

Instructional Program Evaluation

MSBO Certification Class
April 2026

Why Student Success is Priority #1



Financial Services: Understanding Student Success and the Impact on the Budget

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Your Learning Advocates

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Introductions

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- Introductions
 - Introduce yourself
 - Name, district, position, former roles



Agenda

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- Overview
- Relationships, Leadership, Data
- District and school-based budgeting info/examples
- Instructional Program Evaluation Using MDE's PET
- Current landscape of student success
- Factors that influence student success and your work
- Small group application
- Debrief Session

Outcomes

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- To receive an overview of district and school-based budgeting
- To introduce educational mandates and the landscape that drive teaching and learning
- To become familiar with accountability that influences teaching and learning
- To better understand the changing demographics that impact teaching and learning
- To make application of your learning

Connector

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- Get yourself in a group of 3-4:
 - Find 3 things you have in common that are NOT obvious (not job, employer, or education)

WHY? Group dynamics require a focus on task, relationships and process ([Garmston, R.J. & Wellman, B.M., 2016](#))

Instructional Program Evaluation

Think, Pair, Share

When you hear '**Program Evaluation**,' what's the first word or feeling that comes to mind? Explain.

Think (1 min): Reflect on personal experiences.

Pair (3 mins): Share with a neighbor—what's shaped your perspective?

Share (5 mins): A few volunteer insights with the whole group.

What is Instructional Program Evaluation?

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- A systematic approach to assess the effectiveness, efficiency and impact .
- Why it matters:
 - Ensures student success
 - Supports data-driven decision-making
 - Helps optimize resource allocation

Types of Instructional Programs

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- General Education
- Special Education - Governed by IDEA & MARSE
- CTE (Career & Technical Education)
- Online Learning

When you look at these programs, what do you think are some of the key indicators of success?

(Think, Pair, Share)

Components of Instructional Programs

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- Curriculum
- Instructional Strategies
- Assessment Methods
- Teacher Training - Professional Learning
- Resources

Leadership Matters

Leadership matters And it matters *more* in times of uncertainty than in times of stability.”—Kouzes and Posner

"Instructional leadership not about being the smartest person in the room; it's about creating systems that support student learning."

—Douglas Reeves

Leadership

Podcasts:

[The Wallace Foundation Podcast, Principal Pipeline](#)

(1:20 - 6:40) (for later reference)

[Video - Instructional Leadership Approaches for School Leaders](#) (for later reference)

Building Level Leadership Matters

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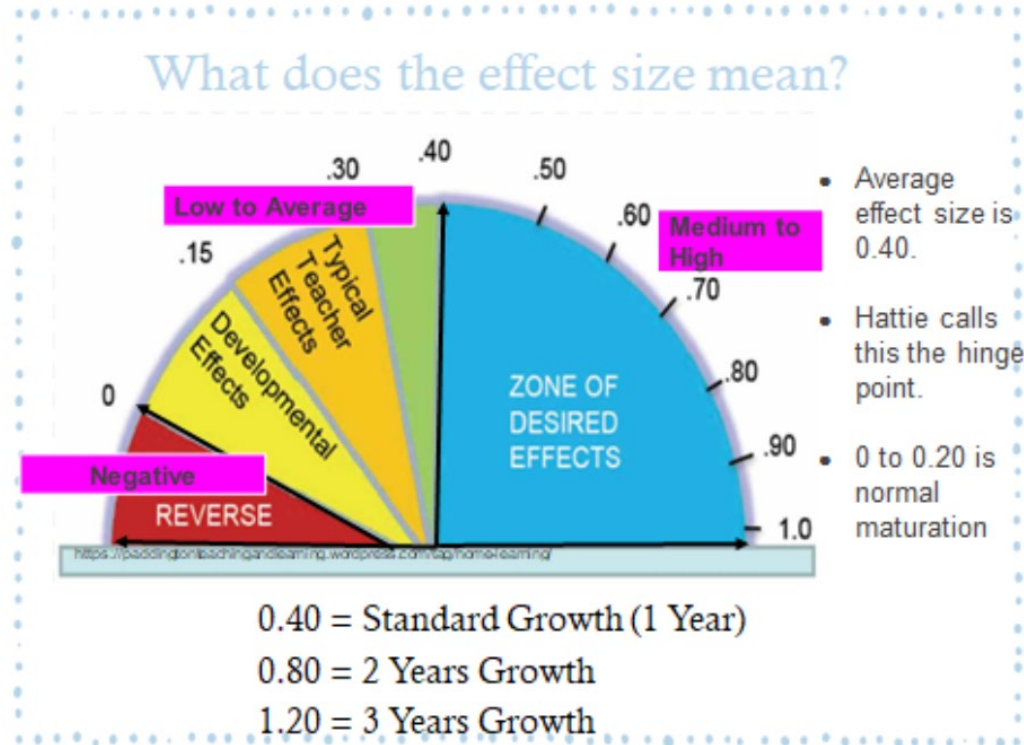
Correlation between principal leadership and average student achievement = 0.25

(statistically significant at .05) - this is 5 times that.

(Marzano, R., Waters, T., McNulty, B. 2005. School Leadership that Works)

Hattie's Effect Size Work

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Impact on Student Learning

Based on John Hattie's Visible Learning Research

Leadership Impact

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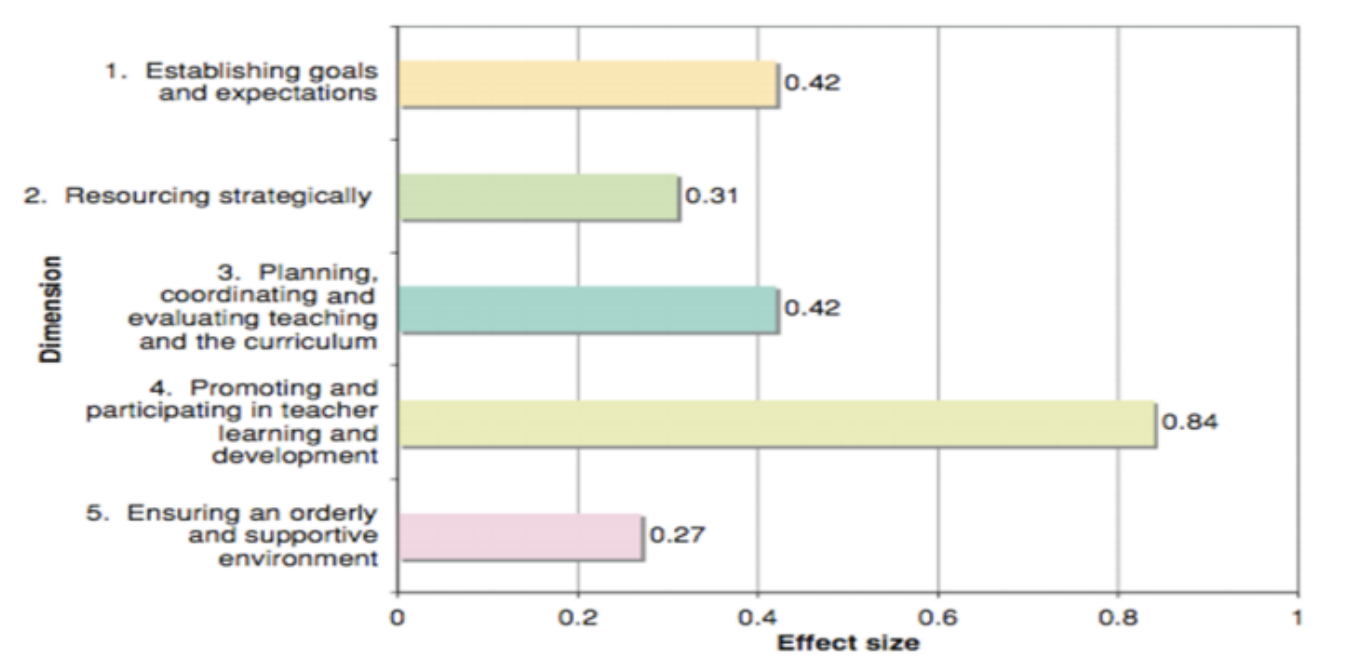
Rank the following leadership practices 1-5, with 1 being the most and 5 being the least - on having the greatest impact on student learning:

- Setting goals and expectations
- Resourcing strategically
- Planning, coordinating, and evaluating teaching & curriculum
- Participating in and leading teacher learning
- Ensuring an orderly and supportive environment

Results

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Five Dimensions of Student-Centered Leadership



Leaders & First Follower

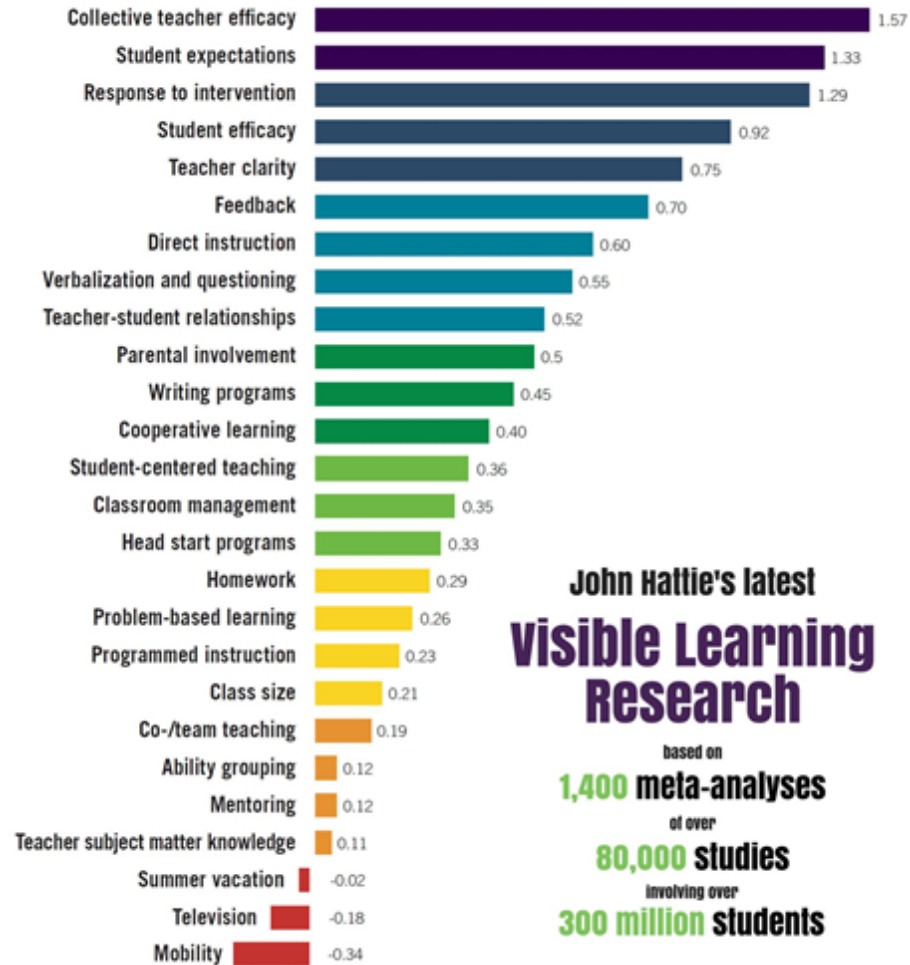
18

In the end, leaders don't decide who leads - followers do!



Hattie's High Impact Teaching Strategies

Some practices have a higher probability to work than others.



John Hattie's latest
**Visible Learning
Research**

based on
1,400 meta-analyses
of over

80,000 studies
involving over
300 million students

Premise

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- We budget to the instructional plan
NOT
Plan the instruction to the budget
- Cuts, cuts, cuts – you too? Economy turning around? ESSER Cliff? - what does that mean?
- New money - who decides on how to spend it? Transparency is important!
- Grants supplemental to general fund
- Executive Admin needs to understand the impact of budgeting and decision making!

