What Independent Schools Should Know About Public Education Trends and Options

2009 Annual Conference
Columbus, Ohio

Rich Rosen
Battelle

November 6, 2009
ITEM TWENTY-FIRST

“All of the residue of my estate of every kind and character, I give, devise and bequeath to the trustees hereinafter named for foundation of a ‘Battelle Memorial Institute,’ to be established in such a manner as said trustees may designate in accord with the laws of the State of Ohio, and located in or near the City of Columbus, for the purposes of education in connection with and the encouragement of creative and research work and the making of discoveries and inventions”

IN WITNESS WHEREOF:
I have hereunto set my hand this 24th day of November, in the year of our Lord one thousand nine hundred and twenty

[Signature]
What experience shapes my perspective?
Selected Targets for Discussion
Framing Issue 1

Education and Economy
• “Ensuring trained manpower of sufficient quality and quantity”
• “… correcting as rapidly as possible the existing imbalances in our education programs which have led to an insufficient portion of our population educated in science, mathematics, and modern foreign languages and trained in technology.”

Narrative excerpt from US Congressional Hearings

1958
The Achievement Gap and the Impact on our Economy

• If the United States had in recent years closed the gap between its educational achievement levels and those of better-performing nations such as Finland and Korea
  – GDP in 2008 could have been $1.3 trillion to $2.3 trillion higher. This represents 9 to 16 percent of GDP.

• If the gap between black and Latino student performance and white student performance had been similarly narrowed
  – GDP in 2008 would have been between $310 billion and $525 billion higher, or 2 to 4 percent of GDP. The magnitude of this impact will rise in the years ahead as demographic shifts result in blacks and Latinos becoming a larger proportion of the population and workforce.

• If the gap between low-income students and the rest had been similarly narrowed
  – GDP in 2008 would have been $400 billion to $670 billion higher, or 3 to 5 percent of GDP. If the gap between America’s low-performing states and the rest had been similarly narrowed, GDP in 2008 would have been $425 billion to $700 billion higher, or 3 to 5 percent of GDP.

Race to the Top" is a $4.35 billion fund that will reward eligible states for their accomplishments, and create incentives for future improvement in four areas:

- adopting rigorous standards and assessments
- recruiting and retaining high quality teachers
- turning around low-performing schools
- establishing data systems to track student achievement and teacher effectiveness

For comparison:

Ohio

2009 Education Budget
$11.4 billion
Why is this Important?

• Rising tide floats all boats …
  – States that win RTTT awards will aim to radically transform education
  – Laws and policy must be aligned just to enable a state to be eligible
  – Numerous states have already modified statutes to make sure they will be eligible

• RTTT winners may/will be sources of innovation for independent schools …
  – Talent, processes, ideas may be in your own backyard
  – Join the party; offer agility
Framing Issue 2

New Stakeholders
Spread of Public Schools and Programs has been swift through Networks in Ohio

- More than 300 unique partnering organizations from K-12 education, higher education, business
Why is this Important?

• What do the ● have in common?
• Each ● is distinctive, leverages their own strength
• Members of each ● agree to share all programs and practices
• Personnel in each ● have dedicated roles to do this

• ISACS has this infrastructure already
• Visit an OSLN site to see what practices can transfer to you (www.osln.org)
MC2STEM High School – on the campus of GE Lighting Cleveland, OH

GE staff participate as partners with teachers

School year matches the GE work calendar
Farmer’s Market – growing the economy in your own backyard

• The student market is part of Growing America, a program created by Metro High School in conjunction with the PAST Foundation and OSU to use agriculture as a learning tool. The program currently has **38 partners**, including Local Matters, the Mid-Ohio Food Bank, OSU Dining Services, and the Franklin Park Conservatory.

You have access to things like this too...
And you can make money for your school at the same time
Framing Issue 3

A more discerning public?
Helping teachers ensure a student’s future success
Value-Added Reports

A key component of the ASPIRE model is using high-quality data sources, particularly value-added analysis, to guide instructional decision-making. ASPIRE reflects HISD’s continuing commitment to improve teaching and learning so that all students can reach their highest potential and receive high-quality education.

HISD Administrators and Educators: Access to the 2009 District Region, School, and Teacher Value-Added Reports is now available. Log in to My ASPIRE. Under the "My Value-Added Reports" section, click on the SAS EVAAS® Login link.

HISD Families and Community: As of October 30, public access to our District Region and School Value-Added Reports, as well as the Value-Added Summary Reports, is now available. Click here to access these reports.

