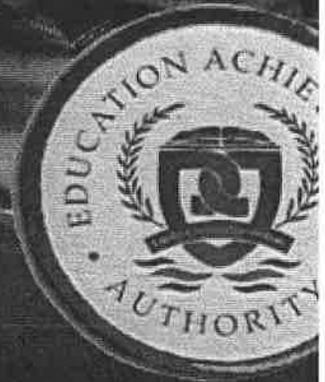


**THE PATH FORWARD:
The EAA's Strategic Priorities**

Veronica Conforme
Chancellor
12.09.2015



Origins of the Education Achievement Authority (EAA)

- Conceived in response to Race to the Top (RTTT) competition
- Governor Granholm included the idea of a state-wide district in the RTTT application and signed it into legislation in January 2010 (House Bill 4787).
- In 2011, under Governor Snyder, an inter-local agreement was entered between Detroit Public Schools and Eastern Michigan University to form the EAA.
- The EAA's Board and Chancellor were in place as of August 2011.
- The EAA's first school year began in September 2012.



History of EAA 2011 – 2014

Positive

- ✓ Launched a new school district – hiring of new leaders and staff
- ✓ Improvements in school culture and student safety
- ✓ Three schools no longer in bottom 5%

Areas of Improvement

- ✓ Overreliance on technology
- ✓ Missing systems and infrastructure
- ✓ Loose financial controls – FBI investigation
- ✓ Transparency
- ✓ Family and Community Engagement

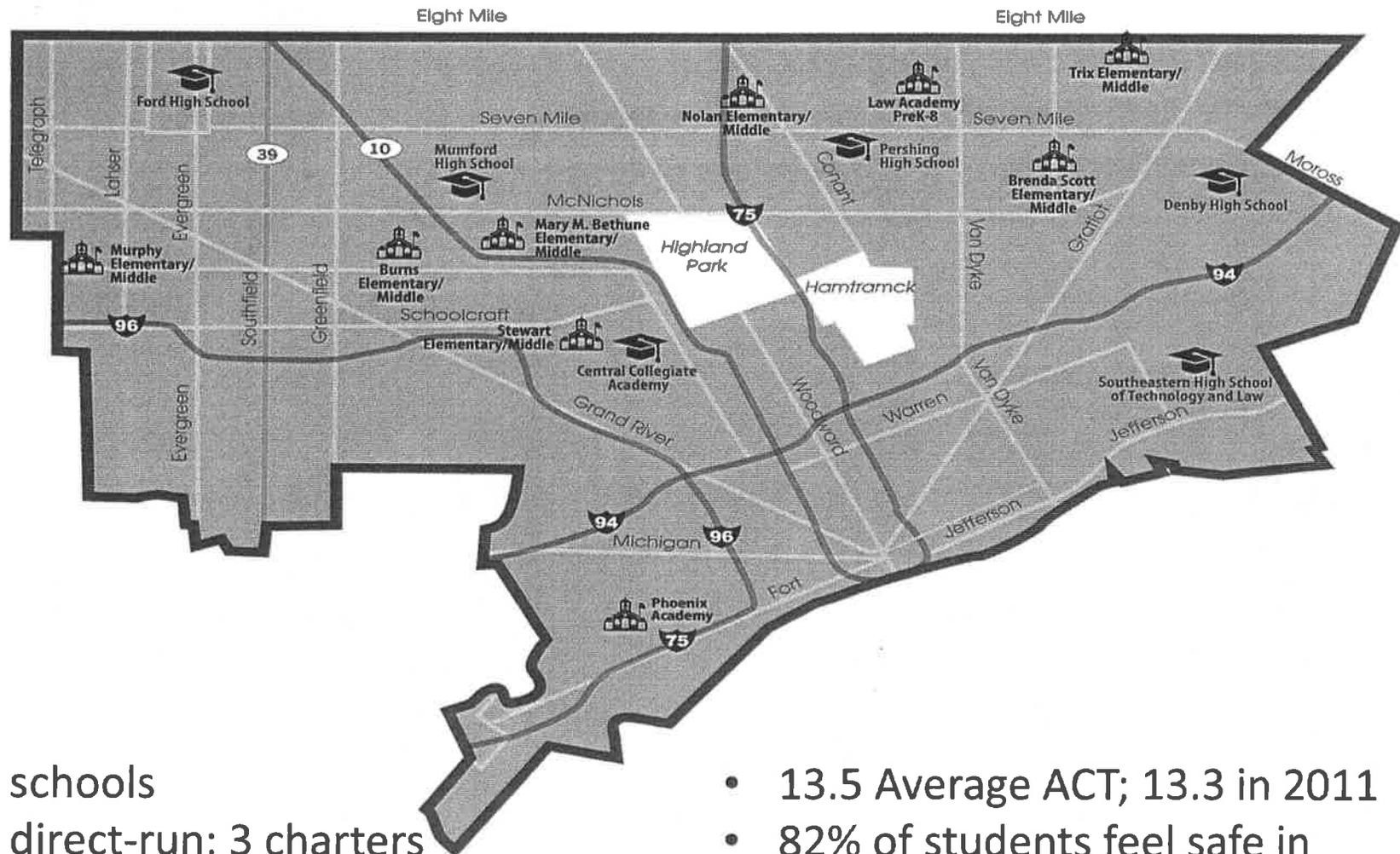


Fordham Institute's Initial Report

In October 2014, Fordham issued an initial report on the EAA. Their findings include:

