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DEPARTMENT OF EDUCATION
LANSING


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STATE SUPERINTENDENT

October 1, 2013

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Presentation on Personal Curriculum

On November 7, 2012, the Special Education Advisory Committee (SEAC) requested a study to determine the state of practice with regard to the Personal Curriculum (PC) in the State of Michigan. In response to this request, the Michigan Department of Education worked with an intern to conduct a study and create a report on the implementation of PC among schools around the state during the summer of 2013. This report addresses questions raised by the SEAC and discusses possible next steps to promote PC implementation within the state.

Venessa A. Keesler, Ph.D., Deputy Superintendent, Education Services will be presenting this report to the State Board of Education.

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The Personal Curriculum

August 2013

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Prepared for the State Board of Education

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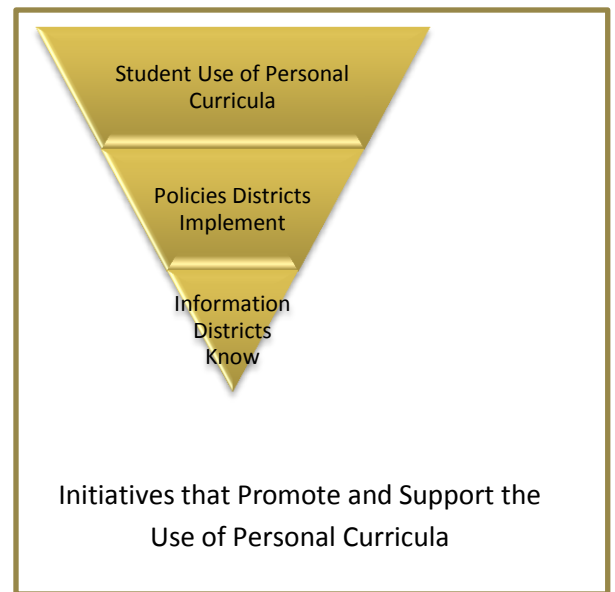
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EXECUTIVE SUMMARY

The Personal Curriculum (PC) provides students an opportunity to follow an individualized, alternate route to a high school diploma through specified modifications to the Michigan Merit Curriculum (MMC), in alignment with the student’s Educational Development Plan¹ (EDP) and Individualized Education Plan² (IEP), if applicable. As a state, it is important to understand the ways in which schools and districts utilize this option and the levels to which schools understand the possibilities of the PC so that we can expand access to all students in need of this option.

This report focuses on statewide information on PC usage using three tiers: student use of the PC, the policies and procedures districts and schools implement, and the information schools and districts know. These analyses provide a glimpse into which modifications students use and also the breakdown of students using PCs by demographic area. Additionally, schools reporting PCs are broken down into accountability classification: Priority, Reward, or Focus status. State of Michigan maps also provide visual representation of the geographic distribution of PCs across districts and schools.

The next phase of the report expands the analysis, using survey information, to examine the ways high schools implement the PC. The purpose of this analysis is to capture information about how schools understand and provide the PC to students. After careful analysis of responses from school staff, a plan for next steps in understanding the PC is presented, which recommends conducting focus groups to gather further information on what schools and districts understand about the PC to inform the initiatives the department undertakes to promote and support the use of the PC for Michigan students.



¹ All high school students follow an Educational Development Plan that outlines their academic and career goals

² Individualized Education Plans are followed by students with disabilities and outline various accommodations to ensure student success

THE PERSONAL CURRICULUM

Since the induction of the Michigan Merit Curriculum (MMC), high school students have had the option to follow a PC. The option is offered to students in 9th-12th grades. The following section examines the students, schools, and districts that currently use the PC.

PC Terminology

Throughout this report, the following terminology is used to describe the PC and its use:

- *HIGH-USE*: During the 2011-12 academic year, these schools or districts implemented personal curricula for 2.36% or more of their students. The high-use cut-off is calculated from the number of students reporting the use of a PC statewide out of all of the 9-12th grade students who attended a high school that reported at least one PC. This cut-off offers a point of comparison amongst schools and districts. At the end of 2011-12, there were 65 high-use schools.
- *LOW-USE*: These schools or districts implemented PCs for less than 2.36% of their students and reported at least one PC at the end of the 2011-2012 school year. At that time, there were 96 low-use schools in Michigan.
- *NO-USE*: This label refers to schools or districts that reported zero PCs at the end of 2011-12.
- *MODIFICATION*: These signify which requirement within the MMC is altered for the student as a result of his or her PC. Some students have more than one modification specified in their PC.
- *PC TYPE*: This classification distinguishes the characteristic that qualifies a student for a PC. For instance, an enrichment type signifies a student uses a PC in order to expand the core coursework in which the student enrolls during high school. The additional core coursework replaces some other credit requirement, such as physical education.
- *SCHOOL REPORTING A PC*: A school that reports at least one PC in its end-of-year data. These schools can be broken into High-Use or Low-Use, as described above.
- *SCHOOL or HIGH SCHOOL*: All schools in this analysis are buildings that contain some combination of grades nine through twelve, and may also contain lower grade levels. This report uses the term "high school" loosely to include traditional high schools as well as multilevel schools that include any of grades nine through twelve. "School" and "high school" are interchangeable in this analysis.

Use of the Personal Curriculum

The PC provides an opportunity for revisions to the MMC on an individual basis to best fit the student’s educational and future career needs. During the 2011-2012 school year, **4,140 students**³ utilized this option, a growth from 2010-11 information. When we consider the entire population of Michigan high school students, PC users comprise less than 1%.

TABLE 1

| Total Percentage of Students Statewide with a Personal Curriculum | | Total Number of Students with a Personal Curriculum | |
|---|---------|---|---------|
| 2010-11 | 2011-12 | 2010-11 | 2011-12 |
| .73% | .79% | 3,884 | 4,140 |

Analysis of PC use at the district level provides further evidence of low PC usage. As Table 2 describes, less than **14%** of Michigan districts used the option in 2011-12. Expanding to Intermediate School Districts (ISDs), the percentage improves to just less than **74%**. However, we must consider that students in over a quarter of our ISDs do not, seemingly, have access to the PC. Further, within many of the ISDs reporting PCs, there is only one school reporting PCs. Through a variety of sources and various types of communication, districts have cited multiple reasons for lack of PC use, including misconceptions, lack of support by school staff, and personnel turnover.

TABLE 2

| Distribution of PCs | |
|--|---------|
| | 2011-12 |
| Total Number of <u>Districts</u> Statewide Reporting Personal Curriculum Implementation⁴ | 120 |
| Percentage of <u>Districts</u> Statewide Reporting Personal Curriculum Implementation | 13.84% |
| Total Number of <u>ISDs</u> Statewide Reporting Personal Curriculum Implementation | 42 |

Modification Type

Table 3 on the next page describes the prevalence of different modifications among PC users⁵. For each modification, the chart provides the number of times that

³ Year-long, deduplicated data used.

⁴ End of Year data used

⁵ Year-long, deduplicated data used.

modification was used, and what percent that modification type is of all modifications used in the given school year. Both in 2010-11 and 2011-12, enhancement was the modal modification. An enhancement modification allows a student to waive certain requirements, such as physical education or visual and performing arts, to pursue additional core coursework. The next most common modification is for non-IEP students in Algebra II. Instead of earning an entire Algebra II credit, these students substitute other coursework for at least part of that credit. Most students with PCs and an IEP use the option to alter the mathematics requirement.

