

## **Michigan's Persistently Low Performing Schools and Section 1280c**

**For**

**Senate Education Committee, 11/4/2015**

**By**

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## **School Code §1280c**

- **Creates Reform/Redesign District**
- **Purpose: Get federal Race to the Top money**
- **Addresses lowest performing 5% of all school buildings in the state.**
- **Focus on academic performance, while EM statute looks at finances.**
- **does not apply to District under EM control, e.g., Detroit**

## §1280c Was Fatally Flawed

- Put Reform District in executive branch making teachers subject to state civil service
- Reform District was never implemented
- Not a single failed school has been taken over
- Work around flaws: regional CEO provisions
  - ⊕ Allows cluster of failed schools under a CEO
  - ⊕ CEO has comparable powers to Reform Officer
  - ⊕ Model adopted by ISDs to address issue

## The ISD/CEO Option

- An interim solution put in place when a persistently low performing school has not made adequate progress in spite of its best efforts.
- An intervention that respects the existing local district structure while driving improvement with researched best practices and policies.
- A reform option that is allowable under current 1280c and doable via an arrangement between the local district, their ISD and the School Reform Office.
- A solution that keeps the school and its district connected and intact, perhaps building district capacity as well.

## Role of ISDs historically

- Michigan has unique statewide system of support for its schools through Intermediate School Districts supported by locally voted mills.
- The capacity of ISDs to effect large scale efforts across the state has been most recently seen through
  - The expansion of Great Start Readiness Program
  - The Technology Grant connecting all of the state's schools to each other and to the state
  - The creation of a model curriculum for the new state standards now available to all schools at no cost

## The Expanding Role of ISDs

- Stronger role in providing assistance to priority schools through the flow through of School Improvement Grants.
- Stronger role in providing management services to districts in fiscal distress under Consent Agreements with Treasury.
  - Pontiac and Benton Harbor
- Upcoming and expanding role in working with districts identified by Early Warning legislation as having fiscal distress.

## ISDs are in a good place to provide for academic turnaround

Evaluation Criteria	District	State	Mayor	University	EMO	ESA
Capacity	○	●	○	○	○	○
Technical expertise	●	○	●	○	○	●
Local knowledge	●*	●	●*	○	○	●
Scale	●*	●	●*	○	○	●
Size	●	○	●	○	○	●
Proximity	●	○	●	○	○	●
Trust	○	○	○	○	○	●

**Key**

- = meets criterion in most areas
- = meets criterion in some areas
- = meets criterion in few or no areas
- \* for large districts

Who Will Turn Around Failing Schools? A Framework for Institutional Choice, MSU, 2003

## Proposed Role for ISDs with the CEO Option – 1280c

- ISDs would act as the CEO for persistently low performing schools that have been selected by the School Reform Officer and that have further chosen to use the ISD/CEO option of reform.
  - ⊕ These would be schools whose School Improvement Plans were not approved by the School Reform Officer, or schools identified by the School Reform Officer as not making adequate progress under their Improvement Plan.
  - ⊕ ISDs would agree to become the CEO or would work in collaboration with another ISD to do so

## **Proposed Role for ISDs with the CEO Option – 1280c**

- The ISD/CEO option is temporary in nature lasting until student achievement is high enough for the school to be off the bottom 5% list for two years.
- All capital assets of the school remain the property of the local district; and the school returns to the district when it is off the list for two years.
- The Boards governing involved schools have the option of choosing the ISD/CEO strategy over other options in which the School Reform Officer could place them.

## **Proposed Role for ISDs with the CEO Option – 1280c**

- During the temporary ISD/CEO control of the school, the school will be operated on a cost recovery basis within the per pupil allotment for that school from federal, state and local sources. (High schools will cost more than elementary; and grades K-3 will cost more than other elementary grades.)
- The schools revenue and expenditures will be kept as separate accounts and at the end of the ISD/CEO arrangement any fund balances will be returned to the home district of the school.

## **Proposed Role for ISDs with the CEO Option – 1280C**

- During the temporary ISD/CEO option a cooperative agreement will be implemented around capital assets and any cooperative services such as business, personnel, maintenance/custodial, foods and/or transportation for which the CEO controlled school might pay a prorated amount.
- Students will continue to be enrolled in the home district; the CEO school will submit its federal and state grants through the home district; and the home district will grant diplomas to high school students.

## **Challenges for the proposed ISD/CEO option**

- If the home district has inadequate fund balances to provide the CEO school start-up funds, fiscal tools from the state (TAN or SAN) would need to be provided.
- Availability of cash needs to be at a level sufficient to support the spending of Grant funds allocated to the CEO school.
- The per pupil allocation of funding must recognize the cost incurred at the CEO school prior to it being a CEO school (high school more expensive than elem.)

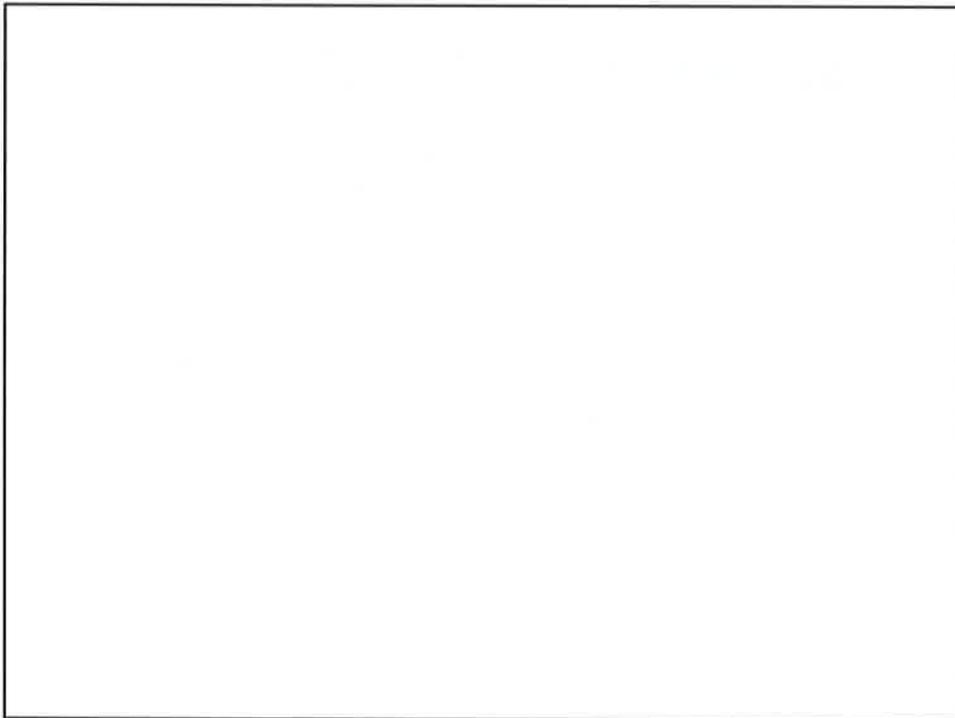
## Challenges for the proposed ISD/CEO option