- *By any reckoning, the EAA has gotten off to a wobbly start. Its ambitious vision has been clouded by confusion about goals, set back by political attacks, and complicated by self-inflicted wounds.*
- *Covington and his team conceded that, in retrospect, they had underestimated staffing needs in the first year.*
- *Buzz was still in development when schools opened in 2012, and usage revealed some critical gaps. Teachers had to work around missing content for elective courses. End-of-unit tests sometimes disappeared, keeping students from moving on.*
- *Yet the EAA reported five thousand disciplinary incidents in the first five months of the 2012–2013 school year, in a district of fewer than ten thousand students.*

Where We Are Today: EAA 2015- 2016

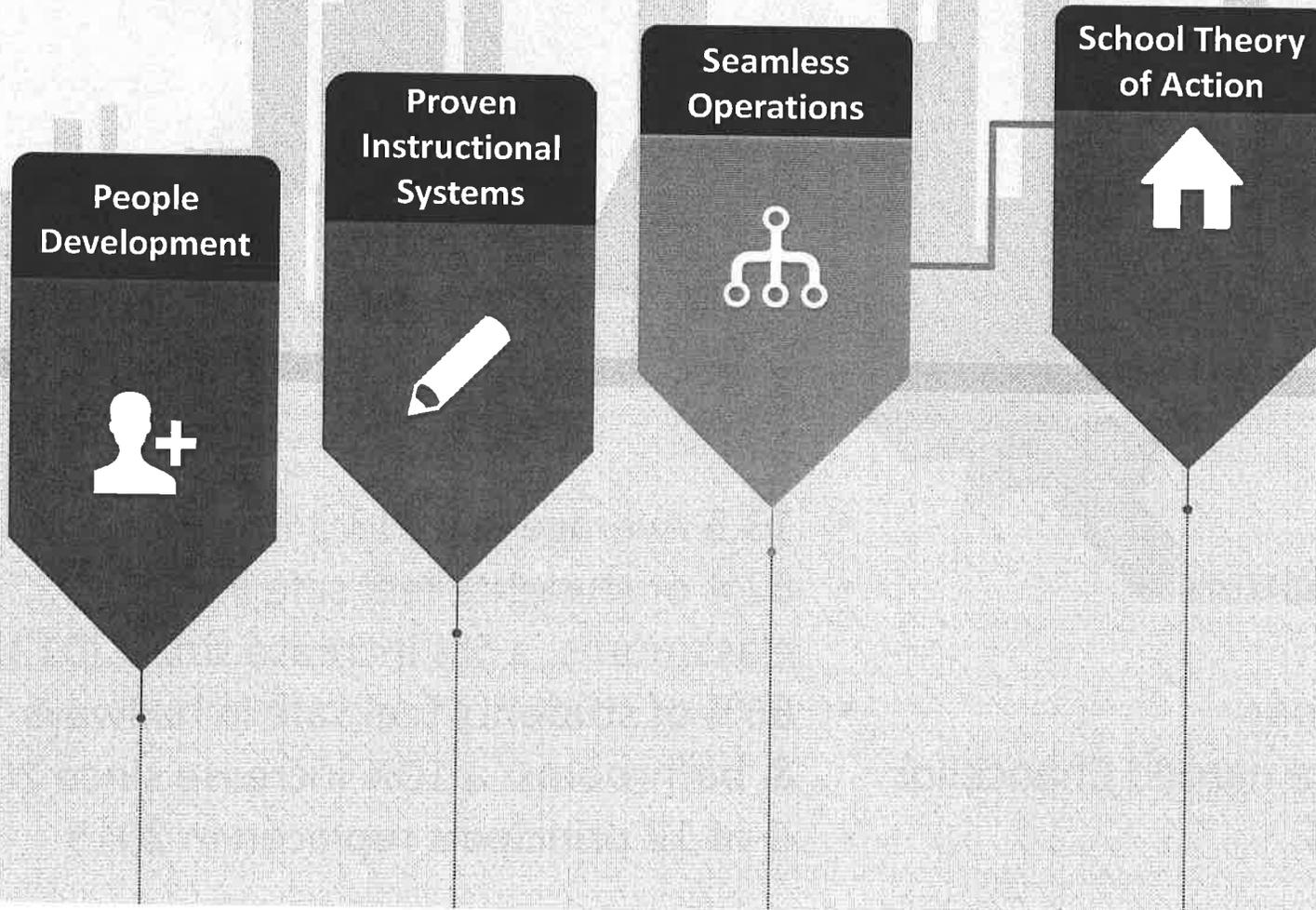


- 15 schools
- 12 direct-run; 3 charters
- 7,000 students
- In our 4th school year
- Veronica Conforme named Chancellor in November 2014
- 13.5 Average ACT; 13.3 in 2011
- 82% of students feel safe in classrooms: a 5% increase since 2013
- 66% of students feel safe in hallways & bathrooms: a 10% increase since 2013
- 9 of 12 principals replaced in 2015

Mission

We turn the *lowest* performing schools into the *highest* performing schools through **people development, proven instructional strategies, and seamless operations.**

Vision
All of our
children
succeed.



