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Detroit Public Schools Community District
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Table of Content:

Abstract	3
Introduction	4
Office of Science at DPSCD (link)	4
DPSCD Vision	4
DPSCD Mission	4
Blueprint 2020	5
Analysis of the Budget including schools process and operation.	6
Grant Overviews	7
Superintendent Approach	10
Western International High School	11
Next Generation Science Standards (NGSS) in Michigan	16
The Concord Consortium: STEM Resource Finder	16
Gap in the present curriculum for 9th grade	16
Career and College Ready : Michigan Merit Curriculum (Science Course/ Credit Requirement) (Link)	17
Instructional Needs	17
Proposed Supplement Instructional Resource: Physics by Saab.	18
Further and future applications of the instructional program (Curriculum and Instruction)	19
What I can offer.	20
My role as a manager administrator and instructional leader.	20
Cost Analysis and Projections	23
Michigan Talent Crisis	24
Inequity in Advanced Coursework.	27

Abstract

The current challenges with the Corona Virus emphasizes the need to develop efficient online materials. In addition, Michigan's K-12 system is among the weakest in the country and continue to decline and become worse. Black and Latino students are locked out of Advanced classes, while white students reap the benefits. Detroit Public Schools Community District is the largest District in the state of Michigan. Positive results in DPSCD will improve the results of Michigan in general.

This report is a proposal for a multi-year instruction goal plan for Western International high school, science program. The district is adopting a new science curriculum to be in compliance with the state move toward the implementation of the Next Generation Science Standards (NGSS). However, the new curriculum is lacking two important components (4 and 5) of the Michigan Merit Curriculum practices. The components are: 4) Analyzing and 5) Interpreting data using mathematics and computation thinking. Throughout my educational and research career, I have developed on line Physics and Chemistry notes that can be used as supplemental materials. The notes responds well to the missing components 4 and 5 listed above. If adopted, the material can be further modified and simplified and eventually introduced to the middle school grades (Vertical Curriculum Mapping). This in turn will prepare the students well for the higher grades. In addition, the notes are writing in a student friendly language, easy to read and understand for English Language Learners. I offer my assistance and experience to the teachers for the purpose of helping them use the material to best fit the implementation of the NGSS. Ideas about classroom organization, technology and students' participation are also included in this report. The proposal aligns with the District vision and mission as well as the school improvement plan focusing on "Students First". Data for the SAT, PSAT, M-STEP and NWEA proficiency will be used to analyze the effectiveness of the supplement instructional resources and to suggest any needed modifications. The proposed budget for this proposal will be used to set up a modern classroom at Western International. The classroom is proposed to be equipped with the current most advanced technology for in class and remote learning.

Introduction

Detroit Public Schools Community District (DPSCD) is the largest public school district in Detroit and in Michigan, with more than 50,000 students. It has 100 schools, including elementary (K-5), combination (K-8), middle schools, high schools and technical center schools. DPSCD serves more than 7,000 bilingual students, speaking 54 different languages in schools throughout the district. The Office of Bilingual Education and Related Programs (OBERP) communicates with families and share their child's education. Relevant communications are translated in *Arabic, Spanish, Bengali, Hmong, and Romanian*. Communications and Marketing activities focuses on students first. All decisions are directly connected to student outcomes.

Office of Science at DPSCD ([link](#))

The Office of Science supports the educators by providing access to professional development, instructional materials, and effective pedagogy resulting in high-quality teaching and learning and is dedicated to the advancement of Scientific literacy for all students. The goal of the office is to provide all students with:

- Curriculum aligned to state and national standards
- Data-driven differentiated instruction
- Rigorous learning environments with integrated technology
- Engaging 3-Dimensional, hands-on, scientific investigations
- Safe learning environments that foster collaboration between students, staff, families, and community partners
- Classroom experiences connected to real-world phenomena
- Opportunities to engage in science and engineering practices
- Exposure to STEM-related career pathways

DPSCD Vision

All students will have the knowledge, skills and confidence necessary to thrive in our city, our nation, our world. (1)

DPSCD Mission

We educate and empower every student, in every community, every day, to build a stronger Detroit.

Blueprint 2020

Blueprint 2020: the District implemented a new school staffing model to bring transparency and equity to the allocation of resources across the District and expanded the number and types of positions at schools including aligned to Blueprint 2020.



MISSION

We educate and empower every student, in every community, every day, to build a stronger Detroit.

VISION

All students will have the knowledge, skills and confidence necessary to thrive in our city, our nation, our world.

CORE VALUES

Students First

Make decisions that are in the best interest of students. Use every resource strategically so that we can meet students' individual needs.

Excellence

Be relentless in your pursuit of greatness. Be bold and innovate. Learn from your mistakes. Hold yourself and others to high standards.

Integrity

Do the right thing, even when no one is looking. Be honest. Be trustworthy. Be accountable.

Equity

Diversity is an asset that makes us stronger. Advocate for the needs of others. Ensure that all members of our community have access to the tools and resources they need to be successful.

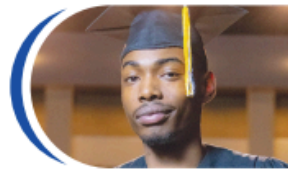
Service

Listen. Empathize. Respond. Own problems and help to solve them.

Tenacity

Embrace hard work and persevere in the face of challenges. Follow through on your commitments and strive to do your best, no matter what.

PRIORITIES



Outstanding Achievement

Dramatically improve the academic experience of all students to ensure they are college and career ready.



Transformative Culture

Transform our culture so that students, families, community members, and staff feel safe, respected, and connected.



