

Local Perspectives on the No Child Left Behind Act
Hearing
Subcommittee on Early Childhood, Elementary and Secondary Education
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Flint, Michigan

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Chairman Kildee and Members of the Subcommittee, thank you for the opportunity to testify this morning.

DISTRICT NARRATIVE

Introduction

Flint is the birthplace of General Motors, the home of the Charles Stewart Mott Foundation, and the birthplace of the Community Schools Concept. The school district is an urban school district with a dwindling student population. At its peak, the district had approximately 47,000 students. Due to economic factors, particularly the downsizing of the automotive industry, thousands of jobs have been lost. Consequently, the student population has declined to approximately 16,500 pupils, and the city's population is expected to decline from the last census count of 124,943 people.

The school district is currently comprised of 45 schools that include 25 community elementary schools, four foundation, success and commencement academies and six specialty schools. Some 70% of the students receive free price lunches and milk. Thirty-eight of the 45 schools in the district are above 35% low income and qualify for Title I services, and, 35 have a poverty level equal to or greater than 50%. The purpose of Title I is to improve the academic achievement of the disadvantaged.

NCLB and Flint Community Schools' Reform

NCLB funding has played an integral part in the Flint Community Schools' Academic Reform Model. The reform model incorporates the six essential components for highly effective learning communities:

1. Valid and Reliable Assessments
2. Scientifically Based Researched Curriculum and Instruction
3. Sustained Professional Development
4. Capable Leadership
5. Responsible Fiscal Management
6. Parent Involvement and Community Relations

A significant amount of the resources provided under NCLB have been utilized for the implementation of the essential components. Ongoing assessments of our students have

been made available with these funds. The assessments provide teachers with data to drive instruction based on the academic needs of the children.

NCLB funds have assisted with the purchase of scientifically based curriculum materials for supplemental intervention services for students performing below grade level. Sustained professional development has been made available to principals, teachers and paraprofessionals as well as other staff. In addition, a Leadership Institute with the University of Michigan is currently being implemented for our administrative staff.

NCLB funds continue to support parent involvement and assisted with Title I parent advisory councils in all our Title I buildings. Also, NCLB funds have provided for the establishment of our “Mentors Committed to Excellence” program.

NCLB has also provided for limited opportunities for secondary schools as indicated below.

High School Reform Initiatives:

- ✚ Schools within schools
- ✚ Ninth Grade Academies
- ✚ Increased focus on literacy
- ✚ Adding rigor and relevance to the academic program
- ✚ Increasing student-teacher and student-counselor relationships
- ✚ Increased focus on differentiating learning, including:
 - ✓ gender-based programs
 - ✓ gifted and talented programs

NCLB Support to Flint Community Schools

The following is a list of staff and programs funded with NCLB.

Title I, Part A – Improving the Academic Achievement of the Disadvantaged

- ✚ Reading and mathematics intervention teachers (Push-in, Pull Out, Whole-Part-Whole)
- ✚ Tier 1 Coaches – ELA, Mathematics, Science and Social Studies
- ✚ Parent Facilitators
- ✚ Title I Parent Advisory Councils
- ✚ Behavioral Specialists
- ✚ Computer Technologist
- ✚ Intervention Supplies and Materials
- ✚ Extended Day Learning Opportunities (After School Academic Program)
- ✚ Extended Year Learning Opportunities (Summer School Program)
- ✚ Mentors Committed to Excellence
- ✚ Professional Development

Title I Part C – Education of Migratory Children

- ✚ Paraprofessionals
- ✚ Migrant Recruiter
- ✚ Parent Coordinator – Health and social needs

Title II, Part A – Preparing, Training, and Recruiting Highly Qualified Teachers and Principals

- ✚ Tier 2 Coaches – Elementary and Secondary Schools
- ✚ Professional Development in the four core academic subject areas

Title III – Language Instruction for Limited English Proficient Students

- ✚ Parent Coordinator
- ✚ Translator
- ✚ Paraprofessionals

Title V, Part A– Innovative Programs

- ✚ Funds for application for the International Baccalaureate Program
- ✚ Supplies and materials for International Baccalaureate Program

Title VII – Indian, Native Hawaiian, and Alaska Native Education

NCLB Challenges

- ✚ Funding for additional coaches, intervention teachers
- ✚ Funding to attract Highly Qualified Staff to urban areas
- ✚ Demonstrated student achievement of 100 % proficient including special education students
- ✚ SES and Choice set-aside
- ✚ 15% carryover limit
- ✚ SES alignment with school reform
- ✚ Cuts in Title IID – Technology
- ✚ Cuts in Title V – Innovative Program Funds (IB program)

High School Reform Barriers to Success

- ✚ Lack of financial resources
- ✚ Lack of human resources including
 - ✓ Counselors
 - ✓ Coaches
 - ✓ Intervention Teachers

- ✓ Math and Science teachers
- ✓ Career Tech teachers