What's Working Across the Country

Our needs assessment is combined with research of national best practices to inform our strategic priorities:

- High Academic Standards: Massachusetts and Maryland
- School Autonomy and Small Schools: New York City
- Innovation and Charter Schools: Denver
- Accountability and Data-Driven Instruction: Charlotte
- School Reform District with Direct-Run and Charters: Tennessee
- Teacher and Principal Feedback and Evaluation: Washington DC
- Family and Community Engagement: Boston

EAA Strategic Priorities

+ People Development

1. Recruit, develop, and retain great leaders and teachers
2. Drive performance through accountability
3. Deeply engage parents and communities in improving outcomes for students

Proven Instructional Systems

4. Adopt and support Common-Core aligned curriculum, instruction, and assessment
5. Create new school models

Seamless Operations

6. Plan thoroughly, communicate effectively, and provide exceptional service and support
7. Manage financial resources strategically and with integrity

Strategic Priorities: People Development



Recruit, develop, & retain great leaders & teachers

- ✓ Achievement Leadership Institute school leader development
- ✓ Master and lead teacher career pathway
- ✓ Comprehensive teacher and leader feedback and evaluation system
- ✓ Teacher appreciation awards



Drive performance through accountability

- ✓ EAA balanced scorecard to measure progress toward strategic plan
- ✓ School Performance Framework to drive school improvement and data transparency
- ✓ New performance review system for all EAA team members



Deeply engage parents and communities in improving outcomes for students

- ✓ Student-led parent-teacher conferences
- ✓ Family and community engagement on EAA's strategy and results through school leadership teams

Strategic Priorities: People Development

The EAA's Achievement Leadership Institute will ensure an effective leader in every school so that all children succeed.



Recruit, develop, & retain great leaders & teachers

- ✓ Achievement Leadership Institute school leader development



Bi-weekly training sessions that develop leadership skills and knowledge of best practices



On-site coaching visits on the design and implementation of school systems to improve instruction and culture



Significant improvements in the quality of instruction, teacher effectiveness, and school culture

September 2015

June 2016

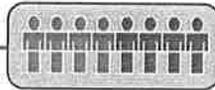
Strategic Priorities: People Development



Recruit, develop, & retain great leaders & teachers

- ✓ **Master and lead teacher career pathway**

The EAA's teacher career pathway will ensure an effective teacher in every classroom so that all children succeed.



Identify educators with the most potential

Teacher



Support them in leading and coaching fellow teachers

Lead Teacher



Develop their teaching practice while honing their leadership skills

Master Teacher

Assistant Principal

Principal

- ✓ Our most effective teachers will remain in EAA schools and classrooms, while continuing to grow professionally.
- ✓ Our most effective teachers will have the time and opportunity to share best practices with their peers.
- ✓ Tomorrow's building leaders will have the training and experience they need to excel.

Strategic Priorities: People Development



Recruit, develop, & retain great leaders & teachers

- ✓ **Comprehensive teacher and leader feedback and evaluation system**

The EAA's evaluation and development systems will ensure an effective teacher in every classroom and an effective leader in every school so that all children succeed.

The Observation and Feedback Cycle



Measuring Student Learning

- ✓ **50%** of a **teacher's** evaluation rating is based on student performance measures
- ✓ **60%** of a **leader's** evaluation rating is based on student performance measures

Strategic Priorities: People Development



Recruit, develop, & retain great leaders & teachers

- ✓ Teacher appreciation awards

The EAA's teacher appreciation awards will recognize effective instruction and reward commitments to excellence so that all children succeed.

EXCELLENCE IN TEACHING AWARDS

Great teachers change lives.

- ✓ Recognize and award our best teachers.
- ✓ Elevate the teaching profession.
- ✓ Share best teaching practices throughout the district.
- ✓ Deepen expertise through leadership development opportunities.
- ✓ Elevate teacher voice in district decision-making.

Strategic Priorities: People Development



Recruit, develop, & retain great leaders & teachers

- ✓ Achievement Leadership Institute school leader development
- ✓ Master and lead teacher career pathway
- ✓ Comprehensive teacher and leader feedback and evaluation system
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Drive performance through accountability

