

Improving Student Performance During Times of Declining Resources: Addressing Efficiency and Effectiveness

October 2, 2009



Dr. Willard R. Daggett

International Center for Leadership in Education

International Center Finding

- Nation's top performing
- Nation's most rapidly improving

WHY - WHAT - HOW



Challenges

1. Technology



SHOW

6:41

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



Album Set



- Dial
- Phone book
- Msg
- Stand-by
- Menu

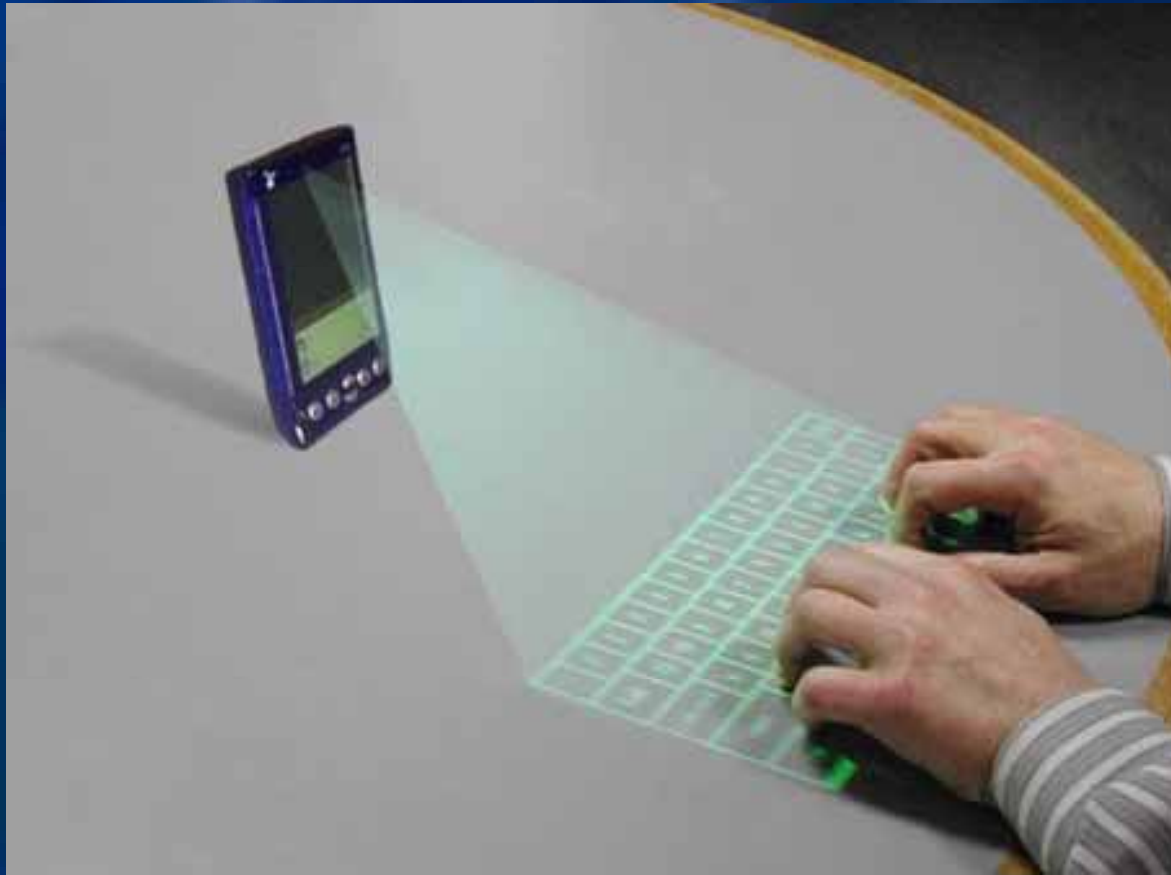
Anycall



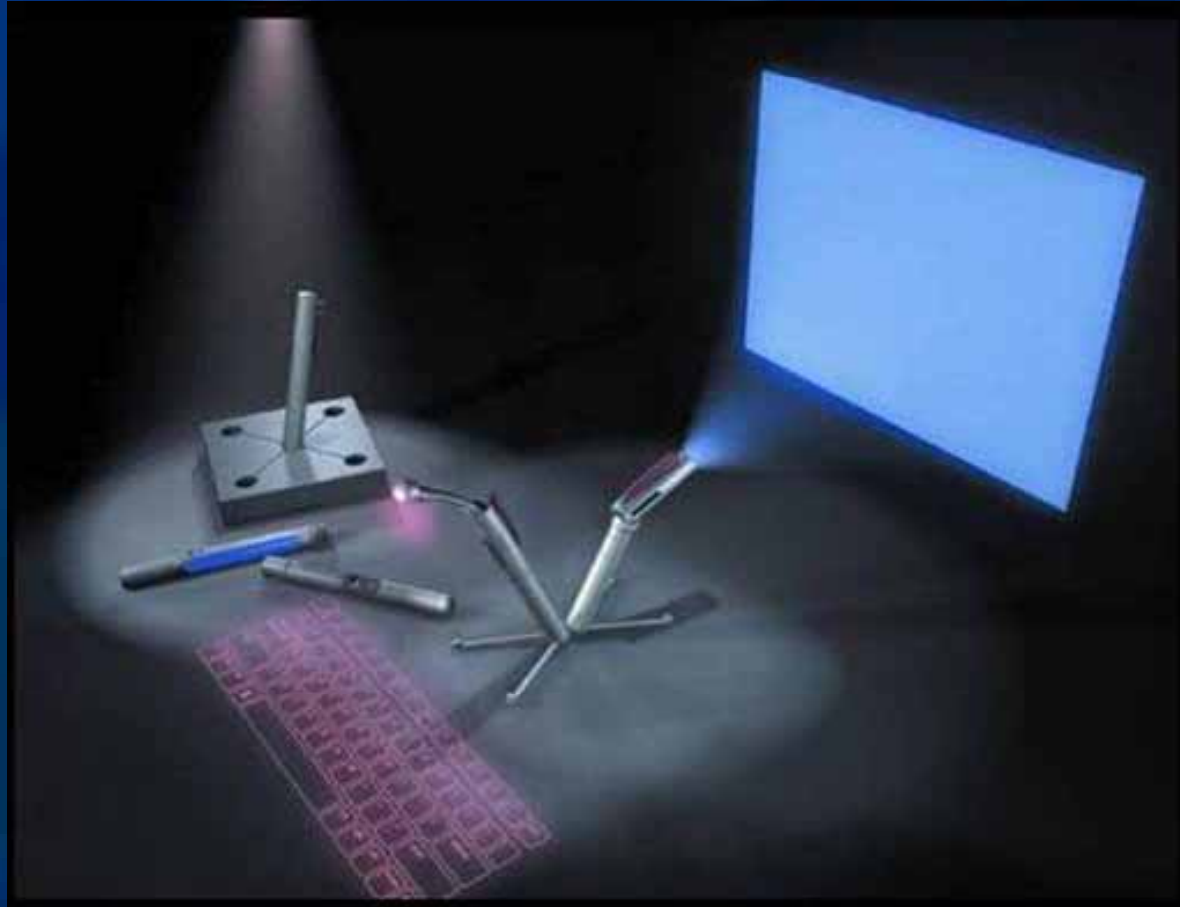
SPOT

- Integrated Projection
- Projection Keyboard

Projection Keyboard



Projection Keyboard and Projector





Challenges

1. Globalization

DEATH OF DISTANCE



Wal Mart

- Largest Corporation
- 8 times Size of Microsoft
- 2 % of GDP
- 1.4 Million Employees
- More Employees than:
 - GM, Ford, G.E. and IBM Combined

Source: The Post-American World

**“China today exports in a
single day more than exported
in all of 1978.”**

Source: The Rise of India and China . . .

Savings Rate

1. India -- 25%
2. Japan -- 28%
3. Korea -- 30%
4. China -- 50%
5. United States -- (-4%)

U.S. – 2nd Half of 20th Century

- Only Superpower
- Highest per Capita Income
- 1st in Economic Growth
- 5% of Population > 24% of Consumption

Source: National Academy of Science

Chinese Science

Elementary Schools	6 Years Integrated Science
Biology / Chemistry	Grade 7
Biology / Physics	Grade 8
Physics / Chemistry	Grade 9
Integrated Science	Grades 10 - 12

