



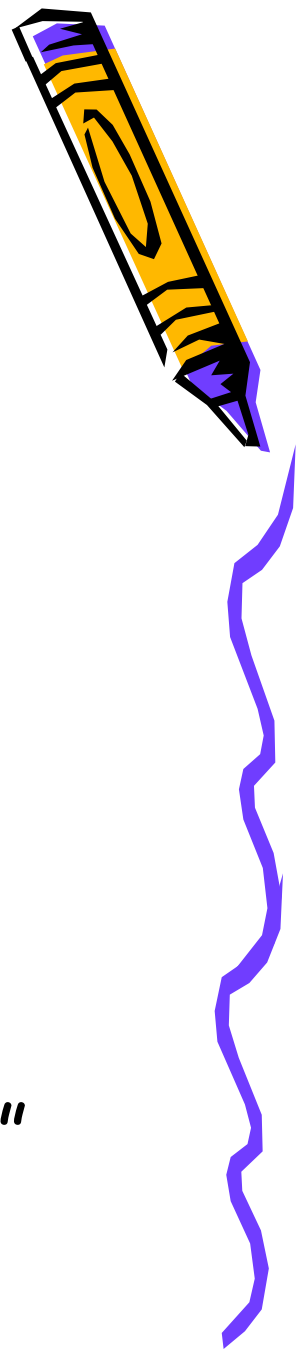
The Assault on American Education a.k.a "Change or Die"

Presentation to Montgomery County Schools

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Fall 2011



Some Background



- Prior to the Civil War, each county school system was locally funded.
- There were multiple districts per county, some with schools, some without.
- Access, Quality, and Value were sacrificed in the inefficiency of maintaining such a "system" of "silos."

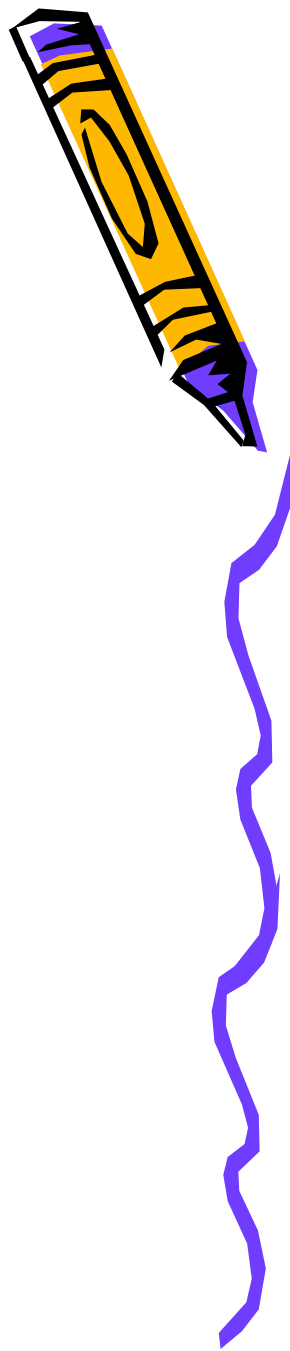
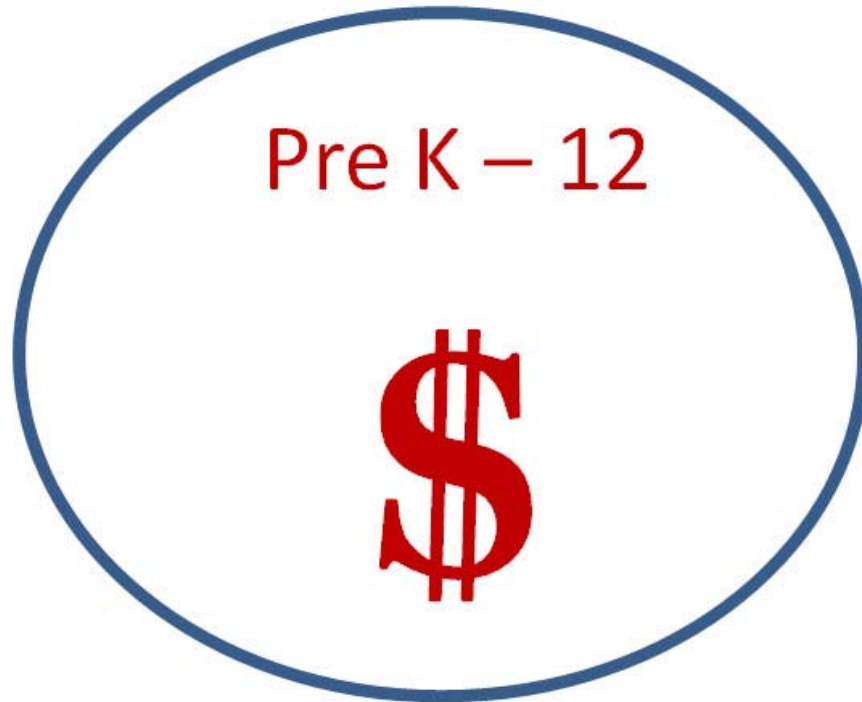


Enter the State...

