

McC Campbell, Gregory

Subject: FW: Per Pupil Premium Proposal
Attachments: DeVos letter head1.pdf

From: Catoe, Tracy On Behalf Of DeVos, Betsy
Sent: Thursday, August 10, 2017 12:40 PM
To: 'MARKLE@msu.edu'
Subject: FW: Per Pupil Premium Proposal

Dear Dr. Markle:

Thank you for your e-mail to Secretary of Education Betsy DeVos. We appreciate hearing from you.

Your communication has been forwarded to the appropriate staff member for review and further handling.

Thank you again for contacting us.

Sincerely,

T. Tracy Catoe (Ms.)
Deputy Director of Correspondence
Office of the Secretary
Washington, DC 20202

From: Markle, Barbara [<mailto:MARKLE@msu.edu>]
Sent: Thursday, August 10, 2017 11:00 AM
To: DeVos, Betsy
Cc: Schultz, Daniel; Boggs, Brian
Subject: Per Pupil Premium Proposal

Dear Secretary DeVos,

For over two decades, the Office of K-12 Outreach in the College of Education at Michigan State University has worked with some of the most at-risk schools in Michigan on turnaround strategies to improve student outcomes and create opportunities for better life chances. Recently, while reviewing ESSA, we were particularly intrigued by 20 U.S.C. § 6491 (2012) on per-pupil funding. This section of ESSA appears to be closely related to an accountability model that we have been examining in high-poverty schools in London. We believe that this model could have strong success in the U.S., to help demonstrate how targeted funding that follows the student can better serve their individual needs. Attached, please find a letter and one-page concept paper detailing this initiative. My office would be eager to work with the Department of Education on designing and conducting a pilot program for the Weighted Student Funding informed by our work in the United Kingdom.

Sincerely,
Barbara

Barbara Markle, Ph.D.
Assistant Dean, K-12 Outreach
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253 Erickson Hall
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MICHIGAN STATE UNIVERSITY

August 9, 2017

Mrs. Betsy DeVos
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mrs. DeVos:

I would like to congratulate you on your appointment as the U.S. Secretary of Education. It is a great honor and distinction to serve in this important role. The current educational landscape provides an opportunity for innovative thinking and the application of research to help students meet their learning and social needs.

For over two decades, Michigan State University's Office of K-12 Outreach in the College of Education has worked extensively with K-12 schools across Michigan to change educational practices and build school and district leadership capacity. Most of these schools are in the state's lowest performing urban areas. We understand the challenges these districts face to improve student outcomes. Our experience in applying research to changes in practice, includes adapting strategies learned from some of London's most impoverished, but high performing urban schools to the Michigan context. Our experiences across the state have enabled us to meet each district's specific challenges.



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I have included a one-page concept paper for your review on London's innovative Pupil Premium Accountability Model and its applicability to the ESSA Weighted Student Funding Pilot (20 U.S. Code § 6491). There is a unique opportunity to develop a pilot based on a successful program where the funding follows eligible students.

The Office of K-12 Outreach stands at the ready to support the U.S. Department of Education in designing and implementing a successful student funding pilot program that will serve as an exemplar for every school across the country. Appropriately adapted to U.S. conditions, this model could have a major impact on the lives of children. Please do not to hesitate to contact me as we are eager to collaborate on this initiative.

Sincerely,

(b)(6)

Barbara Markle, Ph.D.

Assistant Dean

Cell:

(b)(6)

The Pupil Premium Accountability Model: Replicating the “London Effect” in U.S. Schools

Through study tours to the United Kingdom (U.K.) over the last several years, Michigan State University’s Office of K-12 Outreach has identified a radically different approach to educating disadvantaged children from diverse ethnic and religious backgrounds – an approach that has dramatically narrowed the achievement gap and transformed historically low-achieving U.K. schools into high-achieving ones. This model both follows the individual students and has strong accountability measures. MSU K-12 Outreach believes that the model could be adapted to U.S. schools, and could be piloted in high-need schools and those working to reduce achievement gaps. Further, ESSA already includes a legislative mechanism aligned with this approach (20 U.S. Code § 6491).

