



Michigan Future Schools

Supporting Detroit high schools committed to college
graduation for their students.



MFS Schools 2015-2016

Ben Carson H.S. of Science and Medicine

Consortium College Prep

Detroit Delta Preparatory Academy for Social Justice

Detroit Edison Public School Academy (DEPSA)

Detroit Leadership Academy

Experiencia High School

Jalen Rose Leadership Academy

University YES Academy

WAY Academy West

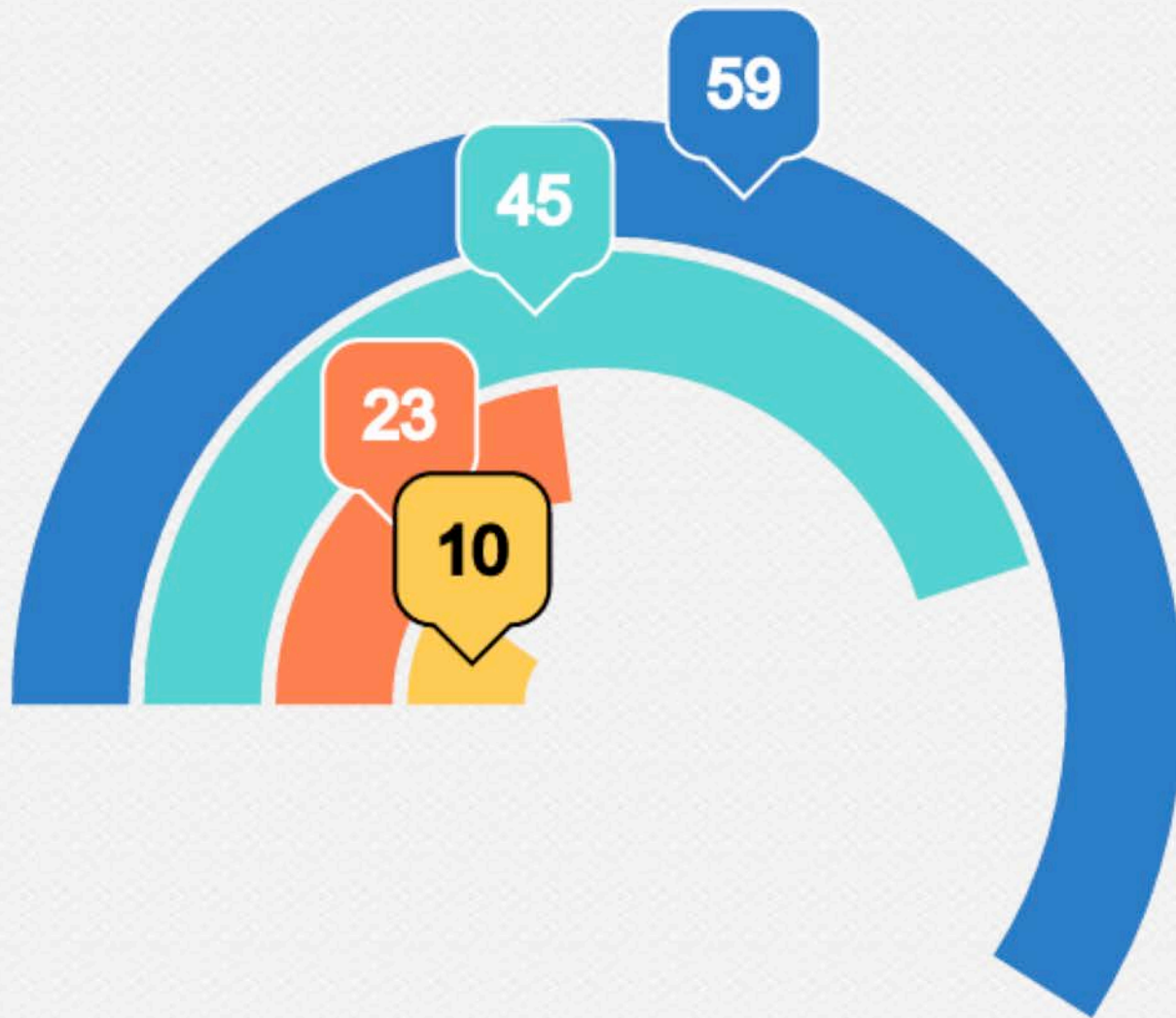


85%

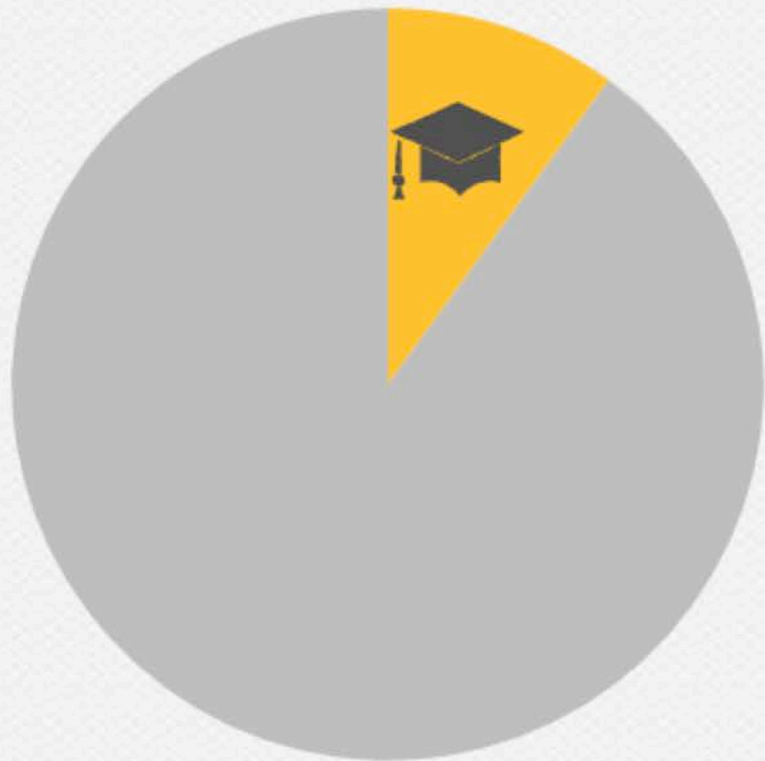
Why is college our goal?



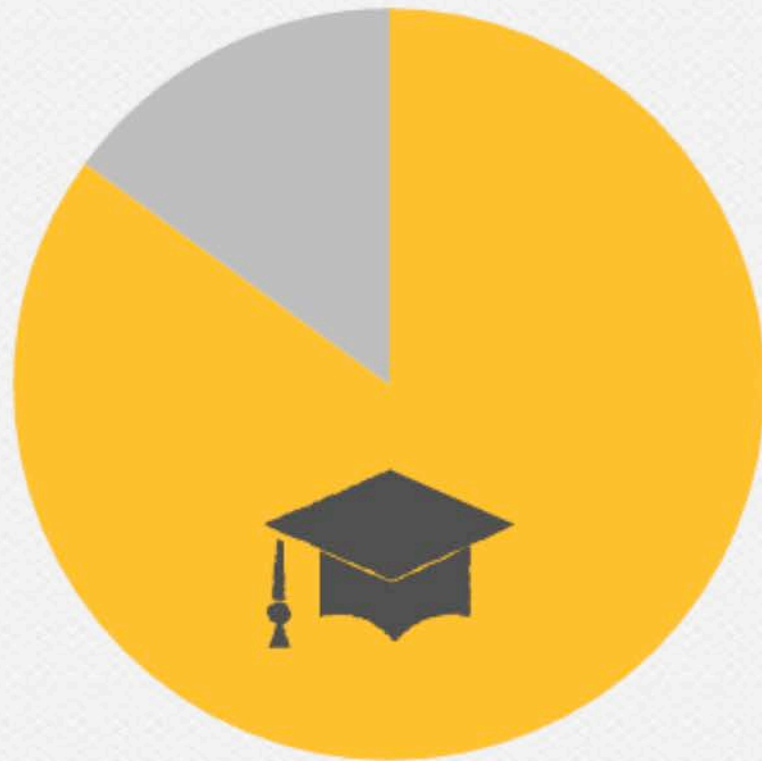
Some Context: Graduation Rates Nationally