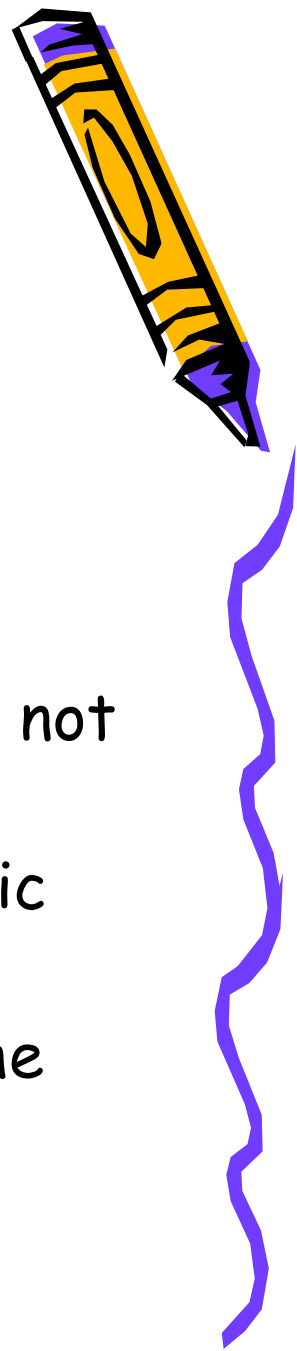
"[W]e can never have a thorough and perfect system of instruction adapted to the circumstances of all the people, except at the expense and under the direction of the State. ...The State alone has the means; and the State by adopting a wise system can diminish the cost, and make education, by a universal system of District schools, cheaper than it can be afforded on any other plan." (Calvin Wiley, State Superintendent, 1854 Report to General Assembly)



The "Classical" Model



A Closer Look...

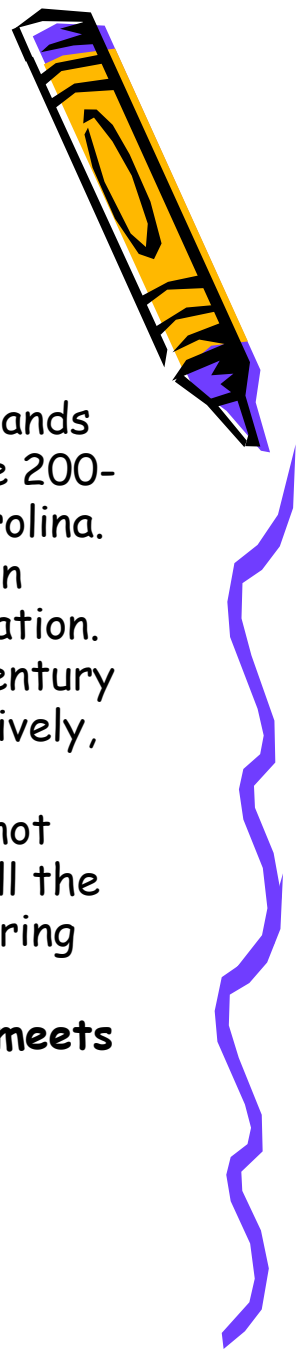


- Public Education operates with no real competitors except private schools, which can not receive public funds.
- All public funding is self-contained in the public school "silo."
- There is no competition for the funds, thus the circle of funds is large for Pre-K-12.



