PreK-12 Literacy Commission Agenda

March 3, 2017

Capital Area Literacy Coalition, 1028 E Saginaw St., Lansing, MI 48906

Welcome
Presentation by Education Trust-Midwest -- Sunil Joy (Achievement and Opportunity in
Michigan: How are we doing? What can we learn from leading states?)
- Nation: closing gap between sub-groups of ethnicities (Michigan has not kept up)
- Michigan has not kept up: seeing decline in rank and scale scores
- Michigan ranks last in African American student performance
- Naomi Norman: 3rd grade looks really bad. (in Washtenaw) By 11th data looks better.
  Is this a statewide trend? Is this an early literacy problem or a literacy problem?
- Some subgroups are not reported due to not statistically significant counts of students
  (some states did not have enough African American students testing to report, Michigan
  does not report on American Indian)
- Naomi: Why choose 2003 data?
  ○ Sunil: 2003 the 1st year all 50 states were required to participate in NAEP as part
    of NCLB
- Any charts or data on how NAEP compares to M-Step?
  ○ NAEP is gold standard, benefit to compare across states
- Is NAEP all computer administered or Paper-Pencil?
  ○ Sunil: Not sure
  ○ Laural: they provided ipads, they had a list of students
- How are students selected to take NAEP?
  ○ Sunil: Randomized for statistical sample
  ○ Laural: schools cannot volunteer to take NAEP
- Can schools opt out, or is it mandatory?
  ○ Naomi: we tried to opt out, they would not let us back out, so we scheduled it for
    a Saturday and 1 student attended--how does this impact data (these were
    college-enrolled students)
  ○ City of Detroit tests every year (not all kids, but always included for poverty data)
- What was our relative rank for poverty in 2003? Would like to see how our relative rank
  on NAEP correlates to our relative rank on poverty.
  ○ Sunil: Brian Jacobs report showed Michigan as looking worse, controls for
    poverty, unemployment and other indicators (also looked at growth)
  ○ Low-skilled jobs that had high pay and low literacy are now gone. And factors are
    exponential in Detroit
- What is going on in MA? They are high performing and high growth. They created an
  early childhood/early literacy commission to look at issues.
- Naomi: Look at state that has similar income. Hawaii has re-structured their early
  childhood.

- ○ Sunil: Other examples with Florida and Tennessee
- Sunil: A rough estimate is that 10 scale score points is approximately one year of learning
- Tennessee Train the trainer model: 700 coaches provide PD to 70,000 educators over a few summers
  - ○ Naomi: All grades, not just 4th? Sunil: Yes.
  - ○ Sunil: TN still has a long way to go with proficiency to be a top state like MA, but have seen improvement, 75% proficiency goal around critical thinking and richer learning
  - ○ Rep. Price: We would like to see Read to be Ready. Did they have a phonics push?
  - ○ Revised cert, kindergarten screener, portfolios for PK-2
  - ○ Naomi: we need a consistent way to measure how students are entering the K system
  - ○ Michigan should not be putting in the work to create their own system - use what is widely available and accepted.
  - ○ How is TN set up
  - ○ Rep. Price: Did TN get 5 million race to top?- used for college and career ready. State used own budget to continue the project.
  - ○ Mayer: Does this address admin? Sunil: No, mostly coaches.
  - ○ Naomi: Contact person?
- Florida
  - ○ Slide 30: Created "Just Read, Florida!"
  - ○ $130 million statewide- Every district in the state (50 districts) must submit a formal plan. Must include strategies and goal for improving reading.
  - ○ [Fair](#) assessment (Diagnostic) was made available to all districts but not mandated.
  - ○ Florida has a poverty rate about 10% different
- Rep. Price: Why in 1999 are things starting to improve
  - ○ SJ: more attention to subgroups - better served, around NCLB - focused on outcomes of lower income students
  - ○ M-STEP scores as it relates to NAEP, on NEAP we are 30% proficient, on M-Step 50 on 3rd grade reading, can you make a correlation between NAEP and M-Step?
    - ■ SJ: that was the hope for M-Step, hopefully overtime as the NAEP adjusts it will get closer, it is must better than MEAP
    - ■ Naomi: We are going to do it this year, and this will be our first year with computer adaptive and it has tightened up
    - ■ Kyle: have to get to "Advanced" on M-Step to be proficient on NAEP
    - ■ Rep. Price: M-Step was designed so that 25% of students fall in each performance level [NOTE: Suzanne Hindman sent clarification that M-Step cut scores were set by a standards setting committee, not with expectations for 25% to fall into each level.]
    - ■ Is knowing 51% of material really considered at grade-level?

