinar Presentation by:
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Overview of the Session

• What is a Priority School?
• How was our school identified as a Priority School?
• How can I review the data regarding this designation?
• What does this mean for our school?
• What are the next steps?
• What supports will be provided to assist with this effort?
What is a Priority School?

- Identified in bottom 5% if Michigan’s Top-to-Bottom list of schools
- Any school with a graduation rate of less than 60% for three consecutive years
- Any school that received SIG funds to implement a turnaround model
- Any school identified in 2010 or 2011 as a PLA (Persistently Lowest Achieving) School
Priority is the new PLA

- Redefined based on Michigan’s ESEA Flexibility Request
- Replaces PLA (Persistently Lowest Achieving)
- Intent is to identify those schools that have ongoing low performance, or a combination of risk factors to support student learning needs
- MCL 380.1280c now applies to Priority schools (in terms of requirements and oversight)
- Uses Top-to-Bottom metric instead of PLA methodology
How was our school identified as a Priority School?

- Top-to-Bottom ranking of schools
  - Student Achievement
    (scale scores, not proficiency cuts)
  - Improvement in achievement and graduation rate over time
  - Achievement gap between top scoring 30% of students and bottom scoring 30% of students

- Ranking applies to all subjects tested in the school (not just mathematics and reading)
How is the Top-to-Bottom list determined?

- For any given subject:
  - *Achievement average (50% of weighted score)*
  - *Improvement / growth (25%)*
  - *Achievement gap - standardized (25%)*

- Subjects are weighted evenly across the school (for those applicable to the school)
- Graduation rate is 10% of overall score for high schools
- Schools are ranked based on overall score from these components
Top-to-Bottom metrics for elementary / middle schools

- Achievement is a two year average scale score
- Growth is a factor for mathematics and reading (growth of individual students)
- Science, Writing, and Social Studies apply based on grade levels offered in school
- Two year average performance level is standardized for change (improvement or decline compared to other schools)
- School achievement gap
- Graduation rate is not a factor
Top-to-Bottom metrics for high schools

- Achievement in all subjects is a two year average scale score
- Improvement is based on 4-year trend (student growth is not applicable)
- School achievement gap
- Graduation rate is 10% of overall score
- All subjects are used (mathematics, reading, writing, science, and social studies)
What attributed to our school being identified?

- Use the lookup table spreadsheet from the Top-to-Bottom website (or open the PDF document provided in early notice messages)
- Open in Excel - you can use the name lookup to identify your school building code
- Enter the school building code to retrieve your specific data
- Review z-scores of all applicable areas
**Lookup Table Results**

<table>
<thead>
<tr>
<th>Subject</th>
<th>2-yr ave % proficient</th>
<th>2-yr ave student z:</th>
<th>Z-score improvement:</th>
<th>2-yr ave z-score gap:</th>
<th>Z:</th>
<th>Index:</th>
<th>Z:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Social Studies</td>
<td>27.9400</td>
<td>-0.3016</td>
<td>-0.0667</td>
<td>-2.3044</td>
<td></td>
<td>-0.8317</td>
<td>-1.7814</td>
</tr>
<tr>
<td>HS Writing</td>
<td>33.8250</td>
<td>-0.4990</td>
<td>-0.1575</td>
<td>-2.4237</td>
<td></td>
<td>-1.5406</td>
<td>-1.9433</td>
</tr>
<tr>
<td>Grad Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-0.1515</td>
<td>-0.1877</td>
</tr>
</tbody>
</table>

2 year average achievement is standardized

2 year average achievement gaps in school are standardized

Z-scores compare schools
### Analyzing Your Data

**Social Studies** - For each of the three metrics, look at the Z score to determine if the result is above, at, or below average.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Above Average $Z &gt; = 0.5$</th>
<th>Near Average $Z \approx 0$</th>
<th>Below Average $Z &lt; = -0.5$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement (from Column M)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Improvement (from Column M)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Achievement Gap (From Column M)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Overall Social Studies Z Score (From Column T)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Social Studies trend**: Describe the school’s performance from the checks above.

