



Presentation on the 21st Century Education Commission

Process

We are reporting on the work of the Commission

- Executive Order
- Commissioners
- Immediate synergy on being child-centered in our approach to this heavy lift
- Tone of the Meetings
- 5-7 Year bi-partisan blueprint

Commission had three Committees

- Governance
- Funding
- Accountability

Framework

- Building Blocks
- 9 Guiding Principles
- Visioning 21st Century
- 32 Key Strategies

Presentations to the full Commission

Chris Gabrieli, CEO of Empower Schools, Chairman of the Massachusetts Board of Higher Education on the Massachusetts Story to the Top

Katy Haycock, The Education Trust spoke about Michigan's (all subgroups) performance compared to other states.

Marc Tucker, National Council on Education and the Economy: American strategies vs. Top Performing Nations strategies

What has changed since the Commission's first meeting in June of 2016?

- School Finance Study: At-Risk and ELL
- Oakland Foundation's School Finance Research Project and Collaborative
- Donald Trump elected
- Betsy DeVos appointed
- State Board of Education is a 4-4 split, Co-Presidents
- New House of Representatives and Speaker
- Representative Tim Kelly is Chairing Education Appropriations and the Education Reform Committee
- ESSA's impact on assessing achievement and district performance
- Report showing poor results for voucher programs
- UM/Brookings study showing Michigan ranks 50th in growth

What are some of the current realities of Michigan's systems of public education?

- Performance on tests in bottom fifth of an average nation
- Shortage of people in the skilled trades
- "Are you done yet?"
- Too much adult conflict and not enough highly skilled focus on students



What are some of the current realities of Michigan's systems of public education?

- Illogical funding streams based on the false premise that kids cost the same to educate
- Incoherent governance structures, such as the SSRO being in DTMB
- Moving the goal posts: MEAP, M-STEP, ACT, SAT, paper/pencil to electronic, etc.
- Lack of deep engagement with the business community at the state level
- Lack of a coherent plan for public education to match this century's needs

What are some of the current realities of Michigan's systems of public education?

- 2.1 million to 1.5 million kids in Michigan
- Increase in Local Districts/Boards in last twenty years: 618 to over 900
- 13% kids in choice and 10% in charter schools
- The 21st Century form of racial and economic segregation in Michigan's public schools
- Competition between districts and with charter schools
- Cyber charter growth and lack of effectiveness
- Lack of effective accountability systems for all types of schools
- Decline of Private Education
- Growth of Home Schooling
- Many outstanding schools and school districts serve children very effectively
- Education deserts
- Aging Population. 22% of households have children. Who are our key supporters and partners?

What are some of the current realities related to poverty?

- Nearly half the students in the state qualify for free/reduced lunch
- Insufficient At Risk and Title I funding
- Why does poverty matter?
- Impact of toxic stress on the brain
- Michigan's graduation rates for students of color are at the bottom, particularly black males
- What is the impact of high concentrations of poverty in a school?
- Insufficient funds for ELL
- Increasing racial and economic segregation



What is the current reality as it relates to funding?

- Global Economy
- Shrinking revenue (inflation adjusted)
- MPSERS stranded costs
- Incongruence created by Prop A: Local/Local; State/Local
- CTE, Special Education, and General ISD funding inequities
- Inequity of Community College Access
- School facilities in low taxable value districts
- Building initiatives in declining enrollment districts
- Districts with high percentages of students enrolled through schools of choice



What is our current reality as it relates to governance?

- Shortage of effective board members with perspective
- Over 900 districts, not enough leaders
- How do we tame the “wild west” of student recruitment? (Public and charter)
- Superintendent turnover and shallow pools of candidates
- Local districts vs. ISDs in some places
- Some of our 56 ISD's are perceived as insulated from reality
- SB 61: ISD Disorganization

What is our current reality as it relates to state and federal level governance

- Impact of the State Board of Education?
- How is the SBE elected in Michigan?
- How do top performing states and nations elect/select their state boards if they have one?
- MDE decimated from about 2000 employees to about 300...
- Why are there so few career educators at MDE?
- Who controls assessment?
- Future of the Common Core?
- Top Ten in Ten
- ESSA?
- Trump/DeVos Agenda?

