

MI Negotiators Assoc. Conference

Speaking Points for Mike Flanagan

Scheduled to start at: 9:00 AM

Speech Topic: Negotiating Change

Length: 45 mins. / 15 mins. Q&A

Being introduced by: Freddie Williams, Ex. Dir. H.R., Grand Rapids PS

Thank you Freddie for that gracious introduction. Also like to acknowledge Michigan Negotiators efforts working with schools and school boards to ensure the fairest and most equitable deals that put more dollars in the classroom.

Having been Director of Educational organizations, MAISA & MASA, I recognize the importance of these conferences. Allows you the opportunity to network with your colleagues from around the state and update yourselves with the most current and factual information.

More than ever, our schools are going to need their local and national negotiator associations and their leadership - especially with diminishing resources, which lead to the need to make hard, strategic, and forward-thinking decisions.

And in the spirit of collaborating together, I'd like to extend the opportunity to communicate with your group directly. If you can get your distribution list to my aide, Andrea Post, we will ensure that you are included on important messages from myself and the Department.

Two weeks ago, the Governor proposed her 2010-11 state budget that did not include any cuts to K-12 funding. As you know, that is contingent upon the legislature adopting her state tax restructuring plan.

Her tax restructuring plan calls for a reduction in the overall sales tax, but the inclusion of that sales tax on most services.. Without that new funding, schools will be taking a \$255 per pupil hit in their funding.

Whatever the budget outcome, we each, in our different roles, need to be involved in proactive planning for not only what static or reduced funding would mean to our education system, but also for the fact that our

education system can and is changing to a student achievement model. Student achievement is now the focus of our efforts, as it should have been all along.

Race to the Top

Last month, we submitted our finalized application for the federal Race to the Top grant. We should be hearing soon (April) if we are one of the states chosen.

I need to recognize the efforts of my Deputy Superintendents, Sally Vaughn and Carol Wolenberg, and their staff members who worked tirelessly on getting this application prepared.

There were a lot of sleepless nights for my staff in getting this ready. And we've already taken a huge budget cuts, limiting staff, with more being proposed.

Thank you to those of you who signed your MOUs, 95% of all districts (89% of the students in Michigan). Your support is huge. And let's face it – if we don't get the Race to the Top grant, we will have to use state money to build the systems that are now required by law. That \$500 million will end up coming out of your districts. That's going to hurt.

So, we all have a real opportunity, here and now, to show the nation that Michigan is leading the way in having innovative schools that develop the highest-quality graduates in the world.

We really need to change the culture in our schools and in the way we ReImagine the way we educate students.

But unfortunately, change is usually met with resistance – no matter what is at stake and how high the costs.

And you are at the frontlines in that battle... taking on those who dig in their heels and say no without listening.

I am proud of the landmark legislation recently enacted that ensures Michigan has a leg-up for Race to the Top funding.

School Reform Legislation

I was honored to have joined the Governor when she signed into law historic legislation that will have a tremendously positive impact on education for decades.

(Play Granholm/Flanagan video clip 1:30)

Michigan's Race to the Top plan is a bold and innovative plan to build an education system here that is the best in the world. To have the best teachers in the world with the best students in the world.

No one should fear change! No one should fear success! But we all do. Including me.

So this plan, in addition to helping struggling schools and expanding high-quality schools, is about supporting our greatest resource: our teachers. This plan enables us to develop tangible ways to increase support for their efforts and recognize them for the outstanding work they do.

Let me show you why this is so important to me:

SHOW PICTURE OF ELLA GRACE

This is for our granddaughter, making sure she will not have to attend one of these under-performing schools. Making sure no one's child or grandchild ever has to attend a failing school.

Certain educational organizations were using propaganda to instill fear in their membership; fear that this plan and the recently-passed education legislation will be used to penalize or fire teachers. (ASK ED TODAY WHY HE'S DOING THAT)

This simply isn't true!!