For example: *The school is above average in improvement and achievement gap, but near average in achievement.*

<table>
<thead>
<tr>
<th>Metric</th>
<th>2-yr ave % proficient</th>
<th>2-yr ave student z</th>
<th>Z-score improvement</th>
<th>2-yr ave z-score gap</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27.9400</td>
<td>-0.3016</td>
<td>-0.0667</td>
<td>-2.3044</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Z: -0.6264</td>
<td>Z: -1.1173</td>
<td>Z: -0.9566</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.50</td>
<td>0.25</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Z: -1.7814</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How can I review the data regarding this designation?

• Check the email attachment you received with notice of this webinar, or download Lookup Table when posted on the MDE site

• Open this document (PDF image) or the Lookup Table in Excel

• If using the Lookup Table, enter your building code and hit “Enter” to get your school’s data for all applicable categories

• Review more extensive data with your assigned Intervention Specialist (Title I schools) or MDE staff
What does this mean for our school?

• Schools need to develop a reform/redesign plan using one of the four intervention models established by USED

• Plans approved during the 2012-13 school year for implementation through 2015-16

• Plans must address all model requirements

• Plans will be monitored to track plan implementation, progress, and improvement
The Reform/Redesign Plan

- Four year reform plan using federal intervention models
  - **Transformation** - addresses 11 requirements including replacing principal, evaluation and reward/replacement policies, use of data to inform PD and instruction, increased learning time, family engagement, and operational flexibility
  - **Turnaround** - similar to Transformation, but also replace 50% or more staff, and change governance
  - **Restart** (Close and restart with management)
  - **Closure**
The Reform/Redesign Plan

- Overrides/merges with School Improvement Plan; focusing on rapid turnaround
- Incorporates selection of indicators for different requirements based on evidence
- Should be supported by data and research-based practices
- Requires both school and district involvement from multiple stakeholders
- Should be based upon input from a reform team from the school and district
Personnel Considerations

• Turnaround and Transformation plan require replacement of principal
• Turnaround plan also required release and rehiring of up to 50% of staff
• HB 4628 amended Public Employment Relations Act to prohibit collective bargaining on:
  • Teacher placement or personnel decisions
  • Employer’s performance evaluation system
  • Discharge or discipline of employees
  • Classroom observation decisions
  • Performance-based method of compensation
  • Parental notification of ineffective teachers
Curriculum and Instruction Considerations

- Schools must use data to inform curriculum and instruction decisions
- Use of research based instructional program
- Alignment to Common Core State Standards
- Vertical alignment of standards
- Differentiation of instruction
- Increased instructional and collaboration time
- Use Surveys of Enacted Curricula (SEC) to gather process data on curriculum and instruction
Funding Considerations and District Oversight

- Required district set-aside of 20% for Priority school supports
- Required building set-aside (in addition) of 10% for Priority schools to support reform efforts
- District role is critical
- District is required to oversee and support implementation of reform/redesign plan
- Intervention Specialists work at both school and district level to address reform efforts
What are the next steps?

- Communicate status to schools and community
- Identify a reform plan team for school/district
- Review data and reform/redesign plan resources
- Review Title I funding for set-asides
- Participate in data gathering and analysis process to inform plan development
  - Surveys of Enacted Curriculum (check with ISD)
  - Process data reviews and dialogue with Intervention Specialists (for Title I schools)
Planning Timeline

- September 12 - Technical Assistance Meeting at Lansing Center (2 District and 2 School staff)
- By September 30 - Work with ISDs to schedule Surveys of Enacted Curriculum for teachers
- September - Begin meetings with Intervention Specialists (Title I schools)
- October 19 - Draft Plan submission
- October 31 - Plan review date (Reform team)
- November 29 - Plan submitted in AdvancEd
What supports will be provided to assist us?

- Intervention Specialist and Data Packets for Title I eligible and receiving schools
- Technical assistance meetings
- Surveys of Enacted Curriculum (SEC) and other process tools to support curriculum alignment and instructional or operational practices
- Planning and implementation resources/info
- Online professional learning resources to support instructional leadership teams
For More Information


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Questions?

- Please ask any questions now regarding general considerations for Priority schools
- Visit the website for FAQs
- Talk with Intervention Specialists and the aforementioned contacts