



## Begin with the End in Mind

**Bill Daggett, Founder and Chairman**



**Deb Delisle, Assistant Secretary  
Elementary and Secondary Programs**



## U.S. Public Education System

### Size and Complexity

50 million students

3.2 million teachers

95,000 schools

14,000 School Districts

50 States

1 Federal Government



3

## A Changing Landscape



## A New Reality

The **world is no longer the safe, stable and predictable** place that it once was and, as a result, there are ever increasing and **incredible changes on our nation's future** horizon.

- ✓ What impact will this changing world have on education?
- ✓ How can schools prepare our youth for these realities?
- ✓ How do we provide the essential skills and empowerment they need to be **contributors in solving important world and community problems?**

Almost everyone wants  
schools to be better,

**but almost no one wants  
them to be different.**



## Disturbing Reality

- students in schools serving mostly black students (over 50%) are more than twice as likely to be taught by teachers teaching out-of-field as compared to their peers in high schools where the majority of students are white.
- students from the **highest** poverty schools are **two times less likely** to get a high performing math teacher than students in the **lowest** poverty schools.
- students from the **highest** poverty schools are **two times less likely** to get a high performing math teacher than students in the **lowest** poverty schools.



## Disturbing Reality

- African-American and Latino students are significantly less likely than their white peers to have access to AP courses or an IB program.
- Only 1 in 20 African American and 1 in 8 Latino ACT test takers, compared to 1 in 3 white test takers, **meet all four college** readiness benchmarks.



## Why is this so important?

- People who earn a bachelors degree earn up to **75% more in lifetime earnings** than high school graduates. Individuals who hold an associate degree earn up to 30% more.
- College graduates have **better health and life outcomes, are more productive** and have more meaningful choices in the future, and a better chance at a path out of poverty.



The International Center was founded in 1991 by Dr. Daggett on the belief that **ALL students need an academically rigorous and relevant curriculum based on positive relationships.**

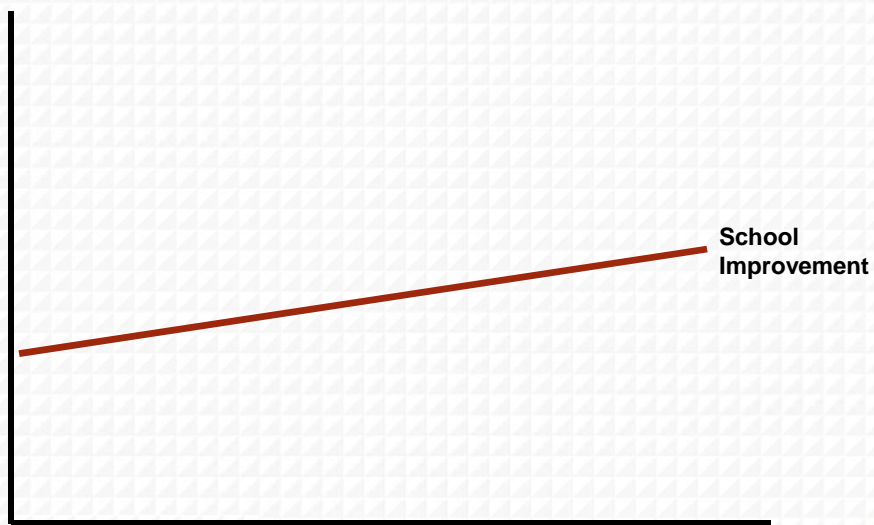
This basic mission has become the focus of change and continuous school improvement for hundreds of districts and thousands of schools across the nation.

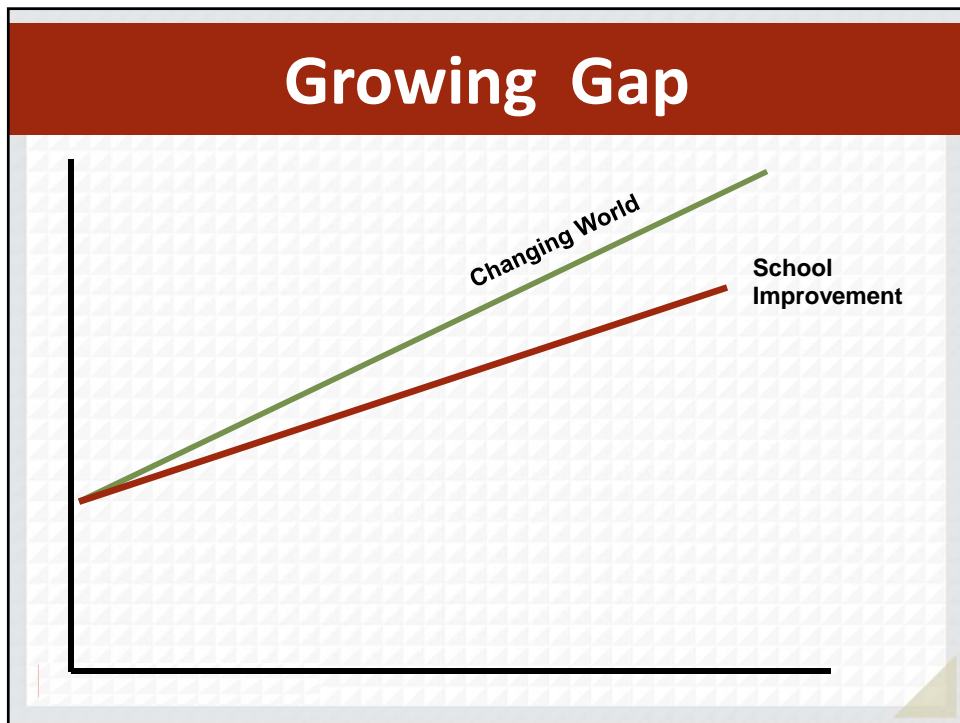
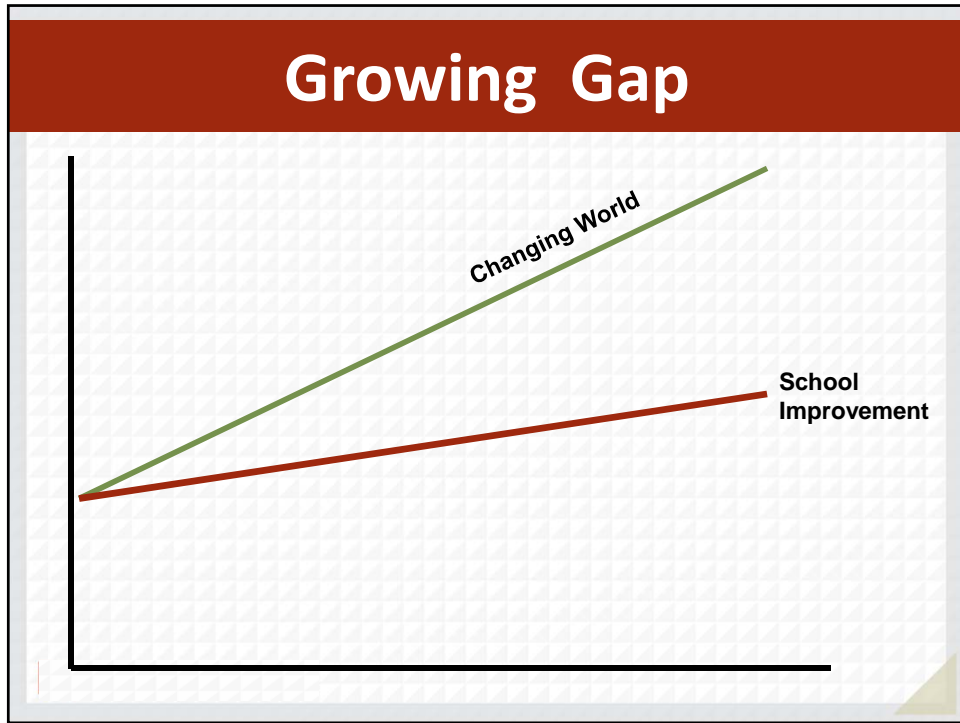
**“Relevance makes rigor possible”**

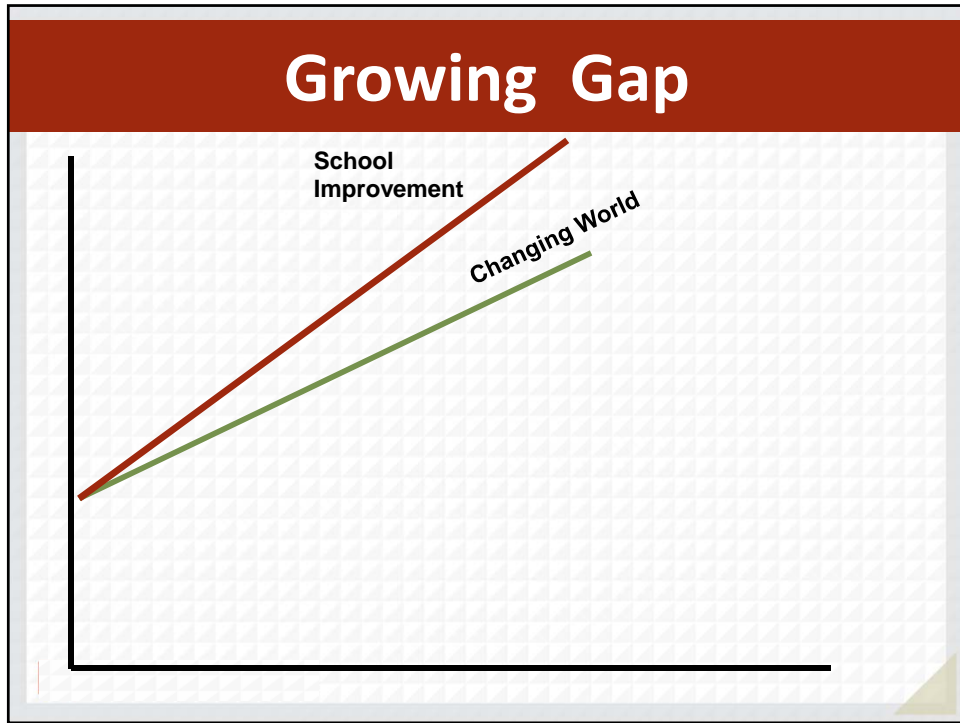
# Best Practices Within the Context of New and Emerging Challenges

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## Growing Gap







# LESSONS LEARNED

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## What is your desired outcome?

