



School Reform in Michigan



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Michigan Department of Education

Presentation to the Joint Senate Education Committee and
K-12 Education Appropriations Subcommittee

February 3, 2016



Innovation

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

DRAFT

Customer Service

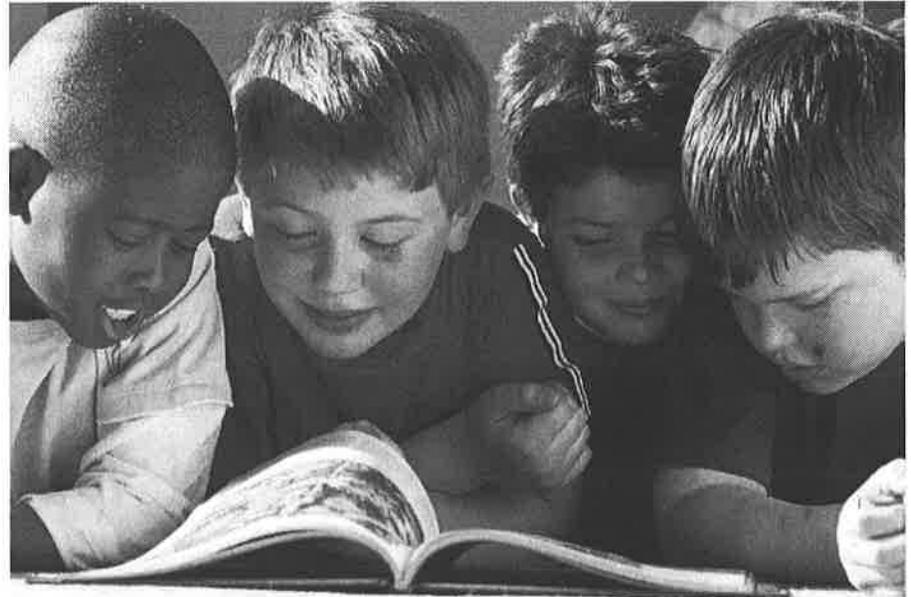
To realize Michigan becoming a Top 10 education state within the next 10 years, the existing structure and system of education must be challenged and reshaped. Michigan must establish an educational system that grants indelible rights for all stakeholders to succeed – a system focused more on what is best for children and their learning. This is a framework of the strategic goals necessary to move Michigan forward.

STRATEGIC GOALS

- 1 Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education – to maximize lifetime learning and success.
- 2 Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.
- 3 Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.
- 4 Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.
- 5 Ensure that parents/guardians are engaged and supported partners in their child's education.
- 6 Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce; and informed and responsible citizens.
- 7 Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district and school).

A Brief History

- State legislation on school reform – 380.1280c
- “Race to the Top” federal grant
- State School Reform/Redesign Office (SRO)
- SRO from MDE to DTMB



How Schools are Identified

- Overarching Points:
 - The “lowest performing 5% of schools” are only a small part of the overall accountability system
 - Accountability system needs to address all schools, not just the bottom 5%
- MCL 380.1280c requires the identification of the lowest performing 5% of schools as specified in Michigan’s federal accountability system
 - That reference has meant No Child Left Behind, the School Improvement Grant (SIG), ESEA Flexibility, and now will eventually reference the Every Student Succeeds Act
 - That means that the accountability system the MDE identifies in its federal accountability application is the one that defines how Michigan identifies it’s bottom 5%

How Have Schools Been Identified Since 2010?

- MDE has used a version of the Top-to-Bottom ranking to identify the lowest performing schools
- The first version identified schools for the federal School Improvement Grant (SIG) and only included reading and mathematics
- Later versions were updated through ESEA Flexibility and included all four tested subjects; achievement, growth/improvement and gap; and graduation rate

How are Schools Identified NOW (under ESEA Flex)*

- Publish a Top-to-Bottom ranking all ALL schools in the state
- The lowest 5% of that ranking are the lowest 5% of schools
- Under ESEA Flexibility, those also were labeled Priority Schools

Note: Nothing REQUIRES Michigan to use a top-to-bottom ranking methodology to find the lowest 5% of schools. It simply is our currently defined methodology under ESEA Flexibility.

*ESEA Flexibility expires August 2016; ESSA does not start until the 2017-2018 school year, creating a transition year in the federal law.

