



Michigan and ARRA: Opportunities for Integrated Education Reform

December 31, 2009



For Today's Webinar...

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ARRA Competitive Funding

- Race to the Top: \$4.35 billion
- Investing in Innovation: \$650 million
- State Longitudinal Data Systems: \$250 million
- Teacher Incentive Funds: \$200 million
- Teacher Quality Partnerships: \$100 million



What Do These Funds Have in Common?

- Integrated approach – coordination in development and rollout
- Common education reform goals
- Expectation that states and districts will follow federal example
- The shape of things to come



4 Reform Goals: Michigan's Response

Comprehensive Integrated Education Reform Agenda



4 Education Reform Goals under ARRA

1. Standards and Assessments
2. Data Systems
3. Effective Teachers and Leaders
4. Support for Struggling Schools and Districts

Standards and Assessments

**Teacher and
Leader
Effectiveness**

**Support for
Struggling
Schools**

Data Systems



Standards and Assessments

Making progress toward rigorous **college- and career-ready standards** and **high-quality assessments** that are valid and reliable **for all students**, including English language learners and students with disabilities



Standards and Assessments

- Transition to enhanced standards and high-quality assessments
- Develop and adopt common core standards
- Develop and implement common assessments



Data Systems

Establishing **pre-K-to college and career data systems** that track progress and foster continuous improvement



Data Systems: 7 Capabilities

1. Examine student progress and outcomes through preschool, postsecondary, and into the workforce
2. Enable exchange of data among agencies and institutions
3. Link student data with teachers
4. Match teachers with information about prep and certification programs



5. Easily generated data for continuous improvement and decision-making
6. Ensure quality and integrity of data
7. Ability to meet the reporting requirements of the Department



Data Systems: 12 Elements

1. Statewide student identifier
2. Student-level enrollment, demographic & participation data
3. Student-level graduation, transfer & dropout data
4. Ability of K-12 and higher education institutions to communicate
5. Audit systems to address data quality, validity and reliability
6. Yearly assessment of records of students



Data Systems: 12 Elements

7. Students not tested, by grade and subject
8. Teacher identifier system linked to students
9. Student-level transcript data
10. Student-level college readiness scores
11. Successful student transition to higher education, with remediation info
12. Other information deemed necessary for success in higher education



Data Systems: 2 Types

1. Statewide Longitudinal Data Systems
2. Instructional Improvement Systems



Great Teachers and Leaders

Making improvements in teacher and leader effectiveness and in the equitable distribution of qualified teachers and leaders for all students, particularly students who are most in need



Great Leaders and Teachers

- Support and develop alternative pathways to certification
- Differentiate effectiveness based on performance
- Provide effective support to teachers and principals
- Ensure equitable distribution and retention of effective teachers and leaders
- Improve effectiveness of preparation programs



Support for Struggling Schools and Districts

Providing intensive support and effective interventions for the lowest-performing schools (bottom 5%) and districts



Support for Struggling Schools and Districts

- Increase quality charter school options
- Turn around struggling schools
- **Intervene** in the lowest-performing schools (bottom 5%)
 - Four draft intervention options (Turnaround, Re-Start, Transformation, Closure)

A hand is shown writing on a chalkboard. The text on the board is partially visible and appears to be "CAN This".

Support for Struggling Schools

- 1. Turnaround:** Replace principal and at least 50% staff; adopt revised strategies; consider offering social services, extended school day
- 2. Re-Start:** Close the school and re-open as a charter (must admit all former students who wish to attend)



Support for Struggling Schools

- 3. Transformation:** Replace principal, develop & reward teacher and leader effectiveness, extend learning time & engage community, provide operating flexibility
- 4. Closure:** Close the school and transfer students to a higher-performing school in the same district



4 Reform Goals: A Drive for Long-Term Change

- ARRA
 - Formula
 - Competitive
- ESEA
- Commitment not compliance



“This is your opportunity to be bold, creative, think big and push hard on the kind of reforms that we know will create fundamental change.”

U.S. Secretary of Education Arne Duncan
Address to National Governor’s Association
June, 2009



Race to the Top: 500 points total

1. Great Teachers and Leaders: *138 points*
2. State Success Factors: *125 points*
3. Standards and Assessments: *70 points*
4. General Selection Criteria: *55 points*
5. Turning Around the Lowest-Achieving Schools: *50 points*
6. Data Systems to Support Instruction: *47 points*
7. Science, Technology, Engineering, Mathematics: *15 points*



Race to the Top: Other Considerations

Conditions vs Plans:

- **Conditions:** 260 points (52%)
- **Plans:** 240 points (48%)

Stakeholder engagement:

- **LEA support for state plan** (45 points)



Race to the Top: LEA Support

Memorandum of Understanding from each LEA

- Superintendent
- Board President
- Labor Leadership

Race to the Top funding only to participating LEAs

- First 50% to LEAs based on Title I formula
- Balance at State discretion

Race to the Top Tie-Breaker



Race to the Top: ISD role

- Host/convene stakeholder meetings
- Provide support to LEAs with MOU signature process
- Letter of support for Michigan plan



Race to the Top: Timeline

November 18 – Race to the Top in Federal Register

December – Stakeholder outreach

- Webinars
- Stakeholder gatherings
- MOU signatures
- Statements of support

January 8 – Deadline for letters of support/MOUs

January 19 – Application submitted