- - Kyle: On old MEAP, there were 3 foils and if you got 33% you would be proficient - not like that any more.
  - Research about other states and their boards, Superintendents (appointed by Governor?) and Departments of Education - Is there research that ties these structures to student achievement?
  - Kennedy: We've never closed a school, this should have been 'looked at' way before. We should have been having the discussion about school closures before now. Governance is an issue.
  - Sean: Why the variance on Latino populations. SJ: Not sure- this has been something that we haven't been quite able to explain. There could be varying reasons.
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Walter Cook and Denise Smith, Excellent Schools Detroit (See "Readiness in Detroit" booklet)
  - Cradle to career effort
  - Don't have good data until 3rd grade- 6 out of 7 are not proficient on the M-STEP
  - Some convergence between the Detroit City wide graduation rate and the state
  - College- same rate? I missed this.
  - Rep. Price - How is there 13% proficient in reading and 77% graduate?
    - WC: Students are not getting the scores as 11th graders that predict college/career success on ACT (off the top of my head, less than 10% across subjects)- with the change in assessments (to SAT in ELA/Math) and M-Step in sci/ss, wrestling with presenting information --- bottom line - even though we are seeing kids graduate from HS, they are not ready for college.
  - Kyle: are there any bright spots, high performing (50%) schools?
    - Nolan Elementary (Price very happy about Nolan's achievement) - growth rates through the roof - great leadership, strong climate and culture Whatever is happening in Nolan - Walter: we need to be replicating that.
    - Kennedy: 2 GVSU charters with 40-50% proficiency with high poverty
  - Denise: Thousands of families are challenged with finding a school. Kennedy: Huge school deserts.
  - Misalignment of Masters slide: Price: Would be nice to funnel this. Naomi: Head Start and Great Start have different expectations.
    - Kennedy: Head Start has federal funding. Is there a prohibition for funding these? Denise- No. We need to advocate to align these better. If the state was to blend the funds and disseminate that would be the way to go. Kennedy: question about putting kids in programs. Which programs can kids qualify for?
    - Kennedy: Could we block grant some of the federal money? Some of us know the Secretary of Education. Rep Price: This slide doesn't make sense to me. Why do we impose all these regulation and compliance when this could be taken care of at the top and then funneled down? Naomi: there is a lot of work that we could do in this area to improve this system. Naomi: Headstart is ok with research based essentials but GSRP- there are still some challenges regarding programming such as putting up alphabet posters, etc.
    - Price: do you need more money? WC: yes. And data (to better inform policy and target resources)

- - - Price: don't they use NWEA or something? WC: yes, but they don't share it, so it is up the schools to look at it - Shifting the practice so that teachers are individualizing. Naomi: NWEA is screening, it is really the diagnostic that is needed and teachers need to learn how to do this well. Kennedy: they don't learn this in a PD seminar. Kyle: how many K in DPS? WC: 8,500 K in detroit, 40% in DPS. Naomi: est. 2800-3000 would be retained in 3rd grade. Denise: Most schools don't have young 5 and sometimes don't attend K (not mandatory). WC: will be a crisis in Detroit in 2020. Naomi: is it possible that schools in Michigan ONLY retain students of color as a result of this. Rep. Price: we just saw this data report. This is horrendous. This has been going on for a decade and we have lost generations of kids and have put money into it. There is a mindshift (complicated) of how we need to address this and it needs to happen now. We can't lose anymore kids.
    - Lois- No state awareness or affluent awareness that we have a problem. Kennedy: Largely white suburbanites don't what to believe that they have a problem. This is an indictment of the whole education system as a whole. Not exposed to the problem that is in Detroit.
    - Naomi: argue on behalf of Detroit students, there is systematic bias that prohibits appropriate use of funds - ex) early lit funds can't be use to provide coaching to schools who are priority schools, money is not touching highest need schools because the grant monies cannot be used that way.
- Kennedy: Only investing $4,100 out of $12,000 into the classroom. Kennedy: what we've done is systemic but we need to change the way we are using funds.
- Naomi: I wonder if there was a way to look at Michigan's data and do it statewide to analyze [NOTE: Michelle Ribant has demonstrated mapping tools to MDE/MAISA/MVU Team]
- NN: Maybe our answer isn't going to TN or MA, but looking at what is working in Michigan, at the individual schools and see what they are doing.
- Rep. Price: concern, every year we lose more kids. We need to have a huge push on it.
- Kyle: do you have poverty data on the students who are leaving Detroit area schools for the suburbs? This then could be concentrating the poverty to those schools in DPS.
- Research at MSU: Josh Cowen statewide analysis of where students are attending school
- WC: 18,000 students listed on census in Detroit are unaccounted for in school data.
- Do you have the list of what the schools are and where they rank? Are they the same schools the SRO listed for closure. Would you close the same schools based on this data? Scorecard