How do we go
from this:



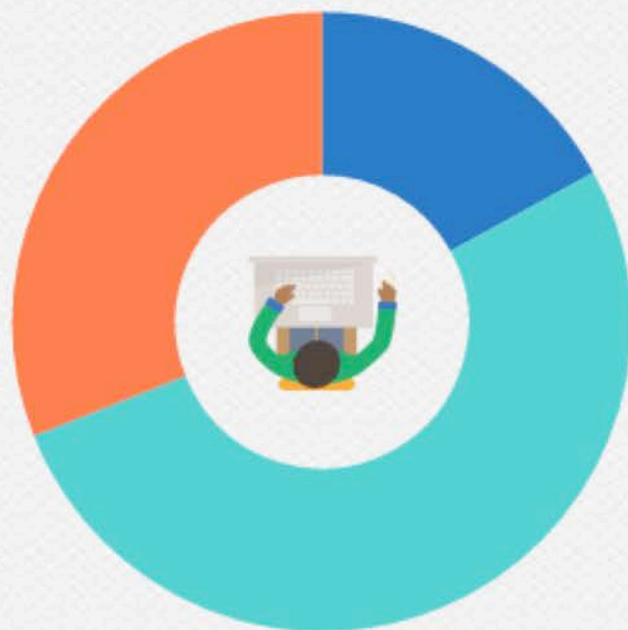
To this:



?

Graduation Rates Vary By College Selectivity

Grad. Rates by Seats Available Nationally

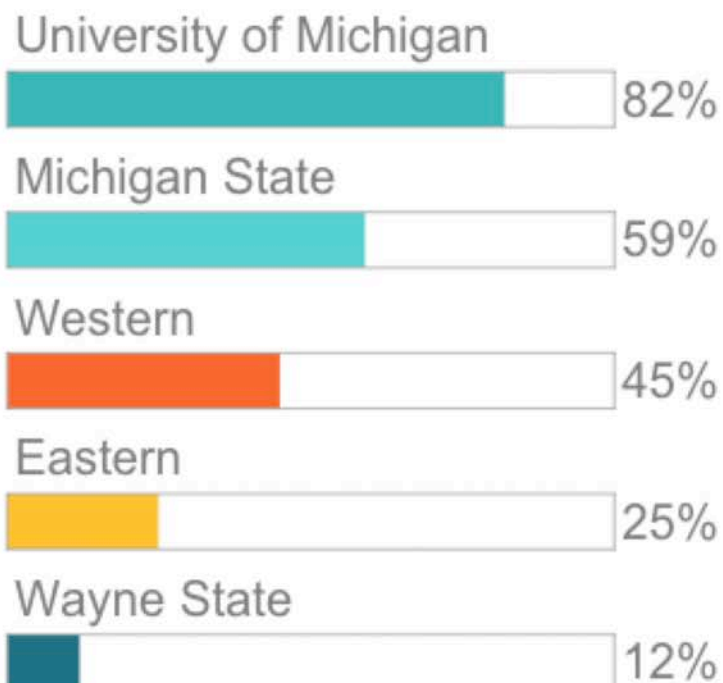


■ Graduation Rate Above 80% (17%)

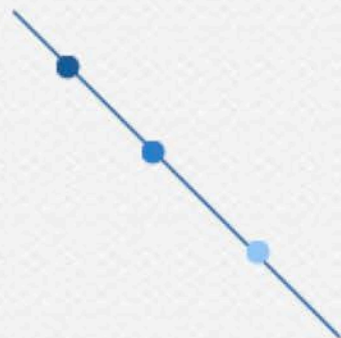
■ Graduation Rate Between 50-80% (52%)

■ Graduation Rate Below 50% (31%)

Minority Graduation Rates at Michigan Colleges



MFS Strategy



College Matching
and Support for
Enrollment at the
Highest Selectivity
School Possible

+

High Levels of True
College Readiness

=

Changing the Odds





What does it mean to be college ready?



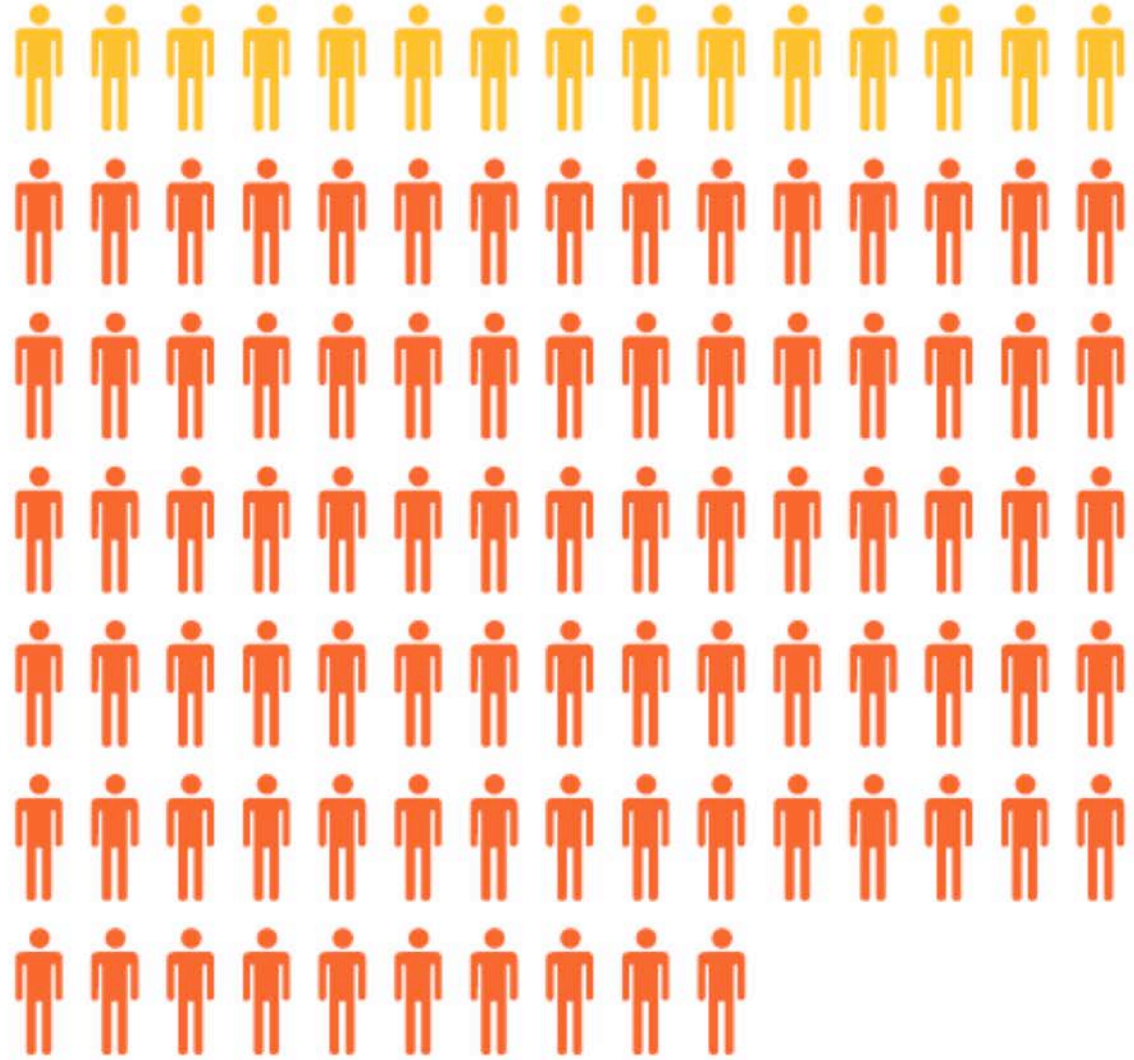
The student possesses academic content knowledge as measured by standardized assessments.

21 on the ACT.



