

Michigan Eisenhower Professional Development Program

**High Poverty and Unaccredited Schools
Being Served by
Eisenhower Higher Education Grantees
October 1999-June 2001**

A Summary Report

June 2001

□ **Background.** A review and assessment of the Michigan Eisenhower Professional Development Program began in Fall 1999. The purpose of the evaluation was to determine effects of the Michigan Eisenhower program, as well as take a "snapshot" of the status of mathematics and science teaching and learning in Michigan. The Michigan Department of Education identified a set of performance objectives for which evaluative information would be gathered to guide the assessment. An evaluation plan incorporating those performance objectives was developed and implemented by Science and Mathematics Program Improvement (SAMPI) at Western Michigan University. The work was conducted between November 1999 and June 2001. A variety of data collection procedures were identified, including a statewide survey of teachers who had participated in Michigan Eisenhower-funded programs provided by higher education and local grantees (including Michigan Mathematics and Science Centers), observations of mathematics and science lessons in a sample of Michigan classrooms, interviews of programs directors and staff, gathering of data on the nature and extent of professional development programming provided, and information on who is served by higher education grants.

One of the performance objectives relates to the number of at-risk schools being served by higher education projects. This document reports on at-risk schools being served. Reports based on other aspects of the review and assessment are also available, along with an overall report, from the Michigan Department of Education.

□ **Methods.** All higher education grantees were asked to submit a list of teachers served by their project, along with the school where each person teaches. State level lists of high poverty schools (high proportion of students receiving free and reduced lunch) and schools designated unaccredited (having a high proportion of students with low MEAP scores) were provided by the Michigan Department of Education. Using the lists, a tabulation of these categories of schools receiving services from higher education grantees was created.

There were 25 higher education grantees for the 1999-2000 grant period (funding actually extends for 18 months through June 2001). Twenty three submitted lists of participants and their school assignments.

□ **Findings.** There were 1125 teachers in 374 different schools served in some way by one of the higher education grant-funded professional development programs. In addition, 57 preservice teachers from one university were served by the program.

High poverty schools. There were 624 teachers in 186 different schools served in some way by one of the higher education grant-funded professional development programs. This represents 50% of the schools and 55% of teachers served by grantees.

The chart below shows each project (numbered) and the proportion of schools and teachers from high poverty schools served by that project.

Project Number	Number schools served by project	% schools served by the project identified high poverty	Number teachers served by project	% teachers served by the project from high poverty schools
1	9	89%	73	92%
2	15	67%	35	77%
3	6	100%	10	100%
4	2	50%	19	5%
5	11	18%	18*	11%
6	26	31%	51	31%
7	14	43%	31	48%
8	16	19%	16	19%
9	21	0%	57	0%
10	15	60%	18	33%
11	35	63%	34	54%
12	No data		No data	
13	39	51%	77	52%
14	18	78%	25	68%
15	4	25%	8	25%
16	20	55%	52	58%
17	No data		No data	
18	7	57%	25	64%
19	1	0%	13	0%
20	1	100%	16	100%
21	82	50%	161	47%
22	2	100%	17	100%
23/24	14	93%	231	96%
25	7	57%	100	59%
26	9	11%	9	11%

* Project also served 57 preservice teachers

Unaccredited Schools. Schools with a high percentage of students receiving low scores on state standardized tests (MEAP) are considered unaccredited by the Michigan Department of Education. A school can be unaccredited in reading, mathematics, science, or any combination of subjects. In the 1999-2000 school year, unaccredited schools across the state in which one or more teachers were served by higher education grantees included:

Subject	# Schools served*
4th Grade Math	3
4th Grade Reading	9
5th Grade Science	57
7th Grade Math	8
8th Grade Science	80

* 23 schools were unaccredited in more than one subject

103 schools were unaccredited in one grade/subject; 11 in 2 grades/subjects; 11 in 3 grades/ subjects; and 1 in 5 grades/subjects. One hundred twenty-eight schools that are unaccredited in one or more grades/subjects are being served by the higher education grantees. This represents 34% of all schools being served by higher education grantees.

This report prepared by SAMPI--Western Michigan University
 For more information, contact:
 Dr. Mark Jenness
 Science and Mathematics Program Improvement (SAMPI)
 1903 W. Michigan, 3225 Wood Hall
 Western Michigan University
 Kalamazoo, MI 49008
 616-387-3791
 jeness@wmich.edu

For more information about the Michigan Eisenhower Program, contact
 Mr. Frank Ciloski, Consultant
 Office of Professional Preparation Services
 Michigan Department of Education
 P.O. Box 30008, Lansing, MI 48909
 Phone: 517-373-6791 FAX: 517-373-0542
 ciloskif@state.mi.us