TABLE 3

| <u>Type</u> | Personal Curricula by Type | |
|--|----------------------------|----------------|
| | 2010-11 | 2011-12 |
| <i>Algebra II Modification (non-IEP)</i> | 911 (20.42%) | 1,237 (26.02%) |
| <i>Modification with IEP (Mathematics)</i> | 776 (17.39%) | 800 (16.83%) |
| <i>Modification with IEP (other than mathematics)</i> | 284 (6.36%) | 384 (8.08%) |
| <i>Transfer student</i> | 25 (0.56%) | 38 (0.80%) |
| <i>Enrichment Modification (PE/Health)</i> | 1,724 (38.64%) | 1,680 (35.34%) |
| <i>Enrichment Modification (other than PE/Health)</i> | 742 (16.63%) | 615 (12.94%) |
| <i>Total Number of Modifications</i> | 4,462 | 4,754 |

TABLE 4

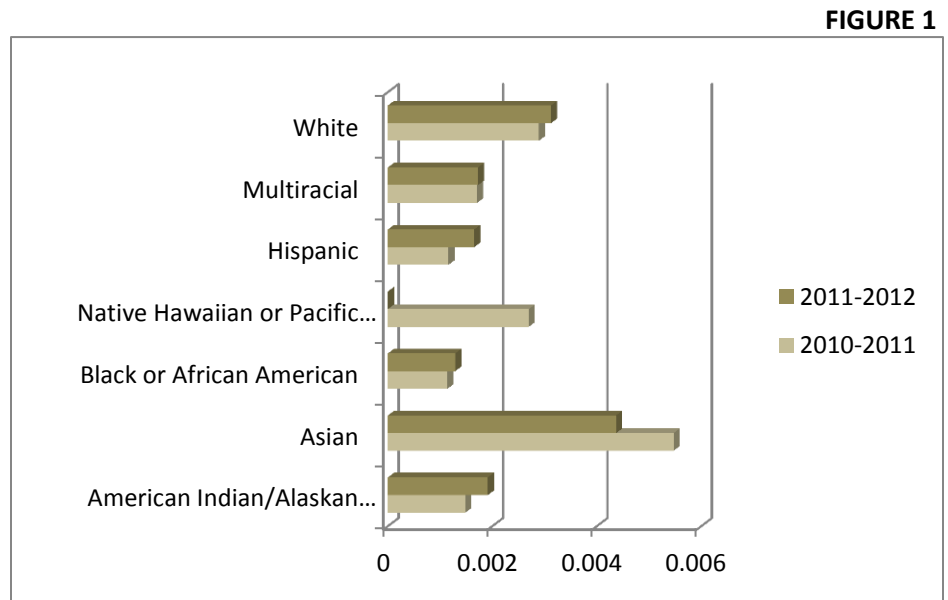
| <u>Subgroups</u> | Distribution of Personal Curricula by Subgroup | |
|--|--|----------------|
| | 2010-11 | 2011-12 |
| <i>American Indian/Alaskan Native</i> | 19 (0.49%) | 23 (0.56%) |
| <i>Asian</i> | 225 (5.79%) | 186 (4.49%) |
| <i>Black or African American</i> | 337 (8.68%) | 372 (8.99%) |
| <i>Native Hawaiian or Pacific Islander</i> | 4 (0.10%) | 0 (0.00%) |
| <i>Hispanic</i> | 105 (2.70%) | 157 (3.79%) |
| <i>Multiracial - two or more races</i> | 50 (1.29%) | 59 (1.43%) |
| <i>White</i> | 3,144 (80.95%) | 3,343 (80.75%) |
| <i>Economically Disadvantaged</i> | 1,036 (26.67%) | 1,417 (34.23%) |
| <i>English Language Learners</i> | 77 (1.98%) | 107 (2.58%) |
| <i>Students with Disabilities</i> | 1,001 (25.77%) | 1,135 (27.42%) |
| <i>Total Personal Curriculum Using Students</i> | 3,884 | 4,140 |

Demographic Breakdowns

Table 4 describes the prevalence of PC use by race and other demographics⁶. The number in parentheses describes the percentage of PC students who belong to the given demographic. As the chart depicts, most students who report having a PC are white. The next largest racial group within this student group is black or African American.

Proportion of Students with PCs by Race

Figure 1 compares PC use across races⁷. The image depicts the proportion of students within a given race who utilize the PC in a given year. Chart values were generated by dividing the number of PCs within a given race by the total number of students in Michigan within that race. In 2011-2012, 0.3% of white students used the option while 0.4% of Asian students did.



From this graphical representation, we can see that black or African American, Hispanic, Multiracial, students underutilize the PC, relative to students of other races⁸.

Table 5⁹ offers an additional analysis that examines which races are over- and underrepresented amongst PC using students. Green highlighted rows indicate this race is substantially¹⁰ overrepresented within students with PCs. The red rows are races that are substantially¹¹ underrepresented among the same population of students. The substantial underrepresentation of African American, Hispanic,

⁶ Year-long, deduplicated data used.

⁷ Year-long, deduplicated data used.

⁸ Since the graph considers all students within Michigan and does not restrict total student counts to high school pupils, the percentages here are not reflective of the Total Percentage of Students Statewide who Use a Personal Curriculum on page 8. The proportions depicted here are merely for race comparison purposes.

⁹ Year-long data used.

¹⁰ Overrepresented groups have a percent presence in the PC population that is 130% or more that of their presence in the statewide student population.

¹¹ Underrepresented groups have a percent presence in the PC population that is 70% or less that of their presence in the statewide student population. Races with a zero percent PC presence not included.

Multiracial, and English Language Learner students is potentially concerning, given other statistics surrounding educational achievement among these groups.

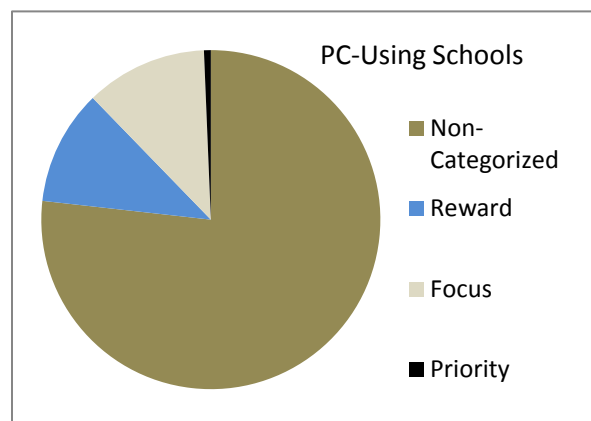
TABLE 5

| Race | State Percent | PC Percent |
|-------------------------------------|---------------|------------|
| American Indian/Alaskan Native | .78% | .56% |
| Asian | 2.76% | 4.49% |
| Black or African American | 18.69% | 8.99% |
| Native Hawaiian or Pacific Islander | 0.00084% | 0.00% |
| Hispanic | 6.15% | 3.79% |
| Multiracial | 2.22% | 1.43% |
| White | 69.32% | 80.75% |
| Economically Disadvantaged | 48.15% | 34.23% |
| English Language Learners | 3.93% | 2.58% |
| Students with Disabilities | 13.56% | 27.42% |

FIGURE 2

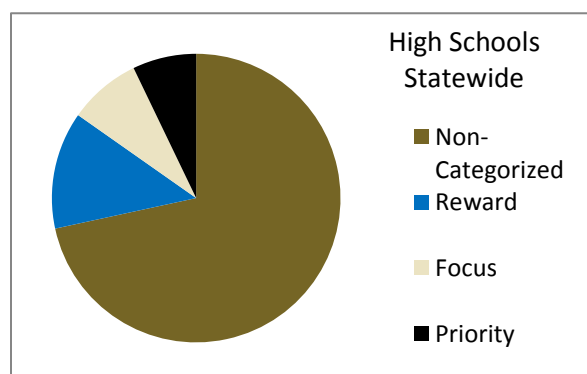
Reward, Focus, and Priority Schools' PC Use

Figure 2 depicts the distribution of accountability classifications amongst schools¹² while Figure 3 shows accountability classifications statewide. The least frequent categorization is Priority Schools. Within the PC school population, only one school is Priority, which is 0.65% of the PC school population. However, within all high schools in Michigan, 7.14% are Priority. Thus, Priority Schools are underrepresented in this school population. This might mean that students in our lowest performing schools do not have adequate access to an educational tool they need: the Personal Curriculum.



Oppositely, Focus Schools are overrepresented in this school population. While 8.11% of high schools in the state are Focus, 11.61% of PC schools have this label. Focus Schools include both high-use and low-use schools, and schools

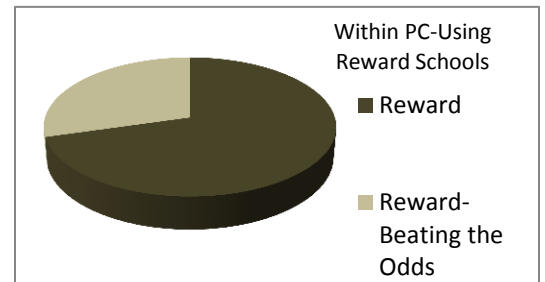
FIGURE 3



¹² End of year data used

of a wide range of sizes¹³. Within these schools, the most common modification types are math and enrichment (health/physical education). One possibility is that these Focus Schools might utilize the PC for enrichment to waive out of health/physical education to allow for more advanced coursework in core subjects, potentially increasing achievement on state assessments for these students. Lower performing students might opt out of courses such as Algebra II, potentially having a negative impact on those students' assessment scores. This combination could result in an increased achievement gap within the school.