Begin with the end in mind

## What is your goal?

- Standards

## What is your goal?

- Standards
- Assessments

## What is your goal?

- Standards
- Assessments
- Teacher Evaluation

## What is your goal?

- Standards
- Assessments
- Teacher Evaluation
- Graduation

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- Graduation
- College Admission

## What is your goal?

- Standards
- Assessments
- Teacher Evaluation
- Graduation
- College Admission
- College AND Career Ready

**Questions**

## What is your goal?

- Standards
- Assessments
- Teacher Evaluation
- Graduation
- College Admission
- College AND Career Ready

## Larger Context of Society

# School Reform

- 1983 – Nation at Risk

# School Reform

- 1983 – Nation at Risk (Persuasion)

# School Reform

- 1983 – Nation at Risk
- 2002 – NCLB

# School Reform

- 1983 – Nation at Risk
- 2002 – NCLB
  - Federal Intervention

## School Reform

- 1983 – Nation at Risk
- 2002 – NCLB
  - Federal Intervention
  - Ready for School
  - Ready for College

## School Reform

- 1983 – Nation at Risk
- 2002 – NCLB (Ready for School)
- 2013 – Standards



# School Reform

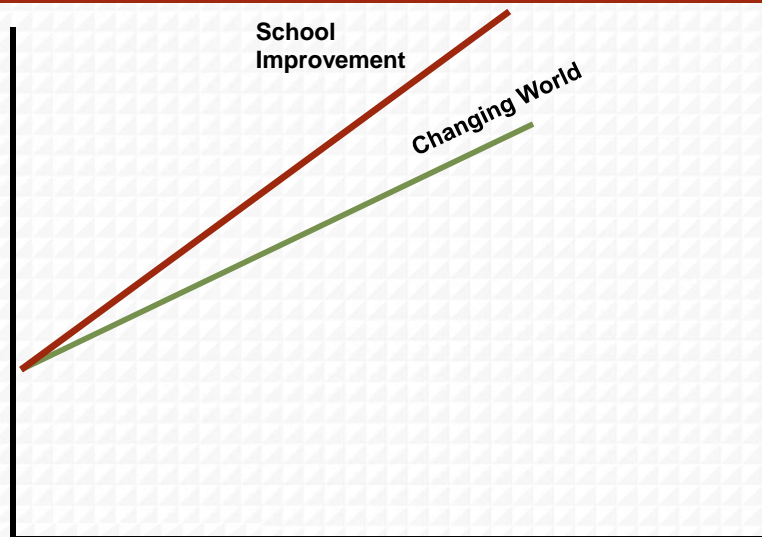
- 1983 – Nation at Risk
- 2002 – NCLB (Ready for School)
- 2013 – Standards  
-State Driven

**Most statements are derived  
from facts but filtered through  
emotions and personal opinions  
then often become very  
distorted**

## School Reform

- 1983 – Nation at Risk
- 2002 – NCLB (Ready for School)
- 2013 – Standards
  - State Driven
  - College AND Career Ready

## Growing Gap





**WHY – WHAT - HOW**

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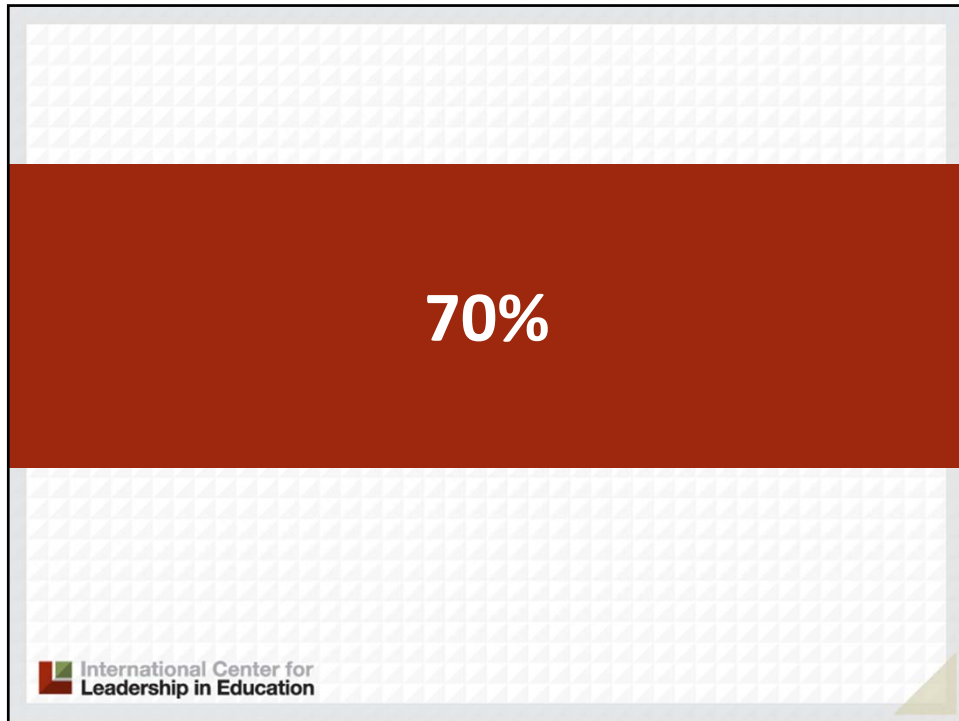
**Culture Trumps Strategy**

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**WHY**

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- ## Eligible for the Military
- Lack High School Diploma
  - Cannot Pass Basic Literacy Test
  - Obesity
  - Drugs
  - Incarceration
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**70%**  
**-Is Increasing at 1% Per Year-**


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**70%**  
**Are they employable?**


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**70%**

**Are they headed to public assistance?**

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**Is the answer College Ready?**

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I will challenge some  
deeply ingrained beliefs  
about higher education

## College Freshman Well or Very Well Prepared

- High School Teachers - 89%
- College Instructors - 26%



## Freshmen Needing Remediation

1. Two Year College – 51.7%
2. Four Year College – 19.9%

## College Retention Rate 2012 First to Second Year

Two-Year Colleges – 55.5%

Four-Year Colleges – 65.2%

## College Dropout Rate 2012 First to Second Year

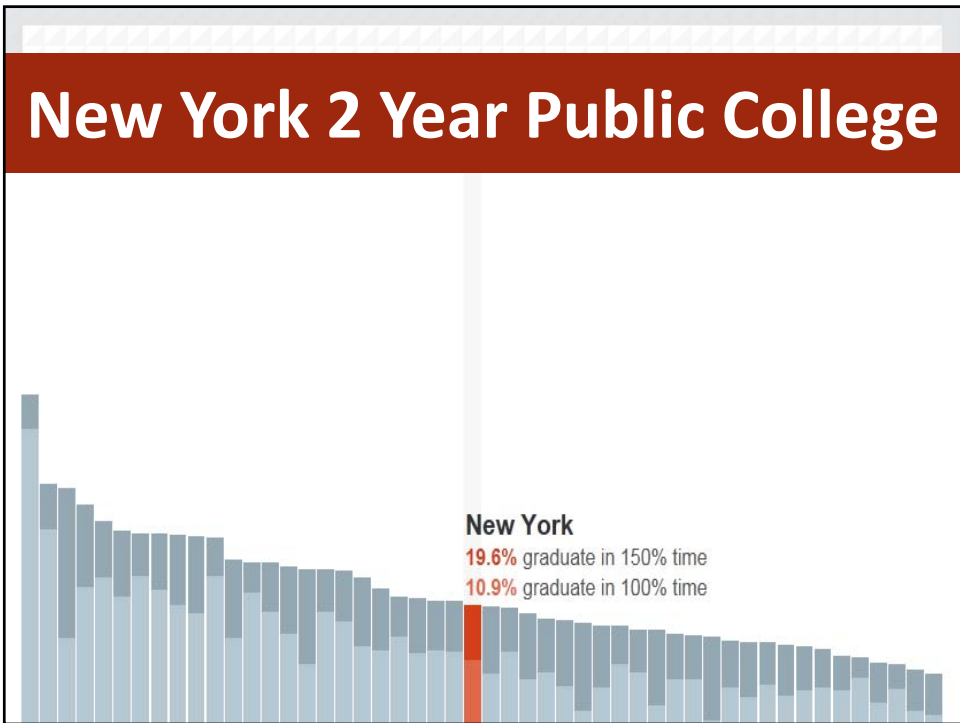
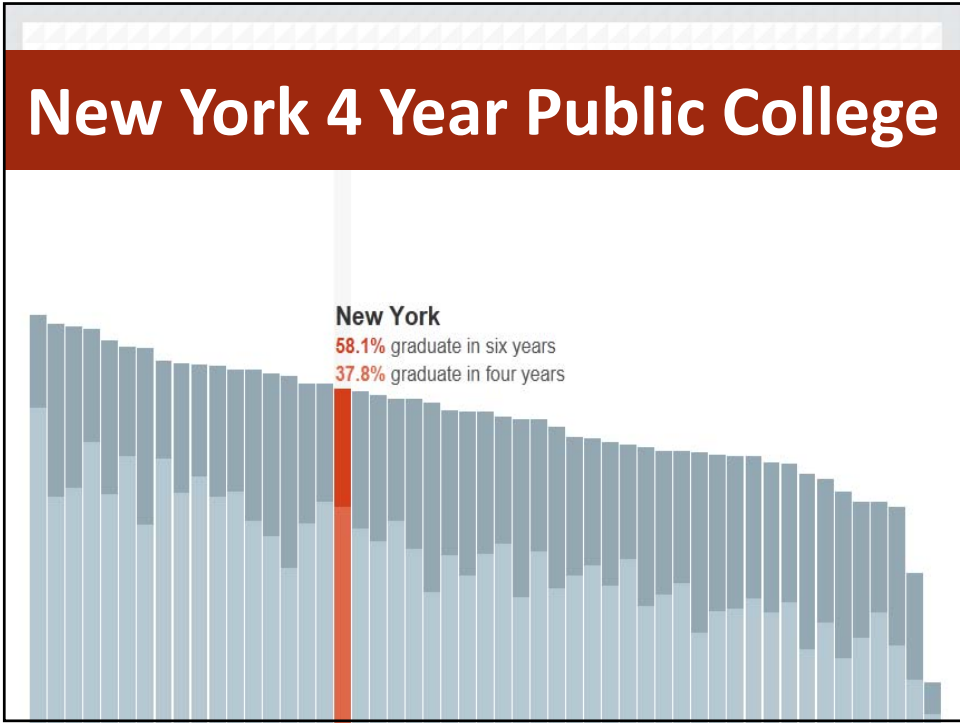
Two-Year Colleges – 44.5%