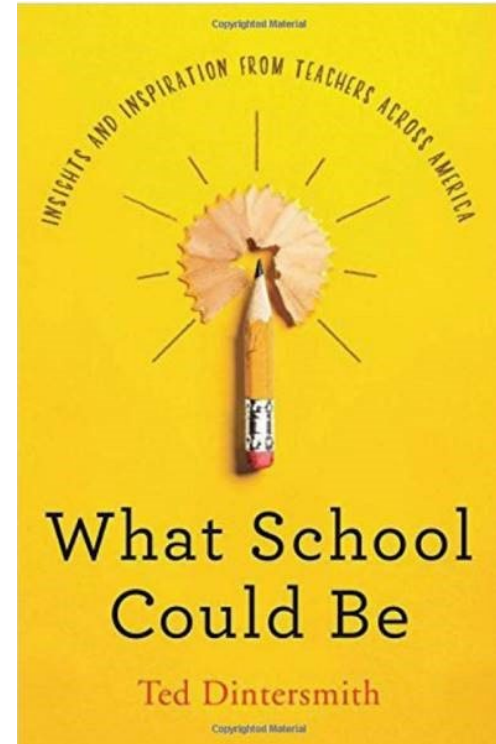


What Schools Should Be: Insights and Inspiration from Teachers Across America by Ted Dintersmith

The executive producer of the documentary *Most Likely to Succeed*. He spent the 2015-16 school year traveling to all 50 states, visited over 200 schools, and met thousands of people in US education (Grand Rapids, Lansing, Ann Arbor and Adrian).

What Schools Should Be

FAN Talk: Ted Dintersmith (3:34-6:25)



Partnerships Built on Trust & Relationships

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- School leaders need to meet with you on a regular basis
- Teams need to work together to develop a plan to support district curriculum and instructional needs
- School leaders need you to be engaged during these changing & challenging times
- School leaders need you to visit their schools & classrooms



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District & School-based Budgeting

Limited Sources... (Just raise the

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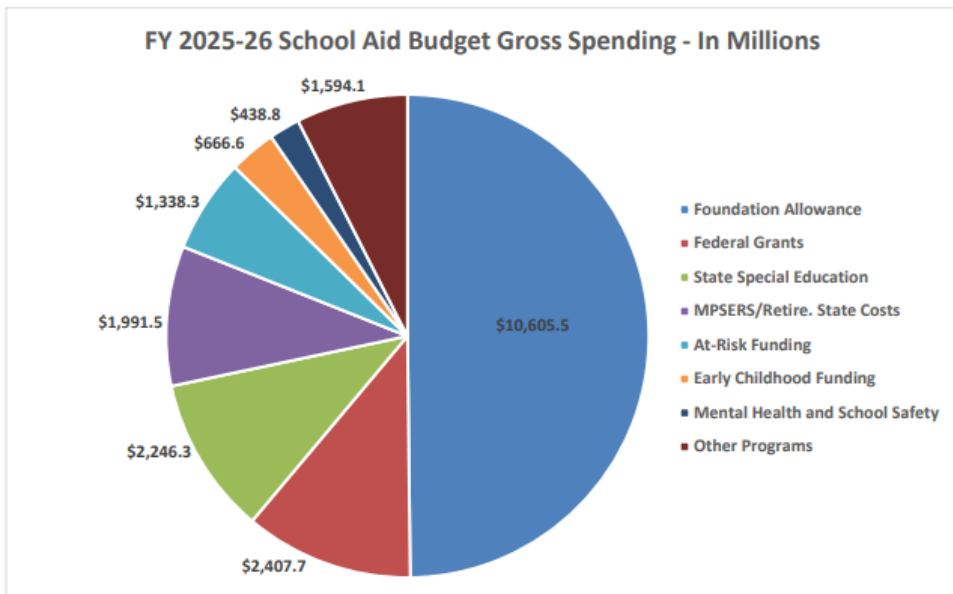
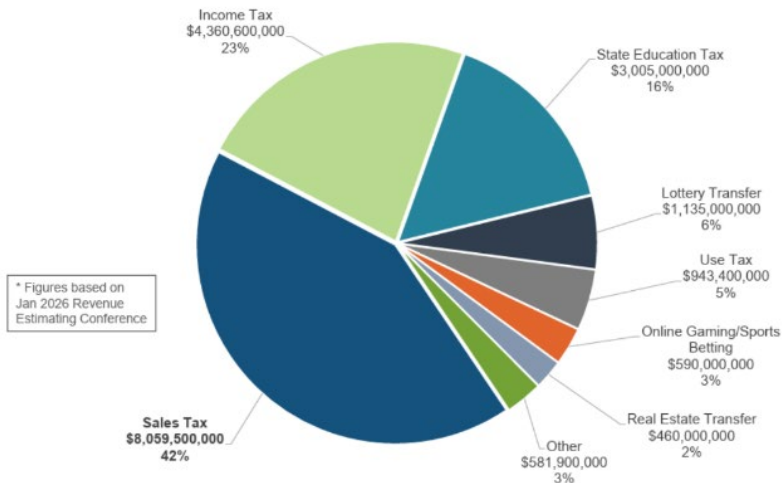
price?)

- State Aid
 - Student Enrollment
- Categorical (growing)
 - State At-Risk Funds
 - Special Education
 - State
 - Federal
- Federal Consolidated Grant (Title I, II & III)
- Bond Issues
- Sinking Fund
- Competitive Grants
- Foundations
- Incentive/Performance Based Funds... What does the Future Hold?
- Enhancement Millage
- CARES/GEER/ESSER

Share where our money comes from and share back to schools

SAF K-12 FY2025-26 Budget

Sales tax is the largest revenue source, contributing 42% of the \$19.1 billion in total estimated SAF revenue for FY 2025-26.



School Finance...a Numbers Game

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- We always have been and always will be...
beholden to the state to show us the money
- There is...
little opportunity to increase our revenue or know in advance what we are going to get!
- It is...
more difficult than ever to control costs of: health care, wages, utilities, infrastructure needs...



Let's Face the Facts...

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- 80% to 85% of all school district budgets are spent on...
- Which leaves 15% to 20% for everything else!
- How do you inform everyone what is going on!



School Finance...a Numbers Game

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- Staffing impact - greatest area of expense and we typically have little impact!



How does your district handle staffing?

- *Elementary vs Secondary*
- *6 period day, 7 period day, block scheduling?*
- *Class size limits, contractual limitations?*
- *Co Teaching, Support staff, Special populations?*
- *Semesters - core teachers, Trimester - electives?*
- *Grade grouping in a building, A/B day, master schedule*
- *Union contract language impacting staffing?*

School Finance...a Numbers Game

What is a master schedule?

When it comes to [secondary school scheduling](#), there are many options. Which schedule is best? It depends on what you're trying to accomplish.

Traditional 6-Period Day

A traditional 6 period day consists of 45-55 minute subject course periods with lunch, possibly homeroom, and electives built in.

As mentioned above, historically the “default” schedule for most schools has consisted of a series of six periods each day that may rotate on a semester or trimester basis. This is the simplest schedule in terms of staffing assignments, master schedule development, bussing, lunch scheduling and anything else that’s traditionally been part of the secondary school experience.

Block Scheduling

Larger chunks of time for each subject or for interdisciplinary learning. Block schedules often require rotating subjects in order to accommodate enough time for each. The range of time for blocks varies and can be anywhere from 75 minutes to as long as 180 minutes.

7 & 8 Period Day

An iteration of the six-period day, a 7 or 8 period day allows for students to enroll in additional electives (this is particularly helpful for providing options for students interested in the visual and performing arts, work-based learning and/or world languages).

School Finance...a Numbers Game

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Elementary schedules - [Elementary Schedule](#) (K-2 , 21-23)

Special schedules - [Elementary Special Schedule](#) (3-5, 24-25)

Secondary schedules - Middle School Schedule (6-8, 27-28)

- [High School Schedule](#) (9-12, 29-31)

Other issues:

Teacher certifications, union contracts, English language learners, professional development, substitutes, etc....

Union Contracts Impacting Costs

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Class Size limitations by subject	Salary schedules, Lane changes
Overage stipends	Layoffs, transfers, reassignment
Ties to financial data, benefits	Curriculum adoptions
Special Schedules	Calendar Impact (other unions)
Athletics, Academic Clubs	School closure days

Understanding finances in contract management is a must due to limited financial resources

Federal Legislation & Federal Funding

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1965 – Elementary & Secondary Education Act ([ESEA](#))

1983 – A Nation at Risk ([youtube](#))

1994 – Improving America's Schools Act ([Title Funds](#))

2002 – No Child Left Behind Act of 2001 ([youtube](#))

2015 - CCSS-2010 Common Core/State Standards
Career and College Ready



Elementary & Secondary Education Act, 1965

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- Originally Provided for
 - Title I: Financial Assistance For Local Educational Agencies In Areas Affected By Federal Activity
 - Title II: Financial Assistance To Local Educational Agencies For The Education Of Children Of Low-Income Families
 - Title III: Supplementary Educational Centers and Service
 - Title IV: Educational Research And Training
 - Title V: Grants To Strengthen State Departments Of Education
 - Title VI: General Provisions

State and Federal Grants Compliance

School Accounting Manual

- Account numbers that meet Financial Information Database (FID) requirements
 - Fund determination
 - Grant Codes
 - Michigan Public School Accounting Manual
 - Grant Year planning
 - July 1st through June 30?
 - Oct 1st through Sept 30? - Across two fiscal years
 - Early cut-off by granting agency?
 - Spending before grant approved?
- Cash request procedures
- Reporting expenditures on final report

State & Federal Requirements

- Eligibility
- Allocation
- Cash Management
- Budgeting Requirements
- Guarantee Spending Minimums
- Subrecipient Monitoring
- Procurement
- Indirect Cost Rate variables
- Time & Effort Certifications
- Matching
- level of Effort/MofEquity
- Earmarking
- Supplement vs. Supplant
- Individual grant requirements

Grant Funding bigger role?

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Managing Grants



Navigating the Changing Landscape of State and Federal Public School Funding



Presented by Lamis Srour and Lauren Mbereko



State and Federal Grants Compliance

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MICHIGAN SCHOOL AUDITING MANUAL

EFFECTIVE FOR AUDITS OF SCHOOL YEAR

2020-21

[Michigan School Auditing Website](#)

Financial Audit Resources

Michigan School Auditing Manual

- [2024-25 Audit Alert](#)
- [2024-25 Michigan School Auditing Manual](#)

Authoritative Guidance

- [2025 OMB Compliance Supplement](#)
- [Reach out to auditors to get information](#)
- [Uniform Budgeting and Accounting Act \(UBAA\)](#)
- [Uniform Grant Guidance](#)

Other Resources

- [Guidance on Electronic Filing of Financial Statement Audits](#)
- [Join our Listserv of Public School Auditors](#)

Thinking About Your Community Profile

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Community Factors

- Size
- Population
- Demographics
- Median Income Level
- Location
- Education

School Factors

- Size
- Population
- Demographics
- Location
- Graduation Rate
- F/R Lunch %
- Academic Performance
- HQ Staff

MI School Data <https://www.mischooldata.org/>

2024 State of Michigan Education Report: [Seven Decades after Brown – Devastating Inequities, Unfair School Funding – and Reasons for Hope](#)

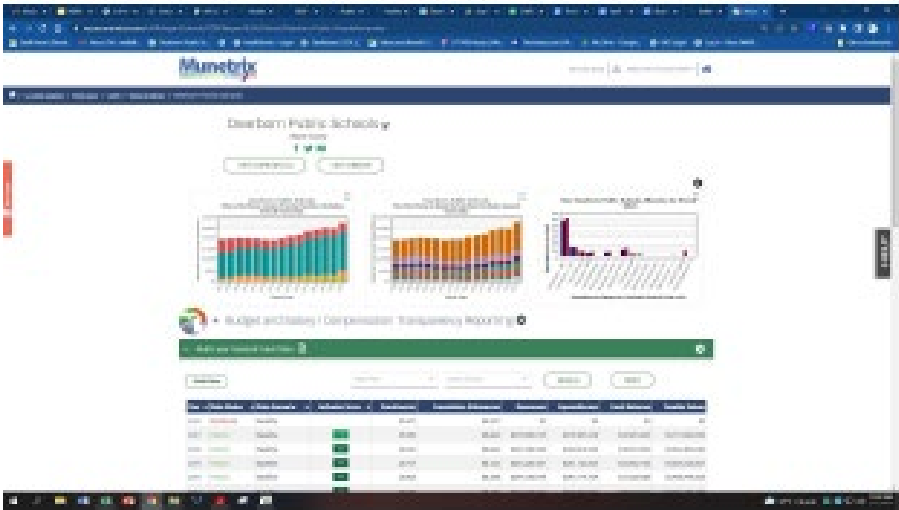
Thinking About Your Financial Profile

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- Operation vs Special Revenue Funds
 - Know how they interact between each other
- Total Budget Dollars available
- Bulletin 1014 - How does your District compare to others?
 - Educational percentages by category
 - FID And REP develop this data
 - Rankings for revenue and expense
 - Dearborn Rankings
- Grant funding
- Salary allocation between programs
- Staffing hires and/or reassignments? How do you track them?