All Reward Schools who report a PC report math modifications. Among Reward Schools reporting a PC, the most common modifications are math and enrichment (health/physical education). Reward Schools comprise 10.97% of schools with PCs reported.



Statewide, 13.14% of high schools are Reward Schools. Within the Reward School category, 3.23% of schools that reported PCs are "Beating the Odds" schools. The underrepresentation of Reward Schools within schools that report PCs might be due to schools being accountable for the assessments of students using PCs. For instance, a student whose PC exempts him or her from enrolling in Algebra II is still assessed on that content and likely does not perform as well on a math assessment as a student who has taken an Algebra II course. Perhaps, in some cases, limited PC use benefits a school in terms of accountability.

Schools without an accountability classification¹⁴ make up 76.77% of schools reporting a PC despite a 71.59% presence in the overall state high school population. Only a very small fraction¹⁵ of schools reporting a PC have a student population under 30 students, making them too small for accountability classification. Thus, most schools could qualify for an accountability classification in regards to student enrollment.

Table 6 displays key statistics surrounding the PC school population. Averages for the entire PC school population are provided, and then PC schools are split into accountability classifications for comparison.

¹³ Student population (grades 9-12) within Focus Schools ranges from 140 to over 2,400 students.

¹⁴ These schools are not labeled Focus, Priority or Reward.

¹⁵ Less than 1% of schools reporting PCs have under 30 students.

| | All PC Schools ¹⁶ | Priority PC Schools <small>*only one PC school</small> | Focus PC Schools | Reward PC Schools |
|----------------------------------|------------------------------|---|------------------|-------------------|
| Math Modification | 11.74 | 74 | 11.72 | 12 |
| IEP Type | 5.68 | 0 | 10.17 | 4.47 |
| Transfer Type | .25 | 0 | .22 | .12 |
| General Enhanced Type | 10.90 | 89 | 17.11 | 5.88 |
| Building Percent ED | 41.04% | 68% | 36.78% | 38.59% |
| Building Percent Minority (Race) | 14.17% | 23% | 16.22% | 9.88% |

TABLE 6

Cells shaded green indicate an overrepresentation¹⁷ among schools within the given classification while red cells denote an underrepresentation¹⁸.

¹⁶ Numbers in this column without percentage signs represent the mean number of that modification or type within a school. For instance, the average school reporting PC use implements 11.74 math modifications.

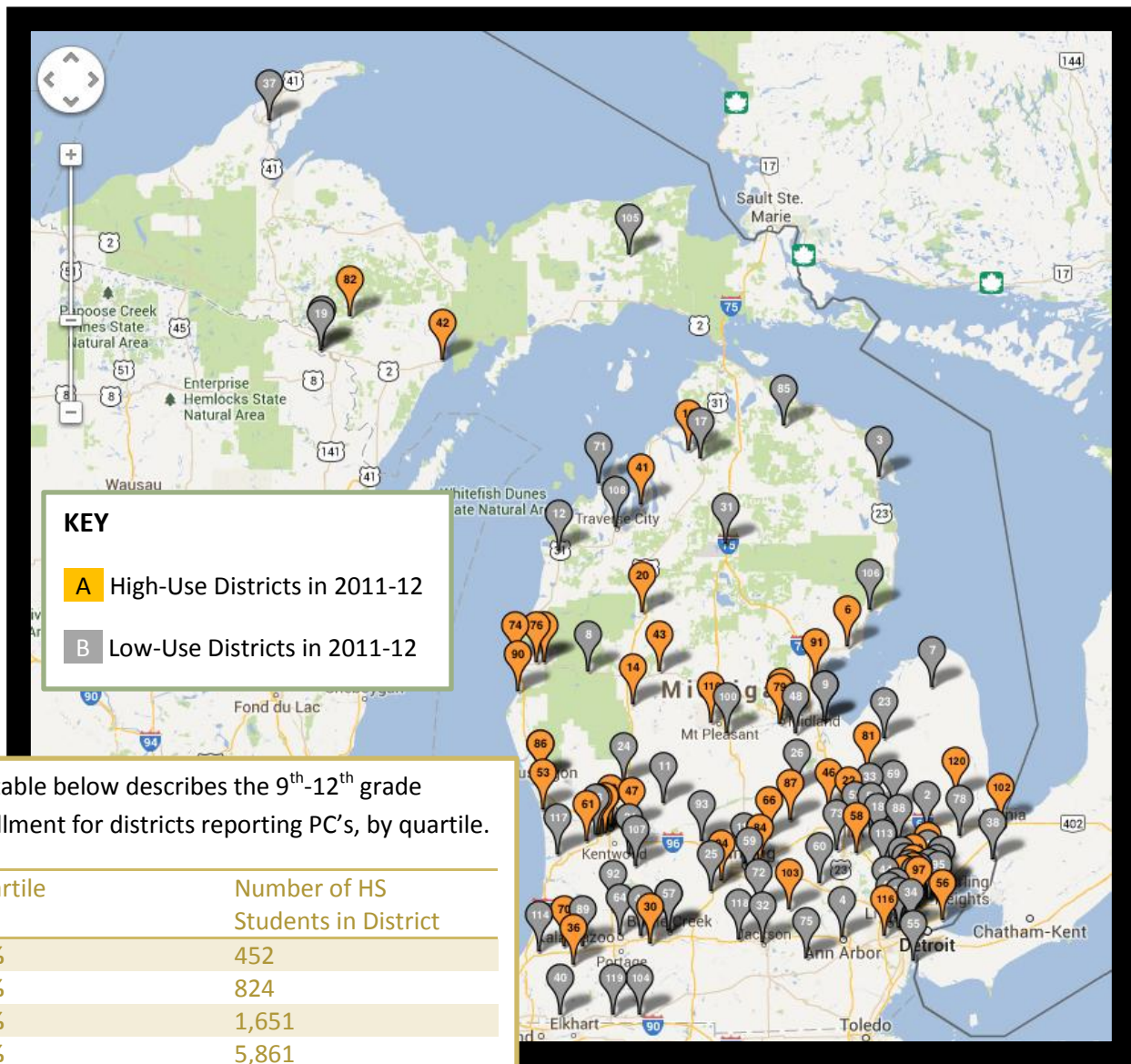
¹⁷ Green cells indicate the mean for that classification is 130% or greater that of all PC schools. Classifications with a mean of zero are excluded.

¹⁸ Red cells indicate the mean for that classification is 70% or less that of all PC schools.

District Geographic Distribution (Using 2011-2012 End of Year Information)

The map below depicts the geographic distribution of districts¹⁹ that report PC use. With Michigan being such a diverse state in terms of population density, it is important to understand where this option is utilized to better understand the ways in which we can support and promote additional PC use. As seen below, PC use is sparse within the Upper Peninsula.

An interactive map of PC use by district is available [here](#).