Currently

- We have identified a NEW cohort of Priority Schools every year since 2010
 - This meant approximately 130 schools were identified each year
 - After five years, there were 331 schools identified to those cohorts
 - 74 schools have been released from SRO oversight
 - Our direction now is to focus less on identifying more schools, and more on early warning and targeted intervention for schools
 - There currently are five different cohorts of Priority Schools. The SRO is programming with a subset of those schools; MDE programs with the rest
- ESSA does NOT require annual identification
- Our ESEA Flexibility application also moved us to a system where we published a list each year but only applied sanctions every third year
 - This allows schools to have early warning and also to course correct if possible

Going Forward

- Many moving parts:
 - Federal law does not require accountability designations to be published until the 2017-2018 school year
 - Federal law does not require the naming of lowest 5% of schools EVERY YEAR
 - Michigan law currently requires the annual identification of the lowest 5%; but also references federal law (which does not)
- Need to identify a system for the lowest 5% of schools but ALSO for ALL schools in Michigan:
 - There is significant interest in moving away from a Top-to-Bottom ranking to something more intuitive/easy to understand
 - Accountability Vision Workgroup is meeting to design a system that focuses on transparency of information for parents and a simple metric for identification of schools
 - How does this system interface with state law around lowest 5% schools?

Supports for Identified Schools

- The 2012 ESEA Flex Waiver brought a Statewide System of Support to Priority and Persistently Low Achieving (PLA) schools to address turnaround efforts
- The program (MI Excel) focuses on providing school-level implementation support, and district support to align resources to identified needs and reform plans, based on ongoing data analysis
- MI Excel is supported by statewide Title I funds, meaning only Title I Schools are eligible to receive these supports



Examples of MI Excel Supports

- Three required components:
 - In the first year of identification, schools and their district participate in:
 - Data Dig - a deep dive into student data to determine areas where they need to focus
 - ERS Check List – a study of the health and differentiation of the systems in a district that are designed to support the schools – human resources, procurement, professional learning, creating a culture for learning
 - Surveys of Enacted Curriculum in the First and Third Years

Examples of MI Excel Supports – cont'd.

- Individualized supports:
 - In the middle of the first year and using information from Data Dig and ERS, schools develop a Service Delivery Plan identifying the supports they need. Each school will be different.
 - The local ISD is responsible for procuring the human and fiscal resources needed to fulfill the Service Delivery Plan utilizing the funds from the Regional Assistance Grant. Resources frequently focus in these areas:
 - Classroom coaches in subject areas that are weak
 - Assistance with data collection to assure that student progress is being made
 - District level support/mentoring for staff to assure that teachers and principals have what they need to make necessary progress: supplies, qualified teachers, and time for professional learning

Examples of MI Excel Supports – cont'd.

- **Group Supports**
 - **Instructional Learning Cycles:** quarterly meetings of school, district, ISD personnel to identify steps taken, success, areas in need of continued or additional support
 - Quarterly meetings with partner ISD staff to address issues, build common messaging and protocols
 - Periodic meetings with school leaders and staff around specialized issues in order to build capacity
- **Feedback**
 - **Priority School Stakeholder Meetings**
 - Quarterly meetings
 - Local district leaders and ISD representation

What's Worked: 5 Things that Have Made a Difference

- Providing a range of supports from which identified schools could choose
- Providing coaches to work with teachers and administrators on identified interventions (e.g. reading or math support in the classrooms, multi-tiered systems of support)
- Providing mentors to work with district administration to change district practice in support of schools
- Instructional learning cycles
- Use of Surveys of Enacted Curriculum and achievement data to determine curriculum alignment issues



Three Lakes Academy

- MTSS in place to support all core content areas
- School Support Team members work collaboratively to make system-level decisions that are based on data and transparent to the school community
- PLCs in place
- Instructional Learning Cycle is an embedded practice
- Instructional and assessment models created for all grade levels
- Data dialogues occur around various types of data and decisions are based on data

