

MDE Priorities Update

Presentation to the State Board of
Education

June 17, 2014

Close achievement gaps in reading and math, with an initial focus on African-American young men for who data show are Michigan's persistently lowest-achieving student group.

Priority 1

Priority 1: Goals and Progress

1. African-American young men will meet the 85% proficiency target for tested grades and subjects by 2022.

African-American Male % Proficient	2011-2012 (Baseline)	2012-2013 (Target)	2012-2013 (Actual)	2013-2014 (Target)
3rd Grade Reading	35%	40%	39%	45%
3rd Grade Mathematics	17%	24%	21%	31%
7th Grade Writing	18%	25%	23%	31%
8th Grade Reading	35%	40%	40%	45%
8th Grade Mathematics	12%	19%	13%	27%
8th Grade Science	5%	13%	5%	21%
9th Grade Social Studies	7%	15%	7%	23%
11th Grade Reading	22%	28%	25%	35%
11th Grade Writing	14%	21%	14%	28%
11th Grade Social Studies	10%	18%	12%	25%
11th Grade Mathematics	8%	16%	8%	23%
11th Grade Science	6%	14%	6%	22%

Priority 1: Goals and Progress

- The statewide Top 30% and Bottom 30% subgroups will reflect equitable distribution of all student groups by 2022.

		2012-2013				
		% Population	% Top 30	% Difference Top 30	% Bottom 30	% Difference Bottom 30
AYP Ethnicity (2013)						
3rd Grade Reading	American Indian or Alaska Native	1%	1%	0%	1%	0%
	Black or African American	17%	8%	-9%	29%	12%
	Hispanic or Latino	7%	4%	-3%	10%	3%
	White	69%	80%	11%	56%	-13%
	Two or More Races (Multiracial)	3%	3%	0%	3%	0%
	Asian or Pacific Islander	3%	5%	2%	2%	-1%
	Students with Disabilities	12%	8%	-4%	21%	9%
	Economically Disadvantaged	50%	30%	-20%	71%	21%
	Limited English Proficiency	6%	2%	-4%	12%	6%

Priority 1: High-Impact Work

- Achievement Gap Closure Delivery Plan
 - Developed and implementation initiated in March 2014
 - Focus on key strategies to impact measurable goals:
 - African-American Young Men of Promise Initiative
 - Focus and Priority Schools Interventions
 - Multi-Tiered Systems of Support
 - Leveraging Grant Criteria
- *Closing the Achievement Gap for African American Young Men* Guidance Document
 - Presents strategies to inspire immediate action and sustain effort over time
 - Roll-Out in Summer/Fall 2014

Increase the number of children in appropriate high-quality early learning and development programs.

Priority 2

Priority 2: Goals and Progress

1. Implement expansion of Great Start Readiness Program for 17,930 preschool slots for 2013-14 academic year.

Fiscal Agent Name	2012-13 Slots Served Including Competitive	2013-14 Total Slots	Change in Slots Used from 2012-13 to 2013-14 Including Migrant/Summer	Percent Increase
Huron ISD	63	162	99	157%
Livingston ESA	202	496	294	146%
Bay-Arenac ISD	453	978	525	116%
Clinton County RESA	146	306	160	110%
Newaygo County RESA	289	602	313	108%
Eaton RESA	169	339	170	101%
Kalamazoo RESA	754	1,492	738	98%
Clare-Gladwin Regional Education Service District	234	445	211	90%
Van Buren ISD	409	776	367	90%
Hillsdale ISD	169	314	145	86%