- Facilities: should the CEO school have serious facility issues that cannot be addressed by operational funds, sinking funds, or bond, a long-term, low-interest loan from the State will need to be made available to repair those facility issues.
- If the school in question is a charter school and the charter board is no longer connected to the school there will be no charter to return the school to; in that case the school should go to the community governed district in which the school resides.

## Steps to the ISD/CEO Option

- Handout – Operating Assumptions
- Handout – 12 steps to implementing this option
- Chart detailing the implementation of the ISD/CEO option with the four Reform Models that would be part of the ISD/CEO's School Improvement Plan.

**Questions:**



NOTE: This document is prepared for discussion purposes only. It does not represent the position of any ISD or ISD superintendent or state educational official.

## Implementing Chief Executive Officer (“CEO) Provisions of MCL §1280c by An Intermediate District Superintendent

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### Purpose of Memorandum

This Memorandum is designed to outline, for the benefit of Intermediate School District (“ISD”) Superintendents (“Superintendent”), the process whereby the ISD Superintendent, with the consent of the State Superintendent of Public Instruction (“State Superintendent”) and the ISD Board, could be appointed to assume responsibility to achieve better educational results by taking control over multiple schools within the lowest achieving 5% of public schools in the state.

For purposes of this Memorandum, the actions outlined to achieve the stated purposes are designated the “CEO/ISD Strategy” and are intended to be implemented by the state superintendent as part of the early 2015 action implementing §1280c of the Revised School Code. According to published information, the Michigan Department of Education (“MDE”) will announce schools that may be placed in the reform/redesign district or under a CEO in early 2015.

### **Operating Assumptions**

In preparing this Memorandum, the following are assumptions on which the outline is based:

1. The state superintendent of public instruction and reform district officer are prepared to implement MCL §1280c by assigning at least some of the schools in the lowest performing 5% to the reform district.
2. One or more ISD boards are prepared to assist the reform district by allowing their superintendent to act as CEO and take control of district schools and charter schools assigned to the reform district.
3. ISDs are well positioned to build the capacity to significantly improve student achievement, but will need to demonstrate a strategy to address the low performing schools issue.
4. An ISD superintendent is willing and prepared to undertake the responsibilities set forth under §1280c(7) and act as a CEO for a group of schools.
5. The state superintendent and the state school reform/redesign officer determine that better educational results are likely to be achieved by appointing a CEO to take control of multiple public schools, and identify a cluster of schools to come under temporary CEO/ISD control.
6. The Boards governing schools in that cluster have the option of choosing the CEO/ISD Strategy over other options the State Reform Officer could place them into.
7. The duration of the CEO/ISD control is two full school years after student achievement gains have removed and kept the school off of the bottom 5% list. If, in the opinion of the State Reform Officer, no improvements are being made the school will be removed from CEO/ISD control after 4 years.
8. If the school is a district based school, it will be returned to its home district once it has made academic gains and maintained those gains for two years. If the school is a charter school, it may be returned to its charter board if such still exists, and if not, will be returned to the school district in which the school building is housed.
9. During the temporary CEO/ISD control of the school, the school will be operated on a cost recovery basis, capped at what the local district receives in per-pupil State and local revenue as well as an appropriate pro-rata share of federal and other revenue. All accounts for revenue and expenditures will be kept as separate accounts. Once temporary control ends, any fund balance in the school's account will be returned to the home district or charter board if such still exists.
10. During temporary CEO/ISD control of the school, capital assets of the district including the building, grounds, and equipment will remain property of the local district or charter board if such still exists.

11. During temporary CEO/ISD control a cooperative agreement between the CEO and the home district will be implemented around the use of district/charter board owned capital assets. In addition, a cooperative agreement may be developed to cover services such as business, personnel, maintenance/custodial services, foods and/or transportation for which the CEO controlled school would pay a prorated amount.
12. As the CEO Group of schools may have little or no cash which to start their first year, the State Superintendent and Department of Treasury, on July 1 of that year, will need to provide start-up funds for cash flow purposes through advanced state aid payments, or possibly through the issuance of a TAN or a SAN to the sending district. The CEO Group shall pay a pro-rata share of the issuance cost for any cash flow financings undertaken by the sending District. The availability of cash needs to be at a level sufficient to support all operational needs including the spending of Grant funds allocated to the school for the entire school year. The sending District is required to provide and maintain an 18 month cash flow forecast to the CEO Group by no later than April 15 and the sending District shall be required to update the cash flow forecast each month. On July 1, the sending District shall be required to provide the CEO Group a portion of the sending districts cash on hand as directed by the Department of the Treasury.
13. Should the school coming under CEO/ISD control have serious facility problems that cannot be addressed by operational funds, a sinking fund, bond, or a long-term, low interest loan from the State will need to be made available to repair those issues. The loan would be paid back by both the CEO school during CEO use of the building and then the home district or charter board when the school is returned.
14. For purposes of student enrollment, the students will be enrolled in the original home district if a district operated school, but will automatically be assigned to the CEO school. All local, state and federal funds will continue to flow to the home district and then be reallocated to the CEO school on a pro-rata basis. If the school is a charter school it will enroll its own students and operate under the restart model.
15. Schools contained in school districts under an Emergency Manager or under a Consent Agreement are not eligible and will not be considered for CEO/ISD reform option.
16. If the Restart model of reform is applied to a school assigned to the CEO/ISD Strategy, the ISD of the CEO or any other ISD may act as the educational management organization ("EMO") for that school and staff will remain public school employees.