Use Technology to tell the your story

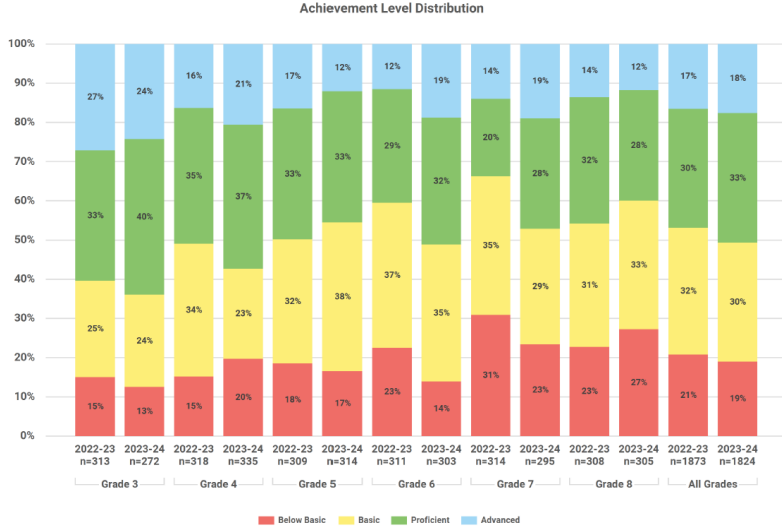
Muntrix Profile Data



Linkit!

Math Achievement and Growth

Same grade, different students



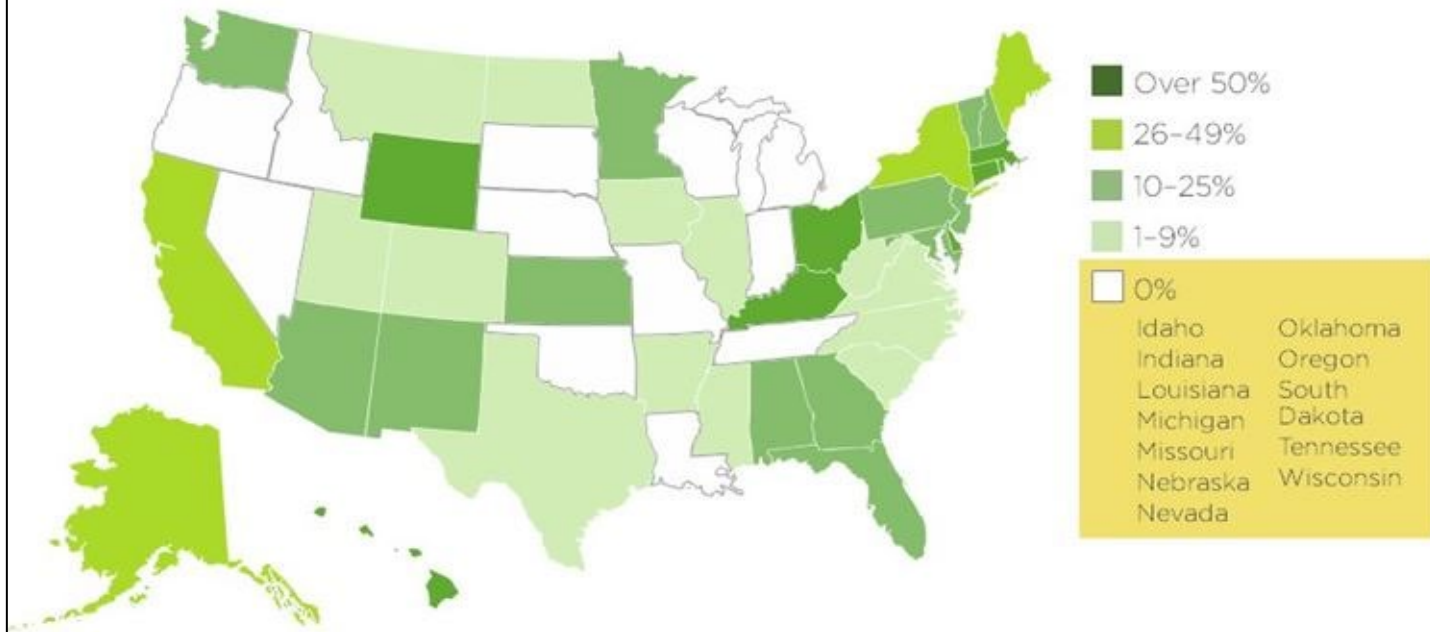
Factors Affecting Budget

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- Enrollment Trends – up/down?
- Staffing model/process – you need to be there for these discussions!
 - Retirements, staffing shortages, etc..
- School schedule
- Block, 6 period day
- Specials Schedule, Traveling Staff
- District intergovernmental agreements on other programs
- Funding arrangements
- Alternative to traditional schooling
- Textbooks, professional development, etc..
- Infrastructure - Is there a plan in place?

12 STATES PAY ZERO CONSTRUCTION COSTS

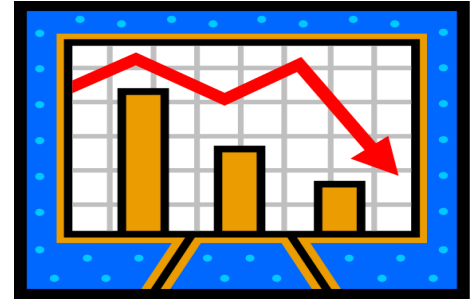
STATE SHARE OF FUNDING FOR CAPITAL OUTLAY, FY 1995-2013



Challenges

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1. Increasing or Declining Enrollment
2. Vacant Facility/Redistricting
3. Increasing Costs
4. Declining Revenue
5. Competition from Other Educational Districts/Charters (16 in Dearborn boundaries)
6. How do you get buy in from instructional staff?



[Example #1](#) [Example #2](#) [Example #3](#) [Example](#)

Administrative Meeting Budget Worksheet




Sample #3

Current Enrollment Trend

	General Ed		Special Ed		Blended Total	Blended Change	Fall Count
	Fall	Winter	Fall	Winter			General Ed Change
2016	19,343.57	19,182.50	488.10	539.86	19,820.74	123.53	205.75
2017	20,228.66	19,574.17	460.59	496.83	20,627.42	806.68	885.09
2018	20,432.22	20,438.05	468.07	475.79	20,901.64	274.22	203.56
2019	20,275.24	20,521.45	460.59	490.22	20,763.41	(138.23)	(156.98)
2020	projected				20,600.00	(163.41)	

	<u>Salaries</u>	<u>Benefits</u>	<u>Total</u>	<u>Total Expenses</u>		<u>Change</u>		
2016	\$120,296,648	\$80,450,895	\$200,747,543	\$229,780,410	87.36%	-0.04%		
2017	\$122,429,732	\$83,441,307	\$205,871,039	\$235,501,877	87.42%	-0.05%		
2018	\$127,830,498	\$90,687,837	\$218,518,335	\$254,531,685	85.85%	1.57%	(\$7m enhancement Millage impact)	
2019	\$138,697,452	\$94,471,494	\$233,168,946	\$273,376,297	85.29%	0.56%		
2020	projected	\$143,340,361	\$97,124,407	\$240,464,768	\$280,672,119	85.67%	-0.38%	(2% raise salaries, 1.9% benefits, 1.32% retirement)

Administrative Task:

-  Discussion and Ideas about programmatic and staffing changes
-  Discuss only ideas for those areas in which you oversee
-  Please put heading on paper for your area of discussion

Next step is to review suggested areas of consideration for potential staffing adjustments.

See how the Enhancement Millage can mitigate or restructure for new programmatic changes

Survey administrators on ideas raised in December's admin meeting for Enhancement millage and programmatic changes

Best Use of Limited Funds...

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- Challenges of every school district today
- Budgeting **MUST** be done based upon educational priorities and a plan (separate presentation)
- Invest in...
 - Our Students
 - Our Staff
 - Instructional Programs



10 MINUTE BREAK...



The Vikings, of course, knew the importance of stretching before an attack.

Instructional Program Evaluation:

Using [MDE's Program Evaluation Tool](#) (PET)
to Drive Strategic Budget Decisions

What is Instructional Program Evaluation?

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- A systematic approach to assess the effectiveness, efficiency and impact .
- Why it matters:
 - Ensures student success
 - Supports data-driven decision-making
 - Helps optimize resource allocation

Program Evaluation Process

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- Why CFOs must understand instructional evaluation
- PET as a budgeting and stewardship framework
- From compliance to ROI

Program evaluation is a **finance leadership responsibility**, not just a curriculum function. Every major instructional investment eventually becomes a budget decision involving sustainability, staffing, grants, and board reporting.

Why This Matters to CFO

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- Evidence-based resource allocation
- Grant and Title compliance
- Board transparency
- Strategic abandonment
- ROI mindset

The PET Framework as a CFO Decision Cycle

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Need → Investment → Readiness → Fidelity →
Outcomes → Budget Decision

- This mirrors how CFOs should evaluate all major instructional investments. The PET creates a repeatable decision cycle that can be embedded into annual budget development.

Module 1: Defining the Investment

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- What need is being addressed?
- What baseline data justifies the spend?
- Which student group is targeted?
- What research supports the strategy?
 - [Tier 1 Early Literacy List](#)

No budget request without baseline data.

Example: a reading intervention funded with Title IA carryover, justified by K–3 literacy benchmark deficits.

Module 2: Readiness Before Spending

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- Staffing capacity
- PD completion
- Schedule feasibility
- Leadership support
- Stakeholder buy-in

Many districts fund expansion before readiness is established. CFOs should use readiness as a pre-approval checklist before recommending recurring expenditures.

Module 3: Implementation Fidelity

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- Was the strategy used as designed?
- Was coaching provided?
- Were usage logs reviewed?
- Were principals monitoring implementation?

Was it a bad program—or bad implementation?

*This is often the most insightful CFO discussion point because it separates flawed investments from under-supported execution.

Module 4: Measuring Instructional ROI

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- Inputs: dollars, staffing, materials
- Fidelity evidence
- Student growth data
- Cost per student gain
- Comparison to alternatives

Module 4: Measuring Instructional ROI

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A simple cost-effectiveness calculation:

- \$120,000 intervention
- 80 students served
- 32 students reached benchmark
- \$3,750 per successful student outcome

Is this cost justified compared with competing interventions?

PET Findings to Budget Actions

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Decision matrix:

Strong implementation + strong outcomes = **Scale**

Strong implementation + weak outcomes = **Replace**

Weak implementation + promising outcomes = **Retrain**

Weak implementation + weak outcomes = **Sunset**

Interactive CFO Case Study Activity

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Would You Refund This Program?

Grade 3 Literacy Intervention

- Annual cost: **\$185,000**
- Students served: **90**
- Benchmark proficiency rose from **41% to 52%**
- Only **60% of teachers completed PD**
- Walkthroughs show inconsistent use
- Principal requests expansion to Grade 4
- Grant funds expire next year

Group prompt: Each group must choose one:

1. Scale
2. Maintain
3. Redesign
4. Discontinue

Case Study Debrief

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- Program produced meaningful student growth (+11 points)
- Evidence showed significant implementation fidelity weaknesses
 - Only 60% PD completion
 - Inconsistent walkthrough evidence
 - Mixed teacher buy-in
- What to do?
 - Continue the Grade 3 investment, replace expiring grant dollars only for one additional year, and require a formal redesign plan before considering expansion.
 - Do not scale partially implemented success.