The Michigan Federation of Teachers supports our plan, I thank them for that, because I know they have the best interests of their members in mind. David Hecker, the head of the Michigan Federation of Teachers, Randi Weingarten, supports the reforms of Race To The Top, and we are working

with David and his members to build a solid partnership to implement the reforms.

Also, the things the feds are requiring are going to be parts of the NCLB reauthorization, so why wouldn't we want nearly half billion dollars to help put these things into place?

Why not use the Feds money to pay for these changes, instead of having your districts pay for it?

My daughter is a HS teacher, and I could not, in good conscience, look her in the eye if I supported something that was not in the best interests of both students and teachers.

You will still have the power to bargain at the local levels – but certainly don't forget... ***"Impose last best offer."***

Included in those education reform bills was a provision to include student achievement growth in the process of teacher and administrator evaluations.

The law's purpose for this annual rigorous, transparent, and fair performance evaluation system is to provide teachers and administrators with information about their performance and to guide professional development and growth.

The evaluations must be used to make informed decisions about the following:

- job effectiveness (ensuring ample opportunities to improve);
- promotion, retention, and development (while providing coaching, instruction support, or professional development); and
- granting tenure or full certification; and removing ineffective tenured and untenured teachers (after giving ample opportunities to improve and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures).

The new state law stipulates that growth in student achievement must be a "significant" factor in job evaluations.

Guidance we have sent to districts (Andrea has left copies on the table in the back of the room for you to pick up when you leave) is that they need to have student performance growth measures reflect 40-60 percent of the job evaluations. Of that 40-60 percent, 20-30 percent should be based on existing state student growth measures, with the remaining based on growth measures developed and collectively bargained locally. If districts expect to receive Race to the Top funds and are currently collectively bargaining the factors and process for evaluation systems, please note that in the Race to the Top plan submitted to MDE for approval, we will be looking for a definition of "significant" to be 40-60 percent of the overall evaluation. But either way, these are all collectively bargained at the local level.

Ensuring that we have rigorous, transparent, and fair performance systems will require significant work at the local and state level. Please know that we are committed to systems that provide teachers and administrators with the support they need to improve achievement for all students.

And it is important that the message gets out that MDE is not developing this system in isolation or as a way to penalize teachers. It is meant to further professionalize them and keep the focus on what we all want: high student achievement. We are reaching out to stakeholders to help us make this work. In fact, David Ruhland, Assistant Supt. at Farmington and a member of this board, asked to have input in how we developed this and we welcomed that.

And Connie Sullivan, another member of the Michigan Negotiators Assn., is representing you on our ARRA and State Reform Core Team.

School Reform Office

The law also requires us to basically assemble a new School Reform/Redesign Office within the Department of Education – headed by a new State School Reform Officer, appointed by me, who will work directly with me as a Deputy Superintendent.

By September 1st of this year, we are required to identify the bottom 5 percent of struggling school building (about 200) – then, review their turnaround plans – which will take staffing and expert determinations on which prescribed strategies would work best with each school.

This is enormous for the Department – reviewing 200 proposals over the course of 30 days – that will have a profound impact on these schools, teachers, and students.

We don't have anyone in the Department to do this work at the moment, and continue to do this work and monitoring of these schools in future years.

If the districts fail to give us workable plans to turn around their schools, the Department is directed to take them over. We will be setting this up much like our Deficit Elimination Plan process.

We could be taking over let's say half – 100 school buildings – from all across the state. The other half would've responded to the levers you have provided to make academic progress for their kids.

So, although our goal is to work with the affected school districts so they can improve their schools, it is very possible that by one year from now, the **Michigan Department of Education could be operating the largest school district in the state.**

We need to be developing what would make up the approval plans, many that will be submitted before the new budget year begins in October. (no later than Sept 1, with 90 days but this is urgent to get going now)

When the Legislature supports this request for the new State Reform Officer and the 13 other FTEs, we need to begin the hiring process ASAP.

These are the people who will be responsible for overseeing the turnaround and redesign of approximately 200 schools.