Challenges

1. **Globalization**
2. **Technology**

Institute for 21st Century Leadership

- **ACTE**
- **ICLE**
- **CCSSO**
- **USDOE**

Maintain 20th Century Schools/Colleges

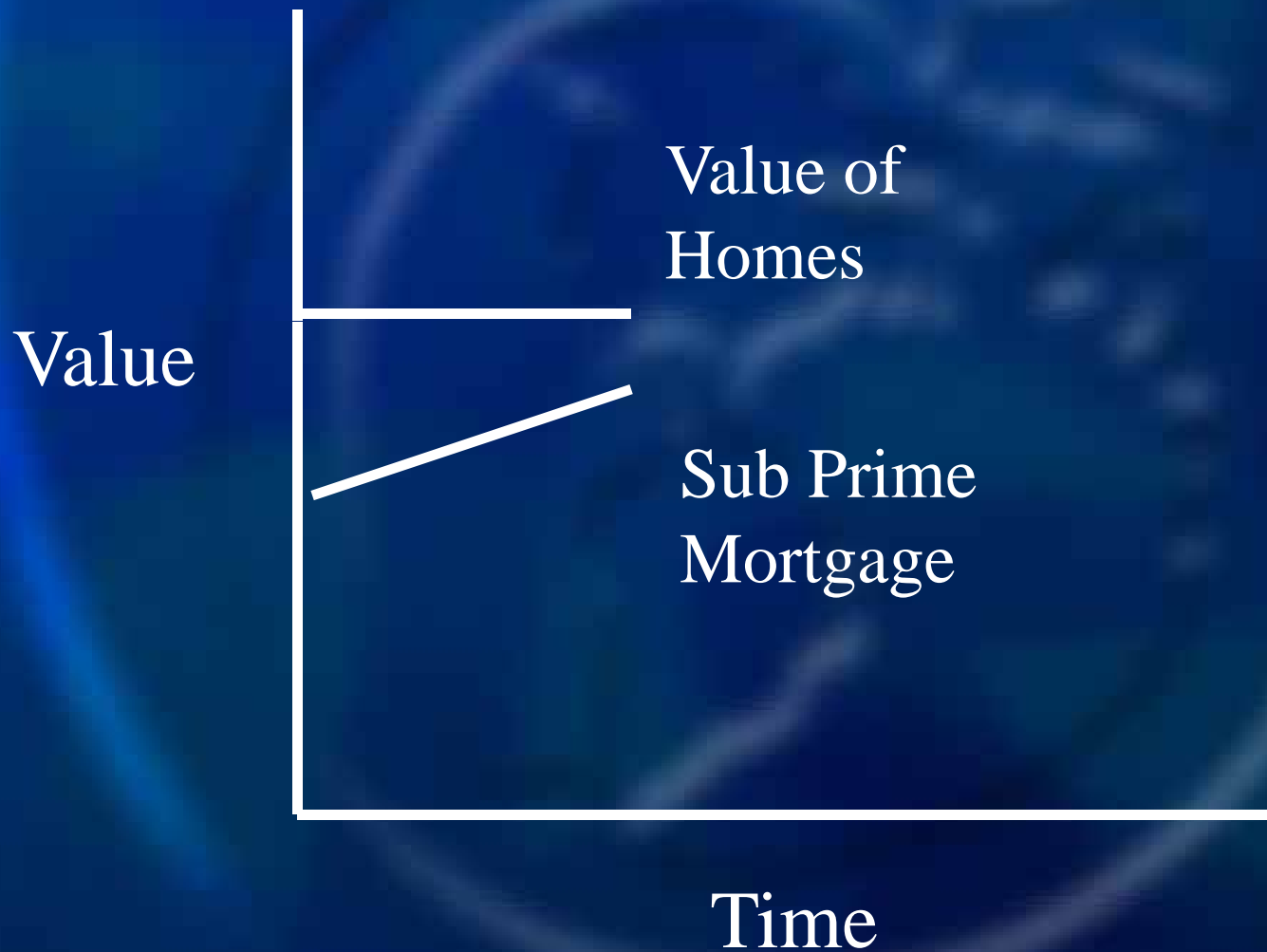
VS

**Develop 21st Century Skills
in
21st Century Learners**

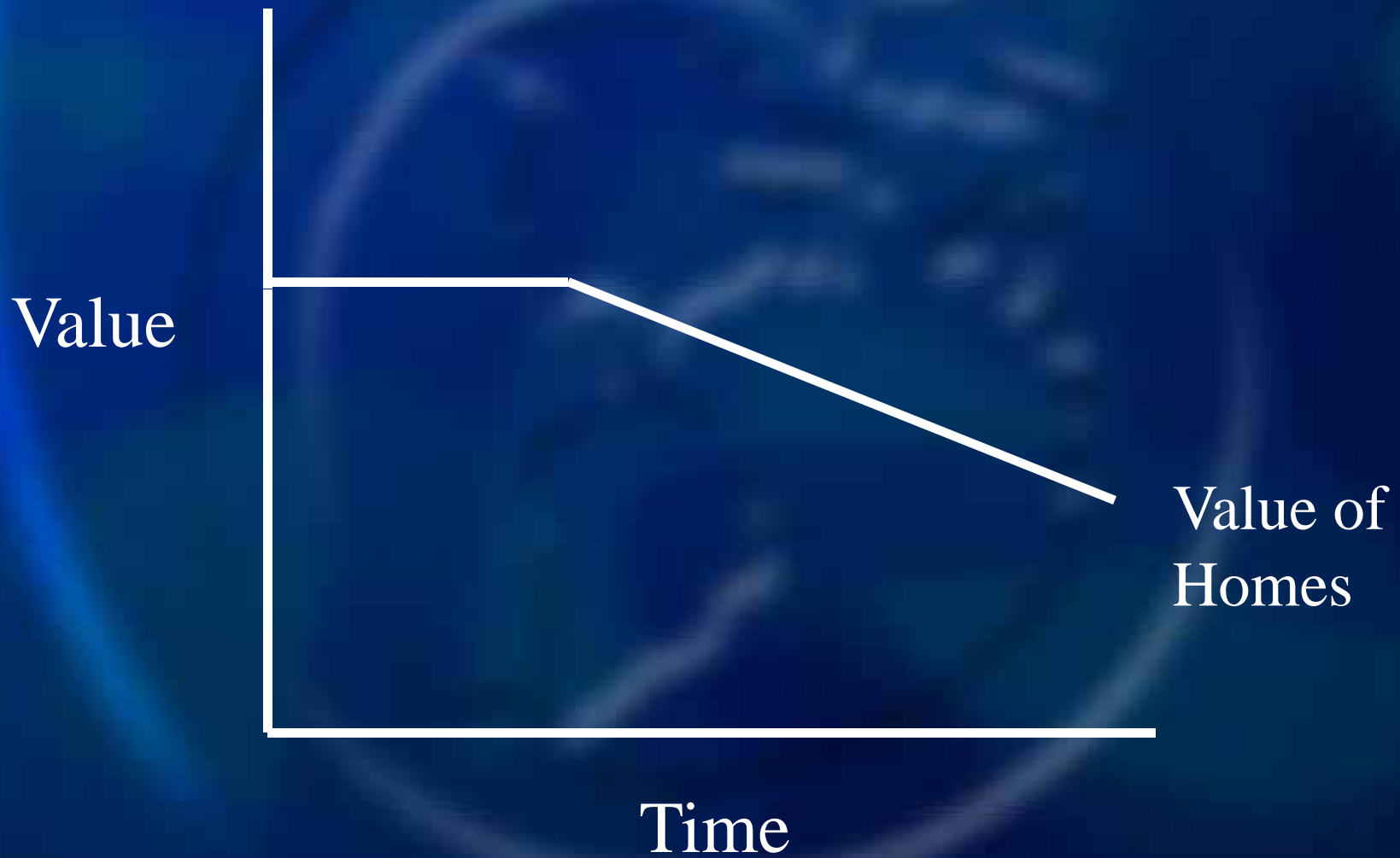
The Cliff



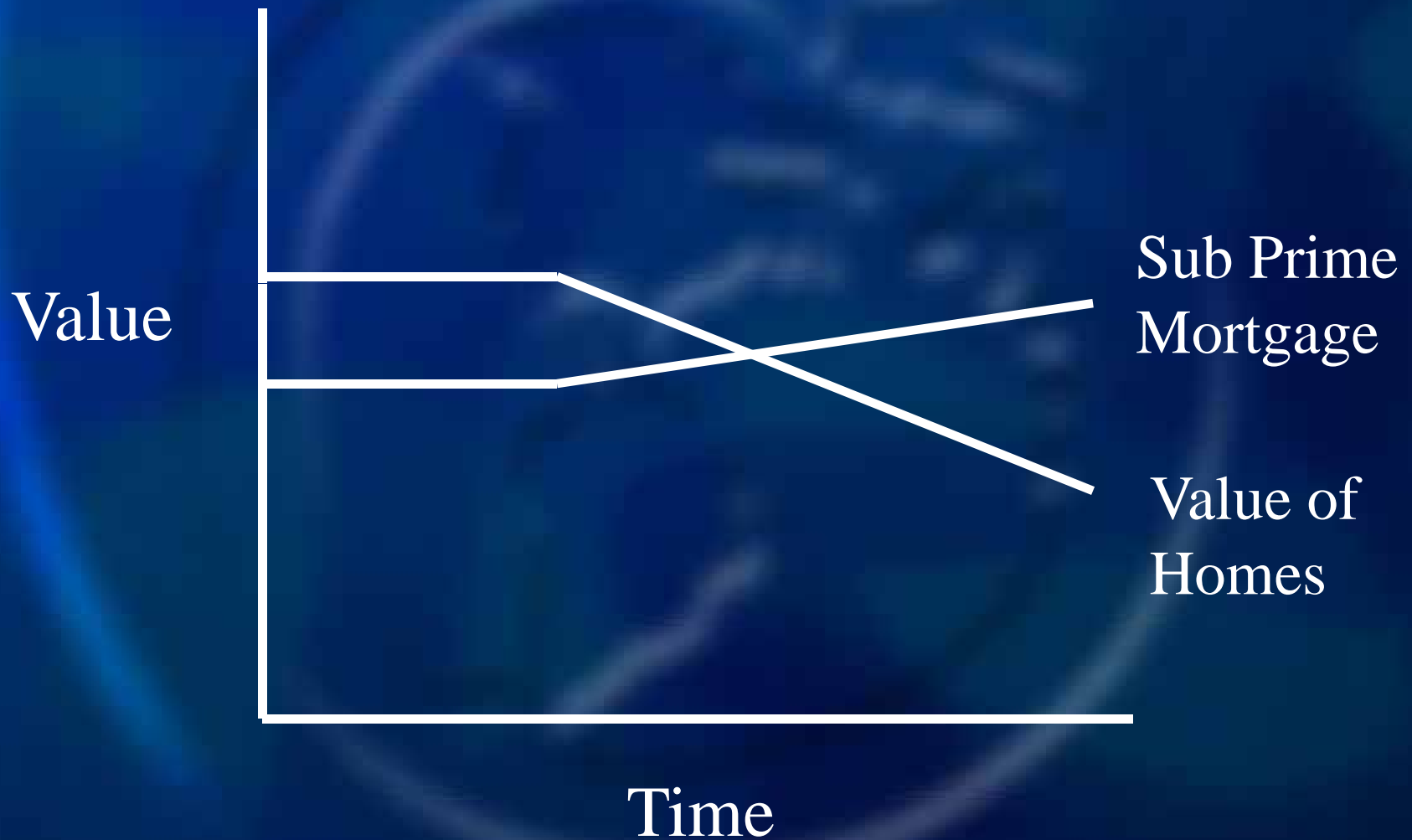