### **Summary of Steps in Implementing CEO/ISD Strategy**

The process whereby a group of low performing schools is assigned to a chief executive officer with the statutory powers of a general powers school district and the powers of the reform officer is untested. Accordingly, implementing the CEO/ISD Strategy will require close cooperation and creativity among state education officials, participating ISDs, and local districts and charter schools with schools on the lowest performing 5% list.

In order to develop a workable strategy that leads to a successful turnaround for students and schools involved, the following steps are proposed:

Step 1: One or more cooperating ISDs agree to participate in implementing the CEO/ISD Strategy. As contemplated, the CEO position involves the appointment of a single individual as CEO, but the cluster of schools assigned to the CEO could involve low performing schools in more than one ISD.

Step 2: An ISD Superintendent agrees to assume the role of CEO in addition to his or her duties as ISD Superintendent and receives the consent of the Superintendent's ISD Board.

Step 3: The participating ISD officials engage in communications with the State Superintendent to propose the CEO/ISD Strategy as part of the State Superintendent's implementation of the §1280c policy in 2015.

Step 4: The State Superintendent develops protocols for undertaking the assumption of responsibility for a school from the existing district or charter board to the CEO and establishes funding sources for the CEO Group school as described in this document.

Step 5: The participants work with the state superintendent and the Michigan Department of Education ("MDE") staff regarding announcement and implementation steps by the state superintendent and reform/redesign district superintendent. In addition, the state superintendent will request a sign off from the assistant attorney general assigned to the MDE in order to assure that the CEO/ISD Strategy is consistent with state law.

Step 6: While the ISDs complete the plans for implementation, the State Superintendent, reform district officer and ISD officials negotiate the optimal number and location of low performing schools to be assigned to the CEO.

Step 7: The Boards of Low Performing Schools selected for the CEO/ISD Strategy are given a choice to accept that option or be assigned to another option chosen by the SRO.

Step 8: An Implementation Plan is developed for the CEO to assume all "powers, rights, duties, and obligations" related to assigned schools, including required addenda to collective bargaining agreements, cooperative agreements between the CEO and home district or charter boards, financing issues, and state aid requirements. Student enrollment and student records will continue to be the responsibility of the home district unless a restart model is chosen by the CEO, but students enrolled within the boundaries of the CEO school shall be assigned to the CEO school.

Step 9: The CEO selects a professional team to work with him/her on implementation of CEO control and the selection of a reform option for each CEO controlled school.

Step 10: Shortly after the CEO School Group has been finalized, the home districts of the schools will make relevant data available to the CEO - including costs trends, staffing reports, student achievement data, collective bargaining agreements, an asset inventory, and a third party independent facility conditions reports.

Step 11: Shortly after the CEO School Group has been finalized, the CEO and home district or charter board will have entered into cooperative agreements defining the arrangement for capital assets, arrangements for enrolling and assigning students, possible pro-rata arrangements for business and operational services, pro-rata arrangements for debt and revenue issues, etc.

Step 12: After necessary cooperative agreements are in place and relevant data has been reviewed, the CEO will determine which reform plan will be used for each CEO Group school. Whether transformation, turn-around, or restart each school reform plan will have some common elements that are research based and shown to improve student learning. These can be found in Appendix A.

Alternative Strategies Based on Model Adopted:

- If the plan is **Transformation**, the CEO will work with school staff to develop a new transformation plan for the coming school year. Plans will include federal and state requirements. Staff will remain employees of the home district of the school, but will be under the supervision of the CEO. Master contracts will be reviewed for changes that might be required to implement the plan and prepare addenda for such.
- If the plan is **Turnaround**, the CEO will create the criteria to remove 50% of the staff of the turnaround school and then work with the remaining staff to develop the turnaround plan. The staff will remain employees of the home district, the CEO will hire staff to replace the 50% who left, and staff will be under the supervision of the CEO. The master contract will be reviewed for changes that might be required to implement the plan and prepare addenda for such.
- If the plan is **Restart**, the CEO will post all jobs for the CEO school by the end of the preceding year. All staff not covered by cooperative agreements with the district will be employees of the CEO group and the agency serving as the EMO.
- If the plan is **closure** of the building with reassignment of students to other buildings in the district, the CEO will work with the home district or charter board to effectuate such closing and reassignment.

Step 13: The CEO will work with State to secure necessary funds for start-up and cash flow, which might be in the form of a TAN, a SAN, or advance of State Aid.

Step 14: The CEO team will develop a Communications Plan to inform and educate students, parents, teachers, community leaders, school boards, etc. regarding the development of the CEO Strategy and its implementation. The plan will include a parent/citizen advisory council to be established for each CEO Group school.

Step 15: The CEO will assume responsibility for a group of low performing schools at the start of the 2015 school year. Teacher orientation, building access and student recruitment will need to be initiated well before the actual start of school.