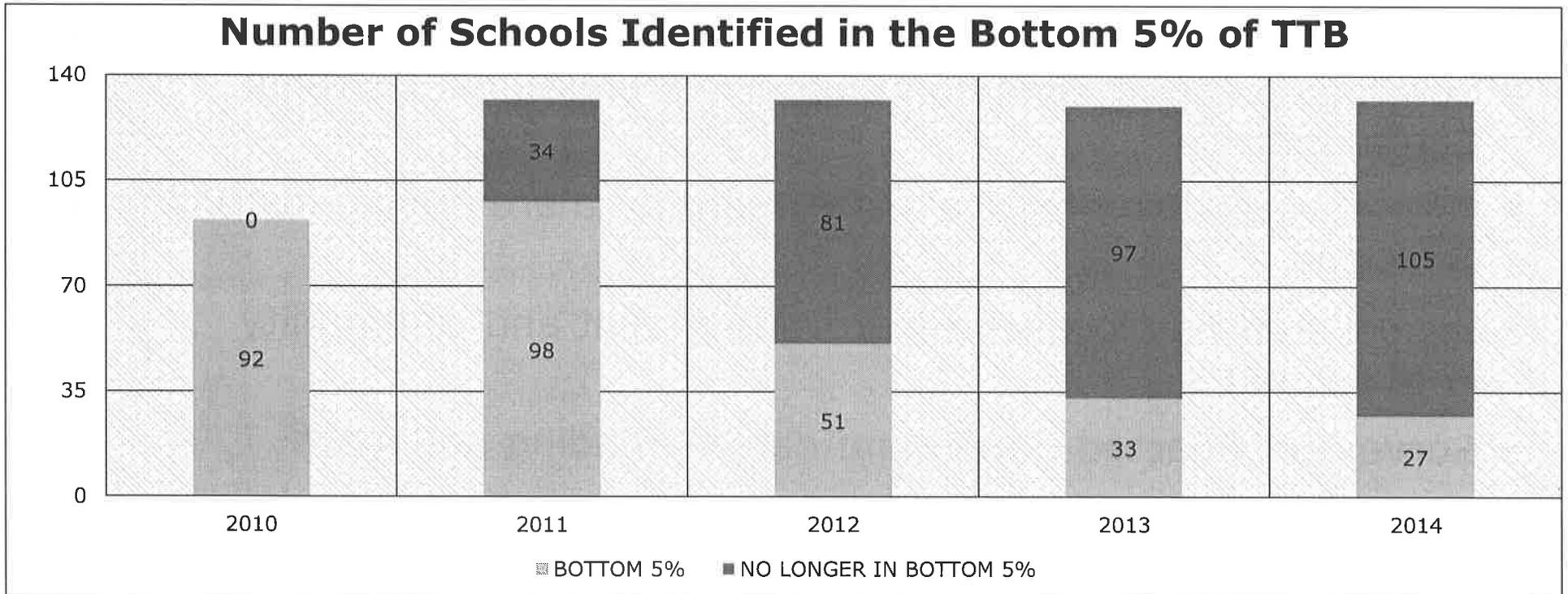


Holbrook Elementary Hamtramck Public Schools

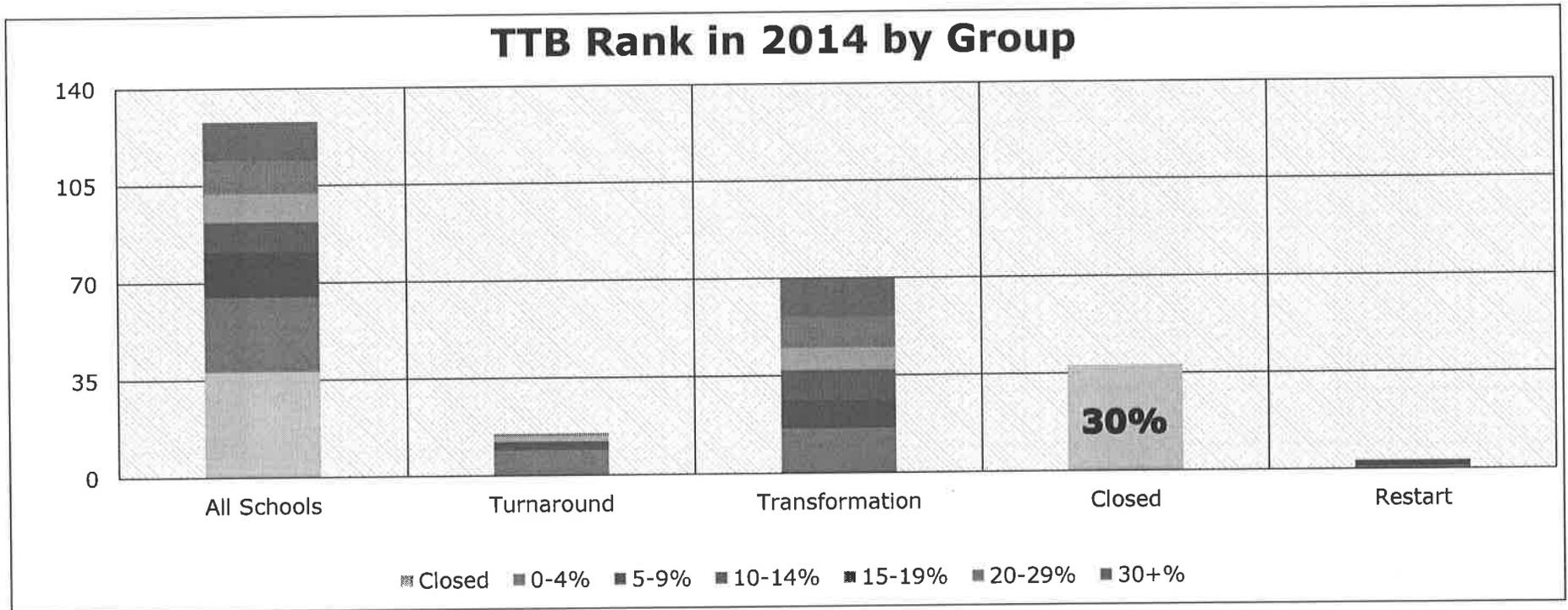
- Common planning time now supports Professional Learning Communities
- Formative and summative assessment data are driving instructional decisions
- School staff has focused on growing parent and community engagement
- Surveys of Enacted Curriculum data in reading and math
- Instructional coaches model and support subject-specific instruction