80's, 90's and 00's: Global Economic Change

- Low wage competition
 - Low skill
 - High skill
 - All skill levels
- Automation of jobs involving routine work
- Vast extinction of low-skill, routine work jobs in high-wage countries



Tucker, Marc. "What It Will Take For Michigan To Compete With The Best Education Systems in the World." Michigan Governor's Conference on Education. National Center on Education and the Economy. Sept. 2016. Lecture.

How the US Responded — Reform Agenda Since 1970's

- More money (more than 250% growth in last 20 years)
- Lower class size
- School competition (charters and vouchers)
- Technology
- Tough test-based teacher-accountability systems

Tucker, Marc. "What It Will Take For Michigan To Compete With The Best Education Systems in the World." Michigan Governor's Conference on Education. National Center on Education and the Economy. Sept. 2016. Lecture.

Recommendations related to Accountability

Guiding Principle One:

Elevate the Education Profession

Educators are critical to our state's success, and we must design and support a world-class education profession, from early childhood through postsecondary, that attracts, develops, elevates, and retains top talent to meet the needs of every student.

What does a 21st century Michigan look like?

Guiding Principle One:

Elevate the
Education
Profession

Every student has an excellent teacher. Becoming an educator is an honorable profession for the best and brightest. Teacher Prep programs require deep content knowledge and strong pedagogy working with diverse populations. A year-long teaching residency under the guidance of master teachers.

Once in the classroom, new teachers have strong induction and ongoing professional development in teaching and learning, best practice, and data-driven quality assurance.

Teachers have a defined career ladder to achieve master-level performance in the classroom, and the best educators are retained.

1.1 Enhance teacher preparation—Michigan must enhance its teacher preparation programs and ensure they are attracting the best and brightest candidates, increase certification requirements, and improve training for teachers before they lead a class of their own. This means that all teacher preparation programs must set higher standards for admission, require a year-long residency, and require evidence of skills in their subject matter, social-emotional intelligence, and pedagogy.

1.2 Create multiple career pathways—Michigan’s educators—both those entering the profession and seasoned veterans—need to have multiple, meaningful career path options to ensure they have opportunities to grow in their jobs and stay in the profession.

1.3 Improve educator professional development—Teachers play a critical role in helping students learn. To ensure that students are getting the highest-quality instruction possible, teacher professional development should be focused on improving instruction. Michigan should invest in providing exceptional professional development to help our teachers become the best, including professional learning communities to support teachers as they learn and grow. Professional development should also be tied to feedback in teacher evaluations. As areas for a teacher’s improvement are identified in evaluations, professional development and trainings should be matched to the teacher’s classroom competence and growth.

1.4 Strengthen building-level and organizational leadership—Effective school leadership supports student learning. To improve student outcomes, Michigan should implement a performance-based leadership development system, that includes administrator credentialing, that will ensure that building-level leaders are invested in student outcomes.

Guiding Principle Six:

Enhance Accountability

Our state must sustain statewide P–20 performance measures that are benchmarked against high-performing states and nations. These measures should align responsibility and authority and lead to strong outcomes for learners. Once set, they must be sustained for at least a decade so that schools can organize teaching and learning to meet these new standards.

What does a 21st century Michigan look like?

Guiding Principle Six:

Enhance Accountability

Michigan is a national model for accountability and outcomes. Our standards are rigorous and relevant to attaining a career. All stakeholders push toward shared goals because achievement and performance data is readily available and easily accessible.

The state's accountability system uses multiple measures to assess student growth and achievement; from PK-post secondary.

Assessments quickly identify when schools are leaving students behind so timely remediation and intervention occurs. And data drives the focus and support for struggling schools to improve and thrive. The system supports Michigan's competency-based learning model.

6.1 Enhance student achievement measures—Michigan has adopted rigorous standards that should be maintained to ensure that longitudinal data on student growth remains intact. Michigan's assessment system should be enhanced to better align and measure 21st century learning skills known to prepare our students in becoming both career and college ready and should also disseminate useful data that informs instructional practice in the classroom and measures the performance of our schools for the general public and policymakers.