Whole Child Commitment

Champion a whole child approach that unlocks students' full potential.



Exceptional Talent

Build an excellent team of dedicated staff to serve our students.



Responsible Stewardship

Manage and deploy our resources responsibly, transparently, and equitably to support our students' success.

Analysis of the Budget including schools process and operation.

DPSCD's Budget Goal

DPSCD operating budget for FY 2019-2020 is \$776.6 M.(1)

DPSCD's Budget Goal

DPSCD budget model is created to help achieving two goals

- 1) A fair educational environment for the students
- 2) Allow instructional staff to be involved in decisions.

Every year more than half of our district's operating budget is sent directly to the schools to fund the school-level budgets.

The remainder of the operating budget is used for district-wide services like transportation, security, textbooks, building maintenance, technology services and more.(1)

FY 2020 Proposed Budget – Functional Level

The expenses are divided into two categories:

- 1) Instruction **(48%)**
- 2) Support services **(52%)**

Instruction covers basic instruction from pre-school to adult education.

Support services covers the following:

- Pupil Services **(10%)**
- Instructional Staff Support **(7%)**
- General Administration **(12%)**
- School Administration **(6%)**
- Business Office , Operations & Maintenance (including security) **(2%)**
- Transportation, **(6%)**
- Central Support Services (Talent, Technology, Communication, etc.) **(6%)**

Budget Approval for FY 2019-2020

On May 14, 2019, the board of education approved the FY 2019-2020 budget which proposed a 2.4% increase in operating budget over the FY 2018-2019 totaling of \$776.6 M. The budget was proposed to attract and retain educators, modernize curriculum and expand professional development opportunities for all employees.

The budget proposed top 5 Investments:

1. School Based Resources/Support
2. Employee Compensation
3. IT, HR & Finance Systems Upgrade: modernize the IT processes, personnel, human resources and finance systems. This will improve services to students, staff, and vendors.
4. Standards Aligned Curriculum—An expansion of resources for struggling and ELA students, and obtaining Science and Social Studies materials.
5. Professional Development—A \$6.9M allocated for professional development stipends to support the adoption of the new curriculum.

Grant Overviews

Title 1, Part A:

Available Fund: \$106,000,000

District Office Allocation: \$8,000,000

School Allocation: \$98,000,000

This grant provides funding to schools with high percentages of students from low income (economically disadvantaged) families. The aim is to offer many forms of support to improve the students' academic performance to meet the State academic standards.

Section 31A “ At Risk”:

Available Fund: \$33,000,000

District Office Allocation: \$12,700,000

School Allocation: \$20,300,000

This funds exist to support student attendance and to ensure proficiency in reading by the end of Grade 3, proficiency in mathematics by the end of Grade 8, and college readiness upon graduation from high school.

DPSCD proposed the fund for the following items, one of which is: **Additional academic support through academic games, STEM programs.(1)**

Title II, Part A

Available Fund: \$22,000,000

District Office Allocation: \$18,500,00

School Allocation: \$3,500,000

This is a U.S. Department of Education grants that is provided to the school through Michigan Department of Education. District allocations are based on student enrollment and poverty index. This funds exists to strengthen the quality and effectiveness of teachers, principals, and other school leaders. **The aim is increasing student achievement for minority students.** DPSCD allocated the fund to support the following areas;

- 1) Expand the number of professional development days for teachers and instructional staff on newly adopted curriculum.
- 2) Recognize exemplary teaching.
- 3) Provide supplemental materials related to professional development activities.
- 4) Training and Support Coordinators to provide professional development to teachers.

- 5) Support the District's teacher recruitment and retention initiatives.

Title III/Section 41 (English Language Learners)

Available Fund: \$2,890,000

District Office Allocation: \$1,191,795

School Allocation: \$908,205

Title III (Federal)/Section 41(State) are used to ensure English Learners acquire English language proficiency and meet state academic standards as well as assisting the transition of immigrant children and youth into American society. DPSCD allocated the fund to support the following areas:

- 1) Increase the number of teachers with ESL endorsement.
- 2) English language instructional materials
- 3) Technology and software for computer assisted instruction.
- 4) Sustainable professional development to improve instruction and assessment of ELLs. **(1)**

Title IV

Available Fund: \$12,600,000

District Office Allocation: \$9,915,772

School Allocation: \$2,684,228

Title IV, Part A supports providing students with access to a well-rounded education, improving school culture for student learning, and improving the usage of technology through professional development. DPSCD allocated the fund to support the following areas:

1. Providing programming to improve instruction and student engagement in (STEM).
2. Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement. **(1)**

School Improvement Grants (SIG)

Available Fund: \$3,950,000

District Office Allocation: \$152,490

School Allocation: \$3,097,500

SIG is a five-year grant which will end in September 2021. **(1)**. The purpose of SIG is to provide adequate resources in order to raise the achievement of students in the lowest-performing schools. DPSCD allocated the fund to support the following areas:

- 1) Instructional and support staff.
- 2) Professional development activities.
- 3) Teaching supplies.
- 4) Technology.

Superintendent Approach

More resources are allocated to schools for the purpose of:

- 1) investing in new standards aligned curriculum for the first time in 10 years;
- 2) increasing teacher salaries by 10 percent;
- 3) investing over \$25 million in technology such as student and teacher laptops, interactive monitors and additional technology enabling all elementary and middle schools to become 1-1 in FY 20;
- 4) investing over \$34 million in facility repairs and upgrades. **(1)**

Western International High School

Western International High School is located in Southwest Detroit. It is the only comprehensive high school in Southwest Detroit and serves as a feeder to the surrounding middle schools.