Current Landscape

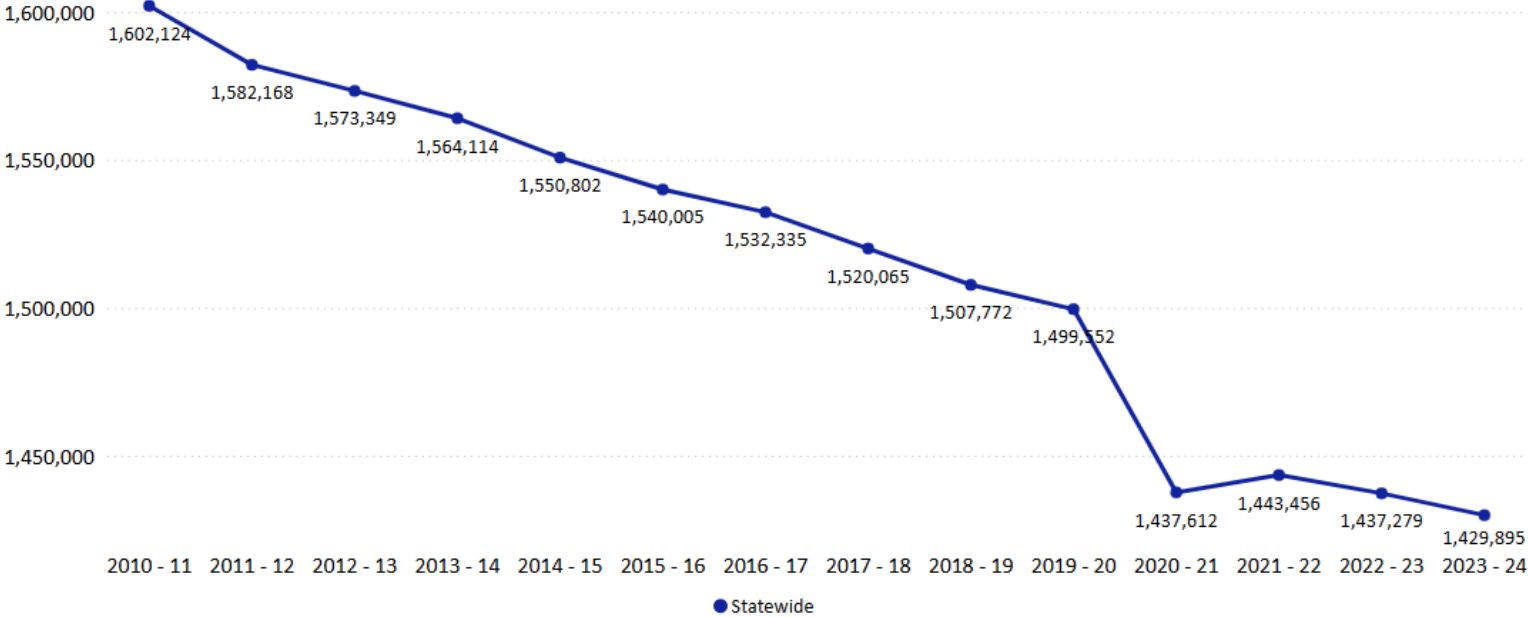
- What is going on in Michigan?
 - Declining Enrollment
 - Low Proficiency Rates
 - MDE/Governor/Legislative Response

Additional reference slides are available at the end of this SlideShow.

Declining Enrollment

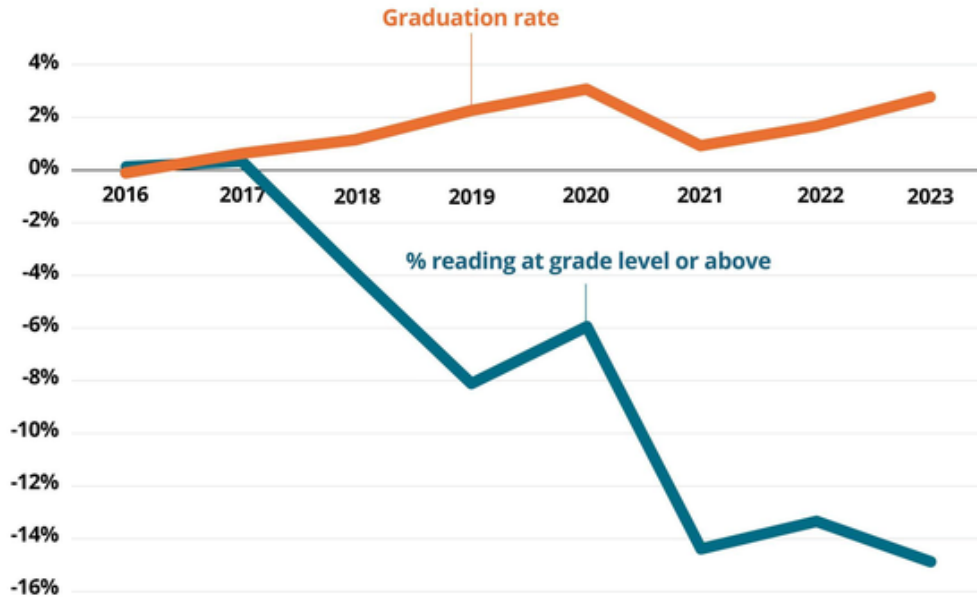
2023 - 24
Official Student Count All Grades | All Students/Staff

Snapshot Trend



Michigan 4th Grade Reading & Graduation Rates

Michigan High School Students: Change in Reading Ability and Graduation Rate



MI is 44th in 4th Grade Reading

Governor Whitmer's Remarks (13:57 - 22:06)

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- Every Child Reads, Every Eats & Succeeds
 - Literacy Focus
 - LTRS Training for Teachers
 - Tutoring, Small Group Support for Students
 - Free Pre-K for all
 - Free Meals to Continue for all
 - Safety
 - Cell Phones

Key Aspects of Michigan Dyslexia Law:

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- Screening Requirements: Public schools must screen K-3 students for characteristics of dyslexia three times annually.
- Implementation Timeline: Screeners must be in place for K-3 by the 2027-28 school year.
- Teacher Preparation: Teacher preparation programs must include instruction on dyslexia identification and evidence-based interventions.
- Targeted Support: Students with identified markers (including grades 4-12 showing "red flags") will receive support focused on decoding and word recognition.
- Resources: The [Michigan Association of Intermediate School Administrators \(MAISA\)](#) provides resources on Public Act (PA) 146 implementation

This legislation aims for early identification rather than waiting for formal diagnosis.

Teach as you present!

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CURRICULUM MATERIALS PILOT AND EVALUATION PROCESS

CURRICULUM MATERIALS REVIEW PROCESS

CURRICULUM MATERIALS ADOPTION PROCESS

(Excerpt from Board Action Item)

Dearborn Public Schools researched, selected and piloted two elementary science programs during the 21-22 and 22-23 school years. After careful consideration by the elementary Science Committee, elementary principals and Curriculum Council, the district proposes to contract with Amplify to purchase Amplify Science materials for a three year period. The contract includes teacher and student consumable, manipulatives and digital materials for Amplify's elementary science program, along with professional development for teachers.

Funding Source: General Fund & Funded Projects Title II Grant

Teach as you present!



Dearborn Public Schools
2024-25 Budget
Budget Hearing May 2025

Factors That Influence What Schools Do

Evidence Based Practices ([Pic](#))

Mandates

Accountability

Changing Demographics

Politics & a Pandemic

What is Your District doing?

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- Think about all that your district is doing. List the initiatives.
- Why are you doing all of these things? Are they aligned with your district's needs? Will they help students?
- How do you know what is working and what is not working?
- What will you do with this information?

Curriculum

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What it is...

- Standards
- Instruction
- Assessment
- Tools
- Processes

What it isn't...

- Programs
- Packaged
- Purchased

For Our Purpose Today

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- Teaching - what and how
- Learning - why, what and how
- Assessment/Data/Evidence - demonstrates learning
- Support for Students - beyond academics

CCSS -What are they?

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<https://www.youtube.com/watch?v=9IGD9oLofks>

- Research and evidence-based
- Aligned with college & work expectations
- Rigorous
- Internationally benchmarked
- Nationally selected because mastery is essential:
 - for college & career readiness in the 21st century
 - for a globally competitive society



A map showing states in the U.S which have either adopted, not adopted, partially adopted, or repealed the Common Core State Standards:

- States that have adopted the Standards
- States that have partially adopted or partially repealed the Standards
- States that adopted but later repealed the Standards
- States that never adopted the Standards

Impacts on Curriculum

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- Mandates
- Accountability Measures
- Changing Demographics
- Politics



Affects what?

- Staffing
- Procedures/Classroom protocols
 - inclusive vs pull out
- Purchasing supplies
- Textbooks
 - Hardcover vs Online
- Who qualifies for what resources?
- Training & in-service

Mandates & Requirements

District Improvement Plans

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- Building and District should be aligned
- There should be a process to do both
- Can support strategic planning
- MICIP - WSCC Framework
 - Assess, Plan, Implement, Report



School Improvement Plans

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- MICIP
- School-based Plan for Improvement: every students
- Academic Goals, Non-Academic Goals
- Professional Learning
- Plus Student Data Analysis

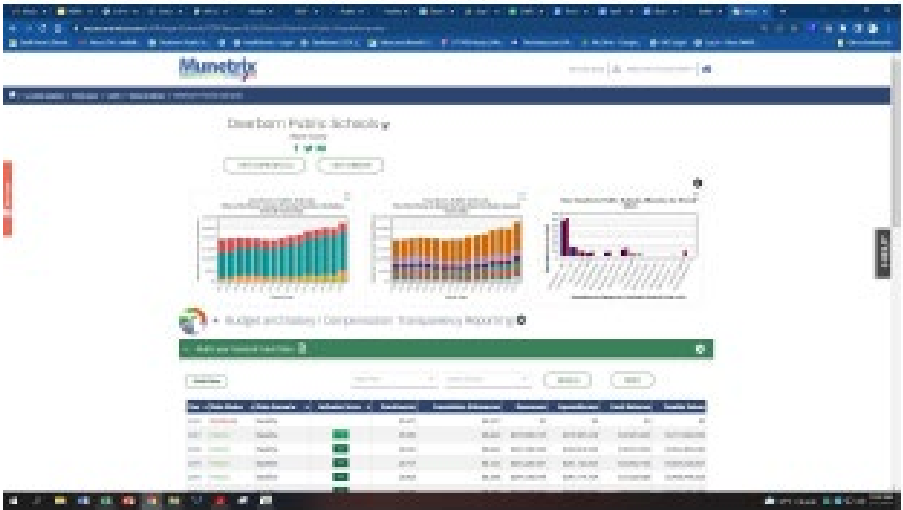
Title IA Plan

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- Targeted Assistance or Schoolwide ([Template](#))
- Requirements:
 - Comprehensive Needs Assessment (CNA) - Munetrix, Linkit!
 - High Quality Instruction and Supports for All Students
 - Identification and Monitoring of High Need Students
 - Services to High Need Students
 - Coordination, Integration, and Transitions
 - Instruction by Effective, Qualified, and Licensed Staff
 - High Quality and Ongoing Professional Learning
 - Strategies to Increase Parental and Family Engagement
 - Program Development, Review and Revision

Use Technology to tell the your story

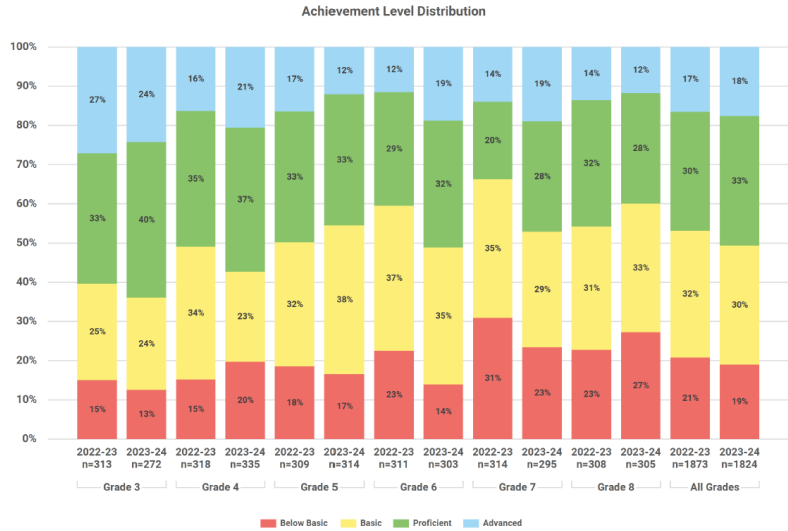
Muntrix Profile Data



Linkit!