**APPENDIX C: SUMMARY OF ACTIONS FOR CEO/ISD STRATEGY**

Category	Action
<p><b>Assignment and Selection to CEO Group</b></p>	<p>State Reform Officer selects CEO option for a group of schools. State Superintendent assigns those schools to CEO/ISD group. CEO reviews and accepts those schools. The home district or charter board for those schools accepts the assignment or refuses and is placed by SRO to another option.</p>
<p><b>CEO School Building and Capital Assets</b></p>	<p>All capital assets (equipment, building, land and fixtures) stay with the home district in which the school resides or with the charter board if owned by them. The CEO group will reimburse the home district or charter board for costs related to operations, maintenance, grounds, insurance, and security in an amount not to exceed actual cost per pupil for these activities as reported in the most recent audit adjusted annually. There will be a contract between the home district/charter board and CEO to cover these things. The home district or charter board owning the building is responsible for capital repairs. Except for those things covered by a bond or sinking fund, the CEO group will pay an annual amount based on useful life of the asset to the home district or charter board. Actual costs for utilities for the CEO school building will be paid by the CEO group. The home district or charter board may not close a building assigned to the CEO group without the written prior approval of the CEO.</p>
<p><b>Funding (any model)</b></p>	<p>CEO school will receive its pro-rata share of state aid directly from the home district or charter board and will account for such school by school.</p>
	<p>Federal Funds/Grants</p> <p>Federal funds and grant dollars for the CEO school will continue to go to the home district or charter board. The home district or charter board will transfer the per pupil share of these dollars, including carry over and proportionate share of administrative costs, to the CEO school through the draw down process within 30 days of draw downs submitted. The CEO school will fulfill requirements of grant application, grant management and draw down processes as applicable to its building's plan included in the grant for the home district or charter board.</p>
	<p>Property Tax</p> <p>The CEO school will receive its per pupil share of property tax revenue, including PA18 funds for Special Education numbers.</p>
	<p>Other Local Revenue</p> <p>Bond Issues and Sinking Funds will be assigned to the CEO school for items related to the building housing the CEO school. In addition, the home district or charter board will keep net proceeds from other local revenue, such as rental, if they have generated such as long as the activities taking place in the CEO school building has received prior approval from the CEO. The CEO school keeps what it generates. This will be covered in the cooperative agreement between the home district and the CEO Group.</p>

**APPENDIX C: SUMMARY OF ACTIONS FOR CEO/ISD STRATEGY**

<p><b>Funding (any model) cont'd</b></p>	<p>Fund Equity and Unexpected Revenue Gains</p>	<p>The CEO schools pro-rata, per pupil share of fund equity or other revenue increases (such as MTT refunds, out-of-formula windfalls, and prior year adjustments) will be transferred to the CEO school from the home district or charter board.</p>
	<p>Deficits, Bonds and Other Long Term Debt</p>	<p>The CEO schools will pay its pro-rata share of the home district's deficit, long term debt, appropriate bond repayments to the home district from its per pupil state funds.</p>
	<p>School by School Return of Fund Balances</p>	<p>Upon return of the CEO school to the home district in which it resides, or to the charter board still owning it, the CEO will share that school's accounting records, and if funds remain in that school's fund balance, such will be returned to the home district or charter board.</p>
	<p>Start-up Advances</p>	<p>The CEO school group will likely be starting with no fund balances. Therefore it will need advance payments, from MDE no later than July, of its pro-rata share of anticipated grant funds, state aide and property taxes. This is for cash flow purposes.</p>
	<p>Other Costs and Liabilities</p>	<p>Accrued costs of unemployment, sick leave pay-outs, STD, LTD, or workers comp claims that were initiated while CEO school staff was working in home district schools remain with the home district. The CEO group is responsible for these costs and claims going forward and only for the time period the CEO operates the school.</p>
<p><b>CEO</b></p>	<p>Reimbursement for CEO time spent in CEO schools will be paid to the ISD employing the CEO. Amount paid will be in proportion to the direct time and operational duties worked by the CEO.</p>	
<p><b>Business and Support Services (Food Service, Transportation, Technology, Security, HR, Pupil Accounting, Business Office, Payroll)</b></p>	<p><b>Transformation</b>                  The CEO and home district will explore those business and non-instructional support services that could be performed by the home district and paid for on pro-rata cost recovery model by CEO group. A contract for those selected services will outline costs, performance expectations, and products. If an agreement acceptable to the CEO cannot be worked out, the CEO will seek these services elsewhere with an EMO entity like an ISD.</p>	<p><b>Turn-around</b>                  The CEO may choose to work with the home district housing the CEO school as for the other models; but may also choose to immediately select an EMO, such as an ISD to provide them.</p>
<p><b>Dispute Resolution</b></p>	<p>(A dispute resolution mechanism needs to be developed, regardless of model, if CEO cannot resolve the dispute.) The State Reform Officer will act as arbitrator with appeal to the State Superintendent whose decision shall be final.</p>	<p><b>Restart</b>                  NA</p>

**APPENDIX C: SUMMARY OF ACTIONS FOR CEO/ISD STRATEGY**

<b>Reform Model</b>	Whether transformation, turn-around, or restart, each school reform plan will have some common elements that are research-based and shown to improve student achievement. These are listed in Appendix A. Once a local district has a school named by the State Superintendent to be assigned to the CEO group, staffing for that school will remain in place until the CEO selects the reform model for that school. Any staffing changes that are considered must be approved by the CEO.			
	<b>Transformation</b>	<b>Turn-Around</b>	<b>Restart</b>	<b>Closure</b>
<b>Program Plan</b>	Will follow rules for this option as defined by MDE.	Will follow rules for this option as defined by MDE.	Will follow rules for this option as defined by MDE.	CEO will assist home district / charter board if they agree to this option.
<b>Teachers</b>	Teaching and support staff stay as employees of the home district but are assigned to the CEO group. Charter school staff will remain employees of charter board or will become employees of CEO's chosen EMO.	50% of staff are replaced as employees of the home district with assignment to the CEO group. Charter school staff will remain employees of charter board or will become employees of CEO's chosen EMO.	All staff are newly hired as employees of the CEO Group and its EMO.	Staff are transferred or laid off.
<b>Master Contract</b>	Will have an addendum as needed to implement education plan, calendar and transfer language	Will have addendum as needed to implement education plan, calendar and transfer language	Will not start with any prior master contract. Teachers may form new union with CEO group	NA
<b>Salaries &amp; Benefits</b>	Remain as is in master contract with adjustment as/if needed for calendar via addendum.	Remain as is in master contract with adjustment as/if needed for calendar via addendum.	Are newly established and set to fair market. Employees remain public school employees with MPSRs.	NA
<b>Building Administrator</b>	CEO decides in accordance with MDE rules for transformation.	CEO decides in accordance with rules for turn-around.	CEO hires new or rehires existing to CEO/EMO entity	NA
<b>EMO</b>			CEO will select entity to serve as EMO/ISD may be one.	NA