Western international high school (built in 1813) is located in the heart of the Mexican town in downtown Detroit. For the FY 2018, the total enrollment was 1,551 students. The majority of the students are Hispanic (1,130 students).

Western has developed strong partnerships with various colleges like Wayne State University and Central Michigan University through their Upward Bound Programs that guide and assist students through their high school career.

Western offers various career pathway programs that include the Engineering Mobility and TEACH (Technology, Engineering, and Clinical Health). Western has a great Vocational Tech program that allows students to get first-hand experience in the professional field of their choosing.

Western goals have been for years to improve the performance of the students in SAT, PSAT, M-STEP and NWEA.

The school has been open to pilot programs in the District. Staff members are well trained and efficient. The school has a good reputation at the level of Renaissance the Case Tech. The leadership is young, motivated and open to new ideas and recommendations.

School Year	2017-2018
District Code	82015
State Code	04477
DPS Code	584
From EAA	No
Voting District	2
Status	Active/Open
Emphasis	Gen Ed
Entity Type	LEA-School
Alt Services	
Title 1 Status	

School Configuration 2017-18

PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	GE	Alt	CTE	SE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

9 - 12, Spec Ed, CTE, Adult Ed

School Address	1500 Scotten Street Detroit, MI 48209-2139
Main Telephone	(313) 849-4758
Main Fax	(313) 849-4695
Principal	Angel Garcia
Principal Email	angel.garcia@detroitk12.org
Principal Leader	Leenet Campbell-Williams
Superintendent	
Superintendent Phone	

Attendance 2016-17

Attendance Rate	# Chronically Absent	% Chronically Absent
85.3%	1139	55.6%

Mobility 2016-17

Total Headcount	Incoming	Mobile Students	Stable Students
1878	66	219	1659

Graduation/Dropout Rate 2016-17

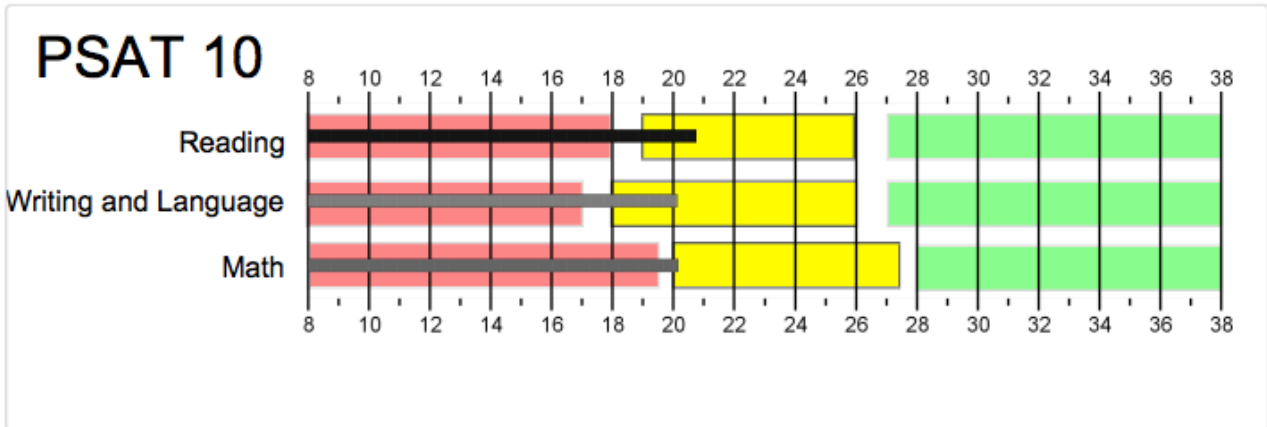
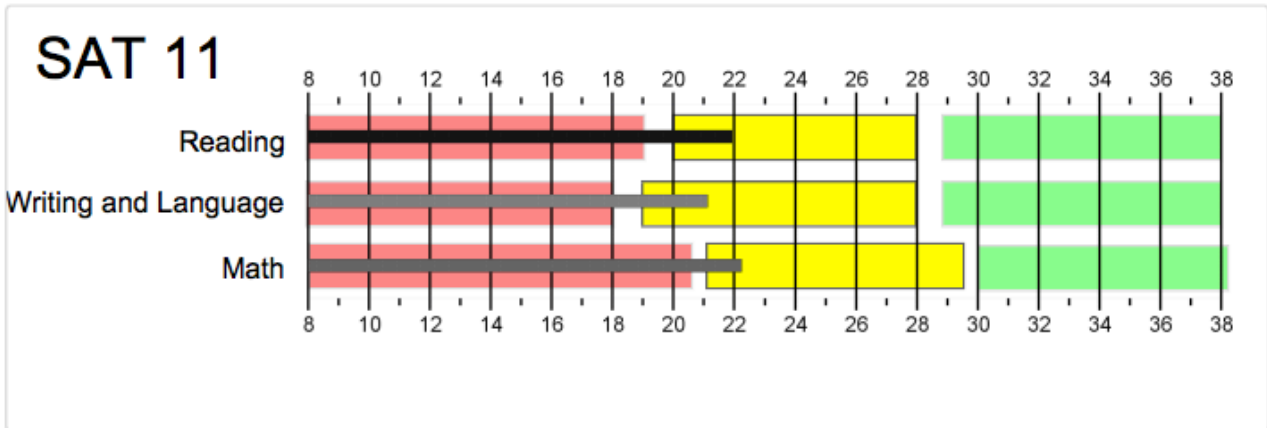
	Cohort N	Graduation N	GED	Graduation Rate	Drop N	Drop Rate	Off Track
4 Year Cohort	458	362	4	79.04%	35	7.64%	57
5 Year Cohort	392	340	7	86.73%	42	10.71%	3
6 Year Cohort	372	327	8	87.90%	37	9.95%	0