Sub-Prime Mortgage Crisis



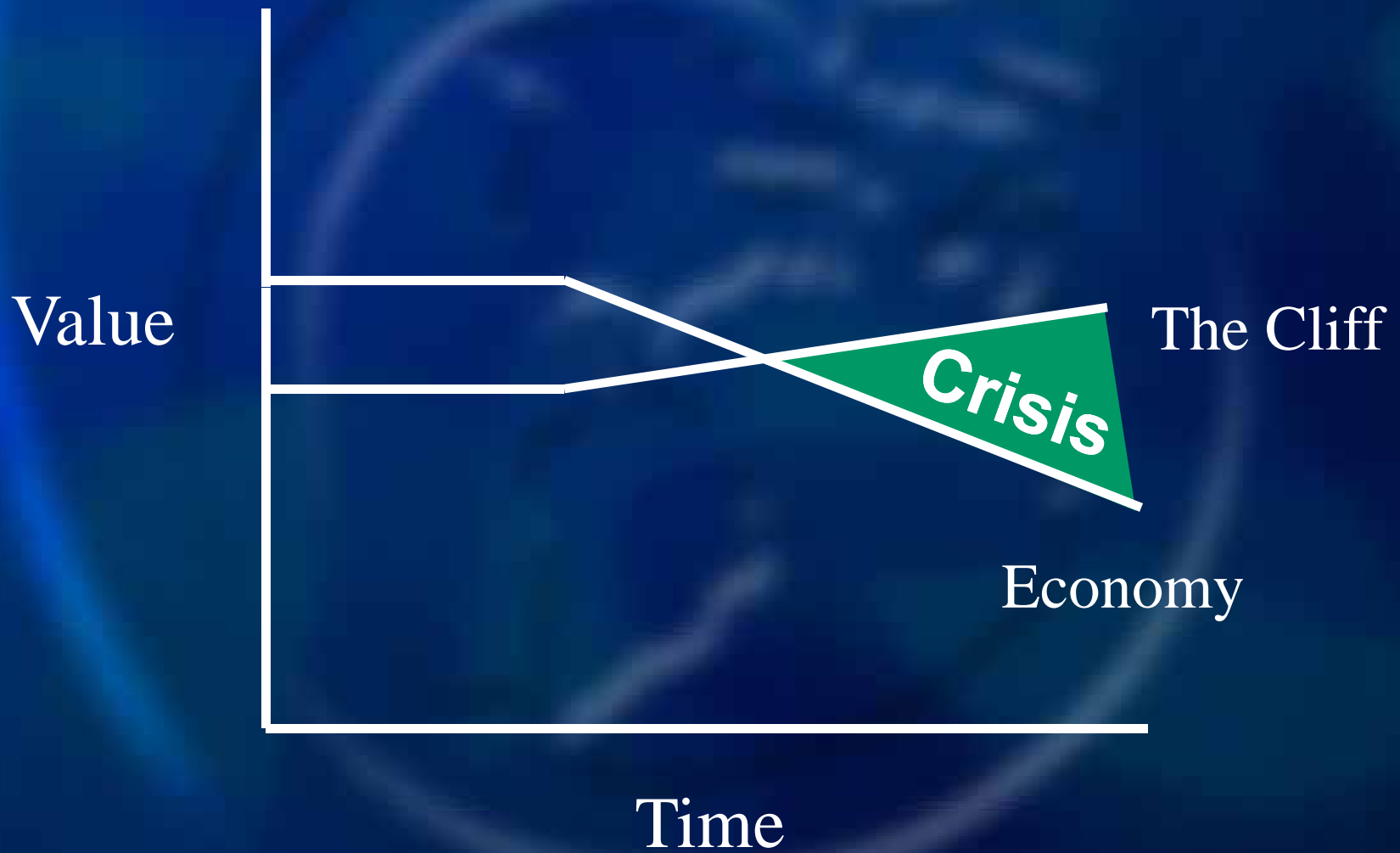
Sub Prime Mortgage Crisis



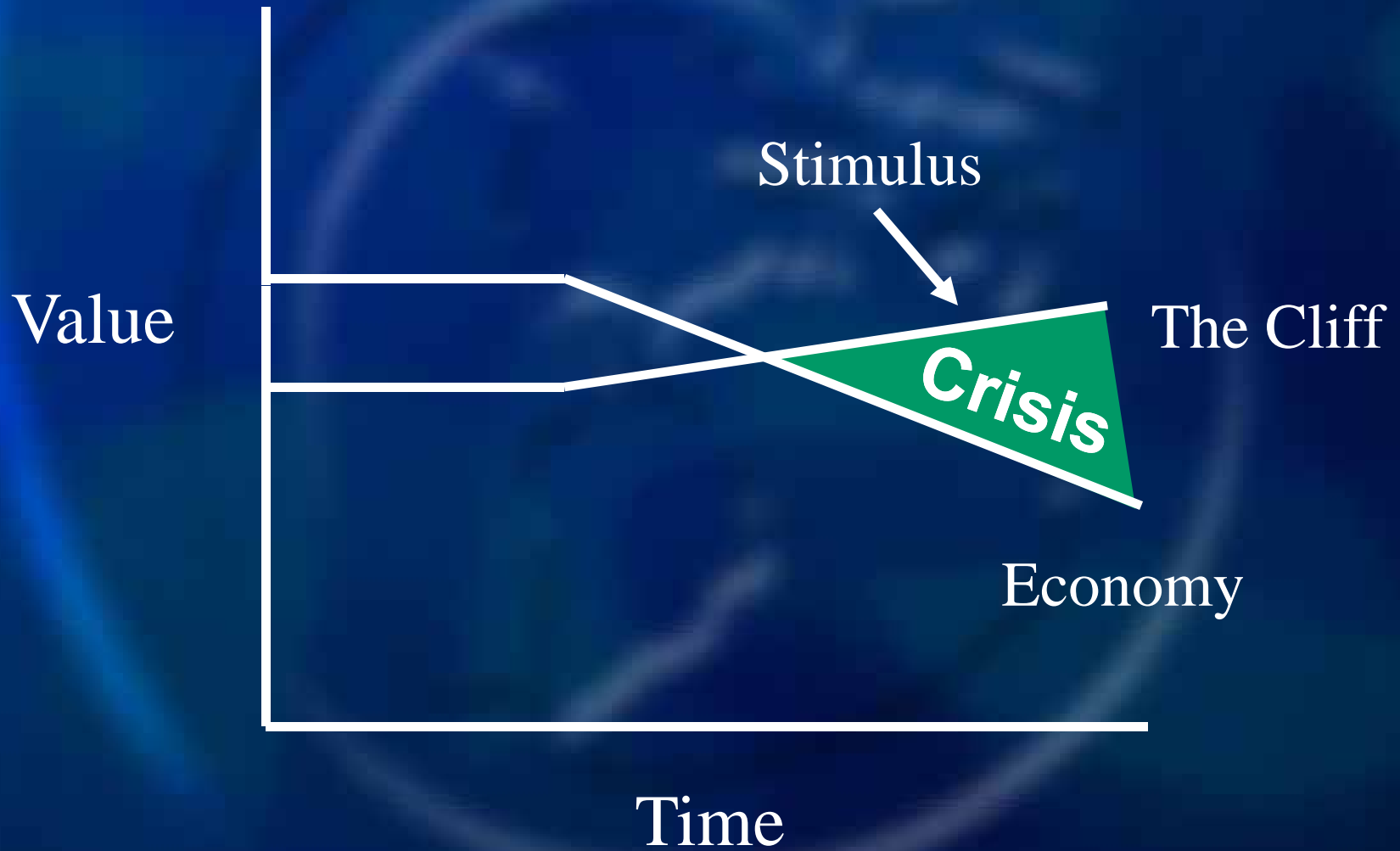
Sub Prime Mortgage Crisis



Stimulus



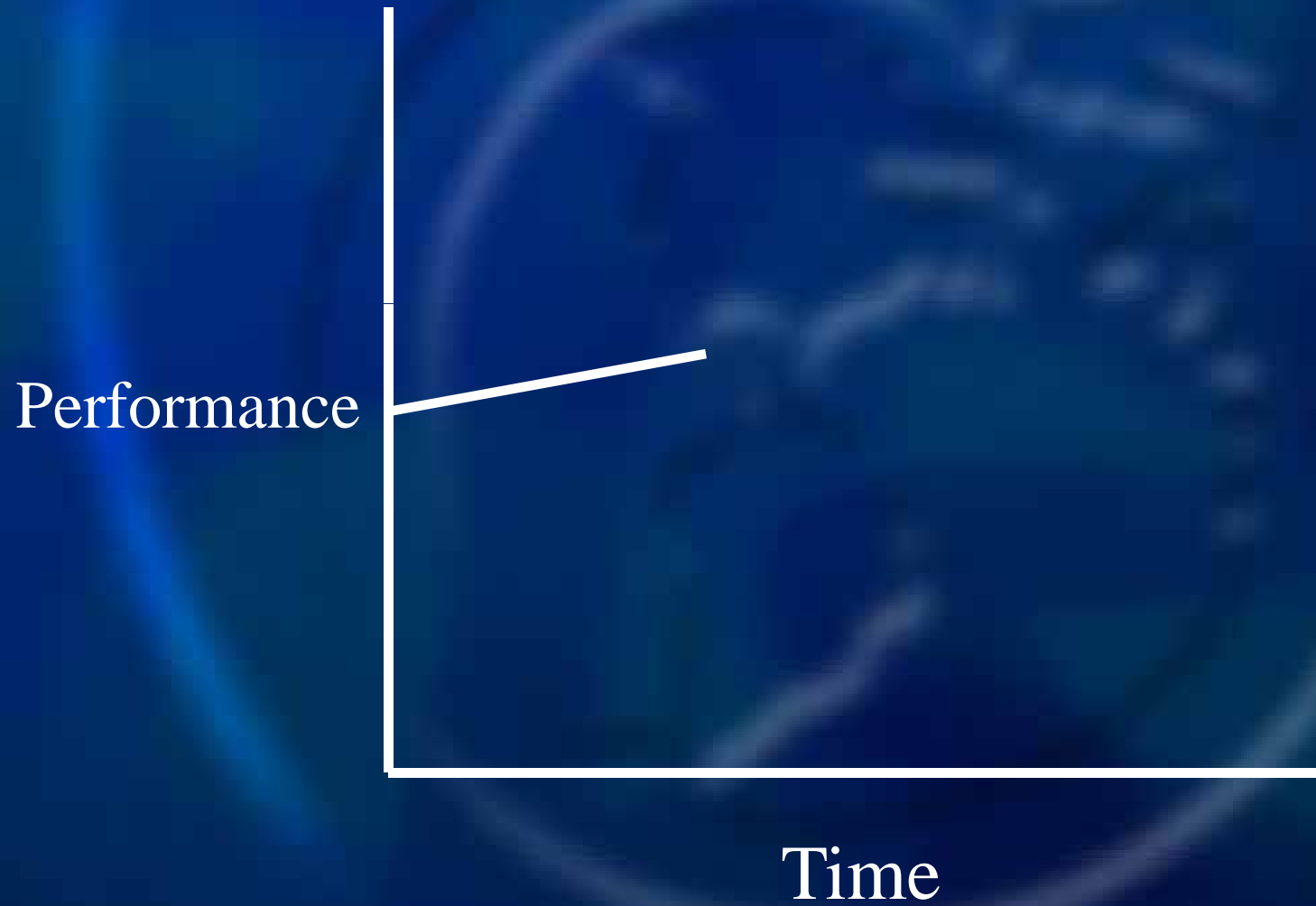
Stimulus



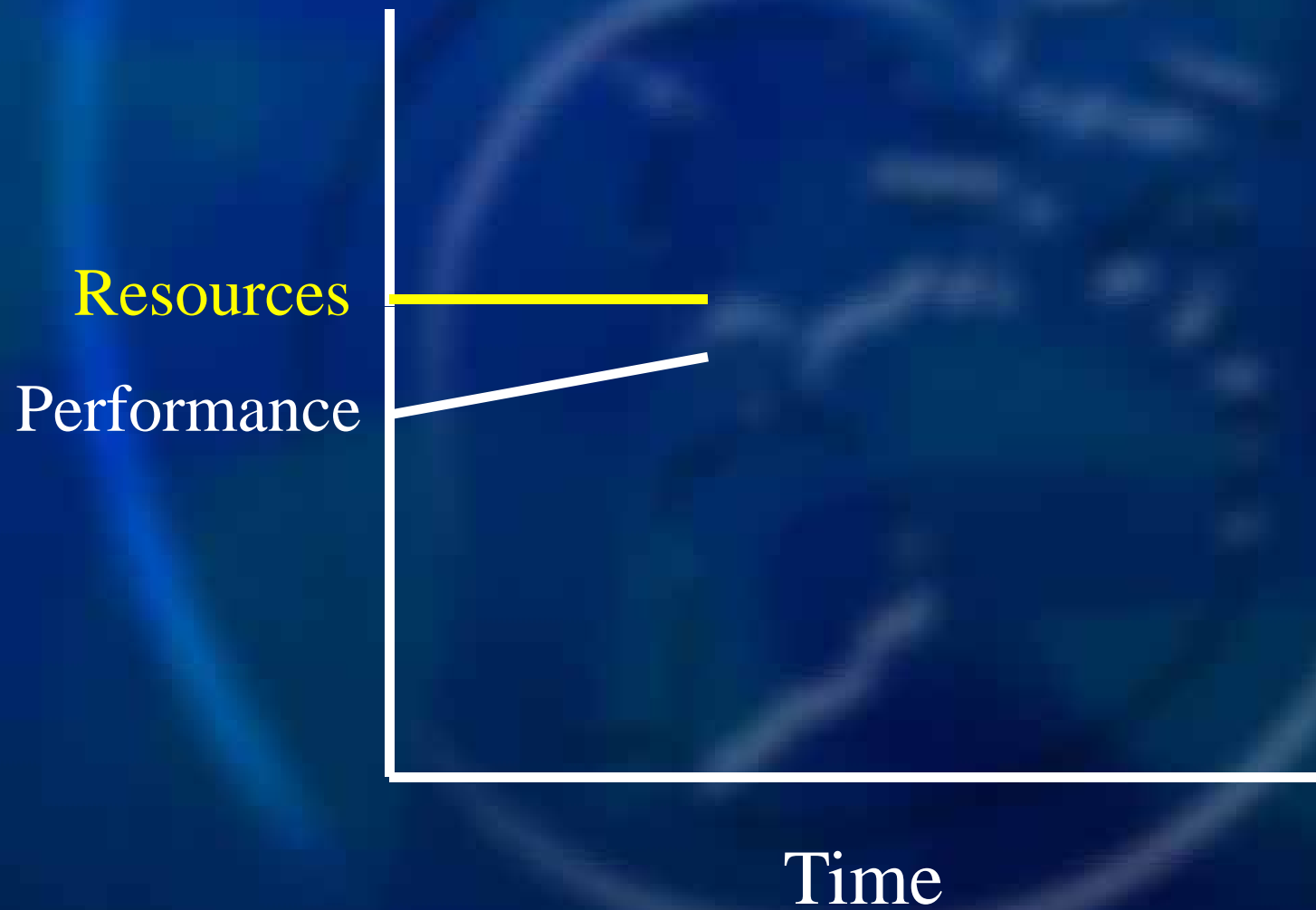
Other Sectors of the Economy

1. Auto
2. Real Estate
3. Airlines

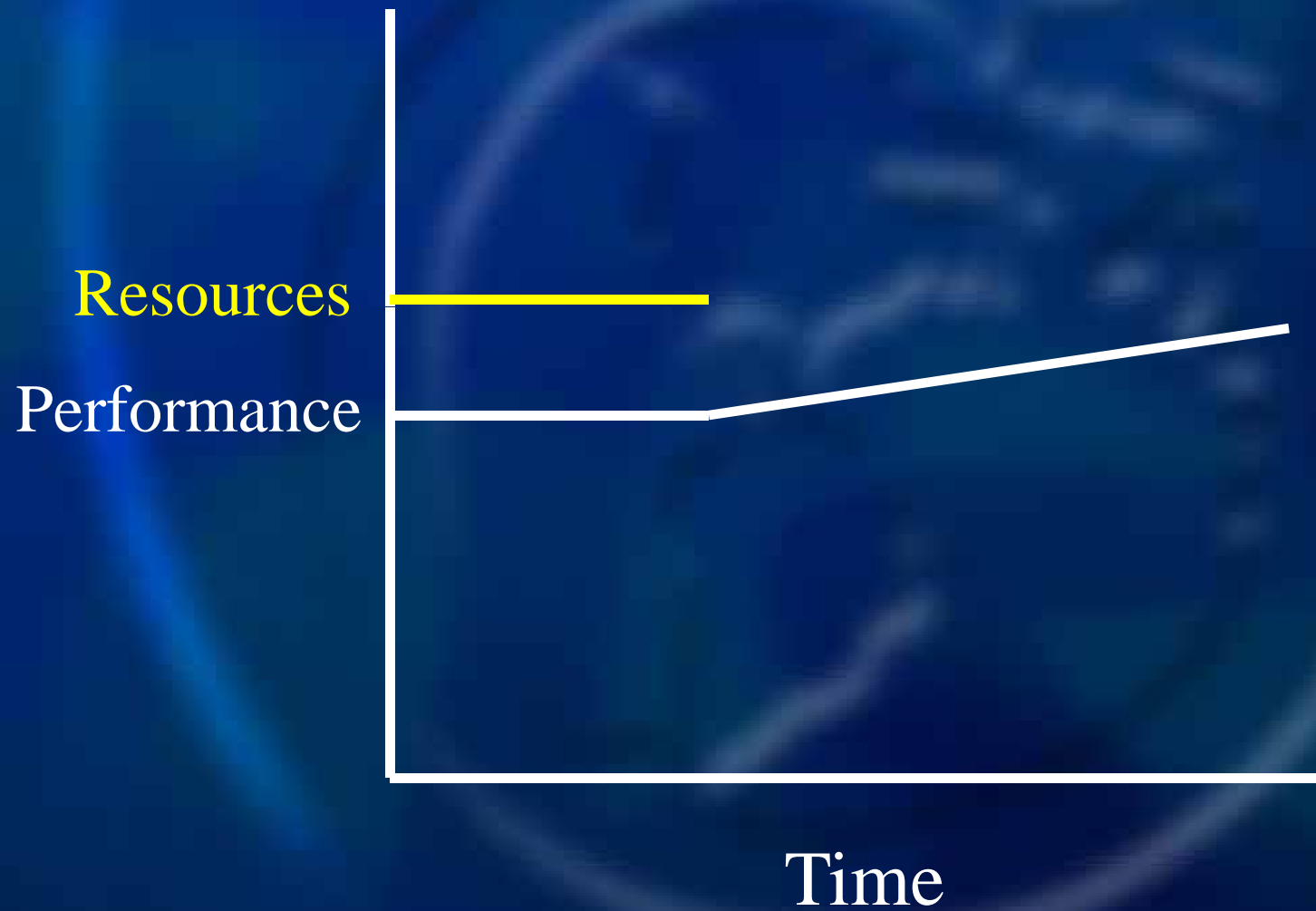