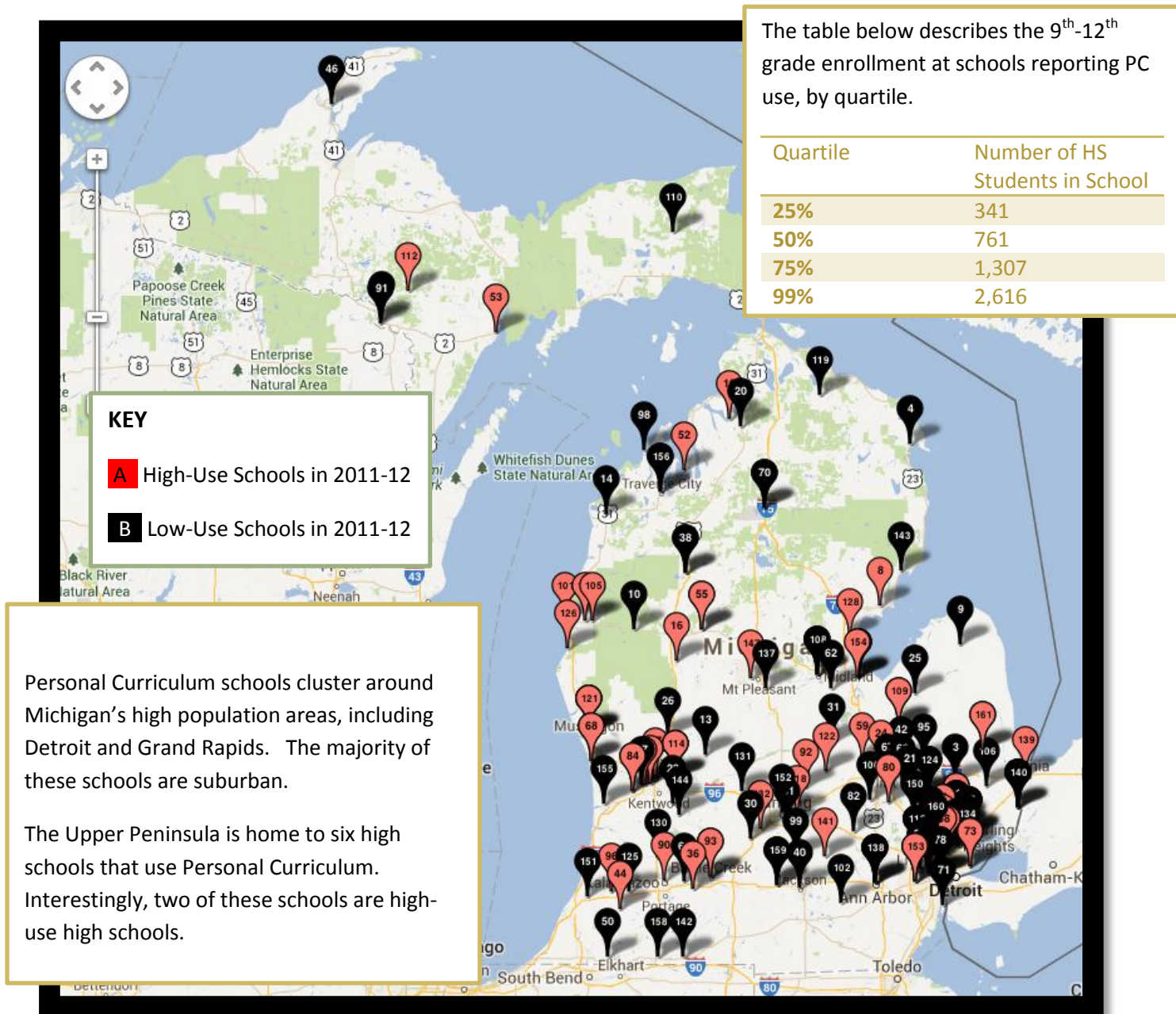


¹⁹ End of year data used

School Geographic Distribution (Using 2011-2012 End of Year Information)-
Continued

The following map shows the geographic distribution of schools²⁰ that report PC use. These schools have student populations ranging from 15 to 2,703 students, grades 9-12.

Click [here](#) for an interactive map that compiles high-use and low-use schools.



²⁰ End of year data used.

High-Use / Low-Use Comparisons:

The two tables below compare high-use and low-use districts and schools on a variety of characteristics. Table 7 describes differences between district types, while Table 8 examines school type differences.

TABLE 7

| | High-Use Districts | Low-Use Districts |
|--|---|---|
| Average Number of Students | 1,041 students | 1,448 students |
| Largest High School Population | 3,892 students | 9,546 students |
| Smallest High School Population | 50 students | 1,448 students |
| PC Use | Ranges from 3 to 342 PCs per district | Ranges from 1 to 152 PCs per district |
| Modal Modification | Health/Physical Education then Mathematics | Mathematics then Physical Education |
| Percent IEP PC Type | 16.6% of PCs are implemented for students with IEPs | 40% of PCs are implemented for students with IEPs |

Key differences between high-use and low-use schools and districts include the percent of students who have an IEP. The percentage is far higher within low-use schools and districts. Additionally, in high-use schools and districts the modal PC modification type is health/physical education while in the rest of the population, the mathematics modification holds this title.

Between schools reporting PC use, a greater percentage of high-use schools have Reward status than low-use schools. Low-use schools, however, maintain a higher percentage of Focus Schools than high-use schools.

TABLE 8

| | High-Use Schools | Low-Use Schools |
|---|--|--|
| Average Number of Students | 760 students | 915 students |
| Largest High School Population | 2,098 students | 2,658 students |
| Smallest High School Population | 14 students | 67 students |
| Average Percent Minority | 15%, ranging from 0 to 64% | 14%, ranging from 0 to 64% |
| Accountability Status Breakdown | 1 priority school, 8% are Focus Schools, 14% are Reward Schools | 0 priority schools, 15% are Focus Schools, 8.6% are Reward Schools |
| PC Use | Ranges from 2 to 259 PCs per school | Ranges from 1 to 57 PCs per school |
| Average Economically Disadvantaged Percent | 42.5%, ranging from 0 to 100% per school | 40%, ranging from 7 to 100% per school |
| Average Limited English Proficient Percent | 2%, ranging from 0 to 24% per school | 2%, ranging from 0 to 38% per school |
| Average Special Education Percent | 11.5%, ranging from 0 to 60% per school | 10%, ranging from 0 to 21% per school |
| Modal Modification | Health/Physical Education then Mathematics | Mathematics then Health/Physical Education |
| Percent IEP PC Type | 16% of PCs are implemented for students with IEPs; most PCs used for general enhancement | 46% of PCs are implemented for students with IEPs |

SCHOOL PROCEDURES

Flexible state requirements for the PC maintain autonomy for local districts. Each district is required to develop a procedure for PC requests. The following analysis provides an overview of the PC procedures at high-use schools, low-use schools, and schools that do not have any students using the PC, per staff responses to a Michigan Department of Education (MDE)–initiated survey.

METHODOLOGY: The school level perspective provides insight into schools' implementation of the PC. School principals, counselors, or other staff answered questions surrounding PC use at their building. The email and survey protocol these individuals received is located in the report appendices section. Principals from 43 high-use, 73 low-use, and 65 randomly selected no-use schools received emails, and we instructed them to distribute the message and survey link to the individual in the school with the most PC knowledge. When survey responses were analyzed, there were responses from 18 high-use, 26 low-use, and 20 no-use schools. High-use schools had a survey response rate of 42%, with low-use schools at 36%, and no-use at 31%. Interestingly, greater PC use generated better survey response rates, perhaps indicating a difference in school engagement with the PC. Due to survey collection occurring in July, many school staff may have been on vacation, and were thus unable to submit a survey.

The analyses below examine the unique perspectives of high-use, low-use, and no-use schools per the survey responses. The last section highlights common trends amongst the three school categories.

High-Use: All schools cite high levels of familiarity with the PC. At a majority of high-use schools, counselors handle PC issues. The MDE website is the modal response these schools provide as a source to learn about the PC, followed by school and district professional development. Most high-use schools communicate with parents and students regarding the PC over the school website.

Low-Use: These schools cite slightly less familiarity with the PC than high-use schools on average. These schools most frequently obtain PC information from the MDE website and professional organizations. Generally, counselors handle PC issues at low-use schools. Communication with parents and students about the PC is done through assemblies as reported.

No-Use: These schools cite the least familiarity with the PC, on average, among the three school classifications. Despite reporting zero implemented PCs to the state, less than 6% of no-use schools responded in the survey that they never receive PC requests, with most indicating they receive one to five PC requests a

year. Over a fourth of no-use schools cite ten or more PCs requested per year. This statistic suggests that no-use schools might fail to appropriately report PC use or that all requested PCs are denied. Many no-use schools report principals as handling PC issues. Professional Development is the modal response from no-use schools about the avenues through which educators learn about the PC. This information is communicated to parents and students over email.

Common Trends:

Regardless of PC use status, many school leaders cite lack of full understanding as a barrier or challenge to PC implementation. A school leader explains one challenge is a “lack of fully understanding what specifically is able to be modified within the MMC for both general and special education students. [There is] difficulty [in] finding a system for effectively and efficiently monitoring progress within the PC.” Additionally, schools express vagueness of PC requirements, especially for Special Education students, as another challenge to using the PC. Although ActPoint is a resource for such issues, across the three school types, most schools indicate that they do not use the service and they are unfamiliar with it. Some schools explain benchmark modification within a course to be difficult. To help mitigate this problem, the department might consider increasing its efforts at informing our educators of the possibilities of using the PC specifically related to benchmark modifications based on the needs of the field. Additionally, the state might gather greater insight from schools through focus groups to inform future initiatives to increase educator understanding of the PC.