Enrollment as of June 2018

Sub Groups	Grades															
	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	14	Total
All Students											481	490	472	108		1,551
Gender																
Female											238	222	235	39		734
Male											243	268	237	69		817
Ethnicity																
AM											1	1	2			4
AS													2	1		3
BL											77	86	96	25		284
HI											351	366	339	74		1,130
HP																
TR																
WH											52	37	33	8		130
Other Groups																
SE											59	60	46	18		183
LEP											325	334	281	63		1,003
ED											379	389	378	82		1,228

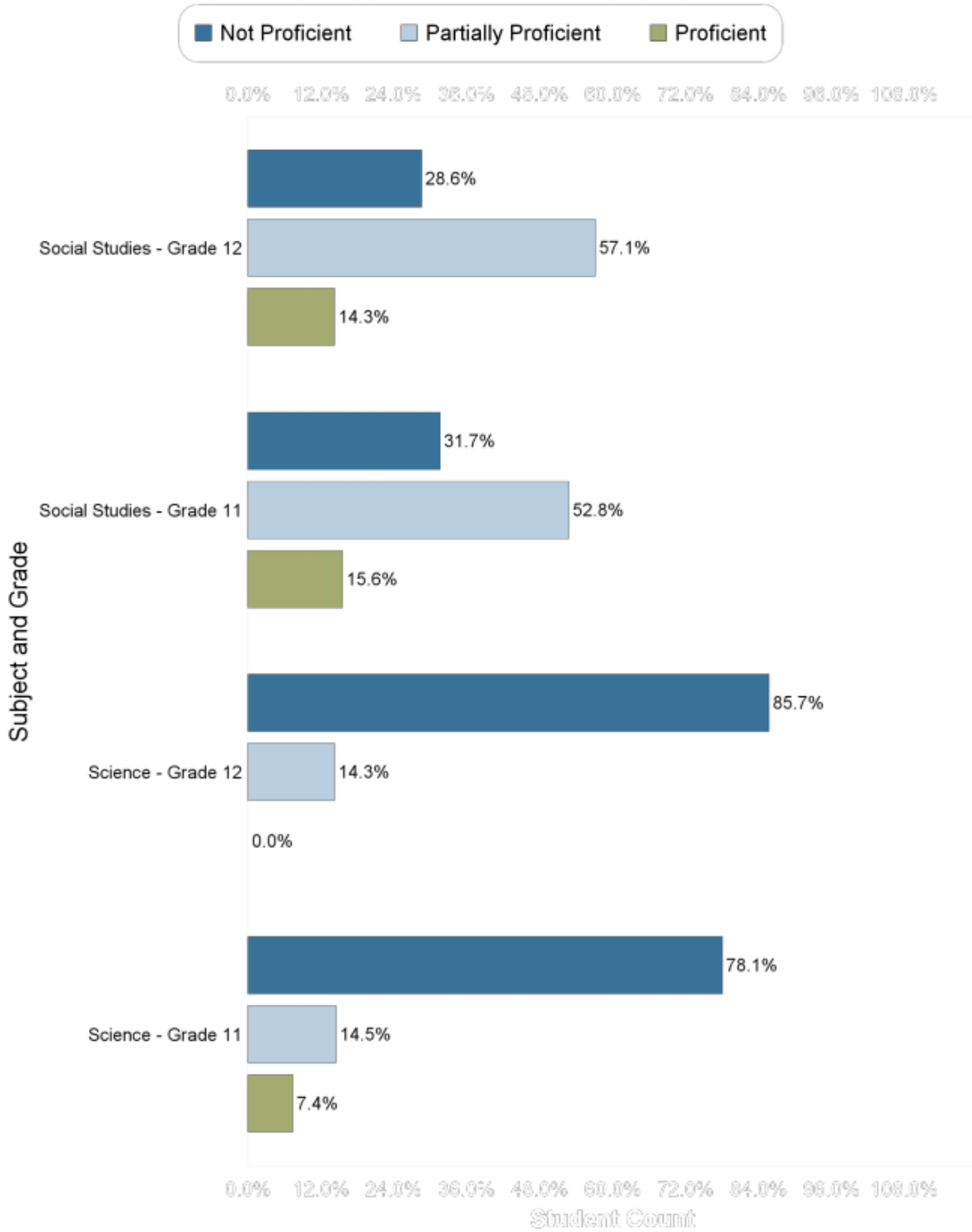
Western International High School

- On track for college readiness.
- Close to being on track fro college readiness; continue to strengthen skills.
- Need to strengthen skills.