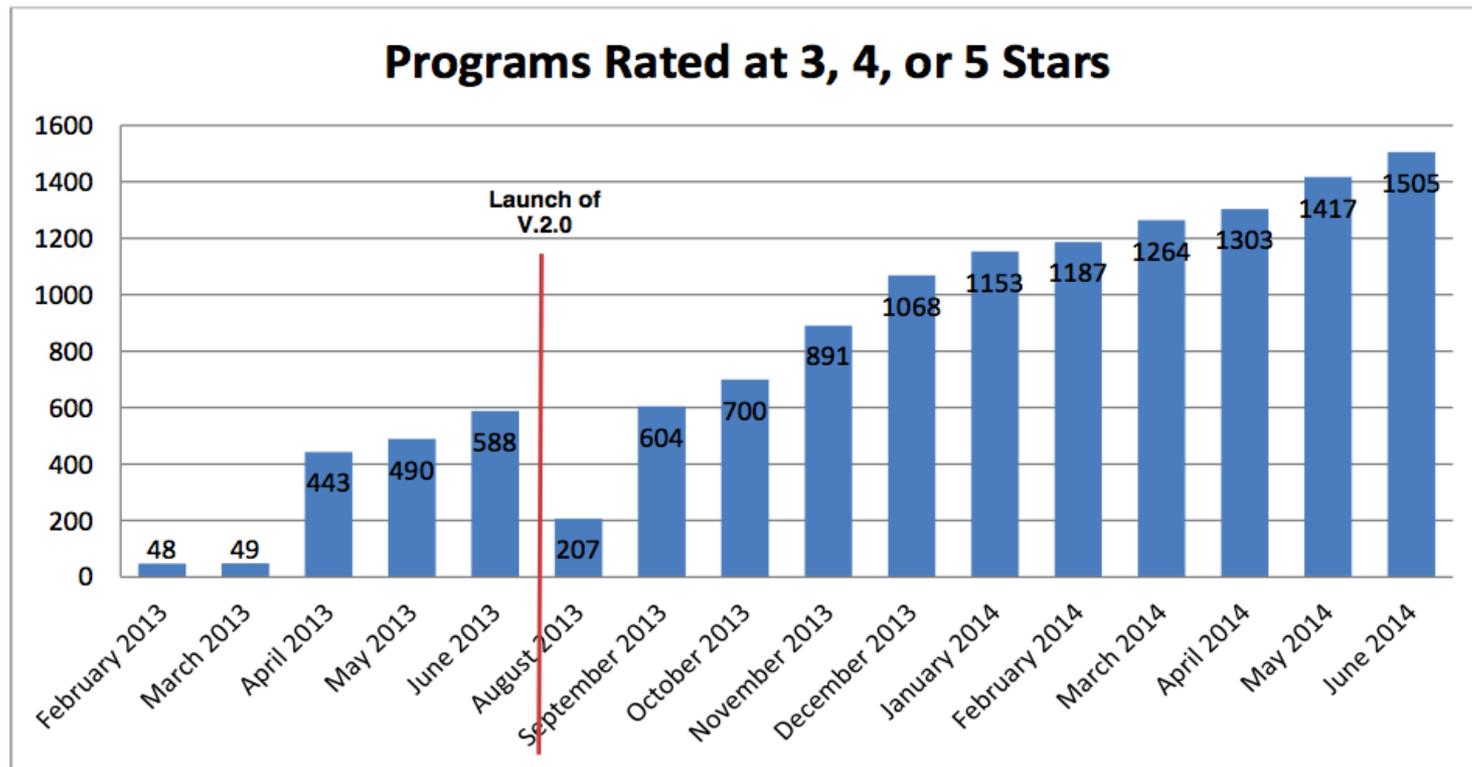
Priority 2: Goals and Progress

1. Implement expansion of Great Start Readiness Program for 17,930 preschool slots for 2013-14 academic year.

	Slots Allocated	GSRP/Head Start Blend Slots by CBO	Other Slots by CBO	Total Slots by CBO
2013-2014: Totals	47,113	2302	7285	9587
CBO Percentages		4.89%	15.46%	20.35%