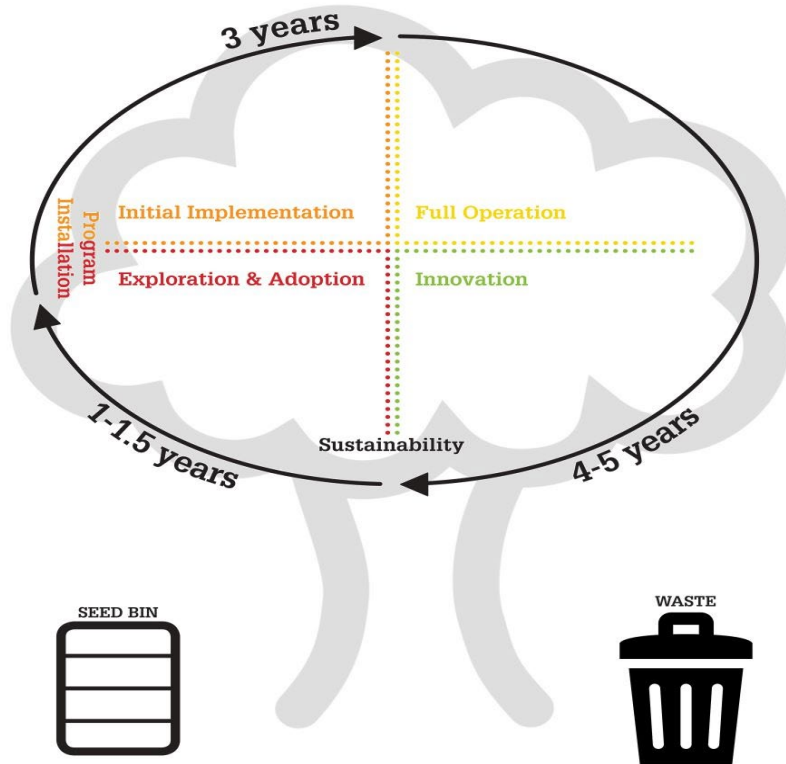
Math Achievement and Growth

Same grade, different students



Plans require Implementation

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How many initiatives are too many?

Who is impacted the most?

Sustainability is a “forever” process!

The “Quality” Factor

77

April 1983 - “A Nation at Risk”

“All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests but also the progress of society itself.”

Legislated Changes in Education

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[ESSA](#) (MDE reference)

[CCSS](#) (video link on later slide)

[Collective Bargaining](#) (MASB reference)

[Teacher Evaluation](#) (MDE reference)

[Read by Third Grade Law](#) (MDE reference)

[Dyslexia Law](#) (MDE Reference)

[At Risk](#) rule Changes (MDE reference)*

Every Student Succeeds Act

79

- A rare bipartisan agreement on the part of the nation's chronically polarized policymakers. For the first time in more than a decade, Congress has redefined the federal role in elementary and secondary education.
- And it's done so in a way that aims to enhance the authority of states and school districts that had long chafed at the strictures of ESSA's predecessor, the No Child Left Behind Act.

ESSA = Funding Flexibility

80

- States and districts more flexibility in general—and particularly in how they use Title I aid
 - States will have a process to grant waivers to schools to use Title I aid in places other than schools with 40% or more E.D. students
 - Changes to the federal "supplement not supplant" rule, which says that schools can't use Title I money for anything their states already required them to spend money on

Public Act 7 – REVISED Read by Grade Three Law

(March 24, 2023)

81

- Beginning with 2023, the law mandates school districts adopt a state approved **screening, formative** and diagnostic reading assessment **system**.
- The legislation describes and mandates required **individual reading plans (IRIPs)** with **daily targeted** 1:1 or small group **intervention and supplemental reading intervention**.
- Districts must use reading coaches provided through the ISD. (Alternatives for PSAs)

Public Act 7 – REVISED Read by Grade Three Law

(March 24, 2023)

82

- ❑ In terms of state funding for these new mandates, generally, there isn't any, constant changes, then what happens when it goes away?
- ❑ In the current year budget each ISD is given \$37,500 to hire reading coaches (so, pretty much nothing).
- ❑ Other than that, there is no state funding dedicated to pay for the new mandates.
- ❑ Utilizing other eligible funding sources can be targeted for this area.

Public Act 7 – REVISED Read by Grade Three Law

(March 24, 2023)

83

- The law requires principals to target specific areas of professional development for teachers in **grades K-3** based on the reading development **needs data for incoming pupils, differentiate and intensify professional development** for teachers based on data gathered by monitoring teacher progress in improving pupil proficiency rates among their pupils, establish a collaborative system within the school to improve reading proficiency rates in grades K-3, and ensure that **time is provided for teachers to meet for professional development.**

Public Act 7 – REVISED Read by Grade Three Law

(March 24, 2023)

84

- The previous school aid budgets have contained categorical funding for early literacy. The relevant funding section are here.
- New Sections:
 - 31o, 31n, etc...
 - SFA, HFA reports

35a(3)	Early Literacy Professional Development	950,000
35a(4)	Early Literacy Diagnostic Tools	1,450,000
35a(5)	Early Literacy Teacher Coaches	3,000,000
35a(6)	Early Literacy Added Instructional Time	17,500,000
35a(7)	Early Literacy - Michigan Education Corps –GF	1,000,000
Total		23,900,000

What Dearborn is doing to address this area.

Combination of 35a(5) and At Risk funds.

Title 2A and Title 4

85

Title 2A - Allowable activities

- ❖ Formula based or competitive
- ❖ Helps support curriculum - discretionary!

Title 4 - Allowable activities

- ❖ Grants awarded \$10k vs \$30k+
- ❖ Focus Areas:
 - Well rounded education;
 - Safe and Healthy students; and
 - Use of Technology

Individuals with Disabilities Education Act

- ❑ The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation.
- ❑ IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.
- ❑ Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B.

The Purpose of IDEA

The essential purpose of IDEA hasn't changed, though. Its primary goals are:

- **To protect the rights of children with disabilities.** IDEA ensures students with disabilities have access to a free and appropriate public education (FAPE), just like all other children. Schools are required to provide special education in the least restrictive environment. That means schools must teach students with disabilities in general education classroom whenever possible.
- **To give parents a voice in their child's education.** Under IDEA, parents have a say in the educational decisions the school makes about their child. At every point of the process, the law gives parents specific rights and protections. These are called procedural safeguards.

Who's eligible under IDEA/MARSE?

Students with

- Autism spectrum disorder
- Deaf-blindness
- Blindness
- Emotional Impairment
- Deaf or hard of hearing
- Visual impairment
- Cognitive Impairment
- Severe Multiple Impairment
- Physical Impairment
- Other Health Impairment
(including ADHD)

Students with

- Specific Learning Disability
(including dyslexia,
dyscalculia, dysgraphia,
among others)
- Speech and language
impairment
- Early childhood
developmental delay
- Traumatic brain injury

What MTSS is About

- Reaches more students
- Allows for collaboration of services
- Eliminates the "wait to fail" model

**CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT**

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

4 Critical Questions of a PLC

91

(Professional Learning Community)

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

10 MINUTE BREAK...



Accountability

1990's: Accountability

94

- Push to increase the number of charter schools and parent choice
- Rise in the role of the school boards to micro-manage school business
- Parents, community members and business leaders demand greater accountability from schools
- Michigan teams with Standard & Poor's School Evaluation Services (SES) to analyze performance of all school districts

Michigan...Public Act 25 of 1990

95

Implementation of a school improvement plan as the process of change

- Development of a model core curriculum at the district level
- Implementation of a school accreditation process to verify change
- Publication of an annual education report by every district and for every school

Assessment

96

- State: M-STEP, WIDA, MI-ACCESS, PSAT, SAT, ACT Work Keys
- Local: district, school, NWEA, benchmarks

What assessments does your district use?

Do you know? Grant funds available to be reimbursed (Sec 104)

Educator Evaluation (Changes for 24-25)

97

Item	Was	Current - Where is it going?
Rating Changes	Highly Effective, Effective, Minimally Effective, Ineffective	Effective, Developing, Needing Support
Student Growth Percentage	40%	20%
Student Growth Data	50% State Assessments	Collectively Bargained
Annual Evaluations for All	Except when HE on 3 most recent - could be bennially	Except when HE or E on 3 most recent - could be bennially or triennially

Professional Learning

98

- Investing both time and money
- Is it a priority in your contracts?
- Is it a priority in the budget?
- Required to ensure teacher quality and retain strong professionals

99

Application

Cases

100

- In small groups, review the budget scenario at your table.
 - One of three scenarios to be discussed
 - Be ready, to report out:
 - How to approach the request
 - How will you fund it
 - Questions you would propose to the requester

Please select a scribe that will share out to the whole group. [Link to activities](#).

101

Wrapping It Up

Reflection

102

I used to think....
know.....

Now I

Changing Student Populations

Changing Student Populations

104

Changing Demographics:

- socio-economic status
- location: urban, suburban, rural
- ethnicity and race
- family structure
- well-being
 - social-emotional, mental health, trauma, COVID

Children Living in Poverty

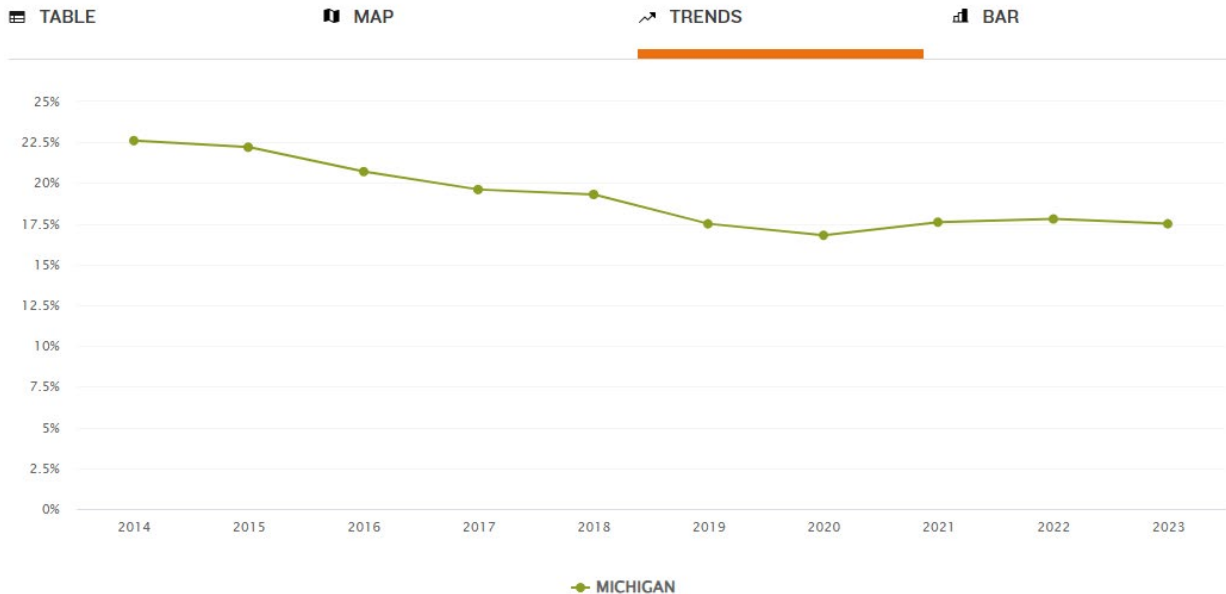
105

- Children's Defense Fund
- Federal poverty level in 2023: \$30,000/year, family of four
- By Race (2021)
 - 19.5% - Blacks
 - 8.1% - non-Hispanic Whites
 - 17.1% - Hispanic
 - The Poverty rate for Blacks and Hispanics is more than double that of non-Hispanic Whites.

