



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

RICK SNYDER  
GOVERNOR

MICHAEL P. FLANAGAN  
STATE SUPERINTENDENT

January 9, 2013

**MEMORANDUM**

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Presentation on Status of 2012-2013 State Board  
of Education/Michigan Department of Education  
Reform Priorities

On June 12, 2012, the State Board of Education approved the State Board of Education/Michigan Department of Education 2012-2013 Reform Priorities. Attachment A is a Status Report on these priorities.

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909  
[www.michigan.gov/mde](http://www.michigan.gov/mde) • (517) 373-3324

**STATUS REPORT ON  
MICHIGAN STATE BOARD OF EDUCATION  
AND MICHIGAN DEPARTMENT OF EDUCATION  
REFORM PRIORITIES  
2012-2013**

**Goal** – Continue developing an effective and equitable performance-based system that achieves academic growth and successful outcomes for all students.

	<b>Complete</b>	<b>In Progress</b>	<b>Comments</b>
<b>1. Improved Student Achievement Through Innovation</b>			
a. Initiate a study on education finance and innovation.	X	X	Michigan State Board of Education Comments on Public Education Finance Proposals adopted on December 11, 2012.  Possible further study pending release of Oxford Foundation’s Public Education Finance project proposals.
b. Support “any time, any place, any way, any pace” initiatives that help schools to personalize learning for every student.	X  X  X  X		Seat time waivers approved for grades 6-12 and expanded to two pilots for grades K-6.  Technology infrastructure survey conducted.  Technology infrastructure grant (section 22i) developed and announced.  Video demonstrating use of iPads with Kindergarten students developed in partnership with local school district.  Educator Preparation Institutions provided reports on their initiatives to integrate technology usage into preparation programs.

	<b>Complete</b>	<b>In Progress</b>	<b>Comments</b>
		X	Additional infrastructure, such as teacher professional development and technology access in homes, as well as operational and organizational changes, are needed to fully implement for all students.
c. Increase access to quality distance and blended learning options.	X  X	  X	Quality programs were identified in partnership with state education associations.  Grant applications approved for supplementary distance and blended learning.  Teacher capacity to effectively develop or utilize these approaches to learning continues to develop, but dependent on technological infrastructure considerations.
d. 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.	X  X  X	  X	MDE chart developed to describe continuum of post-secondary options for students from International Baccalaureate Programs to Advanced Placement to Enhanced Dual Enrollment and Early Middle Colleges.  E-blast to districts provided overview of changes to the Dual Enrollment legislation.  Technical assistance provided to schools interested in providing early college credit to high school students, including the start of Early/Middle College high schools and those interested in starting new CTE programs.

	<b>Complete</b>	<b>In Progress</b>	<b>Comments</b>
e. Identify and support successful interventions for turning around low-performing schools.	X		MDE identified 146 schools as Priority schools (lowest 5% in the state) in August 2012 in accordance with approved ESEA Flexibility Request.
	X	X	The Statewide System of Support has been redesigned to address both groups. MDE offices are collaborating to support school reform plan development, implementation, and monitoring.
		X	<p>Progress to date on 2010 and 2011 PLA schools:</p> <p style="text-align: center;"><b><u>Math Proficiency</u></b></p> <p><b><i>2010 PLA High Schools:</i></b></p> <ul style="list-style-type: none"> <li>• Of all 2010 PLA high schools (53), mathematics proficiency on average increased 0.2%</li> <li>• Proficiency ranged from a 7% decrease to a 19% increase.</li> </ul> <p><b><i>2011 PLA High Schools:</i></b></p> <ul style="list-style-type: none"> <li>• Of all 2011 PLA high schools (60), mathematics proficiency on average increased 0.3%</li> <li>• Proficiency ranged from a 7% decrease to a 7% increase.</li> </ul>

	<b>Complete</b>	<b>In Progress</b>	<b>Comments</b>
			<p><b>2010 PLA Elementary/Middle Schools:</b></p> <ul style="list-style-type: none"> <li>• Of all 2010 PLA elementary/middle schools (29), mathematics proficiency on average increased 1.4%</li> <li>• Proficiency ranged from a 12% decrease to a 26% increase.</li> </ul> <p><b>2011 PLA Elementary/Middle Schools:</b></p> <ul style="list-style-type: none"> <li>• Of all 2011 PLA elementary/middle schools (41), mathematics proficiency on average increased by 0.4%</li> <li>• Proficiency ranged from a 32% decrease to a 26% increase.</li> </ul> <p style="text-align: center;"><b><u>Reading Proficiency</u></b></p> <p><b>2010 PLA High Schools:</b></p> <ul style="list-style-type: none"> <li>• Of all 2010 PLA high schools (53), reading proficiency on average increased 1.1%</li> <li>• Proficiency ranged from a 14% decrease to a 23% increase.</li> </ul> <p><b>2011 PLA High Schools:</b></p> <ul style="list-style-type: none"> <li>• Of all 2011 PLA high schools (60), reading proficiency on average increased 1.8%</li> <li>• Proficiency ranged from a 7% decrease to a 7% increase.</li> </ul>