Priority 2: Goals and Progress

2. Increase program participation and engagement in Great Start to Quality throughout 2013-2014 academic year.

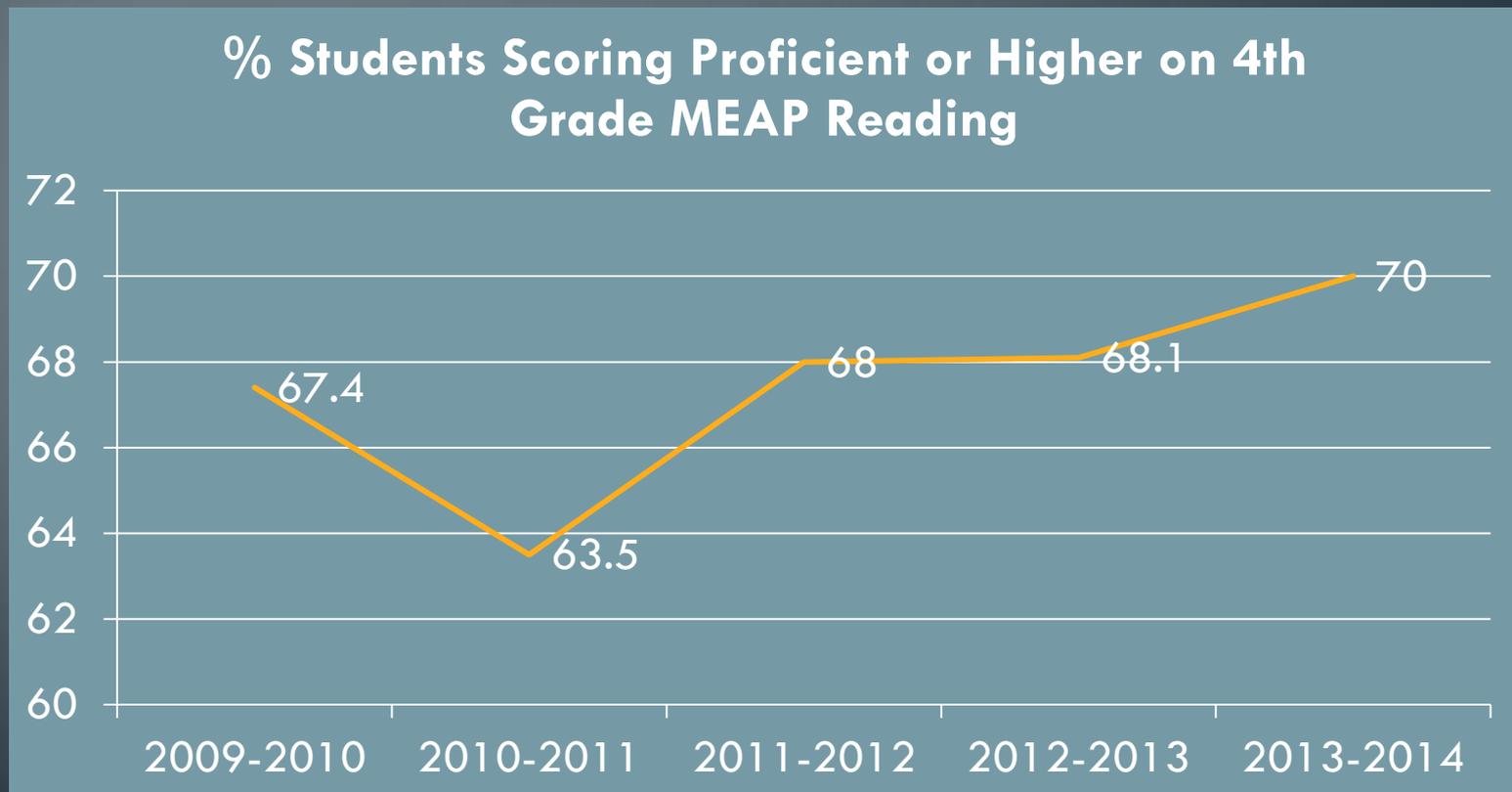


Increase the number of children who are reading at grade level by the end of third grade.

Priority 3

Priority 3: Goal and Progress

1. 85% of Michigan's third graders will score Proficient or higher on the state reading assessment by 2022.