Success!

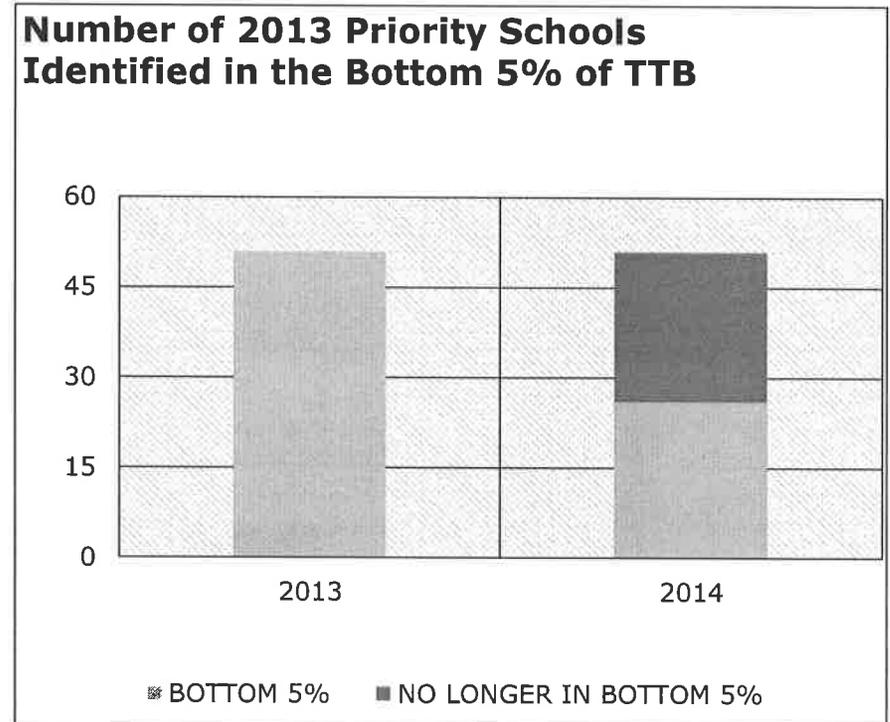
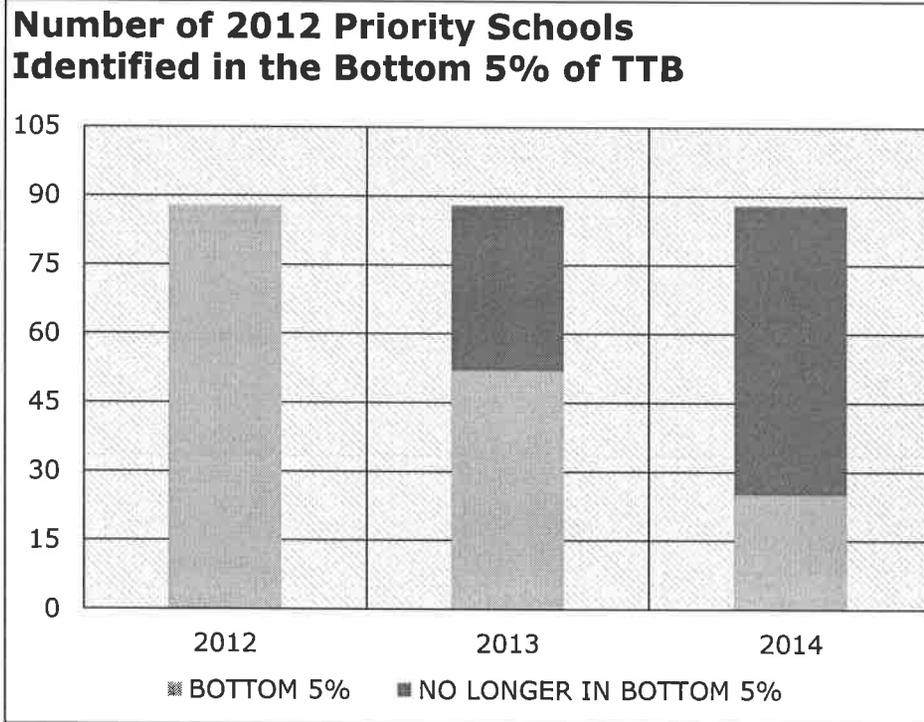
***note the steady decline
of schools**



