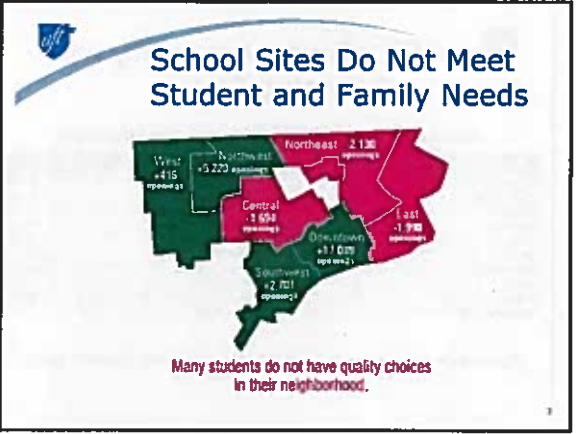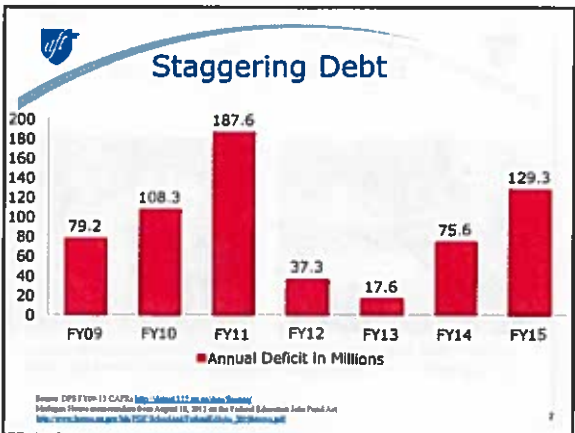# Public Education in Detroit

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AFT Michigan President

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Detroit Federation of Teachers Interim President

A Union of Professionals
AFT Michigan

Staggering Debt

- FY09: 79.2
- FY10: 108.3
- FY11: 187.6
- FY12: 37.3
- FY13: 17.6
- FY14: 75.6
- FY15: 129.3

■ Annual Deficit in Millions

School Sites Do Not Meet Student and Family Needs

Many students do not have quality choices in their neighborhood.

A Lack of Local Control

- **1999:** Gov. Engler replaced the elected board and appointed a new school board. 173,848 students. Budget surplus of $93 million.

- **2009:** Gov. Granholm appoints Robert Bobb as the first Emergency Manager.

- **2015:** Darnell Earley appointed EM. 46,331 students. Debt reaches $515 million. Credit rating falls to Caa1.

Staggering Class Sizes

42 students crammed into a first-grade classroom at Dossin Elementary, leaving no room for a reading circle.

38 students in a Nichols Elementary second-grade classroom.

Staggering Class Sizes

School	Grade	Class Size
Carver	K	43
Henderson	2	39
AL Holmes	6/7th	42
Mason	1	41
Mason	2	45
Mason	3	42
Neinas	1	40
Wayne	2	40
Schultz	K	36
Dossin	1	42
Emerson	1	42

School	Grade	Class Size
Greenfield	2	35
Carleton	3	44
Carleton	4	40
Carleton	5	41
Mason	3	42
Mann	K	36
Thirkell	K	33
Golightly	3	38

Buildings in Disrepair

A second floor classroom at Dossin Elementary, where a leaking roof causes standing water to collect and requires buckets on desks to collect falling water.

Borrowing from Teachers, Freezing Pay

Under emergency management, DPS has regularly borrowed from teachers, frozen step increases, and increased benefit contributions

December 2009
- Termination Incentive Plan ("TIP"), i.e., $9,000 loan from each teacher
- Salaries frozen through FY11 and then raised by only 1% through FY12

July 2012
- 10% additional wage cut, cutting starting salary to under $36k
- Steps frozen indefinitely

All the while, health care went up significantly nearly each year and pension contributions tripled since 1996

Source: July 1, 2012 DPS CBA with DFT, Local 231, AFT, and the AFL-CIO, December 3, 2009 DPS Settlement with DFT

Difficulty Attracting Staff

Today, the salary of a teacher starting new at DPS ranks among the lowest in the country

Starting Teacher Salary (assumes B.A. and certification)

$35,683 (Detroit), $43,715 (Cleveland), $45,359 (Philadelphia), $47,950 (Baltimore City), $48,445 (New York City), $50,653 (Chicago), $50,801 (Boston), $51,539 (D.C.)

Source: National Council on Teacher Quality (available at http://www.nctq.org/)

Difficulty Attracting and Retaining Staff

Teacher Salaries at 15 Largest School Districts

District	Salary	District	Salary
Warren	$90,160	Dearborn	$80,045
Chippewa Valley	$87,161	Plymouth/Canton	$79,870
Farmington	$85,945	Ann Arbor	$78,277
Walled Lake	$85,609	Waterford	$75,302
Utica	$85,556	Forest Hills	$69,676
Rochester	$85,574	Kalamazoo	$68,481
L'Anse Creuse	$84,386	Lansing	$67,350
Troy	$84,000	Huron Valley	$66,044
Livonia	$82,984	Detroit	$45,285
Wayne/Westland	$80,883	Grand Rapids	$65,200

Figures are based on earnings for teachers on step 15, with a master's degree.