College students
from the bottom
income quartile who
earn a degree who
had an ACT between
21 and 24:

15%

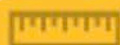




Capacities of College Ready Students

The Student:

Has
Academic
Content
Know-
ledge



“ High school grades are a far better predictor of both four-year and six-year graduation rates than are SAT/ACT test scores...(our) analysis reinforces the point that high school grades measure a student’s ability to ‘get it done’ in a more powerful way than do SAT scores – a conclusion that holds, regardless of the high school attended. ”

from Crossing the Finish Line



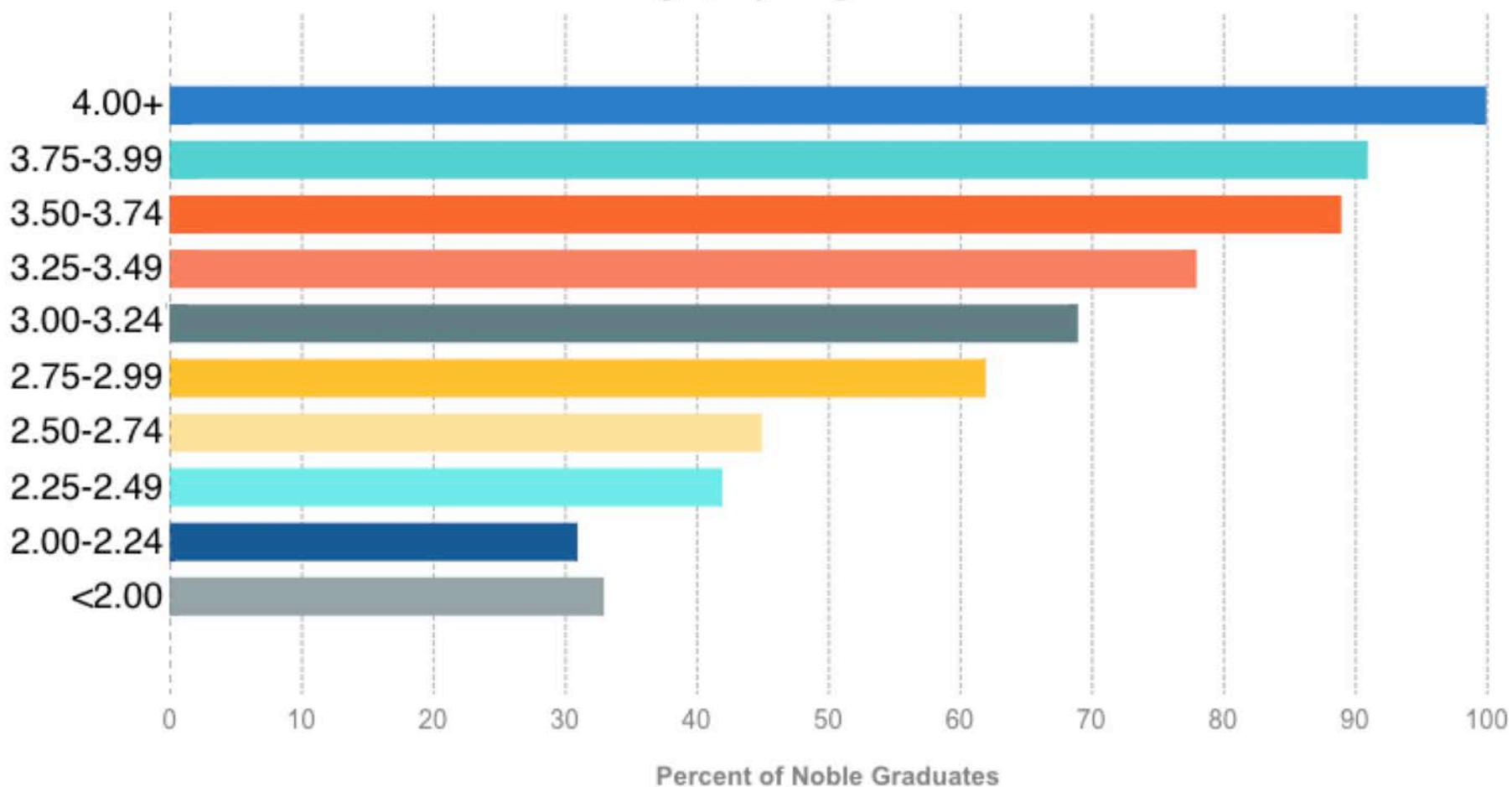
A successful college student knows how to:

Pay attention in class.
Take notes.
Write down assignments.
Stay organized.
Manage time.
Study for tests.
Create new study strategies.
Seek help.
Self-advocate.





Percent of 2011-2013 Noble Graduates Returning for Second Year at Same College, by High School GPA



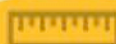


Capacities of College Ready Students

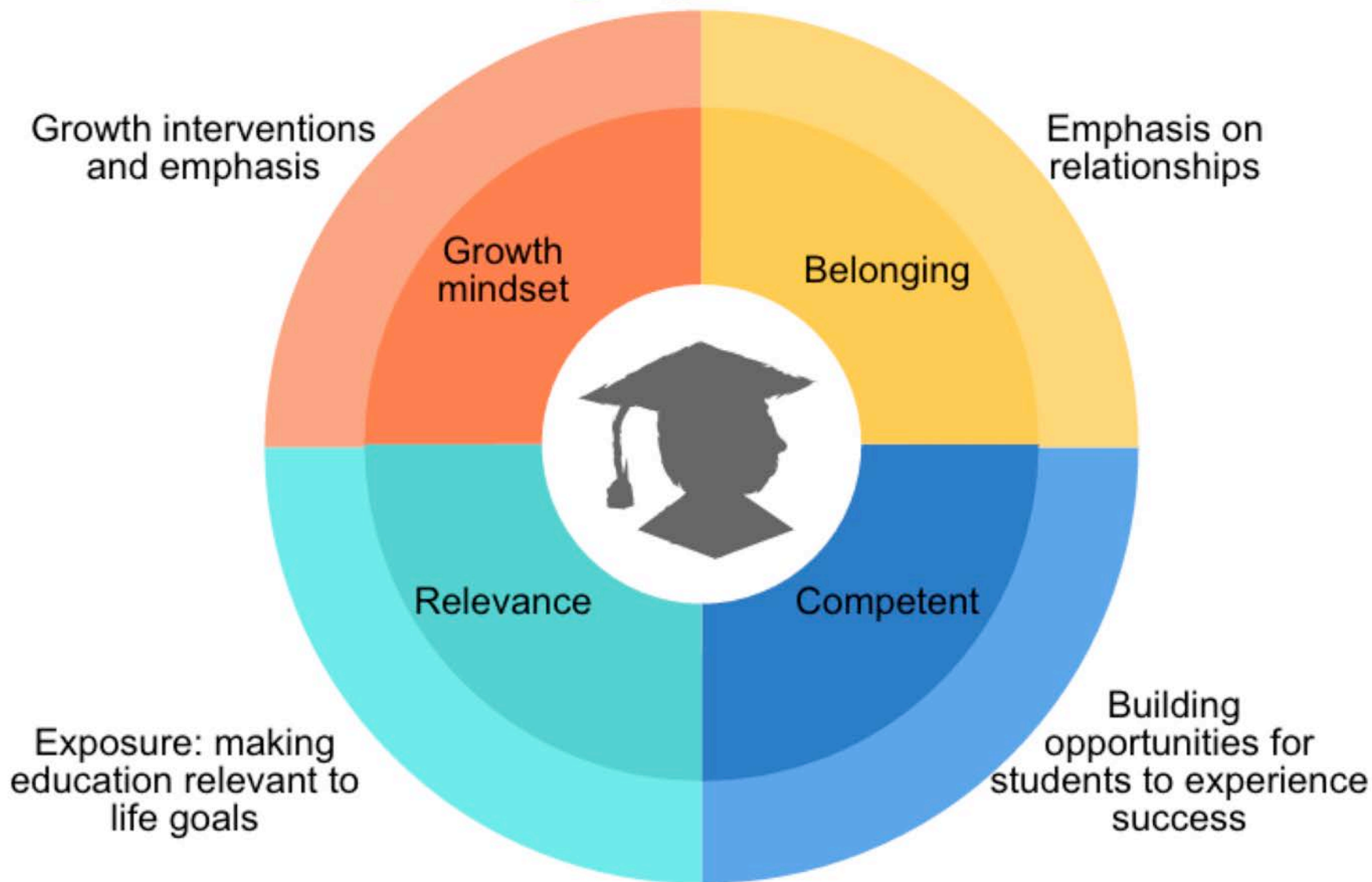
The Student:

Is
Engaged
and Puts
Forth
Effort

Has
Academic
Content
Know-
ledge



Building Ownership Through Changing Mindsets





Every college freshman - rich or poor, white or minority, first-generation or legacy - experiences academic setbacks and awkward moments when they feel they don't belong. But white students and wealthy students and students with college-graduate parents tend not to take those moments too seriously or too personally.