Four-Year Colleges – 34.8%

## Average Graduation Rate 1983-2012

Two-Year Colleges in 3 years – 29.1%

Four-Year Colleges in 5 years – 36.6%



# Career Ready

# 13 Million Americans are Unemployed

BUT

3.8 million jobs in the  
U.S.  
remain unfilled

**College is a means to an  
end  
NOT the end**

**53.6% of Bachelor's  
degree holders under 25  
are jobless or underemployed**

# Your Major Matters A LOT

## Bachelor's Degrees

1. Business
2. General Studies
3. Social Science and History
4. Psychology
5. Health Professions
6. Education
7. Visual and Performing Arts
8. Engineering and Technology
9. Communications and Journalism
10. Computer and Information Science

## Bachelor's—Competing Nations

1. Business (1)
2. General Studies (10)
3. Social Science and History (6)
4. Psychology (9)
5. Health Professions (4)
6. Education (5)
7. Visual and Performing Arts (8)
8. Engineering and Technology (2)
9. Communications and Journalism (7)
10. Computer and Information Science (3)

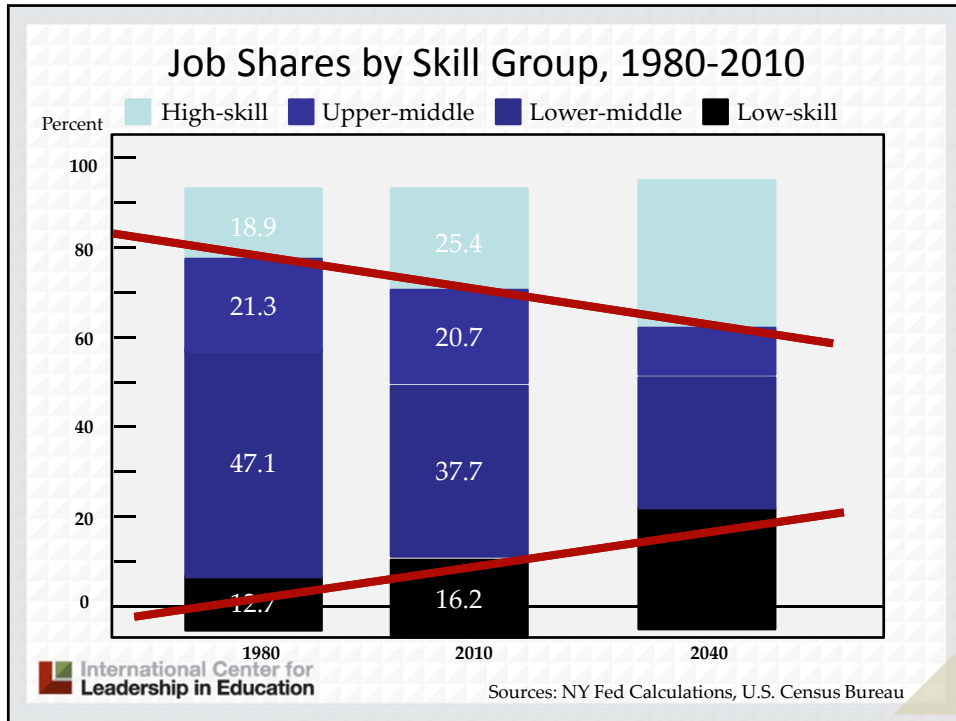
**48% of employed 4-year  
college graduates are in  
jobs that require less than  
a 4-year degree**

**15 % of taxi drivers hold a  
4-year degree**

**In 1970 it was 1%**

**37% of employed 4-year  
college graduates are in  
jobs that require less than  
a high school diploma**





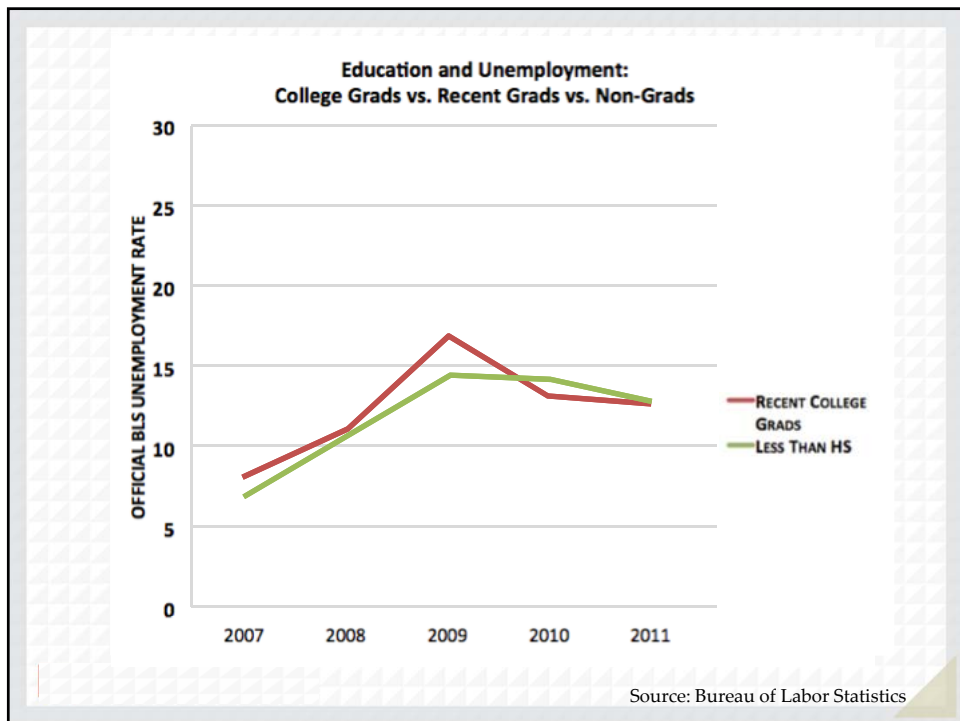
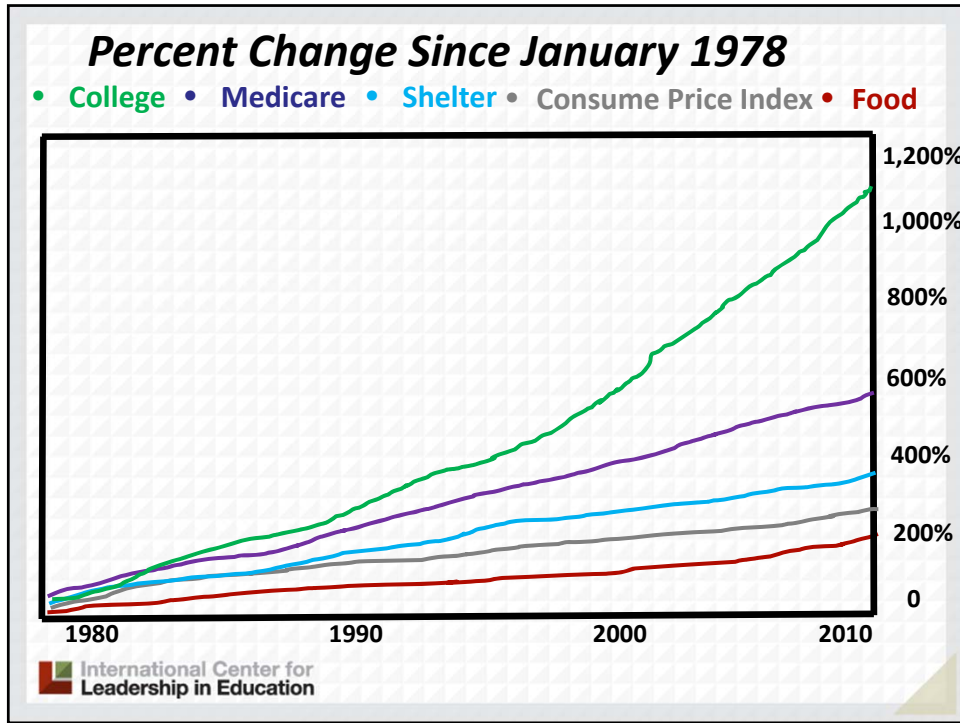
## College Challenges

1. Success of Graduates
2. Cost

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**College tuition rates have increased on average at twice the rate of inflation in the past 17 years**