SCHOOLS



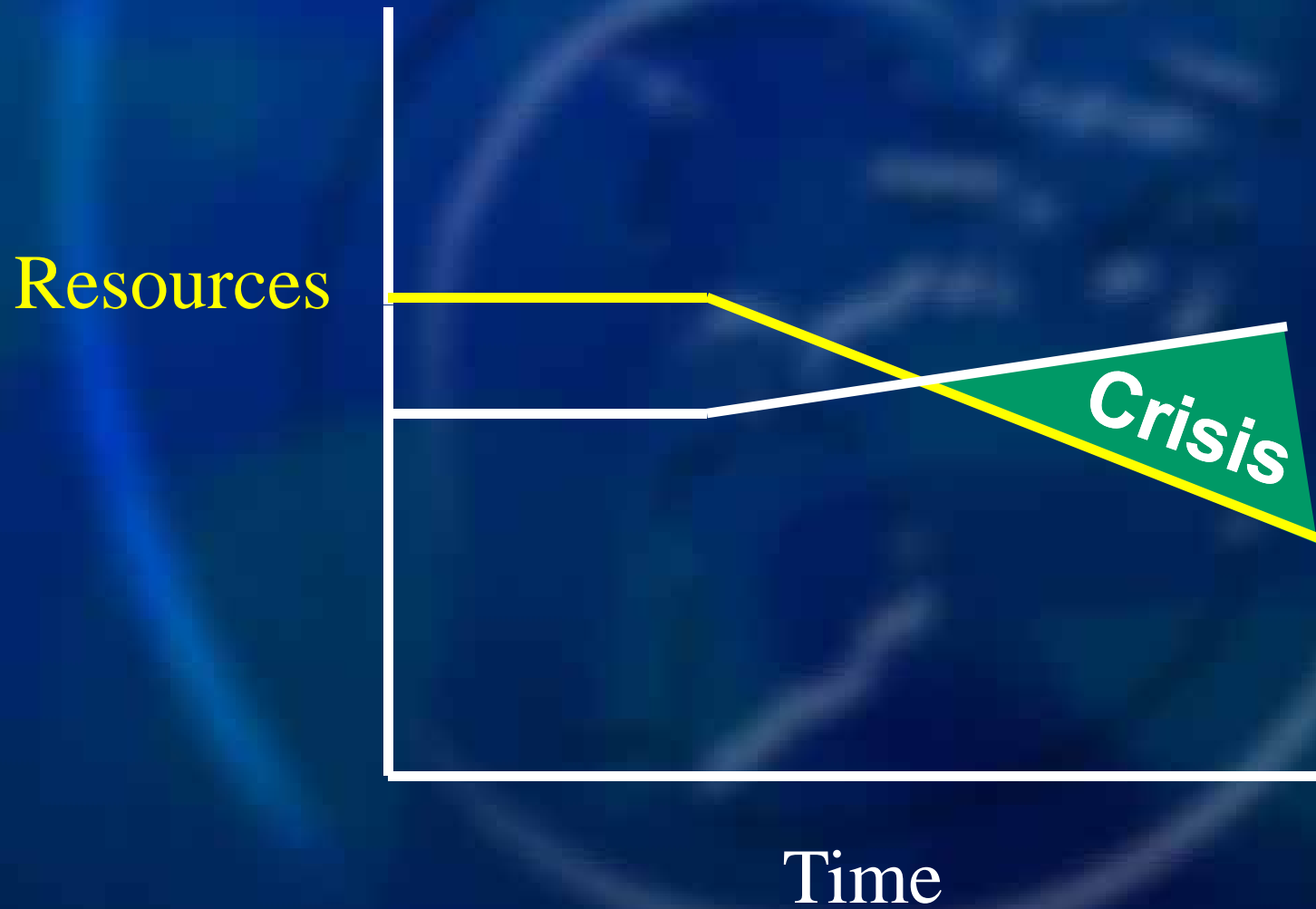
SCHOOLS



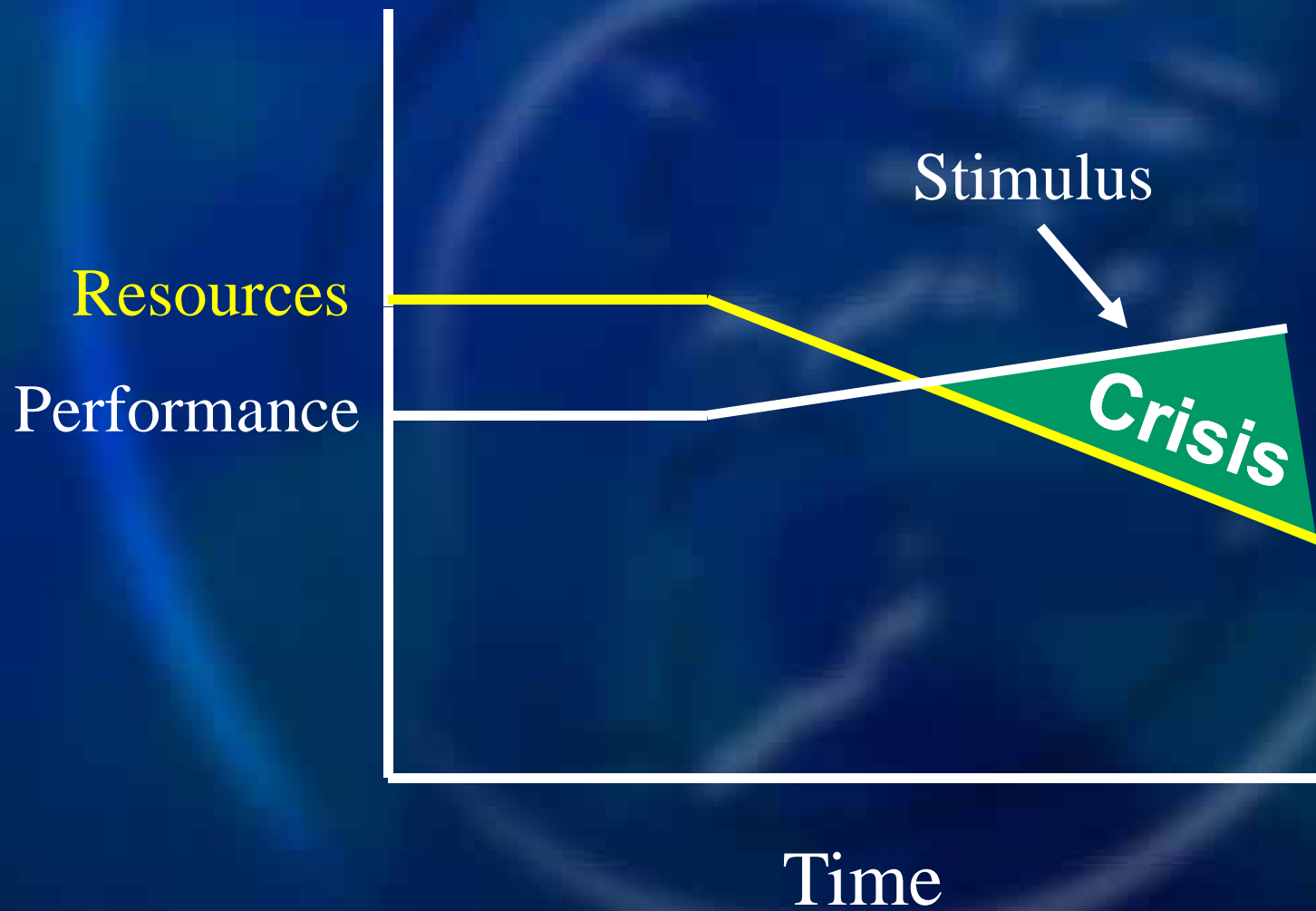
SCHOOLS



SCHOOLS



SCHOOLS



STIMULUS

Short term funding should be used to
stimulate long term improvement

NOT to maintain what exist

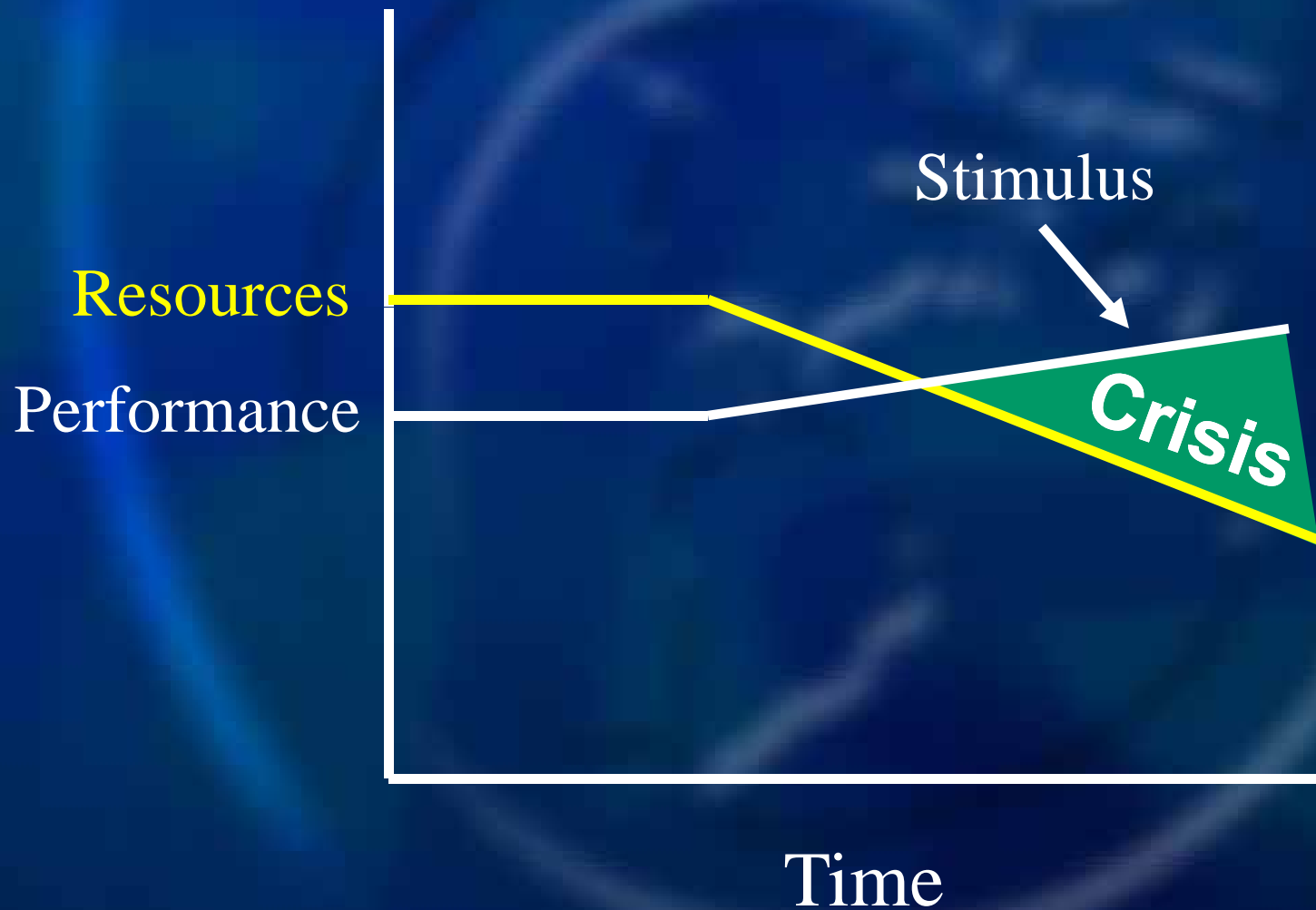
Secretary Duncan

“The first question, I promise you, will be what did you do with