It is only students facing the particular fears and anxieties of exclusion that come with being a minority - whether by race or by class - who...often misinterpret temporary setbacks as a permanent indication that they can't succeed or don't belong...

-Paul Tough in the New York Times Magazine



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For four years, you are asked to read, do research, gather data, analyze it, think about it, and then communicate it to readers in a form in which enables them to assess it and use it.

You are asked to do this not because we expect you all to become professional scholars, but because in just about any profession you pursue, you will do research, think about what you find, make decisions about complex matters, and then explain those decisions--usually in writing--to others who have a stake in your decisions being sound ones.

In an Age of Information, what most professionals do is research, think, and make arguments. ”

from University of Chicago Writing Center



Differences Between High School and College Writing

In High School:

Writing to demonstrate learning (summarization)

Writing is product oriented.

Form dictates content.

A small amount of writing done in English class.

In College:

Writing to learn (analysis).

Writing is process oriented.

Content dictates form.

Extensive writing in all classes.



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Undermatching



Wayne State

University of Michigan



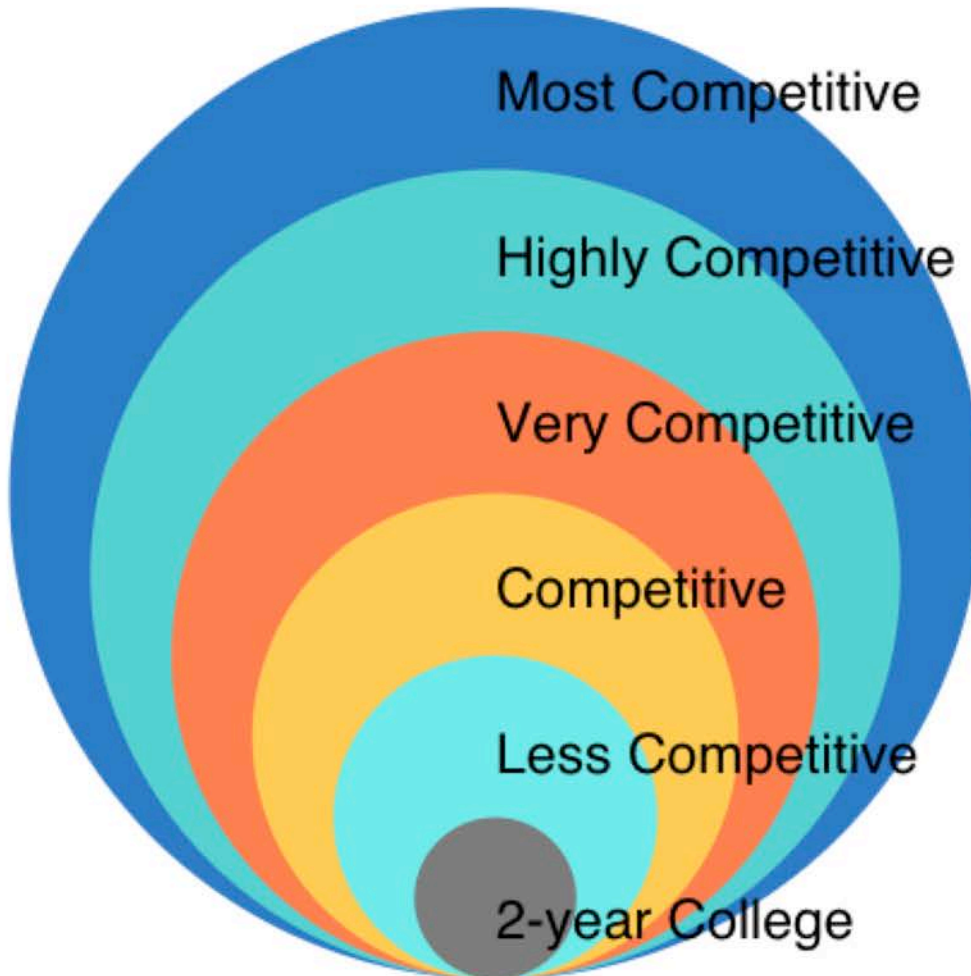
12%



82%



Overmatching vs. Undermatching





Application Strategy

3 Reach

3 Match

3 Safety



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Thru
Writing

Is
Matched
to
Best-Fit
College



“ (Students) get to a good college and encounter what should be a minor obstacle, and they freak out. They don't want to ask for help, or they don't know how. Things spiral, and before they know it, they're back at home, demoralized and in debt...

If you want to help low-income students succeed, it's not enough to deal with their academic and financial obstacles. You also need to address their doubts and misconceptions and fears.”

-Paul Tough in the New York Times Magazine



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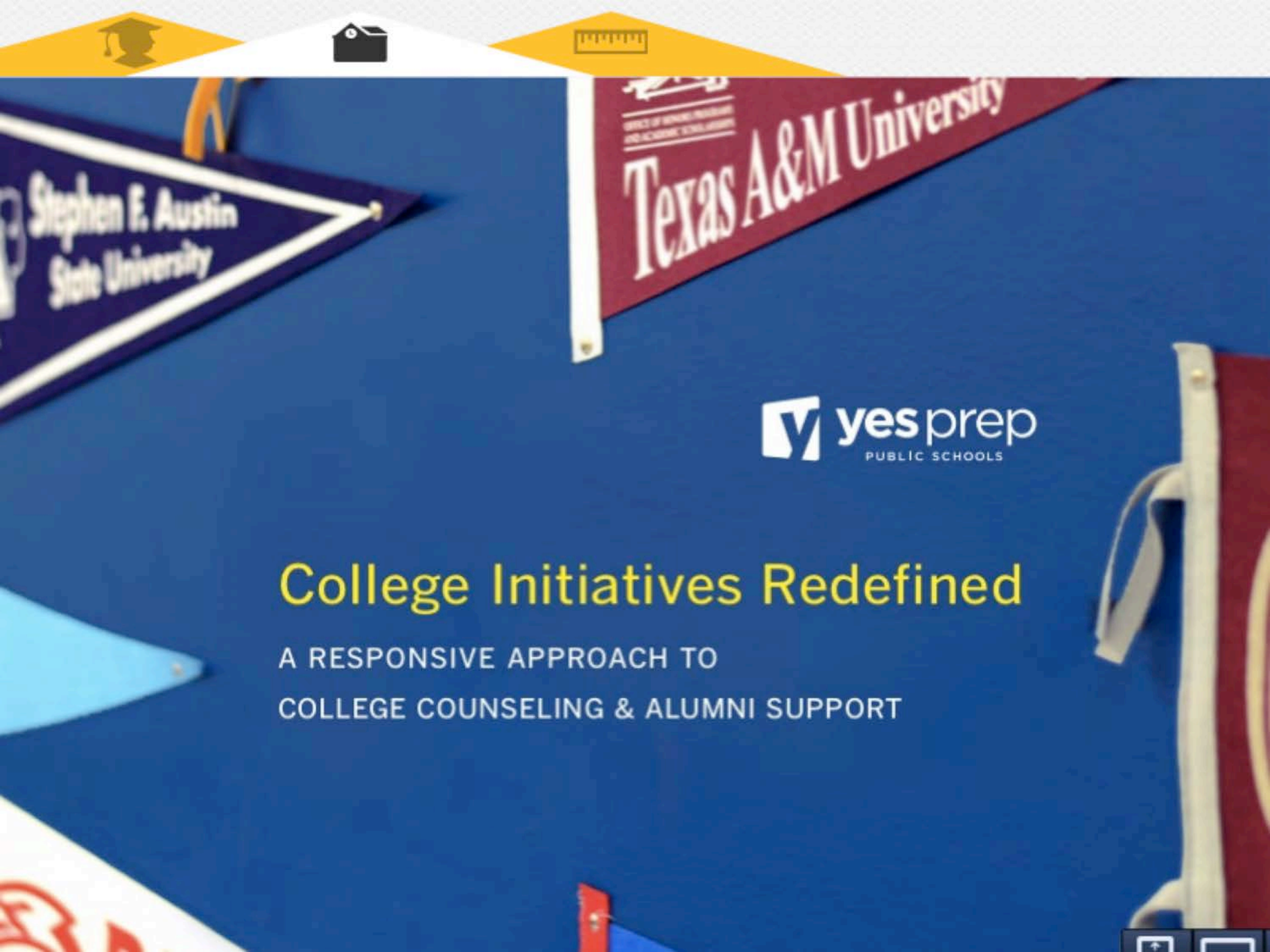
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The School:

Is committed to the goal of college graduation for its students.