2010/11 PLA Current Status by Reform Model



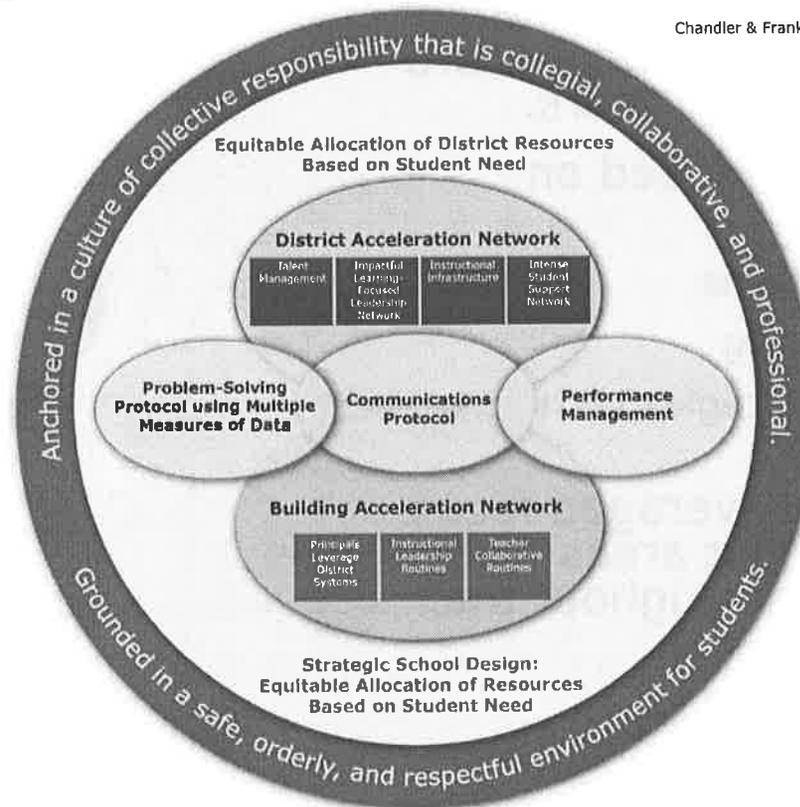
More SUCCESS – Steady Improvement



MI Excel – A Plan for the Future

Chandler & Frank, 2015

*Rapid Acceleration:
Dramatic Improvement
in Student and Teacher
Performance in a Short
Amount of Time*