To learn more, download the ASPIRE Guide for Parents & Families.

With value-added information, HISD has a more comprehensive picture of student growth over time, and a better understanding about how HISD’s curriculum and instruction are helping students make academic progress.

Why is this important?

• Increased transparency of public education information

• Increased expectation and literacy among parents and community leaders about performance data

• Use of similar tools and enhanced coaching methods
  – Agility of independent schools
Framing Issue 4

Connected Learning Communities

SCHOOLS TO SEE & SHARE
Schools to visit and explore

Martha and Josh Morriss Mathematics & Engineering Elementary

The mission of Martha and Josh Morriss Mathematics & Engineering Elementary School is to offer an innovative engineering curriculum along with an accelerated mathematics program by providing a rigorous and seamless STEM education that serves as a national model for how young children can become engaged and educated.

Martha and Josh Morriss Mathematics & Engineering Elementary School offers students a state-of-the-art elementary campus with unique instructional opportunities specifically in the areas of math, engineering and technology. Serving students in grades Kindergarten through Fifth Grade, the school offers a complete curriculum taught through the language of math and engineering. With direct ties to the Texas A&M University-Texarkana College of Arts & Sciences and Education and the College of Engineering, Morriss Elementary School students have the opportunity for exploration, hands-on experimentation and learning, and interaction with students of similar interests.

Students interested in attending Morriss Elementary School must apply for admittance. Once admitted, students must meet certain expectations in order to continue enrollment at the school.

**Grades:** K-5  
**Enrollment:** 396  
**Address:** 4826 University Park  
**Telephone:** 903.761.2262  
**Fax:** 903.766.6875

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**No Child Left Behind REPORT CARD**

2008 TAKS Student Assessment Report  
2006 Adequate Yearly Progress Report  
2008-09 Highly Qualified Teachers Summary Report  

TEA Accountability Rating: 2008 - Exemplary (Preliminary based on TAKS scores)
• Developed specific performance targets and attributes based upon published best practices for small, personalized high schools.

• The source documents for the survey of best practices are:
  – Breaking Ranks II was chosen as a body of research because it is the most comprehensive recent study on high school effectiveness.
  – (IB) was chosen because it serves as a comprehensive international approach to college access.
Assessment at Metro

• Mastery-based system. **In order to earn a credit in a class, a student must demonstrate mastery of the benchmarks at a 90% or better.**

• Long blocks of time in integrated courses of study allow for deep inquiry and the development of strong student/teacher relationships.

• Students are provided extensive feedback about what the student is doing well, where the student needs to improve, and suggestions on how to improve. Community members participate in feedback.

• The advisory program assures that each student has an adult who serves as a student advocate.

• Learning centers across the community during the junior and senior year are selected by the student and are interest driven.

http://www.themetroschool.org
Welcome to the Denver School of Science and Technology

The Denver School of Science and Technology (DSST) is a free, open-enrollment public school serving middle and high school students. DSST’s approach is predicated on a standards-based pedagogy and values-based school culture delivered in a college preparatory liberal arts program with a science and technology focus. DSST is the only “Distinguished” rated high school in Denver and 100% of its graduates have been accepted into four year colleges.

Announcements

DSST is Top Performing Public School in Denver
(click here to see press release)

GVR Campus Information:
GVR Campus Info and Application Now Available

Online Shadowing Request Form:
Click Here for High School Shadowing Request
Click Here for Middle School Shadowing Request

Online Lunch Menu:
Revolution Foods Lunch Menu Online
Dsst College Acceptance Results

☑ DSST was proud to graduate its first class of students in May 2008

☑ 100% of our first class was accepted into a four-year college/university

☑ The Class of 2008 earned $4.2 Million in scholarships

☑ The Class of 2008 has more minority and low income students attending four year colleges/universities than from any school in the state

☑ Fifty-percent of this inaugural class are the first in their families to attend college.
Framing Issue 5

Completion

COLLEGE SUCCESS
And More Factors …

• College **readiness** vs. college **completion**
• Higher focus on key transition points
  – K-6: equip teachers to effectively deliver science
  – Middle School: maintain interest
  – HS: readiness to college/career academically and socially
  – Post Secondary: retention past first year

_Nearly 40% of first year college students require some level of academic remediation_
Read – “Crossing the Finish Line”
Completing College at America's Public Universities
William G. Bowen, Matthew M. Chingos & Michael S. McPherson

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Questions