the stabilization money to drive reform and improve achievement? If there isn't a good answer to that, they might as well just tear up the form.”



TIME OUT

CANNOT BE BUSINESS AS USUAL



Lag in Budget Reductions

- 2001 – Economic downturn ended
 - State budget reduction in 2002 - \$14B
 - State budget reduction in 2003 - \$12B
- 2009 – Economic downturn has not yet ended
 - State budget reduction in 2009- \$31.6B
- 2010 – 35 states have already predicted additional cuts

Global Society

Who will stay and who will leave

WHY - WHAT - HOW





Effective and Efficient Framework

Bases of ICLE Position

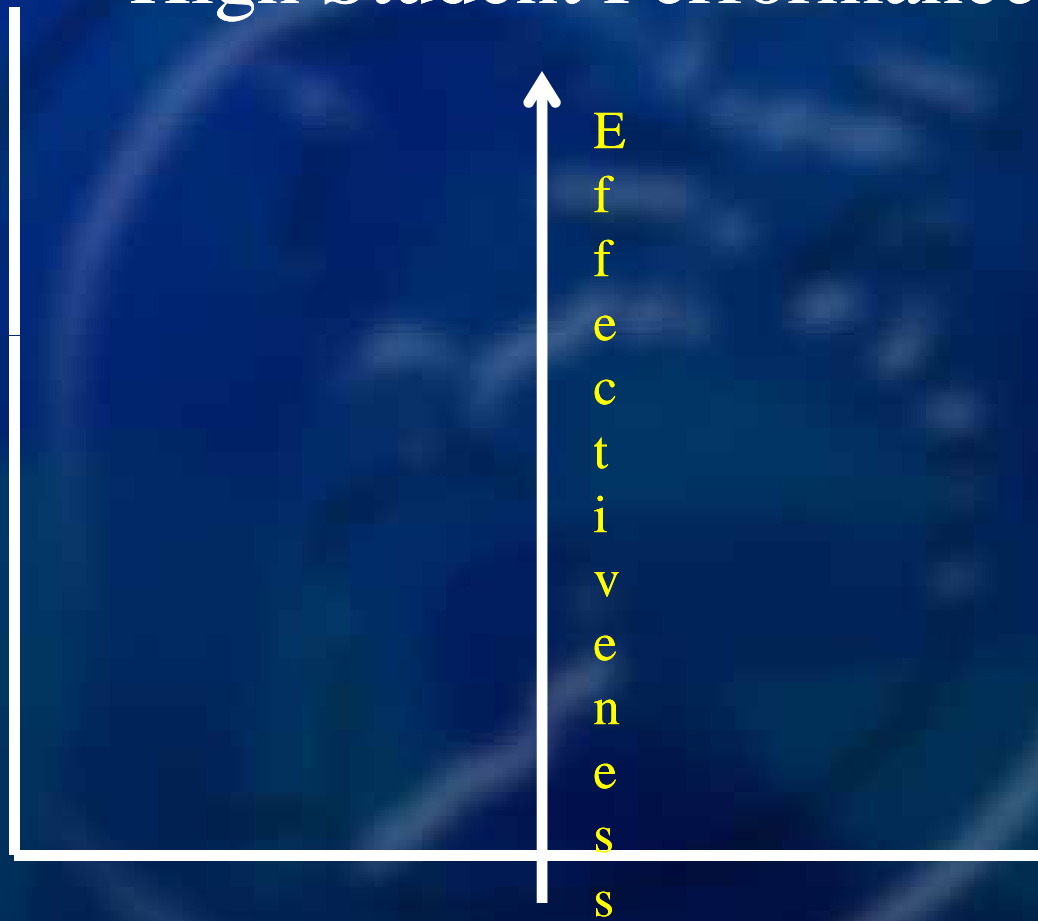
- International Center with Nation's most Successful Schools
- Funding Student Learning – Report