- ✓ EAA balanced scorecard to measure progress toward strategic plan
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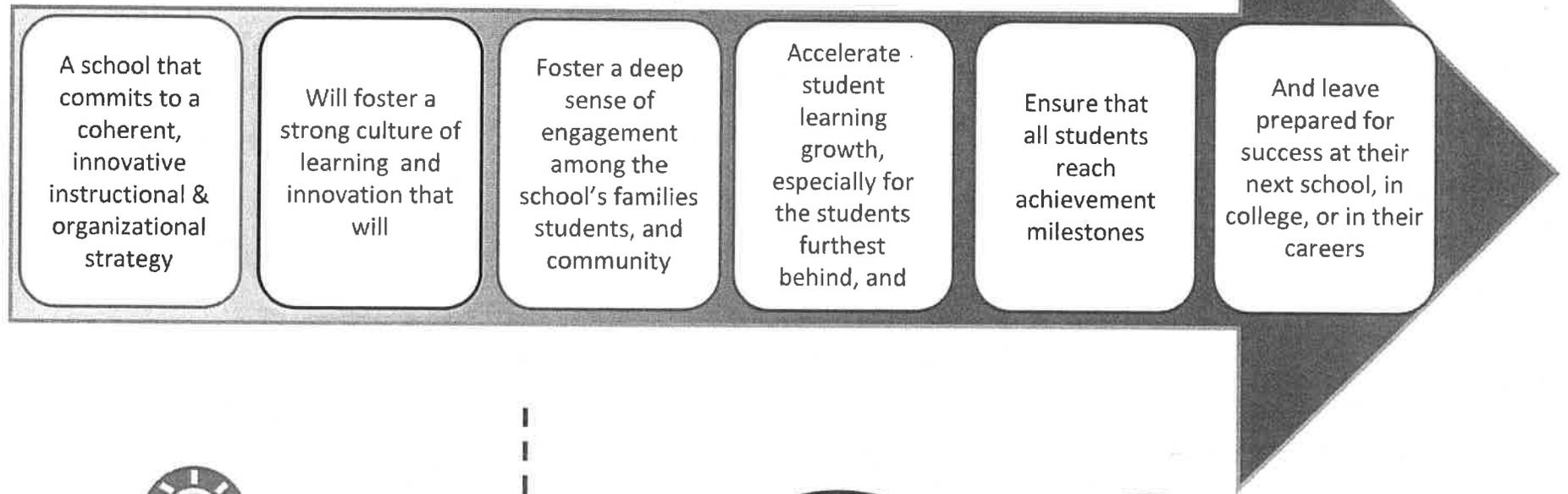


Deeply engage parents and communities in improving outcomes for students

- ✓ Student-led parent-teacher conferences
- ✓ Family and community engagement on EAA's strategy and results through school leadership teams

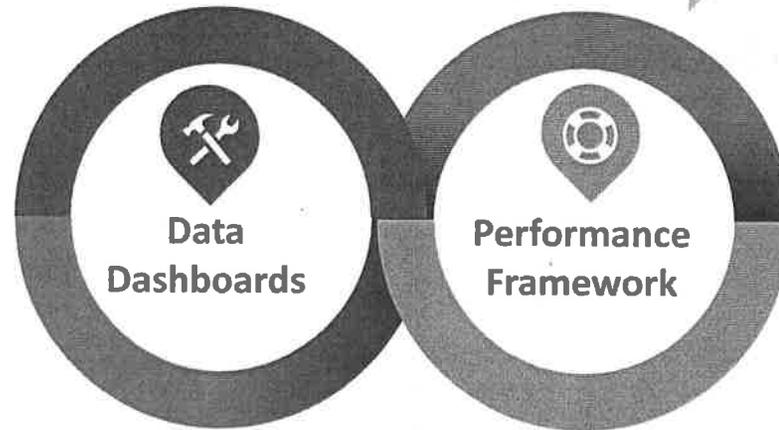
School Accountability Framework

EAA Theory of Action



Drive performance through accountability

- ✓ School Performance Framework to drive school improvement and data transparency



Real-time Progress Monitoring

Identifies trends for immediate improvement and strategic adjustment

Summative Evaluation

Compares schools' annual performance to three benchmarks

The Framework includes Quantitative and Qualitative Measures from Multiple Sources

LEADING INDICATORS

Strategic Commitment

- Domain 1 of the School Quality Review, focused on the school's design and implementation of an instructional and organizational strategy.
- 5Essentials Survey Results (*Effective Leaders*)

Culture of Learning

- Domain 2 of the School Quality Review, focused on the school's culture of high expectations, professional collaboration, and mutual respect and inclusion.
- Insight Survey Index Score
- 5Essentials Survey Results (*Ambitious Instruction, Collaborative Teachers*)
- Teacher Retention
- Teacher and Staff Attendance

Student, Family, & Community Engagement

- Domain 3 of the School Quality Review, focused on the school's environment and engagement of families and the community.
- 5Essentials Survey Results (*Involved Families, Supportive Environment, Parent Survey*)
- Student Retention
- Student Attendance
- Student Suspensions (*exploring inclusion for 14-15 and beyond*)

The Framework includes Quantitative and Qualitative Measures from Multiple Sources

LAGGING INDICATORS

Learning Growth

- Mean Student Growth Percentile based on state math and ELA assessment scores
- Mean Student Growth Percentile in math and ELA of the highest needs students (i.e., students with disabilities, students with limited English proficiency, and students in the school's lowest third of proficiency)

Academic Achievement

K-8 & High Schools:

- Percent of students meeting or exceeding grade level standards on state assessments
- Assessment of a sample of student portfolios (3rd, 8th & 12th grade projects) *(for 15-16 only)*

High Schools:

- Percent of students on-track at end of 9th grade
- School's Average ACT score *(PSAT & SAT for 15-16 and beyond)*
- Percent of students who graduate in 4 & 5 years

Prepared for Success

K-8 Schools:

- Percent of 8th graders exceeding grade level standards on state assessments
- Percent of 3rd graders exceeding 3rd grade standards
- Percent of former 8th graders on track at end of 9th grade*

High Schools:

- Percent of students meeting minimum college readiness score on ACT
- Percent of students scoring at Silver or above on the WorkKeys
- College Enrollment, Remediation, & Success

*Preliminary data for this metric is reported but will not be included in the ratings calculations until 15-16.

The Framework Compares a School's Current Year Performance to Three Benchmarks.