**2012 college grad average loan debt was \$26,600**



# The Growing Call For Career Ready

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## SESSION #19

Preparing Students to be  
College AND Career Ready

Tuesday – 8 am

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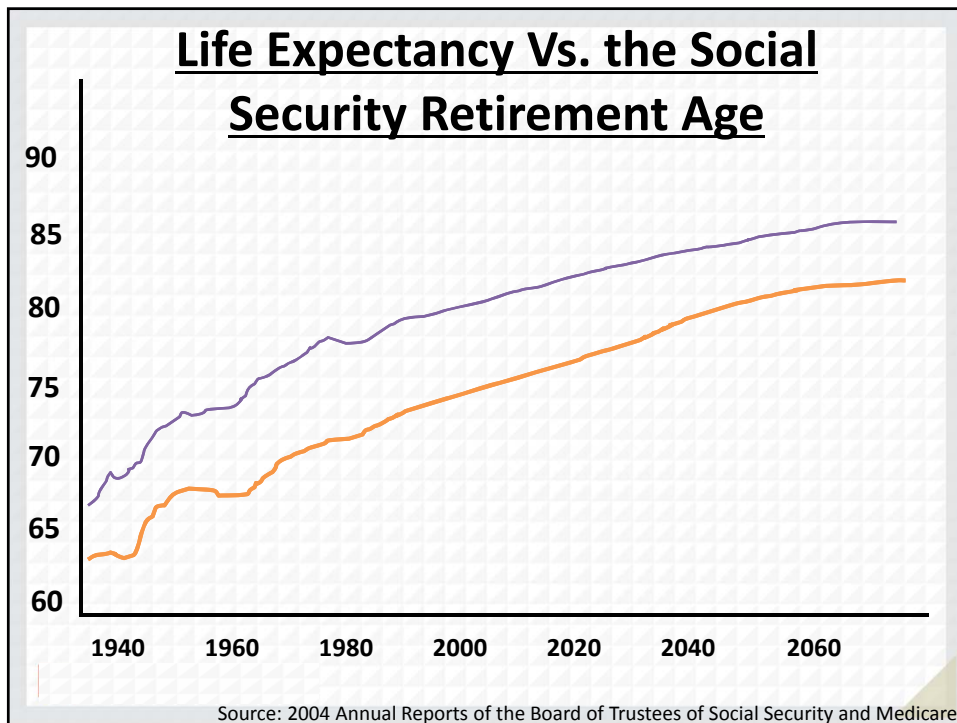
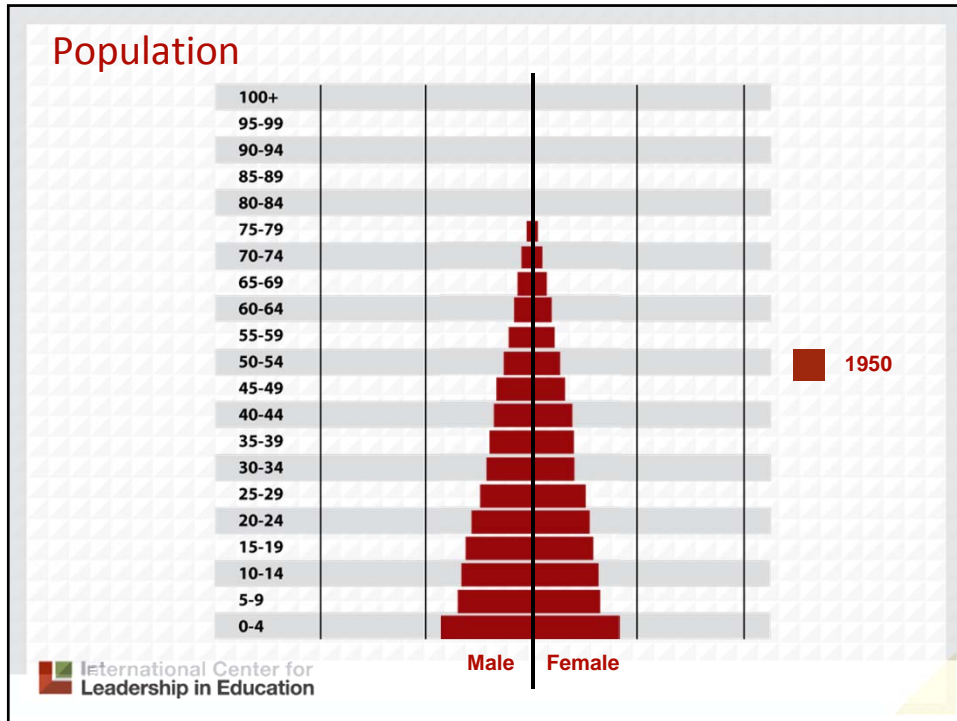
## The Changing Landscape

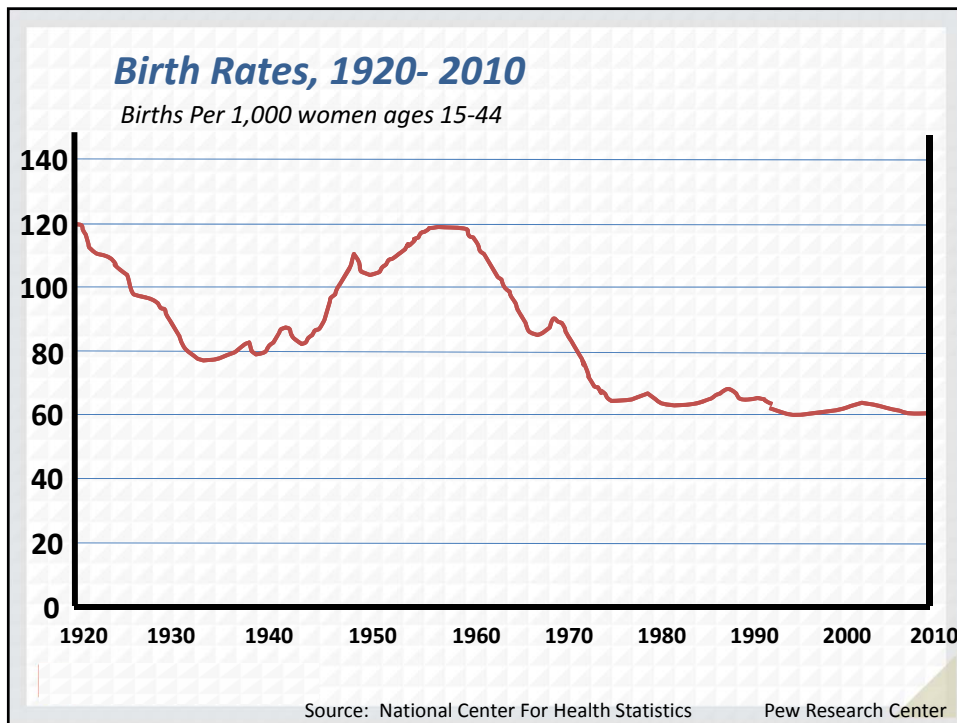
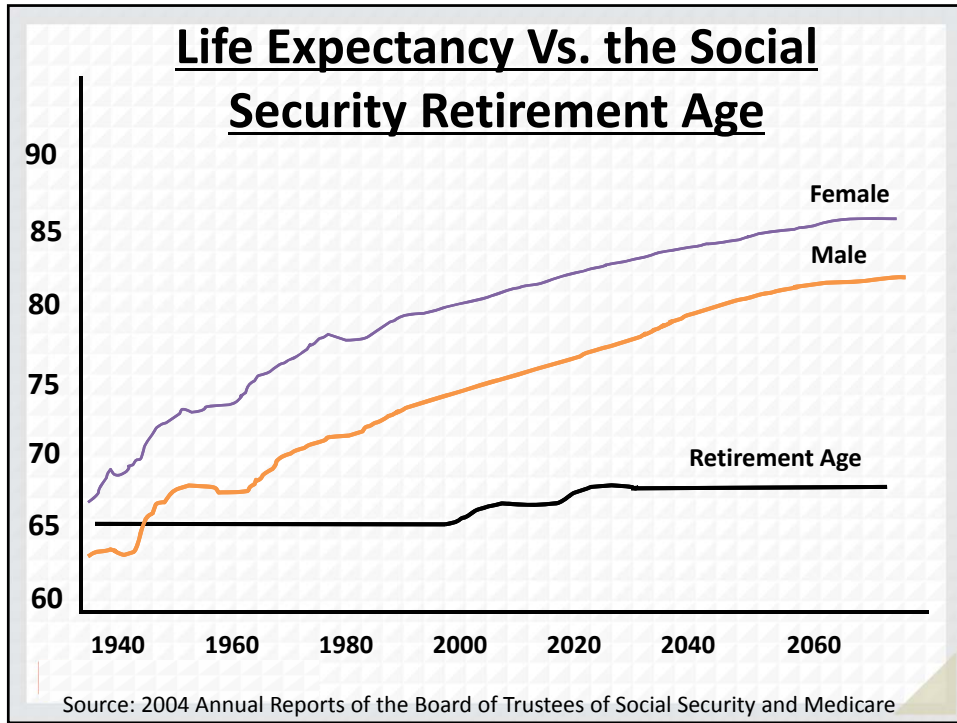
- Technology
- Financial
- Globalization
- Demographics

