



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

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SUPERINTENDENT OF
PUBLIC INSTRUCTION

January 4, 2012

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Presentation on Status of 2011-2012 State Board
of Education/Michigan Department of Education
Reform Priorities

On June 14, 2011, the State Board of Education approved the State Board of Education/Michigan Department of Education 2011-2012 Reform Priorities. Attachment A is a Status Report on these priorities.

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**STATUS REPORT ON
MICHIGAN STATE BOARD OF EDUCATION
AND MICHIGAN DEPARTMENT OF EDUCATION
REFORM PRIORITIES
2011-2012**

| | Complete ✓ | In Progress ✓ | Comments |
|--|----------------------|-------------------------|--|
| 1. Improved Student Achievement | | | |
| a. Implement the Common Core Career and College Ready Standards. | | ✓ | <p>Transition to the new standards has begun. Plans for the 2011-2012 school year include outreach to teachers to make them more aware of the rigor required to successfully transition. Another focus is online/digital learning so that students will be prepared for online/digital testing when Smarter Balanced Assessment Consortium assessments begin.</p> <p>Early Childhood Standards of Quality for birth through grade 3 is in the revision process to align with and include Common Core Career and College Ready Standards.</p> |
| b. Adopt the Common Core Career and College Ready Assessments developed by the Smarter Balanced Assessment Consortium. | ✓ | | |

| | Complete ✓ | In Progress ✓ | Comments |
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| c. Identify and support successful interventions for turning around low-performing schools. | <p>2010 Persistently Low Achieving (PLA) school plans approved:</p> <p>58 Transformation model</p> <p>29 Turn-around model</p> <p>5 Closed</p> | <p>2011 PLA plans in process of being approved</p> | <p>Progress to date on 2010 PLA Schools:</p> <p><u>Elementary/Middle Schools (39 schools)</u></p> <p>79% improved in math proficiency (33% had significant gains)</p> <p>85% improved in reading proficiency (44% had significant gains)</p> <p>67% improved in both math and reading proficiency</p> <p>67% have more students improving than declining in math, and 62% more students improving than declining in reading (growth trend)</p> <p><u>High Schools (52 schools)</u></p> <p>48% improved in math proficiency (12% had significant gains)</p> <p>46% improved in reading proficiency (19% had significant gains)</p> <p>28% improved in both math and reading proficiency</p> <p>50% schools improved the four-year math slope; 40% improved in the four-year reading slope</p> <p>35% of the 49 schools reporting graduation data improved graduation rates (up to 19% improvement)</p> |

| | Complete ✓ | In Progress ✓ | Comments |
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| | | | Schools in the Statewide System of Support show marked progress after three years in the MI-Excel program. Data on the School Improvement Grant program are outstanding. Preliminary anecdotal data show success in venues where the district systems are aligned to support building level efforts. |
| d. Support “any time, any place, any way, any pace” initiatives that help schools to personalize learning for every student. | | ✓ | MDE staff are working to support the “any time, any place, any way, any pace” initiative through development of rubrics to help schools and teachers make good decisions about infrastructure, curricular content, and instructional practices. Rubrics are planned for roll out in Spring 2012. |
| e. Increase access to quality distance and blended learning options. | | ✓ | Work continues with Michigan Virtual University to provide more programs and courses for student use. Additional options exist through the Seat Time Waiver program. |
| f. Support and remove barriers for every student to participate in early post-secondary learning opportunities, including dual enrollment, early college, advanced placement, technical and career learning. | | ✓ | MDE continues to promote and provide technical assistance to the existing Early/Middle Colleges and to districts interested in starting new schools. |

| | Complete ✓ | In Progress ✓ | Comments |
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| g. Continue to encourage the legislature to pass meaningful anti-bullying legislation, ideally calling on districts to adopt the State Board of Education’s model policy. | ✓ | | |
| h. Approve new cut scores for state assessments that reflect what students need to know to be career and college ready. | ✓ | | |
| 2. Student Achievement-based System of Schools | | | |
| a. Develop policies that incent and reward school performance on outcomes, including improved student achievement proficiency and growth and reduced need for post-secondary remediation. | | ✓ | Performance based funding for K-12 is being explored, as well as for secondary Career and Technical Education programs supported through State School Aid Section 61a. |
| b. Continue to encourage the legislature to adopt a new school accreditation system that provides an honest assessment of where schools stand. | | ✓ | |
| 3. Ensuring Excellent Educators | | | |
| a. Refashion teacher certification to reflect teachers’ ability to deliver the Career and College Ready Standards (CCRS). | | ✓ | The content standards for teacher certification aligned well with the CCRS. The MDE will continue to provide information to teacher preparation institutions on how they can better prepare teachers to meet the increased rigor of the CCRS. |

| | Complete ✓ | In Progress ✓ | Comments |
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| b. Refashion teacher preparation leading to teacher certification including increased standards for admission into teacher preparation programs, for admission into student teaching and for recommendation for teacher licensure. | | ✓ | Discussions are underway about ways to increase these standards. MDE will collaborate with the Teacher Preparation Institutions in developing recommendations. |
| c. Support the development and use of fair, effective evaluations of teacher and administrator performance that are based on multiple measures, including school improvement plans, and student growth. Such development should involve teachers, administrators, and other appropriate stakeholders as required by law. | | ✓ | |
| d. Support the establishment of a system of evaluation that is a positive, supportive growth model for continuous improvement in instruction. | | ✓ | |
| e. Revise continuing education requirements to align with individual teacher and administrator skill-building needs, school improvement goals, and increased student learning. | | ✓ | SBE policy and standards for professional development, which make these alignments, are under consideration. MDE's Individual Development Plan (IDP), which is available for districts to use, encourages teachers to work with their mentors and supervisors to identify professional learning needs based on data about students and align the professional learning with the school improvement plan. Discussions are underway with legislators to review the continuing education requirements for educators. |

| | Complete ✓ | In Progress ✓ | Comments |
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| f. Implement alternative routes to certification for teachers and for administrators. | | ✓ | Revised proposed rules for alternative routes to certification were developed and administrative rules public hearings were conducted in November 2011. Comments are being reviewed and revised rules will be forwarded to the Office of Regulatory Reform for review in January 2012. MDE staff are planning a technical assistance workshop for alternate route providers. |
| g. Implement a performance-based credential, such as the National Board for Professional Teaching Standards, for excellent teachers to reward and afford satisfying careers for teachers as mentors and instructional leaders. | | ✓ | A three-tier performance-based license has been proposed in the revised teacher certification administrative rules. The Advanced Professional Education certificate will be issued to teachers who hold National Board Certification and present evidence of effective teaching. Other rigorous performance-based teacher leader programs will be considered for approval by MDE. |
| h. Amend the Tenure Act to award tenure based on proficiency rather than years of teaching, ensure quality annual evaluation and to streamline the process to discharge ineffective teachers. | ✓ | | |

| | Complete ✓ | In Progress ✓ | Comments |
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| 4. Early Childhood Education and Care | | | |
| a. Support the consolidation of early childhood education and care programs and resources into a single office of early childhood education and care, and continue to advocate for enhanced early childhood opportunities. | | ✓ | Office of Great Start (OGS) was created by Executive Order, a Memo of Understanding and Addenda between the MDE and DHS have been signed and are being implemented. DHS staff were transferred to MDE and a number of them moved to the Hannah Building. A Deputy Superintendent has been appointed. Consolidation programs will continue. A Race to the Top – Early Learning Challenge Grant was submitted to the United States Department of Education, and while not funded, the plans incorporated in the application will be used in continued efforts for the OGS’s systems-building agenda. |