Priority 3: High-Impact Work

- Development of Grade 3 Reading Delivery Plan
 - Development and initiation scheduled for Summer/Fall 2014

Increase the use of personalized teaching methods, including the integration of technology for K-14 grade students to improve learning and outcomes.

Priority 4

Priority 4: Goal and Progress

Personalized Learning:

Personalized learning occurs when the student has a degree of choice over his or her education in terms of delivery, context, and pacing. Individual outcomes and how proficiency will be demonstrated is collaboratively defined. The student's interests, experiences, and abilities guide his or her learning, making new information more relevant and meaningful. This approach has the potential to build the student's capacity and desire to learn beyond the scope of the curriculum and the confines of the classroom.

Personalized Teaching:

Personalized teaching is the continual collaboration between the teacher and the student with the teacher facilitating, mentoring, and monitoring of student choices about personal learning plans. It incorporates flexibility within the learning environment to allow student needs to drive instructional strategies, assessments, use of time, and materials. By connecting a student's instruction to his or her personal interests, experiences, and abilities, a greater sense of ownership and efficacy is fostered in the student.

Priority 4: High-Impact Work

Online Learning	Personalized Instruction	Postsecondary Credit Options in High School
<ul style="list-style-type: none">• Blended instruction• Fully online courses	<ul style="list-style-type: none">• Multi-tiered systems of support• Competency-based and project-based learning	<ul style="list-style-type: none">• AP/IB• Dual enrollment and enhanced dual enrollment• Early middle college programs and schools

Structural Elements That Support These Areas of Work:

- Educational technology
- Professional learning and pre-service training for teachers
- Funding opportunities
- Guidance and technical assistance to districts

Implement policies and activities to drive quality improvement and accountability in Educator Preparation Institution programs.

Priority 5

Priority 5: Goals and Progress

1. New teachers exiting initial preparation programs will be rated “Effective” or higher on year-end evaluations in each of their first three years of teaching by 2022.

School Year	State Average – Year One Cohort Score	State Average – Year Two Cohort Score	State Average – Year Three Cohort Score	State Average – Aggregate Years 1-3
2011-2012	75.4	79.7	79.8	78.4
2012-2013	77.2	79.7	81.9	79.4

Scores are based on weighted averages of reported evaluation labels.

Highly Effective = 100; Effective = 80; Minimally Effective = 30; Ineffective = 0

Priority 5: Goals and Progress

2. Improvement in the average rate of student growth

The MDE will add a measurable goal for an average rate of student growth for all teachers in 2014-15 based on the statewide growth tool used for educator evaluations.

Priority 5: High-Impact Work

- Statewide Educator Evaluation Tool
 - *Budget passed by House and Senate...*
 - *Includes funding for licensing and training on educator observation systems*
 - *Includes funding for summative assessment*
 - *Does not include funding for interim assessment*
- Educator Effectiveness Delivery Plan
 - Development and initiation scheduled for Summer 2014
 - Focus on key strategies to impact measurable goals:
 - Teacher certification exams
 - Professional learning tied to educator evaluations
 - EPI Performance Score and corrective actions
 - Educator preparation program quality assurance