College Initiatives Redefined

A RESPONSIVE APPROACH TO
COLLEGE COUNSELING & ALUMNI SUPPORT





Capacities of Schools Designed to Prepare Students for College Success

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Where should school design happen?



[Our Approach](#) [Our Schools](#) [Our Stories](#) [Results](#) [Careers](#) [Our Practices](#)

[Our Mission](#)

[Our People](#)

[Our Commitment to Diversity](#)

[Home Office Staff](#)

[Board](#)

[Our History](#)

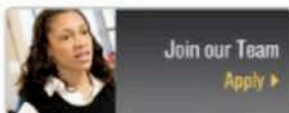
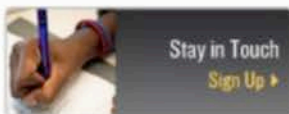
[Our Core Values](#)

[FAQs](#)

[Home](#) > [Who We Are](#) > [Home Office Staff](#)

Home Office Staff

The Uncommon Schools team is comprised of professionals who are passionate about improving educational opportunities for under-served youth and communities. Each of our staff members has extensive experience working in education and mission-driven non-profit organizations.



Chief Schools Officer, HS and K-12 Content Development

[Paul Bambrick-Santoyo](#)
Chief Schools Officer, HS and K-12 Content Development

[Angelica Pastoriza](#)
Special Assistant and Events Coordinator

[Jacque Rauschuber](#)
Director of Strategy and Operations

K-12 Content Development

[David Deatherage](#)
Associate Director of Leadership

[Sarah Engstrom](#)
Associate Director of Humanities

[Althea Hoard](#)
Director of STEM

[Dana Johnson](#)



Where should school design happen?

[Biz Lynch](#)
Operations Coordinator

[Amy Parsons](#)
Associate Director of Humanities

[Tasha Saavedra](#)
Associate Director of STEM

[Alyssa White](#)
Professional Development Writer

School Management, 9-12

[Jesse Corburn](#)
Associate Managing Director of High Schools

[Paul Powell](#)
Associate Managing Director

Chief Schools Officer, K-8

[Julie Jackson](#)
Chief Schools Officer, K-8

[Zach Levek](#)
Special Assistant to Julie Jackson

[Young Rhee](#)
Chief of Staff to the Chief Schools Officer (Julie Jackson)

Curriculum, K-8

[Anne Albrecht](#)
Director of K-2 Curriculum & Assessment

[Stephen Chiger](#)
Director of 5-12 Literacy

[Sari Fromson](#)
School Support Specialist, Camden, Newark and New York City

[Christy Lundy](#)
Director of English Language Arts, 5-8

[Katie McNickle](#)
Director of Math, 5-8



Where should school design happen?

School Management, K-8

[Nikki Bridges](#)

Associate Managing Director

[J.T. Leaird](#)

Associate Managing Director

[Paul Powell](#)

Associate Managing Director

[Maya Roth-Bisignano](#)

Associate Managing Director

[Serena Savarirayan](#)

Associate Managing Director

[Juliana Worrell](#)

Associate Managing Director

Data Analytics

[Erin Grand](#)

Associate Director of Data Analytics

[Ken Herrera](#)

Director of Data Analytics

[Ying Liang](#)

Senior Associate Director of Data Analytics

[Shranu Reddy](#)

Associate Director of Data Analytics

Development

[Rachel Chase](#)

Associate Director of Development

[Stephanie Haven](#)

Senior Associate Director of Development

[Jennifer Kim](#)

Associate Director of Development

[Rebecca Steiner](#)

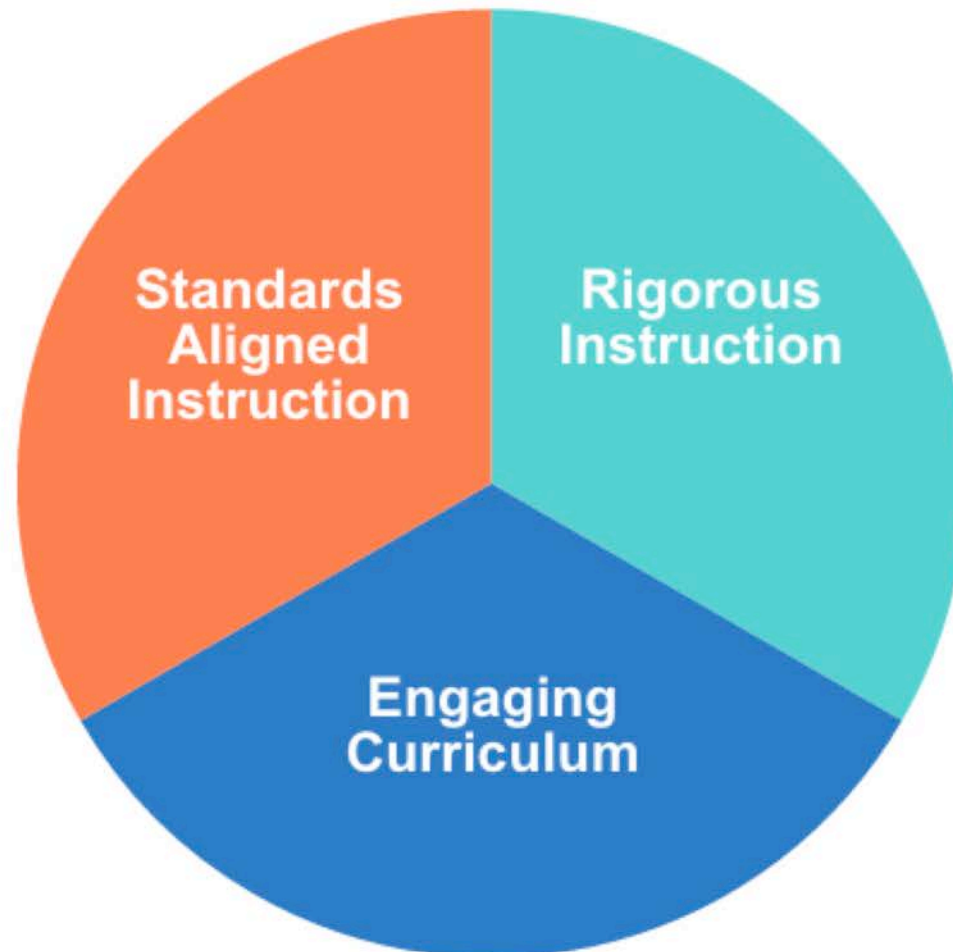


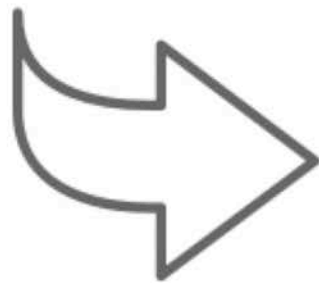
Capacities of Schools Designed to Prepare Students for College Success

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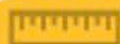