Similar Schools: Compares an EAA school with a group of schools serving similar students



For each metric, schools are rated Very Low, Low, Intermediate, High, Very High

All Schools: Depending on the metric, compares an EAA school with all schools in the EAA, Detroit, or Michigan



For each metric, schools are rated Very Low, Low, Intermediate, High, Very High

Prior Year(s) Performance: Compares an EAA school with its own average performance for the three prior years



ABC School 2014



ABC School 2013

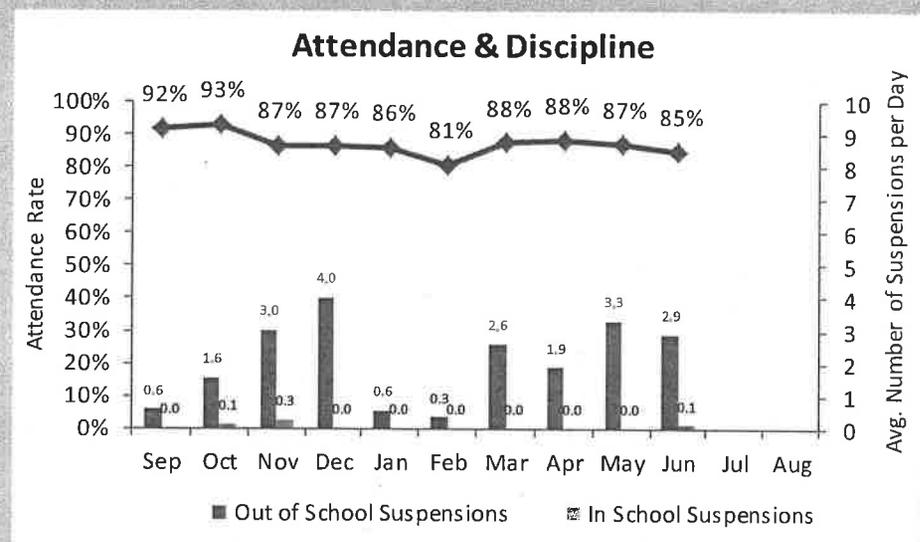
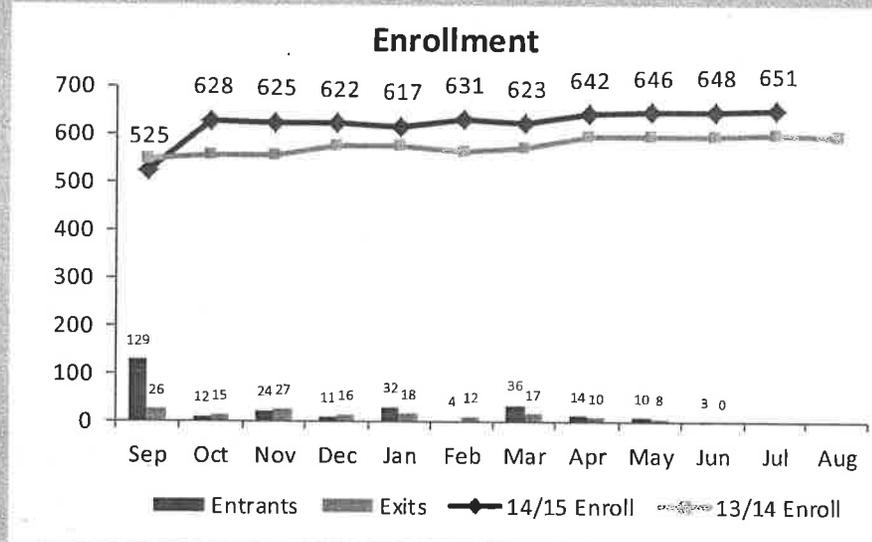


ABC School 2012

For each metric, schools are rated **Significantly Declined, Declined, Maintained, Improved, Significantly Improved**

Sample Monthly Enrollment, Attendance and Discipline Data

Monthly Tracking Data



Enrollment & Attendance	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	YTD
Enrollment	525	628	625	622	617	631	623	642	646	648	651		651
Entrants	129	12	24	11	32	4	36	14	10	3			275
Exits	26	15	27	16	18	12	17	10	8	0			149
Attendance Rate	92%	93%	87%	87%	86%	81%	88%	88%	87%	85%			84%

Suspensions	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	YTD
In School (ISS)	0	2	4	0	0	0	0	0	0	2			8
ISS per Day	0.0	0.1	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.1			0.0
Out of School (OSS)	12	28	48	60	10	3	54	30	66	93			404
OSS per Day	0.6	1.6	3.0	4.0	0.6	0.3	2.6	1.9	3.3	2.9			2.2

Source: PowerSchool. Note: enrollment as of the first day of the month; excludes PK.