6.2 Hold the right people accountable—Michigan must create an accountability system with clear lines of responsibility that is well integrated with the state's education governance system so that all stakeholders know what they are responsible for and can assess their performance. All actors in the system, from pre-K providers to teacher preparation institutes, should be held accountable for student achievement outcomes.

6.3 Improve data reporting—Michigan must collect, analyze, and share quality data to hold all stakeholders accountable for performance outcomes. It is equally important that timely and relevant data are available to help educators, parents, practitioners, and policymakers make data-driven decisions in pursuit of continuous improvement.

6.4 Move toward a competency-based learning model—Over the next decade, Michigan should move its P-20 education system toward a competency-based learning model, an approach that focuses on the student's demonstration of desired learning outcomes as central to the learning process. The focus of learning should be shifted toward a student's progression through curriculum at their own pace, depth, etc. As competencies are proven, students will advance academically.

Recommendations related to Funding

Guiding Principle Three :

Invest in an Efficient and Effective System of Public Funding

To achieve the learning outcomes we want and need, Michigan must invest in an efficient and effective system of public funding that ensures that every student is supported by sufficient resources to achieve high-performance standards. This includes necessary additional resources for students with higher risks.

What does a 21st century Michigan look like?

Guiding Principle Three:

Invest in an Efficient and Effective System of Public Funding

Michigan funds education at a level that ensures success for all students. Differentiated funding is based on student need and circumstance.

While programs and services are robust in every learning environment, they are also efficient and every dollar is spent effectively.

Michigan's funding system is easy for taxpayers to understand. Differences in per-pupil revenues between districts and pupils are based on documented differences in costs based on student need. Funding levels for higher education are transparent and policy-based.

3.1 Identify efficiencies—Becoming a world leader in education will require additional investment. However, before Michigan taxpayers can be asked to support additional spending for education, they need to be assured that Michigan spends current funds efficiently and effectively. Determining how to spend funds in the most efficient manner will require a careful review by policymakers with the input of education experts.

3.2 Determine the base funding amount for K–12—The Commission is recommending that Michigan adopt performance outcomes that are benchmarked against the highest-performing states and nations. If the state is going to be successful in meeting these benchmarks, schools need to be provided with the resources necessary for success. Michigan needs to efficiently distribute resources, and efficient distribution requires a transparent calculation of what it costs to meet performance standards.

3.3 Determine the additional resources needed for disadvantaged students—Michigan’s funding formulas should be equitable. Similar districts and similar students should be provided with similar resources, and students with greater educational needs should be provided with additional resources where needed to have an equal chance of meeting the performance standards.

3.4 Develop funding formulas to support the system—Once the levels of spending needed to meet Michigan’s performance standards are determined, Michigan needs to develop funding formulas that efficiently and effectively distribute these resources to the proper entities to support student success.

Guiding Principle Four :

Increase Access to Postsecondary Education

Our state must send a clear message: Michigan students need a postsecondary credential to succeed in a 21st century economy and achieve the American dream, and our state is committed to eliminating family income as a barrier to obtaining those credentials.

What does a 21st century Michigan look like?

Guiding Principle Four:

Increase Access to Postsecondary Education

Michigan has become a top state for college and postsecondary credentials that prepare our students for the 21st century workforce.

Access to community college is universal and public four-year colleges are more affordable and within reach for all Michigan families.

Students and their families have the support they need to successfully navigate the application and financial aid process, and we ensure that postsecondary college and training remain affordable and that income is not a barrier to success.

4.1 Determine the proper funding level for higher education—Becoming a leading state for postsecondary degree and credential attainment will likely require significant new investment. The state should consider strategies including direct funding to higher education institutions, performance-based funding formulas, as well as other methods to incent best practices, tuition restraint, and spending efficiency.

