

Report from the SEAC Committees on The Unintended Consequences of High School Reform

June 2007

On April 20, 2006, public education in Michigan entered a new era. That day, Governor Jennifer Granholm signed into law a rigorous new set of statewide graduation requirements. The goal is that all Michigan students graduate from public schools whose curriculum is aligned with high standards and that mastery of those standards is achieved through instruction that has rigor, is relevant and builds relationships. The challenge is daunting, the need paramount, the timing of the moment.

Achieving high standards is in the best interest of all children. Saying that and doing that, however, are different things. The process of shifting from the system as it has been to the system as it will be is not like flicking a light switch. Rather, change is a process and with that process, adults will discover things that work – and things that don't. During the process of learning to 'do school' while achieving high standards, the unfortunate result will be some children finding themselves experiencing unintended consequences of these changes.

The Michigan Special Education Advisory Committee (SEAC) role is to advise the Michigan Department of Education and the State Board of Education of unmet needs with regard to the education of children with disabilities. We applaud the adoption of high standards for all children and welcome an instructional approach built on rigor, relevance and relationships. However, we believe that children with disabilities may be most at risk for experiencing unintended consequences of these changes in expectations.

During the 2005-2006 school year, the SEAC devoted time to learning about the high school reform initiative in Michigan, developed a primer on high school reform with definitions of the key terms associated with the movement (rigor, relevance, and relationships). SEAC also recommended that dialogue continue on the unintended consequences and ways for school to prevent or minimize them as part of the 2006-07 work. This report is the result of that dialogue.

Confusion - Michigan Merit Curriculum/Grade Level Content Expectations/Personal Curriculum

The Michigan Merit Curriculum (MMC) sets rigorous new standards designed to prepare Michigan's students with the knowledge and skills needed for jobs in the 21st century. Effective for the class of 2011 or the students in grade 8 during the 2006-07 school year, the MMC shifts the focus from completion of courses to content competency. The MMC opens the door for alternative instructional delivery methods such as alternative course work, career and technology courses, industrial education and vocation education courses, humanities course sequences, or through a combination of these programs. The opportunities to use a variety of means to develop content competency is a potential unintended consequence that will support learning and mastery

for students with disabilities, freeing them from traditional instruction and seat work as the only means to demonstrate their mastery of the content.

The legislation establishing the Michigan Merit Curriculum has a provision for a personal curriculum (PC) modification at the request of the student's parent or legal guardian. The personal curriculum may modify the content expectations as long as it includes as much of the MMC subject matter content expectations as practicable, establishes measurable goals, provides a means to evaluate achievement of the goals, and is aligned with the pupil's educational development plan. Further, students who successfully complete their personal curriculum may be awarded a diploma. There is considerable confusion about the personal curriculum option, how it interfaces with the present level of educational performance (PLEP) statement, educational development plan (EDP), a student's individualized education plan (IEP), and graduation requirements. This confusion may result in the personal curriculum option not being used as effectively as it might be, either being used too often for students who are capable of achieving the high standards of the MMC in an alternate instructional mode, or not often enough frustrating some students leading them to disengage from the educational process.

Meeting the grade level content expectations (grades K-8) and the high school course/credit expectations necessitates a higher level of collaboration and coordination of educators, students and parents than ever before, in particular for those students with disabilities. There is a mismatch between the grade level content expectations and the high school course/credit expectations for the current 8th grade students in that the grade level content expectations were only instituted in the 2004-2005 school year. The students that have had the opportunity to learn the grade level content expectations are currently in 2nd grade and not in 8th grade. It is important to note that the high school course/credit expectations and guidelines build upon the grade level content expectations. For students with disabilities to successfully graduate, they need a seamless, holistic support system to assure that all responsible parties are aligned and work together. This support would 1) look at student performance over time, 2) provide continuous monitoring to pinpoint challenge areas, 3) reallocate instructional resources where necessary, 4) and adapt strategies in a timely manner in order to ensure that students continue to make progress towards meeting the requirements of the MMC. As part of the support system, a case manager should be identified responsible for ensuring that all responsible parties (e.g., Transition Coordinator, EDP team, IEP team, parents, teachers, school principal) work together in considering PLEPs, IEPs, EDPs, and, if necessary, PCs, so that each plan complements the other.