The legislation has charged this office to:

1. Clarify what we want these “turn around” or “been saying this for years” schools to look like/include (early/middle college, early childhood, proficiency vs seat time, project-based learning, entrepreneurial-ism, other Project ReImagine criteria)
2. Identify successful models for each reform option (turn-around, transformation, restart, closure)
3. Determine what meets federal standards and therefore has to be approved by SSRRO per state legislation
4. Set up SSRRO office with budget, office space, and equipment
5. Write position description for SSRRO
6. Recruit, interview, and hire SSRRO
7. Write 13 position descriptions, get approval from HR, and post positions

8. Screen applications and setting up interviews
9. Conduct interviews for 13 positions
10. Determine buildings in the lowest 5% (in conjunction with OEII and OEAA)
11. Notify buildings and districts
12. Publish buildings and districts
13. Develop proposal process
14. Develop proposal format
15. Develop proposal review process
16. Develop review criteria and rubric
17. Develop and provide technical assistance for proposal development
18. Determine labor contract amendments needed
19. Make and implement contract amendments
20. Review possibly 200 proposals
21. Develop and provide technical assistance for proposal revisions
22. Approve/disapprove proposals
23. Develop appeal process
24. Develop appeal criteria
25. Monitor implementation of approved proposals
26. Determine reform model to be implemented in buildings not approved
27. Develop and provide technical assistance to buildings in SRD
28. Monitor buildings in SRD
29. Establish administrative infrastructure needed to support SRD
30. Determine need for "clusters"
31. Develop position descriptions for CEOs for clusters, recruit, interview, and hire CEOs
32. Establish procedures for operation and management of clusters
33. Establish criteria for determining when low performing buildings not progressing satisfactorily
34. Determine actions to be taken when buildings not progressing
35. Develop turn-around provider criteria
36. Develop turn-around provider application
37. Develop turn-around provider review process
38. Review provider applications
39. Approve/deny applications
40. Develop vendor appeal process
41. Develop vendor appeal criteria

To be clear, all of this will be required per state law regardless of whether or not any schools are put in a new Statewide Reform District. And all of this will have to be done regardless of whether we receive any one-time federal Race to the Top funding.

Not only are we creating this reform office, we need to develop the oversight for the new charters, and develop the assessment system for student growth. This will be the biggest challenge of my professional career.

As of now, we have no money budgeted by the Legislature for this work. We will have to really get into what a new school district with the 200 lowest performing schools looks like – and how to turn them around.

When we submitted our proposal for the separate School Improvement Grant, that will mean another \$100 million in funding. Which is approximately \$500,000 for each building.

A portion of these funds will go to supporting our data collection efforts on both student and teacher achievement.

Collecting this type of data will be huge for Michigan.

If there are schools that, year after year, have their students demonstrating great academic success, shouldn't we know that? Shouldn't we be sharing that success?

It isn't just the teachers who are accountable with this data, so am I and the State Board, which I said at the last State Board meeting.

Having been a local and intermediate school Superintendent, looking back, I know I had weaknesses which I could have improved upon. I would have welcomed the data that is available today, which would have allowed me to grow as an educator.

What's more, if some schools have students who are falling further and further behind, shouldn't we know that too? We need to be able to target support to those districts and students that need help the most.

We have the data and the technology; we should be using it better. This is the future.

Here is a national clip that illustrates the public's expectations of education.

PLAY KAPLAN CLIP 0:56

This is what people want: convenience and new job skills! This is what is going to be expected at all levels, including the local level – from Kindergarten to Higher Education. We can't continue to ignore progress. Just football interest and alumni will not be enough to stop the progress to cyber higher education and challenge the Big Ten schools still building dorms!! And, by the way, why not Early/Middle College for each child?

People from every corner of Michigan will see this national television commercial. How long before they start asking these questions about K-12 education? That's why I began the seat-time waivers – even though schools can allow kids to take two online classes WITHOUT a waiver from me.

And even if Michigan isn't awarded the Race to the Top money, what we have done is weave a fundamental thread of innovation that will drive our student's and school's success.