EDUCATING OUR EDUCATORS

Current Resources: A variety of resources exist to assist school personnel in PC implementation.

- Webinars: Online video resources that explain the PC to educators, provided by the MDE. Each webinar has a specific focus within PC implementation.
- Ning: An online social network, also known as the Personal Curriculum Network, which allows educators to communicate and learn about the PC, found at: (<http://personalcurriculum.ning.com/>). Network members can invite others, learn about upcoming events and webinars, blog or chat, and link to other resources through the portal.

Neither Ning nor webinars are mandatory for schools, but rather are optional resources. Considering our state is home to over 1,500 high schools, a small proportion of schools have accessed the content of these resources, as evidenced by the Table 9.

TABLE 9

| Current Ning Members | Webinar Attendees | |
|----------------------|-------------------|-----------|
| | 2011-2012 | 2012-2013 |
| 727 | 137 | 75 |

- ActPoint: An easy-to-use automated service for school personnel to use to accurately pre-qualify PC requests specific to the MMC (<http://actpoint.com/mi/>). It eliminates inconsistencies and errors in the qualification process and links to relevant documents, policies, and procedures. It automatically generates personalized action plans and/or forms and reports to assist the user in understanding the decision for taking the next step. ActPoint is a web-based application accessed through an internet connection and there is no software to install. However, as evidenced by the survey data, few schools use ActPoint and many school staff are unfamiliar with the program.
- Guidance over the Web: The MDE provides additional PC guidance via its website: (www.michigan.gov/highschool). A variety of documents for school staff and parents explain the nuances of the PC, how to request the option, and other information about the PC.

- Presentations: The MDE offers presentations to a variety of external stakeholders to help explain the PC to the education community and promote the use of PC.

INITIAL RECOMMENDATIONS

Recommendation #1: Gather More Information About School/District Experiences with the Personal Curriculum: The PC Survey results provide some insight into schools' use and understanding of the PC. However, the state has more to learn about schools' understandings and uses of the PC. To better understand the full picture, the state should hear school staff members' stories and experiences. Focus groups would allow staff to share their insights, understandings, and confusions with the PC to better inform the MDE about how to support and promote PC use.

Recommendation #2: Explore Additional Options for PC Training Opportunities for Educators

- Further Promote Current Resources: Most of the current PC resources direct information at principals and counselors. Our survey information supports this approach in that these individuals, on average, oversee PC requests and implementation at schools.
- Develop New Resources: The MDE is developing seven modules to be delivered through Michigan Learnport (<http://www.learnport.org/>). These modules are intended for school personnel and focus on a variety of topics dealing with the PC. They are near completion and release is anticipated soon. The Office of Education Improvement and Innovation is currently adding a 7th module related to reporting the PC. Completion date for the set of modules is anticipated in the Fall of 2013.

Recommendation #3: Examine Parent/Guardian Awareness: Include parents and guardians in the aforementioned focus groups to learn the ways parents/guardians understand the option, and how the MDE can help increase parental engagement in the PC process.

Recommendation #4: Provide Sample Scenarios to Help Schools/Districts Better Understand Personal Curriculum Requirements: Schools across the three types cite lack of clarity as a barrier to PC use. The department should provide sample PCs, especially for IEP students, to schools for use as a guiding example in writing and implementing PCs.

ACTION PLAN

This report summarizes the findings of two phases in the process to learning more about the PC and its implementation. Analysis of the current data provides us with a glimpse into which schools and districts employ the option, for whom, and for which modification type. Insight from school principals and counselors deepens our understanding by providing a glimpse at the school perspective to PC implementation. However, these responses do not cover the depth that is necessary to fully understand the complexities and challenges to PC implementation. Future research might employ focus groups to engage with school staff on the intricacies of the PC and the ways in which schools do and do not understand the specifications for using this option. This information would inform future department policy to promote and support the use of PCs.

The Big Picture



FOCUS GROUPS: These meetings typically consist of four or five participants and also require two or three individuals to facilitate aspects of the focus group. MDE staff would include a dialogue facilitator, a scribe, and potentially an individual responsible for using technology to record the interaction. The atmosphere is meant to feel more like a conversation than an interview, where the facilitator does not dominate the conversation but rather allows participants to engage with one another and contribute. Such an approach is ideal to learning more about the struggles to using the PC and also to deepen the department's understanding of the knowledge school personnel hold surrounding the option. The facilitator must build trust among the group so participants feel secure in providing honest thoughts, and

potentially criticisms, of the PC. To mitigate potentially harmful group dynamics, the department should conduct groups that include individuals from different schools. This set-up will likely lessen the need for individuals to tailor their answers to appeal to coworkers. The overarching goal of the focus group is to generate a minimal-risk space where participants feel encouraged to express their true thoughts on the PC so the department can learn more about the areas where we might assist schools in using the option.

Logistics:

- Focus groups typically last 30 – 60 minutes, depending on group size and level of engagement.
- Group participants by school PC status, so that staff from No-Use, Low-Use, and High-Use schools interact with individuals from same-status schools.
- Dialogue facilitator may use the Future Focus Group Protocol²¹ questions as a guide for the conversation, but should also be comfortable navigating additional topics as the group brings them up.
- To begin the dialogue, the facilitator should begin with an explanation of the focus group’s purpose while emphasizing that answers will not be penalized for compliance issues.
- Prior to beginning the discussion, participants should submit signed Participant Consent Forms²².

²¹ See Appendix D

²² See Appendix E

CONCLUSIONS

Michigan dedicates itself to providing a high-quality education to all students that prepares each individual for career and college success. The MMC introduced rigorous requirements for high school students as a means to achieving this goal. However, education leaders recognize that the MMC does not fully meet the educational needs of all students. Thus, the PC allows for modifications to the MMC based on students' individual needs. Despite the potential for the PC to individualize the high school curriculum for students, less than 1% of Michigan high school students use the option.

Low usage of the PC option, as identified by the state, is particularly prevalent for African American, Hispanic, and multiracial students. A majority of high schools claim zero PCs, potentially at the expense of students who need them. Through analysis of state data and gathering new information from schools, it seems there is a PC knowledge gap. Additionally, there might also be an issue with the PC reporting process, as many no-use schools claim multiple PC requests in their survey responses. This is being addressed by MDE staff.

Survey responses inform the MDE on ways current resources might be tailored to better meet the needs of school staff. Additionally, contact information provided in the survey allows for future focus groups to expand the conversation on PC use in Michigan.

As education leaders better understand the barriers and challenges to the PC, the MDE can facilitate initiatives that support and promote the use of the Personal Curriculum at all high schools.

APPENDICES

Appendix A: Principal Email

Hello [Principal Name],

The Michigan Department of Education is interested in learning more about the ways in which Michigan public high schools understand and use the Personal Curriculum. Our goal is to use your insight to develop initiatives that support and promote the use of this option. Please see the attached memorandum from Linda Forward, Director of the Office of Education Improvement and Innovation.

*To help us better understand your school's procedures, we ask that you provide this message to the individual in your school most familiar with the Personal Curriculum and please have him or her complete the following survey. The survey will take approximately five minutes to complete and the answers are anonymous unless your school chooses to provide contact information. We ask that surveys be submitted by **Friday, July 26, 2013**.*

*Click to access survey: [Personal Curriculum Survey](#)
URL: <http://www.surveymonkey.com/s/SLZZN2T>*

We greatly appreciate your participation in the Personal Curriculum survey. Your insight will help inform initiatives that aim to support and promote the use of the Personal Curriculum in Michigan. If you have any questions, please e-mail Melissa Helberg at HelbergM@michigan.gov. Again, thank you for your time. We look forward to hearing from you.

For collection purposes, three different survey URLs were distributed: one for high-use schools, one for low-use, and the final for no-use schools.

Appendix B: Survey Questions

The Michigan Department of Education seeks your insight in learning more about your school's use of Personal Curriculum and the ways in which the option is understood and implemented. Please respond to the following prompts by Friday, July 26, 2013. Your answers here will help inform our approaches to promote and support the use of Personal Curricula in Michigan. We thank you for your time and insight.