A formal structure and process should be set in place for MDE to receive input from the field regarding concerns/needs as schools attempt to implement the graduation requirements. An improved proto-type data management and tracking system is needed that facilitates two-way accountability among MDE, Institutes of Higher Education (IHEs), Local Educational Agencies (LEAs) and community agencies critical for successful transition. Each of these entities must share responsibility for successful student outcomes, rather than the burden falling on LEAs alone. Data should be utilized to inform best practice. A formal mechanism for sharing data to inform best-practice strategies, and time for collaboration should be established through the combined efforts of MDE, school districts, and bargaining units.

Assessment System/Accountability Disconnect

Flexibility to meet individual student needs must not be lost in the quest for standardized curriculum and test results. Assessment information should be used to improve teaching and learning and to develop instructional strategies and goals that are responsive to individual student needs. To the extent that assessment results are used to establish adequate yearly progress (AYP) for schools, this data should not be used to punish schools or stereotype sub-groups of students. There is growing evidence that a school's failure to meet AYP because of low-test scores in sub-groups can frequently be attributed to student mobility and other data collection strategies, rather than to lack of individual student progress. Reports from schools also indicate that special education students, as a sub-group, are often blamed for a school's failure to meet AYP, versus objectively looking at education systems that struggle with knowing how to best reach and teach those who need the help most.

Individual students who receive special education services are placed in this category/sub-group precisely because of their failure to meet content and grade level expectations. Therefore, it is imperative that progress should be measured on an individual basis. A growing number of states have adopted a "value-added" strategy for measuring student progress. The value-added approach tracks and reports individual student progress on assessment results, rather than aggregate sub-group reports. This method has proven much more reliable and accurate than the current system for reporting AYP, and is also more useful information for improving instruction.

Another indicator that is used to determine a school's adequate yearly progress is a graduation rate for high schools of 80%. The graduation rate is determined by the cohort group; in other words, the number of students that begin their freshman year and then graduate four years later. This system does not align with the idea that the MMC requires mastery of the course/credit expectations and guidelines, rather than seat time. This is particularly true for Michigan students with disabilities who may take longer to reach mastery and who are entitled to an education until they reach the age of 26. Furthermore, many current educators, special and general education, struggle with "fairness" when it comes to adjusting the pacing of the delivery of curricular content, providing accommodations, and supporting the use of modifications; thus being somewhat reluctant in making provisions that will allow many more students with disabilities to reach mastery.

A considerable amount of misalignment also exists regarding the Michigan Merit Examination (MME) and the current MEAP Tests. The 2008 MME will include the expectations for Algebra I, Geometry, and Algebra II, even though the 11th grade students may not have had the opportunity to learn all of the expectations that are outlined in these courses. The Michigan Merit Curriculum applies to the current 8th graders, not the current 10th graders. The 2009 MME will include the expectations for science, which also may be premature in terms of students having the opportunity to learn the expectations. In addition, the current MEAP assessments for grades 3-8 do not include some of the Mathematics grade level content expectations. These are called "future core" items and will be included in MEAP assessments in the fall of 2009.

Because the high school graduation requirements are based on student learning of the credit/course expectations and guidelines, the State is currently developing end-of-the-course assessments for required courses of the MMC. By law, these assessments must be developed by the spring of 2009. These summative assessments, end-of-the course assessments and the MME, will support LEAs in determining what achievement of content credit means. The MDE has plans to develop interim or formative assessments called testlets that will chunk content expectations together (end-of-unit tests). There is much confusion in the field as to what a secondary credit assessment system should look like and how to devise one. While clarity is coming, in its absence, confusion and a variety of attempts to fit the current system into the new requirements seems to be the result. Local districts need this information in a far more timely fashion than is presently proposed. Additionally, there is emergent need for the Universal Design and Universal Education strategies to rollout, statewide.