The U.K. model (also known as the “London Effect”) has two key characteristics that are applicable to struggling schools in the U.S.: student focus and distributed leadership. First, U.K. schools that successfully serve disadvantaged students begin with an examination of individual student needs. Unlike in the U.S., where “personalization” often refers merely to the use of technology, in the U.K. model the entire school is organized to support the needs of each individual child – viewed not as a member of a subgroup, but as a distinct person with unique attributes. School leaders routinely evaluate the barriers to learning and distinct needs for each child throughout the year. The focus is on the whole child, with consideration of academic needs of students in conjunction with emotional and social needs. The U.K. model has demonstrated that establishing a supportive climate and culture and an individualized student focus creates the conditions for academic progress.

Student focus necessarily requires a major shift in the organizational culture of the school, away from a top-down, highly specialized structure and towards a system of distributed leadership. In the U.K. model every adult at the school – administrators and teachers alike – have a defined role in supporting the individual academic, social, behavioral, and emotional needs of students. Even principals are called “head teachers” and teach regularly. This creates a cross-cutting web of support for each student, so that every child has an available adult and no child slips through the cracks. This decentralized organization both requires and cultivates a distinct mindset, focused on mutual responsibility and an emphasis on individual student growth and school self-improvement.

One of the key external systems facilitating this model is the existence of the Pupil Premium. The pupil premium is an additional financial grant to schools based on the number of free and reduced meal eligible and in-care students (in U.S. dollars, roughly \$1,600 per student in primary school and \$1,100 in secondary school). However, this grant works dramatically differently than federal ESSA Title I funding. It is not a lump sum that schools must get approved beforehand or that can be diverted to administration or whole school needs. Instead, pupil premium funds are accounted for at the end of the school year, and can be used for a wide variety of purposes tailored to individual students – but all of the funds must directly support disadvantaged students, not the school as a whole. Schools are required to describe the impact of all pupil premium dollars on student outcomes by individual student, and disseminate this information to the general public. This concept is in alignment with the proposed ESSA Weighted Student Funding Pilot that has yet to be addressed. The U.K. approach could serve as a model for tracking the impact of U.S. federal funding on individual students.

The successes of the U.K. model demonstrates that it is possible to surmount the seemingly intractable difficulties in closing achievement gaps and ensuring educational opportunities for all children. We can demonstrate that it is possible to turn around low-achieving schools. What is required are innovative models for reforming schools – models that in fact already exist in the United Kingdom. Appropriately adapted to U.S. conditions, this model could have a major impact on the lives of children and serve as an example for the rest of the country. MSU K-12 Outreach has the capacity to design and implement an ESSA Weighted Student Funding Pilot program and study the results for successful, scalable replication across the country.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

SEP - 6 2017

Barbara Markle, Ph.D.
Assistant Dean
Michigan State University
College of Education
253 Erickson Hall
East Lansing, MI 48824

Dear Dr. Markle:

Thank you for your letter to Secretary Betsy DeVos sharing your proposal for implementing a pilot program in our nation's schools funded under Title I, Part E of the Elementary and Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), based on London's program "Pupil Premium Accountability Model." Your letter was referred to the Office of Elementary and Secondary Education for review, and I am pleased to respond.

I have read your letter and appreciate you sharing your thoughts and recommendations with us. I commend you for your work through the Office of K-12 Outreach in the College of Education at Michigan State University. I understand your commitment and welcome your suggestions for how the U.S. Department of Education (the Department) can support states and local leaders. This Administration is still reviewing the program outlined in section 1501 of the ESEA, as amended by ESSA. The Department has not yet implemented this program. We appreciate you sharing your research related to similar efforts in the United Kingdom. Should the Department move forward with implementing the program as allowed under the ESEA, information will become available on our website at www.ed.gov.

Again, thank you for writing us and for your interest in improving public education.

Sincerely,

(b)(6)

Jason Botel
Acting Assistant Secretary

www.ed.gov

400 MARYLAND AVE., SW, WASHINGTON, DC 20202

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.