Western International High School

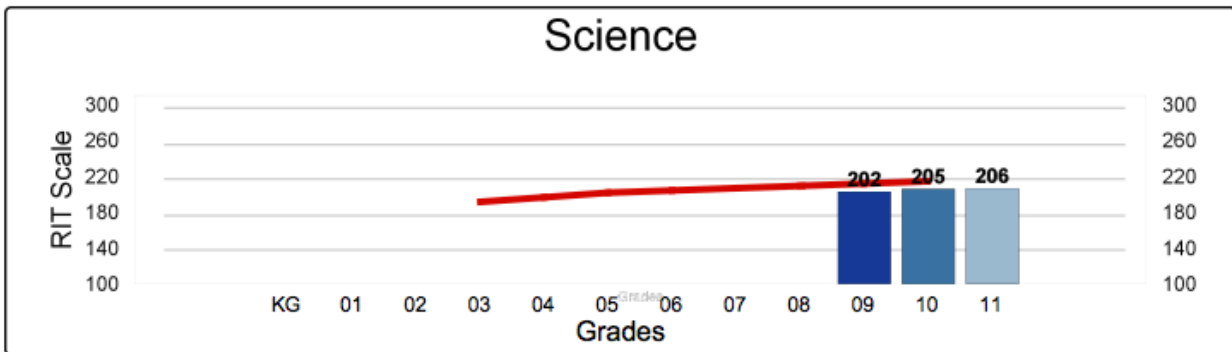
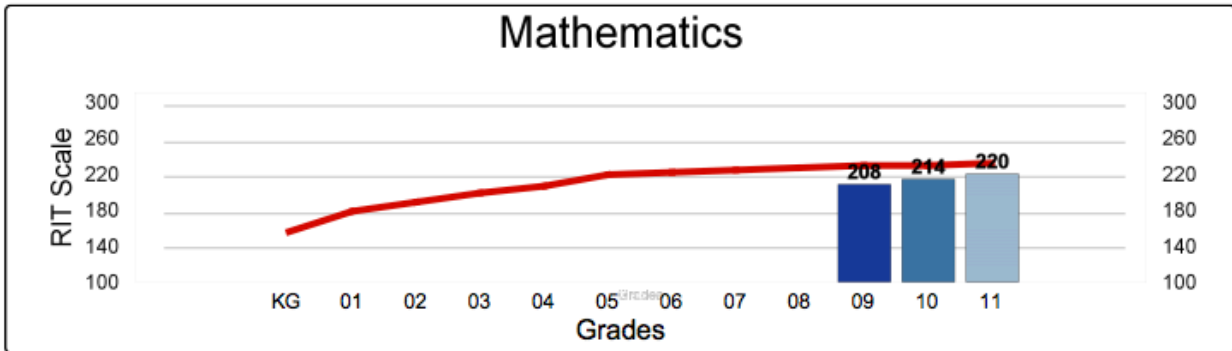
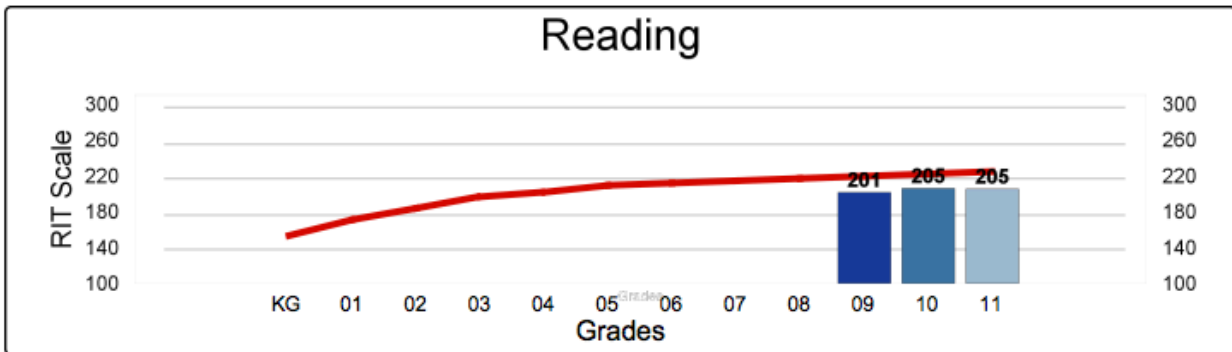
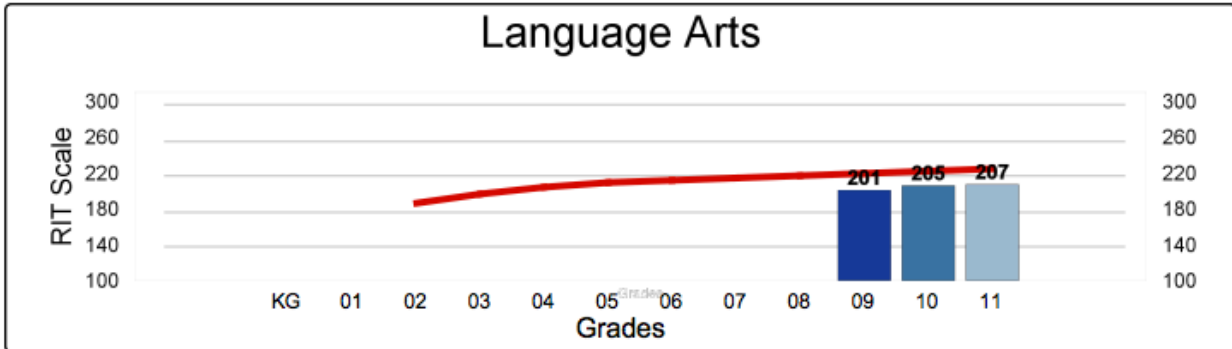
M-Step 2016-17 Proficiency



Western International High School

NWEA MAP Spring 2017 - Average RIT Score

National Norm 



Next Generation Science Standards (NGSS) in Michigan

Michigan has adopted the new Michigan Science Standards which are based on the Next Generation Science Standards (NGSS). In transitioning to the new standards, the Office of Science is piloting new NGSS aligned curriculum materials and offering professional development for teachers. The office adopted Interactions: Next Generation Physical Science for Grade 9. ([link](#))

The Concord Consortium: STEM Resource Finder

Interactions is a collaboration between CREATE for STEM Institute at Michigan State University and Concord Consortium. It is designed from the ground up to support the Next Generation Science Standards and three dimensional learning. They provide curriculum materials. The curriculum is heavily based on classroom experiences connected to real-world phenomena.