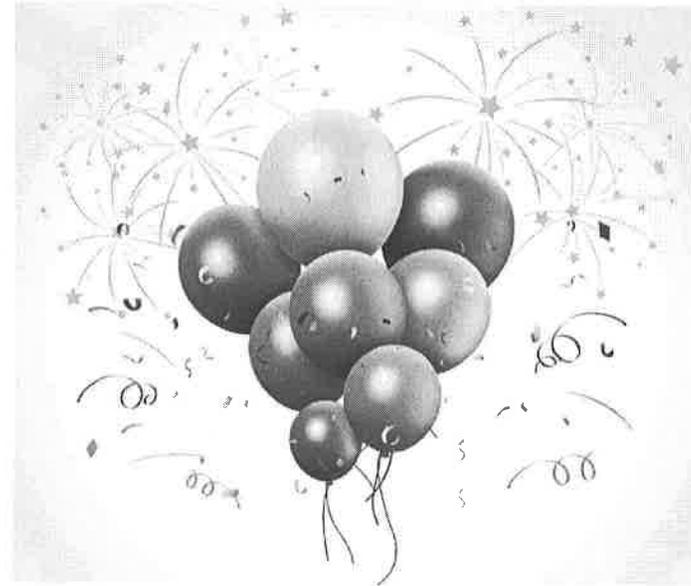


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Priority Success Stories

- 12 Schools from the 2010 and 2011 Priority lists became Reward Schools in subsequent years.
- Schools are more focused on developing:
 - instructional systems
 - progress monitoring
 - implementing strategies with fidelity.
- Schools generally leveraged focus in one or two content areas and expanded efforts throughout their school/district.



PLA to Reward Status Schools

- Bloomingdale Middle and High School
- Connor Creek Academy East / MI Collegiate HS
- A.L. Holmes Elementary (Detroit)
- Detroit Community High School
- Fitzgerald Sr. High School
- Lakeview High School
- Marion High School
- E. A. Johnson Memorial High School
- New Haven High School
- Waldron High School
- Berrien Springs High School
- Reading High School
- Stephenson High School

Turnaround Strategies

- Use of data to determine curriculum alignment issues
- Professional learning communities and a short term instructional learning cycle to determine progress
- Implementation of multi-tiered systems of support in high-needs areas (including individualized plans for students based on data)
- Family engagement practices
- New leadership at building / district levels
- Added instructional time (day and year)

2010/11 PLA Districts that still have Priority Schools

Detroit (4)

Dream Academy (1)

EAA (10)

GEE White Academy (1)

Kalamazoo (2)

Lansing (1)

Michigan Educ. Choice (2)

Muskegon Heights (1)

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Pontiac Academy for Excellence (1)

Pontiac (1)

Saginaw (1)

Van Dyke (1)

- **18 Additional Schools Remain under SRO due to Participation Rates**

Challenges We Still Face

- MI Excel available only to Title I schools
- Emergency Managers must invite MDE to provide assistance
- Lack of Training for Turnaround Leaders – building and district level
- Inconsistent Wrap-around supports for schools – similar to the Pathways to Potential Schools
- Inability to change district-level practice – the provision of systems and resources from the district so that the teacher can effectively teach

Working with SRO

- Currently we have bi-weekly phone updates
- We look forward to continued communication, team meetings, and sharing of information



Collaboration with SRO - Looking Forward

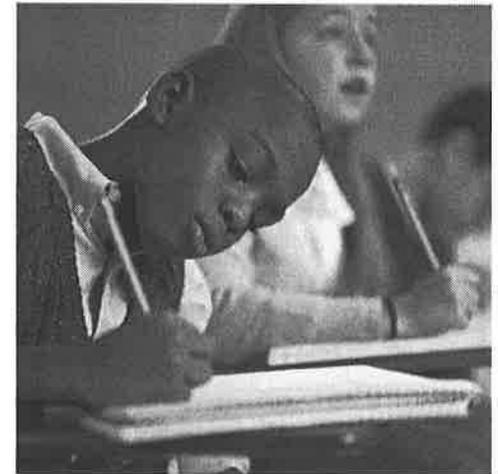
- Celebrating successes and sharing “what works” to benefit all students
- Designing a system of accountability that meets both federal and state laws; that addresses the needs of ALL schools; and that is coherent and consistent
- Opportunities for cross-office work afforded by ESSA

Thank You!

- Thank you for...
 - your continued support of funding for 31A At-Risk
 - your continued support of early childhood education and the Office of Great Start
 - your investment in Early Literacy
 - your investment in the Technology Readiness Infrastructure Grant (TRIG)
 - your passage of Educator Evaluation legislation
 - your passage of Critical Shortage legislation
 - your continued partnerships with MDE

What do We Need? The “Ask” of the Legislature

- Your commitment and willingness to serve as a ESSA planning partner
- Implementation for Top 10 in 10 strategies
- Additional investments to provide wrap-around services including differentiated funding and continuing increases to 31A At-Risk funding



What do We Need?

The "Ask" of the Legislature

- Additional Pathways to Potential sites – focusing first on districts with Priority schools
- Support for training Turnaround Leaders
- Support for universal application of Surveys of Enacted Curriculum



Questions?

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