Education Personnel: Pre-service Preparation and Staff Development: Closing the gap between skills needed vs. skills available

Pre-service education is an integration of higher education coursework and “hands-on” experiences for future educational personnel. Pre-service education must address the instructional needs of diverse learners in Michigan’s classrooms and prepare future educational personnel to support all students in achieving our high standards. Its intent must be to support the initial capacity building to enable soon-to-be teachers and other educational staff. They will need to gain skills to implement a rigorous curriculum while providing instructional methodologies that meet individual student needs, including the needs of students with disabilities and those at-risk of soon being identified as such.

Teachers must be equipped with the knowledge, skills, dispositions and abilities to meet the challenge of educating all students to their highest potential, including being prepared to address the instructional needs of diverse learners. Infusion into the higher education coursework and experiences for pre-service teachers and related educational personnel who are charged with shared responsibility of meeting the needs of diverse learners should be a priority. Links for new teachers in providing professional development need to originate from a variety of sources. These sources may come from the mentoring level, the local school district level, through Intermediate School Districts and finally from the Michigan Department of Education and Office of Special Education and Early Intervention Services.

Professional and staff development is critical to ensure that all current school staff have the knowledge, skills and abilities to meet the challenge of educating all students to high levels and giving clarity to high school reform issues. Research based interventions like universal design for learning and Positive Behavior Supports are examples of topics to assist the educational progress of all students, including students with disabilities. Staff development could take the form of initiatives at the building level including small and personalized learning communities, at the local district level, at the ISD/RESA level, and through MDE/OSE/EIS.

To achieve the high standards and desired outcomes of MMC, professional development that provides school staff with information, knowledge and solutions is needed. Specifically, staff development activities should provide information on basic constructs of high school

reform such as the development of the EDP, the Personal Curriculum, assessment literacy, the IEP, and transition planning for students with disabilities. Without adequate professional experiences in disseminating knowledge on reform, it will prove difficult for staff to support new policies and to build capacity as leaders in meeting the new challenges that will arise with these initiatives. It should be the responsibility of all Michigan educators to learn and implement Positive Behavior Support and Universal Education environments in all Michigan schools. Michigan can no longer afford not to provide a broad-base of essential support to promote success and prevent failure. Quality professional development will promote the establishment and implementation of best practice strategies among staff and greater attainment of positive outcomes for students with disabilities.

Home-School Communication Potential Resources & Opportunities Lost

Close links between schools, home and community have been identified as an essential element of successful school reform. We believe that holds true for the MMC and in particular, for parents of children with disabilities to see their children as part of this reform movement. Parents and students need resources to assist in crucial decision-making and, in some cases, time is of the essence. Parents and students need information regarding the new high school graduation requirements and need to have that information presented through a variety of formats that are easy to access, including workshops.

Home-School Communication is a partnership involving the exchange of information and shared problem solving and decision-making. It is essential that schools communicate information to families regarding the new structure and intent of the high school curriculum, credit requirements, expectations for outcomes of course and assessments, individual strengths and weaknesses of each student, and appropriate learning strategies to match individual learning styles and needs, and resources and options available for student and family support. In turn, families must seek out information, express concerns and needs, and actively participate. Active participation by the family goes beyond decisions regarding their student. They also need to be engaging in policy discussions and decision making in the school and school district.

Effective home-school communication provides schools with access to potential resources that can reinforce the importance of these changes. For parents and families to be an effective partner in school reform and in the education of their children, they need to understand the who's, what's, where's, why's and how's behind these changes in high school expectations and requirements. For parents and families of children with disabilities, they must not only understand these changes, they need to see how these changes will benefit their children and be an opportunity for them to stretch and grow rather than a barrier to students reaching their maximum potential. A critical first step is providing easy to access, consumer friendly, multiple mode information to families and students on the new high school requirements, the personal curriculum, and what appropriate assessment(s) look like and do for each student.

As with any new reform initiative, mistakes and false steps will occur, and should be systematically analyzed with an eye toward improving the process and outcomes for graduating students with disabilities. A culture of problem solving and risk-taking should be encouraged

and supported. Responsible entities must work together as learning communities to meet the challenge of implementing the new high school requirements. Overall, continuous study, adaptation, collaboration and communication is required. Support for continuous improvement should be recognized as the foundational philosophy for all of the concerns, strategies, and recommendations identified in this report. To that end, the SEAC is prepared to help inform and provide advice to the MDE.

Recommendations

These recommendations emphasize activities, innovative ways of thinking, and restructuring to carry out the work that must be accomplished in the months and years ahead. As such, the recommendations may not necessarily require additional budget allocations, but rethinking.

1. The MDE and/or SBE should encourage the development of and disseminate information on model student support systems that provide seamless, holistic support to students with disabilities and results in successful graduation.
2. The MDE OSE-EIS undertake the study of a value added strategy for measuring student progress and consider its adoption over the current single measure of progress approach.
3. The MDE advocate for elimination of the cohort system in determining graduation rates or at least consider how this would impact students that receive special education services.
4. The MDE propose an accountability system that considers that adequate yearly progress will be compromised by inclusion of the high school content expectations in Mathematics and Science on the Michigan Merit Examination before 2010.
5. The MDE actively solicit feedback from the field regarding high school reform implementation needs and concerns.
6. The MDE facilitate development of an improved data management and tracking system.
7. The MDE facilitate, maintain, and sustain mechanisms to share data on best practice strategies.
8. The MDE provide systematic, focused, timely professional development on issues related to high school reform and assessment, in particular with regard to the development of the EDP, personal curriculum, and issues related to the impact of the high school reform changes and special education.
9. The MDE provide leadership to support adoption of innovative strategies yielding increased time for collaboration between service providers.
10. The MDE provides easy to access, consumer friendly, multiple mode information to families and students on the new high school requirements.
11. That SEAC continue to review, study and monitor the implementation of the MMC and MME with particular attention to how it impacts the education of students with disabilities and report back to the MDE and SBE on its findings.
12. The MDE permit and advocate for fresh ways to allow students with disabilities to earn high school credit through the age of 26 years old (i.e. through community colleges).

Background Information:

To prepare Michigan's students with the knowledge and skills needed for jobs in the 21st century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements. These graduation requirements are effective for the Class of 2011 (current 8th graders). The Michigan Merit Curriculum requires students to obtain a minimum of 16 credits for graduation and shifts the focus from course completion or the attainment of Carnegie units to content competency. Credits may be earned and competency demonstrated using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technology courses, industrial technology or vocational education courses, or through a combination of these programs. The requirements for Michigan Merit Curriculum High School Graduation are:

- *Mathematics* – 4 credits – Algebra I, Algebra II, Geometry, one math course in the final year of high school
- *English Language Arts* – 4 credits – English Language Arts 9, English Language Arts 10, English Language Arts 11, and English Language Arts 12
- *Science* – 3 credits – Biology, Physics or Chemistry, one additional science credit
- *Social Studies* – 3 credits - .5 credit in Civics, .5 credit in Economics, US History and Geography, and World History and Geography
- *Physical Education and Health* – 1 credit
- *Visual, Performing and Applied Arts* – 1 credit
- *Online Learning Experience* – Course, Learning or Integrated Learning Experience
- *Language Other Than English* – 2 credits – This requirement is effective for the Class of 2016 (current 3rd graders) and is to be done in grades 9-12, OR an equivalent learning experience in grades K-12

Credits earned are based on meeting the Course/Credit Content Expectations and Guidelines developed by the Michigan Department of Education. All required courses/credits must be aligned with the Course/Credit Content Expectations and Guidelines. Credits are earned by student demonstration of the learning specified in the course/credit content expectations and guidelines, not by seat time alone.

The legislation that established the Michigan Merit Curriculum also provides for the parent or legal guardian of a pupil to request a personal curriculum that modifies certain requirements. The personal curriculum must incorporate as much of the subject matter content expectations of the Michigan Merit Curriculum as practicable, establish measurable goals,

provide a means to evaluate achievement of the goals, and be aligned with the pupil's educational development plan. Students who successfully complete their personal curriculum, **on or before the age of 26**, may be awarded a diploma.

For specific information about the Michigan Merit Curriculum, please see www.michigan.gov/highschool

The Status of MMC Implementation

High School Course/Credit Content Expectations and Guidelines

High School Course/Credit Content Expectations and Guidelines (what students should know and be able to do) have been developed for the following courses:

- Algebra I, Geometry, Algebra II, Precalculus, Statistics and Probability, Integrated Math
- English Language Arts 9, English Language Arts 10, English Language Arts 11, English Language Arts 12
- Biology, Chemistry, Physics, and Earth Science
- Visual, Performing and Applied Arts
- Physical and Health Education
- Online Experience

The Course/Credit Content Expectations for Social Studies (Civics, Economics, US History and Geography, and World History and Geography) are scheduled to be released in September 2007.

Grade Level Content Expectations

In Michigan we have Grade Level Content Expectations (what students should know and be able to do) for Grades K-8 for English Language Arts and Mathematics. The grade level content expectations are the basis for the MEAP Tests in grades 3-8 and were first used for assessment purposes in Fall 2005. Grade Level Content Expectations for Science (grades K-7) and Social Studies (grades K-8) are scheduled to be released in the fall of 2007.

Student Assessment

Our State Assessment Program includes the three types of assessment: 1) Michigan Educational Assessment Program (MEAP), 2) Michigan Merit Examination (MME), and 3) MI-Access (Alternate assessment for students with disabilities).

MEAP is given annually in the areas of English Language Arts and Mathematics to students in grades 3-8. In addition, students are assessed in grades 5 and 8 in Science and grades 6 and 9 in Social Studies. These assessments have been operational since 2005 and are based on the grade level content expectations for grades 3-8 in English Language Arts and Mathematics and the ***Michigan Curriculum Framework*** for science and social studies. Some mathematics grade level content expectations will not be assessed until Fall 2009. New assessments in science

and social studies are to be developed in the future after the Fall 2007 scheduled adoption of new science and social studies grade level content expectations.

The MME is a new assessment in SY 2006-07 year. It is given to all 11th grade students and assesses English Language Arts, Mathematics, Science, and Social Studies. The MME replaced the High School MEAP Test. The MME is comprised of three parts:

1. ACT Plus Writing college entrance exam (English, Mathematics, Reading, Science, and Writing)
2. WorkKeys assessment that connects work skills, training, and testing to improve students' education and job opportunities (Reading for Information and Applied Mathematics)
3. Michigan assessments (Mathematics, Science, and Social Studies) that measure items in core subject areas that are not covered in the ACT and WorkKeys

The 2008 version of the MME will include assessment of the expectations for Algebra I, Geometry, and Algebra II. Students who are currently 10th graders or members of the class of 2009 will be assessed on these new content expectations for which they may not have received instruction and/or had the opportunity to learn. Given that the requirements of the MMC came into effect in April 2006 and apply to those students who are currently 8th graders or members of the class of 2011, this may have dire consequences for these students, in particular those with disabilities. The 2009 version of the MME will also include assessment of the science high school content

MI-Access is Michigan's alternate assessment based on alternate standards. It is designed for students for whom the IEP Team has determined that the MEAP assessments, even with assessment accommodations, are not appropriate for the student. MI-Access is given at the same grade levels as the MEAP and MME.

The State is also developing end-of-the-course assessments for the required courses of the Michigan Merit Curriculum. By law, these must be developed by the spring of 2009. They are also developing "testlets" that will chunk content expectations together on a quarterly basis.

School and District Accountability

The Michigan School Report Card is the accountability system for schools and districts in the State of Michigan. Adequate Yearly Progress is calculated for each school and district. The school or district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category on the MEAP or MME by 10% ("safe harbor"). In addition, a school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup (Major Racial/Ethnic Groups, Students with Disabilities, Limited English Proficient, Economically Disadvantaged). The school must meet or exceed the other academic indicators set by the state: graduation rate for high schools of 80% and attendance rate for elementary and middle schools of 85%. These achievement goals must be reached for each subgroup that has at least 30 students.

Education YES! assigns a grade to each school in Michigan based upon the following three measures

- 1) Achievement status to measure how well a school is doing in educating its students;
- 2) Achievement change to measure whether student achievement is improving or declining; and
- 3) Indicators of School Performance to measure investments that schools are making in improved student achievement based on indicators that come from research and best practice.

Achievement status represents 34% of a school's grade. Achievement change represents 33% of a school's grade. The School Performance Indicators represent 33% of a school's grade. A school that does not make AYP (adequate yearly progress) may not be given a grade of "A." A school that makes AYP shall not be listed as unaccredited. A school's composite school grade is used to prioritize assistance to underperforming schools and to prioritize interventions to improve student achievement.

Unintended Consequences of High School Reform

Topic: High School Content Expectations & Grade Level Content Expectations			
Context: Transition Issues from middle school to high school and student tracking			
Near –Term Consequence	Possible Solution	Long-Term Consequence	Possible Solution
<ul style="list-style-type: none"> ✓ 9th grade students enter high school at different points of preparedness to success in HS content ✓ Need to <u>start</u> now rather than wait for entire system change ✓ HS model of teaching often disenfranchises students 	<ul style="list-style-type: none"> ✓ Provide support for students who do not meet the entry point <ul style="list-style-type: none"> • Extra hour on study skills for At Risk 9th graders • Staff knowledge of student learning styles ✓ “Student success summit” to focus resources/supports on bridging gaps between entry level & what’s needed for success ✓ School within a school/ ‘academy’ to build success/catch students; use small learning communities to maximize student connecting with adults, other students ✓ Universal Design for Learning ✓ Need MASSP involvement now – principal is the key person – along with AP & counselors 	<ul style="list-style-type: none"> ✓ The entry point for students will continue to be different due to different learning rates, styles & experiences ✓ Breakdown of school silos – need to know business and industry to add relevance 	<ul style="list-style-type: none"> ✓ Have systems in place to look at student performance over time: to pinpoint areas where students have challenges and reallocate instructional resources & strategies to address those challenges; differentiating instruction to assure that students continue to make progress towards HS requirements in spite of the challenges. Assure that system has means to communicate this to student his/her family. <ul style="list-style-type: none"> • Who is responsible for these strategies? • How will people be supported to accomplish them? ✓ PD on learning styles & multiple intelligences ✓ Links PLEPs – at end of year – for all teachers, not just IEP members ✓ Better use of resources

Unintended Consequences of High School Reform

Topic: High School Content Expectations & Grade Level Content Expectations			
Context: The Michigan Merit Curriculum Law provides for the parent or legal guardian of a pupil to request a personal curriculum that modifies certain requirements. The personal curriculum must incorporate as much of the subject matter content expectations of the Michigan Merit Standard as practicable; establish measurable goals, provide a means to evaluate achievement of the goals & be aligned with the pupil's educational development plan. Students who successfully complete their personal curriculum may be awarded a diploma.			
Near –Term Consequence	Possible Solution	Long-Term Consequence	Possible Solution
<ul style="list-style-type: none"> ✓ Option of personal curriculum may be the route of choice for students with disabilities vs. used when needed: Expectations may be lowered prematurely <ul style="list-style-type: none"> ▪ PC is designed to be an option as opposed to an automatic ▪ For most students, PC should not be considered before 10th grade ▪ For a very few, PC may be identified at EDP ✓ Confusion with regard to interface with IEP: Challenges regarding the process flow (from EDP to PC to IEP) ✓ Limitations on what can be personalized/modified within a PC: confusion with regard to what's allowable/what's not; alignment with what's in the EDP 	<ul style="list-style-type: none"> ✓ Decide the Personal Curriculum Committee members on an individual basis 	<ul style="list-style-type: none"> ✓ Convenience of the Personal Curriculum may result in more students tagged with lower expectations <ul style="list-style-type: none"> ▪ Is student success determined by mastering X amount of content within a fixed time period or by mastering X content at X level (and time varying)? ✓ Plan not revisited or evaluated: no follow through <ul style="list-style-type: none"> ▪ Belief that EDP must be re-visited every year 	<ul style="list-style-type: none"> ✓ Bargaining contracts

Unintended Consequences of High School Reform

Topic: High School Content Expectations & Grade Level Content Expectations			
Context: Many high school students elect to participate in two years of vocational education as part of their high school experience. With the increased requirements of the MMC, some students will be challenged to meet the graduation requirements and participate in a two year vocational program within a typical four year high school experience.			
Near –Term Consequence	Possible Solution	Long-Term Consequence	Possible Solution
<ul style="list-style-type: none"> ✓ Given the increase in HS requirements, some students who want a two year vocational program may have a harder time fitting it in as they need more time to complete their high school program. <ul style="list-style-type: none"> ▪ Assuming a student needs more time to complete his HS requirements, implications for funding if more than five years are needed to complete them ✓ Reliance on a “one size fits all” approach ✓ Confusion between a course focus vs. an outcome focus 	<ul style="list-style-type: none"> ✓ Belief that all students can learn ✓ Credit recovery: providing alternate offerings and/or alternate settings to ‘recover’ lost credit and achieve outcomes 	<ul style="list-style-type: none"> ✓ Convenience of the personal curriculum may leave more students with lower expectations <ul style="list-style-type: none"> ▪ Is student success determined by mastering X amount of content within a fixed time period or by mastering X content at X level (and time varying)? ✓ More interventions need to be in place ✓ Strategies & systems developed to look at student achievement of outcomes over time and determine achievement of outcomes based on content mastery instead of grades in courses 	<ul style="list-style-type: none"> ✓ Amount of time needed for learning varies by individual <ul style="list-style-type: none"> ▪ <i>Instructional delivery must be looked at, as well as course sequencing</i>

Unintended Consequences of High School Reform

Topic: High School Content Expectations and Grade Level Content Expectations			
Context: Knowledge of the MME, access to the GLCE and instruction aligned to GLCE so students are assessed on skills taught			
Near –Term Consequence	Possible Solution	Long-Term Consequence	Possible Solution
<ul style="list-style-type: none"> ✓ HSCEs are being taught individually rather than chunking them ✓ GLCEs haven't been around long enough ✓ Students not prepared for MME as staff do not know what content is being assessed ✓ No time to develop the means to achieve the outcomes 	<ul style="list-style-type: none"> ✓ MDE should 'chunk' HSCEs for teachers ✓ Professional development & webinars ✓ Staff training ✓ Use creative solutions to redistribute available time 	<ul style="list-style-type: none"> ✓ Amount of expectations is overwhelming for teachers and students ✓ System resources are not arranged to promote student success – need time to collaborate, to develop means to achieve the outcomes 	<ul style="list-style-type: none"> ✓ Need to communicate that high school today is a different place than they experienced ✓ Accountability – hold student harmless – frequent assessment of plan ✓ Work with bargaining units & districts to 'carve out' time to collaborate – use grant monies to encourage this? Pay incentives or cash incentives? Incentive \$\$ for LEAs, ISDs, schools to train? ✓ Cut back on mandated hours of instruction

Unintended Consequences of High School Reform

Topic: Student Assessment			
Context:			
Near –Term Consequence	Possible Solution	Long-Term Consequence	Possible Solution
<ul style="list-style-type: none"> ✓ Current tracking/management systems are not adequate to allow creativity in MMC/ PC ✓ Tracking system is slowing down instruction ✓ Poor assessments in place ✓ Overemphasis on rigor ✓ Absence of clarify regarding EDP, Personal Curriculum, IEP, transition plan, ✓ EDP/Transition Coordinator structure ✓ Assessment data can be used to pinpoint what students are learning – or not – teachers need tools to differentiate based on results 	<ul style="list-style-type: none"> ✓ Data warehousing systems & regional databases – prototype data management system needed for all schools ✓ Need HSCE testlets now ✓ Need to remember relevance and relationship ✓ Provide TA document & training to clarify EDP , PC, IEP, TP ✓ Provide a model EDP & deliver system; case manager following students on case load ✓ More joint PD from MDE/ISD/ IHE to train on differentiation 	<ul style="list-style-type: none"> ✓ HSCE testlets expected by fall 2009 or schools can develop their own ✓ PD needs in area of relationships & relevance ✓ Graduation rates affected if students take longer to graduate 	<ul style="list-style-type: none"> ✓ Training needed for all teachers in the use of classroom assessments on an ongoing basis ✓ Consider model schools or Adaptive Schools programs ✓ Change cohort system of determining graduation rate <ul style="list-style-type: none"> ▪ This is in the works in Lansing

Unintended Consequences of High School Reform

Topic: Teacher Preparation (pre-service)			
Near –Term Consequence	Possible Solution	Long-Term Consequence	Possible Solution
<ul style="list-style-type: none"> ✓ The need for information & feedback from the field regarding concerns/needs for new teachers increases ✓ Teacher prep programs may not provide students with information on dealing with diverse learners ✓ Insufficient numbers of available personnel to meet instructional needs, i.e., SLPs, sped teachers 	<ul style="list-style-type: none"> ✓ Establish connections between universities & MDE IHE & LEAs to give feedback & share concerns from the field, facilitate sharing of perspectives ✓ Add pre-service requirement in dealing with diverse learners to certification requirements Options for meeting requirement include <ul style="list-style-type: none"> • Stand alone sped course • Integrate across teacher prep program 	<ul style="list-style-type: none"> ✓ Too few personnel will be available to meet instructional needs, i.e., SLPs, sped teachers ✓ Differentiated instruction: using differentiated strategies that are research based 	<ul style="list-style-type: none"> ✓ Infuse disability as a diversity within the topic of diversity training ✓ Provide incentives to students, i.e., scholarships, loan forgiveness ✓ Establish means to share best practice strategies between educators: sharing lesson plans, strategies that work; learning through collaborating with colleagues

Unintended Consequences of High School Reform

Topic: Staff Development (in-service)			
Near –Term Consequence	Possible Solution	Long-Term Consequence	Possible Solution
<ul style="list-style-type: none"> ✓ Embedding content standards (i.e., ELA) into different areas of study (i.e., vocational programming). Having the content standards embedded as opposed to parallel ✓ Faulty assumption that current educational provision is working adequately ✓ Need to start now rather than wait for entire system to change ✓ Content knowledge of ancillary staff is lacking ✓ Limited information/knowledge about solutions 	<ul style="list-style-type: none"> ✓ Sharing guidelines from districts that have embedded content standards into vocational programming. Sharing learning from their experiences. ✓ Speed up development of end of course exams: Three years is not soon enough. We need to capitalize on the momentum to change NOW. ✓ Common Professional Development calendar ✓ Universal Design ✓ Paraprofessionals – highly qualified might look different (e.g., highly qualified in mathematics) ✓ Support between districts communication – facilitate between teachers, gened, sped, within ISD/ between ISD 	<ul style="list-style-type: none"> ✓ Differentiated instruction: using differentiated strategies that are research based 	<ul style="list-style-type: none"> ✓ Establish means to share best practice strategies between educators: sharing lesson plans, strategies that work; learning through collaborating ✓ “No excuse’ mentality for teachers & administrators ✓ Need for better use of resources ✓ Professional development, collective bargaining will be an issue (e.g. “bumping”) ✓ Professional learning communities

Unintended Consequences of High School Reform

Topic: Home-School Communication			
Near –Term Consequence	Possible Solution	Long-Term Consequence	Possible Solution
<p>✓ Getting information to the student and his/her family on available options: transition planning/options – the student & his/her family need to know what is available</p>	<ul style="list-style-type: none"> ✓ Providing the student & his/her family with support to understand the options, the process to access them, the change in MMC standards ✓ Talking points from MDE needed – resources needed at libraries & online ✓ Develop web-based resources for parents & attach them to the School Improvement Plan – market through media, magnets, etc. ✓ Educate parents about changes with MMC, MME, EDP, Personal Cur ✓ Develop user’s guide to MMC and earning course credits on-line ✓ Develop parent guide to MMC HS requirements & students with disabilities – educate parent & student to participate in process, include possibilities for post- secondary experience ✓ Share models & methods being used around the state ✓ Get information to educators so they can communicate it to parents 		<ul style="list-style-type: none"> ✓ MDE/LEAs/school building engaging Community Mental Health, Department of Health to provide more comprehensive support – with guidelines & accountability ✓ Building home-school partnerships from early ages & sustaining them over time ✓ MDE needs to consider ‘carrot’ incentives rather than ‘stick’