Michigan's Poverty

106

- Poverty rate in 49 of state's 83 counties rose in 2022
- Michigan's rate, 13.3 percent, is the 13th highest in the nation, up from 18th



This chart shows that Michigan's poverty rate has slowly declined the past few years.

Socio-economic status

107

- The experience of poverty changes both the stresses on children and the resources to support them:
 - Urban poor students tend to have more chronic stressors, including high mobility, poor housing stock, higher crime rates, environmental and noise pollution, and limited access to nature.
 - Rural poor students may have lower crime and costs of living and better access to nature and play areas, but may be more economically (and potentially racially or linguistically) isolated.
 - Suburban poor students tend to have lower stressors and higher resources than rural or urban poor students, but they may face more frequent discrimination from wealthier peers, and feel more socially isolated in their communities.

~EdWeek

Location: urban, suburban, rural

108

- The geography of child poverty is changing, and research suggests educators may need to tailor their supports for disadvantaged students in rural, suburban, and urban areas.
- child poverty is rapidly moving from rural and inner-city communities to suburban areas and small towns

WHO CHILDREN ARE LIVING WITH

Married father and mother, only father working



Married father and mother, both working



Divorced mother



Never-married mother



Other*



Grandparents



Percentage of U.S.-born children 0 to 17 years old, by living arrangement 2008-2010



*Includes living arrangements with cohabiting couples; siblings; widowed, divorced and never-married fathers; both parents who are not working; married couples with one parent absent.

NOTE: Percentages may not add up to 100 percent because of rounding.

English Learners

- In the U.S., English learners make up **10.4%** of public school K-12 enrollment (bit over 5 million students in 2019 per [IES/NCES](#))
- In **Michigan**, English learners make up **7.3%** of public school K-12 enrollment (103,717 students)
- Michigan's additional funding for English learners ranges from about 1% to 11% of the average foundation allowance ([Detroit Free Press](#))
- Federal law requires programs that educate children with limited English proficiency to be: based on a sound educational theory; adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and periodically evaluated and, if necessary, revised.
 - Testing
 - Services
 - Support for families

Equity, Inclusion, Diversity, Belonging

111

- Curriculum
- Materials
- Assessments
- Professional Learning
- Hiring Practices

Changing Staff Trends

112

Changes since COVID hit & Teacher Shortage

- Teacher mobility increased
- Higher staff turnover rates

Curriculum

114

What it is...

- Standards
- Instruction
- Assessment
- Tools
- Processes

What it isn't...

- Programs
- Packaged
- Purchased

For Our Purpose Today

115

- Teaching - what and how
- Learning- why, what and how
- Assessment/Data/Evidence - demonstrates learning
- Support for Students - beyond academics

Impacts on Curriculum

116

- Mandates
- Accountability Measures
- Changing Demographics
- Politics



Affects what?

- Staffing
- Procedures/Classroom protocols
 - inclusive vs pull out
- Purchasing supplies
- Textbooks
 - Hardcover vs Online
- Who qualifies for what resources?
- Training & in-service

Components of a Curriculum

117

- **Standards** (CCSS, NGSS, C3, MSS, GLCE, etc)– State or national standards and “big ideas” in the curriculum by grade level/grade level band/subject area
- **Essential/Impact/Power Standards**– A subset of the standards that educators have determined to be the highest priority or the most important for students to learn. (“Non-negotiables” for every student)
- **Scope and Sequence**- The depth and breadth of the content to be taught and the order in which the content is to be taught
- **Curriculum Map and Pacing Guide** – Clear guide for the concepts and assessments through the year and timeline for teaching.
- **Instructional Units**-- Outcomes, essential questions, resources and materials, duration, instructional activities/lessons, formative assessments, etc
- **Assessments** – ALWAYS linked to standards

Key Components of Guaranteed and Viable Curriculum

118

Alignment to Standards - Ensure that the curriculum is tightly aligned to state and national academic standards, providing a clear roadmap for student learning.

Vertical Articulation - Establish a clear progression of skills and knowledge across grade levels, allowing for seamless learning from one year to the next.

Consistent Implementation - Provide teachers with comprehensive instructional resources and support to ensure consistent implementation of the curriculum across all classrooms.

Ongoing Evaluation - Regularly review and refine the curriculum based on student performance data, incorporating feedback from teachers and other stakeholders.

What, exactly, is a Curriculum?

119

- Curriculum is defined in different ways depending on who is defining it.
- There is the
 - intended curriculum - What is supposed to be taught
 - enacted curriculum - What is being taught
 - hidden curriculum - informally and/or unintentionally taught
 - written curriculum - documented
 - unwritten curriculum - see hidden curriculum
 - AND courses offered by a school, a set of standards (i.e. the CCSS), a collection of lesson plans....

Traditional Definition: Curriculum has been defined as the skills and knowledge that students are to learn. Note: This has largely been determined for us (CCSS, NGSS, etc.).

One Definition of Curriculum

120

What is it?

Any document or plan that defines:

- The **work** of teachers
- The **content** to be learned by the students
- The **methods** to be used in the process

Curriculum

```
graph TD; C[Curriculum] --> W[What is it?]; C --> WI[What isn't it?]; C --> P[What is the Purpose?];
```

What isn't it?

A curriculum is NOT the textbook or program you purchased from a publisher.

What is the Purpose?

To **focus** and **connect** the work of classroom teachers in school to the standards, assessments, and classroom practices in order to raise student achievement

Curriculum can no longer be what you have been doing for the past 15 years unless it is demonstrated to be in line with the standards and assessments!

Another Definition of Curriculum

121

- The curriculum is the work plan* or plans developed by or for teachers to use in classrooms that defines the content, scope, and sequence of the content, and to some extent the methodology of their teaching
- *The *work plan* must provide for:
1) *consistency* 2) *coordination* 3) *flexibility*

Deciding What to Teach and Test, Fenwick English

Components of a Curriculum

122

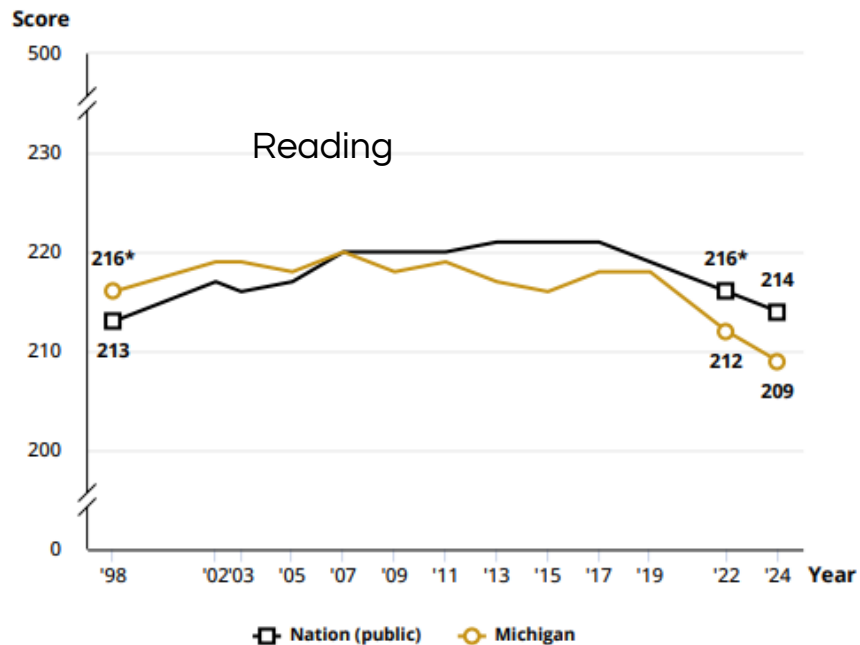
- Philosophy – for the discipline
- Exit Outcomes – as result of the K-12 experience in the discipline
- Instructional Practices – for the content area
- Grade Level Standards/Outcomes – national standards and “big ideas” in the curriculum by grade level
- Scope and Sequence – for outcomes/standards
- Course/Grade Descriptions
- Unit Descriptions/Grade Level Overviews
- Inside the Unit – outcomes, essential questions, materials, duration, instructional activities/lessons, assessment plan
- Assessments – linked to outcomes

123

Student Achievement Data

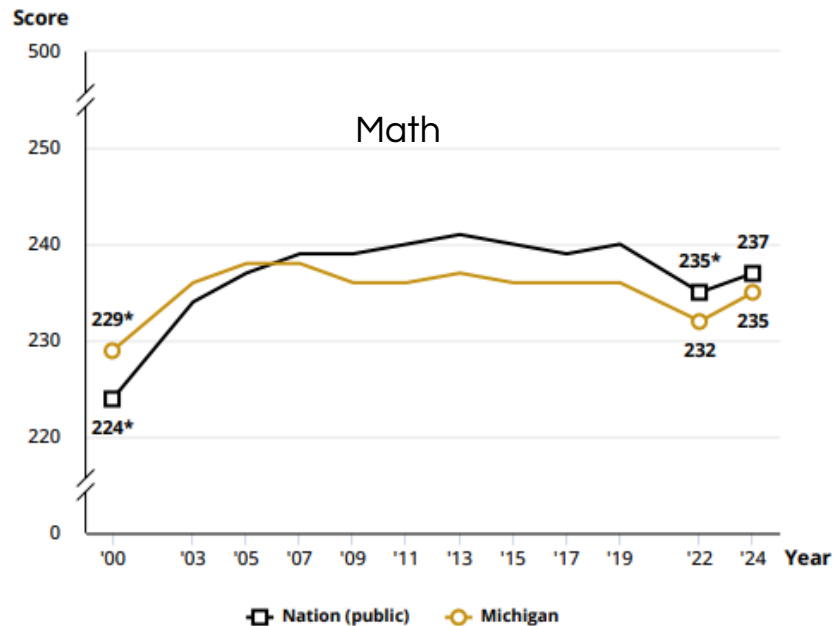
2024 NAEP 4th Grade Results

19.1
AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different ($p < .05$) from 2024. Significance tests were performed using unrounded numbers.

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)

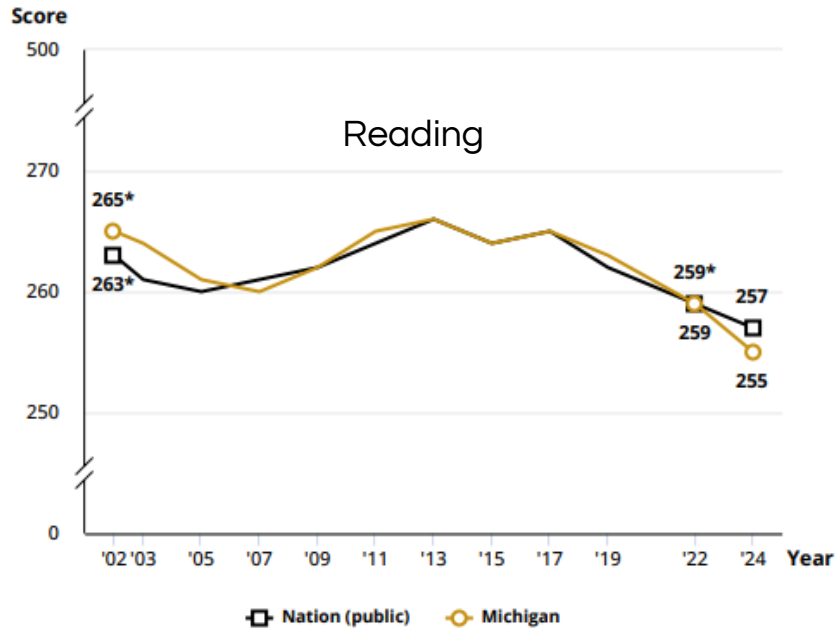


* Significantly different ($p < .05$) from 2024. Significance tests were performed using unrounded numbers.