Elements of MFS Focus in Teaching and Learning





**Which all require
quality teachers.**



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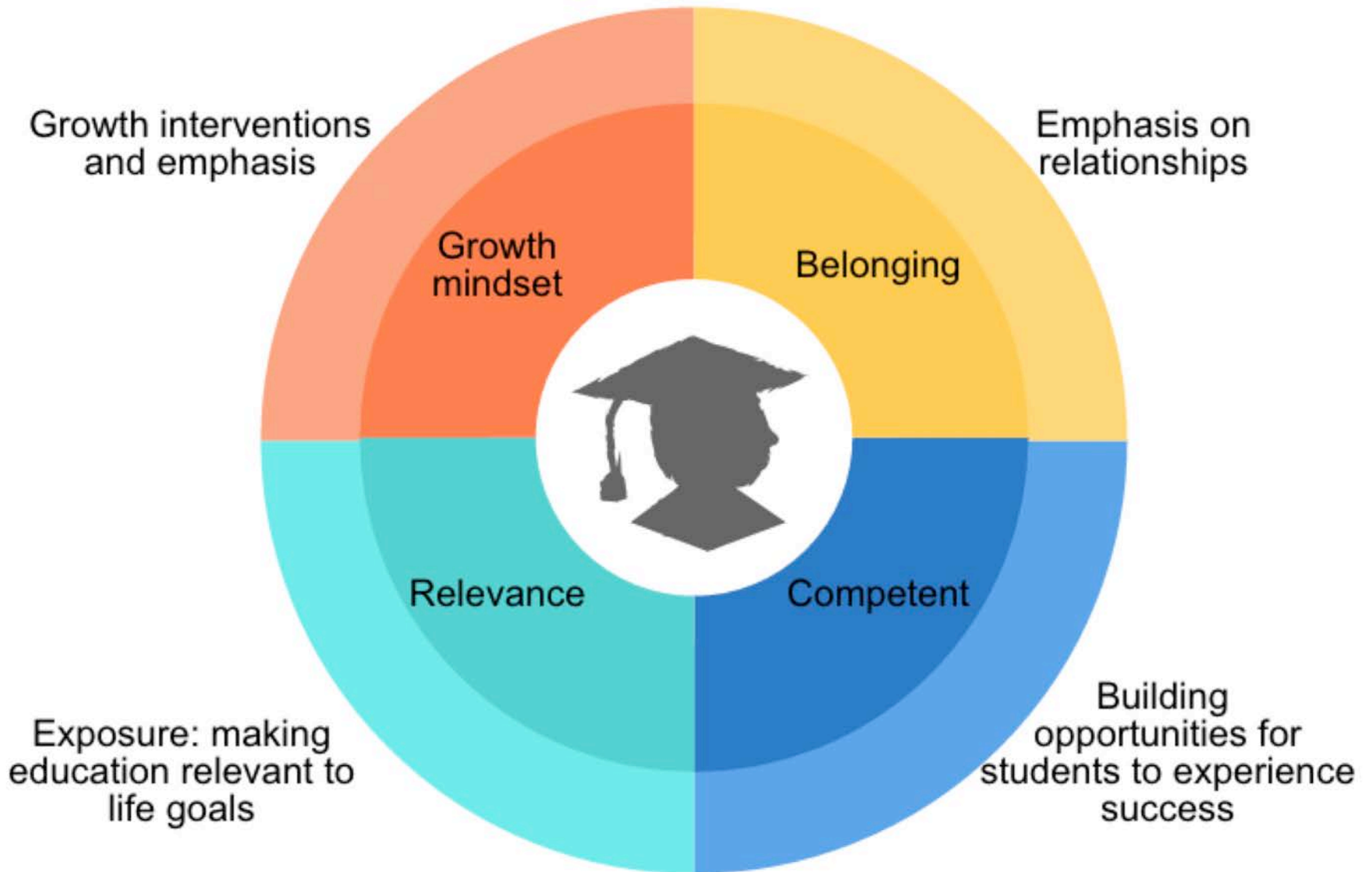


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Teaching College Writing: A Matter of Feedback

Novice Teachers of Writing:

Read to find errors, mistakes, or other faults.

Frequently stop reading, even mid-sentence.

Comment on all levels of the paper without first prioritizing what issues are most important for improving the paper.

Tend to focus and comment on surface details.

Edit sentences.

Experienced Teachers of Writing:

Read to understand the student's argument, approach to the assignment, and way of thinking.

Tend to read large units of text without stopping.

Focus comments on identifying major strengths and weaknesses.

Tend to emphasize meaning and organization. Make suggestions for major reorganizations of ideas, expansions, etc.

Identify patterns.



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Application Strategy

3 Reach

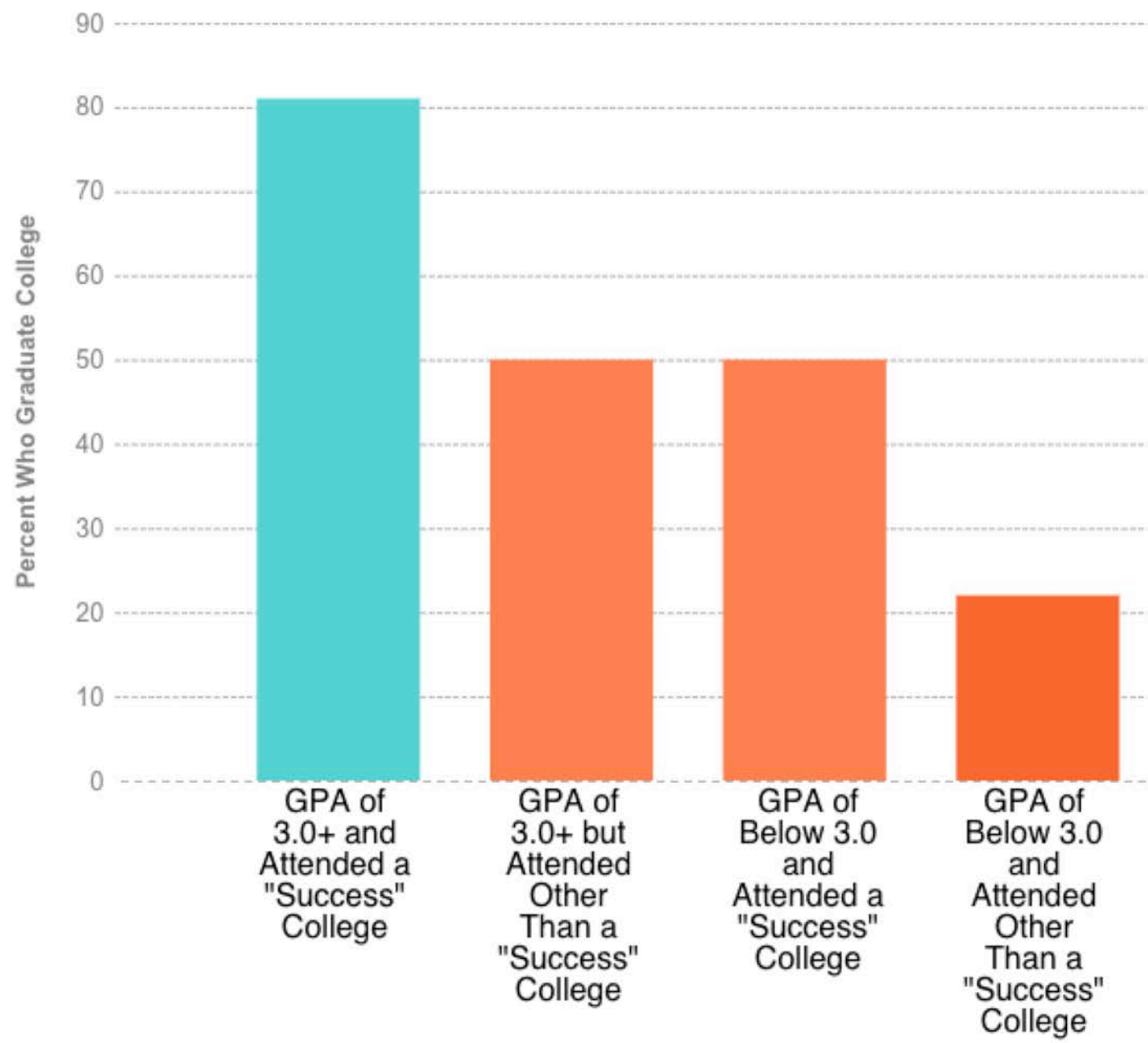
3 Match

3 Safety



North Lawndale College Prep College Graduation Rates by H.S. GPA and College Choice, Classes of 2001-2008

"Success"
Colleges are
those with a
graduation rate
of over 50%.