Eliminating Pensions for New Hires

- Exacerbates Teacher Shortage

- Savings are minimal, at best

- Stranded costs harm entire state pension system

Tying Teacher Pay to Test Scores

- A study of the New York City Schoolwide Performance Bonus Program
  - Student achievement did not improve
  - Overall school progress reports did not improve
  - Teachers' reported attitudes, perceptions and behaviors did not change

Source: Big Apple for Educators: New York City's Experiment with Schoolwide Performance Bonuses. Final Evaluation Report, by Julie A. Marsh, Matthew G. Springer, Daniel F. McCaffrey, Kun Yuan, Scott Epstein, Julie Koppich, Nidhi Kalra, Catherine DiMartino, and Art (Xiao) Peng, MG-1114-FPS, 2011, 312 pp. ISBN: 978-0-8330-5251-3

Allowing Noncertified Instructors

- A study of teaching workforce of some of the highest need/lowest performing school districts in the country found:
  - Teachers who went through a less robust certification process/alternative certification program actually saw student achievement decline in their classrooms
  - Teacher effectiveness in reading and mathematics did not improve for teachers in alternative certification programs or teachers with no prior teacher preparation experience.

Source: Educational Opportunity and Alternative Certification: New Evidence and New Questions, Linda Darling Hammond, Stanford Center for Opportunity Policy in Education
https://www.stcbudstate.edu/tpi/initiatives/documents/preparation/Education%20Opportunity%20and%20Alternative%20Certificati on-New%20Evidence%20and%20New%20Questions.pdf

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Challenges to Attracting and Retaining Teachers

- A University of Phoenix survey that found teachers are generally satisfied with their job
  - Greatest frustrations:
    - Policy development by those outside the profession as their greatest source of frustration (78 percent)
    - Too much standardized testing (66 percent)
- An AFT-sponsored online survey of 30,000 teachers and other school employees:
  - Large majorities feel they are not treated with respect by elected officials or the media.
  - Almost three-quarters "often" find the workplace to be stressful

http://www.phoenix.edu/news/releases/2015/05/top-reasons-to-join-the-education-profession.html
http://www.aft.org/sites/default/files/workforcesurvey0515.pdf

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What Students Need

- State must pay the debt accumulated under state control
- Employees must maintain their jobs and their collective bargaining agreements must be honored
- Teachers working conditions *are* student learning conditions
- Students need highly-qualified, consistent educational staff

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What Students Need

- The EAA experiment must end and the schools returned by the 2016-2017 school year
- The operation of public schools must be returned to the community through an elected and empowered school board

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What Students Need

- Provide Community Driven Order to the Educational Landscape

  - The people of Detroit deserve coordination of all educational options in a way that is representative of and accountable to the community
  - Bring a single-framework for the opening, closing and siting of schools

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What Students Need

- School accountability measures that are holistic
  - Standardized test scores should not a determinative measure, and growth is the best measure

Student Growth
- Growth gains, measured by state tests and local factors
- English proficiency
- Evidence of college & career readiness

Student Engagement
- Attendance
- Dropout rates
- Graduation rates
- Evidence from student surveys

Other Outcomes
- Completion of a college or career ready pathway
- Completion of a workplace learning or community service experience

School Climate
- Suspensions, expulsions
- Student & professional supports

Parent Involvement
- Efforts to seek parental input
- Evidence of parent participation (parent surveys)

Basic Services
- Access to materials
- Adequate facilities

Course Access
- Access to curriculum in the core academic subjects, STEM, the arts, and physical education
- Access to technology and school libraries, including qualified librarians and media specialists

Access to Support Services
- Ratio of students to school health professionals, social workers and psychologists
- Access to nutritious meals and physical activity

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School Closures Hurt Students

- Immediate closure of more than 30 schools
  - Traditional Public Schools, Charter Public Schools, EAA

- After being displaced due to a school closure, studies show students:
  - Have increased dropout rates, particularly among high school students. [1][2]
  - Perform at lower rates academically [3]
  - Perceive school closure as negatively impacting their family, community and overall self worth. [4]
  - Show decreased engagement in school [5]
  - Higher levels of stress due to new environments, lack of social networks and differing expectations. [5]

[1] *text illegible*
[2] *text illegible*
[3] *text illegible*
[4] *text illegible*
[5] *text illegible*

What Students Need

- Provide Community Driven Order to the Educational Landscape
  - Provide a common enrollment system so families can better navigate the school choice system
  - Coordinate wrap-around services so all children have access to resources to meet their physical, developmental, and nutritional needs

Thank You

- Questions?