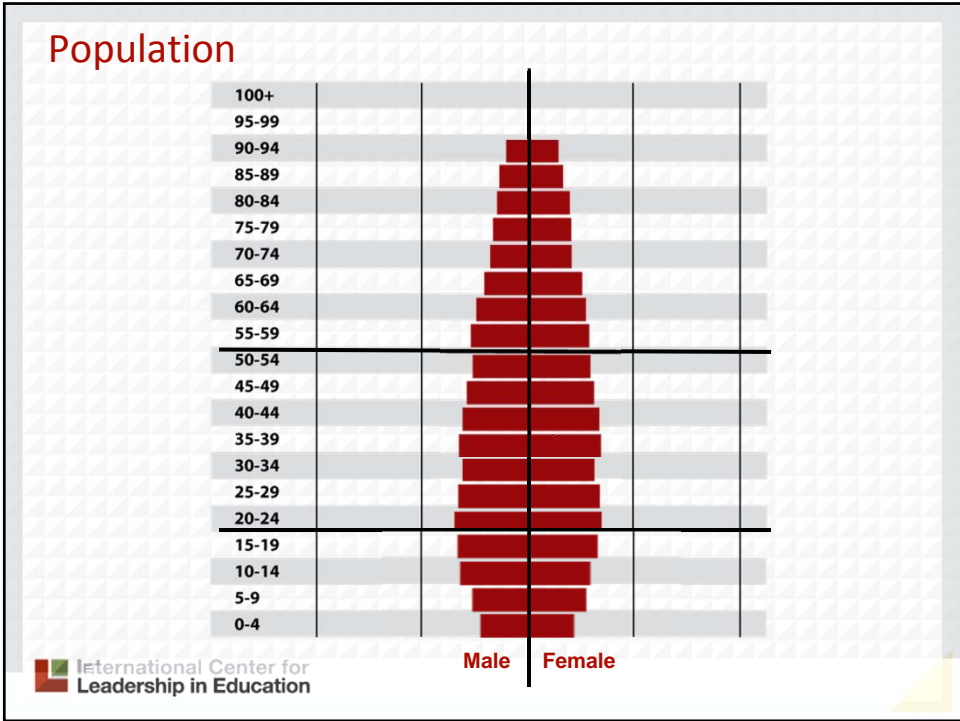
## SESSION #18

Culture Trumps Strategy:  
How to Create that Culture

Monday – 2 pm





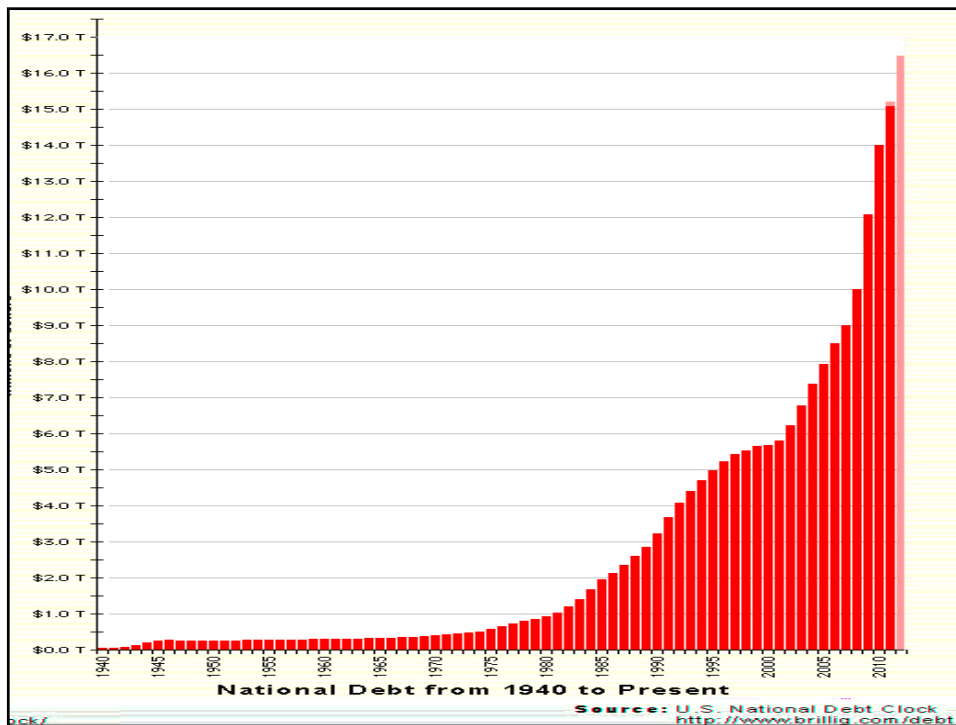




# 2011 US Federal Budget

-borrowing 41% of every dollar it is spending

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**Interest per person per  
year - \$9,298**

## **Total Debt**

**Nation- \$16.856 Trillion**

**State- \$1.183 Trillion**

**Local- \$1.779 Trillion**


# U.S. Liabilities

Social Security-	\$ 16,390 Trillion
Prescription Drug -	\$ 21,685 Trillion
Medicare-	\$ <u>86,237</u> Trillion
Total unfunded Liabilities-	\$ 124, 312 Trillion
Liabilities per taxpayer-	\$1,093,312

# Teacher Pension Funds



**WHAT**

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**Skill Requirements  
College and Career Ready**

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## A Combined Focus

- Culture of High Expectations

## A Combined Focus

- Culture of High Expectations
- Relevance of Instruction

## A Combined Focus

- Culture of High Expectations
- Relevance of Instruction
- Focus on Literacy

## A Combined Focus

- Culture of High Expectations
- Relevance of Instruction
- Focus on Literacy
- Mathematics

## A Combined Focus


- Culture of High Expectations
- Relevance of Instruction

## 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


# Knowledge Taxonomy

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

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# Levels

Bloom's	6	<b>C</b>	<b>D</b>
	5		
	4		
	3		
	2	<b>A</b>	<b>B</b>
	1		
		1	2
		3	4
		4	5

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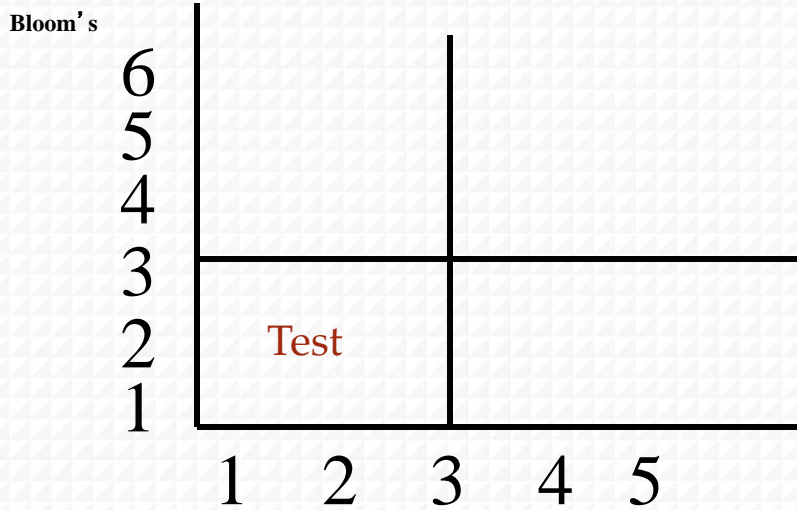
Application

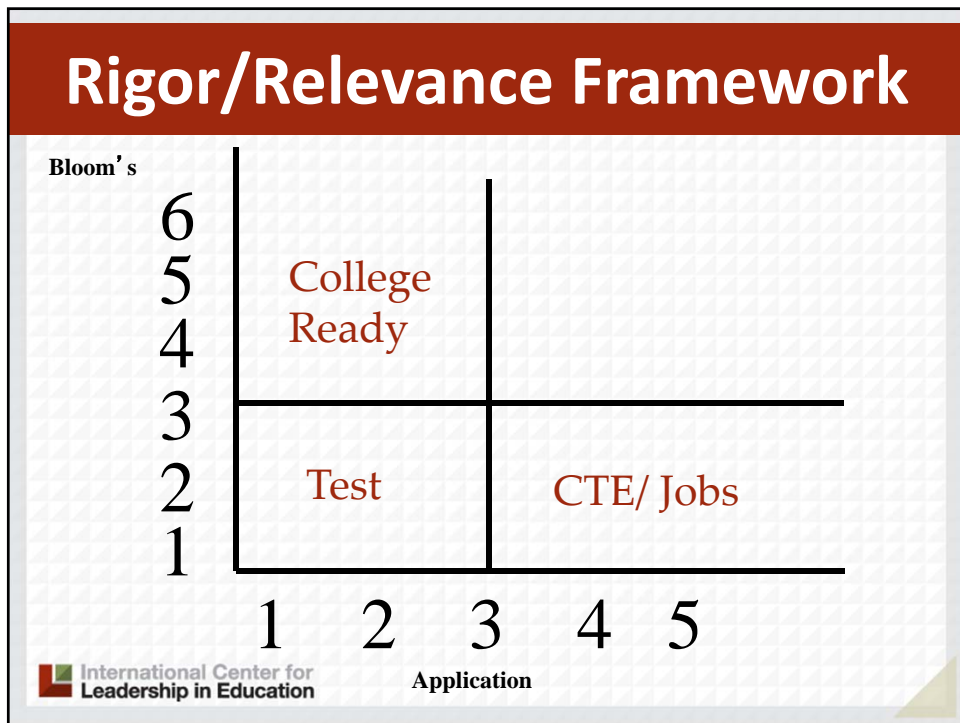
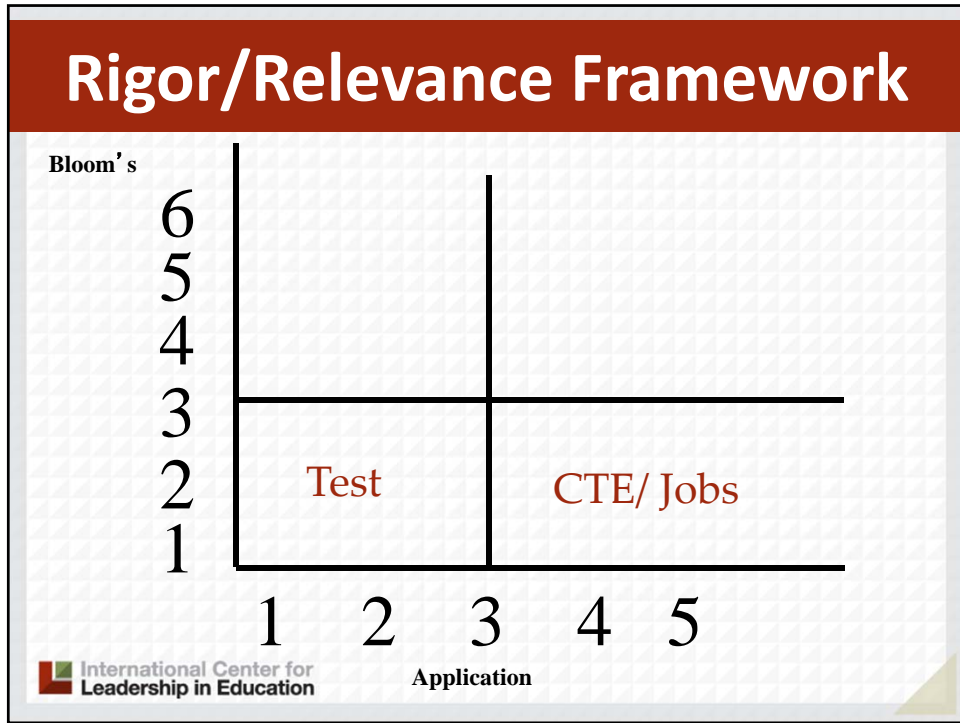


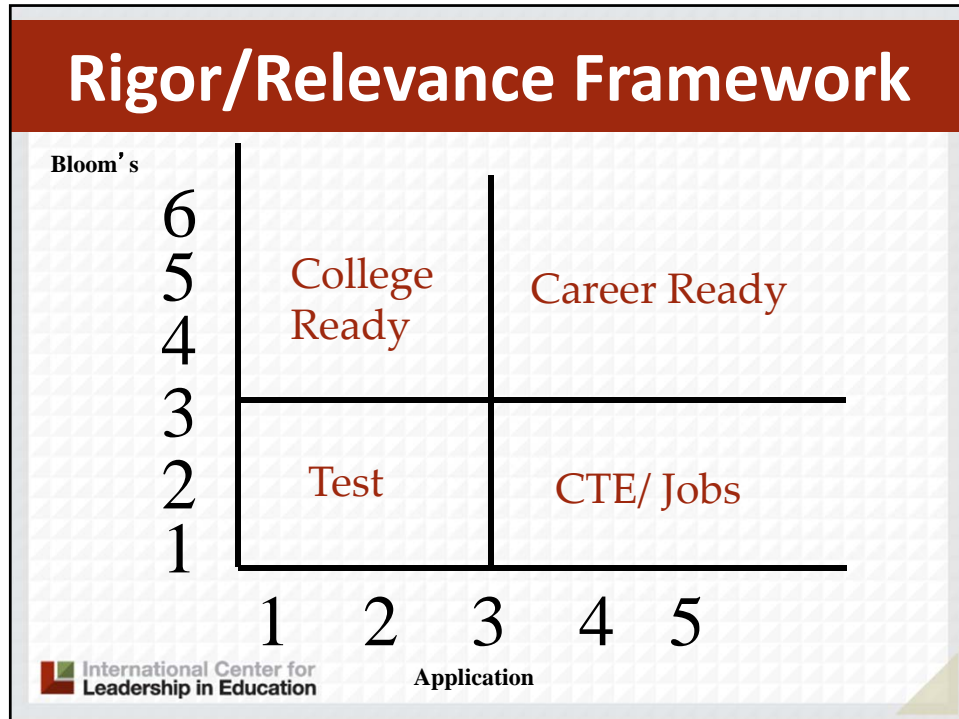
## Quad D Skills and Knowledge

- Decision Making
- Innovation/Creativity
- Goal Setting/Results Driven
- Multi Tasking
- Work with Others