Some More Recent Things to Think About

"This Court now remands to the lower court and ultimately into the hands of the legislative and executive branches, one more installment in the 200-plus year effort to provide an education to the children of North Carolina. Today's challenges are perhaps more difficult in many ways than when Adams articulated his vision for what was then a fledgling agrarian nation. The world economy and technological advances of the twenty-first century mandate the necessity that the State step forward, boldly and decisively, to see that all children, without regard to their socio-economic circumstances, have an educational opportunity and experience that not only meet the constitutional mandates set forth in *Leandro*, but fulfill the dreams and aspirations of the founders of our state and nation. Assuring that our children are afforded the chance to become contributing, constructive members of society is paramount. **Whether the State meets this challenge remains to be determined.**" *Hoke v. State II* (N.C. Supreme Ct., 2004)

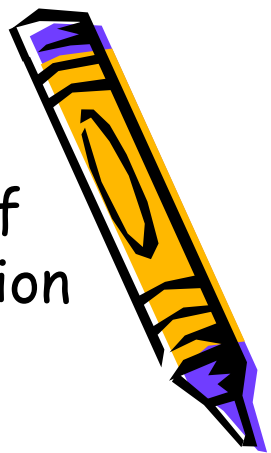


"After careful study, we conclude that N.C. Const. art. IX, § 2(1) merely requires that all North Carolina students have access to a sound basic education and does not preclude the creation of schools or other educational programs with attributes or funding options different from those associated with traditional public schools. Thus, we conclude that N.C. Const. art. IX, § 2(1) does not implicitly prohibit the establishment of public schools in addition to the traditional public schools that have been established in order to comply with this basic constitutional mandate." *Sugar Creek Schools v. State* (N.C. Ct. of App., 2011)



"Becoming comfortable with customized schooling options requires first unbundling familiar notions of what is meant by education, shifting the conversation from "school" to "schooling," from "teacher" to "teaching." ...

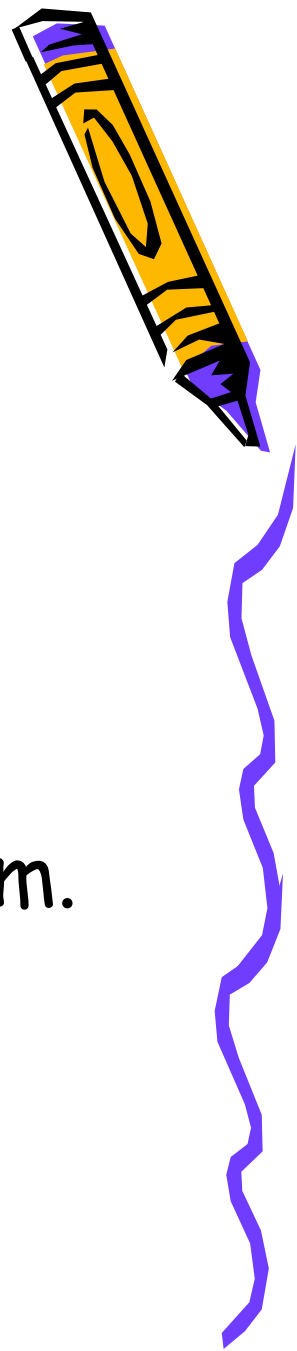
The goal for customized, unbundled school reform is not to develop a new model of what a good school 'should' look like in 2030 but to cultivate a flexible system that emphasizes performance, rewards success, addresses failure, and **enables schools and more specialized providers** to meet a variety of needs in increasingly effective and targeted ways." --AEI, *From School Choice to Educational Choice*



"What might the next generation of education in America look like? As already noted, first and foremost it must get beyond schooling in order to focus on education. It should ensure that every student receives an education that reflects the needs of society and the interest, talents, abilities, and ambition of the student. Every student should have his own "education plan," worked out by the student with his or her family and educators. **The next generation of American education should be driven by the needs and desires of students and families rather than the interests of the public schooling system.**" p. 146 Eugene Hickok, Schoolhouse of Cards: An Inside Story of No Child Left Behind and Why America Needs a Real Education Revolution. Rowman & Littlefield (2010).

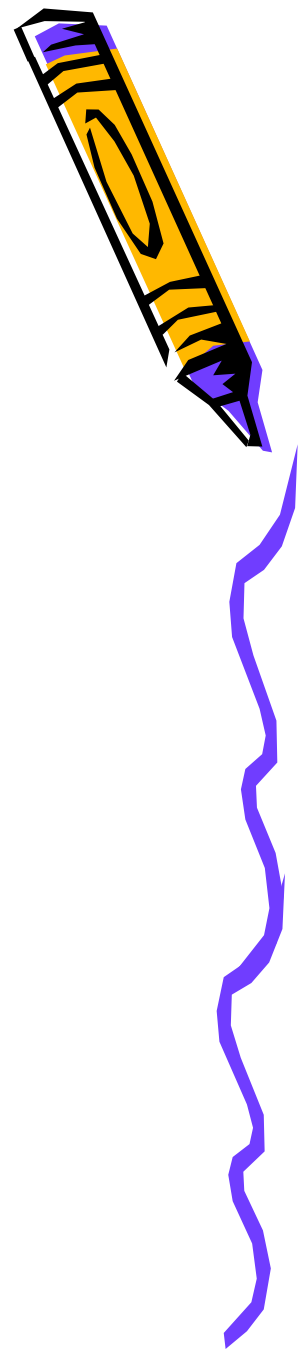


Where are we now?