**APPENDIX C: SUMMARY OF ACTIONS FOR CEO/ISD STRATEGY**

<p><b>Grants (Grants that applied to CEO school must stay in place)</b></p>	<p>Will write CEO school improvement plan so it can be included in all home district grants with pro-rata per pupil flow through.</p>	<p>Will write school improvement plan as part of home district plan in order to receive pro-rata share of grants.</p>	<p>To extent possible CEO school restart model will stay part of home district grants as with other two models.</p>	<p>Grant funds are reassigned to home district schools absorbing students. For charter school, closure will require reassignment of students to their home districts or other charter schools.</p>
<p><b>High Schools and Middle Schools</b></p>	<p>Diplomas will continue to be granted by the home district for students completing a program meeting the MMC requirements of Michigan, not necessarily the local district requirements; the home district may issue diplomas with designation for CEO group; CEO Group will pay its share of graduation costs. Athletics and other extra-curriculars will continue and be jointly operated as defined in a contract between the CEO and home district. Restart model may require CEO school issuing diplomas itself.</p>			

(1) ... each year, the superintendent of public instruction shall publish a list identifying the public schools in this state that the department has determined to be among the lowest achieving 5% of all public schools in this state, as defined for the purposes of the federal incentive grant program created under sections 14005 and 14006 of title XIV of the American recovery and reinvestment act of 2009, Public Law 111---5.  
 ii [http://www.michigan.gov/documents/mde/Priority\\_School\\_Brfring\\_465230\\_7.pdf](http://www.michigan.gov/documents/mde/Priority_School_Brfring_465230_7.pdf)

iii The state school reform/redesign officer is responsible directly to the superintendent of public instruction to ensure that the purposes of this section are carried out, and accordingly the position of state school reform/redesign officer should be a position within the department that is exempt from the classified state civil service.

## **Part Two**

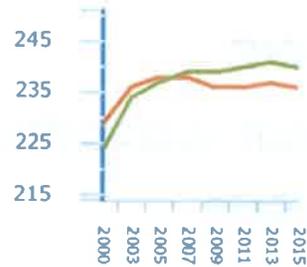
**What we know about successful  
school reform**

**The goal of turning around a  
persistently low performing  
school is rapid **improvement****

**... to get that improvement we need  
the right solutions  
to the real problems**

### Real Problem: NAEP Score Grade 4: Nation "up" ... Michigan down

Mathematics (0-500)



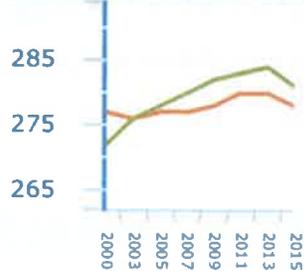
Reading (0-500)



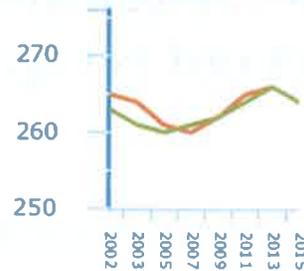
■ National public    ■ Michigan

### Real Problem: NAEP Score – Grade 8: Nation "up"...Michigan down

Mathematics (0-500)



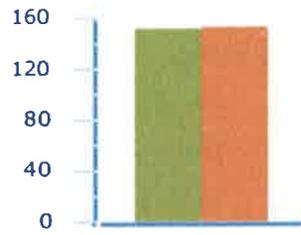
Reading (0-500)



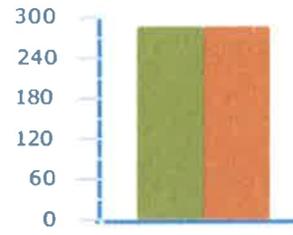
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## Average Scale Score – NAEP Grade 12

**Mathematics (0-300)**



**Reading (0-500)**



National public
  Michigan

## In Other Areas National data Shows Improvement

	1970	2011
25-29 year olds earning at least a bachelors degree <sup>1</sup>	20%	33%
25-29 year olds earning a high school diploma <sup>1</sup>	78%	90%
High school dropout rate <sup>2</sup>	15%	7.4%

<sup>1</sup> Education trends - <http://www.childtrendsdatabank.org/?q+node/182>

<sup>2</sup> Dropout rates - [http://nces.ed.gov/programs/digest/d11/tables/dt11\\_117.asp](http://nces.ed.gov/programs/digest/d11/tables/dt11_117.asp)

## International Standing in Math/Science also higher

### ◆ 1960s

- 12 out of 12

### ◆ 1970s / 1980s

- 12 out of 15

### ◆ 1990s - 2007

- 28 out of 42 in 1995
- 15 out of 46 in 2003
- 9 out of 48 in 2007

Trends in International Mathematics and Science Study - (TIMSS) <http://nces.ed.gov/timss/>