Western International high school is piloting the new curriculum for the 9th grade. I mentor the science teacher who has been using the curriculum since the beginning of the year

Gap in the present curriculum for 9th grade

The teacher has been very open to discussion and my presence in the classroom to observe the teaching and learning process. We discuss how the students are accepting and how well they are engaged. We concluded the following:

- 1- The curriculum heavily depends on experimenting, discussing and formulating a conclusion based on the observation.
- 2- The curriculum is in need for practice related to the concept being investigated.
- 3- The curriculum does not rely on book and in fact does not adopt any books.

The students are not given the opportunity to practice mathematical operations in science. It is more qualitative than quantitative. No equations or numerical application of the concepts are present. This type of learning needs to be supplemented with more conceptual mathematical application that supports the learners' diverse needs.

Western International high school is the largest diverse school in the district. There is a large number of English language learners. To respond to the need of this diverse populations, the school needs to provide them with supplemental materials. The purpose is to ease learning for them and make them prepared for college. The curriculum with its present content does not promise achieving this purpose.

Career and College Ready : Michigan Merit Curriculum (Science Course/ Credit Requirement) ([Link](#))

Michigan published a document for Career and College Ready: Practice for K-12 Science Classrooms

The documents listed 8 practices;

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigation
- 4. Analyzing and interpreting data**
- 5. Using mathematics and computation thinking**
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information.

Instructional Needs

The Interactions adopted by DPSCD lacks practices 4 and 5 listed above. There is a need to supplement the current NGSS curriculum. I have developed physics (Concepts and Theories). It is available in the form of online pdf files. The physics concepts and theories addresses practice 4 and 5. 4) Analyzing and interpreting data. 5) Using mathematics and computation thinking

Proposed Supplement Instructional Resource: Physics by Saab.

Physics by Saab (Concepts and Theories), includes 10 units, 50 lessons and 9 concept maps at the end of each unit. They are:

1. Motion of Objects (6 lessons),
2. Newton's Laws of Motion (11 lessons),
3. Kinematic in Two Dimensions- Projectile (4 lessons),
4. Work (2 lessons),
5. Energy (5 lessons),
6. Momentum (4 lessons),
7. Electricity (8 lessons),
8. Thermodynamic Laws (3 lessons),
9. Harmonic Motion (2 lessons),
10. Light (5 lessons).

The book proved to boost the performance of the students in a short period of time. Physics by Saab is appropriate for grades 8 through 12 as well as introductory level college physics courses. The book is written and organized by Dr. Nada Saab-Ismail, who been a classroom and on- line teacher for more than 20 years. Dr. Saab has a clear understanding of the students' leaning needs. The book is written with a student-friendly language that is also appropriate for English language learners. The lessons are clearly presented so that the students can retain the information. Some lessons can be used or modified for physical science courses in grades 6 and 7.

Supplemental conceptual material for each lesson in the adopted Interaction is available. I and the science teacher will practice one session in the near future. We will analyze the impact of this addition on the learning of the students. If the results come encouraging, then I will continue to provide the teacher with supplemental materials with each lesson. Data will be analyzed and presented to the school administrators as well as the possibility to expand this learning tool to include the whole district.

I and the mentee teacher are planning to attend professional development provided by the district. This should help us discuss the curriculum openly and referring to the common teaching and learning strategies. There are multiple opportunity for common planning and collaborations.

Further and future applications of the instructional program (Curriculum and Instruction)

If adopted, Physics (Concepts and Theories) will have the potential for further applications. The applications are listed below.

a) Vertical Curriculum Maps for all subjects in all grades need to be developed. Curriculum funneling from high school to middle to elementary.

Instruction should be continuous process across all grade levels in all subject areas. Physics (Concepts and Theories) can be vertically mapped and simplified to be introduced in the lower grades.

Vertical curriculum mapping can certainly affects the performance and learning of the students at all grade levels. I hope that this area will gain the appropriate attention as it lays the foundations of learning for many years. Some districts started by bonding each high school with the middle school of the area. They started funneling the curriculum from high school down to middle school. This is an excellent approach, if done correctly and professionally. To be perfect, this process of funneling down should extent to elementary.

Vertical Curriculum Maps should developed for all subjects in all grades. I believe that this area is one of the most important area of instruction design, particularly at the elementary level. Curriculum reform should start at the elementary level.

b) Horizontal Curriculum Maps/Pacing Charts across all subject/grades.

Second important area is the Horizontal Curriculum Maps/Pacing Charts across all subject/grades. This type of instructional design is needed particularly at the high school level. At that level, the students need to learn how to be critical thinkers and make the connections among the different fields of science. Open ended research projects can be given to the students. Drug design project can be conducted in collaboration with the science teachers of chemistry, biology and physics.

What I can offer.

Vertical curriculum mapping holds the master key for improving the students learning outcomes. I have the potential to assist in proposing a chemistry and physics curriculum maps Kg-12. The implementation of such map will push the high school level to be college level. Other subject areas can follow the same route.

Physics (Concepts and Theories) can easily be modified, simplified to be introduced in earlier grades. This in turn will equip the students with the tools for success in the upper grades.

My role as a manager administrator and instructional leader.