- 1. Please select your school from the list below. Please note that identification will NOT be used for compliance purposes but rather to ensure duplicate submissions from individual schools are not received. Your response to this question will also help us uncover trends in the use of Personal Curriculum.**
- 2. What is your familiarity with the process of using a Personal Curriculum to modify the Michigan Merit Curriculum requirements?**
- 3. How many times per year does your school receive requests for Personal Curricula?**
- 4. In what ways does your school or district communicate Personal Curriculum information to the school community?**
- 5. Which professional learning events or resources have you or other staff members attended or used to learn information on the Personal Curriculum?**
- 6. What are the barriers or challenges to using the Personal Curriculum?**
- 7. Who within your school is designated to handle Personal Curriculum issues?**
- 8. Does your school subscribe to ActPoint?**
- 9. Does your school or district have an official policy on the Personal Curriculum?**
- 10. Would you be interested in participating in an MDE-led focus group to discuss the Personal Curriculum and its use? If so, please provide your contact information below.**

Thank you for taking the time to complete this questionnaire. Your responses will help inform future initiatives to promote and support the use of Personal Curriculum in our state.






Appendix C: Survey Data – The following survey information contains questions that were posed to all three school types (high-, low-, and no-use). The responses shown are from the no-use school group.

| 2. What is your familiarity with the process of using a Personal Curriculum to modify the Michigan Merit Curriculum (MMC) requirements? | | | | | Create Chart | Download |
|---|---------------------|----------|----------|---------------|----------------|--------------|
| | Not at all familiar | | | Very familiar | Rating Average | Rating Count |
| | 0.0% (0) | 5.0% (1) | 5.0% (1) | 70.0% (14) | 20.0% (4) | 4.05 |
| answered question | | | | | | 20 |
| skipped question | | | | | | 0 |

| 3. How many times per year does your school receive requests for Personal Curricula? | | | | | Create Chart | Download |
|--|--|--|--|--|--------------------------------|----------------|
| | | | | | Response Percent | Response Count |
| Never | | | | | 5.3% | 1 |
| 1-5 | | | | | 47.4% | 9 |
| 6-10 | | | | | 15.8% | 3 |
| 10 or more | | | | | 26.3% | 5 |
| Unsure | | | | | 5.3% | 1 |
| Other (please specify) | | | | | | 1 |
| | | | | | Show Responses | |
| answered question | | | | | | 19 |
| skipped question | | | | | | 1 |








4. In what ways does your school or district communicate Personal Curriculum information to the school community?

[Create Chart](#) [Download](#)




| | | Response Percent | Response Count |
|--|---|--|----------------|
| Telephone |  | 35.0% | 7 |
| Newsletters |  | 30.0% | 6 |
| E-mail |  | 40.0% | 8 |
| School or District Website |  | 40.0% | 8 |
| Parent Assemblies or Presentations at School |  | 35.0% | 7 |
| | | Other (please specify) Show Responses | 6 |
| answered question | | | 20 |
| skipped question | | | 0 |

5. Which professional learning events or resources have you or other staff members attended or used to learn information on the Personal Curriculum?






[Create Chart](#) [Download](#)

| | | Response Percent | Response Count |
|--|---|--|----------------|
| MDE Website |  | 50.0% | 10 |
| District Website |  | 15.0% | 3 |
| Ning |  | 5.0% | 1 |
| District/School Professional Development |  | 60.0% | 12 |
| Professional Organizations |  | 30.0% | 6 |
| ActPoint |  | 5.0% | 1 |
| MDE Webinars |  | 10.0% | 2 |
| | | Other (please specify) Show Responses | 4 |
| answered question | | | 20 |
| skipped question | | | 0 |




7. Who within your school is designated to handle Personal Curriculum issues? [Create Chart](#) [Download](#)

| | | Response Percent | Response Count |
|---------------------------|--|--------------------------|-------------------|
| Principal |  | 70.0% | 14 |
| Counselor |  | 75.0% | 15 |
| Special Education Teacher |  | 40.0% | 8 |
| General Education Teacher | | 0.0% | 0 |
| | Other (please specify) | | 0 |
| | | answered question | 20 |
| | | skipped question | 0 |

8. Does your school subscribe to ActPoint? [Create Chart](#) [Download](#)

| | | Response Percent | Response Count |
|--|---|--------------------------|-------------------|
| No, and I am unfamiliar with ActPoint. |  | 45.0% | 9 |
| No, but I am familiar with ActPoint |  | 30.0% | 6 |
| Yes, but we do NOT use it to make decisions about Personal Curricula |  | 5.0% | 1 |
| Yes, and we use it to make decisions about Personal Curricula |  | 5.0% | 1 |
| Unsure |  | 15.0% | 3 |
| | Other | | 0 |
| | | answered question | 20 |
| | | skipped question | 0 |

9. Does your school or district have an official policy on the Personal Curriculum? [Create Chart](#) [Download](#)

| | | Response Percent | Response Count |
|--|---|---------------------|-------------------|
| Yes |  | 45.0% | 9 |
| No |  | 25.0% | 5 |
| Unsure |  | 30.0% | 6 |
| In a few sentences, please describe your school's Personal Curriculum process. Show Responses | | | 6 |
| answered question | | | 20 |
| skipped question | | | 0 |

Focus Group Protocol

The following are guiding questions for the dialogue facilitator:

1. What is your role within the school where you work?
2. Can you describe your familiarity with the Personal Curriculum?
3. What is your experience with the Personal Curriculum?
 - a. How often do you use it?
 - b. Who at your school is responsible for Personal Curriculum implementation?
4. What is your school's procedure for requesting a Personal Curriculum?
 - a. Are parents generally aware of this option?
 - b. Are teachers generally aware of this option?
5. Does your district provide any guidance or training on Personal Curriculum use?
6. Which resources do you use to learn about the Personal Curriculum, and how useful have those resources been?
7. Has there ever been a time you were unsure if a student qualified for a Personal Curriculum?
 - a. How was the situation handled?
8. Which aspects of the Personal Curriculum are the most unclear or confusing?
9. What are some of the barriers or challenges to using the Personal Curriculum?
10. Have there been instances where a Personal Curriculum was approved or denied and you were unsure if the decision was executed correctly?
11. From your experiences, do you believe the Personal Curriculum is a beneficial option to the students who use it? Why or why not?
 - a. Are outcomes different for General Education and Special Education students?
 - b. Do you see different outcomes depending on the modifications implemented?
12. In what ways might the Personal Curriculum be improved to make the process easier and/or to improve the outcomes for students who use it?
13. What are your hesitations toward implementing Personal Curricula for students?
14. Do you have any remaining thoughts or comments about the Personal Curriculum, its implementation, its purpose, or any other aspect of the option?

Michigan Department of Education Personal Curriculum Focus Group Consent Form

Purpose

In this interview, you will be asked about your experiences with the Personal Curriculum (PC). In particular, our questions will focus on your understandings of its use, the prevalence of PC-use at your school, and also the barriers and challenges to implementing this option. The information you provide will help inform the establishment of future collaborations between the Michigan Department of Education (MDE) and local education authorities (LEAs) to support and promote the use of the Personal Curriculum.

The research team for this project consists of MDE employees within the Office of Education Improvement and Innovation (OEII).

Benefits

While you may not receive a direct benefit from participating, we hope that this study will result in the improvement of initiatives to support and promote the use of the PC. Further, we hope any insights you provide will ultimately assist in developing an educational environment where all Michigan students receive a high quality education suited for the student's individual needs that prepares them for college and career work.

Risks and Discomforts

You will be asked to reflect on negative and positive experiences, which may cause discomfort for some people. However, please note that your contributions to the discussion will NOT be used for compliance purposes.

Confidentiality

We plan to share the information gathered here with others involved directly in this PC research project. However, the information we share will be in aggregate form and we will make sure it does not identify you. This research will be used to identify potential areas and modes of collaboration between MDE and LEAs and other ways we might support and promote PC use in Michigan.

Participation

Your participation is entirely voluntary, and you may withdraw from this study at any time. In other words, you are not required to answer all of these questions, and you may skip questions without penalty. *Any information you provide is completely confidential*, and only the study team will have access to the data linked to names. As an introductory phase of this case study research, information from this study will be shared with other researchers who are part of the research team. The researchers can access it. T

If you have further questions about participating in this research, please contact
Bowerman (*BowermanR1@*

I have read the preceding statements and I agree to participate in the Personal Curriculum Focus Group.

Signature: _____ Date: _____

To provide for deeper level of analysis on this issue, **interviews will be audio-recorded**. Only the research team will have access to these recordings, but we understand that some people might still be concerned about privacy issues. All names used in the interview—real or fictional—will be changed in any report containing this information.