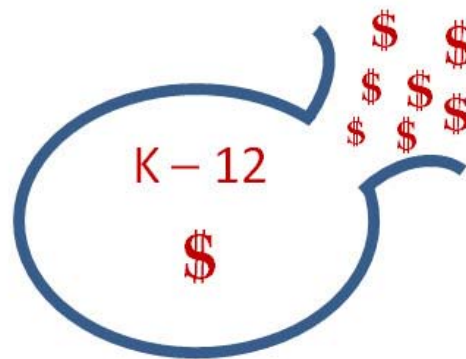


- For well over a century, state-sponsored education has been the only game in town.
- Access, Quality, and Value were assumed in the public school system.
- That assumption is now under fire.

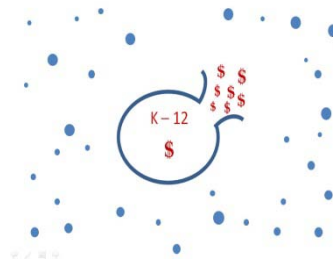




The "21st Century" Model



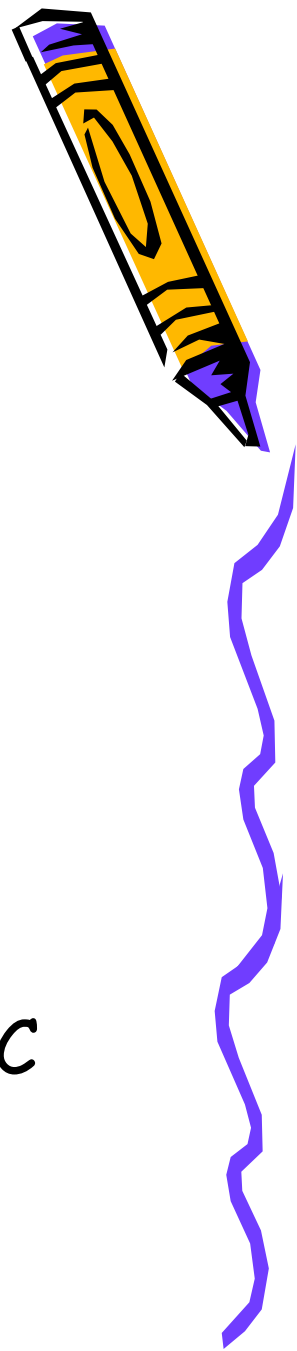
A Closer Look...



- The circle of funds is shrinking as public money diminishes and others stake claim to this dwindling source of funds.
- What do the "dots" in the model represent? Where is the funding going?



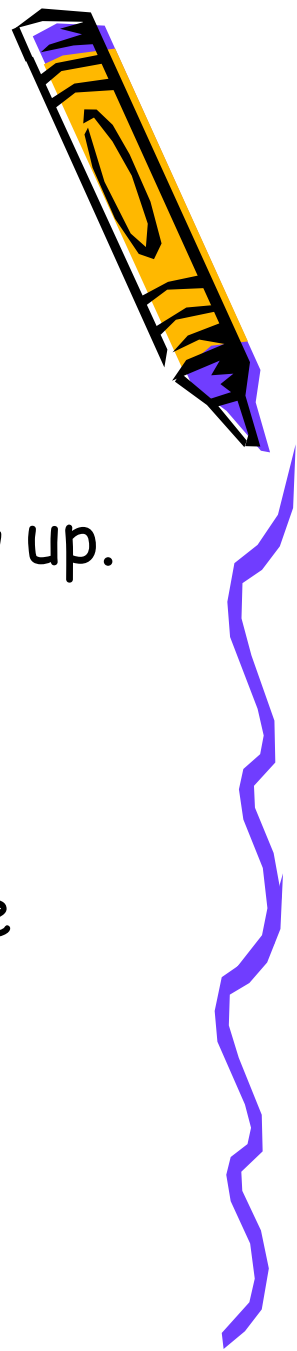
The "Dots"



- Charter Schools
- Pre-K (Removed from DPI control in an effort to "privatize" it.
- For Profit Contractors (Virtual and otherwise).
- Tax Credits for EC to private schools.
- Additional Tax Credits are expected (PC way of saying "Vouchers").