4.2 Support universal access to community college for all Michigan students—Michigan needs to view postsecondary education and training as a necessary step to fully participating in the economy and democracy. If Michigan is to become a leader in residents with postsecondary degrees and credentials, it is time to consider moving our current system of universal education from P–12 to P–14. Postsecondary education is becoming increasingly essential to earning a living wage. Michigan needs to make postsecondary educational opportunities available to every citizen so they can fully participate in society.

4.3 Make four-year degrees more affordable for students who demonstrate merit—Michigan should provide scholarships to help students who have successful academic records afford four-year degrees at public universities without taking on onerous debt. It is important that the state earn the best rate of return possible on this investment. Toward this end, the state should adopt best practices in improving completion rates, and continue to work with universities to constrain tuition cost growth.

4.4 Support all students with counselors skilled in career guidance and postsecondary access—Michigan should ensure that every high school student has the support of a counselor skilled in career guidance and postsecondary learning opportunities. These counselors can help students select the program that best fits their interests and provides them with the best opportunities for success in college and the labor force. Counselors can also help students navigate the application and financial aid process.

Guiding Principle Seven:

Ensure Access to Quality Learning Environments

Michigan must ensure that all students have access to high-quality, innovative, welcoming, and safe learning environments equipped with the technology necessary for teaching and learning 21st century skills and achieving high-performance standards.

What does a 21st century Michigan look like?

Guiding Principle Seven:

Ensure Access to Quality Learning Environments

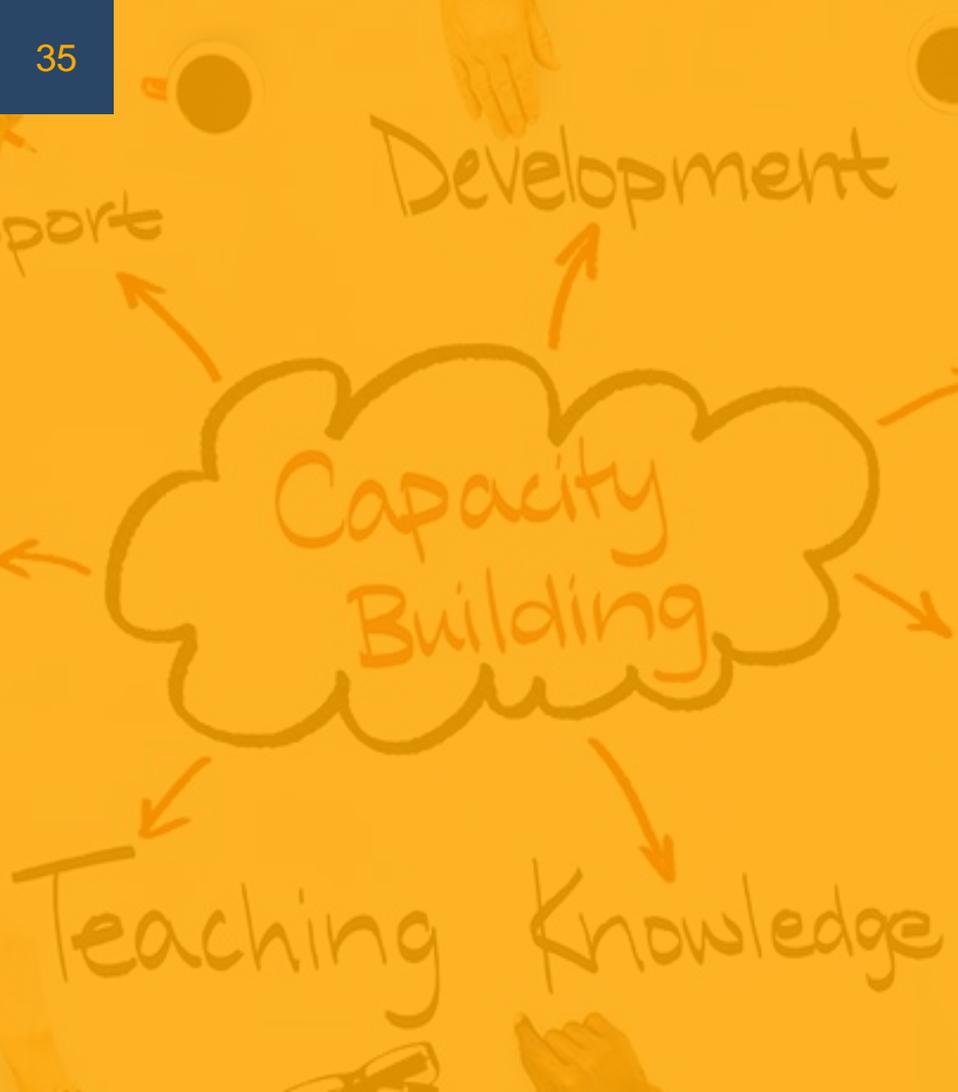
Students and teachers in every community have access to the tools they need to acquire 21st century skills. Regardless of context, be it rural or urban environments, students and teachers have modern, safe, and technologically advanced facilities.