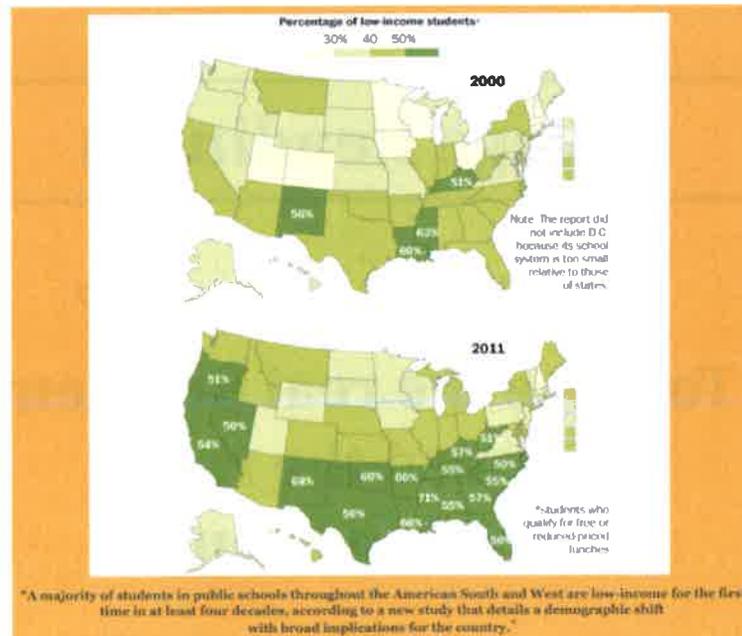
## PISA / Reading Literacy for U.S. ranks higher when controlled for poverty

Country	Score
<b>Korea</b> (#1 Ranked)	539
<b>Finland</b> (#2 Ranked)	536
<b>U.S. Schools</b> with less than 10% of students in poverty	551
<b>U.S. Schools</b> with up to 25% of students in poverty	527
<b>U.S. Total</b> (#12 Rank)	500

Highlights from PISA 2009 - <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011004>



Measuring Child Poverty – [www.unicef-irc.org/publications/pdf/rc10\\_eng.pdf](http://www.unicef-irc.org/publications/pdf/rc10_eng.pdf)



## Public Education: The Path Out of Poverty

- College and Career Ready more technical than ever

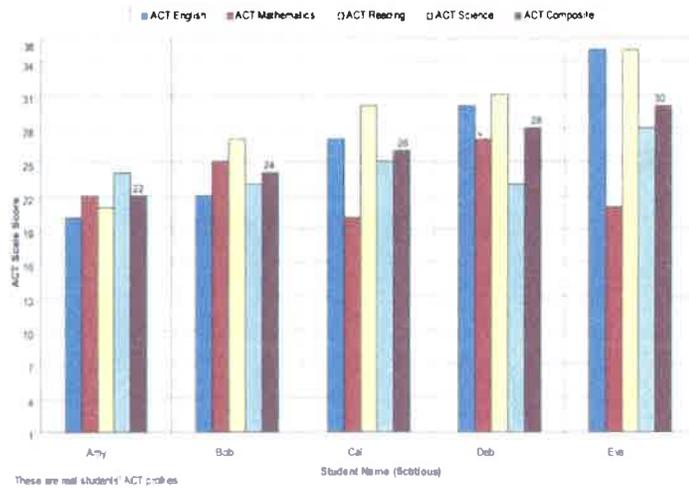


## College Readiness

**Is it 16% or 60%?**  
**To solve the real problem**  
**we need the right**  
**information**

Circle the name of the student that is "College-Ready" as per the ACT College Ready Benchmark.

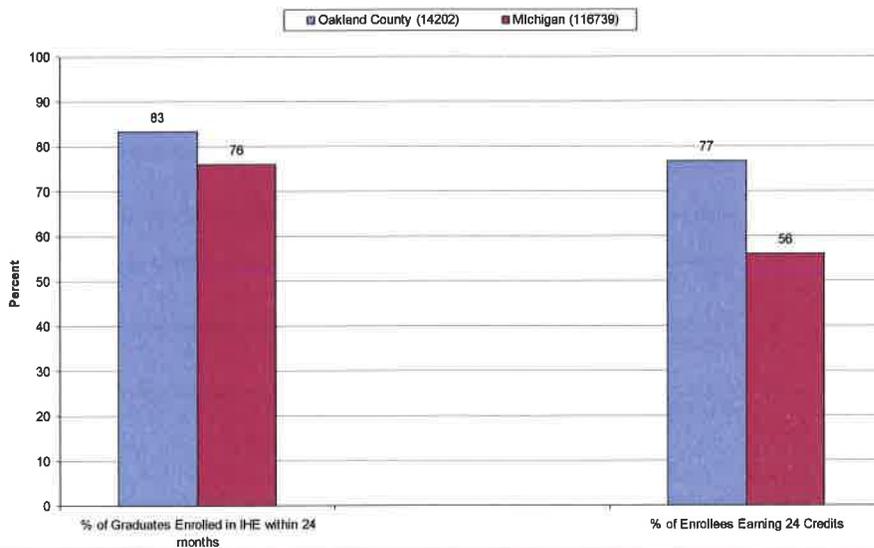
To read the chart Army's ACT English score was 20, her math score was 22, her reading score was 21; her science score was 24; and her ACT Composite was 22.



What percent of Oakland County graduates enrolled in an IHE within 24 months?

What percent of Oakland County enrollees in an IHE earned 24 credits within 24 months?