	<b>Complete</b>	<b>In Progress</b>	<b>Comments</b>
			<p><b>2010 PLA Elementary/Middle Schools:</b></p> <ul style="list-style-type: none"> <li>• Of all 2010 PLA elementary/middle schools (29), reading proficiency on average increased 6.2%</li> <li>• Proficiency ranged from a 7% decrease to a 39% increase.</li> </ul> <p><b>2011 PLA Elementary/Middle Schools:</b></p> <ul style="list-style-type: none"> <li>• Of all 2011 PLA elementary/middle schools (41), reading proficiency on average increased 4.7%</li> <li>• Proficiency ranged from a 35% decrease to a 39% increase.</li> <li>• Preliminary data for schools that received School Improvement Grants (SIG) show those buildings that have support from external providers and their district show progress in achievement.</li> </ul>

	<b>Complete</b>	<b>In Progress</b>	<b>Comments</b>
f. Close academic achievement gaps, with an initial focus on rapidly improving the academic outcomes of African-American males for whom data show are Michigan's persistently lowest achieving group.	X	X	MDE identified 331 schools as Focus schools (10% with greatest internal achievement gap) in August 2012 in accordance with approved ESEA Flex request.
		X	"Closer" Series initiated to verify, refine, and validate strategies, policies, structures, and systems to close achievement gaps.
		X	Internal Professional Learning Communities initiated to foster collective learning strategies.
		X	Core Team of MDE personnel planning and supporting MDE-wide Achievement Gap activities.
		X	Five Subcommittees chaired by core team are addressing communications, pilot schools, research, planning, data and metrics.
		X	Student Focus Groups, national and state experts are being engaged to inform and support decisions.
		X	The work above culminates with a June Summit with external stakeholders and Pilot school program.
	X		Motivating African-American males to achieve in school and life was a major theme of the November 2012 School Improvement Conference and a special session was held with the Keynote speaker, Principal Kafele to learn about specific strategies to support African American males.

	<b>Complete</b>	<b>In Progress</b>	<b>Comments</b>
	X		Additional sessions at the conference addressed areas specific to the achievement gap.
	X		Focus schools with the largest gaps in achievement were assigned a District Improvement Facilitator to help with data analysis, causes and plans for addressing the achievement gap for all students.
	X	X	Districts with high suspension rates for African American students with disabilities have been identified. Presentations to these districts have highlighted disaggregated suspension rates by building. Assessment data, graduation and drop-out rates have been graphically displayed to assist staff in identifying the impact of high suspensions of the success of learners.
g. Implement the Common Core Career and College Ready Standards.	X		MDE developed tools to support transition to Career and College Ready Standards (CCRS), including changes in instructional practices.
		X	MDE staff preparing for the release of the Next Generation Science Standards and have been actively involved in the development of related supports. Quality of instruction with these standards, as well as assessments for learning (through Smarter Balance), are the focus for the next stage of implementation.
	X		Grant application funds approved for supplementary activities to implement the Career and College Ready Standards.

	<b>Complete</b>	<b>In Progress</b>	<b>Comments</b>
<b>2. Student Achievement-based System of Schools</b>			
a. Implement a system of State Board of Education rewards for High Performing and High Progressing Schools.	X  X  X	X	Reward school methodology was developed and run for the first time, resulting in identification of reward schools.  344 Reward schools were identified as high progressing, high performance, and Beating the Odds.  Each school received Certificate of Achievement and was invited to present at the MDE School Improvement conference.  MDE partnering with Educational Organizations to recognize and support dissemination of practices that work.
b. Develop policies that incent and reward school performance on outcomes, including improved student achievement proficiency and growth and reduced need for post-secondary remediation.	X	X	Increased flexibility in using supplementary grant funds to Reward schools via Schoolwide funds consolidation was provided.
c. Implement a single statewide accountability system as described in Michigan’s Elementary and Secondary Education Act Flexibility Request to the U.S. Department of Education.		X	Priority, Focus, and Reward schools have been identified. School scorecards will be implemented for the first time (along with priority, focus, and reward designations) in fall of 2013.