Today, most school leaders seek a balance in their role as manager-administrator and instructional leader. There is an agreement among the educational researchers on educational leadership. It states that successful school leaders are the ones who can balance their role as manager-administrator and instructional leader. It is also apparent that school improvement is correlated with the efficiency of the leadership in focusing on instructional practices. A large portion of their time should be focused on allocating resources and curriculum as well as providing guidance on the most advanced teaching strategies.

When teachers are offered the support from and leader who is knowledgeable, they will not fear the change.

Standard 4: Curriculum, Assessment and Instruction.

Knowledge:

My educational, research and administrative background equipped me with advanced scientific and educational knowledge. I have spent 10 years in research, 10 years in teaching and 2 years as administrators. Having trained as a medicinal chemistry researcher and mento allows me to conduct similar strategies on educational research. I believe in promoting an environment of collaboration and learning among

the members of any department. I consider myself a lifelong learner eager to update myself with activities aimed to improve education in the U.S.A and the world.

Curriculum:

Staff should be encouraged to adopt new curriculum. Ultimately, data can be collected, analyzed and ultimately, recommendations and revision can be proposed. That includes the evaluation of the science curriculums for effectiveness and implementation. I can offer my outmost support to relieve the pressure off the shoulders of the staff.

Before school and after school meeting can be proposed to evaluate the curriculum map for the whole year. Collaboration among all science teachers is important for interdisciplinary teaching, which is related to real life experience. Interdisciplinary curriculum is one of the most updated learning practice at the college and university levels.

Instruction:

Our generation depends on technology to a large extent. Technology is very important tool for instruction that can not be avoided. In the meantime, it has to be used in an effective way. I have a website where I post my lessons and daily work for the students (www.nhsaab.weebly.com). I also post all resources and books. The students feel comfortable using my site because they can access it anytime and anywhere. This model is not new, but not every teacher is practicing it.

Staff should be encouraged to build a site where they post learning tools from lessons, to books, to site for tests and interactive tools.

Assessment:

Teachers can write the assessments that reflects the teaching contents as this is a fair measure of the students' learning. Tests should not be the only measure of assessment. Other approaches such as attendance, collaboration, participation and daily journal can also be used. Students are required to take daily notes and keep all notes and answers to assigned problems in a well organized notebook. Class participation is another form of assessment. Students should work in groups, discuss problems, share information and help each other. Each group of students should have a white board to write on. This allows the teacher momentarily observe all activities in the classroom.

Data:

Data for the SAT, PSAT, M-STEP and NWEA proficiency will be used to analyze the effectiveness of the supplement instructional resources and to suggest any needed modifications.

Standard 6; Professional Capacity of School**Resource Provider**

Teachers are in need for a leadership who can discuss in depth the resources with them. I am trained me to be a resourceful scientist. Supporting teachers means supporting students and that is the ultimate goal.

Instructional resource:

Presenting a lesson in a clear and simple way is an effective method for teaching. It is important for the staff to practice the approach to master this strategy. As educators, we should always seek knowledge and modern teaching strategies. Being available daily to support them in their classrooms when needed gives them the comfort and confidence about their teaching practices.

Communications

It is important to communicate with the teachers with an approach based on trust and comfort away from threatening their jobs. Encouraging them to experiment changes in curriculum and instructions is important. Additionally, encouraging them to collaborate and communicate with each other is another factor that should lead to a coherent solid interdisciplinary curriculum.

Standard 10: School improvement**Research and evaluation skills**

Being lifelong learner and very fond of educational reform, I believe that the schools in the U.S.A. have the capacity to be world schools. I am also a lifelong researcher. Collaboration with my staff to evaluate the effectiveness of implementing good instructional and curriculum is an ongoing educational action research. We can collect and analyze data. Eventually, we can publish and make recommendations. This will benefits our students, schools as well as other students and schools across the

U.S.A. In some cases, traveling to other states or foreign countries to learn more about their programs can have a great benefit.

System of supporting institutions.

Collaboration with local and interstate universities can be one of the aims to continue developing our professional career. Collaboration with other professional associations is equally important.

Standard 7: Professional Community for students, teachers and staff.

School and classroom environment.

The physical appearance of the school and classrooms are important in maintaining a comfortable learning environment. It gives the students the impression of being valuable and cared for. Classrooms should be neat, welcoming and equipped with good technology. Students should be trained to work as teams.

Cost Analysis and Projections

Michigan Talent Crisis

A high-quality public education remains the most effective tool for building a brighter future. Not only does success in school prepare a young person for life, but time and again it has been shown to increase lifetime earnings, reduce incarceration and contribute to a more prosperous, engaged society.

The Education Trust Midwest is an active organization interested in analyzing the issues of public education in Michigan ([link to report](#))

The performance of Michigan students in early reading and middle school math is at the bottom of the list nationally and internationally. ([link to report](#))

According to the new data from the NAEP: National Assessment of Educational Progress which predicted the economic effects of improving education. If all Michigan students were at least meeting basic mastery, the gross domestic product would increase by 15.1% or \$860 billion. ([link to report](#))

Michigan's K-12 system is among the weakest in the country and continue to decline and become worse. Whereas some states are moving forward in early reading, Michigan continues to move backward. ([link to report](#))

I prepared Table 1 (page 4) below to summarize important statistical data presented in the report: The Michigan Achieves: 2016 Michigan State of Education Report ([link](#)). This report was written by Amber Arellano, Suneet Bedi and Terry Gallagher.

Detroit Public Schools Community District is the largest District in the state of Michigan. Positive results in DPSCD will improve the results of Michigan in general.