Michigan recognizes that learning occurs not just in the classroom, but also in homes, libraries, buses, and other community settings. Therefore, Michigan has invested capital funding reforms to provide all students access to high-quality learning environments and technology.

7.1 Assist poorer communities with funding for school facilities—Michigan is one of 11 states that provides no support to local districts for capital outlay. As a result, the playing field is highly uneven. Wealthier suburban districts can finance facilities at much lower tax rates than poorer urban and rural districts. Michigan should provide state aid to local school districts levying property taxes for facilities to ensure that every district is guaranteed a minimum yield for each mill raised.

7.2 Support public school academies with funding for school facilities—Traditional school districts in Michigan can ask local voters to support facility and infrastructure costs through local property taxes. This option is not available to public school academies, which instead pay for facilities with their foundation allowance, donations, and grants. Michigan should provide direct funding to public school academies to help pay for purchasing or renovating facilities provided that there is demonstrated need for the project. Charter schools and their education management organizations will need to meet financial transparency requirements to be eligible for state funds.

Recommendations related to Governance



Guiding Principle Two:

Building Capacity to Do What Works

Our educators need more support to do what works. Michigan must support the collection, deployment, and implementation of evidence-based strategies and ensure that state education goals are supported with the knowhow and teacher training to deliver on our commitment to improve learning, teaching, and leading.

What does a 21st century Michigan look like?

Guiding Principle Two: Building Capacity to Do What Works

Michigan is known as the state where educators and educational leaders – from early childhood to postsecondary education – can hone the skills they need to effectively educate and serve all students.

Evidence-based instructional practices are routinely identified and readily available to educators through ongoing and rigorous/relevant professional development. Teachers are provided time to learn, to develop, and grow into master teachers.

No new state initiative for teaching and learning initiated without state-provided training. At the state level, leaders fully fund what is mandated. And our practice in education informs research and the development of new methods of instruction.

2.1 Support state priorities with the necessary resources and tools—When policies or practices are mandated by the state, we must recognize that it will take time and support to help educators integrate these changes into everyday practice. The state must allocate the resources, supports, and tools necessary to implement these changes at scale.

2.2 Support implementation of evidence-based practices—Michigan needs a statewide effort to amplify evidence-based practices and coordinate efforts to deploy them. Together with local, regional, state, and national stakeholders, the Michigan Department of Education (MDE) should focus on the field's most vexing problems; identify, pilot, and evaluate possible solutions; and share what works at scale. Central to this work will be partnerships with districts, intermediate school districts, and universities across the state to amplify existing efforts and address gaps in our existing knowledgebase.

Guiding Principle Five:

Partner with Parents

Our system must clearly recognize that parents are children's first and most important teachers. Michigan's education system must partner with parents to support learning, provide the information necessary to guide decision making, and ensure families have the resources necessary for success.

What does a 21st century Michigan look like?

Guiding Principle Five:

Partner with Parents

Parents across the state report being engaged partners in their children's education and feel welcome in their child's learning environment. Parents have access to information about child development, and they understand how to effectively support their children's education.

Parents are equipped to make, and support their children in making sound decisions about their pathway to career attainment. There are strong partnerships between educators and community agencies that provide all children with the supports they need to flourish.