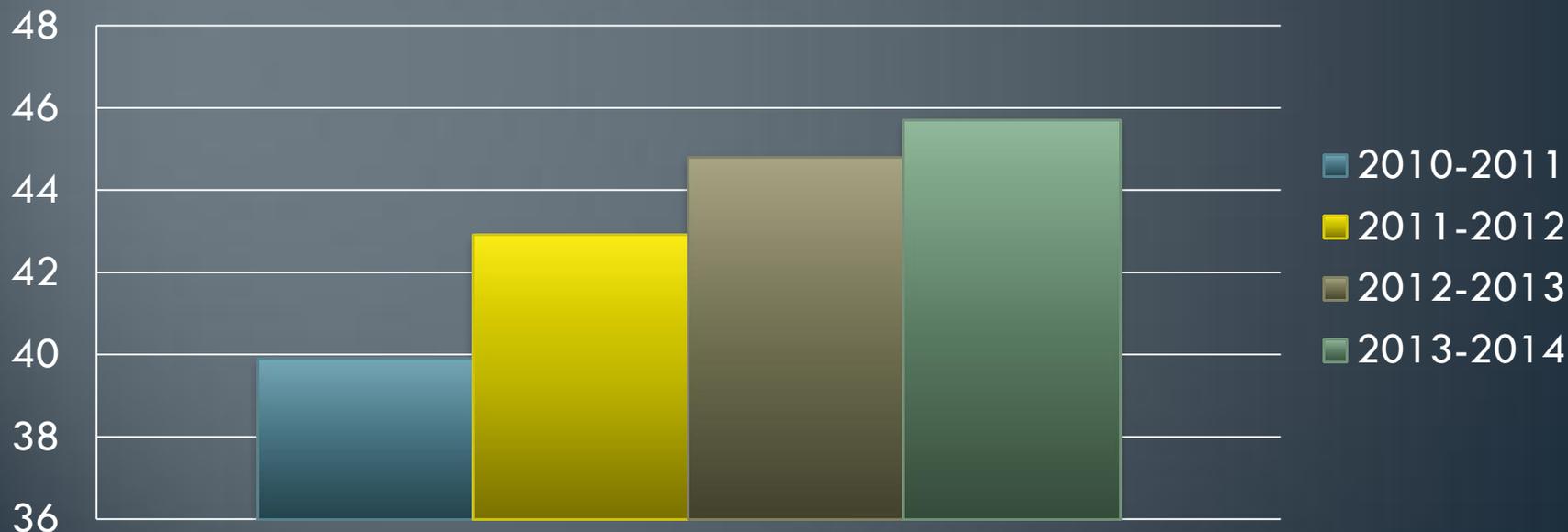
Reduce health and safety barriers to learning.