Framework Vs. Index



Effective and Efficient Framework

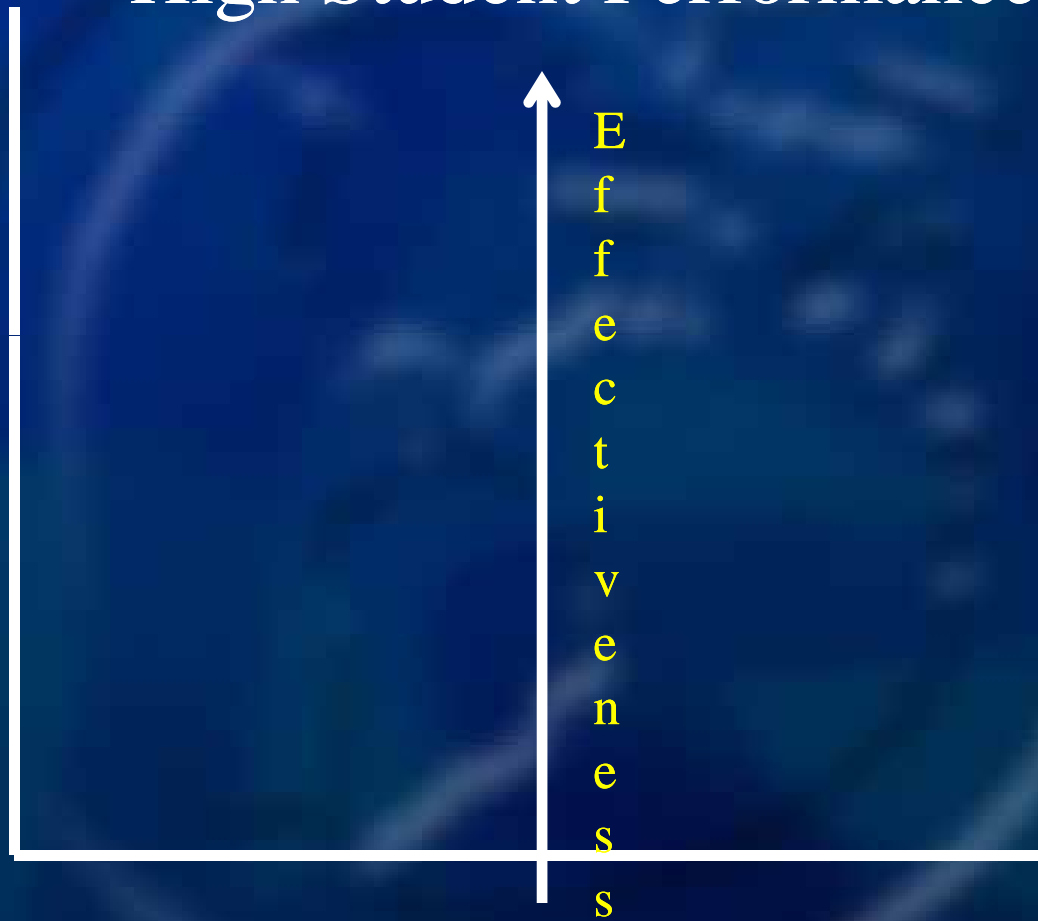
High Student Performance



Low Student Performance

Effective and Efficient Framework

High Student Performance

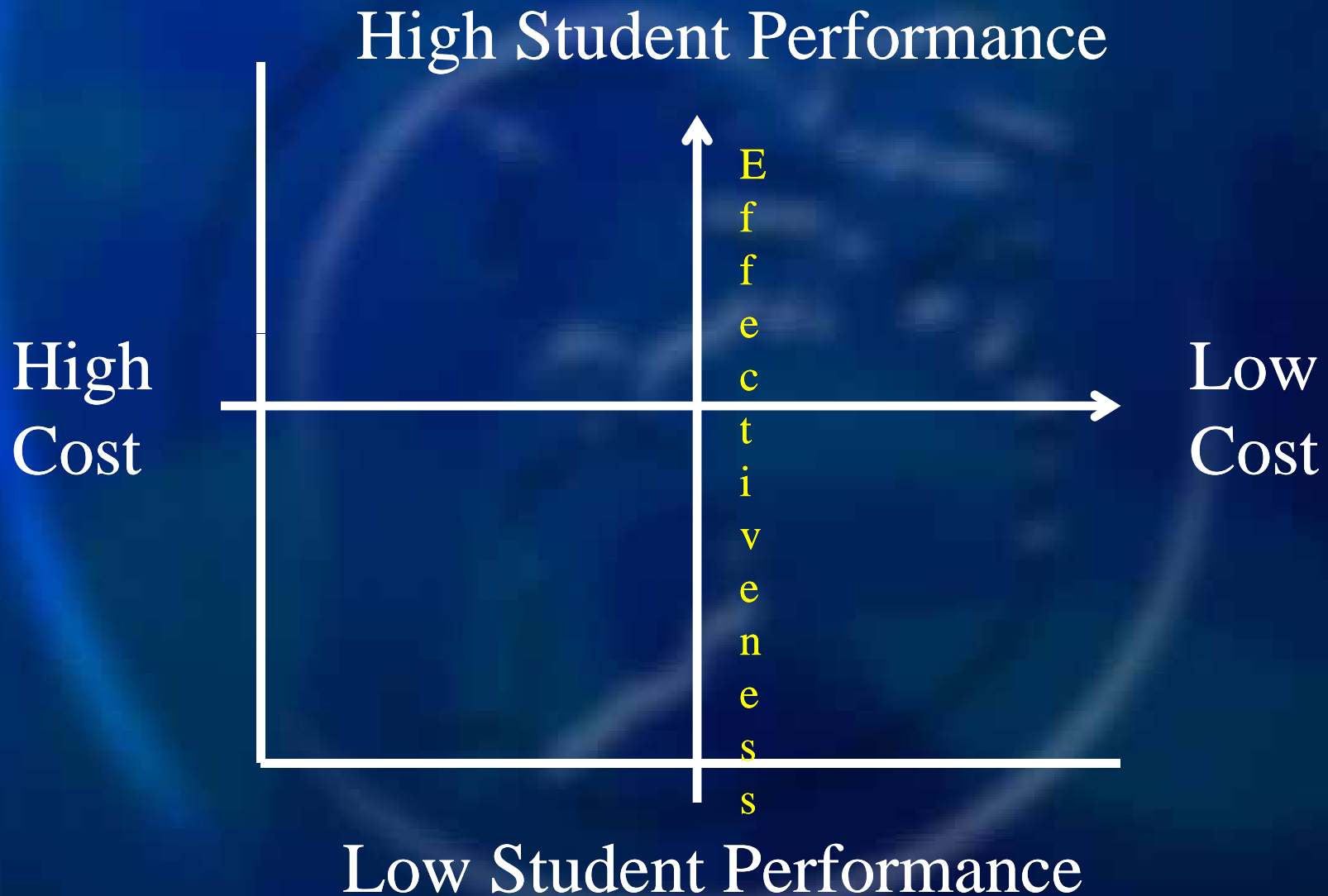


Low Student Performance

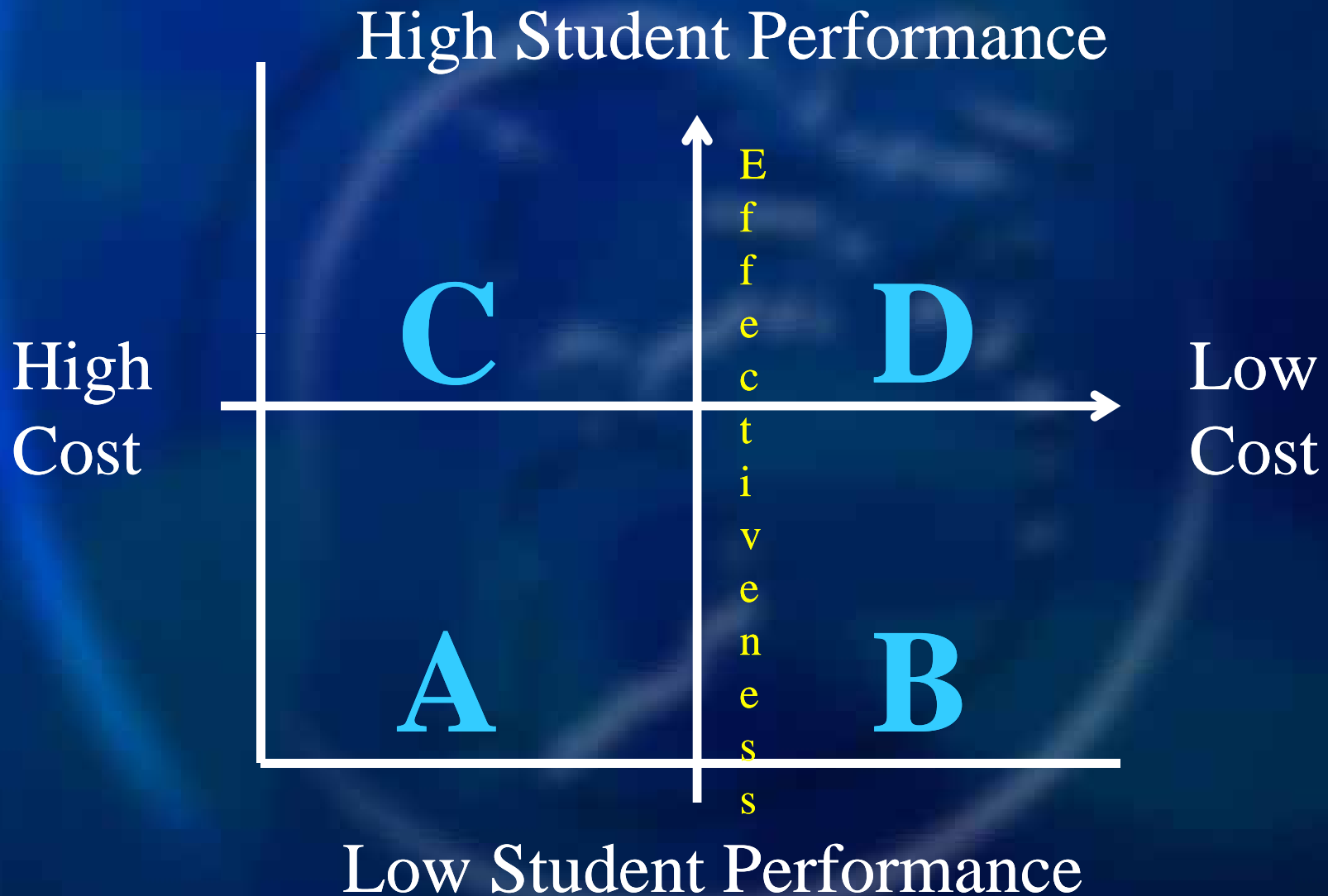
Effective and Efficient Framework



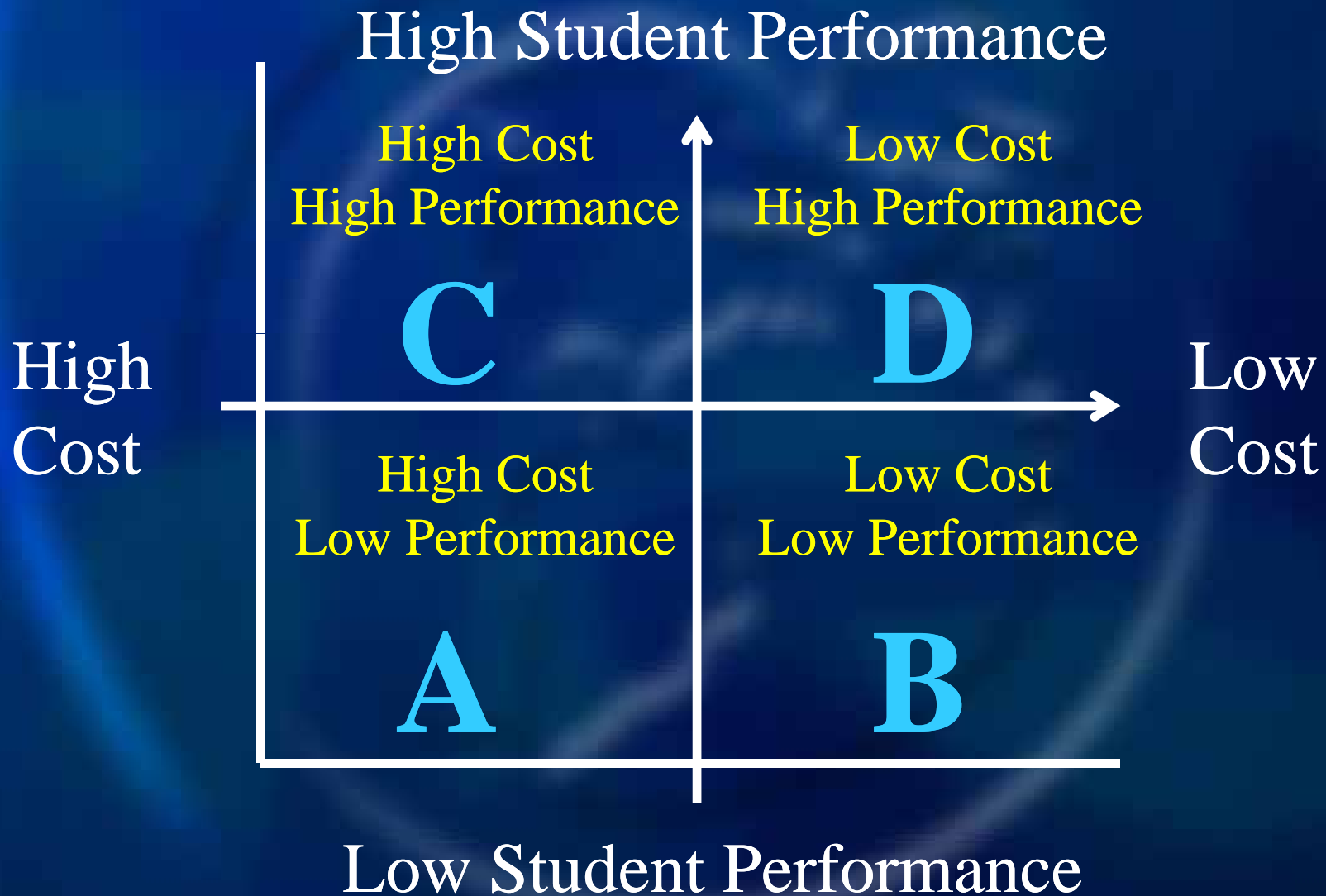
Effective and Efficient Framework



Effective and Efficient Framework



Effective and Efficient Framework

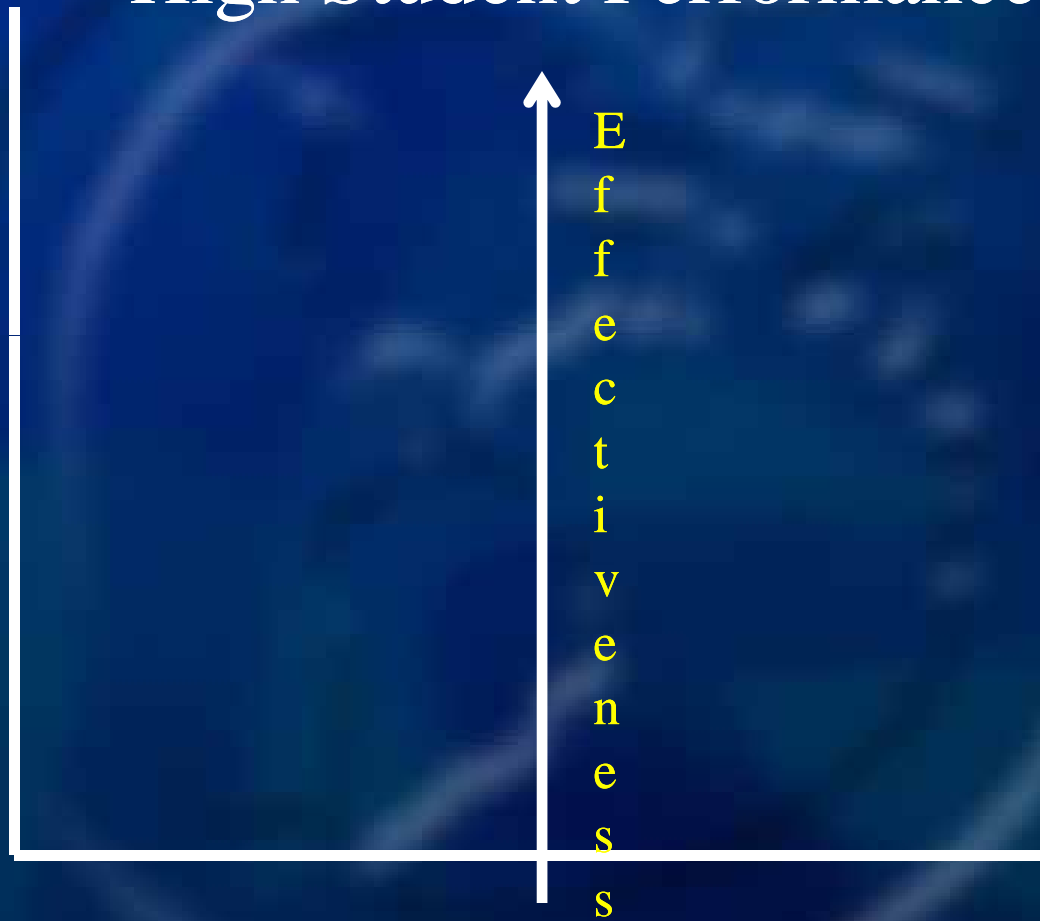


WHY - WHAT - HOW



Effective and Efficient Framework

High Student Performance



Low Student Performance

Application Model

- 1. Knowledge in one discipline**
- 2. Application within discipline**
- 3. Application across disciplines**
- 4. Application to real-world
predictable situations**
- 5. Application to real-world
unpredictable situations**

**Rigor/Relevance
For
All Students**

Knowledge Taxonomy

1. Awareness
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Application Model

- 1. Knowledge in one discipline**
- 2. Application within discipline**
- 3. Application across disciplines**
- 4. Application to real-world
predictable situations**
- 5. Application to real-world
unpredictable situations**

Levels

Bloom's

6
5
4
3
2
1

C	D
A	B

1 2 3 4 5

Application

Rigor/Relevance Framework

6

- Analyze the graphs of the perimeters and areas of squares having different-length sides.
- Determine the largest rectangular area for a fixed perimeter.
- Identify coordinates for ordered pairs that satisfy an algebraic relation or function.
- Determine and justify the similarity or congruence for two geometric shapes.

- Obtain historical data about local weather to predict the chance of snow, rain, or sun during year.
- Test consumer products and illustrate the data graphically.
- Plan a large school event and calculate resources (food, decorations, etc.) you need to organize and hold this event.