Oakland County Percent Enrolling in ANY IHE & Earning 24 Credits



**So now we know more  
about the **real** problems**

**And to find the **right** solutions  
we can look to what successful  
others have done.**

### **Ontario Success – a great example of the right solutions to real problems**

- Ontario is Canada's largest province with 2 million students – 120,000 educators – 5,000 schools; it has been studied as a model of success for large scale reform
- In 2002 the system was stagnant by any measure; a study on school funding was completed and used for reform of its school funding formula
- October 2003 a new provincial government was elected with a mandate and commitment to transform their schools
- Eight years later its 900 high schools increased graduation rates from 69% to 82%
- Reading, writing and math results have gone up 15 percentage points across its 4000 elementary schools
- Morale of teachers and principals is stronger with far fewer teachers leaving the profession in the first few years
- Achievement gaps have been significantly reduced for low-income students, recent immigrants, and special education

## How did Ontario do that?

- **Focus** - three prime targets > literacy, >math and >high school graduation; raising the bar for all and reducing achievement gaps;
- **Build relationships** - strong two-way partnerships and collaboration between administrators and teachers in concert with teacher unions
- **Persist** - stay the course; just say **NO** to “this too shall pass”
- **Develop capacity** - built through *transparency* of results and practice – not measures of rewards and punishments
- **Spread quality implementation** – break down the walls of the classroom, increase collaboration around best practices

## And for Ontario’s lowest performing schools:

- **Ontario Focused Intervention Partnership (OFIP)** includes 1000 schools all of which have improved at a faster rate than other Ontario schools
  - ⊗ **Identify poor performing and “coasting” schools**
  - ⊗ **Provide them with targeted support**
  - ⊗ **Use “non-punitive, transparent, non-stigmatizing attitudes”**
  - ⊗ **Audit to find what needs to be improved**
  - ⊗ **Improve in a way that motivates schools to improve**
  - ⊗ **Use open and frequent measures of achievement**

## McKinsey's Study on World's Best Performing Schools 2007

- **The quality of an education system cannot exceed the quality of its teachers**
- **The only way to improve outcomes is to improve instruction**
- **Achieving universally high outcomes is only possible by putting in place mechanisms to ensure that schools deliver high-quality instruction to every child**

## *Standing on the Shoulders of Giants*

*"factors that account for the best education records"*

Mark Tucker

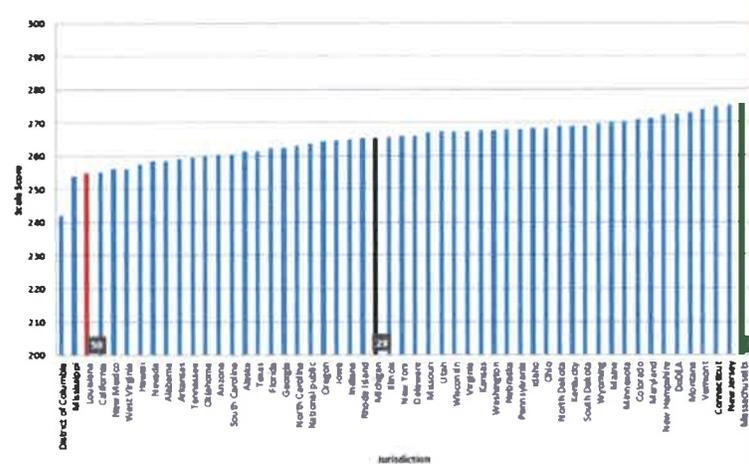
- **Aggressive international benchmarking**
- **Quality of the teaching force**
- **Use of aligned instructional systems and gateway (not annual) examinations that measure complex thinking skills**
- **The decision to get all students to those standards**
- **The use of professional systems of work organization instead of blue-collar models (especially for the teaching force)**
- **Funding systems that put the most funds behind the students who are hardest to educate**
- **Coherence in the design of the overall education system itself**

## *Standing on the Shoulders of Giants - An American Agenda for Education Reform*

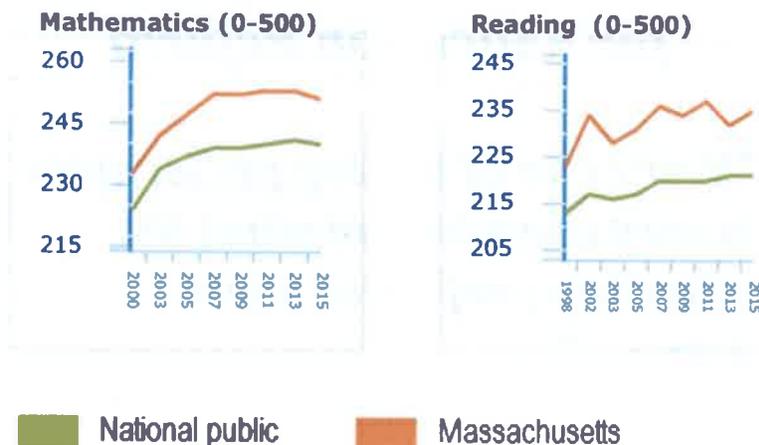
*“Every one of the top performers is very conscious of what the other top performers are doing....”*

**Mark Tucker**

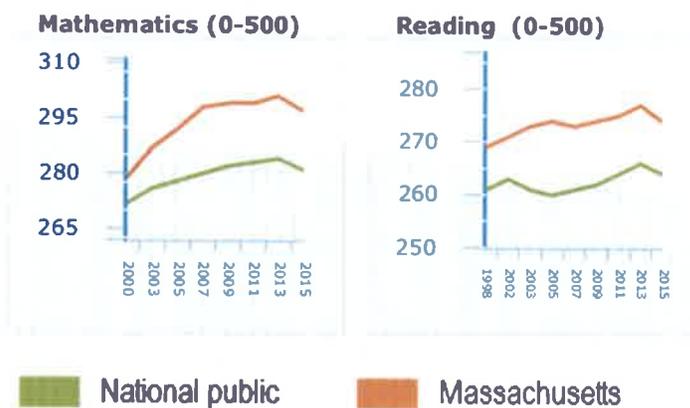
## **What State is our Top Performer? (NAEP, 2011)**