Michigan has a culture of high expectations and improving outcomes for children.

5.1 Connect human services to schools—Michigan must embed human services in schools and strengthen links between schools and community-based human services in order to connect children, students, and their families with the right services at the right time.

5.2 Nurture parent and educator collaboration—Michigan must be much more intentional about nurturing parent engagement. With a diverse set of stakeholders, we must identify and evaluate existing parent supports and recognize and address gaps.

5.3 Create user-friendly tools to navigate educational options—Michigan must create a comprehensive set of user-friendly tools to help students and parents select the educational option that best meets their needs. This must include an online tool to help parents identify their choices, define criteria, evaluate their options, and select a school.

Guiding Principle Eight:

Invest Early

Michigan children must have access to safe, quality, and affordable early childhood care and education that prepares them for long-term educational success and supports whole-child development. That means investment and programming must start before children enter our traditional education system.

What does a 21st century Michigan look like?

Guiding Principle Eight:

Invest Early

Michigan is a leader in early childhood development and learning outcomes nationally, and recognize early investment in children and their families, regardless of circumstances, leads to children entering Kindergarten ready to succeed.

To achieve this, children across the state have access to safe, quality and affordable services, from neonatal to age eight, that increase in intensity as the needs increase.

All children's services focus on quality care; with skilled staff, small class sizes, developmentally appropriate curricula, safe and stimulating learning environments. Michigan provides universal access to state-funded pre-Kindergarten for all four-year-olds.

8.1 Support universal preschool for all four-year-olds—Preschool is a proven strategy to improve school readiness, and the Great Start Readiness Program—Michigan’s homegrown preschool program—is among the best in the country. This program, working synergistically with Head Start, should be expanded to all four-year-olds in Michigan.

8.2 Develop and retain a quality early childhood workforce—In order to attract and retain qualified professionals in the early childhood field, Michigan must ensure that they are competitively compensated for their knowledge and skills. There are a variety of ways to accomplish this goal, including policies such as offering state-subsidized salary increases after completing professional development, offering tax credits for child care workers, and offering scholarship opportunities, loan forgiveness, and more.

8.3 Increase access to quality services through improved coordination—Michigan needs to ensure that early childhood resources are spent efficiently, resources are deployed strategically, and programs reach the children and families who need them most. Given the wide range of service providers from social service agencies to healthcare systems to school districts, this goal can only be accomplished if services and existing resources are well coordinated. Recent efforts to improve coordination have resulted in significant progress, but much more needs to be done.

8.4 Enhance early learning outcome measurement and tracking—Michigan must continue to enhance the early learning portion of the state’s longitudinal data systems to inform service delivery, improve program alignment, and increase our understanding of what works. First steps include improving early learning participation and outcomes data by expanding the number and types of programs participating in existing data collection and using developmentally-appropriate kindergarten entry assessments statewide to gauge the impact of early investments on readiness.

Guiding Principle Nine:

Update K-12 Governance

Michigan must reform K-12 governance as part of developing a coherent P-20 governance structure that ensures the public education and higher education marketplace produces high levels of learner outcomes, equity, efficiency, innovation, and collaboration.

What does a 21st century Michigan look like?

Guiding Principle Nine:

Update K-12 Governance

Michigan has a coherent P-20 governance system where education stakeholders have clear roles and authority, working together to implement a shared vision for a learner-centered education system.

The Governor has clear authority and responsibility for Michigan's education system. The MDE is well-equipped with experienced and seasoned professionals in education to help teachers, schools, and districts continuously improve.

Regional education service agencies are well-positioned to provide quality, efficient support services to districts. And across the state, districts feel empowered and supported to voluntarily consolidate to create higher levels of capacity and efficiency. Each provider is governed by knowledgeable and skilled Boards.