Priority 6

Priority 6: Goals and Progress

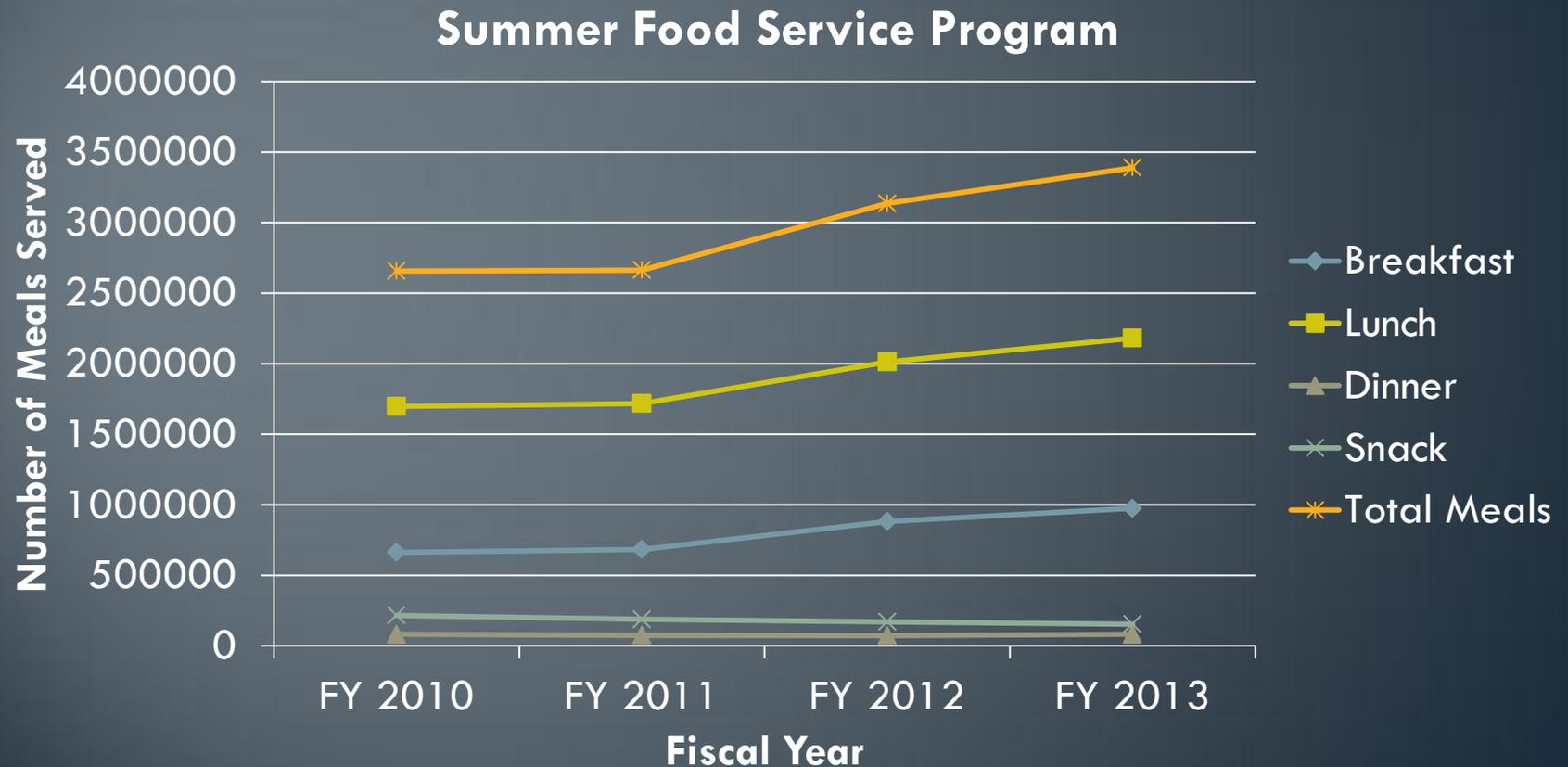
Increase the percentage of students eating school breakfast to 60 percent of students eating school lunch by 2015.

First Fuel School Breakfast Challenge
Percentage of Students Who Eat School Lunch and Also Eat School Breakfast



Priority 6: Goals and Progress

Continue to increase the number of Michigan children participating in the Summer Food Service Program.



Priority 6: Goals and Progress

Increase the number of students served through the Child and Adolescent Health Center Program, receiving physical and mental health services by September 2015.

Service	FY 2012	FY 2013
Number of school-aged children and youth served with primary care or mental health services.	30,224	30,297
Number of school-aged children and youth who received comprehensive physical exams	11,000	12,210
Number of school-aged children and youth who received immunizations	22,819	25,814
Number of school aged children and youth enrolled in Medicaid	2,014	1,809
Percentage of clients screened for depression	54	64

Promote financial health and stability for public schools.

Priority 7

Priority 7: Goals and Progress

Reduce the number of deficit school districts and provide early warning/precautionary support for school districts in financial risk.

- Financial Independence Team (FIT)
 - The FY 2015 MDE Budget includes funding for 2.0 FTEs in both the Office of State Aid and School Finance and Office of Education Improvement and Innovation for FIT.
 - MDE will collaborate with the Department of Treasury to offer pro-active assistance to financially distressed districts and help to ensure the academic quality of their schools.
 - Bills to establish the FIT initiative (Senate Bills 949-957) await consideration in the Senate.
- Quarterly Deficit District Report
 - State Superintendent Flanagan presented to the House and Senate Appropriation Subcommittees responsible for K-12 appropriations on June 5, 2014.
 - 10 school districts are projected to eliminate their deficits as of June 30, 2014
 - 27 school districts are projected to end the school year with a reduced deficit
 - 9 school districts are projected to end this school year with a greater deficit
 - 7 school districts started the school year with a positive fund balance project to end the year in deficit
 - 45 districts will end the 2013-14 school year in deficit (down from 52 in 2012-13)