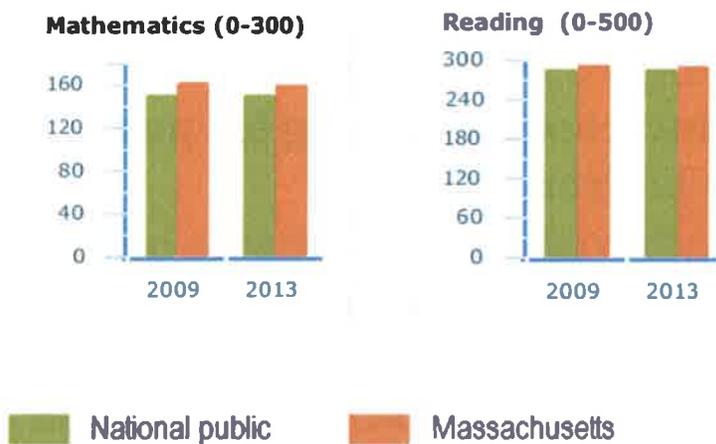
## Average Scale Score – NAEP Grade 4...Massachusetts



## Average Scale Score – NAEP Grade 8...Massachusetts



## Average Scale Score – NAEP Grade 12



## What did Massachusetts do?

### Massachusetts:

- For past decade it has led the nation in academic achievement in nearly every measurement
- It is among top academic performers on international tests
- Its low-income students perform above national average

## How did they do that?

- **Rigorous curriculum**
- **Increased spending for poor children**
- **Allowed charter schools but only with strict accountability**
- **Stuck with tougher standards despite low test scores early on**

## Research is clear on what needs to be at the district and school level:

### 1980's (Effective Schools)

Instructional Leadership

**High Expectations**

**Frequent Monitoring**

**Safe/Orderly Environment**

**Home-School Relations**

Clear Focused Mission

Opportunity to Learn

Student Time on Task

### 2003 (Marzano's Recap)

Collegiality/Professionalism

**Challenging Goals**

**Effective Feedback**

**Safe/Orderly Environment**

**Parental/Community involvement**

**Guaranteed and Viable Curriculum**

## Research is clear on what has to be in the classroom:

**ACTIVITY: What is high yield and what is low yield**

- |  |   |
|--|---|
| <input type="checkbox"/> Formative Evaluation  | <input type="checkbox"/> Feedback         |
| <input type="checkbox"/> Vocabulary programs   | <input type="checkbox"/> Ability grouping |
| <input type="checkbox"/> Retention             | <input type="checkbox"/> Class size       |
| <input type="checkbox"/> Mastery learning      | <input type="checkbox"/> Peer Tutoring    |
| <input type="checkbox"/> Homework              | <input type="checkbox"/> Summer school    |
| <input type="checkbox"/> Not labeling students | <input type="checkbox"/> Summer vacation  |

## Research is clear on what has to be in the classroom:

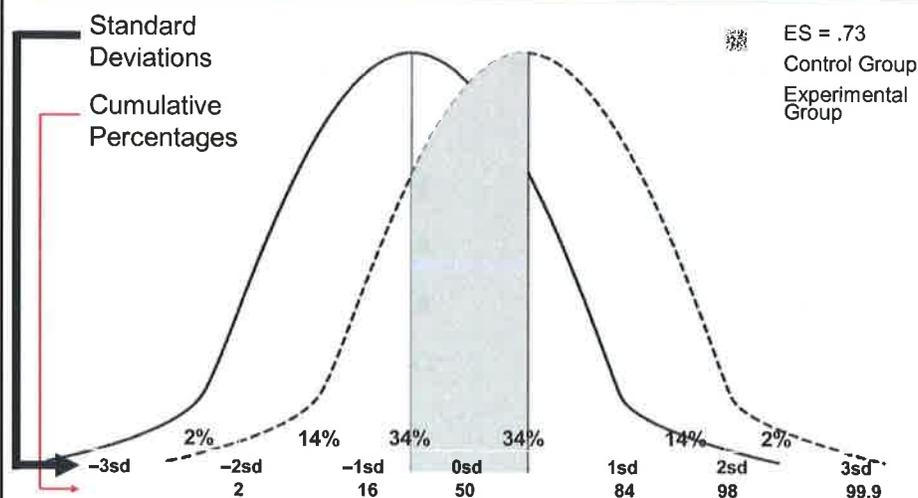
- |                                |                            |
|--------------------------------|----------------------------|
| 1 Formative Evaluation (0.90)  | 2 Feedback (0.72)          |
| 3 Vocab. Program (0.67)        | 10 Ability grouping (0.12) |
| 12 Retention (-0.16)           | 9 Class size (0.21)        |
| 5 Mastery learning (0.58)      | 6 Peer tutoring (0.55)     |
| 7 Homework (0.29)              | 8 Summer school (0.23)     |
| 4 Not labeling students (0.61) | 11 Summer vacation (-0.12) |

## Visible Learning

by John Hattie, 2009

- A synthesis of over 800 meta-analyses relating to achievement
- With 67 strategies found to have an effect size of 0.40 or greater – a standard providing significant influence on student learning
- Of 138 total strategies in the analyses

## Average Effect Size Using Higher-Level Questions



## Categories of Instructional Strategies That Affect Student Achievement

Category	Ave Effective Size (ES)	Percentile Gain	No. of ESs	Standard Deviation (SD)
Identifying similarities and differences	1.61	45	31	.31
Summarizing and note taking	1.00	34	179	.50
Reinforcing effort and providing recognition	.80	29	21	.35
Homework and practice	.77	28	134	.36
Nonlinguistic representations	.75	27	246	.40
Cooperative learning	.73	27	122	.40
Setting objectives and providing feedback	.61	23	408	.28
Generating and testing hypotheses	.61	23	63	.79
Questions, cues, and advance organizers	.59	22	1,251	.26

**The problem is that we have  
a knowing/doing gap  
In that we don't always do  
what we know**

## What we need to do, to do what we know:

- **Structures in our school day, school week and/or school month when teachers regularly talk to each other about student work**
- **Agreement in each grade level and course about what it is we want students to know, understand and be able to do**
- **Opportunity to learn about and share how to teach those things really, really well with research based practices**
- **Common assessments locally developed to frequently monitor what students learn and which students have learned those things we want them to learn**
- **Systems in place to reteach/remediate those students who have not learned those things in real time, not later**

## Questions: