Michigan Future Schools

Supporting Detroit high schools committed to college graduation for their students.
Ben Carson H.S. of Science and Medicine
Consortium College Prep
Detroit Delta Preparatory Academy for Social Justice
Detroit Edison Public School Academy (DEPSA)
Detroit Leadership Academy
Experiencia High School
Jalen Rose Leadership Academy
University YES Academy
WAY Academy West
Why is college our goal?
Some Context: Graduation Rates Nationally
How do we go from this:

To this:

?
Graduation Rates Vary By College Selectivity

Grad. Rates by Seats Available Nationally

**Minority Graduation Rates at Michigan Colleges**

- University of Michigan: 82%
- Michigan State: 59%
- Western: 45%
- Eastern: 25%
- Wayne State: 12%

- Graduation Rate Above 80% (17%)
- Graduation Rate Between 50-80% (52%)
- Graduation Rate Below 50% (31%)
MFS Strategy

College Matching and Support for Enrollment at the Highest Selectivity School Possible + High Levels of True College Readiness = Changing the Odds
What does it mean to be college ready?

The student possesses academic content knowledge as measured by standardized assessments.

21 on the ACT.
College students from the bottom income quartile who earn a degree who had an ACT between 21 and 24:

15%
Capacities of College Ready Students

The Student: Has Academic Content Knowledge
High school grades are a far better predictor of both four-year and six-year graduation rates than are SAT/ACT test scores... (our) analysis reinforces the point that high school grades measure a student’s ability to ‘get it done’ in a more powerful way than do SAT scores – a conclusion that holds, regardless of the high school attended.

from Crossing the Finish Line
A successful college student knows how to:

Pay attention in class.
Take notes.
Write down assignments.
Stay organized.
Manage time.
Study for tests.
Create new study strategies.
Seek help.
Self-advocate.
Percent of 2011-2013 Noble Graduates Returning for Second Year at Same College, by High School GPA

- 4.00+
- 3.75-3.99
- 3.50-3.74
- 3.25-3.49
- 3.00-3.24
- 2.75-2.99
- 2.50-2.74
- 2.25-2.49
- 2.00-2.24
- <2.00

Percent of Noble Graduates
Capacities of College Ready Students

The Student:

- Is Engaged and Puts Forth Effort
- Has Academic Content Knowledge
Building Ownership Through Changing Mindsets

Growth mindset

Emphasis on relationships

Belonging

Competent

Relevance

Exposure: making education relevant to life goals

Building opportunities for students to experience success
Every college freshman - rich or poor, white or minority, first-generation or legacy - experiences academic setbacks and awkward moments when they feel they don't belong. But white students and wealthy students and students with college-graduate parents tend not to take those moments too seriously or too personally.

It is only students facing the particular fears and anxieties of exclusion that come with being a minority - whether by race or by class - who...often misinterpret temporary setbacks as a permanent indication that they can't succeed or don't belong...

-Paul Tough in the New York Times Magazine
Capacities of College Ready Students

The Student:

"Owns" Goal of College Degree

Is Engaged and Puts Forth Effort

Has Academic Knowledge
For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it to readers in a form in which enables them to assess it and use it.

You are asked to do this not because we expect you all to become professional scholars, but because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions--usually in writing--to others who have a stake in your decisions being sound ones.

In an Age of Information, what most professionals do is research, think, and make arguments.

from University of Chicago Writing Center
## Differences Between High School and College Writing

<table>
<thead>
<tr>
<th>In High School:</th>
<th>In College:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing to demonstrate learning (summarization)</td>
<td>Writing to learn (analysis).</td>
</tr>
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<td>Writing is product oriented.</td>
<td>Writing is process oriented.</td>
</tr>
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<td>Form dictates content.</td>
<td>Content dictates form.</td>
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<td>A small amount of writing done in English class.</td>
<td>Extensive writing in all classes.</td>
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The Student:
"Owns" Goal of College Degree
Is Engaged and Puts Forth Effort
Has Academic Content Knowledge
Can Communicate Thru Writing
Undermatching
Overmatching vs. Undermatching

- Most Competitive
- Highly Competitive
- Very Competitive
- Competitive
- Less Competitive
- 2-year College
Application Strategy

3 Reach
3 Match
3 Safety
Capacities of College Ready Students

The Student:
- "Owns" Goal of College Degree
- Is Engaged and Puts Forth Effort
- Has Academic Content Knowledge
- Can Communicate Thru Writing
- Is Matched to Best-Fit College
(Students) get to a good college and encounter what should be a minor obstacle, and they freak out. They don't want to ask for help, or they don't know how. Things spiral, and before they know it, they're back at home, demoralized and in debt...

If you want to help low-income students succeed, it's not enough to deal with their academic and financial obstacles. You also need to address their doubts and misconceptions and fears.

-Paul Tough in the New York Times Magazine
## Capacities of College Ready Students

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College Initiatives Redefined

A RESPONSIVE APPROACH TO
COLLEGE COUNSELING & ALUMNI SUPPORT
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Home Office Staff

The Uncommon Schools team is comprised of professionals who are passionate about improving educational opportunities for under-served youth and communities. Each of our staff members has extensive experience working in education and mission-driven non-profit organizations.

Chief Schools Officer, HS and K-12 Content Development

Paul Bambrick-Santoyo  
Chief Schools Officer, HS and K-12 Content Development

Angelica Pastoriza  
Special Assistant and Events Coordinator

Jacque Rauschuber  
Director of Strategy and Operations

K-12 Content Development

David Deatherage  
Associate Director of Leadership

Sarah Engstrom  
Associate Director of Humanities

Althea Hoard  
Director of STEM
Where should school design happen?

Biz Lynch
Operations Coordinator

Amy Parsons
Associate Director of Humanities

Tasha Saavedra
Associate Director of STEM

Alyssa White
Professional Development Writer

School Management, 9-12

Jesse Corburn
Associate Managing Director of High Schools

Paul Powell
Associate Managing Director

Chief Schools Officer, K-8

Julie Jackson
Chief Schools Officer, K-8

Zach Levek
Special Assistant to Julie Jackson

Young Rhee
Chief of Staff to the Chief Schools Officer (Julie Jackson)

Curriculum, K-8

Anne Albrecht
Director of K-2 Curriculum & Assessment

Stephen Chiger
Director of 5-12 Literacy

Sari Fromson
School Support Specialist, Camden, Newark and New York City

Christy Lundy
Director of English Language Arts, 5-8

Katie McNickle
Director of Math, 5-8
Where should school design happen?

School Management, K-8

Nikki Bridges
Associate Managing Director
J.T. Leaird
Associate Managing Director
Paul Powell
Associate Managing Director
Maya Roth-Bisignano
Associate Managing Director
Serena Savarirayan
Associate Managing Director
Juliana Worrell
Associate Managing Director

Data Analytics

Erin Grand
Associate Director of Data Analytics
Ken Herrera
Director of Data Analytics
Ying Liang
Senior Associate Director of Data Analytics
Shranu Reddy
Associate Director of Data Analytics

Development

Rachel Chase
Associate Director of Development
Stephanie Haven
Senior Associate Director of Development
Jennifer Kim
Associate Director of Development
Rebecca Steiner
Associate Director of Development
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Elements of MFS Focus in Teaching and Learning

- Standards Aligned Instruction
- Engaging Curriculum
- Rigorous Instruction
Which all require quality teachers.
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Building Ownership Through Changing Mindsets

Growth interventions and emphasis

Emphasis on relationships

Growth mindset

Belonging

Relevance

Competent

Exposure: making education relevant to life goals

Building opportunities for students to experience success
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# Teaching College Writing: A Matter of Feedback

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<tr>
<th>Novice Teachers of Writing:</th>
<th>Experienced Teachers of Writing:</th>
</tr>
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<tbody>
<tr>
<td>Read to find errors, mistakes, or other faults.</td>
<td>Read to understand the student’s argument, approach to the assignment, and way of thinking.</td>
</tr>
<tr>
<td>Frequently stop reading, even mid-sentence.</td>
<td>Tend to read large units of text without stopping.</td>
</tr>
<tr>
<td>Comment on all levels of the paper without first prioritizing what issues are most important for improving the paper.</td>
<td>Focus comments on identifying major strengths and weaknesses.</td>
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<td>Tend to focus and comment on surface details.</td>
<td>Tend to emphasize meaning and organization. Make suggestions for major reorganizations of ideas, expansions, etc.</td>
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<td>Edit sentences.</td>
<td>Identify patterns.</td>
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Application Strategy

3 Reach
3 Match
3 Safety
North Lawndale College Prep
College Graduation Rates by H.S.
GPA and College Choice,
Classes of 2001-2008

"Success" Colleges are those with a graduation rate of over 50%.
MFS Work with College Counselors: Correcting Some Common Misconceptions

- Kids should go to the easiest school they get into.
- Graduation rates don't matter.
- The sticker price of a college is what students will need to pay.
- It's easier for students to be in school close to home.
- I've never heard of that small liberal arts college, so it must not be worth considering.
- Look at the average ACT... our kids won't be admitted there.
### Capacities of Schools Designed to Prepare Students for College Success

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Alumni Support Staff Roles

- Help alumni navigate bureaucracy of colleges and overcome obstacles, through relationships with alumni.
- Create relationships with colleges to better monitor and support alumni.
- Provide vital feedback to the high school about how well its design is preparing students.
Capacities of Schools Designed to Prepare Students for College Success

The School:

- Fosters Ownership Among Students
- Builds Effort & Engagement
- Provides Rigorous Academic Instruction
- Teaches College Level Writing
- Matches Students to Best-Fit Colleges
- Provides Support for Alumni

Is committed to the goal of college graduation for its students.

DESIGN

IMPLEMENTATION
The School: Is committed to the goal of college graduation for its students.

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DESIGN

IMPLEMENTATION

MEASUREMENT
Ownership: Suspensions During 2015-2016 Academic Year

Freshmen

Sophomores

Juniors

Seniors

- Never Suspended
- Suspended 1-4 Days
- Suspended 5 or More Days
Other Possible Ownership Measures

- Survey Results (Panorama)
- Out of School / Exposure Activities
<table>
<thead>
<tr>
<th>Class</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>2.40</td>
</tr>
<tr>
<td>Sophomores</td>
<td>2.43</td>
</tr>
<tr>
<td>Juniors</td>
<td>2.75</td>
</tr>
<tr>
<td>Seniors</td>
<td>2.73</td>
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9th Grade GPAs During 2015-2016

Students per GPA Range, Class of 2019

- Above 3.0 (28.35%)
- 2.0-2.99 (36.67%)
- Below 2.0 (34.98%)

9th Grade Average GPAs, by School
Entering (9th Grade) ACT Score: MFS Network Average

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
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<tbody>
<tr>
<td>Score</td>
<td>14.48</td>
<td>13.59</td>
<td>13.77</td>
<td>13.11</td>
<td>11.97</td>
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Commitment to the goal of 85% means redefining the role of high schools.