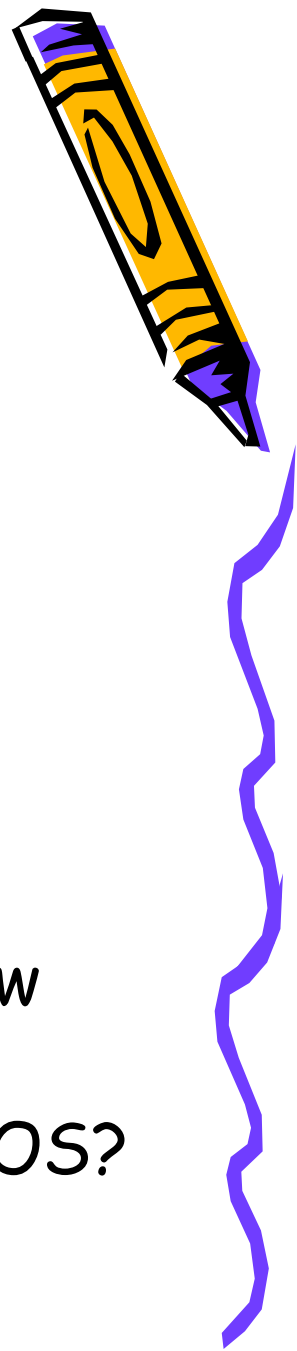
The Current Conundrum



- The "business" of education is booming.
- The competition for the dollars is heating up.
- There are many who feel the educational establishment has failed.
- There are many who feel we have failed. They want to privatize education, because they feel those with a profit motive will adapt and change...and we will/have not.



Are you kidding me???



- Most, if not all, educators would disagree with the notion that private enterprise (driven by the profit motive) is best for education.
- But, our inability and/or unwillingness to change is working against us.
- Example - Race to the Top Initiatives. How many of you who have transitioned to the Common Core are still teaching the NCSCOS?



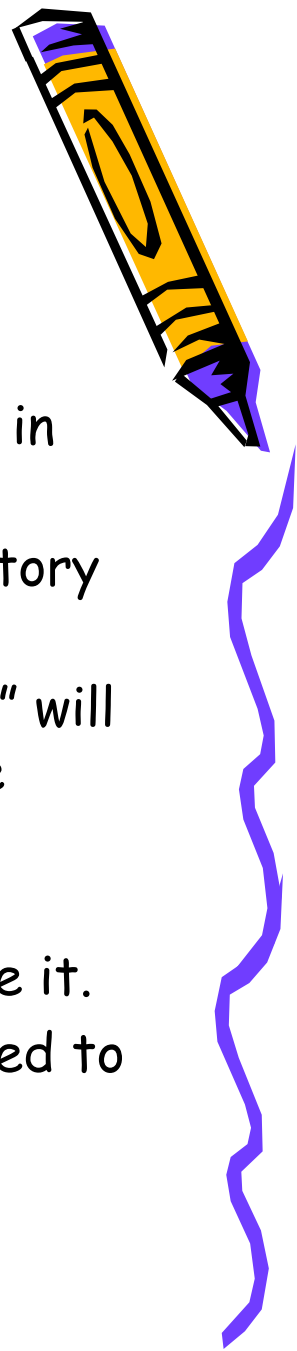
What WE MUST Do



- We MUST improve education for ALL Students.
- We MUST stop finding excuses for why at-risk students struggle and TEACH them so they LEARN.
- We MUST control the quality of our classroom instruction.
- We MUST provide a better educational product.
- We MUST change our thinking and methods so we can do better.
- We MUST do these things if public education as we know it is going to survive.



The Bottom Line



- Change starts with each individual teacher and student in each individual classroom.
- Then the school and district can change and the trajectory of outcomes for ALL children will improve.
- If we don't change, initiatives such as "Race to the Top" will change us unwillingly or the money will continue to move away from public education until there is nothing left.
- The classical model of education is gone and will never return. This fact is our new reality, so we must embrace it.
- We **MUST** provide the Access, Quality, and Value needed to compete in this changing landscape.



Questions

- Questions, Concerns, Comments?