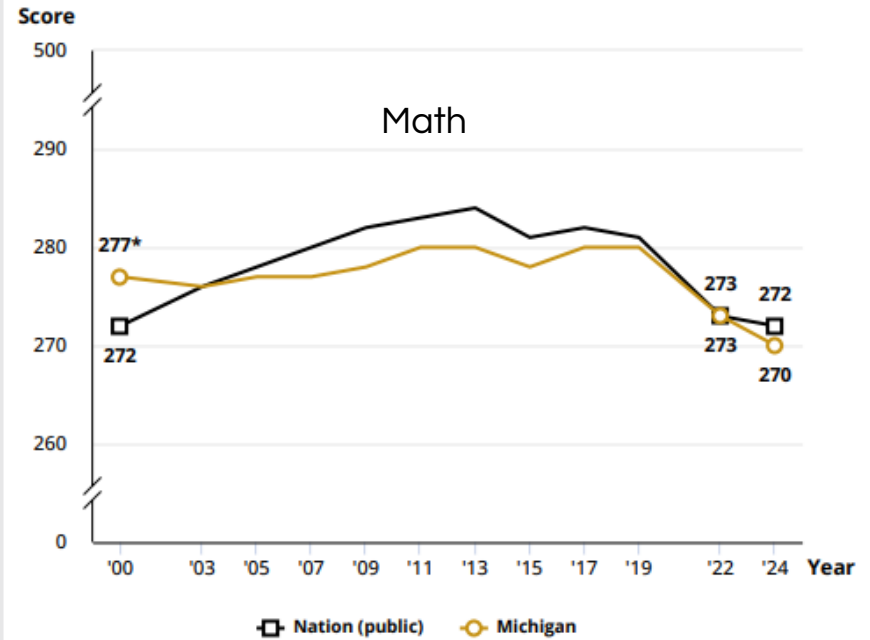
2024 NAEP 8th Grade Results

125

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different ($p < .05$) from 2024. Significance tests were performed using unrounded numbers.

* Significantly different ($p < .05$) from 2024. Significance tests were performed using unrounded numbers.

M-STEP 3rd Grade ELA

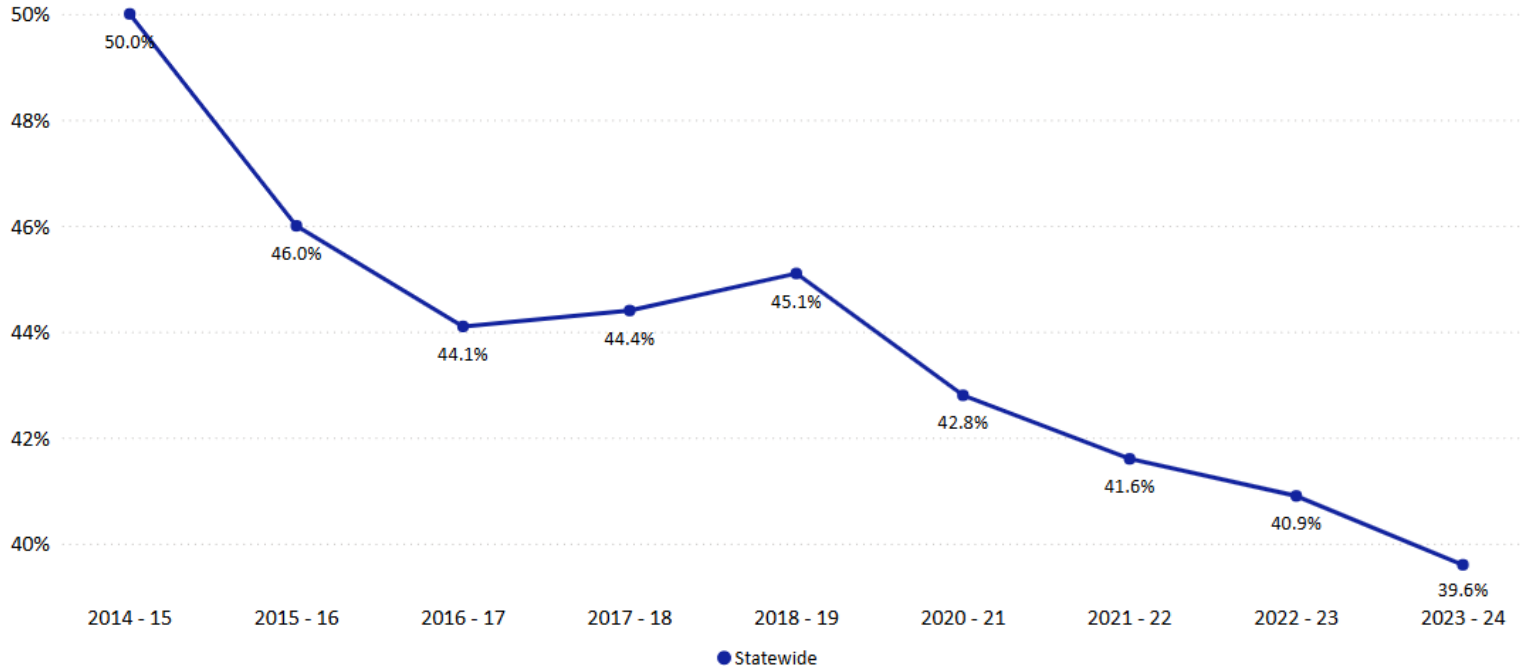
126

2023 - 24

M-STEP English Third Grade - Percent Met | All Students/Staff

Snapshot

Trend



M-STEP 3rd Grade Math

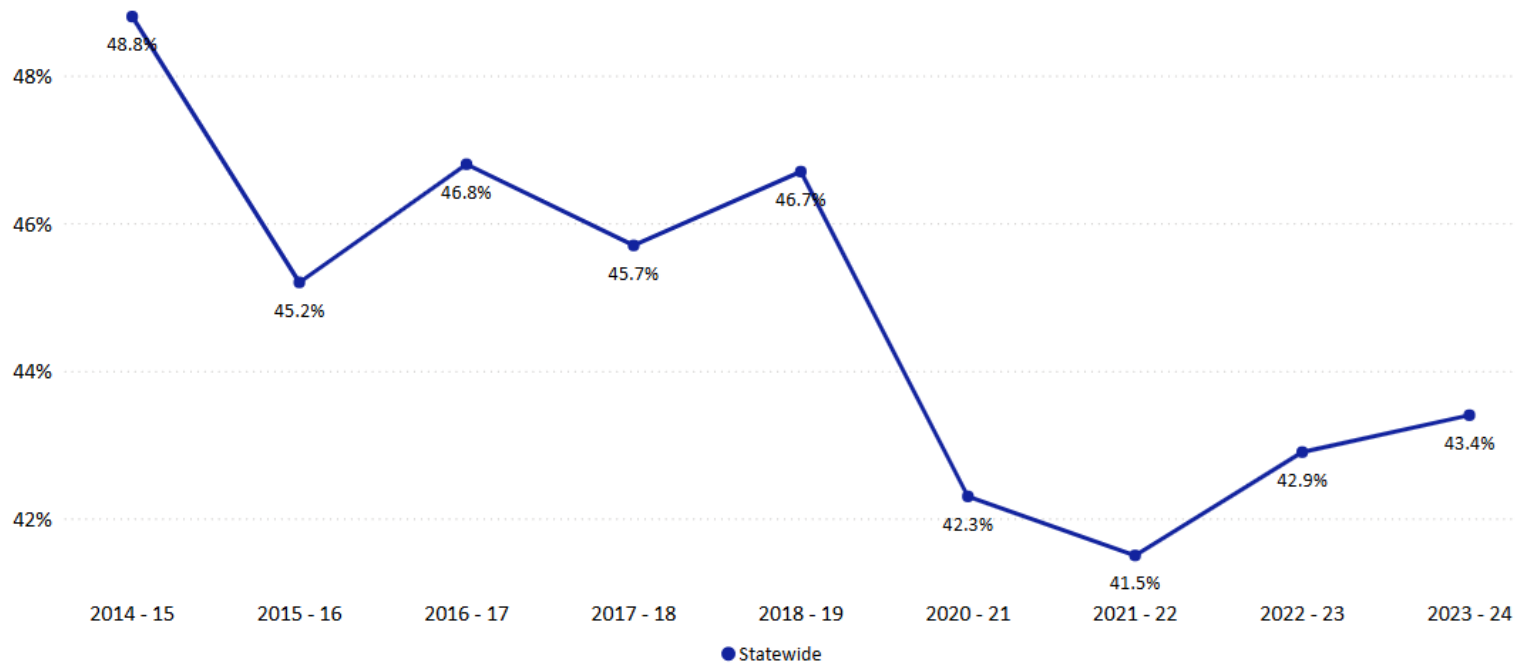
127

2023 - 24

M-STEP Math Third Grade -Percent Met | All Students/Staff

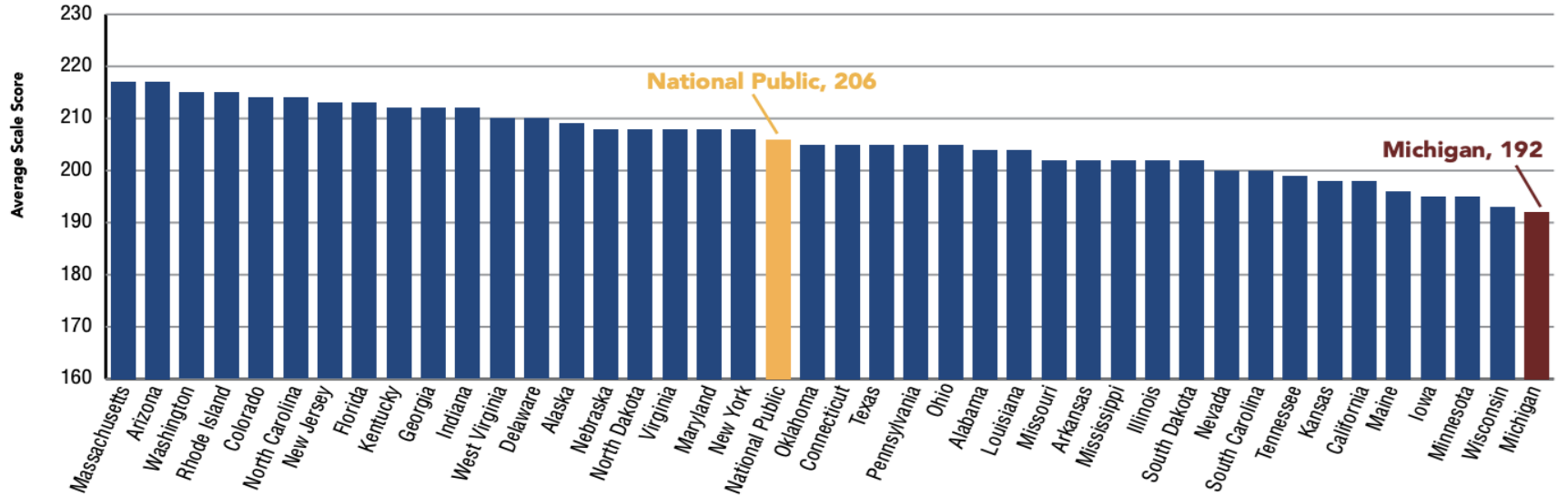
Snapshot

Trend



Michigan Last for African American Students in Early Literacy Compared to Nation

Average Scale Score, NAEP Grade 4 – Reading – African American Students (2015)