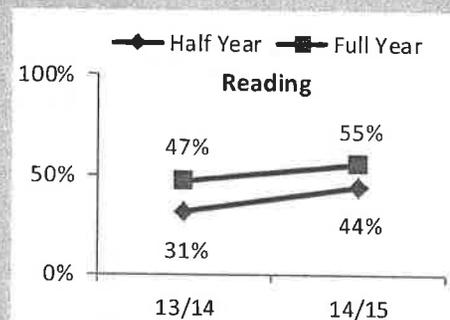
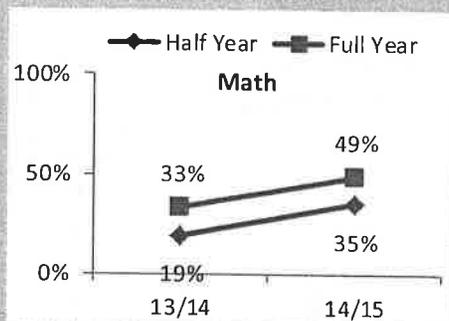
*Data Dashboards were provided to schools beginning in May 2015

Sample Standardized Test Data

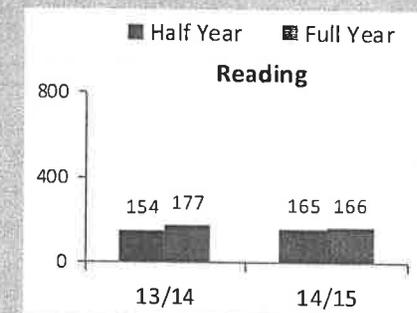
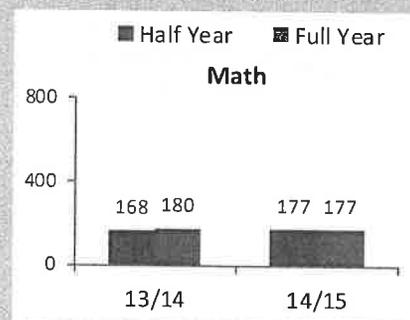
Performance Series: % of Students Making Above Average Annual Growth (vs. National Reference Group) - Preliminary

Note: compares each student to the national average growth for his / her decile. Includes all students with pre- and post-tests. N > 50 to display results.

% Making Above Average Annual Growth



Sample Size: Number of Students with Pre- and Post-Tests



ACT Performance

Average Score

	2010/11	2011/12	2012/13	2013/14
ACT English	11.1	11.9	12.1	13.5
ACT Mathematics	14.4	14.7	14.9	15.2
ACT Reading	13.1	13.5	14.0	14.3
ACT Science	14.6	13.8	15.3	14.8
ACT Writing	4.8	5.4	4.5	5.1
ACT All Subjects	13.4	13.4	14.2	14.5

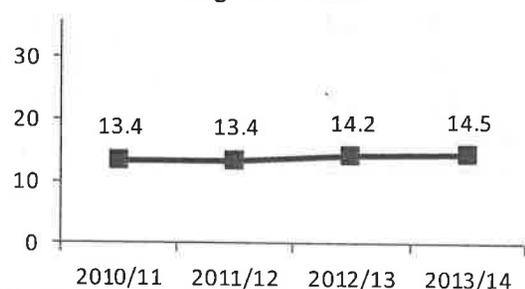
ACT Percentile (vs. MI Schools)

	2010/11	2011/12	2012/13	2013/14
ACT English	3.3	2.7	4.9	14.9
ACT Mathematics	2.1	2.3	5.2	11.5
ACT Reading	3.8	3.3	5.8	7.6
ACT Science	6.3	1.5	8.1	8.7
ACT Writing	8.5	16.1	8.1	16.7
ACT All Subjects	3.2	1.8	6.6	10.1

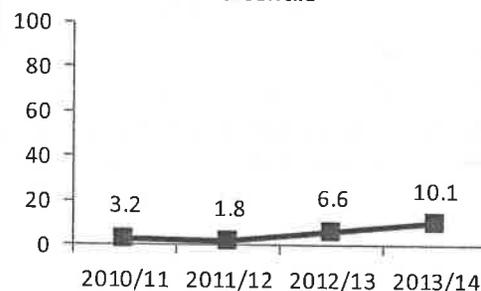
% Meeting ACT College Benchmark

	2010/11	2011/12	2012/13	2013/14
ACT English	4.9	6.5	6.2	19.4
ACT Mathematics	0.0	0.0	2.1	3.0
ACT Reading	1.8	2.8	6.2	6.0
ACT Science	0.0	0.0	0.0	1.5
ACT Writing	N/A	N/A	N/A	N/A
ACT All Subjects	0.0	0.0	0.0	1.5

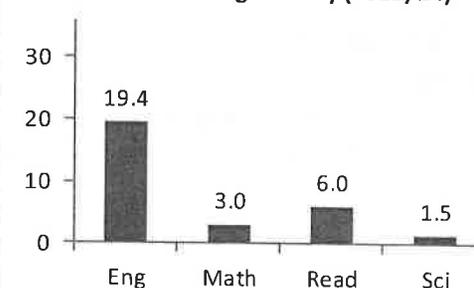
Average ACT Score



ACT Percentile

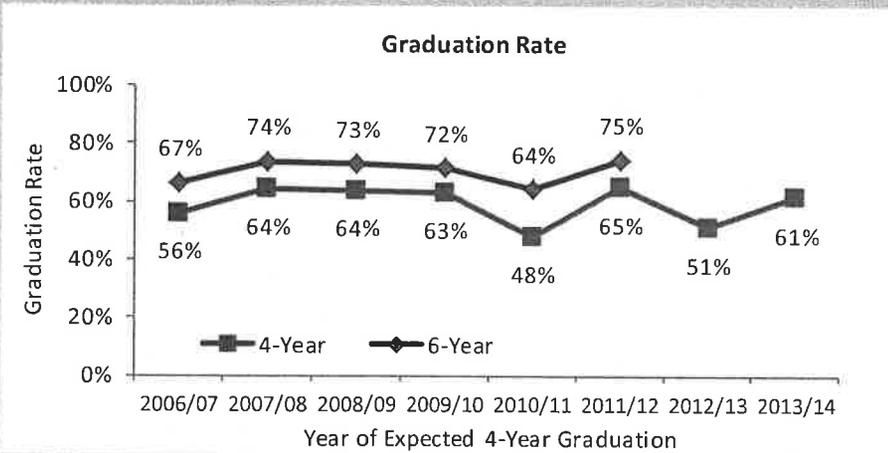


% College Ready (2013/14)