Table 1:

Michigan’s Talent Crisis (Michigan’s Broken Public Education System)			
	2015	Projected 2030	Notes
4th Grade Reading	41st	48 th	Low income and students of color perform worse and near or at the bottom
8th Grade Math	38th	43 rd	Massachusetts’ students perform better regardless of income level.
College Readiness	27% enrolled in remedial courses	53% enrolled in remedial courses	70% of the jobs in Michigan requires education beyond HS.
College and Post-secondary Enrollment	25 th of 46 states	35 th	Attend college directly from HS.
College Attainment	32nd of 47 states	32nd	Only 17% of African American and Hispanic
Teacher Effectiveness	Effective data systems are unavailable - measure teaching quality in classrooms.		
Access to Rigorous Coursework	29th of 46 states	30th	AP and IB courses
School Funding Equity	42nd of 47 states	Not yet available	Funding gap between the highest- and lowest- poverty districts. (6% less for the highest poverty districts.
Salary Equity	\$11,777 average salary gap for the highest- and lowest-poverty districts	Not yet available	Need to close this gap to retain highly effective teacher where they are needed the most.
Teacher Attendance	41st of 46 states	Not yet available	Absent for more than 10 days.

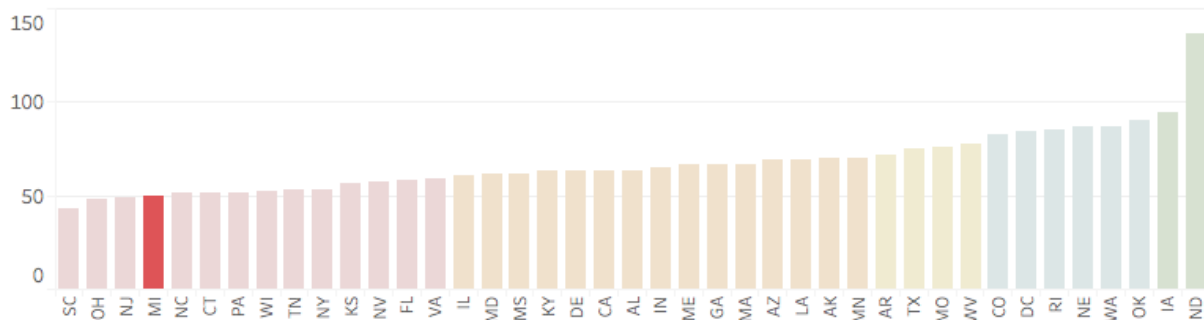
Michigan's Talent Crisis (Michigan's Broken Public Education System)			
Student Attendance	8th	20th	20% of 8th grade were absent three or more times in a month. Detroit leads the nation (37% absent)
Out of School Suspension	40th of 49 states	Not yet available	Highest out of school suspension (21% of African American)
College Affordability	42 nd of 44 states	Not yet available	77% of Michigan's families annual incomes is the cost of college for one child.

Inequity in Advanced Coursework.

Black and Latino students are locked out of Advanced classes, while white students reap the benefits. In racially diverse schools where black and latino students make up 10-50% of the population, black students are least likely to be fairly represented in advanced placement courses.

In **Michigan**, there are **50** Black students enrolled in AP courses for every 100 Black students who would need to be enrolled for the state to achieve fair representation.

Figure 1

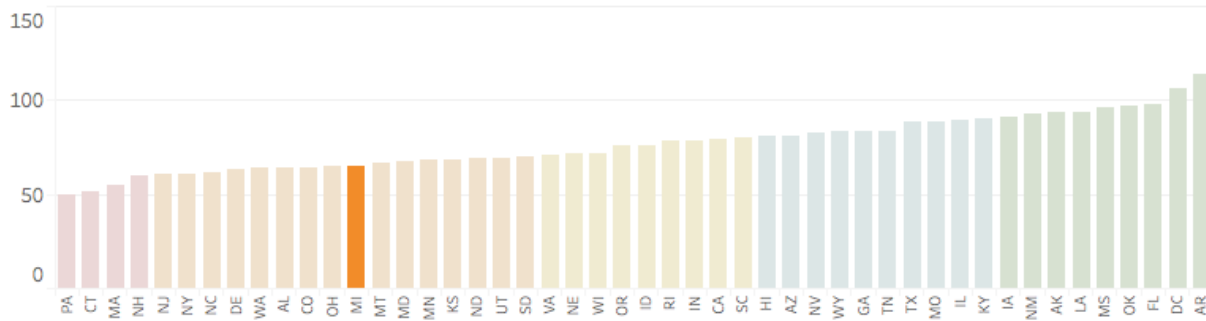


Reading this figure: In South Carolina, there are 43 Black students enrolled in AP courses for every 100 Black students who would need to be enrolled for the state to achieve fair representation.

In **Michigan**, there are **65** Latino students enrolled in AP courses for every 100 Latino students who would need to be enrolled for the state to achieve fair representation.

Resource: <https://edtrust.org/resource/advanced-coursework-tool/?emci=ed0b9936-4232-ea11-a1cc-2818784d084f&emdi=ea000000-0000-0000-0000-000000000001&ceid={{ContactsEmailID}}>

Figure 1



Reading this figure: In Pennsylvania, there are 50 Latino students enrolled in AP courses for every 100 Latino students who would need to be enrolled for the state to achieve fair representation.

Resource: <https://edtrust.org/resource/advanced-coursework-tool/?emci=ed0b9936-4232-ea11-a1cc-2818784d084f&emdi=ea000000-0000-0000-0000-000000000001&ceid={{ContactsEmailID}}>

References

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