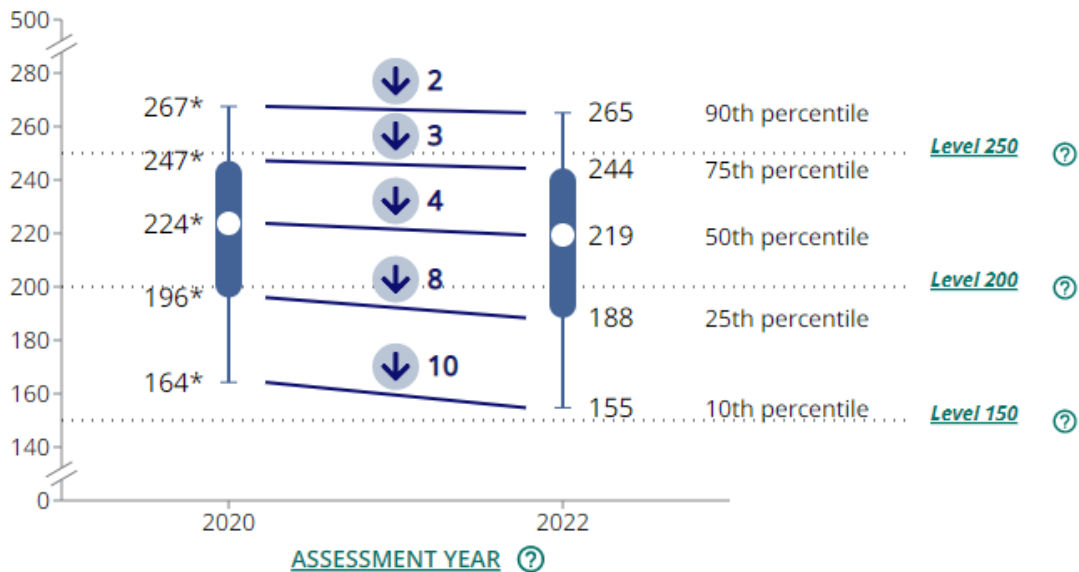
Source: NAEP Data Explorer, NCES (Basic Scale Score = 208; Proficient Scale Score = 238), 2015

NAEP Reading Scale Scores

129

READING

SCALE SCORE ⓘ



NAEP Michigan Reading

130

Grade 4 Michigan Reading

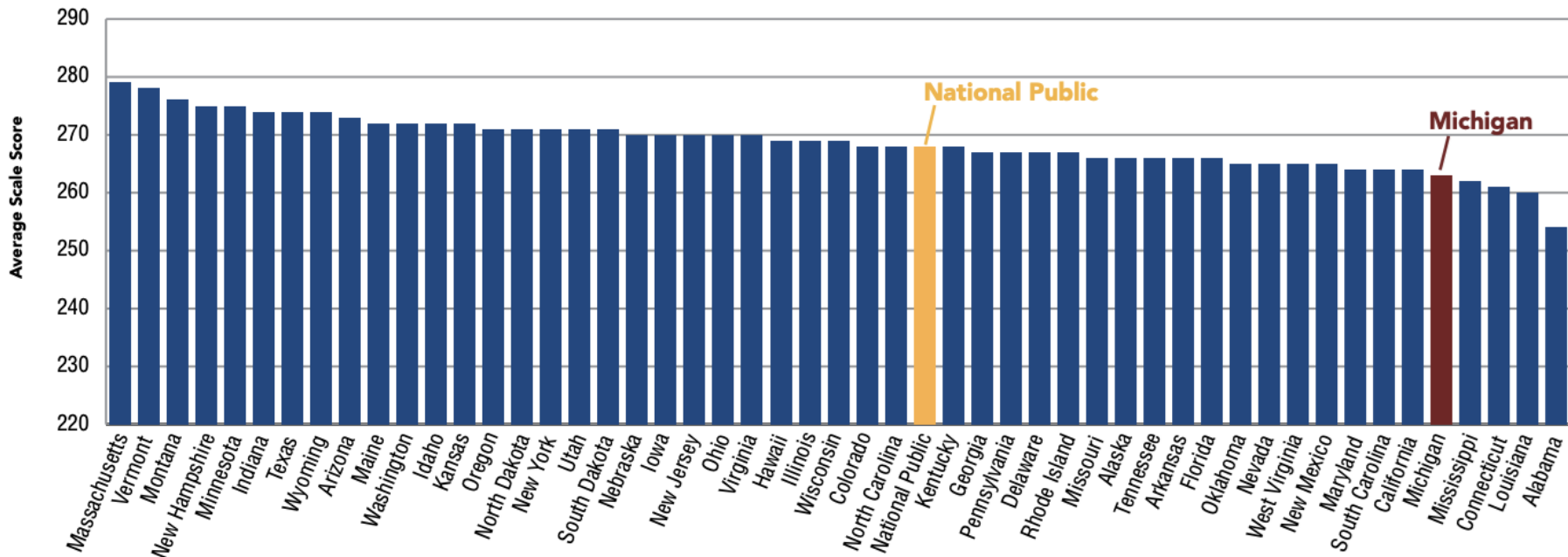
(See bottom right chart)

National assessment shows Michigan students stumbled in reading and math

Detroit Free Press (10-24-2022)

Michigan Among the Bottom Five States in the Nation for Low-Income Students in Eighth-Grade Math

Average Scale Score, NAEP Grade 8 – Math – Low-Income Students (2015)



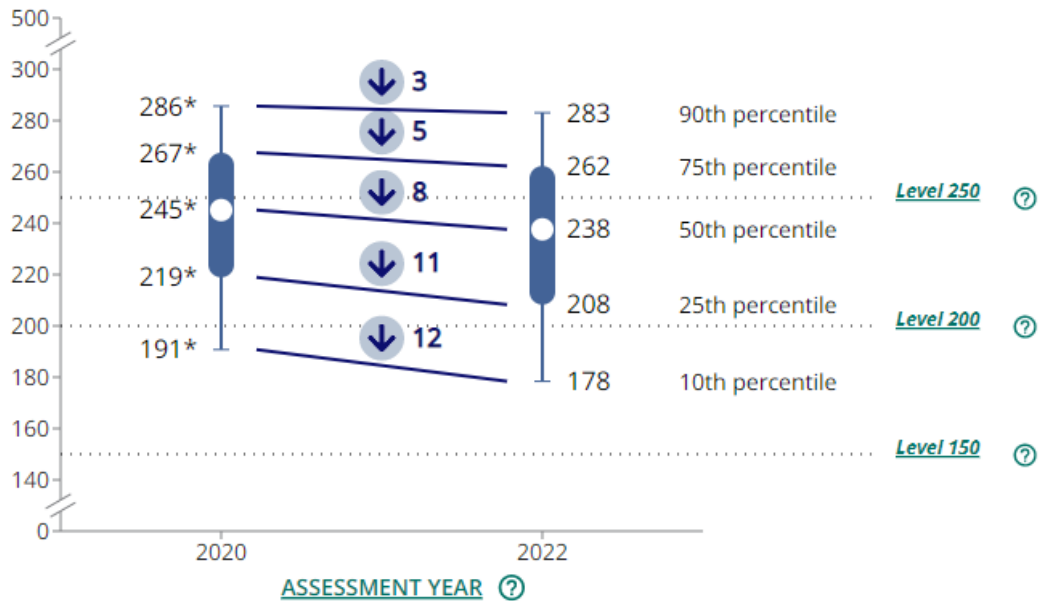
Source: NAEP Data Explorer, NCES (Basic Scale Score = 262; Proficient Scale Score = 299), 2015

NAEP Math Scale Scores

132

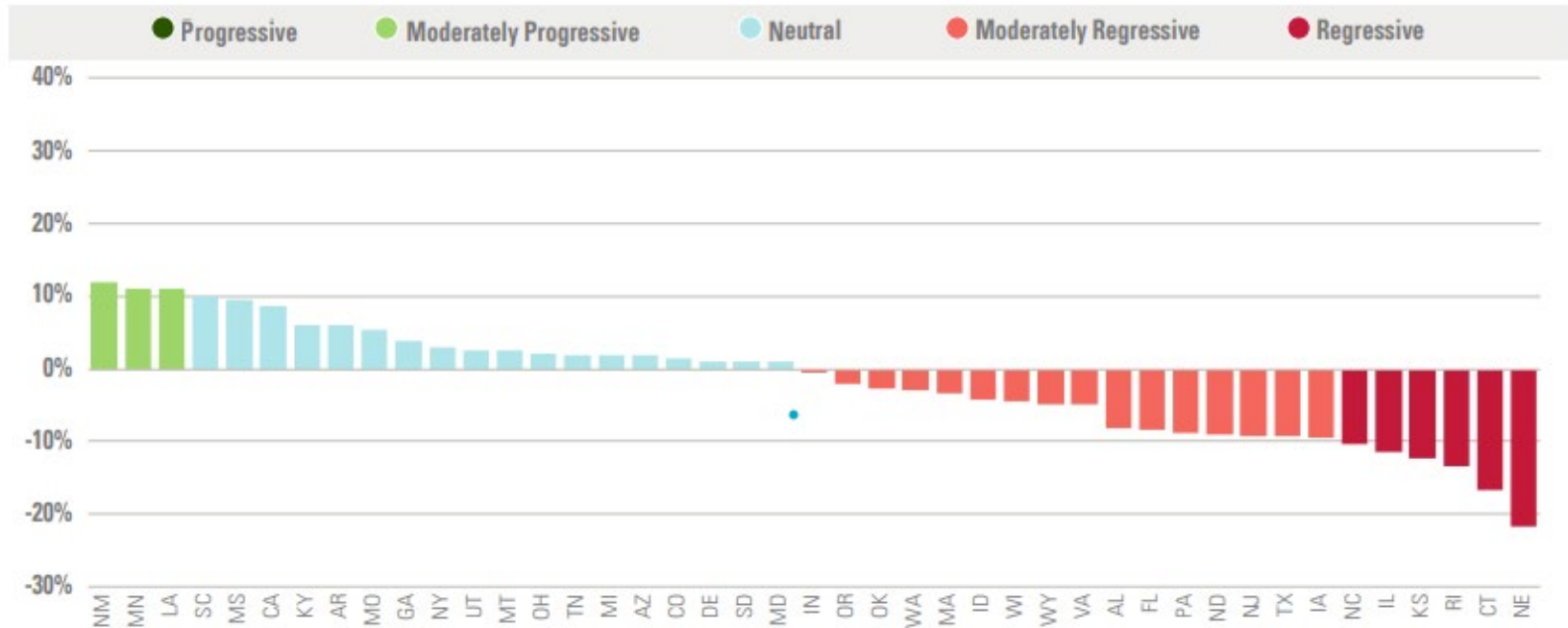
MATHEMATICS

SCALE SCORE ?



Funding Gaps

FIGURE 1: Gaps in State and Local Revenues per Student Between Districts Serving the Most and Fewest Students of Color, 2018-2020



Top Ten for Education - Not by Chance

134

- Excerpt from
 - 2023 State of Michigan Report released by [The Education Trust-Midwest](#) and the latest - [Marshall Plan](#)
 - [MDE Top 10 Strategic Educational Plan](#)

Top Ten for Education - Not by Chance

135

ED TRUST 2023

- Fair system of school funding
- System of fiscal transparency
- Accountability for spending
- Invest in ed recovery
- Extended/expanded learning time
- Access to rigorous coursework
- Honesty about student performance
- **Quality early childhood ed**

ED TRUST 2020

- Fair investment
- Honest info, transparency and public reporting
- Extended learning time
- Quality virtual instruction and access
- Inclusivity and socioemotional supports
- Transition to Postsecondary opportunities

MDE Top 10 STRATEGIC PLAN

- Provide adequate and equitable school funding
- Improve early literacy achievement
- Improve the health, safety and wellness of all learners
- Expand secondary learning opportunities
- Increase the percentage of high school graduates
- Increase the percentage of adults with postsecondary credentials
- Increase the number of certified teachers
- **Expand early childhood learning**

Additional Indicators and Responses

136

- School Finance Research Collaborative
<http://www.fundmischools.org>
- Michigan's Talent Crisis
<https://midwest.edtrust.org/michiganachieves/>
- [MDE's Strategic Plan](#)
- [Michigan's School Funding: Crisis and Opportunity](#) (p.6)
- National Leadership - President Trump is working to dismantle the [U.S. Dept. of Ed.](#) and create more school choice