Sample Graduation and College Performance Data

Graduation and Dropout Rate



Graduation Rate

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
4-Year	56%	64%	64%	63%	48%	65%	51%	61%
5-Year		64%	73%	68%	69%	62%	72%	62%
6-Year			67%	74%	73%	72%	64%	75%

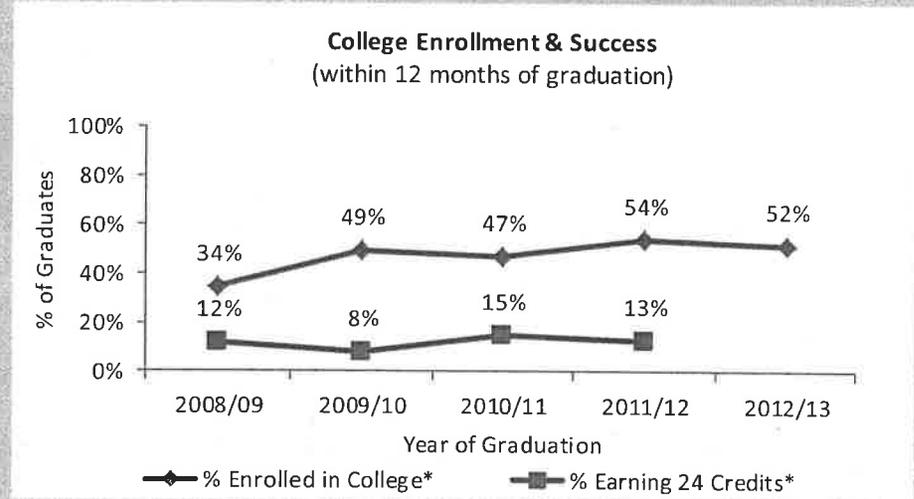
Dropout Rate

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
4-Year	30%	21%	18%	15%	20%	15%	24%	24%
5-Year		32%	24%	23%	22%	31%	24%	31%
6-Year			33%	24%	26%	28%	34%	25%

College Enrollment & Remediation

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Number of Graduates	169	176	155	146	90	106
% Enrolled in College*						
Within 0-6 Months	25%	39%	42%	47%	37%	39%
Within 0-12 Months	34%	49%	47%	54%	52%	
Within 0-24 Months	42%	65%	63%	70%		
Within 0-36 Months	46%	70%	72%			
% Earning 24 Credits*						
Within 0-12 Months	12%	8%	15%	13%		
Within 0-24 Months	25%	23%	25%	19%		
Within 0-36 Months	28%	31%	30%			

* Percent of graduates



Sample Other School Quality Indicators and Descriptive Data

Annual Data

Quality Review

Domain 1: Instructional and Organizational Strategy	Result
Standard 1: Vision for Learning	2
Standard 2: Teacher Evaluation and Development	1
Standard 3: Organizational Strategy	2
Standard 4: Instructional Strategy	1
Standard 5: Strategic Assessment Plan	1
Aspect 6: Curriculum Alignment	1
Domain 2: Culture of Learning	
Standard 7: Classroom Environment	2
Standard 8: Professional Collaboration	2
Aspect 9: Mutual Respect and Inclusion	2
Domain 3: Student, Family and Community Engagement	
Standard 10: Student Engagement and Application	1
Standard 11: Family and Community Engagement	2

Note: Beginning (1); Developing (2); Established (3); Transformational (4)