## Rigor/Relevance Framework








## Quad D

### Skills and Knowledge (CAREER READY)

- Decision Making
- Innovation/Creativity
- Goal Setting/Results Driven
- Multi Tasking
- Work with Others

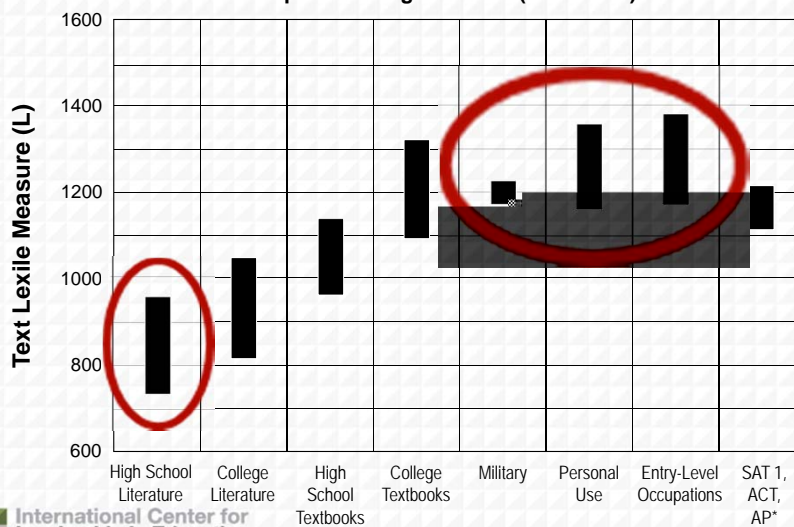
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# Quad D Requires Literacy and Mathematics

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## Reading Study Summary

Interquartile Ranges Shown (25% - 75%)



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\* Source of National Test Data: MetaMetrics

## 2005 Proficiency Grade 4 Reading

	Proficient	Required NAEP Score
Mississippi	88 %	
Georgia	87 %	
Wisconsin	83 %	
Texas	81 %	
Ohio	77 %	
New York	71%	
California	48 %	
Massachusetts	48 %	

## 2009 Proficiency Grade 4 Reading

	Proficient	Required NAEP Score
Georgia	87 %	
Texas	84 %	
Ohio	82 %	
Wisconsin	82 %	
California	60 %	
Massachusetts	54 %	
New Mexico	52 %	
Mississippi	52 %	

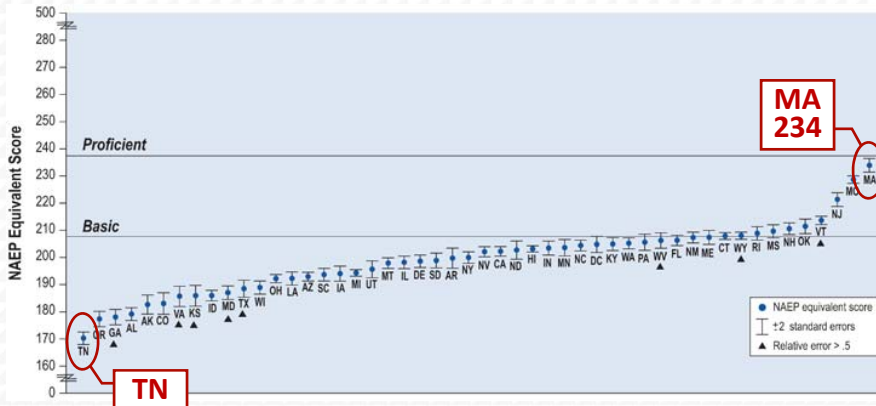
## 2005 Proficiency Grade 4 Reading

	Proficient	Required NAEP Score
Mississippi	88 %	161
Georgia	87 %	175
Wisconsin	83 %	189
Texas	81 %	190
Ohio	77 %	199
New York	71 %	207
California	48 %	210
Massachusetts	48 %	234

## 2009 Proficiency Grade 4 Reading

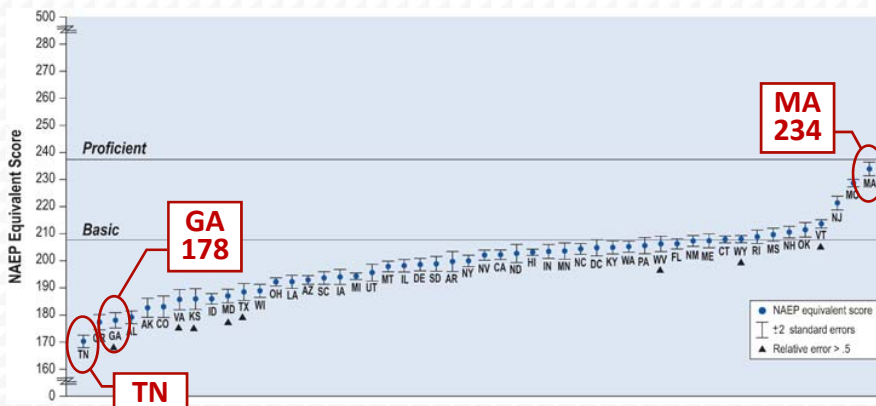
	Proficient	Required NAEP Score
Georgia	87 %	178
Texas	84 %	188
Ohio	82 %	192
Wisconsin	82 %	189
California	60 %	202
Massachusetts	54 %	234
New Mexico	52 %	207
Mississippi	52 %	210

# Grade 4 Reading Proficiency



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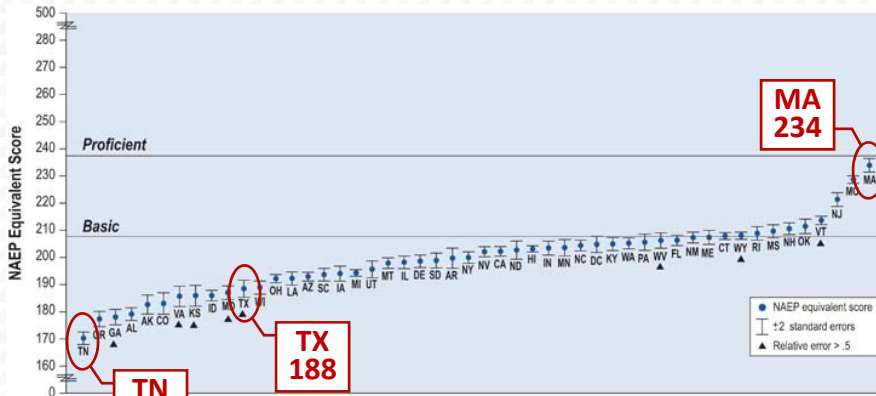
# Grade 4 Reading Proficiency



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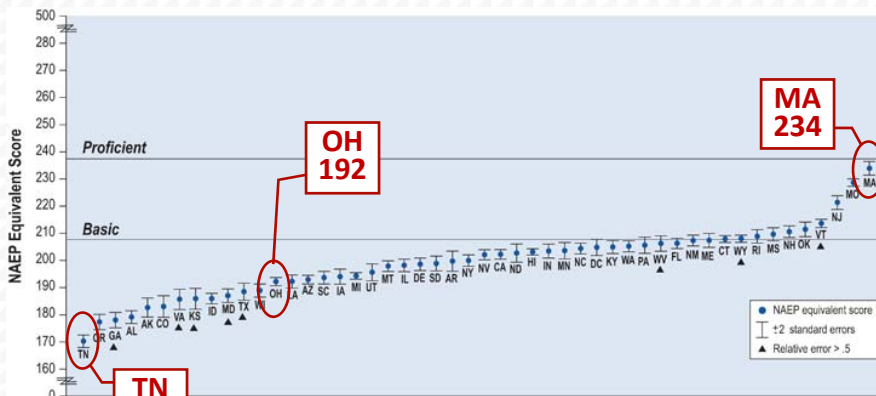


# Grade 4 Reading Proficiency



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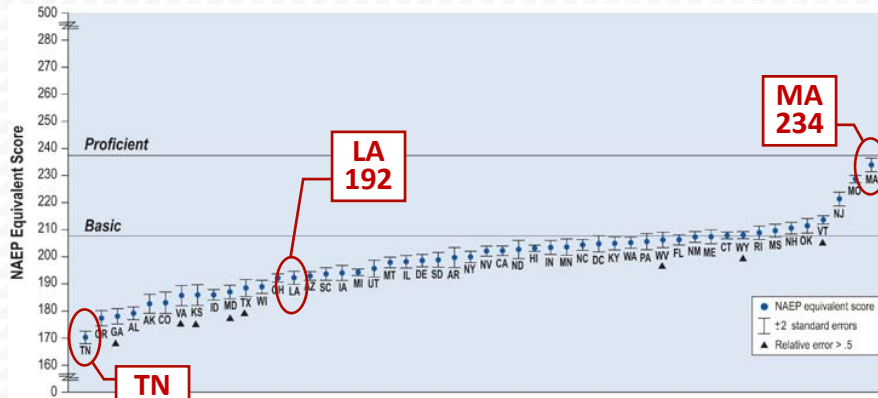
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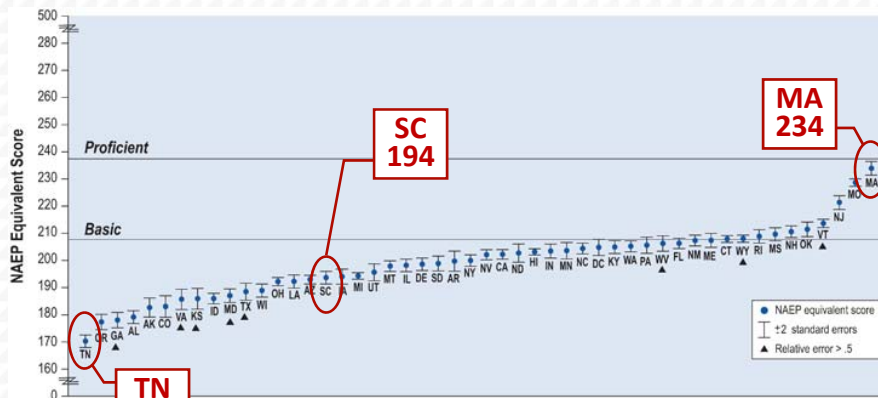