- Make a scale drawing of the classroom on grid paper, each group using a different scale.

5

4

3

2

1

- Express probabilities as fractions, percents, or decimals.
- Classify triangles according to angle size and/or length of sides.
- Calculate volume of simple three-dimensional shapes.
- Given the coordinates of a quadrilateral, plot the quadrilateral on a grid.

- Calculate percentages of advertising in a newspaper.
- Tour the school building and identify examples of parallel and perpendicular lines, planes, and angles.
- Determine the median and mode of real data displayed in a histogram
- Organize and display collected data, using appropriate tables, charts, or graphs.

1

2

3

4

5

Rigor/Relevance Framework

6

- Analyze the graphs of the

- Obtain historical data about local

5

- Express probabilities as fractions, percents, or decimals.
- Classify triangles according to angle size and/or length of sides.

4

- Calculate volume of simple three-dimensional shapes.

3

- Given the coordinates of a quadrilateral, plot the quadrilateral on a grid.

2

1

A

- Determine the median and mode of real data displayed in a histogram
- Organize and display collected data, using appropriate tables, charts, or graphs.

1

2

3

4

5

Rigor/Relevance Framework

6

5

4

3

2

1

- Calculate percentages of advertising in a newspaper.
- Tour the school building and identify examples of parallel and perpendicular lines, planes, and angles.
- Determine the median and mode of real data displayed in a histogram.
- Organize and display collected data, using appropriate tables, charts, or graphs.

1

2

3

4

5

Levels

Bloom's

6
5
4
3
2
1

C	D
A	B

1 2 3 4 5

Application



18th Annual Model Schools Conference

Monday, June 14 – Thursday, June 17, 2010
Orlando



www.ModelSchoolsConference.com



International Center
for Leadership in Education

International Center for Leadership in Education, Inc.

1587 Route 146

Rexford, NY 12148

Phone (518) 399-2776

Fax (518) 399-7607

E-mail - info@LeaderEd.com

www.LeaderEd.com