9.1 Reform state board of education governance—At the state level, the Governor, Legislature, MDE, and Michigan State Board of Education (SBE) all, to varying degrees, direct state policy. Michigan must ask voters to decide how best to align state educational policy with accountability through the Governor. There are several options that provide a suitable outcome: place a constitutional amendment on the ballot to allow the Governor to appoint the members of the SBE, allow the Governor to directly appoint the state superintendent and then abolish the SBE altogether, or change the SBE by removing partisan nominations and expanding membership of the SBE to include gubernatorial appointments. Additionally, the Legislature may consider conducting these elections on a regional basis.

9.2 Enhance the function and capacity of the Michigan Department of Education—To support the policies and practices outlined in this report, Michigan must dramatically reshape our department of education. We must enhance MDE’s capacity to help teachers, schools, and districts improve, and we must also situate education functions that are currently performed by a range of state agencies within the department.

9.3 Reconceptualize the structure and function of intermediate school districts—In order to facilitate higher levels of effectiveness and efficiency, Michigan must rename, reconfigure, and reassign tasks to intermediate school districts to enable high-quality and economically efficient delivery of services to students. Critically, this change in roles can only take place after the changes to the SBE and MDE outlined above are implemented so there is alignment and coherence in the state’s system. In addition to serving as a testing and compliance agency, MDE must become a source of high-quality education knowledge and training.

9.4 Support local efforts to consolidate—In an era of declining enrollment, Michigan has too many seats for the number of students we serve. The state must support local efforts to consolidate by revisiting existing laws and regulations regarding the consolidation process, changing unnecessary barriers, and offering incentives for local districts to voluntarily consolidate.

9.5 Ensure access to high-quality educational options for all—Students and their families across Michigan have choices when deciding where and how they will learn. Michigan must develop policies that promote high-quality educational options for every child in every community across our state, but this will require managing Michigan’s public education system to ensure that all schools are high quality and that every student has access to a high-quality school, including traditional public schools, cross-district choice, charters, and online learning options.

It's that there are so many cooks in the education kitchen that nobody is really in charge. And that is a consequence of an antiquated governance structure that practically forces all those cooks to enter and remain in the kitchen. *Michael Petrelli, Fordham Institute*



Recommended short, medium and long-term strategies

Short-term Strategies

1.1	Enhance teacher preparation
1.2	Create multiple career pathways
2.2	Support implementation of evidence-based practices
3.1	Identify efficiencies
3.2	Determine the base funding amounts for K-12
4.2	Support universal access to community college for all Michigan students
4.4	Support all students with counselors skilled in career guidance and postsecondary access
5.1	Connect human services to schools
6.1	Enhance student achievement measures
9.1	Reform state board of education governance
9.2	Enhance the function and capacity of MDE

Medium-term Strategies

1.4	Strengthen building-level and organizational leadership
3.3	Determine the additional resources needed for disadvantaged students
3.4	Develop funding formulas to support the system
4.1	Determine the proper funding level for higher education
4.3	Make four-year degrees more affordable for students who demonstrate merit
5.3	Create user-friendly tools to navigate educational options
6.3	Improve data reporting
7.1	Assist poorer communities with funding for school facilities
7.2	Support public school academies with funding for school facilities
8.1	Support universal preschool for all four-year-olds
8.2	Develop and retain a quality early childhood workforce
9.3	Reconceptualize the structure and function of ISDs

Long-term Strategies

6.4	Move toward a competency-based learning model
9.4	Support local efforts to consolidate

Ongoing Strategies

1.3	Improve educator professional development
2.1	Support state priorities with the necessary resources and tools
5.2	Nurture parent and educator collaboration
6.2	Hold the right people accountable
8.3	Increase access to quality services through improved coordination
8.4	Enhance early learning outcome measurement and tracking
9.5	Ensure access to high-quality educational options for all

What direction will Michigan go with Public Education?

☑ 1: Privatization, vouchers, charters, etc.

☑ 2: Maintain the Status Quo.

☑ 3: Reform Michigan's system in line with the principles of what is working in top performing states and nations.

A photograph of a smiling female teacher standing behind four young children in a classroom. All five individuals have their hands raised in the air. The background wall is covered in colorful children's drawings, including a watermelon slice, a sun, a heart, and a dog. The entire image is overlaid with a semi-transparent blue filter.

Thanks!
Any questions?