Priority Schools:
Overview

Presented by:
Michigan Department of Education
Overview of the Session

• What is a Priority School?
• How was our school identified as a Priority School?
• How can I review our school’s data?
• 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 Low Achieving) School
Priority School “Cohorts”

- Any school identified as a Priority School joins a “cohort” named for the first year of identification.
- Schools first named this year are part of the “2013 cohort.”
- The 2013 cohort of Priority schools will be under the supervision of the State Reform Officer for 4 years - until the end of the 2016-17 school year.
- This allows support and review of progress over multiple years to ensure sustained improvement.
How was our school identified as a Priority School?

• Top-to-Bottom ranking of schools
• Ranking applies to all subjects tested in the school (not just mathematics and reading)
• For more information about the Top-to-Bottom metrics, as well as tools for data analysis:
  - http://mi.gov/ttb
What does this mean for our school?

• 12 specific requirements of building and district
• Schools need to develop a reform/redesign plan using one of the four intervention models established by USED
• Plans need to be approved during the 2013-14 school year for implementation through the 2016-17 school year
• Plans need to address all requirements of the chosen reform/redesign model
• Plans will be monitored to track plan implementation, progress, and improvement
1. The Reform/Redesign Plan

- Four year reform plan using federal intervention models

  **Transformation** - addresses 11 requirements including replacing school leadership, educator evaluation and reward/replacement policies, use of data to inform PD and instruction, family engagement, and operational flexibility

  **Turnaround** - similar to Transformation, but also replace 50% or more staff, and change governance

  **Restart** (Close and restart with new management as a charter school)

  **Closure**
1. The Reform/Redesign Plan

- Incorporates components of the School Improvement Plan; focusing on rapid turnaround
- Should be supported by multiple sources of 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
1. Reform / Redesign Plan
Personnel Considerations

- Turnaround and Transformation plan require evidence of turnaround competencies for building leadership
- 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
I. Reform / Redesign Plan
Curriculum and Instruction Considerations

- School 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
District Efforts for Non-Title I Priority Schools

2. Conduct a district-level professional dialogue about the system changes required to support their Priority (and Focus) schools
   • Focused on rapid changes identified in building level dialogues
   • Report conclusions through ASSIST

3. Report to the local Board of Education on a quarterly basis about progress in the Priority schools
District Efforts for Title I Priority Schools

4. Assign a district representative to be part of your Title I Priority School’s School Support Team

• Forms a base to support writing and implementation of the plan
• Includes a School Improvement Facilitator from the ISD/ESA, district representative, and MSU-assigned Intervention Specialist

5. Work with MSU Specialists to conduct district-level dialogue about changes required
6. Obligate 20% of LEA Title I Allocation for specific supports for the identified Priority Schools
   • All regular Title I rules apply for set-asides
   • See other presentations on Choice / Transfer and Title I requirements for greater detail at:
     - [http://mi.gov/priorittyschools](http://mi.gov/priorittyschools)

7. Letter of Identification / Notification to Parents
   See presentation at site below:
   - [http://mi.gov/priorittyschools](http://mi.gov/priorittyschools)
Building-level Efforts for All Priority Schools

8. Conduct a building-level “diagnostic dialogue” with stakeholders to examine data and determine changes in teaching/learning practice
   • Often is a multi-step or ongoing practice
   • Post “Big Ideas” identified during the dialogues in the Priority Diagnostic on ASSIST (AdvancED)

9. Implement the Superintendent’s Dropout Challenge. More information at:
   - [http://mi.gov/dropoutchallenge](http://mi.gov/dropoutchallenge)
Building-level Efforts for Title I Priority Schools

10. Schedule a pilot Reporting Meeting in the spring with the School Support Team for training to implement Instructional Learning Cycles (ILCs).

11. Administer the Survey of Enacted Curriculum (SEC) to core content teachers before the end of the 2013-14 school year, and again the following year.

12. Obligate 10% of the building’s title I fund allocation for specific support of reform plan efforts. More information at:

   - [http://mi.gov/prioritieschools](http://mi.gov/prioritieschools)
What supports will be provided to assist us?

- Intervention Specialist 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
- Various professional learning opportunities in areas of leadership, instruction, and reform plan implementation
What are the next steps?

- Communicate status to school 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 as outlined previously
- Participate in Technical Assistance events to learn details of the process, and work with the Statewide System of Support for assistance
Planning Timeline

• August 13 (evening only) - Priority School Orientation at Lansing Center

• August 14 (full day) - Technical Assistance Meeting at Lansing Center (Up to 2 District and 2 School staff per Priority school)

• August / September
  • Work with ISDs and Specialists on planning efforts and review of instruction and data
  • Engage in building and district level dialogues with Intervention Specialists (Title I Schools)
• August 26 - Priority Schools placed under School Reform Office (SRO) supervision

• October 8 - Draft plan submission to AdvancEd

• October 28 - Feedback on draft plan at Lexington Hotel in Lansing

• November 25 - Plan submitted in AdvancEd
Resources

- For details of the metrics and diagnostic tools from MDE for Priority Schools
  - [http://mi.gov/ttb](http://mi.gov/ttb)
  - [http://mi.gov/priorityschools](http://mi.gov/priorityschools)

- School Reform Office Website:
  - [http://mi.gov/mde-reform](http://mi.gov/mde-reform)