# Grade 4 Reading Proficiency



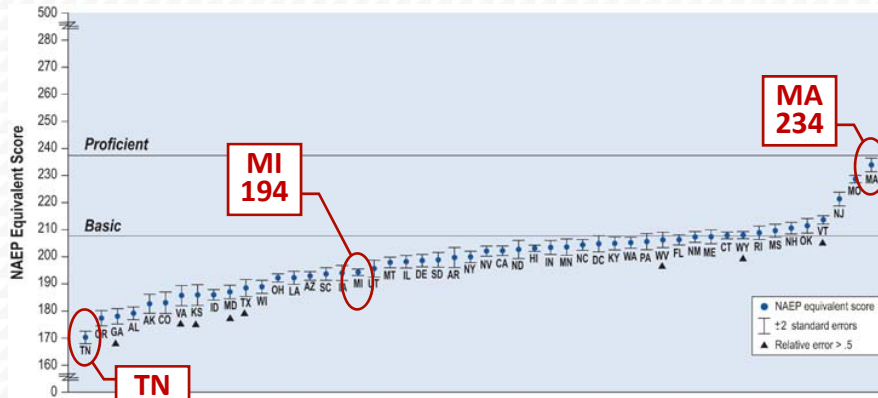
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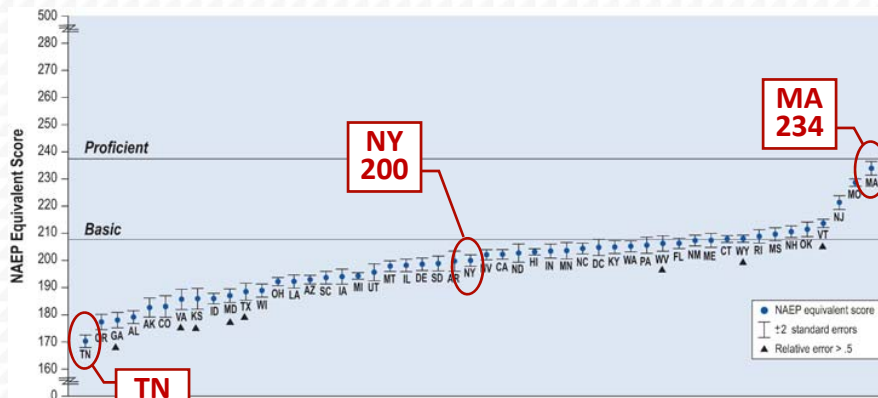
International Center for Leadership in Education

# Grade 4 Reading Proficiency



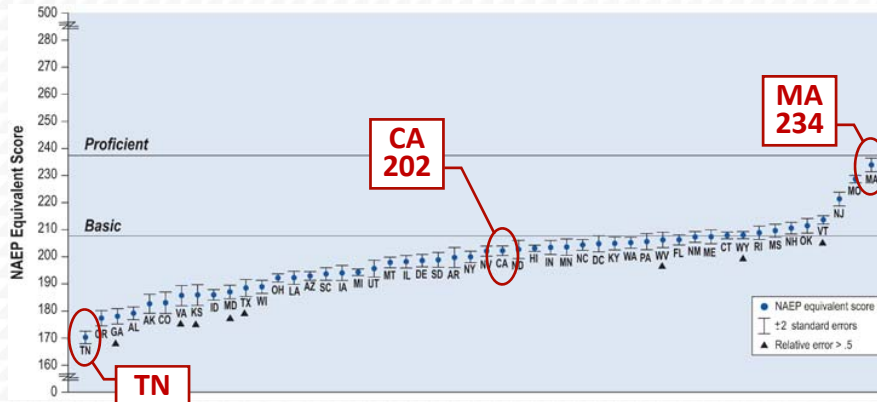
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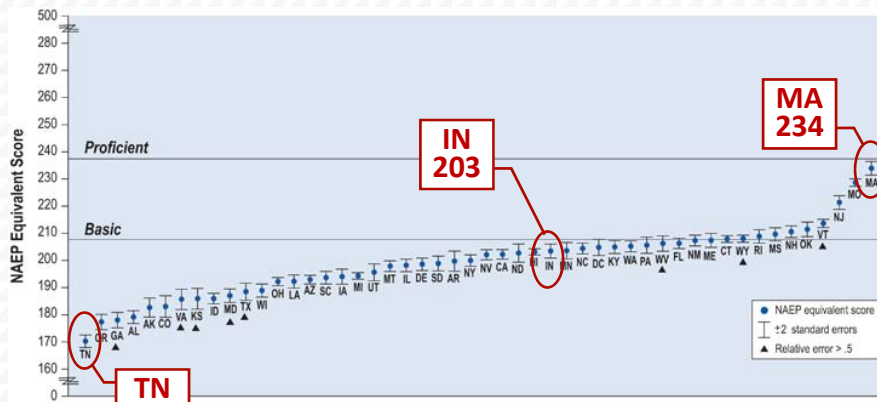
International Center for Leadership in Education

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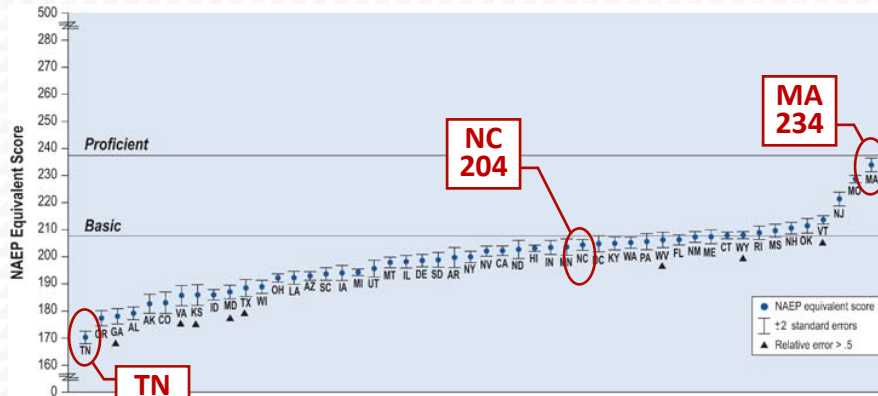
International Center for Leadership in Education

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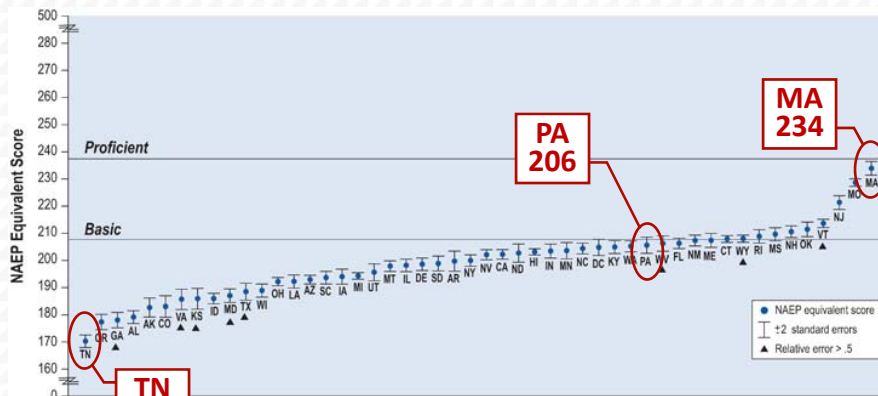
International Center for Leadership in Education

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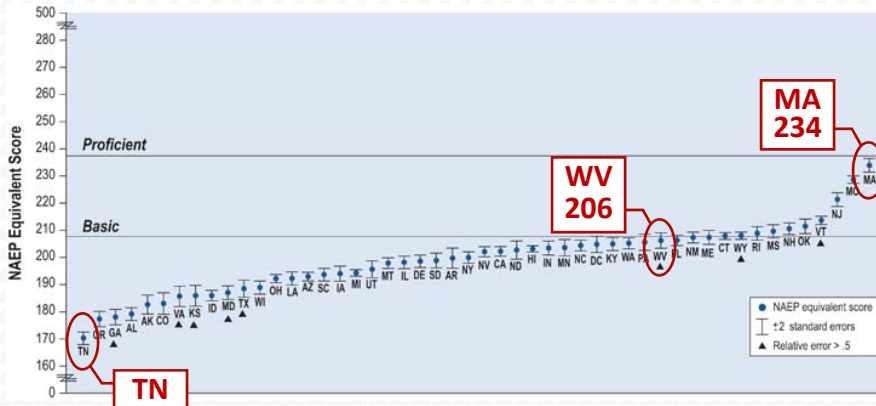
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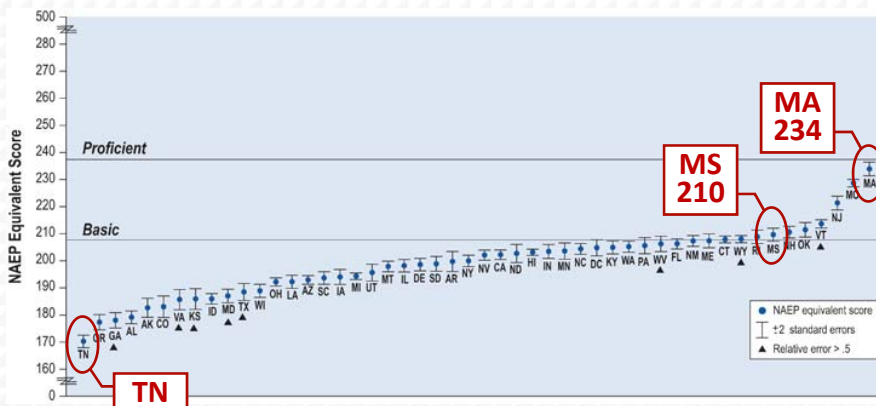
International Center for Leadership in Education