MFS Work with College Counselors: Correcting Some Common Misconceptions

- Kids should go to the easiest school they get into.
- Graduation rates don't matter.
- The sticker price of a college is what students will need to pay.
- It's easier for students to be in school close to home.
- I've never heard of that small liberal arts college, so it must not be worth considering.
- Look at the average ACT... our kids won't be admitted there.

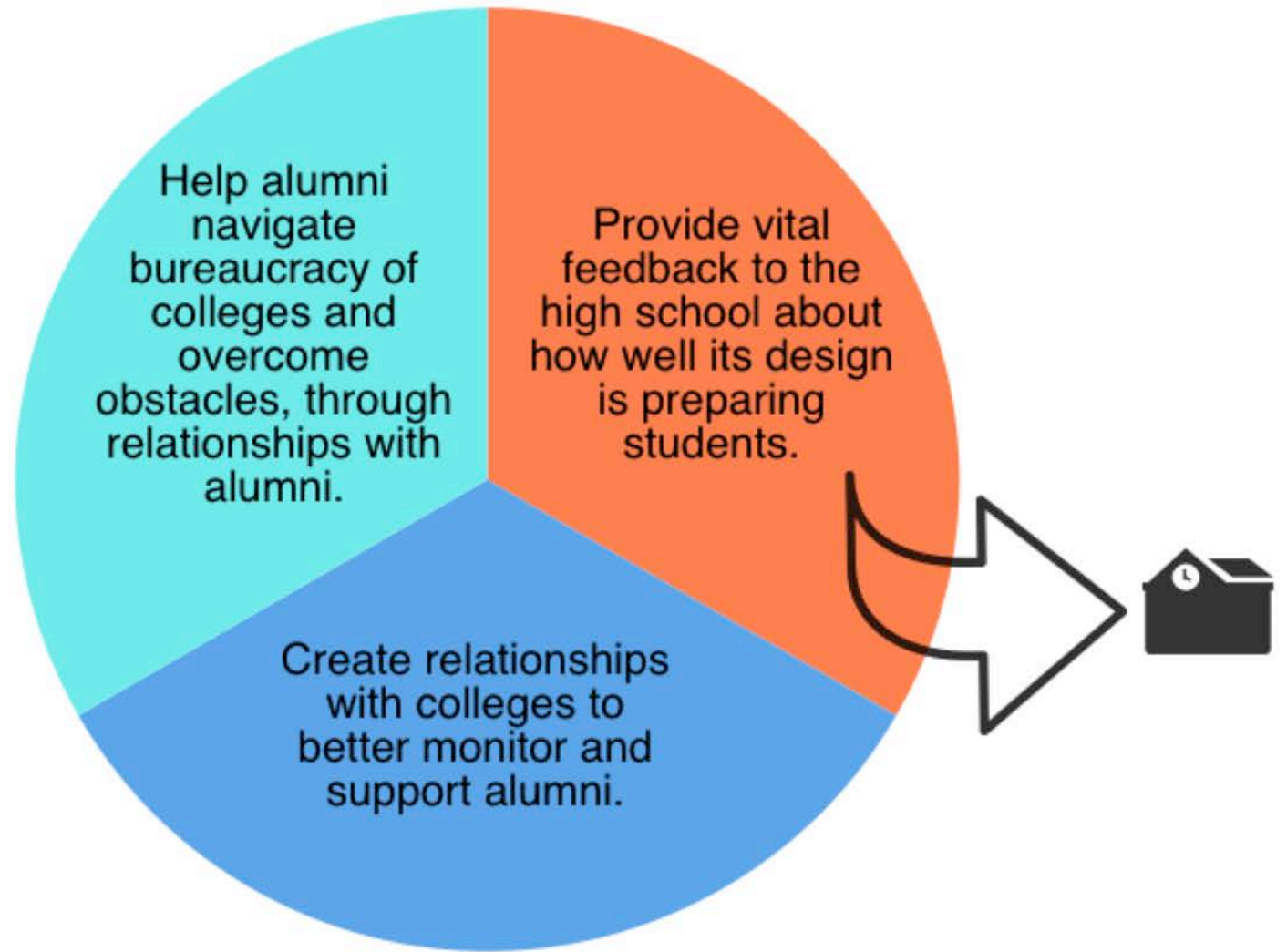


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Alumni Support Staff Roles





Capacities of Schools Designed to Prepare Students for College Success

The School:

Is committed to the goal of college graduation for its students.

Fosters
Owner-
ship
Among
Students

Builds
Effort &
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DESIGN

IMPLEMENTATION



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Fosters Ownership Among Students

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Provides Rigorous Academic Instruction

Teaches College Level Writing

Matches Students to Best-Fit Colleges

Provides Support for Alumni

DESIGN

IMPLEMENTATION

MEASUREMENT



On Track For Selective College Admission

Freshmen

Sophomores

Juniors

Seniors





Ownership: Attendance During 2015-2016 Academic Year

Freshmen



Sophomores



Juniors



Seniors



Absent Fewer than 10 Days



Absent Between 10-18 Days

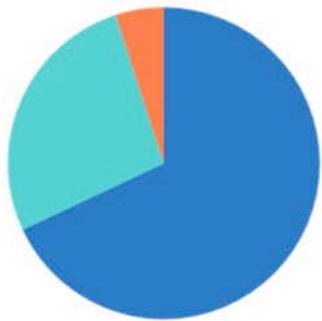


Absent 18 or More Days

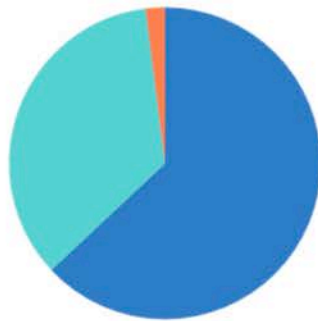


Ownership: Suspensions During 2015-2016 Academic Year

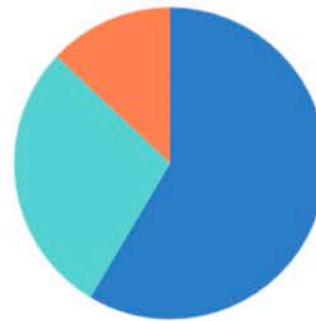
Freshmen



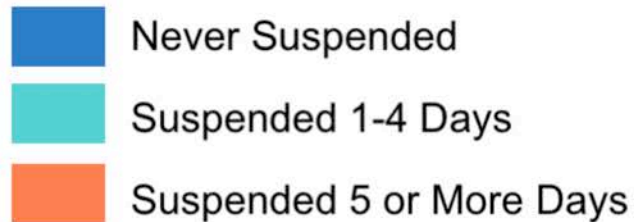
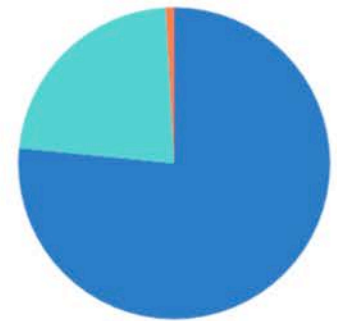
Sophomores



Juniors

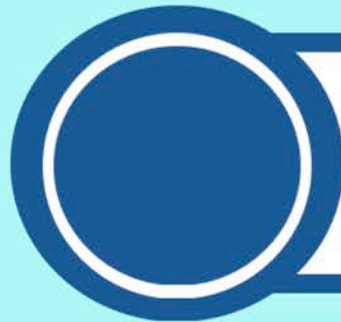


Seniors

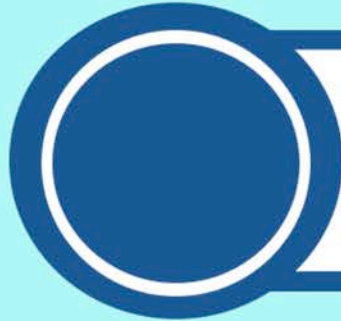




Other Possible Ownership Measures



**Survey Results
(Panorama)**



**Out of School /
Exposure Activities**



GPAs: By Class (2015-2016)