I also agree to have my comments audio-recorded for this session.

Signature: _____ Date: _____

Appendix F: Low-Use Districts

| | | |
|---|---------------------------------------|---|
| Almont Community Schools | Dearborn City School District | Manchester Community Schools |
| Alpena Public Schools | Dearborn Heights School District #7 | Memphis Community Schools |
| Ann Arbor Public Schools | Dollar Bay-Tamarack City Area Schools | Onaway Area Community School District |
| Arts Academy in the Woods | East China School District | Oxford Community Schools |
| Bad Axe Public Schools | Edwardsburg Public Schools | Paw Paw Public School District |
| Baldwin Community Schools | Farmington Public School District | Plainwell Community Schools |
| Bangor Township Schools | Ferndale Public Schools | Portland Public Schools |
| Belding Area School District | Freeland Community School District | Roseville Community Schools |
| Benzie County Central Schools | Galesburg-Augusta Community Schools | School District of the City of Birmingham |
| Berkley School District | Goodrich Area Schools | Shepherd Public Schools |
| Bloomfield Hills Schools | Grand Blanc Community Schools | South Redford School District |
| Boyer Falls Public School District | Grosse Ile Township Schools | Sturgis Public Schools |
| Brandon School District in the Counties of Oakland and Lapeer | Harper Creek Community Schools | Tahquamenon Area Schools |
| Breitung Township School District | Holt Public Schools | Tawas Area Schools |
| Caledonia Community Schools | Howell Public Schools | Thornapple Kellogg School District |
| Caro Community Schools | Iron Mountain Public Schools | Traverse City Area Public Schools |
| Cedar Springs Public Schools | Jenison Public Schools | Utica Community Schools |
| Charlotte Public Schools | Kalamazoo Public Schools | Warren Woods Public Schools |
| Chesaning Union Schools | Lamphere Public Schools | Waterford School District |
| Chippewa Valley Schools | L'Anse Creuse Public Schools | Watervliet School District |
| Clarenceville School District | Lapeer Community Schools | Waverly Community Schools |
| Crawford AuSable Schools | Leland Public School District | West Ottawa Public School District |
| Da Vinci Institute | Leslie Public Schools | Western School District |
| Davison Community Schools | Linden Community Schools | White Pigeon Community Schools |

Appendix G: Low-Use Schools

| School Name | District | ISD |
|--|---|-------------------------------|
| Adlai Stevenson High School | Utica Community Schools | Macomb ISD |
| Almont High School | Almont Community Schools | Lapeer ISD |
| Alpena High School | Alpena Public Schools | Alpena-Montmorency-Alcona ESD |
| Annapolis High School | Dearborn Heights School District #7 | Wayne RESA |
| Arts Academy in the Woods | Arts Academy in the Woods | Macomb ISD |
| Bad Axe High School | Bad Axe Public Schools | Huron ISD |
| Baldwin Senior High School | Baldwin Community Schools | Mason-Lake ISD |
| Bay City Western High School | Bay City School District | Bay-Arenac ISD |
| Belding High School | Belding Area School District | Ionia ISD |
| Benzie Central Sr. High School | Benzie County Central Schools | Traverse Bay Area ISD |
| Berkley High School | Berkley School District | Oakland Schools |
| Bloomfield Hills Andover High School | Bloomfield Hills Schools | Oakland Schools |
| Bloomfield Hills Lahser H.S. | Bloomfield Hills Schools | Oakland Schools |
| Boyne Falls Public School | Boyne Falls Public School District | Charlevoix-Emmet ISD |
| Brandon High School | Brandon School District in the Counties of Oakland and Lapeer | Oakland Schools |
| Caledonia High School | Caledonia Community Schools | Kent ISD |
| Caro High School | Caro Community Schools | Tuscola ISD |
| Cedar Springs High School | Cedar Springs Public Schools | Kent ISD |
| Central High School | Traverse City Area Public Schools | Traverse Bay Area ISD |
| Charlotte Senior High School | Charlotte Public Schools | Eaton ISD |
| Chesaning Union High School | Chesaning Union Schools | Saginaw ISD |
| Chippewa Valley Adult and Mohegan Alt. Educ. | Chippewa Valley Schools | Macomb ISD |
| Chippewa Valley High School | Chippewa Valley Schools | Macomb ISD |
| Clarenceville High School | Clarenceville School District | Oakland Schools |
| Community High School | Ann Arbor Public Schools | Washtenaw ISD |
| Cooley High School | Cadillac Area Public Schools | Wexford-Missaukee ISD |
| Da Vinci Institute (9-12) | Da Vinci Institute | Jackson ISD |
| Dakota High School | Chippewa Valley Schools | Macomb ISD |
| Davison High School | Davison Community Schools | Genesee ISD |
| Dearborn High School | Dearborn City School District | Wayne RESA |
| DiAnne M. Pellerin Center | L'Anse Creuse Public Schools | Macomb ISD |
| Dollar Bay High School | Dollar Bay-Tamarack City Area Schools | Copper Country ISD |
| Edsel Ford High School | Dearborn City School District | Wayne RESA |

Low-Use Schools Continued

| | | |
|------------------------------------|--|---|
| Edwardsburg High School | Edwardsburg Public Schools | Lewis Cass ISD |
| Farmington High School | Farmington Public School District | Oakland Schools |
| Fordson High School | Dearborn City School District | Wayne RESA |
| Freeland Middle School/High School | Freeland Community School District | Saginaw ISD |
| Galesburg-Augusta High School | Galesburg-Augusta Community Schools | Kalamazoo RESA |
| Glaza Building | Millington Community Schools | Tuscola ISD |
| Goodrich High School | Goodrich Area Schools | Genesee ISD |
| Grand Blanc Community High School | Grand Blanc Community Schools | Genesee ISD |
| Grayling High School | Crawford AuSable Schools | C.O.O.R. ISD |
| Grosse Ile High School | Grosse Ile Township Schools | Wayne RESA |
| Harper Creek High School | Harper Creek Community Schools | Calhoun ISD |
| Harrison High School | Farmington Public School District | Oakland Schools |
| Henry Ford Early College | Dearborn City School District | Wayne RESA |
| Henry Ford II High School | Utica Community Schools | Macomb ISD |
| Holt Senior High School | Holt Public Schools | Ingham ISD |
| Howell High School | Howell Public Schools | Livingston ESA |
| Hudsonville Freshman Campus | Hudsonville Public School District | Ottawa Area ISD |
| Huron High School | Ann Arbor Public Schools | Washtenaw ISD |
| Iron Mountain High School | Iron Mountain Public Schools | Dickinson-Iron ISD |
| Jenison High School | Jenison Public Schools | Ottawa Area ISD |
| John Glenn High School | Wayne-Westland Community School District | Wayne RESA |
| John Glenn High School | Bangor Township Schools | Bay-Arenac ISD |
| Kingsford High School | Breitung Township School District | Dickinson-Iron ISD |
| Lamphere High School | Lamphere Public Schools | Oakland Schools |
| Lapeer Community High School | Lapeer Community Schools | Lapeer ISD |
| Lee M. Thurston High School | South Redford School District | Wayne RESA |
| Leland Public School | Leland Public School District | Traverse Bay Area ISD |
| Leslie High School | Leslie Public Schools | Ingham ISD |
| Linden High School | Linden Community Schools | Genesee ISD |
| Manchester High School | Manchester Community Schools | Washtenaw ISD |
| Marine City High School | East China School District | St. Clair County RESA |
| Memphis High School | Memphis Community Schools | St. Clair County RESA |
| Midland High School | Midland Public Schools | Midland County Educational Service Agency |
| Newberry High School | Tahquamenon Area Schools | Eastern Upper Peninsula ISD |