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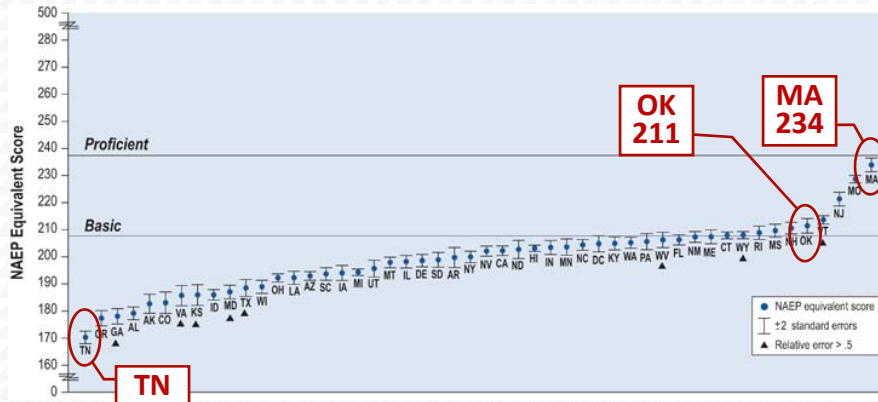
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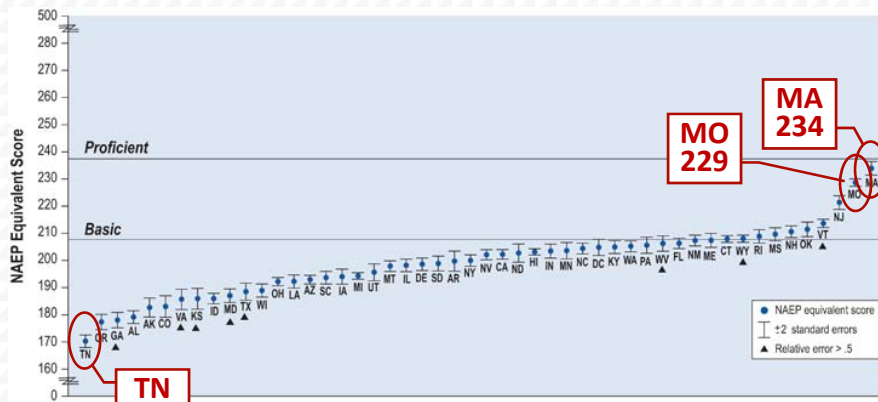
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# Grade 4 Reading Proficiency



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# Grade 4 Reading Proficiency



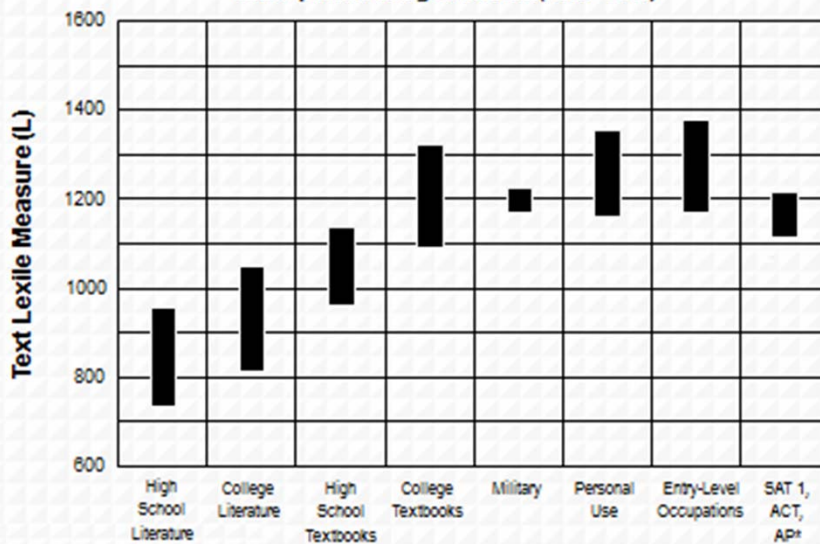
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## How should we define proficiency?

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## Reading Study Summary

Interquartile Ranges Shown (25% - 75%)





**Today's ceiling  
will become the floor**

## **A Combined Focus**

- Culture of High Expectations
- Relevance of Instruction
- Focus on Literacy



# If Not Common Core State Standards or Essentials Skills and Knowledge Then What?

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# HOW

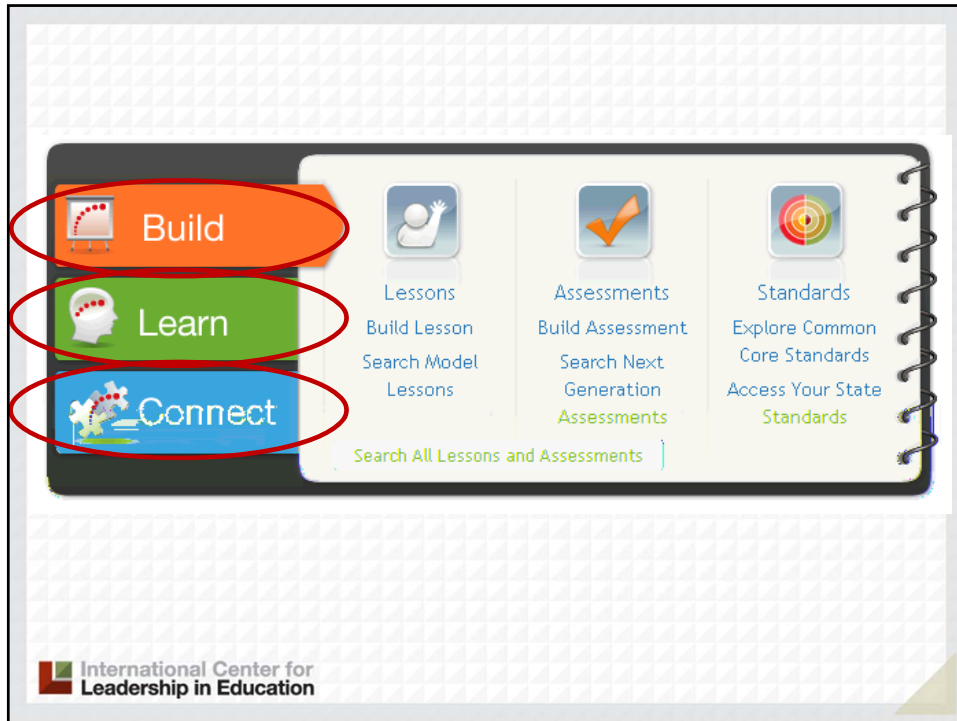
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## HOW

- Take off the plate
- Quad D lessons
- Quad D assessments
- Focused and Sustained Professional Development

## Nextpert

- Take off the plate
- Quad D lessons
- Quad D assessments
- Focused and Sustained Professional Development



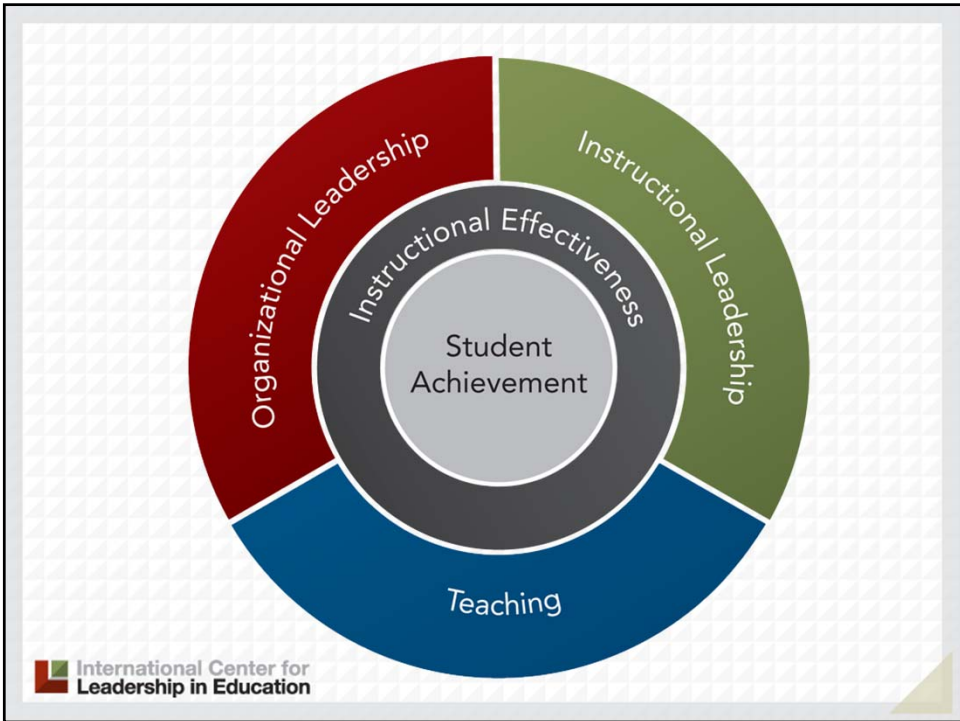
## SESSION #44

Nextpert: The Expert System for  
Next Generation Instruction

Monday 11:30 am, Tues. 9:30 am,  
Wed. 9:30 am

**Systemwide Focus**

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# SESSION # 20

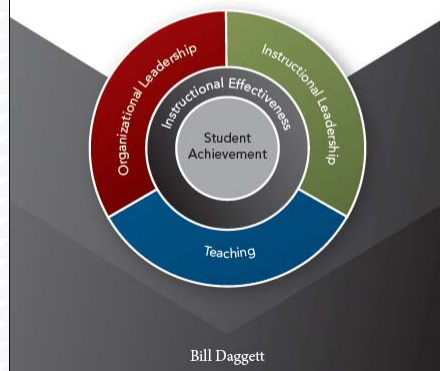
## Creating Systemwide Focus on Effectiveness and Efficiency

Wednesday 8:00 a.m.

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### THE DAGGETT SYSTEM FOR EFFECTIVE INSTRUCTION

Alignment for Student Achievement



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**Doctor**

**Pilot**

Focus on our Children's  
Future  
Not our Past