Freshmen

2.40

Sophomores

2.43

Juniors

2.75

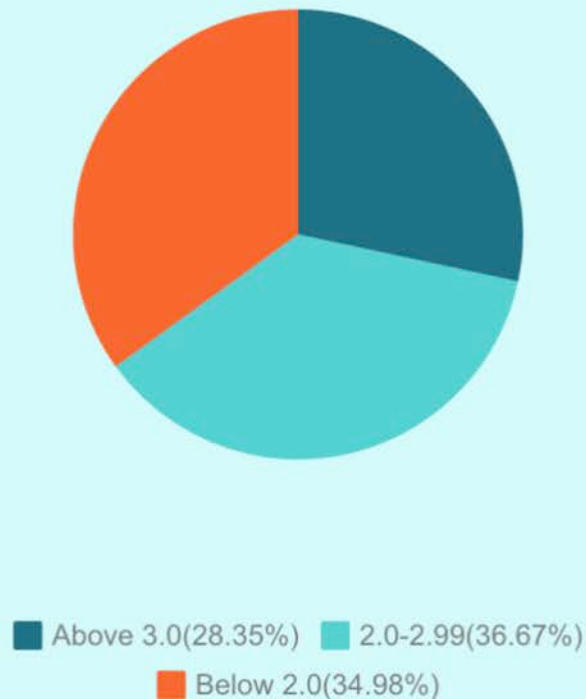
Seniors

2.73

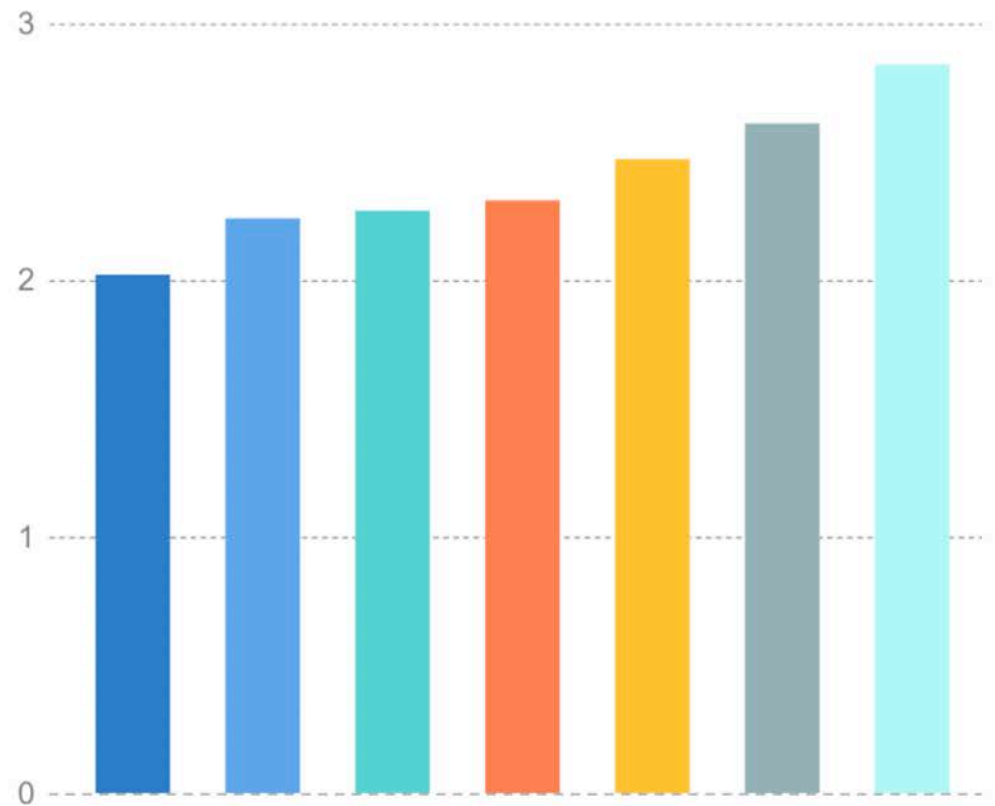


9th Grade GPAs During 2015-2016

Students per GPA Range, Class of 2019



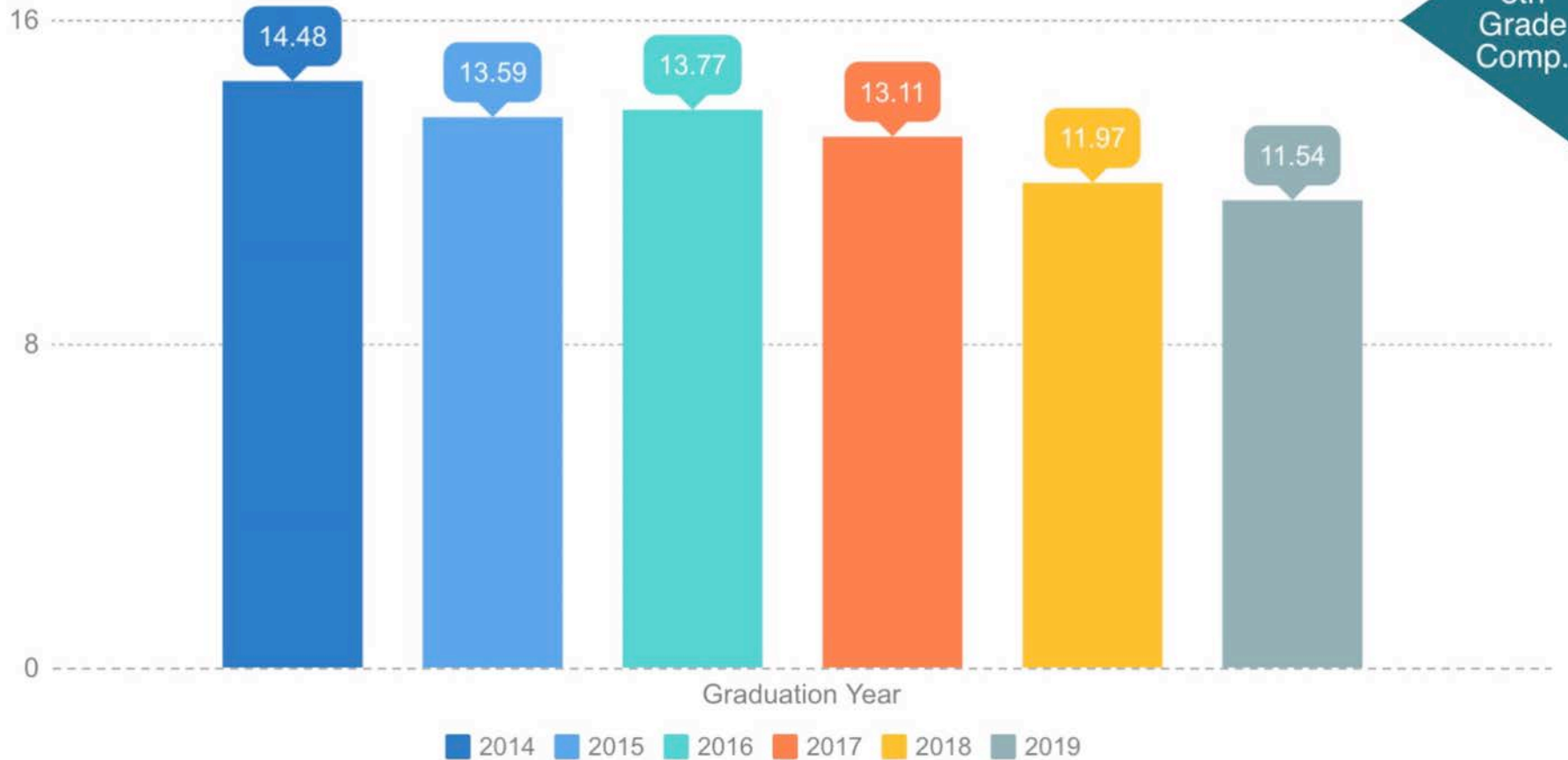
9th Grade Average GPAs, by School





Entering (9th Grade) ACT Score: MFS Network Average

Entering Score



Commitment to the goal of
85%

means

redefining the role of high
schools.