Presentation by Public Sector Consultants- Michelle Richard
- Help with the charge and discuss how public sector works
- Michelle: How many students will be retained? Rep Price: Florida retained 7%
- Public Sector would:

- ○ Coordinate Commission- Vision and action planning- Recommend that the commission meet quarterly so that the consultants could do some of the work
  - ○ Complete Tasks- Aggregate data, draft recommendations on behalf of the group, making sure the work is action oriented- did work with GSRP
  - ○ External Communications- Build a website, photography to "tell the story," examples of districts "doing this right," use a lot of video
- ● Timeline:
  - ○ 1-4 months: Vision, priorities, implementation plan, website
  - ○ 5-8 Months: Complete tasks, final reports, communicate
  - ○ Beyond 18 months- open to see
- ● No budget for this. Rep. Price- would do fundraising. Charge feels overwhelming and not a strategic planning person. Naomi: month 1-4 is the work that we need to do and then partner. I don't want to skimp on the time that it will take for us to figure out how to do the right work. MR: Timeline can be adjusted. Will check in regularly to make sure this is the right thing. Rep. Price- No one central location for literacy in Michigan (web).
- ● Kennedy: BLM is talking about doing some of the same research. MR: Goal to leverage the work. Tendency is to look at internal data and not external data. Gov. reported on 70% literacy achievement?
- ● Timeframe for fundraising? Budget?
- ● L: Superintendent's job is to make the schools look good. Price: Partner with Sups that recognize the issue. Kennedy: Talk abou the data statewide. Naomi: We need different ways to present the data. Look at same demographic of kid across different districts. Kennedy: They should be doing much better because they have the resources. Naomi: We don't have strong systems to see the good work. Rep. Price: Elected state board, local control, it's the system. Seeking feedback on speaking points for various engagements.
- ● Growing building level leaders- when doing third grade reading
- ● Naomi: Would be willing to meet more often at first to get things going. Would like to link the work. Rep. Price: Agree Naomi: This group could be the group that could provide the leadership direction.
- ● Kennedy: Report points out the problem but there wasn't a consensus. It's a state problem.
- ● MR: There is a framework. If you can recommend the state focus on the big buckets there is an opportunity there.
- ● Kennedy: Push in the legislature to rid the common core. The terminology has become so bad that you have to figure out a way to resolve. The legislator is meddling in what is going to be taught in the school.

Discussion and Commissioner Updates

Next Meeting and Adjournment:
- ● Probably will not meet in April
- ●

Follow-up:

- Sean to send 21st century report to lit commission
- Read to be Ready http://www.tn.gov/readtobeready
  - Reports: http://www.tn.gov/readtobeready/article/coaching-network-resources-coaches
  - Want the contact person. (R2BR.Coaching@tn.gov)
- Public Sector Consultants
  - http://www.publicsectorconsultants.com/
- More information on Kindergarten assessment (TN and MI)
- Priorities:
  - KEA- would the group like some information around this?
  - Early Childhood Funding Structure
  - Geo Map- would the group like some information around this?