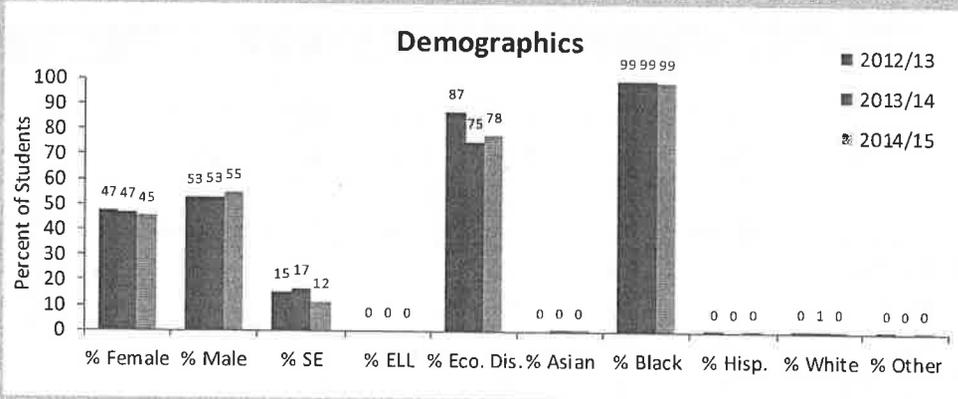
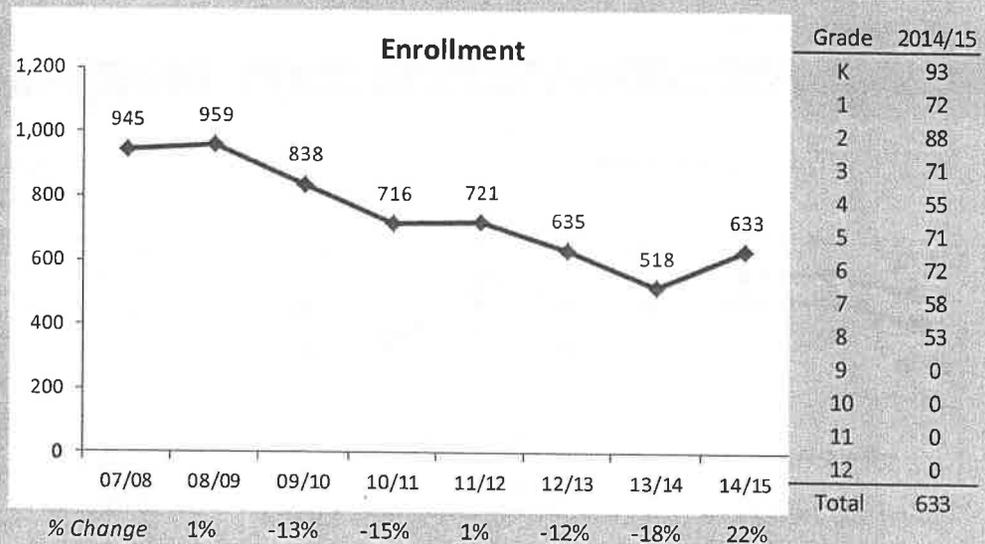
Teacher Survey (TNTP Insight)

	Score	Z-Score	Z-Score
Instructional Culture Index	5.6	0.0	
Learning Environment	5.2	-0.4	
Observation and Feedback	5.3	-0.3	
Student Growth Measures	5.7	-0.4	
Professional Development	6.8	0.7	
Instructional Planning	5.7	-0.3	
Evaluation	4.6	-1.1	
Peer Culture	7.0	0.5	
Compensation	6.8	1.2	
Leadership	7.0	0.9	
School Operations	5.4	-0.7	
Teachers / Response Rate	14	71%	

z-score compares results to EAA average in units of standard deviation

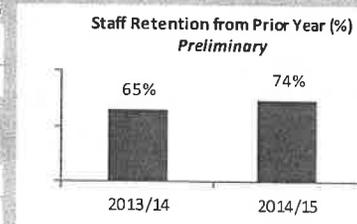
Student Safety (5 Essentials Survey)

% of Students Safe In	2012/13	2013/14	2014/15	Change
Classrooms	76%	82%	90%	8%
Hallways & Bathrooms	54%	69%	N/A	N/A
Hallways			75%	N/A
Bathrooms			70%	N/A



Attendance & Retention

	2011/12	2012/13	2013/14	2014/15
Attendance Rate	84%	80%	82%	84%
% Chronically Absent	75%	89%	70%	64%
Staff Retention (From Prior Fall)			65%	74%
Student Retention (From Prior Fall)				69%



Strategic Priorities:

People Development



Deeply engage parents and communities in improving outcomes for students

- ✓ Student-led parent-teacher conferences
- ✓ Family and community engagement on EAA's strategy and results through school leadership teams

Proven Instructional Strategies



Create new school models

- ✓ Recruitment of high-quality charter operators
- ✓ Institute of Student Achievement (ISA) model in four high schools
- ✓ Career and Technical Education pathway in two high schools



Adopt and support Common Core-aligned curriculum, instruction, and assessment

- ✓ Engage NY ELA and math adoption and implementation
- ✓ Intensive EAA instructional observation and feedback system (principals, APs, and master and lead teachers)
- ✓ Achievement Net K-8 data-driven assessments and support

Strategic Priorities: Seamless Operations



Plan thoroughly, communicate effectively, and provide exceptional service and support

- ✓ Annual final comprehensive calendar published in early spring
- ✓ Monthly Teacher Council meetings
- ✓ Weekly Digest to all EAA team members to communicate information in timely fashion
- ✓ Monthly school-based Chancellor Q&A and presentations on strategy and results
- ✓ Periodic customer feedback from schools to evaluate EAA services and support



Manage financial resources strategically and with integrity

- ✓ Financial management capacity-building for school teams
- ✓ Annual audits

Fordham Institute: Update June 2015

In June 2015, Fordham issued a follow-up report on the EAA. Their findings include:

- *[Conforme] set about recruiting new talent for the central office and took steps to counter the perception of loose financial and ethical standards.*
- *In an interview, Conforme said “everything is on the table” in terms of school management; her main concern is getting talented leadership (i.e. charter, turnaround partners, new schools)*
- *The EAA is developing a new suite of accountability measures, including a quantitative performance framework and a new School Quality Review.*
- *The chancellor announced sweeping new policies that will give all EAA schools additional autonomy over programs, resources, and professional development.*
- *For now, EAA’s attention seems focused tightly on getting the ship moving ahead toward demonstrably higher achievement.*