	<b>Complete</b>	<b>In Progress</b>	<b>Comments</b>
<b>3. Preparation and Training for Effective Educators</b>			
a. Refashion teacher certification to reflect teachers' ability to deliver the Career and College Ready Standards.		X	Ongoing review of Educator Preparation programs is ensuring alignment to Career and College Ready Standards.
b. Refashion teacher preparation leading to teacher certification including increased requirements for admission into teacher preparation programs, admission into student teaching, and recommendation for teacher licensure.		X	State Board proposal for revised Professional Teacher Standards using the InTASC Standards to be presented at January, 2013 SBE meeting.
		X	Process to ensure that all Michigan Educator Preparation Institutions are accredited is being completed.
		X	State Board Proposal for revision of the Educator Preparation Institution Effectiveness score to reflect increased requirements is being developed.
c. Support the development and use of fair, effective evaluations of teacher and administrator performance that focus on improvement and that are based on multiple measures, including school improvement plan goals, instructional delivery, and student growth. Such development should involve teachers, administrators, and other appropriate stakeholders.	X	X	MDE is supporting the work of the Michigan Council for Educator Effectiveness (MCEE) as the MCEE carries out a pilot prior to providing final recommendations to the legislature of the form of a statewide educator evaluation system. This support includes provision of data for running value-added models.  MDE provided support for local districts in the form of a staff member whose responsibility is to provide technical assistance to districts as they implement educator evaluations and to gather and report on data regarding the form of those evaluations.

	<b>Complete</b>	<b>In Progress</b>	<b>Comments</b>
	X	X	MDE developed grant application for \$1.75M in state funds to support training for principals to conduct teacher evaluations. Over 2,500 submissions were received and reviewed. Awards will be made in January, 2013.
		X	MDE is developing new assessments to cover non-tested grades and subjects in support of measuring student growth.
d. Revise continuing education requirements to align with individual teacher and administrator development needs, school improvement goals, and areas identified through analysis of student academic outcomes.	X	X	Administrative rules revised to accept District Provided Professional Development for certificate renewal.  Documentation under development to articulate the expectation that District Provided Professional Development should align with individual teacher and administrator development needs, school improvement goals, and areas identified through analysis of student academic outcomes.
e. Implement alternative routes to certification for teachers and for administrators.	X		Alternate route application process and rubrics for administrators were developed. One alternative route provider approved.
	X		An alternate route application and rubrics for teachers were developed.
	X		Staff prepared for applications from providers.



	<b>Complete</b>	<b>In Progress</b>	<b>Comments</b>
<b>4. Early Childhood Education and Care</b>			
a. Continue the consolidation of early childhood education and care programs and resources into the Office of Great Start as well as advocate for enhanced early childhood opportunities.		X	Office of Great Start (Office of Great Start) continues to coordinate the integration of Child Development and Care, Head Start State Collaborative Office, and Early Childhood Education and Family Services within the Michigan Department of Education. OGS is responsible for completion of a comprehensive state plan for early learning and development by May 15 <sup>th</sup> , 2013.
b. Implement the Great Start to Quality, a system of progressive standards that identifies higher standards and higher levels of quality for all licensed early learning and development programs and unlicensed subsidized providers.	X	X	During the first year, 3,934 programs (licensed child care centers and group homes and registered family homes) have engaged with Great Start to Quality. Included are Great Start Readiness Program and Head Start sites. The focus of efforts has been on statewide implementation.  Great Start to Quality launched the first cohort of public ratings on December 17, 2012.
c. Initiate a Kindergarten Entry Status assessment to identify children's learning and development levels at kindergarten entry.		X	Partnership of Bureau of Assessment and Accountability, OGS, and Center for Educational Performance and Information, working in conjunction with early childhood stakeholders across Michigan, will ensure a Kindergarten Entry Assessment that provides Michigan with critical developmental information on our students as they begin their K-12 educational experience. Recently completed spotlight presentations by vendors, seeking to hire staff to lead project, and planned RFP release for early 2013.

	<b>Complete</b>	<b>In Progress</b>	<b>Comments</b>
d. Increase access to high quality early learning and development programs for those children with the highest needs prior to kindergarten entry.		X	In Spring 2013, a competitive opportunity will be available for programs to utilize multiple sources of early childhood funding to create continuity of care in a full time, full year setting with the goal of increasing the number of high needs children in quality early learning and development programs.
		X	Also in the Spring of 2013, a second initiative will launch to include ongoing monitoring and refinement of collaborative recruitment and enrollment practices locally with Great Start Readiness Program, Head Start, Early Childhood Special Education, and private child care providers. The goal of this initiative is to ensure that high needs children are enrolled and receiving the most appropriate services.