Low-Use Schools Continued

| | | |
|--------------------------------|---|---|
| Niles Community High School | Troy School District | Oakland Schools |
| North Farmington High School | Farmington Public School District | Oakland Schools |
| Oceana High School | Shelby Public Schools | Mason-Lake ISD |
| Onaway Senior High School | Onaway Area Community School District | Cheboygan-Otsego-Presque Isle ESD |
| Oxford High School | Oxford Community Schools | Oakland Schools |
| Oxford Virtual Academy | Oxford Community Schools | Oakland Schools |
| Paw Paw High School | Paw Paw Public School District | Van Buren ISD |
| Pioneer High School | Ann Arbor Public Schools | Washtenaw ISD |
| Plainwell High School | Plainwell Community Schools | Allegan Area Educational Service Agency |
| Portland High School | Portland Public Schools | Ionia ISD |
| Roseville High School | Roseville Community Schools | Macomb ISD |
| Shepherd High School | Shepherd Public Schools | Gratiot-Isabella RESD |
| Skyline High School | Ann Arbor Public Schools | Washtenaw ISD |
| St. Clair High School | East China School District | St. Clair County RESA |
| Sturgis High School | Sturgis Public Schools | St. Joseph County ISD |
| Tawas Area High School | Tawas Area Schools | Iosco RESA |
| Thornapple Kellogg High School | Thornapple Kellogg School District | Kent ISD |
| Tinkham Alternative Education | Wayne-Westland Community School District | Wayne RESA |
| Warren Woods Tower High School | Warren Woods Public Schools | Macomb ISD |
| Waterford Mott High School | Waterford School District | Oakland Schools |
| Watervliet Senior High School | Watervliet School District | Berrien RESA |
| Waverly Senior High School | Waverly Community Schools | Ingham ISD |
| West Ottawa High School Campus | West Ottawa Public School District | Ottawa Area ISD |
| West Senior High | Traverse City Area Public Schools | Traverse Bay Area ISD |
| Western High School | Western School District | Jackson ISD |
| White Pigeon Jr/Sr High School | White Pigeon Community Schools | St. Joseph County ISD |
| Woodville Community Center | Western School District | Jackson ISD |
| Wylie E. Groves High School | School District of the City of Birmingham | Oakland Schools |

Appendix H: High-Use Districts

| | | |
|------------------------------------|--|--|
| AGBU Alex-Marie Manoogian School | Godwin Heights Public Schools | North Dickinson County Schools |
| Au Gres-Sims School District | Grand Haven Area Public Schools | Oakridge Public Schools |
| Bay City School District | Grandville Public Schools | Okemos Public Schools |
| Big Rapids Public Schools | Grosse Pointe Public Schools | Orchard View Schools |
| Boyne City Public Schools | Hazel Park, School District of the City of | Owosso Public Schools |
| Cadillac Area Public Schools | Holly Area School District | Pentwater Public School District |
| Carman-Ainsworth Community Schools | Hudsonville Public School District | Pinconning Area Schools |
| Clawson Public Schools | Laingsburg Community Schools | Potterville Public Schools |
| Climax-Scotts Community Schools | Lakeview School District (Calhoun) | School District of the City of Royal Oak |
| Decatur Public Schools | Lawrence Public Schools | Shelby Public Schools |
| East Grand Rapids Public Schools | Ludington Area School District | St. Clair County Intervention Academy |
| Elk Rapids Schools | Mason County Central Schools | Stockbridge Community Schools |
| Escanaba Area Public Schools | Mason County Eastern Schools | Troy School District |
| Ewart Public Schools | Midland Academy of Advanced and Creative Studies | Union City Community Schools |
| Flushing Community Schools | Midland Public Schools | Wayne-Westland Community School District |
| Forest Hills Public Schools | Millington Community Schools | Yale Public Schools |

Appendix I: High-Use Schools

| School Name | District | ISD |
|--|--|---|
| Troy High School | Troy School District | Oakland Schools |
| Flushing High School | Flushing Community Schools | Genesee ISD |
| Riverview East High School | East China School District | St. Clair County RESA |
| Kalamazoo Central High School | Kalamazoo Public Schools | Kalamazoo RESA |
| North Dickinson School | North Dickinson County Schools | Dickinson-Iron ISD |
| Utica High School | Utica Community Schools | Macomb ISD |
| Pinconning High School | Pinconning Area Schools | Bay-Arenac ISD |
| Royal Oak High School | School District of the City of Royal Oak | Oakland Schools |
| Clawson High School | Clawson Public Schools | Oakland Schools |
| Bay City Central High School | Bay City School District | Bay-Arenac ISD |
| Lawrence Jr/Sr High School | Lawrence Public Schools | Van Buren ISD |
| Owosso High School | Owosso Public Schools | Shiawassee Regional ESD |
| Big Rapids High School | Big Rapids Public Schools | Mecosta-Osceola ISD |
| Holly High School | Holly Area School District | Oakland Schools |
| Stockbridge High School | Stockbridge Community Schools | Ingham ISD |
| Godwin Heights Senior High School | Godwin Heights Public Schools | Kent ISD |
| Mason County Eastern Junior High/High School | Mason County Eastern Schools | Mason-Lake ISD |
| Carman-Ainsworth High School | Carman-Ainsworth Community Schools | Genesee ISD |
| Oakridge Alternative & Adult Ed | Oakridge Public Schools | Muskegon Area ISD |
| East Grand Rapids High School | East Grand Rapids Public Schools | Kent ISD |
| AGBU Alex-Marie Manoogian School | AGBU Alex-Marie Manoogian School | Oakland Schools |
| Eisenhower High School | Utica Community Schools | Macomb ISD |
| Au Gres-Sims Middle and High School | Au Gres-Sims School District | Bay-Arenac ISD |
| Ferndale High School | Ferndale Public Schools | Oakland Schools |
| Cadillac Senior High School | Cadillac Area Public Schools | Wexford-Missaukee ISD |
| Orchard View High School | Orchard View Schools | Muskegon Area ISD |
| Boyne City High School | Boyne City Public Schools | Charlevoix-Emmet ISD |
| Elk Rapids High School | Elk Rapids Schools | Traverse Bay Area ISD |
| Mason County Central H.S. | Mason County Central Schools | Mason-Lake ISD |
| Lakeview High School | Lakeview Sch. District (Calhoun) | Calhoun ISD |
| Grandville High School | Grandville Public Schools | Kent ISD |
| H.H. Dow High School | Midland Public Schools | Midland County Educational Service Agency |
| Wayne Memorial High School | Wayne-Westland Community | Wayne RESA |

High-Use Schools Continued

| | School District | |
|--|--|---|
| Potterville High School | Potterville Public Schools | Eaton ISD |
| Escanaba Area Public High School | Escanaba Area Public Schools | Delta-Schoolcraft ISD |
| Evert High School | Evert Public Schools | Mecosta-Osceola ISD |
| Northern High School | Forest Hills Public Schools | Kent ISD |
| Midland Academy of Advanced and Creative Studies | Midland Academy of Advanced and Creative Studies | Midland County Educational Service Agency |
| Shelby High School | Shelby Public Schools | Mason-Lake ISD |
| Central High School | Forest Hills Public Schools | Kent ISD |
| Laingsburg High School | Laingsburg Community Schools | Shiawassee Regional ESD |
| Oakridge High School | Oakridge Public Schools | Muskegon Area ISD |
| Yale Senior High School | Yale Public Schools | St. Clair County RESA |
| Frederic School | Crawford AuSable Schools | C.O.O.R. ISD |
| Eastern High School | Forest Hills Public Schools | Kent ISD |
| Union City High School | Union City Community Schools | Calhoun ISD |
| Millington High School | Millington Community Schools | Tuscola ISD |
| Evert Alternative High School | Evert Public Schools | Mecosta-Osceola ISD |
| Farmington Central High School | Farmington Public School District | Oakland Schools |
| Grand Haven High School | Grand Haven Area Public Schools | Ottawa Area ISD |
| Decatur High School | Decatur Public Schools | Van Buren ISD |
| Grosse Pointe North High School | Grosse Pointe Public Schools | Wayne RESA |
| Hazel Park High School | Hazel Park, School District of the City of | Oakland Schools |
| Ludington High School | Ludington Area School District | Mason-Lake ISD |
| Grosse Pointe South High School | Grosse Pointe Public Schools | Wayne RESA |
| Athens High School | Troy School District | Oakland Schools |
| Hudsonville High School | Hudsonville Public School District | Ottawa Area ISD |
| Crossing Bridges Alternative | Oxford Community Schools | Oakland Schools |
| Pentwater Public School | Pentwater Public School District | Mason-Lake ISD |
| Okemos High School | Okemos Public Schools | Ingham ISD |
| Central High School | Grand Haven Area Public Schools | Ottawa Area ISD |
| Wenona Center Home of Wenona High/Middle School | Bay City School District | Bay-Arenac ISD |
| Phoenix Alternative School | Yale Public Schools | St. Clair County RESA |