At the end of the day, we didn't do this just for the money. We did this because it is what's right for our students.

We need our students College Ready! College Ready is Career Ready!! On the MDE website we are reporting student college ready data for each district. If you haven't checked already, you may be surprised at what you find. For two district that seem similar, one on the Westside of Michigan has a College Ready rate of only 20 percent, while the similar district in the Lansing area has a College Ready rate of 35 percent !

You will not get to College Ready if you don't do the things that the Project Reimagine districts are doing, including investing in early childhood.

I'd encourage you to compare yourselves to other districts that you think are similar you your own.

You might think you are doing well, but this data show how well schools are doing in what matters most. An affluent district might think they are doing well, they don't worry about the reform czar coming to their school, their facilities are immaculate, low drop out rates.

But this isn't academic reality, the true measure of student's success in the 21st Century. In the light of the day, we need this transparency. We are all going to be affected by College Ready and student growth measures.

To bring Michigan back to world leader status, we need to reach these kids now. Our work is cut out for us. It will be a whole generation before Michigan gets the number of jobs back that we have lost.

I believe that the 14 Project ReImagine districts will lead the way to bold, innovative reforms needed in Michigan's education system to accomplish this turnaround.

Project ReImagine is our way out. If it can happen in this microcosm of the state, it can happen anywhere.

If Michigan receives a Race To The Top award, half of the money will go to Title I schools, the other is at the state's discretion – including \$50 million for the Project ReImagine districts, who are going to do great things.

Comstock Public Schools (**Supt Sandy Standish**) is developing a PreK-12 plus personalized educational development plan (EDP) to teach students to set and achieve academic and personal goals.

Oxford Community Schools (**Supt Bill Skilling**) is implementing a Mandarin and Spanish language immersion programs starting at the preschool level that will result in fluency in one world language by 8th grade.

N.I.C.E. Community Schools (**Supt Michael Haynes**) in the Upper Peninsula is working in a consortium to implement a New Tech High School where unique teaching methods are used. Through the use of enhanced technology, an independent learning environment is created by employing project based learning.

We have to ReImagine an education system here in Michigan that focuses on what is right for the kids, and far less on what the adults want to keep – for example: Early Childhood education.

These 14 Demonstration Districts, which really involve 65 school districts because of the ISDs, are eligible to be included in Michigan’s federal Race to the Top application. \$50 million of the Race to the Top money will go to fund the ReImagine Districts.

What I’m also excited about are those districts who applied but didn’t quite make it, but have promised to continue to move forward with their proposed reforms.

That is the type of Leadership we need right now for our state and for our children.

I applaud the leadership of the Governor, Legislature and State Board of Education and their bi-partisan efforts in putting Legislation in place for the good of our students.

This month the State Board of Education began broad discussions on school budget reforms. Groups from around the state are being more vocal. We’ve had an array of presenters from different areas, R & Ds, and they all say the same thing. We can not sustain how we fund schools. We have to change!

If the Governor’s public employee retirement incentive proposal is adopted by the Legislature, we all are going to have to be strategic in how we balance the experience we will have left in our schools, and the younger teachers that will be coming in.

In the Department, 20 percent of our staff are eligible for the retirement incentive and we are working to best utilize our younger talent in a pared-down environment.

Leadership means not being afraid to be bold – even if it isn’t the popular decision. Don’t be afraid to break to mold – shatter the status quo!

Now is the time to risk more than others think is safe. Lead Above the Average.

Do you want to be average in an average state when we're below average in the world? You kids will be left in the global dust!

Have the courage to make the tough choices today that will allow our students to achieve their dreams tomorrow.

(Q & A)

This is on our watch... we don't want to look back and see how we missed an opportunity!

Together . . . we will make a difference. It is all about Attitude. Here is a final video that helps illustrate what I mean. VIDEO

We're in monumental times for education in Michigan...and you all play a pivotal role in these times.

It's how we respond to this challenge; its how we **finish** that will determine our students and our state's future.

We ALL have to believe this.

Thank you.